



OVERVIEW

School Details

Grades : 6-8

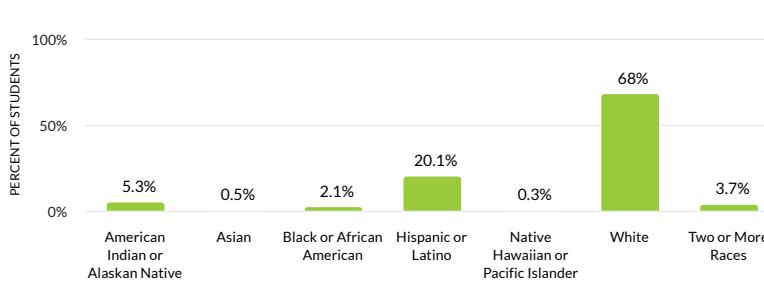
Enrollment : 378

Percent open enrollment : 8.5%

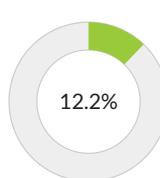
Connect. Inspire. Achieve. Everyone. Every day. WDMS has a balanced academic program with rigorous core courses, and student choice in our encore classes. PLTW courses are part of our science curriculum and we utilize a daily Academic Success Period for intervention, enrichment, and social-emotional support. Our goal is that all students leave us on track for success in high school and beyond.

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

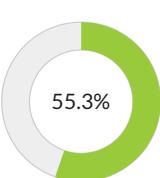
Student Groups



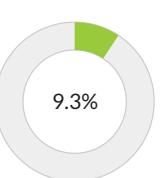
STUDENTS WITH DISABILITIES



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>.

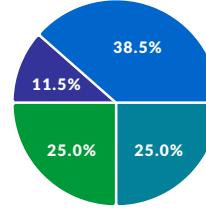
Overall Score

56.6

Meets Few Expectations



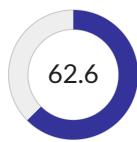
PRIORITY AREA WEIGHTS



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

Priority Area Scores

ACHIEVEMENT



English Language Arts

Subject Area Scores

English Language Arts	62.0	58.1
Mathematics	63.2	55.7

0 100
■ This School ■ 6-8 State

GROWTH



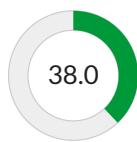
English Language Arts

Subject Area Scores

English Language Arts	48.9	66.0
Mathematics	50.8	66.0

0 100
■ This School ■ 6-8 State

TARGET GROUP OUTCOMES



Achievement

Group Scores

Achievement	14.1
Growth	45.1
Chronic Absenteeism	74.7
Attendance	91.6

0 100
■ This School

ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

Chronic Absenteeism	82.2	80.5
School-wide Attendance	93.1	92.5
3rd Grade English Language Arts		
NO GRADE 3		
8th Grade Mathematics	64.3	54.5

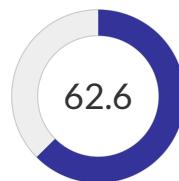
0 100
■ This School ■ 6-8 State



ACHIEVEMENT

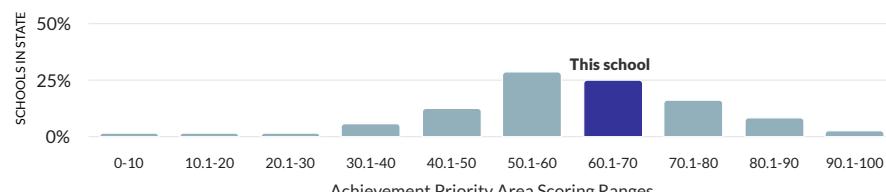
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 62.0
Mathematics Score: 63.2

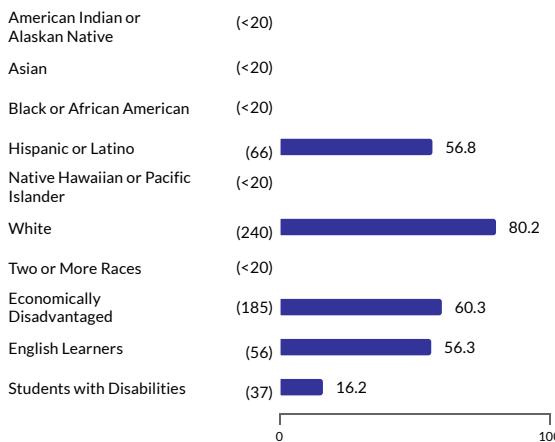
■ This school's score was the same or higher than 56.3% of 6-8 schools in the state.



