



OVERVIEW

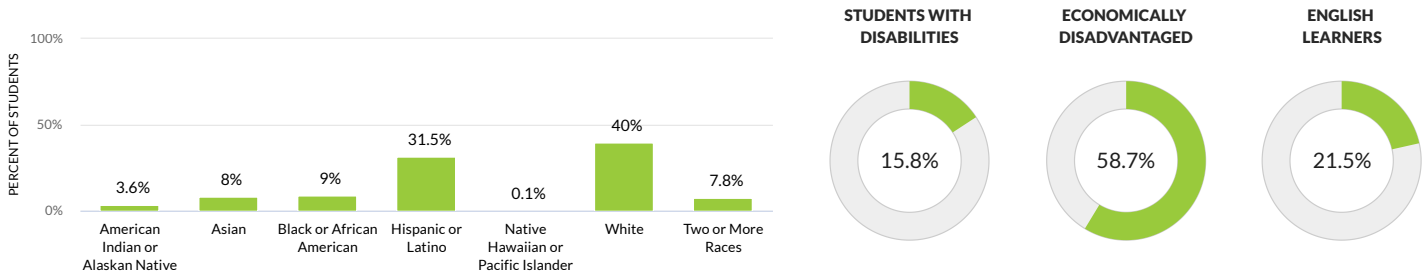
District Details

Grades : K4-12
Enrollment : 19,166
Percent open enrollment : 2.8%

The Green Bay Area Public School District's mission is to educate all students to be college, career, and community ready, inspired to succeed in our diverse world. The District is committed to educating the whole child. GBAPS offers a wide variety of specialty schools and programs providing the right fit for each child's unique needs.

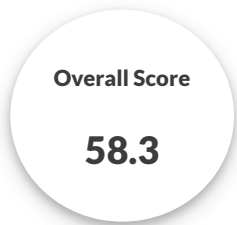
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



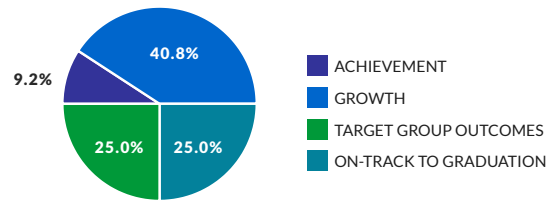
Score Summary

! 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>.



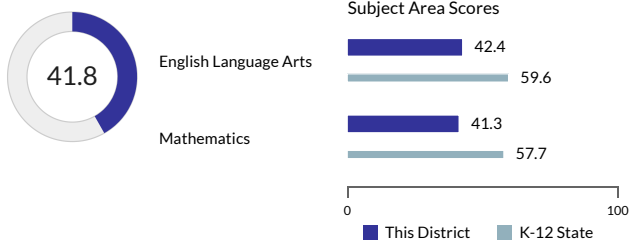
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

