

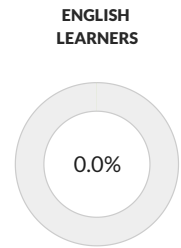
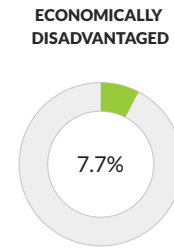
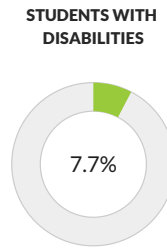
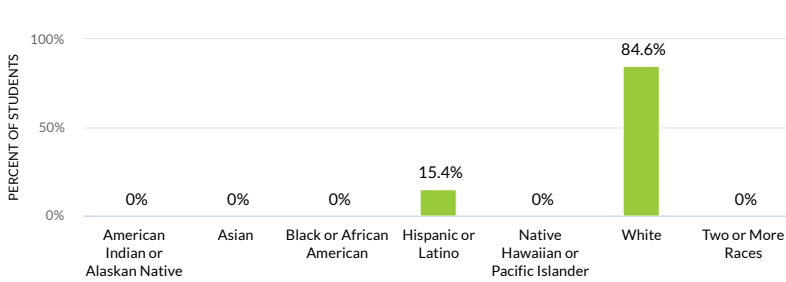


## OVERVIEW

### School Details

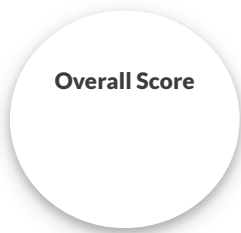
Grades : 6-8  
Enrollment (Choice) : 26  
Percent Choice : 25.2%

### Student Groups



### Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



**NR-DATA**  
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



NO DATA TO DISPLAY

#### GROWTH



NO DATA TO DISPLAY

#### TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

#### ON-TRACK TO GRADUATION



NO DATA TO DISPLAY



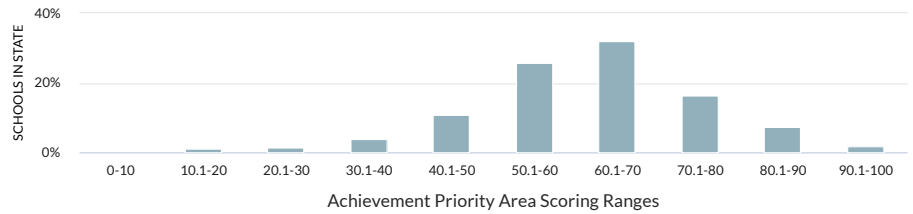
## ACHIEVEMENT

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



This is the distribution of scores for 6-8 schools in the state.



