



## OVERVIEW

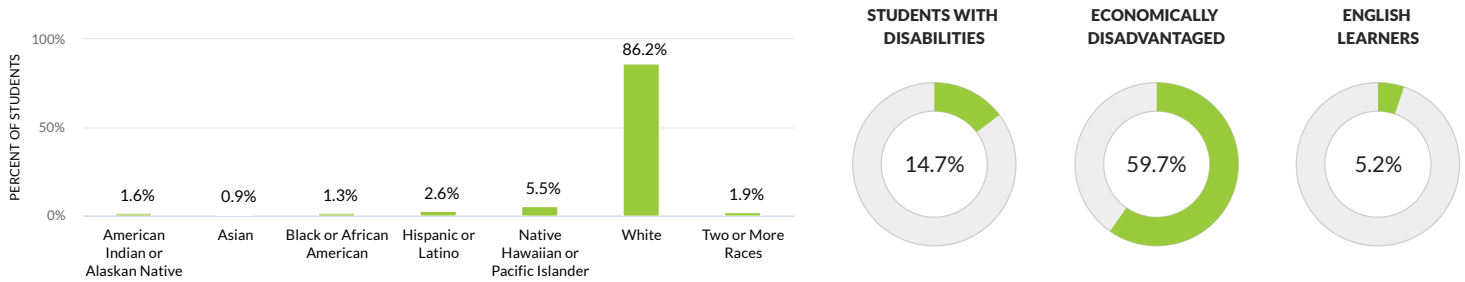
### District Details

Grades : K4-12  
Enrollment : 687  
Percent open enrollment : 6%

Together with family and community, the dedicated Chequamegon School District staff is committed to Educate, Inspire, and Empower Lifelong Learners. The pandemic created extensive challenges for the schools and community, but we have learned from past experiences and are pressing forward. With a variety of academic and extracurricular choices, we can ensure all students will learn at high levels.

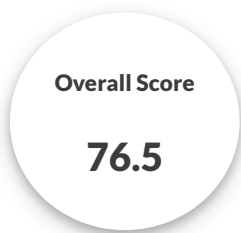
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



