



## OVERVIEW

### School Details

Grades : 9-12

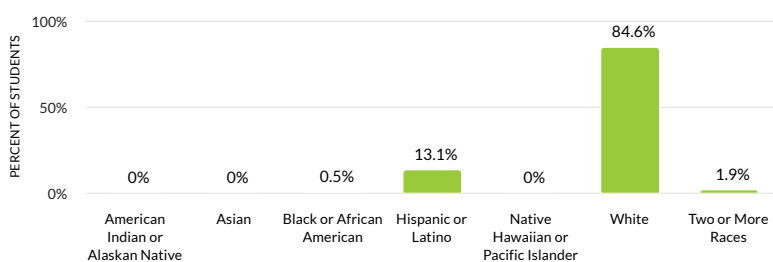
Enrollment : 214

Percent open enrollment : 13.6%

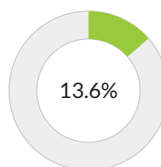
The School District of Shiocton is a small, rural school "Where Excellence is Expected". We seek excellence in learning, teaching, and performing. We utilize a triangulation of data to determine our celebrations and our areas of growth, giving consideration to the whole child, while preparing our learners for college, career, and community life.

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

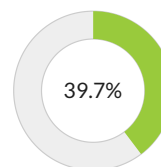
### Student Groups



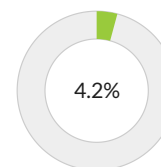
STUDENTS WITH DISABILITIES



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>.

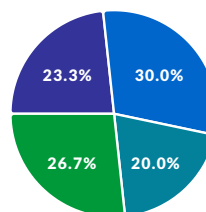
Overall Score

52.3

Meets Few Expectations



#### PRIORITY AREA WEIGHTS



ACHIEVEMENT

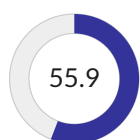
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

### Priority Area Scores

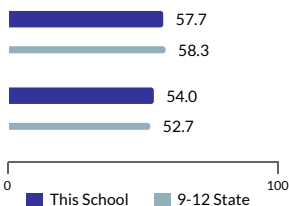
#### ACHIEVEMENT



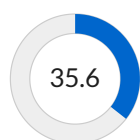
English Language Arts

Mathematics

#### Subject Area Scores



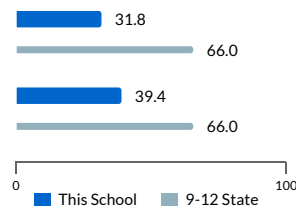
#### GROWTH



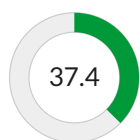
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



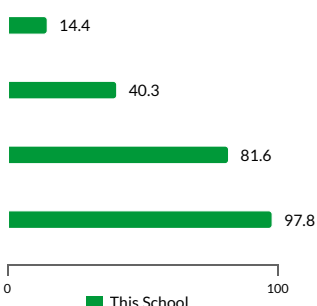
Achievement

Growth

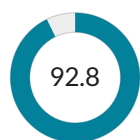
Chronic Absenteeism

Graduation

#### Group Scores



#### ON-TRACK TO GRADUATION



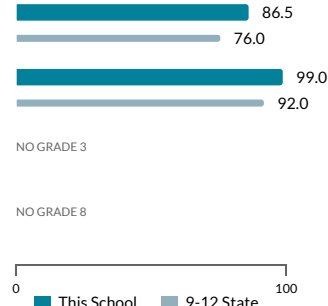
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

