OVERVIEW
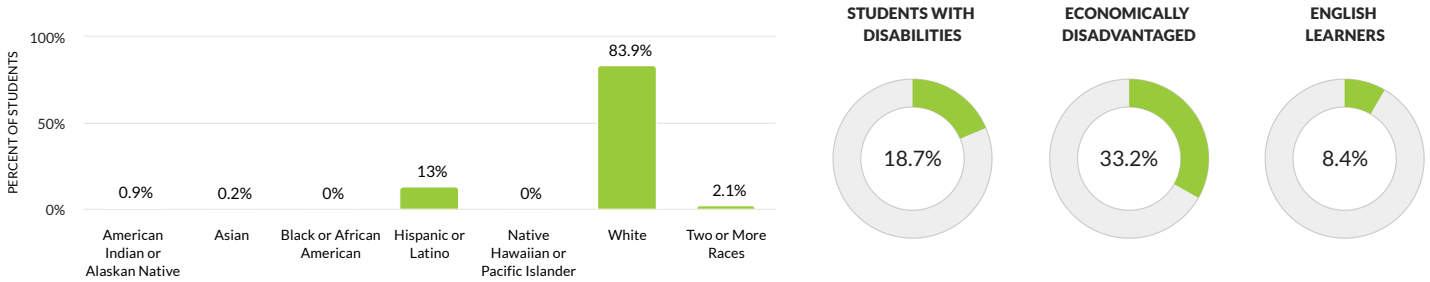
District Details

Grades : K4-12

Enrollment : 584

Percent open enrollment : 12.5%

The Reedsville School District has approximately 550 students in grades 4K-12. We offer a wide-variety of classes that allow our students to focus on social, emotional and academic goals. Along with these opportunities, our students are exposed to a number of extracurricular activities that provide balance in their life. We continue to build on our motto of, "Helping Every Individual Learn."

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

Student Groups

Bar chart — PERCENT OF STUDENTS:
- American Indian or Alaskan Native: 0.9%
- Asian: 0.2%
- Black or African American: 0%
- Hispanic or Latino: 13%
- Native Hawaiian or Pacific Islander: 0%
- White: 83.9%
- Two or More Races: 2.1%

STUDENTS WITH DISABILITIES 18.7%

ECONOMICALLY DISADVANTAGED 33.2%
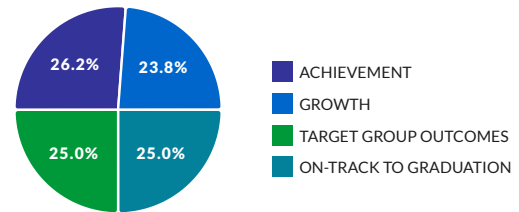
ENGLISH LEARNERS 8.4%

Score Summary

⚠ Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see https://dpi.wi.gov/accountability/resources.
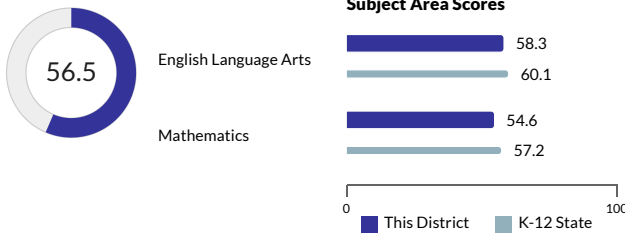
Overall Score

56.6
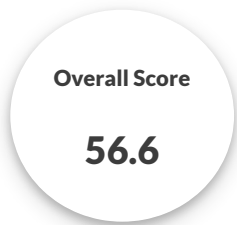
Meets Few Expectations

★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT: 26.2%
- GROWTH: 23.8%
- TARGET GROUP OUTCOMES: 25.0%
- ON-TRACK TO GRADUATION: 25.0%

Priority Area Scores

ACHIEVEMENT

56.5

Subject Area Scores

	This District	K-12 State
English Language Arts	58.3	60.1
Mathematics	54.6	57.2

GROWTH

36.6

Subject Area Scores

	This District	K-12 State
English Language Arts	35.6	66.0
Mathematics	37.5	66.0

TARGET GROUP OUTCOMES

44.9

Group Scores — This District

Achievement	18.7
Growth	44.2
Chronic Absenteeism	91.5
Graduation	97.5

ON-TRACK TO GRADUATION

87.5

Area Scores

	This District	K-12 State
Chronic Absenteeism	94.3	82.0
Graduation	97.0	91.8
3rd Grade English Language Arts	69.2	56.8
8th Grade Mathematics	41.0	50.8

