



## OVERVIEW

### School Details

Grades : K4-5

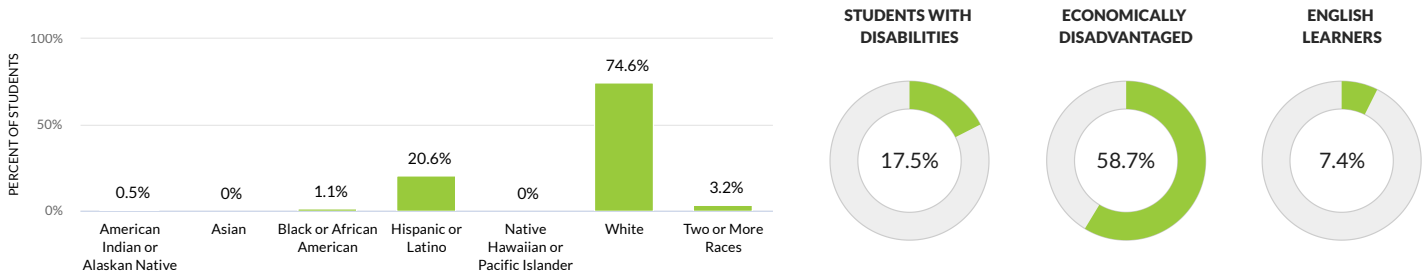
Enrollment : 189

Percent open enrollment : 7.4%

Almond-Bancroft Elementary School builds the foundation for student success. That begins with 4K, which provides a half day of instruction and a half day of enrichment four days a week. In K-5, the small class sizes enable our teachers, interventionists, and specialists to support our students in all areas. Our teachers, parents, and community members work as a team to take care of all our kids.

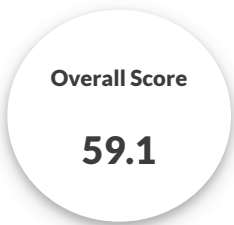
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

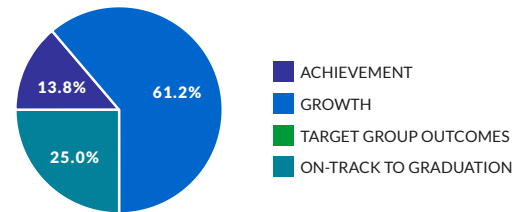
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

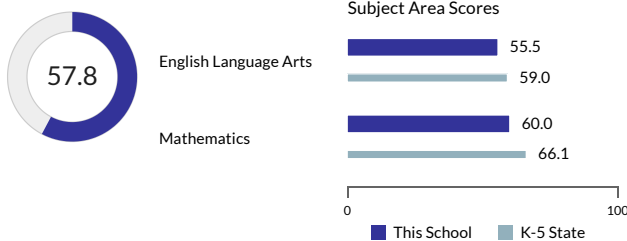


#### PRIORITY AREA WEIGHTS

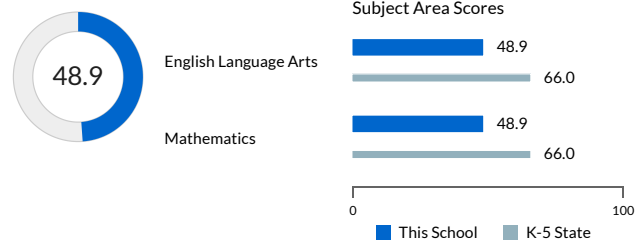


### Priority Area Scores

#### ACHIEVEMENT



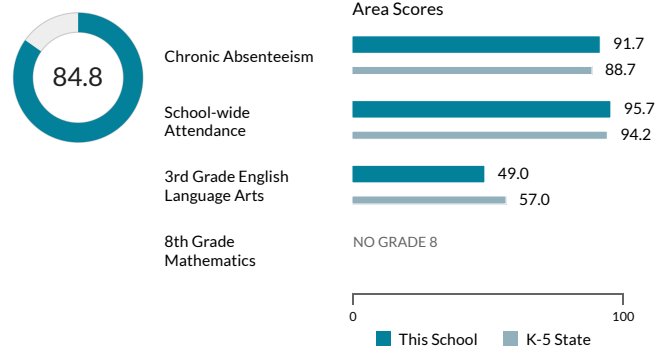
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

