

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

Monday, December 2, 2024

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](mailto: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 THE AGENDA**

**IV. PUBLIC COMMENTS**

Individuals may use this time to comment on any items listed as part of the meeting agenda. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

**V. STATE OF WISCONSIN ACCOUNTABILITY REPORT CARDS FOR THE 2023-2024 SCHOOL YEAR** **3**

Tim Schell

The slide deck provides a high level overview of our our accountability report cards for 2023-2024. Overall, performance was stable. Report cards and interpretation resources are included, and our review can go deeper than the slide deck if the committee wishes. You

may want to review the What's New resource in advance of the meeting.

**VI. HIGH LEVEL MTSS OVERVIEW**

**97**

Tim Schell

Amy Johnson and Tim Schell will provide a high level overview of Mutli-Tier Systems of Support (MTSS), which was formally referred to as RtI. The purpose of the presentation is to provide an orientation and serve as an introduction to any further discussion of our MTSS work you would like to see in future meetings.

**VII. FUTURE AGENDAS AND MEETINGS**

We will be looking to schedule committee meetings through April. Based on preliminary conversations, 3rd and 4th Mondays and Wednesdays are the preferred starting points.

**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

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# Accountability Report Cards

2023-2024 School Year

- Required under Wisconsin's federal and state requirements.
- Also a data tool for school improvement.
  - Local data
  - Benchmarking with other districts
- The process of calculating the total score is complex and varies by school level and demographics.
- Scoring uses last three years of data.
- Useful to look at overall score and also most recent year trend.
- 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.





## Key Takeaways

- Stable overall performance. Total score is 2nd highest in Dane County (1st last year) and in middle range (11th, same as last year) of our statewide benchmark group.
- Waunakee 14th among 141 Wisconsin 1300+ enrollment K-12 districts. <sup>7</sup>
- Growth, both in ELA and Mathematics, increased modestly.
- Target group outcomes decreased modestly.
- On-Track to Graduation decreased slightly.
- Changes to state achievement thresholds and technical report card adjustments make it difficult to draw conclusions on year to year changes in achievement. 2023-2024 resets the baseline.



## OVERVIEW

### District Details

Grades: K4-12  
Enrollment: 4,410  
Percent open enrollment: 5.5%

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



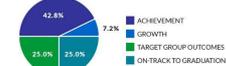
### Score Summary

Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



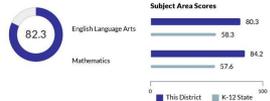
Exceeds Expectations  
★★★★

#### PRIORITY AREA WEIGHTS

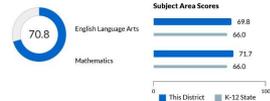


### Priority Area Scores

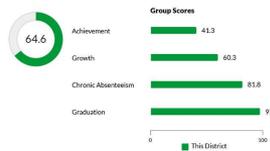
#### ACHIEVEMENT



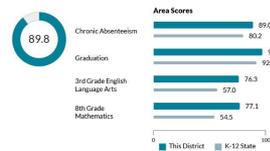
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



## District Information

## Calculation Weights

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## Four Priority Areas





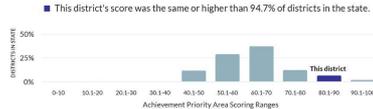
### ACHIEVEMENT

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

#### Priority Area Score



English Language Arts Score: 80.3  
Mathematics Score: 84.2



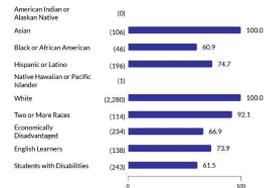
#### Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

##### ENGLISH LANGUAGE ARTS



##### MATHEMATICS



#### Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

##### ENGLISH LANGUAGE ARTS



##### MATHEMATICS



## Statewide Comparison

## Disaggregated Data

## Performance Levels





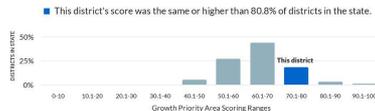
### GROWTH

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: 69.8  
Mathematics Score: 71.7



### 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



## Statewide Comparison

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

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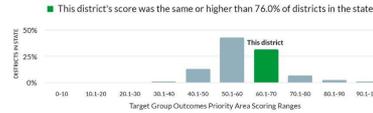




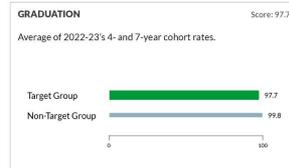
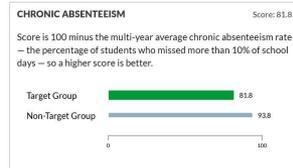
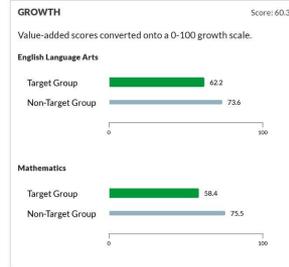
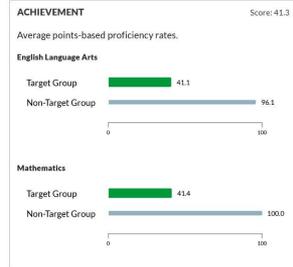
### TARGET GROUP OUTCOMES

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%)

11

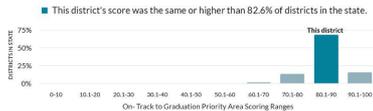




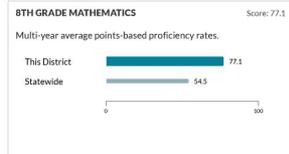
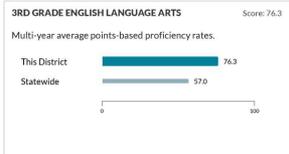
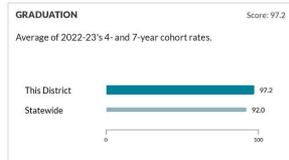
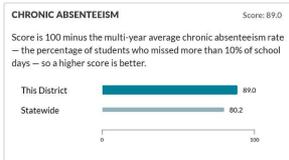
### ON-TRACK TO GRADUATION

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



Statewide Comparison

Performance components

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# Our District at a Glance

	Overall	Achievement	Growth	Target Group	On-Track
Waunakee	78.9	82.3	68.9	66.4	90.4
Dane County Rank (of 16)	2	2	11	7	3
Benchmark Group Rank (of 22)*	11	11	14	12	17

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\*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	84.4	91.0	73.6	69.3	89.6
Heritage	72.5	77.4	62.2	54.5	86.6 <sup>14</sup>
Prairie	87.8	84.2	92.5	90.7	90.3
Intermediate School	88.4	87.4	87.9	86.7	92.7
Middle School	70.5	78.4	50.8	45.4	89.6
High School	76.8	81.1	72.7	59.3	91.8



# 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	69.8	71.7	41.3	60.3	81.8	97.7	89.0	97.2
Dane County Rank (of 16)	2	1	11	8	1	15	5	6	5	7
Benchmark Group Rank (of 22)*	11	9	10	15	7	15	14	9	14	19

\*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

# DATA AT-A-GLANCE 2023-24 SCHOOL AND DISTRICT REPORT CARDS

## OVERVIEW

This guide is meant to build understanding of the data sources used in the 2023-24 Wisconsin school and district report cards.

## OPTIONAL NARRATIVE STATEMENT

This optional narrative statement on the front page is provided to DPI by schools and districts via an online form.

## PRIORITY AREAS

**Achievement:** Score includes FAY tested students only.

	Performance Levels	Demographics
2023-24	Forward, ACT Aspire, Pre-ACT Secure, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2022-23		
2021-22		

**Growth:** Scale scores from 23-24, 22-23, 21-22, and 20-21 Forward Exam, ACT Aspire, Pre-ACT Secure, and ACT with writing (no DLM); demographic control variables from WISEdata Spring Demographic Snapshot. Includes FAY tested students only.

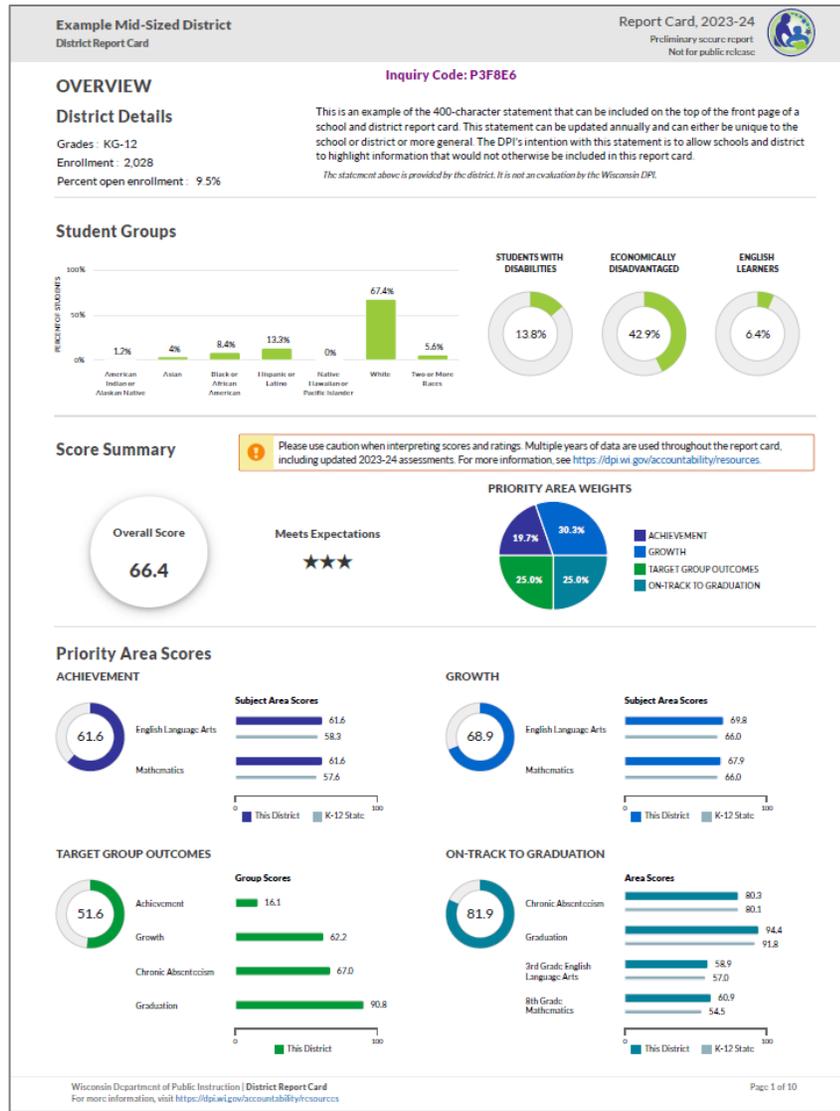
**Target Group Outcomes:** Data sources for each priority area or calculation - Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance – apply in the same way within Target Group Outcomes calculations.

### On-Track to Graduation:

Graduation, Attendance, and Chronic Absenteeism data from WISEdata Year-End Snapshot. Years of data used indicated below. Note that these data are lagged by one year compared to assessment data in report cards.

	Graduation	Attendance	Chronic Absenteeism
2022-23	One year	One year	Up to three years
2021-22			
2020-21			

Third Grade ELA and Eighth Grade mathematics: see Student Achievement table above.



## SCHOOL INFORMATION

**Grades:** School Directory app

**Enrollment, Student Groups:** [2023-24 WISEdata TFS Enrollment Snapshot](#)

**Percent Open Enrollment** (via OPAL as of TFS)

**Percent Choice Enrollment:** 2023-24 WISEdata TFS Enrollment Snapshot and 2023-24 [PI-1207 Private School Report](#)

## ECONOMICALLY DISADVANTAGED (ECD)

Data are from the WISEdata Student Snapshot of 2023-24 TFS Enrollment. Rates of ECD determine the weights given to Achievement and Growth when both priority areas are present. Details and specific weights are available in the online [weighting calculator](#).

## STUDENTS WITH DISABILITIES

Data on the front page are from the WISEdata Student Snapshot of 2023-24 TFS enrollment. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools).

## COURSE DATA

Report cards for public schools and districts with grades 9-12 contain arts and postsecondary preparation course participation data on subsequent pages (not on the front page). Data is from the [WISEdata Student Snapshot of 2022-23 year-end data](#).



# UNDERSTANDING DATA SOURCES FOR THE REPORT CARDS

The data used in the school and district report cards come from a variety of sources across multiple years. All student data come from [WISEdata](https://dpi.wi.gov/wisedata).<sup>1</sup> Accurate data reporting at the time of WISEdata snapshots is key to having a report card that appropriately reflects student performance.

## Assessments Used in Report Cards

- **ACT Aspire and Pre-ACT Secure:** State summative assessment given annually in the spring to students in Grades 9 and 10. Only the ELA composite scores and mathematics composite scores for FAY students are factored into report card scores. Pre-ACT Secure replaced ACT Aspire in 2023.
- **ACT with writing:** State summative assessment given annually in the spring to students in Grade 11. Only the ELA composite scores and mathematics composite scores from FAY students are factored into report card scores. 18
- **DLM:** The Dynamic Learning Maps (DLM) assessment is an alternate assessment given annually in the spring to students with the most significant cognitive disabilities who are unable to participate in the Forward, Pre-ACT Secure, ACT Aspire, or ACT with writing. Only the ELA and mathematics DLM results from FAY students are factored into report card scores.
- **Forward Exam:** State summative assessment given annually in the spring to students in Grades 3-8. Only the ELA and mathematics results from FAY students are factored into report card scores.

## Key Dates

- |                                                         |                  |
|---------------------------------------------------------|------------------|
| • 2021 WISEdata Snapshot of 2020-21 Year End            | December 7, 2021 |
| • 2022 WISEdata Snapshot of 2021-22 Spring Demographics | May 24, 2022     |
| • 2022 WISEdata Snapshot of 2021-22 Year End            | December 6, 2022 |
| • 2023 WISEdata Snapshot of 2022-23 Spring Demographics | May 23, 2023     |
| • 2023 WISEdata Snapshot of 2022-23 Year End            | December 5, 2023 |
| • 2023 WISEdata Snapshot of 2023-24 TFS Enrollment      | December 5, 2023 |
| • 2024 WISEdata Snapshot of 2023-24 Spring Demographics | May 21, 2024     |

## Key Terms

- **TFS:** Third Friday of September. A WISEdata collection that captures enrollment and demographic data.
- **FAY:** Full academic year ([FAY](#))<sup>2</sup> students. These are students who were enrolled from TFS through the completion of testing, or, for non-tested students, the end of the testing window.
- **OPAL:** Open Enrollment Application Log. Data source for open enrollment information used to calculate percent open enrollment at each public school.
- **WISEdata:** Current statewide data collection system. Public schools first began using WISEdata in the 2016-17 school year; private Choice schools began in 2015-16.

<sup>1</sup> <https://dpi.wi.gov/wisedata>

<sup>2</sup> <https://dpi.wi.gov/wisedash/help/glossary>



# 2023-24 REPORT CARD GUIDE

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Example Mid-Sized District  
District Report Card

Report Card, 2023-24  
Preliminary score report  
Not for public release



**Inquiry Code: P3F8E6**

**OVERVIEW**

**District Details**

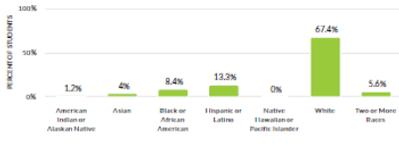
Grades : KG-12  
Enrollment : 2,028  
Percent open enrollment : 9.5%

This is an example of the 400-character statement that can be included on the top of the front page of a school and district report card. This statement can be updated annually and can either be unique to the school or district or more general. The DPI's intention with this statement is to allow schools and district to highlight information that would not otherwise be included in this report card.

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

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**Student Groups**



**STUDENTS WITH DISABILITIES**  
13.8%

**ECONOMICALLY DISADVANTAGED**  
42.9%

**ENGLISH LEARNERS**  
6.4%

---

**Score Summary**

**1** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

**66.4**

Meets Expectations

★★★

**PRIORITY AREA WEIGHTS**

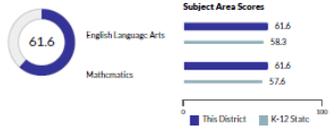


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**Priority Area Scores**

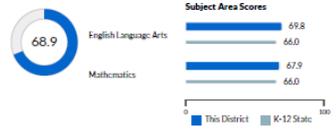
**ACHIEVEMENT**

Overall Score: **61.6**



**GROWTH**

Overall Score: **68.9**



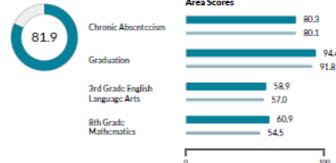
**TARGET GROUP OUTCOMES**

Overall Score: **51.6**



**ON-TRACK TO GRADUATION**

Overall Score: **81.9**



Wisconsin Department of Public Instruction | District Report Card  
For more information, visit <https://dpi.wi.gov/accountability/resources>
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# 2023-24 REPORT CARD GUIDE

# INTRODUCTION

## BACKGROUND

State statute ([Wis. Stat. 115.385](#)) requires the Department of Public Instruction (DPI) to annually publish school and district accountability report cards.

[Report cards](#) are produced for all public schools and districts in Wisconsin and for any private school accessing public school funding through the Choice Programs.

## PURPOSE & AUDIENCE

School and District Report Cards are one measure to evaluate how well Wisconsin schools and districts are doing. This information helps parents, educators, and the public hold schools accountable for successfully educating and preparing all students. The overall goal of Wisconsin's accountability system is to help identify areas of strength to build upon and deepen, as well as to pinpoint areas needing improvement so that all students graduate from high school ready for their next step.

To learn more about the state accountability system, including the differences between state and federal ESSA accountability in Wisconsin, please visit: <https://dpi.wi.gov/accountability>.

The report cards are the face of our state accountability system that honors the complex work of schools and focuses on ensuring all Wisconsin students graduate ready for college and career. The report cards were designed with a two-fold purpose: 1) to publicly report how our schools and districts are performing and 2) to provide data to schools on specific areas of strength and areas in need of improvement. As such, the system is designed to be both informative and useful to multiple audiences.

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ACCOUNTABILITY / REPORT CARDS HOME

## Report Cards Home

[Click here for School and District Report Cards](#)

### What are the School and District Report Cards?

As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These report cards include data on multiple indicators for multiple years across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-track to Graduation). In addition, the report cards provide course and program participation information for grades 9-12 for public schools and districts. A school or district's overall accountability score places the school/district into one of five overall accountability ratings:

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

For more detailed information about the creation and scoring for the report cards, see the [Report Card Resources](#) page.



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ABOUT WISCONSIN ACCOUNTABILITY

## About Wisconsin Accountability

Wisconsin has separate state and federal accountability systems. To compare the two school accountability systems, please refer to the [Accountability Crosswalk](#).

The purpose of the state accountability system (the Accountability Report Cards, also known as the School and District Report Cards) is to provide a rating system that meaningfully differentiates school and district outcomes across the performance spectrum.

The purpose of the federal accountability system is to identify the lowest performing schools and student groups for support as required in the Every Student Succeeds Act (ESSA). The federal ESSA accountability system ranks performance resulting in the following identification categories:

- Comprehensive Support & Improvement (CSI),
- Targeted Support & Improvement (TSI),
- Additional Targeted Support & Improvement (ATSI),
- or Not Identified.

To learn more about the work of the Office of Educational Accountability, please use the links in the menu located on the left side of the page. Questions may be directed to the [Office of Educational Accountability](#).

# 2023-24 REPORT CARD GUIDE

## INTRODUCTION

### NOTE OF CAUTION REGARDING 2023-24 REPORT CARDS

Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. Careful review of the detailed data on all pages is encouraged.

### OVERVIEW – REPORT CARD SYSTEM

The report cards summarize student performance and student engagement for each school and district and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating multiple student outcome measures. These measures are combined to produce the overall scores and ratings.

The report card includes four **priority areas**—*Achievement, Growth, Target Group Outcomes, and On-Track to Graduation*—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.

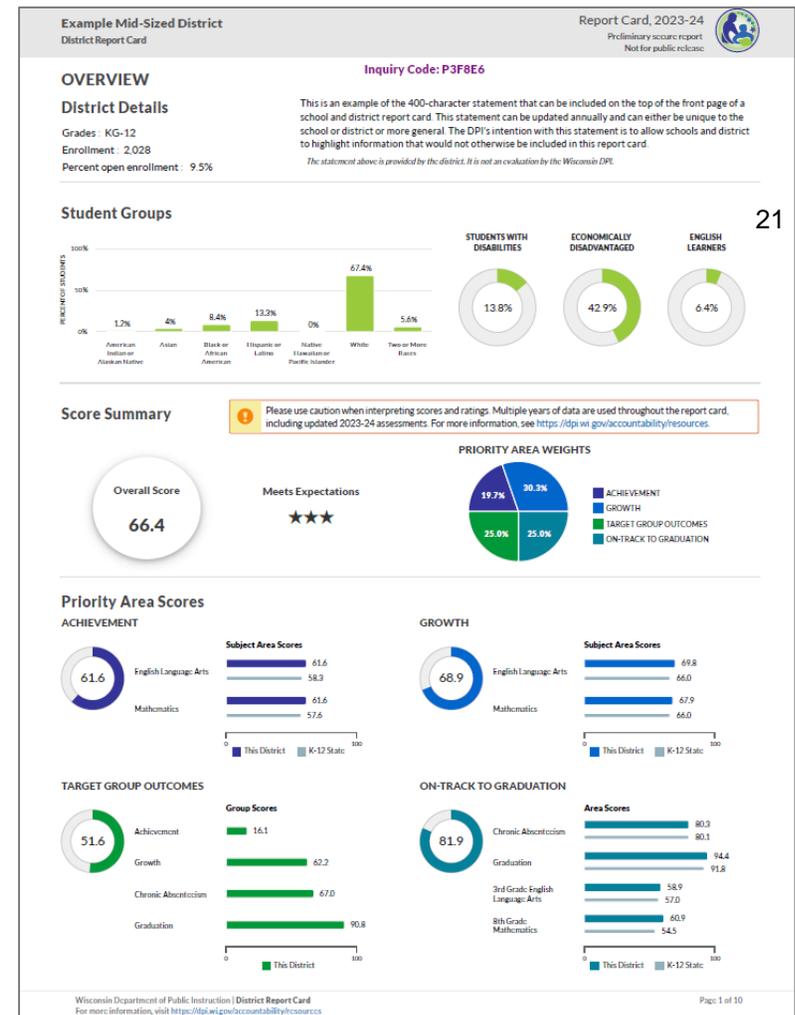
The resulting final overall score, rating, and stars are featured on the front page of the report card.

### OVERVIEW – REPORT CARD DATA

The report cards contain data for each of the priority areas, shown here on the front page, as well as multiple pages of supplemental information.

Data used in the scoring include assessment results, attendance, and high school completion data. Data included as supplemental information include enrollment and test participation. In addition, for public school students in grades 9-12, course completion and career education program data are also included for information purposes.

Supplemental data reporting also includes breakdowns by student group and across years. These data are presented in the report cards to highlight trends and can be used to deepen analysis of group, school, and district performance. Supplemental data are not scored; they are presented to help provide meaningful context to readers.



# 2023-24 REPORT CARD GUIDE

## FRONT PAGE

### FRONT PAGE

The front page of the report cards is a summary that presents key school or district information alongside the overall outcomes and scores for each priority area. The figure to the right shows the layout of the front page using a fictional example district.

### OVERALL SCORE 1

On the middle left, there is an overall score, associated rating, and number of stars (out of five). This score is based on a weighted average of priority area scores.

### PRIORITY AREA WEIGHTING 2

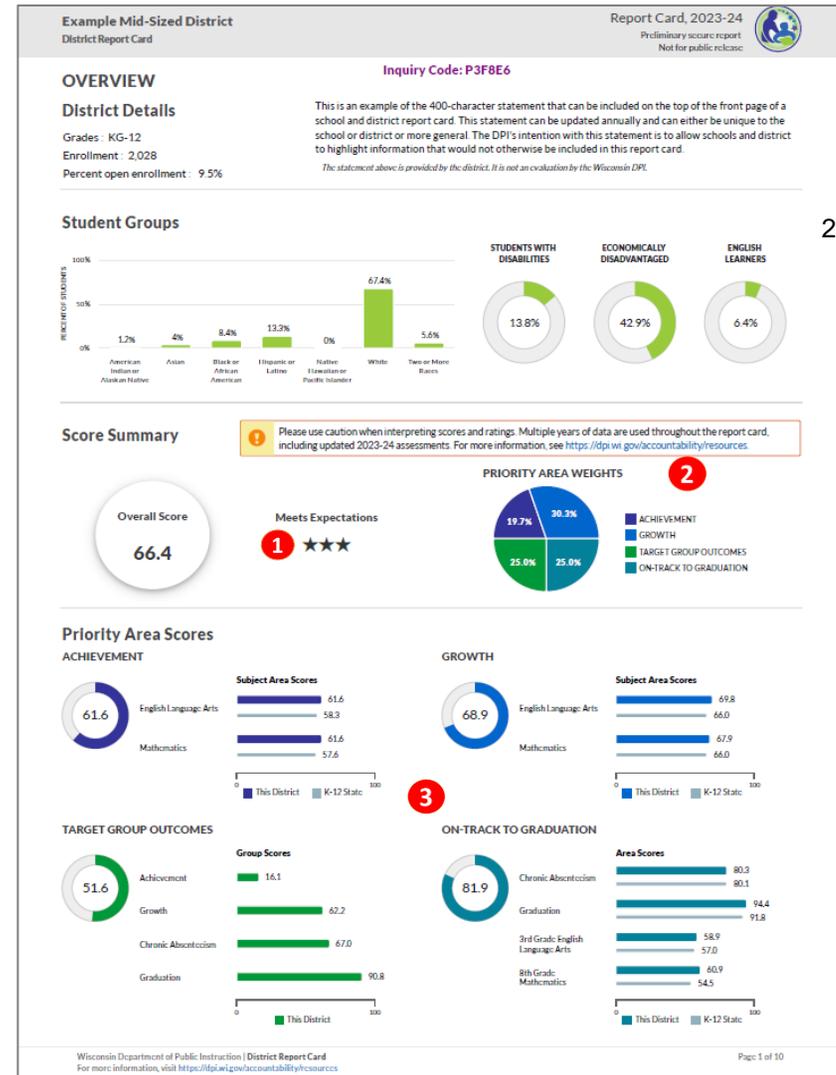
Next to the space for the overall score is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged (ECD) students in the school. In most cases, the weighting for Target Group Outcomes and On-Track to Graduation have equal weight (25%). Scores are not advantaged or disadvantaged by the presence or lack of a priority area or component.

- In the example here, Growth has the most weight (30.3%), Achievement has the least weight (19.7%), and the Target Group Outcomes (25%) and On-Track (25%) priority areas are equally weighted.

For more information about weighting, please see the [online weighting calculator](#).

### PRIORITY AREA SCORES 3

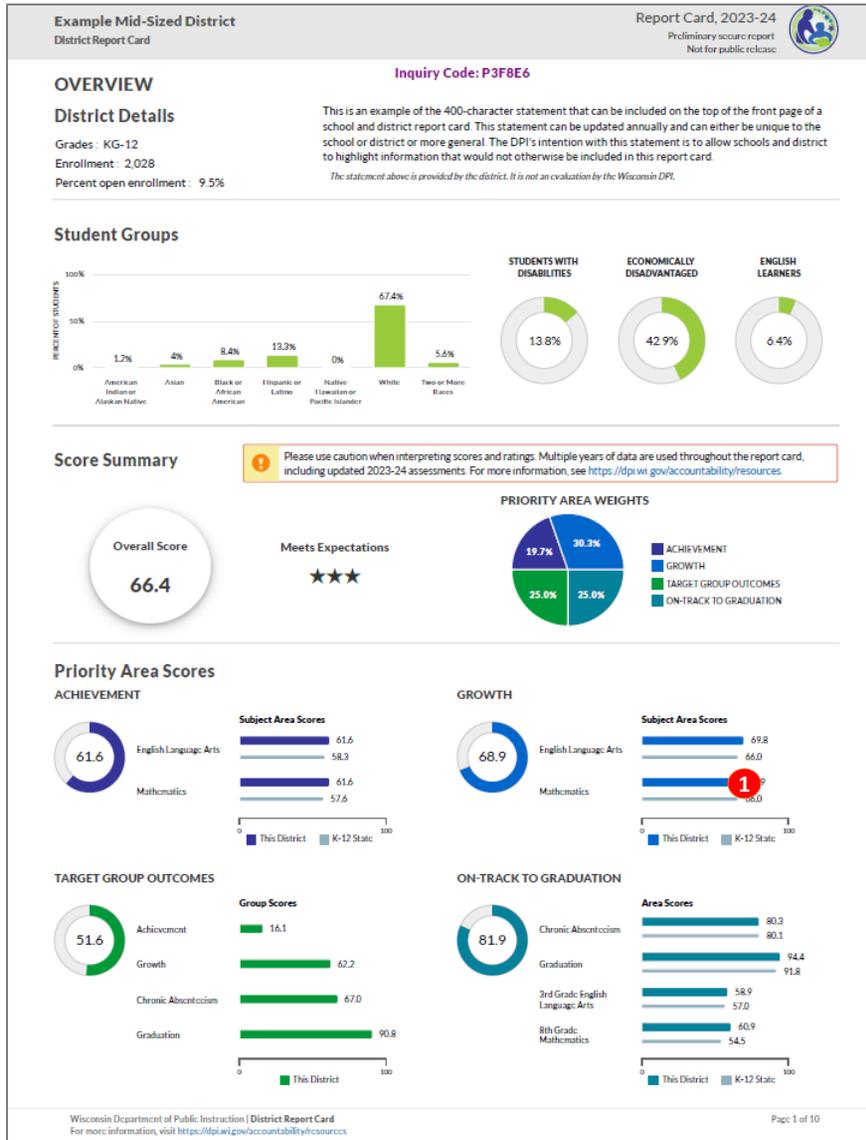
On the bottom of the page, scores are provided for the four priority areas, along with bar charts showing priority area component scores compared to statewide average component scores. *[Please see page 5 of this guide for more information on the state comparison.]* Each priority area has a score on a 0-100 scale; component scores are also on a 0-100 scale.



