



November 14, 2023

Greetings Parents and Guardians,

Another first quarter of a new school year has come and gone and we are looking forward to giving thanks with friends and families next week. We are thankful for your students and the time, effort, and commitment they have put into their academic studies, their co-curricular activities, and their fulfillment in carrying out the Warrior Way. We are thankful to be a part of a community that is committed to growth and continuous improvement, all with a goal of supporting your students in their academic and spiritual development.

Across the nation, we continue to see the impact that pandemic-related disruptions have had on the learning of our students. Remote learning, lessened work loads, staffing shortages, student absenteeism and other issues have taken a toll.¹ Studies are finding that students are not bouncing back as quickly as we had hoped,² with the average unfinished learning remaining a half year behind in math and a quarter year in reading.³ Experts said virtual learning complicated math instruction by making it difficult for teachers to guide students over the screen and spotting weaknesses in problem-solving skills. Reading skills have not seen such a severe decline because it has been deduced that parents were more likely to read with children more than practice math.

For our school, this year's state report card reflected this impact, with Eastbrook Academy receiving an overall score of "Meets Expectations." This score validates for us what we have already seen – that we still have work to do in closing pandemic-related learning gaps with our students.⁴ Our team has already been hard at work addressing many of the areas of unfinished learning for our students.

While we do see this score as an important measure of student achievement, we believe our students are more than test scores. Eastbrook Academy is committed to educating the whole child, focusing on both academic and spiritual development. We are inspired by the classical model which teaches students how to think critically, how to communicate and express their ideas logically and persuasively as well as to be effective leaders in their communities and the world. We filter everything through a Christian worldview and teach this to the students. We believe that all students, regardless of their background, ethnicity, or zip code, can reach high expectations set forth for them especially when the student, parent, teacher and school are

working together as a team in their academic and spiritual growth. We also strive to be rigorous as we look to be thorough, diligent, attentive, careful, and exhaustive in our academics, extracurricular activities and in everything we do.

During this season of pandemic recovery, our school has been blessed with additional funding and growing enrollment that has allowed us to add a number of positions to meet student needs. This includes the addition of counselors, interventionists, tutors, teacher coaches, and a Director of Curriculum and Instruction which has impacted the full range of K4 through 12th grade students at our school.

Eastbrook Academy's educational team plans to continue to share our educational philosophy and educational updates on curriculum and instruction at our biannual Semester Summits to keep you abreast of what we are doing to continue to keep our rigorous and high expectations. Thank you again for your partnership and support. We are grateful for you and honored to be a part of your students' educational journey. We continue to be committed to growing them up to be the Christ like leaders our world needs today.

Blessings,

Kellie Kok
Executive Director of Education

1. Schwartz, S. (2023, July 12). [Students aren't rebounding from the academic effects of the pandemic](#). *Education Week*.
2. [New research provides the first clear picture of learning loss at local level](#). (2022, October 28). Harvard Graduate School of Education.
3. Education Reporting Collaborative (2023, October 10). [How 'a generation's worth of progress' in math skills disappeared](#). The Seattle Times.
4. Hollingsworth, H., & Thompson, C. (2023, July 11). [Test scores show American students slipping further behind despite recovery efforts](#). *AP News*.

Additional resources:

[Notice of Educational Options](#)
[Eastbrook Academy website](#)



OVERVIEW

School Details

Grades : K4-12

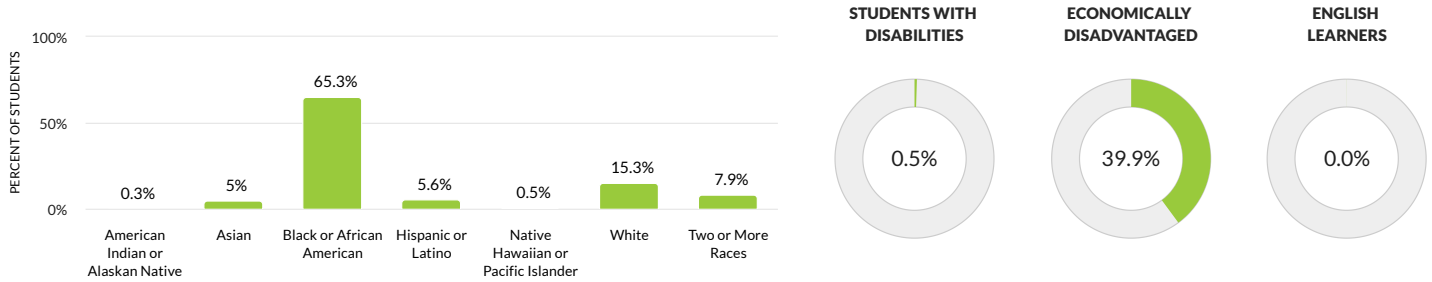
Enrollment : 378

Percent Choice : 73.5%

Eastbrook Academy exists to support families from diverse backgrounds in the academic and spiritual development of their children. The Academy imparts a rigorous education inspired by the classical model in a loving environment committed to Christ-like living. Our students will be prepared to excel in college and life – ready to have an impact on the world.

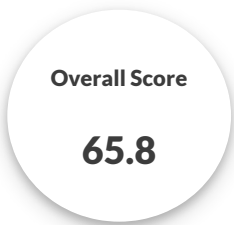
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

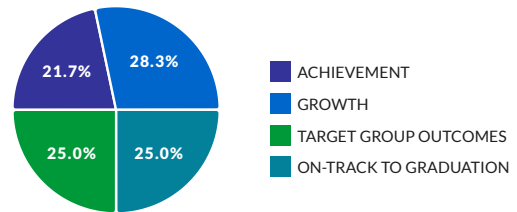
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Meets Expectations

