



## OVERVIEW

### School Details

Grades : 6-8

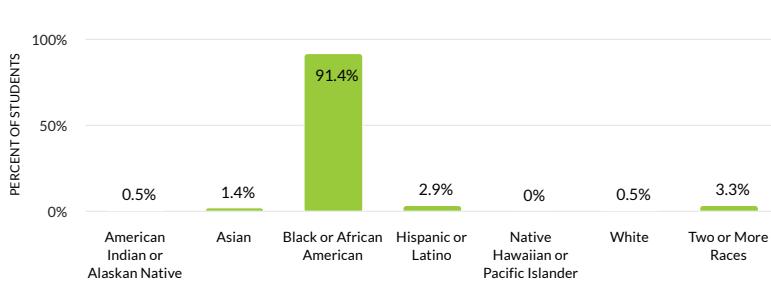
Enrollment : 210

Percent open enrollment : 0.5%

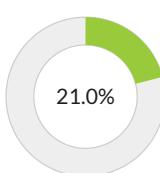
Rufus King International Middle School is a community of excellence that fosters rigor, creativity, and diversity to empower students as active global citizens. The school's programs provide continuity for students in grades 6-8, preparing them to participate in the IB Diploma Programme at the high school level.

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

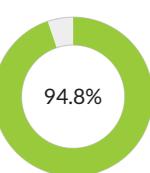
### Student Groups



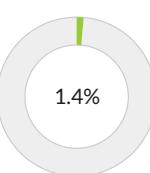
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS

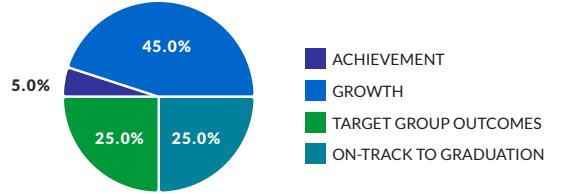


### Score Summary



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



#### Overall Score

18.4

#### Fails to Meet Expectations



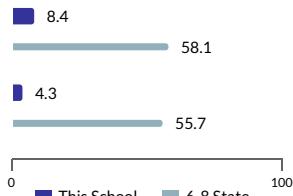
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts

##### Subject Area Scores

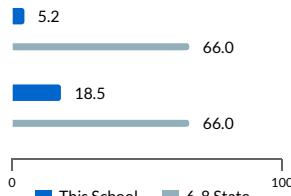


#### GROWTH



English Language Arts

##### Subject Area Scores

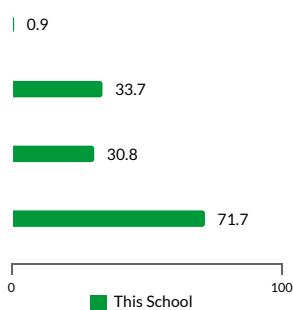


#### TARGET GROUP OUTCOMES

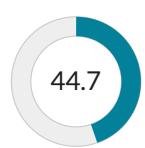


Achievement

##### Group Scores

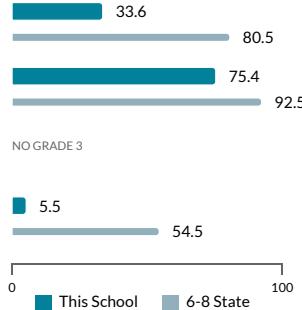


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

##### Area Scores

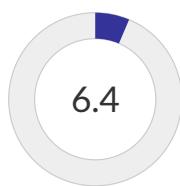




## ACHIEVEMENT

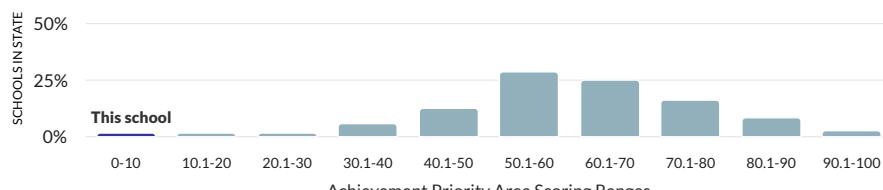
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 8.4  
**Mathematics Score:** 4.3

■ This school's score was the same or higher than 0.5% 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

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(135)	■ 13.3
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(137)	■ 14.6
English Learners	(<20)	
Students with Disabilities	(30)	■ 1.7