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	0	0.0%
Exceeds Expectations	0	0.0%
Meets Expectations	0	0.0%
Meets Few Expectations	2	100.0%
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	53.4	55.1	56.7	100.0
Achievement	55.4	56.8	58.1	100.0
Growth	29.9	33.7	37.5	100.0
Target Group Outcomes	37.4	41.8	46.3	100.0
On-Track to Graduation	83.9	87.4	90.9	100.0

ACHIEVEMENT

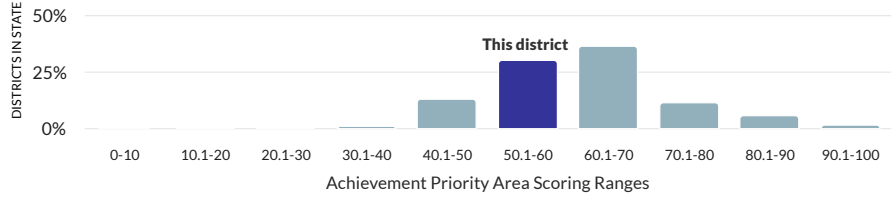This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score

56.5
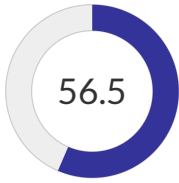
English Language Arts Score: 58.3
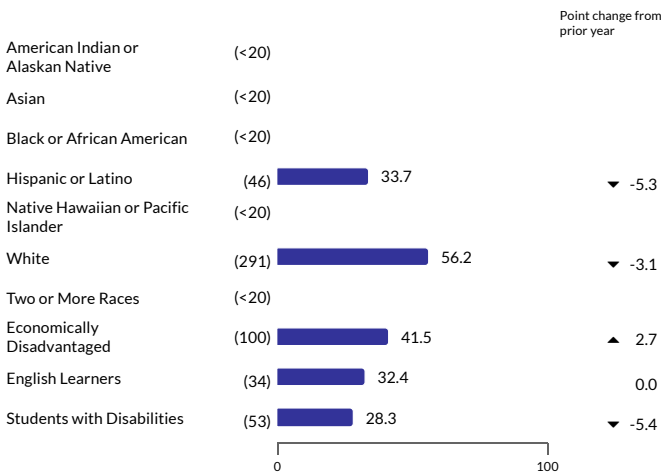**Mathematics Score:** 54.6

■ This district's score was the same or higher than 34.2% of districts in the state.

This district

DISTRICTS IN STATE

50%

25%

0%

0-10   10.1-20   20.1-30   30.1-40   40.1-50   50.1-60   60.1-70   70.1-80   80.1-90   90.1-100
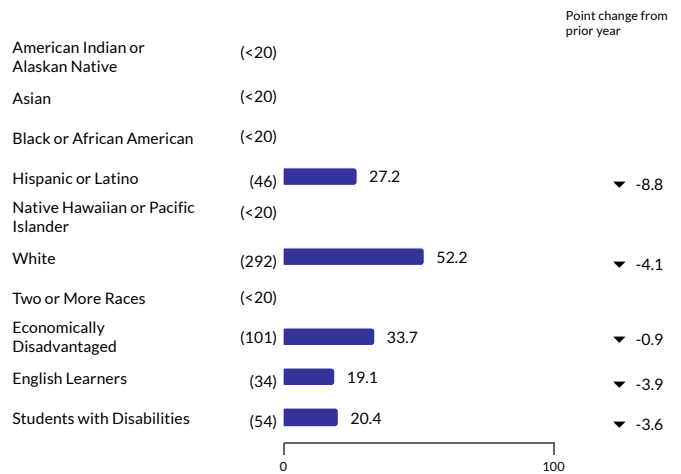
Achievement Priority Area Scoring Ranges

Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.
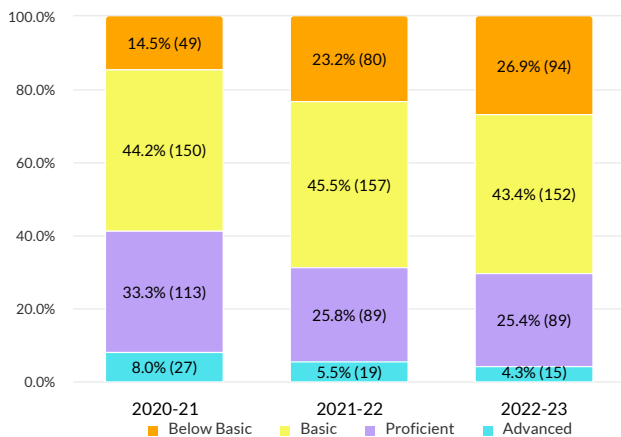
ENGLISH LANGUAGE ARTS

Point change from prior year

Group	Score	Point change
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(46) 33.7	▼ -5.3
Native Hawaiian or Pacific Islander	(<20)	
White	(291) 56.2	▼ -3.1
Two or More Races	(<20)	
Economically Disadvantaged	(100) 41.5	▲ 2.7
English Learners	(34) 32.4	0.0
Students with Disabilities	(53) 28.3	▼ -5.4

0   100

MATHEMATICS

Point change from prior year

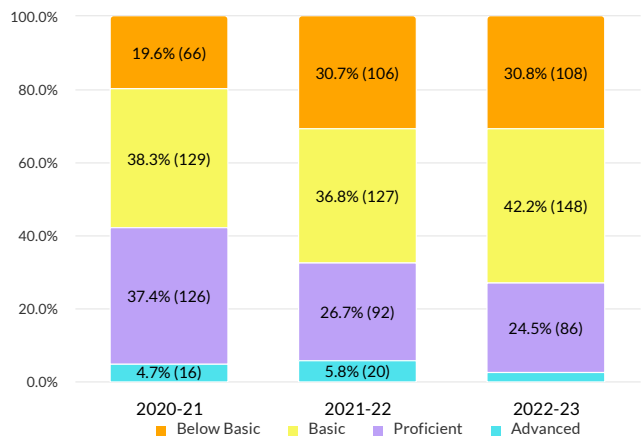| Group	Score	Point change
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(46) 27.2	▼ -8.8
Native Hawaiian or Pacific Islander	(<20)	
White	(292) 52.2	▼ -4.1
Two or More Races	(<20)	
Economically Disadvantaged	(101) 33.7	▼ -0.9
English Learners	(34) 19.1	▼ -3.9
Students with Disabilities	(54) 20.4	▼ -3.6

0   100

Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS

	2020-21	2021-22	2022-23
Below Basic	14.5% (49)	23.2% (80)	26.9% (94)
Basic	44.2% (150)	45.5% (157)	43.4% (152)
Proficient	33.3% (113)	25.8% (89)	25.4% (89)
Advanced	8.0% (27)	5.5% (19)	4.3% (15)

■ Below Basic ■ Basic ■ Proficient ■ Advanced

MATHEMATICS

	2020-21	2021-22	2022-23
Below Basic	19.6% (66)	30.7% (106)	30.8% (108)
Basic	38.3% (129)	36.8% (127)	42.2% (148)
Proficient	37.4% (126)	26.7% (92)	24.5% (86)
Advanced	4.7% (16)	5.8% (20)	

■ Below Basic ■ Basic ■ Proficient ■ Advanced

ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
	Hispanic or Latino
98.3%	93.9%

MATHEMATICS

All students	Lowest-participating group:
	Hispanic or Latino
98.6%	93.9%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	339	8.0%	33.3%	44.2%	14.5%	345	5.5%	25.8%	45.5%	23.2%	350	4.3%	25.4%	43.4%	26.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	40	2.5%	27.5%	42.5%	27.5%	50	0.0%	16.0%	46.0%	38.0%	46	2.2%	17.4%	26.1%	54.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	292	8.6%	34.6%	44.2%	12.7%	284	6.3%	27.1%	45.4%	21.1%	291	4.1%	26.8%	46.4%	22.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	71	1.4%	23.9%	52.1%	22.5%	94	3.2%	10.6%	46.8%	39.4%	100	3.0%	18.0%	38.0%	41.0%
English Learners	22	0.0%	18.2%	50.0%	31.8%	37	0.0%	5.4%	54.1%	40.5%	34	2.9%	11.8%	32.4%	52.9%
Students with Disabilities	47	4.3%	4.3%	38.3%	53.2%	52	1.9%	9.6%	42.3%	46.2%	53	1.9%	7.5%	35.8%	54.7%

