

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

Wednesday, January 29, 2025

3:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

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

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

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

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

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

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE 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. UPDATE ON ACADEMIC AND CAREER PLAN WORK

Tim Schell

Tim will provide a brief update on our kickoff of work around updating our Academic and Career Plan framework for the district. When the committee work is completed, the revised document will come to you for approval later this year.

VI. DANE COUNTY YOUTH ASSESSMENT

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The Waunakee Community Cares team and members of our student services team will be presenting a summary of the results from the 2024 Dane County Youth Assessment.

VII. 2023-2024 STUDENT ACHIEVEMENT REPORT

55

Tim Schell

Tim Schell will present the 2023-2024 Student Achievement Report. The format is similar to previous years with high level indicators at the front and disaggregated data in more detail later in the report.

VIII. FUTURE AGENDAS AND MEETINGS

February-NextPath: What it is and how we use it.

March-First look at textbook and summer curriculum project requests. Intermediate and Middle School mathematics resource recommendation.

April-Second look (action items) at textbook and summer curriculum project requests. Instructional technology overview.

IX. 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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Dane County Youth Assessment

Jon Wild, Middle School Social Worker

Jessica Hickey & Rose Nadler, High School Social Workers



Brief Overview of the Dane County Youth Assessment (DCYA)

- Given every 3 years (winter 2024)
- Voluntary and anonymous
- All Dane County Schools
- Total WCMS participants: 603
- Total WCHS participants: 570



This presentation contains discussions of suicide, youth suicide, and sexual violence that may be triggering for some individuals.

Please monitor yourself closely and seek help if needed.

- Pick 3 topics/ subjects and each one will present on both MS and HS data for that topic
 - Anxiety/ Worrying (Rose)
 - Suicidal Ideation (complex anxiety and compounding factors) (Jess)
 - Bullying and school climate (Jon)
- Each topic will cover:
 - Data
 - What this actually looks like in schools
 - This is how we offer support
 - This is what we still need
- “Notable facts and discrepancies”
 - sexual/ relational violence
 - Receiving MH services vs. excessive worrying
- Leave a few minutes for questions!

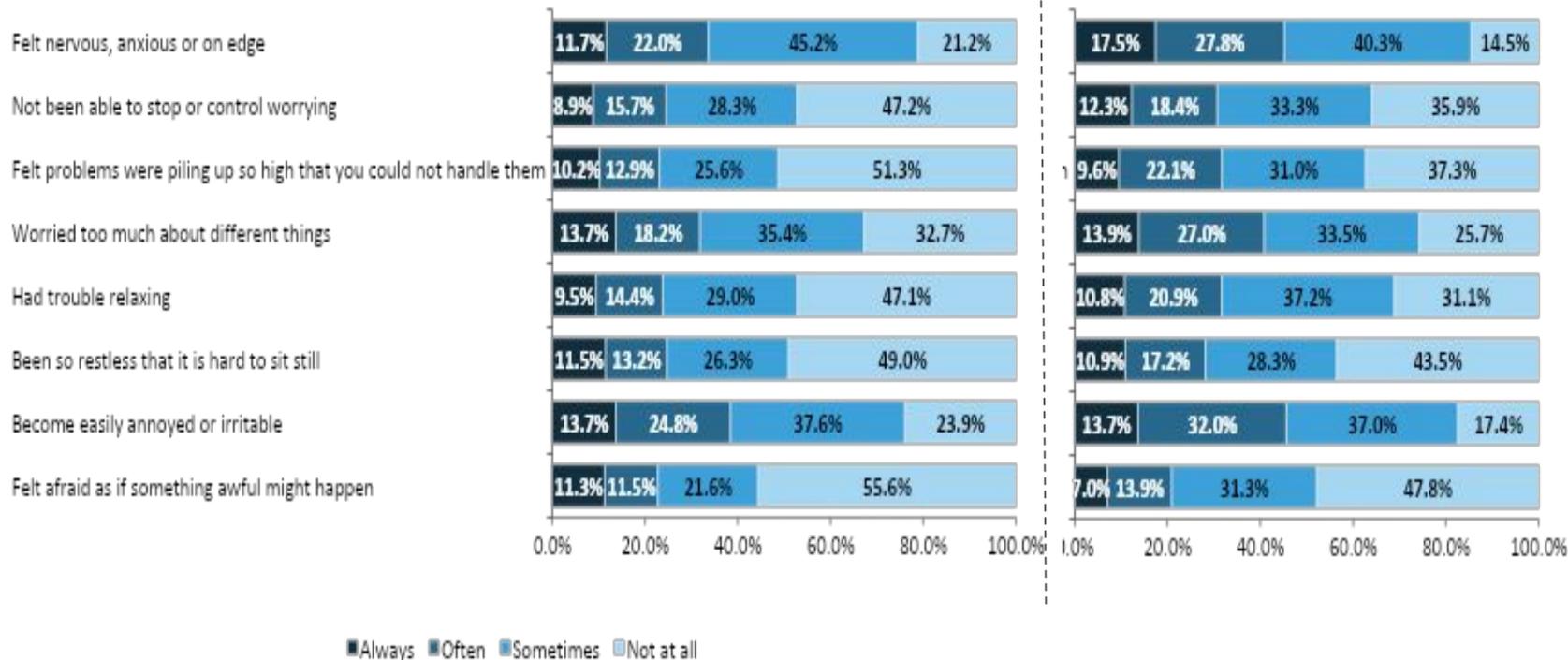


Anxiety & Worrying

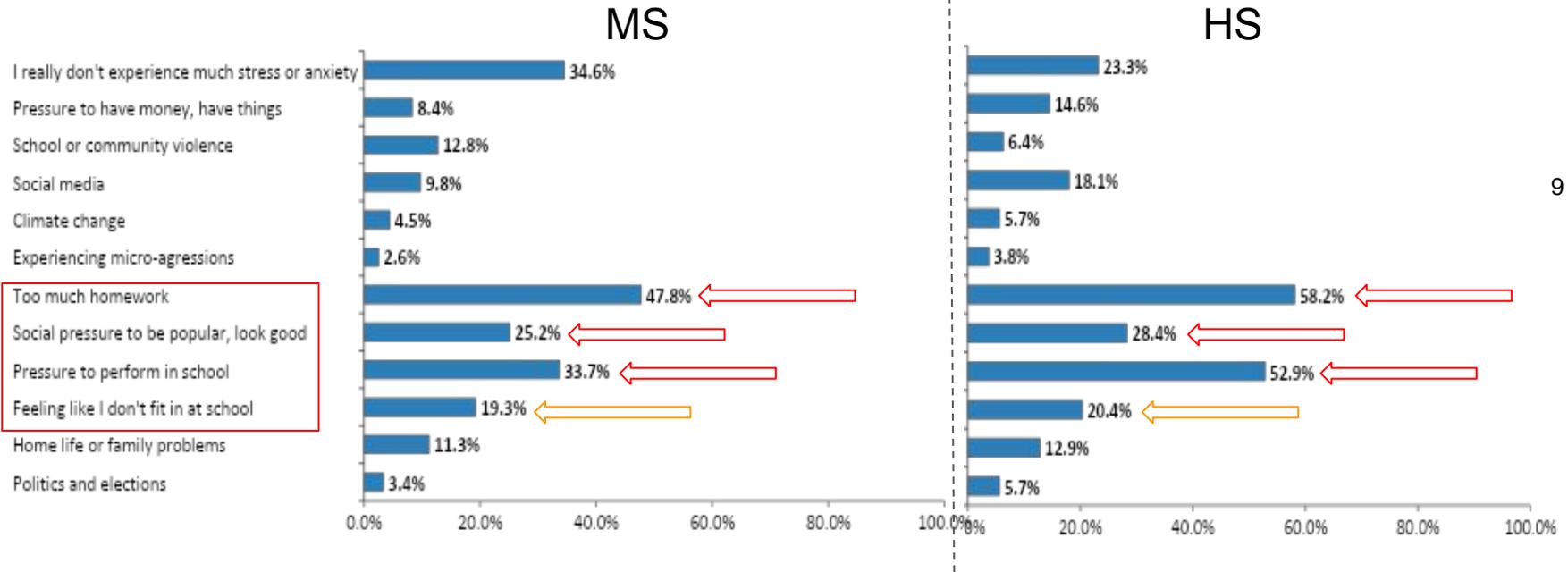
In the past 30 days, how often have you . . .

MS

HS



If you are experiencing stress or anxiety what would you say are the MAIN causes of stress in your life? (Choose the 3 MOST IMPORTANT causes)





What does this look like in schools?

- School/ class avoidance
 - Increased presence in student services for academic purposes rather than classroom
- Health office visits: stomachaches, headaches
- Decreased attendance
- Decreased class participation and engagement (suddenly sleeping a lot in class or uncharacteristically jittery)
- Emotional challenges
- Peer or Social challenges
- Requests for virtual learning
- Overwhelmed families



What are we doing now?

- Frequent or scheduled check ins with student services staff
- Teaching and modeling stress management techniques (Advisory)
- Increased student services FTE at the high school level
- 504 Plans and Accommodations
- Adjusted schedules
- PCOW referrals
- Building Bridges
- BESS Screener (Grades 3, 5, 7, 9)

What do we need?

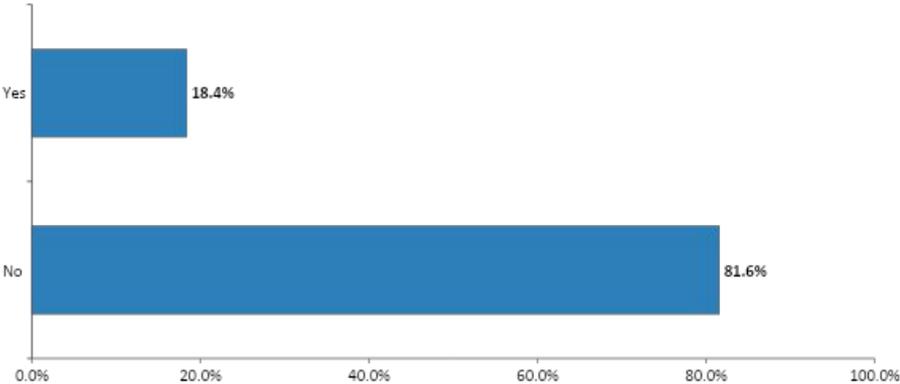
- Less pressure on academics (“too much homework” is #1 stressor at MS & HS)
- Systemic approach for addressing avoidance/ attendance
- Additional Tier 2 interventions
- Transportation flexibility
- Community connections with academic relevance



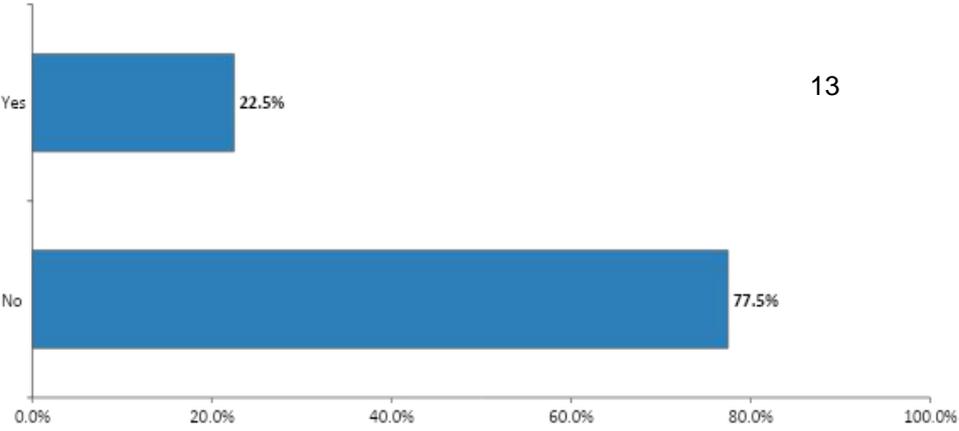
Suicidal Ideation

During the past 12 months, did you ever feel so sad or hopeless almost every day for at least two weeks in a row that you stopped doing some usual activities?

MS

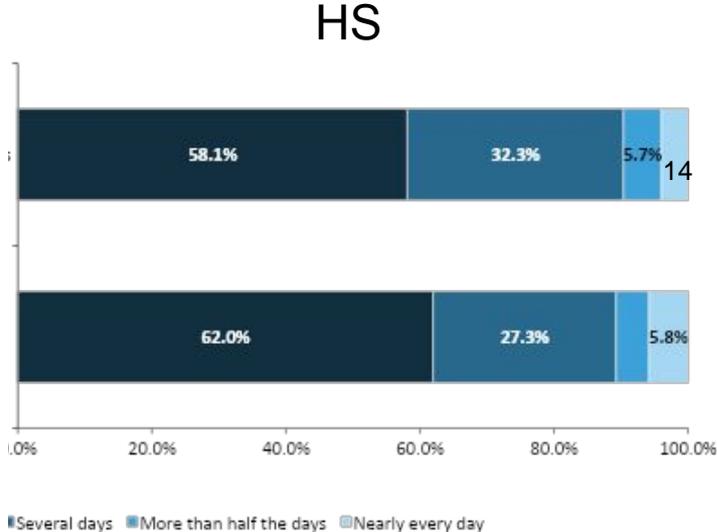
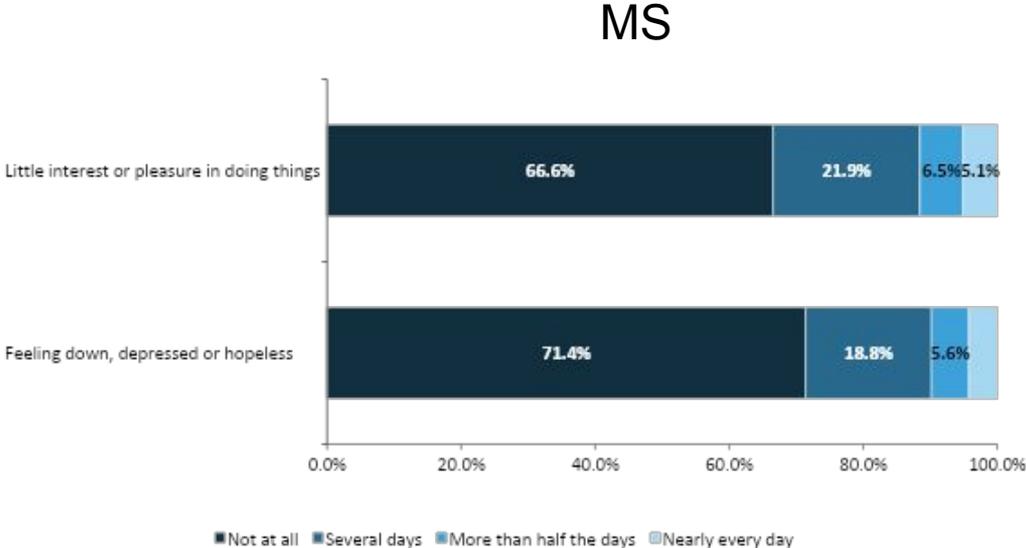


HS

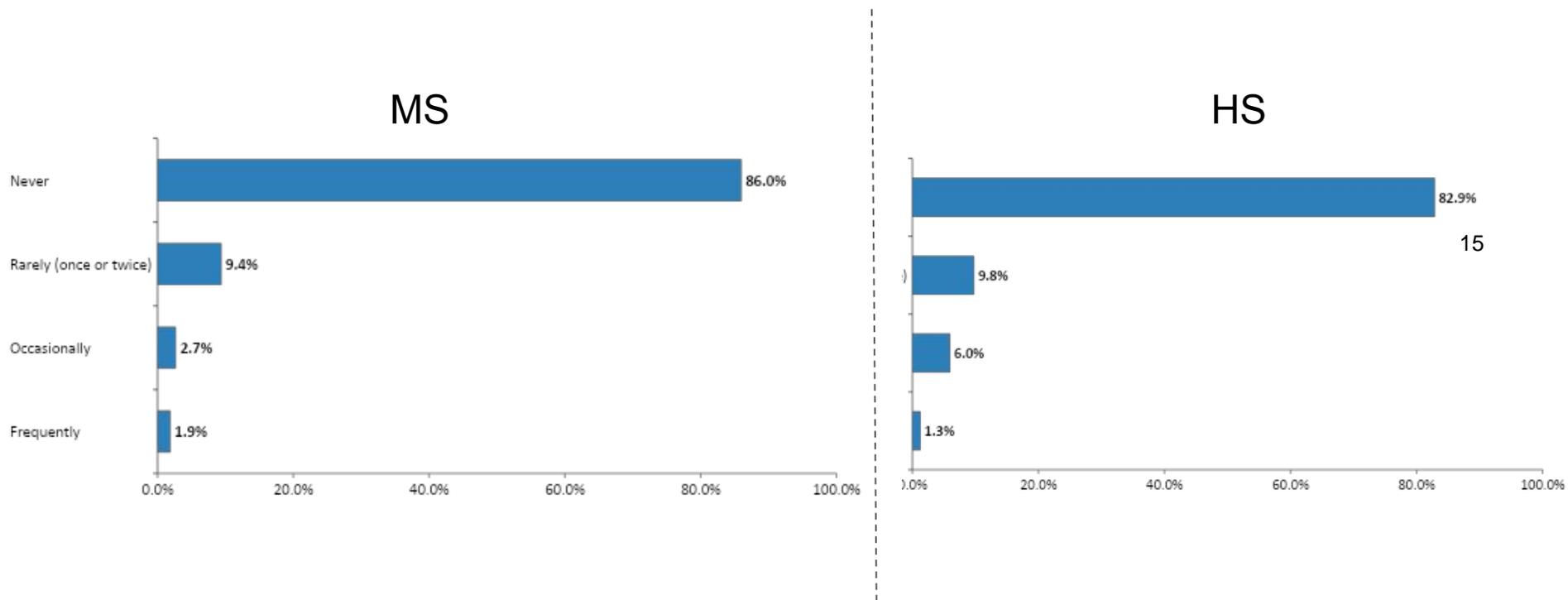


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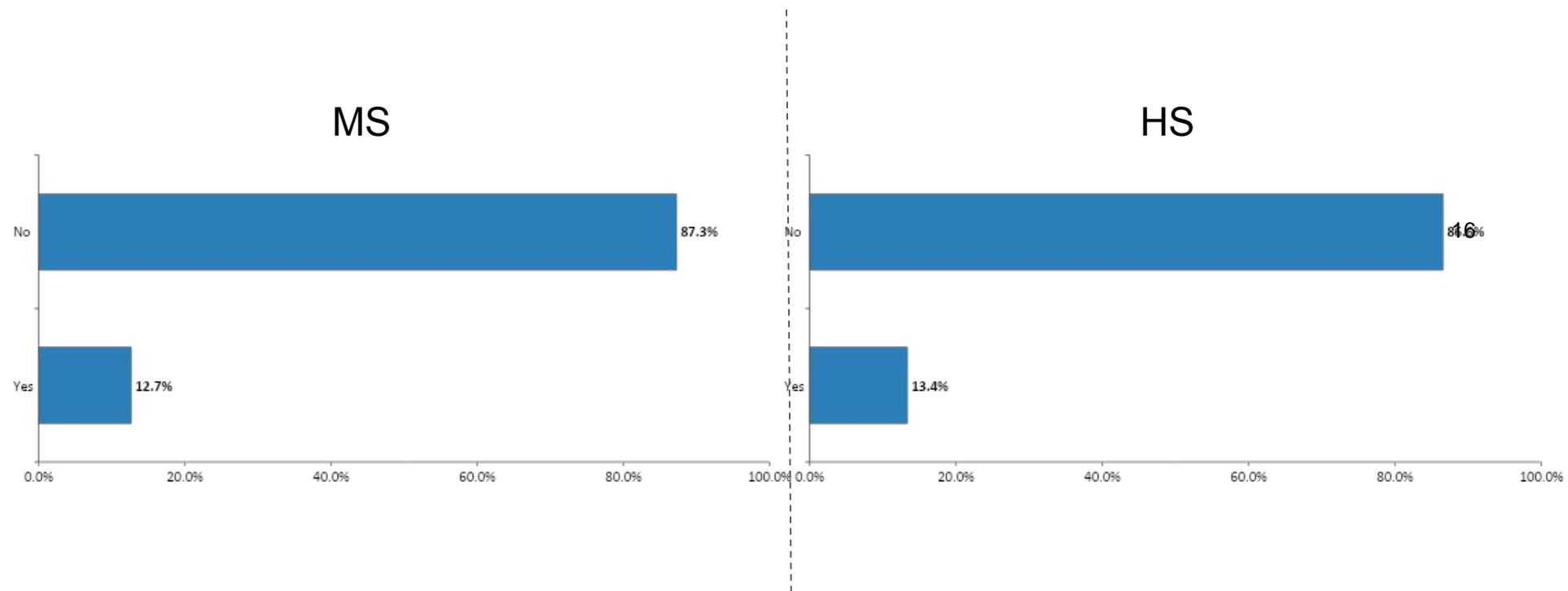
Over the last 2 weeks, how often have you been bothered by the following problems?



