



## AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson  
John Benbow, Jr.  
Troy Bier  
Larry Davis  
John Krings, President  
Kathi Stebbins-Hintz  
Julie Timm

December 4, 2023

**LOCATION:** Board of Education Office, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

**TIME:** 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

- IV. Actionable Items
  - a. Increased Annual Funding Request for Boys and Girls Club of the Wisconsin Rapids Area
  - b. Continuation of Morning Jumpstart Program
  - c. Memorandum of Understanding between Boys and Girls Club of the Wisconsin Rapids Area and Wisconsin Rapids Public Schools: School Based Be Great Graduate Program
  - d. Summer Academy Proposed Changes
  - e. K-5 Science Curriculum Maps
  - f. K-5 Science Curriculum Materials Acquisition
  - g. Universal Late Start Mondays
- V. Updates
  - a. Innovation Mini-Grant Recipients for 2023-2024
  - b. District and School Report Cards 2022-2023
  - c. Student Travel

### VI. Consent Agenda Items

### VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



Wisconsin Rapids Board of Education  
**Educational Services Committee**

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**BACKGROUND**

Katie Bielski-Medina, Chairperson  
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- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
  - a. Increased Annual Funding Request for Boys and Girls Club of the Wisconsin Rapids Area

For more than 25 years, WRPS has invested in the Boys and Girls Club of the Wisconsin Rapids Area (BGCWRA). WRPS's investment helps to provide mentoring, homework help and healthy meals to area youth.

Craig Broeren, Superintendent, along with Jennifer Allen, Chief Executive Officer of BGCWRA, will be present to provide a summary of how the Club has used the district funds and present a request for an increase in annual funding. The funding proposal is included as Attachment A.

**The administration recommends approval of increasing the annual funding to the Boys and Girls Club of the Wisconsin Rapids Area from \$55,000 to \$85,000 annually to support afterschool programs, transportation, non-covered meals and the Be Great Graduate Program. This funding will continue to come through Fund 80.**

- b. Continuation of the Morning Jumpstart Program

In collaboration with The Boys and Girls Club of the Wisconsin Rapids Area, the District has provided a Morning Jumpstart Program in most of our elementary buildings. The cost of this program has been paid through ESSER III funding which expires in September of 2024. Therefore, the Jumpstart Program will need to be funded by other means if it is to continue. The program serves over 260 students at 6 of our elementary schools. The District and the BGCWRA would like to extend the program to all 7 elementary schools in 2024-2025. Fund 80 could cover the annual \$150,000 requirement to fund this popular program that supports students and

families. The Club cannot sustain this program without the collaborative financial partnership with WRPS.

**The administration recommends approval of continuing the Morning Jumpstart Program in collaboration with the Boys and Girls Club of the Wisconsin Rapids Area and funding the program with \$150,000 annually to be paid through Fund 80.**

- c. Memorandum of Understanding Between Boys and Girls Club of the Wisconsin Rapids Area and Wisconsin Rapids Public Schools: School Based Be Great Graduate Program

The Boys and Girls Club has been working with the Wisconsin Rapids Area Middle School to offer a "Be Great, Graduate" program. In general, the Club provides a "Graduation Specialist" who works with 15 to 20 students who have been identified as in need of assistance with respect to the skills necessary for graduating high school. They are basically part of the WRAMS school staff; however, their employer is the Boys and Girls Club. The District and the BGCWRA have developed a revised Memorandum of Understanding that is included as Attachment B.

**The administration recommends approval of the proposed Memorandum of Understanding (MOU) with the Boys and Girls Club of the Wisconsin Rapids Area to implement the school based "Be Great, Graduate" program at the Wisconsin Rapids Area Middle School effective December 11, 2023 – June 30, 2025.**

- d. Summer Academy Proposed Changes

Modifications to the WRPS Student Management System, Skyward, will occur this summer. As a result, neither Skyward nor the new system, Qmlativ, will be available throughout most of the month of July. Therefore, the District will need to make necessary adjustments to the WRPS K-8 Summer Academy Program as access to the Student Management System is necessary to run a smooth Summer Academy program. Leslie Anderson, administrator of the Wisconsin Rapids Summer Academy, will be present to share the proposed changes for Summer 2024 to Summer Academy.

**The administration recommends approval of the following proposed changes to the 2024 Summer Academy Program: a single session to be held from June 10 – June 28, 2024; scheduling classes as K-5 grade level classes that incorporate the unique and fun course offerings as offered in the past; moving 4K – 5<sup>th</sup> grade Summer Academy to either Woodside or Washington Elementary, depending on enrollment; and, moving 6<sup>th</sup> – 8<sup>th</sup> grade remedial courses to Lincoln High School.**

- e. K-5 Science Curriculum Maps

Dave Bergerson, District Science Coordinator, will be present to share the proposed curriculum maps for the K-5 science curriculum. Mr. Bergerson and the K-5 Science subcommittee have been working to revise the K-5 science curriculum maps,

centering their work on the Next Generation Science Standards. Attachment C presents the proposed maps.

**The administration recommends approval of the adoption of the proposed K-5 Science curriculum maps beginning with the third trimester of the 2023-2024 school year.**

f. K-5 Science Curriculum Materials Acquisition

Since the passage of Act 20, it is apparent that the district will potentially need to adopt new materials to teach K-3 Reading districtwide. As a result, some modifications are being proposed in the District Curriculum Acquisition Cycle to accommodate these modifications. Mr. Bergerson will be present to share the plan to implement the Mystery Science curriculum resources across grades K-5 beginning with the 3<sup>rd</sup> trimester of the 2023-2024 school year.

**The administration recommends approval of the 8-year purchase of Mystery Science for all 7 elementary schools and Central Oaks Academy at a total cost of \$78,120 to be funded through the District Curriculum Referendum budget. This cost includes a \$33,824 discount for committing to an 8-year renewal.**

g. Universal Late Start Mondays

The WRPS administrative team believes the need for Universal Professional Learning Committee (PLC) time is no longer simply a benefit for schools, but rather a **necessity** at ALL buildings. As a result, the administrative team is bringing forward a proposal for a Universal Late Start initiative which will remove the barriers of scheduling, busing and teacher collaboration time. The team is proposing a 45 minute late start every Monday of the 2024-2025 school year.

Roxanne Filtz, along with Craig Broeren, will present the Universal Late Start proposal along with necessary data and rationale that supports the move. The proposal is included as Attachment D.

**The administration recommends approval of a districtwide universal "Late Start Monday" program that would delay the start of school each Monday by 45 minutes for the purpose of uninterrupted collaboration time for teachers across the district. This program will take effect during the 2024-2025 school year.**

V. Updates

a. Innovation Mini Grant Recipients for 2023-2024

Craig Broeren, District Superintendent, announced three recipients of the Innovation Mini Grants for the 2023-2024 school year. Nine applications were reviewed and voted on by the District Quality Educator Committee. The top three are as follows: Laser Learning – Cutting-Edge Creativity in Art submitted by Dustin Anderson, Kindness Club at Howe Elementary submitted by Leslie Anderson and Calming Sensory Room submitted by Morgan Graf.



Each recipient receives \$1,000 to use toward the project as well as a \$1,000 stipend which will be paid this spring to the applicant once their building principal provides verification of the project being implemented.

b. District and School Report Cards

Roxanne Filtz, Director of Curriculum and Instruction, will share and discuss the 2022-2023 School and District Report Cards. The report cards were shared with the school board members in mid-November, just after their public release. Attachment E provides the reports.

c. Student Travel

Ginger Marten, Lincoln High School Orchestra teacher plans to take 45 Orchestra students, along with herself and 6 chaperones, to Nashville TN from June 19 – June 23, 2024. Students will travel by coach bus and stay in a Nashville area hotel. Some trip highlights include a music clinic at Vanderbilt University – Blair School of Music, tours of Andrew Jackson’s Hermitage, the Grand Ole Opry, RCA Studio B, the Tennessee State Museum, Country Music Hall of Fame, National Museum of African American Music and the Schermerhorn Symphony Center. In addition, the LHS Orchestra will perform at the Grand Ole Opry Plaza. The cost of the trip is \$1,399 and the funds will be partially raised through fundraisers.

VI. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Open Enrollment Space Determination Limits for the 2024-25 School Year (January)
- AGR Mid-Year Report (February)
- District Strategic Plan (February)
- Start College Now (SCN) and Early College Credit Program (ECCP) Applications (April)



## Wisconsin Rapids School District and the Boys & Girls Club of the Wisconsin Rapids Area Partnership

For more than 25 years, the Wisconsin Rapids Public School District has generously invested in the Boys & Girls Club of the Wisconsin Rapids Area – enriching and transforming the lives of young people, ensuring they learn and grow; plan for their futures and reach their greatest potential.

At the Club, kids and teens learn to develop essential life skills, increase their ability to engage in positive behaviors and decision-making, set personal goals, and live successfully as self-sufficient adults. These funds are necessary to help ensure the Club can serve all surrounding school districts to provide the appropriate amount of staff to member ratios to keep our young people safe. WRPS's investment in the Boys & Girls Club will help to provide mentoring, homework help and healthy meals to all youth in the area.

### Meals & Snack Program



One of the Boys & Girls Club of the Wisconsin Rapids Area's (Club) greatest accomplishments and recurring goals is meeting the nutritional and basic needs of youth. The Meal & Snack Program ensures that kids and teens have access to healthy, nutritious meals outside of the school day, year-round, and supports families throughout the Wisconsin Rapids community. The Club serves breakfast, lunch and snacks on non-school days, and dinner on school days. During our 11-week summer program all members receive breakfast, lunch, and snack. Meals/snacks follow USDA nutritional guidelines and are prepared in our full-service kitchen. The overall expense for the meal program continues to rise – especially as we see an increase in food costs. Due to contract requirements/limitations, the Club is only reimbursed for two meal services on any given day and all expenses are added to current operational expenses. With the support from WRPS, the Club will provide healthy meals and snacks to Club Members ages (6 to 17) every day the Club is open, throughout the upcoming school year and summer of 2024. The Club anticipates serving over 36,000 meals and snacks in 2024.

### Be Great Graduate Program

The Club also partners with WRPS to run our Be Great Graduate Program at WRAMS and Lincoln High School. Be Great Graduate is a program that targets young people who live in communities with high dropout rates and are exposed to risk factors associated with drop out. The goal of the program is to progress on time grade progression and high school graduation. Our Graduation Specialist works with 20-25 students and supports youth to overcome obstacles to school success and develop a plan for educational progress.

## SMART Girls - Empowering Young Women

Our SMART Girls program is tailored to meet the developmental needs of girls between the ages of 8 and 18. In a world where self-esteem, health, and personal growth are so important, SMART Girls is essential for building up those characteristics and qualities. Through engaging sessions filled with interactive activities, exciting field trips, and invaluable mentorship from accomplished women, this program empowers Club girls to embark on a journey of self-discovery and empowerment. SMART Girls is more than just a program; it is a pathway to building resilient, confident, and self-assured young women who are well-equipped to face the challenges and opportunities that lie ahead. It is a space where growth and self-empowerment flourish, setting the stage for a brighter and more promising future.



For our young gentlemen aged 8 to 17, we offer the Passport to Manhood program. This initiative is dedicated to fostering responsibility and personal growth among Club boys. Comprising 14 dynamic sessions, each meticulously designed to focus on a distinct facet of manhood, Passport to Manhood engages participants through hands-on and highly interactive activities. In Passport to Manhood, young boys are empowered to explore their evolving identities, embrace responsibility, and embark on a transformative expedition towards becoming responsible, confident, and well-rounded individuals. It is a journey that prepares them to navigate the challenges and responsibilities of manhood with wisdom and integrity.

## Continual & New Partnership Opportunities

Together with WRPS, the Club will support the academic success and wellness of hundreds of kids throughout the Wisconsin Rapids Area. The Club will continue to partner with Mid-State Technical College for hands-on tours and experiences with our Cougar Career Paths program. We also have a reading/mentor Program, Future Forward, that serves 100 students at Howe & Grove elementary by engaging students in reading and writing one on one with a trained tutor. As well as our Jumpstart Morning program that serves over 260 students at 6 elementary schools. The Club would not be able to support our youth without the partnership we have with WRPS and we are excited to continue to work with and collaborate with the district to meet the needs of all the youth in our community.



*"Club is multipurpose for me. It's a cool place to hang out, and I also get to work as a Teen Associate and gain job experience."* - Haley, Teen Associate Member



# Wisconsin Rapids School District and the Boys & Girls Club of the Wisconsin Rapids Area Proposal

In collaboration with the Wisconsin Rapids School District, the Boys & Girls Club of the Wisconsin Rapids Area is requesting an increase in the district's support. As expenses continue to rise, we need additional support to be able to continue offering engaging programs and to have enough support staff. The following is a comparison of our past funding requests and our future funding requests:

## Previous Funding:

\$45,000 – Supports afterschool programs: homework help, reading, STEM, transportation, non-covered meals for the school year.

\$10,000 – Supports the Be Great Graduates Program.

\$55,000 – Total support per school year

## Proposed Level of Funding:

\$55,000 – Supports afterschool programs: homework help, reading, STEM, transportation, non-covered meals for the school year.

\$15,000 – Supports Full-time Teen Center Director as well as increasing outreach to Teens to get more enrolled.

\$15,000 – Supports the Be Great Graduates Program.

**\$85,000 – Total support per school year**

## Special Request for continuing Jumpstart Morning Program

**\$150,000** – a year to run Jumpstart Morning Program



**MEMORANDUM OF AGREEMENT**

Between  
Wisconsin Rapids Public Schools  
And  
Boys & Girls Club of the Wisconsin Rapids Area  
School Based Be Great Graduate Program

THIS Agreement is entered into by and between the WRPS and Boys & Girls Club of the Wisconsin Rapids Area, collectively, ("Parties"), for the purposes of setting forth the agreement between the Parties for the School Based Be Great Graduate Program ("Program").

WHEREAS, the Program is a mentoring program designed to help at-risk students, in grades 6 through 12, bridge the difficult gap between middle and high school and ultimately achieve academic success;

WHEREAS, BGC desires to employ one Graduation Specialist to be assigned to District schools as determined by the District to work with and mentor 15-22 students per Graduation Specialist per school to address common barriers to graduation and improve the likelihood of graduation for the students as a component to the Program; and

WHEREAS, the District has designated Wisconsin Rapids Area Middle School and Lincoln High School as sites at which the Program shall be located ("Designated Sites").

NOW, THEREFORE, for and in consideration of the terms and conditions hereinafter stated, the Parties agree as follows:

**I. PROGRAM DESCRIPTION**

- A. The Program shall be offered at the Designated Sites to 15 to 22 students per Graduation Specialist in grades 6 through 12 as identified by the District.
  - 1. The District shall:
    - a. Identify students eligible for the Program;
    - b. Retain the right to discontinue services to students under the Program during the course of the school year due to a student's non-participation in the Program, lack of regular attendance at the Designated Site or behavioral concerns;
    - c. Identify and refer students to fill vacancies in the Program during the course of the school year.
  - 2. Students identified to participate in the Program shall not be required to be members of BGC.
  - 3. Authorization to participate and exchange information.
    - a. Parent/guardian authorization shall be provided to the Parties in order for designated students to participate in the Program in a manner approved by the District.
    - b. Such authorization shall also be provided for the disclosure of education or pupil record as defined by the Family Education Rights Privacy Act, 42 CFR Part 2; and 34 CFR Part 99 ("FERPA") and Wis. Stat. § 118.125.
    - c. Parent/guardians will be required to complete such form once per school year which shall remain in effect for the duration of said school year.
- B. Roles and Responsibilities of the Graduation Specialist.
  - 1. The Graduation Specialist shall be assigned to the Designated Sites for each day that instruction is held as set forth by the District calendar. (Which dates at which sites will depend on caseload)
  - 2. The job responsibilities of the Graduation Specialist shall be as set forth in Exhibit A attached hereto and fully incorporated herein.
  - 3. The Graduation Specialist shall collaborate with Student Services and Administration to determine the best times to provide services during the instructional days, as well as support the assigned students before and after the instructional day and during the instructional day, including but not limited to:
    - a. Providing transportation to and from school;
    - b. Ensuring on time arrival to class;

- c. In collaboration with the classroom teacher, sitting in on classes, assisting with coursework;
  - d. Providing support during study hall and lunch periods;
  - e. Helping to secure outside employment (If applicable)
  - f. Assisting in helping to provide access to and utilization of outside services, if available.
4. All contacts with assigned students shall be tracked by the Graduation Specialist utilizing software selected by BGC. BGC shall provide such records to the District upon request.
  5. All interventions with assigned students shall be tracked using Be Great Graduate App. The District shall provide information to the Graduation Specialist regarding the documentation of interventions.
- C. Selection, Supervision and Evaluation of the Graduation Specialist
1. BGC shall employ a Program Manager who shall be responsible for the day to day supervision of the Graduation Specialist and ensuring that Graduation Specialists providing services at a Designated Site have the necessary training and education to provide services.
  2. Graduation Specialists shall be selected by the Program Manager. The District shall participate in the interview process and provide recommendations to the Program Manager on the selected applicant(s).
  3. BGC shall be responsible for conducting performance evaluations of the Graduation Specialist. In conducting such performance evaluations, BGC shall seek and consider information from the building principal(s) of the school(s) that the Graduation Specialist is assigned to perform services as set forth in this Agreement.
  4. Performance concerns or complaints regarding the work of the Graduation Specialist shall be promptly brought to the attention of the Program Manager for investigation and disposition. WRAMS Principal, Lincoln Principal or Designee (WRAMS P/D), may request the re-assignment of a Graduation Specialist at the Designated Site.
- D. Independent Contractor.
1. The Parties agree that the Graduation Specialist is an employee of BGC and will be acting as an independent contractor of the District in the performance of the duties under this Agreement. As such, the Graduation Specialist shall be subject to the administration, supervision and control of BGC.
  2. Subject to the terms of this Agreement, BGC, shall have the power and authority to hire, discharge, and discipline the Graduation Specialist.
  3. BGC agrees that its employees shall not pursue employment opportunities with the District during the duration of this Agreement and that BGC and the District shall not engage in any activity that would create an employee/employer relationship during the course of this Agreement.
  4. BGC and BGC's employees shall not constitute "employees" or "full-time equivalent workers" of the District as provided in the Patient Protection and Affordable Care Act ("PPACA" or "Affordable Care Act"), 42 U.S.C. §§ 300gg et seq., Pub. L. No. 111-148, 124 Stat.119 (Mar. 23, 2010). BGC shall be responsible for compliance with the Affordable Care Act.
- E. Program Funding.
1. The Parties agree and understand that the provision of Graduation Specialists is contingent upon the availability of funding through the BGC and the State of Wisconsin".
  2. BGC shall be responsible for payment of all costs, salary and fringe benefits associated with employment of the Graduation Specialists.

## II. BGC RESPONSIBILITIES

- A. BGC agrees to provide the Graduation Specialist to support identified students with the mentoring program at the Designated Site.
- B. BGC shall provide the District with copies of the current job descriptions, and any revisions, for the Graduation Specialist position. The parties agree that all job descriptions shall be mutually agreed upon by the BGC and District, and the District reserves the right to refuse any job description that does not comply with the District's policies. Should both Parties disagree with the job description content, both parties will meet to resolve issues on the content of the job description.
- C. The Graduation Specialist shall furnish all services at one of the Designated Sites, unless otherwise agreed to by the BGC, the District and the student and the student's family receiving the services, as communicated by the Graduation Specialist to the Designated Site representative.

- D. The BGC shall, in collaboration with District officials, develop policies and procedures specific to the delivery of services in a school setting. These policies and procedures should address, but are not limited to:
  - 1. Entrance and egress policies;
  - 2. Operating hours, including potential operation outside regular school hours;
  - 3. Parameters for the Graduation Specialist to access to space (e.g., maintenance and cleaning, emergencies);
  - 4. Adherence to school rules, including participation in emergency drills and procedures;
  - 5. Supervision of students;
  - 6. Appropriate Graduation Specialist responses in case of student behavior concerns, including communication with school staff and law enforcement;
  - 7. Management of disagreements between Graduation Specialist and school staff; and
  - 8. Procedures for referral of students for services.
- E. Insurance Coverages.
  - 1. The Graduation Specialist is and shall remain an employee of BGC during the term of this Agreement. BGC shall include the Graduation Specialist on the BGC's liability, health and worker's compensation insurance.
  - 2. BGC shall provide professional liability insurance with amounts of no less than \$1,000,000.00 per incident and \$2,000,000.00 per aggregate. The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that BGC's policy should have an exclusion for sexual molestation or abuse claims, then BGC shall be required to procure a supplemental policy providing such coverage.
  - 3. BGC shall provide umbrella liability insurance with amounts of no less than \$4,000,000.00 per occurrence and \$4,000,000.00 per aggregate. Coverage should be at a minimum following form over underlying general liability and auto liability coverage.
  - 4. BGC shall file with the District a Certificate of Insurance. The Certificate of Insurance shall include the liability coverage limits, dates of coverage, coverage of the BGC and its agents, and a clause which names the District as an additional insured for claims arising under this Agreement.
  - 5. In the event the term of any such policy renews during the term of this Agreement, BGC shall furnish additional certificates to the District at the time of each such renewal.
- F. Pursuant to the District's criminal background check policy and procedures, the District shall require the Graduation Specialist to submit to the BGC criminal background check process. No services shall be rendered until such background check has been completed and such results are negative, thus permitting Graduation Specialist to perform services as noted above. The District shall be permitted to verify that Graduation Specialist have completed the BGC background check and that the results of the background check were negative.
- G. BGC agrees that the Graduation Specialist shall submit to the District's controlled substance testing where the District determines such testing to be necessary. The District will bear the expense of all costs associated with such testing. Where the District determines such testing to be required, no services shall be rendered until such testing has been completed and results are negative, thus permitting the Graduation Specialist to perform services as noted above.
- H. Pursuant to the District's employee health examinations policy and procedures, and where the District determines such screening to be necessary, BGC agrees to complete a screening questionnaire for tuberculosis (approved by the Wisconsin Department of Health Services) that is administered by a qualified medical practitioner and, if indicated, a test to determine the presence or absence of tuberculosis in a communicable form. The screening (and test, if indicated) must be completed no earlier than 90 days of BGC commencing services to the District. The District will bear the expense of all costs associated with such screening (and testing, if indicated). Where the District determines such screening to be required, no services shall be rendered until such screening has been completed and results are negative, thus permitting BGC to perform services as noted above.

- I. BGC shall ensure that all employees providing services to the District pursuant to this Agreement have complied with the Wisconsin mandatory reporter training annually. The District shall be permitted to verify that Graduation Specialists have completed the mandatory reporter training. Such mandatory reporting requirements shall include training related to child abuse and neglect and school violence threats.

## II. DISTRICT RESPONSIBILITIES

- A. At no expense to the BGC, District shall provide non-exclusive adequate and appropriate space within the Designated Site for use by the Graduation Specialist, and will ensure the privacy and confidentiality of students and family members receiving services from the Graduation Specialist. Access to electronic and hard-copy files will be limited to the Graduation Specialist.
  1. When the space is not needed by BGC for the Graduation Specialist, the space shall be available to the District for use as determined by the District.
  2. The space shall be used by BGC to fulfill its obligations under this Agreement.
  3. The District is responsible for reasonably securing the space and will provide the Graduation Specialist means of access to permit use consistent with this Agreement.
  4. The District shall maintain the space, except when maintenance is necessitated by an act or omission of BGC or the failure of BGC to perform its obligations under this Agreement.
  5. The District shall be responsible to keep the space in good repair and in all respects appropriate for BGC and its Graduation Specialists except for repairs and replacements to furnishings provided by BGC for the Graduation Specialist.
  6. The District shall be responsible for all utilities serving the space.
  7. BGC may not make any alterations, additions or improvements to the space without the advance written consent of the District, which the District may withhold in its sole discretion. Any alterations, additions and improvements, shall become part of the space and the sole property of the District, except that all moveable trade fixtures and equipment installed by BGC shall be and remain the property of the BGC.
  8. BGC shall deliver up and surrender possession of space to the District upon the end of the Term or other termination of this Agreement, in a good and substantial state of repair, reasonable wear and tear and damage by fire or other casualty not caused by BGC, or students, or from other cause beyond BGC's control excepted.
  9. BGC may not assign or sublease its rights to use the space under this Agreement without the District's prior written consent, which the District may withhold in its sole discretion.
- B. At no cost to BGC, the District shall provide the Graduation Specialist adequate equipment and supplies including, but not limited to desk and/or office area, computer, and telephone for use by the Graduation Specialist.
- C. At no expense to BGC, the District shall provide WiFi access within a Designated Site for use by the Graduation Specialist in a substantially similar manner WiFi access is provided to Designated Site employees
- D. The District reserves the right to make adjustments to the location of the Graduation Specialist should educational programming needs arise that require the use of such space provided for the Graduation Specialist, provided BGC and District discuss such adjustments at least thirty (30) days in advance of the effective date of the adjustment.

## III. RESPONSIBILITIES OF BGC AND DISTRICT

- A. BGC and District acknowledge and agree that the location of Graduation Specialist inside a Designated Site does not in any way waive the confidentiality of program records or pupil records as defined in state or federal law. BGC and the District shall ensure that communication of any confidential information between the Graduation Specialist and the District is done only with consent or as otherwise authorized in statute. Program records created at the Designated Site are, and shall remain, the property of the BGC. Pupil records of students receiving services at the Designated Site are in the custody of the District. Access to records or information shall only occur via properly created and executed releases of information or as otherwise authorized in the law, consistent with Wis. Stat. Chapters §§ 51 and 118 and FERPA.



- B. The BGC and District shall work collaboratively to develop written communications to families and students about BGC and any written communications will clearly specify that Graduation Specialist are located inside the Designated Site for the benefit and convenience of students and families seeking services and is not an agent of the District or Designated Site.
- C. The District and the BGC agree that all Program services provided will supplement and not supplant District services.

**IV. DATA SHARING – PROTECTION OF CONFIDENTIALITY AND UNAUTHORIZED ACCESS, USE OR DISCLOSURE OF INFORMATION**

The BGC and its parent organization agree that they will be provided limited access to the District's student database in order that the Graduation Specialist may provide appropriate services as outlined in this Agreement. Such access will be limited to the student's schedule, assignments and grades, attendance, and major behavior records as such term is defined by Wis. Stat. § 118.125 and FERPA. BGC, its parent organization, and the Graduation Specialist agree to comply with the following measures to protect the confidentiality of any information provided under this Agreement and to protect such information against unauthorized access or disclosure:

- A. All student data provided by the District is considered to be confidential (including Directory Data) under this Agreement as well as under the Family Educational Rights and Privacy Act (FERPA), 20 USC §1232g, et seq., Wis. Stat. § 118.125, and any other federal or state statutes or regulations pertaining to student records and shall not be rereleased.
- B. Student records subject to this Agreement shall be used only to the extent necessary to assist in the valid Program administrative needs of BGC and the Graduation Specialist and shall be used only for the purposes contemplated in this Agreement. Such information shall not be disseminated to any third party without written consent of the District and/or parent(s)/custodian(s).
- C. BGC, its parent organization and the Graduation Specialist will not use the information for any purposes not specifically authorized under this agreement or as specified in parent/guardian authorizations. In the event that the BGC or its parent agency desires to use any information received under the terms of this Agreement or receive additional information in order to evaluate student outcomes and the effectiveness of the Program's implementation in a manner not specified in this Agreement or in accordance with parent/guardian permission, that it shall request permission to receive and/or use such information in writing.
- D. Paper documentation (reports, screen prints, etc.) containing confidential student information shall be stored in a place physically secure from access by unauthorized persons in conformance with District policy.
- E. Information stored in electronic format shall be stored and processed in such a way that unauthorized persons cannot retrieve the information by any means.
- A. FERPA. In accordance with the Family Educational Rights and Privacy Act the following shall apply:
  1. In the course of providing services during the term of the Agreement, BGC may have access to student education records that are subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, et seq. and the regulations promulgated there under. Such information is considered confidential and is protected. To the extent that BGC has access to "education records" under this contract, it is deemed a "school official," as each of these terms are defined under FERPA. BGC agrees that it shall not use education records for any purpose other than in the performance of this contract. Except as required by law, BGC shall not disclose or share education records with any third party unless permitted by the terms of the contract or to subcontractors who have agreed to maintain the confidentiality of the education records to the same extent required of BGC under this contract.
  2. In the event any person(s) seek to access protected education records beyond the access that is provided to covered BGC employees for the purpose of performing

services in connection with social and academic enrichment programming, whether in accordance with FERPA or other Federal or relevant State law or regulations, BGC will immediately inform WRAMS P/D of such request in writing if allowed by law or judicial and/or administrative order. BGC shall not provide direct access to such data or information or respond to individual requests. BGC shall only retrieve such data or information upon receipt of, and in accordance with, written directions by WRAM P/D and shall only provide such data and information to approved requesting party. It shall be WRAMS P/D sole responsibility to respond to requests for data or information received by BGC regarding WRAMS data or information. Should BGC receive a court order or lawfully issued subpoena seeking the release of such data or information, BGC shall provide immediate notification to WRAMS P/D of its receipt of such court order or lawfully issued subpoena and shall immediately provide WRAMS P/D with a copy of such court order or lawfully issued subpoena prior to releasing the requested data or information, if allowed by law or judicial and/or administrative order.

3. If BGC experiences a security breach concerning any education record covered by this contract, BGC shall immediately notify WRAMS P/D and take immediate steps to limit and mitigate such security breach to the extent possible. The parties agree that any breach of the confidentiality obligation set forth in the contract may, at WRAMS P/D discretion, result in cancellation of further consideration for contract award and the eligibility for BGC to receive any information from WRAMS P/D for a period of not less than five (5) years. In addition, BGC agrees to indemnify and hold WRAMS P/D harmless for any loss, cost, damage or expense suffered by BGC, including but not limited to the cost of notification of affected persons, as a direct result of the unauthorized disclosure of education records.
4. Upon termination of contract, BGC shall return and/or destroy all data or information received from WRAMS P/D upon, and in accordance with, direction from WRAMS P/D. BGC shall not retain copies of any data or information received from WRAMS P/D once WRAMS P/D has directed BGC as to how such information shall be returned to WRAMS P/D and/or destroyed. Furthermore, BGC shall ensure that they dispose of any and all data or information received from WRAMS P/D in a WRAMS P/D approved manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

## V. ADDITIONAL PROVISIONS

- A. Term of Agreement. This Agreement, upon WRPS Board approval, shall commence on December 11, 2023 and shall continue through June 30, 2025.
- B. Default/Termination.
  1. In the event either party shall default in any of the covenants, agreements, commitments, or conditions herein contained, and any such default shall continue unremedied for a period of thirty (30) days after written notice thereof, the non-defaulting party may, at its option and in addition to all other rights and remedies which it may have at law or in equity against the other party, including expressly the specific enforcement hereof, forthwith have the cumulative right to immediately terminate this contract and all rights under this contract.
  2. The Parties reserves the right, upon sixty (60) days' notice to the other Party to cancel the contract due budgetary or funding considerations. In the event of termination under this subsection, the District will compensate BGC for all work completed by BGC. In the event the District has paid BGC for work not yet rendered, BGC shall remit payment to the District for all funds paid to BGC for services not rendered. Such payments shall be due to the other Party no later than 30 days following the termination of the Agreement.
- C. Indemnification. Each party shall indemnify, defend and hold the other harmless from and against all losses, damages, injuries, claims, demands, and expenses, including reasonable attorneys' fees, arising out of the business and activities conducted by that party or its students or personnel. The

indemnities and assumptions of liabilities and obligations provided for herein shall continue in full force and effect notwithstanding the termination of this Agreement, whether by expiration of time, by operation of law, or otherwise.

- D. Severability. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render the other provisions unenforceable, invalid or illegal.
- E. Authorized Representatives. Each person signing this Agreement has been duly authorized by the party for whom such person purports to act to execute and deliver this Agreement, and to bind the party purportedly represented to all of the terms and conditions of this Agreement.
- F. Notices. Any notices or other communications required or contemplated under the provisions of this Agreement shall be in writing and delivered in person, evidenced by a signed receipt, or mailed by certified mail, return receipt requested, postage prepaid, to the addresses indicated below, or to such other persons or addresses as the BGC or District may provide by notice to the other. The date of the notice shall be the date of delivery if the notice is personally delivered, or the date of mailing if the notice is mailed by certified mail.
- G. Non-discrimination. During the term of this Agreement, Contractor shall not discriminate against any person based on race, color, creed, religion, sex, national origin, age, ancestry, disability, sexual orientation, gender identity, gender non-conformity, gender expression, transgender status, pregnancy, or marital or parental status.
- H. BGC and the District represent and warrant that they have carefully reviewed and fully understands this Agreement, including any attachment. This Agreement shall be binding upon and shall inure to the benefit of BGC and the District and upon their respective heirs, successors, executors, administrators, personal representatives, and permitted successors and assigns.

