OVERVIEW

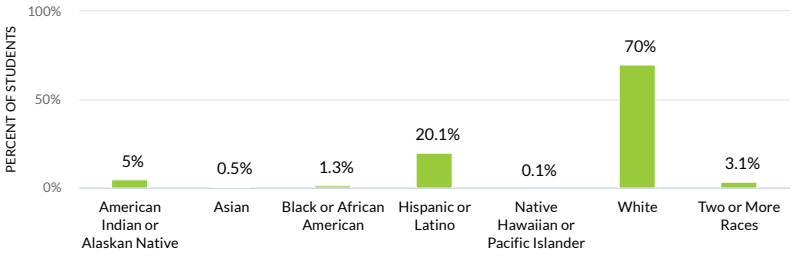
District Details

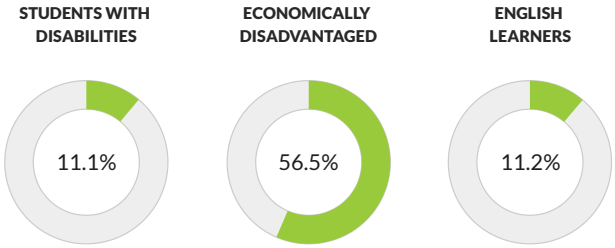
Grades : K4-12
Enrollment : 1,728
Percent open enrollment : 6.7%

During the 2020-21 school year the SDWD made purposeful efforts to offer as much in-person instruction as possible. In most instances, this has translated into higher student achievement levels. The district, along with each of our four schools, makes a concerted effort to live its mission of Connect, Inspire, Achieve, Everyone, Every day!

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.