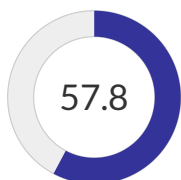




## ACHIEVEMENT

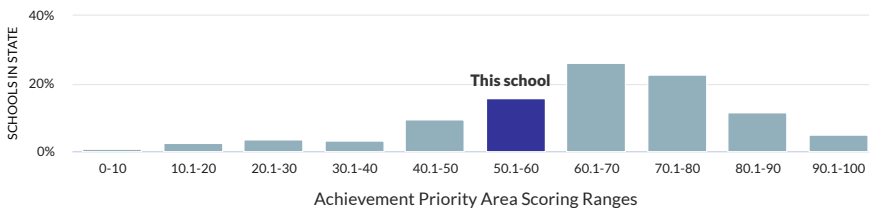
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 55.5  
Mathematics Score: 60.0

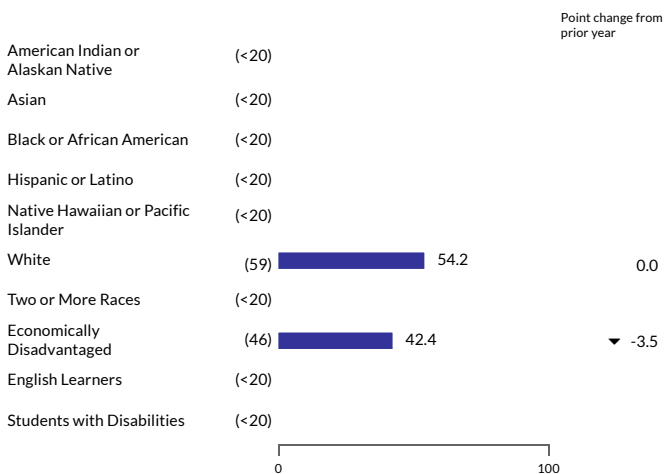
This school's score was the same or higher than 31.1% of K-5 schools in the state.



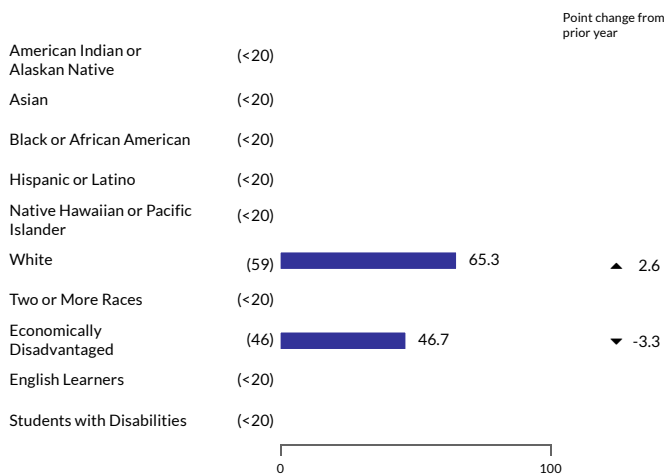
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



