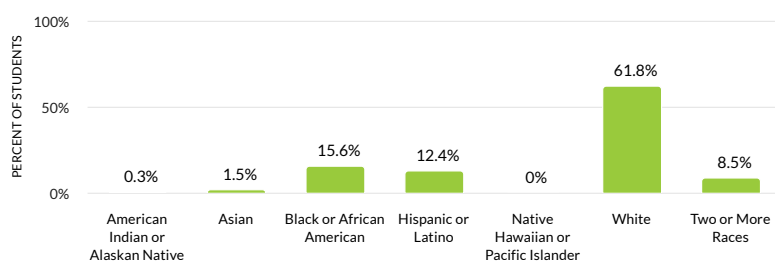# OVERVIEW

School Details

Grades : 9-12

Enrollment : 340
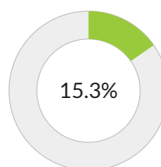
Percent open enrollment : 99.1%

DCA is an online virtual charter school that operates as a non-instrumentality charter school of the McFarland School District. Operation rests solely with the charter holder, Four Lakes Education, its board and its education provider K12 Inc. DCA combines academics with career technical education giving students a head start on their goals. https://www.mcfarland.k12.wi.us/schools/virtual/

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

Student Groups

Bar chart — PERCENT OF STUDENTS:
- American Indian or Alaskan Native: 0.3%
- Asian: 1.5%
- Black or African American: 15.6%
- Hispanic or Latino: 12.4%
- Native Hawaiian or Pacific Islander: 0%
- White: 61.8%
- Two or More Races: 8.5%

STUDENTS WITH DISABILITIES: 15.3%

ECONOMICALLY DISADVANTAGED: 55.6%
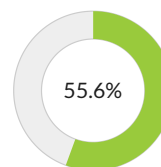
ENGLISH LEARNERS: 2.9%
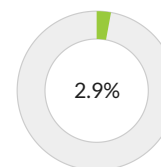
Score Summary

⚠ 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.
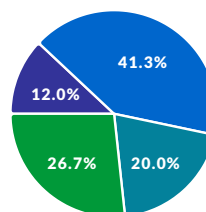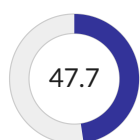
Overall Score
59.7

Meets Expectations
★★★

PRIORITY AREA WEIGHTS
- ACHIEVEMENT: 12.0%
- GROWTH: 41.3%
- TARGET GROUP OUTCOMES: 26.7%
- ON-TRACK TO GRADUATION: 20.0%

Priority Area Scores

ACHIEVEMENT
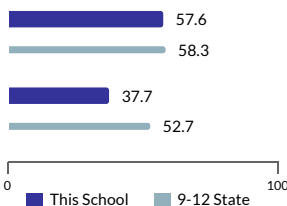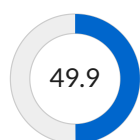
47.7

Subject Area Scores

	This School	9-12 State
English Language Arts	57.6	58.3
Mathematics	37.7	52.7

GROWTH

49.9

Subject Area Scores

	This School	9-12 State
English Language Arts	62.2	66.0
Mathematics	37.5	66.0

TARGET GROUP OUTCOMES

54.4

Group Scores (This School)

	This School
Achievement	15.6
Growth	59.4
Chronic Absenteeism	100.0
Graduation	78.3

ON-TRACK TO GRADUATION

94.0

Area Scores

	This School	9-12 State
Chronic Absenteeism	100.0	76.0
Graduation	88.0	92.0
3rd Grade English Language Arts	NO GRADE 3	
8th Grade Mathematics	NO GRADE 8	
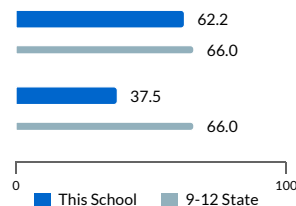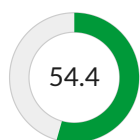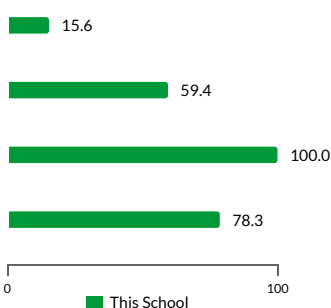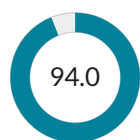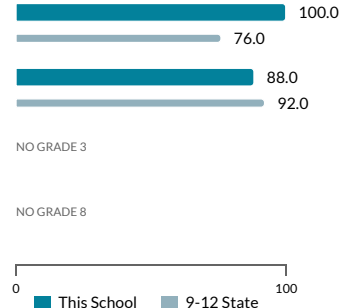
ACHIEVEMENT

