



## OVERVIEW

### School Details

Grades : K4-8

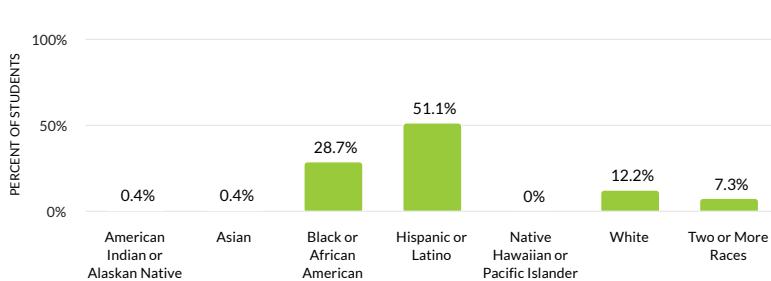
Enrollment : 1,040

Percent open enrollment : 0.1%

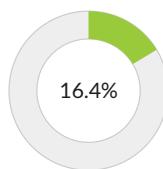
The AoR@Mitchell prepares students to be highschool ready through exploration and discovery. As a community school we work with the community, families, and students to strengthen learning and healthy development. Our dual language program students become bilingual, bicultural, and biliterate. Our elective course exposes students to the different pathways that are offered at the high school level.

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

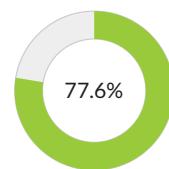
### Student Groups



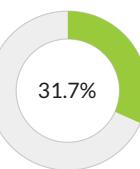
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary

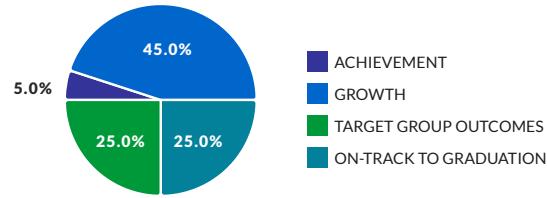
Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.



