



## OVERVIEW

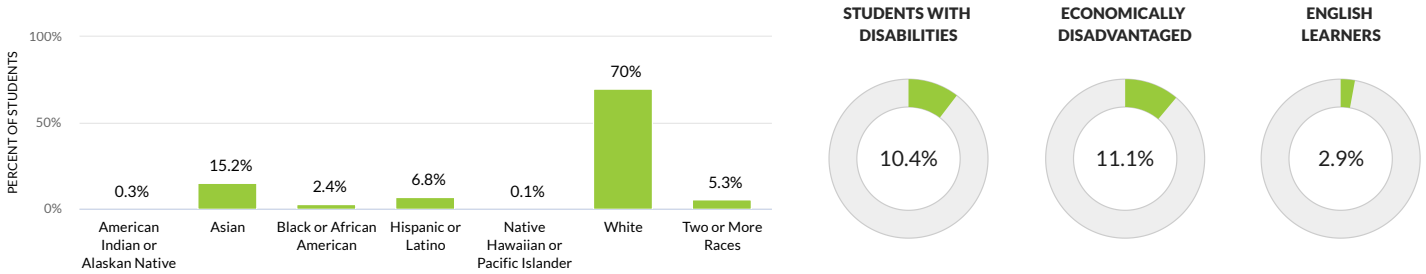
### District Details

Grades : K4-12  
Enrollment : 7,727  
Percent open enrollment : 1.4%

Elmbrook Schools is consistently ranked as one of the top 5 public school districts in the state based on standardized achievement data and academic results. Serving over 7,700 students and their families, Elmbrook is recognized as a destination district for its commitment to student learning, robust programming and opportunities for all students, and supportive community.

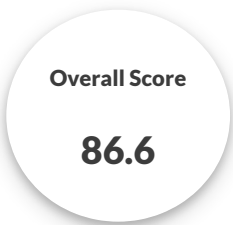
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

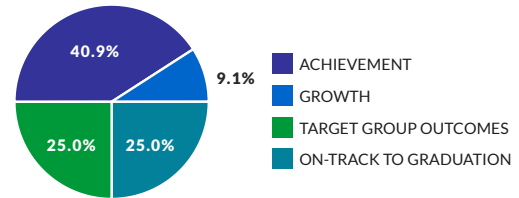
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

