



This space is reserved for a statement submitted by the school. 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. Schools interested in providing a statement to appear on final preview reports this year may do so during the secure release.

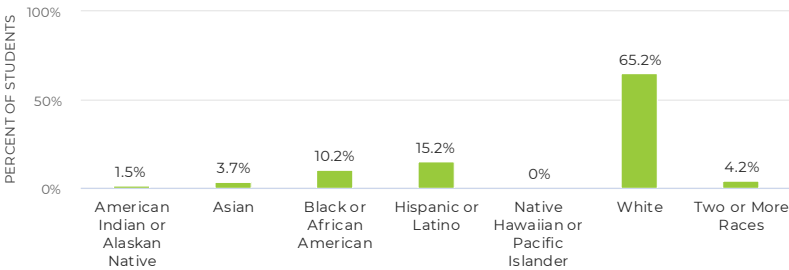
The statement above is provided by the school. It is not an evaluation on the part of the Wisconsin Department of Public Instruction.

School Details:

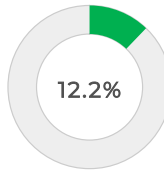
- Grades: 6-8
- Enrollment: 402
- Percent open enrollment: 6.2%

Student Groups (Percent of All Students)

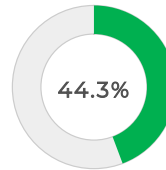
Race/Ethnicity



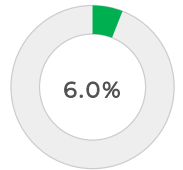
Students with Disabilities



Economically Disadvantaged



English Learners



Score Summary

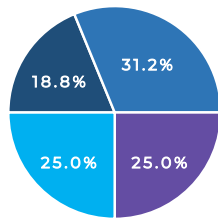
Overall Score

XX.X

Preview Report - No Rating



Priority Area Weights

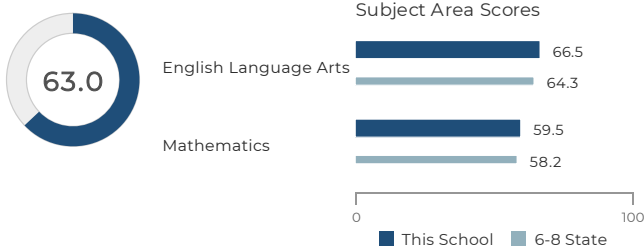


- Student Achievement
- School Growth
- Target Group Outcomes
- On-Track to Graduation

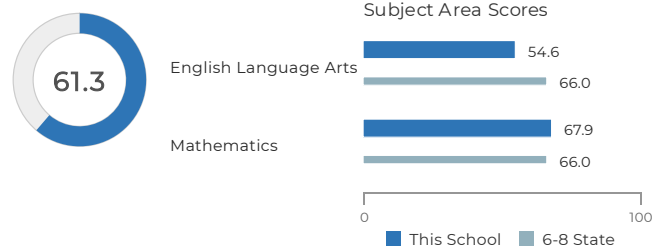
Note: For details about how weights are determined, see weighting calculator:

https://oea-dpi.shinyapps.io/overall_weighting_calculator/

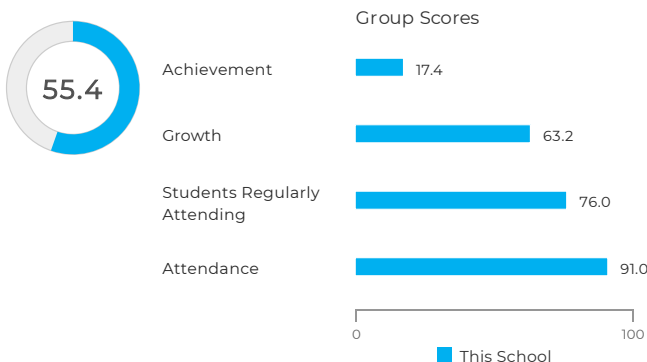
Student Achievement



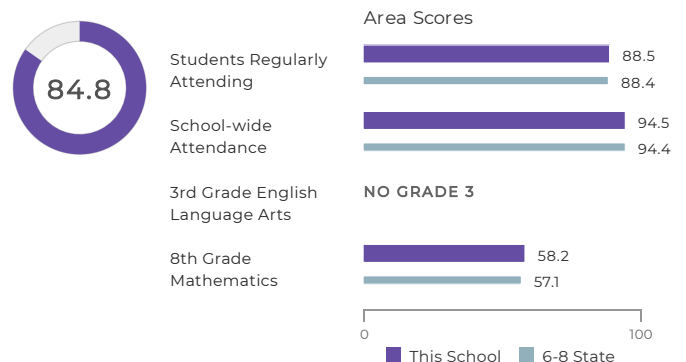
School Growth



Target Group Outcomes



On-Track to Graduation

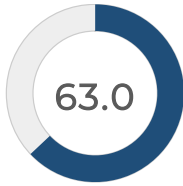




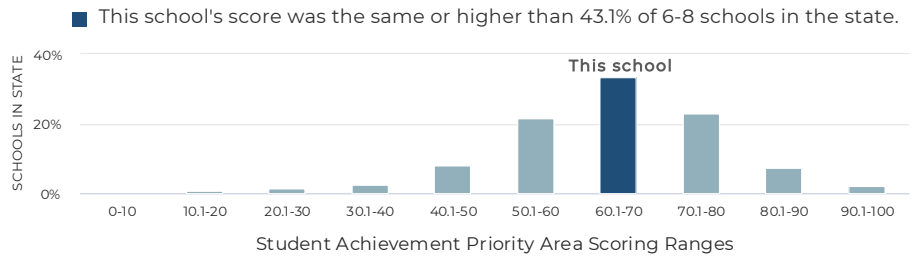
Student Achievement

This priority area provides information about how students in this school perform on state assessments. Use these data to explore school-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 0.3 points higher than last year.