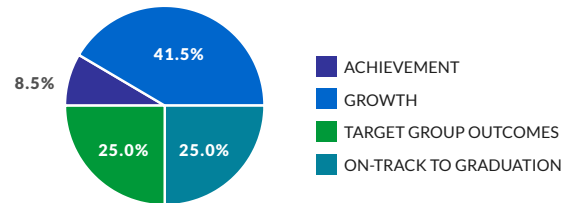
### Score Summary

**!** 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>.



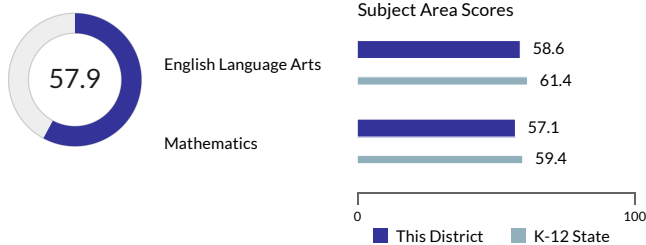
**Exceeds Expectations**  
★★★★★

#### PRIORITY AREA WEIGHTS

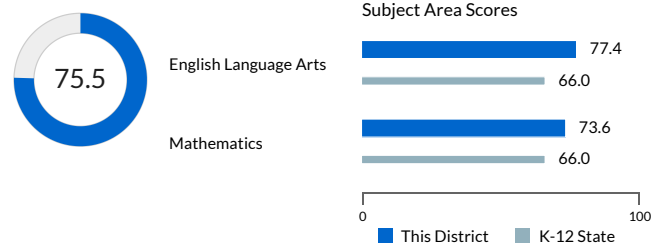


### Priority Area Scores

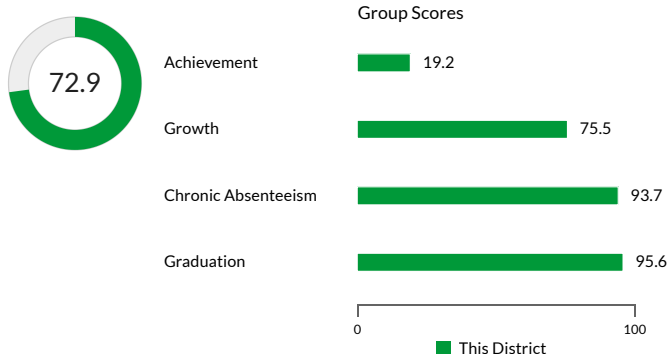
#### ACHIEVEMENT



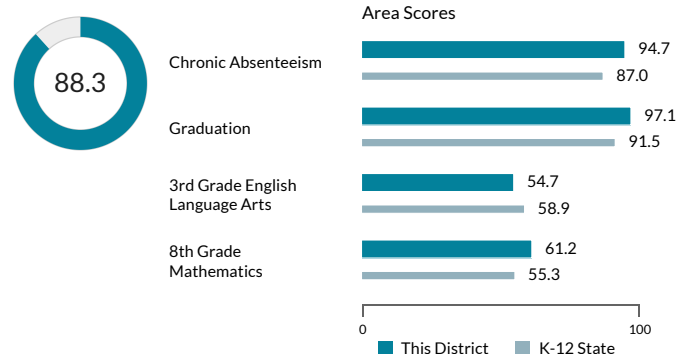
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## 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	3	60.0%
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	2	40.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

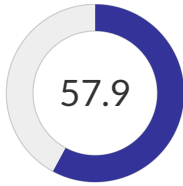
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	71.4	76.8	80.7	100.0
Achievement	56.0	58.7	61.5	100.0
Growth	65.1	74.9	80.3	100.0
Target Group Outcomes	67.6	73.9	84.0	100.0
On-Track to Graduation	85.9	90.3	95.9	100.0



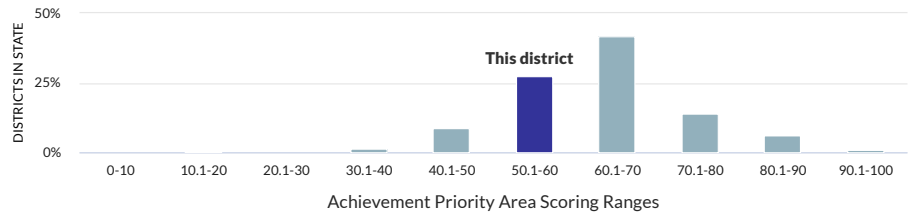
## ACHIEVEMENT

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



■ This district's score was the same or higher than 29.7% of districts in the state.



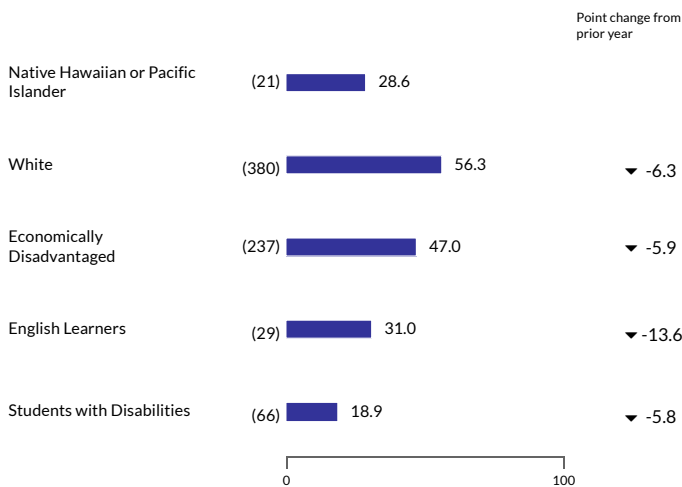
English Language Arts Score: 58.6

Mathematics Score: 57.1

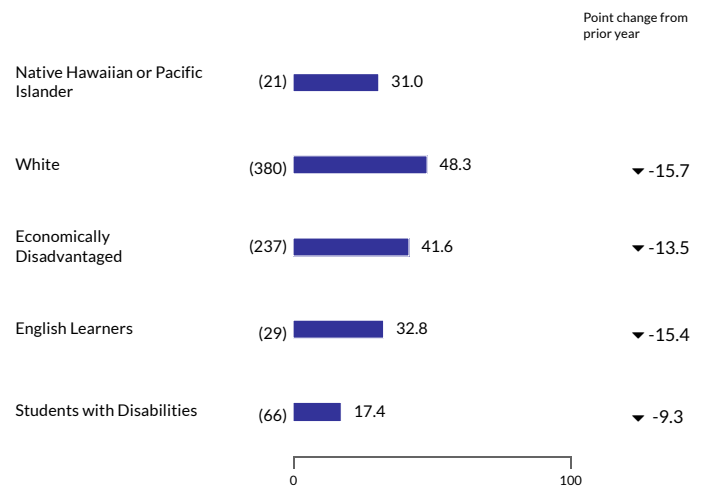
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