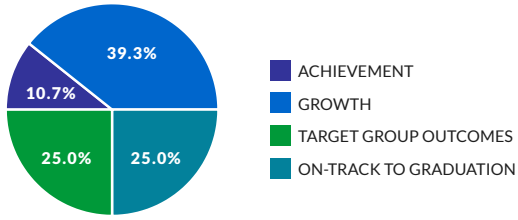
Overall Score

73.5

Exceeds Expectations

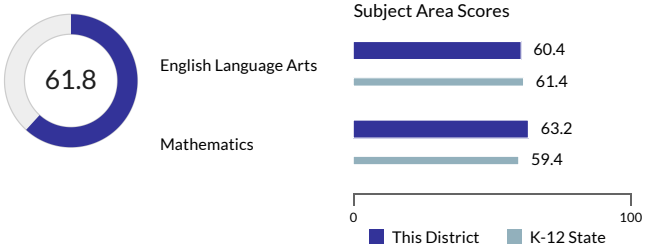
★★★★

PRIORITY AREA WEIGHTS

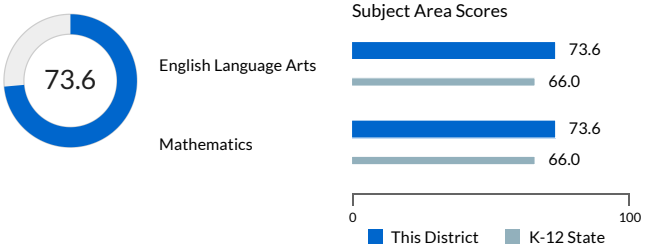


Priority Area Scores

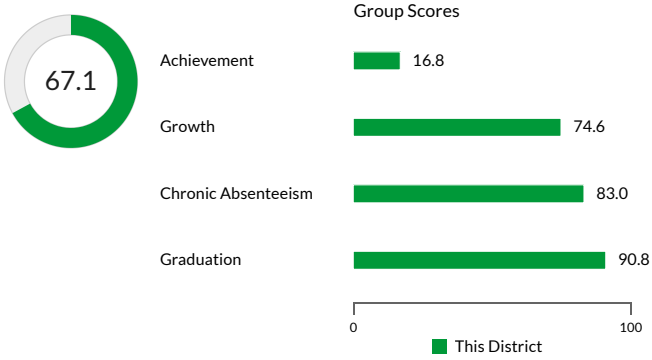
ACHIEVEMENT



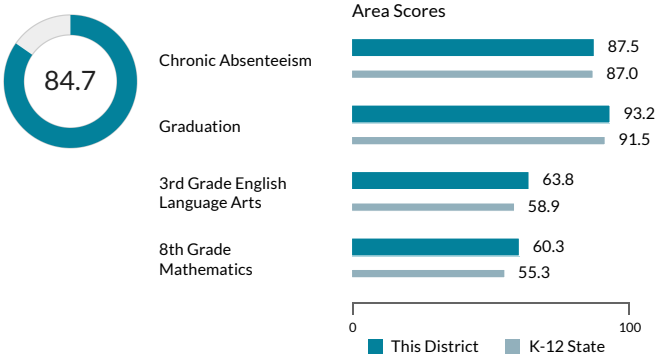
GROWTH



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	2	40.0%
Exceeds Expectations	1	20.0%
Meets Expectations	2	40.0%
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

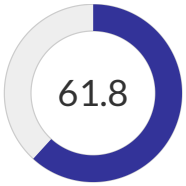
This table does not include alternate accountability schools.

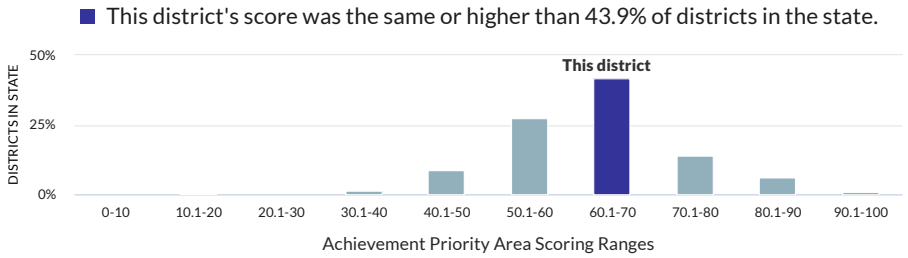
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	67.4	79.6	95.5	100.0
Achievement	53.1	68.8	83.3	100.0
Growth	63.2	80.9	100.0	100.0
Target Group Outcomes	56.0	61.6	70.7	100.0
On-Track to Graduation	84.7	87.2	89.0	100.0

