



OVERVIEW

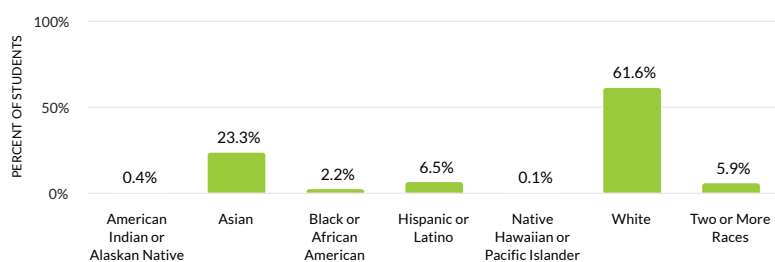
School Details

Grades : 6-8

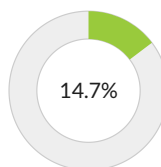
Enrollment : 967

Percent open enrollment : 3.4%

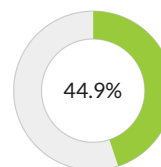
Student Groups



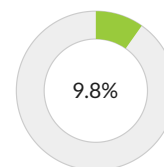
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

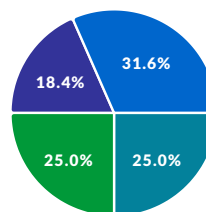
Overall Score

65.5

Meets Expectations



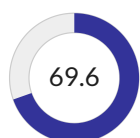
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

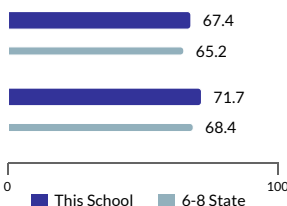
ACHIEVEMENT



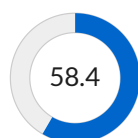
English Language Arts

Mathematics

Subject Area Scores



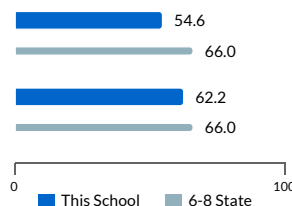
GROWTH



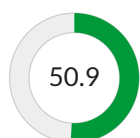
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



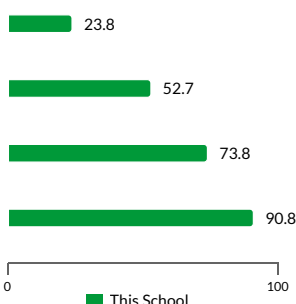
Achievement

Growth

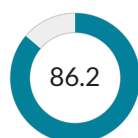
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



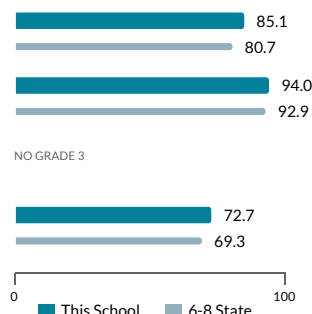
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

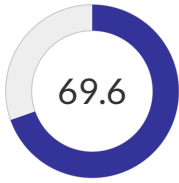




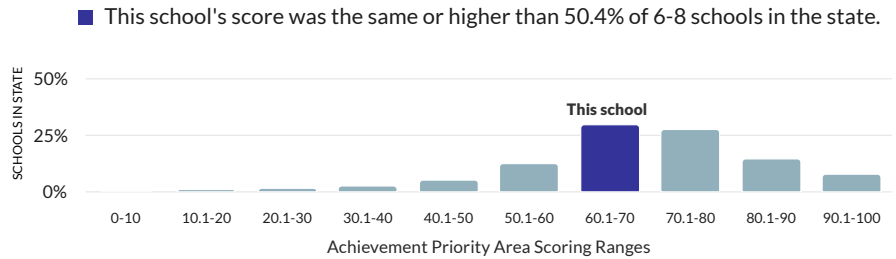
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

Priority Area Score



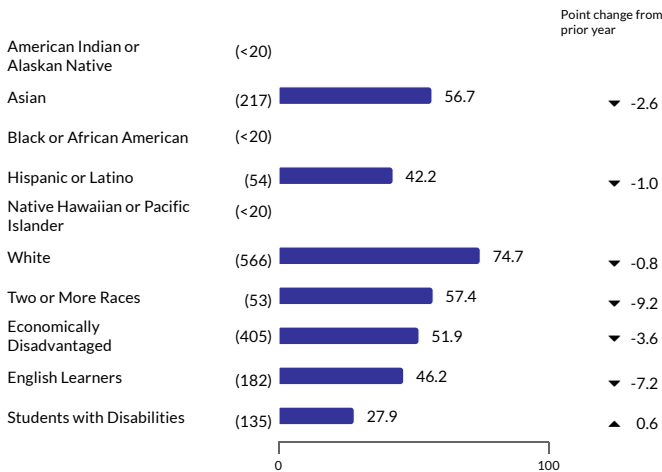
English Language Arts Score: 67.4
Mathematics Score: 71.7



