



OVERVIEW

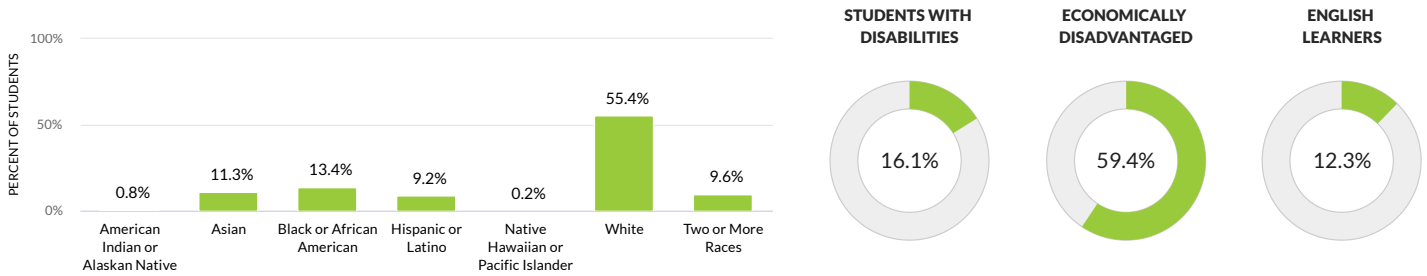
School Details

Grades : 6-8
Enrollment : 478
Percent open enrollment : 0.6%

The Oshkosh Area School District's guiding principle of Students First drives programming and decisions district-wide. Our staff are committed to supporting all students and our schools are places where ideas are fostered and students persevere when challenged. The District's rigorous academic programs and exceptional services ensure that all students are College, Career, and Community Ready.

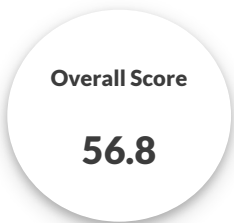
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

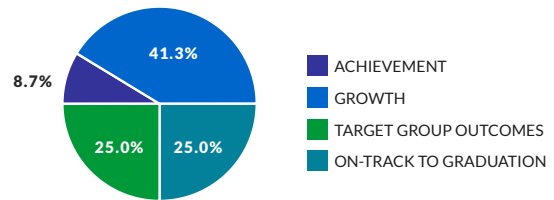
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations