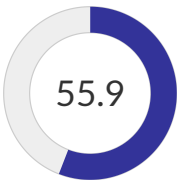
#### Area Scores



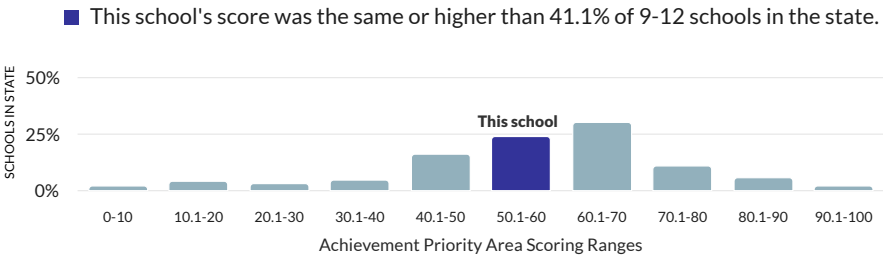
ACHIEVEMENT

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



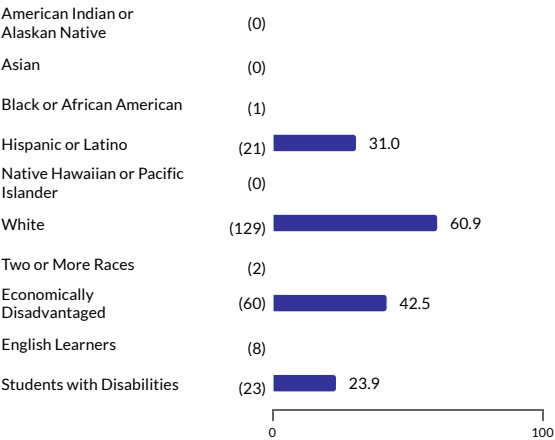
English Language Arts Score: 57.7  
Mathematics Score: 54.0



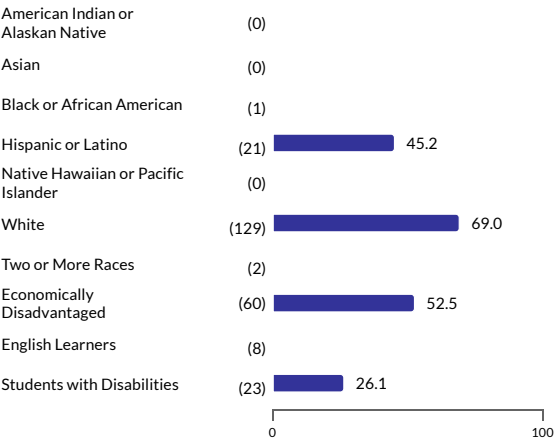
Student Group Achievement, 2023-24 (for information only)

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



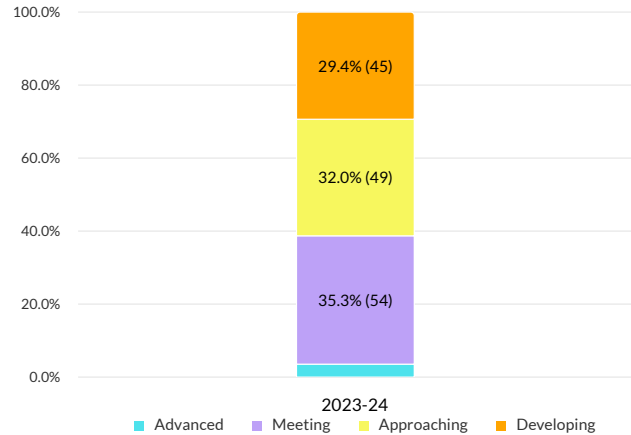
MATHEMATICS



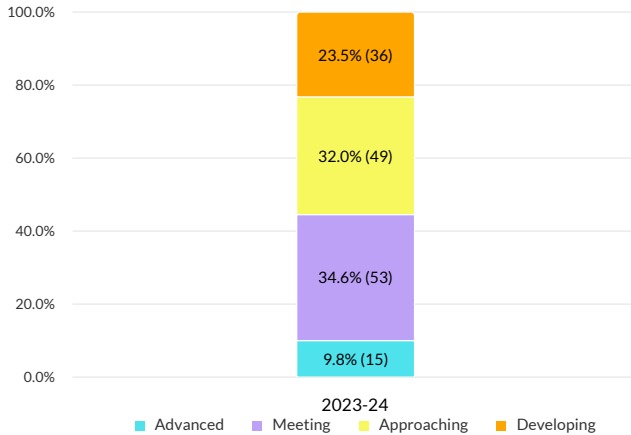
Performance Levels by Year

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: Hispanic or Latino
97.5%	95.5%

#### MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
97.5%	95.5%

### 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: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	161	6.2%	30.4%	31.7%	31.7%	154	3.9%	33.1%	31.2%	31.8%	153	3.3%	35.3%	32.0%	29.4%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	0.0%	100.0%
Hispanic or Latino	19	0.0%	21.1%	15.8%	63.2%	18	0.0%	22.2%	27.8%	50.0%	21	0.0%	19.0%	23.8%	57.1%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	140	7.1%	31.4%	34.3%	27.1%	134	4.5%	34.3%	31.3%	29.9%	129	3.9%	38.8%	32.6%	24.8%
Two or More Races	1	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%	2	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	59	8.5%	28.8%	30.5%	32.2%	62	1.6%	24.2%	37.1%	37.1%	60	1.7%	21.7%	36.7%	40.0%
English Learners	10	0.0%	0.0%	10.0%	90.0%	7	0.0%	14.3%	14.3%	71.4%	8	0.0%	12.5%	25.0%	62.5%
Students with Disabilities	19	0.0%	5.3%	10.5%	84.2%	20	0.0%	10.0%	30.0%	60.0%	23	0.0%	13.0%	21.7%	65.2%

#### MATHEMATICS

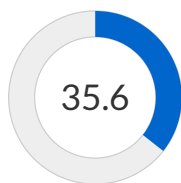
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	161	9.3%	26.1%	31.1%	33.5%	154	5.8%	22.7%	37.7%	33.8%	153	9.8%	34.6%	32.0%	23.5%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
Hispanic or Latino	19	0.0%	15.8%	26.3%	57.9%	18	0.0%	5.6%	44.4%	50.0%	21	4.8%	19.0%	38.1%	38.1%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	140	10.7%	27.9%	30.7%	30.7%	134	6.7%	25.4%	36.6%	31.3%	129	10.9%	37.2%	31.0%	20.9%
Two or More Races	1	0.0%	0.0%	100.0%	0.0%	1	0.0%	0.0%	100.0%	0.0%	2	0.0%	50.0%	0.0%	50.0%
Economically Disadvantaged	59	8.5%	22.0%	33.9%	35.6%	62	3.2%	16.1%	40.3%	40.3%	60	5.0%	25.0%	40.0%	30.0%
English Learners	10	0.0%	0.0%	20.0%	80.0%	7	0.0%	0.0%	28.6%	71.4%	8	12.5%	12.5%	25.0%	50.0%
Students with Disabilities	19	0.0%	0.0%	21.1%	78.9%	20	0.0%	5.0%	20.0%	75.0%	23	0.0%	13.0%	26.1%	60.9%



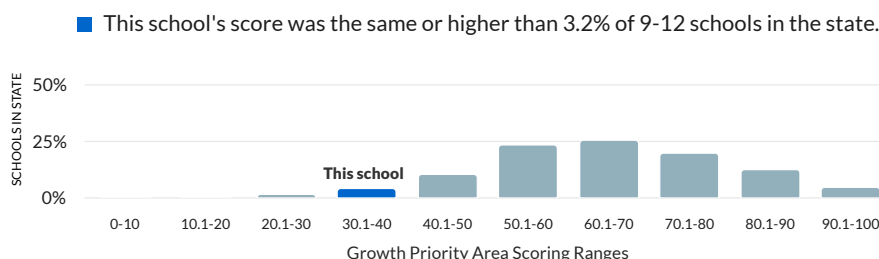
## GROWTH

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:** 31.8  
**Mathematics Score:** 39.4



### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS

All Students	(143)	1.2
American Indian or Alaskan Native	(0)	
Asian	(0)	
Black or African American	(1)	
Hispanic or Latino	(15)	
Native Hawaiian or Pacific Islander	(0)	
White	(125)	1.2
Two or More Races	(2)	
Economically Disadvantaged	(51)	1.1
Not Economically Disadvantaged	(92)	1.3
English Learners	(4)	
English Proficient	(139)	1.2
Students with Disabilities	(19)	
Students without Disabilities	(124)	1.2
Proficient Last Year	(58)	1.2
Not Proficient Last Year	(85)	1.2

0 3.0 6.0

#### MATHEMATICS

All Students	(146)	1.6
American Indian or Alaskan Native	(0)	
Asian	(0)	
Black or African American	(1)	
Hispanic or Latino	(18)	
Native Hawaiian or Pacific Islander	(0)	
White	(125)	1.6
Two or More Races	(2)	
Economically Disadvantaged	(54)	1.8
Not Economically Disadvantaged	(92)	1.5
English Learners	(6)	
English Proficient	(140)	1.6
Students with Disabilities	(20)	1.8
Students without Disabilities	(126)	1.6
Proficient Last Year	(44)	1.5
Not Proficient Last Year	(102)	1.7

