



OVERVIEW

School Details

Grades : 7-9

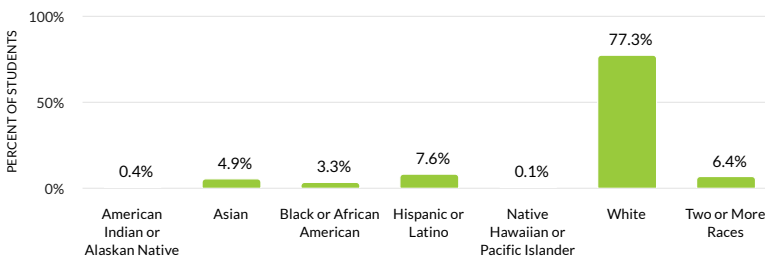
Enrollment : 700

Percent open enrollment : 3.6%

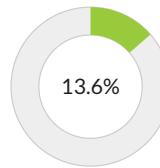
The SPAPSD is dedicated to our mission of preparing each student to be successful. We are committed to improving student engagement, growth, mental health, and wellness in an inclusive environment focused on the development of the whole child. We continue to prioritize our vision to be the leading innovative school district, empowering lifelong learners to strengthen our communities.

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

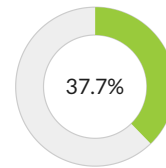
Student Groups



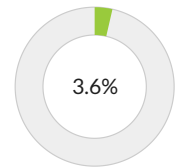
STUDENTS WITH DISABILITIES



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>.

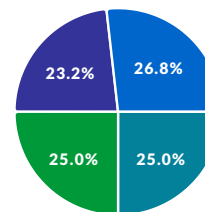
Overall Score

62.9

Meets Expectations



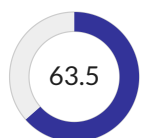
PRIORITY AREA WEIGHTS



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

Priority Area Scores

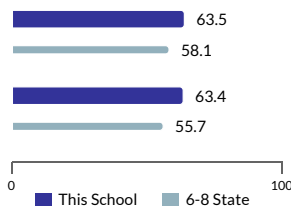
ACHIEVEMENT



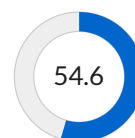
English Language Arts

Mathematics

Subject Area Scores



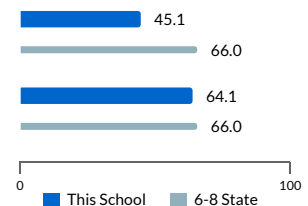
GROWTH



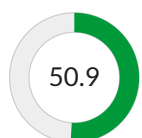
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



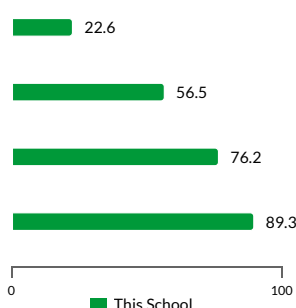
Achievement

Growth

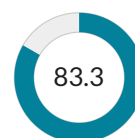
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



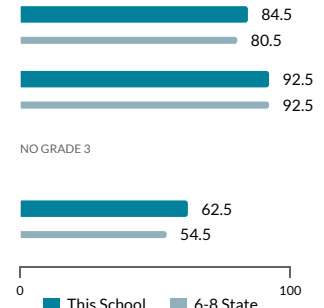
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

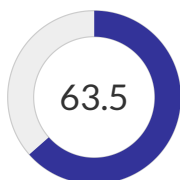




ACHIEVEMENT

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: 63.5
Mathematics Score: 63.4

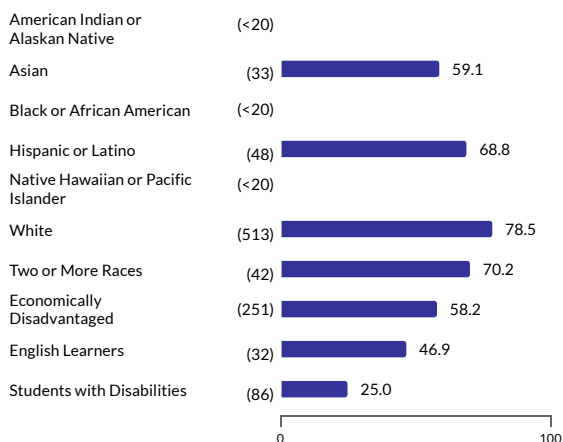
■ This school's score was the same or higher than 58.9% of 6-8 schools in the state.