MATHEMATICS

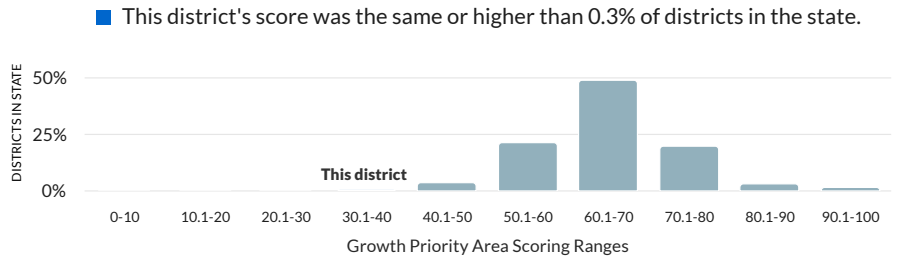|	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	337	4.7%	37.4%	38.3%	19.6%	345	5.8%	26.7%	36.8%	30.7%	351	2.6%	24.5%	42.2%	30.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	40	7.5%	17.5%	40.0%	35.0%	50	6.0%	12.0%	30.0%	52.0%	46	4.3%	6.5%	28.3%	60.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	290	4.1%	40.7%	37.9%	17.2%	284	5.6%	28.9%	38.0%	27.5%	292	1.7%	27.1%	45.2%	26.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	71	2.8%	14.1%	46.5%	36.6%	94	3.2%	12.8%	34.0%	50.0%	101	3.0%	10.9%	36.6%	49.5%
English Learners	22	0.0%	4.5%	50.0%	45.5%	37	0.0%	8.1%	29.7%	62.2%	34	0.0%	2.9%	32.4%	64.7%
Students with Disabilities	47	2.1%	6.4%	25.5%	66.0%	52	1.9%	11.5%	19.2%	67.3%	54	0.0%	7.4%	25.9%	66.7%

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

36.6
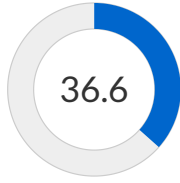
English Language Arts Score: 35.6
Mathematics Score: 37.5

■ This district's score was the same or higher than 0.3% of districts in the state.

DISTRICTS IN STATE

This district

Growth Priority Area Scoring Ranges (0-10, 10.1-20, 20.1-30, 30.1-40, 40.1-50, 50.1-60, 60.1-70, 70.1-80, 80.1-90, 90.1-100)

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

Group	Size	Score
All Students	(293)	1.4
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(40)	1.6
Native Hawaiian or Pacific Islander	(<20)	
White	(243)	1.4
Two or More Races	(<20)	
Economically Disadvantaged	(82)	1.3
Not Economically Disadvantaged	(211)	1.5
English Learners	(31)	1.5
English Proficient	(262)	1.4
Students with Disabilities	(40)	2.0
Students without Disabilities	(253)	1.3
Proficient Last Year	(92)	1.4
Not Proficient Last Year	(201)	1.5

MATHEMATICS

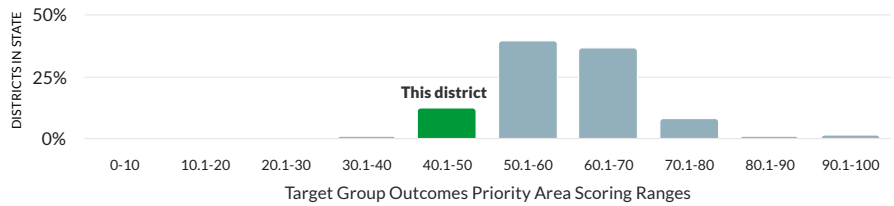| Group	Size	Score
All Students	(295)	1.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(40)	1.5
Native Hawaiian or Pacific Islander	(<20)	
White	(245)	1.5
Two or More Races	(<20)	
Economically Disadvantaged	(83)	1.5
Not Economically Disadvantaged	(212)	1.6
English Learners	(31)	1.4
English Proficient	(264)	1.5
Students with Disabilities	(42)	2.3
Students without Disabilities	(253)	1.4
Proficient Last Year	(96)	1.3
Not Proficient Last Year	(199)	1.8

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

44.9
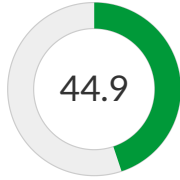
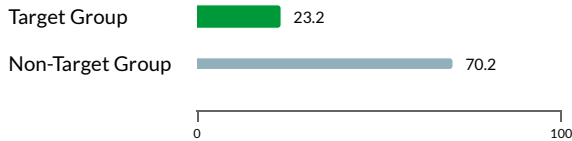■ This district's score was the same or higher than 2.1% of districts in the state.