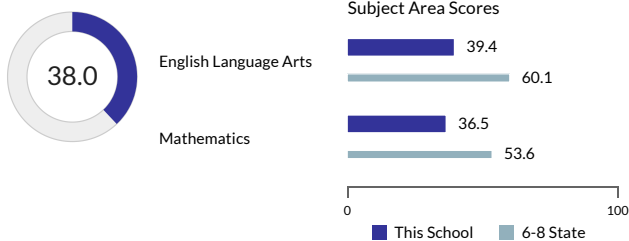


PRIORITY AREA WEIGHTS

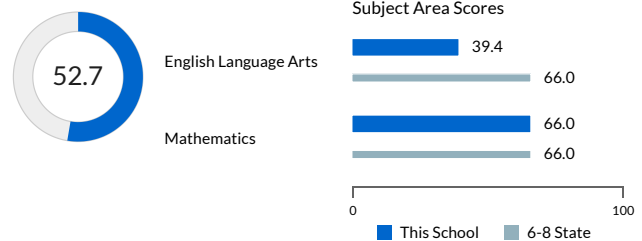


Priority Area Scores

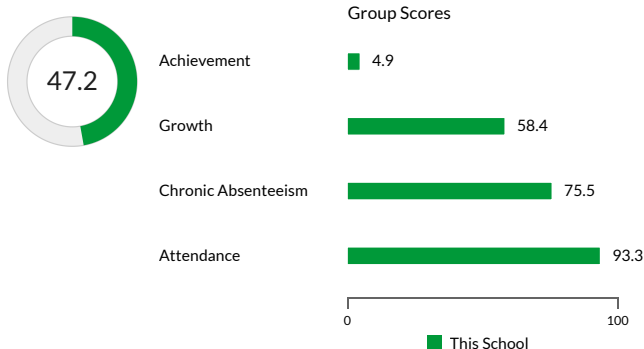
ACHIEVEMENT



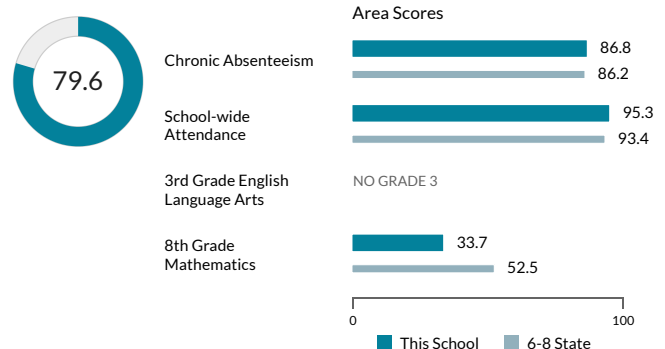
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

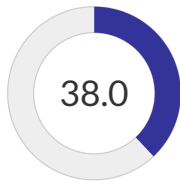




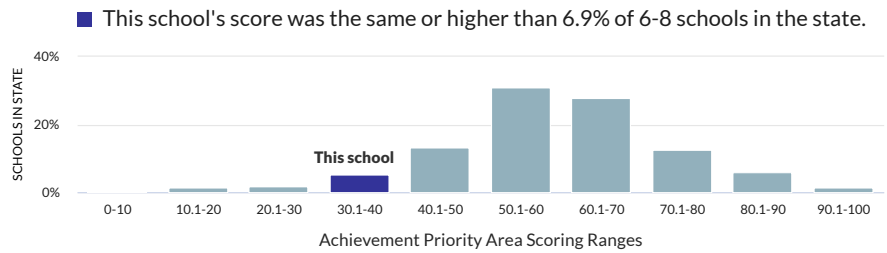
ACHIEVEMENT

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

Priority Area Score



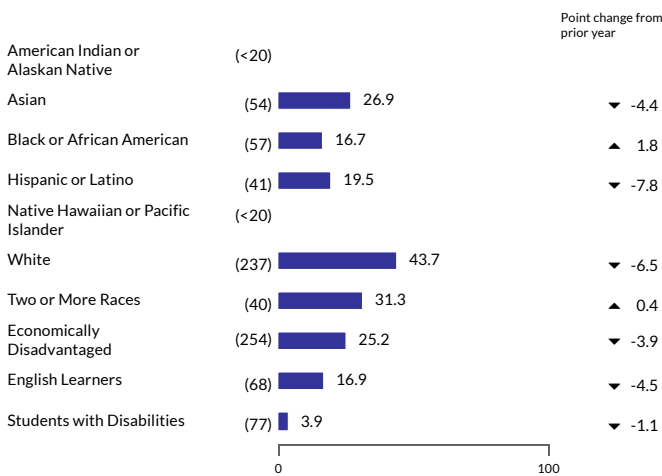
English Language Arts Score: 39.4
Mathematics Score: 36.5



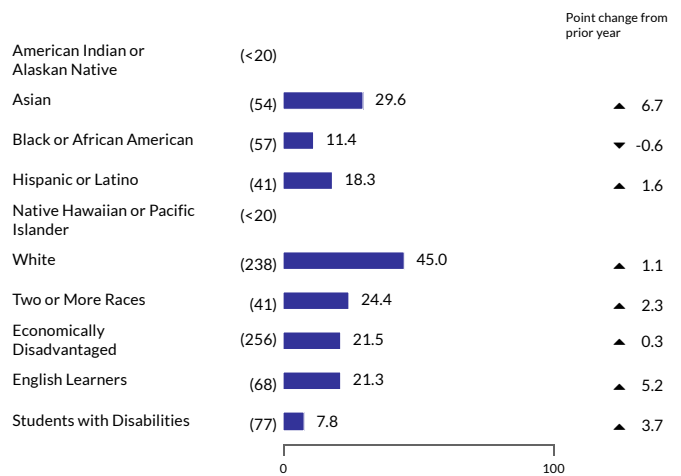
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



