



## OVERVIEW

### School Details

Grades : KG-5

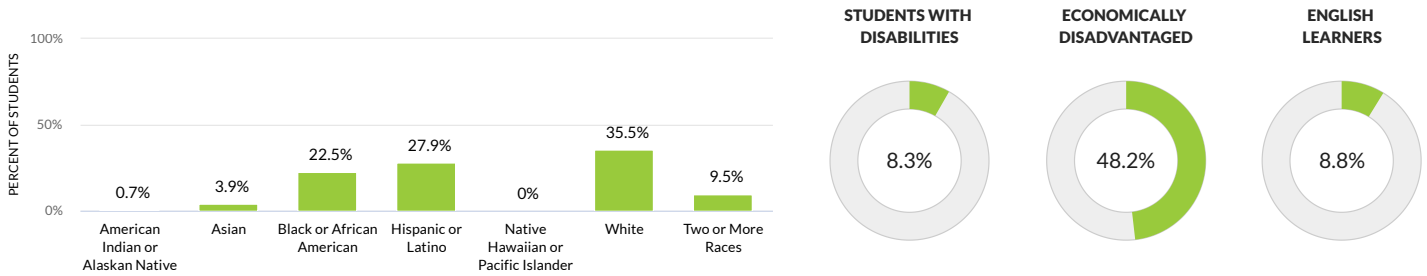
Enrollment : 409

Percent open enrollment : 0%

Jefferson Lighthouse Elementary School offers the International Baccalaureate Primary Years Programme (PYP). The PYP is inquiry-based and uses six transdisciplinary thematic units that promote students' awareness of individual, local, national and global issues supporting the school's mission of preparing students to be "internationally-minded learners who inquire, collaborate, and take action."

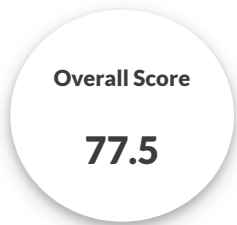
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

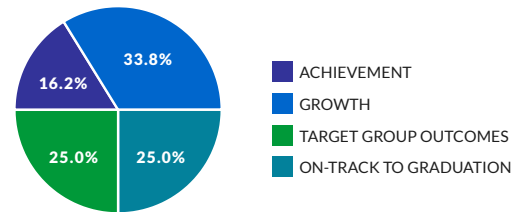
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

