



OVERVIEW

School Details

Grades : 9-12

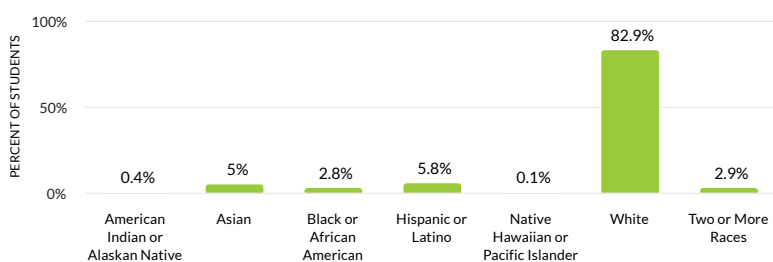
Enrollment : 720

Percent open enrollment : 13.2%

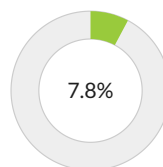
The Grafton School District believes in "Every Student, Every Day." Our district prioritizes a standards-based teaching and learning system grounded in professional learning communities and sound instructional practices. During the 2023-2024 school year, Grafton focused on Vision 2030 goals and key performance indicators to ensure all students are college, career, and life ready.

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

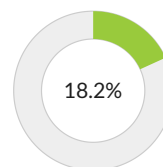
Student Groups



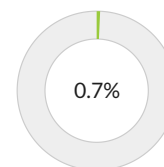
STUDENTS WITH DISABILITIES



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>.

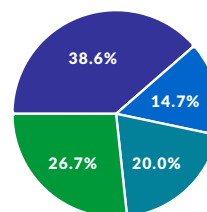
Overall Score

77.0

Exceeds Expectations



PRIORITY AREA WEIGHTS



ACHIEVEMENT

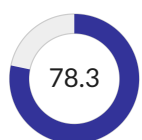
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores

English Language Arts 81.5

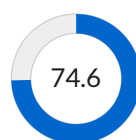
58.3

Mathematics 75.1

52.7



GROWTH



English Language Arts

Mathematics

Subject Area Scores

English Language Arts 75.5

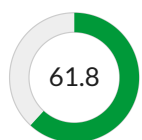
66.0

Mathematics 73.6

66.0



TARGET GROUP OUTCOMES



Achievement

Growth

Chronic Absenteeism

Graduation

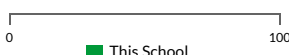
Group Scores

Achievement 30.7

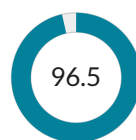
Growth 59.4

Chronic Absenteeism 88.3

Graduation 97.8



ON-TRACK TO GRADUATION



Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

Chronic Absenteeism 94.4

76.0

Graduation 98.6

92.0

NO GRADE 3

NO GRADE 8

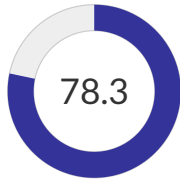




ACHIEVEMENT

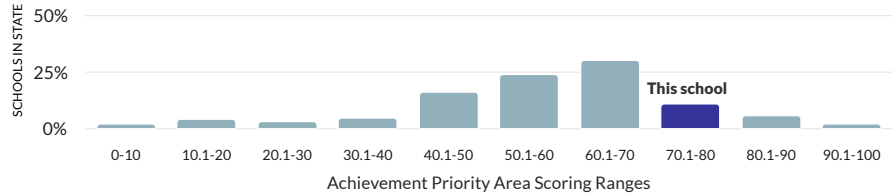
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 81.5
Mathematics Score: 75.1

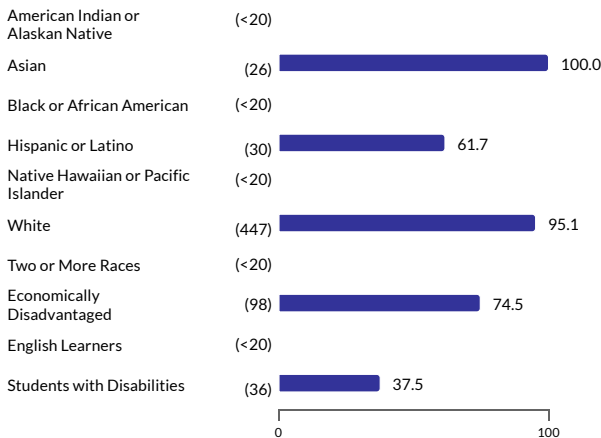
■ This school's score was the same or higher than 91.4% of 9-12 schools in the state.



