



## OVERVIEW

### District Details

Grades : K4-12

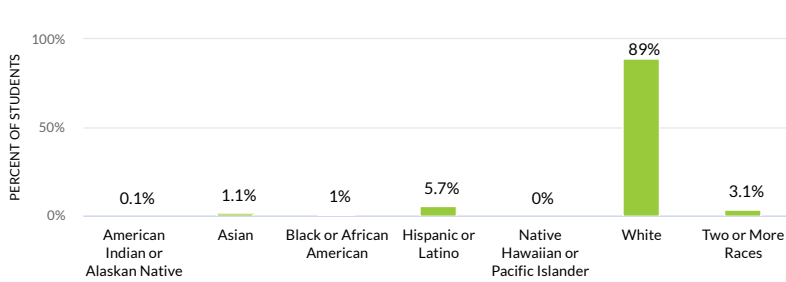
Enrollment : 5,116

Percent open enrollment : 5.5%

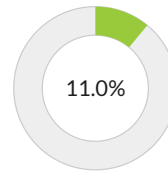
The vision of Oconomowoc Area School District is to become an unrivaled learning community, seeking wisdom, honoring the past, and shaping the future. We offer a rigorous curriculum, award-winning programs, nationally certified staff, and opportunities for all students to reach their highest potential. We are committed to continuous improvement and empowering our community of learners and leaders.

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

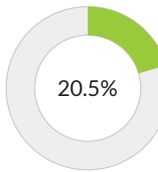
### Student Groups



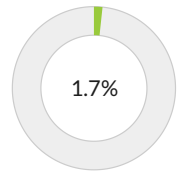
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

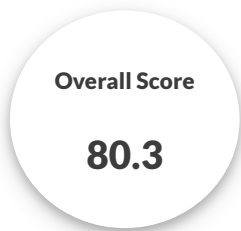


ENGLISH LEARNERS



### Score Summary

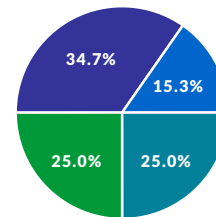
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations



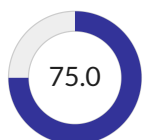
#### PRIORITY AREA WEIGHTS



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

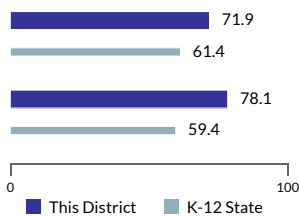
### Priority Area Scores

#### ACHIEVEMENT

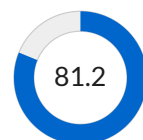


English Language Arts  
Mathematics

Subject Area Scores

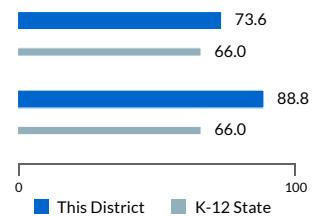


#### GROWTH

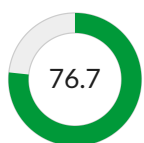


English Language Arts  
Mathematics

Subject Area Scores

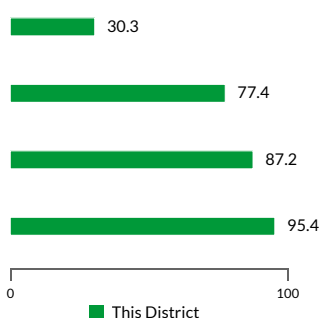


#### TARGET GROUP OUTCOMES

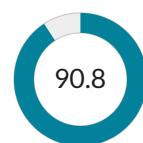


Achievement  
Growth  
Chronic Absenteeism  
Graduation

Group Scores

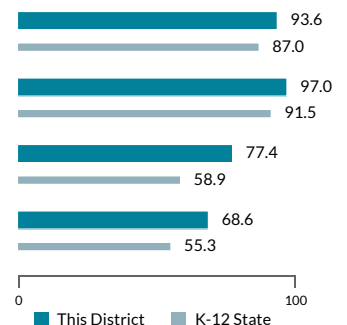


#### ON-TRACK TO GRADUATION



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.

