



OVERVIEW

School Details

Grades : 9-12

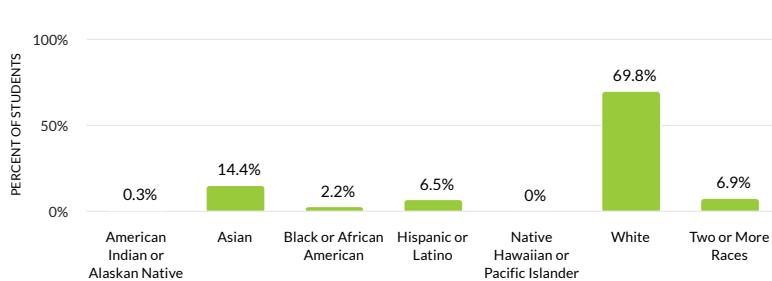
Enrollment : 926

Percent open enrollment : 16.7%

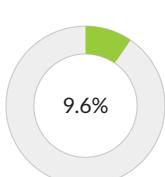
Onalaska High School is committed to high levels of learning for all and preparing students for their chosen pathway after high school.

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

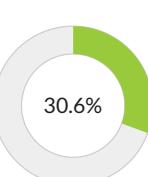
Student Groups



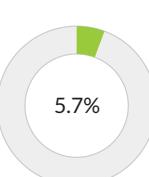
STUDENTS WITH DISABILITIES



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>.

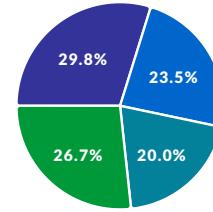
Overall Score

80.0

Exceeds Expectations

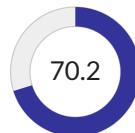


PRIORITY AREA WEIGHTS



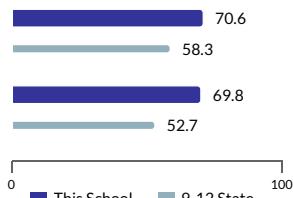
Priority Area Scores

ACHIEVEMENT



English Language Arts

Subject Area Scores

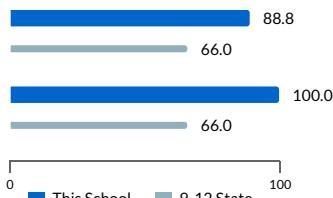


GROWTH



English Language Arts

Subject Area Scores

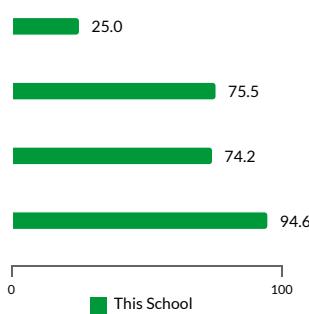


TARGET GROUP OUTCOMES



Achievement

Group Scores

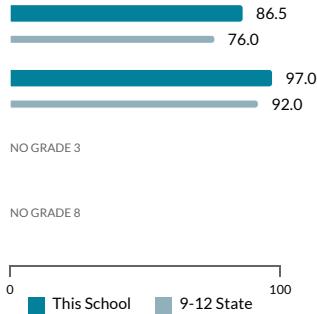


ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

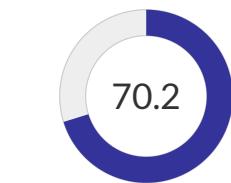




ACHIEVEMENT

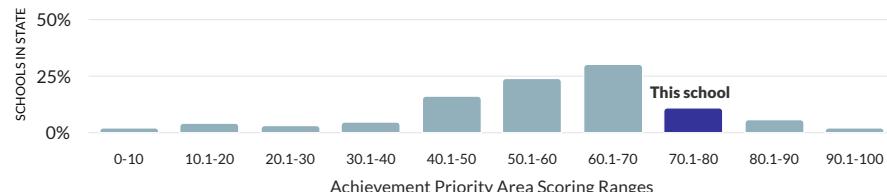
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 70.6
Mathematics Score: 69.8

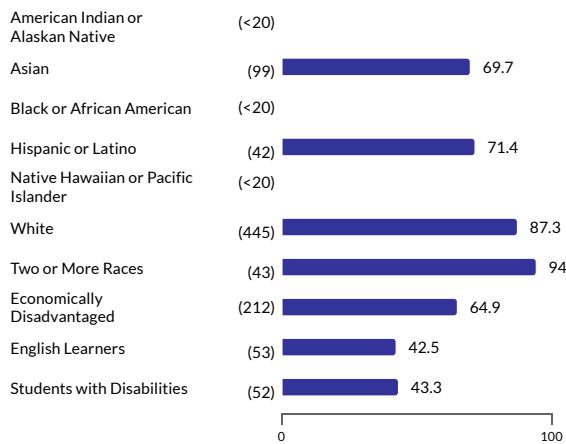
■ This school's score was the same or higher than 82.5% of 9-12 schools in the state.