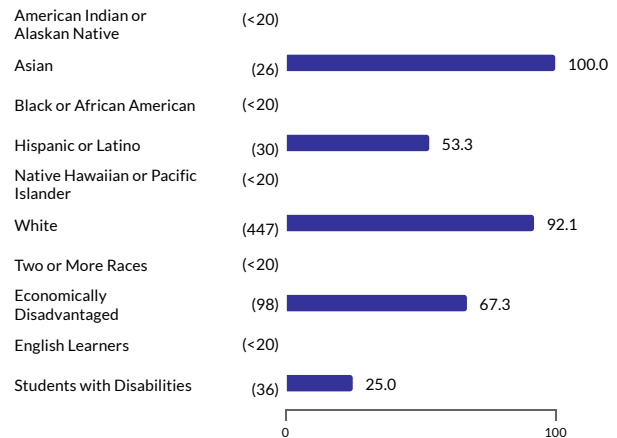
Student Group Achievement, 2023-24 (for information only)

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



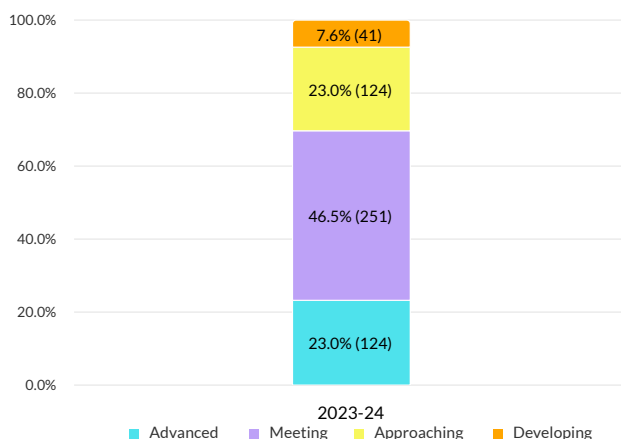
MATHEMATICS



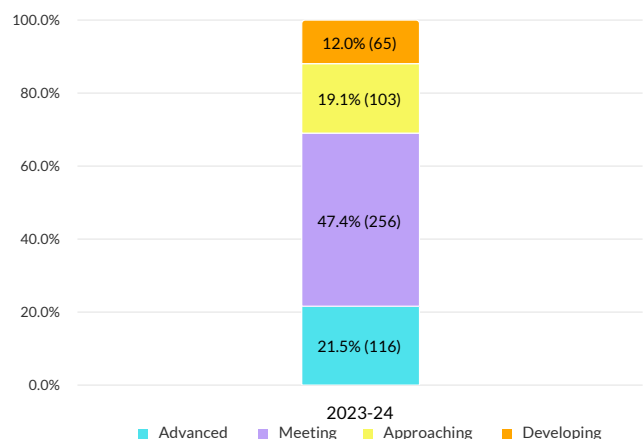
Performance Levels by Year

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: Students with Disabilities
98.9%	94.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.9%	94.9%

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: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	489	12.9%	45.8%	32.1%	9.2%	516	18.0%	43.8%	26.4%	11.8%	540	23.0%	46.5%	23.0%	7.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	25	28.0%	44.0%	20.0%	8.0%	26	38.5%	42.3%	11.5%	7.7%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	27	14.8%	37.0%	29.6%	18.5%	30	13.3%	26.7%	30.0%	30.0%	30	10.0%	30.0%	33.3%	26.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	416	12.5%	46.6%	33.2%	7.7%	432	18.3%	45.4%	26.2%	10.2%	447	23.9%	48.3%	21.7%	6.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	90	8.9%	32.2%	36.7%	22.2%	91	11.0%	31.9%	34.1%	23.1%	98	10.2%	41.8%	34.7%	13.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	36	0.0%	11.1%	52.8%	36.1%	27	3.7%	7.4%	44.4%	44.4%	36	0.0%	13.9%	47.2%	38.9%

