

**VERONA AREA SCHOOL DISTRICT
2020-2021
Charter School Authorizer Annual Report**

Authorizer Annual Report Checklist

When completing the Charter School Authorizer Annual Report, verify that:

- All sections of the report are present, and all schedules are completed and attached.
- For school district authorizers, the schedule of authorizer operating costs has been included as a supplement to the school district's annual audited financial statements submitted to DPI.
- The report has been completed at the authorizer level, rather than completed for an individual school.
- Authorizer operating costs have been identified in Section VI. This section should not be left blank.
- The operating costs reported in Section VI reflect **only** the costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. s. 118.40 (3m)(a) to (e) which include:
 - Soliciting and evaluating charter school applications,
 - Considering the principles and standards for quality authorizing established by the National Association of Charter School Authorizers,
 - Giving preference in the awarding of contracts for the operation of charter schools that serve children at risk,
 - Approving high-quality charter schools that meet identified educational needs and promote a diversity of educational choices, and
 - Monitoring the performance and compliance with Wis. Stat. s. 118.40 of each charter school with which it contracts.

The operating costs in this section should **not** reflect the operating costs for the authorized charter school(s).

- The total amounts reported in Section VI and Section VII are not the same. As noted above, Section VI should only include operating costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. 118.40 (3m)(a) to (e); while Section VII should include the costs of services the authorizing entity provided to the charter schools with which it contracts. **The expenditures in Section VI and Section VII should not match.**
- Costs reported in Section VII are only the costs of services provided to the charter school(s). Examples of the types of costs that should be reported in this section include but are not limited to: costs for business office services, costs for food services, curriculum services, professional development services, etc. **The expenditures in Section VI and Section VII should not match.**

For further instructions and requirements related to completing each section of this report see the charter school authorizer annual report technical assistance document at <http://dpi.wi.gov/sms/charter-schools/information-authorizers>.

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	Verona Area School District
Authorizer Address:	700 N Main Street
Authorizer Contact Person:	Pete Grender
Contact Person Title:	Finance Director
Contact Person Phone:	608-845-4348
Contact Person Email:	grenderp@verona.k12.wi.us

SECTION II: CHARTER SCHOOL INFORMATION

(Add additional lines or attach additional sheets, if necessary.)

Charter Schools Currently Under Contract in 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx):	Grades Served:
Verona Area International School	7-04-2017	6-30-2022	k-5
Core Knowledge School	7-1-2015	6-30-2025	k-8
New Century School	7-1-2015	6-30-2025	k-5
Exploration Academy	7-1-2018	6-30-2021	9-12

Charter Schools with Non-renewed or Revoked Contract during 2020-2021:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx)*:	Reason for Non-renewal or Revocation:
n/a			

Charter Schools that Closed During or at the Conclusion of 2020-2021:			
School Name:	Date of School Closure:	Contract Term Dates (7/1/20xx - 6/30/20xx):	Reason for Closure:
n/a			

Charter Schools Currently Approved, But That Have Not Yet Begun to Operate:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx):	Anticipated First Academic Year of Instruction (e.g. 22-23):
n/a			

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the academic performance of each charter school that operated during the school year.

SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the financial performance of each charter school that operated during the school year.

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

In this section, provide a summary and discussion of any additional contract terms or expectations that the authorizer deems relevant to its report on the overall performance of the charter schools it authorizes.

SECTION VI: AUTHORIZER OPERATING COSTS

(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)

Examples of the types of costs that should be reported in the schedule of authorizer operating costs include, but are not limited to:

- o costs incurred by the authorizer to oversee and monitor its charter schools (i.e. salary and fringe for individuals who assume these duties);
- o costs incurred for soliciting, receiving, and reviewing applications for new charter schools (i.e. salary and fringe for individuals who assume these duties which may include administrative staff, business office staff, legal staff, etc.);
- o costs incurred for completing and analyzing charter school data for the purpose of making renewal and revocation decisions; and
- o any additional costs associated with duties under Wis. Stats. s. 118.40(3m)(a) to (e) *(please reference Technical Assistance document for the language of 118.30(3m)(a)-(e)).*

Costs that should not be included in the schedule of authorizer operating costs include salary and fringe for the teachers at the charter school, costs of charter school transportation, curriculum services, food service, etc. **Only costs associated with the authorizer fulfilling its duties should be reported in this schedule.**

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

(Complete and attach Schedule of Charter School Authorizer Services and Costs.)

Examples of the types of costs that should be reported in the schedule of services and costs include, but are not limited to:

- costs for business office services;
- costs for food services;
- curriculum services; or
- professional development services.

Costs and types of services may vary depending upon the contractual relationship between the authorizer and the charter school. Please note that contracted services provided to a charter and authorizer costs are not the same. **The expenditures in Section VI and Section VII should not match.**

VERONA AREA SCHOOL DISTRICT

Section VI

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

FISCAL YEAR ENDING (INSERT DATE)

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	10,661
EMPLOYEE BENEFITS	200	2,268
PURCHASED SERVICES	300	
NON-CAPITAL OBJECTS	400	
CAPITAL OBJECTS	500	
INSURANCE & JUDGEMENTS	700	
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	
TOTAL		12,929

VERONA AREA SCHOOL DISTRICT

SECTION VII

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

FISCAL YEAR ENDING (INSERT DATE)

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	120000	
SPECIAL EDUCATION	150000	
HEALTH SERVICES	214000	
PSYCHOLOGICAL SERVICES	215000	
CURRICULUM DEVELOPMENT	221200	
INSTRUCTIONAL STAFF TRAINING	221300	
GENERAL ADMINISTRATION	230000	
BUILDING ADMINISTRATION	240000	
BUSINESS SERVICES	252000	
GENERAL OPERATIONS	253000	
PUPIL TRANSPORTATION	256000	
TECHNOLOGY	266000	
OTHER SERVICES (REPLACE OTHER WITH A SERVICE)		
TOTAL		



OVERVIEW

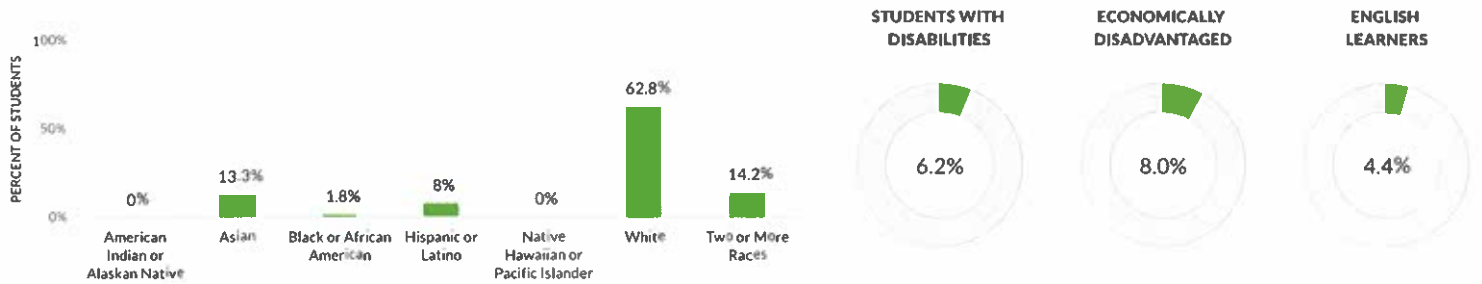
School Details

Grades : KG-5
Enrollment : 113
Percent open enrollment : 3.5%

Verona Area International School (VAIS) serves about 120 students from Verona, Fitchburg and Madison. VAIS is the only public Chinese immersion K-5 charter school in the state of Wisconsin, delivering 50% of its curriculum in Mandarin and 50% in English. The goal is to prepare children for the demands and responsibilities of Global Citizenship.

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

Student Groups



Score Summary

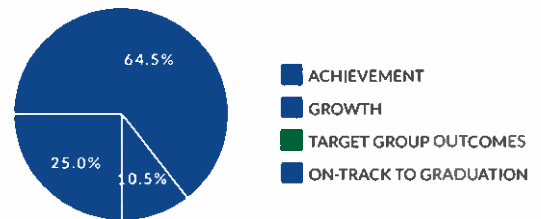
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

