



OVERVIEW

School Details

Grades : K3-5

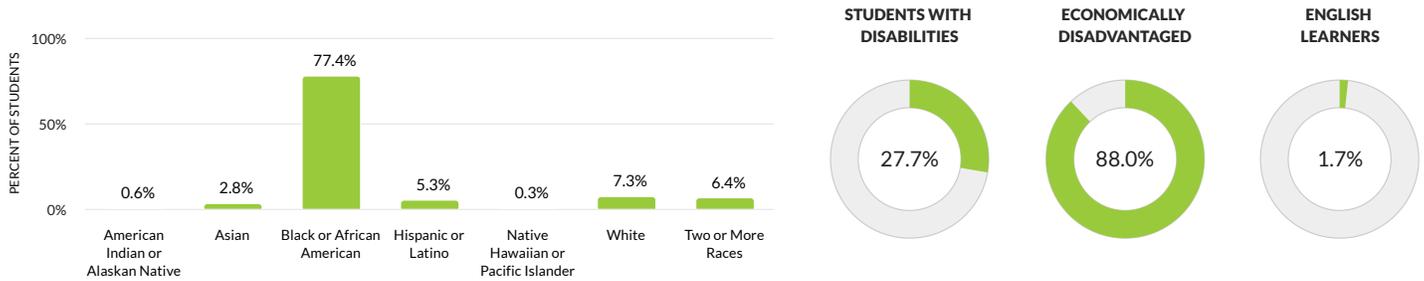
Enrollment : 358

Percent open enrollment : 0.6%

Eighty-First Street School is a safe and nurturing environment that encourages students to find the best in themselves and others. The academic focus is on personalized learning and the implementation of STEM programming. The school creates a positive place for learning where students grow in knowledge, skills, and respect for themselves, their school, and the communities in which they live.

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

Student Groups



Score Summary



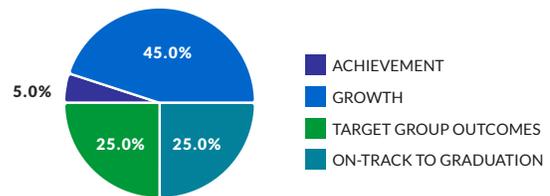
Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Fails to Meet Expectations