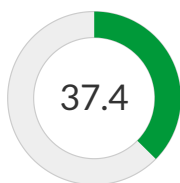
0 3.0 6.0



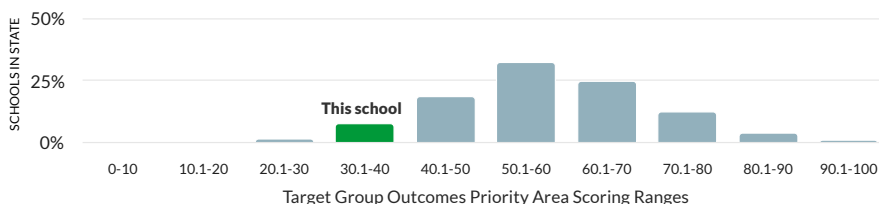
## TARGET GROUP OUTCOMES

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 6.6% of 9-12 schools in the state.



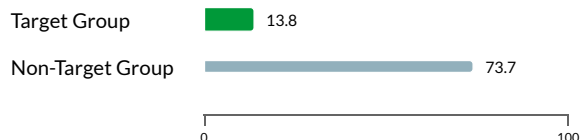
## Component Scores

### ACHIEVEMENT

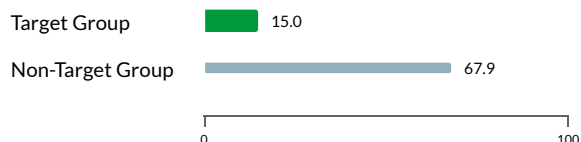
Score: 14.4

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

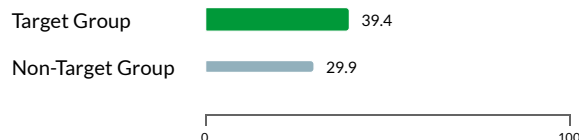


### GROWTH

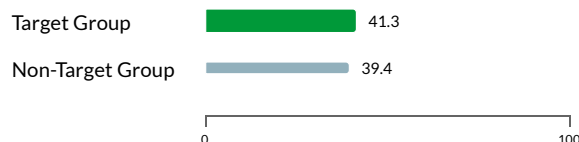
Score: 40.3

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

#### English Language Arts



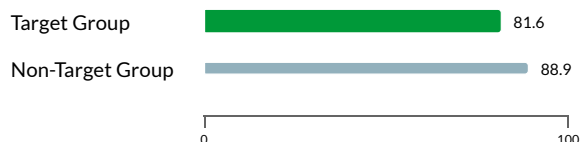
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 81.6

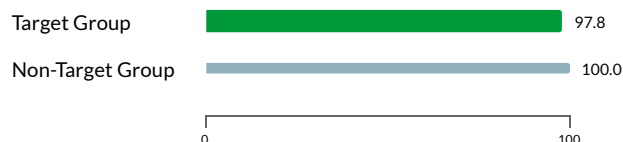
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.8

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

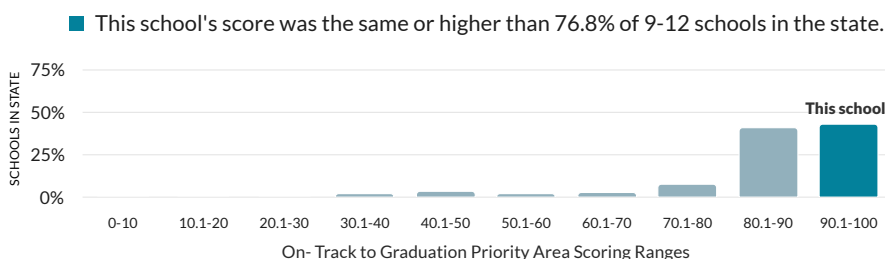
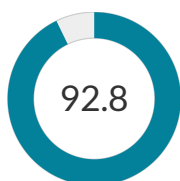




## ON-TRACK TO GRADUATION

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

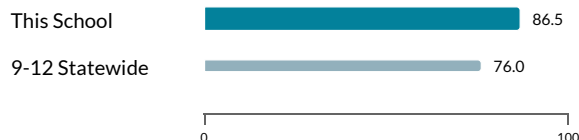


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 86.5

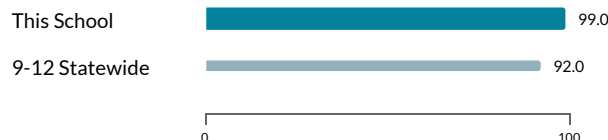
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 99.0