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





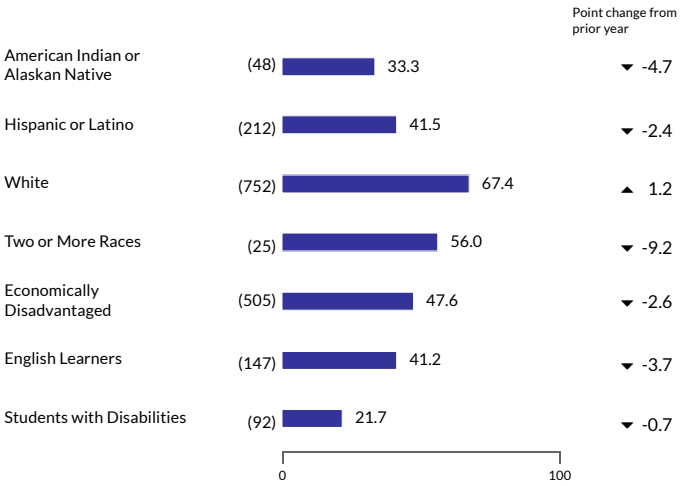
English Language Arts Score: 60.4

Mathematics Score: 63.2

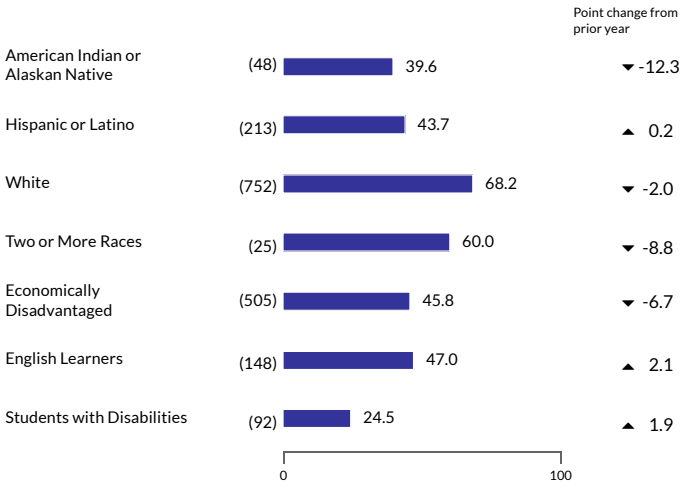
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



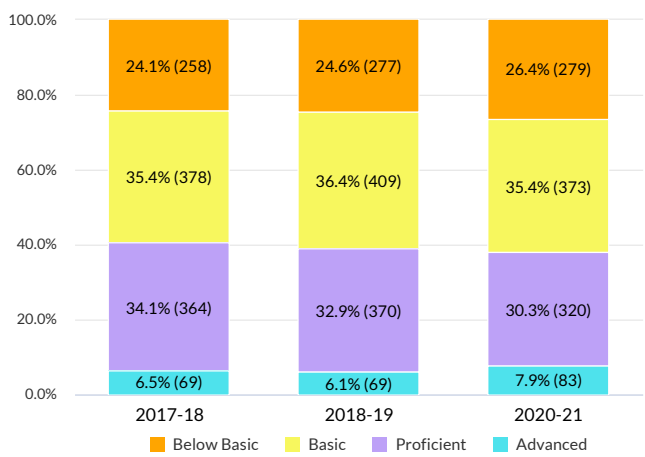
MATHEMATICS



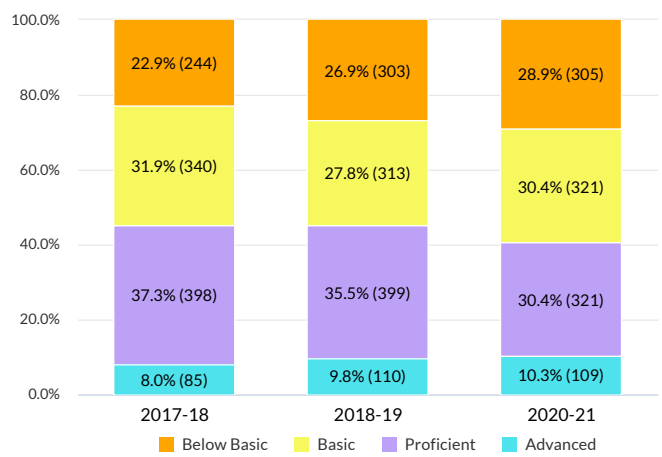
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
93.9%	80.8%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
93.7%	80.8%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	1,069	6.5%	34.1%	35.4%	24.1%	1,125	6.1%	32.9%	36.4%	24.6%	1,055	7.9%	30.3%	35.4%	26.4%
American Indian or Alaskan Native	55	0.0%	20.0%	49.1%	30.9%	54	0.0%	13.0%	50.0%	37.0%	48	0.0%	12.5%	41.7%	45.8%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	199	2.5%	19.6%	35.7%	42.2%	213	1.9%	21.1%	39.9%	37.1%	212	1.4%	17.9%	42.9%	37.7%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	770	8.1%	38.2%	34.5%	19.2%	806	7.3%	38.0%	34.5%	20.2%	752	10.5%	35.1%	33.0%	21.4%
Two or More Races	32	6.3%	50.0%	21.9%	21.9%	33	15.2%	24.2%	36.4%	24.2%	25	4.0%	40.0%	20.0%	36.0%
Economically Disadvantaged	571	3.5%	25.7%	37.3%	33.5%	619	3.1%	27.1%	37.0%	32.8%	505	5.5%	21.4%	35.8%	37.2%
English Learners	139	2.2%	17.3%	35.3%	45.3%	146	2.7%	19.9%	41.8%	35.6%	147	3.4%	16.3%	39.5%	40.8%
Students with Disabilities	111	2.7%	9.9%	20.7%	66.7%	116	0.9%	10.3%	21.6%	67.2%	92	2.2%	7.6%	21.7%	68.5%