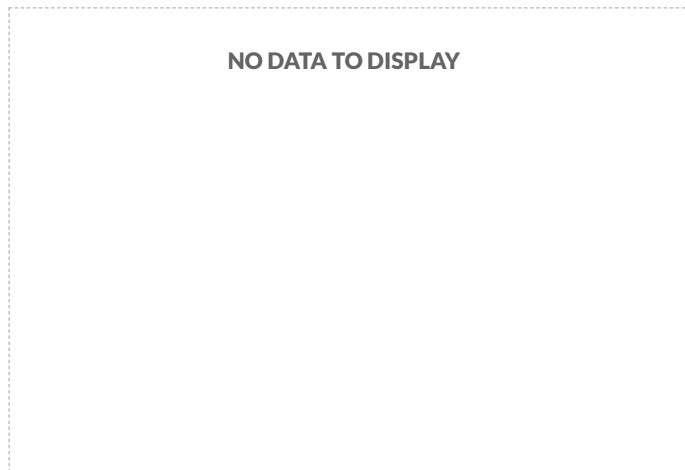
English Language Arts Score: NA

Mathematics Score: NA

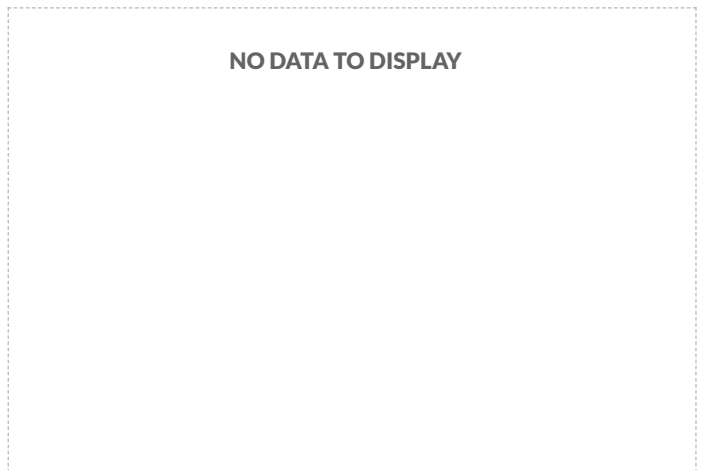
### Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

#### ENGLISH LANGUAGE ARTS



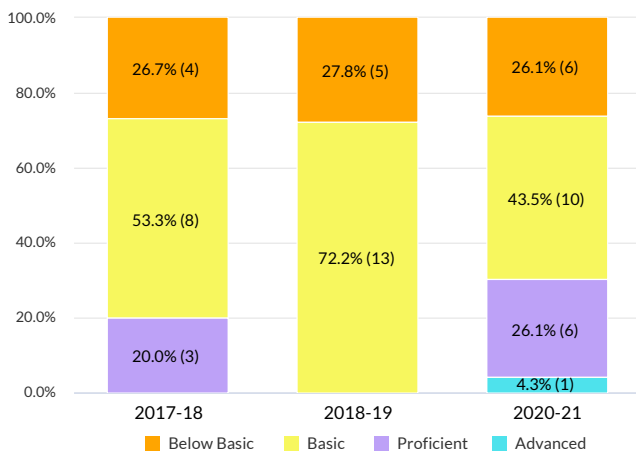
#### MATHEMATICS



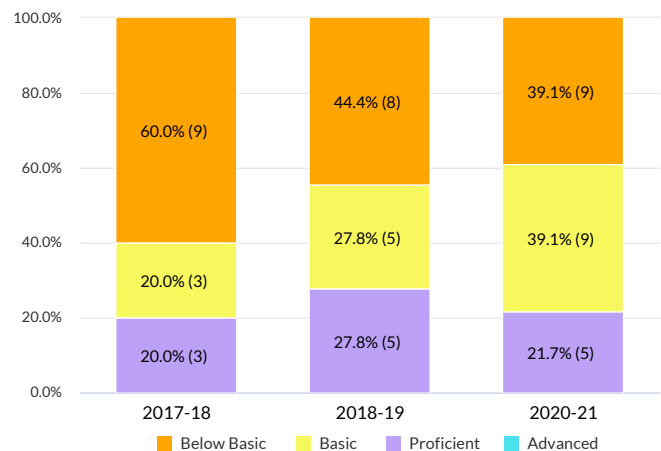
### Performance Levels by Year

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, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
85.2%	White
	81.8%

#### MATHEMATICS

All students	Lowest-participating group:
85.2%	White
	81.8%

### Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	190,517	9.6%	32.0%	35.5%	22.9%	192,400	8.9%	31.8%	35.2%	24.1%	167,493	8.0%	30.7%	36.2%	25.1%
All Students	15	0.0%	20.0%	53.3%	26.7%	18	0.0%	0.0%	72.2%	27.8%	23	4.3%	26.1%	43.5%	26.1%
Hispanic or Latino	1	0.0%	0.0%	100.0%	0.0%	2	0.0%	0.0%	100.0%	0.0%	4	0.0%	25.0%	25.0%	50.0%
White	14	0.0%	21.4%	50.0%	28.6%	16	0.0%	0.0%	68.8%	31.3%	18	5.6%	27.8%	44.4%	22.2%
Two or More Races	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	5	0.0%	40.0%	60.0%	0.0%	15	0.0%	0.0%	66.7%	33.3%	0	NA	NA	NA	NA
Students with Disabilities	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	0.0%	100.0%	2	0.0%	50.0%	0.0%	50.0%

