



OVERVIEW

School Details

Grades : 9-12

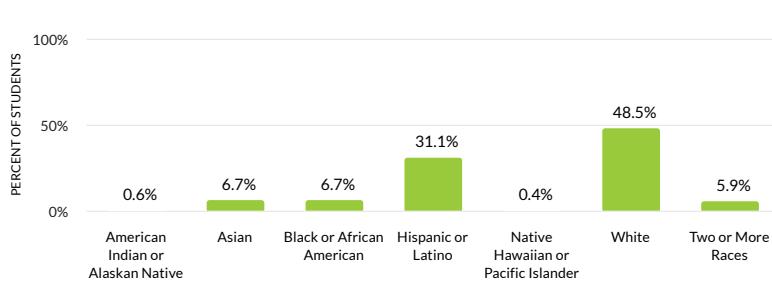
Enrollment : 1,127

Percent open enrollment : 12.4%

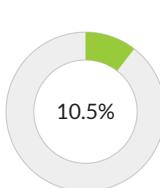
Supported by meaningful relationships with educators and classmates and with a curriculum infused with innovative learning practices, our diverse student population is provided countless ways to apply skills and understandings in real-world contexts. With investments in academic and career-oriented courses, our Hustlin' Hawks are ready to be leaders in college, career, and community settings.

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

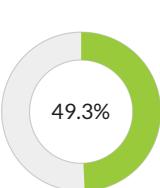
Student Groups



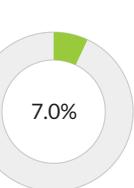
STUDENTS WITH DISABILITIES



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>.

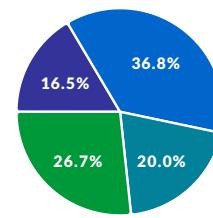
Overall Score

61.0

Meets Expectations



PRIORITY AREA WEIGHTS



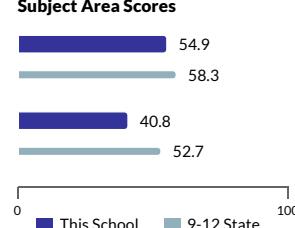
Priority Area Scores

ACHIEVEMENT

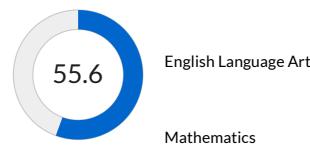


Subject Area Scores

English Language Arts
Mathematics

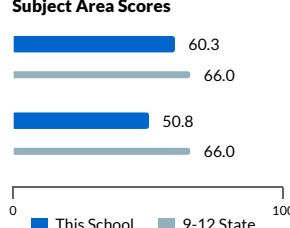


GROWTH



Subject Area Scores

English Language Arts
Mathematics

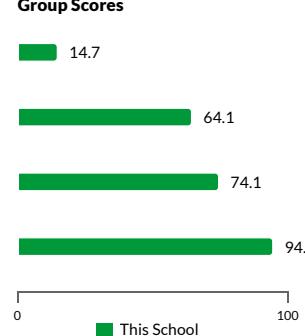


TARGET GROUP OUTCOMES

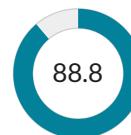


Group Scores

Achievement
Growth
Chronic Absenteeism
Graduation

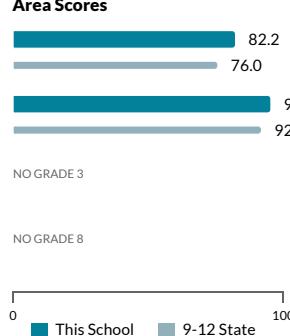


ON-TRACK TO GRADUATION



Area Scores

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

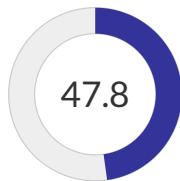




ACHIEVEMENT

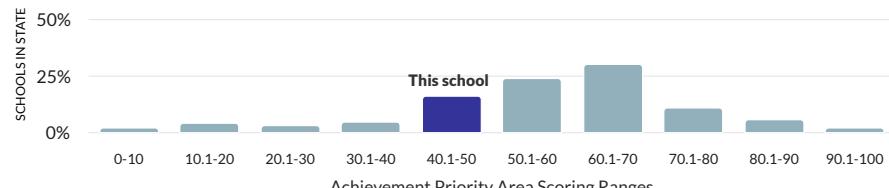
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 54.9
Mathematics Score: 40.8

