

# Wauzeka-Steuben Buzz

301 E Main St. Wauzeka, WI 53826

January 2023



## WAUZEKA EARNS HIGH SCORES ON STATE REPORT CARDS

State report cards are published annually through the Wisconsin Department of Public Instruction and are issued based on four priority areas: student achievement in reading and mathematics on statewide assessments, (b) student growth in those areas, (c) target group outcomes for low-performing student populations, and (d) measures of readiness for graduation and postsecondary success.

Each year all schools (e.g. elementary, middle, high) and districts are given a star rating by the Wisconsin Department of Public Instruction (DPI) and this year the Wauzeka-Steuben School District and each of the individual schools in the district earned 4 or 5 stars (5 is the highest rating). Following are the ratings by grade-level groups and the district overall:

- K-5 Four Stars - Exceeds Expectations
- 6-8 Four Stars - Exceeds Expectations
- 9-12 Five Stars - Significantly Exceeds Expectations

Wauzeka-Steuben School District - Four Stars - Exceeds Expectations

The Wauzeka-Steuben District Report card was best among conference schools and also tops among the 32 regional CESA 3 school districts.

The District Principal Tiffany Dums offered her perspective on the school report card results: 'It is our amazing staff. They are working hard for each student in their classroom to provide the best outcome for each child individually. We do not only focus on 'the test' we focus on the whole child. We love to celebrate all of our accomplishments and achievements; however, we know there is no ceiling. Everything is always changing as will we.'

Interim District Administrator Gary Albrecht shared, 'While we are very pleased at the results of our recent school report card and recognize the quality work of our staff, we continue the challenge of facing improvement in various areas of our school - including areas that are not tested'

DPI urges caution when interpreting scores and ratings due to impacts resulting from the pandemic. Additionally, while school and district report cards provide information to the community, they do not represent a full picture of the work happening in any school or district.

Interim District Administrator-Dr. Gary Albrecht  
Nikki Asleson-President

Jessie Bird-Vice President

Board of Education  
Tom Martin-Clerk

District Principal-Mrs. Tiffany Dums  
Mara Hird-Treasurer  
Ken Buck-Member

## Table by the 32 regional schools in the CESA 3 district

District	Overall Score	District	Overall Score	
Argyle	65	Wauzeka	82.1	1
Barneveld	75.1	Iowa-Grant	78.1	2
Belmont	70	Benton	75.8	3
Benton	75.8	Lancaster	75.7	4
Black Hawk	65.7	Shullsburg	75.5	5
Boscobel	67.1	Seneca	75.3	6
Cassville	66.2	Barneveld	75.1	7
Cuba City	69.4	Mineral Point	74.9	8
Darlington	73.3	River Ridge	74	9
Dodgeville	65	Darlington	73.3	10
Fennimore	73.3	Fennimore	73.3	10
Highland	69.6	Potosi	71.7	
Iowa-Grant	78.1	Belmont	70	
Ithaca	68.9	Southwestern	69.9	
Kickapoo	69.4	Highland	69.6	
Lancaster	75.7	Cuba City	69.4	
Mineral Point	74.9	Kickapoo	69.4	
North Crawford	63.2	River Valley	69.1	
Pecatonica	67.1	Ithaca	68.9	
Platteville	67.7	Prairie du Chien	68.1	
Potosi	71.7	Platteville	67.7	
Prairie du Chien	68.1	Boscobel	67.1	
Richland Center	59.4	Pecatonica	67.1	
River Ridge	74	Cassville	66.2	
River Valley	69.1	Black Hawk	65.7	
Riverdale	63.4	Weston	65.7	
Seneca	75.3	Argyle	65	
Shullsburg	75.5	Dodgeville	65	
Southwestern	69.9	Riverdale	63.4	
Wauzeka	82.1	North Crawford	63.2	
Weston	65.7	Richland Center	59.4	

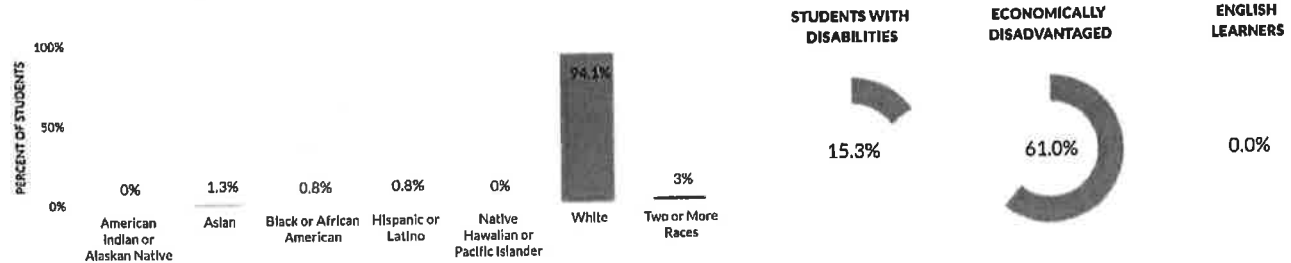


## OVERVIEW

### District Details

Grades : K4-12  
Enrollment : 236  
Percent open enrollment : 15.3%

### Student Groups



### Score Summary

**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

**82.1**

Exceeds Expectations



#### PRIORITY AREA WEIGHTS

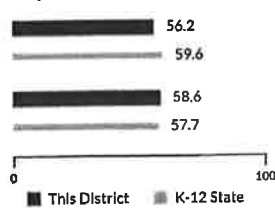


### Priority Area Scores

#### ACHIEVEMENT



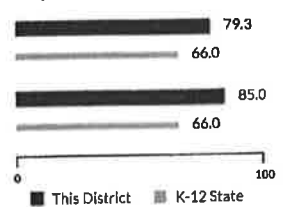
#### Subject Area Scores



#### GROWTH



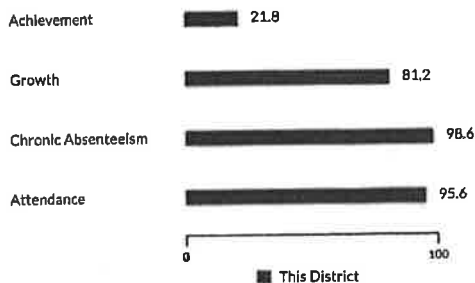
#### Subject Area Scores



#### TARGET GROUP OUTCOMES



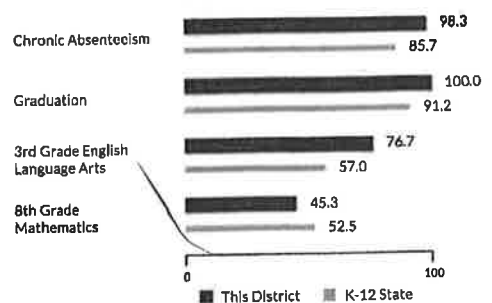
#### Group Scores



#### ON-TRACK TO GRADUATION



#### Area Scores





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

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

### 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	33.3%
Exceeds Expectations	2	66.7%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
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	74.9	80.0	88.3	100.0
Achievement	52.7	57.9	68.2	100.0
Growth	68.9	79.3	93.5	100.0
Target Group Outcomes	73.7	78.3	82.8	100.0
On-Track to Graduation	87.1	93.2	99.2	100.0



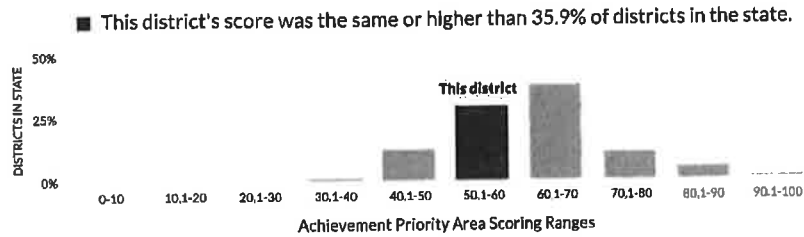
## ACHIEVEMENT

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



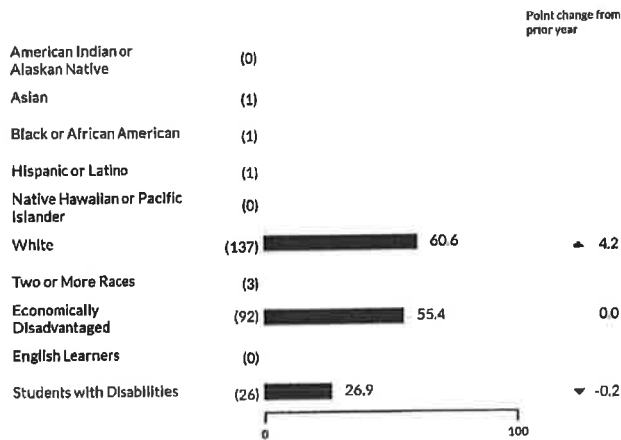
English Language Arts Score: 56.2  
Mathematics Score: 58.6



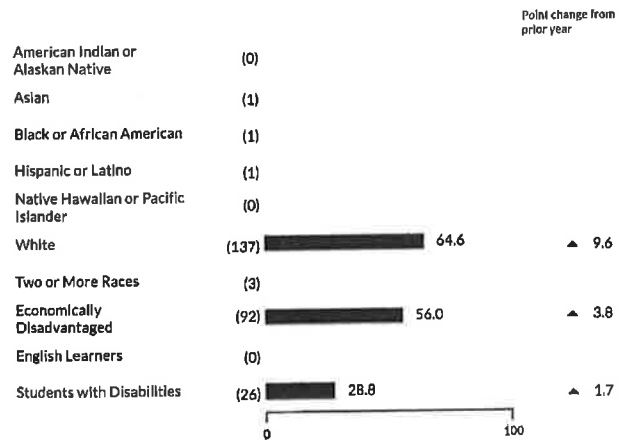
### Student Group Achievement, 2021-22 (for information only)

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

#### ENGLISH LANGUAGE ARTS



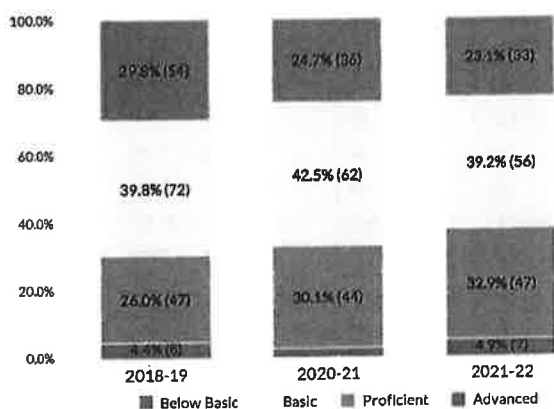
#### MATHEMATICS



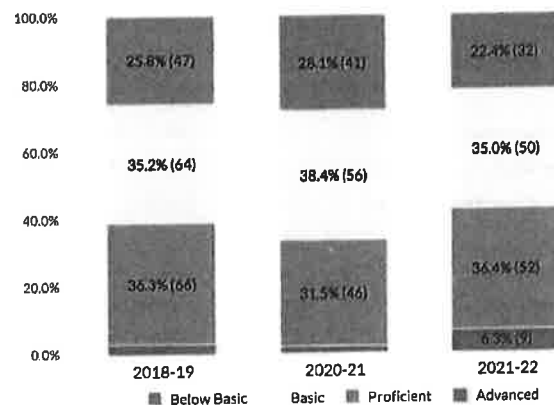
### Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students: 96.7%  
Lowest-participating group: Students with Disabilities: 86.7%

#### MATHEMATICS

All students: 96.7%  
Lowest-participating group: Students with Disabilities: 86.7%

### 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

	2018-19					2020-21					2021-22				
	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	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	181	4.4%	26.0%	39.8%	29.8%	146	2.7%	30.1%	42.5%	24.7%	143	4.9%	32.9%	39.2%	23.1%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Black or African American	3	0.0%	0.0%	66.7%	33.3%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
Hispanic or Latino	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	173	4.6%	26.0%	38.7%	30.6%	140	2.9%	30.0%	44.3%	22.9%	137	5.1%	33.6%	38.7%	22.6%
Two or More Races	4	0.0%	25.0%	75.0%	0.0%	4	0.0%	25.0%	0.0%	75.0%	3	0.0%	0.0%	66.7%	33.3%
Economically Disadvantaged	119	3.4%	27.7%	36.1%	32.8%	93	3.2%	31.2%	38.7%	26.9%	92	4.3%	28.3%	41.3%	26.1%
English Learners	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	26	0.0%	0.0%	15.4%	84.6%	24	4.2%	8.3%	25.0%	62.5%	26	3.8%	11.5%	19.2%	65.4%

#### MATHEMATICS

	2018-19					2020-21					2021-22				
	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	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	182	2.7%	36.3%	35.2%	25.8%	146	2.1%	31.5%	38.4%	28.1%	143	6.3%	36.4%	35.0%	22.4%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Black or African American	3	0.0%	0.0%	33.3%	66.7%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Hispanic or Latino	1	0.0%	0.0%	0.0%	100.0%	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	173	2.9%	37.0%	35.8%	24.3%	140	2.1%	32.1%	39.3%	26.4%	137	6.6%	37.2%	35.0%	21.2%
Two or More Races	4	0.0%	25.0%	25.0%	50.0%	4	0.0%	0.0%	25.0%	75.0%	3	0.0%	0.0%	66.7%	33.3%
Economically Disadvantaged	120	3.3%	35.0%	37.5%	24.2%	93	2.2%	31.2%	35.5%	31.2%	92	4.3%	30.4%	38.0%	27.2%
English Learners	2	0.0%	50.0%	0.0%	50.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	26	0.0%	15.4%	34.6%	50.0%	24	4.2%	12.5%	16.7%	66.7%	26	0.0%	19.2%	19.2%	61.5%



