



OVERVIEW

School Details

Grades : 7-12

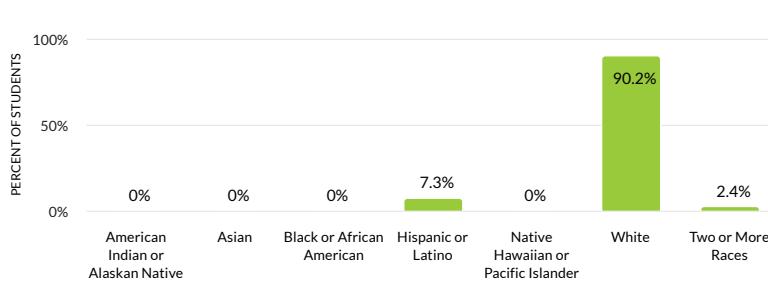
Enrollment : 41

Percent open enrollment : 9.8%

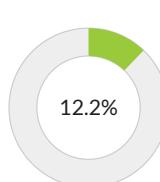
The mission of the Algoma School District is to strive for excellence in education for all students, help students develop to their fullest potential, and promote personal integrity, so that they may become contributing members of society. We commit to achieve this mission by using the talents, assets, & resources available and will encourage a partnership of community, students, family & school.

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

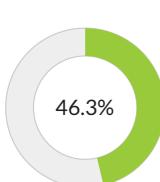
Student Groups



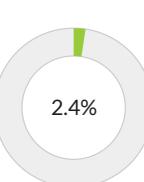
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



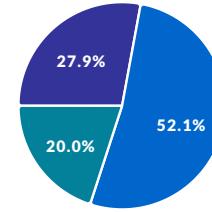
Score Summary



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>.



PRIORITY AREA WEIGHTS



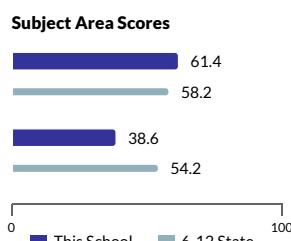
- █ ACHIEVEMENT
- █ GROWTH
- █ TARGET GROUP OUTCOMES
- █ ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT



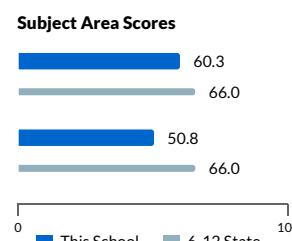
English Language Arts
Mathematics



GROWTH



English Language Arts
Mathematics



TARGET GROUP OUTCOMES

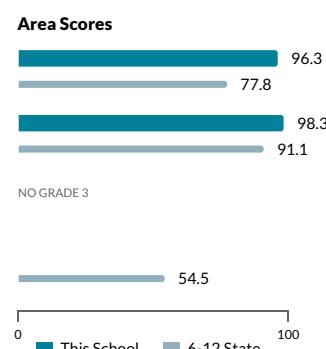


NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



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

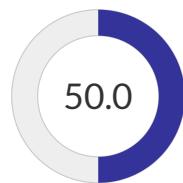




ACHIEVEMENT

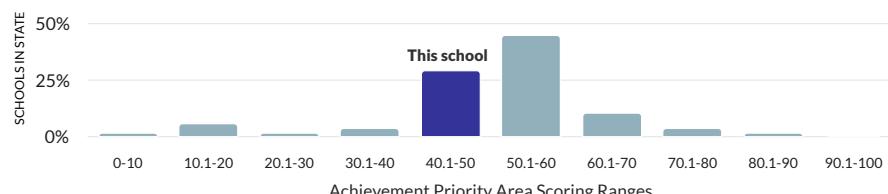
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 61.4
Mathematics Score: 38.6

