



OVERVIEW

District Details

Grades : K4-12

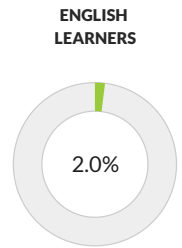
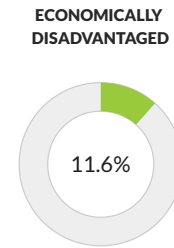
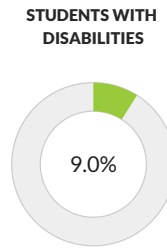
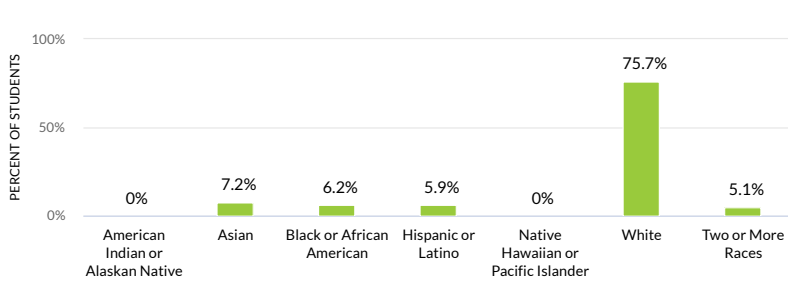
Enrollment : 3,521

Percent open enrollment : 2.5%

The Mequon-Thiensville School District supports and challenges students to reach their full potential through an educational framework that builds on students' interests, challenges them to grow as individuals and become independent, confident self-advocates. The vision of the school district is each student, every time, empowered to succeed.

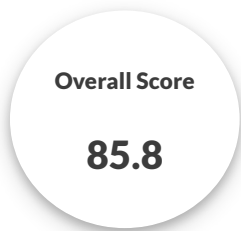
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

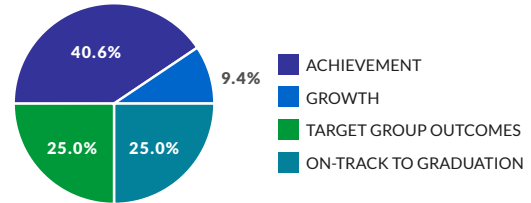
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

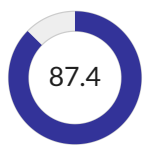


PRIORITY AREA WEIGHTS



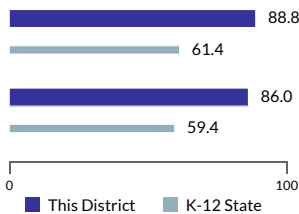
Priority Area Scores

ACHIEVEMENT

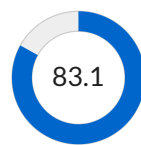


English Language Arts
Mathematics

Subject Area Scores

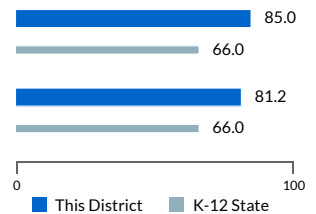


GROWTH

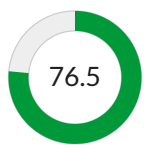


English Language Arts
Mathematics

Subject Area Scores

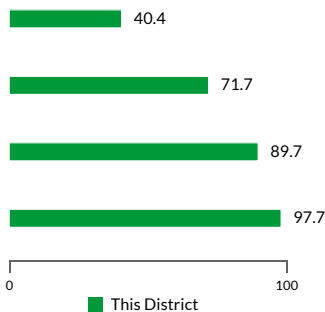


TARGET GROUP OUTCOMES

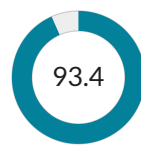


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

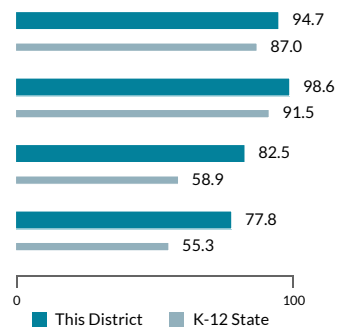


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores





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	4	66.7%
Exceeds Expectations	2	33.3%
Meets Expectations	0	0.0%
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.