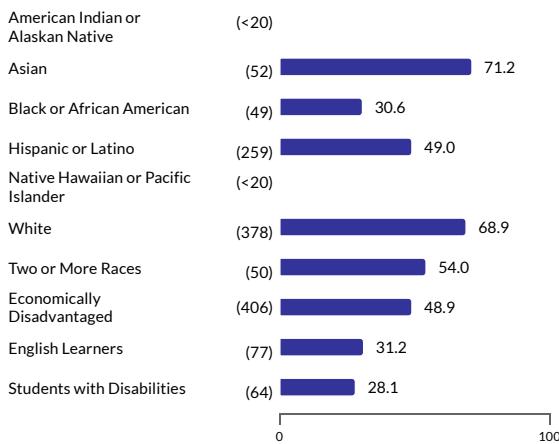
■ This school's score was the same or higher than 24.1% of 9-12 schools in the state.



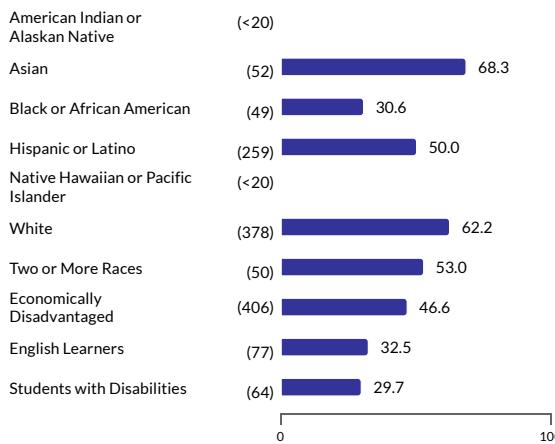
Student Group Achievement, 2023-24 (for information only)

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



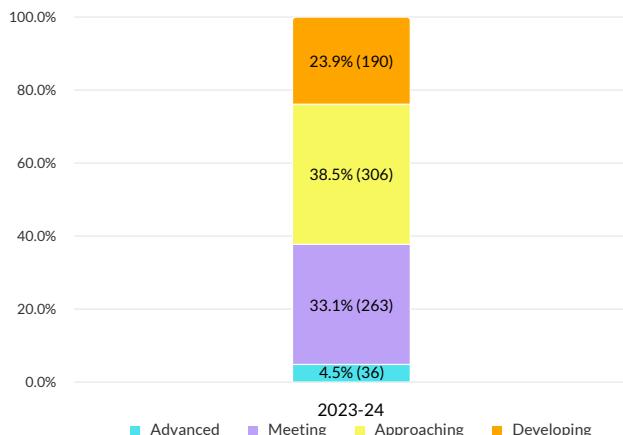
MATHEMATICS



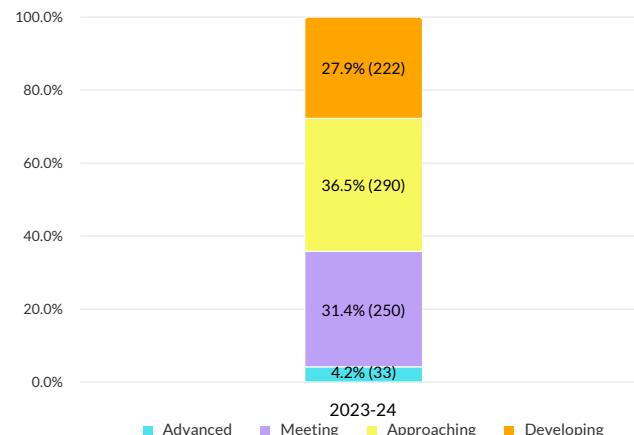
Performance Levels by Year

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
96.1%	83.5%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.0%	83.5%

