



Inquiry Code: Y6S2H6

OVERVIEW

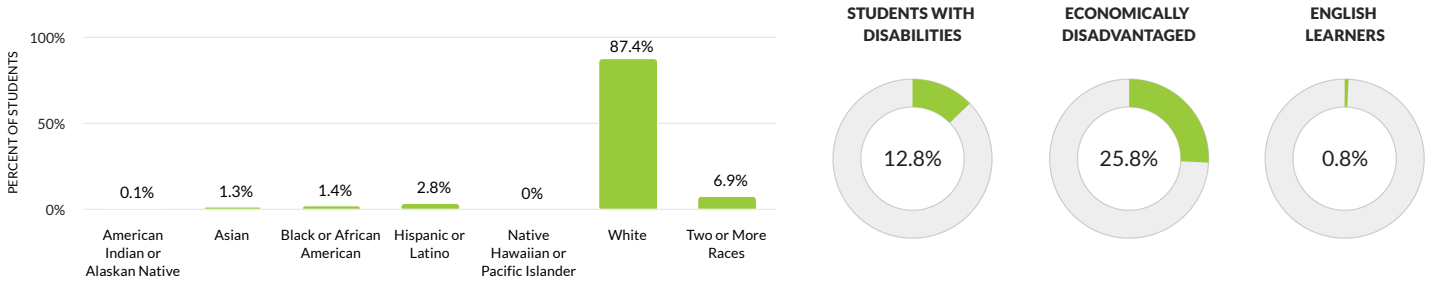
District Details

Grades : K4-12
Enrollment : 779
Percent open enrollment : 10.4%

The Wisconsin Heights School District is committed to fostering a nurturing and dynamic educational environment for our students and their families. Guided by our motto, "Every Child... Every Class... Every Day," our vision is to develop engaged citizens through diverse experiences and rigorous academic expectations. <https://www.wisheights.k12.wi.us>

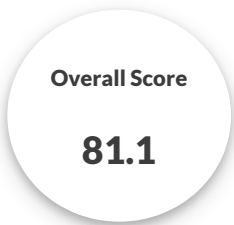
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



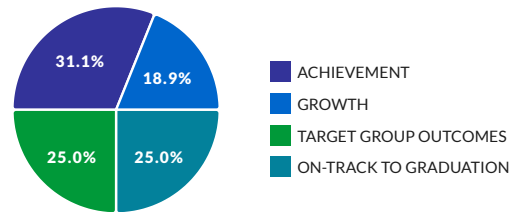
Score Summary

! 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>.



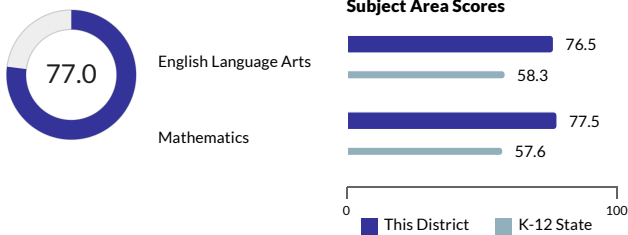
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