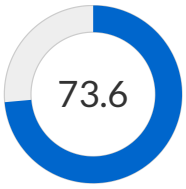
MATHEMATICS

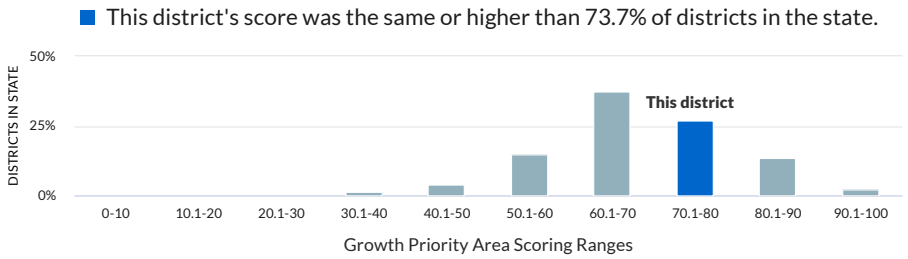
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	1,067	8.0%	37.3%	31.9%	22.9%	1,125	9.8%	35.5%	27.8%	26.9%	1,056	10.3%	30.4%	30.4%	28.9%
American Indian or Alaskan Native	55	9.1%	23.6%	40.0%	27.3%	54	5.6%	27.8%	31.5%	35.2%	48	0.0%	16.7%	45.8%	37.5%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	199	3.5%	25.6%	31.7%	39.2%	215	6.5%	16.3%	34.9%	42.3%	213	4.7%	20.7%	31.9%	42.7%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	768	9.1%	40.9%	31.6%	18.4%	805	10.6%	41.5%	25.7%	22.2%	752	12.8%	34.3%	29.5%	23.4%
Two or More Races	32	9.4%	40.6%	28.1%	21.9%	32	18.8%	28.1%	25.0%	28.1%	25	12.0%	32.0%	20.0%	36.0%
Economically Disadvantaged	569	6.2%	28.1%	34.6%	31.1%	619	8.1%	25.4%	30.0%	36.5%	505	5.0%	23.4%	30.1%	41.6%
English Learners	139	4.3%	24.5%	33.1%	38.1%	148	6.1%	20.9%	29.7%	43.2%	148	10.1%	18.9%	25.7%	45.3%
Students with Disabilities	111	1.8%	14.4%	22.5%	61.3%	115	4.3%	6.1%	20.0%	69.6%	92	1.1%	9.8%	26.1%	63.0%