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# 2023-24 REPORT CARD GUIDE

## FRONT PAGE



### UNDERSTANDING STATE COMPARISONS 1

The priority area scores section on front page includes gray state comparison bars alongside the component score bars. For schools, comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. Schools are assigned to the most appropriate grade band for comparison. For districts, the comparison is a statewide group based on one of three grade bands: K-12, K-8, or 9-12.

In the example here, the district has grades KG-12, so the K-12 grade span is displayed in the state comparison bar.

These state comparisons can be loosely thought of as averages for each type of school or district. These comparative data are shown only to provide context; they do not factor into scores or ratings.

The comparison scores given for a grade band treat all Wisconsin students within those grades as if they were one giant school; data for these statewide sets of students are used to calculate the comparison scores. This includes public school students and students participating in the Choice program. The statewide comparison score that applies to a particular grade band is shown for component scores of each priority area except the Target Group Outcomes priority area. For achievement-based component scores on the 2023-24 report cards, scale adjustment is applied to the state comparison score (see page 8 for more on scale adjustment).

The Target Group Outcomes priority area does not have statewide comparison data because outcomes for the target group should be compared to the analogous priority area component scores for all students at the school or district. Target Group Outcomes is designed to help schools and districts see the “gaps” between the lowest-performing students and their student population as a whole.



# 2023-24 REPORT CARD GUIDE

## WEIGHTING

### UNDERSTANDING REPORT CARD WEIGHTING

Like the overall score, each of the four priority areas uses a 0- to 100-point scale. This provides a consistent and simple way to examine and compare priority area scores. Scores from the four individual priority areas are combined using a weighted average that takes into account data availability and percentage of economically disadvantaged students in a school or district.

#### Priority Area Weighting:

State statute ([Wis. Stat. 115.385](#)) requires the Achievement and Growth priority area weights to be adjusted relative to each other based on the percentage of economically disadvantaged (low-income) students in the district or school. The higher the percentage of economically disadvantaged (ECD) students in a district or school, the greater the weight given to Growth and the lesser to Achievement (up to a predefined threshold). Similarly, the lower the percentage of economically disadvantaged students, the greater the weight given to Achievement and the lesser to Growth.

The only number on the report card itself that has variable weighting factored into it is the overall score. The individual priority area scores provided throughout the report card, including on the front page, are not separately impacted by variable weighting.



### REPORT CARD TOOL

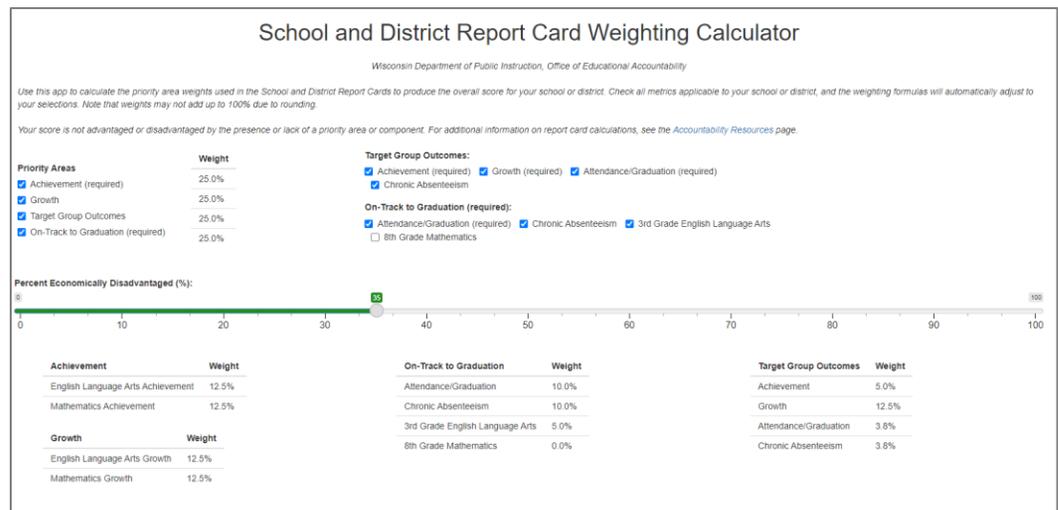
The weighting calculator shown here allows users to adjust the percent ECD and to select the priority areas and components available for a school or district to reveal the specific weights used in the report cards.

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Please note that changes in reweighting due to priority area data availability may have significant impact on overall scores. Caution should be used when comparing report cards with different priority areas across years.

Available online:

[https://oea-dpi.shinyapps.io/report\\_card\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/report_card_weighting_calculator/)



# 2023-24 REPORT CARD GUIDE

## ACHIEVEMENT

### UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

The purpose of this priority area is to show how the knowledge and skills of students in the district or school compares to state academic standards.

#### Basics about the priority area

This priority area summarizes English language arts (ELA) and mathematics performance for all students in grades 3 through 11. This includes students taking the Forward, ACT Aspire/Pre-ACT Secure, ACT with writing, and DLM exams in the Wisconsin Student Assessment System (WSAS). The score is based on how student outcomes distribute across the four WSAS performance levels (advanced, meeting, approaching, developing), and it takes up to three years of test data into account.

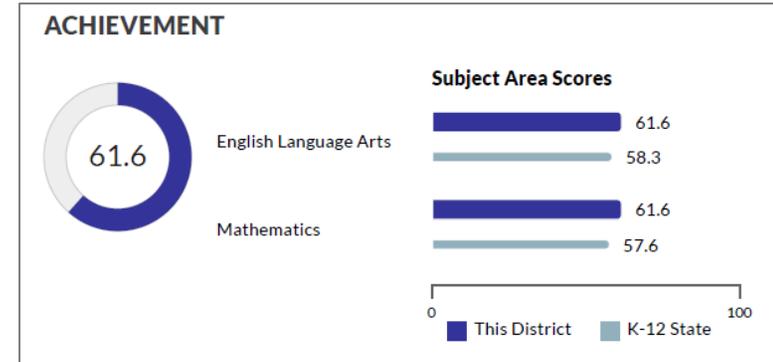
#### Where to find the data

The front page displays the priority area score and component scores for ELA and mathematics. Supplementary data charts and tables, which show results by student group and performance levels, are displayed starting on page 2 in the school report card and page 3 in the district report card.

#### Achievement Priority Area Display Updates

Due to assessment updates in 2023-24, only one year of data is displayed on the "Performance Levels by Year" chart on the Achievement page of the 2023-24 report card.

Additionally, new terms of advanced, meeting, approaching, and developing appear in the achievement priority area section of the report cards for 2023-24. Achievement results from prior years (2021-22 and 2022-23) in the "Student Group Performance Levels by Year" table are labeled using the previous performance level names.

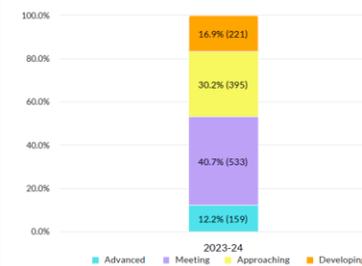


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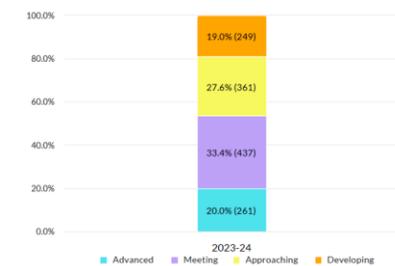
### Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



### MATHEMATICS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,489	16.5%	34.5%	27.4%	21.6%
All Students	1,268	11.2%	30.2%	27.8%	30.8%	1,289	10.1%	32.6%	29.6%	27.7%	1,308	20.0%	33.4%	27.6%	19.0%
American Indian or Alaskan Native	14	14.3%	0.0%	42.9%	42.9%	18	0.0%	11.1%	61.1%	27.8%	16	0.0%	37.5%	37.5%	25.0%
Asian	57	22.8%	17.5%	26.3%	33.3%	58	15.5%	29.3%	31.0%	24.1%	60	16.7%	31.7%	23.3%	28.3%
Black or African American	90	1.1%	15.6%	14.4%	68.9%	85	1.2%	9.4%	21.2%	68.2%	94	2.1%	8.5%	26.6%	62.8%
Hispanic or Latino	170	3.5%	16.5%	27.6%	52.4%	160	2.5%	20.0%	30.6%	46.9%	168	5.4%	22.6%	42.3%	29.8%
Native Hawaiian or Pacific Islander	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA
White	887	13.3%	35.5%	28.9%	22.3%	912	12.2%	37.8%	29.5%	20.5%	894	25.3%	38.1%	25.2%	11.4%
Two or More Races	49	4.1%	32.7%	30.6%	32.7%	55	9.1%	27.3%	30.9%	32.7%	76	18.4%	32.9%	26.3%	22.4%
Economically Disadvantaged	507	3.0%	19.9%	28.2%	48.9%	510	3.1%	19.8%	29.4%	47.6%	547	8.2%	24.7%	34.7%	32.4%
English Learners	99	0.0%	15.2%	24.2%	60.6%	101	0.0%	22.8%	30.7%	46.5%	112	2.7%	20.5%	41.1%	35.7%
Students with Disabilities	172	0.6%	12.8%	19.8%	66.9%	181	4.4%	9.4%	26.0%	60.2%	183	7.1%	13.7%	31.7%	47.5%

# 2023-24 REPORT CARD GUIDE

## UNDERSTANDING THE ACHIEVEMENT PRIORITY AREA

### How the calculation works

Achievement calculations are based on student performance on the Forward Exam, ACT Aspire/Pre-ACT Secure, ACT with writing, and Dynamic Learning Maps (DLM).

The Achievement priority area includes only tested students who were enrolled for the full academic year (FAY) in the district or school. Non-tested students are not included in calculations nor are students with invalidated tests. Note that in the Private School – Choice Students report card, the calculation only includes FAY students with a valid test score who were Choice program participants.

Scores for this priority area reflect how a district or school’s students are distributed among the four performance levels of the WSAS. Having more students at the upper performance levels results in a higher score.

Separate content area scores on a 0 to 100-point scale are calculated for ELA and mathematics achievement and are averaged to arrive at the priority area score. To reduce the impact of year-to-year fluctuations in test scores, up to three years of most-recent testing data are used and at least 2 years are required to receive a scored report card. This improves the reliability of scores.

Each content area score is determined by assigning points to each of the district or school’s students in each of the three measured years according to the student’s performance level in that year. A student is assigned no points for being at the developing performance level, 0.5 points for being at the approaching level, 1 point for meeting, and 1.5 points for advanced.

For each year, students’ scores are pooled to produce a district or school average. A three-year average is calculated from those yearly averages. When averaging across years, greater weight is given to more recent years’ data and years with more tested students. The component score for each subject reflects this three-year average.

*Please see the next section for more information on achievement scoring specific to the 2023-24 report cards.*

## Changes to the Scoring of Achievement-Based Measures for the 2023-24 Report Cards

State assessments were updated for 2023-24, including new performance level categories and updated standards. The results from these updated assessments are included in the 2023-24 report cards.

As the updated 2023-24 assessment cut scores resulted in higher proficiency rates compared to previous years, the scoring of achievement-based measures on the 2023-24 report cards has been modified to allow for comparability and stability in the system and to allow schools and districts to more easily compare this year’s report cards to report cards from 2022-23. Specifically, the DPI is “scale adjusting” 2023-24 achievement scores to align with the 2022-23 report card achievement distribution, which, in effect, lowers achievement scores.

After applying the scale adjustment, if a school/district’s scale adjusted achievement subject area score is lower than the subject area score on the 2022-23 report card, the 2022-23 achievement subject area score is used instead. This process serves to prevent adjustment overcorrection and eliminates the confusion that would result from an achievement score that is lower than last year’s due to the scale adjustment (and not necessarily from decreasing achievement performance). Scale adjustment applies only to the subject level and priority area scores. It is not applied to the student group scores for 2023-24.

Note that this is a one-year scoring change applicable only for 2023-24 report cards. You can see the exact steps for calculating achievement and other scores in the 2023-24 Report Card Technical Guide on the [Report Card Resources page](#).

## Test Participation

Test participation rates are displayed for all students and the lowest-participating student group for each school/district. These rates are included for informational purposes only (not scored). These rates include all students enrolled during the assessments and not just FAY students as the scored sections require.

### Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS		MATHEMATICS	
All students	Lowest-participating group: Black or African American	All students	Lowest-participating group: Black or African American
96.3%	91.8%	96.3%	91.8%

# 2023-24 REPORT CARD GUIDE

## GROWTH

### UNDERSTANDING THE GROWTH PRIORITY AREA

#### Basics about the priority area

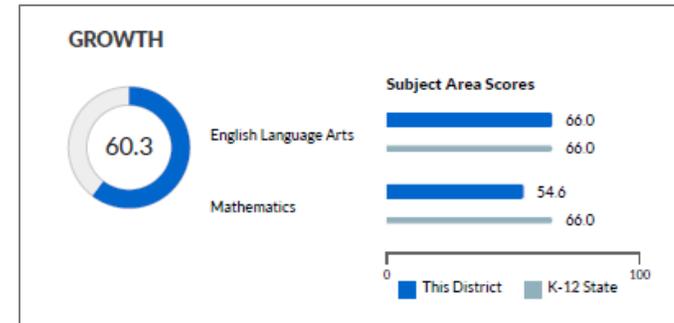
The purpose of this priority area is to give schools and districts a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Achievement, which is based on the levels of performance students attain in a given year, the Growth priority area measures changes in students' performance over time. In particular, this priority area focuses on the pace of improvement in students' performance in a school or district compared to the growth of similar students across the state. This priority area rewards schools and districts for helping students improve performance, regardless of a student's prior achievement, by measuring student progress across assessments over time.

#### Where to find the data

While the front page displays the priority area score and ELA and mathematics component scores, the most valuable data for understanding student improvement are found in the supplementary data charts, which display growth results by student group. These student group data are displayed on page 4 of the school report card and page 5 of the district report card.

#### How to use the data

The Growth priority area is an important complement to Achievement in understanding district and school performance. How well students are learning is reflected by both their level of attainment and their rate of improvement. Performance on these two measures can be quite different. Such differences may point to areas of need. The report cards provide growth data for groups of students, allowing schools and districts to see how the growth of particular student groups impacts their overall growth performance. They can identify groups of students who are having trouble improving or who are improving rapidly. High growth scores may point to a successful program or improvement process.

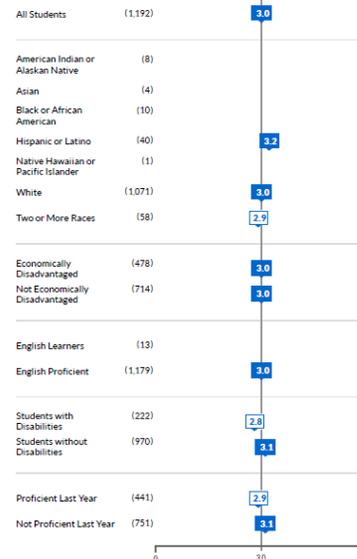


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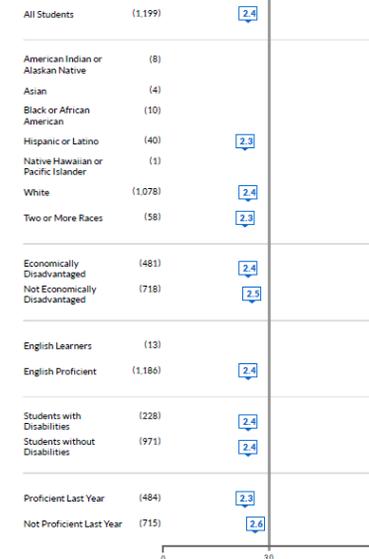
#### Student Group Value-Added (for information only)

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



# 2023-24 REPORT CARD GUIDE

## GROWTH

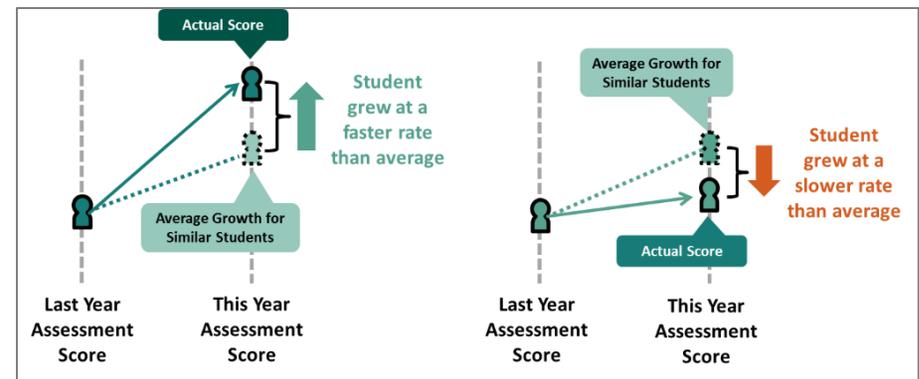
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### UNDERSTANDING THE VALUE-ADDED GROWTH MODEL

At the foundation of the Growth score is a statistical technique known as value-added, which is meant to facilitate “apples to apples” comparisons of student improvement between schools/districts, even if they serve very different student populations. Value-added quantifies how much growth students make over time after taking into account factors that are generally beyond a school’s control, but which may be related to student growth.

While the calculations behind value-added are complex, the concept is straightforward. Value-added compares the growth of students at a given school to the growth of similar students across the state of Wisconsin. In addition to prior achievement, the value-added model used in the school and district report cards considers students’ economic status, disability type, English Language proficiency level, gender, migrant status, and race/ethnicity.

For information about how the value-added model results in a Growth priority area score, please refer to the [2023-24 Report Card Technical Guide](#). For more information on the value-added model, please see the Value-Added Growth Guide and Value-Added Technical Report located on the [Report Card Resources](#) page.



# 2023-24 REPORT CARD GUIDE

## GROWTH

### UNDERSTANDING THE GROWTH PRIORITY AREA

#### How the calculation works

The Growth priority area provides a single score that characterizes the growth of a district or school's students, regardless of their starting performance levels and student attributes. It takes into account decline as well as improvement in student performance on the Forward Exam, ACT Aspire/Pre-ACT Secure, and ACT with writing assessments. If a student's score is higher than the scores of similar students, this is called "high value-added".

The value-added scores are reported on a 0 to 6 scale. The statewide average is always set to 3.0, representing typical growth for schools in the state. Up to three years of value-added results are used, when available, in calculating weighted average value-added scores. As in other parts of the report card, the current year data is weighted more heavily than prior years' data. Value-added scores are then converted to a Growth score from 0 to 100, like the other priority areas.

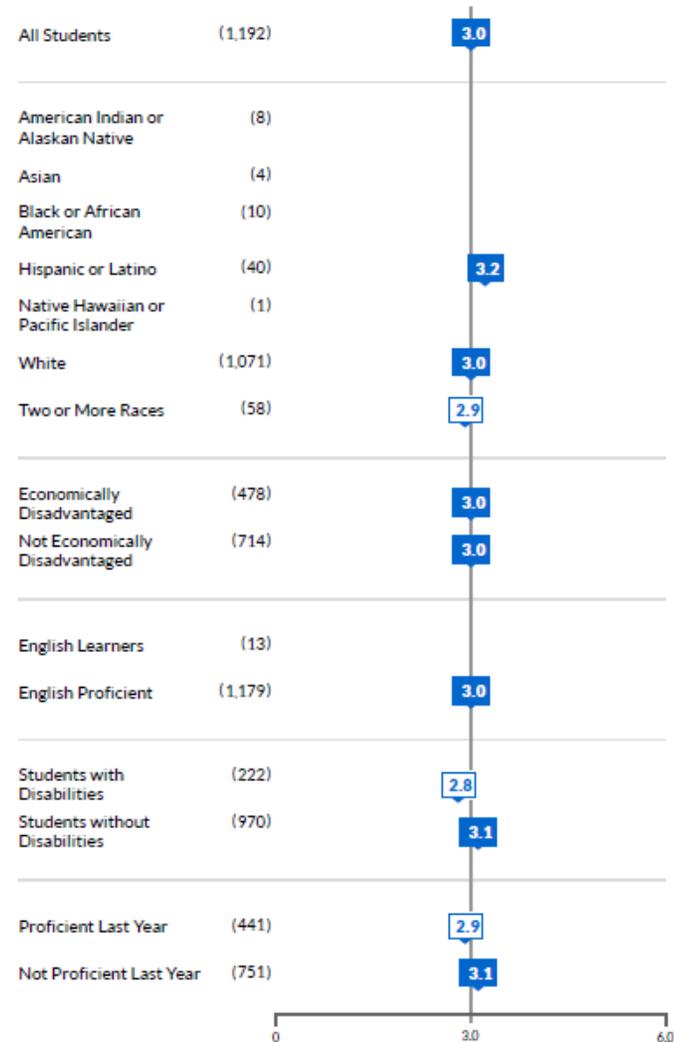
Growth consists of two components, ELA and mathematics. Separate value-added scores are calculated for each and then combined to produce the Growth score.



#### GOOD TO KNOW

The Growth Supplemental data table displays value-added results for groups of students in each school/district. This comparison helps readers better understand a school or district's impact on learning for different groups of students. Student group data do not impact growth priority area scores.

### ENGLISH LANGUAGE ARTS



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# 2023-24 REPORT CARD GUIDE

## TARGET GROUP OUTCOMES

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### UNDERSTANDING THE TARGET GROUP OUTCOMES PRIORITY AREA

Target Group Outcomes is a **priority area** that examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results, along with any students who scored less than proficient on the prior year's DLM alternate assessment. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students. It replaces the Closing Gaps priority area.

#### Basics about the priority area

The Target Group Outcomes priority area includes measures familiar from other priority areas - **achievement, growth, chronic absenteeism, and attendance or graduation rates**. The same calculation methods are used, but applied only to students in the target group, creating a "mini report card" for the group.

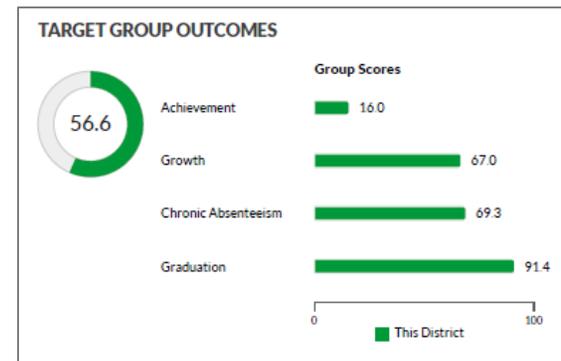
For 2023-24 report cards, additional steps were taken to calculate all achievement-based measures, including Target Group Outcomes Achievement, to ensure stability and comparability of report card scores and ratings. See page 8 for more information.

#### Where to find the data

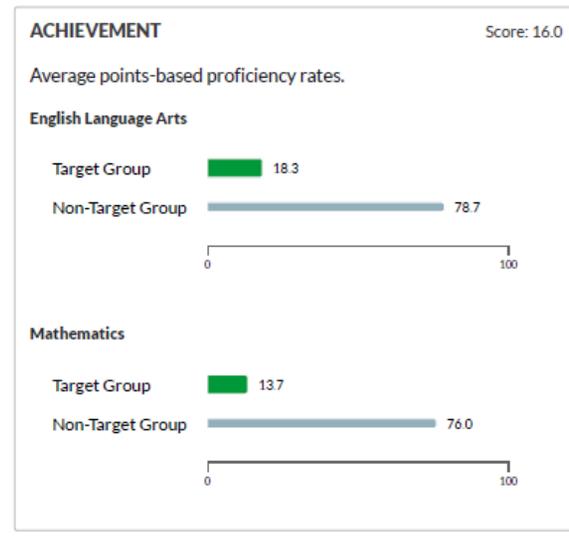
While the front page displays the priority area and component scores, the data most valuable for understanding performance of students in the target group are the supplementary data, which display performance by each scoring component with comparisons to students at the school who are not in the target group. This supplementary data is found on page 5 of the school report card and page 6 of the district report card.

#### How to use the data

Target Group Outcomes is designed to help schools see their own gaps between the lowest-performing students and the rest of the student body. Schools should use the data from this priority area as a tool in narrowing these gaps by implementing policies and procedures that will best serve the students most in need of support.



### Component Scores



## 2023-24 REPORT CARD GUIDE

## TARGET GROUP OUTCOMES

### Creating the Target Group

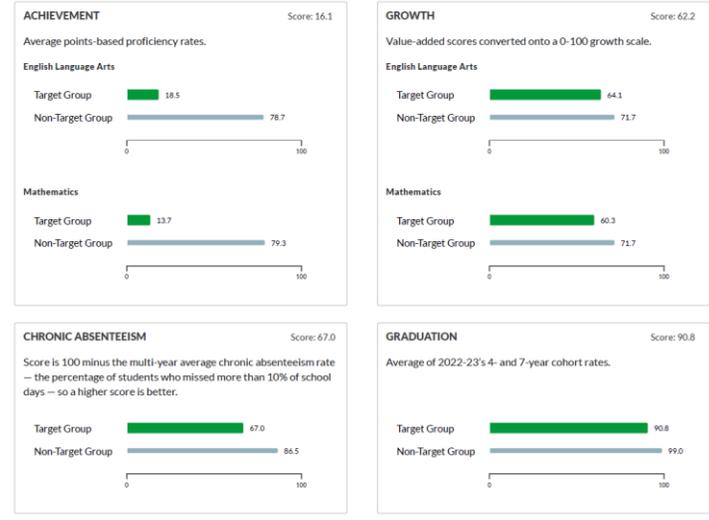
The target group is determined by prior performance rather than demographic association. It is roughly the bottom quartile of performers using the prior year's state assessment results, though additional business rules may result in a group that is more than 25% of the school or district's tested population. To determine the students who will be included in the Target Group Outcomes priority area, DPI follows the steps below:

1. Look at Forward, Aspire/Pre-ACT Secure, and ACT assessment results from the **prior year**.
2. Convert ELA and mathematics scaled scores on state assessments to standardized scores that can be compared across grades (z-scores).
3. Percentile rank z-scores to identify students in the bottom quartile (25%) for assignment to the target group. If the bottom quartile contains fewer than 20 students, keep adding students to the target group until the minimum cell size of 20 is met, up until 50% of students.
4. Some students have test results without scaled scores from the prior year. These students may still be included in the target group:
  - a. Add students who scored less than proficient on the DLM. The DLM does not provide scale scores, so these students cannot be included in the percentile rankings.
  - b. Add students who only completed 2 out of 3 components of the ELA assessment and scored less than proficient on the ACT with writing or ACT Aspire assessments, as these students also do not have scaled scores to be included in the rankings.

#### ADDITIONAL RESOURCE

Please see the "Target Group Outcomes Guide" on the [Report Card Resources](#) page to learn more about this priority area.

### Component Scores



### Scoring the Target Group

Target Group Outcomes component scores are calculated using the same methodology as for the other priority areas, which are based on "all students". The only difference is that these calculations only include students in the target group:

1. DPI uses assessment, attendance, and graduation data, and applies the same calculations (e.g., points-based proficiency) to achievement, growth, chronic absenteeism, and attendance/graduation as used in "all students" measures to target group students.
2. DPI uses these calculations to determine the scores for each component of the Target Group Outcomes priority area. Please see the report card [online weighting calculator](#) to see how these components are weighted.

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# 2023-24 REPORT CARD GUIDE

## ON-TRACK TO GRADUATION

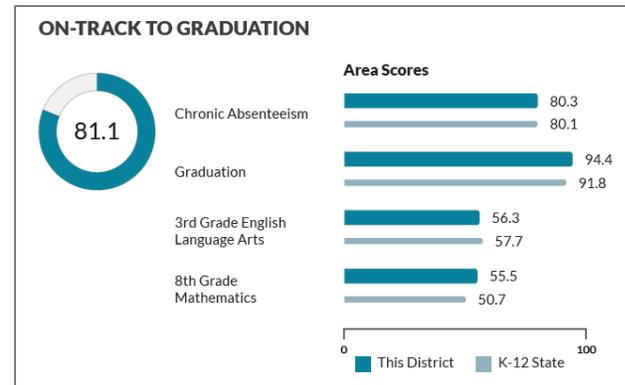
### UNDERSTANDING THE ON-TRACK TO GRADUATION PRIORITY AREA

#### Basics about the priority area

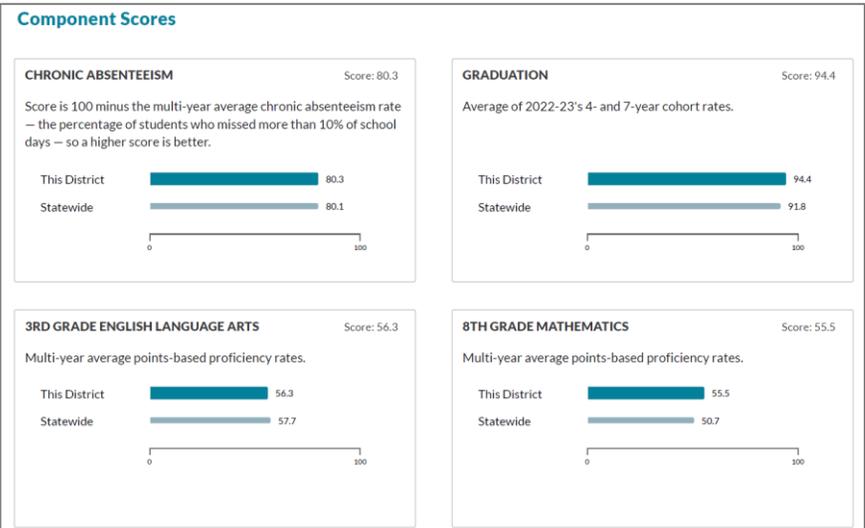
The purpose of this priority area is to indicate of how successful students are at achieving educational milestones that lead to postsecondary readiness. This priority area has three components. The first component is **chronic absenteeism**: 100 minus the rate of students who are chronically absent. The second is either a **graduation** rate—for schools that graduate students (i.e., high schools)—or an attendance rate for schools with no 12<sup>th</sup> grade or whose graduation cohort has fewer than 20 students. **Chronic absenteeism, graduation, and attendance data are lagged by one year due to the timing of when the data become available for use.** The final component is third grade ELA achievement, eighth grade mathematics achievement, or a combination of the two, depending on grade configuration and data availability. The scores for these components are included in a [weighted average](#) used to produce the On-Track to Graduation score. Scores for schools without a third or eighth grade will be based solely on chronic absenteeism and attendance or graduation.

