



OVERVIEW

School Details

Grades : 3-12

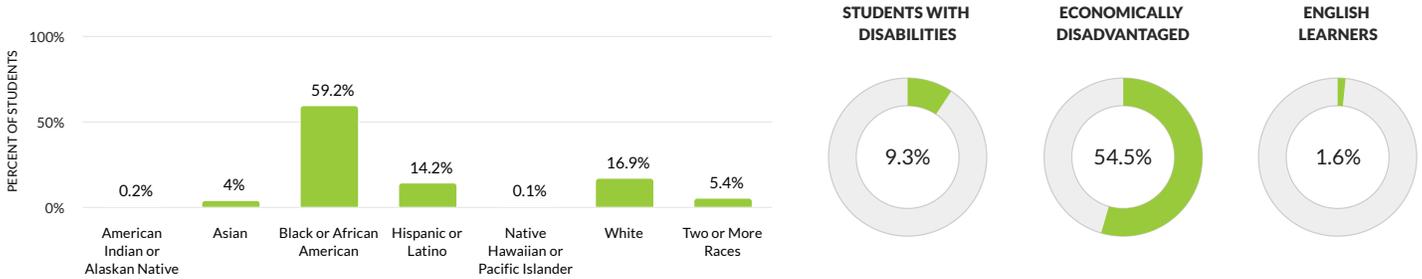
Enrollment : 1,211

Percent open enrollment : 5%

Golda Meir's grades 3-12 program provides an array of gifted and talented offerings, including the AP and Pre-AP program, a Project Lead the Way track, the College Board's SpringBoard curriculum, project-based learning opportunities, and extended local, regional, national, and international field trips and regional college tours.

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

Student Groups



Score Summary

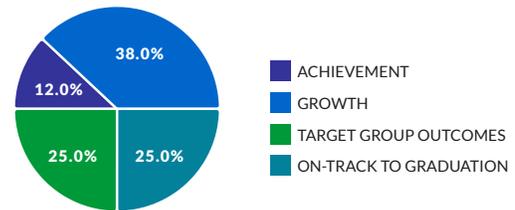
! Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