**IN WITNESS WHEREOF**, the parties have executed this Agreement as of the last date set forth below.

**Wisconsin Rapids Public Schools**

By: \_\_\_\_\_  
"Superintendent's Name"

Date: \_\_\_\_\_

Title: Superintendent of WRPS


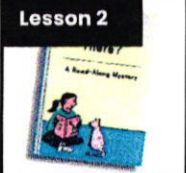

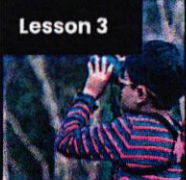
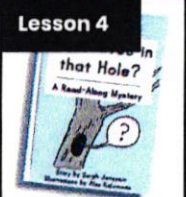

**Boys & Girls Club of the Wisconsin Rapids Area**

By: \_\_\_\_\_  
'Exec Director's Name'

Date: \_\_\_\_\_



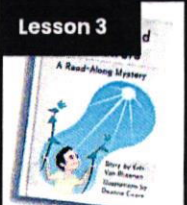
Title: Executive Director

### Animal Needs Unit (Animal Secrets)

	Topic & Guiding Question	NGSS Performance Expectations (PEs)	Science & Eng. Practices (SEPs)	Disciplinary Core Ideas (DCIs)	Crosscutting Concepts (CCCs)
 <p><b>Lesson 1</b></p>	<p><b>Animal Needs: Food</b></p> <p>Why do woodpeckers peck wood?</p>	<p><b>K-LS1-1.</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>Obtaining, Evaluating, and Communicating Information</p> <p>Engaging in Argument from Evidence</p>	<p><b>LS1.C.</b> Organization for Matter and Energy Flow in Organisms</p>	<p>Patterns</p>
 <p><b>Lesson 2</b></p>	<p> <b>Animal Needs: Shelter</b></p> <p>Where do animals live?</p>	<p><b>K-ESS3-1</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>	<p>Obtaining, Evaluating, and Communicating Information</p>	<p><b>ESS3.A.</b> Natural Resources</p>	<p>Patterns</p> <p>Systems and System Models</p>
 <p><b>Lesson 3</b></p>	<p><b>Animal Needs: Safety</b></p> <p>How can you find animals in the woods?</p>	<p><b>K-LS1-1.</b> Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>Obtaining, Evaluating, and Communicating Information</p> <p>Engage in Argument from Evidence</p>	<p><b>LS1.C.</b> Organization for Matter and Energy Flow in Organisms</p>	<p>Patterns</p>
 <p><b>Lesson 4</b></p>	<p> <b>Animals &amp; Changing the Environment</b></p> <p>How do animals make their homes in the forest?</p>	<p><b>K-ESS2-2.</b> Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs</p>	<p>Obtaining, Evaluating, and Communicating Information</p>	<p><b>ESS2.E.</b> Biogeology</p>	<p>Systems and System Models</p>

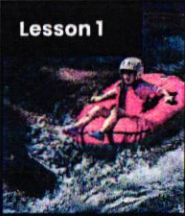





### Plant Traits & Survival Unit (Plant Superpowers)

	Topic & Guiding Question	NGSS Performance Expectations (PEs)	Science & Eng. Practices (SEPs)	Disciplinary Core Ideas (DCIs)	Crosscutting Concepts (CCCs)
<b>Lesson 1</b> 	<b>Plant Traits &amp; Offspring</b> What will a baby plant look like when it grows up?	<b>1-LS3-1.</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Constructing Explanations and Designing Solutions	<b>LS3.A:</b> Inheritance of Traits  <b>LS3.B:</b> Variation of Traits	Patterns
<b>Lesson 2</b> 	<b>Plant Survival &amp; Engineering</b> Why don't trees blow down in the wind?	<b>1-LS1-1.</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.  <b>K-2-ETS1-1.</b> Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.  <b>K-2-ETS1-2.</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.  <b>K-2-ETS1-3.</b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Developing and Using Models  Planning and Carrying Out Investigations  Constructing Explanations and Designing Solutions	<b>LS1.A:</b> Structure and Function  <b>ETS1.A:</b> Defining and Delimiting Engineering Problems  <b>ETS1.B:</b> Developing Possible Solutions  <b>ETS1.C:</b> Optimizing the Design Solution	Structure and function
<b>Lesson 3</b> 	<b>Plant Movement &amp; Survival</b> What do sunflowers do when you're not looking?	<b>Foundational for 1-LS1-1.</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Constructing Explanations and Designing Solutions	<b>LS1.A:</b> Structure and Function  <b>LS1.D:</b> Information Processing	Structure and function



Erosion & Earth’s Surface (Work of Water) • Page 1 of 2

Topic & Guiding Question	NGSS Performance Expectations (PEs)	Science & Eng. Practices (SEPs)	Disciplinary Core Ideas (DCIs)	Crosscutting Concepts (CCCs)
<b>Lesson 1</b>  <b>Mapping &amp; Earth’s Surface Features</b> If you floated down a river, where would you end up?	<b>2-ESS2-2.</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.  <b>2-ESS2-3.</b> Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Developing and Using Models  Planning and Carrying Out Investigations	<b>ESS2.B:</b> Plate Tectonics and Large-Scale System Interactions  <b>ESS2.C:</b> The Roles of Water in Erosion & Earth’s Surface	Patterns
<b>Lesson 2</b>  <b>Rocks, Sand, &amp; Erosion</b> Why is there sand at the beach?	<b>2-ESS2-2.</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Planning and Carrying Out Investigations  Developing and Using Models	<b>ESS2.B:</b> Plate Tectonics and Large-Scale System Interactions	Cause and Effect  Stability and Change
<b>Lesson 3</b>  <b>Mapping &amp; Severe Weather</b> Where do flash floods happen?	<b>2-ESS1-1.</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.  <b>2-ESS2-2.</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Developing and Using Models	<b>ESS2.B:</b> Plate Tectonics and Large-Scale System Interactions	Patterns
<b>Lesson 4</b>  <b>Erosion, Earth’s Surface, &amp; Landforms</b> What’s strong enough to make a canyon?	<b>2-ESS1-1.</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Planning and Carrying Out Investigations  Constructing Explanations and Designing Solutions	<b>ESS1.C:</b> The History of Planet Earth  <b>ESS2.A:</b> Earth Materials and Systems	Cause and Effect  Stability and Change

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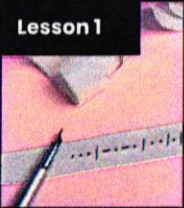


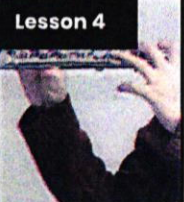
### ✓ Life Cycles Unit (Circle of Life) • Page 1 of 2

	Topic & Guiding Question	NGSS Performance Expectations (PEs)	Science & Eng. Practices (SEPs)	Disciplinary Core Ideas (DCIs)	Crosscutting Concepts (CCCs)
Lesson 1	<b>Animal Life Cycles</b> How is your life like an alligator's life?	<b>3-LS1-1.</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Developing and Using Models	<b>LS1.B:</b> Growth and Development of Organisms	Patterns
Lesson 2	<b>Environmental Change &amp; Engineering</b> What's the best way to get rid of mosquitoes?	<b>3-LS4-4.</b> Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.  <b>3-5-ETS1-2.</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Obtaining, Evaluating, and Communicating Information  Constructing Explanations and Designing Solutions	<b>LS4.D</b> Biodiversity and Humans  <b>LS2.C:</b> Ecosystem Dynamics, Functioning, & Resilience  <b>ETS1.B:</b> Developing Possible Solutions	Cause and Effect  Systems and System Models
Lesson 3	<b>Pollination &amp; Plant Reproduction</b> Why do plants grow flowers?	<b>Foundational for 3-LS1-1.</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Developing and Using Models  Analyzing and Interpreting Data	<b>LS1.B:</b> Growth and Development of Organisms	Patterns  Structure and Function
Lesson 4	<b>Fruit, Seeds, &amp; Plant Reproduction</b> Why do plants give us fruit?	<b>Foundational for 3-LS1-1.</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Analyzing and Interpreting Data	<b>LS1.B:</b> Growth and Development of Organisms	Patterns  Structure and Function
Lesson 5	<b>Plant Life Cycles</b> Why are there so many different kinds of flowers?	<b>3-LS1-1.</b> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Developing and Using Models	<b>LS1.B:</b> Growth and Development of Organisms	Patterns

✓ Unit Restructured for the 2023–2024 School Year  
See all [Content Updates](#)

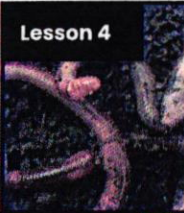
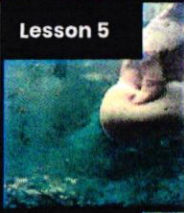
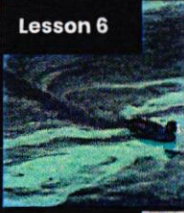



### Sound, Waves, & Communication Unit (Waves of Sound)

Topic & Guiding Question	NGSS Performance Expectations (PEs)	Science & Eng. Practices (SEPs)	Disciplinary Core Ideas (DCIs)	Crosscutting Concepts (CCCs)
<b>Lesson 1</b>  <b>Pattern Transfer &amp; Technology</b> How do you send a secret code?	<b>4-PS4-3.</b> Generate and compare multiple solutions that use patterns to transfer information.  <b>3-5-ETS1-3.</b> Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Constructing Explanations and Designing Solutions	<b>PS4.C:</b> Information Technologies and Instrumentation  <b>ETS1.C:</b> Optimizing the Design Solution	Patterns
<b>Lesson 2</b>  <b>Sound, Vibration, &amp; Engineering</b> How far can a whisper travel?	<b>Foundational for 4-PS4-1.</b> Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.  <b>3-5-ETS1-2.</b> Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Developing and Using Models  Planning and Carrying Out Investigations	<b>PS4.A:</b> Wave Properties  <b>ETS1.B:</b> Developing Possible Solutions	Patterns
<b>Lesson 3</b>  <b>Sound &amp; Vibrations</b> What would happen if you screamed in outer space?	<b>4-PS4-1.</b> Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Developing and Using Models	<b>PS4.A:</b> Wave Properties	Patterns
<b>Lesson 4</b>  <b>Sound Waves &amp; Wavelength</b> Why are some sounds high and some sounds low?	<b>4-PS4-1.</b> Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Developing and Using Models	<b>PS4.A:</b> Wave Properties	Patterns



Ecosystems & The Food Web Unit (Web of Life) • Page 2 of 2

	Topic & Guiding Question	NGSS Performance Expectations (PEs)	Science & Eng. Practices (SEPs)	Disciplinary Core Ideas (DCIs)	Crosscutting Concepts (CCCs)
	<p><b>Lesson 4</b></p> <p><b>Decomposers, Nutrients, &amp; Matter Cycle</b></p> <p>Do worms really eat dirt?</p>	<p><b>5-LS2-1.</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>Planning and Carrying Out Investigations</p>	<p><b>LS2.A:</b> Interdependent Relationships in Ecosystems</p> <p><b>LS2.B:</b> Cycles of Matter and Energy Transfer in Ecosystems</p>	<p>Energy and Matter</p>
	<p><b>Lesson 5</b></p> <p><b>Ecosystems &amp; Matter Cycle</b></p> <p>Why do you have to clean a fish tank but not a pond?</p>	<p><b>5-LS2-1.</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>Developing and Using Models</p>	<p><b>LS2.A:</b> Interdependent Relationships in Ecosystems</p> <p><b>LS2.B:</b> Cycles of Matter and Energy Transfer in Ecosystems</p>	<p>Systems and System Models</p> <p>Energy and Matter</p>
	<p><b>Lesson 6</b></p> <p><b>Protecting Environments</b></p> <p>How can we protect Earth's environments?</p>	<p><b>5-ESS3-1.</b> Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>	<p>Obtaining, Evaluating, and Communicating Information</p>	<p><b>ESS3.C:</b> Human Impacts on Earth Systems</p>	<p>Systems and System Models</p>
	<p><b>Lesson 7</b></p> <p><b>Food Webs &amp; Flow of Energy</b></p> <p>Why did the dinosaurs go extinct?</p>	<p><b>5-PS3-1.</b> Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p>	<p>Developing and Using Models</p> <p>Constructing Explanations and Designing Solutions</p>	<p><b>PS3.D:</b> Energy in Chemical Processes and Everyday Life</p> <p><b>LS1.C:</b> Organization for Matter and Energy Flow in Organisms</p>	<p>Energy and Matter</p> <p>Systems and System Models</p>

# Universal Late Start Proposal

WRPS administration believes the need for universal PLC time is no longer a benefit, but a necessity at all buildings. Our goal is to remove barriers to this work by finding a balance between scheduling, busing, and teacher collaboration time. We propose a 45 late start on Mondays.

## Rationale:

### CONSISTENT PLAN BENEFITS ALL STUDENTS

- WRPS common messaging to all stakeholders
- Consistent scheduling for families
- Equity across buildings

### PLC PROCESS (WRPS PD Plan)

- Strategic Plan Goal - Continue to develop and refine implementation of PLCs to analyze and investigate student achievement data specifically around the marginalized populations we serve; and to identify, implement, and engage in best instructional practices that benefit our diverse student population
- K-12 Departments (music, art, physical education)
- Building administration as an educational leader (vs. behavior support)

### Act 20 Required Legislation

- Professional Development Needs
  - Reading Instruction: multiple days which will eliminate PD Day work in other subject areas, grade level/departments/collaboration
  - New curriculum implementation
  - Screener Implementation/Training for administering and report analysis
- Further assessment for the bottom 25%
- Individualized Reading Plans for the bottom 25%
- Increased parent communication requirement

### MULTI-LEVEL SYSTEM OF SUPPORT (WRPS PD Plan)

- Quality time to develop our district PD goal.
  - Build robust systems district-wide using the Behavioral Intervention Assessment
  - Tier I instruction
  - Build capacity in the use of SAEBRS and how it can drive our work
  - Meaningful intervention development

### Other

- Mondays are chosen as there are fewer days of instruction missed due to holidays compared to other days of the week.
- District Grade Level Meetings
- The lack of subs prevents some work from being done as it was in the past. (3x per year data analysis, planning, etc for our grade level/intervention teams)
- Support staff may be used for Jumpstart programming at Elementary and/or professional development may be provided.



# Universal Late Start Proposal

## 45-minute Late Start Monday Schedule:

School	PLC Time	Building Opens	Start Time	End Time
LHS	7:00 - 8:00	6:00	8:10	2:53
WRAMS	7:00 - 7:45	7:00	7:55	2:40
Grant	7:45 - 9:10	9:15	9:30	3:30
Grove	7:45 - 9:10	9:10	9:25	3:30
Howe	8:00 - 9:10	9:15	9:30	3:30
Mead	8:00 - 9:05	9:10	9:25	3:30
THINK	8:00 - 9:15	9:20	9:35	3:45
Washington	7:45 - 9:10	9:15	9:30	3:30
Woodside	7:45-9:10	9:15	9:30	3:30
RGHS	7:15 - 8:15	7:00	8:25	2:45

4k note: All site times would adjust to meet transportation needs. Times vary by location.

### Notes:

1. **Jumpstart programming** will continue next year pending board approval. Can we expand this program (using our staff aide staff if needed) to support this program to extend 45 minutes? Next step: follow up with Jen Allen at the Club to determine feasibility.
2. **Busing** would push back 45 minutes for all routes. We would need to communicate with parochial schools the updated schedule.
3. Bring Lizzie into the conversation about serving **breakfast** at a later time frame.
4. **Morning vs. Afternoon:**
  - a. Athletics
  - b. Additional time is given from teacher morning prep to allow for quality time without it all impacting family schedules.
  - c. Jumpstart programming at elementary schools
  - d. Monday's allow for families to have a soft start to the week. Less disruptive to work schedules.
    - i. GV parent survey confirms
    - ii. LHS PSAC group chose Monday morning



**Resources:**

**Hours of Instruction:**

School	Reg. Start Time	Reg. End Time	Late Start Time	Total Inst. Hours per Year
Grant	8:45	3:30	9:30	1085 (3 Snow Days)
Grove	8:40	3:30	9:25	1071 (3 Snow Days)
Howe	8:40	3:30	9:30	1085 (3 Snow Days)
Mead	8:40	3:30	9:25	1062 (3 Snow Days)
THINK	8:50	3:45	9:35	1085 (3 Snow Days)
Washington	8:45	3:30	9:30	1071 (3 Snow Days)
Woodside	8:45	3:30	9:30	1071 (3 Snow Days)
WRAMS	7:25	2:40	7:55	1146 (2 Snow Days)
LHS	7:30	2:53	8:10	1153 (2 Snow Days)

Instructional Hours must equal at least: 4k 437, K-6 1050, 7-12 1137

**Act 20: Number of Reading Plans that would be required if implementation was required 23-24**

School	K	1st	2nd	3rd	Total Plans
<b>Grant</b>	17/48	14/32	18/39	8/40	<b>41</b>
<b>Grove</b>	25/33	17/32	18/30	16/31	<b>76</b>
<b>Howe</b>	30/51	27/61	25/53	19/57	<b>101</b>
<b>Mead</b>	21/44	33/44	38/53	18/40	<b>110</b>
<b>THINK</b>	15/32	25/34	12/21	17/34	<b>58</b>
<b>WA</b>	22/46	35/54	25/48	13/43	<b>95</b>
<b>WD</b>	20/44	20/39	32/51	18/46	<b>90</b>





# Attachment E

## OVERVIEW

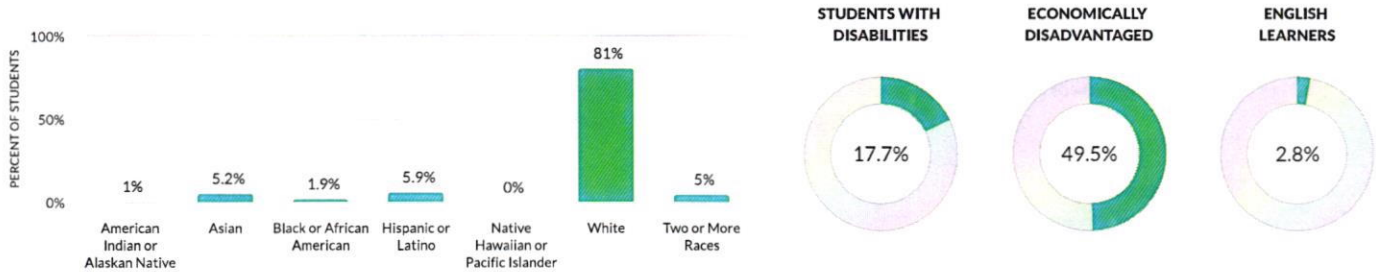
### District Details

Grades: K4-12  
Enrollment: 4,678  
Percent open enrollment: 4.6%

WRPS is committed to teaching a rigorous, engaging, and standards based curriculum where all students can see themselves reflected in their learning and are provided the support they need for academic, behavioral and social success. Parents, students and staff have opportunities for input throughout the curriculum development process.

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

## Student Groups



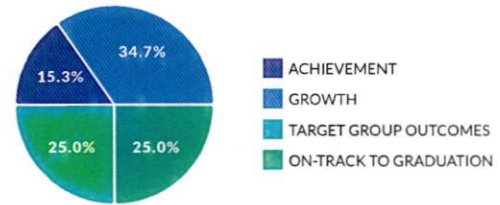
## Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



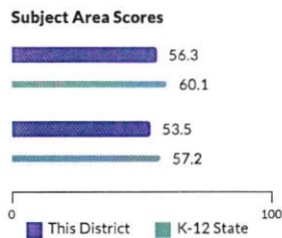
**Meets Expectations**  
★★★

### PRIORITY AREA WEIGHTS

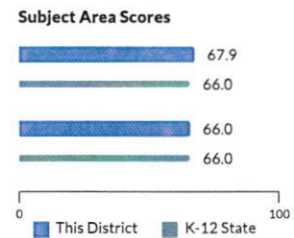
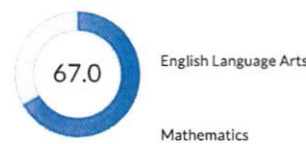


## Priority Area Scores

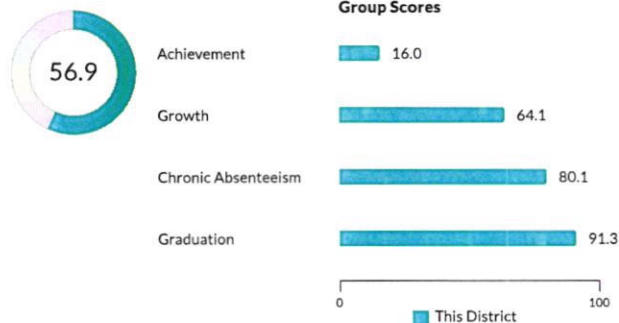
### ACHIEVEMENT



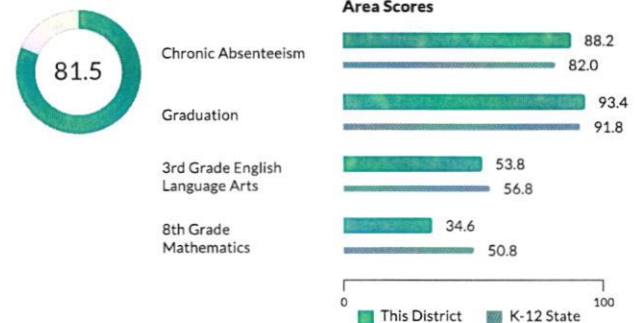
### GROWTH



### TARGET GROUP OUTCOMES



### ON-TRACK TO GRADUATION





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	4	36.4%
Meets Expectations	6	54.5%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

### Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	1	9.1%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	58.6	69.9	79.2	100.0
Achievement	48.3	59.5	72.2	100.0
Growth	50.8	66.6	79.3	100.0
Target Group Outcomes	46.4	64.4	80.0	100.0
On-Track to Graduation	77.5	84.6	91.7	100.0

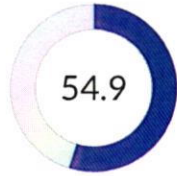




## ACHIEVEMENT

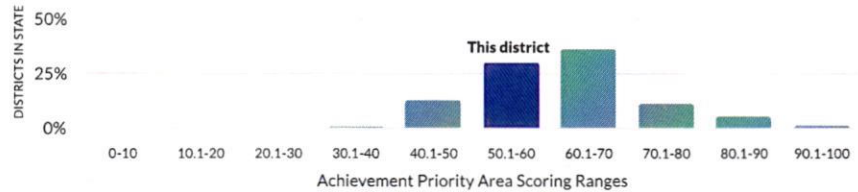
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

### Priority Area Score



English Language Arts Score: 56.3  
Mathematics Score: 53.5

This district's score was the same or higher than 27.9% of districts in the state.



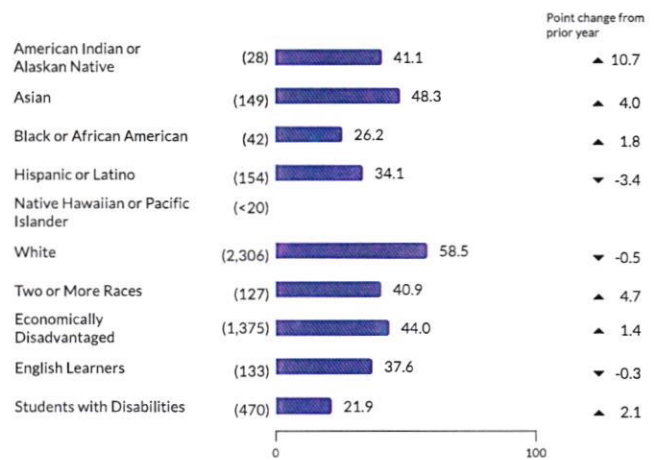
## Student Group Achievement, 2022-23 (for information only)

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

### ENGLISH LANGUAGE ARTS



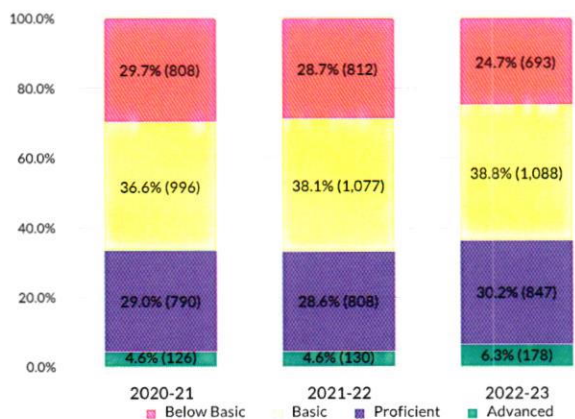
### MATHEMATICS



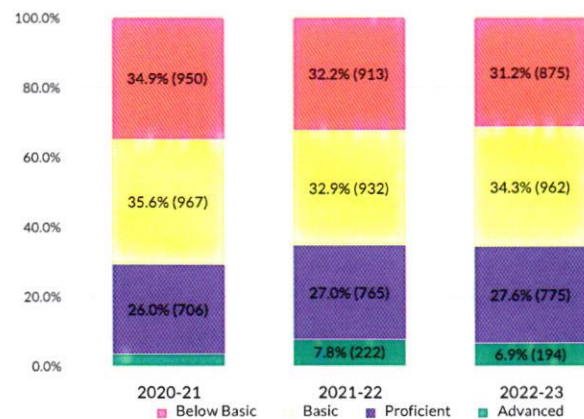
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	96.4%	Lowest-participating group: Black or African American	85.2%
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#### MATHEMATICS

All students	96.4%	Lowest-participating group: Black or African American	85.2%
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### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	2,720	4.6%	29.0%	36.6%	29.7%	2,827	4.6%	28.6%	38.1%	28.7%	2,806	6.3%	30.2%	38.8%	24.7%
American Indian or Alaskan Native	31	3.2%	16.1%	32.3%	48.4%	28	0.0%	14.3%	46.4%	39.3%	28	3.6%	14.3%	60.7%	21.4%
Asian	119	0.8%	16.8%	47.1%	35.3%	150	1.3%	18.7%	48.7%	31.3%	149	4.0%	18.8%	44.3%	32.9%
Black or African American	48	2.1%	6.3%	29.2%	62.5%	43	2.3%	9.3%	23.3%	65.1%	42	0.0%	9.5%	45.2%	45.2%
Hispanic or Latino	148	2.0%	12.2%	41.2%	44.6%	162	1.2%	16.7%	38.3%	43.8%	154	1.9%	21.4%	38.3%	38.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,280	5.3%	31.9%	36.1%	26.8%	2,331	5.3%	30.9%	37.6%	26.2%	2,306	7.2%	32.3%	38.2%	22.4%
Two or More Races	94	0.0%	18.1%	34.0%	47.9%	113	1.8%	21.2%	37.2%	39.8%	127	2.4%	26.0%	37.0%	34.6%
Economically Disadvantaged	1,302	2.8%	20.2%	35.6%	41.3%	1,433	2.6%	20.7%	38.0%	38.7%	1,375	3.3%	23.0%	40.7%	33.1%
English Learners	97	0.0%	7.2%	42.3%	50.5%	127	0.0%	13.4%	42.5%	44.1%	133	2.3%	12.8%	48.1%	36.8%
Students with Disabilities	431	1.6%	5.3%	18.3%	74.7%	474	0.6%	5.1%	22.4%	71.9%	470	0.9%	7.9%	28.9%	62.3%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	2,719	3.5%	26.0%	35.6%	34.9%	2,832	7.8%	27.0%	32.9%	32.2%	2,806	6.9%	27.6%	34.3%	31.2%
American Indian or Alaskan Native	31	0.0%	12.9%	29.0%	58.1%	28	0.0%	21.4%	17.9%	60.7%	28	3.6%	21.4%	28.6%	46.4%
Asian	119	1.7%	11.8%	34.5%	52.1%	150	4.0%	18.7%	39.3%	38.0%	149	4.7%	20.1%	42.3%	32.9%
Black or African American	48	0.0%	6.3%	27.1%	66.7%	43	2.3%	7.0%	27.9%	62.8%	42	0.0%	9.5%	33.3%	57.1%
Hispanic or Latino	148	2.0%	14.2%	31.1%	52.7%	164	3.0%	15.9%	34.1%	47.0%	154	1.9%	14.9%	32.5%	50.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,279	3.9%	28.5%	36.3%	31.2%	2,335	8.9%	29.3%	32.8%	29.1%	2,306	7.8%	29.7%	34.0%	28.4%
Two or More Races	94	1.1%	14.9%	33.0%	51.1%	112	2.7%	17.0%	30.4%	50.0%	127	2.4%	20.5%	33.9%	43.3%
Economically Disadvantaged	1,301	2.0%	17.4%	33.1%	47.5%	1,437	5.0%	18.0%	34.2%	42.8%	1,375	3.4%	21.5%	34.6%	40.4%
English Learners	97	1.0%	5.2%	33.0%	60.8%	128	2.3%	12.5%	43.8%	41.4%	133	2.3%	13.5%	41.4%	42.9%
Students with Disabilities	430	1.2%	5.6%	18.1%	75.1%	477	1.9%	7.8%	18.4%	71.9%	470	2.6%	8.1%	20.0%	69.4%

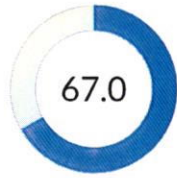




## GROWTH

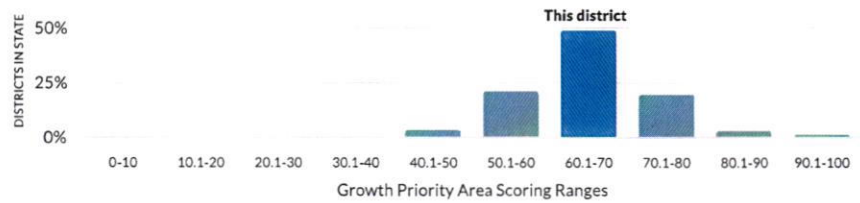
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 67.9  
Mathematics Score: 66.0

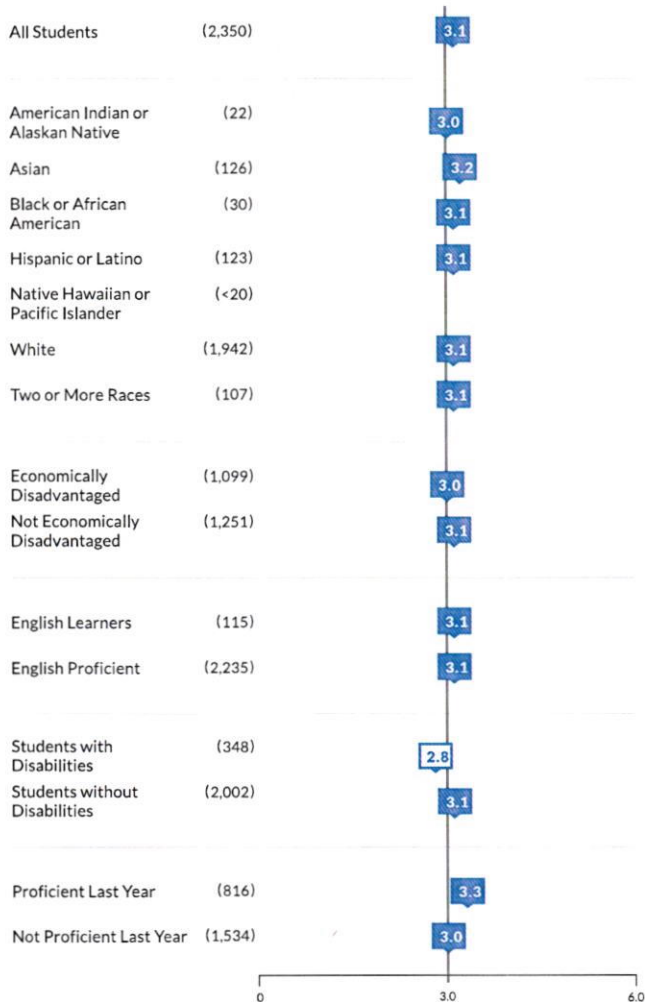
This district's score was the same or higher than 63.7% of districts in the state.