DISTRICTS IN STATE

This district

Target Group Outcomes Priority Area Scoring Ranges

(x-axis: 0-10, 10.1-20, 20.1-30, 30.1-40, 40.1-50, 50.1-60, 60.1-70, 70.1-80, 80.1-90, 90.1-100)

Component Scores

ACHIEVEMENT

Score: 18.7

Average points-based proficiency rates.

English Language Arts

Target Group	23.2
Non-Target Group	70.2

(scale 0 to 100)

Mathematics

Target Group	14.1
Non-Target Group	67.3

(scale 0 to 100)
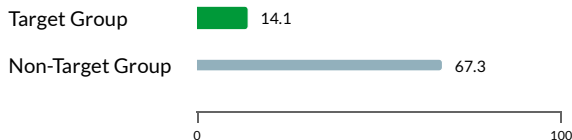
GROWTH

Score: 44.2

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

English Language Arts

Target Group	39.4
Non-Target Group	35.6

(scale 0 to 100)

Mathematics

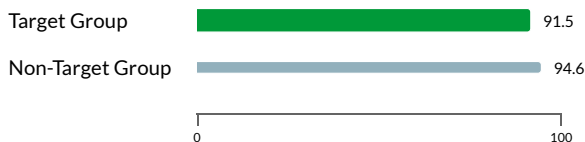|	
Target Group	48.9
Non-Target Group	33.7

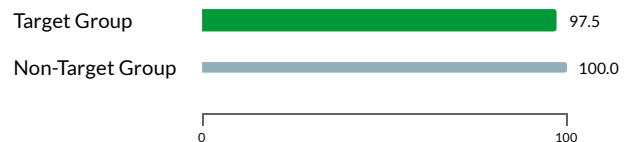(scale 0 to 100)
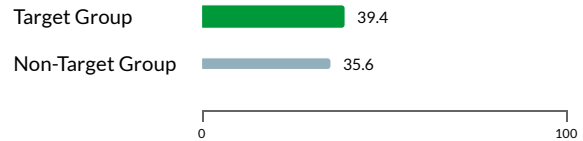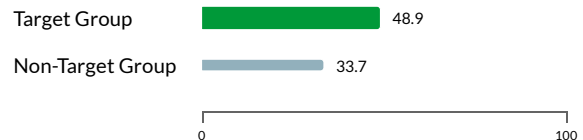
CHRONIC ABSENTEEISM

Score: 91.5

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.

Target Group	91.5
Non-Target Group	94.6

(scale 0 to 100)

GRADUATION

Score: 97.5

Average of 2021-22's 4- and 7-year cohort rates.

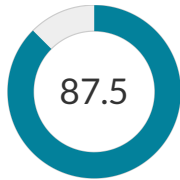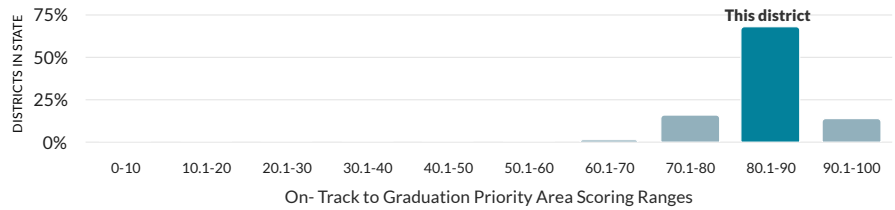|	
Target Group	97.5
Non-Target Group	100.0

(scale 0 to 100)

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

87.5

■ This district's score was the same or higher than 72.9% of districts in the state.

DISTRICTS IN STATE

75%
50%
25%
0%

This district

0-10   10.1-20   20.1-30   30.1-40   40.1-50   50.1-60   60.1-70   70.1-80   80.1-90   90.1-100

On- Track to Graduation Priority Area Scoring Ranges
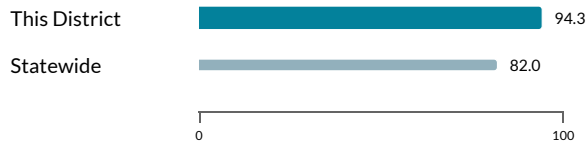
Component Scores

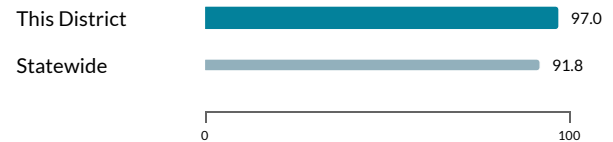### CHRONIC ABSENTEEISM   Score: 94.3

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.

