



OVERVIEW

School Details

Grades : 9-12

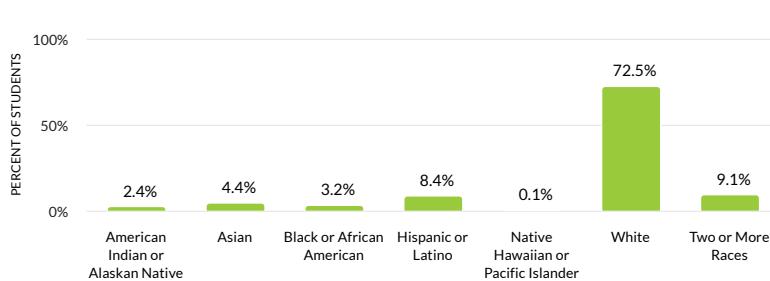
Enrollment : 1,004

Percent open enrollment : 39%

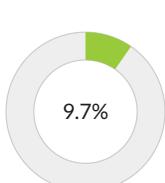
The AHS learning community provides a safe and caring environment that inspires all students to achieve their full potential. With block schedule, opportunities for remediation and extension, multiple co-curricular activities, dedicated staff, and a supportive community, AHS is committed to helping all students learn at high levels.

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

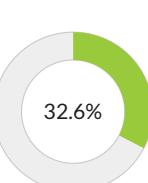
Student Groups



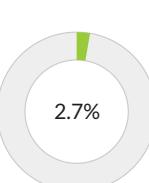
STUDENTS WITH DISABILITIES



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>.

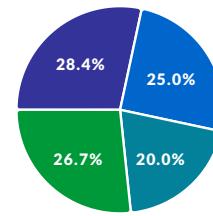
Overall Score

60.9

Meets Expectations

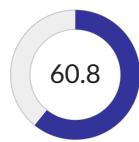


PRIORITY AREA WEIGHTS



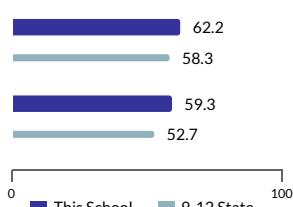
Priority Area Scores

ACHIEVEMENT



English Language Arts
Mathematics

Subject Area Scores

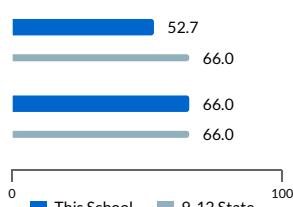


GROWTH



English Language Arts
Mathematics

Subject Area Scores

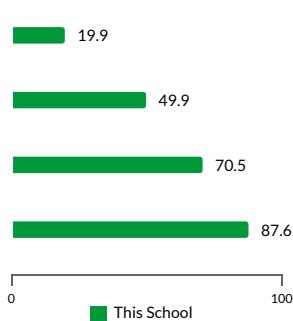


TARGET GROUP OUTCOMES



Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

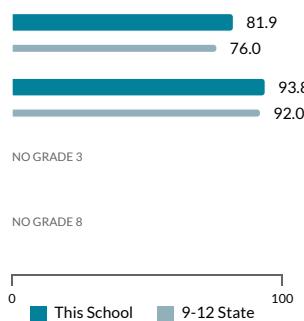


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

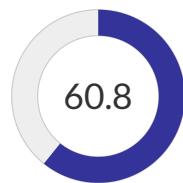




ACHIEVEMENT

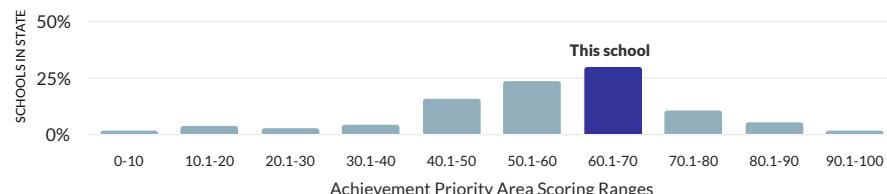
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 62.2
Mathematics Score: 59.3

