Report Card, 2023-24 Public report

OVERVIEW

School Details

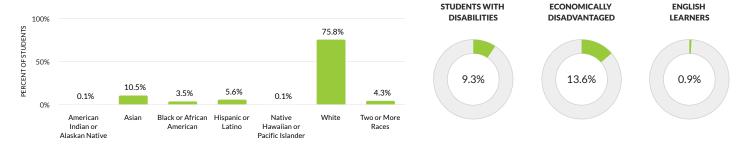
Grades: 7-8 Enrollment: 744

Percent open enrollment: 3.1%

The Hamilton School District is committed to the success of each student. We are dedicated to our mission: The Hamilton School District, in partnership with a diverse community, ensures maximum achievement for each student through a respectful and engaging learning environment, a rigorous, relevant curriculum and a highly qualified, caring staff.

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

Student Groups



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.



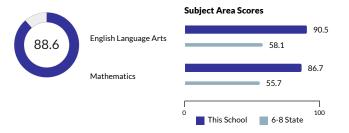
Significantly Exceeds Expectations



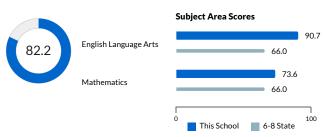


Priority Area Scores

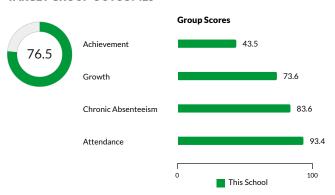




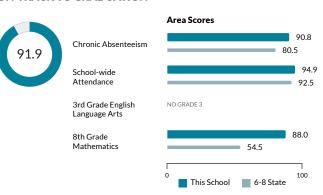
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



Hamilton

Report Card, 2023-24 Public report

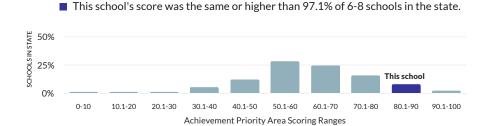
ACHIEVEMENT

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



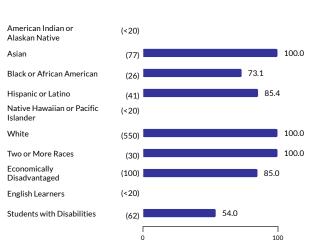
English Language Arts Score: 90.5 Mathematics Score: 86.7



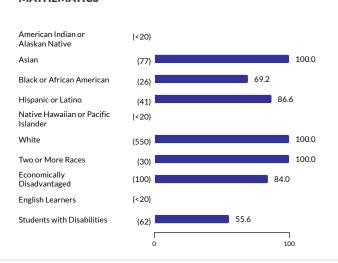
Student Group Achievement, 2023-24 (for information only)

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.





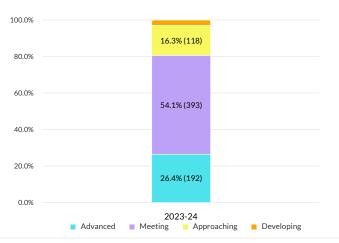
MATHEMATICS



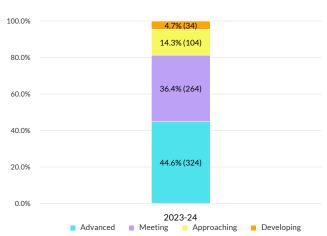
Performance Levels by Year

These graphs show school-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.





MATHEMATICS



98.8%



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

MATHEMATICS

All students Lowest-participating group:

All students | Lowest-participating group:

