



## OVERVIEW

### School Details

Grades : K3-8

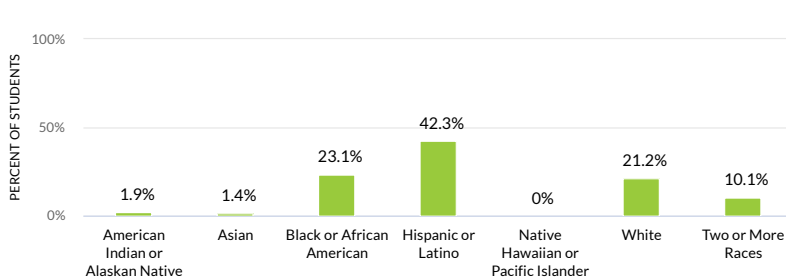
Enrollment : 208

Percent open enrollment : 7.7%

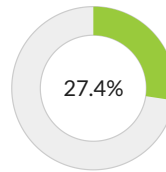
Trowbridge Street School of Great Lakes Studies, located closer to Lake Michigan than any other MPS school, offers families a rigorous academic curriculum with a focus on ecological, Great Lakes, and freshwater studies. The school offers access to the aquaponics lab, butterfly garden, and a perennial rain garden, and it partners with the UWM School of Fresh Water Sciences and the U.S Coast Guard.

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

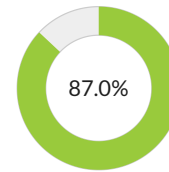
### Student Groups



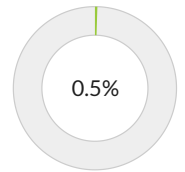
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

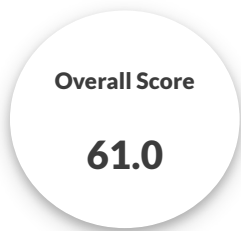


ENGLISH LEARNERS



### Score Summary

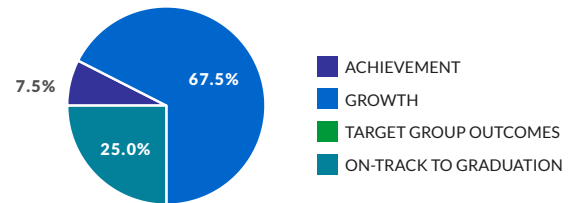
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

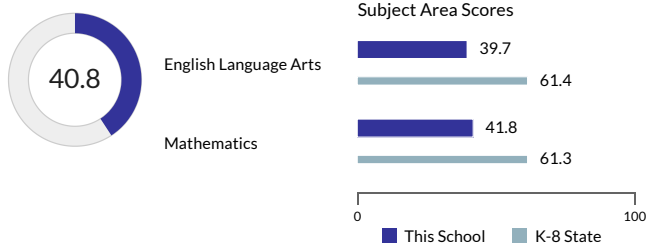


#### PRIORITY AREA WEIGHTS

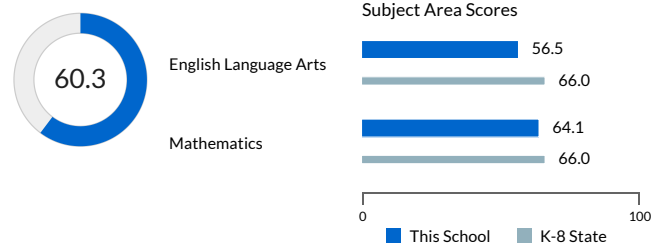


### Priority Area Scores

#### ACHIEVEMENT



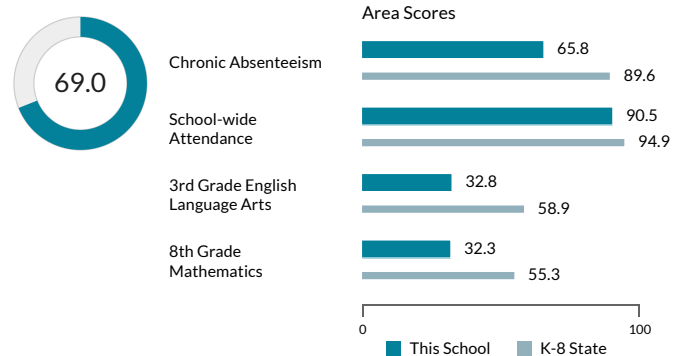
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