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

47.7

English Language Arts Score: 57.6
Mathematics Score: 37.7

■ This school's score was the same or higher than 23.6% of 9-12 schools in the state.

SCHOOLS IN STATE

Achievement Priority Area Scoring Ranges

This school

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

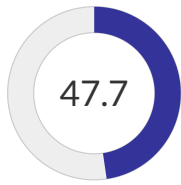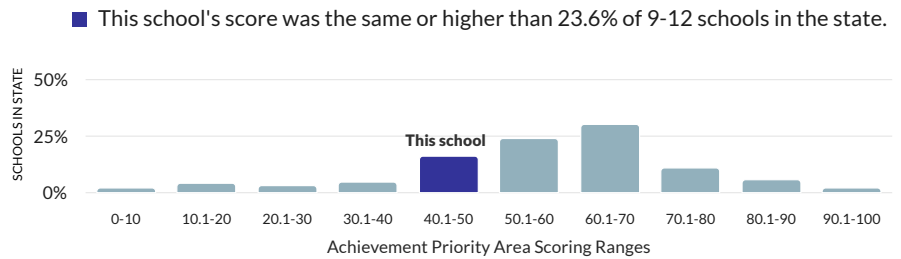|		
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(23)	43.5
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(110)	64.5
Two or More Races	(<20)	
Economically Disadvantaged	(85)	61.2
English Learners	(<20)	
Students with Disabilities	(23)	45.7

MATHEMATICS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(23)	19.6
Hispanic or Latino	(20)	20.0
Native Hawaiian or Pacific Islander	(<20)	
White	(111)	46.4
Two or More Races	(<20)	
Economically Disadvantaged	(86)	34.3
English Learners	(<20)	
Students with Disabilities	(23)	28.3

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

2023-24
- 24.4% (40) Developing
- 34.8% (57) Approaching
- 35.4% (58) Meeting
- 5.5% (9) Advanced

■ Advanced ■ Meeting ■ Approaching ■ Developing

MATHEMATICS

2023-24
- 48.2% (80) Developing
- 28.3% (47) Approaching
- 22.9% (38) Meeting

■ Advanced ■ Meeting ■ Approaching ■ Developing
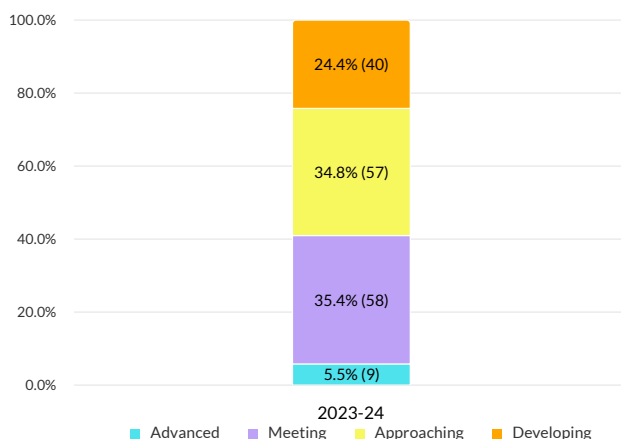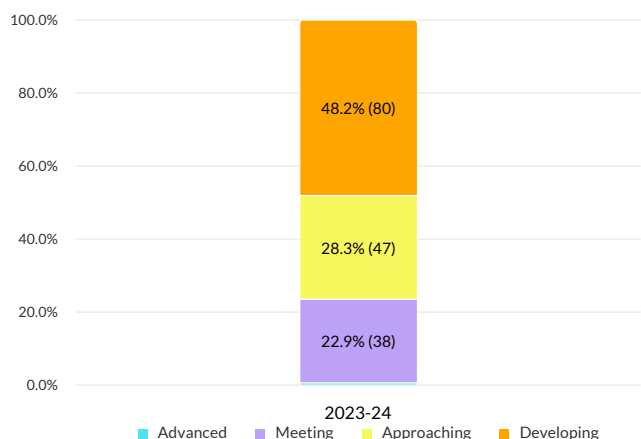
ACHIEVEMENT - ADDITIONAL INFORMATION

