



## OVERVIEW

### School Details

Grades : 9-12

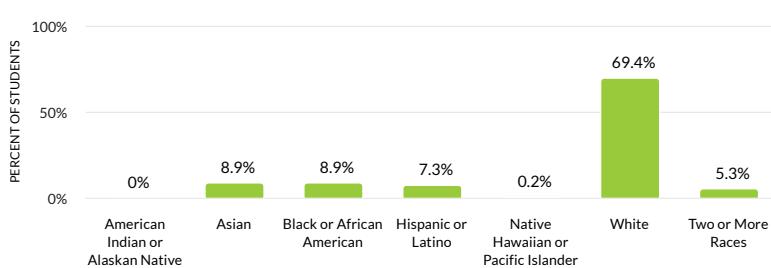
Enrollment : 1,225

Percent open enrollment : 4.6%

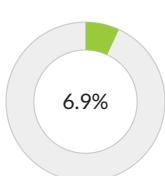
Homestead High School serves a population of over 1,200 students. The school's mission is to equip all students with transferable skills, promote academic independence, foster social responsibility, and inspire a passion for learning. Homestead students are engaged in learning experiences that tap their innate desire to learn in preparation for a life of infinite possibilities.

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

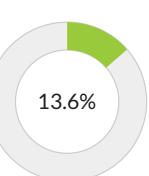
### Student Groups



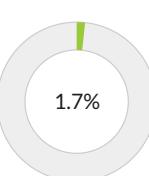
STUDENTS WITH DISABILITIES



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>.

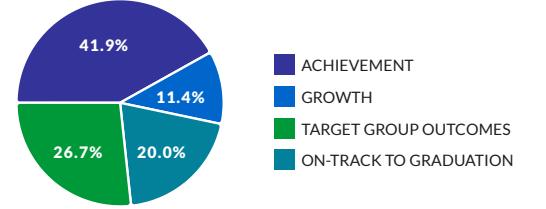
Overall Score

**83.2**

Significantly Exceeds Expectations

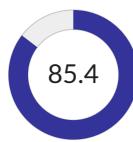


PRIORITY AREA WEIGHTS



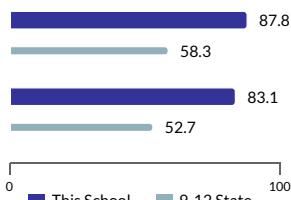
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts  
Mathematics

Subject Area Scores

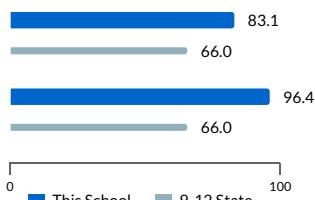


#### GROWTH



English Language Arts  
Mathematics

Subject Area Scores

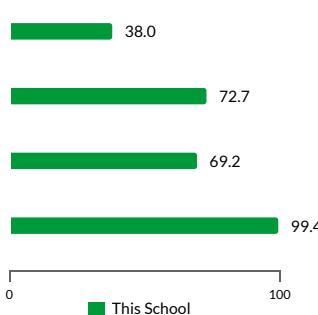


#### TARGET GROUP OUTCOMES



Achievement  
Growth  
Chronic Absenteeism  
Graduation

Group Scores

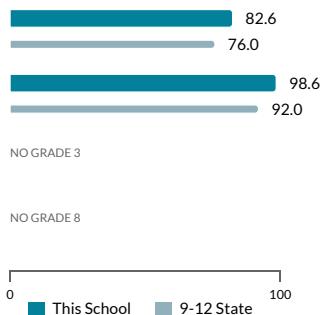


#### ON-TRACK TO GRADUATION



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

Area Scores

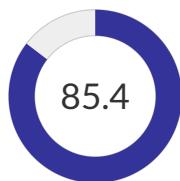




## ACHIEVEMENT

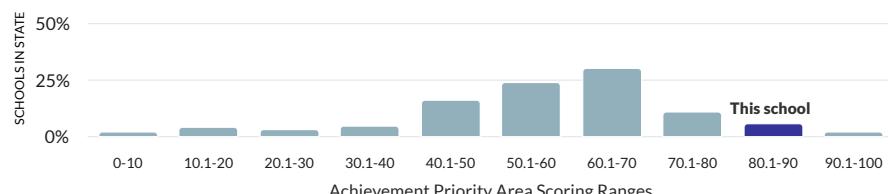
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 87.8  
**Mathematics Score:** 83.1

