



## OVERVIEW

### School Details

Grades : K-5

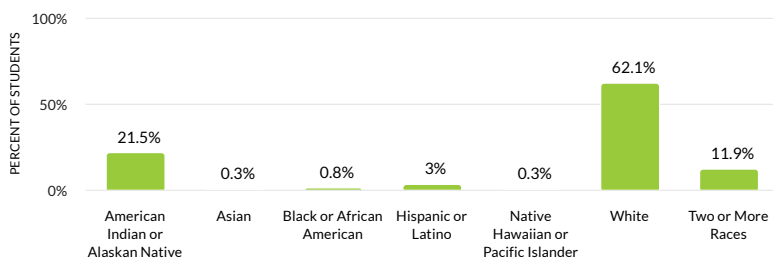
Enrollment : 599

Percent open enrollment : 3.2%

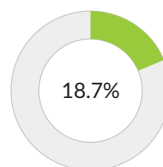
The School District of Ashland serves students from the city of Ashland, Bad River Reservation, and surrounding rural areas. In the past four years the district has prioritized a sense of belonging to engage every student, every day. The district has also prioritized universal curriculum and instructional practices with a focus on literacy, mathematics, and science.

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

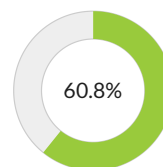
### Student Groups



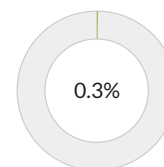
STUDENTS WITH DISABILITIES



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>.

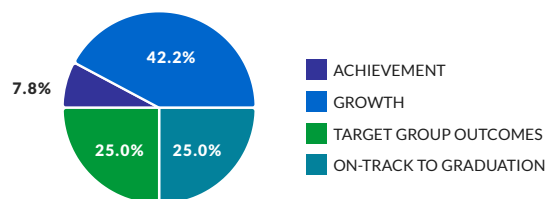
Overall Score

60.0

Meets Expectations

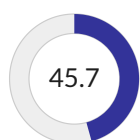


#### PRIORITY AREA WEIGHTS



### Priority Area Scores

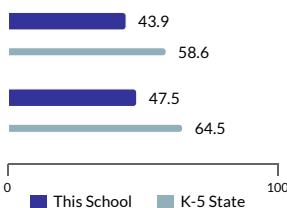
#### ACHIEVEMENT



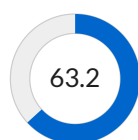
English Language Arts

Mathematics

#### Subject Area Scores



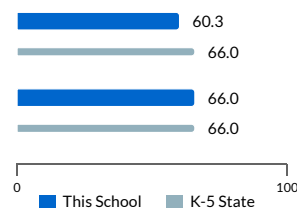
#### GROWTH



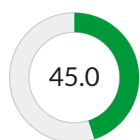
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



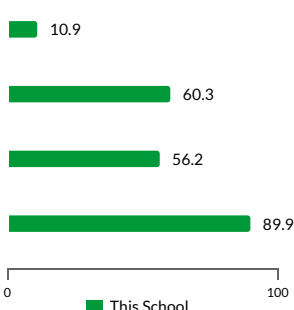
Achievement

Growth

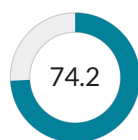
Chronic Absenteeism

Attendance

#### Group Scores



#### ON-TRACK TO GRADUATION



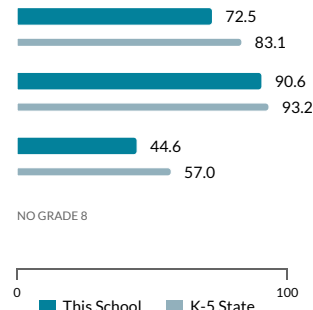
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