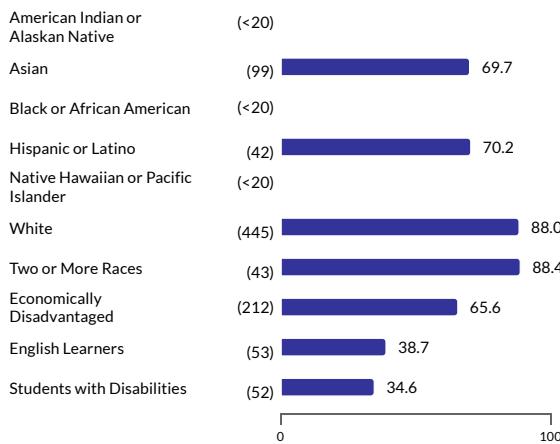
Student Group Achievement, 2023-24 (for information only)

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



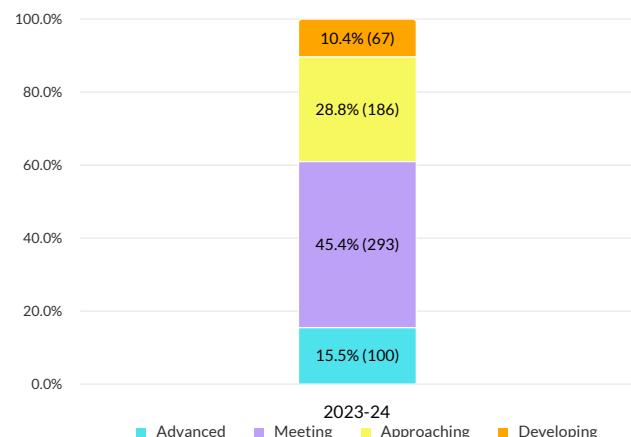
MATHEMATICS



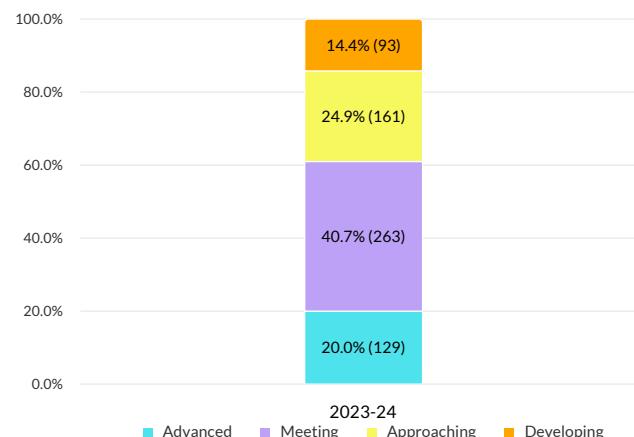
Performance Levels by Year

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
97.9%	85.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.9%	85.7%

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	664	9.9%	35.7%	34.3%	20.0%	671	12.2%	38.9%	33.5%	15.4%	646	15.5%	45.4%	28.8%	10.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	81	12.3%	19.8%	45.7%	22.2%	93	12.9%	24.7%	37.6%	24.7%	99	11.1%	32.3%	41.4%	15.2%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	29	10.3%	37.9%	31.0%	20.7%	38	7.9%	44.7%	23.7%	23.7%	42	14.3%	35.7%	28.6%	21.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	496	10.1%	39.7%	32.9%	17.3%	478	12.3%	43.1%	33.1%	11.5%	445	16.6%	49.7%	25.4%	8.3%
Two or More Races	40	7.5%	30.0%	27.5%	35.0%	43	18.6%	23.3%	37.2%	20.9%	43	20.9%	48.8%	27.9%	2.3%
Economically Disadvantaged	153	2.6%	24.2%	35.9%	37.3%	195	3.1%	31.3%	38.5%	27.2%	212	7.5%	33.5%	40.1%	18.9%
English Learners	45	0.0%	17.8%	42.2%	40.0%	49	0.0%	20.4%	42.9%	36.7%	53	0.0%	18.9%	47.2%	34.0%
Students with Disabilities	68	1.5%	8.8%	20.6%	69.1%	65	1.5%	10.8%	27.7%	60.0%	52	5.8%	17.3%	34.6%	42.3%