#### Fails to Meet Expectations



#### PRIORITY AREA WEIGHTS



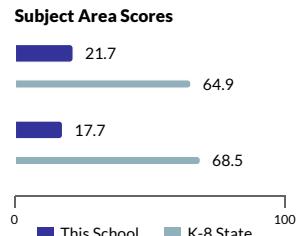
### Priority Area Scores

#### ACHIEVEMENT



#### Subject Area Scores

English Language Arts  
Mathematics

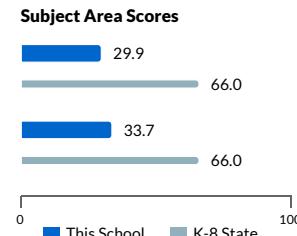


#### GROWTH



#### Subject Area Scores

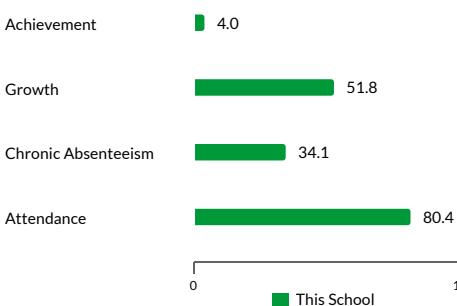
English Language Arts  
Mathematics



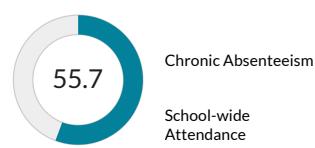
#### TARGET GROUP OUTCOMES



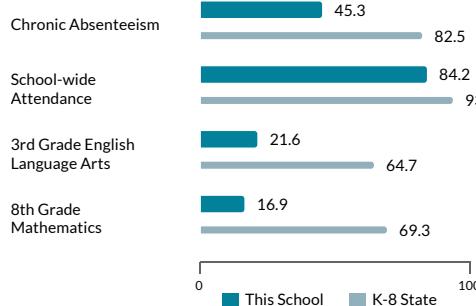
#### Group Scores



#### ON-TRACK TO GRADUATION



#### 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.

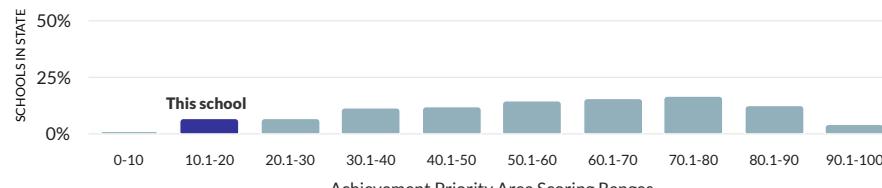
### Priority Area Score



**English Language Arts Score:** 21.7

**Mathematics Score:** 17.7

■ This school's score was the same or higher than 6.7% of K-8 schools in the state.



### Student Group Achievement, 2024-25 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

#### ENGLISH LANGUAGE ARTS

		Point change from prior year
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(181) ■ 9.6	▼ -6.0
Hispanic or Latino	(331) ■ 22.6	▼ -5.5
Native Hawaiian or Pacific Islander	(<20)	
White	(98) ■ 27.0	▼ -3.2
Two or More Races	(51) ■ 22.9	▼ -2.9
Economically Disadvantaged	(536) ■ 18.4	▼ -5.3
English Learners	(243) ■ 20.7	▼ -5.4
Students with Disabilities	(112) ■ 4.2	▼ -4.0

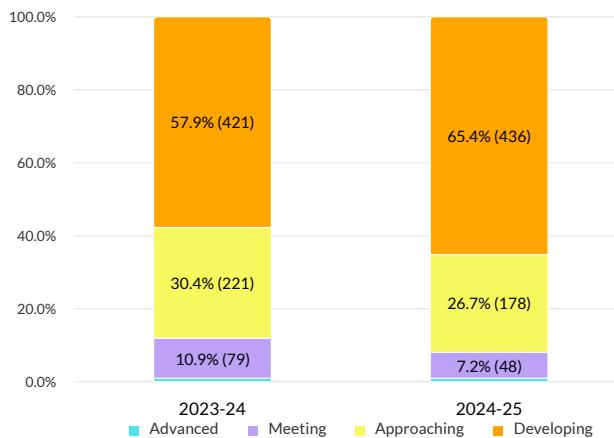
#### MATHEMATICS

		Point change from prior year
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(180) ■ 9.4	▲ 2.0
Hispanic or Latino	(337) ■ 21.3	▲ 0.3
Native Hawaiian or Pacific Islander	(<20)	
White	(98) ■ 25.2	▲ 0.8
Two or More Races	(52) ■ 13.9	▼ -1.3
Economically Disadvantaged	(541) ■ 16.0	▲ 0.5
English Learners	(250) ■ 22.3	▲ 1.9
Students with Disabilities	(110) ■ 5.9	▲ 1.7

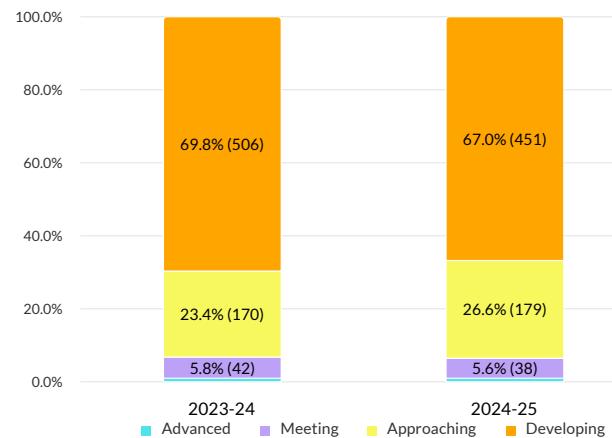
### Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

