



OVERVIEW

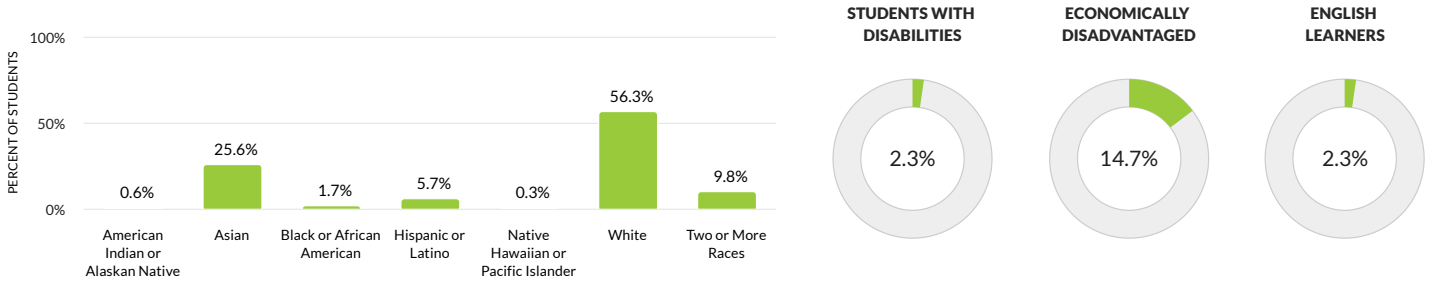
School Details

Grades : KG-8
Enrollment : 348
Percent open enrollment : 41.1%

Leonardo da Vinci School for Gifted Learners (K-8) provides the appropriate level of challenge for academically gifted students in a rigorous, student-centered learning environment. Key academic features of the school include appropriate level of challenge, instruction at academic level, world language, passion projects, and social/emotional and executive function skills instruction.

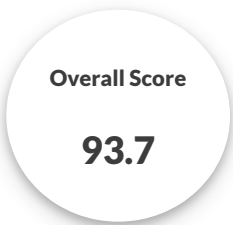
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

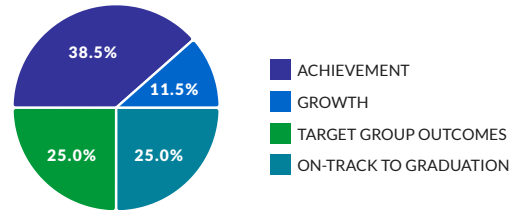
! Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