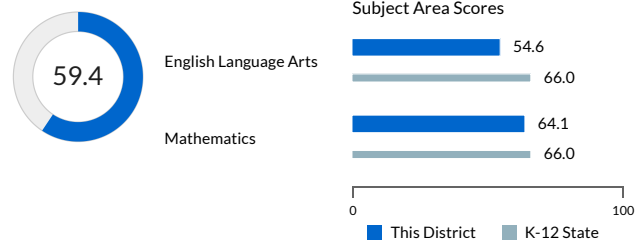


Priority Area Scores

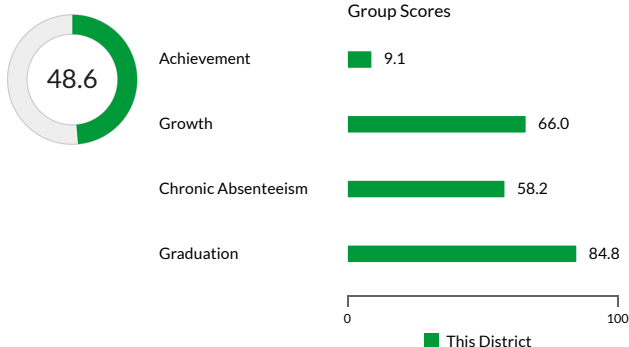
ACHIEVEMENT



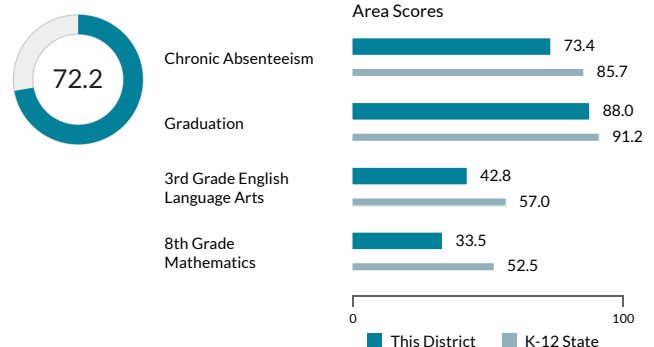
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





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	2.5%
Exceeds Expectations	14	35.0%
Meets Expectations	10	25.0%
Meets Few Expectations	6	15.0%
Fails to Meet Expectations	5	12.5%

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	4	10.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

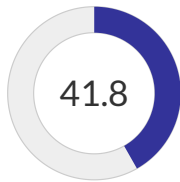
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	36.1	63.7	83.0	100.0
Achievement	8.1	44.4	79.8	100.0
Growth	29.9	65.2	86.9	100.0
Target Group Outcomes	22.4	55.1	85.2	100.0
On-Track to Graduation	47.3	74.3	89.6	100.0



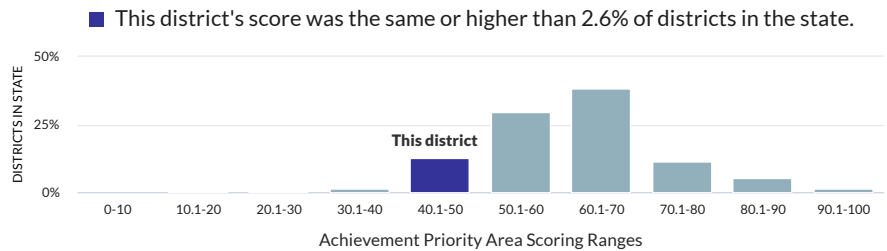
ACHIEVEMENT

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



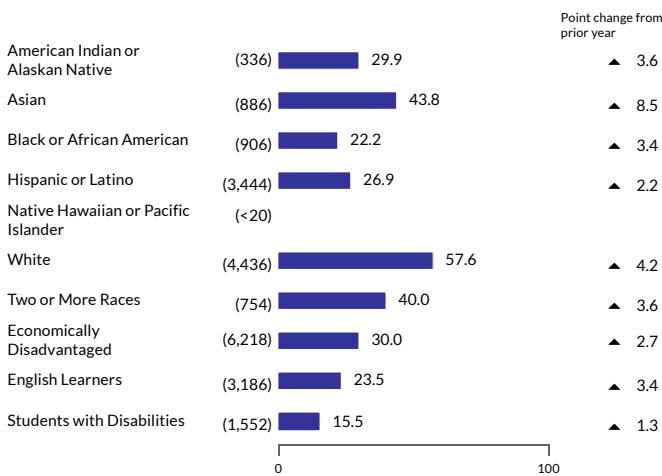
English Language Arts Score: 42.4
Mathematics Score: 41.3



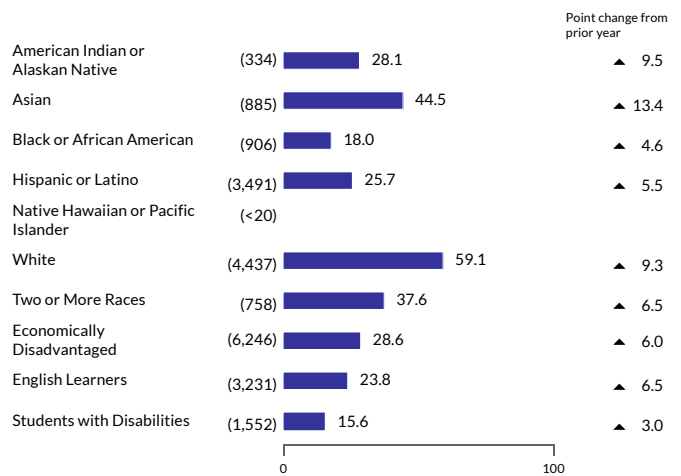
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