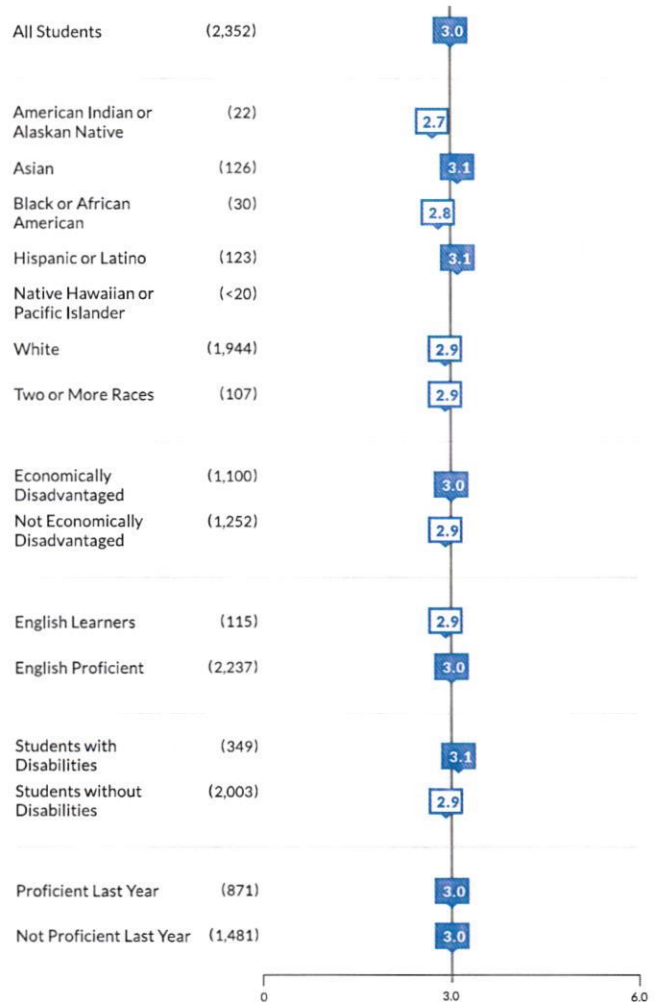
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

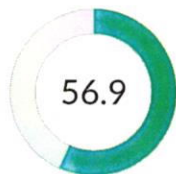




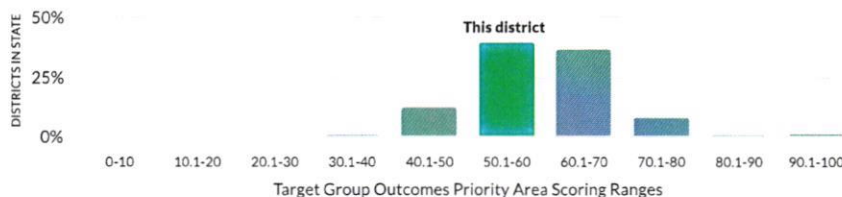
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts 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.

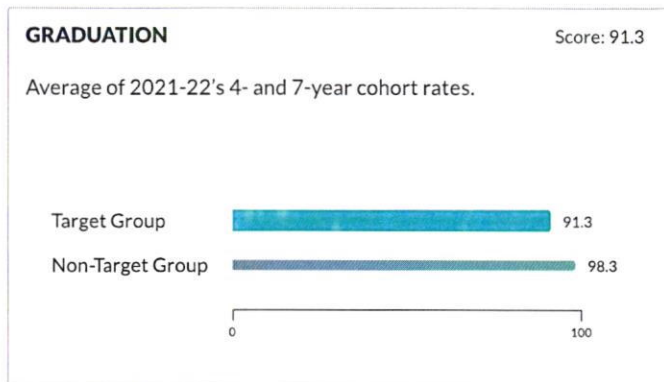
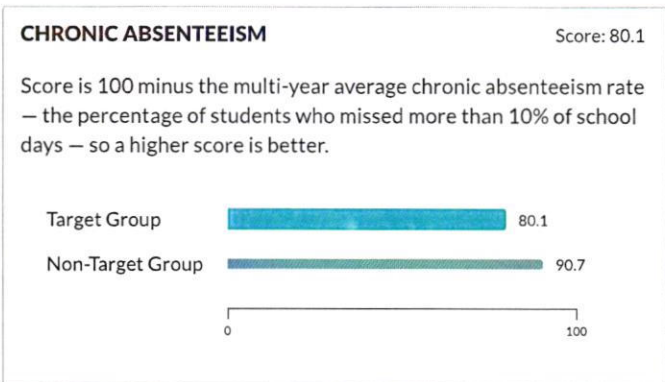
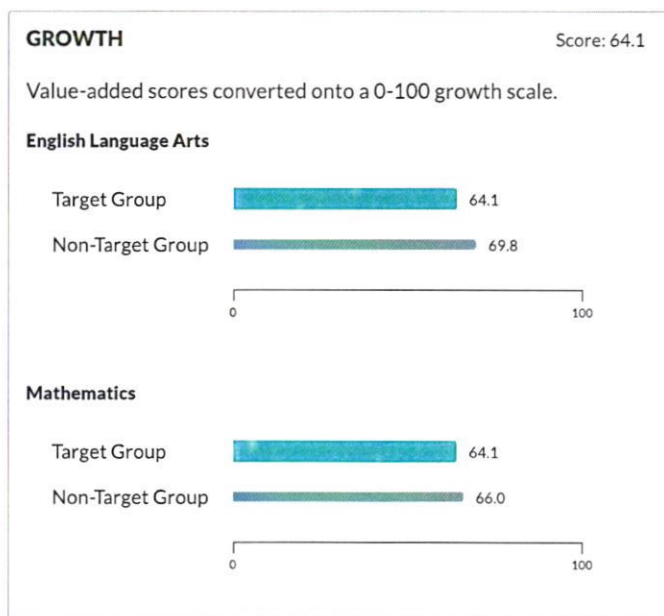
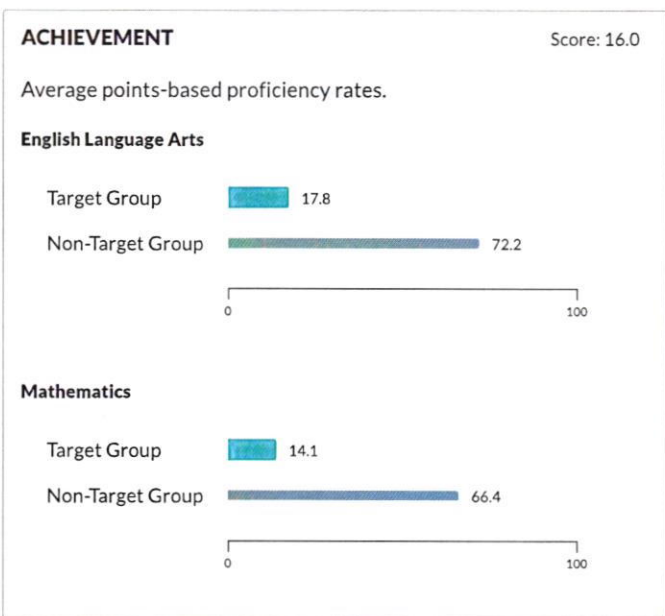
### Priority Area Score



This district's score was the same or higher than 40.5% of districts in the state.



### Component Scores

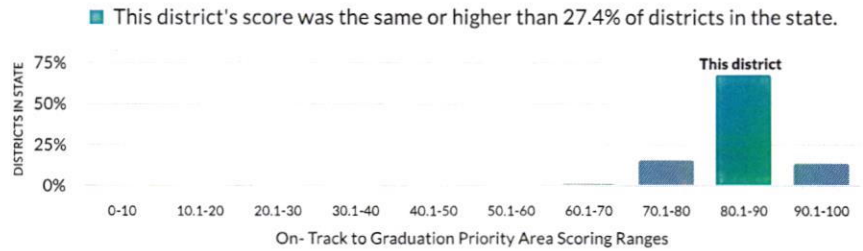




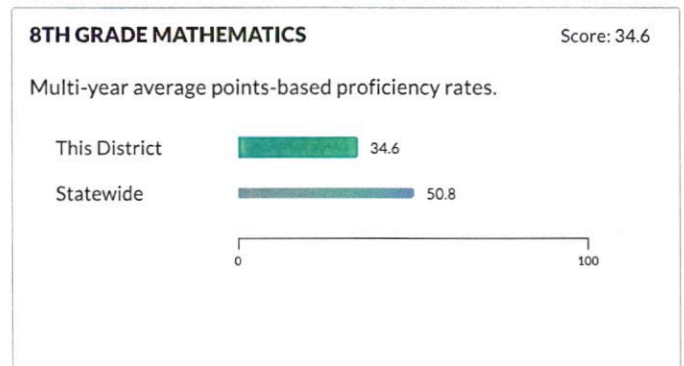
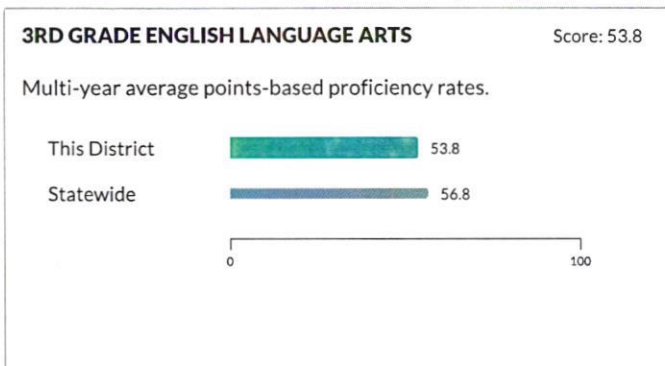
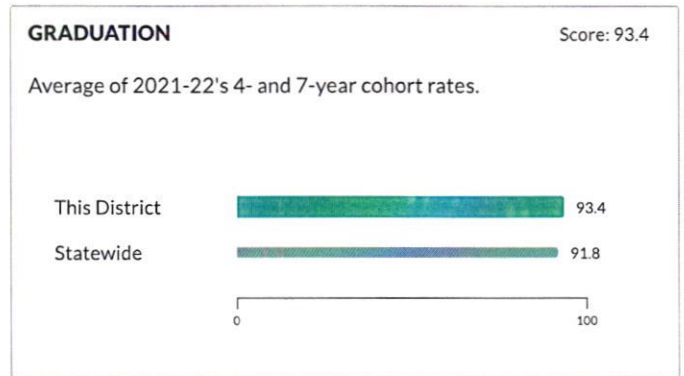
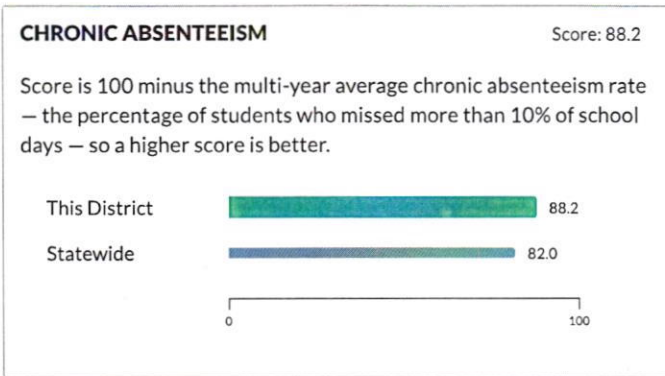
## ON-TRACK TO GRADUATION

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







## 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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	4,631	12.0%	4,599	7.1%	4,481	15.8%
American Indian or Alaskan Native	60	23.3%	56	17.9%	50	36.0%
Asian	212	5.2%	214	3.7%	232	5.2%
Black or African American	93	33.3%	87	35.6%	86	54.7%
Hispanic or Latino	251	20.3%	264	14.8%	262	30.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	3,842	10.9%	3,795	5.6%	3,645	13.3%
Two or More Races	173	17.3%	183	15.8%	206	31.6%
Economically Disadvantaged	2,043	18.6%	2,358	11.5%	2,403	23.0%
English Learners	174	9.2%	161	3.1%	179	6.7%
Students with Disabilities	742	22.5%	770	13.8%	777	24.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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: K-12 State	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	394	370	93.9%	401	373	93.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	21	17	81.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	333	314	94.3%	346	327	94.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	191	172	90.1%	157	136	86.6%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	55	46	83.6%	53	47	88.7%



## POSTSECONDARY PREPARATION, 2021-22

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 district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>11.8%</b>	<b>20.1%</b>

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

#### DUAL ENROLLMENT

District	State
<b>34.1%</b>	<b>23.2%</b>

504 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>4.6%</b>	<b>3.9%</b>

68 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>5.4%</b>	<b>8.5%</b>

79 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	25	2,750	0.0%	6.2%	20.0%	14.2%	0.0%	1.5%	4.0%	8.9%
Asian	71	10,138	14.1%	31.6%	31.0%	22.2%	5.6%	3.4%	2.8%	5.7%
Black or African American	34	25,007	2.9%	12.9%	17.6%	7.6%	0.0%	1.0%	0.0%	2.2%
Hispanic or Latino	79	35,817	5.1%	16.1%	17.7%	16.0%	2.5%	3.0%	3.8%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	1,224	182,130	12.9%	21.6%	36.5%	27.2%	5.1%	4.7%	5.8%	10.4%
Two or More Races	43	10,657	2.3%	17.7%	23.3%	17.8%	0.0%	2.6%	4.7%	6.1%
Economically Disadvantaged	702	102,069	6.1%	11.2%	24.6%	16.1%	2.7%	2.5%	3.1%	7.0%
English Learners	37	16,932	0.0%	11.4%	18.9%	13.8%	2.7%	2.1%	0.0%	4.1%
Students with Disabilities	236	34,245	0.0%	3.8%	16.1%	12.5%	3.0%	2.0%	1.7%	7.2%





## ARTS COURSE INFORMATION, 2021-22

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 district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>24.7%</b>	<b>27.2%</b>	<b>0.0%</b>	<b>0.4%</b>	<b>20.6%</b>	<b>19.1%</b>	<b>2.3%</b>	<b>1.8%</b>

365 students successfully completed at least one art & design course.

No students successfully completed a dance course.

304 students successfully completed at least one music course.

34 students successfully completed at least one theater course.

### Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	25	2,750	20.0%	30.3%	0.0%	0.0%	16.0%	14.5%	0.0%	1.0%
Asian	71	10,138	46.5%	28.4%	0.0%	0.4%	23.9%	19.5%	1.4%	1.3%
Black or African American	34	25,007	26.5%	25.3%	0.0%	0.5%	17.6%	11.7%	8.8%	2.5%
Hispanic or Latino	79	35,817	19.0%	27.1%	0.0%	0.4%	11.4%	13.0%	2.5%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	1,224	182,130	23.9%	27.3%	0.0%	0.4%	21.5%	21.5%	2.3%	1.7%
Two or More Races	43	10,657	25.6%	28.2%	0.0%	0.6%	11.6%	17.7%	0.0%	2.2%
Economically Disadvantaged	702	102,069	27.4%	27.6%	0.0%	0.4%	17.9%	15.1%	2.1%	1.8%
English Learners	37	16,932	40.5%	29.3%	0.0%	0.5%	10.8%	11.7%	0.0%	1.7%
Students with Disabilities	236	34,245	22.9%	28.6%	0.0%	0.4%	12.3%	14.3%	0.0%	2.0%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



November 2023

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## OVERVIEW

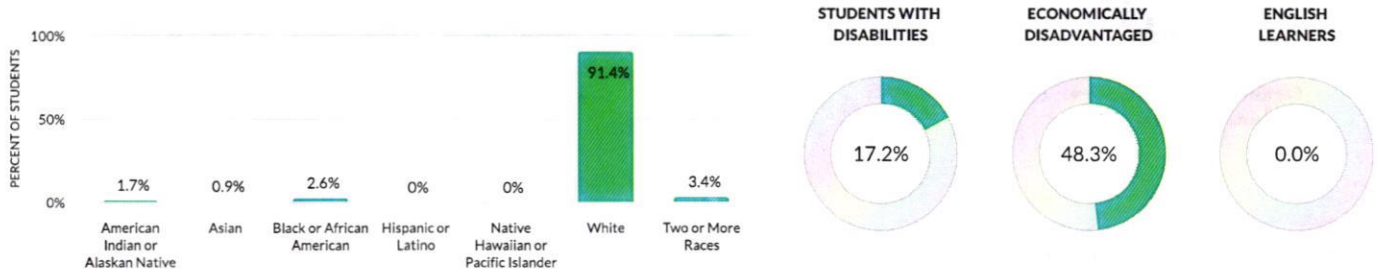
### School Details

Grades: K4-8  
Enrollment: 116  
Percent open enrollment: 31%

The mission of Central Oaks Academy is to individualize learning, so students can achieve their full potential and positively impact their community. Central Oaks Academy is committed to fostering strong partnerships with families. Our rigorous and authentic learning opportunities develop well-rounded learners who have a voice in their educational path.

*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 impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



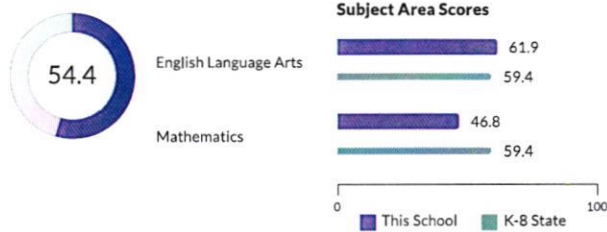
**Meets Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

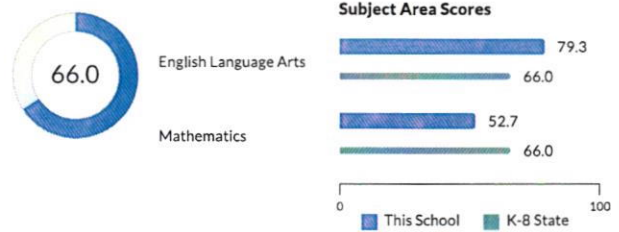


### Priority Area Scores

#### ACHIEVEMENT



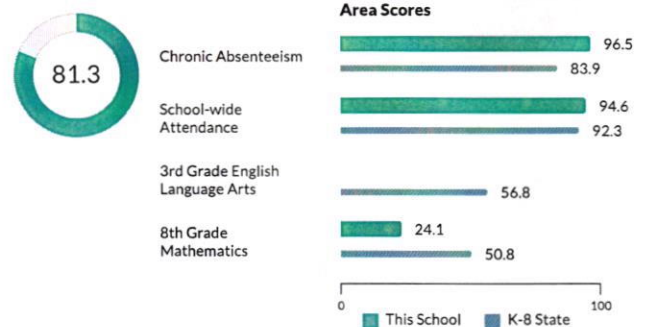
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



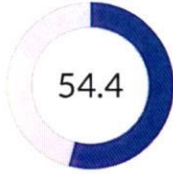




## ACHIEVEMENT

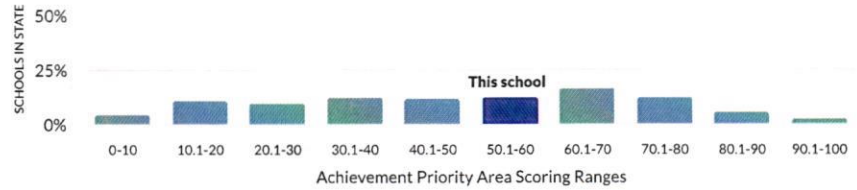
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 61.9  
Mathematics Score: 46.8

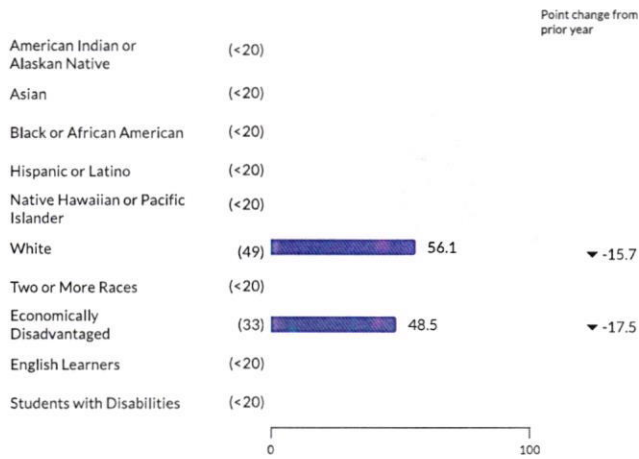
This school's score was the same or higher than 53.3% of K-8 schools in the state.



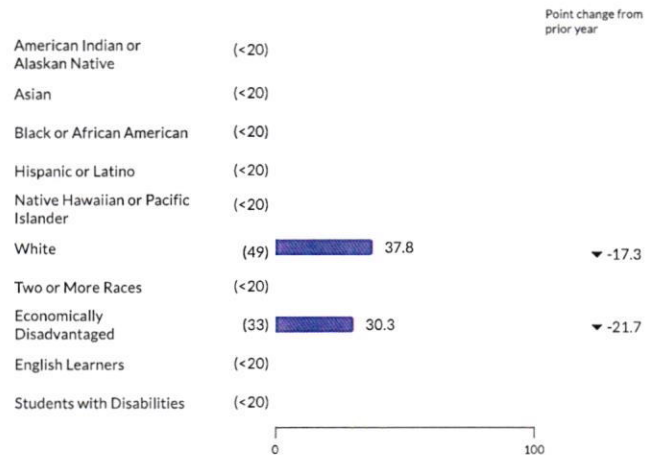
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



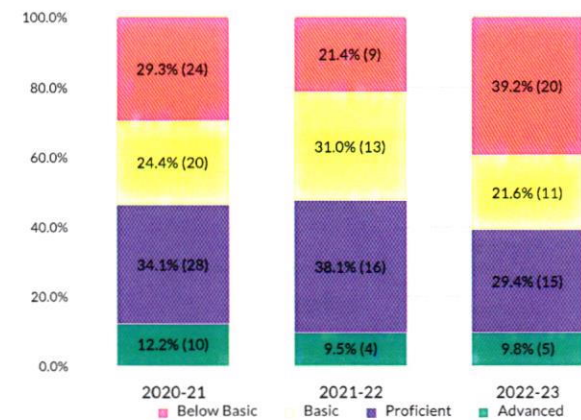
#### MATHEMATICS



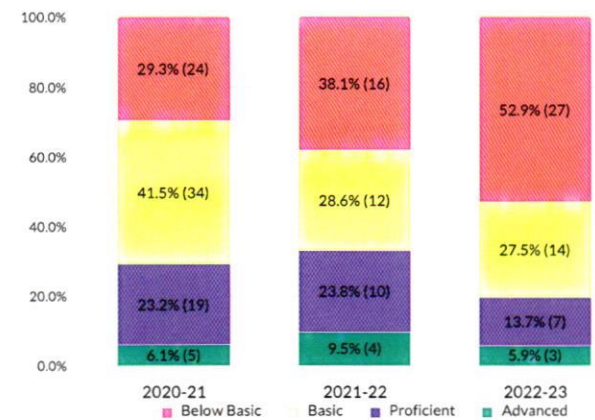
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	74.0%	Lowest-participating group: White	74.7%
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#### MATHEMATICS

All students	74.0%	Lowest-participating group: White	74.7%
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### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-8 State	325,997	6.9%	31.0%	35.6%	26.5%	357,558	6.8%	30.6%	34.7%	27.9%	355,881	8.1%	31.3%	34.4%	26.1%
All Students	82	12.2%	34.1%	24.4%	29.3%	42	9.5%	38.1%	31.0%	21.4%	51	9.8%	29.4%	21.6%	39.2%
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	72	12.5%	37.5%	22.2%	27.8%	39	10.3%	41.0%	30.8%	17.9%	49	10.2%	30.6%	20.4%	38.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	43	11.6%	32.6%	23.3%	32.6%	25	8.0%	40.0%	28.0%	24.0%	33	6.1%	30.3%	18.2%	45.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

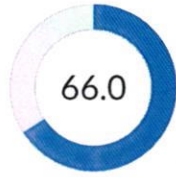
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-8 State	325,708	7.4%	30.3%	32.6%	29.8%	358,340	8.5%	30.8%	30.6%	30.1%	356,893	9.4%	31.6%	30.4%	28.6%
All Students	82	6.1%	23.2%	41.5%	29.3%	42	9.5%	23.8%	28.6%	38.1%	51	5.9%	13.7%	27.5%	52.9%
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	72	6.9%	23.6%	43.1%	26.4%	39	10.3%	25.6%	28.2%	35.9%	49	6.1%	14.3%	28.6%	51.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	43	4.7%	16.3%	34.9%	44.2%	25	16.0%	20.0%	16.0%	48.0%	33	3.0%	12.1%	27.3%	57.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



## GROWTH

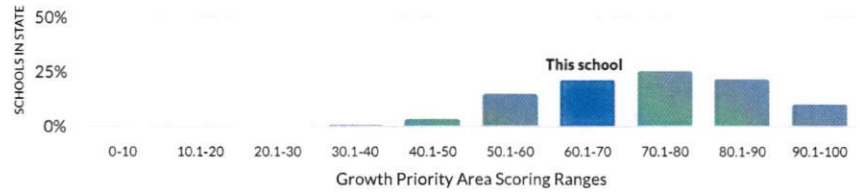
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 79.3  
Mathematics Score: 52.7

This school's score was the same or higher than 31.6% of K-8 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. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS

All Students (29)	3.7
American Indian or Alaskan Native (<20)	
Asian (<20)	
Black or African American (<20)	
Hispanic or Latino (<20)	
Native Hawaiian or Pacific Islander (<20)	
White (28)	3.8
Two or More Races (<20)	
Economically Disadvantaged (<20)	
Not Economically Disadvantaged (<20)	
English Learners (<20)	
English Proficient (29)	3.7
Students with Disabilities (<20)	
Students without Disabilities (22)	3.8
Proficient Last Year (<20)	
Not Proficient Last Year (<20)	

#### MATHEMATICS

All Students (29)	2.3
American Indian or Alaskan Native (<20)	
Asian (<20)	
Black or African American (<20)	
Hispanic or Latino (<20)	
Native Hawaiian or Pacific Islander (<20)	
White (28)	2.3
Two or More Races (<20)	
Economically Disadvantaged (<20)	
Not Economically Disadvantaged (<20)	
English Learners (<20)	
English Proficient (29)	2.3
Students with Disabilities (<20)	
Students without Disabilities (22)	2.3
Proficient Last Year (<20)	
Not Proficient Last Year (20)	2.0





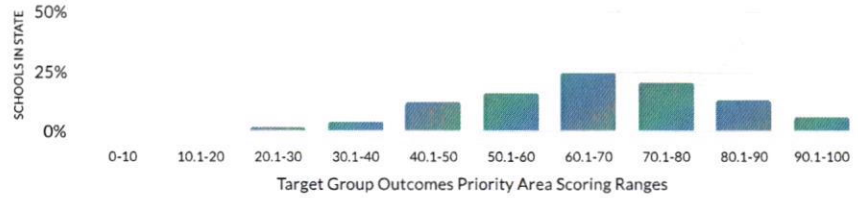
## TARGET GROUP OUTCOMES

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 is the distribution of scores for K-8 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 2021-22.

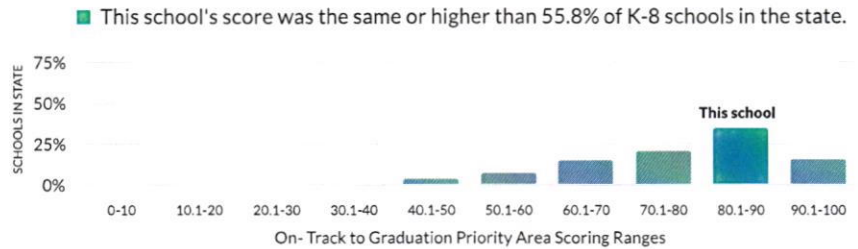
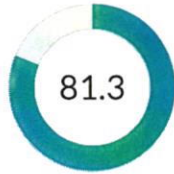
NO DATA TO DISPLAY



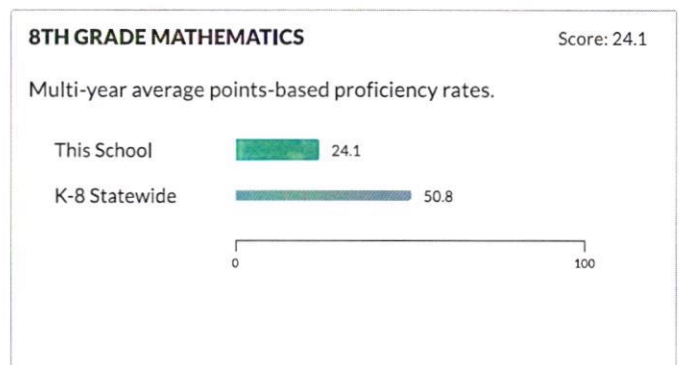
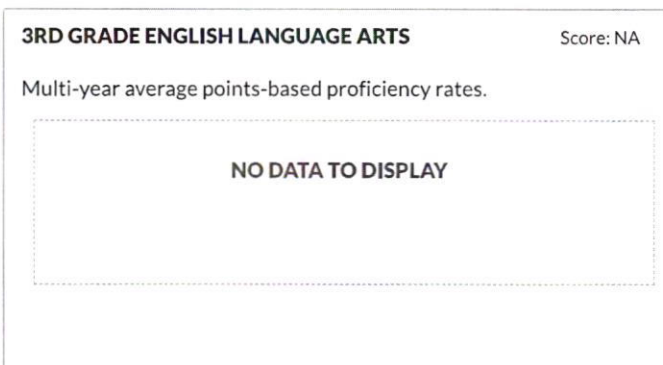
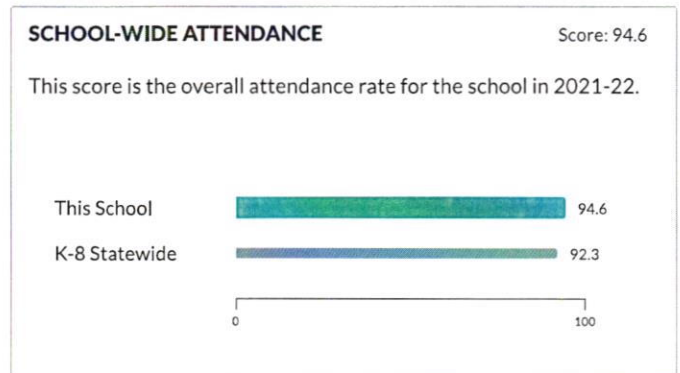
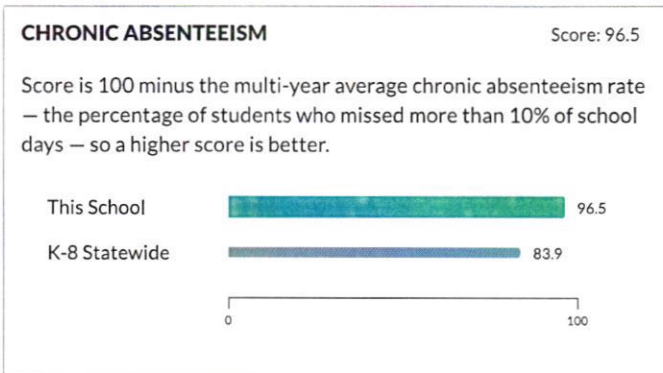
## ON-TRACK TO GRADUATION

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



### Component Scores





## 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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	561,941	10.8%	544,461	14.6%	544,375	21.0%
All Students	153	1.3%	441	0.0%	162	13.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	26	0.0%	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	140	1.4%	371	0.0%	146	11.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	54	1.9%	227	0.0%	92	18.5%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	54	0.0%	26	15.4%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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





## OVERVIEW

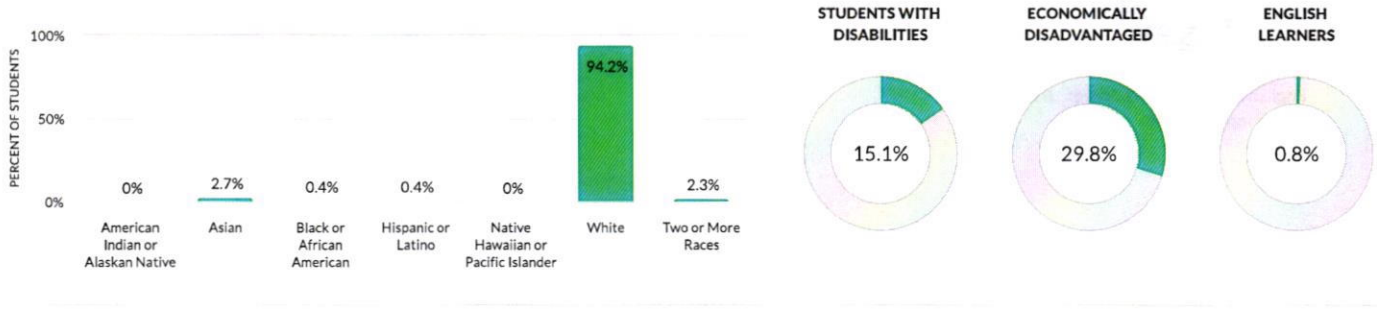
### School Details

Grades : K-5  
Enrollment : 258  
Percent open enrollment : 3.9%

Grant Elementary is an accepting place where students, staff and parents feel safe, can take risks and discover their talents. Grant is a supportive community where education is a joint effort between home and school. Our curriculum is meaningful, consistent, developmental, and accessible to all learners. Our instruction is based on the learners' needs and what we know about how children learn.