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 #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	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	777	3.1%	28.7%	39.0%	29.2%	788	5.1%	29.2%	43.3%	22.5%	795	4.5%	33.1%	38.5%	23.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	53	3.8%	34.0%	28.3%	34.0%	65	6.2%	27.7%	40.0%	26.2%	52	5.8%	44.2%	36.5%	13.5%
Black or African American	35	0.0%	17.1%	37.1%	45.7%	47	0.0%	21.3%	40.4%	38.3%	49	0.0%	14.3%	32.7%	53.1%
Hispanic or Latino	197	2.0%	20.3%	39.6%	38.1%	229	2.2%	22.7%	48.5%	26.6%	259	2.3%	24.7%	41.7%	31.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	435	4.1%	34.5%	38.9%	22.5%	401	7.0%	35.2%	41.1%	16.7%	378	6.9%	40.2%	36.8%	16.1%
Two or More Races	47	0.0%	12.8%	51.1%	36.2%	42	7.1%	21.4%	45.2%	26.2%	50	2.0%	32.0%	38.0%	28.0%
Economically Disadvantaged	380	1.1%	20.0%	40.8%	38.2%	331	3.6%	22.7%	45.6%	28.1%	406	3.0%	23.6%	41.6%	31.8%
English Learners	72	0.0%	13.9%	29.2%	56.9%	93	2.2%	14.0%	44.1%	39.8%	77	0.0%	11.7%	39.0%	49.4%
Students with Disabilities	72	1.4%	11.1%	22.2%	65.3%	65	1.5%	7.7%	30.8%	60.0%	64	0.0%	10.9%	34.4%	54.7%

MATHEMATICS

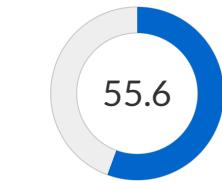
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	778	3.1%	18.3%	29.0%	49.6%	790	2.9%	19.0%	38.5%	39.6%	795	4.2%	31.4%	36.5%	27.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	53	7.5%	35.8%	13.2%	43.4%	65	6.2%	23.1%	33.8%	36.9%	52	5.8%	44.2%	30.8%	19.2%
Black or African American	35	0.0%	5.7%	25.7%	68.6%	47	0.0%	8.5%	34.0%	57.4%	49	0.0%	10.2%	40.8%	49.0%
Hispanic or Latino	198	2.0%	11.6%	25.8%	60.6%	229	1.3%	12.2%	38.9%	47.6%	259	1.5%	28.6%	38.2%	31.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	435	3.2%	21.4%	32.6%	42.8%	403	3.5%	23.8%	40.9%	31.8%	378	6.1%	36.2%	33.6%	24.1%
Two or More Races	47	4.3%	6.4%	27.7%	61.7%	42	4.8%	16.7%	26.2%	52.4%	50	6.0%	20.0%	48.0%	26.0%
Economically Disadvantaged	381	1.6%	11.3%	26.8%	60.4%	332	1.2%	12.7%	39.8%	46.4%	406	1.2%	25.4%	38.7%	34.7%
English Learners	72	0.0%	12.5%	18.1%	69.4%	93	0.0%	10.8%	35.5%	53.8%	77	0.0%	14.3%	36.4%	49.4%
Students with Disabilities	72	1.4%	6.9%	13.9%	77.8%	66	1.5%	3.0%	24.2%	71.2%	64	1.6%	10.9%	32.8%	54.7%



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: 60.3
Mathematics Score: 50.8

