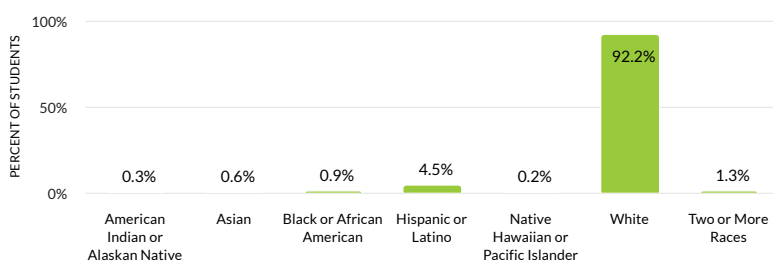# OVERVIEW

District Details

Grades : K4-12

Enrollment : 936
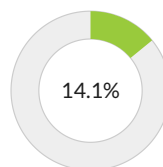
Percent open enrollment : 19.6%

The Rosendale-Brandon School District is a district of choice for many families residing in surrounding communities. Approximately 20% of our students choose to come to us through open enrollment. The district is committed to blending small school values with large school opportunities to inspire families, students, and staff to choose Rosendale-Brandon Schools.

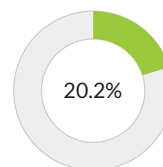*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*
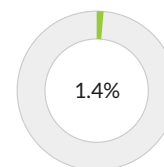
Student Groups

PERCENT OF STUDENTS

- American Indian or Alaskan Native: 0.3%
- Asian: 0.6%
- Black or African American: 0.9%
- Hispanic or Latino: 4.5%
- Native Hawaiian or Pacific Islander: 0.2%
- White: 92.2%
- Two or More Races: 1.3%

STUDENTS WITH DISABILITIES 14.1%

ECONOMICALLY DISADVANTAGED 20.2%

ENGLISH LEARNERS 1.4%

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.
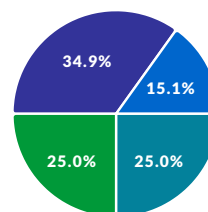
Overall Score

65.9

Meets Expectations

★★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT: 34.9%
- GROWTH: 15.1%
- TARGET GROUP OUTCOMES: 25.0%
- ON-TRACK TO GRADUATION: 25.0%

Priority Area Scores

ACHIEVEMENT
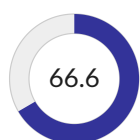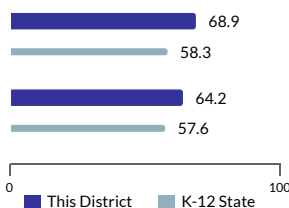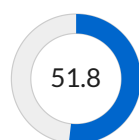
66.6

Subject Area Scores

	This District	K-12 State
English Language Arts	68.9	58.3
Mathematics	64.2	57.6

GROWTH

51.8

Subject Area Scores

	This District	K-12 State
English Language Arts	54.6	66.0
Mathematics	48.9	66.0

TARGET GROUP OUTCOMES

51.0

Group Scores

	This District
Achievement	24.3
Growth	50.8
Chronic Absenteeism	88.5
Graduation	93.8

ON-TRACK TO GRADUATION

88.3

Area Scores

	This District	K-12 State
Chronic Absenteeism	94.1	80.2
Graduation	96.8	92.0
3rd Grade English Language Arts	71.5	57.0
8th Grade Mathematics	48.1	54.5
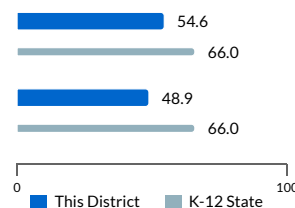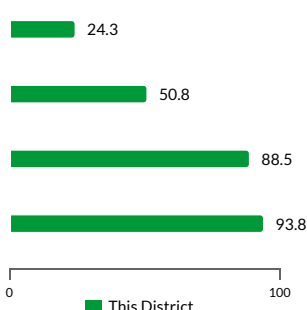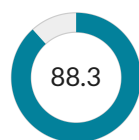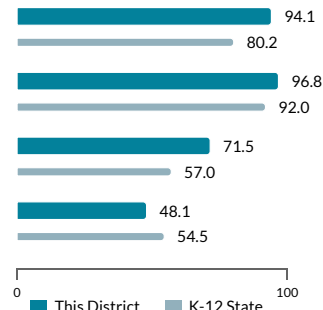
DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

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	1	20.0%
Exceeds Expectations	1	20.0%
Meets Expectations	3	60.0%
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	59.5	71.6	89.3	100.0
Achievement	62.1	71.9	87.7	100.0
Growth	36.6	56.8	87.9	100.0
Target Group Outcomes	41.1	48.1	57.0	100.0
On-Track to Graduation	85.9	91.7	94.5	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 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

66.6
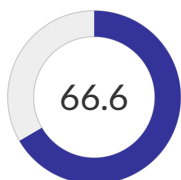
English Language Arts Score: 68.9
Mathematics Score: 64.2

■ This district's score was the same or higher than 68.9% of districts in the state.

