



OVERVIEW

School Details

Grades : 1-3

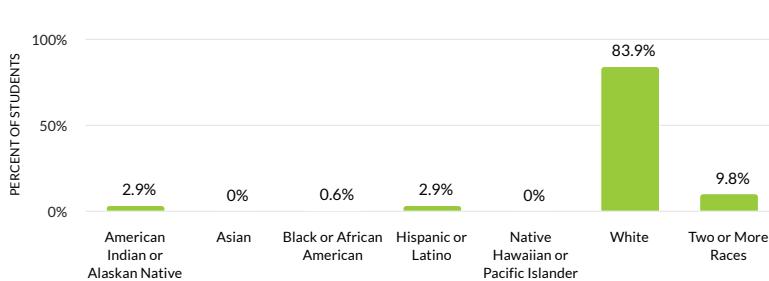
Enrollment : 174

Percent open enrollment : 6.3%

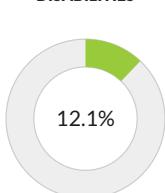
The mission for GES and Nelson Primary schools is to ensure high levels of learning for all students in a respectful, responsible, and safe environment through collaboration with students, faculty, families, and the community. Our vision is to grow 21st Century problem solvers that understand the importance of working together and doing their best.

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

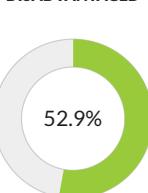
Student Groups



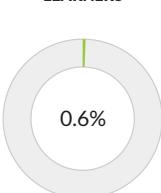
STUDENTS WITH DISABILITIES



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>.

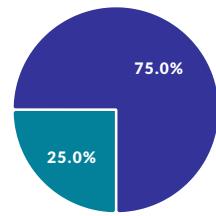
Overall Score

80.0

Exceeds Expectations



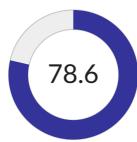
PRIORITY AREA WEIGHTS



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

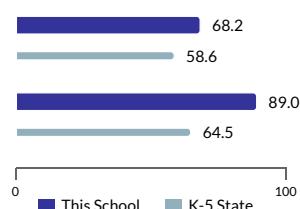
Priority Area Scores

ACHIEVEMENT



English Language Arts
Mathematics

Subject Area Scores



GROWTH



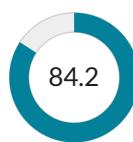
NO DATA TO DISPLAY

TARGET GROUP OUTCOMES



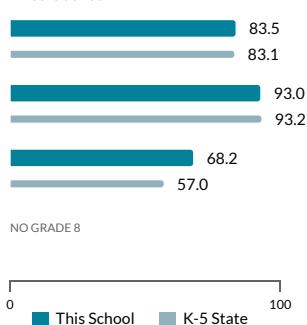
NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



- Chronic Absenteeism
- School-wide Attendance
- 3rd Grade English Language Arts
- 8th Grade Mathematics
- NO GRADE 8

Area Scores

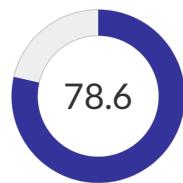




ACHIEVEMENT

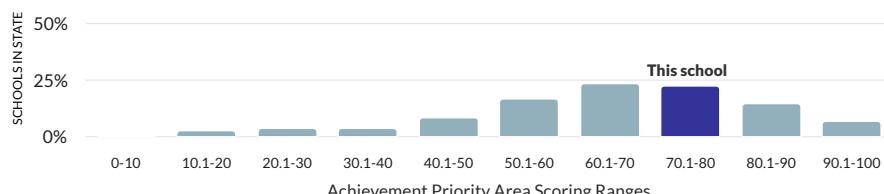
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 68.2
Mathematics Score: 89.0