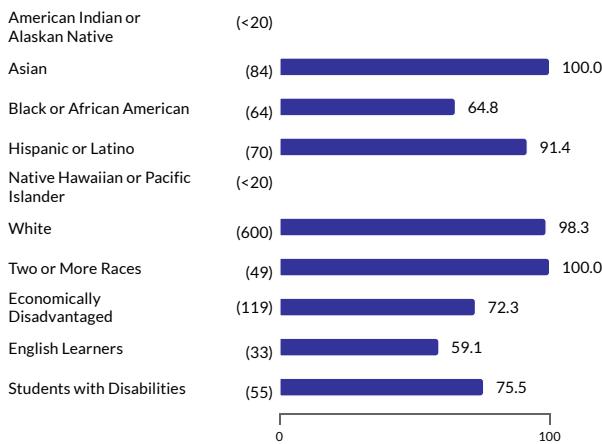
■ This school's score was the same or higher than 97.0% of 9-12 schools in the state.



### 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



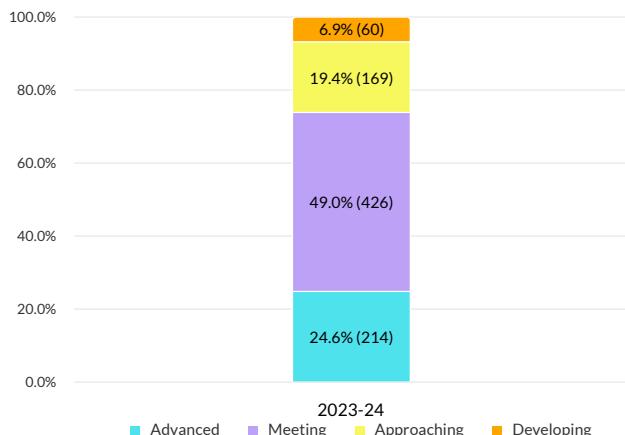
#### MATHEMATICS



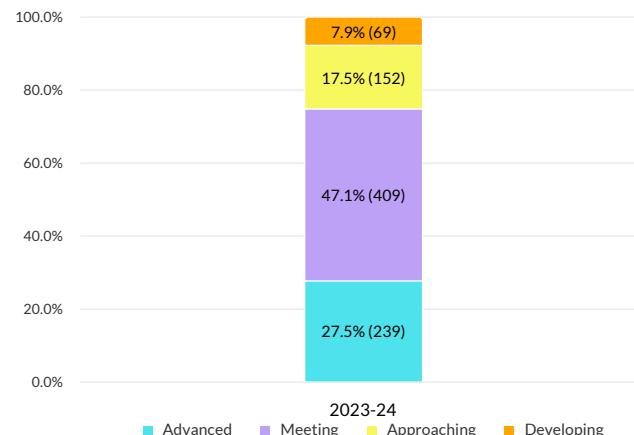
### Performance Levels by Year

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%	82.1%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.1%	82.1%