This district

DISTRICTS IN STATE

50%
25%
0%

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100

Achievement Priority Area Scoring Ranges

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.

ENGLISH LANGUAGE ARTS

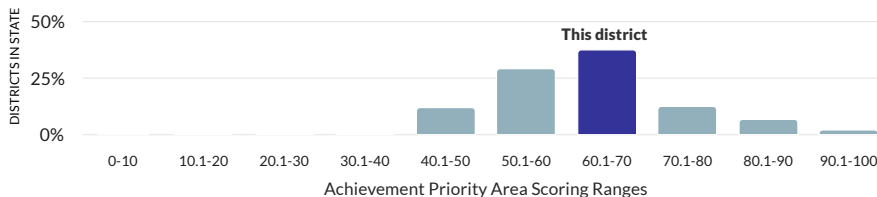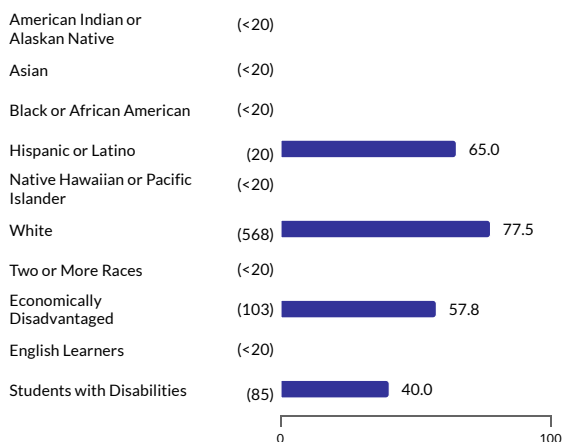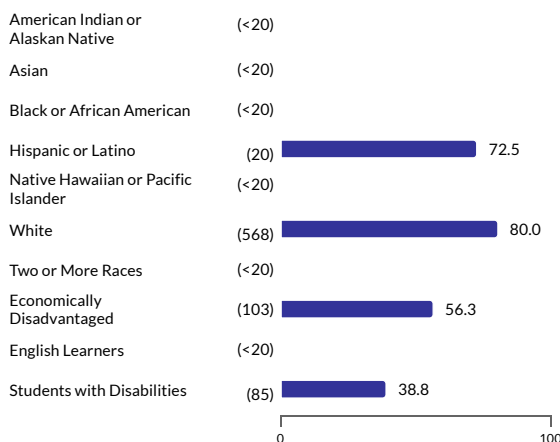| Group	Size	Score
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(20)	65.0
Native Hawaiian or Pacific Islander	(<20)	
White	(568)	77.5
Two or More Races	(<20)	
Economically Disadvantaged	(103)	57.8
English Learners	(<20)	
Students with Disabilities	(85)	40.0

MATHEMATICS

Group	Size	Score
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(20)	72.5
Native Hawaiian or Pacific Islander	(<20)	
White	(568)	80.0
Two or More Races	(<20)	
Economically Disadvantaged	(103)	56.3
English Learners	(<20)	
Students with Disabilities	(85)	38.8

Performance Levels by Year

These graphs show district-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.

ENGLISH LANGUAGE ARTS

2023-24
- 13.7% (83) Developing
- 30.3% (184) Approaching
- 45.1% (274) Meeting
- 11.0% (67) Advanced

■ Advanced ■ Meeting ■ Approaching ■ Developing

MATHEMATICS

2023-24
- 13.0% (79) Developing
- 32.2% (196) Approaching
- 37.8% (230) Meeting
- 16.9% (103) Advanced

■ Advanced ■ Meeting ■ Approaching ■ Developing
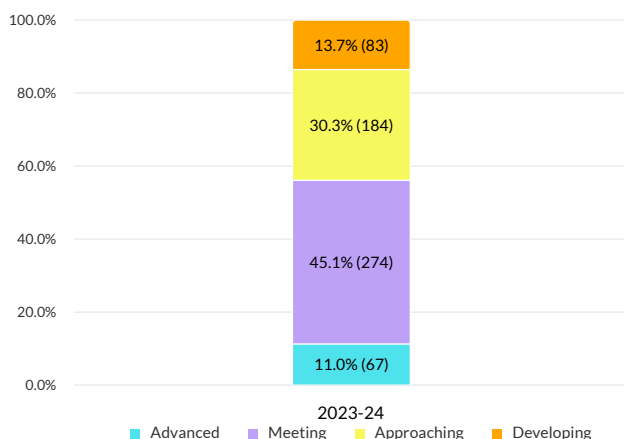
ACHIEVEMENT - ADDITIONAL INFORMATION

