



OVERVIEW

School Details

Grades : 9-12

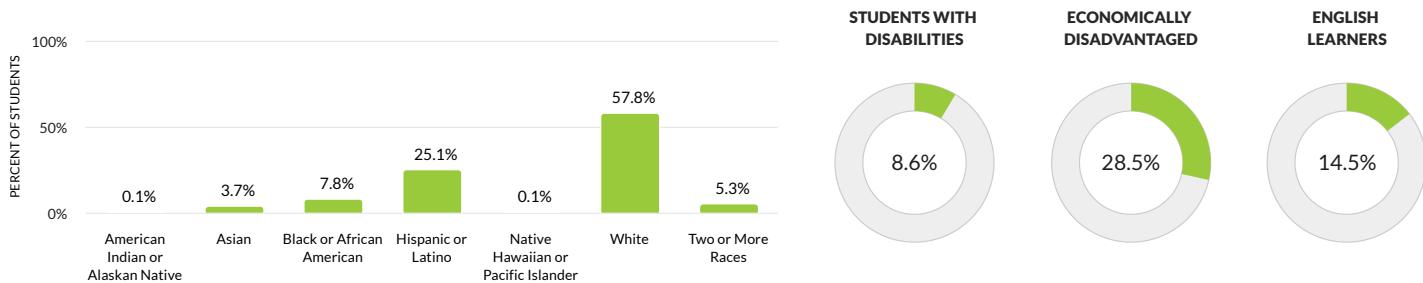
Enrollment : 1,789

Percent open enrollment : 4.6%

The Verona Area School District serves over 5,800 students in PreK, four elementary schools, two middle schools, three public, tuition-free charter schools, and Verona Area High School. Two-Way Immersion (English/Spanish) and Mandarin Immersion programs are available. Students are from the Cities of Verona, Fitchburg, and Madison, and the Towns of Middleton, Montrose, Springdale, and Verona.

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

Student Groups



Score Summary



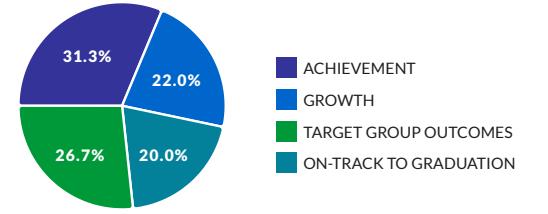
Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