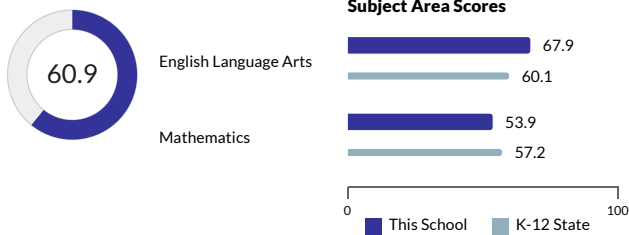


PRIORITY AREA WEIGHTS

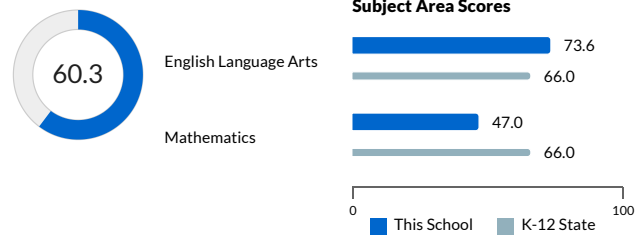


Priority Area Scores

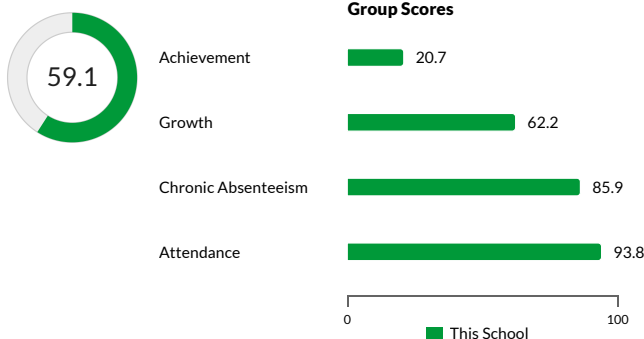
ACHIEVEMENT



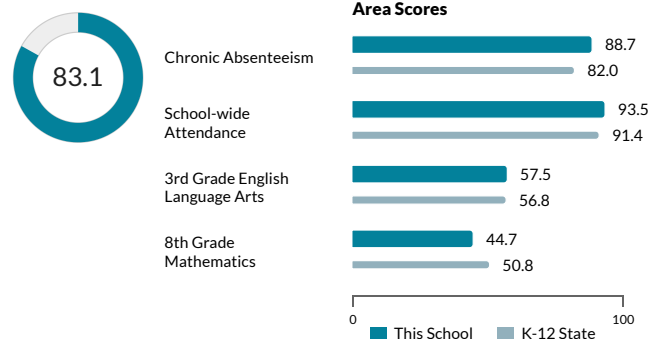
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

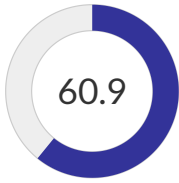




ACHIEVEMENT

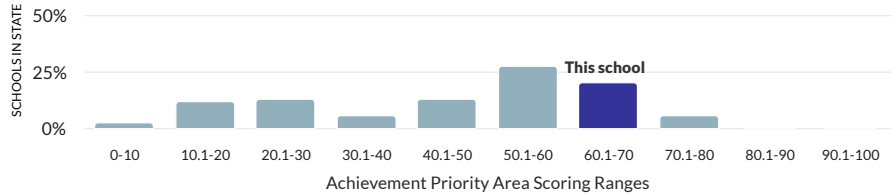
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 67.9
Mathematics Score: 53.9

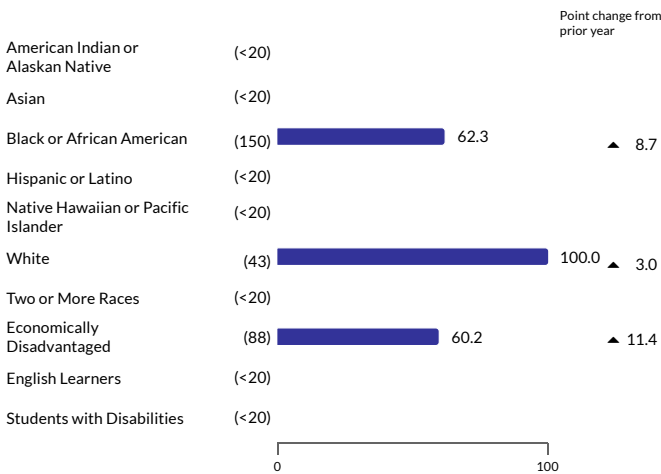
This school's score was the same or higher than 77.4% of K-12 schools in the state.



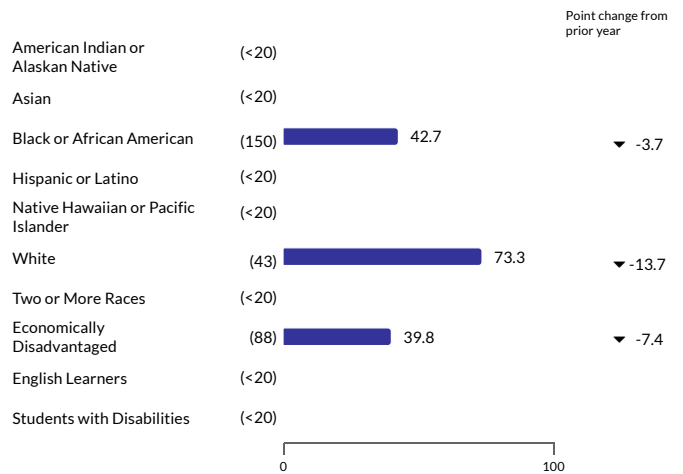
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



