



## OVERVIEW

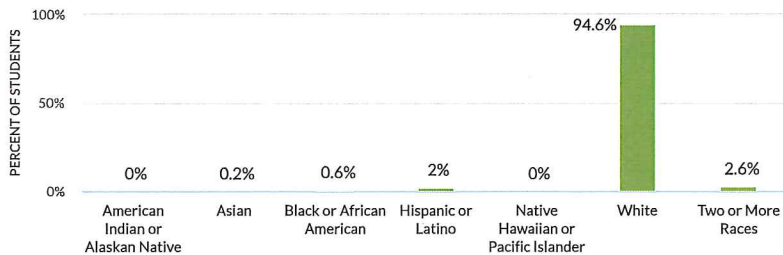
### District Details

Grades : K4-12

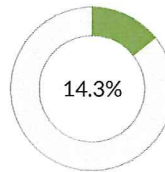
Enrollment : 496

Percent open enrollment : 19.8%

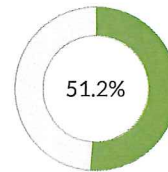
### Student Groups



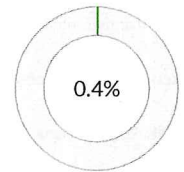
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary



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

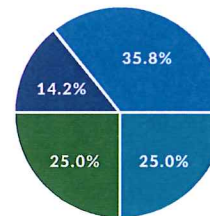
Overall Score

72.7

Exceeds Expectations



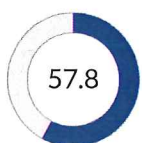
### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### Priority Area Scores

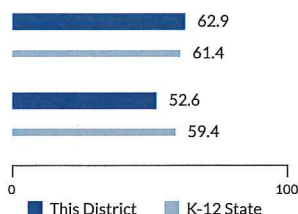
#### ACHIEVEMENT



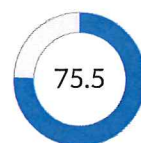
English Language Arts

Mathematics

Subject Area Scores



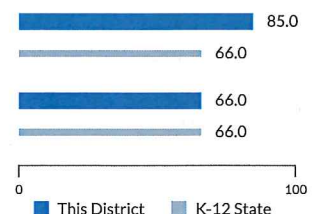
#### GROWTH



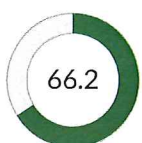
English Language Arts

Mathematics

Subject Area Scores



#### TARGET GROUP OUTCOMES



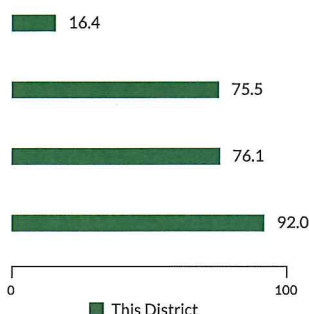
Achievement

Growth

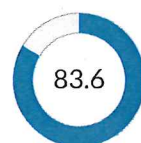
Chronic Absenteeism

Attendance

Group Scores



#### ON-TRACK TO GRADUATION



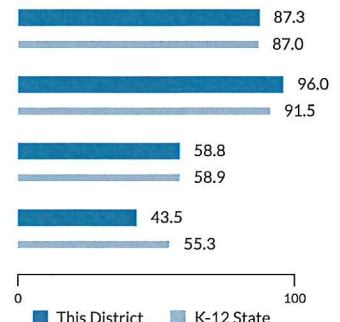
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores





## 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	1	50.0%
Exceeds Expectations	0	0.0%
Meets Expectations	1	50.0%
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.

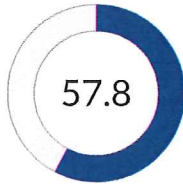
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	68.0	76.1	84.2	100.0
Achievement	54.8	59.9	65.0	100.0
Growth	69.8	78.9	87.9	100.0
Target Group Outcomes	61.9	61.9	61.9	100.0
On-Track to Graduation	80.9	83.6	86.3	100.0



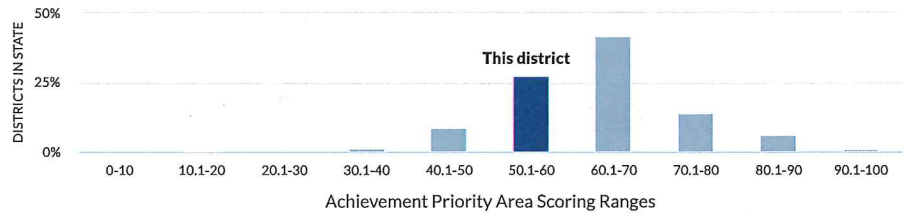
## ACHIEVEMENT

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

### Priority Area Score



■ This district's score was the same or higher than 29.2% of districts in the state.



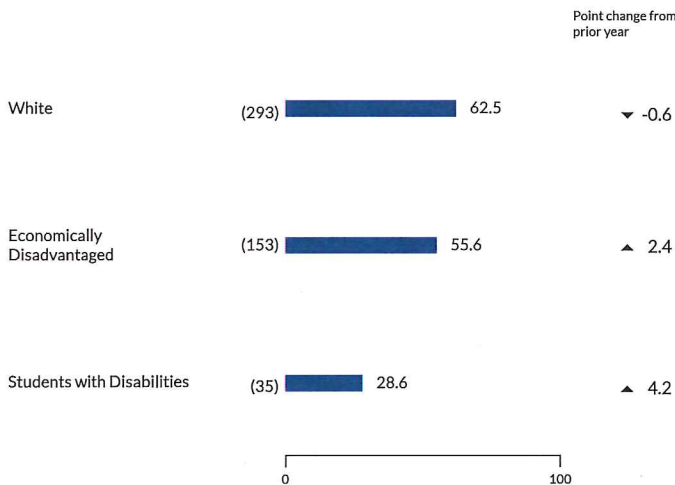
English Language Arts Score: 62.9

Mathematics Score: 52.6

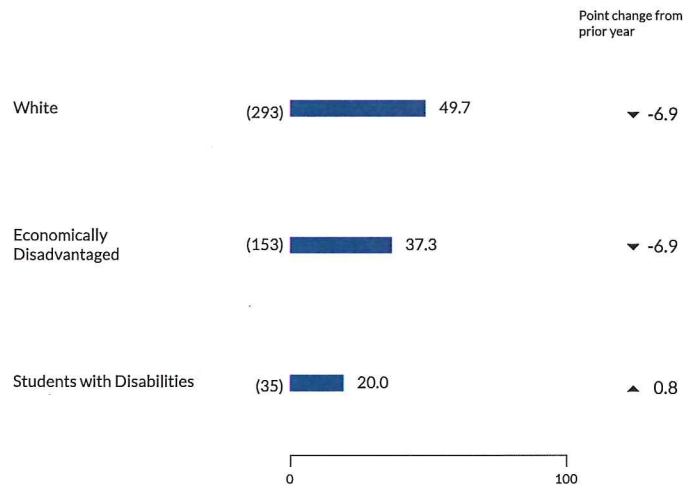
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



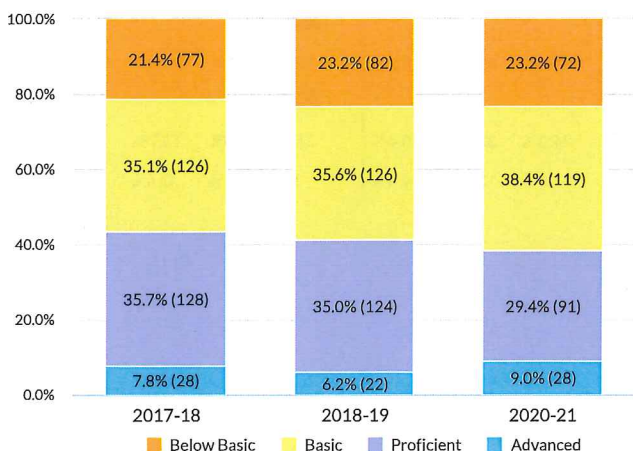
#### MATHEMATICS



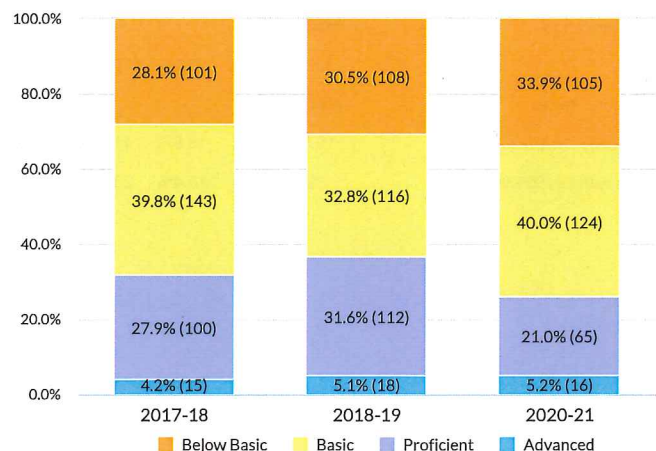
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
98.1%	92.5%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.1%	92.5%

### Student Group Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	359	7.8%	35.7%	35.1%	21.4%	354	6.2%	35.0%	35.6%	23.2%	310	9.0%	29.4%	38.4%	23.2%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	339	8.0%	36.6%	34.8%	20.6%	332	6.0%	35.8%	36.4%	21.7%	293	9.2%	29.7%	37.9%	23.2%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	197	4.1%	27.9%	39.1%	28.9%	171	2.9%	29.2%	39.2%	28.7%	153	6.5%	24.8%	41.8%	26.8%
Students with Disabilities	39	0.0%	17.9%	12.8%	69.2%	39	2.6%	7.7%	25.6%	64.1%	35	2.9%	8.6%	31.4%	57.1%

#### MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	359	4.2%	27.9%	39.8%	28.1%	354	5.1%	31.6%	32.8%	30.5%	310	5.2%	21.0%	40.0%	33.9%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	339	4.4%	28.9%	39.2%	27.4%	332	5.4%	31.6%	33.7%	29.2%	293	5.5%	20.8%	41.3%	32.4%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	197	1.5%	18.8%	41.6%	38.1%	171	2.3%	24.0%	33.3%	40.4%	153	2.6%	13.7%	39.2%	44.4%
Students with Disabilities	39	0.0%	15.4%	28.2%	56.4%	39	0.0%	12.8%	12.8%	74.4%	35	0.0%	5.7%	28.6%	65.7%

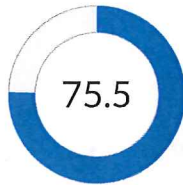




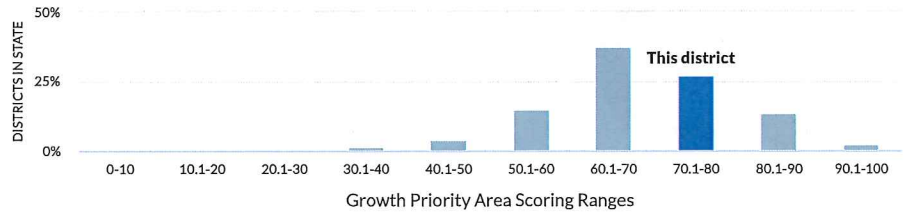
## GROWTH

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



■ This district's score was the same or higher than 77.6% of districts in the state.



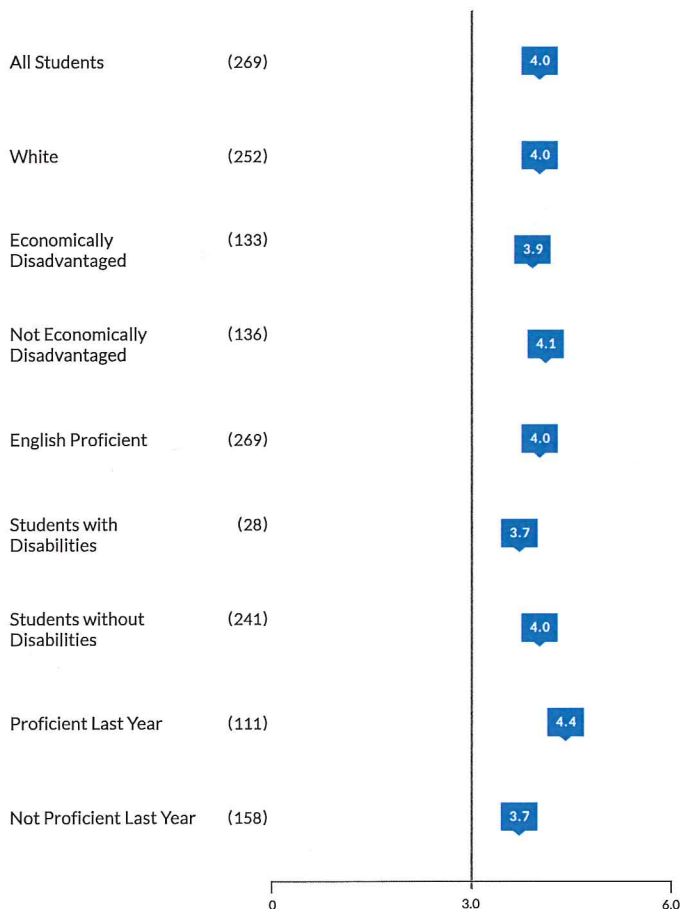
English Language Arts Score: 85.0

Mathematics Score: 66.0

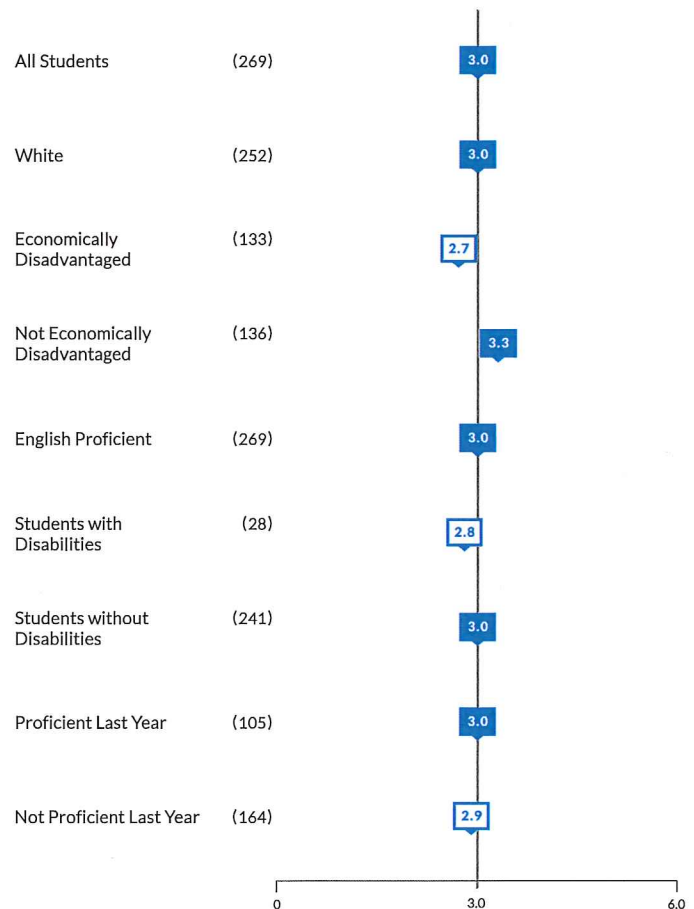
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

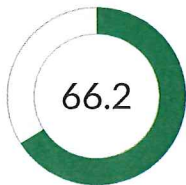




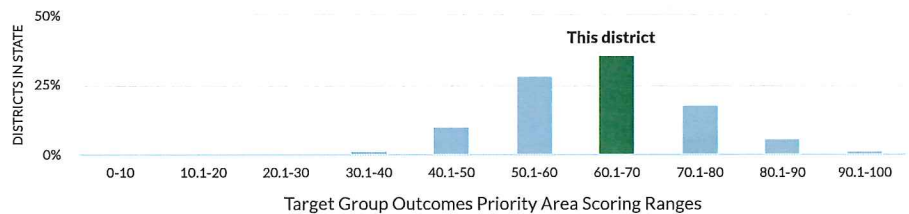
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping 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 61.8% of districts in the state.



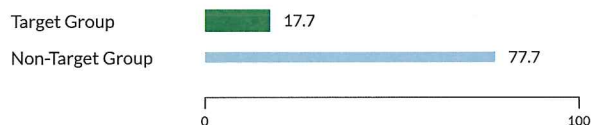
## Component Scores

### ACHIEVEMENT

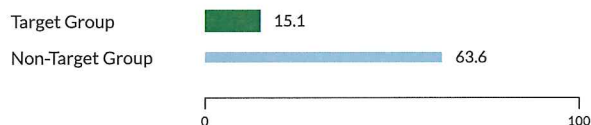
Score: 16.4

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics



### GROWTH

Score: 75.5

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

#### English Language Arts



#### Mathematics



### CHRONIC ABSENTEEISM

Score: 76.1

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



### ATTENDANCE

Score: 92.0

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

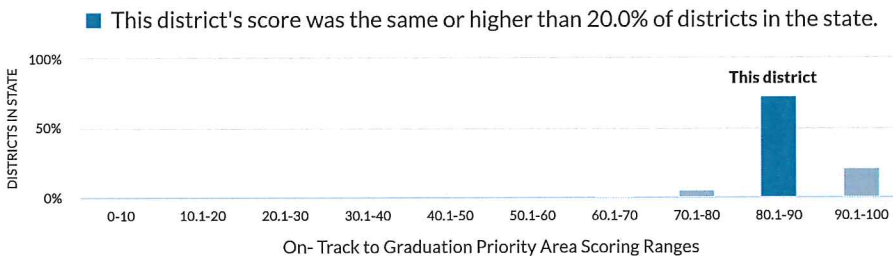
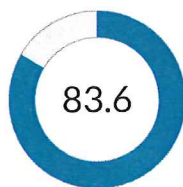




## ON-TRACK TO GRADUATION

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

### Priority Area Score

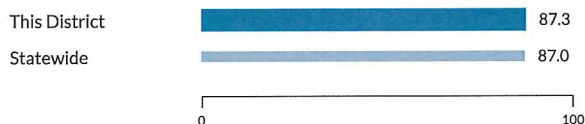


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 87.3

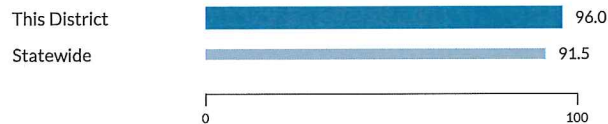
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 96.0

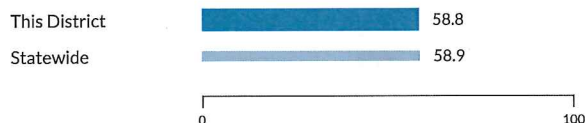
Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 58.8

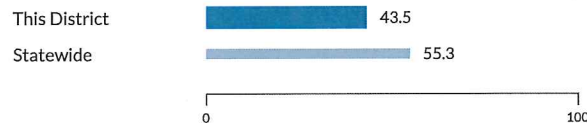
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 43.5