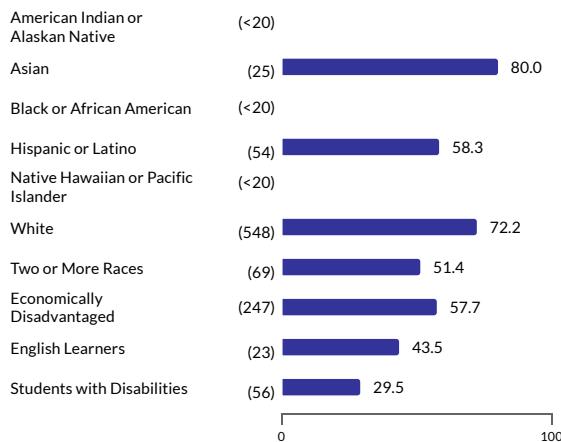
■ This school's score was the same or higher than 54.5% of 9-12 schools in the state.



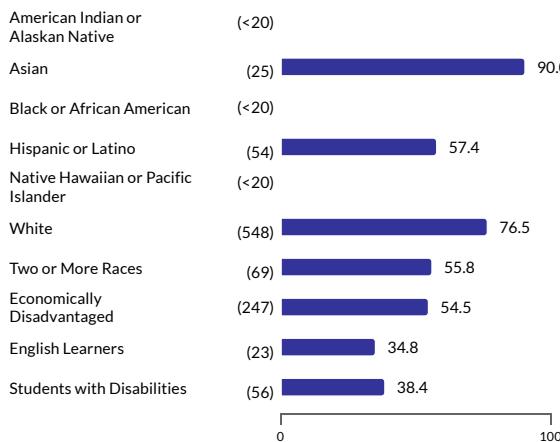
Student Group Achievement, 2023-24 (for information only)

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



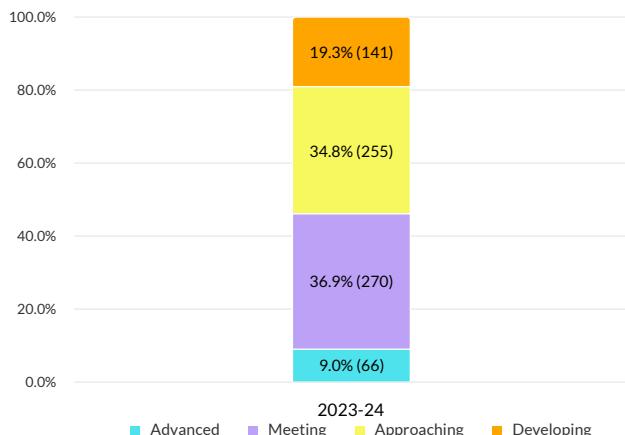
MATHEMATICS



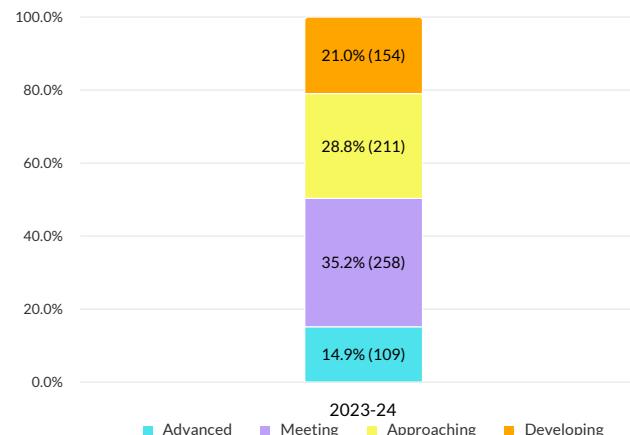
Performance Levels by Year

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
98.9%	92.2%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.9%	92.2%