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	664	18.8%	29.8%	25.5%	25.9%	672	17.7%	32.0%	28.7%	21.6%	646	20.0%	40.7%	24.9%	14.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	82	19.5%	13.4%	29.3%	37.8%	93	15.1%	26.9%	30.1%	28.0%	99	17.2%	31.3%	25.3%	26.3%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	29	13.8%	41.4%	6.9%	37.9%	38	10.5%	31.6%	23.7%	34.2%	42	11.9%	45.2%	14.3%	28.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	495	20.0%	32.9%	24.8%	22.2%	479	19.6%	34.0%	28.4%	18.0%	445	21.8%	42.7%	25.2%	10.3%
Two or More Races	40	15.0%	27.5%	30.0%	27.5%	43	16.3%	25.6%	30.2%	27.9%	43	20.9%	44.2%	25.6%	9.3%
Economically Disadvantaged	154	7.1%	22.1%	27.3%	43.5%	196	6.1%	26.0%	34.2%	33.7%	212	8.5%	36.3%	33.0%	22.2%
English Learners	45	2.2%	22.2%	24.4%	51.1%	49	2.0%	24.5%	36.7%	36.7%	53	0.0%	28.3%	20.8%	50.9%
Students with Disabilities	68	4.4%	5.9%	13.2%	76.5%	66	3.0%	4.5%	25.8%	66.7%	52	1.9%	13.5%	36.5%	48.1%



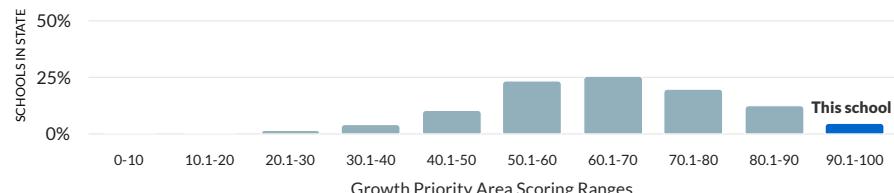
GROWTH

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



■ This school's score was the same or higher than 98.1% of 9-12 schools in the state.