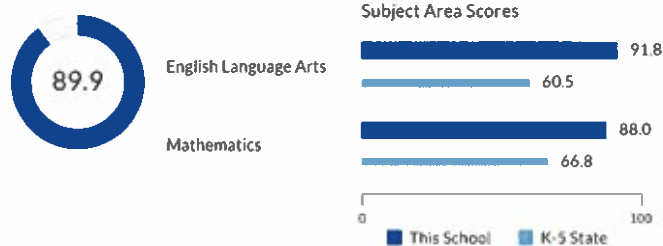


PRIORITY AREA WEIGHTS

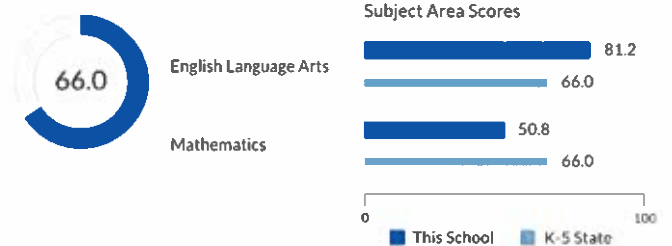


Priority Area Scores

ACHIEVEMENT



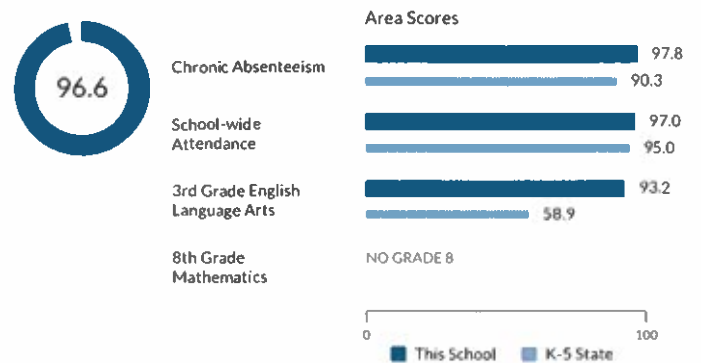
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

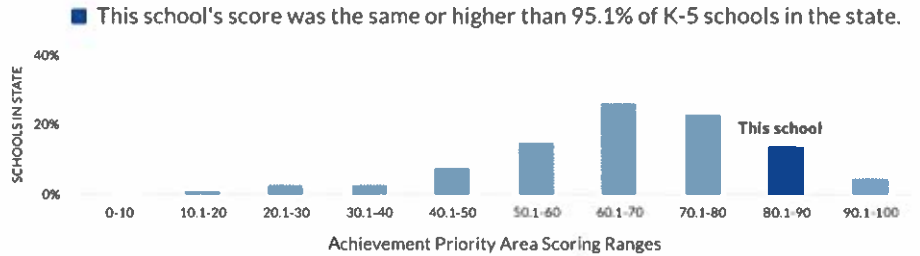




ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



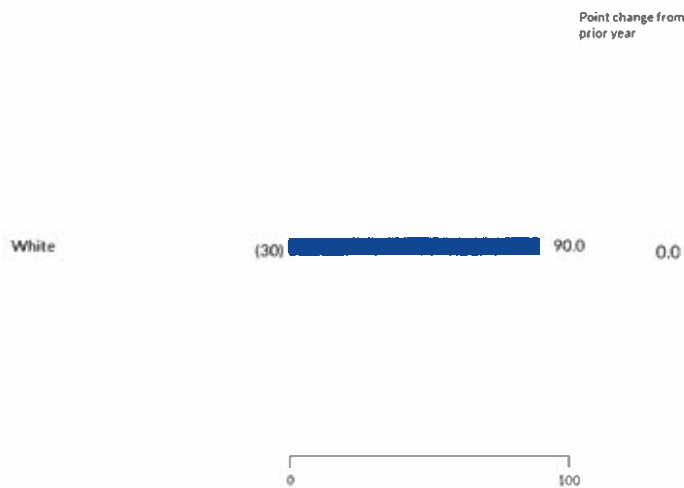
English Language Arts Score: 91.8

Mathematics Score: 88.0

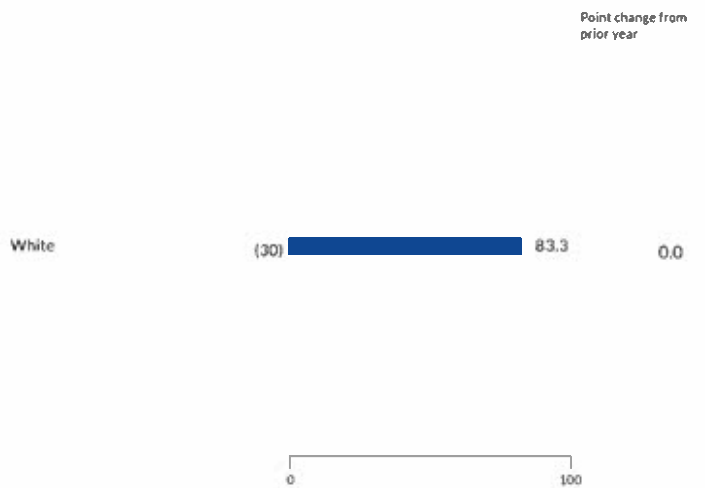
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



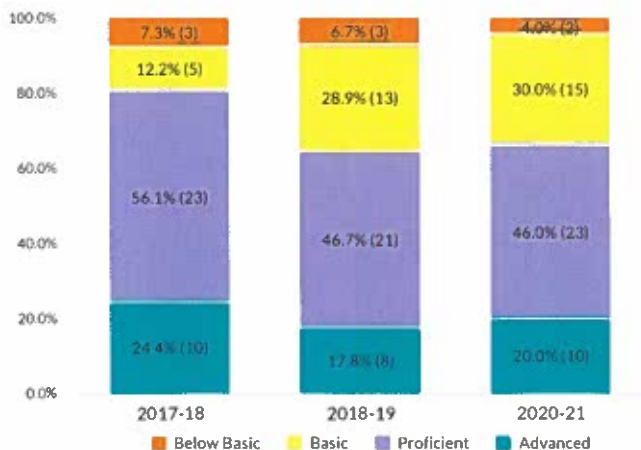
MATHEMATICS



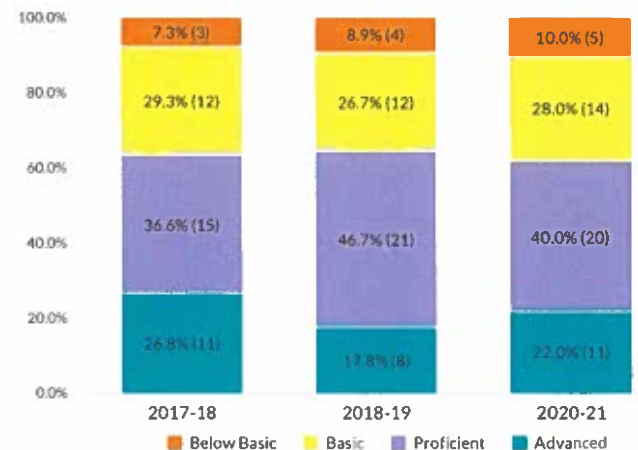
Performance Levels by Year

These graphs show school-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	96.2%	Lowest-participating group: White	96.8%
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MATHEMATICS

All students	96.2%	Lowest-participating group: White	96.8%
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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-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	41	24.4%	56.1%	12.2%	7.3%	45	17.8%	46.7%	28.9%	6.7%	50	20.0%	46.0%	30.0%	4.0%
Asian	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
Black or African American	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	.	.	.	.
Hispanic or Latino	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
White	29	20.7%	58.6%	13.8%	6.9%	30	20.0%	46.7%	26.7%	6.7%	30	20.0%	43.3%	33.3%	3.3%
Two or More Races	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
Economically Disadvantaged	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
English Learners	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
Students with Disabilities	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.

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-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	41	26.8%	36.6%	29.3%	7.3%	45	17.8%	46.7%	26.7%	8.9%	50	22.0%	40.0%	28.0%	10.0%
Asian	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
Black or African American	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	.	.	.	.
Hispanic or Latino	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
White	29	24.1%	34.5%	34.5%	6.9%	30	16.7%	43.3%	30.0%	10.0%	30	16.7%	43.3%	30.0%	10.0%
Two or More Races	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
Economically Disadvantaged	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
English Learners	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.
Students with Disabilities	< 20	.	.	.	.	< 20	.	.	.	.	< 20	.	.	.	.



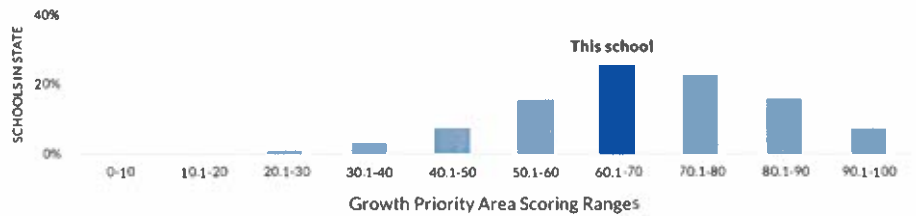
GROWTH

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



This school's score was the same or higher than 44.7% of K-5 schools in the state.