This District   94.3
Statewide   82.0

0   100

GRADUATION   Score: 97.0

Average of 2021-22's 4- and 7-year cohort rates.

This District   97.0
Statewide   91.8

0   100

3RD GRADE ENGLISH LANGUAGE ARTS   Score: 69.2

Multi-year average points-based proficiency rates.

This District   69.2
Statewide   56.8

0   100
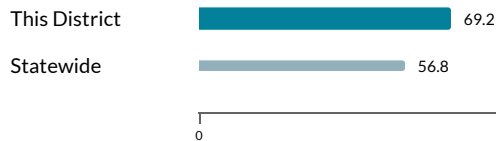
8TH GRADE MATHEMATICS   Score: 41.0

Multi-year average points-based proficiency rates.

This District   41.0
Statewide   50.8

0   100
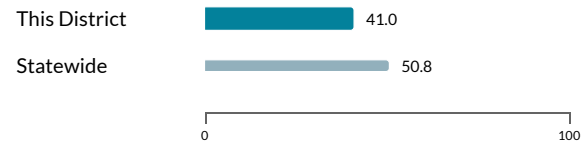
ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	504	5.2%	496	4.0%	499	7.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	58	15.5%	56	10.7%	66	13.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	432	3.9%	425	3.1%	414	6.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	118	10.2%	114	10.5%	138	15.9%
English Learners	30	13.3%	28	14.3%	47	14.9%
Students with Disabilities	74	9.5%	69	5.8%	75	9.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	51	49	96.1%	49	48	98.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	49	47	95.9%	45	45	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
3.9%	**20.1%**

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

DUAL ENROLLMENT

District	State
11.2%	**23.2%**

20 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
9.6%	**3.9%**

17 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
17.4%	**8.5%**

31 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
American Indian or Alaskan Native	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	<20	10,138	*	31.6%	*	22.2%	*	3.4%	*	5.7%
Black or African American	<20	25,007	*	12.9%	*	7.6%	*	1.0%	*	2.2%
Hispanic or Latino	<20	35,817	*	16.1%	*	16.0%	*	3.0%	*	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	154	182,130	4.5%	21.6%	11.0%	27.2%	11.0%	4.7%	18.2%	10.4%
Two or More Races	<20	10,657	*	17.7%	*	17.8%	*	2.6%	*	6.1%
Economically Disadvantaged	31	102,069	0.0%	11.2%	3.2%	16.1%	3.2%	2.5%	6.5%	7.0%
English Learners	<20	16,932	*	11.4%	*	13.8%	*	2.1%	*	4.1%
Students with Disabilities	23	34,245	0.0%	3.8%	0.0%	12.5%	0.0%	2.0%	13.0%	7.2%

ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

District	State
36.5%	27.2%

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

DANCE

District	State
0.0%	0.4%

No students successfully completed a dance course.

MUSIC

District	State
15.2%	19.1%

27 students successfully completed at least one music course.

THEATER

District	State
0.0%	1.8%

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
American Indian or Alaskan Native	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	<20	10,138	*	28.4%	*	0.4%	*	19.5%	*	1.3%
Black or African American	<20	25,007	*	25.3%	*	0.5%	*	11.7%	*	2.5%
Hispanic or Latino	<20	35,817	*	27.1%	*	0.4%	*	13.0%	*	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	154	182,130	37.0%	27.3%	0.0%	0.4%	14.3%	21.5%	0.0%	1.7%
Two or More Races	<20	10,657	*	28.2%	*	0.6%	*	17.7%	*	2.2%
Economically Disadvantaged	31	102,069	45.2%	27.6%	0.0%	0.4%	19.4%	15.1%	0.0%	1.8%
English Learners	<20	16,932	*	29.3%	*	0.5%	*	11.7%	*	1.7%
Students with Disabilities	23	34,245	26.1%	28.6%	0.0%	0.4%	17.4%	14.3%	0.0%	2.0%

WISCONSIN DEPARTMENT OF
Public Instruction