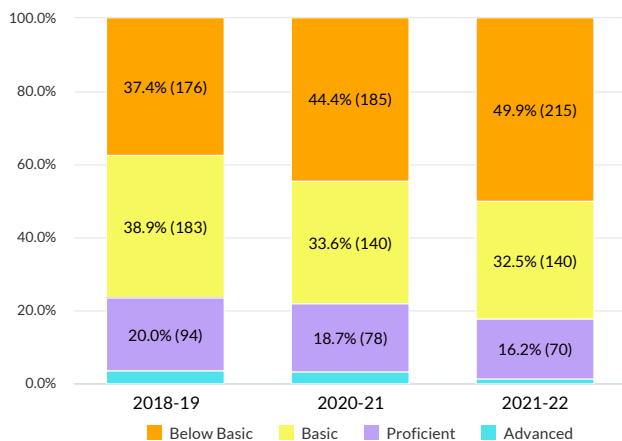
MATHEMATICS



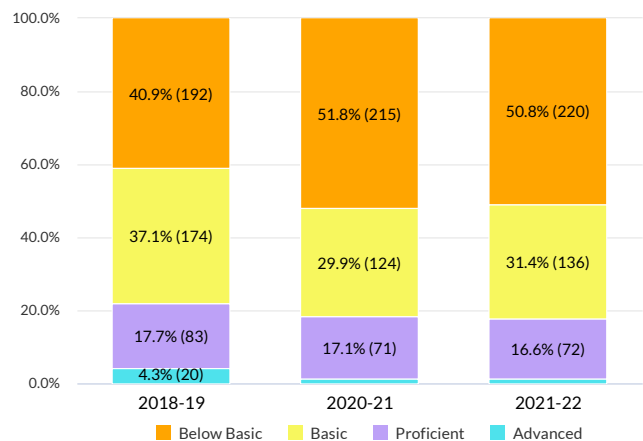
Performance Levels by Year

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	Lowest-participating group: Two or More Races
98.9%	95.5%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
99.4%	97.7%

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: 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	470	3.6%	20.0%	38.9%	37.4%	417	3.4%	18.7%	33.6%	44.4%	431	1.4%	16.2%	32.5%	49.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	49	6.1%	12.2%	34.7%	46.9%	48	2.1%	6.3%	43.8%	47.9%	54	0.0%	11.1%	31.5%	57.4%
Black or African American	54	0.0%	3.7%	37.0%	59.3%	47	0.0%	6.4%	17.0%	76.6%	57	0.0%	7.0%	19.3%	73.7%
Hispanic or Latino	36	0.0%	11.1%	33.3%	55.6%	33	0.0%	9.1%	36.4%	54.5%	41	0.0%	7.3%	24.4%	68.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	306	4.6%	25.8%	40.2%	29.4%	254	4.7%	25.2%	35.8%	34.3%	237	2.5%	19.8%	40.1%	37.6%
Two or More Races	22	0.0%	13.6%	50.0%	36.4%	34	2.9%	14.7%	23.5%	58.8%	40	0.0%	22.5%	17.5%	60.0%
Economically Disadvantaged	258	3.1%	12.4%	37.6%	46.9%	222	1.4%	12.2%	29.7%	56.8%	254	0.4%	11.0%	27.2%	61.4%
English Learners	65	1.5%	10.8%	30.8%	56.9%	56	0.0%	1.8%	39.3%	58.9%	68	0.0%	2.9%	27.9%	69.1%
Students with Disabilities	75	1.3%	6.7%	26.7%	65.3%	60	0.0%	1.7%	6.7%	91.7%	77	0.0%	3.9%	0.0%	96.1%