#### How to use the data

The graduation rate, of course, measures a key education milestone. For schools that do not graduate students, attendance rates are used. Attendance and chronic absenteeism are highly correlated with student achievement. The third grade ELA and the eighth-grade mathematics achievement results represent key educational transition points. These data can help schools and districts monitor whether their students are on-track for success in high school and beyond. Third grade ELA ability is linked to later academic performance across content areas, graduation, and college enrollment. Eighth grade mathematics ability leads to success in a variety of high school courses.



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# 2023-24 REPORT CARD GUIDE

## ON-TRACK TO GRADUATION

### UNDERSTANDING ON-TRACK TO GRADUATION

#### How the calculation works

**Chronic absenteeism:** Students who are enrolled for at least 90 days during the school year are included in this calculation. Enrollment need not be continuous to meet the 90-day threshold. A student is considered chronically absent if they missed more than 10% of possible attendance days. The chronic absenteeism *rate* is the number of students who are chronically absent divided by the total number of students who have been enrolled at least 90 days. The chronic absenteeism *score* on the report card is a multi-year average and calculated as 100 minus the chronic absenteeism rate.

**Graduation or attendance:** For schools and districts that graduate students, a graduation rate component is used. Otherwise, an attendance rate component is used. Graduation rates and attendance rates are highly correlated with one another and have virtually identical distributions. The graduation component is the weighted average of the four-year and seven-year cohort graduation rates. The attendance component is the days of student attendance divided by the total possible days of attendance. Both graduation and attendance components are based on a single year of data.

**Other On-Track Measures.** A school and district may have third grade ELA achievement, eighth grade mathematics achievement, or both. Third grade ELA achievement and eighth grade mathematics achievement are measured in the same way as in the Achievement priority area. For 2023-24 report cards, additional steps were taken to calculate all achievement-based measures, including those in On-Track, to ensure stability and comparability of report card scores and ratings. See page 8 for more information.

#### Supplemental Data 1

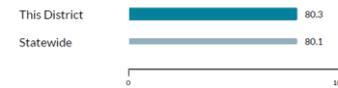
Some of the most valuable data in the report card are the results by scored component and student group in the supplementary data tables (starting on page 6 of the school report card and page 7 of the district report card).

#### Component Scores

##### CHRONIC ABSENTEEISM

Score: 80.3

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: 94.4

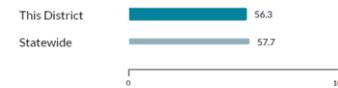
Average of 2022-23's 4- and 7-year cohort rates.



##### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 56.3

Multi-year average points-based proficiency rates.



##### 8TH GRADE MATHEMATICS

Score: 55.5

Multi-year average points-based proficiency rates.



#### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	806,878	16.5%	810,982	22.6%	808,094	19.8%
All Students	1,943	15.9%	1,982	22.6%	1,978	19.8%
American Indian or Alaskan Native	22	22.7%	22	27.3%	25	28.0%
Asian	79	15.2%	84	19.0%	85	18.8%
Black or African American	177	44.6%	178	58.4%	162	48.8%
Hispanic or Latino	258	25.6%	261	35.2%	254	28.3%
Native Hawaiian or Pacific Islander	1	0.0%	1	0.0%	1	0.0%
White	1,331	10.0%	1,349	15.0%	1,356	14.5%
Two or More Races	75	18.7%	87	29.9%	95	21.1%
Economically Disadvantaged	786	27.0%	834	35.3%	776	30.4%
English Learners	147	28.6%	154	40.9%	154	28.6%
Students with Disabilities	270	23.7%	272	27.9%	274	27.7%

# 2023-24 REPORT CARD GUIDE

## COURSE AND PROGRAM DATA IN REPORT CARDS

State statute ([Wis. Stat. 115.385](#)) requires DPI to report on certain course and program types for students in grades 9-12 in school and district report cards. Data for courses and programs are included in report cards using the following categories:

### Postsecondary Preparation

- Advanced Courses
- Dual Enrollment
- Industry-Recognized Credentials
- Work-Based Learning

### Arts Course Information

Student participating in the following arts course categories:

- Art & Design
- Dance
- Music
- Theater

The data are reported for informational purposes only (not scored), and like graduation and attendance data, course and program data will lag by one year on report cards. For example, 2023-24 report cards include 2022-23 course data.

At this time, course data are reported to DPI by public schools and districts only. Private schools in a Choice Program do not send course data to DPI. The pages with course data will not appear on the report card for choice schools. They will also not appear on report cards for any public schools or districts without grades 9-12.

## ADDITIONAL RESOURCE



Please see the "Course and Program Data Guide" on the [Report Card Resources](#) page to learn more about this area of the report card.

# COURSE AND PROGRAM DATA

Example Mid-Sized District  
District Report Card

Report Card, 2023-24  
Preliminary score report  
Not for public release

### POSTSECONDARY PREPARATION, 2022-23

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.

#### Participation by Type of Postsecondary Preparation

282 (47.5%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
21.2%	21.1%	27.1%	25.7%	4.5%	4.7%	8.8%	8.5%

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

161 students successfully completed at least one dual enrollment course.

27 students earned at least one industry-recognized credential.

52 students participated in a work-based learning program.

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Example Mid-Sized District  
District Report Card

Report Card, 2023-24  
Preliminary score report  
Not for public release

### ARTS COURSE INFORMATION, 2022-23

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.

#### Participation by Type of Arts Course

283 (47.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
31.5%	29.2%	0.2%	0.5%	22.4%	19.2%	2.0%	2.2%

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

1 student successfully completed at least one dance course.

133 students successfully completed at least one music course.

12 students successfully completed at least one theater course.

#### Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
All Students	594	266,572	31.5%	29.2%	0.2%	0.5%	22.4%	19.2%	2.0%	2.2%
American Indian or Alaskan Native	10	2,718	30.0%	33.1%	0.0%	0.2%	20.0%	15.0%	0.0%	1.1%
Asian	23	10,315	34.8%	30.4%	0.0%	0.4%	30.4%	19.9%	0.0%	1.6%
Black or African American	49	24,952	24.5%	28.8%	0.0%	0.7%	14.3%	11.7%	0.0%	2.8%
Hispanic or Latino	74	37,679	29.7%	29.1%	0.0%	0.3%	16.2%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	0	216	NA	32.9%	NA	1.4%	NA	23.6%	NA	4.2%
White	411	179,179	32.8%	29.2%	0.0%	0.5%	24.3%	21.7%	2.4%	2.2%
Two or More Races	27	11,450	25.9%	28.8%	3.7%	0.5%	18.5%	17.8%	7.4%	2.6%
Economically Disadvantaged	220	101,307	29.1%	30.0%	0.0%	0.4%	18.2%	15.0%	1.4%	2.1%
English Learners	35	19,129	34.3%	30.9%	0.0%	0.4%	11.4%	11.8%	0.0%	1.6%
Students with Disabilities	66	33,770	28.8%	30.9%	0.0%	0.5%	21.2%	14.3%	1.5%	2.4%



# 2023-24 REPORT CARD GUIDE

## UNDERSTANDING THE DISTRICT REPORT CARDS

District report cards will look like the school report cards, with a few exceptions. Most district report card calculations treat the district as “one big school” responsible for all students within the district, rather than averaging school-level scores.

One exception is the district Target Group Outcomes score in which the district target group is composed of students from target groups at schools in the district. In other words, it is not the bottom 25% of performers on statewide assessments in the district but instead students in the Target Group at each school are included in the District Target Group.

In addition, the district value-added growth score is a weighted average of school value-added growth scores; weighting is according to school enrollment.

The district report card includes a summary of school performance data on page 2. This summary shows how schools in the district are performing as a group in terms of ratings, overall scores, and priority area scores. This is supplemental informational; it is not used in district-level score calculations.

- 1 The first two tables display the number of schools within the district in each of the five standard overall ratings and each of the two alternate accountability ratings.
- 2 The final table displays the low, average, and high for the overall score and for each of the four priority area scores among schools within the district.

# DISTRICT REPORT CARDS

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**Example Mid-Sized District**  
District Report Card

Report Card, 2023-24  
Preliminary scores report  
Not for public release

**Inquiry Code: P3F8E6**

**OVERVIEW**

**District Details**

Grades: KG-12  
Enrollment: 2,028  
Percent open enrollment: 9.5%

This is an example of the 400-character statement that can be included on the top of the front page of a school and district report card. This statement can be updated annually and can either be unique to the school or district or more general. The DPI's intention with this statement is to allow schools and district to highlight information that would not otherwise be included in this report card.

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

**Student Groups**

**STUDENTS WITH DISABILITIES**

13.8%

**ECONOMICALLY DISADVANTAGED**

42.9%

**ENGLISH LEARNERS**

6.4%

**Score Summary**

Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

**66.4**

Meets Expectations

★★★

**PRIORITY AREA WEIGHTS**

**Priority Area**

**ACHIEVEMENT**

61.6

**TARGET GROUP OUTCOMES**

51.6

**Example Mid-Sized District**  
District Report Card

Report Card, 2023-24  
Preliminary scores report  
Not for public release

**DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY**

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

**Distribution of Schools by Rating**

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

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	3	60.0%
Meets Expectations	2	40.0%
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	64.3	71.1	79.6	100.0
Achievement	56.8	63.0	69.0	100.0
Growth	63.2	74.3	100.0	100.0
Target Group Outcomes	49.9	62.5	71.4	100.0
On-Track to Graduation	80.2	82.4	84.7	100.0



# 2023-24 REPORT CARD GUIDE

## PRIVATE SCHOOLS

### UNDERSTANDING CHOICE SCHOOL REPORT CARDS

DPI produces two types of Choice school report cards, as required by law.

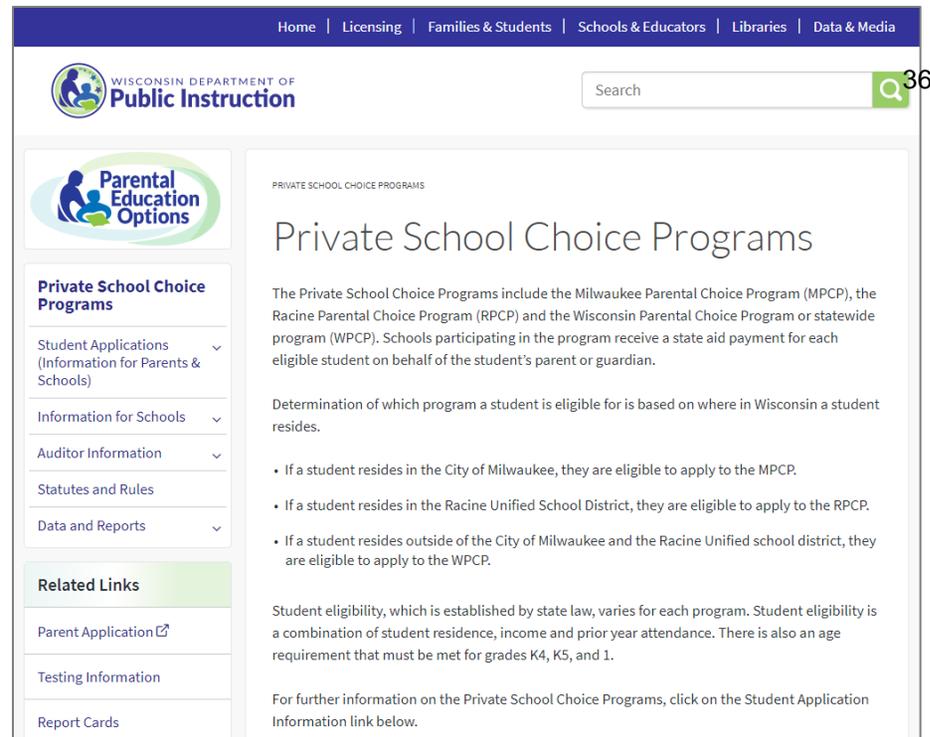
- Private – Choice Students Report Card (*required*)
- Private – All Students Report Card (*optional*)

**Private School – Choice Students** - All Choice schools receive this report card, which only includes students who are attending under one of the [Private School Choice programs](#).

**Private School – All Students** - An optional report based on the performance of all students in the private school (those attending under a Choice program as well as private-paying students).

In order to receive a scored version of the optional Private School - All Students report card, the private school must have submitted required data for at least two consecutive years. These opt-in schools report data to DPI on all of their students, not just the Choice program participants.

Both types of private school report cards are based on the same calculations as for public schools. Differences between report cards for private schools and public schools are noted where appropriate throughout this guide.



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WISCONSIN DEPARTMENT OF  
**Public Instruction**

Search

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**Parental Education Options**

PRIVATE SCHOOL CHOICE PROGRAMS

## Private School Choice Programs

The Private School Choice Programs include the Milwaukee Parental Choice Program (MPCP), the Racine Parental Choice Program (RPCP) and the Wisconsin Parental Choice Program or statewide program (WPCP). Schools participating in the program receive a state aid payment for each eligible student on behalf of the student's parent or guardian.

Determination of which program a student is eligible for is based on where in Wisconsin a student resides.

- If a student resides in the City of Milwaukee, they are eligible to apply to the MPCP.
- If a student resides in the Racine Unified School District, they are eligible to apply to the RPCP.
- If a student resides outside of the City of Milwaukee and the Racine Unified school district, they are eligible to apply to the WPCP.

Student eligibility, which is established by state law, varies for each program. Student eligibility is a combination of student residence, income and prior year attendance. There is also an age requirement that must be met for grades K4, K5, and 1.

For further information on the Private School Choice Programs, click on the Student Application Information link below.

**Private School Choice Programs**

- Student Applications (Information for Parents & Schools)
- Information for Schools
- Auditor Information
- Statutes and Rules
- Data and Reports

**Related Links**

- Parent Application
- Testing Information
- Report Cards

# 2023-24 REPORT CARD GUIDE

# REPORT CARD DATA

## UNDERSTANDING THE DATA USED

The report card [Data At-a-Glance](#) document is a key resource to guide you through the data used in the report cards.

## DATA AT-A-GLANCE 2023-24 SCHOOL AND DISTRICT REPORT CARDS

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### OVERVIEW

This guide is meant to build understanding of the data sources used in the 2023-24 Wisconsin school and district report cards.

### OPTIONAL NARRATIVE STATEMENT

This optional narrative statement on the front page is provided to DPI by schools and districts via an online form.

### PRIORITY AREAS

**Achievement:** Score includes FAY tested students only.

	Performance Levels	Demographics
2023-24	Forward, ACT Aspire, Pre-ACT Secure, ACT with writing, DLM	WISEdata Spring Demographic Snapshot
2022-23		
2021-22		

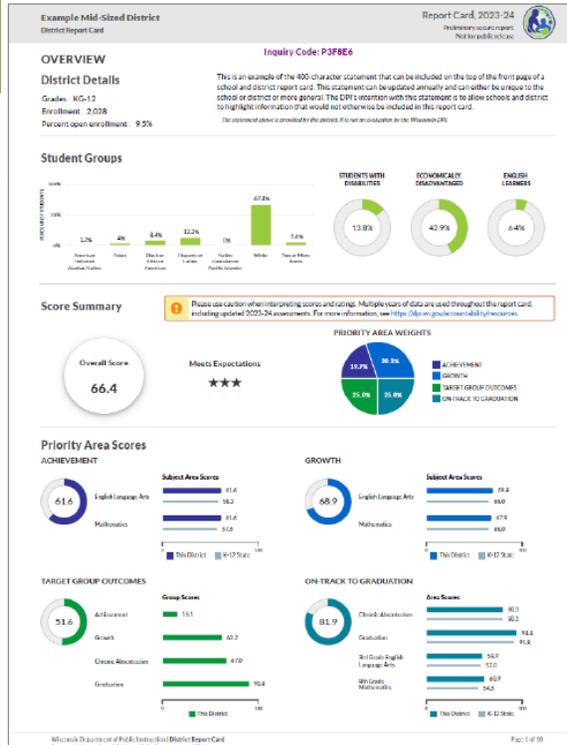
**Growth:** Scale scores from 23-24, 22-23, 21-22, and 20-21 Forward Exam, ACT Aspire, Pre-ACT Secure, and ACT with writing (no DLM); demographic control variables from WISEdata Spring Demographic Snapshot. Includes FAY tested students only.

**Target Group Outcomes:** Data sources for each priority area or calculation - Achievement, Growth, Chronic Absenteeism, Graduation, and Attendance – apply in the same way within Target Group Outcomes calculations.

**On-Track to Graduation:** Graduation, Attendance, and Chronic Absenteeism data from WISEdata Year-End Snapshot. Years of data used indicated below. Note that these data are lagged by one year compared to assessment data in report cards.

	Graduation	Attendance	Chronic Absenteeism
2022-23	One year	One year	Up to three years
2021-22			
2020-21			

Third Grade ELA and Eighth Grade mathematics: see Student Achievement table above.



### SCHOOL INFORMATION

Grades: School Directory app  
Enrollment, Student Groups: [2023-24 WISEdata TFS Enrollment Snapshot](#)  
Percent Open Enrollment (via OPAL as of TFS)  
Percent Choice Enrollment: 2023-24 WISEdata TFS Enrollment Snapshot and 2023-24 [PI-1207 Private School Report](#)

### ECONOMICALLY DISADVANTAGED (ECD)

Data are from the WISEdata Student Snapshot of 2023-24 TFS Enrollment. Rates of ECD determine the weights given to Achievement and Growth when both priority areas are present. Details and specific weights are available in the online [weighting calculator](#).

### STUDENTS WITH DISABILITIES

Data on the front page are from the WISEdata Student Snapshot of 2023-24 TFS enrollment. However, for assessment-based measures, disability status is determined by a WISEdata designation of students with an IEP (public schools) or ISP (private schools).

### COURSE DATA

Report cards for public schools and districts with grades 9-12 contain arts and postsecondary preparation course participation data on subsequent pages (not on the front page). Data is from the [WISEdata Student Snapshot of 2022-23 year-end data](#).

# 2023-24 REPORT CARD GUIDE

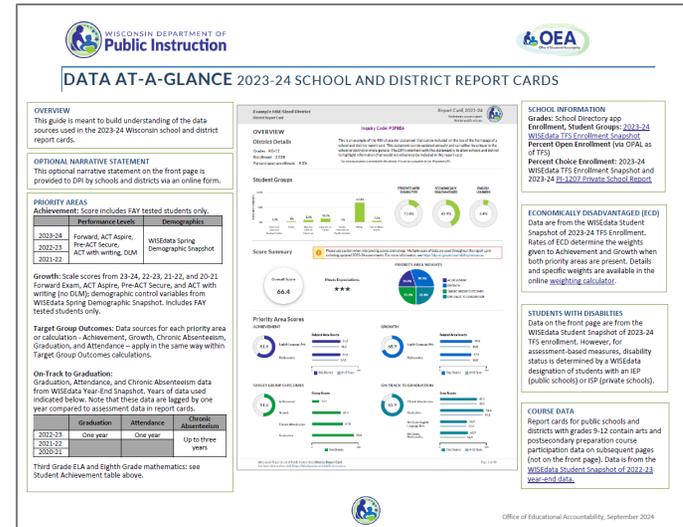
# REPORT CARD DATA

## UNDERSTANDING THE DATA USED

**Data Sources:** The data used in the report cards come from a variety of sources and years. Most data are reported through WISEdata and captured (or snapshot) at a point in time. Correctly reporting data at the time of these [WISEdata snapshots](#) is key to having report cards that appropriately reflect the performance of the school or district. The report card Data At-a-Glance document is meant to help school and district administrators understand where the data on the report cards come from and how the data collected in WISEdata snapshots are incorporated in the report cards.

**Full Academic Year (FAY) students:** Priority area scores and components based on assessment results are calculated using full academic year (FAY) students in tested grades. Students need not be FAY, however, to be included in attendance, chronic absenteeism, or graduation calculations. Students must have attended for at least 90 non-consecutive days to be included in chronic absenteeism components or in course and program data reporting.

**Student Groups:** Report cards include a number of tables and charts displaying data disaggregated by student group. This enables educators to focus efforts on groups of students whose performance is lagging, providing the support they need to achieve at higher levels. Disaggregated reporting is for the following student groups: students with disabilities, English learners, economically disadvantaged students, and seven student groups defined by race/ethnicity. Student group data provide supplemental information, but do not factor directly into report card scoring.



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## Defining FAY

It is important to clearly define which students are considered FAY (full academic year) because only FAY students are included in assessment-based calculations, and these calculations make up the majority of report card scores. How FAY is determined depends on whether a student tested:

1. For students who test, FAY is continuous enrollment from TFS to the testing date.
2. For students who do not test, FAY is continuous enrollment from TFS to the last day of the testing window.

If a student transfers after their test date, but tested before the end of the testing window, they would be FAY at the school where they tested.

# 2023-24 REPORT CARD GUIDE

## NAVIGATION



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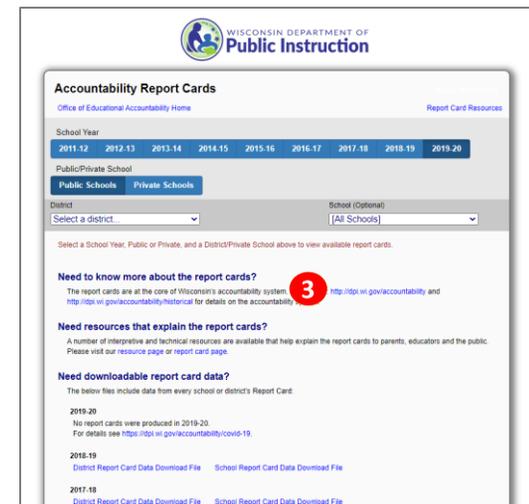
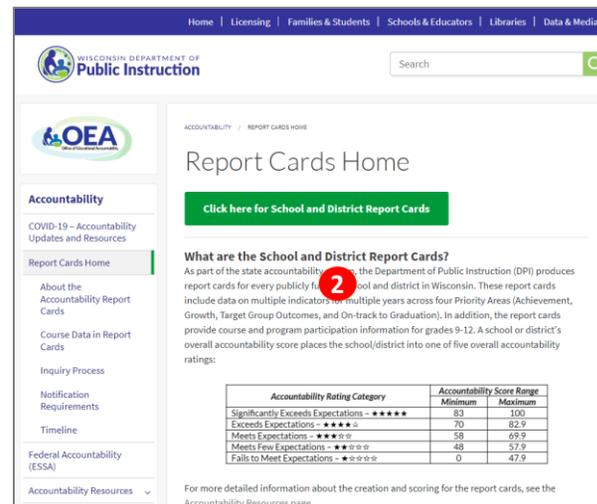
### FINDING SECURE REPORT CARDS <sup>1</sup>

Secure report cards for schools and districts are available in SAFE, the Secure Access File Exchange. The secure report cards in SAFE are meant for schools and districts only. Data in the reports have not been redacted to protect student privacy and therefore may not be shared with local media, parents, or other members of the public. To obtain access to SAFE, please visit the [WISEhome information page](#).

### FINDING PUBLIC REPORT CARDS <sup>2</sup>

Once released, the public version of the report cards can be accessed online by anyone from the [Report Cards Home page](#). Here you'll find a brief explanation of the report cards; links to resources explaining the report cards; and contact information for the accountability team should you have further questions.

Clicking the green button on the Report Cards Home page takes you to the state's [report card application](#). The app page shown at right is a database containing all the school and district report cards published over time. The app page also contains data download files for each year school and district report cards have been published. These download files summarize scores and contextual information for all schools and districts that received a report card for a given year.



# 2023-24 REPORT CARDS AT-A-GLANCE

## SCHOOL/DISTRICT INFORMATION <sup>1</sup>

School or district information, displayed towards the top of the front page, provides important context for reviewing the report card. These descriptive data include the grade span, student demographics, enrollment count, and (for public schools/districts) percent of students who were open-enrolled or (for choice schools) the percent of students participating in the choice program.

## OVERALL SCORE & RATING <sup>3</sup>

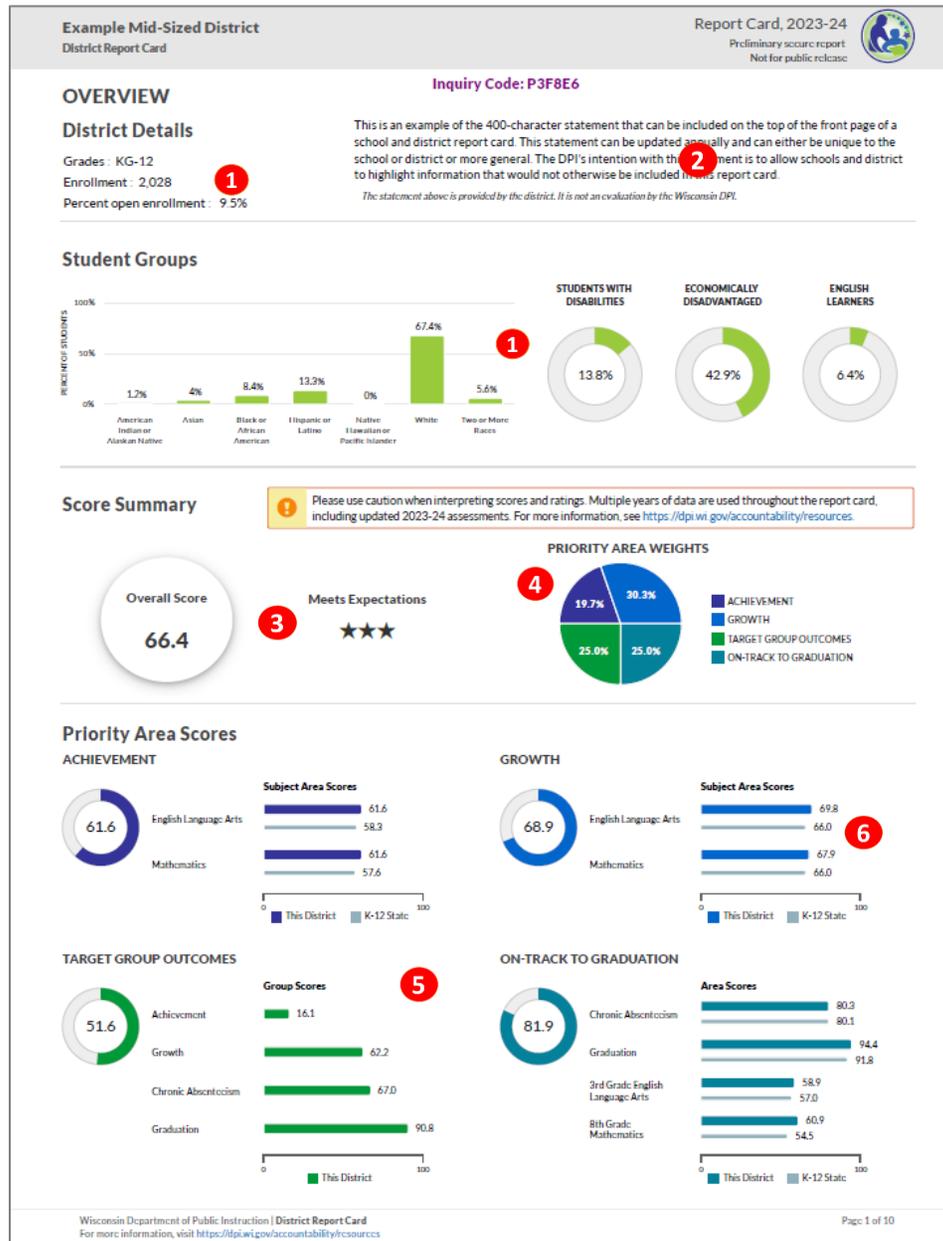
Each school or district receives an Overall Score from 0 to 100. This score is calculated by combining the weighted average of the Priority Area scores. The Overall Score places a school or district in one of five rating categories ranging from Significantly Exceeds Expectations to Fails to Meet Expectations. A five-star rating system is also provided.

## STATE COMPARISON DATA <sup>6</sup>

The priority area sections on the front page include state comparison bars, which are colored gray. For schools, state comparisons are based on one of six broad grade bands: K-5, K-8, K-12, 6-8, 6-12, and 9-12. State-level component scores are given for comparison purposes only and do not factor into the accountability scores or ratings.

