



## OVERVIEW

### School Details

Grades : 9-12

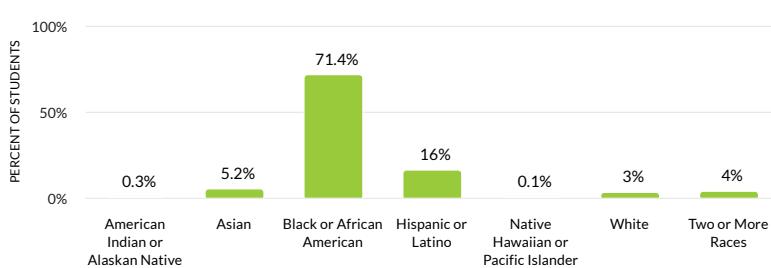
Enrollment : 999

Percent open enrollment : 1.1%

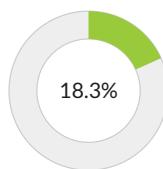
Bradley Tech is a technology and trade high school that offers opportunities for developing workplace skills in carpentry, graphic arts, web design, machine tooling, welding, and design drafting. Students can also earn college credits through MATC, AP, and Project Lead the Way courses. Partnerships with MATC and UWM also provide students with a variety of career pathway programs.

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

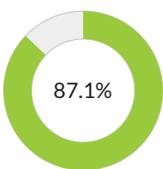
### Student Groups



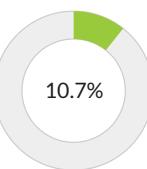
STUDENTS WITH DISABILITIES



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>.

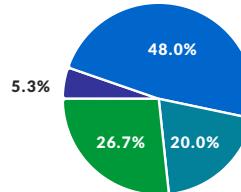
Overall Score

**67.4**

Meets Expectations

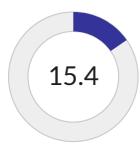


### PRIORITY AREA WEIGHTS



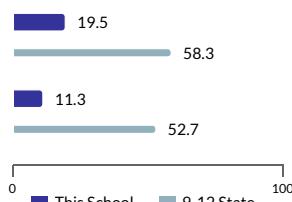
### Priority Area Scores

#### ACHIEVEMENT

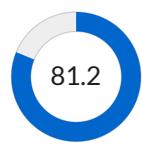


English Language Arts

##### Subject Area Scores



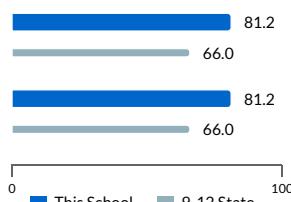
#### GROWTH



English Language Arts

Mathematics

##### Subject Area Scores



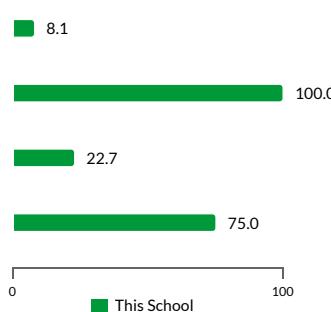
#### TARGET GROUP OUTCOMES



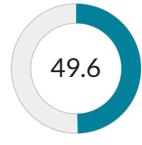
Achievement

Growth

##### Group Scores



#### ON-TRACK TO GRADUATION



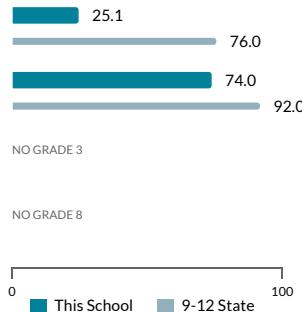
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

##### Area Scores

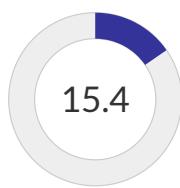




## ACHIEVEMENT

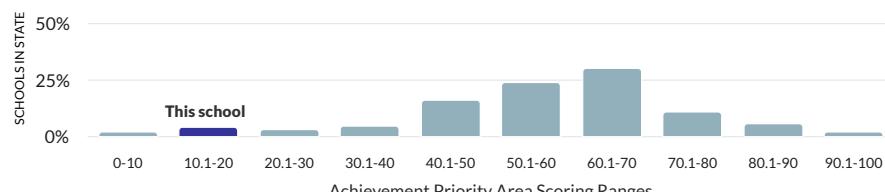
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 19.5  
**Mathematics Score:** 11.3