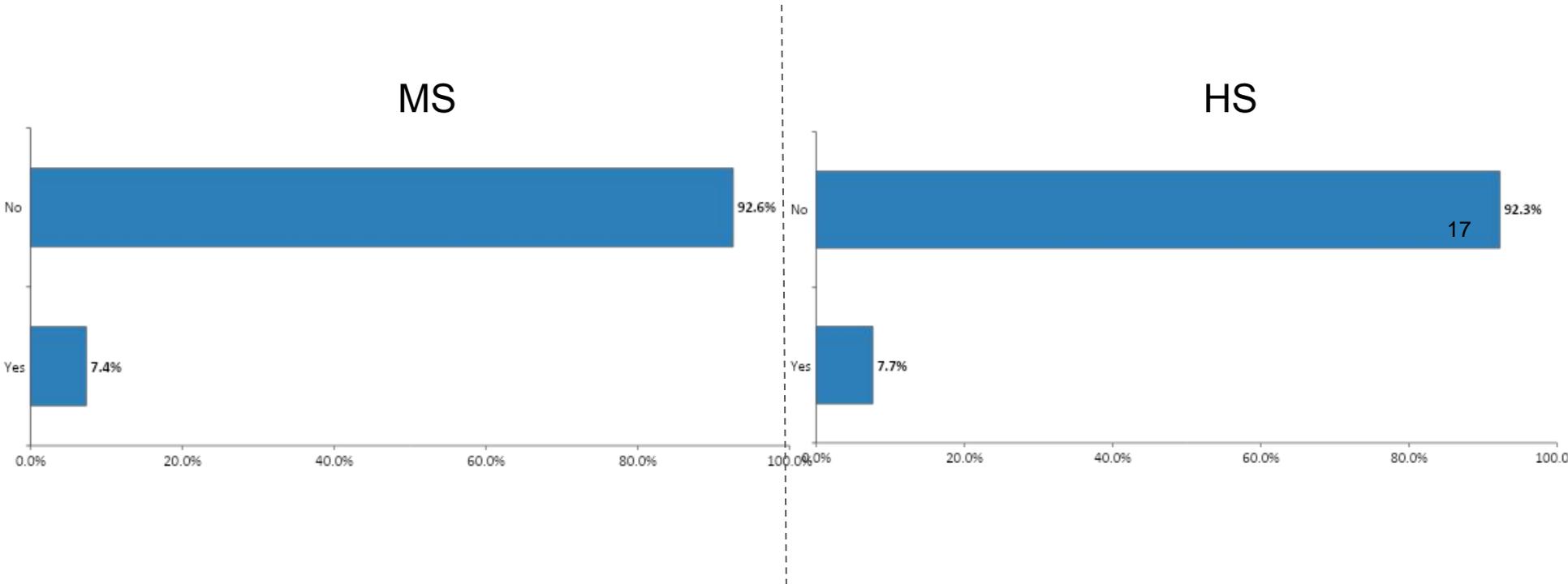
During the past 12 months, how many times did you do something to hurt yourself on purpose, without wanting to die, such as cutting or burning yourself?



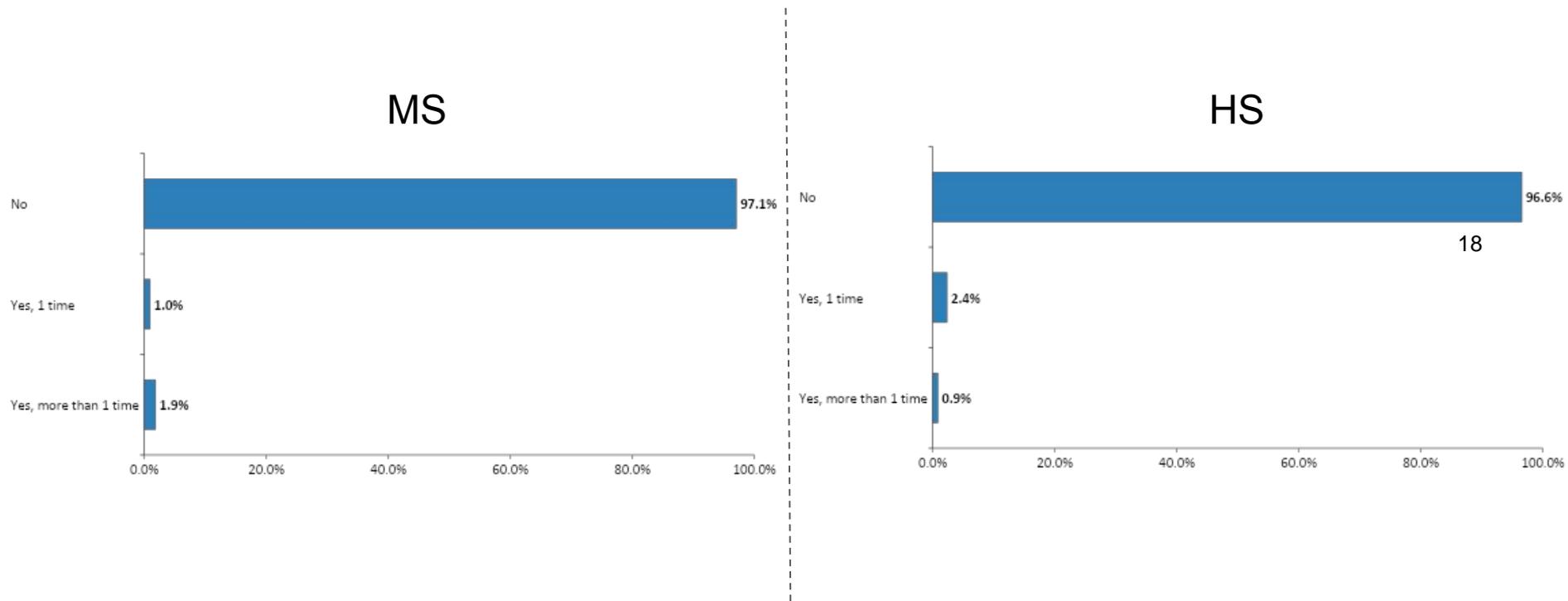
During the past 12 months, have you ever thought seriously about killing yourself?



During the past 12 months, did you make a plan about how you would attempt suicide?



During the past 12 months, have you actually attempted suicide?





What does this look like in schools?

- Extended absences due to hospitalization
- Missing school for outside services
- Overwhelmed students and families
- Student social emotional fluctuation
- Decreased academic performance
- Disengagement in school or related activities
- Self harming behaviors (low level)
- Statements or representations of their challenges



What are we doing now?

- Suicide Risk Assessments
- Partnering with outside providers if students are receiving services
- Developing safety plans
- PCOW Referrals
- Building Bridges
- Increased family involvement
- QPR training for HS staff

What do we need?

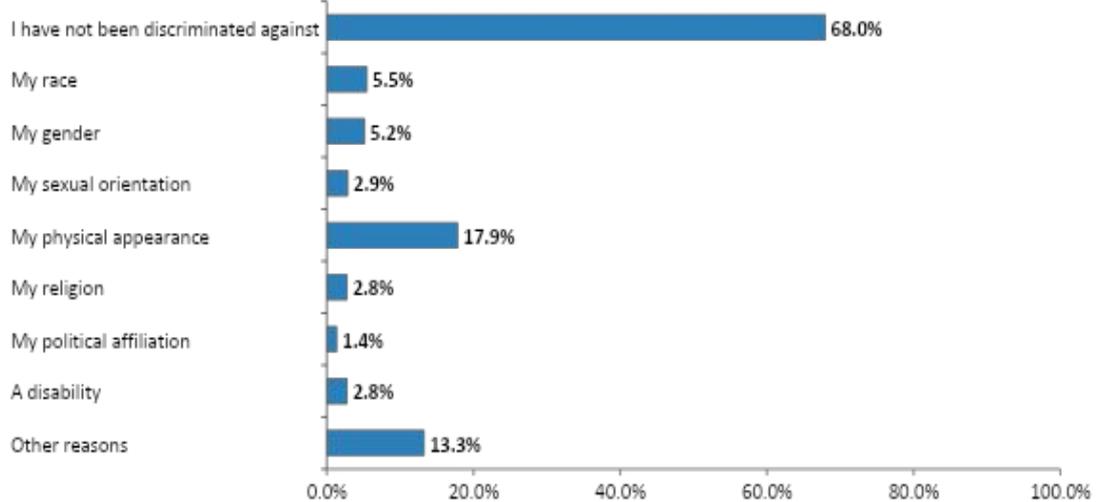
- Condensed resource guide for student services staff (updated)
- More frequent student services updates on SRA protocol²⁰
- New student services staff training on CSSR-S
- Mandated inservice materials & in-person training for all staff



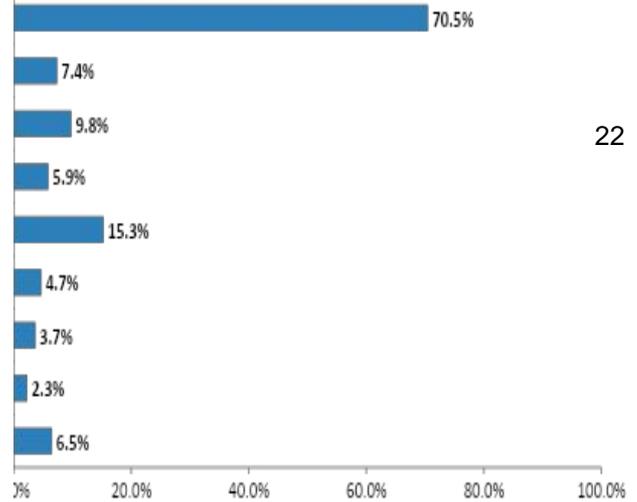
Bullying

In the past 12 months, what are the reasons you've been treated unfairly or discriminated against because of how others perceive (or see) you? (check all the apply)

MS

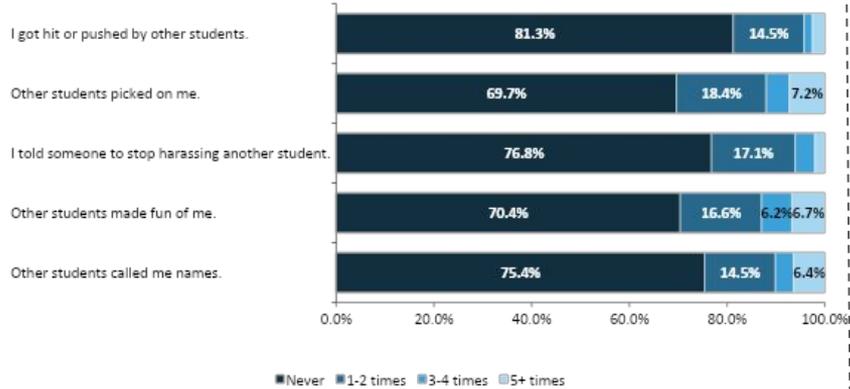


HS

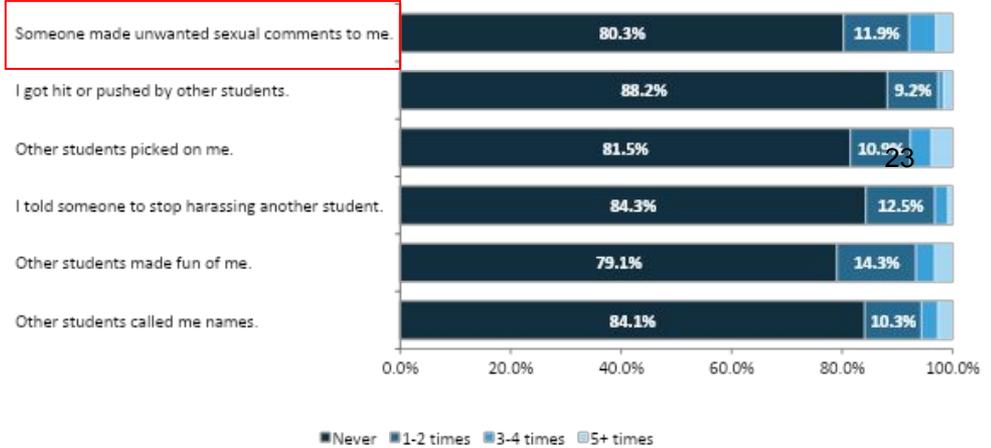


How many times were you involved in any of these activities in the past 30 days?

MS

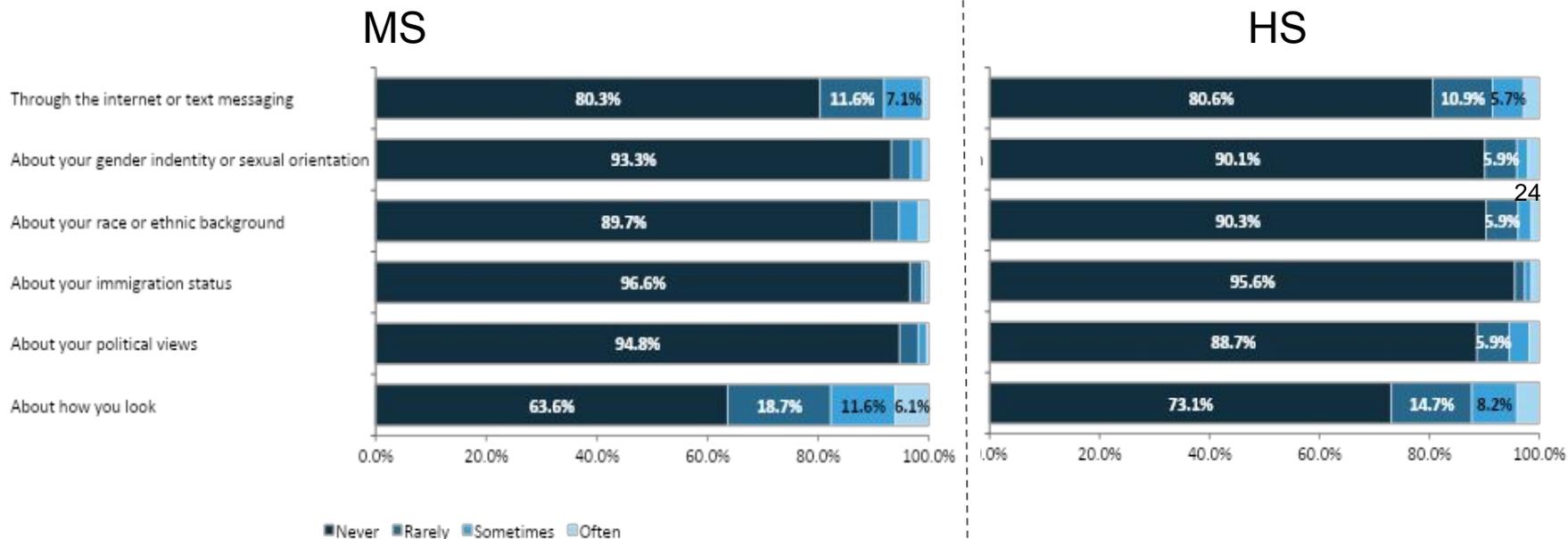


HS



23

In the past 12 months, how often have you been bullied, threatened or harassed . . .





What does this look like in schools?

- Class or School avoidance
- Decreased attendance
- Reports to student services or administration
 - Social media, harmful language, physical appearance
- Decreased sense of belonging at school
- Decreased academic performance
- Decreased or lack of interest in after school activities
- Increased social emotional stressors
- Increased isolation from peers and family
- Increased external behaviors



What are we doing now?

- Reporting tools (SUSO)
- Student services lesson (Tier 1)
- Second Step (Tier 2)
- Restorative practices
- Student services individual meeting
- Family communication/ meeting
- Schedule changes or adjustments
- Speak Up at Schools
 - All Staff and New Staff
 - Students: 7-12 (Tier 1)

What do we need?