## COURSE DATA

Report cards for public schools/districts with grades 9-12 contain arts and postsecondary preparation course data on the last two pages of the report card.



## OPTIONAL STATEMENT <sup>2</sup>

Schools and districts have the option to submit a descriptive statement that appears in the top right corner of the front page.

## PRIORITY AREA WEIGHTING <sup>4</sup>

Next to the space for the rating category is a pie chart displaying the weighting used when calculating overall scores. The weighting for Achievement and Growth varies depending on the percent of economically disadvantaged students in the school or district. For more information, see the [online weighting calculator](#).

## PRIORITY AREA SCORES <sup>5</sup>

On the bottom half of the front page, scores are provided for the four priority areas, along with bar charts showing priority area component scores.

**Achievement:** students' level of knowledge and skills attained compared against state academic standards in English language arts (ELA) and mathematics.

**Growth:** how rapidly students are gaining knowledge and skills from year to year, focusing on the pace of improvement in students' performance.

**Target Group Outcomes:** outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate.

**On-Track to Graduation:** how successfully students are achieving educational milestones that lead to later success.



## What's New for the 2023-24 School and District Report Cards?

### Background

*This document highlights changes to 2023-24 report cards compared to 2022-23. For more information on report cards, please visit our [Report Card Resources page](#).*

### What's New?

#### Impact of Assessment Standard Settings

Assessment cut scores were updated for the Forward Exam, PreACT Secure, and ACT assessments as a result of the updated Forward Exam aligned to the recent updates to Wisconsin Academic Standards, and standard settings that occurred this past summer. The 2023-24 assessment data used in the report cards reflect these updates, including the percentage of students in each performance level used in achievement scoring.<sup>1</sup> As a reminder, up to three years of achievement data are used in report cards, and the 2021-22 and 2022-23 achievement data in the 2023-24 report cards reflect the assessment cut scores in these years. Please see the following section for more information on achievement scoring for the 2023-24 report cards.

#### Changes to Achievement Scoring for the 2023-24 Report Cards

As the updated 2023-24 assessment cut scores resulted in higher proficiency rates compared to previous years, the scoring of achievement on the 2023-24 report cards has been modified to allow for comparability and stability in the system and to allow schools and districts to more easily compare this year's report cards to report cards from 2022-23. Specifically, the DPI is "scale adjusting" 2023-24 achievement scores to align with the 2022-23 achievement distribution, which, in effect, lowers achievement scores.

After applying the scale adjustment, if a school/district's scale adjusted achievement subject area score is lower than the subject area score on the 2022-23 report card, the 2022-23 achievement subject area score is used instead. This process serves to prevent adjustment overcorrection and eliminates the confusion that would result from an achievement score that is lower than last year's due to the scale adjustment (and not necessarily from decreasing achievement performance).

In summary, schools and districts can expect to see achievement scores that are greater than or equal to their 2022-23 score, though not as high as would be the case with no scale adjustment. As a reminder, a report card's overall score includes other components aside from achievement scores. You can see the exact steps for calculating achievement and other scores in the 2023-24 Report Card Technical Guide located on the [Report Card Resources page](#).

Note that this is a one year scoring change applicable only for 2023-24 report cards. In the coming year, the DPI will convene a group of educators to help align the report card cut scores to accurately communicate the success of schools and districts.

#### Achievement Priority Area Display Updates

Due to the 2023-24 assessment updates, only one year of data is displayed on the "Performance Levels by Year" chart on the Achievement page of the report card. Note that Achievement scores

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<sup>1</sup>Achievement scoring refers to the Achievement priority area (both ELA and mathematics scores), the Target Group Outcomes Achievement component (both ELA and mathematics scores); and the 3rd grade ELA and 8th grade mathematics component scores of On-Track to Graduation.

are still calculated using up to three years of data. The “Student Group Performance Levels by Year” table on the Achievement - Additional Information page of the report card continues to display up to three years of data.

Additionally, after extensive engagement with internal and external education partners, the DPI has updated the names of the assessment performance levels. The new terms of developing, approaching, meeting, and advanced appear in the achievement priority area section of the report cards for 2023-24. Achievement results from prior years (2021-22 and 2022-23) in the “Student Group Performance Levels by Year” table are labeled using the previous performance level names. You can learn more about the updated terminology in [this DPI news release](#).

### **Additional Course Data Reporting**

The counts and percentages of all students by course type has been added to the Student Group Participation tables on the Postsecondary Preparation and Arts Course Information pages.

In addition, the count and percentage of unique students participating in any Postsecondary and in any Arts Course (including ‘All Others’ SCED Subcategory course participants) have been added to the Postsecondary Preparation and Arts Course Information pages, respectively. For more information, please see the Course and Program Data Guide on our [Report Card Resources page](#).



## OVERVIEW

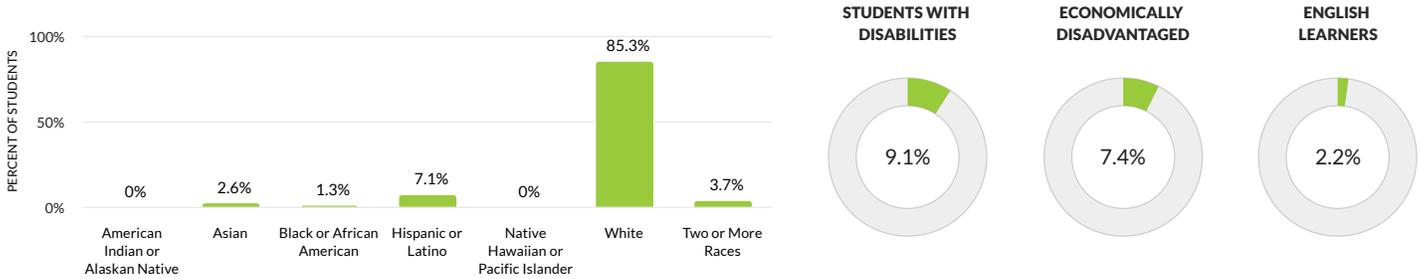
### School Details

Grades : 9-12  
Enrollment : 1,346  
Percent open enrollment : 3.9%

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 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



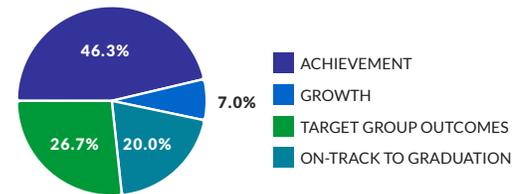
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



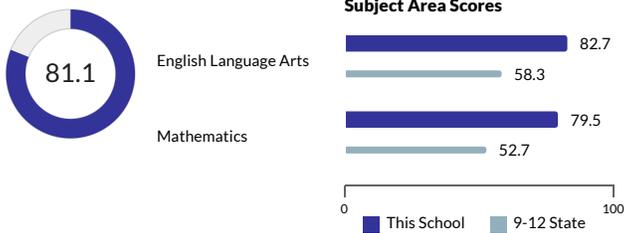
**Exceeds Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

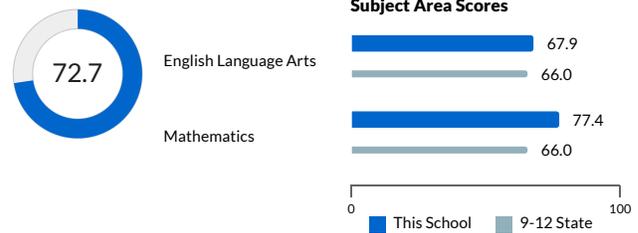


### Priority Area Scores

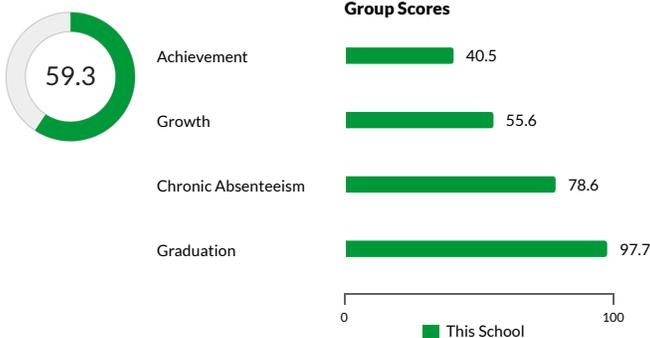
#### ACHIEVEMENT



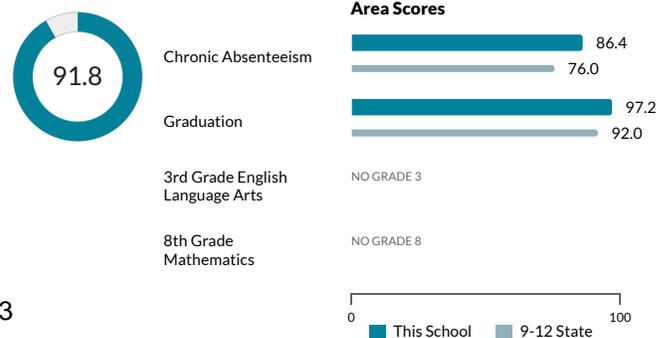
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



43



## ACHIEVEMENT

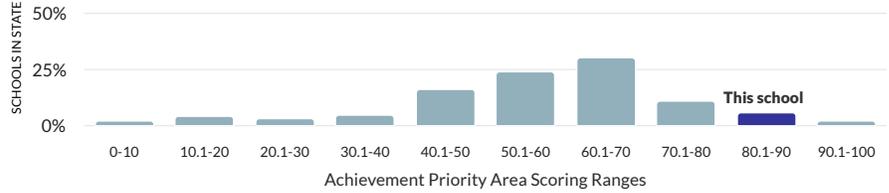
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 82.7  
Mathematics Score: 79.5

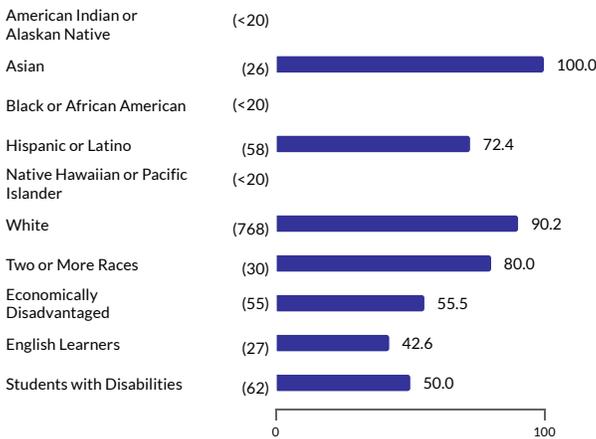
This school's score was the same or higher than 93.9% of 9-12 schools in the state.



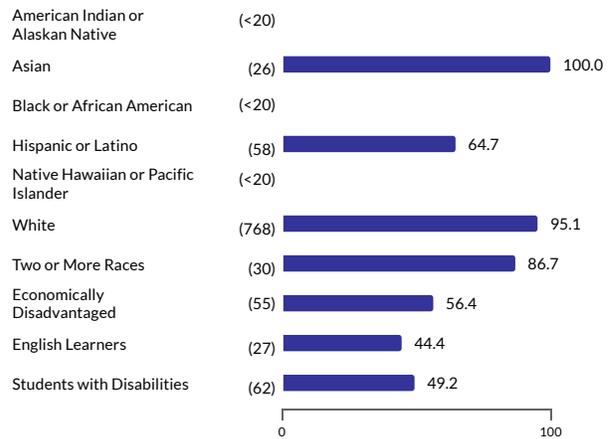
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



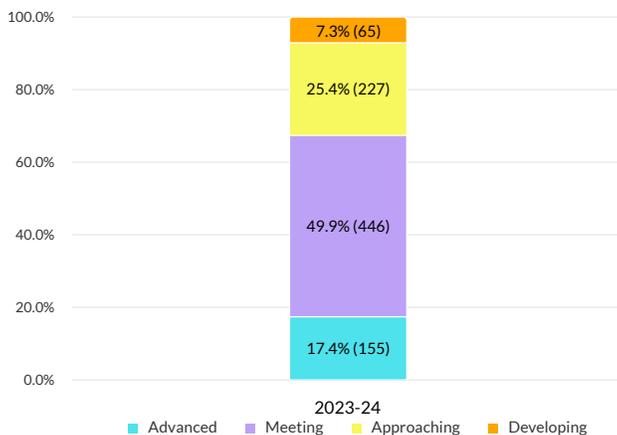
### MATHEMATICS



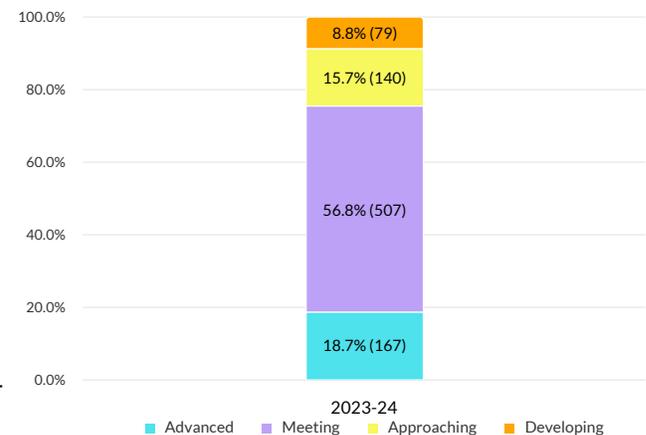
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
90.9%	72.2%

#### MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
90.9%	72.2%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	785	14.8%	47.3%	27.1%	10.8%	810	18.1%	43.0%	28.4%	10.5%	893	17.4%	49.9%	25.4%	7.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	20	10.0%	45.0%	35.0%	10.0%	22	40.9%	31.8%	27.3%	0.0%	26	34.6%	46.2%	19.2%	0.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	42	11.9%	31.0%	35.7%	21.4%	55	9.1%	38.2%	27.3%	25.5%	58	10.3%	44.8%	24.1%	20.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	688	15.0%	48.3%	26.9%	9.9%	701	18.4%	43.5%	28.1%	10.0%	768	17.6%	51.4%	24.9%	6.1%
Two or More Races	27	14.8%	59.3%	18.5%	7.4%	25	16.0%	52.0%	32.0%	0.0%	30	16.7%	36.7%	36.7%	10.0%
Economically Disadvantaged	38	5.3%	15.8%	31.6%	47.4%	40	2.5%	32.5%	45.0%	20.0%	55	7.3%	25.5%	38.2%	29.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	27	0.0%	25.9%	33.3%	40.7%
Students with Disabilities	67	1.5%	13.4%	32.8%	52.2%	63	3.2%	20.6%	34.9%	41.3%	62	4.8%	25.8%	33.9%	35.5%

#### MATHEMATICS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	782	19.3%	39.6%	26.1%	15.0%	810	18.4%	37.7%	28.5%	15.4%	893	18.7%	56.8%	15.7%	8.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	20	15.0%	40.0%	25.0%	20.0%	22	27.3%	45.5%	22.7%	4.5%	26	38.5%	46.2%	15.4%	0.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	42	4.8%	19.0%	33.3%	42.9%	55	7.3%	23.6%	32.7%	36.4%	58	8.6%	31.0%	41.4%	19.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	685	20.1%	41.5%	25.7%	12.7%	701	18.5%	39.1%	28.5%	13.8%	768	18.9%	60.2%	13.3%	7.7%
Two or More Races	27	29.6%	33.3%	25.9%	11.1%	25	32.0%	28.0%	32.0%	8.0%	30	23.3%	40.0%	23.3%	13.3%
Economically Disadvantaged	37	0.0%	18.9%	27.0%	54.1%	40	2.5%	12.5%	50.0%	35.0%	55	5.5%	32.7%	30.9%	30.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	27	0.0%	25.9%	37.0%	37.0%
Students with Disabilities	65	1.5%	18.5%	26.2%	53.8%	45 63	4.8%	7.9%	34.9%	52.4%	62	4.8%	25.8%	32.3%	37.1%



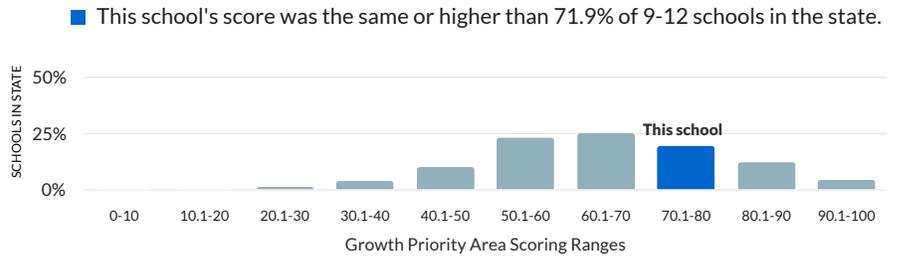
## GROWTH

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



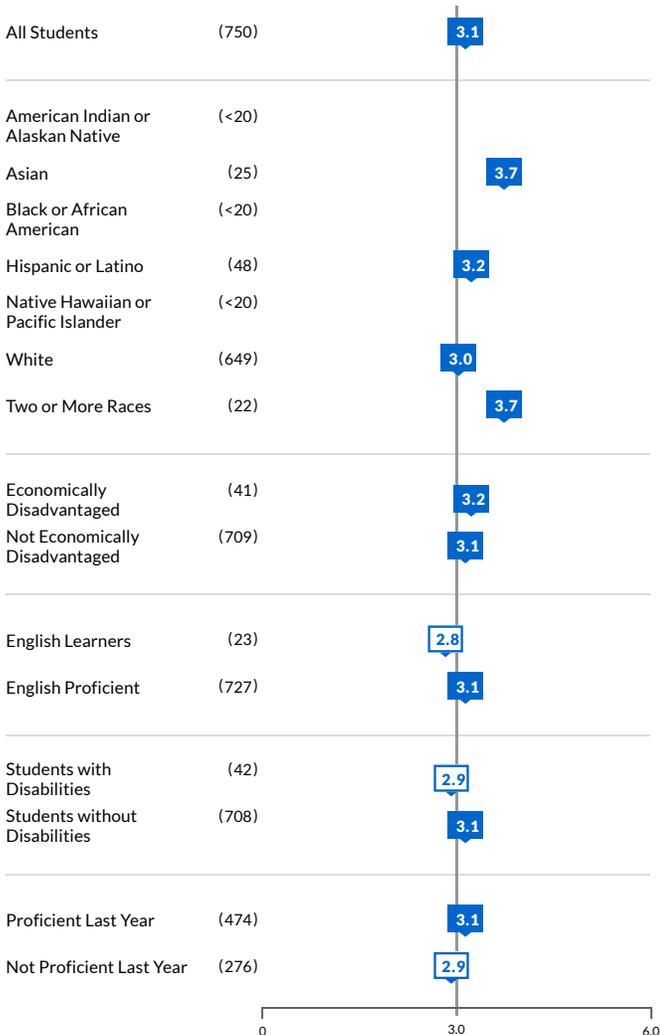
English Language Arts Score: 67.9  
Mathematics Score: 77.4



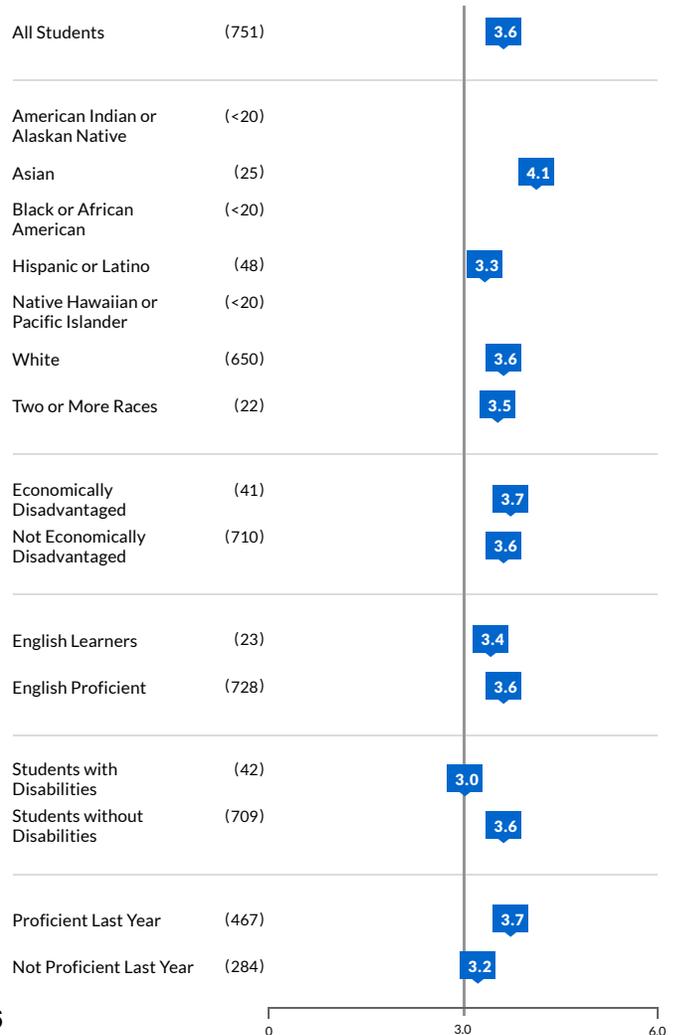
### Student Group Value-Added (for information only)

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

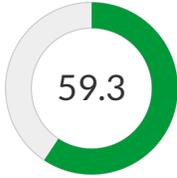




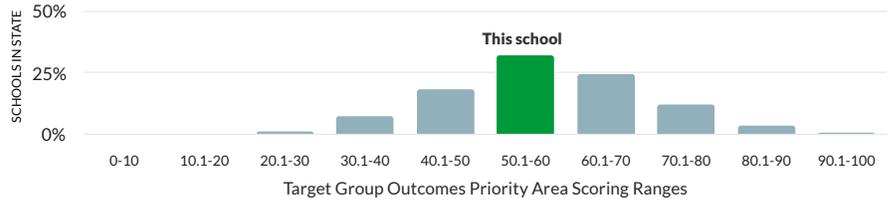
## TARGET GROUP OUTCOMES

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 56.3% of 9-12 schools in the state.



## Component Scores

**ACHIEVEMENT** Score: 40.5

Average points-based proficiency rates.

**English Language Arts**

Target Group: 43.5  
Non-Target Group: 98.1

**Mathematics**

Target Group: 37.4  
Non-Target Group: 97.8

**GROWTH** Score: 55.6

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

**English Language Arts**

Target Group: 54.6  
Non-Target Group: 71.7

**Mathematics**

Target Group: 56.5  
Non-Target Group: 83.1

**CHRONIC ABSENTEEISM** Score: 78.6

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: 78.6  
Non-Target Group: 93.7

**GRADUATION** Score: 97.7

Average of 2022-23's 4- and 7-year cohort rates.

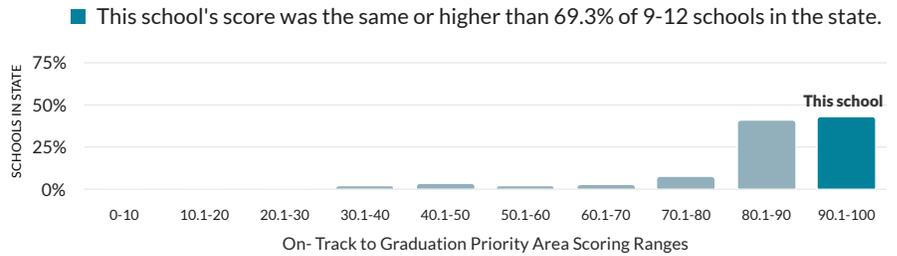
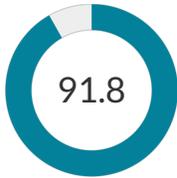
Target Group: 97.7  
Non-Target Group: 99.8



## 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

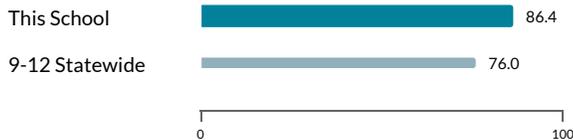


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 86.4

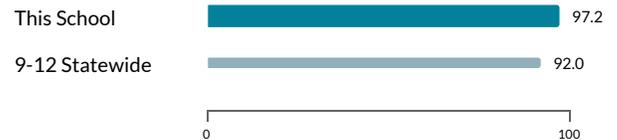
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.2

Average of 2022-23'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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,358	6.0%	1,341	18.1%	1,311	15.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	25	0.0%	30	6.7%	31	9.7%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	58	17.2%	72	30.6%	91	26.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,212	5.4%	1,183	17.5%	1,131	14.1%
Two or More Races	48	6.2%	43	11.6%	43	11.6%
Economically Disadvantaged	65	23.1%	94	47.9%	92	47.8%
English Learners	<20	*	32	40.6%	36	50.0%
Students with Disabilities	120	16.7%	120	34.2%	128	32.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	344	330	95.9%	315	311	98.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	20	17	85.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	300	293	97.7%	279	276	98.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	27	19	70.4%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	33	27	81.8%	20	20	100.0%



## POSTSECONDARY PREPARATION, 2022-23

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

810 (61.8%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
40.3%	21.1%

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

#### DUAL ENROLLMENT

School	State
33.3%	25.7%

436 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
8.9%	4.7%

117 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
24.1%	8.5%

316 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
All Students	1,311	266,777	40.3%	21.1%	33.3%	25.7%	8.9%	4.7%	24.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	31	10,367	35.5%	33.4%	22.6%	26.6%	9.7%	3.7%	16.1%	5.6%
Black or African American	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	91	37,682	22.0%	17.6%	18.7%	18.9%	0.0%	3.4%	24.2%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,131	179,306	42.1%	22.5%	34.6%	29.9%	9.5%	5.7%	24.1%	10.4%
Two or More Races	43	11,456	44.2%	18.9%	44.2%	21.0%	16.3%	3.4%	23.3%	5.8%
Economically Disadvantaged	92	104,283	12.0%	12.3%	15.2%	18.5%	2.2%	3.0%	29.3%	6.1%
English Learners	36	19,116	2.8%	13.9%	5.6%	17.0%	0.0%	2.5%	27.8%	3.6%
Students with Disabilities	128	33,777	4.7%	4.4%	14.8%	15.0%	3.9%	2.3%	39.8%	6.5%



## ARTS COURSE INFORMATION, 2022-23

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

599 (45.7%) students successfully completed any Arts Course.

#### ART & DESIGN

School	State
30.4%	29.1%

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

#### DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

#### MUSIC

School	State
21.4%	19.2%

281 students successfully completed at least one music course.

