



## OVERVIEW

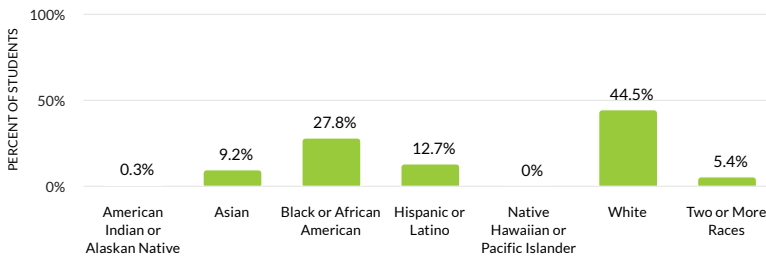
### School Details

Grades : 9-12  
Enrollment : 923  
Percent Choice : 60.8%

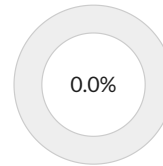
WLHS prepares its multi-ethnic student body for productive, Christ-centered lives in a diverse world whether Choice, tuition-paying, local, or from another state/country. WLHS meets every student's level of academic readiness to foster optimal growth and high achievement for a successful transition to college, military service, or workplace. For more info, visit [wlhs.org](https://wlhs.org) or email [info@wlhs.org](mailto:info@wlhs.org).

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

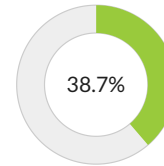
### Student Groups



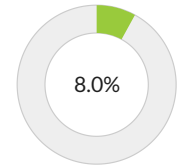
STUDENTS WITH DISABILITIES



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>.

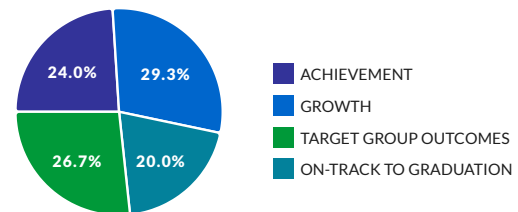
Overall Score

70.5

Exceeds Expectations

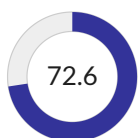


#### PRIORITY AREA WEIGHTS



### Priority Area Scores

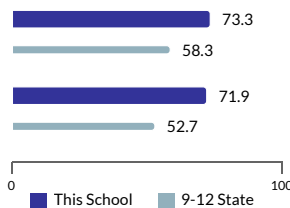
#### ACHIEVEMENT



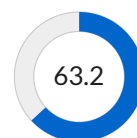
English Language Arts

Mathematics

#### Subject Area Scores



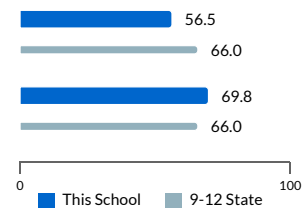
#### GROWTH



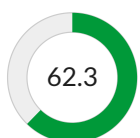
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



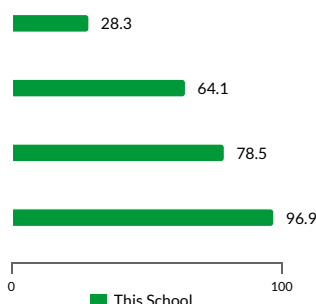
Achievement

Growth

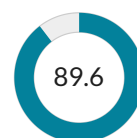
Chronic Absenteeism

Graduation

#### Group Scores



#### ON-TRACK TO GRADUATION



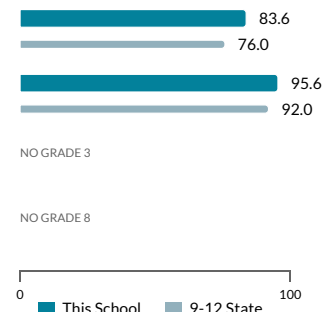
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