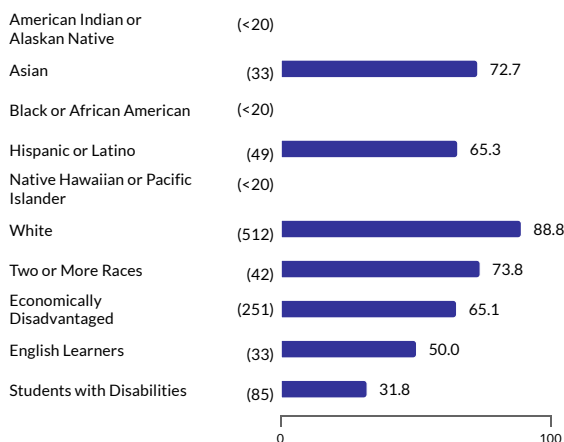
Student Group Achievement, 2023-24 (for information only)

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



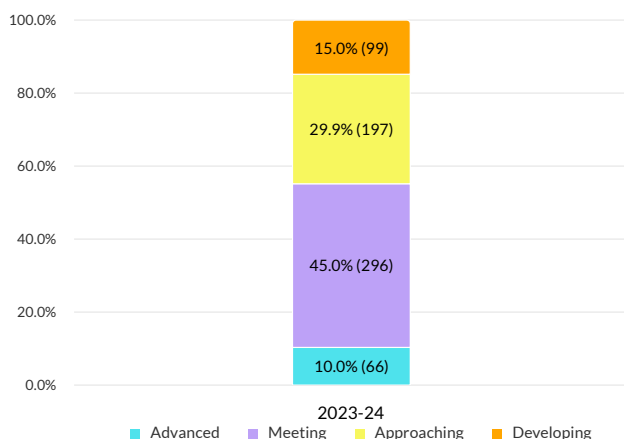
MATHEMATICS



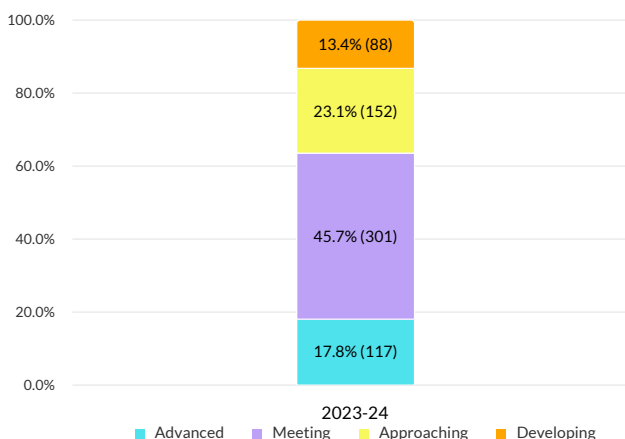
Performance Levels by Year

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: Black or African American
96.6%	90.5%

MATHEMATICS

All students	Lowest-participating group: Black or African American
96.6%	90.5%

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				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
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	592	5.9%	31.1%	41.6%	21.5%	616	7.3%	33.1%	42.5%	17.0%	658	10.0%	45.0%	29.9%	15.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	0.0%	21.4%	46.4%	32.1%	26	0.0%	19.2%	57.7%	23.1%	33	0.0%	39.4%	39.4%	21.2%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	49	2.0%	20.4%	38.8%	38.8%	54	3.7%	11.1%	59.3%	25.9%	48	8.3%	37.5%	37.5%	16.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	488	6.8%	32.6%	42.6%	18.0%	494	7.9%	37.7%	39.3%	15.2%	513	11.5%	46.8%	28.8%	12.9%
Two or More Races	21	4.8%	33.3%	28.6%	33.3%	31	12.9%	19.4%	51.6%	16.1%	42	7.1%	45.2%	28.6%	19.0%
Economically Disadvantaged	232	1.7%	18.5%	46.1%	33.6%	225	2.7%	21.8%	44.4%	31.1%	251	4.8%	34.3%	33.5%	27.5%
English Learners	34	0.0%	11.8%	50.0%	38.2%	37	0.0%	10.8%	67.6%	21.6%	32	0.0%	25.0%	43.8%	31.3%
Students with Disabilities	79	1.3%	2.5%	30.4%	65.8%	79	0.0%	8.9%	26.6%	64.6%	86	0.0%	9.3%	31.4%	59.3%