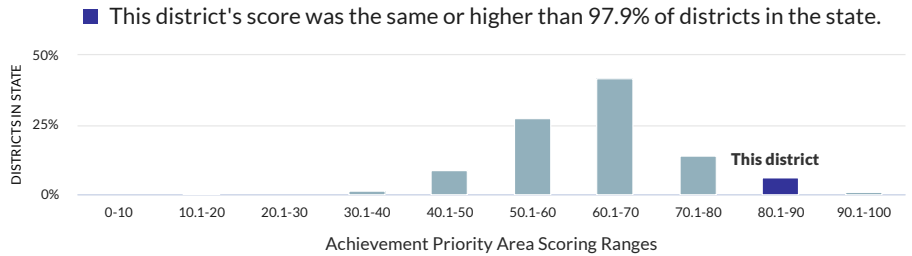
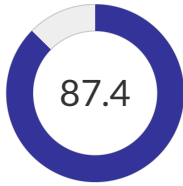
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	79.7	85.9	94.8	100.0
Achievement	81.4	88.6	94.4	100.0
Growth	58.4	76.2	91.7	100.0
Target Group Outcomes	68.3	77.3	98.2	100.0
On-Track to Graduation	91.9	93.8	94.9	100.0



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 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



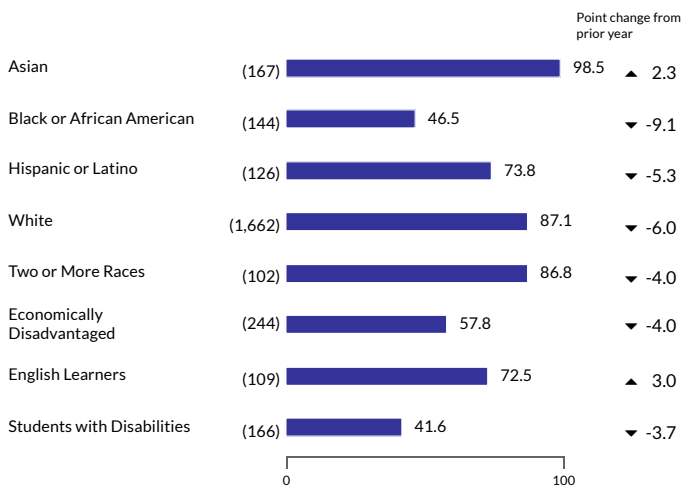
English Language Arts Score: 88.8

Mathematics Score: 86.0

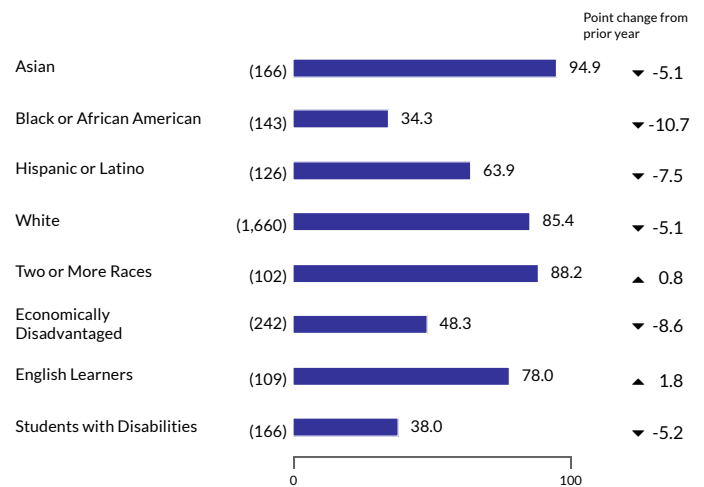
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