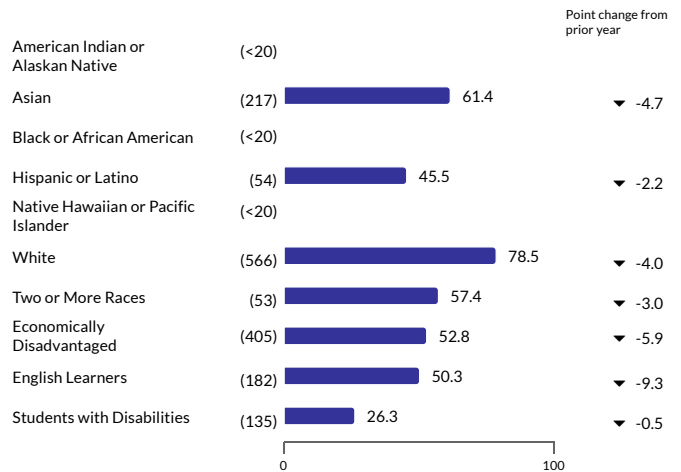
Student Group Achievement, 2024-25 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



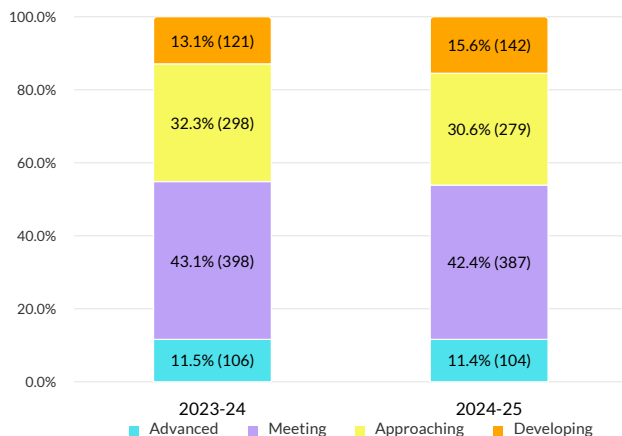
MATHEMATICS



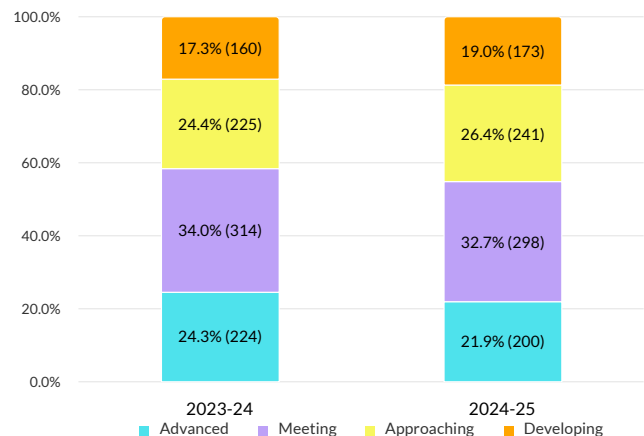
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.6%	93.3%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.6%	93.3%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,443	11.5%	39.7%	30.2%	18.5%	177,905	12.3%	40.5%	29.0%	18.2%
All Students	923	11.5%	43.1%	32.3%	13.1%	912	11.4%	42.4%	30.6%	15.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	221	3.6%	38.9%	43.9%	13.6%	217	3.2%	40.1%	36.9%	19.8%
Black or African American	25	0.0%	40.0%	32.0%	28.0%	<20	*	*	*	*
Hispanic or Latino	59	0.0%	25.4%	45.8%	28.8%	54	3.7%	27.8%	27.8%	40.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	560	16.1%	47.5%	26.1%	10.4%	566	15.9%	46.6%	26.5%	11.0%
Two or More Races	51	13.7%	37.3%	33.3%	15.7%	53	9.4%	28.3%	43.4%	18.9%
Economically Disadvantaged	429	4.7%	35.0%	40.6%	19.8%	405	3.2%	34.1%	38.5%	24.2%
English Learners	207	2.4%	30.9%	50.2%	16.4%	182	0.5%	30.8%	40.1%	28.6%
Students with Disabilities	112	1.8%	12.5%	30.4%	55.4%	135	1.5%	14.1%	29.6%	54.8%