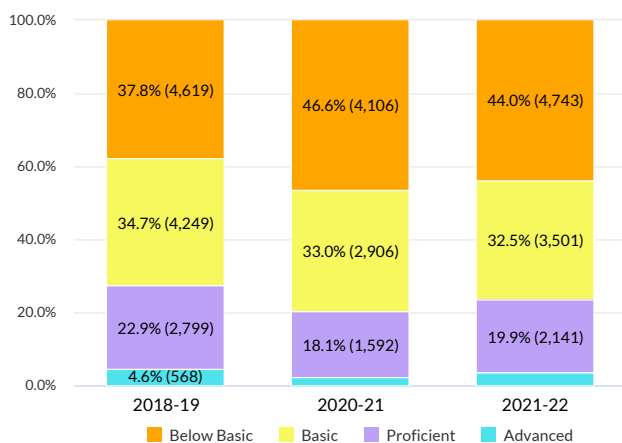
MATHEMATICS



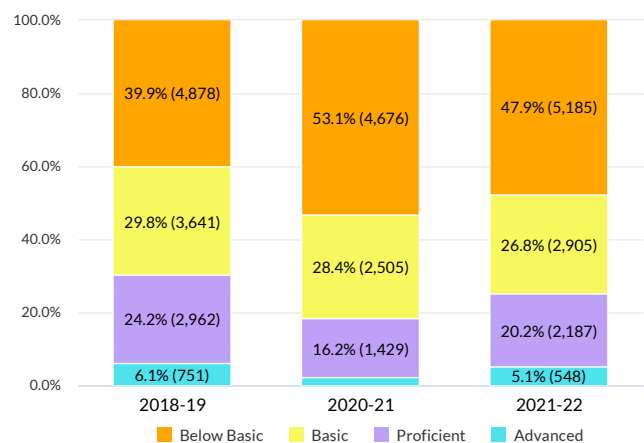
Performance Levels by Year

These graphs show 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, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: American Indian or Alaskan Native
91.2%	84.3%

MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native
91.2%	83.4%

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-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	12,235	4.6%	22.9%	34.7%	37.8%	8,815	2.4%	18.1%	33.0%	46.6%	10,776	3.6%	19.9%	32.5%	44.0%
American Indian or Alaskan Native	451	1.8%	15.1%	29.9%	53.2%	312	1.0%	9.6%	30.4%	59.0%	336	1.2%	11.3%	33.6%	53.9%
Asian	867	4.5%	18.8%	46.5%	30.2%	621	1.9%	12.1%	40.7%	45.2%	886	3.7%	17.8%	40.9%	37.6%
Black or African American	1,050	0.8%	10.0%	27.6%	61.6%	742	0.1%	7.0%	23.2%	69.7%	906	0.7%	7.9%	26.5%	64.9%
Hispanic or Latino	3,542	1.2%	12.3%	34.7%	51.8%	2,761	0.5%	9.3%	29.2%	61.0%	3,444	1.0%	11.1%	28.7%	59.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	5,615	7.9%	33.2%	34.7%	24.3%	3,785	4.5%	28.3%	36.7%	30.5%	4,436	6.5%	30.5%	34.5%	28.4%
Two or More Races	696	3.7%	23.0%	34.5%	38.8%	584	1.5%	18.2%	31.8%	48.5%	754	2.9%	18.2%	34.9%	44.0%
Economically Disadvantaged	7,218	1.7%	14.7%	34.6%	49.0%	5,503	1.0%	10.7%	30.3%	58.0%	6,218	1.3%	12.6%	30.9%	55.2%
English Learners	3,184	0.9%	10.2%	33.8%	55.1%	2,465	0.2%	6.5%	26.6%	66.7%	3,186	0.8%	8.3%	28.1%	62.8%
Students with Disabilities	1,722	0.6%	7.0%	18.6%	73.9%	1,239	0.5%	5.2%	16.5%	77.8%	1,552	0.7%	4.7%	19.4%	75.2%