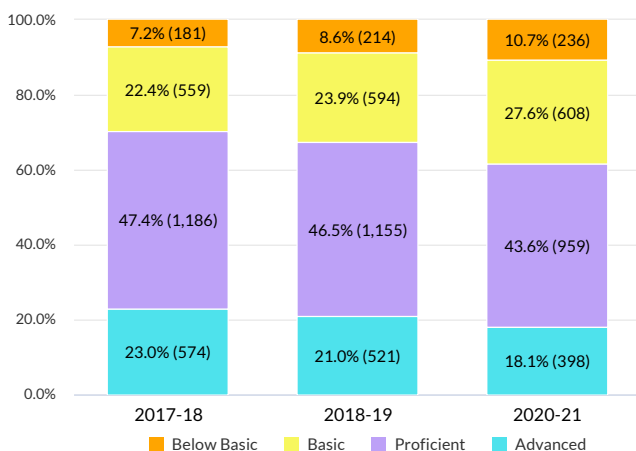
MATHEMATICS



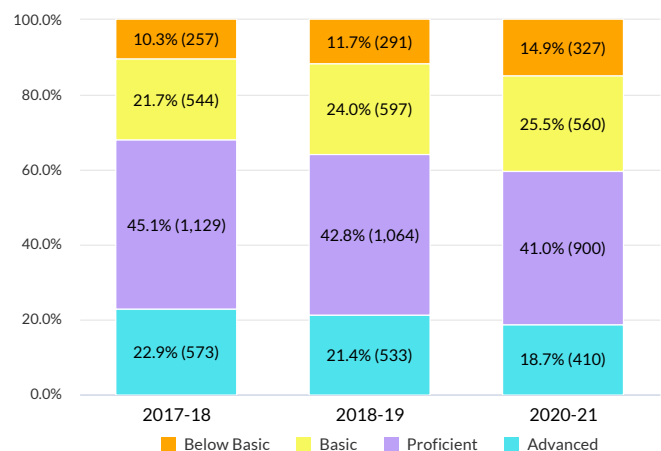
Performance Levels by Year

These graphs show district-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, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
91.4%	82.7%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
91.2%	82.0%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	2,500	23.0%	47.4%	22.4%	7.2%	2,484	21.0%	46.5%	23.9%	8.6%	2,201	18.1%	43.6%	27.6%	10.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	207	33.3%	41.5%	20.3%	4.8%	196	25.5%	46.4%	23.0%	5.1%	167	30.5%	42.5%	20.4%	6.6%
Black or African American	181	6.6%	23.8%	44.2%	25.4%	169	6.5%	25.4%	40.8%	27.2%	144	3.5%	21.5%	39.6%	35.4%
Hispanic or Latino	131	13.7%	45.8%	33.6%	6.9%	139	10.8%	46.8%	32.4%	10.1%	126	9.5%	42.1%	34.9%	13.5%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	1,872	24.0%	50.7%	19.6%	5.8%	1,860	22.5%	48.3%	22.0%	7.2%	1,662	18.5%	45.8%	26.8%	8.8%
Two or More Races	107	24.3%	43.0%	25.2%	7.5%	119	21.8%	47.1%	21.8%	9.2%	102	21.6%	41.2%	26.5%	10.8%
Economically Disadvantaged	271	5.2%	31.7%	41.0%	22.1%	304	5.6%	35.9%	35.2%	23.4%	244	7.0%	28.3%	38.1%	26.6%
English Learners	140	8.6%	46.4%	34.3%	10.7%	141	6.4%	40.4%	39.0%	14.2%	109	11.0%	42.2%	27.5%	19.3%
Students with Disabilities	220	5.0%	29.1%	33.2%	32.7%	214	6.5%	21.5%	28.0%	43.9%	166	3.0%	23.5%	27.1%	46.4%