### 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	5	62.5%
Exceeds Expectations	3	37.5%
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	0	0.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

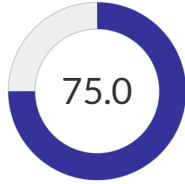
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	72.7	82.5	93.0	100.0
Achievement	68.7	80.0	94.2	100.0
Growth	54.6	79.1	95.5	100.0
Target Group Outcomes	64.2	72.0	87.2	100.0
On-Track to Graduation	89.6	92.2	96.4	100.0



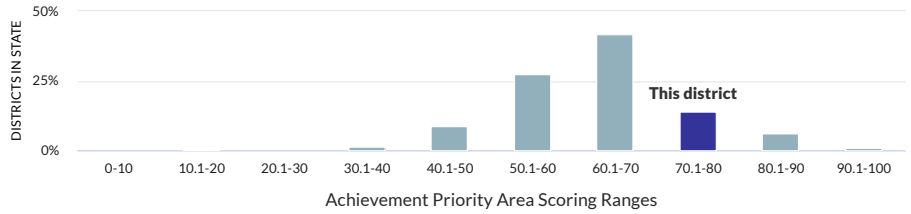
## ACHIEVEMENT

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 87.9% of districts in the state.



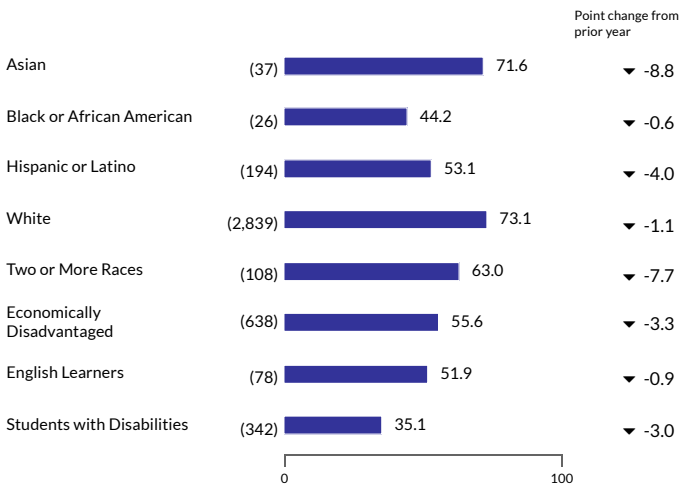
English Language Arts Score: 71.9

Mathematics Score: 78.1

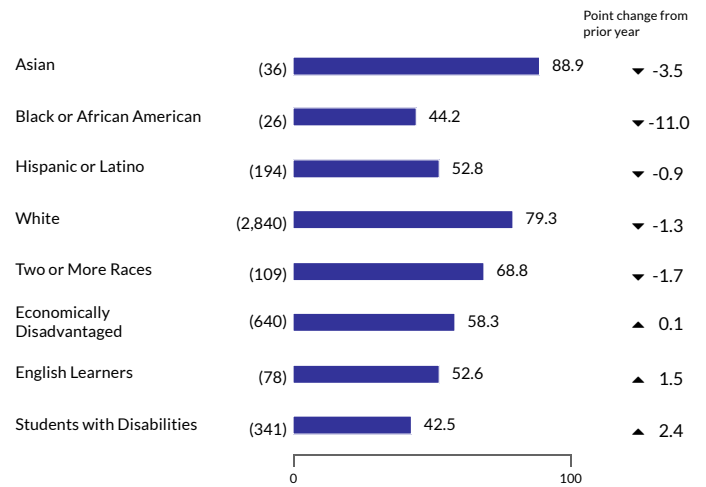
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