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





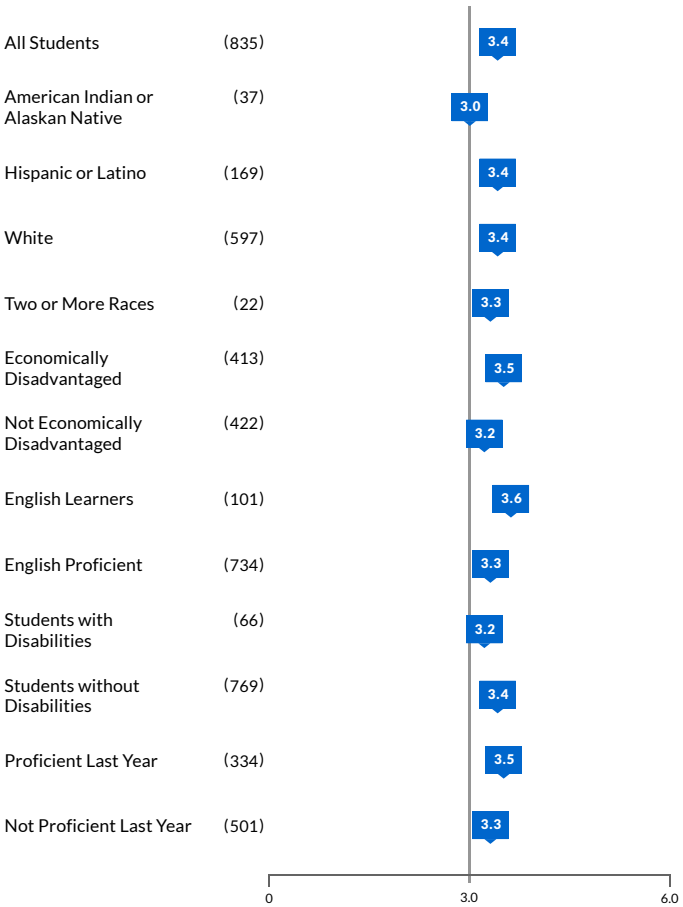
English Language Arts Score: 73.6

Mathematics Score: 73.6

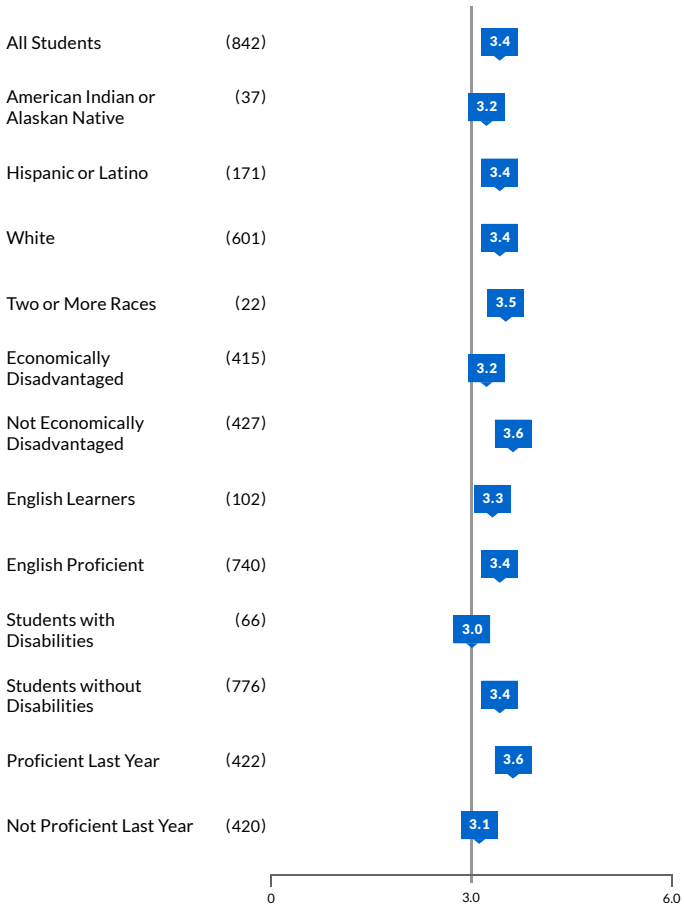
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