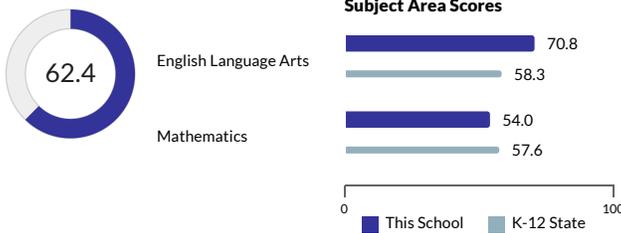


PRIORITY AREA WEIGHTS

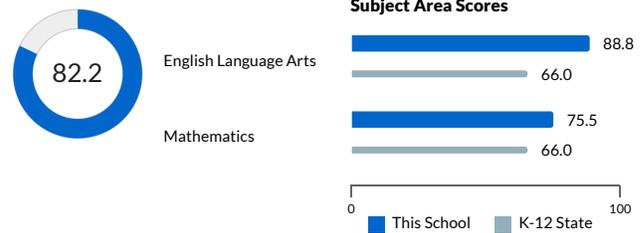


Priority Area Scores

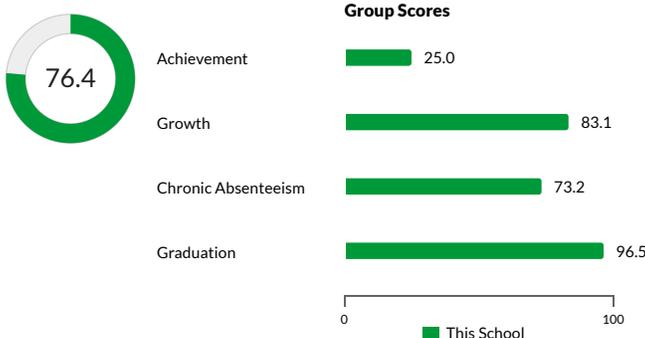
ACHIEVEMENT



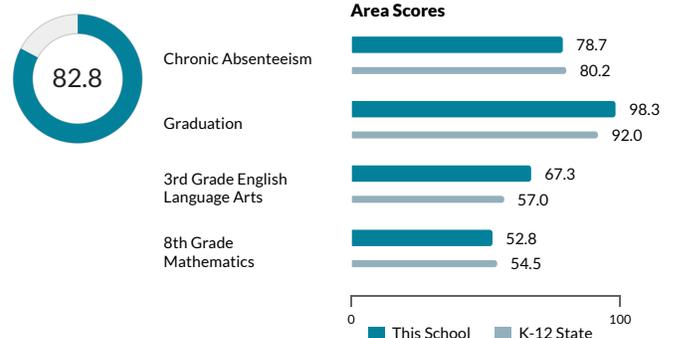
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

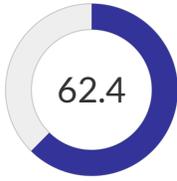




ACHIEVEMENT

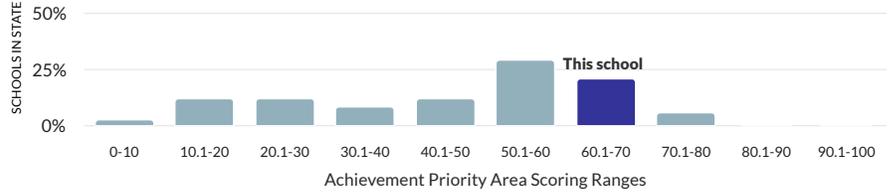
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 70.8
Mathematics Score: 54.0

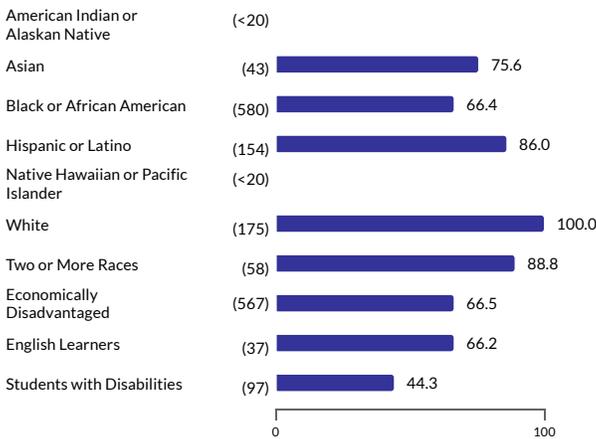
This school's score was the same or higher than 78.2% of K-12 schools in the state.



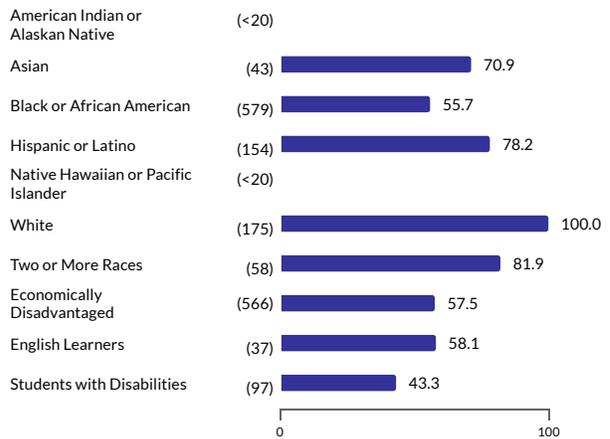
Student Group Achievement, 2023-24 (for information only)