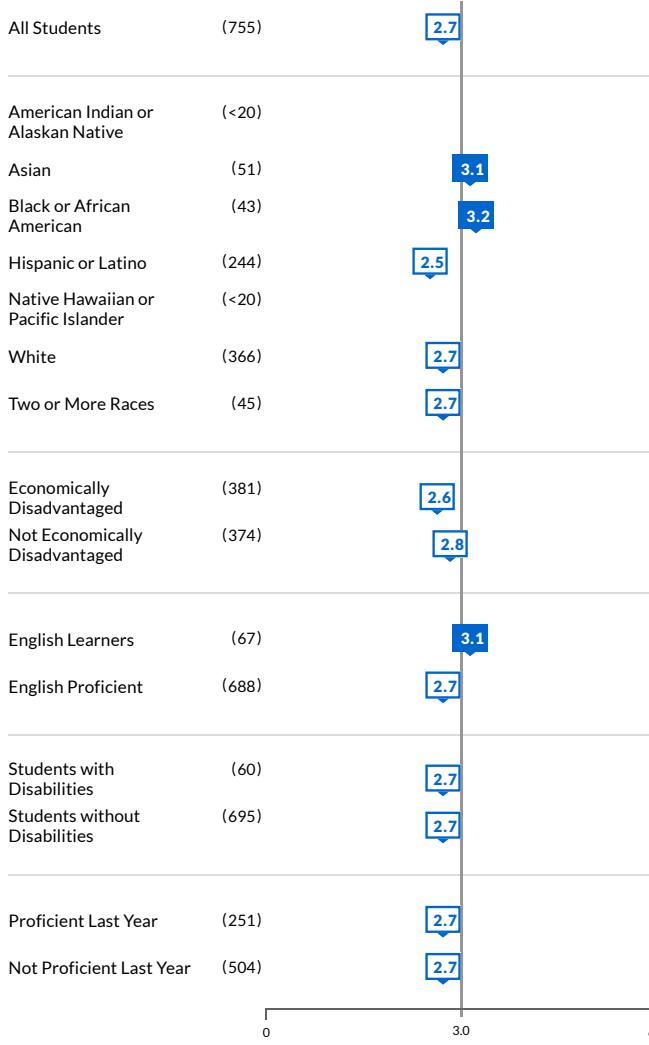
■ This school's score was the same or higher than 29.2% of 9-12 schools in the state.



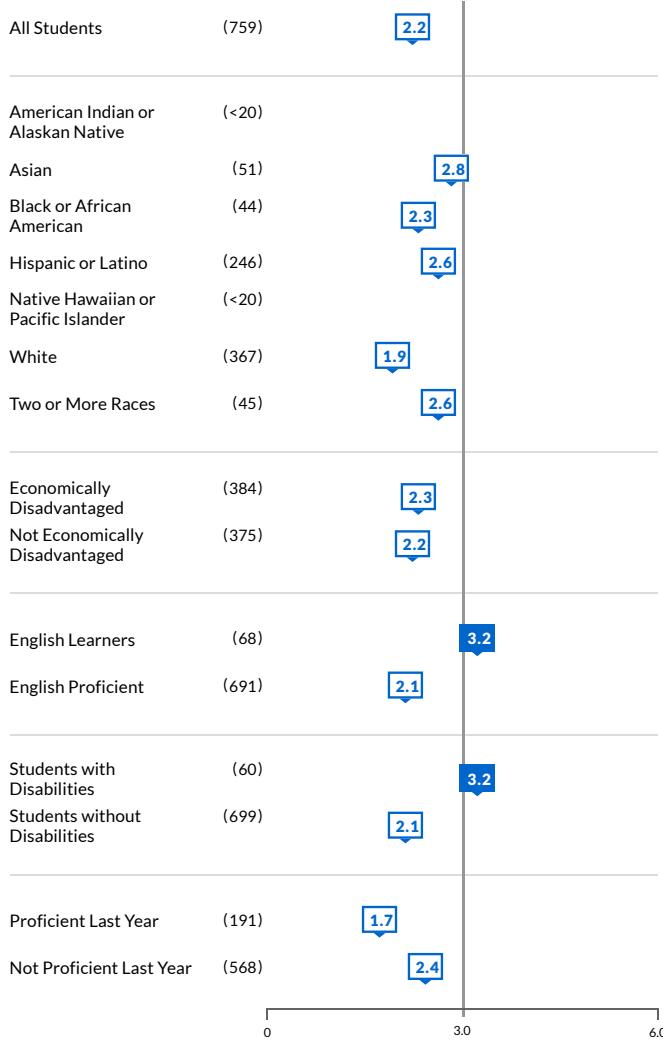
Student Group Value-Added (for information only)

