



OVERVIEW

School Details

Grades : 9-12

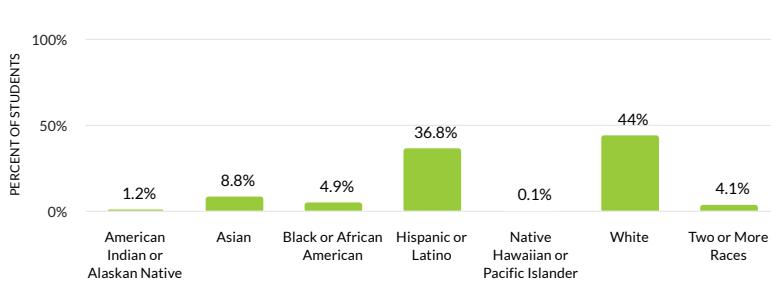
Enrollment : 2,147

Percent open enrollment : 0.4%

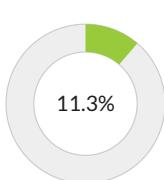
Through a safe learning environment, Preble High School students are globally aware, respectful, responsible, collaborative, and inquisitive young adults. Our students think critically and communicate effectively. They are advocates for themselves and others. They are independent, dedicated, and resilient in their pursuit of college, career, and community readiness.

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

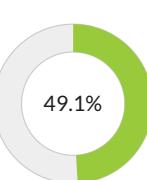
Student Groups



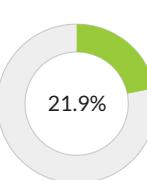
STUDENTS WITH DISABILITIES



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>.

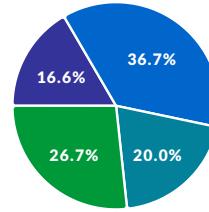
Overall Score

74.8

Exceeds Expectations

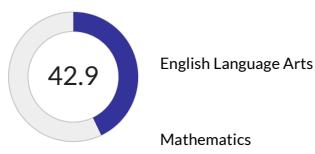


PRIORITY AREA WEIGHTS



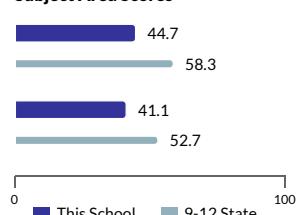
Priority Area Scores

ACHIEVEMENT

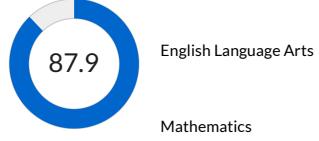


Subject Area Scores

English Language Arts
Mathematics

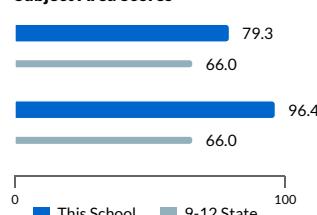


GROWTH

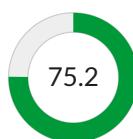


Subject Area Scores

English Language Arts
Mathematics

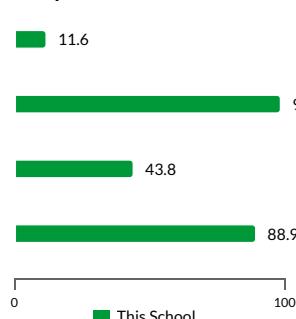


TARGET GROUP OUTCOMES

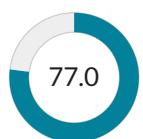


Group Scores

Achievement
Growth
Chronic Absenteeism
Graduation

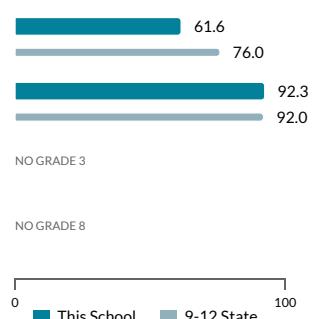


ON-TRACK TO GRADUATION



Area Scores

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

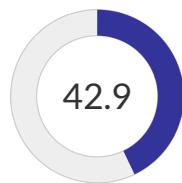




ACHIEVEMENT

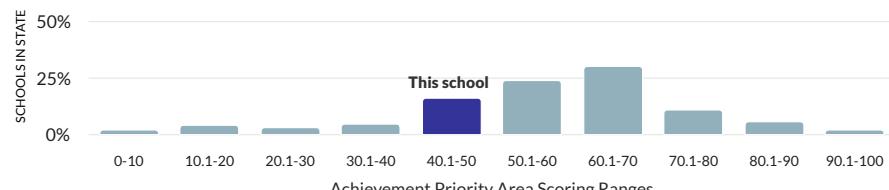
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 44.7
Mathematics Score: 41.1