#### MATHEMATICS

	2017-18					2018-19					2020-21				
	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	190,739	6.2%	33.3%	32.1%	28.4%	192,634	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%
All Students	15	0.0%	20.0%	20.0%	60.0%	18	0.0%	27.8%	27.8%	44.4%	23	0.0%	21.7%	39.1%	39.1%
Hispanic or Latino	1	0.0%	0.0%	100.0%	0.0%	2	0.0%	50.0%	0.0%	50.0%	4	0.0%	25.0%	50.0%	25.0%
White	14	0.0%	21.4%	14.3%	64.3%	16	0.0%	25.0%	31.3%	43.8%	18	0.0%	22.2%	38.9%	38.9%
Two or More Races	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%
Economically Disadvantaged	5	0.0%	20.0%	40.0%	40.0%	15	0.0%	26.7%	20.0%	53.3%	0	NA	NA	NA	NA
Students with Disabilities	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	0.0%	100.0%



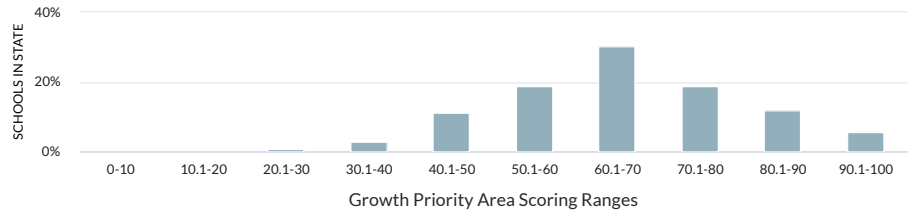
## GROWTH

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



This is the distribution of scores for 6-8 schools in the state.