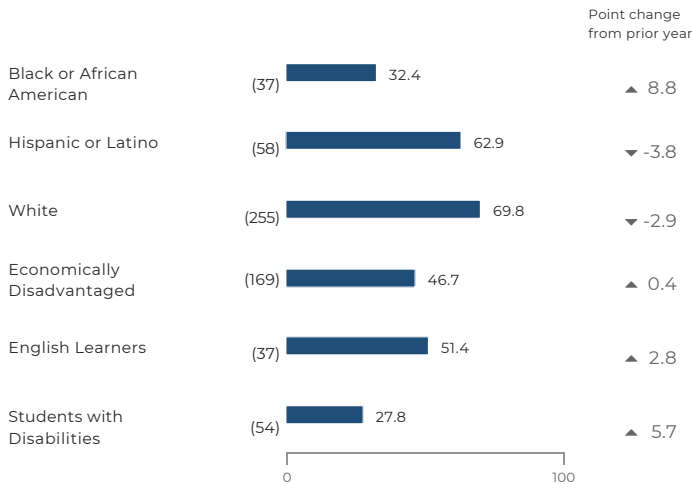
English Language Arts Score: 66.5

Mathematics Score: 59.5

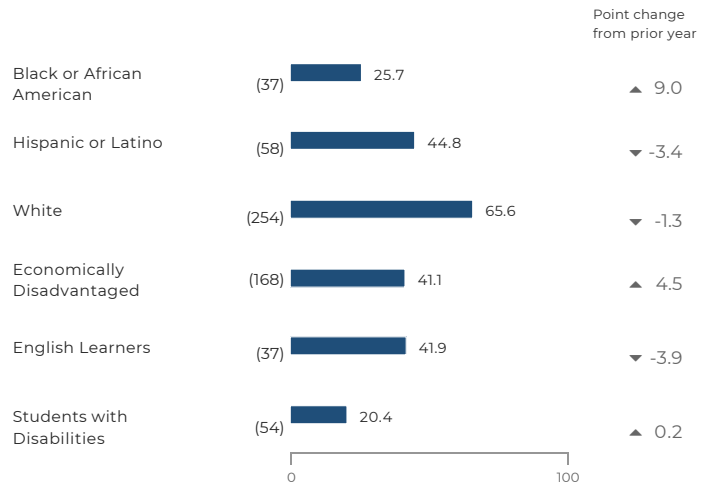
Student Group Performance

The scores below are determined using points-based proficiency rates for student groups with at least 20 students in the school. 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



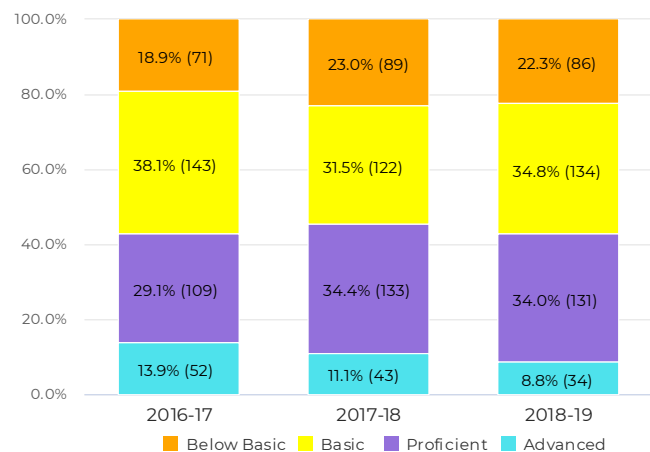
Mathematics



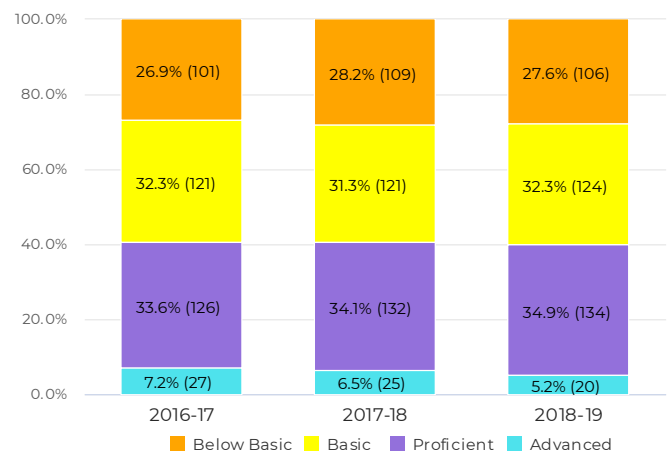
Proficiency Levels by Year

The graphs below show outcomes across different performance levels of the state tests taken in this school. 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 School