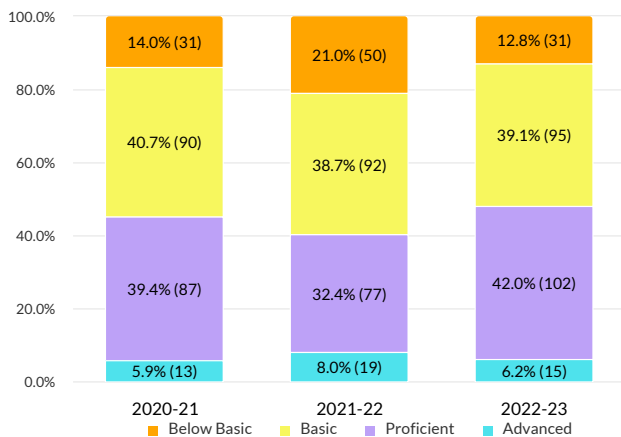
MATHEMATICS



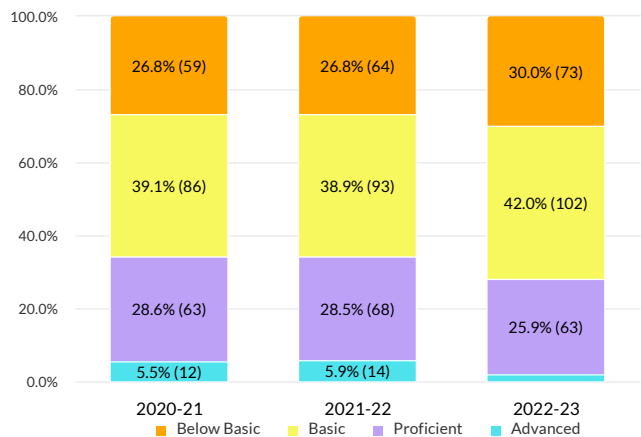
Performance Levels by Year

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, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
99.6%	99.3%

MATHEMATICS

All students	Lowest-participating group: Black or African American
99.6%	99.3%

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

	2020-21					2021-22					2022-23				
	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	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	221	5.9%	39.4%	40.7%	14.0%	238	8.0%	32.4%	38.7%	21.0%	243	6.2%	42.0%	39.1%	12.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	138	2.9%	34.8%	46.4%	15.9%	152	4.6%	25.0%	43.4%	27.0%	150	2.7%	35.3%	46.0%	16.0%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	21.4%	54.8%	21.4%	2.4%	50	24.0%	50.0%	22.0%	4.0%	43	18.6%	67.4%	14.0%	0.0%
Two or More Races	21	0.0%	42.9%	33.3%	23.8%	21	0.0%	42.9%	38.1%	19.0%	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	123	3.3%	24.4%	39.0%	33.3%	88	5.7%	29.5%	44.3%	20.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

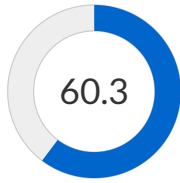
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	220	5.5%	28.6%	39.1%	26.8%	239	5.9%	28.5%	38.9%	26.8%	243	2.1%	25.9%	42.0%	30.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	137	2.9%	24.1%	42.3%	30.7%	152	0.7%	23.7%	43.4%	32.2%	150	0.7%	20.0%	43.3%	36.0%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	11.9%	45.2%	33.3%	9.5%	50	18.0%	44.0%	32.0%	6.0%	43	4.7%	48.8%	34.9%	11.6%
Two or More Races	21	0.0%	38.1%	23.8%	38.1%	22	9.1%	22.7%	31.8%	36.4%	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	123	5.7%	18.7%	39.8%	35.8%	88	0.0%	19.3%	40.9%	39.8%
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.

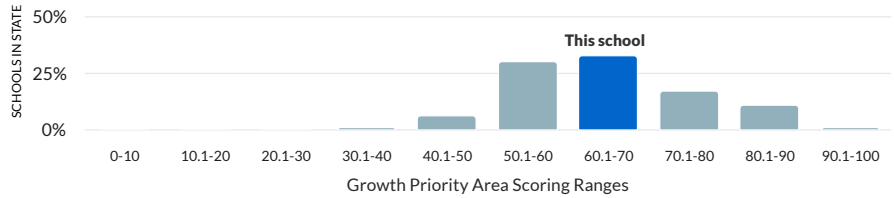
Priority Area Score



English Language Arts Score: 73.6

Mathematics Score: 47.0

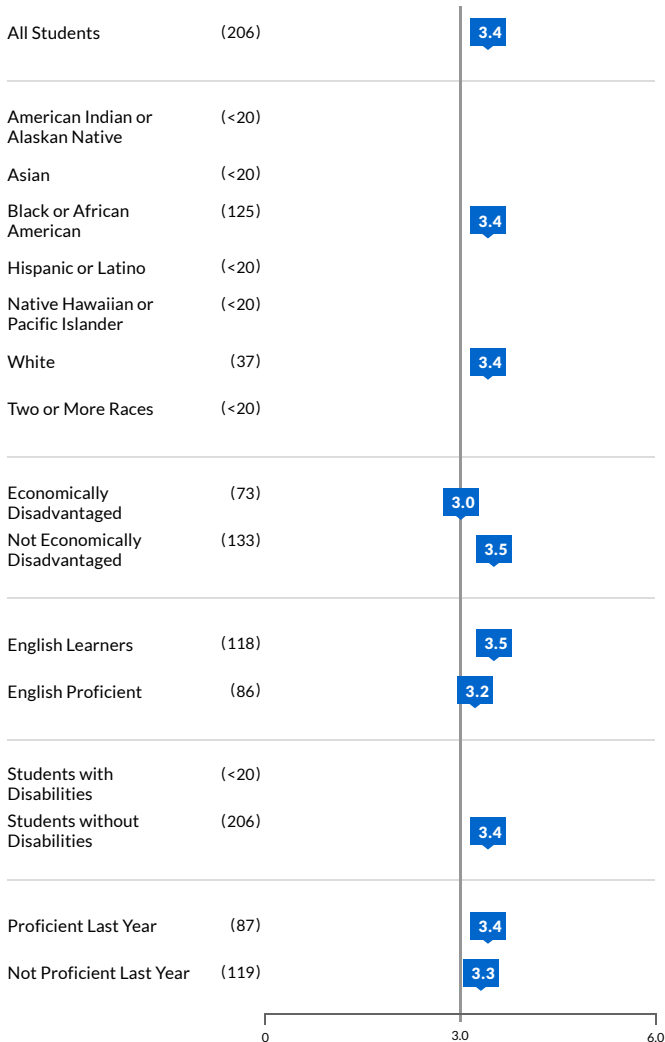
This school's score was the same or higher than 43.9% of K-12 schools in the state.