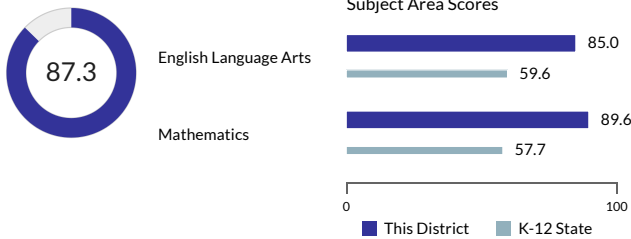


#### PRIORITY AREA WEIGHTS

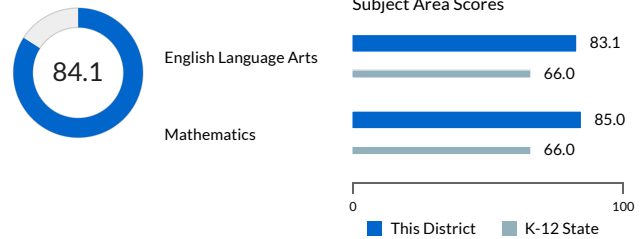


### Priority Area Scores

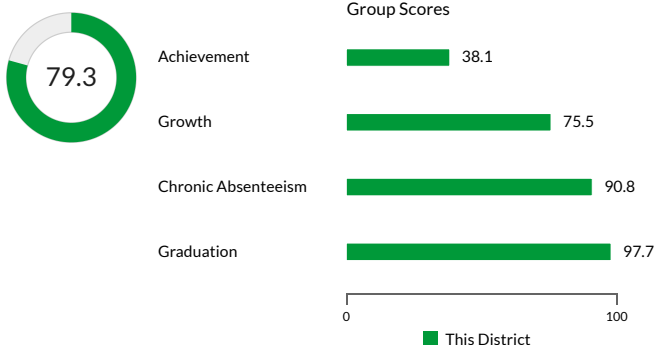
#### ACHIEVEMENT



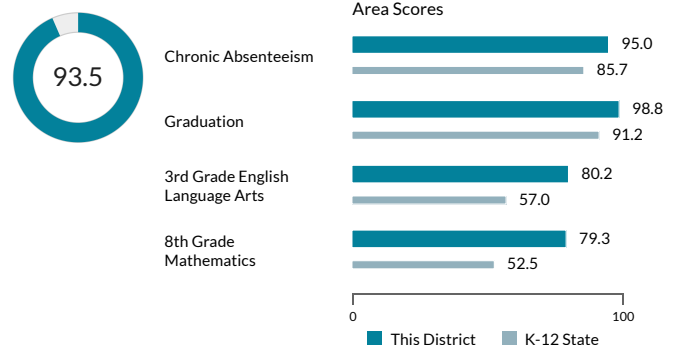
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

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

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	6	60.0%
Exceeds Expectations	3	30.0%
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	1	10.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

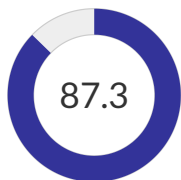
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	79.2	86.4	93.9	100.0
Achievement	82.2	88.3	95.9	100.0
Growth	65.1	78.9	100.0	100.0
Target Group Outcomes	62.9	77.9	99.5	100.0
On-Track to Graduation	92.1	94.3	96.7	100.0



## ACHIEVEMENT

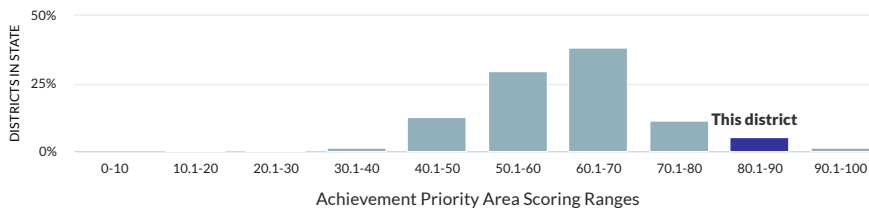
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

### Priority Area Score



English Language Arts Score: 85.0  
Mathematics Score: 89.6

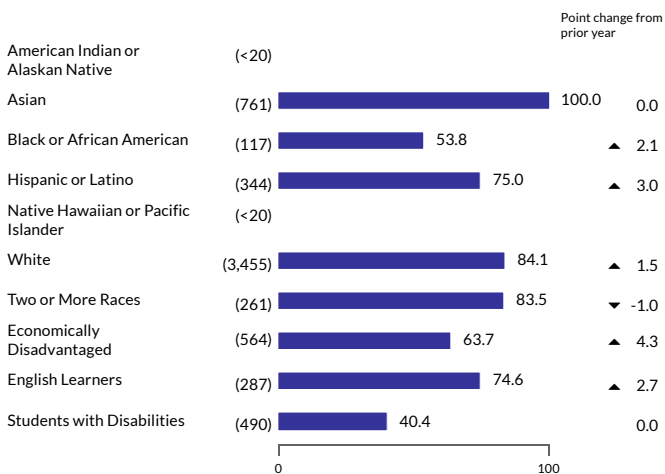
■ This district's score was the same or higher than 98.2% of districts in the state.



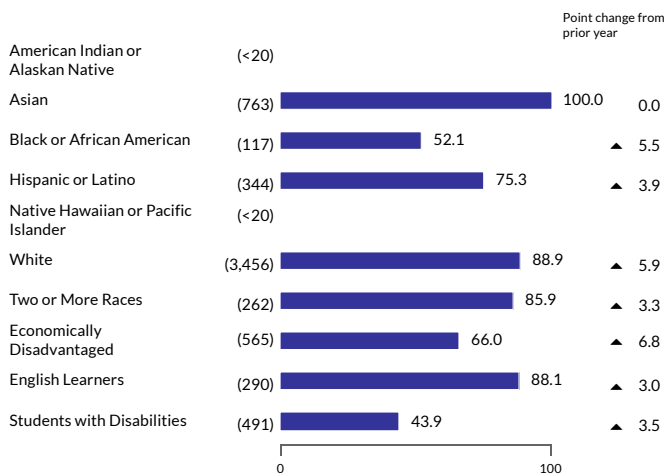
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