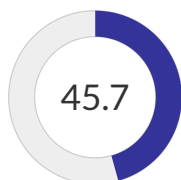




## ACHIEVEMENT

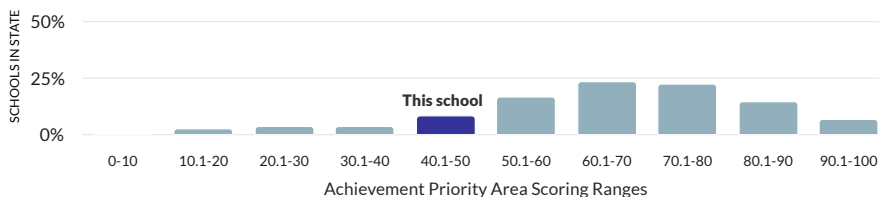
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 43.9  
Mathematics Score: 47.5

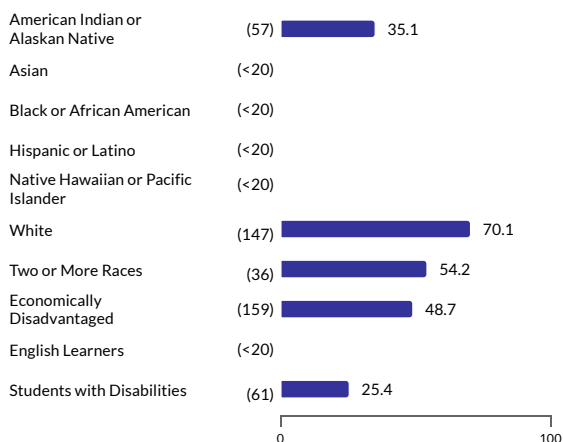
■ This school's score was the same or higher than 12.7% of K-5 schools in the state.



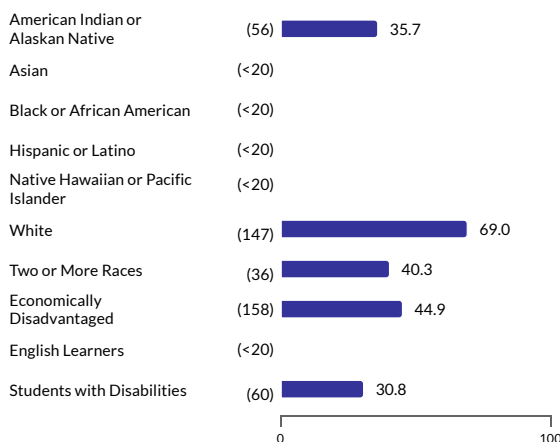
## Student Group Achievement, 2023-24 (for information only)

