



## OVERVIEW

### District Details

Grades : K4-12

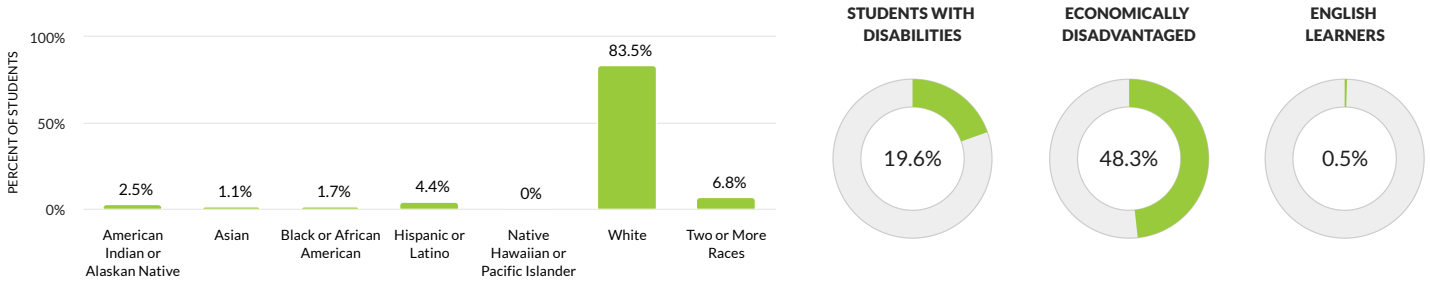
Enrollment : 3,056

Percent open enrollment : 3%

Tomah Area School District provides innovative learning and extra-curricular opportunities for all students. Educational programming includes early childhood, traditional and Montessori elementary experiences, and extensive technical school and college preparation at the secondary level. At Tomah Area School District our mission is high quality student learning; every child, every day.

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

### Student Groups



### Score Summary

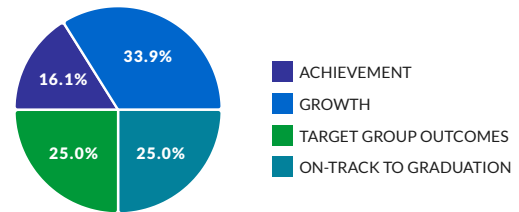
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

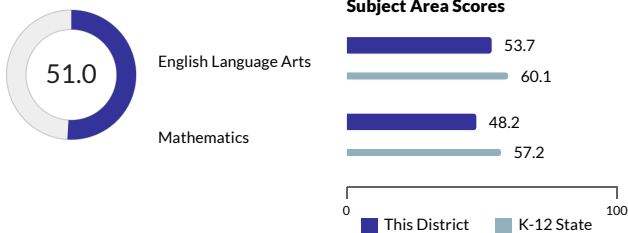


#### PRIORITY AREA WEIGHTS

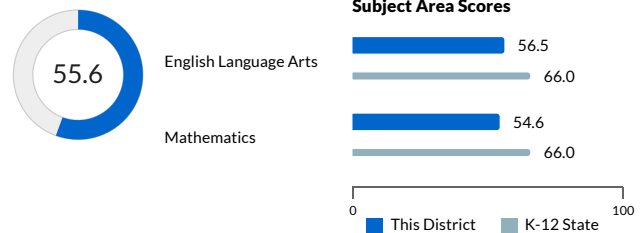


### Priority Area Scores

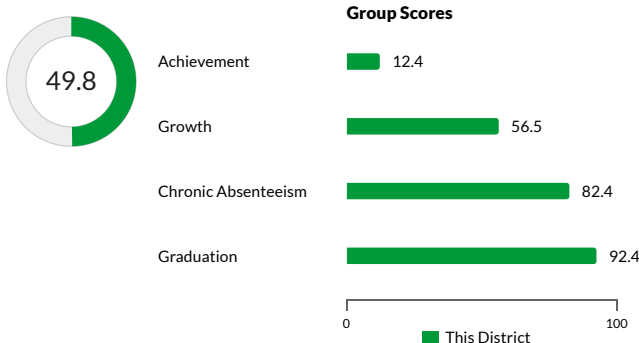
#### ACHIEVEMENT



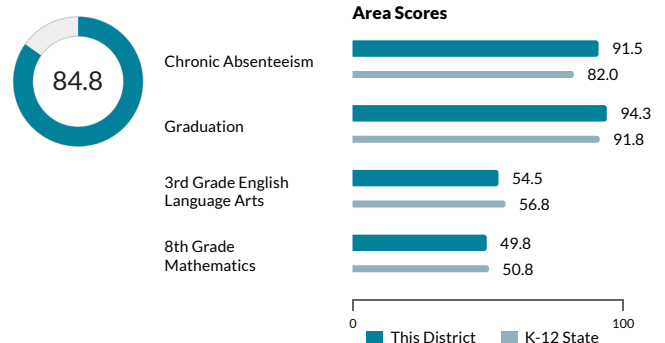
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## 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                 | 9.1%               |
| Exceeds Expectations               | 2                 | 18.2%              |
| Meets Expectations                 | 4                 | 36.4%              |
| Meets Few Expectations             | 2                 | 18.2%              |
| 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                    | 2                 | 18.2%              |
| 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          | 52.8      | 67.7          | 87.7       | 100.0           |
| Achievement            | 47.0      | 57.1          | 84.7       | 100.0           |
| Growth                 | 38.5      | 59.4          | 85.0       | 100.0           |
| Target Group Outcomes  | 39.2      | 51.1          | 62.9       | 100.0           |
| On-Track to Graduation | 84.7      | 90.4          | 99.9       | 100.0           |



## ACHIEVEMENT

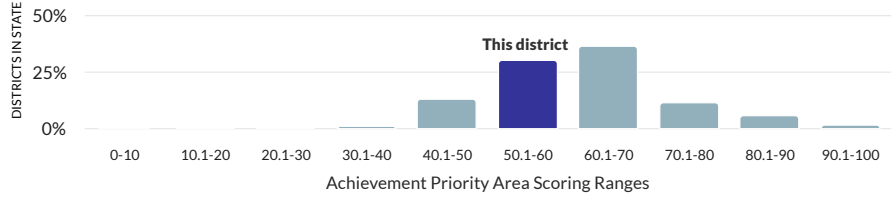
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

### Priority Area Score



English Language Arts Score: 53.7  
Mathematics Score: 48.2

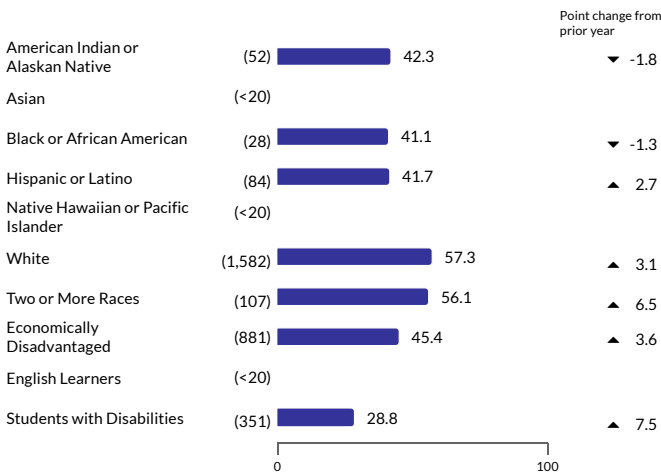
■ This district's score was the same or higher than 16.6% of districts in the state.



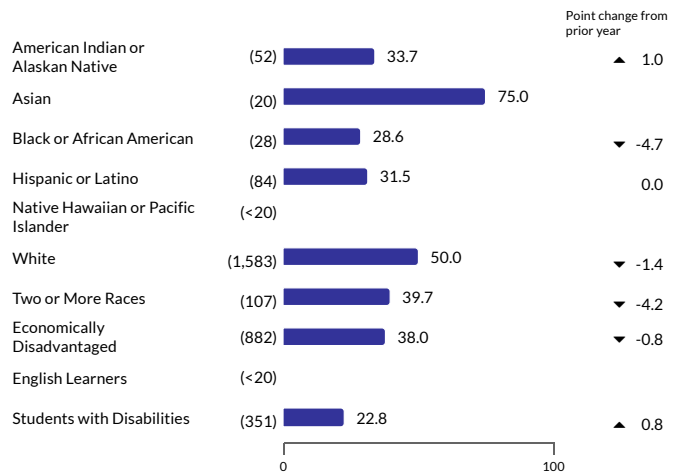
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



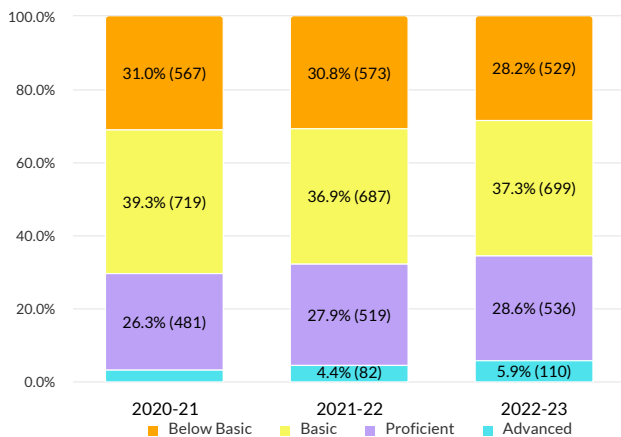
### MATHEMATICS



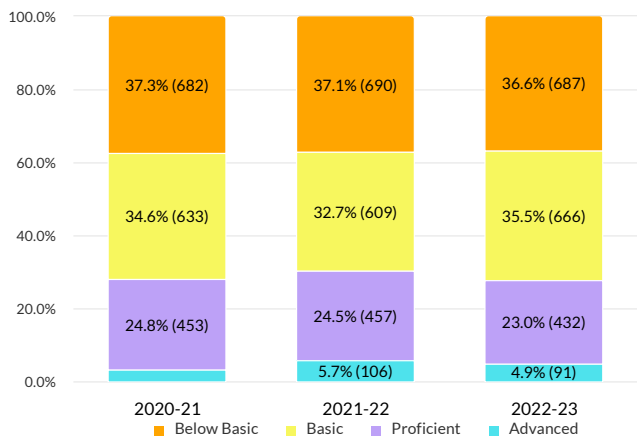
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 94.4%        | 88.3%   |

#### MATHEMATICS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 94.5%        | 88.3%   |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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            | 493,112        | 6.9%     | 31.5%      | 35.2% | 26.5%       | 541,214        | 7.1%     | 30.8%      | 33.9% | 28.2%       | 542,514        | 8.5%     | 31.9%      | 34.5% | 25.1%       |
| All Students                        | 1,828          | 3.3%     | 26.3%      | 39.3% | 31.0%       | 1,861          | 4.4%     | 27.9%      | 36.9% | 30.8%       | 1,874          | 5.9%     | 28.6%      | 37.3% | 28.2%       |
| American Indian or Alaskan Native   | 58             | 3.4%     | 10.3%      | 48.3% | 37.9%       | 51             | 2.0%     | 19.6%      | 43.1% | 35.3%       | 52             | 3.8%     | 13.5%      | 46.2% | 36.5%       |
| Asian                               | 23             | 13.0%    | 34.8%      | 26.1% | 26.1%       | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | 39             | 0.0%     | 25.6%      | 30.8% | 43.6%       | 33             | 0.0%     | 33.3%      | 18.2% | 48.5%       | 28             | 3.6%     | 17.9%      | 35.7% | 42.9%       |
| Hispanic or Latino                  | 69             | 1.4%     | 18.8%      | 40.6% | 39.1%       | 73             | 0.0%     | 20.5%      | 37.0% | 42.5%       | 84             | 3.6%     | 15.5%      | 41.7% | 39.3%       |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 1,537          | 3.4%     | 27.4%      | 39.2% | 30.1%       | 1,572          | 4.8%     | 28.7%      | 36.6% | 29.9%       | 1,582          | 6.1%     | 29.9%      | 36.6% | 27.4%       |
| Two or More Races                   | 100            | 3.0%     | 22.0%      | 42.0% | 33.0%       | 114            | 3.5%     | 21.1%      | 46.5% | 28.9%       | 107            | 5.6%     | 28.0%      | 39.3% | 27.1%       |
| Economically Disadvantaged          | 691            | 2.2%     | 16.9%      | 42.3% | 38.6%       | 814            | 2.5%     | 19.0%      | 38.2% | 40.3%       | 881            | 3.9%     | 20.5%      | 38.1% | 37.5%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 336            | 0.6%     | 8.6%       | 23.5% | 67.3%       | 351            | 2.3%     | 9.7%       | 31.3% | 56.7%       |

#### MATHEMATICS

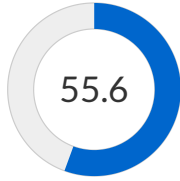
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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            | 492,997        | 7.0%     | 29.4%      | 31.6% | 32.0%       | 542,322        | 9.3%     | 28.2%      | 29.1% | 33.3%       | 543,999        | 9.4%     | 29.1%      | 30.5% | 31.0%       |
| All Students                        | 1,828          | 3.3%     | 24.8%      | 34.6% | 37.3%       | 1,862          | 5.7%     | 24.5%      | 32.7% | 37.1%       | 1,876          | 4.9%     | 23.0%      | 35.5% | 36.6%       |
| American Indian or Alaskan Native   | 58             | 0.0%     | 10.3%      | 34.5% | 55.2%       | 52             | 0.0%     | 13.5%      | 38.5% | 48.1%       | 52             | 1.9%     | 13.5%      | 34.6% | 50.0%       |
| Asian                               | 23             | 8.7%     | 34.8%      | 30.4% | 26.1%       | <20            | *        | *          | *     | *           | 20             | 10.0%    | 50.0%      | 20.0% | 20.0%       |
| Black or African American           | 39             | 2.6%     | 12.8%      | 25.6% | 59.0%       | 33             | 3.0%     | 18.2%      | 21.2% | 57.6%       | 28             | 0.0%     | 17.9%      | 21.4% | 60.7%       |
| Hispanic or Latino                  | 69             | 1.4%     | 15.9%      | 27.5% | 55.1%       | 73             | 1.4%     | 17.8%      | 23.3% | 57.5%       | 84             | 2.4%     | 11.9%      | 32.1% | 53.6%       |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 1,536          | 3.5%     | 26.5%      | 34.5% | 35.5%       | 1,571          | 6.3%     | 25.6%      | 32.7% | 35.4%       | 1,583          | 5.4%     | 24.0%      | 35.9% | 34.7%       |
| Two or More Races                   | 101            | 2.0%     | 14.9%      | 45.5% | 37.6%       | 114            | 2.6%     | 20.2%      | 39.5% | 37.7%       | 107            | 0.9%     | 18.7%      | 39.3% | 41.1%       |
| Economically Disadvantaged          | 691            | 1.6%     | 17.2%      | 33.0% | 48.2%       | 814            | 3.1%     | 18.6%      | 31.2% | 47.2%       | 882            | 2.7%     | 17.0%      | 33.9% | 46.4%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 336            | 1.8%     | 9.5%       | 19.6% | 69.0%       | 351            | 1.7%     | 8.5%       | 23.4% | 66.4%       |



## GROWTH

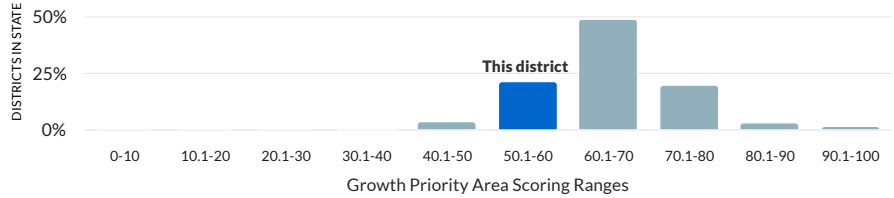
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar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

### Priority Area Score



English Language Arts Score: 56.5  
Mathematics Score: 54.6

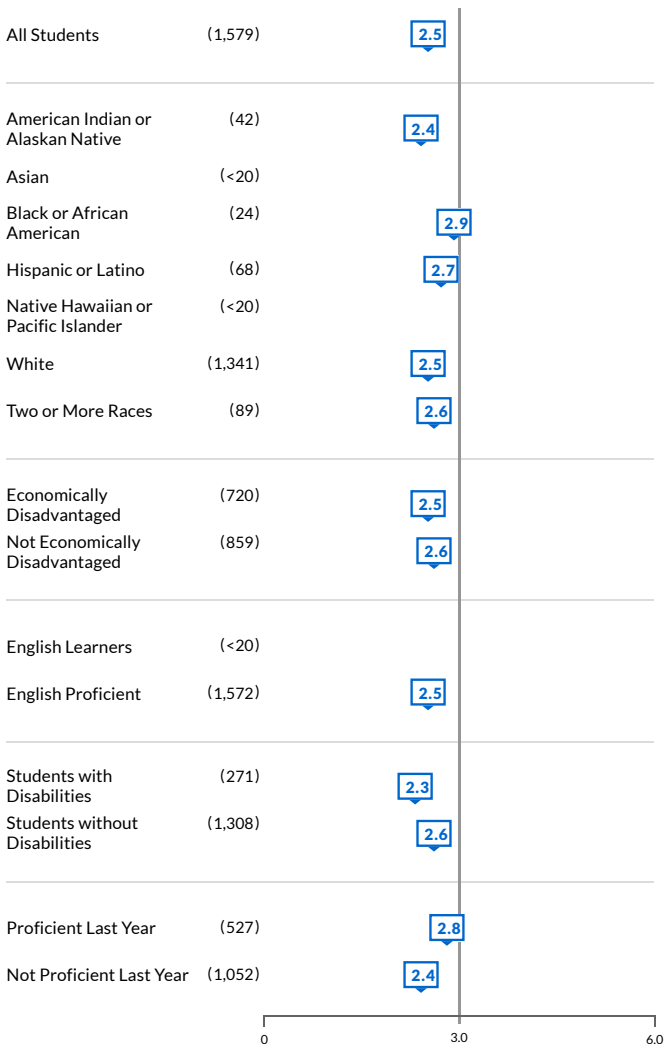
■ This district's score was the same or higher than 13.9% of districts in the state.



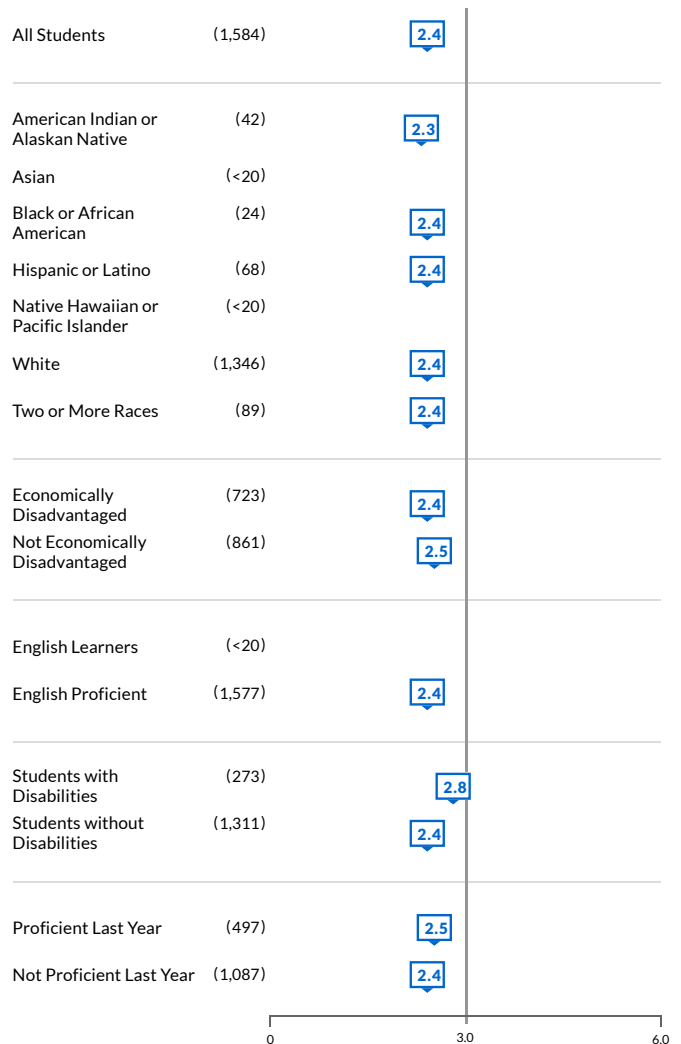
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

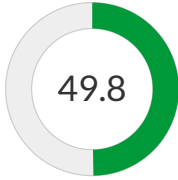




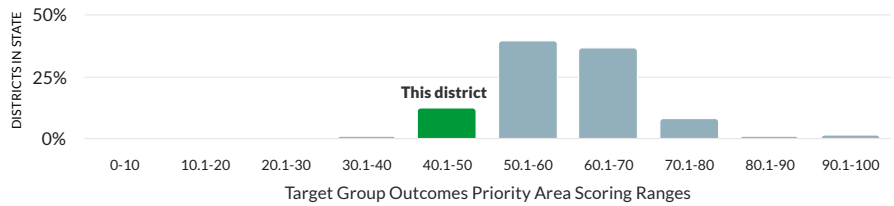
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This district's score was the same or higher than 12.0% of districts in the state.



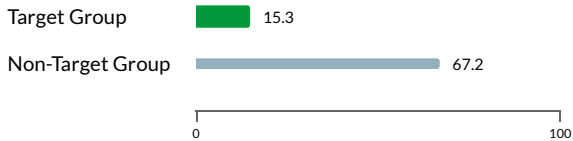
## Component Scores

### ACHIEVEMENT

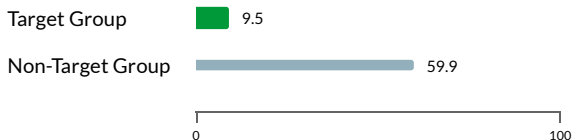
Score: 12.4

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

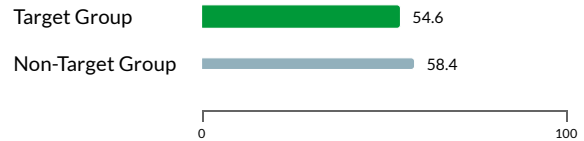


### GROWTH

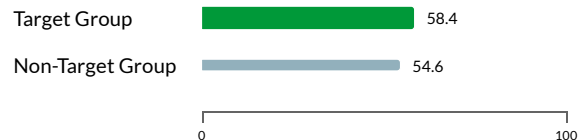
Score: 56.5

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

#### English Language Arts



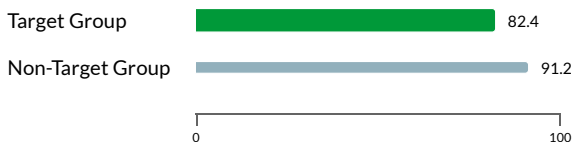
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 82.4

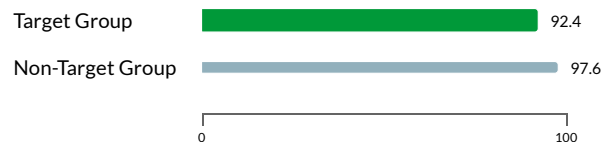
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 92.4

Average of 2021-22's 4- and 7-year cohort rates.

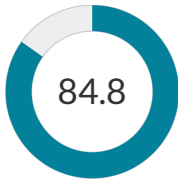




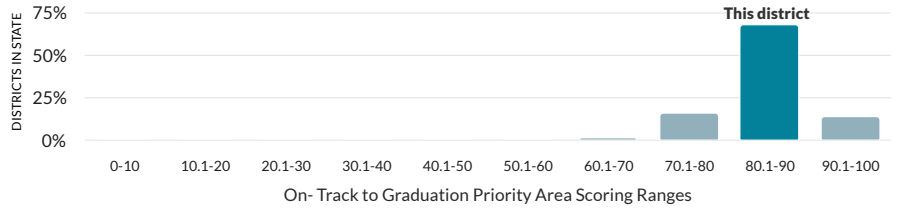
## ON-TRACK TO GRADUATION

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

### Priority Area Score



■ This district's score was the same or higher than 49.2% of districts in the state.

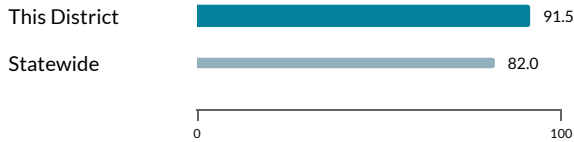


## Component Scores

### CHRONIC ABSENTEEISM

Score: 91.5

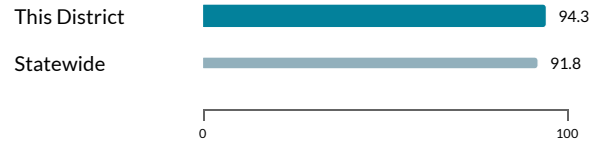
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 94.3

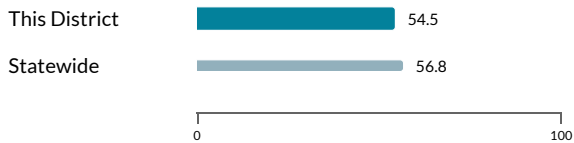
Average of 2021-22's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 54.5

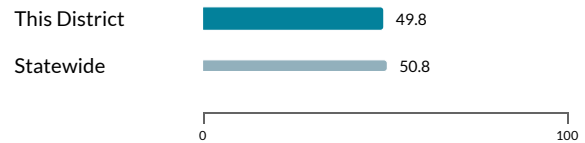
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 49.8

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-12 State            | 826,704  | 13.1% | 808,646  | 16.2% | 810,969  | 22.8% |
| All Students                        | 2,855    | 2.5%  | 2,827    | 13.9% | 2,852    | 8.2%  |
| American Indian or Alaskan Native   | 88       | 2.3%  | 78       | 29.5% | 75       | 16.0% |
| Asian                               | 30       | 0.0%  | 33       | 6.1%  | 28       | 3.6%  |
| Black or African American           | 54       | 7.4%  | 57       | 26.3% | 52       | 25.0% |
| Hispanic or Latino                  | 130      | 4.6%  | 130      | 20.8% | 113      | 16.8% |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 2,390    | 2.3%  | 2,353    | 12.8% | 2,395    | 7.3%  |
| Two or More Races                   | 161      | 1.2%  | 174      | 13.2% | 186      | 7.0%  |
| Economically Disadvantaged          | 1,118    | 4.6%  | 1,205    | 20.7% | 1,336    | 12.4% |
| English Learners                    | 20       | 0.0%  | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 499      | 18.2% | 568      | 10.4% |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

|                                     | Four-year cohort graduation rate |           |       | Seven-year cohort graduation rate |           |       |
|-------------------------------------|----------------------------------|-----------|-------|-----------------------------------|-----------|-------|
|                                     | Students in cohort               | Graduates | Rate  | Students in cohort                | Graduates | Rate  |
| All Students: K-12 State            | 68,258                           | 61,659    | 90.3% | 67,558                            | 63,096    | 93.4% |
| All Students                        | 249                              | 231       | 92.8% | 257                               | 246       | 95.7% |
| American Indian or Alaskan Native   | <20                              | *         | *     | <20                               | *         | *     |
| Asian                               | <20                              | *         | *     | <20                               | *         | *     |
| Black or African American           | <20                              | *         | *     | <20                               | *         | *     |
| Hispanic or Latino                  | <20                              | *         | *     | <20                               | *         | *     |
| Native Hawaiian or Pacific Islander | <20                              | *         | *     | <20                               | *         | *     |
| White                               | 216                              | 202       | 93.5% | 229                               | 220       | 96.1% |
| Two or More Races                   | <20                              | *         | *     | <20                               | *         | *     |
| Economically Disadvantaged          | 104                              | 92        | 88.5% | 76                                | 69        | 90.8% |
| English Learners                    | <20                              | *         | *     | <20                               | *         | *     |
| Students with Disabilities          | 39                               | 33        | 84.6% | 37                                | 35        | 94.6% |





## POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

|             |              |
|-------------|--------------|
| District    | State        |
| <b>1.2%</b> | <b>20.1%</b> |

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

#### DUAL ENROLLMENT

|             |              |
|-------------|--------------|
| District    | State        |
| <b>0.0%</b> | <b>23.2%</b> |

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

|             |             |
|-------------|-------------|
| District    | State       |
| <b>3.0%</b> | <b>3.9%</b> |

27 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

|             |             |
|-------------|-------------|
| District    | State       |
| <b>5.3%</b> | <b>8.5%</b> |

48 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

|                                     | Total # Enrolled |         | Advanced Courses |       | Dual Enrollment |       | Industry-Recognized Credentials |       | Work-Based Learning |       |
|-------------------------------------|------------------|---------|------------------|-------|-----------------|-------|---------------------------------|-------|---------------------|-------|
|                                     | District         | State   | District         | State | District        | State | District                        | State | District            | State |
| American Indian or Alaskan Native   | 30               | 2,750   | 0.0%             | 6.2%  | 0.0%            | 14.2% | 0.0%                            | 1.5%  | 3.3%                | 8.9%  |
| Asian                               | <20              | 10,138  | *                | 31.6% | *               | 22.2% | *                               | 3.4%  | *                   | 5.7%  |
| Black or African American           | <20              | 25,007  | *                | 12.9% | *               | 7.6%  | *                               | 1.0%  | *                   | 2.2%  |
| Hispanic or Latino                  | 28               | 35,817  | 0.0%             | 16.1% | 0.0%            | 16.0% | 0.0%                            | 3.0%  | 0.0%                | 5.1%  |
| Native Hawaiian or Pacific Islander | <20              | 202     | *                | 20.3% | *               | 22.3% | *                               | 2.5%  | *                   | 9.9%  |
| White                               | 780              | 182,130 | 1.2%             | 21.6% | 0.0%            | 27.2% | 3.5%                            | 4.7%  | 6.0%                | 10.4% |
| Two or More Races                   | 39               | 10,657  | 0.0%             | 17.7% | 0.0%            | 17.8% | 0.0%                            | 2.6%  | 0.0%                | 6.1%  |
| Economically Disadvantaged          | 387              | 102,069 | 1.6%             | 11.2% | 0.0%            | 16.1% | 1.6%                            | 2.5%  | 3.4%                | 7.0%  |
| English Learners                    | <20              | 16,932  | *                | 11.4% | *               | 13.8% | *                               | 2.1%  | *                   | 4.1%  |
| Students with Disabilities          | 156              | 34,245  | 1.3%             | 3.8%  | 0.0%            | 12.5% | 1.3%                            | 2.0%  | 2.6%                | 7.2%  |



## ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Arts Course

#### ART & DESIGN

|              |              |
|--------------|--------------|
| District     | State        |
| <b>28.3%</b> | <b>27.2%</b> |

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

#### DANCE

|             |             |
|-------------|-------------|
| District    | State       |
| <b>0.0%</b> | <b>0.4%</b> |

No students successfully completed a dance course.

#### MUSIC

|              |              |
|--------------|--------------|
| District     | State        |
| <b>19.9%</b> | <b>19.1%</b> |

181 students successfully completed at least one music course.

#### THEATER

|             |             |
|-------------|-------------|
| District    | State       |
| <b>0.0%</b> | <b>1.8%</b> |

No students successfully completed a theater course.

