Dear Eastbrook Academy Families and Community,

I am thrilled to share the official **results of our 2025–2026 Wisconsin State Report Card.** Thanks to the hard work of our students, the commitment of our teachers, and your ongoing partnership at home, Eastbrook Academy has reached a huge milestone: our official state rating has moved up to **"Exceeds Expectations!"**

Our overall score jumped by 5.3 points this year, going from 70.1 to 75.4. Looking at where we were just two years ago, our school's overall score has risen by 10.2 points. This progress is especially meaningful because the Department of Public Instruction raised the scoring benchmarks across Wisconsin over the last couple of testing cycles. Earning these gains under higher state standards shows real, meaningful progress happening in our classrooms every day.

Highlights from This Year's Report Card

A **New Rating Tier**- Earning an "Exceeds Expectations" rating is a win for our entire school family and reflects the daily effort of our students and teachers.

Accelerated Learning Growth- Our overall Growth score made a major single-year jump of +6.7 points (moving from 62.2 to 68.9). This tells us our teaching strategies are helping students make faster academic progress year over year.

Continued Strength in Reading & Language Arts- Our English Language Arts (ELA) performance remains stellar, coming in far above state averages (72.1 compared to the state's 64.1), with our 3rd graders showing exceptional strength in early reading.

Strong Progress in Math- Our focused efforts in math continue to pay off. Overall math achievement reached its highest level in years, and the percentage of students scoring in the Advanced tier grew to 13.3% (up from 10.4% last year).

These results show our academic focus and support programs are moving us in the right direction. As we look ahead through the rest of the school year, we will keep building on this momentum by:

1. **Keeping up our math momentum**: Continuing small-group support and targeted instruction, especially as students transition into middle school.
2. **Meeting students where they are**: Building on our growth gains by using classroom data to tailor support for every learner.
3. **Focusing on the whole child**: Keeping character development, faith, and perseverance at the center of everything we do alongside academics.

Thank you for your trust, your prayers, and your daily partnership. We give thanks for all that God is doing at Eastbrook Academy, and we are excited to keep growing together.

Sincerely,

Kellie Kok - Head of School

OVERVIEW

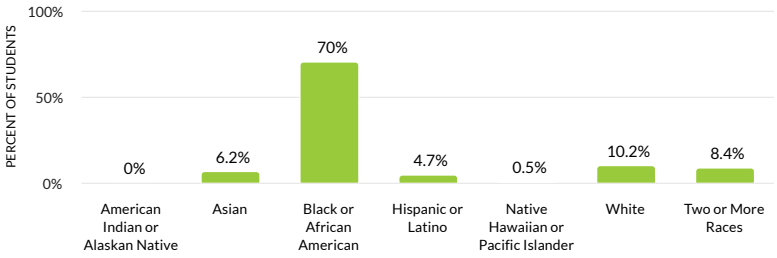
School Details

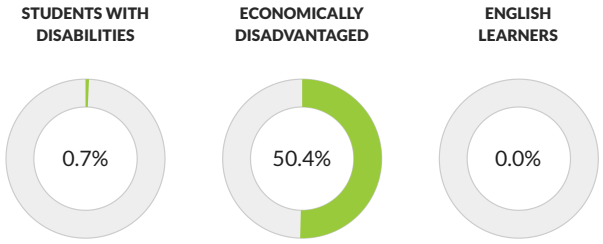
Grades : K4-12
Enrollment : 403
Percent Choice : 84.2%