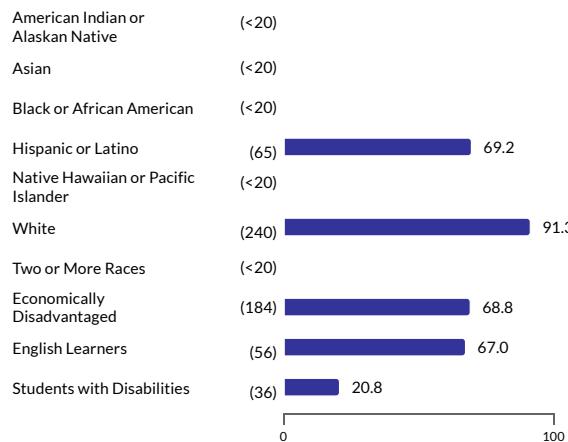
Student Group Achievement, 2023-24 (for information only)

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



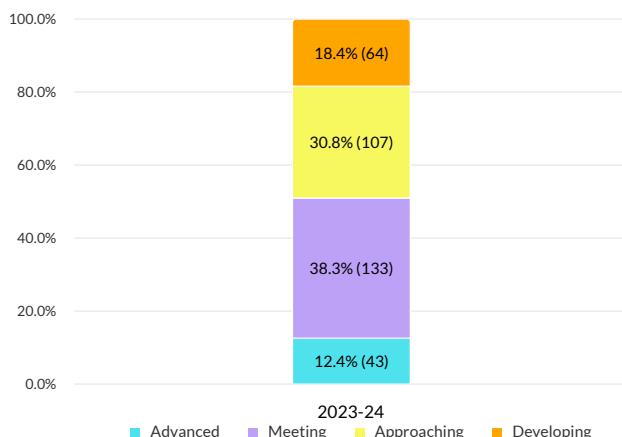
MATHEMATICS



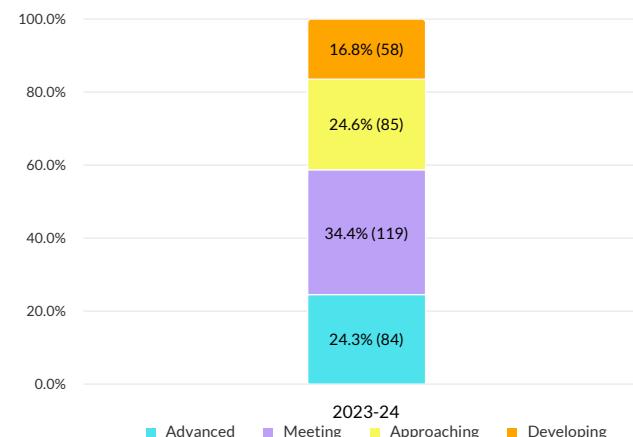
Performance Levels by Year

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: Students with Disabilities
98.3%	90.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.1%	88.6%

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 #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	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	379	10.3%	24.8%	31.4%	33.5%	356	12.6%	29.2%	34.6%	23.6%	347	12.4%	38.3%	30.8%	18.4%
American Indian or Alaskan Native	21	4.8%	14.3%	23.8%	57.1%	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	83	3.6%	21.7%	37.3%	37.3%	75	6.7%	21.3%	45.3%	26.7%	66	10.6%	21.2%	39.4%	28.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	256	13.3%	26.2%	30.5%	30.1%	245	15.5%	31.4%	33.5%	19.6%	240	14.6%	44.6%	27.5%	13.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	198	6.1%	16.2%	33.3%	44.4%	189	6.3%	24.9%	36.0%	32.8%	185	7.6%	30.3%	37.3%	24.9%
English Learners	62	1.6%	22.6%	38.7%	37.1%	56	3.6%	19.6%	50.0%	26.8%	56	7.1%	28.6%	33.9%	30.4%
Students with Disabilities	38	2.6%	5.3%	21.1%	71.1%	43	0.0%	0.0%	25.6%	74.4%	37	0.0%	2.7%	27.0%	70.3%