■ This school's score was the same or higher than 40.2% of 6-12 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

| | |
|-------------------------------------|---|
| American Indian or Alaskan Native | (<20) |
| Asian | (<20) |
| Black or African American | (<20) |
| Hispanic or Latino | (<20) |
| Native Hawaiian or Pacific Islander | (<20) |
| White | (27)  61.1 |
| Two or More Races | (<20) |
| Economically Disadvantaged | (<20) |
| English Learners | (<20) |
| Students with Disabilities | (<20) |

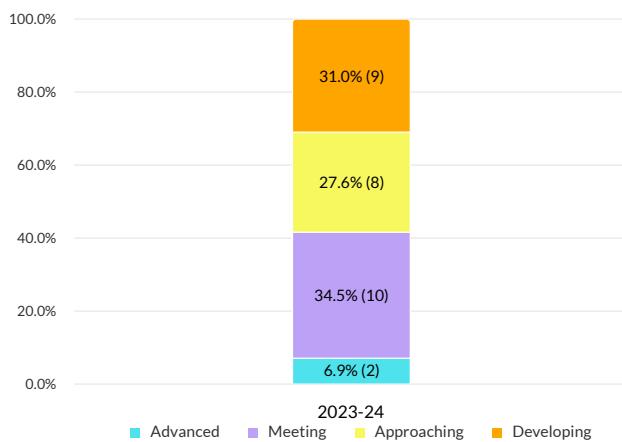
MATHEMATICS

| | |
|-------------------------------------|---|
| American Indian or Alaskan Native | (<20) |
| Asian | (<20) |
| Black or African American | (<20) |
| Hispanic or Latino | (<20) |
| Native Hawaiian or Pacific Islander | (<20) |
| White | (27)  50.0 |
| Two or More Races | (<20) |
| Economically Disadvantaged | (<20) |
| English Learners | (<20) |
| Students with Disabilities | (<20) |

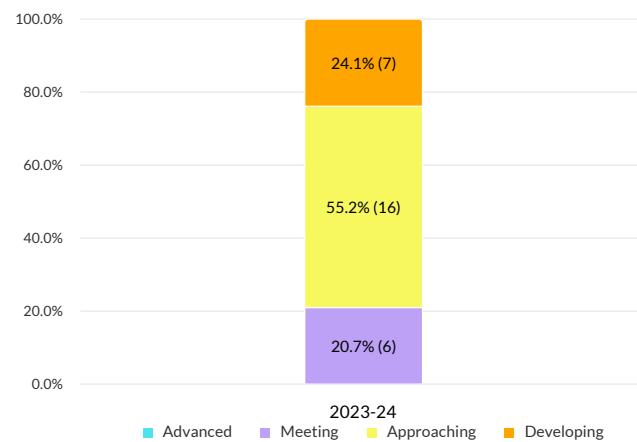
Performance Levels by Year

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: White 94.4% |
|--------------|---|

MATHEMATICS

| | |
|--------------|---|
| All students | Lowest-participating group: White 94.4% |
|--------------|---|

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 | | | | Meeting | Approaching | Developing |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|---------|-------------|----------------|----------|---------|-------------|------------|
| | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: 6-12 State | 366,696 | 7.4% | 30.1% | 34.1% | 28.4% | 367,233 | 9.0% | 31.6% | 34.7% | 24.6% | 366,110 | 11.0% | 38.0% | 31.7% | 19.2% |
| All Students | 22 | 0.0% | 27.3% | 54.5% | 18.2% | 35 | 8.6% | 28.6% | 45.7% | 17.1% | 29 | 6.9% | 34.5% | 27.6% | 31.0% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | <20 | * | * | * | * | 31 | 9.7% | 29.0% | 45.2% | 16.1% | 27 | 7.4% | 37.0% | 25.9% | 29.6% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