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



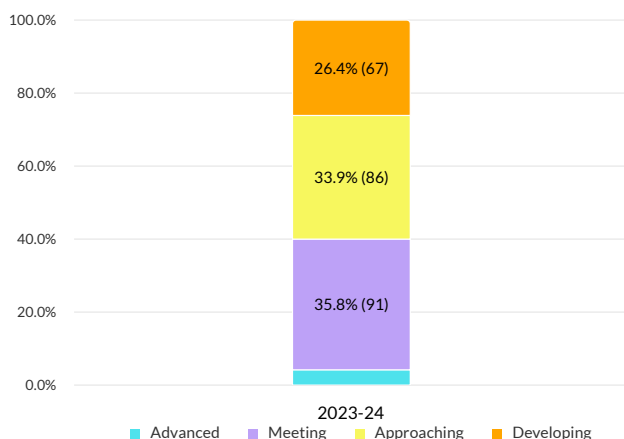
### MATHEMATICS



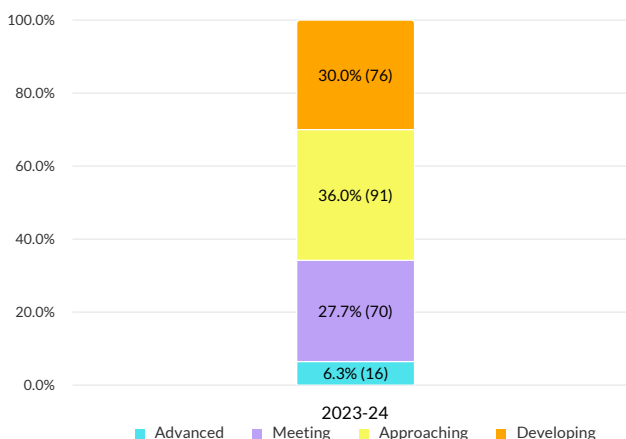
## Performance Levels by Year

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
99.2%	97.4%

#### MATHEMATICS

All students	Lowest-participating group:
	Two or More Races
98.5%	94.7%

### 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: K-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	292	1.4%	24.3%	34.6%	39.7%	263	1.5%	22.8%	35.4%	40.3%	254	3.9%	35.8%	33.9%	26.4%
American Indian or Alaskan Native	71	0.0%	15.5%	26.8%	57.7%	54	0.0%	9.3%	27.8%	63.0%	57	1.8%	19.3%	26.3%	52.6%
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	160	1.9%	31.3%	41.3%	25.6%	153	2.6%	34.0%	35.9%	27.5%	147	5.4%	44.2%	35.4%	15.0%
Two or More Races	43	2.3%	18.6%	25.6%	53.5%	38	0.0%	5.3%	36.8%	57.9%	36	0.0%	36.1%	36.1%	27.8%
Economically Disadvantaged	185	0.0%	17.8%	33.0%	49.2%	156	0.6%	16.0%	34.6%	48.7%	159	1.9%	27.0%	37.7%	33.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	54	1.9%	13.0%	18.5%	66.7%	49	0.0%	10.2%	24.5%	65.3%	61	0.0%	11.5%	27.9%	60.7%

#### MATHEMATICS

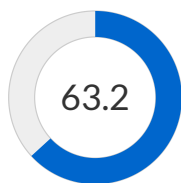
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	291	2.7%	25.1%	39.5%	32.6%	262	5.0%	29.0%	30.2%	35.9%	253	6.3%	27.7%	36.0%	30.0%
American Indian or Alaskan Native	70	2.9%	14.3%	35.7%	47.1%	54	3.7%	18.5%	33.3%	44.4%	56	3.6%	16.1%	28.6%	51.8%
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	160	3.1%	32.5%	42.5%	21.9%	153	7.2%	39.2%	30.1%	23.5%	147	9.5%	36.7%	36.1%	17.7%
Two or More Races	43	2.3%	18.6%	32.6%	46.5%	37	0.0%	13.5%	24.3%	62.2%	36	0.0%	16.7%	47.2%	36.1%
Economically Disadvantaged	184	1.1%	15.8%	39.1%	44.0%	155	3.9%	19.4%	30.3%	46.5%	158	3.2%	22.2%	36.1%	38.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	53	3.8%	18.9%	18.9%	58.5%	49	6.1%	8.2%	18.4%	67.3%	60	3.3%	13.3%	25.0%	58.3%



## 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: 60.3  
Mathematics Score: 66.0

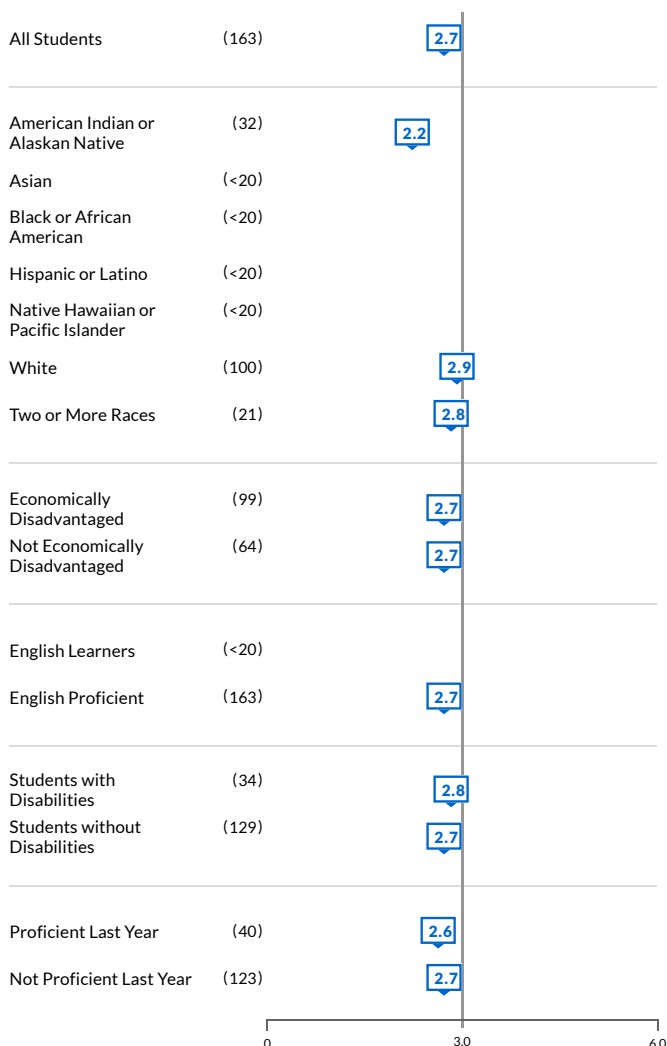
■ This school's score was the same or higher than 40.5% of K-5 schools in the state.