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:
	Hispanic or Latino		Hispanic or Latino
98.9%	84.0%	98.9%	84.0%

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: K-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	647	9.0%	38.2%	34.8%	18.1%	644	8.4%	38.8%	36.8%	16.0%	608	11.0%	45.1%	30.3%	13.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	24	4.2%	37.5%	37.5%	20.8%	23	4.3%	34.8%	26.1%	34.8%	20	0.0%	50.0%	30.0%	20.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	603	9.5%	38.5%	34.3%	17.7%	598	8.9%	38.6%	37.3%	15.2%	568	11.6%	45.2%	29.6%	13.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	130	7.7%	25.4%	36.9%	30.0%	114	4.4%	25.4%	43.0%	27.2%	103	3.9%	30.1%	43.7%	22.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	77	1.3%	6.5%	45.5%	46.8%	83	1.2%	13.3%	44.6%	41.0%	85	1.2%	21.2%	34.1%	43.5%

MATHEMATICS

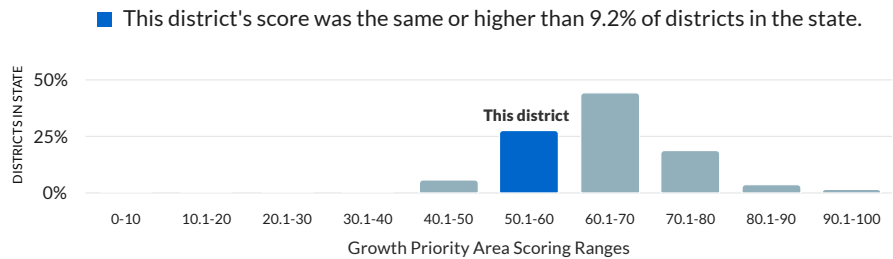|	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	646	9.8%	28.9%	33.9%	27.4%	644	8.2%	33.1%	38.5%	20.2%	608	16.9%	37.8%	32.2%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	24	8.3%	25.0%	20.8%	45.8%	23	4.3%	30.4%	26.1%	39.1%	20	10.0%	50.0%	15.0%	25.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	602	10.1%	29.4%	34.1%	26.4%	598	8.7%	33.8%	38.1%	19.4%	568	17.6%	37.1%	32.9%	12.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	130	6.9%	23.1%	26.9%	43.1%	114	7.0%	18.4%	34.2%	40.4%	103	8.7%	24.3%	37.9%	29.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	77	0.0%	11.7%	27.3%	61.0%	83	0.0%	18.1%	32.5%	49.4%	85	2.4%	18.8%	32.9%	45.9%

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

51.8
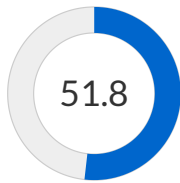
English Language Arts Score: 54.6
Mathematics Score: 48.9

■ This district's score was the same or higher than 9.2% of districts in the state.

DISTRICTS IN STATE

This district

Growth Priority Area Scoring Ranges

(bar chart x-axis: 0-10, 10.1-20, 20.1-30, 30.1-40, 40.1-50, 50.1-60, 60.1-70, 70.1-80, 80.1-90, 90.1-100)

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

Group	Size	Score
All Students	(541)	2.4
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(506)	2.4
Two or More Races	(<20)	
Economically Disadvantaged	(91)	2.4
Not Economically Disadvantaged	(450)	2.4
English Learners	(<20)	
English Proficient	(533)	2.4
Students with Disabilities	(65)	2.3
Students without Disabilities	(476)	2.4
Proficient Last Year	(252)	2.5
Not Proficient Last Year	(289)	2.3

(scale: 0 — 3.0 — 6.0)

MATHEMATICS

| Group	Size	Score
All Students	(541)	2.1
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(506)	2.1
Two or More Races	(<20)	
Economically Disadvantaged	(91)	2.0
Not Economically Disadvantaged	(450)	2.1
English Learners	(<20)	
English Proficient	(533)	2.1
Students with Disabilities	(65)	2.2
Students without Disabilities	(476)	2.1
Proficient Last Year	(233)	1.9
Not Proficient Last Year	(308)	2.3