MATHEMATICS

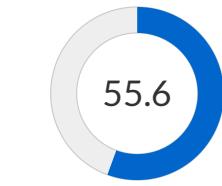
| | 2021-22 | | | | 2022-23 | | | | 2023-24 | | | | Meeting | Approaching | Developing |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|---------|-------------|----------------|----------|---------|-------------|------------|
| | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: 6-12 State | 367,328 | 8.1% | 25.9% | 28.5% | 37.6% | 368,126 | 7.7% | 27.0% | 30.9% | 34.4% | 366,442 | 15.3% | 34.3% | 27.8% | 22.6% |
| All Students | 22 | 0.0% | 22.7% | 45.5% | 31.8% | 35 | 2.9% | 14.3% | 34.3% | 48.6% | 29 | 0.0% | 20.7% | 55.2% | 24.1% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | <20 | * | * | * | * | 31 | 3.2% | 16.1% | 35.5% | 45.2% | 27 | 0.0% | 22.2% | 55.6% | 22.2% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |



GROWTH

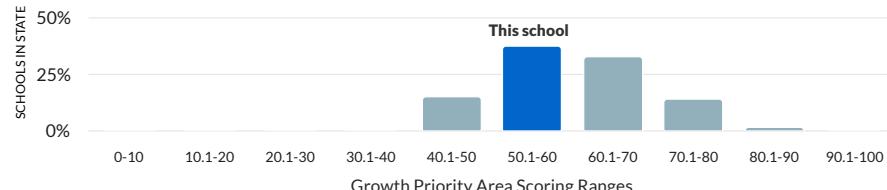
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 60.3
Mathematics Score: 50.8

■ This school's score was the same or higher than 36.0% of 6-12 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

| | | |
|-------------------------------------|-------|------------|
| All Students | (28) | 2.7 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (<20) | |
| Black or African American | (<20) | |
| Hispanic or Latino | (<20) | |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (26) | 2.6 |
| Two or More Races | (<20) | |
| Economically Disadvantaged | (<20) | |
| Not Economically Disadvantaged | (<20) | |
| English Learners | (<20) | |
| English Proficient | (27) | 2.7 |
| Students with Disabilities | (<20) | |
| Students without Disabilities | (25) | 2.7 |
| Proficient Last Year | (<20) | |
| Not Proficient Last Year | (<20) | |

MATHEMATICS

| | | |
|-------------------------------------|-------|------------|
| All Students | (28) | 2.2 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (<20) | |
| Black or African American | (<20) | |
| Hispanic or Latino | (<20) | |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (26) | 2.2 |
| Two or More Races | (<20) | |
| Economically Disadvantaged | (<20) | |
| Not Economically Disadvantaged | (<20) | |
| English Learners | (<20) | |
| English Proficient | (27) | 2.2 |
| Students with Disabilities | (<20) | |
| Students without Disabilities | (25) | 2.3 |
| Proficient Last Year | (<20) | |
| Not Proficient Last Year | (23) | 2.4 |



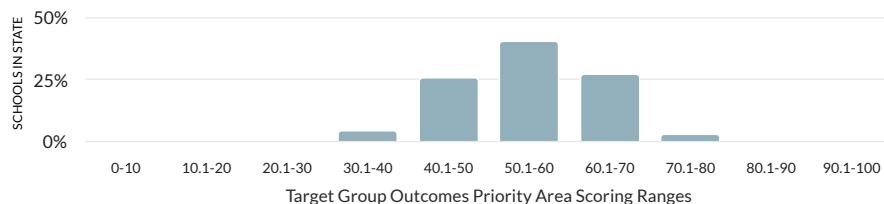
TARGET GROUP OUTCOMES

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 is the distribution of scores for 6-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

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

NO DATA TO DISPLAY



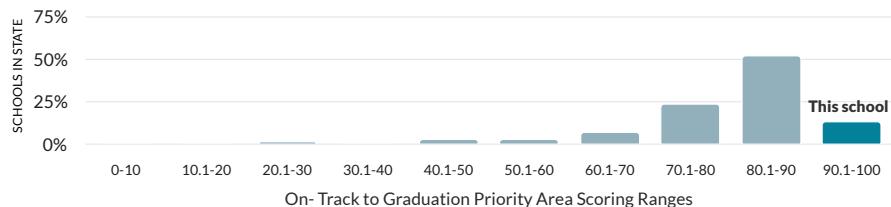
ON-TRACK TO GRADUATION

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 97.7% of 6-12 schools in the state.