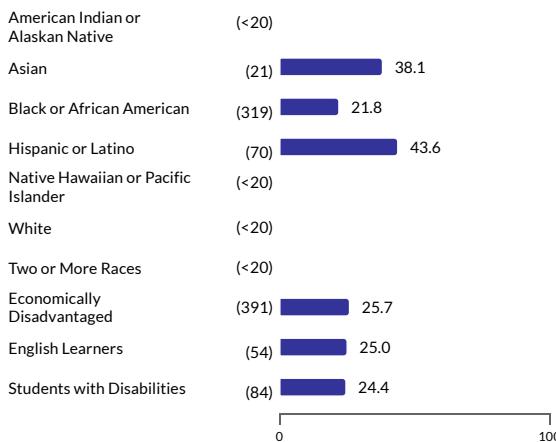
■ This school's score was the same or higher than 4.1% of 9-12 schools in the state.



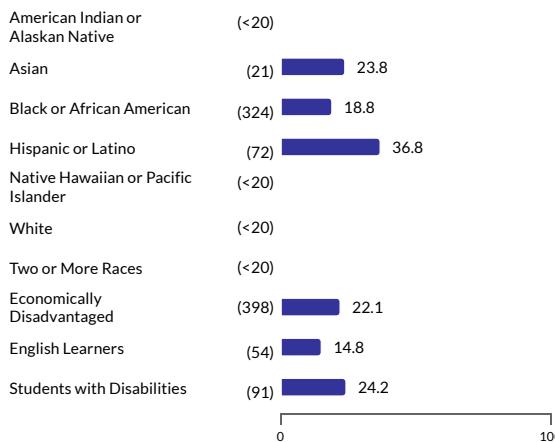
### Student Group Achievement, 2023-24 (for information only)