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
65.9%	57.1%

MATHEMATICS

All students	Lowest-participating group:
	Two or More Races
66.9%	57.1%

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				
	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	76	7.9%	27.6%	35.5%	28.9%	85	12.9%	27.1%	34.1%	25.9%	164	5.5%	35.4%	34.8%	24.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	17.4%	52.2%	30.4%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	48	10.4%	29.2%	29.2%	31.3%	59	18.6%	20.3%	33.9%	27.1%	110	8.2%	36.4%	31.8%	23.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	36	11.1%	16.7%	36.1%	36.1%	47	6.4%	34.0%	31.9%	27.7%	85	3.5%	32.9%	45.9%	17.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	34.8%	21.7%	43.5%

MATHEMATICS

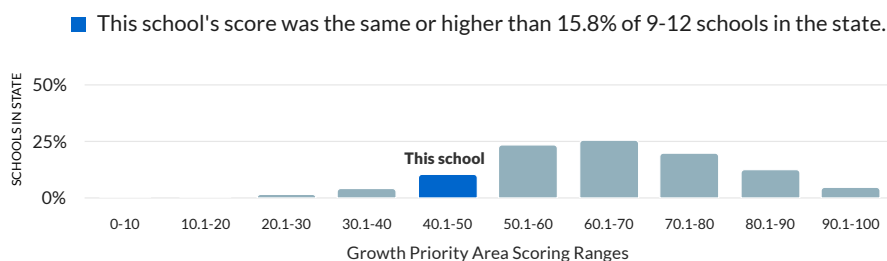|	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	76	7.9%	17.1%	26.3%	48.7%	85	3.5%	21.2%	32.9%	42.4%	166	0.6%	22.9%	28.3%	48.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	8.7%	21.7%	69.6%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	20	0.0%	5.0%	30.0%	65.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	48	6.3%	20.8%	29.2%	43.8%	59	3.4%	23.7%	32.2%	40.7%	111	0.9%	29.7%	30.6%	38.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	36	8.3%	11.1%	22.2%	58.3%	47	2.1%	21.3%	34.0%	42.6%	86	0.0%	18.6%	31.4%	50.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	13.0%	30.4%	56.5%

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
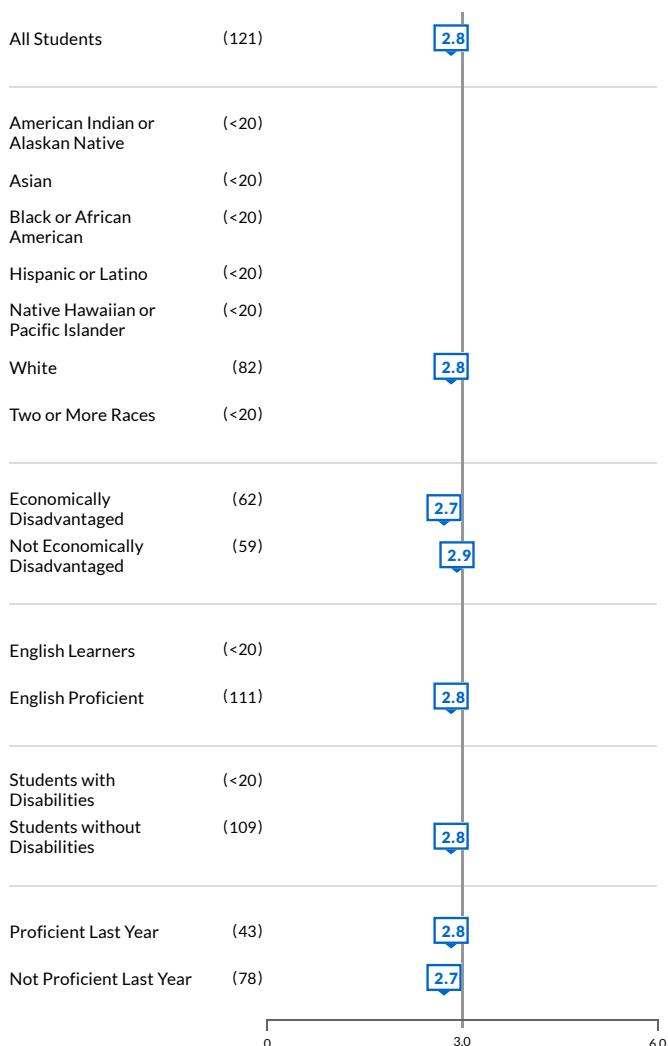
49.9
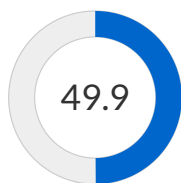
English Language Arts Score: 62.2
Mathematics Score: 37.5