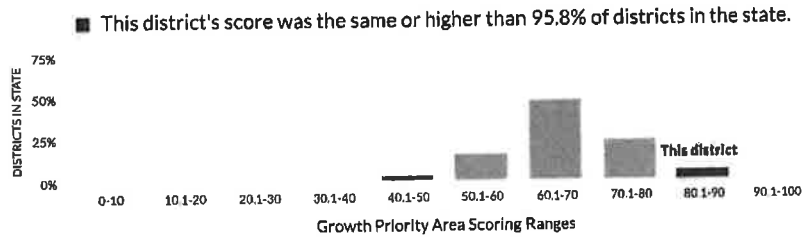
## GROWTH

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



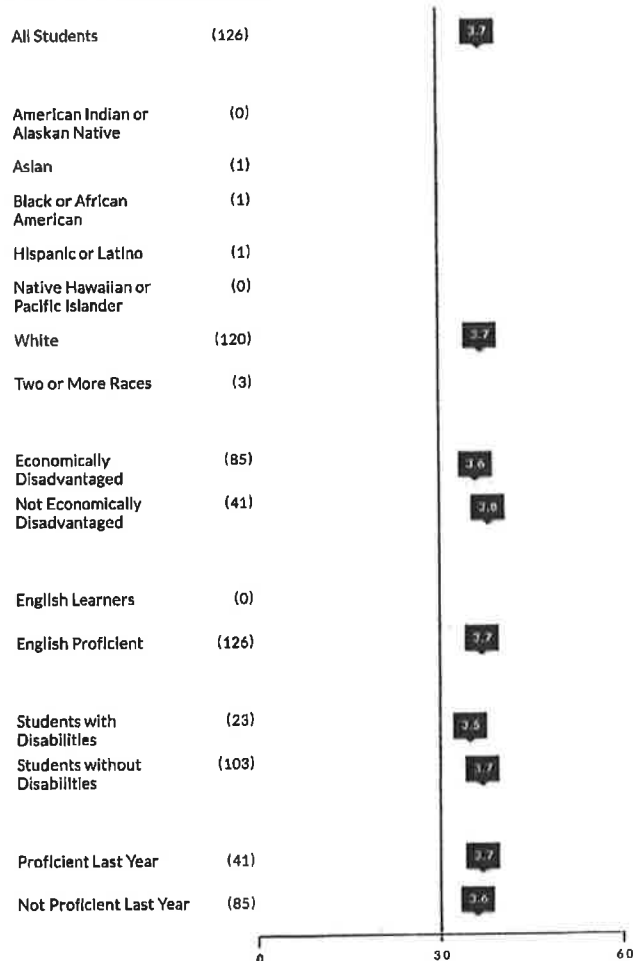
English Language Arts Score: 79.3  
Mathematics Score: 85.0



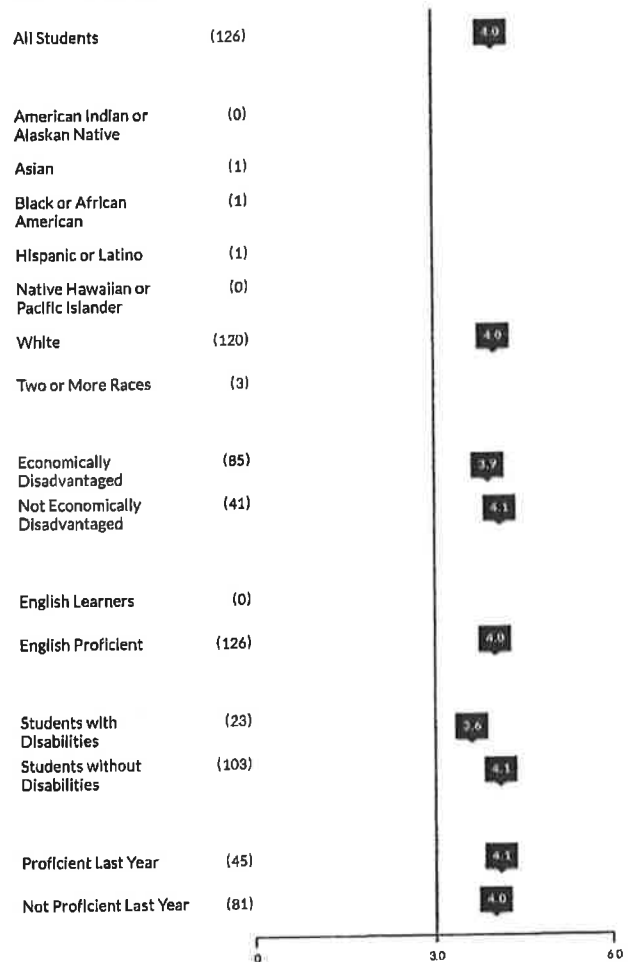
### Student Group Value-Added (for information only)

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

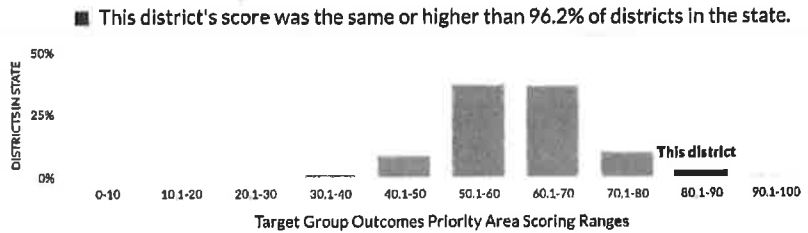




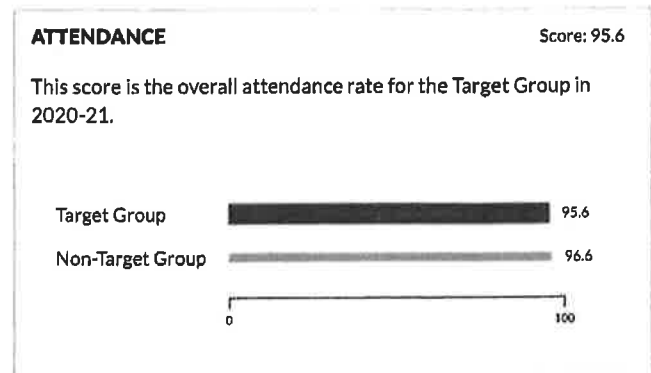
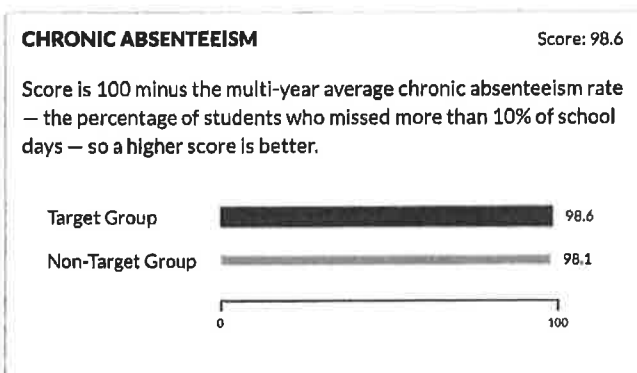
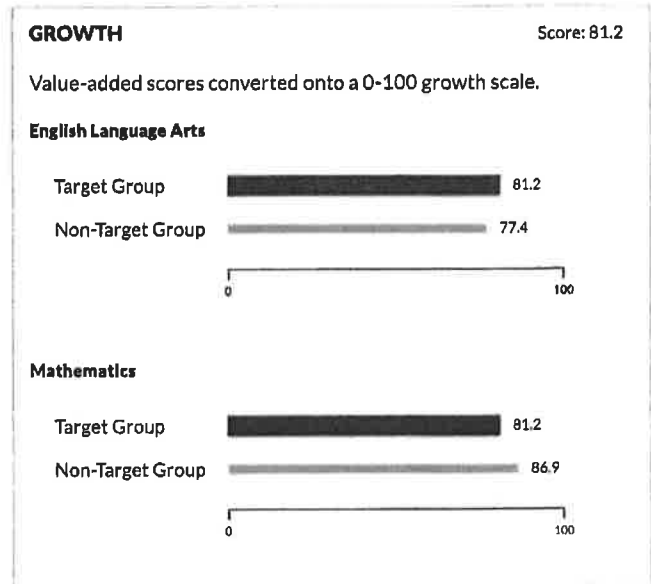
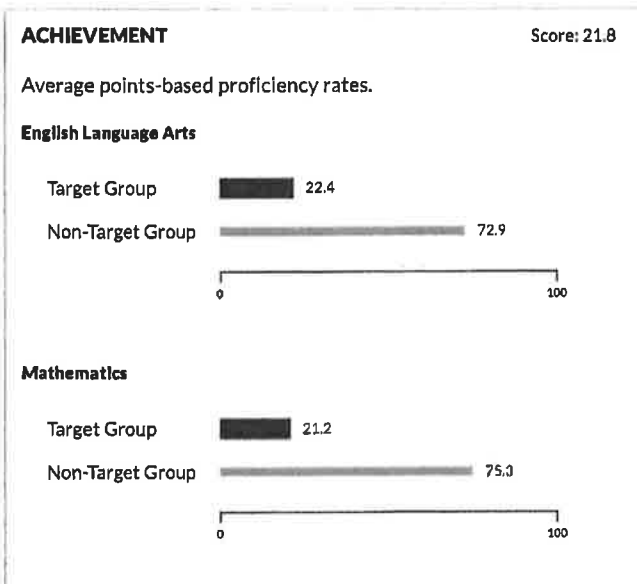
## TARGET GROUP OUTCOMES

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



### Component Scores



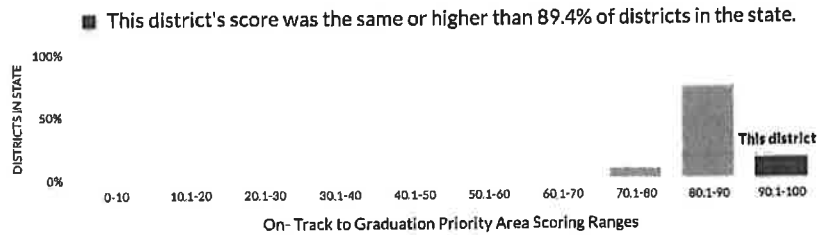




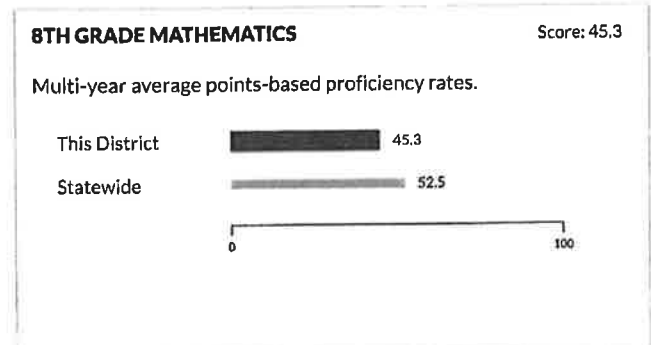
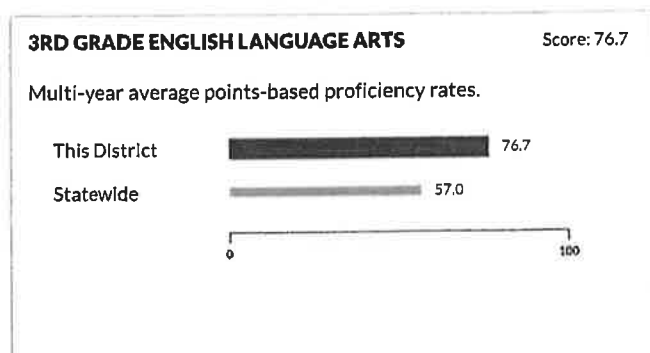
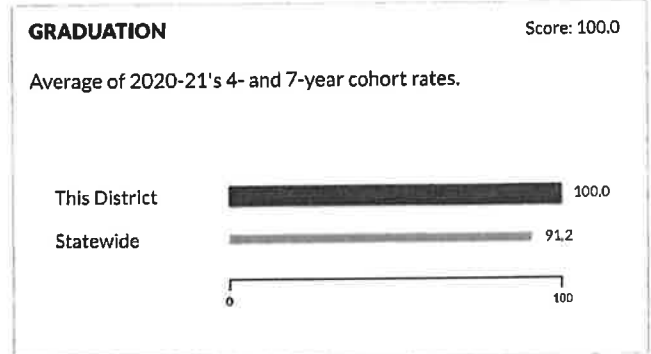
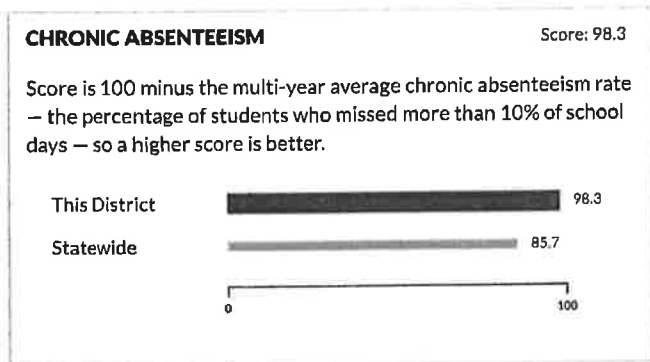
## ON-TRACK TO GRADUATION