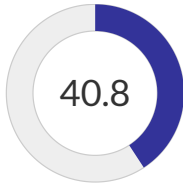




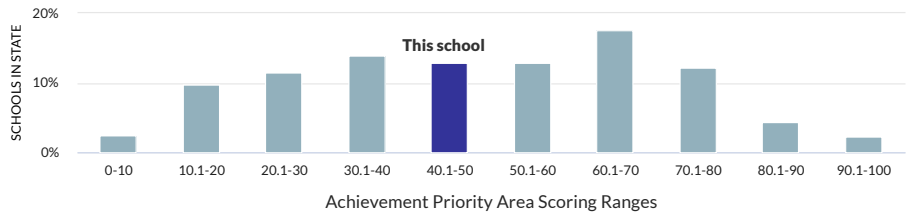
## ACHIEVEMENT

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



■ This school's score was the same or higher than 38.5% of K-8 schools in the state.



English Language Arts Score: 39.7

Mathematics Score: 41.8

## 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

Point change from prior year

Point change from prior year

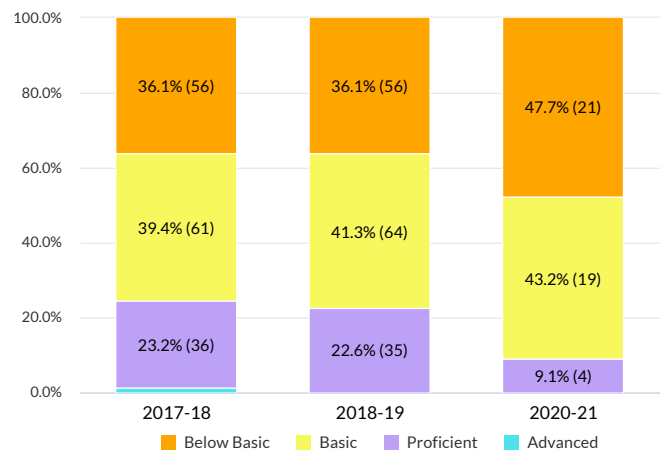
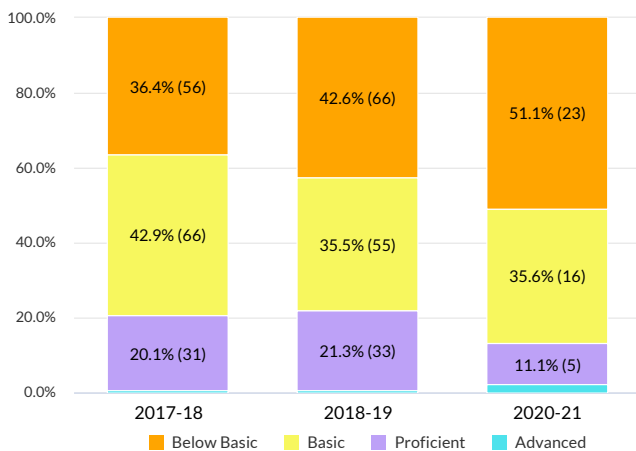


## Performance Levels by Year

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, 2020-21

#### ENGLISH LANGUAGE ARTS

All students: 31.3%  
Lowest-participating group: Students with Disabilities: 16.0%

#### MATHEMATICS

All students: 30.0%  
Lowest-participating group: Students with Disabilities: 16.0%