### Student Group Participation

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

|                                     | Total # Enrolled |         | Art & Design |       | Dance    |       | Music    |       | Theater  |       |
|-------------------------------------|------------------|---------|--------------|-------|----------|-------|----------|-------|----------|-------|
|                                     | District         | State   | District     | State | District | State | District | State | District | State |
| American Indian or Alaskan Native   | 30               | 2,750   | 46.7%        | 30.3% | 0.0%     | 0.0%  | 10.0%    | 14.5% | 0.0%     | 1.0%  |
| Asian                               | <20              | 10,138  | *            | 28.4% | *        | 0.4%  | *        | 19.5% | *        | 1.3%  |
| Black or African American           | <20              | 25,007  | *            | 25.3% | *        | 0.5%  | *        | 11.7% | *        | 2.5%  |
| Hispanic or Latino                  | 28               | 35,817  | 35.7%        | 27.1% | 0.0%     | 0.4%  | 21.4%    | 13.0% | 0.0%     | 1.8%  |
| Native Hawaiian or Pacific Islander | <20              | 202     | *            | 28.2% | *        | 0.0%  | *        | 23.3% | *        | 1.5%  |
| White                               | 780              | 182,130 | 26.9%        | 27.3% | 0.0%     | 0.4%  | 19.9%    | 21.5% | 0.0%     | 1.7%  |
| Two or More Races                   | 39               | 10,657  | 35.9%        | 28.2% | 0.0%     | 0.6%  | 23.1%    | 17.7% | 0.0%     | 2.2%  |
| Economically Disadvantaged          | 387              | 102,069 | 29.5%        | 27.6% | 0.0%     | 0.4%  | 16.5%    | 15.1% | 0.0%     | 1.8%  |
| English Learners                    | <20              | 16,932  | *            | 29.3% | *        | 0.5%  | *        | 11.7% | *        | 1.7%  |
| Students with Disabilities          | 156              | 34,245  | 32.1%        | 28.6% | 0.0%     | 0.4%  | 19.9%    | 14.3% | 0.0%     | 2.0%  |



## OVERVIEW

### School Details

Grades : 2-5

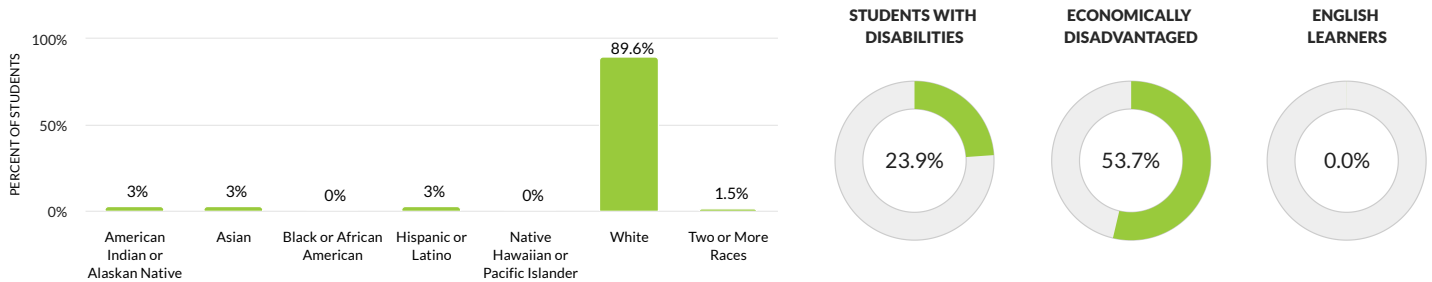
Enrollment : 67

Percent open enrollment : 7.5%

Camp Douglas Elementary is a small family-focused school located in rural Camp Douglas. Our school is comprised of one classroom for each grade 2nd through 5th and is part of the Tomah Area School District. We thrive on building personal relationships with students and families to build lifelong learners. We work together with all stakeholders to strengthen our community and school.

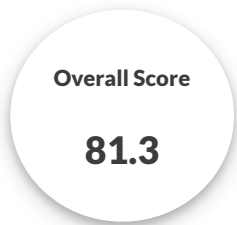
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

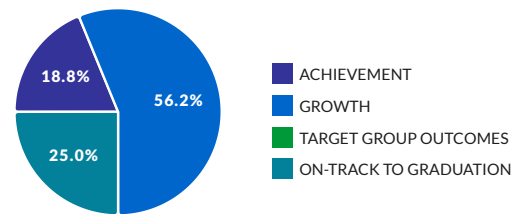
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

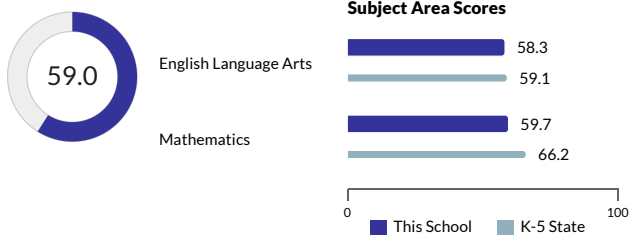


#### PRIORITY AREA WEIGHTS

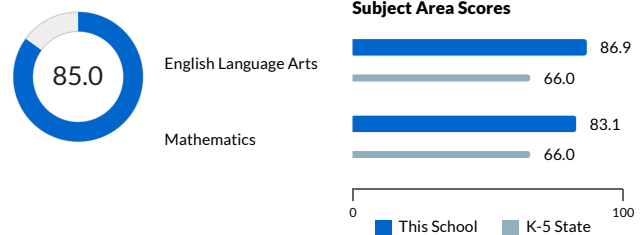


### Priority Area Scores

#### ACHIEVEMENT



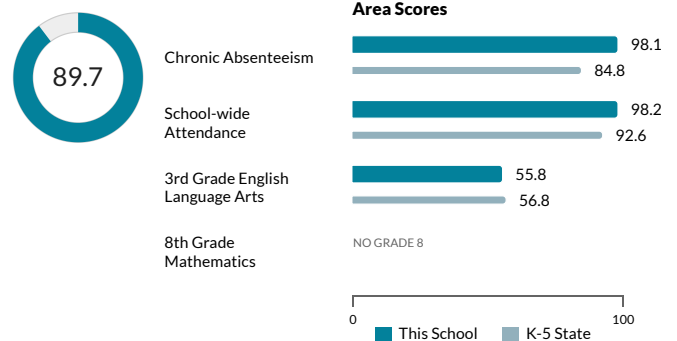
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

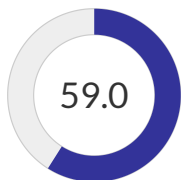




## ACHIEVEMENT

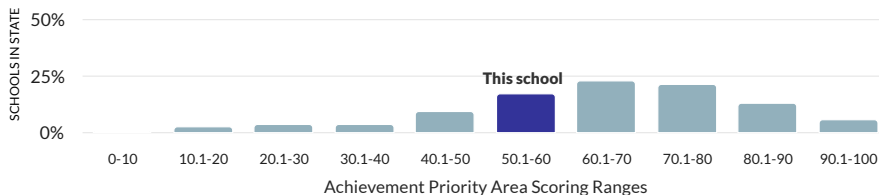
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 58.3  
Mathematics Score: 59.7

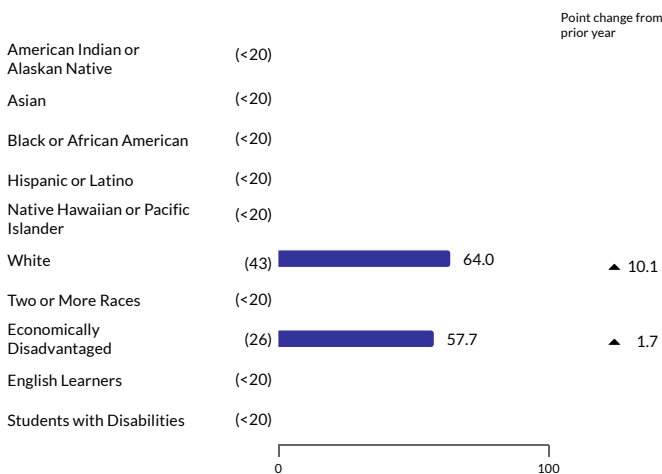
This school's score was the same or higher than 33.7% of K-5 schools in the state.



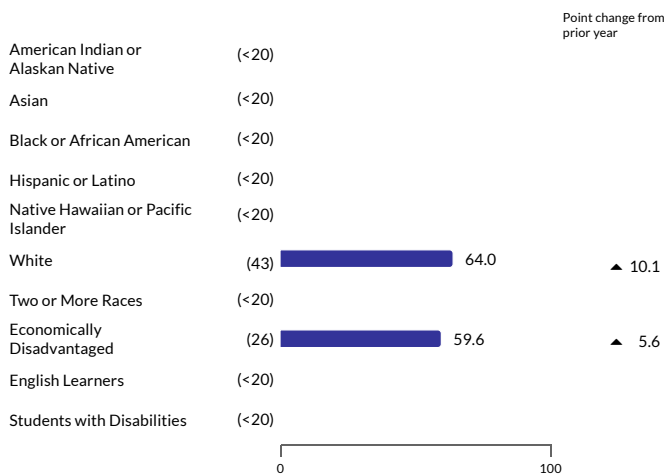
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



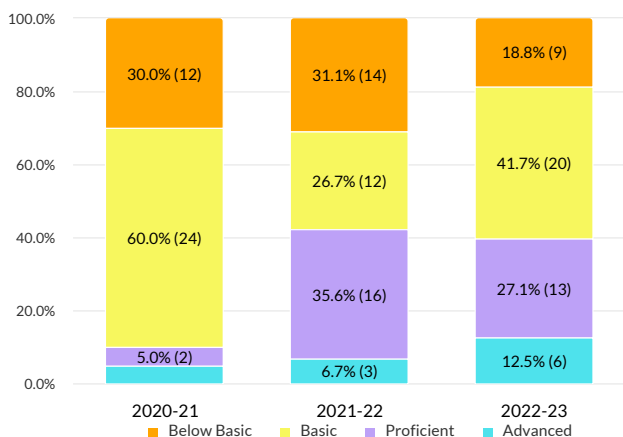
### MATHEMATICS



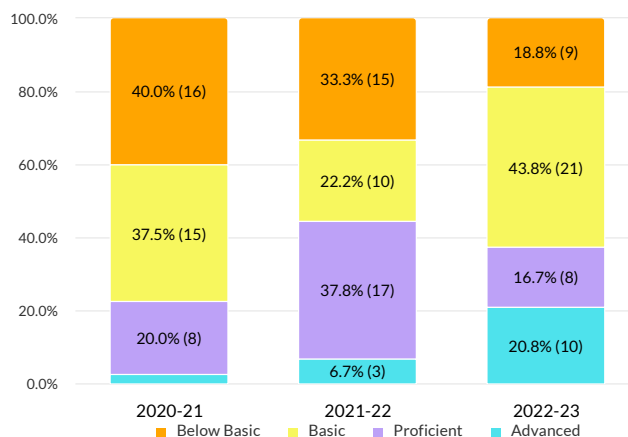
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

#### MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | 40             | 5.0%     | 5.0%       | 60.0% | 30.0%       | 45             | 6.7%     | 35.6%      | 26.7% | 31.1%       | 48             | 12.5%    | 27.1%      | 41.7% | 18.8%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 34             | 5.9%     | 5.9%       | 52.9% | 35.3%       | 38             | 5.3%     | 31.6%      | 28.9% | 34.2%       | 43             | 11.6%    | 25.6%      | 41.9% | 20.9%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 24             | 4.2%     | 8.3%       | 62.5% | 25.0%       | 25             | 4.0%     | 32.0%      | 36.0% | 28.0%       | 26             | 3.8%     | 30.8%      | 42.3% | 23.1%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |

#### MATHEMATICS

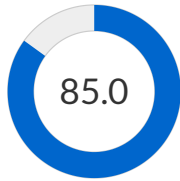
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | 40             | 2.5%     | 20.0%      | 37.5% | 40.0%       | 45             | 6.7%     | 37.8%      | 22.2% | 33.3%       | 48             | 20.8%    | 16.7%      | 43.8% | 18.8%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 34             | 2.9%     | 23.5%      | 32.4% | 41.2%       | 38             | 5.3%     | 34.2%      | 23.7% | 36.8%       | 43             | 16.3%    | 16.3%      | 46.5% | 20.9%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 24             | 4.2%     | 20.8%      | 33.3% | 41.7%       | 25             | 4.0%     | 32.0%      | 32.0% | 32.0%       | 26             | 11.5%    | 15.4%      | 53.8% | 19.2%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| 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.

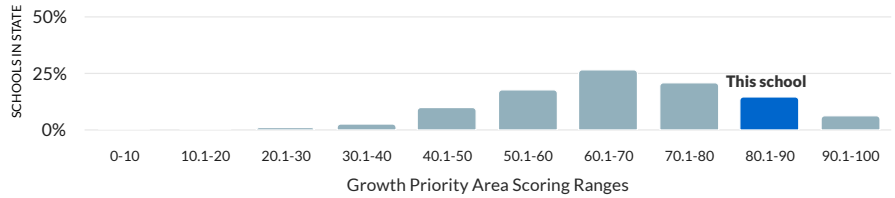
### Priority Area Score



English Language Arts Score: 86.9

Mathematics Score: 83.1

This school's score was the same or higher than 89.0% of K-5 schools in the state.



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

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

#### ENGLISH LANGUAGE ARTS

|                                     |       |     |
|-------------------------------------|-------|-----|
| All Students                        | (33)  | 4.1 |
| American Indian or Alaskan Native   | (<20) |     |
| Asian                               | (<20) |     |
| Black or African American           | (<20) |     |
| Hispanic or Latino                  | (<20) |     |
| Native Hawaiian or Pacific Islander | (<20) |     |
| White                               | (29)  | 4.1 |
| Two or More Races                   | (<20) |     |
| Economically Disadvantaged          | (<20) |     |
| Not Economically Disadvantaged      | (<20) |     |
| English Learners                    | (<20) |     |
| English Proficient                  | (33)  | 4.1 |
| Students with Disabilities          | (<20) |     |
| Students without Disabilities       | (23)  | 4.1 |
| Proficient Last Year                | (<20) |     |
| Not Proficient Last Year            | (<20) |     |

#### MATHEMATICS

|                                     |       |     |
|-------------------------------------|-------|-----|
| All Students                        | (33)  | 3.9 |
| American Indian or Alaskan Native   | (<20) |     |
| Asian                               | (<20) |     |
| Black or African American           | (<20) |     |
| Hispanic or Latino                  | (<20) |     |
| Native Hawaiian or Pacific Islander | (<20) |     |
| White                               | (29)  | 3.9 |
| Two or More Races                   | (<20) |     |
| Economically Disadvantaged          | (<20) |     |
| Not Economically Disadvantaged      | (<20) |     |
| English Learners                    | (<20) |     |
| English Proficient                  | (33)  | 3.9 |
| Students with Disabilities          | (<20) |     |
| Students without Disabilities       | (23)  | 4.2 |
| Proficient Last Year                | (<20) |     |
| Not Proficient Last Year            | (<20) |     |



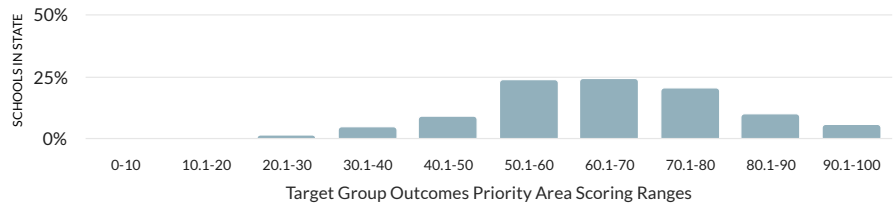
## TARGET GROUP OUTCOMES

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

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2021-22.

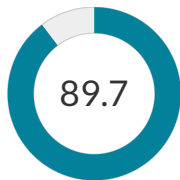
NO DATA TO DISPLAY



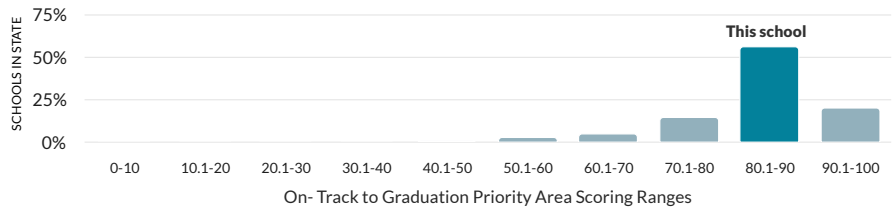
## ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 78.3% of K-5 schools in the state.

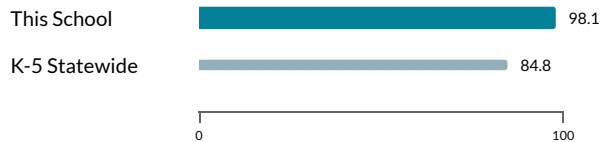


## Component Scores

### CHRONIC ABSENTEEISM

Score: 98.1

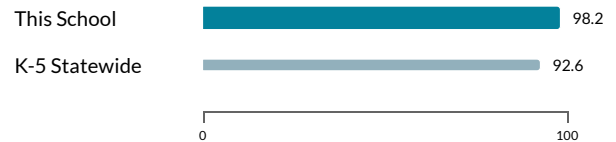
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 98.2

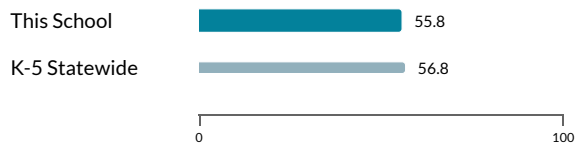
This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 55.8

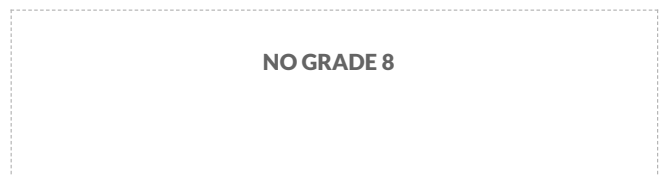
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.







## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 57       | 0.0%  | 57       | 1.8%  | 64       | 3.1%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 52       | 0.0%  | 50       | 2.0%  | 55       | 1.8%  |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | 35       | 0.0%  | 32       | 3.1%  | 38       | 5.3%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | <20      | *     | <20      | *     |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

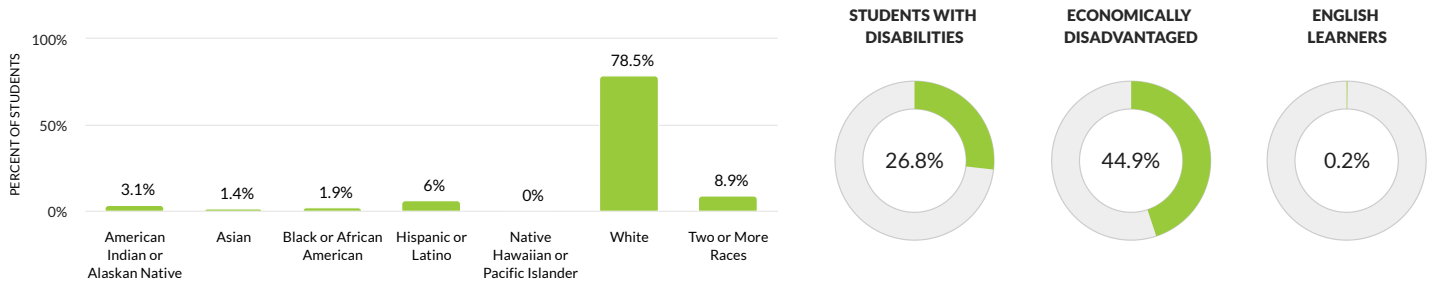
### School Details

Grades : K4-5  
Enrollment : 414  
Percent open enrollment : 3.1%

LaGrange is the largest elementary school in Tomah Area School District that encompasses a family atmosphere with strong community support. Our diverse student population includes a vast range of needs and abilities. LaGrange students and staff work together to create a supportive and inclusive learning environment for students in grades 4K-5th grade.

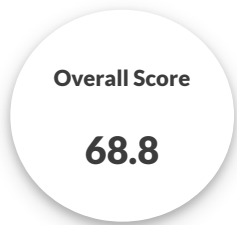
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



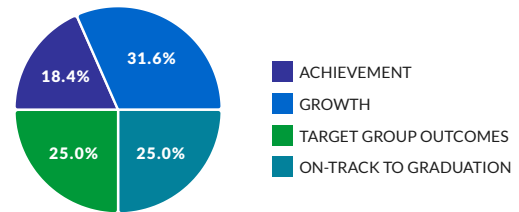
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



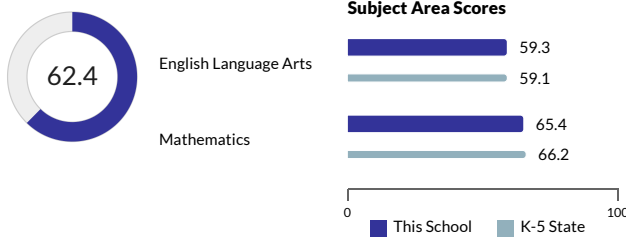
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

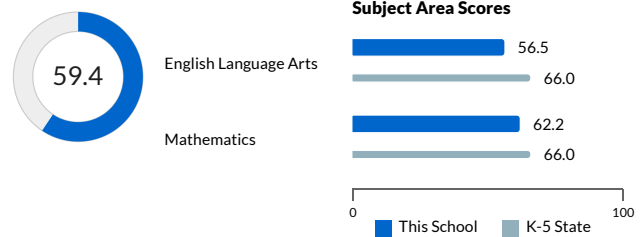


### Priority Area Scores

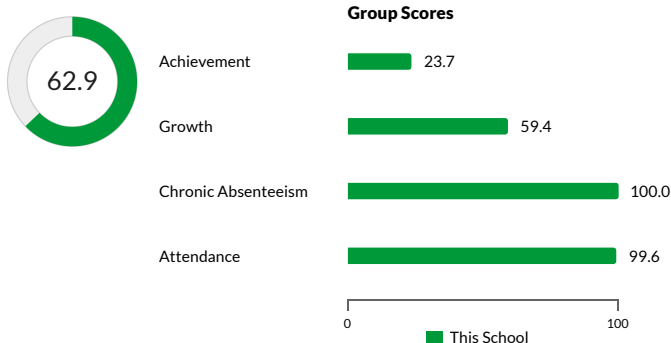
#### ACHIEVEMENT



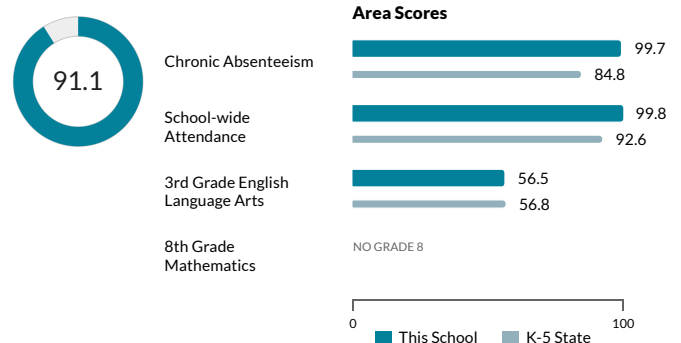
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

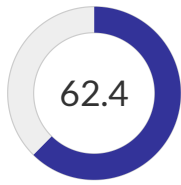




## ACHIEVEMENT

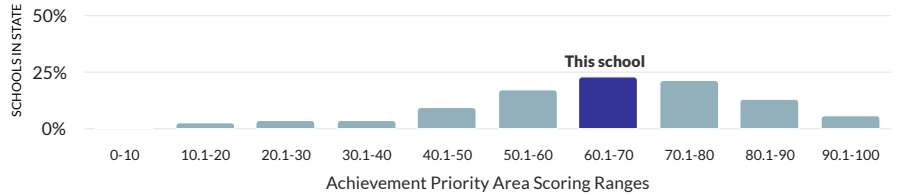
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 59.3  
Mathematics Score: 65.4

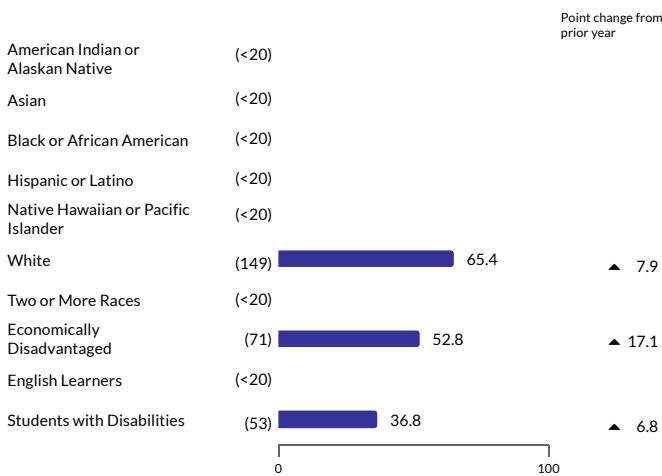
■ This school's score was the same or higher than 41.1% of K-5 schools in the state.



## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



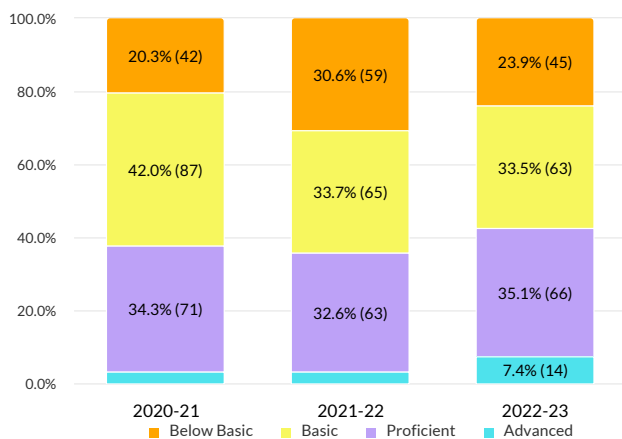
### MATHEMATICS



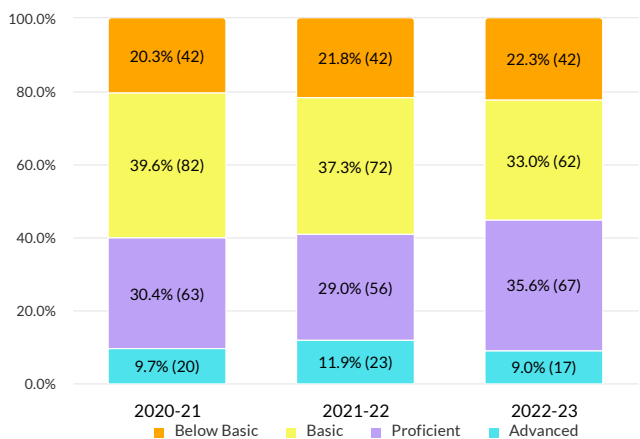
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 98.0%        | 93.1%   |

#### MATHEMATICS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 98.0%        | 93.1%   |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | 207            | 3.4%     | 34.3%      | 42.0% | 20.3%       | 193            | 3.1%     | 32.6%      | 33.7% | 30.6%       | 188            | 7.4%     | 35.1%      | 33.5% | 23.9%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 168            | 3.0%     | 36.3%      | 39.3% | 21.4%       | 160            | 3.8%     | 36.9%      | 30.0% | 29.4%       | 149            | 7.4%     | 37.6%      | 33.6% | 21.5%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 54             | 1.9%     | 16.7%      | 48.1% | 33.3%       | 63             | 0.0%     | 20.6%      | 30.2% | 49.2%       | 71             | 7.0%     | 23.9%      | 36.6% | 32.4%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 50             | 0.0%     | 16.0%      | 28.0% | 56.0%       | 53             | 5.7%     | 13.2%      | 30.2% | 50.9%       |

#### MATHEMATICS

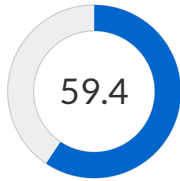
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | 207            | 9.7%     | 30.4%      | 39.6% | 20.3%       | 193            | 11.9%    | 29.0%      | 37.3% | 21.8%       | 188            | 9.0%     | 35.6%      | 33.0% | 22.3%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 168            | 8.9%     | 31.0%      | 40.5% | 19.6%       | 160            | 13.1%    | 28.8%      | 36.3% | 21.9%       | 149            | 10.7%    | 36.9%      | 31.5% | 20.8%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 54             | 3.7%     | 22.2%      | 40.7% | 33.3%       | 63             | 4.8%     | 20.6%      | 41.3% | 33.3%       | 71             | 5.6%     | 25.4%      | 38.0% | 31.0%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 50             | 8.0%     | 24.0%      | 26.0% | 42.0%       | 53             | 3.8%     | 26.4%      | 30.2% | 39.6%       |



## GROWTH

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

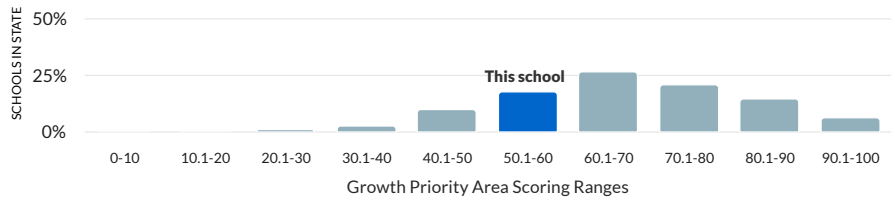
### Priority Area Score



English Language Arts Score: 56.5

Mathematics Score: 62.2

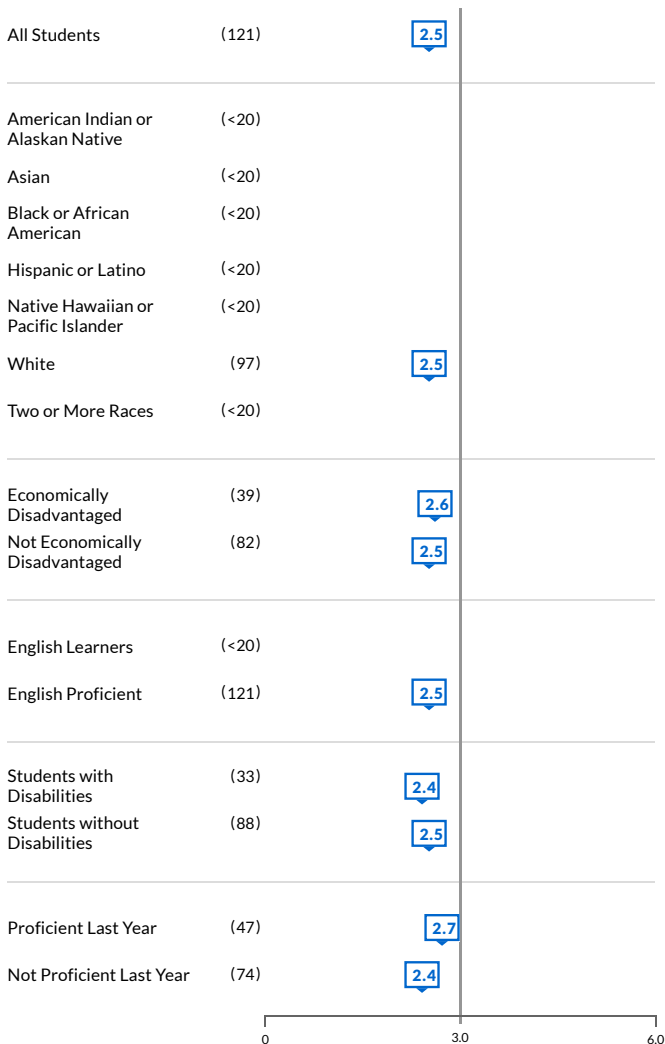
This school's score was the same or higher than 31.7% of K-5 schools in the state.