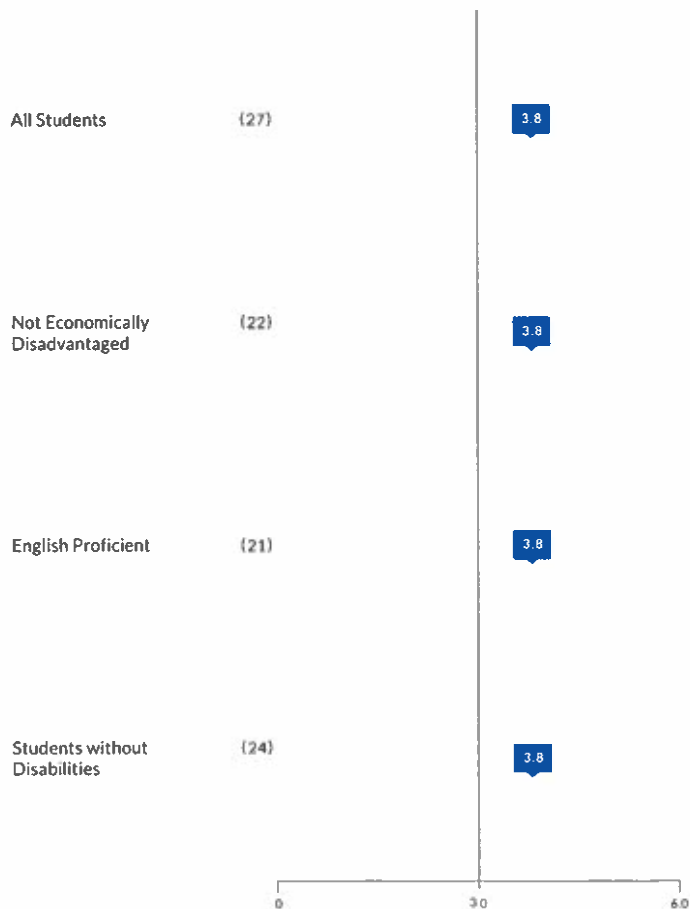
English Language Arts Score: 81.2

Mathematics Score: 50.8

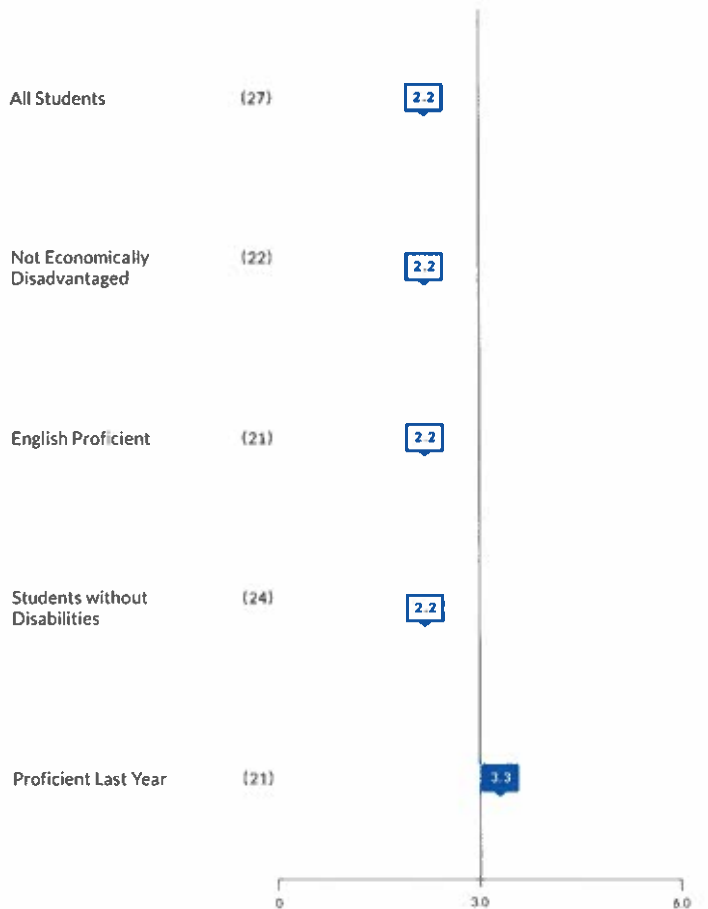
Student Group Value-Added (for information only)

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

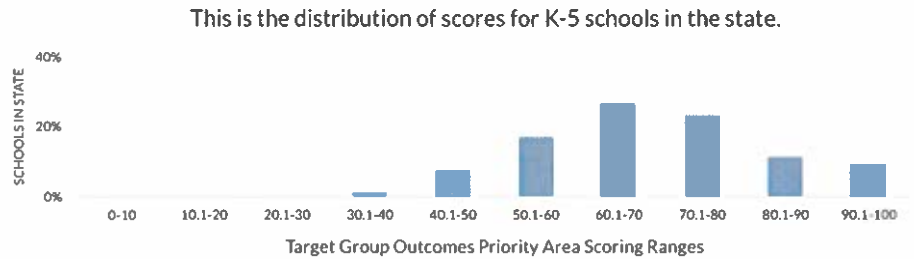
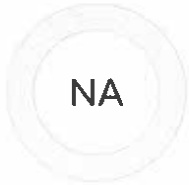




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping 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



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

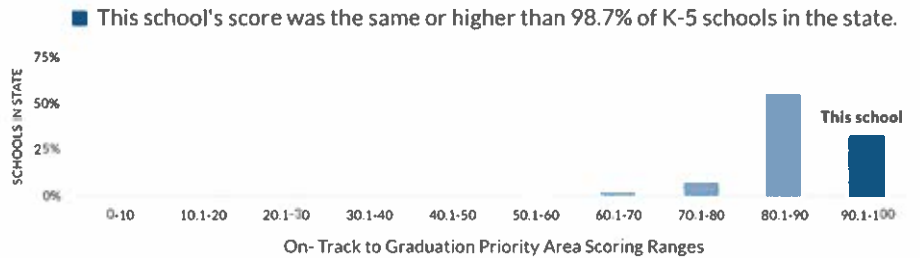
NO DATA TO DISPLAY



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: 97.8

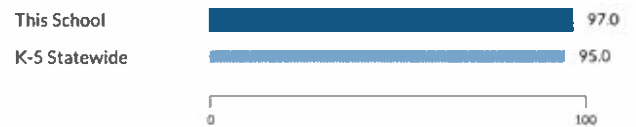
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 97.0

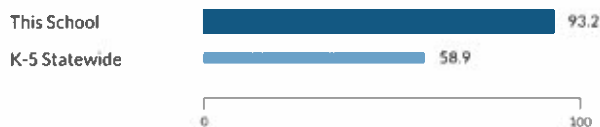
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 93.2

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

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-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	97	2.1%	103	2.9%	111	1.8%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	61	0.0%	65	1.5%	64	3.1%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	< 20	*	< 20	*	< 20	*
English Learners	< 20	*	< 20	*	< 20	*
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 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.

This school does not have a 12th grade



OVERVIEW

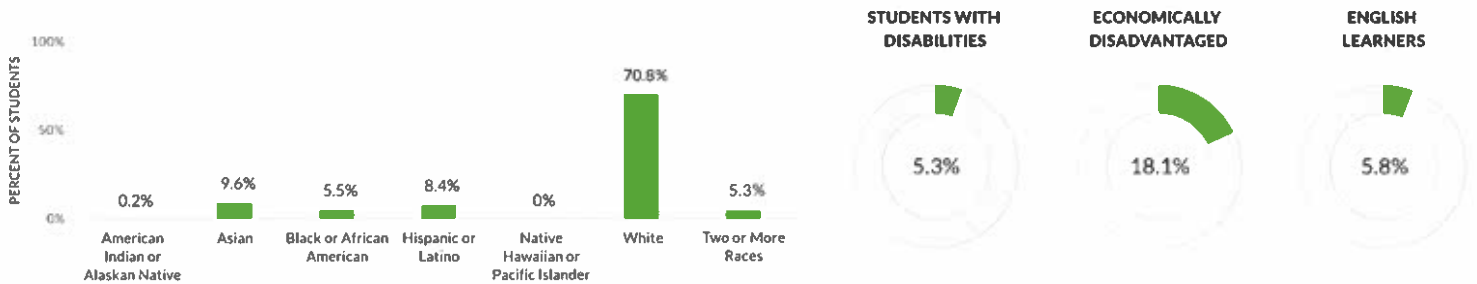
School Details

Grades : KG-8
Enrollment : 415
Percent open enrollment : 0%

Core Knowledge® Charter School (CKCS) serves about 414K-8 students from Verona, Fitchburg and Madison. CKCS is a public education option in the Verona Area School District where students develop strong learning skills and a broad base of knowledge through the use of research-based educational material and programs in a safe and structured environment.

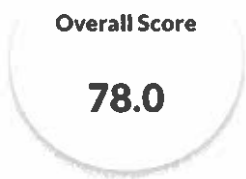
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



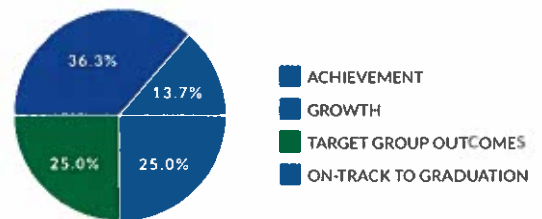
Score Summary

! 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>.