MATHEMATICS

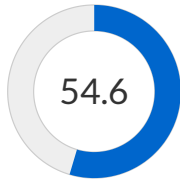
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	590	7.3%	26.3%	34.9%	31.5%	619	6.5%	35.2%	37.2%	21.2%	658	17.8%	45.7%	23.1%	13.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	7.1%	25.0%	14.3%	53.6%	26	7.7%	11.5%	46.2%	34.6%	33	9.1%	42.4%	33.3%	15.2%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	48	4.2%	4.2%	33.3%	58.3%	55	5.5%	16.4%	36.4%	41.8%	49	14.3%	32.7%	22.4%	30.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	488	7.8%	28.9%	36.9%	26.4%	494	6.7%	39.1%	37.0%	17.2%	512	19.3%	48.6%	22.3%	9.8%
Two or More Races	20	5.0%	25.0%	25.0%	45.0%	31	6.5%	38.7%	38.7%	16.1%	42	16.7%	38.1%	21.4%	23.8%
Economically Disadvantaged	230	2.2%	13.5%	35.2%	49.1%	228	2.2%	20.2%	40.8%	36.8%	251	6.4%	41.0%	29.1%	23.5%
English Learners	34	2.9%	14.7%	23.5%	58.8%	39	2.6%	7.7%	48.7%	41.0%	33	9.1%	18.2%	36.4%	36.4%
Students with Disabilities	79	2.5%	2.5%	19.0%	75.9%	80	1.3%	7.5%	25.0%	66.3%	85	1.2%	16.5%	27.1%	55.3%



GROWTH

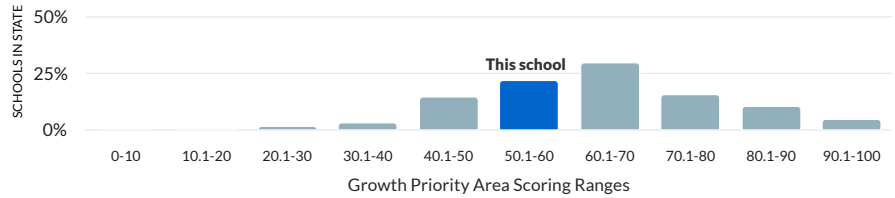
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 45.1
Mathematics Score: 64.1

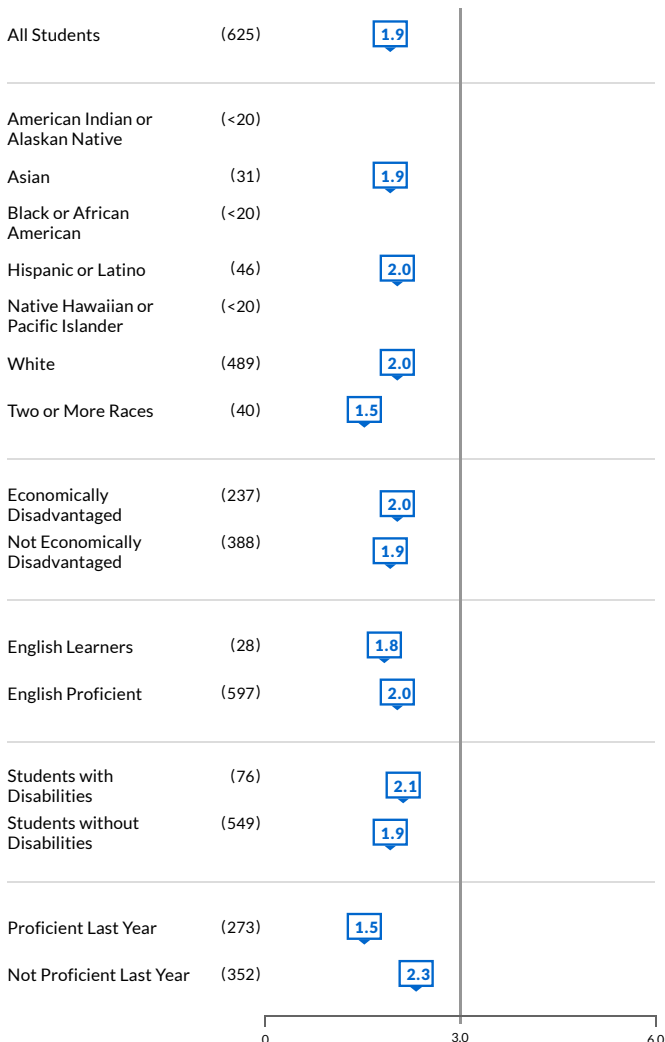
■ This school's score was the same or higher than 26.1% of 6-8 schools in the state.