Students with Disabilities

Students with Disabilities

90.3%

98.8% 90.3%

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: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,448	11.5%	39.7%	30.2%	18.5%
All Students	715	20.1%	47.3%	25.0%	7.6%	733	22.6%	46.4%	25.0%	6.0%	726	26.4%	54.1%	16.3%	3.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	63	38.1%	46.0%	12.7%	3.2%	72	45.8%	41.7%	11.1%	1.4%	77	51.9%	40.3%	6.5%	1.3%
Black or African American	24	4.2%	20.8%	54.2%	20.8%	22	0.0%	45.5%	36.4%	18.2%	26	7.7%	42.3%	38.5%	11.5%
Hispanic or Latino	61	16.4%	45.9%	24.6%	13.1%	55	12.7%	45.5%	20.0%	21.8%	41	24.4%	36.6%	24.4%	14.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	531	19.8%	48.0%	25.6%	6.6%	556	21.4%	46.8%	27.7%	4.1%	550	23.1%	58.7%	16.0%	2.2%
Two or More Races	32	12.5%	56.3%	21.9%	9.4%	25	28.0%	52.0%	8.0%	12.0%	30	40.0%	43.3%	13.3%	3.3%
Economically Disadvantaged	102	5.9%	36.3%	33.3%	24.5%	103	6.8%	45.6%	32.0%	15.5%	100	12.0%	53.0%	28.0%	7.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	49	2.0%	12.2%	40.8%	44.9%	52	1.9%	15.4%	38.5%	44.2%	62	4.8%	25.8%	41.9%	27.4%

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: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	714	15.5%	38.4%	31.7%	14.4%	733	19.2%	46.0%	24.0%	10.8%	726	44.6%	36.4%	14.3%	4.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	63	41.3%	30.2%	17.5%	11.1%	72	43.1%	45.8%	6.9%	4.2%	77	72.7%	20.8%	5.2%	1.3%
Black or African American	24	0.0%	8.3%	41.7%	50.0%	22	4.5%	45.5%	31.8%	18.2%	26	7.7%	38.5%	38.5%	15.4%
Hispanic or Latino	61	9.8%	29.5%	37.7%	23.0%	55	12.7%	23.6%	36.4%	27.3%	41	29.3%	29.3%	26.8%	14.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	530	14.5%	40.9%	31.7%	12.8%	556	17.6%	48.4%	25.0%	9.0%	550	42.4%	40.0%	14.0%	3.6%
Two or More Races	32	6.3%	50.0%	37.5%	6.3%	25	12.0%	44.0%	20.0%	24.0%	30	66.7%	20.0%	6.7%	6.7%
Economically Disadvantaged	102	3.9%	23.5%	37.3%	35.3%	103	6.8%	33.0%	34.0%	26.2%	100	22.0%	38.0%	26.0%	14.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	49	0.0%	6.1%	42.9%	51.0%	52	3.8%	9.6%	38.5%	48.1%	62	11.3%	24.2%	29.0%	35.5%



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



English Language Arts Score: 90.7 **Mathematics Score:** 73.6



40.1-50

50.1-60

Growth Priority Area Scoring Ranges

60.1-70

70.1-80

80.1-90

90.1-100

30.1-40

■ This school's score was the same or higher than 88.7% of 6-8 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.

10.1-20

20.1-30

MATHEMATICS

0-10

All Students	(713)	4.3
American Indian or Alaskan Native	(<20)	
Asian	(76)	4.6
Black or African American	(26)	4.6
Hispanic or Latino	(39)	4.6
Native Hawaiian or Pacific Islander	(<20)	
White	(542)	4.2
Two or More Races	(29)	4.4
Economically Disadvantaged	(98)	4.2
Not Economically Disadvantaged	(615)	4.3
English Learners	(<20)	
English Proficient	(696)	4.3
Students with Disabilities	(56)	3.5
Students without Disabilities	(657)	4.3
Proficient Last Year	(482)	4.3
Not Proficient Last Year	(231)	4.3

3.4 All Students (713) American Indian or (<20) Alaskan Native Black or African (26) 3.6 American (39) Hispanic or Latino Native Hawaiian or (<20)Pacific Islander White (542)Two or More Races (29) Fconomically (98) Disadvantaged Not Economically (615) 3.5 Disadvantaged **English Learners** (<20) 3.4 **English Proficient** (696)Students with (56) Disabilities Students without (657) 3.5 Disabilities Proficient Last Year (490)Not Proficient Last Year (223)

