



OVERVIEW

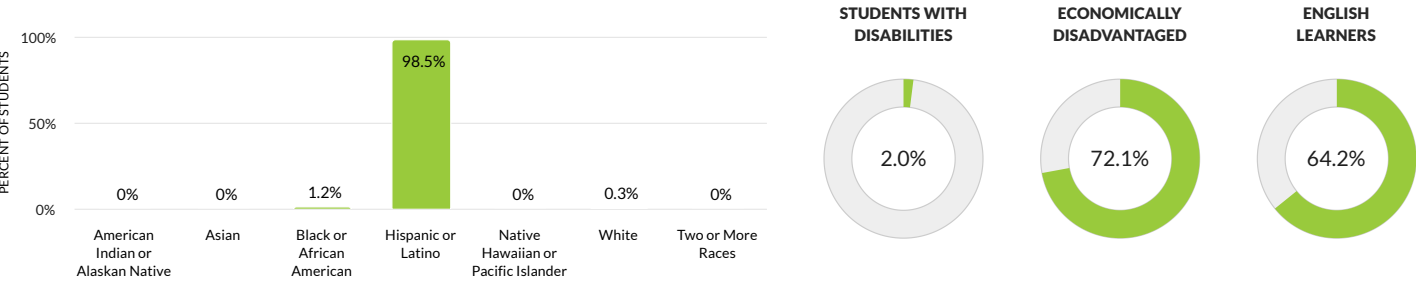
School Details

Grades : K4-8
Enrollment : 344
Percent Choice : 98%

Prince of Peace School is a member of the Seton Family of Catholic Schools. Seton schools serve students in parish neighborhood schools throughout Milwaukee in a warm and welcoming environment. As Catholic schools, we infuse faith into our curriculum. Our academic focus utilizes data to track student performance and creates individualized learning plans to help each student achieve success.

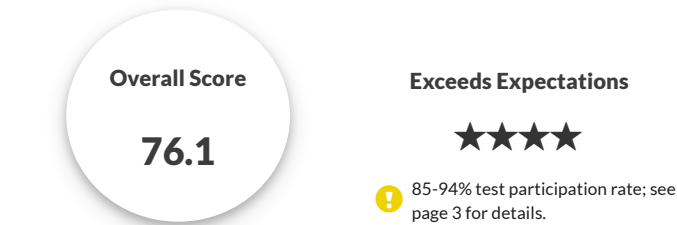
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