#### THEATER

School	State
0.0%	2.2%

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
All Students	1,311	266,777	30.4%	29.1%	0.0%	0.5%	21.4%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	31	10,367	32.3%	30.3%	0.0%	0.4%	19.4%	19.9%	0.0%	1.6%
Black or African American	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	91	37,682	36.3%	29.1%	0.0%	0.3%	18.7%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,131	179,306	29.5%	29.1%	0.0%	0.5%	21.6%	21.7%	0.0%	2.2%
Two or More Races	43	11,456	32.6%	28.8%	0.0%	0.5%	18.6%	17.8%	0.0%	2.6%
Economically Disadvantaged	92	104,283	46.7%	29.9%	0.0%	0.4%	10.9%	15.4%	0.0%	2.1%
English Learners	36	19,116	41.7%	30.9%	0.0%	0.4%	13.9%	11.8%	0.0%	1.6%
Students with Disabilities	128	33,777	43.0%	30.9%	0.0%	0.5%	18.0%	14.4%	0.0%	2.4%



# OVERVIEW

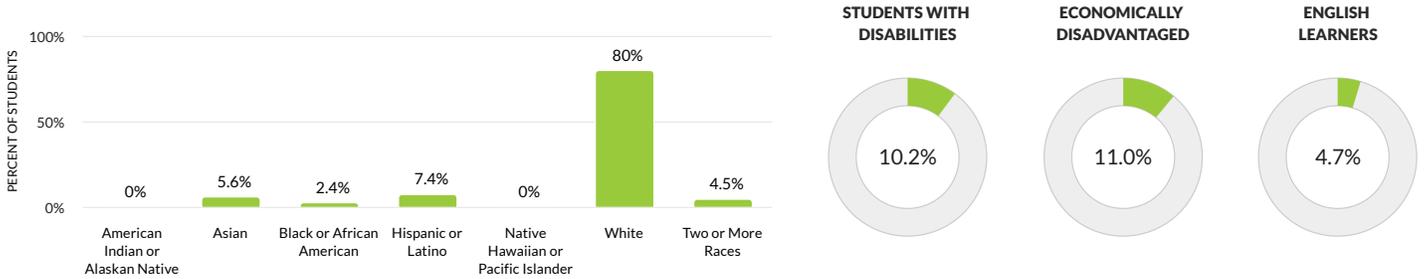
## School Details

Grades : 5-6  
Enrollment : 620  
Percent open enrollment : 4.7%

At Wauunakee 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.wauunakee.k12.wi.us/>

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

## Student Groups



## Score Summary

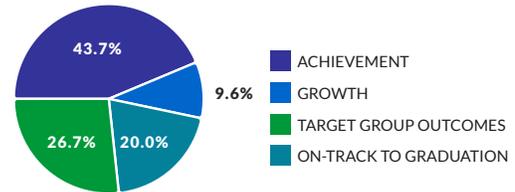
**!** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

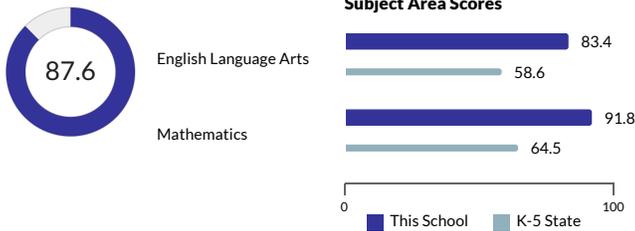


### PRIORITY AREA WEIGHTS

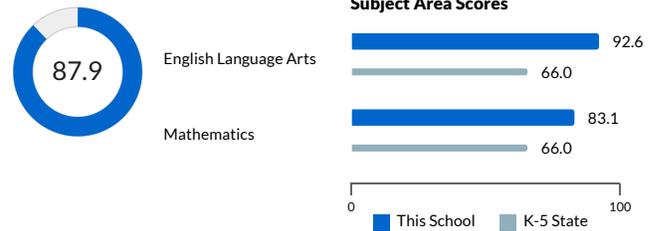


## Priority Area Scores

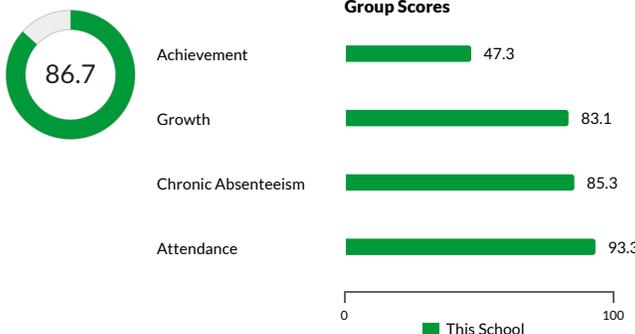
### ACHIEVEMENT



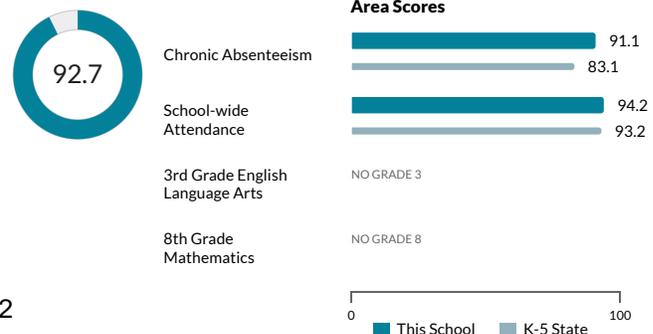
### GROWTH



### TARGET GROUP OUTCOMES



### ON-TRACK TO GRADUATION



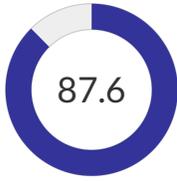
52



## ACHIEVEMENT

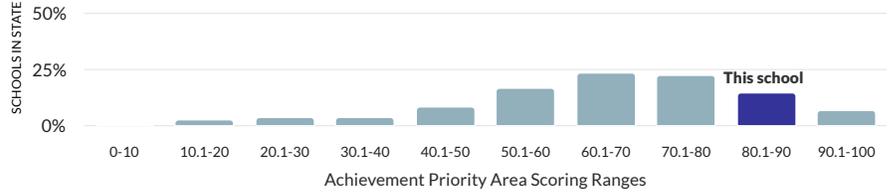
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 83.4  
Mathematics Score: 91.8

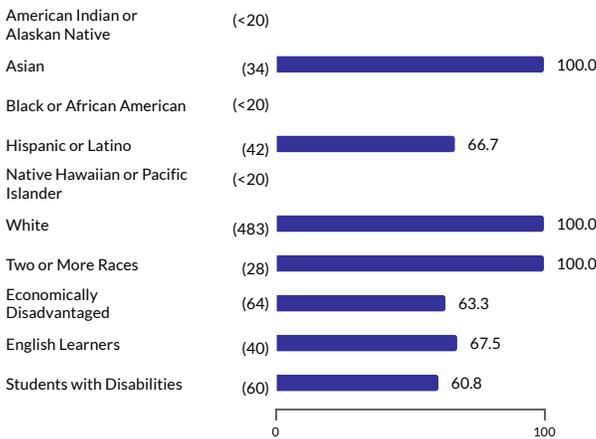
■ This school's score was the same or higher than 90.5% of K-5 schools in the state.



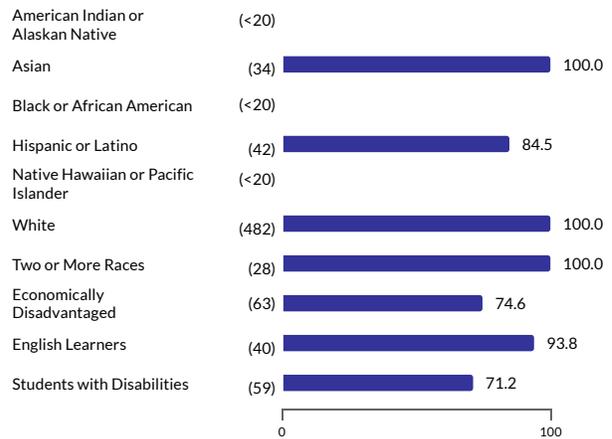
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



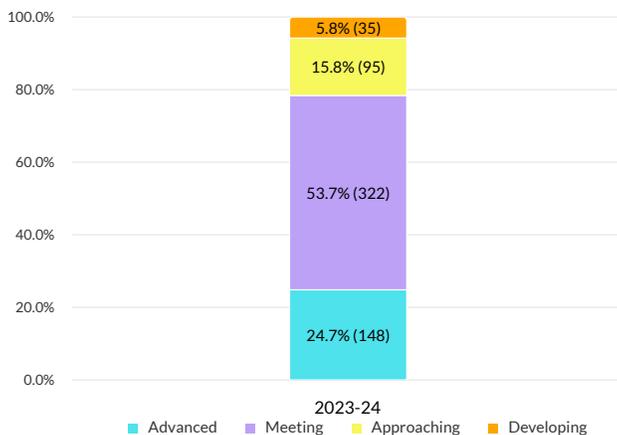
### MATHEMATICS



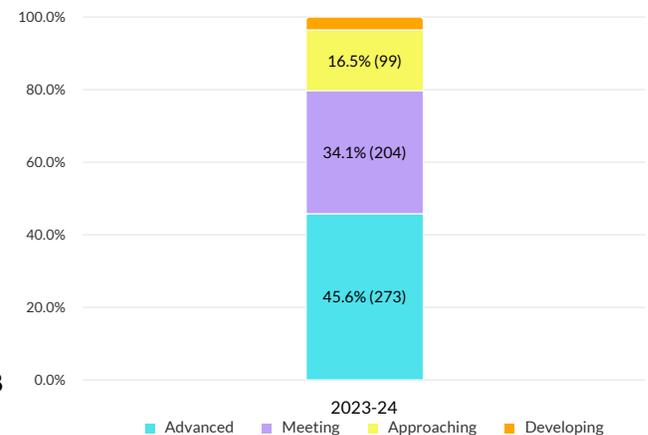
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.9%	92.4%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.7%	90.9%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	628	13.9%	48.1%	30.3%	7.8%	621	15.5%	47.5%	27.2%	9.8%	600	24.7%	53.7%	15.8%	5.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	22	22.7%	59.1%	18.2%	0.0%	25	28.0%	44.0%	20.0%	8.0%	34	38.2%	52.9%	5.9%	2.9%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	44	2.3%	47.7%	36.4%	13.6%	49	12.2%	26.5%	44.9%	16.3%	42	9.5%	35.7%	33.3%	21.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	522	14.8%	47.3%	30.8%	7.1%	506	14.8%	51.0%	25.9%	8.3%	483	24.6%	56.5%	14.3%	4.6%
Two or More Races	28	14.3%	53.6%	28.6%	3.6%	26	19.2%	38.5%	30.8%	11.5%	28	39.3%	35.7%	17.9%	7.1%
Economically Disadvantaged	63	1.6%	31.7%	49.2%	17.5%	74	8.1%	24.3%	43.2%	24.3%	64	4.7%	40.6%	31.3%	23.4%
English Learners	32	6.3%	28.1%	46.9%	18.8%	33	9.1%	27.3%	45.5%	18.2%	40	10.0%	35.0%	35.0%	20.0%
Students with Disabilities	65	3.1%	32.3%	36.9%	27.7%	62	3.2%	35.5%	35.5%	25.8%	60	8.3%	38.3%	20.0%	33.3%

#### MATHEMATICS

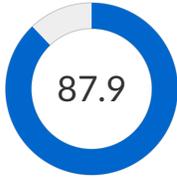
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	629	20.8%	51.8%	21.1%	6.2%	623	18.9%	49.9%	23.9%	7.2%	599	45.6%	34.1%	16.5%	3.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	22	40.9%	40.9%	9.1%	9.1%	25	48.0%	32.0%	20.0%	0.0%	34	73.5%	14.7%	11.8%	0.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	45	8.9%	51.1%	15.6%	24.4%	51	7.8%	43.1%	33.3%	15.7%	42	26.2%	26.2%	38.1%	9.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	522	21.3%	53.1%	21.3%	4.4%	506	19.2%	52.0%	23.1%	5.7%	482	46.3%	36.5%	13.9%	3.3%
Two or More Races	28	21.4%	50.0%	21.4%	7.1%	26	19.2%	38.5%	26.9%	15.4%	28	42.9%	21.4%	28.6%	7.1%
Economically Disadvantaged	64	4.7%	40.6%	34.4%	20.3%	76	3.9%	32.9%	43.4%	19.7%	63	12.7%	34.9%	41.3%	11.1%
English Learners	33	12.1%	33.3%	18.2%	36.4%	35	11.4%	37.1%	34.3%	17.1%	40	35.0%	27.5%	27.5%	10.0%
Students with Disabilities	65	6.2%	33.8%	46.2%	13.8%	54 62	3.2%	30.6%	32.3%	33.9%	59	22.0%	16.9%	42.4%	18.6%



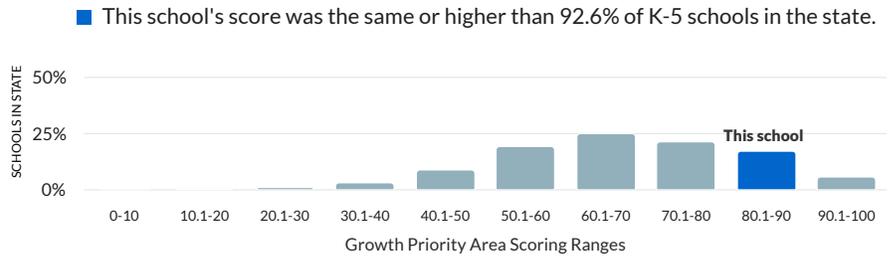
## GROWTH

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: 92.6  
Mathematics Score: 83.1



### 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

All Students (574)	4.4
American Indian or Alaskan Native (<20)	
Asian (34)	4.6
Black or African American (<20)	
Hispanic or Latino (39)	4.7
Native Hawaiian or Pacific Islander (<20)	
White (462)	4.4
Two or More Races (26)	4.6
Economically Disadvantaged (58)	4.8
Not Economically Disadvantaged (516)	4.4
English Learners (37)	4.5
English Proficient (537)	4.4
Students with Disabilities (55)	5.1
Students without Disabilities (519)	4.4
Proficient Last Year (352)	4.4
Not Proficient Last Year (222)	4.6

#### MATHEMATICS

All Students (574)	3.9
American Indian or Alaskan Native (<20)	
Asian (34)	4.3
Black or African American (<20)	
Hispanic or Latino (39)	4.3
Native Hawaiian or Pacific Islander (<20)	
White (462)	3.8
Two or More Races (26)	3.9
Economically Disadvantaged (58)	4.2
Not Economically Disadvantaged (516)	3.8
English Learners (37)	4.3
English Proficient (537)	3.8
Students with Disabilities (55)	3.9
Students without Disabilities (519)	3.8
Proficient Last Year (408)	3.8
Not Proficient Last Year (166)	4.0



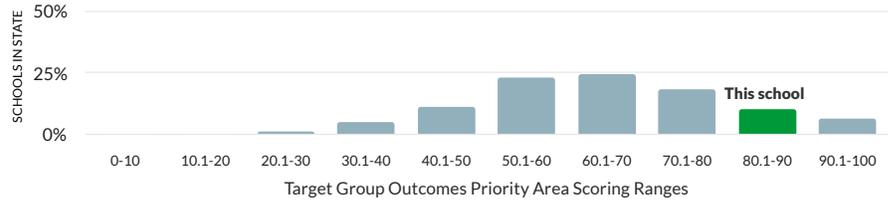
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 91.3% of K-5 schools in the state.



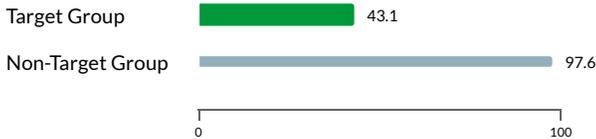
## Component Scores

### ACHIEVEMENT

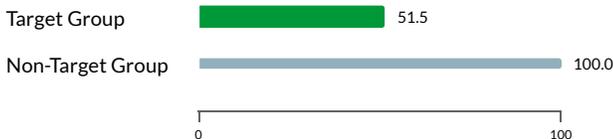
Score: 47.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

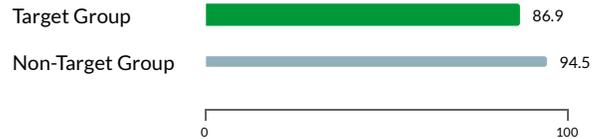


### GROWTH

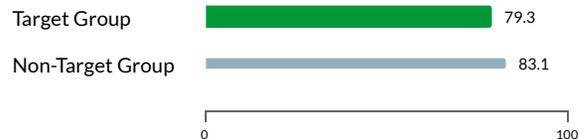
Score: 83.1

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

#### English Language Arts



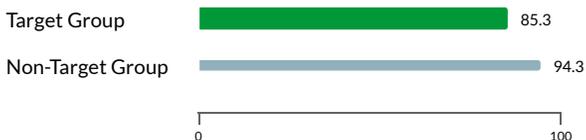
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 85.3

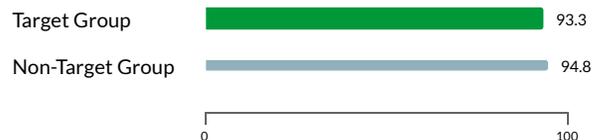
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 93.3

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

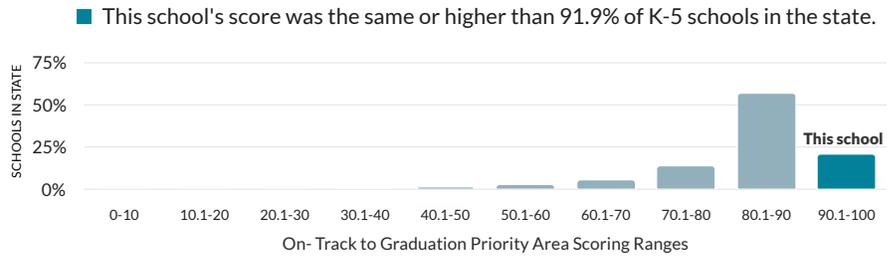
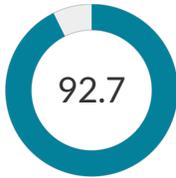




## ON-TRACK TO GRADUATION

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

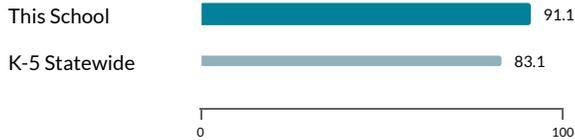


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 91.1

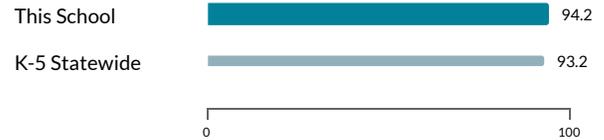
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: 94.2

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



#### 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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	565	2.7%	651	11.8%	639	10.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	23	4.3%	25	16.0%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	29	6.9%	47	19.1%	53	20.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	484	2.5%	537	11.2%	520	8.8%
Two or More Races	25	4.0%	30	16.7%	26	3.8%
Economically Disadvantaged	43	16.3%	71	31.0%	77	23.4%
English Learners	28	7.1%	35	20.0%	36	19.4%
Students with Disabilities	52	11.5%	69	27.5%	68	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 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





## OVERVIEW

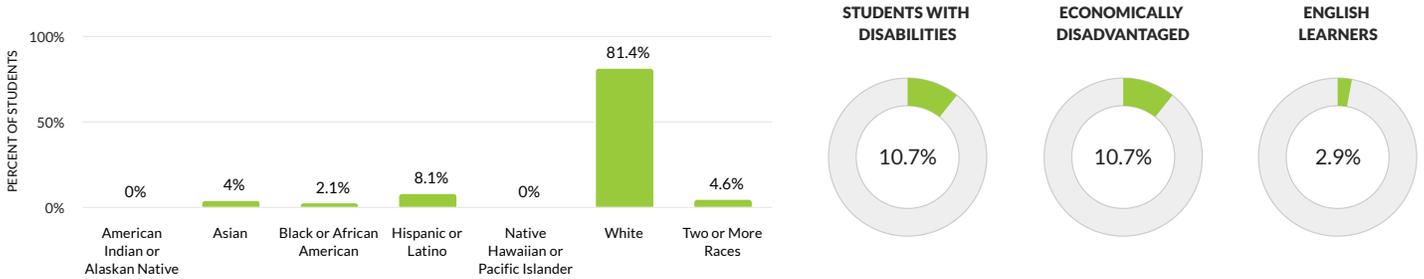
### School Details

Grades : 7-8  
Enrollment : 681  
Percent open enrollment : 5.1%

At Waunakee Community Middle School, we strive to build partnerships between our staff, students, families, and community so that we can ensure every student grows academically and socially. These partnerships will create a safe and welcoming environment that prepares students to become citizens who contribute to and become leaders within their communities. <https://wms.waunakee.k12.wi.us/>

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

### Student Groups



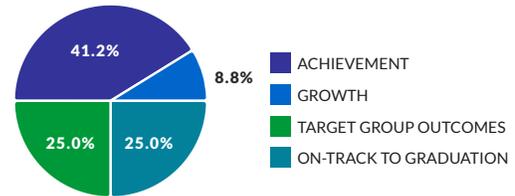
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



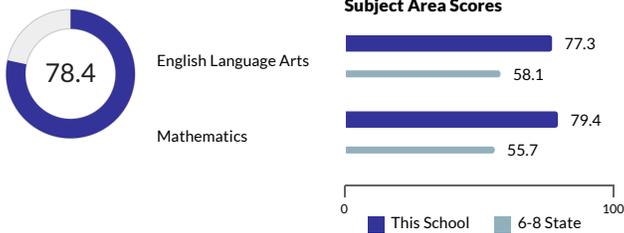
**Exceeds Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

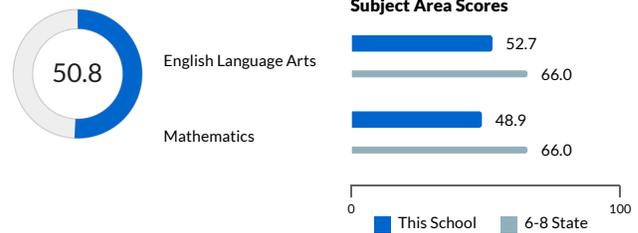


### Priority Area Scores

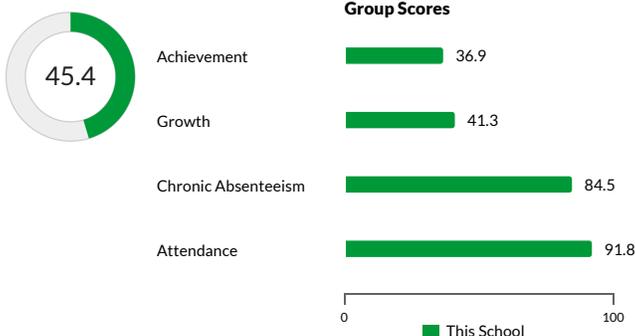
#### ACHIEVEMENT



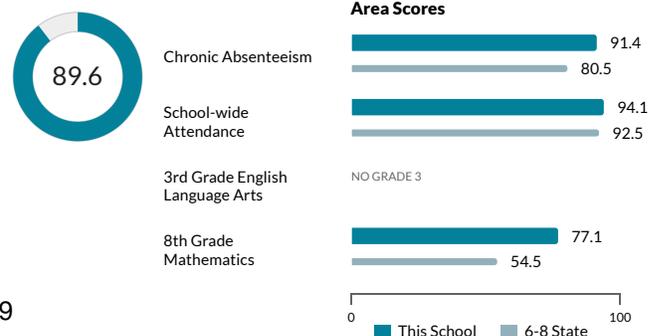
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

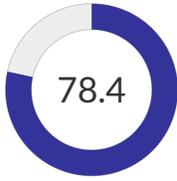




## ACHIEVEMENT

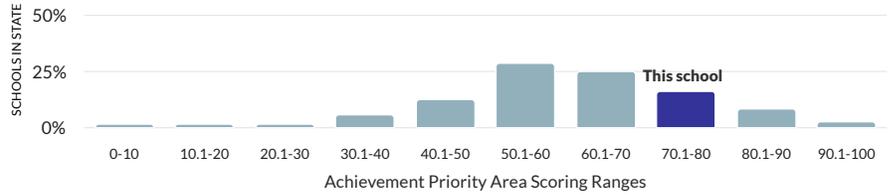
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 77.3  
Mathematics Score: 79.4

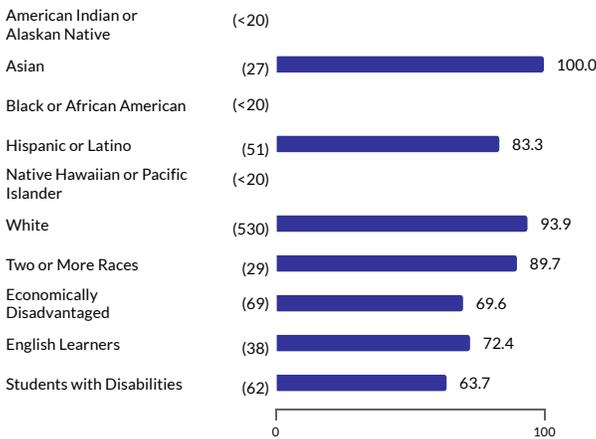
■ This school's score was the same or higher than 89.5% of 6-8 schools in the state.



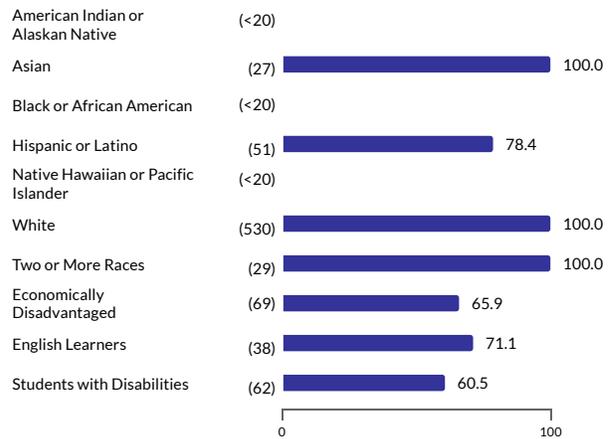
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



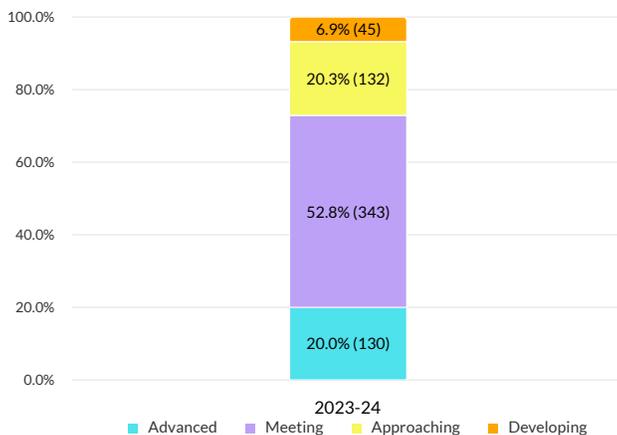
### MATHEMATICS



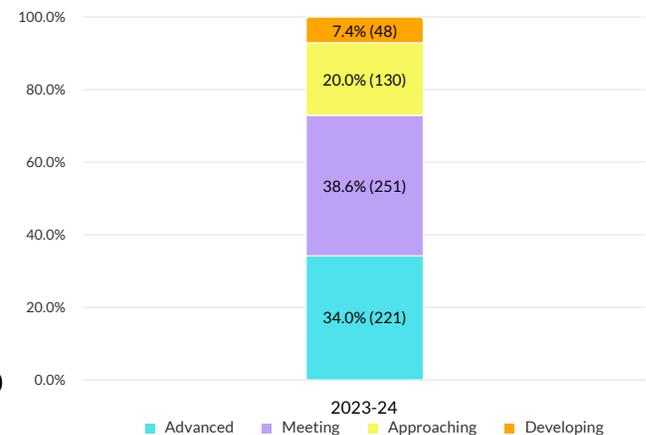
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
96.3%	91.4%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.3%	91.4%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,448	11.5%	39.7%	30.2%	18.5%
All Students	590	10.3%	37.3%	36.3%	16.1%	632	13.3%	44.3%	34.8%	7.6%	650	20.0%	52.8%	20.3%	6.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	24	25.0%	37.5%	33.3%	4.2%	27	44.4%	33.3%	14.8%	7.4%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	37	5.4%	21.6%	40.5%	32.4%	37	5.4%	40.5%	32.4%	21.6%	51	11.8%	54.9%	21.6%	11.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	508	10.2%	39.4%	36.4%	14.0%	537	14.0%	45.1%	35.0%	6.0%	530	19.8%	53.8%	20.8%	5.7%
Two or More Races	20	10.0%	30.0%	40.0%	20.0%	25	4.0%	48.0%	32.0%	16.0%	29	17.2%	55.2%	17.2%	10.3%
Economically Disadvantaged	51	3.9%	7.8%	41.2%	47.1%	55	1.8%	21.8%	41.8%	34.5%	69	7.2%	42.0%	33.3%	17.4%
English Learners	26	0.0%	23.1%	38.5%	38.5%	40	5.0%	32.5%	35.0%	27.5%	38	13.2%	42.1%	21.1%	23.7%
Students with Disabilities	54	1.9%	7.4%	38.9%	51.9%	54	3.7%	27.8%	40.7%	27.8%	62	4.8%	40.3%	32.3%	22.6%

#### MATHEMATICS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	590	8.6%	49.5%	26.9%	14.9%	633	11.4%	45.8%	29.7%	13.1%	650	34.0%	38.6%	20.0%	7.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	24	37.5%	29.2%	20.8%	12.5%	27	48.1%	29.6%	18.5%	3.7%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	37	8.1%	27.0%	27.0%	37.8%	37	2.7%	37.8%	24.3%	35.1%	51	19.6%	39.2%	19.6%	21.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	508	8.3%	52.0%	27.6%	12.2%	538	11.2%	48.1%	29.7%	11.0%	530	35.5%	38.9%	20.0%	5.7%
Two or More Races	20	10.0%	45.0%	20.0%	25.0%	25	8.0%	40.0%	36.0%	16.0%	29	27.6%	51.7%	17.2%	3.4%
Economically Disadvantaged	51	2.0%	17.6%	23.5%	56.9%	56	1.8%	23.2%	26.8%	48.2%	69	14.5%	27.5%	33.3%	24.6%
English Learners	26	3.8%	30.8%	26.9%	38.5%	40	12.5%	17.5%	32.5%	37.5%	38	21.1%	28.9%	21.1%	28.9%
Students with Disabilities	54	1.9%	13.0%	20.4%	64.8%	55	1.8%	20.0%	32.7%	45.5%	62	9.7%	25.8%	40.3%	24.2%



## GROWTH

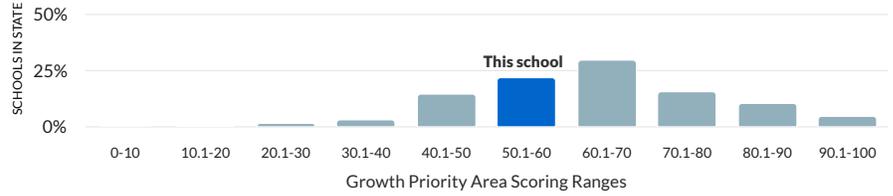
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



English Language Arts Score: 52.7  
Mathematics Score: 48.9

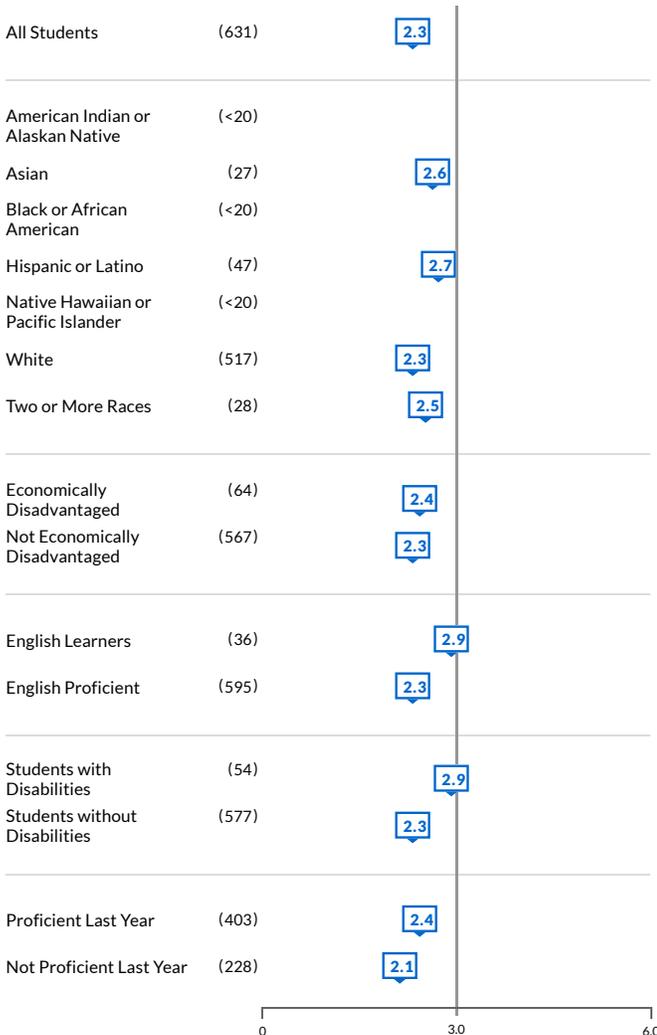
This school's score was the same or higher than 20.3% of 6-8 schools in the state.