MATHEMATICS

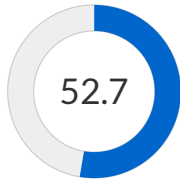
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	469	4.3%	17.7%	37.1%	40.9%	415	1.2%	17.1%	29.9%	51.8%	433	1.2%	16.6%	31.4%	50.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	49	4.1%	8.2%	46.9%	40.8%	48	2.1%	4.2%	31.3%	62.5%	54	0.0%	14.8%	29.6%	55.6%
Black or African American	54	0.0%	3.7%	38.9%	57.4%	46	0.0%	4.3%	15.2%	80.4%	57	0.0%	5.3%	12.3%	82.5%
Hispanic or Latino	35	2.9%	8.6%	22.9%	65.7%	33	0.0%	6.1%	21.2%	72.7%	41	0.0%	0.0%	36.6%	63.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	306	5.6%	23.2%	35.6%	35.6%	253	1.2%	24.9%	34.4%	39.5%	238	2.1%	24.4%	34.9%	38.7%
Two or More Races	22	0.0%	13.6%	59.1%	27.3%	34	2.9%	5.9%	23.5%	67.6%	41	0.0%	7.3%	34.1%	58.5%
Economically Disadvantaged	257	3.1%	12.1%	35.0%	49.8%	222	0.5%	7.2%	26.6%	65.8%	256	0.0%	7.4%	28.1%	64.5%
English Learners	65	1.5%	10.8%	35.4%	52.3%	56	0.0%	3.6%	25.0%	71.4%	68	0.0%	10.3%	22.1%	67.6%
Students with Disabilities	75	1.3%	5.3%	18.7%	74.7%	61	0.0%	0.0%	8.2%	91.8%	77	0.0%	2.6%	10.4%	87.0%



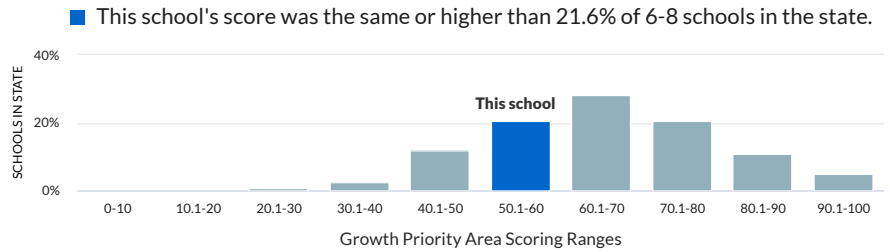
GROWTH

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

Priority Area Score



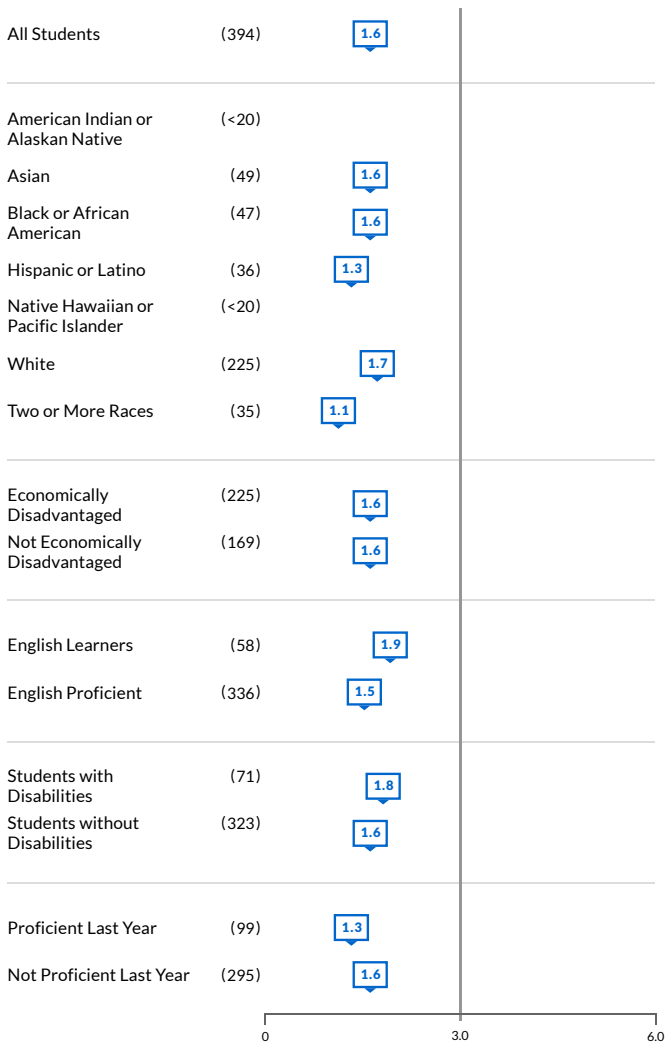
English Language Arts Score: 39.4
Mathematics Score: 66.0