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 44.0% of 9-12 schools in the state.



Component Scores

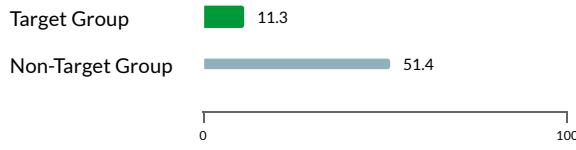
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

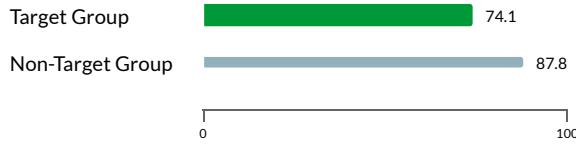


Mathematics



CHRONIC ABSENTEEISM

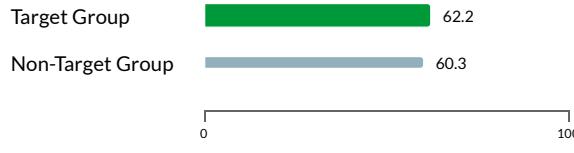
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



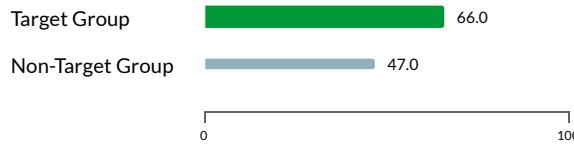
GROWTH

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

English Language Arts

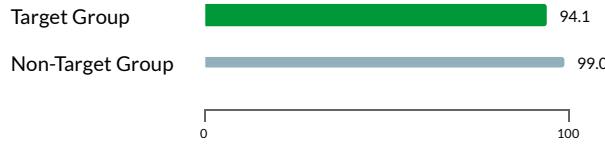


Mathematics



GRADUATION

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

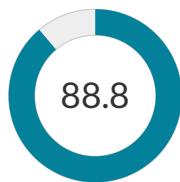




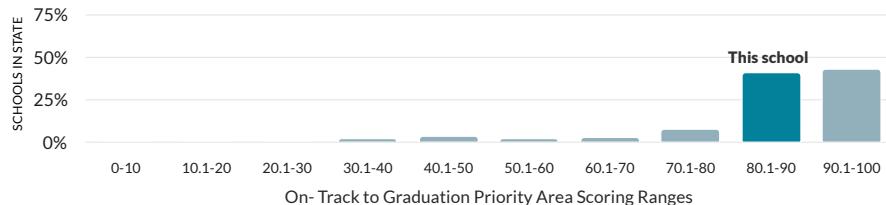
ON-TRACK TO GRADUATION

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 47.7% of 9-12 schools in the state.

