

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING**

Thursday, November 30, 2023

3:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE AGENDA

IV. PUBLIC COMMENTS

V. STATE ACCOUNTABILITY REPORT CARDS **3**

State accountability report cards will be reviewed including a comparison with Dane County and our benchmark districts. The attachments include the slide deck that will be presented during the meeting and the report cards for the district and each school.

VI. STUDENT ACHIEVEMENT REPORT **71**

The 2022-2023 Student Achievement Report will be reviewed.

VII. ITEMS FOR FUTURE MEETINGS

January 18-Robotics

February 15-Alternative Education

March-Act 20 Update, First look at summer curriculum project requests and textbook requests.

VIII. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

3

Accountability Report Cards

2022-2023 School Year

- Required under Wisconsin's federal and state requirements.
- Also a data tool for school improvement.
 - Local data
 - Benchmarking with other districts
- Key Takeaways
 - Solid overall performance. Total score is highest in Dane County and in middle range of our statewide benchmark group.
 - Growth, both overall and for our target group, has stabilized as a trend.
 - All schools, including our three elementary schools, had reportable Target Group scores for the first time. This had some impact on scores.
- The process of calculating the total score is complex and varies by school level and demographics.
- None of our schools are calculated with exactly the same weights.



- Schools and districts receive an index score on a range from 0-100.
 - Not a “percent correct” measurement.
 - Based heavily on the state assessments and does not measure everything we value.
- Based on performance in four priority areas.
 - Student achievement in ELA and math on state assessments.
 - Student growth on the state assessments
 - Target group in performance of a specific student group in the lower 25% of local performance. Must have a minimum of 20 students in group to generate reportable score.
 - On-track to graduation/post-secondary readiness.
 - 3rd grade ELA on the Forward Exam
 - 8th grade math on the Forward Exam
 - Student attendance
 - Graduation rate
- As you can see, based mostly on ELA and math standardized tests.



- Schools and districts are ranked in five levels. statewide.
 - Significantly exceeds expectations
 - Exceeds expectations
 - Meets expectations
 - Meets few expectations
 - Does not meet expectations
- All Waunakee schools met, exceeded or significantly exceeded expectations.
- Waunakee 13th among 146 Wisconsin 1300+ enrollment K-12 districts.





OVERVIEW

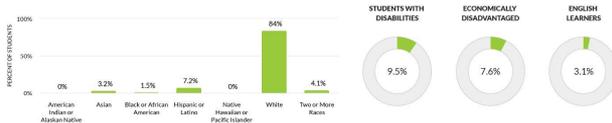
District Details

Grades: K-12
Enrollment: 4,408
Percent open enrollment: 5.4%

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career through a focus on data, research-based best practices, and engagement with students to inspire them to be active partners in their learning. <https://www.waunakee.k12.wi.us>

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>.



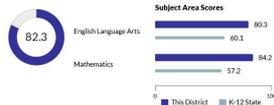
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

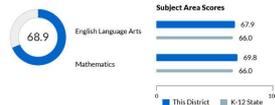


Priority Area Scores

ACHIEVEMENT



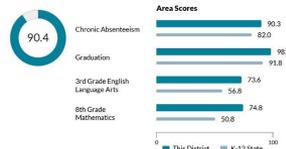
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



District Information

Calculation Weights

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Four Priority Areas



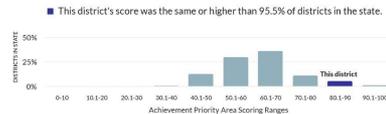
ACHIEVEMENT

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: 80.3
Mathematics Score: 84.2



Statewide Comparison

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



Disaggregated Data

8

Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



Performance Levels

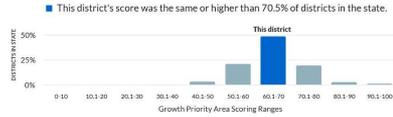
GROWTH

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: 69.8



Statewide Comparison

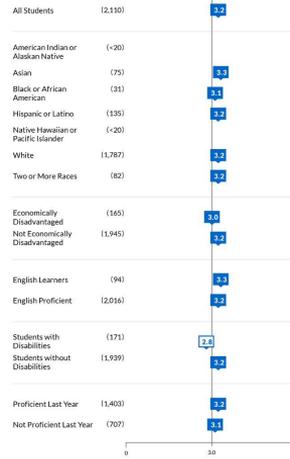
Student Group Value-Added (for information only)

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



Disaggregated Data (3.0 is state average. 9 Each number represents a standard deviation.

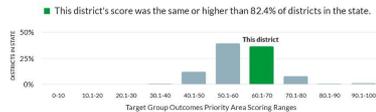




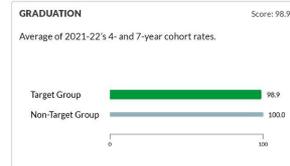
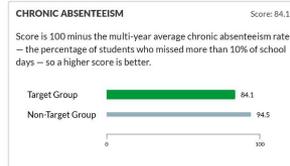
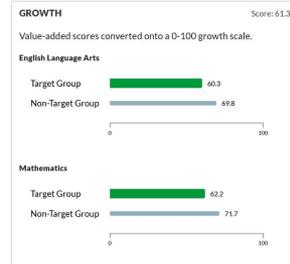
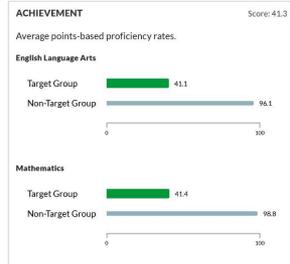
TARGET GROUP OUTCOMES

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



Component Scores



Statewide Comparison

Performance components for our target group (lowest scoring 25%)

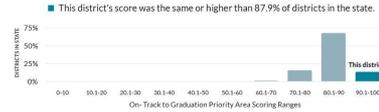
10



ON-TRACK TO GRADUATION

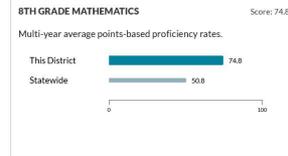
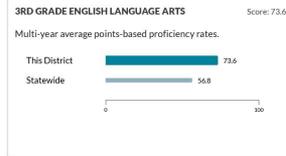
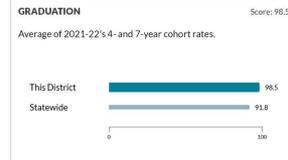
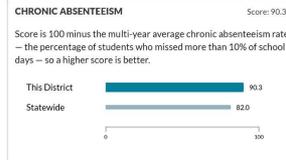
This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Statewide Comparison

Component Scores



Performance components



Our District at a Glance

| | Overall | Achievement | Growth | Target Group | On-Track |
|-------------------------------|---------|-------------|--------|--------------|----------|
| Waunakee | 79.4 | 82.3 | 68.9 | 66.4 | 90.4 |
| Dane County Rank (of 16) | 1 | 1 | 11 | 6 | 1 |
| Benchmark Group Rank (of 22)* | 11 | 10 | 15 | 10 | 16 |

*Cedarburg, De Forest , De Pere, Franklin, Germantown, Hamilton, Hortonville, Hudson, Kettle Moraine, Kimberly, Menomonee Falls, Mequon-Thiensville, Monona Grove, Mukwonago, Muskego-Norway, New Berlin, Oconomowoc, Oregon, Pewaukee, Slinger, Waunakee, Whitefish Bay



Our Schools at a Glance

| | Overall | Achievement | Growth | Target Group | On-Track |
|---------------------|---------|-------------|--------|--------------|--------------------|
| Arboretum | 86.6 | 90.8 | 83.1 | 76.4 | 90.0 |
| Heritage | 71.7 | 77.4 | 61.3 | 51.6 | 85.9 ¹³ |
| Prairie | 86.2 | 82.9 | 89.7 | 88.0 | 89.1 |
| Intermediate School | 86.6 | 87.4 | 80.3 | 82.4 | 93.4 |
| Middle School | 69.8 | 77.0 | 47.0 | 44.4 | 89.6 |
| High School | 78.5 | 81.1 | 71.7 | 64.8 | 93.1 |



Our District Detail

| | ELA Achievement | Math Achievement | ELA Growth | Math Growth | Target Group Achievement | Target Group Growth | Target Group Chronic Absenteeism | Target Group Attendance/ Graduation | District Chronic Absenteeism | District Attendance/ Graduation |
|-------------------------------|-----------------|------------------|------------|-------------|--------------------------|---------------------|----------------------------------|-------------------------------------|------------------------------|---------------------------------|
| Waunakee | 80.3 | 84.2 | 67.9 | 69.8 | 41.3 | 61.3 | 84.1 | 98.9 | 90.3 | 98.5 |
| Dane County Rank (of 16) | 2 | 1 | 11 | 7 | 1 | 14 | 6 | 2 | 7 | 2 |
| Benchmark Group Rank (of 22)* | 11 | 9 | 16 | 15 | 4 | 15 | 13 | 2 | 15 | 10 |

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Our District Demographics

| Data | 2012-2013 | 2017-2018 | 2022-2023 | 2021-2022 Benchmark Rank of 22 | 2021-2022 County Rank of 16 |
|---------------------------------|------------------|------------------|------------------|---|--|
| Enrollment | 3,964 | 4,252 | 4,408 | 9 | 5 |
| % White | 92.5% | 88.8% | 84.0% | 11 | 7 |
| % English Learners | 1.1% | 1.6% | 3.1% | 2 | 8 15 |
| % Economically Disadvantaged | 10.1% | 6.5% | 7.6% | 21 | 16 |
| % Students with Disabilities | 9.7% | 8.4% | 9.5% | 19 | 14 |

*Cedarburg, De Forest , De Pere, Franklin, Germantown, Hamilton, Hortonville, Hudson, Kettle Moraine, Kimberly, Menomonee Falls, Mequon-Thiensville, Monona Grove, Mukwonago, Muskego-Norway, New Berlin, Oconomowoc, Oregon, Pewaukee, Slinger, Waunakee, Whitefish Bay





WAUNAKEE
COMMUNITY SCHOOL DISTRICT



OVERVIEW

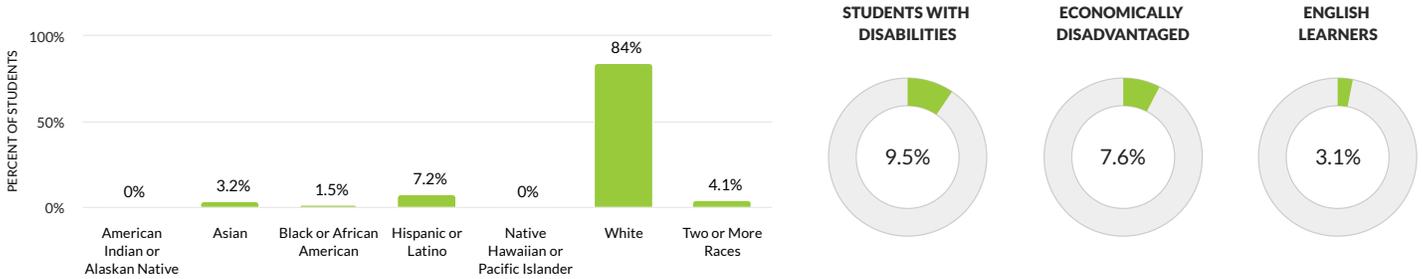
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Student Groups



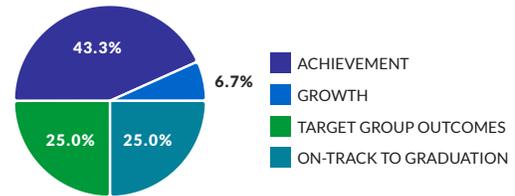
Score Summary

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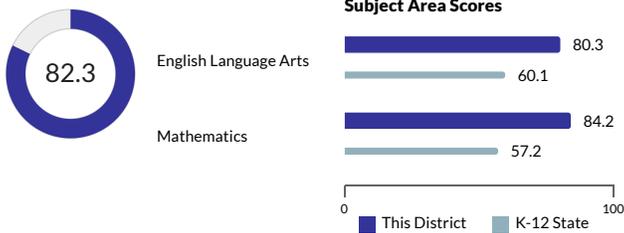
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

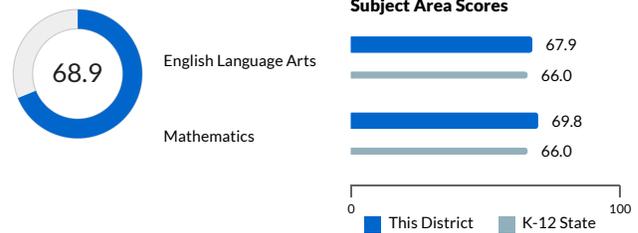


Priority Area Scores

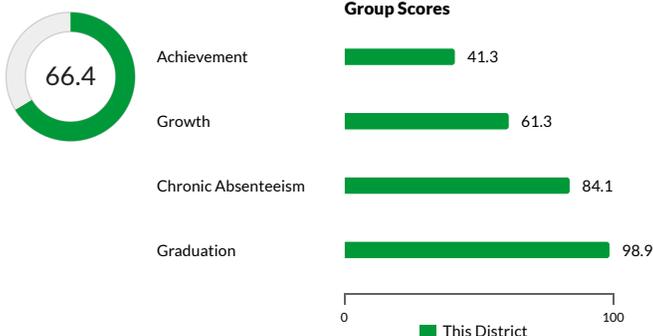
ACHIEVEMENT



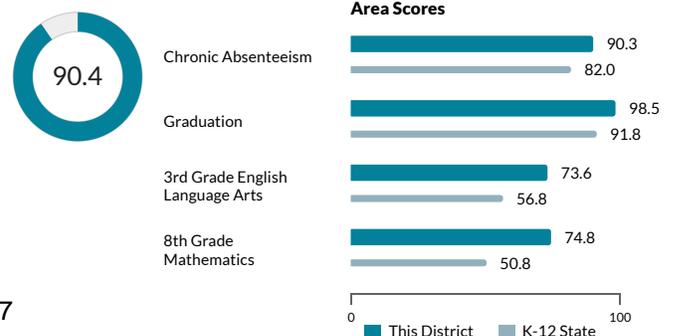
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



17



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 | 3 | 50.0% |
| Exceeds Expectations | 2 | 33.3% |
| Meets Expectations | 1 | 16.7% |
| 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 | 0 | 0.0% |
| Needs Improvement | 0 | 0.0% |

School Score Summary

This table does not include alternate accountability schools.

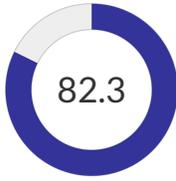
| Priority Area | Low Score | Average Score | High Score | Possible Points |
|------------------------|-----------|---------------|------------|-----------------|
| Overall Score | 69.8 | 79.9 | 86.6 | 100.0 |
| Achievement | 77.0 | 82.8 | 90.8 | 100.0 |
| Growth | 47.0 | 72.2 | 89.7 | 100.0 |
| Target Group Outcomes | 44.4 | 67.9 | 88.0 | 100.0 |
| On-Track to Graduation | 85.9 | 90.2 | 93.4 | 100.0 |



ACHIEVEMENT

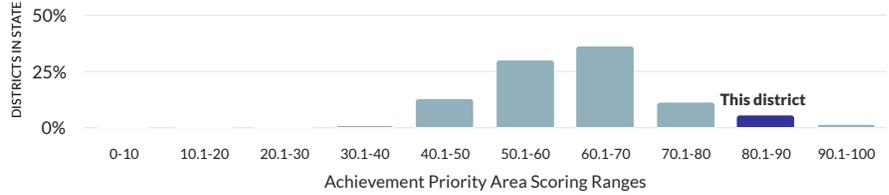
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 80.3
Mathematics Score: 84.2

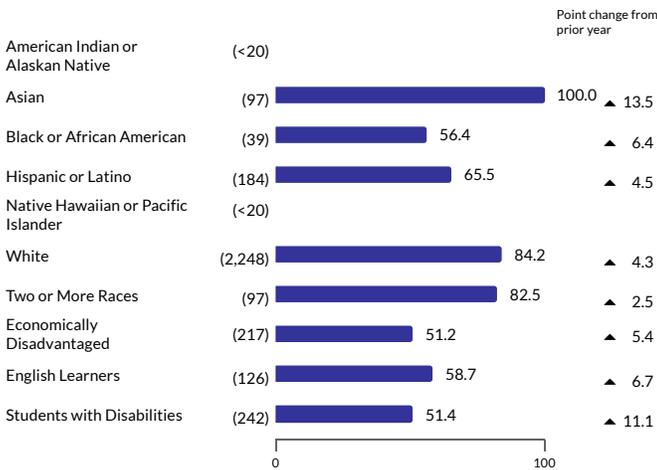
This district's score was the same or higher than 95.5% of districts in the state.



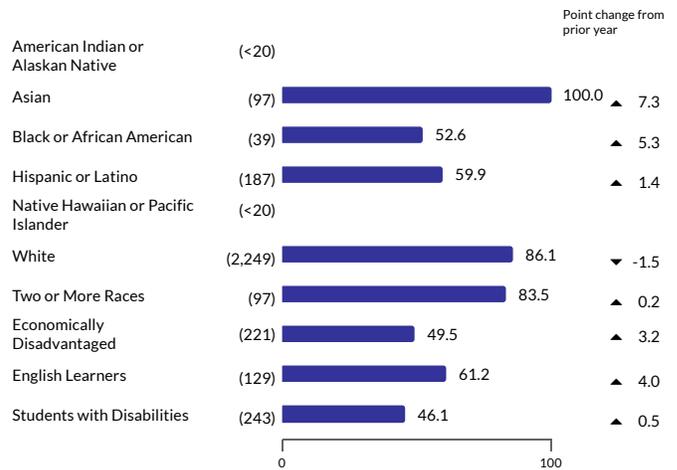
Student Group Achievement, 2022-23 (for information only)

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 |
| 92.1% | 85.4% |

MATHEMATICS

| | |
|--------------|--|
| All students | Lowest-participating group: Black or African American |
| 92.1% | 85.4% |

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 | 2,339 | 11.5% | 44.2% | 33.2% | 11.1% | 2,573 | 12.2% | 44.6% | 31.1% | 12.0% | 2,665 | 15.6% | 44.8% | 29.6% | 10.0% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | 70 | 18.6% | 45.7% | 31.4% | 4.3% | 89 | 18.0% | 47.2% | 24.7% | 10.1% | 97 | 32.0% | 39.2% | 25.8% | 3.1% |
| Black or African American | 22 | 4.5% | 36.4% | 40.9% | 18.2% | 37 | 8.1% | 27.0% | 21.6% | 43.2% | 39 | 12.8% | 20.5% | 33.3% | 33.3% |
| Hispanic or Latino | 114 | 2.6% | 31.6% | 42.1% | 23.7% | 154 | 5.8% | 33.1% | 38.3% | 22.7% | 184 | 8.2% | 37.0% | 32.6% | 22.3% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 2,044 | 12.0% | 44.8% | 32.7% | 10.4% | 2,188 | 12.4% | 45.6% | 31.2% | 10.7% | 2,248 | 15.7% | 46.0% | 29.5% | 8.9% |
| Two or More Races | 87 | 8.0% | 46.0% | 33.3% | 12.6% | 105 | 14.3% | 44.8% | 27.6% | 13.3% | 97 | 14.4% | 46.4% | 28.9% | 10.3% |
| Economically Disadvantaged | 135 | 1.5% | 25.2% | 41.5% | 31.9% | 202 | 2.5% | 20.8% | 42.6% | 34.2% | 217 | 3.7% | 24.4% | 42.4% | 29.5% |
| English Learners | 71 | 4.2% | 23.9% | 45.1% | 26.8% | 100 | 4.0% | 24.0% | 44.0% | 28.0% | 126 | 5.6% | 32.5% | 35.7% | 26.2% |
| Students with Disabilities | 169 | 1.2% | 24.9% | 37.3% | 36.7% | 231 | 1.7% | 19.0% | 37.2% | 42.0% | 242 | 4.1% | 28.5% | 33.5% | 33.9% |

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: 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 | 2,339 | 14.1% | 47.1% | 28.3% | 10.5% | 2,575 | 18.0% | 45.4% | 25.6% | 11.0% | 2,669 | 18.4% | 43.5% | 26.7% | 11.4% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | 70 | 24.3% | 44.3% | 25.7% | 5.7% | 89 | 31.5% | 33.7% | 23.6% | 11.2% | 97 | 44.3% | 29.9% | 19.6% | 6.2% |
| Black or African American | 22 | 4.5% | 27.3% | 22.7% | 45.5% | 37 | 5.4% | 18.9% | 40.5% | 35.1% | 39 | 7.7% | 25.6% | 30.8% | 35.9% |
| Hispanic or Latino | 114 | 5.3% | 32.5% | 40.4% | 21.9% | 158 | 7.6% | 32.3% | 29.7% | 30.4% | 187 | 5.9% | 34.8% | 32.6% | 26.7% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 2,044 | 14.5% | 48.0% | 27.7% | 9.7% | 2,186 | 18.2% | 47.7% | 25.2% | 9.0% | 2,249 | 18.3% | 45.5% | 26.4% | 9.8% |
| Two or More Races | 87 | 10.3% | 51.7% | 27.6% | 10.3% | 105 | 21.9% | 38.1% | 24.8% | 15.2% | 97 | 23.7% | 34.0% | 27.8% | 14.4% |
| Economically Disadvantaged | 135 | 3.0% | 27.4% | 39.3% | 30.4% | 205 | 2.4% | 25.9% | 33.7% | 38.0% | 221 | 3.2% | 24.0% | 41.6% | 31.2% |
| English Learners | 71 | 4.2% | 32.4% | 39.4% | 23.9% | 104 | 8.7% | 27.9% | 32.7% | 30.8% | 129 | 13.2% | 24.0% | 34.9% | 27.9% |
| Students with Disabilities | 170 | 3.5% | 23.5% | 32.9% | 40.0% | 229 | 3.9% | 24.0% | 31.4% | 40.6% | 243 | 6.6% | 20.2% | 32.1% | 41.2% |



GROWTH

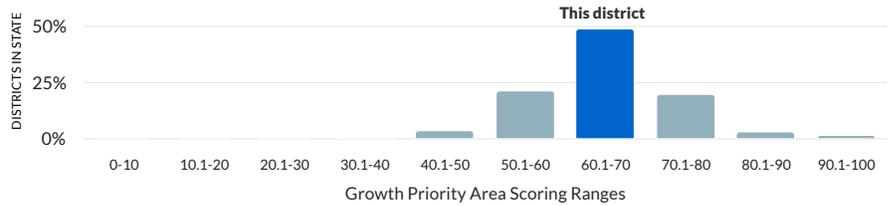
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar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

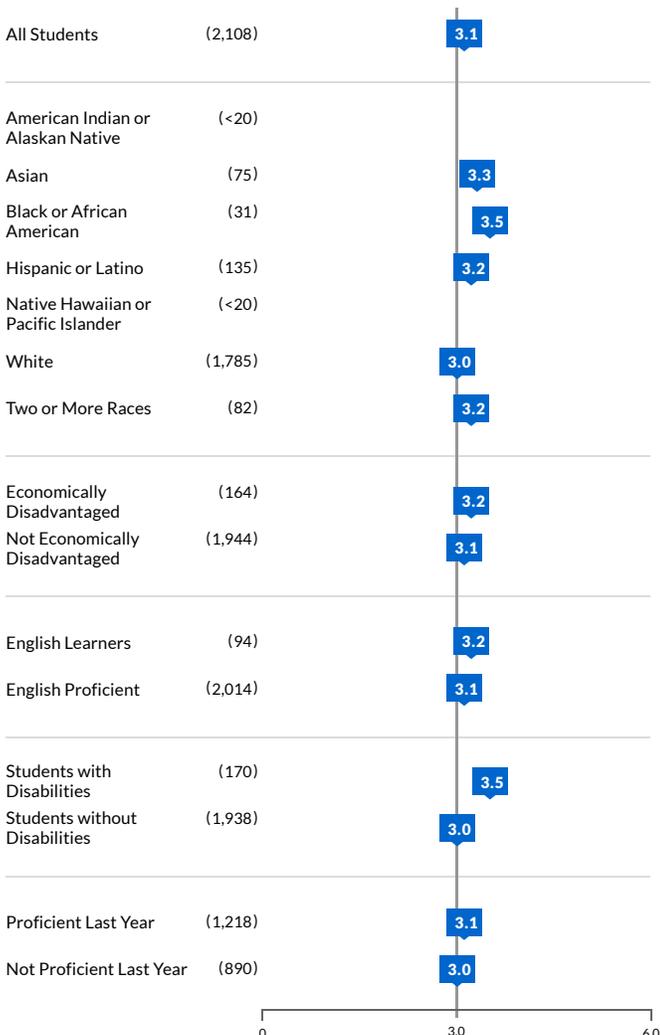
■ This district's score was the same or higher than 70.5% of districts in the state.



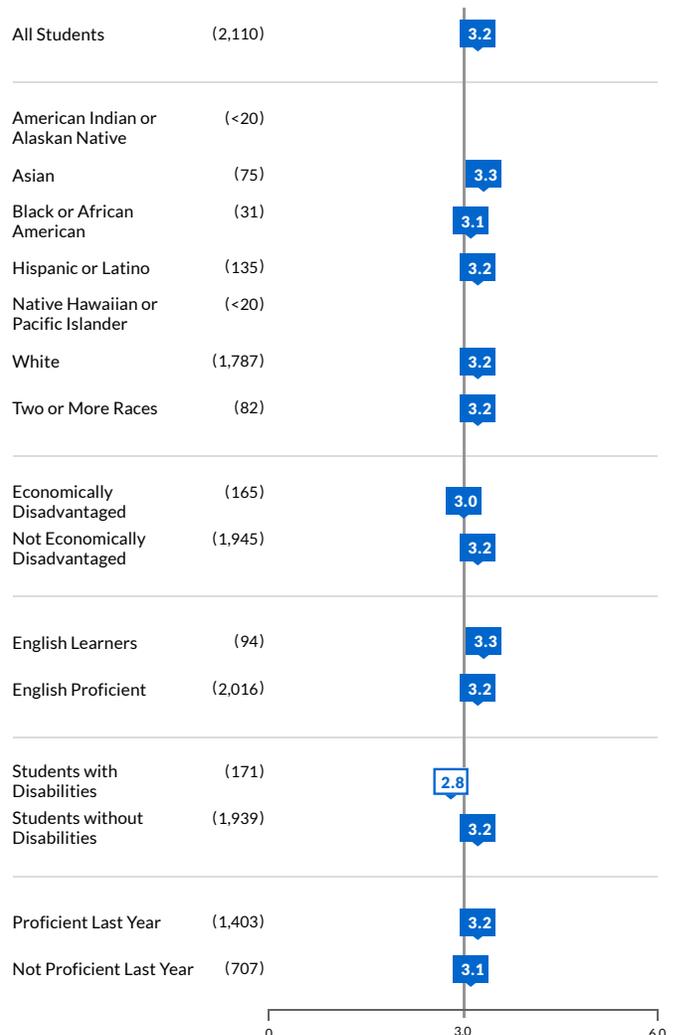
Student Group Value-Added (for information only)

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

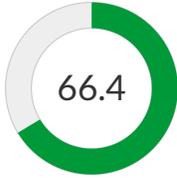




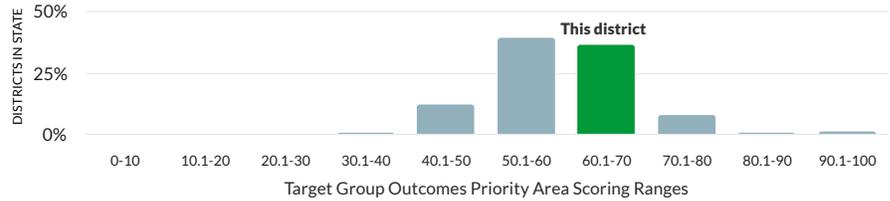
TARGET GROUP OUTCOMES

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 82.4% of districts in the state.