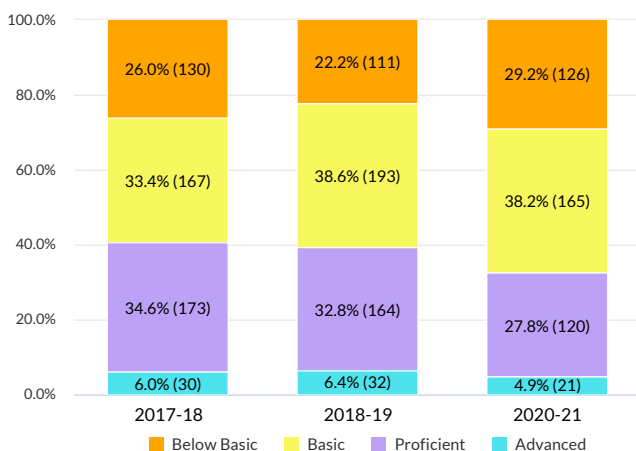
#### MATHEMATICS



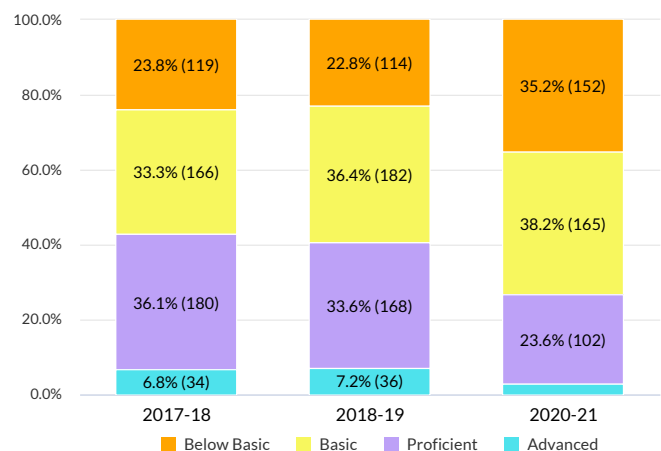
### Performance Levels by Year

These graphs show district-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: 97.8%  
Lowest-participating group: Students with Disabilities: 94.4%

#### MATHEMATICS

All students: 97.8%  
Lowest-participating group: Students with Disabilities: 94.4%

### 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-12 State	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	500	6.0%	34.6%	33.4%	26.0%	500	6.4%	32.8%	38.6%	22.2%	432	4.9%	27.8%	38.2%	29.2%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	21	0.0%	9.5%	38.1%	52.4%
White	450	6.2%	35.6%	32.4%	25.8%	448	6.9%	32.8%	38.8%	21.4%	380	5.5%	28.2%	39.7%	26.6%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	268	3.0%	29.5%	38.4%	29.1%	263	3.4%	26.2%	43.0%	27.4%	237	3.0%	21.5%	42.2%	33.3%
English Learners	31	0.0%	22.6%	45.2%	32.3%	28	3.6%	14.3%	50.0%	32.1%	29	0.0%	10.3%	41.4%	48.3%
Students with Disabilities	62	0.0%	9.7%	21.0%	69.4%	73	0.0%	9.6%	30.1%	60.3%	66	0.0%	7.6%	22.7%	69.7%