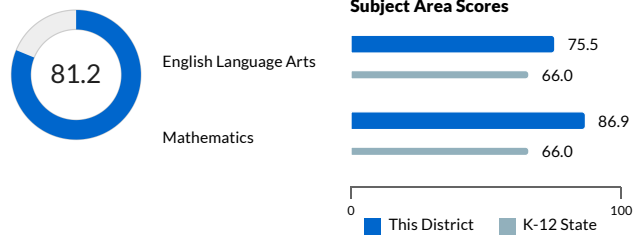


Priority Area Scores

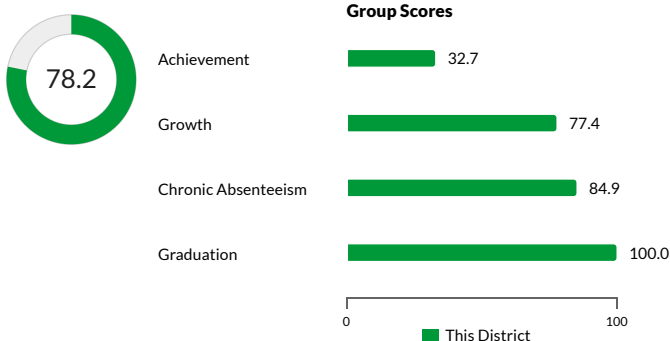
ACHIEVEMENT



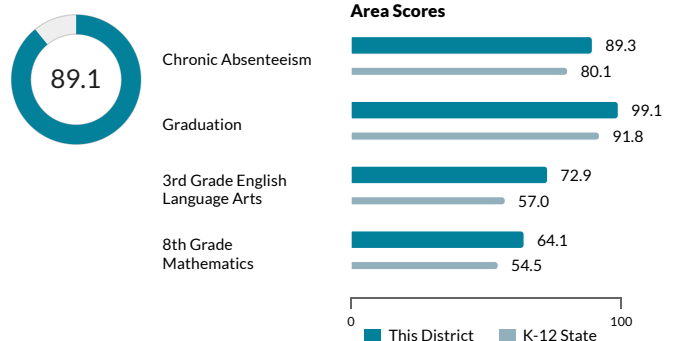
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

| Rating Category | Number of Schools | Percent of Schools |
|------------------------------------|-------------------|--------------------|
| Significantly Exceeds Expectations | 1 | 33.3% |
| Exceeds Expectations | 2 | 66.7% |
| Meets Expectations | 0 | 0.0% |
| Meets Few Expectations | 0 | 0.0% |
| Fails to Meet Expectations | 0 | 0.0% |

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

| Alternate Accountability Rating Category | Number of Schools | Percent of Schools |
|--|-------------------|--------------------|
| Satisfactory Progress | 0 | 0.0% |
| Needs Improvement | 0 | 0.0% |

School Score Summary

This table does not include alternate accountability schools.

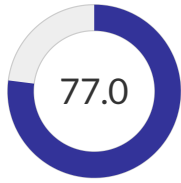
| Priority Area | Low Score | Average Score | High Score | Possible Points |
|------------------------|-----------|---------------|------------|-----------------|
| Overall Score | 70.7 | 80.4 | 90.6 | 100.0 |
| Achievement | 68.6 | 77.5 | 82.6 | 100.0 |
| Growth | 67.9 | 78.3 | 95.4 | 100.0 |
| Target Group Outcomes | 59.2 | 76.8 | 95.8 | 100.0 |
| On-Track to Graduation | 86.9 | 89.9 | 95.3 | 100.0 |



ACHIEVEMENT

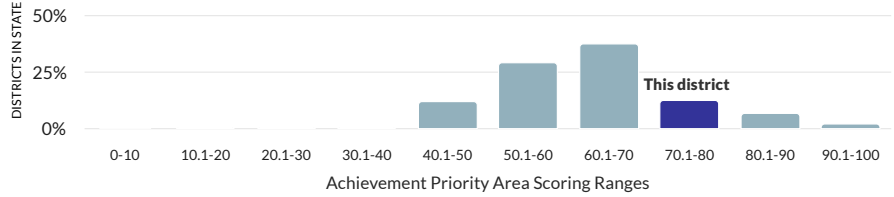
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 76.5
Mathematics Score: 77.5

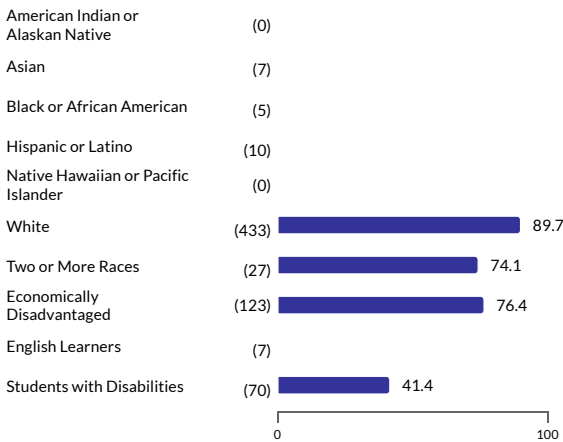
This district's score was the same or higher than 89.5% of districts in the state.