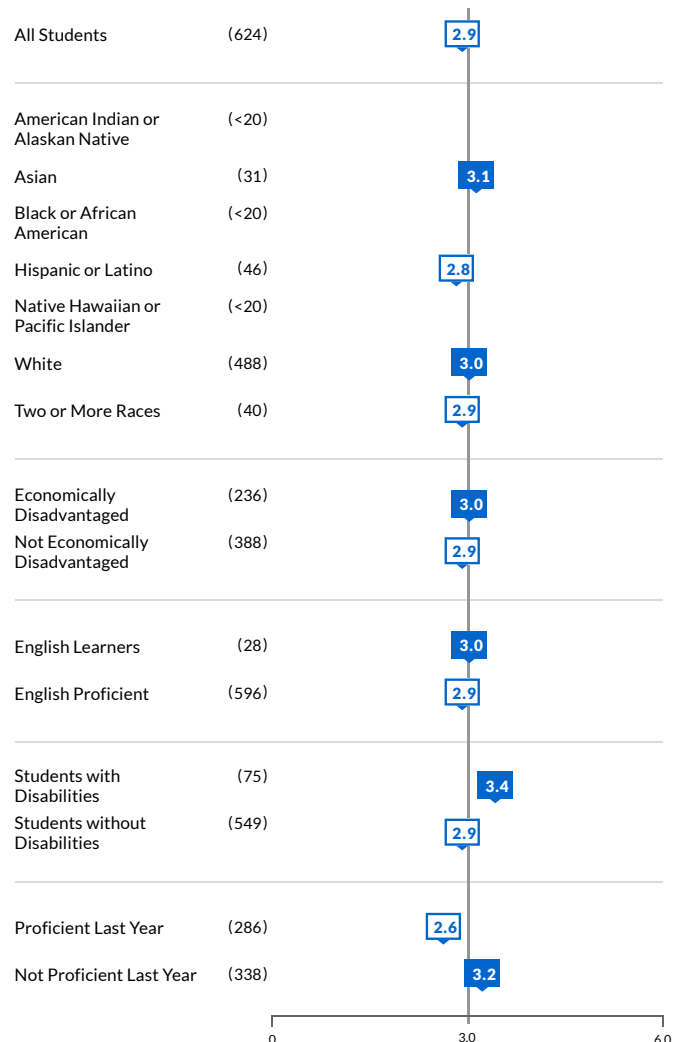
Student Group Value-Added (for information only)

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

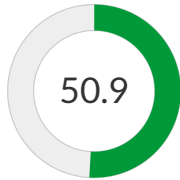




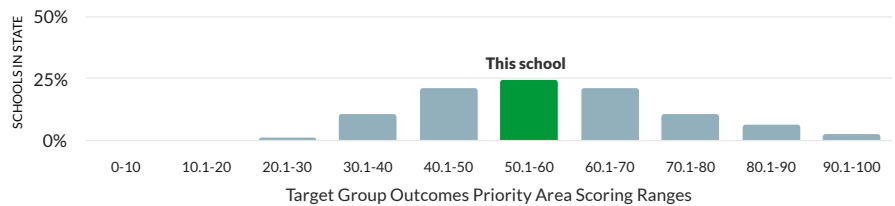
TARGET GROUP OUTCOMES

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 35.4% of 6-8 schools in the state.



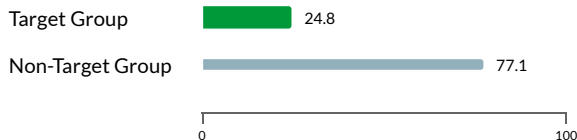
Component Scores

ACHIEVEMENT

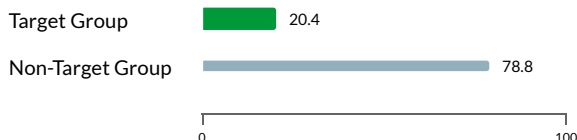
Score: 22.6

Average points-based proficiency rates.