- Systemic tools for escalating situations of harmful language
- More frequent training for staff
- More frequent exposure of Speak Up at Schools for students
- Increased communication and training for families about strategies being implemented at school

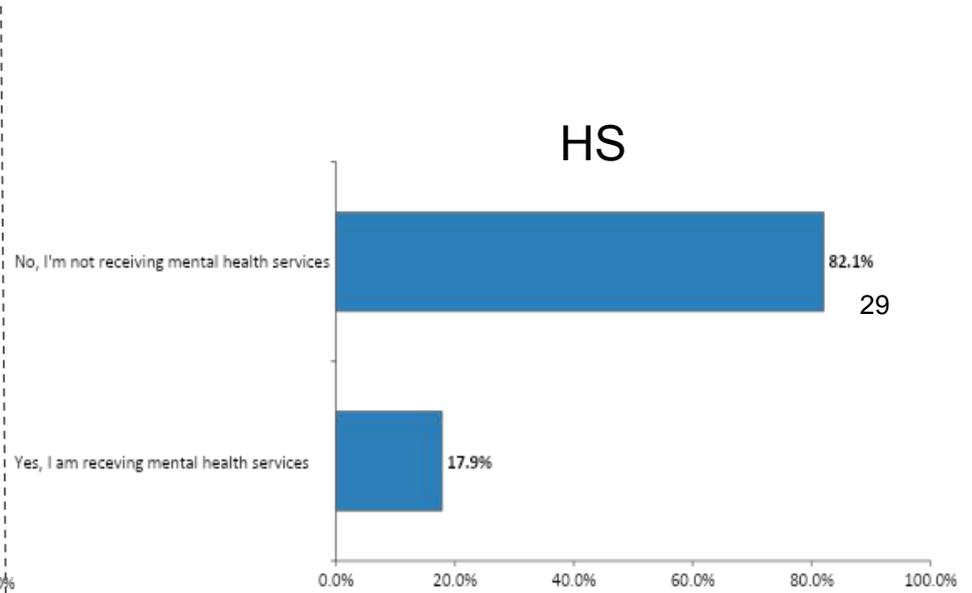
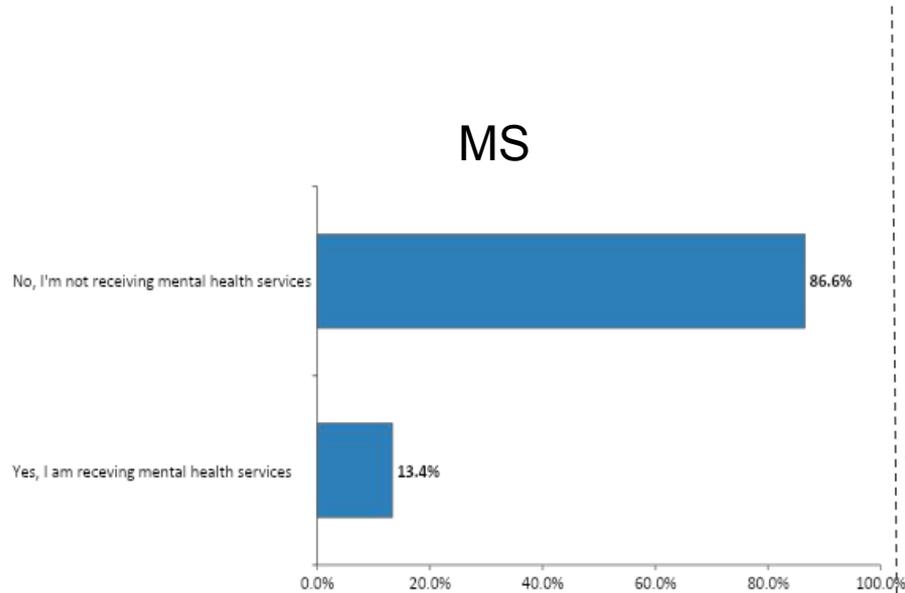


Other Notable Data



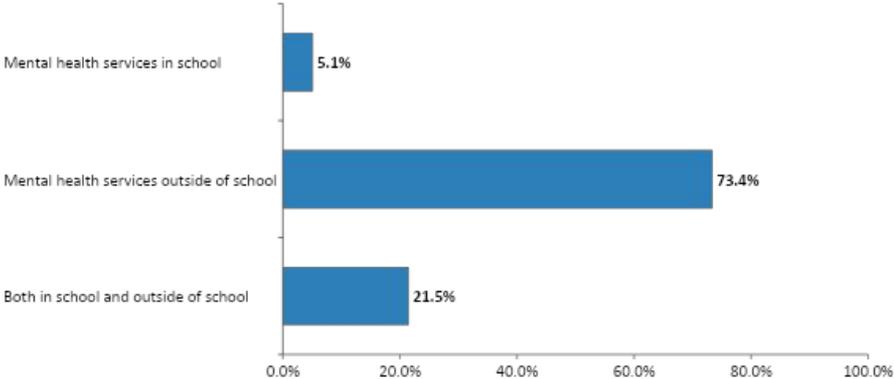
Mental Health Services

Are you currently receiving mental health services?

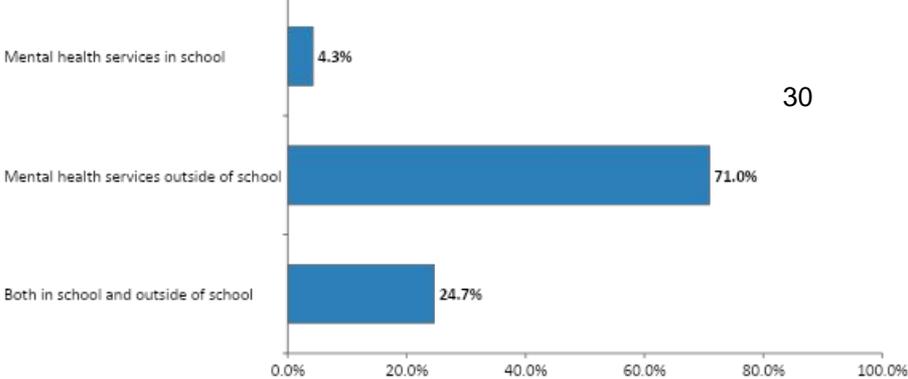


If you are receiving mental health services, are those services . . .

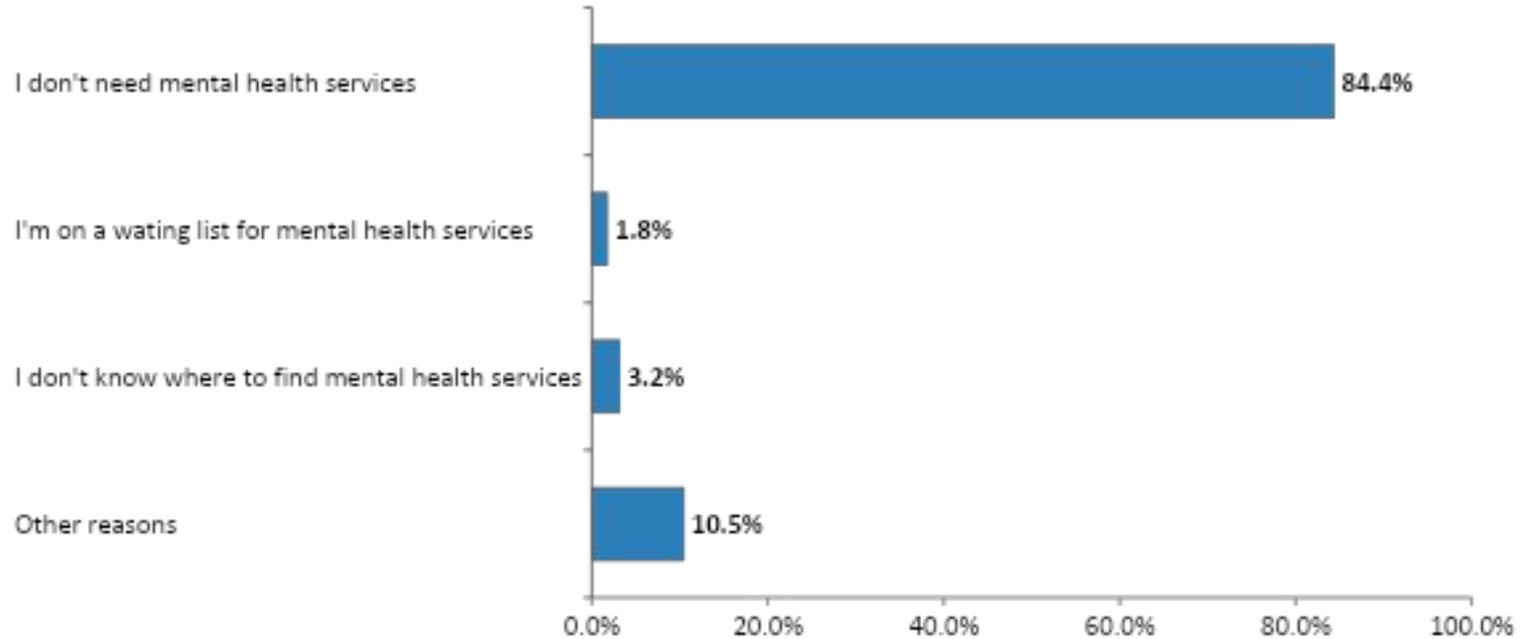
MS



HS



Are you NOT receiving mental health services because . . . (HS only)



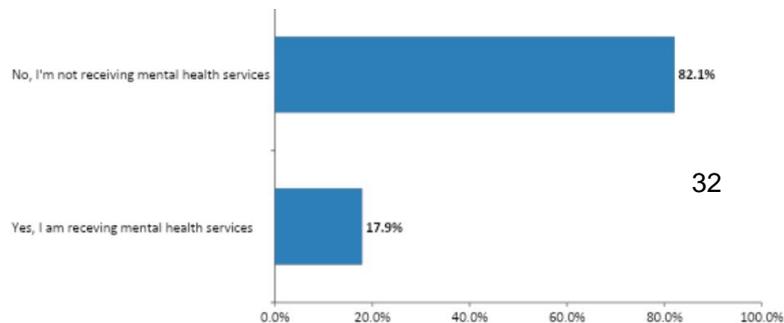
Comparison

Reported Feeling Nervous, Anxious, or On Edge

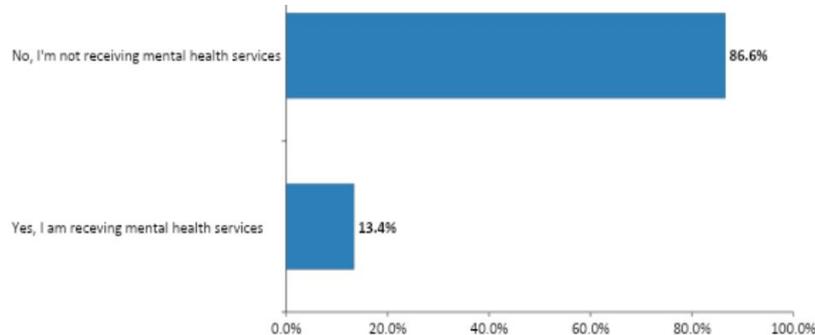
Compared To

Reported Receiving Mental Health Services

SH



MS



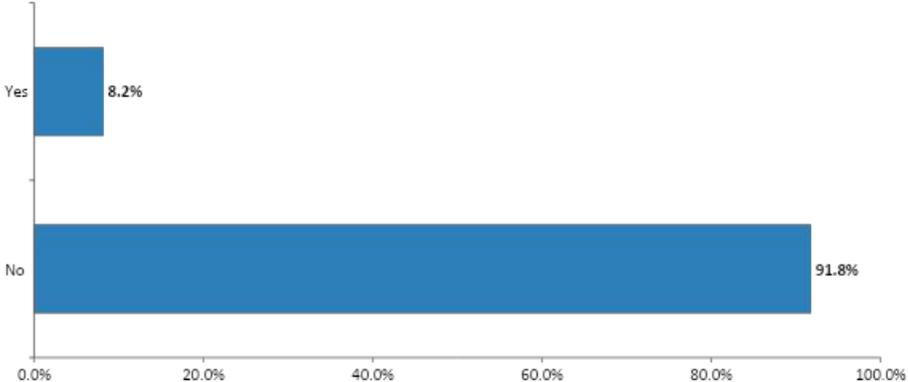
■ Always ■ Often ■ Sometimes ■ Not at all



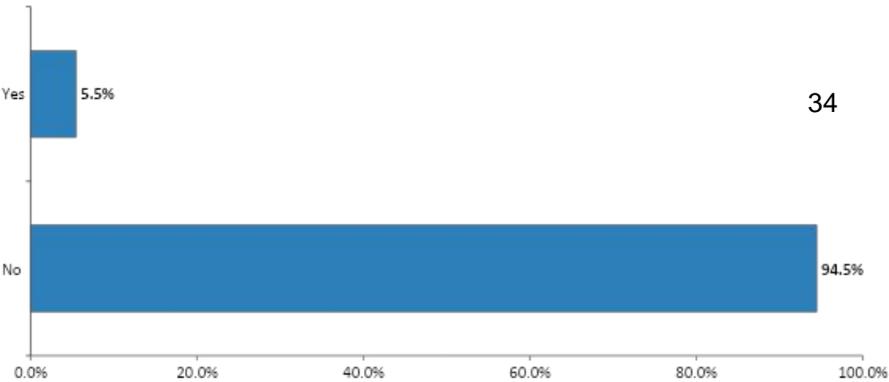
Sexual Violence

Have you ever been forced, either verbally or physically, to take part in a sexual activity?

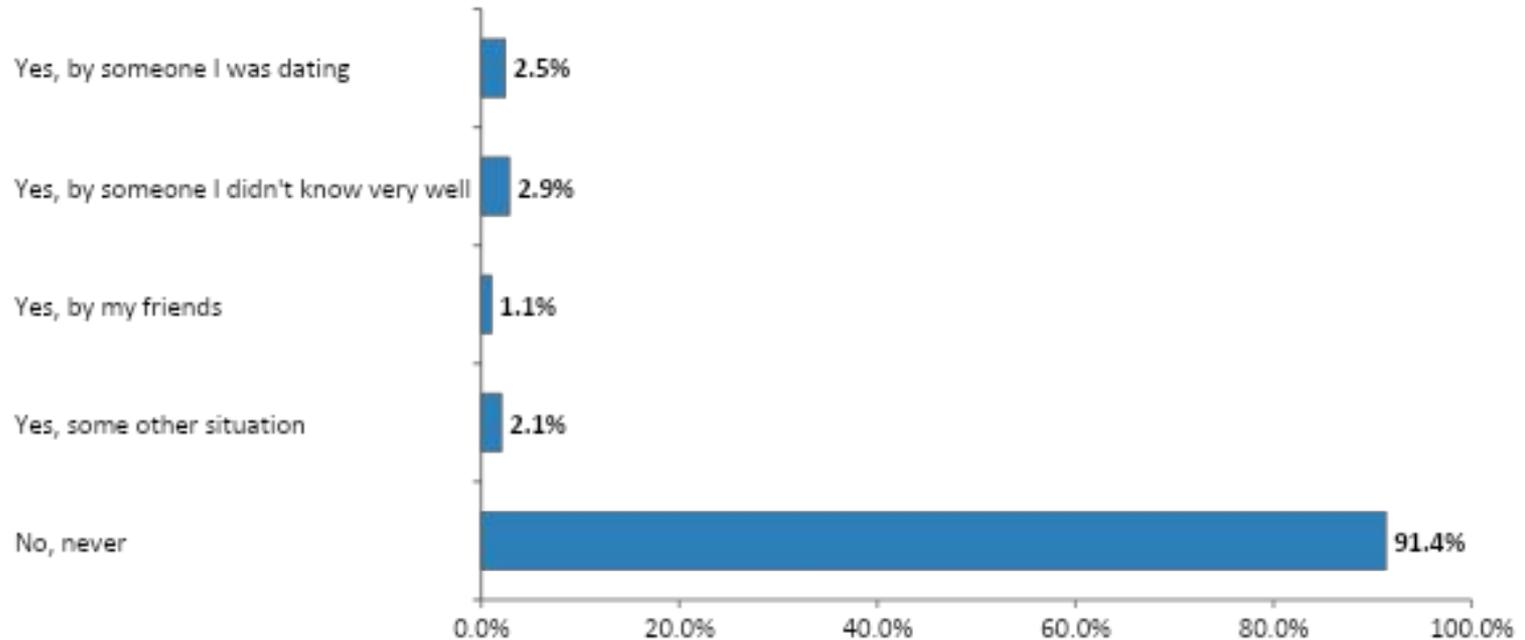
MS



HS



Has anyone ever encouraged or pressured you to be part of sexual photos or videos? (HS only)



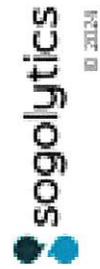


Thank you!



Waunakee
Community Cares Coalition

Dane County Youth Assessment 2024: Data Highlights Waunakee High School (and Middle School)



WHO RESPONDED TO THE SURVEY?

- 570 respondents (43%) of 1,340 students enrolled (603 respondents (90%) Middle School-MS)
- 61% are in grades 9 and 10
- 53.5% female, 44% male, 3.5% (27) another gender
- 19% identify as a race or ethnicity other than white (26% MS)
- 15% (84) identify sexual orientation as other than straight (14% MS)

HS sample is smaller than in the past and not entirely representative of the student population

- 7 respondents identify as transgender
- 7.5% (36) say yes or not sure to parents being recent immigrants
- 12% (67) say yes to not sure to having a disability (16% MS)
- 22% say yes or not sure to receiving special education services (23% MS)
- 14% say yes or not sure to receiving free or reduced meals (26% MS)
- 1.7% report unstable housing situation (4% MS)
- 2.% report that family is struggling financially

Note: Wording of some DCYA questions change, so comparisons to previous years are limited.

