



This space is reserved for a statement submitted by the district. OEA will collect this information via a survey that will open in August each year. You may find some example statements in the resource section of SAFE. Districts interested in providing a statement to appear on final preview reports this year may do so during the secure release.

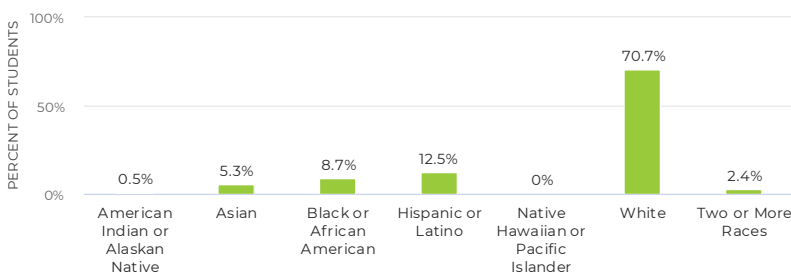
*The statement above is provided by the district. It is not an evaluation on the part of the Wisconsin Department of Public Instruction.*

#### District Details:

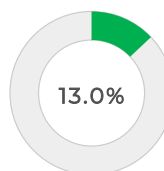
- Grades: KG-12
- Enrollment: 208
- Percent open enrollment: 3.4%

## Student Groups (Percent of All Students)

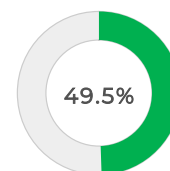
### Race/Ethnicity



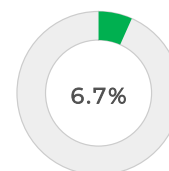
### Students with Disabilities



### Economically Disadvantaged



### English Learners



## Score Summary

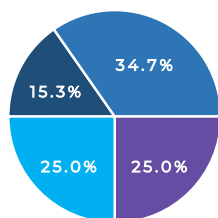
### Overall Score

XX.X

Preview Report - No Rating



### Priority Area Weights

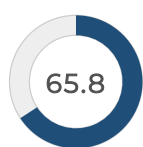


- Student Achievement
- District Growth
- Target Group Outcomes
- On-Track to Graduation

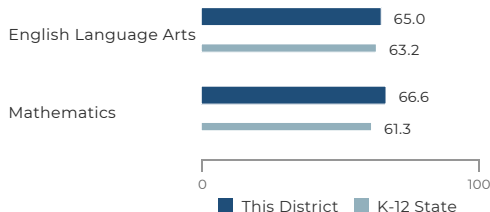
**Note:** For details about how weights are determined, see weighting calculator:

[https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

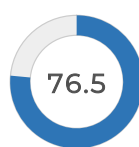
## Student Achievement



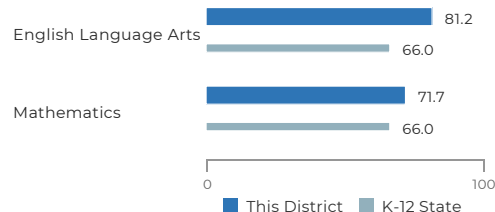
### Subject Area Scores



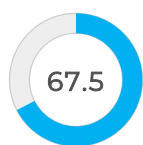
## District Growth



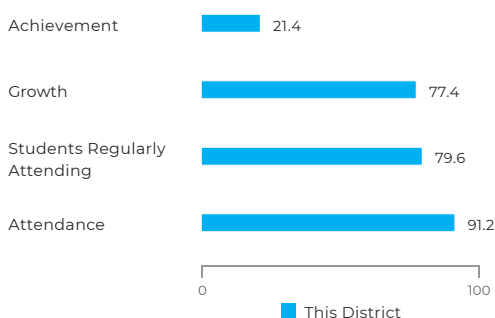
### Subject Area Scores



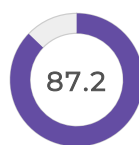
## Target Group Outcomes



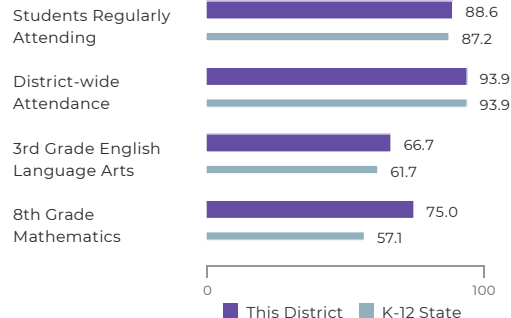
### Group Scores



## On-Track to Graduation



### 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.

Some tables below are blank in 2019-20 preview reports because no schools have overall ratings on these preview reports.