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				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	697	5.7%	32.9%	37.9%	23.5%	693	8.1%	35.1%	38.5%	18.3%	732	9.0%	36.9%	34.8%	19.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	24	8.3%	45.8%	33.3%	12.5%	27	18.5%	25.9%	48.1%	7.4%	25	16.0%	36.0%	40.0%	8.0%
Black or African American	22	0.0%	18.2%	22.7%	59.1%	20	5.0%	10.0%	35.0%	50.0%	<20	*	*	*	*
Hispanic or Latino	50	0.0%	28.0%	38.0%	34.0%	53	0.0%	45.3%	24.5%	30.2%	54	3.7%	35.2%	35.2%	25.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	534	6.2%	34.6%	38.8%	20.4%	517	8.9%	36.4%	39.1%	15.7%	548	10.4%	40.5%	32.1%	17.0%
Two or More Races	55	5.5%	25.5%	36.4%	32.7%	60	5.0%	33.3%	38.3%	23.3%	69	4.3%	21.7%	46.4%	27.5%
Economically Disadvantaged	224	1.3%	20.5%	43.8%	34.4%	218	4.1%	28.4%	40.8%	26.6%	247	5.7%	30.4%	37.7%	26.3%
English Learners	23	0.0%	21.7%	47.8%	30.4%	29	0.0%	6.9%	44.8%	48.3%	23	4.3%	13.0%	47.8%	34.8%
Students with Disabilities	70	0.0%	4.3%	24.3%	71.4%	58	1.7%	15.5%	34.5%	48.3%	56	1.8%	14.3%	25.0%	58.9%

MATHEMATICS

	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	697	16.2%	21.8%	31.6%	30.4%	693	13.9%	20.6%	32.9%	32.6%	732	14.9%	35.2%	28.8%	21.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	24	25.0%	20.8%	33.3%	20.8%	27	29.6%	11.1%	22.2%	37.0%	25	32.0%	24.0%	36.0%	8.0%
Black or African American	22	9.1%	4.5%	22.7%	63.6%	20	0.0%	15.0%	15.0%	70.0%	<20	*	*	*	*
Hispanic or Latino	50	14.0%	12.0%	28.0%	46.0%	53	7.5%	20.8%	20.8%	50.9%	54	5.6%	33.3%	31.5%	29.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	534	16.9%	24.2%	32.0%	27.0%	517	14.7%	22.4%	34.6%	28.2%	548	17.3%	37.0%	26.8%	18.8%
Two or More Races	55	10.9%	20.0%	30.9%	38.2%	60	11.7%	16.7%	40.0%	31.7%	69	4.3%	31.9%	34.8%	29.0%
Economically Disadvantaged	224	7.1%	16.1%	34.8%	42.0%	218	4.6%	16.1%	31.7%	47.7%	247	4.9%	31.6%	31.2%	32.4%
English Learners	23	4.3%	8.7%	39.1%	47.8%	29	0.0%	10.3%	20.7%	69.0%	23	4.3%	13.0%	30.4%	52.2%
Students with Disabilities	70	0.0%	7.1%	15.7%	77.1%	58	3.4%	6.9%	13.8%	75.9%	56	7.1%	17.9%	19.6%	55.4%



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: 52.7
Mathematics Score: 66.0

