

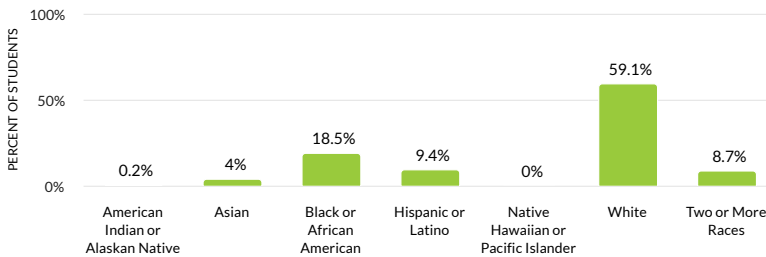


OVERVIEW

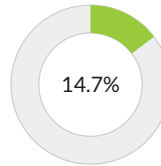
District Details

Grades : K4-12
Enrollment : 6,565
Percent open enrollment : 16%

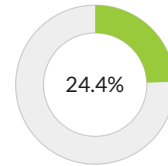
Student Groups



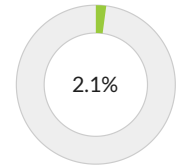
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

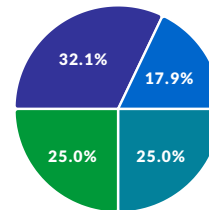
Overall Score

75.3

Exceeds Expectations



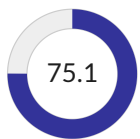
PRIORITY AREA WEIGHTS



ACHIEVEMENT
GROWTH
TARGET GROUP OUTCOMES
ON-TRACK TO GRADUATION

Priority Area Scores

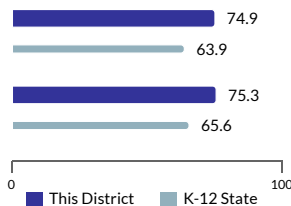
ACHIEVEMENT



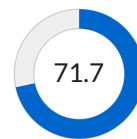
English Language Arts

Mathematics

Subject Area Scores



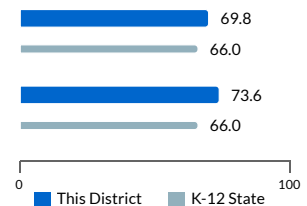
GROWTH



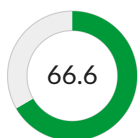
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



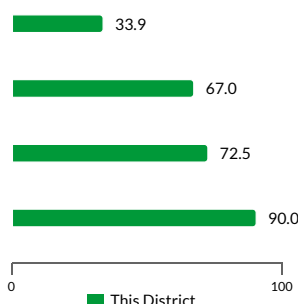
Achievement

Growth

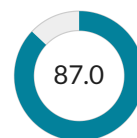
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



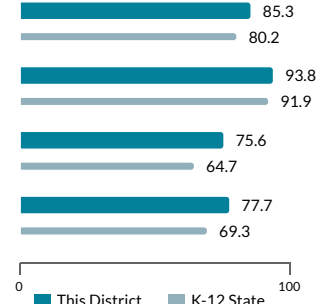
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

This district contains one or more schools reported as detention facilities as indicated in Wis. Stat. § 115.385(1g)(f) with at least 50% of students enrolled for less than an entire school term. As a result, the following schools are excluded from this district report card: Vel R Phillips School.

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	5	31.3%
Exceeds Expectations	6	37.5%
Meets Expectations	4	25.0%
Meets Few Expectations	1	6.3%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

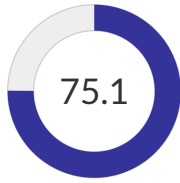
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	53.7	77.5	94.9	100.0
Achievement	38.8	75.5	99.5	100.0
Growth	54.6	71.8	93.6	100.0
Target Group Outcomes	52.2	72.9	95.4	100.0
On-Track to Graduation	83.2	88.7	96.9	100.0