### 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		
Exceeds Expectations		
Meets Expectations		
Meets Few Expectations		
Fails Expectations		

### 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		
Needs Improvement		

### School Score Summary

This table does not include alternate accountability schools.

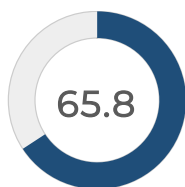
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score				100.0
Student Achievement	55.9	65.7	73.4	100.0
School Growth	41.3	55.1	70.8	100.0
Target Group Outcomes				100.0
On-Track to Graduation	84.2	89.0	93.4	100.0



## Student Achievement

This priority area provides information about how students in this district perform on state assessments. Use these data to explore district-wide performance. The score is a composite of performance in English language arts and mathematics, based upon levels of performance students have attained.

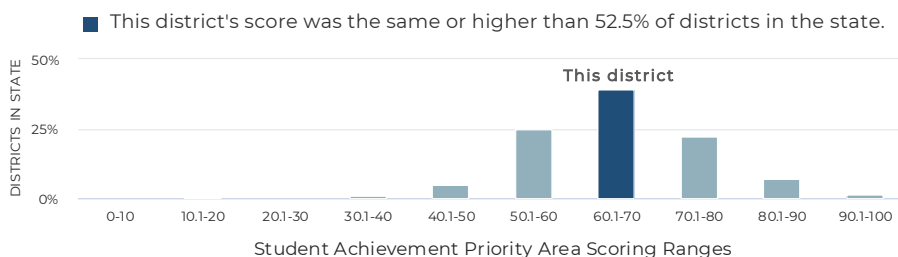
### Priority Area Score



This score is 2.9 points higher than last year.

English Language Arts Score: 65.0

Mathematics Score: 66.6

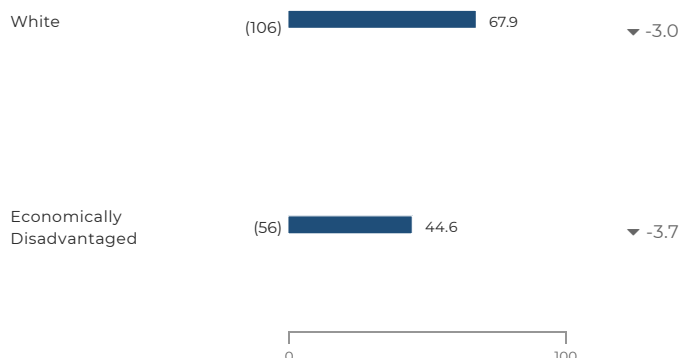


## Student Group Performance

The scores below are determined using points-based proficiency rates for student groups with at least 20 students in the district. They give partial credit for Basic test results and extra credit for results in the Advanced level. The size of the group is shown in parentheses, like this: (group size).

