



OVERVIEW

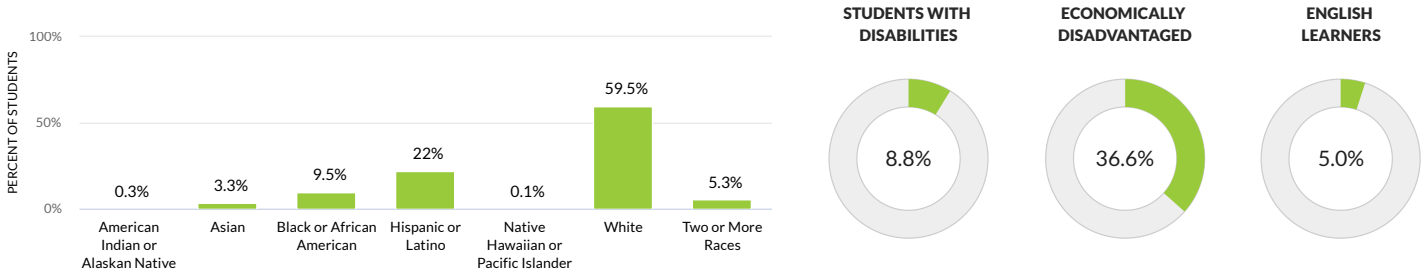
School Details

Grades : 6-12
Enrollment : 697
Percent open enrollment : 0.7%

Walden III was founded on the belief that students should be a part of the decisions that affect them. Walden students demonstrate high levels of responsibility, initiative and cooperation. Each student is expected to contribute toward making Walden a more friendly, positive learning environment. U.S. News & World Report named Walden one of the best high schools in the nation in 2021.

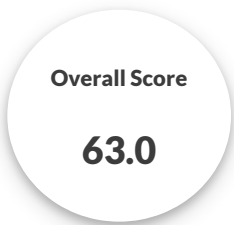
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



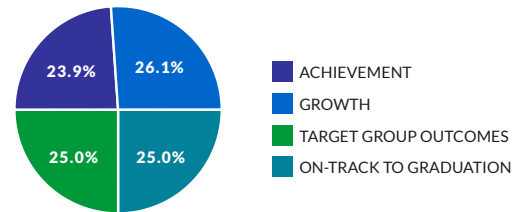
Score Summary

! 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>.



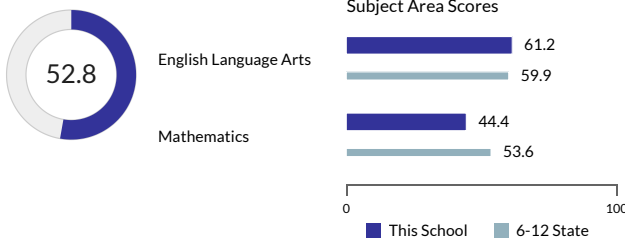
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