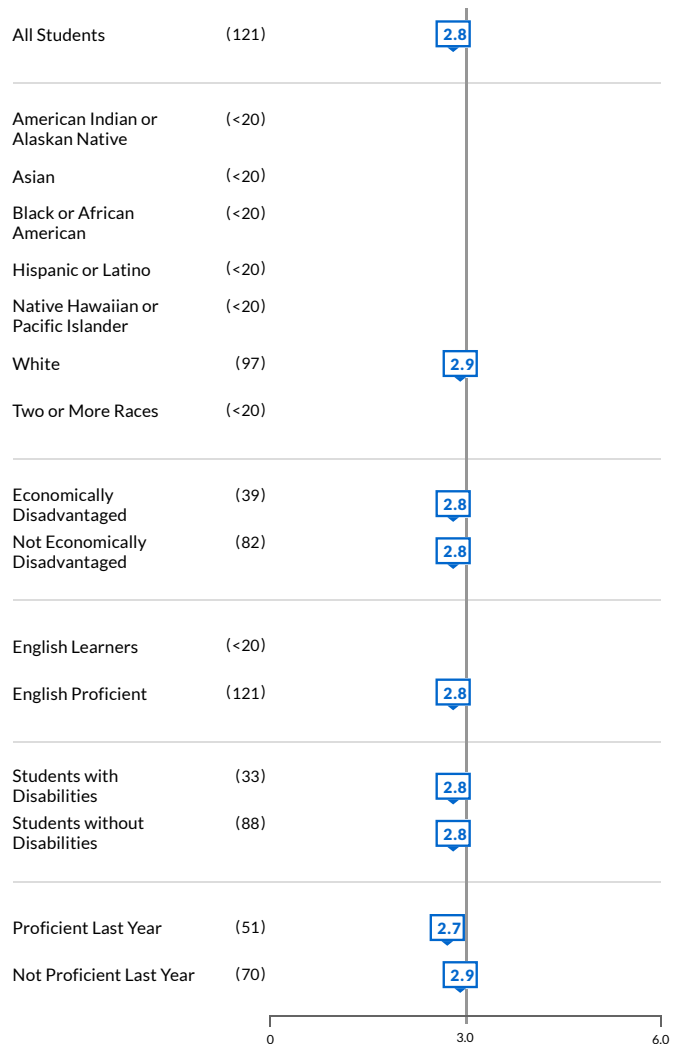
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

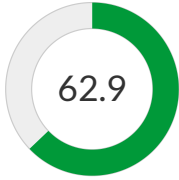




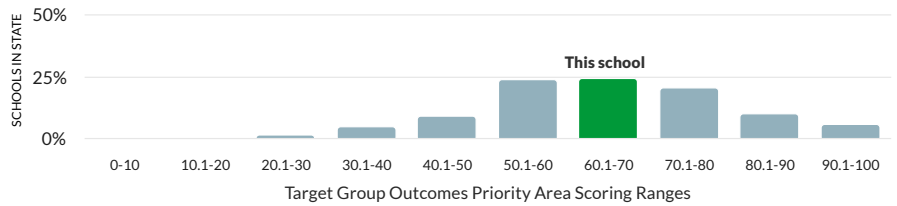
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This school's score was the same or higher than 46.2% of K-5 schools in the state.



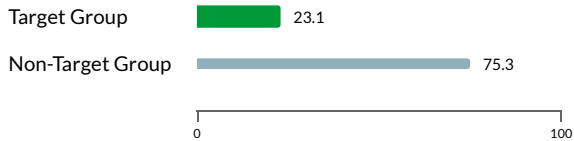
## Component Scores

### ACHIEVEMENT

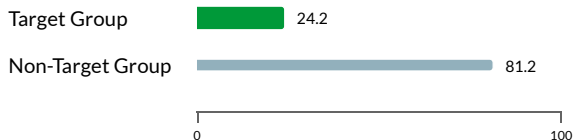
Score: 23.7

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

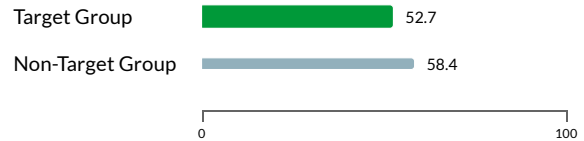


### GROWTH

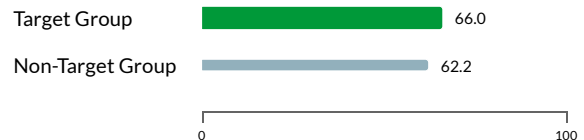
Score: 59.4

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

#### English Language Arts



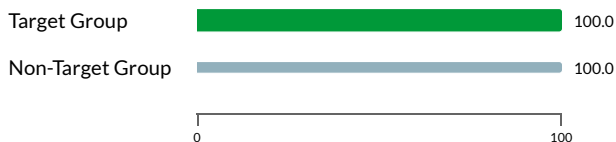
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 100.0

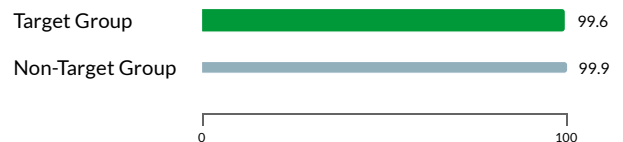
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 99.6

This score is the overall attendance rate for the Target Group in 2021-22.

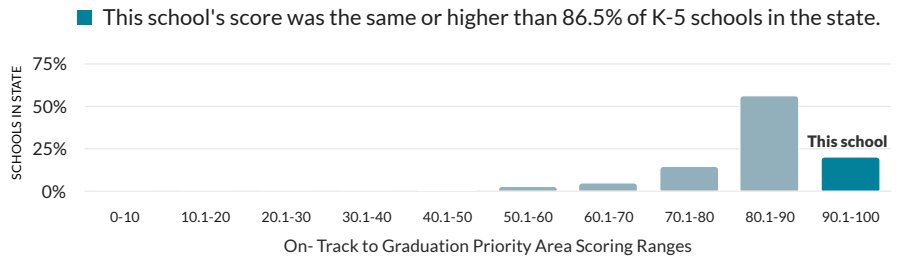




## ON-TRACK TO GRADUATION

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

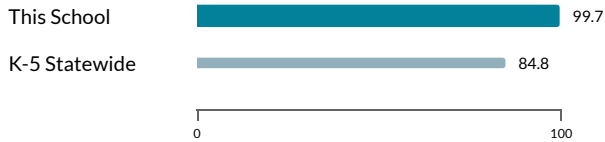


## Component Scores

### CHRONIC ABSENTEEISM

Score: 99.7

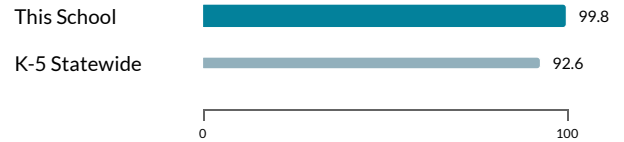
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 99.8

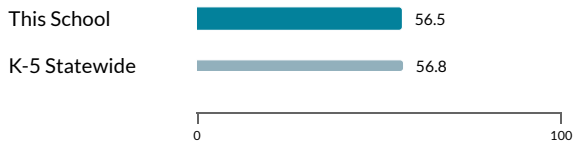
This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 56.5

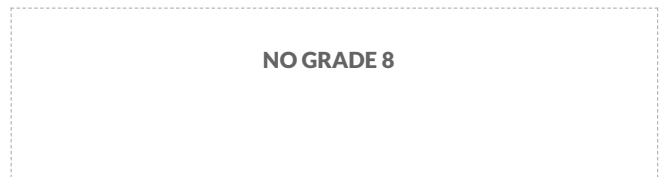
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 417      | 0.0%  | 410      | 0.5%  | 392      | 0.3%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 338      | 0.0%  | 328      | 0.3%  | 312      | 0.3%  |
| Two or More Races                   | 37       | 0.0%  | 38       | 0.0%  | 38       | 0.0%  |
| Economically Disadvantaged          | 135      | 0.0%  | 135      | 1.5%  | 140      | 0.7%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 87       | 0.0%  | 108      | 0.9%  |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

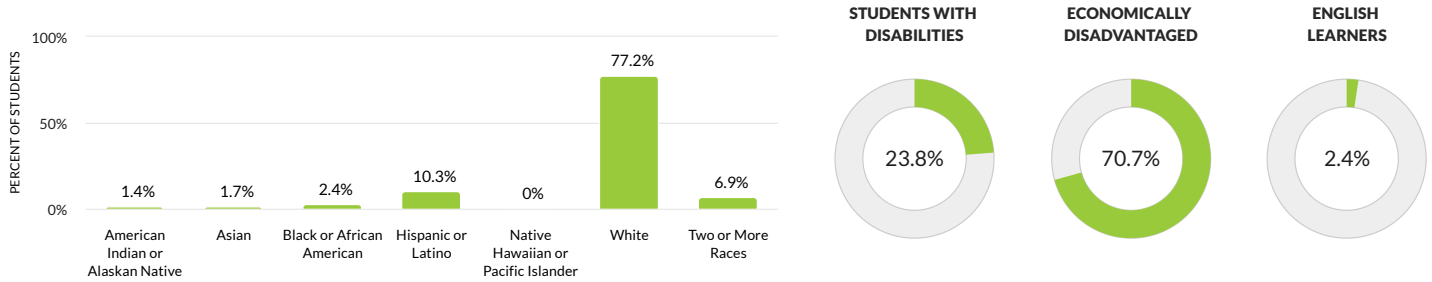
### School Details

Grades : K4-5  
Enrollment : 290  
Percent open enrollment : 1%

Lemonweir is a 45/15 elementary school in Tomah Area School District that encompasses a family atmosphere with strong community support. Our diverse student population includes a vast range of needs and abilities. Lemonweir students and staff work together to create a supportive and inclusive learning environment.

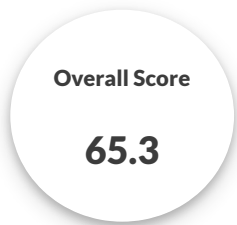
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



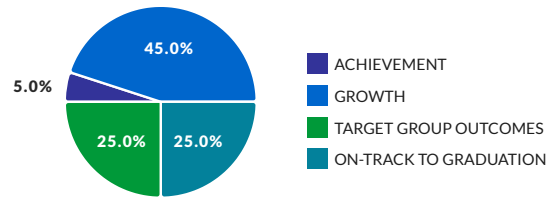
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



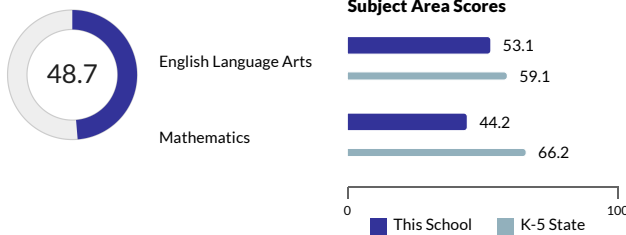
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

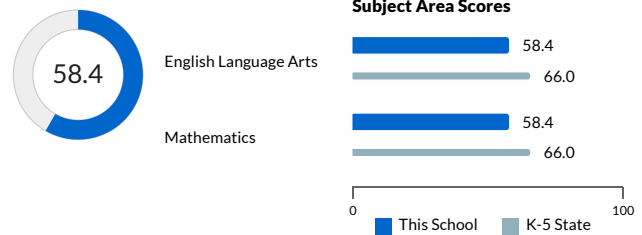


### Priority Area Scores

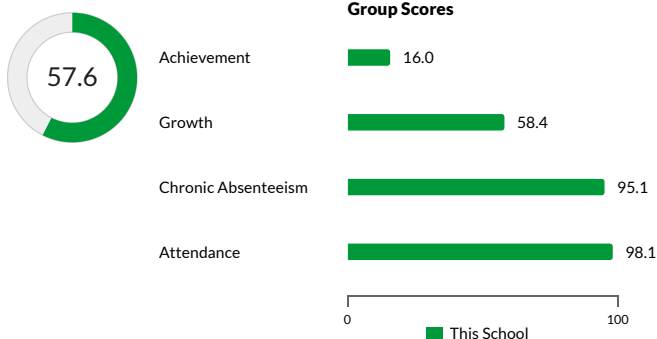
#### ACHIEVEMENT



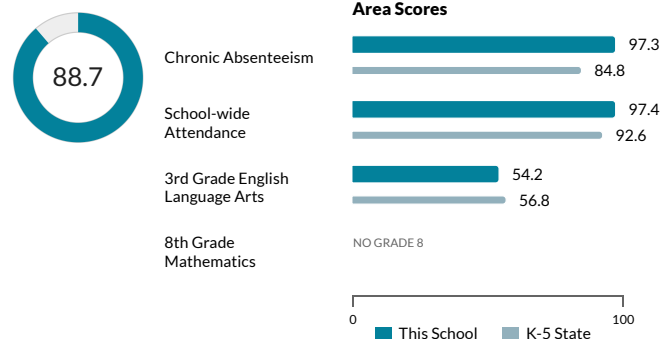
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

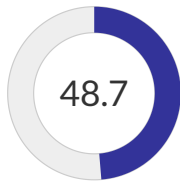




## ACHIEVEMENT

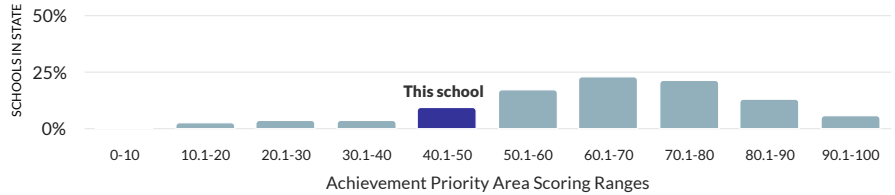
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



**English Language Arts Score:** 53.1  
**Mathematics Score:** 44.2

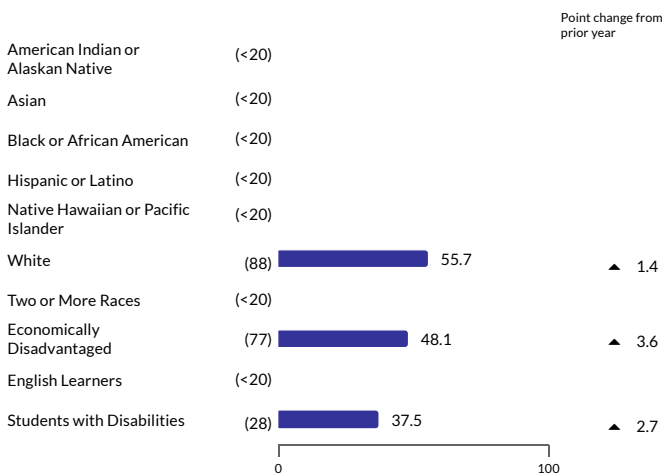
■ This school's score was the same or higher than 17.7% of K-5 schools in the state.



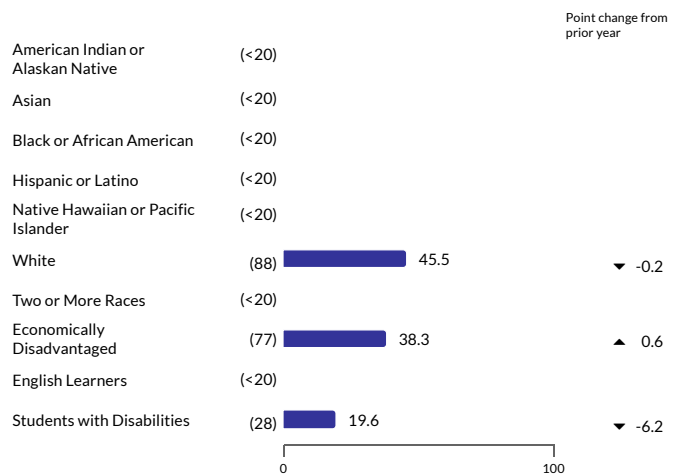
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



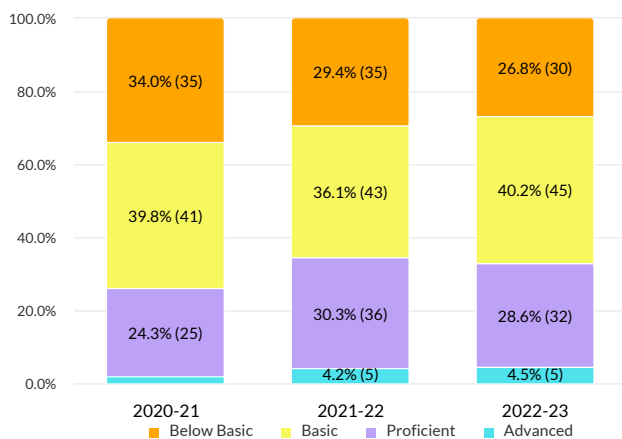
### MATHEMATICS



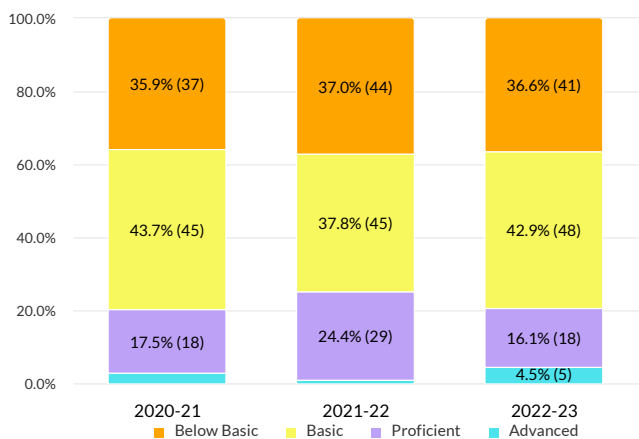
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 96.0%        | 90.9%   |

#### MATHEMATICS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 96.0%        | 90.9%   |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | 103            | 1.9%     | 24.3%      | 39.8% | 34.0%       | 119            | 4.2%     | 30.3%      | 36.1% | 29.4%       | 112            | 4.5%     | 28.6%      | 40.2% | 26.8%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 79             | 2.5%     | 25.3%      | 38.0% | 34.2%       | 93             | 5.4%     | 28.0%      | 36.6% | 30.1%       | 88             | 4.5%     | 31.8%      | 34.1% | 29.5%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 55             | 0.0%     | 16.4%      | 47.3% | 36.4%       | 73             | 2.7%     | 20.5%      | 39.7% | 37.0%       | 77             | 3.9%     | 18.2%      | 48.1% | 29.9%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 33             | 0.0%     | 18.2%      | 33.3% | 48.5%       | 28             | 3.6%     | 14.3%      | 35.7% | 46.4%       |

#### MATHEMATICS

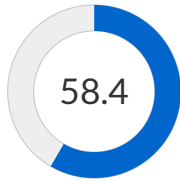
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | 103            | 2.9%     | 17.5%      | 43.7% | 35.9%       | 119            | 0.8%     | 24.4%      | 37.8% | 37.0%       | 112            | 4.5%     | 16.1%      | 42.9% | 36.6%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 79             | 3.8%     | 19.0%      | 43.0% | 34.2%       | 93             | 1.1%     | 25.8%      | 36.6% | 36.6%       | 88             | 4.5%     | 17.0%      | 43.2% | 35.2%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 55             | 1.8%     | 10.9%      | 54.5% | 32.7%       | 73             | 0.0%     | 17.8%      | 39.7% | 42.5%       | 77             | 2.6%     | 14.3%      | 40.3% | 42.9%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 33             | 0.0%     | 9.1%       | 33.3% | 57.6%       | 28             | 0.0%     | 0.0%       | 39.3% | 60.7%       |



## 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.

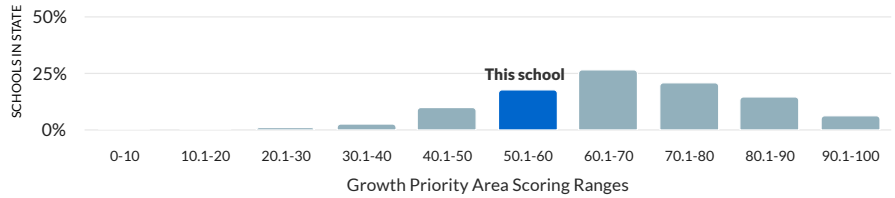
### Priority Area Score



English Language Arts Score: 58.4

Mathematics Score: 58.4

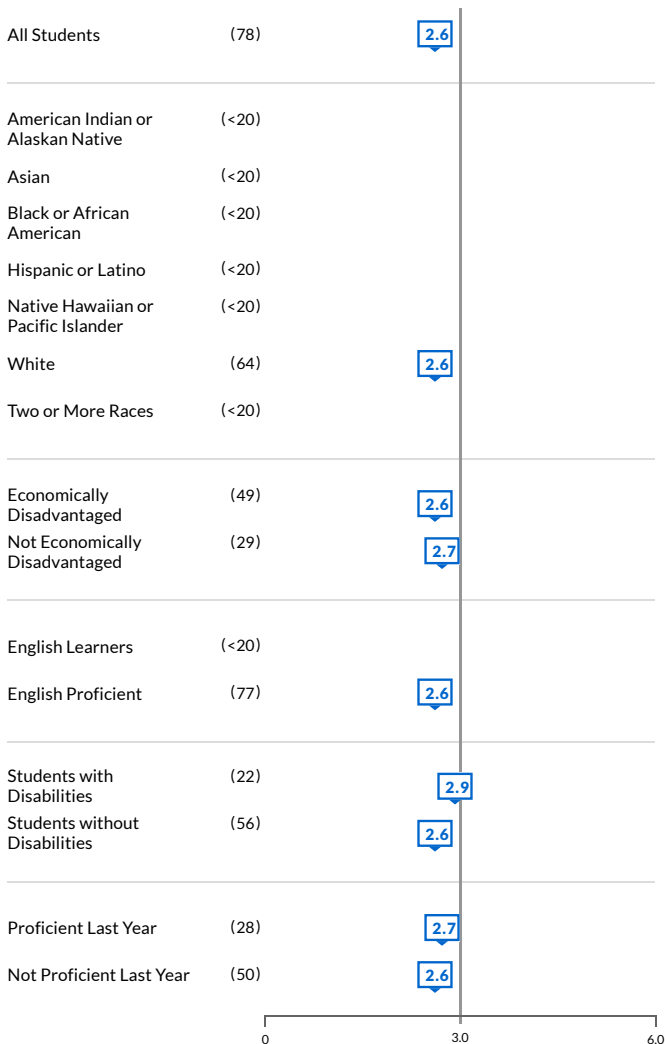
This school's score was the same or higher than 29.6% of K-5 schools in the state.



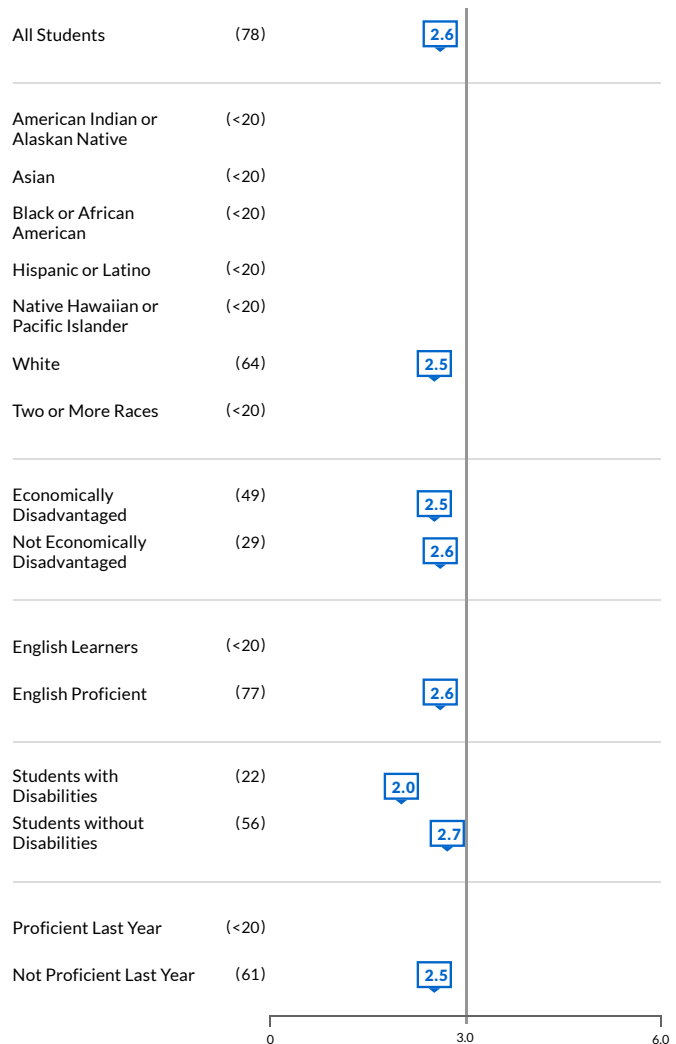
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

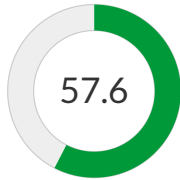




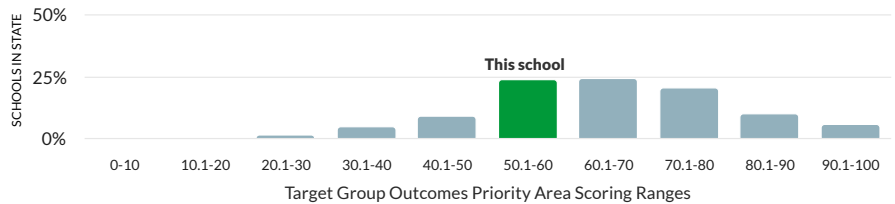
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This school's score was the same or higher than 33.0% of K-5 schools in the state.



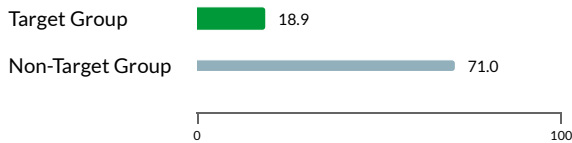
## Component Scores

### ACHIEVEMENT

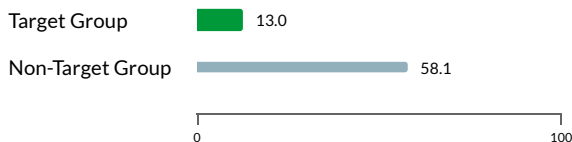
Score: 16.0

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

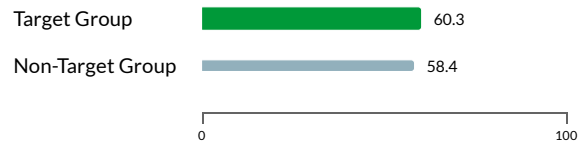


### GROWTH

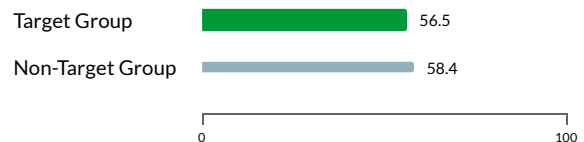
Score: 58.4

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

#### English Language Arts



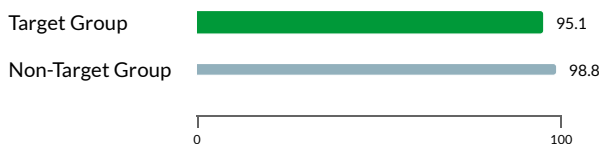
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 95.1

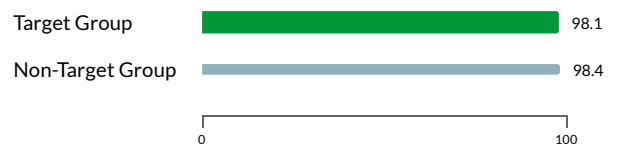
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 98.1

This score is the overall attendance rate for the Target Group in 2021-22.

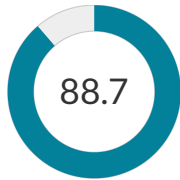




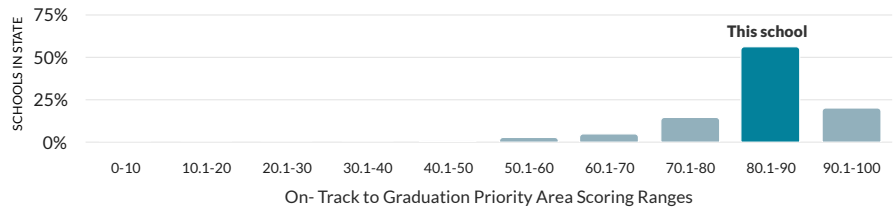
## ON-TRACK TO GRADUATION

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 72.3% of K-5 schools in the state.

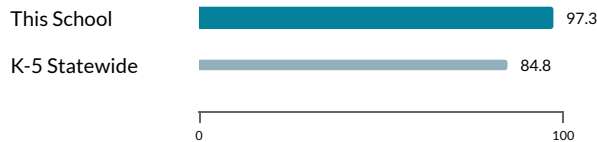


## Component Scores

### CHRONIC ABSENTEEISM

Score: 97.3

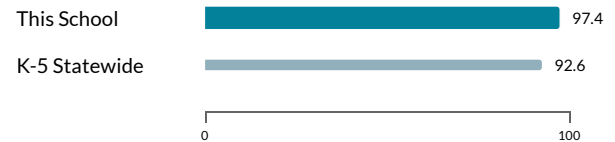
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 97.4

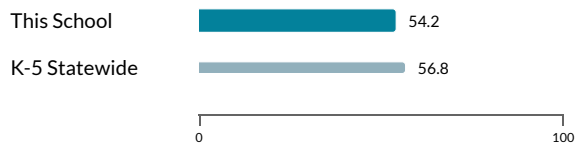
This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 54.2

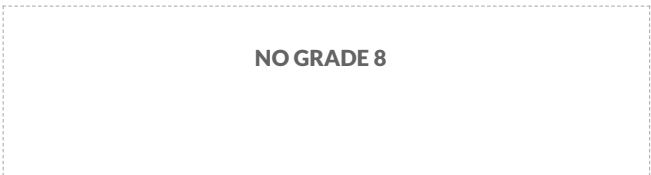
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 260      | 0.8%  | 237      | 2.5%  | 245      | 4.1%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | 25       | 0.0%  | 25       | 4.0%  | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 195      | 1.0%  | 181      | 1.7%  | 194      | 3.6%  |
| Two or More Races                   | 22       | 0.0%  | 20       | 10.0% | 21       | 0.0%  |
| Economically Disadvantaged          | 153      | 1.3%  | 151      | 3.3%  | 173      | 5.8%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 67       | 6.0%  | 70       | 4.3%  |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

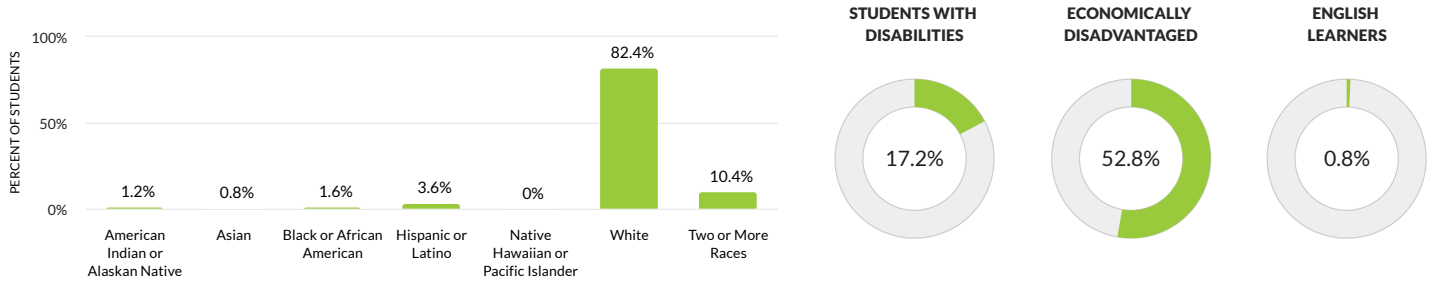
### School Details

Grades : KG-5  
Enrollment : 250  
Percent open enrollment : 4.8%

Miller Elementary School is located in the heart of Tomah. Due to the building's central location, there are many opportunities for students to learn and explore the community around them. Our diverse student population includes a vast range of needs and abilities. Miller students and staff work together to create a supportive and inclusive learning environment for all.