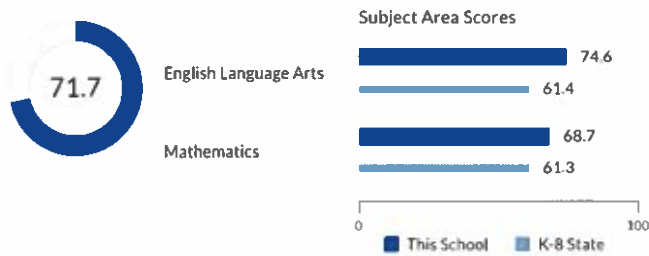
Exceeds Expectations
★★★★★

PRIORITY AREA WEIGHTS

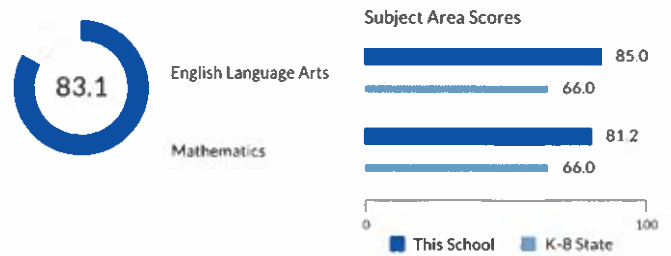


Priority Area Scores

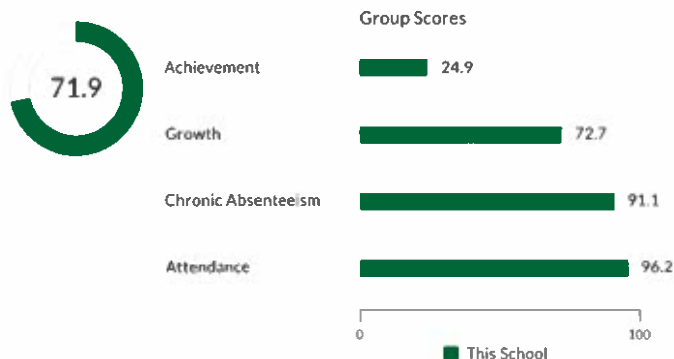
ACHIEVEMENT



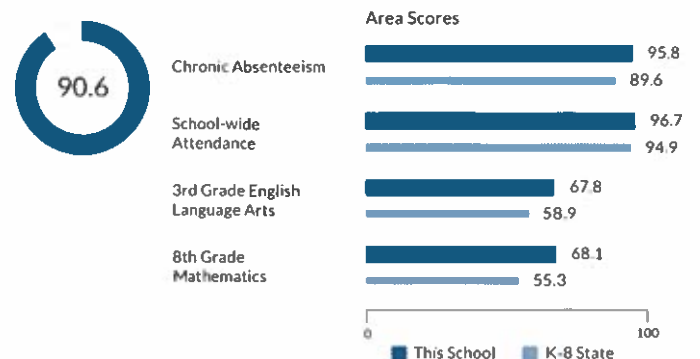
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

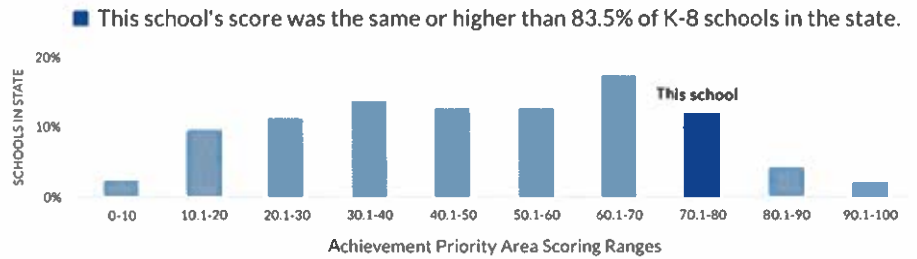




ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



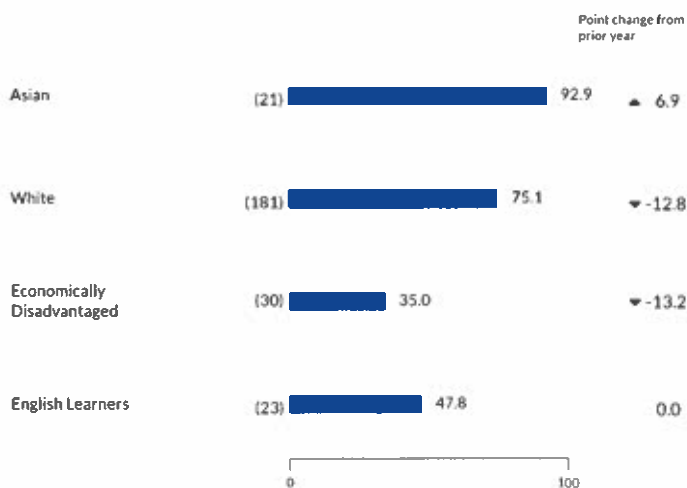
English Language Arts Score: 74.6

Mathematics Score: 68.7

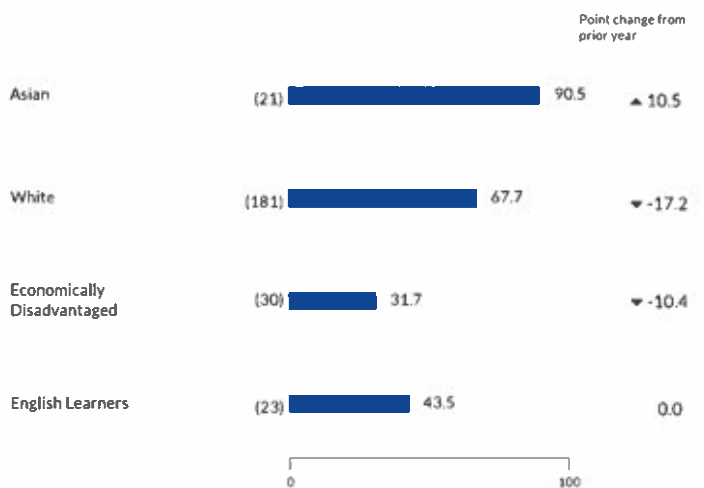
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



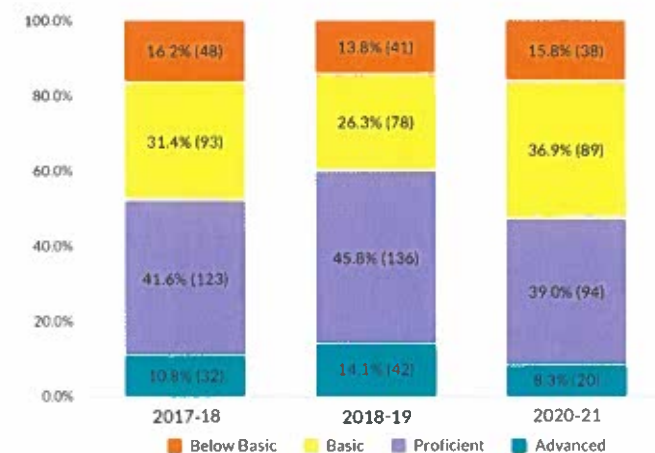
MATHEMATICS



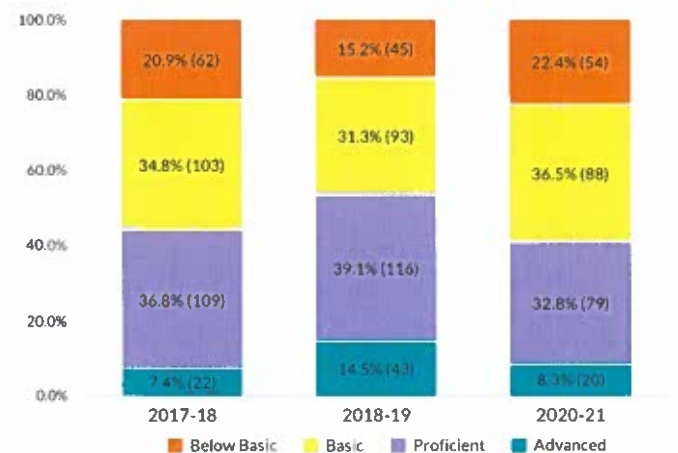
Performance Levels by Year

These graphs show school-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	82.0%	Lowest-participating group: Economically Disadvantaged	62.5%
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MATHEMATICS

All students	82.0%	Lowest-participating group: Economically Disadvantaged	62.5%
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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-8 State	383,301	8.5%	33.5%	35.0%	23.1%	381,432	7.8%	32.7%	35.0%	24.4%	326,038	6.9%	31.0%	35.6%	26.5%
All Students	296	10.8%	41.6%	31.4%	16.2%	297	14.1%	45.8%	26.3%	13.8%	241	8.3%	39.0%	36.9%	15.8%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	21	23.8%	23.8%	42.9%	9.5%	25	16.0%	48.0%	28.0%	8.0%	21	9.5%	66.7%	23.8%	0.0%
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	31	0.0%	22.6%	25.8%	51.6%	31	3.2%	12.9%	38.7%	45.2%	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
White	222	12.2%	48.2%	28.8%	10.8%	215	15.8%	52.6%	23.3%	8.4%	181	9.9%	40.9%	38.7%	10.5%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	51	0.0%	11.8%	45.1%	43.1%	57	3.5%	22.8%	40.4%	33.3%	30	0.0%	13.3%	43.3%	43.3%
English Learners	36	2.8%	25.0%	33.3%	38.9%	46	2.2%	26.1%	37.0%	34.8%	23	4.3%	21.7%	39.1%	34.8%
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