MATHEMATICS

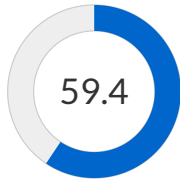
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	12,232	6.1%	24.2%	29.8%	39.9%	8,806	2.2%	16.2%	28.4%	53.1%	10,825	5.1%	20.2%	26.8%	47.9%
American Indian or Alaskan Native	450	1.8%	14.4%	31.3%	52.4%	312	0.6%	7.1%	21.2%	71.2%	334	1.8%	12.0%	26.9%	59.3%
Asian	870	4.9%	24.4%	36.4%	34.3%	620	1.5%	12.3%	33.4%	52.9%	885	4.9%	20.8%	32.8%	41.6%
Black or African American	1,051	1.6%	8.4%	24.8%	65.2%	745	0.5%	4.3%	16.5%	78.7%	906	0.9%	6.7%	19.9%	72.5%
Hispanic or Latino	3,540	1.7%	13.9%	29.7%	54.8%	2,748	0.4%	7.5%	24.3%	67.8%	3,491	1.3%	11.3%	24.9%	62.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	5,610	10.6%	34.5%	29.6%	25.3%	3,785	4.2%	26.4%	34.1%	35.3%	4,437	9.3%	31.2%	28.0%	31.5%
Two or More Races	697	3.6%	23.8%	30.0%	42.6%	586	1.9%	15.5%	25.4%	57.2%	758	4.2%	16.1%	30.3%	49.3%
Economically Disadvantaged	7,224	2.2%	16.1%	30.1%	51.7%	5,491	0.6%	9.0%	25.4%	64.9%	6,246	1.8%	13.0%	25.6%	59.5%
English Learners	3,197	1.4%	13.2%	29.2%	56.2%	2,462	0.2%	5.9%	22.1%	71.8%	3,231	0.9%	10.1%	24.7%	64.3%
Students with Disabilities	1,718	1.1%	6.5%	18.3%	74.2%	1,243	0.3%	4.9%	14.4%	80.4%	1,552	1.2%	6.7%	14.2%	77.9%



GROWTH

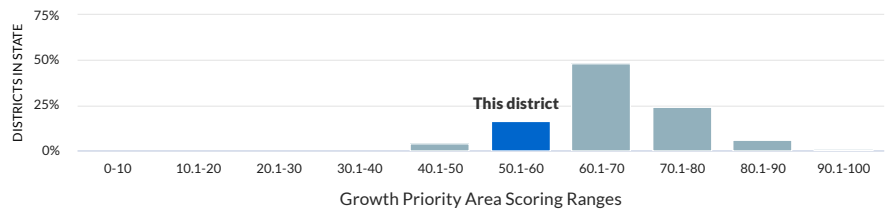
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar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



English Language Arts Score: 54.6
Mathematics Score: 64.1

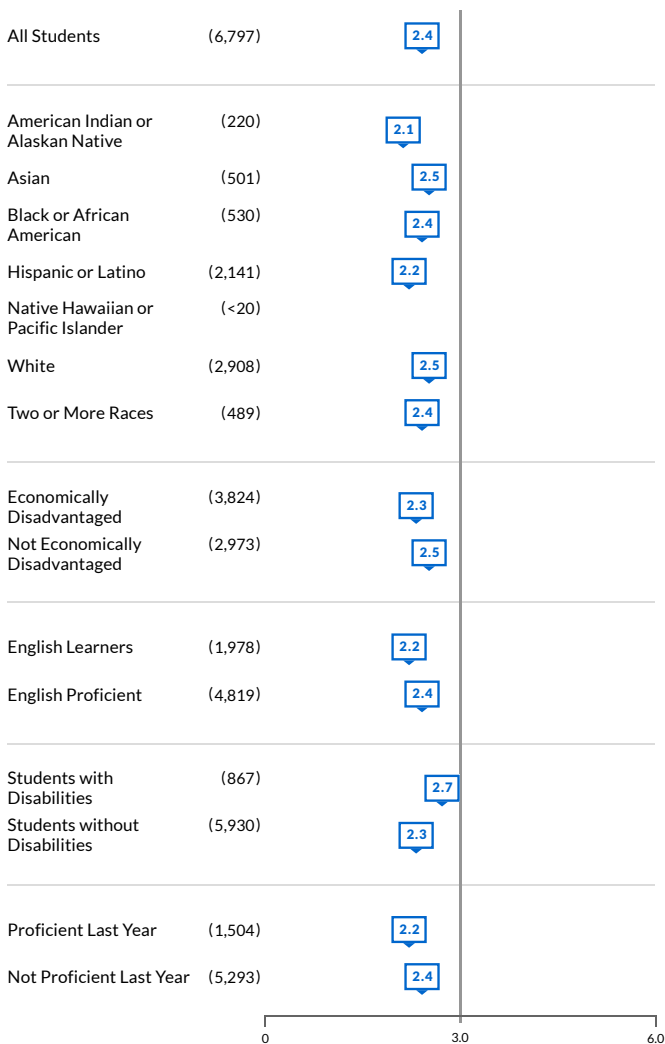
■ This district's score was the same or higher than 20.6% of districts in the state.



