



OVERVIEW

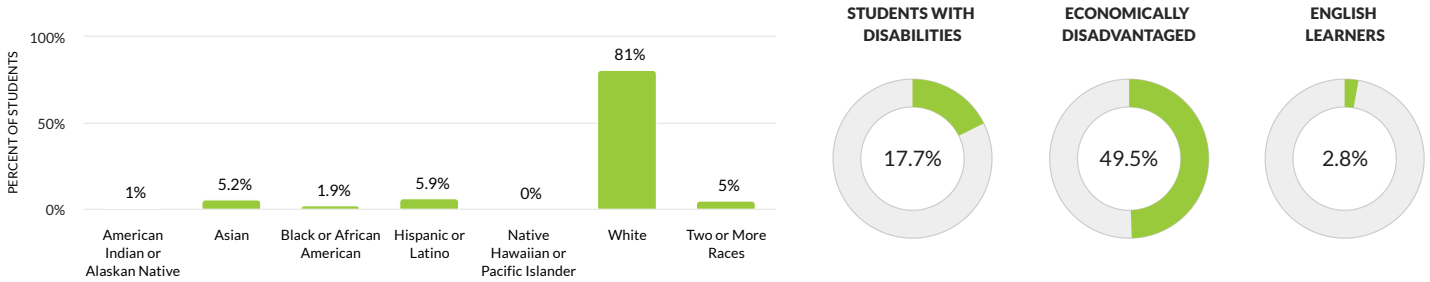
District Details

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.

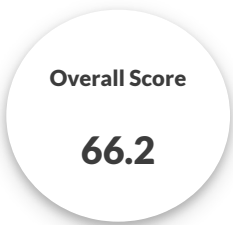
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



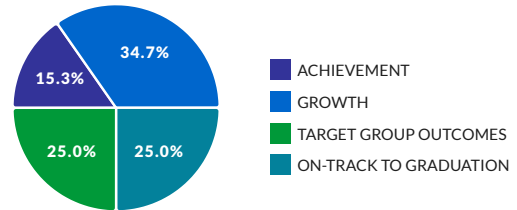
Score Summary

! 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>.



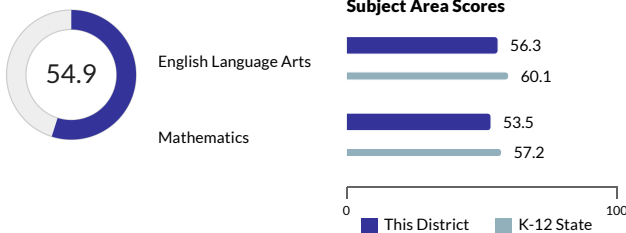
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

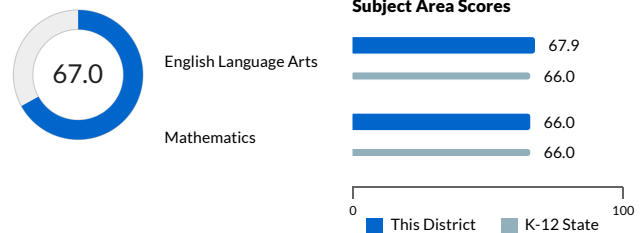


Priority Area Scores

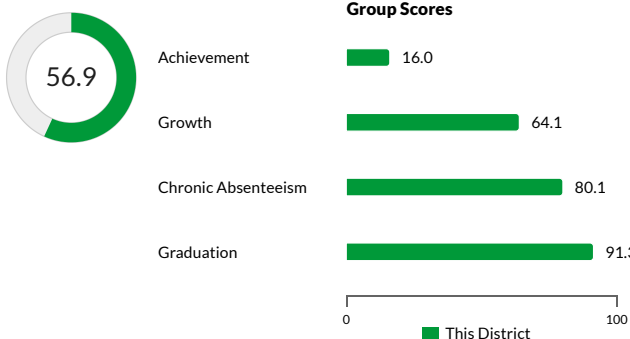
ACHIEVEMENT



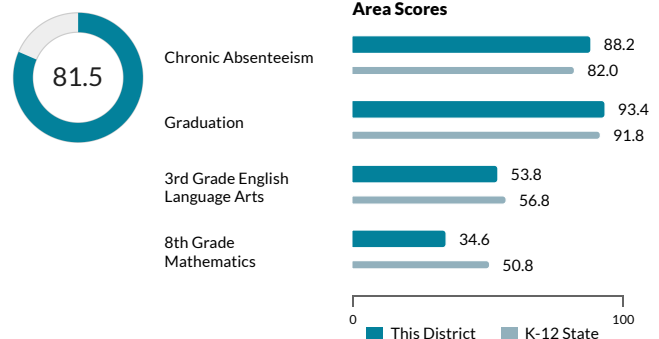
GROWTH



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.

