



OVERVIEW

School Details

Grades : 6-8

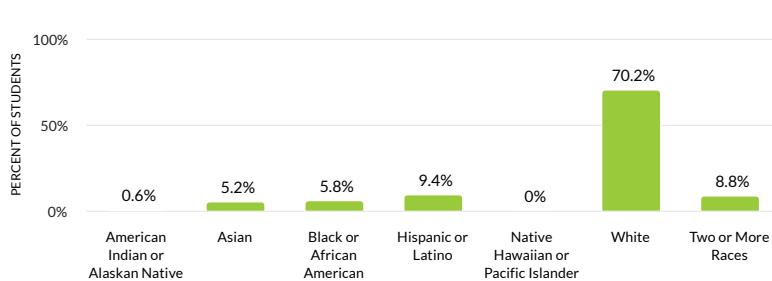
Enrollment : 329

Percent open enrollment : 1.2%

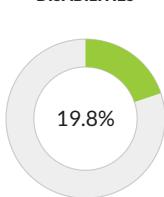
The Oshkosh Area School District's guiding principle of Students First drives programming and decisions district-wide. Our staff is committed to supporting all students and our schools are places where ideas are fostered and students persevere when challenged. The District's rigorous academic programs and exceptional services ensure that all students are College, Career, and Community Ready.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

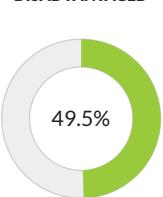
Student Groups



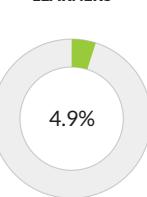
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

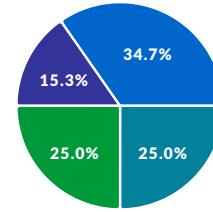
Overall Score

59.4

Meets Expectations



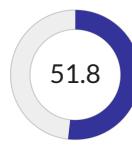
PRIORITY AREA WEIGHTS



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

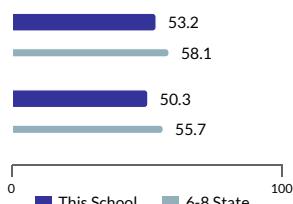
Priority Area Scores

ACHIEVEMENT

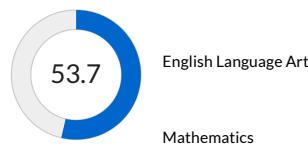


English Language Arts
Mathematics

Subject Area Scores

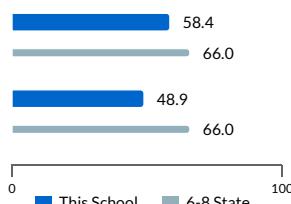


GROWTH

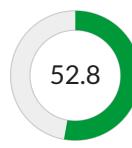


English Language Arts
Mathematics

Subject Area Scores

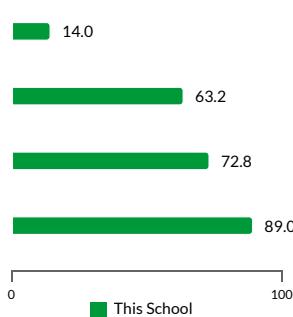


TARGET GROUP OUTCOMES

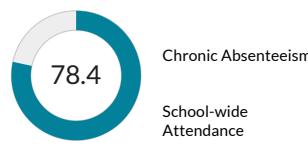


Achievement
Growth
Chronic Absenteeism
Attendance

Group Scores

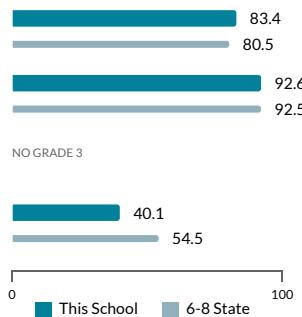


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

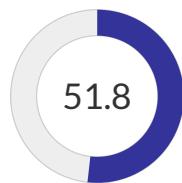




ACHIEVEMENT

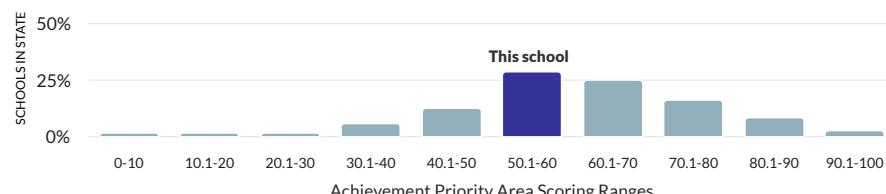
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 53.2
Mathematics Score: 50.3

