



OVERVIEW

School Details

Grades : 9-12

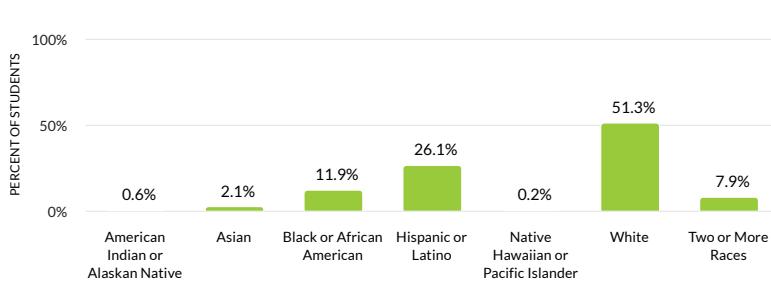
Enrollment : 1,208

Percent open enrollment : 9.2%

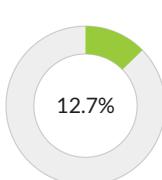
At Nathan Hale High School, we embody our district's mission and vision by empowering our students to be engaged learners through taking a variety of rigorous courses, exploring their interests, and developing G.R.I.T. - Growth mindset, be Responsible, be Involved, and Take charge in their school and life experiences - ultimately leading to college, career and life readiness.

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

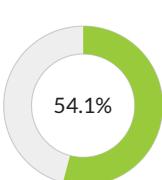
Student Groups



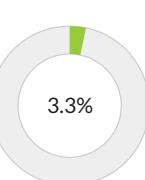
STUDENTS WITH DISABILITIES



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>.

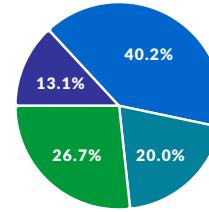
Overall Score

65.7

Meets Expectations

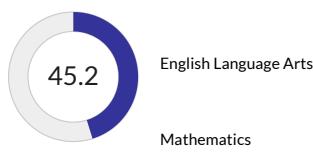


PRIORITY AREA WEIGHTS



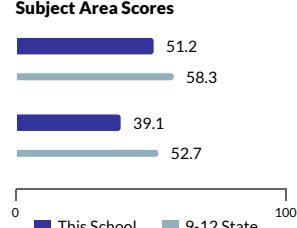
Priority Area Scores

ACHIEVEMENT

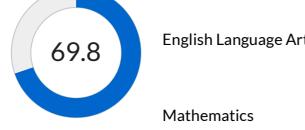


Subject Area Scores

English Language Arts
Mathematics



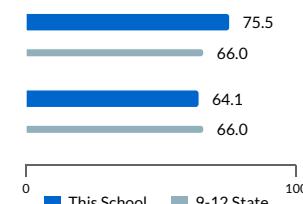
GROWTH



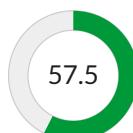
Subject Area Scores

English Language Arts
Mathematics

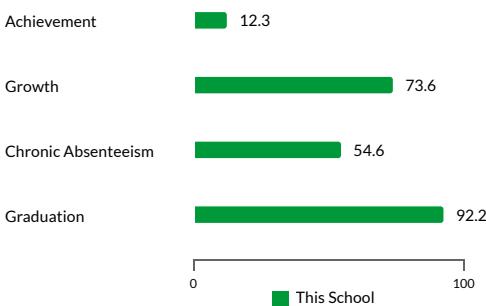
Subject Area Scores



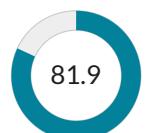
TARGET GROUP OUTCOMES



Group Scores



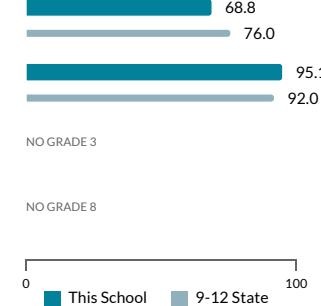
ON-TRACK TO GRADUATION



Area Scores

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

Area Scores

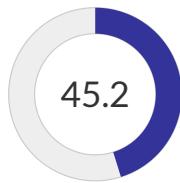




ACHIEVEMENT

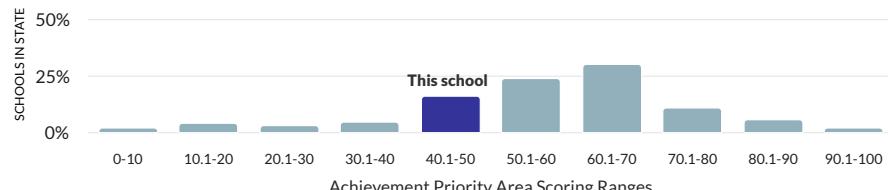
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 51.2
Mathematics Score: 39.1

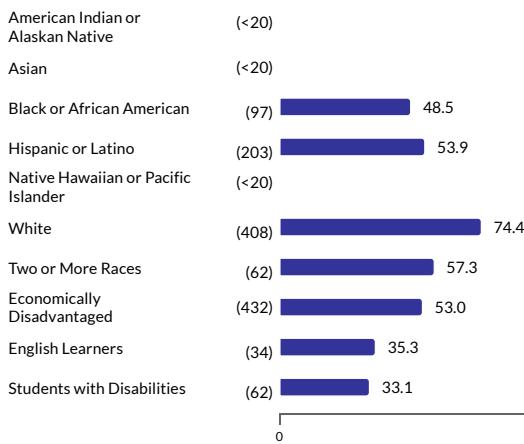
■ This school's score was the same or higher than 19.1% of 9-12 schools in the state.



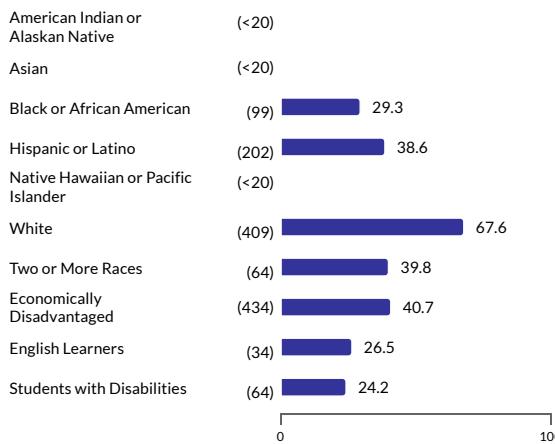
Student Group Achievement, 2023-24 (for information only)

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



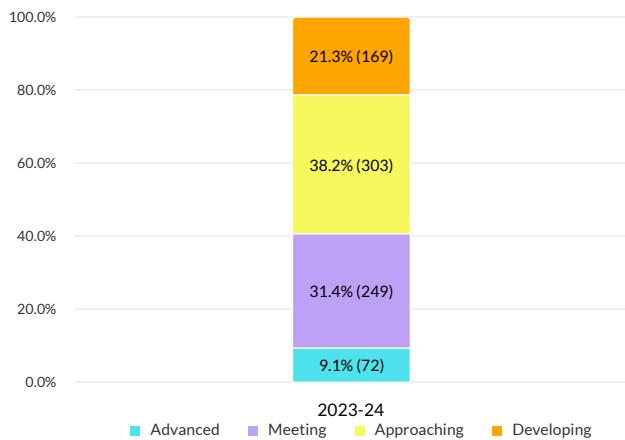
MATHEMATICS



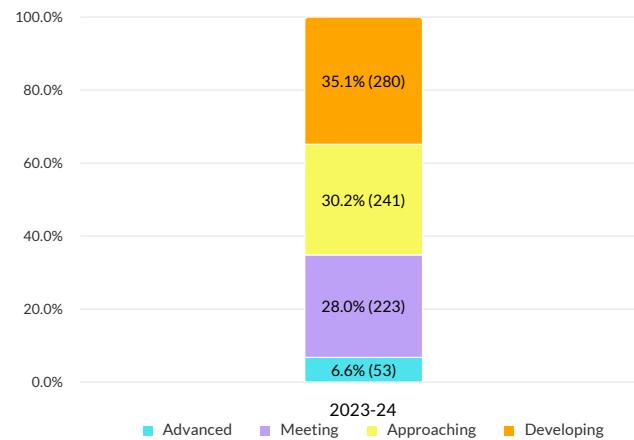
Performance Levels by Year

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
90.3%	64.6%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
90.8%	66.7%

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	820	3.3%	25.1%	35.2%	36.3%	816	7.7%	26.5%	38.0%	27.8%	793	9.1%	31.4%	38.2%	21.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	4.3%	39.1%	39.1%	17.4%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	83	0.0%	9.6%	19.3%	71.1%	82	0.0%	12.2%	48.8%	39.0%	97	3.1%	22.7%	42.3%	32.0%
Hispanic or Latino	199	1.5%	14.1%	33.2%	51.3%	208	2.9%	16.8%	41.8%	38.5%	203	3.0%	26.6%	45.8%	24.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	462	4.8%	32.0%	37.7%	25.5%	443	11.7%	33.0%	33.9%	21.4%	408	14.2%	36.5%	33.1%	16.2%
Two or More Races	43	2.3%	27.9%	39.5%	30.2%	58	3.4%	36.2%	36.2%	24.1%	62	4.8%	29.0%	41.9%	24.2%
Economically Disadvantaged	410	1.2%	13.9%	34.6%	50.2%	408	2.7%	19.9%	41.2%	36.3%	432	5.6%	23.6%	42.1%	28.7%
English Learners	30	0.0%	3.3%	16.7%	80.0%	30	0.0%	0.0%	33.3%	66.7%	34	0.0%	11.8%	47.1%	41.2%
Students with Disabilities	92	1.1%	5.4%	16.3%	77.2%	78	3.8%	2.6%	30.8%	62.8%	62	4.8%	9.7%	32.3%	53.2%

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	820	3.5%	17.2%	25.7%	53.5%	822	5.8%	19.2%	29.4%	45.5%	797	6.6%	28.0%	30.2%	35.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	13.0%	17.4%	34.8%	34.8%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	83	0.0%	4.8%	10.8%	84.3%	84	0.0%	8.3%	25.0%	66.7%	99	2.0%	11.1%	30.3%	56.6%
Hispanic or Latino	200	1.0%	8.0%	27.0%	64.0%	210	1.9%	9.0%	29.5%	59.5%	202	2.0%	17.8%	35.6%	44.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	461	5.2%	23.0%	26.9%	44.9%	444	9.0%	25.9%	29.1%	36.0%	409	10.8%	38.4%	26.2%	24.7%
Two or More Races	43	0.0%	25.6%	27.9%	46.5%	59	1.7%	20.3%	39.0%	39.0%	64	1.6%	18.8%	37.5%	42.2%
Economically Disadvantaged	408	1.2%	9.1%	21.6%	68.1%	412	1.2%	13.1%	30.1%	55.6%	434	2.5%	19.8%	34.1%	43.5%
English Learners	29	0.0%	6.9%	17.2%	75.9%	30	0.0%	3.3%	26.7%	70.0%	34	0.0%	11.8%	29.4%	58.8%
Students with Disabilities	91	0.0%	4.4%	13.2%	82.4%	79	1.3%	5.1%	15.2%	78.5%	64	0.0%	10.9%	26.6%	62.5%



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 64.3% of 9-12 schools in the state.



English Language Arts Score: 75.5

Mathematics Score: 64.1

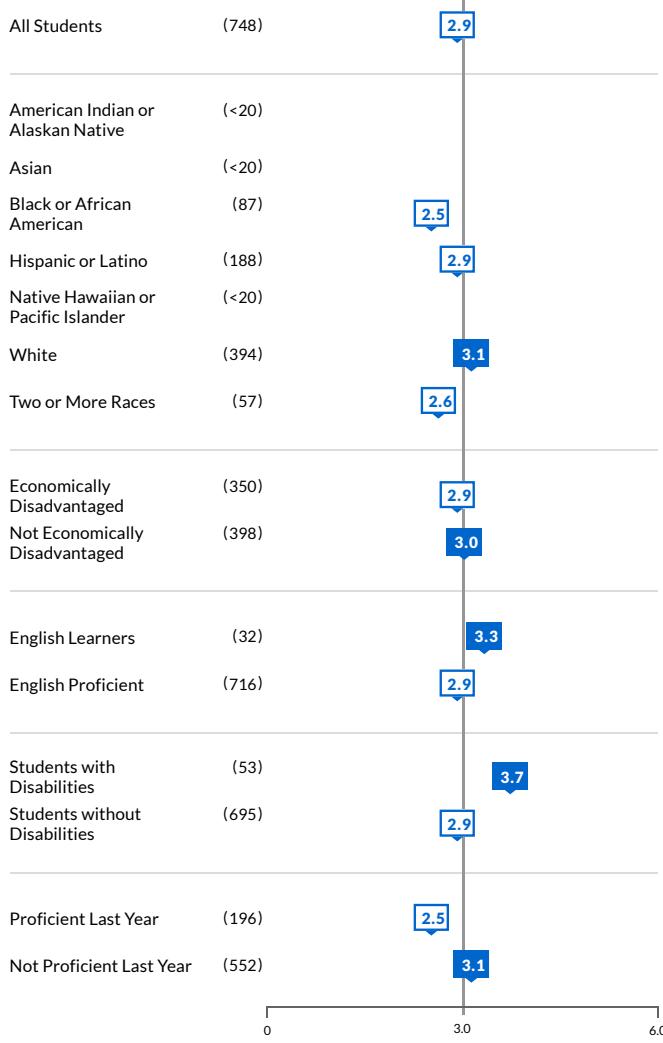
Student Group Value-Added (for information only)

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

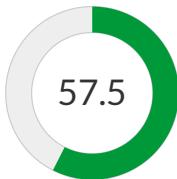




TARGET GROUP OUTCOMES

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 50.1% of 9-12 schools in the state.

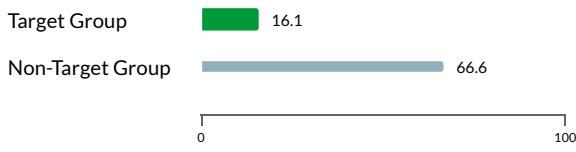


Component Scores

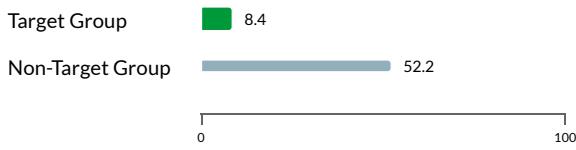
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

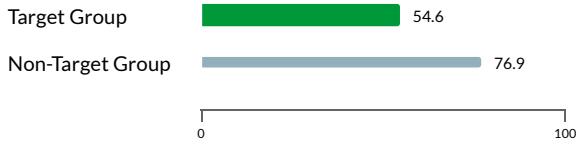


Mathematics



CHRONIC ABSENTEEISM

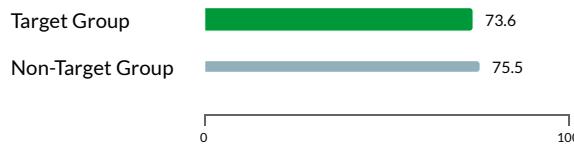
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



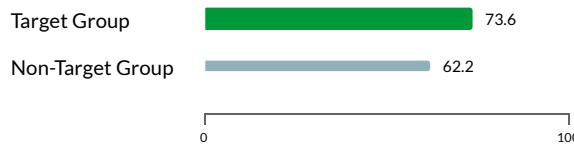
GROWTH

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

English Language Arts

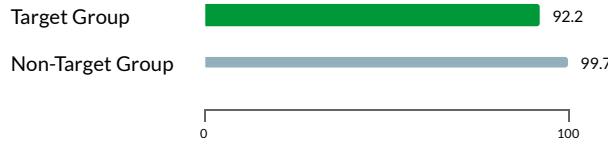


Mathematics



GRADUATION

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

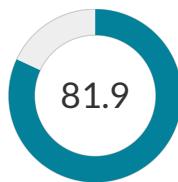




ON-TRACK TO GRADUATION

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 20.9% of 9-12 schools in the state.

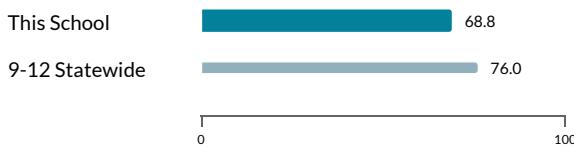


Component Scores

CHRONIC ABSENTEEISM

Score: 68.8

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: 95.1

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

This School

Score: 95.1

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	1,286	35.0%	1,200	31.7%	1,174	28.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	42	26.2%	43	32.6%	28	32.1%
Black or African American	130	54.6%	126	50.0%	125	49.6%
Hispanic or Latino	303	51.5%	303	40.6%	306	35.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	732	24.3%	660	24.1%	623	19.3%
Two or More Races	68	45.6%	58	32.8%	80	33.8%
Economically Disadvantaged	655	49.3%	636	44.2%	597	41.0%
English Learners	49	53.1%	45	42.2%	43	39.5%
Students with Disabilities	187	44.9%	150	34.0%	141	34.8%

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	258	239	92.6%	271	264	97.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	24	20	83.3%	24	23	95.8%
Hispanic or Latino	57	50	87.7%	40	39	97.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	147	141	95.9%	182	177	97.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	118	106	89.8%	112	105	93.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	28	16	57.1%	31	28	90.3%



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

332 (28.3%) 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
25.6%	21.1%	0.0%	25.7%	0.0%	4.7%	3.5%	8.5%
301 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an industry-recognized credential.		41 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	1,174	266,777	25.6%	21.1%	0.0%	25.7%	0.0%	4.7%	3.5%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	28	10,367	46.4%	33.4%	0.0%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	125	24,969	18.4%	13.7%	0.0%	8.7%	0.0%	1.3%	2.4%	2.7%
Hispanic or Latino	306	37,682	20.9%	17.6%	0.0%	18.9%	0.0%	3.4%	2.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	623	179,306	29.4%	22.5%	0.0%	29.9%	0.0%	5.7%	4.7%	10.4%
Two or More Races	80	11,456	16.3%	18.9%	0.0%	21.0%	0.0%	3.4%	1.3%	5.8%
Economically Disadvantaged	597	104,283	18.8%	12.3%	0.0%	18.5%	0.0%	3.0%	2.3%	6.1%
English Learners	43	19,116	18.6%	13.9%	0.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	141	33,777	8.5%	4.4%	0.0%	15.0%	0.0%	2.3%	0.7%	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

395 (33.6%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
25.0%	29.1%	0.0%	0.5%	11.8%	19.2%	0.0%	2.2%
293 students successfully completed at least one art & design course.		No students successfully completed a dance course.		139 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	1,174	266,777	25.0%	29.1%	0.0%	0.5%	11.8%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	28	10,367	39.3%	30.3%	0.0%	0.4%	7.1%	19.9%	0.0%	1.6%
Black or African American	125	24,969	23.2%	28.5%	0.0%	0.7%	8.0%	11.7%	0.0%	2.8%
Hispanic or Latino	306	37,682	27.1%	29.1%	0.0%	0.3%	6.5%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	623	179,306	24.4%	29.1%	0.0%	0.5%	15.4%	21.7%	0.0%	2.2%
Two or More Races	80	11,456	22.5%	28.8%	0.0%	0.5%	13.8%	17.8%	0.0%	2.6%
Economically Disadvantaged	597	104,283	25.8%	29.9%	0.0%	0.4%	8.4%	15.4%	0.0%	2.1%
English Learners	43	19,116	25.6%	30.9%	0.0%	0.4%	4.7%	11.8%	0.0%	1.6%
Students with Disabilities	141	33,777	24.1%	30.9%	0.0%	0.5%	5.7%	14.4%	0.0%	2.4%

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