### 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	890	19.4%	45.6%	22.1%	12.8%	877	22.8%	45.6%	22.9%	8.7%	869	24.6%	49.0%	19.4%	6.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	57	28.1%	49.1%	17.5%	5.3%	78	35.9%	38.5%	19.2%	6.4%	84	29.8%	46.4%	20.2%	3.6%
Black or African American	82	6.1%	23.2%	34.1%	36.6%	76	6.6%	25.0%	38.2%	30.3%	64	4.7%	35.9%	43.8%	15.6%
Hispanic or Latino	59	6.8%	44.1%	28.8%	20.3%	58	10.3%	44.8%	34.5%	10.3%	70	20.0%	48.6%	25.7%	5.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	646	20.6%	49.1%	20.4%	9.9%	622	23.8%	49.2%	20.7%	6.3%	600	26.0%	51.3%	16.0%	6.7%
Two or More Races	46	32.6%	34.8%	21.7%	10.9%	42	31.0%	42.9%	19.0%	7.1%	49	32.7%	42.9%	20.4%	4.1%
Economically Disadvantaged	97	5.2%	25.8%	34.0%	35.1%	104	9.6%	28.8%	35.6%	26.0%	119	9.2%	42.9%	31.1%	16.8%
English Learners	22	0.0%	27.3%	27.3%	45.5%	24	0.0%	33.3%	33.3%	33.3%	33	0.0%	39.4%	39.4%	21.2%
Students with Disabilities	47	8.5%	21.3%	25.5%	44.7%	43	9.3%	37.2%	25.6%	27.9%	55	14.5%	40.0%	27.3%	18.2%

#### MATHEMATICS

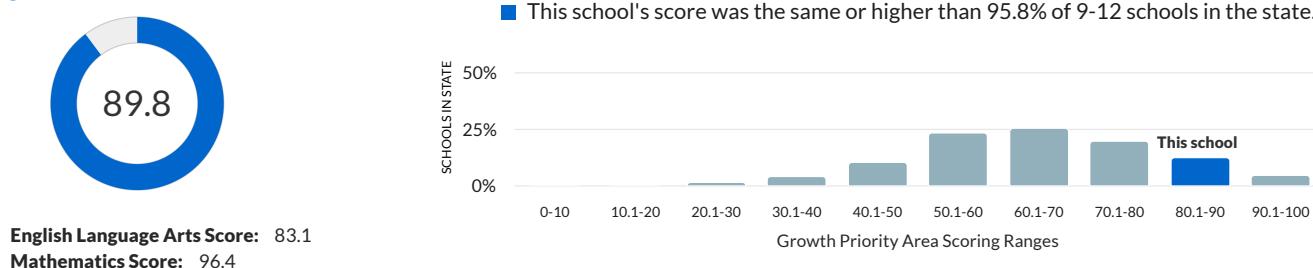
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	886	26.1%	31.8%	23.7%	18.4%	877	26.7%	35.8%	23.8%	13.7%	869	27.5%	47.1%	17.5%	7.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	56	41.1%	33.9%	16.1%	8.9%	78	39.7%	34.6%	15.4%	10.3%	84	41.7%	34.5%	14.3%	9.5%
Black or African American	80	6.3%	10.0%	33.8%	50.0%	76	2.6%	17.1%	35.5%	44.7%	64	7.8%	28.1%	39.1%	25.0%
Hispanic or Latino	58	10.3%	25.9%	25.9%	37.9%	58	8.6%	34.5%	39.7%	17.2%	70	11.4%	47.1%	30.0%	11.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	646	28.2%	35.1%	23.1%	13.6%	622	29.1%	38.7%	21.9%	10.3%	600	29.7%	50.2%	14.7%	5.5%
Two or More Races	46	32.6%	28.3%	21.7%	17.4%	42	33.3%	31.0%	26.2%	9.5%	49	24.5%	57.1%	10.2%	8.2%
Economically Disadvantaged	95	9.5%	18.9%	22.1%	49.5%	104	13.5%	25.0%	27.9%	33.7%	119	9.2%	41.2%	29.4%	20.2%
English Learners	21	14.3%	19.0%	28.6%	38.1%	24	20.8%	20.8%	25.0%	33.3%	33	12.1%	30.3%	33.3%	24.2%
Students with Disabilities	49	8.2%	12.2%	26.5%	53.1%	43	7.0%	25.6%	30.2%	37.2%	55	10.9%	38.2%	27.3%	23.6%