English Language Arts



Mathematics

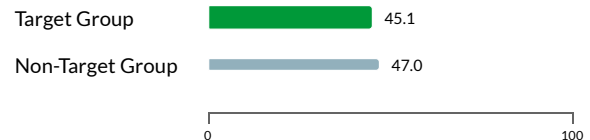


GROWTH

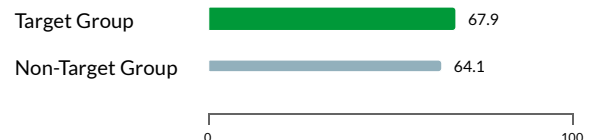
Score: 56.5

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

English Language Arts



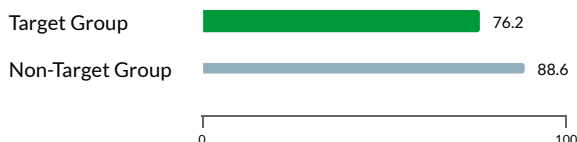
Mathematics



CHRONIC ABSENTEEISM

Score: 76.2

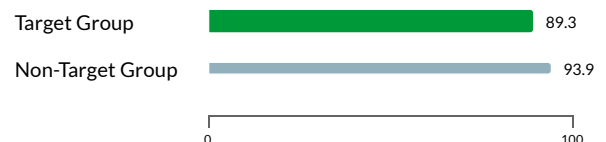
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 89.3

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

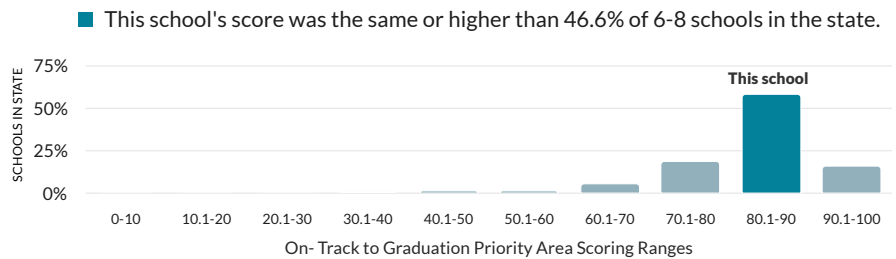
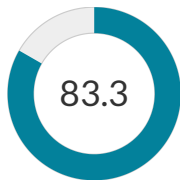




ON-TRACK TO GRADUATION

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

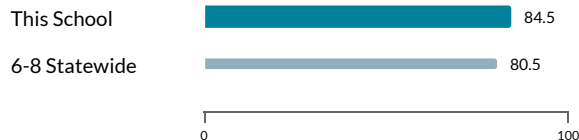


Component Scores

CHRONIC ABSENTEEISM

Score: 84.5

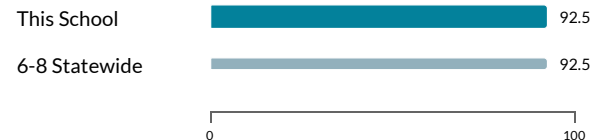
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.5

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

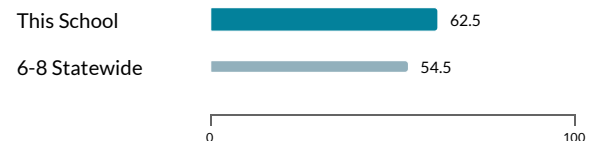
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 62.5

Multi-year average points-based proficiency rates.





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	599	4.3%	630	19.8%	663	18.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	35	5.7%	29	13.8%	28	21.4%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	48	10.4%	52	36.5%	64	37.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	488	3.3%	511	17.0%	520	15.6%
Two or More Races	<20	*	27	37.0%	35	22.9%
Economically Disadvantaged	243	8.6%	262	33.6%	262	32.1%
English Learners	35	0.0%	34	8.8%	45	22.2%
Students with Disabilities	87	10.3%	89	37.1%	86	39.5%

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



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

44 (21.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
21.1%	21.1%

44 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	25.7%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	4.7%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	8.5%

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	209	266,777	21.1%	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	23	37,682	8.7%	17.6%	0.0%	18.9%	0.0%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	165	179,306	23.6%	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	76	104,283	3.9%	12.3%	0.0%	18.5%	0.0%	3.0%	0.0%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	26	33,777	0.0%	4.4%	0.0%	15.0%	0.0%	2.3%	0.0%	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

98 (46.9%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
23.0%	29.1%	0.0%	0.5%	29.2%	19.2%	0.0%	2.2%
48 students successfully completed at least one art & design course.		No students successfully completed a dance course.		61 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	209	266,777	23.0%	29.1%	0.0%	0.5%	29.2%	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	23	37,682	26.1%	29.1%	0.0%	0.3%	21.7%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	165	179,306	21.2%	29.1%	0.0%	0.5%	30.9%	21.7%	0.0%	2.2%
Two or More Races	<20	11,456	*	28.8%	*	0.5%	*	17.8%	*	2.6%
Economically Disadvantaged	76	104,283	28.9%	29.9%	0.0%	0.4%	22.4%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	26	33,777	26.9%	30.9%	0.0%	0.5%	15.4%	14.4%	0.0%	2.4%

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.