



OVERVIEW

School Details

Grades : 9-12

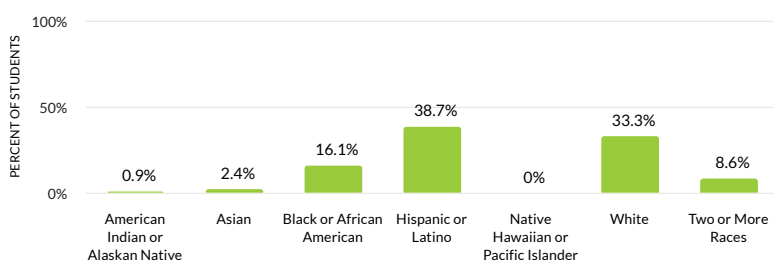
Enrollment : 1,032

Percent open enrollment : 11%

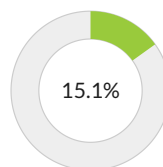
At West Allis Central High School we are an inclusive community that respects safety, diversity and risk-taking of all learners in order to empower students to live life on their own terms after high school. This is a very exciting time for our teachers, leaders, students, and families as we ensure all students receive high quality grade level instruction.

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

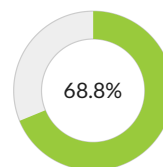
Student Groups



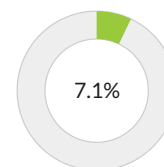
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

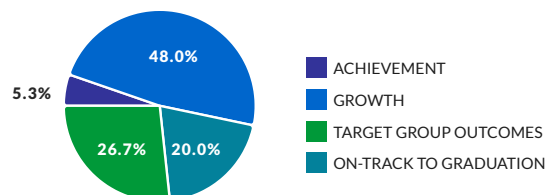
Overall Score

63.5

Meets Expectations

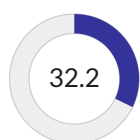


PRIORITY AREA WEIGHTS



Priority Area Scores

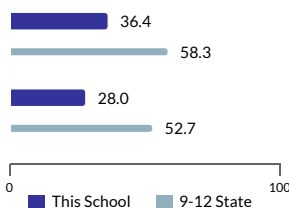
ACHIEVEMENT



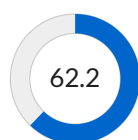
English Language Arts

Mathematics

Subject Area Scores



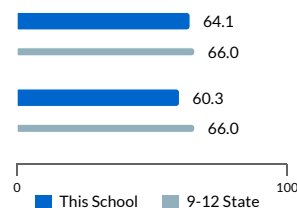
GROWTH



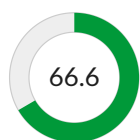
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



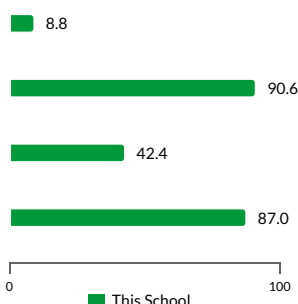
Achievement

Growth

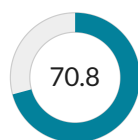
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



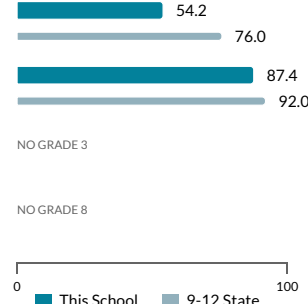
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

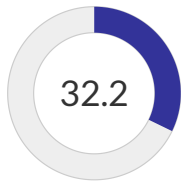




ACHIEVEMENT

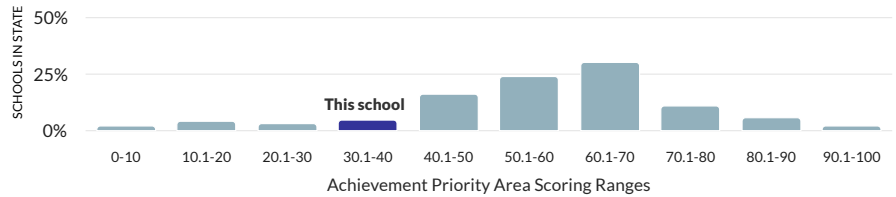
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 36.4
Mathematics Score: 28.0