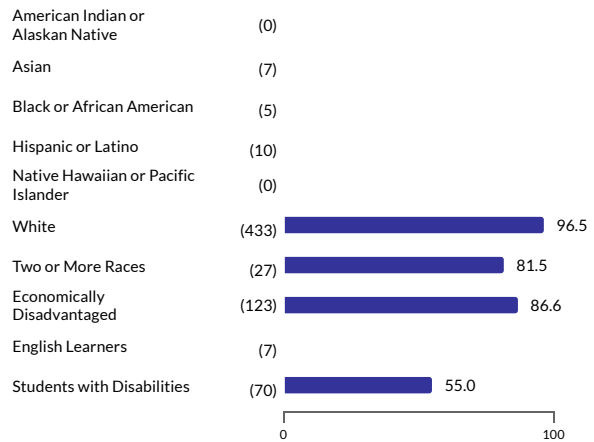
Student Group Achievement, 2023-24 (for information only)

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



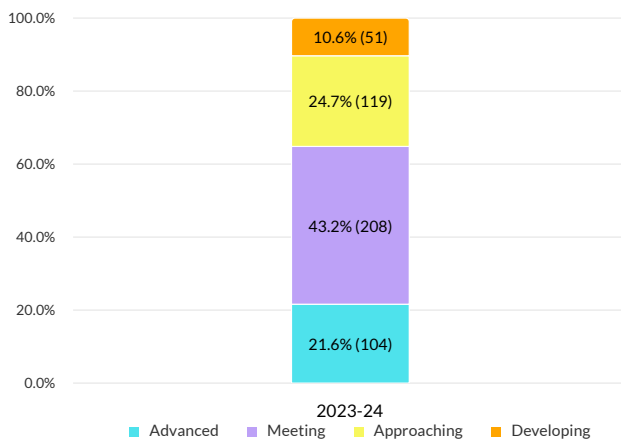
MATHEMATICS



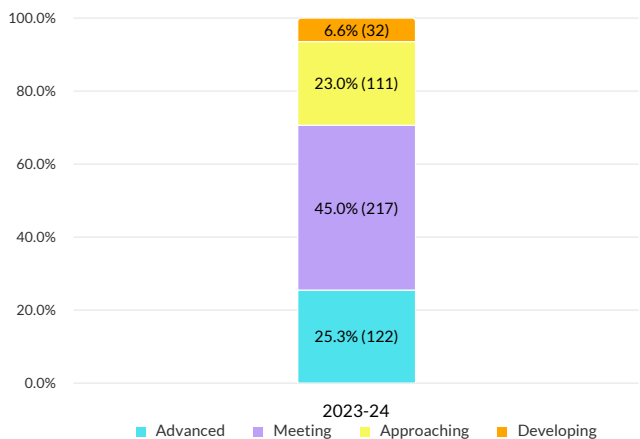
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

| | |
|--------------|---|
| All students | Lowest-participating group: Students with Disabilities |
| 98.2% | 95.9% |

MATHEMATICS

| | |
|--------------|---|
| All students | Lowest-participating group: Students with Disabilities |
| 98.2% | 95.9% |

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% | 541,254 | 11.2% | 38.8% | 31.3% | 18.8% |
| All Students | 464 | 10.6% | 45.9% | 27.2% | 16.4% | 464 | 12.9% | 44.2% | 28.9% | 14.0% | 482 | 21.6% | 43.2% | 24.7% | 10.6% |
| American Indian or Alaskan Native | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA |
| Asian | 5 | 20.0% | 0.0% | 20.0% | 60.0% | 5 | 0.0% | 20.0% | 60.0% | 20.0% | 7 | 0.0% | 28.6% | 28.6% | 42.9% |
| Black or African American | 11 | 0.0% | 27.3% | 18.2% | 54.5% | 8 | 12.5% | 25.0% | 25.0% | 37.5% | 5 | 20.0% | 40.0% | 20.0% | 20.0% |
| Hispanic or Latino | 7 | 0.0% | 28.6% | 42.9% | 28.6% | 8 | 0.0% | 0.0% | 62.5% | 37.5% | 10 | 10.0% | 40.0% | 50.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA |
| White | 422 | 11.4% | 47.4% | 27.0% | 14.2% | 421 | 14.0% | 45.4% | 27.6% | 13.1% | 433 | 23.1% | 43.4% | 23.3% | 10.2% |
| Two or More Races | 19 | 0.0% | 42.1% | 31.6% | 26.3% | 22 | 0.0% | 50.0% | 36.4% | 13.6% | 27 | 7.4% | 44.4% | 37.0% | 11.1% |
| Economically Disadvantaged | 96 | 5.2% | 30.2% | 37.5% | 27.1% | 102 | 8.8% | 33.3% | 36.3% | 21.6% | 123 | 13.0% | 42.3% | 29.3% | 15.4% |
| English Learners | 5 | 20.0% | 0.0% | 40.0% | 40.0% | 5 | 0.0% | 20.0% | 60.0% | 20.0% | 7 | 0.0% | 42.9% | 28.6% | 28.6% |
| Students with Disabilities | 55 | 0.0% | 18.2% | 25.5% | 56.4% | 56 | 3.6% | 10.7% | 33.9% | 51.8% | 70 | 7.1% | 12.9% | 35.7% | 44.3% |