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



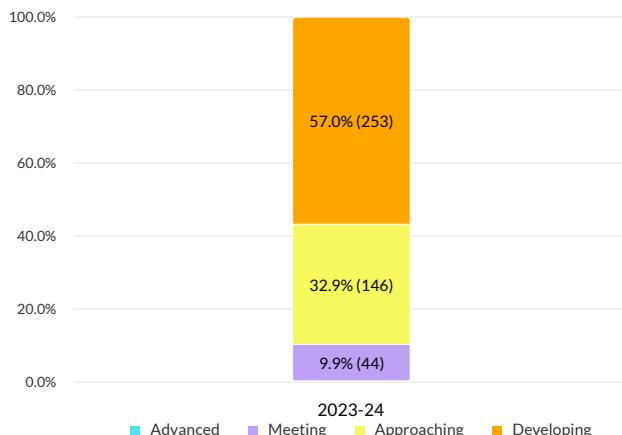
#### MATHEMATICS



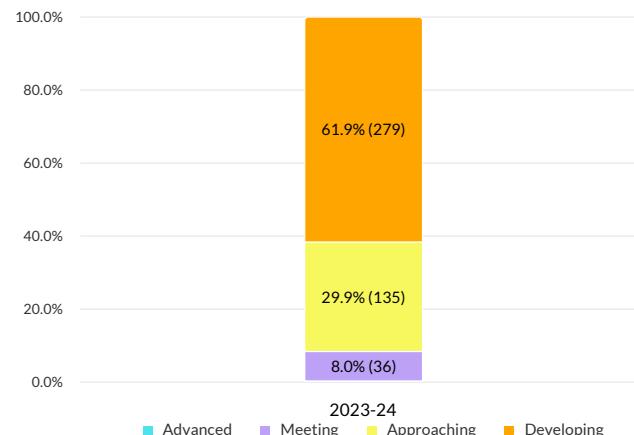
### Performance Levels by Year

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: Asian 66.8%
	51.2%

#### MATHEMATICS

All students	Lowest-participating group: Asian 67.6%
	51.2%

### 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	421	0.5%	5.9%	15.7%	77.9%	485	0.4%	7.6%	32.2%	59.8%	444	0.2%	9.9%	32.9%	57.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	25	4.0%	4.0%	20.0%	72.0%	25	4.0%	4.0%	36.0%	56.0%	21	4.8%	14.3%	33.3%	47.6%
Black or African American	275	0.4%	3.3%	10.2%	86.2%	326	0.3%	4.3%	32.8%	62.6%	319	0.0%	5.3%	32.9%	61.8%
Hispanic or Latino	90	0.0%	14.4%	25.6%	60.0%	88	0.0%	20.5%	30.7%	48.9%	70	0.0%	27.1%	32.9%	40.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	21	0.0%	14.3%	33.3%	52.4%	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	23	0.0%	4.3%	26.1%	69.6%	<20	*	*	*	*
Economically Disadvantaged	358	0.6%	5.3%	15.9%	78.2%	417	0.5%	6.5%	33.8%	59.2%	391	0.3%	9.0%	32.7%	58.1%
English Learners	50	0.0%	6.0%	16.0%	78.0%	68	0.0%	1.5%	30.9%	67.6%	54	0.0%	5.6%	38.9%	55.6%
Students with Disabilities	77	0.0%	5.2%	10.4%	84.4%	91	0.0%	6.6%	23.1%	70.3%	84	0.0%	8.3%	32.1%	59.5%

#### MATHEMATICS

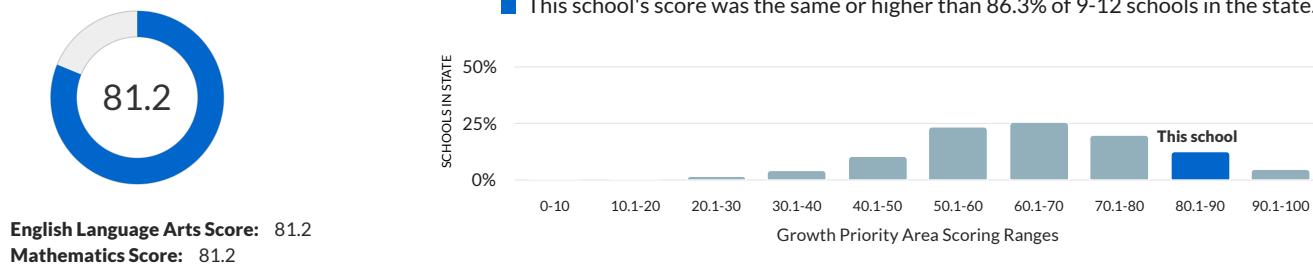
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	433	0.9%	2.1%	10.6%	86.4%	486	1.0%	2.9%	17.7%	78.4%	451	0.2%	8.0%	29.9%	61.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	24	8.3%	4.2%	16.7%	70.8%	26	0.0%	7.7%	15.4%	76.9%	21	0.0%	9.5%	28.6%	61.9%
Black or African American	287	0.7%	1.0%	5.6%	92.7%	326	1.5%	0.6%	14.7%	83.1%	324	0.3%	4.6%	27.5%	67.6%
Hispanic or Latino	93	0.0%	4.3%	20.4%	75.3%	89	0.0%	9.0%	24.7%	66.3%	72	0.0%	16.7%	40.3%	43.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	21	0.0%	9.5%	28.6%	61.9%	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	22	0.0%	0.0%	27.3%	72.7%	<20	*	*	*	*
Economically Disadvantaged	369	0.8%	1.9%	10.3%	87.0%	417	0.7%	3.1%	16.8%	79.4%	398	0.3%	7.0%	29.4%	63.3%
English Learners	48	2.1%	2.1%	14.6%	81.3%	69	0.0%	5.8%	8.7%	85.5%	54	0.0%	1.9%	25.9%	72.2%
Students with Disabilities	84	2.4%	3.6%	6.0%	88.1%	92	4.3%	4.3%	15.2%	76.1%	91	1.1%	6.6%	31.9%	60.4%