■ This school's score was the same or higher than 15.8% of 9-12 schools in the state.

SCHOOLS IN STATE

This school

Growth Priority Area Scoring Ranges

(bars: 0-10, 10.1-20, 20.1-30, 30.1-40, 40.1-50 [This school], 50.1-60, 60.1-70, 70.1-80, 80.1-90, 90.1-100)
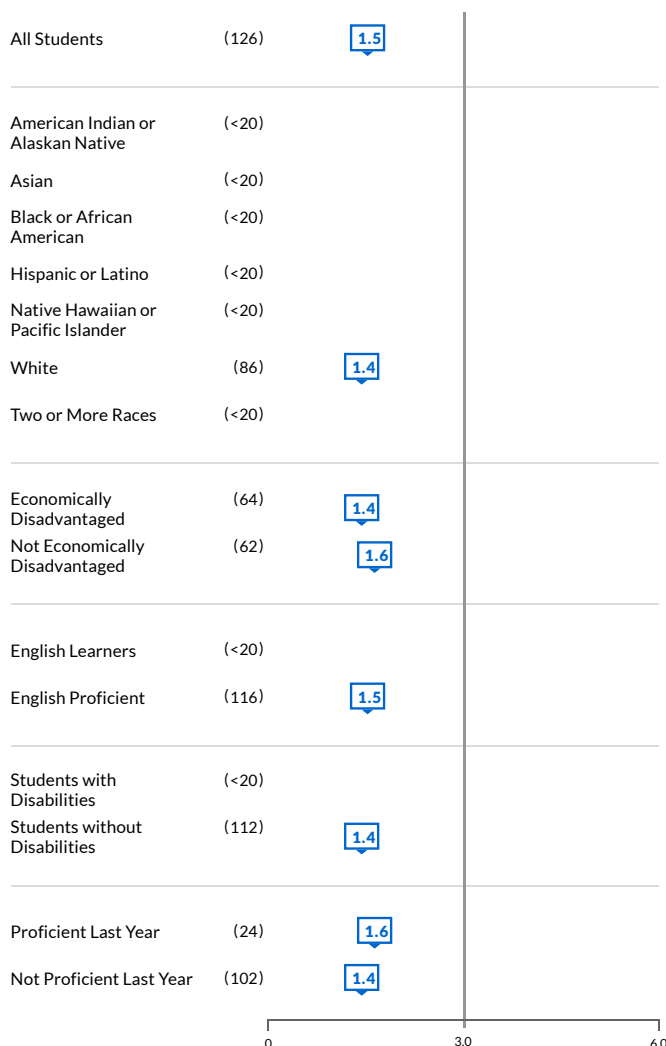
Student Group Value-Added (for information only)

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

Group	Size	Score
All Students	(121)	2.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(82)	2.8
Two or More Races	(<20)	
Economically Disadvantaged	(62)	2.7
Not Economically Disadvantaged	(59)	2.9
English Learners	(<20)	
English Proficient	(111)	2.8
Students with Disabilities	(<20)	
Students without Disabilities	(109)	2.8
Proficient Last Year	(43)	2.8
Not Proficient Last Year	(78)	2.7