MATHEMATICS

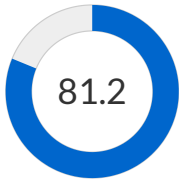
| | 2021-22 | | | | | 2022-23 | | | | | 2023-24 | | | | |
|-------------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|---------|-------------|------------|
| | Total # 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% | 541,489 | 16.5% | 34.5% | 27.4% | 21.6% |
| All Students | 464 | 13.6% | 41.2% | 24.6% | 20.7% | 464 | 15.9% | 42.9% | 27.2% | 14.0% | 482 | 25.3% | 45.0% | 23.0% | 6.6% |
| American Indian or Alaskan Native | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA |
| Asian | 5 | 0.0% | 20.0% | 0.0% | 80.0% | 5 | 0.0% | 20.0% | 40.0% | 40.0% | 7 | 0.0% | 42.9% | 57.1% | 0.0% |
| Black or African American | 11 | 0.0% | 9.1% | 27.3% | 63.6% | 8 | 0.0% | 25.0% | 25.0% | 50.0% | 5 | 0.0% | 40.0% | 20.0% | 40.0% |
| Hispanic or Latino | 7 | 14.3% | 14.3% | 28.6% | 42.9% | 8 | 0.0% | 25.0% | 37.5% | 37.5% | 10 | 20.0% | 30.0% | 40.0% | 10.0% |
| Native Hawaiian or Pacific Islander | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA | 0 | NA | NA | NA | NA |
| White | 422 | 14.5% | 42.4% | 24.6% | 18.5% | 421 | 17.3% | 43.7% | 26.4% | 12.6% | 433 | 27.3% | 44.8% | 21.7% | 6.2% |
| Two or More Races | 19 | 5.3% | 47.4% | 26.3% | 21.1% | 22 | 4.5% | 45.5% | 36.4% | 13.6% | 27 | 7.4% | 55.6% | 29.6% | 7.4% |
| Economically Disadvantaged | 96 | 7.3% | 27.1% | 28.1% | 37.5% | 102 | 8.8% | 36.3% | 36.3% | 18.6% | 123 | 19.5% | 43.1% | 28.5% | 8.9% |
| English Learners | 5 | 0.0% | 20.0% | 20.0% | 60.0% | 5 | 0.0% | 20.0% | 60.0% | 20.0% | 7 | 14.3% | 28.6% | 57.1% | 0.0% |
| Students with Disabilities | 55 | 1.8% | 14.5% | 23.6% | 60.0% | 56 | 3.6% | 16.1% | 39.3% | 41.1% | 70 | 10.0% | 20.0% | 40.0% | 30.0% |



GROWTH

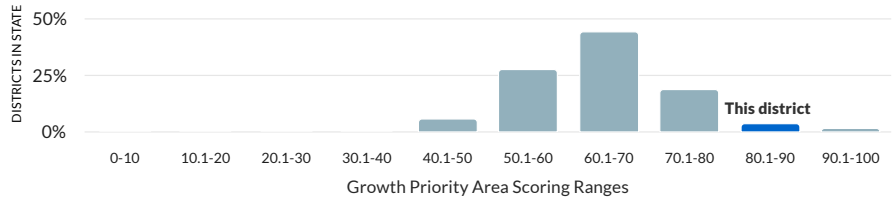
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar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