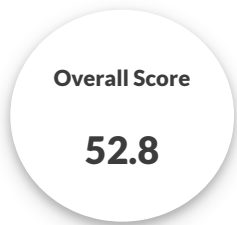
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

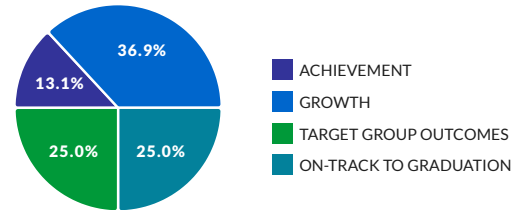
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations

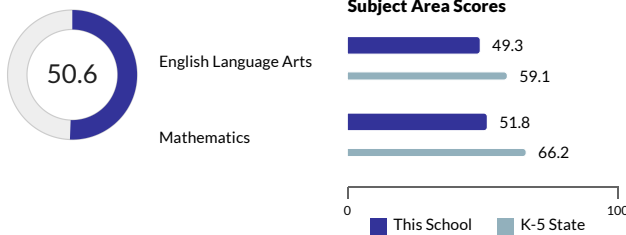


#### PRIORITY AREA WEIGHTS

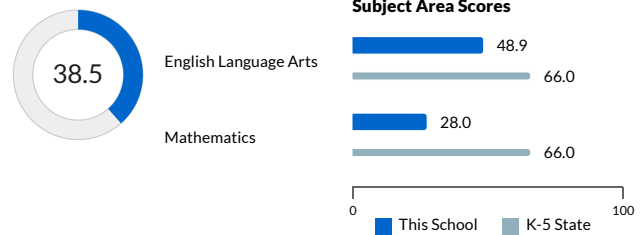


### Priority Area Scores

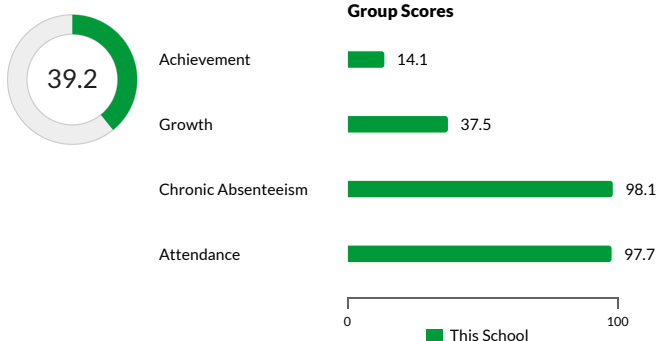
#### ACHIEVEMENT



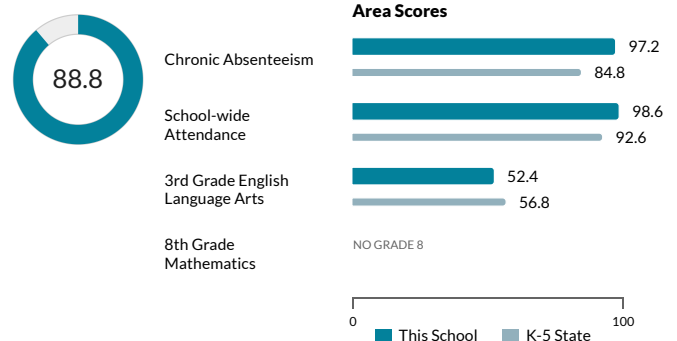
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION



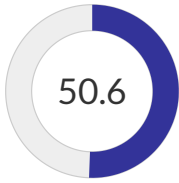




## ACHIEVEMENT

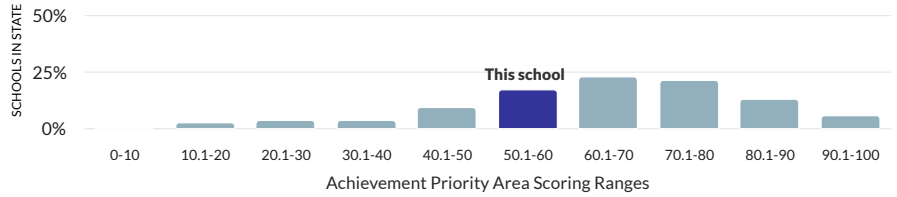
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 49.3  
Mathematics Score: 51.8

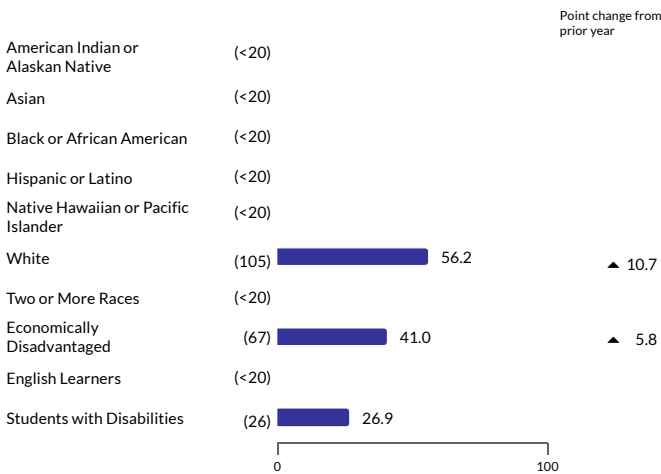
This school's score was the same or higher than 20.4% of K-5 schools in the state.



## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



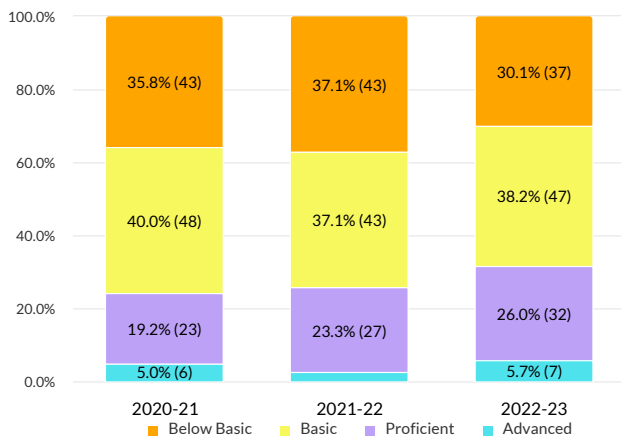
### MATHEMATICS



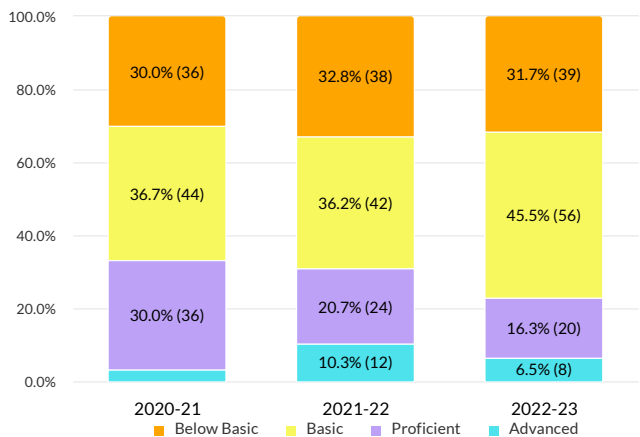
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

#### MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | 120            | 5.0%     | 19.2%      | 40.0% | 35.8%       | 116            | 2.6%     | 23.3%      | 37.1% | 37.1%       | 123            | 5.7%     | 26.0%      | 38.2% | 30.1%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 107            | 3.7%     | 20.6%      | 40.2% | 35.5%       | 99             | 3.0%     | 22.2%      | 37.4% | 37.4%       | 105            | 6.7%     | 26.7%      | 39.0% | 27.6%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 55             | 1.8%     | 16.4%      | 40.0% | 41.8%       | 61             | 1.6%     | 13.1%      | 39.3% | 45.9%       | 67             | 1.5%     | 19.4%      | 38.8% | 40.3%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | 26             | 0.0%     | 11.5%      | 30.8% | 57.7%       |

#### MATHEMATICS

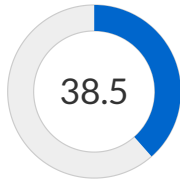
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | 120            | 3.3%     | 30.0%      | 36.7% | 30.0%       | 116            | 10.3%    | 20.7%      | 36.2% | 32.8%       | 123            | 6.5%     | 16.3%      | 45.5% | 31.7%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 107            | 3.7%     | 28.0%      | 37.4% | 30.8%       | 99             | 12.1%    | 20.2%      | 33.3% | 34.3%       | 105            | 7.6%     | 18.1%      | 44.8% | 29.5%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 55             | 1.8%     | 27.3%      | 34.5% | 36.4%       | 61             | 6.6%     | 11.5%      | 42.6% | 39.3%       | 67             | 3.0%     | 14.9%      | 40.3% | 41.8%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | 26             | 0.0%     | 3.8%       | 23.1% | 73.1%       |



## GROWTH

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

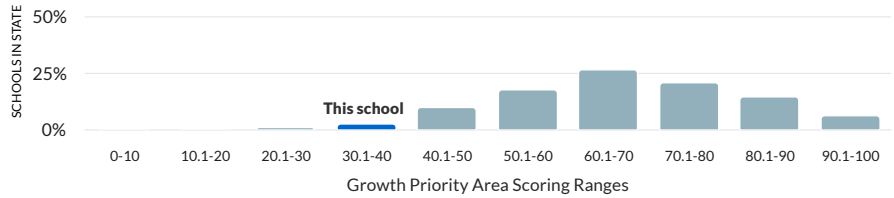
### Priority Area Score



English Language Arts Score: 48.9

Mathematics Score: 28.0

This school's score was the same or higher than 3.5% of K-5 schools in the state.



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

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

#### ENGLISH LANGUAGE ARTS

|                                     |       |     |
|-------------------------------------|-------|-----|
| All Students                        | (77)  | 2.1 |
| American Indian or Alaskan Native   | (<20) |     |
| Asian                               | (<20) |     |
| Black or African American           | (<20) |     |
| Hispanic or Latino                  | (<20) |     |
| Native Hawaiian or Pacific Islander | (<20) |     |
| White                               | (63)  | 2.1 |
| Two or More Races                   | (<20) |     |
| Economically Disadvantaged          | (42)  | 2.0 |
| Not Economically Disadvantaged      | (35)  | 2.3 |
| English Learners                    | (<20) |     |
| English Proficient                  | (76)  | 2.1 |
| Students with Disabilities          | (<20) |     |
| Students without Disabilities       | (61)  | 2.1 |
| Proficient Last Year                | (20)  | 2.2 |
| Not Proficient Last Year            | (57)  | 2.2 |

#### MATHEMATICS

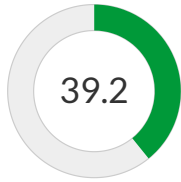
|                                     |       |     |
|-------------------------------------|-------|-----|
| All Students                        | (77)  | 1.0 |
| American Indian or Alaskan Native   | (<20) |     |
| Asian                               | (<20) |     |
| Black or African American           | (<20) |     |
| Hispanic or Latino                  | (<20) |     |
| Native Hawaiian or Pacific Islander | (<20) |     |
| White                               | (63)  | 1.0 |
| Two or More Races                   | (<20) |     |
| Economically Disadvantaged          | (42)  | 0.9 |
| Not Economically Disadvantaged      | (35)  | 1.0 |
| English Learners                    | (<20) |     |
| English Proficient                  | (76)  | 1.0 |
| Students with Disabilities          | (<20) |     |
| Students without Disabilities       | (61)  | 1.0 |
| Proficient Last Year                | (23)  | 0.4 |
| Not Proficient Last Year            | (54)  | 1.1 |



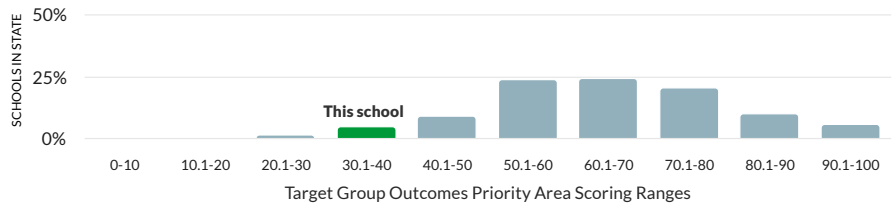
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This school's score was the same or higher than 5.9% of K-5 schools in the state.



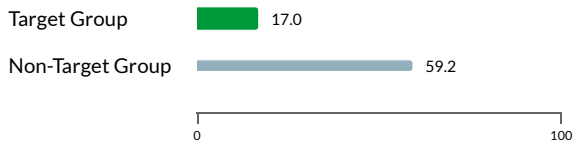
### Component Scores

#### ACHIEVEMENT

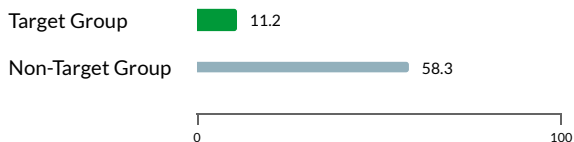
Score: 14.1

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

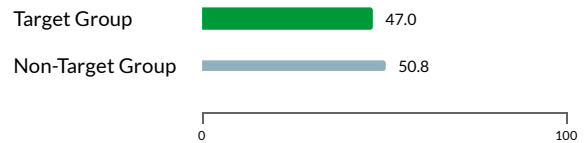


#### GROWTH

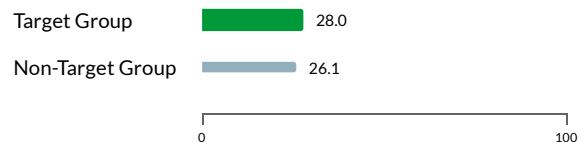
Score: 37.5

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

##### English Language Arts



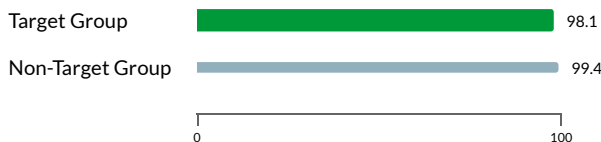
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 98.1

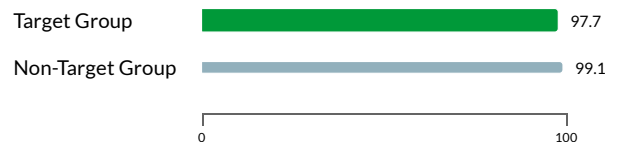
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### ATTENDANCE

Score: 97.7

This score is the overall attendance rate for the Target Group in 2021-22.

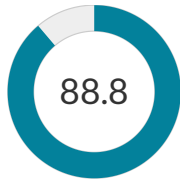




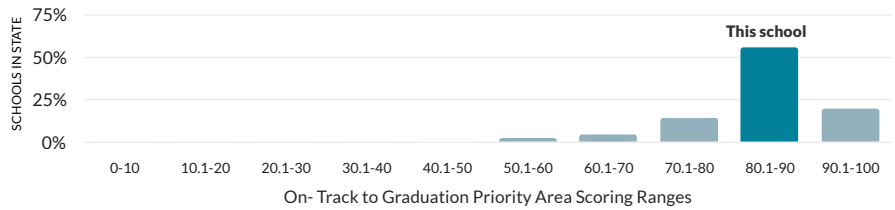
## ON-TRACK TO GRADUATION

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 73.3% of K-5 schools in the state.

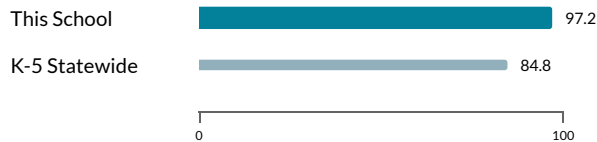


## Component Scores

### CHRONIC ABSENTEEISM

Score: 97.2

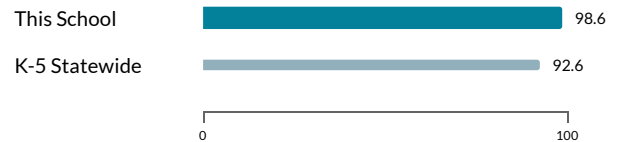
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 98.6

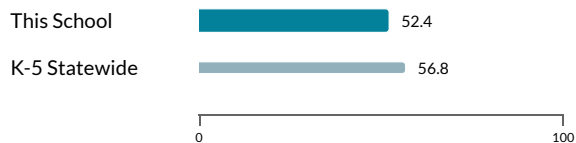
This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 52.4

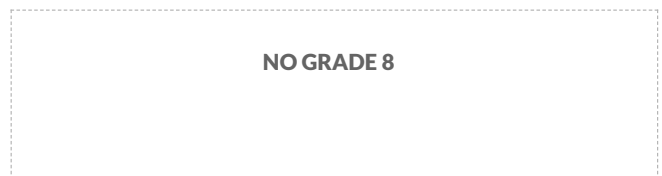
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 253      | 0.4%  | 251      | 4.4%  | 256      | 3.1%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 224      | 0.4%  | 215      | 3.3%  | 221      | 1.8%  |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | 112      | 0.9%  | 123      | 7.3%  | 134      | 6.0%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 42       | 9.5%  | 41       | 2.4%  |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

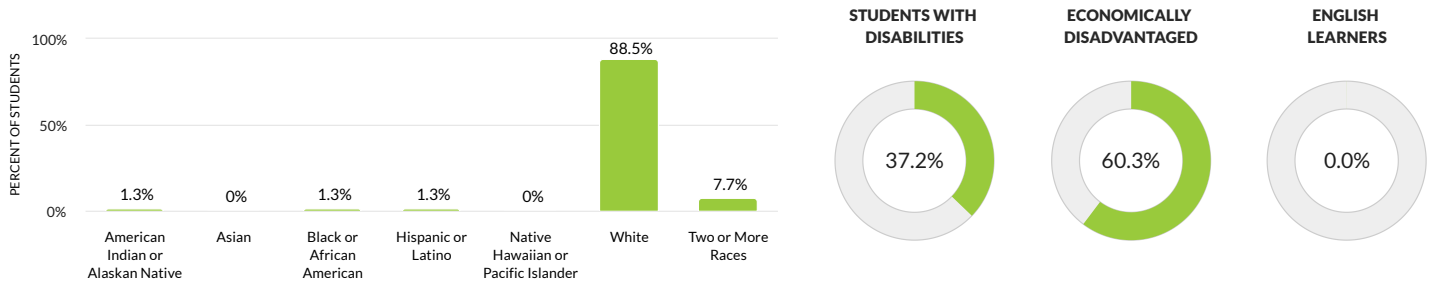
### School Details

Grades : K4-1  
Enrollment : 78  
Percent open enrollment : 5.1%

Oakdale Elementary serves some the youngest students in the Tomah Area School District. Our building provides four sections of Early Childhood Special Education, two sections of four-year-old kindergarten, and one section each of kindergarten and 1st grade. Oakdale Elementary staff, students, and families work together to encourage our mission to play, grow, and learn.

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

### Student Groups



### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



**Alternate Rating - Satisfactory Progress**  
Star rating not applicable

#### Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

### Priority Area Scores

#### ACHIEVEMENT



NO DATA TO DISPLAY

#### GROWTH



NO DATA TO DISPLAY

#### TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

#### ON-TRACK TO GRADUATION



NO DATA TO DISPLAY



## ACHIEVEMENT

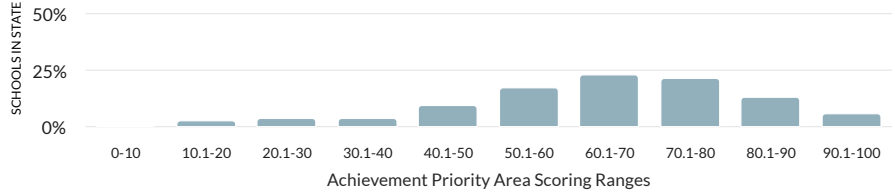
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: NA  
Mathematics Score: NA

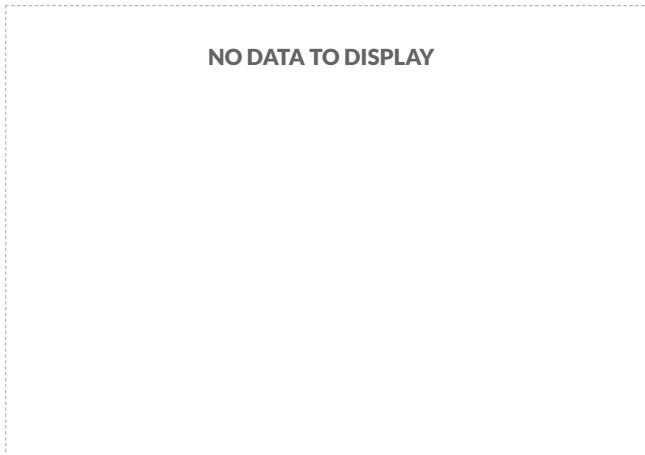
This is the distribution of scores for K-5 schools in the state.



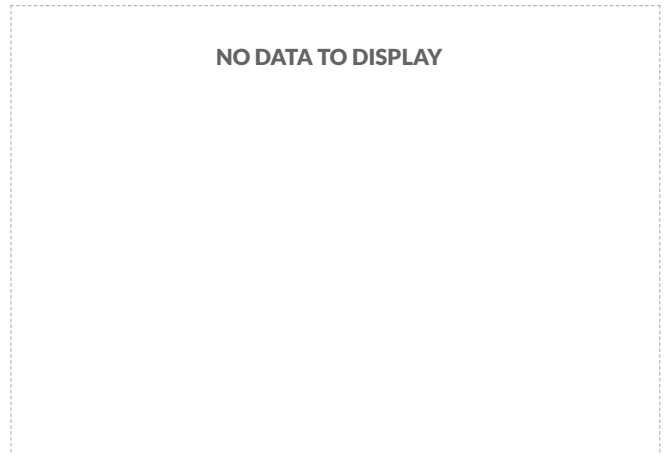
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS

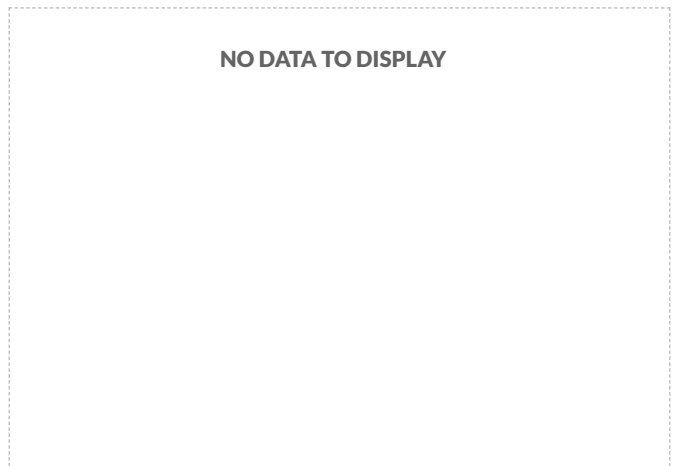
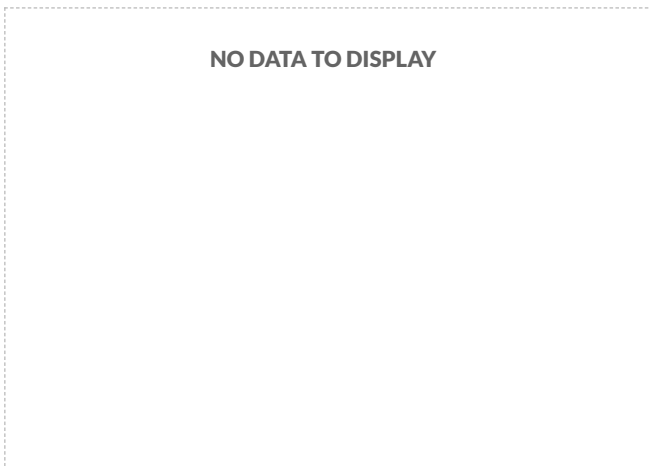


### MATHEMATICS



## Performance Levels by Year

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







## GROWTH

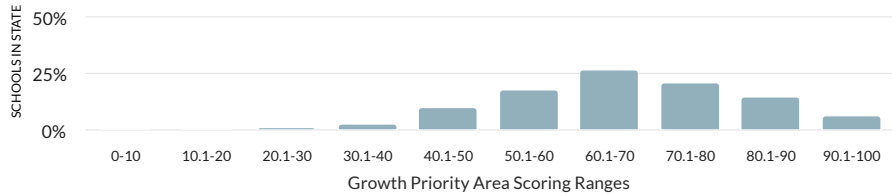
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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

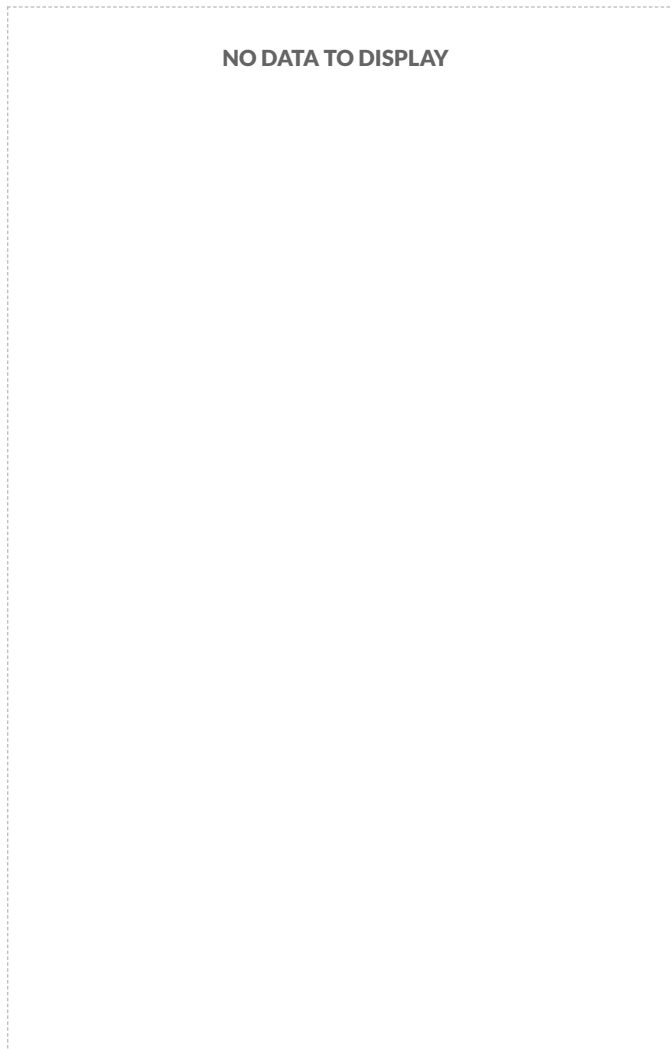
This is the distribution of scores for K-5 schools in the state.



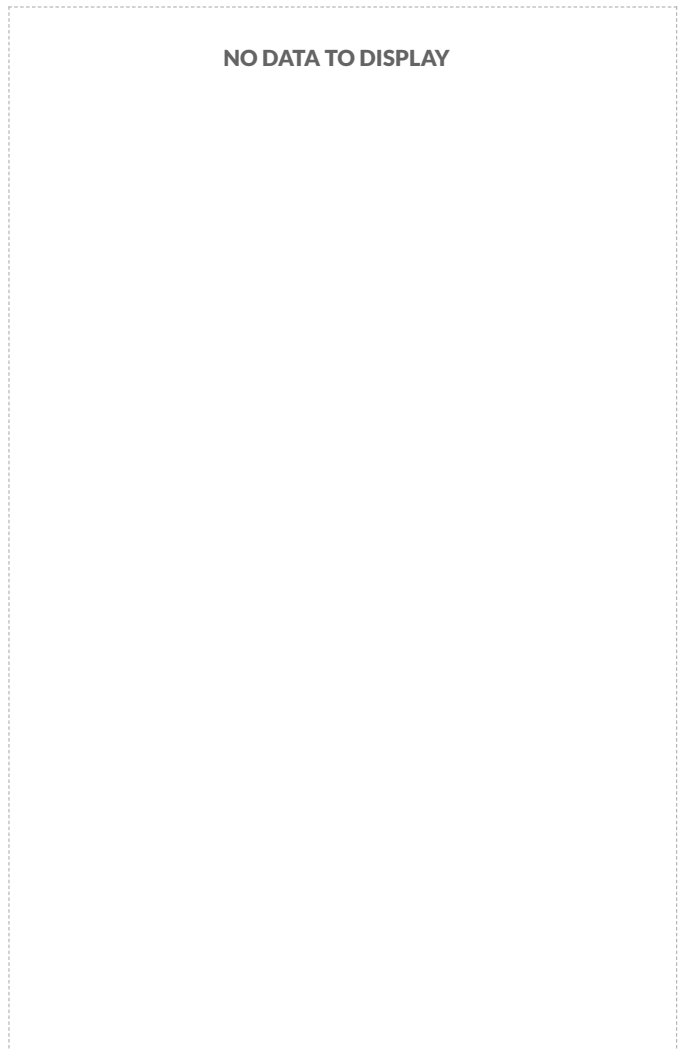
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





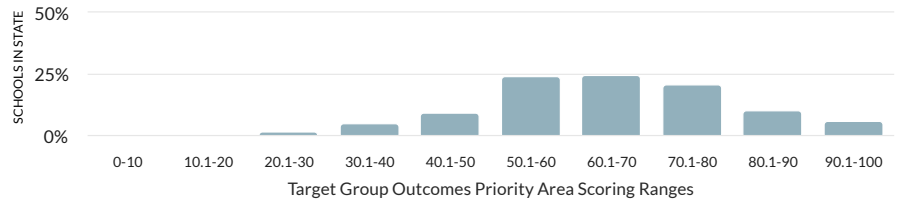
## TARGET GROUP OUTCOMES

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

### Priority Area Score



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

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2021-22.