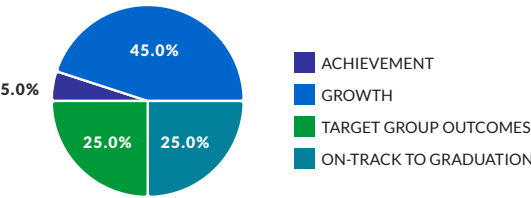


Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

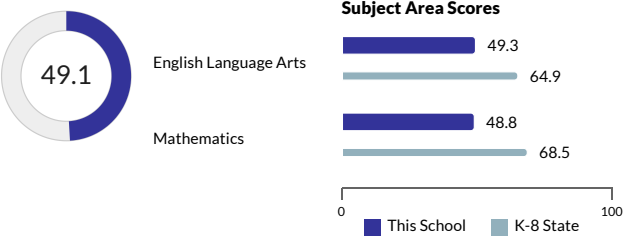


PRIORITY AREA WEIGHTS

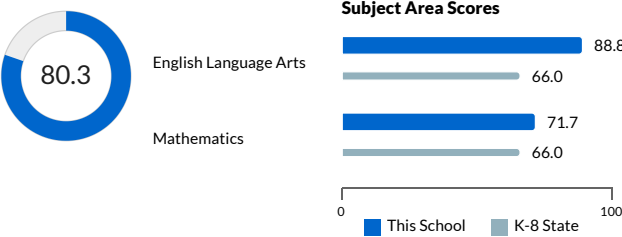


Priority Area Scores

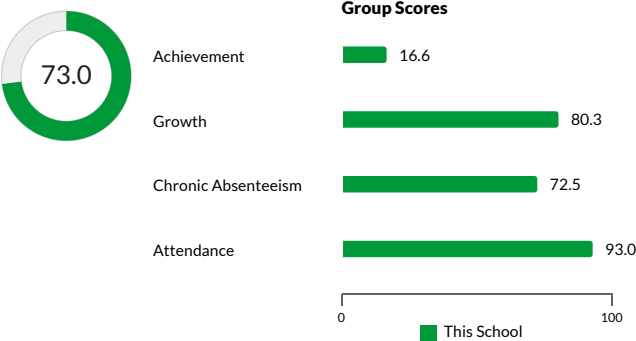
ACHIEVEMENT



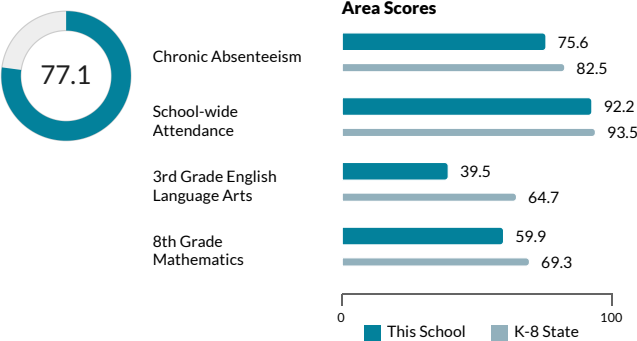
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

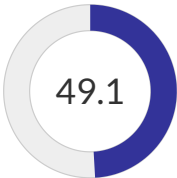




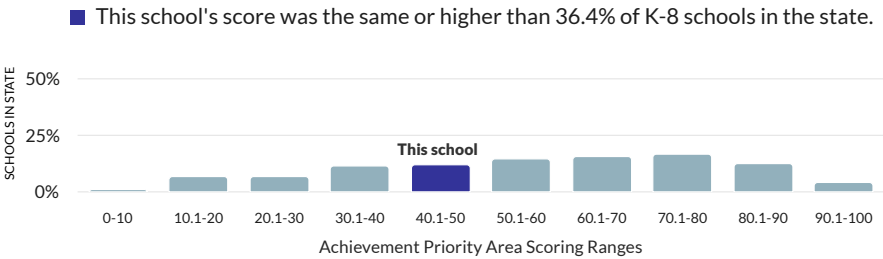
ACHIEVEMENT

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

Priority Area Score



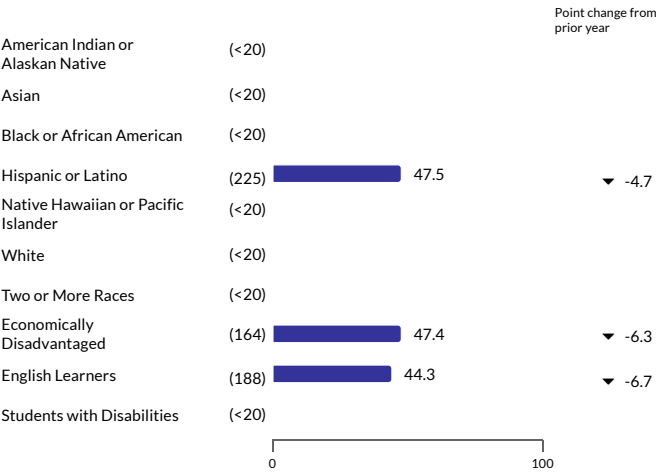
English Language Arts Score: 49.3
Mathematics Score: 48.8