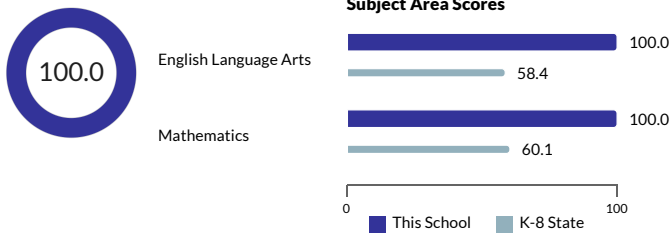


PRIORITY AREA WEIGHTS

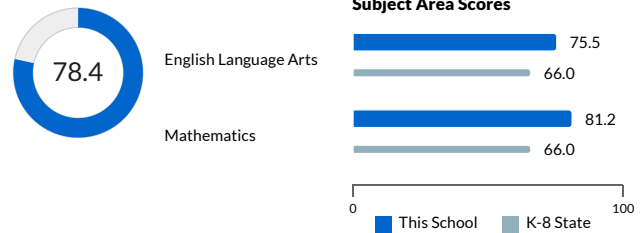


Priority Area Scores

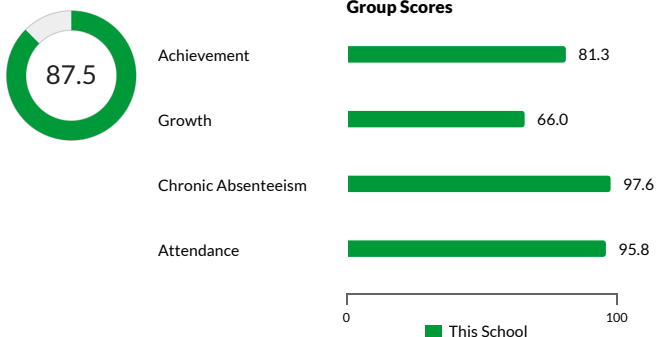
ACHIEVEMENT



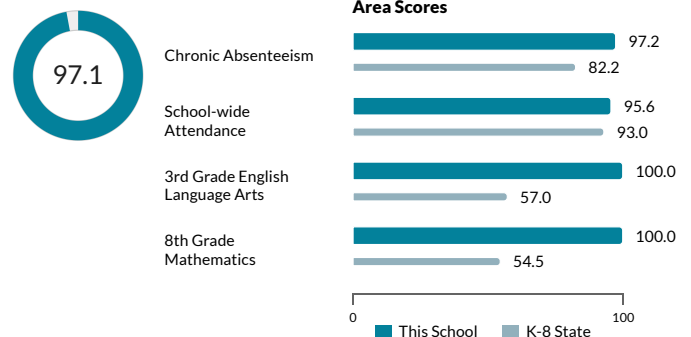
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





ACHIEVEMENT

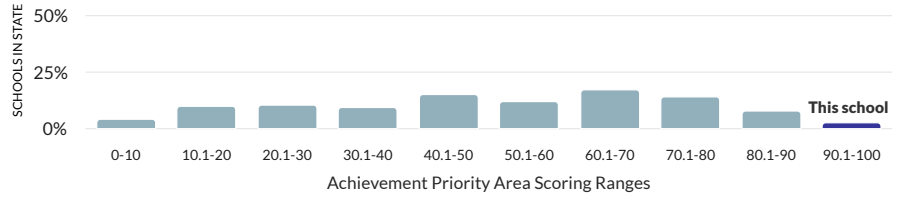
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 100.0
Mathematics Score: 100.0

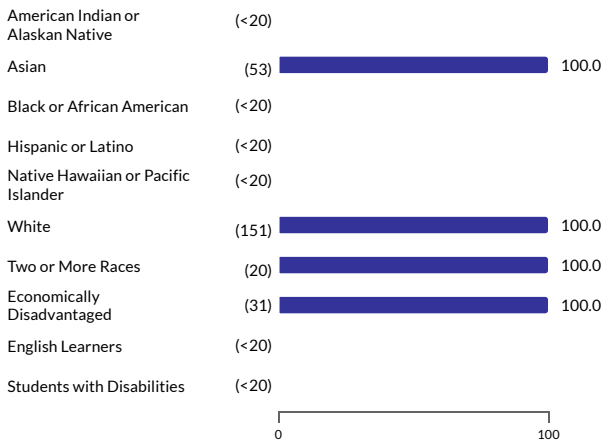
This school's score was the same or higher than 100.0% of K-8 schools in the state.



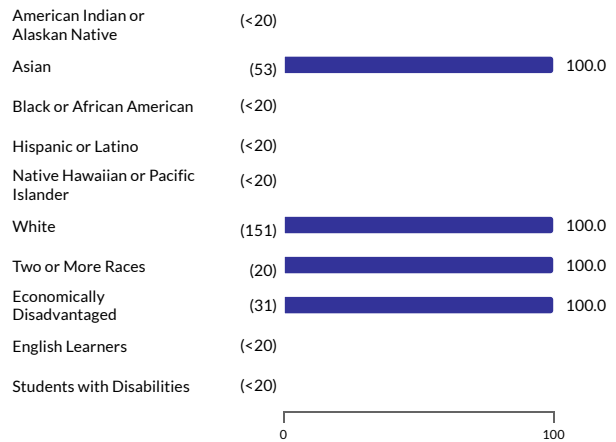
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