NO DATA TO DISPLAY



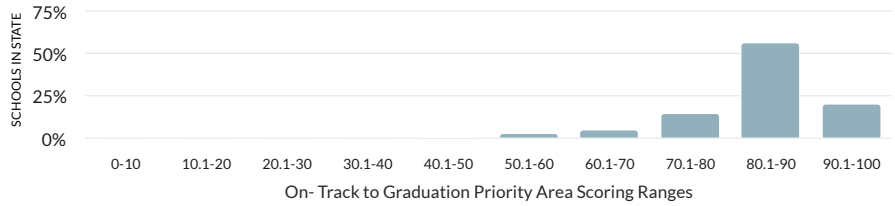
## ON-TRACK TO GRADUATION

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



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



### Component Scores

#### CHRONIC ABSENTEEISM

Score: NA

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

DATA NOT APPLICABLE

#### SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2021-22.

DATA NOT APPLICABLE

#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 30       | 0.0%  | 30       | 10.0% | 41       | 0.0%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 29       | 0.0%  | 28       | 7.1%  | 37       | 0.0%  |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | <20      | *     | <20      | *     | 23       | 0.0%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | <20      | *     | <20      | *     |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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 : K4-12

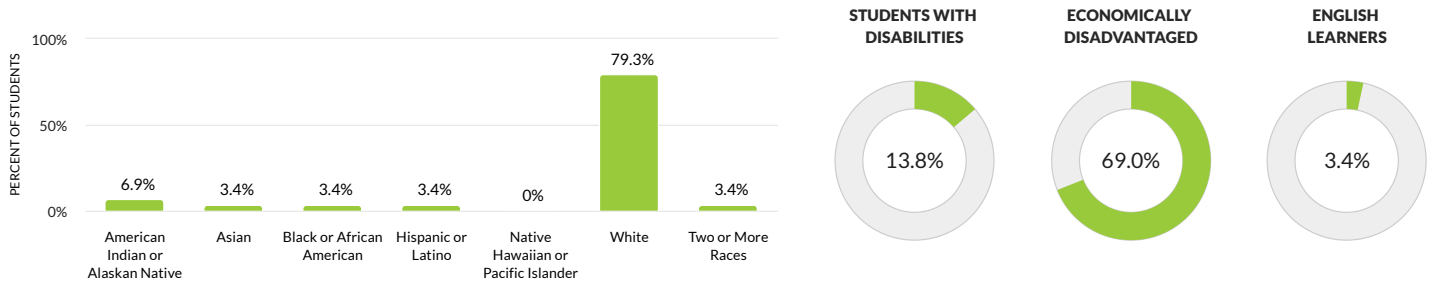
Enrollment : 29

Percent open enrollment : 0%

Robert Kupper Learning Center is an alternative education school that is part of the Tomah Area School District. RKLC utilizes innovative educational practices to facilitate student growth. RKLC students use the GED Option II or Competency based, and a personal portfolio, work and community service hours that focus on strong academics.

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

### Student Groups



### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



**Alternate Rating - Satisfactory Progress**

Star rating not applicable

#### Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

### Priority Area Scores

#### ACHIEVEMENT



NO DATA TO DISPLAY

#### GROWTH



NO DATA TO DISPLAY

#### TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

#### ON-TRACK TO GRADUATION



NO DATA TO DISPLAY



## ACHIEVEMENT

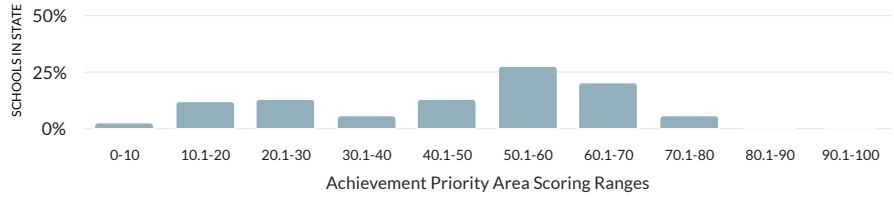
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: NA  
Mathematics Score: NA

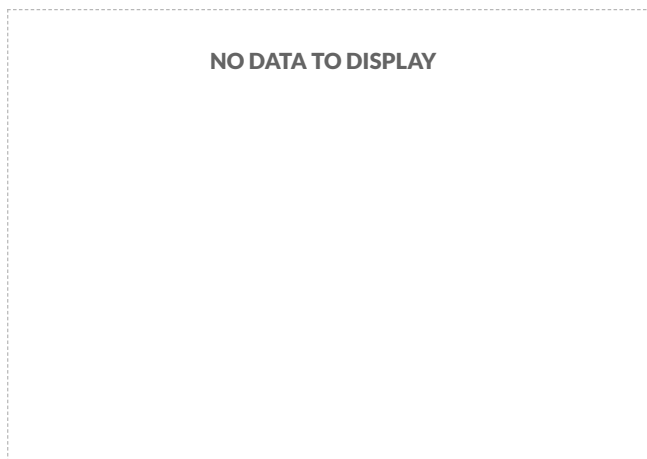
This is the distribution of scores for K-12 schools in the state.



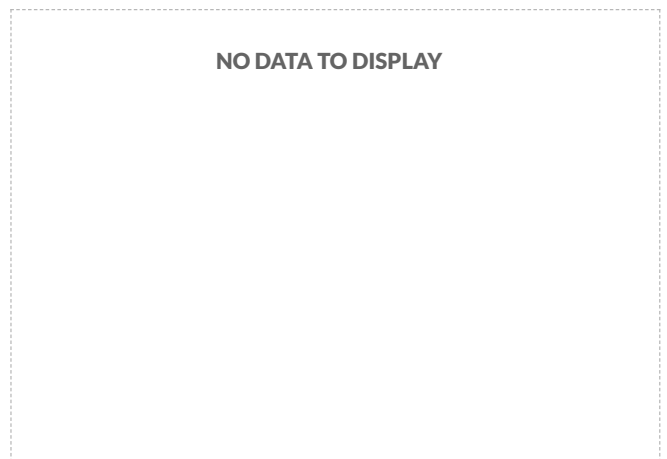
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



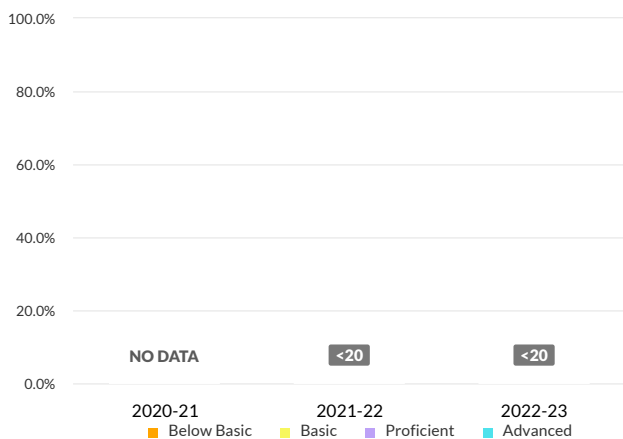
### MATHEMATICS



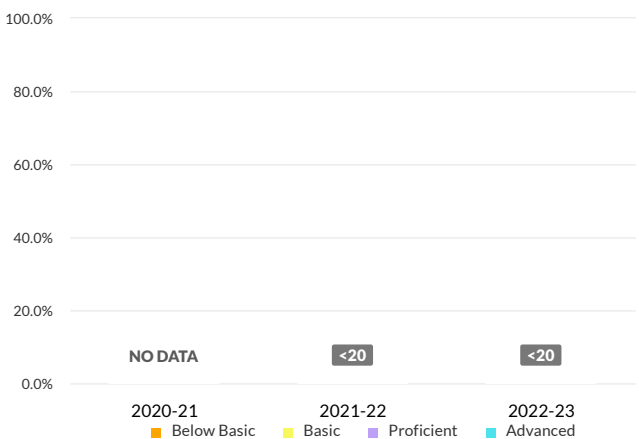
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| NA           | NA                          |
| NA           | NA                          |

#### MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| NA           | NA                          |
| NA           | NA                          |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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            | 493,112        | 6.9%     | 31.5%      | 35.2% | 26.5%       | 541,214        | 7.1%     | 30.8%      | 33.9% | 28.2%       | 542,514        | 8.5%     | 31.9%      | 34.5% | 25.1%       |
| All Students                        | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| American Indian or Alaskan Native   | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Two or More Races                   | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| English Learners                    | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |

#### MATHEMATICS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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            | 492,997        | 7.0%     | 29.4%      | 31.6% | 32.0%       | 542,322        | 9.3%     | 28.2%      | 29.1% | 33.3%       | 543,999        | 9.4%     | 29.1%      | 30.5% | 31.0%       |
| All Students                        | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| American Indian or Alaskan Native   | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Two or More Races                   | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| English Learners                    | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | 0              | NA       | NA         | NA    | NA          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |



## GROWTH

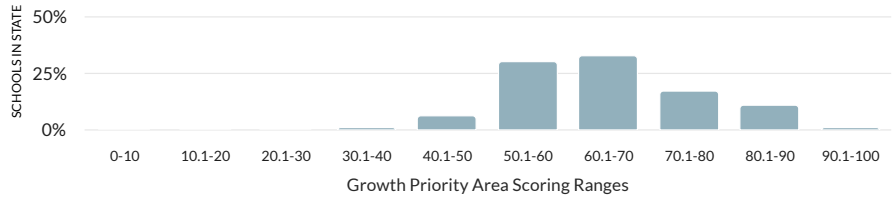
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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

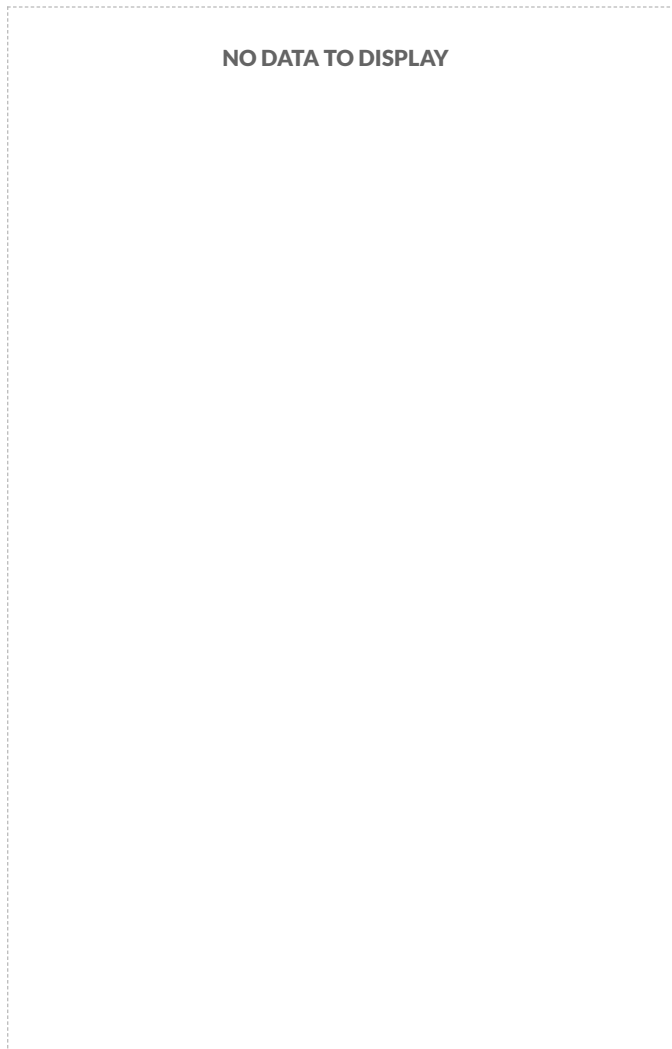
This is the distribution of scores for K-12 schools in the state.



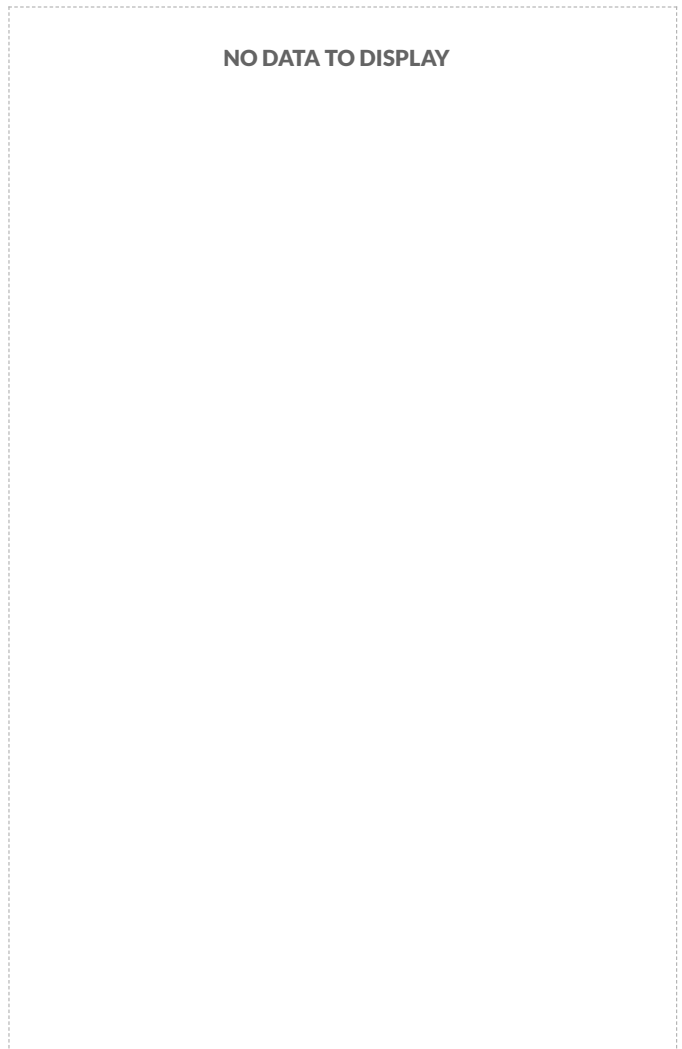
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







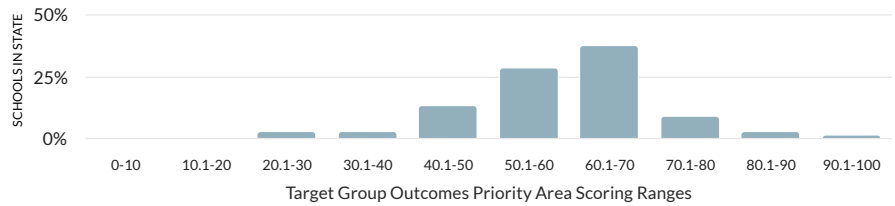
## TARGET GROUP OUTCOMES

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

### Priority Area Score



This is the distribution of scores for K-12 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 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2021-22.

NO DATA TO DISPLAY



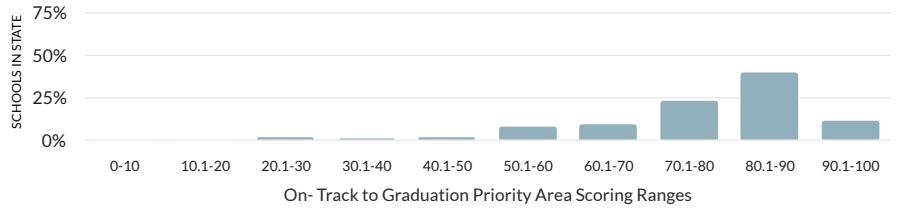
## ON-TRACK TO GRADUATION

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



This is the distribution of scores for K-12 schools in the state.



### Component Scores

#### CHRONIC ABSENTEEISM

Score: NA

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

DATA NOT APPLICABLE

#### SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2021-22.

DATA NOT APPLICABLE

#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

DATA NOT APPLICABLE

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

DATA NOT APPLICABLE



## 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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-12 State            | 826,704  | 13.1% | 808,646  | 16.2% | 810,969  | 22.8% |
| All Students                        | 50       | 6.0%  | 45       | 26.7% | 45       | 26.7% |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 41       | 7.3%  | 36       | 30.6% | 38       | 23.7% |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | 34       | 8.8%  | 26       | 30.8% | 34       | 17.6% |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | <20      | *     | <20      | *     |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

|                                     | Four-year cohort graduation rate |           |       | Seven-year cohort graduation rate |           |       |
|-------------------------------------|----------------------------------|-----------|-------|-----------------------------------|-----------|-------|
|                                     | Students in cohort               | Graduates | Rate  | Students in cohort                | Graduates | Rate  |
| All Students: K-12 State            | 68,258                           | 61,659    | 90.3% | 67,558                            | 63,096    | 93.4% |
| All Students                        | 49                               | 39        | 79.6% | 45                                | 37        | 82.2% |
| American Indian or Alaskan Native   | <20                              | *         | *     | <20                               | *         | *     |
| Asian                               | <20                              | *         | *     | <20                               | *         | *     |
| Black or African American           | <20                              | *         | *     | <20                               | *         | *     |
| Hispanic or Latino                  | <20                              | *         | *     | <20                               | *         | *     |
| Native Hawaiian or Pacific Islander | <20                              | *         | *     | <20                               | *         | *     |
| White                               | 40                               | 34        | 85.0% | 42                                | 35        | 83.3% |
| Two or More Races                   | <20                              | *         | *     | <20                               | *         | *     |
| Economically Disadvantaged          | 36                               | 30        | 83.3% | 29                                | 23        | 79.3% |
| English Learners                    | <20                              | *         | *     | <20                               | *         | *     |
| Students with Disabilities          | <20                              | *         | *     | <20                               | *         | *     |



## POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 20.1% |

No students successfully completed an Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 23.2% |

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 3.9%  |

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 8.5%  |

No students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

|                                     | Total # Enrolled |         | Advanced Courses |       | Dual Enrollment |       | Industry-Recognized Credentials |       | Work-Based Learning |       |
|-------------------------------------|------------------|---------|------------------|-------|-----------------|-------|---------------------------------|-------|---------------------|-------|
|                                     | School           | State   | School           | State | School          | State | School                          | State | School              | State |
| American Indian or Alaskan Native   | <20              | 2,750   | *                | 6.2%  | *               | 14.2% | *                               | 1.5%  | *                   | 8.9%  |
| Asian                               | <20              | 10,138  | *                | 31.6% | *               | 22.2% | *                               | 3.4%  | *                   | 5.7%  |
| Black or African American           | <20              | 25,007  | *                | 12.9% | *               | 7.6%  | *                               | 1.0%  | *                   | 2.2%  |
| Hispanic or Latino                  | <20              | 35,817  | *                | 16.1% | *               | 16.0% | *                               | 3.0%  | *                   | 5.1%  |
| Native Hawaiian or Pacific Islander | <20              | 202     | *                | 20.3% | *               | 22.3% | *                               | 2.5%  | *                   | 9.9%  |
| White                               | 38               | 182,130 | 0.0%             | 21.6% | 0.0%            | 27.2% | 0.0%                            | 4.7%  | 0.0%                | 10.4% |
| Two or More Races                   | <20              | 10,657  | *                | 17.7% | *               | 17.8% | *                               | 2.6%  | *                   | 6.1%  |
| Economically Disadvantaged          | 34               | 102,069 | 0.0%             | 11.2% | 0.0%            | 16.1% | 0.0%                            | 2.5%  | 0.0%                | 7.0%  |
| English Learners                    | <20              | 16,932  | *                | 11.4% | *               | 13.8% | *                               | 2.1%  | *                   | 4.1%  |
| Students with Disabilities          | <20              | 34,245  | *                | 3.8%  | *               | 12.5% | *                               | 2.0%  | *                   | 7.2%  |



## ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Arts Course

#### ART & DESIGN

|        |       |
|--------|-------|
| School | State |
| 2.2%   | 27.2% |

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

#### DANCE

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 0.4%  |

No students successfully completed a dance course.

#### MUSIC

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 19.1% |

No students successfully completed a music course.

#### THEATER

|        |       |
|--------|-------|
| School | State |
| 0.0%   | 1.8%  |

No students successfully completed a theater course.

### Student Group Participation

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

|                                     | Total # Enrolled |         | Art & Design |       | Dance  |       | Music  |       | Theater |       |
|-------------------------------------|------------------|---------|--------------|-------|--------|-------|--------|-------|---------|-------|
|                                     | School           | State   | School       | State | School | State | School | State | School  | State |
| American Indian or Alaskan Native   | <20              | 2,750   | *            | 30.3% | *      | 0.0%  | *      | 14.5% | *       | 1.0%  |
| Asian                               | <20              | 10,138  | *            | 28.4% | *      | 0.4%  | *      | 19.5% | *       | 1.3%  |
| Black or African American           | <20              | 25,007  | *            | 25.3% | *      | 0.5%  | *      | 11.7% | *       | 2.5%  |
| Hispanic or Latino                  | <20              | 35,817  | *            | 27.1% | *      | 0.4%  | *      | 13.0% | *       | 1.8%  |
| Native Hawaiian or Pacific Islander | <20              | 202     | *            | 28.2% | *      | 0.0%  | *      | 23.3% | *       | 1.5%  |
| White                               | 38               | 182,130 | 0.0%         | 27.3% | 0.0%   | 0.4%  | 0.0%   | 21.5% | 0.0%    | 1.7%  |
| Two or More Races                   | <20              | 10,657  | *            | 28.2% | *      | 0.6%  | *      | 17.7% | *       | 2.2%  |
| Economically Disadvantaged          | 34               | 102,069 | 0.0%         | 27.6% | 0.0%   | 0.4%  | 0.0%   | 15.1% | 0.0%    | 1.8%  |
| English Learners                    | <20              | 16,932  | *            | 29.3% | *      | 0.5%  | *      | 11.7% | *       | 1.7%  |
| Students with Disabilities          | <20              | 34,245  | *            | 28.6% | *      | 0.4%  | *      | 14.3% | *       | 2.0%  |

Wisconsin Department of Public Instruction  
 Office of Educational Accountability  
 125 S. Webster Street  
 Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2023

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## OVERVIEW

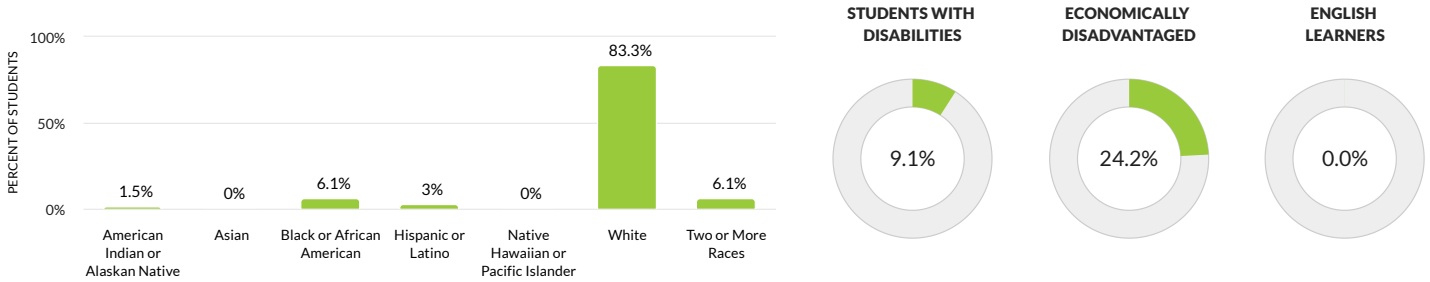
### School Details

Grades : K4-6  
Enrollment : 66  
Percent open enrollment : 4.5%

Tomah Area Montessori School (TAMS) is a district-wide public charter 4K-6th grade elementary school in the Tomah Area School District that uses Montessori pedagogy to empower children to be self-directed learners. TAMS children, families, and staff foster a strong community who works together to support our mission, "Where learning grows in hearts and minds."

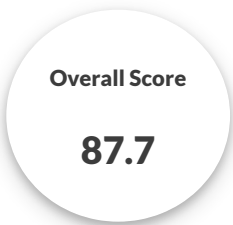
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

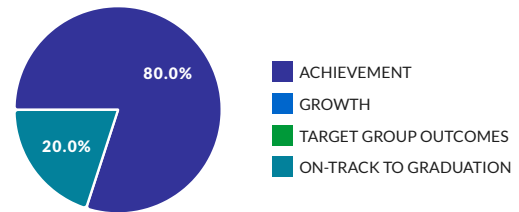
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

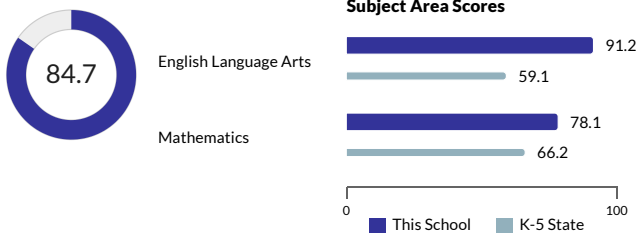


#### PRIORITY AREA WEIGHTS

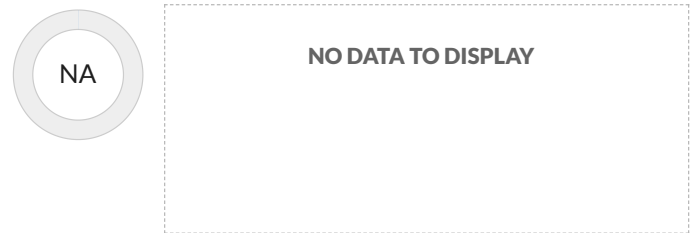


### Priority Area Scores

#### ACHIEVEMENT



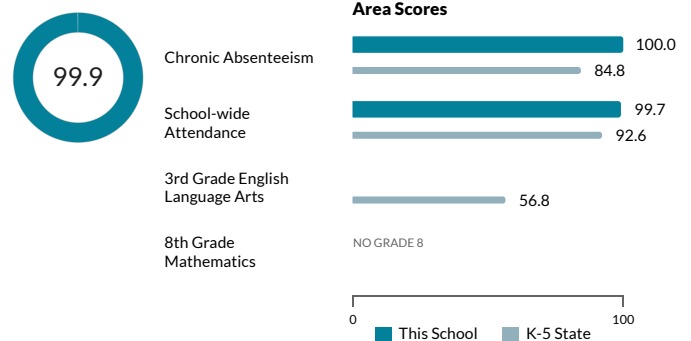
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

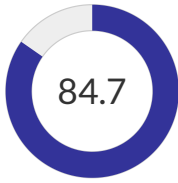




## ACHIEVEMENT

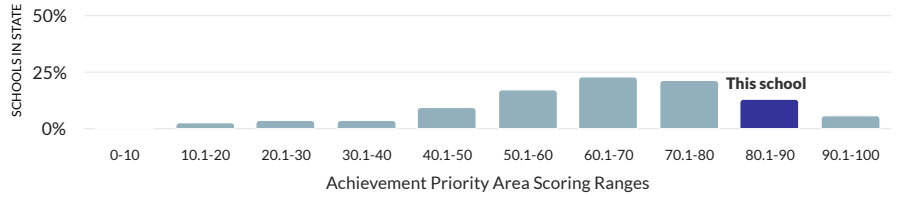
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 91.2  
 Mathematics Score: 78.1

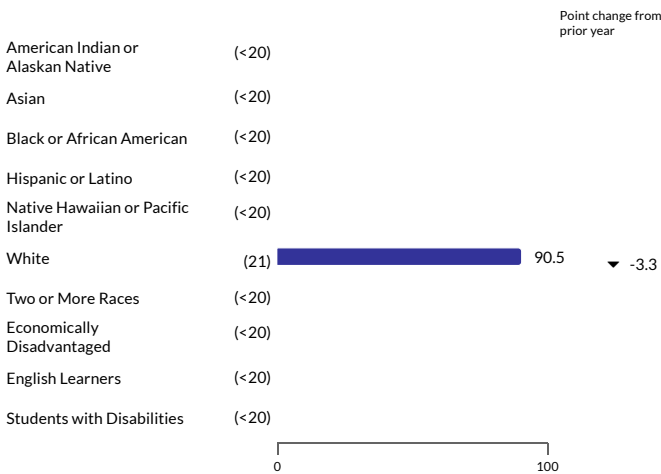
This school's score was the same or higher than 88.5% of K-5 schools in the state.



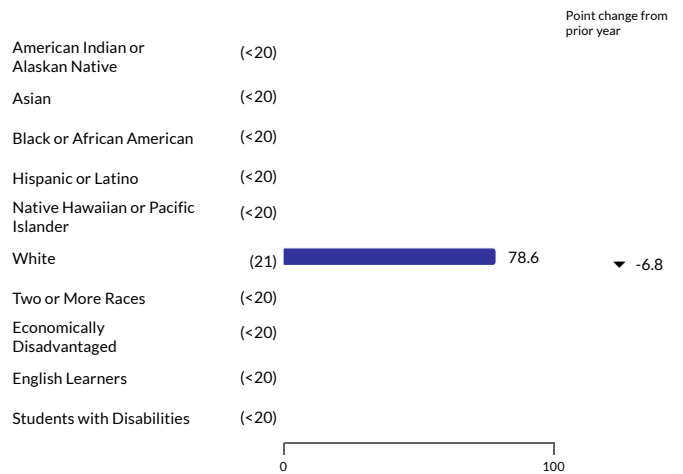
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



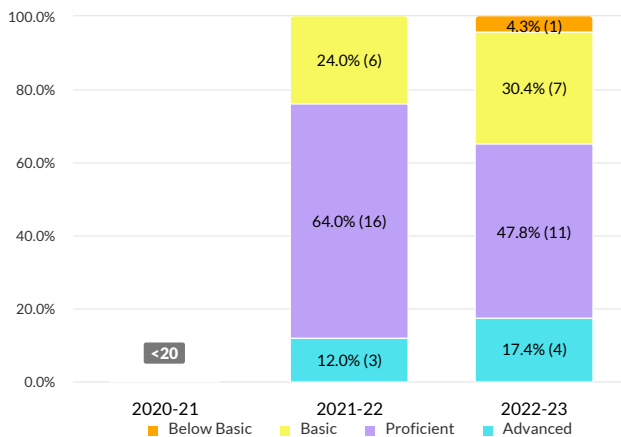
### MATHEMATICS



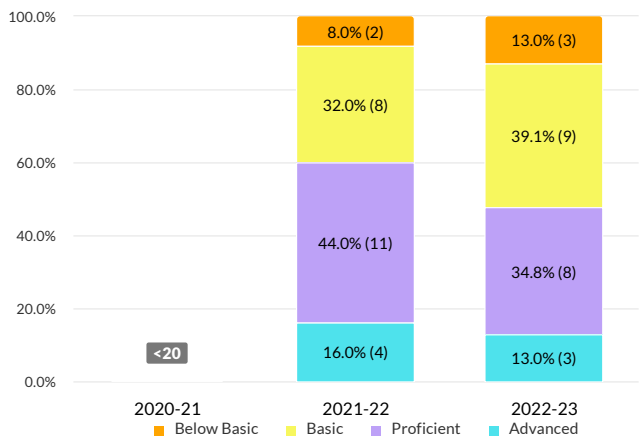
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

#### MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | <20            | *        | *          | *     | *           | 25             | 12.0%    | 64.0%      | 24.0% | 0.0%        | 23             | 17.4%    | 47.8%      | 30.4% | 4.3%        |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | <20            | *        | *          | *     | *           | 24             | 12.5%    | 62.5%      | 25.0% | 0.0%        | 21             | 19.0%    | 47.6%      | 28.6% | 4.8%        |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |

#### MATHEMATICS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | <20            | *        | *          | *     | *           | 25             | 16.0%    | 44.0%      | 32.0% | 8.0%        | 23             | 13.0%    | 34.8%      | 39.1% | 13.0%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | <20            | *        | *          | *     | *           | 24             | 16.7%    | 45.8%      | 29.2% | 8.3%        | 21             | 14.3%    | 38.1%      | 38.1% | 9.5%        |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |





## GROWTH

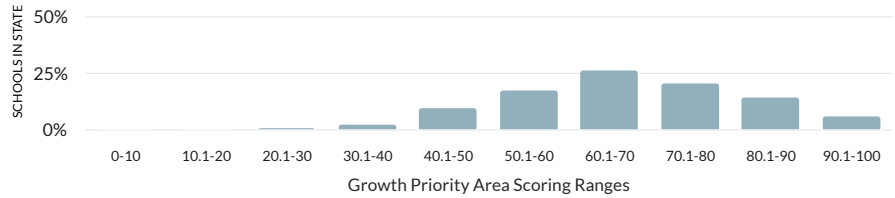
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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

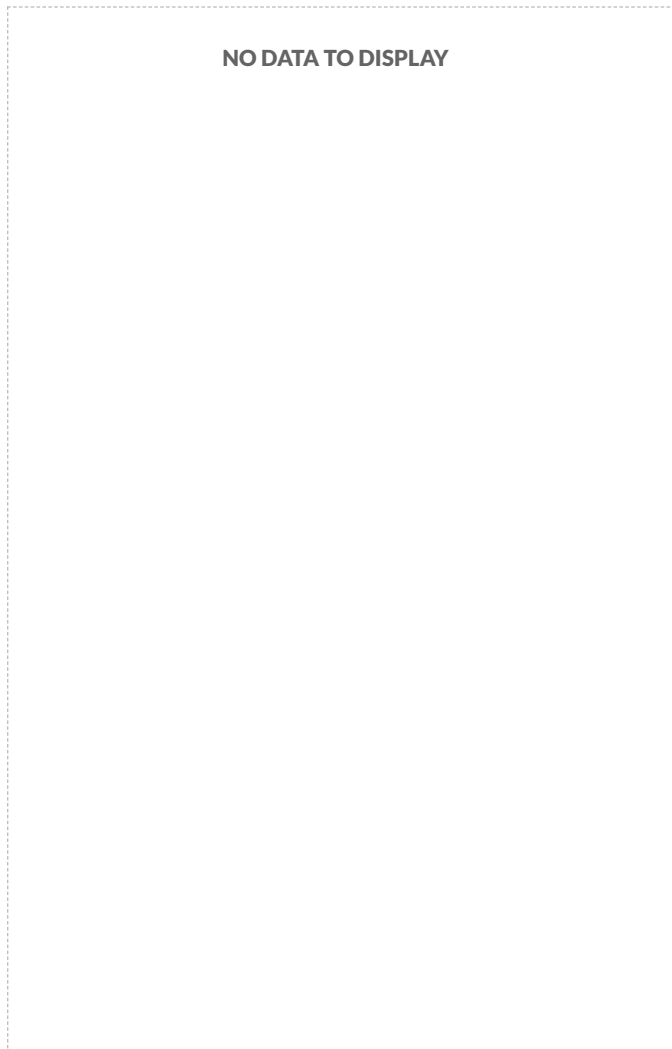
This is the distribution of scores for K-5 schools in the state.