#### MATHEMATICS

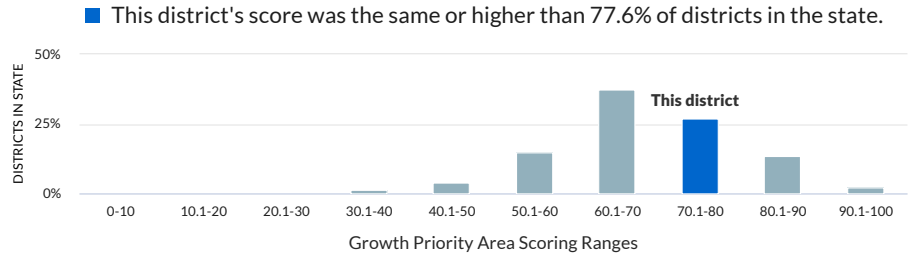
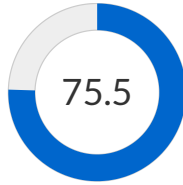
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	499	6.8%	36.1%	33.3%	23.8%	500	7.2%	33.6%	36.4%	22.8%	432	3.0%	23.6%	38.2%	35.2%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	21	4.8%	4.8%	38.1%	52.4%
White	450	7.6%	36.4%	33.6%	22.4%	448	7.8%	33.9%	36.6%	21.7%	380	3.2%	24.2%	38.7%	33.9%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	267	4.5%	30.0%	37.1%	28.5%	263	4.2%	28.5%	40.7%	26.6%	237	2.1%	20.3%	36.3%	41.4%
English Learners	31	0.0%	35.5%	25.8%	38.7%	28	0.0%	28.6%	39.3%	32.1%	29	3.4%	10.3%	34.5%	51.7%
Students with Disabilities	61	1.6%	8.2%	29.5%	60.7%	73	0.0%	12.3%	28.8%	58.9%	66	0.0%	6.1%	22.7%	71.2%