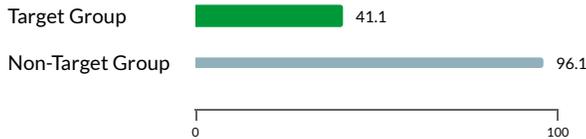
Component Scores

ACHIEVEMENT

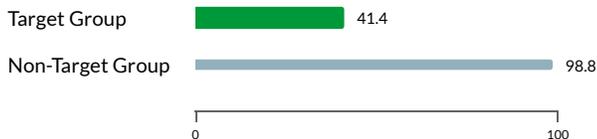
Score: 41.3

Average points-based proficiency rates.

English Language Arts



Mathematics

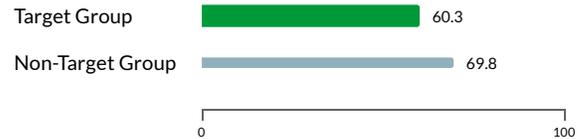


GROWTH

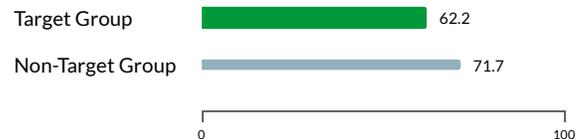
Score: 61.3

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

English Language Arts



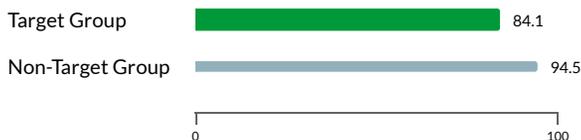
Mathematics



CHRONIC ABSENTEEISM

Score: 84.1

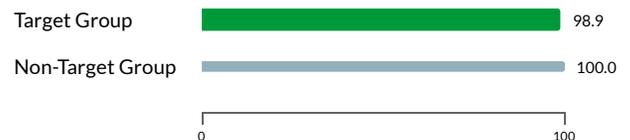
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.9

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

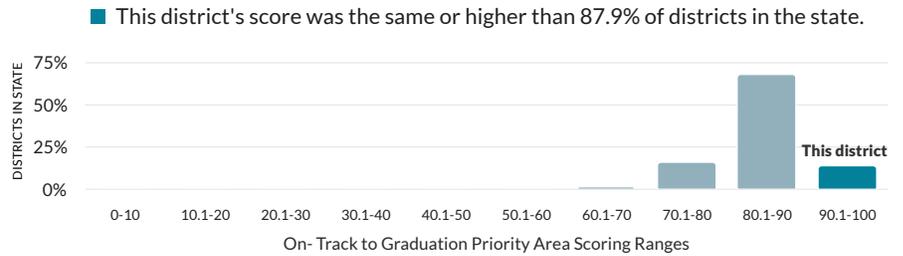
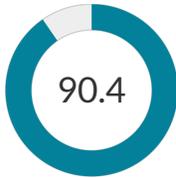




ON-TRACK TO GRADUATION

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

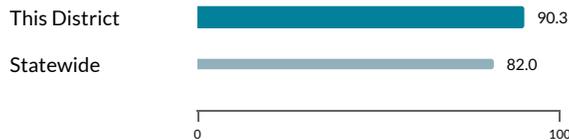


Component Scores

CHRONIC ABSENTEEISM

Score: 90.3

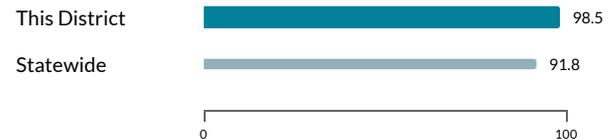
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.5

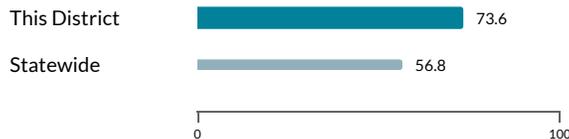
Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 73.6

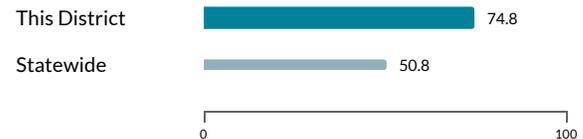
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 74.8

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 | 4,081 | 7.5% | 3,919 | 4.9% | 4,118 | 15.0% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | 104 | 11.5% | 112 | 0.9% | 130 | 10.0% |
| Black or African American | 50 | 6.0% | 54 | 14.8% | 59 | 32.2% |
| Hispanic or Latino | 192 | 8.3% | 197 | 11.2% | 261 | 26.1% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 3,587 | 7.3% | 3,394 | 4.3% | 3,491 | 14.0% |
| Two or More Races | 146 | 8.2% | 161 | 9.9% | 176 | 17.0% |
| Economically Disadvantaged | 309 | 19.4% | 231 | 27.3% | 339 | 38.1% |
| English Learners | 114 | 6.1% | 112 | 14.3% | 175 | 21.1% |
| Students with Disabilities | 342 | 13.2% | 353 | 13.3% | 380 | 28.7% |

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 | 340 | 333 | 97.9% | 316 | 313 | 99.1% |
| 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 | 311 | 305 | 98.1% | 282 | 280 | 99.3% |
| Two or More Races | <20 | * | * | <20 | * | * |
| Economically Disadvantaged | 20 | 18 | 90.0% | <20 | * | * |
| English Learners | <20 | * | * | <20 | * | * |
| Students with Disabilities | 25 | 18 | 72.0% | 33 | 33 | 100.0% |



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 |
| 35.2% | 20.1% |

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

DUAL ENROLLMENT

| | |
|--------------|--------------|
| District | State |
| 32.9% | 23.2% |

441 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

| | |
|-------------|-------------|
| District | State |
| 6.9% | 3.9% |

93 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

| | |
|-------------|-------------|
| District | State |
| 4.5% | 8.5% |

60 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 | <20 | 2,750 | * | 6.2% | * | 14.2% | * | 1.5% | * | 8.9% |
| Asian | 30 | 10,138 | 33.3% | 31.6% | 30.0% | 22.2% | 6.7% | 3.4% | 6.7% | 5.7% |
| Black or African American | <20 | 25,007 | * | 12.9% | * | 7.6% | * | 1.0% | * | 2.2% |
| Hispanic or Latino | 72 | 35,817 | 12.5% | 16.1% | 13.9% | 16.0% | 1.4% | 3.0% | 4.2% | 5.1% |
| Native Hawaiian or Pacific Islander | <20 | 202 | * | 20.3% | * | 22.3% | * | 2.5% | * | 9.9% |
| White | 1,183 | 182,130 | 36.9% | 21.6% | 34.2% | 27.2% | 7.4% | 4.7% | 4.2% | 10.4% |
| Two or More Races | 43 | 10,657 | 32.6% | 17.7% | 41.9% | 17.8% | 7.0% | 2.6% | 9.3% | 6.1% |
| Economically Disadvantaged | 94 | 102,069 | 9.6% | 11.2% | 10.6% | 16.1% | 1.1% | 2.5% | 4.3% | 7.0% |
| English Learners | 32 | 16,932 | 3.1% | 11.4% | 12.5% | 13.8% | 0.0% | 2.1% | 6.3% | 4.1% |
| Students with Disabilities | 120 | 34,245 | 5.0% | 3.8% | 14.2% | 12.5% | 1.7% | 2.0% | 5.0% | 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 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 |
| 28.1% | 27.2% | 0.0% | 0.4% | 23.0% | 19.1% | 0.0% | 1.8% |
| 377 students successfully completed at least one art & design course. | | No students successfully completed a dance course. | | 308 students successfully completed at least one music course. | | No students successfully completed a 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 | <20 | 2,750 | * | 30.3% | * | 0.0% | * | 14.5% | * | 1.0% |
| Asian | 30 | 10,138 | 30.0% | 28.4% | 0.0% | 0.4% | 23.3% | 19.5% | 0.0% | 1.3% |
| Black or African American | <20 | 25,007 | * | 25.3% | * | 0.5% | * | 11.7% | * | 2.5% |
| Hispanic or Latino | 72 | 35,817 | 41.7% | 27.1% | 0.0% | 0.4% | 22.2% | 13.0% | 0.0% | 1.8% |
| Native Hawaiian or Pacific Islander | <20 | 202 | * | 28.2% | * | 0.0% | * | 23.3% | * | 1.5% |
| White | 1,183 | 182,130 | 27.1% | 27.3% | 0.0% | 0.4% | 22.7% | 21.5% | 0.0% | 1.7% |
| Two or More Races | 43 | 10,657 | 30.2% | 28.2% | 0.0% | 0.6% | 27.9% | 17.7% | 0.0% | 2.2% |
| Economically Disadvantaged | 94 | 102,069 | 37.2% | 27.6% | 0.0% | 0.4% | 12.8% | 15.1% | 0.0% | 1.8% |
| English Learners | 32 | 16,932 | 53.1% | 29.3% | 0.0% | 0.5% | 25.0% | 11.7% | 0.0% | 1.7% |
| Students with Disabilities | 120 | 34,245 | 38.3% | 28.6% | 0.0% | 0.4% | 16.7% | 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



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

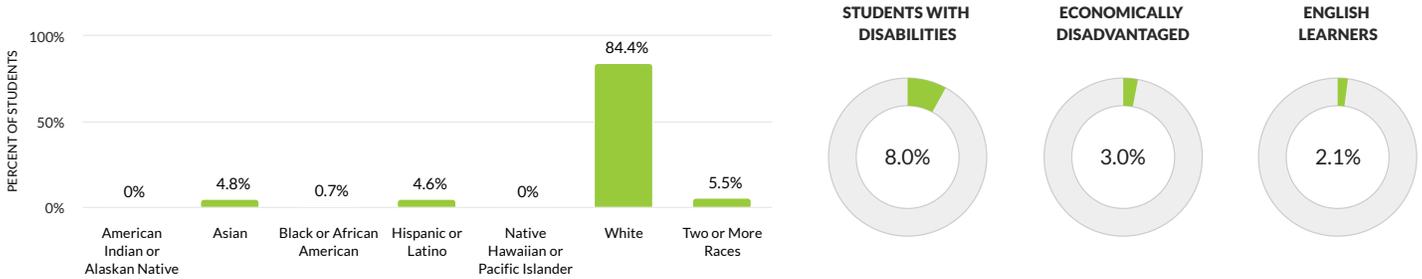
School Details

Grades : PK-4
Enrollment : 435
Percent open enrollment : 2.8%

At Arboretum Elementary our motto is "Together We Learn, Together We Grow" and our goal is growth for every student in a welcoming environment. We are proud of our exceptional staff and the outstanding support of our families. Their presence in the daily life of our school makes Arboretum a great place for children to learn and grow. <https://aes.waunakee.k12.wi.us/>

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

Student Groups



Score Summary

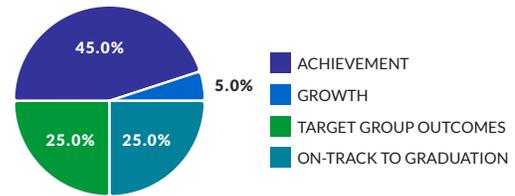
! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations



PRIORITY AREA WEIGHTS



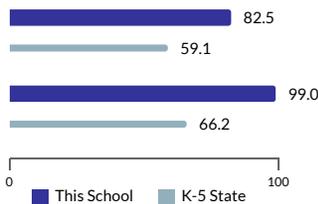
Priority Area Scores

ACHIEVEMENT

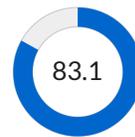


English Language Arts
Mathematics

Subject Area Scores

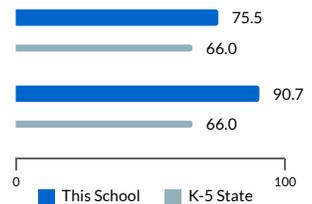


GROWTH



English Language Arts
Mathematics

Subject Area Scores

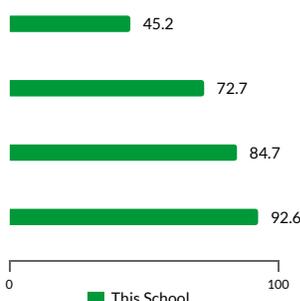


TARGET GROUP OUTCOMES



Achievement
Growth
Chronic Absenteeism
Attendance

Group Scores

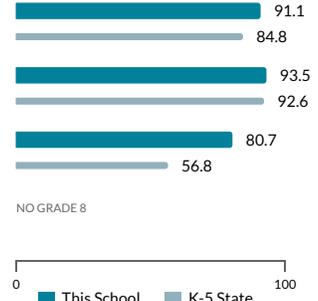


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores



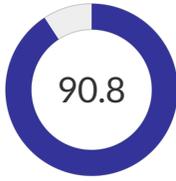
27



ACHIEVEMENT

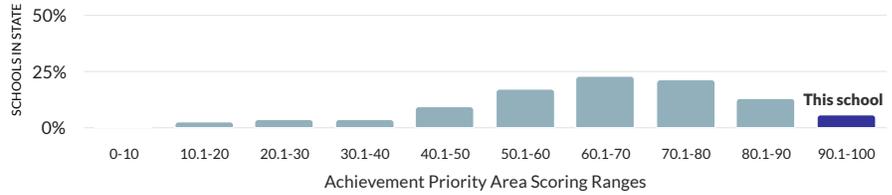
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 82.5
Mathematics Score: 99.0

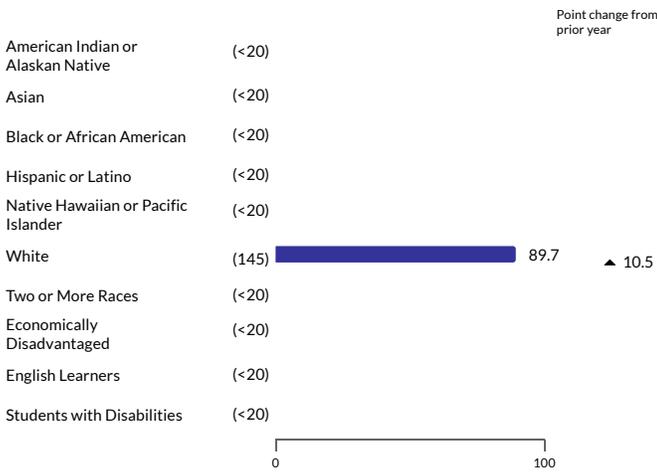
This school's score was the same or higher than 95.2% of K-5 schools in the state.



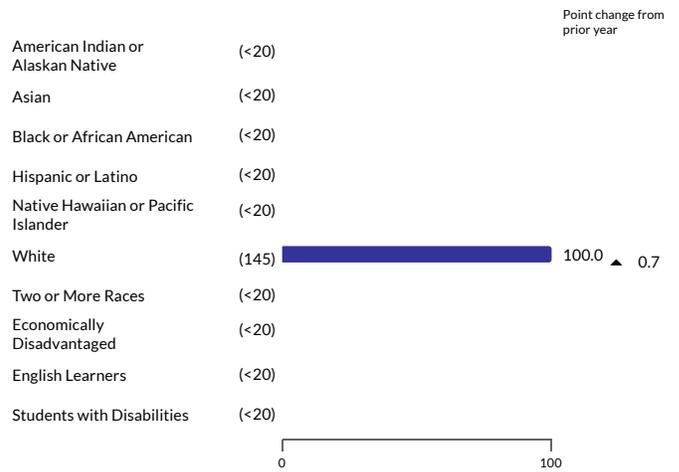
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



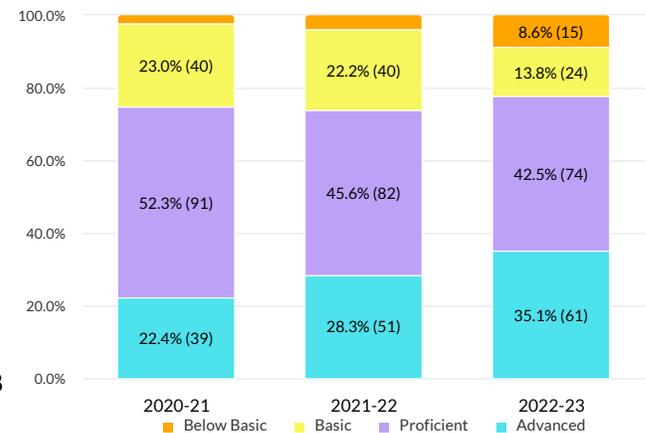
Performance Levels by Year

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 | 174 | 10.3% | 43.1% | 33.9% | 12.6% | 179 | 12.8% | 44.1% | 29.6% | 13.4% | 174 | 20.7% | 48.3% | 23.0% | 8.0% |
| 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 | 146 | 12.3% | 42.5% | 34.2% | 11.0% | 149 | 12.8% | 45.6% | 28.9% | 12.8% | 145 | 20.0% | 46.9% | 25.5% | 7.6% |
| 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 |
| 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 | 174 | 22.4% | 52.3% | 23.0% | 2.3% | 180 | 28.3% | 45.6% | 22.2% | 3.9% | 174 | 35.1% | 42.5% | 13.8% | 8.6% |
| 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 | 146 | 24.0% | 51.4% | 21.9% | 2.7% | 150 | 27.3% | 48.0% | 20.7% | 4.0% | 145 | 34.5% | 43.4% | 14.5% | 7.6% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | 29 ₂₀ | * | * | * | * | <20 | * | * | * | * |



GROWTH

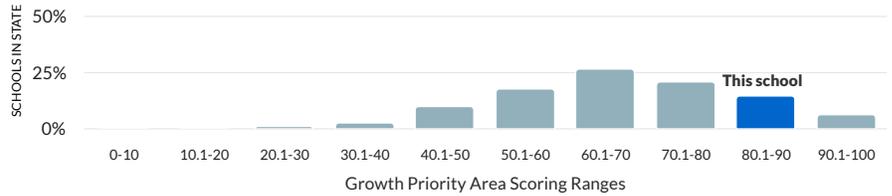
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 75.5
Mathematics Score: 90.7

This school's score was the same or higher than 86.0% 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

| Student Group | Group Size | Value-Added Score |
|-------------------------------------|------------|-------------------|
| All Students | (81) | 3.5 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (<20) | |
| Black or African American | (<20) | |
| Hispanic or Latino | (<20) | |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (68) | 3.6 |
| Two or More Races | (<20) | |
| Economically Disadvantaged | (<20) | |
| Not Economically Disadvantaged | (79) | 3.5 |
| English Learners | (<20) | |
| English Proficient | (77) | 3.5 |
| Students with Disabilities | (<20) | |
| Students without Disabilities | (72) | 3.5 |
| Proficient Last Year | (42) | 3.6 |
| Not Proficient Last Year | (39) | 3.3 |

MATHEMATICS

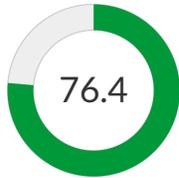
| Student Group | Group Size | Value-Added Score |
|-------------------------------------|------------|-------------------|
| All Students | (81) | 4.3 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (<20) | |
| Black or African American | (<20) | |
| Hispanic or Latino | (<20) | |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (68) | 4.3 |
| Two or More Races | (<20) | |
| Economically Disadvantaged | (<20) | |
| Not Economically Disadvantaged | (79) | 4.3 |
| English Learners | (<20) | |
| English Proficient | (77) | 4.3 |
| Students with Disabilities | (<20) | |
| Students without Disabilities | (72) | 4.4 |
| Proficient Last Year | (60) | 4.3 |
| Not Proficient Last Year | (21) | 4.2 |



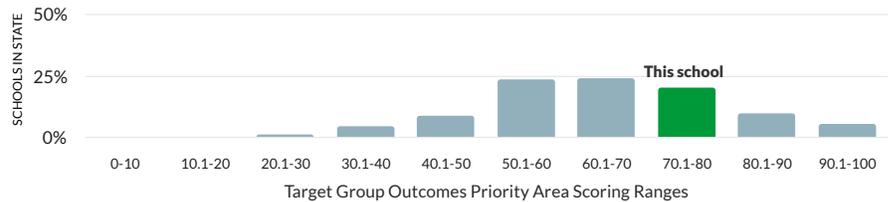
TARGET GROUP OUTCOMES

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 77.3% of K-5 schools in the state.



Component Scores

ACHIEVEMENT Score: 45.2

Average points-based proficiency rates.

English Language Arts

Target Group: 37.6

Non-Target Group: 98.1

Mathematics

Target Group: 52.7

Non-Target Group: 100.0

GROWTH Score: 72.7

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

English Language Arts

Target Group: 66.0

Non-Target Group: 79.3

Mathematics

Target Group: 79.3

Non-Target Group: 94.5

CHRONIC ABSENTEEISM Score: 84.7

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: 84.7

Non-Target Group: 86.8

ATTENDANCE Score: 92.6

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

Target Group: 92.6

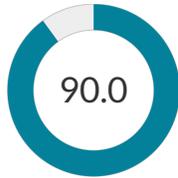
Non-Target Group: 93.6



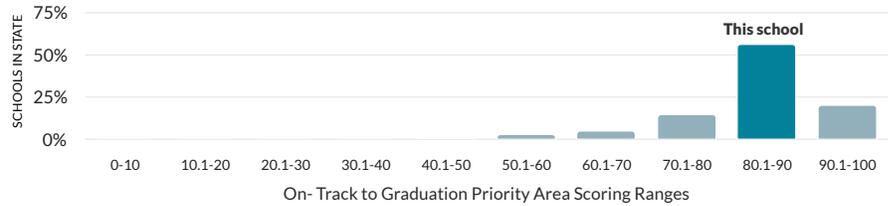
ON-TRACK TO GRADUATION

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 79.5% of K-5 schools in the state.

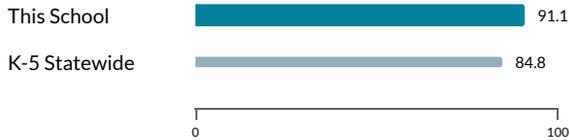


Component Scores

CHRONIC ABSENTEEISM

Score: 91.1

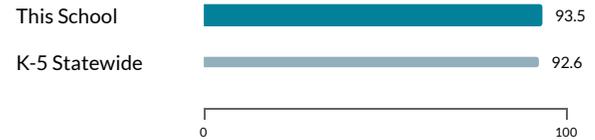
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.5

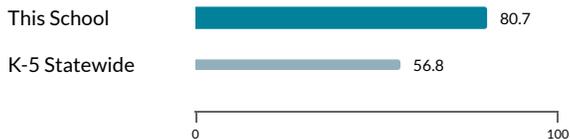
This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 80.7

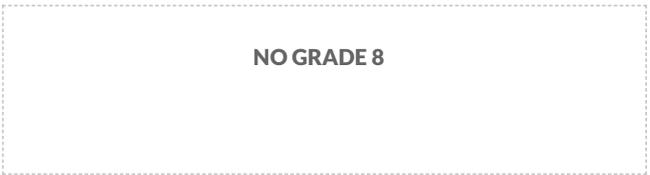
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

Student Group Chronic Absenteeism Rates, Single-Year

| | 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 | 450 | 5.6% | 424 | 4.2% | 443 | 14.9% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | 20 | 10.0% | <20 | * | 24 | 20.8% |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | <20 | * | <20 | * | 21 | 28.6% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 385 | 5.5% | 359 | 4.5% | 365 | 12.1% |
| Two or More Races | 24 | 0.0% | 27 | 3.7% | 28 | 32.1% |
| Economically Disadvantaged | <20 | * | <20 | * | <20 | * |
| English Learners | <20 | * | <20 | * | <20 | * |
| Students with Disabilities | 29 | 3.4% | 35 | 5.7% | 43 | 23.3% |

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

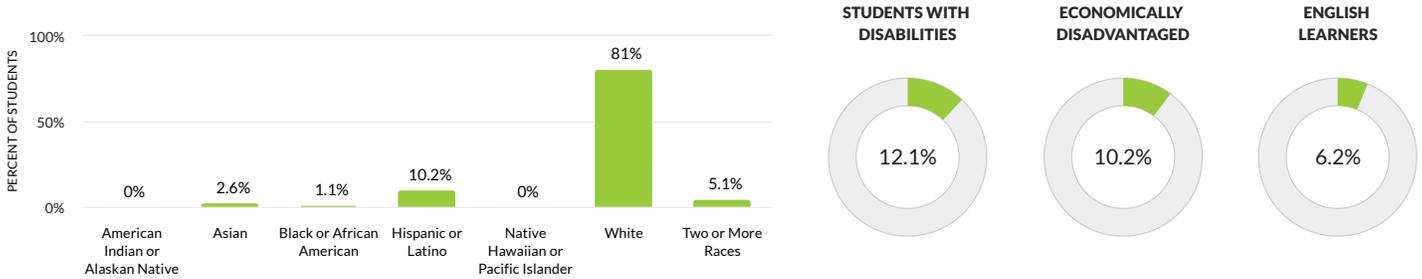
School Details

Grades : PK-4
Enrollment : 547
Percent open enrollment : 7.7%

At Heritage Elementary we help each other learn and grow every day in a safe and positive environment. At Heritage, a strong team philosophy is the foundation of our service to students. The success of the school would be far less without the support of the families and community members as well.
<https://hes.waukeek.k12.wi.us/>

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

Student Groups



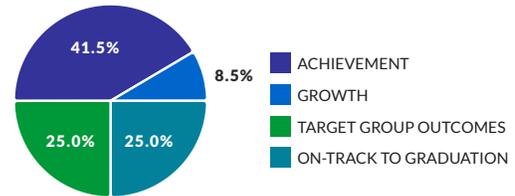
Score Summary

! 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>.



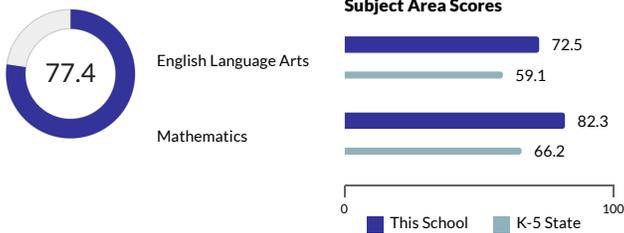
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

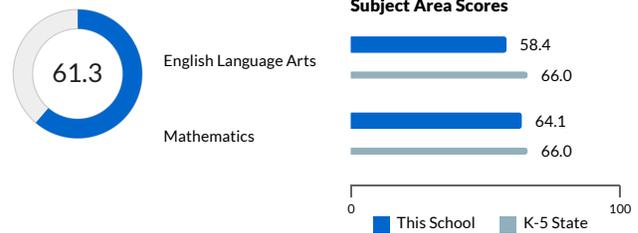


Priority Area Scores

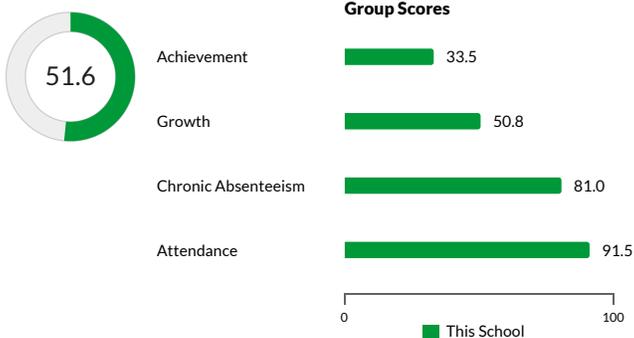
ACHIEVEMENT



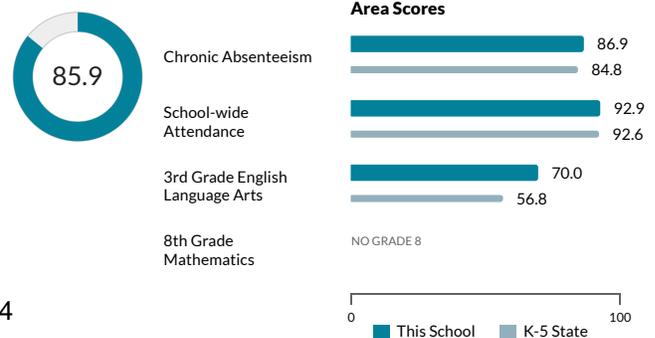
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



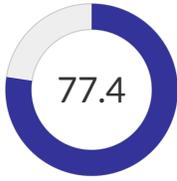
34



ACHIEVEMENT

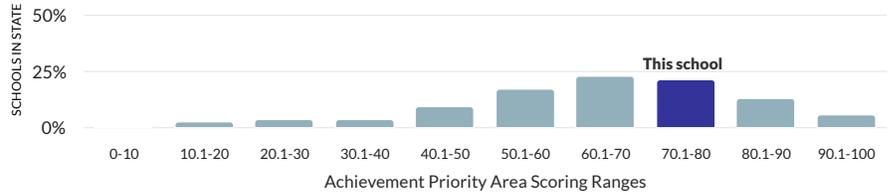
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 72.5
Mathematics Score: 82.3

This school's score was the same or higher than 77.8% of K-5 schools in the state.



