

OVERVIEW

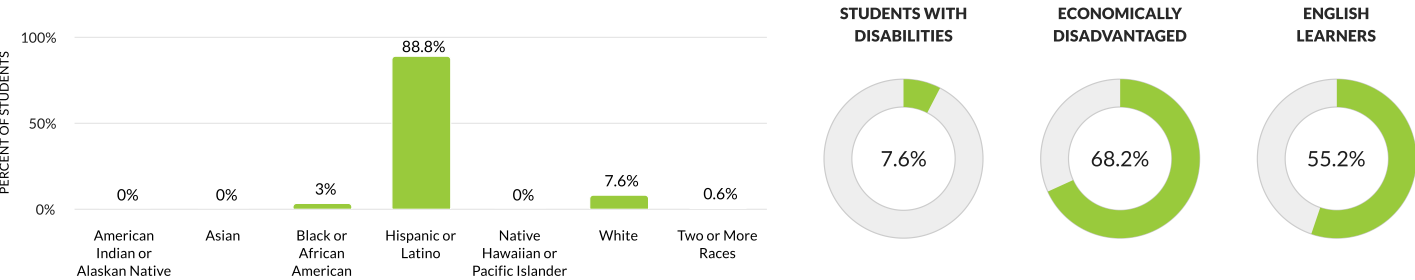
School Details

Grades : K4-5  
Enrollment : 330  
Percent open enrollment : 1.8%

Kenosha School of Language is a Two Way Dual Immersion School. Our staff works collaboratively with families to assure all students develop high levels of language proficiency in both Spanish and English; achieve at-grade-level academic performance or better in both languages; and develop sociocultural competence and critical consciousness.

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

Student Groups



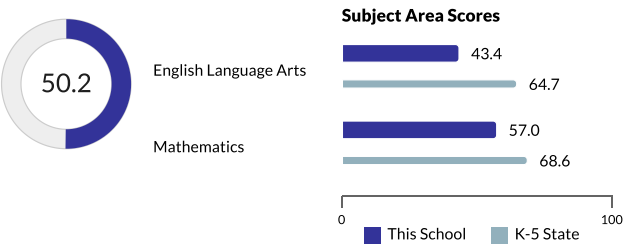
Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

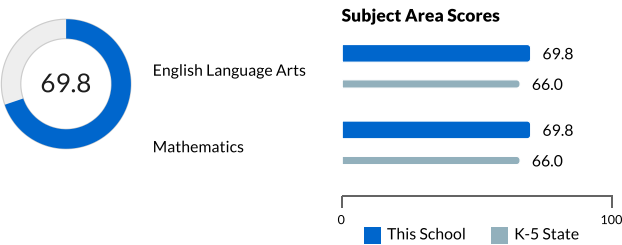


Priority Area Scores

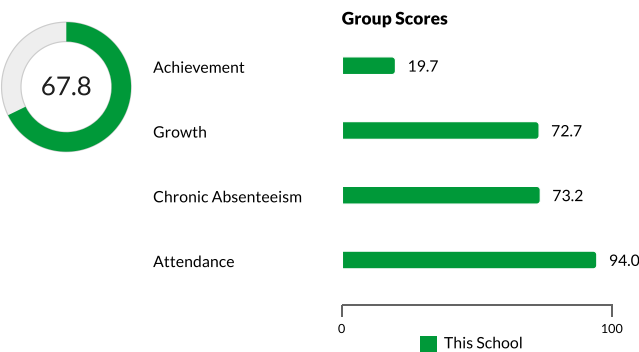
ACHIEVEMENT



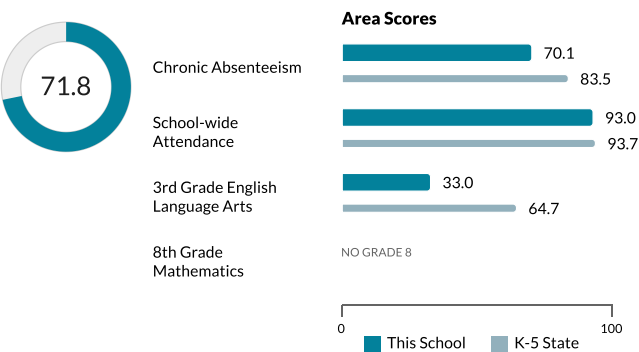
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