MATHEMATICS

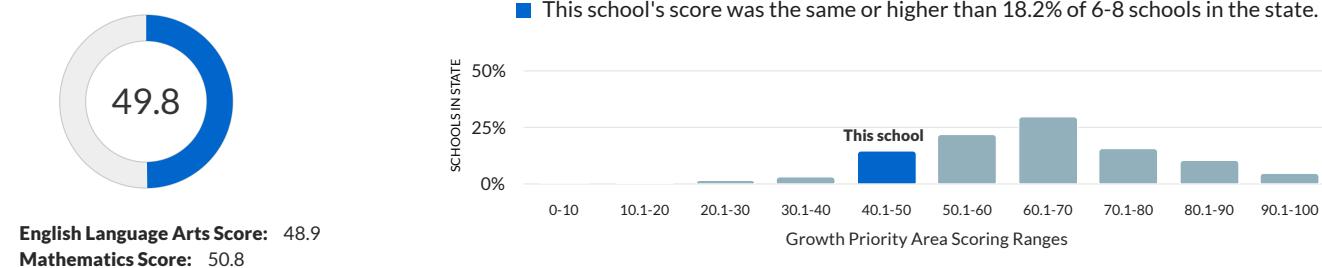
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	378	8.7%	31.5%	27.2%	32.5%	361	11.6%	32.7%	27.4%	28.3%	346	24.3%	34.4%	24.6%	16.8%
American Indian or Alaskan Native	21	0.0%	19.0%	33.3%	47.6%	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	82	6.1%	19.5%	31.7%	42.7%	81	6.2%	25.9%	30.9%	37.0%	65	18.5%	27.7%	27.7%	26.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	256	10.2%	37.1%	25.8%	27.0%	244	14.8%	36.5%	26.6%	22.1%	240	27.1%	38.8%	23.8%	10.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	197	5.1%	20.3%	28.4%	46.2%	191	6.3%	26.7%	27.7%	39.3%	184	16.3%	28.8%	31.0%	23.9%
English Learners	62	6.5%	22.6%	29.0%	41.9%	61	4.9%	24.6%	36.1%	34.4%	56	17.9%	28.6%	23.2%	30.4%
Students with Disabilities	37	0.0%	8.1%	13.5%	78.4%	43	0.0%	2.3%	11.6%	86.0%	36	0.0%	11.1%	19.4%	69.4%



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

All Students	(326)	2.1
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(57)	2.4
Native Hawaiian or Pacific Islander	(<20)	
White	(233)	2.1
Two or More Races	(<20)	
Economically Disadvantaged	(167)	2.1
Not Economically Disadvantaged	(159)	2.2
English Learners	(47)	2.1
English Proficient	(279)	2.2
Students with Disabilities	(32)	1.8
Students without Disabilities	(294)	2.2
Proficient Last Year	(138)	2.4
Not Proficient Last Year	(188)	1.9

MATHEMATICS

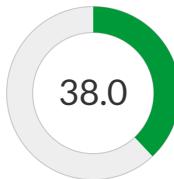
All Students	(325)	2.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(56)	2.3
Native Hawaiian or Pacific Islander	(<20)	
White	(233)	2.2
Two or More Races	(<20)	
Economically Disadvantaged	(166)	2.1
Not Economically Disadvantaged	(159)	2.3
English Learners	(47)	2.2
English Proficient	(278)	2.2
Students with Disabilities	(31)	1.9
Students without Disabilities	(294)	2.2
Proficient Last Year	(166)	2.3
Not Proficient Last Year	(159)	2.0



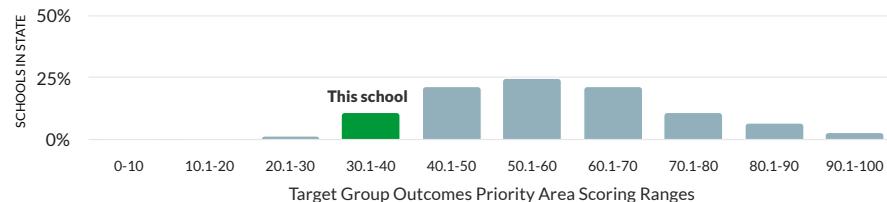
TARGET GROUP OUTCOMES

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 10.7% of 6-8 schools in the state.