(scale: 0 — 3.0 — 6.0)

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 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

51.0

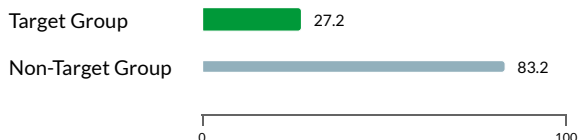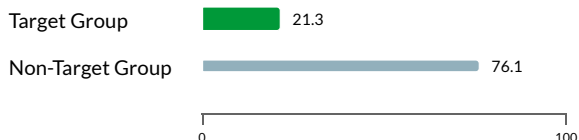■ This district's score was the same or higher than 17.6% of districts in the state.

This district

DISTRICTS IN STATE

Target Group Outcomes Priority Area Scoring Ranges
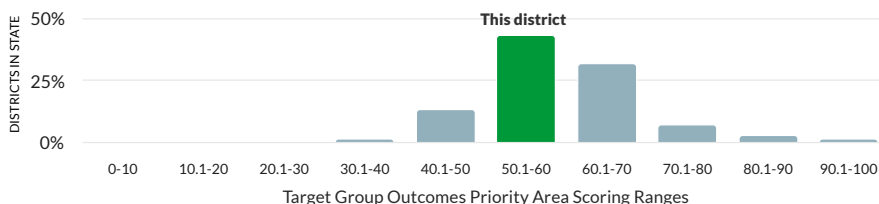
Component Scores

ACHIEVEMENT
Score: 24.3

Average points-based proficiency rates.

English Language Arts

| Target Group | 27.2 |
| Non-Target Group | 83.2 |

Mathematics

| Target Group | 21.3 |
| Non-Target Group | 76.1 |

GROWTH
Score: 50.8

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

English Language Arts

| Target Group | 54.6 |
| Non-Target Group | 54.6 |

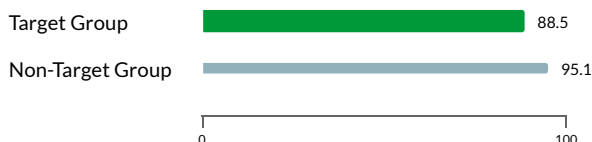**Mathematics**

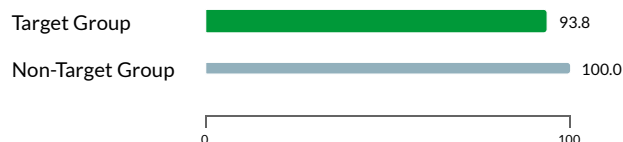| Target Group | 47.0 |
| Non-Target Group | 48.9 |
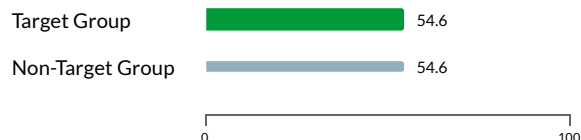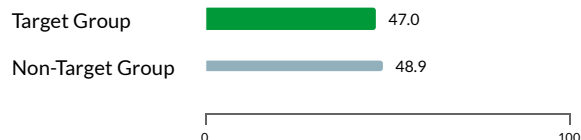
CHRONIC ABSENTEEISM
Score: 88.5

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 | 88.5 |
| Non-Target Group | 95.1 |

GRADUATION
Score: 93.8

Average of 2022-23's 4- and 7-year cohort rates.

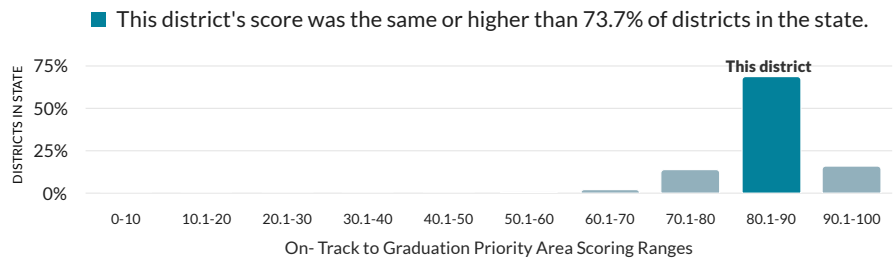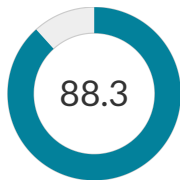| Target Group | 93.8 |
| Non-Target Group | 100.0 |

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

88.3

■ This district's score was the same or higher than 73.7% of districts in the state.