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



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year 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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	205	8.3%	214	15.4%	216	15.3%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	0	NA	0	NA	0	NA
Black or African American	1	0.0%	1	0.0%	1	0.0%
Hispanic or Latino	19	0.0%	26	11.5%	26	38.5%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	181	8.8%	185	15.7%	188	12.2%
Two or More Races	4	25.0%	2	50.0%	1	0.0%
Economically Disadvantaged	70	14.3%	80	21.2%	85	22.4%
English Learners	11	0.0%	15	13.3%	12	50.0%
Students with Disabilities	21	4.8%	23	8.7%	24	4.2%

### 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.

	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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	55	54	98.2%	42	42	100.0%
American Indian or Alaskan Native	0	0	NA	0	0	NA
Asian	0	0	NA	0	0	NA
Black or African American	0	0	NA	0	0	NA
Hispanic or Latino	5	5	100.0%	4	4	100.0%
Native Hawaiian or Pacific Islander	0	0	NA	0	0	NA
White	50	49	98.0%	38	38	100.0%
Two or More Races	0	0	NA	0	0	NA
Economically Disadvantaged	17	17	100.0%	16	16	100.0%
English Learners	3	3	100.0%	3	3	100.0%
Students with Disabilities	5	4	80.0%	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

111 (51.4%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
2.8%	21.1%

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

#### DUAL ENROLLMENT

School	State
44.0%	25.7%

95 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.8%	4.7%

6 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
12.5%	8.5%

27 students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
All Students	216	266,777	2.8%	21.1%	44.0%	25.7%	2.8%	4.7%	12.5%	8.5%
American Indian or Alaskan Native	0	2,718	NA	7.0%	NA	18.0%	NA	1.7%	NA	5.0%
Asian	0	10,367	NA	33.4%	NA	26.6%	NA	3.7%	NA	5.6%
Black or African American	1	24,969	0.0%	13.7%	100.0%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	26	37,682	0.0%	17.6%	30.8%	18.9%	7.7%	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	188	179,306	3.2%	22.5%	45.2%	29.9%	2.1%	5.7%	13.8%	10.4%
Two or More Races	1	11,456	0.0%	18.9%	100.0%	21.0%	0.0%	3.4%	100.0%	5.8%
Economically Disadvantaged	85	104,283	2.4%	12.3%	36.5%	18.5%	2.4%	3.0%	4.7%	6.1%
English Learners	12	19,116	0.0%	13.9%	8.3%	17.0%	8.3%	2.5%	0.0%	3.6%
Students with Disabilities	24	33,777	0.0%	4.4%	25.0%	15.0%	4.2%	2.3%	12.5%	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

107 (49.5%) students successfully completed any Arts Course.

#### ART & DESIGN

School	State
22.2%	29.1%

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

#### DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

#### MUSIC

School	State
34.3%	19.2%

74 students successfully completed at least one music course.

#### THEATER

School	State
0.0%	2.2%

No students successfully completed a theater course.

### Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	216	266,777	22.2%	29.1%	0.0%	0.5%	34.3%	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	0	10,367	NA	30.3%	NA	0.4%	NA	19.9%	NA	1.6%
Black or African American	1	24,969	0.0%	28.5%	0.0%	0.7%	0.0%	11.7%	0.0%	2.8%
Hispanic or Latino	26	37,682	38.5%	29.1%	0.0%	0.3%	11.5%	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	188	179,306	20.2%	29.1%	0.0%	0.5%	37.2%	21.7%	0.0%	2.2%
Two or More Races	1	11,456	0.0%	28.8%	0.0%	0.5%	100.0%	17.8%	0.0%	2.6%
Economically Disadvantaged	85	104,283	29.4%	29.9%	0.0%	0.4%	27.1%	15.4%	0.0%	2.1%
English Learners	12	19,116	41.7%	30.9%	0.0%	0.4%	16.7%	11.8%	0.0%	1.6%
Students with Disabilities	24	33,777	29.2%	30.9%	0.0%	0.5%	29.2%	14.4%	0.0%	2.4%