SUBSTANCE USE AND RELATED RISKS



ALCOHOL more than a few sips

Consistent with 2018 &
2021 survey results

- 15% less than one time per month (12 months) (6% MS)
- 7% one or more times per month (12 months) (1% MS)
- 12% at least one drink (30 days) (3% MS)
- 6% 5 or more drinks (30 days) (1% MS)

Grade 12:
22% at least one drink
11% 5+ drinks

- 20% often or sometimes been at a home where teen were drinking alcohol and parents knew it
- 8% often or sometimes been drinking with friends and parents knowingly provided alcohol

TOBACCO & THC

Increases from
2021 survey results

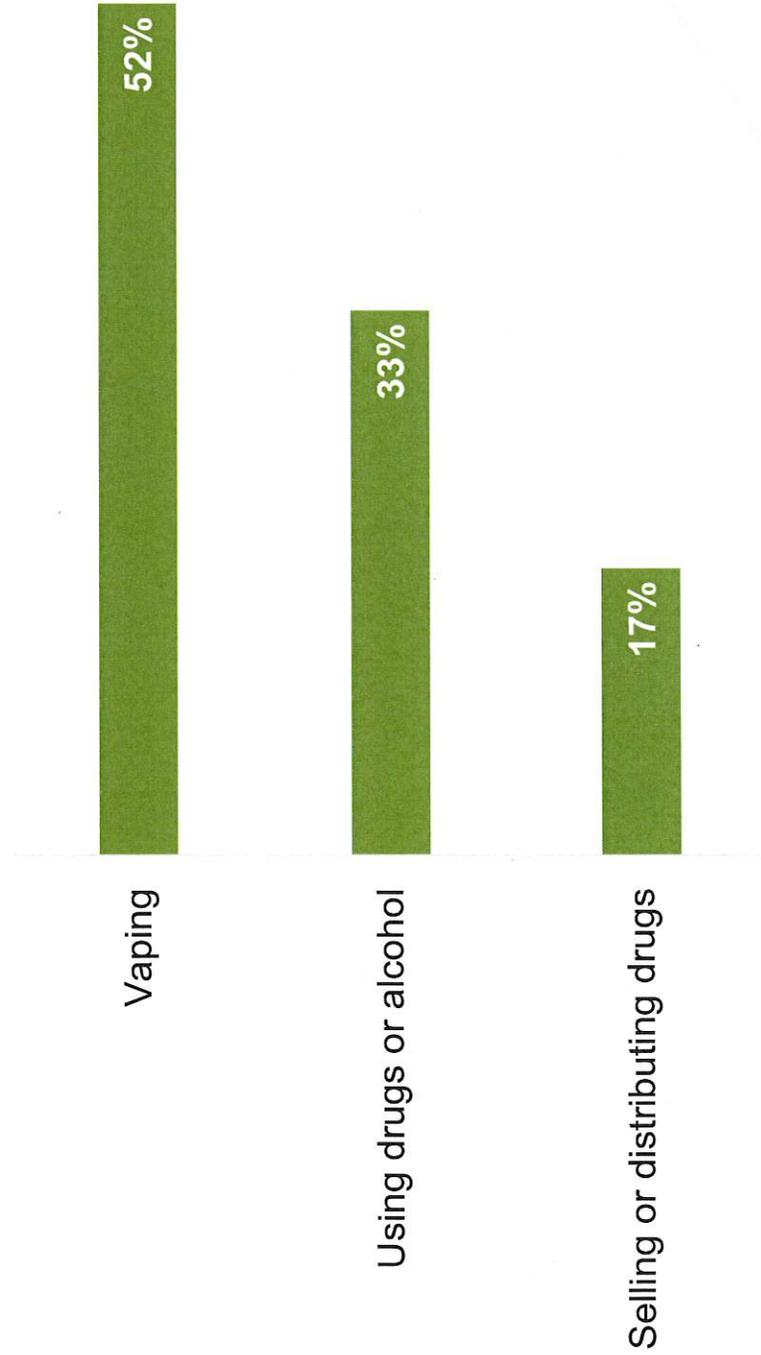
- 9% used nicotine or tobacco products in a vaping or e-cigarette device (12 months) (4% MS)
- 6% (30 days) (6% MS)
- 7% vaped THC or cannabis product (12 months) (2.3% MS)
- 5% (30 days) (1.3% MS)
- Less than 2% used other tobacco products (30 days) (<1% MS)



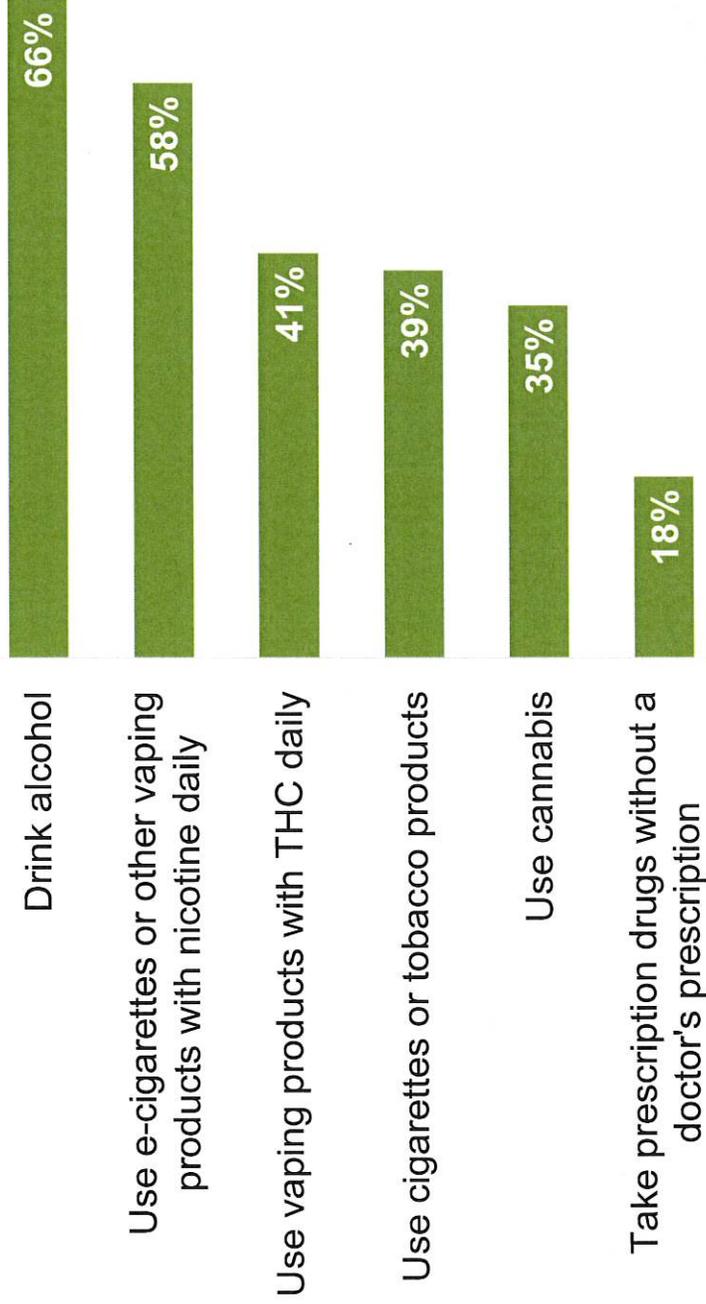
CANNABIS excluding vaping - smoking, eating, dabbing

- 4% less than one time per month (12 months)
- 4% one time or more per month (12 months)
- 6% (30 days)

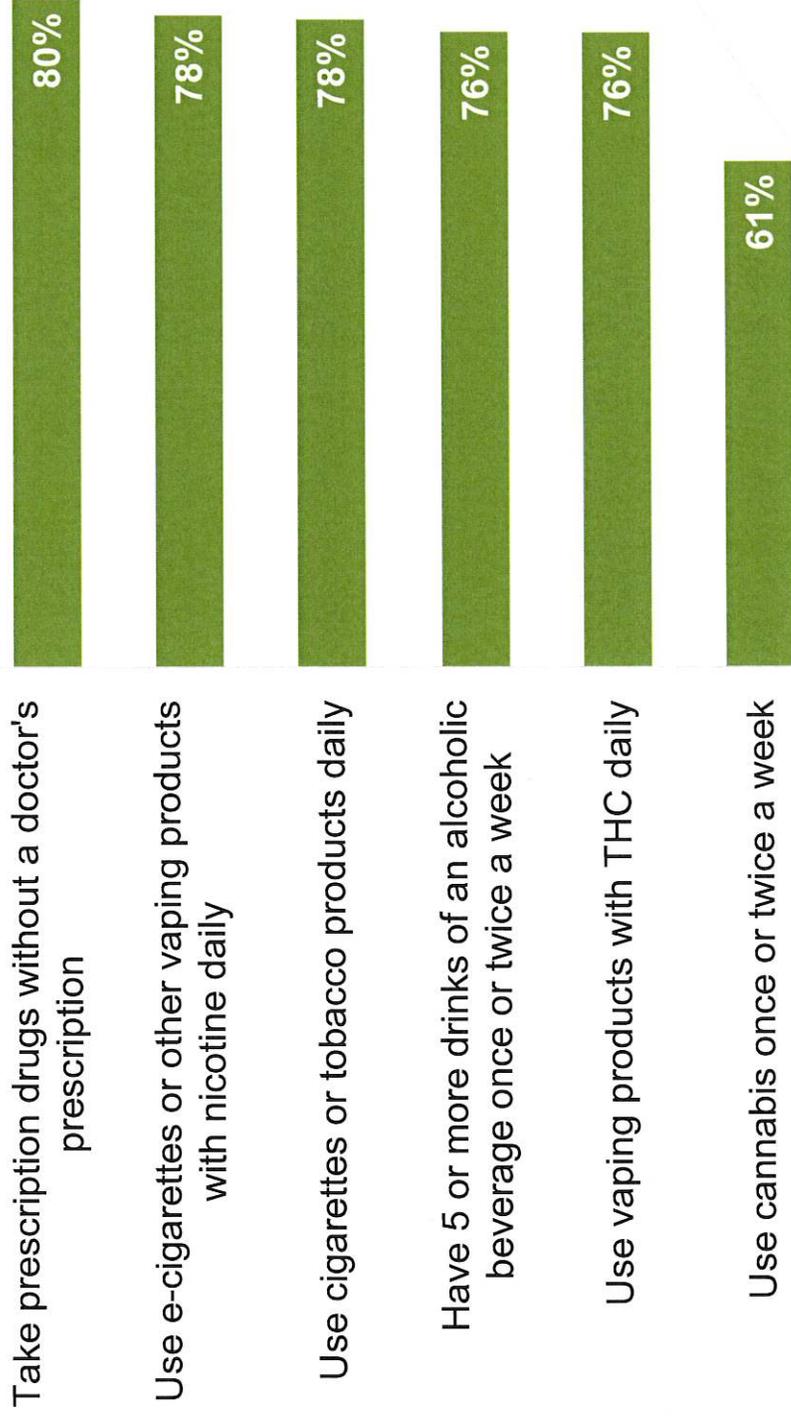
DURING THIS SCHOOL YEAR, SAW OTHER STUDENTS...



THINK THAT HALF OR MORE OF PEOPLE MY AGE...



PERCEIVE AS GREAT OR MODERATE RISK



OTHER RISKS RELATED TO SUBSTANCES (EVER)

- 50% Prescription drug at home kept in a place I can access them (38% MS)
- 3% driving under the influence of alcohol or cannabis
- 2% used prescription drugs without a prescription
- 3% used over the counter meds not as intended
- 3% Delta 8/Delta 9 THC Gummies
- 3% Psilocybin, Magic Mushrooms

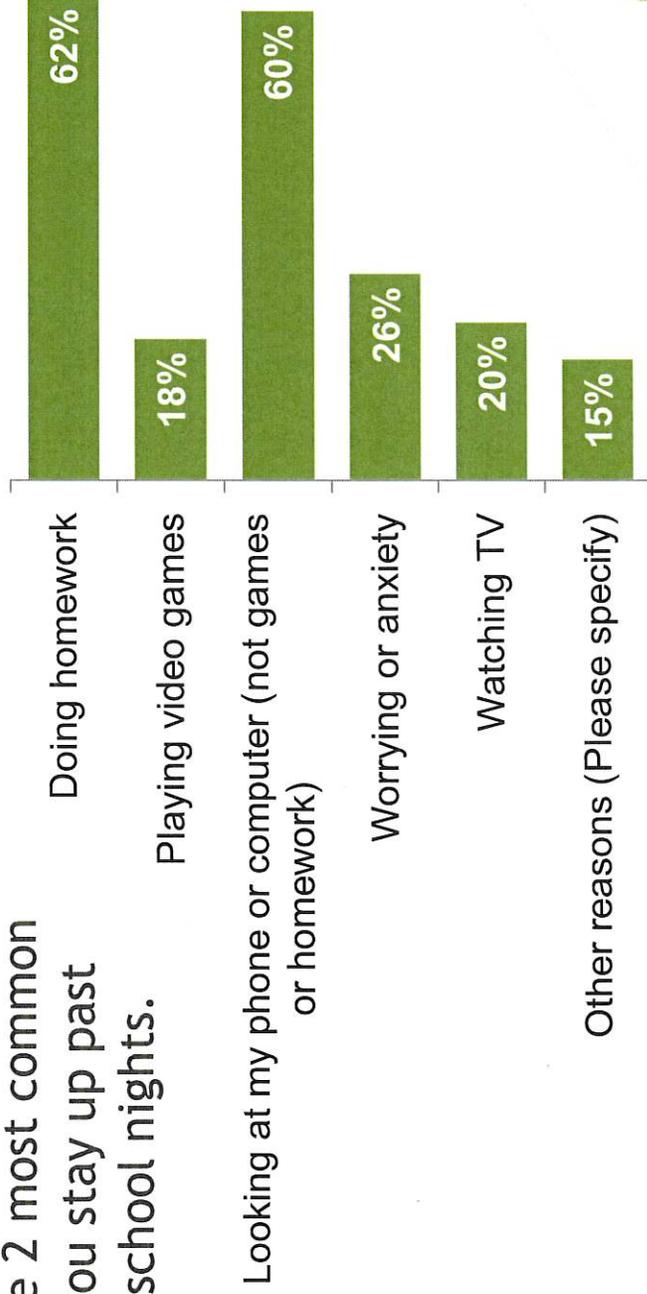
MENTAL HEALTH AND RELATED DATA



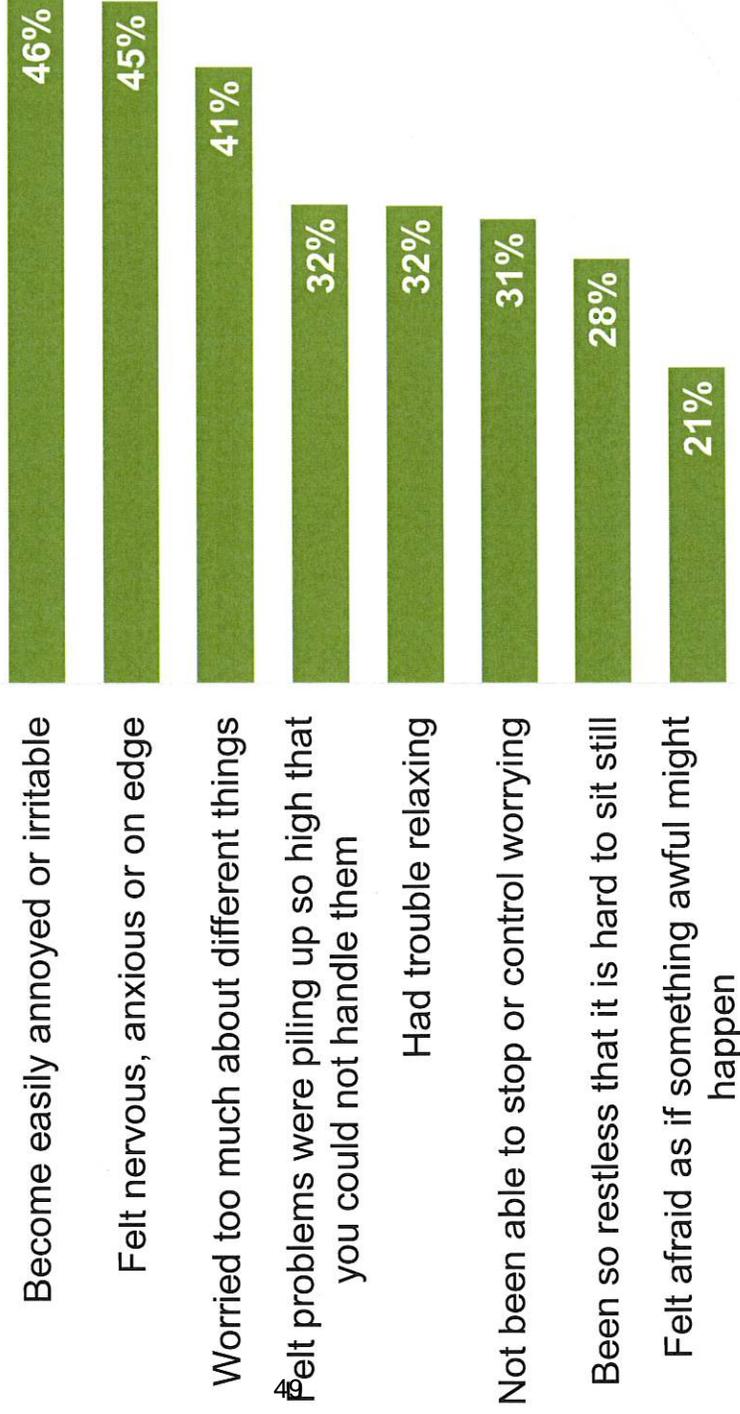
SLEEP: More than 85% of respondents are awake past 11 at least one school night each week

Check the 2 most common reasons you stay up past 11pm on school nights.

48



EXPERIENCE ANXIETY (always or often, past 30 days)



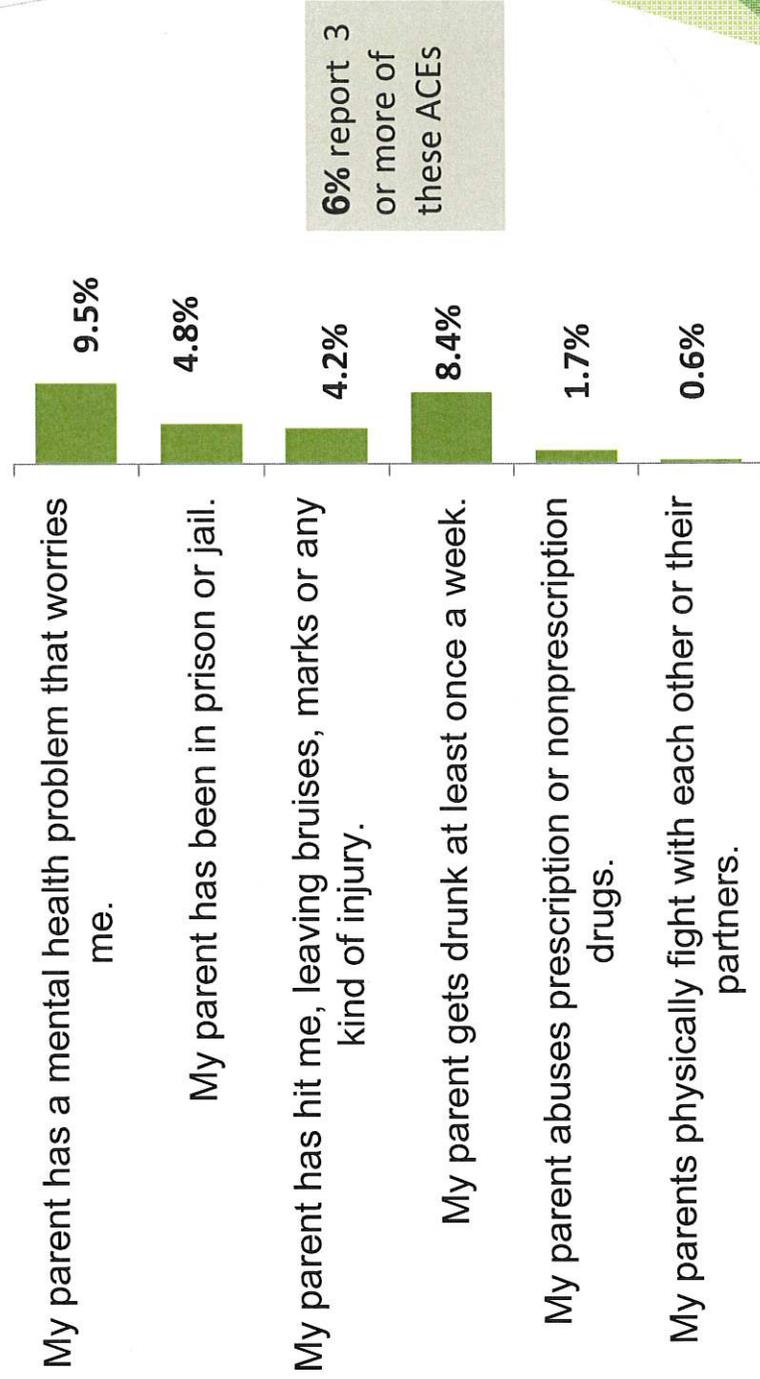
3 or more of these 8 symptoms:

Females: 49%
Males: 27%

Not straight: 67%
Straight: 35%

White: 40%
Not White: 39%

ADVERSE CHILDHOOD EXPERIENCES (ACEs)



SELF HARM

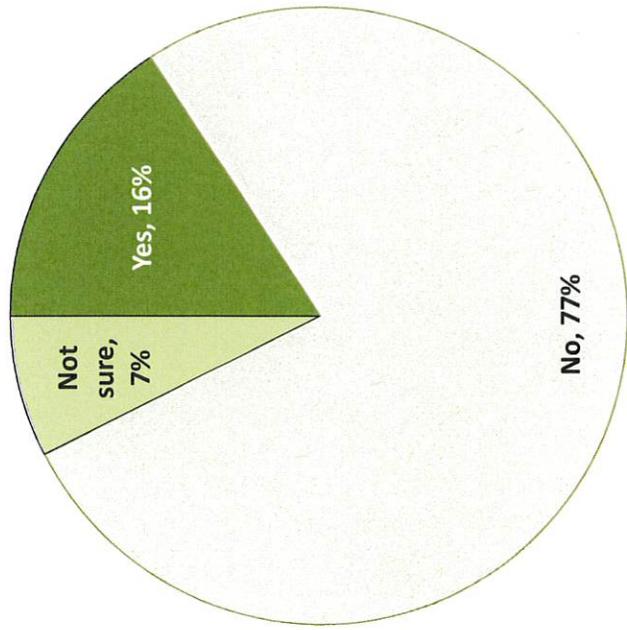
- 17% engaged in self-harm (cutting or burning) without wanting to die (14% MS)
- 13% suicidal thoughts (13% MS)
- 8% suicide plan (7% MS)
- 3.4% suicide attempt (18 students)
- 2.9% MS suicide attempt (17 students)

OTHER EXPERIENCES THAT AFFECT MENTAL HEALTH

- Witnessed bullying (70% MS)
- Witnessed name-calling based on a person's race, sexual orientation, gender (62% MS)
- 16% Told someone to stop harassing another student (23% MS)
- 10% Harassed about race (10% MS)
- 10% Harassed about gender identity or sexual orientation (7% MS)
- 27% Harassed about appearance (36% MS)
- 12% Got pushed or hit by other students (19% MS)
- 14% Cyber bullied (20% MS)
- 20% Do not feel like they belong at this school
- 20% Received unwanted sexual comments
- 9% Experienced emotional abuse in dating relationship
- 5.5% Forced, verbally or physically, to take part in sexual activity (8.2% MS)

Middle School
Female: 10%
Male: 6%

HAVE ACCESS TO A GUN



26% of male and 20% of female respondents (128 total) said Yes or Not Sure to having access to a gun

ASSETS: ENGAGEMENT IN ACTIVITIES

- 71% play school or club sports
- 73% have done volunteer or community service work in the past year
- 11% of students have been involved in activism and another 15% have not yet, but would like to



STUDENT ACHIEVEMENT REPORT

WAUNAKEE COMMUNITY SCHOOL DISTRICT

SY 2023-2024

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STUDENT ACHIEVEMENT REPORT

Introduction

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

District Mission Statement

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

District Vision Statement

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

District Visionary Aspirations

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

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

STUDENT ACHIEVEMENT REPORT

Summary of High Level Indicators

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

Vital Measure	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Graduating High School in Four Years	96.5%	97.4%	97.9%	95.9%	96.5%
Grade K-6 Students Reading at or above Grade Level	*	72.6%	70.2%	73.4%	76.5%
Grade 2-8 Students Meeting Reading Growth Target**	NA	51.2%	56.0%	57.5%	57.1%
Grade 1-8 Students Meeting Math Growth Target**	NA	50.3%	55.5%	58.3%	57.3%
8th Grade Students Taking Algebra or Higher	81%	88%	80%	80%	79%
Students Meeting All Four ACT College and Career Readiness Benchmarks	44%	46%	42%	37%	34%
College Freshman to Sophomore Persistence Rate (2yr lag)	93%	92%	92%		

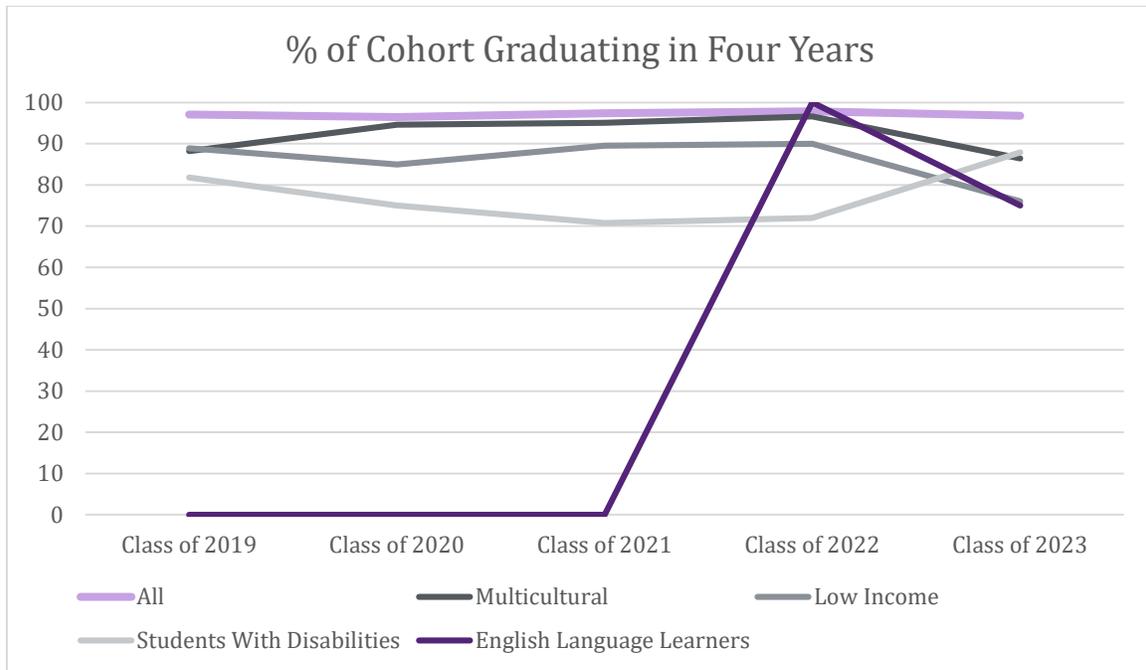
* Not reported due to COVID-19 pandemic

** NA: Only targeted spring populations

Additional indicators, including course participation and state assessment are also presented in the body of the report. Where practical, disaggregated data are presented. The disaggregated data usually includes multicultural students (MC), low income students (LI), students with disabilities (SwD) and English language learners (ELL). Percentages vary by grade level, but overall in 2023-2024 multicultural students comprised 17.3% of total enrollment, low income students 8.3%, students with disabilities 10% and English language learners 3.4%.

STUDENT ACHIEVEMENT REPORT

Graduation Rate



Student Graduating in Four Years of High School

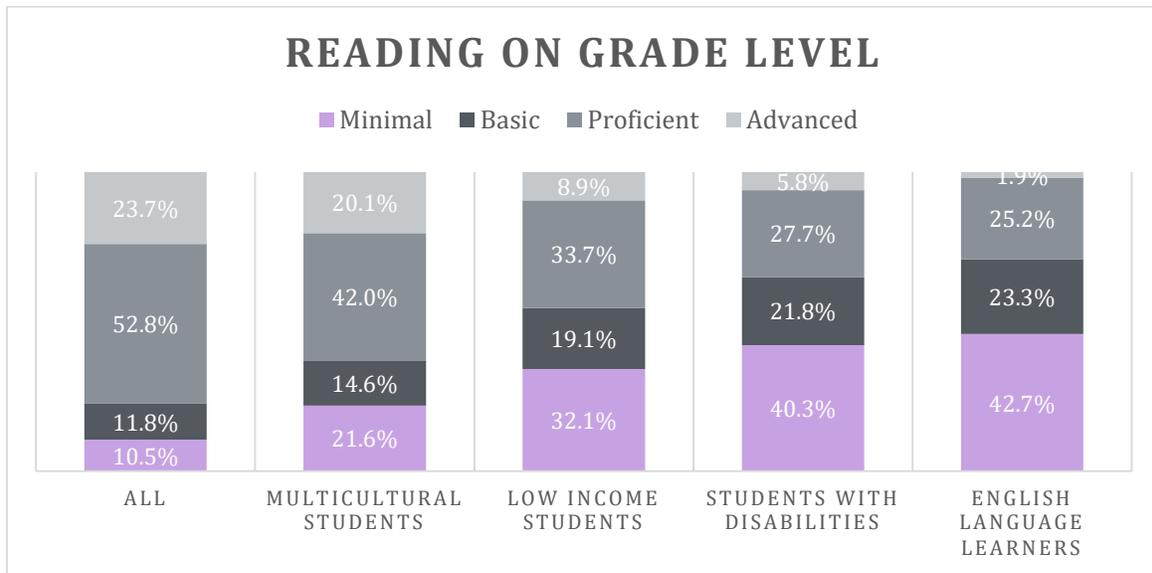
Class	2019	2020	2021	2022	2023
All	97.1%	96.5%	97.4%	97.9%	96.8%
Multicultural Students	88.2%	94.6%	95.1%	96.6%	86.4%
Low Income Students	88.9%	85.0%	89.5%	90.0%	76.0%
Students with Disabilities	81.8%	75.0%	70.8%	72.0%	87.9%
English Language Learners	--	--	--	100%	75.0%

This measure is based on a distinct cohort of students who enter 9th grade together and graduate high school in four years. For 2023, the statewide four-year graduation rate for all students was 90.5%.

STUDENT ACHIEVEMENT REPORT

Reading on Grade Level

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



2023-2024 percent of students reading on grade level on the 3rd trimester report card

	Minimal	Basic	Proficient	Advanced	At/Above
KDG	9.6%	21.2%	62.7%	5.5%	68.2%
1st	13.4%	9.2%	51.5%	25.2%	76.7%
2nd	14.1%	10.2%	46.9%	28.2%	75.1%
3rd	9.3%	8.3%	47.4%	34.4%	81.8%
4th	13.7%	5.4%	42.2%	37.1%	79.3%
5th	5.1%	14.1%	64.2%	14.4%	78.6%
6th	8.6%	14.9%	55.1%	20.1%	75.2%

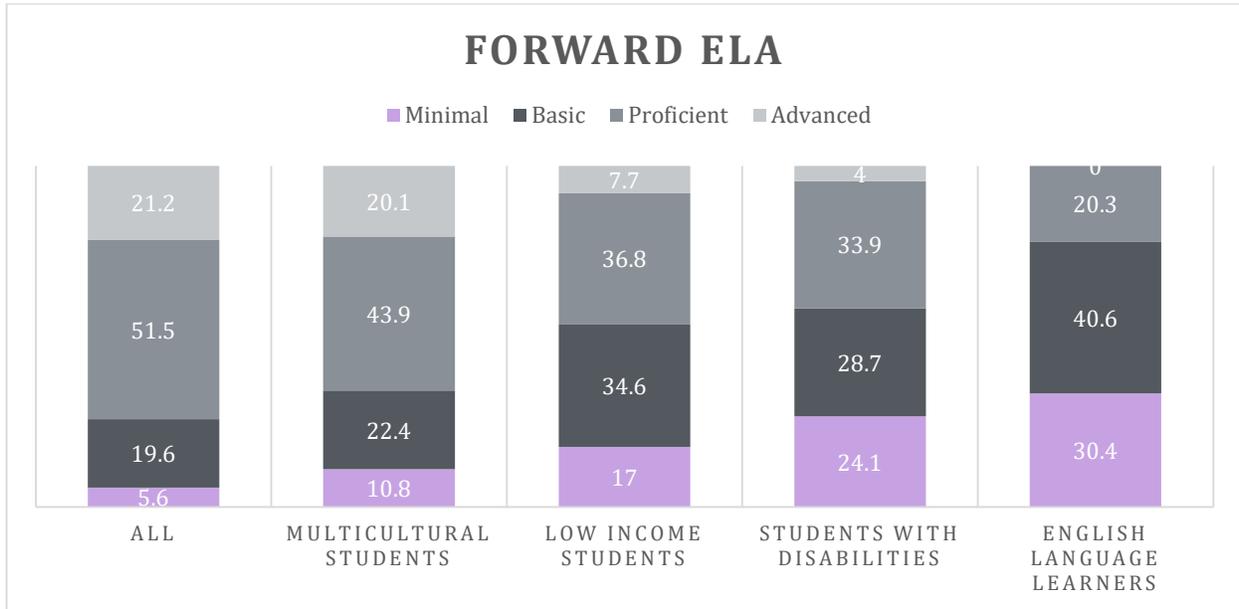
Multi-year trend for At/Above grade level.

	2020-2021	2021-2022	2022-2023	2023-2024
All	72.6%	70.2%	73.4%	76.5%
Multicultural Students	66.6%	56.7%	61.5%	62.1%
Low Income Students	60.5%	36.9%	41.0%	42.7%
Students with Disabilities	34.3%	31.4%	33.8%	33.5%
English Language Learners	20.0%	19.1%	17.8%	27.2%

STUDENT ACHIEVEMENT REPORT

State Forward Assessment

FORWARD EXAM ENGLISH LANGUAGE ARTS

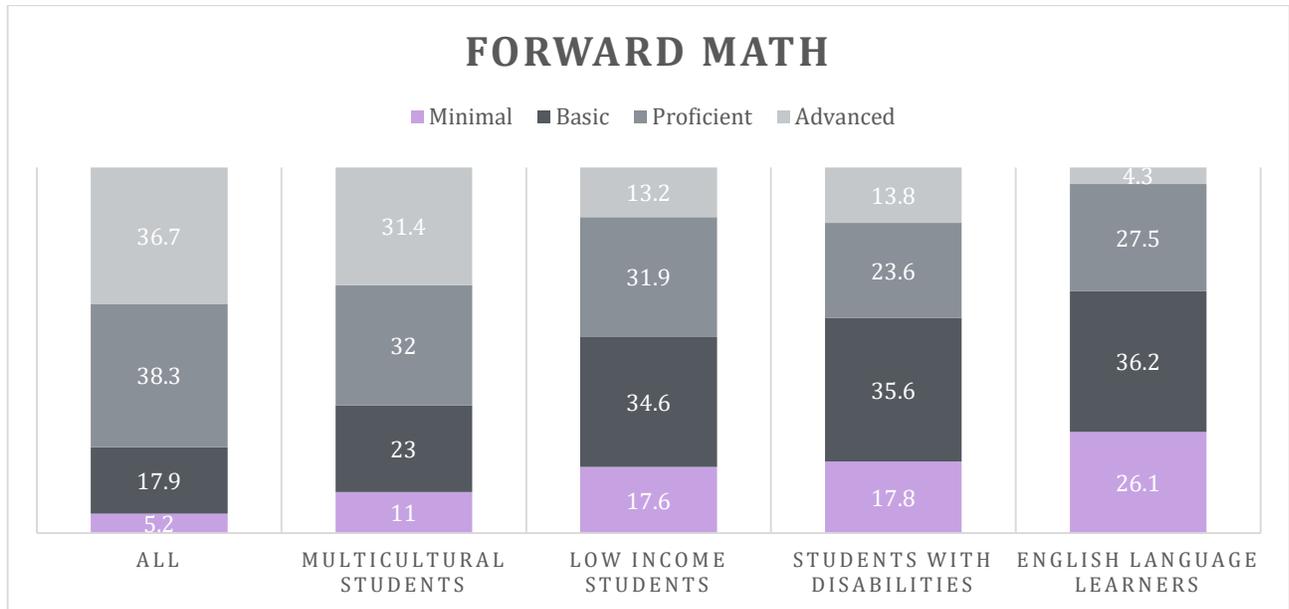


Our students performed above the state average in English Language Arts, including by groups, but with gaps.

Proficient/Advanced	2021-2022	2022-2023	2023-2024	2023-2024 WI
All	52.6%	58.1%	72.7%	52.5%
Multicultural Students	46.2%	50.9%	64.0%	34.9%
Low Income Students	23.2%	25.3%	44.5%	35.0%
Students with Disabilities	20.7%	32.0%	37.9%	16.3%
English Language Learners	14.5%	13.5%	20.3%	14.9%
Non Tested	4.3%	3.7%	2.1%	2.0%

STUDENT ACHIEVEMENT REPORT

FORWARD EXAM MATHEMATICS

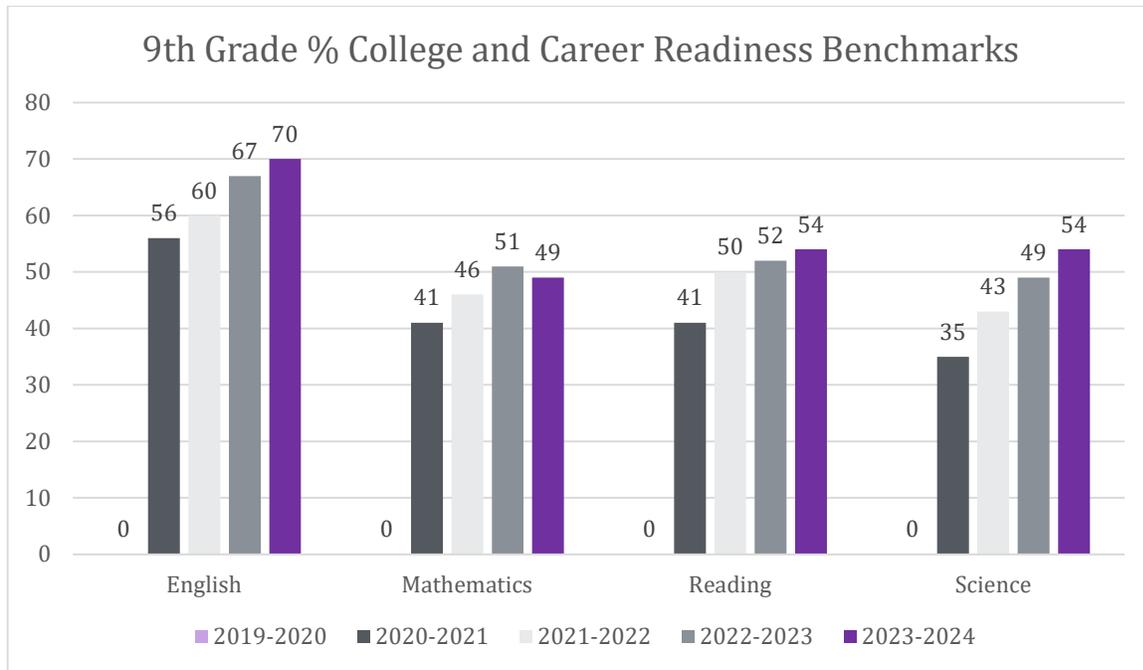


Our students performed above the state average in Mathematics, including by groups, but with gaps.