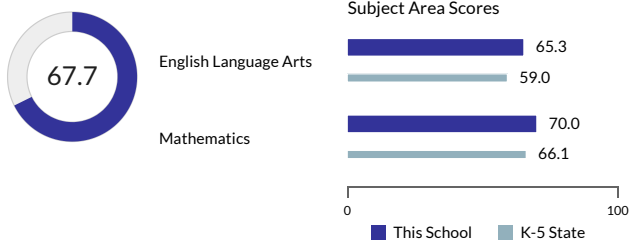


#### PRIORITY AREA WEIGHTS

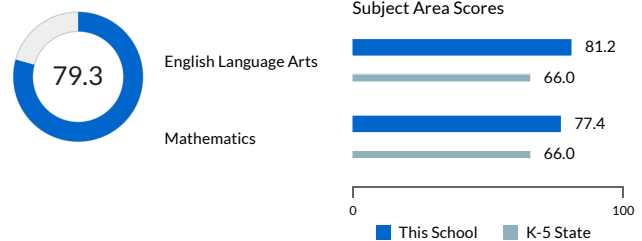


### Priority Area Scores

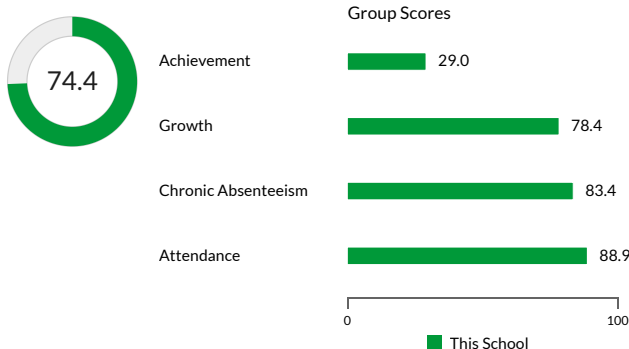
#### ACHIEVEMENT



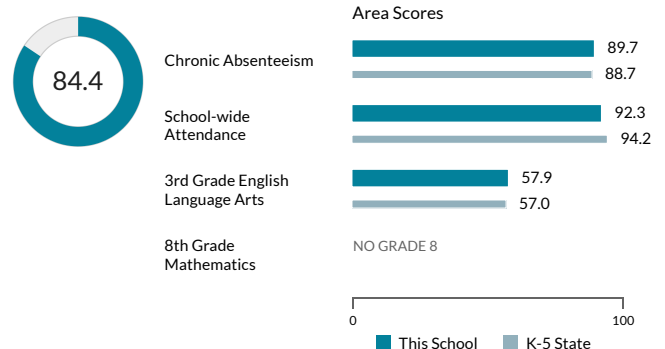
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

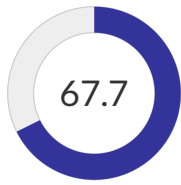




## ACHIEVEMENT

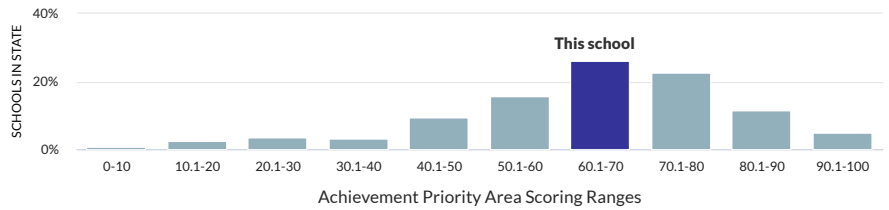
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 65.3  
Mathematics Score: 70.0

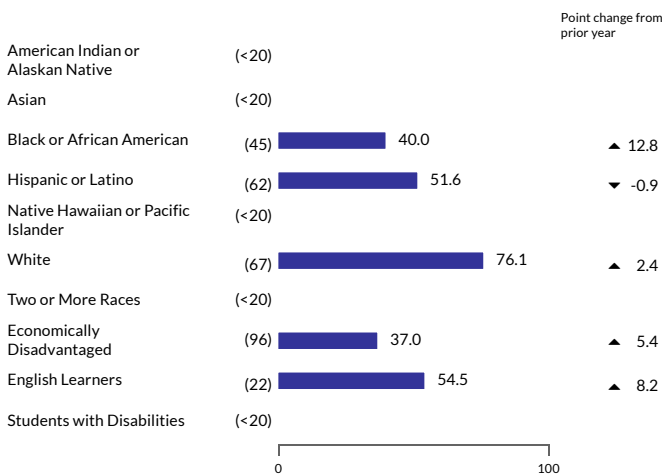
■ This school's score was the same or higher than 54.8% of K-5 schools in the state.



## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



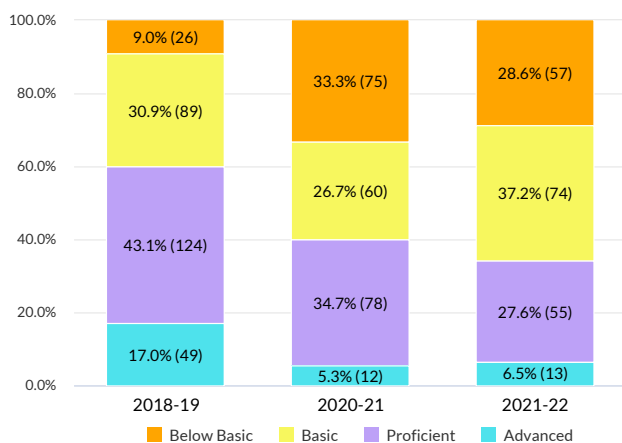
### MATHEMATICS



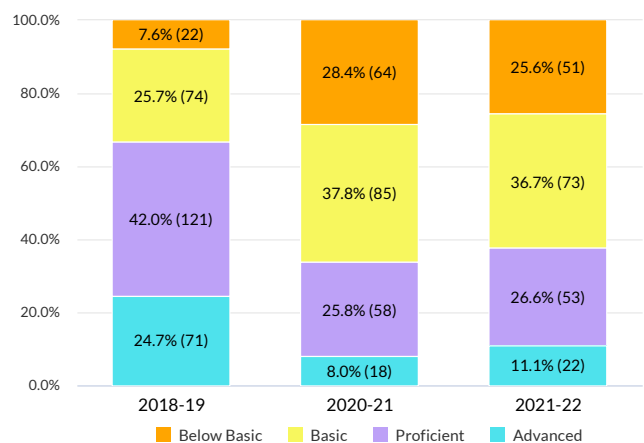
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: English Learners
97.6%	91.7%

#### MATHEMATICS

All students	Lowest-participating group: English Learners
97.6%	91.7%

### 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

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	288	17.0%	43.1%	30.9%	9.0%	225	5.3%	34.7%	26.7%	33.3%	199	6.5%	27.6%	37.2%	28.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	39	5.1%	28.2%	46.2%	20.5%	46	0.0%	17.4%	19.6%	63.0%	45	2.2%	20.0%	33.3%	44.4%
Hispanic or Latino	73	13.7%	39.7%	39.7%	6.8%	59	5.1%	32.2%	25.4%	37.3%	62	3.2%	22.6%	48.4%	25.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	138	21.7%	51.4%	22.5%	4.3%	95	6.3%	48.4%	31.6%	13.7%	67	11.9%	41.8%	32.8%	13.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	118	11.0%	31.4%	44.1%	13.6%	79	1.3%	17.7%	24.1%	57.0%	96	1.0%	16.7%	37.5%	44.8%
English Learners	57	15.8%	42.1%	35.1%	7.0%	27	3.7%	25.9%	29.6%	40.7%	22	4.5%	22.7%	50.0%	22.7%
Students with Disabilities	<20	*	*	*	*	21	4.8%	19.0%	28.6%	47.6%	<20	*	*	*	*

#### MATHEMATICS

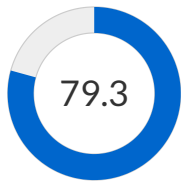
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	288	24.7%	42.0%	25.7%	7.6%	225	8.0%	25.8%	37.8%	28.4%	199	11.1%	26.6%	36.7%	25.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	39	5.1%	25.6%	41.0%	28.2%	46	2.2%	8.7%	21.7%	67.4%	45	6.7%	20.0%	33.3%	40.0%
Hispanic or Latino	73	17.8%	43.8%	32.9%	5.5%	59	8.5%	25.4%	39.0%	27.1%	62	8.1%	27.4%	40.3%	24.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	138	31.9%	47.1%	18.8%	2.2%	95	10.5%	34.7%	44.2%	10.5%	67	16.4%	32.8%	37.3%	13.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	118	16.1%	32.2%	37.3%	14.4%	79	5.1%	11.4%	32.9%	50.6%	96	3.1%	20.8%	34.4%	41.7%
English Learners	57	28.1%	31.6%	33.3%	7.0%	27	7.4%	33.3%	40.7%	18.5%	22	13.6%	40.9%	27.3%	18.2%
Students with Disabilities	<20	*	*	*	*	21	14.3%	4.8%	28.6%	52.4%	<20	*	*	*	*



## GROWTH

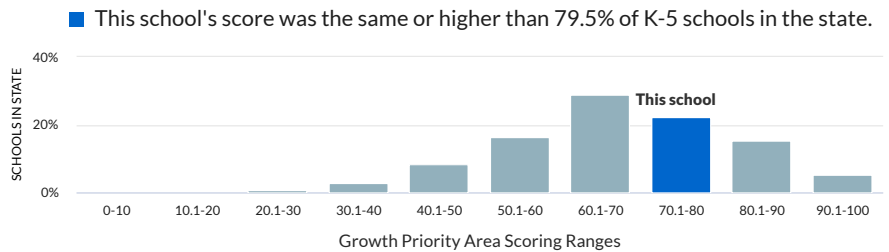
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 81.2