(scale: 0 — 3.0 — 6.0)

MATHEMATICS

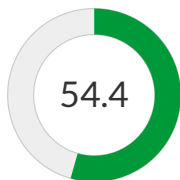| Group	Size	Score
All Students	(126)	1.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(86)	1.4
Two or More Races	(<20)	
Economically Disadvantaged	(64)	1.4
Not Economically Disadvantaged	(62)	1.6
English Learners	(<20)	
English Proficient	(116)	1.5
Students with Disabilities	(<20)	
Students without Disabilities	(112)	1.4
Proficient Last Year	(24)	1.6
Not Proficient Last Year	(102)	1.4

(scale: 0 — 3.0 — 6.0)

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

54.4

This school's score was the same or higher than 42.0% of 9-12 schools in the state.

SCHOOLS IN STATE

This school

Target Group Outcomes Priority Area Scoring Ranges

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100

Component Scores

ACHIEVEMENT
Score: 15.6

Average points-based proficiency rates.

English Language Arts

Target Group	22.5
Non-Target Group	72.4

0 — 100

Mathematics

Target Group	8.7
Non-Target Group	49.5
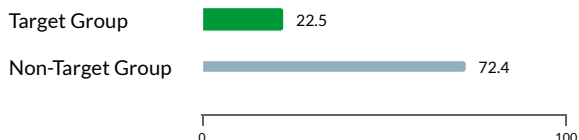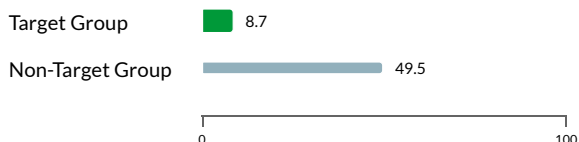
0 — 100

GROWTH
Score: 59.4

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

English Language Arts
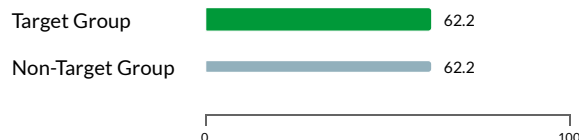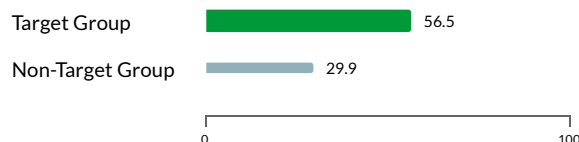
Target Group	62.2
Non-Target Group	62.2

0 — 100

Mathematics

Target Group	56.5
Non-Target Group	29.9

0 — 100

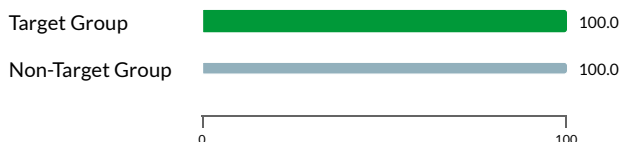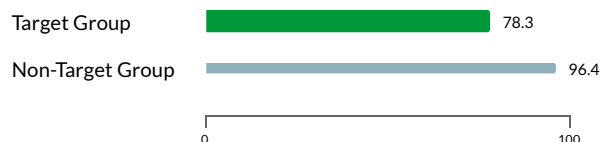### CHRONIC ABSENTEEISM
Score: 100.0

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.

Target Group	100.0
Non-Target Group	100.0

0 — 100

GRADUATION
Score: 78.3

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

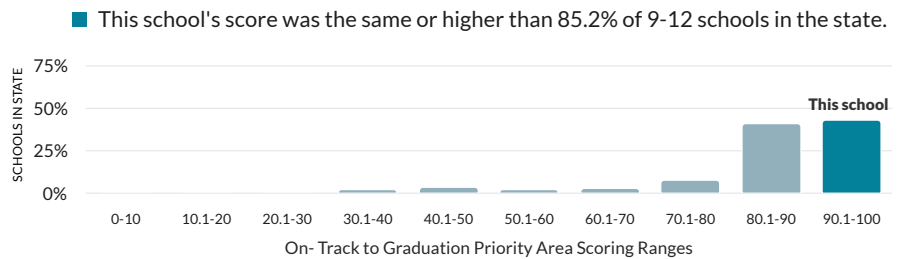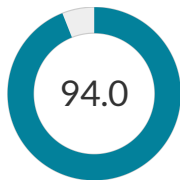|	
Target Group	78.3
Non-Target Group	96.4

0 — 100

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

94.0

This school's score was the same or higher than 85.2% of 9-12 schools in the state.