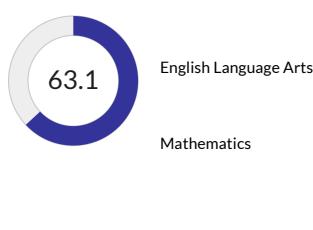


PRIORITY AREA WEIGHTS



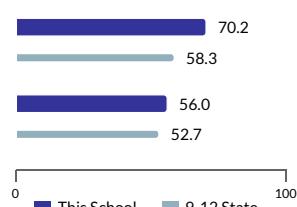
Priority Area Scores

ACHIEVEMENT

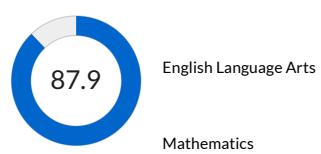


Subject Area Scores

English Language Arts
Mathematics

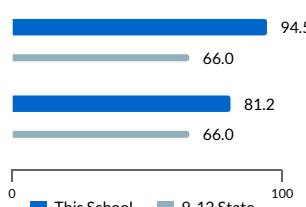


GROWTH



Subject Area Scores

English Language Arts
Mathematics

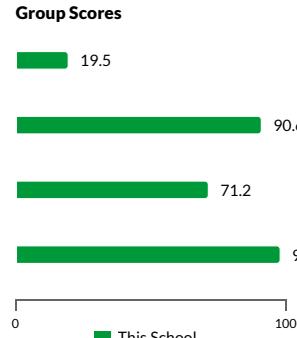


TARGET GROUP OUTCOMES

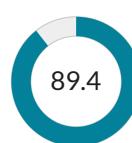


Group Scores

Achievement
Growth
Chronic Absenteeism
Graduation

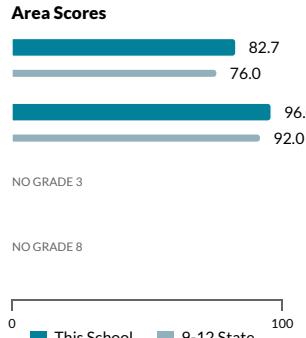


ON-TRACK TO GRADUATION



Area Scores

Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

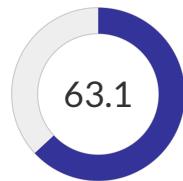




ACHIEVEMENT

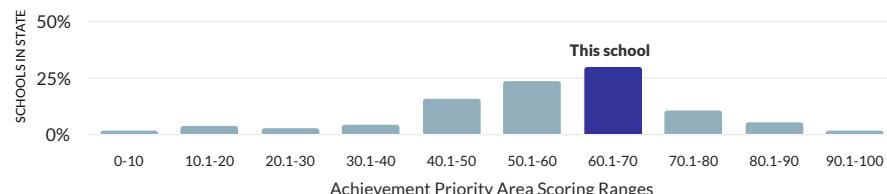
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 70.2
Mathematics Score: 56.0

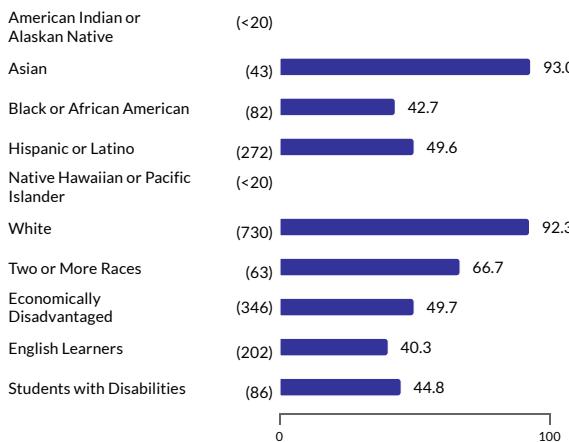
■ This school's score was the same or higher than 63.4% of 9-12 schools in the state.



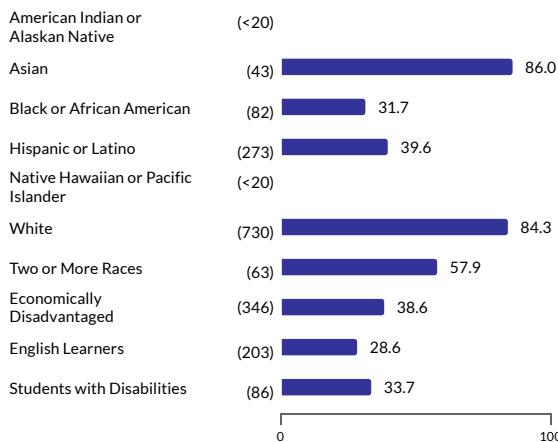
Student Group Achievement, 2023-24 (for information only)

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



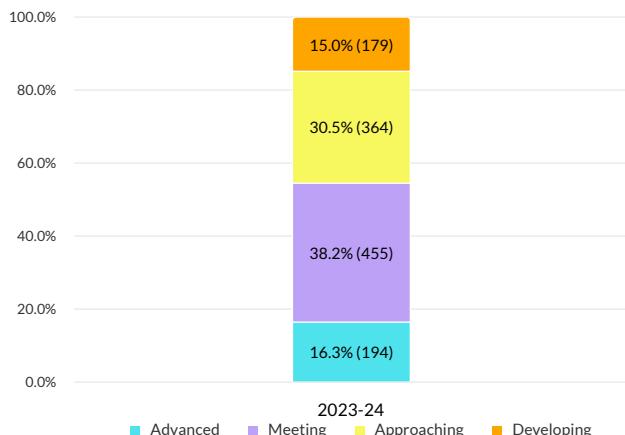
MATHEMATICS



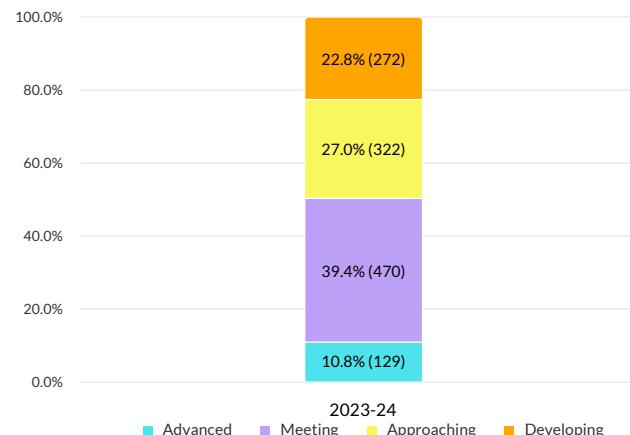
Performance Levels by Year

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
90.5%	77.0%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
90.6%	77.0%