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





## 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	259	3.1%	226	0.4%	231	1.7%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	1	0.0%	1	0.0%	1	0.0%
Black or African American	3	0.0%	3	0.0%	1	0.0%
Hispanic or Latino	2	0.0%	1	0.0%	3	0.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	247	3.2%	215	0.5%	220	1.8%
Two or More Races	6	0.0%	6	0.0%	6	0.0%
Economically Disadvantaged	168	2.4%	139	0.7%	138	2.2%
English Learners	2	0.0%	1	0.0%	0	NA
Students with Disabilities	32	3.1%	34	0.0%	41	0.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	24	24	100.0%	33	33	100.0%
American Indian or Alaskan Native	0	NA	NA	0	NA	NA
Asian	0	NA	NA	0	NA	NA
Black or African American	0	NA	NA	0	NA	NA
Hispanic or Latino	1	1	100.0%	1	1	100.0%
Native Hawaiian or Pacific Islander	0	NA	NA	0	NA	NA
White	23	23	100.0%	32	32	100.0%
Two or More Races	0	NA	NA	0	NA	NA
Economically Disadvantaged	12	12	100.0%	14	14	100.0%
English Learners	0	NA	NA	0	NA	NA
Students with Disabilities	2	2	100.0%	4	4	100.0%



## POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (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.

### Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
<b>22.1%</b>	<b>19.9%</b>	<b>0.0%</b>	<b>18.6%</b>	<b>0.0%</b>	<b>2.8%</b>	<b>10.4%</b>	<b>3.4%</b>
17 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an industry-recognized credential.		8 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	0	2,799	NA	6.5%	NA	10.0%	NA	1.8%	NA	2.4%
Asian	0	9,945	NA	28.6%	NA	16.9%	NA	2.2%	NA	1.9%
Black or African American	1	25,104	0.0%	12.2%	0.0%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	1	34,372	100.0%	15.8%	0.0%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	0	188	NA	17.7%	NA	17.2%	NA	3.0%	NA	1.0%
White	74	181,931	21.6%	21.7%	0.0%	21.7%	0.0%	3.4%	10.8%	4.2%
Two or More Races	1	9,829	0.0%	15.9%	0.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	43	96,593	20.9%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	0	14,562	NA	9.7%	NA	12.0%	NA	1.3%	NA	1.3%
Students with Disabilities	8	34,324	0.0%	3.6%	0.0%	8.6%	0.0%	1.9%	12.5%	2.5%



## ARTS COURSE INFORMATION, 2020-21

Section 115.385 (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.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>58.4%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.6%</b>
45 students successfully completed at least one art & design course.		No students successfully completed a dance course.		No students successfully completed a music course.		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	0	2,799	NA	21.5%	NA	0.0%	NA	12.5%	NA	0.5%
Asian	0	9,945	NA	20.6%	NA	0.3%	NA	16.3%	NA	0.9%
Black or African American	1	25,104	0.0%	18.7%	0.0%	0.4%	0.0%	8.9%	0.0%	2.5%
Hispanic or Latino	1	34,372	0.0%	21.3%	0.0%	0.2%	0.0%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	0	198	NA	22.7%	NA	0.0%	NA	21.2%	NA	0.5%
White	74	181,931	59.5%	24.2%	0.0%	0.3%	0.0%	21.0%	0.0%	1.5%
Two or More Races	1	9,829	100.0%	21.5%	0.0%	0.2%	0.0%	16.5%	0.0%	1.6%
Economically Disadvantaged	43	96,593	58.1%	21.8%	0.0%	0.2%	0.0%	13.6%	0.0%	1.5%
English Learners	0	14,562	NA	21.6%	NA	0.2%	NA	9.4%	NA	1.1%
Students with Disabilities	8	34,324	87.5%	23.4%	0.0%	0.2%	0.0%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street  
Madison, WI 53703  
dpi.wi.gov



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2022

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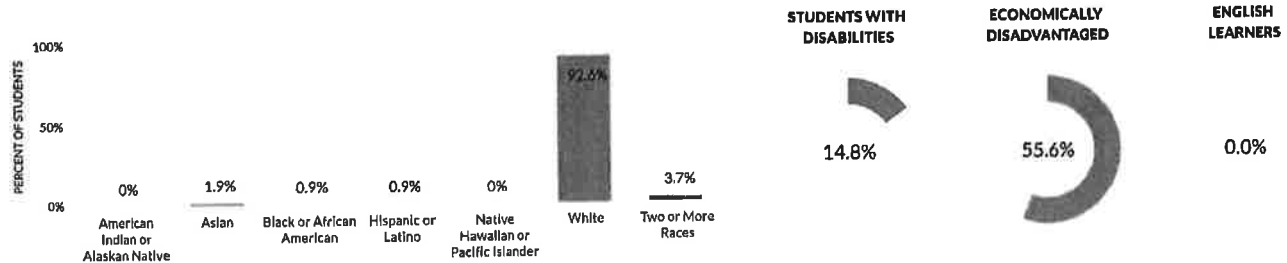


## OVERVIEW

### School Details

Grades : K4-5  
Enrollment : 108  
Percent open enrollment : 13.9%

### Student Groups



### Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

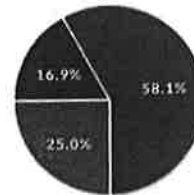
Overall Score

**74.9**

Exceeds Expectations



#### PRIORITY AREA WEIGHTS



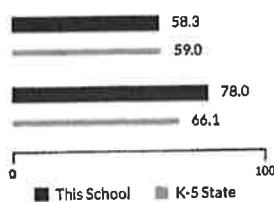
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts  
Mathematics

#### Subject Area Scores

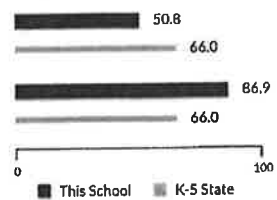


#### GROWTH



English Language Arts  
Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES

NA

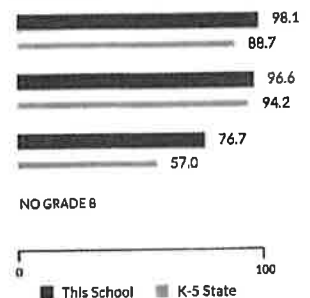
NO DATA TO DISPLAY

#### ON-TRACK TO GRADUATION



Chronic Absenteeism  
School-wide Attendance  
3rd Grade English Language Arts  
8th Grade Mathematics

#### Area Scores





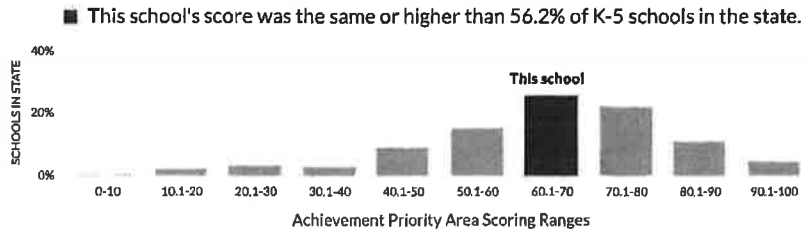
## ACHIEVEMENT

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



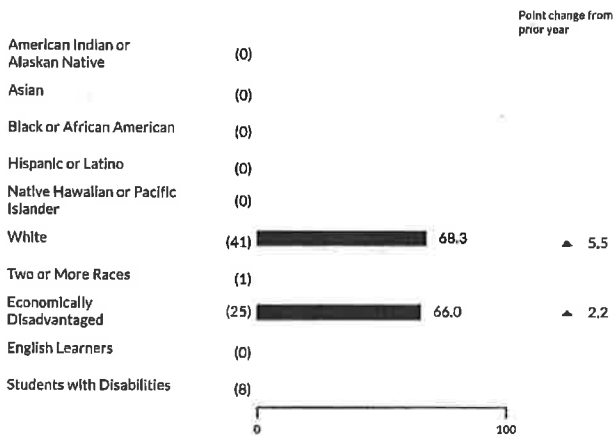
English Language Arts Score: 58.3  
Mathematics Score: 78.0



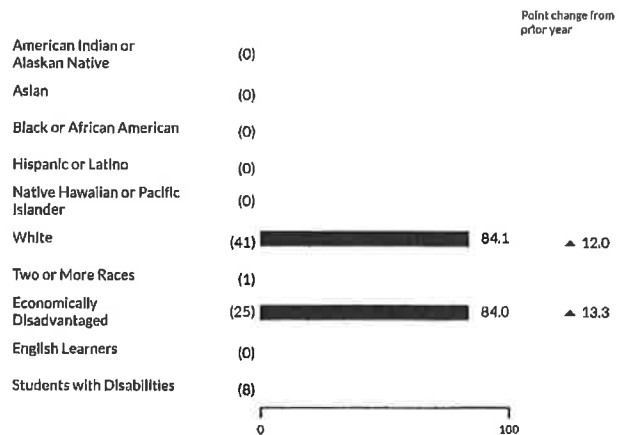
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



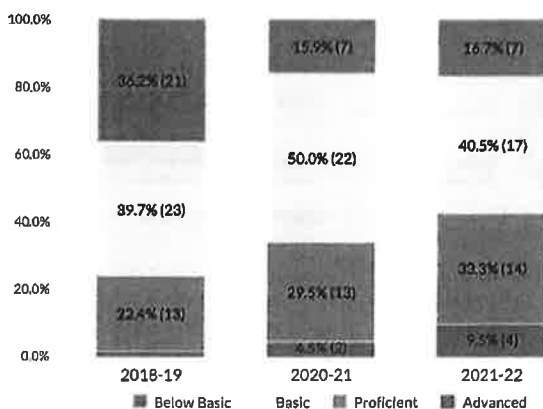
### MATHEMATICS



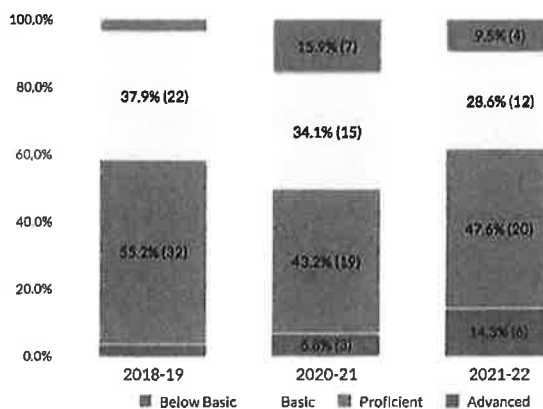
## Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students: 97.7%  
Lowest-participating group: Economically Disadvantaged: 96.3%

#### MATHEMATICS

All students: 97.7%  
Lowest-participating group: Economically Disadvantaged: 96.3%

### 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

	2018-19					2020-21					2021-22				
	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	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	58	1.7%	22.4%	39.7%	36.2%	44	4.5%	29.5%	50.0%	15.9%	42	9.5%	33.3%	40.5%	16.7%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	1	0.0%	0.0%	100.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	55	1.8%	20.0%	40.0%	38.2%	43	4.7%	30.2%	51.2%	14.0%	41	9.8%	34.1%	39.0%	17.1%
Two or More Races	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	45	2.2%	22.2%	33.3%	42.2%	29	6.9%	31.0%	44.8%	17.2%	25	8.0%	36.0%	36.0%	20.0%
English Learners	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	8	0.0%	0.0%	25.0%	75.0%	9	11.1%	22.2%	33.3%	33.3%	8	12.5%	25.0%	25.0%	37.5%

#### MATHEMATICS

	2018-19					2020-21					2021-22				
	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	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	58	3.4%	55.2%	37.9%	3.4%	44	6.8%	43.2%	34.1%	15.9%	42	14.3%	47.6%	28.6%	9.5%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	1	0.0%	0.0%	100.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	55	3.6%	54.5%	38.2%	3.8%	43	7.0%	44.2%	34.9%	14.0%	41	14.6%	48.8%	26.8%	9.8%
Two or More Races	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	45	4.4%	51.1%	40.0%	4.4%	29	6.9%	48.3%	24.1%	20.7%	25	12.0%	52.0%	28.0%	8.0%
English Learners	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	8	0.0%	37.5%	50.0%	12.5%	9	11.1%	33.3%	11.1%	44.4%	8	0.0%	50.0%	12.5%	37.5%