## 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.

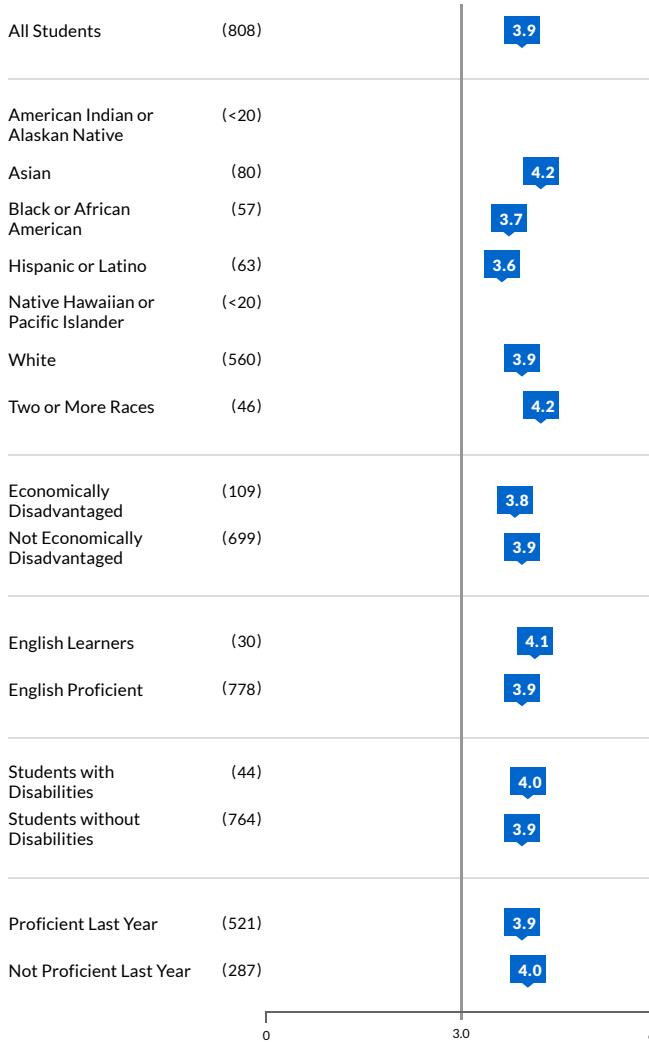
### Priority Area Score



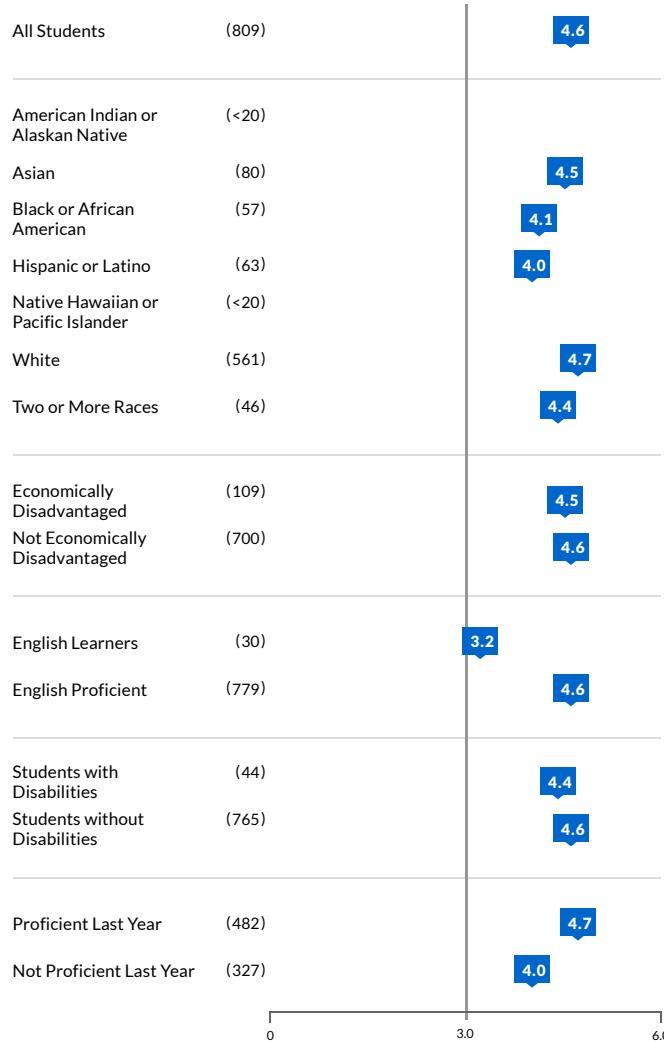
### Student Group Value-Added (for information only)