Mathematics Score: 77.4



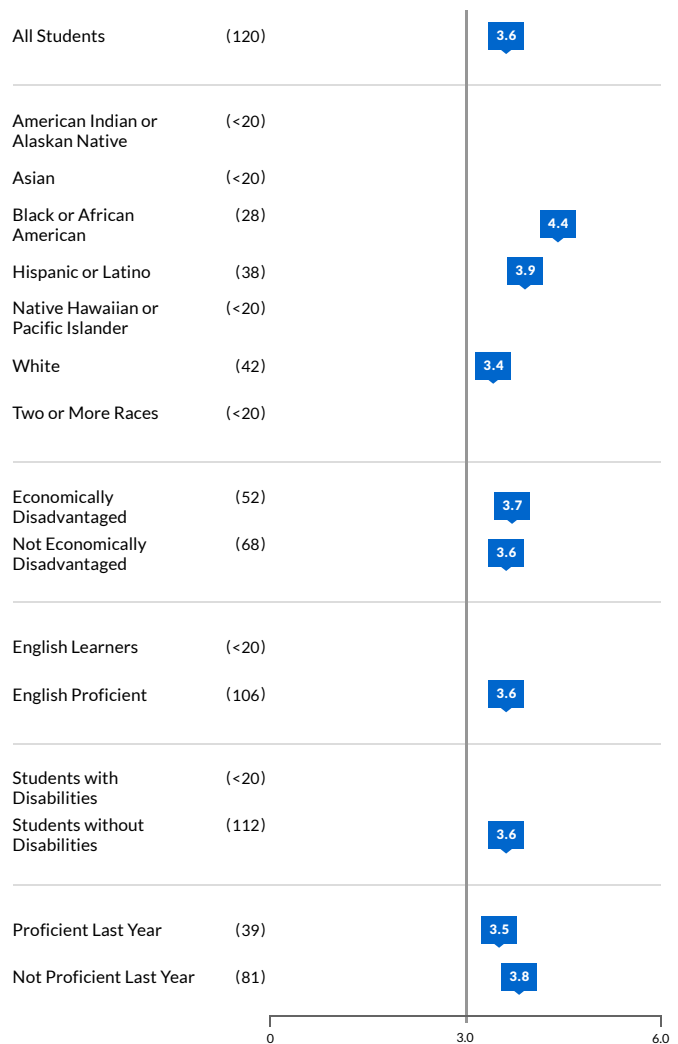
### Student Group Value-Added (for information only)

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

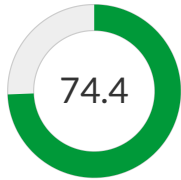




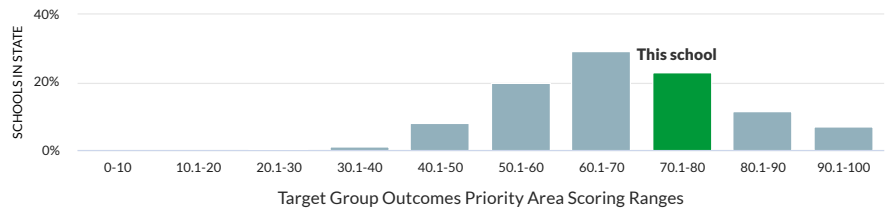
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 school's score was the same or higher than 68.9% of K-5 schools in the state.