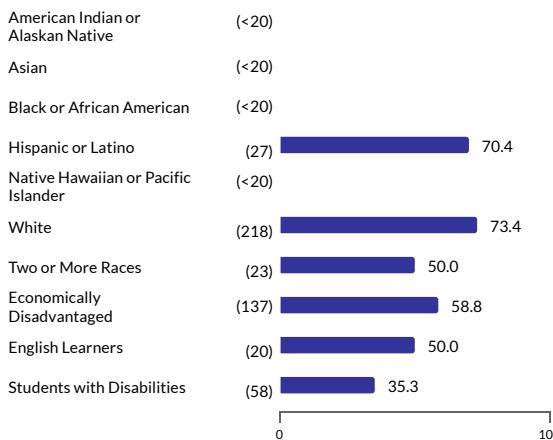
■ This school's score was the same or higher than 25.3% of 6-8 schools in the state.



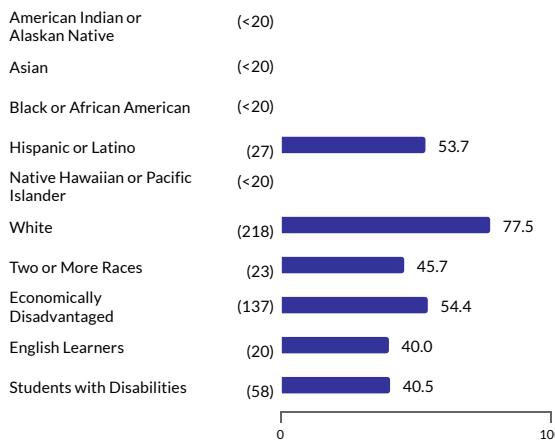
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



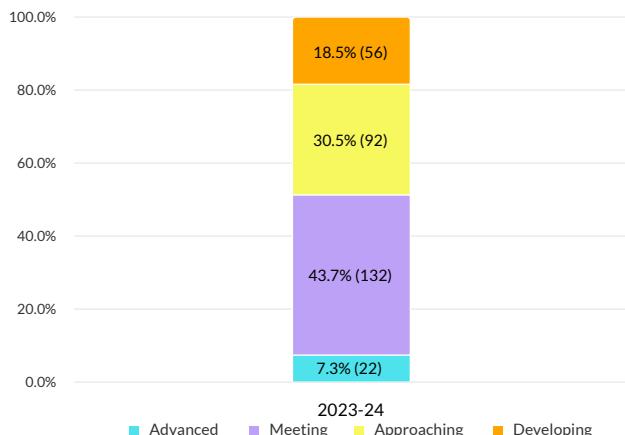
MATHEMATICS



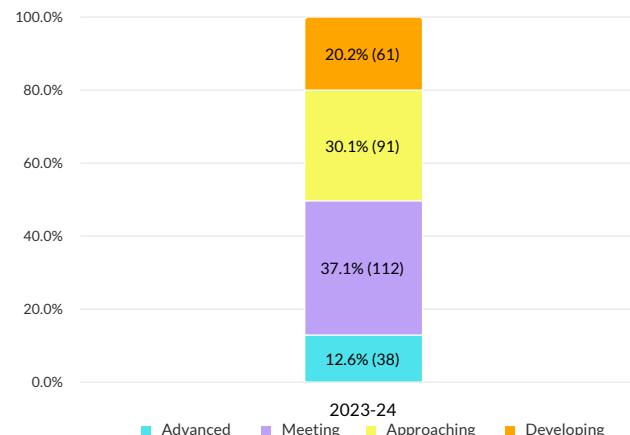
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Two or More Races 97.3%
86.2%	