MATHEMATICS

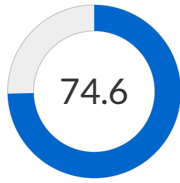
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	490	21.0%	27.6%	30.2%	21.2%	516	18.8%	34.3%	29.5%	17.4%	540	21.5%	47.4%	19.1%	12.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	25	36.0%	24.0%	40.0%	0.0%	26	42.3%	46.2%	7.7%	3.8%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	27	14.8%	18.5%	33.3%	33.3%	30	6.7%	26.7%	36.7%	30.0%	30	13.3%	20.0%	26.7%	40.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	417	21.3%	29.3%	30.0%	19.4%	432	19.7%	35.2%	28.5%	16.7%	447	21.9%	49.4%	19.5%	9.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	90	11.1%	14.4%	33.3%	41.1%	91	9.9%	20.9%	39.6%	29.7%	98	12.2%	40.8%	16.3%	30.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	36	2.8%	5.6%	30.6%	61.1%	27	0.0%	3.7%	40.7%	55.6%	36	0.0%	11.1%	27.8%	61.1%



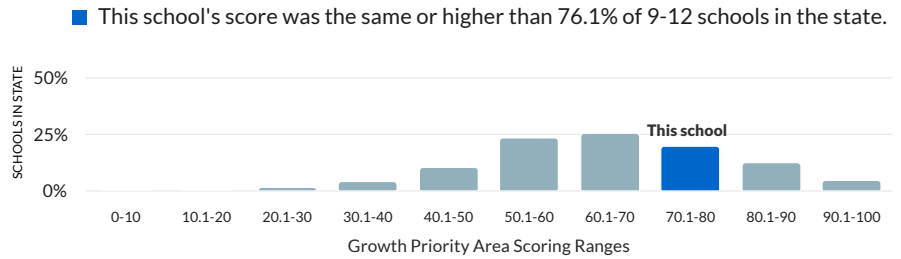
GROWTH

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



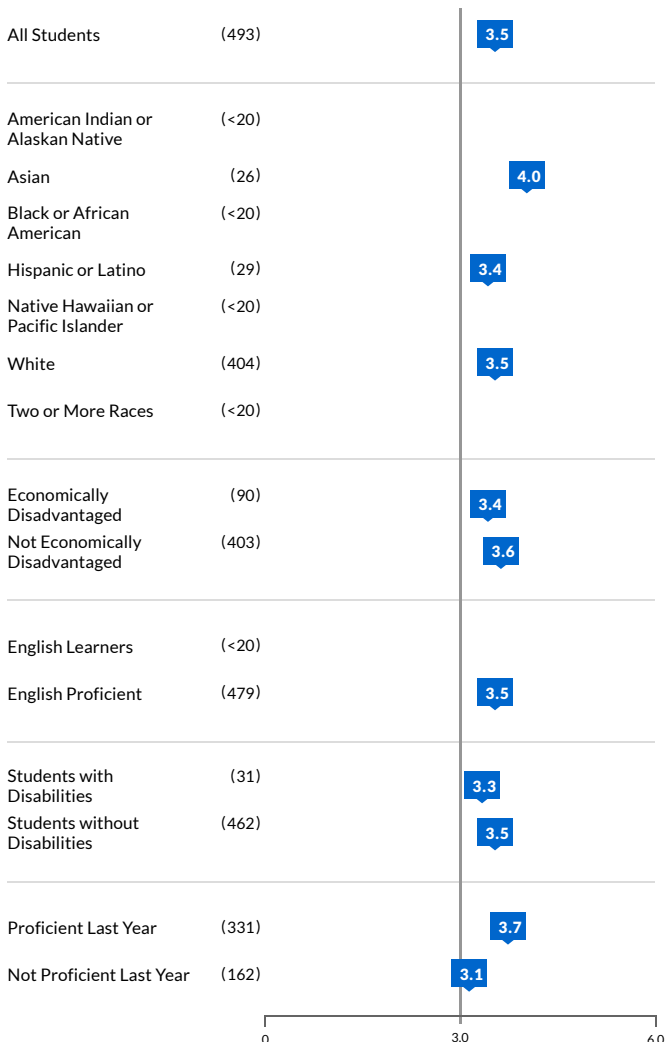
English Language Arts Score: 75.5
Mathematics Score: 73.6