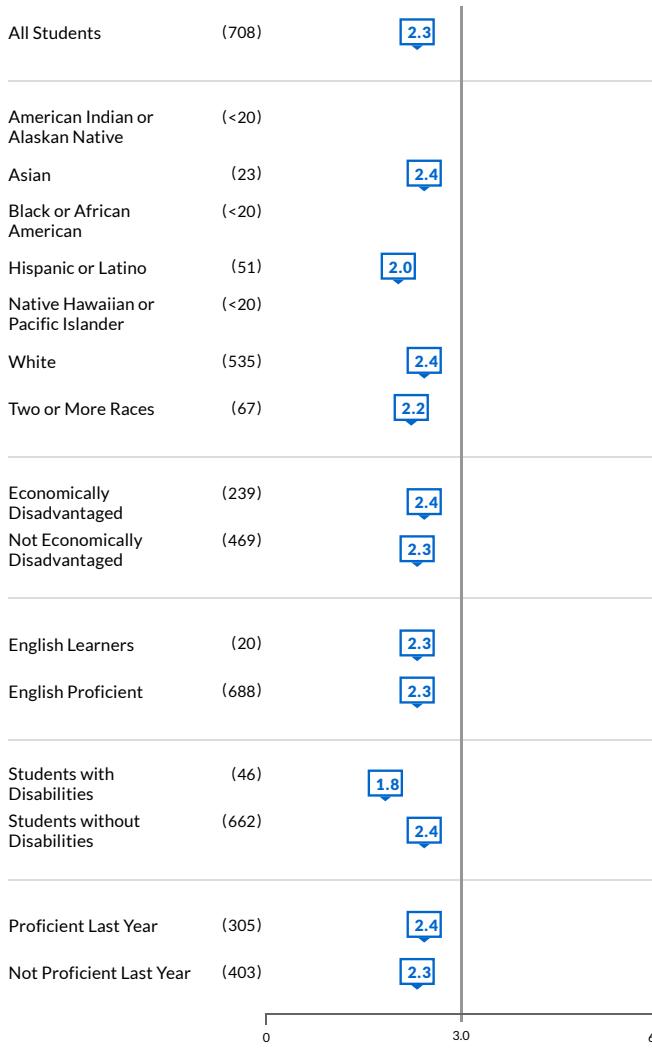
■ This school's score was the same or higher than 39.2% of 9-12 schools in the state.



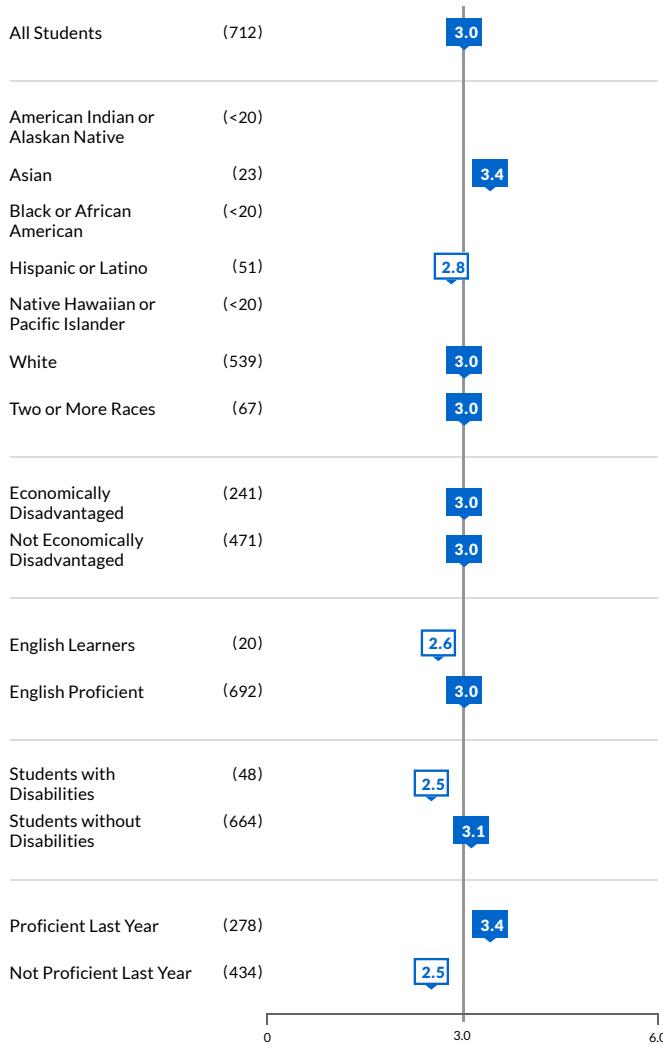
Student Group Value-Added (for information only)