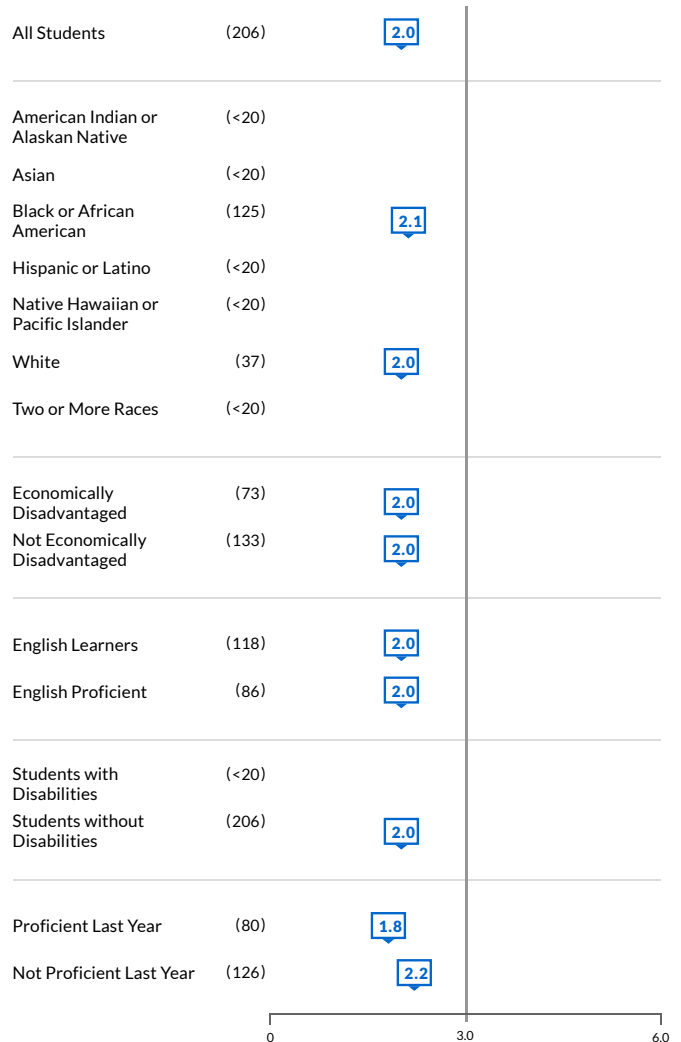
Student Group Value-Added (for information only)

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

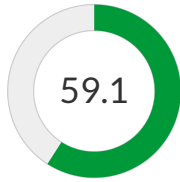




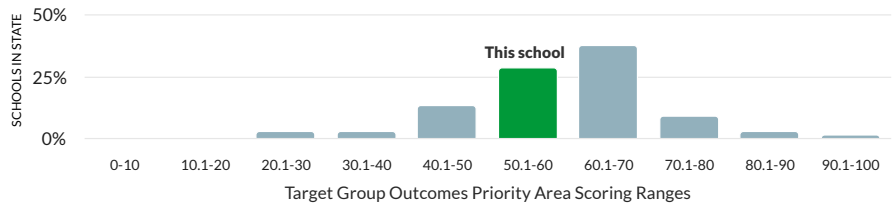
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 school's score was the same or higher than 48.5% of K-12 schools in the state.



Component Scores

ACHIEVEMENT Score: 20.7

Average points-based proficiency rates.

English Language Arts

Target Group: 26.7

Non-Target Group: 83.1

Mathematics

Target Group: 14.7

Non-Target Group: 65.7

GROWTH Score: 62.2

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

English Language Arts

Target Group: 66.0

Non-Target Group: 75.5

Mathematics

Target Group: 58.4

Non-Target Group: 43.2

CHRONIC ABSENTEEISM Score: 85.9

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: 85.9

Non-Target Group: 91.2

ATTENDANCE Score: 93.8

This score is the overall attendance rate for the Target Group in 2021-22.

Target Group: 93.8

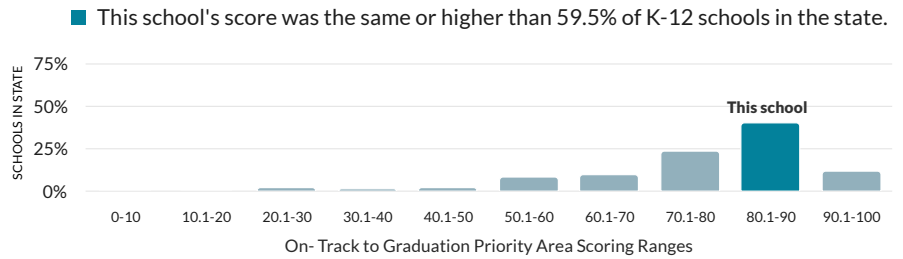
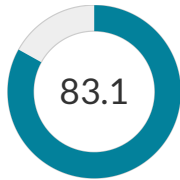
Non-Target Group: 94.2



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

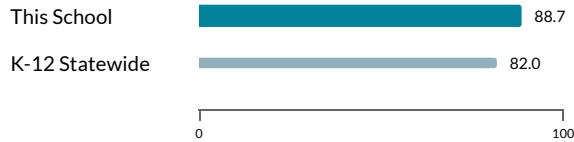


Component Scores

CHRONIC ABSENTEEISM

Score: 88.7

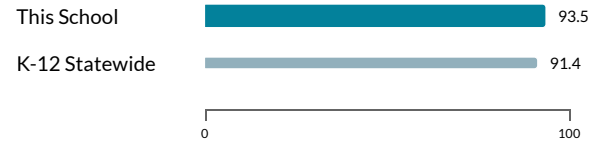
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.5