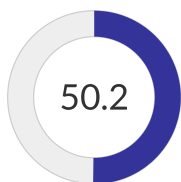




## ACHIEVEMENT

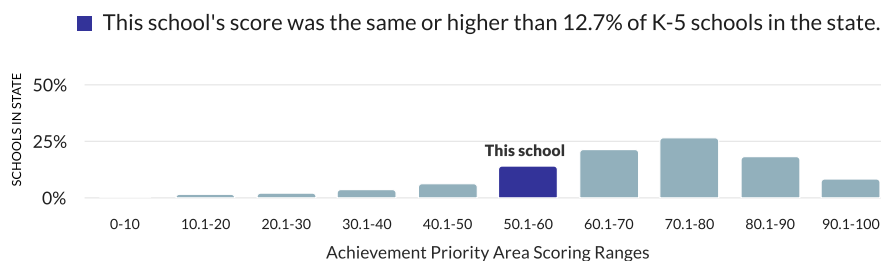
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 43.4

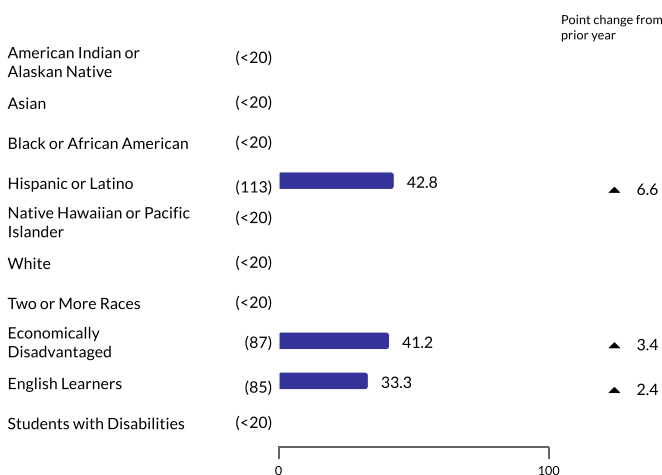
Mathematics Score: 57.0



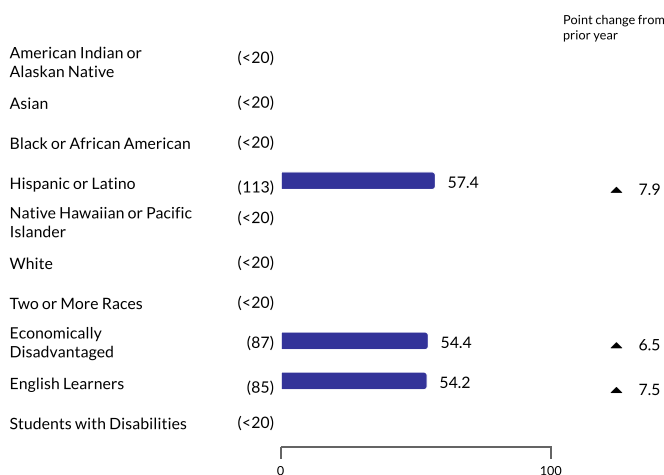
## Student Group Achievement, 2024-25 (for information only)

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

### ENGLISH LANGUAGE ARTS



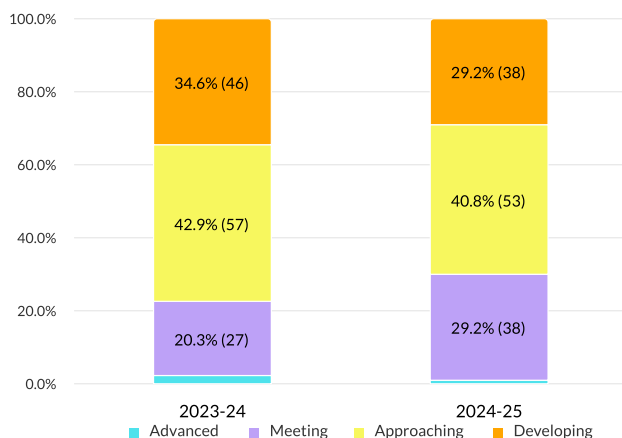
### MATHEMATICS



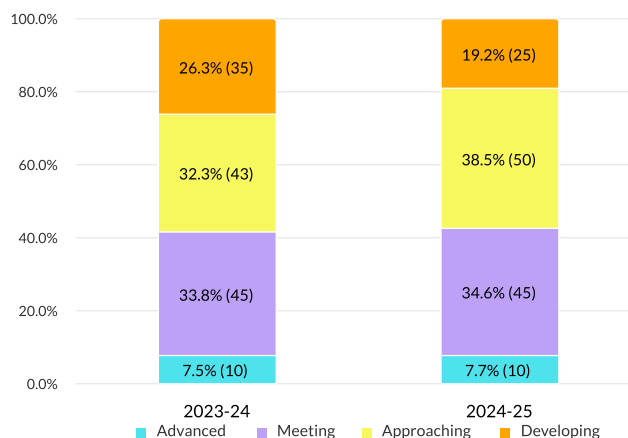
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
|              | NA                          |
| 100.0%       | NA                          |

MATHEMATICS

|              |                             |
|--------------|-----------------------------|
| All students | Lowest-participating group: |
|              | NA                          |
| 100.0%       | NA                          |

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

|                                     | 2023-24        |          |         |             |            | 2024-25        |          |         |             |            |
|-------------------------------------|----------------|----------|---------|-------------|------------|----------------|----------|---------|-------------|------------|
|                                     | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: K-5 State             | 175,142        | 11.6%    | 40.4%   | 30.2%       | 17.8%      | 175,722        | 12.0%    | 38.7%   | 30.8%       | 18.5%      |
| All Students                        | 133            | 2.3%     | 20.3%   | 42.9%       | 34.6%      | 130            | 0.8%     | 29.2%   | 40.8%       | 29.2%      |
| American Indian or Alaskan Native   | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Asian                               | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Black or African American           | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Hispanic or Latino                  | 114            | 1.8%     | 16.7%   | 42.1%       | 39.5%      | 113            | 0.9%     | 25.7%   | 41.6%       | 31.9%      |
| Native Hawaiian or Pacific Islander | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| White                               | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Two or More Races                   | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Economically Disadvantaged          | 96             | 3.1%     | 15.6%   | 43.8%       | 37.5%      | 87             | 1.1%     | 20.7%   | 47.1%       | 31.0%      |
| English Learners                    | 90             | 0.0%     | 13.3%   | 42.2%       | 44.4%      | 85             | 0.0%     | 14.1%   | 45.9%       | 40.0%      |
| Students with Disabilities          | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |

MATHEMATICS

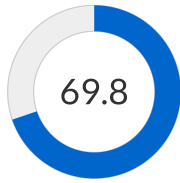
|                                     | 2023-24        |          |         |             |            | 2024-25        |          |         |             |            |
|-------------------------------------|----------------|----------|---------|-------------|------------|----------------|----------|---------|-------------|------------|
|                                     | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: K-5 State             | 175,042        | 19.1%    | 35.1%   | 26.4%       | 19.4%      | 175,664        | 19.9%    | 32.7%   | 28.5%       | 19.0%      |
| All Students                        | 133            | 7.5%     | 33.8%   | 32.3%       | 26.3%      | 130            | 7.7%     | 34.6%   | 38.5%       | 19.2%      |
| American Indian or Alaskan Native   | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Asian                               | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Black or African American           | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Hispanic or Latino                  | 114            | 6.1%     | 28.9%   | 34.2%       | 30.7%      | 113            | 8.8%     | 31.0%   | 39.8%       | 20.4%      |
| Native Hawaiian or Pacific Islander | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| White                               | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Two or More Races                   | <20            | *        | *       | *           | *          | <20            | *        | *       | *           | *          |
| Economically Disadvantaged          | 96             | 4.2%     | 31.3%   | 32.3%       | 32.3%      | 87             | 4.6%     | 34.5%   | 39.1%       | 21.8%      |
| English Learners                    | 90             | 5.6%     | 25.6%   | 36.7%       | 32.2%      | 85             | 7.1%     | 30.6%   | 38.8%       | 23.5%      |
| Students with Disabilities          | <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.

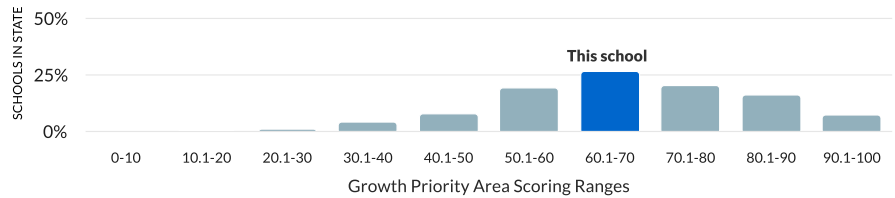
### Priority Area Score



**English Language Arts Score:** 69.8

**Mathematics Score:** 69.8

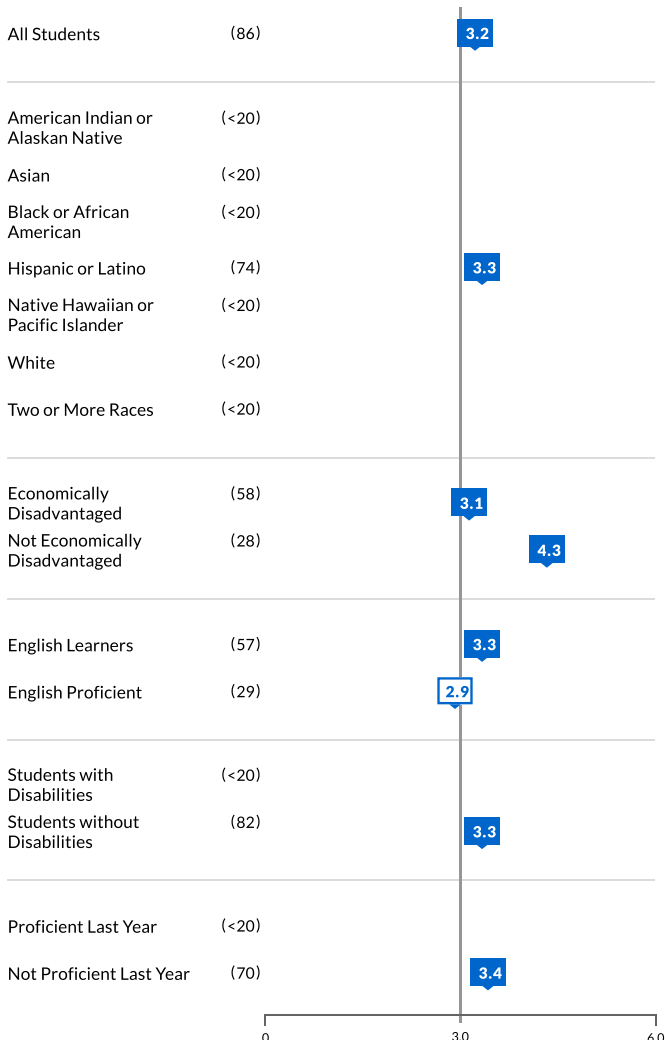
■ This school's score was the same or higher than 57.3% of K-5 schools in the state.



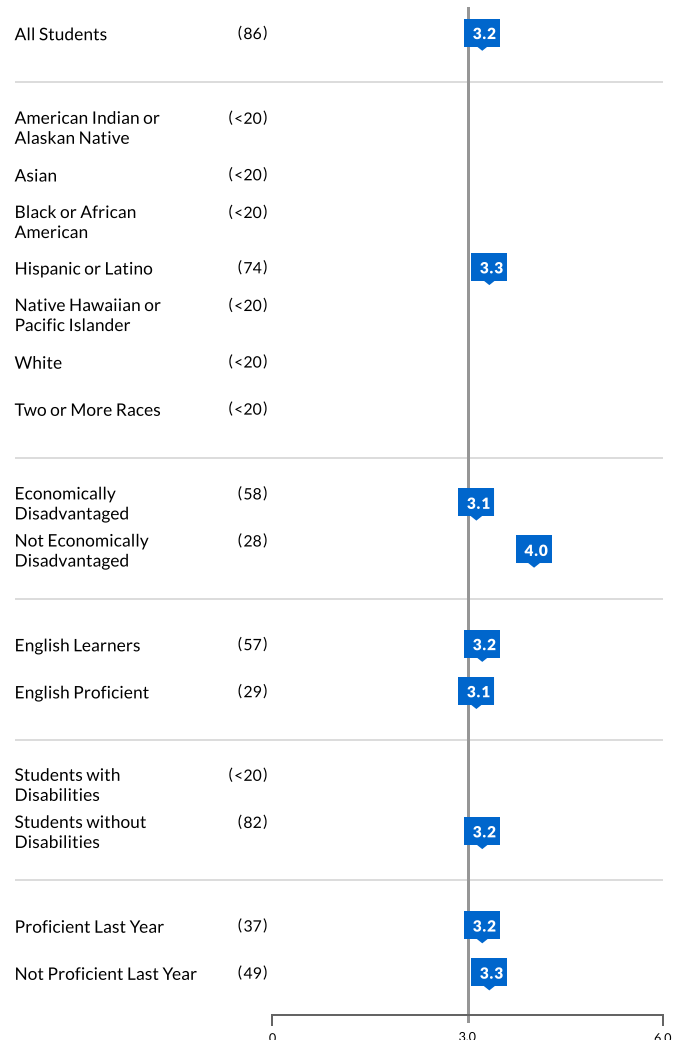
### Student Group Value-Added (for information only)

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



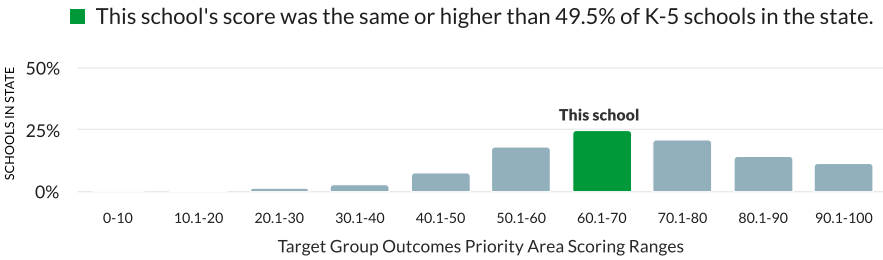
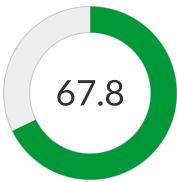
#### MATHEMATICS



TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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: 19.7

Average points-based proficiency rates.

English Language Arts

Target Group 20.8

Non-Target Group 59.9

Mathematics

Target Group 18.5

Non-Target Group 72.6

GROWTH

Score: 72.7

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

English Language Arts

Target Group 75.5

Non-Target Group 67.9

Mathematics

Target Group 69.8

Non-Target Group 69.8

CHRONIC ABSENTEEISM

Score: 73.2

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 73.2

Non-Target Group 79.0

ATTENDANCE

Score: 94.0

This score is the overall attendance rate for the target group in 2023-24.

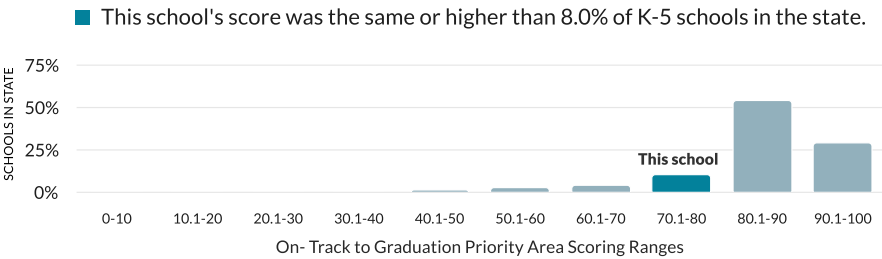
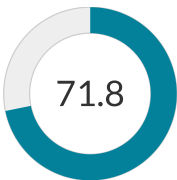
Target Group 94.0

Non-Target Group 94.5

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: 70.1

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.

School70.1

K-5 Statewide83.5

0100

**SCHOOL-WIDE ATTENDANCE**

Score: 93.0

This score is the overall attendance rate for the school in 2023-24.

School93.0

K-5 Statewide93.7

0100

**3RD GRADE ENGLISH LANGUAGE ARTS**

Score: 33.0

Multi-year average points-based proficiency rates.

School33.0

K-5 Statewide64.7

0100

**8TH GRADE MATHEMATICS**

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

School: 22.7%

Statewide: 50.3%

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

|                                     | 2021-22  |       | 2022-23  |       | 2023-24  |       |
|-------------------------------------|----------|-------|----------|-------|----------|-------|
|                                     | Students | Rate  | Students | Rate  | Students | Rate  |
| All Students: K-5 State             | 354,803  | 20.1% | 355,511  | 16.3% | 354,264  | 14.3% |
| All Students                        | 270      | 45.6% | 283      | 30.4% | 282      | 19.5% |
| American Indian or Alaskan Native   | <20      | *     | <20      | *     | <20      | *     |
| Asian                               | <20      | *     | <20      | *     | <20      | *     |
| Black or African American           | <20      | *     | <20      | *     | <20      | *     |
| Hispanic or Latino                  | 238      | 46.6% | 251      | 31.9% | 247      | 19.8% |
| Native Hawaiian or Pacific Islander | <20      | *     | <20      | *     | <20      | *     |
| White                               | <20      | *     | <20      | *     | <20      | *     |
| Two or More Races                   | <20      | *     | <20      | *     | <20      | *     |
| Economically Disadvantaged          | 218      | 48.6% | 196      | 32.7% | 193      | 21.2% |
| English Learners                    | 182      | 43.4% | 195      | 33.3% | 177      | 19.2% |
| Students with Disabilities          | 20       | 60.0% | 22       | 36.4% | <20      | *     |

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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