### 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-8 State           | 383,301        | 8.5%     | 33.5%      | 35.0% | 23.1%       | 381,432        | 7.8%     | 32.7%      | 35.0% | 24.4%       | 326,038        | 6.9%     | 31.0%      | 35.6% | 26.5%       |
| All Students                      | 154            | 0.6%     | 20.1%      | 42.9% | 36.4%       | 155            | 0.6%     | 21.3%      | 35.5% | 42.6%       | 45             | 2.2%     | 11.1%      | 35.6% | 51.1%       |
| American Indian or Alaskan Native | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           |
| Asian                             | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | 0              | NA       | NA         | NA    | NA          |
| Black or African American         | 23             | 0.0%     | 26.1%      | 39.1% | 34.8%       | 32             | 0.0%     | 18.8%      | 31.3% | 50.0%       | < 20           | *        | *          | *     | *           |
| Hispanic or Latino                | 72             | 1.4%     | 18.1%      | 43.1% | 37.5%       | 68             | 0.0%     | 11.8%      | 42.6% | 45.6%       | < 20           | *        | *          | *     | *           |
| White                             | 44             | 0.0%     | 25.0%      | 43.2% | 31.8%       | 39             | 2.6%     | 38.5%      | 25.6% | 33.3%       | < 20           | *        | *          | *     | *           |
| Two or More Races                 | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           |
| Economically Disadvantaged        | 124            | 0.8%     | 15.3%      | 41.9% | 41.9%       | 127            | 0.8%     | 14.2%      | 37.8% | 47.2%       | 37             | 2.7%     | 13.5%      | 29.7% | 54.1%       |
| English Learners                  | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           |
| Students with Disabilities        | 31             | 0.0%     | 9.7%       | 25.8% | 64.5%       | 37             | 0.0%     | 16.2%      | 10.8% | 73.0%       | < 20           | *        | *          | *     | *           |

#### MATHEMATICS

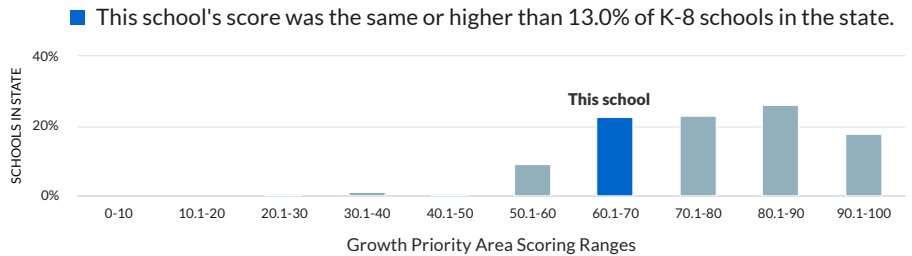
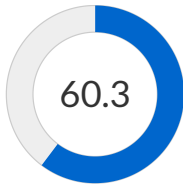
|                                   | 2017-18        |          |            |       |             | 2018-19        |          |            |       |             | 2020-21        |          |            |       |             |
|-----------------------------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|----------------|----------|------------|-------|-------------|
|                                   | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic | Total # Tested | Advanced | Proficient | Basic | Below Basic |
| All Students: K-8 State           | 383,873        | 8.8%     | 34.3%      | 32.3% | 24.7%       | 381,962        | 9.2%     | 33.6%      | 31.8% | 25.4%       | 325,750        | 7.4%     | 30.2%      | 32.6% | 29.8%       |
| All Students                      | 155            | 1.3%     | 23.2%      | 39.4% | 36.1%       | 155            | 0.0%     | 22.6%      | 41.3% | 36.1%       | 44             | 0.0%     | 9.1%       | 43.2% | 47.7%       |
| American Indian or Alaskan Native | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           |
| Asian                             | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | 0              | NA       | NA         | NA    | NA          |
| Black or African American         | 23             | 0.0%     | 34.8%      | 30.4% | 34.8%       | 32             | 0.0%     | 21.9%      | 25.0% | 53.1%       | < 20           | *        | *          | *     | *           |
| Hispanic or Latino                | 73             | 1.4%     | 19.2%      | 43.8% | 35.6%       | 68             | 0.0%     | 10.3%      | 48.5% | 41.2%       | < 20           | *        | *          | *     | *           |
| White                             | 44             | 2.3%     | 25.0%      | 40.9% | 31.8%       | 39             | 0.0%     | 41.0%      | 38.5% | 20.5%       | < 20           | *        | *          | *     | *           |
| Two or More Races                 | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           |
| Economically Disadvantaged        | 125            | 0.0%     | 20.0%      | 39.2% | 40.8%       | 127            | 0.0%     | 18.9%      | 40.2% | 40.9%       | 36             | 0.0%     | 8.3%       | 47.2% | 44.4%       |
| English Learners                  | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           | < 20           | *        | *          | *     | *           |
| Students with Disabilities        | 31             | 0.0%     | 6.5%       | 22.6% | 71.0%       | 37             | 0.0%     | 10.8%      | 8.1%  | 81.1%       | < 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