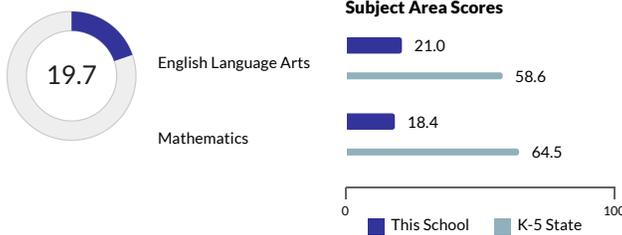


PRIORITY AREA WEIGHTS

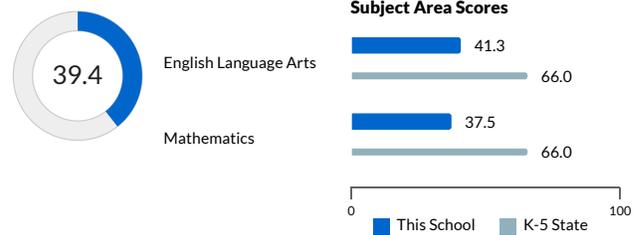


Priority Area Scores

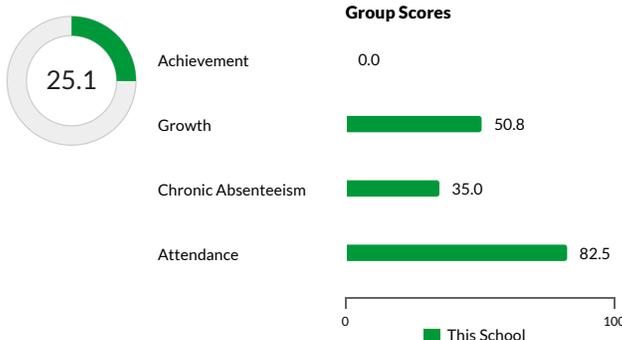
ACHIEVEMENT



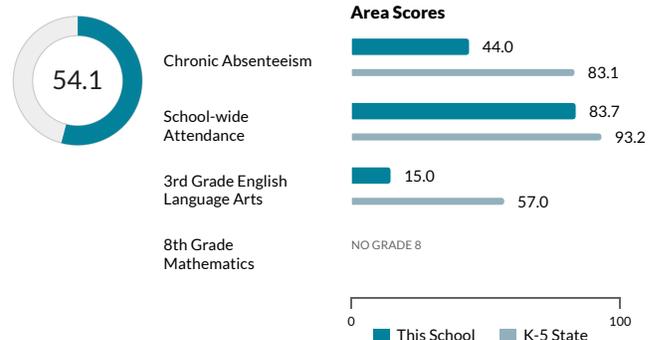
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





ACHIEVEMENT

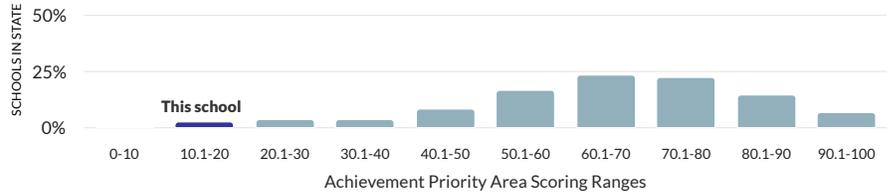
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 21.0
Mathematics Score: 18.4

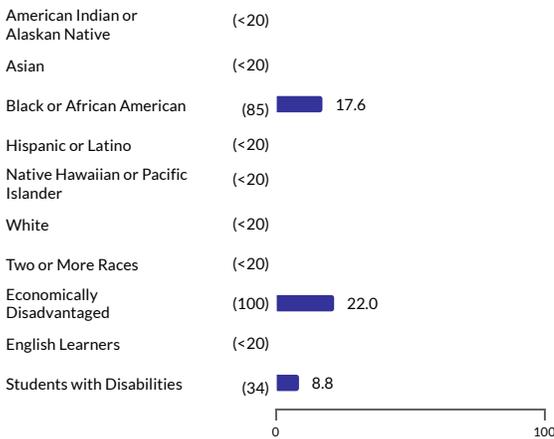
■ This school's score was the same or higher than 2.9% of K-5 schools in the state.



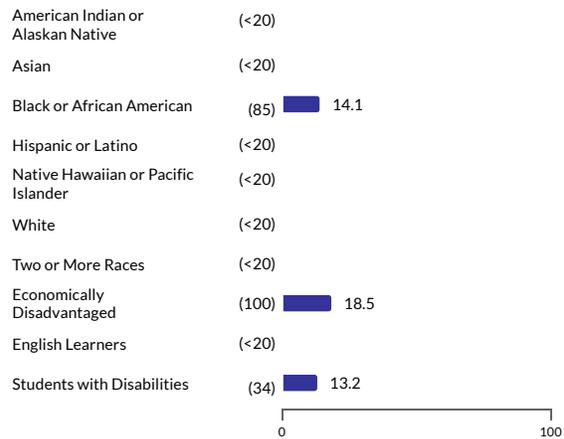
Student Group Achievement, 2023-24 (for information only)