Proficient/Advanced	2021-2022	2022-2023	2023-2024	2023-2024 WI
All	63.2%	62.7%	75.0%	54.7%
Multicultural Students	50.5%	52.2%	63.4%	34.1%
Low Income Students	29.8%	29.1%	45.1%	35.4%
Students with Disabilities	29.0%	29.7%	37.4%	19.6%
English Language Learners	12.7%	19.0%	31.8%	19.5%
Non Tested	4.1%	3.5%	2.0%	1.8%

STUDENT ACHIEVEMENT REPORT

PreACT Assessment



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

Subject	2019-2020*	2020-2021	2021-2022	2022-2023**	2023-2024	WI 2023-2024
English	--	56%	60%	67%	70%	52%
Mathematics	--	41%	46%	51%	49%	28%
Reading	--	41%	50%	52%	54%	37%
Science	--	35%	43%	49%	54%	31%
Non Tested***	--	32%	24%	9%	8%	6%

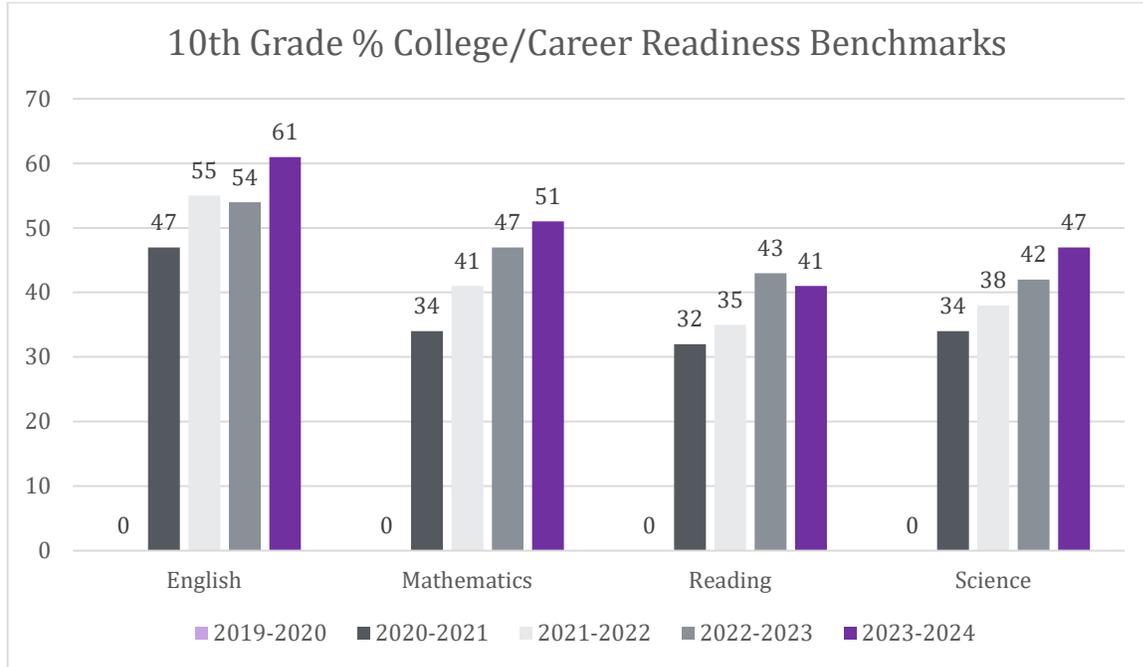
*Test not administered due to COVID-19 pandemic

**Aspire transitioned to PreACT in 22-23

***Retrieved from English line

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

STUDENT ACHIEVEMENT REPORT



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

Subject	2019-2020*	2020-2021	2021-2022	2022-2023**	2023-2024	WI 2023-2024
English	--	47%	55%	54%	61%	46%
Mathematics	--	34%	41%	47%	51%	33%
Reading	--	32%	35%	43%	41%	35%
Science	--	34%	38%	42%	47%	31%
Non Tested***	--	41%	33%	30%	11%	7%

*Test not administered due to COVID-19 pandemic

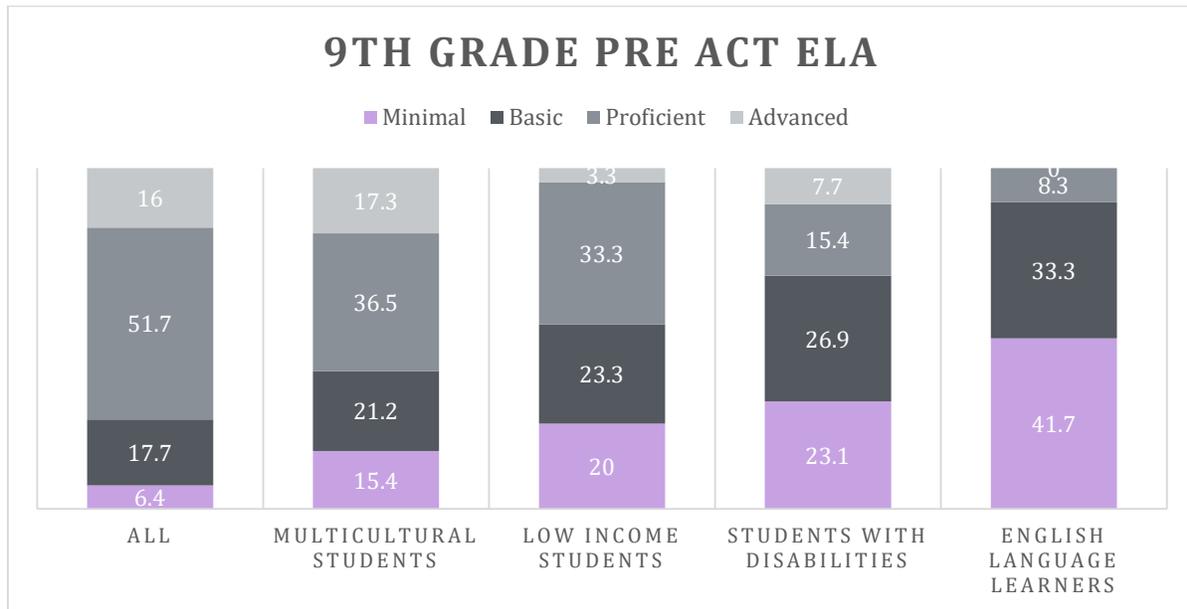
**Aspire transitioned to PreACT in 22-23

***Retrieved from English line

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

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT ENGLISH LANGUAGE ARTS - STATE PROFICIENCY PERCENTAGES



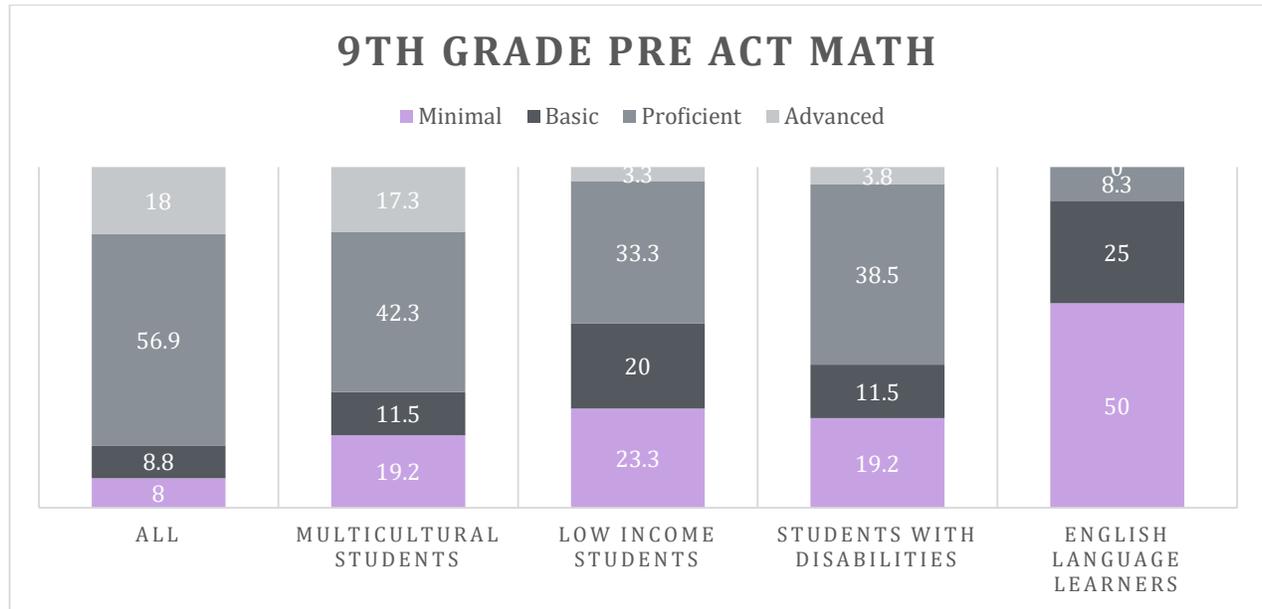
Our students performed above the state average in ELA, including some groups, but with gaps.

Proficient/Advanced	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024	WI 2023-2024
All	--	43.5%	50.3%	59.9%	67.7%	48.9%
Multicultural Students	--	46.3%	42.9%	47.6%	53.8%	31.2%
Low Income Students	--	26.7%	8.7%	20.8%	36.6%	30.9%
Students with Disabilities	--	10.7%	4.8%	11.5%	23.1%	13.5%
English Language Learners	--	--	--	0.0%	8.3%	9.1%
Non Tested	--	31.8%	24.7%	8.9%	8.3%	5.9%

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT MATHEMATICS – STATE PROFICIENCY PERCENTAGES



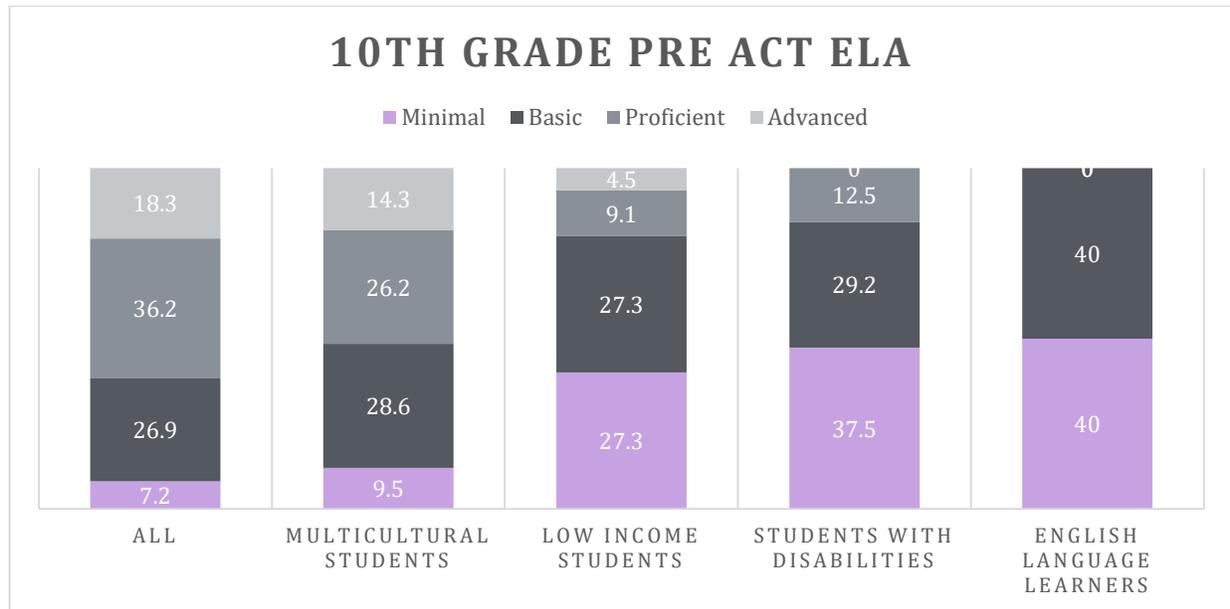
Our students performed above the state average in Mathematics, including some groups, but with gaps.

Proficient/Advanced	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024	WI 2023-2024
All	--	40.9%	46.2%	58.2%	74.9%	52.2%
Multicultural Students	--	34.1%	28.6%	40.5%	59.6%	31.6%
Low Income Students	--	20.0%	4.3%	8.3%	36.6%	32.3%
Students with Disabilities	--	17.9%	19.0%	7.7%	42.3%	15.8%
English Language Learners	--	--	--	0%	8.3%	14.1%
Non Tested	--	31.8%	24.4%	8.9%	8.3%	5.6%

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT ENGLISH LANGUAGE ARTS - STATE PROFICIENCY PERCENTAGES



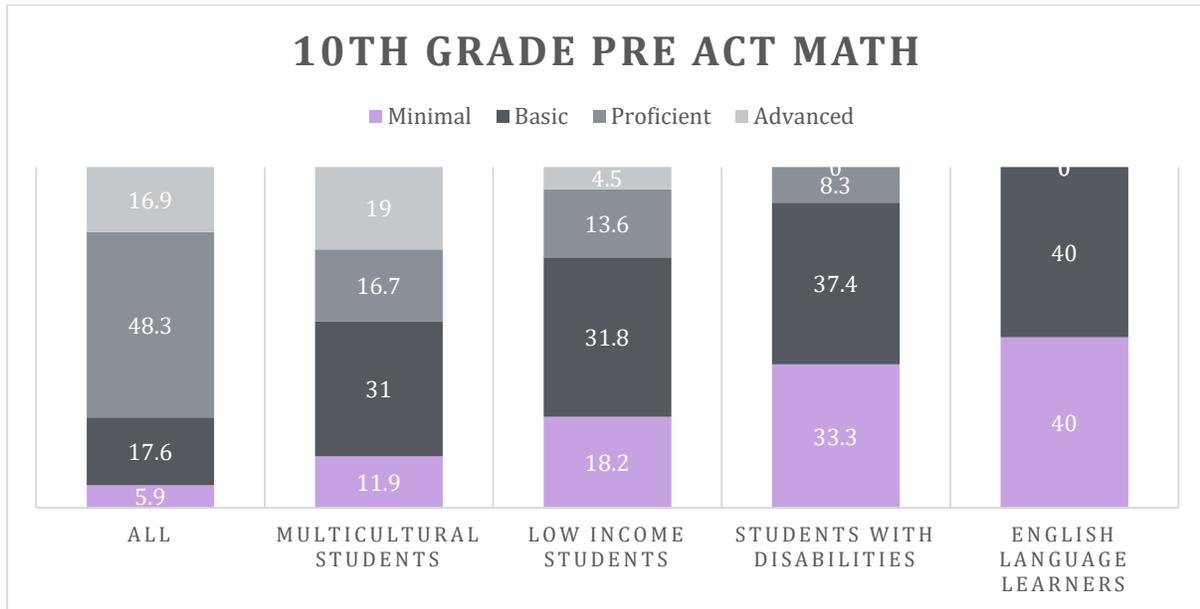
Our students performed above the state average in ELA, including generally by groups, but with gaps.

Proficient/Advanced	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024	WI 2023-2024
All	--	33.9%	43.8%	45.9%	54.5%	43.6%
Multicultural Students	--	30.3%	39.6%	47.7%	40.5%	27.0%
Low Income Students	--	13.3%	11.1%	23.5%	13.6%	26.2%
Students with Disabilities	--	12.5%	9.4%	21.0%	12.5%	10.8%
English Language Learners	--	--	--	0%	0%	4.3%
Non Tested	--	40.8%	34.0%	30.1%	11.4%	7.2%

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

PRE ACT ASSESSMENT MATHEMATICS – STATE PROFICIENCY PERCENTAGES



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

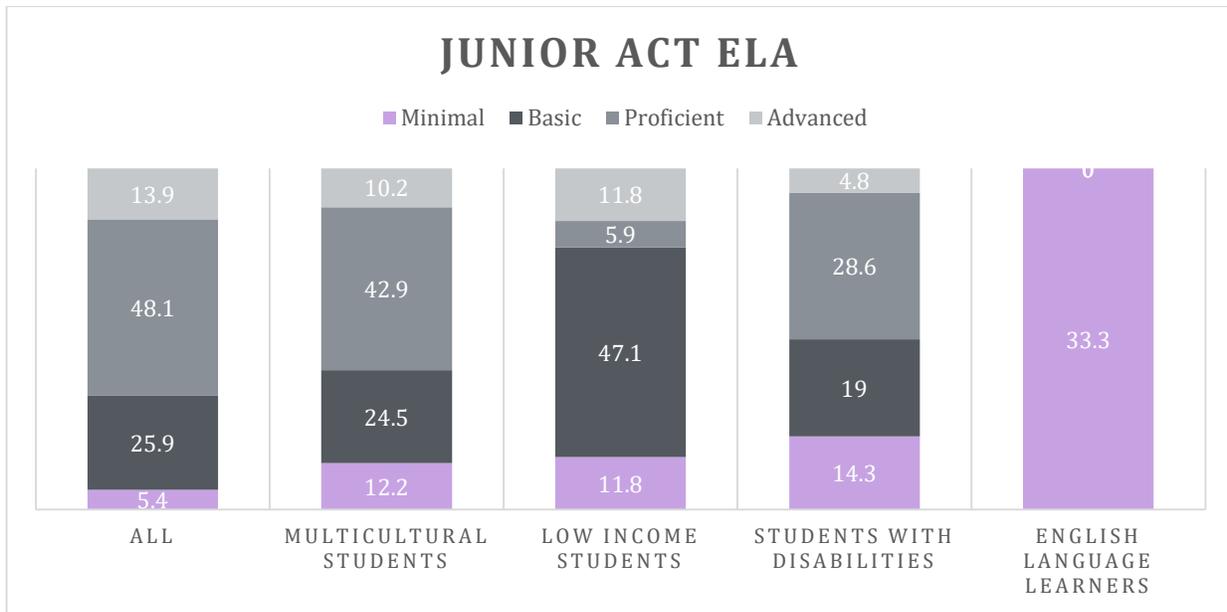
Proficient/Advanced	2019-2020*	2020-2021	2021-2022	2022-2023	2023-2024	WI 2023-2024
All	--	33.9%	40.6%	46.8%	65.2%	44.3%
Multicultural Students	--	27.3%	31.3%	40.9%	35.7%	24.5%
Low Income Students	--	11.1%	7.4%	17.7%	18.1%	24.3%
Students with Disabilities	--	15.6%	9.4%	21.0%	8.3%	9.7%
English Language Learners	--	--	--	20.0%	0%	6.1%
Non Tested	--	40.5%	33.7%	30.1%	11.4%	6.9%

*Test not administered due to COVID-19 pandemic.