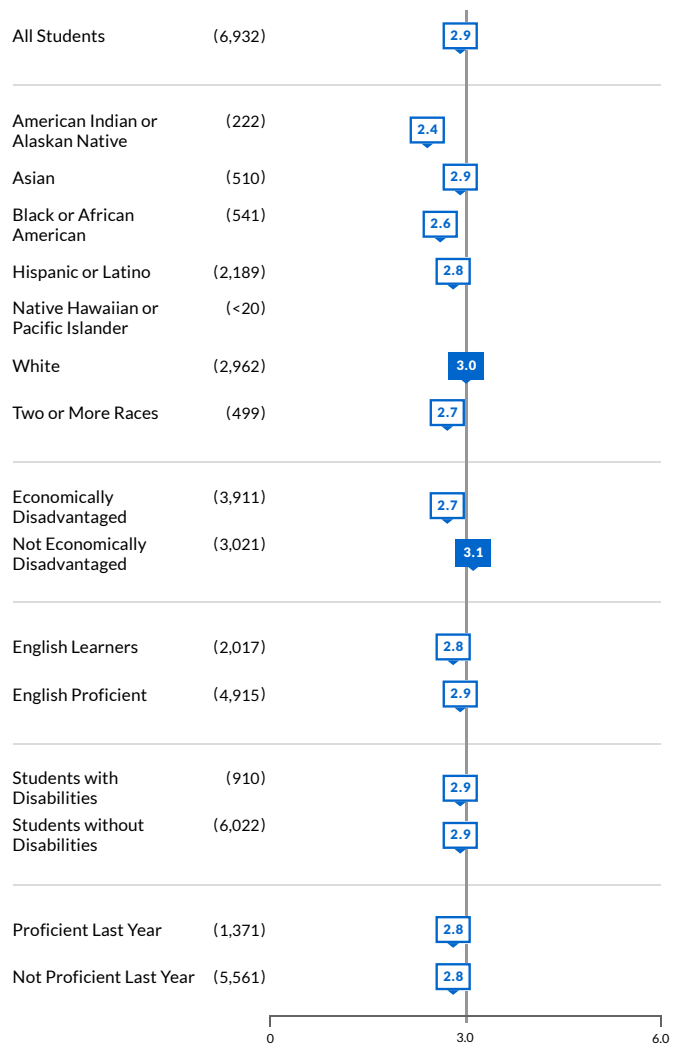
Student Group Value-Added (for information only)

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



MATHEMATICS

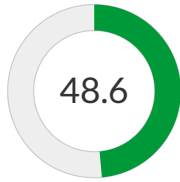




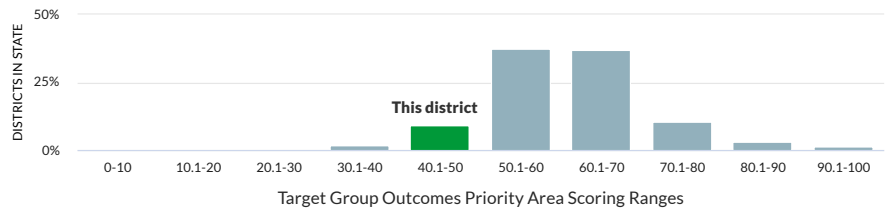
TARGET GROUP OUTCOMES

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



■ This district's score was the same or higher than 8.3% of districts in the state.