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





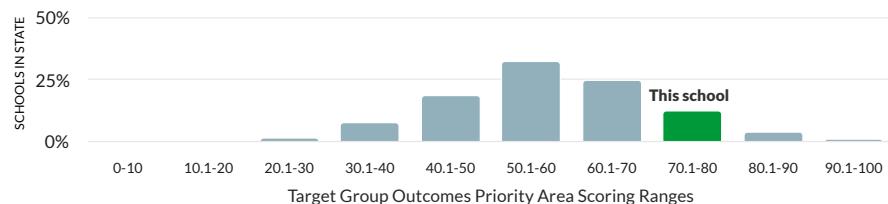
## TARGET GROUP OUTCOMES

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 87.2% of 9-12 schools in the state.

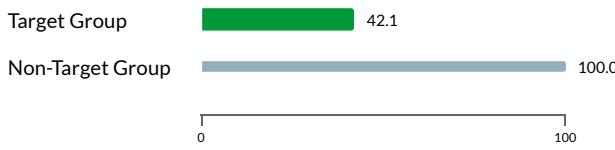


### Component Scores

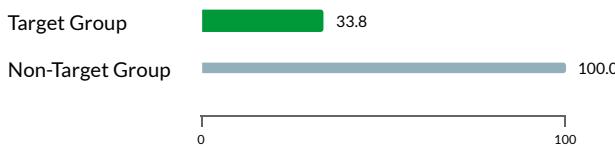
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

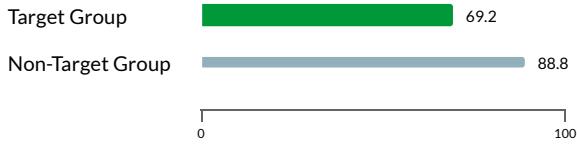


##### Mathematics



#### CHRONIC ABSENTEEISM

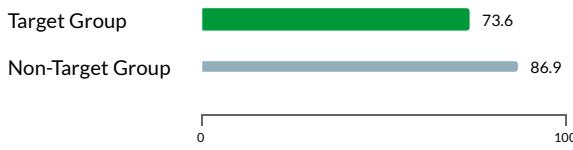
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



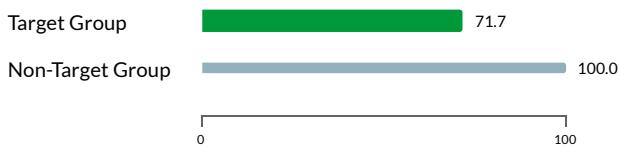
#### GROWTH

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

##### English Language Arts

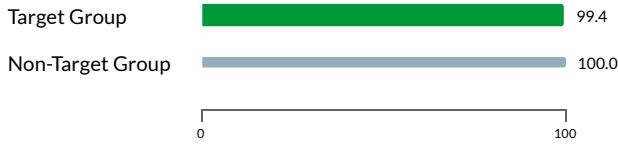


##### Mathematics



#### GRADUATION

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

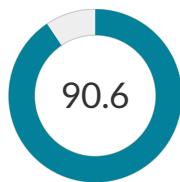




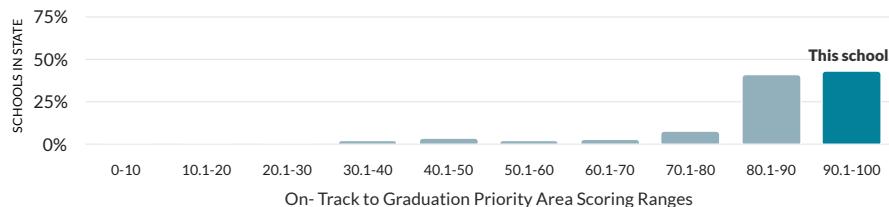
## ON-TRACK TO GRADUATION

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 63.0% of 9-12 schools in the state.

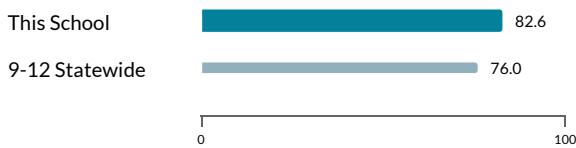


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 82.6

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: 98.6

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

This School

98.6

9-12 Statewide

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	1,275	14.0%	1,253	22.6%	1,257	15.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	82	4.9%	84	17.9%	100	5.0%
Black or African American	112	32.1%	106	37.7%	106	38.7%
Hispanic or Latino	78	23.1%	85	30.6%	86	17.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	934	12.0%	911	20.5%	898	13.5%
Two or More Races	69	13.0%	67	22.4%	66	15.2%
Economically Disadvantaged	175	34.9%	146	52.1%	150	34.0%
English Learners	23	30.4%	34	47.1%	34	17.6%
Students with Disabilities	87	36.8%	76	26.3%	74	23.0%

### 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	340	332	97.6%	336	335	99.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	20	18	90.0%	27	27	100.0%
Black or African American	25	24	96.0%	<20	*	*
Hispanic or Latino	23	22	95.7%	21	21	100.0%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	247	243	98.4%	256	255	99.6%
Two or More Races	25	25	100.0%	<20	*	*
Economically Disadvantaged	42	41	97.6%	36	36	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	20	19	95.0%	25	25	100.0%



## 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

675 (53.7%) 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
<b>53.5%</b>	<b>21.1%</b>	<b>0.1%</b>	<b>25.7%</b>	<b>0.0%</b>	<b>4.7%</b>	<b>0.3%</b>	<b>8.5%</b>
672 students successfully completed at least one Advanced Placement or International Baccalaureate course.		1 student successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		4 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	1,257	266,777	53.5%	21.1%	0.1%	25.7%	0.0%	4.7%	0.3%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	100	10,367	62.0%	33.4%	0.0%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	106	24,969	34.9%	13.7%	0.0%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	86	37,682	46.5%	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	898	179,306	55.2%	22.5%	0.1%	29.9%	0.0%	5.7%	0.4%	10.4%
Two or More Races	66	11,456	56.1%	18.9%	0.0%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	150	104,283	31.3%	12.3%	0.0%	18.5%	0.0%	3.0%	0.7%	6.1%
English Learners	34	19,116	23.5%	13.9%	0.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	74	33,777	18.9%	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

895 (71.2%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>51.2%</b>	<b>29.1%</b>	<b>1.6%</b>	<b>0.5%</b>	<b>17.4%</b>	<b>19.2%</b>	<b>9.7%</b>	<b>2.2%</b>
644 students successfully completed at least one art & design course.		20 students successfully completed at least one dance course.		219 students successfully completed at least one music course.		122 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	1,257	266,777	51.2%	29.1%	1.6%	0.5%	17.4%	19.2%	9.7%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	100	10,367	45.0%	30.3%	0.0%	0.4%	31.0%	19.9%	3.0%	1.6%
Black or African American	106	24,969	53.8%	28.5%	11.3%	0.7%	9.4%	11.7%	15.1%	2.8%
Hispanic or Latino	86	37,682	53.5%	29.1%	2.3%	0.3%	12.8%	13.3%	5.8%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	898	179,306	51.4%	29.1%	0.6%	0.5%	16.8%	21.7%	10.0%	2.2%
Two or More Races	66	11,456	51.5%	28.8%	1.5%	0.5%	22.7%	17.8%	12.1%	2.6%
Economically Disadvantaged	150	104,283	60.7%	29.9%	6.7%	0.4%	9.3%	15.4%	9.3%	2.1%
English Learners	34	19,116	55.9%	30.9%	2.9%	0.4%	11.8%	11.8%	2.9%	1.6%
Students with Disabilities	74	33,777	58.1%	30.9%	2.7%	0.5%	12.2%	14.4%	14.9%	2.4%

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