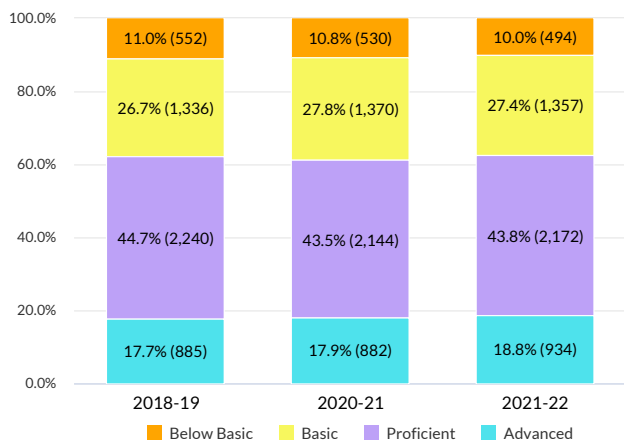
### MATHEMATICS



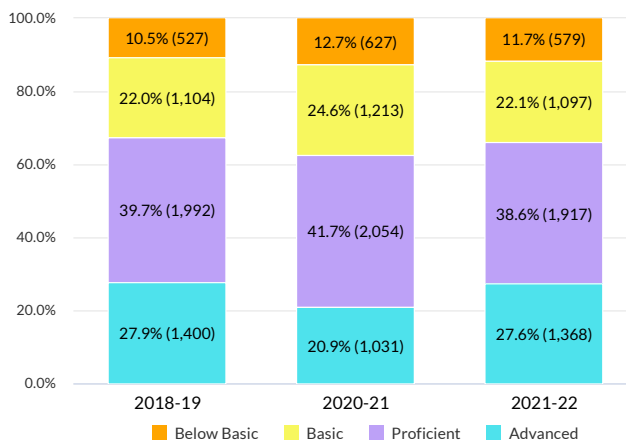
## Performance Levels by Year

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	Lowest-participating group: Students with Disabilities
97.6%	93.4%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.6%	93.4%

### Student Group Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS

	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	5,013	17.7%	44.7%	26.7%	11.0%	4,926	17.9%	43.5%	27.8%	10.8%	4,957	18.8%	43.8%	27.4%	10.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	811	32.4%	45.9%	15.2%	6.5%	781	33.0%	44.4%	16.1%	6.4%	761	35.5%	43.0%	15.6%	5.9%
Black or African American	132	6.1%	26.5%	37.1%	30.3%	119	5.0%	26.9%	34.5%	33.6%	117	6.8%	24.8%	37.6%	30.8%
Hispanic or Latino	310	9.4%	39.0%	33.5%	18.1%	330	13.0%	33.9%	37.0%	16.1%	344	14.2%	35.5%	36.3%	14.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	3,507	15.2%	45.9%	28.3%	10.6%	3,441	15.3%	44.9%	29.5%	10.3%	3,455	16.0%	45.6%	28.7%	9.6%
Two or More Races	237	20.7%	39.2%	26.6%	13.5%	235	19.1%	43.8%	23.8%	13.2%	261	19.2%	40.6%	28.4%	11.9%
Economically Disadvantaged	453	5.7%	31.3%	38.9%	24.1%	533	5.8%	32.6%	36.0%	25.5%	564	8.0%	34.4%	34.8%	22.9%
English Learners	339	10.0%	40.7%	31.9%	17.4%	290	10.0%	40.7%	32.4%	16.9%	287	12.5%	38.0%	35.5%	13.9%
Students with Disabilities	475	3.4%	18.5%	33.1%	45.1%	475	4.8%	16.2%	33.9%	45.1%	490	3.1%	18.0%	35.7%	43.3%