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	Advanced	Meeting	Approaching	
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	1,055	11.9%	37.2%	30.7%	20.2%	1,187	14.5%	34.6%	31.3%	19.5%	1,192	16.3%	38.2%	30.5%	15.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	45	13.3%	28.9%	40.0%	17.8%	42	9.5%	31.0%	40.5%	19.0%	43	25.6%	39.5%	30.2%	4.7%
Black or African American	67	1.5%	19.4%	38.8%	40.3%	84	1.2%	15.5%	41.7%	41.7%	82	3.7%	20.7%	32.9%	42.7%
Hispanic or Latino	227	1.3%	14.1%	35.7%	48.9%	261	3.1%	14.2%	37.5%	45.2%	272	2.6%	22.8%	46.0%	28.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	667	16.5%	46.9%	28.3%	8.2%	736	20.8%	44.6%	27.2%	7.5%	730	22.6%	46.6%	23.7%	7.1%
Two or More Races	46	8.7%	45.7%	21.7%	23.9%	61	6.6%	31.1%	36.1%	26.2%	63	11.1%	30.2%	39.7%	19.0%
Economically Disadvantaged	292	4.5%	19.9%	34.6%	41.1%	339	1.5%	19.5%	36.0%	43.1%	346	3.8%	22.5%	43.1%	30.6%
English Learners	179	0.6%	6.1%	34.1%	59.2%	210	0.5%	6.7%	37.1%	55.7%	202	0.5%	14.9%	49.5%	35.1%
Students with Disabilities	67	3.0%	6.0%	31.3%	59.7%	75	1.3%	21.3%	25.3%	52.0%	86	1.2%	25.6%	34.9%	38.4%

MATHEMATICS

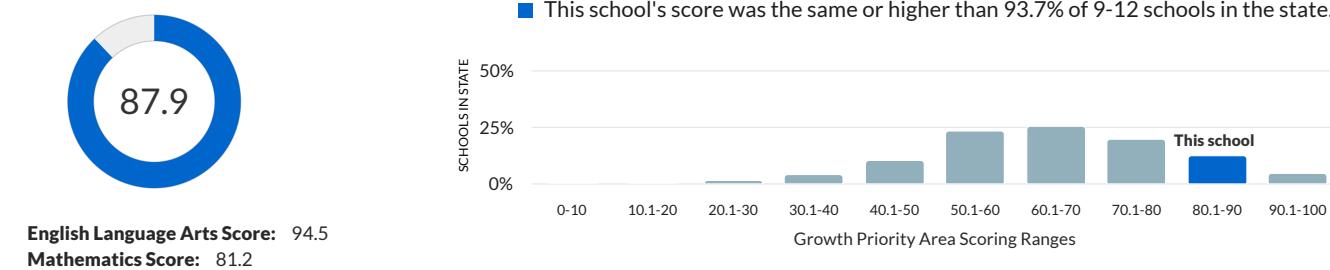
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,060	13.4%	25.3%	24.9%	36.4%	1,188	11.3%	24.7%	27.6%	36.4%	1,193	10.8%	39.4%	27.0%	22.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	45	13.3%	24.4%	31.1%	31.1%	42	14.3%	19.0%	40.5%	26.2%	43	27.9%	32.6%	23.3%	16.3%
Black or African American	69	4.3%	4.3%	26.1%	65.2%	84	1.2%	9.5%	21.4%	67.9%	82	3.7%	15.9%	20.7%	59.8%
Hispanic or Latino	228	0.9%	7.0%	21.5%	70.6%	261	1.9%	7.3%	23.8%	67.0%	273	1.5%	19.0%	36.6%	42.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	666	18.6%	33.3%	25.5%	22.5%	737	16.0%	33.5%	28.6%	21.8%	730	14.4%	50.7%	24.1%	10.8%
Two or More Races	49	10.2%	32.7%	26.5%	30.6%	61	3.3%	18.0%	32.8%	45.9%	63	7.9%	31.7%	28.6%	31.7%
Economically Disadvantaged	298	4.4%	9.1%	25.2%	61.4%	339	1.5%	9.7%	23.0%	65.8%	346	2.0%	18.8%	33.5%	45.7%
English Learners	178	0.6%	2.2%	19.7%	77.5%	210	0.5%	3.3%	19.5%	76.7%	203	0.5%	8.9%	37.9%	52.7%
Students with Disabilities	70	2.9%	5.7%	10.0%	81.4%	75	4.0%	5.3%	30.7%	60.0%	86	1.2%	16.3%	31.4%	51.2%



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.