SCHOOLS IN STATE

This school

On- Track to Graduation Priority Area Scoring Ranges

Component Scores
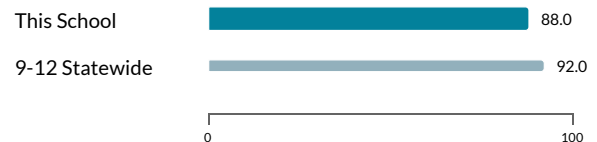
CHRONIC ABSENTEEISM
Score: 100.0

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	100.0
9-12 Statewide	76.0
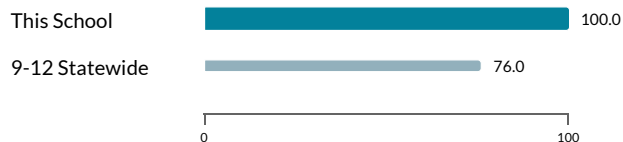
GRADUATION
Score: 88.0

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

This School	88.0
9-12 Statewide	92.0

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	154	0.0%	148	0.0%	267	0.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	42	0.0%
Hispanic or Latino	<20	*	<20	*	34	0.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	100	0.0%	98	0.0%	158	0.0%
Two or More Races	<20	*	<20	*	26	0.0%
Economically Disadvantaged	73	0.0%	74	0.0%	160	0.0%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	30	0.0%

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	83	74	89.2%	42	36	85.7%
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	49	45	91.8%	31	27	87.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	44	39	88.6%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

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

26 (9.7%) 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
3.0%	21.1%	**3.0%**	25.7%	**5.2%**	4.7%	**0.0%**	8.5%

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

8 students successfully completed at least one dual enrollment course.

14 students earned at least one industry-recognized credential.

No 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	267	266,777	3.0%	21.1%	3.0%	25.7%	5.2%	4.7%	0.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	42	24,969	0.0%	13.7%	0.0%	8.7%	4.8%	1.3%	0.0%	2.7%
Hispanic or Latino	34	37,682	8.8%	17.6%	2.9%	18.9%	2.9%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	158	179,306	1.3%	22.5%	3.2%	29.9%	6.3%	5.7%	0.0%	10.4%
Two or More Races	26	11,456	7.7%	18.9%	3.8%	21.0%	3.8%	3.4%	0.0%	5.8%
Economically Disadvantaged	160	104,283	3.8%	12.3%	0.6%	18.5%	5.0%	3.0%	0.0%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	30	33,777	3.3%	4.4%	0.0%	15.0%	0.0%	2.3%	0.0%	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

21 (7.9%) students successfully completed any Arts Course.

ART & DESIGN
School	State
7.5%	29.1%

20 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
0.7%	19.2%

2 students successfully completed at least one music course.

THEATER
School	State
0.0%	2.2%

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	267	266,777	7.5%	29.1%	0.0%	0.5%	0.7%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	42	24,969	7.1%	28.5%	0.0%	0.7%	0.0%	11.7%	0.0%	2.8%
Hispanic or Latino	34	37,682	11.8%	29.1%	0.0%	0.3%	0.0%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	158	179,306	7.6%	29.1%	0.0%	0.5%	1.3%	21.7%	0.0%	2.2%
Two or More Races	26	11,456	0.0%	28.8%	0.0%	0.5%	0.0%	17.8%	0.0%	2.6%
Economically Disadvantaged	160	104,283	5.0%	29.9%	0.0%	0.4%	0.6%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	30	33,777	3.3%	30.9%	0.0%	0.5%	0.0%	14.4%	0.0%	2.4%