ACHIEVEMENT

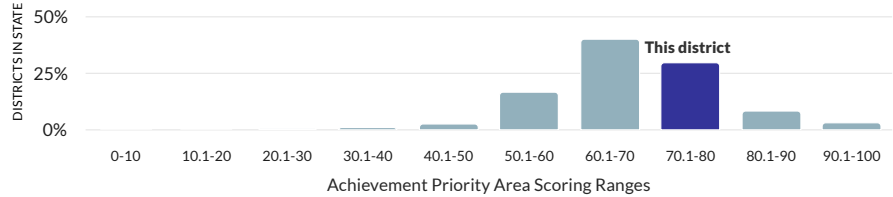
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 74.9
Mathematics Score: 75.3

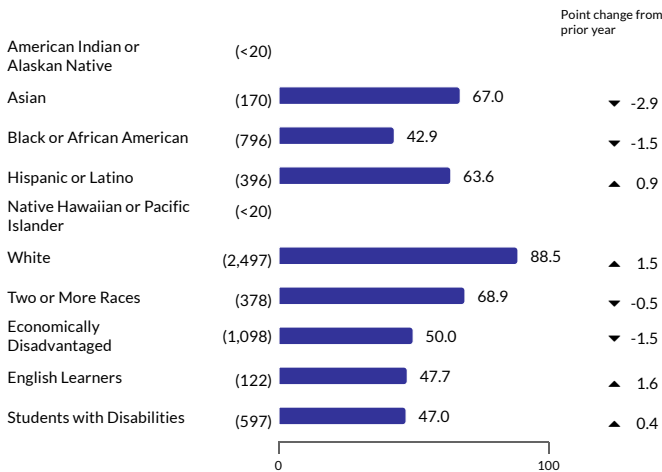
■ This district's score was the same or higher than 77.1% of districts in the state.



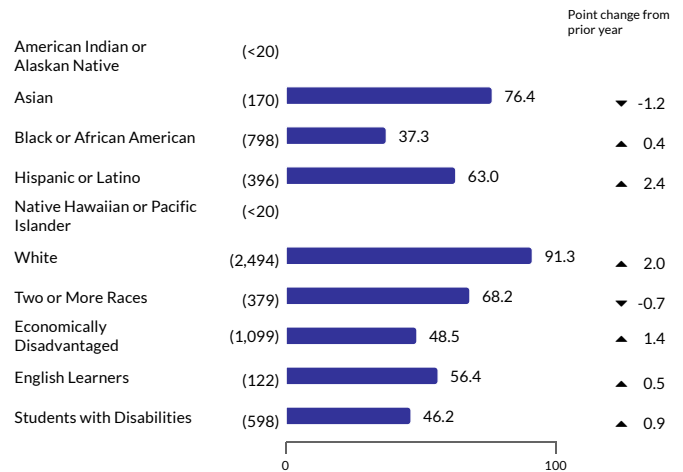
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