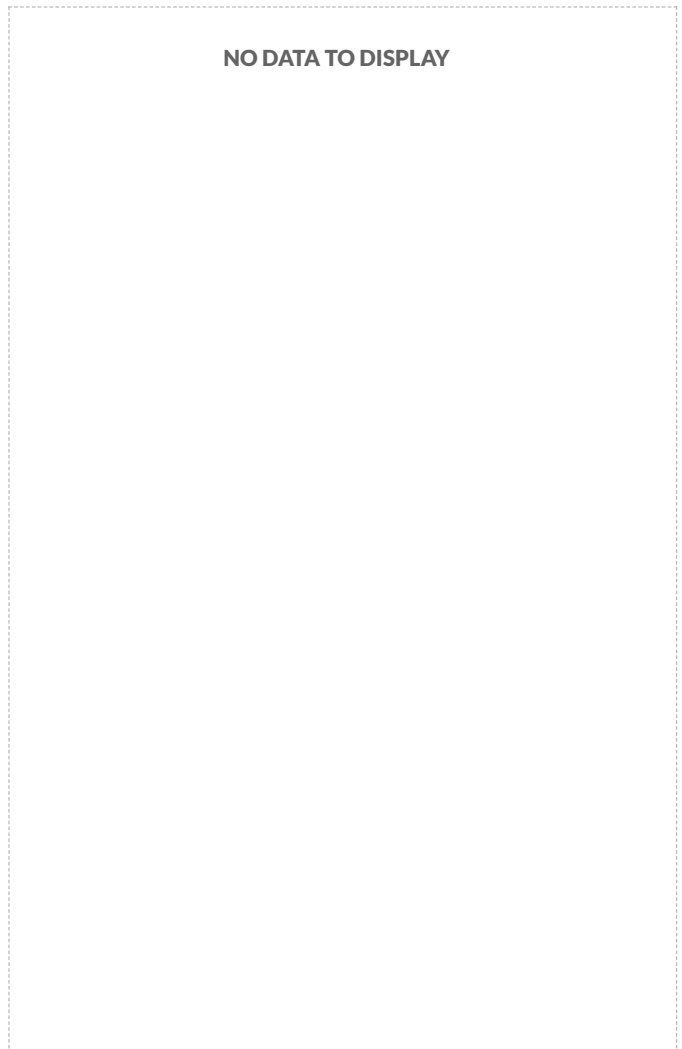
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





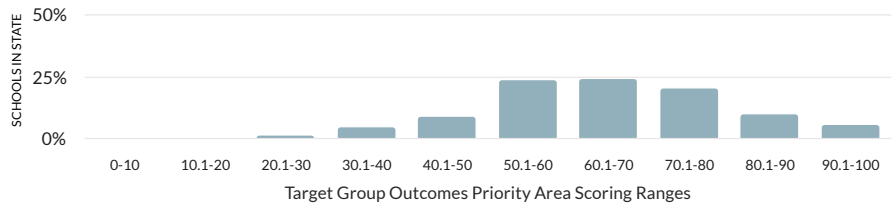
## TARGET GROUP OUTCOMES

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

### Priority Area Score



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

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2021-22.

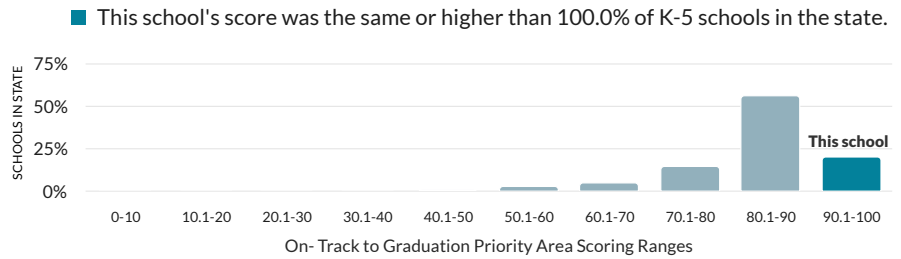
NO DATA TO DISPLAY



## 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

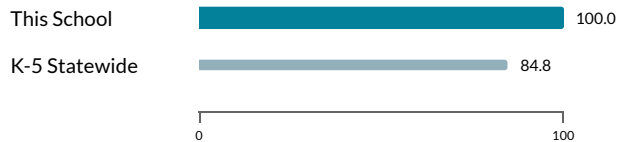


## Component Scores

### CHRONIC ABSENTEEISM

Score: 100.0

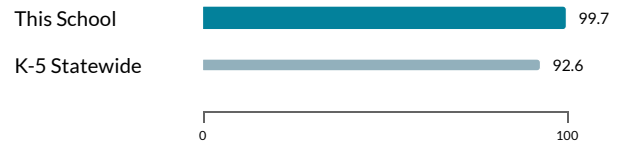
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 99.7

This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO DATA TO DISPLAY

### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 34       | 0.0%  | 44       | 0.0%  | 57       | 0.0%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 30       | 0.0%  | 37       | 0.0%  | 49       | 0.0%  |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | <20      | *     | <20      | *     | <20      | *     |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | <20      | *     | <20      | *     |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

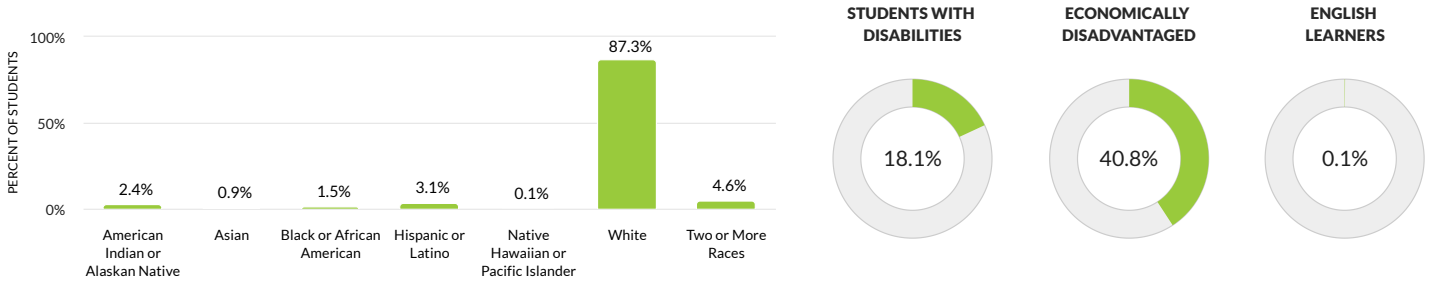
### School Details

Grades : 9-12  
Enrollment : 868  
Percent open enrollment : 2.2%

Tomah High School prepares students to be college and career ready through a Career Pathways model of instruction where all students have access to the academic support and services they need to succeed. Faculty work collaboratively in a professional learning community aligning curriculum to essential standards. Strong student participation in co-curricular activities promotes student engagement.

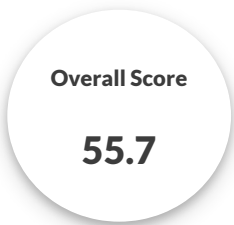
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



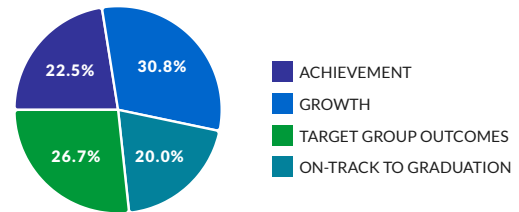
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



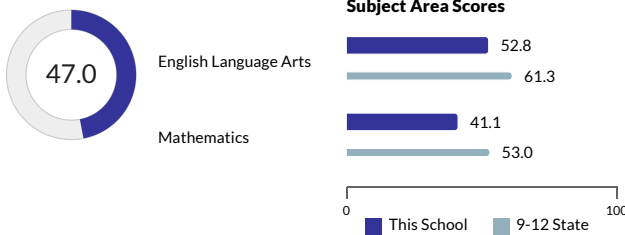
**Meets Few Expectations**  
★★

#### PRIORITY AREA WEIGHTS

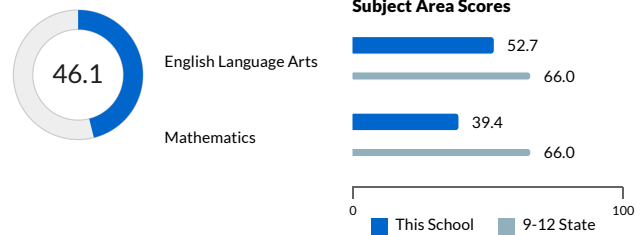


### Priority Area Scores

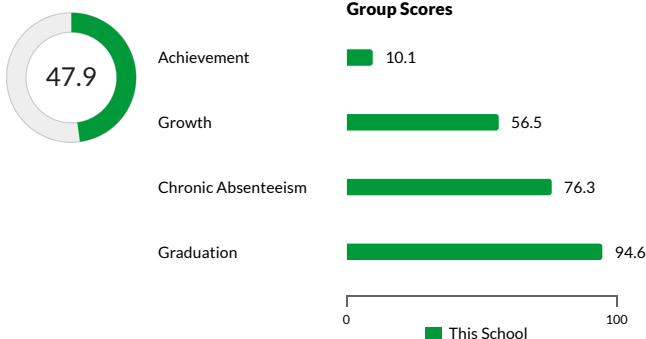
#### ACHIEVEMENT



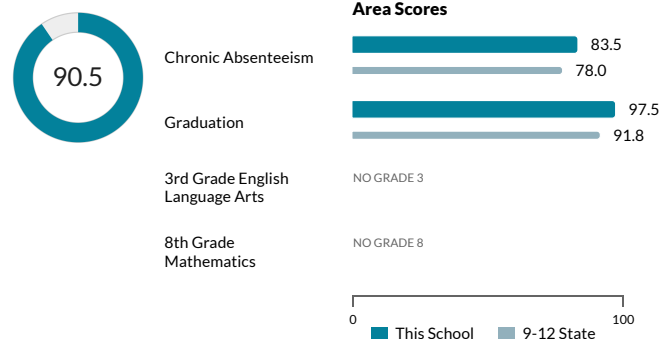
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

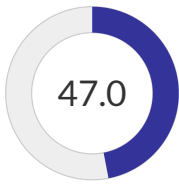




## ACHIEVEMENT

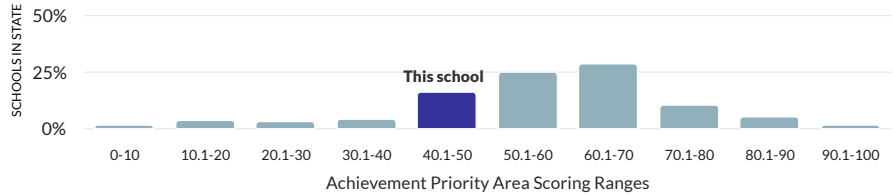
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 52.8  
Mathematics Score: 41.1

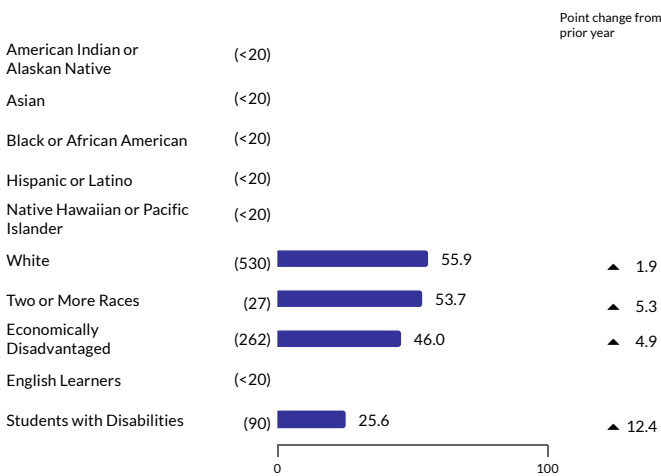
This school's score was the same or higher than 22.9% of 9-12 schools in the state.



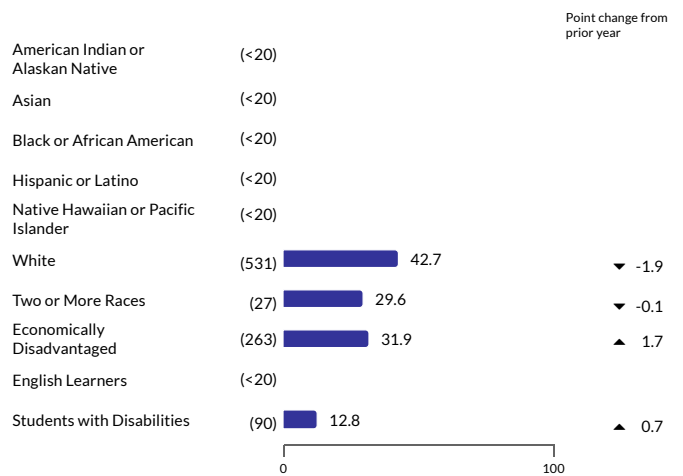
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



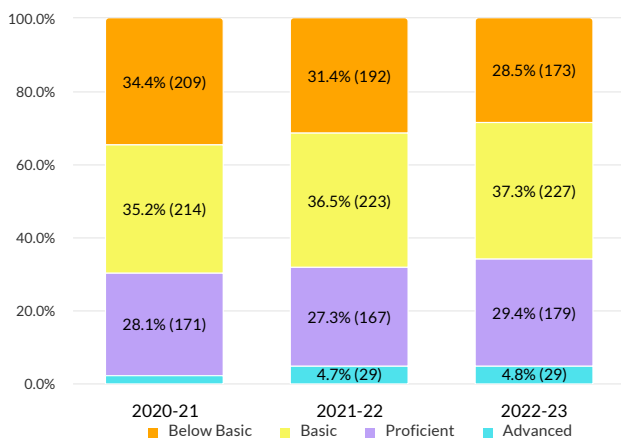
### MATHEMATICS



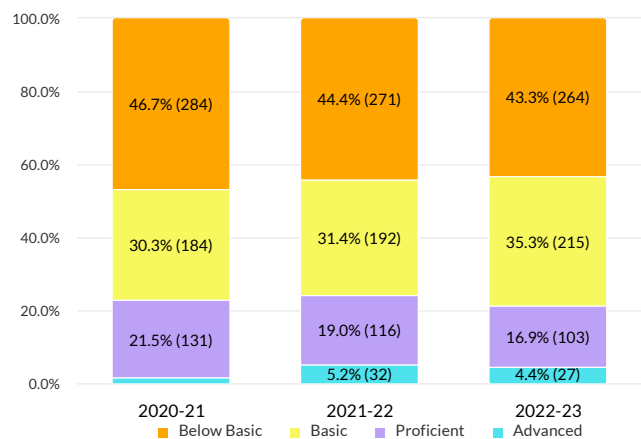
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 93.1%        | 81.4%   |

#### MATHEMATICS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 93.2%        | 81.4%   |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| All Students: 9-12 State            | 167,115        | 6.8%     | 32.4%      | 34.5% | 26.4%       | 183,656        | 7.6%     | 31.2%      | 32.4% | 28.8%       | 186,633        | 9.4%     | 32.9%      | 34.6% | 23.1%       |
| All Students                        | 608            | 2.3%     | 28.1%      | 35.2% | 34.4%       | 611            | 4.7%     | 27.3%      | 36.5% | 31.4%       | 608            | 4.8%     | 29.4%      | 37.3% | 28.5%       |
| American Indian or Alaskan Native   | 24             | 0.0%     | 20.8%      | 33.3% | 45.8%       | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | 20             | 0.0%     | 20.0%      | 35.0% | 45.0%       | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 520            | 2.3%     | 28.7%      | 36.0% | 33.1%       | 524            | 5.2%     | 28.4%      | 35.7% | 30.7%       | 530            | 5.1%     | 30.0%      | 36.6% | 28.3%       |
| Two or More Races                   | 22             | 4.5%     | 22.7%      | 31.8% | 40.9%       | 32             | 6.3%     | 15.6%      | 46.9% | 31.3%       | 27             | 7.4%     | 25.9%      | 33.3% | 33.3%       |
| Economically Disadvantaged          | 198            | 1.0%     | 18.2%      | 37.4% | 43.4%       | 247            | 2.0%     | 20.2%      | 35.6% | 42.1%       | 262            | 4.2%     | 21.4%      | 36.6% | 37.8%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 95             | 1.1%     | 3.2%       | 16.8% | 78.9%       | 90             | 1.1%     | 10.0%      | 27.8% | 61.1%       |

#### MATHEMATICS

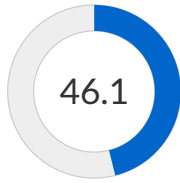
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| All Students: 9-12 State            | 167,289        | 6.2%     | 27.7%      | 29.8% | 36.3%       | 183,982        | 10.9%    | 23.1%      | 26.4% | 39.6%       | 187,106        | 9.4%     | 24.4%      | 30.8% | 35.4%       |
| All Students                        | 608            | 1.5%     | 21.5%      | 30.3% | 46.7%       | 611            | 5.2%     | 19.0%      | 31.4% | 44.4%       | 609            | 4.4%     | 16.9%      | 35.3% | 43.3%       |
| American Indian or Alaskan Native   | 24             | 0.0%     | 12.5%      | 12.5% | 75.0%       | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | 20             | 0.0%     | 15.0%      | 10.0% | 75.0%       | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 519            | 1.7%     | 22.9%      | 31.4% | 43.9%       | 523            | 5.9%     | 19.9%      | 31.5% | 42.6%       | 531            | 4.9%     | 17.7%      | 35.4% | 42.0%       |
| Two or More Races                   | 23             | 0.0%     | 0.0%       | 52.2% | 47.8%       | 32             | 0.0%     | 9.4%       | 40.6% | 50.0%       | 27             | 0.0%     | 11.1%      | 37.0% | 51.9%       |
| Economically Disadvantaged          | 198            | 0.5%     | 13.6%      | 25.3% | 60.6%       | 247            | 2.0%     | 13.8%      | 26.7% | 57.5%       | 263            | 3.0%     | 11.8%      | 31.2% | 54.0%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 95             | 2.1%     | 2.1%       | 13.7% | 82.1%       | 90             | 1.1%     | 3.3%       | 15.6% | 80.0%       |



## GROWTH

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

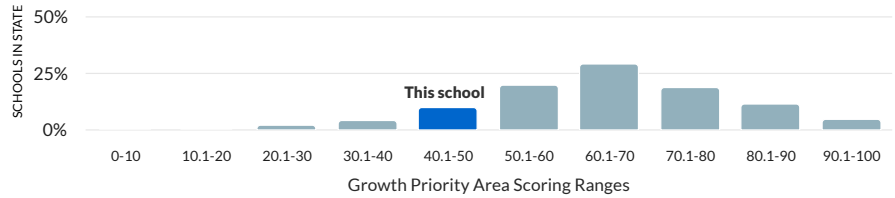
### Priority Area Score



English Language Arts Score: 52.7

Mathematics Score: 39.4

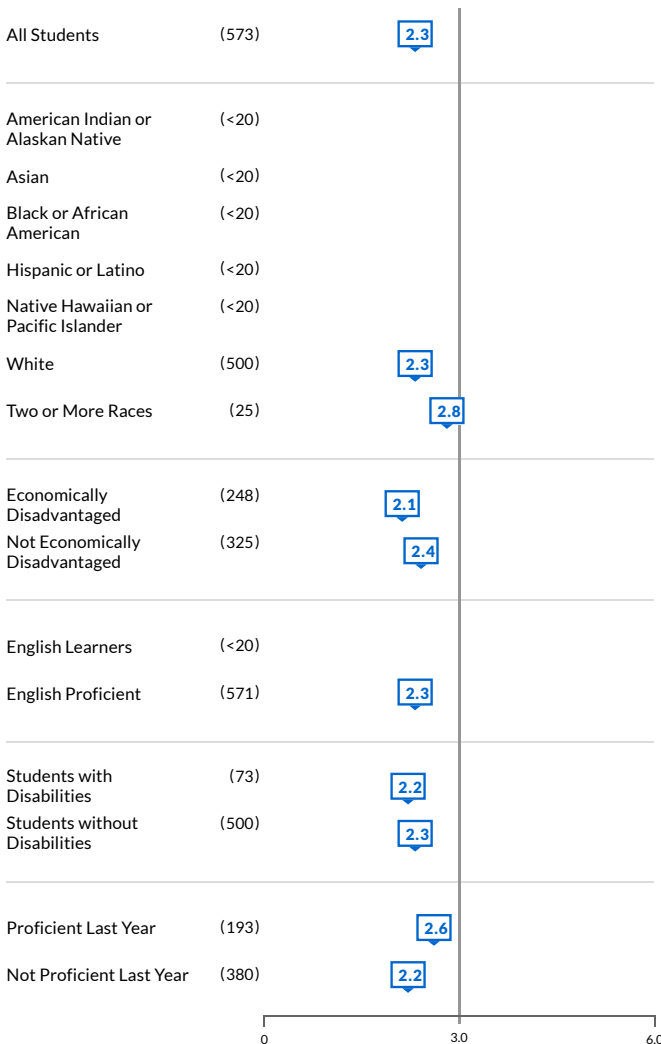
This school's score was the same or higher than 11.5% of 9-12 schools in the state.



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

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS



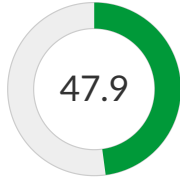




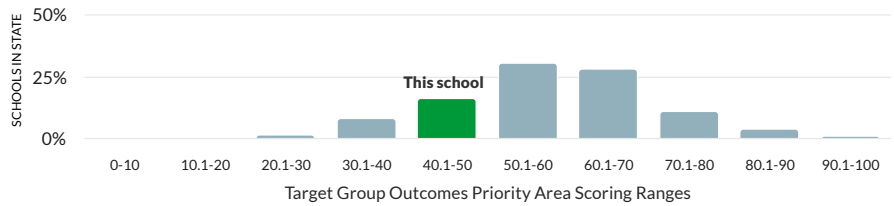
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This school's score was the same or higher than 22.4% of 9-12 schools in the state.



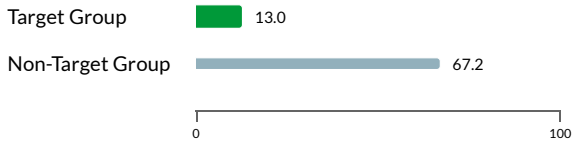
## Component Scores

### ACHIEVEMENT

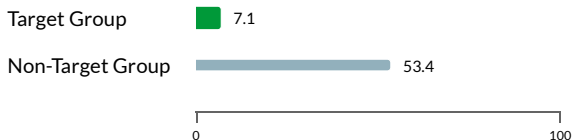
Score: 10.1

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

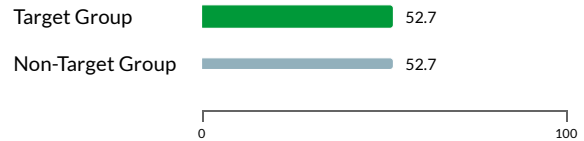


### GROWTH

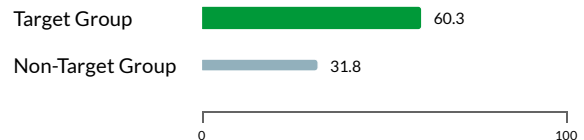
Score: 56.5

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

#### English Language Arts



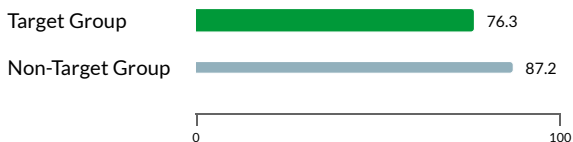
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 76.3

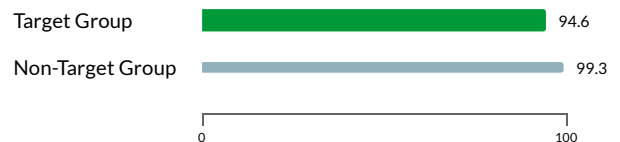
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 94.6

Average of 2021-22's 4- and 7-year cohort rates.

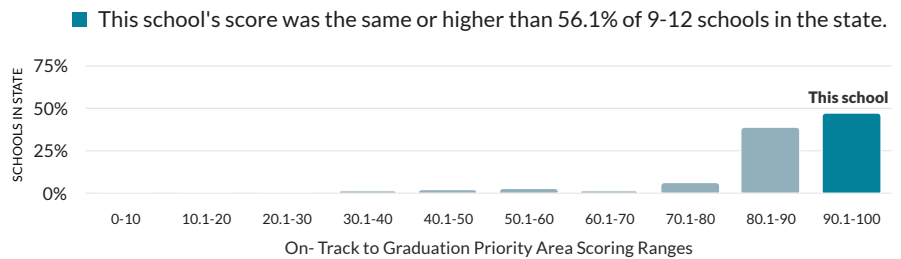
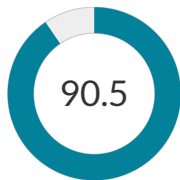




## ON-TRACK TO GRADUATION

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

### Priority Area Score

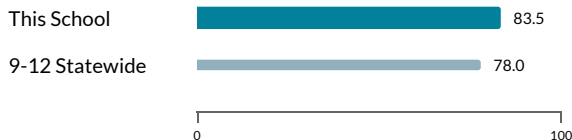


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 83.5

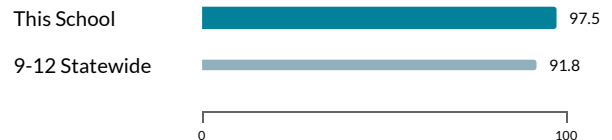
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.5

Average of 2021-22's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: 9-12 State            | 264,752  | 17.9% | 264,151  | 19.6% | 266,592  | 26.7% |
| All Students                        | 833      | 6.2%  | 854      | 23.0% | 859      | 17.7% |
| American Indian or Alaskan Native   | 28       | 0.0%  | 28       | 50.0% | 29       | 31.0% |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | 20       | 20.0% | <20      | *     | <20      | *     |
| Hispanic or Latino                  | 40       | 10.0% | 35       | 37.1% | 24       | 37.5% |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 707      | 6.1%  | 732      | 21.3% | 738      | 16.4% |
| Two or More Races                   | 24       | 4.2%  | 31       | 16.1% | 38       | 15.8% |
| Economically Disadvantaged          | 233      | 16.7% | 285      | 38.2% | 349      | 26.9% |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 107      | 29.0% | 151      | 21.9% |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

|                                     | Four-year cohort graduation rate |           |       | Seven-year cohort graduation rate |           |        |
|-------------------------------------|----------------------------------|-----------|-------|-----------------------------------|-----------|--------|
|                                     | Students in cohort               | Graduates | Rate  | Students in cohort                | Graduates | Rate   |
| All Students: 9-12 State            | 68,258                           | 61,659    | 90.3% | 67,558                            | 63,096    | 93.4%  |
| All Students                        | 194                              | 186       | 95.9% | 205                               | 203       | 99.0%  |
| American Indian or Alaskan Native   | <20                              | *         | *     | <20                               | *         | *      |
| Asian                               | <20                              | *         | *     | <20                               | *         | *      |
| Black or African American           | <20                              | *         | *     | <20                               | *         | *      |
| Hispanic or Latino                  | <20                              | *         | *     | <20                               | *         | *      |
| Native Hawaiian or Pacific Islander | <20                              | *         | *     | <20                               | *         | *      |
| White                               | 171                              | 163       | 95.3% | 180                               | 179       | 99.4%  |
| Two or More Races                   | <20                              | *         | *     | <20                               | *         | *      |
| Economically Disadvantaged          | 65                               | 59        | 90.8% | 43                                | 43        | 100.0% |
| English Learners                    | <20                              | *         | *     | <20                               | *         | *      |
| Students with Disabilities          | 33                               | 28        | 84.8% | 28                                | 26        | 92.9%  |



## POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

|             |              |
|-------------|--------------|
| School      | State        |
| <b>1.3%</b> | <b>20.1%</b> |

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

#### DUAL ENROLLMENT

|             |              |
|-------------|--------------|
| School      | State        |
| <b>0.0%</b> | <b>23.2%</b> |

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

|             |             |
|-------------|-------------|
| School      | State       |
| <b>3.1%</b> | <b>3.9%</b> |

27 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

|             |             |
|-------------|-------------|
| School      | State       |
| <b>5.5%</b> | <b>8.5%</b> |

47 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

|                                     | Total # Enrolled |         | Advanced Courses |       | Dual Enrollment |       | Industry-Recognized Credentials |       | Work-Based Learning |       |
|-------------------------------------|------------------|---------|------------------|-------|-----------------|-------|---------------------------------|-------|---------------------|-------|
|                                     | School           | State   | School           | State | School          | State | School                          | State | School              | State |
| American Indian or Alaskan Native   | 29               | 2,750   | 0.0%             | 6.2%  | 0.0%            | 14.2% | 0.0%                            | 1.5%  | 3.4%                | 8.9%  |
| Asian                               | <20              | 10,138  | *                | 31.6% | *               | 22.2% | *                               | 3.4%  | *                   | 5.7%  |
| Black or African American           | <20              | 25,007  | *                | 12.9% | *               | 7.6%  | *                               | 1.0%  | *                   | 2.2%  |
| Hispanic or Latino                  | 24               | 35,817  | 0.0%             | 16.1% | 0.0%            | 16.0% | 0.0%                            | 3.0%  | 0.0%                | 5.1%  |
| Native Hawaiian or Pacific Islander | <20              | 202     | *                | 20.3% | *               | 22.3% | *                               | 2.5%  | *                   | 9.9%  |
| White                               | 738              | 182,130 | 1.2%             | 21.6% | 0.0%            | 27.2% | 3.7%                            | 4.7%  | 6.2%                | 10.4% |
| Two or More Races                   | 38               | 10,657  | 0.0%             | 17.7% | 0.0%            | 17.8% | 0.0%                            | 2.6%  | 0.0%                | 6.1%  |
| Economically Disadvantaged          | 349              | 102,069 | 1.7%             | 11.2% | 0.0%            | 16.1% | 1.7%                            | 2.5%  | 3.4%                | 7.0%  |
| English Learners                    | <20              | 16,932  | *                | 11.4% | *               | 13.8% | *                               | 2.1%  | *                   | 4.1%  |
| Students with Disabilities          | 151              | 34,245  | 1.3%             | 3.8%  | 0.0%            | 12.5% | 1.3%                            | 2.0%  | 2.6%                | 7.2%  |



## ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Arts Course

#### ART & DESIGN

|              |              |
|--------------|--------------|
| School       | State        |
| <b>29.7%</b> | <b>27.2%</b> |

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

#### DANCE

|             |             |
|-------------|-------------|
| School      | State       |
| <b>0.0%</b> | <b>0.4%</b> |

No students successfully completed a dance course.

