



OVERVIEW

School Details

Grades : 6-8

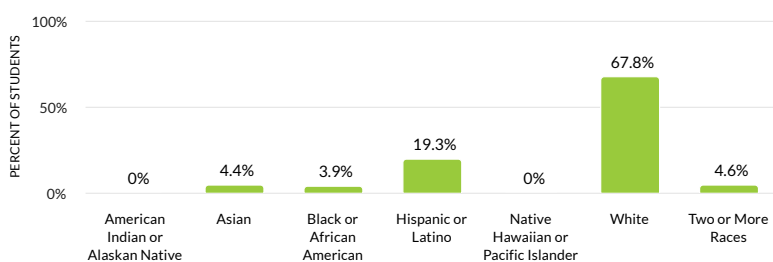
Enrollment : 569

Percent open enrollment : 23.9%

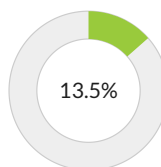
By embracing the unique story of every child, the Whitnall School District prepares graduates to realize their full potential and to positively impact local and global communities. Our district and community values advancement, belonging, and courage to meet our strategic goals as part of a continuous improvement process.

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

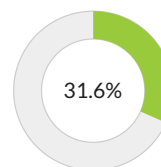
Student Groups



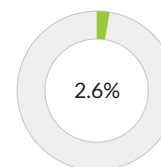
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



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>.

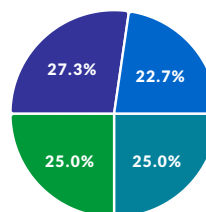
Overall Score

69.3

Meets Expectations



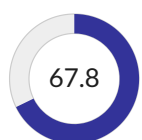
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