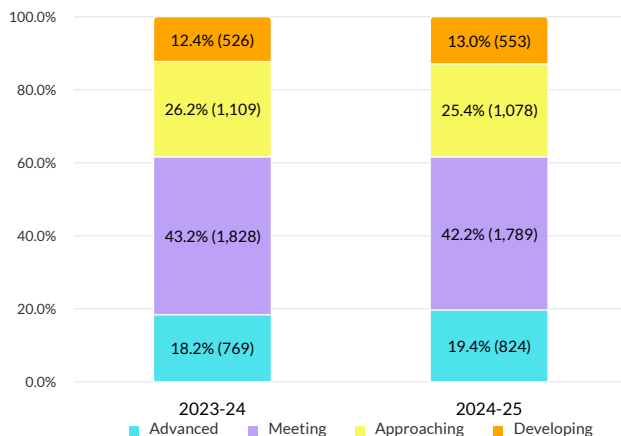
MATHEMATICS



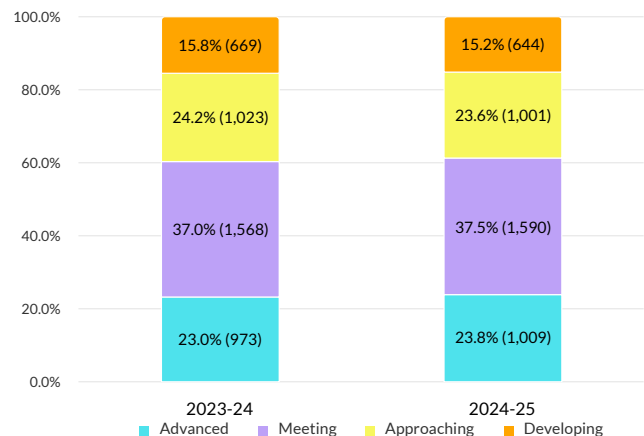
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a district's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.9%	94.1%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.9%	94.2%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,249	11.2%	38.8%	31.3%	18.8%	538,976	12.1%	38.4%	30.5%	19.0%
All Students	4,232	18.2%	43.2%	26.2%	12.4%	4,244	19.4%	42.2%	25.4%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	168	14.3%	39.3%	35.1%	11.3%	170	11.8%	41.8%	31.2%	15.3%
Black or African American	801	2.7%	25.7%	39.5%	32.1%	796	2.5%	24.1%	39.9%	33.4%
Hispanic or Latino	381	8.7%	39.6%	35.2%	16.5%	396	10.6%	39.9%	30.8%	18.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	2,531	25.4%	49.5%	19.6%	5.5%	2,497	27.6%	48.4%	18.8%	5.2%
Two or More Races	344	13.1%	43.3%	29.7%	14.0%	378	13.8%	41.5%	30.2%	14.6%
Economically Disadvantaged	1,121	6.2%	29.3%	38.1%	26.4%	1,098	5.6%	28.7%	37.8%	28.0%
English Learners	99	3.0%	23.2%	47.5%	26.3%	122	3.3%	28.7%	39.3%	28.7%
Students with Disabilities	590	5.9%	25.9%	34.4%	33.7%	597	7.5%	25.1%	32.2%	35.2%

MATHEMATICS

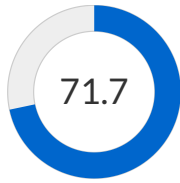
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,482	16.5%	34.6%	27.4%	21.6%	539,276	17.2%	34.1%	27.5%	21.1%
All Students	4,233	23.0%	37.0%	24.2%	15.8%	4,244	23.8%	37.5%	23.6%	15.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	168	23.2%	40.5%	23.2%	13.1%	170	22.9%	38.8%	24.7%	13.5%
Black or African American	802	2.4%	18.0%	39.4%	40.3%	798	2.4%	19.4%	37.2%	41.0%
Hispanic or Latino	381	13.1%	32.3%	31.8%	22.8%	396	14.4%	35.4%	27.0%	23.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	2,531	31.7%	43.7%	17.7%	6.9%	2,494	33.2%	43.8%	17.3%	5.6%
Two or More Races	344	18.0%	36.0%	28.2%	17.7%	379	17.2%	34.8%	31.7%	16.4%
Economically Disadvantaged	1,122	5.6%	26.6%	35.3%	32.5%	1,099	6.9%	27.1%	33.4%	32.6%
English Learners	100	9.0%	28.0%	42.0%	21.0%	122	10.7%	28.7%	36.9%	23.8%
Students with Disabilities	589	9.5%	21.6%	29.5%	39.4%	598	12.0%	17.4%	32.3%	38.3%



GROWTH

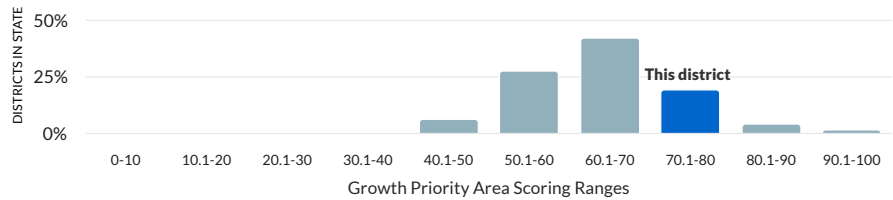
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 69.8
Mathematics Score: 73.6