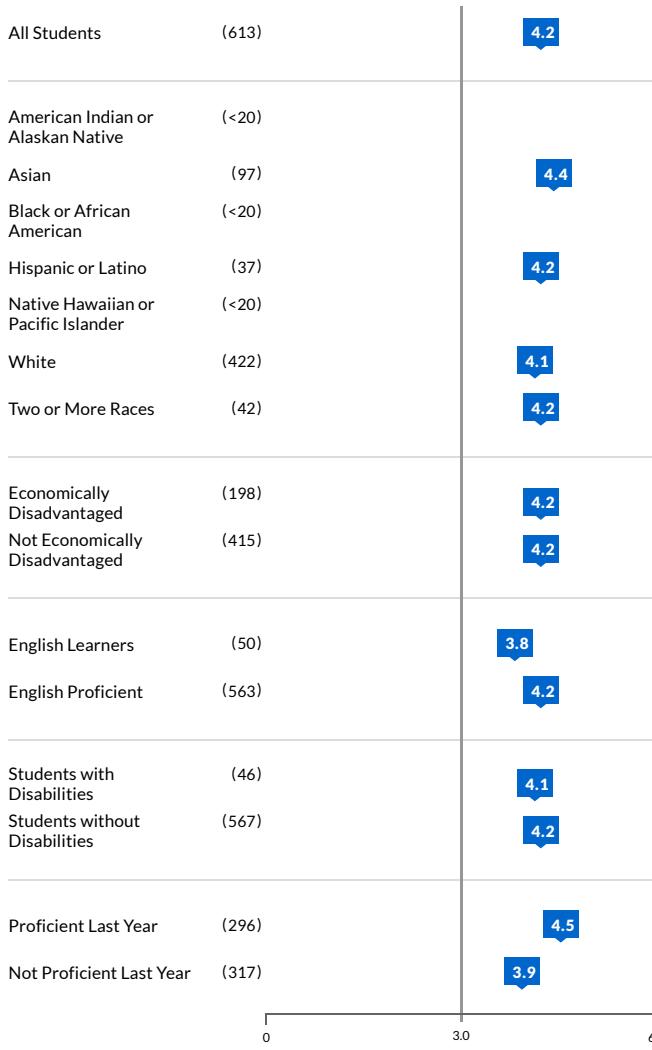
English Language Arts Score: 88.8

Mathematics Score: 100.0

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





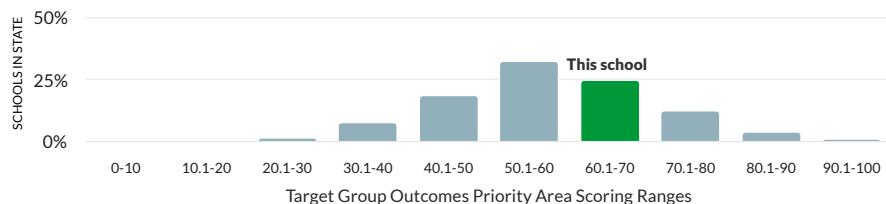
TARGET GROUP OUTCOMES

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 81.8% of 9-12 schools in the state.



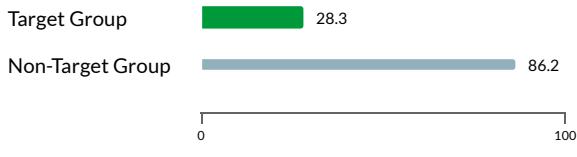
Component Scores

ACHIEVEMENT

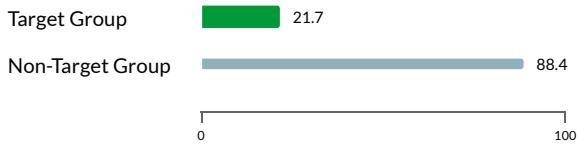
Score: 25.0

Average points-based proficiency rates.

English Language Arts



Mathematics

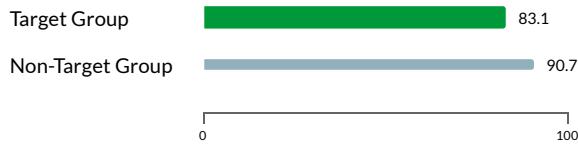


GROWTH

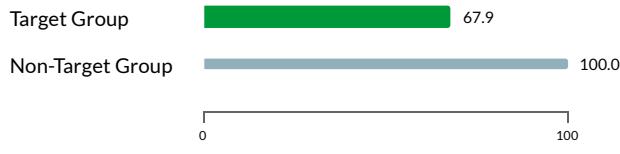
Score: 75.5

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

English Language Arts



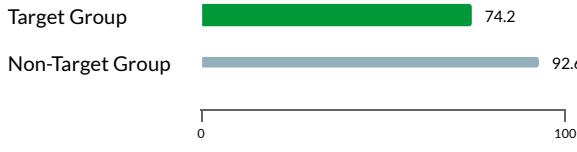
Mathematics



CHRONIC ABSENTEEISM

Score: 74.2

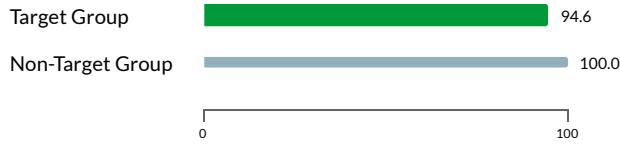
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.6

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





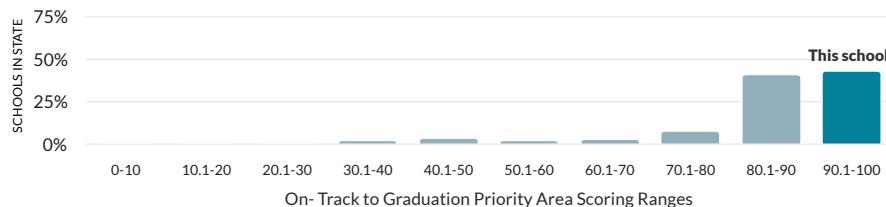
ON-TRACK TO GRADUATION

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 69.3% of 9-12 schools in the state.