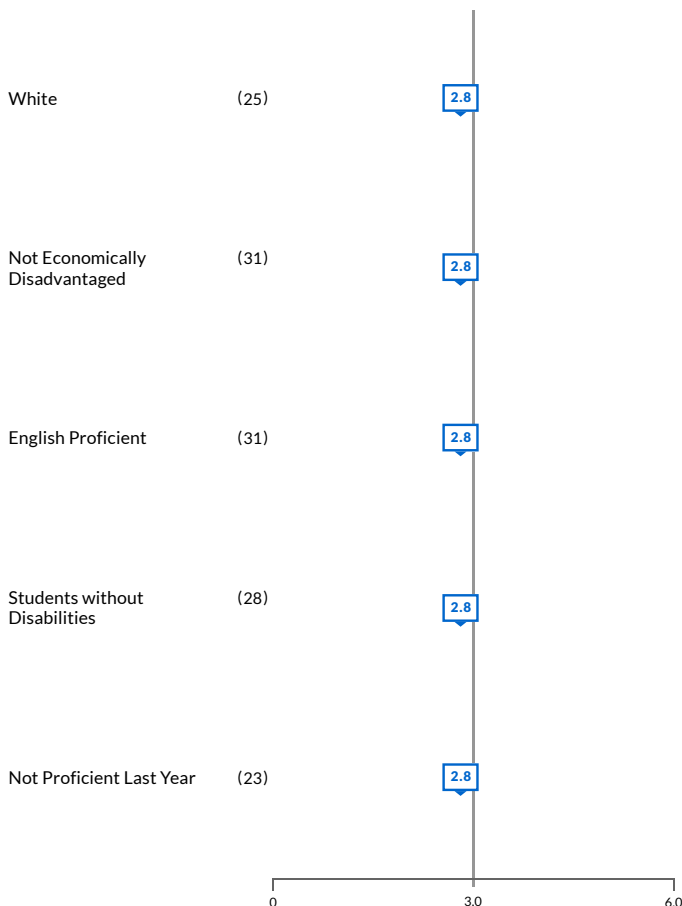
English Language Arts Score: NA

Mathematics Score: NA

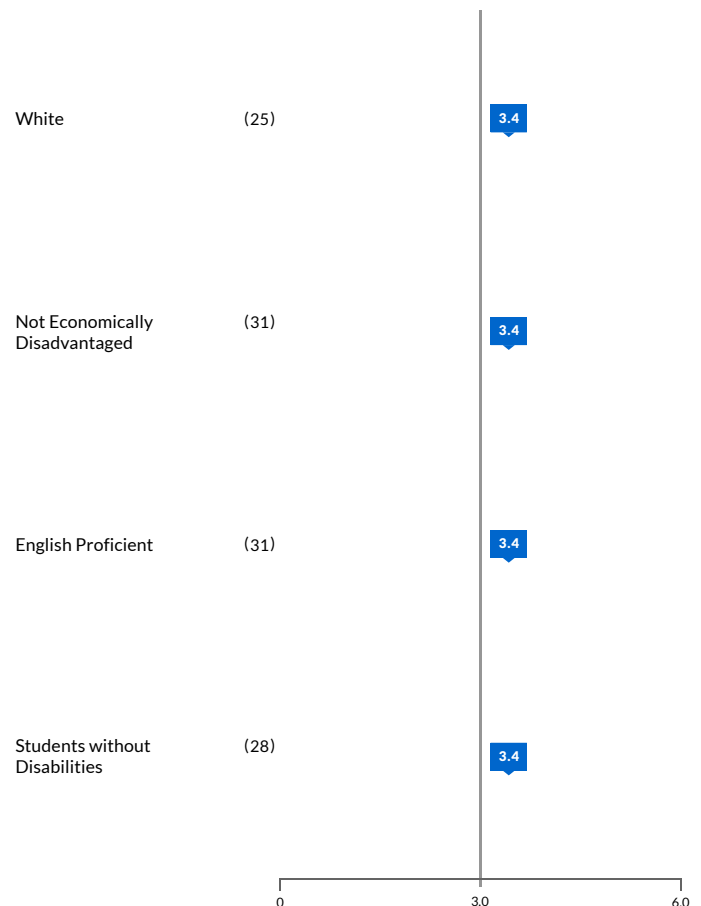
### Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





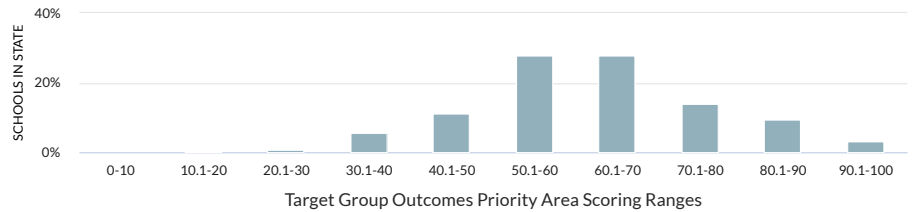
## TARGET GROUP OUTCOMES

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 is the distribution of scores for 6-8 schools in the state.