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

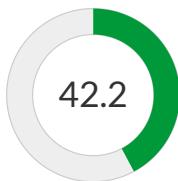




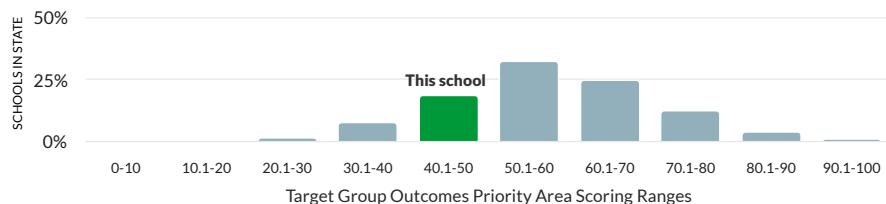
TARGET GROUP OUTCOMES

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 11.3% of 9-12 schools in the state.

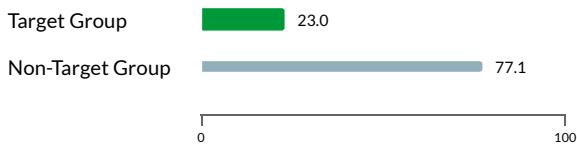


Component Scores

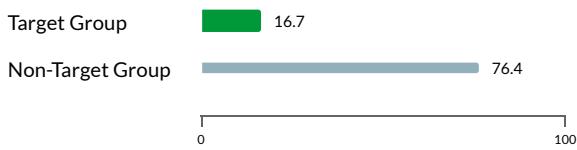
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

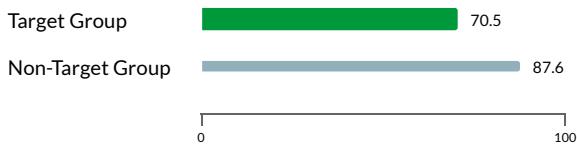


Mathematics



CHRONIC ABSENTEEISM

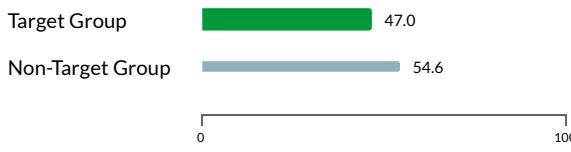
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



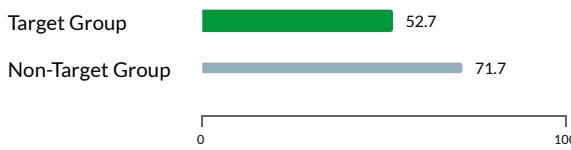
GROWTH

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

English Language Arts

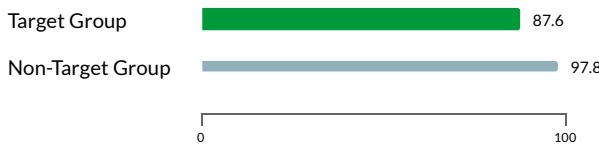


Mathematics



GRADUATION

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

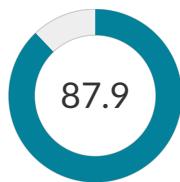




ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 41.4% of 9-12 schools in the state.

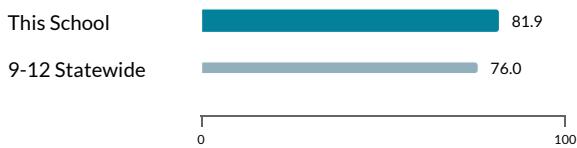


Component Scores

CHRONIC ABSENTEEISM

Score: 81.9

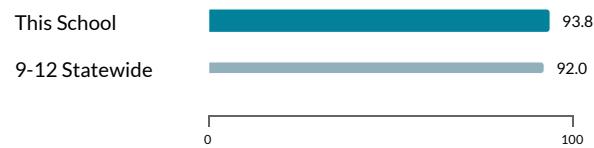
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.8