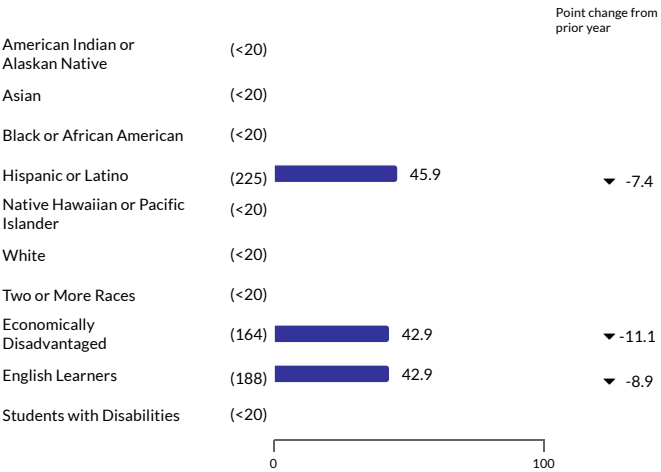
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



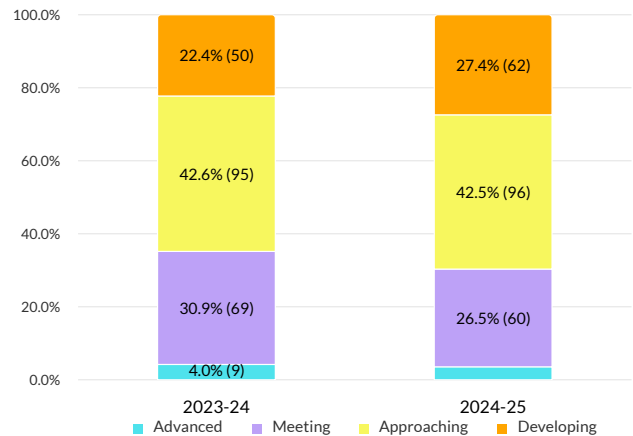
MATHEMATICS



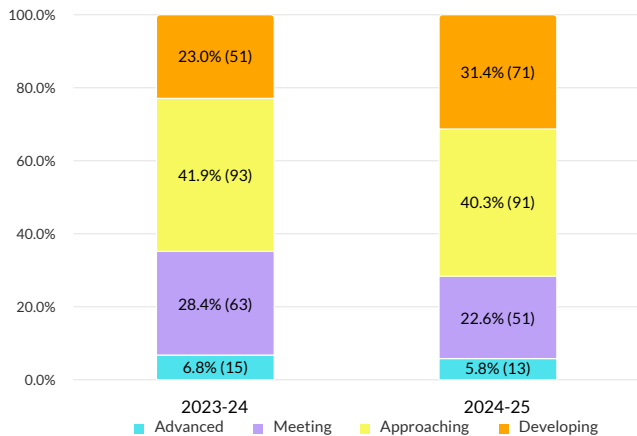
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
91.5%	91.3%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
91.5%	91.3%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,585	11.5%	40.1%	30.2%	18.2%	353,627	12.1%	39.6%	29.9%	18.3%
All Students	223	4.0%	30.9%	42.6%	22.4%	226	3.5%	26.5%	42.5%	27.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	220	4.1%	31.4%	41.8%	22.7%	225	3.6%	26.7%	42.2%	27.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	189	4.8%	30.7%	44.4%	20.1%	164	4.3%	25.0%	43.3%	27.4%
English Learners	185	3.2%	29.7%	44.9%	22.2%	188	1.6%	26.6%	41.0%	30.9%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

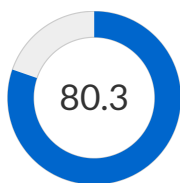
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,319	19.6%	33.7%	26.3%	20.3%	353,429	20.8%	31.9%	28.0%	19.3%
All Students	222	6.8%	28.4%	41.9%	23.0%	226	5.8%	22.6%	40.3%	31.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	219	6.8%	28.3%	42.0%	22.8%	225	5.8%	22.7%	40.0%	31.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	188	6.9%	28.7%	42.6%	21.8%	164	4.9%	20.1%	40.9%	34.1%
English Learners	184	5.4%	28.3%	42.9%	23.4%	188	4.8%	21.3%	38.8%	35.1%
Students with Disabilities	<20	*	*	*	*	<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.