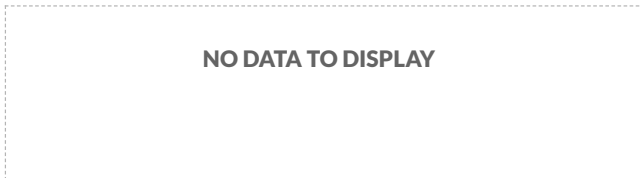
### Component Scores

#### ACHIEVEMENT

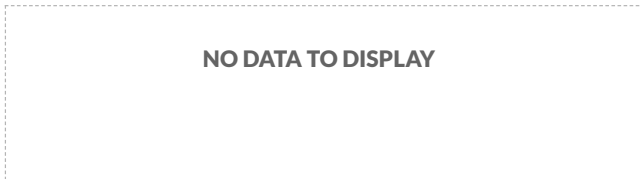
Score: NA

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

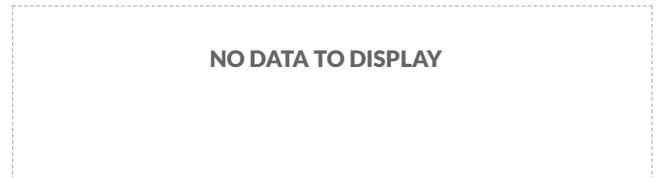


#### GROWTH

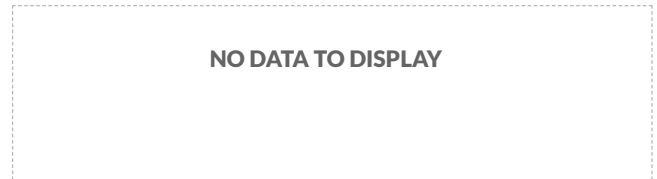
Score: NA

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

##### English Language Arts



##### Mathematics



#### CHRONIC ABSENTEEISM

Score: NA

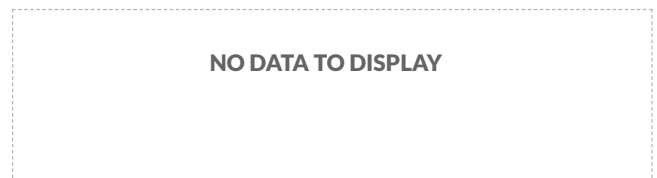
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.





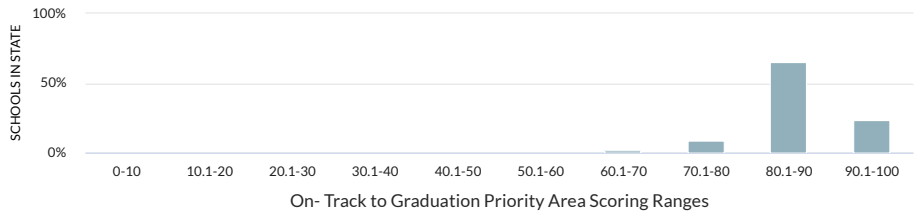
## ON-TRACK TO GRADUATION

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 6-8 schools in the state.

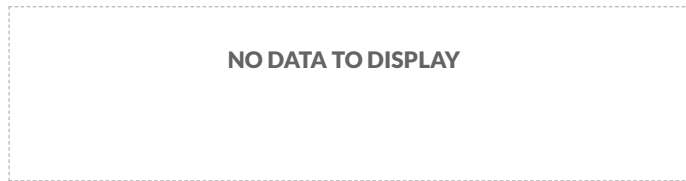


### Component Scores

#### CHRONIC ABSENTEEISM

Score: NA

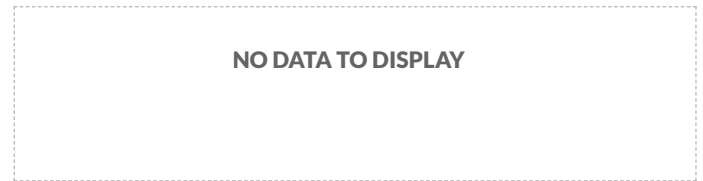
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: NA

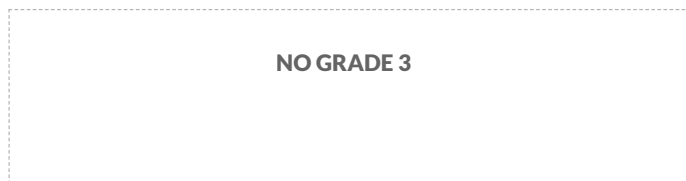
This score is the overall attendance rate for the school in 2019-20.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

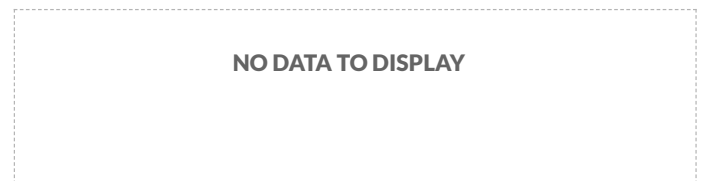
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: NA

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,724	11.6%	194,612	11.9%	196,250	11.9%
All Students	4	0.0%	23	8.7%	25	4.0%
Hispanic or Latino	0	NA	2	50.0%	3	0.0%
White	3	0.0%	21	4.8%	22	4.5%
Economically Disadvantaged	4	0.0%	17	11.8%	0	NA

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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