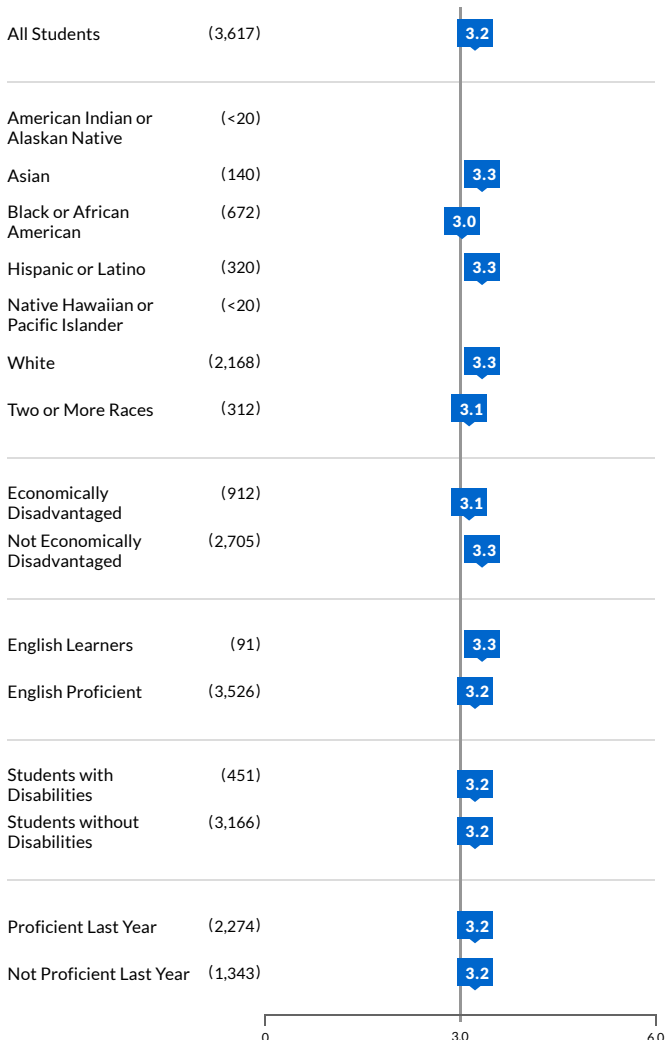
■ This district's score was the same or higher than 82.9% of districts in the state.



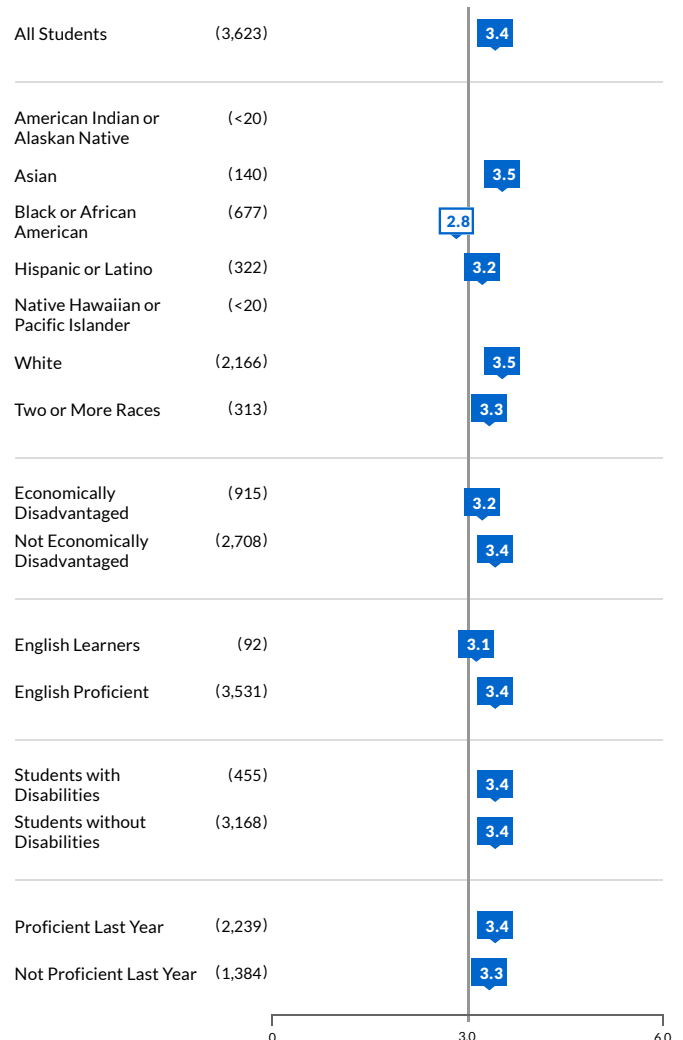
Student Group Value-Added (for information only)