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

### Student Groups



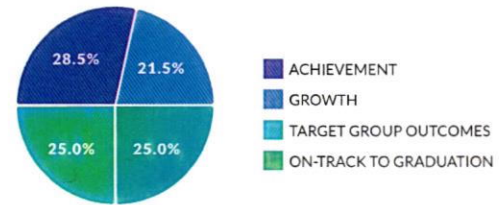
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



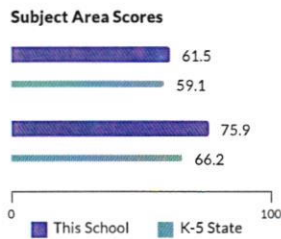
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

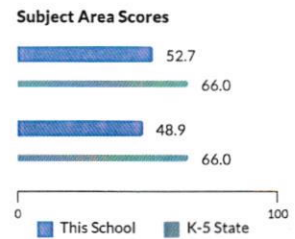


### Priority Area Scores

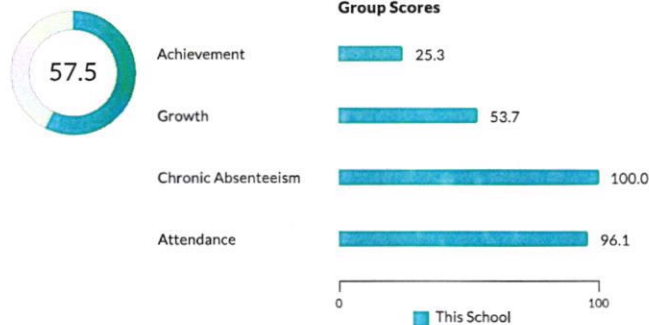
#### ACHIEVEMENT



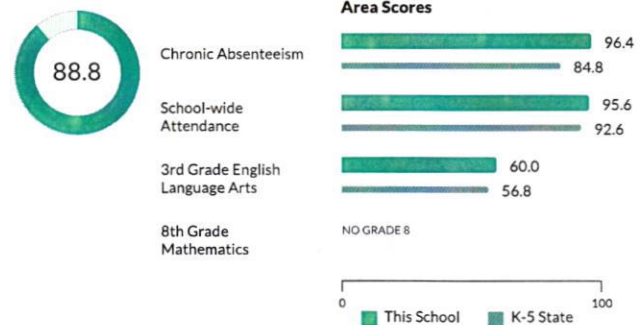
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

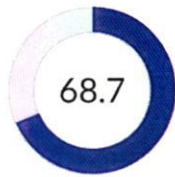




## ACHIEVEMENT

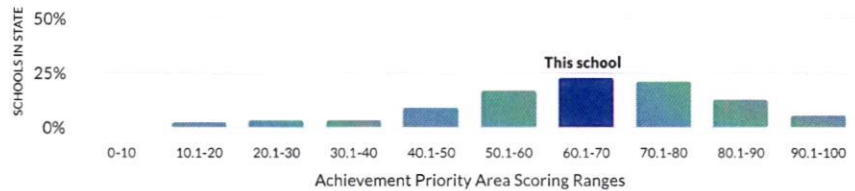
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 61.5  
Mathematics Score: 75.9

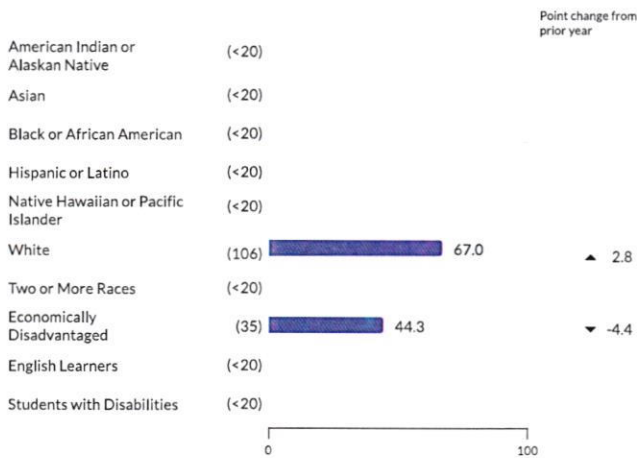
This school's score was the same or higher than 56.9% of K-5 schools in the state.



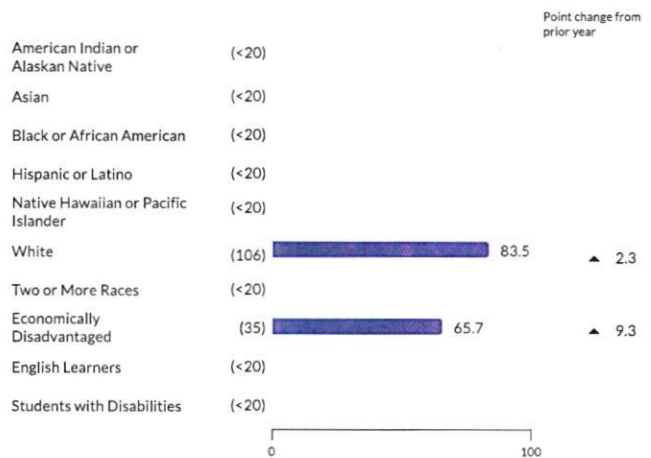
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



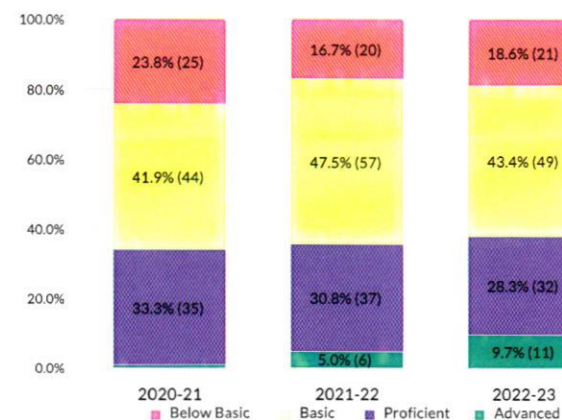
#### MATHEMATICS



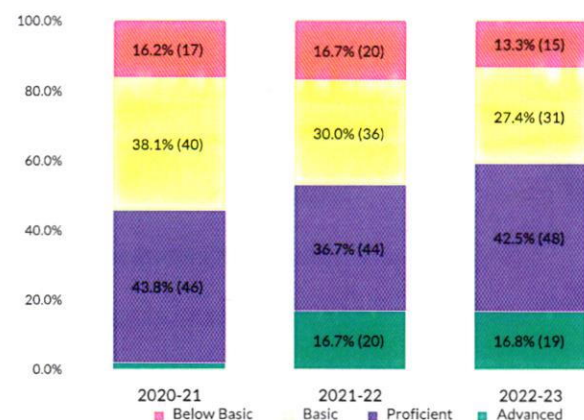
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	105	1.0%	33.3%	41.9%	23.8%	120	5.0%	30.8%	47.5%	16.7%	113	9.7%	28.3%	43.4%	18.6%
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	99	1.0%	35.4%	40.4%	23.2%	109	4.6%	33.9%	46.8%	14.7%	106	10.4%	29.2%	44.3%	16.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	28	0.0%	17.9%	39.3%	42.9%	39	2.6%	20.5%	48.7%	28.2%	35	2.9%	14.3%	51.4%	31.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	105	1.9%	43.8%	38.1%	16.2%	120	16.7%	36.7%	30.0%	16.7%	113	16.8%	42.5%	27.4%	13.3%
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	99	2.0%	45.5%	39.4%	13.1%	109	18.3%	39.4%	28.4%	13.8%	106	17.9%	43.4%	26.4%	12.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	28	0.0%	28.6%	42.9%	28.6%	39	7.7%	23.1%	43.6%	25.6%	35	8.6%	37.1%	31.4%	22.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

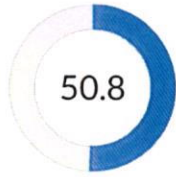




## GROWTH

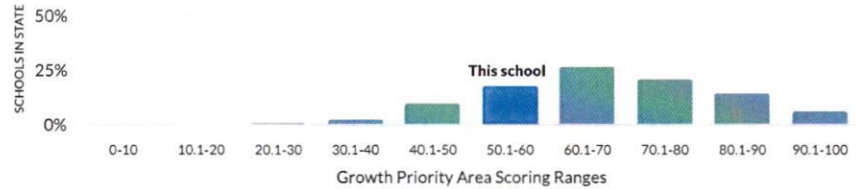
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 52.7  
Mathematics Score: 48.9

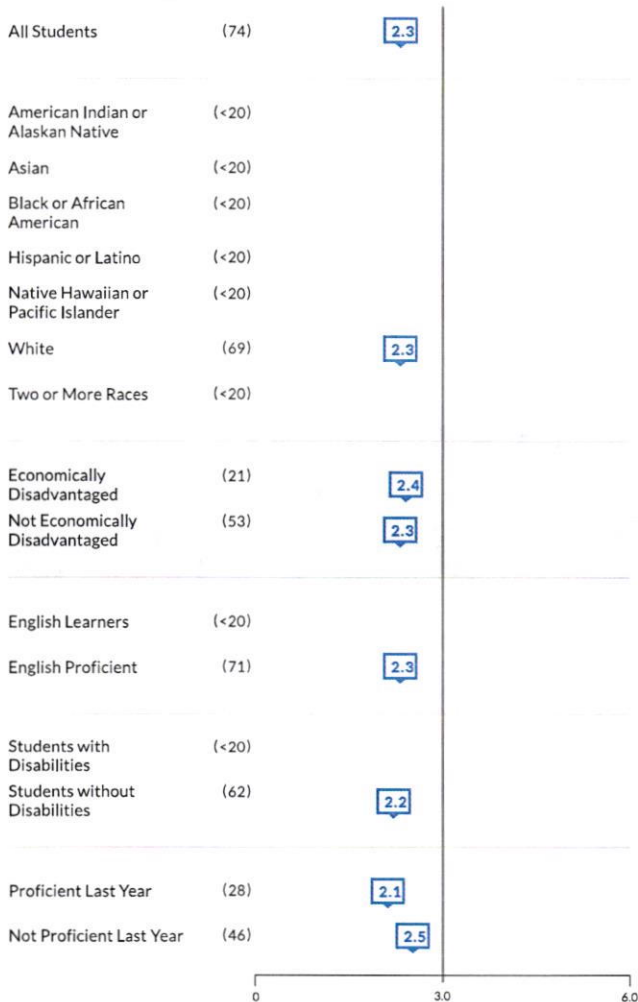
This school's score was the same or higher than 15.3% of K-5 schools in the state.



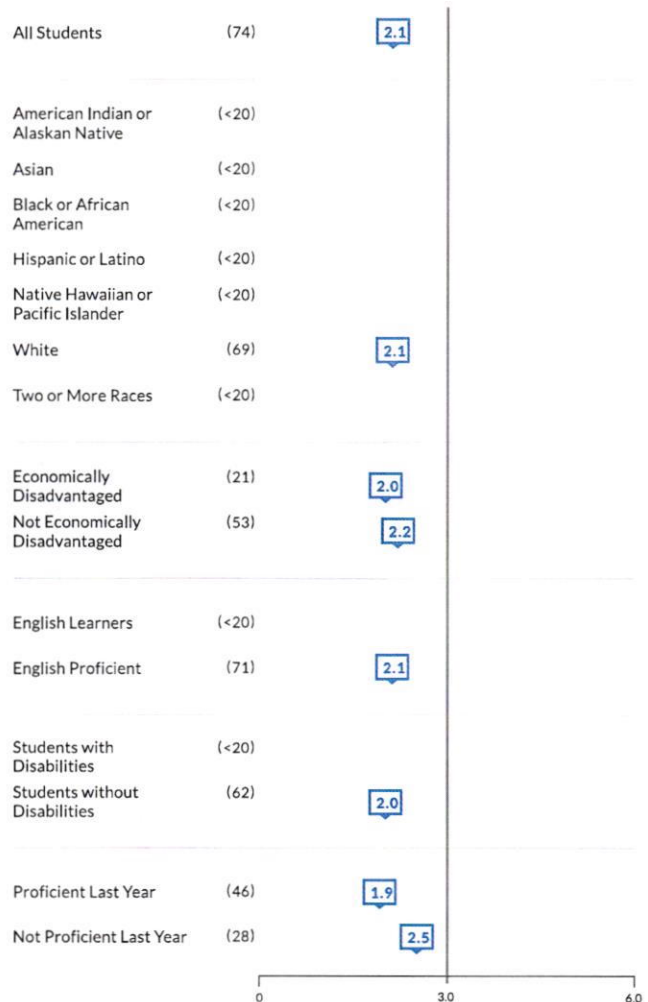
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

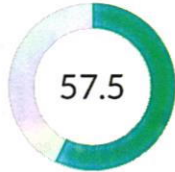




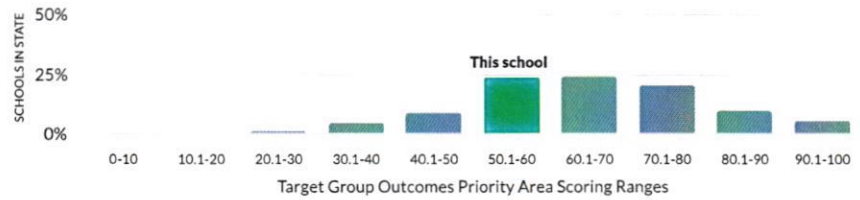
## TARGET GROUP OUTCOMES

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 32.6% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 25.3  
Average points-based proficiency rates.

**English Language Arts**

Target Group	26.0
Non-Target Group	78.3

**Mathematics**

Target Group	24.5
Non-Target Group	91.6

**GROWTH** Score: 53.7  
Value-added scores converted onto a 0-100 growth scale.

**English Language Arts**

Target Group	60.3
Non-Target Group	52.7

**Mathematics**

Target Group	47.0
Non-Target Group	50.8

**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	99.2

**ATTENDANCE** Score: 96.1  
This score is the overall attendance rate for the Target Group in 2021-22.

Target Group	96.1
Non-Target Group	96.3



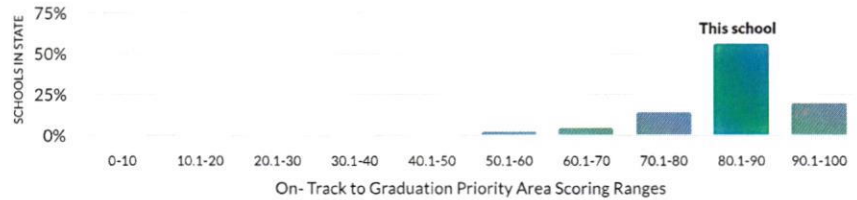
## ON-TRACK TO GRADUATION

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 73.3% of K-5 schools in the state.

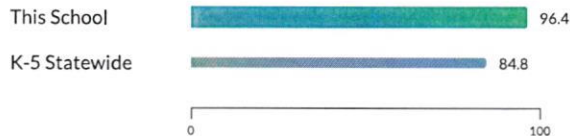


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 96.4

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: 95.6

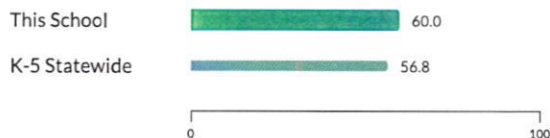
This score is the overall attendance rate for the school in 2021-22.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 60.0

Multi-year average points-based proficiency rates.



#### 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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	247	1.6%	234	3.4%	238	5.0%
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	231	1.7%	219	2.3%	221	3.6%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	69	1.4%	70	7.1%	77	9.1%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	23	8.7%	30	6.7%	33	15.2%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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



## OVERVIEW

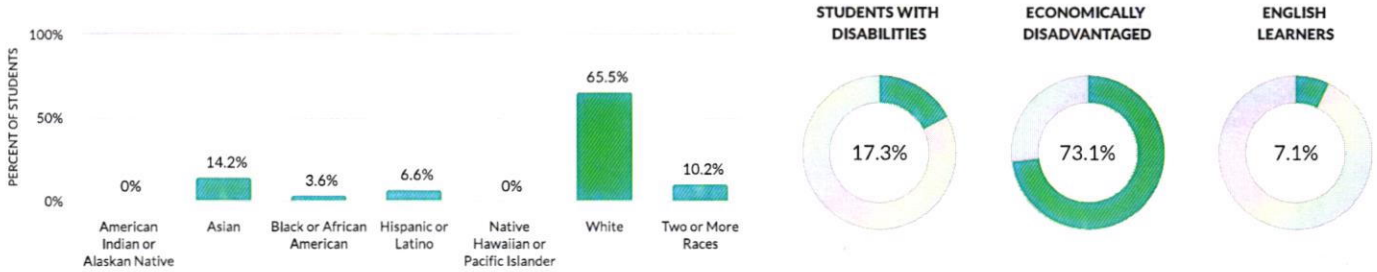
### School Details

Grades : K4-5  
Enrollment : 197  
Percent open enrollment : 2.5%

The Grove Family works interdependently to ensure all students achieve at high levels, fostering active citizens who communicate effectively, think creatively, and work cooperatively as responsible contributors to society. We focus on the whole child -socially, emotionally and academically -to create a positive, intellectually stimulating environment built on shared responsibility & relationships.

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

### Student Groups



### Score Summary

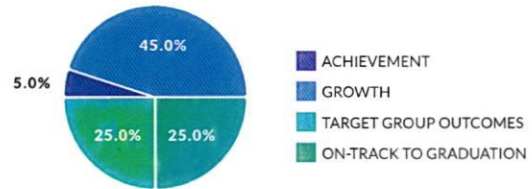
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

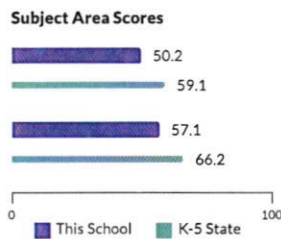


#### PRIORITY AREA WEIGHTS

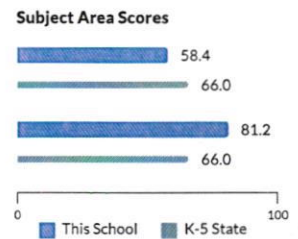


### Priority Area Scores

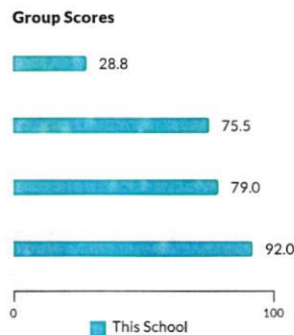
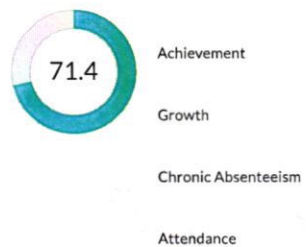
#### ACHIEVEMENT



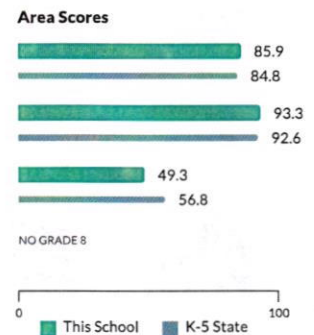
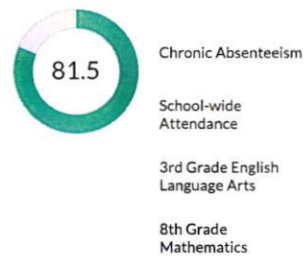
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



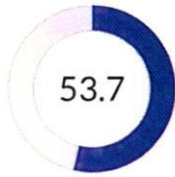




## ACHIEVEMENT

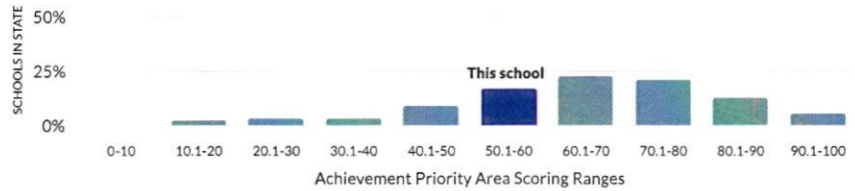
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 50.2  
Mathematics Score: 57.1

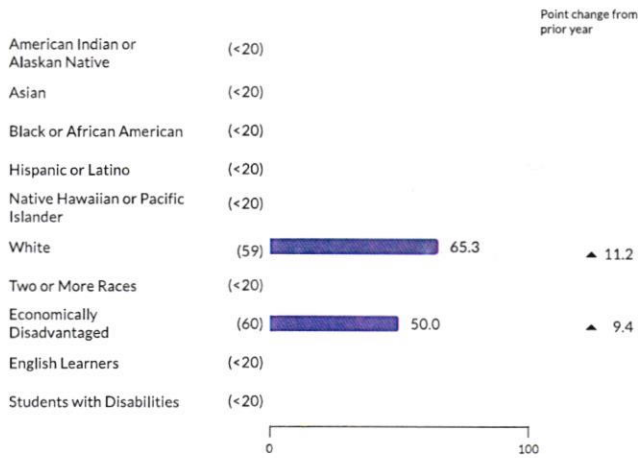
This school's score was the same or higher than 25.6% of K-5 schools in the state.



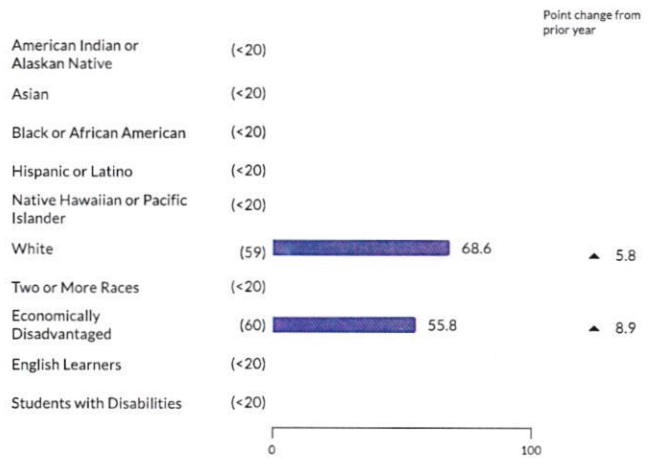
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



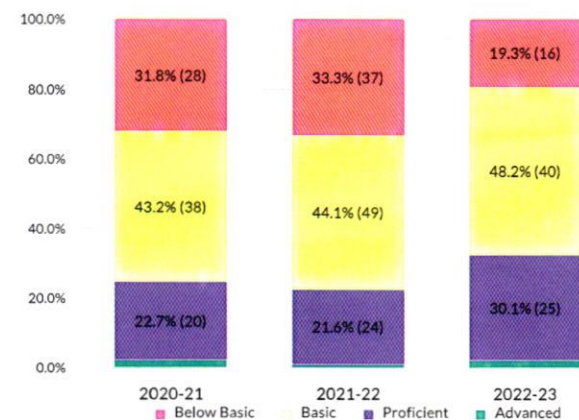
#### MATHEMATICS



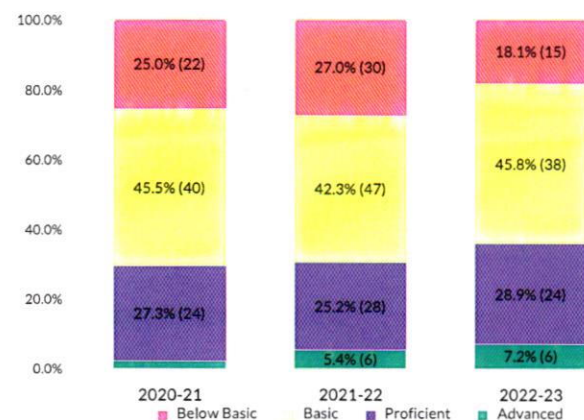
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	88	2.3%	22.7%	43.2%	31.8%	111	0.9%	21.6%	44.1%	33.3%	83	2.4%	30.1%	48.2%	19.3%
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	59	3.4%	23.7%	47.5%	25.4%	74	1.4%	29.7%	44.6%	24.3%	59	3.4%	33.9%	52.5%	10.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	63	0.0%	22.2%	41.3%	36.5%	80	1.3%	17.5%	42.5%	38.8%	60	1.7%	23.3%	48.3%	26.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	25	0.0%	12.0%	24.0%	64.0%	<20	*	*	*	*

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	88	2.3%	27.3%	45.5%	25.0%	111	5.4%	25.2%	42.3%	27.0%	83	7.2%	28.9%	45.8%	18.1%
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	59	3.4%	28.8%	50.8%	16.9%	74	8.1%	29.7%	41.9%	20.3%	59	10.2%	33.9%	39.0%	16.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	63	0.0%	22.2%	49.2%	28.6%	80	3.8%	20.0%	42.5%	33.8%	60	5.0%	21.7%	53.3%	20.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	25	4.0%	8.0%	24.0%	64.0%	<20	*	*	*	*



## GROWTH

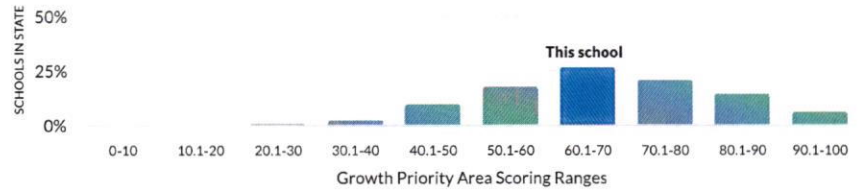
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 58.4  
Mathematics Score: 81.2

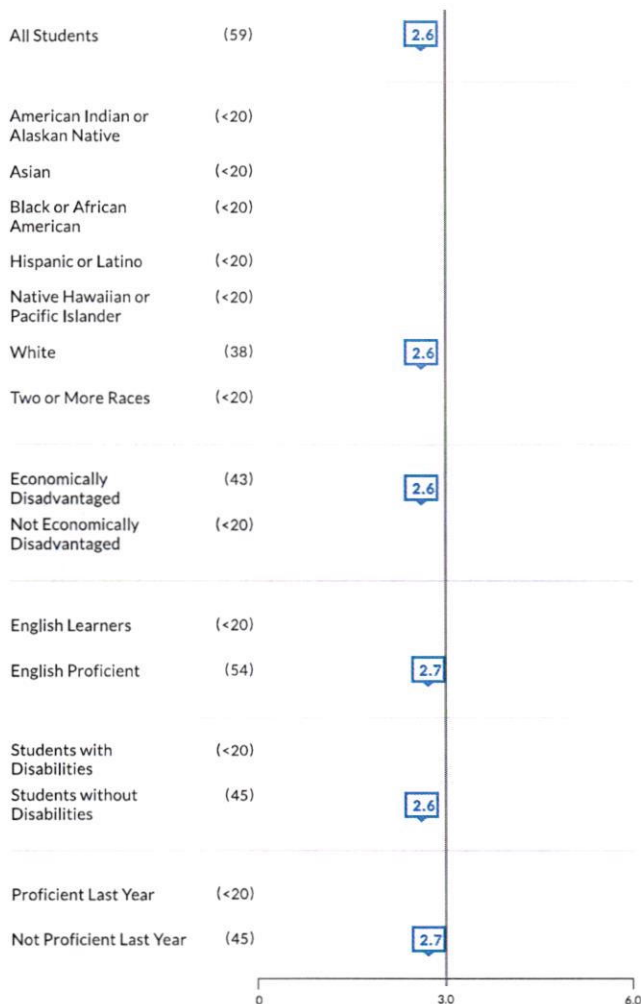
This school's score was the same or higher than 58.2% of K-5 schools in the state.



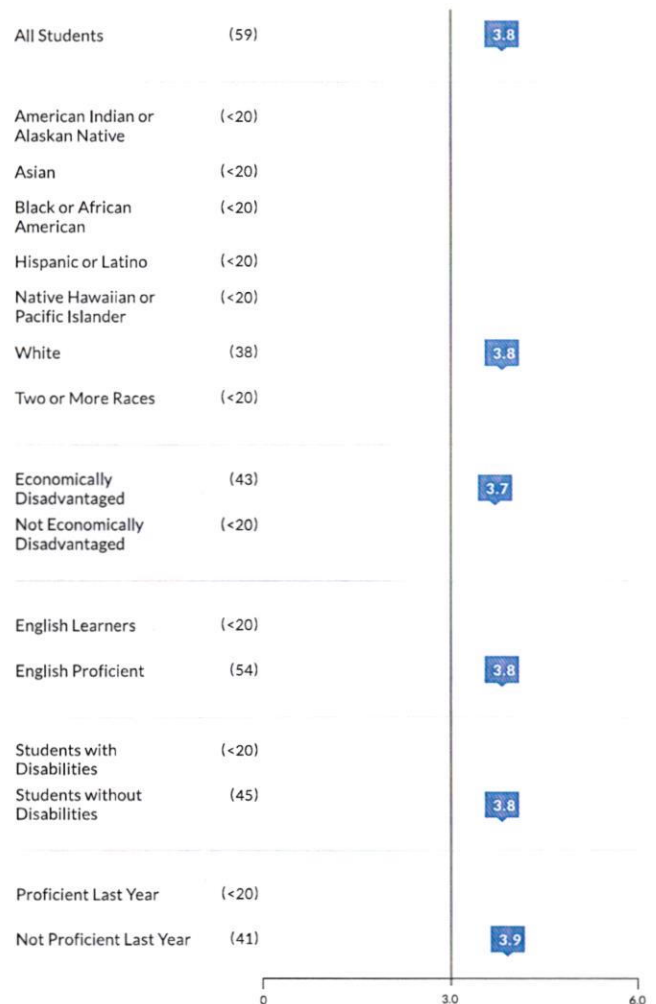
### Student Group Value-Added (for information only)

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



#### MATHEMATICS







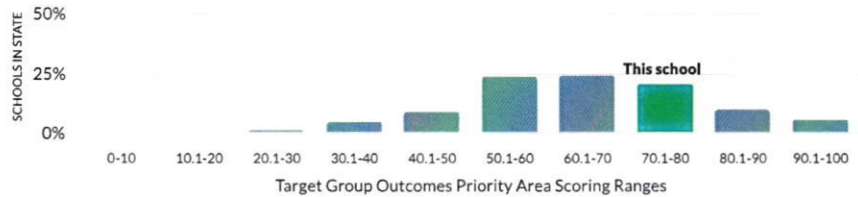
## TARGET GROUP OUTCOMES

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 66.5% of K-5 schools in the state.



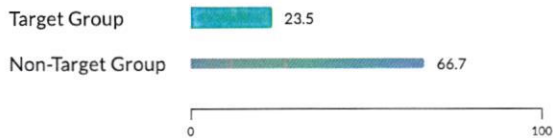
### Component Scores

#### ACHIEVEMENT

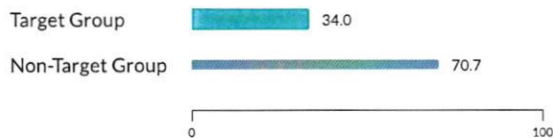
Score: 28.8

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

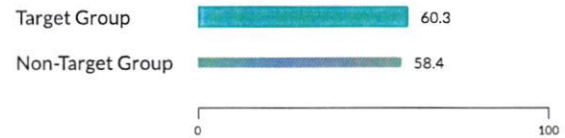


#### GROWTH

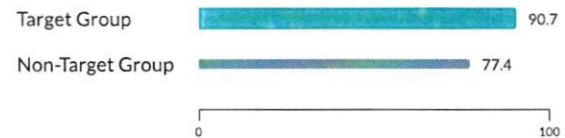
Score: 75.5

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

##### English Language Arts



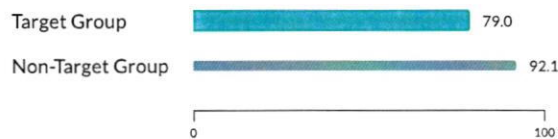
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 79.0

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.



#### ATTENDANCE

Score: 92.0

This score is the overall attendance rate for the Target Group in 2021-22.



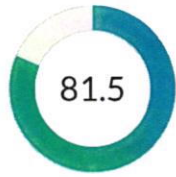




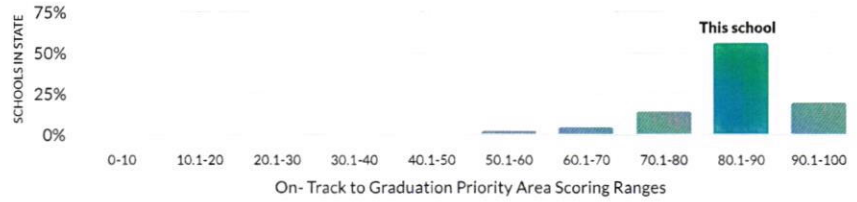
## ON-TRACK TO GRADUATION

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 28.7% of K-5 schools in the state.

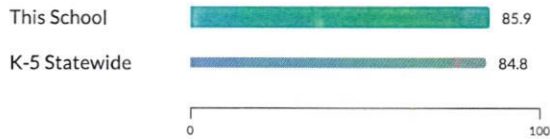


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 85.9

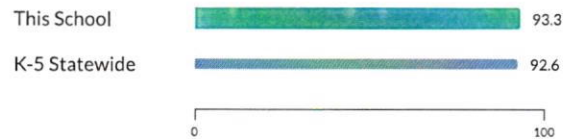
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: 93.3

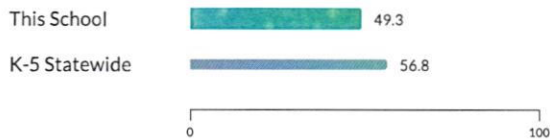
This score is the overall attendance rate for the school in 2021-22.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 49.3

Multi-year average points-based proficiency rates.