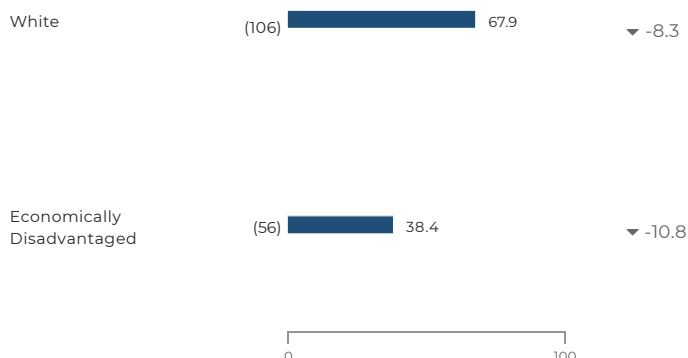
### English Language Arts

Point change  
from prior year



### Mathematics

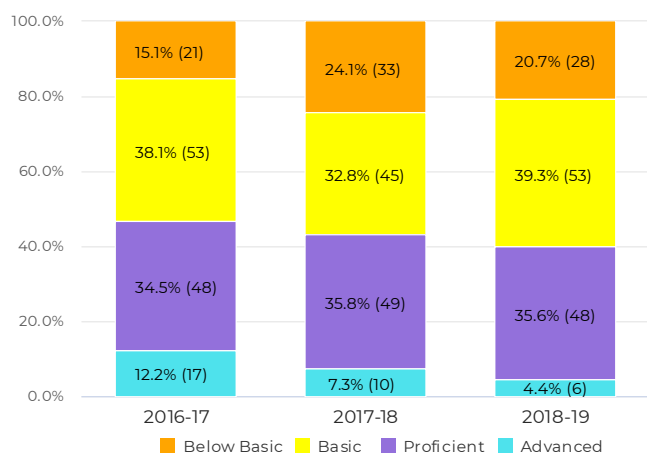
Point change  
from prior year



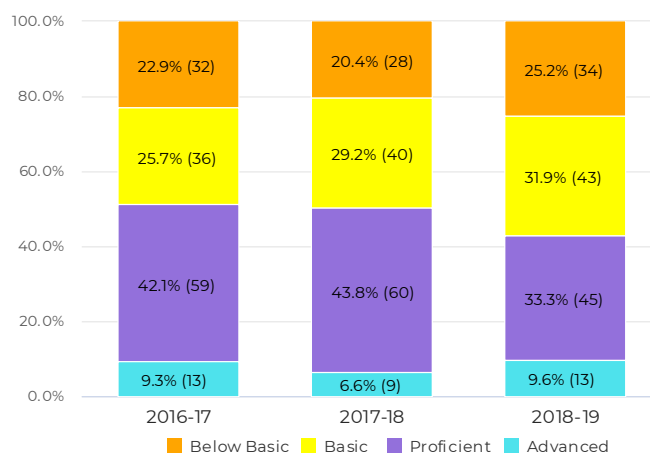
## Proficiency Levels by Year

The graphs below show outcomes across different performance levels of the state tests taken in this district. The size of the group is shown in parentheses, like this: (group size).

### English Language Arts



### Mathematics





## Student Achievement - Additional Information

This page includes data that reflect student participation and outcomes on state tests. The data do not directly impact scores.

### 2018-19 Test Participation Rates in This District

#### English Language Arts

All students	Lowest-participating group: Economically Disadvantaged
97.9%	95.1%

#### Mathematics

All students	Lowest-participating group: Economically Disadvantaged
97.9%	95.1%

### Student Group Trends by Performance Level

These tables show state test performance level outcomes for different groups of students in this district. They augment the district-wide outcomes shown at the bottom of previous page. If a group is not displayed, there are no full academic year test results for that group. These data are for information only and do not directly determine Student Achievement Scores.