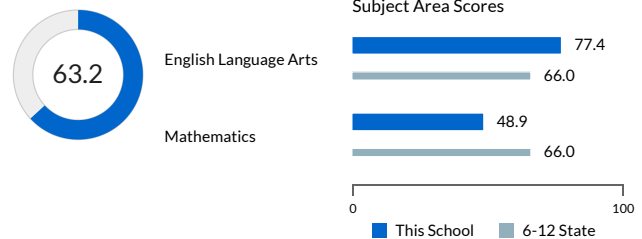


Priority Area Scores

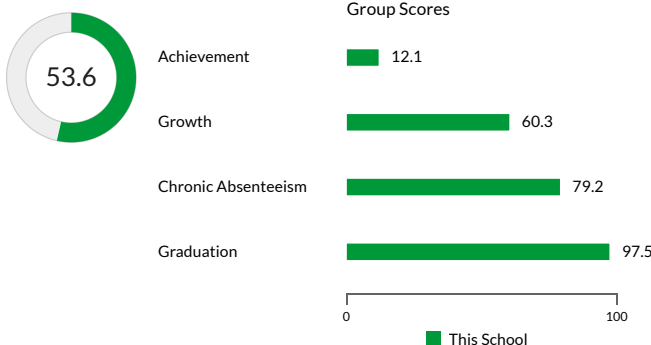
ACHIEVEMENT



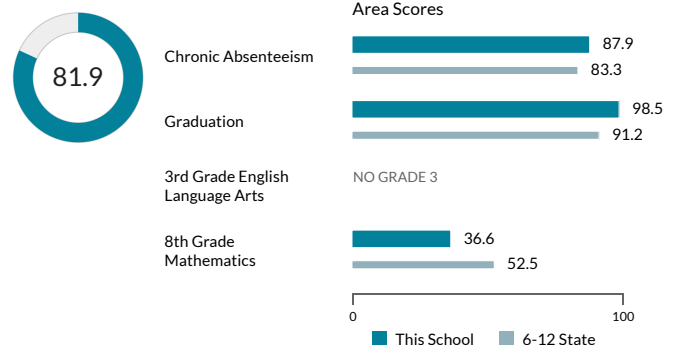
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

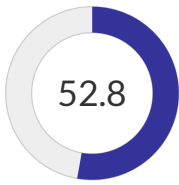




ACHIEVEMENT

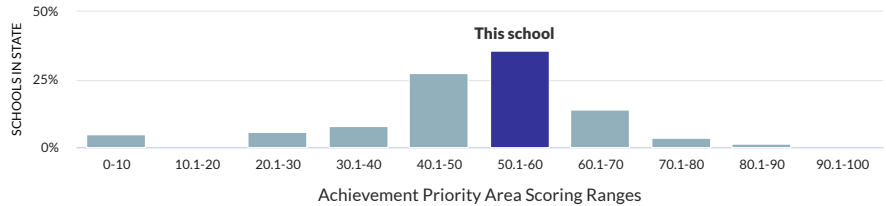
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 61.2
Mathematics Score: 44.4

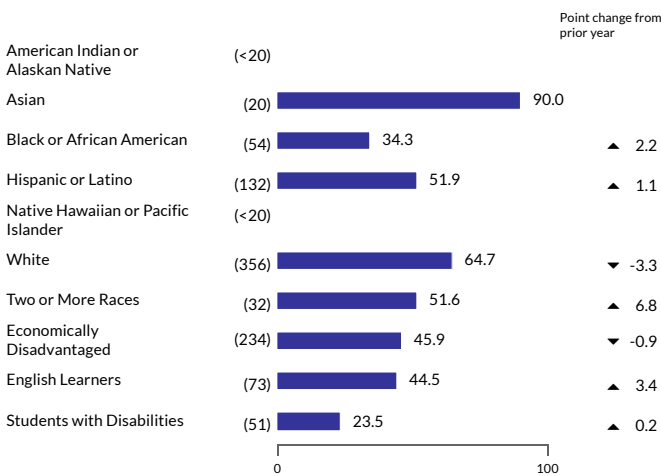
This school's score was the same or higher than 60.9% of 6-12 schools in the state.



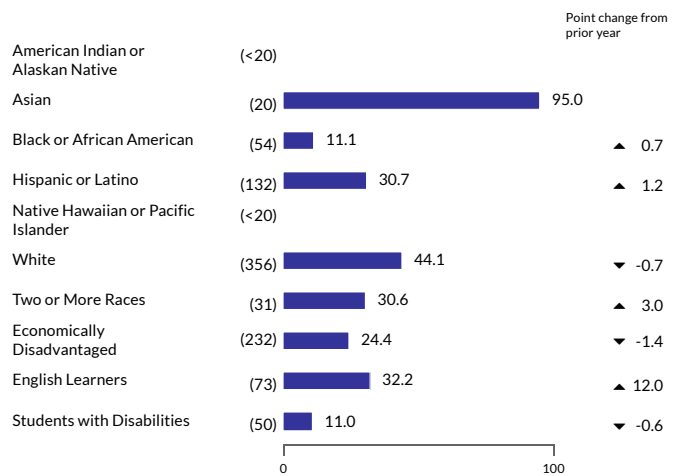
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