#### MATHEMATICS

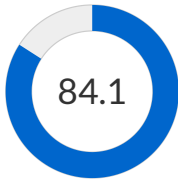
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	5,023	27.9%	39.7%	22.0%	10.5%	4,925	20.9%	41.7%	24.6%	12.7%	4,961	27.6%	38.6%	22.1%	11.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	817	51.0%	31.9%	10.8%	6.2%	780	41.0%	40.4%	13.1%	5.5%	763	52.8%	31.5%	10.2%	5.5%
Black or African American	132	8.3%	26.5%	28.8%	36.4%	119	5.9%	23.5%	28.6%	42.0%	117	7.7%	22.2%	36.8%	33.3%
Hispanic or Latino	310	15.5%	36.1%	28.7%	19.7%	329	14.6%	32.2%	34.7%	18.5%	344	19.2%	31.7%	29.7%	19.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	3,511	24.2%	42.6%	23.7%	9.5%	3,442	17.6%	43.4%	26.4%	12.6%	3,456	23.6%	41.7%	23.6%	11.1%
Two or More Races	237	29.5%	34.6%	22.4%	13.5%	235	18.7%	43.8%	21.3%	16.2%	262	26.0%	36.6%	20.6%	16.8%
Economically Disadvantaged	454	9.5%	31.7%	32.2%	26.7%	532	8.8%	29.3%	33.3%	28.6%	565	12.7%	30.6%	32.6%	24.1%
English Learners	346	23.7%	39.6%	22.8%	13.9%	291	22.3%	39.5%	24.1%	14.1%	290	25.5%	39.0%	21.7%	13.8%
Students with Disabilities	477	6.3%	18.2%	31.7%	43.8%	475	6.3%	16.2%	29.5%	48.0%	491	7.1%	19.6%	27.3%	46.0%



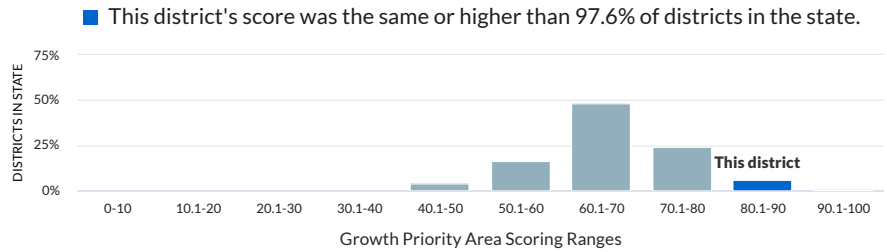
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the 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:** 83.1  
**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

All Students	(4,086)	3.9
American Indian or Alaskan Native	(<20)	
Asian	(627)	4.3
Black or African American	(90)	3.9
Hispanic or Latino	(277)	3.9
Native Hawaiian or Pacific Islander	(<20)	
White	(2,871)	3.9
Two or More Races	(205)	3.8
Economically Disadvantaged	(456)	3.7
Not Economically Disadvantaged	(3,630)	4.0
English Learners	(231)	3.5
English Proficient	(3,855)	4.0
Students with Disabilities	(350)	3.5
Students without Disabilities	(3,736)	4.0
Proficient Last Year	(2,546)	3.9
Not Proficient Last Year	(1,540)	3.9

#### MATHEMATICS

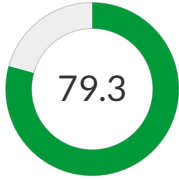
All Students	(4,096)	4.0
American Indian or Alaskan Native	(<20)	
Asian	(627)	4.4
Black or African American	(90)	3.7
Hispanic or Latino	(278)	3.7
Native Hawaiian or Pacific Islander	(<20)	
White	(2,880)	3.9
Two or More Races	(205)	3.8
Economically Disadvantaged	(458)	3.7
Not Economically Disadvantaged	(3,638)	4.0
English Learners	(231)	3.7
English Proficient	(3,865)	4.0
Students with Disabilities	(355)	3.5
Students without Disabilities	(3,741)	4.0
Proficient Last Year	(2,627)	4.0
Not Proficient Last Year	(1,469)	3.8



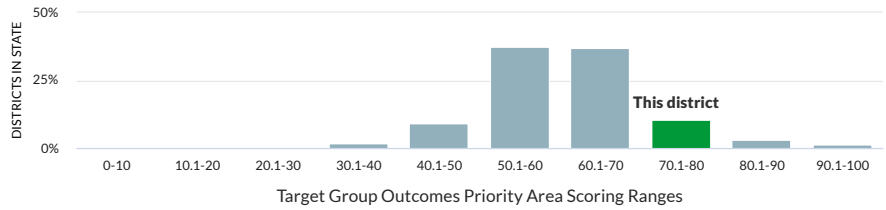
## TARGET GROUP OUTCOMES

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

### Priority Area Score



■ This district's score was the same or higher than 95.2% of districts in the state.