English Language Arts

All students	Lowest-participating group: Students with Disabilities
98.3%	93.2%

Mathematics

All students	Lowest-participating group: Students with Disabilities
98.0%	93.2%

Student Group Trends by Performance Level

These tables show state test performance level outcomes for different groups of students in this school. They augment the school-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: School	375	13.9%	29.1%	38.1%	18.9%	387	11.1%	34.4%	31.5%	23.0%	385	8.8%	34.0%	34.8%	22.3%
American Indian or Alaskan Native	4	0.0%	25.0%	50.0%	25.0%	5	0.0%	40.0%	20.0%	40.0%	6	0.0%	16.7%	33.3%	50.0%
Asian	18	22.2%	27.8%	38.9%	11.1%	13	15.4%	46.2%	7.7%	30.8%	16	12.5%	31.3%	50.0%	6.3%
Black or African American	30	6.7%	10.0%	23.3%	60.0%	36	0.0%	8.3%	30.6%	61.1%	37	2.7%	13.5%	29.7%	54.1%
Hispanic or Latino	43	9.3%	32.6%	34.9%	23.3%	57	5.3%	43.9%	29.8%	21.1%	58	8.6%	31.0%	37.9%	22.4%
White	270	15.2%	31.5%	38.9%	14.4%	266	14.3%	34.2%	34.2%	17.3%	255	9.4%	38.8%	33.7%	18.0%
Two or More Races	10	10.0%	10.0%	70.0%	10.0%	10	0.0%	60.0%	10.0%	30.0%	13	15.4%	23.1%	38.5%	23.1%
Economically Disadvantaged	147	4.8%	22.4%	40.8%	32.0%	164	4.9%	22.6%	32.9%	39.6%	169	4.7%	20.7%	37.9%	36.7%
English Learners	35	8.6%	22.9%	31.4%	37.1%	36	5.6%	27.8%	25.0%	41.7%	37	2.7%	27.0%	40.5%	29.7%
Students with Disabilities	52	0.0%	13.5%	28.8%	57.7%	52	3.8%	5.8%	21.2%	69.2%	54	0.0%	11.1%	33.3%	55.6%

Mathematics

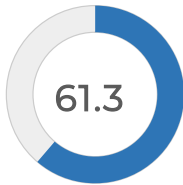
	2016-17					2017-18					2018-19				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: State	573,084	8.3%	32.3%	32.2%	27.2%	573,216	9.2%	32.6%	31.2%	27.0%	571,726	9.4%	31.6%	30.8%	28.2%
All Students: School	375	7.2%	33.6%	32.3%	26.9%	387	6.5%	34.1%	31.3%	28.2%	384	5.2%	34.9%	32.3%	27.6%
American Indian or Alaskan Native	4	0.0%	50.0%	25.0%	25.0%	5	0.0%	40.0%	20.0%	40.0%	6	16.7%	16.7%	50.0%	16.7%
Asian	18	16.7%	33.3%	44.4%	5.6%	13	7.7%	38.5%	38.5%	15.4%	16	6.3%	43.8%	43.8%	6.3%
Black or African American	30	0.0%	10.0%	33.3%	56.7%	36	0.0%	8.3%	16.7%	75.0%	37	0.0%	16.2%	18.9%	64.9%
Hispanic or Latino	43	2.3%	18.6%	41.9%	37.2%	57	3.5%	24.6%	36.8%	35.1%	58	5.2%	19.0%	36.2%	39.7%
White	270	8.5%	38.5%	29.3%	23.7%	266	8.3%	38.3%	32.3%	21.1%	254	5.9%	40.6%	32.3%	21.3%
Two or More Races	10	0.0%	30.0%	50.0%	20.0%	10	0.0%	60.0%	20.0%	20.0%	13	0.0%	46.2%	30.8%	23.1%
Economically Disadvantaged	147	0.7%	18.4%	37.4%	43.5%	164	4.3%	14.6%	31.1%	50.0%	168	4.2%	18.5%	32.7%	44.6%
English Learners	35	5.7%	17.1%	40.0%	37.1%	36	8.3%	16.7%	33.3%	41.7%	37	2.7%	18.9%	37.8%	40.5%
Students with Disabilities	52	0.0%	9.6%	25.0%	65.4%	52	0.0%	11.5%	17.3%	71.2%	54	0.0%	9.3%	22.2%	68.5%



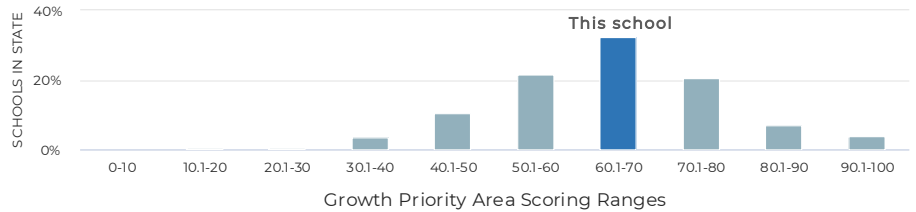
School Growth

This measure describes how much student knowledge of English language arts and mathematics in the school 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 school 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 school's score was the same or higher than 41.5% of 6-8 schools in the state.