## 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.

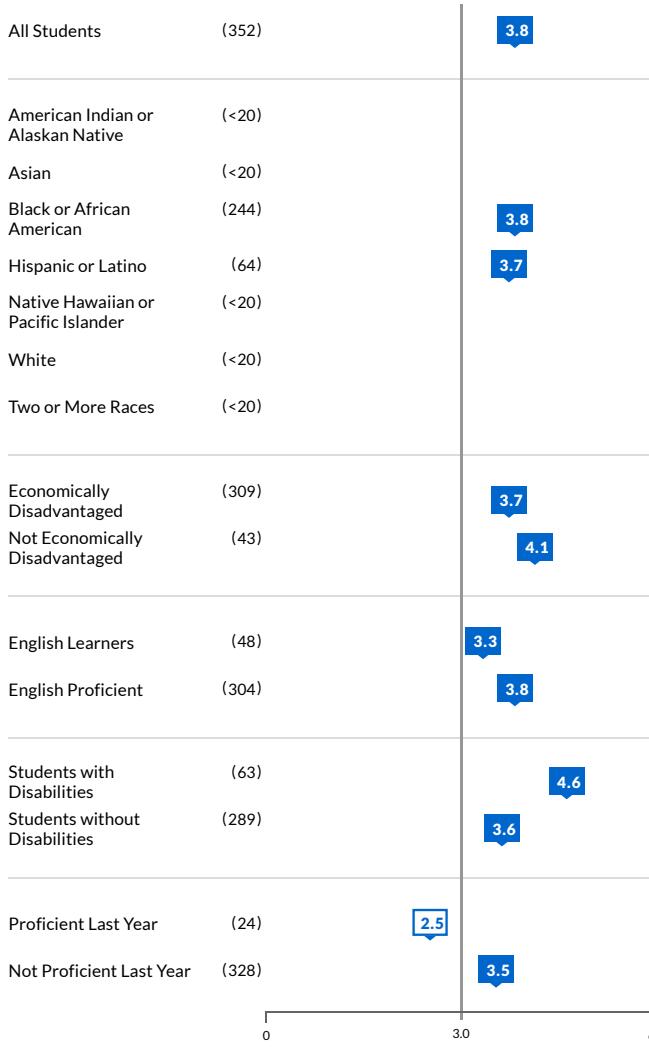
### Priority Area Score



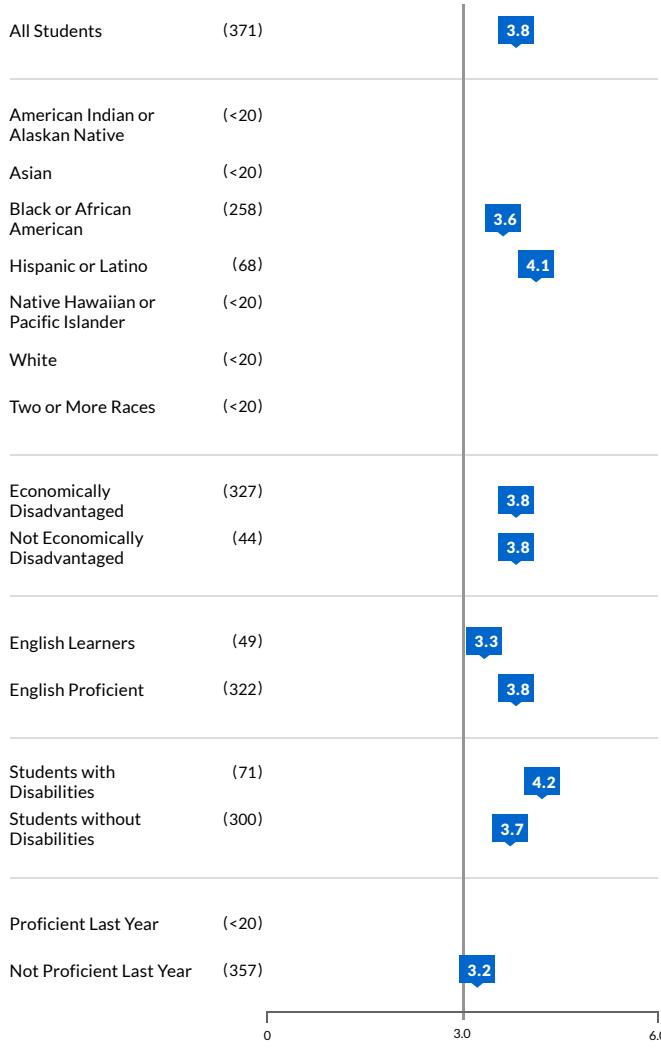
### Student Group Value-Added (for information only)