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



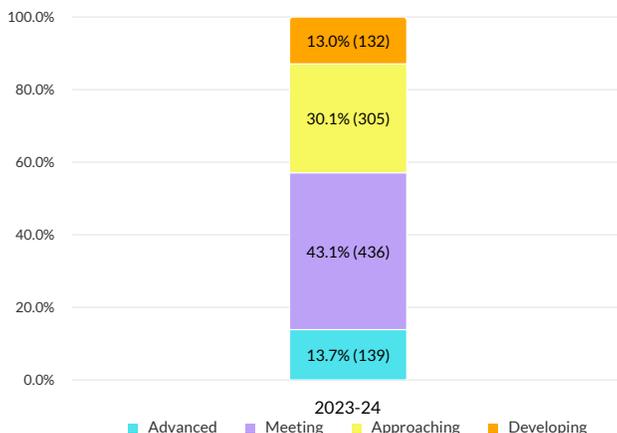
MATHEMATICS



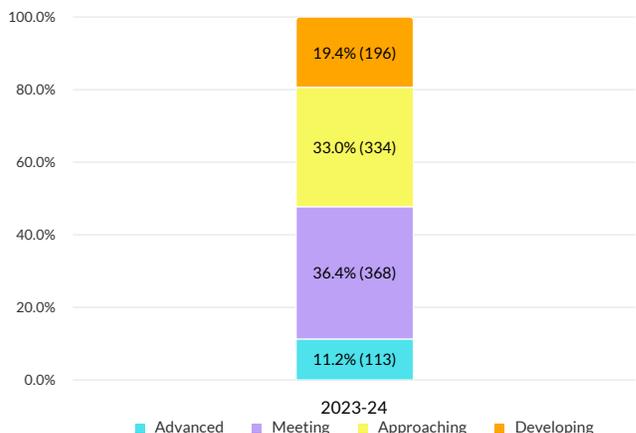
Performance Levels by Year

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: English Learners
97.9%	94.9%

MATHEMATICS

All students	Lowest-participating group: English Learners
97.8%	94.9%

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-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	962	10.1%	37.6%	34.2%	18.1%	1,001	11.7%	38.1%	35.9%	14.4%	1,012	13.7%	43.1%	30.1%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	44	2.3%	47.7%	40.9%	9.1%	41	7.3%	46.3%	36.6%	9.8%	43	7.0%	44.2%	41.9%	7.0%
Black or African American	554	4.3%	31.0%	40.4%	24.2%	582	5.3%	33.2%	43.3%	18.2%	580	6.4%	37.8%	38.1%	17.8%
Hispanic or Latino	133	13.5%	39.1%	31.6%	15.8%	140	12.9%	44.3%	29.3%	13.6%	154	14.9%	53.9%	19.5%	11.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	179	27.4%	52.5%	15.1%	5.0%	176	32.4%	48.9%	15.9%	2.8%	175	37.7%	48.0%	12.6%	1.7%
Two or More Races	45	8.9%	44.4%	35.6%	11.1%	59	11.9%	35.6%	35.6%	16.9%	58	17.2%	51.7%	22.4%	8.6%
Economically Disadvantaged	428	4.4%	30.1%	41.6%	23.8%	494	4.9%	32.6%	41.9%	20.6%	567	6.7%	38.3%	36.3%	18.7%
English Learners	21	4.8%	14.3%	57.1%	23.8%	29	0.0%	20.7%	51.7%	27.6%	37	2.7%	43.2%	37.8%	16.2%
Students with Disabilities	75	1.3%	9.3%	21.3%	68.0%	90	6.7%	18.9%	34.4%	40.0%	97	5.2%	23.7%	25.8%	45.4%