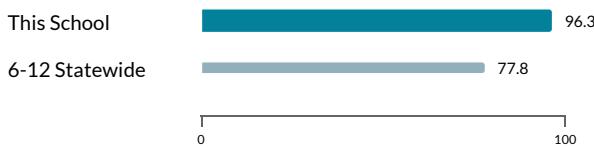


Component Scores

CHRONIC ABSENTEEISM

Score: 96.3

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: 98.3

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

This School

98.3

6-12 Statewide

91.1



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO DATA TO DISPLAY



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: 6-12 State | 456,498 | 18.3% | 456,881 | 24.9% | 453,780 | 22.4% |
| All Students | 0 | NA | 23 | 13.0% | 38 | 0.0% |
| American Indian or Alaskan Native | 0 | NA | <20 | * | <20 | * |
| Asian | 0 | NA | <20 | * | <20 | * |
| Black or African American | 0 | NA | <20 | * | <20 | * |
| Hispanic or Latino | 0 | NA | <20 | * | <20 | * |
| Native Hawaiian or Pacific Islander | 0 | NA | <20 | * | <20 | * |
| White | 0 | NA | 20 | 15.0% | 33 | 0.0% |
| Two or More Races | 0 | NA | <20 | * | <20 | * |
| Economically Disadvantaged | 0 | NA | <20 | * | <20 | * |
| English Learners | 0 | NA | <20 | * | <20 | * |
| Students with Disabilities | 0 | NA | <20 | * | <20 | * |

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.

| | Four-year cohort graduation rate | | | Seven-year cohort graduation rate | | |
|-------------------------------------|----------------------------------|-----------|-------|-----------------------------------|-----------|-------|
| | Students in cohort | Graduates | Rate | Students in cohort | Graduates | Rate |
| All Students: 6-12 State | 68,110 | 61,585 | 90.4% | 66,851 | 62,541 | 93.6% |
| All Students | <20 | * | * | <20 | * | * |
| American Indian or Alaskan Native | <20 | * | * | <20 | * | * |
| Asian | <20 | * | * | <20 | * | * |
| Black or African American | <20 | * | * | <20 | * | * |
| Hispanic or Latino | <20 | * | * | <20 | * | * |
| Native Hawaiian or Pacific Islander | <20 | * | * | <20 | * | * |
| White | <20 | * | * | <20 | * | * |
| Two or More Races | <20 | * | * | <20 | * | * |
| Economically Disadvantaged | <20 | * | * | <20 | * | * |
| English Learners | <20 | * | * | <20 | * | * |
| Students with Disabilities | <20 | * | * | <20 | * | * |



POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

0 students met criteria for inclusion in at least one Postsecondary Prep Course total below.

| ADVANCED COURSES | | DUAL ENROLLMENT | | INDUSTRY-RECOGNIZED CREDENTIALS | | WORK-BASED LEARNING | |
|---|--------------|--|--------------|---|-------------|--|-------------|
| School | State | School | State | School | State | School | State |
| 0.0% | 21.1% | 0.0% | 25.7% | 0.0% | 4.7% | 0.0% | 8.5% |
| No students successfully completed an Advanced Placement or International Baccalaureate course. | | No students successfully completed a dual enrollment course. | | No students earned an industry-recognized credential. | | No students participated in a work-based learning program. | |