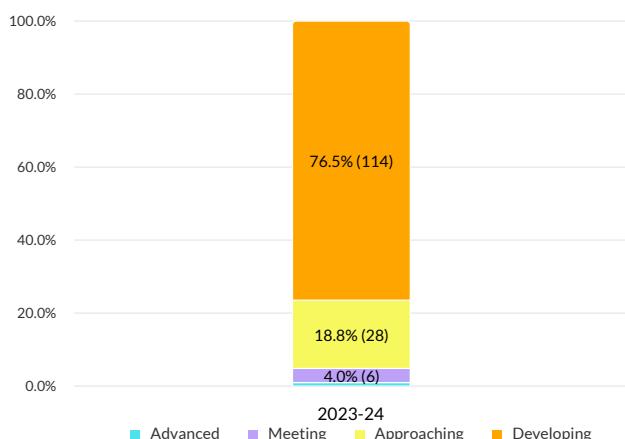
### MATHEMATICS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(128)	■ 6.3
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(131)	■ 6.9
English Learners	(<20)	
Students with Disabilities	(28)	■ 0.0

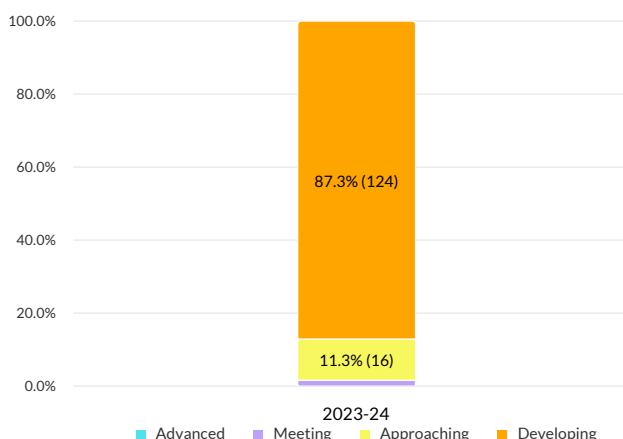
## Performance Levels by Year

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
94.0%	94.5%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
84.6%	82.1%

### 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	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	225	0.0%	4.0%	12.0%	84.0%	159	0.0%	0.0%	9.4%	90.6%	149	0.7%	4.0%	18.8%	76.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	211	0.0%	3.8%	11.8%	84.4%	148	0.0%	0.0%	9.5%	90.5%	135	0.7%	4.4%	15.6%	79.3%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	202	0.0%	3.5%	10.9%	85.6%	149	0.0%	0.0%	10.1%	89.9%	137	0.7%	3.6%	19.7%	75.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	48	0.0%	0.0%	0.0%	100.0%	29	0.0%	0.0%	3.4%	96.6%	30	0.0%	0.0%	3.3%	96.7%

#### MATHEMATICS

	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	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	218	0.0%	1.8%	6.0%	92.2%	172	0.0%	0.6%	5.8%	93.6%	142	0.0%	1.4%	11.3%	87.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	204	0.0%	1.5%	5.9%	92.6%	161	0.0%	0.6%	5.6%	93.8%	128	0.0%	1.6%	9.4%	89.1%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	196	0.0%	2.0%	6.6%	91.3%	159	0.0%	0.6%	5.7%	93.7%	131	0.0%	0.8%	12.2%	87.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	47	0.0%	0.0%	0.0%	100.0%	31	0.0%	0.0%	0.0%	100.0%	28	0.0%	0.0%	0.0%	100.0%



## GROWTH

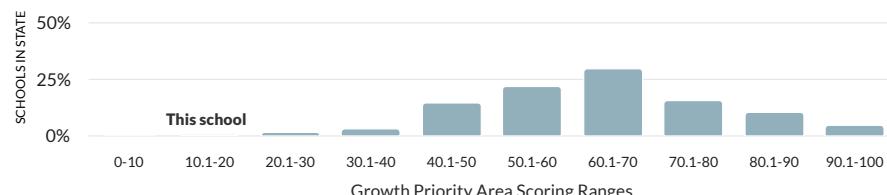
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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:** 5.2  
**Mathematics Score:** 18.5

■ This school's score was the same or higher than 0.3% 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

All Students	(131)	<span style="border: 1px solid blue; padding: 2px;">0.2</span>
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(118)	<span style="border: 1px solid blue; padding: 2px;">-0.3</span>
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(123)	<span style="border: 1px solid blue; padding: 2px;">-0.2</span>
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(128)	<span style="border: 1px solid blue; padding: 2px;">-0.3</span>
Students with Disabilities	(25)	<span style="border: 1px solid blue; padding: 2px;">0.2</span>
Students without Disabilities	(106)	<span style="border: 1px solid blue; padding: 2px;">-0.4</span>
Proficient Last Year	(<20)	
Not Proficient Last Year	(127)	<span style="border: 1px solid blue; padding: 2px;">-0.5</span>