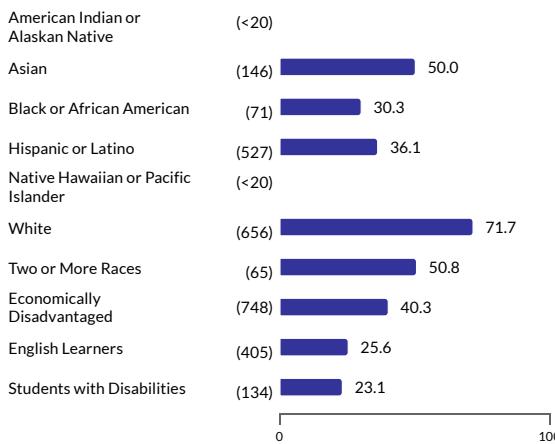
■ This school's score was the same or higher than 15.2% of 9-12 schools in the state.



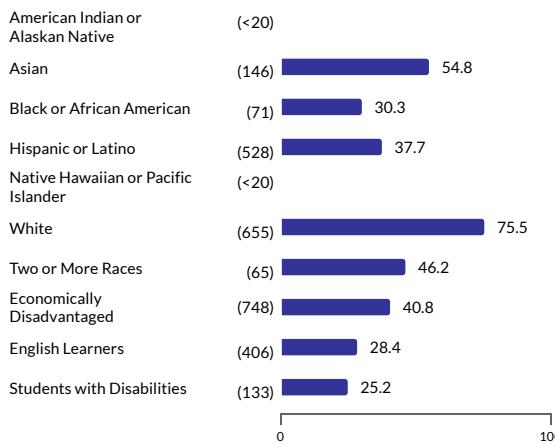
Student Group Achievement, 2023-24 (for information only)

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



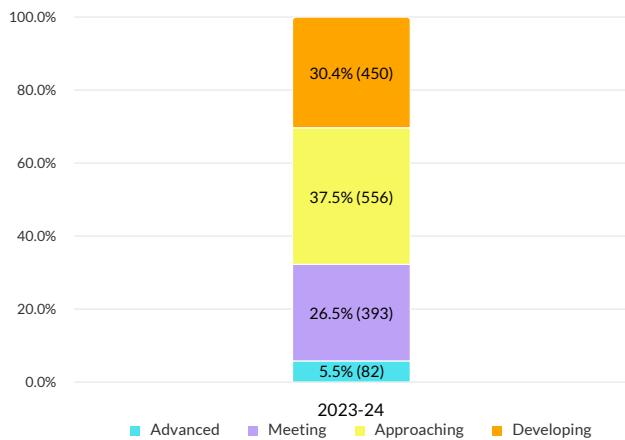
MATHEMATICS



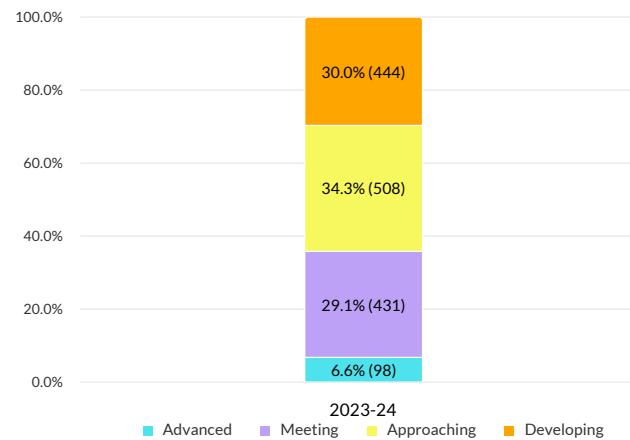
Performance Levels by Year

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: American Indian or Alaskan Native 80.0%
93.9%	

MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native 80.0%
93.9%	

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	1,444	3.0%	20.4%	32.1%	44.6%	1,452	5.2%	24.6%	35.6%	34.6%	1,481	5.5%	26.5%	37.5%	30.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	109	0.0%	11.9%	45.9%	42.2%	120	2.5%	18.3%	39.2%	40.0%	146	2.7%	19.9%	52.1%	25.3%
Black or African American	64	0.0%	4.7%	26.6%	68.8%	57	0.0%	8.8%	40.4%	50.9%	71	0.0%	9.9%	40.8%	49.3%
Hispanic or Latino	514	0.8%	8.2%	28.4%	62.6%	518	1.0%	12.7%	35.7%	50.6%	527	1.1%	14.6%	39.5%	44.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	689	5.7%	32.9%	33.4%	28.0%	678	9.6%	37.0%	33.0%	20.4%	656	10.5%	40.1%	31.7%	17.7%
Two or More Races	49	0.0%	16.3%	36.7%	46.9%	61	4.9%	18.0%	50.8%	26.2%	65	4.6%	21.5%	44.6%	29.2%
Economically Disadvantaged	646	0.8%	9.9%	29.4%	59.9%	682	2.1%	13.9%	37.4%	46.6%	748	1.7%	16.7%	42.0%	39.6%
English Learners	402	0.0%	3.2%	24.6%	72.1%	407	0.2%	5.9%	33.7%	60.2%	405	0.5%	4.4%	40.7%	54.3%
Students with Disabilities	136	0.7%	3.7%	14.7%	80.9%	133	0.8%	7.5%	24.1%	67.7%	134	0.0%	8.2%	29.9%	61.9%

MATHEMATICS

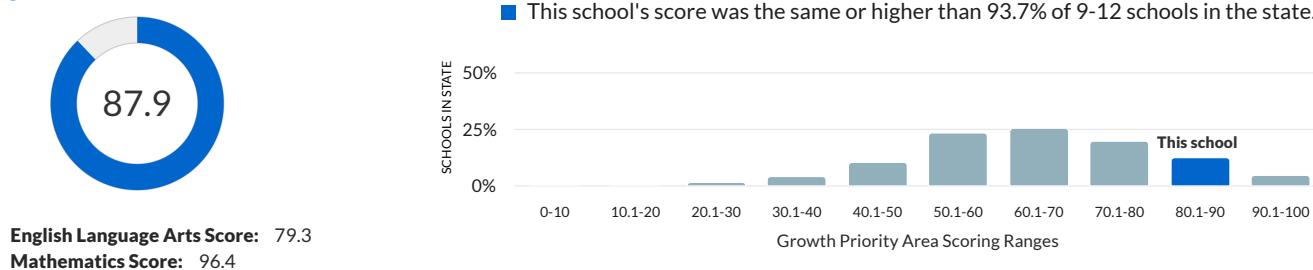
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,447	6.4%	17.1%	23.1%	53.4%	1,455	5.8%	19.0%	29.6%	45.6%	1,481	6.6%	29.1%	34.3%	30.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	108	2.8%	12.0%	29.6%	55.6%	120	1.7%	12.5%	35.0%	50.8%	146	4.1%	30.1%	37.0%	28.8%
Black or African American	65	0.0%	1.5%	16.9%	81.5%	57	0.0%	5.3%	22.8%	71.9%	71	0.0%	8.5%	43.7%	47.9%
Hispanic or Latino	515	1.6%	7.8%	18.8%	71.8%	521	1.3%	7.5%	23.6%	67.6%	528	1.9%	15.9%	37.9%	44.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	690	11.7%	26.7%	25.2%	36.4%	678	11.1%	30.8%	32.6%	25.5%	655	12.2%	43.1%	28.2%	16.5%
Two or More Races	49	0.0%	18.4%	30.6%	51.0%	61	0.0%	16.4%	41.0%	42.6%	65	1.5%	20.0%	47.7%	30.8%
Economically Disadvantaged	648	1.2%	10.0%	19.9%	68.8%	685	0.6%	10.8%	26.9%	61.8%	748	1.2%	19.4%	39.3%	40.1%
English Learners	402	0.0%	4.2%	15.2%	80.6%	409	0.2%	2.7%	24.2%	72.9%	406	0.0%	9.9%	37.2%	53.0%
Students with Disabilities	136	0.0%	5.9%	11.0%	83.1%	133	0.0%	6.0%	16.5%	77.4%	133	0.0%	9.0%	32.3%	58.6%



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.