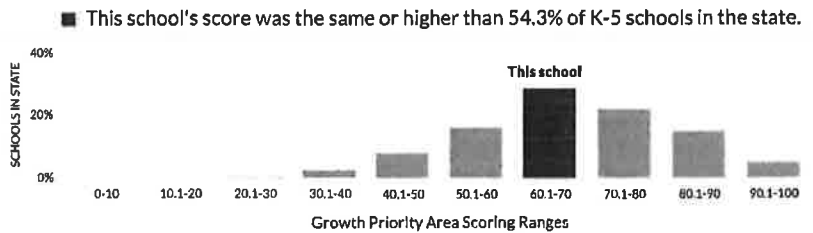
## GROWTH

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



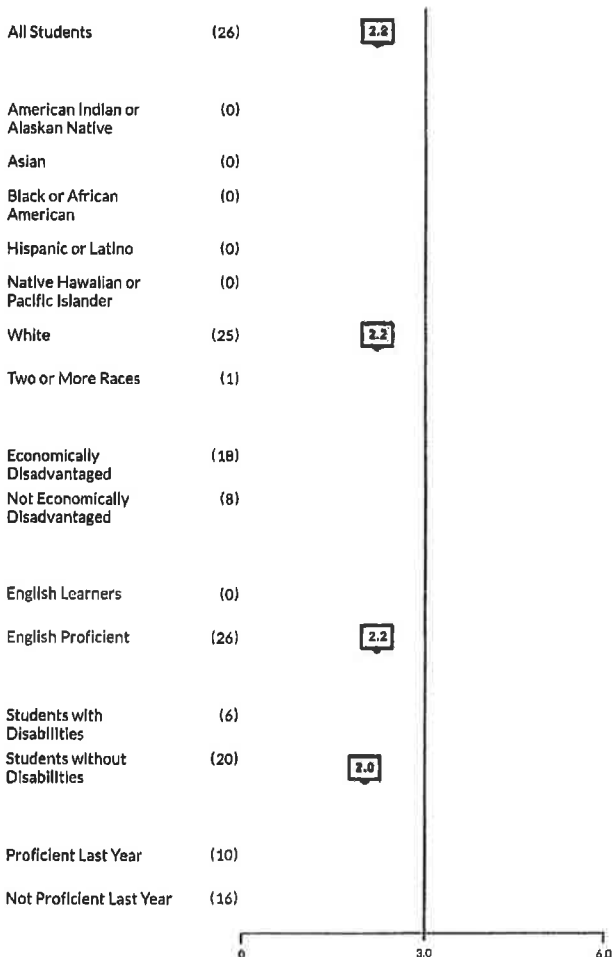
English Language Arts Score: 50.8  
Mathematics Score: 86.9



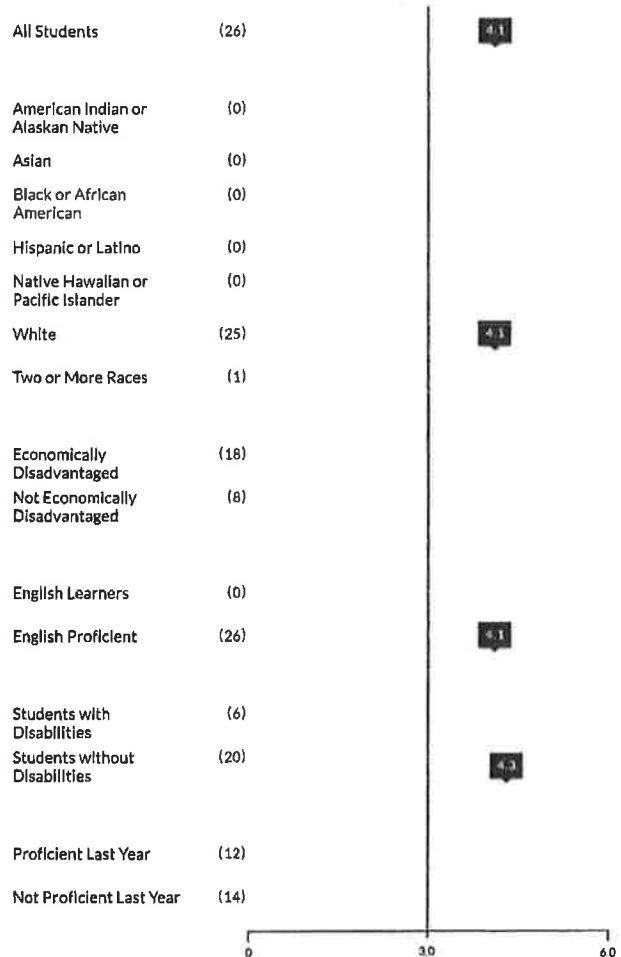
### Student Group Value-Added (for information only)

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







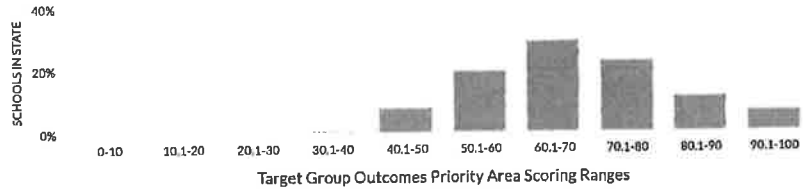
## TARGET GROUP OUTCOMES

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

NA

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 2020-21.

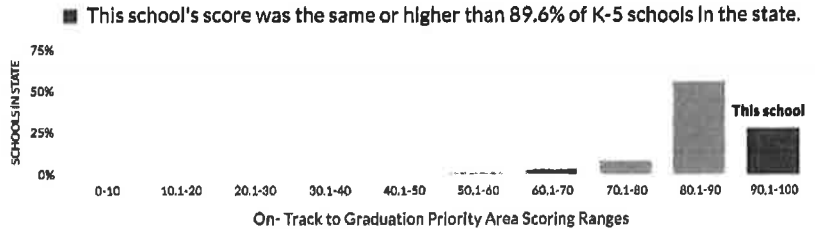
NO DATA TO DISPLAY



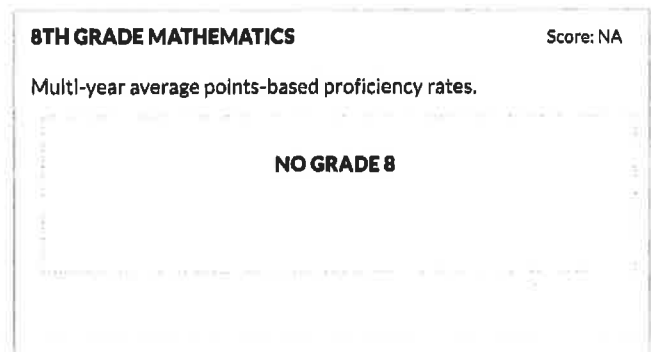
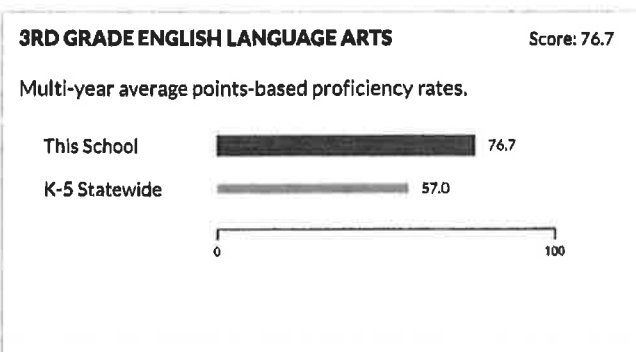
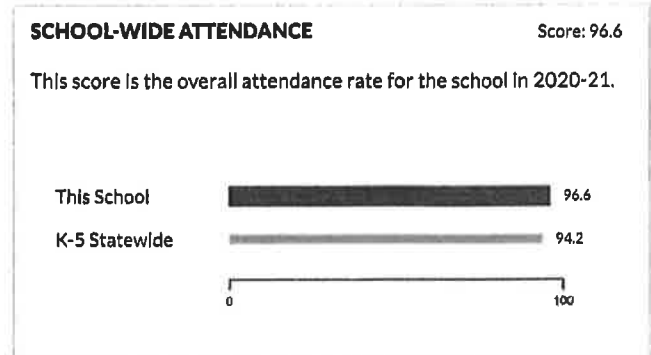
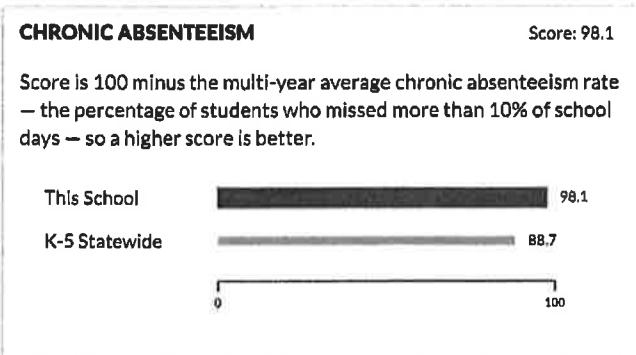
## ON-TRACK TO GRADUATION

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





## 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	110	6.4%	93	0.0%	97	0.0%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	1	0.0%	0	NA	0	NA
Black or African American	1	0.0%	1	0.0%	0	NA
Hispanic or Latino	0	NA	0	NA	1	0.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	105	6.7%	88	0.0%	93	0.0%
Two or More Races	3	0.0%	4	0.0%	3	0.0%
Economically Disadvantaged	80	5.0%	58	0.0%	54	0.0%
English Learners	1	0.0%	0	NA	0	NA
Students with Disabilities	15	6.7%	17	0.0%	19	0.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



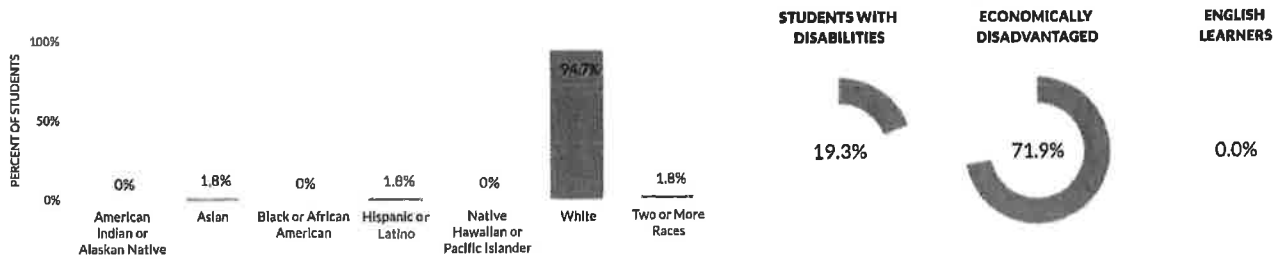


## OVERVIEW

### School Details

Grades : 6-8  
Enrollment : 57  
Percent open enrollment : 22.8%

### Student Groups



### Score Summary

**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

**76.8**

Exceeds Expectations

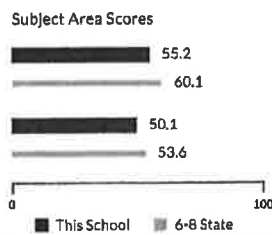


#### PRIORITY AREA WEIGHTS

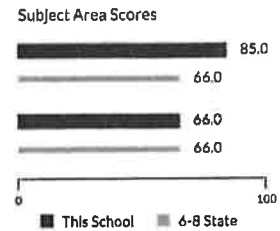


### Priority Area Scores

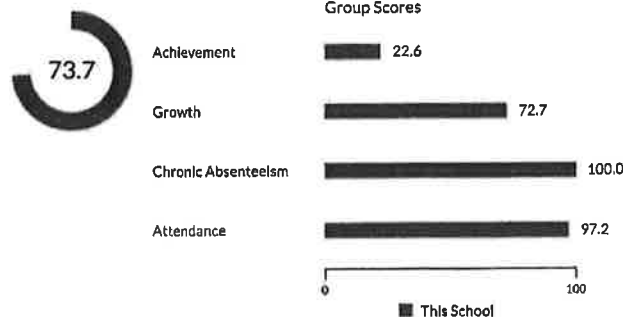
#### ACHIEVEMENT



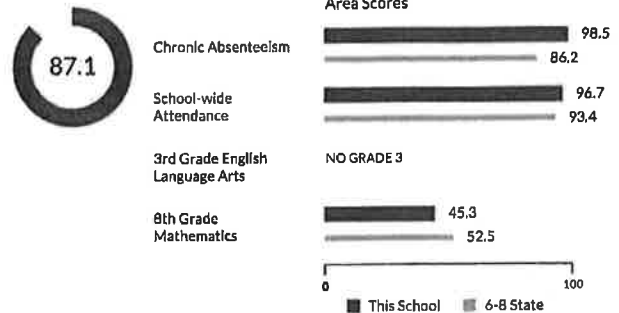
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





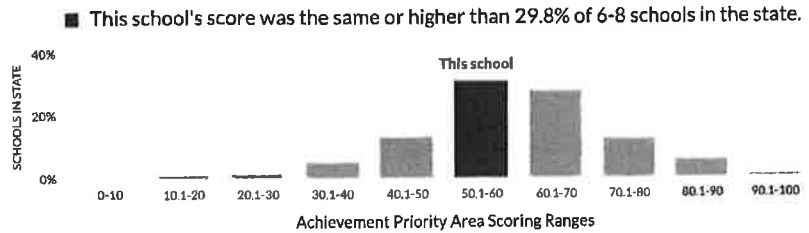
## ACHIEVEMENT

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



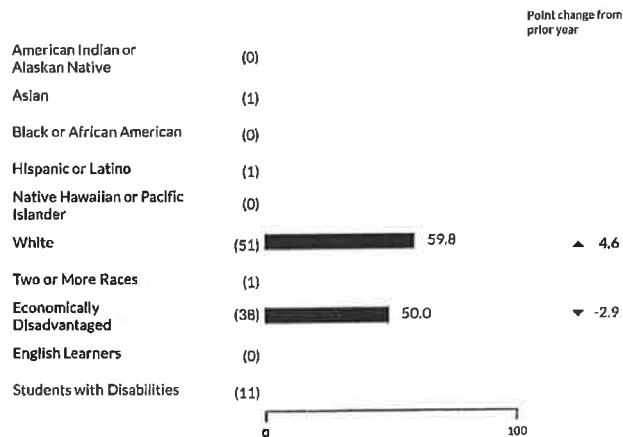
English Language Arts Score: 55.2  
Mathematics Score: 50.1