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-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	962	6.8%	24.9%	33.0%	35.3%	1,001	7.0%	26.7%	35.9%	30.5%	1,011	11.2%	36.4%	33.0%	19.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	44	4.5%	40.9%	29.5%	25.0%	41	4.9%	34.1%	36.6%	24.4%	43	7.0%	46.5%	27.9%	18.6%
Black or African American	553	1.3%	16.6%	37.6%	44.5%	582	1.5%	19.6%	40.4%	38.5%	579	3.5%	30.1%	40.9%	25.6%
Hispanic or Latino	133	9.8%	21.8%	37.6%	30.8%	140	8.6%	27.9%	41.4%	22.1%	154	16.9%	39.6%	26.6%	16.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	180	21.7%	46.7%	18.9%	12.8%	176	22.7%	48.3%	18.2%	10.8%	175	28.6%	54.3%	14.3%	2.9%
Two or More Races	45	8.9%	31.1%	24.4%	35.6%	59	11.9%	25.4%	30.5%	32.2%	58	24.1%	29.3%	32.8%	13.8%
Economically Disadvantaged	427	2.6%	16.6%	36.8%	44.0%	493	2.4%	21.3%	39.4%	36.9%	566	4.2%	32.3%	37.6%	25.8%
English Learners	21	14.3%	9.5%	52.4%	23.8%	29	0.0%	20.7%	41.4%	37.9%	37	5.4%	35.1%	29.7%	29.7%
Students with Disabilities	75	2.7%	14.7%	9.3%	73.3%	90	7.8%	11.1%	16.7%	64.4%	97	6.2%	16.5%	35.1%	42.3%



GROWTH

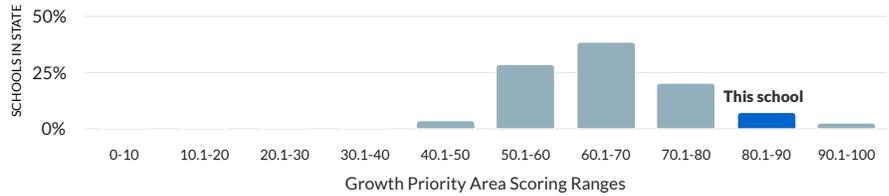
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 88.8
Mathematics Score: 75.5

This school's score was the same or higher than 94.0% of K-12 schools in the state.



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	(919)	4.2
American Indian or Alaskan Native	(<20)	
Asian	(38)	4.2
Black or African American	(523)	4.2
Hispanic or Latino	(146)	4.3
Native Hawaiian or Pacific Islander	(<20)	
White	(159)	4.3
Two or More Races	(51)	3.8
Economically Disadvantaged	(499)	3.9
Not Economically Disadvantaged	(420)	4.5
English Learners	(33)	3.7
English Proficient	(886)	4.2
Students with Disabilities	(88)	4.1
Students without Disabilities	(831)	4.2
Proficient Last Year	(439)	4.3
Not Proficient Last Year	(480)	4.1

MATHEMATICS

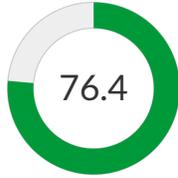
All Students	(920)	3.5
American Indian or Alaskan Native	(<20)	
Asian	(38)	3.5
Black or African American	(524)	3.3
Hispanic or Latino	(146)	3.9
Native Hawaiian or Pacific Islander	(<20)	
White	(159)	3.6
Two or More Races	(51)	3.5
Economically Disadvantaged	(500)	3.4
Not Economically Disadvantaged	(420)	3.5
English Learners	(33)	3.4
English Proficient	(887)	3.5
Students with Disabilities	(88)	3.4
Students without Disabilities	(832)	3.5
Proficient Last Year	(347)	3.3
Not Proficient Last Year	(573)	3.5



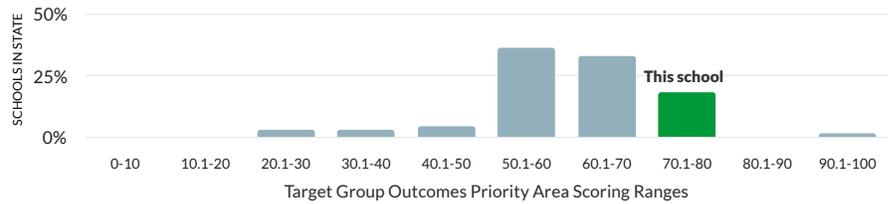
TARGET GROUP OUTCOMES

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 93.9% of K-12 schools in the state.