#### 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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	205	10.2%	199	11.1%	210	19.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	21	4.8%	20	10.0%	28	7.1%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	22	9.1%	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	138	8.7%	135	5.2%	144	16.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	141	14.2%	144	14.6%	155	23.2%
English Learners	21	4.8%	<20	*	<20	*
Students with Disabilities	34	17.6%	38	18.4%	44	40.9%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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







## OVERVIEW

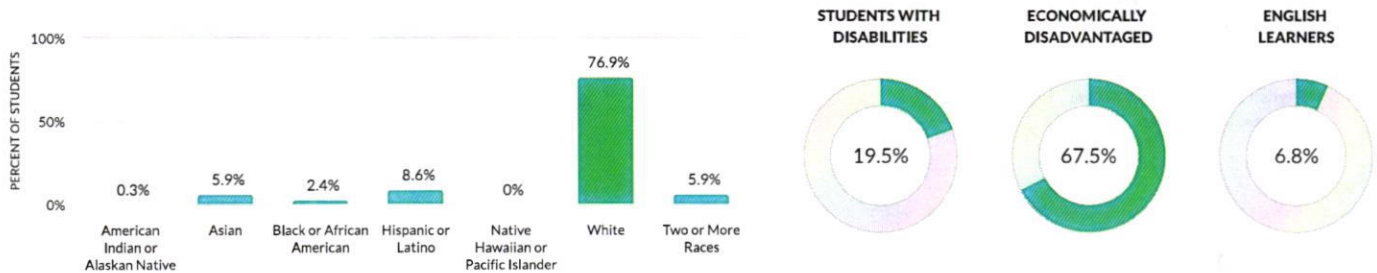
### School Details

Grades : KG-5  
Enrollment : 338  
Percent open enrollment : 2.4%

Howe Elementary nurtures academic and social success for ALL learners, building a strong, respectful Howe community. Parents, students, and staff create a dynamic and collaborative learning environment where student engagement and learning come first. We are committed to teaching a rigorous, engaging, and standards-based curriculum where all students can see themselves reflected in our teaching.

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

### Student Groups



### Score Summary

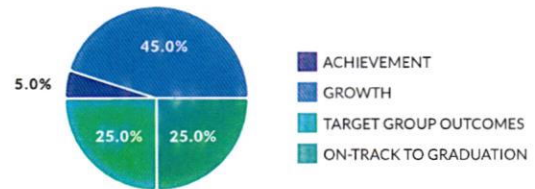
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

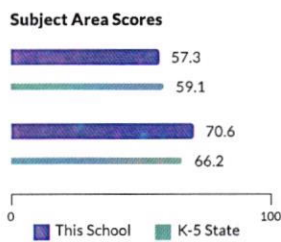
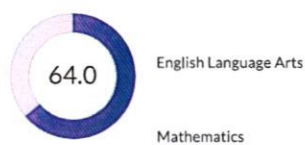


#### PRIORITY AREA WEIGHTS

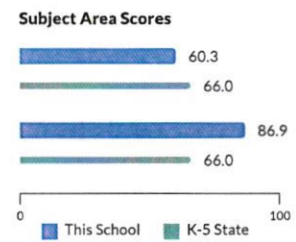
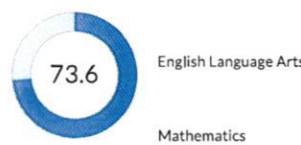


### Priority Area Scores

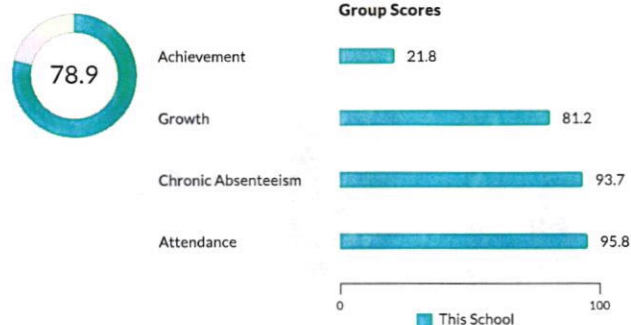
#### ACHIEVEMENT



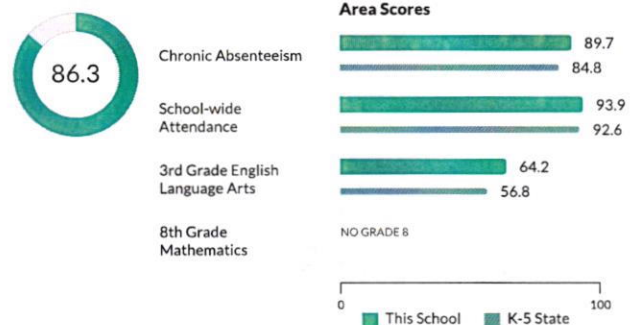
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



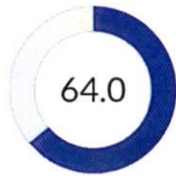




## ACHIEVEMENT

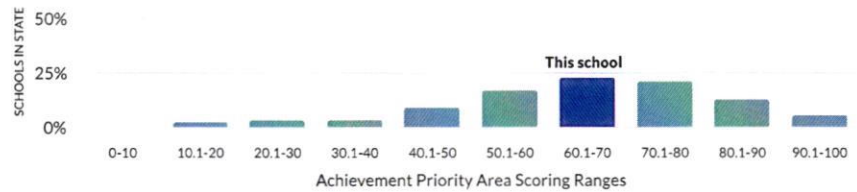
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 57.3  
Mathematics Score: 70.6

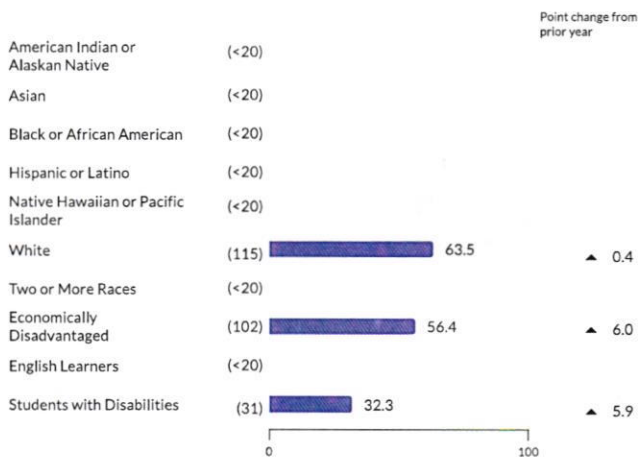
This school's score was the same or higher than 43.9% of K-5 schools in the state.



### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



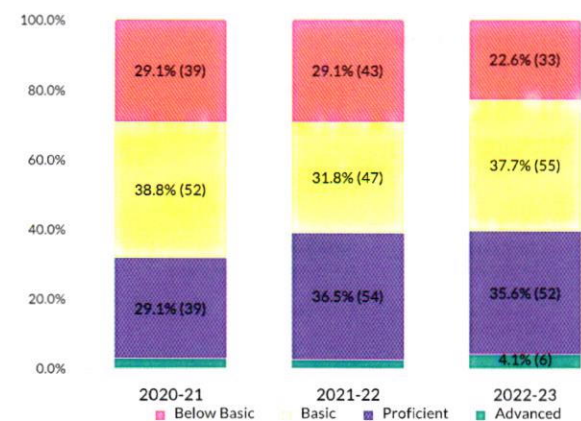
#### MATHEMATICS



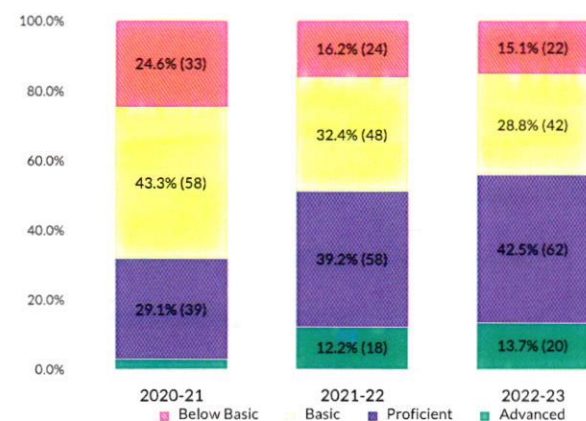
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.7%	96.9%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.7%	96.9%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	134	3.0%	29.1%	38.8%	29.1%	148	2.7%	36.5%	31.8%	29.1%	146	4.1%	35.6%	37.7%	22.6%
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	104	3.8%	34.6%	36.5%	25.0%	111	3.6%	40.5%	34.2%	21.6%	115	4.3%	39.1%	35.7%	20.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	97	2.1%	24.7%	38.1%	35.1%	113	2.7%	31.9%	29.2%	36.3%	102	4.9%	30.4%	37.3%	27.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	34	5.9%	11.8%	29.4%	52.9%	36	0.0%	11.1%	30.6%	58.3%	31	0.0%	16.1%	32.3%	51.6%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	134	3.0%	29.1%	43.3%	24.6%	148	12.2%	39.2%	32.4%	16.2%	146	13.7%	42.5%	28.8%	15.1%
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	104	3.8%	32.7%	44.2%	19.2%	111	15.3%	43.2%	28.8%	12.6%	115	14.8%	45.2%	27.0%	13.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	97	3.1%	25.8%	44.3%	26.8%	113	9.7%	35.4%	36.3%	18.6%	102	11.8%	38.2%	28.4%	21.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	34	5.9%	11.8%	32.4%	50.0%	36	5.6%	19.4%	25.0%	50.0%	31	12.9%	29.0%	12.9%	45.2%

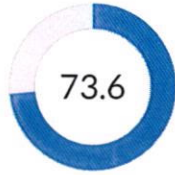




## GROWTH

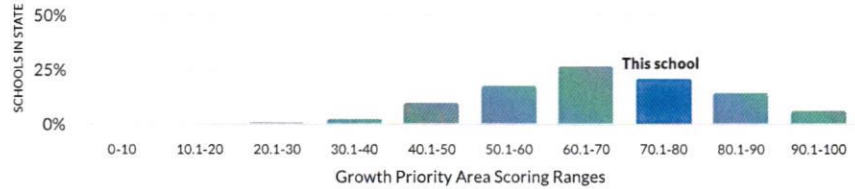
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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



English Language Arts Score: 60.3  
Mathematics Score: 86.9

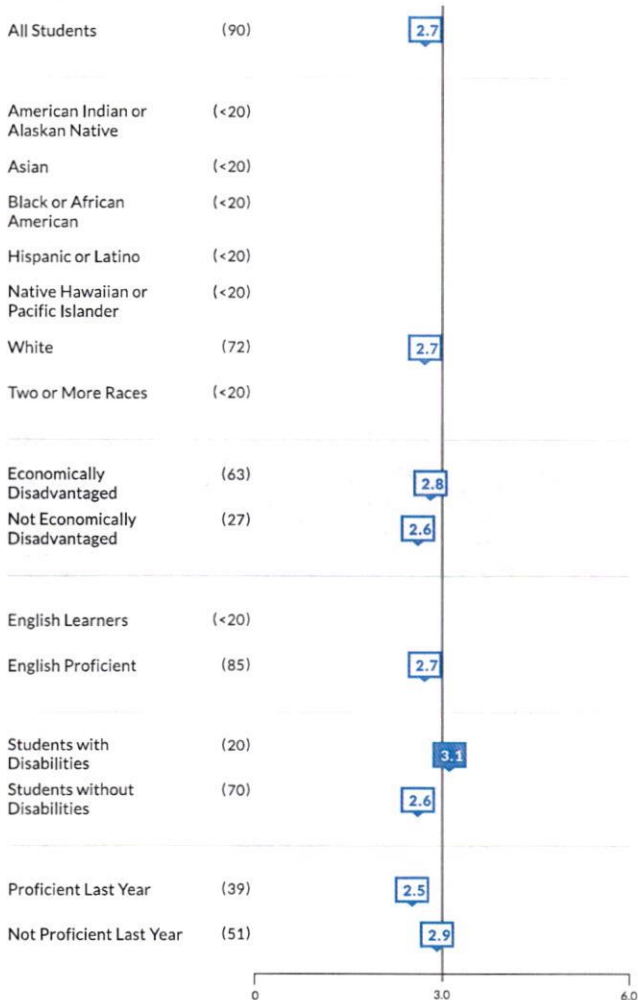
This school's score was the same or higher than 66.5% of K-5 schools in the state.



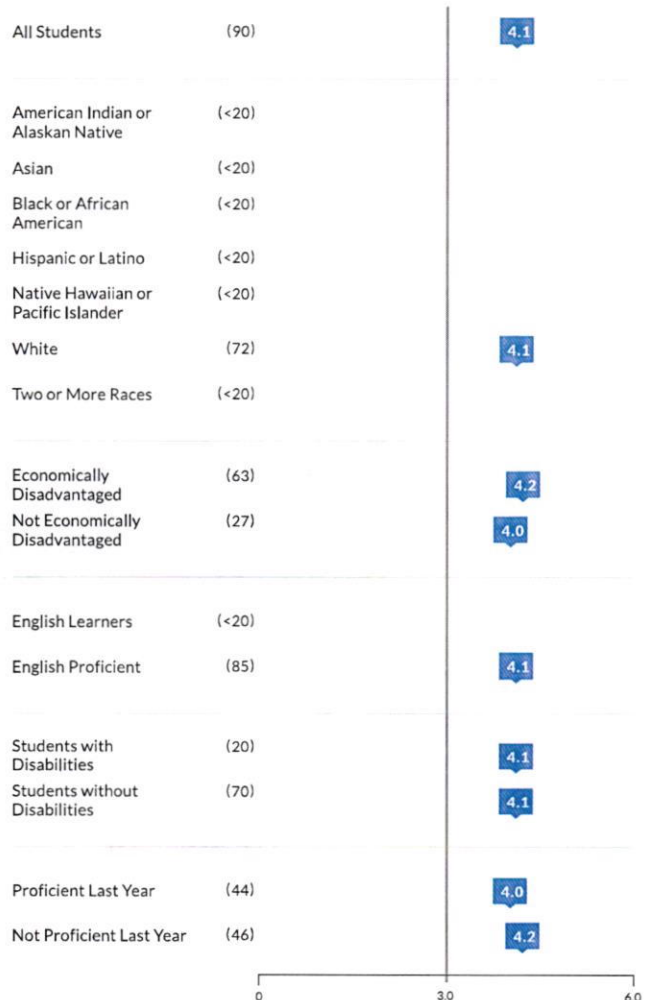
### Student Group Value-Added (for information only)

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



#### MATHEMATICS



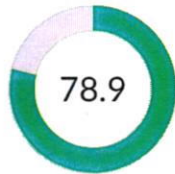




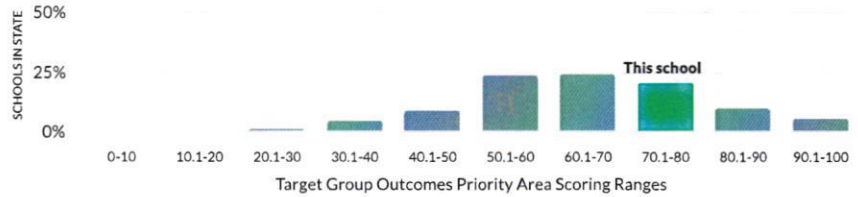
## TARGET GROUP OUTCOMES

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 81.6% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 21.8  
Average points-based proficiency rates.

**English Language Arts**

Target Group	13.2
Non-Target Group	68.9

**Mathematics**

Target Group	30.4
Non-Target Group	85.6

**GROWTH** Score: 81.2  
Value-added scores converted onto a 0-100 growth scale.

**English Language Arts**

Target Group	67.9
Non-Target Group	58.4

**Mathematics**

Target Group	94.5
Non-Target Group	85.0

**CHRONIC ABSENTEEISM** Score: 93.7  
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.

Target Group	93.7
Non-Target Group	92.8

**ATTENDANCE** Score: 95.8  
This score is the overall attendance rate for the Target Group in 2021-22.

Target Group	95.8
Non-Target Group	94.1



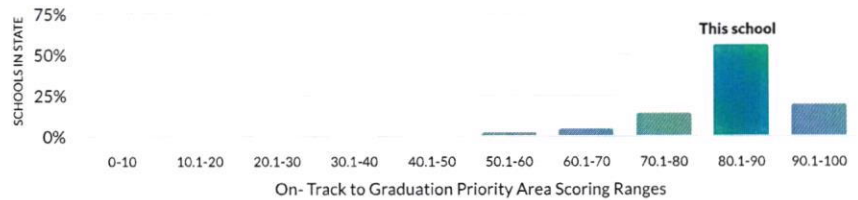
## ON-TRACK TO GRADUATION

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 56.3% of K-5 schools in the state.



## Component Scores

**CHRONIC ABSENTEEISM** Score: 89.7

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.

This School: 89.7  
K-5 Statewide: 84.8

**SCHOOL-WIDE ATTENDANCE** Score: 93.9

This score is the overall attendance rate for the school in 2021-22.

This School: 93.9  
K-5 Statewide: 92.6

**3RD GRADE ENGLISH LANGUAGE ARTS** Score: 64.2

Multi-year average points-based proficiency rates.

This School: 64.2  
K-5 Statewide: 56.8

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	319	9.4%	277	8.3%	319	12.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	33	0.0%	29	6.9%	21	0.0%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	22	13.6%	<20	*	23	17.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	238	9.2%	207	6.8%	242	11.6%
Two or More Races	<20	*	<20	*	22	13.6%
Economically Disadvantaged	217	13.4%	205	11.2%	249	13.3%
English Learners	30	0.0%	32	6.2%	25	8.0%
Students with Disabilities	58	15.5%	55	3.6%	63	11.1%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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





## OVERVIEW

### School Details

Grades : K-5  
Enrollment : 296  
Percent open enrollment : 2.4%

Mead Elementary provides a safe, supportive learning environment for all students. Our staff are dedicated professionals committed to the social, emotional, and academic growth of every child we serve. We provide meaningful, differentiated instruction to meet students at their level and to ensure all students succeed. Most importantly, we value a team approach between home, school and community.

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

### Student Groups



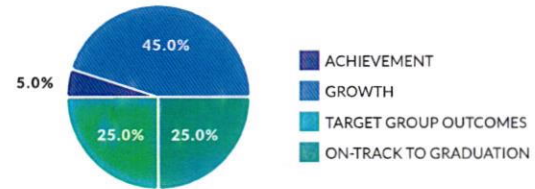
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



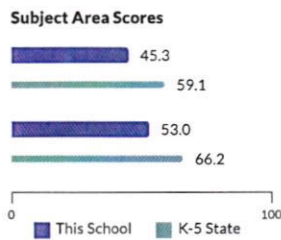
**Meets Expectations**  
**★★★**

#### PRIORITY AREA WEIGHTS

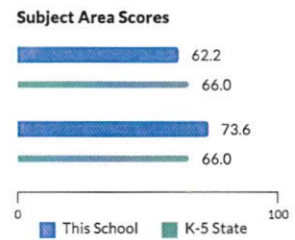


### Priority Area Scores

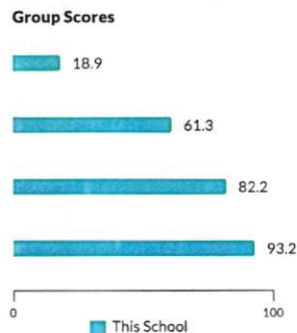
#### ACHIEVEMENT



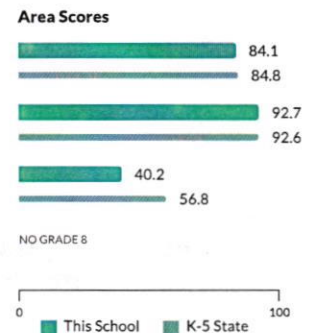
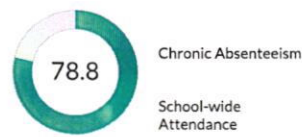
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

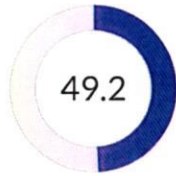




## ACHIEVEMENT

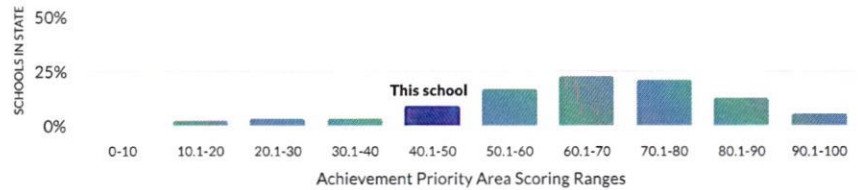
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 45.3  
Mathematics Score: 53.0

This school's score was the same or higher than 18.3% of K-5 schools in the state.



### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



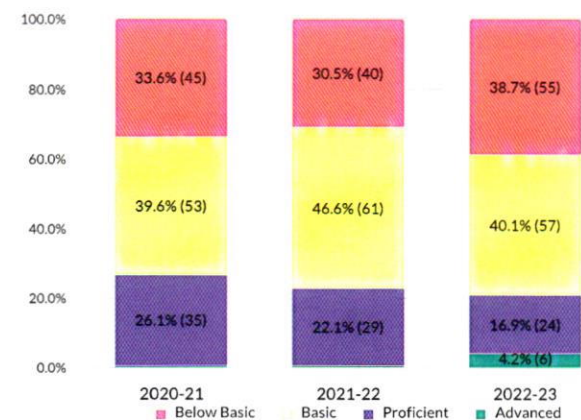
#### MATHEMATICS



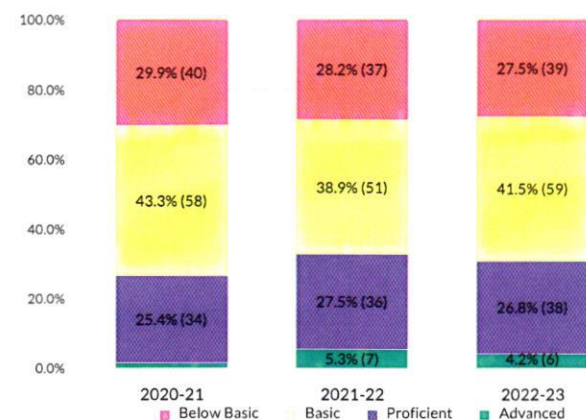
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	134	0.7%	26.1%	39.6%	33.6%	131	0.8%	22.1%	46.6%	30.5%	142	4.2%	16.9%	40.1%	38.7%
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	91	1.1%	34.1%	39.6%	25.3%	82	1.2%	24.4%	47.6%	26.8%	94	5.3%	21.3%	34.0%	39.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	106	0.0%	24.5%	35.8%	39.6%	108	0.9%	17.6%	46.3%	35.2%	119	1.7%	16.0%	39.5%	42.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	29	0.0%	13.8%	31.0%	55.2%	27	0.0%	11.1%	37.0%	51.9%	33	0.0%	9.1%	30.3%	60.6%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	134	1.5%	25.4%	43.3%	29.9%	131	5.3%	27.5%	38.9%	28.2%	142	4.2%	26.8%	41.5%	27.5%
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	91	2.2%	34.1%	41.8%	22.0%	82	7.3%	25.6%	39.0%	28.0%	94	5.3%	29.8%	39.4%	25.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	106	1.9%	21.7%	43.4%	33.0%	108	1.9%	25.9%	40.7%	31.5%	119	2.5%	22.7%	44.5%	30.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	29	0.0%	13.8%	41.4%	44.8%	27	0.0%	3.7%	22.2%	74.1%	33	0.0%	9.1%	36.4%	54.5%





## GROWTH

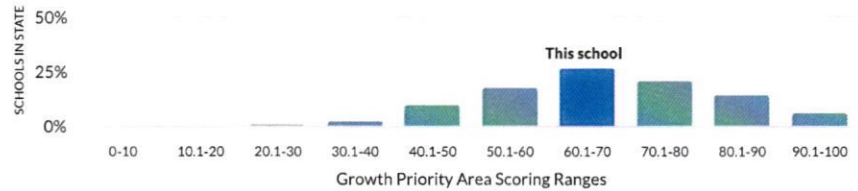
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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



**English Language Arts Score:** 62.2  
**Mathematics Score:** 73.6

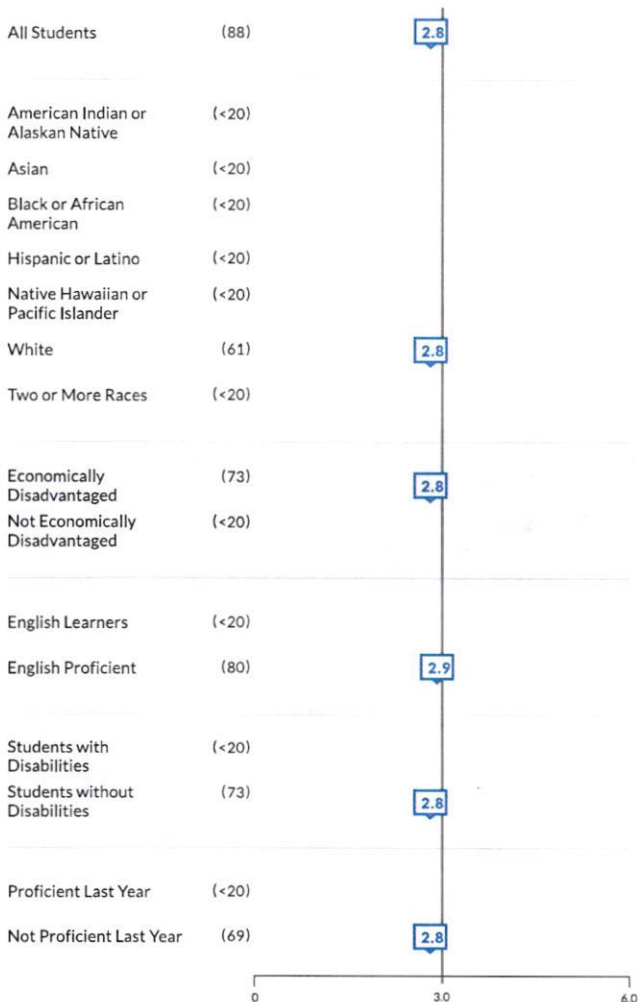
This school's score was the same or higher than 51.9% of K-5 schools in the state.



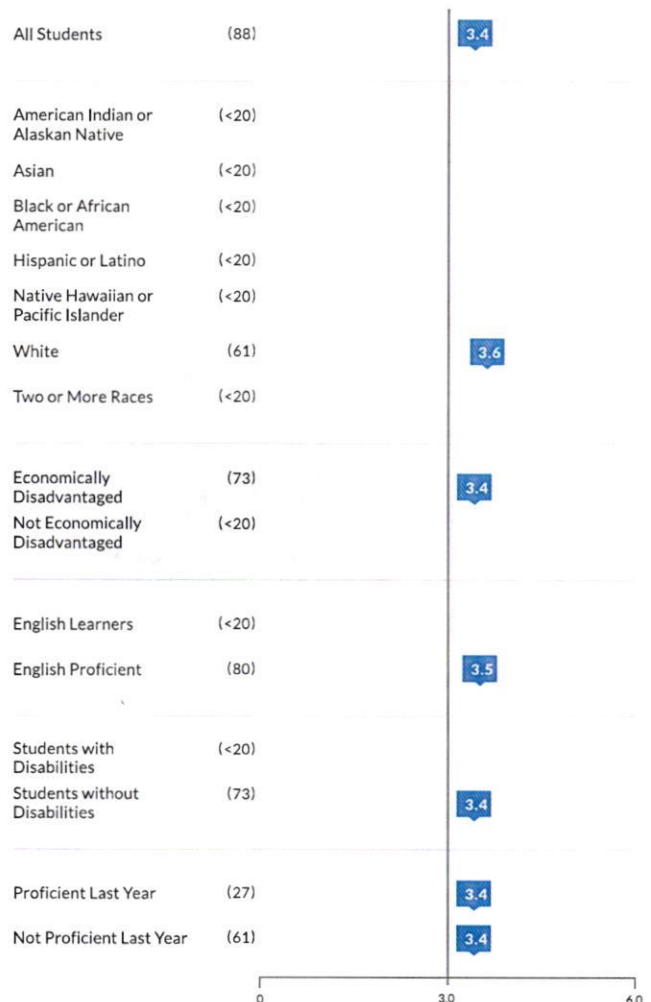
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

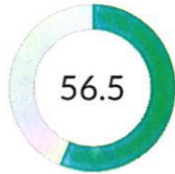




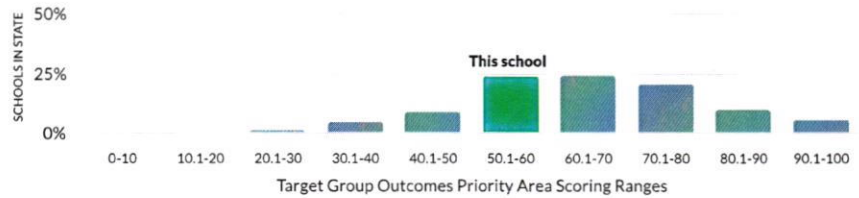
## TARGET GROUP OUTCOMES

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 30.4% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 18.9

Average points-based proficiency rates.

**English Language Arts**

Target Group	19.0
Non-Target Group	62.3

**Mathematics**

Target Group	18.8
Non-Target Group	69.1

**GROWTH** Score: 61.3

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

**English Language Arts**

Target Group	52.7
Non-Target Group	64.1

**Mathematics**

Target Group	69.8
Non-Target Group	75.5

**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.

Target Group	82.2
Non-Target Group	90.7

**ATTENDANCE** Score: 93.2

This score is the overall attendance rate for the Target Group in 2021-22.

Target Group	93.2
Non-Target Group	94.7



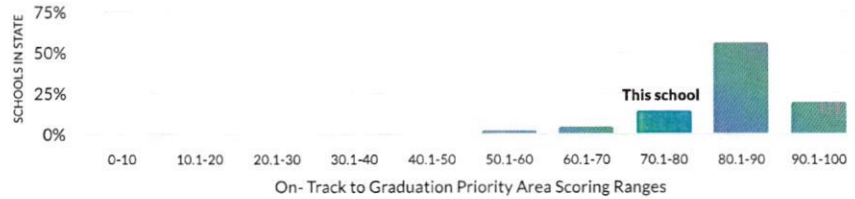
## ON-TRACK TO GRADUATION

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 19.5% of K-5 schools in the state.



### Component Scores

**CHRONIC ABSENTEEISM** Score: 84.1

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.

This School	84.1
K-5 Statewide	84.8

**SCHOOL-WIDE ATTENDANCE** Score: 92.7

This score is the overall attendance rate for the school in 2021-22.

This School	92.7
K-5 Statewide	92.6

**3RD GRADE ENGLISH LANGUAGE ARTS** Score: 40.2

Multi-year average points-based proficiency rates.

This School	40.2
K-5 Statewide	56.8

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	332	12.3%	312	12.2%	294	21.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	24	8.3%	26	0.0%	28	3.6%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	37	8.1%	33	15.2%	34	35.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	231	13.4%	210	9.0%	182	17.6%
Two or More Races	30	13.3%	36	27.8%	39	33.3%
Economically Disadvantaged	268	13.4%	256	14.1%	251	24.3%
English Learners	23	8.7%	28	3.6%	27	11.1%
Students with Disabilities	75	22.7%	69	17.4%	65	18.5%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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





## OVERVIEW

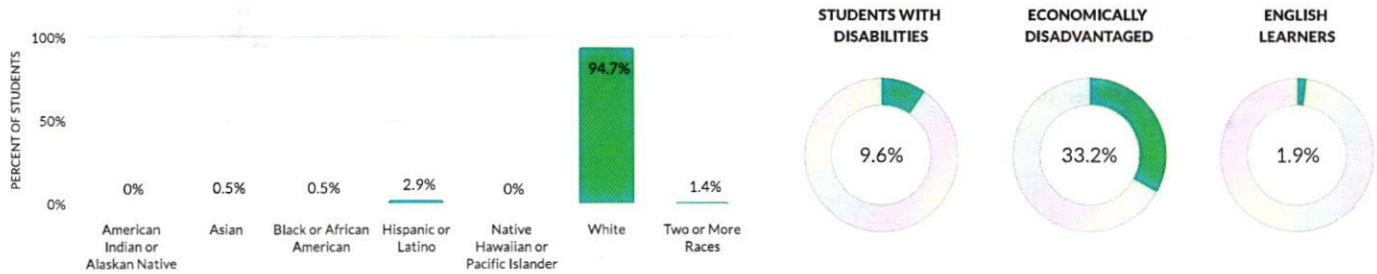
### School Details

Grades : K4-5  
Enrollment : 208  
Percent open enrollment : 4.3%

THINK Academy fosters a safe environment that supports students' academic and social growth. Collaboratively, we create student-centered learning experiences rooted in brain-based research. Each child is an independent, creative thinker. We believe in building strong relationships with our students and setting high expectations for learners. We pride ourselves in our strong sense of community.