## 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



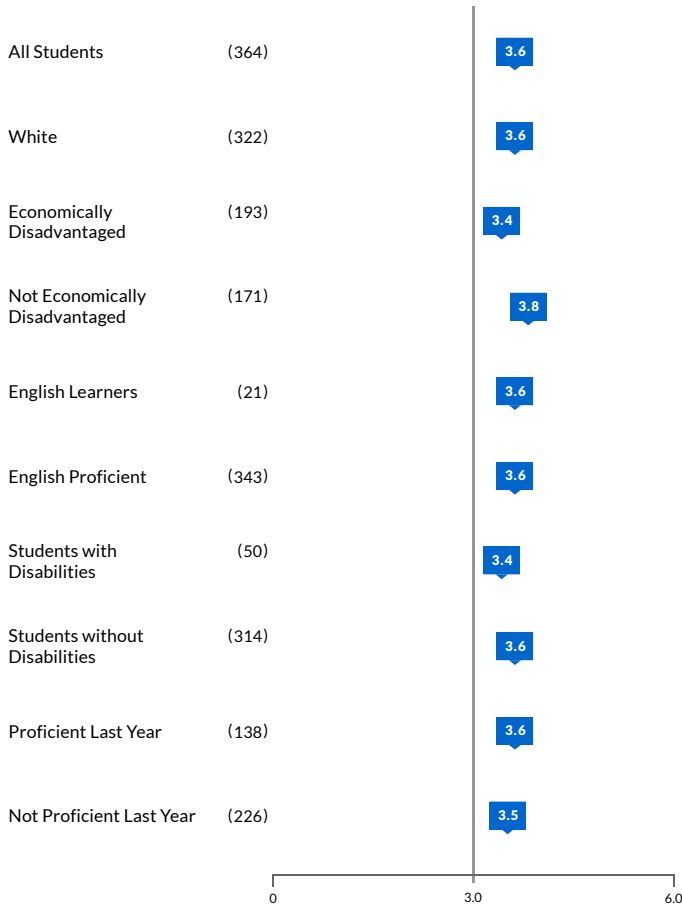
English Language Arts Score: 77.4

Mathematics Score: 73.6

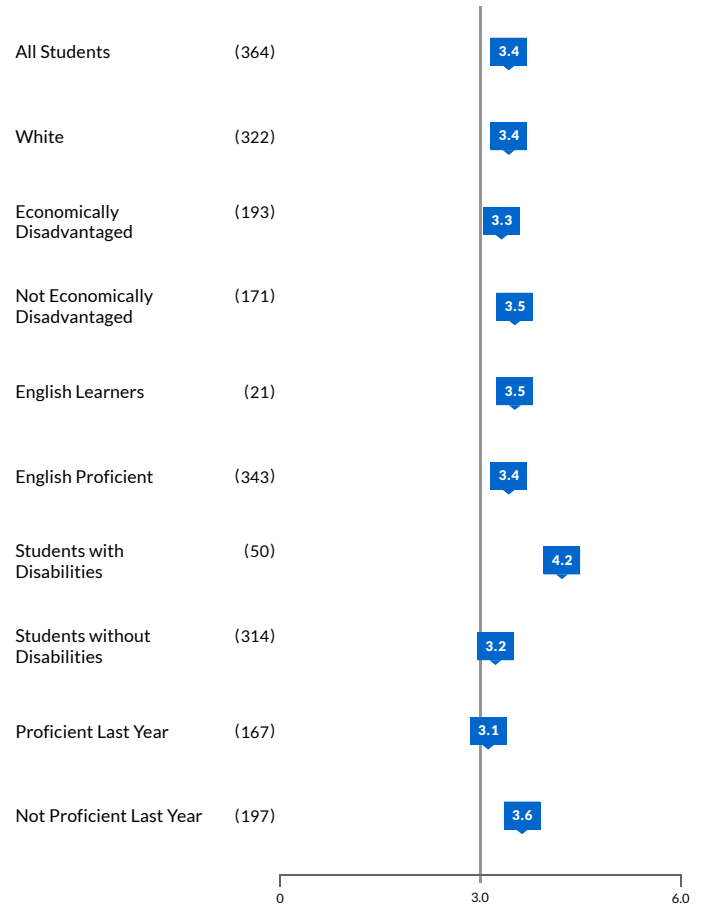
### Student Group Value-Added (for information only)

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

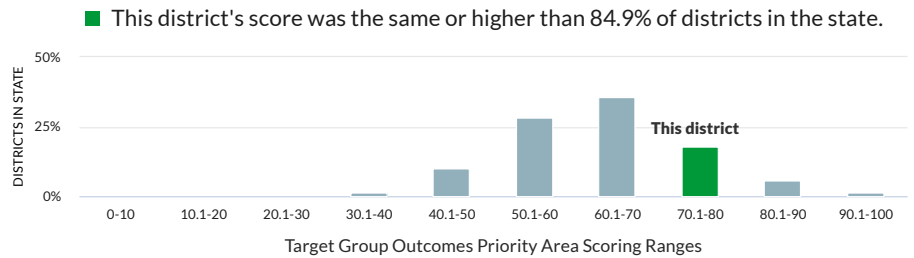
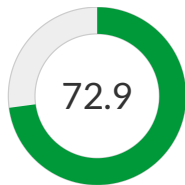




## TARGET GROUP OUTCOMES

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



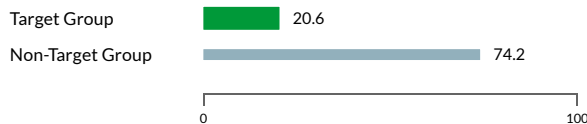
## Component Scores

### ACHIEVEMENT

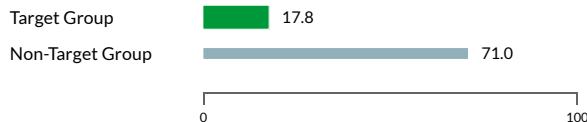
Score: 19.2

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

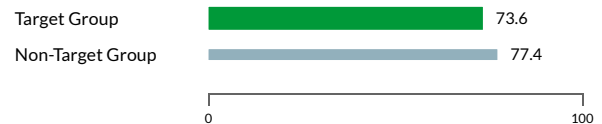


### GROWTH

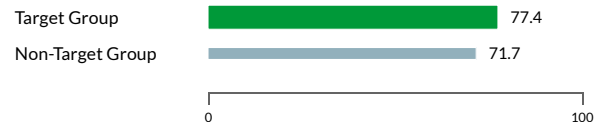
Score: 75.5

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

#### English Language Arts



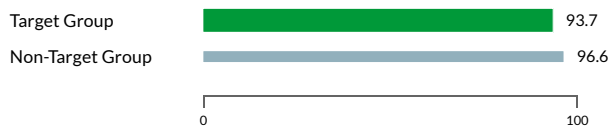
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 93.7

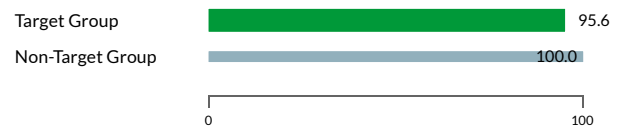
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### GRADUATION

Score: 95.6

Average of 2019-20's 4- and 7-year cohort rates.

