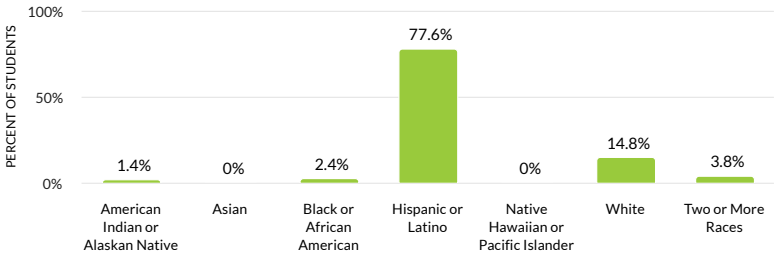
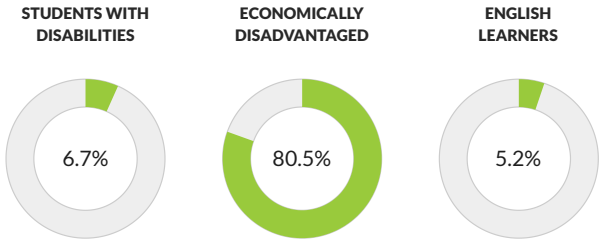
# OVERVIEW

## School Details

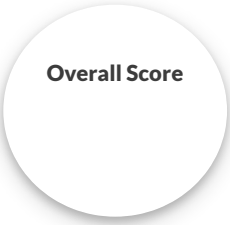
Grades : K4-8
Enrollment (Choice) : 210
Percent Choice : 61.2%

## Student Groups




## Score Summary




**NR-Fewer than 20 Students Tested**

Star rating not applicable

Less than 85% test participation rate; see page 3 for details.

### Report Cards without Scores

This school did not receive a score. Private Choice schools may be not rated due to low test participation, missing required data, or fewer than 20 Choice program students enrolled or tested in grades 3-12.

## 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

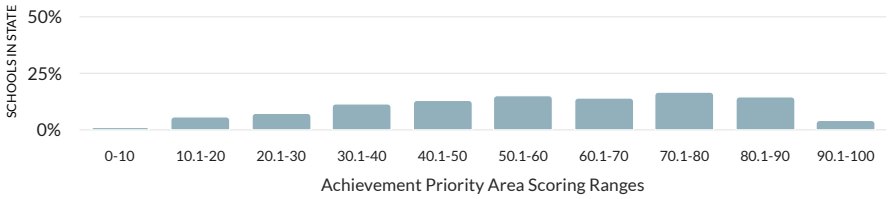
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

## Priority Area Score




**English Language Arts Score:** NA
**Mathematics Score:** NA

This is the distribution of scores for K-8 schools in the state.




## Student Group Achievement, 2025-26 (for information only)

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

### ENGLISH LANGUAGE ARTS

NO DATA TO DISPLAY

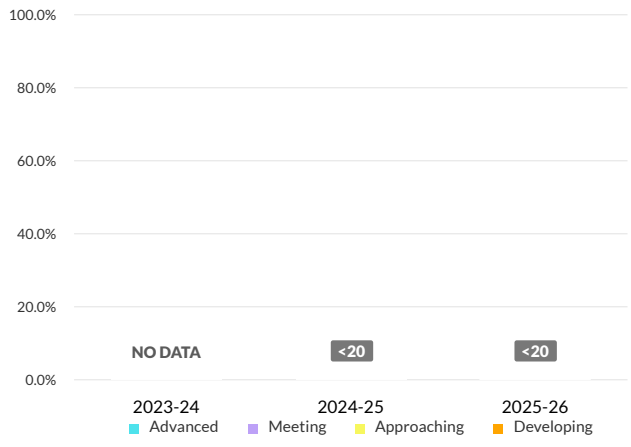
### MATHEMATICS

NO DATA TO DISPLAY

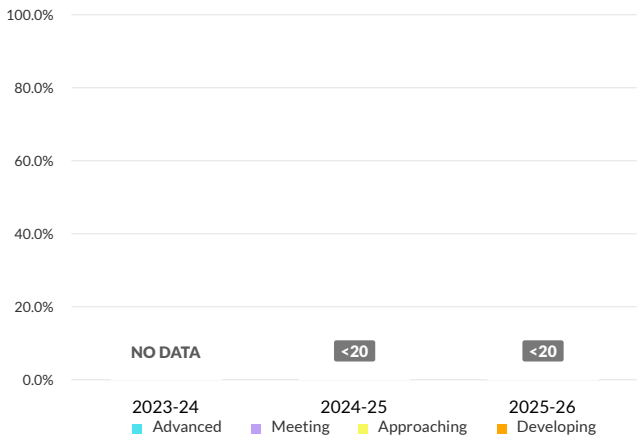
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS




### MATHEMATICS



# ACHIEVEMENT - ADDITIONAL INFORMATION

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 school's performance.