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-8 State	383,873	8.8%	34.3%	32.3%	24.7%	381,962	9.2%	33.6%	31.8%	25.4%	325,750	7.4%	30.2%	32.6%	29.8%
All Students	296	7.4%	36.8%	34.8%	20.9%	297	14.5%	39.1%	31.3%	15.2%	241	8.3%	32.8%	36.5%	22.4%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	21	19.0%	28.6%	28.6%	23.8%	25	16.0%	40.0%	32.0%	12.0%	21	19.0%	47.6%	28.6%	4.8%
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	31	0.0%	19.4%	29.0%	51.6%	31	3.2%	16.1%	35.5%	45.2%	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
White	222	7.7%	41.9%	36.0%	14.4%	215	16.7%	44.7%	30.2%	8.4%	181	8.8%	35.9%	37.0%	18.2%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	51	0.0%	3.9%	37.3%	58.8%	57	1.8%	19.3%	40.4%	38.6%	30	0.0%	13.3%	36.7%	50.0%
English Learners	36	5.6%	13.9%	25.0%	55.6%	46	4.3%	15.2%	43.5%	37.0%	23	13.0%	13.0%	21.7%	52.2%
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*



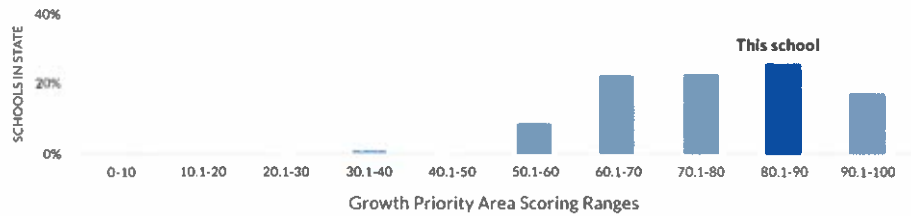
GROWTH

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



This school's score was the same or higher than 66.7% of K-8 schools in the state.



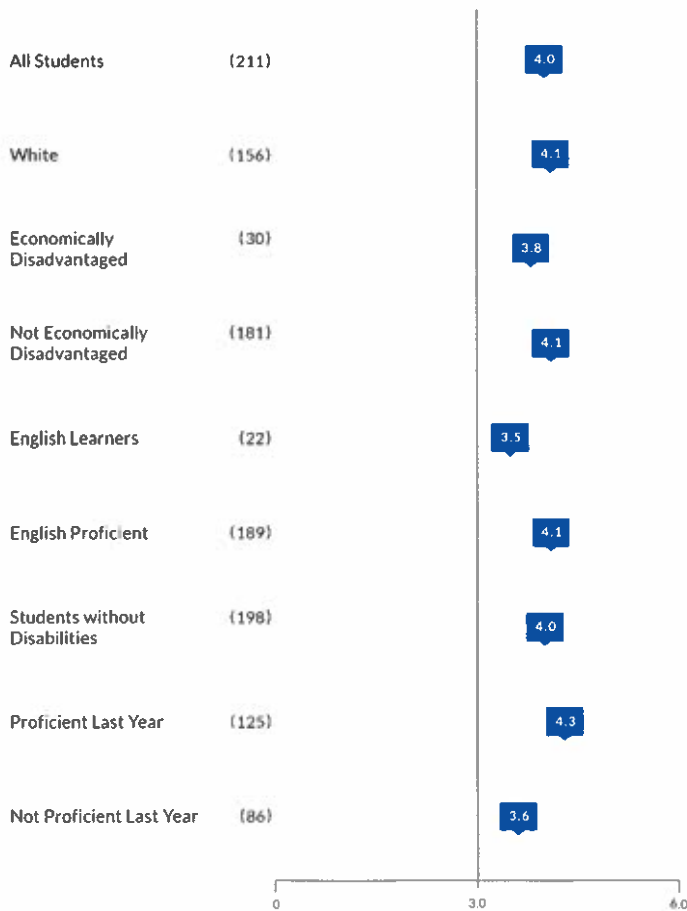
English Language Arts Score: 85.0

Mathematics Score: 81.2

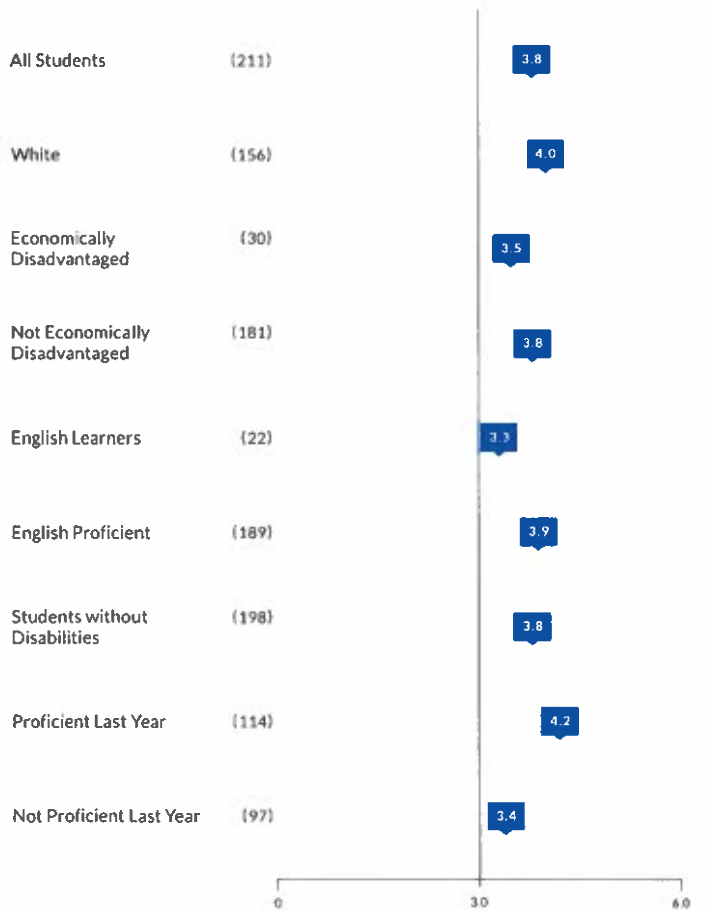
Student Group Value-Added (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





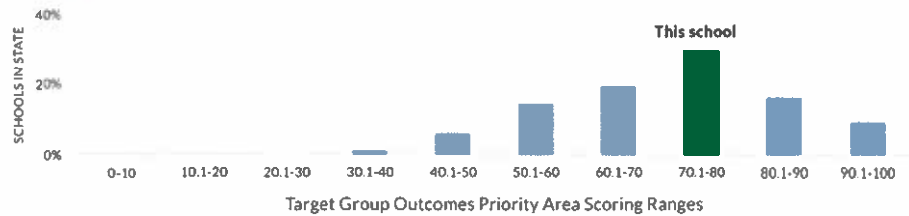
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping 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 46.9% of K-8 schools in the state.



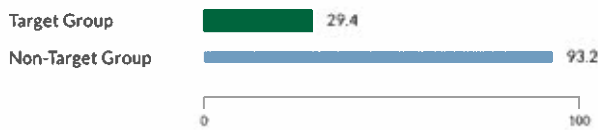
Component Scores

ACHIEVEMENT

Score: 24.9

Average points-based proficiency rates.

English Language Arts



Mathematics



GROWTH

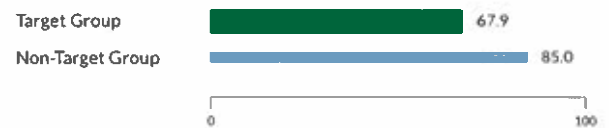
Score: 72.7

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

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 91.1

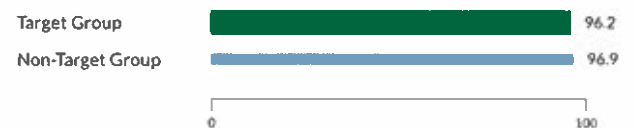
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 96.2

This score is the overall attendance rate for the Target Group in 2019-20.

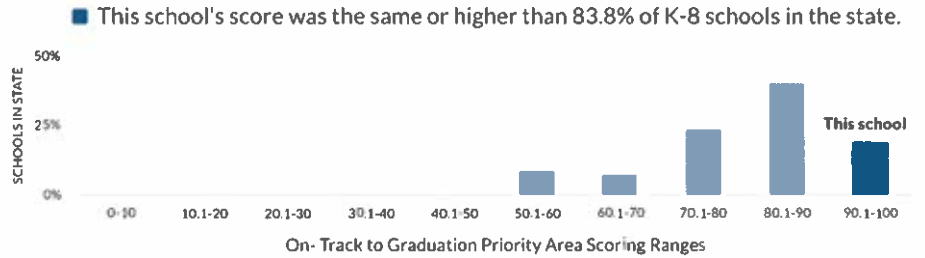




ON-TRACK TO GRADUATION

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: 95.8

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.

SCHOOL-WIDE ATTENDANCE

Score: 96.7

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

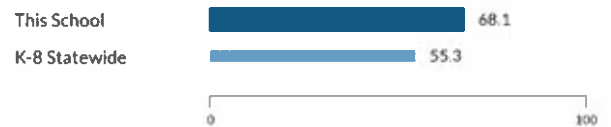
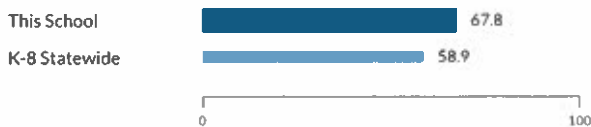
Score: 67.8

Average points-based proficiency rates.