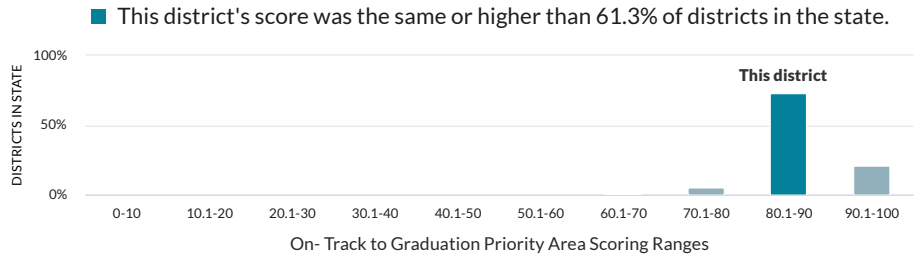
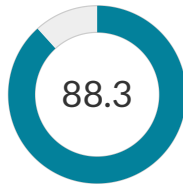




## ON-TRACK TO GRADUATION

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

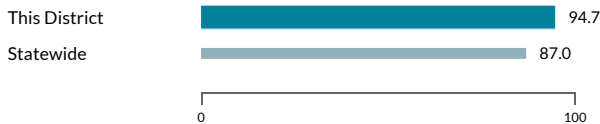


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 94.7

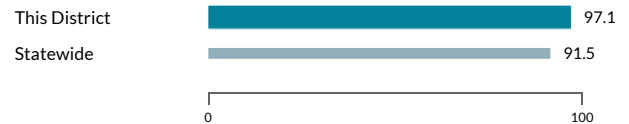
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.1

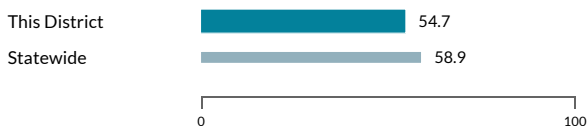
Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 54.7

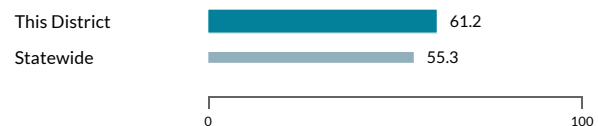
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 61.2

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-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	729	7.1%	713	5.8%	677	3.7%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	< 20	*	< 20	*	< 20	*
Hispanic or Latino	< 20	*	< 20	*	< 20	*
Native Hawaiian or Pacific Islander	30	13.3%	33	12.1%	32	12.5%
White	651	6.8%	627	5.3%	593	3.2%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	407	11.3%	397	8.8%	374	5.1%
English Learners	43	7.0%	43	7.0%	42	4.8%
Students with Disabilities	125	13.6%	121	12.4%	101	5.0%

### 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: K-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	75	73	97.3%	63	61	96.8%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
Native Hawaiian or Pacific Islander	< 20	*	*	< 20	*	*
White	68	66	97.1%	53	51	96.2%
Two or More Races	0	NA	NA	< 20	*	*
Economically Disadvantaged	33	32	97.0%	< 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 district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>17.1%</b>	<b>19.2%</b>

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

#### DUAL ENROLLMENT

District	State
<b>19.0%</b>	<b>17.8%</b>

49 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>0.0%</b>	<b>1.4%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>0.0%</b>	<b>2.4%</b>

No 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. All groups present in the district are shown. 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	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
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%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	230	188,332	17.4%	20.8%	18.7%	19.7%	0.0%	1.6%	0.0%	2.8%
Two or More Races	< 20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	115	97,617	12.2%	11.0%	22.6%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	31	34,473	0.0%	2.9%	3.2%	10.2%	0.0%	0.5%	0.0%	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 district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>30.2%</b>	<b>24.7%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>34.5%</b>	<b>21.3%</b>	<b>0.0%</b>	<b>1.9%</b>

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

No students successfully completed a dance course.

89 students successfully completed at least one music course.

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. All groups present in the district are shown. 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	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
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%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	230	188,332	29.1%	23.9%	0.0%	0.3%	31.3%	23.4%	0.0%	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	115	97,617	36.5%	26.9%	0.0%	0.3%	25.2%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	31	34,473	19.4%	25.4%	0.0%	0.3%	12.9%	14.3%	0.0%	1.9%

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