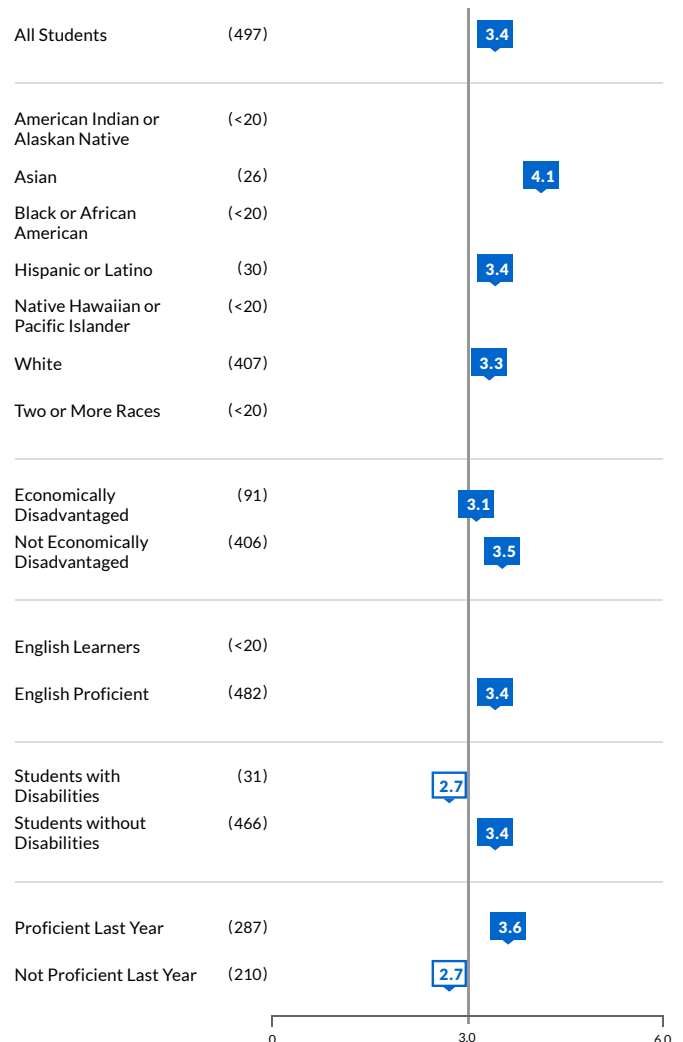
Student Group Value-Added (for information only)

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 63.4% of 9-12 schools in the state.



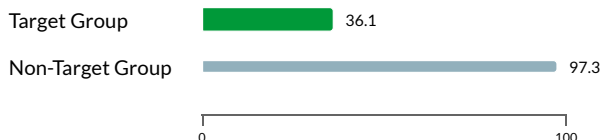
Component Scores

ACHIEVEMENT

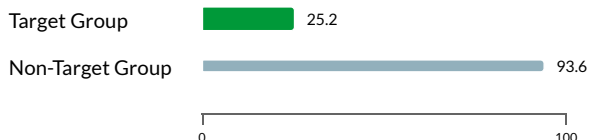
Score: 30.7

Average points-based proficiency rates.

English Language Arts



Mathematics

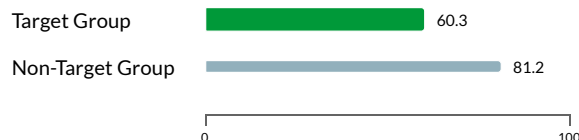


GROWTH

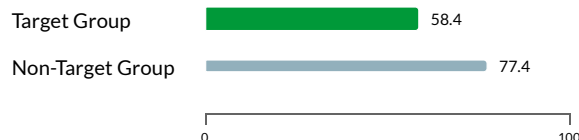
Score: 59.4

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

English Language Arts



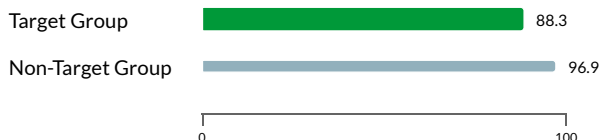
Mathematics



CHRONIC ABSENTEEISM

Score: 88.3

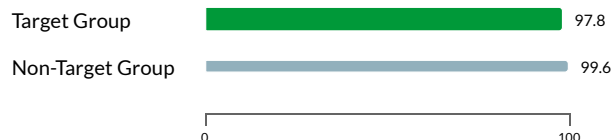
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.8

Average of 2022-23's 4- and 7-year cohort rates.