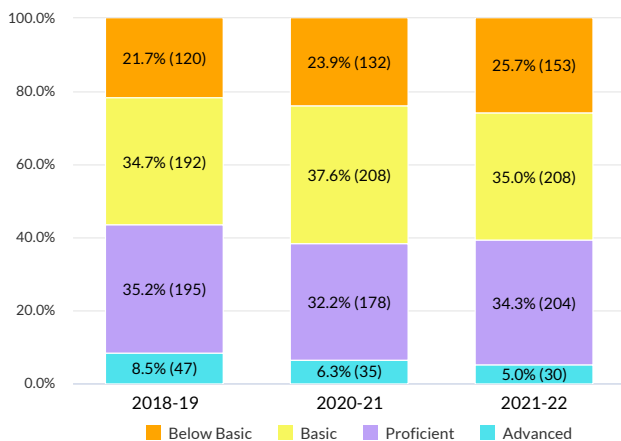
MATHEMATICS



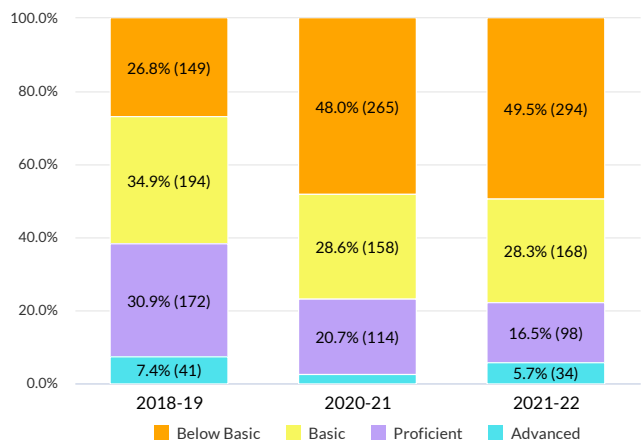
Performance Levels by Year

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: Black or African American
97.1%	94.7%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
96.9%	94.1%

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: 6-12 State	383,387	8.6%	32.2%	33.7%	25.5%	334,613	7.4%	31.5%	35.3%	25.8%	366,765	7.4%	30.1%	34.1%	28.4%
All Students	554	8.5%	35.2%	34.7%	21.7%	553	6.3%	32.2%	37.6%	23.9%	595	5.0%	34.3%	35.0%	25.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	21	19.0%	42.9%	14.3%	23.8%	<20	*	*	*	*	20	25.0%	40.0%	25.0%	10.0%
Black or African American	49	2.0%	22.4%	28.6%	46.9%	53	0.0%	15.1%	34.0%	50.9%	54	0.0%	16.7%	35.2%	48.1%
Hispanic or Latino	112	5.4%	31.3%	36.6%	26.8%	132	2.3%	26.5%	41.7%	29.5%	132	3.0%	28.0%	38.6%	30.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	338	10.1%	38.2%	36.4%	15.4%	319	7.5%	38.6%	36.4%	17.6%	356	5.9%	38.8%	34.3%	21.1%
Two or More Races	31	3.2%	32.3%	32.3%	32.3%	29	0.0%	20.7%	48.3%	31.0%	32	0.0%	34.4%	34.4%	31.3%
Economically Disadvantaged	196	4.6%	29.6%	36.2%	29.6%	186	2.2%	25.8%	35.5%	36.6%	234	2.6%	22.6%	38.9%	35.9%
English Learners	40	2.5%	25.0%	32.5%	40.0%	56	3.6%	16.1%	39.3%	41.1%	73	1.4%	19.2%	46.6%	32.9%
Students with Disabilities	25	8.0%	8.0%	24.0%	60.0%	43	4.7%	7.0%	18.6%	69.8%	51	3.9%	3.9%	27.5%	64.7%

MATHEMATICS

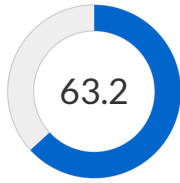
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	383,890	8.1%	30.1%	30.2%	31.7%	334,667	5.5%	28.0%	31.4%	35.1%	367,393	8.1%	25.9%	28.5%	37.6%
All Students	556	7.4%	30.9%	34.9%	26.8%	552	2.7%	20.7%	28.6%	48.0%	594	5.7%	16.5%	28.3%	49.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	21	33.3%	23.8%	23.8%	19.0%	<20	*	*	*	*	20	35.0%	30.0%	25.0%	10.0%
Black or African American	49	0.0%	12.2%	22.4%	65.3%	53	0.0%	3.8%	13.2%	83.0%	54	0.0%	0.0%	22.2%	77.8%
Hispanic or Latino	112	3.6%	19.6%	47.3%	29.5%	132	0.0%	15.9%	27.3%	56.8%	132	3.0%	11.4%	29.5%	56.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	340	8.5%	37.6%	33.5%	20.3%	318	2.2%	25.2%	32.7%	39.9%	356	6.5%	21.1%	26.7%	45.8%
Two or More Races	31	0.0%	32.3%	32.3%	35.5%	29	0.0%	13.8%	27.6%	58.6%	31	0.0%	3.2%	54.8%	41.9%
Economically Disadvantaged	197	4.1%	20.3%	37.6%	38.1%	186	1.1%	12.4%	23.7%	62.9%	232	1.7%	10.3%	22.8%	65.1%
English Learners	40	2.5%	12.5%	55.0%	30.0%	57	1.8%	8.8%	17.5%	71.9%	73	2.7%	15.1%	26.0%	56.2%
Students with Disabilities	26	7.7%	7.7%	11.5%	73.1%	43	0.0%	9.3%	4.7%	86.0%	50	2.0%	6.0%	4.0%	88.0%