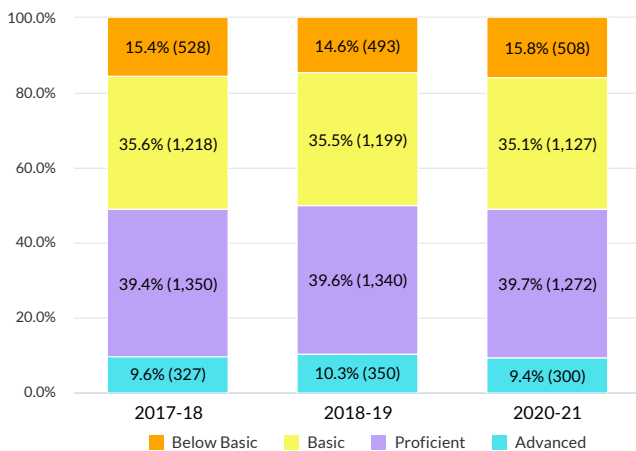
#### MATHEMATICS



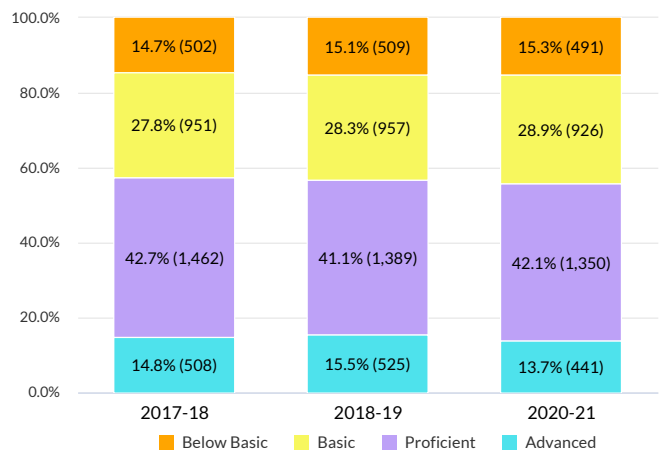
### Performance Levels by Year

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	96.1%	Lowest-participating group: Students with Disabilities	91.7%
--------------	-------	---	-------

#### MATHEMATICS

All students	96.2%	Lowest-participating group: Students with Disabilities	91.4%
--------------	-------	---	-------

### 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	3,423	9.6%	39.4%	35.6%	15.4%	3,382	10.3%	39.6%	35.5%	14.6%	3,207	9.4%	39.7%	35.1%	15.8%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	50	16.0%	46.0%	22.0%	16.0%	46	17.4%	32.6%	43.5%	6.5%	37	10.8%	40.5%	29.7%	18.9%
Black or African American	31	6.5%	35.5%	29.0%	29.0%	29	6.9%	24.1%	20.7%	48.3%	26	0.0%	30.8%	26.9%	42.3%
Hispanic or Latino	197	3.6%	28.4%	40.6%	27.4%	203	5.4%	27.6%	42.9%	24.1%	194	1.5%	28.9%	43.8%	25.8%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	3,032	9.8%	40.3%	35.5%	14.5%	2,994	10.6%	40.9%	34.8%	13.7%	2,839	10.0%	40.8%	34.6%	14.6%
Two or More Races	104	12.5%	32.7%	39.4%	15.4%	104	11.5%	32.7%	41.3%	14.4%	108	9.3%	30.6%	37.0%	23.1%
Economically Disadvantaged	560	5.2%	28.0%	39.8%	27.0%	611	6.1%	29.6%	40.4%	23.9%	638	3.8%	30.7%	38.6%	27.0%
English Learners	72	2.8%	20.8%	37.5%	38.9%	90	5.6%	17.8%	53.3%	23.3%	78	5.1%	21.8%	44.9%	28.2%
Students with Disabilities	353	2.0%	11.3%	34.6%	52.1%	344	3.2%	16.0%	34.6%	46.2%	342	3.5%	12.9%	33.9%	49.7%

#### MATHEMATICS

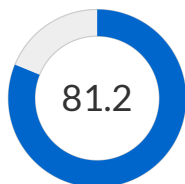
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	3,423	14.8%	42.7%	27.8%	14.7%	3,380	15.5%	41.1%	28.3%	15.1%	3,208	13.7%	42.1%	28.9%	15.3%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	50	34.0%	42.0%	14.0%	10.0%	46	26.1%	39.1%	28.3%	6.5%	36	19.4%	47.2%	25.0%	8.3%
Black or African American	31	6.5%	38.7%	32.3%	22.6%	29	6.9%	31.0%	27.6%	34.5%	26	3.8%	15.4%	46.2%	34.6%
Hispanic or Latino	198	3.0%	28.8%	37.9%	30.3%	205	3.9%	29.8%	36.1%	30.2%	194	5.2%	29.4%	31.4%	34.0%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	3,028	15.5%	44.0%	26.9%	13.6%	2,989	16.3%	42.4%	27.5%	13.8%	2,840	14.4%	43.3%	28.6%	13.6%
Two or More Races	106	13.2%	34.9%	37.7%	14.2%	105	14.3%	30.5%	37.1%	18.1%	109	11.9%	36.7%	28.4%	22.9%
Economically Disadvantaged	561	8.2%	30.8%	37.3%	23.7%	610	6.9%	30.0%	35.7%	27.4%	640	6.7%	30.8%	34.8%	27.7%
English Learners	72	6.9%	25.0%	31.9%	36.1%	90	5.6%	24.4%	36.7%	33.3%	78	7.7%	23.1%	35.9%	33.3%
Students with Disabilities	350	3.7%	17.7%	30.3%	48.3%	343	4.7%	20.4%	25.4%	49.6%	341	4.4%	20.5%	30.8%	44.3%