### Test Participation Rates, 2024-25

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
94.3%	89.9%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.3%	88.5%

### Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,585	11.5%	40.1%	30.2%	18.2%	353,627	12.1%	39.6%	29.9%	18.3%
All Students	727	0.8%	10.9%	30.4%	57.9%	667	0.7%	7.2%	26.7%	65.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	212	0.5%	4.7%	23.6%	71.2%	181	0.0%	3.3%	14.4%	82.3%
Hispanic or Latino	348	0.6%	13.8%	33.3%	52.3%	331	0.9%	8.5%	30.5%	60.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	104	1.9%	12.5%	36.5%	49.0%	98	1.0%	12.2%	32.7%	54.1%
Two or More Races	59	1.7%	13.6%	25.4%	59.3%	51	2.0%	3.9%	37.3%	56.9%
Economically Disadvantaged	626	0.8%	10.5%	29.1%	59.6%	536	0.9%	5.6%	26.9%	66.6%
English Learners	239	0.0%	13.0%	32.2%	54.8%	243	0.0%	9.1%	28.0%	63.0%
Students with Disabilities	134	0.0%	3.0%	11.9%	85.1%	112	0.0%	0.9%	7.1%	92.0%

#### MATHEMATICS

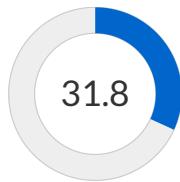
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,319	19.6%	33.7%	26.3%	20.3%	353,429	20.8%	31.9%	28.0%	19.3%
All Students	725	1.0%	5.8%	23.4%	69.8%	673	0.7%	5.6%	26.6%	67.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	210	0.5%	0.0%	14.8%	84.8%	180	0.0%	0.6%	19.4%	80.0%
Hispanic or Latino	349	1.7%	7.2%	27.2%	63.9%	337	0.6%	8.0%	29.7%	61.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	103	0.0%	13.6%	27.2%	59.2%	98	3.1%	8.2%	30.6%	58.2%
Two or More Races	59	0.0%	5.1%	23.7%	71.2%	52	0.0%	3.8%	23.1%	73.1%
Economically Disadvantaged	623	1.0%	4.7%	22.0%	72.4%	541	0.6%	4.1%	25.7%	69.7%
English Learners	242	0.8%	7.9%	27.3%	64.0%	250	0.8%	9.2%	28.8%	61.2%
Students with Disabilities	134	0.0%	0.0%	9.0%	91.0%	110	0.0%	0.9%	10.9%	88.2%



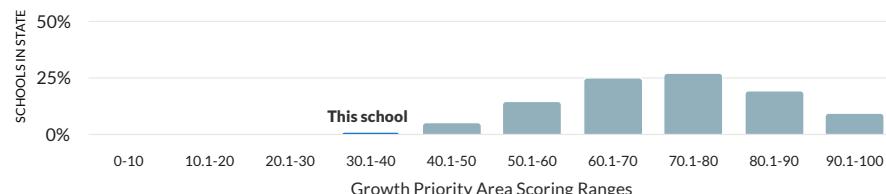
## GROWTH

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



■ This school's score was the same or higher than 0.3% of K-8 schools in the state.



English Language Arts Score: 29.9

Mathematics Score: 33.7

### 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	(531)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(147)	<span style="border: 1px solid blue; padding: 2px;">0.7</span>
Hispanic or Latino	(253)	<span style="border: 1px solid blue; padding: 2px;">1.5</span>
Native Hawaiian or Pacific Islander	(<20)	
White	(83)	<span style="border: 1px solid blue; padding: 2px;">0.6</span>
Two or More Races	(42)	<span style="border: 1px solid blue; padding: 2px;">0.8</span>
Economically Disadvantaged	(438)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>
Not Economically Disadvantaged	(93)	<span style="border: 1px solid blue; padding: 2px;">0.9</span>
English Learners	(183)	<span style="border: 1px solid blue; padding: 2px;">1.8</span>
English Proficient	(348)	<span style="border: 1px solid blue; padding: 2px;">0.7</span>
Students with Disabilities	(83)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>
Students without Disabilities	(448)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>
Proficient Last Year	(66)	<span style="border: 1px solid blue; padding: 2px;">0.1</span>
Not Proficient Last Year	(465)	<span style="border: 1px solid blue; padding: 2px;">0.9</span>