STUDENT ACHIEVEMENT REPORT

Statewide ACT Assessment (all Juniors, Spring 2024)

ACT ENGLISH LANGUAGE ARTS-STATE PROFICIENCY PERCENTAGES

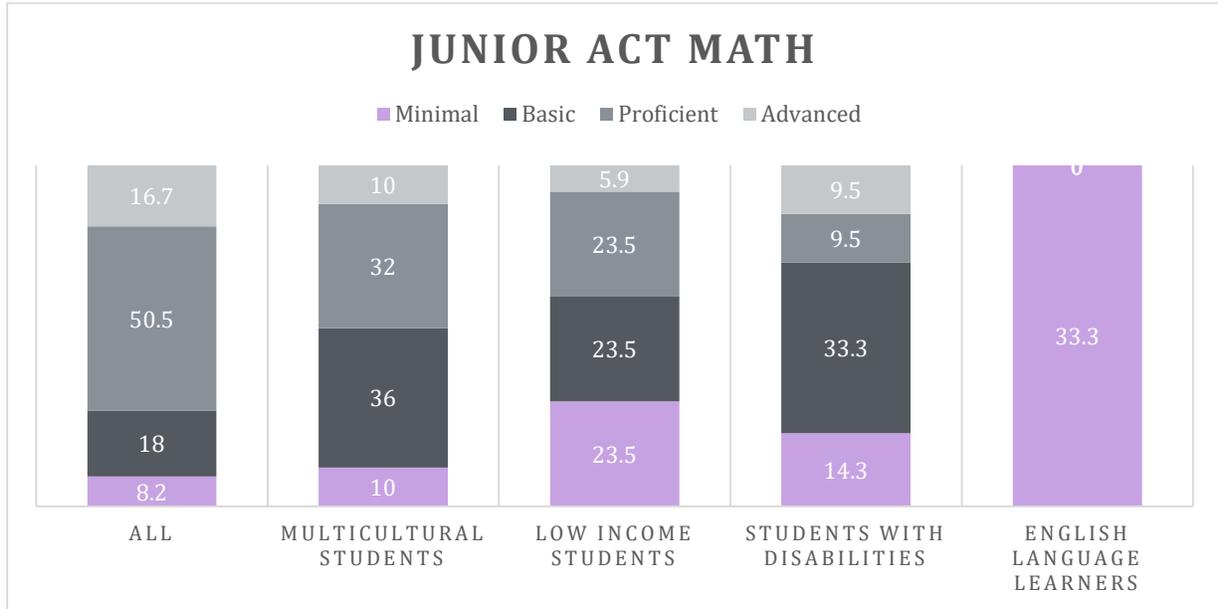


Our students performed above the state average in ELA, including by groups, but with gaps.

Proficient/Advanced	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	WI 2023-2024
All	62.0%	53.4%	51.9%	49.3%	62.0%	43.5%
Multicultural Students	30.6%	26.9%	38.5%	41.3%	53.1%	25.9%
Low Income Students	35.0%	21.4%	11.5%	26.3%	17.6%	24.2%
Students with Disabilities	4.3%	16.0%	15.6%	16.1%	33.3%	8.0%
English Language Learners	--	0.0%	0.0%	0.0%	0.0%	3.5%
Non Tested	5.4%	6.5%	7.7%	8.8%	6.6%	6.7%

STUDENT ACHIEVEMENT REPORT

ACT MATHEMATICS- STATE PROFICIENCY PERCENTAGES

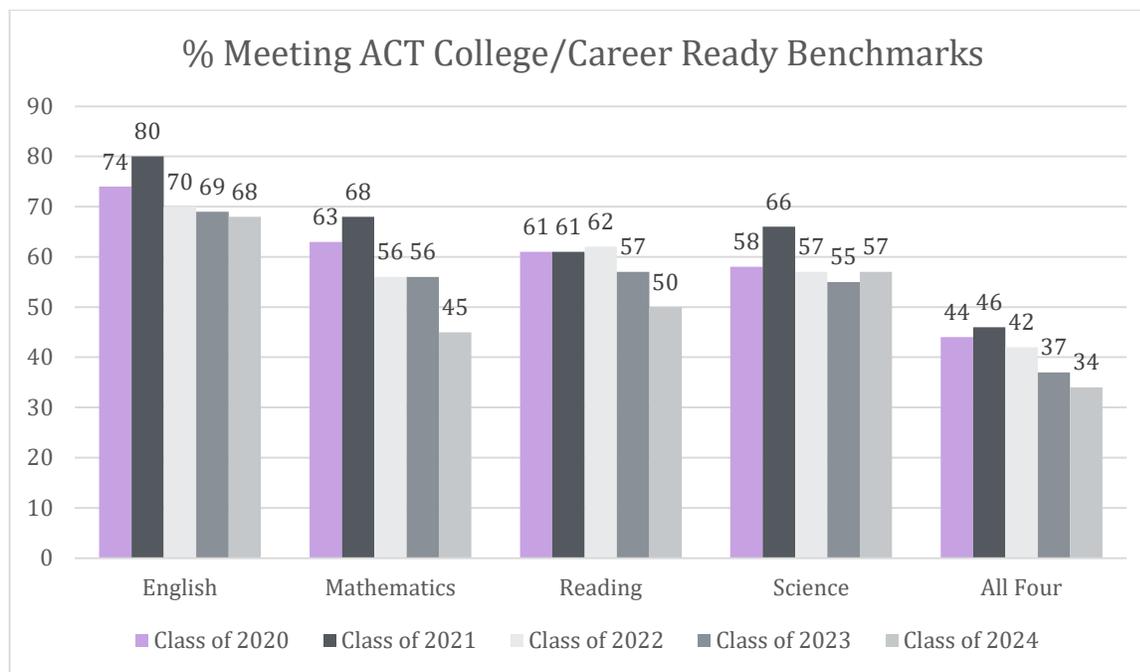


Our students performed above the state average in Mathematics, including generally by groups, but with gaps.

Proficient/Advanced	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	WI 2023-2024
All	63.5%	48.7%	51.6%	39.0%	67.2%	40.4%
Multicultural Students	33.5%	26.9%	30.8%	32.6%	42.0%	21.8%
Low Income Students	35.0%	21.4%	15.4%	5.3%	29.4%	20.4%
Students with Disabilities	8.7%	28.0%	18.8%	6.5%	19.0%	7.1%
English Language Learners	--	33.3%	0.0%	0.0%	0.0%	3.4%
Non Tested	5.4%	6.5%	7.7%	8.8%	6.6%	6.6%

STUDENT ACHIEVEMENT REPORT

ACT GRADUATES REPORT



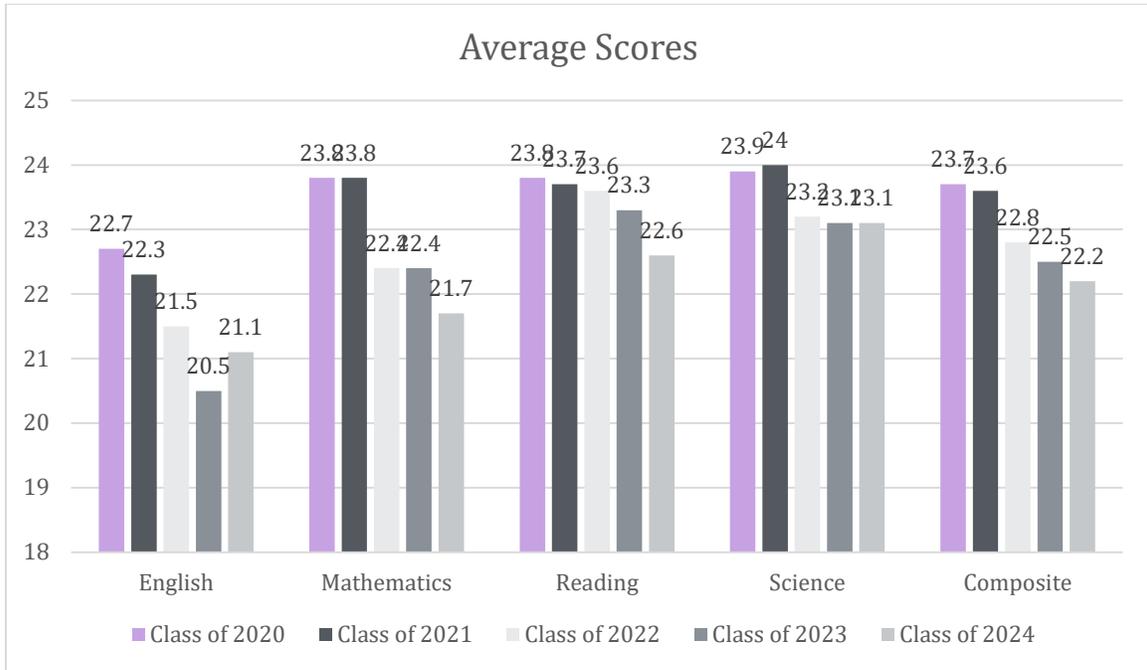
Percentage of Cohort Meeting ACT College and Career Readiness Benchmarks

Subject	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
English	74	80	70	69	68
Mathematics	63	68	56	56	45
Reading	61	61	62	57	50
Science	58	66	57	55	57
All Four	44	46	42	37	34

The ACT College and Career Readiness benchmarks are the ACT scores that correlate with a 50% chance of a B or better, or 75% chance of a C or better, on corresponding first year college courses. ACT research indicates that the foundational academic skills represented by these benchmarks are also necessary career readiness skills. Most individuals in today's workforce will have multiple jobs over their lifetime and will likely need to complete post high school credentials in order for their skills to continue to be relevant in the workplace. Nationally for 2024, 20% of all students taking the ACT met all four benchmarks.

STUDENT ACHIEVEMENT REPORT

ACT GRADUATES REPORT



ACT Average Scores

Subject	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
English	22.7	22.3	21.5	20.5	21.1
Mathematics	23.8	23.8	22.4	22.4	21.7
Reading	23.8	23.7	23.6	23.3	22.6
Science	23.9	24.0	23.2	23.1	23.1
Composite	23.7	23.6	22.8	22.5	22.2

For the Class of 2024, state and national averages were:

English – 18.5 (WI), 18.6 (USA)

Mathematics – 19.1 (WI), 19.0 (USA)

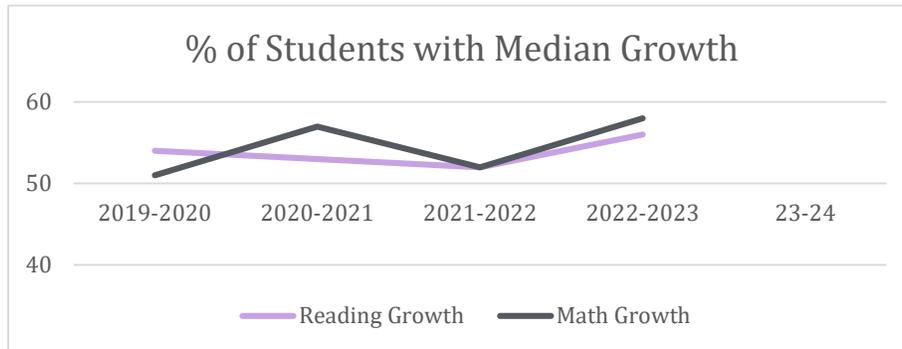
Reading – 19.7 (WI), 20.1 (USA)

Science – 19.9 (WI), 19.6 (USA)

Composite – 19.4 (WI), 19.4 (USA)

STUDENT ACHIEVEMENT REPORT

STAR and iReady Growth Percentages



Reading-Percent of Students Meeting Growth Target

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1	NA	NA	NA	52	
2	NA	NA	56	63	66
3	46	50	47	53	50
4	52	50	50	60	55
5	55	51	55	48	56
6	59	58	54	60	58
7	NA	NA	55	62	58
8	NA	NA	52	57	54
Total	54	53	52	56	

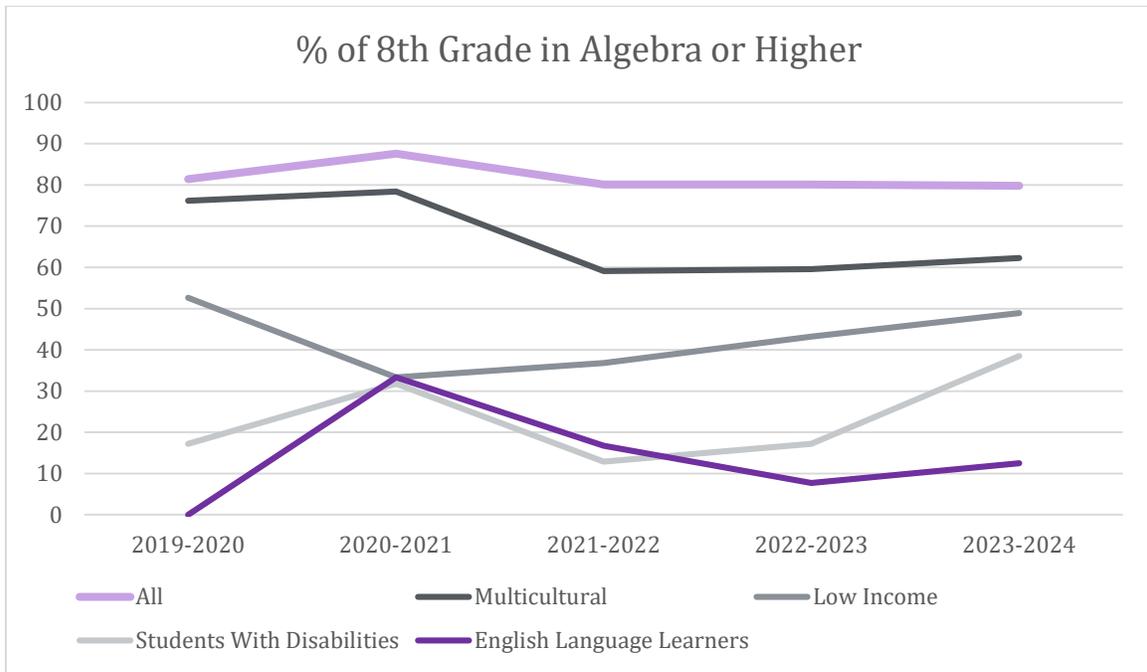
Math-Percent of Students Meeting Growth Target

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1	NA	56	NA	54	52
2	56	56	48	57	55
3	42	42	46	48	45
4	45	60	59	61	62
5	59	67	51	68	64
6	52	62	54	65	71
7	NA	NA	53	53	52
8	NA	NA	50	57	54
Total	51	57	52	58	57

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

STUDENT ACHIEVEMENT REPORT

Math Participation in 8th Grade



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

Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adv. Algebra & Above	0.9%	0.0%	0.3%	0.0%	0.6%
Geometry	8.1%	13.4%	7.8%	8.8%	10.1%
Algebra	72.5%	74.3%	72.0%	71.3%	69.0%
Pre-Alg	17.4%	11.4%	16.6%	17.4%	19.3%
Spec. Ed. Pullout	1.2%	1.0%	3.3%	2.5%	0.9%
Algebra or Higher	81.4%	87.6%	80.1%	80.1%	79.8%

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

STUDENT ACHIEVEMENT REPORT

8th Grade Mathematics Participation by Percentage of Enrollment – Multicultural

Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adv. Algebra & Above	4.8%	0.0%	0.0%	0.0%	1.6%
Geometry	0.0%	13.5%	6.8%	11.5%	4.9%
Algebra	71.4%	64.9%	52.3%	48.1%	55.7%
Pre-Alg	23.8%	18.9%	38.6%	34.6%	36.1%
Spec. Ed. Pullout	0.0%	2.7%	2.3%	5.8%	1.6%
Algebra or Higher	76.2%	78.4%	59.1%	59.6%	62.3%

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

Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adv. Algebra	0.0%	0.0%	0.0%	0.0%	0.0%
Geometry	2.6%	8.3%	0.0%	0.0%	0.0%
Algebra	50.0%	25.0%	36.8%	43.2%	48.9%
Pre-Alg	42.1%	58.3%	55.3%	43.2%	46.7%
Spec. Ed. Pullout	5.3%	8.3%	7.9%	13.6%	2.2%
Algebra or Higher	52.6%	33.3%	36.8%	43.2%	48.9%

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

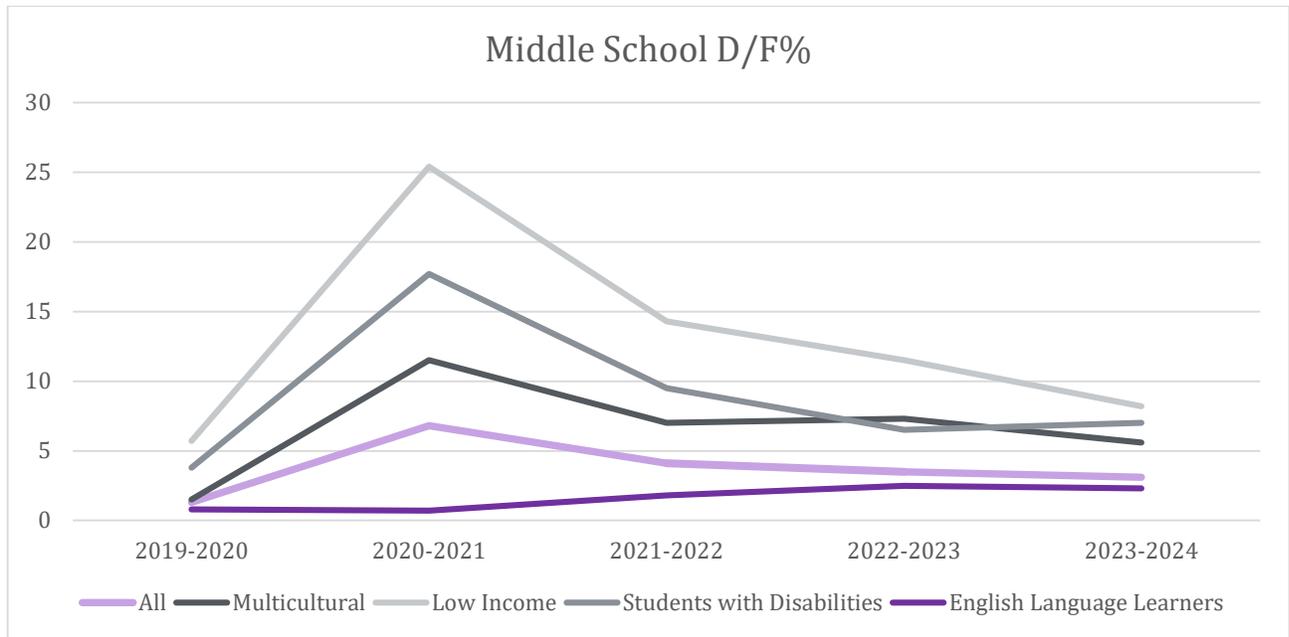
Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adv. Algebra	NA	NA	NA	NA	NA
Geometry	3.4%	0.0%	0.0%	0.0%	3.8%
Algebra	13.8%	31.8%	12.9%	17.2%	34.6%
Pre-Alg	69.0%	54.5%	54.8%	55.2%	50.0%
Spec. Ed. Pullout	13.8%	13.6%	32.3%	27.6%	11.5%
Algebra or Higher	17.2%	31.8%	12.9%	17.2%	38.5%

8th Gr. Mathematics Participation by Percentage of Enrollment – English Lang. Learners