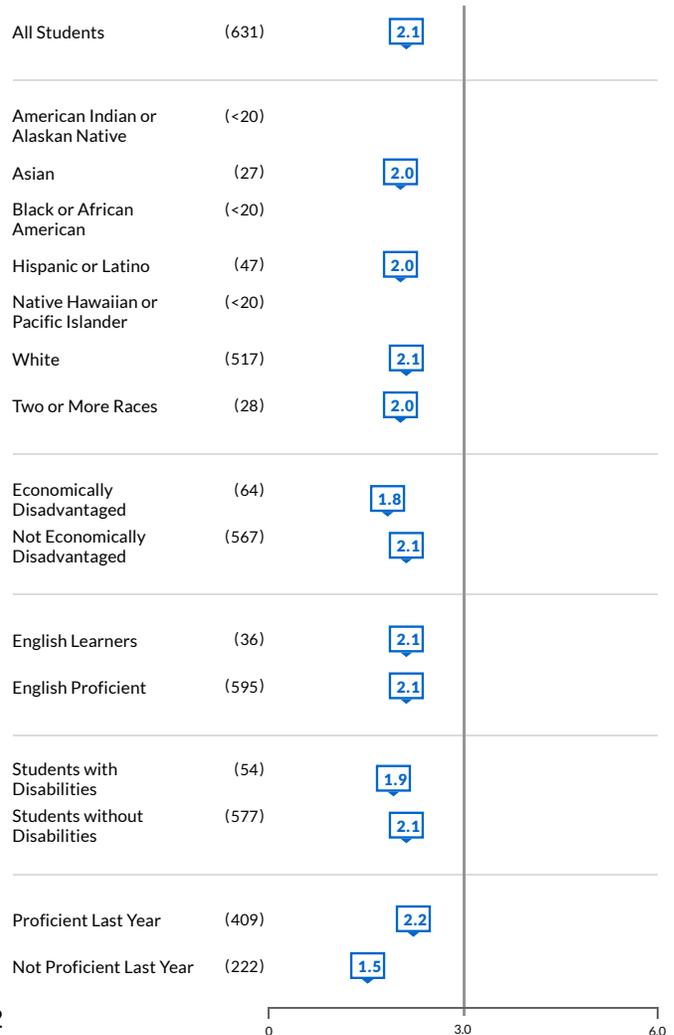
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

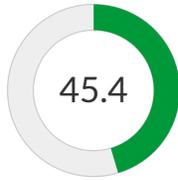




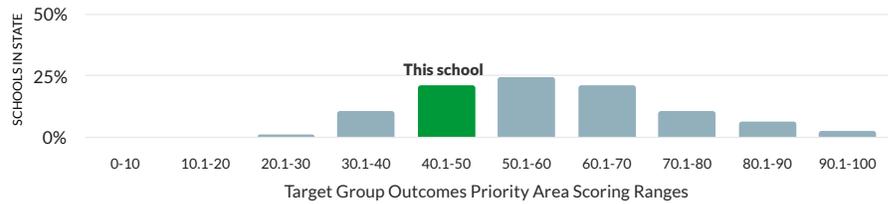
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 22.3% of 6-8 schools in the state.



## Component Scores

**ACHIEVEMENT** Score: 36.9

Average points-based proficiency rates.

**English Language Arts**

Target Group: 39.2  
Non-Target Group: 91.5

**Mathematics**

Target Group: 34.5  
Non-Target Group: 96.4

**GROWTH** Score: 41.3

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

**English Language Arts**

Target Group: 50.8  
Non-Target Group: 54.6

**Mathematics**

Target Group: 31.8  
Non-Target Group: 52.7

**CHRONIC ABSENTEEISM** Score: 84.5

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

Target Group: 84.5  
Non-Target Group: 95.1

**ATTENDANCE** Score: 91.8

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

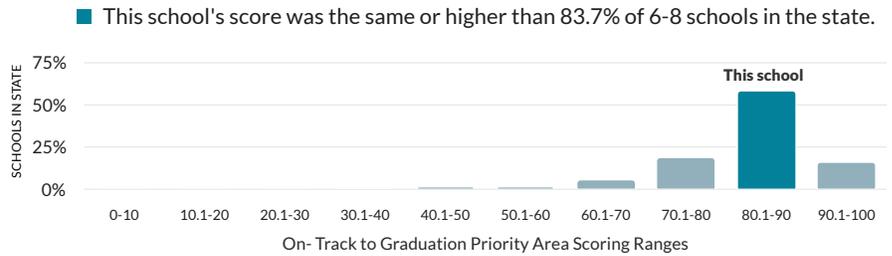
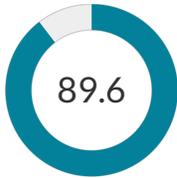
Target Group: 91.8  
Non-Target Group: 95.2



## 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

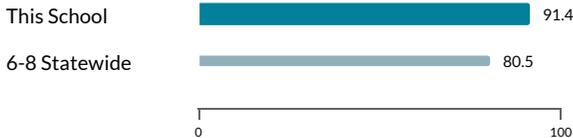


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 91.4

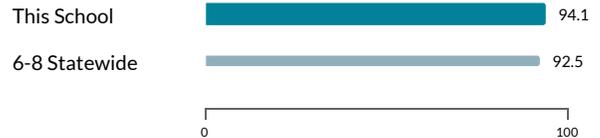
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### SCHOOL-WIDE ATTENDANCE

Score: 94.1

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



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

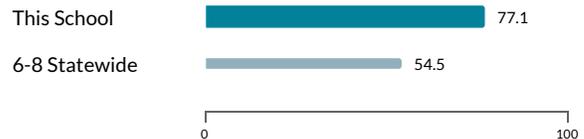
Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: 77.1

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,151	16.6%	190,134	22.5%	187,109	19.0%
All Students	598	1.2%	656	12.5%	688	9.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	25	4.0%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	35	0.0%	39	15.4%	43	16.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	523	1.3%	567	12.5%	579	9.8%
Two or More Races	20	0.0%	23	4.3%	29	6.9%
Economically Disadvantaged	36	8.3%	56	35.7%	63	12.7%
English Learners	<20	*	28	21.4%	47	19.1%
Students with Disabilities	54	1.9%	64	25.0%	58	12.1%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





## OVERVIEW

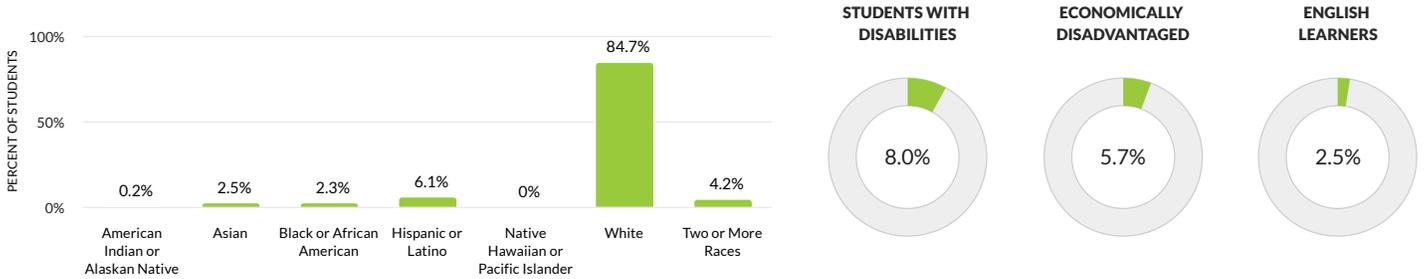
### School Details

Grades : PK-4  
Enrollment : 524  
Percent open enrollment : 6.7%

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

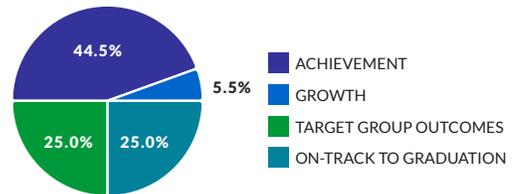
Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

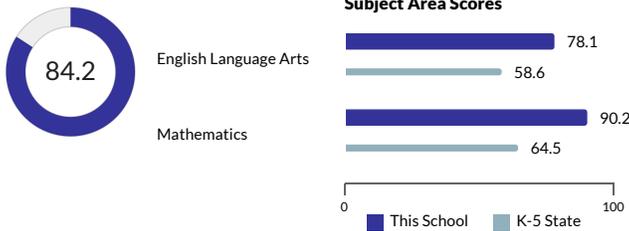


#### PRIORITY AREA WEIGHTS

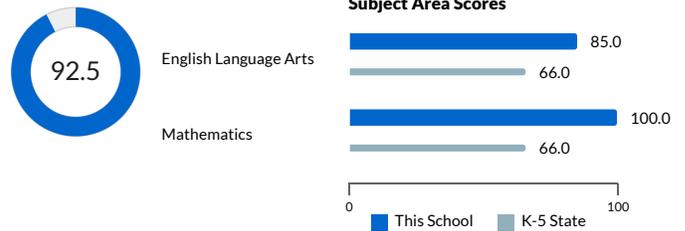


### Priority Area Scores

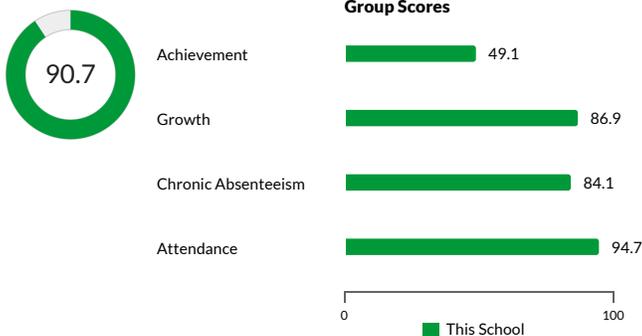
#### ACHIEVEMENT



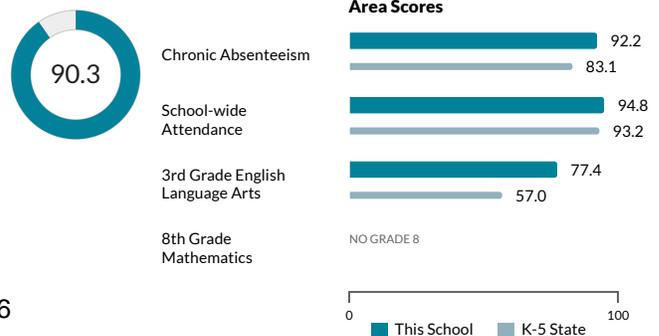
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

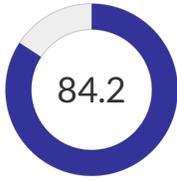




## ACHIEVEMENT

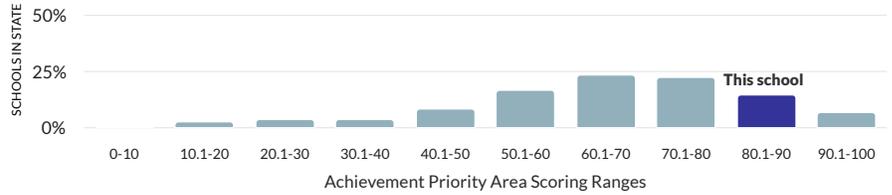
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 78.1  
Mathematics Score: 90.2

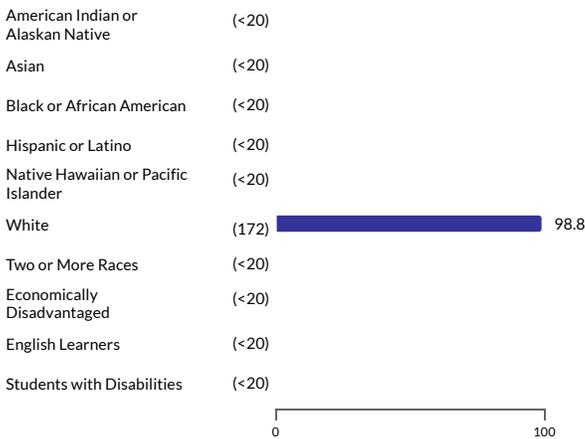
■ This school's score was the same or higher than 86.9% of K-5 schools in the state.



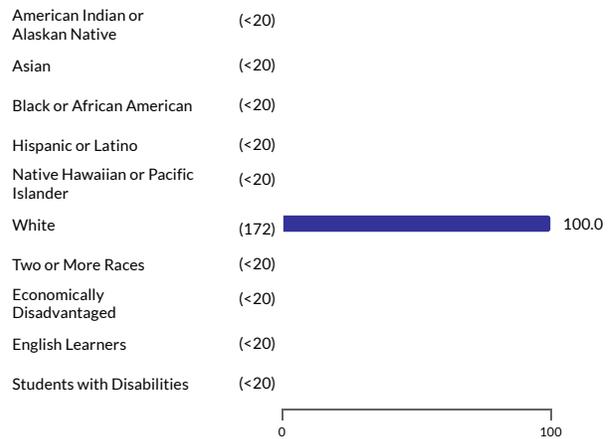
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



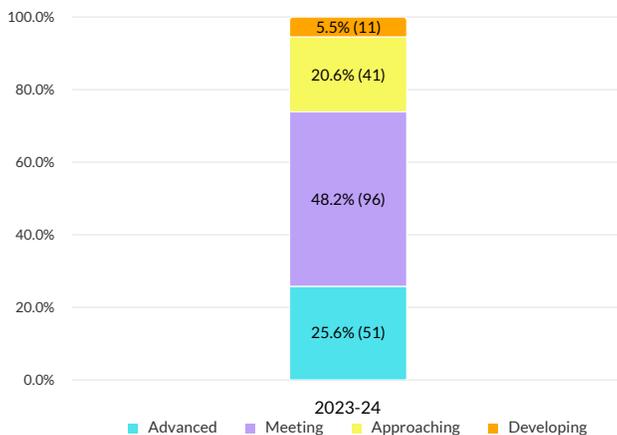
### MATHEMATICS



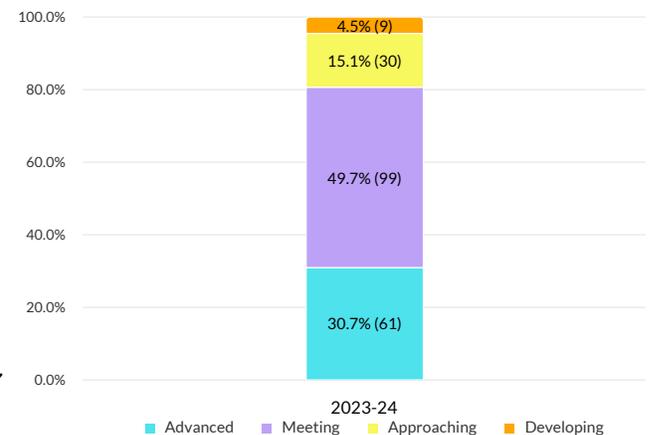
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
97.1%	White
	97.2%

#### MATHEMATICS

All students	Lowest-participating group:
97.1%	White
	97.2%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	209	7.7%	45.9%	35.4%	11.0%	204	15.2%	41.2%	30.4%	13.2%	199	25.6%	48.2%	20.6%	5.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	176	6.3%	46.0%	37.5%	10.2%	172	15.1%	42.4%	30.2%	12.2%	172	26.7%	48.8%	19.8%	4.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	211	19.0%	45.5%	30.8%	4.7%	204	22.5%	44.6%	27.5%	5.4%	199	30.7%	49.7%	15.1%	4.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	176	19.3%	48.9%	28.4%	3.4%	172	20.9%	48.3%	26.7%	4.1%	172	32.6%	51.2%	12.8%	3.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	68 <20	*	*	*	*	<20	*	*	*	*



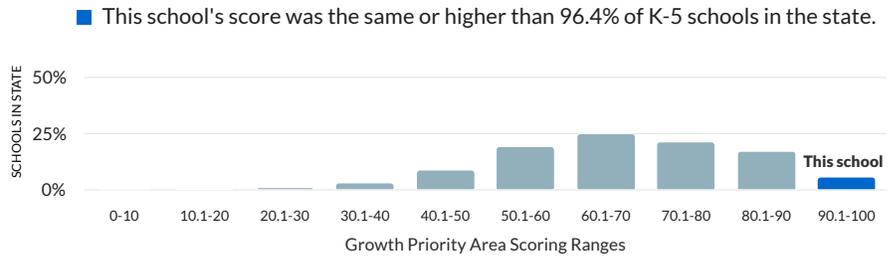
## GROWTH

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: 85.0  
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	(91)	4.0
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(80)	4.0
Two or More Races	(<20)	
Economically Disadvantaged	(<20)	
Not Economically Disadvantaged	(82)	4.0
English Learners	(<20)	
English Proficient	(87)	4.0
Students with Disabilities	(<20)	
Students without Disabilities	(86)	4.0
Proficient Last Year	(47)	4.2
Not Proficient Last Year	(44)	3.7

#### MATHEMATICS

All Students	(91)	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	(80)	4.9
Two or More Races	(<20)	
Economically Disadvantaged	(<20)	
Not Economically Disadvantaged	(82)	4.9
English Learners	(<20)	
English Proficient	(87)	4.9
Students with Disabilities	(<20)	
Students without Disabilities	(86)	4.9
Proficient Last Year	(57)	5.0
Not Proficient Last Year	(34)	4.6



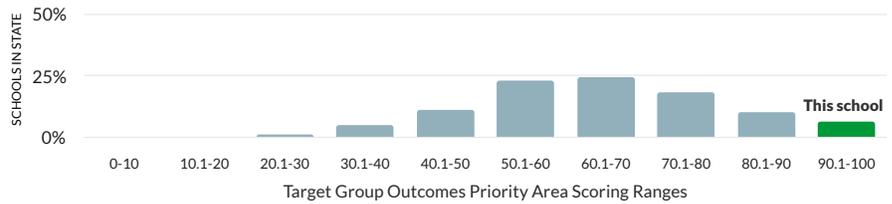
## TARGET GROUP OUTCOMES

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 94.3% of K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: 49.1

Average points-based proficiency rates.

**English Language Arts**

Target Group	36.3
Non-Target Group	95.3

**Mathematics**

Target Group	61.8
Non-Target Group	100.0

**GROWTH** Score: 86.9

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

**English Language Arts**

Target Group	77.4
Non-Target Group	86.9

**Mathematics**

Target Group	96.4
Non-Target Group	100.0

**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.

Target Group	84.1
Non-Target Group	94.2

**ATTENDANCE** Score: 94.7

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

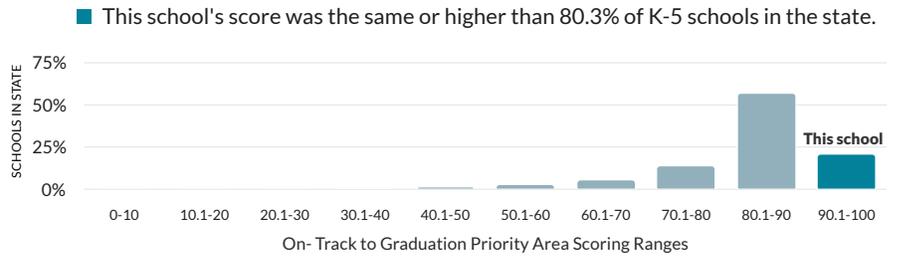
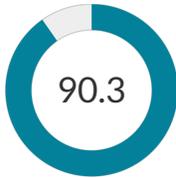
Target Group	94.7
Non-Target Group	95.2



## 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

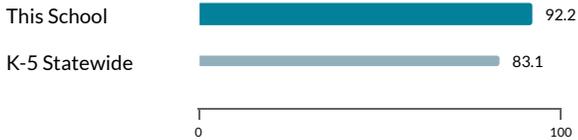


## Component Scores

### CHRONIC ABSENTEEISM

Score: 92.2

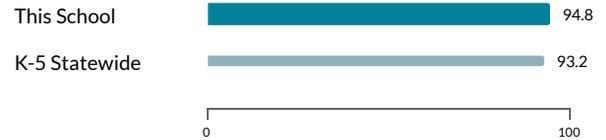
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 94.8

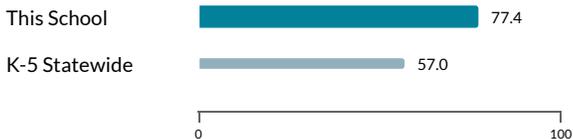
This score is the overall attendance rate for the school in 2022-23.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 77.4

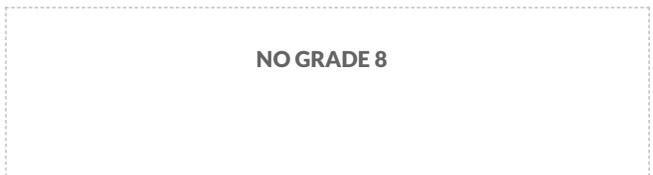
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	505	2.6%	520	12.3%	535	7.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	20	0.0%	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	23	0.0%	35	28.6%	39	20.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	431	2.1%	437	10.3%	450	5.1%
Two or More Races	<20	*	22	27.3%	<20	*
Economically Disadvantaged	29	27.6%	42	33.3%	43	27.9%
English Learners	<20	*	27	14.8%	29	20.7%
Students with Disabilities	40	10.0%	32	25.0%	50	14.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade



## OVERVIEW

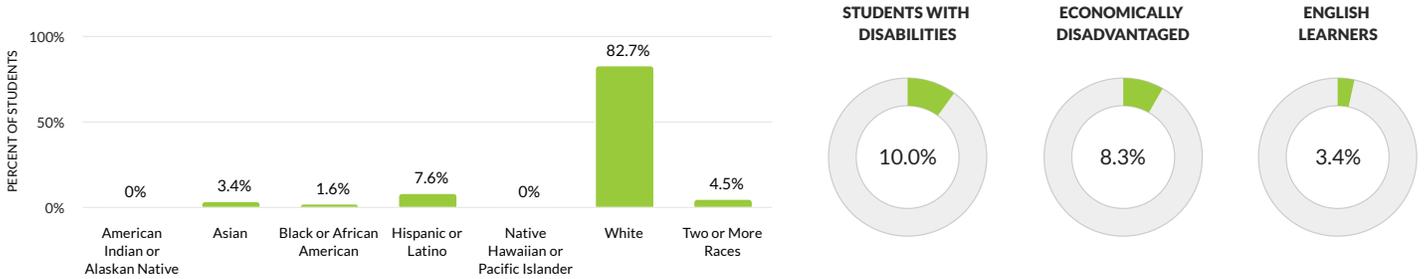
### District Details

Grades : K4-12  
Enrollment : 4,410  
Percent open enrollment : 5.5%

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



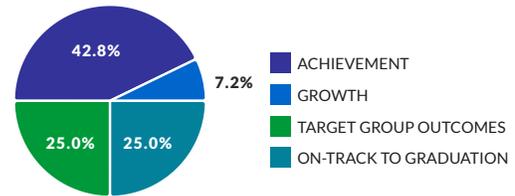
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



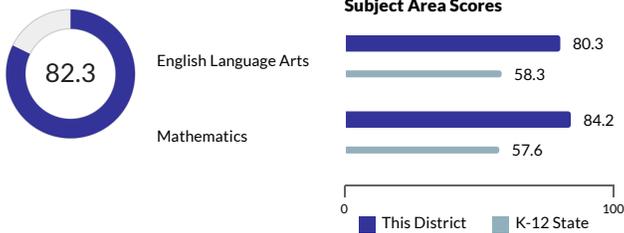
**Exceeds Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

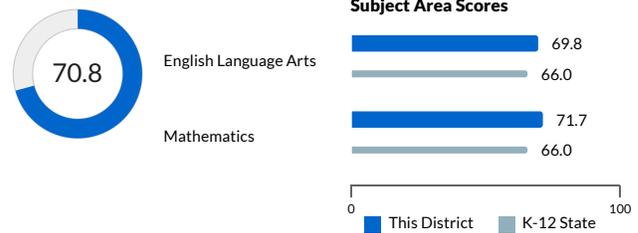


### Priority Area Scores

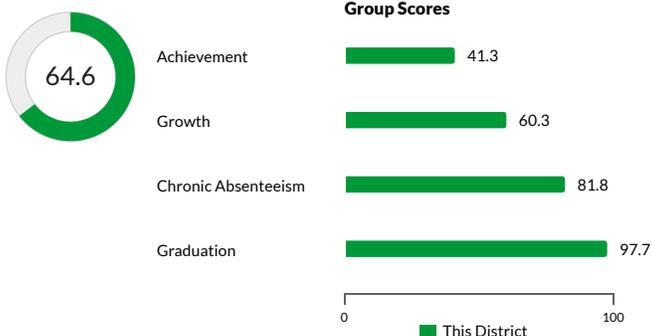
#### ACHIEVEMENT



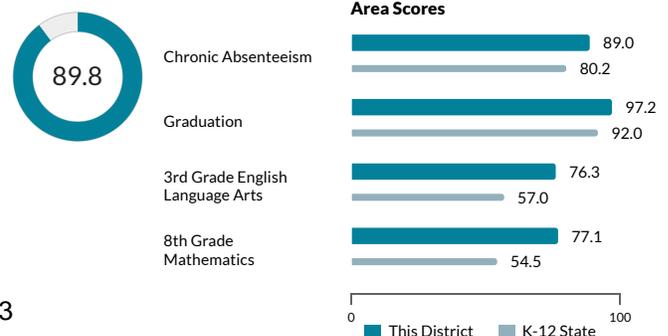
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



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## 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	3	50.0%
Meets Expectations	0	0.0%
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	70.5	80.1	88.4	100.0
Achievement	77.4	83.3	91.0	100.0
Growth	50.8	73.3	92.5	100.0
Target Group Outcomes	45.4	67.7	90.7	100.0
On-Track to Graduation	86.6	90.1	92.7	100.0



## ACHIEVEMENT

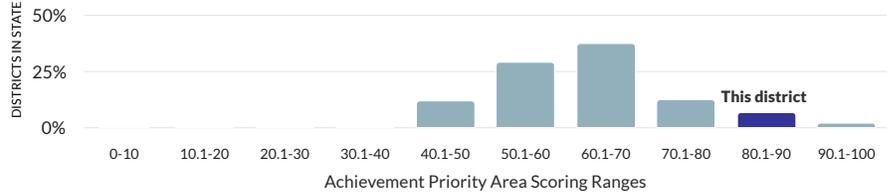
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

### Priority Area Score



English Language Arts Score: 80.3  
Mathematics Score: 84.2

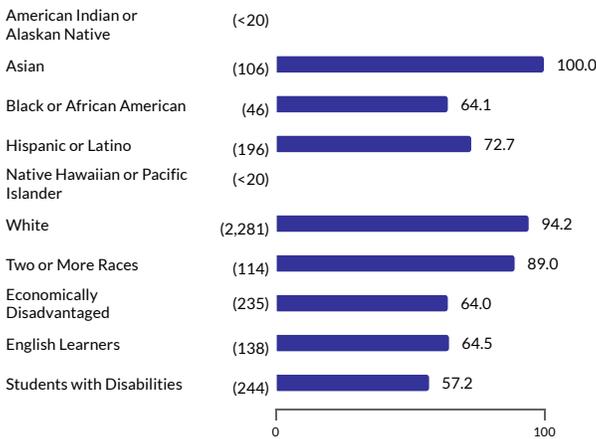
■ This district's score was the same or higher than 94.7% of districts in the state.