#### MATHEMATICS

All Students	(533)	<span style="border: 1px solid blue; padding: 2px;">1.3</span>
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(148)	<span style="border: 1px solid blue; padding: 2px;">1.2</span>
Hispanic or Latino	(252)	<span style="border: 1px solid blue; padding: 2px;">1.4</span>
Native Hawaiian or Pacific Islander	(<20)	
White	(84)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>
Two or More Races	(43)	<span style="border: 1px solid blue; padding: 2px;">1.0</span>
Economically Disadvantaged	(440)	<span style="border: 1px solid blue; padding: 2px;">1.3</span>
Not Economically Disadvantaged	(93)	<span style="border: 1px solid blue; padding: 2px;">1.2</span>
English Learners	(183)	<span style="border: 1px solid blue; padding: 2px;">1.6</span>
English Proficient	(350)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>
Students with Disabilities	(83)	<span style="border: 1px solid blue; padding: 2px;">1.6</span>
Students without Disabilities	(450)	<span style="border: 1px solid blue; padding: 2px;">1.2</span>
Proficient Last Year	(43)	<span style="border: 1px solid blue; padding: 2px;">0.6</span>
Not Proficient Last Year	(490)	<span style="border: 1px solid blue; padding: 2px;">1.1</span>



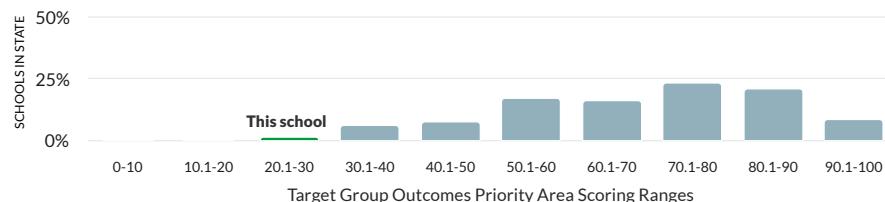
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 1.1% of K-8 schools in the state.



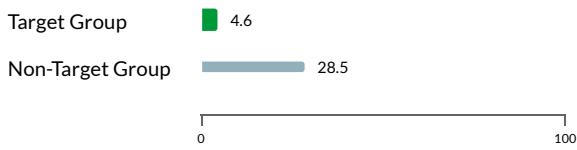
### Component Scores

#### ACHIEVEMENT

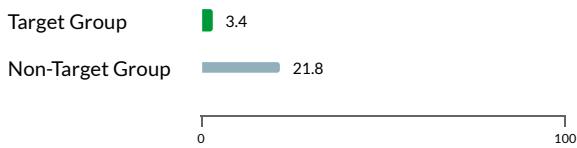
Score: 4.0

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

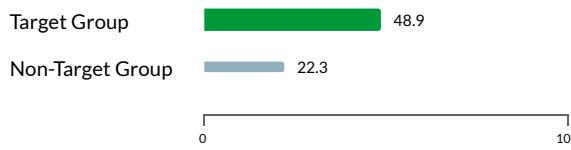


#### GROWTH

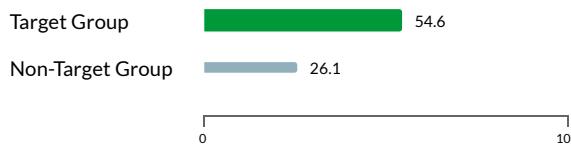
Score: 51.8

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

##### English Language Arts



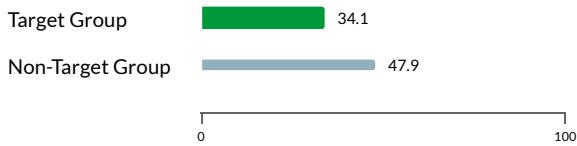
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 34.1