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	964	12.0%	1,012	22.3%	970	18.4%
American Indian or Alaskan Native	20	25.0%	20	40.0%	22	45.5%
Asian	36	8.3%	36	8.3%	32	9.4%
Black or African American	36	25.0%	39	48.7%	36	36.1%
Hispanic or Latino	83	14.5%	83	21.7%	79	20.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	709	9.4%	747	19.9%	722	15.2%
Two or More Races	80	25.0%	86	33.7%	78	33.3%
Economically Disadvantaged	305	24.3%	324	32.4%	322	32.6%
English Learners	28	25.0%	34	20.6%	41	34.1%
Students with Disabilities	114	23.7%	117	31.6%	113	34.5%

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	222	204	91.9%	232	222	95.7%
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	177	164	92.7%	188	181	96.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	69	60	87.0%	64	58	90.6%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	33	21	63.6%	<20	*	*



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

488 (50.3%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
24.6%	21.1%	31.5%	25.7%	3.0%	4.7%	3.7%	8.5%
239 students successfully completed at least one Advanced Placement or International Baccalaureate course.		306 students successfully completed at least one dual enrollment course.		29 students earned at least one industry-recognized credential.		36 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	970	266,777	24.6%	21.1%	31.5%	25.7%	3.0%	4.7%	3.7%	8.5%
American Indian or Alaskan Native	22	2,718	13.6%	7.0%	27.3%	18.0%	0.0%	1.7%	0.0%	5.0%
Asian	32	10,367	43.8%	33.4%	31.3%	26.6%	3.1%	3.7%	3.1%	5.6%
Black or African American	36	24,969	11.1%	13.7%	25.0%	8.7%	0.0%	1.3%	2.8%	2.7%
Hispanic or Latino	79	37,682	13.9%	17.6%	39.2%	18.9%	7.6%	3.4%	1.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	722	179,306	26.9%	22.5%	31.4%	29.9%	2.9%	5.7%	4.6%	10.4%
Two or More Races	78	11,456	16.7%	18.9%	29.5%	21.0%	1.3%	3.4%	0.0%	5.8%
Economically Disadvantaged	322	104,283	14.9%	12.3%	31.7%	18.5%	2.2%	3.0%	3.1%	6.1%
English Learners	41	19,116	7.3%	13.9%	34.1%	17.0%	9.8%	2.5%	0.0%	3.6%
Students with Disabilities	113	33,777	5.3%	4.4%	32.7%	15.0%	2.7%	2.3%	6.2%	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

528 (54.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
40.3%	29.1%	0.0%	0.5%	22.0%	19.2%	2.3%	2.2%
391 students successfully completed at least one art & design course.		No students successfully completed a dance course.		213 students successfully completed at least one music course.		22 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	970	266,777	40.3%	29.1%	0.0%	0.5%	22.0%	19.2%	2.3%	2.2%
American Indian or Alaskan Native	22	2,718	50.0%	33.1%	0.0%	0.2%	18.2%	15.0%	4.5%	1.1%
Asian	32	10,367	34.4%	30.3%	0.0%	0.4%	34.4%	19.9%	0.0%	1.6%
Black or African American	36	24,969	38.9%	28.5%	0.0%	0.7%	13.9%	11.7%	0.0%	2.8%
Hispanic or Latino	79	37,682	46.8%	29.1%	0.0%	0.3%	22.8%	13.3%	1.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	722	179,306	39.6%	29.1%	0.0%	0.5%	22.7%	21.7%	2.5%	2.2%
Two or More Races	78	11,456	39.7%	28.8%	0.0%	0.5%	14.1%	17.8%	2.6%	2.6%
Economically Disadvantaged	322	104,283	46.3%	29.9%	0.0%	0.4%	20.2%	15.4%	2.8%	2.1%
English Learners	41	19,116	39.0%	30.9%	0.0%	0.4%	12.2%	11.8%	0.0%	1.6%
Students with Disabilities	113	33,777	38.9%	30.9%	0.0%	0.5%	15.0%	14.4%	0.0%	2.4%

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