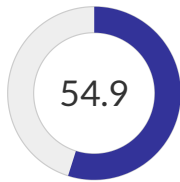
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	58.6	69.9	79.2	100.0
Achievement	48.3	59.5	72.2	100.0
Growth	50.8	66.6	79.3	100.0
Target Group Outcomes	46.4	64.4	80.0	100.0
On-Track to Graduation	77.5	84.6	91.7	100.0



ACHIEVEMENT

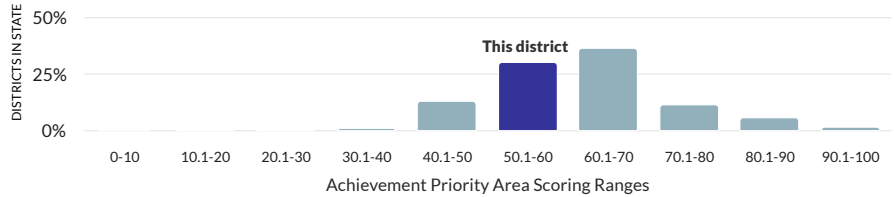
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 56.3
Mathematics Score: 53.5

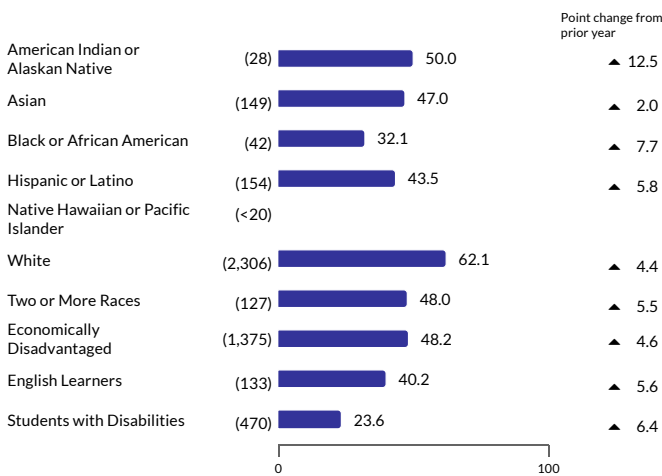
This district's score was the same or higher than 27.9% of districts in the state.



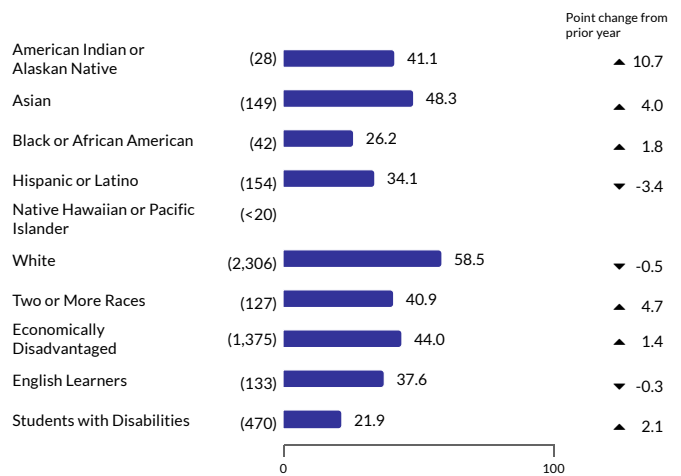
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