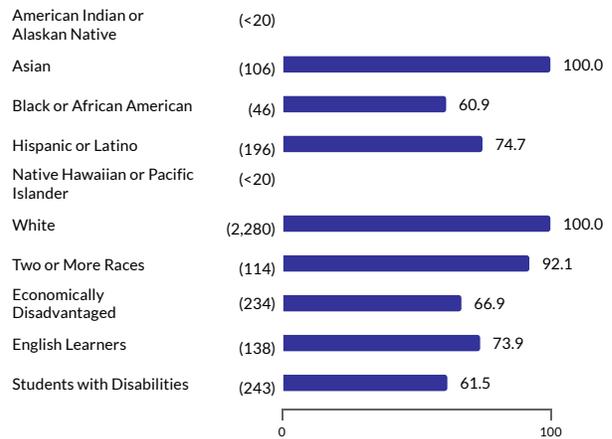
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



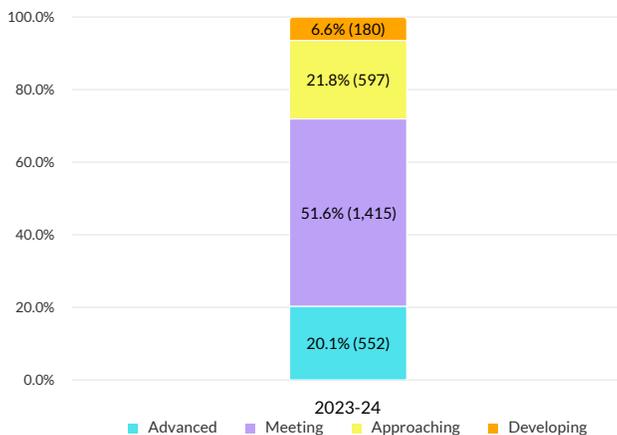
### MATHEMATICS



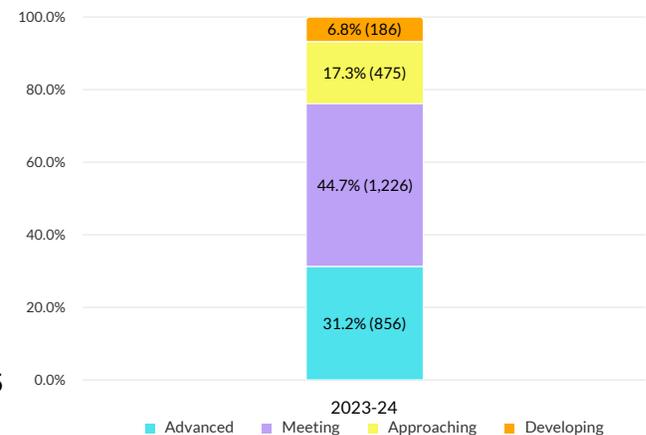
## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



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## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
95.5%	87.3%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.5%	86.9%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	2,573	12.2%	44.6%	31.1%	12.0%	2,665	15.6%	44.8%	29.6%	10.0%	2,744	20.1%	51.6%	21.8%	6.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	89	18.0%	47.2%	24.7%	10.1%	97	32.0%	39.2%	25.8%	3.1%	106	39.6%	45.3%	12.3%	2.8%
Black or African American	37	8.1%	27.0%	21.6%	43.2%	39	12.8%	20.5%	33.3%	33.3%	46	8.7%	32.6%	37.0%	21.7%
Hispanic or Latino	154	5.8%	33.1%	38.3%	22.7%	184	8.2%	37.0%	32.6%	22.3%	196	9.7%	43.9%	28.6%	17.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,188	12.4%	45.6%	31.2%	10.7%	2,248	15.7%	46.0%	29.5%	8.9%	2,281	20.3%	53.2%	21.2%	5.3%
Two or More Races	105	14.3%	44.8%	27.6%	13.3%	97	14.4%	46.4%	28.9%	10.3%	114	21.1%	45.6%	23.7%	9.6%
Economically Disadvantaged	202	2.5%	20.8%	42.6%	34.2%	217	3.7%	24.4%	42.4%	29.5%	235	7.7%	34.5%	36.2%	21.7%
English Learners	100	4.0%	24.0%	44.0%	28.0%	126	5.6%	32.5%	35.7%	26.2%	138	8.0%	37.0%	31.2%	23.9%
Students with Disabilities	231	1.7%	19.0%	37.2%	42.0%	242	4.1%	28.5%	33.5%	33.9%	244	4.5%	35.2%	30.3%	29.9%

#### MATHEMATICS

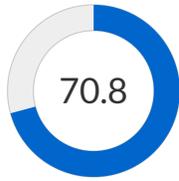
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	2,575	18.0%	45.4%	25.6%	11.0%	2,669	18.4%	43.5%	26.7%	11.4%	2,743	31.2%	44.7%	17.3%	6.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	89	31.5%	33.7%	23.6%	11.2%	97	44.3%	29.9%	19.6%	6.2%	106	56.6%	29.2%	13.2%	0.9%
Black or African American	37	5.4%	18.9%	40.5%	35.1%	39	7.7%	25.6%	30.8%	35.9%	46	10.9%	28.3%	32.6%	28.3%
Hispanic or Latino	158	7.6%	32.3%	29.7%	30.4%	187	5.9%	34.8%	32.6%	26.7%	196	15.8%	35.7%	30.6%	17.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,186	18.2%	47.7%	25.2%	9.0%	2,249	18.3%	45.5%	26.4%	9.8%	2,280	31.8%	47.0%	15.7%	5.5%
Two or More Races	105	21.9%	38.1%	24.8%	15.2%	97	23.7%	34.0%	27.8%	14.4%	114	29.8%	35.1%	24.6%	10.5%
Economically Disadvantaged	205	2.4%	25.9%	33.7%	38.0%	221	3.2%	24.0%	41.6%	31.2%	234	11.5%	32.5%	34.2%	21.8%
English Learners	104	8.7%	27.9%	32.7%	30.8%	129	13.2%	24.0%	34.9%	27.9%	138	19.6%	31.2%	26.8%	22.5%
Students with Disabilities	229	3.9%	24.0%	31.4%	40.6%	243	6.6%	20.2%	32.1%	41.2%	243	11.9%	25.5%	36.2%	26.3%



## GROWTH

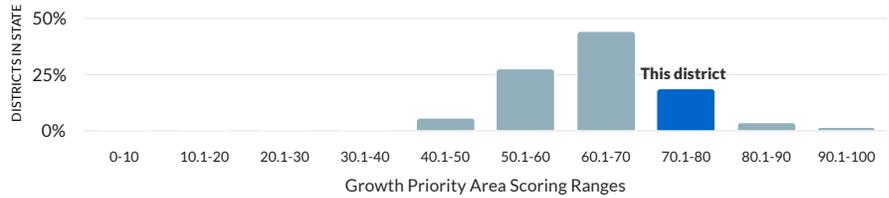
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 69.8  
Mathematics Score: 71.7

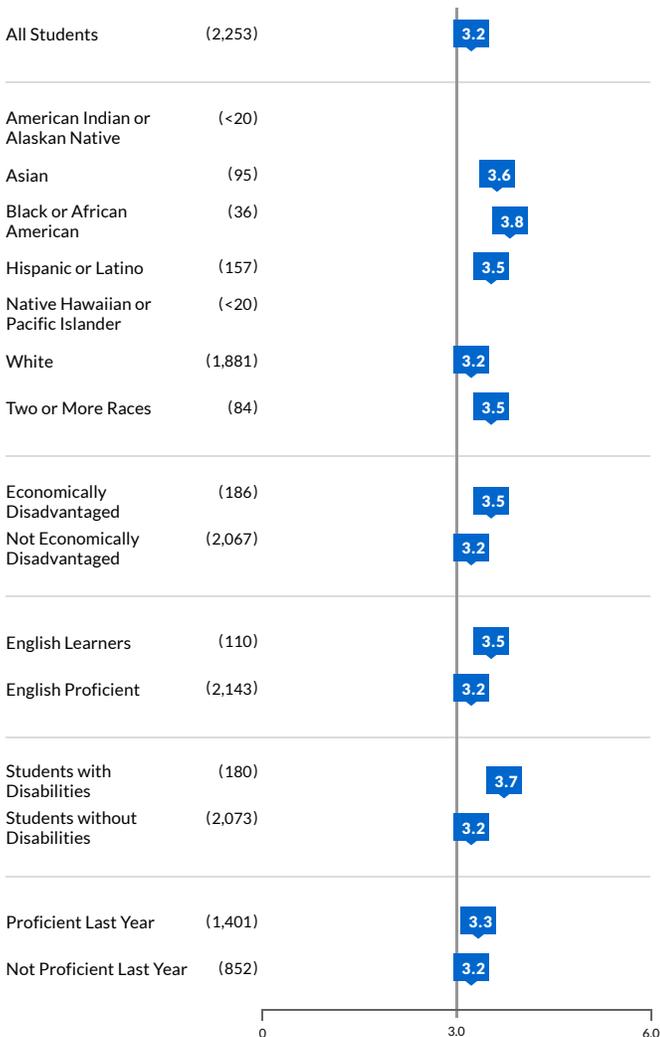
■ This district's score was the same or higher than 80.8% of districts in the state.



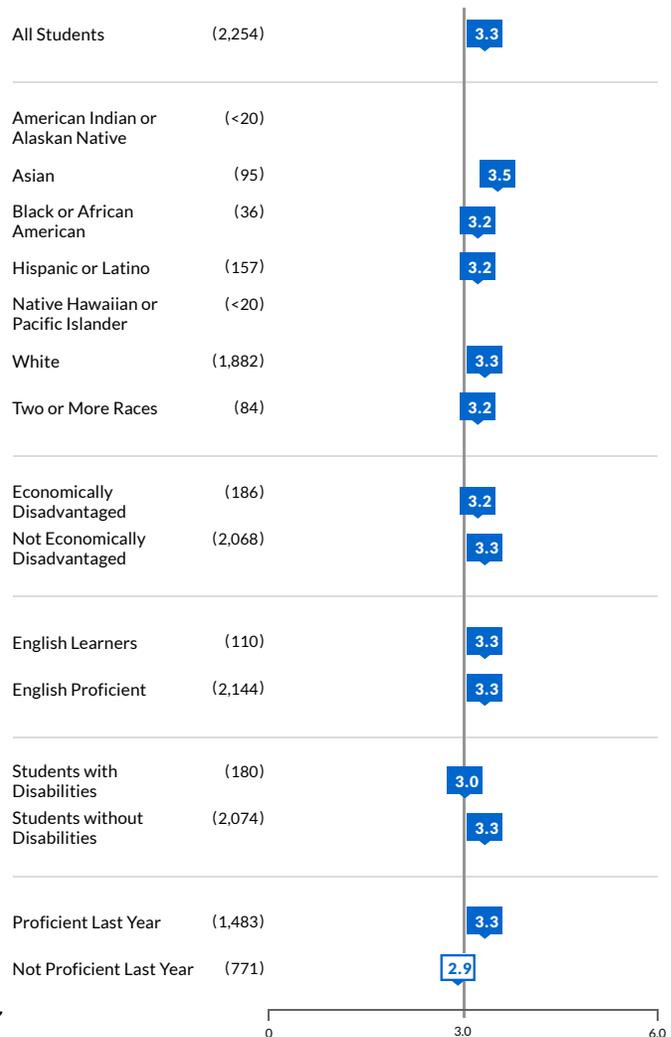
### Student Group Value-Added (for information only)

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

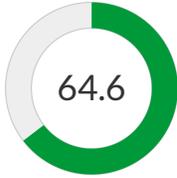




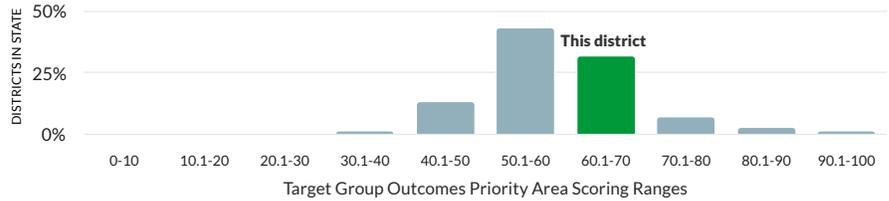
## TARGET GROUP OUTCOMES

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 76.0% of districts in the state.



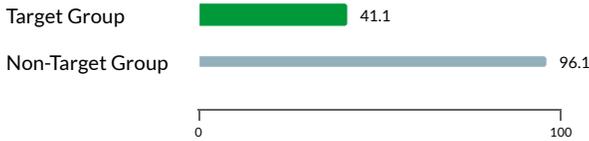
## Component Scores

### ACHIEVEMENT

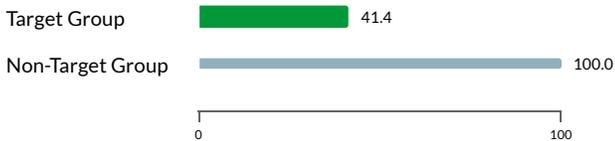
Score: 41.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

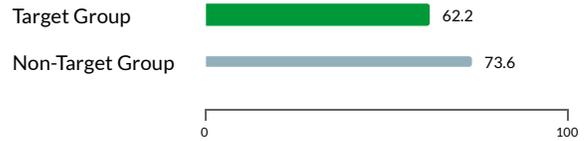


### GROWTH

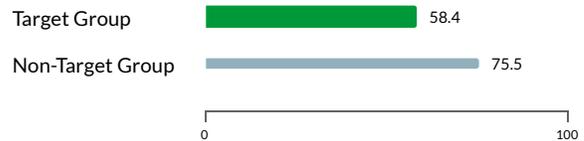
Score: 60.3

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

#### English Language Arts



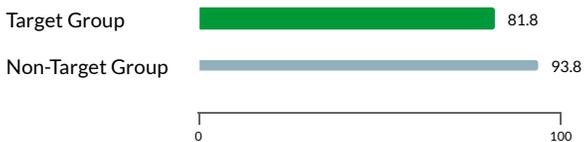
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 81.8

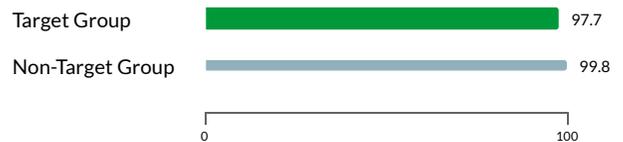
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.7

Average of 2022-23's 4- and 7-year cohort rates.

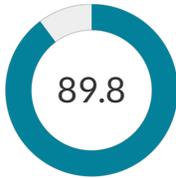




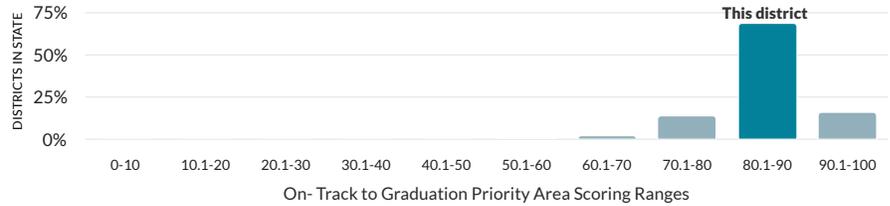
## ON-TRACK TO GRADUATION

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



■ This district's score was the same or higher than 82.6% of districts in the state.

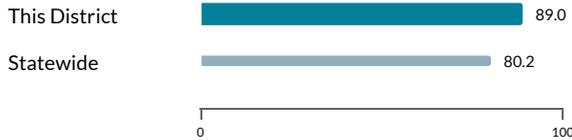


## Component Scores

### CHRONIC ABSENTEEISM

Score: 89.0

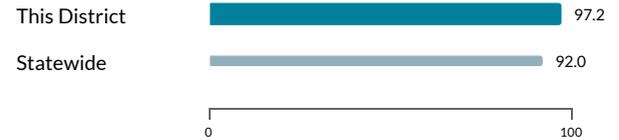
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.2

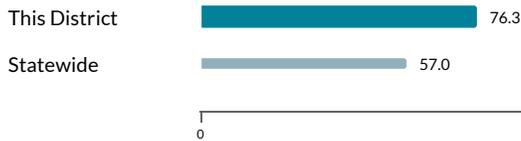
Average of 2022-23's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 76.3

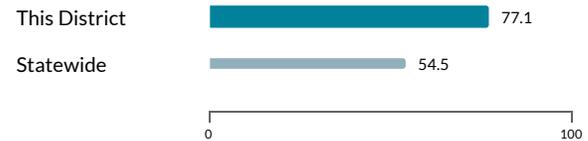
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 77.1

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	3,919	4.9%	4,118	15.0%	4,133	11.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	112	0.9%	130	10.0%	130	10.8%
Black or African American	54	14.8%	59	32.2%	63	20.6%
Hispanic or Latino	197	11.2%	261	26.1%	299	21.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	3,394	4.3%	3,491	14.0%	3,473	10.7%
Two or More Races	161	9.9%	176	17.0%	168	9.5%
Economically Disadvantaged	231	27.3%	339	38.1%	351	28.2%
English Learners	112	14.3%	175	21.1%	198	23.7%
Students with Disabilities	353	13.3%	380	28.7%	399	22.3%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	344	330	95.9%	315	311	98.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	20	17	85.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	300	293	97.7%	279	276	98.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	27	19	70.4%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	33	27	81.8%	20	20	100.0%



## POSTSECONDARY PREPARATION, 2022-23

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

810 (61.8%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

District	State
<b>40.3%</b>	<b>21.1%</b>

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

#### DUAL ENROLLMENT

District	State
<b>33.3%</b>	<b>25.7%</b>

436 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>8.9%</b>	<b>4.7%</b>

117 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>24.1%</b>	<b>8.5%</b>

316 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
All Students	1,311	266,777	40.3%	21.1%	33.3%	25.7%	8.9%	4.7%	24.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	31	10,367	35.5%	33.4%	22.6%	26.6%	9.7%	3.7%	16.1%	5.6%
Black or African American	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	91	37,682	22.0%	17.6%	18.7%	18.9%	0.0%	3.4%	24.2%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,131	179,306	42.1%	22.5%	34.6%	29.9%	9.5%	5.7%	24.1%	10.4%
Two or More Races	43	11,456	44.2%	18.9%	44.2%	21.0%	16.3%	3.4%	23.3%	5.8%
Economically Disadvantaged	92	104,283	12.0%	12.3%	15.2%	18.5%	2.2%	3.0%	29.3%	6.1%
English Learners	36	19,116	2.8%	13.9%	5.6%	17.0%	0.0%	2.5%	27.8%	3.6%
Students with Disabilities	128	33,777	4.7%	4.4%	14.8%	15.0%	3.9%	2.3%	39.8%	6.5%



## ARTS COURSE INFORMATION, 2022-23

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

599 (45.7%) students successfully completed any Arts Course.

#### ART & DESIGN

District	State
30.4%	29.1%

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

#### DANCE

District	State
0.0%	0.5%

No students successfully completed a dance course.

#### MUSIC

District	State
21.4%	19.2%

281 students successfully completed at least one music course.

#### THEATER

District	State
0.0%	2.2%

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
All Students	1,311	266,777	30.4%	29.1%	0.0%	0.5%	21.4%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	31	10,367	32.3%	30.3%	0.0%	0.4%	19.4%	19.9%	0.0%	1.6%
Black or African American	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	91	37,682	36.3%	29.1%	0.0%	0.3%	18.7%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,131	179,306	29.5%	29.1%	0.0%	0.5%	21.6%	21.7%	0.0%	2.2%
Two or More Races	43	11,456	32.6%	28.8%	0.0%	0.5%	18.6%	17.8%	0.0%	2.6%
Economically Disadvantaged	92	104,283	46.7%	29.9%	0.0%	0.4%	10.9%	15.4%	0.0%	2.1%
English Learners	36	19,116	41.7%	30.9%	0.0%	0.4%	13.9%	11.8%	0.0%	1.6%
Students with Disabilities	128	33,777	43.0%	30.9%	0.0%	0.5%	18.0%	14.4%	0.0%	2.4%



## OVERVIEW

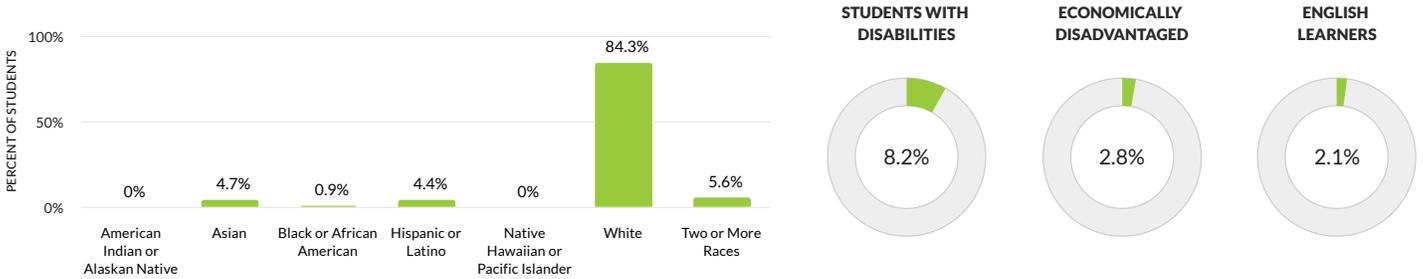
### School Details

Grades : PK-4  
Enrollment : 427  
Percent open enrollment : 4.2%

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.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

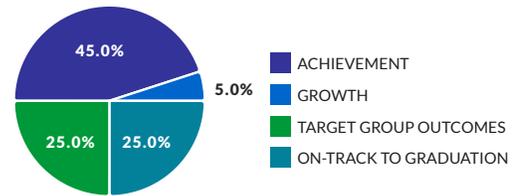
**!** Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

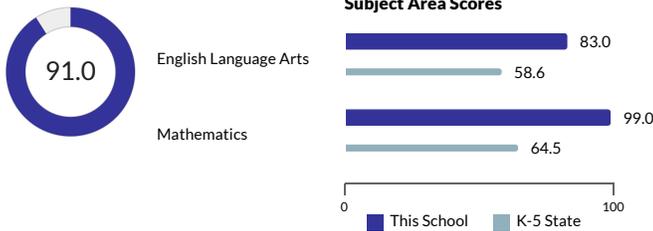


#### PRIORITY AREA WEIGHTS

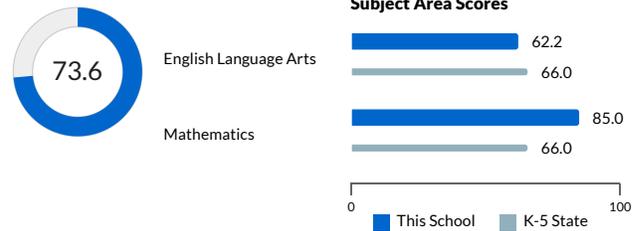


### Priority Area Scores

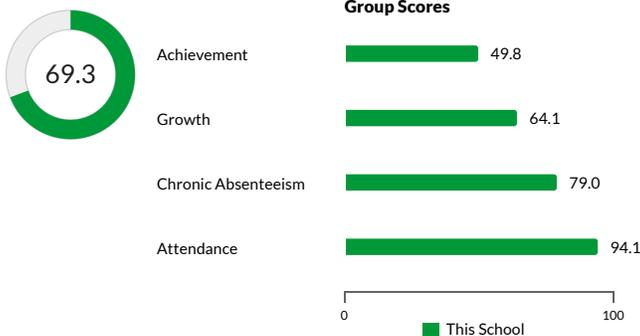
#### ACHIEVEMENT



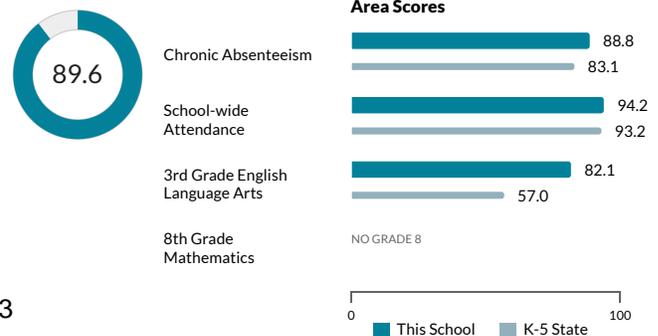
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



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## ACHIEVEMENT

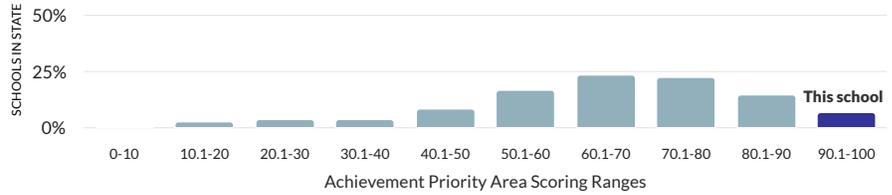
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 83.0  
Mathematics Score: 99.0

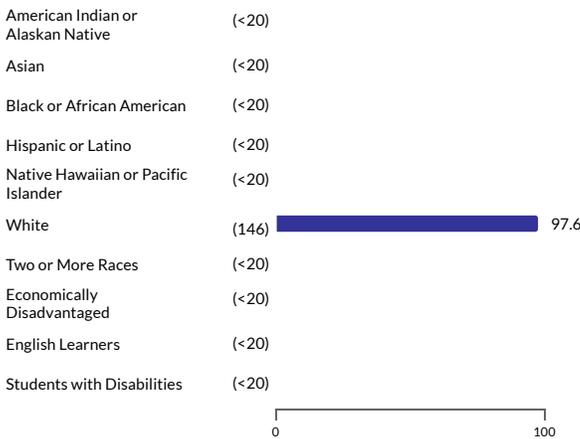
This school's score was the same or higher than 94.7% of K-5 schools in the state.



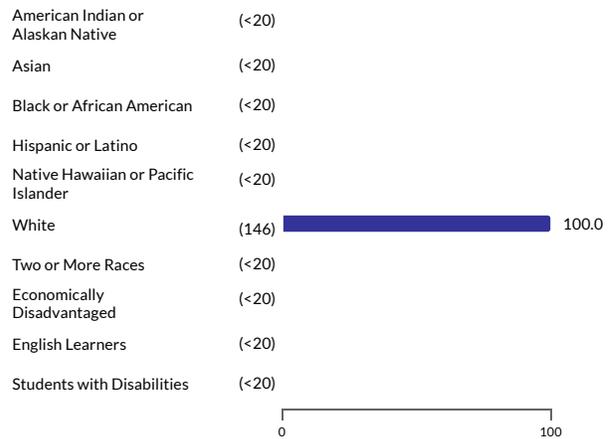
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



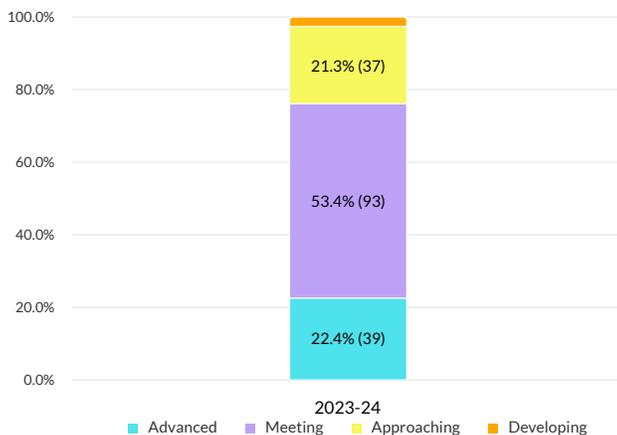
### MATHEMATICS



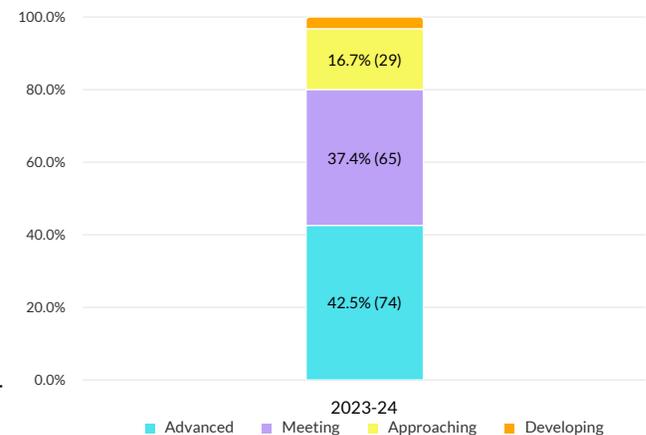
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



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## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
99.4%	White
	99.3%

#### MATHEMATICS

All students	Lowest-participating group:
99.4%	White
	99.3%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	179	12.8%	44.1%	29.6%	13.4%	174	20.7%	48.3%	23.0%	8.0%	174	22.4%	53.4%	21.3%	2.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	149	12.8%	45.6%	28.9%	12.8%	145	20.0%	46.9%	25.5%	7.6%	146	22.6%	52.7%	21.9%	2.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

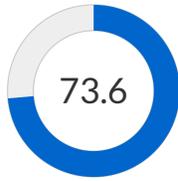
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	180	28.3%	45.6%	22.2%	3.9%	174	35.1%	42.5%	13.8%	8.6%	174	42.5%	37.4%	16.7%	3.4%
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	150	27.3%	48.0%	20.7%	4.0%	145	34.5%	43.4%	14.5%	7.6%	146	43.2%	37.7%	16.4%	2.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	85 <20	*	*	*	*	<20	*	*	*	*



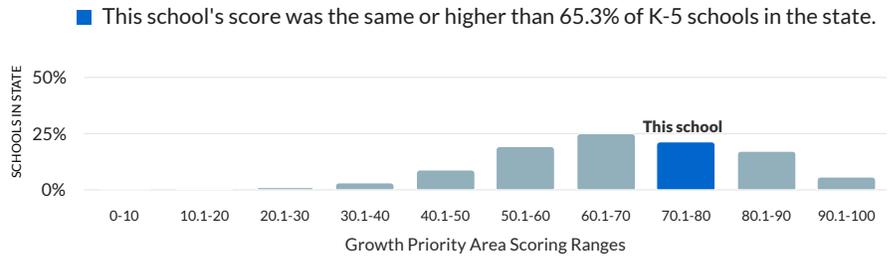
## GROWTH

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



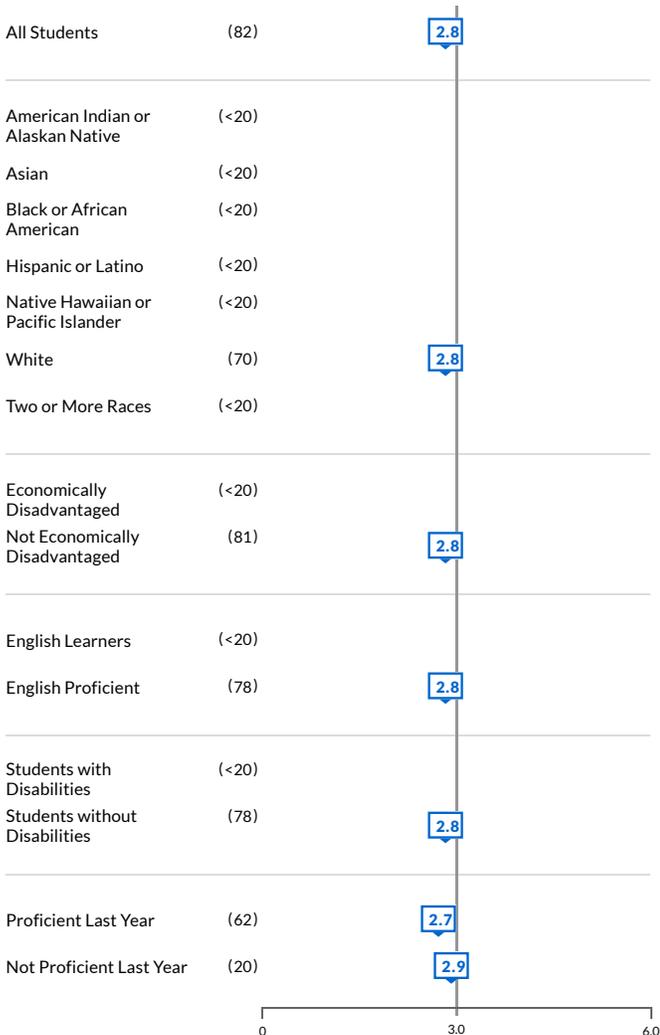
English Language Arts Score: 62.2  
Mathematics Score: 85.0



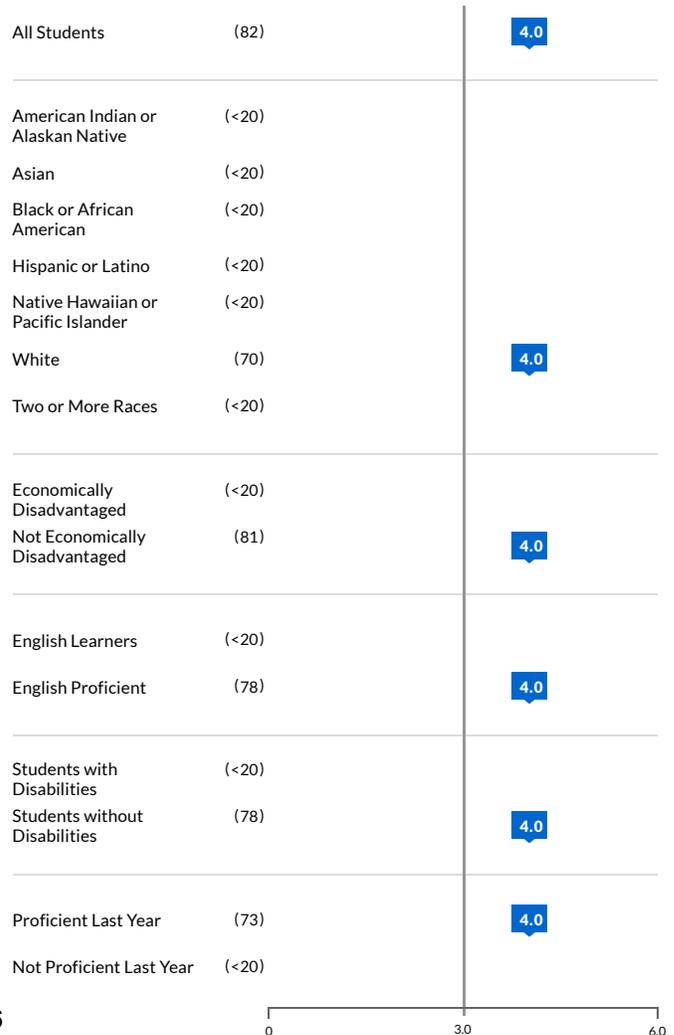
### Student Group Value-Added (for information only)

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



#### MATHEMATICS





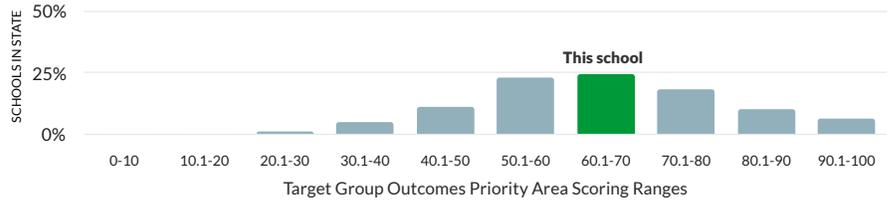
## TARGET GROUP OUTCOMES

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 63.9% of K-5 schools in the state.