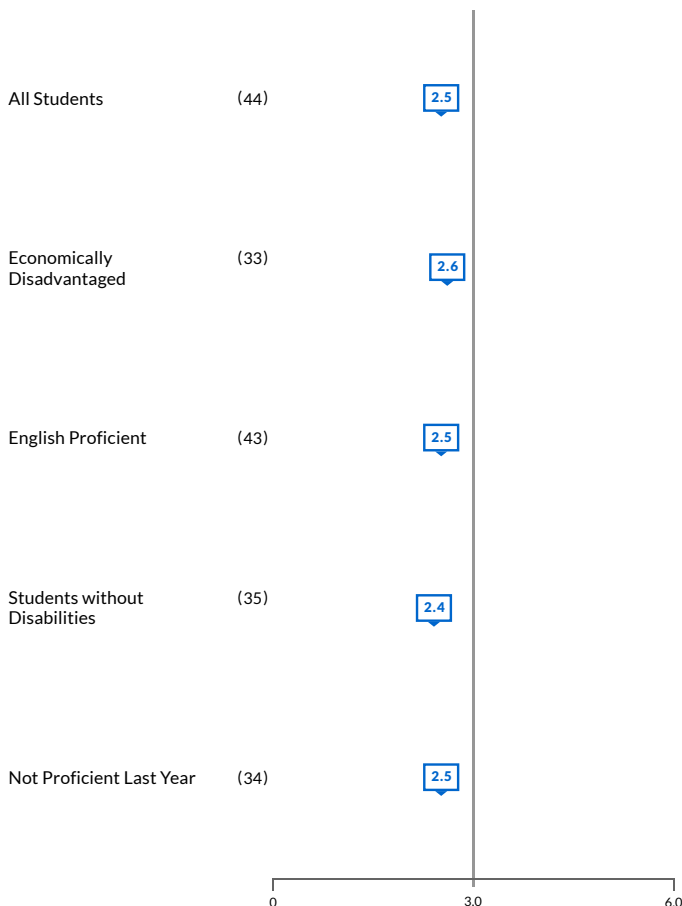
English Language Arts Score: 56.5

Mathematics Score: 64.1

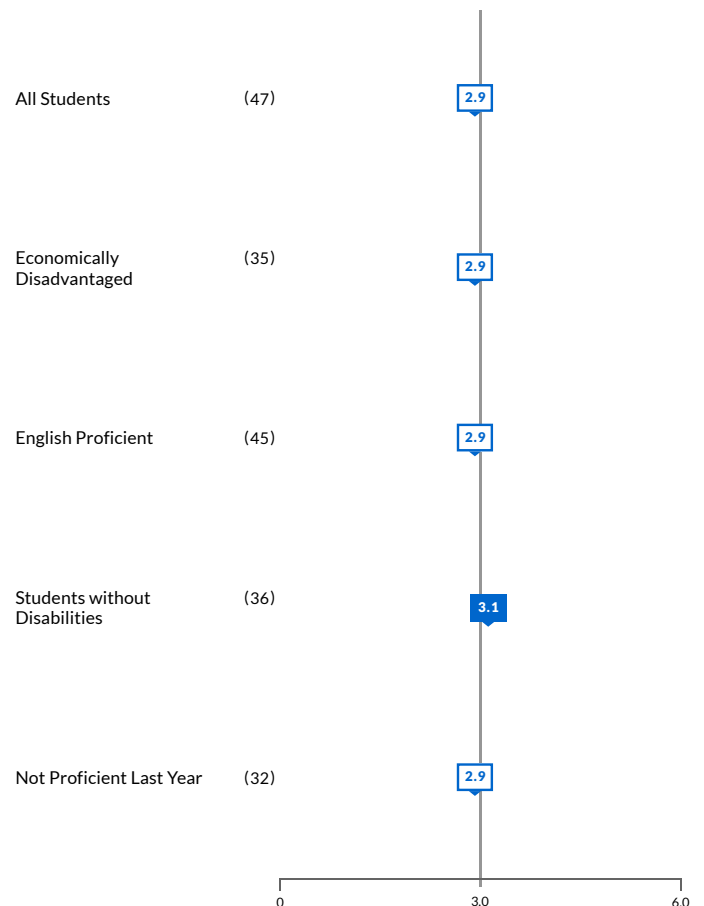
### Student Group Value-Added (for information only)

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





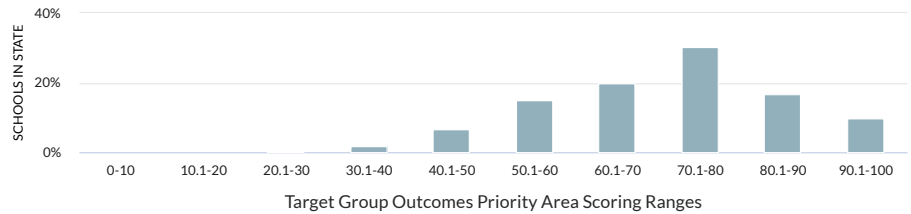
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping 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 is the distribution of scores for K-8 schools in the state.