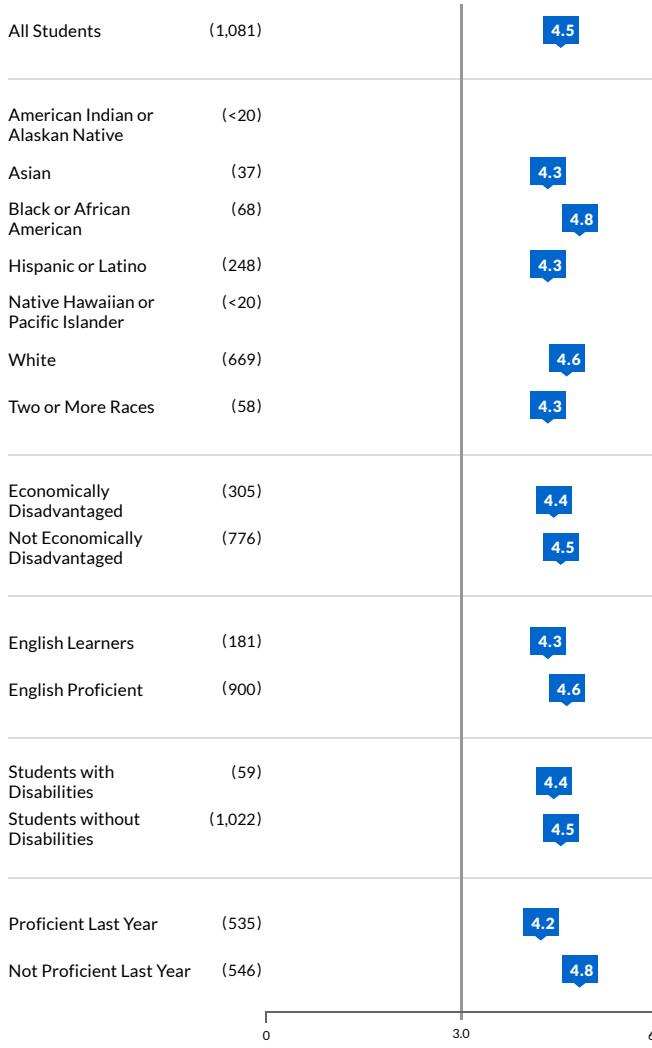
Priority Area Score



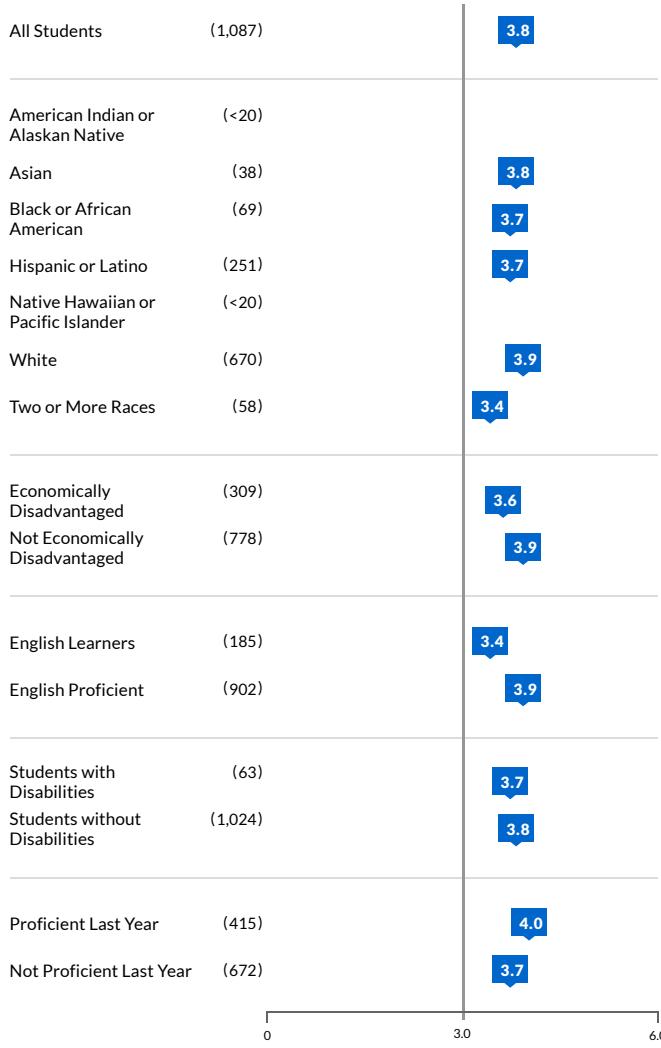
Student Group Value-Added (for information only)