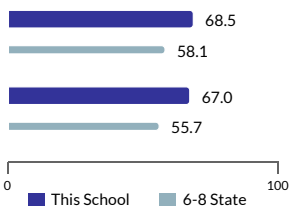
Priority Area Scores

ACHIEVEMENT

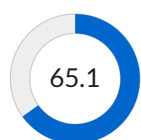


English Language Arts
Mathematics

Subject Area Scores

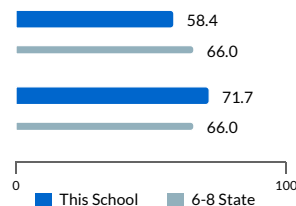


GROWTH

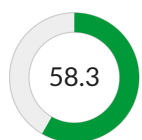


English Language Arts
Mathematics

Subject Area Scores

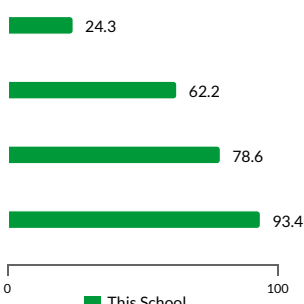


TARGET GROUP OUTCOMES

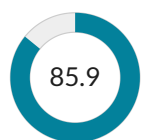


Achievement
Growth
Chronic Absenteeism
Attendance

Group Scores

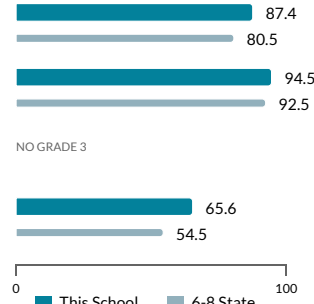


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

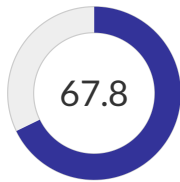




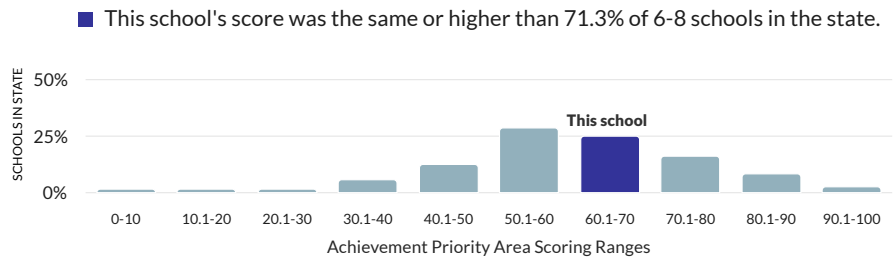
ACHIEVEMENT

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



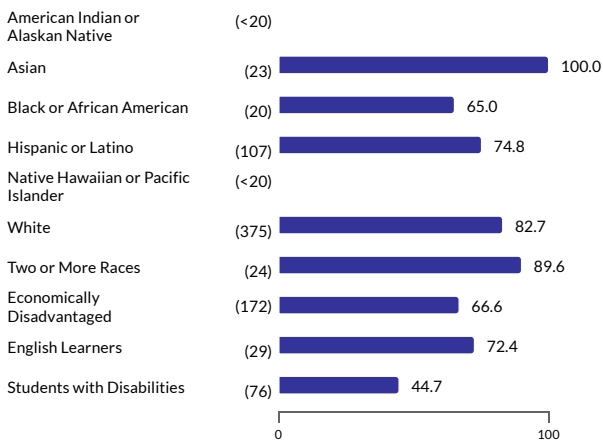
English Language Arts Score: 68.5
Mathematics Score: 67.0



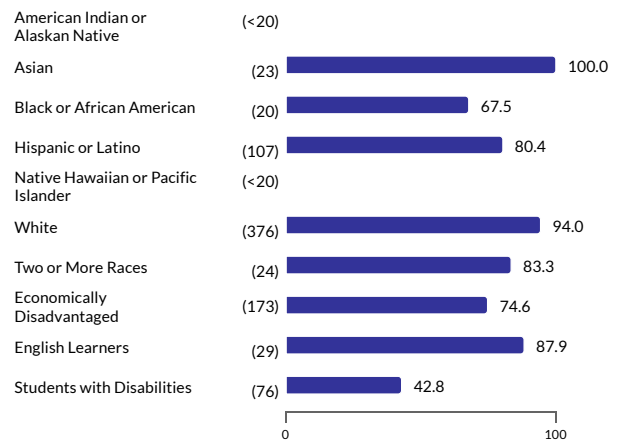
Student Group Achievement, 2023-24 (for information only)

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



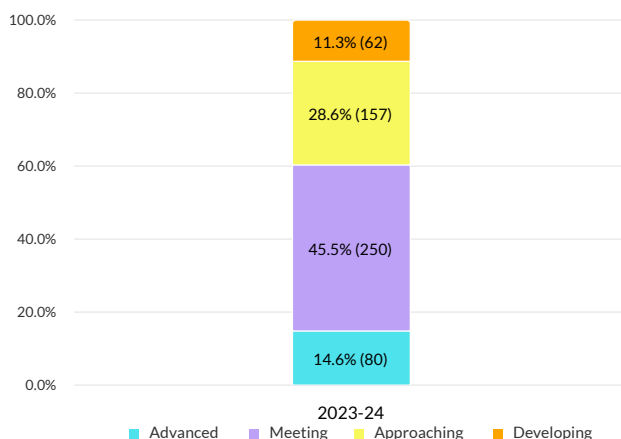
MATHEMATICS



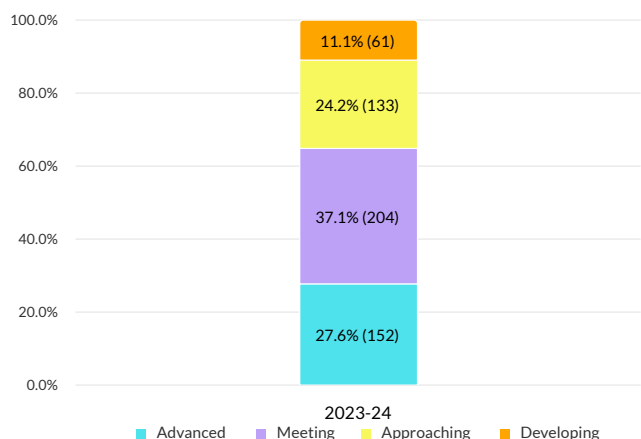
Performance Levels by Year

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: Black or African American
98.4%	95.8%