This score is 8.6 points higher than last year's.

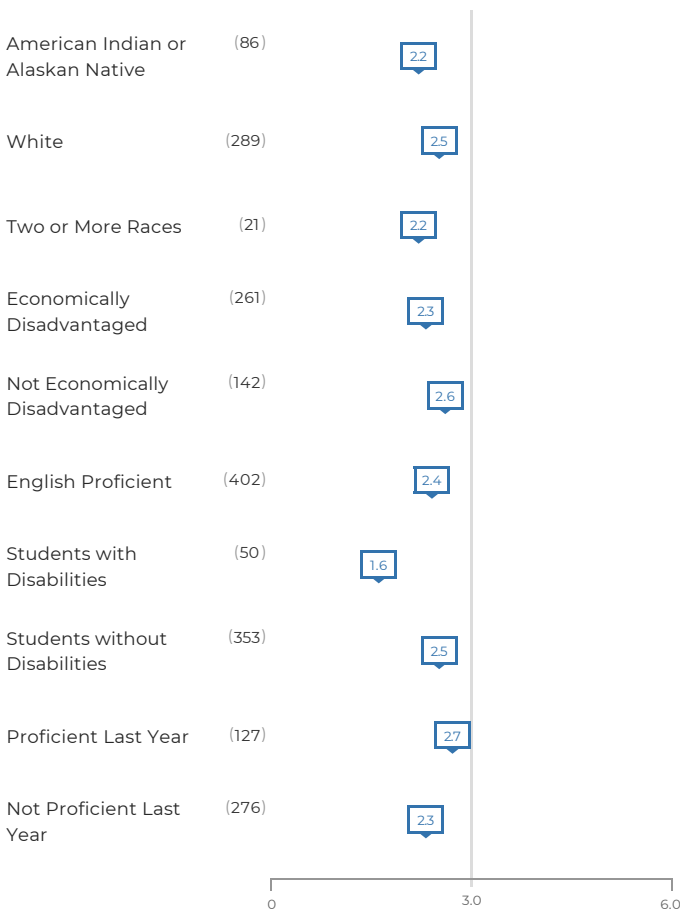
English Language Arts Score: 54.6

Mathematics Score: 67.9

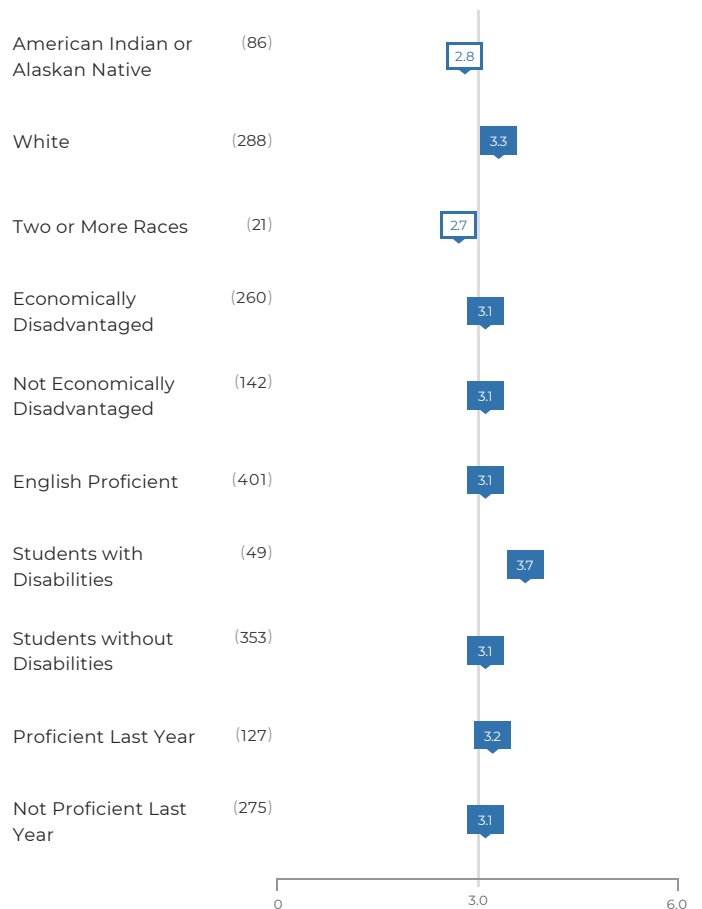
Student Group Value-Added

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 school'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

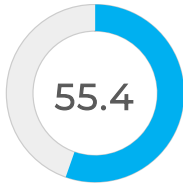




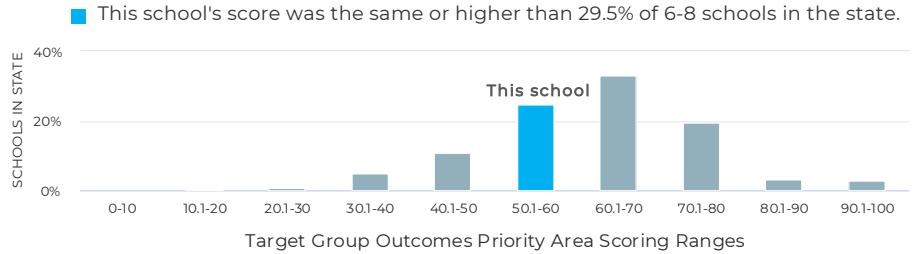
Target Group Outcomes

This priority area examines outcomes for students in the school with the lowest test scores - the Target Group. This measure was designed with equity in mind, to inform improvement efforts that will result in positive change for learners who most need it while also improving outcomes for all students. 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



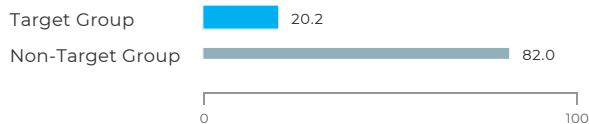
Target Group Subscores

Achievement