MATHEMATICS

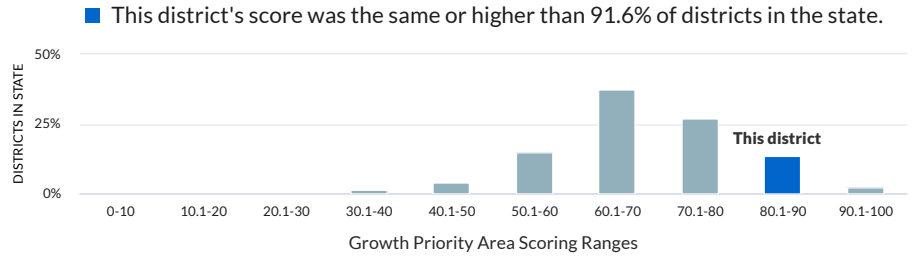
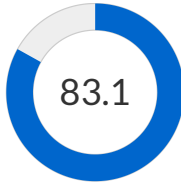
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	2,503	22.9%	45.1%	21.7%	10.3%	2,485	21.4%	42.8%	24.0%	11.7%	2,197	18.7%	41.0%	25.5%	14.9%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	207	40.6%	35.7%	17.9%	5.8%	196	37.2%	36.7%	17.9%	8.2%	166	31.3%	38.0%	19.9%	10.8%
Black or African American	181	3.9%	24.3%	38.1%	33.7%	169	3.0%	22.5%	36.1%	38.5%	143	2.8%	14.0%	32.2%	51.0%
Hispanic or Latino	132	10.6%	45.5%	31.1%	12.9%	140	12.1%	38.6%	29.3%	20.0%	126	6.3%	41.3%	26.2%	26.2%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	1,873	23.7%	48.3%	19.8%	8.2%	1,860	21.9%	46.0%	23.2%	8.9%	1,660	19.3%	43.6%	25.7%	11.4%
Two or More Races	108	22.2%	40.7%	24.1%	13.0%	119	25.2%	37.8%	23.5%	13.4%	102	24.5%	41.2%	20.6%	13.7%
Economically Disadvantaged	275	6.2%	28.7%	37.5%	27.6%	304	6.3%	30.3%	34.5%	28.9%	242	6.2%	23.1%	31.8%	38.8%
English Learners	145	22.8%	37.9%	29.0%	10.3%	141	14.2%	39.7%	30.5%	15.6%	109	15.6%	40.4%	28.4%	15.6%
Students with Disabilities	221	6.3%	24.4%	28.5%	40.7%	214	7.9%	18.7%	25.2%	48.1%	166	4.8%	19.3%	22.9%	53.0%