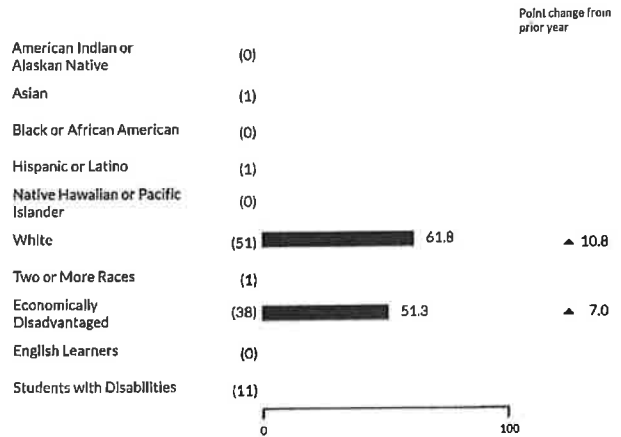
### Student Group Achievement, 2021-22 (for information only)

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

#### ENGLISH LANGUAGE ARTS



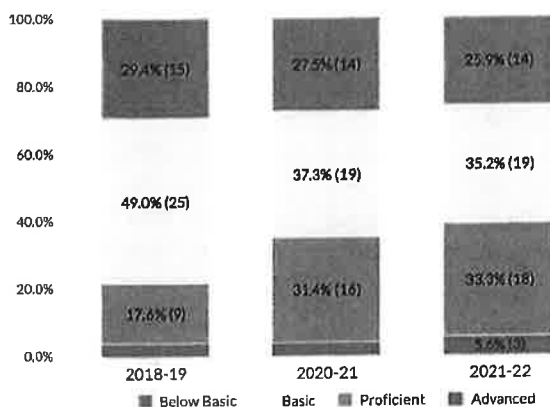
#### MATHEMATICS



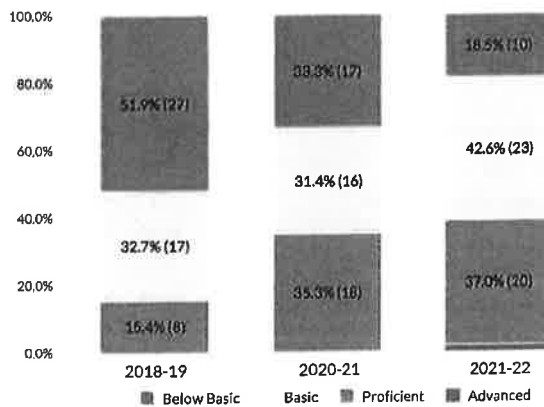
### Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students: 94.9%  
Lowest-participating group: Economically Disadvantaged: 93.0%

#### MATHEMATICS

All students: 94.9%  
Lowest-participating group: Economically Disadvantaged: 93.0%

### 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

	2018-19					2020-21					2021-22				
	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	192,409	8.9%	31.8%	35.2%	24.1%	167,490	8.0%	30.7%	36.2%	25.1%	183,084	7.2%	29.0%	35.8%	28.0%
All Students	51	3.9%	17.6%	49.0%	29.4%	51	3.9%	31.4%	37.3%	27.5%	54	5.6%	33.3%	35.2%	25.9%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Black or African American	1	0.0%	0.0%	100.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Hispanic or Latino	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	49	4.1%	18.4%	46.9%	30.6%	48	4.2%	29.2%	39.6%	27.1%	51	5.9%	33.3%	35.3%	25.5%
Two or More Races	1	0.0%	0.0%	100.0%	0.0%	2	0.0%	50.0%	0.0%	50.0%	1	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	31	3.2%	22.6%	41.9%	32.3%	35	2.9%	31.4%	34.3%	31.4%	38	5.3%	21.1%	42.1%	31.6%
English Learners	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	7	0.0%	0.0%	0.0%	100.0%	10	0.0%	0.0%	20.0%	80.0%	11	0.0%	0.0%	18.2%	81.8%

#### MATHEMATICS

	2018-19					2020-21					2021-22				
	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	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.6%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	52	0.0%	15.4%	32.7%	51.9%	51	0.0%	35.3%	31.4%	33.3%	54	1.9%	37.0%	42.6%	18.5%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Black or African American	1	0.0%	0.0%	0.0%	100.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Hispanic or Latino	1	0.0%	0.0%	0.0%	100.0%	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	49	0.0%	16.3%	34.7%	49.0%	48	0.0%	35.4%	31.3%	33.3%	51	2.0%	37.3%	43.1%	17.6%
Two or More Races	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	50.0%	50.0%	1	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	32	0.0%	12.5%	34.4%	53.1%	35	0.0%	28.6%	31.4%	40.0%	38	0.0%	26.3%	50.0%	23.7%
English Learners	1	0.0%	0.0%	0.0%	100.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	7	0.0%	0.0%	28.6%	71.4%	10	0.0%	0.0%	20.0%	80.0%	11	0.0%	0.0%	36.4%	63.6%



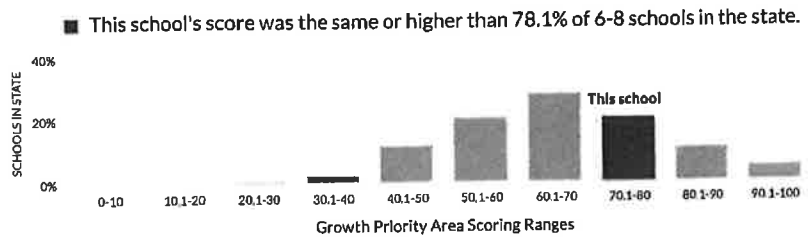
## GROWTH

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



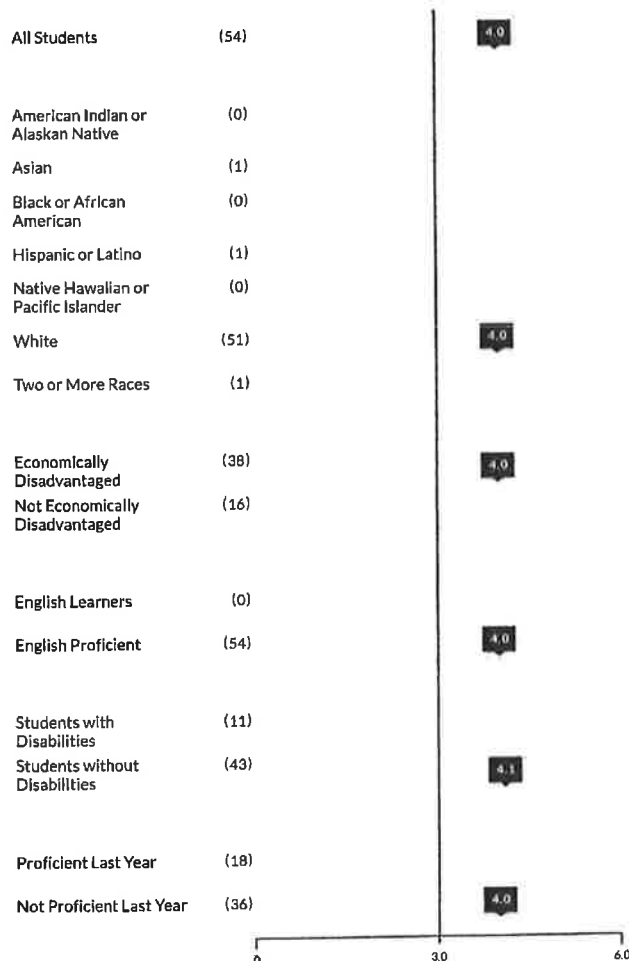
English Language Arts Score: 85.0  
Mathematics Score: 66.0



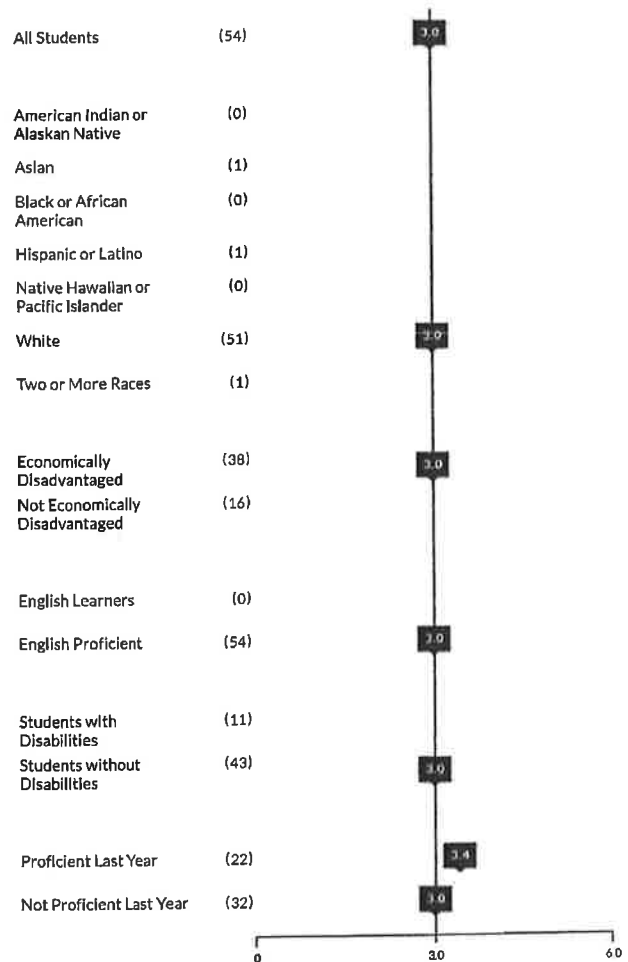
### Student Group Value-Added (for information only)

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. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

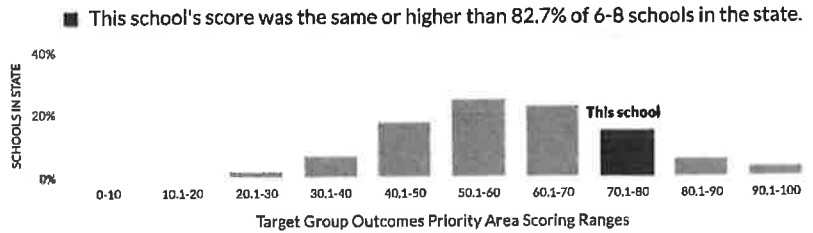




## TARGET GROUP OUTCOMES

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



## Component Scores

**ACHIEVEMENT** Score: 22.6

Average points-based proficiency rates.

**English Language Arts**

Target Group: 24.2

Non-Target Group: 76.2

**Mathematics**

Target Group: 21.0

Non-Target Group: 70.3

**GROWTH** Score: 72.7

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

**English Language Arts**

Target Group: 81.2

Non-Target Group: 85.0

**Mathematics**

Target Group: 64.1

Non-Target Group: 66.0

**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.

Target Group: 100.0

Non-Target Group: 97.3

**ATTENDANCE** Score: 97.2

This score is the overall attendance rate for the Target Group in 2020-21.

Target Group: 97.2

Non-Target Group: 96.7

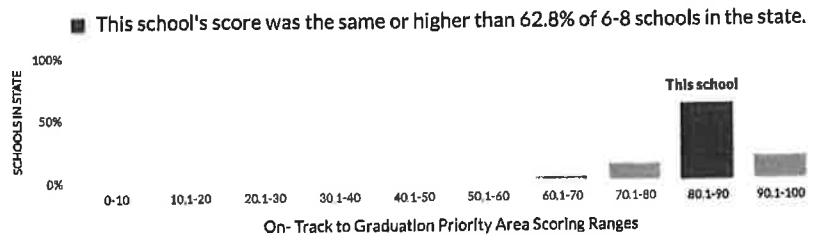




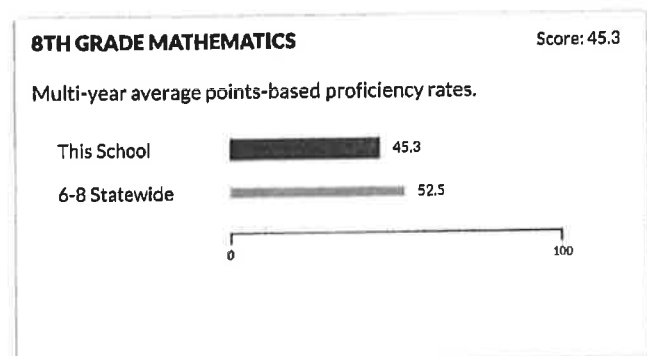
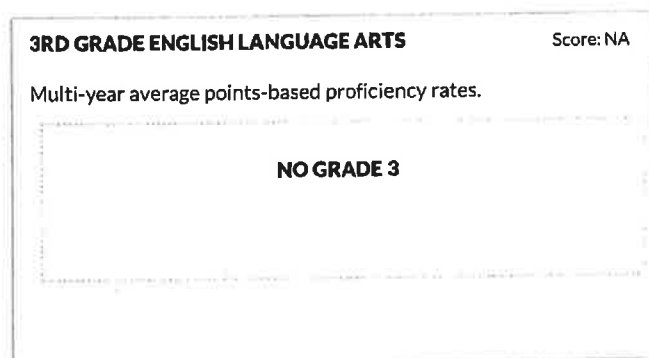
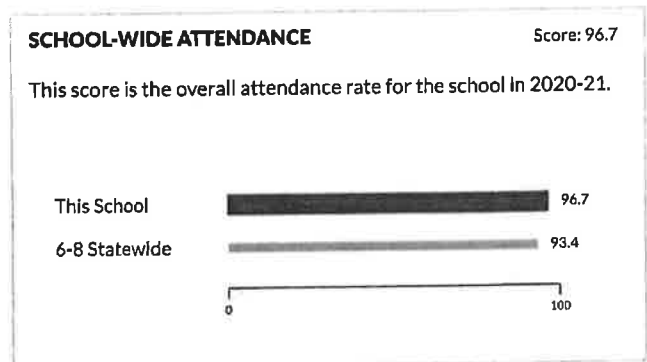
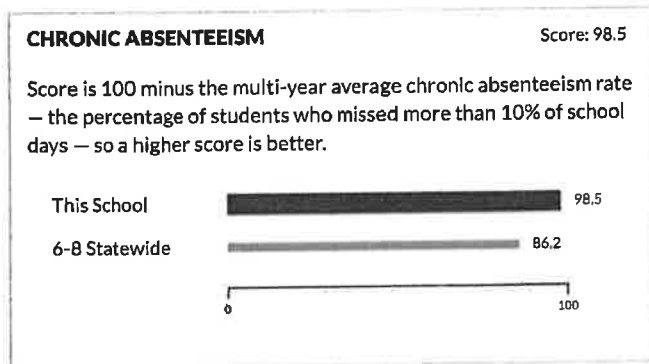
## ON-TRACK TO GRADUATION