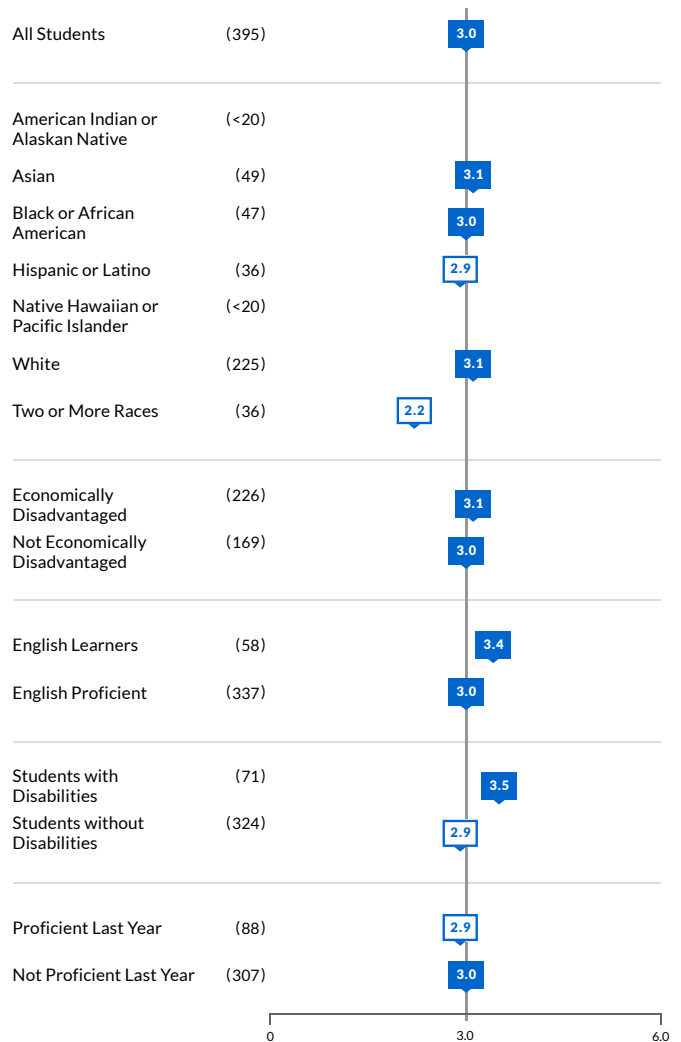
Student Group Value-Added (for information only)

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. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

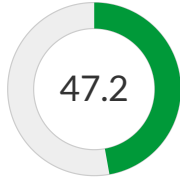




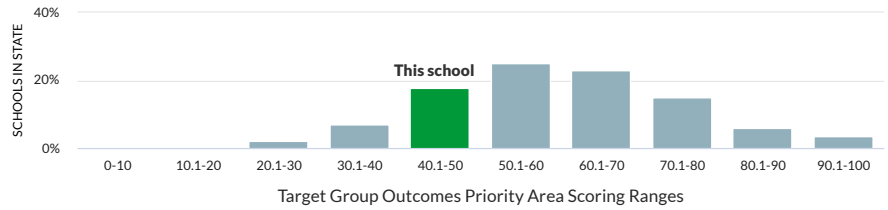
TARGET GROUP OUTCOMES

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

Priority Area Score



■ This school's score was the same or higher than 23.0% of 6-8 schools in the state.



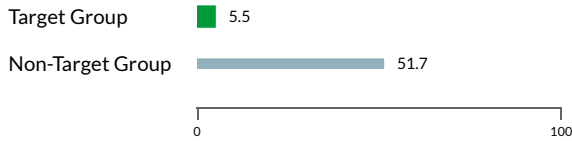
Component Scores

ACHIEVEMENT

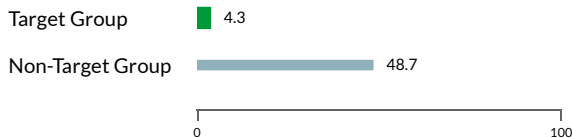
Score: 4.9

Average points-based proficiency rates.