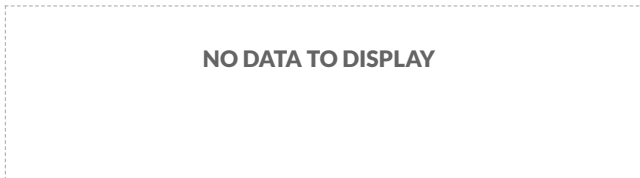
### Component Scores

#### ACHIEVEMENT

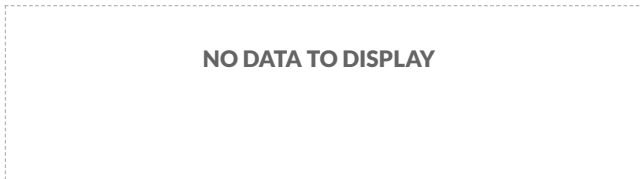
Score: NA

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

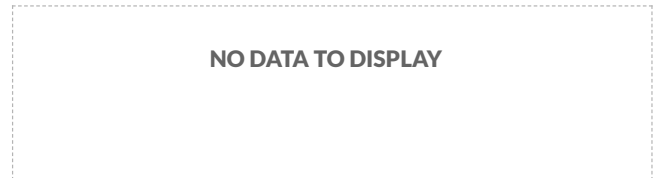


#### GROWTH

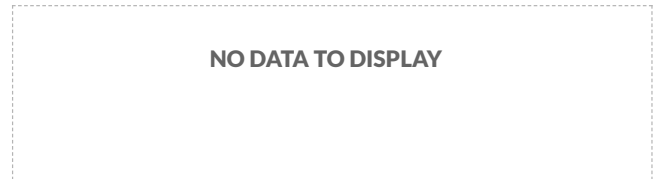
Score: NA

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

##### English Language Arts



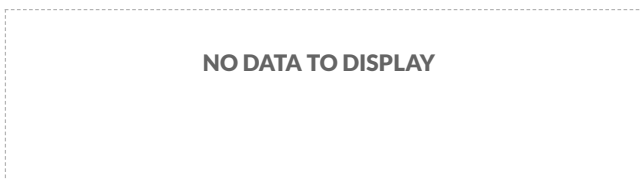
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: NA