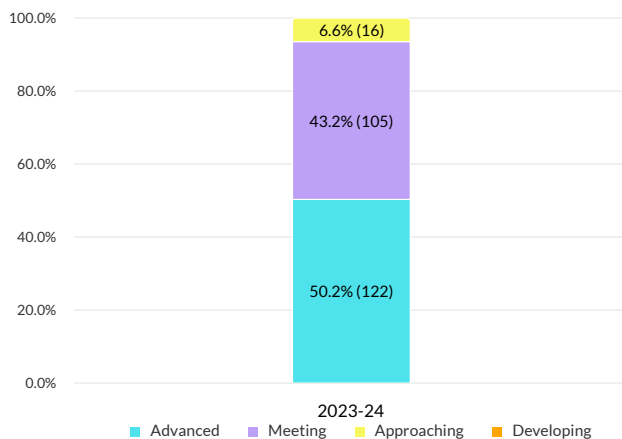
MATHEMATICS



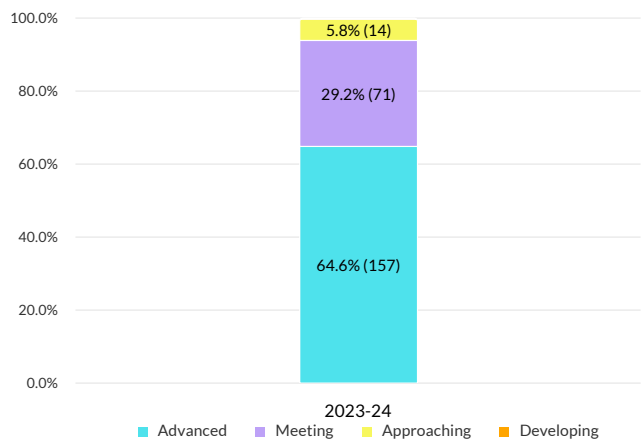
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
99.2%	White
	98.7%

MATHEMATICS

All students	Lowest-participating group:
99.2%	White
	98.7%

Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	357,549	6.8%	30.6%	34.7%	27.9%	355,876	8.1%	31.3%	34.4%	26.1%	353,590	11.5%	40.0%	30.2%	18.2%
All Students	244	38.5%	53.7%	7.8%	0.0%	251	32.3%	51.4%	15.5%	0.8%	243	50.2%	43.2%	6.6%	0.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	48	39.6%	56.3%	4.2%	0.0%	55	34.5%	47.3%	14.5%	3.6%	53	50.9%	41.5%	7.5%	0.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	165	39.4%	51.5%	9.1%	0.0%	164	32.9%	52.4%	14.6%	0.0%	151	50.3%	42.4%	7.3%	0.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	20	45.0%	55.0%	0.0%	0.0%
Economically Disadvantaged	24	45.8%	50.0%	4.2%	0.0%	32	28.1%	46.9%	25.0%	0.0%	31	32.3%	64.5%	3.2%	0.0%
English Learners	21	19.0%	71.4%	9.5%	0.0%	21	19.0%	47.6%	23.8%	9.5%	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

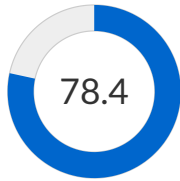
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	358,332	8.5%	30.8%	30.6%	30.1%	356,885	9.4%	31.6%	30.4%	28.6%	353,324	19.6%	33.7%	26.3%	20.3%
All Students	244	36.9%	54.9%	7.8%	0.4%	251	44.2%	48.6%	6.8%	0.4%	243	64.6%	29.2%	5.8%	0.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	48	43.8%	52.1%	4.2%	0.0%	55	47.3%	49.1%	1.8%	1.8%	53	71.7%	20.8%	7.5%	0.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	165	35.2%	57.6%	6.7%	0.6%	164	42.7%	48.8%	8.5%	0.0%	151	62.3%	32.5%	4.6%	0.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	20	65.0%	30.0%	5.0%	0.0%
Economically Disadvantaged	24	45.8%	50.0%	4.2%	0.0%	32	43.8%	43.8%	12.5%	0.0%	31	45.2%	38.7%	16.1%	0.0%
English Learners	21	33.3%	61.9%	4.8%	0.0%	21	28.6%	57.1%	9.5%	4.8%	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