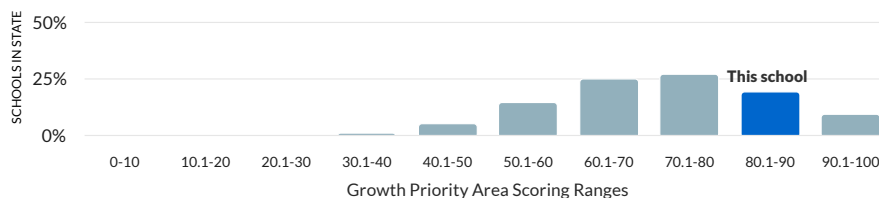
Priority Area Score



English Language Arts Score: 88.8

Mathematics Score: 71.7

■ This school's score was the same or higher than 73.9% of K-8 schools 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

All Students	(170)	4.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(169)	4.2
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(132)	4.3
Not Economically Disadvantaged	(38)	3.3
English Learners	(140)	4.2
English Proficient	(30)	4.3
Students with Disabilities	(<20)	
Students without Disabilities	(167)	4.2
Proficient Last Year	(52)	4.3
Not Proficient Last Year	(118)	4.2

MATHEMATICS

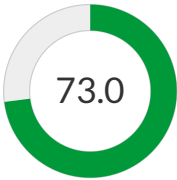
All Students	(170)	3.3
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(169)	3.3
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(132)	3.3
Not Economically Disadvantaged	(38)	3.3
English Learners	(140)	3.3
English Proficient	(30)	3.5
Students with Disabilities	(<20)	
Students without Disabilities	(167)	3.3
Proficient Last Year	(52)	3.4
Not Proficient Last Year	(118)	3.3



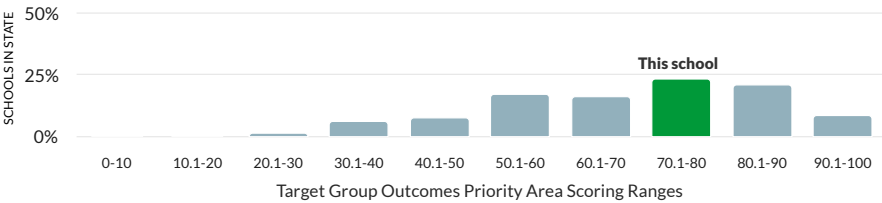
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 52.9% of K-8 schools in the state.



Component Scores

ACHIEVEMENT Score: 16.6

Average points-based proficiency rates.

English Language Arts

Target Group 18.7

Non-Target Group 64.8

Mathematics

Target Group 14.4

Non-Target Group 59.0

GROWTH Score: 80.3

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

English Language Arts

Target Group 90.7

Non-Target Group 88.8

Mathematics

Target Group 69.8

Non-Target Group 71.7

CHRONIC ABSENTEEISM Score: 72.5

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.

Target Group 72.5

Non-Target Group 79.8

ATTENDANCE Score: 93.0

This score is the overall attendance rate for the target group in 2023-24.

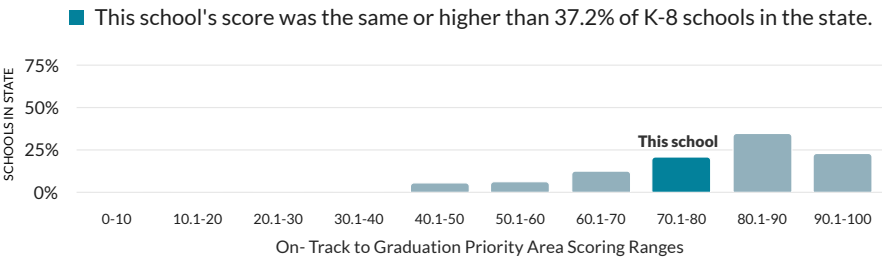
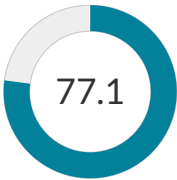
Target Group 93.0