MATHEMATICS

All students	Lowest-participating group: Two or More Races 97.3%
86.2%	

Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS

	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,448	11.5%	39.7%	30.2%	18.5%
All Students	337	4.7%	18.4%	39.8%	37.1%	302	7.6%	29.5%	36.8%	26.2%	302	7.3%	43.7%	30.5%	18.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	26	7.7%	11.5%	42.3%	38.5%	22	9.1%	18.2%	54.5%	18.2%	27	11.1%	33.3%	40.7%	14.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	263	4.6%	19.8%	39.2%	36.5%	233	7.7%	31.8%	34.8%	25.8%	218	7.8%	46.8%	29.8%	15.6%
Two or More Races	20	10.0%	10.0%	45.0%	35.0%	20	0.0%	15.0%	45.0%	40.0%	23	0.0%	34.8%	30.4%	34.8%
Economically Disadvantaged	139	5.8%	12.9%	35.3%	46.0%	136	7.4%	19.1%	38.2%	35.3%	137	6.6%	30.7%	36.5%	26.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	20	5.0%	30.0%	25.0%	40.0%
Students with Disabilities	64	0.0%	4.7%	29.7%	65.6%	62	0.0%	8.1%	38.7%	53.2%	58	0.0%	15.5%	39.7%	44.8%

MATHEMATICS

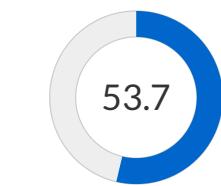
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	338	2.1%	22.2%	39.6%	36.1%	305	3.3%	24.9%	38.0%	33.8%	302	12.6%	37.1%	30.1%	20.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	26	0.0%	15.4%	42.3%	42.3%	24	4.2%	4.2%	37.5%	54.2%	27	3.7%	29.6%	37.0%	29.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	264	2.7%	22.7%	39.8%	34.8%	233	3.9%	27.5%	38.6%	30.0%	218	15.6%	40.4%	27.5%	16.5%
Two or More Races	20	0.0%	30.0%	45.0%	25.0%	20	0.0%	10.0%	30.0%	60.0%	23	0.0%	26.1%	39.1%	34.8%
Economically Disadvantaged	140	0.7%	20.0%	35.0%	44.3%	137	2.2%	13.9%	41.6%	42.3%	137	5.1%	31.4%	30.7%	32.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	20	0.0%	20.0%	40.0%	40.0%
Students with Disabilities	64	1.6%	4.7%	29.7%	64.1%	62	0.0%	4.8%	33.9%	61.3%	58	5.2%	20.7%	24.1%	50.0%



GROWTH

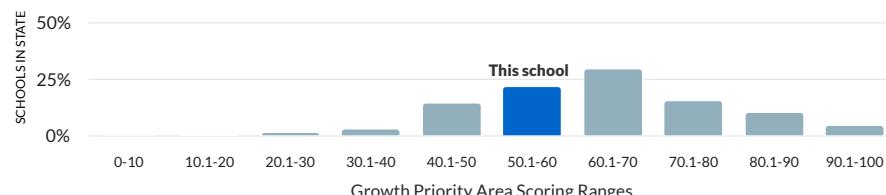
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 58.4
Mathematics Score: 48.9