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





## 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	53	0.0%	50	0.0%	67	3.5%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	0	NA	1	0.0%	1	0.0%
Black or African American	1	0.0%	1	0.0%	0	NA
Hispanic or Latino	1	0.0%	0	NA	1	0.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	50	0.0%	47	0.0%	53	3.8%
Two or More Races	1	0.0%	1	0.0%	2	0.0%
Economically Disadvantaged	33	0.0%	31	0.0%	41	2.4%
English Learners	1	0.0%	1	0.0%	0	NA
Students with Disabilities	6	0.0%	5	0.0%	14	0.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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

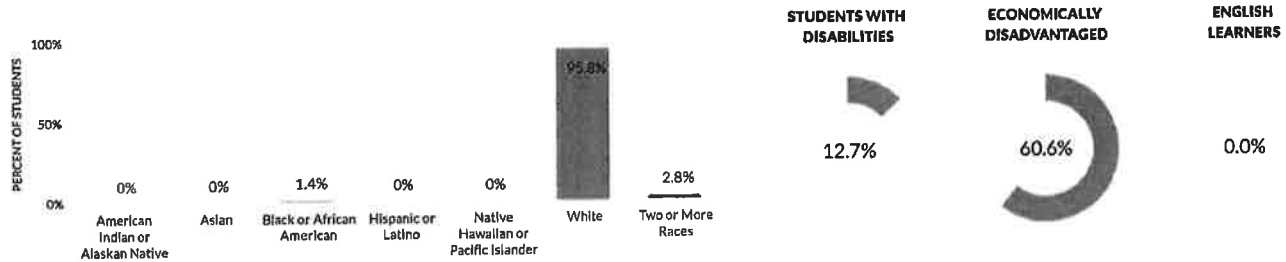
### School Details

Grades : 9-12

Enrollment : 71

Percent open enrollment : 11.3%

### Student Groups



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS

0.0%

### Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

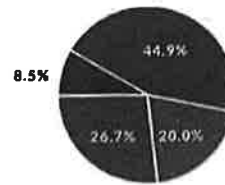
Overall Score

**88.3**

Significantly Exceeds Expectations



#### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### Priority Area Scores

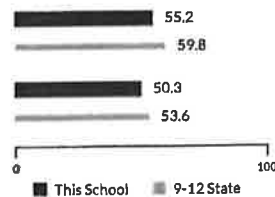
#### ACHIEVEMENT

52.8

English Language Arts

Mathematics

Subject Area Scores



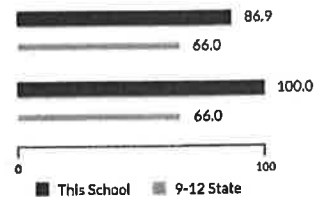
#### GROWTH

93.5

English Language Arts

Mathematics

Subject Area Scores



#### TARGET GROUP OUTCOMES

82.8

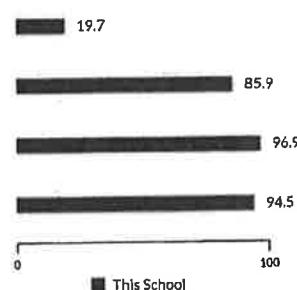
Achievement

Growth

Chronic Absenteeism

Attendance

Group Scores



#### ON-TRACK TO GRADUATION

99.2

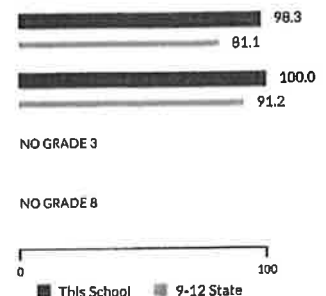
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

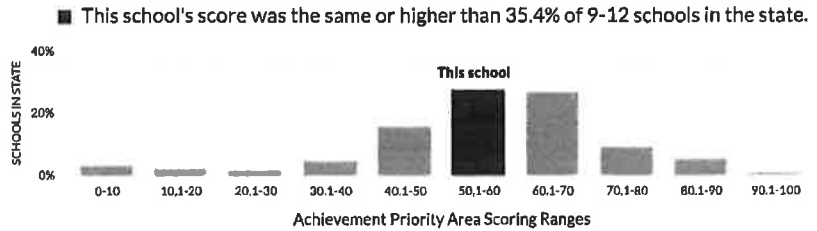




## ACHIEVEMENT

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.

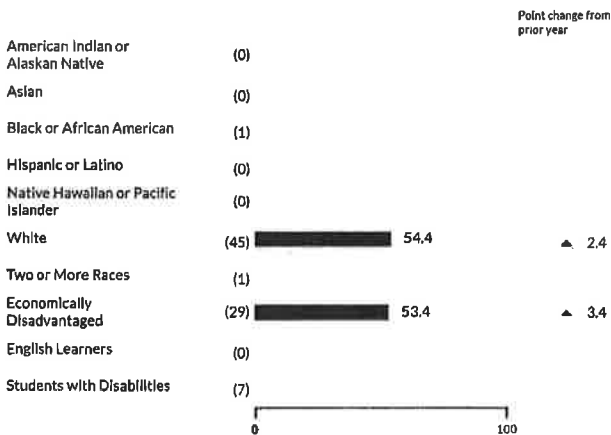
### Priority Area Score



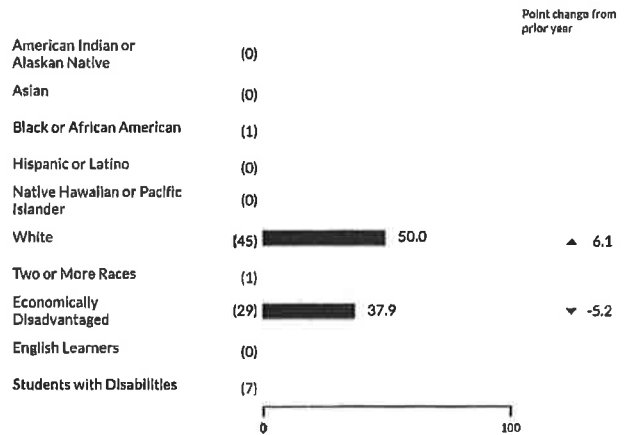
### Student Group Achievement, 2021-22 (for information only)

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

#### ENGLISH LANGUAGE ARTS



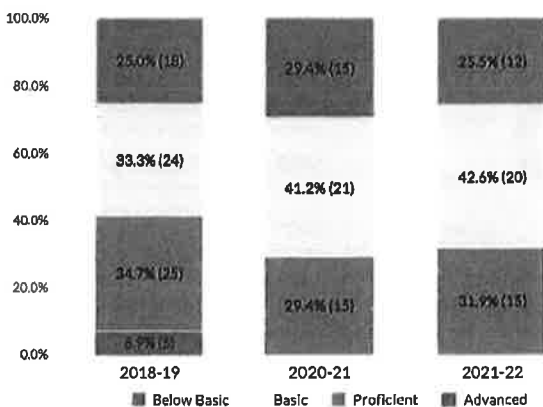
#### MATHEMATICS



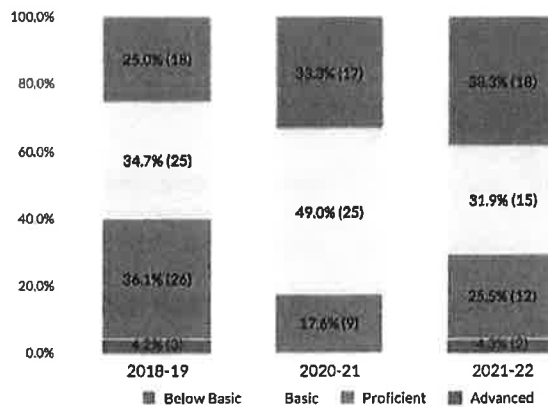
### Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students: 98.0%  
Lowest-participating group: Economically Disadvantaged: 96.8%

#### MATHEMATICS

All students: 98.0%  
Lowest-participating group: Economically Disadvantaged: 96.8%

### 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

	2018-19					2020-21					2021-22				
	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	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	72	6.9%	34.7%	33.3%	25.0%	51	0.0%	29.4%	41.2%	29.4%	47	0.0%	31.9%	42.6%	25.5%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
Hispanic or Latino	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	69	7.2%	36.2%	31.9%	24.6%	49	0.0%	30.6%	42.9%	26.5%	45	0.0%	33.3%	42.2%	24.4%
Two or More Races	2	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Economically Disadvantaged	43	4.7%	37.2%	34.9%	23.3%	29	0.0%	31.0%	37.9%	31.0%	29	0.0%	31.0%	44.8%	24.1%
English Learners	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	11	0.0%	0.0%	18.2%	81.8%	5	0.0%	0.0%	20.0%	80.0%	7	0.0%	14.3%	14.3%	71.4%

#### MATHEMATICS

	2018-19					2020-21					2021-22				
	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	181,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	72	4.2%	36.1%	34.7%	25.0%	51	0.0%	17.6%	49.0%	33.3%	47	4.3%	25.5%	31.9%	38.3%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Hispanic or Latino	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	69	4.3%	37.7%	34.8%	23.2%	49	0.0%	18.4%	51.0%	30.6%	45	4.4%	26.7%	33.3%	35.6%
Two or More Races	2	0.0%	0.0%	50.0%	50.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Economically Disadvantaged	43	4.7%	34.9%	37.2%	23.3%	29	0.0%	17.2%	51.7%	31.0%	29	3.4%	17.2%	31.0%	48.3%
English Learners	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	11	0.0%	9.1%	27.3%	63.6%	5	0.0%	0.0%	20.0%	80.0%	7	0.0%	14.3%	0.0%	85.7%



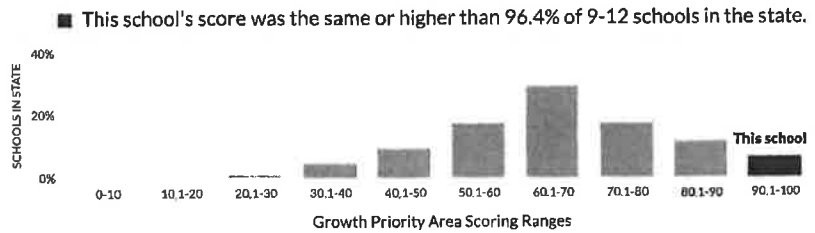
## GROWTH

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



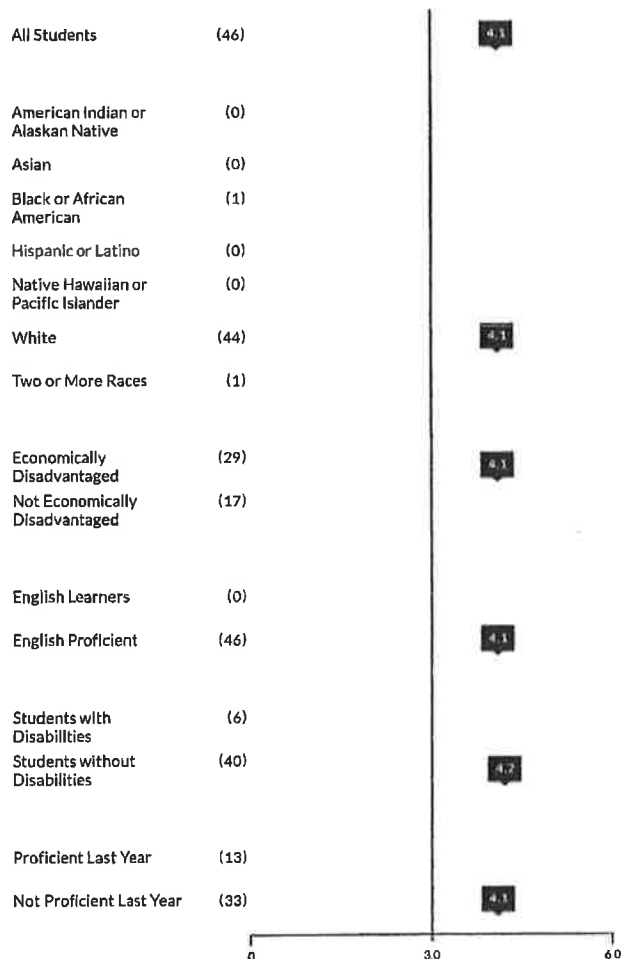
English Language Arts Score: 86.9  
Mathematics Score: 100.0