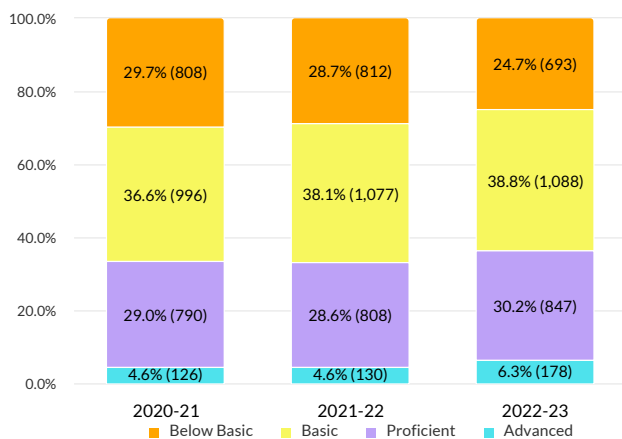
MATHEMATICS



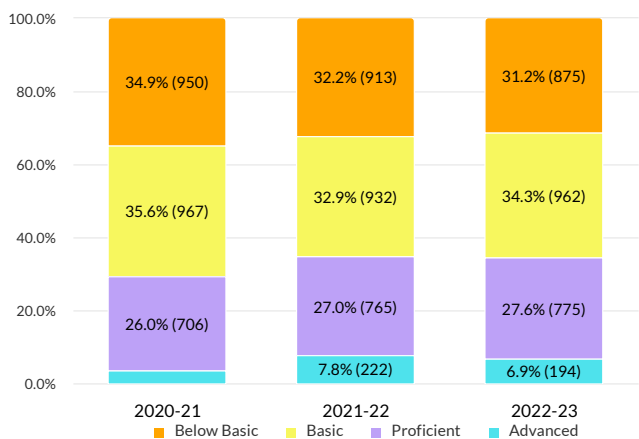
Performance Levels by Year

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	Lowest-participating group: Black or African American
96.4%	85.2%

MATHEMATICS

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

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

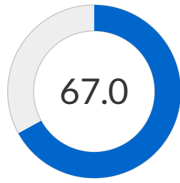
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	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

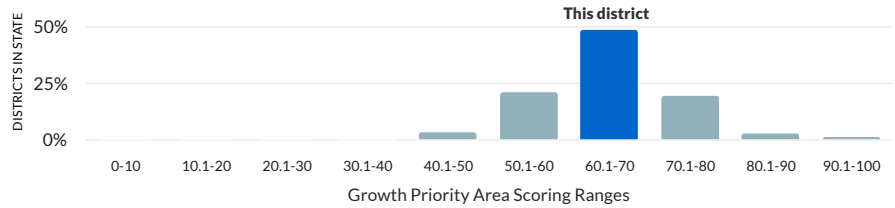
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar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

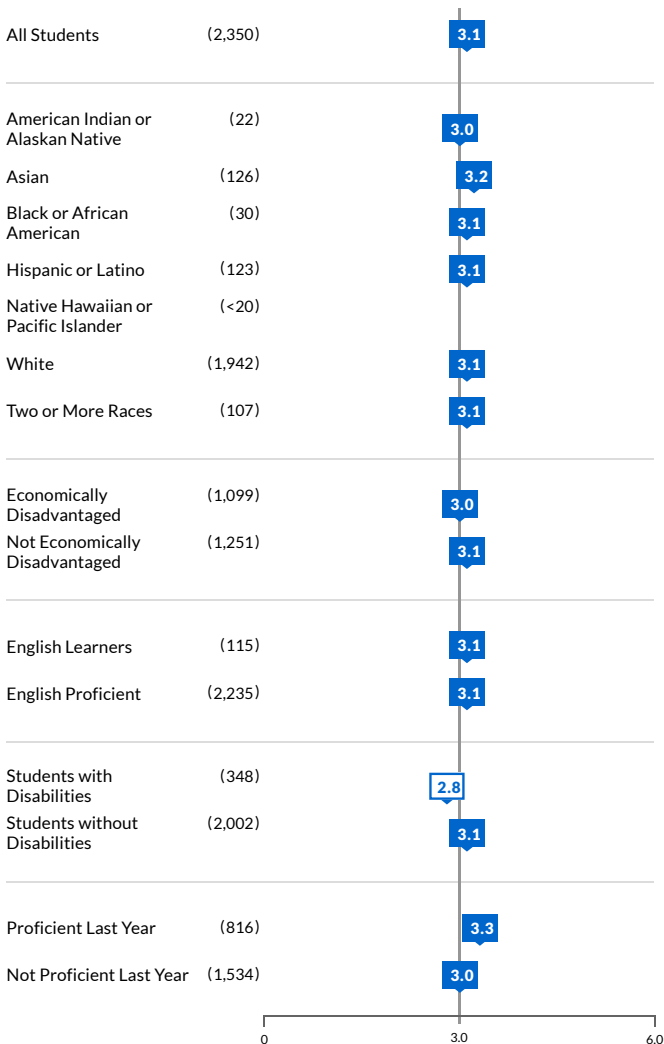
This district's score was the same or higher than 63.7% of districts in the state.