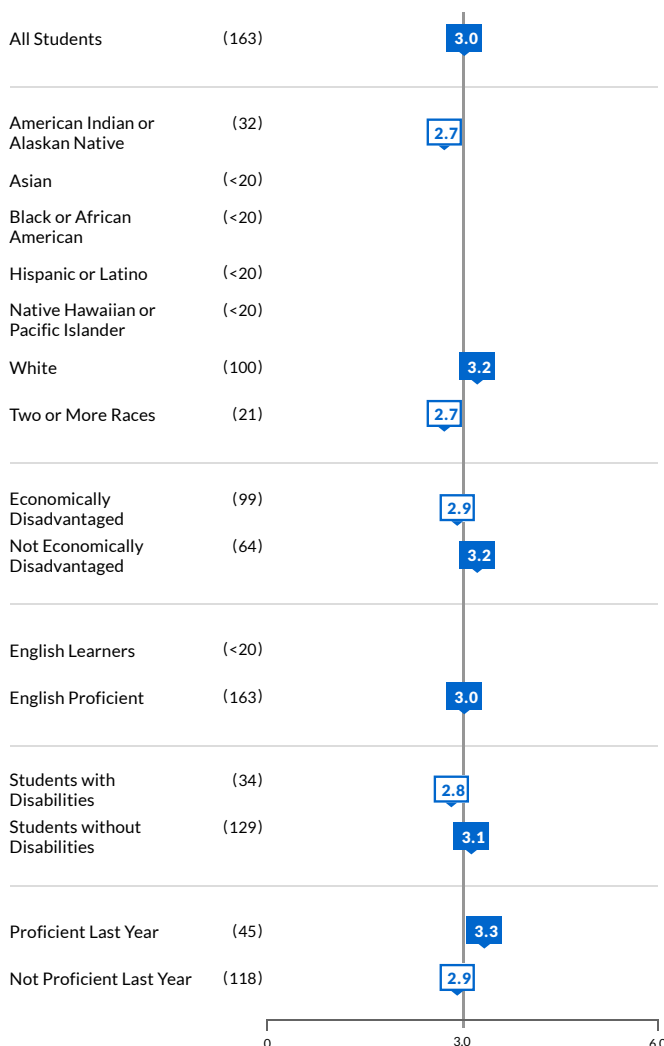
### Student Group Value-Added (for information only)

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

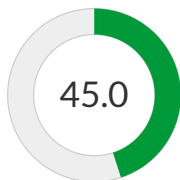




## TARGET GROUP OUTCOMES

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 11.4% of K-5 schools in the state.