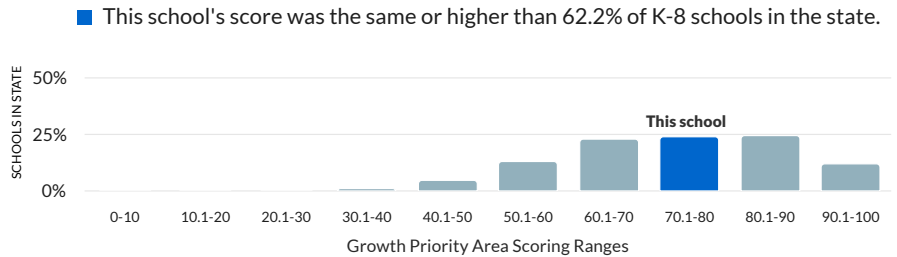
GROWTH

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

Priority Area Score



English Language Arts Score: 75.5
Mathematics Score: 81.2



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	(196)	3.5
American Indian or Alaskan Native	(<20)	
Asian	(46)	3.5
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(123)	3.5
Two or More Races	(<20)	
Economically Disadvantaged	(24)	3.4
Not Economically Disadvantaged	(172)	3.6
English Learners	(<20)	
English Proficient	(183)	3.5
Students with Disabilities	(<20)	
Students without Disabilities	(191)	3.5
Proficient Last Year	(159)	3.5
Not Proficient Last Year	(37)	3.5

MATHEMATICS

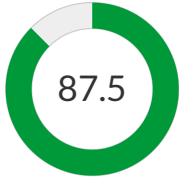
All Students	(196)	3.8
American Indian or Alaskan Native	(<20)	
Asian	(46)	3.7
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(123)	3.9
Two or More Races	(<20)	
Economically Disadvantaged	(24)	3.6
Not Economically Disadvantaged	(172)	3.9
English Learners	(<20)	
English Proficient	(183)	3.8
Students with Disabilities	(<20)	
Students without Disabilities	(191)	3.8
Proficient Last Year	(183)	3.8
Not Proficient Last Year	(<20)	



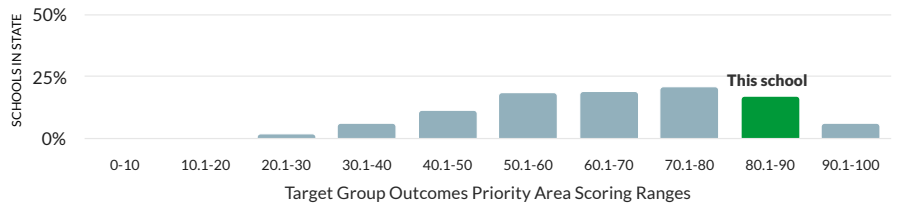
TARGET GROUP OUTCOMES

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 92.7% of K-8 schools in the state.



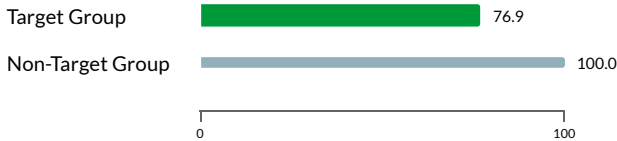
Component Scores

ACHIEVEMENT

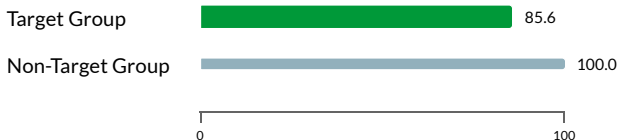
Score: 81.3

Average points-based proficiency rates.