#### English Language Arts

	2016-17					2017-18					2018-19				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: State	572,077	9.5%	33.8%	33.9%	22.7%	572,297	8.5%	33.7%	34.0%	23.7%	570,931	8.0%	32.7%	34.1%	25.3%
All Students: District	139	12.2%	34.5%	38.1%	15.1%	137	7.3%	35.8%	32.8%	24.1%	135	4.4%	35.6%	39.3%	20.7%
American Indian or Alaskan Native	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Asian	5	20.0%	40.0%	20.0%	20.0%	6	16.7%	16.7%	50.0%	16.7%	5	0.0%	20.0%	80.0%	0.0%
Black or African American	10	0.0%	20.0%	50.0%	30.0%	8	0.0%	0.0%	50.0%	50.0%	7	0.0%	14.3%	42.9%	42.9%
Hispanic or Latino	13	0.0%	30.8%	38.5%	30.8%	16	0.0%	18.8%	31.3%	50.0%	13	0.0%	7.7%	46.2%	46.2%
White	109	13.8%	36.7%	38.5%	11.0%	103	8.7%	42.7%	30.1%	18.4%	106	5.7%	40.6%	37.7%	16.0%
Two or More Races	2	50.0%	0.0%	0.0%	50.0%	3	0.0%	33.3%	66.7%	0.0%	3	0.0%	66.7%	0.0%	33.3%
Economically Disadvantaged	50	6.0%	24.0%	44.0%	26.0%	59	5.1%	20.3%	40.7%	33.9%	56	1.8%	19.6%	44.6%	33.9%
English Learners	10	10.0%	20.0%	30.0%	40.0%	10	10.0%	20.0%	40.0%	30.0%	8	0.0%	12.5%	75.0%	12.5%
Students with Disabilities	12	0.0%	16.7%	25.0%	58.3%	14	0.0%	7.1%	21.4%	71.4%	14	0.0%	14.3%	21.4%	64.3%

#### Mathematics

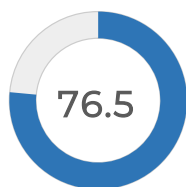
	2016-17					2017-18					2018-19				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: State	573,084	8.3%	32.3%	32.2%	27.2%	573,216	9.2%	32.6%	31.2%	27.0%	571,726	9.4%	31.6%	30.8%	28.2%
All Students: District	140	9.3%	42.1%	25.7%	22.9%	137	6.6%	43.8%	29.2%	20.4%	135	9.6%	33.3%	31.9%	25.2%
American Indian or Alaskan Native	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Asian	5	0.0%	80.0%	20.0%	0.0%	6	0.0%	50.0%	33.3%	16.7%	5	0.0%	80.0%	20.0%	0.0%
Black or African American	10	0.0%	10.0%	50.0%	40.0%	8	0.0%	12.5%	50.0%	37.5%	7	0.0%	14.3%	0.0%	85.7%
Hispanic or Latino	14	0.0%	28.6%	28.6%	42.9%	16	0.0%	18.8%	37.5%	43.8%	13	0.0%	30.8%	38.5%	30.8%
White	109	11.9%	45.0%	23.9%	19.3%	103	7.8%	51.5%	26.2%	14.6%	106	11.3%	34.0%	34.0%	20.8%
Two or More Races	2	0.0%	50.0%	0.0%	50.0%	3	33.3%	0.0%	33.3%	33.3%	3	33.3%	0.0%	33.3%	33.3%
Economically Disadvantaged	50	2.0%	30.0%	34.0%	34.0%	59	0.0%	28.8%	40.7%	30.5%	56	3.6%	17.9%	30.4%	48.2%
English Learners	10	0.0%	40.0%	20.0%	40.0%	10	0.0%	30.0%	30.0%	40.0%	8	0.0%	37.5%	50.0%	12.5%
Students with Disabilities	12	8.3%	8.3%	16.7%	66.7%	14	7.1%	7.1%	14.3%	71.4%	14	7.1%	7.1%	14.3%	71.4%



## District Growth

This measure describes how much student knowledge of English language arts and mathematics in the district changes from year to year. It uses a value-added model that estimates how much student scores are expected to change based on the actual growth of similar students. If student performance improved more than predicted by the model, the district is considered to have high value-added. The value-added model produces a score on a roughly 0-6 scale. This is converted to a 0-100 scale to arrive at the Growth Priority Area score

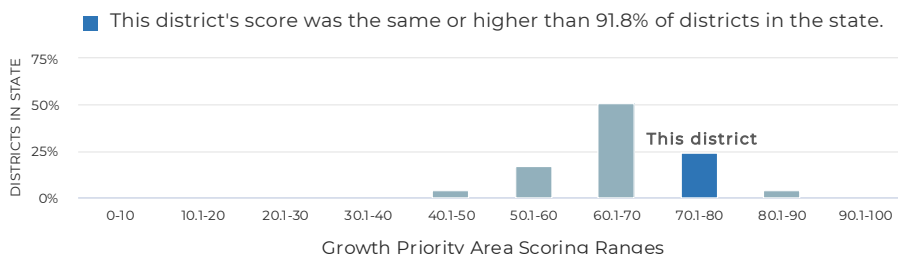
### Priority Area Score



This score is 5.7 points higher than last year's.