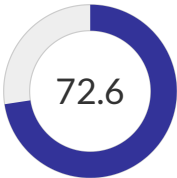




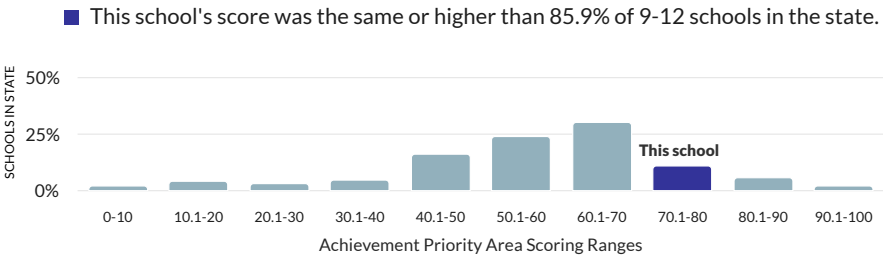
ACHIEVEMENT

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



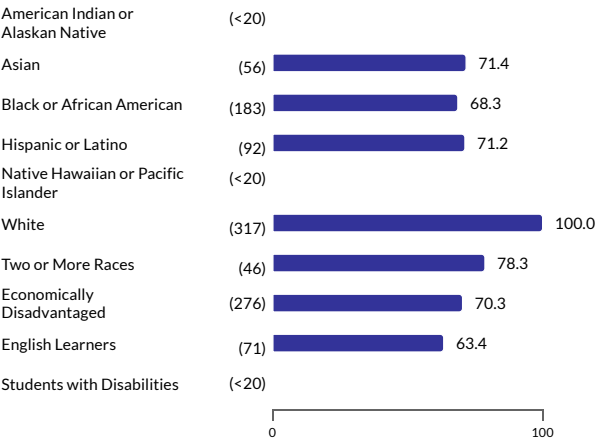
English Language Arts Score: 73.3  
Mathematics Score: 71.9



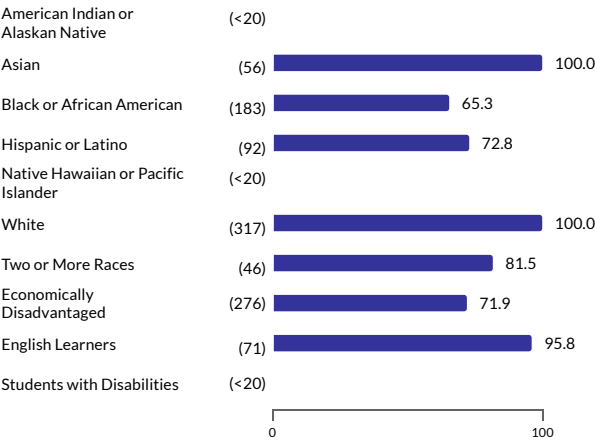
Student Group Achievement, 2023-24 (for information only)

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



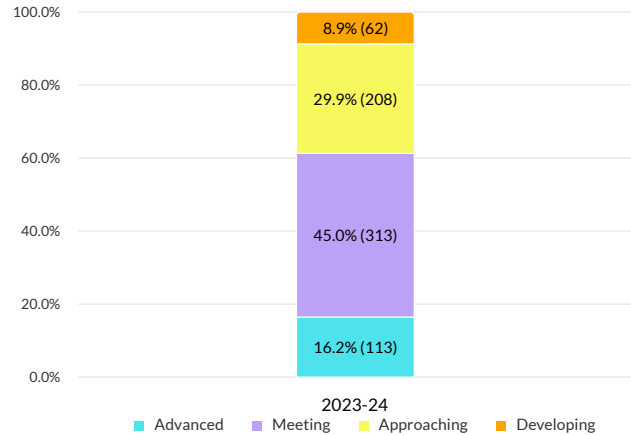
MATHEMATICS



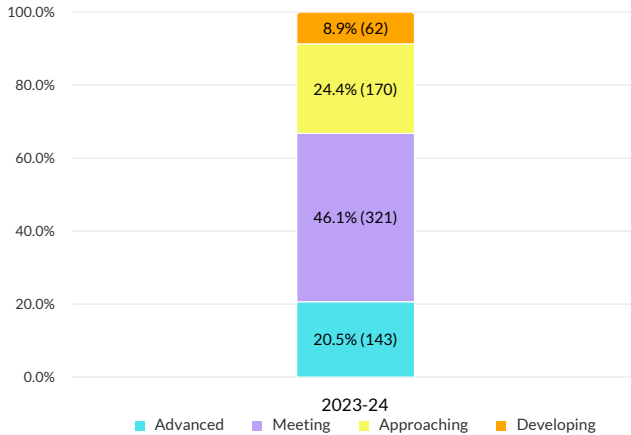
Performance Levels by Year

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: Black or African American
97.9%	95.3%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
97.9%	95.3%