#### MATHEMATICS

All Students	(127)	<span style="border: 1px solid blue; padding: 2px;">0.5</span>
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(114)	<span style="border: 1px solid blue; padding: 2px;">0.5</span>
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(119)	<span style="border: 1px solid blue; padding: 2px;">0.5</span>
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(124)	<span style="border: 1px solid blue; padding: 2px;">0.5</span>
Students with Disabilities	(25)	<span style="border: 1px solid blue; padding: 2px;">0.1</span>
Students without Disabilities	(102)	<span style="border: 1px solid blue; padding: 2px;">0.5</span>
Proficient Last Year	(<20)	
Not Proficient Last Year	(122)	<span style="border: 1px solid blue; padding: 2px;">0.4</span>



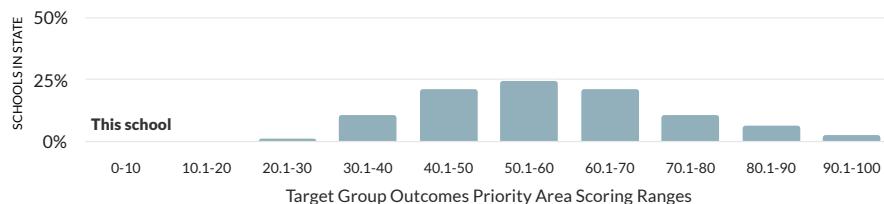
## TARGET GROUP OUTCOMES

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 0.3% of 6-8 schools in the state.

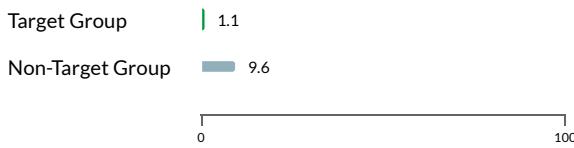


### Component Scores

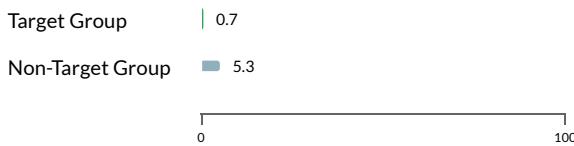
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts



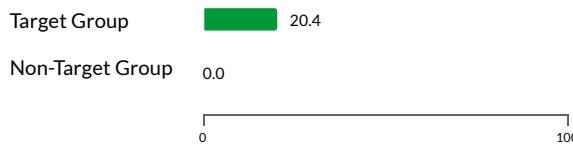
##### Mathematics



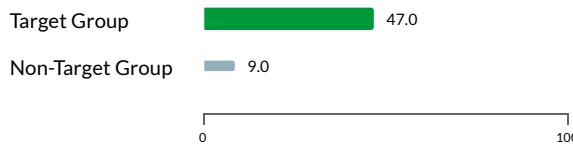
#### GROWTH

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

##### English Language Arts

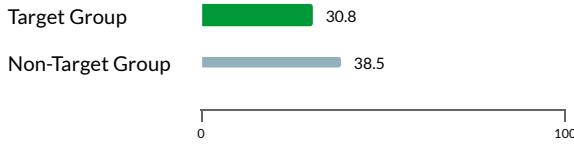


##### Mathematics



#### CHRONIC ABSENTEEISM

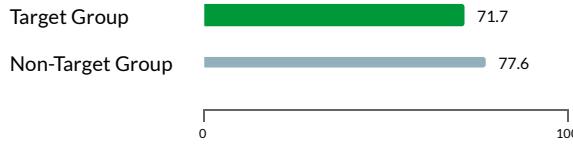
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### ATTENDANCE

Score: 71.7

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





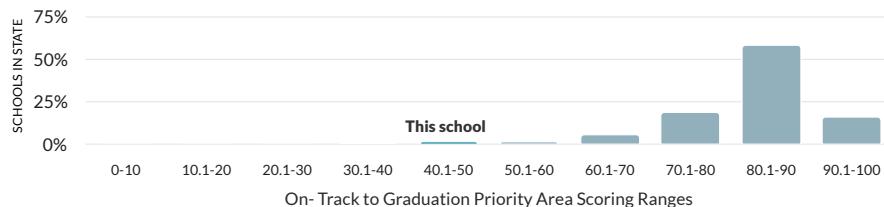
## ON-TRACK TO GRADUATION

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 0.5% of 6-8 schools in the state.



### Component Scores

#### CHRONIC ABSENTEEISM

Score: 33.6

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.

This School  33.6

6-8 Statewide  80.5

0  100

#### SCHOOL-WIDE ATTENDANCE

Score: 75.4

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

This School  75.4

6-8 Statewide  92.5

0  100

#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: 5.5

Multi-year average points-based proficiency rates.

This School  5.5

6-8 Statewide  54.5

0  100



## 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	416	50.2%	301	75.7%	239	75.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	381	49.9%	277	75.8%	223	74.4%
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	386	51.8%	273	76.9%	220	76.4%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	65	56.9%	63	77.8%	42	81.0%

### 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