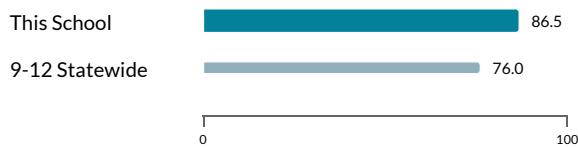


Component Scores

CHRONIC ABSENTEEISM

Score: 86.5

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.



GRADUATION

Score: 97.0

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

This School

Score: 97.0

9-12 Statewide

Score: 92.0



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	959	5.9%	930	18.4%	933	14.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	102	3.9%	107	18.7%	118	15.3%
Black or African American	<20	*	25	44.0%	20	30.0%
Hispanic or Latino	39	10.3%	45	22.2%	62	22.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	743	5.2%	695	16.3%	669	12.9%
Two or More Races	57	10.5%	55	30.9%	60	21.7%
Economically Disadvantaged	235	14.5%	229	38.9%	266	27.4%
English Learners	45	8.9%	60	23.3%	62	19.4%
Students with Disabilities	107	18.7%	107	29.0%	95	22.1%

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	233	222	95.3%	239	236	98.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	22	19	86.4%	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	177	169	95.5%	198	195	98.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	58	50	86.2%	47	46	97.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	22	16	72.7%	24	22	91.7%



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

478 (51.2%) 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
26.4%	21.1%	29.9%	25.7%	2.0%	4.7%	3.6%	8.5%
246 students successfully completed at least one Advanced Placement or International Baccalaureate course.		279 students successfully completed at least one dual enrollment course.		19 students earned at least one industry-recognized credential.		34 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	933	266,777	26.4%	21.1%	29.9%	25.7%	2.0%	4.7%	3.6%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	118	10,367	16.9%	33.4%	26.3%	26.6%	3.4%	3.7%	0.8%	5.6%
Black or African American	20	24,969	10.0%	13.7%	10.0%	8.7%	0.0%	1.3%	5.0%	2.7%
Hispanic or Latino	62	37,682	22.6%	17.6%	24.2%	18.9%	1.6%	3.4%	6.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	669	179,306	29.1%	22.5%	31.5%	29.9%	1.9%	5.7%	4.0%	10.4%
Two or More Races	60	11,456	25.0%	18.9%	33.3%	21.0%	1.7%	3.4%	1.7%	5.8%
Economically Disadvantaged	266	104,283	10.9%	12.3%	24.4%	18.5%	1.1%	3.0%	3.4%	6.1%
English Learners	62	19,116	3.2%	13.9%	21.0%	17.0%	4.8%	2.5%	1.6%	3.6%
Students with Disabilities	95	33,777	1.1%	4.4%	15.8%	15.0%	1.1%	2.3%	6.3%	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

482 (51.7%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
30.4%	29.1%	0.0%	0.5%	28.8%	19.2%	0.0%	2.2%
284 students successfully completed at least one art & design course.		No students successfully completed a dance course.		269 students successfully completed at least one music course.		No students successfully completed a 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	933	266,777	30.4%	29.1%	0.0%	0.5%	28.8%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	118	10,367	28.0%	30.3%	0.0%	0.4%	31.4%	19.9%	0.0%	1.6%
Black or African American	20	24,969	30.0%	28.5%	0.0%	0.7%	20.0%	11.7%	0.0%	2.8%
Hispanic or Latino	62	37,682	30.6%	29.1%	0.0%	0.3%	32.3%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	669	179,306	30.2%	29.1%	0.0%	0.5%	28.3%	21.7%	0.0%	2.2%
Two or More Races	60	11,456	35.0%	28.8%	0.0%	0.5%	26.7%	17.8%	0.0%	2.6%
Economically Disadvantaged	266	104,283	35.0%	29.9%	0.0%	0.4%	23.7%	15.4%	0.0%	2.1%
English Learners	62	19,116	35.5%	30.9%	0.0%	0.4%	16.1%	11.8%	0.0%	1.6%
Students with Disabilities	95	33,777	51.6%	30.9%	0.0%	0.5%	12.6%	14.4%	0.0%	2.4%

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov

November 2024



The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.