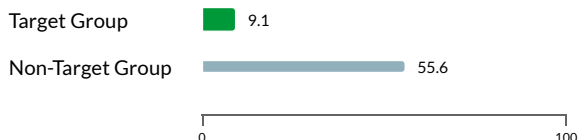
## Component Scores

### ACHIEVEMENT

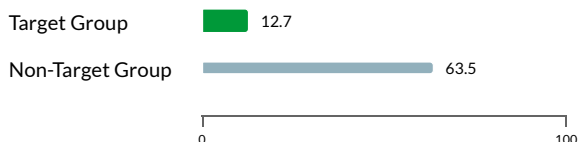
Score: 10.9

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

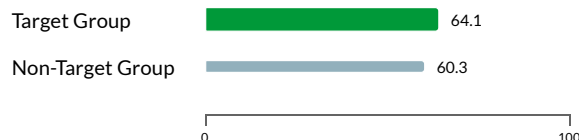


### GROWTH

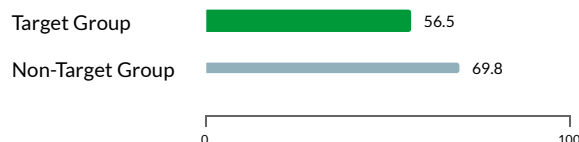
Score: 60.3

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

#### English Language Arts



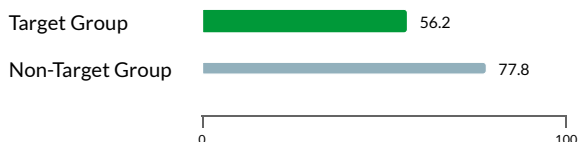
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 56.2

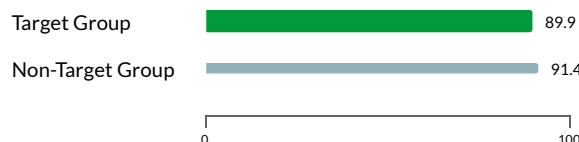
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 89.9

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

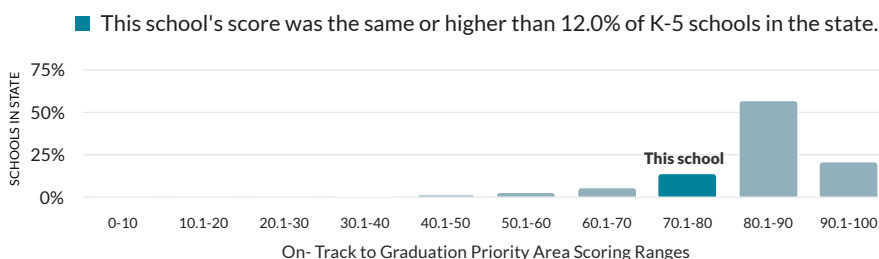
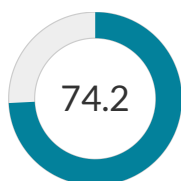




## ON-TRACK TO GRADUATION

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

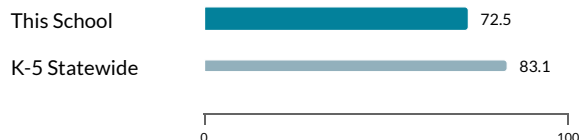


## Component Scores

### CHRONIC ABSENTEEISM

Score: 72.5

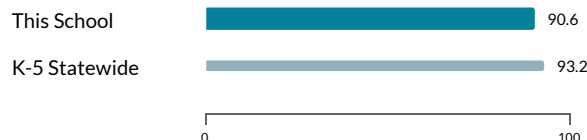
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 90.6

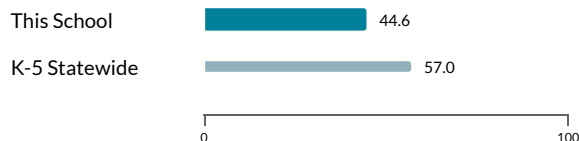
This score is the overall attendance rate for the school in 2022-23.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 44.6

Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

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: K-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	575	24.2%	565	30.1%	533	27.6%
American Indian or Alaskan Native	142	45.1%	126	54.0%	118	50.0%
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	25	32.0%	33	48.5%	23	39.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	312	11.9%	312	17.0%	305	15.1%
Two or More Races	88	28.4%	84	38.1%	78	37.2%
Economically Disadvantaged	380	34.7%	365	38.6%	334	37.7%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	96	43.8%	95	47.4%	95	35.8%

### 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