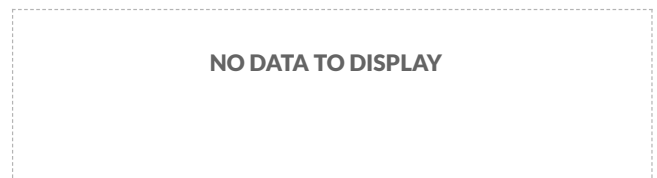
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

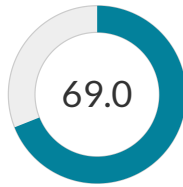




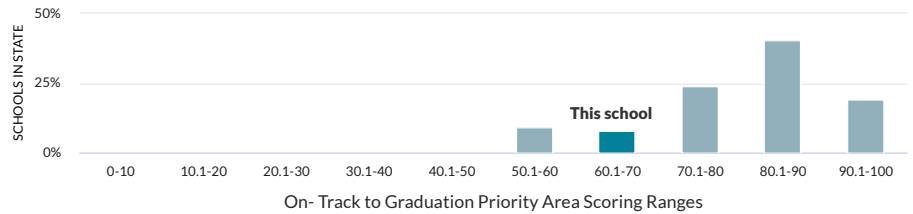
## ON-TRACK TO GRADUATION

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 16.2% of K-8 schools in the state.

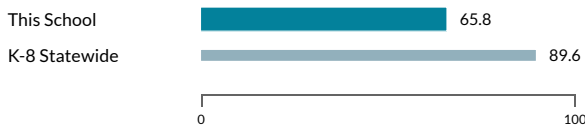


## Component Scores

### CHRONIC ABSENTEEISM

Score: 65.8

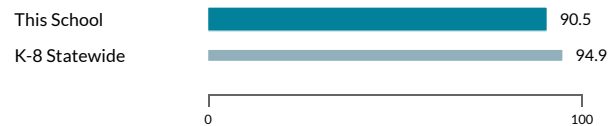
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 90.5

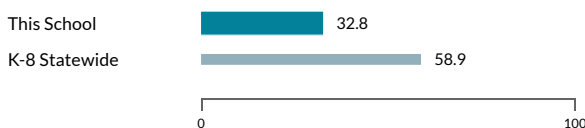
This score is the overall attendance rate for the school in 2019-20.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 32.8

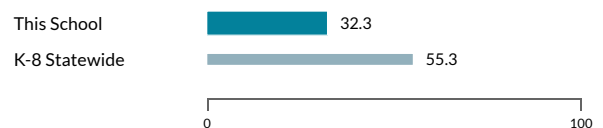
Average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 32.3

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-8 State           | 567,583  | 10.0% | 566,198  | 10.4% | 561,936  | 10.8% |
| All Students                      | 248      | 38.3% | 247      | 39.3% | 212      | 25.9% |
| American Indian or Alaskan Native | < 20     | *     | < 20     | *     | < 20     | *     |
| Asian                             | < 20     | *     | < 20     | *     | < 20     | *     |
| Black or African American         | 45       | 42.2% | 53       | 39.6% | 45       | 31.1% |
| Hispanic or Latino                | 116      | 35.3% | 100      | 40.0% | 88       | 26.1% |
| White                             | 65       | 35.4% | 67       | 34.3% | 49       | 18.4% |
| Two or More Races                 | < 20     | *     | 20       | 50.0% | 20       | 30.0% |
| Economically Disadvantaged        | 208      | 43.3% | 190      | 45.3% | 180      | 28.3% |
| English Learners                  | < 20     | *     | < 20     | *     | < 20     | *     |
| Students with Disabilities        | 61       | 47.5% | 66       | 53.0% | 66       | 27.3% |

### 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.

This school does not have a 12th grade

