



## OVERVIEW

### School Details

Grades : 9-12

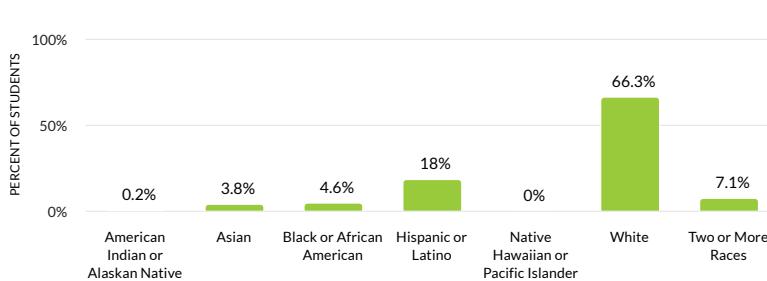
Enrollment : 834

Percent open enrollment : 15.6%

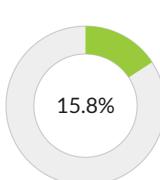
By embracing the unique story of every child, the Whitnall School District prepares graduates to realize their full potential and to positively impact local and global communities. Our district and community values advancement, belonging, and courage to meet our strategic goals as part of a continuous improvement process.

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

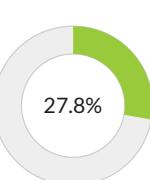
### Student Groups



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary



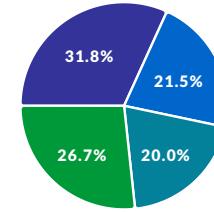
Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

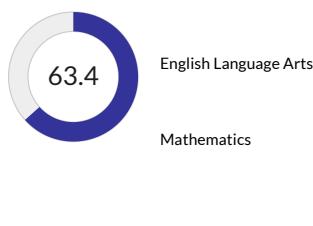


PRIORITY AREA WEIGHTS

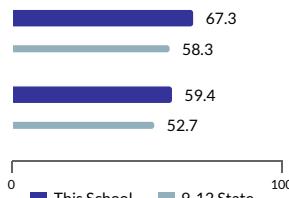


### Priority Area Scores

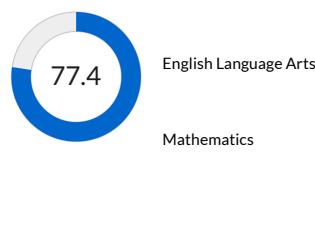
#### ACHIEVEMENT



Subject Area Scores

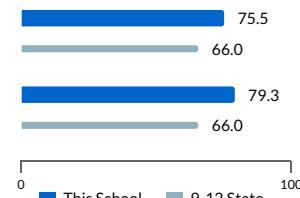


#### GROWTH



Subject Area Scores

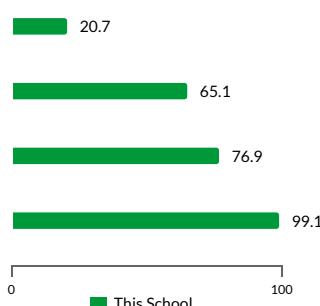
Subject Area Scores



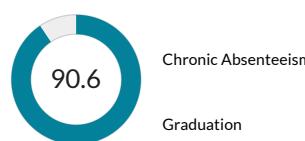
#### TARGET GROUP OUTCOMES



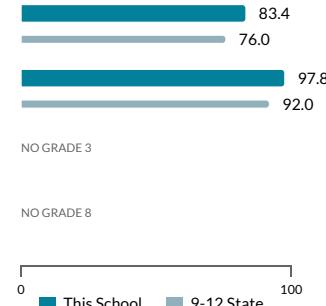
Group Scores



#### ON-TRACK TO GRADUATION



Area Scores

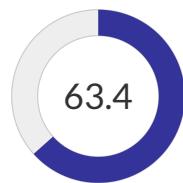




## ACHIEVEMENT

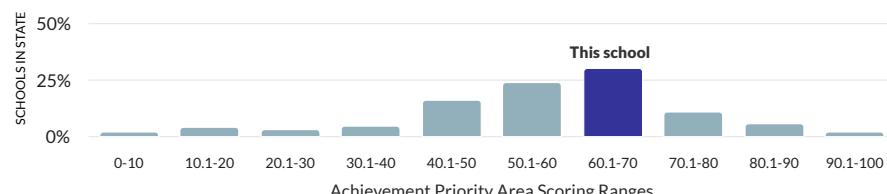
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 67.3  
**Mathematics Score:** 59.4

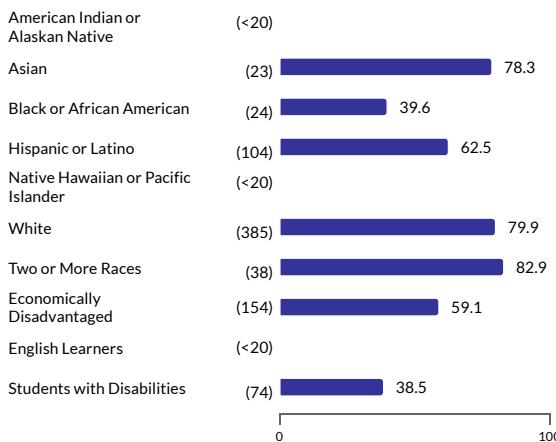
■ This school's score was the same or higher than 64.8% of 9-12 schools in the state.



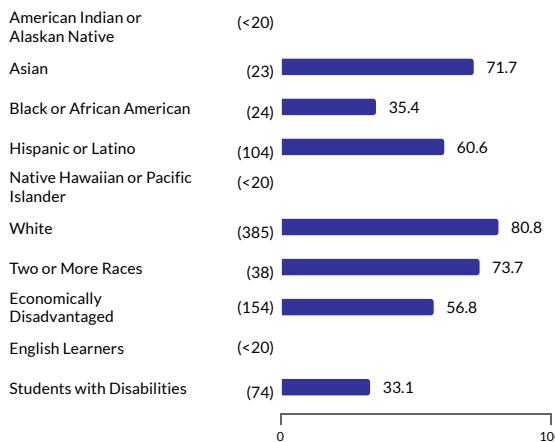
### Student Group Achievement, 2023-24 (for information only)

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



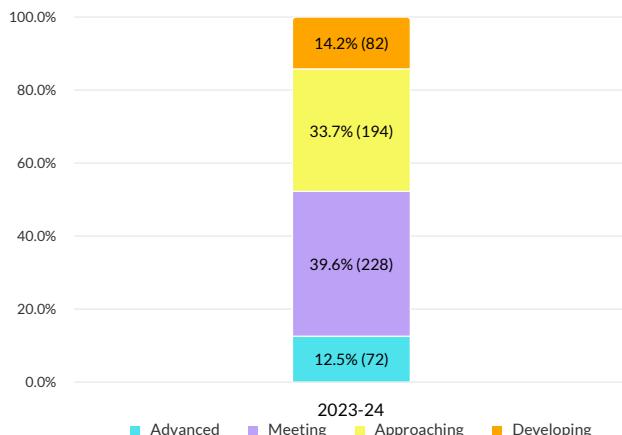
#### MATHEMATICS



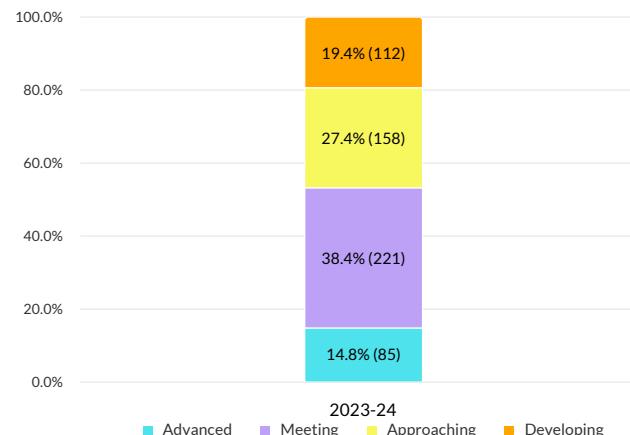
### Performance Levels by Year

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
95.0%	81.5%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.0%	81.5%

### 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	588	9.5%	35.0%	35.5%	19.9%	582	12.5%	35.6%	35.4%	16.5%	576	12.5%	39.6%	33.7%	14.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	8.7%	43.5%	39.1%	8.7%	22	18.2%	9.1%	54.5%	18.2%	23	17.4%	34.8%	34.8%	13.0%
Black or African American	25	0.0%	4.0%	36.0%	60.0%	23	0.0%	0.0%	56.5%	43.5%	24	0.0%	16.7%	45.8%	37.5%
Hispanic or Latino	93	6.5%	28.0%	37.6%	28.0%	100	6.0%	32.0%	40.0%	22.0%	104	8.7%	30.8%	37.5%	23.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	403	10.7%	37.2%	35.2%	16.9%	388	14.2%	39.4%	33.2%	13.1%	385	13.5%	43.6%	31.9%	10.9%
Two or More Races	44	11.4%	43.2%	31.8%	13.6%	47	17.0%	40.4%	25.5%	17.0%	38	18.4%	39.5%	31.6%	10.5%
Economically Disadvantaged	152	3.9%	20.4%	40.1%	35.5%	168	6.0%	22.0%	44.0%	28.0%	154	9.1%	24.7%	41.6%	24.7%
English Learners	22	0.0%	13.6%	54.5%	31.8%	20	0.0%	10.0%	50.0%	40.0%	<20	*	*	*	*
Students with Disabilities	67	0.0%	17.9%	28.4%	53.7%	71	2.8%	18.3%	39.4%	39.4%	74	0.0%	17.6%	41.9%	40.5%

#### MATHEMATICS

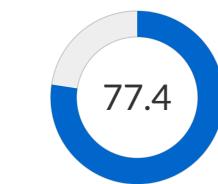
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	585	13.0%	23.6%	30.3%	33.2%	581	12.9%	26.5%	31.8%	28.7%	576	14.8%	38.4%	27.4%	19.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	23	26.1%	30.4%	26.1%	17.4%	22	13.6%	22.7%	31.8%	31.8%	23	8.7%	39.1%	39.1%	13.0%
Black or African American	25	0.0%	0.0%	12.0%	88.0%	23	0.0%	0.0%	8.7%	91.3%	24	0.0%	16.7%	37.5%	45.8%
Hispanic or Latino	93	10.8%	21.5%	30.1%	37.6%	99	11.1%	18.2%	33.3%	37.4%	104	10.6%	25.0%	39.4%	25.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	400	13.8%	24.5%	31.3%	30.5%	388	14.9%	29.4%	32.0%	23.7%	385	17.1%	43.6%	22.9%	16.4%
Two or More Races	44	11.4%	29.5%	34.1%	25.0%	47	6.4%	36.2%	36.2%	21.3%	38	15.8%	36.8%	26.3%	21.1%
Economically Disadvantaged	150	7.3%	14.0%	32.0%	46.7%	167	3.6%	17.4%	33.5%	45.5%	154	5.8%	28.6%	39.0%	26.6%
English Learners	22	9.1%	18.2%	22.7%	50.0%	20	0.0%	30.0%	25.0%	45.0%	<20	*	*	*	*
Students with Disabilities	65	1.5%	9.2%	15.4%	73.8%	71	0.0%	5.6%	26.8%	67.6%	74	1.4%	17.6%	27.0%	54.1%



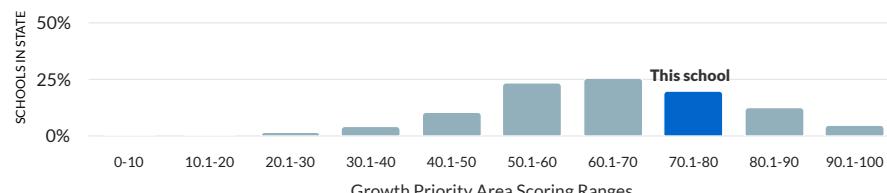
## GROWTH

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 81.4% of 9-12 schools in the state.



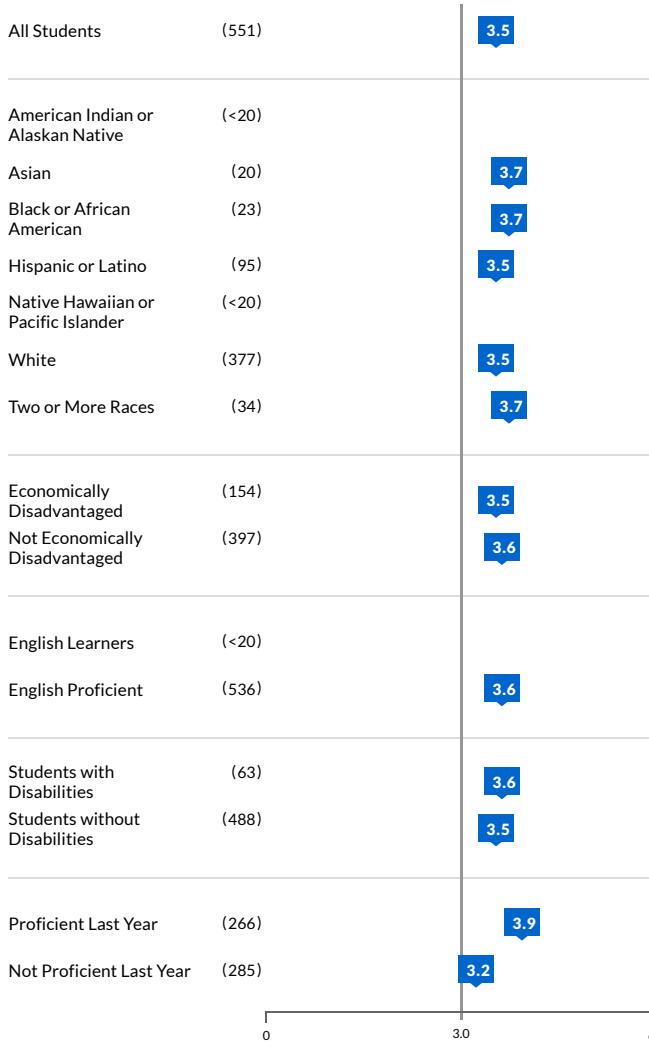
English Language Arts Score: 75.5

Mathematics Score: 79.3

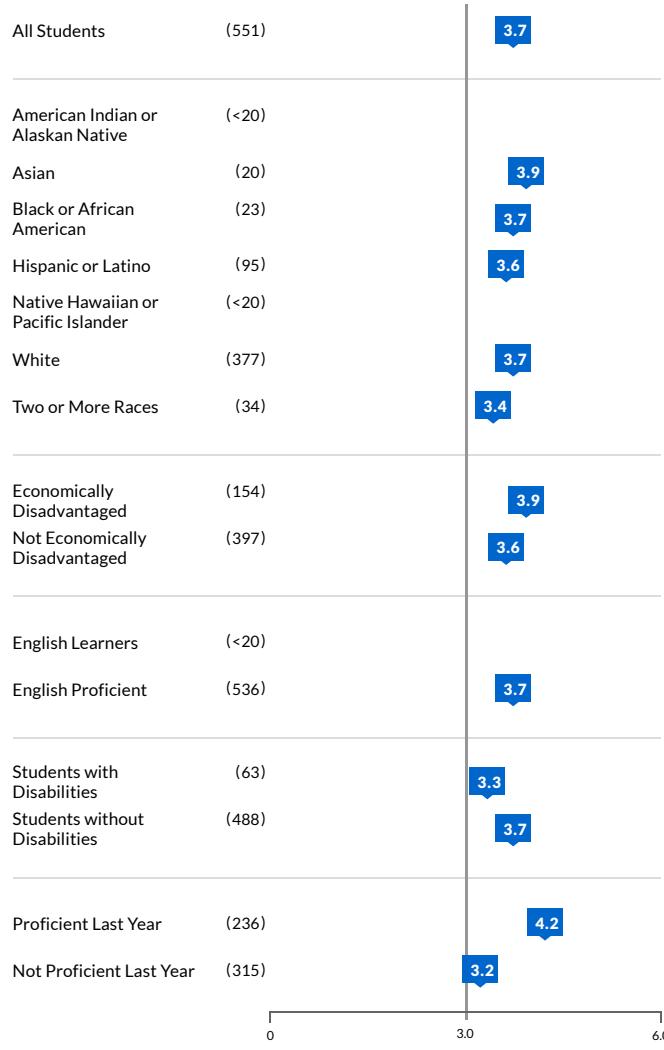
### Student Group Value-Added (for information only)

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





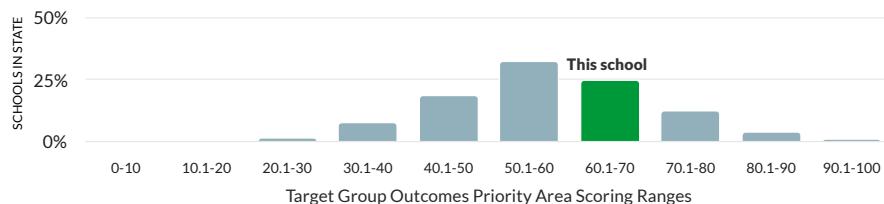
## TARGET GROUP OUTCOMES

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 61.7% of 9-12 schools in the state.



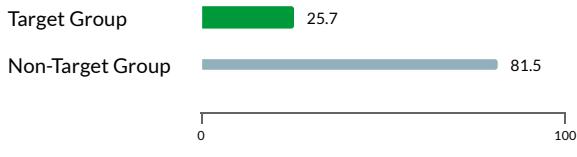
### Component Scores

#### ACHIEVEMENT

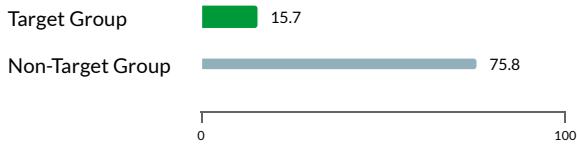
Score: 20.7

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

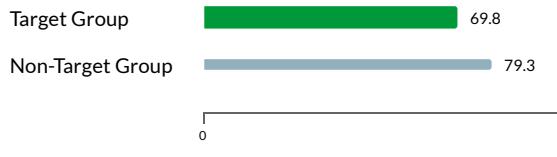


#### GROWTH

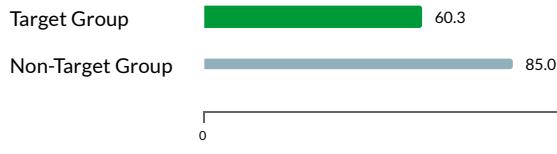
Score: 65.1

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

##### English Language Arts



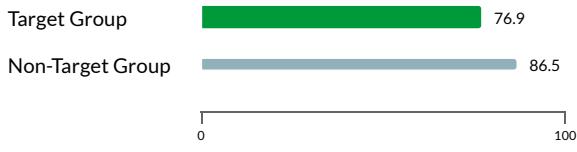
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 76.9

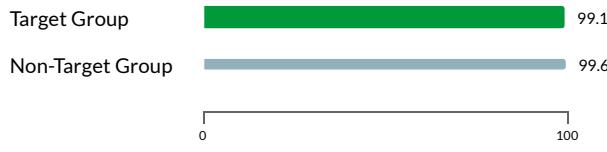
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 99.1

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

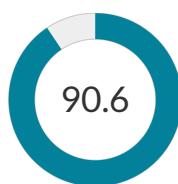




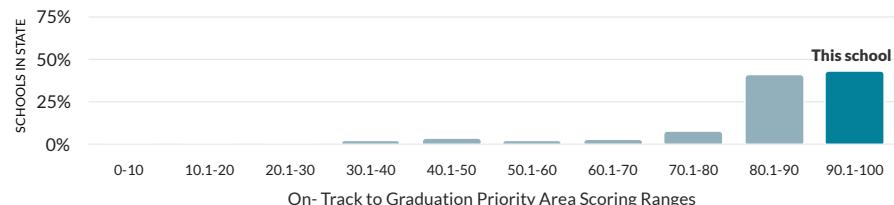
## ON-TRACK TO GRADUATION

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.

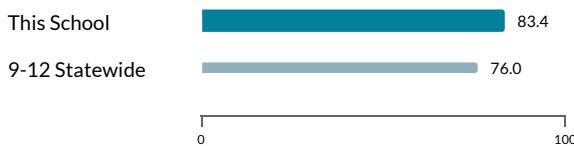


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 83.4

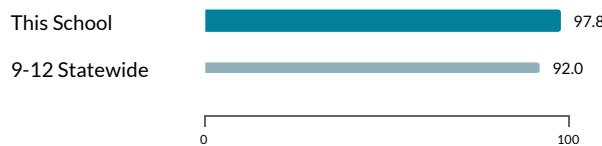
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.8

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



#### 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	809	14.7%	818	18.5%	812	16.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	35	5.7%	36	13.9%	30	13.3%
Black or African American	30	30.0%	36	33.3%	34	29.4%
Hispanic or Latino	112	19.6%	131	25.2%	133	21.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	572	14.5%	559	16.3%	550	13.8%
Two or More Races	59	5.1%	55	18.2%	63	22.2%
Economically Disadvantaged	174	21.3%	211	28.4%	227	28.6%
English Learners	26	19.2%	30	20.0%	30	20.0%
Students with Disabilities	113	22.1%	125	24.0%	115	20.0%

### 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	213	207	97.2%	203	200	98.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	29	28	96.6%	28	27	96.4%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	154	150	97.4%	152	151	99.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	50	48	96.0%	44	44	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	27	21	77.8%	<20	*	*



## 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

355 (43.7%) 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>39.0%</b>	<b>21.1%</b>	<b>3.7%</b>	<b>25.7%</b>	<b>3.0%</b>	<b>4.7%</b>	<b>3.1%</b>	<b>8.5%</b>
317 students successfully completed at least one Advanced Placement or International Baccalaureate course.		30 students successfully completed at least one dual enrollment course.		24 students earned at least one industry-recognized credential.		25 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	812	266,777	39.0%	21.1%	3.7%	25.7%	3.0%	4.7%	3.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	30	10,367	53.3%	33.4%	6.7%	26.6%	0.0%	3.7%	6.7%	5.6%
Black or African American	34	24,969	5.9%	13.7%	0.0%	8.7%	2.9%	1.3%	0.0%	2.7%
Hispanic or Latino	133	37,682	36.8%	17.6%	2.3%	18.9%	2.3%	3.4%	1.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	550	179,306	40.0%	22.5%	4.5%	29.9%	3.5%	5.7%	3.8%	10.4%
Two or More Races	63	11,456	47.6%	18.9%	0.0%	21.0%	1.6%	3.4%	0.0%	5.8%
Economically Disadvantaged	227	104,283	23.3%	12.3%	1.3%	18.5%	2.6%	3.0%	1.8%	6.1%
English Learners	30	19,116	36.7%	13.9%	0.0%	17.0%	0.0%	2.5%	6.7%	3.6%
Students with Disabilities	115	33,777	6.1%	4.4%	4.3%	15.0%	1.7%	2.3%	3.5%	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

398 (49.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>34.9%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>19.8%</b>	<b>19.2%</b>	<b>5.3%</b>	<b>2.2%</b>
283 students successfully completed at least one art & design course.		No students successfully completed a dance course.		161 students successfully completed at least one music course.		43 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	812	266,777	34.9%	29.1%	0.0%	0.5%	19.8%	19.2%	5.3%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	30	10,367	33.3%	30.3%	0.0%	0.4%	16.7%	19.9%	3.3%	1.6%
Black or African American	34	24,969	32.4%	28.5%	0.0%	0.7%	32.4%	11.7%	5.9%	2.8%
Hispanic or Latino	133	37,682	37.6%	29.1%	0.0%	0.3%	15.8%	13.3%	2.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	550	179,306	33.5%	29.1%	0.0%	0.5%	20.0%	21.7%	5.5%	2.2%
Two or More Races	63	11,456	41.3%	28.8%	0.0%	0.5%	22.2%	17.8%	9.5%	2.6%
Economically Disadvantaged	227	104,283	39.6%	29.9%	0.0%	0.4%	18.9%	15.4%	5.7%	2.1%
English Learners	30	19,116	30.0%	30.9%	0.0%	0.4%	23.3%	11.8%	0.0%	1.6%
Students with Disabilities	115	33,777	33.9%	30.9%	0.0%	0.5%	11.3%	14.4%	6.1%	2.4%

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