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

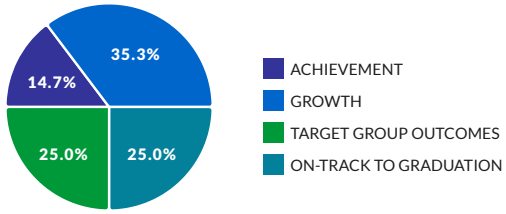
Overall Score

75.4

Exceeds Expectations

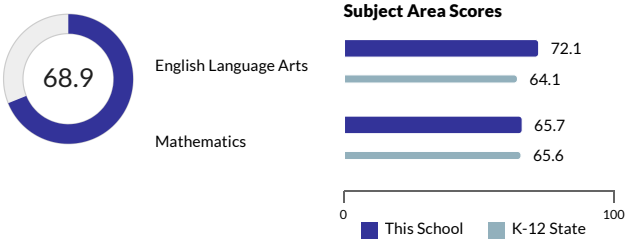
★★★★

PRIORITY AREA WEIGHTS

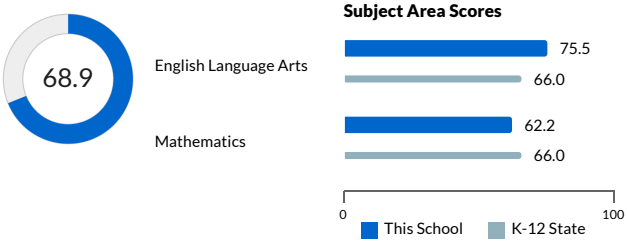


Priority Area Scores

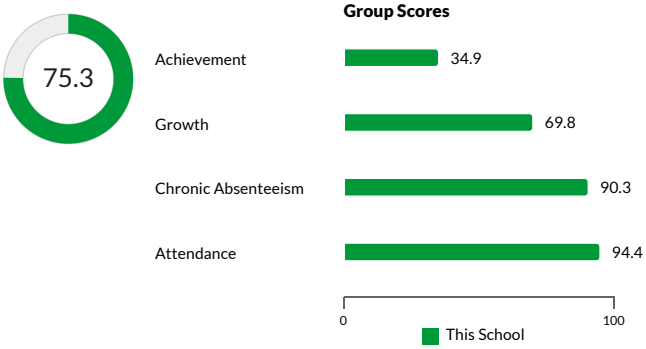
ACHIEVEMENT



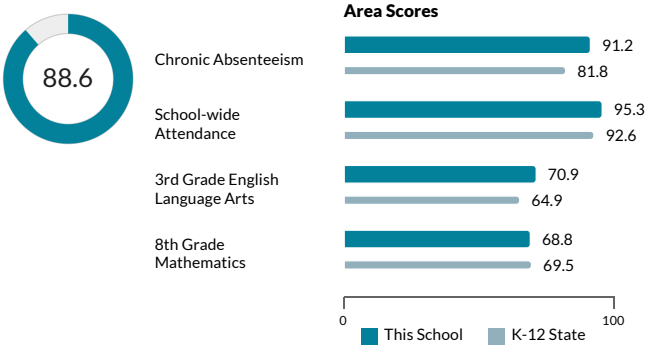
GROWTH



TARGET GROUP OUTCOMES



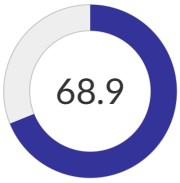
ON-TRACK TO GRADUATION



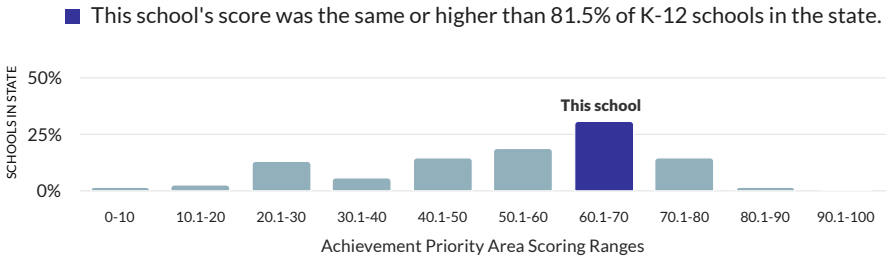
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



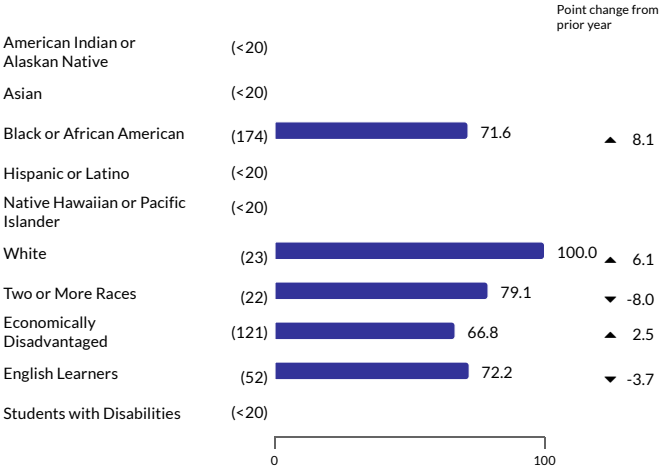
English Language Arts Score: 72.1
Mathematics Score: 65.7



Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



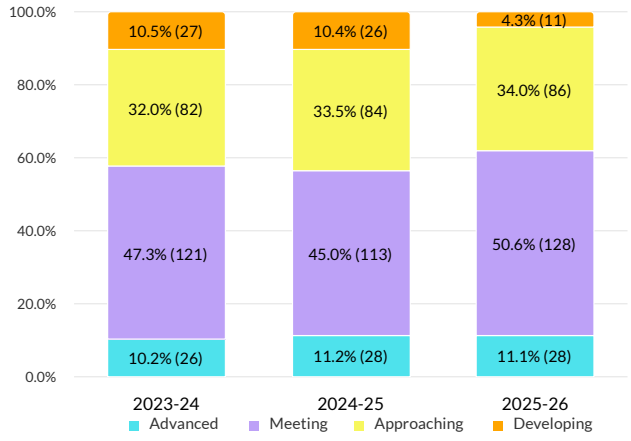
MATHEMATICS



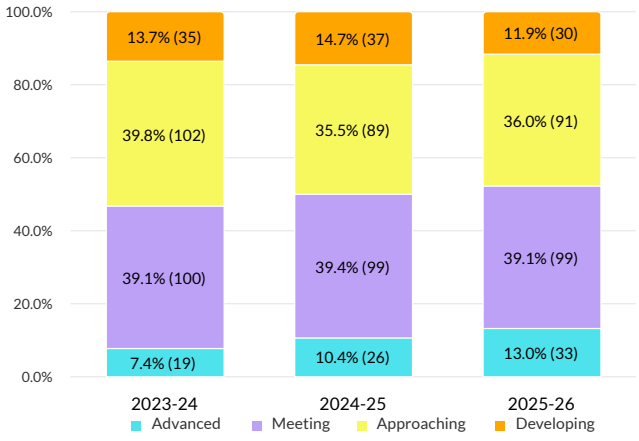
Performance Levels by Year

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, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
99.6%	99.2%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
99.6%	99.2%

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					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,184	11.2%	38.8%	31.3%	18.8%	538,886	12.1%	38.4%	30.5%	19.0%	534,954	12.3%	38.7%	30.2%	18.8%
All Students	256	10.2%	47.3%	32.0%	10.5%	251	11.2%	45.0%	33.5%	10.4%	253	11.1%	50.6%	34.0%	4.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	172	6.4%	41.9%	37.8%	14.0%	166	9.0%	38.0%	39.2%	13.9%	174	9.2%	47.7%	37.4%	5.7%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	32	31.3%	56.3%	12.5%	0.0%	29	27.6%	55.2%	17.2%	0.0%	23	39.1%	47.8%	13.0%	0.0%
Two or More Races	<20	*	*	*	*	21	9.5%	76.2%	14.3%	0.0%	22	4.5%	68.2%	27.3%	0.0%
Economically Disadvantaged	129	4.7%	45.0%	37.2%	13.2%	132	8.3%	40.2%	38.6%	12.9%	121	5.8%	43.8%	44.6%	5.8%
English Learners	<20	*	*	*	*	60	15.0%	46.7%	31.7%	6.7%	52	11.5%	46.2%	34.6%	7.7%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

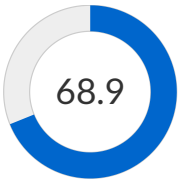
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,491	16.5%	34.5%	27.4%	21.6%	539,267	17.2%	34.2%	27.5%	21.2%	535,177	18.4%	32.8%	26.1%	22.6%
All Students	256	7.4%	39.1%	39.8%	13.7%	251	10.4%	39.4%	35.5%	14.7%	253	13.0%	39.1%	36.0%	11.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	172	5.8%	33.7%	44.8%	15.7%	166	6.6%	38.0%	37.3%	18.1%	174	9.2%	39.7%	37.9%	13.2%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	32	21.9%	50.0%	21.9%	6.3%	29	27.6%	44.8%	13.8%	13.8%	23	47.8%	39.1%	8.7%	4.3%
Two or More Races	<20	*	*	*	*	21	9.5%	38.1%	52.4%	0.0%	22	13.6%	31.8%	45.5%	9.1%
Economically Disadvantaged	129	4.7%	34.9%	41.1%	19.4%	132	7.6%	37.1%	39.4%	15.9%	121	4.1%	41.3%	37.2%	17.4%
English Learners	<20	*	*	*	*	60	13.3%	38.3%	33.3%	15.0%	52	17.3%	30.8%	36.5%	15.4%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

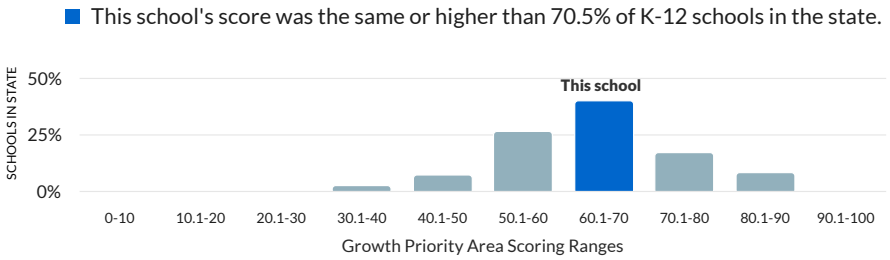
GROWTH

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: 75.5
Mathematics Score: 62.2