English Language Arts Score: 81.2

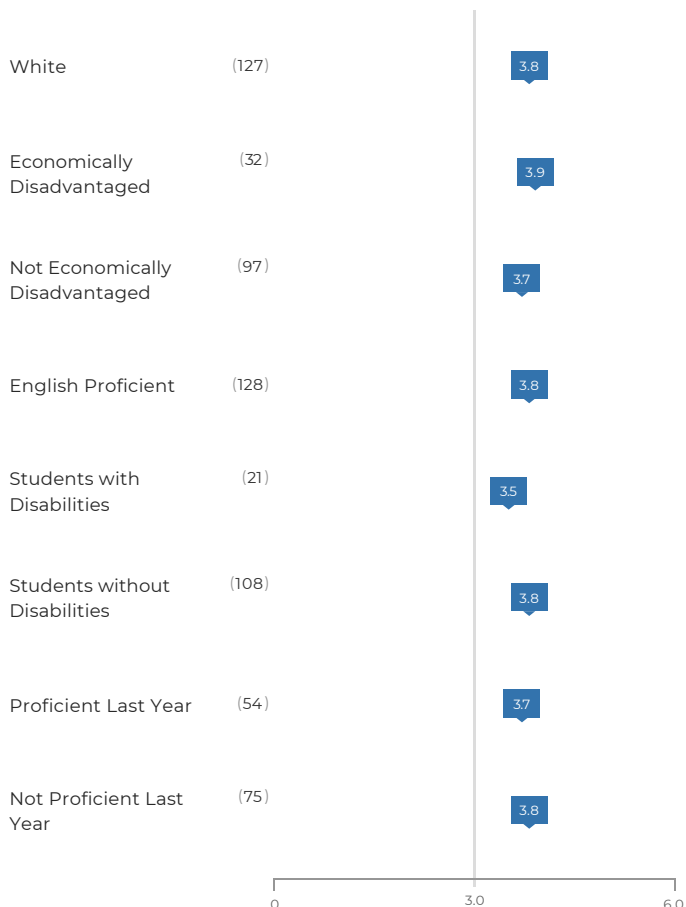
Mathematics Score: 71.7



### Student Group Value-Added

This graph displays English language arts and mathematics value-added scores for specific student groups. Only groups that have at least 10 students are shown. Group outcomes do not directly affect the priority area score but can be used to better understand the district's impact on different groups of students. Higher value-added means greater positive impact. A score of 3.0 is average. Group size is shown in parentheses.

#### English Language Arts



#### Mathematics

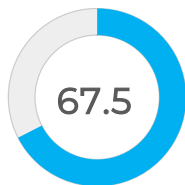




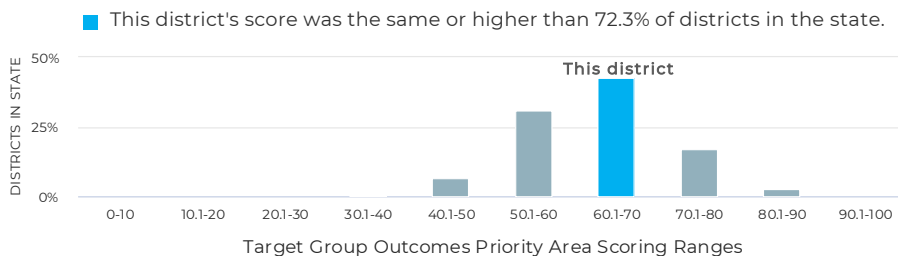
## Target Group Outcomes

This priority area examines outcomes for students with the lowest test scores in their school - the Target Group. The district Target Group is the combination of all school-level target groups. Outcomes are displayed for achievement, growth, regular attendance, and attendance or graduation rate.