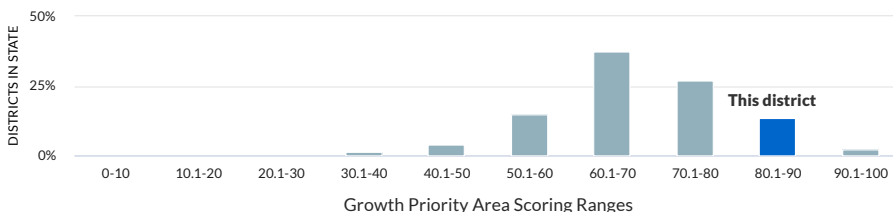
## GROWTH

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



This district's score was the same or higher than 89.2% of districts in the state.



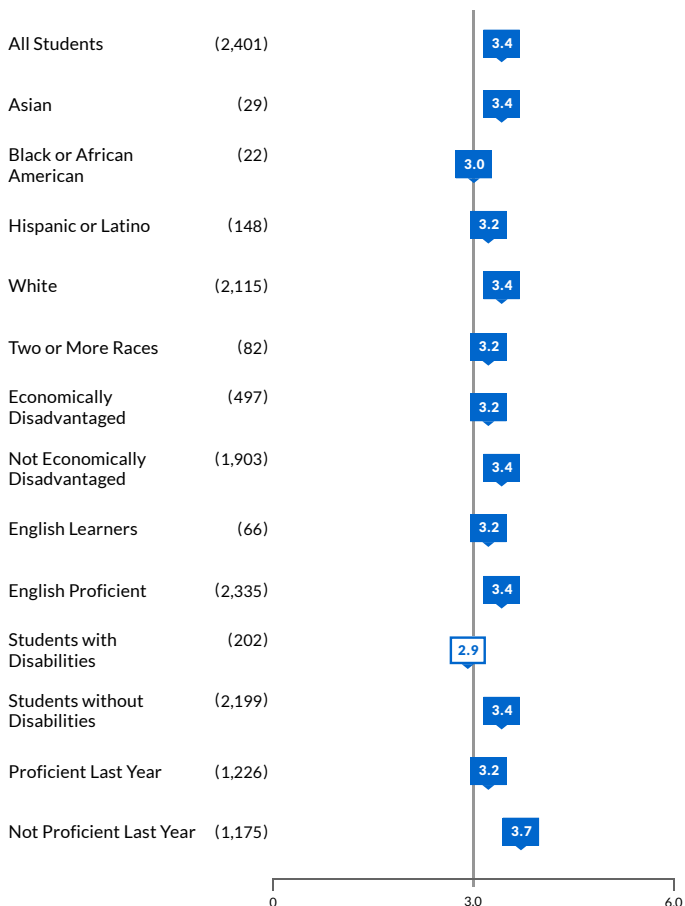
English Language Arts Score: 73.6

Mathematics Score: 88.8

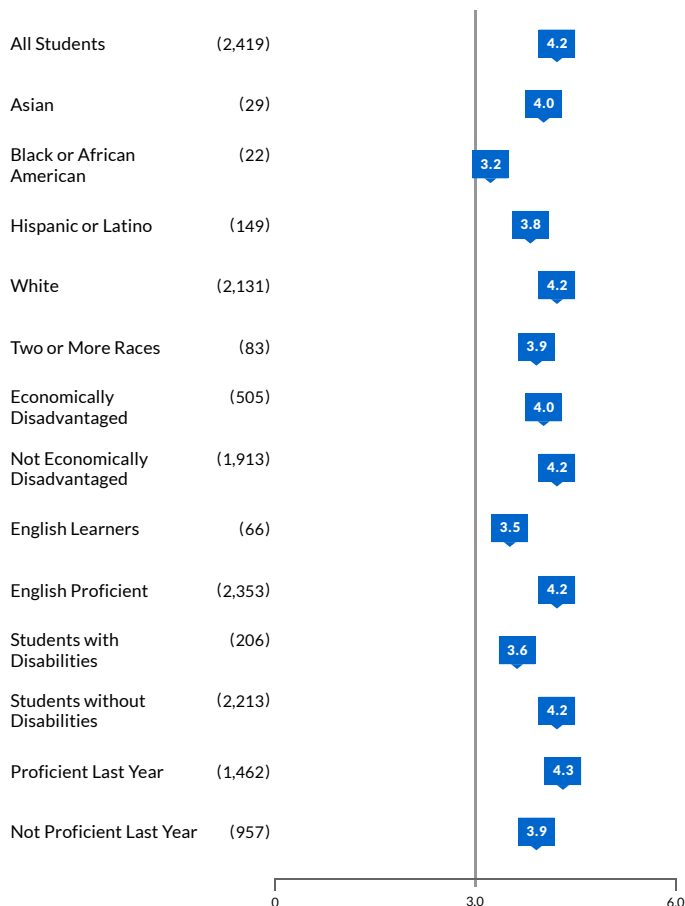
### Student Group Value-Added (for information only)