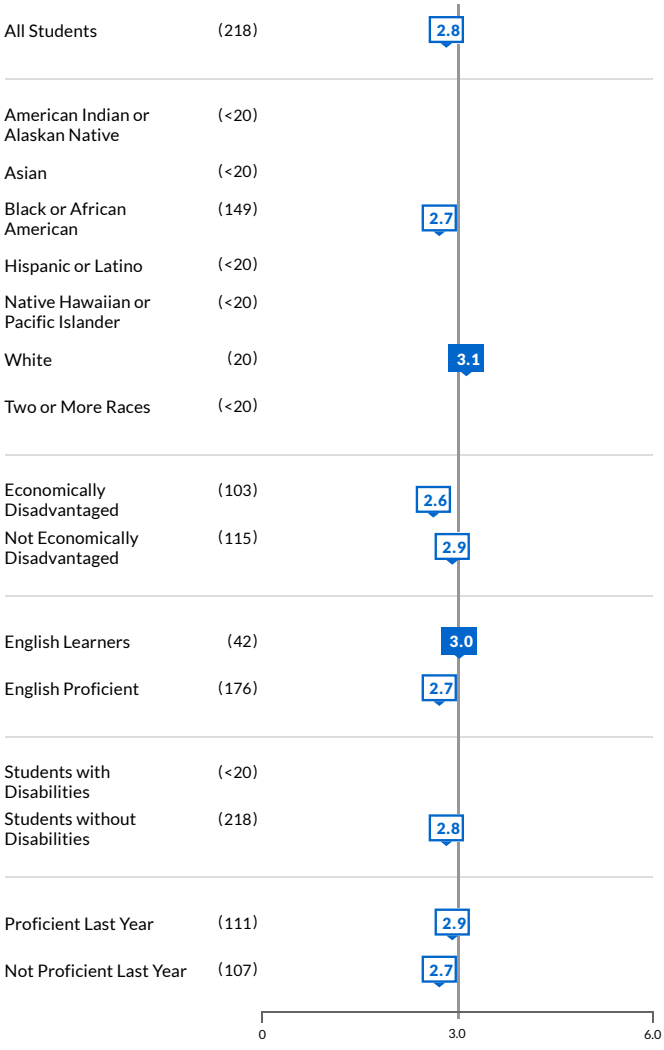
Student Group Value-Added (for information only)

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



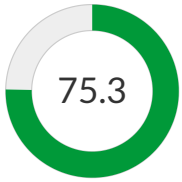
MATHEMATICS

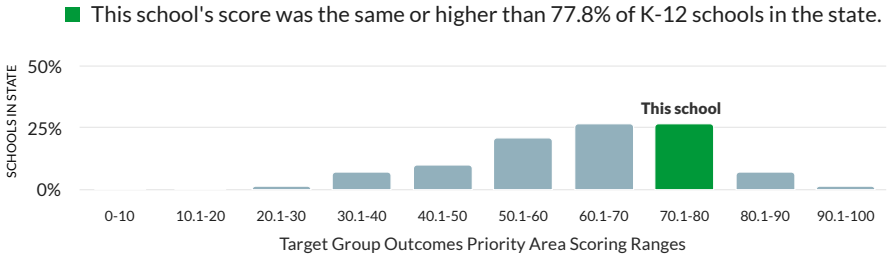


TARGET GROUP OUTCOMES

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





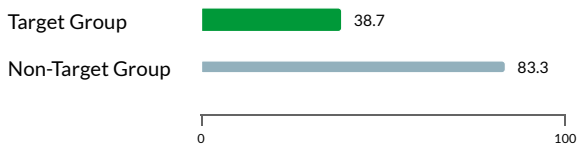
Component Scores

ACHIEVEMENT

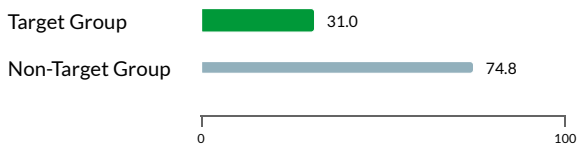
Score: 34.9

Average points-based proficiency rates.