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

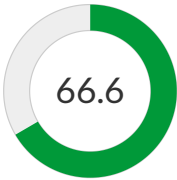




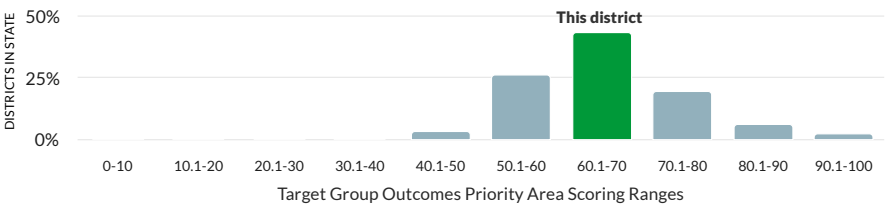
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 57.9% of districts in the state.



Component Scores

ACHIEVEMENT

Score: 33.9

Average points-based proficiency rates.

English Language Arts

Target Group 35.2

Non-Target Group 90.0

Mathematics

Target Group 32.5

Non-Target Group 91.3

GROWTH

Score: 67.0

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

English Language Arts

Target Group 66.0

Non-Target Group 71.7

Mathematics

Target Group 67.9

Non-Target Group 75.5

CHRONIC ABSENTEEISM

Score: 72.5

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.

Target Group 72.5

Non-Target Group 89.0

GRADUATION

Score: 90.0

Average of 2023-24's 4- and 7-year cohort rates.

Target Group 90.0

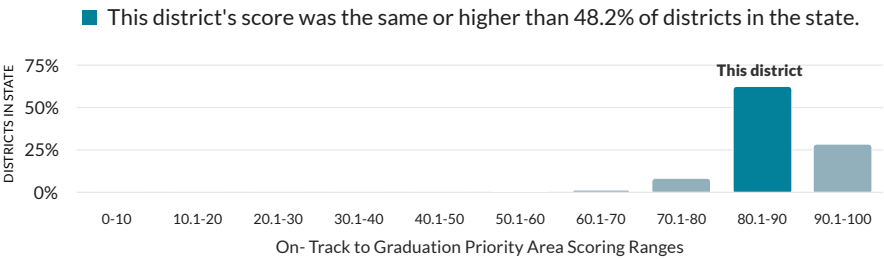
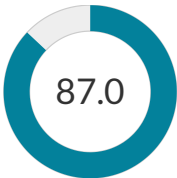
Non-Target Group 98.5



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: 85.3

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.

District 85.3

Statewide 80.2

GRADUATION Score: 93.8

Average of 2023-24's 4- and 7-year cohort rates.

District 93.8

Statewide 91.9

3RD GRADE ENGLISH LANGUAGE ARTS Score: 75.6

Multi-year average points-based proficiency rates.

District 75.6

Statewide 64.7

8TH GRADE MATHEMATICS Score: 77.7

Multi-year average points-based proficiency rates.

District 77.7

Statewide 69.3

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

District: 60.0%

Statewide: 50.3%



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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	811,685	22.8%	809,284	19.7%	806,682	17.9%
All Students	6,421	16.6%	6,387	16.4%	6,266	11.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	278	9.7%	263	13.7%	251	6.8%
Black or African American	1,150	30.7%	1,168	29.0%	1,157	26.2%
Hispanic or Latino	544	28.9%	560	26.8%	570	20.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	3,961	10.4%	3,886	11.0%	3,768	6.4%
Two or More Races	475	23.2%	492	18.5%	510	12.0%
Economically Disadvantaged	1,754	32.7%	1,595	33.9%	1,621	27.6%
English Learners	145	20.0%	154	20.8%	155	14.8%
Students with Disabilities	860	23.5%	882	24.3%	871	19.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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	68,207	61,990	90.9%	67,154	62,374	92.9%
All Students	561	523	93.2%	601	567	94.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	25	24	96.0%	<20	*	*
Black or African American	114	100	87.7%	126	116	92.1%
Hispanic or Latino	47	41	87.2%	54	49	90.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	340	325	95.6%	366	353	96.4%
Two or More Races	34	32	94.1%	35	31	88.6%
Economically Disadvantaged	128	113	88.3%	142	131	92.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	58	46	79.3%	45	42	93.3%