Average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	489	12.7%	479	13.4%	472	12.1%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	0	NA	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	459	12.6%	448	13.2%	444	11.7%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	266	19.2%	243	20.6%	224	20.1%
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	54	18.5%	61	24.6%	62	22.6%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	36	34	94.4%	39	38	97.4%
Hispanic or Latino	< 20	*	*	0	NA	NA
White	32	32	100.0%	38	37	97.4%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	20	18	90.0%	22	21	95.5%
English Learners	< 20	*	*	0	NA	NA
Students with Disabilities	< 20	*	*	< 20	*	*





## POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
<b>17.8%</b>	<b>19.2%</b>	<b>0.0%</b>	<b>17.8%</b>	<b>0.0%</b>	<b>1.4%</b>	<b>2.4%</b>	<b>2.4%</b>
30 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an industry-recognized credential.		4 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. All groups present in the district are shown. 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
Asian	<20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Hispanic or Latino	<20	31,812	*	14.7%	*	14.1%	*	0.9%	*	1.4%
White	156	188,332	18.6%	20.8%	0.0%	19.7%	0.0%	1.6%	2.6%	2.8%
Two or More Races	<20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	76	97,617	11.8%	11.0%	0.0%	13.7%	0.0%	0.8%	1.3%	1.7%
English Learners	<20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	<20	34,473	*	2.9%	*	10.2%	*	0.5%	*	1.4%



## ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>32.0%</b>	<b>24.7%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>40.2%</b>	<b>21.3%</b>	<b>0.0%</b>	<b>1.9%</b>
54 students successfully completed at least one art & design course.		No students successfully completed a dance course.		68 students successfully completed at least one music course.		No students successfully completed a theater course.	

### Student Group Participation

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

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Hispanic or Latino	< 20	31,812	*	26.2%	*	0.3%	*	15.5%	*	1.8%
White	156	188,332	30.1%	23.9%	0.0%	0.3%	42.3%	23.4%	0.0%	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	76	97,617	32.9%	26.9%	0.0%	0.3%	32.9%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	< 20	34,473	*	25.4%	*	0.3%	*	14.3%	*	1.9%



## OVERVIEW

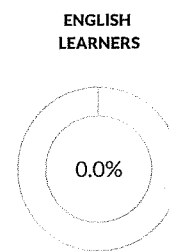
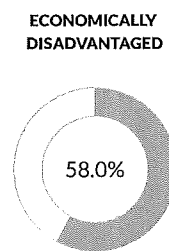
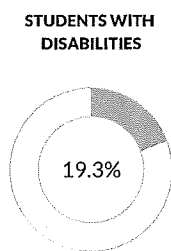
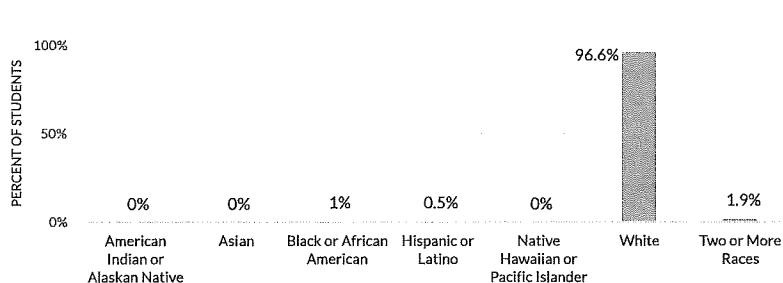
### School Details

Grades : K4-5

Enrollment : 207

Percent open enrollment : 20.8%

### Student Groups



### Score Summary

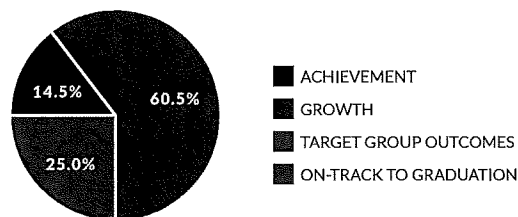
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

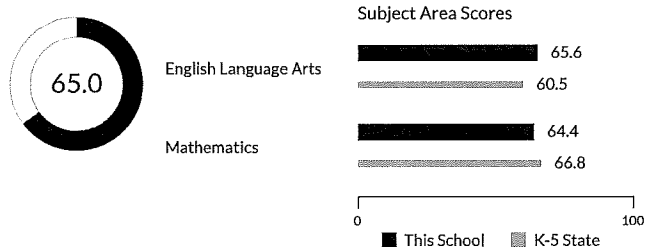


#### PRIORITY AREA WEIGHTS

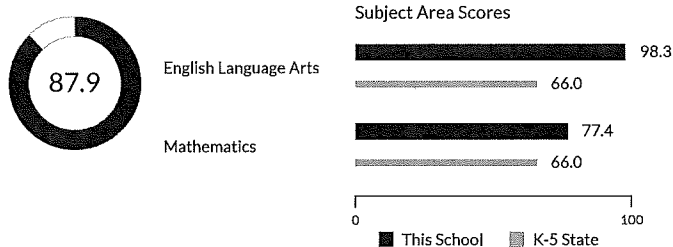


### Priority Area Scores

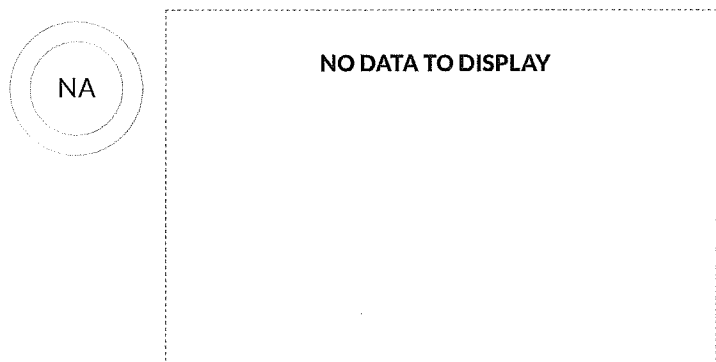
#### ACHIEVEMENT



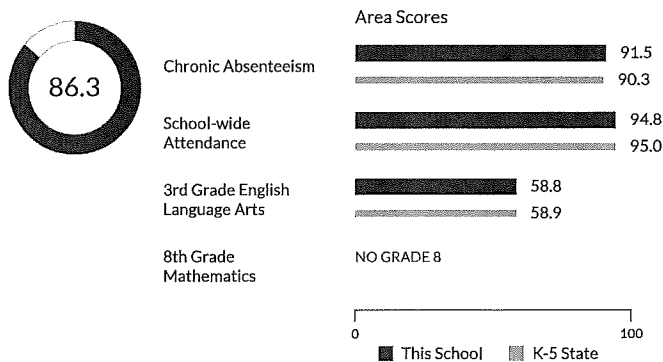
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

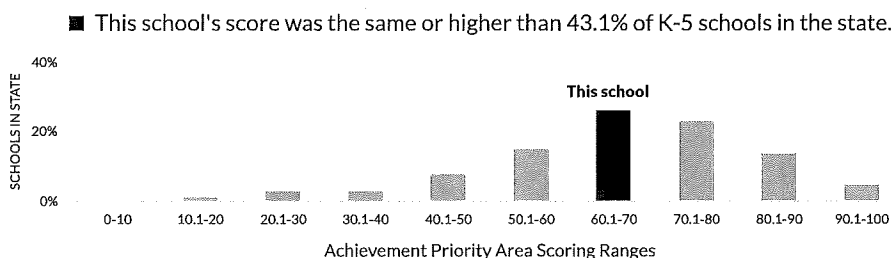




## ACHIEVEMENT

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

### Priority Area Score



English Language Arts Score: 65.6

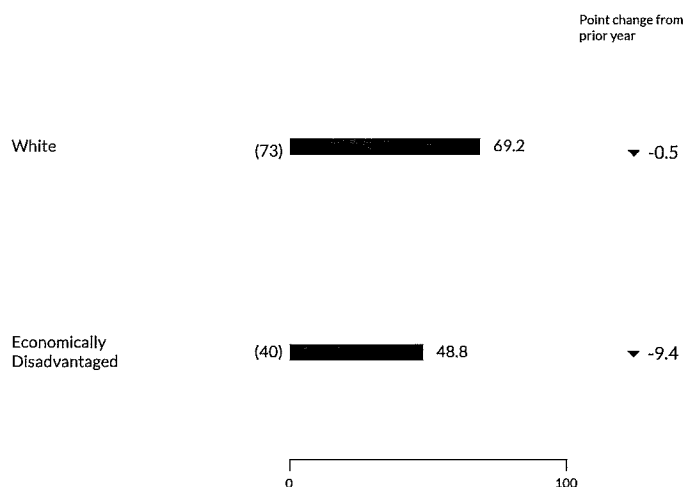
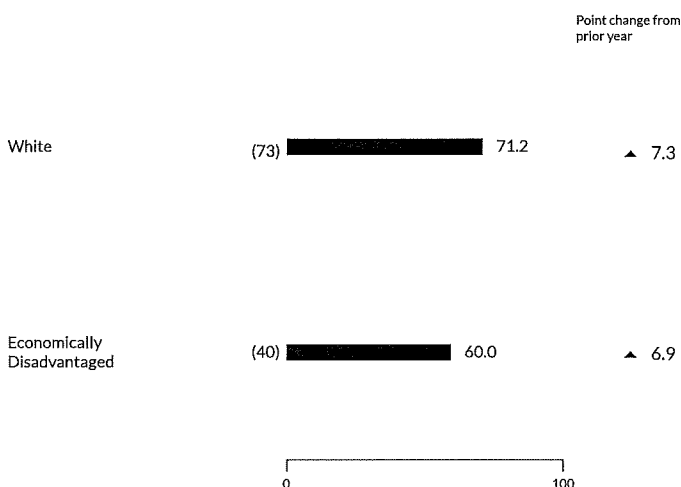
Mathematics Score: 64.4