#### MUSIC

|              |              |
|--------------|--------------|
| School       | State        |
| <b>21.1%</b> | <b>19.1%</b> |

181 students successfully completed at least one music course.

#### THEATER

|             |             |
|-------------|-------------|
| School      | State       |
| <b>0.0%</b> | <b>1.8%</b> |

No students successfully completed a theater course.

### Student Group Participation

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

|                                     | Total # Enrolled |         | Art & Design |       | Dance  |       | Music  |       | Theater |       |
|-------------------------------------|------------------|---------|--------------|-------|--------|-------|--------|-------|---------|-------|
|                                     | School           | State   | School       | State | School | State | School | State | School  | State |
| American Indian or Alaskan Native   | 29               | 2,750   | 48.3%        | 30.3% | 0.0%   | 0.0%  | 10.3%  | 14.5% | 0.0%    | 1.0%  |
| Asian                               | <20              | 10,138  | *            | 28.4% | *      | 0.4%  | *      | 19.5% | *       | 1.3%  |
| Black or African American           | <20              | 25,007  | *            | 25.3% | *      | 0.5%  | *      | 11.7% | *       | 2.5%  |
| Hispanic or Latino                  | 24               | 35,817  | 37.5%        | 27.1% | 0.0%   | 0.4%  | 25.0%  | 13.0% | 0.0%    | 1.8%  |
| Native Hawaiian or Pacific Islander | <20              | 202     | *            | 28.2% | *      | 0.0%  | *      | 23.3% | *       | 1.5%  |
| White                               | 738              | 182,130 | 28.3%        | 27.3% | 0.0%   | 0.4%  | 21.0%  | 21.5% | 0.0%    | 1.7%  |
| Two or More Races                   | 38               | 10,657  | 36.8%        | 28.2% | 0.0%   | 0.6%  | 23.7%  | 17.7% | 0.0%    | 2.2%  |
| Economically Disadvantaged          | 349              | 102,069 | 32.4%        | 27.6% | 0.0%   | 0.4%  | 18.3%  | 15.1% | 0.0%    | 1.8%  |
| English Learners                    | <20              | 16,932  | *            | 29.3% | *      | 0.5%  | *      | 11.7% | *       | 1.7%  |
| Students with Disabilities          | 151              | 34,245  | 33.1%        | 28.6% | 0.0%   | 0.4%  | 20.5%  | 14.3% | 0.0%    | 2.0%  |





## OVERVIEW

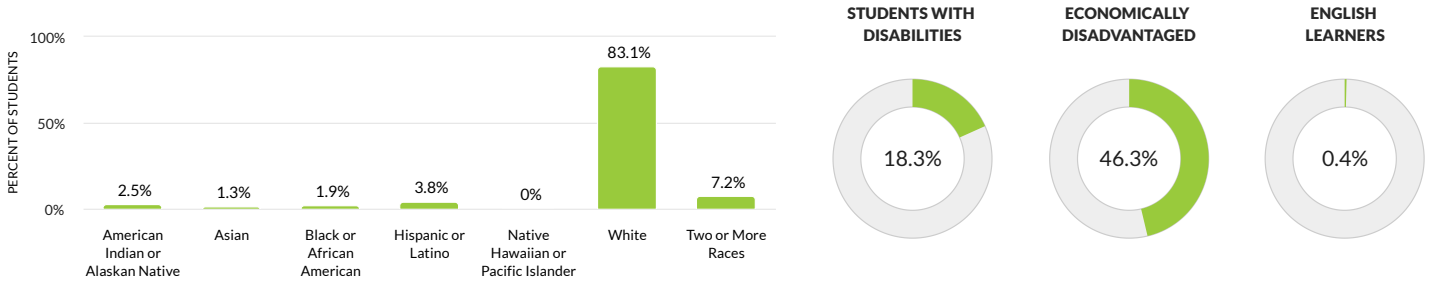
### School Details

Grades : 6-8  
Enrollment : 676  
Percent open enrollment : 2.4%

Tomah High School prepares students to be college and career ready through a Career Pathways model of instruction where all students have access to the academic support and services they need to succeed. Faculty work collaboratively in a professional learning community aligning curriculum to essential standards. Strong student participation in co-curricular activities promotes student engagement.

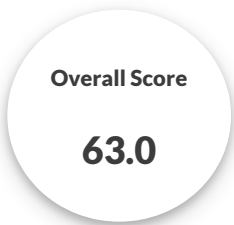
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



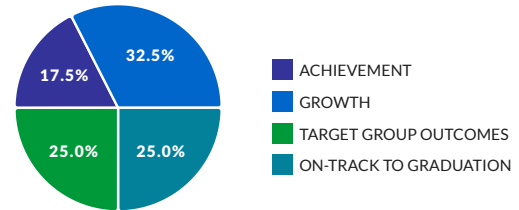
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



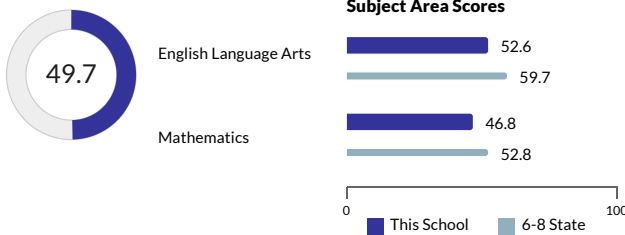
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

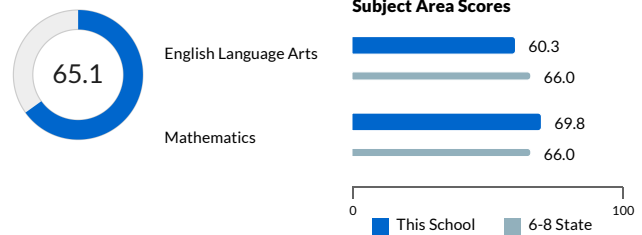


### Priority Area Scores

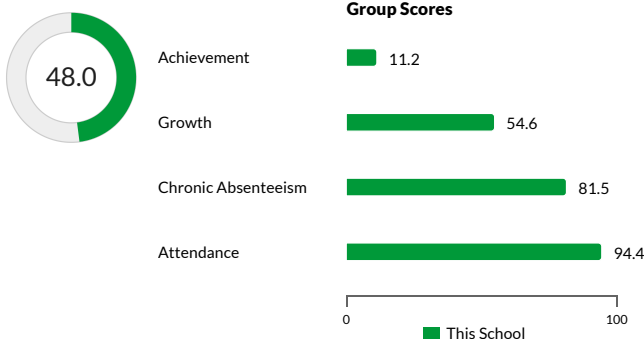
#### ACHIEVEMENT



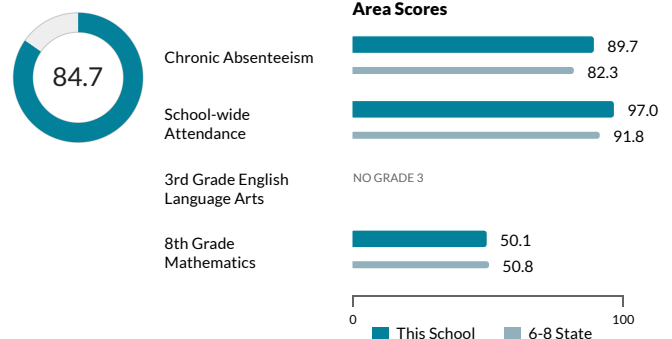
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

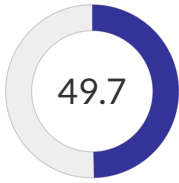




## ACHIEVEMENT

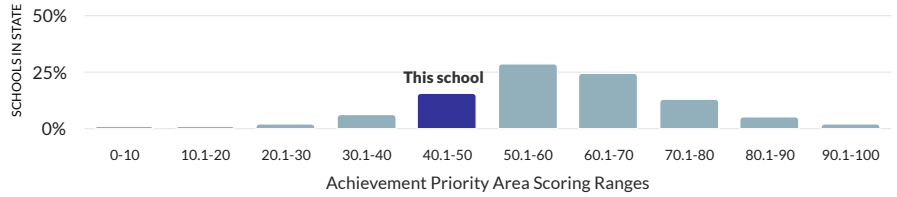
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 52.6  
Mathematics Score: 46.8

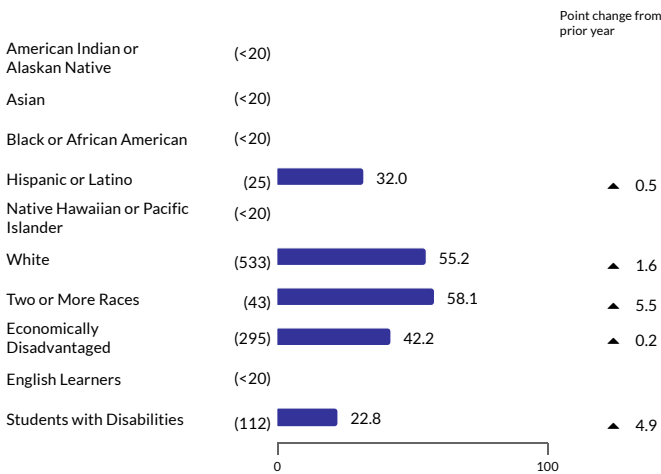
This school's score was the same or higher than 25.8% of 6-8 schools in the state.



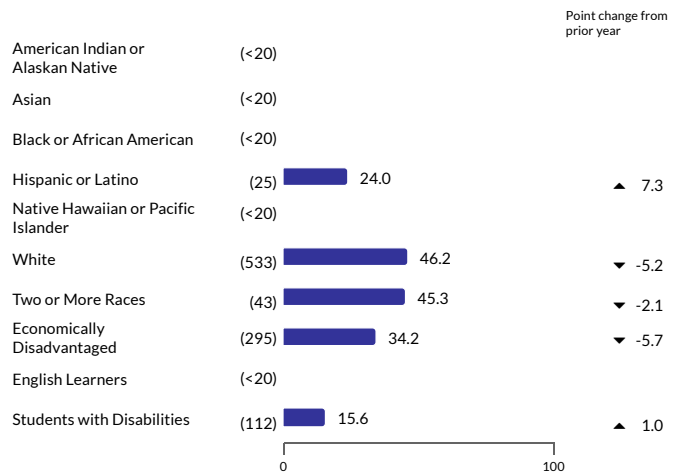
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



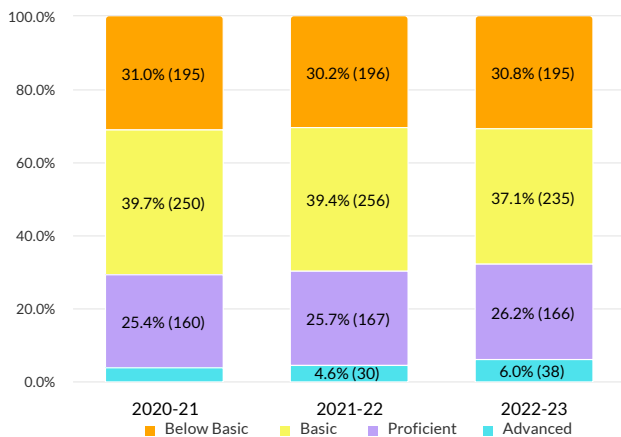
### MATHEMATICS



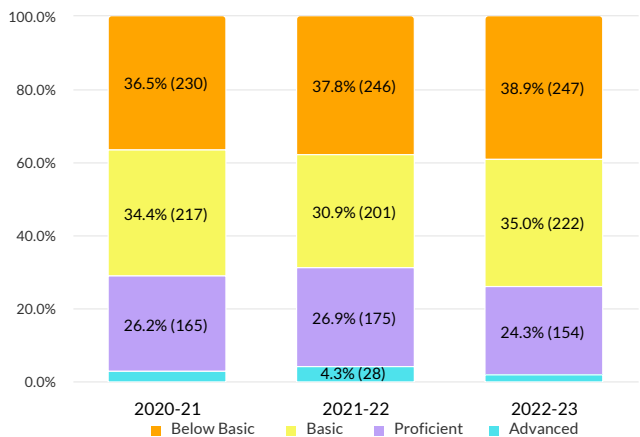
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 97.9%        | 92.9%   |

#### MATHEMATICS

|              |   |
|--------------|---|
| All students | Lowest-participating group:<br>Students with Disabilities |
| 97.9%        | 92.9%   |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| All Students: 6-8 State             | 167,480        | 8.0%     | 30.7%      | 36.2% | 25.1%       | 183,057        | 7.2%     | 29.0%      | 35.8% | 28.0%       | 180,604        | 8.7%     | 30.4%      | 34.8% | 26.1%       |
| All Students                        | 630            | 4.0%     | 25.4%      | 39.7% | 31.0%       | 649            | 4.6%     | 25.7%      | 39.4% | 30.2%       | 634            | 6.0%     | 26.2%      | 37.1% | 30.8%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | 21             | 0.0%     | 19.0%      | 47.6% | 33.3%       | 27             | 0.0%     | 14.8%      | 33.3% | 51.9%       | 25             | 8.0%     | 8.0%       | 24.0% | 60.0%       |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 533            | 4.1%     | 26.8%      | 39.6% | 29.5%       | 552            | 5.1%     | 26.1%      | 39.9% | 29.0%       | 533            | 6.0%     | 27.6%      | 37.1% | 29.3%       |
| Two or More Races                   | 37             | 0.0%     | 18.9%      | 45.9% | 35.1%       | 39             | 2.6%     | 25.6%      | 46.2% | 25.6%       | 43             | 4.7%     | 30.2%      | 41.9% | 23.3%       |
| Economically Disadvantaged          | 246            | 3.3%     | 17.5%      | 41.1% | 38.2%       | 281            | 3.2%     | 16.4%      | 41.6% | 38.8%       | 295            | 3.4%     | 19.3%      | 35.6% | 41.7%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 106            | 0.0%     | 5.7%       | 24.5% | 69.8%       | 112            | 0.9%     | 7.1%       | 28.6% | 63.4%       |

#### MATHEMATICS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| All Students: 6-8 State             | 167,357        | 4.8%     | 28.3%      | 33.1% | 33.8%       | 183,365        | 5.3%     | 28.6%      | 30.6% | 35.5%       | 181,027        | 5.9%     | 29.7%      | 31.1% | 33.3%       |
| All Students                        | 630            | 2.9%     | 26.2%      | 34.4% | 36.5%       | 650            | 4.3%     | 26.9%      | 30.9% | 37.8%       | 635            | 1.9%     | 24.3%      | 35.0% | 38.9%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | 21             | 0.0%     | 4.8%       | 38.1% | 57.1%       | 27             | 0.0%     | 11.1%      | 11.1% | 77.8%       | 25             | 0.0%     | 12.0%      | 24.0% | 64.0%       |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 533            | 3.2%     | 28.7%      | 33.8% | 34.3%       | 552            | 4.5%     | 28.4%      | 32.4% | 34.6%       | 533            | 2.3%     | 25.0%      | 35.8% | 37.0%       |
| Two or More Races                   | 37             | 0.0%     | 18.9%      | 35.1% | 45.9%       | 39             | 5.1%     | 25.6%      | 28.2% | 41.0%       | 43             | 0.0%     | 25.6%      | 39.5% | 34.9%       |
| Economically Disadvantaged          | 246            | 2.0%     | 17.1%      | 31.3% | 49.6%       | 281            | 3.2%     | 21.7%      | 26.7% | 48.4%       | 295            | 0.3%     | 18.0%      | 31.5% | 50.2%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | 106            | 0.0%     | 7.5%       | 14.2% | 78.3%       | 112            | 0.0%     | 5.4%       | 20.5% | 74.1%       |

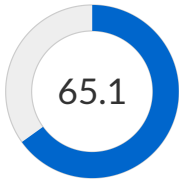




## GROWTH

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

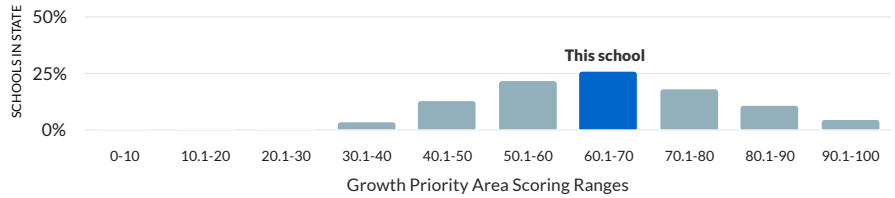
### Priority Area Score



English Language Arts Score: 60.3

Mathematics Score: 69.8

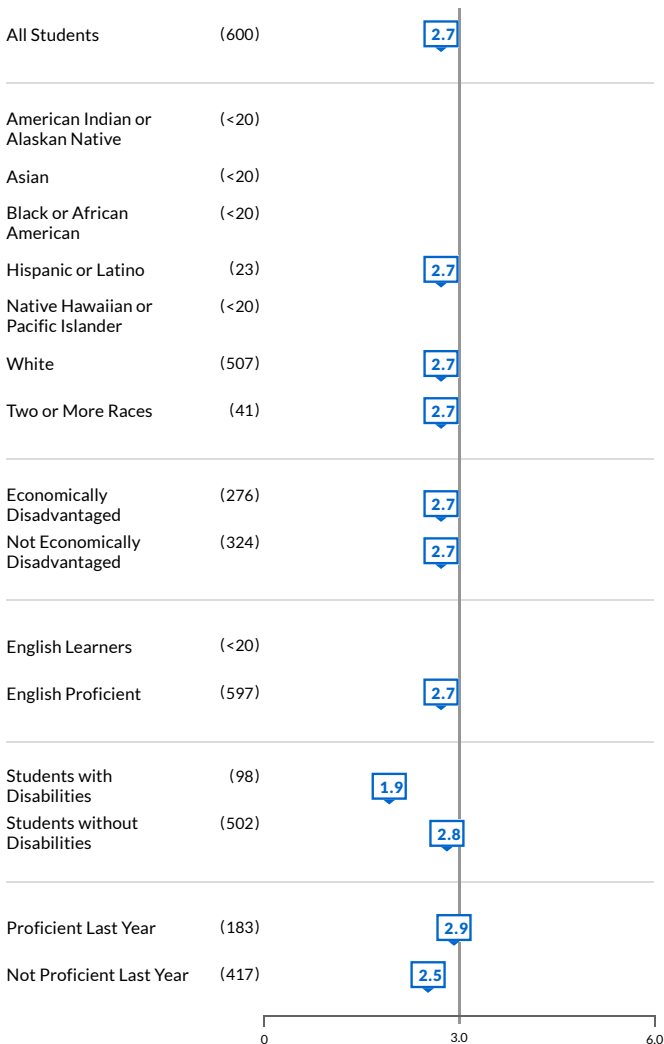
This school's score was the same or higher than 54.7% of 6-8 schools in the state.



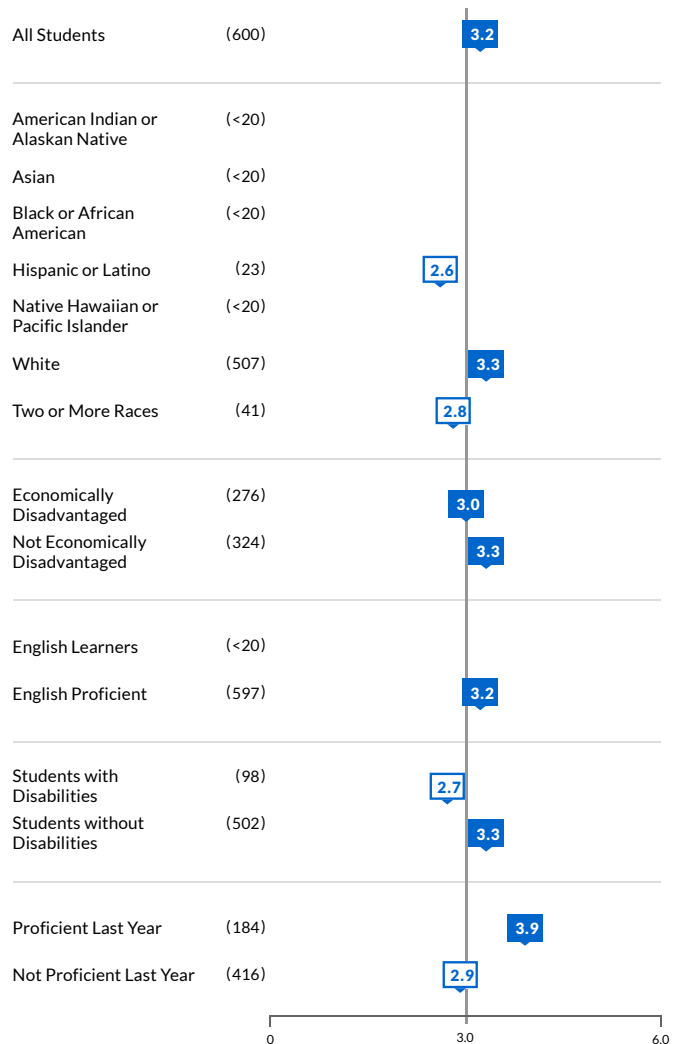
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

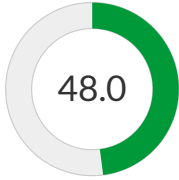




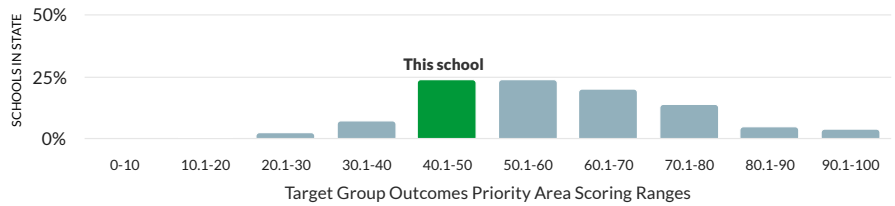
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This school's score was the same or higher than 28.1% of 6-8 schools in the state.



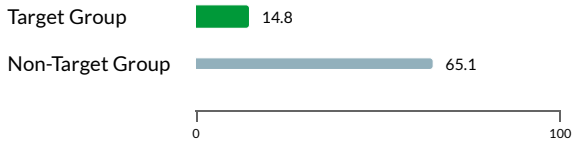
## Component Scores

### ACHIEVEMENT

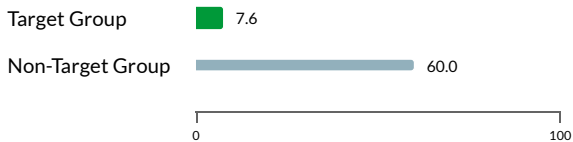
Score: 11.2

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

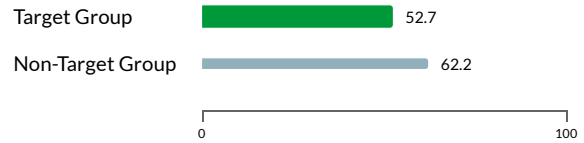


### GROWTH

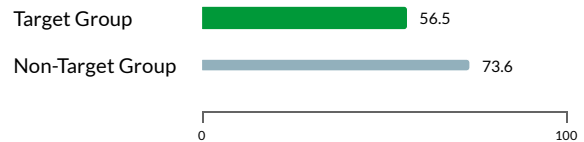
Score: 54.6

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

#### English Language Arts



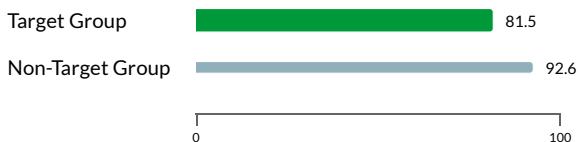
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 81.5

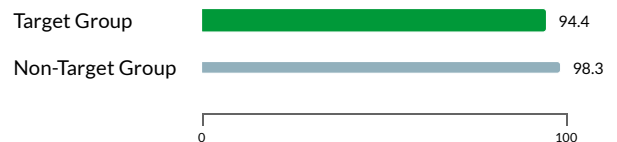
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 94.4

This score is the overall attendance rate for the Target Group in 2021-22.

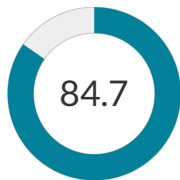




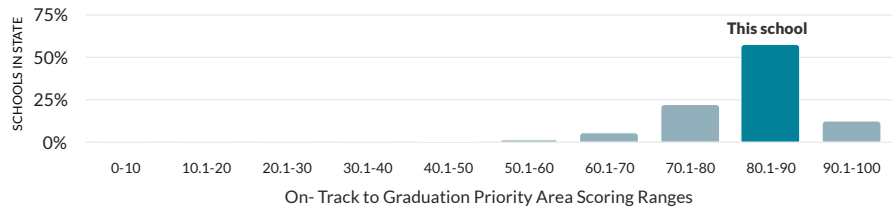
## ON-TRACK TO GRADUATION

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 62.1% of 6-8 schools in the state.

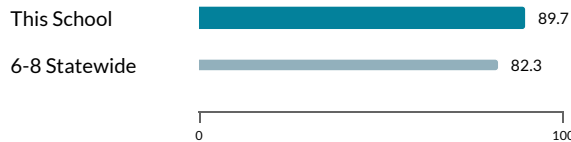


## Component Scores

### CHRONIC ABSENTEEISM

Score: 89.7

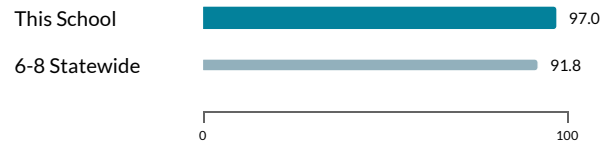
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 97.0

This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

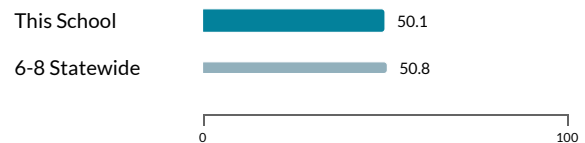
Multi-year average points-based proficiency rates.

NO GRADE 3

### 8TH GRADE MATHEMATICS

Score: 50.1

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: 6-8 State             | 196,299  | 11.9% | 191,976  | 16.6% | 189,972  | 22.5% |
| All Students                        | 672      | 1.3%  | 687      | 22.3% | 685      | 6.3%  |
| American Indian or Alaskan Native   | 20       | 5.0%  | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | 25       | 4.0%  | 26       | 34.6% | 28       | 14.3% |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 571      | 1.1%  | 579      | 19.5% | 580      | 4.5%  |
| Two or More Races                   | 39       | 2.6%  | 42       | 38.1% | 42       | 11.9% |
| Economically Disadvantaged          | 269      | 2.2%  | 300      | 35.3% | 308      | 12.7% |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 129      | 38.8% | 119      | 16.8% |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

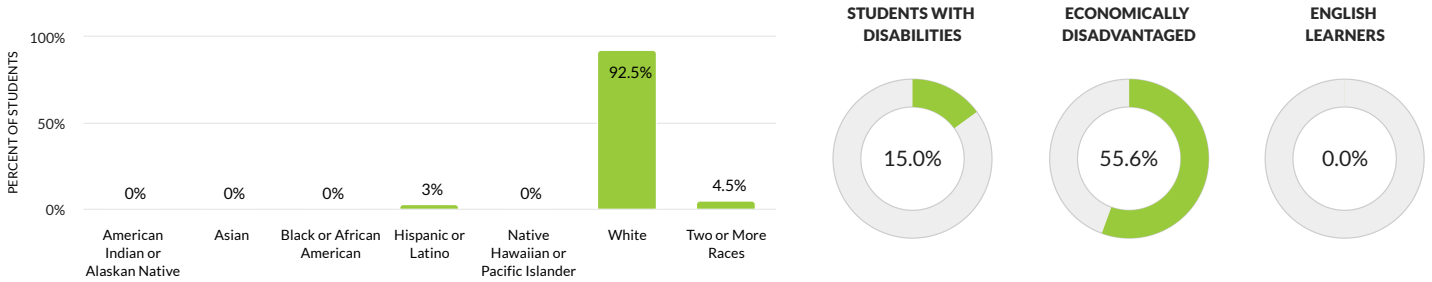
### School Details

Grades : K4-5  
Enrollment : 133  
Percent open enrollment : 6%

Warrens Elementary is a small, rural school within our school district. There is a distinct family atmosphere within our building and community. Warrens has a morning 4K program and one class for each grade Kindergarten through 5th grade. Warren's students and staff work together to create an inviting and inclusive learning environment for all.