Priority Area Score



English Language Arts Score: 75.5
Mathematics Score: 86.9

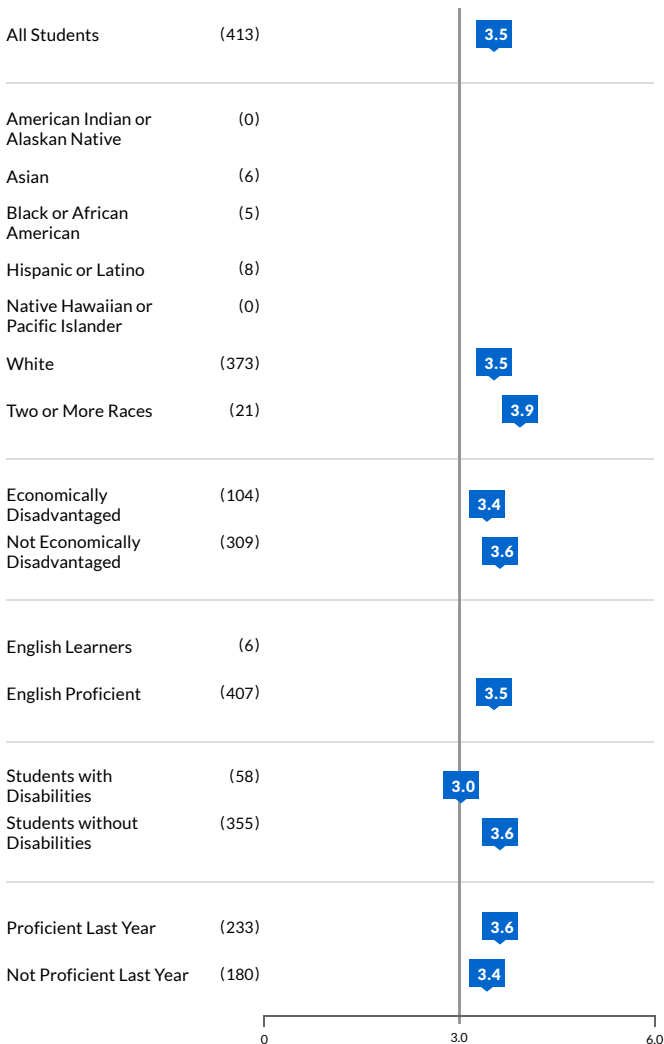
■ This district's score was the same or higher than 96.8% of districts in the state.



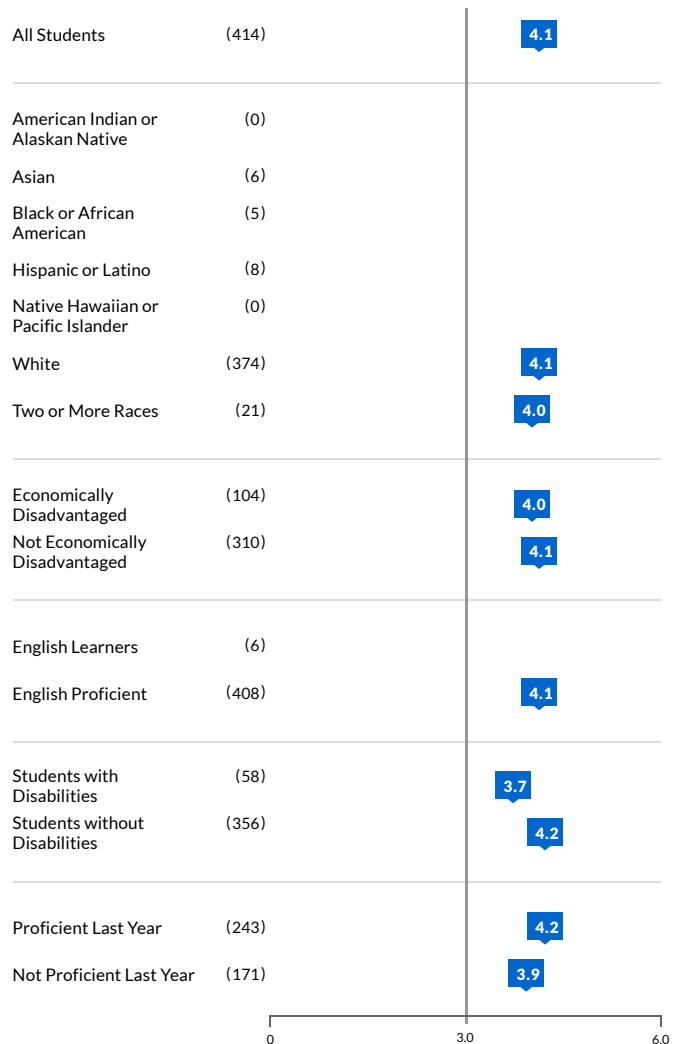
Student Group Value-Added (for information only)