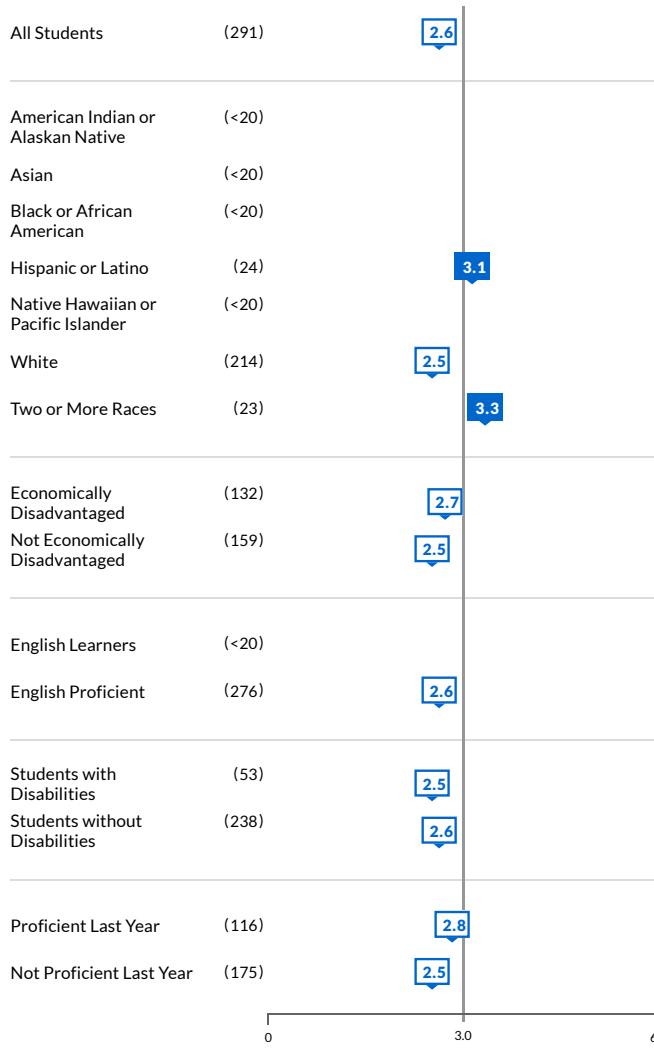
■ This school's score was the same or higher than 24.0% of 6-8 schools in the state.



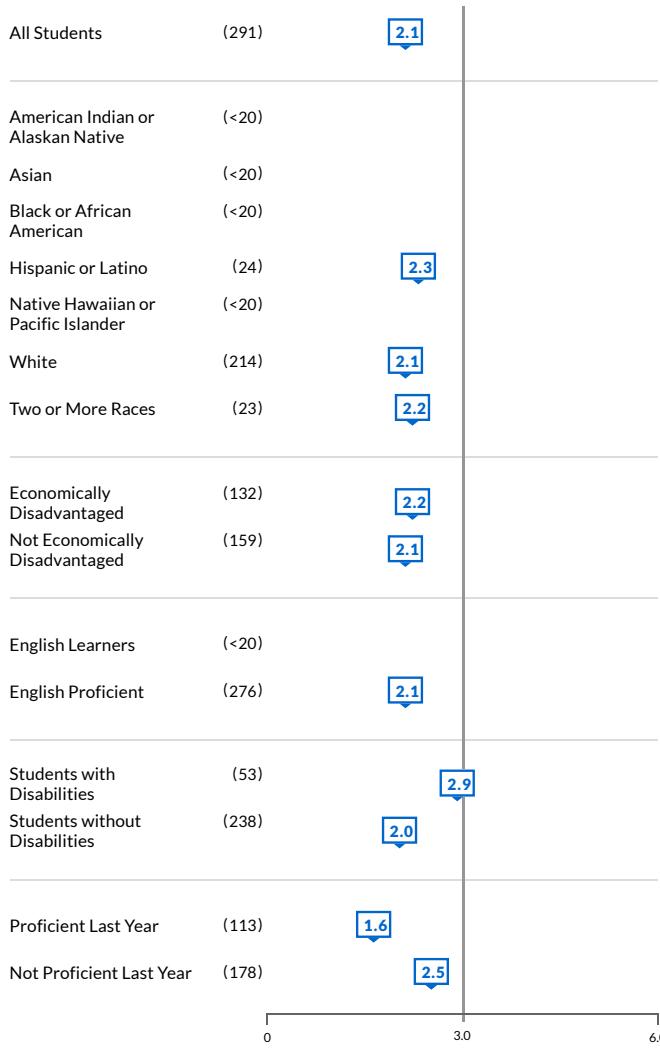
Student Group Value-Added (for information only)

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

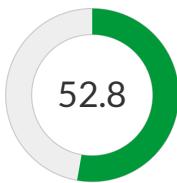




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support 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



■ This school's score was the same or higher than 41.8% of 6-8 schools in the state.