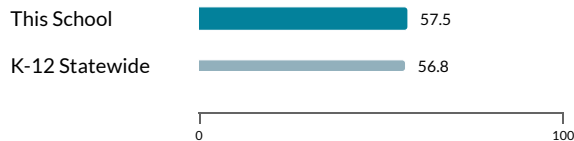
This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 57.5

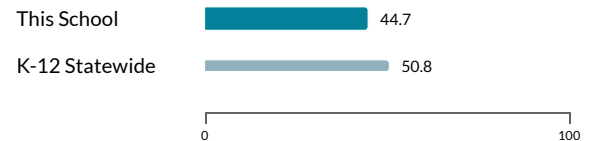
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 44.7

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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	296	6.4%	338	7.7%	350	16.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	172	9.3%	204	9.8%	232	17.2%
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	70	2.9%	63	1.6%	69	13.0%
Two or More Races	24	0.0%	35	8.6%	33	24.2%
Economically Disadvantaged	<20	*	179	12.8%	188	18.6%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	<20	*	*	<20	*	*
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2023

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.



OVERVIEW

School Details

Grades : K4-12

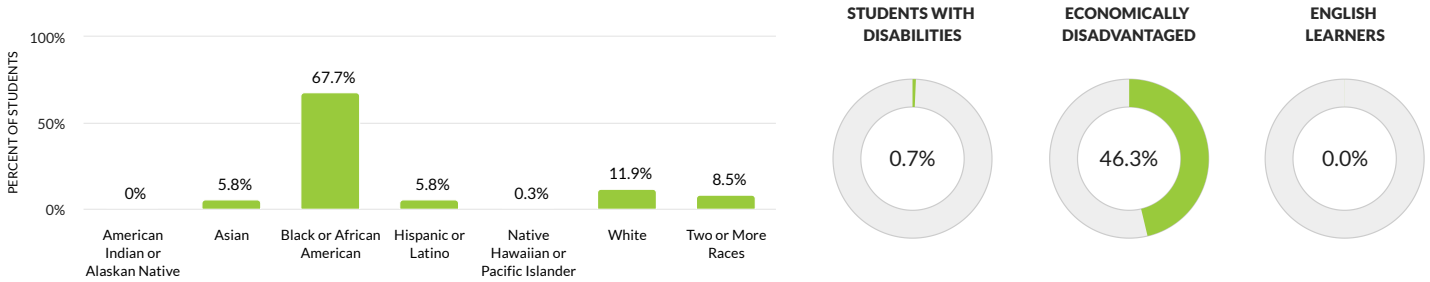
Enrollment (Choice) : 294

Percent Choice : 73.5%

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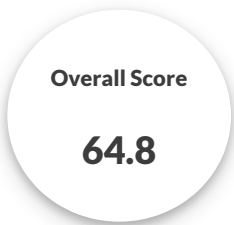
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Student Groups



Score Summary

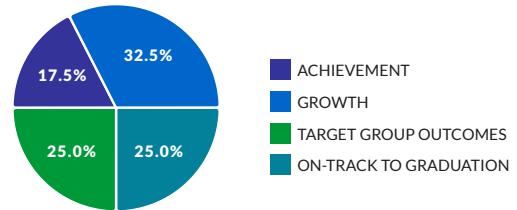
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Meets Expectations

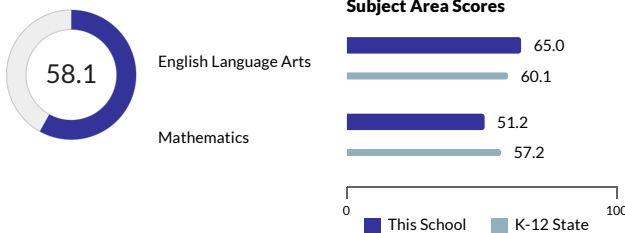


PRIORITY AREA WEIGHTS

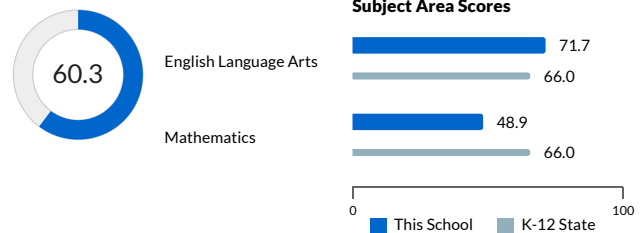


Priority Area Scores

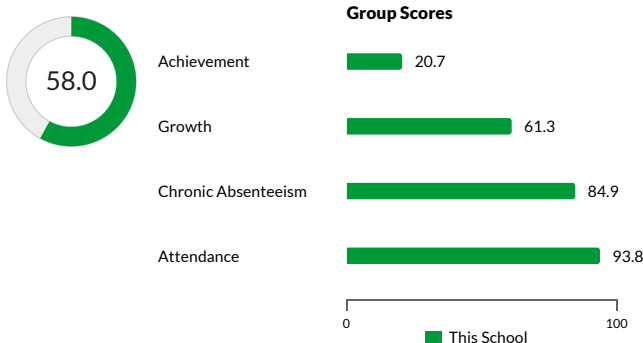
ACHIEVEMENT



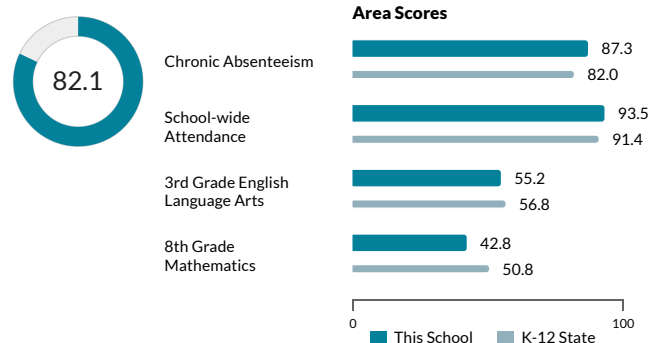
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