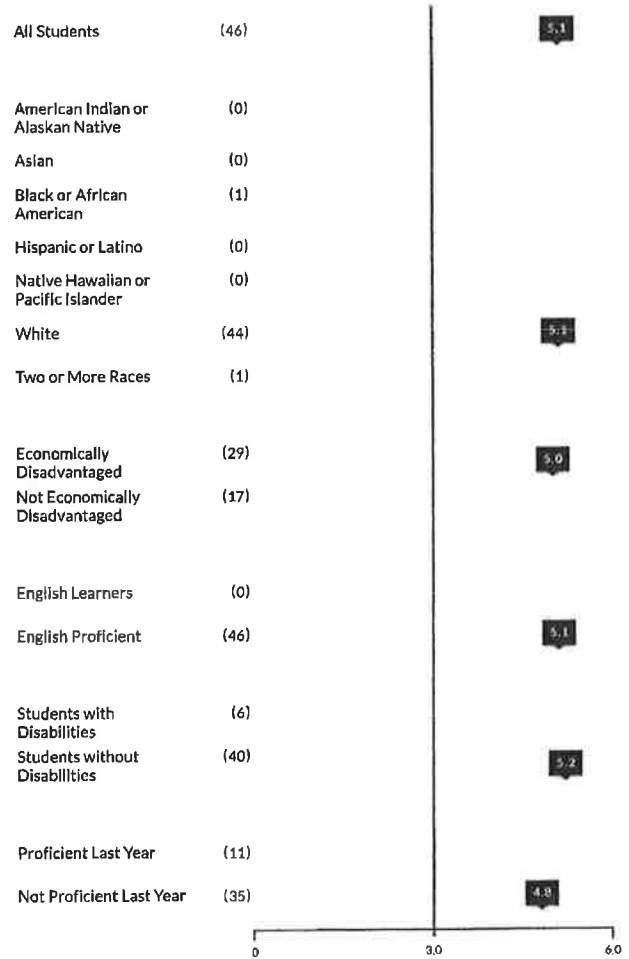
### Student Group Value-Added (for information only)

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

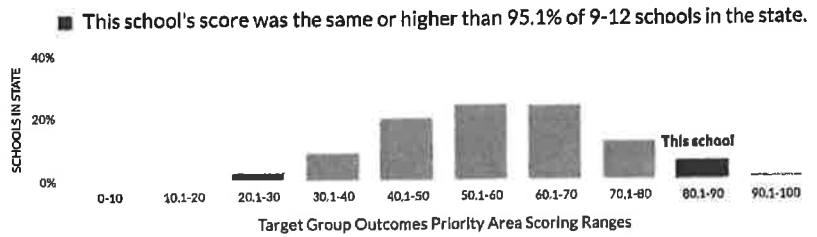




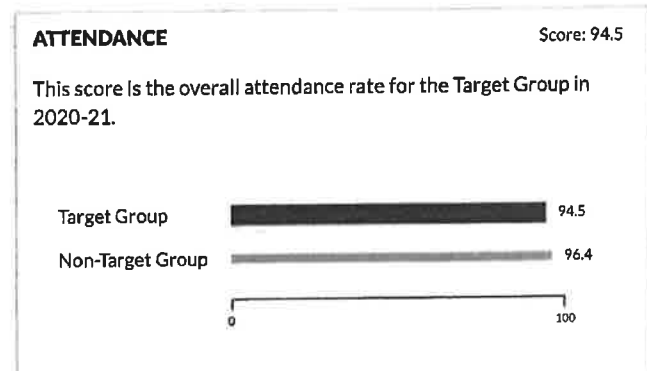
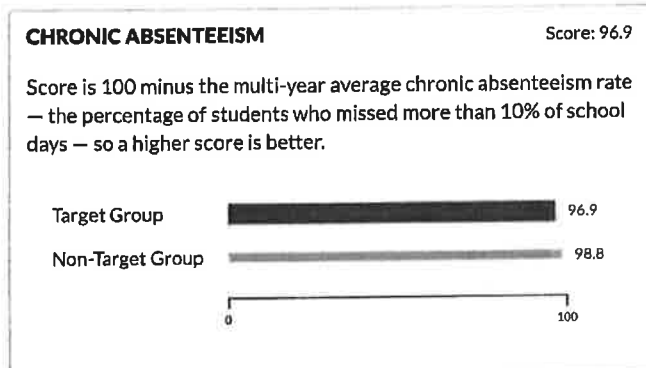
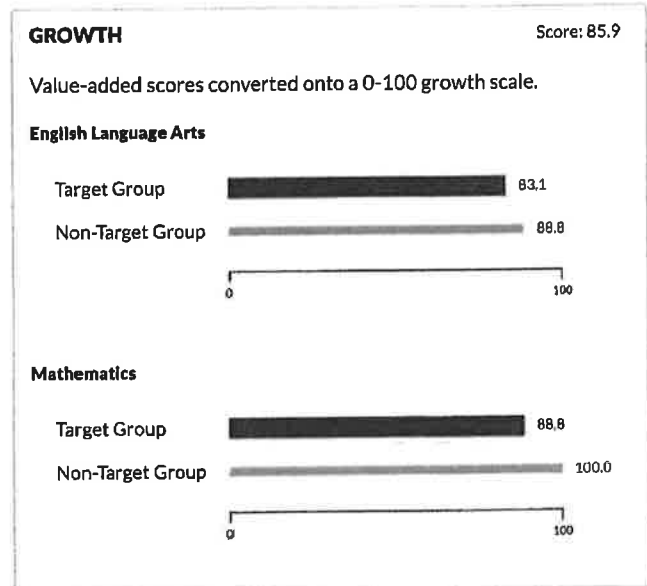
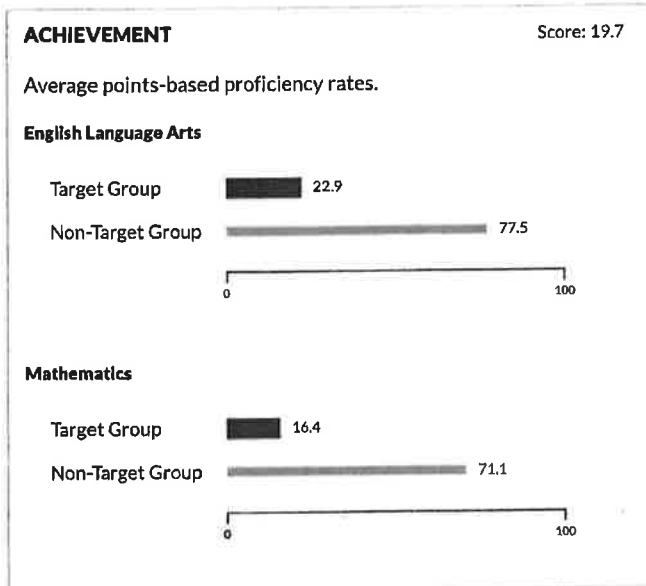
## TARGET GROUP OUTCOMES

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



### Component Scores

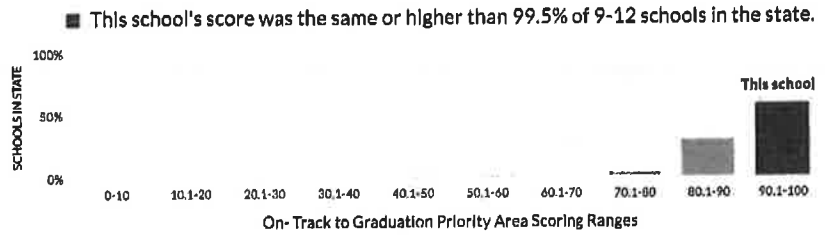




## ON-TRACK TO GRADUATION

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: 98.3

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.

This School: 98.3  
9-12 Statewide: 81.1

**GRADUATION** Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.

This School: 100.0  
9-12 Statewide: 91.2

**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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	285,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	96	1.0%	83	1.2%	77	2.6%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	0	NA	0	NA	0	NA
Black or African American	1	0.0%	1	0.0%	1	0.0%
Hispanic or Latino	1	0.0%	1	0.0%	1	0.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	92	1.1%	80	1.2%	74	2.7%
Two or More Races	2	0.0%	1	0.0%	1	0.0%
Economically Disadvantaged	65	0.0%	60	2.0%	43	4.7%
English Learners	0	NA	0	NA	0	NA
Students with Disabilities	11	0.0%	12	0.0%	8	0.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	24	24	100.0%	33	33	100.0%
American Indian or Alaskan Native	0	NA	NA	0	NA	NA
Asian	0	NA	NA	0	NA	NA
Black or African American	0	NA	NA	0	NA	NA
Hispanic or Latino	1	1	100.0%	1	1	100.0%
Native Hawaiian or Pacific Islander	0	NA	NA	0	NA	NA
White	23	23	100.0%	32	32	100.0%
Two or More Races	0	NA	NA	0	NA	NA
Economically Disadvantaged	12	12	100.0%	14	14	100.0%
English Learners	0	NA	NA	0	NA	NA
Students with Disabilities	2	2	100.0%	4	4	100.0%



## POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (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.

### Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
<b>22.1%</b>	<b>19.9%</b>	<b>0.0%</b>	<b>18.6%</b>	<b>0.0%</b>	<b>2.8%</b>	<b>10.4%</b>	<b>3.4%</b>
17 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an Industry-recognized credential.		8 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	0	2,799	NA	6.5%	NA	10.0%	NA	1.8%	NA	2.4%
Asian	0	9,945	NA	26.6%	NA	16.9%	NA	2.2%	NA	1.9%
Black or African American	1	25,104	0.0%	12.2%	0.0%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	1	34,372	100.0%	15.8%	0.0%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	0	198	NA	17.7%	NA	17.2%	NA	3.0%	NA	1.0%
White	74	181,931	21.6%	21.7%	0.0%	21.7%	0.0%	3.4%	10.8%	4.2%
Two or More Races	1	9,829	0.0%	15.9%	0.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	43	98,593	20.9%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	0	14,682	NA	9.7%	NA	12.0%	NA	1.3%	NA	1.3%
Students with Disabilities	8	34,324	0.0%	3.6%	0.0%	9.6%	0.0%	1.9%	12.5%	2.5%



## ARTS COURSE INFORMATION, 2020-21

Section 115.385 (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.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
58.4%	23.0%	0.0%	0.3%	0.0%	18.3%	0.0%	1.6%
45 students successfully completed at least one art & design course.		No students successfully completed a dance course.		No students successfully completed a music course.		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	0	2,799	NA	21.6%	NA	0.0%	NA	12.5%	NA	0.5%
Asian	0	9,946	NA	20.8%	NA	0.3%	NA	16.3%	NA	0.9%
Black or African American	1	25,104	0.0%	18.7%	0.0%	0.4%	0.0%	8.9%	0.0%	2.5%
Hispanic or Latino	1	34,372	0.0%	21.3%	0.0%	0.2%	0.0%	12.1%	0.0%	1.6%
Native Hawaiian or Pacific Islander	0	198	NA	22.7%	NA	0.0%	NA	21.2%	NA	0.5%
White	74	181,931	59.5%	24.2%	0.0%	0.3%	0.0%	21.0%	0.0%	1.5%
Two or More Races	1	9,829	100.0%	21.5%	0.0%	0.2%	0.0%	16.5%	0.0%	1.6%
Economically Disadvantaged	43	98,593	58.1%	21.8%	0.0%	0.2%	0.0%	13.8%	0.0%	1.5%
English Learners	0	14,562	NA	21.6%	NA	0.2%	NA	9.4%	NA	1.1%
Students with Disabilities	8	34,324	87.5%	23.4%	0.0%	0.2%	0.0%	12.0%	0.0%	1.5%



# In the Building & Classroom

301 E Main St Wauzeka, WI 53826

January 2023

## PBIS ASSEMBLY

Some elementary students were awarded an award for being Calm and Quiet Orcas, the Behavior Buddy for the month. The new animal for this month is Responsible Rabbit!



# STUDENTS OF THE MONTH

## NOVEMBER 2022



Reese Reynolds (4th Grade), daughter of Travis Reynolds and Kayla Ducharme. Reese Reynolds is a kind and caring student. She's always willing to help around the classroom without being asked to do so. She always has a great attitude and is eager to learn. She is very responsible and consistently puts forth her best effort to succeed academically. Her teachers and fellow students appreciate her positive attitude and consideration for others. It is a pleasure to recognize Reese as the student of the month.



Kailey Patton (3rd Grade), daughter of Jolene Patton. Kailey is new to Wauzeka this year, but has done a marvelous job adjusting to her new setting and the expectations that come along with it. Kailey has been a wonderful role model for all by always doing what is expected with the utmost quality. She never needs to be redirected and will take on responsibility for her own learning by asking questions to check for understanding. She treats everyone fairly and equally and is simply a good friend to all. Lastly, she did a very nice job this month demonstrating the character trait for the month of November which was working on being Quiet and Calm in different settings. Keep up the great work, Kailey!