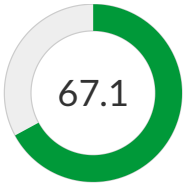
MATHEMATICS

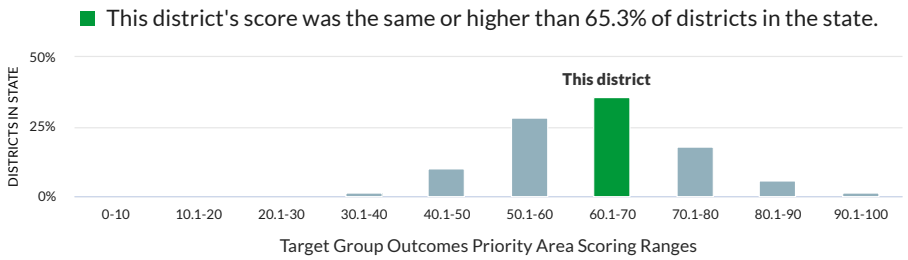


TARGET GROUP OUTCOMES

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





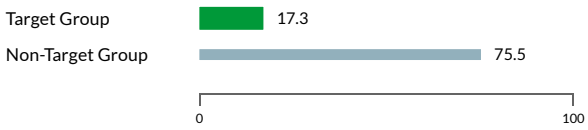
Component Scores

ACHIEVEMENT

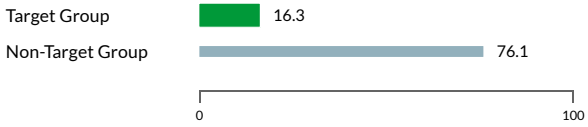
Score: 16.8

Average points-based proficiency rates.

English Language Arts



Mathematics

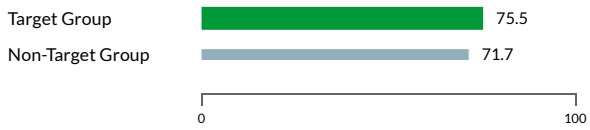


GROWTH

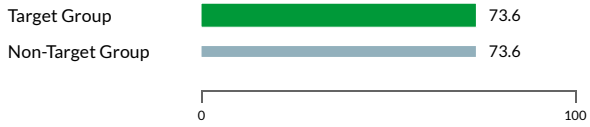
Score: 74.6

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

English Language Arts



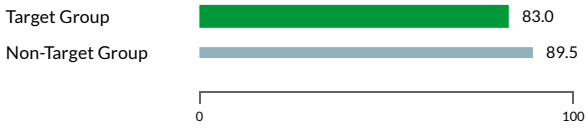
Mathematics



CHRONIC ABSENTEEISM

Score: 83.0

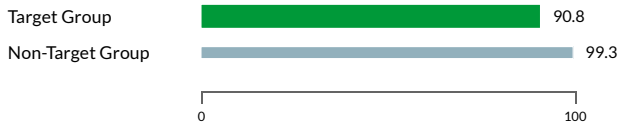
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.8

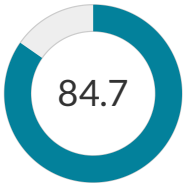
Average of 2019-20's 4- and 7-year cohort rates.

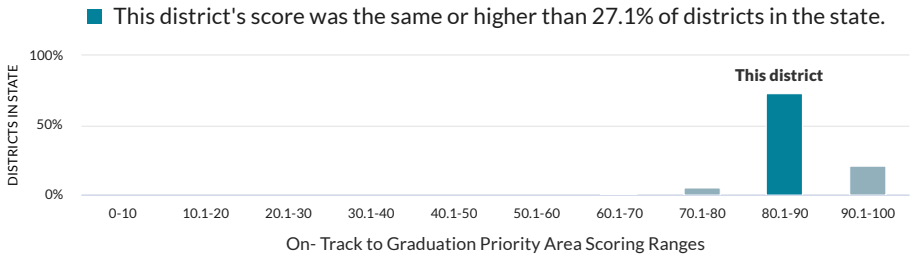


ON-TRACK TO GRADUATION

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



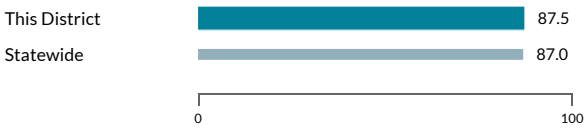


Component Scores

CHRONIC ABSENTEEISM

Score: 87.5

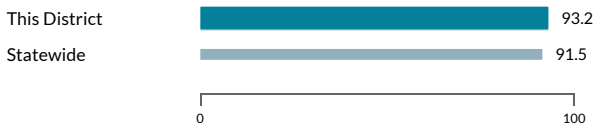
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.2