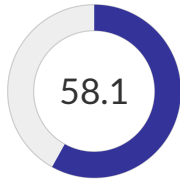




ACHIEVEMENT

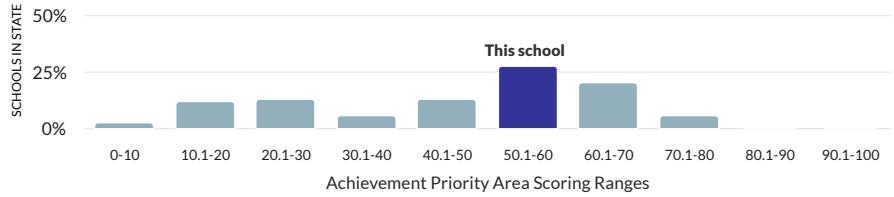
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Priority Area Score



English Language Arts Score: 65.0
Mathematics Score: 51.2

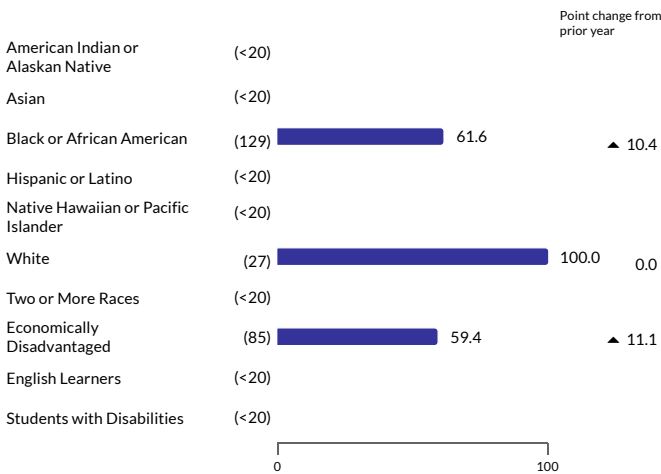
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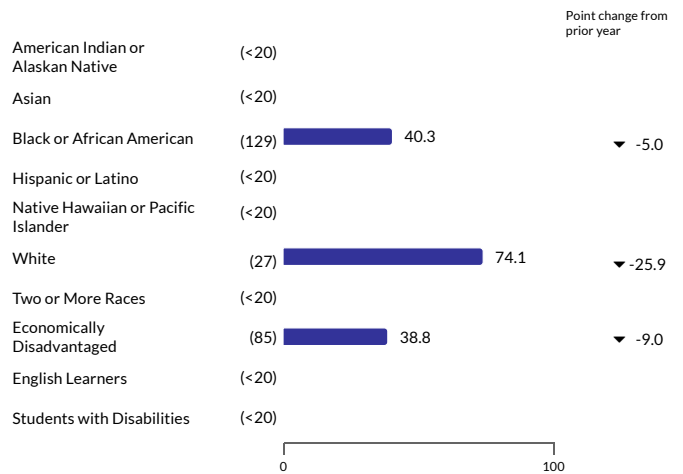
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ENGLISH LANGUAGE ARTS



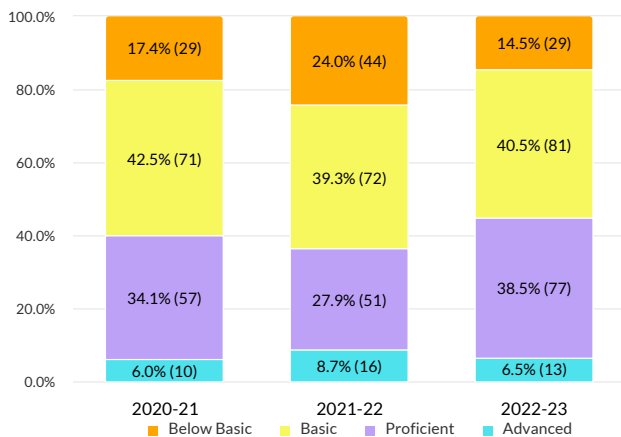
MATHEMATICS



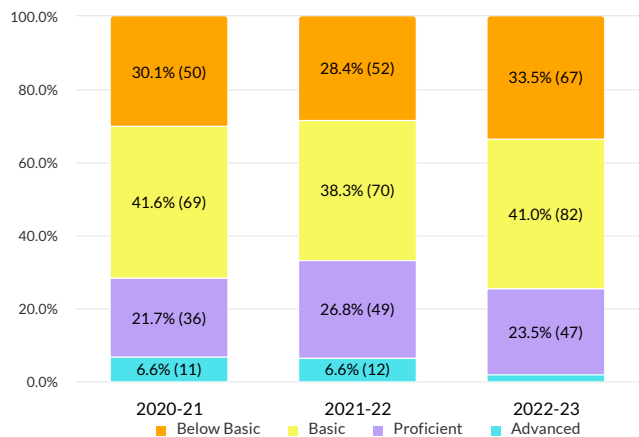
Performance Levels by Year

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, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

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

	2020-21					2021-22					2022-23				
	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	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students: Choice Program	167	6.0%	34.1%	42.5%	17.4%	183	8.7%	27.9%	39.3%	24.0%	200	6.5%	38.5%	40.5%	14.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	105	2.9%	29.5%	48.6%	19.0%	128	4.7%	23.4%	41.4%	30.5%	129	3.1%	34.1%	45.7%	17.1%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	25	28.0%	48.0%	20.0%	4.0%	25	40.0%	36.0%	20.0%	4.0%	27	25.9%	59.3%	14.8%	0.0%
Two or More Races	20	0.0%	45.0%	30.0%	25.0%	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	116	3.4%	23.3%	39.7%	33.6%	85	5.9%	28.2%	44.7%	21.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

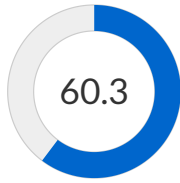
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students: Choice Program	166	6.6%	21.7%	41.6%	30.1%	183	6.6%	26.8%	38.3%	28.4%	200	2.0%	23.5%	41.0%	33.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	104	2.9%	18.3%	46.2%	32.7%	128	0.8%	22.7%	43.0%	33.6%	129	0.8%	18.6%	41.1%	39.5%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	25	20.0%	28.0%	36.0%	16.0%	25	32.0%	44.0%	20.0%	4.0%	27	7.4%	44.4%	37.0%	11.1%
Two or More Races	20	0.0%	40.0%	25.0%	35.0%	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	116	6.0%	19.0%	39.7%	35.3%	85	0.0%	18.8%	40.0%	41.2%
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.