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



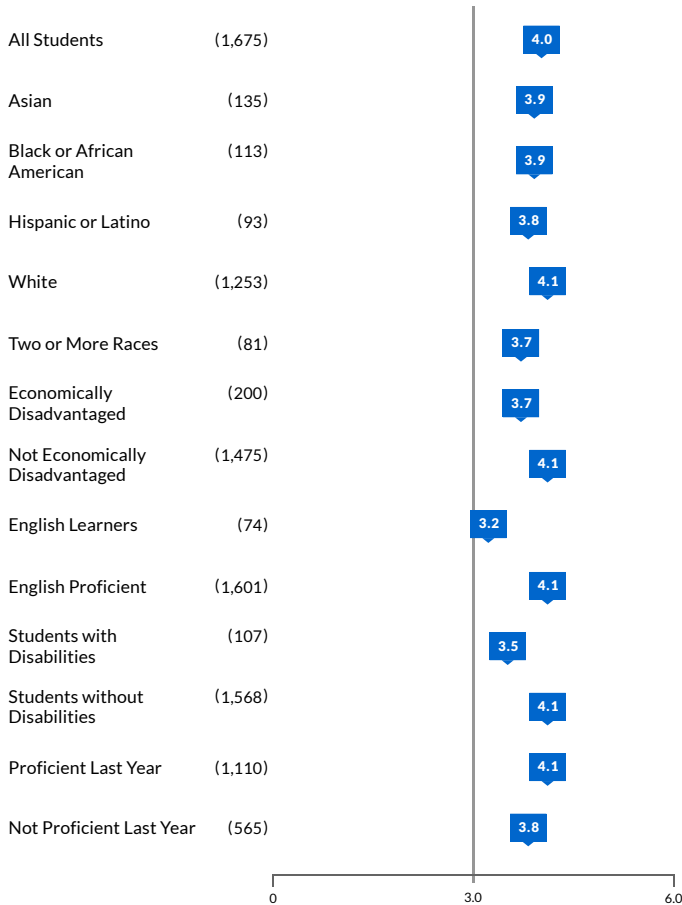
English Language Arts Score: 85.0

Mathematics Score: 81.2

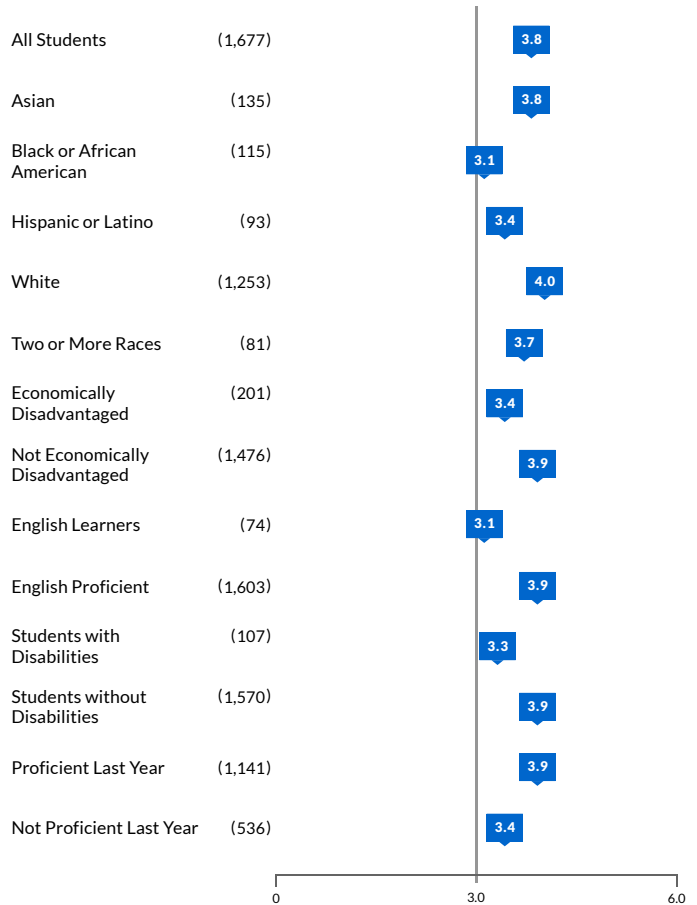
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

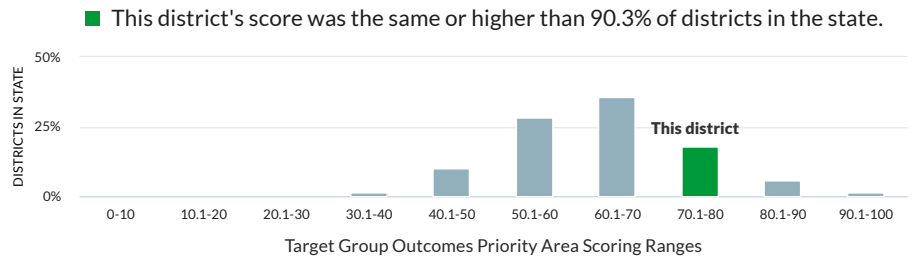
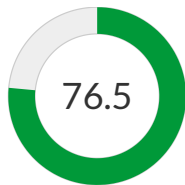




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping 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



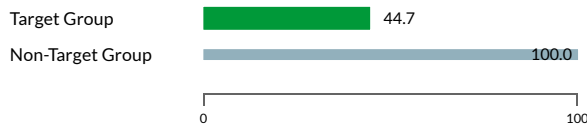
Component Scores

ACHIEVEMENT

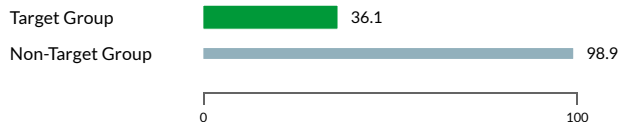
Score: 40.4

Average points-based proficiency rates.