■ This school's score was the same or higher than 77.4% 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

| | |
|-------------------------------------|------------|
| American Indian or Alaskan Native | (<20) |
| Asian | (<20) |
| Black or African American | (<20) |
| Hispanic or Latino | (<20) |
| Native Hawaiian or Pacific Islander | (<20) |
| White | (48) 94.8 |
| Two or More Races | (<20) |
| Economically Disadvantaged | (27) 90.7 |
| English Learners | (<20) |
| Students with Disabilities | (<20) |

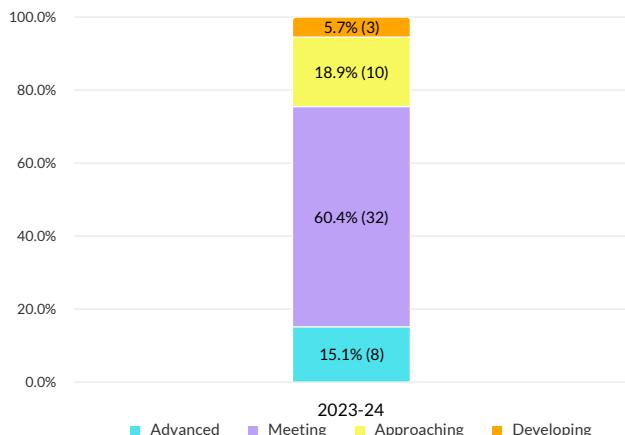
MATHEMATICS

| | |
|-------------------------------------|-------------|
| American Indian or Alaskan Native | (<20) |
| Asian | (<20) |
| Black or African American | (<20) |
| Hispanic or Latino | (<20) |
| Native Hawaiian or Pacific Islander | (<20) |
| White | (48) 100.0 |
| Two or More Races | (<20) |
| Economically Disadvantaged | (27) 96.3 |
| English Learners | (<20) |
| Students with Disabilities | (<20) |

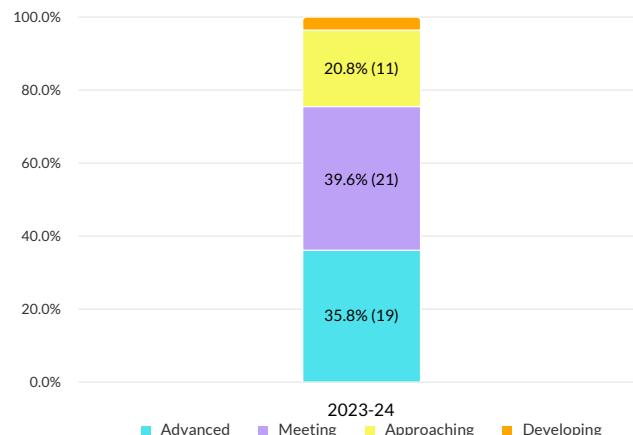
Performance Levels by Year

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: |
| NA | NA |
| 100.0% | NA |

MATHEMATICS

| | |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| NA | NA |
| 100.0% | NA |

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 | | | | Meeting | Approaching | Developing |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|---------|-------------|----------------|----------|---------|-------------|------------|
| | 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 | 49 | 8.2% | 28.6% | 53.1% | 10.2% | 54 | 1.9% | 35.2% | 42.6% | 20.4% | 53 | 15.1% | 60.4% | 18.9% | 5.7% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| 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 | 44 | 9.1% | 31.8% | 47.7% | 11.4% | 45 | 2.2% | 35.6% | 42.2% | 20.0% | 48 | 16.7% | 60.4% | 18.8% | 4.2% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 20 | 10.0% | 30.0% | 55.0% | 5.0% | 30 | 0.0% | 23.3% | 46.7% | 30.0% | 27 | 18.5% | 51.9% | 22.2% | 7.4% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