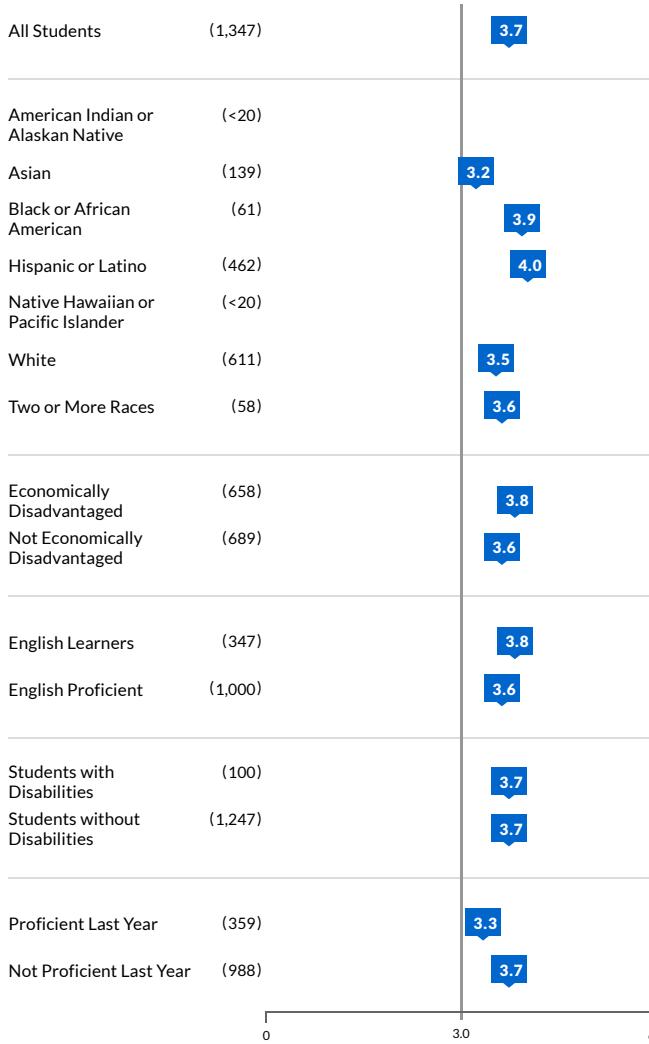
Priority Area Score



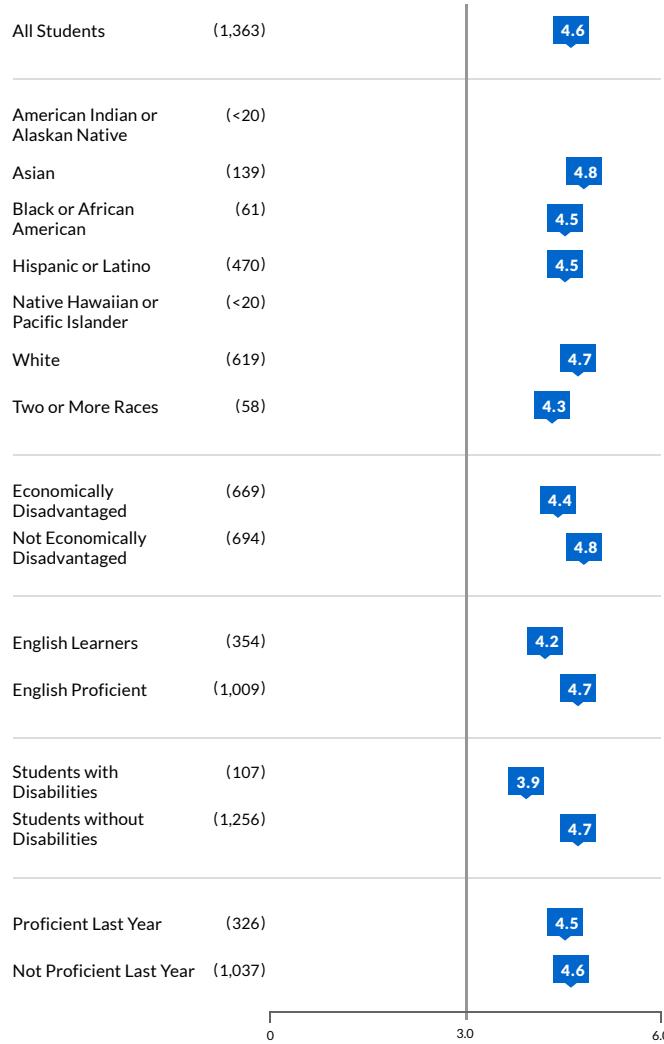
Student Group Value-Added (for information only)