### 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				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
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	653	12.7%	37.1%	32.9%	17.3%	673	13.8%	38.2%	34.3%	13.7%	696	16.2%	45.0%	29.9%	8.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	52	13.5%	26.9%	38.5%	21.2%	61	6.6%	27.9%	44.3%	21.3%	56	12.5%	33.9%	37.5%	16.1%
Black or African American	193	2.1%	26.4%	42.5%	29.0%	198	3.0%	25.8%	47.0%	24.2%	183	3.3%	43.7%	39.3%	13.7%
Hispanic or Latino	77	5.2%	28.6%	39.0%	27.3%	90	8.9%	33.3%	42.2%	15.6%	92	9.8%	40.2%	32.6%	17.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	302	21.2%	47.4%	24.8%	6.6%	285	24.6%	50.2%	21.1%	4.2%	317	26.8%	50.2%	19.9%	3.2%
Two or More Races	25	12.0%	48.0%	28.0%	12.0%	37	10.8%	43.2%	32.4%	13.5%	46	10.9%	39.1%	45.7%	4.3%
Economically Disadvantaged	211	6.6%	27.0%	43.1%	23.2%	266	6.4%	28.9%	43.2%	21.4%	276	7.6%	39.1%	39.5%	13.8%
English Learners	36	2.8%	13.9%	38.9%	44.4%	65	3.1%	24.6%	41.5%	30.8%	71	8.5%	32.4%	36.6%	22.5%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

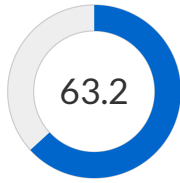
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	652	16.7%	31.7%	28.4%	23.2%	673	17.5%	28.8%	32.5%	21.1%	696	20.5%	46.1%	24.4%	8.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	51	33.3%	33.3%	27.5%	5.9%	61	29.5%	31.1%	26.2%	13.1%	56	35.7%	39.3%	21.4%	3.6%
Black or African American	193	2.1%	19.7%	32.1%	46.1%	198	2.0%	17.7%	44.4%	35.9%	183	4.4%	39.3%	38.8%	17.5%
Hispanic or Latino	77	6.5%	15.6%	42.9%	35.1%	90	8.9%	22.2%	30.0%	38.9%	92	10.9%	41.3%	30.4%	17.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	302	26.5%	42.7%	22.5%	8.3%	285	30.5%	36.8%	25.3%	7.4%	317	31.5%	52.4%	13.6%	2.5%
Two or More Races	25	12.0%	40.0%	28.0%	20.0%	37	2.7%	37.8%	40.5%	18.9%	46	10.9%	47.8%	34.8%	6.5%
Economically Disadvantaged	211	8.5%	21.8%	32.2%	37.4%	266	6.4%	21.8%	39.1%	32.7%	276	10.5%	37.7%	37.0%	14.9%
English Learners	36	16.7%	25.0%	27.8%	30.6%	65	20.0%	30.8%	27.7%	21.5%	71	26.8%	46.5%	18.3%	8.5%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



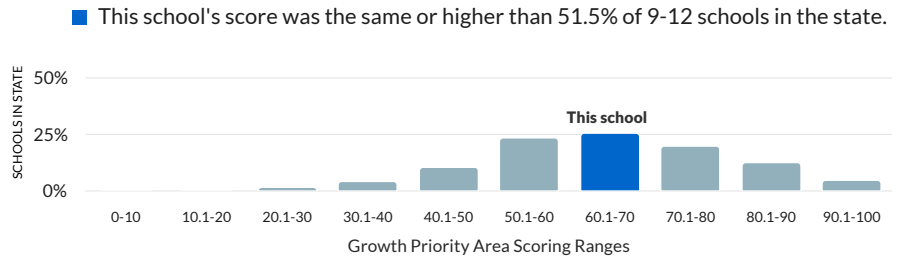
## GROWTH

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



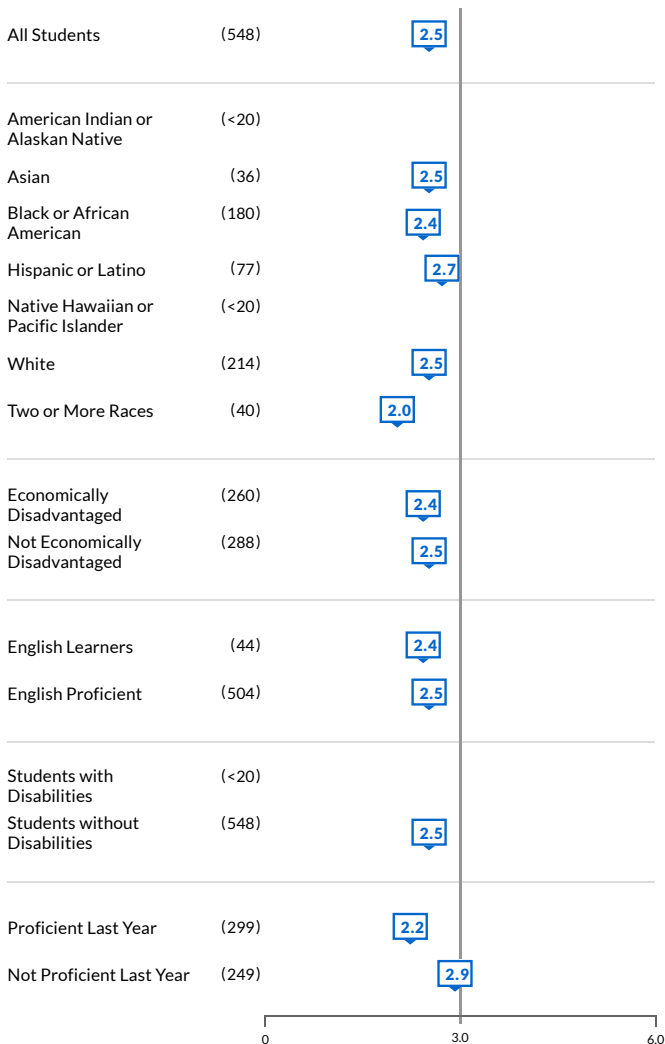
**English Language Arts Score:** 56.5  
**Mathematics Score:** 69.8



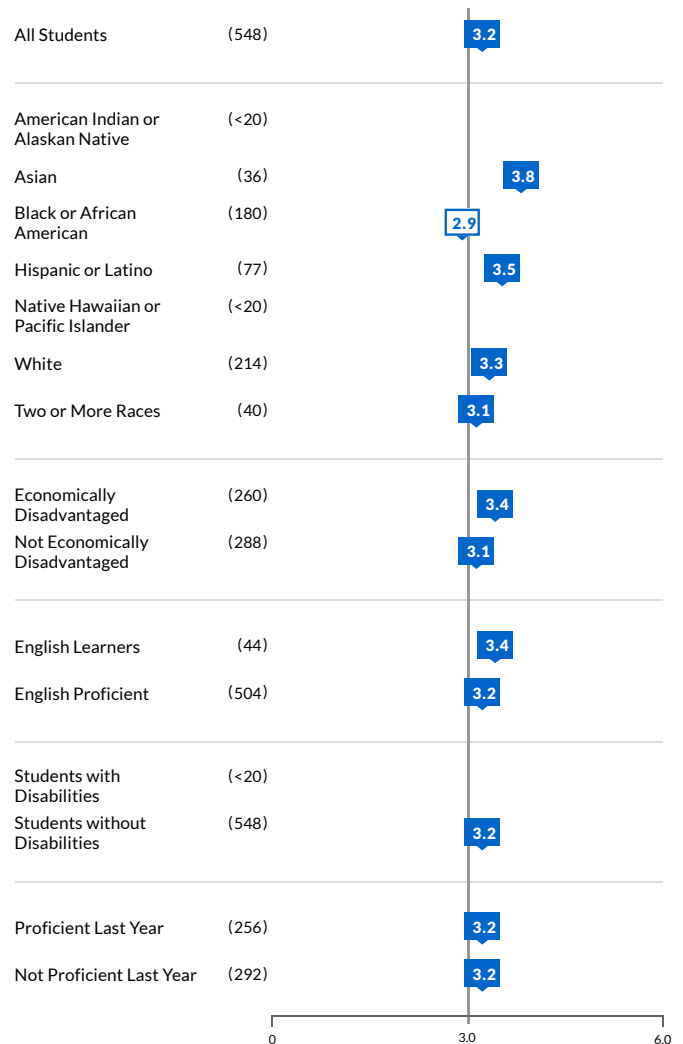
### Student Group Value-Added (for information only)

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

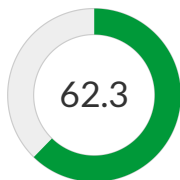




## TARGET GROUP OUTCOMES

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 64.1% of 9-12 schools in the state.



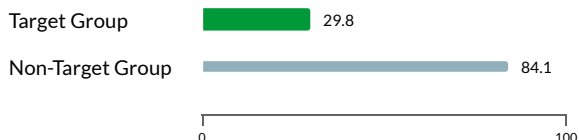
## Component Scores

### ACHIEVEMENT

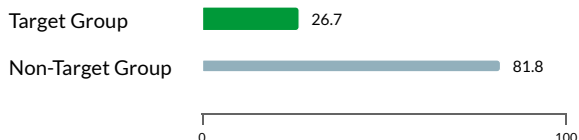
Score: 28.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

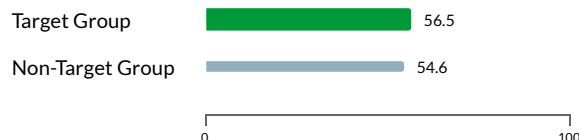


### GROWTH

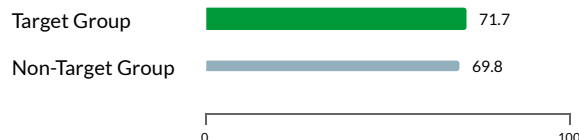
Score: 64.1

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

#### English Language Arts



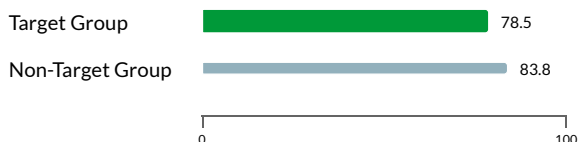
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 78.5

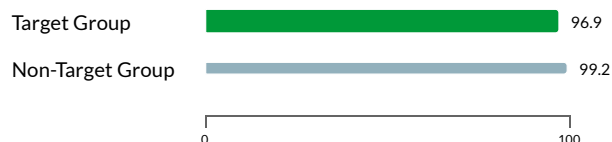
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 96.9

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

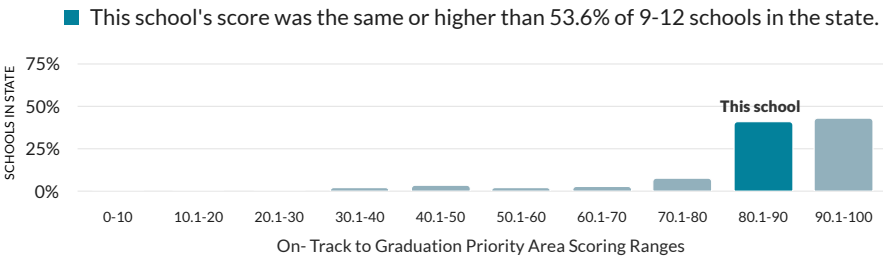
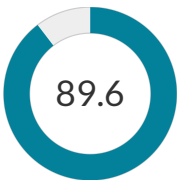




ON-TRACK TO GRADUATION

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



Component Scores

**CHRONIC ABSENTEEISM** Score: 83.6

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.

This School 83.6

9-12 Statewide 76.0

**GRADUATION** Score: 95.6

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

This School 95.6

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	833	25.9%	828	15.7%	907	11.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	73	27.4%	74	12.2%	88	9.1%
Black or African American	249	35.3%	246	24.8%	256	16.4%
Hispanic or Latino	96	29.2%	99	19.2%	111	14.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	390	18.2%	373	9.7%	403	6.7%
Two or More Races	23	34.8%	33	15.2%	46	15.2%
Economically Disadvantaged	303	38.6%	297	24.9%	358	18.7%
English Learners	41	36.6%	47	19.1%	80	10.0%
Students with Disabilities	<20	*	<20	*	<20	*

### 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	230	218	94.8%	153	148	96.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	28	27	96.4%	<20	*	*
Black or African American	54	49	90.7%	39	35	89.7%
Hispanic or Latino	23	21	91.3%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	118	115	97.5%	82	81	98.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	70	63	90.0%	44	40	90.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
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[dpi.wi.gov](https://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2024

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