6.0

3.0

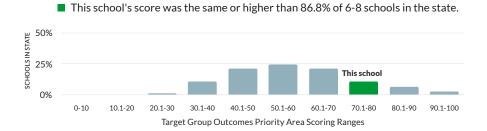


TARGET GROUP OUTCOMES

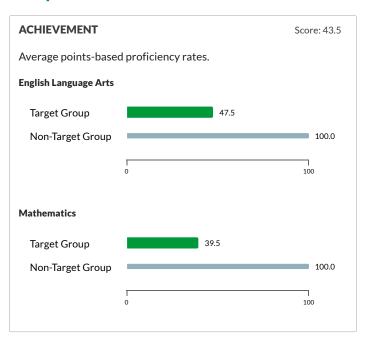
This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

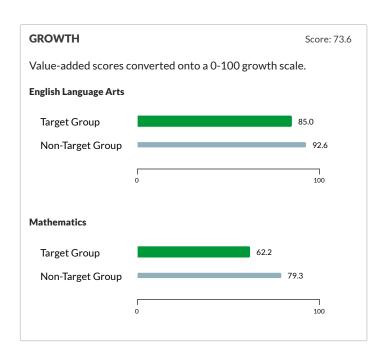
Priority Area Score

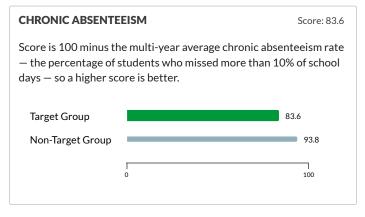


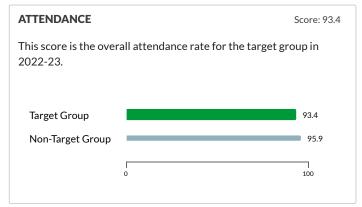


Component Scores









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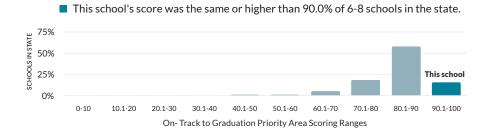
Report Card, 2023-24 Public report

ON-TRACK TO GRADUATION

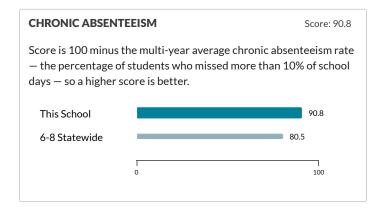
This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

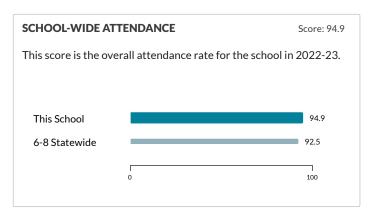
Priority Area Score

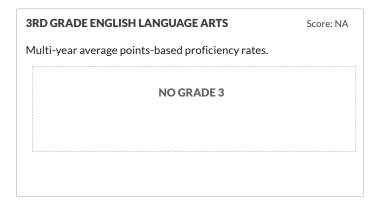


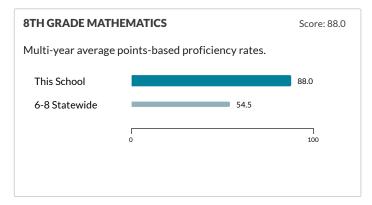


Component Scores









Hamilton

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	202 ⁻	1-22	2022-23			
	Students	Rate	Students	Rate	Students	Rate		
All Students: 6-8 State	192,151	16.6%	190,134	22.5%	187,109	19.0%		
All Students	792	10.7%	738	8.5%	752	8.8%		
American Indian or Alaskan Native	<20	*	<20	*	<20	*		
Asian	63	6.3%	67	4.5%	73	5.5%		
Black or African American	24	29.2%	27	25.9%	22	22.7%		
Hispanic or Latino	67	20.9%	64	14.1%	58	12.1%		
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*		
White	595	8.9%	541	7.2%	568	7.9%		
Two or More Races	39	17.9%	35	14.3%	28	17.9%		
Economically Disadvantaged	124	29.8%	106	24.5%	114	25.4%		
English Learners	<20	*	20	15.0%	21	4.8%		
Students with Disabilities	60	18.3%	55	23.6%	54	22.2%		

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.

This school does not have a 12th grade

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov

November 2024



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