8TH GRADE MATHEMATICS

Score: 68.1

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-8 State	567,583	10.0%	566,198	10.4%	561,936	10.8%
All Students	415	6.7%	418	5.7%	424	1.2%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	36	8.3%	41	9.8%	39	2.6%
Black or African American	< 20	*	< 20	*	21	4.8%
Hispanic or Latino	42	19.0%	41	14.6%	39	0.0%
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	305	4.6%	298	3.7%	303	1.0%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	76	14.5%	72	11.1%	71	5.6%
English Learners	53	7.5%	58	6.9%	50	0.0%
Students with Disabilities	< 20	*	< 20	*	21	4.8%

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.

This school does not have a 12th grade





OVERVIEW

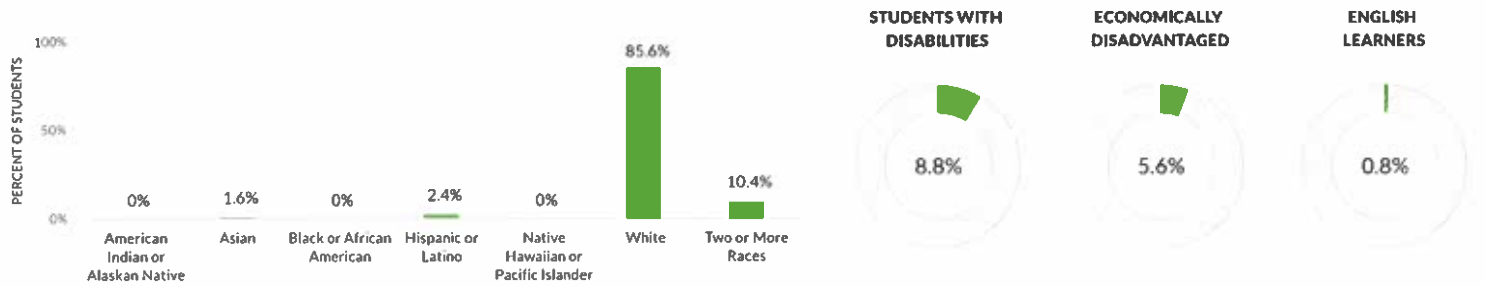
School Details

Grades : KG-5
Enrollment : 125
Percent open enrollment : 0%

New Century Charter School (NCS) serves about 124 students from Verona, Fitchburg and Madison. At NCS everyone is focused on the growth and success of our students and our community at large. Our program is rooted in a tradition of environmental education, with a focus on Science, Technology, Engineering, and Math (STEM).

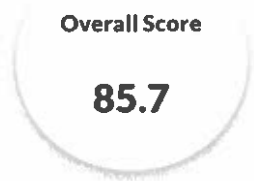
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



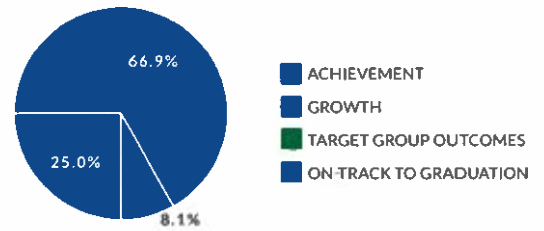
Score Summary

! 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>.



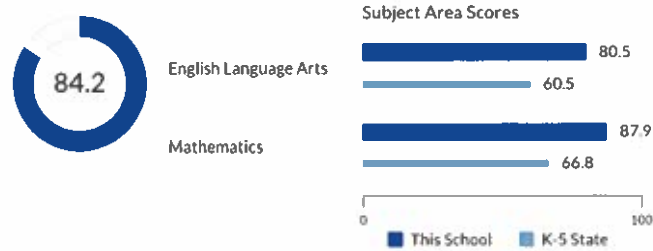
Significantly Exceeds Expectations
★★★★★

PRIORITY AREA WEIGHTS

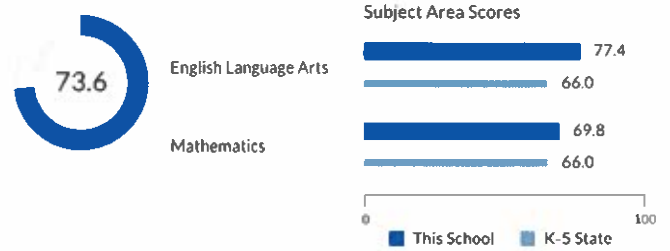


Priority Area Scores

ACHIEVEMENT



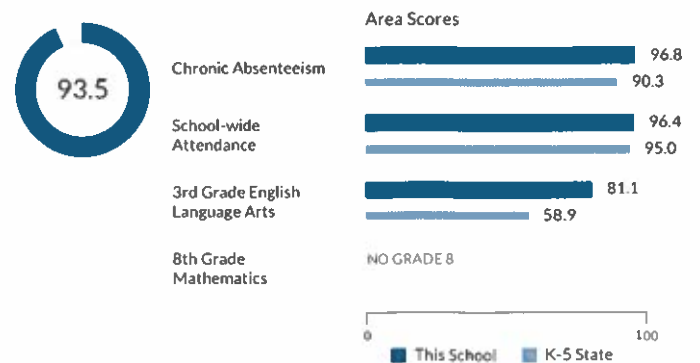
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

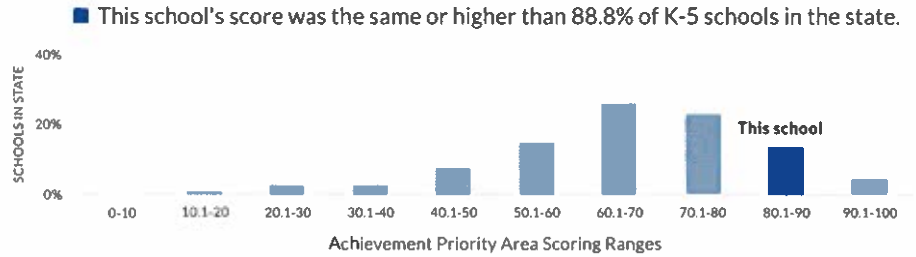




ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



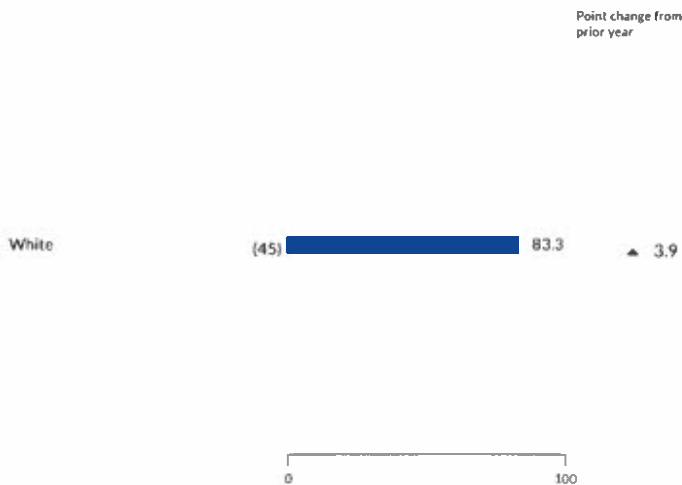
English Language Arts Score: 80.5

Mathematics Score: 87.9

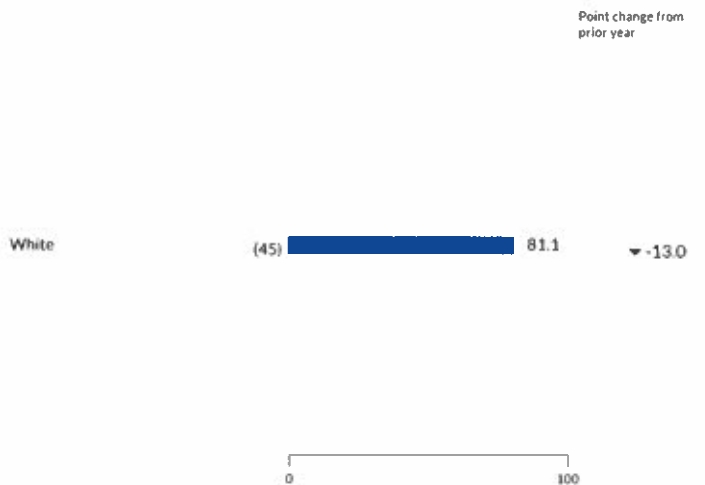
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