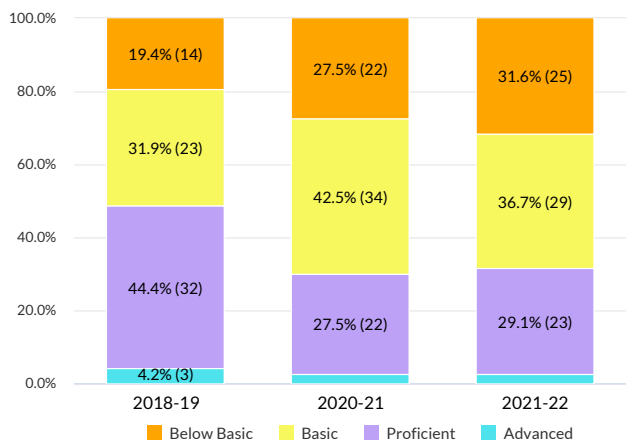
### MATHEMATICS



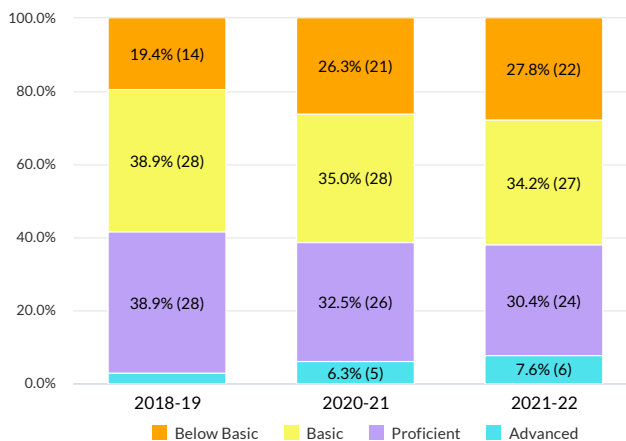
## Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
97.7%	98.0%

#### MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
97.7%	98.0%

### 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

	2018-19					2020-21					2021-22				
	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	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	72	4.2%	44.4%	31.9%	19.4%	80	2.5%	27.5%	42.5%	27.5%	79	2.5%	29.1%	36.7%	31.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	22	0.0%	31.8%	27.3%	40.9%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	49	6.1%	51.0%	32.7%	10.2%	59	1.7%	30.5%	42.4%	25.4%	59	1.7%	35.6%	32.2%	30.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	35	2.9%	34.3%	37.1%	25.7%	49	4.1%	22.4%	34.7%	38.8%	46	2.2%	17.4%	43.5%	37.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

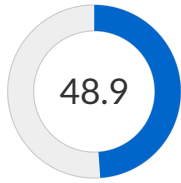
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	72	2.8%	38.9%	38.9%	19.4%	80	6.3%	32.5%	35.0%	26.3%	79	7.6%	30.4%	34.2%	27.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	22	0.0%	27.3%	36.4%	36.4%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	49	4.1%	44.9%	38.8%	12.2%	59	5.1%	37.3%	35.6%	22.0%	59	8.5%	33.9%	37.3%	20.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	35	2.9%	31.4%	45.7%	20.0%	49	6.1%	24.5%	32.7%	36.7%	46	4.3%	23.9%	32.6%	39.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



## GROWTH

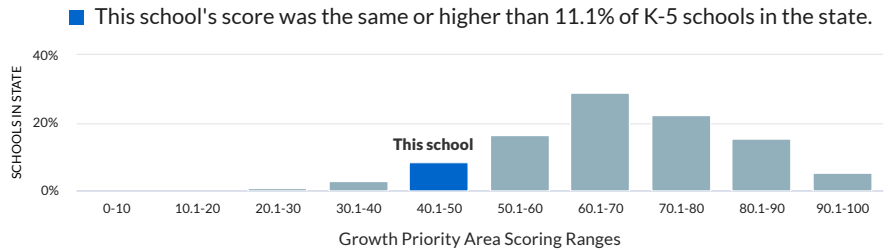
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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



English Language Arts Score: 48.9

Mathematics Score: 48.9



### 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	(60)	2.1
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(44)	2.0
Two or More Races	(<20)	
Economically Disadvantaged	(37)	2.1
Not Economically Disadvantaged	(23)	2.4
English Learners	(<20)	
English Proficient	(49)	2.0
Students with Disabilities	(<20)	
Students without Disabilities	(50)	2.0
Proficient Last Year	(<20)	
Not Proficient Last Year	(43)	2.1