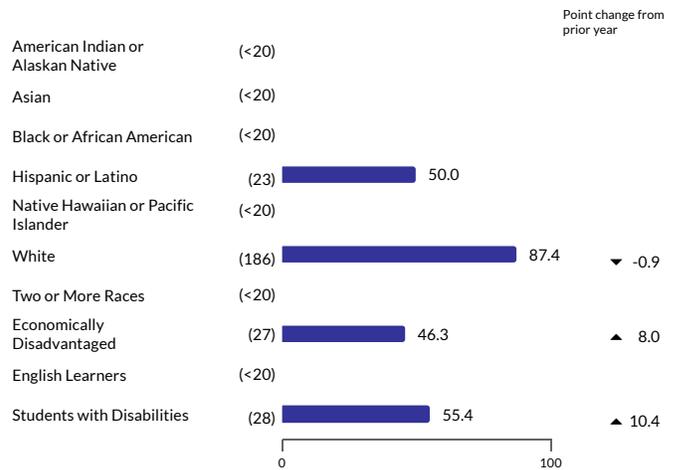
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



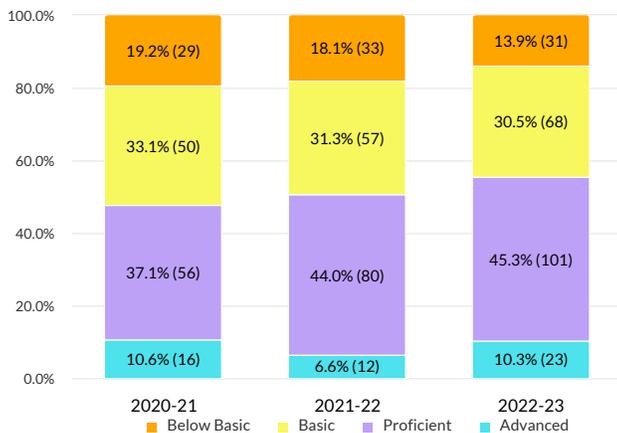
MATHEMATICS



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 |
| 97.4% | 96.6% |

MATHEMATICS

| | |
|--------------|---|
| All students | Lowest-participating group: Students with Disabilities |
| 97.4% | 96.6% |

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 | 151 | 10.6% | 37.1% | 33.1% | 19.2% | 182 | 6.6% | 44.0% | 31.3% | 18.1% | 223 | 10.3% | 45.3% | 30.5% | 13.9% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | <20 | * | * | * | * | <20 | * | * | * | * | 22 | 0.0% | 40.9% | 31.8% | 27.3% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 121 | 13.2% | 39.7% | 32.2% | 14.9% | 145 | 6.9% | 48.3% | 29.7% | 15.2% | 186 | 9.7% | 46.8% | 31.2% | 12.4% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 21 | 4.8% | 23.8% | 33.3% | 38.1% | 29 | 0.0% | 13.8% | 55.2% | 31.0% | 26 | 0.0% | 23.1% | 42.3% | 34.6% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | 20 | 0.0% | 10.0% | 50.0% | 40.0% | 28 | 0.0% | 32.1% | 28.6% | 39.3% |

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-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 | 151 | 17.2% | 34.4% | 33.8% | 14.6% | 183 | 21.3% | 35.0% | 31.7% | 12.0% | 224 | 19.6% | 40.2% | 29.0% | 11.2% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | <20 | * | * | * | * | <20 | * | * | * | * | 23 | 0.0% | 21.7% | 56.5% | 21.7% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 121 | 18.2% | 38.0% | 33.1% | 10.7% | 145 | 22.1% | 40.7% | 29.0% | 8.3% | 186 | 19.9% | 44.1% | 26.9% | 9.1% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 21 | 4.8% | 23.8% | 47.6% | 23.8% | 30 | 0.0% | 16.7% | 43.3% | 40.0% | 27 | 0.0% | 22.2% | 48.1% | 29.6% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | 3620 | 0.0% | 30.0% | 30.0% | 40.0% | 28 | 7.1% | 28.6% | 32.1% | 32.1% |



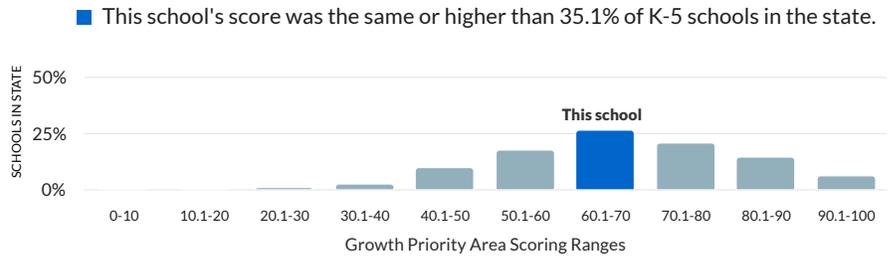
GROWTH

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



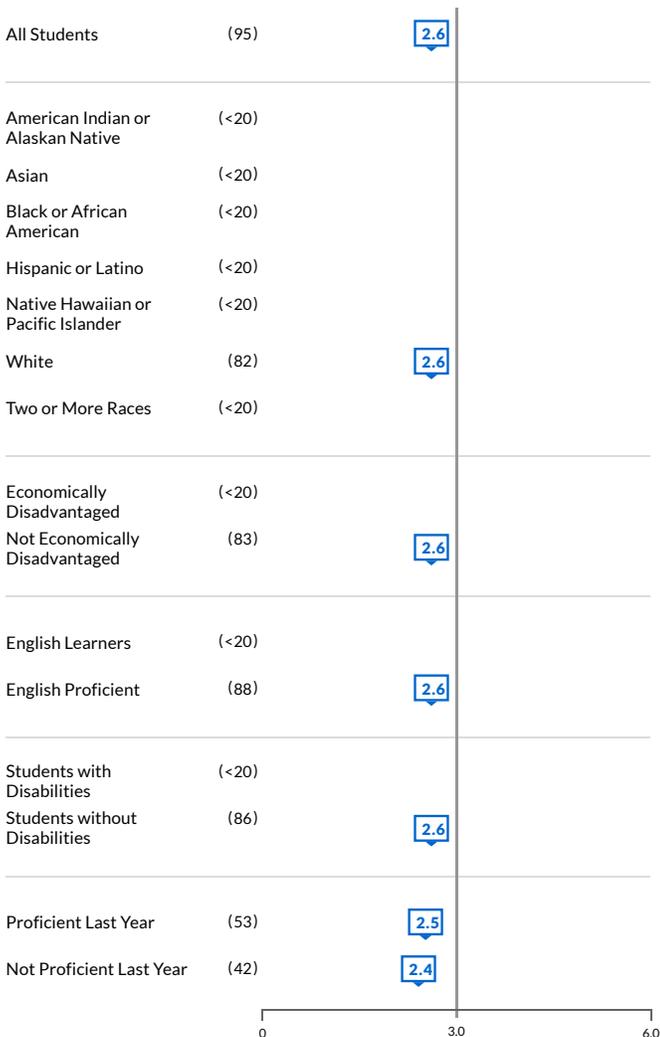
English Language Arts Score: 58.4
Mathematics Score: 64.1



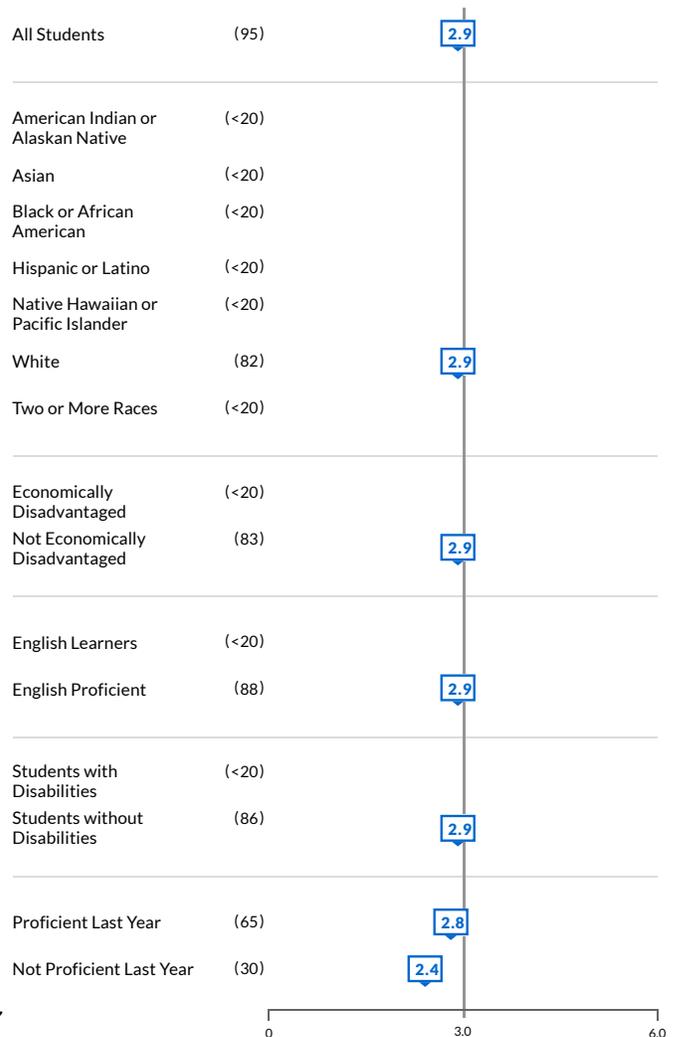
Student Group Value-Added (for information only)

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





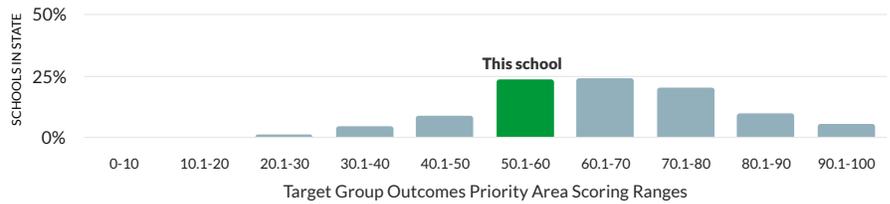
TARGET GROUP OUTCOMES

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 19.2% of K-5 schools in the state.



Component Scores

ACHIEVEMENT Score: 33.5

Average points-based proficiency rates.

English Language Arts

| | |
|------------------|------|
| Target Group | 30.8 |
| Non-Target Group | 92.0 |

Mathematics

| | |
|------------------|------|
| Target Group | 36.2 |
| Non-Target Group | 98.7 |

GROWTH Score: 50.8

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

English Language Arts

| | |
|------------------|------|
| Target Group | 48.9 |
| Non-Target Group | 60.3 |

Mathematics

| | |
|------------------|------|
| Target Group | 52.7 |
| Non-Target Group | 66.0 |

CHRONIC ABSENTEEISM Score: 81.0

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 | 81.0 |
| Non-Target Group | 87.3 |

ATTENDANCE Score: 91.5

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

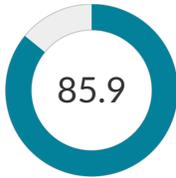
| | |
|------------------|------|
| Target Group | 91.5 |
| Non-Target Group | 92.8 |



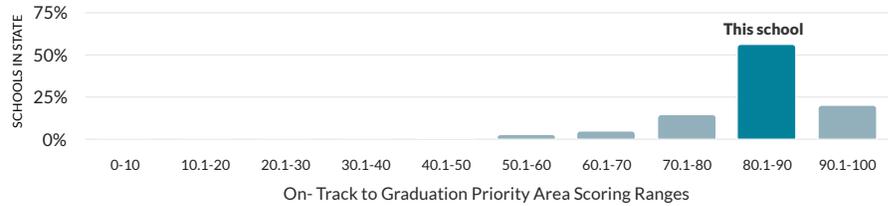
ON-TRACK TO GRADUATION

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 53.1% of K-5 schools in the state.

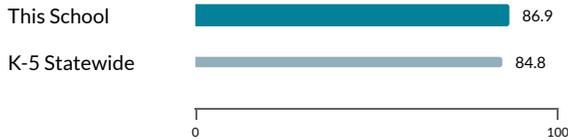


Component Scores

CHRONIC ABSENTEEISM

Score: 86.9

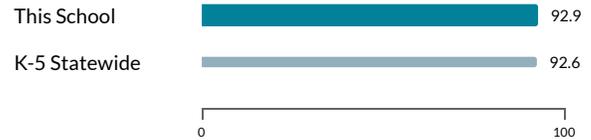
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.9

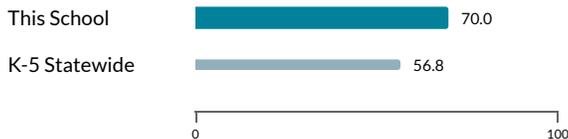
This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.0

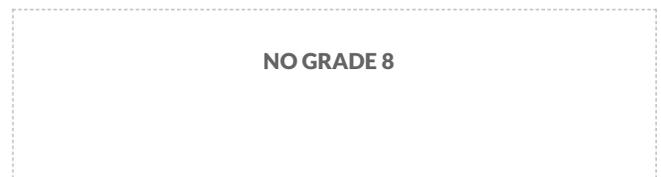
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

Student Group Chronic Absenteeism Rates, Single-Year

| | 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 | 458 | 7.6% | 468 | 12.4% | 507 | 17.0% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | <20 | * | <20 | * | <20 | * |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | 32 | 9.4% | 35 | 25.7% | 47 | 31.9% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 387 | 7.0% | 384 | 9.4% | 402 | 14.9% |
| Two or More Races | <20 | * | 22 | 36.4% | 30 | 13.3% |
| Economically Disadvantaged | 66 | 15.2% | 53 | 52.8% | 62 | 33.9% |
| English Learners | 25 | 4.0% | 26 | 26.9% | 37 | 18.9% |
| Students with Disabilities | 44 | 11.4% | 52 | 26.9% | 52 | 28.8% |

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

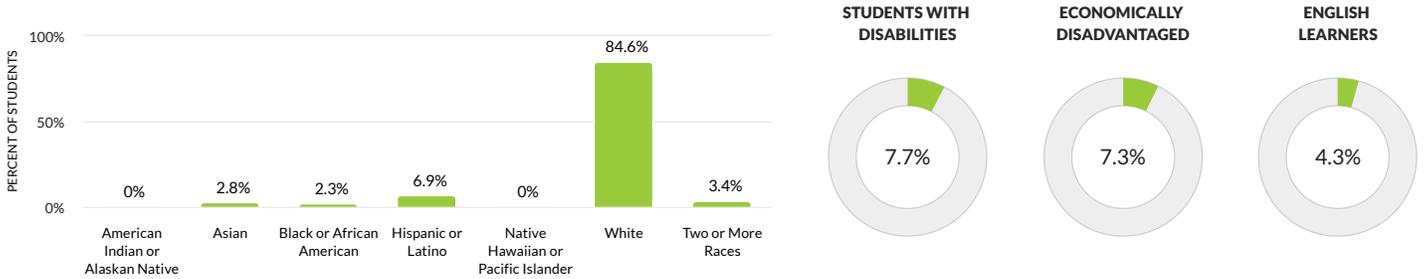
School Details

Grades : PK-4
Enrollment : 533
Percent open enrollment : 6.4%

Our Prairie Elementary students, staff, and families are our greatest asset as we build the foundation of our community. Together we collaboratively embody our Prairie mission - "Learning together, growing together." Our commitment to nurturing the individualized needs of each child in an equitable environment frames up the success for our children. <https://pes.waukelee.k12.wi.us/>

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

Student Groups



Score Summary

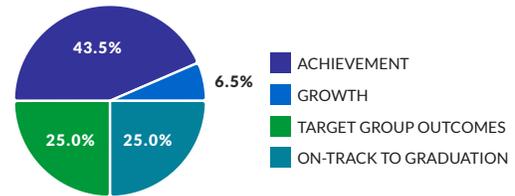
! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

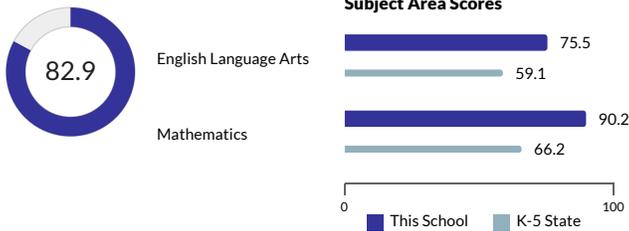


PRIORITY AREA WEIGHTS

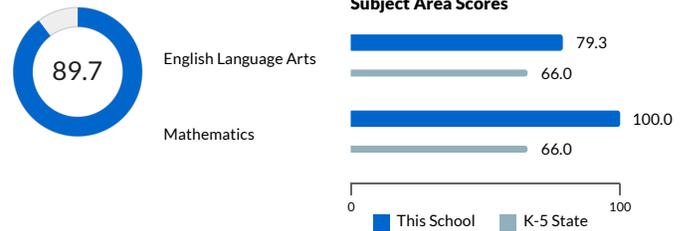


Priority Area Scores

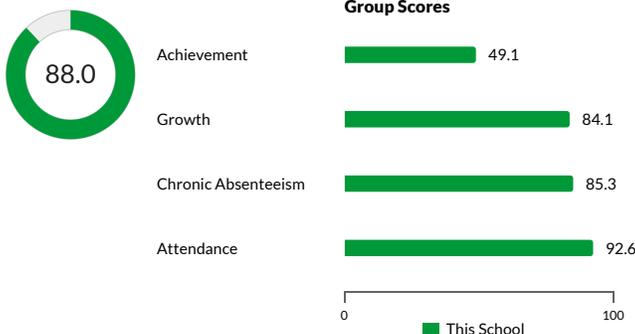
ACHIEVEMENT



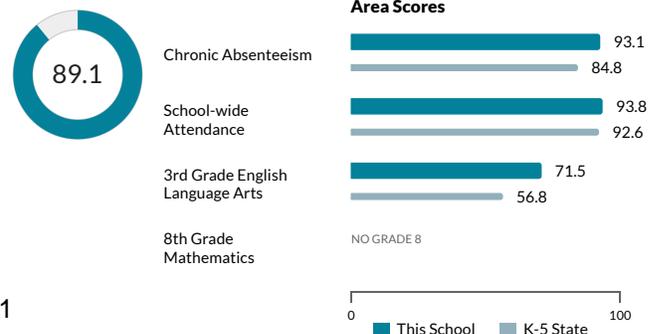
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

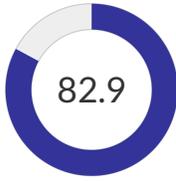




ACHIEVEMENT

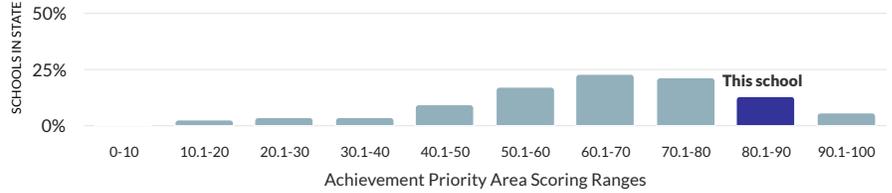
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 75.5
Mathematics Score: 90.2

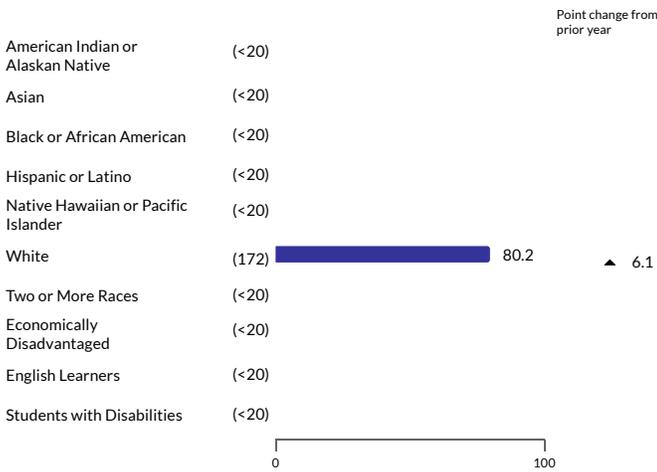
■ This school's score was the same or higher than 86.6% of K-5 schools in the state.



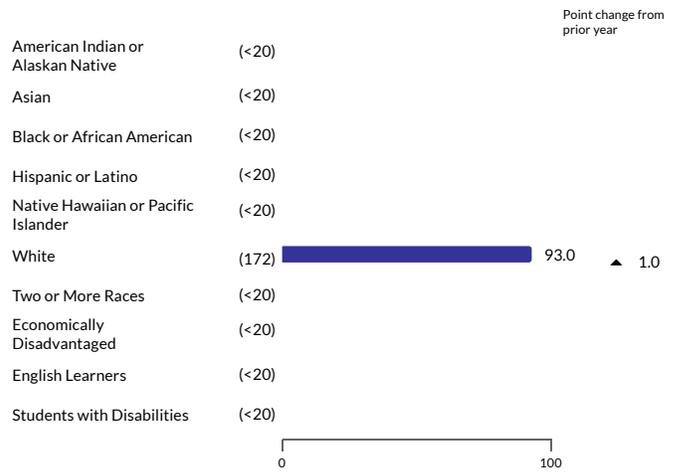
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



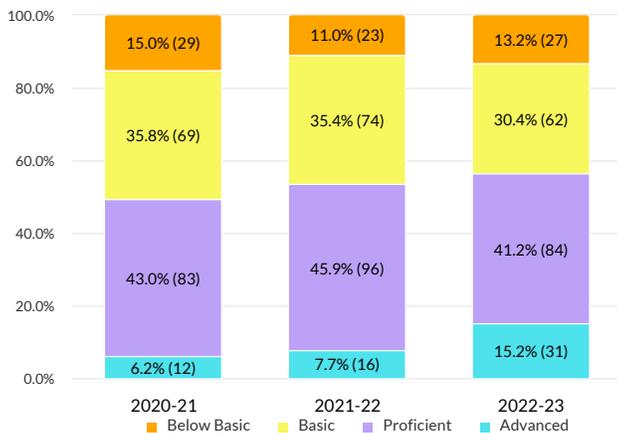
MATHEMATICS



Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



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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 |
| 97.2% | 85.7% |

MATHEMATICS

| | |
|--------------|---|
| All students | Lowest-participating group: Students with Disabilities |
| 97.7% | 85.7% |

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: 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 | 193 | 6.2% | 43.0% | 35.8% | 15.0% | 209 | 7.7% | 45.9% | 35.4% | 11.0% | 204 | 15.2% | 41.2% | 30.4% | 13.2% |
| 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 | 167 | 6.0% | 42.5% | 35.3% | 16.2% | 176 | 6.3% | 46.0% | 37.5% | 10.2% | 172 | 15.1% | 42.4% | 30.2% | 12.2% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

MATHEMATICS

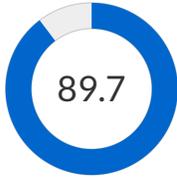
| | 2020-21 | | | | | 2021-22 | | | | | 2022-23 | | | | |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
| | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| 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 | 193 | 21.2% | 41.5% | 30.1% | 7.3% | 211 | 19.0% | 45.5% | 30.8% | 4.7% | 204 | 22.5% | 44.6% | 27.5% | 5.4% |
| 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 | 167 | 21.6% | 39.5% | 32.3% | 6.6% | 176 | 19.3% | 48.9% | 28.4% | 3.4% | 172 | 20.9% | 48.3% | 26.7% | 4.1% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | 43 | * | * | * | * | <20 | * | * | * | * |



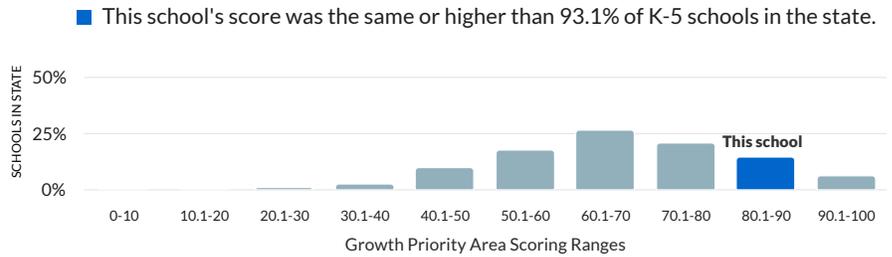
GROWTH

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: 100.0



Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

| | | |
|-------------------------------------|-------|-----|
| All Students | (106) | 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 | (86) | 3.7 |
| Two or More Races | (<20) | |
| Economically Disadvantaged | (<20) | |
| Not Economically Disadvantaged | (98) | 3.7 |
| English Learners | (<20) | |
| English Proficient | (100) | 3.7 |
| Students with Disabilities | (<20) | |
| Students without Disabilities | (97) | 3.7 |
| Proficient Last Year | (55) | 3.8 |
| Not Proficient Last Year | (51) | 3.6 |

MATHEMATICS

| | | |
|-------------------------------------|-------|-----|
| All Students | (106) | 4.9 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (<20) | |
| Black or African American | (<20) | |
| Hispanic or Latino | (<20) | |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (86) | 5.0 |
| Two or More Races | (<20) | |
| Economically Disadvantaged | (<20) | |
| Not Economically Disadvantaged | (98) | 5.0 |
| English Learners | (<20) | |
| English Proficient | (100) | 4.9 |
| Students with Disabilities | (<20) | |
| Students without Disabilities | (97) | 4.9 |
| Proficient Last Year | (67) | 5.1 |
| Not Proficient Last Year | (39) | 4.6 |



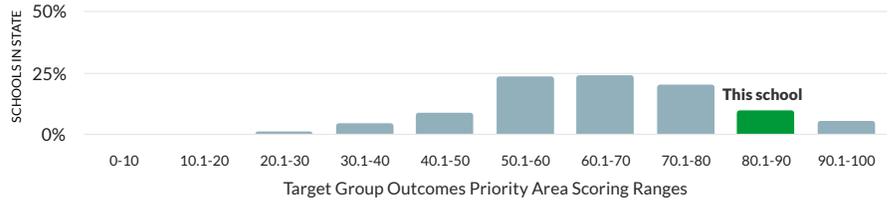
TARGET GROUP OUTCOMES

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 92.9% of K-5 schools in the state.



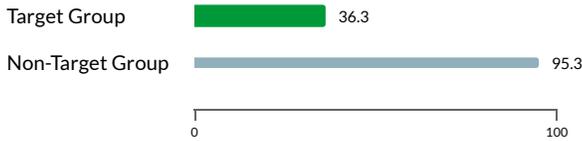
Component Scores

ACHIEVEMENT

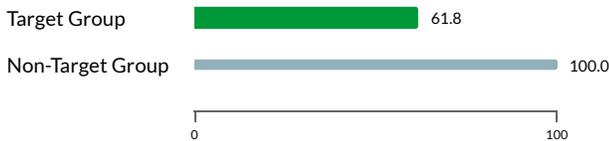
Score: 49.1

Average points-based proficiency rates.