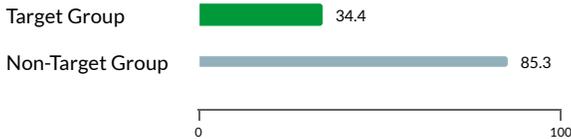
Component Scores

ACHIEVEMENT

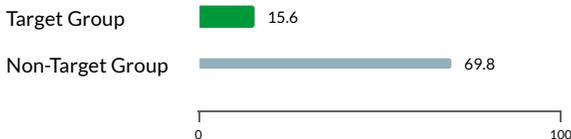
Score: 25.0

Average points-based proficiency rates.

English Language Arts



Mathematics

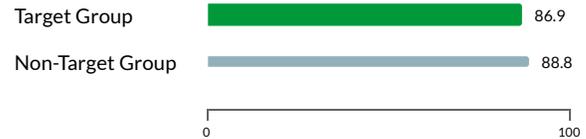


GROWTH

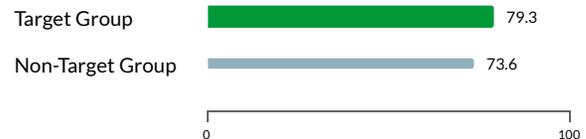
Score: 83.1

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

English Language Arts



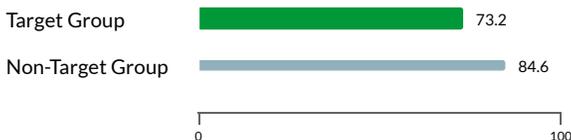
Mathematics



CHRONIC ABSENTEEISM

Score: 73.2

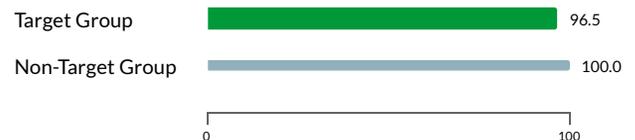
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.5

Average of 2022-23's 4- and 7-year cohort rates.

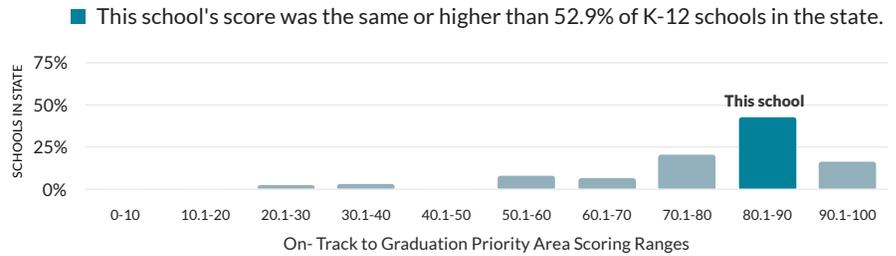
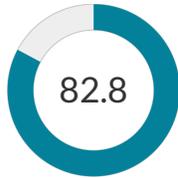




ON-TRACK TO GRADUATION

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

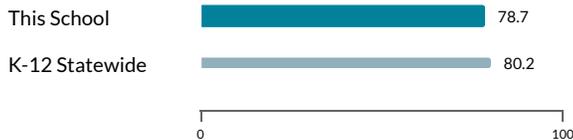


Component Scores

CHRONIC ABSENTEEISM

Score: 78.7

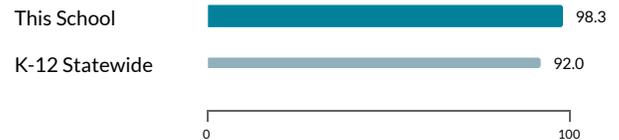
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.3