POSTSECONDARY PREPARATION, 2023-24

Under Wis. Stat. § 115.385(1)(d)1.-5., report cards are required 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

1,240 (58.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

District	State
56.7%	20.3%

1,210 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
3.0%	26.6%

63 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
2.0%	5.5%

43 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
0.7%	8.0%

14 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
All Students	2,135	267,180	56.7%	20.3%	3.0%	26.6%	2.0%	5.5%	0.7%	8.0%
American Indian or Alaskan Native	<20	2,631	*	6.8%	*	17.8%	*	2.2%	*	7.3%
Asian	85	10,651	61.2%	29.4%	4.7%	28.4%	2.4%	4.4%	0.0%	5.5%
Black or African American	460	25,323	37.8%	6.0%	2.0%	8.9%	2.0%	2.1%	0.4%	3.0%
Hispanic or Latino	192	39,067	54.2%	14.4%	2.1%	20.1%	1.6%	4.1%	0.0%	5.3%
Native Hawaiian or Pacific Islander	<20	211	*	18.0%	*	22.7%	*	3.8%	*	7.1%
White	1,245	177,152	64.4%	23.4%	3.5%	30.9%	2.1%	6.5%	1.0%	9.6%
Two or More Races	148	12,051	52.0%	17.9%	2.0%	22.2%	2.0%	4.3%	0.0%	5.6%
Economically Disadvantaged	574	108,778	44.3%	10.1%	1.6%	19.9%	1.9%	3.7%	0.9%	6.0%
English Learners	39	20,427	48.7%	10.3%	5.1%	18.0%	0.0%	2.9%	0.0%	4.1%
Students with Disabilities	266	33,744	32.0%	3.0%	1.5%	16.1%	1.5%	2.9%	0.4%	6.1%



ARTS COURSE INFORMATION, 2023-24

Under Wis. Stat. § 115.385(1)(d)6., report cards are required 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

1,019 (47.7%) students successfully completed any Arts Course.

ART & DESIGN

District	State
28.0%	27.0%

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

DANCE

District	State
0.0%	0.4%

No students successfully completed a dance course.

MUSIC

District	State
21.0%	18.3%

448 students successfully completed at least one music course.

THEATER

District	State
6.6%	1.8%

141 students successfully completed at least one 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
All Students	2,135	267,180	28.0%	27.0%	0.0%	0.4%	21.0%	18.3%	6.6%	1.8%
American Indian or Alaskan Native	<20	2,631	*	30.9%	*	0.0%	*	15.7%	*	1.1%
Asian	85	10,651	27.1%	27.2%	0.0%	0.3%	23.5%	17.0%	1.2%	1.2%
Black or African American	460	25,323	24.6%	17.5%	0.0%	0.4%	9.3%	6.4%	7.4%	1.5%
Hispanic or Latino	192	39,067	28.6%	25.8%	0.0%	0.3%	15.1%	11.9%	3.6%	1.6%
Native Hawaiian or Pacific Islander	<20	211	*	28.4%	*	0.0%	*	18.0%	*	0.0%
White	1,245	177,152	28.8%	28.4%	0.0%	0.4%	26.7%	21.6%	7.4%	1.9%
Two or More Races	148	12,051	30.4%	29.0%	0.0%	0.5%	15.5%	17.7%	4.7%	2.0%
Economically Disadvantaged	574	108,778	27.2%	26.3%	0.0%	0.3%	12.9%	13.7%	7.3%	1.6%
English Learners	39	20,427	28.2%	27.0%	0.0%	0.3%	10.3%	9.4%	2.6%	1.1%
Students with Disabilities	266	33,744	22.9%	28.2%	0.0%	0.3%	15.8%	13.4%	10.2%	1.9%



CERTAIN STATE & LOCAL LAW VIOLATIONS, 2024-25

The incident rate data presented in this section is new for 2024-25, provided for informational purposes only, and intended solely to fulfill new statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: <https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement>.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2024-25 report card resources page: <https://dpi.wi.gov/accountability/resources>.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is new for 2024-25, provided for informational purposes only, and intended solely to fulfill new statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: <https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement>. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

District: 0.9

Statewide: 1.3

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

District: 0.5

Statewide: 0.6