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



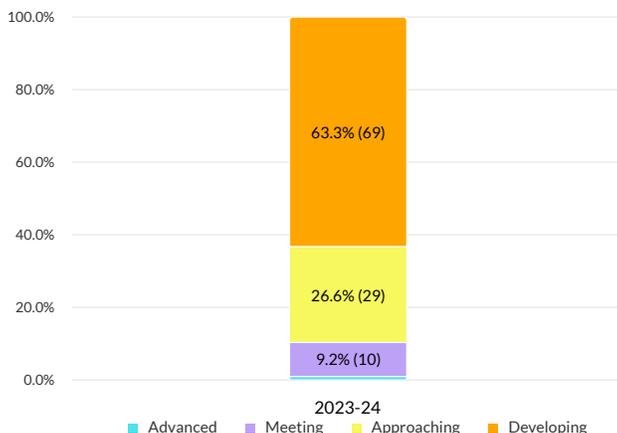
MATHEMATICS



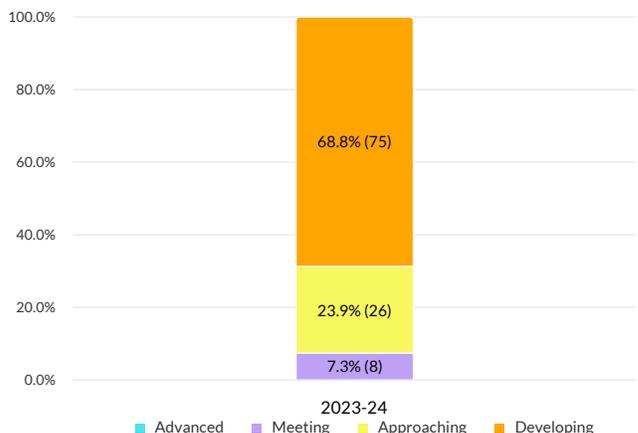
Performance Levels by Year

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: Students with Disabilities
98.5%	94.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.5%	94.7%

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-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	99	0.0%	11.1%	23.2%	65.7%	96	0.0%	7.3%	25.0%	67.7%	109	0.9%	9.2%	26.6%	63.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	76	0.0%	7.9%	22.4%	69.7%	77	0.0%	2.6%	28.6%	68.8%	85	0.0%	4.7%	25.9%	69.4%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	84	0.0%	7.1%	22.6%	70.2%	83	0.0%	4.8%	26.5%	68.7%	100	1.0%	7.0%	27.0%	65.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	0.0%	2.9%	8.6%	88.6%	28	0.0%	7.1%	17.9%	75.0%	34	0.0%	5.9%	5.9%	88.2%

MATHEMATICS

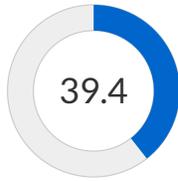
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	99	0.0%	7.1%	26.3%	66.7%	96	0.0%	7.3%	19.8%	72.9%	109	0.0%	7.3%	23.9%	68.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	76	0.0%	3.9%	28.9%	67.1%	77	0.0%	5.2%	19.5%	75.3%	85	0.0%	4.7%	18.8%	76.5%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	84	0.0%	2.4%	26.2%	71.4%	83	0.0%	6.0%	20.5%	73.5%	100	0.0%	6.0%	25.0%	69.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	0.0%	5.7%	11.4%	82.9%	28	0.0%	14.3%	10.7%	75.0%	34	0.0%	8.8%	8.8%	82.4%



GROWTH

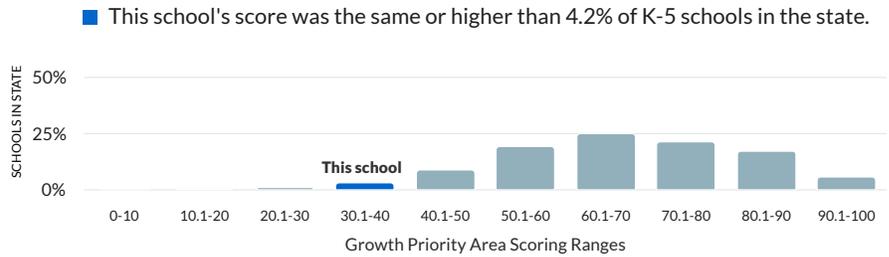
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 41.3

Mathematics Score: 37.5



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	(60)	1.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(49)	1.7
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(52)	1.7
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(60)	1.7
Students with Disabilities	(<20)	
Students without Disabilities	(43)	1.8
Proficient Last Year	(<20)	
Not Proficient Last Year	(54)	1.8