## Component Scores

**ACHIEVEMENT** Score: 49.8

Average points-based proficiency rates.

**English Language Arts**

Target Group	41.4
Non-Target Group	98.7

**Mathematics**

Target Group	58.1
Non-Target Group	100.0

**GROWTH** Score: 64.1

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

**English Language Arts**

Target Group	52.7
Non-Target Group	66.0

**Mathematics**

Target Group	75.5
Non-Target Group	88.8

**CHRONIC ABSENTEEISM** Score: 79.0

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

Target Group	79.0
Non-Target Group	82.9

**ATTENDANCE** Score: 94.1

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

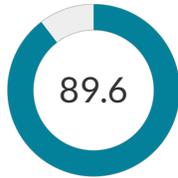
Target Group	94.1
Non-Target Group	93.8



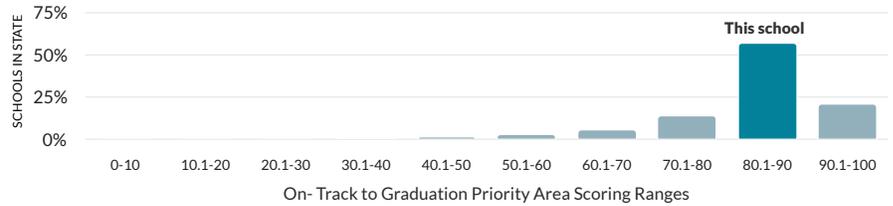
## ON-TRACK TO GRADUATION

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 77.5% of K-5 schools in the state.

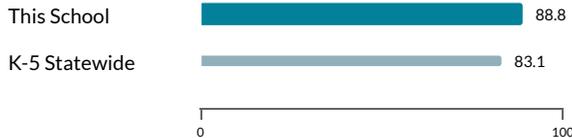


## Component Scores

### CHRONIC ABSENTEEISM

Score: 88.8

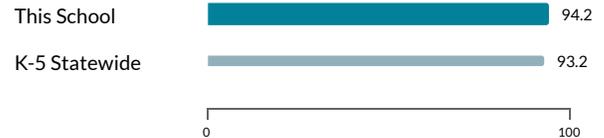
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 94.2

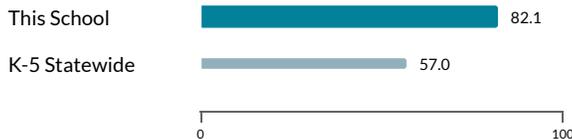
This score is the overall attendance rate for the school in 2022-23.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 82.1

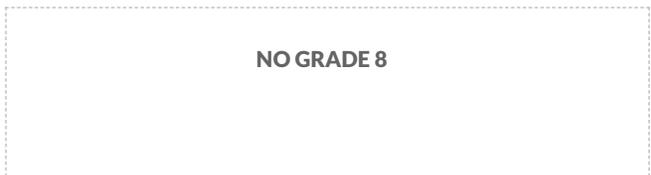
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	424	4.2%	443	14.9%	433	12.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	24	20.8%	21	4.8%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	21	28.6%	20	25.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	359	4.5%	365	12.1%	365	12.9%
Two or More Races	27	3.7%	28	32.1%	24	4.2%
Economically Disadvantaged	<20	*	<20	*	20	30.0%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	35	5.7%	43	23.3%	40	17.5%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade



## OVERVIEW

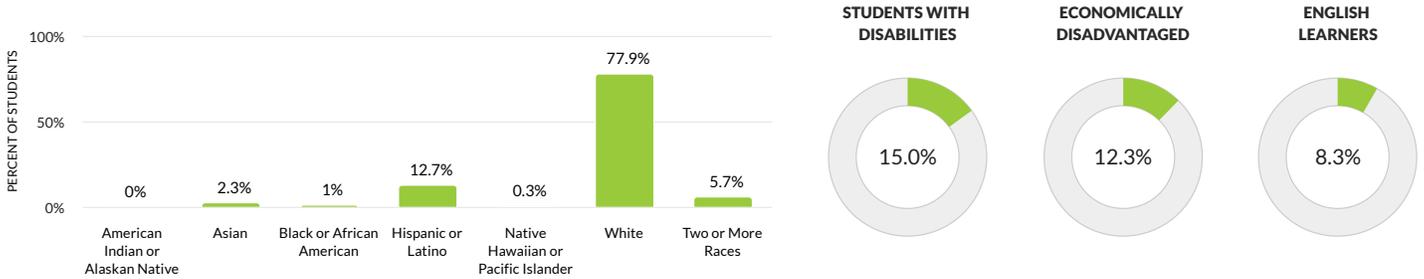
### School Details

Grades : PK-4  
Enrollment : 575  
Percent open enrollment : 7.8%

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 are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



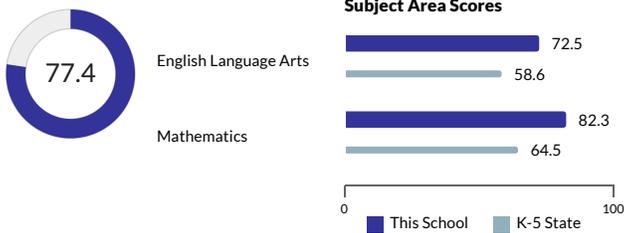
**Exceeds Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

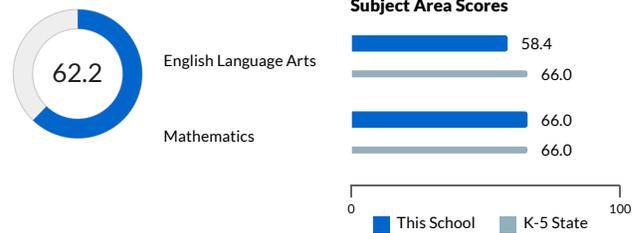


### Priority Area Scores

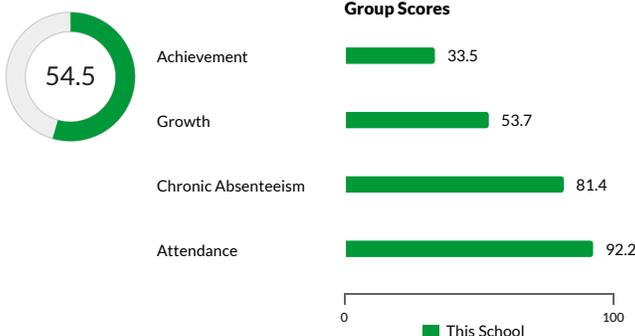
#### ACHIEVEMENT



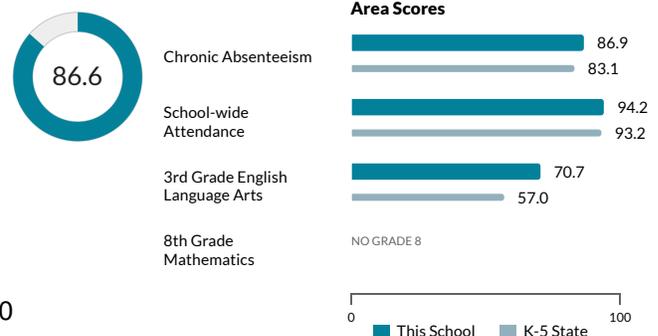
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

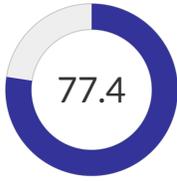




## ACHIEVEMENT

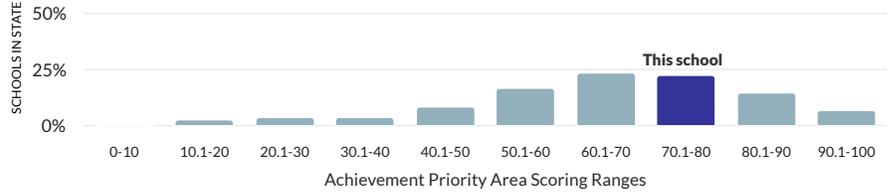
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 72.5  
Mathematics Score: 82.3

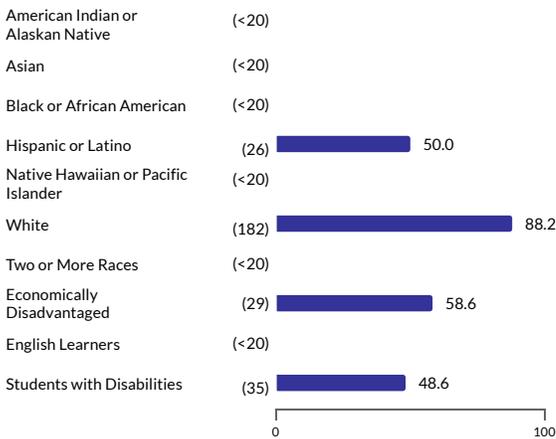
This school's score was the same or higher than 75.5% of K-5 schools in the state.



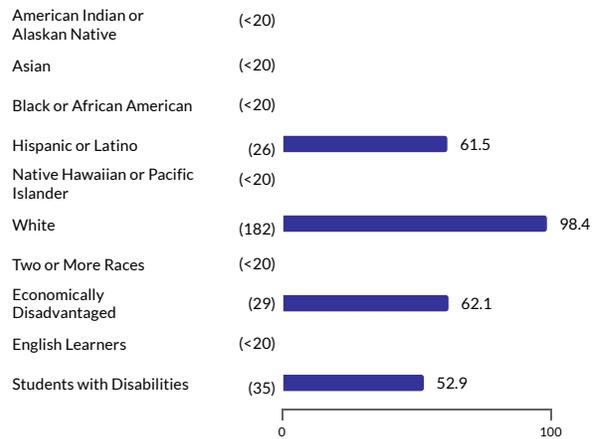
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



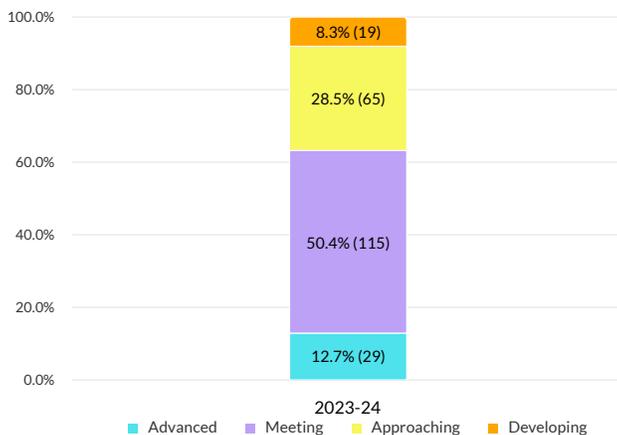
### MATHEMATICS



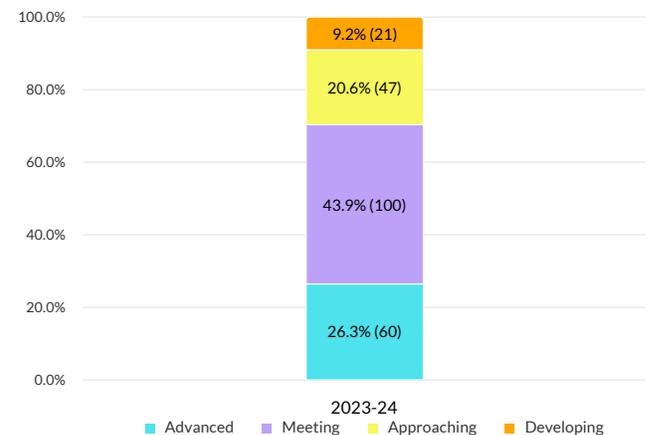
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



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## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	182	6.6%	44.0%	31.3%	18.1%	223	10.3%	45.3%	30.5%	13.9%	228	12.7%	50.4%	28.5%	8.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	22	0.0%	40.9%	31.8%	27.3%	26	0.0%	26.9%	46.2%	26.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	145	6.9%	48.3%	29.7%	15.2%	186	9.7%	46.8%	31.2%	12.4%	182	13.7%	54.4%	26.4%	5.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	29	0.0%	13.8%	55.2%	31.0%	26	0.0%	23.1%	42.3%	34.6%	29	6.9%	24.1%	48.3%	20.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	0.0%	10.0%	50.0%	40.0%	28	0.0%	32.1%	28.6%	39.3%	35	0.0%	28.6%	40.0%	31.4%

#### MATHEMATICS

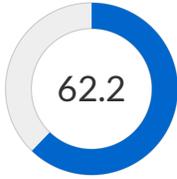
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	183	21.3%	35.0%	31.7%	12.0%	224	19.6%	40.2%	29.0%	11.2%	228	26.3%	43.9%	20.6%	9.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	23	0.0%	21.7%	56.5%	21.7%	26	3.8%	42.3%	26.9%	26.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	145	22.1%	40.7%	29.0%	8.3%	186	19.9%	44.1%	26.9%	9.1%	182	28.0%	46.2%	20.3%	5.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	30	0.0%	16.7%	43.3%	40.0%	27	0.0%	22.2%	48.1%	29.6%	29	6.9%	37.9%	27.6%	27.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	0.0%	30.0%	30.0%	40.0%	92 28	7.1%	28.6%	32.1%	32.1%	35	2.9%	37.1%	22.9%	37.1%



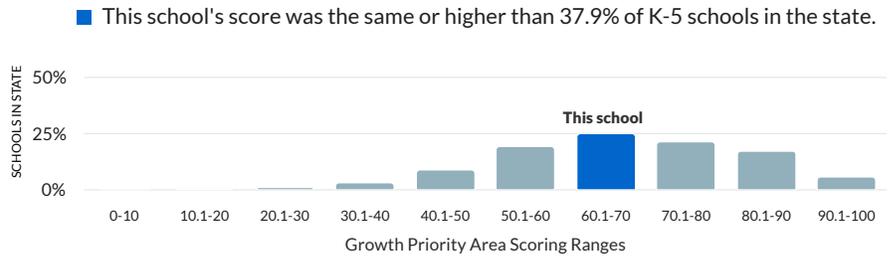
## GROWTH

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



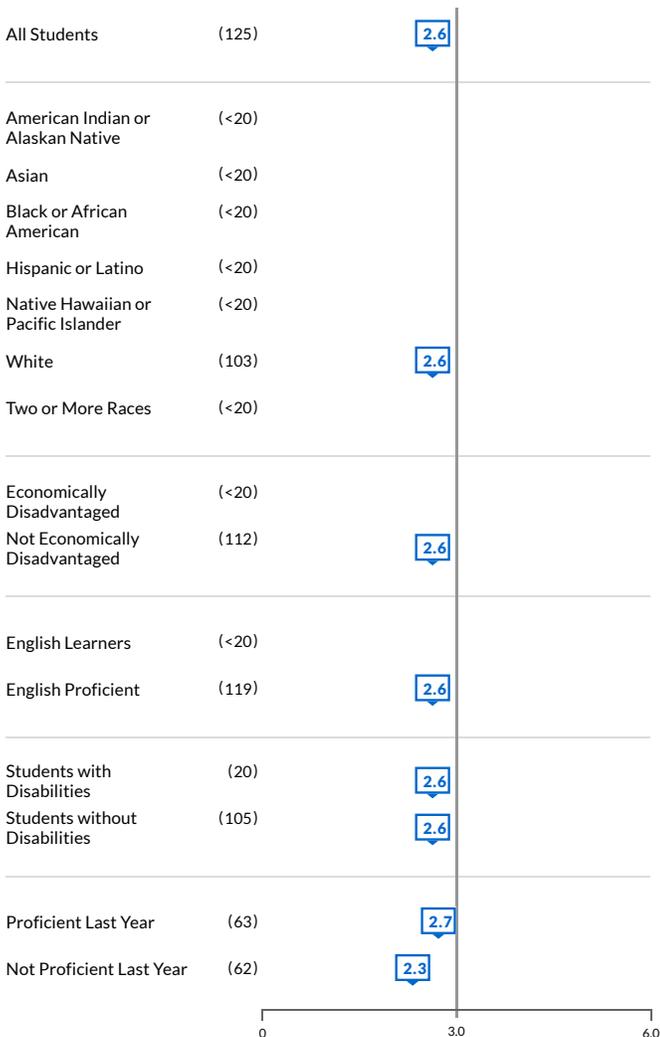
English Language Arts Score: 58.4  
Mathematics Score: 66.0



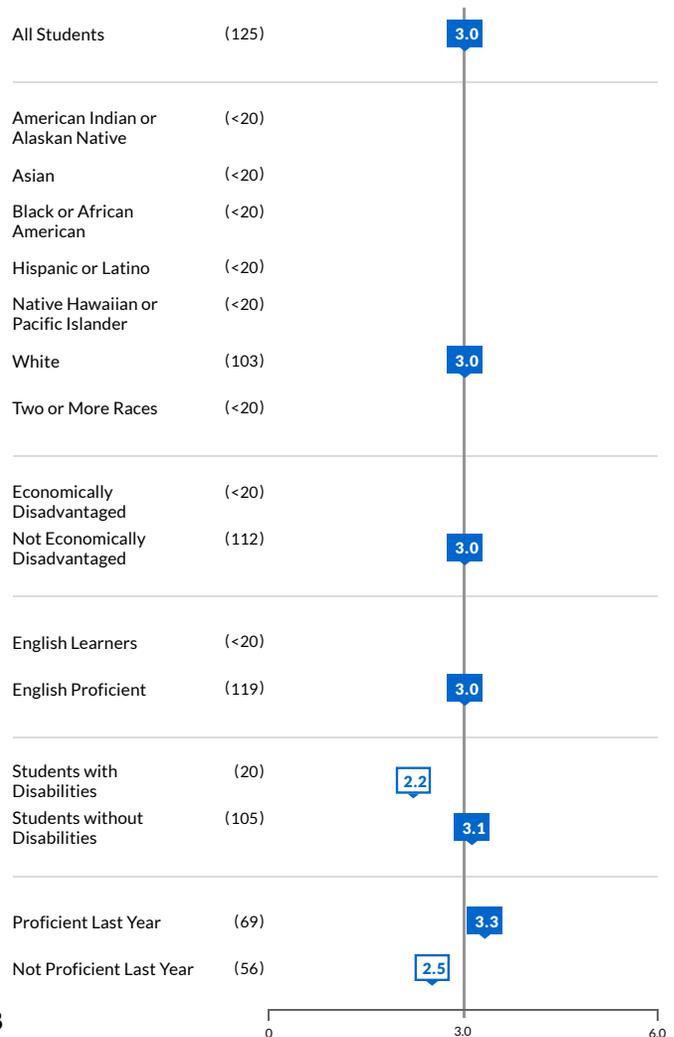
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

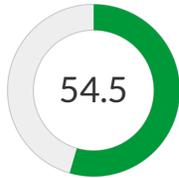




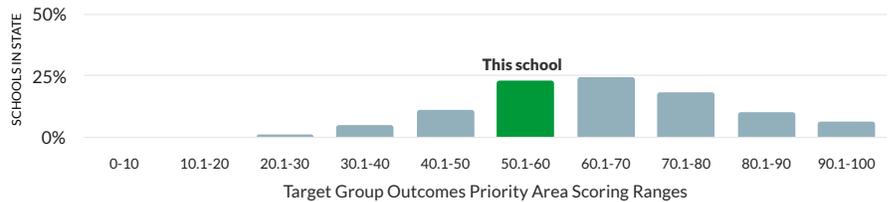
## TARGET GROUP OUTCOMES

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 28.0% 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: 53.7  
Value-added scores converted onto a 0-100 growth scale.

**English Language Arts**

Target Group	52.7
Non-Target Group	60.3

**Mathematics**

Target Group	54.6
Non-Target Group	69.8

**CHRONIC ABSENTEEISM** Score: 81.4  
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

Target Group	81.4
Non-Target Group	89.1

**ATTENDANCE** Score: 92.2  
This score is the overall attendance rate for the target group in 2022-23.

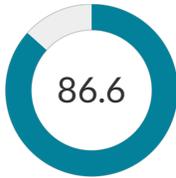
Target Group	92.2
Non-Target Group	94.4



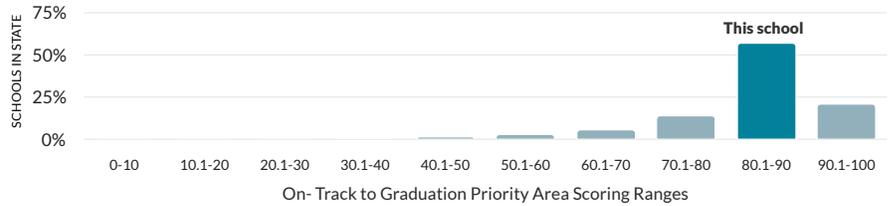
## ON-TRACK TO GRADUATION

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

### Priority Area Score



■ This school's score was the same or higher than 56.8% of K-5 schools in the state.

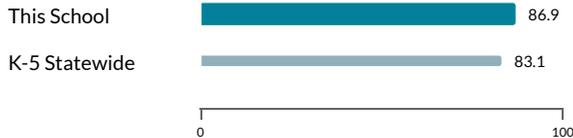


## Component Scores

### CHRONIC ABSENTEEISM

Score: 86.9

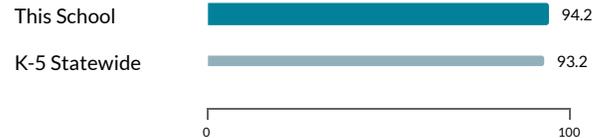
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 94.2

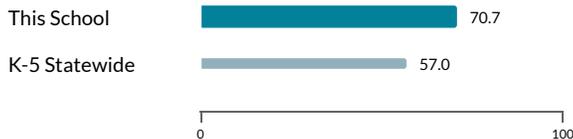
This score is the overall attendance rate for the school in 2022-23.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.7

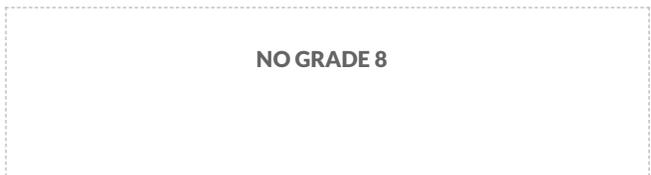
Multi-year average points-based proficiency rates.



### 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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	468	12.4%	507	17.0%	527	10.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	35	25.7%	47	31.9%	53	17.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	384	9.4%	402	14.9%	428	9.1%
Two or More Races	22	36.4%	30	13.3%	28	10.7%
Economically Disadvantaged	53	52.8%	62	33.9%	56	19.6%
English Learners	26	26.9%	37	18.9%	35	14.3%
Students with Disabilities	52	26.9%	52	28.8%	55	16.4%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





# WAUNAKEE

## COMMUNITY SCHOOL DISTRICT

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### Introduction to Multi-Tiered System of Supports (MTSS)

December 2, 2024



## What is MTSS?

- MTSS is a proactive and preventative framework.
- Integrates data and instruction to maximize student achievement.
- Supports social, emotional, and behavior needs from a strengths-based perspective.



## Purpose of MTSS

- Framework for data-based decision making.
- Aims for program improvement and high-quality instruction.
- Supports social and emotional learning and positive behavioral supports.
- Much of our knowledge of the components of MTSS and their successful implementation is based on experiences in elementary schools. However, given the structural and organizational differences between elementary schools and secondary schools, this evidence has its limitations when implementing MTSS at higher grade levels. The essential components of MTSS may be the same, regardless of grade level or context, but how they are translated into effective practice and integrated into a middle or high school's processes may differ from elementary school models.



## Essential Components of MTSS

- Screening
- Progress Monitoring
- Multi-Level Prevention System
- Data-Based Decision Making



# Screening

- Early identification of students' needs.
- Helps in providing timely support.
- Screening uses a systematic process for identifying students who may be at<sup>01</sup> risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes.
  - This can look different depending on developmental levels.
  - In lower grades we look more closely at specific academic skills.
  - In upper grades important academic skills are less narrow and college and career readiness increases in significance, so what we look for in screening adjusts.



## Progress Monitoring

- Regular assessment of student progress.
- Quantify a student's rate of improvement or responsiveness to instruction or intervention where that is a valid and reliable measurement.
- Ensures interventions are effective.



## Multi-Level Prevention System

- Provides varying levels of support based on student needs.
- Includes universal, targeted, and intensive interventions.
- The multi-level prevention system is the organization of supports for students that includes three tiers of intensity for instruction and intervention.
  - Tier 1 is high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students.
  - Tier 2 is small group, standardized interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk.
  - Tier 3 is intensive intervention that is intensified and individualized based on student need. It is provided to students not responding to Tier 2 interventions and who may have low achievement or ongoing, intensive needs.
- As students gain greater success moving down the intensity of support, or fading criteria, is also something we address.



## Data-Based Decision Making

- Utilizes data to guide instructional decisions for students.
- Supports identification of students with learning or other disabilities.
- Data also informs school and district level decision making.



## MTSS and State Law

- MTSS data may support identification of disabilities.
- Implementation may vary based on state law, such as ACT 20 in Wisconsin and our state rule on identification of specific learning disabilities (SLD rule)<sup>105</sup>



## Conclusion

- MTSS is essential for maximizing student achievement.
- Integrates various supports to address diverse student needs.
- Encourages continuous improvement and collaboration, not only for students<sup>66</sup>, but also for schools and districts.
- Promotes positive outcomes for districts, schools, teachers, and students when implemented effectively.



**WAUNAKEE**  
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