### Priority Area Score



This score is x.x points higher/lower than last



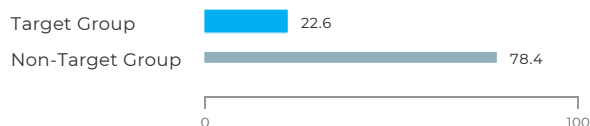
## Target Group Subscores

### Achievement

Score: 21.4

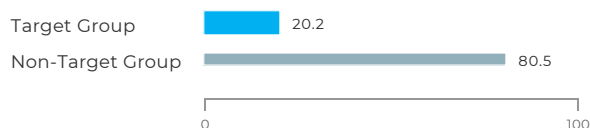
The scores below are average points-based proficiency rates for students in the target group and students not in the group.

#### English Language Arts



The Target Group's score is x.x points higher/lower than last year.

#### Mathematics



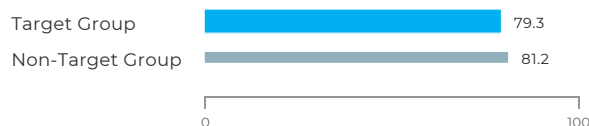
The Target Group's score is x.x points higher/lower than last year.

### Growth

Score: 77.4

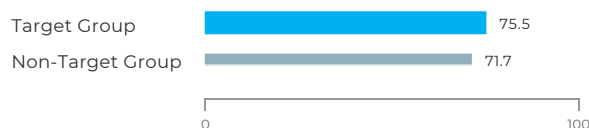
The value-added scores below are for students in the target group and students not in the group. A score of 3.0 is average.

#### English Language Arts



The Target Group's score is x.x points higher/lower than last year.

#### Mathematics

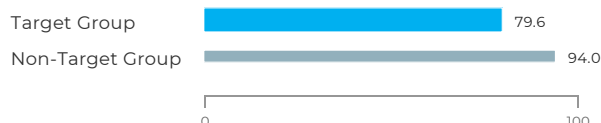


The Target Group's score is x.x points higher/lower than last year.

### Students Regularly Attending

Score: 79.6

This score combines up to three years of regular attendance rates. The regular attendance rate is the percentage of students who attended school at least 90% of the days. Single year regular attendance rates are provided on the On-Track to Graduation - Additional Information page.

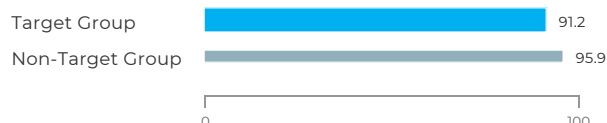


The Target Group's score is x.x points higher/lower than last year.

### Attendance

Score: 91.2

This score is the overall attendance rate for the Target Group in 2018-19.



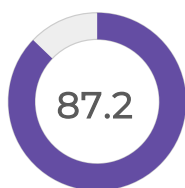
The Target Group's score is x.x points higher/lower than last year.



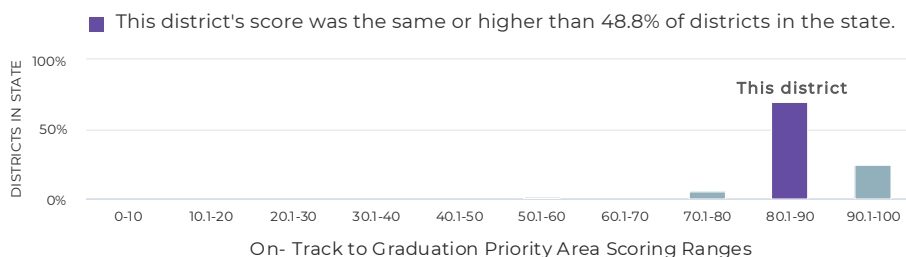
## On-Track to Graduation

This priority area provides information about how successfully students are achieving educational milestones that predict readiness for college and career.