English Language Arts



Mathematics

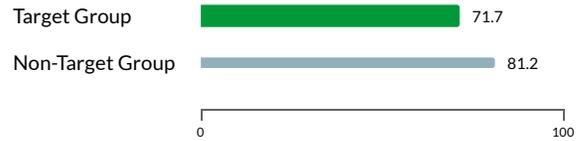


GROWTH

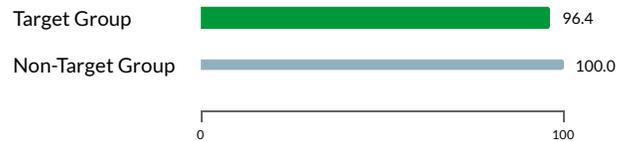
Score: 84.1

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

English Language Arts



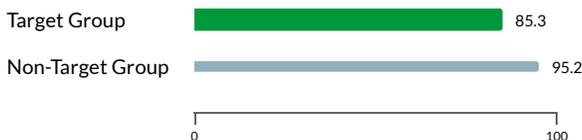
Mathematics



CHRONIC ABSENTEEISM

Score: 85.3

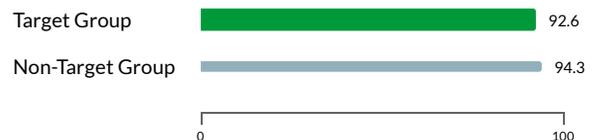
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 92.6

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

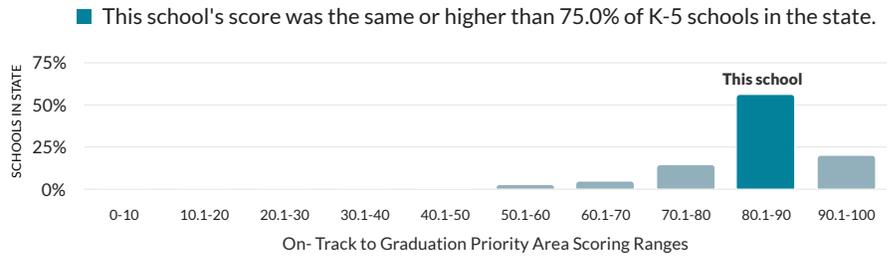
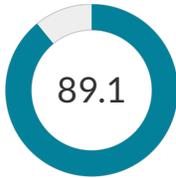




ON-TRACK TO GRADUATION

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

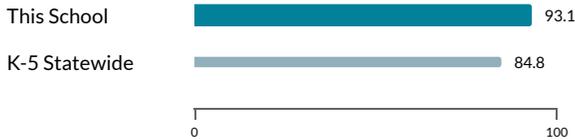


Component Scores

CHRONIC ABSENTEEISM

Score: 93.1

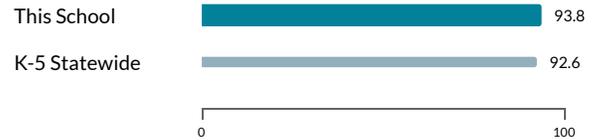
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.8

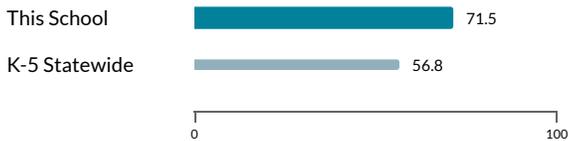
This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 71.5

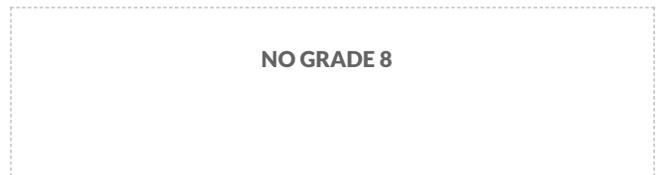
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

Student Group Chronic Absenteeism Rates, Single-Year

| | 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 | 562 | 4.1% | 505 | 2.6% | 520 | 12.3% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | 22 | 18.2% | 20 | 0.0% | <20 | * |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | 22 | 4.5% | 23 | 0.0% | 35 | 28.6% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 483 | 3.3% | 431 | 2.1% | 437 | 10.3% |
| Two or More Races | 25 | 8.0% | <20 | * | 22 | 27.3% |
| Economically Disadvantaged | 53 | 20.8% | 29 | 27.6% | 42 | 33.3% |
| English Learners | <20 | * | <20 | * | 27 | 14.8% |
| Students with Disabilities | 44 | 4.5% | 40 | 10.0% | 32 | 25.0% |

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

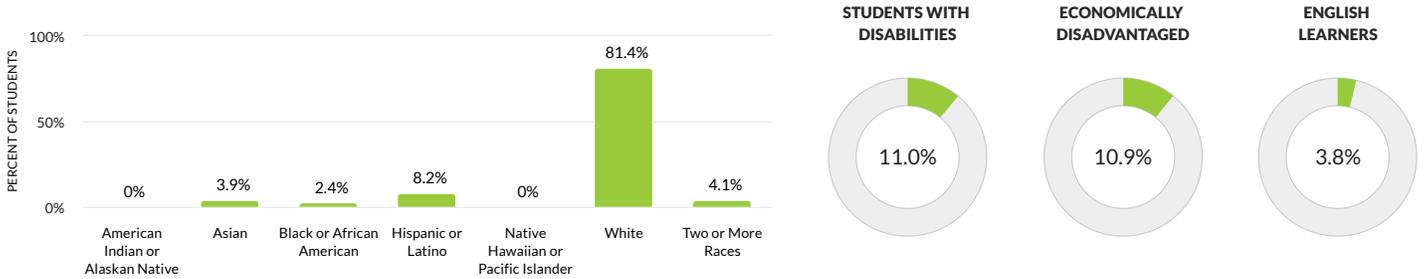
School Details

Grades : 5-6
Enrollment : 635
Percent open enrollment : 4.4%

At Waunakee Intermediate School, we pursue excellence in academics and character. We honor and appreciate ourselves and each other by being respectful, responsible, resourceful, honest, kind, and fair. We give our best inside and outside of the classroom. This is who we are, even when no one is watching. <https://wis.waunakee.k12.wi.us/>

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

Student Groups



Score Summary

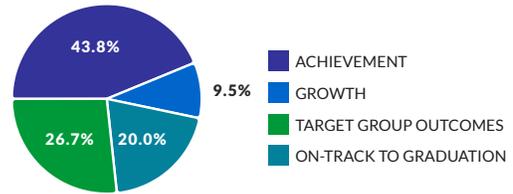
! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

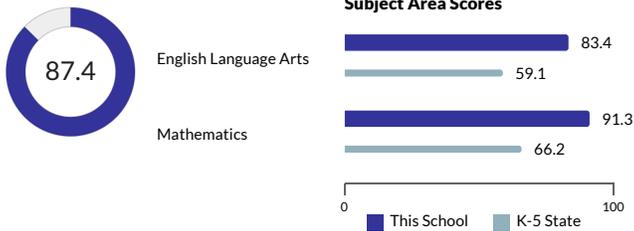


PRIORITY AREA WEIGHTS

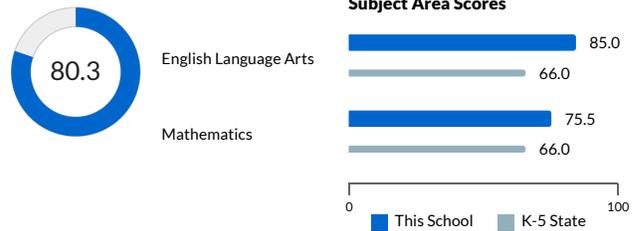


Priority Area Scores

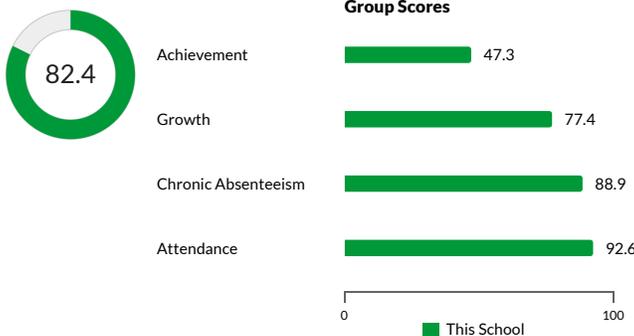
ACHIEVEMENT



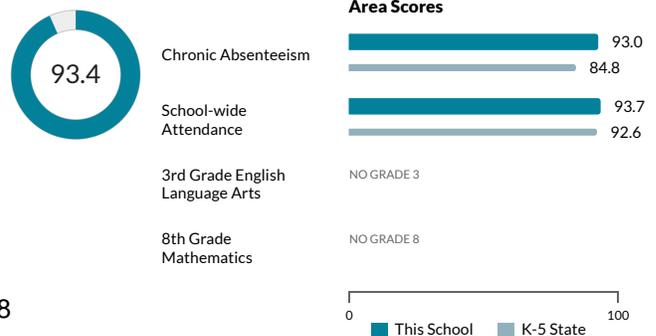
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



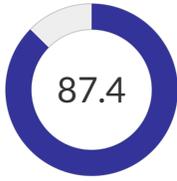
48



ACHIEVEMENT

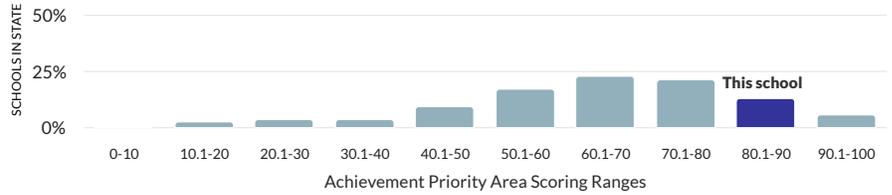
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 83.4
Mathematics Score: 91.3

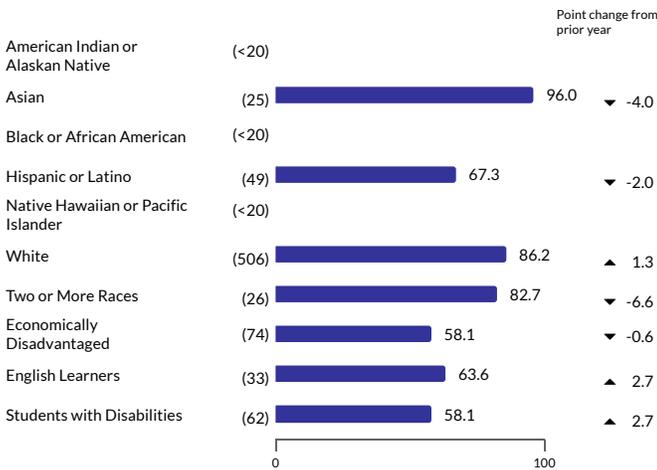
This school's score was the same or higher than 91.6% of K-5 schools in the state.



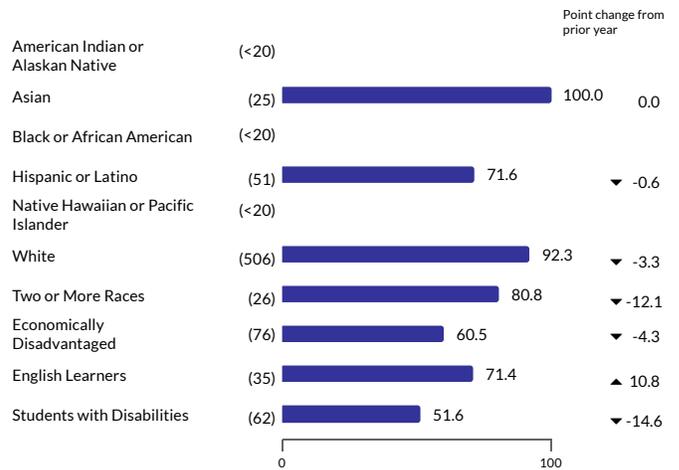
Student Group Achievement, 2022-23 (for information only)

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



49



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 |
| 98.1% | 92.6% |

MATHEMATICS

| | |
|--------------|---|
| All students | Lowest-participating group: Students with Disabilities |
| 98.1% | 92.6% |

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 | 591 | 12.9% | 44.3% | 35.2% | 7.6% | 628 | 13.9% | 48.1% | 30.3% | 7.8% | 621 | 15.5% | 47.5% | 27.2% | 9.8% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | 22 | 22.7% | 59.1% | 18.2% | 0.0% | 25 | 28.0% | 44.0% | 20.0% | 8.0% |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | 27 | 3.7% | 33.3% | 51.9% | 11.1% | 44 | 2.3% | 47.7% | 36.4% | 13.6% | 49 | 12.2% | 26.5% | 44.9% | 16.3% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 510 | 13.7% | 44.9% | 33.7% | 7.6% | 522 | 14.8% | 47.3% | 30.8% | 7.1% | 506 | 14.8% | 51.0% | 25.9% | 8.3% |
| Two or More Races | 29 | 3.4% | 48.3% | 37.9% | 10.3% | 28 | 14.3% | 53.6% | 28.6% | 3.6% | 26 | 19.2% | 38.5% | 30.8% | 11.5% |
| Economically Disadvantaged | 38 | 0.0% | 26.3% | 36.8% | 36.8% | 63 | 1.6% | 31.7% | 49.2% | 17.5% | 74 | 8.1% | 24.3% | 43.2% | 24.3% |
| English Learners | 28 | 3.6% | 21.4% | 57.1% | 17.9% | 32 | 6.3% | 28.1% | 46.9% | 18.8% | 33 | 9.1% | 27.3% | 45.5% | 18.2% |
| Students with Disabilities | 42 | 2.4% | 23.8% | 47.6% | 26.2% | 65 | 3.1% | 32.3% | 36.9% | 27.7% | 62 | 3.2% | 35.5% | 35.5% | 25.8% |

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 | 591 | 18.4% | 50.6% | 23.5% | 7.4% | 629 | 20.8% | 51.8% | 21.1% | 6.2% | 623 | 18.9% | 49.9% | 23.9% | 7.2% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | 22 | 40.9% | 40.9% | 9.1% | 9.1% | 25 | 48.0% | 32.0% | 20.0% | 0.0% |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | 27 | 3.7% | 40.7% | 37.0% | 18.5% | 45 | 8.9% | 51.1% | 15.6% | 24.4% | 51 | 7.8% | 43.1% | 33.3% | 15.7% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 510 | 19.2% | 51.4% | 22.7% | 6.7% | 522 | 21.3% | 53.1% | 21.3% | 4.4% | 506 | 19.2% | 52.0% | 23.1% | 5.7% |
| Two or More Races | 29 | 6.9% | 65.5% | 17.2% | 10.3% | 28 | 21.4% | 50.0% | 21.4% | 7.1% | 26 | 19.2% | 38.5% | 26.9% | 15.4% |
| Economically Disadvantaged | 38 | 2.6% | 31.6% | 28.9% | 36.8% | 64 | 4.7% | 40.6% | 34.4% | 20.3% | 76 | 3.9% | 32.9% | 43.4% | 19.7% |
| English Learners | 28 | 7.1% | 28.6% | 46.4% | 17.9% | 33 | 12.1% | 33.3% | 18.2% | 36.4% | 35 | 11.4% | 37.1% | 34.3% | 17.1% |
| Students with Disabilities | 43 | 2.3% | 30.2% | 34.9% | 32.6% | 50 | 6.2% | 33.8% | 46.2% | 13.8% | 62 | 3.2% | 30.6% | 32.3% | 33.9% |



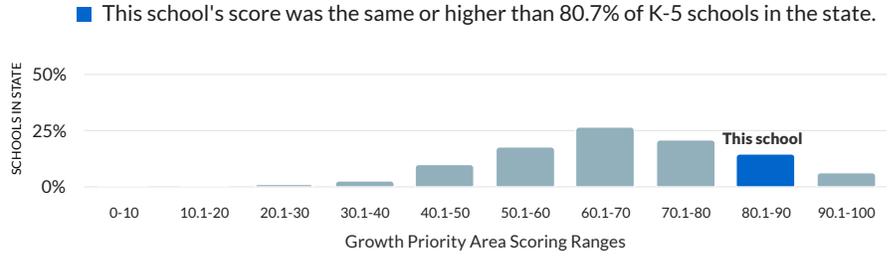
GROWTH

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: 85.0
Mathematics Score: 75.5



Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

| | |
|---|-----|
| All Students (587) | 4.0 |
| American Indian or Alaskan Native (<20) | |
| Asian (21) | 4.4 |
| Black or African American (<20) | |
| Hispanic or Latino (43) | 4.2 |
| Native Hawaiian or Pacific Islander (<20) | |
| White (485) | 4.0 |
| Two or More Races (25) | 4.1 |
| Economically Disadvantaged (69) | 4.4 |
| Not Economically Disadvantaged (518) | 4.0 |
| English Learners (31) | 4.1 |
| English Proficient (556) | 4.0 |
| Students with Disabilities (51) | 4.8 |
| Students without Disabilities (536) | 4.0 |
| Proficient Last Year (339) | 4.0 |
| Not Proficient Last Year (248) | 4.1 |

MATHEMATICS

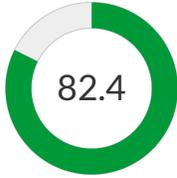
| | |
|---|-----|
| All Students (587) | 3.5 |
| American Indian or Alaskan Native (<20) | |
| Asian (21) | 3.7 |
| Black or African American (<20) | |
| Hispanic or Latino (43) | 3.8 |
| Native Hawaiian or Pacific Islander (<20) | |
| White (485) | 3.4 |
| Two or More Races (25) | 3.6 |
| Economically Disadvantaged (69) | 3.7 |
| Not Economically Disadvantaged (518) | 3.5 |
| English Learners (31) | 3.9 |
| English Proficient (556) | 3.5 |
| Students with Disabilities (51) | 3.5 |
| Students without Disabilities (536) | 3.5 |
| Proficient Last Year (408) | 3.4 |
| Not Proficient Last Year (179) | 3.8 |



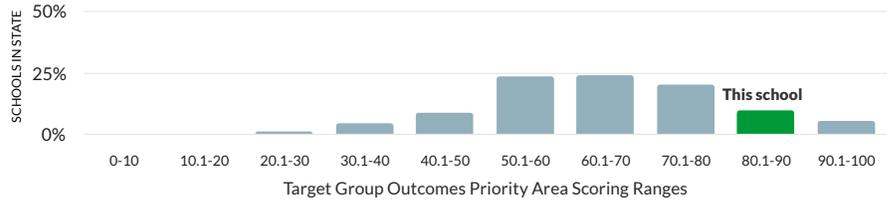
TARGET GROUP OUTCOMES

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 86.8% of K-5 schools in the state.



Component Scores

ACHIEVEMENT Score: 47.3
Average points-based proficiency rates.

English Language Arts

| | |
|------------------|------|
| Target Group | 43.1 |
| Non-Target Group | 97.6 |

Mathematics

| | |
|------------------|-------|
| Target Group | 51.5 |
| Non-Target Group | 100.0 |

GROWTH Score: 77.4
Value-added scores converted onto a 0-100 growth scale.

English Language Arts

| | |
|------------------|------|
| Target Group | 77.4 |
| Non-Target Group | 88.8 |

Mathematics

| | |
|------------------|------|
| Target Group | 77.4 |
| Non-Target Group | 75.5 |

CHRONIC ABSENTEEISM Score: 88.9
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.

| | |
|------------------|------|
| Target Group | 88.9 |
| Non-Target Group | 95.2 |

ATTENDANCE Score: 92.6
This score is the overall attendance rate for the Target Group in 2021-22.

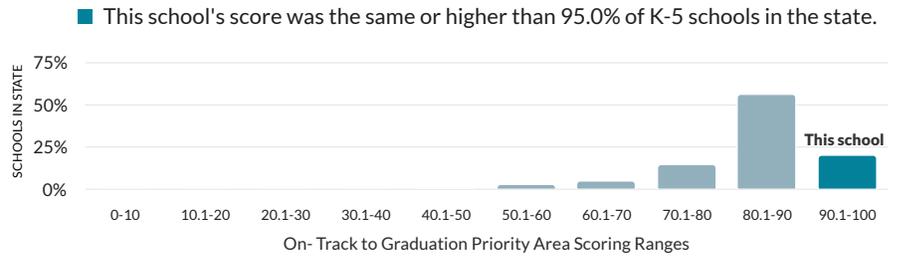
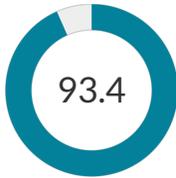
| | |
|------------------|------|
| Target Group | 92.6 |
| Non-Target Group | 94.5 |



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

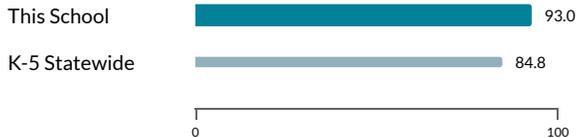


Component Scores

CHRONIC ABSENTEEISM

Score: 93.0

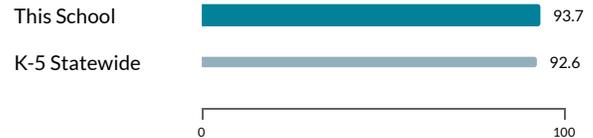
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.7

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



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: K-5 State | 365,631 | 10.2% | 352,483 | 13.5% | 354,397 | 20.1% |
| All Students | 639 | 4.5% | 565 | 2.7% | 651 | 11.8% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | <20 | * | <20 | * | 23 | 4.3% |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | 31 | 0.0% | 29 | 6.9% | 47 | 19.1% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 565 | 4.8% | 484 | 2.5% | 537 | 11.2% |
| Two or More Races | 25 | 4.0% | 25 | 4.0% | 30 | 16.7% |
| Economically Disadvantaged | 62 | 11.3% | 43 | 16.3% | 71 | 31.0% |
| English Learners | 22 | 4.5% | 28 | 7.1% | 35 | 20.0% |
| Students with Disabilities | 62 | 11.3% | 52 | 11.5% | 69 | 27.5% |

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

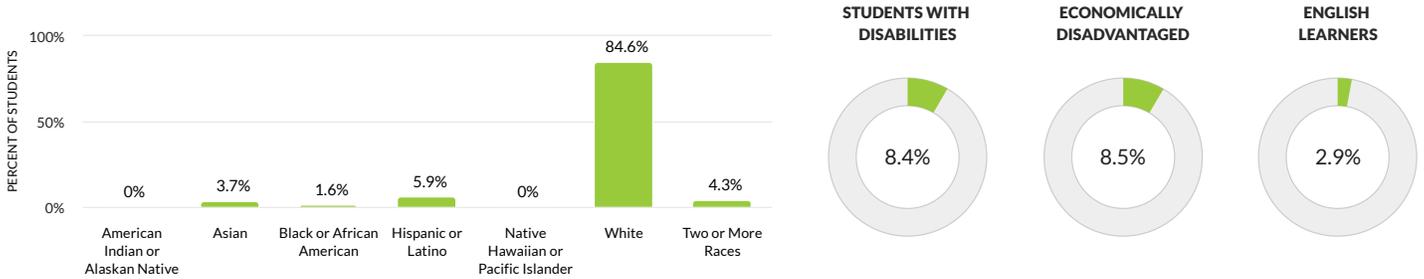
School Details

Grades : 7-8
Enrollment : 682
Percent open enrollment : 5.4%

We are extremely proud of the success our students and staff members demonstrate. Together, our students, staff, family, and community members make Waukeek Community Middle School a special place to learn. Everyone at our school learns and grows together in a safe, comfortable, and welcoming environment. <https://wms.waukeek.k12.wi.us/>

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

Student Groups



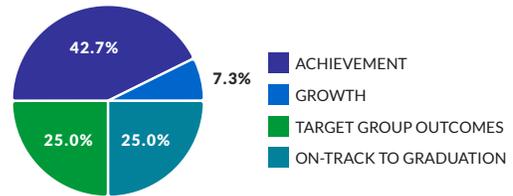
Score Summary

! 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>.



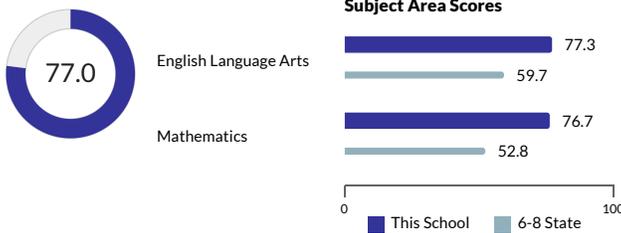
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

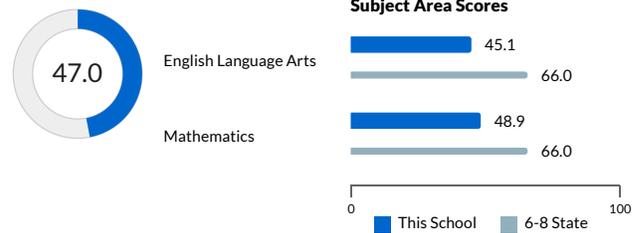


Priority Area Scores

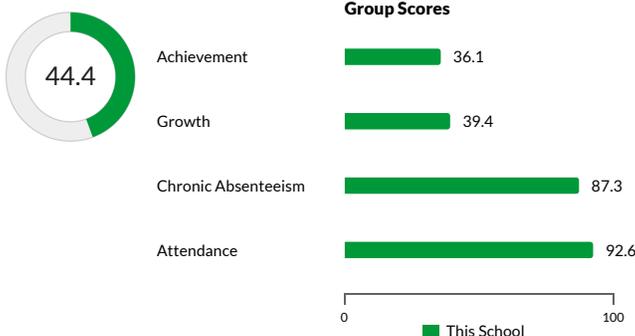
ACHIEVEMENT



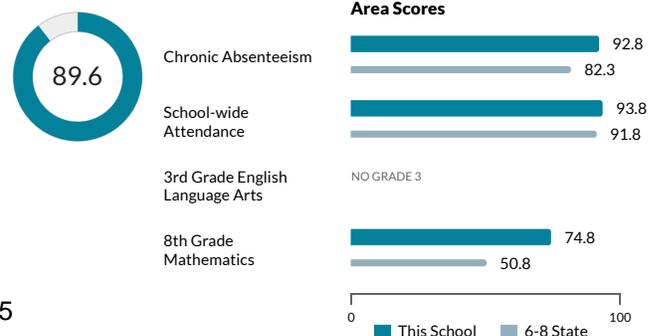
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



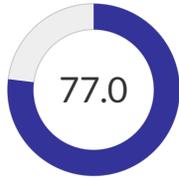
55



ACHIEVEMENT

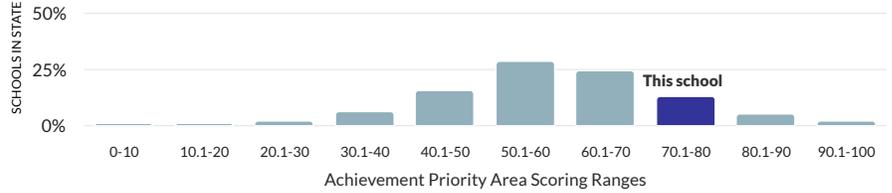
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 77.3
Mathematics Score: 76.7

This school's score was the same or higher than 89.7% of 6-8 schools in the state.