English Language Arts



Mathematics

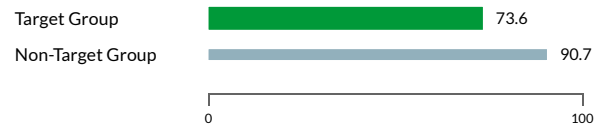


GROWTH

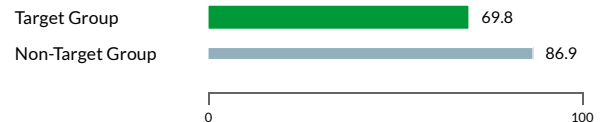
Score: 71.7

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

English Language Arts



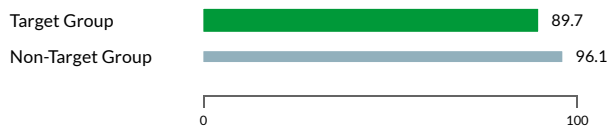
Mathematics



CHRONIC ABSENTEEISM

Score: 89.7

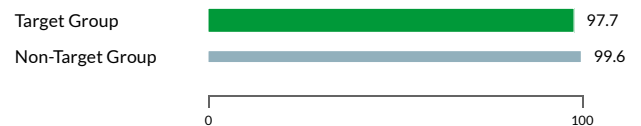
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 97.7

Average of 2019-20's 4- and 7-year cohort rates.

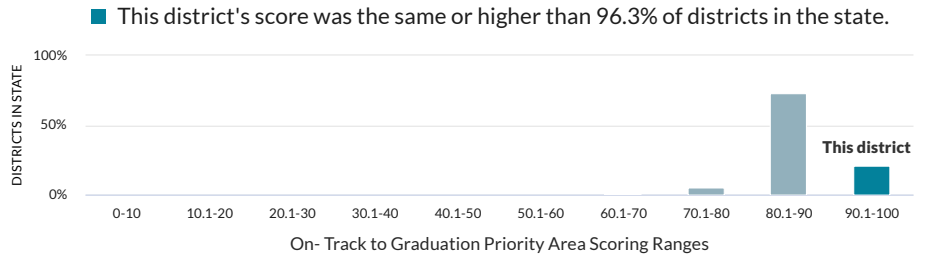
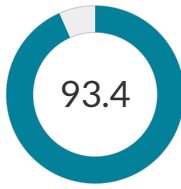




ON-TRACK TO GRADUATION

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

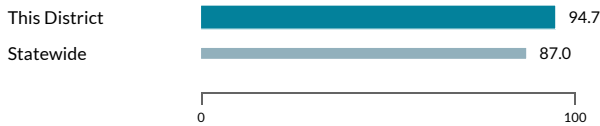


Component Scores

CHRONIC ABSENTEEISM

Score: 94.7

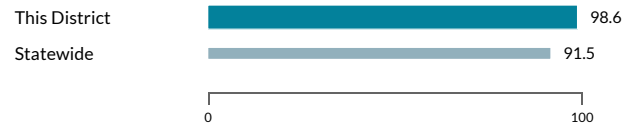
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.6

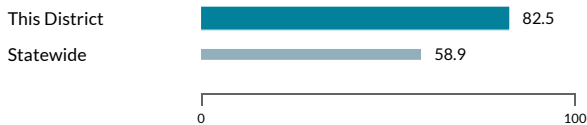
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 82.5

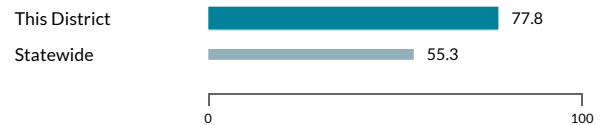
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 77.8

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	3,531	5.0%	3,576	6.0%	3,507	4.9%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	274	3.6%	268	5.2%	251	4.4%
Black or African American	242	10.3%	240	12.5%	210	9.0%
Hispanic or Latino	186	5.4%	196	8.2%	204	8.8%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	0	NA
White	2,679	4.8%	2,710	5.5%	2,665	4.5%
Two or More Races	148	1.4%	159	2.5%	176	2.3%
Economically Disadvantaged	395	16.2%	442	13.6%	421	11.6%
English Learners	200	6.5%	202	9.9%	183	7.7%
Students with Disabilities	311	10.6%	291	14.1%	282	11.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	337	331	98.2%	330	327	99.1%
Asian	27	27	100.0%	< 20	*	*
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	21	20	95.2%	20	20	100.0%
White	257	253	98.4%	264	261	98.9%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	36	34	94.4%	27	27	100.0%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	25	20	80.0%	37	35	94.6%

Wisconsin Department of Public Instruction
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WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

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