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

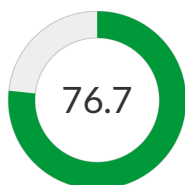




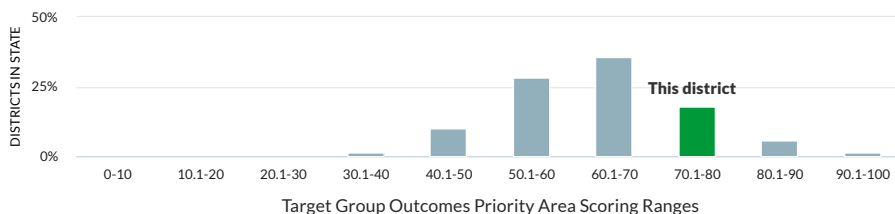
## TARGET GROUP OUTCOMES

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



This district's score was the same or higher than 90.9% of districts in the state.



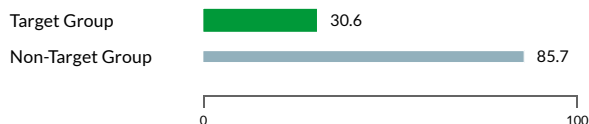
## Component Scores

### ACHIEVEMENT

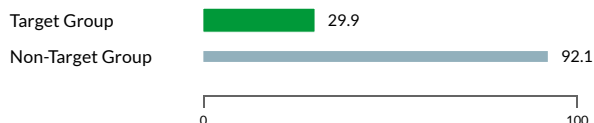
Score: 30.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

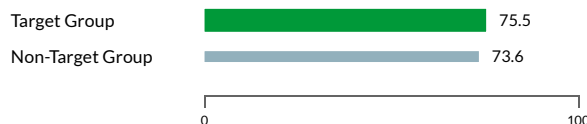


### GROWTH

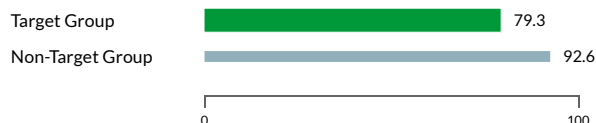
Score: 77.4

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

#### English Language Arts



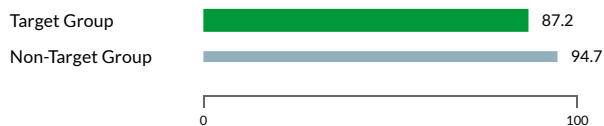
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 87.2

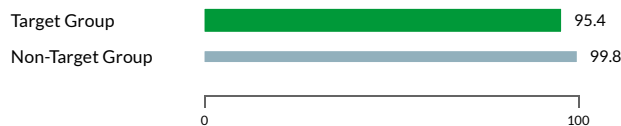
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### GRADUATION

Score: 95.4

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

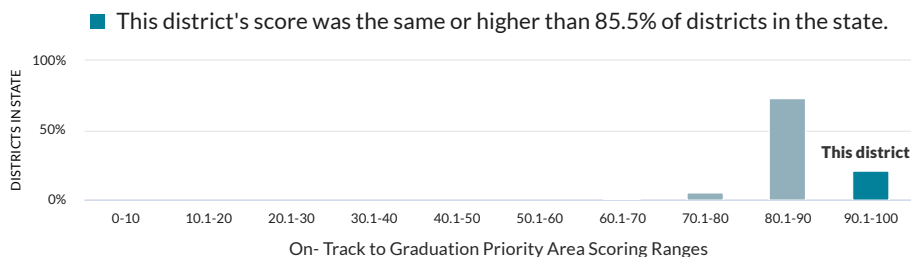
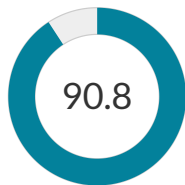