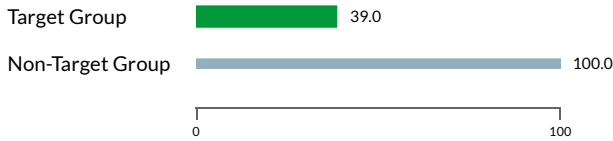
## Component Scores

### ACHIEVEMENT

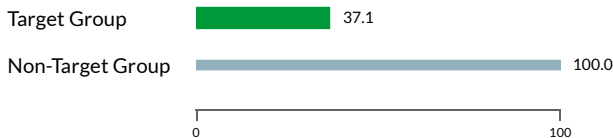
Score: 38.1

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

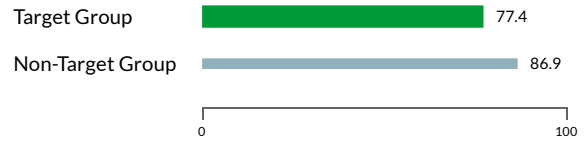


### GROWTH

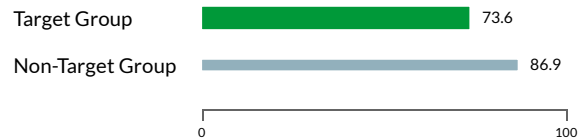
Score: 75.5

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

#### English Language Arts



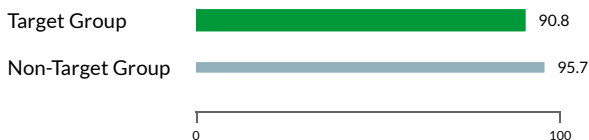
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 90.8

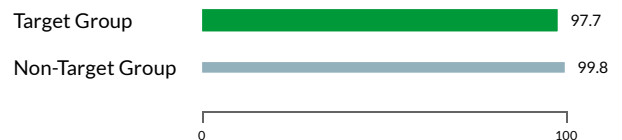
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.7

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

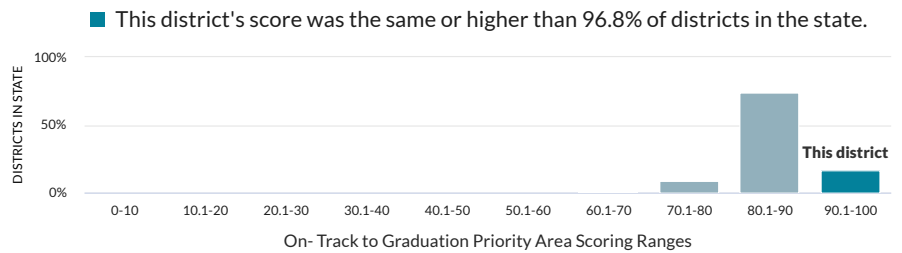
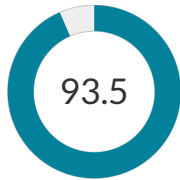




## ON-TRACK TO GRADUATION

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

### Priority Area Score

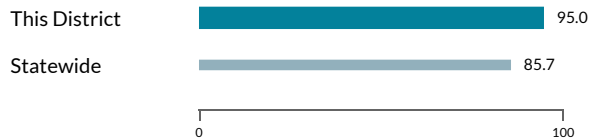


## Component Scores

### CHRONIC ABSENTEEISM

Score: 95.0

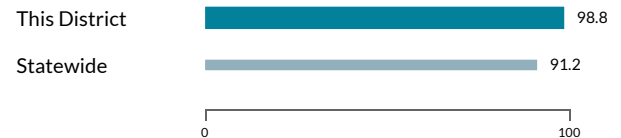
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 98.8

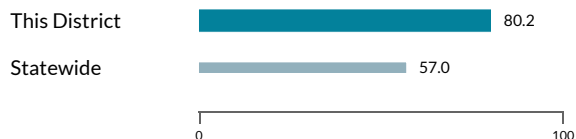
Average of 2020-21's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 80.2

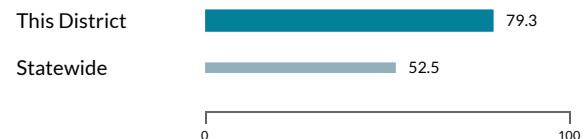
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 79.3

Multi-year average points-based proficiency rates.





## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

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

	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	7,261	5.2%	7,264	5.1%	7,215	4.6%
American Indian or Alaskan Native	22	9.1%	<20	*	22	9.1%
Asian	1,160	6.8%	1,153	7.3%	1,122	1.9%
Black or African American	189	11.1%	184	12.5%	190	16.8%
Hispanic or Latino	460	10.2%	470	7.2%	470	8.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	5,073	4.1%	5,080	4.1%	5,053	4.4%
Two or More Races	354	5.9%	347	6.1%	354	5.9%
Economically Disadvantaged	647	14.1%	703	12.9%	773	12.7%
English Learners	512	6.6%	509	7.5%	433	2.5%
Students with Disabilities	746	9.2%	713	7.9%	663	7.8%

### 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	602	597	99.2%	672	662	98.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	82	81	98.8%	66	66	100.0%
Black or African American	24	23	95.8%	27	27	100.0%
Hispanic or Latino	38	38	100.0%	32	32	100.0%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	429	426	99.3%	522	513	98.3%
Two or More Races	27	27	100.0%	23	22	95.7%
Economically Disadvantaged	72	70	97.2%	59	56	94.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	41	37	90.2%	54	51	94.4%





## 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. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>45.9%</b>	<b>19.9%</b>

1,149 students successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

District	State
<b>11.3%</b>	<b>18.6%</b>

283 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>2.3%</b>	<b>2.8%</b>

58 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>0.4%</b>	<b>3.4%</b>

10 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	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	386	9,945	65.3%	28.6%	14.0%	16.9%	1.0%	2.2%	0.0%	1.9%
Black or African American	74	25,104	29.7%	12.2%	9.5%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	170	34,372	35.3%	15.8%	12.4%	13.4%	4.7%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	1,759	181,931	43.8%	21.7%	10.9%	21.7%	2.3%	3.4%	0.5%	4.2%
Two or More Races	106	9,829	38.7%	15.9%	7.5%	13.7%	3.8%	1.8%	0.9%	1.9%
Economically Disadvantaged	266	96,593	27.8%	10.8%	9.8%	12.0%	1.9%	2.1%	0.4%	2.6%
English Learners	57	14,562	24.6%	9.7%	12.3%	12.0%	1.8%	1.3%	0.0%	1.3%
Students with Disabilities	181	34,324	9.4%	3.6%	10.5%	9.6%	0.6%	1.9%	0.6%	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. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>26.4%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>2.8%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.6%</b>
660 students successfully completed at least one art & design course.		No students successfully completed a dance course.		70 students successfully completed at least one music course.		1 student 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
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	386	9,945	18.4%	20.6%	0.0%	0.3%	2.1%	16.3%	0.0%	0.9%
Black or African American	74	25,104	27.0%	18.7%	0.0%	0.4%	5.4%	8.9%	0.0%	2.5%
Hispanic or Latino	170	34,372	30.0%	21.3%	0.0%	0.2%	2.4%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	1,759	181,931	27.4%	24.2%	0.0%	0.3%	3.0%	21.0%	0.1%	1.5%
Two or More Races	106	9,829	30.2%	21.5%	0.0%	0.2%	0.9%	16.5%	0.0%	1.6%
Economically Disadvantaged	266	96,593	28.2%	21.8%	0.0%	0.2%	3.0%	13.6%	0.0%	1.5%
English Learners	57	14,562	31.6%	21.6%	0.0%	0.2%	3.5%	9.4%	0.0%	1.1%
Students with Disabilities	181	34,324	30.9%	23.4%	0.0%	0.2%	7.7%	12.0%	0.0%	1.5%