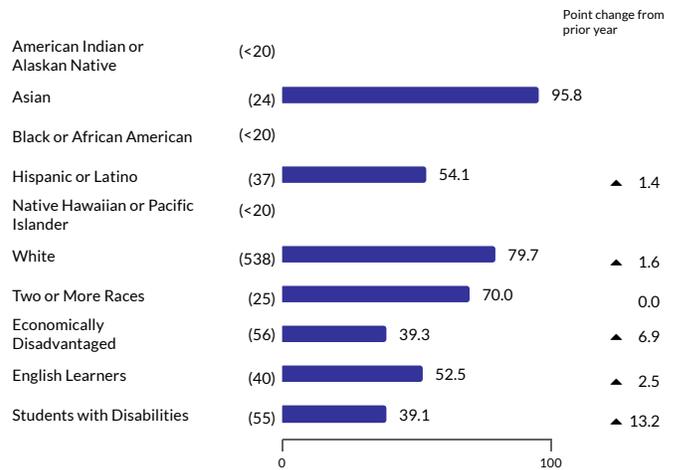
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



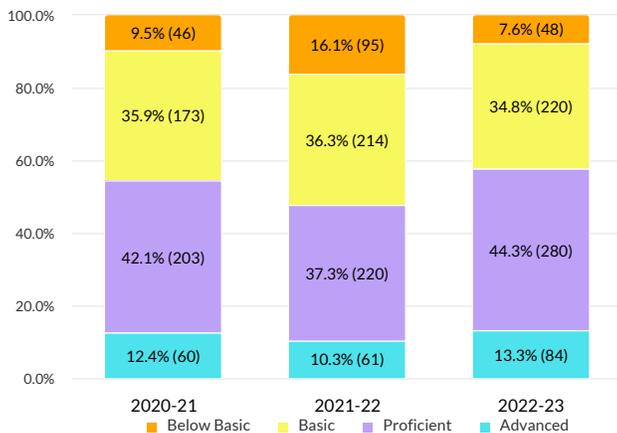
MATHEMATICS



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: Two or More Races |
| 92.8% | 86.2% |

MATHEMATICS

| | |
|--------------|--|
| All students | Lowest-participating group: Two or More Races |
| 92.9% | 86.2% |

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: 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 | 482 | 12.4% | 42.1% | 35.9% | 9.5% | 590 | 10.3% | 37.3% | 36.3% | 16.1% | 632 | 13.3% | 44.3% | 34.8% | 7.6% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | 24 | 25.0% | 37.5% | 33.3% | 4.2% |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | 29 | 3.4% | 34.5% | 34.5% | 27.6% | 37 | 5.4% | 21.6% | 40.5% | 32.4% | 37 | 5.4% | 40.5% | 32.4% | 21.6% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 423 | 12.3% | 42.6% | 36.9% | 8.3% | 508 | 10.2% | 39.4% | 36.4% | 14.0% | 537 | 14.0% | 45.1% | 35.0% | 6.0% |
| Two or More Races | <20 | * | * | * | * | 20 | 10.0% | 30.0% | 40.0% | 20.0% | 25 | 4.0% | 48.0% | 32.0% | 16.0% |
| Economically Disadvantaged | 30 | 0.0% | 23.3% | 50.0% | 26.7% | 51 | 3.9% | 7.8% | 41.2% | 47.1% | 55 | 1.8% | 21.8% | 41.8% | 34.5% |
| English Learners | <20 | * | * | * | * | 26 | 0.0% | 23.1% | 38.5% | 38.5% | 40 | 5.0% | 32.5% | 35.0% | 27.5% |
| Students with Disabilities | 33 | 3.0% | 27.3% | 36.4% | 33.3% | 54 | 1.9% | 7.4% | 38.9% | 51.9% | 54 | 3.7% | 27.8% | 40.7% | 27.8% |

MATHEMATICS

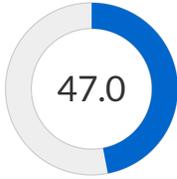
| | 2020-21 | | | | | 2021-22 | | | | | 2022-23 | | | | |
|-------------------------------------|----------------|----------|------------|-------|-------------|------------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
| | Total # 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 | 482 | 6.2% | 51.5% | 30.1% | 12.2% | 590 | 8.6% | 49.5% | 26.9% | 14.9% | 633 | 11.4% | 45.8% | 29.7% | 13.1% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | 24 | 37.5% | 29.2% | 20.8% | 12.5% |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | 29 | 6.9% | 24.1% | 41.4% | 27.6% | 37 | 8.1% | 27.0% | 27.0% | 37.8% | 37 | 2.7% | 37.8% | 24.3% | 35.1% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 423 | 6.1% | 53.4% | 29.6% | 10.9% | 508 | 8.3% | 52.0% | 27.6% | 12.2% | 538 | 11.2% | 48.1% | 29.7% | 11.0% |
| Two or More Races | <20 | * | * | * | * | 20 | 10.0% | 45.0% | 20.0% | 25.0% | 25 | 8.0% | 40.0% | 36.0% | 16.0% |
| Economically Disadvantaged | 30 | 3.3% | 26.7% | 36.7% | 33.3% | 51 | 2.0% | 17.6% | 23.5% | 56.9% | 56 | 1.8% | 23.2% | 26.8% | 48.2% |
| English Learners | <20 | * | * | * | * | 26 | 3.8% | 30.8% | 26.9% | 38.5% | 40 | 12.5% | 17.5% | 32.5% | 37.5% |
| Students with Disabilities | 33 | 0.0% | 18.2% | 33.3% | 48.5% | 57 ⁵⁴ | 1.9% | 13.0% | 20.4% | 64.8% | 55 | 1.8% | 20.0% | 32.7% | 45.5% |



GROWTH

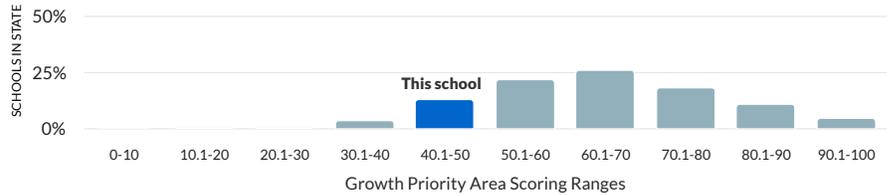
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 45.1
Mathematics Score: 48.9

This school's score was the same or higher than 13.9% 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

| | | |
|-------------------------------------|-------|-----|
| All Students | (605) | 1.9 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (22) | 2.1 |
| Black or African American | (<20) | |
| Hispanic or Latino | (35) | 2.1 |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (517) | 1.9 |
| Two or More Races | (23) | 2.0 |
| Economically Disadvantaged | (49) | 1.8 |
| Not Economically Disadvantaged | (556) | 1.9 |
| English Learners | (37) | 2.5 |
| English Proficient | (568) | 1.9 |
| Students with Disabilities | (46) | 2.6 |
| Students without Disabilities | (559) | 1.8 |
| Proficient Last Year | (347) | 1.9 |
| Not Proficient Last Year | (258) | 1.9 |

MATHEMATICS

| | | |
|-------------------------------------|-------|-----|
| All Students | (606) | 2.1 |
| American Indian or Alaskan Native | (<20) | |
| Asian | (22) | 2.1 |
| Black or African American | (<20) | |
| Hispanic or Latino | (35) | 2.1 |
| Native Hawaiian or Pacific Islander | (<20) | |
| White | (518) | 2.1 |
| Two or More Races | (23) | 2.0 |
| Economically Disadvantaged | (50) | 2.0 |
| Not Economically Disadvantaged | (556) | 2.2 |
| English Learners | (37) | 2.5 |
| English Proficient | (569) | 2.1 |
| Students with Disabilities | (47) | 1.6 |
| Students without Disabilities | (559) | 2.2 |
| Proficient Last Year | (412) | 2.2 |
| Not Proficient Last Year | (194) | 1.7 |



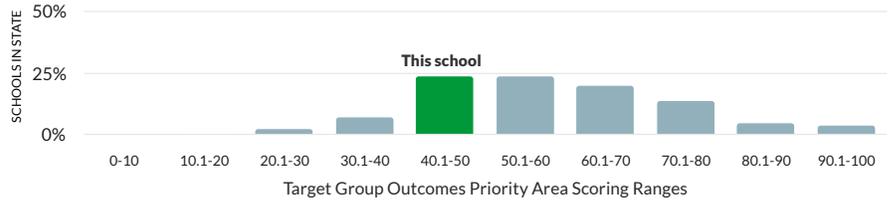
TARGET GROUP OUTCOMES

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 19.4% of 6-8 schools in the state.



Component Scores

ACHIEVEMENT Score: 36.1

Average points-based proficiency rates.

English Language Arts

| | |
|------------------|------|
| Target Group | 38.4 |
| Non-Target Group | 91.5 |

Mathematics

| | |
|------------------|------|
| Target Group | 33.8 |
| Non-Target Group | 92.9 |

GROWTH Score: 39.4

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

English Language Arts

| | |
|------------------|------|
| Target Group | 45.1 |
| Non-Target Group | 45.1 |

Mathematics

| | |
|------------------|------|
| Target Group | 33.7 |
| Non-Target Group | 54.6 |

CHRONIC ABSENTEEISM Score: 87.3

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.

| | |
|------------------|------|
| Target Group | 87.3 |
| Non-Target Group | 96.0 |

ATTENDANCE Score: 92.6

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

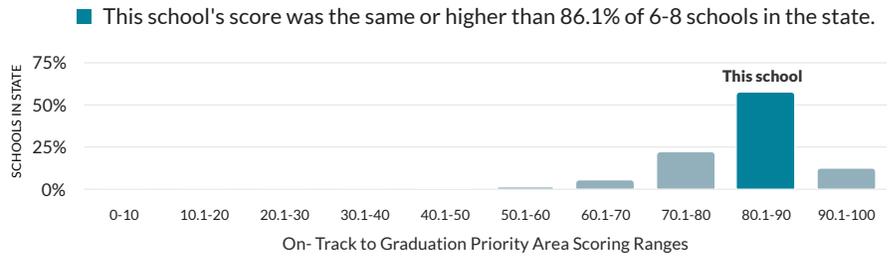
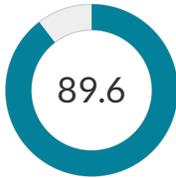
| | |
|------------------|------|
| Target Group | 92.6 |
| Non-Target Group | 94.8 |



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

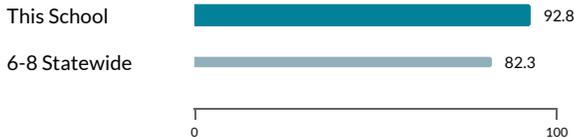


Component Scores

CHRONIC ABSENTEEISM

Score: 92.8

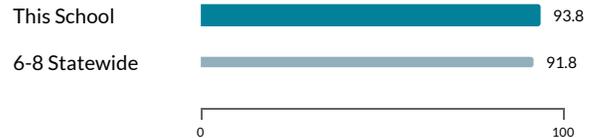
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.8

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

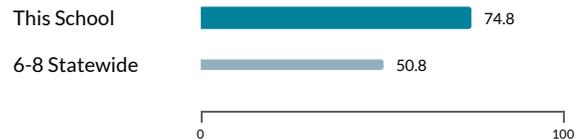
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 74.8

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: 6-8 State | 196,299 | 11.9% | 191,976 | 16.6% | 189,972 | 22.5% |
| All Students | 639 | 5.9% | 598 | 1.2% | 656 | 12.5% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | <20 | * | <20 | * | <20 | * |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | 39 | 5.1% | 35 | 0.0% | 39 | 15.4% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 561 | 6.2% | 523 | 1.3% | 567 | 12.5% |
| Two or More Races | 22 | 4.5% | 20 | 0.0% | 23 | 4.3% |
| Economically Disadvantaged | 38 | 18.4% | 36 | 8.3% | 56 | 35.7% |
| English Learners | 21 | 9.5% | <20 | * | 28 | 21.4% |
| Students with Disabilities | 50 | 16.0% | 54 | 1.9% | 64 | 25.0% |

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

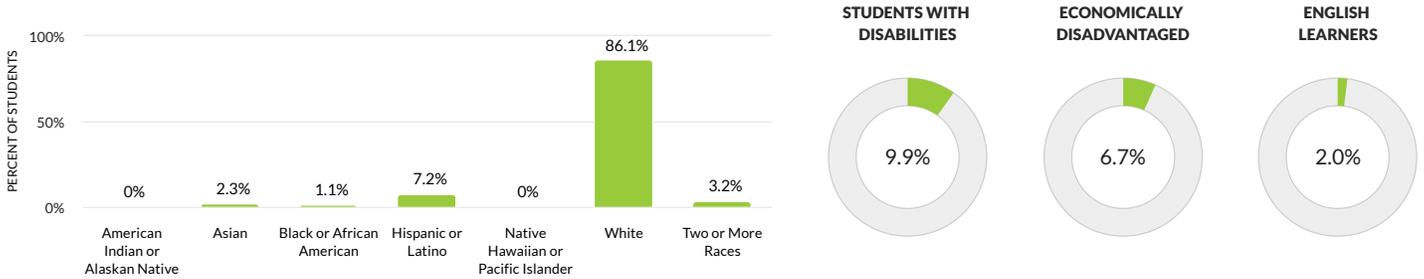
School Details

Grades : 9-12
Enrollment : 1,327
Percent open enrollment : 4.7%

Waukeek Community High School is committed to its mission of preparing all learners to meet the challenges of today and tomorrow. Our school strives to create a safe, supportive environment where all learners are responsible, respectful and leaders. <https://whs.waukeek.k12.wi.us/>

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

Student Groups



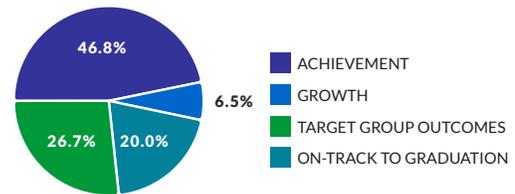
Score Summary

! 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>.



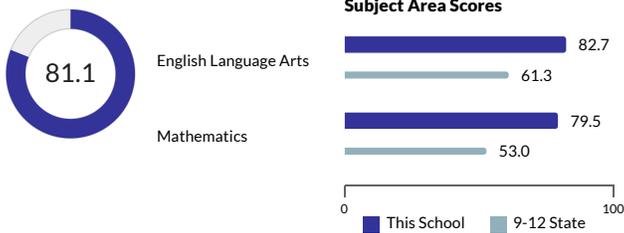
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

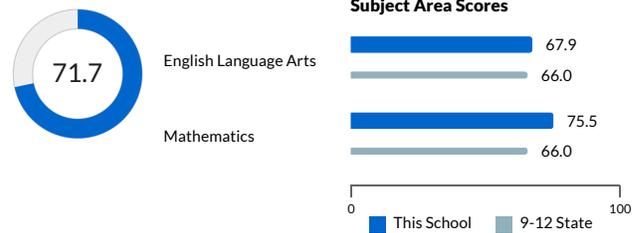


Priority Area Scores

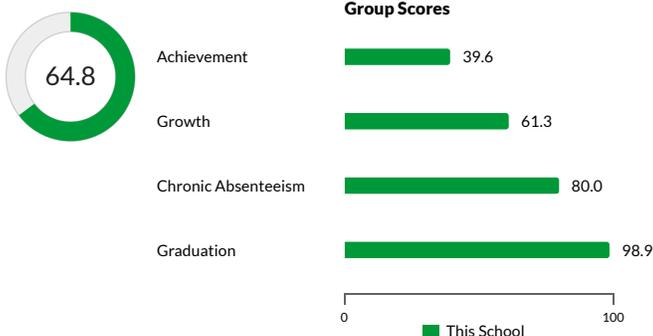
ACHIEVEMENT



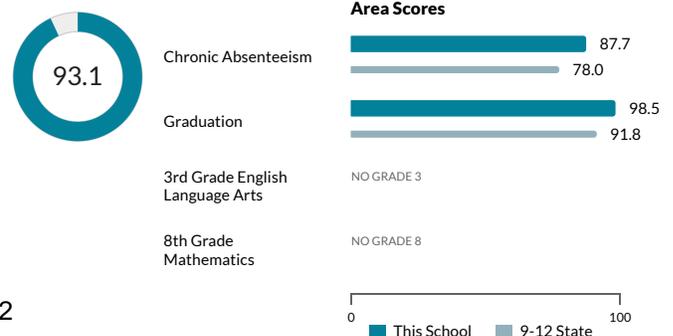
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



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ACHIEVEMENT

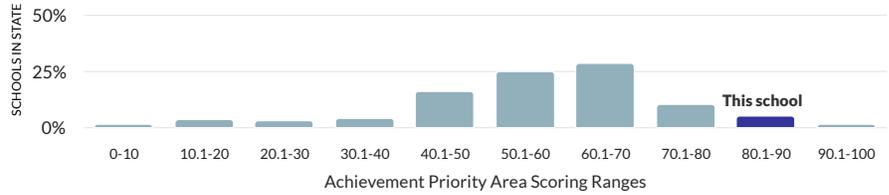
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 82.7
Mathematics Score: 79.5

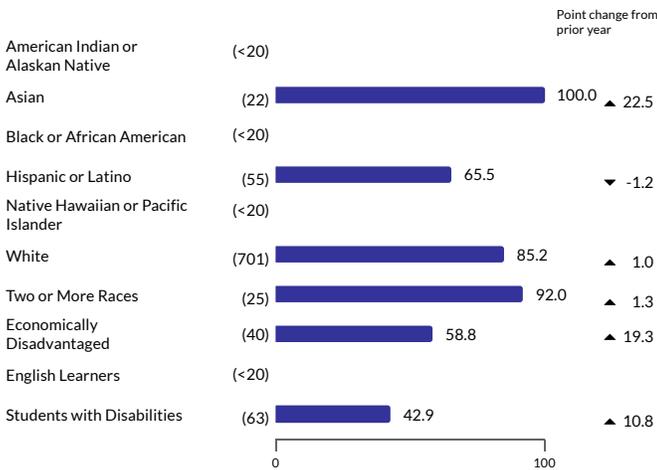
This school's score was the same or higher than 94.2% of 9-12 schools in the state.



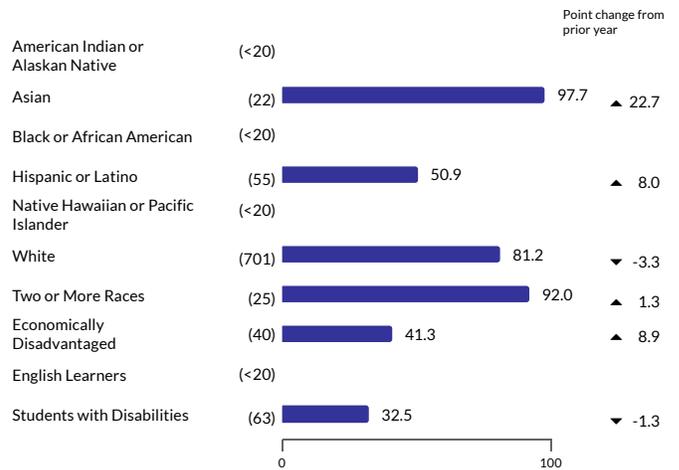
Student Group Achievement, 2022-23 (for information only)

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



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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: English Learners |
| 83.7% | 56.7% |

MATHEMATICS

| | |
|--------------|---|
| All students | Lowest-participating group: English Learners |
| 83.7% | 56.7% |

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: 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 | 747 | 11.8% | 47.4% | 29.2% | 11.6% | 785 | 14.8% | 47.3% | 27.1% | 10.8% | 810 | 18.1% | 43.0% | 28.4% | 10.5% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | 20 | 10.0% | 45.0% | 35.0% | 10.0% | 22 | 40.9% | 31.8% | 27.3% | 0.0% |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | 27 | 3.7% | 33.3% | 51.9% | 11.1% | 42 | 11.9% | 31.0% | 35.7% | 21.4% | 55 | 9.1% | 38.2% | 27.3% | 25.5% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 676 | 11.8% | 48.2% | 28.6% | 11.4% | 688 | 15.0% | 48.3% | 26.9% | 9.9% | 701 | 18.4% | 43.5% | 28.1% | 10.0% |
| Two or More Races | 21 | 19.0% | 38.1% | 19.0% | 23.8% | 27 | 14.8% | 59.3% | 18.5% | 7.4% | 25 | 16.0% | 52.0% | 32.0% | 0.0% |
| Economically Disadvantaged | 28 | 3.6% | 28.6% | 46.4% | 21.4% | 38 | 5.3% | 15.8% | 31.6% | 47.4% | 40 | 2.5% | 32.5% | 45.0% | 20.0% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | 49 | 0.0% | 22.4% | 30.6% | 46.9% | 67 | 1.5% | 13.4% | 32.8% | 52.2% | 63 | 3.2% | 20.6% | 34.9% | 41.3% |

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: 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 | 747 | 11.4% | 44.4% | 30.4% | 13.8% | 782 | 19.3% | 39.6% | 26.1% | 15.0% | 810 | 18.4% | 37.7% | 28.5% | 15.4% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | 20 | 15.0% | 40.0% | 25.0% | 20.0% | 22 | 27.3% | 45.5% | 22.7% | 4.5% |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic or Latino | 27 | 3.7% | 22.2% | 44.4% | 29.6% | 42 | 4.8% | 19.0% | 33.3% | 42.9% | 55 | 7.3% | 23.6% | 32.7% | 36.4% |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 676 | 11.8% | 45.4% | 29.4% | 13.3% | 685 | 20.1% | 41.5% | 25.7% | 12.7% | 701 | 18.5% | 39.1% | 28.5% | 13.8% |
| Two or More Races | 21 | 4.8% | 42.9% | 42.9% | 9.5% | 27 | 29.6% | 33.3% | 25.9% | 11.1% | 25 | 32.0% | 28.0% | 32.0% | 8.0% |
| Economically Disadvantaged | 28 | 3.6% | 25.0% | 35.7% | 35.7% | 37 | 0.0% | 18.9% | 27.0% | 54.1% | 40 | 2.5% | 12.5% | 50.0% | 35.0% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | 49 | 2.0% | 20.4% | 26.5% | 51.0% | 64 | 1.5% | 18.5% | 26.2% | 53.8% | 63 | 4.8% | 7.9% | 34.9% | 52.4% |



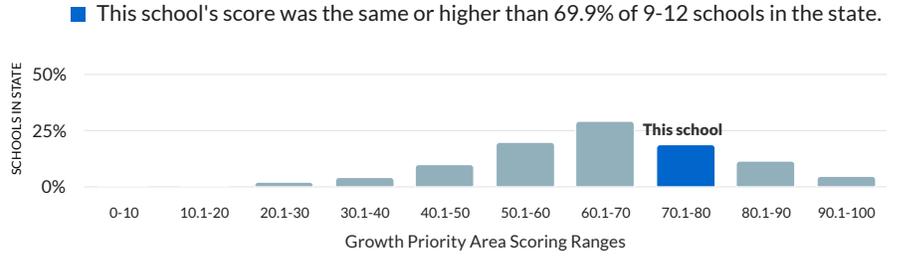
GROWTH

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 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



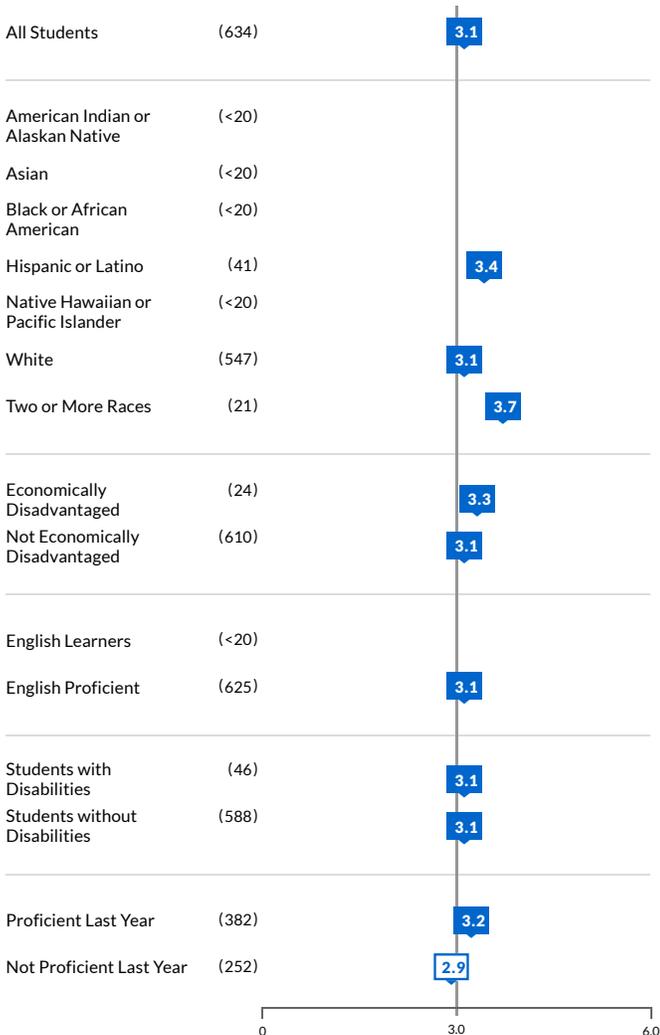
English Language Arts Score: 67.9
Mathematics Score: 75.5



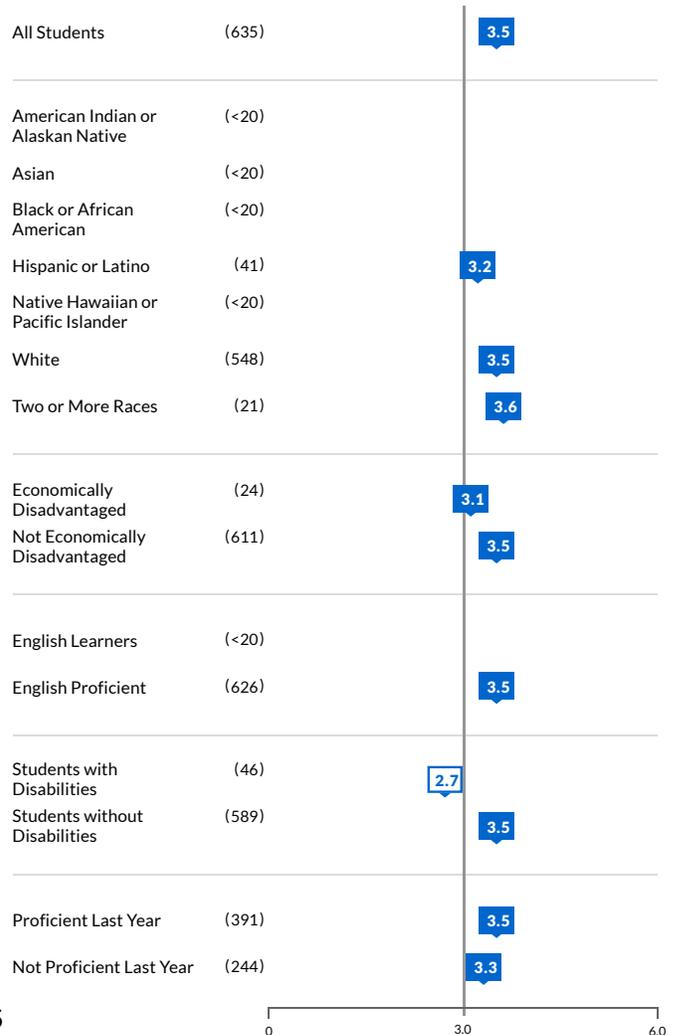
Student Group Value-Added (for information only)

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

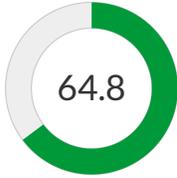




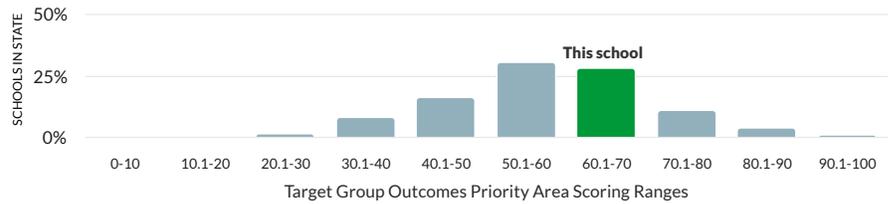
TARGET GROUP OUTCOMES

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 71.1% of 9-12 schools in the state.



