OVERVIEW

School Details

Grades: K4-5
Enrollment: 116
Percent open enrollment: 8.6%

SOTA I is a public charter school founded on the core constructs of multi-age classrooms, joint parent-school governance, and arts integration. Our arts integration focus allows us to still achieve the same standards as any other school, just through different and unique methods. For more information: https://bit.ly/38Nt8nW

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

Student Groups

<table>
<thead>
<tr>
<th>Percent of Students</th>
<th>American Indian or Alaskan Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Native Hawaiian or Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0.9%</td>
<td>1.7%</td>
<td>7.8%</td>
<td>0%</td>
<td>81.9%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Student Groups with disabilities: 4.3%
Economically disadvantaged: 36.2%
English learners: 0.9%

Score Summary

Overall Score: 87.6
Significantly Exceeds Expectations

Priority Area Scores

ACHIEVEMENT
- English Language Arts: Subject Area Scores: 82.8
- Mathematics: Subject Area Scores: 81.0

GROWTH
- English Language Arts: Subject Area Scores: 90.7
- Mathematics: Subject Area Scores: 94.5

TARGET GROUP OUTCOMES
- NA

ON-TRACK TO GRADUATION
- Area Scores:
  - Chronic Absenteeism: 96.4
  - School-wide Attendance: 92.6
  - 3rd Grade English Language Arts: 71.4
  - 8th Grade Mathematics: 56.8

No data to display.
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

![Graph showing the school's priority area score of 81.9 and a comparison to the state average]

English Language Arts Score: 82.8  
Mathematics Score: 81.0

This school’s score was the same or higher than 84.7% of K-5 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

- American Indian or Alaskan Native (<20)
- Asian (<20)
- Black or African American (<20)
- Hispanic or Latino (<20)
- Native Hawaiian or Pacific Islander (<20)
- White (46)
- Two or More Races (<20)
- Economically Disadvantaged (<20)
- English Learners (<20)
- Students with Disabilities (<20)

![Graph showing student group achievement in English Language Arts]

MATHEMATICS

- American Indian or Alaskan Native (<20)
- Asian (<20)
- Black or African American (<20)
- Hispanic or Latino (<20)
- Native Hawaiian or Pacific Islander (<20)
- White (46)
- Two or More Races (<20)
- Economically Disadvantaged (<20)
- English Learners (<20)
- Students with Disabilities (<20)

![Graph showing student group achievement in Mathematics]

Performance Levels by Year
These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS

- Below Basic
- Basic
- Proficient
- Advanced

![Graph showing performance levels by year in English Language Arts]

MATHEMATICS

- Below Basic
- Basic
- Proficient
- Advanced

![Graph showing performance levels by year in Mathematics]
### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>Lowest-participating group:</th>
<th>NA</th>
<th>100.0%</th>
<th>NA</th>
</tr>
</thead>
</table>

#### MATHEMATICS

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>Lowest-participating group:</th>
<th>NA</th>
<th>100.0%</th>
<th>NA</th>
</tr>
</thead>
</table>

### 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

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # Tested</strong></td>
<td>158,517</td>
<td>174,001</td>
<td>175,277</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>5.8%</td>
<td>6.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>31.3%</td>
<td>32.2%</td>
<td>32.3%</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>35.0%</td>
<td>33.5%</td>
<td>34.0%</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>27.9%</td>
<td>27.9%</td>
<td>26.2%</td>
</tr>
</tbody>
</table>

#### MATHEMATICS

<table>
<thead>
<tr>
<th></th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # Tested</strong></td>
<td>158,351</td>
<td>174,975</td>
<td>175,866</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>10.1%</td>
<td>11.9%</td>
<td>13.0%</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>32.3%</td>
<td>33.2%</td>
<td>33.5%</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td>32.1%</td>
<td>30.6%</td>
<td>29.8%</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>25.5%</td>
<td>24.4%</td>
<td>23.7%</td>
</tr>
</tbody>
</table>
## 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

- **Growth Priority Area Score**: 90.7
- **English Language Arts Score**: 86.9
- **Mathematics Score**: 94.5

This school’s score was the same or higher than 94.6% of K-5 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

- **All Students**: 4.1
- **American Indian or Alaskan Native**: (4.1)
- **Asian**: (4.1)
- **Black or African American**: (4.1)
- **Hispanic or Latino**: (4.1)
- **Native Hawaiian or Pacific Islander**: (4.1)
- **White**: (4.1)
- **Two or More Races**: (4.1)
- **Economically Disadvantaged**: 4.6
- **Not Economically Disadvantaged**: 4.6
- **English Learners**: (4.1)
- **English Proficient**: (4.1)
- **Students with Disabilities**: (4.1)
- **Students without Disabilities**: (4.1)
- **Proficient Last Year**: (4.1)
- **Not Proficient Last Year**: (4.1)

#### MATHEMATICS

- **All Students**: 4.5
- **American Indian or Alaskan Native**: (4.5)
- **Asian**: (4.5)
- **Black or African American**: (4.5)
- **Hispanic or Latino**: (4.5)
- **Native Hawaiian or Pacific Islander**: (4.5)
- **White**: (4.5)
- **Two or More Races**: (4.5)
- **Economically Disadvantaged**: 4.9
- **Not Economically Disadvantaged**: 4.9
- **English Learners**: (4.5)
- **English Proficient**: (4.5)
- **Students with Disabilities**: (4.5)
- **Students without Disabilities**: (4.5)
- **Proficient Last Year**: (5.6)
- **Not Proficient Last Year**: (5.6)
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 is the distribution of scores for K-5 schools in the state.

Component Scores

**ACHIEVEMENT**

Score: NA

Average points-based proficiency rates.

**English Language Arts**

NO DATA TO DISPLAY

**Mathematics**

NO DATA TO DISPLAY

**GROWTH**

Score: NA

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

**English Language Arts**

NO DATA TO DISPLAY

**Mathematics**

NO DATA TO DISPLAY

**CHRONIC ABSENTEEISM**

Score: NA

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: NA

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

NO DATA TO DISPLAY
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

This school's score was the same or higher than 85.7% of K-5 schools in the state.

Component Scores

**CHRONIC ABSENTEEISM**
Score: 96.4
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

This School: 96.4
K-5 Statewide: 84.8

**SCHOOL-WIDE ATTENDANCE**
Score: 95.3
This score is the overall attendance rate for the school in 2021-22.

This School: 95.3
K-5 Statewide: 92.6

**3RD GRADE ENGLISH LANGUAGE ARTS**
Score: 71.4
Multi-year average points-based proficiency rates.

This School: 71.4
K-5 Statewide: 56.8

**8TH GRADE MATHEMATICS**
Score: NA
Multi-year average points-based proficiency rates.

NO GRADE 8
## 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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students K-5 State</td>
<td>365,631</td>
<td>10.2%</td>
<td>352,483</td>
</tr>
<tr>
<td>All Students</td>
<td>119</td>
<td>2.5%</td>
<td>110</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Asian</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Black or African American</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>White</td>
<td>95</td>
<td>3.2%</td>
<td>94</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>36</td>
<td>0.0%</td>
<td>33</td>
</tr>
<tr>
<td>English Learners</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>&lt;20</td>
<td>*</td>
<td>&lt;20</td>
</tr>
</tbody>
</table>

### 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.

This school does not have a 12th grade.