MATHEMATICS

All students	Lowest-participating group: White
98.8%	98.4%

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: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,448	11.5%	39.7%	30.2%	18.5%
All Students	563	8.0%	33.4%	39.6%	19.0%	565	11.5%	36.5%	37.7%	14.3%	549	14.6%	45.5%	28.6%	11.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	21.4%	25.0%	42.9%	10.7%	23	26.1%	39.1%	26.1%	8.7%	23	34.8%	43.5%	17.4%	4.3%
Black or African American	21	0.0%	14.3%	57.1%	28.6%	23	4.3%	39.1%	39.1%	17.4%	20	0.0%	40.0%	50.0%	10.0%
Hispanic or Latino	96	2.1%	32.3%	41.7%	24.0%	99	4.0%	38.4%	50.5%	7.1%	107	11.2%	43.9%	28.0%	16.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	386	9.1%	36.0%	37.0%	17.9%	397	13.4%	35.3%	35.3%	16.1%	375	14.7%	46.1%	29.1%	10.1%
Two or More Races	31	6.5%	25.8%	51.6%	16.1%	23	4.3%	43.5%	34.8%	17.4%	24	20.8%	50.0%	16.7%	12.5%
Economically Disadvantaged	151	6.0%	20.5%	45.7%	27.8%	174	6.9%	27.6%	45.4%	20.1%	172	8.7%	34.3%	38.4%	18.6%
English Learners	24	8.3%	29.2%	45.8%	16.7%	20	15.0%	40.0%	30.0%	15.0%	29	6.9%	48.3%	27.6%	17.2%
Students with Disabilities	84	2.4%	9.5%	35.7%	52.4%	85	3.5%	14.1%	31.8%	50.6%	76	3.9%	19.7%	38.2%	38.2%

MATHEMATICS

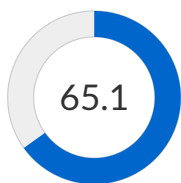
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	563	4.8%	34.5%	31.8%	29.0%	567	5.8%	40.4%	34.6%	19.2%	550	27.6%	37.1%	24.2%	11.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	14.3%	28.6%	28.6%	28.6%	23	8.7%	60.9%	26.1%	4.3%	23	47.8%	26.1%	26.1%	0.0%
Black or African American	21	0.0%	14.3%	33.3%	52.4%	23	0.0%	17.4%	52.2%	30.4%	20	10.0%	30.0%	45.0%	15.0%
Hispanic or Latino	96	1.0%	22.9%	34.4%	41.7%	100	3.0%	30.0%	43.0%	24.0%	107	23.4%	30.8%	29.0%	16.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	386	5.4%	39.4%	30.3%	24.9%	398	7.0%	42.7%	33.2%	17.1%	376	29.0%	39.6%	21.8%	9.6%
Two or More Races	31	3.2%	29.0%	45.2%	22.6%	23	0.0%	47.8%	13.0%	39.1%	24	20.8%	41.7%	20.8%	16.7%
Economically Disadvantaged	151	2.0%	23.2%	31.1%	43.7%	176	2.3%	29.5%	40.9%	27.3%	173	17.3%	32.9%	31.2%	18.5%
English Learners	24	8.3%	33.3%	37.5%	20.8%	22	9.1%	59.1%	27.3%	4.5%	29	17.2%	51.7%	20.7%	10.3%
Students with Disabilities	84	0.0%	13.1%	11.9%	75.0%	85	0.0%	11.8%	29.4%	58.8%	76	6.6%	15.8%	34.2%	43.4%



GROWTH

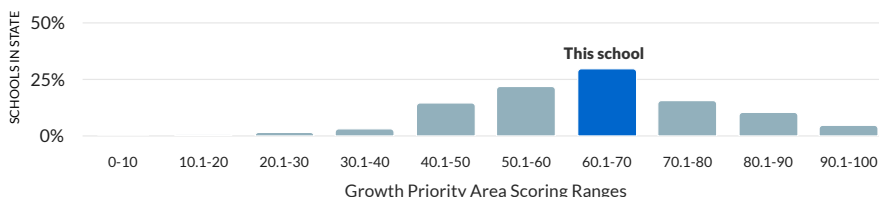
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 58.4
Mathematics Score: 71.7