MATHEMATICS

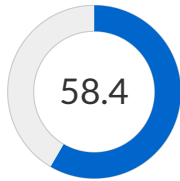
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,277	20.1%	32.4%	26.2%	21.3%	177,765	21.6%	31.0%	27.6%	19.7%
All Students	923	24.3%	34.0%	24.4%	17.3%	912	21.9%	32.7%	26.4%	19.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	221	15.8%	35.7%	29.0%	19.5%	217	12.0%	34.6%	32.3%	21.2%
Black or African American	25	4.0%	16.0%	40.0%	40.0%	<20	*	*	*	*
Hispanic or Latino	59	10.2%	22.0%	32.2%	35.6%	54	11.1%	16.7%	35.2%	37.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	560	30.9%	35.9%	20.4%	12.9%	566	28.1%	34.6%	22.3%	15.0%
Two or More Races	51	15.7%	29.4%	29.4%	25.5%	53	17.0%	22.6%	32.1%	28.3%
Economically Disadvantaged	429	14.0%	29.6%	30.1%	26.3%	405	9.1%	29.1%	32.3%	29.4%
English Learners	207	12.1%	32.9%	31.4%	23.7%	182	5.5%	30.8%	34.6%	29.1%
Students with Disabilities	112	3.6%	14.3%	20.5%	61.6%	135	2.2%	12.6%	26.7%	58.5%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 54.6
Mathematics Score: 62.2

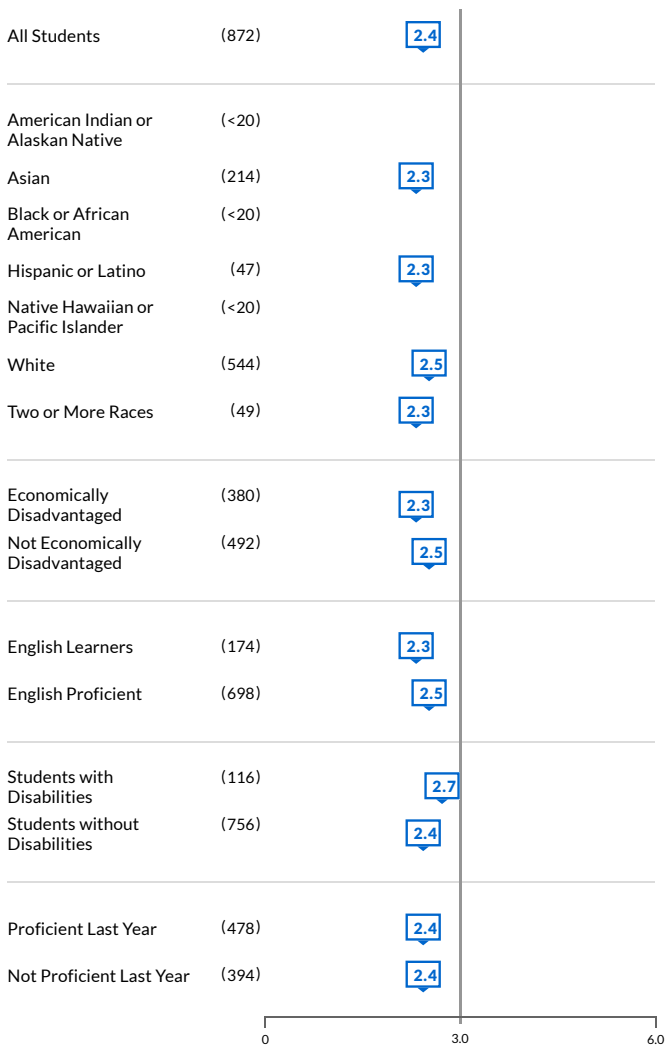
■ This school's score was the same or higher than 38.4% of 6-8 schools in the state.



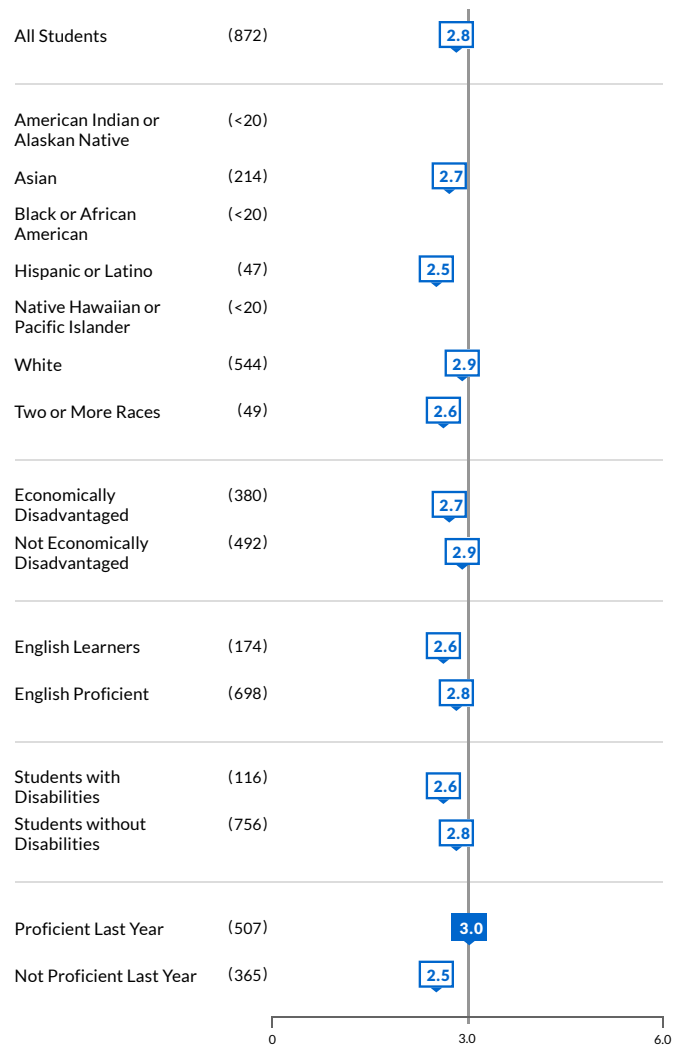
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