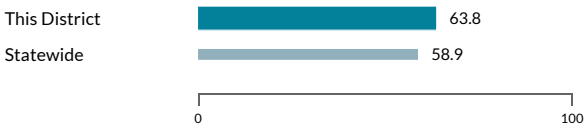
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 63.8

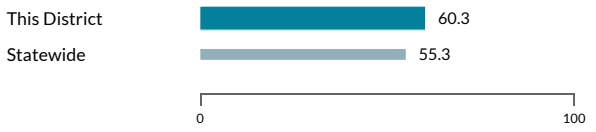
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 60.3

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	1,582	9.9%	1,630	14.1%	1,595	12.9%
American Indian or Alaskan Native	82	30.5%	82	31.7%	85	23.5%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	24	25.0%	22	13.6%
Hispanic or Latino	300	13.0%	321	15.6%	314	10.8%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	1,129	7.4%	1,138	11.8%	1,119	12.7%
Two or More Races	47	12.8%	55	21.8%	48	12.5%
Economically Disadvantaged	865	14.1%	920	18.9%	859	16.9%
English Learners	214	7.5%	220	9.1%	200	6.0%
Students with Disabilities	184	15.8%	180	22.8%	176	22.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	117	111	94.9%	102	93	91.2%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Black or African American	0	NA	NA	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	92	87	94.6%	82	76	92.7%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	49	45	91.8%	38	34	89.5%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	< 20	*	*	< 20	*	*

POSTSECONDARY PREPARATION, 2019-20

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, and this is the first time these data are included on report cards. 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
21.2%	19.2%

112 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
0.0%	17.8%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

District	State
3.6%	2.4%

19 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. All groups present in the district are shown. 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	26	3,044	15.4%	7.7%	0.0%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	< 20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	69	31,812	10.1%	14.7%	0.0%	14.1%	0.0%	0.9%	2.9%	1.4%
White	401	188,332	23.9%	20.8%	0.0%	19.7%	0.0%	1.6%	4.0%	2.8%
Two or More Races	< 20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	247	97,617	13.0%	11.0%	0.0%	13.7%	0.0%	0.8%	2.0%	1.7%
English Learners	22	13,412	0.0%	8.7%	0.0%	14.1%	0.0%	0.5%	4.5%	1.3%
Students with Disabilities	48	34,473	0.0%	2.9%	0.0%	10.2%	0.0%	0.5%	0.0%	1.4%

ARTS COURSE INFORMATION, 2019-20

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, and this is the first time these data are included on report cards. 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

District	State
28.6%	24.7%

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

DANCE

District	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

District	State
36.7%	21.3%

194 students successfully completed at least one music course.

THEATER

District	State
0.0%	1.9%

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. All groups present in the district are shown. 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	26	3,044	34.6%	27.9%	0.0%	0.1%	15.4%	17.3%	0.0%	1.2%
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	69	31,812	26.1%	26.2%	0.0%	0.3%	39.1%	15.5%	0.0%	1.8%
White	401	188,332	27.9%	23.9%	0.0%	0.3%	37.9%	23.4%	0.0%	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	247	97,617	29.1%	26.9%	0.0%	0.3%	38.1%	17.4%	0.0%	2.3%
English Learners	22	13,412	27.3%	29.0%	0.0%	0.2%	22.7%	13.0%	0.0%	1.4%
Students with Disabilities	48	34,473	18.8%	25.4%	0.0%	0.3%	25.0%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov

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