Course	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Adv. Algebra	NA	NA	NA	NA	NA
Geometry	0.0%	0.0%	0.0%	0.0%	0.0%
Algebra	0.0%	33.3%	16.7%	7.7%	12.5%
Pre-Alg	100%	33.3%	83.3%	69.2%	75.0%
Spec. Ed. Pullout	0.0%	33.3%	0.0%	23.1%	12.5%
Algebra or Higher	0.0%	33.3%	16.7%	7.7%	12.5%

STUDENT ACHIEVEMENT REPORT

Grade Distributions



Middle School Grades-All Students

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	34.6%	61.5%	65.9%	66.1%	67.6%
B	10.9%	20.8%	20.1%	21.1%	20.1%
C	3.0%	8.7%	7.4%	7.3%	6.9%
D	0.7%	3.5%	2.5%	2.2%	2.0%
F	0.6%	3.3%	1.7%	1.3%	1.1%
Other*	50.2%	2.1%	2.5%	1.8%	2.3%
D/F	1.3%	6.8%	4.1%	3.5%	3.1%

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

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

STUDENT ACHIEVEMENT REPORT

Middle School Grades – Multicultural Students

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	32.7%	48.8%	55.6%	55.1%	58.4%
B	11.9%	24.7%	22.1%	22.0%	22.1%
C	3.4%	11.5%	11.1%	10.9%	8.3%
D	0.8%	5.5%	4.5%	4.9%	3.5%
F	0.7%	6.0%	2.6%	2.5%	2.1%
Other*	50.6	3.5%	4.1%	4.4%	5.2%
D/F	1.5%	11.5%	7.0%	7.3%	5.6%
% of Enrollment	12.6%	12.3%	13.7%	15.9%	19.0%

Middle School Grades – Low Income

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	19.3%	22.0%	31.8%	35.5%	44.0%
B	16.0%	26.3%	27.8%	28.9%	28.4%
C	8.0%	16.6%	17.2%	15.5%	11.9%
D	2.7%	10.2%	8.4%	6.3%	4.9%
F	3.0%	15.2%	5.8%	5.1%	3.3%
Other*	51.0%	9.6%	8.9%	8.1%	7.5%
D/F	5.7%	25.4%	14.3%	11.5%	8.2%
% of Enrollment	9.5%	10.0%	11.7%	12.6%	15.4%

Middle School Grades – Students with Disabilities

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	16.0%	29.4%	39.2%	42.3%	44.5%
B	17.7%	25.6%	25.5%	31.3%	27.0%
C	9.2%	16.2%	13.7%	12.4%	10.2%
D	2.6%	10.1%	3.5%	3.1%	4.9%
F	1.1%	7.6%	5.9%	3.4%	2.1%
Other*	53.4%	11.1%	12.2%	7.4%	11.1%
D/F	3.8%	17.7%	9.5%	6.5%	7.0%
% of Enrollment	7.8%	9.0%	9.8%	8.2%	10.2%

STUDENT ACHIEVEMENT REPORT

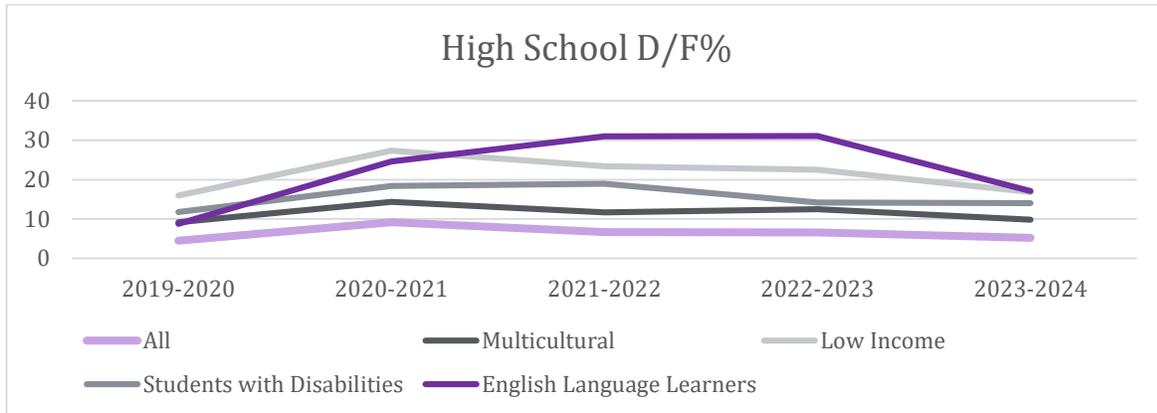
Middle School Grades – English Language Learners

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	6.1%	20.9%	26.3%	27.4%	21.6%
B	11.0%	21.6%	27.5%	24.4%	17.8%
C	8.6%	12.7%	17.9%	17.8%	17.1%
D	6.1%	7.5%	10.4%	9.6%	7.4%
F	14.7%	20.9%	3.2%	5.7%	9.3%
Other*	52.8%	16.4%	14.7%	14.8%	26.8%
D/F	20.9%	28.4%	13.5%	15.4%	16.7%
% of Enrollment	0.8%	0.7%	1.8%	2.5%	2.3%

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

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

STUDENT ACHIEVEMENT REPORT



High School Grades-All Students

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	26.0%	57.5%	58.8%	58.5%	59.8%
B	13.8%	21.2%	23.3%	23.2%	24.0%
C	6.2%	11.1%	10.2%	10.4%	10.0%
D	3.0%	6.8%	5.5%	5.3%	4.2%
F	1.5%	2.4%	1.2%	1.2%	1.0%
Other*	49.5%	1.0%	1.1%	1.2%	1.1%
D/F	4.5%	9.2%	6.7%	6.6%	5.2%

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

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

STUDENT ACHIEVEMENT REPORT

High School Grades – Multicultural Students

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	21.4%	49.7%	49.2%	48.7%	51.2%
B	12.5%	21.0%	25.0%	22.3%	23.8%
C	8.3%	12.8%	11.5%	14.1%	13.3%
D	5.4%	10.7%	8.9%	9.1%	7.3%
F	3.8%	3.7%	2.8%	3.4%	2.4%
Other*	48.6%	2.1%	2.6%	2.3%	1.9%
D/F	9.2%	14.4%	11.7%	12.5%	9.8%
% of Enrollment	10.4%	10.8%	12.4%	14.3%	15.2%

High School Grades – Low Income

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	13.8%	30.0%	31.3%	29.4%	35.4%
B	13.4%	19.8%	23.5%	25.2%	25.6%
C	9.8%	18.0%	15.8%	18.3%	18.1%
D	7.4%	17.7%	16.3%	16.3%	12.3%
F	8.6%	9.6%	7.0%	6.2%	4.5%
Other*	47.0%	4.9%	6.0%	4.6%	4.1%
D/F	16.0%	27.4%	23.4%	22.5%	16.9%
% of Enrollment	8.6%	8.9%	10.1%	12.1%	12.1%

High School Grades – Students with Disabilities

Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	10.7%	30.7%	26.9%	38.4%	42.0%
B	14.1%	23.0%	28.0%	23.2%	20.3%
C	11.2%	18.4%	18.1%	16.3%	16.5%
D	8.4%	14.3%	15.1%	11.8%	11.1%
F	3.4%	4.1%	3.9%	2.4%	2.9%
Other*	52.2%	9.4%	8.0%	7.8%	7.2%
D/F	11.8%	18.4%	19.0%	14.2%	14.0%
% of Enrollment	8.4%	8.7%	8.8%	9.7%	9.2%

STUDENT ACHIEVEMENT REPORT

High School Grades – English Language Learners

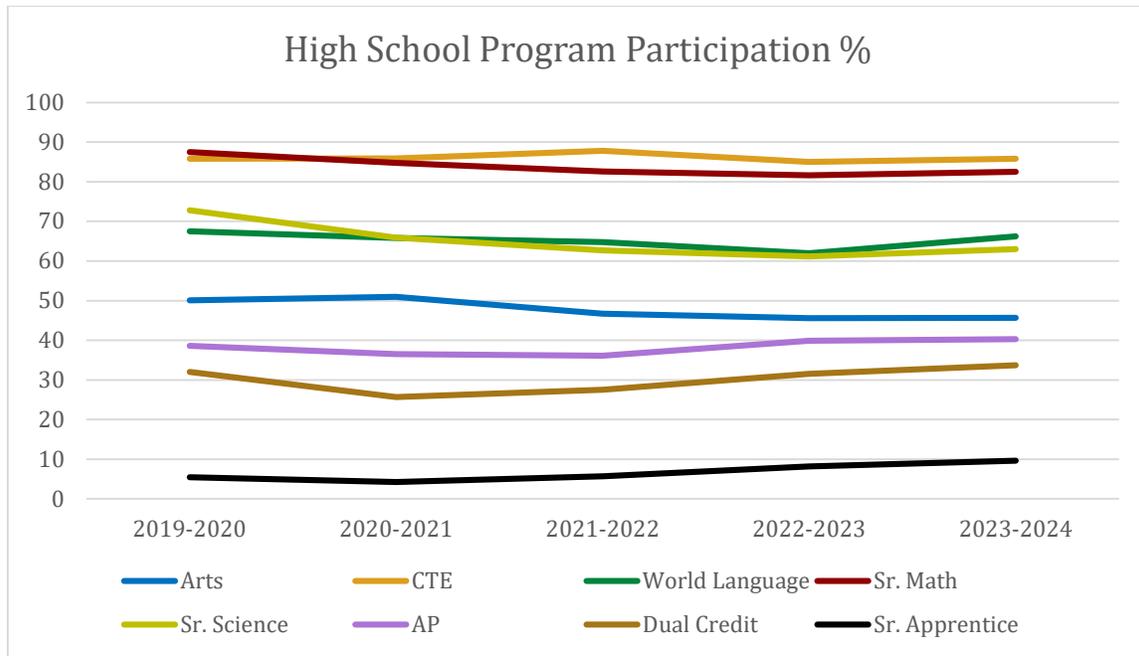
Grade	2019-2020**	2020-2021	2021-2022	2022-2023	2023-2024
A	17.0%	32.5%	23.3%	20.6%	34.9%
B	9.8%	10.5%	20.3%	18.6%	26.0%
C	8.8%	12.6%	10.7%	19.8%	18.3%
D	6.7%	16.2%	16.9%	14.7%	9.8%
F	2.1%	8.4%	14.1%	16.4%	7.3%
Other*	55.7%	19.9%	14.6%	9.9%	3.7%
D/F	8.8%	24.6%	31.0%	31.1%	17.1%
% of Enrollment	0.7%	0.6%	1.7%	2.0%	2.3%

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

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

STUDENT ACHIEVEMENT REPORT

High School Program Participation



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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	50.1%	51.0%	46.7%	45.6%	45.7%
Multicultural Students	55.6%	54.7%	52.9%	51.8%	50.2%
Low Income Students	34.7%	26.6%	34.5%	31.3%	35.8%
Students with Disabilities	47.0%	52.3%	50.4%	53.0%	56.0%
English Language Learners	50.0%	77.8%	56.0%	59.3%	58.1%

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	85.8%	85.9%	87.8%	85.0%	85.8%
Multicultural Students	83.8%	84.0%	86.5%	80.7%	81.2%
Low Income Students	88.1%	85.5%	85.5%	84.3%	77.6%
Students with Disabilities	83.5%	79.3%	88.4%	83.6%	84.0%
English Language Learners	83.3%	66.7%	80.0%	63.0%	64.5%

STUDENT ACHIEVEMENT REPORT

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	67.5%	65.8%	64.8%	62.0%	66.2%
Multicultural Students	62.7%	64.0%	69.4%	61.4%	65.7%
Low Income Students	56.8%	45.2%	42.8%	40.4%	45.5%
Students with Disabilities	20.9%	20.7%	22.3%	18.7%	21.6%
English Language Learners	16.7%	33.3%	60.0%	74.1%	61.3%

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	32.0%	25.7%	27.5%	31.5%	33.7%
Multicultural Students	27.5%	18.7%	18.2%	23.3%	28.0%
Low Income Students	28.8%	16.1%	13.8%	15.1%	18.8%
Students with Disabilities	9.6%	6.6%	10.7%	15.7%	16.0%
English Language Learners	0.0%	0.0%	0.0%	0.0%	3.2%

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	5.4%	4.2%	5.7%	8.2%	9.6%
Multicultural Students	0.0%	7.5%	6.5%	6.8%	2.0%
Low Income Students	3.2%	5.9%	3.1%	4.3%	6.1%
Students with Disabilities	2.9%	2.9%	2.8%	9.3%	12.5%
English Language Learners	0.0%	0.0%	0.0%	0.0%	0.0%

STUDENT ACHIEVEMENT REPORT

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	87.5%	84.8%	82.6%	81.6%	82.5%
Multicultural Students	86.8%	77.5%	67.7%	63.6%	84.0%
Low Income Students	80.6%	58.8%	34.4%	56.5%	63.3%
Students with Disabilities	41.2%	25.7%	41.7%	27.9%	37.5%
English Language Learners	50.0%	0.0%	0.0%	62.5%	60.0%

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	72.8%	65.9%	62.7%	61.2%	63.0%
Multicultural Students	78.9%	50.0%	54.8%	54.5%	54.0%
Low Income Students	71.0%	47.1%	28.1%	32.6%	38.8%
Students with Disabilities	35.3%	42.9%	27.8%	41.9%	32.5%
English Language Learners	50.0%	0.0%	0.0%	50.0%	20.0%

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

STUDENT ACHIEVEMENT REPORT

Advanced Placement

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	38.6%	36.5%	36.1%	39.9%	40.3%
Multicultural Students	31.7%	29.3%	21.8%	28.3%	28.9%
Low Income Students	22.9%	21.0%	13.7%	13.5%	12.0%
Students with Disabilities	6.1%	5.0%	5.0%	4.5%	4.7%
English Language Learners	0.0%	0.0%	0.0%	0.0%	2.8%

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

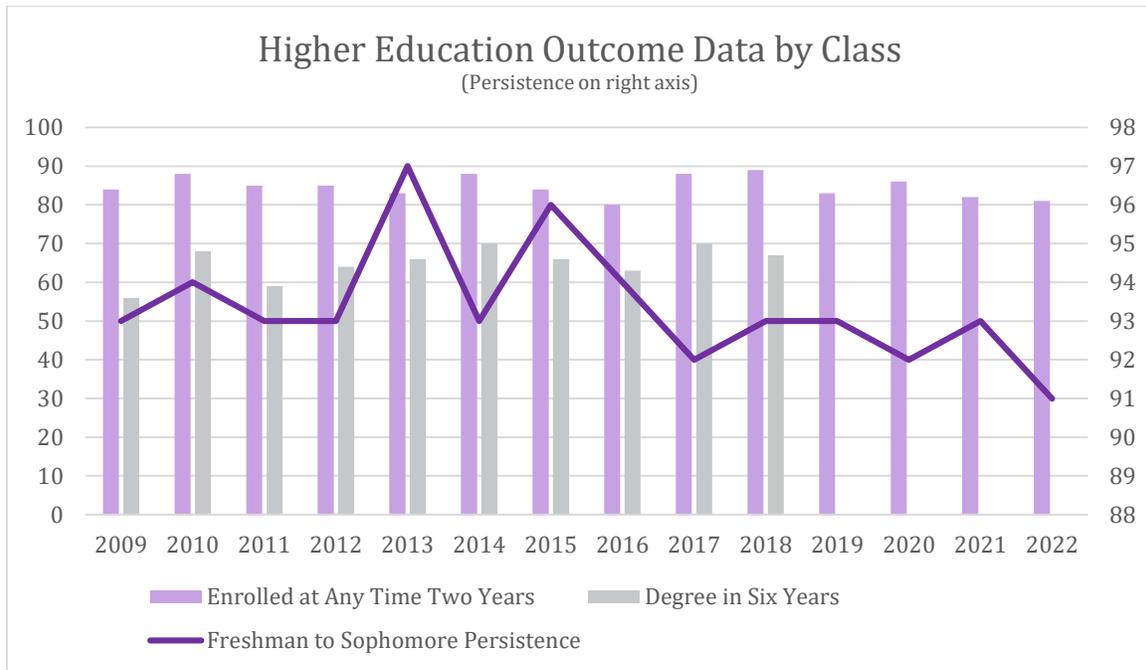
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	35.2%	32.4%	34.4%	38.5%	35.6%
Multicultural Students	29.6%	23.3%	22.4%	27.7%	28.1%
Low Income Students	13.6%	8.9%	6.5%	10.1%	12.3%
Students with Disabilities	4.3%	3.3%	5.0%	4.5%	2.4%
English Language Learners	0.0%	0.0%	0.0%	0.0%	0.0%

Percentage of exams with Score 3+

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All	73.1%	69.4%	75.1%	74.2%	86.1%
Multicultural Students	60.3%	67.3%	71.9%	71.4%	86.2%
Low Income Students	78.1%	80.0%	68.8%	54.5%	70.6%
Students with Disabilities	16.7%	0.0%	66.7%	57.1%	100%
English Language Learners	0.0%	0.0%	0.0%	0.0%	0.0%

STUDENT ACHIEVEMENT REPORT

National Student Clearinghouse Data



National Student Clearinghouse Data-Overall Percentage of Graduating Class

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Fall Enrolled	79%	83%	77%	80%	77%	83%	78%	76%	82%	82%	80%	80%	76%	78%	
Enrolled at Any Time Two Years	84%	88%	85%	85%	83%	88%	84%	80%	88%	89%	83%	86%	82%	81%	
Freshman to Sophomore Persistence	93%	94%	93%	93%	97%	93%	96%	94%	92%	93%	93%	92%	93%	91%	
Degree in Six Years	56%	68%	59%	64%	66%	70%	66%	63%	70%	67%					

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

Immediately Enrolled First Fall: NSC Comparison: 73% (Class of 2023). Waunakee - % (data not available as of 12/20/2024)

Persistence Rate: NSC Comparison: 91% (Class of 2021). Waunakee - 93%

College Completion Rate Six Years After High School Graduation: NSC Comparison: 59% (Class of 2017). Waunakee - 70%

STUDENT ACHIEVEMENT REPORT

Immediately Enrolled First Fall After High School Graduation

	2019	2020	2021	2022	2023
All	80%	80%	76%	78%	
Female	87%	81%	81%	85%	
Male	73%	79%	70%	70%	
Students with Disabilities	41%	55%	39%	70%	
Low Income Students	50%	47%	41%	33%	
Multicultural Students	31%	51%	38%	14%	
English Language Learners	*	*	*	*	

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

	2019	2020	2021	2022	2023
All	83%	86%	81%	82%	
Female	89%	88%	85%	89%	
Male	77%	83%	76%	75%	
Students with Disabilities	52%	60%	52%	74%	
Low Income Students	50%	65%	53%	39%	
Multicultural Students	34%	60%	46%	17%	
English Language Learners	*	*	*	*	

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

	2018	2019	2020	2021	2022
All	93%	93%	92%	93%	92%
Female	94%	95%	96%	95%	93%
Male	91%	90%	88%	90%	90%
Students with Disabilities	*	85%	91%	58%	53%
Low Income Students	73%	*	90%	*	*
Multicultural Students	58%	43%	60%	*	*
English Language Learners	*	*	*	*	*