Score: 17.4

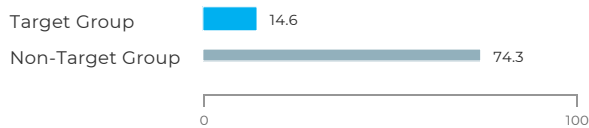
The scores below are average points-based proficiency rates for students in the target group and students not in the group.

English Language Arts



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

Mathematics



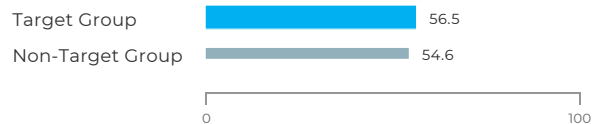
The Target Group's score is x.x points higher/lower than last year.

Growth

Score: 63.2

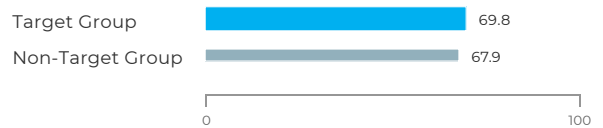
The value-added scores below are for students in the target group and students not in the group. A score of 3.0 is average.

English Language Arts



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

Mathematics

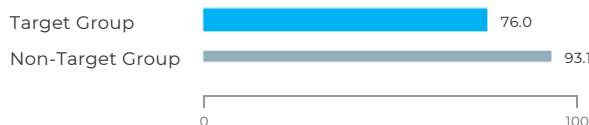


The Target Group's score is x.x points higher/lower than last year.

Students Regularly Attending

Score: 76.0

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.