English Language Arts



Mathematics

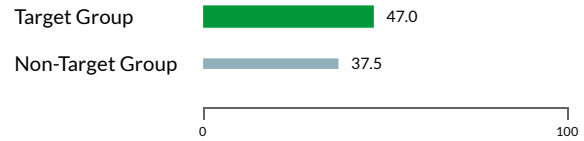


GROWTH

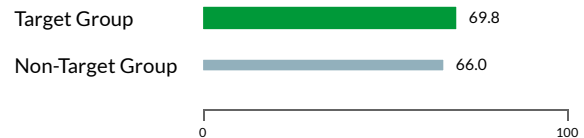
Score: 58.4

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

English Language Arts



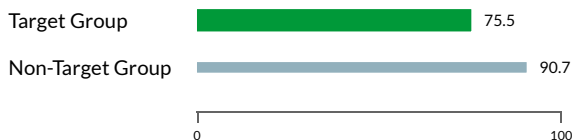
Mathematics



CHRONIC ABSENTEEISM

Score: 75.5

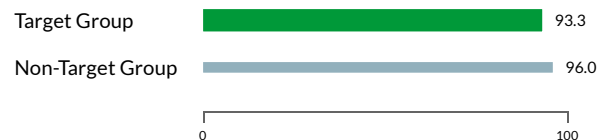
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 93.3

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

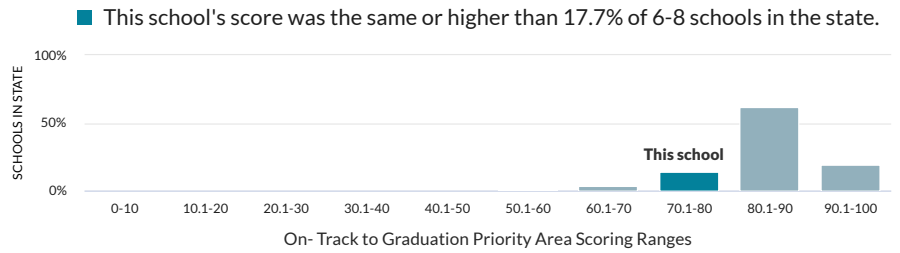
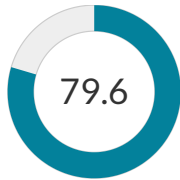




ON-TRACK TO GRADUATION

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

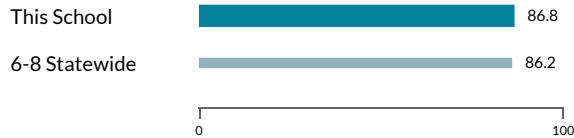


Component Scores

CHRONIC ABSENTEEISM

Score: 86.8

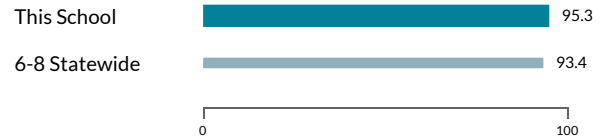
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.3

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

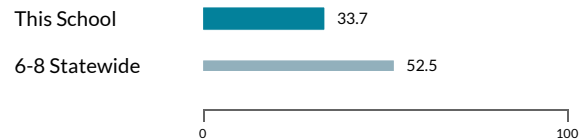
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 33.7

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: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	491	16.9%	493	13.8%	479	10.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	50	6.0%	49	4.1%	54	1.9%
Black or African American	59	33.9%	66	19.7%	66	16.7%
Hispanic or Latino	38	21.1%	45	22.2%	41	14.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	316	13.9%	306	12.7%	277	7.9%
Two or More Races	25	28.0%	24	12.5%	39	23.1%
Economically Disadvantaged	277	24.2%	294	20.1%	267	15.0%
English Learners	65	4.6%	69	7.2%	64	4.7%
Students with Disabilities	81	39.5%	85	27.1%	75	25.3%

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