DISTRICTS IN STATE

This district

75%
50%
25%
0%

0-10   10.1-20   20.1-30   30.1-40   40.1-50   50.1-60   60.1-70   70.1-80   80.1-90   90.1-100

On- Track to Graduation Priority Area Scoring Ranges

Component Scores
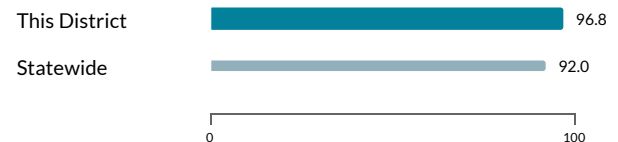
CHRONIC ABSENTEEISM — Score: 94.1

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 District	94.1
Statewide	80.2

0   100
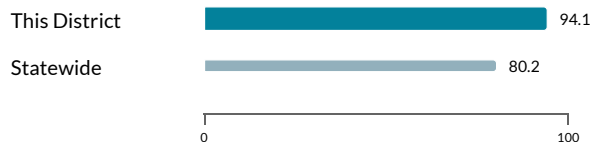
GRADUATION — Score: 96.8

Average of 2022-23's 4- and 7-year cohort rates.

This District	96.8
Statewide	92.0

0   100

3RD GRADE ENGLISH LANGUAGE ARTS — Score: 71.5

Multi-year average points-based proficiency rates.

This District	71.5
Statewide	57.0

0   100
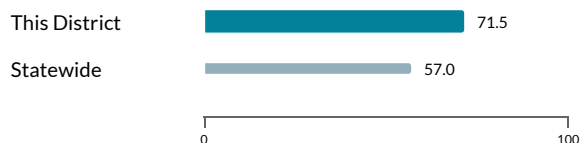
8TH GRADE MATHEMATICS — Score: 48.1

Multi-year average points-based proficiency rates.

This District	48.1
Statewide	54.5

0   100
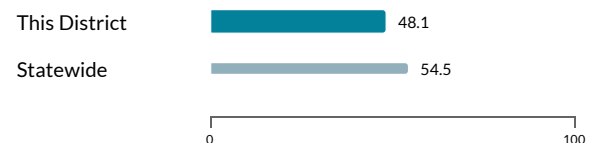
ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	926	5.7%	905	5.1%	906	6.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	36	2.8%	38	13.2%	36	11.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	868	5.6%	840	4.6%	842	5.9%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	169	7.1%	190	13.7%	168	17.3%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	99	8.1%	106	11.3%	115	14.8%

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.

	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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	69	64	92.8%	87	87	100.0%
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	66	62	93.9%	85	85	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(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. 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

173 (54.9%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
17.5%	21.1%	**49.5%**	25.7%	**0.0%**	4.7%	**4.1%**	8.5%

55 students successfully completed at least one Advanced Placement or International Baccalaureate course.	156 students successfully completed at least one dual enrollment course.	No students earned an industry-recognized credential.	13 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. 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
All Students	315	266,777	17.5%	21.1%	49.5%	25.7%	0.0%	4.7%	4.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	<20	37,682	*	17.6%	*	18.9%	*	3.4%	*	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	294	179,306	18.4%	22.5%	50.7%	29.9%	0.0%	5.7%	4.4%	10.4%
Two or More Races	<20	11,456	*	18.9%	*	21.0%	*	3.4%	*	5.8%
Economically Disadvantaged	57	104,283	14.0%	12.3%	40.4%	18.5%	0.0%	3.0%	1.8%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	29	33,777	0.0%	4.4%	17.2%	15.0%	0.0%	2.3%	0.0%	6.5%

ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(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. 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

193 (61.3%) students successfully completed any Arts Course.

ART & DESIGN		**DANCE**		**MUSIC**		**THEATER**	
District	State	District	State	District	State	District	State
46.3%	**29.1%**	**0.0%**	**0.5%**	**27.6%**	**19.2%**	**0.0%**	**2.2%**

146 students successfully completed at least one art & design course.	No students successfully completed a dance course.	87 students successfully completed at least one music course.	No students successfully completed a 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. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
All Students	315	266,777	46.3%	29.1%	0.0%	0.5%	27.6%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	<20	37,682	*	29.1%	*	0.3%	*	13.3%	*	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	294	179,306	44.9%	29.1%	0.0%	0.5%	27.9%	21.7%	0.0%	2.2%
Two or More Races	<20	11,456	*	28.8%	*	0.5%	*	17.8%	*	2.6%
Economically Disadvantaged	57	104,283	57.9%	29.9%	0.0%	0.4%	33.3%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	29	33,777	51.7%	30.9%	0.0%	0.5%	6.9%	14.4%	0.0%	2.4%