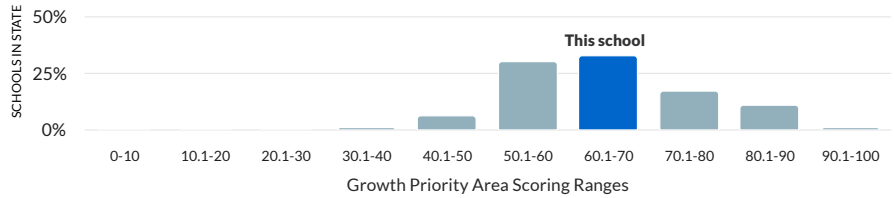
Priority Area Score



English Language Arts Score: 71.7

Mathematics Score: 48.9

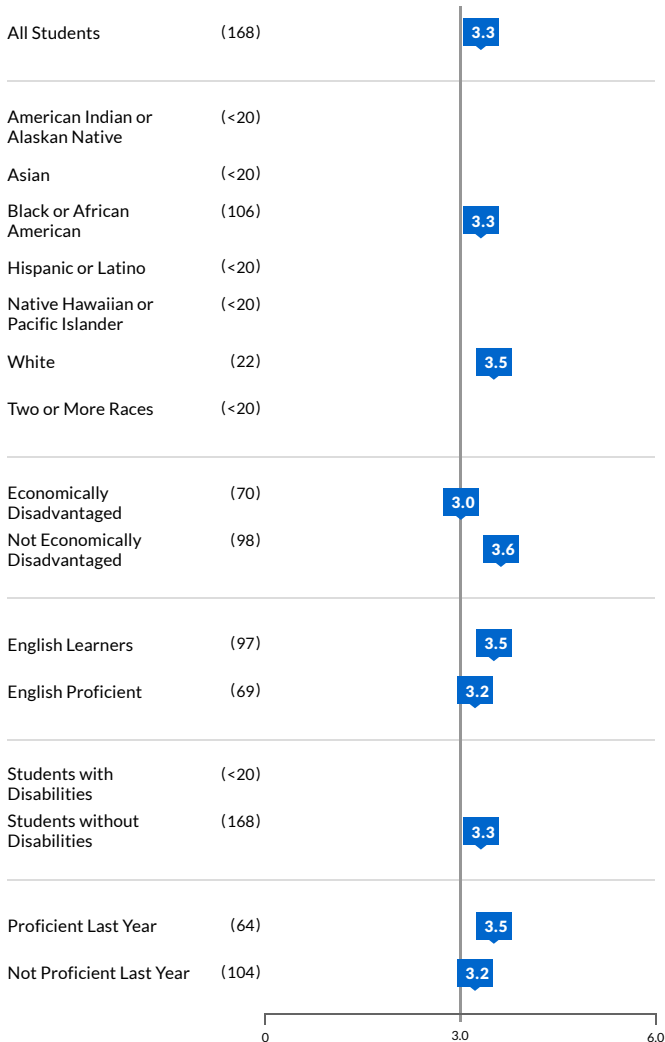
This school's score was the same or higher than 43.9% of K-12 schools in the state.



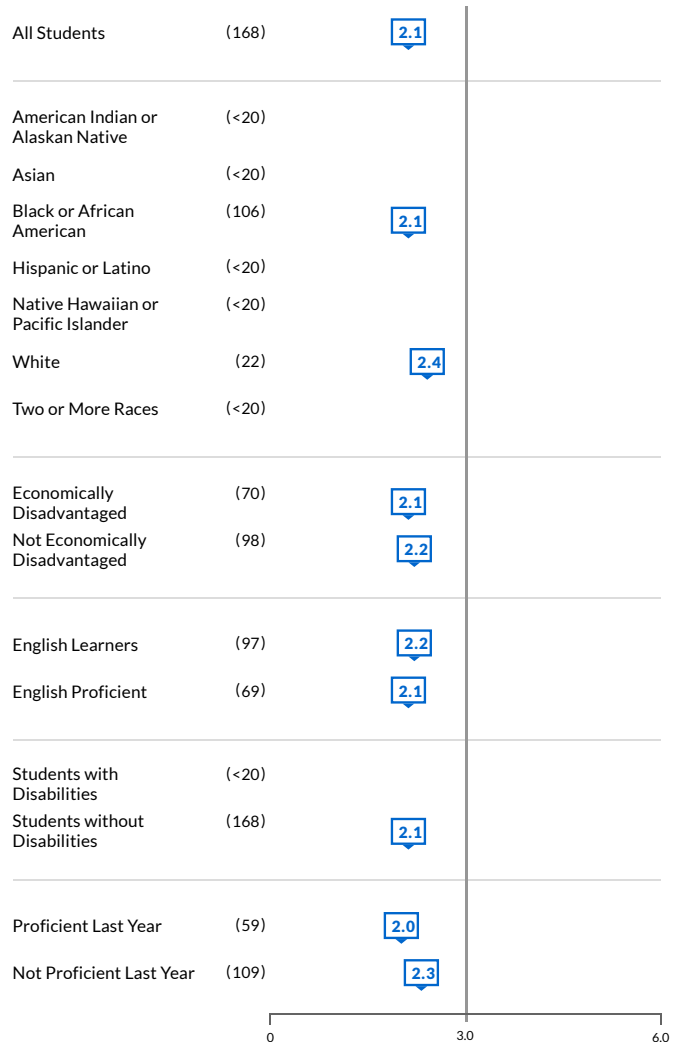
Student Group Value-Added (for information only)

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

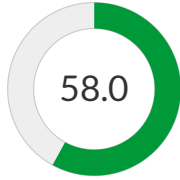




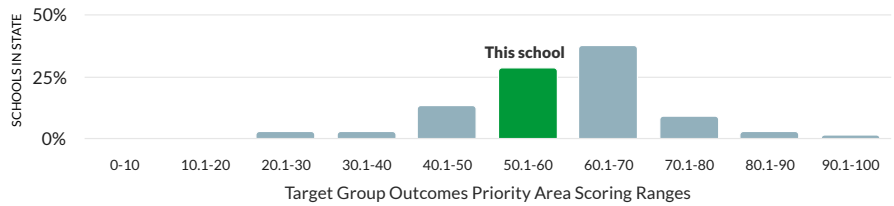
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 school's score was the same or higher than 45.5% of K-12 schools in the state.