English Language Arts



Mathematics

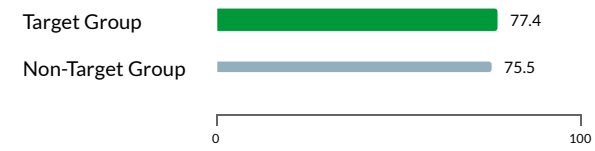


GROWTH

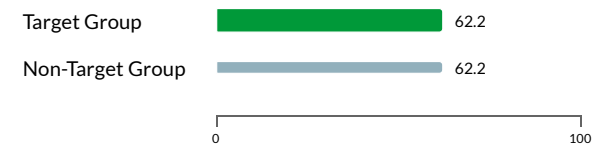
Score: 69.8

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

English Language Arts



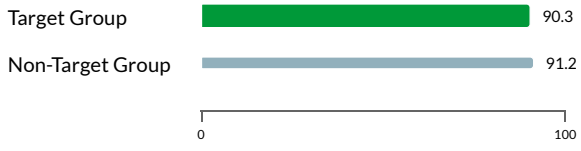
Mathematics



CHRONIC ABSENTEEISM

Score: 90.3

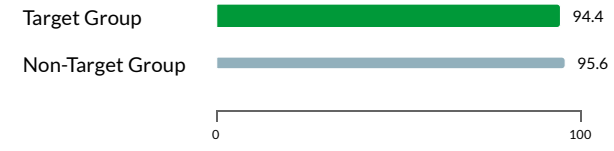
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 94.4

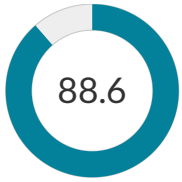
This score is the overall attendance rate for the target group in 2024-25.

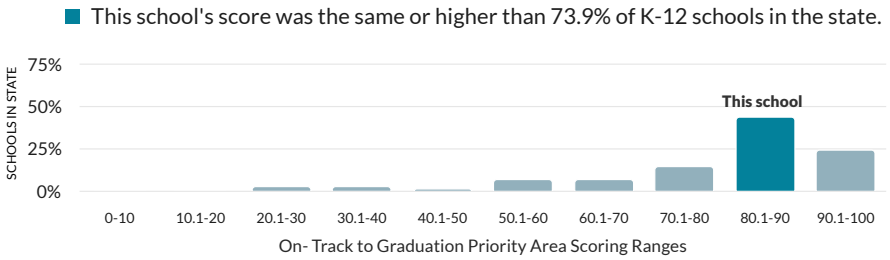


ON-TRACK TO GRADUATION

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



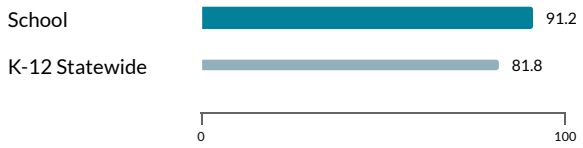


Component Scores

CHRONIC ABSENTEEISM

Score: 91.2

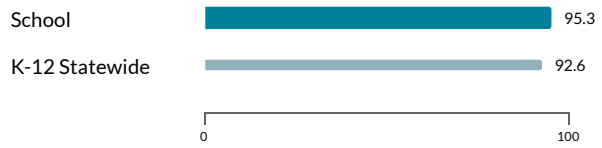
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.3

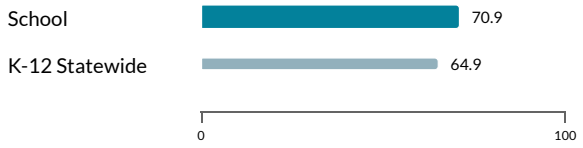
This score is the overall attendance rate for the school in 2024-25.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.9

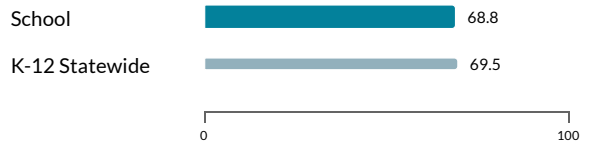
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 68.8

Multi-year average points-based proficiency rates.



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: 66.7%

Statewide: 50.6%

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,296	19.7%	806,840	17.9%	801,172	17.5%
All Students	167	8.4%	186	7.5%	360	9.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	27	0.0%
Black or African American	101	10.9%	116	6.0%	244	8.2%
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	35	2.9%	30	13.3%	39	7.7%
Two or More Races	<20	*	<20	*	30	16.7%
Economically Disadvantaged	58	13.8%	93	10.8%	180	11.1%
English Learners	<20	*	97	9.3%	82	15.9%
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 2024-25. 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	70,270	64,492	91.8%	68,100	63,604	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	*	*

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.0	Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.0	Statewide: 0.6

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