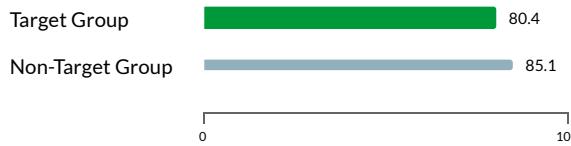
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### ATTENDANCE

Score: 80.4

This score is the overall attendance rate for the target group in 2023-24.

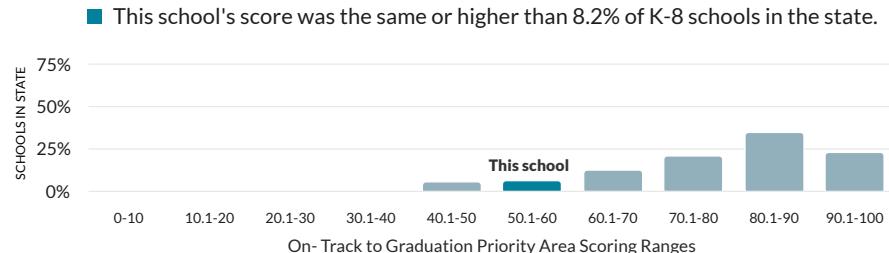
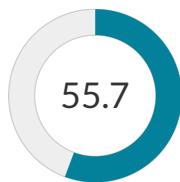




## ON-TRACK TO GRADUATION

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

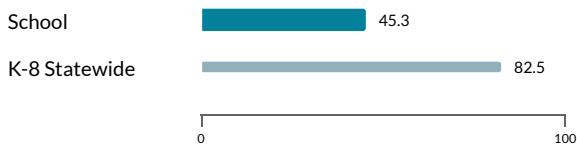


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 45.3

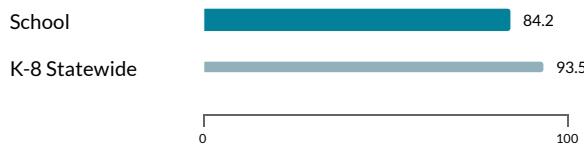
Score is 100 minus the multi-year average chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: 84.2

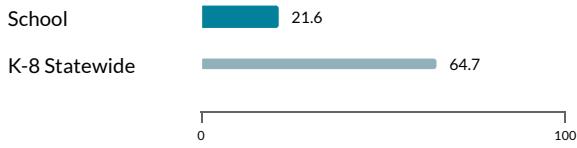
This score is the overall attendance rate for the school in 2023-24.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 21.6

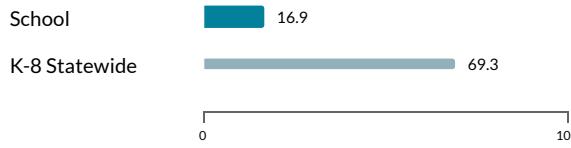
Multi-year average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 16.9

Multi-year average points-based proficiency rates.



### 3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

School: 6.7%

Statewide: 50.3%



## 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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	544,944	21.0%	542,619	17.3%	539,627	15.3%
All Students	982	68.3%	1,050	49.2%	1,088	51.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	326	77.9%	323	63.8%	318	69.5%
Hispanic or Latino	406	59.6%	457	41.1%	526	38.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	159	67.3%	175	43.4%	155	48.4%
Two or More Races	85	75.3%	89	49.4%	84	61.9%
Economically Disadvantaged	814	73.0%	881	53.0%	910	55.1%
English Learners	318	56.3%	338	35.2%	358	33.0%
Students with Disabilities	194	78.9%	182	57.7%	187	57.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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