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

| | Total # Enrolled | | Advanced Courses | | Dual Enrollment | | Industry-Recognized Credentials | | Work-Based Learning | |
|-------------------------------------|------------------|---------|------------------|-------|-----------------|-------|---------------------------------|-------|---------------------|-------|
| | School | State | School | State | School | State | School | State | School | State |
| All Students | 28 | 266,777 | 0.0% | 21.1% | 0.0% | 25.7% | 0.0% | 4.7% | 0.0% | 8.5% |
| American Indian or Alaskan Native | <20 | 2,718 | * | 7.0% | * | 18.0% | * | 1.7% | * | 5.0% |
| Asian | <20 | 10,367 | * | 33.4% | * | 26.6% | * | 3.7% | * | 5.6% |
| Black or African American | <20 | 24,969 | * | 13.7% | * | 8.7% | * | 1.3% | * | 2.7% |
| Hispanic or Latino | <20 | 37,682 | * | 17.6% | * | 18.9% | * | 3.4% | * | 5.0% |
| Native Hawaiian or Pacific Islander | <20 | 216 | * | 17.1% | * | 21.8% | * | 2.3% | * | 4.2% |
| White | 23 | 179,306 | 0.0% | 22.5% | 0.0% | 29.9% | 0.0% | 5.7% | 0.0% | 10.4% |
| Two or More Races | <20 | 11,456 | * | 18.9% | * | 21.0% | * | 3.4% | * | 5.8% |
| Economically Disadvantaged | <20 | 104,283 | * | 12.3% | * | 18.5% | * | 3.0% | * | 6.1% |
| English Learners | <20 | 19,116 | * | 13.9% | * | 17.0% | * | 2.5% | * | 3.6% |
| Students with Disabilities | <20 | 33,777 | * | 4.4% | * | 15.0% | * | 2.3% | * | 6.5% |



ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

11 (39.3%) students successfully completed any Arts Course.

| ART & DESIGN | | DANCE | | MUSIC | | THEATER | |
|---|--------------|--|-------------|--|--------------|--|-------------|
| School | State | School | State | School | State | School | State |
| 10.7% | 29.1% | 0.0% | 0.5% | 32.1% | 19.2% | 0.0% | 2.2% |
| 3 students successfully completed at least one art & design course. | | No students successfully completed a dance course. | | 9 students successfully completed at least one music course. | | No students successfully completed a theater course. | |

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

| | Total # Enrolled | | Art & Design | | Dance | | Music | | Theater | |
|-------------------------------------|------------------|---------|--------------|-------|--------|-------|--------|-------|---------|-------|
| | School | State | School | State | School | State | School | State | School | State |
| All Students | 28 | 266,777 | 10.7% | 29.1% | 0.0% | 0.5% | 32.1% | 19.2% | 0.0% | 2.2% |
| American Indian or Alaskan Native | <20 | 2,718 | * | 33.1% | * | 0.2% | * | 15.0% | * | 1.1% |
| Asian | <20 | 10,367 | * | 30.3% | * | 0.4% | * | 19.9% | * | 1.6% |
| Black or African American | <20 | 24,969 | * | 28.5% | * | 0.7% | * | 11.7% | * | 2.8% |
| Hispanic or Latino | <20 | 37,682 | * | 29.1% | * | 0.3% | * | 13.3% | * | 2.1% |
| Native Hawaiian or Pacific Islander | <20 | 216 | * | 32.9% | * | 1.4% | * | 23.6% | * | 4.2% |
| White | 23 | 179,306 | 8.7% | 29.1% | 0.0% | 0.5% | 34.8% | 21.7% | 0.0% | 2.2% |
| Two or More Races | <20 | 11,456 | * | 28.8% | * | 0.5% | * | 17.8% | * | 2.6% |
| Economically Disadvantaged | <20 | 104,283 | * | 29.9% | * | 0.4% | * | 15.4% | * | 2.1% |
| English Learners | <20 | 19,116 | * | 30.9% | * | 0.4% | * | 11.8% | * | 1.6% |
| Students with Disabilities | <20 | 33,777 | * | 30.9% | * | 0.5% | * | 14.4% | * | 2.4% |