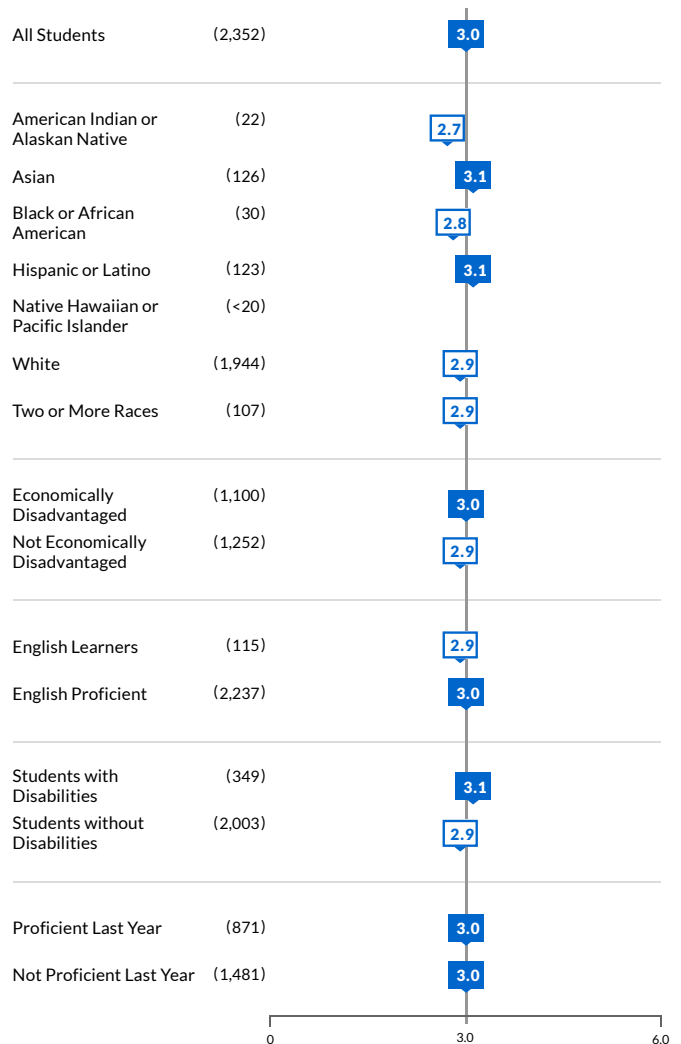
Student Group Value-Added (for information only)

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

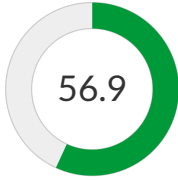




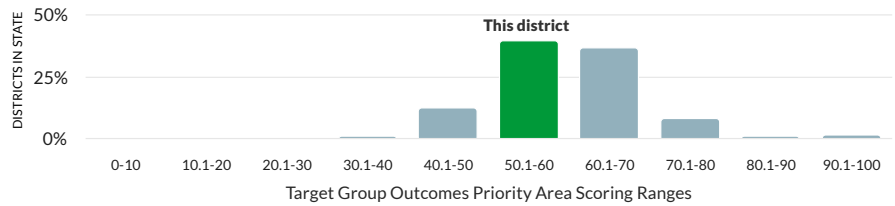
TARGET GROUP OUTCOMES

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.



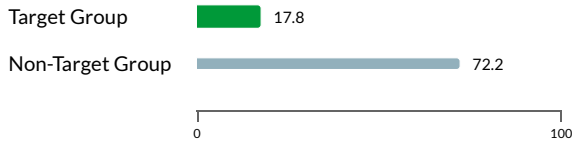
Component Scores

ACHIEVEMENT

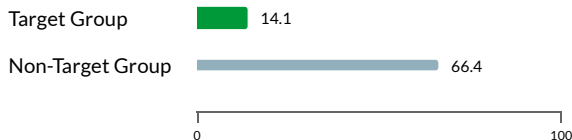
Score: 16.0

Average points-based proficiency rates.