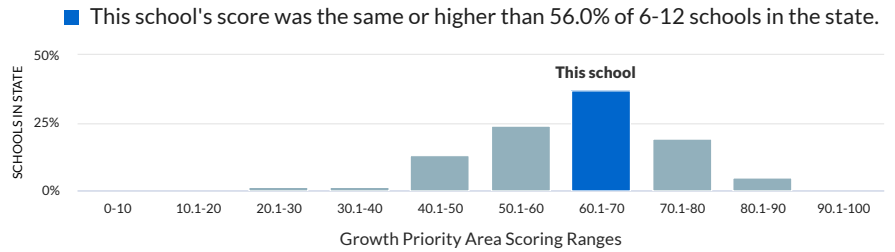
GROWTH

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 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



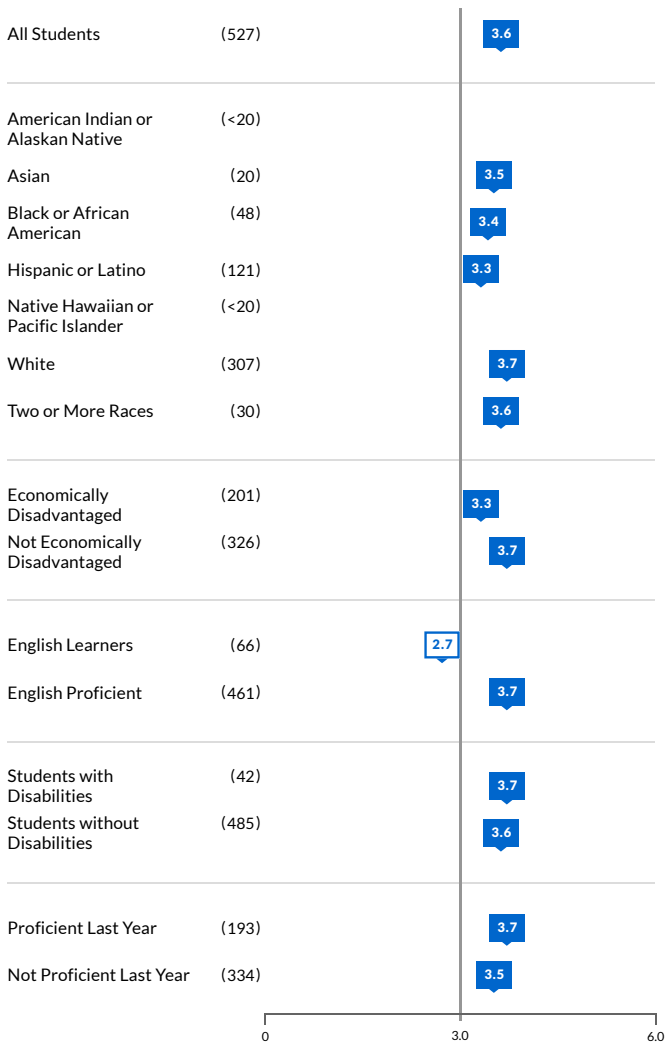
English Language Arts Score: 77.4
Mathematics Score: 48.9