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





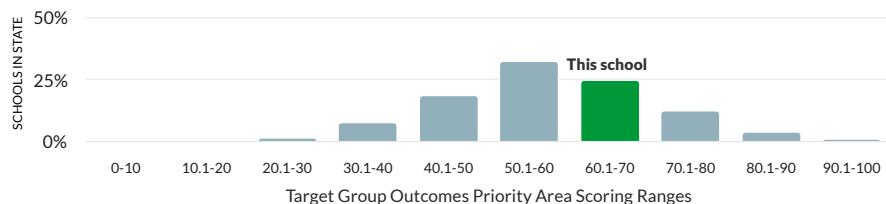
## TARGET GROUP OUTCOMES

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 75.9% of 9-12 schools in the state.



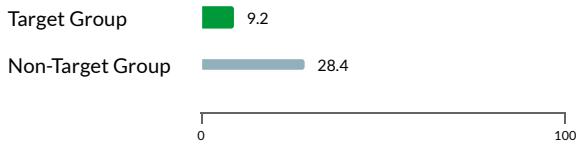
### Component Scores

#### ACHIEVEMENT

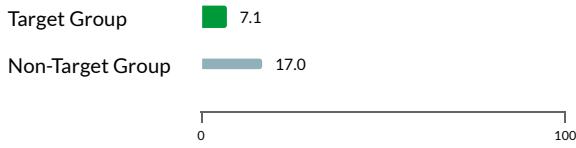
Score: 8.1

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

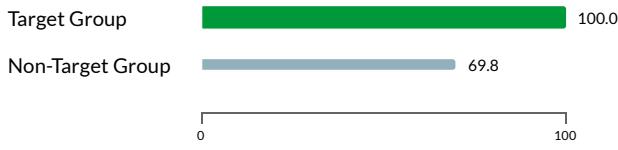


#### GROWTH

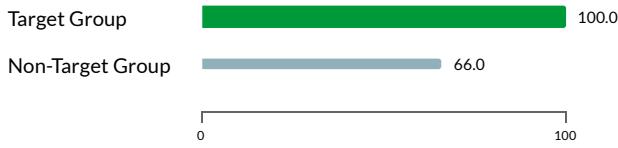
Score: 100.0

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

##### English Language Arts



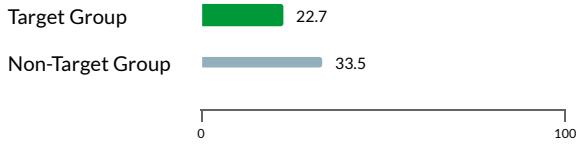
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 22.7

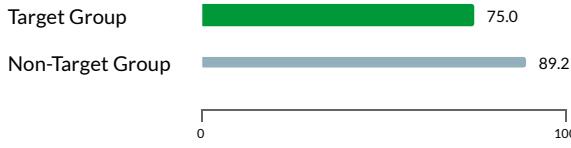
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 75.0

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

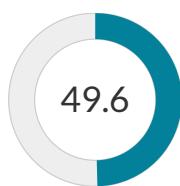




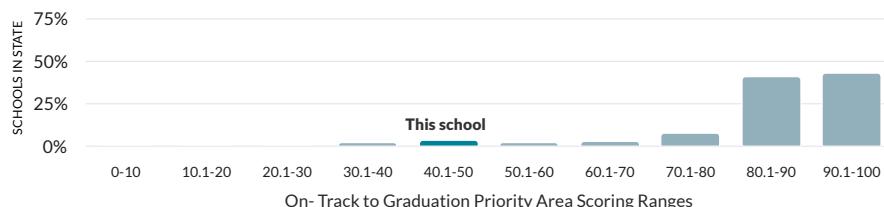
## ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 4.8% of 9-12 schools in the state.