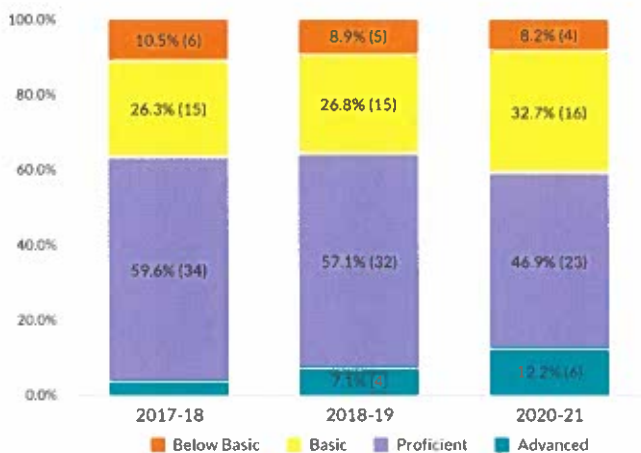
MATHEMATICS



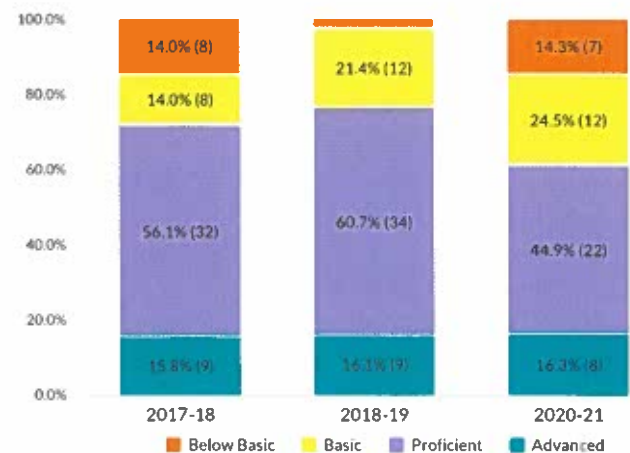
Performance Levels by Year

These graphs show school-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	79.0%	Lowest-participating group:	White	78.9%
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MATHEMATICS

All students	79.0%	Lowest-participating group:	White	78.9%
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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-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	57	3.5%	59.6%	26.3%	10.5%	56	7.1%	57.1%	26.8%	8.9%	49	12.2%	46.9%	32.7%	8.2%
Asian	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	48	4.2%	60.4%	27.1%	8.3%	51	7.8%	52.9%	29.4%	9.8%	45	13.3%	46.7%	33.3%	6.7%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*

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-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	57	15.8%	56.1%	14.0%	14.0%	56	16.1%	60.7%	21.4%	1.8%	49	16.3%	44.9%	24.5%	14.3%
Asian	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	48	14.6%	58.3%	14.6%	12.5%	51	15.7%	58.8%	23.5%	2.0%	45	15.6%	44.4%	26.7%	13.3%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*



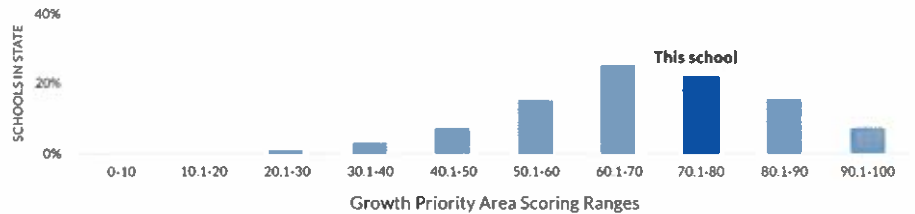
GROWTH

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



This school's score was the same or higher than 64.1% of K-5 schools in the state.



English Language Arts Score: 77.4

Mathematics Score: 69.8

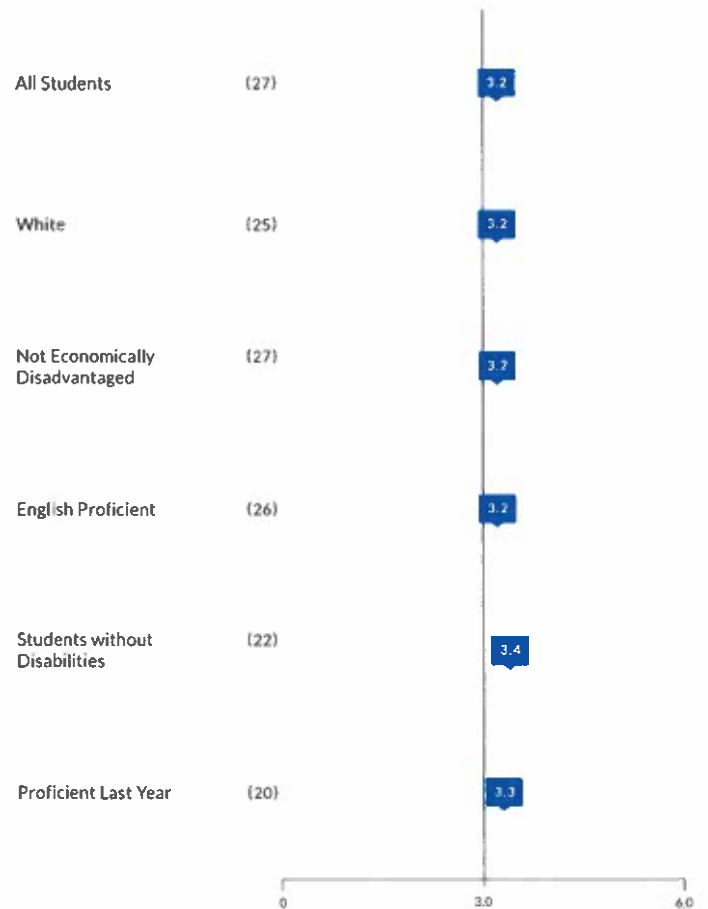
Student Group Value-Added (for information only)

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

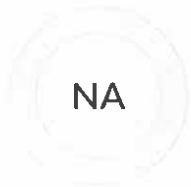




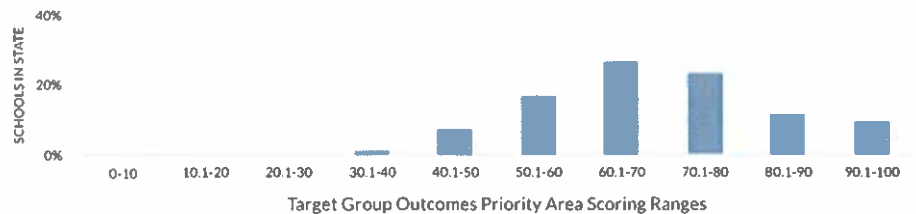
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping 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 is the distribution of scores for K-5 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

NO DATA TO DISPLAY



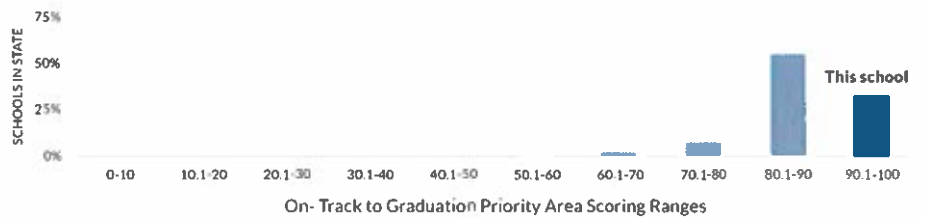
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 91.9% of K-5 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: 96.8

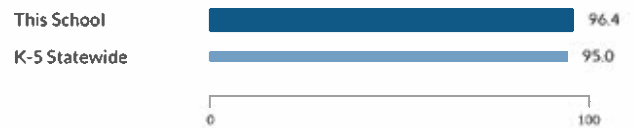
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 96.4

This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 81.1

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8



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-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	124	3.2%	122	4.1%	124	2.4%
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	0	NA
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	110	3.6%	107	4.7%	106	2.8%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	< 20	*	< 20	*	< 20	*
English Learners	< 20	*	< 20	*	< 20	*
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 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.

This school does not have a 12th grade





OVERVIEW

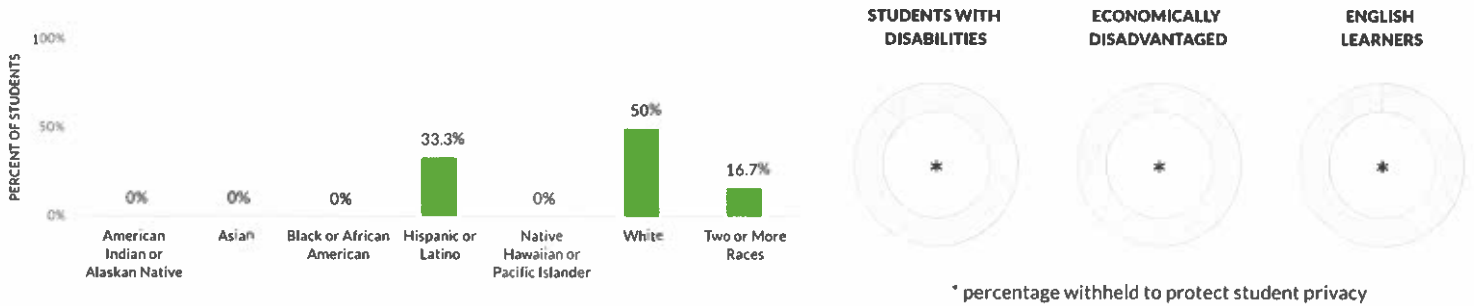
School Details

Grades : 9-12

Enrollment : 6

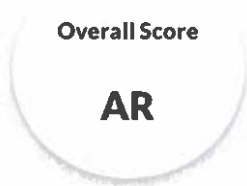
Percent open enrollment : 0%

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>.