## ON-TRACK TO GRADUATION

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

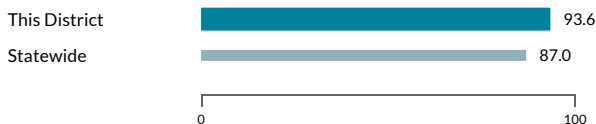


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 93.6

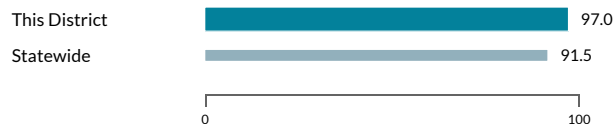
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.0

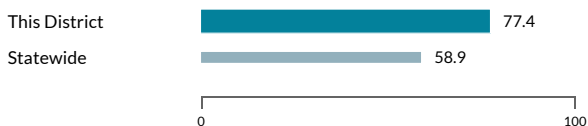
Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 77.4

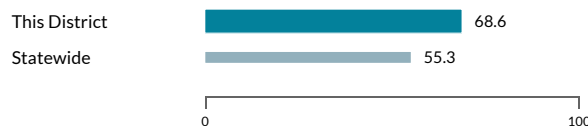
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 68.6

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	5,011	7.2%	4,961	8.0%	4,891	4.6%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	63	1.6%	68	1.5%	56	1.8%
Black or African American	49	10.2%	45	13.3%	46	6.5%
Hispanic or Latino	302	10.3%	322	13.4%	297	8.1%
Native Hawaiian or Pacific Islander	< 20	*	0	NA	0	NA
White	4,428	7.0%	4,359	7.5%	4,334	4.1%
Two or More Races	161	8.7%	159	13.2%	148	10.1%
Economically Disadvantaged	837	13.5%	933	15.2%	896	10.6%
English Learners	99	10.1%	135	10.4%	122	6.6%
Students with Disabilities	529	10.8%	510	15.1%	508	10.4%

### 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	413	398	96.4%	397	388	97.7%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	20	18	90.0%	25	23	92.0%
White	372	361	97.0%	357	350	98.0%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	60	55	91.7%	41	38	92.7%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	35	27	77.1%	35	34	97.1%





## 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>39.0%</b>	<b>19.2%</b>

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

#### DUAL ENROLLMENT

District	State
<b>31.2%</b>	<b>17.8%</b>

525 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>5.5%</b>	<b>1.4%</b>

92 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>3.5%</b>	<b>2.4%</b>

58 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	90.0%	27.3%	20.0%	17.9%	10.0%	1.1%	5.0%	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	97	31,812	28.9%	14.7%	27.8%	14.1%	6.2%	0.9%	2.1%	1.4%
White	1,503	188,332	39.5%	20.8%	31.8%	19.7%	5.4%	1.6%	3.6%	2.8%
Two or More Races	44	9,226	20.5%	16.1%	22.7%	13.3%	4.5%	1.1%	0.0%	1.4%
Economically Disadvantaged	260	97,617	24.6%	11.0%	27.3%	13.7%	4.6%	0.8%	3.5%	1.7%
English Learners	29	13,412	27.6%	8.7%	27.6%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	148	34,473	6.1%	2.9%	26.4%	10.2%	0.7%	0.5%	0.7%	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>37.2%</b>	<b>24.7%</b>	<b>7.7%</b>	<b>0.3%</b>	<b>20.9%</b>	<b>21.3%</b>	<b>2.4%</b>	<b>1.9%</b>
626 students successfully completed at least one art & design course.		130 students successfully completed at least one dance course.		351 students successfully completed at least one music course.		40 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. 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	15.0%	25.8%	0.0%	0.3%	50.0%	21.8%	5.0%	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	97	31,812	41.2%	26.2%	8.2%	0.3%	14.4%	15.5%	0.0%	1.8%
White	1,503	188,332	37.0%	23.9%	7.5%	0.3%	21.2%	23.4%	2.4%	1.7%
Two or More Races	44	9,226	40.9%	23.9%	20.5%	0.4%	15.9%	19.8%	2.3%	1.9%
Economically Disadvantaged	260	97,617	41.2%	26.9%	7.7%	0.3%	14.6%	17.4%	3.1%	2.3%
English Learners	29	13,412	44.8%	29.0%	3.4%	0.2%	6.9%	13.0%	0.0%	1.4%
Students with Disabilities	148	34,473	43.9%	25.4%	11.5%	0.3%	14.2%	14.3%	5.4%	1.9%

Wisconsin Department of Public Instruction  
 Office of Educational Accountability  
 125 S. Webster Street, P.O. Box 7841  
 Madison, WI 53707-7841  
[dpi.wi.gov](http://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.