### Priority Area Score



This score is 1.9 points higher than last year.

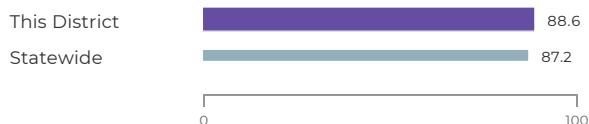


## On-Track Subscores

### Students Regularly Attending

Score: 88.6

This score combines up to three years of regular attendance rates. The regular attendance rate is the percentage of students who attended school at least 90% of the days. Single year regular attendance rates are provided on the next page.

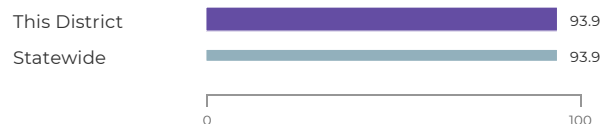


This score is 1.3 points higher than last year.

### District-wide Attendance

Score: 93.9

This score is the overall attendance rate for the district in 2018-19.

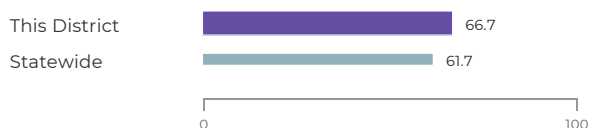


This score is 0.2 points higher than last year.

### 3rd Grade English Language Arts

Score: 66.7

This score is the average points-based proficiency rates in English language arts for 3rd graders in this school.

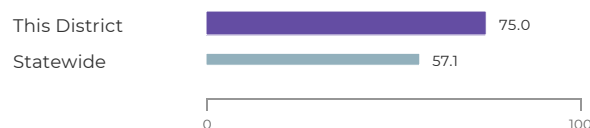


This score is 2.6 points higher than last year.

### 8th Grade Mathematics

Score: 75.0

This score is the average points-based proficiency rate in mathematics for 8th graders in this school.



This score is 31.9 points higher than last year.



## On-Track to Graduation - Additional Information

The data on this page provide additional detail about key outcomes - regular attendance rates and graduation rates - for student groups in this district. The data do not directly impact the Priority Area score but are important for understanding student engagement and success.

### Student Group Regular Attendance

This table shows regular attendance rates for different groups of students. The three most recent years are presented to show if rates have changed over time.

	2016-17		2017-18		2018-19	
	Students	Rate	Students	Rate	Students	Rate
All Students: State	833,524	87.6%	833,287	87.2%	831,533	86.9%
All Students: District	203	90.6%	206	88.3%	208	87.5%
American Indian or Alaskan Native	0	NA	1	100.0%	1	100.0%
Asian	6	100.0%	8	87.5%	9	88.9%
Black or African American	16	81.2%	17	70.6%	16	62.5%
Hispanic or Latino	23	82.6%	24	87.5%	25	80.0%
White	155	92.3%	151	90.7%	152	91.4%
Two or More Races	3	100.0%	5	80.0%	5	80.0%
Economically Disadvantaged	76	85.5%	89	78.7%	88	76.1%
English Learners	16	87.5%	14	92.9%	15	93.3%
Students with Disabilities	18	72.2%	21	81.0%	26	73.1%

### Student Group Graduation Rates

This table shows two cohort graduation rates for 2018-19. These measure the percentage of students who started high school together that graduated by 2018-19. The four-year rate pertains to students who started high school four years prior. The seven-year rate pertains to students who started seven years prior. Use caution in examining rates for groups smaller than 20 students.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: State	67,677	60,852	89.9%	64,618	59,589	92.2%
All Students: District	16	14	87.5%	16	14	87.5%
Asian	0	NA	NA	2	2	100.0%
Black or African American	0	NA	NA	1	1	100.0%
Hispanic or Latino	4	3	75.0%	0	NA	NA
White	12	11	91.7%	13	11	84.6%
Economically Disadvantaged	6	4	66.7%	7	5	71.4%
English Learners	1	1	100.0%	2	2	100.0%
Students with Disabilities	2	2	100.0%	2	2	100.0%



## Postsecondary Preparation

State statute (115.385, Wis. Stat.) requires report cards to include data on pupil participation in various postsecondary preparation opportunities. This is for information only and does not impact scores.