MATHEMATICS

| | 2021-22 | | | | 2022-23 | | | | 2023-24 | | | | Meeting | Approaching | Developing |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|---------|-------------|----------------|----------|---------|-------------|------------|
| | 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 | 49 | 20.4% | 53.1% | 16.3% | 10.2% | 54 | 22.2% | 42.6% | 29.6% | 5.6% | 53 | 35.8% | 39.6% | 20.8% | 3.8% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| 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 | 44 | 22.7% | 54.5% | 15.9% | 6.8% | 45 | 22.2% | 46.7% | 26.7% | 4.4% | 48 | 35.4% | 41.7% | 20.8% | 2.1% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 20 | 5.0% | 55.0% | 25.0% | 15.0% | 30 | 13.3% | 43.3% | 36.7% | 6.7% | 27 | 29.6% | 37.0% | 29.6% | 3.7% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |



GROWTH

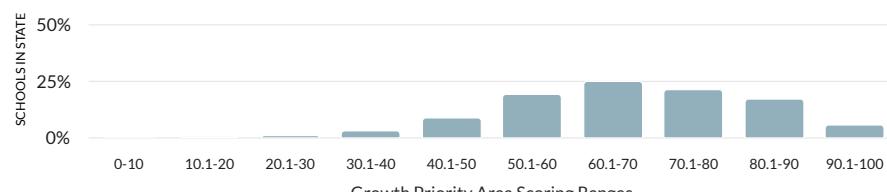
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: NA
Mathematics Score: NA

This is the distribution of scores for 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

NO DATA TO DISPLAY

MATHEMATICS

NO DATA TO DISPLAY



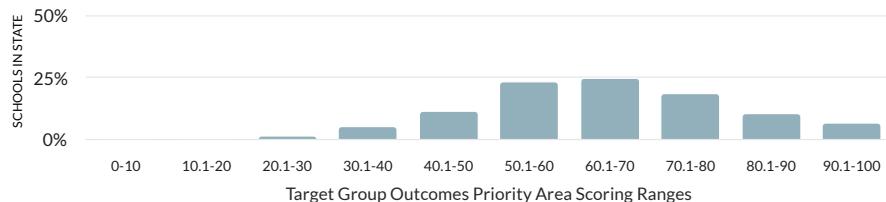
TARGET GROUP OUTCOMES

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 is the distribution of scores for K-5 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

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

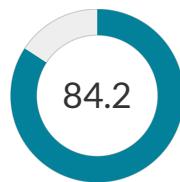
NO DATA TO DISPLAY



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 40.4% of K-5 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: 83.5

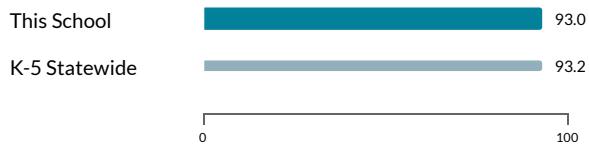
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.0

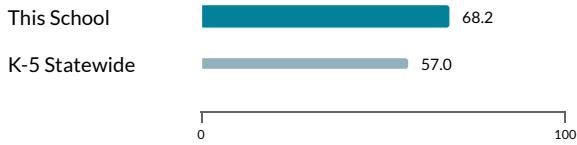
This score is the overall attendance rate for the school in 2022-23.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 68.2

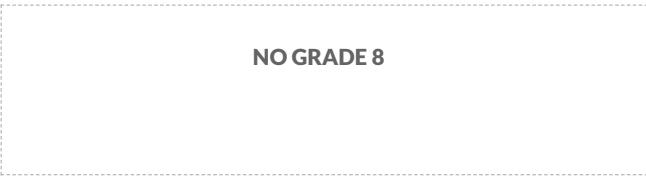
Multi-year average points-based proficiency rates.



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 | 168 | 8.3% | 159 | 22.6% | 169 | 17.2% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| 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 | 149 | 8.1% | 141 | 22.0% | 142 | 15.5% |
| Two or More Races | <20 | * | <20 | * | <20 | * |
| Economically Disadvantaged | 88 | 12.5% | 79 | 25.3% | 94 | 18.1% |
| English Learners | <20 | * | <20 | * | <20 | * |
| Students with Disabilities | 21 | 4.8% | 20 | 25.0% | 25 | 28.0% |

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.

This school does not have a 12th grade