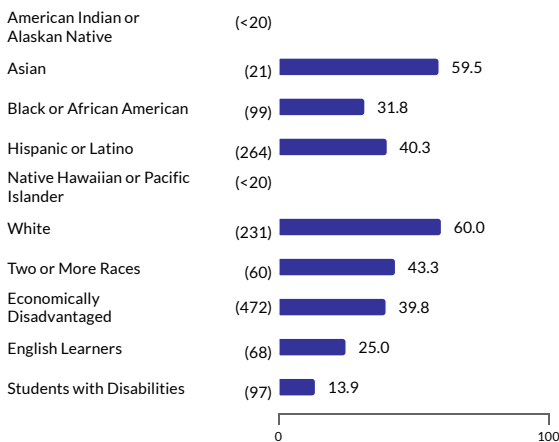
■ This school's score was the same or higher than 9.5% of 9-12 schools in the state.



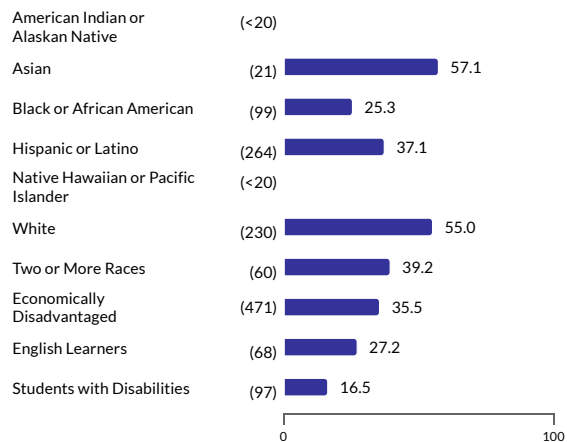
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



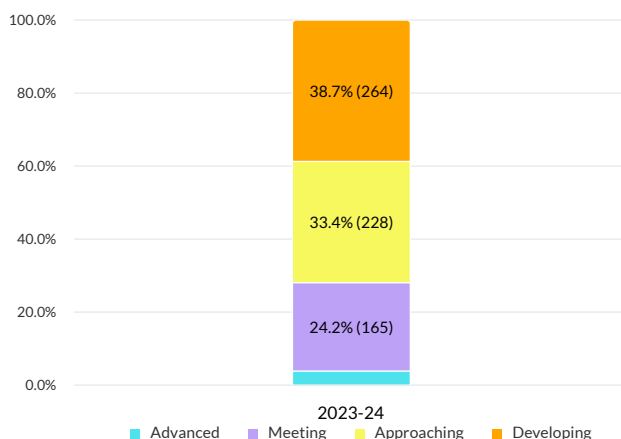
MATHEMATICS



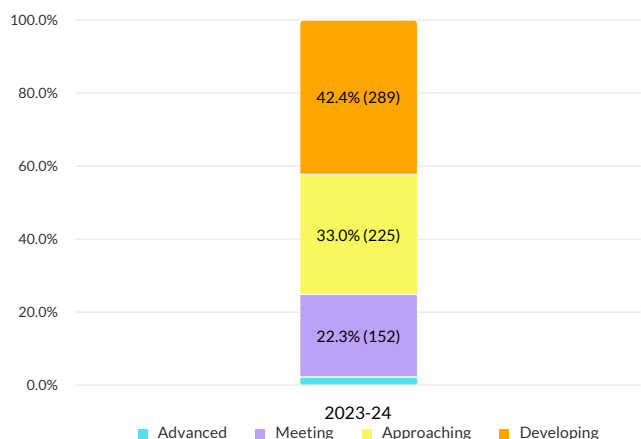
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
93.0%	84.4%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
93.1%	85.2%

Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	619	2.6%	14.2%	25.5%	57.7%	621	3.4%	21.7%	32.4%	42.5%	682	3.7%	24.2%	33.4%	38.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	21	4.8%	38.1%	28.6%	28.6%
Black or African American	95	0.0%	8.4%	26.3%	65.3%	95	0.0%	9.5%	26.3%	64.2%	99	1.0%	12.1%	36.4%	50.5%
Hispanic or Latino	233	1.3%	9.9%	20.2%	68.7%	224	2.7%	18.3%	36.2%	42.9%	264	1.9%	20.5%	34.1%	43.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	223	4.9%	21.5%	31.8%	41.7%	228	5.7%	29.4%	31.6%	33.3%	231	6.9%	33.3%	32.5%	27.3%
Two or More Races	50	2.0%	12.0%	18.0%	68.0%	53	1.9%	22.6%	34.0%	41.5%	60	3.3%	21.7%	33.3%	41.7%
Economically Disadvantaged	408	0.7%	10.3%	23.8%	65.2%	409	1.7%	16.1%	34.7%	47.4%	472	2.1%	18.6%	36.0%	43.2%
English Learners	36	0.0%	2.8%	11.1%	86.1%	53	0.0%	7.5%	32.1%	60.4%	68	0.0%	8.8%	32.4%	58.8%
Students with Disabilities	94	2.1%	1.1%	3.2%	93.6%	89	1.1%	2.2%	25.8%	70.8%	97	0.0%	2.1%	23.7%	74.2%

MATHEMATICS

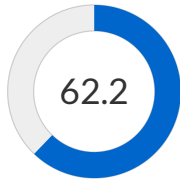
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	632	3.2%	10.3%	17.1%	69.5%	625	3.0%	11.0%	28.5%	57.4%	681	2.2%	22.3%	33.0%	42.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	21	0.0%	38.1%	38.1%	23.8%
Black or African American	94	0.0%	4.3%	13.8%	81.9%	95	1.1%	2.1%	23.2%	73.7%	99	1.0%	11.1%	25.3%	62.6%
Hispanic or Latino	239	2.5%	5.0%	14.6%	77.8%	226	1.8%	8.8%	27.4%	61.9%	264	0.4%	19.7%	33.7%	46.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	228	5.7%	16.2%	23.2%	54.8%	229	6.1%	16.6%	30.1%	47.2%	230	5.7%	30.0%	33.0%	31.3%
Two or More Races	54	0.0%	16.7%	9.3%	74.1%	54	0.0%	9.3%	31.5%	59.3%	60	0.0%	18.3%	41.7%	40.0%
Economically Disadvantaged	420	1.7%	7.4%	13.3%	77.6%	412	1.7%	7.0%	27.2%	64.1%	471	0.8%	17.0%	34.4%	47.8%
English Learners	37	0.0%	0.0%	5.4%	94.6%	54	0.0%	3.7%	20.4%	75.9%	68	0.0%	10.3%	33.8%	55.9%
Students with Disabilities	96	0.0%	3.1%	5.2%	91.7%	90	0.0%	3.3%	16.7%	80.0%	97	0.0%	4.1%	24.7%	71.1%



GROWTH

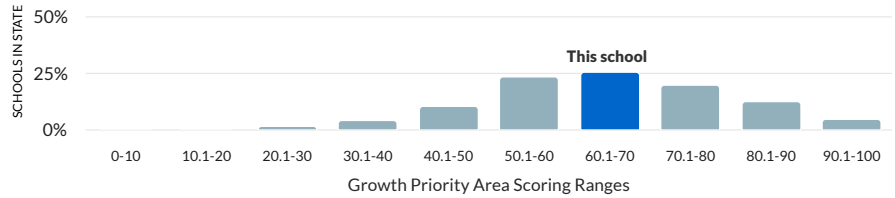
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 64.1
Mathematics Score: 60.3