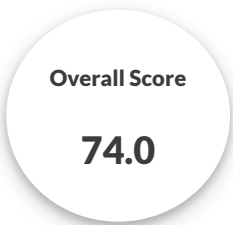
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



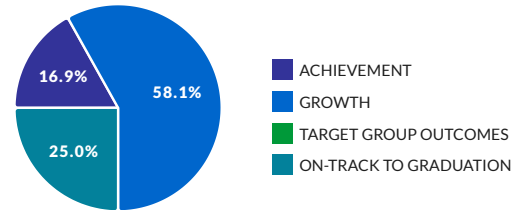
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



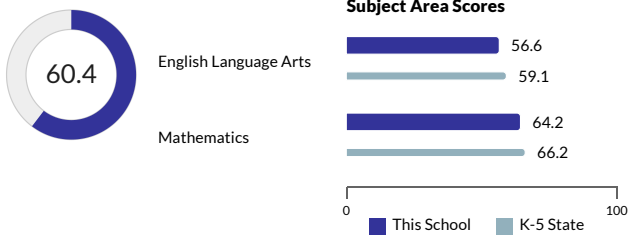
**Exceeds Expectations**  
★★★★

#### PRIORITY AREA WEIGHTS

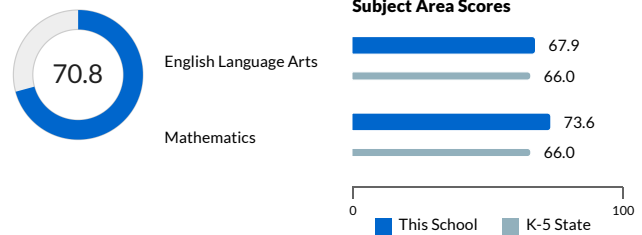


### Priority Area Scores

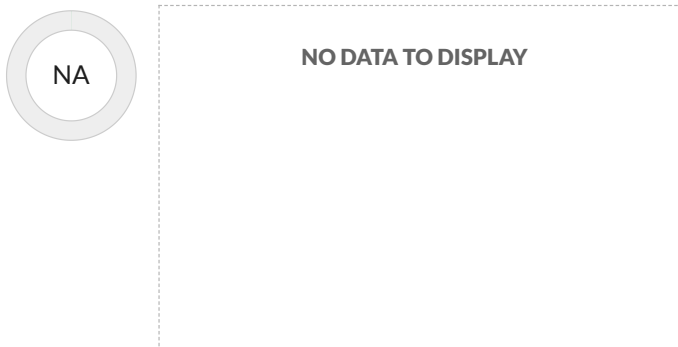
#### ACHIEVEMENT



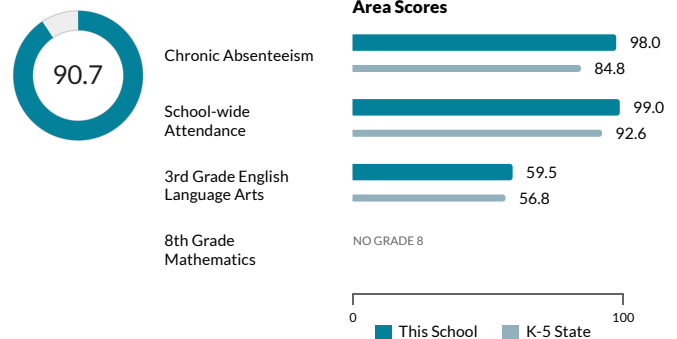
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

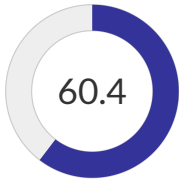




## ACHIEVEMENT

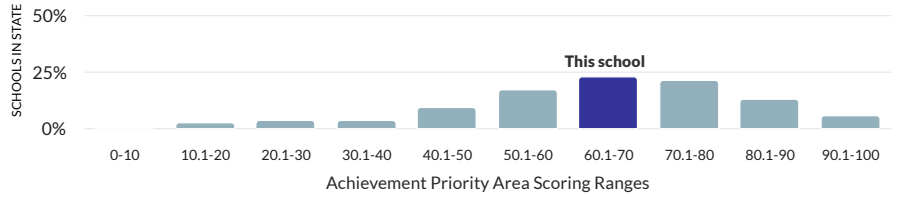
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 56.6  
Mathematics Score: 64.2

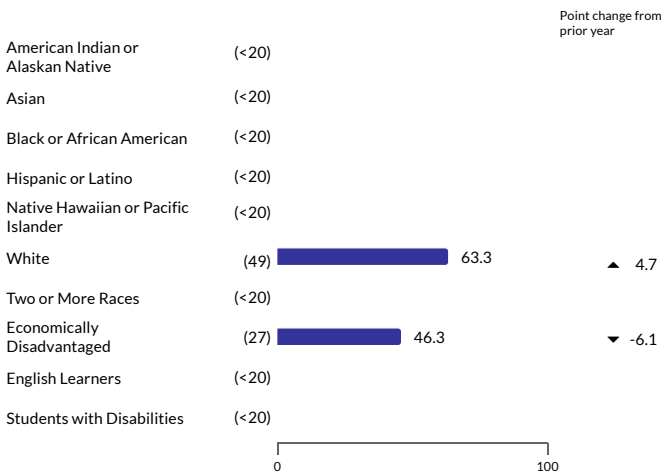
This school's score was the same or higher than 37.7% of K-5 schools in the state.



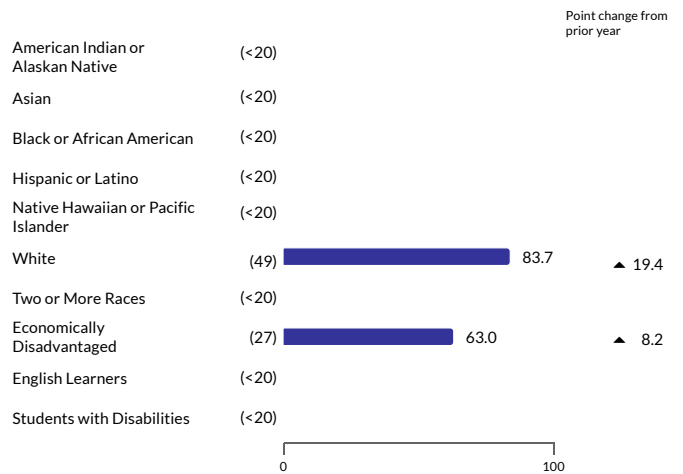
## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



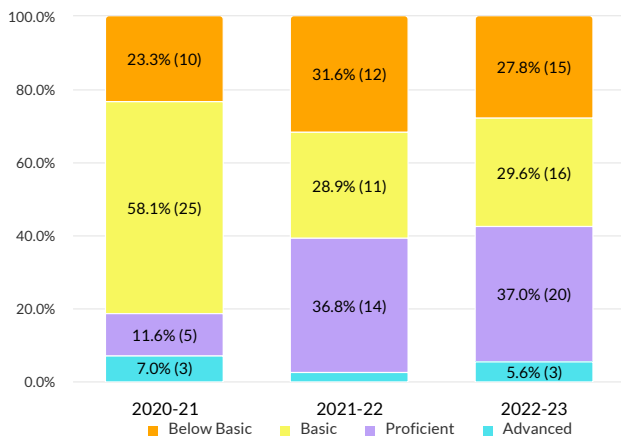
### MATHEMATICS



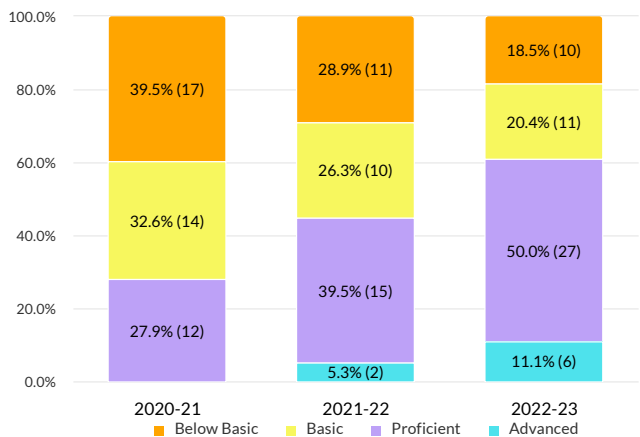
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

#### MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | 43             | 7.0%     | 11.6%      | 58.1% | 23.3%       | 38             | 2.6%     | 36.8%      | 28.9% | 31.6%       | 54             | 5.6%     | 37.0%      | 29.6% | 27.8%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 37             | 8.1%     | 13.5%      | 62.2% | 16.2%       | 35             | 2.9%     | 40.0%      | 28.6% | 28.6%       | 49             | 6.1%     | 40.8%      | 26.5% | 26.5%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 28             | 7.1%     | 14.3%      | 57.1% | 21.4%       | 21             | 4.8%     | 33.3%      | 23.8% | 38.1%       | 27             | 7.4%     | 22.2%      | 25.9% | 44.4%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |

#### MATHEMATICS

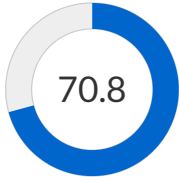
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | 43             | 0.0%     | 27.9%      | 32.6% | 39.5%       | 38             | 5.3%     | 39.5%      | 26.3% | 28.9%       | 54             | 11.1%    | 50.0%      | 20.4% | 18.5%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 37             | 0.0%     | 32.4%      | 35.1% | 32.4%       | 35             | 5.7%     | 42.9%      | 25.7% | 25.7%       | 49             | 12.2%    | 55.1%      | 20.4% | 12.2%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 28             | 0.0%     | 25.0%      | 32.1% | 42.9%       | 21             | 9.5%     | 33.3%      | 14.3% | 42.9%       | 27             | 7.4%     | 37.0%      | 29.6% | 25.9%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |



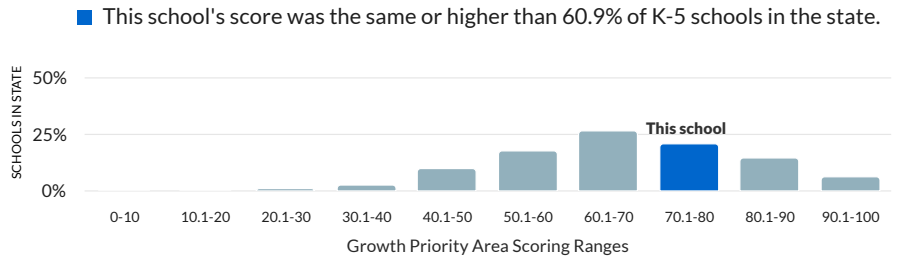
## GROWTH

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



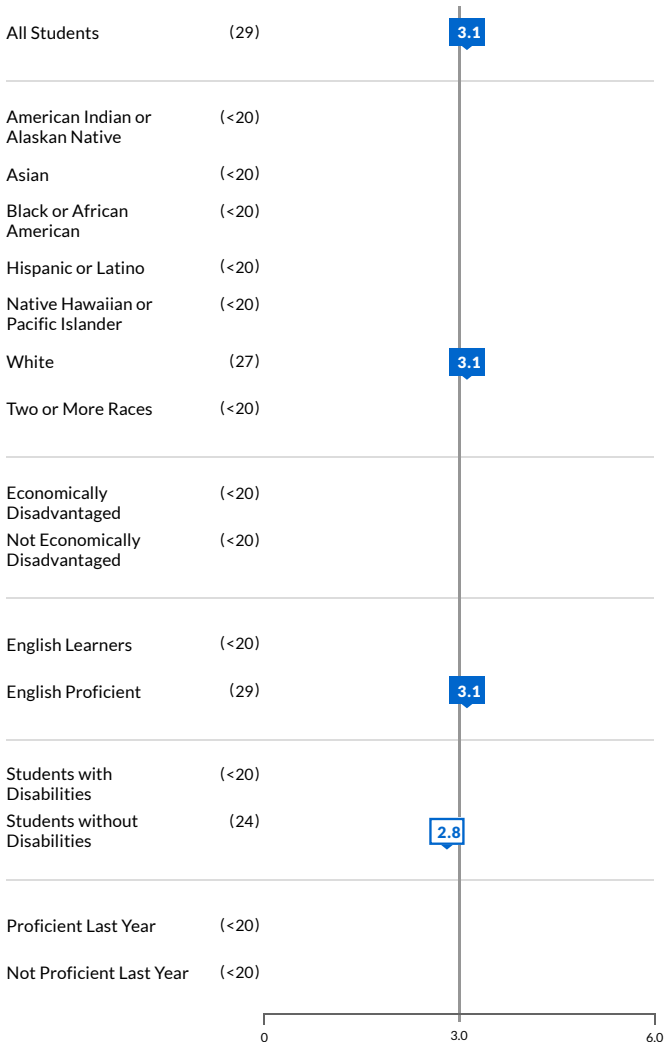
English Language Arts Score: 67.9  
Mathematics Score: 73.6



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

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS







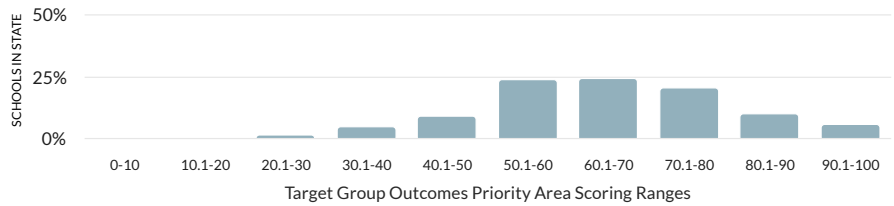
## TARGET GROUP OUTCOMES

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

### Priority Area Score



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

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2021-22.

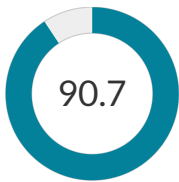
NO DATA TO DISPLAY



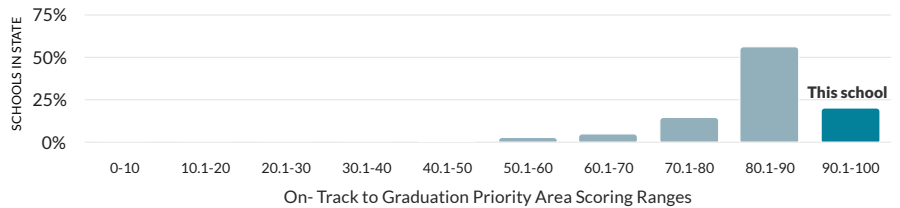
## ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 83.2% of K-5 schools in the state.

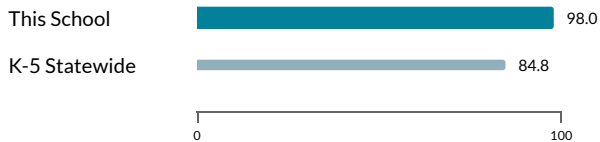


## Component Scores

### CHRONIC ABSENTEEISM

Score: 98.0

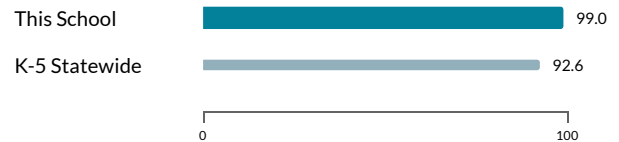
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 99.0

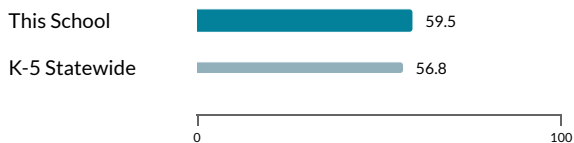
This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 59.5

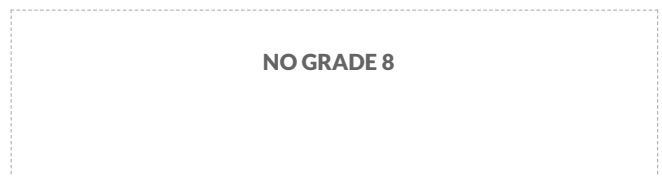
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 123      | 0.0%  | 105      | 3.8%  | 102      | 2.0%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 112      | 0.0%  | 94       | 4.3%  | 94       | 2.1%  |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | 60       | 0.0%  | 68       | 5.9%  | 58       | 3.4%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | 22       | 4.5%  | 21       | 4.8%  |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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

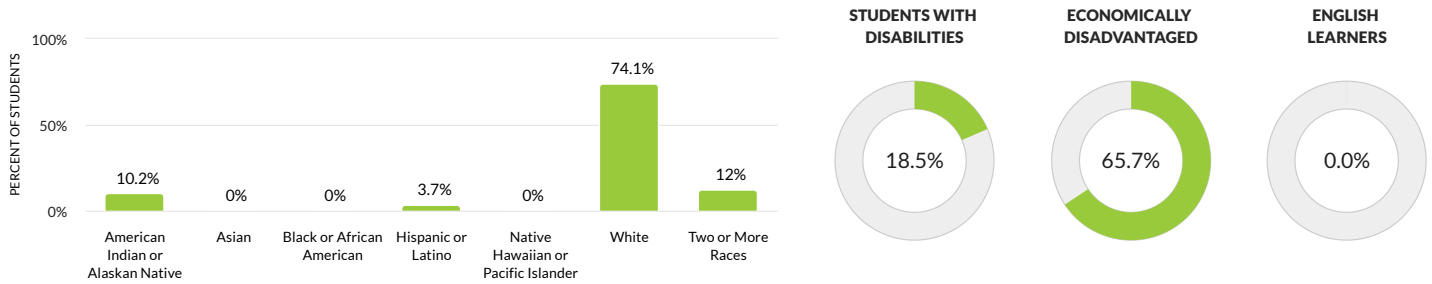
### School Details

Grades : KG-5  
Enrollment : 108  
Percent open enrollment : 3.7%

Wyeville Elementary is a small, rural school within our school district. There is a distinct family atmosphere within our building and community with one class for each grade Kindergarten through 5th. Wyeville's students and staff work together creating an inviting and inclusive learning environment for all.

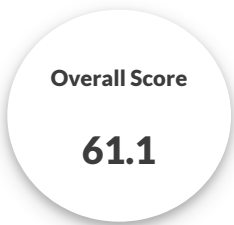
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



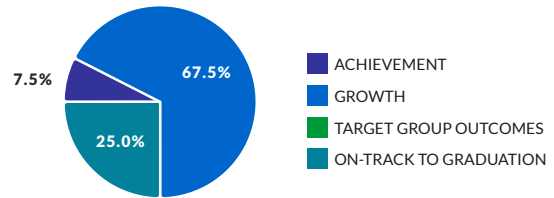
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



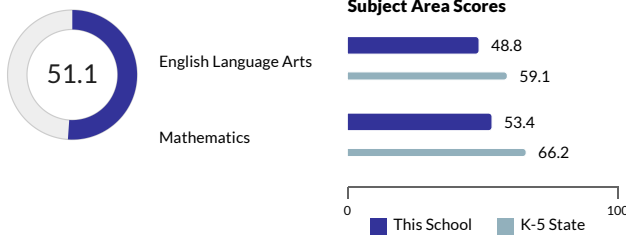
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

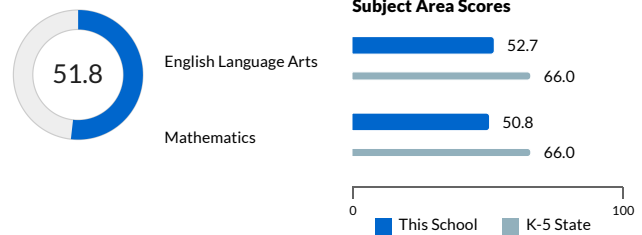


### Priority Area Scores

#### ACHIEVEMENT



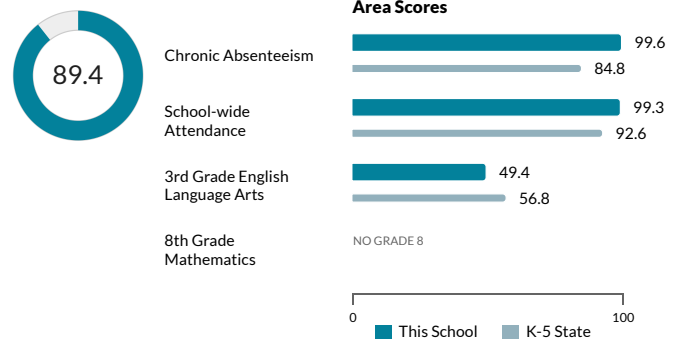
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## ACHIEVEMENT

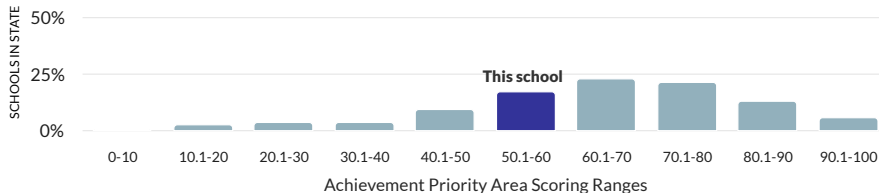
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 48.8  
Mathematics Score: 53.4

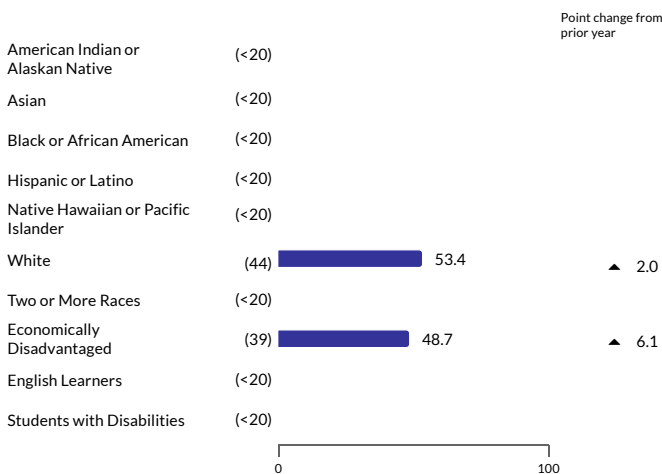
This school's score was the same or higher than 20.9% of K-5 schools in the state.



## Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



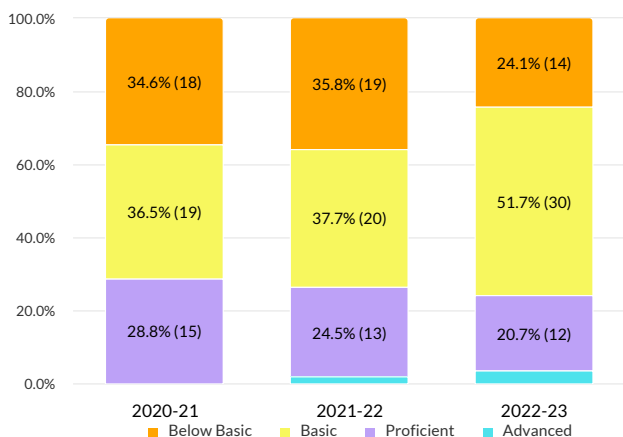
### MATHEMATICS



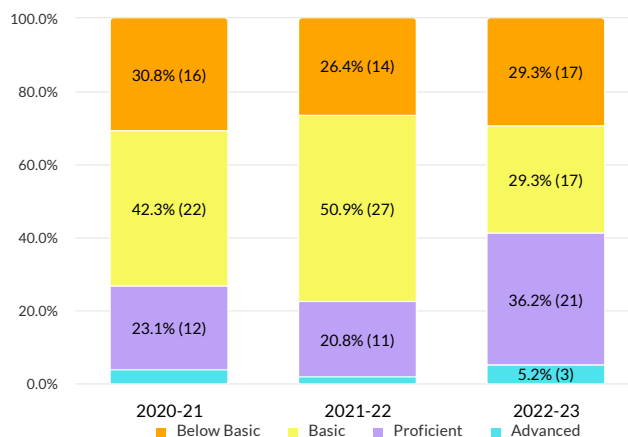
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

#### MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
| 100.0%       | NA                          |
|              | NA                          |

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,517        | 5.8%     | 31.3%      | 35.0% | 27.9%       | 174,501        | 6.4%     | 32.2%      | 33.5% | 27.9%       | 175,277        | 7.5%     | 32.3%      | 34.0% | 26.2%       |
| All Students                        | 52             | 0.0%     | 28.8%      | 36.5% | 34.6%       | 53             | 1.9%     | 24.5%      | 37.7% | 35.8%       | 58             | 3.4%     | 20.7%      | 51.7% | 24.1%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 35             | 0.0%     | 31.4%      | 37.1% | 31.4%       | 37             | 2.7%     | 27.0%      | 40.5% | 29.7%       | 44             | 4.5%     | 20.5%      | 52.3% | 22.7%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 26             | 0.0%     | 11.5%      | 42.3% | 46.2%       | 34             | 2.9%     | 17.6%      | 41.2% | 38.2%       | 39             | 2.6%     | 17.9%      | 53.8% | 25.6%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Students with Disabilities          | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |

#### MATHEMATICS

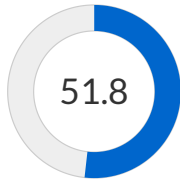
|                                     | 2020-21        |          |            |       |             | 2021-22        |          |            |       |             | 2022-23        |          |            |       |             |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                     | 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             | 158,351        | 10.1%    | 32.3%      | 32.1% | 25.5%       | 174,975        | 11.9%    | 33.2%      | 30.6% | 24.4%       | 175,866        | 13.0%    | 33.5%      | 29.8% | 23.7%       |
| All Students                        | 52             | 3.8%     | 23.1%      | 42.3% | 30.8%       | 53             | 1.9%     | 20.8%      | 50.9% | 26.4%       | 58             | 5.2%     | 36.2%      | 29.3% | 29.3%       |
| American Indian or Alaskan Native   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Asian                               | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Black or African American           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Hispanic or Latino                  | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Native Hawaiian or Pacific Islander | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| White                               | 35             | 5.7%     | 28.6%      | 34.3% | 31.4%       | 37             | 2.7%     | 27.0%      | 48.6% | 21.6%       | 44             | 6.8%     | 40.9%      | 31.8% | 20.5%       |
| Two or More Races                   | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| Economically Disadvantaged          | 26             | 0.0%     | 15.4%      | 42.3% | 42.3%       | 34             | 2.9%     | 17.6%      | 52.9% | 26.5%       | 39             | 5.1%     | 28.2%      | 33.3% | 33.3%       |
| English Learners                    | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           | <20            | *        | *          | *     | *           |
| 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.

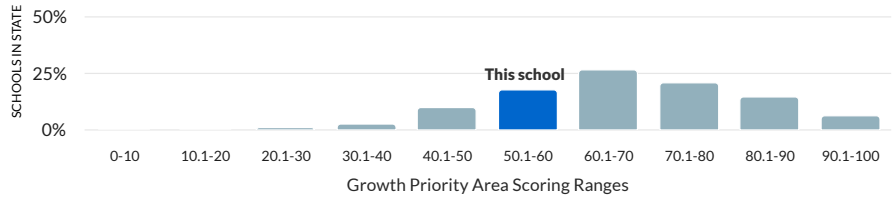
### Priority Area Score



English Language Arts Score: 52.7

Mathematics Score: 50.8

This school's score was the same or higher than 16.8% of K-5 schools in the state.



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

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

#### ENGLISH LANGUAGE ARTS

|                                     |       |     |
|-------------------------------------|-------|-----|
| All Students                        | (36)  | 2.3 |
| American Indian or Alaskan Native   | (<20) |     |
| Asian                               | (<20) |     |
| Black or African American           | (<20) |     |
| Hispanic or Latino                  | (<20) |     |
| Native Hawaiian or Pacific Islander | (<20) |     |
| White                               | (27)  | 2.4 |
| Two or More Races                   | (<20) |     |
| Economically Disadvantaged          | (23)  | 2.3 |
| Not Economically Disadvantaged      | (<20) |     |
| English Learners                    | (<20) |     |
| English Proficient                  | (36)  | 2.3 |
| Students with Disabilities          | (<20) |     |
| Students without Disabilities       | (26)  | 2.2 |
| Proficient Last Year                | (<20) |     |
| Not Proficient Last Year            | (27)  | 2.3 |

#### MATHEMATICS

|                                     |       |     |
|-------------------------------------|-------|-----|
| All Students                        | (36)  | 2.2 |
| American Indian or Alaskan Native   | (<20) |     |
| Asian                               | (<20) |     |
| Black or African American           | (<20) |     |
| Hispanic or Latino                  | (<20) |     |
| Native Hawaiian or Pacific Islander | (<20) |     |
| White                               | (27)  | 2.1 |
| Two or More Races                   | (<20) |     |
| Economically Disadvantaged          | (23)  | 2.0 |
| Not Economically Disadvantaged      | (<20) |     |
| English Learners                    | (<20) |     |
| English Proficient                  | (36)  | 2.2 |
| Students with Disabilities          | (<20) |     |
| Students without Disabilities       | (26)  | 2.1 |
| Proficient Last Year                | (<20) |     |
| Not Proficient Last Year            | (28)  | 2.1 |



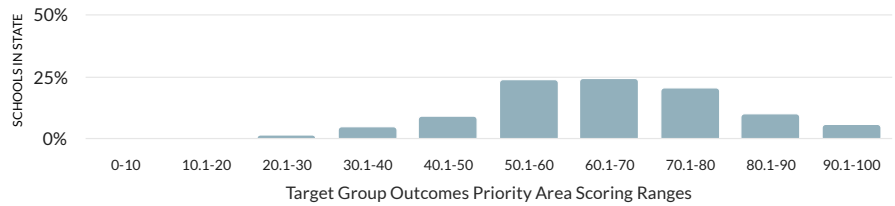
## TARGET GROUP OUTCOMES

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

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2021-22.

NO DATA TO DISPLAY

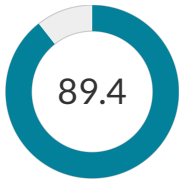




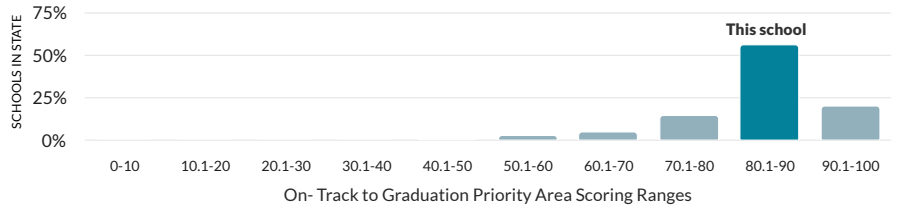
## ON-TRACK TO GRADUATION

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



This school's score was the same or higher than 77.0% of K-5 schools in the state.

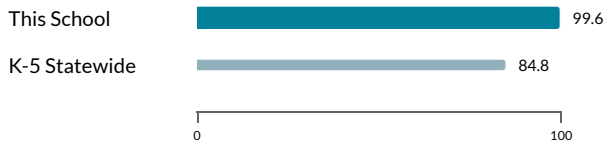


## Component Scores

### CHRONIC ABSENTEEISM

Score: 99.6

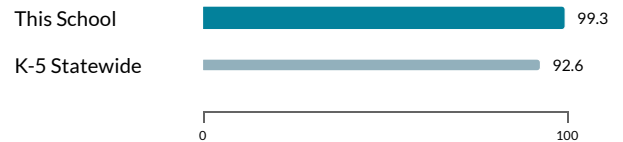
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 99.3

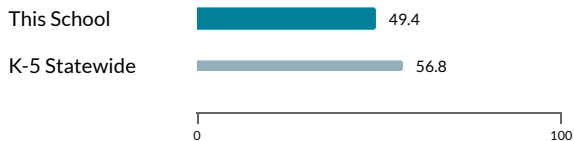
This score is the overall attendance rate for the school in 2021-22.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 49.4

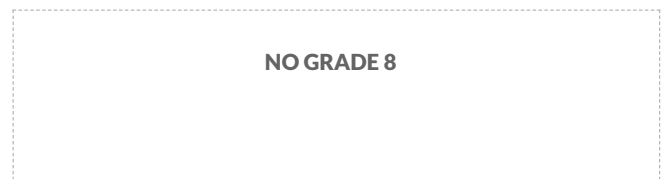
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

|                                     | 2019-20  |       | 2020-21  |       | 2021-22  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 365,631  | 10.2% | 352,483  | 13.5% | 354,397  | 20.1% |
| All Students                        | 121      | 0.0%  | 105      | 0.0%  | 101      | 1.0%  |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | <20      | *     | <20      | *     | <20      | *     |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | 87       | 0.0%  | 71       | 0.0%  | 72       | 1.4%  |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | 66       | 0.0%  | 62       | 0.0%  | 61       | 1.6%  |
| English Learners                    | <20      | *     | <20      | *     | <20      | *     |
| Students with Disabilities          | <20      | *     | <20      | *     | <20      | *     |

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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