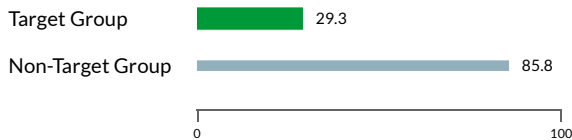
### Component Scores

#### ACHIEVEMENT

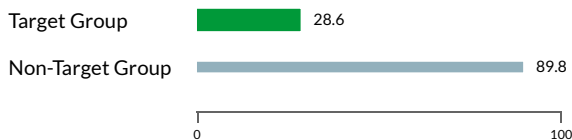
Score: 29.0

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

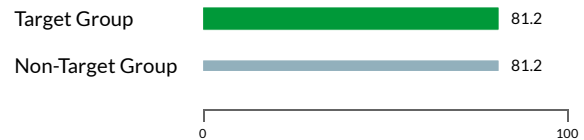


#### GROWTH

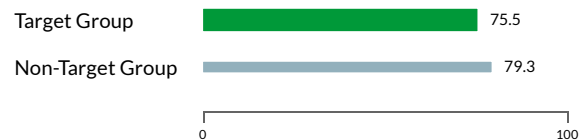
Score: 78.4

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

##### English Language Arts



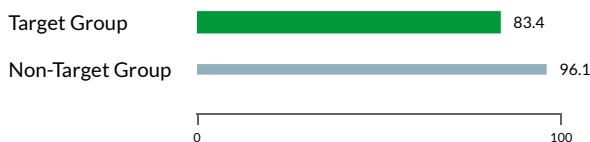
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 83.4

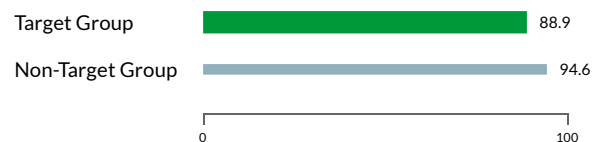
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### ATTENDANCE

Score: 88.9

This score is the overall attendance rate for the Target Group in 2020-21.

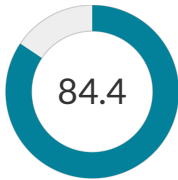




## ON-TRACK TO GRADUATION

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 30.0% of K-5 schools in the state.

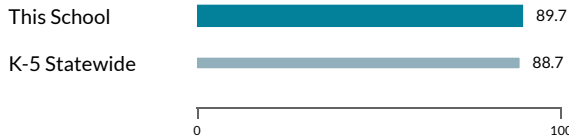


## Component Scores

### CHRONIC ABSENTEEISM

Score: 89.7

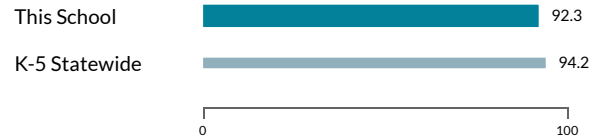
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 92.3

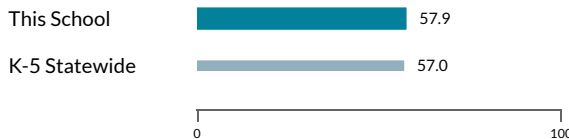
This score is the overall attendance rate for the school in 2020-21.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 57.9

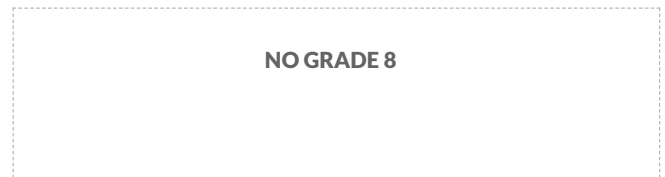
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	502	5.4%	488	7.2%	445	16.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	30	6.7%	27	14.8%	25	0.0%
Black or African American	82	12.2%	88	10.2%	94	37.2%
Hispanic or Latino	127	6.3%	129	5.4%	119	15.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	229	2.6%	213	4.7%	175	7.4%
Two or More Races	32	3.1%	29	13.8%	30	30.0%
Economically Disadvantaged	209	10.5%	204	10.8%	77	28.6%
English Learners	85	7.1%	66	9.1%	48	6.2%
Students with Disabilities	34	11.8%	29	10.3%	34	35.3%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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