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

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

#### ENGLISH LANGUAGE ARTS

#### MATHEMATICS

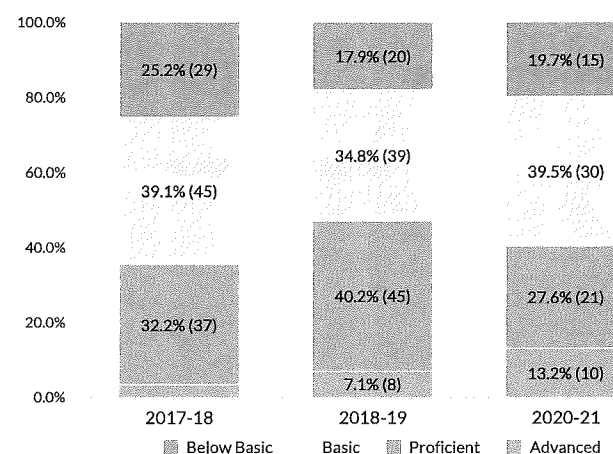
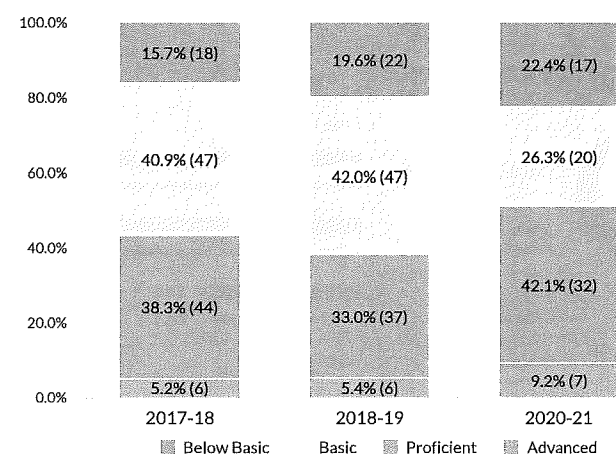


### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS

#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students      Lowest-participating group:

100.0%      NA

#### MATHEMATICS

All students      Lowest-participating group:

100.0%      NA

### Student Group Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	115	5.2%	38.3%	40.9%	15.7%	112	5.4%	33.0%	42.0%	19.6%	76	9.2%	42.1%	26.3%	22.4%
Asian	<20	*	*	*	*	<20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
White	111	5.4%	38.7%	41.4%	14.4%	104	5.8%	33.7%	43.3%	17.3%	73	9.6%	43.8%	26.0%	20.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	61	1.6%	29.5%	49.2%	19.7%	49	0.0%	24.5%	57.1%	18.4%	40	7.5%	27.5%	42.5%	22.5%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

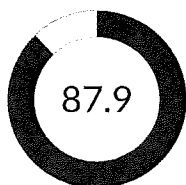
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	115	3.5%	32.2%	39.1%	25.2%	112	7.1%	40.2%	34.8%	17.9%	76	13.2%	27.6%	39.5%	19.7%
Asian	<20	*	*	*	*	<20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
White	111	3.6%	33.3%	38.7%	24.3%	104	7.7%	40.4%	35.6%	16.3%	73	13.7%	28.8%	39.7%	17.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	61	0.0%	23.0%	44.3%	32.8%	49	4.1%	32.7%	38.8%	24.5%	40	5.0%	20.0%	42.5%	32.5%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



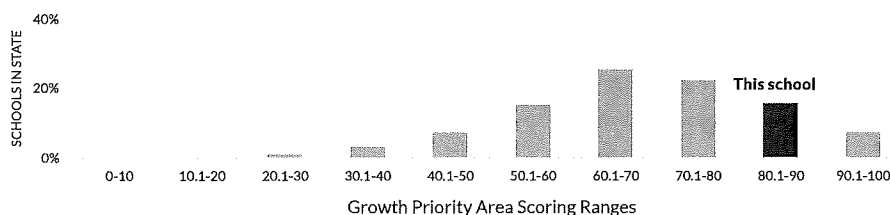
## GROWTH

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



■ This school's score was the same or higher than 90.3% of K-5 schools in the state.



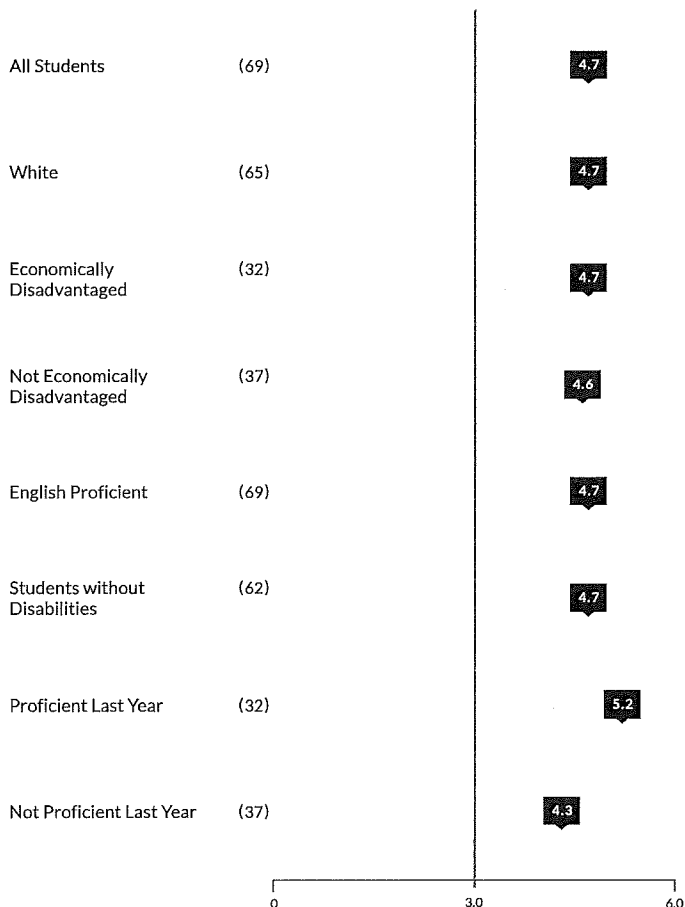
English Language Arts Score: 98.3

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

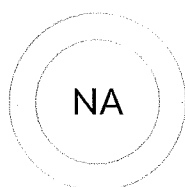




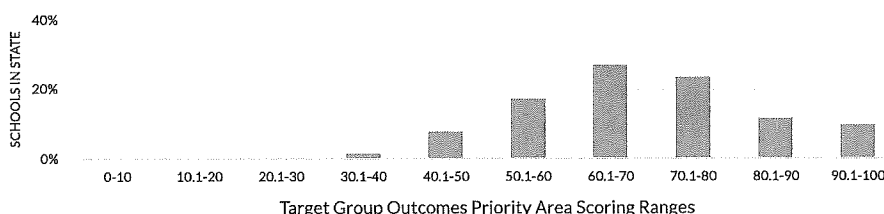
## TARGET GROUP OUTCOMES

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

### Priority Area Score



This is the distribution of scores for K-5 schools in the state.



### Component Scores

#### ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

##### English Language Arts

NO DATA TO DISPLAY

##### Mathematics

NO DATA TO DISPLAY

#### GROWTH

Score: NA

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

##### English Language Arts

NO DATA TO DISPLAY

##### Mathematics

NO DATA TO DISPLAY

#### CHRONIC ABSENTEEISM

Score: NA

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

NO DATA TO DISPLAY

#### ATTENDANCE

Score: NA

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

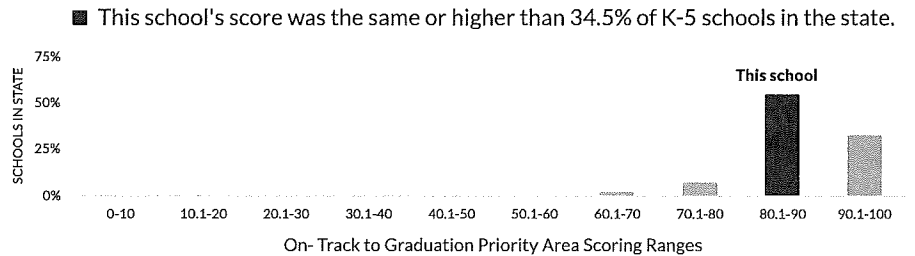
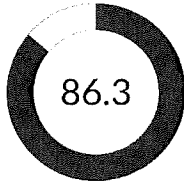
NO DATA TO DISPLAY



## 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

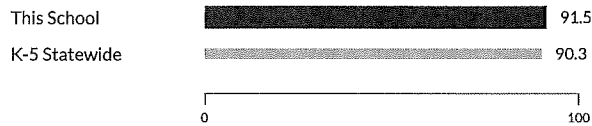


## Component Scores

### CHRONIC ABSENTEEISM

Score: 91.5

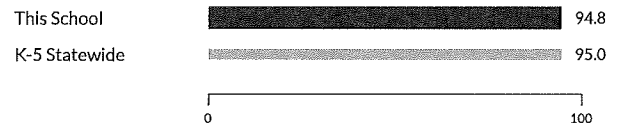
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 94.8

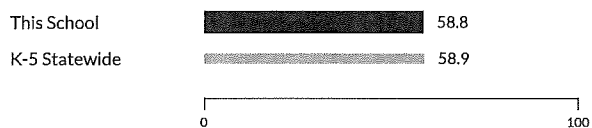
This score is the overall attendance rate for the school in 2019-20.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 58.8

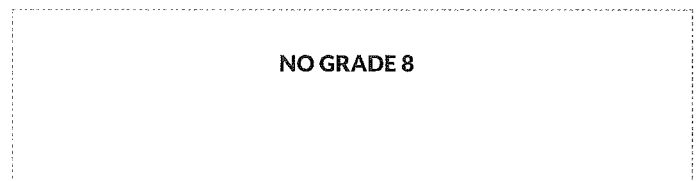
Average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.







## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	201	7.5%	192	10.4%	182	7.7%
Asian	< 20	*	< 20	*	0	NA
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	189	7.4%	180	10.6%	175	8.0%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	109	11.9%	99	16.2%	91	14.3%
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	21	9.5%	29	13.8%	30	10.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade





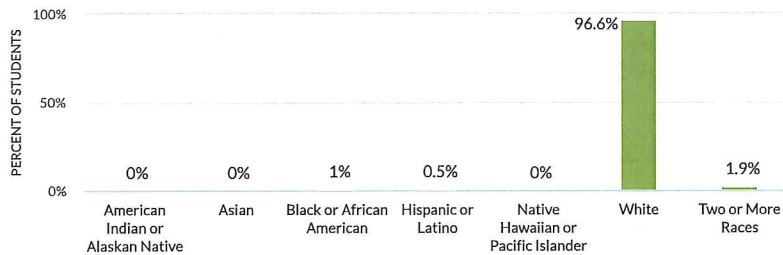


## OVERVIEW

### School Details

Grades : K4-5  
Enrollment : 207  
Percent open enrollment : 20.8%

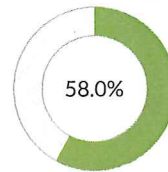
### Student Groups



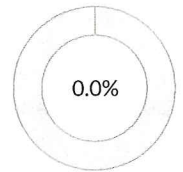
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary

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

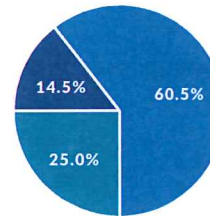
Overall Score

84.2

Significantly Exceeds Expectations



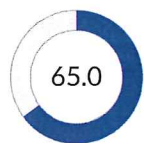
### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### Priority Area Scores

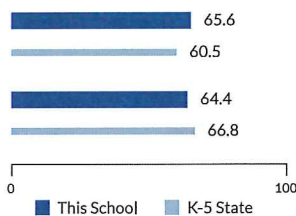
#### ACHIEVEMENT



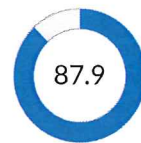
English Language Arts

Mathematics

Subject Area Scores



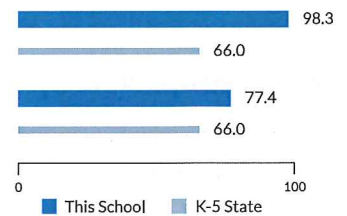
#### GROWTH



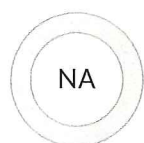
English Language Arts

Mathematics

Subject Area Scores

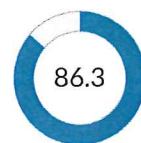


#### TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

#### ON-TRACK TO GRADUATION



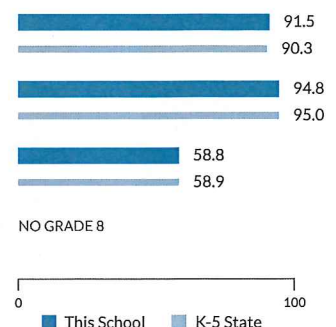
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

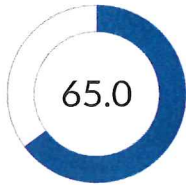




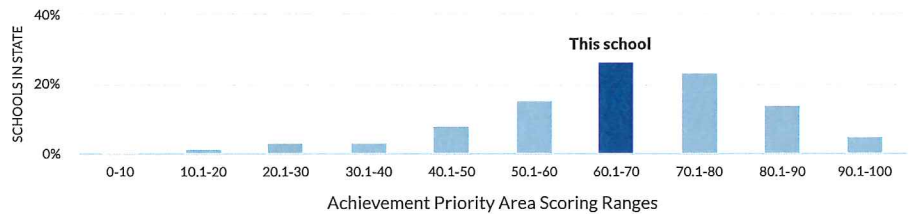
## ACHIEVEMENT

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

### Priority Area Score



■ This school's score was the same or higher than 43.1% of K-5 schools in the state.



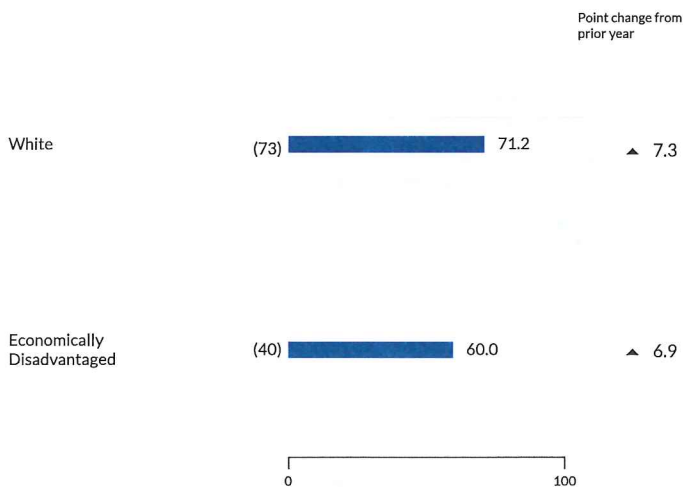
English Language Arts Score: 65.6

Mathematics Score: 64.4

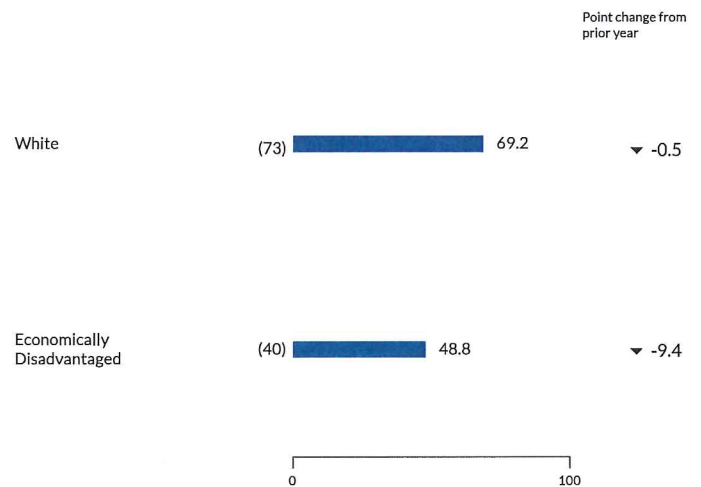
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



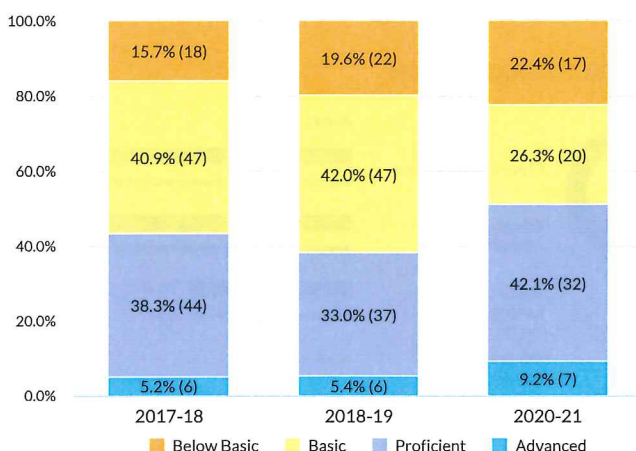
#### MATHEMATICS



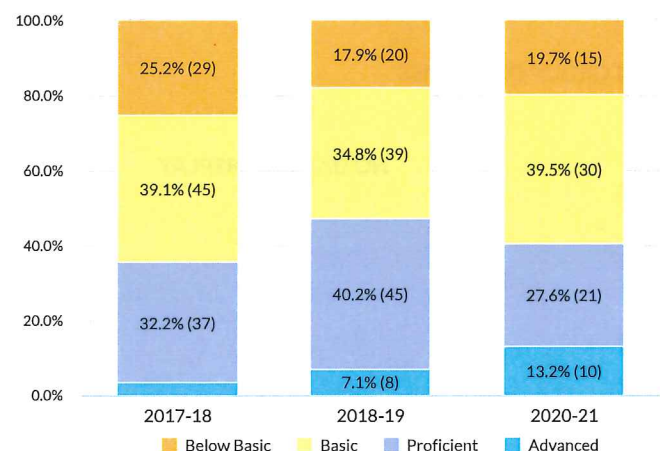
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA

#### MATHEMATICS

All students	Lowest-participating group:
100.0%	NA

### Student Group Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	115	5.2%	38.3%	40.9%	15.7%	112	5.4%	33.0%	42.0%	19.6%	76	9.2%	42.1%	26.3%	22.4%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	111	5.4%	38.7%	41.4%	14.4%	104	5.8%	33.7%	43.3%	17.3%	73	9.6%	43.8%	26.0%	20.5%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	61	1.6%	29.5%	49.2%	19.7%	49	0.0%	24.5%	57.1%	18.4%	40	7.5%	27.5%	42.5%	22.5%
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