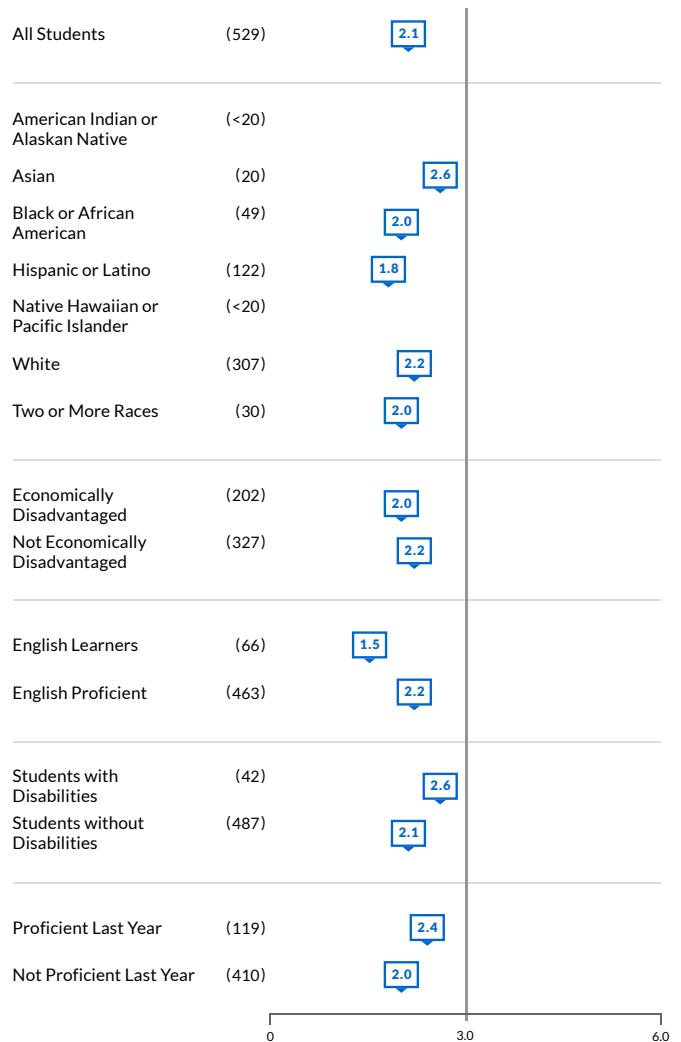
Student Group Value-Added (for information only)

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

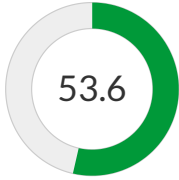




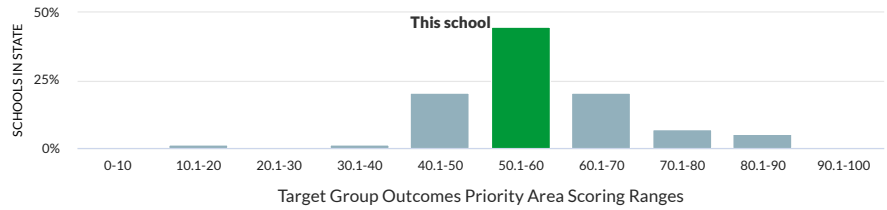
TARGET GROUP OUTCOMES

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 40.5% of 6-12 schools in the state.



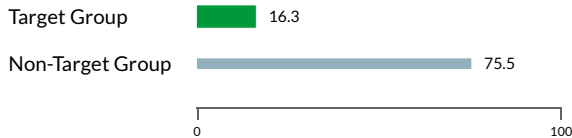
Component Scores

ACHIEVEMENT

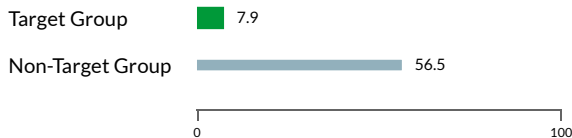
Score: 12.1

Average points-based proficiency rates.

English Language Arts



Mathematics

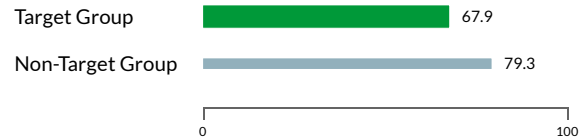


GROWTH

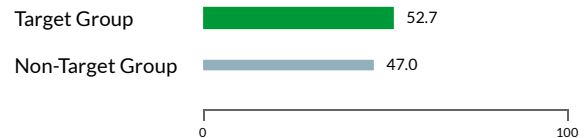
Score: 60.3

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

English Language Arts



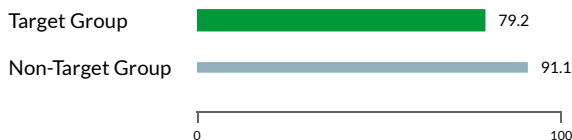
Mathematics



CHRONIC ABSENTEEISM

Score: 79.2

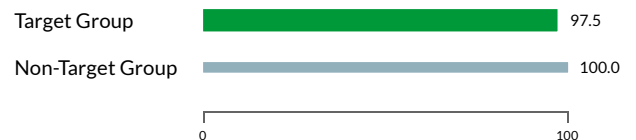
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.5

Average of 2020-21's 4- and 7-year cohort rates.