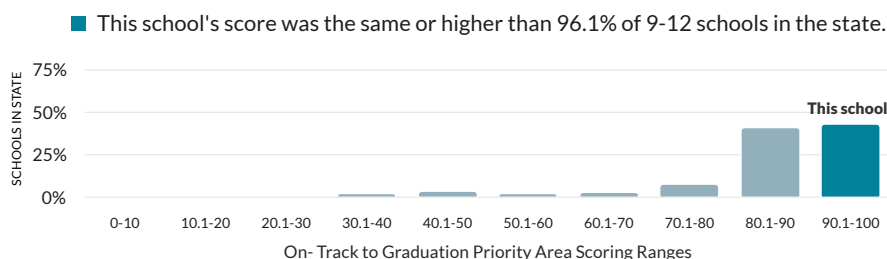
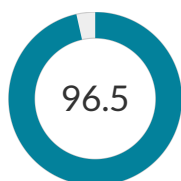




ON-TRACK TO GRADUATION

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

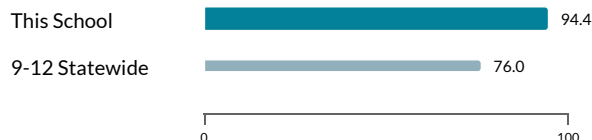


Component Scores

CHRONIC ABSENTEEISM

Score: 94.4

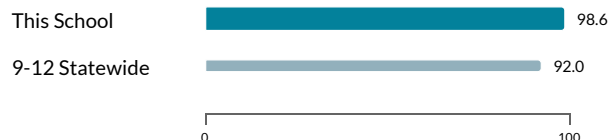
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.6

Average of 2022-23's 4- and 7-year cohort rates.



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 GRADE 8



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: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	674	3.4%	678	5.0%	706	7.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	26	0.0%	26	3.8%	30	6.7%
Black or African American	<20	*	<20	*	20	10.0%
Hispanic or Latino	43	4.7%	41	7.3%	45	13.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	571	3.5%	576	4.9%	588	6.6%
Two or More Races	20	5.0%	<20	*	<20	*
Economically Disadvantaged	108	7.4%	119	10.9%	138	16.7%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	61	6.6%	50	12.0%	52	23.1%

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: 9-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	175	172	98.3%	180	178	98.9%
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	144	141	97.9%	161	159	98.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	42	39	92.9%	24	23	95.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	20	20	100.0%



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

461 (65.3%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
44.6%	21.1%

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

DUAL ENROLLMENT

School	State
26.9%	25.7%

190 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
21.2%	4.7%

150 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
25.8%	8.5%

182 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	706	266,777	44.6%	21.1%	26.9%	25.7%	21.2%	4.7%	25.8%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	30	10,367	60.0%	33.4%	13.3%	26.6%	13.3%	3.7%	16.7%	5.6%
Black or African American	20	24,969	15.0%	13.7%	20.0%	8.7%	20.0%	1.3%	20.0%	2.7%
Hispanic or Latino	45	37,682	37.8%	17.6%	22.2%	18.9%	13.3%	3.4%	33.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	588	179,306	46.1%	22.5%	27.7%	29.9%	21.9%	5.7%	25.2%	10.4%
Two or More Races	<20	11,456	*	18.9%	*	21.0%	*	3.4%	*	5.8%
Economically Disadvantaged	138	104,283	26.8%	12.3%	26.8%	18.5%	15.9%	3.0%	25.4%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	52	33,777	1.9%	4.4%	13.5%	15.0%	9.6%	2.3%	25.0%	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

259 (36.7%) students successfully completed any Arts Course.

ART & DESIGN

School	State
24.6%	29.1%

174 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
15.3%	19.2%

108 students successfully completed at least one music course.

THEATER

School	State
0.4%	2.2%

3 students successfully completed at least one 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	706	266,777	24.6%	29.1%	0.0%	0.5%	15.3%	19.2%	0.4%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	30	10,367	10.0%	30.3%	0.0%	0.4%	26.7%	19.9%	0.0%	1.6%
Black or African American	20	24,969	35.0%	28.5%	0.0%	0.7%	5.0%	11.7%	0.0%	2.8%
Hispanic or Latino	45	37,682	37.8%	29.1%	0.0%	0.3%	17.8%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	588	179,306	23.8%	29.1%	0.0%	0.5%	15.1%	21.7%	0.5%	2.2%
Two or More Races	<20	11,456	*	28.8%	*	0.5%	*	17.8%	*	2.6%
Economically Disadvantaged	138	104,283	29.7%	29.9%	0.0%	0.4%	13.0%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	52	33,777	38.5%	30.9%	0.0%	0.5%	5.8%	14.4%	1.9%	2.4%

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