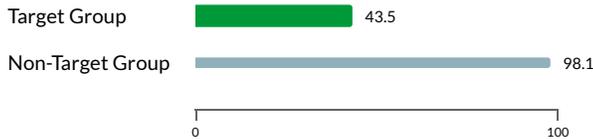
Component Scores

ACHIEVEMENT

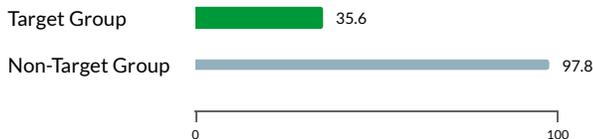
Score: 39.6

Average points-based proficiency rates.

English Language Arts



Mathematics

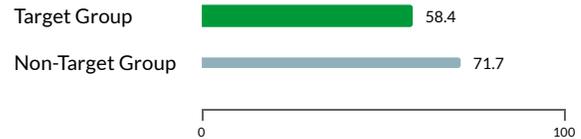


GROWTH

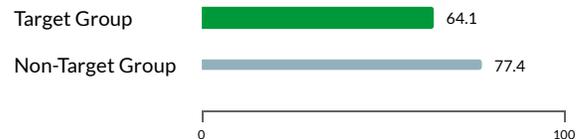
Score: 61.3

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

English Language Arts



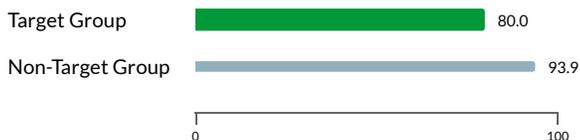
Mathematics



CHRONIC ABSENTEEISM

Score: 80.0

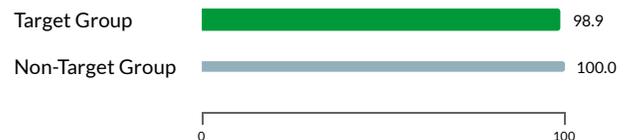
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.9

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

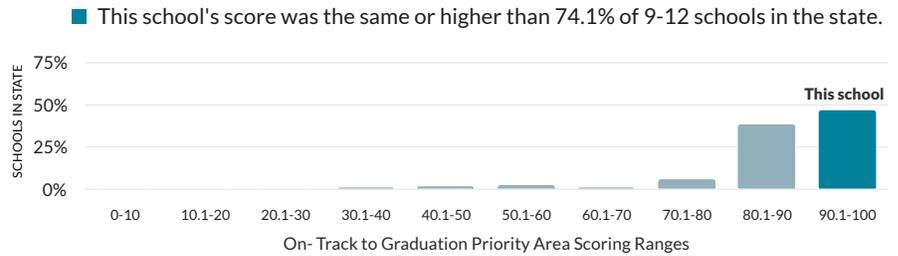
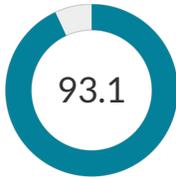




ON-TRACK TO GRADUATION

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

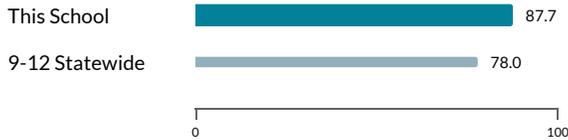


Component Scores

CHRONIC ABSENTEEISM

Score: 87.7

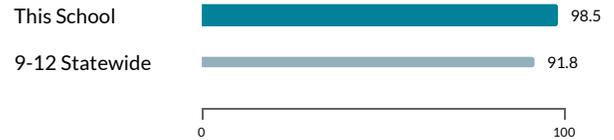
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.5

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



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 | 1,333 | 11.7% | 1,358 | 6.0% | 1,341 | 18.1% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | 28 | 10.7% | 25 | 0.0% | 30 | 6.7% |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | 49 | 16.3% | 58 | 17.2% | 72 | 30.6% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 1,206 | 11.4% | 1,212 | 5.4% | 1,183 | 17.5% |
| Two or More Races | 35 | 17.1% | 48 | 6.2% | 43 | 11.6% |
| Economically Disadvantaged | 77 | 31.2% | 65 | 23.1% | 94 | 47.9% |
| English Learners | <20 | * | <20 | * | 32 | 40.6% |
| Students with Disabilities | 113 | 19.5% | 120 | 16.7% | 120 | 34.2% |

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 | 340 | 333 | 97.9% | 316 | 313 | 99.1% |
| 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 | 311 | 305 | 98.1% | 282 | 280 | 99.3% |
| Two or More Races | <20 | * | * | <20 | * | * |
| Economically Disadvantaged | 20 | 18 | 90.0% | <20 | * | * |
| English Learners | <20 | * | * | <20 | * | * |
| Students with Disabilities | 25 | 18 | 72.0% | 33 | 33 | 100.0% |



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 |
| 35.2% | 20.1% |

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

DUAL ENROLLMENT

| | |
|--------------|--------------|
| School | State |
| 32.9% | 23.2% |

441 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

| | |
|-------------|-------------|
| School | State |
| 6.9% | 3.9% |

93 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

| | |
|-------------|-------------|
| School | State |
| 4.5% | 8.5% |

60 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 | 30 | 10,138 | 33.3% | 31.6% | 30.0% | 22.2% | 6.7% | 3.4% | 6.7% | 5.7% |
| Black or African American | <20 | 25,007 | * | 12.9% | * | 7.6% | * | 1.0% | * | 2.2% |
| Hispanic or Latino | 72 | 35,817 | 12.5% | 16.1% | 13.9% | 16.0% | 1.4% | 3.0% | 4.2% | 5.1% |
| Native Hawaiian or Pacific Islander | <20 | 202 | * | 20.3% | * | 22.3% | * | 2.5% | * | 9.9% |
| White | 1,183 | 182,130 | 36.9% | 21.6% | 34.2% | 27.2% | 7.4% | 4.7% | 4.2% | 10.4% |
| Two or More Races | 43 | 10,657 | 32.6% | 17.7% | 41.9% | 17.8% | 7.0% | 2.6% | 9.3% | 6.1% |
| Economically Disadvantaged | 94 | 102,069 | 9.6% | 11.2% | 10.6% | 16.1% | 1.1% | 2.5% | 4.3% | 7.0% |
| English Learners | 32 | 16,932 | 3.1% | 11.4% | 12.5% | 13.8% | 0.0% | 2.1% | 6.3% | 4.1% |
| Students with Disabilities | 120 | 34,245 | 5.0% | 3.8% | 14.2% | 12.5% | 1.7% | 2.0% | 5.0% | 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 |
| 28.1% | 27.2% | 0.0% | 0.4% | 23.0% | 19.1% | 0.0% | 1.8% |
| 377 students successfully completed at least one art & design course. | | No students successfully completed a dance course. | | 308 students successfully completed at least one music course. | | No students successfully completed a 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 | 30 | 10,138 | 30.0% | 28.4% | 0.0% | 0.4% | 23.3% | 19.5% | 0.0% | 1.3% |
| Black or African American | <20 | 25,007 | * | 25.3% | * | 0.5% | * | 11.7% | * | 2.5% |
| Hispanic or Latino | 72 | 35,817 | 41.7% | 27.1% | 0.0% | 0.4% | 22.2% | 13.0% | 0.0% | 1.8% |
| Native Hawaiian or Pacific Islander | <20 | 202 | * | 28.2% | * | 0.0% | * | 23.3% | * | 1.5% |
| White | 1,183 | 182,130 | 27.1% | 27.3% | 0.0% | 0.4% | 22.7% | 21.5% | 0.0% | 1.7% |
| Two or More Races | 43 | 10,657 | 30.2% | 28.2% | 0.0% | 0.6% | 27.9% | 17.7% | 0.0% | 2.2% |
| Economically Disadvantaged | 94 | 102,069 | 37.2% | 27.6% | 0.0% | 0.4% | 12.8% | 15.1% | 0.0% | 1.8% |
| English Learners | 32 | 16,932 | 53.1% | 29.3% | 0.0% | 0.5% | 25.0% | 11.7% | 0.0% | 1.7% |
| Students with Disabilities | 120 | 34,245 | 38.3% | 28.6% | 0.0% | 0.4% | 16.7% | 14.3% | 0.0% | 2.0% |



STUDENT ACHIEVEMENT REPORT

WAUNAKEE COMMUNITY SCHOOL DISTRICT

SY 2022-2023

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STUDENT ACHIEVEMENT REPORT

Introduction

The student achievement report provides a summary of student achievement on state and district assessments, as well as other district indicators relating to our academic program. The Waunakee Community School District is strongly committed to providing a comprehensive and well-rounded school experience that supports the development of the whole child. There are significant aspects of this vision that are not easily quantified and indicators of student achievement go well beyond the measures presented here. We hope that this information has value to our public and informs our strategic planning process.

District Mission Statement

“Committed to Children...Committed to Community...Committed to Excellence.”

District Vision Statement

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning.

District Visionary Aspirations

The Waunakee Community School District is a collaborative team of students, staff, families, and the community that:

- Establishes excellence in all facets of their work.
- Celebrates both student growth and achievement.
- Sustains learning environments that are challenging and attentive to the diverse learning needs of every student.
- Teaches students to embrace ethics, values, and character.
- Promotes student engagement and belief in their own learning.
- Respects cultural and global perspectives.
- Engages and builds positive relationships with students.
- Cultivates critical and creative thinkers, and nurtures collective inquiry.
- Institutes a challenging curriculum, and prepares students for their future.
- Fosters a safe environment for the educational, emotional and physical needs of all.
- Provides and supports staff development and opportunities for professional growth.
- Allocates resources in concert with the district’s vision.

STUDENT ACHIEVEMENT REPORT

Summary of High Level Indicators

These high level indicators represent important measures of student achievement and growth. There are many ways that student and school success make themselves known and this is only a summary of our progress in providing excellent learning outcomes for our students. These indicators represent our collective performance in academically preparing students for their future in terms of achievement, growth, completion, and post-secondary readiness.

| Vital Measure | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|-----------|-----------|-----------|-----------|-----------|
| Graduating High School in Four Years | 97.1% | 96.5% | 97.4% | 97.9% | 95.9% |
| Grade K-6 Students Reading at or above Grade Level | 82.7% | * | 72.6% | 70.2% | 73.4% |
| Grade 2-8 Students Meeting Reading Growth Target** | NA | NA | 51.2% | 56.0% | 57.5% |
| Grade 1-8 Students Meeting Math Growth Target** | 58.0% | NA | 50.3% | 55.5% | 58.3% |
| 8th Grade Students Taking Algebra or Higher | 82% | 81% | 88% | 80% | 80% |
| Students Meeting All Four ACT College and Career Readiness Benchmarks | 47% | 44% | 46% | 42% | 37% |
| College Freshman to Sophomore Persistence Rate (2yr lag) | 92% | 93% | 92% | | |

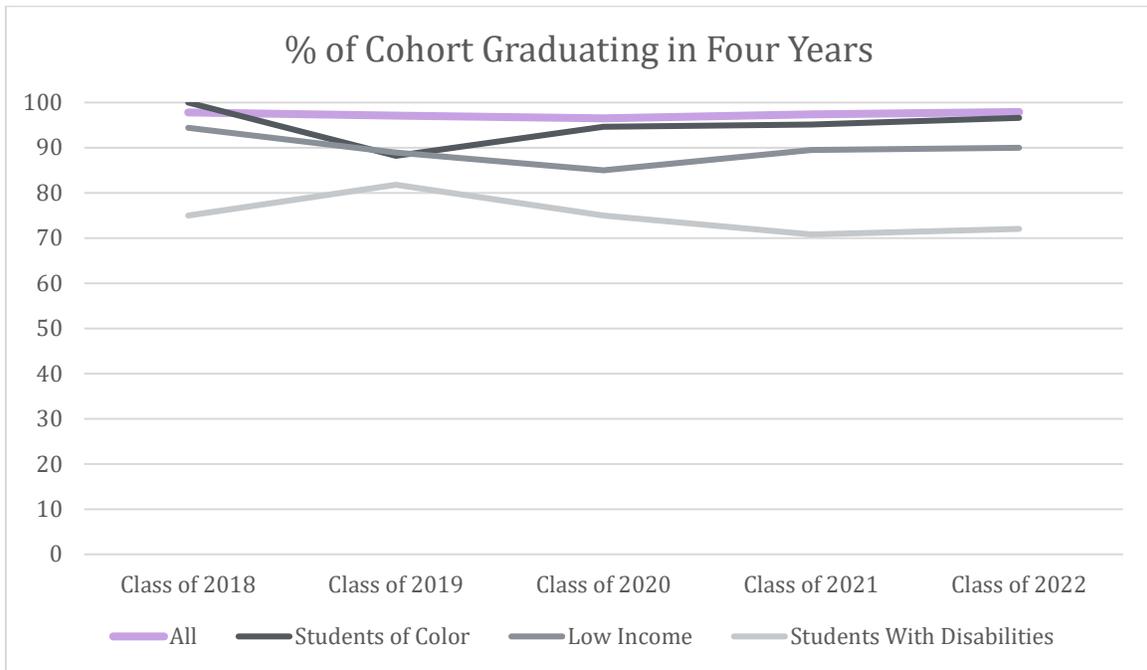
* Not reported due to COVID-19 pandemic

** NA: Only targeted spring populations

Additional indicators, including course participation and state assessment are also presented in the body of the report. Where practical, disaggregated data are presented. The disaggregated data usually include students of color (SoC), low income students (LI), and students with disabilities (SwD). Percentages vary by grade level, but overall in 2022-2023 students of color comprised 16% of total enrollment, low income students 7.6%, and students with disabilities 9.5%.

STUDENT ACHIEVEMENT REPORT

Graduation Rate



Student Graduating in Four Years of High School

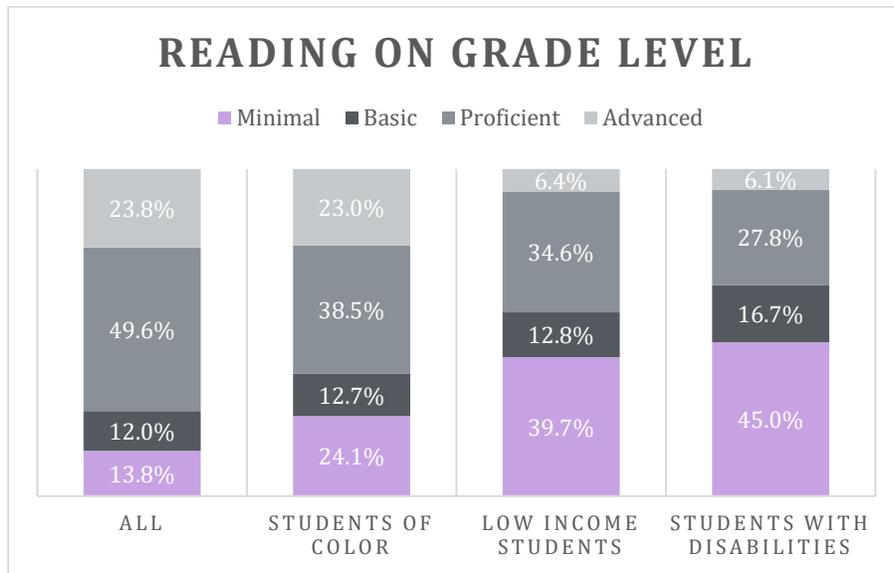
| Class | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------------------|--------|-------|-------|-------|-------|
| All | 97.8% | 97.1% | 96.5% | 97.4% | 97.9% |
| Students of Color | 100.0% | 88.2% | 94.6% | 95.1% | 96.6% |
| Low Income Students | 94.4% | 88.9% | 85.0% | 89.5% | 90.0% |
| Students with Disabilities | 75.0% | 81.8% | 75.0% | 70.8% | 72.0% |

This measure is based on a distinct cohort of students who enter 9th grade together and graduate high school in four years. For 2022, the statewide four year graduation rate for all students was 90.3%. Our completion rates are above the state average for most groups.

STUDENT ACHIEVEMENT REPORT

Reading on Grade Level

Reading on grade level as a report card indicator is determined by the teacher and is based on assessments and observations of student reading.



2022-2023 percent of students reading on grade level on the 3rd trimester report card

| | Minimal | Basic | Proficient | Advanced | At/Above |
|-----------------------|---------|-------|------------|----------|----------|
| KDG | 19.0% | 15.9% | 63.7% | 1.4% | 65.1% |
| 1st | 16.1% | 8.5% | 54.8% | 19.3% | 74.1% |
| 2nd | 10.2% | 7.7% | 54.0% | 28.1% | 82.1% |
| 3rd | 14.7% | 9.3% | 43.3% | 31.4% | 74.7% |
| 4th | 15.7% | 10.6% | 46.2% | 26.0% | 72.1% |
| 5th | 10.2% | 24.6% | 36.9% | 28.3% | 65.2% |
| 6th | 10.8% | 8.4% | 49.2% | 30.3% | 79.6% |

Multi-year trend for At/Above grade level.

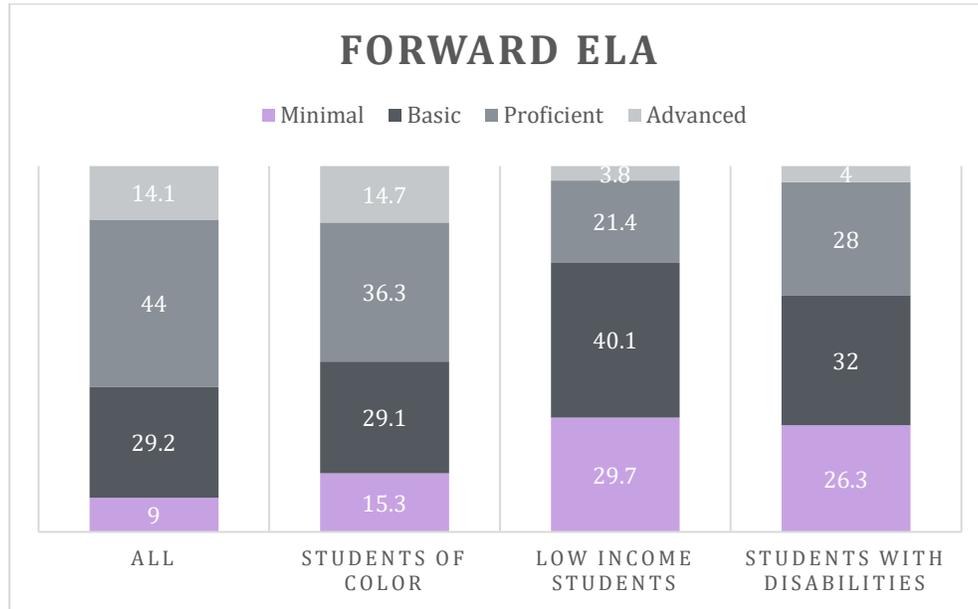
| | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|------------|-----------|-----------|-----------|
| All | -- | 72.6% | 70.2% | 73.4% |
| Students of Color | -- | 66.6% | 56.7% | 61.5% |
| Low Income Students | -- | 60.5% | 36.9% | 41.0% |
| Students with Disabilities | -- | 34.3% | 31.4% | 33.8% |

*Not reported due to COVID-19 pandemic

STUDENT ACHIEVEMENT REPORT

State Forward Assessment

FORWARD EXAM ENGLISH LANGUAGE ARTS



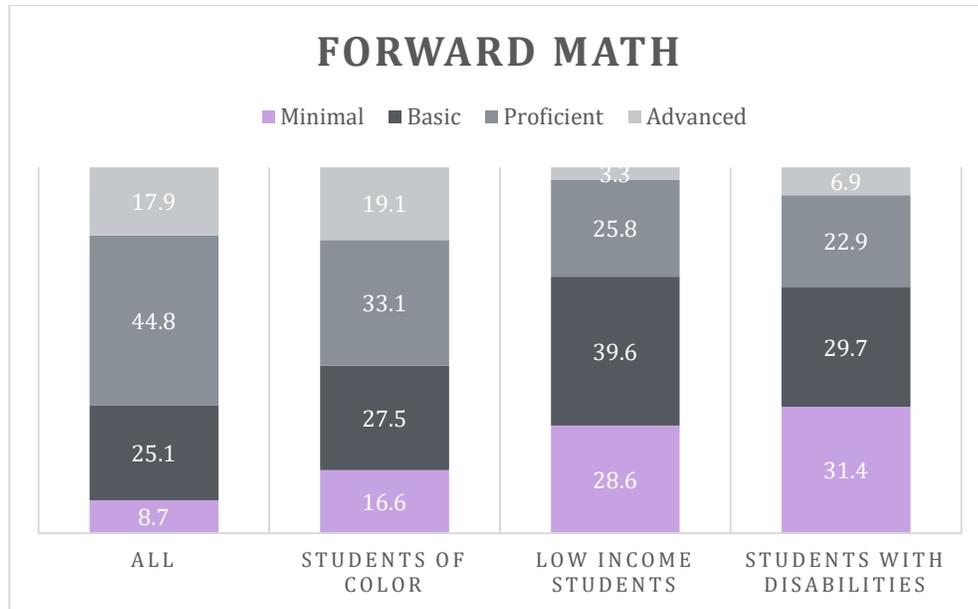
Our students performed above the state average in English Language Arts, including by groups, but with gaps.

| Proficient/Advanced | 2020-2021* | 2021-2022 | 2022-2023 | 2022-2023 WI |
|-----------------------------------|------------|-----------|-----------|--------------|
| All | 47.7% | 52.6% | 58.1% | 40.3% |
| Students of Color | 41.4% | 46.2% | 50.9% | 24.7% |
| Low Income Students | 21.2% | 23.2% | 25.3% | 24.1% |
| Students with Disabilities | 16.7% | 20.7% | 32.0% | 11.5% |
| Non Tested | 11.5% | 4.3% | 3.7% | 2.1% |

*Test participation may be lower than in other years due to the COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

FORWARD EXAM MATHEMATICS



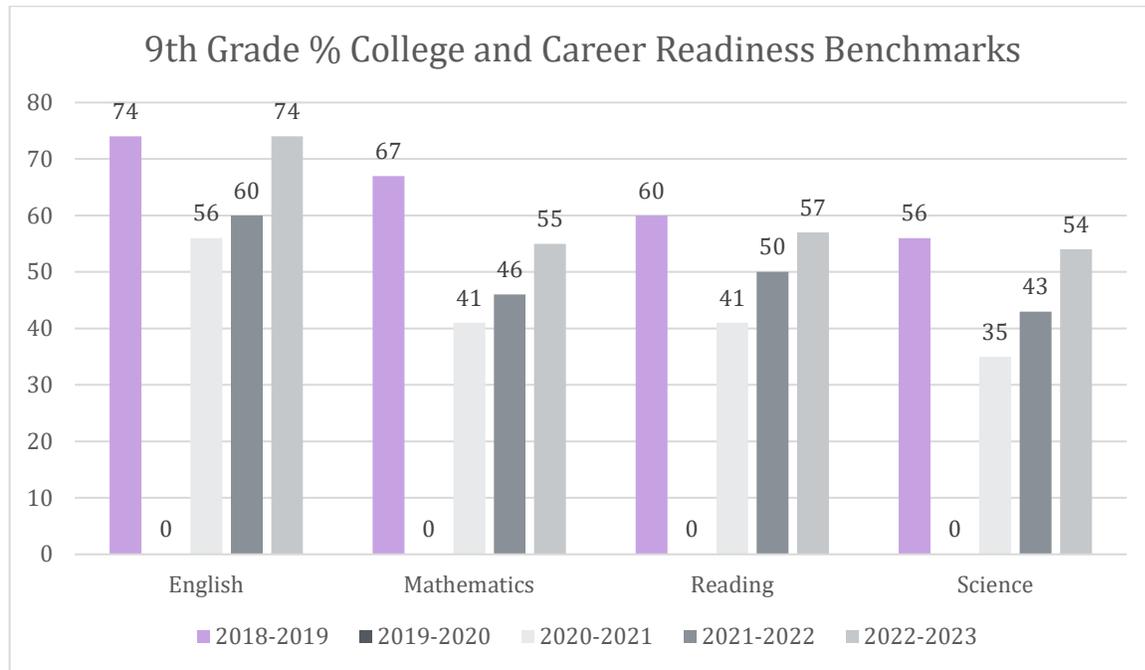
Our students performed above the state average in Mathematics, including by groups, but with gaps.

| Proficient/Advanced | 2020-2021* | 2021-2022 | 2022-2023 | 2022-2023 WI |
|----------------------------|------------|-----------|-----------|--------------|
| All | 56.7% | 63.2% | 62.7% | 42.3% |
| Students of Color | 49.0% | 50.5% | 52.2% | 24.1% |
| Low Income Students | 27.1% | 29.8% | 29.1% | 24.8% |
| Students with Disabilities | 21.8% | 29.0% | 29.7% | 13.9% |
| Non Tested | 11.5% | 4.1% | 3.5% | 2.0% |

*Test participation may be lower than in other years due to the COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PreACT Assessment



Percentage of 9th Grade Meeting PreACT College and Career Readiness Benchmarks

| Subject | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023** | WI 2022-2023 |
|---------------|-----------|------------|-----------|-----------|-------------|--------------|
| English | 74% | -- | 56% | 60% | 67% | 55% |
| Mathematics | 67% | -- | 41% | 46% | 51% | 30% |
| Reading | 60% | -- | 41% | 50% | 52% | 35% |
| Science | 56% | -- | 35% | 43% | 49% | 30% |
| Non Tested*** | 7% | -- | 32% | 24% | 8.6% | 6.1% |

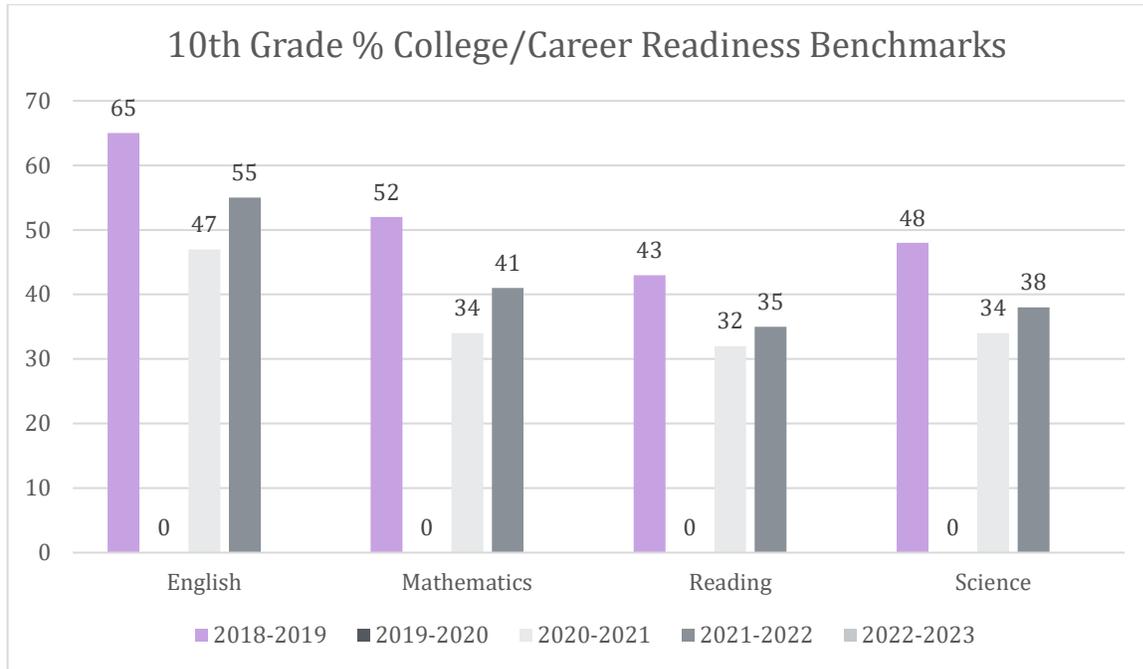
*Test not administered due to COVID-19 pandemic

**Aspire transitioned to PreACT in 22-23

***Retrieved from English line

Our students performed above the state average in all subjects, but with gaps.