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

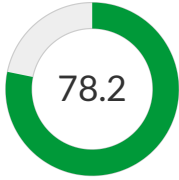




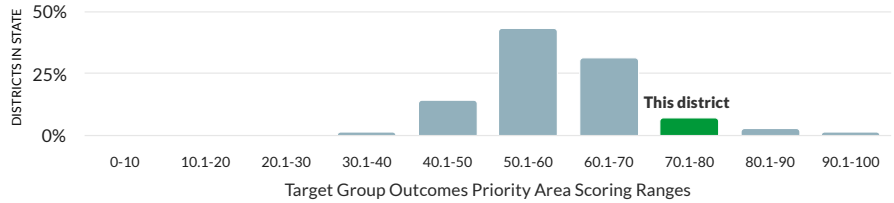
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping districts 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 district's score was the same or higher than 96.3% of districts in the state.



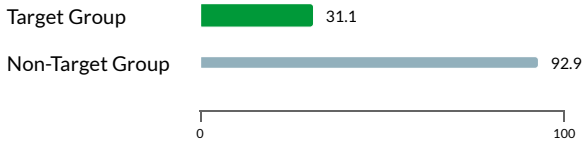
Component Scores

ACHIEVEMENT

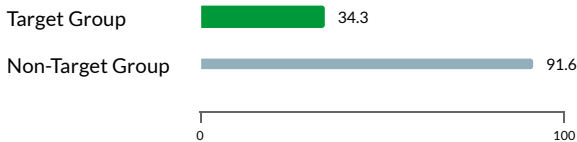
Score: 32.7

Average points-based proficiency rates.

English Language Arts



Mathematics

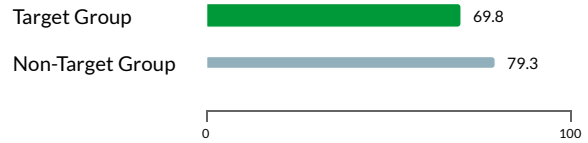


GROWTH

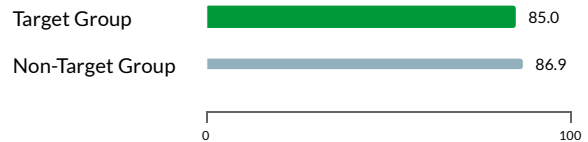
Score: 77.4

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

English Language Arts



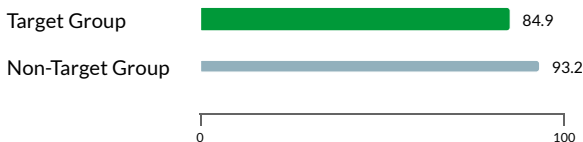
Mathematics



CHRONIC ABSENTEEISM

Score: 84.9

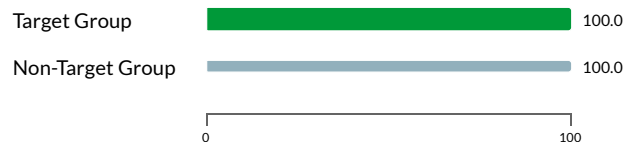
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

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

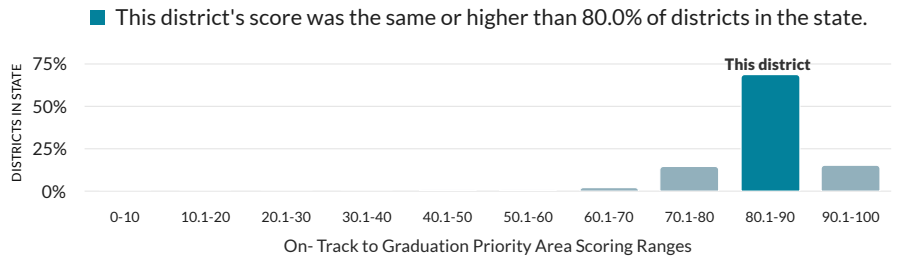
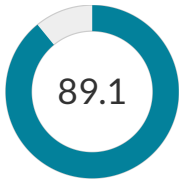