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

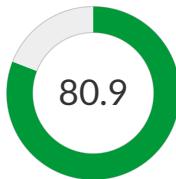




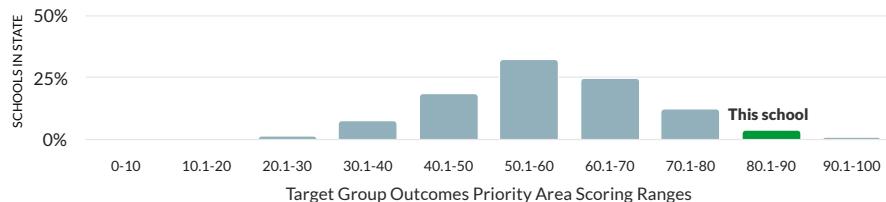
TARGET GROUP OUTCOMES

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 97.1% of 9-12 schools in the state.



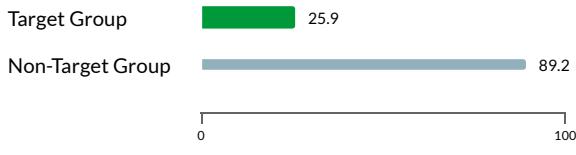
Component Scores

ACHIEVEMENT

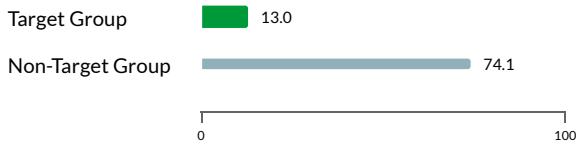
Score: 19.5

Average points-based proficiency rates.

English Language Arts



Mathematics

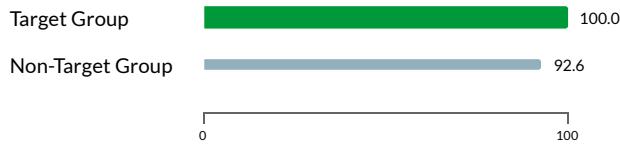


GROWTH

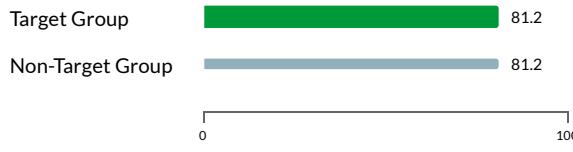
Score: 90.6

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

English Language Arts



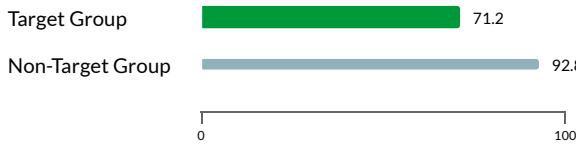
Mathematics



CHRONIC ABSENTEEISM

Score: 71.2

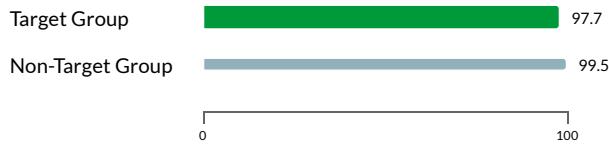
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.7

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

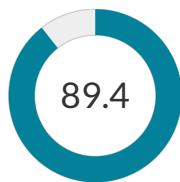




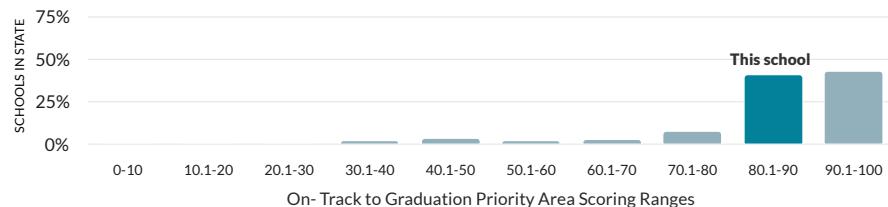
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 51.6% of 9-12 schools in the state.