#### MATHEMATICS

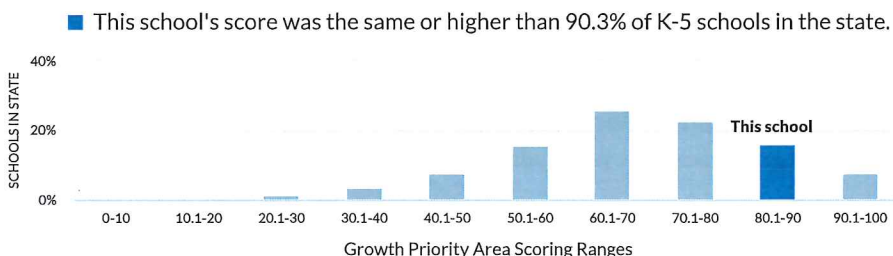
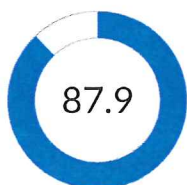
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
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Asian	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	111	3.6%	33.3%	38.7%	24.3%	104	7.7%	40.4%	35.6%	16.3%	73	13.7%	28.8%	39.7%	17.8%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	61	0.0%	23.0%	44.3%	32.8%	49	4.1%	32.7%	38.8%	24.5%	40	5.0%	20.0%	42.5%	32.5%
Students with Disabilities	< 20	*	*	*	*	< 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



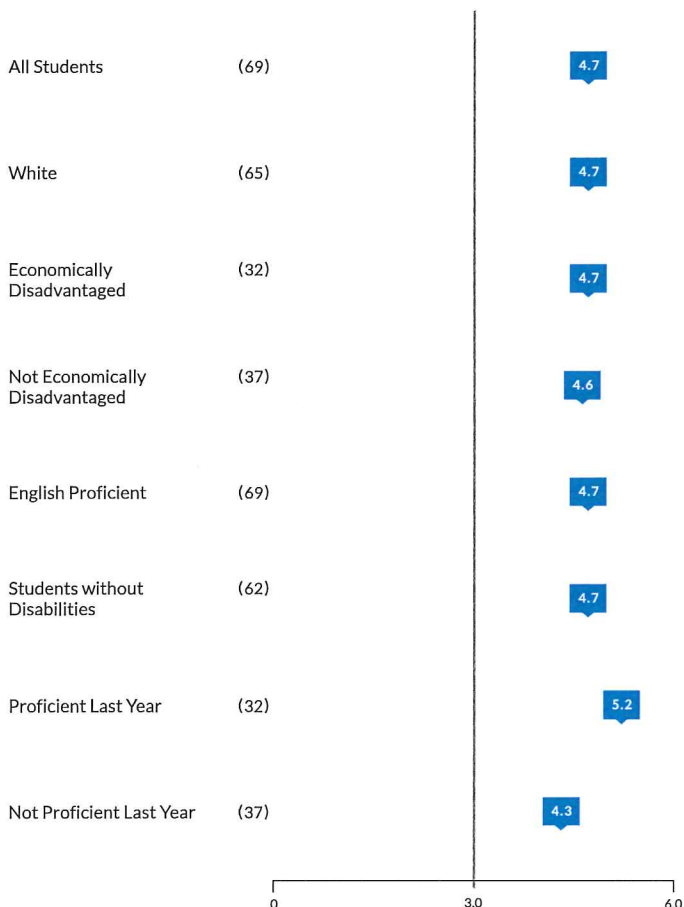
English Language Arts Score: 98.3

Mathematics Score: 77.4

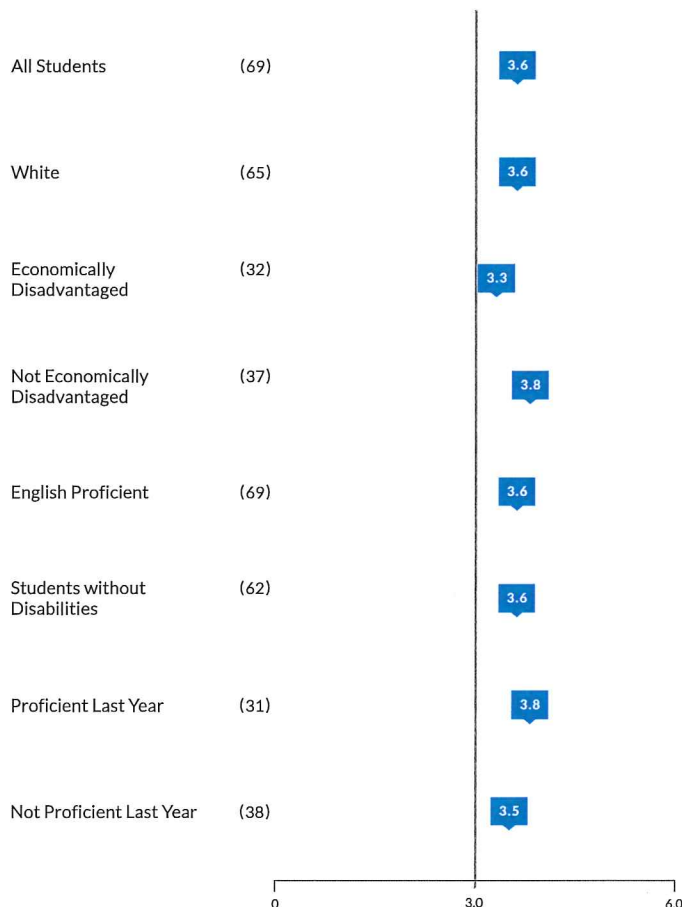
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

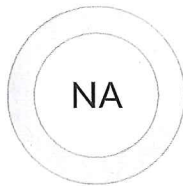




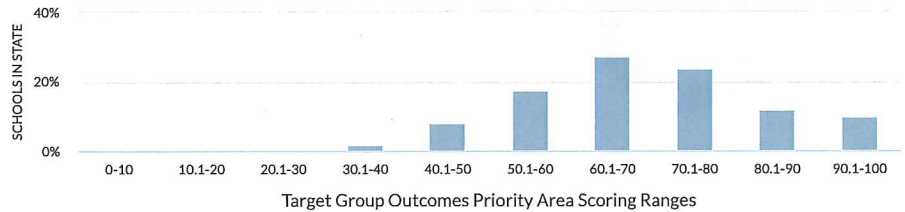
## TARGET GROUP OUTCOMES

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

### Priority Area Score



This is the distribution of scores for K-5 schools in the state.



### Component Scores

#### ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

##### English Language Arts

NO DATA TO DISPLAY

##### Mathematics

NO DATA TO DISPLAY

#### GROWTH

Score: NA

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

##### English Language Arts

NO DATA TO DISPLAY

##### Mathematics

NO DATA TO DISPLAY

#### CHRONIC ABSENTEEISM

Score: NA

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

NO DATA TO DISPLAY

#### ATTENDANCE

Score: NA

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

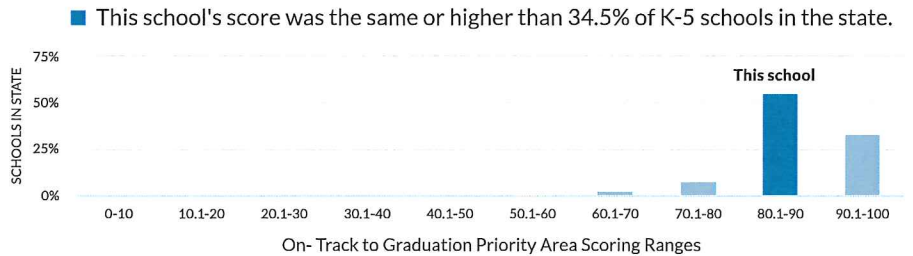
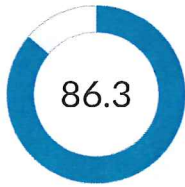
NO DATA TO DISPLAY



## 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: 91.5

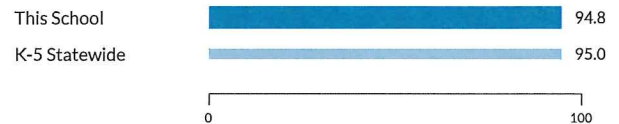
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 94.8

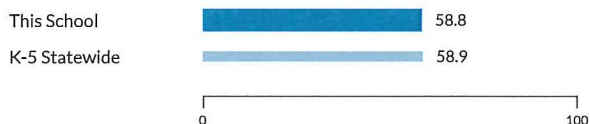
This score is the overall attendance rate for the school in 2019-20.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 58.8

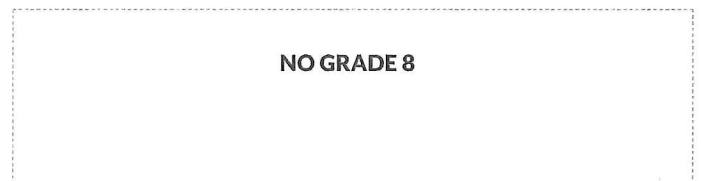
Average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.







## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	201	7.5%	192	10.4%	182	7.7%
Asian	< 20	*	< 20	*	0	NA
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	189	7.4%	180	10.6%	175	8.0%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	109	11.9%	99	16.2%	91	14.3%
English Learners	< 20	*	< 20	*	< 20	*
Students with Disabilities	21	9.5%	29	13.8%	30	10.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade







## OVERVIEW

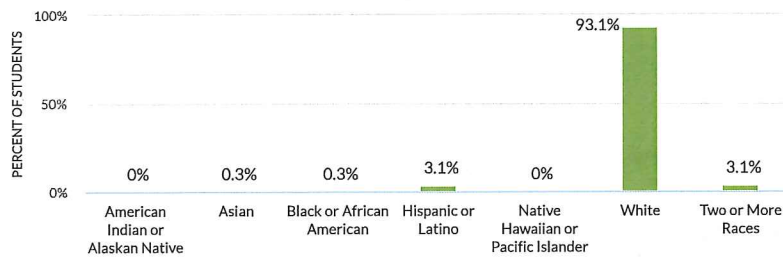
### School Details

Grades: 6-12

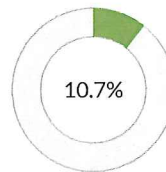
Enrollment: 289

Percent open enrollment: 19%

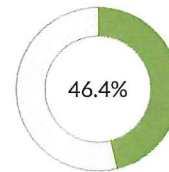
### Student Groups



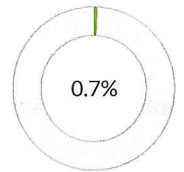
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary

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

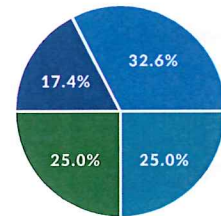
Overall Score

68.0

Meets Expectations



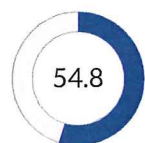
#### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### Priority Area Scores

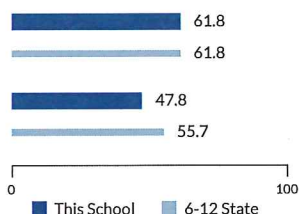
#### ACHIEVEMENT



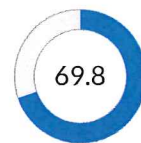
English Language Arts

Mathematics

Subject Area Scores



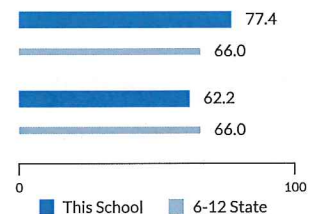
#### GROWTH



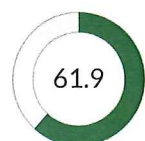
English Language Arts

Mathematics

Subject Area Scores



#### TARGET GROUP OUTCOMES



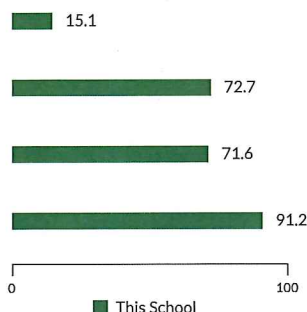
Achievement

Growth

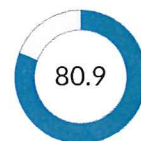
Chronic Absenteeism

Attendance

Group Scores



#### ON-TRACK TO GRADUATION



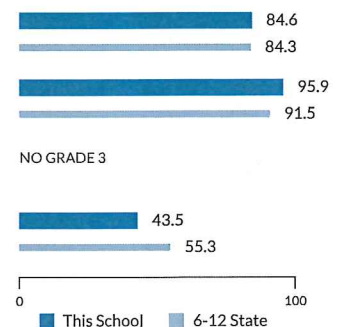
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

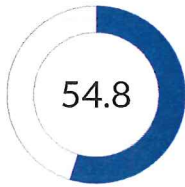




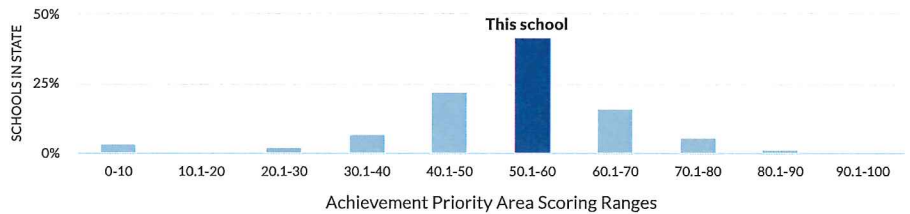
## ACHIEVEMENT

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

### Priority Area Score



■ This school's score was the same or higher than 52.3% of 6-12 schools in the state.



English Language Arts Score: 61.8

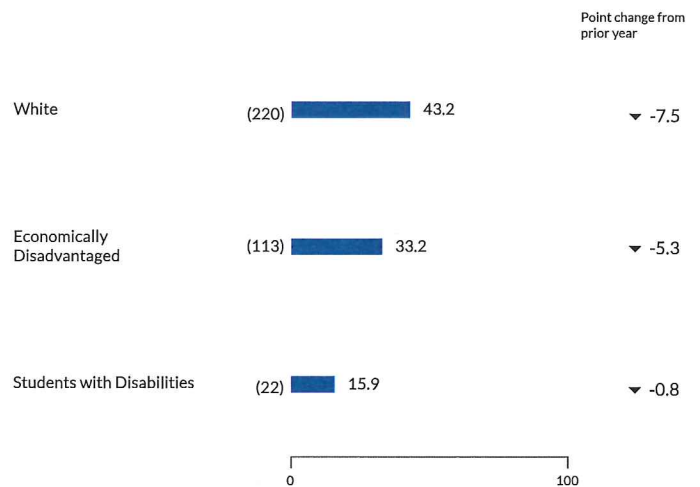
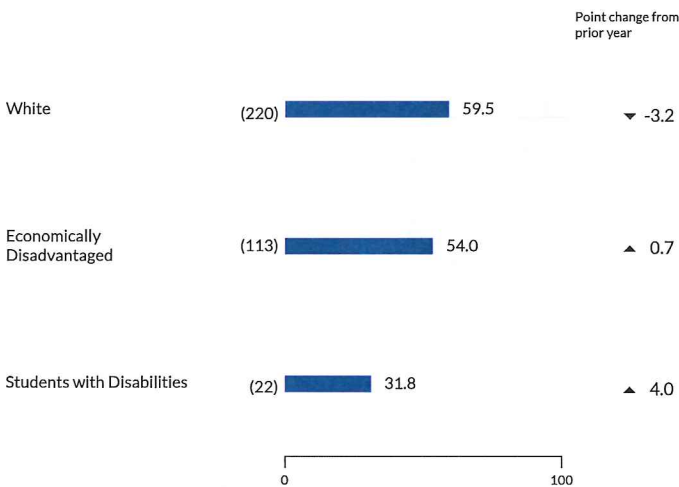
Mathematics Score: 47.8

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

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

#### ENGLISH LANGUAGE ARTS

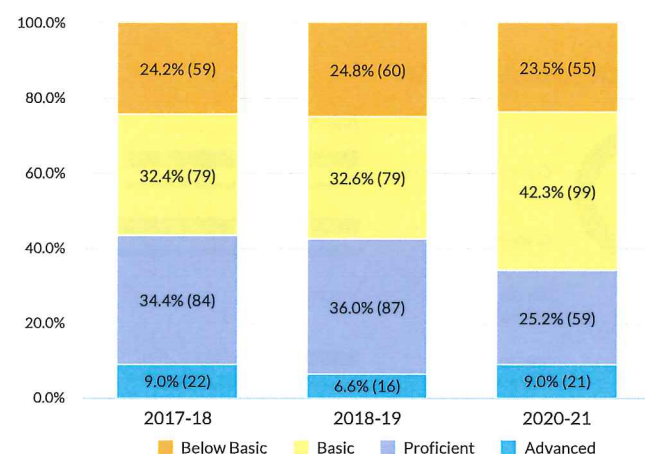
#### MATHEMATICS



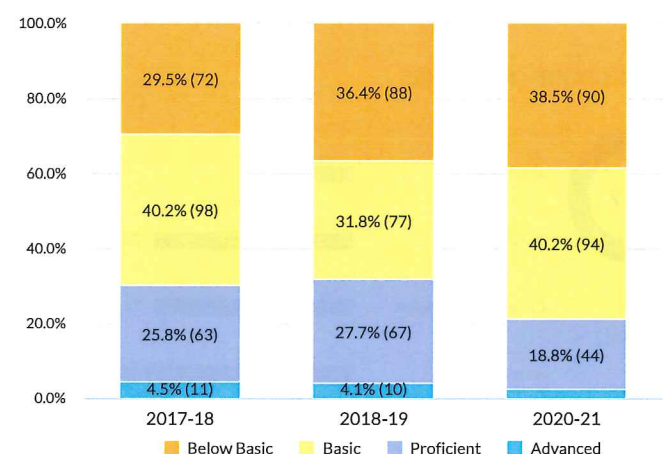
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.5%	88.5%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.5%	88.5%

### Student Group Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	381,001	9.2%	33.1%	33.8%	23.9%	383,384	8.6%	32.2%	33.7%	25.5%	334,615	7.4%	31.5%	35.3%	25.8%
All Students	244	9.0%	34.4%	32.4%	24.2%	242	6.6%	36.0%	32.6%	24.8%	234	9.0%	25.2%	42.3%	23.5%
Asian	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	228	9.2%	35.5%	31.6%	23.7%	228	6.1%	36.8%	33.3%	23.7%	220	9.1%	25.0%	41.8%	24.1%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	136	5.1%	27.2%	34.6%	33.1%	122	4.1%	31.1%	32.0%	32.8%	113	6.2%	23.9%	41.6%	28.3%
Students with Disabilities	28	0.0%	14.3%	7.1%	78.6%	27	3.7%	11.1%	22.2%	63.0%	22	4.5%	9.1%	31.8%	54.5%

#### MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	381,572	8.1%	31.3%	30.5%	30.1%	383,883	8.1%	30.1%	30.2%	31.7%	334,667	5.5%	28.0%	31.4%	35.1%
All Students	244	4.5%	25.8%	40.2%	29.5%	242	4.1%	27.7%	31.8%	36.4%	234	2.6%	18.8%	40.2%	38.5%
Asian	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	228	4.8%	26.8%	39.5%	28.9%	228	4.4%	27.6%	32.9%	35.1%	220	2.7%	18.2%	41.8%	37.3%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	136	2.2%	16.9%	40.4%	40.4%	122	1.6%	20.5%	31.1%	46.7%	113	1.8%	11.5%	38.1%	48.7%
Students with Disabilities	28	0.0%	14.3%	21.4%	64.3%	27	0.0%	11.1%	11.1%	77.8%	22	0.0%	4.5%	22.7%	72.7%