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

### Student Groups



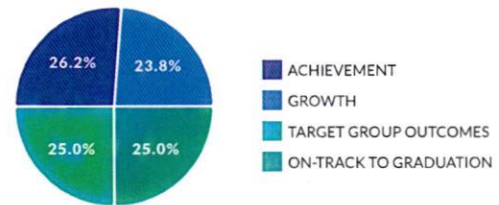
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



**Exceeds Expectations**  
★★★★★

#### PRIORITY AREA WEIGHTS

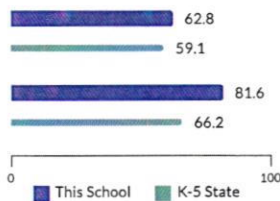


### Priority Area Scores

#### ACHIEVEMENT



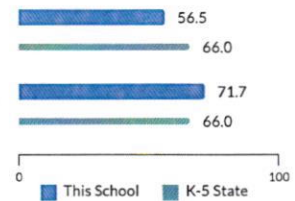
#### Subject Area Scores



#### GROWTH



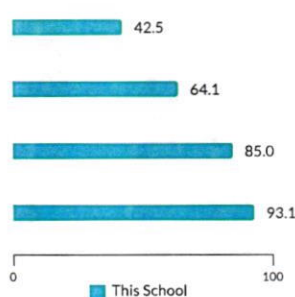
#### Subject Area Scores



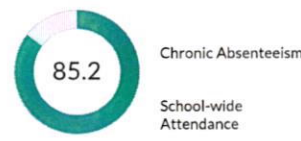
#### TARGET GROUP OUTCOMES



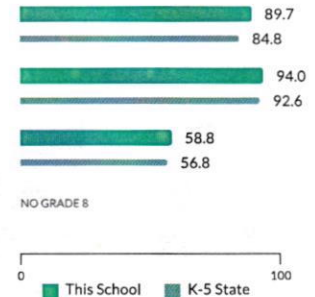
#### Group Scores



#### ON-TRACK TO GRADUATION



#### Area Scores



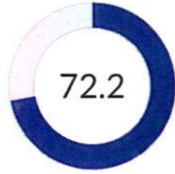




## ACHIEVEMENT

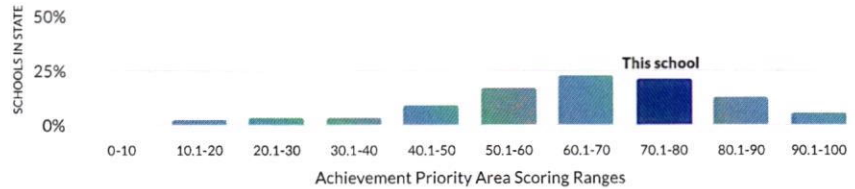
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 62.8  
Mathematics Score: 81.6

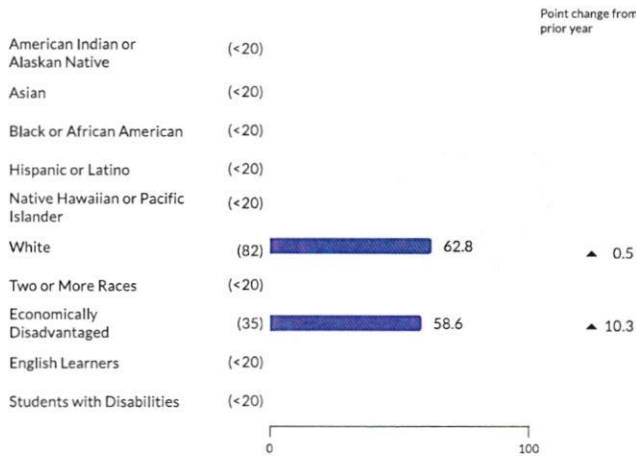
This school's score was the same or higher than 65.3% of K-5 schools in the state.



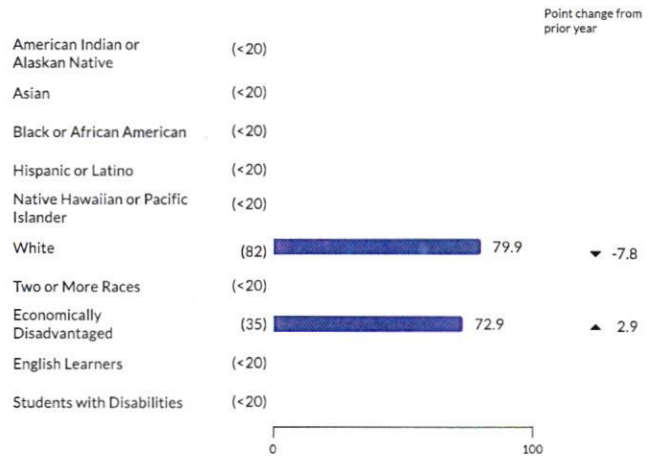
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



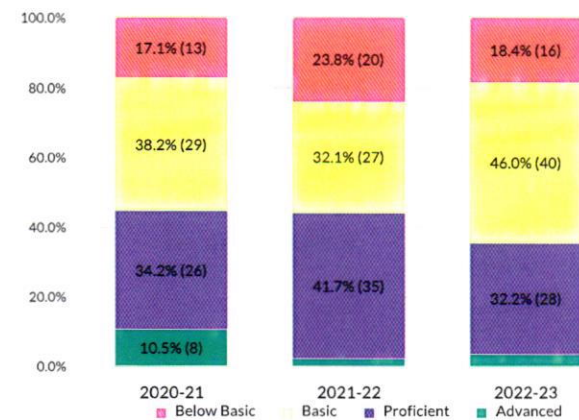
#### MATHEMATICS



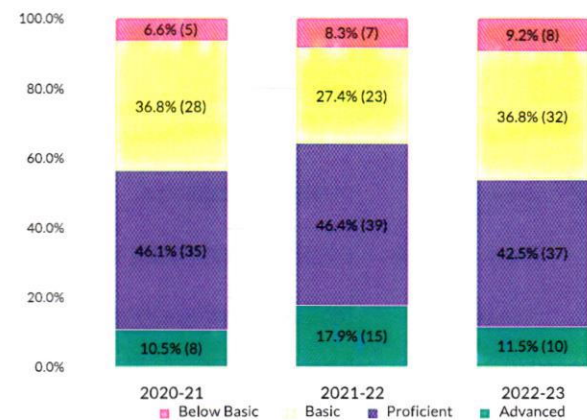
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	76	10.5%	34.2%	38.2%	17.1%	84	2.4%	41.7%	32.1%	23.8%	87	3.4%	32.2%	46.0%	18.4%
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	73	11.0%	35.6%	38.4%	15.1%	81	2.5%	42.0%	33.3%	22.2%	82	3.7%	34.1%	46.3%	15.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	24	4.2%	29.2%	45.8%	20.8%	30	0.0%	26.7%	43.3%	30.0%	35	0.0%	31.4%	54.3%	14.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

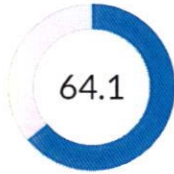
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	76	10.5%	46.1%	36.8%	6.6%	84	17.9%	46.4%	27.4%	8.3%	87	11.5%	42.5%	36.8%	9.2%
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	73	11.0%	47.9%	35.6%	5.5%	81	18.5%	46.9%	25.9%	8.6%	82	12.2%	43.9%	35.4%	8.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	24	8.3%	33.3%	50.0%	8.3%	30	10.0%	30.0%	50.0%	10.0%	35	8.6%	40.0%	40.0%	11.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



## GROWTH

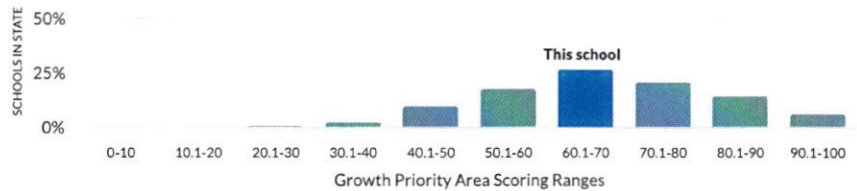
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 56.5  
 Mathematics Score: 71.7

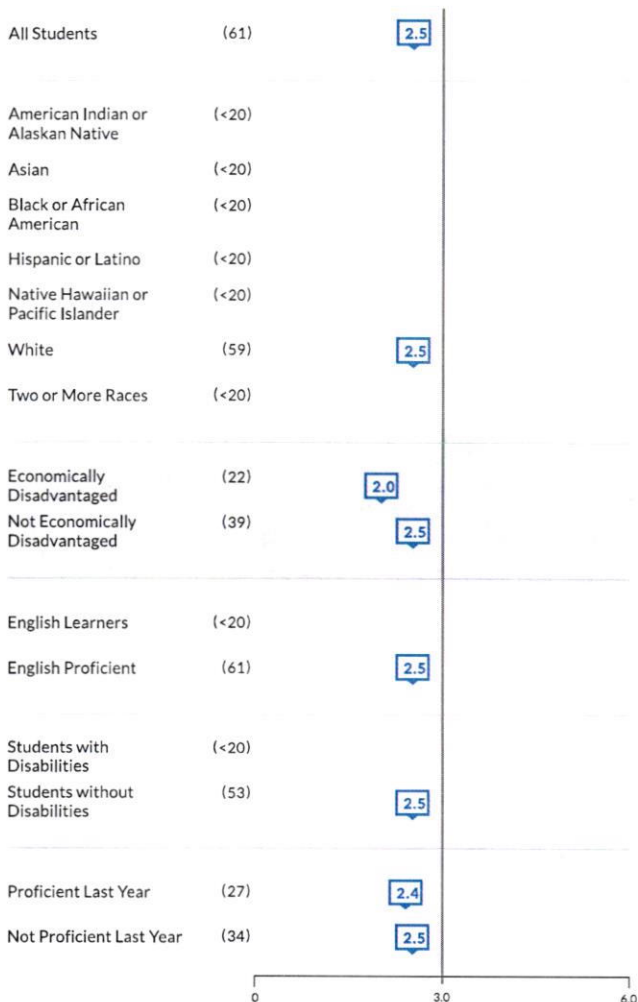
This school's score was the same or higher than 42.1% of K-5 schools in the state.



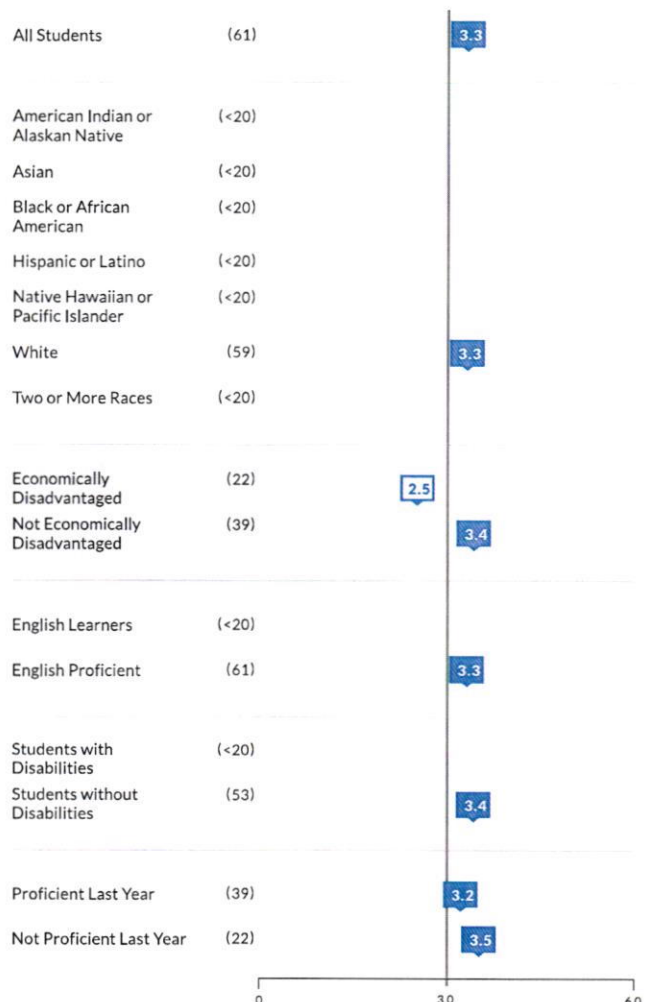
### Student Group Value-Added (for information only)

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



#### MATHEMATICS







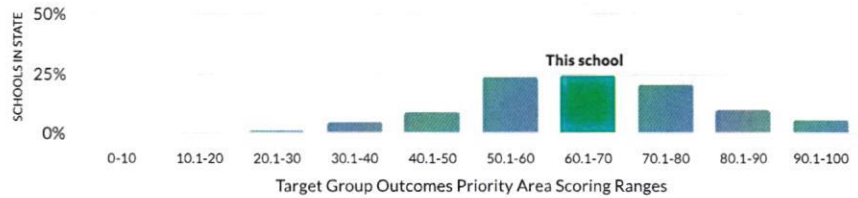
## TARGET GROUP OUTCOMES

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 57.4% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 42.5

Average points-based proficiency rates.

**English Language Arts**

Target Group	30.5
Non-Target Group	83.1

**Mathematics**

Target Group	54.5
Non-Target Group	98.3

**GROWTH** Score: 64.1

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

**English Language Arts**

Target Group	52.7
Non-Target Group	56.5

**Mathematics**

Target Group	75.5
Non-Target Group	69.8

**CHRONIC ABSENTEEISM** Score: 85.0

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	85.0
Non-Target Group	95.0

**ATTENDANCE** Score: 93.1

This score is the overall attendance rate for the Target Group in 2021-22.

Target Group	93.1
Non-Target Group	94.7





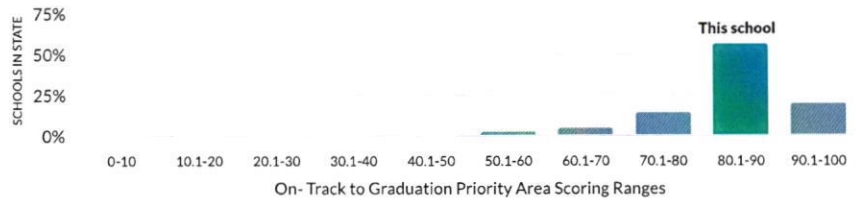
## ON-TRACK TO GRADUATION

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 49.0% of K-5 schools in the state.



## Component Scores

**CHRONIC ABSENTEEISM** Score: 89.7

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.

This School: 89.7  
K-5 Statewide: 84.8

**SCHOOL-WIDE ATTENDANCE** Score: 94.0

This score is the overall attendance rate for the school in 2021-22.

This School: 94.0  
K-5 Statewide: 92.6

**3RD GRADE ENGLISH LANGUAGE ARTS** Score: 58.8

Multi-year average points-based proficiency rates.

This School: 58.8  
K-5 Statewide: 56.8

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	176	7.4%	174	3.4%	182	17.6%
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	170	7.6%	164	2.4%	170	15.3%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	49	10.2%	59	6.8%	64	28.1%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	24	12.5%	<20	*	20	10.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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





## OVERVIEW

### School Details

Grades : K-5  
Enrollment : 293  
Percent open enrollment : 2.4%

Washington Elementary provides a quality education to K-5 students. We develop the whole child academically, socially and emotionally. We hold our students to high expectations and practice being respectful, responsible, and safe in our school and the community. We believe students, staff, and parents feel safe and successful because we are connected as a learning family.

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

### Student Groups



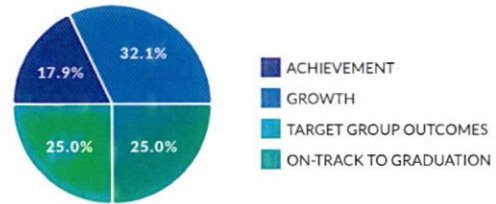
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



**Exceeds Expectations**  
★★★★★

#### PRIORITY AREA WEIGHTS

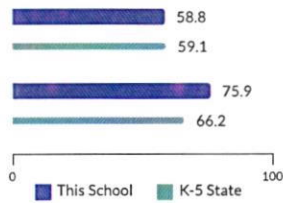


### Priority Area Scores

#### ACHIEVEMENT



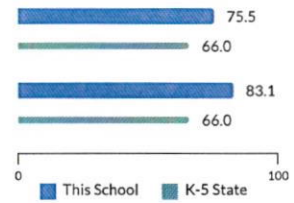
#### Subject Area Scores



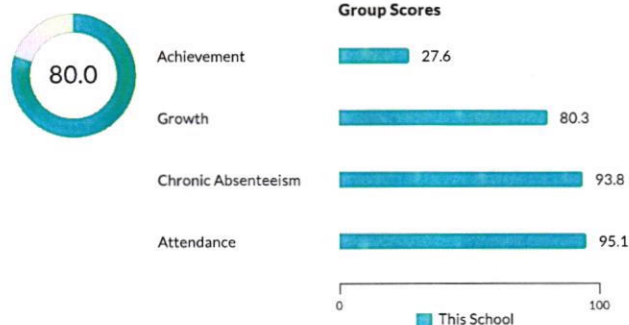
#### GROWTH



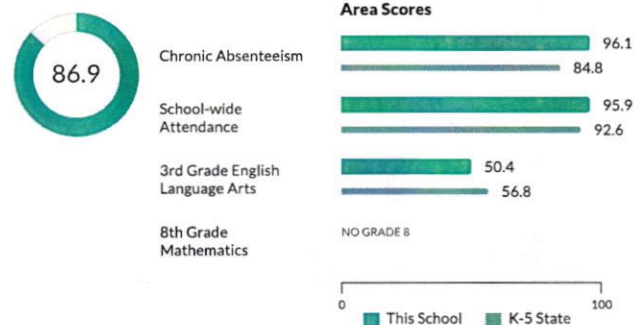
#### Subject Area Scores



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



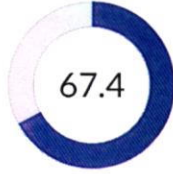




## ACHIEVEMENT

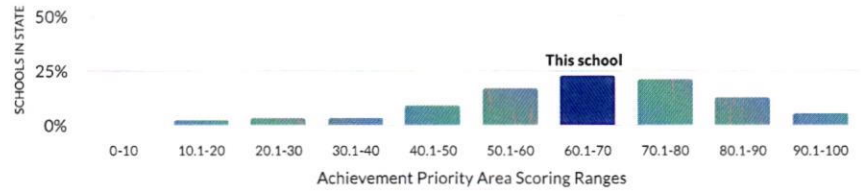
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 58.8  
Mathematics Score: 75.9

This school's score was the same or higher than 52.7% of K-5 schools in the state.



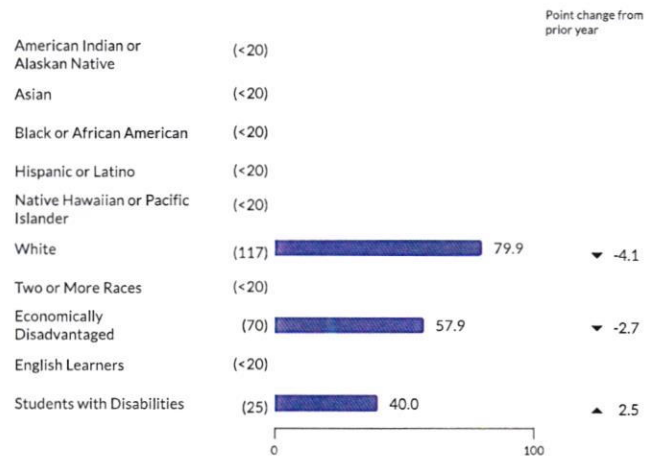
## Student Group Achievement, 2022-23 (for information only)

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

### ENGLISH LANGUAGE ARTS



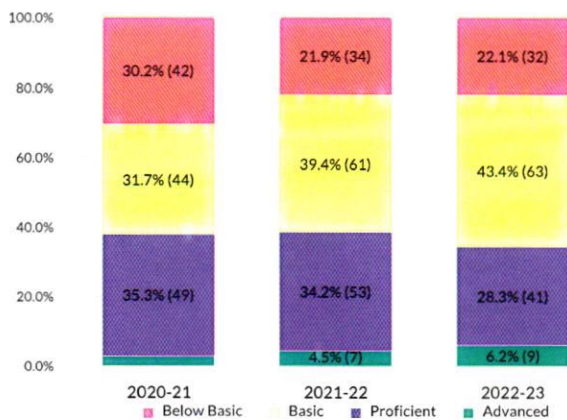
### MATHEMATICS



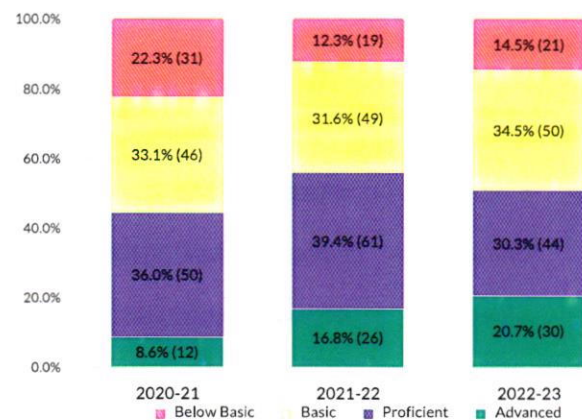
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	139	2.9%	35.3%	31.7%	30.2%	155	4.5%	34.2%	39.4%	21.9%	145	6.2%	28.3%	43.4%	22.1%
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	125	3.2%	36.8%	30.4%	29.6%	128	5.5%	35.9%	37.5%	21.1%	117	4.3%	29.1%	43.6%	23.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	62	3.2%	19.4%	37.1%	40.3%	80	2.5%	21.3%	41.3%	35.0%	70	2.9%	17.1%	47.1%	32.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	0.0%	0.0%	40.0%	60.0%	28	0.0%	0.0%	32.1%	67.9%	25	0.0%	8.0%	36.0%	56.0%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	139	8.6%	36.0%	33.1%	22.3%	155	16.8%	39.4%	31.6%	12.3%	145	20.7%	30.3%	34.5%	14.5%
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	125	8.8%	38.4%	32.8%	20.0%	128	17.2%	43.8%	28.9%	10.2%	117	21.4%	30.8%	34.2%	13.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	62	4.8%	21.0%	41.9%	32.3%	80	8.8%	25.0%	45.0%	21.3%	70	7.1%	24.3%	45.7%	22.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	0.0%	10.0%	35.0%	55.0%	28	7.1%	7.1%	39.3%	46.4%	25	12.0%	4.0%	36.0%	48.0%

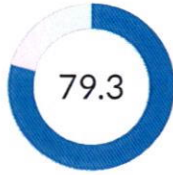




## GROWTH

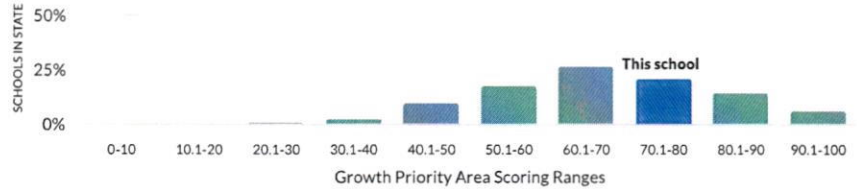
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 75.5  
Mathematics Score: 83.1

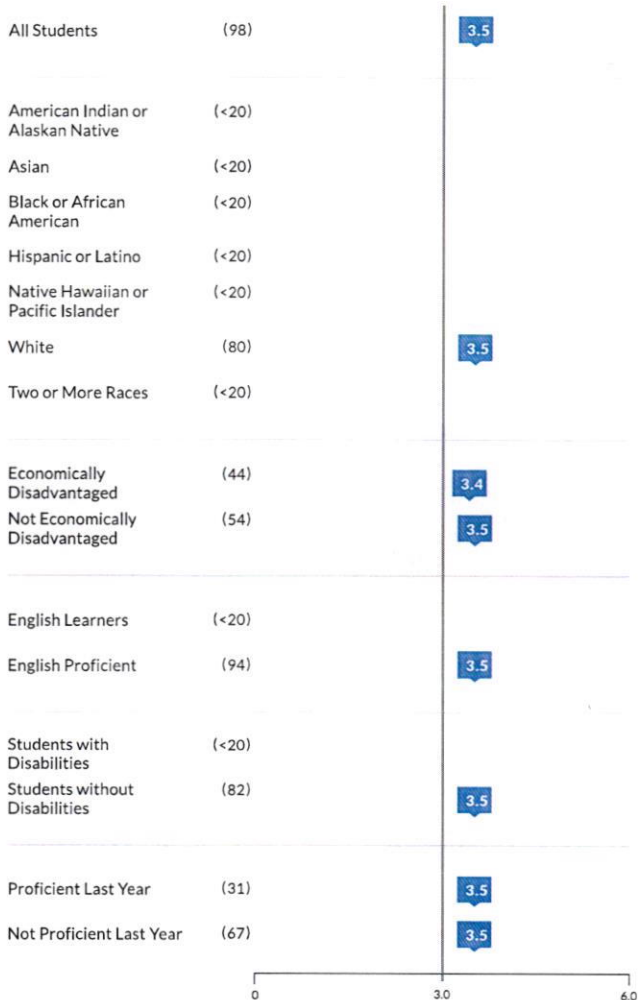
This school's score was the same or higher than 79.1% of K-5 schools in the state.



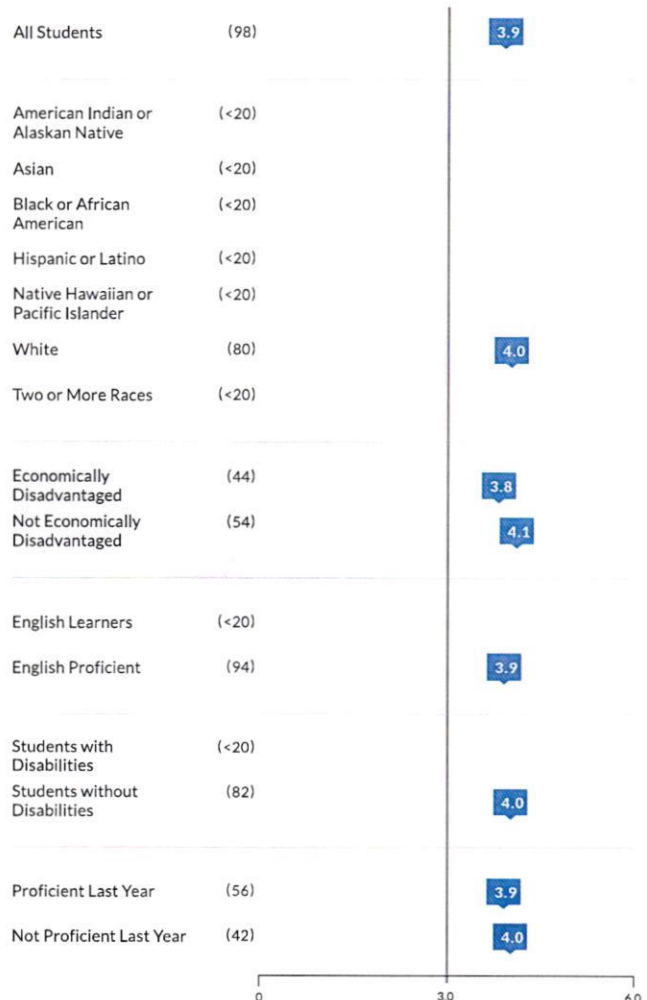
### Student Group Value-Added (for information only)

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



#### MATHEMATICS



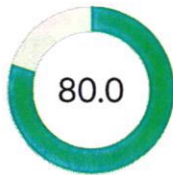




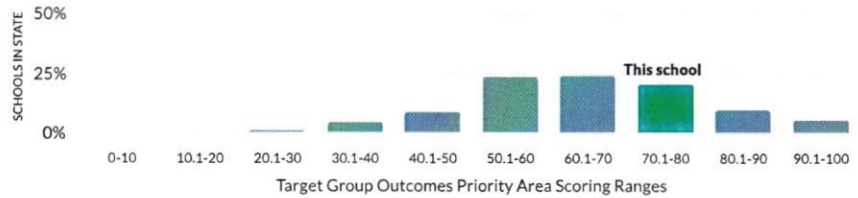
## TARGET GROUP OUTCOMES

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 84.1% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 27.6

Average points-based proficiency rates.

**English Language Arts**

Target Group: 24.0  
Non-Target Group: 78.2

**Mathematics**

Target Group: 31.1  
Non-Target Group: 96.3

**GROWTH** Score: 80.3

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

**English Language Arts**

Target Group: 79.3  
Non-Target Group: 73.6

**Mathematics**

Target Group: 81.2  
Non-Target Group: 85.0

**CHRONIC ABSENTEEISM** Score: 93.8

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: 93.8  
Non-Target Group: 98.9

**ATTENDANCE** Score: 95.1

This score is the overall attendance rate for the Target Group in 2021-22.

Target Group: 95.1  
Non-Target Group: 96.8



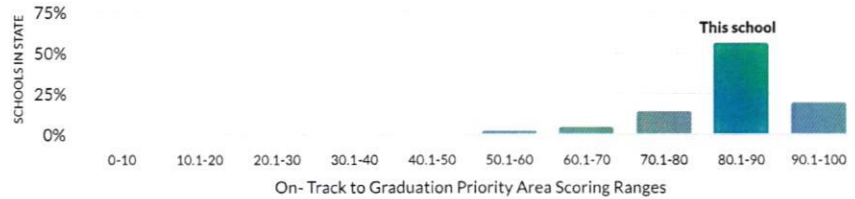
## ON-TRACK TO GRADUATION

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 59.5% of K-5 schools in the state.



### Component Scores

**CHRONIC ABSENTEEISM** Score: 96.1

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.

This School	96.1
K-5 Statewide	84.8

**SCHOOL-WIDE ATTENDANCE** Score: 95.9

This score is the overall attendance rate for the school in 2021-22.

This School	95.9
K-5 Statewide	92.6

**3RD GRADE ENGLISH LANGUAGE ARTS** Score: 50.4

Multi-year average points-based proficiency rates.

This School	50.4
K-5 Statewide	56.8

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	323	4.0%	280	2.9%	303	4.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	25	0.0%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	269	2.6%	242	2.9%	247	2.8%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	<20	*	138	4.3%	161	7.5%
English Learners	21	4.8%	<20	*	<20	*
Students with Disabilities	51	7.8%	52	9.6%	61	11.5%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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





## OVERVIEW

### School Details

Grades : K4-5  
Enrollment : 349  
Percent open enrollment : 8.3%

Woodside is a supportive school community of families, students, & a skilled staff of professionals, educational assistants, and support staff, who enjoy teaching and inspiring learning. We build strong connections and ensure academic, social & emotional growth. Check out our "Woodside Pride" on Facebook or our webpage. See the amazing educational opportunities our team provides all our students.

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

### Student Groups



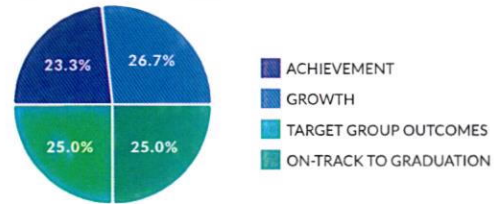
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



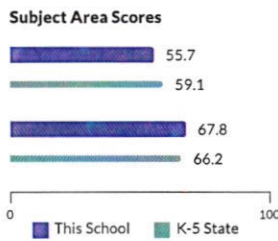
Meets Expectations  
★★★

#### PRIORITY AREA WEIGHTS

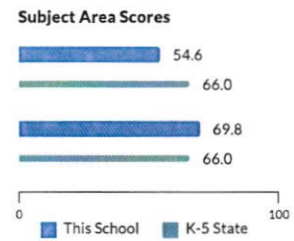
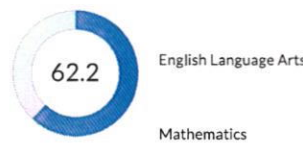


### Priority Area Scores

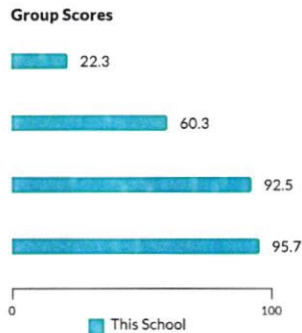
#### ACHIEVEMENT



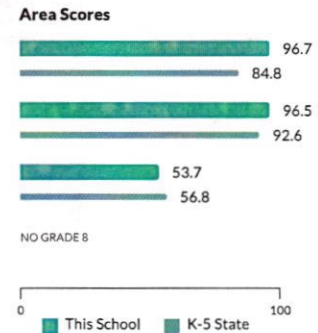
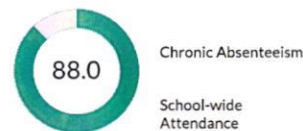
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## ACHIEVEMENT

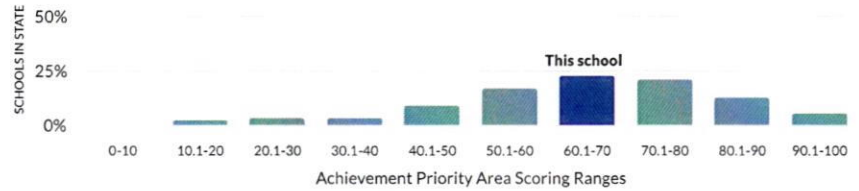
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 55.7  
Mathematics Score: 67.8

This school's score was the same or higher than 39.9% of K-5 schools in the state.



### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



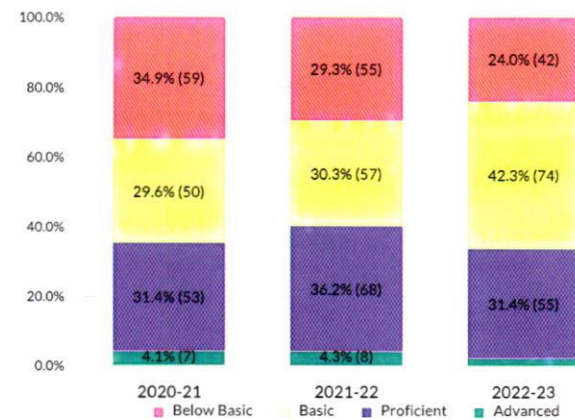
#### MATHEMATICS



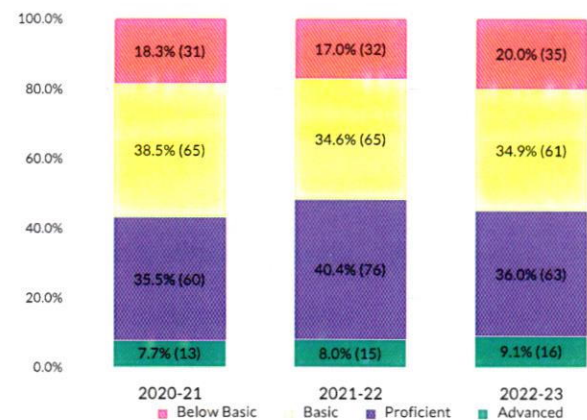
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	99.4%	Lowest-participating group: Economically Disadvantaged	98.3%
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#### MATHEMATICS

All students	99.4%	Lowest-participating group: Economically Disadvantaged	98.3%
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### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	169	4.1%	31.4%	29.6%	34.9%	188	4.3%	36.2%	30.3%	29.3%	175	2.3%	31.4%	42.3%	24.0%
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	150	4.7%	34.0%	27.3%	34.0%	169	4.7%	36.7%	28.4%	30.2%	159	2.5%	33.3%	41.5%	22.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	57	5.3%	17.5%	29.8%	47.4%	67	3.0%	28.4%	31.3%	37.3%	57	0.0%	19.3%	43.9%	36.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	28	0.0%	17.9%	14.3%	67.9%	35	0.0%	11.4%	31.4%	57.1%	34	0.0%	8.8%	32.4%	58.8%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	169	7.7%	35.5%	38.5%	18.3%	188	8.0%	40.4%	34.6%	17.0%	175	9.1%	36.0%	34.9%	20.0%
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	150	8.0%	37.3%	37.3%	17.3%	169	8.3%	40.8%	35.5%	15.4%	159	10.1%	37.7%	34.0%	18.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	57	5.3%	15.8%	43.9%	35.1%	67	4.5%	26.9%	35.8%	32.8%	57	5.3%	19.3%	43.9%	31.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	28	7.1%	7.1%	25.0%	60.7%	35	2.9%	14.3%	28.6%	54.3%	34	2.9%	14.7%	26.5%	55.9%





## GROWTH

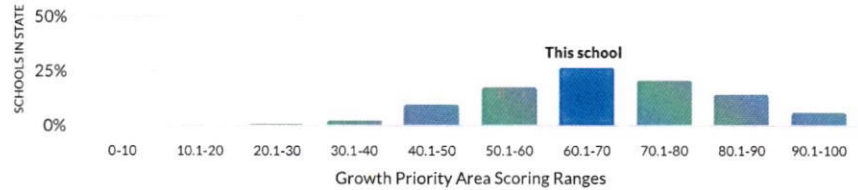
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 54.6  
Mathematics Score: 69.8

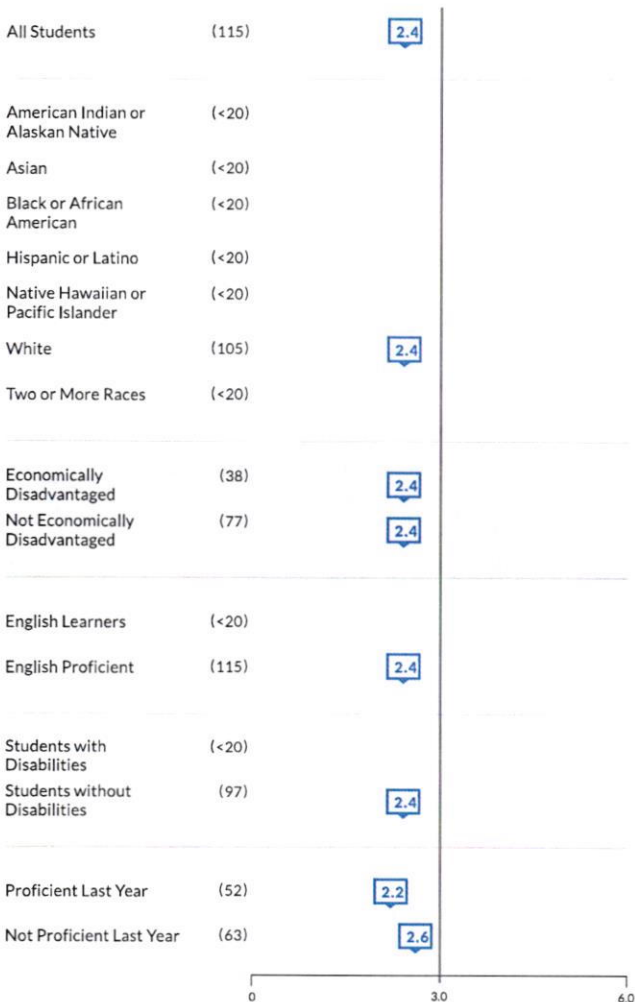
This school's score was the same or higher than 37.4% of K-5 schools in the state.



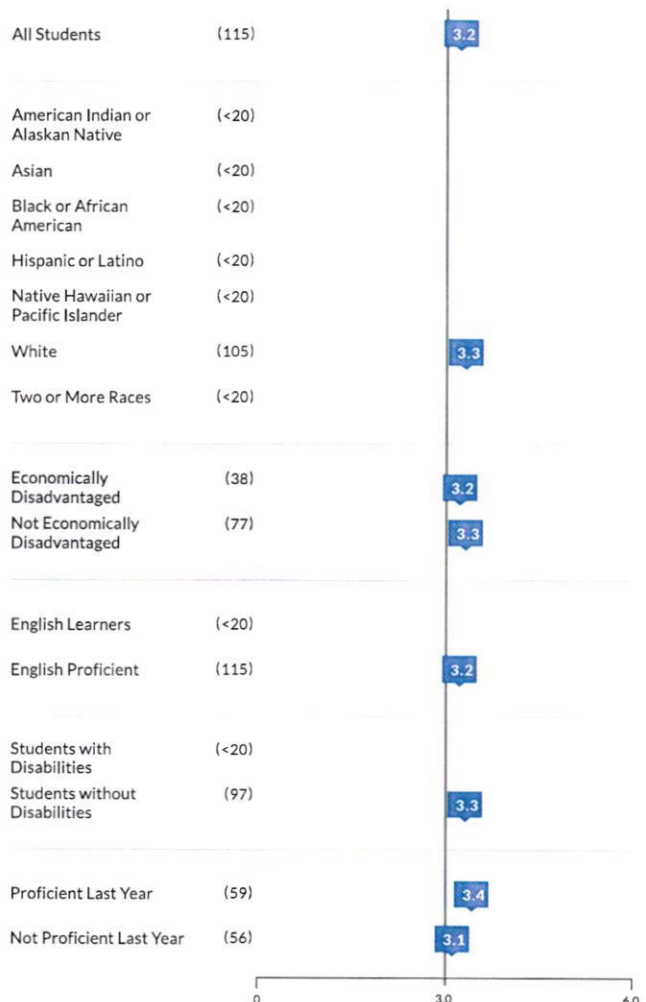
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

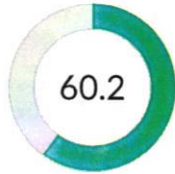




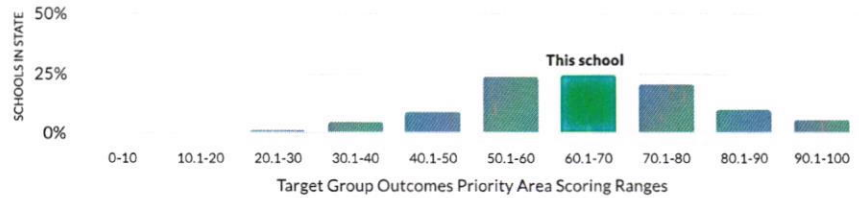
## TARGET GROUP OUTCOMES

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 40.0% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 22.3

Average points-based proficiency rates.

**English Language Arts**

Target Group	19.2
Non-Target Group	73.5

**Mathematics**

Target Group	25.3
Non-Target Group	90.2

**GROWTH** Score: 60.3

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

**English Language Arts**

Target Group	56.5
Non-Target Group	54.6

**Mathematics**

Target Group	64.1
Non-Target Group	71.7

**CHRONIC ABSENTEEISM** Score: 92.5

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.

Target Group	92.5
Non-Target Group	98.6

**ATTENDANCE** Score: 95.7

This score is the overall attendance rate for the Target Group in 2021-22.

Target Group	95.7
Non-Target Group	96.8



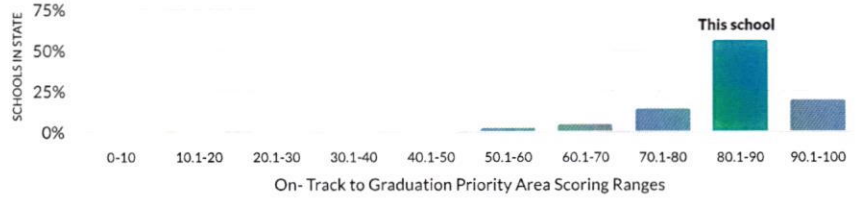
## ON-TRACK TO GRADUATION

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 68.0% of K-5 schools in the state.



### Component Scores

**CHRONIC ABSENTEEISM** Score: 96.7

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.

This School	96.7
K-5 Statewide	84.8

**SCHOOL-WIDE ATTENDANCE** Score: 96.5

This score is the overall attendance rate for the school in 2021-22.

This School	96.5
K-5 Statewide	92.6

**3RD GRADE ENGLISH LANGUAGE ARTS** Score: 53.7

Multi-year average points-based proficiency rates.

This School	53.7
K-5 Statewide	56.8

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	349	4.3%	341	2.1%	357	3.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	22	9.1%	21	4.8%	22	13.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	306	3.3%	296	1.7%	309	3.2%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	120	6.7%	130	3.1%	140	7.9%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	62	9.7%	65	3.1%	70	8.6%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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



## OVERVIEW

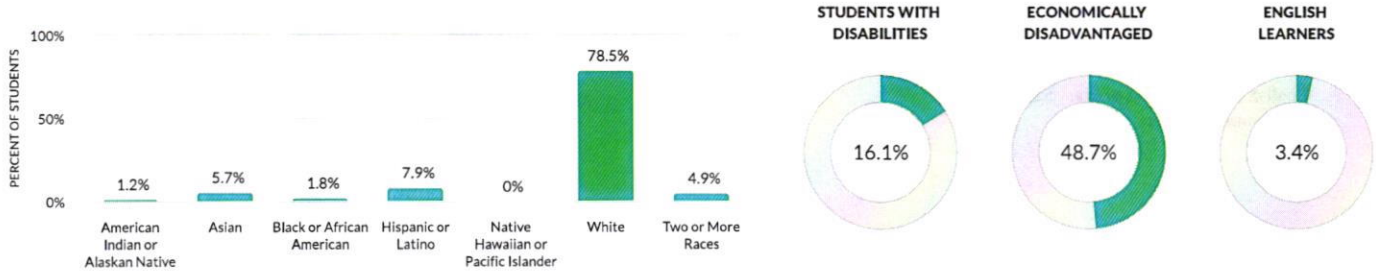
### School Details

Grades : 6-8  
Enrollment : 924  
Percent open enrollment : 2.8%

Together, the students and staff at Wisconsin Rapids Area Middle School work to create a supportive, equitable, inclusive learning environment, conducive to positive relationships, academic engagement, character development, communal responsibility, and overall well being.

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

### Student Groups



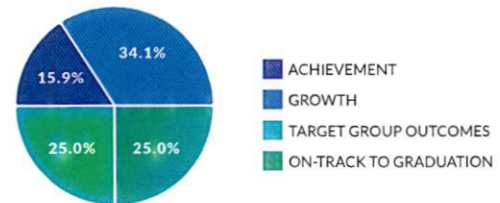
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



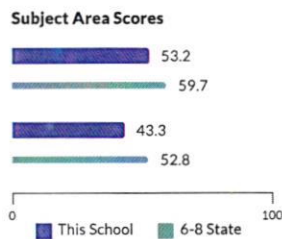
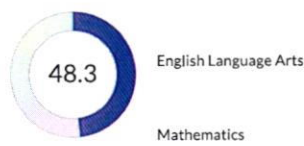
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

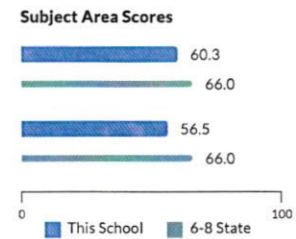
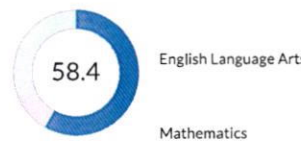


### Priority Area Scores

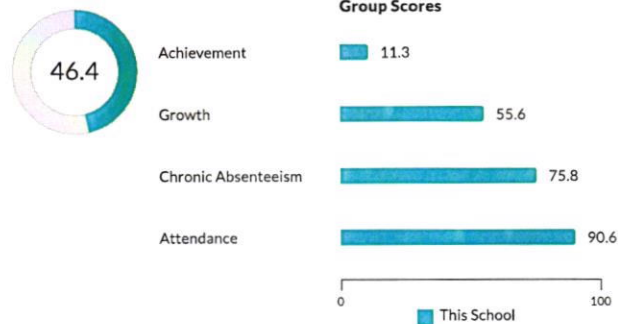
#### ACHIEVEMENT



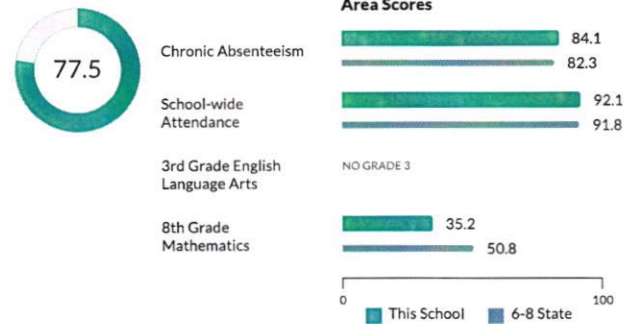
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



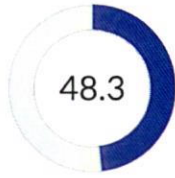




## ACHIEVEMENT

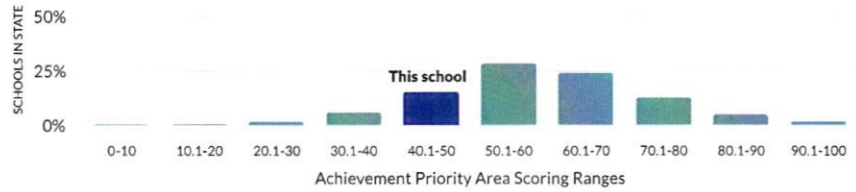
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 53.2  
Mathematics Score: 43.3

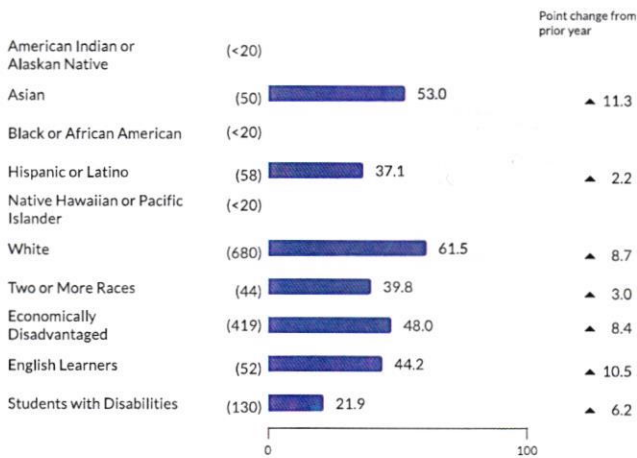
This school's score was the same or higher than 22.1% of 6-8 schools in the state.



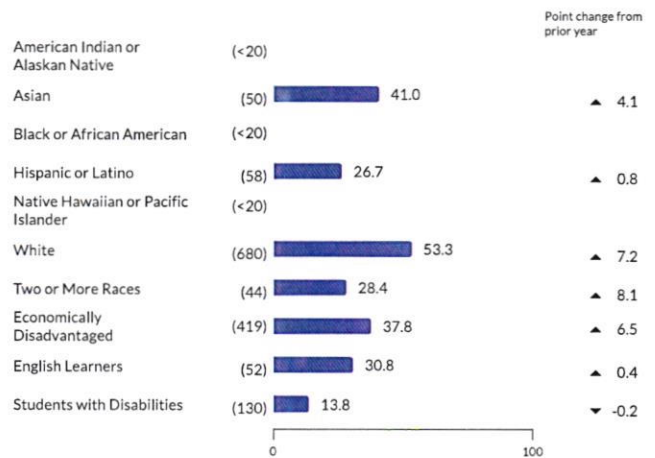
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



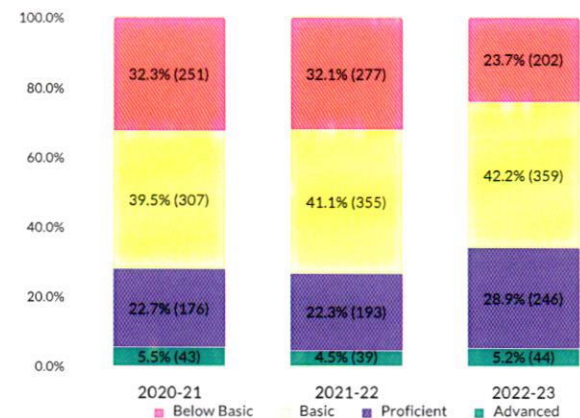
#### MATHEMATICS



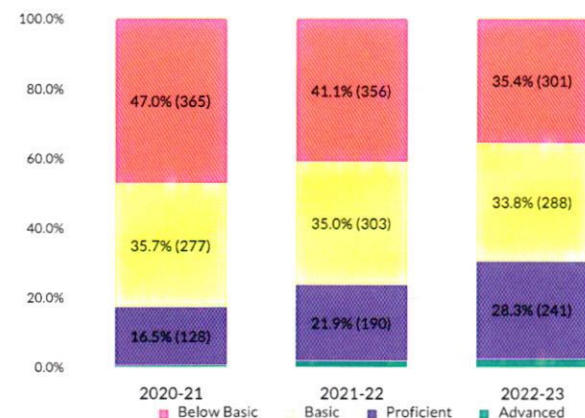
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.0%	92.7%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.9%	92.7%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	167,480	8.0%	30.7%	36.2%	25.1%	183,057	7.2%	29.0%	35.8%	28.0%	180,604	8.7%	30.4%	34.8%	26.1%
All Students	777	5.5%	22.7%	39.5%	32.3%	864	4.5%	22.3%	41.1%	32.1%	851	5.2%	28.9%	42.2%	23.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	0.0%	17.9%	42.9%	39.3%	42	2.4%	11.9%	52.4%	33.3%	50	2.0%	24.0%	52.0%	22.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	51	2.0%	7.8%	39.2%	51.0%	53	1.9%	7.5%	49.1%	41.5%	58	0.0%	15.5%	43.1%	41.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	644	6.5%	24.4%	40.1%	29.0%	709	5.1%	25.0%	40.5%	29.5%	680	6.3%	31.2%	41.6%	20.9%
Two or More Races	32	0.0%	18.8%	31.3%	50.0%	38	2.6%	15.8%	34.2%	47.4%	44	0.0%	22.7%	34.1%	43.2%
Economically Disadvantaged	379	3.4%	15.8%	34.0%	46.7%	452	2.2%	16.2%	40.3%	41.4%	419	2.6%	21.7%	44.6%	31.0%
English Learners	33	0.0%	9.1%	39.4%	51.5%	46	0.0%	10.9%	45.7%	43.5%	52	0.0%	17.3%	53.8%	28.8%
Students with Disabilities	123	1.6%	3.3%	13.8%	81.3%	137	1.5%	3.6%	19.7%	75.2%	130	0.8%	6.2%	29.2%	63.8%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	167,357	4.8%	28.3%	33.1%	33.8%	183,365	5.3%	28.6%	30.6%	35.5%	181,027	5.9%	29.7%	31.1%	33.3%
All Students	776	0.8%	16.5%	35.7%	47.0%	866	2.0%	21.9%	35.0%	41.1%	851	2.5%	28.3%	33.8%	35.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	3.6%	7.1%	32.1%	57.1%	42	0.0%	14.3%	45.2%	40.5%	50	0.0%	16.0%	50.0%	34.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	51	0.0%	5.9%	27.5%	66.7%	54	0.0%	13.0%	25.9%	61.1%	58	0.0%	17.2%	19.0%	63.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	643	0.8%	18.5%	36.5%	44.2%	711	2.4%	24.3%	36.3%	37.0%	680	3.1%	31.5%	34.4%	31.0%
Two or More Races	32	0.0%	9.4%	37.5%	53.1%	37	0.0%	8.1%	24.3%	67.6%	44	0.0%	13.6%	29.5%	56.8%
Economically Disadvantaged	378	1.3%	10.8%	26.2%	61.6%	454	1.5%	12.6%	32.8%	53.1%	419	1.2%	19.8%	32.5%	46.5%
English Learners	33	3.0%	3.0%	30.3%	63.6%	46	2.2%	6.5%	41.3%	50.0%	52	0.0%	9.6%	42.3%	48.1%
Students with Disabilities	122	0.0%	3.3%	9.8%	86.9%	139	0.0%	7.2%	13.7%	79.1%	130	0.8%	4.6%	16.2%	78.5%



## GROWTH

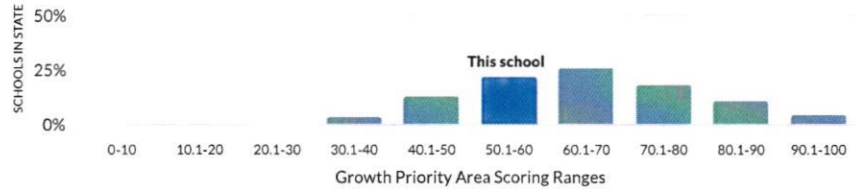
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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



English Language Arts Score: 60.3  
Mathematics Score: 56.5

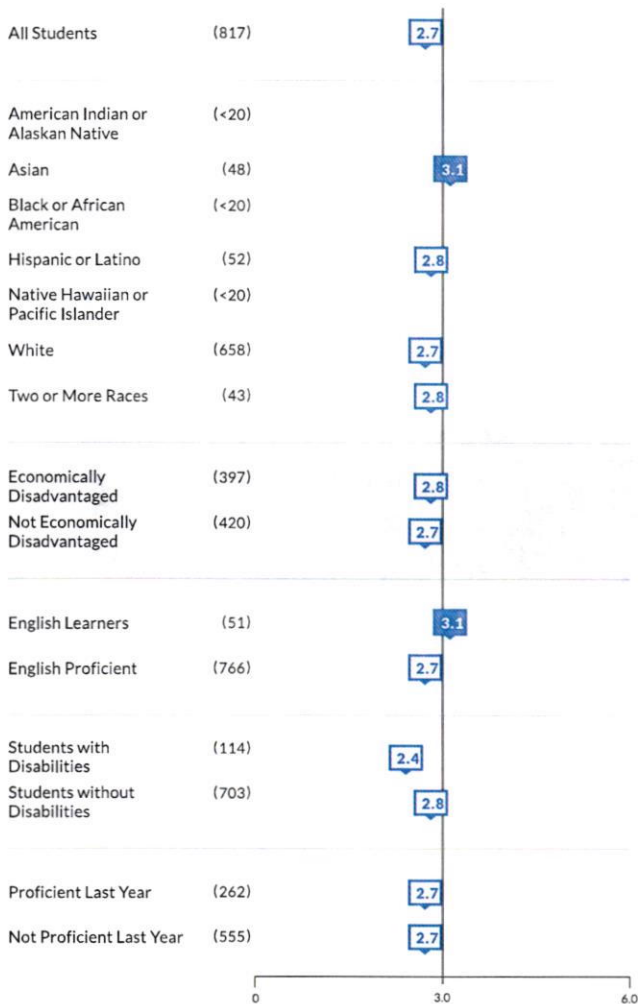
This school's score was the same or higher than 37.4% of 6-8 schools in the state.



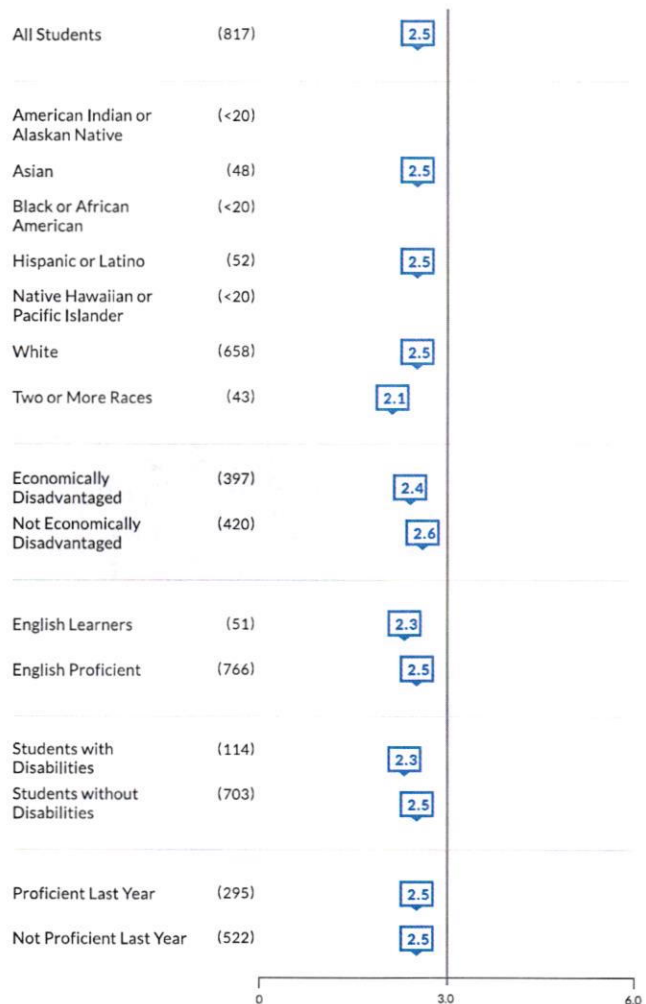
### Student Group Value-Added (for information only)

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



#### MATHEMATICS



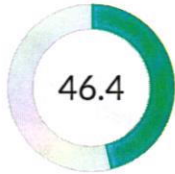




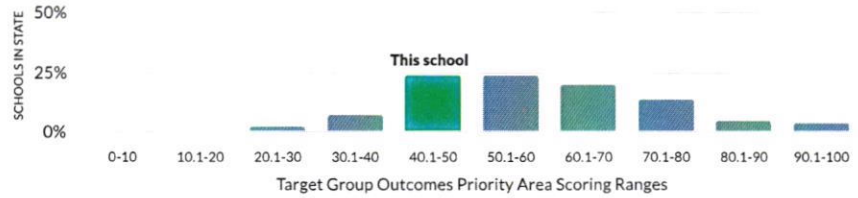
## TARGET GROUP OUTCOMES

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 25.4% of 6-8 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 11.3  
Average points-based proficiency rates.

**English Language Arts**

Target Group	15.4
Non-Target Group	66.9

**Mathematics**

Target Group	7.1
Non-Target Group	56.7

**GROWTH** Score: 55.6  
Value-added scores converted onto a 0-100 growth scale.

**English Language Arts**

Target Group	60.3
Non-Target Group	60.3

**Mathematics**

Target Group	50.8
Non-Target Group	58.4

**CHRONIC ABSENTEEISM** Score: 75.8  
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	75.8
Non-Target Group	88.6

**ATTENDANCE** Score: 90.6  
This score is the overall attendance rate for the Target Group in 2021-22.

Target Group	90.6
Non-Target Group	93.5





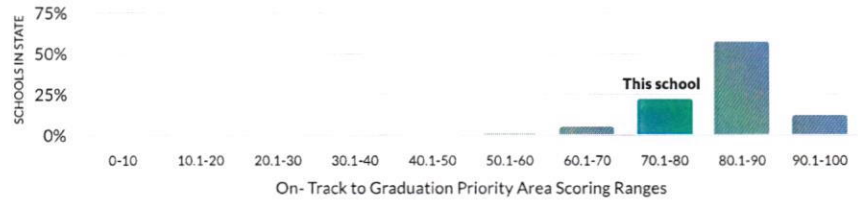
## ON-TRACK TO GRADUATION

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 21.8% of 6-8 schools in the state.



### Component Scores

**CHRONIC ABSENTEEISM** Score: 84.1

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.

This School: 84.1  
6-8 Statewide: 82.3

**SCHOOL-WIDE ATTENDANCE** Score: 92.1

This score is the overall attendance rate for the school in 2021-22.

This School: 92.1  
6-8 Statewide: 91.8

**3RD GRADE ENGLISH LANGUAGE ARTS** Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

**8TH GRADE MATHEMATICS** Score: 35.2

Multi-year average points-based proficiency rates.

This School: 35.2  
6-8 Statewide: 50.8



## 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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	196,299	11.9%	191,976	16.6%	189,972	22.5%
All Students	1,041	15.7%	846	9.2%	933	21.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	46	4.3%	34	0.0%	42	7.1%
Black or African American	27	33.3%	<20	*	<20	*
Hispanic or Latino	58	25.9%	55	10.9%	64	34.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	853	14.4%	700	8.7%	756	18.0%
Two or More Races	43	23.3%	33	9.1%	43	41.9%
Economically Disadvantaged	525	24.6%	422	14.5%	506	30.8%
English Learners	50	10.0%	38	2.6%	51	7.8%
Students with Disabilities	181	28.7%	139	18.0%	157	33.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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







## OVERVIEW

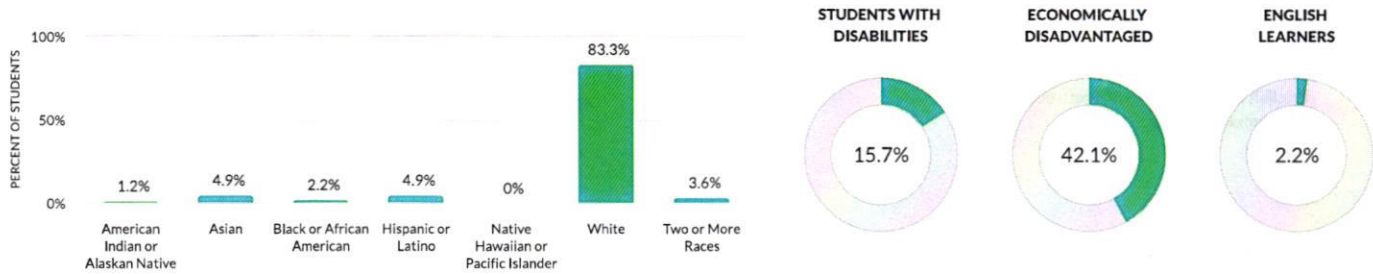
### School Details

Grades : 9-12  
Enrollment : 1,380  
Percent open enrollment : 4.9%

Lincoln High School is a 9-12 comprehensive high school where we are preparing all students for college readiness and career success. We offer a strong curriculum, technology-infused instruction, strong dual college credit and Advanced Placement courses, and career-focused course offerings. For the eighth year in a row, we were recognized as a top 30% high school by US News & World Report.