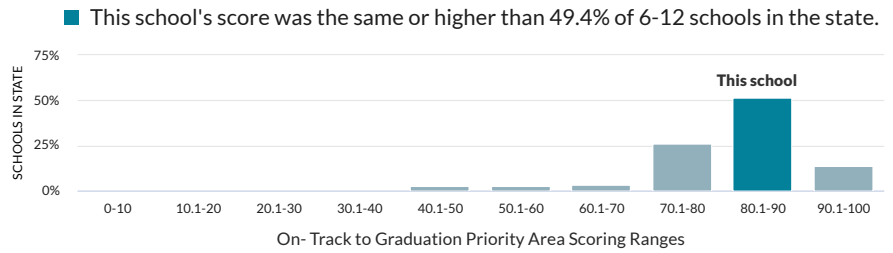
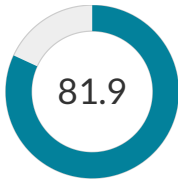




ON-TRACK TO GRADUATION

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

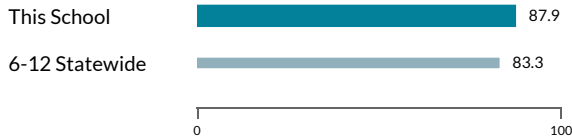


Component Scores

CHRONIC ABSENTEEISM

Score: 87.9

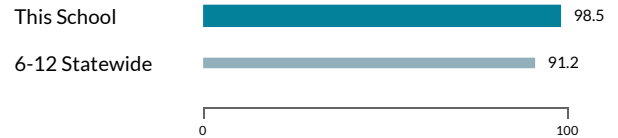
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.5

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

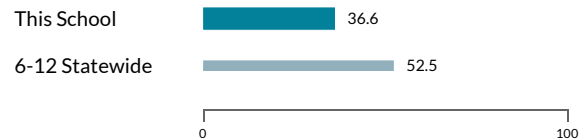
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 36.6

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: 6-12 State	459,967	15.9%	461,058	15.3%	456,150	18.4%
All Students	626	7.8%	642	9.7%	690	16.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	24	0.0%	<20	*	21	0.0%
Black or African American	60	15.0%	64	17.2%	69	46.4%
Hispanic or Latino	122	8.2%	127	8.7%	157	14.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	386	6.7%	399	9.0%	404	11.4%
Two or More Races	31	12.9%	30	13.3%	36	33.3%
Economically Disadvantaged	222	12.6%	246	15.9%	104	29.8%
English Learners	41	2.4%	56	8.9%	65	15.4%
Students with Disabilities	44	22.7%	49	22.4%	58	25.9%

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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 6-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	65	65	100.0%	67	65	97.0%
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	40	40	100.0%	43	43	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	20	20	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (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 school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
29.2%	19.9%

100 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
51.2%	18.6%

175 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.3%	2.8%

1 student earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	3.4%

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school 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	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	31	25,104	25.8%	12.2%	45.2%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	63	34,372	28.6%	15.8%	55.6%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	216	181,931	29.6%	21.7%	49.5%	21.7%	0.5%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	38	96,593	18.4%	10.8%	28.9%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	25	34,324	8.0%	3.6%	44.0%	9.6%	0.0%	1.9%	0.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (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 school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
50.0%	23.0%

171 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
12.6%	18.3%

43 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.6%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school 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	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	31	25,104	35.5%	18.7%	0.0%	0.4%	6.5%	8.9%	0.0%	2.5%
Hispanic or Latino	63	34,372	44.4%	21.3%	0.0%	0.2%	12.7%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	216	181,931	53.7%	24.2%	0.0%	0.3%	12.5%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	38	96,593	42.1%	21.8%	0.0%	0.2%	7.9%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	25	34,324	52.0%	23.4%	0.0%	0.2%	4.0%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction
 Office of Educational Accountability
 125 S. Webster Street
 Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2022

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.