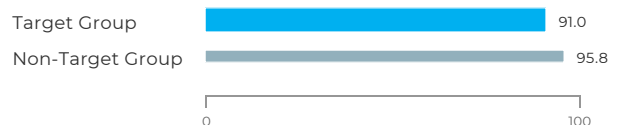


The Target Group's score is x.x points higher/lower than last year.

Attendance

Score: 91.0

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



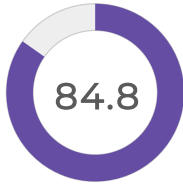
The Target Group's score is x.x points higher/lower than last year.



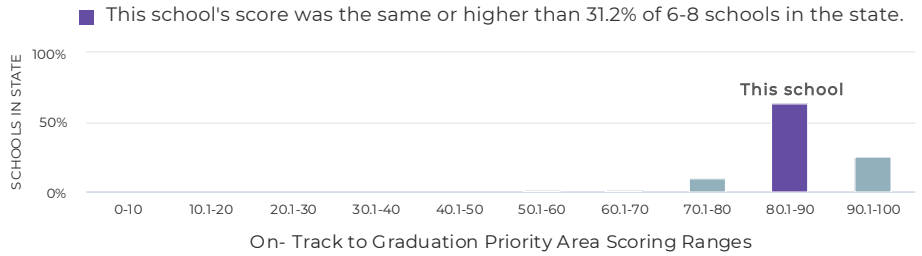
On-Track to Graduation

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 0.5 points lower than last year.

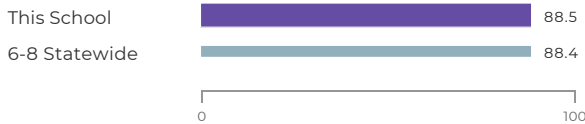


On-Track Subscores

Students Regularly Attending

Score: 88.5

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.

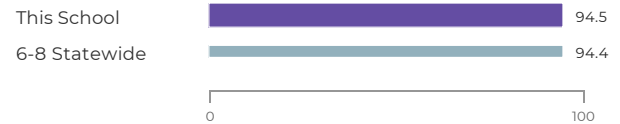


This score is 1 point lower than last year.

School-wide Attendance

Score: 94.5

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

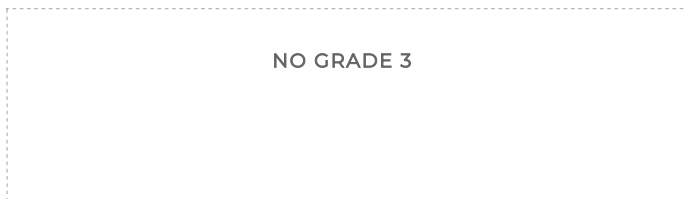


This score is 0.1 points higher than last year.

3rd Grade English Language Arts

Score: NA

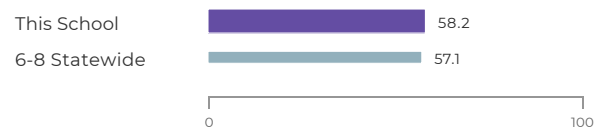
This score is the average points-based proficiency rates in English language arts for 3rd graders in this school.



8th Grade Mathematics

Score: 58.2

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



This score is 0.2 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 school. 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: School	395	89.9%	398	87.7%	398	88.2%
American Indian or Alaskan Native	4	50.0%	5	60.0%	6	83.3%
Asian	19	94.7%	14	100.0%	16	100.0%
Black or African American	32	78.1%	36	66.7%	38	71.1%
Hispanic or Latino	46	78.3%	58	81.0%	59	86.4%
White	284	93.3%	273	92.3%	264	90.9%
Two or More Races	10	90.0%	12	75.0%	15	80.0%
Economically Disadvantaged	144	84.0%	168	78.0%	172	77.3%
English Learners	36	88.9%	37	91.9%	37	89.2%
Students with Disabilities	49	85.7%	56	73.2%	57	71.9%

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.

This school does not have a 12th grade