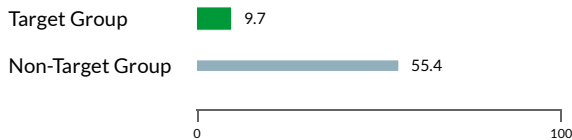
Component Scores

ACHIEVEMENT

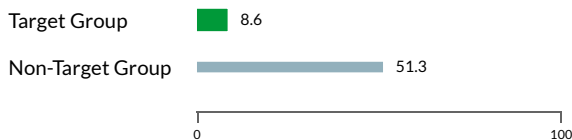
Score: 9.1

Average points-based proficiency rates.

English Language Arts



Mathematics

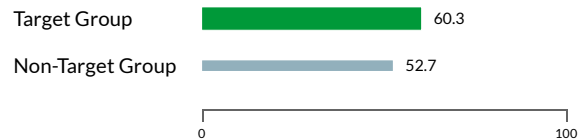


GROWTH

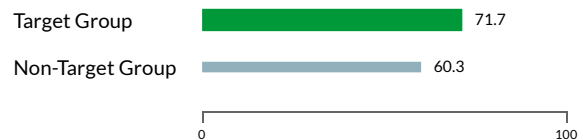
Score: 66.0

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

English Language Arts



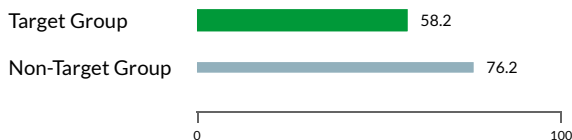
Mathematics



CHRONIC ABSENTEEISM

Score: 58.2

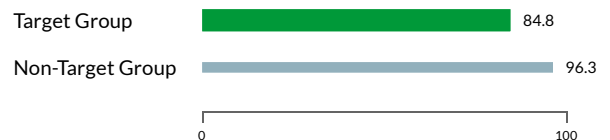
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 84.8

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

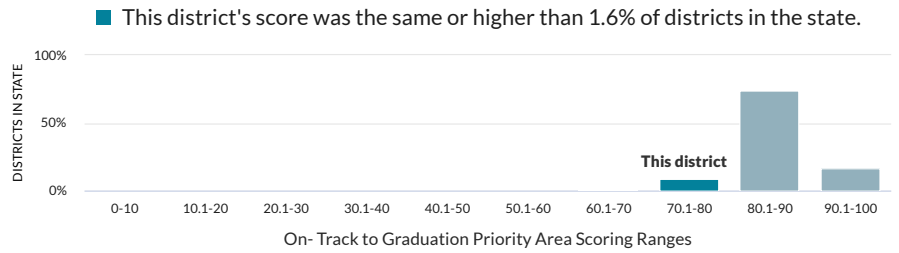
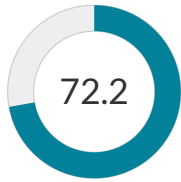




ON-TRACK TO GRADUATION

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

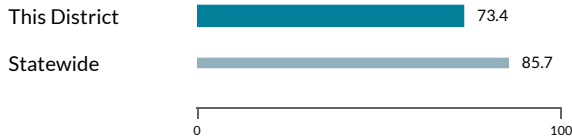


Component Scores

CHRONIC ABSENTEEISM

Score: 73.4

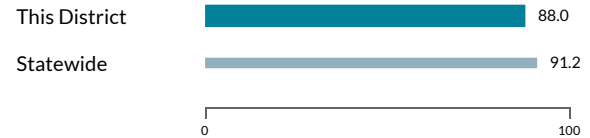
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 88.0

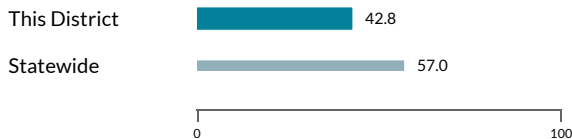
Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 42.8

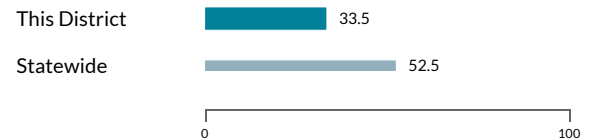
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 33.5