MATHEMATICS

All Students	(60)	1.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(49)	1.4
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(52)	1.4
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(60)	1.5
Students with Disabilities	(<20)	
Students without Disabilities	(43)	1.1
Proficient Last Year	(<20)	
Not Proficient Last Year	(52)	1.3



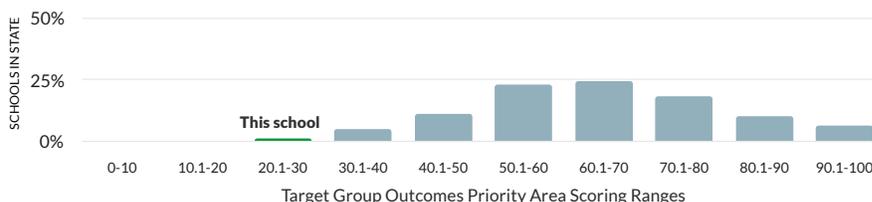
TARGET GROUP OUTCOMES

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 0.9% of K-5 schools in the state.



Component Scores

ACHIEVEMENT Score: 0.0

Average points-based proficiency rates.

English Language Arts

Target Group	0.0
Non-Target Group	29.2

Mathematics

Target Group	0.0
Non-Target Group	21.8

GROWTH Score: 50.8

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

English Language Arts

Target Group	43.2
Non-Target Group	41.3

Mathematics

Target Group	58.4
Non-Target Group	26.1

CHRONIC ABSENTEEISM Score: 35.0

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	35.0
Non-Target Group	52.5

ATTENDANCE Score: 82.5

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

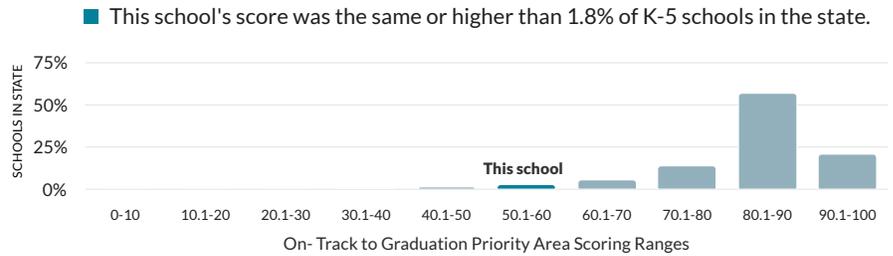
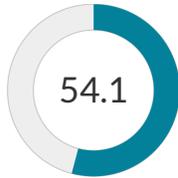
Target Group	82.5
Non-Target Group	84.7



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

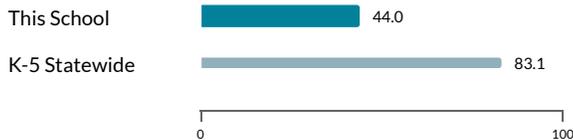


Component Scores

CHRONIC ABSENTEEISM

Score: 44.0

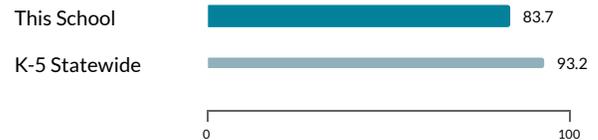
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 83.7

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 15.0

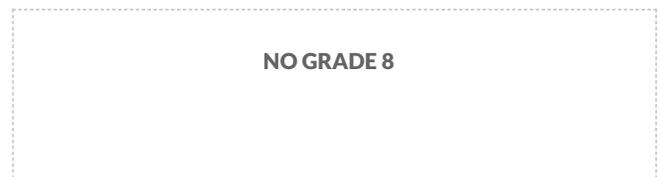
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

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-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	241	44.0%	255	67.8%	277	53.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	177	52.0%	194	71.1%	225	57.8%
Hispanic or Latino	<20	*	21	66.7%	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	21	23.8%	<20	*	<20	*
Economically Disadvantaged	205	47.3%	220	69.5%	232	56.5%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	86	43.0%	84	69.0%	83	45.8%

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