Non-Target Group 93.0

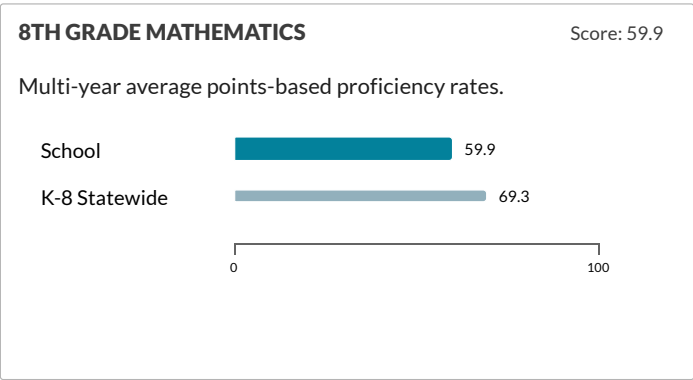
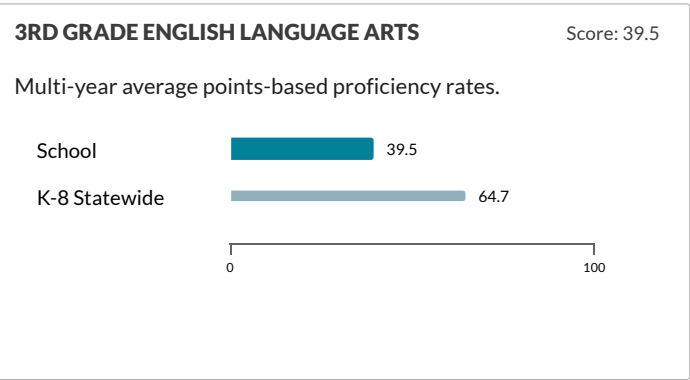
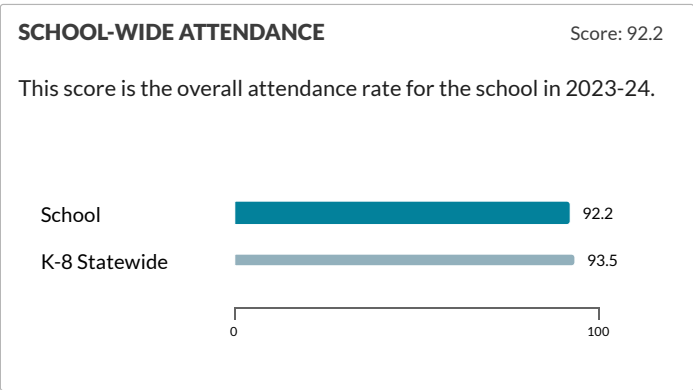
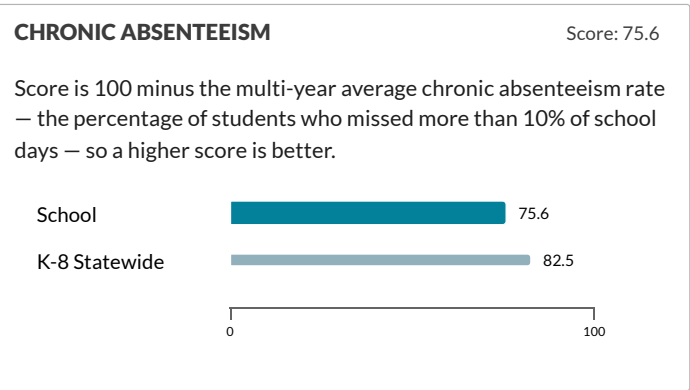
ON-TRACK TO GRADUATION

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



3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

Category	Percentage
School	25.7%
Statewide	50.3%

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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	544,944	21.0%	542,619	17.3%	539,627	15.3%
All Students	352	27.6%	343	21.0%	354	25.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	348	27.3%	335	20.0%	350	24.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	351	27.6%	342	21.1%	304	27.0%
English Learners	243	23.5%	253	19.4%	247	21.9%
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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