#### MATHEMATICS

All Students	(60)	2.1
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(44)	2.0
Two or More Races	(<20)	
Economically Disadvantaged	(37)	1.8
Not Economically Disadvantaged	(23)	2.1
English Learners	(<20)	
English Proficient	(49)	2.0
Students with Disabilities	(<20)	
Students without Disabilities	(50)	2.1
Proficient Last Year	(23)	1.3
Not Proficient Last Year	(37)	2.0



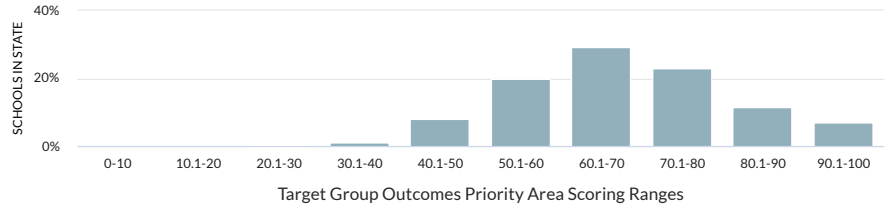
## TARGET GROUP OUTCOMES

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 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 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.

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

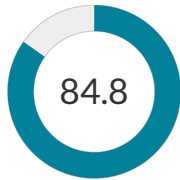
NO DATA TO DISPLAY



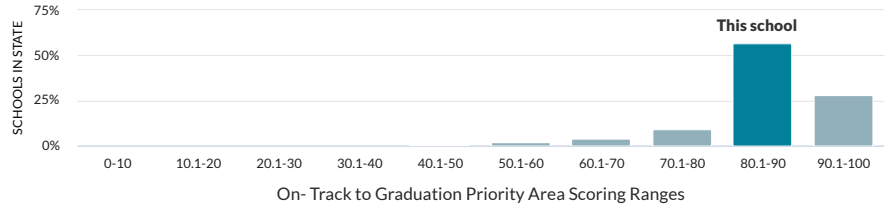
## ON-TRACK TO GRADUATION

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 33.4% of K-5 schools in the state.

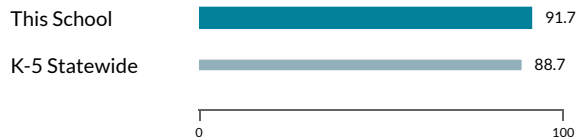


## Component Scores

### CHRONIC ABSENTEEISM

Score: 91.7

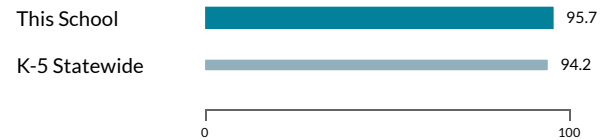
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 95.7

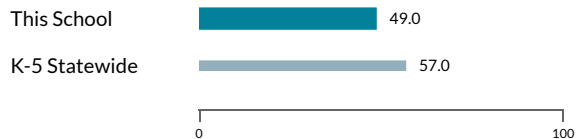
This score is the overall attendance rate for the school in 2020-21.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 49.0

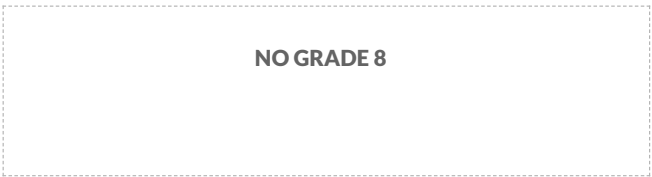
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	150	11.3%	152	5.3%	147	8.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	37	21.6%	40	2.5%	36	8.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	111	8.1%	107	6.5%	106	8.5%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	82	15.9%	83	7.2%	84	11.9%
English Learners	30	26.7%	25	0.0%	<20	*
Students with Disabilities	24	29.2%	29	17.2%	27	18.5%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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