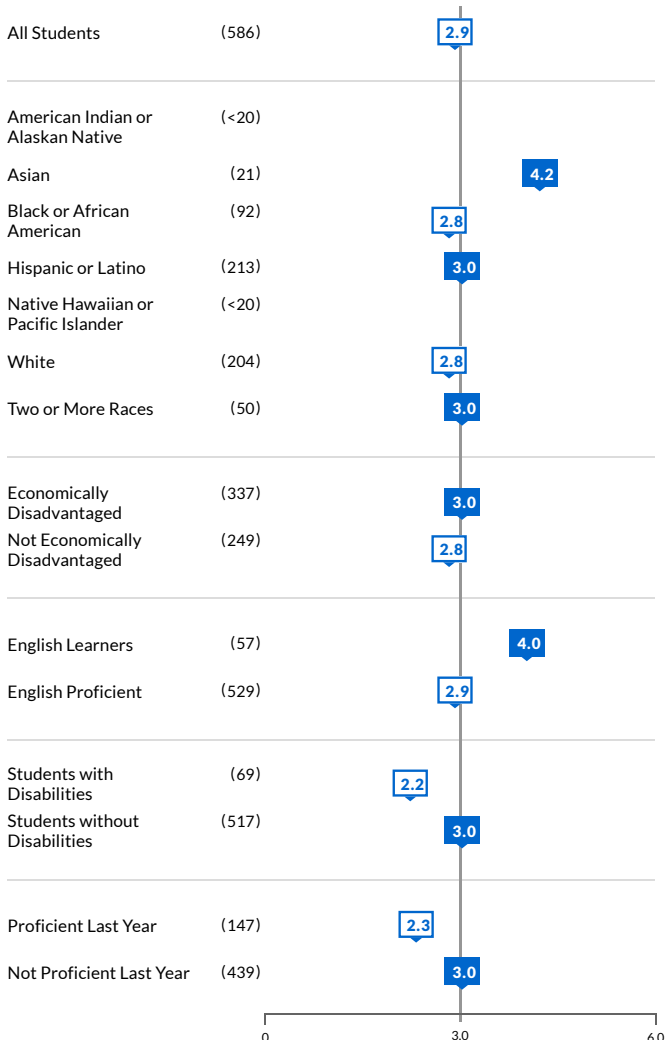
■ This school's score was the same or higher than 48.3% of 9-12 schools in the state.



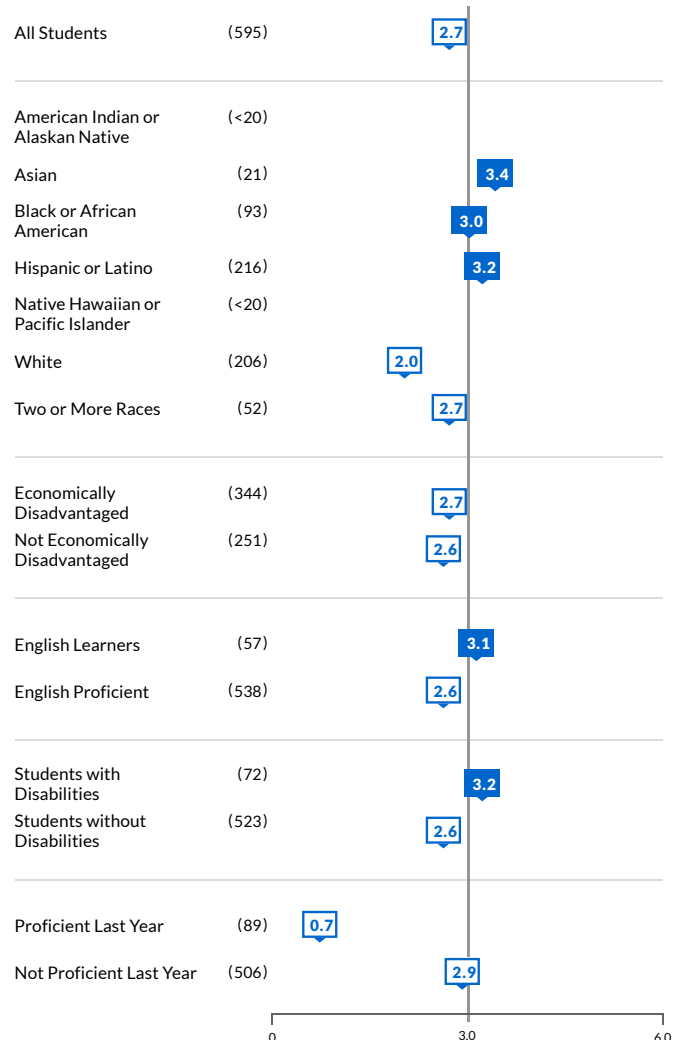
Student Group Value-Added (for information only)