ON-TRACK TO GRADUATION

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

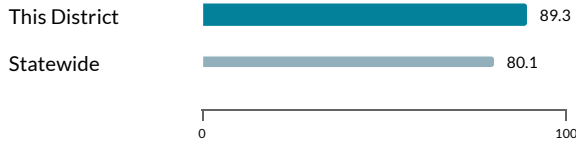


Component Scores

CHRONIC ABSENTEEISM

Score: 89.3

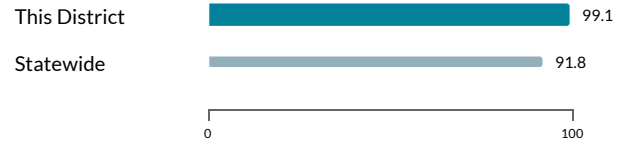
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 99.1

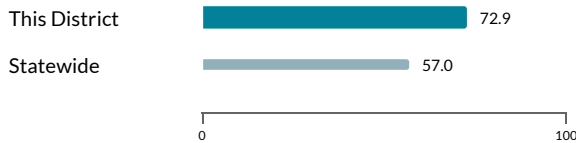
Average of 2022-23's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 72.9

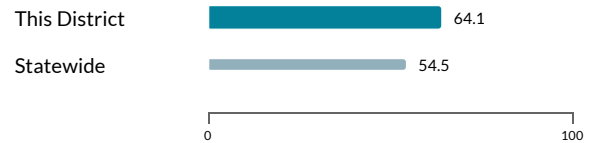
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 64.1

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 | 808,659 | 16.2% | 810,982 | 22.8% | 808,094 | 19.8% |
| All Students | 687 | 5.1% | 682 | 11.9% | 702 | 13.4% |
| American Indian or Alaskan Native | 1 | 0.0% | 0 | NA | 1 | 0.0% |
| Asian | 6 | 0.0% | 7 | 0.0% | 7 | 0.0% |
| Black or African American | 18 | 0.0% | 20 | 25.0% | 15 | 33.3% |
| Hispanic or Latino | 12 | 8.3% | 11 | 27.3% | 18 | 50.0% |
| Native Hawaiian or Pacific Islander | 1 | 0.0% | 0 | NA | 0 | NA |
| White | 617 | 4.5% | 612 | 10.5% | 626 | 12.0% |
| Two or More Races | 32 | 18.8% | 32 | 28.1% | 35 | 14.3% |
| Economically Disadvantaged | 157 | 15.3% | 154 | 24.7% | 153 | 27.5% |
| English Learners | 5 | 20.0% | 5 | 0.0% | 9 | 33.3% |
| Students with Disabilities | 78 | 14.1% | 75 | 18.7% | 86 | 29.1% |

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 | 68,144 | 61,386 | 90.1% | 66,868 | 62,535 | 93.5% |
| All Students | 58 | 57 | 98.3% | 56 | 56 | 100.0% |
| American Indian or Alaskan Native | 0 | 0 | NA | 0 | 0 | NA |
| Asian | 0 | 0 | NA | 0 | 0 | NA |
| Black or African American | 2 | 2 | 100.0% | 0 | 0 | NA |
| Hispanic or Latino | 4 | 4 | 100.0% | 3 | 3 | 100.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | NA | 0 | 0 | NA |
| White | 49 | 49 | 100.0% | 53 | 53 | 100.0% |
| Two or More Races | 3 | 2 | 66.7% | 0 | 0 | NA |
| Economically Disadvantaged | 6 | 5 | 83.3% | 8 | 8 | 100.0% |
| English Learners | 0 | 0 | NA | 1 | 1 | 100.0% |
| Students with Disabilities | 6 | 5 | 83.3% | 4 | 4 | 100.0% |



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.