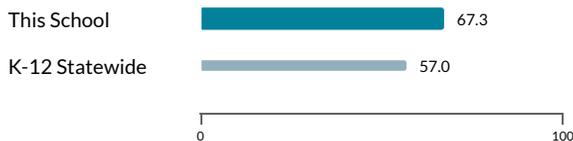
Average of 2022-23's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 67.3

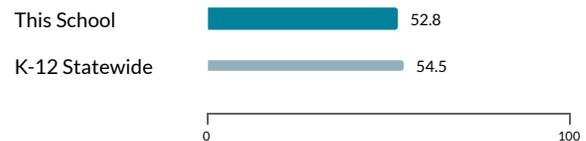
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 52.8

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-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	1,188	9.6%	1,128	30.0%	1,165	22.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	63	9.5%	56	23.2%	43	14.0%
Black or African American	710	12.0%	658	35.7%	684	24.7%
Hispanic or Latino	159	7.5%	155	25.8%	164	21.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	198	3.5%	198	16.7%	205	16.6%
Two or More Races	48	6.2%	54	27.8%	63	22.2%
Economically Disadvantaged	556	14.2%	506	44.1%	596	29.0%
English Learners	25	12.0%	25	20.0%	33	15.2%
Students with Disabilities	107	17.8%	106	44.3%	100	30.0%

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.

	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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	132	129	97.7%	106	105	99.1%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	77	75	97.4%	78	77	98.7%
Hispanic or Latino	21	21	100.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	25	24	96.0%	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	55	54	98.2%	82	81	98.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(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 school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

373 (64.4%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
61.1%	21.1%

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

DUAL ENROLLMENT

School	State
5.0%	25.7%

29 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.3%	4.7%

2 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
1.0%	8.5%

6 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school 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	
	School	State	School	State	School	State	School	State	School	State
All Students	579	266,777	61.1%	21.1%	5.0%	25.7%	0.3%	4.7%	1.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	23	10,367	73.9%	33.4%	0.0%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	357	24,969	54.1%	13.7%	3.9%	8.7%	0.6%	1.3%	1.1%	2.7%
Hispanic or Latino	75	37,682	69.3%	17.6%	5.3%	18.9%	0.0%	3.4%	1.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	87	179,306	80.5%	22.5%	8.0%	29.9%	0.0%	5.7%	1.1%	10.4%
Two or More Races	31	11,456	64.5%	18.9%	3.2%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	301	104,283	53.2%	12.3%	3.3%	18.5%	0.3%	3.0%	0.7%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	54	33,777	25.9%	4.4%	1.9%	15.0%	0.0%	2.3%	1.9%	6.5%



ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(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 school enrolled fewer than 20 students.

Participation by Type of Arts Course

370 (63.9%) students successfully completed any Arts Course.

ART & DESIGN

School	State
51.1%	29.1%

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

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
12.6%	19.2%

73 students successfully completed at least one music course.

THEATER

School	State
7.3%	2.2%

42 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school 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	
	School	State	School	State	School	State	School	State	School	State
All Students	579	266,777	51.1%	29.1%	0.0%	0.5%	12.6%	19.2%	7.3%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	23	10,367	39.1%	30.3%	0.0%	0.4%	21.7%	19.9%	4.3%	1.6%
Black or African American	357	24,969	54.3%	28.5%	0.0%	0.7%	11.8%	11.7%	6.7%	2.8%
Hispanic or Latino	75	37,682	53.3%	29.1%	0.0%	0.3%	10.7%	13.3%	13.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	87	179,306	40.2%	29.1%	0.0%	0.5%	18.4%	21.7%	3.4%	2.2%
Two or More Races	31	11,456	54.8%	28.8%	0.0%	0.5%	3.2%	17.8%	12.9%	2.6%
Economically Disadvantaged	301	104,283	55.5%	29.9%	0.0%	0.4%	12.6%	15.4%	8.3%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	54	33,777	40.7%	30.9%	0.0%	0.5%	7.4%	14.4%	3.7%	2.4%