Alternate Rating - Satisfactory Progress

Star rating not applicable

Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

Priority Area Scores

ACHIEVEMENT



GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

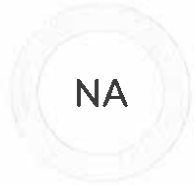




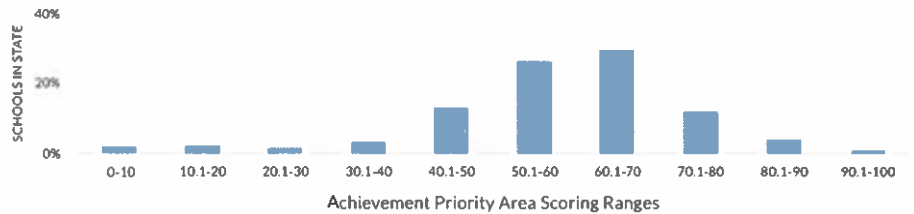
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



This is the distribution of scores for 9-12 schools in the state.



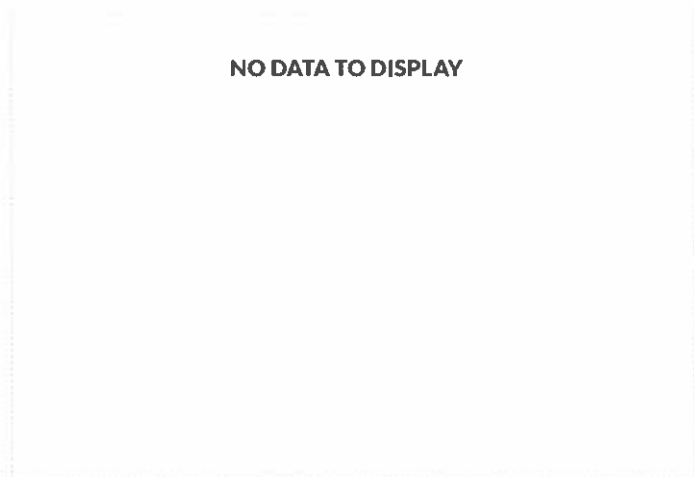
English Language Arts Score: NA

Mathematics Score: NA

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



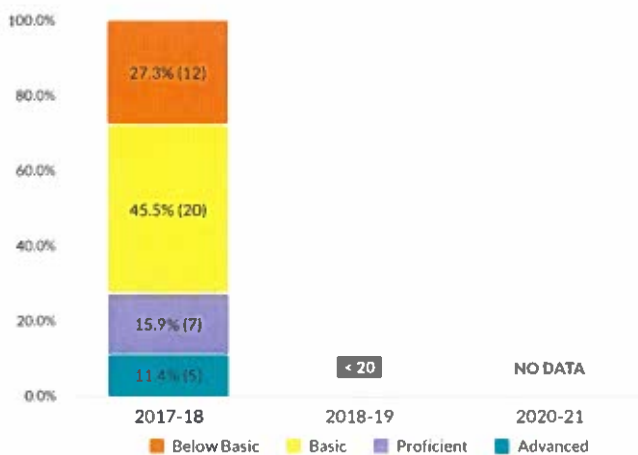
MATHEMATICS



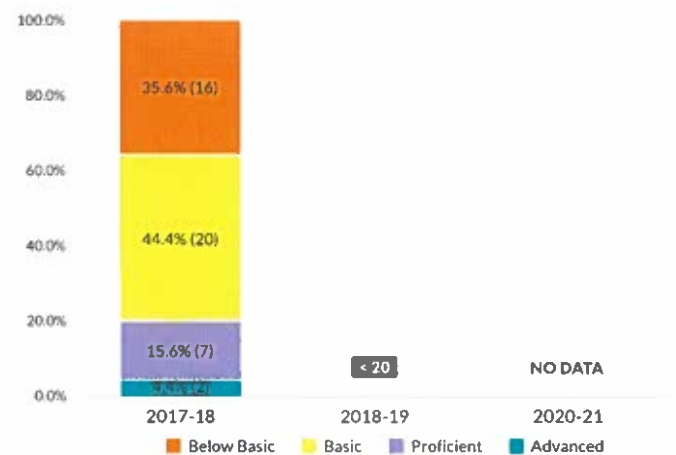
Performance Levels by Year

These graphs show school-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:
NA	NA
NA	NA

MATHEMATICS

All students	Lowest-participating group:
NA	NA
NA	NA

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: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	44	11.4%	15.9%	45.5%	27.3%	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	25	16.0%	20.0%	40.0%	24.0%	< 20	*	*	*	*	0	NA	NA	NA	NA
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA

MATHEMATICS

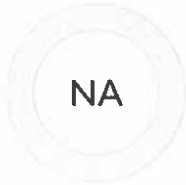
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	45	4.4%	15.6%	44.4%	35.6%	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	25	4.0%	24.0%	44.0%	28.0%	< 20	*	*	*	*	0	NA	NA	NA	NA
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Economically Disadvantaged	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA



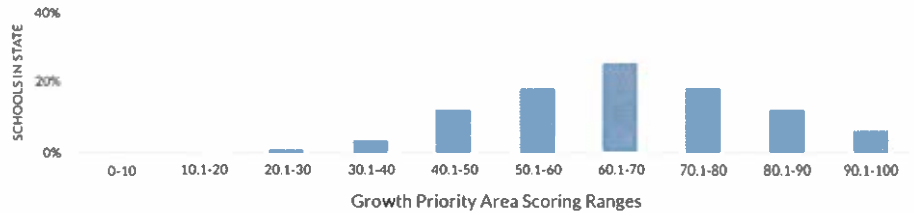
GROWTH

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



This is the distribution of scores for 9-12 schools in the state.



English Language Arts Score: NA

Mathematics Score: NA

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

NO DATA TO DISPLAY

MATHEMATICS

NO DATA TO DISPLAY



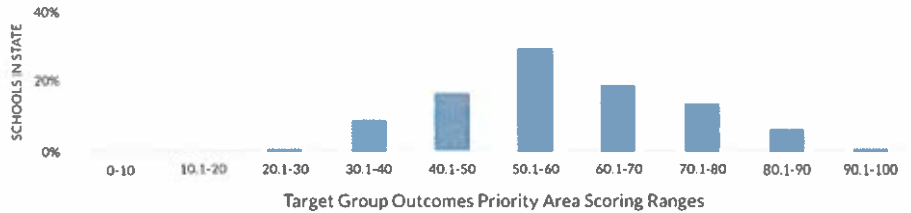
TARGET GROUP OUTCOMES

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 is the distribution of scores for 9-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

NO DATA TO DISPLAY



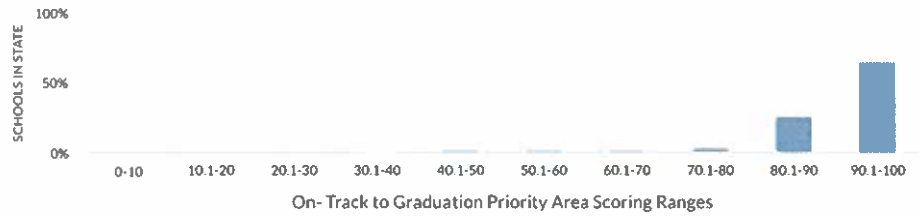
ON-TRACK TO GRADUATION

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



This is the distribution of scores for 9-12 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2019-20.

NO DATA TO DISPLAY

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8



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: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	78	25.6%	52	25.0%	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
Native Hawaiian or Pacific Islander	< 20	*	0	NA	0	NA
White	49	26.5%	30	30.0%	< 20	*
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	26	30.8%	< 20	*	< 20	*
English Learners	< 20	*	< 20	*	< 20	*
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 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: 9-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	< 20	*	*	20	19	95.0%
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	< 20	*	*	< 20	*	*
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	< 20	*	*	< 20	*	*
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 school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
*	19.2%

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

DUAL ENROLLMENT

School	State
*	17.8%

* students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
*	1.4%

* students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
*	2.4%

* 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. All groups present in the school are shown. 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
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	< 20	31,812	*	14.7%	*	14.1%	*	0.9%	*	1.4%
White	< 20	188,332	*	20.8%	*	19.7%	*	1.6%	*	2.8%
Two or More Races	< 20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	< 20	97,617	*	11.0%	*	13.7%	*	0.8%	*	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	< 20	34,473	*	2.9%	*	10.2%	*	0.5%	*	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 school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
*	24.7%

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

DANCE

School	State
*	0.3%

* students successfully completed at least one dance course.

MUSIC

School	State
*	21.3%

* students successfully completed at least one music course.

THEATER

School	State
*	1.9%

* 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. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
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	< 20	31,812	*	26.2%	*	0.3%	*	15.5%	*	1.8%
White	< 20	188,332	*	23.9%	*	0.3%	*	23.4%	*	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	< 20	97,617	*	26.9%	*	0.3%	*	17.4%	*	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	< 20	34,473	*	25.4%	*	0.3%	*	14.3%	*	1.9%