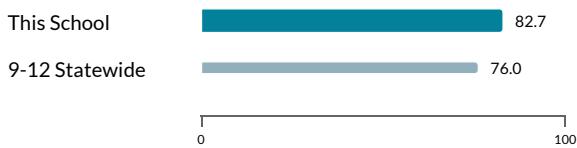


Component Scores

CHRONIC ABSENTEEISM

Score: 82.7

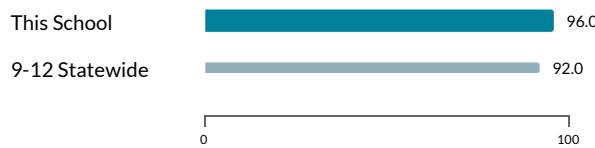
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.0

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	1,661	4.0%	1,733	21.9%	1,797	21.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	58	6.9%	59	15.3%	64	18.8%
Black or African American	133	10.5%	145	44.8%	134	41.0%
Hispanic or Latino	351	7.1%	387	36.4%	424	37.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,018	2.0%	1,040	13.0%	1,074	12.4%
Two or More Races	96	3.1%	98	29.6%	96	32.3%
Economically Disadvantaged	456	10.1%	536	41.4%	540	42.8%
English Learners	223	8.1%	286	36.7%	335	38.5%
Students with Disabilities	139	7.2%	157	36.9%	163	35.0%

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.

	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	459	438	95.4%	415	401	96.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	21	20	95.2%	<20	*	*
Black or African American	32	27	84.4%	23	20	87.0%
Hispanic or Latino	116	112	96.6%	87	82	94.3%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	269	259	96.3%	267	262	98.1%
Two or More Races	20	19	95.0%	24	23	95.8%
Economically Disadvantaged	139	127	91.4%	114	107	93.9%
English Learners	77	75	97.4%	56	53	94.6%
Students with Disabilities	35	28	80.0%	25	21	84.0%



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

965 (53.7%) 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
42.5%	21.1%	23.0%	25.7%	5.0%	4.7%	1.4%	8.5%
764 students successfully completed at least one Advanced Placement or International Baccalaureate course.		414 students successfully completed at least one dual enrollment course.		90 students earned at least one industry-recognized credential.		26 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	1,797	266,777	42.5%	21.1%	23.0%	25.7%	5.0%	4.7%	1.4%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	64	10,367	51.6%	33.4%	26.6%	26.6%	1.6%	3.7%	6.3%	5.6%
Black or African American	134	24,969	26.9%	13.7%	17.9%	8.7%	2.2%	1.3%	0.0%	2.7%
Hispanic or Latino	424	37,682	25.9%	17.6%	28.8%	18.9%	1.9%	3.4%	2.1%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,074	179,306	51.0%	22.5%	22.1%	29.9%	6.9%	5.7%	1.2%	10.4%
Two or More Races	96	11,456	36.5%	18.9%	14.6%	21.0%	4.2%	3.4%	0.0%	5.8%
Economically Disadvantaged	540	104,283	25.9%	12.3%	24.8%	18.5%	2.4%	3.0%	1.5%	6.1%
English Learners	335	19,116	20.6%	13.9%	29.6%	17.0%	1.8%	2.5%	2.1%	3.6%
Students with Disabilities	163	33,777	3.1%	4.4%	26.4%	15.0%	3.7%	2.3%	1.2%	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

888 (49.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
34.1%	29.1%	0.0%	0.5%	21.5%	19.2%	0.0%	2.2%
612 students successfully completed at least one art & design course.		No students successfully completed a dance course.		387 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	1,797	266,777	34.1%	29.1%	0.0%	0.5%	21.5%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	64	10,367	28.1%	30.3%	0.0%	0.4%	21.9%	19.9%	0.0%	1.6%
Black or African American	134	24,969	23.1%	28.5%	0.0%	0.7%	13.4%	11.7%	0.0%	2.8%
Hispanic or Latino	424	37,682	35.6%	29.1%	0.0%	0.3%	18.2%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,074	179,306	35.1%	29.1%	0.0%	0.5%	24.4%	21.7%	0.0%	2.2%
Two or More Races	96	11,456	35.4%	28.8%	0.0%	0.5%	14.6%	17.8%	0.0%	2.6%
Economically Disadvantaged	540	104,283	33.7%	29.9%	0.0%	0.4%	14.4%	15.4%	0.0%	2.1%
English Learners	335	19,116	35.5%	30.9%	0.0%	0.4%	17.0%	11.8%	0.0%	1.6%
Students with Disabilities	163	33,777	33.1%	30.9%	0.0%	0.5%	17.8%	14.4%	0.0%	2.4%

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov



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