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-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	18,581	19.7%	18,278	19.5%	17,851	37.5%
American Indian or Alaskan Native	689	36.4%	653	37.1%	645	67.8%
Asian	1,374	9.8%	1,376	8.7%	1,432	24.5%
Black or African American	1,648	31.7%	1,627	29.1%	1,610	58.6%
Hispanic or Latino	5,406	26.6%	5,423	24.9%	5,485	48.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	23	47.8%
White	8,305	12.7%	7,982	13.8%	7,408	23.5%
Two or More Races	1,140	22.4%	1,198	22.2%	1,248	45.8%
Economically Disadvantaged	11,294	26.4%	11,029	25.1%	11,570	48.9%
English Learners	4,851	19.5%	4,756	18.1%	4,710	41.5%
Students with Disabilities	2,705	31.0%	2,691	29.7%	2,778	48.4%

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: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	1,442	1,256	87.1%	1,488	1,323	88.9%
American Indian or Alaskan Native	62	49	79.0%	57	44	77.2%
Asian	104	98	94.2%	95	85	89.5%
Black or African American	130	101	77.7%	165	132	80.0%
Hispanic or Latino	423	358	84.6%	380	322	84.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	671	609	90.8%	743	698	93.9%
Two or More Races	52	41	78.8%	48	42	87.5%
Economically Disadvantaged	818	668	81.7%	772	641	83.0%
English Learners	224	184	82.1%	259	209	80.7%
Students with Disabilities	218	148	67.9%	221	181	81.9%



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 district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

District	State
19.8%	19.9%

1,044 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
27.4%	18.6%

1,446 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
5.8%	2.8%

304 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
0.7%	3.4%

35 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
American Indian or Alaskan Native	207	2,799	7.7%	6.5%	12.1%	10.0%	0.5%	1.8%	0.5%	2.4%
Asian	367	9,945	25.9%	28.6%	33.5%	16.9%	9.5%	2.2%	1.4%	1.9%
Black or African American	505	25,104	7.7%	12.2%	18.4%	6.2%	2.0%	0.6%	0.2%	0.9%
Hispanic or Latino	1,572	34,372	9.5%	15.8%	18.8%	13.4%	4.1%	1.9%	0.2%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	2,382	181,931	30.1%	21.7%	36.6%	21.7%	8.0%	3.4%	1.0%	4.2%
Two or More Races	245	9,829	11.4%	15.9%	15.5%	13.7%	1.2%	1.8%	0.4%	1.9%
Economically Disadvantaged	3,156	96,593	9.9%	10.8%	18.4%	12.0%	3.6%	2.1%	0.4%	2.6%
English Learners	1,035	14,562	4.8%	9.7%	15.6%	12.0%	2.5%	1.3%	0.1%	1.3%
Students with Disabilities	849	34,324	3.5%	3.6%	11.4%	9.6%	2.5%	1.9%	0.1%	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 district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
11.0%	23.0%	0.0%	0.3%	14.8%	18.3%	2.7%	1.6%
583 students successfully completed at least one art & design course.		No students successfully completed a dance course.		781 students successfully completed at least one music course.		145 students successfully completed at least one 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
American Indian or Alaskan Native	207	2,799	7.2%	21.5%	0.0%	0.0%	7.7%	12.5%	2.4%	0.5%
Asian	367	9,945	12.3%	20.6%	0.0%	0.3%	13.6%	16.3%	4.4%	0.9%
Black or African American	505	25,104	5.3%	18.7%	0.0%	0.4%	5.7%	8.9%	3.2%	2.5%
Hispanic or Latino	1,572	34,372	10.7%	21.3%	0.0%	0.2%	9.8%	12.1%	1.6%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	2,382	181,931	13.1%	24.2%	0.0%	0.3%	20.8%	21.0%	3.0%	1.5%
Two or More Races	245	9,829	5.7%	21.5%	0.0%	0.2%	14.7%	16.5%	4.5%	1.6%
Economically Disadvantaged	3,156	96,593	9.2%	21.8%	0.0%	0.2%	10.6%	13.6%	2.9%	1.5%
English Learners	1,035	14,562	10.3%	21.6%	0.0%	0.2%	7.5%	9.4%	1.6%	1.1%
Students with Disabilities	849	34,324	7.4%	23.4%	0.0%	0.2%	8.2%	12.0%	4.4%	1.5%

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