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



MATHEMATICS

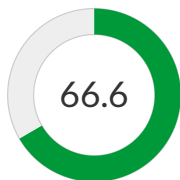




TARGET GROUP OUTCOMES

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 76.7% of 9-12 schools in the state.



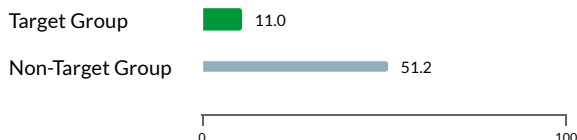
Component Scores

ACHIEVEMENT

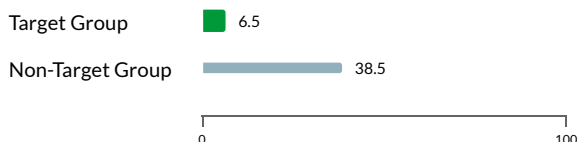
Score: 8.8

Average points-based proficiency rates.

English Language Arts



Mathematics

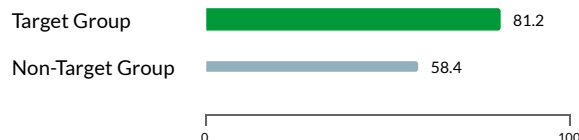


GROWTH

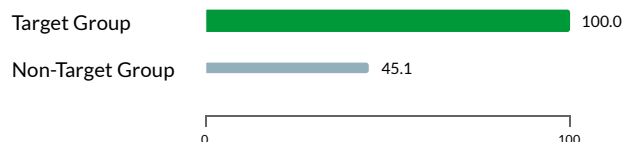
Score: 90.6

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

English Language Arts



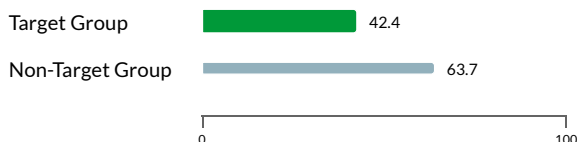
Mathematics



CHRONIC ABSENTEEISM

Score: 42.4

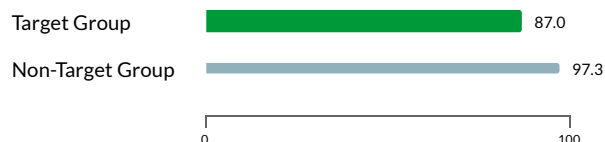
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.0

Average of 2022-23's 4- and 7-year cohort rates.

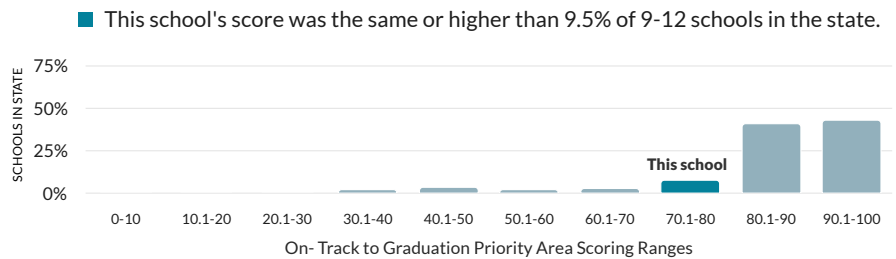
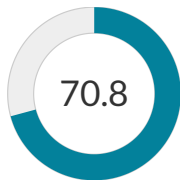