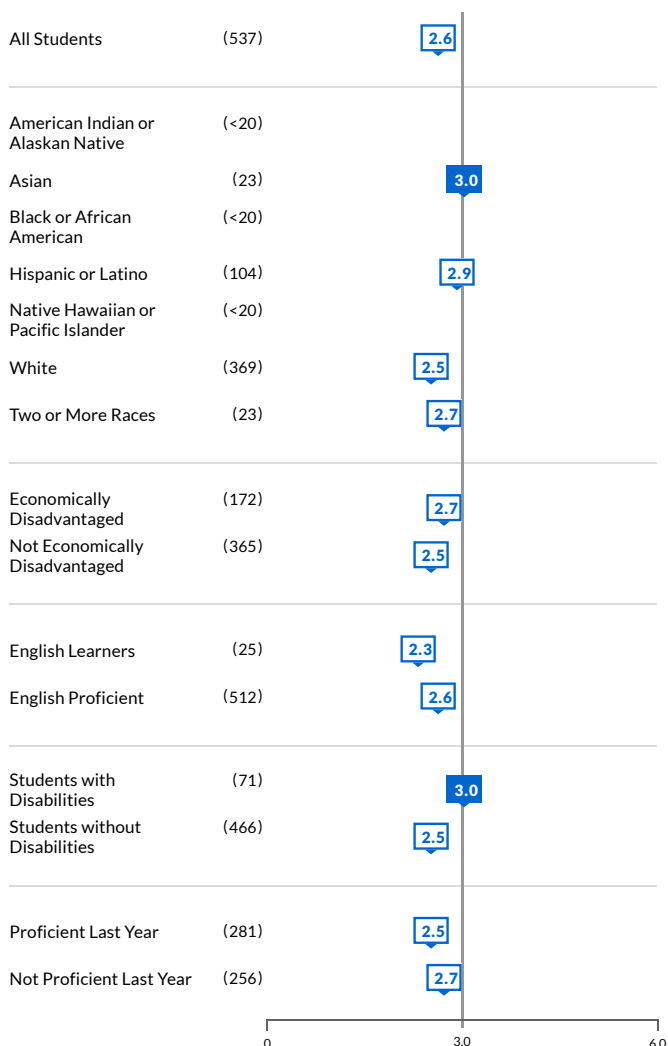
■ This school's score was the same or higher than 61.2% of 6-8 schools in the state.



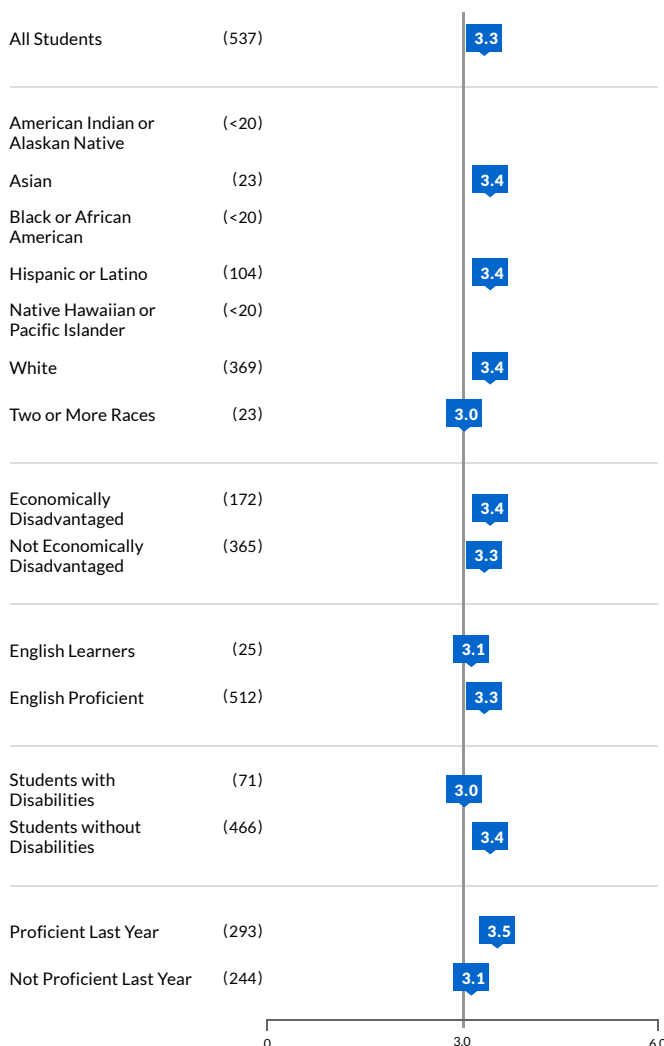
Student Group Value-Added (for information only)

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



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 55.8% of 6-8 schools in the state.