Isabelle Read (1st Grade), daughter of Ben and Nicole Read. Izzy is such a pleasant girl to be around. She is a great participant during lessons, has a great work ethic, and shows a lot of pride in her work. She is kind to her friends, respectful to her teachers, and always has a story to tell. Keep up the great work!



Autumn Leinen (Kindergarten), daughter of Jeremiah and Nichelle Leinen. Autumn arrives everyday to school with a huge smile on her face. She has a positive outlook and attitude each and every day. She is a very hard working student and is a ray of sunshine to everyone that she talks with at school. She is a great friend that encourages her classmates to do their best. I am so proud of her and she makes me smile each and every day. Thank you Autumn for being yourself each day!

## MS/HS STUDENTS OF THE MONTH



Oaklyn Kilburg (6th grade), daughter of Kevin and Kelly Kilburg. Oaklyn always puts her best effort forth in all that she does. She is respectful, responsible, and shows great leadership qualities. Oaklyn always comes to class with positive energy and takes initiative in her learning.

Kendall Swatek (7th grade), daughter of Eric and Stacey Swatek. Kendall consistently uses her work time wisely. She does well to get her work done on time and always has a positive attitude. Kendall shows what it means to be a good friend and is always respectful to her classmates as well as her teachers.

Elizabeth Wright (10th grade), daughter of Brad and Regina Wright. Elizabeth is full of positive energy and is a great student to have in the classroom. She is involved in classroom discussion and works hard on her schoolwork. She is a great asset to the athletic teams as well. Elizabeth is a positive addition to our school.

Emerson Baka (12th grade), daughter of Dustin Baka and Erin Selmer. Emerson works hard in all of her classes, she pushes herself to take challenging AP courses and values her education. She is always helpful in class and volunteers when needed. She was the spark of energy on the volleyball team this year. She meets deadlines, is always polite and kind.

## 4K Tree Decorating

The 4K made a trip down to Peoples State Bank with ornaments they made to decorate the tree with. They were all so proud to show them off!



Mrs. Okey's first grade class would like to introduce Diva the calf!

The first grade class is participating in the Adopt-a-Cow Program that allows classrooms to adopt an actual live calf that is growing up on a dairy farm. From now through May we will receive monthly updates about her that include pictures and videos. The monthly updates will also include lessons and activities related to her growth, how she is cared for on the farm, and how milk is produced on the farm.

We are all very excited to follow her journey on the farm while learning more about dairy farming and where milk comes from!



# Organizations & Athletics

301 E Main St Wauzeka, WI 53826

January 2023



On November 28th, SkillsUSA members went to Cushman's Greenhouse in Belmont WI. to pick up poinsettias for their annual poinsettia fundraiser. This year, 170 poinsettias were sold raising a total of \$680 to go towards the SkillsUSA members for their upcoming competitions. Thank you to everyone who purchased a poinsettia!

## HOSA AND FCCLA



The HOSA and FCCLA were busy making Holiday cards for the nursing home residents. The kids and residents really enjoy this activity!







**BREAKFAST**

# JANUARY 2023

Wauzeka Steuben School District

Juice and fruit are offered daily

Monday	Tuesday	Wednesday	Thursday	Friday
2 <b>No School</b>	3 <b>No School</b>	4 Breakfast Pizza Pancake Wrap	5 Pancake Wrap PBJ	6 Long John Muffin
9 Sausage Gravy w/biscuits Egg Patty	10 Yogurt Parfaits w/choice of toppings	11 Combo Bar Yogurt cup	12 Waffle Sausage links PBJ	13 WG Donut Pancake w/syrup
16 Scramble eggs w/bacon & Cheese Egg Patty	17 French Toast w/ syrup PBJ	18 Omelet w/hashbrown Muffin	19 Hornet Sandwich PBJ	20 Cinnamon Roll Yogurt cup
23 Pancake Wrap Egg patty	24 Pretzel w/cheese French toast	25 Choice of School made Muffins	26 Sausage & Pancakes	27 Breakfast Pizza PBJ
30 Combo Bar Pancake wrap	31 Sausage Gravy over biscuits			

Menus are subject to change  
This Institution is an equal opportunity provider



LUNCH

# JANUARY 2023

Wauzeka Steuben School District

Monday	Tuesday	Wednesday	Thursday	Friday
2 No School	3 No School	4 Chicken bacon swiss w/bun Hashbrown patty Peaches	5 Spaghetti w/meat sauce Breadstick Green Beans, Pears	6 Cheese Pizza Buttery Corn Chips, Cookie Applesauce
9 Beef Patty w/bun Mashed Potatoes Gravy Banana	10 Breakfast for lunch Pancake Sausage Hashbrown, Juice Cup	11 Hornet Chicken Bowl Mashed Potatoes Gravy, Corn Applesauce Cup	12 Homemade Mac & Cheese Hot Dog w/bun Peaches	13 Cheese Quesadilla Tortilla chips & salsa Broccoli & Cheese Pears
16 Chicken & Gravy w/mashed potatoes Green Beans Roll Banana	17 Taco Salad Steamed Corn Pineapple	18 Grilled Cheese Tomato Soup Crackers Applesauce cup	19 Scalloped Potatoes w/ham Peas Peaches	20 Pizza Dippers Marinara sauce Broccoli & Cheese Oranges
23 Corn Dogs Baked Beans Glazed Carrots Pears	24 Orange Chicken Stir fry veggies Rice Applesauce	25 Rib Patty w/bun Au Gratin Potatoes Peas Peaches	26 Cheeseburger w/bun Fries Corn Oranges	27 Cheddar Hot Dog Chips & Salsa
30 BBQ Potatoes Wedges Green Beans Banana	31 Chicken Alfredo Garlic Bread Stick Steamed Corn Peaches			

This Institution is an equal opportunity provider

Salad bar offered daily to all grades

Menus are subject to change

# Some Hornet Buzz Fun & Information

301 E Main St Wauzeka, WI 53826

January 2023

## Classic Cheese Balls Recipe

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*Your new favorite New Years party appetizer!*

### Ingredients-

- Two 8-ounce blocks cream cheese, at room temperature
- 8 ounces mild cheddar cheese, grated (about 2 cups)
- 8 ounces swiss cheese, shredded (about 2 cups)
- 1 teaspoon garlic salt
- ½ teaspoon of black pepper

### Coating Options-

- 1 cup minced fresh parsley
- 2 tablespoons freshly cracked black pepper
- ¼ cup toasted sesame seeds
- 1 cup walnuts, toasted and finely chopped

### Instructions-

1. To make the cheese balls: In a large bowl, combine the cream cheese, Cheddar, swiss, garlic, and pepper and mix well. Form the mixture into 2 cheese balls.
2. Choose one or two of the coating options. Place the coating in a shallow bowl and roll the balls to cover them well.
3. Wrap the balls individually in plastic wrap and refrigerate for at least 4 hours or up to overnight to let the flavors blend. Let the cheese balls sit out at room temperature for 1 hour before serving.
4. Store in an airtight container in the refrigerator for 3 to 5 days.

**Makes two 12 ounce cheese balls**

# New Years Day/ Eve

## *What do you do on New years?*

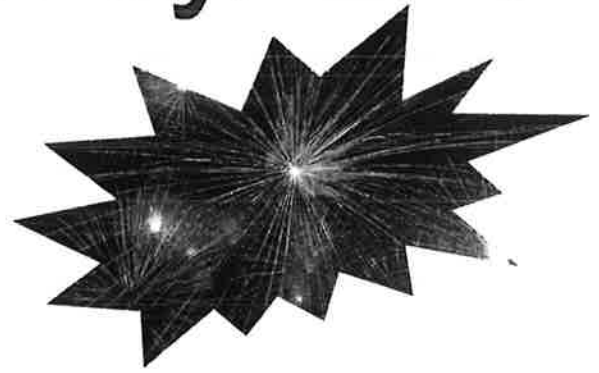
*Today most people start their festivities on December 31( New Year's eve), the last day of the Gregorian calendar, and continue into the early hours of January 1( New Year's Day).*

## **Traditions on this day!**

*People around the world today have celebrated the start of a new year for almost 4 millennia. Common traditions are attending parties, eating your special new years food, making resolutions for the new year and watching firework displays.*

## **□History of this day□**

*The earliest recorded festivities in the honor of the new year's arrival date back 4,000 years to ancient Babylon. For the babylon's the mark of the new year was in late March because of the equal amount of sunlight and darkness. They marked the occasion with a massive religious festival called Akitu.*



## **🎉January 1st🎉**

*People around the world today start this celebration on December 31st(New Years Eve) and continue into the early hours of January 1st. Some people even eat meals with snacks that are thought to have good luck in the coming year.*

## **United States**

*In the United States the most common tradition is the dropping of the giant ball in New York City's time square at midnight. This event that millions of people watch every year has been going on since 1907. Over time this ball has formed from a 700 pound iron and wood orb to a brightly patterned sphere 12 feet in diameter and weighing in nearly 12,000 pounds. Now many other towns have their own version of the time square rituals, organizing public drops of items ranging from pickles to possums.*

# District News & Information

301 E Main St Wauzeka. WI 53826

January 2023

School District of Wauzeka-Steuben, in accordance with Title IX of the Educational Amendments of 1972 and other Federal and State regulations, hereby declares that it is committed to the principle of equal education and employment opportunity and, accordingly, does not discriminate as to sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Any inquiries or complaints alleging non-compliance with Title IX of the Educational Amendments of 1972 or other Federal and State civil rights or nondiscrimination regulations shall be referred to District Administrator Dr. Gary Albrecht at the School District of Wauzeka-Steuben, 301 E. Main St., Wauzeka, WI 53826, (e-mail) [albregar@wauzeka.k12.wi.us](mailto:albregar@wauzeka.k12.wi.us) (call) 608-875-5311 ext. 214 and/or Jamie Nutter, Title IX Coordinator of the School District of Wauzeka-Steuben, at Cooperative Educational Service Agency #3, 1300 Industrial Drive, Fennimore, WI 53809, (call) 1-608-822-2148 (e-mail) [jnutter@cesa3.org](mailto:jnutter@cesa3.org).

**Note:** All career and technical education opportunities will be offered on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.) All students in qualifying grades are eligible for enrollment. For further information please contact District Principal Tiffany Dums (608)875-5311 ext. 211 or [dumstiff@wauzeka.k12.wi.us](mailto:dumstiff@wauzeka.k12.wi.us).

## Wauzeka Angels Fitness Center

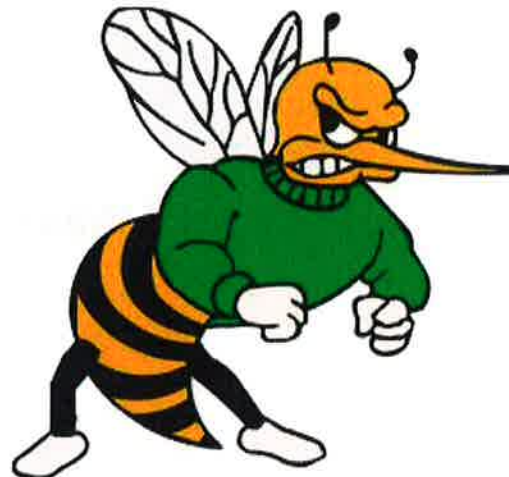
### Monthly Rates

\$10 per adult W-S School District/Non District Resident plus \$10 for key fob

### Annual Membership Rate

\$100 per adult W-S School District/Non District Resident plus \$10 for key fob

\*Rates are to cover maintenance and supervision expenses.

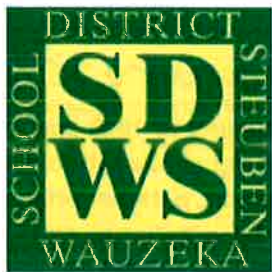


## Substitutes Needed

State law has recently changed allowing more flexibility on the requirements people need to be a substitute teacher or support staff. If you are interested in being a substitute please contact District Administrator Dr. Gary Albrecht via email: [albregar@wauzeka.k12.wi.us](mailto:albregar@wauzeka.k12.wi.us) or by phone (608)875-5311 ext. 214.

Substitutes needed:

- Food Service
- Bus Drivers
- Para professionals
- Custodians



School District of Wauzeka-Steuben  
301 East Main Street  
Wauzeka, Wis. 53826-9671  
Telephone: 608-875-5311  
Fax: 608-875-5100

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US POSTAGE  
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WAUZEKA, WI  
PERMIT # 3

### **Wauzeka-Steuben Buzz**

Send community events that you would like to be included in the newspaper to:

Alissa Mullikin at [mulliali@wauzeka.k12.wi.us](mailto:mulliali@wauzeka.k12.wi.us)

Or drop off any information in the district office.

Next Submission Date: **January 16th**

Wauzeka, WI 53826

*The Wauzeka-Steuben School District is utilizing a community-wide Resource Officer. Officer Liz Volten of the Crawford County Sheriff's Department will be available to the District during regular District hours. Officer Volten will also be available to the community and homeschooled families of the District on Wednesdays at the BP gas station from 1:00-2:00 p.m. Officer Volten can be reached via email at [evolten@crowfordcountywi.org](mailto:evolten@crowfordcountywi.org) or via phone at 608-412-5184. In case of an emergency, please call 911.*



**FACEBOOK:** *Wauzeka Steuben School District*

**TWITTER:** *@Athletic\_WS*

**INSTAGRAM:** *@wshs\_sports*