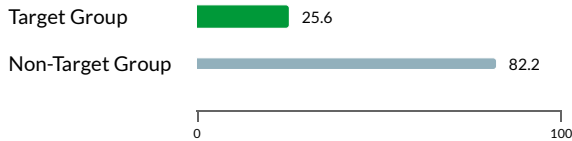
Component Scores

ACHIEVEMENT

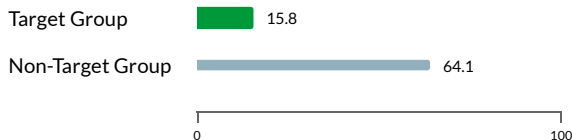
Score: 20.7

Average points-based proficiency rates.

English Language Arts



Mathematics

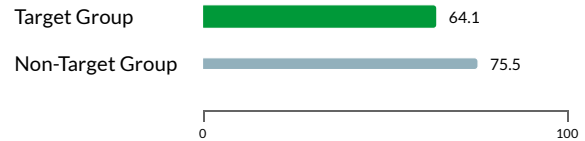


GROWTH

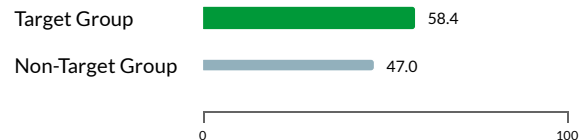
Score: 61.3

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

English Language Arts



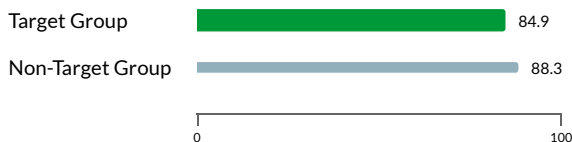
Mathematics



CHRONIC ABSENTEEISM

Score: 84.9

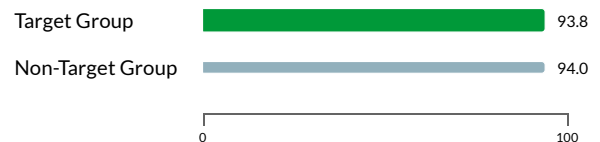
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 93.8

This score is the overall attendance rate for the Target Group in 2021-22.

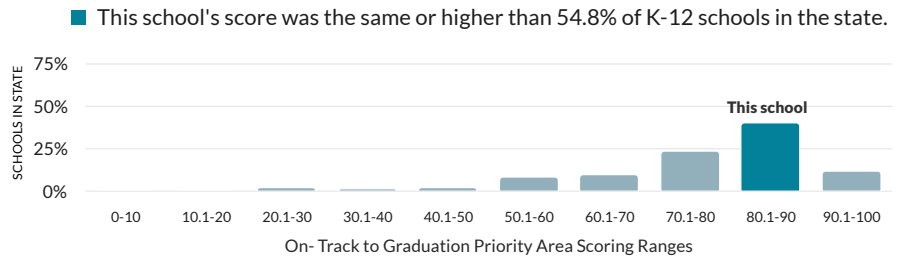
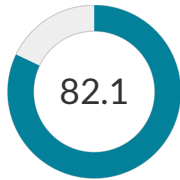




ON-TRACK TO GRADUATION

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

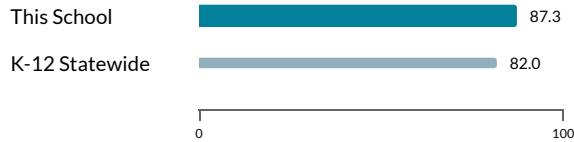


Component Scores

CHRONIC ABSENTEEISM

Score: 87.3

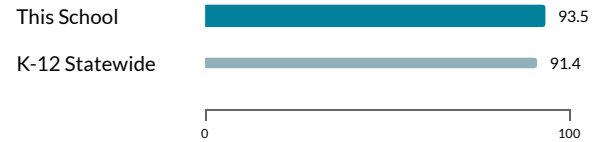
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.5

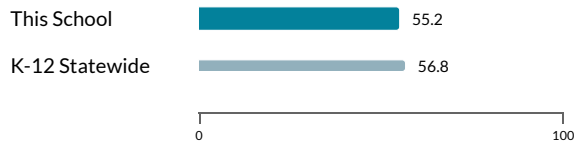
This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 55.2

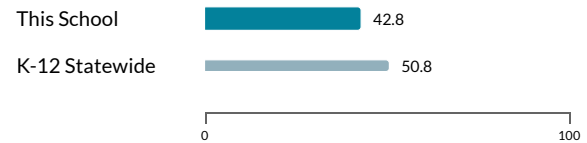
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 42.8

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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students: Choice Program	207	8.2%	268	9.7%	282	17.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	129	12.4%	174	11.5%	201	17.4%
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	37	0.0%	36	2.8%	40	15.0%
Two or More Races	20	0.0%	32	9.4%	28	21.4%
Economically Disadvantaged	<20	*	172	13.4%	176	19.3%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students: Choice Program	<20	*	*	<20	*	*
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction
 Office of Educational Accountability
 125 S. Webster Street
 Madison, WI 53703
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WISCONSIN DEPARTMENT OF
Public Instruction

November 2023

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