ON-TRACK TO GRADUATION

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

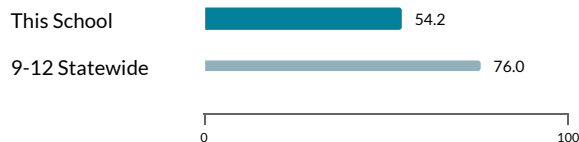


Component Scores

CHRONIC ABSENTEEISM

Score: 54.2

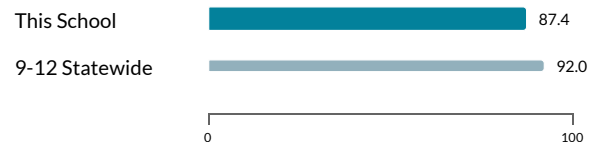
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.4

Average of 2022-23'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: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,034	48.4%	1,003	45.3%	952	44.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	21	38.1%	<20	*	24	12.5%
Black or African American	164	62.8%	163	59.5%	145	57.2%
Hispanic or Latino	355	52.1%	367	50.7%	369	50.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	391	37.3%	358	33.0%	332	34.3%
Two or More Races	88	53.4%	89	51.7%	76	40.8%
Economically Disadvantaged	555	62.5%	689	53.7%	633	51.7%
English Learners	40	42.5%	59	42.4%	74	45.9%
Students with Disabilities	175	46.9%	154	42.9%	148	43.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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: 9-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	213	170	79.8%	214	203	94.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	38	25	65.8%	31	26	83.9%
Hispanic or Latino	81	63	77.8%	53	49	92.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	75	65	86.7%	105	103	98.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	137	105	76.6%	124	115	92.7%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	29	20	69.0%	30	27	90.0%



POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(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

161 (16.9%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
16.9%	21.1%

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

DUAL ENROLLMENT

School	State
0.0%	25.7%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	4.7%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	8.5%

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
All Students	952	266,777	16.9%	21.1%	0.0%	25.7%	0.0%	4.7%	0.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	24	10,367	25.0%	33.4%	0.0%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	145	24,969	12.4%	13.7%	0.0%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	369	37,682	11.4%	17.6%	0.0%	18.9%	0.0%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	332	179,306	24.7%	22.5%	0.0%	29.9%	0.0%	5.7%	0.0%	10.4%
Two or More Races	76	11,456	15.8%	18.9%	0.0%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	633	104,283	12.8%	12.3%	0.0%	18.5%	0.0%	3.0%	0.0%	6.1%
English Learners	74	19,116	8.1%	13.9%	0.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	148	33,777	2.7%	4.4%	0.0%	15.0%	0.0%	2.3%	0.0%	6.5%



ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(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

344 (36.1%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
24.9%	29.1%	0.0%	0.5%	13.9%	19.2%	0.7%	2.2%
237 students successfully completed at least one art & design course.		No students successfully completed a dance course.		132 students successfully completed at least one music course.		7 students successfully completed at least one 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
All Students	952	266,777	24.9%	29.1%	0.0%	0.5%	13.9%	19.2%	0.7%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	24	10,367	25.0%	30.3%	0.0%	0.4%	16.7%	19.9%	0.0%	1.6%
Black or African American	145	24,969	23.4%	28.5%	0.0%	0.7%	11.0%	11.7%	0.7%	2.8%
Hispanic or Latino	369	37,682	26.3%	29.1%	0.0%	0.3%	9.8%	13.3%	0.5%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	332	179,306	23.8%	29.1%	0.0%	0.5%	18.7%	21.7%	0.9%	2.2%
Two or More Races	76	11,456	27.6%	28.8%	0.0%	0.5%	18.4%	17.8%	1.3%	2.6%
Economically Disadvantaged	633	104,283	25.0%	29.9%	0.0%	0.4%	11.5%	15.4%	0.5%	2.1%
English Learners	74	19,116	29.7%	30.9%	0.0%	0.4%	8.1%	11.8%	0.0%	1.6%
Students with Disabilities	148	33,777	23.6%	30.9%	0.0%	0.5%	9.5%	14.4%	0.0%	2.4%

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