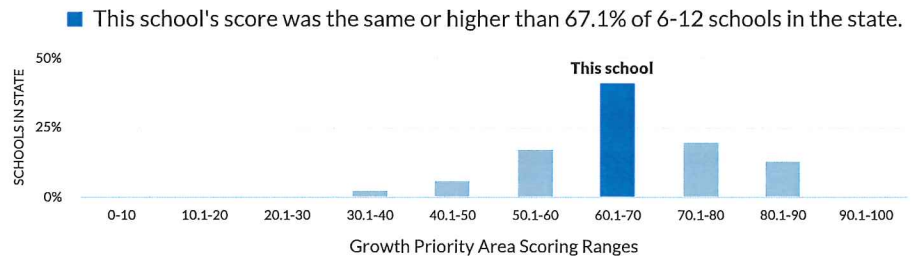
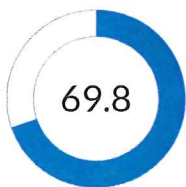




## GROWTH

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



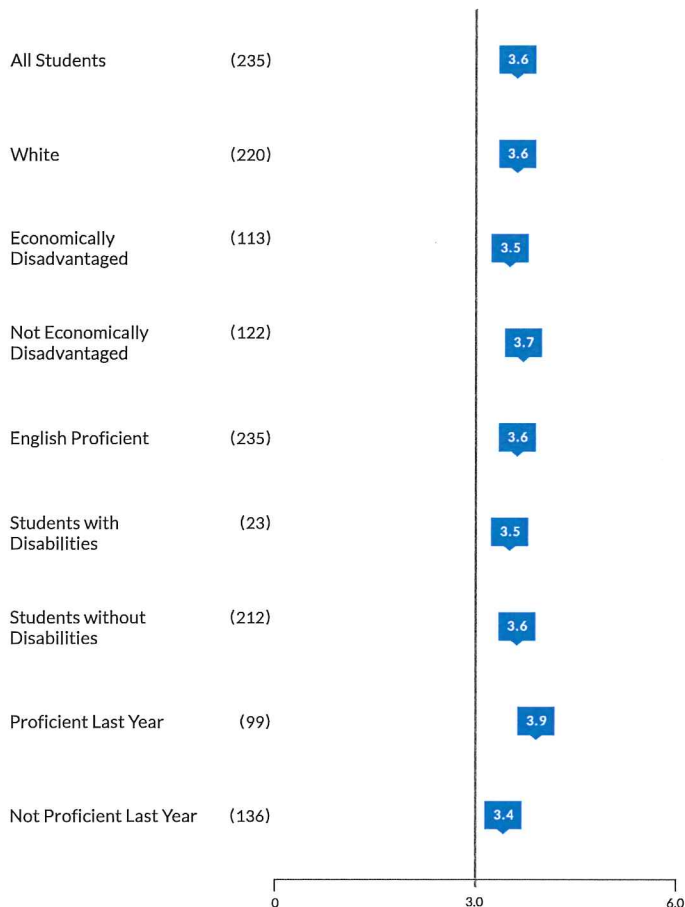
English Language Arts Score: 77.4

Mathematics Score: 62.2

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

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

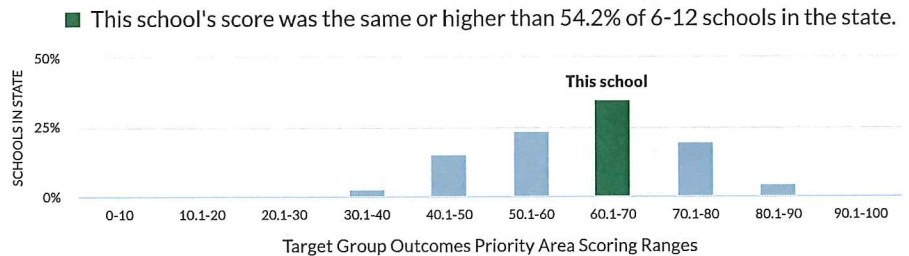
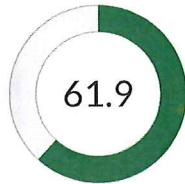




## TARGET GROUP OUTCOMES

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

### Priority Area Score



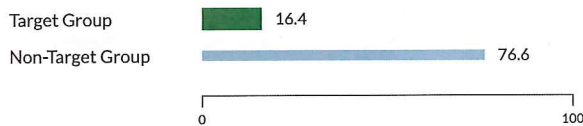
## Component Scores

### ACHIEVEMENT

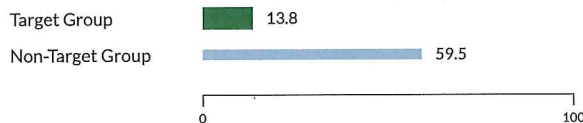
Score: 15.1

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

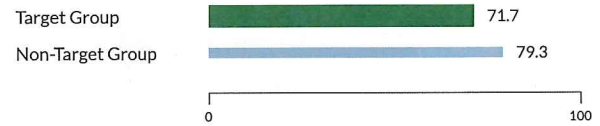


### GROWTH

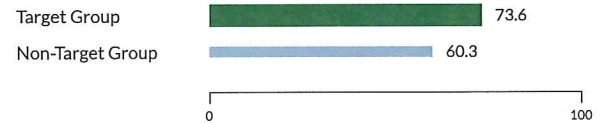
Score: 72.7

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

#### English Language Arts



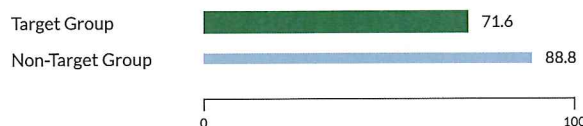
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 71.6

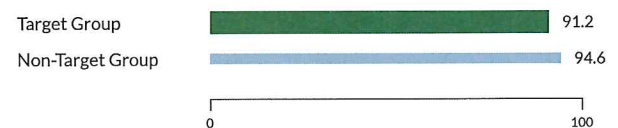
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 91.2

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

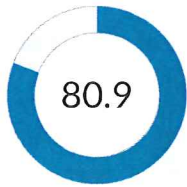




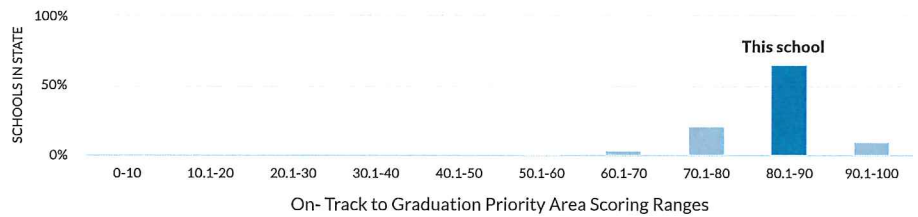
## ON-TRACK TO GRADUATION

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

### Priority Area Score



■ This school's score was the same or higher than 30.2% of 6-12 schools in the state.

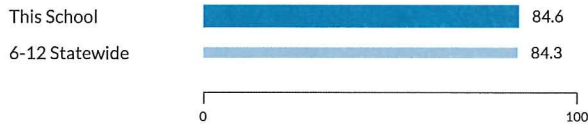


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 84.6

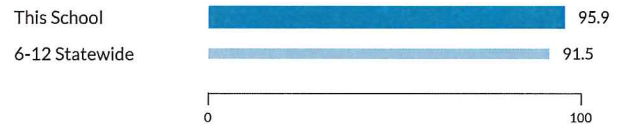
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 95.9

Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: 43.5

Average points-based proficiency rates.







## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	458,462	15.8%	459,977	15.9%	461,055	15.4%
All Students	288	16.3%	287	15.3%	290	14.8%
Asian	0	NA	< 20	*	< 20	*
Black or African American	0	NA	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	270	16.3%	268	14.9%	269	14.1%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	157	24.2%	144	23.6%	133	24.1%
English Learners	0	NA	0	NA	< 20	*
Students with Disabilities	33	24.2%	32	34.4%	32	34.4%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 6-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	36	34	94.4%	38	37	97.4%
Hispanic or Latino	< 20	*	*	0	NA	NA
White	32	32	100.0%	37	36	97.3%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	20	18	90.0%	22	21	95.5%
English Learners	< 20	*	*	0	NA	NA
Students with Disabilities	< 20	*	*	< 20	*	*



## POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
17.8%	19.2%	0.0%	17.8%	0.0%	1.4%	2.4%	2.4%
30 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an industry-recognized credential.		4 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. All groups present in the school are shown. 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
Asian	<20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Hispanic or Latino	<20	31,812	*	14.7%	*	14.1%	*	0.9%	*	1.4%
White	156	188,332	18.6%	20.8%	0.0%	19.7%	0.0%	1.6%	2.6%	2.8%
Two or More Races	<20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	76	97,617	11.8%	11.0%	0.0%	13.7%	0.0%	0.8%	1.3%	1.7%
English Learners	<20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	<20	34,473	*	2.9%	*	10.2%	*	0.5%	*	1.4%



## ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>32.0%</b>	<b>24.7%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>40.2%</b>	<b>21.3%</b>	<b>0.0%</b>	<b>1.9%</b>

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

No students successfully completed a dance course.

68 students successfully completed at least one music course.

No students successfully completed a theater course.

### Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Hispanic or Latino	< 20	31,812	*	26.2%	*	0.3%	*	15.5%	*	1.8%
White	156	188,332	30.1%	23.9%	0.0%	0.3%	42.3%	23.4%	0.0%	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	76	97,617	32.9%	26.9%	0.0%	0.3%	32.9%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	< 20	34,473	*	25.4%	*	0.3%	*	14.3%	*	1.9%

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WISCONSIN DEPARTMENT OF  
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