### Component Scores

#### CHRONIC ABSENTEEISM

Score: 25.1

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.

This School  25.1

9-12 Statewide  76.0

0  100

#### GRADUATION

Score: 74.0

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

This School  74.0

9-12 Statewide  92.0

0  100

#### 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	1,018	68.5%	923	80.8%	884	74.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	33	24.2%	39	56.4%	49	61.2%
Black or African American	772	73.4%	680	86.6%	604	77.6%
Hispanic or Latino	151	55.6%	142	65.5%	162	69.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	33	48.5%	32	56.2%	33	66.7%
Two or More Races	26	73.1%	28	78.6%	28	67.9%
Economically Disadvantaged	817	70.6%	786	82.3%	768	76.0%
English Learners	77	36.4%	85	54.1%	113	61.9%
Students with Disabilities	244	72.1%	203	82.8%	167	77.2%

### 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	251	192	76.5%	234	167	71.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	175	133	76.0%	155	117	75.5%
Hispanic or Latino	50	38	76.0%	46	27	58.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	203	148	72.9%	192	133	69.3%
English Learners	23	17	73.9%	22	11	50.0%
Students with Disabilities	44	25	56.8%	51	31	60.8%



## 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

214 (24.2%) 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
<b>6.9%</b>	<b>21.1%</b>	<b>18.0%</b>	<b>25.7%</b>	<b>0.7%</b>	<b>4.7%</b>	<b>1.7%</b>	<b>8.5%</b>
61 students successfully completed at least one Advanced Placement or International Baccalaureate course.		159 students successfully completed at least one dual enrollment course.		6 students earned at least one industry-recognized credential.		15 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	884	266,777	6.9%	21.1%	18.0%	25.7%	0.7%	4.7%	1.7%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	49	10,367	8.2%	33.4%	28.6%	26.6%	0.0%	3.7%	2.0%	5.6%
Black or African American	604	24,969	5.5%	13.7%	15.7%	8.7%	0.7%	1.3%	1.0%	2.7%
Hispanic or Latino	162	37,682	9.9%	17.6%	25.9%	18.9%	1.2%	3.4%	3.1%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	33	179,306	15.2%	22.5%	9.1%	29.9%	0.0%	5.7%	6.1%	10.4%
Two or More Races	28	11,456	10.7%	18.9%	17.9%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	768	104,283	6.6%	12.3%	17.4%	18.5%	0.5%	3.0%	1.4%	6.1%
English Learners	113	19,116	4.4%	13.9%	19.5%	17.0%	0.9%	2.5%	0.9%	3.6%
Students with Disabilities	167	33,777	3.0%	4.4%	13.8%	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

613 (69.3%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>59.0%</b>	<b>29.1%</b>	<b>0.1%</b>	<b>0.5%</b>	<b>21.6%</b>	<b>19.2%</b>	<b>0.0%</b>	<b>2.2%</b>
522 students successfully completed at least one art & design course.		1 students successfully completed at least one dance course.		191 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	884	266,777	59.0%	29.1%	0.1%	0.5%	21.6%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	49	10,367	67.3%	30.3%	0.0%	0.4%	26.5%	19.9%	0.0%	1.6%
Black or African American	604	24,969	59.3%	28.5%	0.2%	0.7%	21.7%	11.7%	0.0%	2.8%
Hispanic or Latino	162	37,682	58.0%	29.1%	0.0%	0.3%	20.4%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	33	179,306	51.5%	29.1%	0.0%	0.5%	27.3%	21.7%	0.0%	2.2%
Two or More Races	28	11,456	67.9%	28.8%	0.0%	0.5%	10.7%	17.8%	0.0%	2.6%
Economically Disadvantaged	768	104,283	57.9%	29.9%	0.1%	0.4%	22.1%	15.4%	0.0%	2.1%
English Learners	113	19,116	65.5%	30.9%	0.0%	0.4%	23.0%	11.8%	0.0%	1.6%
Students with Disabilities	167	33,777	54.5%	30.9%	0.0%	0.5%	19.2%	14.4%	0.0%	2.4%

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