Component Scores

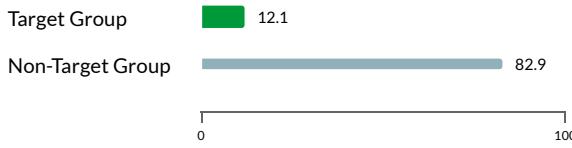
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

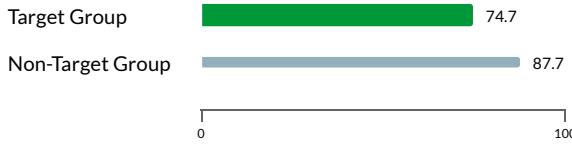


Mathematics



CHRONIC ABSENTEEISM

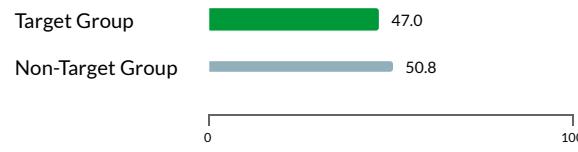
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



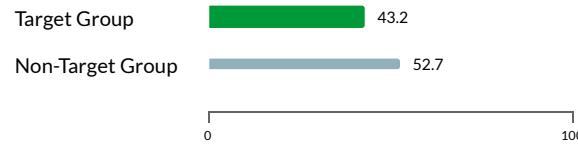
GROWTH

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

English Language Arts



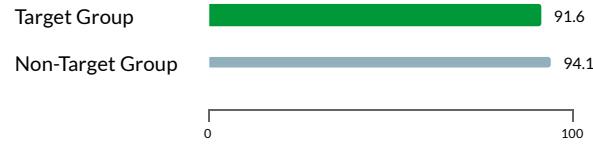
Mathematics



ATTENDANCE

Score: 91.6

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

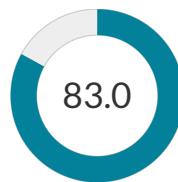




ON-TRACK TO GRADUATION

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 43.9% of 6-8 schools in the state.

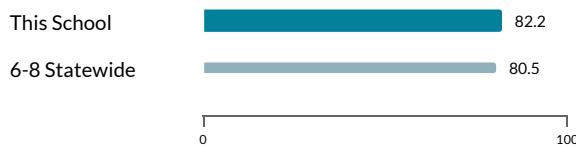


Component Scores

CHRONIC ABSENTEEISM

Score: 82.2

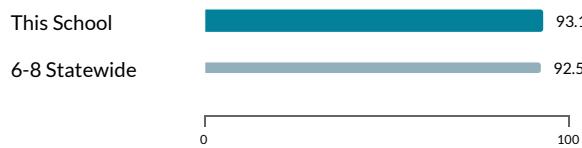
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.1

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

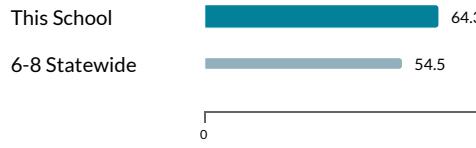
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 64.3

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	388	12.6%	396	21.0%	381	18.6%
American Indian or Alaskan Native	24	25.0%	21	23.8%	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	95	10.5%	87	26.4%	85	23.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	251	12.4%	267	18.4%	253	15.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	203	19.7%	209	27.8%	205	26.3%
English Learners	65	7.7%	64	20.3%	64	18.8%
Students with Disabilities	37	13.5%	37	24.3%	44	29.5%

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