English Language Arts



Mathematics

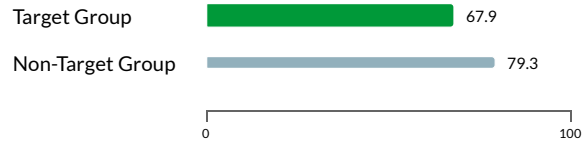


GROWTH

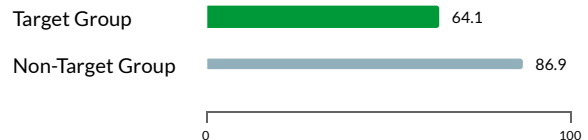
Score: 66.0

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

English Language Arts



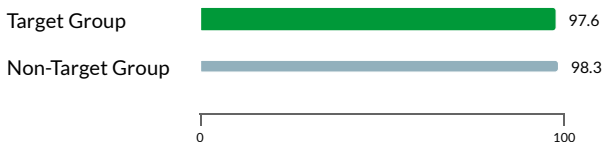
Mathematics



CHRONIC ABSENTEEISM

Score: 97.6

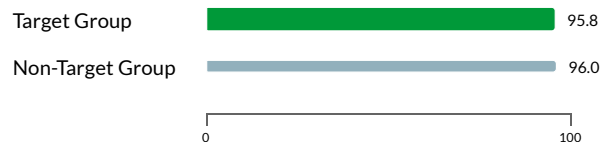
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 95.8

This score is the overall attendance rate for the target group in 2022-23.

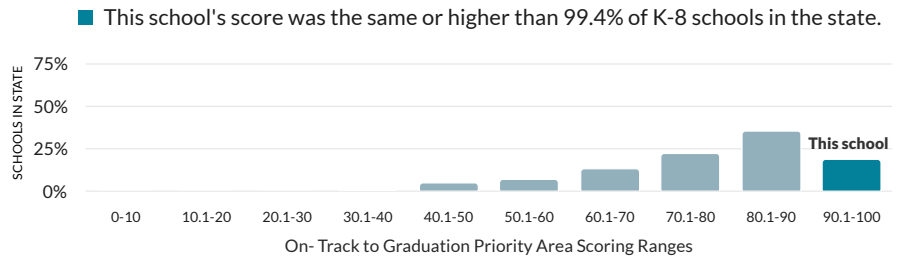




ON-TRACK TO GRADUATION

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

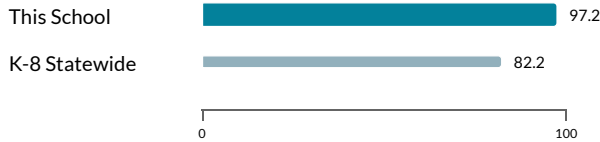


Component Scores

CHRONIC ABSENTEEISM

Score: 97.2

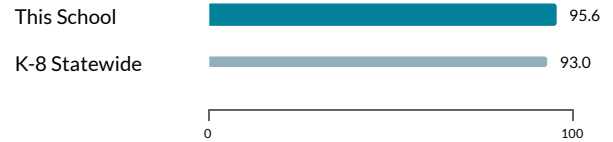
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.6

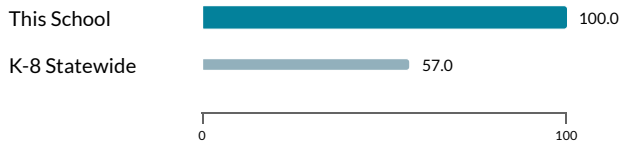
This score is the overall attendance rate for the school in 2022-23.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 100.0

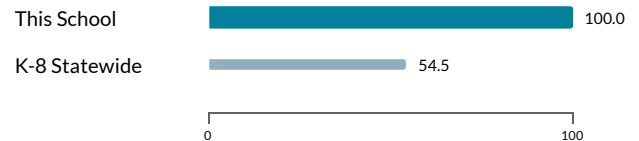
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 100.0

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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	545,035	14.6%	544,944	21.0%	542,622	17.3%
All Students	371	0.5%	361	3.0%	355	4.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	68	0.0%	81	2.5%	81	3.7%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	263	0.0%	233	2.1%	217	4.6%
Two or More Races	<20	*	26	3.8%	33	3.0%
Economically Disadvantaged	37	0.0%	34	5.9%	47	6.4%
English Learners	24	0.0%	30	6.7%	33	0.0%
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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