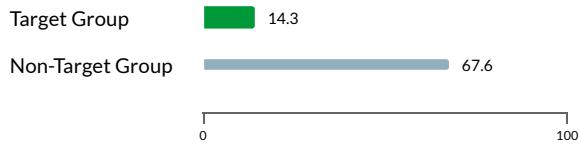


Component Scores

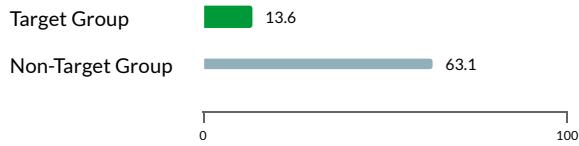
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

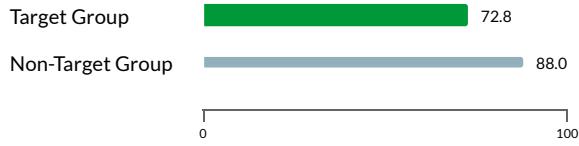


Mathematics



CHRONIC ABSENTEEISM

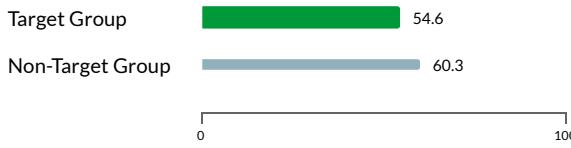
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



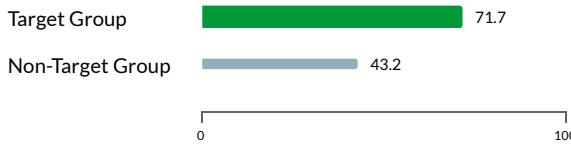
GROWTH

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

English Language Arts



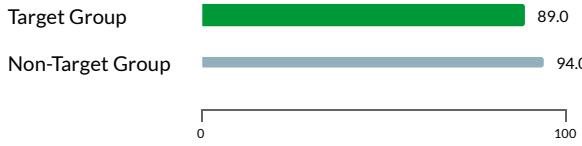
Mathematics



ATTENDANCE

Score: 89.0

This score is the overall attendance rate for the target group in 2022-23.

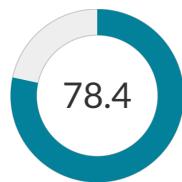




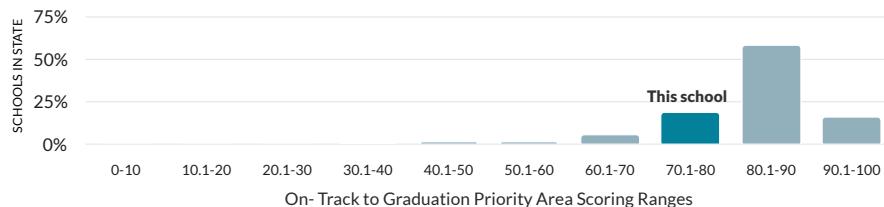
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 21.6% of 6-8 schools in the state.

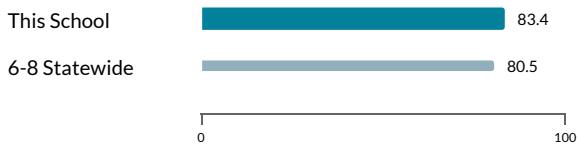


Component Scores

CHRONIC ABSENTEEISM

Score: 83.4

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-WIDE ATTENDANCE

Score: 92.6

This score is the overall attendance rate for the school in 2022-23.

This School

92.6

6-8 Statewide

92.5



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 40.1

Multi-year average points-based proficiency rates.

This School

40.1

6-8 Statewide

54.5





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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,151	16.6%	190,134	22.5%	187,109	19.0%
All Students	381	6.0%	357	19.6%	328	22.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	32	15.6%	30	33.3%	27	33.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	300	4.0%	273	17.9%	244	19.7%
Two or More Races	<20	*	22	22.7%	25	36.0%
Economically Disadvantaged	165	10.9%	152	31.6%	157	35.0%
English Learners	27	7.4%	<20	*	<20	*
Students with Disabilities	78	12.8%	68	26.5%	71	32.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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