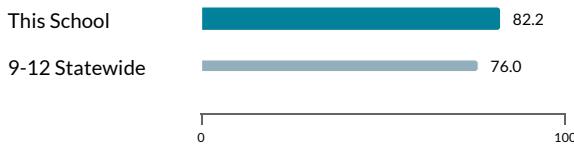


Component Scores

CHRONIC ABSENTEEISM

Score: 82.2

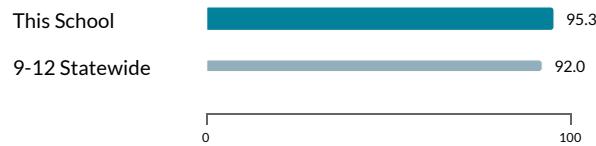
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.3

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	1,107	8.9%	1,102	23.3%	1,118	19.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	81	8.6%	78	26.9%	87	17.2%
Black or African American	42	4.8%	53	26.4%	64	31.2%
Hispanic or Latino	297	11.1%	302	31.5%	319	25.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	608	6.7%	585	18.3%	567	13.4%
Two or More Races	62	24.2%	69	24.6%	71	22.5%
Economically Disadvantaged	457	15.8%	552	32.2%	530	27.4%
English Learners	77	11.7%	101	23.8%	125	20.0%
Students with Disabilities	117	19.7%	116	36.2%	116	31.9%

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	289	271	93.8%	282	273	96.8%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	21	19	90.5%	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	70	67	95.7%	66	65	98.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	155	144	92.9%	166	159	95.8%
Two or More Races	24	24	100.0%	<20	*	*
Economically Disadvantaged	138	127	92.0%	<20	*	*
English Learners	25	22	88.0%	<20	*	*
Students with Disabilities	34	27	79.4%	29	27	93.1%



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

326 (29.2%) 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
26.8%	21.1%	3.3%	25.7%	0.0%	4.7%	1.3%	8.5%
300 students successfully completed at least one Advanced Placement or International Baccalaureate course.		37 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		14 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	1,118	266,777	26.8%	21.1%	3.3%	25.7%	0.0%	4.7%	1.3%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	87	10,367	43.7%	33.4%	4.6%	26.6%	0.0%	3.7%	1.1%	5.6%
Black or African American	64	24,969	12.5%	13.7%	3.1%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	319	37,682	22.3%	17.6%	1.9%	18.9%	0.0%	3.4%	0.9%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	567	179,306	30.3%	22.5%	3.2%	29.9%	0.0%	5.7%	1.6%	10.4%
Two or More Races	71	11,456	12.7%	18.9%	7.0%	21.0%	0.0%	3.4%	1.4%	5.8%
Economically Disadvantaged	530	104,283	21.1%	12.3%	3.6%	18.5%	0.0%	3.0%	0.9%	6.1%
English Learners	125	19,116	23.2%	13.9%	5.6%	17.0%	0.0%	2.5%	0.8%	3.6%
Students with Disabilities	116	33,777	1.7%	4.4%	1.7%	15.0%	0.0%	2.3%	0.9%	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

537 (48.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
32.4%	29.1%	0.0%	0.5%	20.3%	19.2%	4.2%	2.2%
362 students successfully completed at least one art & design course.		No students successfully completed a dance course.		227 students successfully completed at least one music course.		47 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	1,118	266,777	32.4%	29.1%	0.0%	0.5%	20.3%	19.2%	4.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	87	10,367	25.3%	30.3%	0.0%	0.4%	21.8%	19.9%	3.4%	1.6%
Black or African American	64	24,969	18.8%	28.5%	0.0%	0.7%	18.8%	11.7%	7.8%	2.8%
Hispanic or Latino	319	37,682	35.1%	29.1%	0.0%	0.3%	17.2%	13.3%	3.8%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	567	179,306	32.5%	29.1%	0.0%	0.5%	22.8%	21.7%	4.2%	2.2%
Two or More Races	71	11,456	39.4%	28.8%	0.0%	0.5%	15.5%	17.8%	4.2%	2.6%
Economically Disadvantaged	530	104,283	32.3%	29.9%	0.0%	0.4%	18.3%	15.4%	3.0%	2.1%
English Learners	125	19,116	34.4%	30.9%	0.0%	0.4%	16.8%	11.8%	2.4%	1.6%
Students with Disabilities	116	33,777	34.5%	30.9%	0.0%	0.5%	15.5%	14.4%	6.9%	2.4%

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