STUDENT ACHIEVEMENT REPORT



Percentage of 10th Grade Meeting PreACT College and Career Readiness Benchmarks

| Subject | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023** | WI 2022-2023 |
|---------------|-----------|------------|-----------|-----------|-------------|--------------|
| English | 65% | -- | 47% | 55% | 54% | 48% |
| Mathematics | 52% | -- | 34% | 41% | 47% | 32% |
| Reading | 43% | -- | 32% | 35% | 43% | 32% |
| Science | 48% | -- | 34% | 38% | 42% | 33% |
| Non Tested*** | 21% | -- | 41% | 33% | 30% | 8% |

*Test not administered due to COVID-19 pandemic

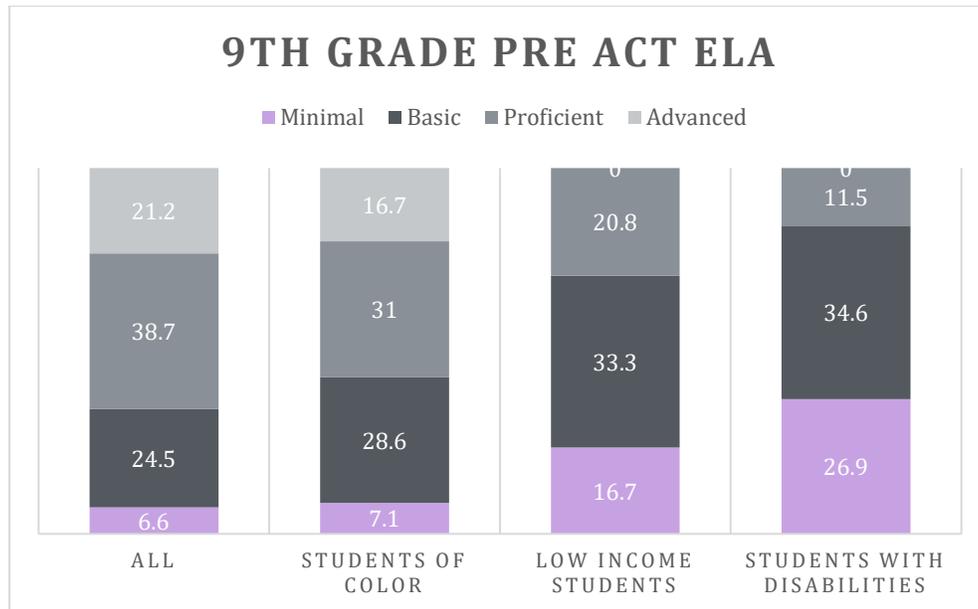
**Aspire transitioned to PreACT in 22-23

***Retrieved from English line

Our students performed above the state average in all groups, but with gaps.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT ENGLISH LANGUAGE ARTS - STATE PROFICIENCY PERCENTAGES



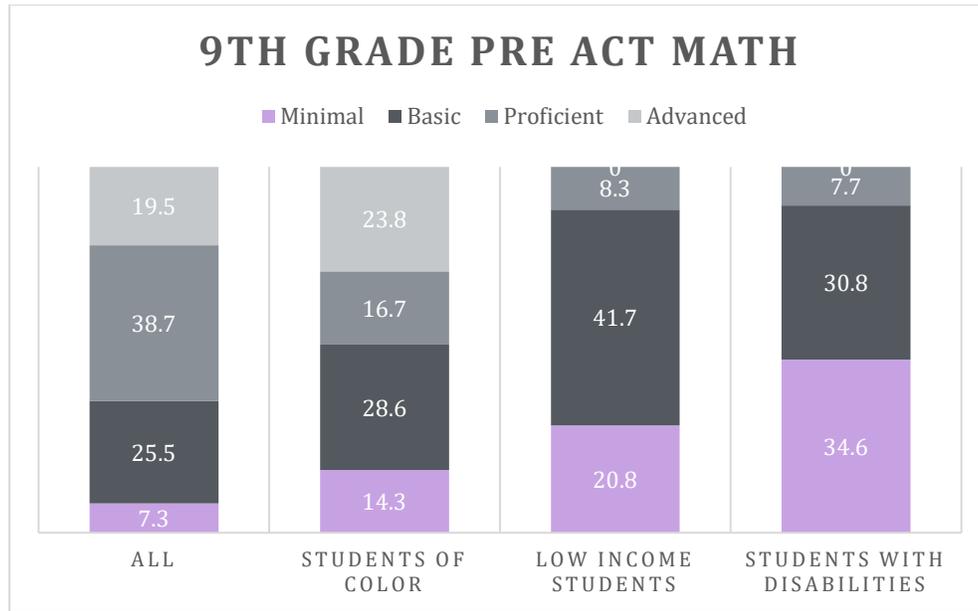
Our students performed above the state average in ELA, including some groups, but with gaps.

| Proficient/Advanced | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023 | WI 2022-2023 |
|-----------------------------------|-----------|------------|-----------|-----------|-----------|--------------|
| All | 63.3% | -- | 43.5% | 50.3% | 59.9% | 43.5% |
| Students of Color | 37.5% | -- | 46.3% | 42.9% | 47.6% | 25.8% |
| Low Income Students | 35.0% | -- | 26.7% | 8.7% | 20.8% | 26.1% |
| Students with Disabilities | 11.1% | -- | 10.7% | 4.8% | 11.5% | 11.6% |
| Non Tested | 7.6% | -- | 31.8% | 24.7% | 8.9% | 6.5% |

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT MATHEMATICS – STATE PROFICIENCY PERCENTAGES



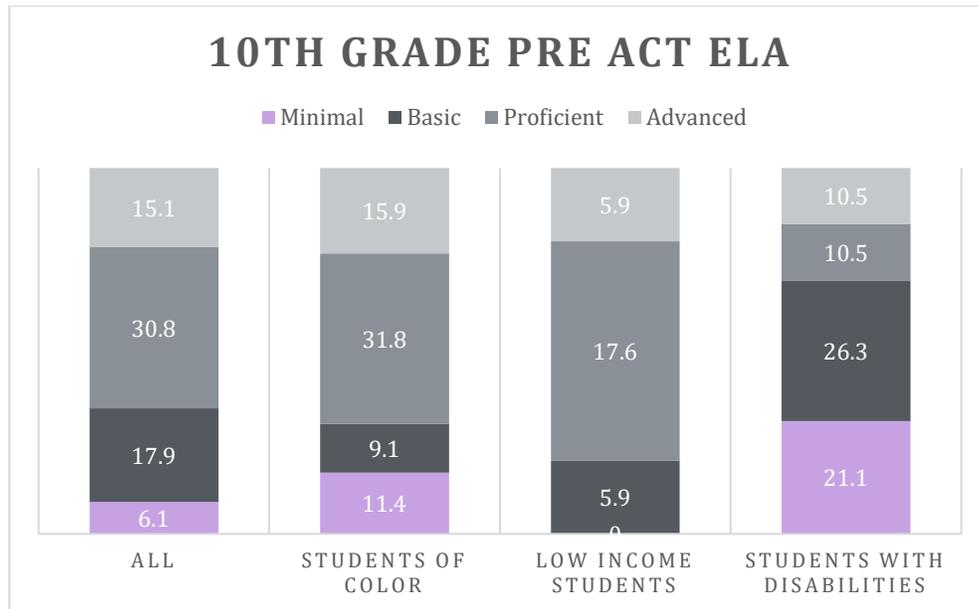
Our students performed above the state average in Mathematics, including some groups, but with gaps.

| Proficient/Advanced | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023 | WI 2022-2023 |
|-----------------------------------|-----------|------------|-----------|-----------|-----------|--------------|
| All | 67.3% | -- | 40.9% | 46.2% | 58.2% | 38.2% |
| Students of Color | 46.9% | -- | 34.1% | 28.6% | 40.5% | 19.7% |
| Low Income Students | 40.0% | -- | 20.0% | 4.3% | 8.3% | 19.9% |
| Students with Disabilities | 22.2% | -- | 17.9% | 19.0% | 7.7% | 7.6% |
| Non Tested | 7.0% | -- | 31.8% | 24.4% | 8.9% | 6.2% |

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT ENGLISH LANGUAGE ARTS - STATE PROFICIENCY PERCENTAGES



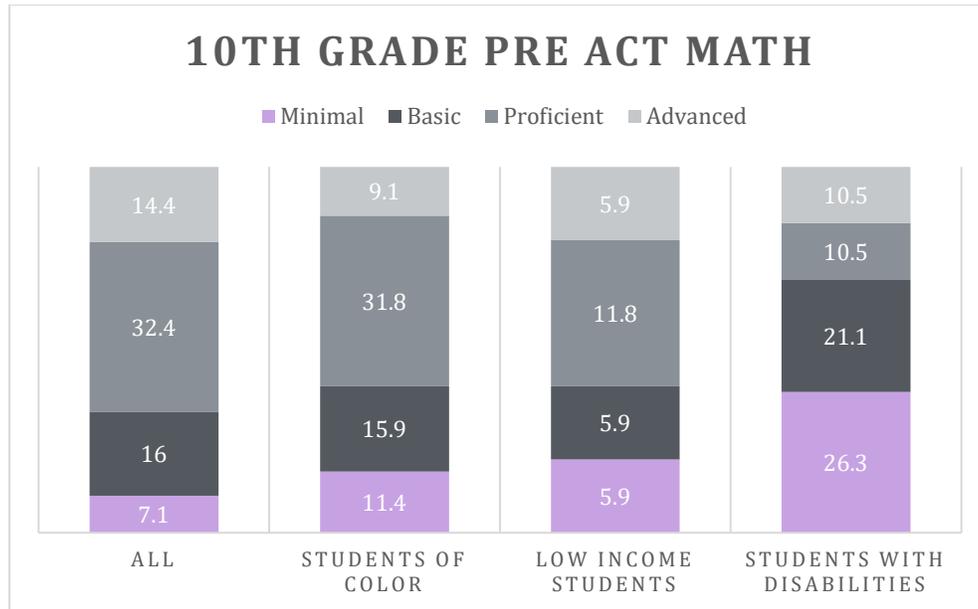
Our students performed above the state average in ELA, including generally by groups, but with gaps.

| Proficient/Advanced | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023 | WI 2022-2023 |
|-----------------------------------|-----------|------------|-----------|-----------|-----------|--------------|
| All | 49.1% | -- | 33.9% | 43.8% | 45.9% | 39.1% |
| Students of Color | 34.2% | -- | 30.3% | 39.6% | 47.7% | 22.8% |
| Low Income Students | 11.1% | -- | 13.3% | 11.1% | 23.5% | 22.2% |
| Students with Disabilities | 12.5% | -- | 12.5% | 9.4% | 21.0% | 8.8% |
| Non Tested | 21.2% | -- | 40.8% | 34.0% | 30.1% | 7.9% |

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT MATHEMATICS – STATE PROFICIENCY PERCENTAGES



Our students performed above the state average in Mathematics, including generally by groups, but with gaps.

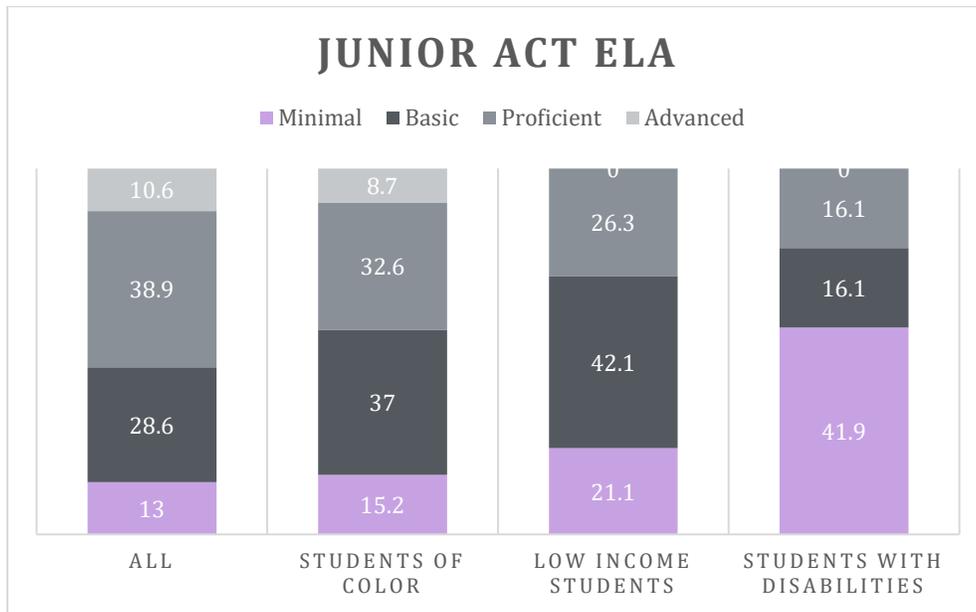
| Proficient/Advanced | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | 2022-2023 | WI 2022-2023 |
|-----------------------------------|--------------|------------|--------------|--------------|--------------|--------------|
| All | 51.8% | -- | 33.9% | 40.6% | 46.8% | 32.2% |
| Students of Color | 31.6% | -- | 27.3% | 31.3% | 40.9% | 15.9% |
| Low Income Students | 16.7% | -- | 11.1% | 7.4% | 17.7% | 15.1% |
| Students with Disabilities | 16.7% | -- | 15.6% | 9.4% | 21.0% | 17.8% |
| Non Tested | 19.7% | -- | 40.5% | 33.7% | 30.1% | 7.6% |

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

Statewide ACT Assessment (all Juniors, Spring 2023)

ACT ENGLISH LANGUAGE ARTS-STATE PROFICIENCY PERCENTAGES

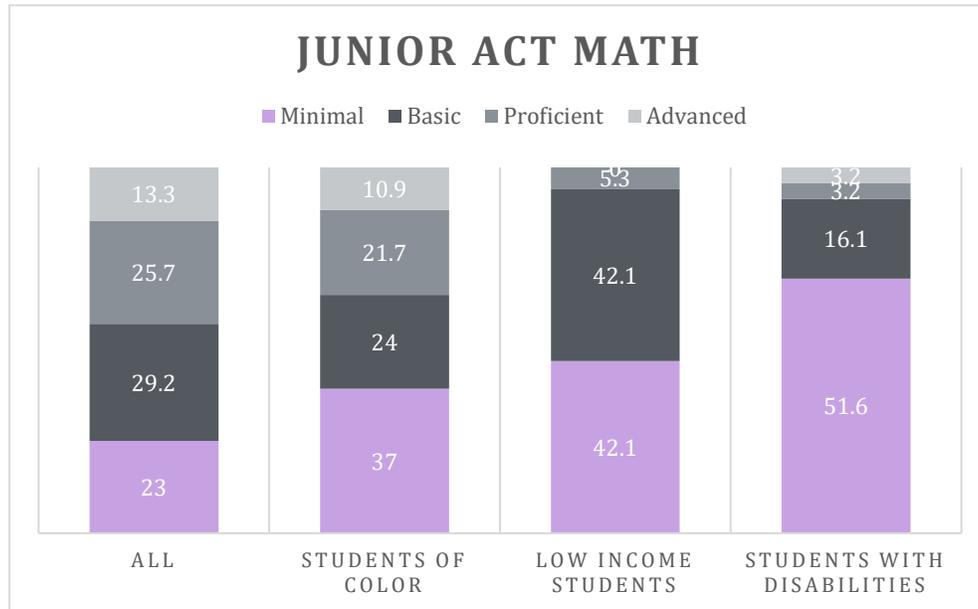


Our students performed above the state average in ELA, including by groups, but with gaps.

| Proficient/Advanced | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | WI 2022-2023 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|--------------|
| All | 57.4% | 62.0% | 53.4% | 51.9% | 49.3% | 39.2% |
| Students of Color | 48.5% | 30.6% | 26.9% | 38.5% | 41.3% | 22.8% |
| Low Income Students | 40.0% | 35.0% | 21.4% | 11.5% | 26.3% | 20.5% |
| Students with Disabilities | 17.6% | 4.3% | 16.0% | 15.6% | 16.1% | 5.5% |
| Non Tested | 2.6% | 5.4% | 6.5% | 7.7% | 8.8% | 7.1% |

STUDENT ACHIEVEMENT REPORT

ACT MATHEMATICS- STATE PROFICIENCY PERCENTAGES

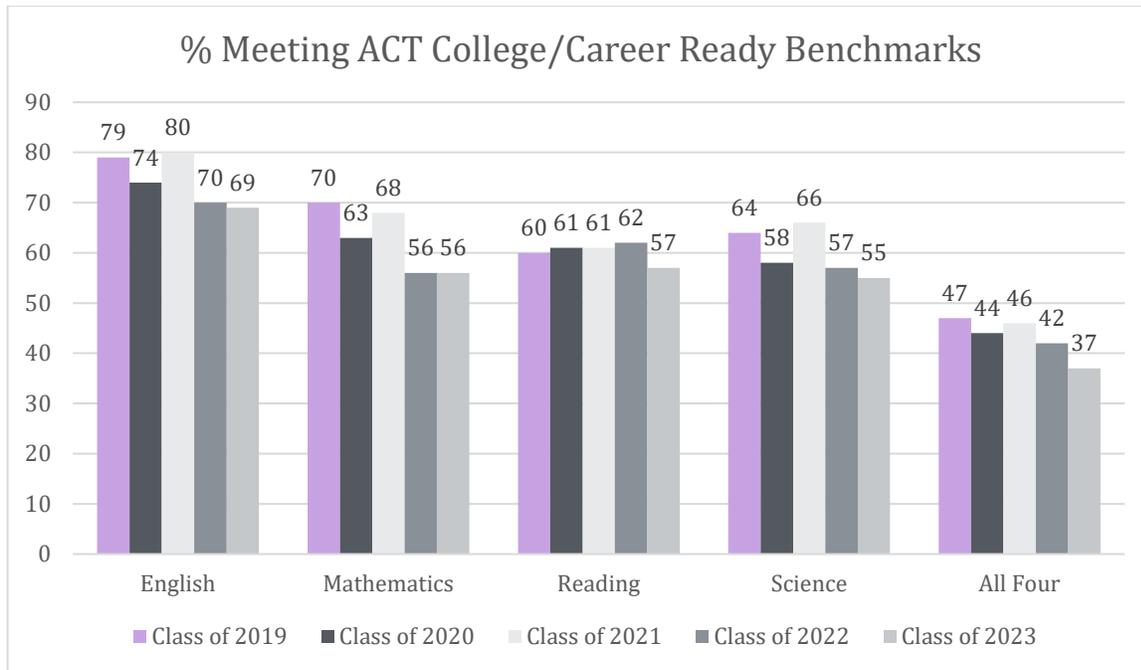


Our students performed above the state average in Mathematics, including generally by groups, but with gaps.

| Proficient/Advanced | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | WI 2022-2023 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|--------------|
| All | 56.5% | 63.5% | 48.7% | 51.6% | 39.0% | 28.1% |
| Students of Color | 51.5% | 33.5% | 26.9% | 30.8% | 32.6% | 13.2% |
| Low Income Students | 53.3% | 35.0% | 21.4% | 15.4% | 5.3% | 11.4% |
| Students with Disabilities | 17.6% | 8.7% | 28.0% | 18.8% | 6.5% | 3.8% |
| Non Tested | 2.6% | 5.4% | 6.5% | 7.7% | 8.8% | 7.0% |

STUDENT ACHIEVEMENT REPORT

ACT GRADUATES REPORT



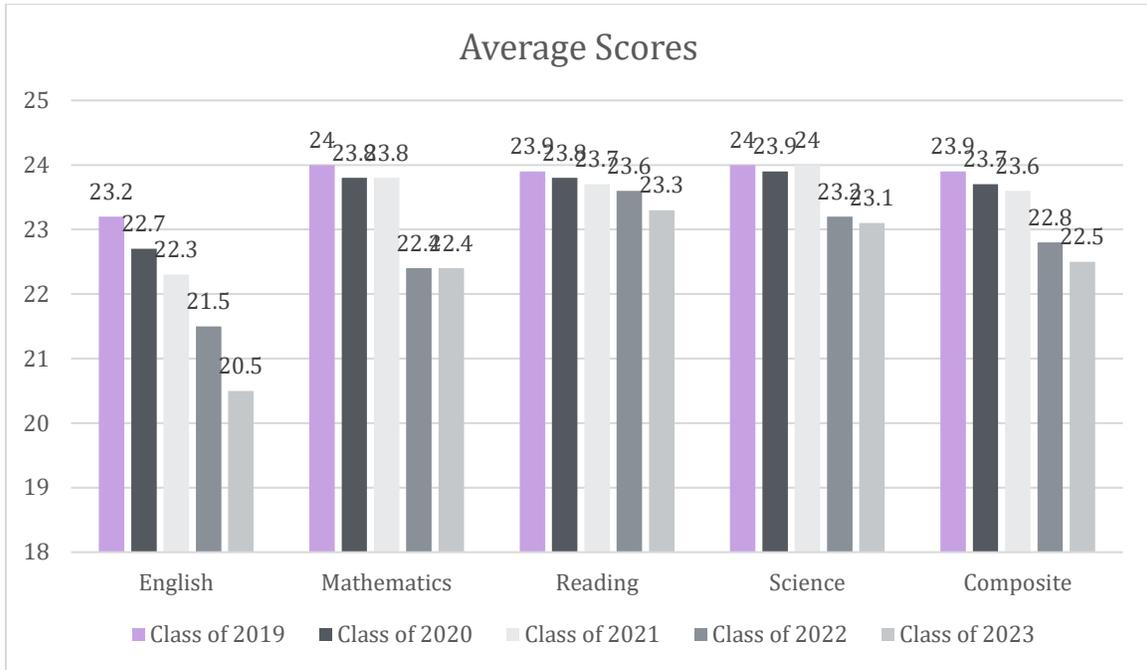
Percentage of Cohort Meeting ACT College and Career Readiness Benchmarks

| Subject | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | Class of 2023 |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| English | 79 | 74 | 80 | 70 | 69 |
| Mathematics | 70 | 63 | 68 | 56 | 56 |
| Reading | 60 | 61 | 61 | 62 | 57 |
| Science | 64 | 58 | 66 | 57 | 55 |
| All Four | 47 | 44 | 46 | 42 | 37 |

The ACT College and Career Readiness benchmarks are the ACT scores that correlate with a 50% chance of a B or better, or 75% chance of a C or better, on corresponding first year college courses. ACT research indicates that the foundational academic skills represented by these benchmarks are also necessary career readiness skills. Most individuals in today's workforce will have multiple jobs over their lifetime and will likely need to complete post high school credentials in order for their skills to continue to be relevant in the workplace. Nationally for 2023, 21% of all students taking the ACT met all four benchmarks.

STUDENT ACHIEVEMENT REPORT

ACT GRADUATES REPORT



ACT Average Scores

| Subject | Class of 2019 | Class of 2020 | Class of 2021 | Class of 2022 | Class of 2023 |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| English | 23.2 | 22.7 | 22.3 | 21.5 | 20.5 |
| Mathematics | 24.0 | 23.8 | 23.8 | 22.4 | 22.4 |
| Reading | 23.9 | 23.8 | 23.7 | 23.6 | 23.3 |
| Science | 24.0 | 23.9 | 24.0 | 23.2 | 23.1 |
| Composite | 23.9 | 23.7 | 23.6 | 22.8 | 22.5 |

For the Class of 2023, state and national averages were:

English – 18.3 (WI), 18.6 (USA)

Mathematics – 19.2 (WI), 19 (USA)

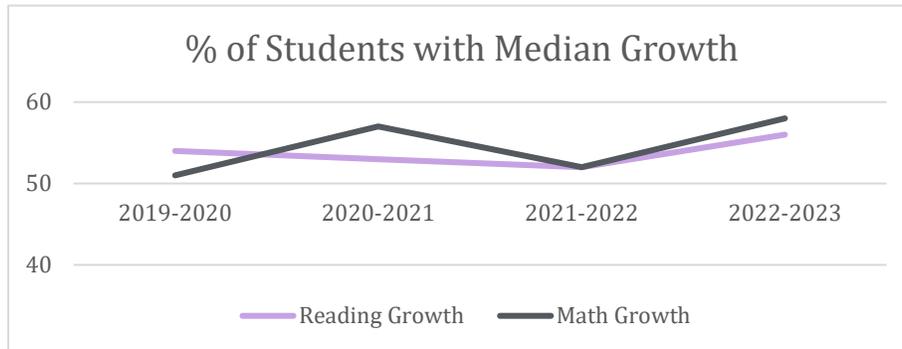
Reading – 19.9 (WI), 20.1 (USA)

Science – 19.8 (WI), 19.6 (USA)

Composite – 19.4 (WI), 19.5 (USA)

STUDENT ACHIEVEMENT REPORT

STAR and iReady Growth Percentages



Reading-Percent of Students Meeting Growth Target

| Grade | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--------------|-----------|-----------|-----------|-----------|-----------|
| 1 | NA | NA | NA | NA | 52 |
| 2 | NA | NA | NA | 56 | 63 |
| 3 | NA | 46 | 50 | 47 | 53 |
| 4 | NA | 52 | 50 | 50 | 60 |
| 5 | NA | 55 | 51 | 55 | 48 |
| 6 | NA | 59 | 58 | 54 | 60 |
| 7 | NA | NA | NA | 55 | 62 |
| 8 | NA | NA | NA | 52 | 57 |
| Total | NA | 54 | 53 | 52 | 56 |

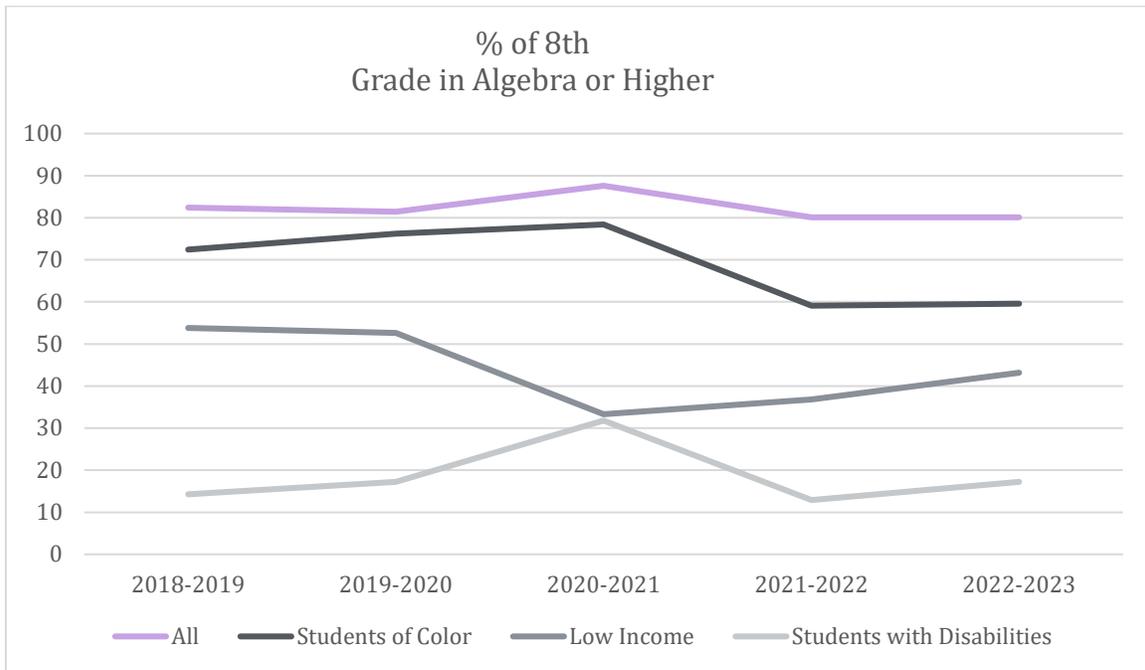
Math-Percent of Students Meeting Growth Target

| Grade | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--------------|-----------|-----------|-----------|-----------|-----------|
| 1 | NA | NA | 56 | NA | 54 |
| 2 | NA | 56 | 56 | 48 | 57 |
| 3 | NA | 42 | 42 | 46 | 48 |
| 4 | NA | 45 | 60 | 59 | 61 |
| 5 | NA | 59 | 67 | 51 | 68 |
| 6 | NA | 52 | 62 | 54 | 65 |
| 7 | NA | NA | NA | 53 | 53 |
| 8 | NA | NA | NA | 50 | 57 |
| Total | NA | 51 | 57 | 52 | 58 |

Growth target is 50% percentile of growth nationally. Blue is iReady (began in 2021-2022), yellow is STAR, green is combined data. Institutional norms vary by test and grade level, but generally we hope to see at least 60% of students meeting target in grades 1-5 and 55% in grades 6-8. STAR reading data is Fall to Fall growth.