English Language Arts



Mathematics

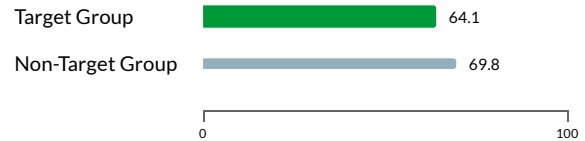


GROWTH

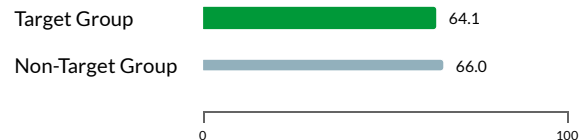
Score: 64.1

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

English Language Arts



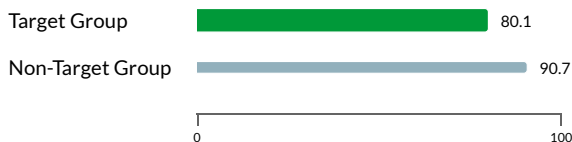
Mathematics



CHRONIC ABSENTEEISM

Score: 80.1

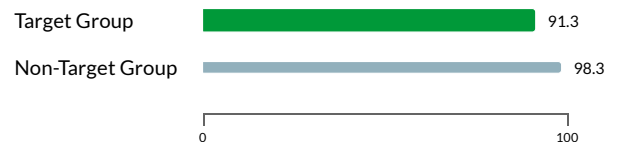
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 91.3

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

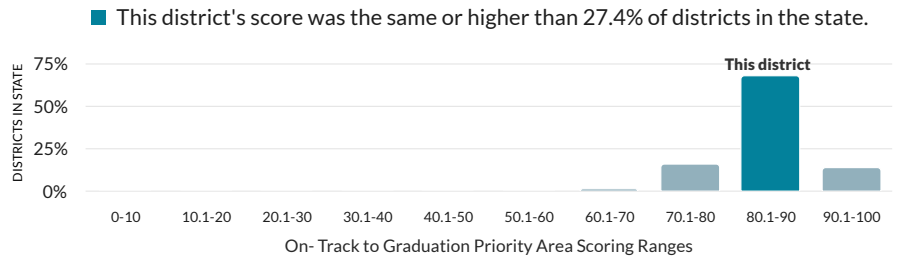
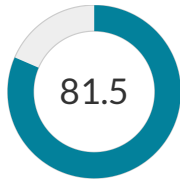




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

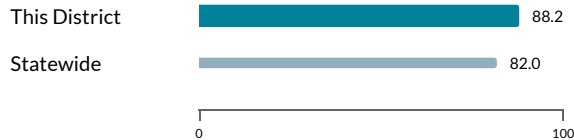


Component Scores

CHRONIC ABSENTEEISM

Score: 88.2

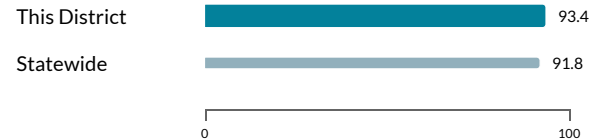
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.4

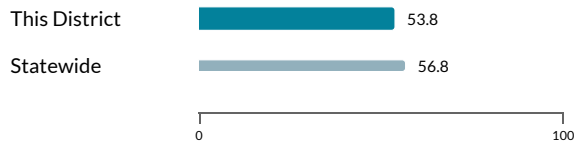
Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 53.8

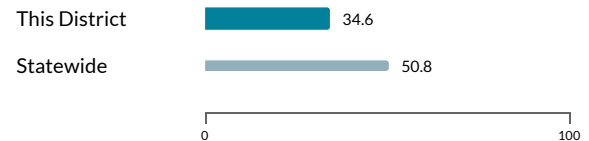
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 34.6

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	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
11.8%	20.1%

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

DUAL ENROLLMENT

District	State
34.1%	23.2%

504 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
4.6%	3.9%

68 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
5.4%	8.5%

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

District	State
24.7%	27.2%

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

DANCE

District	State
0.0%	0.4%

No students successfully completed a dance course.

MUSIC

District	State
20.6%	19.1%

304 students successfully completed at least one music course.

THEATER

District	State
2.3%	1.8%

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%