Participation by Type of Postsecondary Preparation

88 (40.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

| District | State |
|----------|-------|
| 23.5% | 21.1% |

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

DUAL ENROLLMENT

| District | State |
|----------|-------|
| 22.6% | 25.7% |

49 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

| District | State |
|----------|-------|
| 4.6% | 4.7% |

10 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

| District | State |
|----------|-------|
| 2.3% | 8.5% |

5 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district 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 | |
|-------------------------------------|------------------|---------|------------------|-------|-----------------|-------|---------------------------------|-------|---------------------|-------|
| | District | State | District | State | District | State | District | State | District | State |
| All Students | 217 | 266,572 | 23.5% | 21.1% | 22.6% | 25.7% | 4.6% | 4.7% | 2.3% | 8.5% |
| American Indian or Alaskan Native | 0 | 2,718 | NA | 7.0% | NA | 18.0% | NA | 1.7% | NA | 5.0% |
| Asian | 4 | 10,315 | 0.0% | 33.6% | 0.0% | 26.7% | 0.0% | 3.8% | 0.0% | 5.7% |
| Black or African American | 6 | 24,952 | 0.0% | 13.7% | 33.3% | 8.7% | 0.0% | 1.3% | 0.0% | 2.7% |
| Hispanic or Latino | 7 | 37,679 | 14.3% | 17.6% | 28.6% | 18.9% | 0.0% | 3.4% | 0.0% | 5.0% |
| Native Hawaiian or Pacific Islander | 0 | 216 | NA | 17.1% | NA | 21.8% | NA | 2.3% | NA | 4.2% |
| White | 192 | 179,179 | 25.0% | 22.5% | 23.4% | 29.9% | 5.2% | 5.7% | 2.6% | 10.4% |
| Two or More Races | 8 | 11,450 | 25.0% | 18.9% | 0.0% | 21.0% | 0.0% | 3.4% | 0.0% | 5.8% |
| Economically Disadvantaged | 44 | 101,307 | 11.4% | 12.2% | 11.4% | 19.0% | 0.0% | 3.1% | 0.0% | 6.2% |
| English Learners | 4 | 19,129 | 0.0% | 13.9% | 0.0% | 17.0% | 0.0% | 2.5% | 0.0% | 3.6% |
| Students with Disabilities | 22 | 33,770 | 0.0% | 4.4% | 4.5% | 14.9% | 0.0% | 2.3% | 4.5% | 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.

Participation by Type of Arts Course

102 (47.0%) students successfully completed any Arts Course.

ART & DESIGN

| | |
|--------------|--------------|
| District | State |
| 37.3% | 29.2% |

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

DANCE

| | |
|-------------|-------------|
| District | State |
| 0.0% | 0.5% |

No students successfully completed a dance course.

MUSIC

| | |
|--------------|--------------|
| District | State |
| 15.2% | 19.2% |

33 students successfully completed at least one music course.

THEATER

| | |
|-------------|-------------|
| District | State |
| 0.0% | 2.2% |

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the district 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 | |
|-------------------------------------|------------------|---------|--------------|-------|----------|-------|----------|-------|----------|-------|
| | District | State | District | State | District | State | District | State | District | State |
| All Students | 217 | 266,572 | 37.3% | 29.2% | 0.0% | 0.5% | 15.2% | 19.2% | 0.0% | 2.2% |
| American Indian or Alaskan Native | 0 | 2,718 | NA | 33.1% | NA | 0.2% | NA | 15.0% | NA | 1.1% |
| Asian | 4 | 10,315 | 25.0% | 30.4% | 0.0% | 0.4% | 0.0% | 19.9% | 0.0% | 1.6% |
| Black or African American | 6 | 24,952 | 0.0% | 28.5% | 0.0% | 0.7% | 0.0% | 11.7% | 0.0% | 2.8% |
| Hispanic or Latino | 7 | 37,679 | 71.4% | 29.1% | 0.0% | 0.3% | 0.0% | 13.3% | 0.0% | 2.1% |
| Native Hawaiian or Pacific Islander | 0 | 216 | NA | 32.9% | NA | 1.4% | NA | 23.6% | NA | 4.2% |
| White | 192 | 179,179 | 38.0% | 29.2% | 0.0% | 0.5% | 17.2% | 21.7% | 0.0% | 2.2% |
| Two or More Races | 8 | 11,450 | 25.0% | 28.8% | 0.0% | 0.5% | 0.0% | 17.8% | 0.0% | 2.6% |
| Economically Disadvantaged | 44 | 101,307 | 36.4% | 30.0% | 0.0% | 0.4% | 6.8% | 15.5% | 0.0% | 2.1% |
| English Learners | 4 | 19,129 | 25.0% | 30.9% | 0.0% | 0.4% | 0.0% | 11.8% | 0.0% | 1.6% |
| Students with Disabilities | 22 | 33,770 | 45.5% | 30.9% | 0.0% | 0.5% | 4.5% | 14.3% | 0.0% | 2.4% |