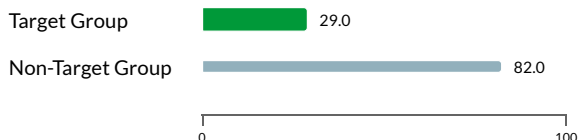
Component Scores

ACHIEVEMENT

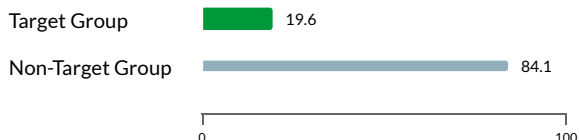
Score: 24.3

Average points-based proficiency rates.

English Language Arts



Mathematics

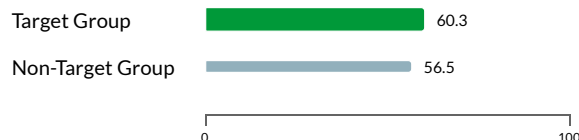


GROWTH

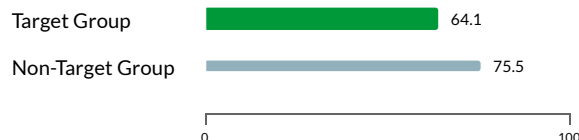
Score: 62.2

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

English Language Arts



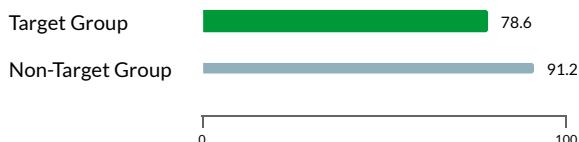
Mathematics



CHRONIC ABSENTEEISM

Score: 78.6

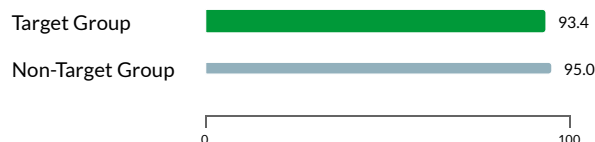
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 93.4

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

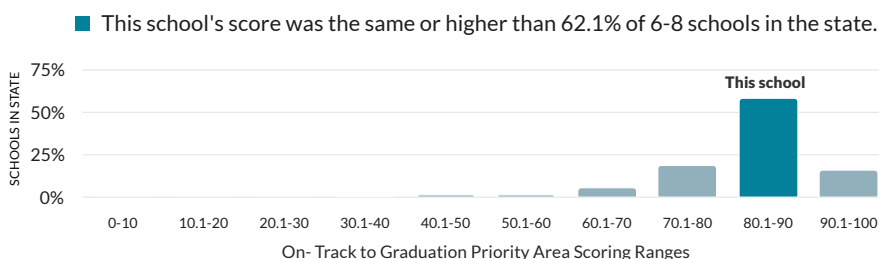
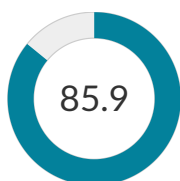




ON-TRACK TO GRADUATION

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

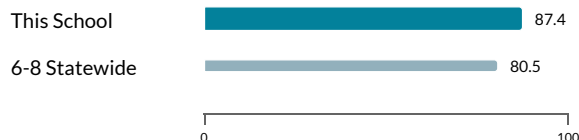


Component Scores

CHRONIC ABSENTEEISM

Score: 87.4

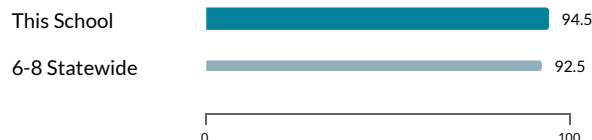
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.5

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

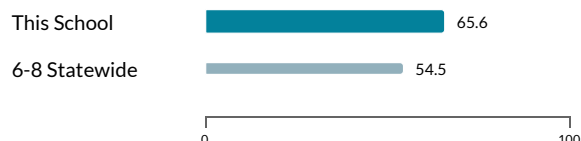
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 65.6

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: 6-8 State	192,151	16.6%	190,134	22.5%	187,109	19.0%
All Students	579	15.2%	576	13.2%	578	10.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	25	16.0%	29	24.1%	23	13.0%
Black or African American	<20	*	21	4.8%	24	4.2%
Hispanic or Latino	89	20.2%	98	13.3%	104	12.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	409	13.2%	396	12.1%	405	10.4%
Two or More Races	36	16.7%	31	22.6%	22	4.5%
Economically Disadvantaged	160	30.6%	157	22.9%	183	20.2%
English Learners	21	19.0%	24	16.7%	23	8.7%
Students with Disabilities	86	26.7%	84	22.6%	88	18.2%

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