All data are from the 2018-19 school year and are for grades 9-12 only.

### Participation by Type of Postsecondary Preparation

#### Advanced Courses

District	State
25.8%	21.7%

17 students successfully completed at least one of 16 Advanced Placement or International Baccalaureate courses offered in this district.

#### Dual Enrollment

District	State
24.2%	18.1%

16 students completed at least one dual enrollment course offered by this district.

#### Industry-Recognized Credentials

District	State
3.0%	1.3%

2 students earned at least one industry-recognized credential in this district.

#### Work-Based Learning

District	State
3.0%	2.4%

2 students completed a work-based learning program in this district.

### Student Group Participation

This table displays, by student group, the number and percentage of students in the district completing different postsecondary preparation opportunities. Only groups present in the district are shown. For more information about the data, visit [dpi.wi.gov/accountability/resources](http://dpi.wi.gov/accountability/resources).

	Advanced Courses			Dual Enrollment			Industry-Recognized Credentials			Work-Based Learning		
	District		State	District		State	District		State	District		State
Asian	0	0.0%	30.9%	0	0.0%	18.4%	0	0.0%	1.0%	0	0.0%	1.7%
Black or African American	0	0.0%	12.9%	1	25.0%	11.5%	0	0.0%	0.3%	0	0.0%	0.8%
Hispanic or Latino	4	50.0%	18.0%	3	37.5%	15.6%	0	0.0%	0.8%	0	0.0%	1.4%
White	13	25.5%	23.3%	12	23.5%	19.6%	2	3.9%	1.5%	2	3.9%	2.8%
Economically Disadvantaged	5	20.0%	12.6%	5	20.0%	14.7%	0	0.0%	0.8%	1	4.0%	1.6%
English Learners	0	0.0%	12.0%	0	0.0%	15.0%	0	0.0%	0.7%	0	0.0%	1.3%
Students with Disabilities	0	0.0%	2.9%	1	12.5%	10.9%	1	12.5%	0.6%	1	12.5%	1.5%



## Arts Course Information

State statute (115.385, Wis. Stat.) requires report cards to include data on the percentage of pupils participating in various kinds of arts courses. This is for information only and does not impact scores.

All data are from the 2018-19 school year and are for grades 9-12 only.

### Participation by Type of Arts Course

#### Art & Design

District	State
28.8%	29.7%

19 students completed at least one art & design course in this district.

#### Dance

District	State
1.5%	0.5%

1 student completed at least one dance course offered by this district.

#### Music

District	State
19.7%	24.0%

13 students completed at least one music course in this district.

#### Theater

District	State
1.5%	2.4%

1 student completed at least one theater course in this district.

### Student Group Participation

This table displays, by student group, the number of students in the district and state and the percentage completing different types of arts courses. Only groups present in the district are shown. For more information about the data, visit [dpi.wi.gov/accountability/resources](http://dpi.wi.gov/accountability/resources).

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
Asian	3	9,939	66.7%	32.8%	0.0%	0.7%	0.0%	26.3%	0.0%	2.1%
Black or African American	4	24,360	75.0%	36.4%	0.0%	0.9%	0.0%	13.4%	0.0%	5.4%
Hispanic or Latino	8	30,478	37.5%	33.8%	0.0%	0.6%	12.5%	17.8%	12.5%	2.7%
White	51	189,973	21.6%	28.0%	2.0%	0.5%	23.5%	26.5%	0.0%	2.0%
Economically Disadvantaged	25	96,602	48.0%	33.4%	0.0%	0.6%	12.0%	19.0%	4.0%	2.8%
English Learners	2	14,471	50.0%	35.7%	0.0%	0.7%	0.0%	13.7%	0.0%	2.0%
Students with Disabilities	8	35,242	25.0%	32.3%	12.5%	0.5%	0.0%	15.4%	0.0%	2.6%