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

### Student Groups



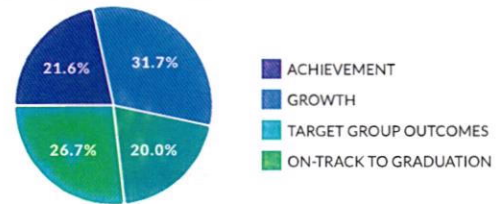
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



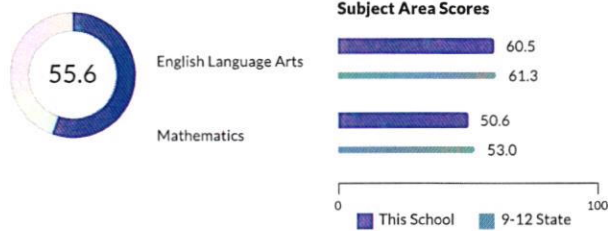
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

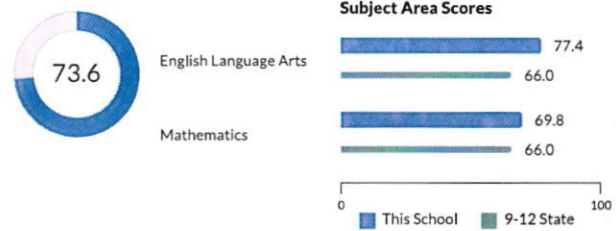


### Priority Area Scores

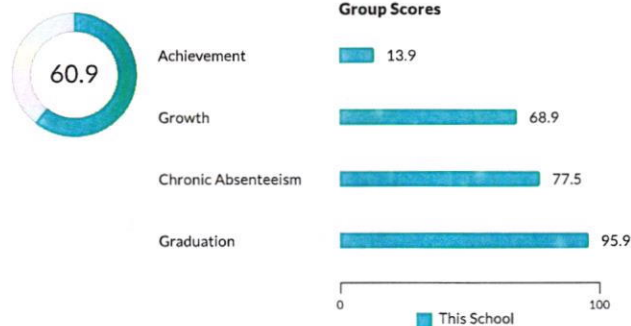
#### ACHIEVEMENT



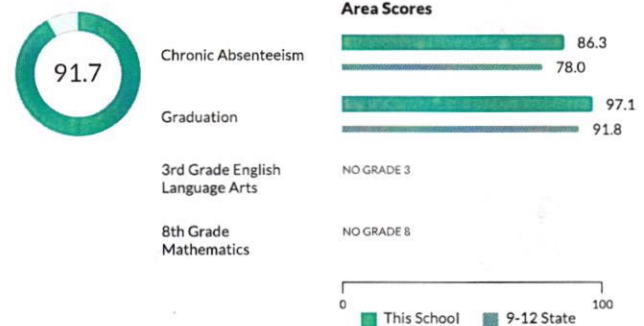
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



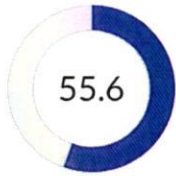




## ACHIEVEMENT

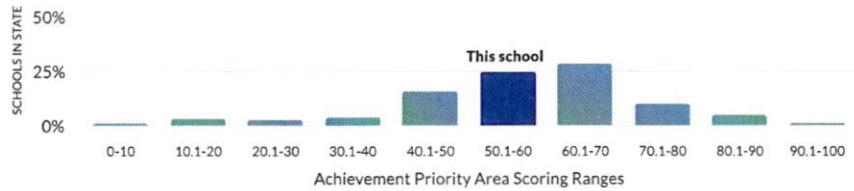
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 60.5  
Mathematics Score: 50.6

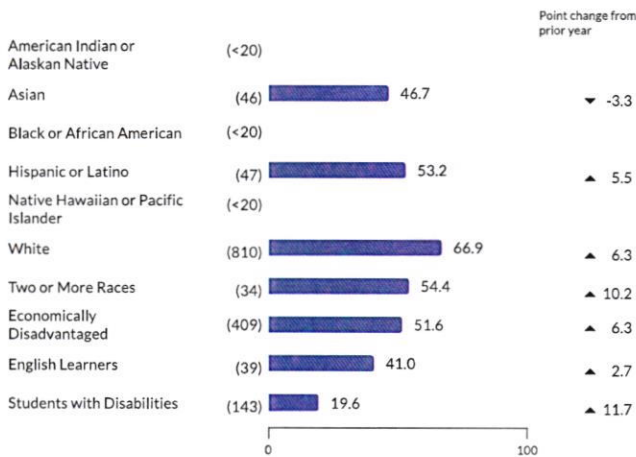
This school's score was the same or higher than 41.8% of 9-12 schools in the state.



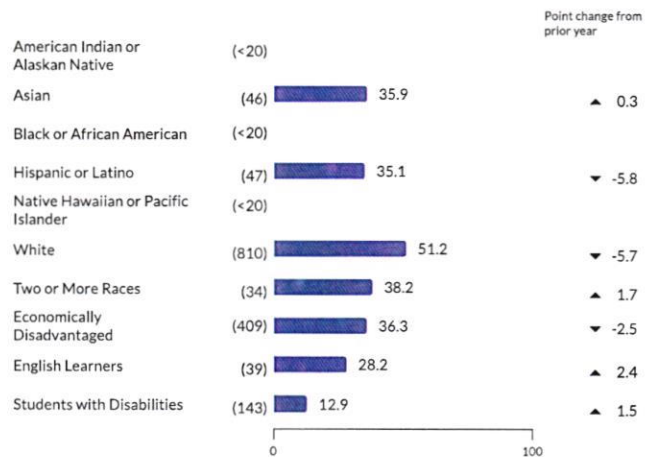
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS



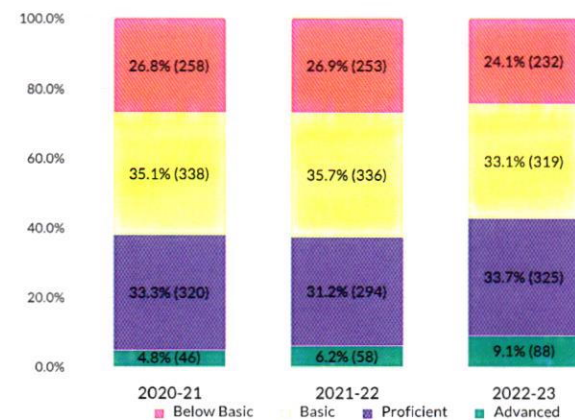
#### MATHEMATICS



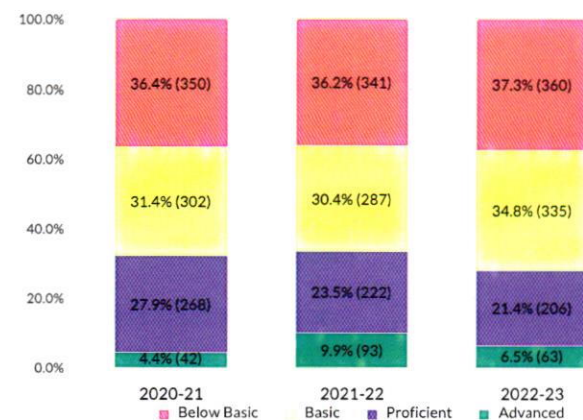
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	95.9%	Lowest-participating group: Black or African American	84.0%
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#### MATHEMATICS

All students	95.9%	Lowest-participating group: Black or African American	84.0%
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### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,115	6.8%	32.4%	34.5%	26.4%	183,656	7.6%	31.2%	32.4%	28.8%	186,633	9.4%	32.9%	34.6%	23.1%
All Students	962	4.8%	33.3%	35.1%	26.8%	941	6.2%	31.2%	35.7%	26.9%	964	9.1%	33.7%	33.1%	24.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	40	2.5%	27.5%	45.0%	25.0%	52	1.9%	23.1%	48.1%	26.9%	46	6.5%	19.6%	34.8%	39.1%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	41	2.4%	12.2%	36.6%	48.8%	43	2.3%	27.9%	32.6%	37.2%	47	4.3%	29.8%	34.0%	31.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	826	5.1%	36.1%	34.5%	24.3%	793	6.9%	32.4%	35.6%	25.1%	810	10.1%	35.3%	32.7%	21.9%
Two or More Races	21	0.0%	19.0%	33.3%	47.6%	26	0.0%	30.8%	26.9%	42.3%	34	0.0%	38.2%	32.4%	29.4%
Economically Disadvantaged	405	2.7%	21.7%	35.8%	39.8%	405	3.7%	22.2%	35.1%	39.0%	409	5.1%	26.7%	34.5%	33.7%
English Learners	<20	*	*	*	*	30	0.0%	20.0%	36.7%	43.3%	39	5.1%	10.3%	46.2%	38.5%
Students with Disabilities	144	0.0%	0.7%	15.3%	84.0%	145	0.7%	0.7%	12.4%	86.2%	143	2.1%	4.9%	23.1%	69.9%

#### MATHEMATICS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,289	6.2%	27.7%	29.8%	36.3%	183,982	10.9%	23.1%	26.4%	39.6%	187,106	9.4%	24.4%	30.8%	35.4%
All Students	962	4.4%	27.9%	31.4%	36.4%	943	9.9%	23.5%	30.4%	36.2%	964	6.5%	21.4%	34.8%	37.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	40	2.5%	20.0%	25.0%	52.5%	52	7.7%	9.6%	28.8%	53.8%	46	6.5%	10.9%	30.4%	52.2%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	41	4.9%	12.2%	26.8%	56.1%	44	6.8%	15.9%	29.5%	47.7%	47	4.3%	12.8%	31.9%	51.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	826	4.7%	29.8%	33.1%	32.4%	794	10.7%	25.4%	30.7%	33.1%	810	7.2%	22.8%	35.2%	34.8%
Two or More Races	21	0.0%	23.8%	9.5%	66.7%	26	0.0%	19.2%	34.6%	46.2%	34	0.0%	20.6%	35.3%	44.1%
Economically Disadvantaged	405	1.5%	19.3%	26.9%	52.3%	406	6.9%	13.8%	29.3%	50.0%	409	2.2%	17.6%	30.8%	49.4%
English Learners	<20	*	*	*	*	31	3.2%	6.5%	29.0%	61.3%	39	2.6%	10.3%	28.2%	59.0%
Students with Disabilities	144	0.0%	1.4%	11.8%	86.8%	145	0.7%	4.1%	12.4%	82.8%	143	0.7%	4.2%	15.4%	79.7%

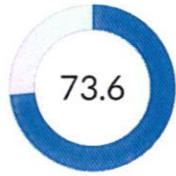




## GROWTH

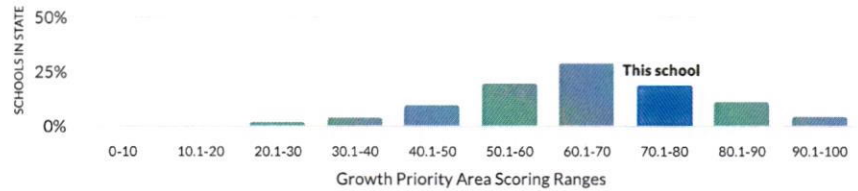
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 77.4  
Mathematics Score: 69.8

This school's score was the same or higher than 73.9% of 9-12 schools in the state.



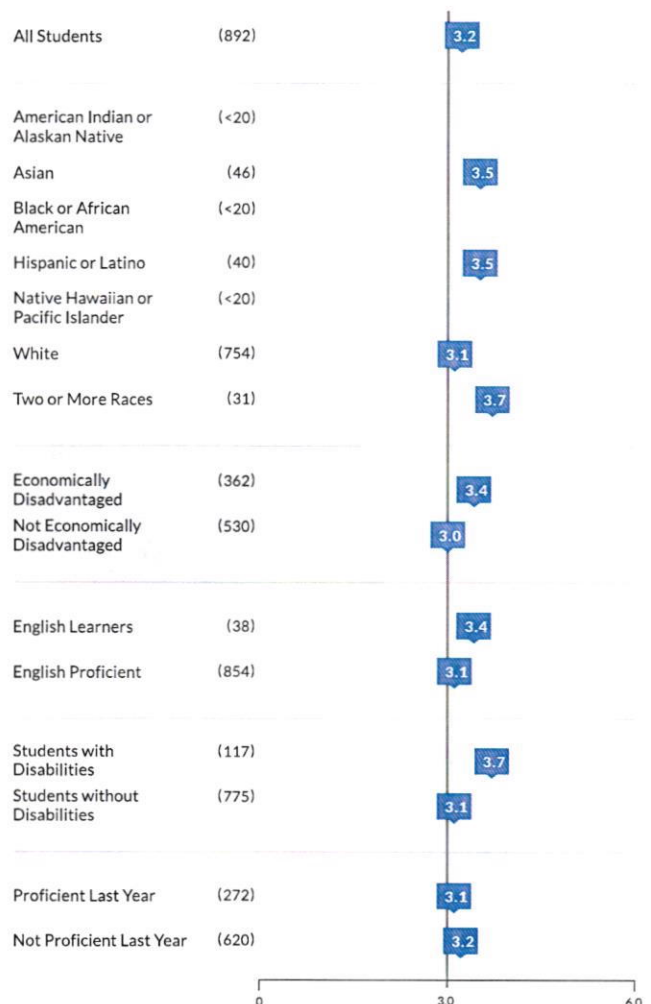
### Student Group Value-Added (for information only)

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



#### MATHEMATICS



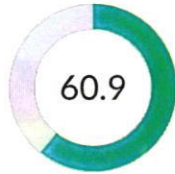




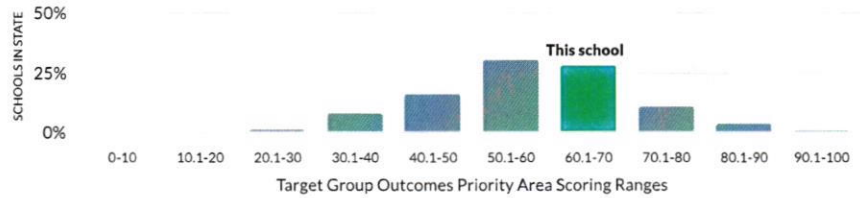
## TARGET GROUP OUTCOMES

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 59.0% of 9-12 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 13.9

Average points-based proficiency rates.

**English Language Arts**

Target Group	17.3
Non-Target Group	76.7

**Mathematics**

Target Group	10.4
Non-Target Group	65.1

**GROWTH** Score: 68.9

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

**English Language Arts**

Target Group	67.9
Non-Target Group	81.2

**Mathematics**

Target Group	69.8
Non-Target Group	67.9

**CHRONIC ABSENTEEISM** Score: 77.5

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.

Target Group	77.5
Non-Target Group	90.2

**GRADUATION** Score: 95.9

Average of 2021-22's 4- and 7-year cohort rates.

Target Group	95.9
Non-Target Group	98.8



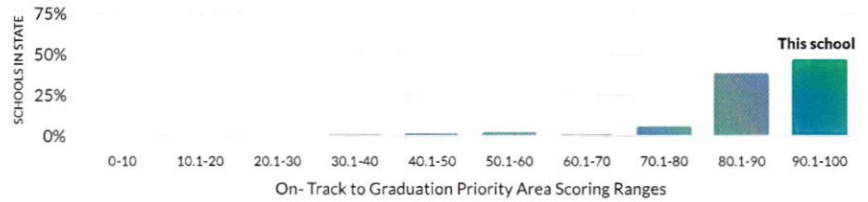
## ON-TRACK TO GRADUATION

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 66.3% of 9-12 schools in the state.



### Component Scores

**CHRONIC ABSENTEEISM** Score: 86.3

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.

This School: 86.3  
9-12 Statewide: 78.0

**GRADUATION** Score: 97.1

Average of 2021-22's 4- and 7-year cohort rates.

This School: 97.1  
9-12 Statewide: 91.8

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,752	17.9%	264,151	19.6%	266,592	26.7%
All Students	1,389	15.3%	1,376	9.0%	1,353	16.6%
American Indian or Alaskan Native	20	35.0%	24	25.0%	21	33.3%
Asian	51	7.8%	58	5.2%	70	7.1%
Black or African American	30	36.7%	33	39.4%	25	44.0%
Hispanic or Latino	62	32.3%	64	25.0%	67	37.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,192	13.7%	1,162	6.8%	1,135	14.5%
Two or More Races	34	20.6%	35	20.0%	35	31.4%
Economically Disadvantaged	542	23.6%	604	16.2%	600	26.0%
English Learners	23	30.4%	23	4.3%	37	2.7%
Students with Disabilities	197	28.4%	216	19.9%	202	28.2%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	301	291	96.7%	315	307	97.5%
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	261	251	96.2%	283	277	97.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	117	111	94.9%	99	92	92.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	28	26	92.9%	36	34	94.4%





## POSTSECONDARY PREPARATION, 2021-22

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

#### ADVANCED COURSES

School	State
12.9%	20.1%

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

#### DUAL ENROLLMENT

School	State
37.2%	23.2%

503 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
5.0%	3.9%

68 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
5.8%	8.5%

79 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
American Indian or Alaskan Native	21	2,750	0.0%	6.2%	23.8%	14.2%	0.0%	1.5%	4.8%	8.9%
Asian	70	10,138	14.3%	31.6%	31.4%	22.2%	5.7%	3.4%	2.9%	5.7%
Black or African American	25	25,007	4.0%	12.9%	20.0%	7.6%	0.0%	1.0%	0.0%	2.2%
Hispanic or Latino	67	35,817	6.0%	16.1%	20.9%	16.0%	3.0%	3.0%	4.5%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	1,135	182,130	13.9%	21.6%	39.4%	27.2%	5.5%	4.7%	6.3%	10.4%
Two or More Races	35	10,657	2.9%	17.7%	28.6%	17.8%	0.0%	2.6%	5.7%	6.1%
Economically Disadvantaged	600	102,069	7.2%	11.2%	28.7%	16.1%	3.2%	2.5%	3.7%	7.0%
English Learners	37	16,932	0.0%	11.4%	18.9%	13.8%	2.7%	2.1%	0.0%	4.1%
Students with Disabilities	202	34,245	0.0%	3.8%	18.8%	12.5%	3.5%	2.0%	2.0%	7.2%



## ARTS COURSE INFORMATION, 2021-22

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

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>26.8%</b>	<b>27.2%</b>	<b>0.0%</b>	<b>0.4%</b>	<b>22.5%</b>	<b>19.1%</b>	<b>2.2%</b>	<b>1.8%</b>
363 students successfully completed at least one art & design course.		No students successfully completed a dance course.		304 students successfully completed at least one music course.		30 students successfully completed at least one 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
American Indian or Alaskan Native	21	2,750	23.8%	30.3%	0.0%	0.0%	19.0%	14.5%	0.0%	1.0%
Asian	70	10,138	47.1%	28.4%	0.0%	0.4%	24.3%	19.5%	1.4%	1.3%
Black or African American	25	25,007	36.0%	25.3%	0.0%	0.5%	24.0%	11.7%	8.0%	2.5%
Hispanic or Latino	67	35,817	22.4%	27.1%	0.0%	0.4%	13.4%	13.0%	1.5%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	1,135	182,130	25.6%	27.3%	0.0%	0.4%	23.2%	21.5%	2.3%	1.7%
Two or More Races	35	10,657	31.4%	28.2%	0.0%	0.6%	14.3%	17.7%	0.0%	2.2%
Economically Disadvantaged	600	102,069	31.7%	27.6%	0.0%	0.4%	21.0%	15.1%	2.2%	1.8%
English Learners	37	16,932	40.5%	29.3%	0.0%	0.5%	10.8%	11.7%	0.0%	1.7%
Students with Disabilities	202	34,245	26.2%	28.6%	0.0%	0.4%	14.4%	14.3%	0.0%	2.0%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2023

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.





## OVERVIEW

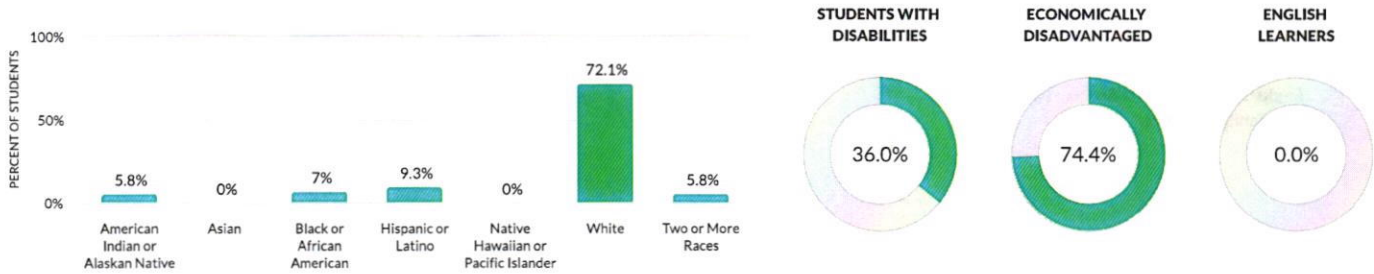
### School Details

Grades : 9-12  
Enrollment : 86  
Percent open enrollment : 2.3%

River Cities is an alternative High School which provides a safe, supportive environment with programs specifically designed to meet each student's individual needs. Staff understands and acknowledges each student's individual life experiences. We meet each student where they are academically and socially and work to develop the skills they need to reach their future hopes and dreams.

*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 impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



**Alternate Rating - Satisfactory Progress**  
Star rating not applicable

#### Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

### Priority Area Scores

#### ACHIEVEMENT



#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



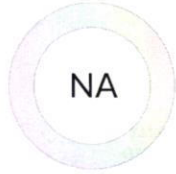




## ACHIEVEMENT

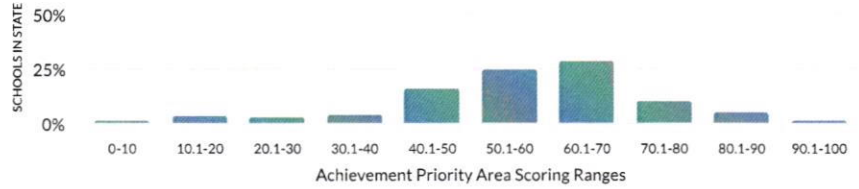
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: NA  
Mathematics Score: NA

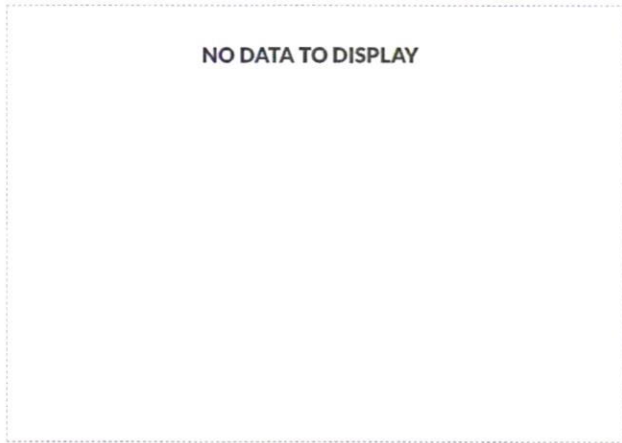
This is the distribution of scores for 9-12 schools in the state.



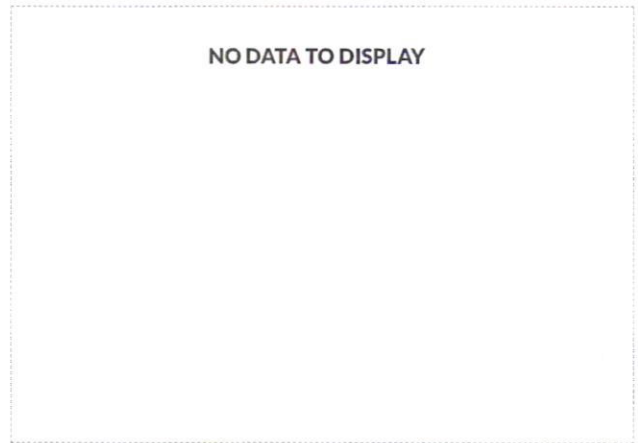
### Student Group Achievement, 2022-23 (for information only)

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

#### ENGLISH LANGUAGE ARTS

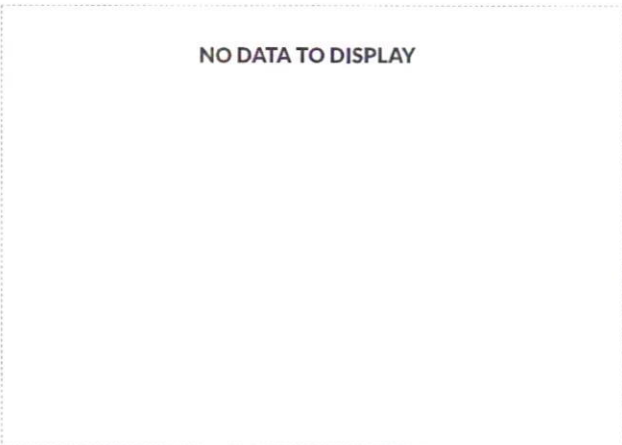


#### MATHEMATICS



### Performance Levels by Year

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





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	53.5%	Lowest-participating group: Economically Disadvantaged	48.6%
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#### MATHEMATICS

All students	53.5%	Lowest-participating group: Economically Disadvantaged	48.6%
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### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,115	6.8%	32.4%	34.5%	26.4%	183,656	7.6%	31.2%	32.4%	28.8%	186,633	9.4%	32.9%	34.6%	23.1%
All Students	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
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	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

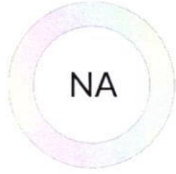
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
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All Students	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
American 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	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



## GROWTH

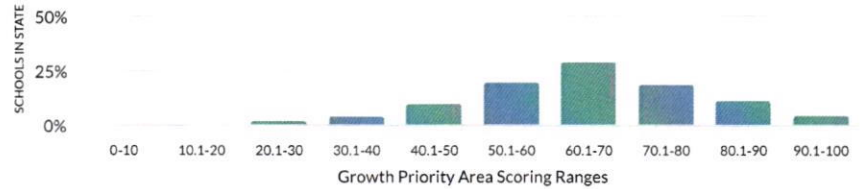
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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 9-12 schools in the state.



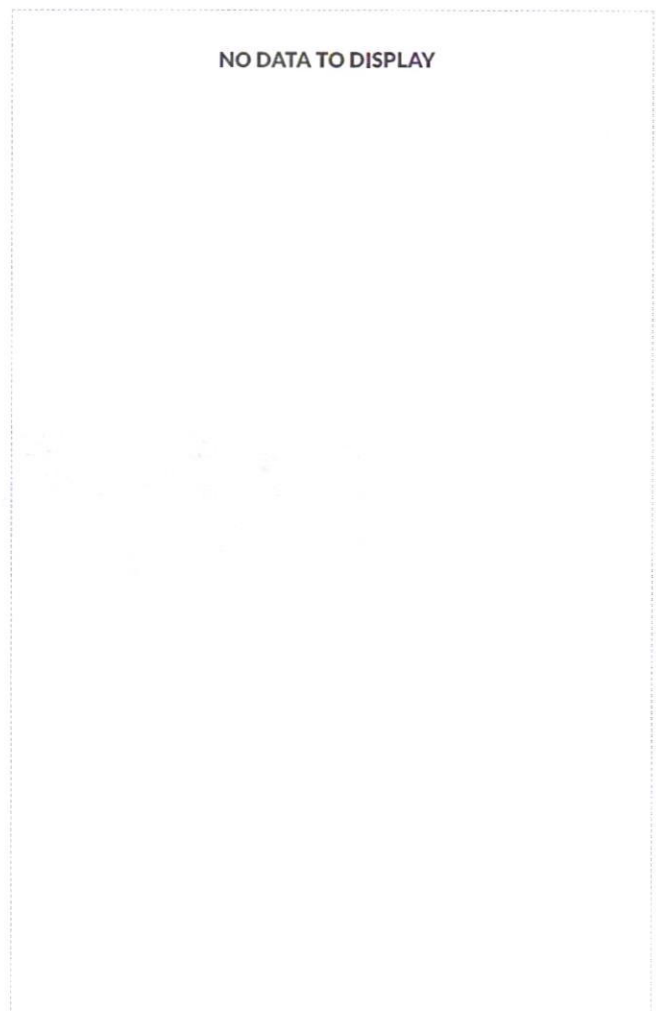
### Student Group Value-Added (for information only)

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#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



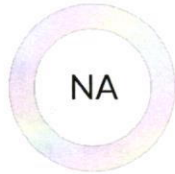




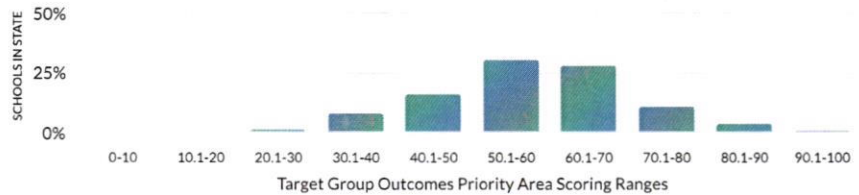
## TARGET GROUP OUTCOMES

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 is the distribution of scores for 9-12 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 2021-22.

NO DATA TO DISPLAY



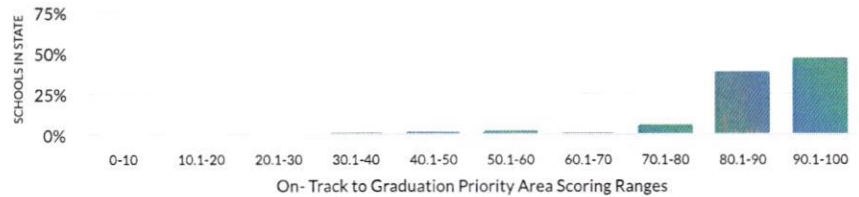
## ON-TRACK TO GRADUATION

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 is the distribution of scores for 9-12 schools in the state.



### Component Scores

**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.

**DATA NOT APPLICABLE**

**SCHOOL-WIDE ATTENDANCE** Score: NA

This score is the overall attendance rate for the school in 2021-22.

**DATA NOT APPLICABLE**

**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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,752	17.9%	264,151	19.6%	266,592	26.7%
All Students	68	29.4%	107	14.0%	120	30.0%
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	50	26.0%	80	12.5%	87	25.3%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	47	29.8%	92	15.2%	99	32.3%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	33	27.3%	34	50.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	93	79	84.9%	85	66	77.6%
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	72	63	87.5%	62	50	80.6%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	74	61	82.4%	57	44	77.2%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	27	20	74.1%	<20	*	*





## POSTSECONDARY PREPARATION, 2021-22

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

#### ADVANCED COURSES

School	State
0.0%	20.1%

No students successfully completed an Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

School	State
0.0%	23.2%

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	3.9%

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

School	State
0.0%	8.5%

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
American Indian or Alaskan Native	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	<20	10,138	*	31.6%	*	22.2%	*	3.4%	*	5.7%
Black or African American	<20	25,007	*	12.9%	*	7.6%	*	1.0%	*	2.2%
Hispanic or Latino	<20	35,817	*	16.1%	*	16.0%	*	3.0%	*	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	87	182,130	0.0%	21.6%	0.0%	27.2%	0.0%	4.7%	0.0%	10.4%
Two or More Races	<20	10,657	*	17.7%	*	17.8%	*	2.6%	*	6.1%
Economically Disadvantaged	99	102,069	0.0%	11.2%	0.0%	16.1%	0.0%	2.5%	0.0%	7.0%
English Learners	<20	16,932	*	11.4%	*	13.8%	*	2.1%	*	4.1%
Students with Disabilities	34	34,245	0.0%	3.8%	0.0%	12.5%	0.0%	2.0%	0.0%	7.2%



## ARTS COURSE INFORMATION, 2021-22

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

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
0.0%	27.2%	0.0%	0.4%	0.0%	19.1%	3.3%	1.8%
No students successfully completed an art & design course.		No students successfully completed a dance course.		No students successfully completed a music course.		4 students successfully completed at least one 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
American Indian or Alaskan Native	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	<20	10,138	*	28.4%	*	0.4%	*	19.5%	*	1.3%
Black or African American	<20	25,007	*	25.3%	*	0.5%	*	11.7%	*	2.5%
Hispanic or Latino	<20	35,817	*	27.1%	*	0.4%	*	13.0%	*	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	87	182,130	0.0%	27.3%	0.0%	0.4%	0.0%	21.5%	2.3%	1.7%
Two or More Races	<20	10,657	*	28.2%	*	0.6%	*	17.7%	*	2.2%
Economically Disadvantaged	99	102,069	0.0%	27.6%	0.0%	0.4%	0.0%	15.1%	2.0%	1.8%
English Learners	<20	16,932	*	29.3%	*	0.5%	*	11.7%	*	1.7%
Students with Disabilities	34	34,245	0.0%	28.6%	0.0%	0.4%	0.0%	14.3%	0.0%	2.0%

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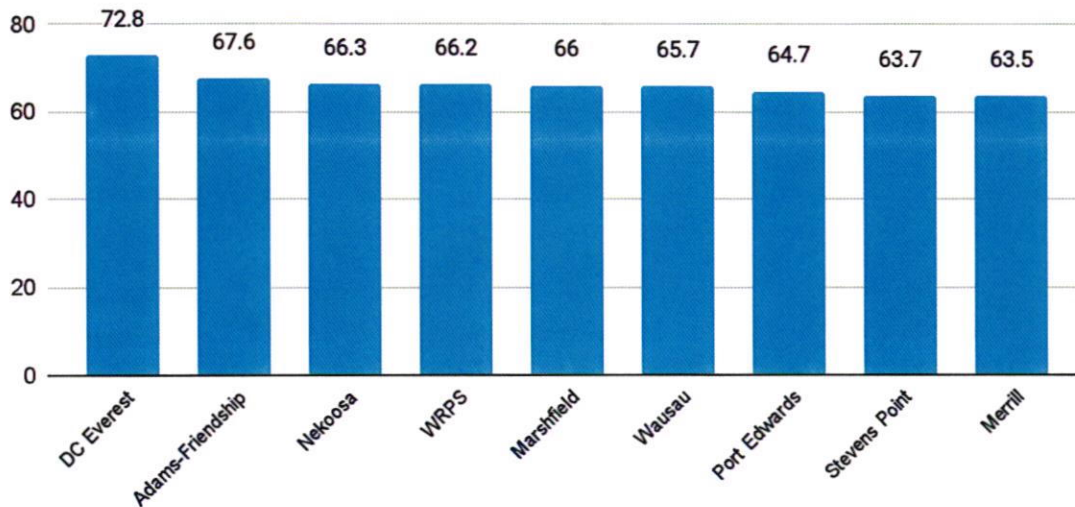
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## Comparison of Local and Valley District and High School Report Card Scores

This score takes into consideration individual student growth from one year to the next, graduation and absenteeism rates, achievement related to annual state assessments as well as the performance of the Target Group. It gives a more well-rounded view of the progress of our students as a whole. I included the District comparisons as well as the high school comparisons.

### 22-23 Report Card - District Comparison



### 22-23 Report Card - High School Comparisons