## Test Participation Rates, 2025-26

### ENGLISH LANGUAGE ARTS

| All students | Lowest-participating group: Economically Disadvantaged |
|---|---|
| 3.6% | 3.6% |

### MATHEMATICS

| All students | Lowest-participating group: Economically Disadvantaged |
|---|---|
| 3.6% | 3.6% |

## 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 | | | | | 2025-26 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: K-8 State | 353,518 | 11.5% | 40.0% | 30.2% | 18.2% | 353,536 | 12.1% | 39.6% | 29.9% | 18.4% | 352,859 | 12.8% | 40.1% | 29.2% | 17.9% |
| All Students: Choice Program | 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

| | 2023-24 | | | | | 2024-25 | | | | | 2025-26 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: K-8 State | 353,327 | 19.6% | 33.7% | 26.4% | 20.4% | 353,419 | 20.7% | 31.9% | 28.0% | 19.3% | 352,787 | 21.3% | 30.9% | 28.4% | 19.3% |
| All Students: Choice Program | 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

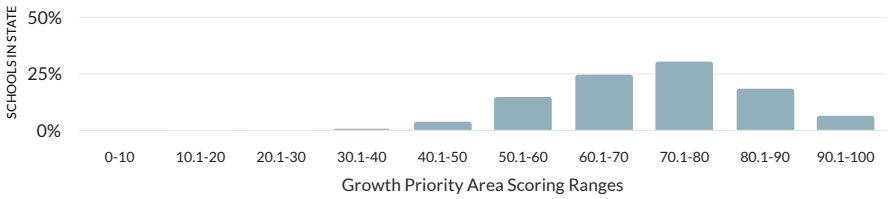
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that, on average, students in the school are progressing more quickly than other, similar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

NO DATA TO DISPLAY

### MATHEMATICS

NO DATA TO DISPLAY

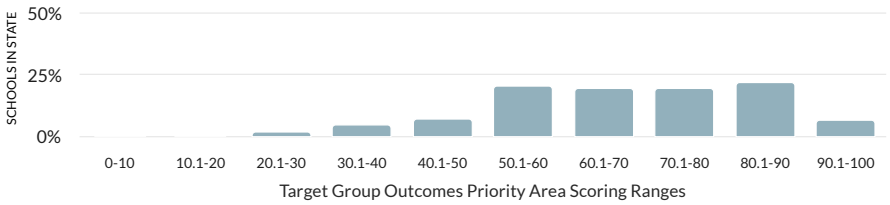
# TARGET GROUP OUTCOMES

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 is the distribution of scores for K-8 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 2024-25.

NO DATA TO DISPLAY

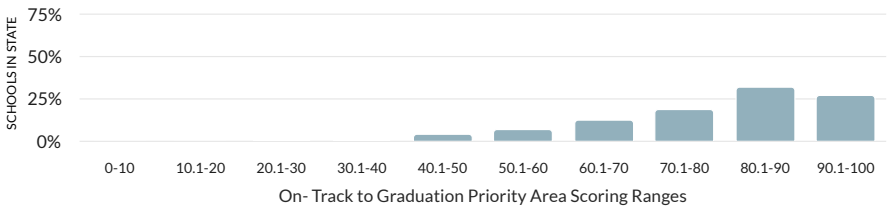
# ON-TRACK TO GRADUATION

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

NA

This is the distribution of scores for K-8 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.

NO DATA TO DISPLAY

### SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2024-25.

NO DATA TO DISPLAY

### 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 DATA TO DISPLAY

## 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.

NO DATA TO DISPLAY

Statewide: 50.6%

# 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

| | 2022-23 | | 2023-24 | | 2024-25 | |
|---|---|---|---|---|---|---|
| | Students | Rate | Students | Rate | Students | Rate |
| All Students: K-8 State | 542,625 | 17.3% | 539,778 | 15.3% | 535,898 | 14.8% |
| All Students: Choice Program | 199 | 18.1% | 200 | 8.5% | 196 | 7.1% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | <20 | * | <20 | * | <20 | * |
| Black or African American | <20 | * | <20 | * | <20 | * |
| Hispanic or Latino | 147 | 18.4% | 150 | 6.7% | 146 | 6.8% |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | 40 | 22.5% | 37 | 16.2% | 34 | 5.9% |
| Two or More Races | <20 | * | <20 | * | <20 | * |
| Economically Disadvantaged | 145 | 20.0% | 166 | 9.0% | 160 | 8.1% |
| English Learners | 49 | 14.3% | 38 | 5.3% | 32 | 3.1% |
| 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 2024-25. 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

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