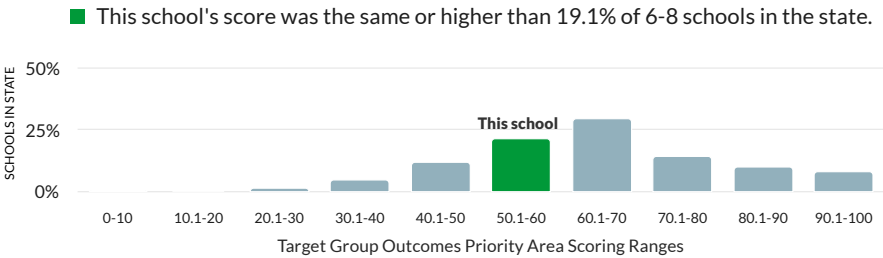
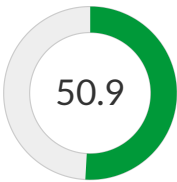
MATHEMATICS



TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



Component Scores

ACHIEVEMENT

Score: 23.8

Average points-based proficiency rates.

English Language Arts

Target Group

Non-Target Group

0100

26.9

82.2

Mathematics

Target Group

Non-Target Group

0100

20.7

89.4

GROWTH

Score: 52.7

Value-added scores converted onto a 0-100 growth scale.

English Language Arts

Target Group

Non-Target Group

0100

58.4

54.6

Mathematics

Target Group

Non-Target Group

0100

47.0

66.0

CHRONIC ABSENTEEISM

Score: 73.8

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

Target Group

Non-Target Group

0100

73.8

90.2

ATTENDANCE

Score: 90.8

This score is the overall attendance rate for the target group in 2023-24.

Target Group

Non-Target Group

0100

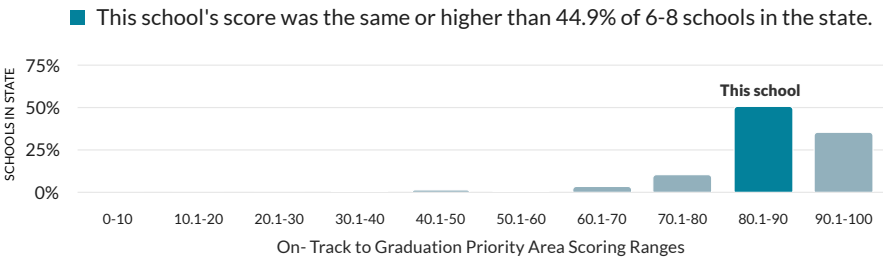
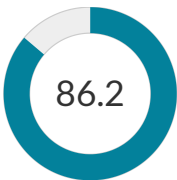
90.8

95.2

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

CHRONIC ABSENTEEISM

Score: 85.1

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

School

6-8 Statewide

85.1

80.7

0

100

SCHOOL-WIDE ATTENDANCE

Score: 94.0

This score is the overall attendance rate for the school in 2023-24.

School

6-8 Statewide

94.0

92.9

0

100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 72.7

Multi-year average points-based proficiency rates.

School

6-8 Statewide

72.7

69.3

0

100

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	190,135	22.5%	187,110	19.0%	185,364	17.3%
All Students	1,002	21.1%	999	11.5%	979	13.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	242	12.0%	250	5.2%	229	5.2%
Black or African American	<20	*	24	37.5%	29	34.5%
Hispanic or Latino	66	40.9%	68	25.0%	64	32.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	617	19.6%	592	11.0%	590	12.5%
Two or More Races	48	37.5%	54	11.1%	59	16.9%
Economically Disadvantaged	511	29.4%	474	17.9%	475	20.2%
English Learners	246	16.7%	240	7.1%	217	9.7%
Students with Disabilities	128	36.7%	119	23.5%	129	34.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade