



OVERVIEW

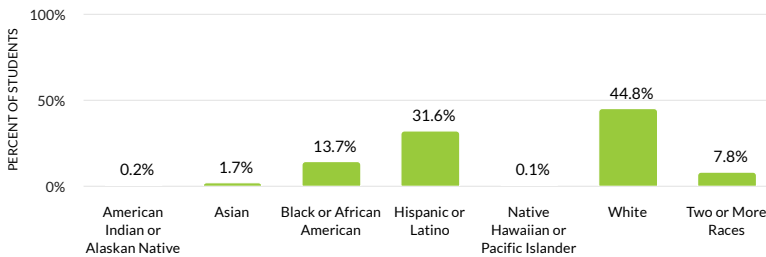
District Details

Grades : K4-12
Enrollment : 18,711
Percent open enrollment : 1.2%

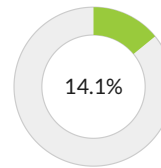
KUSD is Wisconsin's third-largest school district. We strive to ensure all students will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming. We further support this with extracurricular offerings designed to help them grow and flourish into independent thinkers.

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

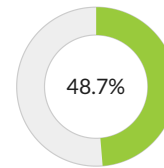
Student Groups



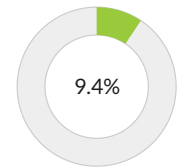
STUDENTS WITH DISABILITIES



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>.

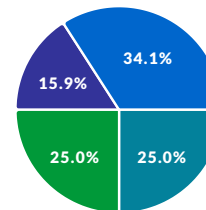
Overall Score

61.2

Meets Expectations



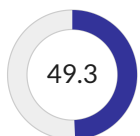
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

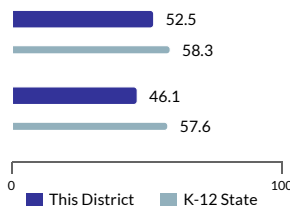
Priority Area Scores

ACHIEVEMENT

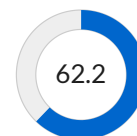


English Language Arts
Mathematics

Subject Area Scores

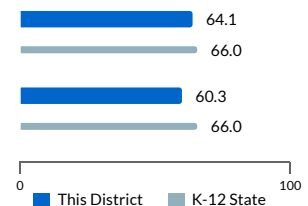


GROWTH

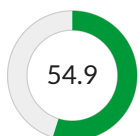


English Language Arts
Mathematics

Subject Area Scores

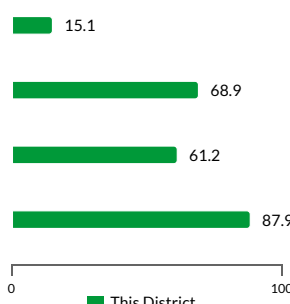


TARGET GROUP OUTCOMES

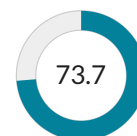


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

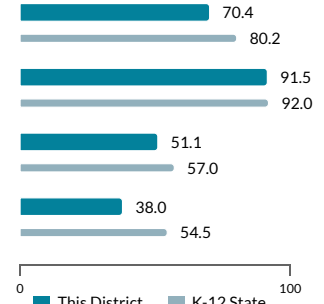


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores





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.

This district contains one or more schools reported as detention facilities as indicated in Wis. Stat. 115.385(1g)(f) with at least 50% of students enrolled for less than an entire school term. As a result, the following schools are excluded from this district report card: Phoenix Project.

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	14	37.8%
Meets Expectations	14	37.8%
Meets Few Expectations	6	16.2%
Fails to Meet Expectations	2	5.4%

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	1	2.7%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

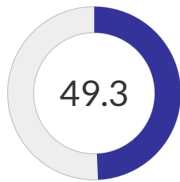
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	45.7	64.9	81.4	100.0
Achievement	16.0	51.2	87.9	100.0
Growth	33.7	64.9	89.7	100.0
Target Group Outcomes	32.6	57.6	83.4	100.0
On-Track to Graduation	58.3	75.1	92.9	100.0



ACHIEVEMENT

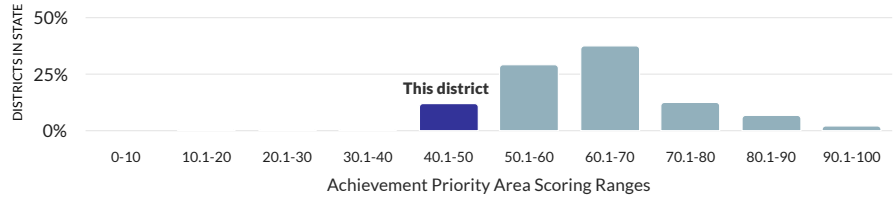
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 52.5
Mathematics Score: 46.1

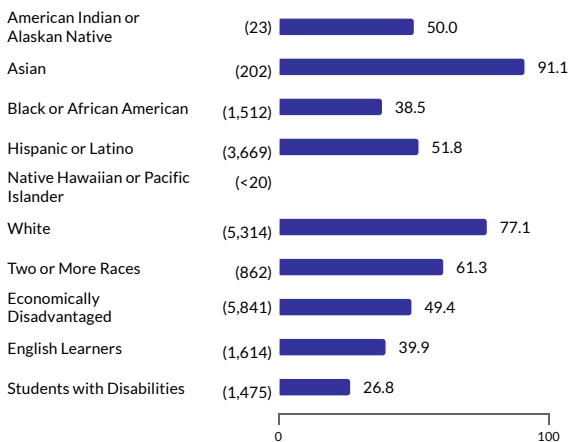
■ This district's score was the same or higher than 11.3% of districts in the state.



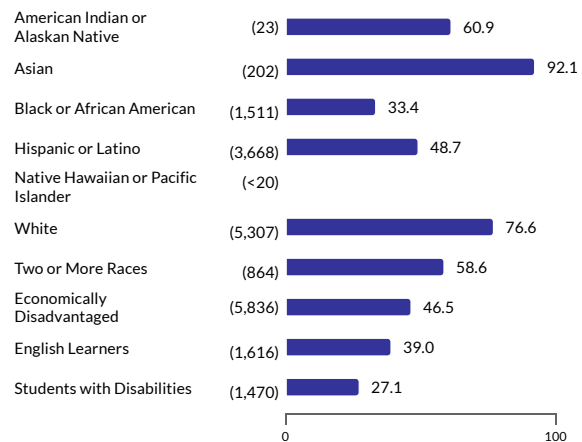
Student Group Achievement, 2023-24 (for information only)

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



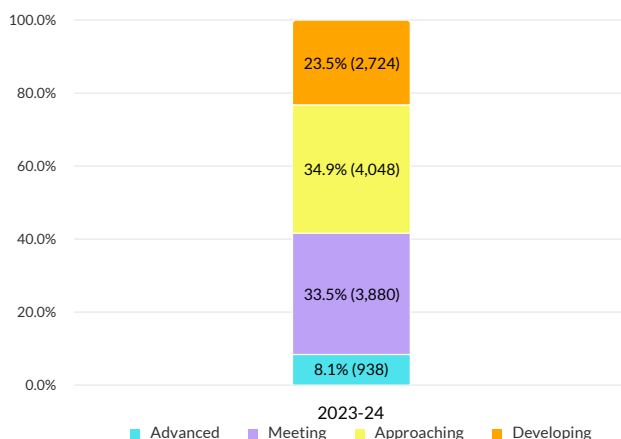
MATHEMATICS



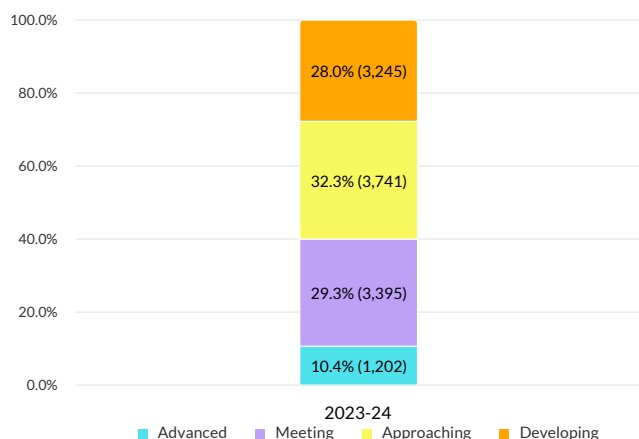
Performance Levels by Year

These graphs show district-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: American Indian or Alaskan Native
96.0%	92.3%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.9%	92.1%

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: K-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	11,868	5.1%	24.8%	34.3%	35.9%	11,723	7.0%	27.0%	37.3%	28.7%	11,590	8.1%	33.5%	34.9%	23.5%
American Indian or Alaskan Native	23	0.0%	26.1%	47.8%	26.1%	26	3.8%	11.5%	50.0%	34.6%	23	0.0%	21.7%	56.5%	21.7%
Asian	207	16.9%	44.9%	25.1%	13.0%	211	21.3%	41.2%	23.2%	14.2%	202	25.7%	39.1%	26.7%	8.4%
Black or African American	1,479	1.1%	9.6%	27.0%	62.3%	1,484	1.7%	10.1%	37.1%	51.1%	1,512	1.7%	15.7%	40.7%	41.9%
Hispanic or Latino	3,754	2.0%	17.2%	37.5%	43.3%	3,667	3.5%	19.9%	40.5%	36.0%	3,669	3.7%	27.0%	38.6%	30.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	5,587	7.8%	33.3%	34.5%	24.4%	5,481	10.5%	35.7%	35.7%	18.1%	5,314	12.5%	42.8%	30.9%	13.7%
Two or More Races	809	4.8%	23.7%	32.9%	38.6%	846	5.3%	27.8%	37.2%	29.7%	862	7.0%	33.1%	35.5%	24.5%
Economically Disadvantaged	6,729	1.9%	15.8%	34.4%	47.8%	6,073	2.9%	17.8%	39.2%	40.0%	5,841	3.3%	25.0%	38.9%	32.8%
English Learners	1,839	1.1%	13.7%	35.6%	49.5%	1,693	2.0%	14.6%	40.6%	42.8%	1,614	1.2%	18.7%	38.7%	41.4%
Students with Disabilities	1,460	0.7%	5.6%	20.8%	72.9%	1,509	0.9%	7.5%	27.6%	64.0%	1,475	1.6%	9.1%	30.7%	58.6%

MATHEMATICS

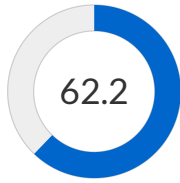
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	11,786	5.0%	22.2%	29.2%	43.5%	11,770	5.7%	23.2%	32.0%	39.1%	11,583	10.4%	29.3%	32.3%	28.0%
American Indian or Alaskan Native	24	0.0%	16.7%	45.8%	37.5%	26	0.0%	7.7%	46.2%	46.2%	23	4.3%	21.7%	65.2%	8.7%
Asian	205	16.1%	42.9%	23.9%	17.1%	211	21.8%	35.5%	27.0%	15.6%	202	31.2%	33.7%	23.3%	11.9%
Black or African American	1,475	0.6%	7.1%	20.8%	71.5%	1,485	1.0%	7.0%	26.1%	65.9%	1,511	2.1%	14.1%	32.3%	51.5%
Hispanic or Latino	3,735	2.1%	15.1%	29.6%	53.3%	3,704	2.1%	16.7%	32.5%	48.7%	3,668	4.9%	23.3%	36.2%	35.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	5,534	8.0%	30.4%	31.4%	30.1%	5,489	9.0%	31.5%	33.6%	26.0%	5,307	16.1%	37.7%	29.4%	16.8%
Two or More Races	804	3.9%	21.0%	29.0%	46.1%	847	4.5%	23.1%	31.4%	41.0%	864	8.3%	28.8%	34.5%	28.4%
Economically Disadvantaged	6,701	1.9%	13.7%	28.2%	56.2%	6,101	2.2%	15.0%	31.4%	51.4%	5,836	4.8%	21.8%	35.1%	38.4%
English Learners	1,847	1.4%	12.0%	27.7%	58.9%	1,729	1.9%	12.7%	31.1%	54.4%	1,616	3.2%	16.2%	35.9%	44.7%
Students with Disabilities	1,459	1.1%	5.4%	16.2%	77.3%	1,519	1.3%	7.1%	19.6%	72.1%	1,470	2.0%	11.8%	24.6%	61.6%



GROWTH

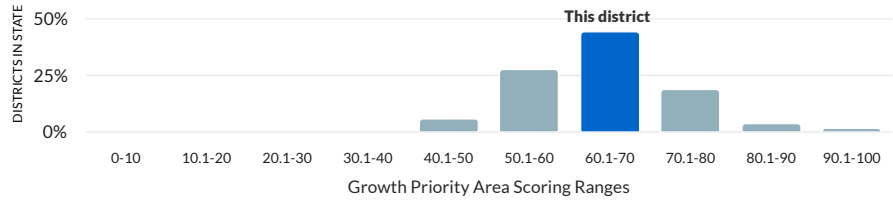
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 64.1
Mathematics Score: 60.3

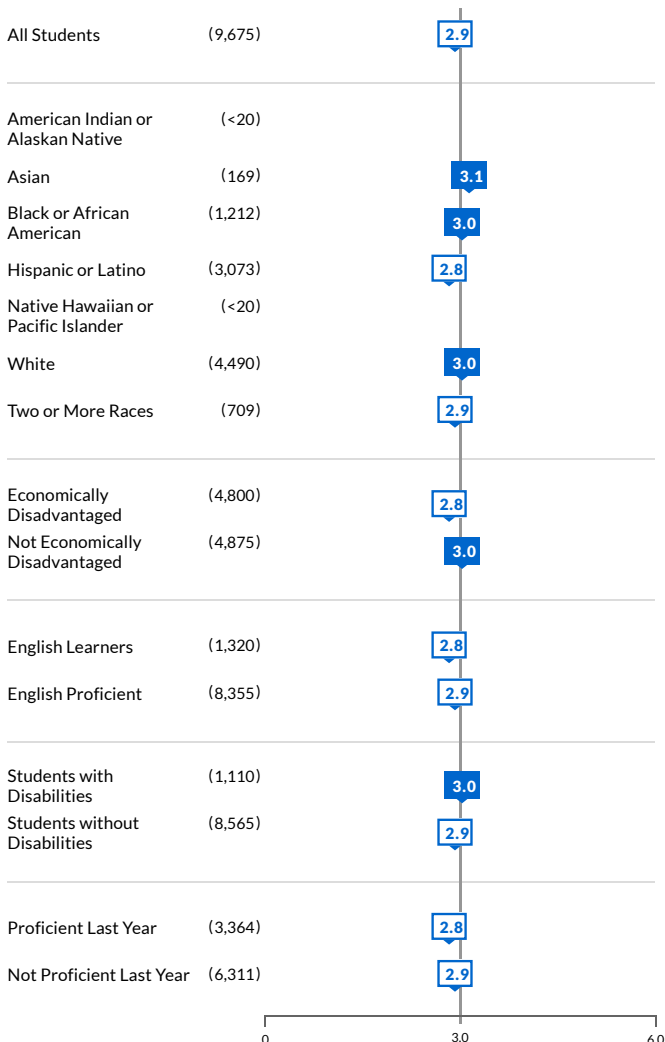
■ This district's score was the same or higher than 44.2% of districts in the state.



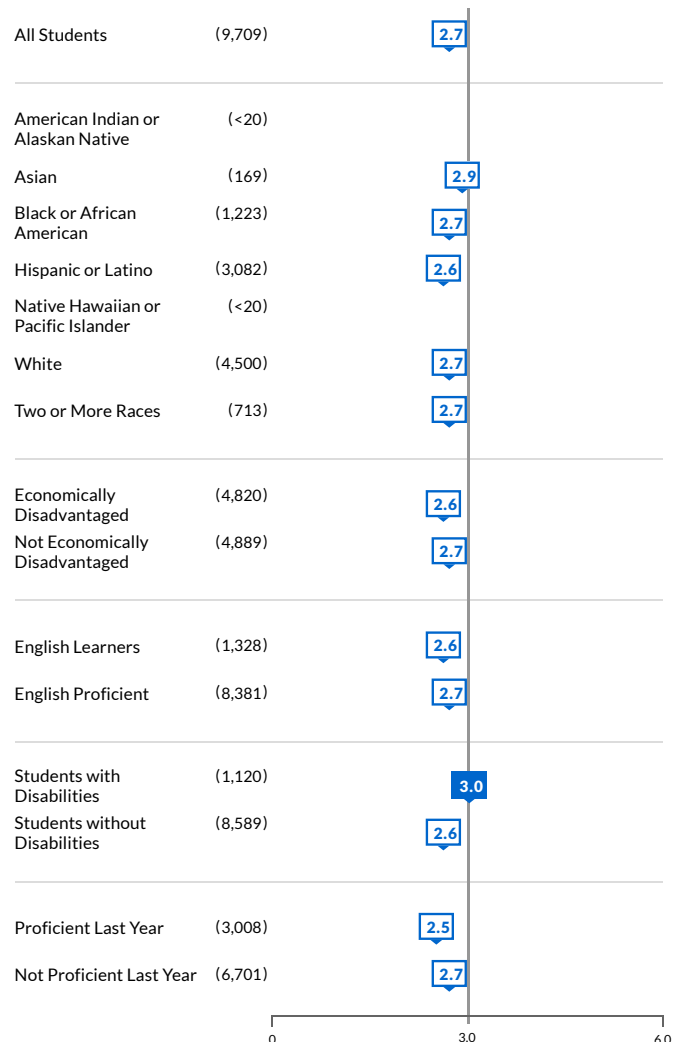
Student Group Value-Added (for information only)

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

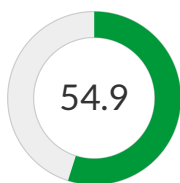




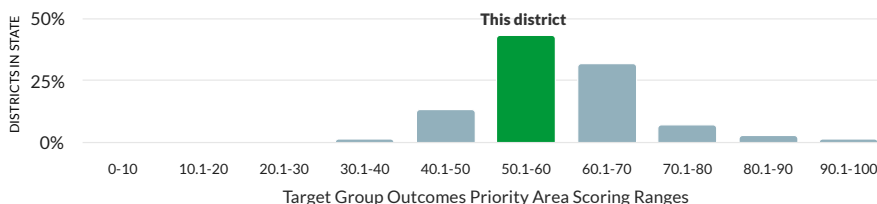
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. 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



■ This district's score was the same or higher than 33.1% of districts in the state.



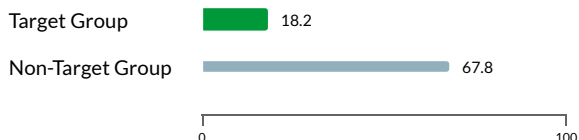
Component Scores

ACHIEVEMENT

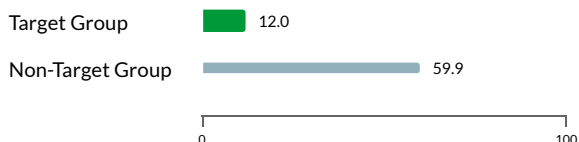
Score: 15.1

Average points-based proficiency rates.

English Language Arts



Mathematics

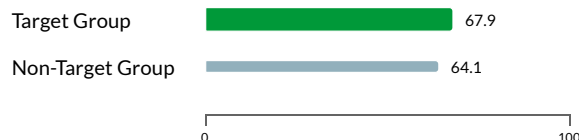


GROWTH

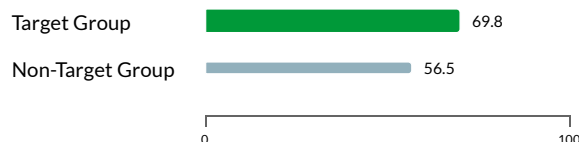
Score: 68.9

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

English Language Arts



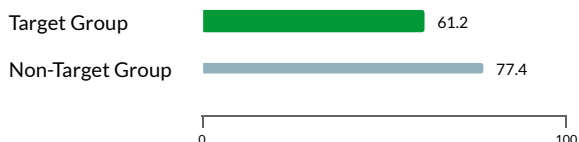
Mathematics



CHRONIC ABSENTEEISM

Score: 61.2

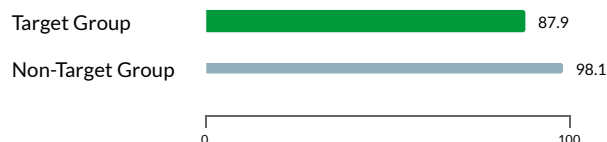
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.9

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

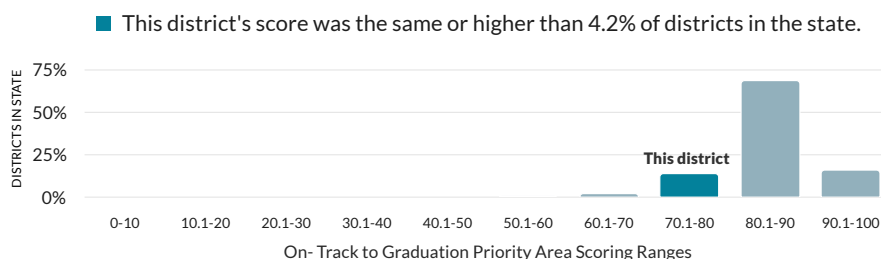
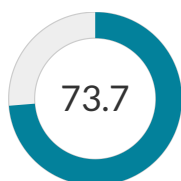




ON-TRACK TO GRADUATION

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

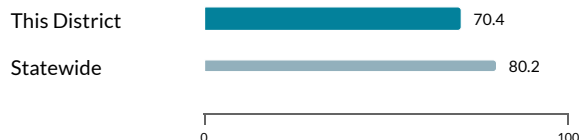


Component Scores

CHRONIC ABSENTEEISM

Score: 70.4

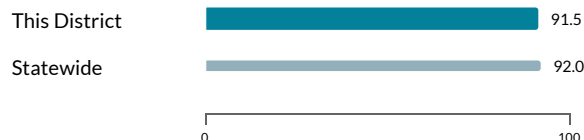
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 91.5

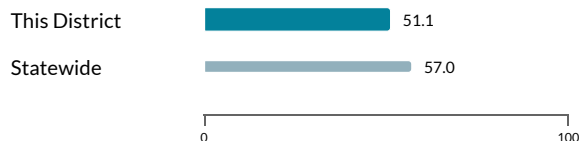
Average of 2022-23's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 51.1

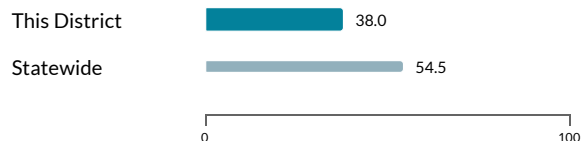
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 38.0

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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	18,411	19.8%	18,086	37.7%	17,759	29.5%
American Indian or Alaskan Native	35	31.4%	29	65.5%	33	39.4%
Asian	318	2.5%	318	13.5%	316	13.9%
Black or African American	2,510	39.2%	2,419	53.4%	2,396	41.6%
Hispanic or Latino	5,487	23.0%	5,502	44.5%	5,525	34.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	8,758	11.4%	8,520	28.8%	8,165	22.0%
Two or More Races	1,289	28.7%	1,285	43.3%	1,306	34.4%
Economically Disadvantaged	8,456	33.0%	10,333	49.4%	9,350	39.9%
English Learners	2,490	21.6%	2,508	41.0%	2,401	32.5%
Students with Disabilities	2,411	32.7%	2,400	51.7%	2,411	41.1%

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: K-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	1,540	1,353	87.9%	1,565	1,489	95.1%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	36	33	91.7%	34	32	94.1%
Black or African American	209	171	81.8%	221	197	89.1%
Hispanic or Latino	480	396	82.5%	400	381	95.3%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	730	682	93.4%	847	822	97.0%
Two or More Races	82	68	82.9%	58	53	91.4%
Economically Disadvantaged	701	571	81.5%	649	597	92.0%
English Learners	152	116	76.3%	113	104	92.0%
Students with Disabilities	182	144	79.1%	176	166	94.3%



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. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

2,585 (43.3%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

District	State
22.4%	21.1%

1,339 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
26.8%	25.7%

1,601 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
5.0%	4.7%

297 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
2.8%	8.5%

166 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
All Students	5,966	266,777	22.4%	21.1%	26.8%	25.7%	5.0%	4.7%	2.8%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	121	10,367	54.5%	33.4%	34.7%	26.6%	6.6%	3.7%	5.8%	5.6%
Black or African American	807	24,969	9.0%	13.7%	20.1%	8.7%	2.1%	1.3%	2.2%	2.7%
Hispanic or Latino	1,879	37,682	15.3%	17.6%	24.9%	18.9%	2.8%	3.4%	1.8%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	2,791	179,306	30.0%	22.5%	30.0%	29.9%	7.3%	5.7%	3.7%	10.4%
Two or More Races	353	11,456	19.5%	18.9%	24.6%	21.0%	4.2%	3.4%	1.7%	5.8%
Economically Disadvantaged	2,881	104,283	11.0%	12.3%	22.1%	18.5%	2.7%	3.0%	2.0%	6.1%
English Learners	674	19,116	7.4%	13.9%	20.2%	17.0%	1.0%	2.5%	1.0%	3.6%
Students with Disabilities	782	33,777	2.2%	4.4%	18.0%	15.0%	1.7%	2.3%	1.0%	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. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

2,694 (45.2%) students successfully completed any Arts Course.

ART & DESIGN

District	State
23.9%	29.1%

1,426 students successfully completed at least one art & design course.

DANCE

District	State
1.2%	0.5%

69 students successfully completed at least one dance course.

MUSIC

District	State
21.2%	19.2%

1,267 students successfully completed at least one music course.

THEATER

District	State
8.2%	2.2%

492 students successfully completed at least one 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
All Students	5,966	266,777	23.9%	29.1%	1.2%	0.5%	21.2%	19.2%	8.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	121	10,367	13.2%	30.3%	1.7%	0.4%	20.7%	19.9%	2.5%	1.6%
Black or African American	807	24,969	24.3%	28.5%	3.0%	0.7%	14.6%	11.7%	7.3%	2.8%
Hispanic or Latino	1,879	37,682	27.1%	29.1%	1.0%	0.3%	17.3%	13.3%	7.1%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	2,791	179,306	22.1%	29.1%	0.7%	0.5%	25.9%	21.7%	9.5%	2.2%
Two or More Races	353	11,456	22.9%	28.8%	1.4%	0.5%	19.5%	17.8%	8.2%	2.6%
Economically Disadvantaged	2,881	104,283	25.9%	29.9%	1.3%	0.4%	16.2%	15.4%	8.1%	2.1%
English Learners	674	19,116	27.4%	30.9%	1.3%	0.4%	12.6%	11.8%	5.5%	1.6%
Students with Disabilities	782	33,777	26.9%	30.9%	2.9%	0.5%	11.4%	14.4%	9.0%	2.4%

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