STUDENT ACHIEVEMENT REPORT

Math Participation in 8th Grade



8th Grade Mathematics Participation by Percentage of Enrollment-All Students

| Course | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--------------------------|--------------|--------------|--------------|--------------|--------------|
| Adv. Algebra & Above | 2.7% | 0.9% | 0.0% | 0.3% | 0.0% |
| Geometry | 4.0% | 8.1% | 13.4% | 7.8% | 8.8% |
| Algebra | 75.7% | 72.5% | 74.3% | 72.0% | 71.3% |
| Pre-Alg | 15.2% | 17.4% | 11.4% | 16.6% | 17.4% |
| Spec. Ed. Pullout | 2.4% | 1.2% | 1.0% | 3.3% | 2.5% |
| Algebra or Higher | 82.4% | 81.4% | 87.6% | 80.1% | 80.1% |

An important element of our district math program is for most students to take Algebra or a higher math course in 8th grade. Taking Algebra in 8th grade provides students with more opportunities to take higher math courses beyond Advanced Algebra in high school.

STUDENT ACHIEVEMENT REPORT

8th Grade Mathematics Participation by Percentage of Enrollment-Students of Color

| Course | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------|--------------|--------------|--------------|--------------|--------------|
| Adv. Algebra & Above | 0.0% | 4.8% | 0.0% | 0.0% | 0.0% |
| Geometry | 10.3% | 0.0% | 13.5% | 6.8% | 11.5% |
| Algebra | 62.1% | 71.4% | 64.9% | 52.3% | 48.1% |
| Pre-Alg | 17.2% | 23.8% | 18.9% | 38.6% | 34.6% |
| Spec. Ed. Pullout | 10.3% | 0.0% | 2.7% | 2.3% | 5.8% |
| Algebra or Higher | 72.4% | 76.2% | 78.4% | 59.1% | 59.6% |

8th Grade Mathematics Participation by Percentage of Enrollment-Low Income

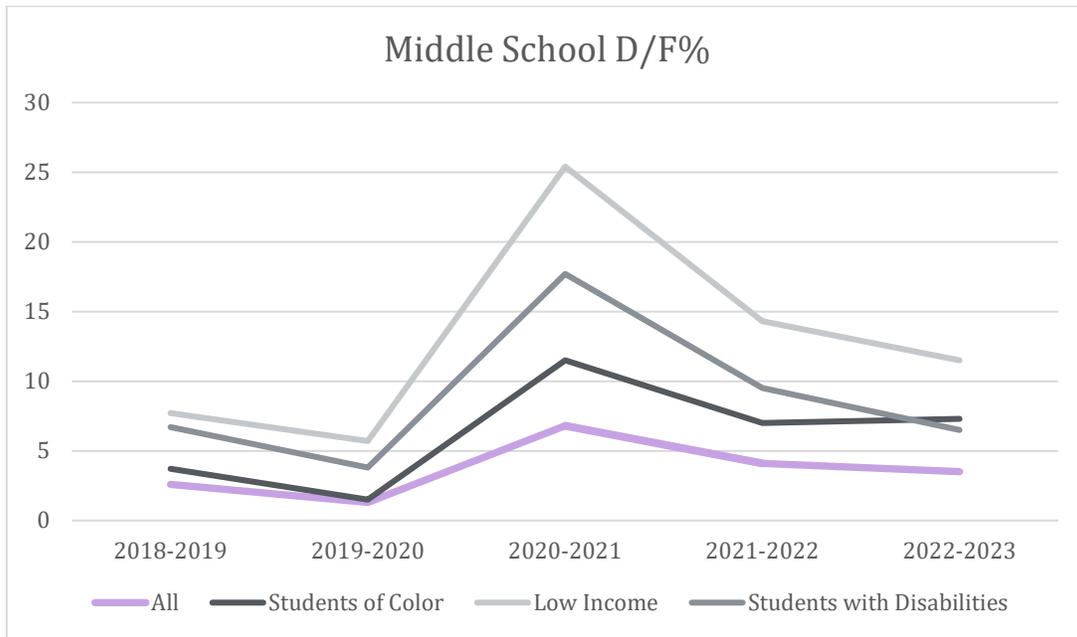
| Course | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-------------------|--------------|--------------|--------------|--------------|--------------|
| Adv. Algebra | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Geometry | 3.8% | 2.6% | 8.3% | 0.0% | 0.0% |
| Algebra | 50.0% | 50.0% | 25.0% | 36.8% | 43.2% |
| Pre-Alg | 42.3% | 42.1% | 58.3% | 55.3% | 43.2% |
| Spec. Ed. Pullout | 3.8% | 5.3% | 8.3% | 7.9% | 13.6% |
| Algebra or Higher | 53.8% | 52.6% | 33.3% | 36.8% | 43.2% |

8th Gr Mathematics Participation by Percentage of Enrollment-Students with Disabilities

| Course | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-------------------|--------------|--------------|--------------|--------------|--------------|
| Adv. Algebra | NA | NA | NA | NA | NA |
| Geometry | 0.0% | 3.4% | 0.0% | 0.0% | 0.0% |
| Algebra | 14.3% | 13.8% | 31.8% | 12.9% | 17.2% |
| Pre-Alg | 57.1% | 69.0% | 54.5% | 54.8% | 55.2% |
| Spec. Ed. Pullout | 8.0% | 13.8% | 13.6% | 32.3% | 27.6% |
| Algebra or Higher | 14.3% | 17.2% | 31.8% | 12.9% | 17.2% |

STUDENT ACHIEVEMENT REPORT

Grade Distributions



Middle School Grades-All Students

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| A | 64.6% | 34.6% | 61.5% | 65.9% | 66.1% |
| B | 24.6% | 10.9% | 20.8% | 20.1% | 21.1% |
| C | 7.3% | 3.0% | 8.7% | 7.4% | 7.3% |
| D | 1.7% | 0.7% | 3.5% | 2.5% | 2.2% |
| F | 0.9% | 0.6% | 3.3% | 1.7% | 1.3% |
| Other* | 0.9% | 50.2% | 2.1% | 2.5% | 1.8% |
| D/F | 2.6% | 1.3% | 6.8% | 4.1% | 3.5% |

*Other includes grades of P (Pass), NM (No Mark), I (Incomplete).

**Term 4 grades affected due to the COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

Middle School Grades-Students of Color

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------|-----------|-------------|-----------|-----------|-----------|
| A | 61.3% | 32.7% | 48.8% | 55.6% | 55.1% |
| B | 24.0% | 11.9% | 24.7% | 22.1% | 22.0% |
| C | 8.9% | 3.4% | 11.5% | 11.1% | 10.9% |
| D | 1.8% | 0.8% | 5.5% | 4.5% | 4.9% |
| F | 1.8% | 0.7% | 6.0% | 2.6% | 2.5% |
| Other* | 2.2% | 50.6 | 3.5% | 4.1% | 4.4% |
| D/F | 3.7% | 1.5% | 11.5% | 7.0% | 7.3% |
| % of Enrollment | 10.6% | 12.6% | 12.3% | 13.7% | 15.9% |

Middle School Grades-Low Income

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------|-----------|-------------|-----------|-----------|-----------|
| A | 43.2% | 19.3% | 22.0% | 31.8% | 35.5% |
| B | 32.3% | 16.0% | 26.3% | 27.8% | 28.9% |
| C | 14.3% | 8.0% | 16.6% | 17.2% | 15.5% |
| D | 4.6% | 2.7% | 10.2% | 8.4% | 6.3% |
| F | 3.1% | 3.0% | 15.2% | 5.8% | 5.1% |
| Other* | 2.5% | 51.0% | 9.6% | 8.9% | 8.1% |
| D/F | 7.7% | 5.7% | 25.4% | 14.3% | 11.5% |
| % of Enrollment | 8.8% | 9.5% | 10.0% | 11.7% | 12.6% |

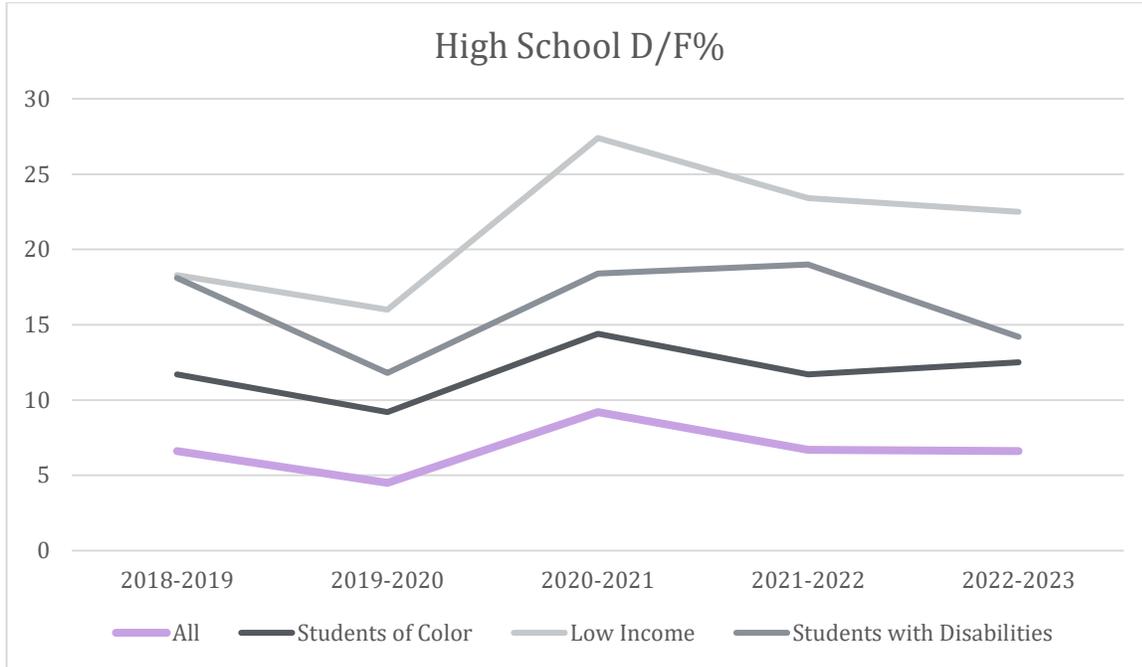
Middle School Grades-Students with Disabilities

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------|-----------|-------------|-----------|-----------|-----------|
| A | 34.2% | 16.0% | 29.4% | 39.2% | 42.3% |
| B | 36.4% | 17.7% | 25.6% | 25.5% | 31.3% |
| C | 16.9% | 9.2% | 16.2% | 13.7% | 12.4% |
| D | 5.3% | 2.6% | 10.1% | 3.5% | 3.1% |
| F | 1.5% | 1.1% | 7.6% | 5.9% | 3.4% |
| Other* | 5.8% | 53.4% | 11.1% | 12.2% | 7.4% |
| D/F | 6.7% | 3.8% | 17.7% | 9.5% | 6.5% |
| % of Enrollment | 8.9% | 7.8% | 9.0% | 9.8% | 8.2% |

*Other includes grades of P (Pass), NM (No Mark), I (Incomplete).

**Term 4 grades affected due to the COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT



High School Grades-All Students

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| A | 53.5% | 26.0% | 57.5% | 58.8% | 58.5% |
| B | 27.0% | 13.8% | 21.2% | 23.3% | 23.2% |
| C | 11.9% | 6.2% | 11.1% | 10.2% | 10.4% |
| D | 5.4% | 3.0% | 6.8% | 5.5% | 5.3% |
| F | 1.2% | 1.5% | 2.4% | 1.2% | 1.2% |
| Other* | 0.9% | 49.5% | 1.0% | 1.1% | 1.2% |
| D/F | 6.6% | 4.5% | 9.2% | 6.7% | 6.6% |

*Other includes grades of P (Pass), NM (No Mark), I (Incomplete), or W (Withdraw).

**Term 4 grades affected due to the COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

High School Grades-Students of Color

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------|-----------|-------------|-----------|-----------|-----------|
| A | 41.7% | 21.4% | 49.7% | 49.2% | 48.7% |
| B | 29.1% | 12.5% | 21.0% | 25.0% | 22.3% |
| C | 16.0% | 8.3% | 12.8% | 11.5% | 14.1% |
| D | 9.2% | 5.4% | 10.7% | 8.9% | 9.1% |
| F | 2.5% | 3.8% | 3.7% | 2.8% | 3.4% |
| Other* | 1.5% | 48.6% | 2.1% | 2.6% | 2.3% |
| D/F | 11.7% | 9.2% | 14.4% | 11.7% | 12.5% |
| % of Enrollment | 10.9% | 10.4% | 10.8% | 12.4% | 14.3% |

High School Grade-Low Income

| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------|-----------|-------------|-----------|-----------|-----------|
| A | 31.0% | 13.8% | 30.0% | 31.3% | 29.4% |
| B | 25.9% | 13.4% | 19.8% | 23.5% | 25.2% |
| C | 20.1% | 9.8% | 18.0% | 15.8% | 18.3% |
| D | 13.5% | 7.4% | 17.7% | 16.3% | 16.3% |
| F | 4.9% | 8.6% | 9.6% | 7.0% | 6.2% |
| Other* | 4.7% | 47.0% | 4.9% | 6.0% | 4.6% |
| D/F | 18.3% | 16.0% | 27.4% | 23.4% | 22.5% |
| % of Enrollment | 8.4% | 8.6% | 8.9% | 10.1% | 12.1% |

High School Grades-Students with Disabilities

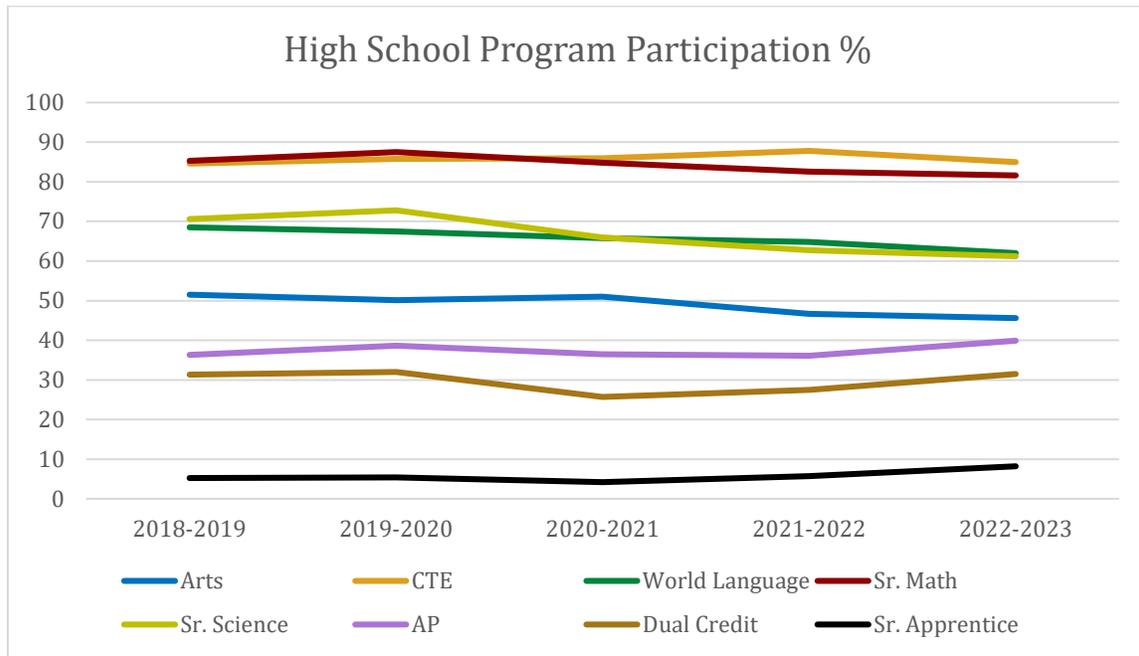
| Grade | 2018-2019 | 2019-2020** | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------|-----------|-------------|-----------|-----------|-----------|
| A | 24.7% | 10.7% | 30.7% | 26.9% | 38.4% |
| B | 25.3% | 14.1% | 23.0% | 28.0% | 23.2% |
| C | 22.8% | 11.2% | 18.4% | 18.1% | 16.3% |
| D | 13.1% | 8.4% | 14.3% | 15.1% | 11.8% |
| F | 5.0% | 3.4% | 4.1% | 3.9% | 2.4% |
| Other* | 9.3% | 52.2% | 9.4% | 8.0% | 7.8% |
| D/F | 18.1% | 11.8% | 18.4% | 19.0% | 14.2% |
| % of Enrollment | 8.5% | 8.4% | 8.7% | 8.8% | 9.7% |

*Other includes grades of P (Pass), NM (No Mark), I (Incomplete) or W (Withdraw).

**Term 4 grades affected due to the COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

High School Program Participation



Students participating in at least one Fine Arts (Art or Music) Class percentage of high school enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| All | 51.5% | 50.1% | 51.0% | 46.7% | 45.6% |
| Students of Color | 61.6% | 55.6% | 54.7% | 52.9% | 51.8% |
| Low Income Students | 38.4% | 34.7% | 26.6% | 34.5% | 31.3% |
| Students with Disabilities | 48.2% | 47.0% | 52.3% | 50.4% | 53.0% |

Students participating in at least one Career and Technical Education (CTE) Class as a percentage of high school enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| All | 84.6% | 85.8% | 85.9% | 87.8% | 85.0% |
| Students of Color | 84.2% | 83.8% | 84.0% | 86.5% | 80.7% |
| Low Income Students | 84.8% | 88.1% | 85.5% | 85.5% | 84.3% |
| Students with Disabilities | 78.1% | 83.5% | 79.3% | 88.4% | 83.6% |

STUDENT ACHIEVEMENT REPORT

Students participating in at least one World Language Class percentage of high school enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 68.5% | 67.5% | 65.8% | 64.8% | 62.0% |
| Students of Color | 63.0% | 62.7% | 64.0% | 69.4% | 61.4% |
| Low Income Students | 57.1% | 56.8% | 45.2% | 42.8% | 40.4% |
| Students with Disabilities | 25.4% | 20.9% | 20.7% | 22.3% | 18.7% |

Students participating in at least one Concurrent Enrollment (IHE) Class a percentage of high school enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 31.3% | 32.0% | 25.7% | 27.5% | 31.5% |
| Students of Color | 28.1% | 27.5% | 18.7% | 18.2% | 23.3% |
| Low Income Students | 23.2% | 28.8% | 16.1% | 13.8% | 15.1% |
| Students with Disabilities | 14.0% | 9.6% | 6.6% | 10.7% | 15.7% |

Students participating in at least a Youth Apprenticeship as a Percentage of 12th Grade enrollment

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|
| All | 5.2% | 5.4% | 4.2% | 5.7% | 8.2% |
| Students of Color | 2.9% | 0.0% | 7.5% | 6.5% | 6.8% |
| Low Income Students | 4.2% | 3.2% | 5.9% | 3.1% | 4.3% |
| Students with Disabilities | 4.8% | 2.9% | 2.9% | 2.8% | 9.3% |

STUDENT ACHIEVEMENT REPORT

Students participating in at least one Mathematics class senior year as a Percentage of 12th Grade enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 85.3% | 87.5% | 84.8% | 82.6% | 81.6% |
| Students of Color | 82.4% | 86.8% | 77.5% | 67.7% | 63.6% |
| Low Income Students | 50.0% | 80.6% | 58.8% | 34.4% | 56.5% |
| Students with Disabilities | 40.5% | 41.2% | 25.7% | 41.7% | 27.9% |

Students participating in at least one Science class senior year as a percentage of 12th Grade enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 70.6% | 72.8% | 65.9% | 62.7% | 61.2% |
| Students of Color | 64.7% | 78.9% | 50.0% | 54.8% | 54.5% |
| Low Income Students | 45.8% | 71.0% | 47.1% | 28.1% | 32.6% |
| Students with Disabilities | 35.7% | 35.3% | 42.9% | 27.8% | 41.9% |

Course participation data are presented to show trends and patterns in student participation in various parts of our elective areas. Senior year math and science course participation is presented to show students likely taking four credits in these subjects. Science courses in this data do not include (at this time) CTE course that also carry science credit, but courses offered in the science department only.

STUDENT ACHIEVEMENT REPORT

Advanced Placement

Students participating in at least one AP class as a percentage of high school enrollment.

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 36.3% | 38.6% | 36.5% | 36.1% | 39.9% |
| Students of Color | 28.8% | 31.7% | 29.3% | 21.8% | 28.3% |
| Low Income Students | 20.5% | 22.9% | 21.0% | 13.7% | 13.5% |
| Students with Disabilities | 9.6% | 6.1% | 5.0% | 5.0% | 4.5% |

Students Taking at least one AP exam as a percentage of high school enrollment.

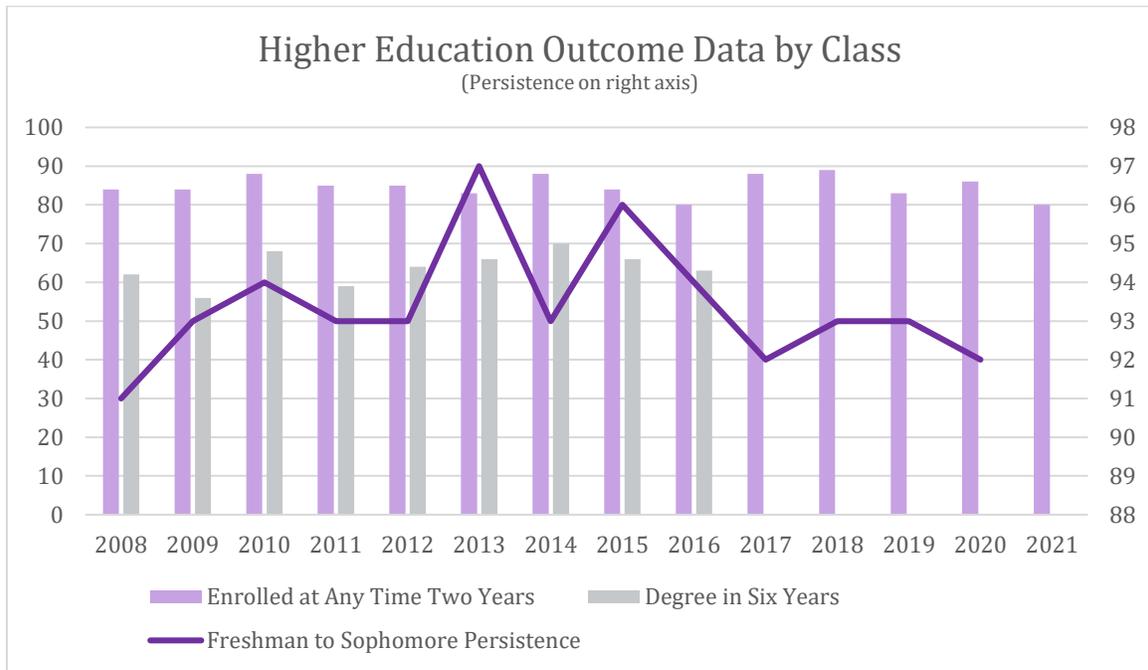
| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 34.2% | 35.2% | 32.4% | 34.4% | 38.5% |
| Students of Color | 26.0% | 29.6% | 23.3% | 22.4% | 27.7% |
| Low Income Students | 8.9% | 13.6% | 8.9% | 6.5% | 10.1% |
| Students with Disabilities | 6.1% | 4.3% | 3.3% | 5.0% | 4.5% |

Percentage of exams with Score 3+

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| All | 78.6% | 73.1% | 69.4% | 75.1% | 74.2% |
| Students of Color | 78.8% | 60.3% | 67.3% | 71.9% | 71.4% |
| Low Income Students | 70.6% | 78.1% | 80.0% | 68.8% | 54.5% |
| Students with Disabilities | 78.6% | 16.7% | 0.0% | 66.7% | 57.1% |

STUDENT ACHIEVEMENT REPORT

National Student Clearinghouse Data



National Student Clearinghouse Data-Overall Percentage of Graduating Class

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Fall Enrolled | 81% | 79% | 83% | 77% | 80% | 77% | 83% | 78% | 76% | 82% | 82% | 80% | 80% | 76% | 78% |
| Enrolled at Any Time Two Years | 84% | 84% | 88% | 85% | 85% | 83% | 88% | 84% | 80% | 88% | 89% | 83% | 86% | 80% | |
| Freshman to Sophomore Persistence | 91% | 93% | 94% | 93% | 93% | 97% | 93% | 96% | 94% | 92% | 93% | 93% | 92% | | |
| Degree in Six Years | 62% | 56% | 68% | 59% | 64% | 66% | 70% | 66% | 63% | | | | | | |

We obtain this data through the StudentTracker service from the National Student Clearinghouse. Recent years have more disaggregated data. The Clearinghouse makes comparative data available for similar schools who participate in StudentTracker, which for Waunakee is the higher income group. The most recent data available follows.

Immediately Enrolled First Fall: NSC Comparison: 71% (Class of 2022). Waunakee - 78%

Persistence Rate: NSC Comparison: 90% (Class of 2020). Waunakee - 92%

College Completion Rate Six Years After High School Graduation: NSC Comparison: 60% (Class of 2016). Waunakee - 63%

STUDENT ACHIEVEMENT REPORT

Immediately Enrolled First Fall After High School Graduation

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------------------------|------|------|------|------|------|
| All | 82% | 80% | 80% | 76% | 78% |
| Female | 80% | 87% | 81% | 81% | 85% |
| Male | 82% | 73% | 79% | 70% | 70% |
| Students with Disabilities | 50% | 41% | 55% | 39% | 70% |
| Low Income Students | 60% | 50% | 47% | 41% | 33% |
| Students of Color | 61% | 31% | 51% | 38% | 14% |

Enrolled at Any Time in First Two Years After High School Graduation

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------------------------|------|------|------|------|------|
| All | 89% | 83% | 86% | 81% | |
| Female | 91% | 89% | 88% | 85% | |
| Male | 87% | 77% | 83% | 76% | |
| Students with Disabilities | 79% | 52% | 60% | 52% | |
| Low Income Students | 72% | 50% | 65% | 53% | |
| Students of Color | 66% | 34% | 60% | 46% | |

Enrolled First Year after High School Who Returned for Second Year (Persistence Rate)

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------------------------------|------|------|------|------|------|
| All | 92% | 93% | 93% | 92% | |
| Female | 95% | 94% | 95% | 96% | |
| Male | 89% | 91% | 90% | 88% | |
| Students with Disabilities | 92% | * | 85% | 91% | |
| Low Income Students | 84% | 73% | * | 90% | |
| Students of Color | 89% | 58% | 43% | 60% | |