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

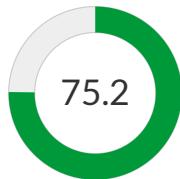




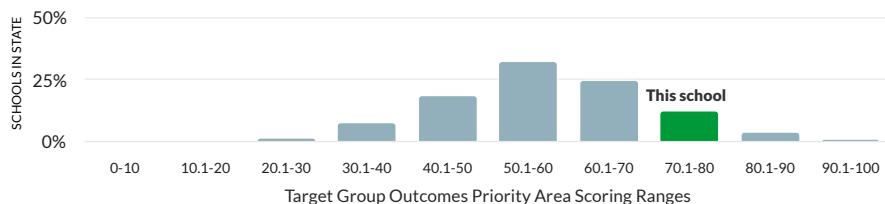
TARGET GROUP OUTCOMES

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 91.4% of 9-12 schools in the state.



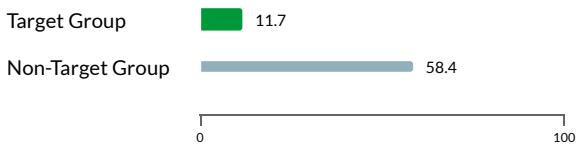
Component Scores

ACHIEVEMENT

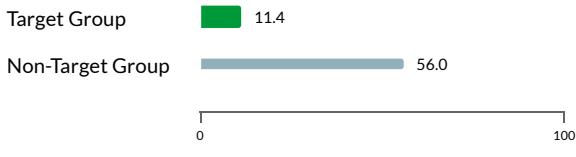
Score: 11.6

Average points-based proficiency rates.

English Language Arts



Mathematics

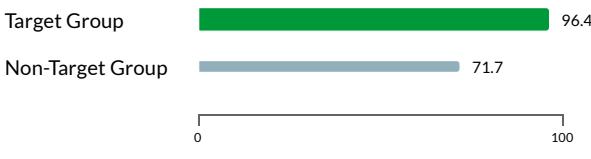


GROWTH

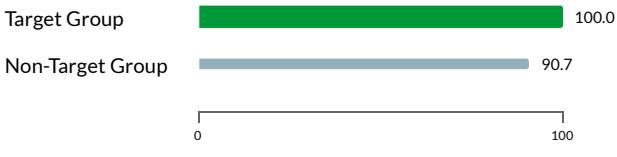
Score: 98.2

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

English Language Arts



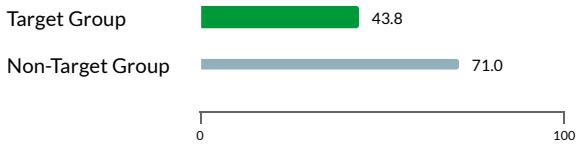
Mathematics



CHRONIC ABSENTEEISM

Score: 43.8

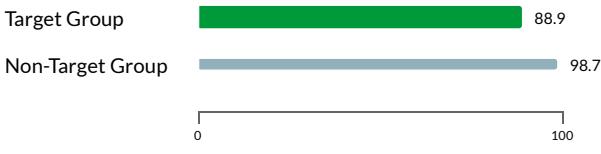
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 88.9

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

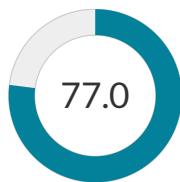




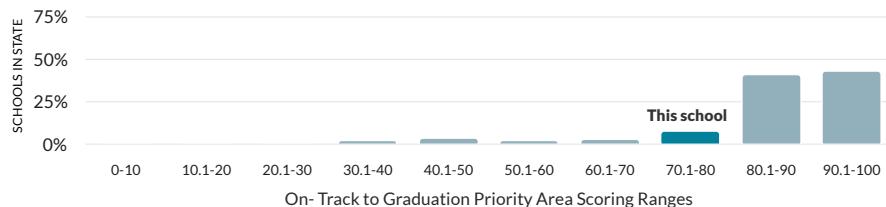
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 13.4% of 9-12 schools in the state.

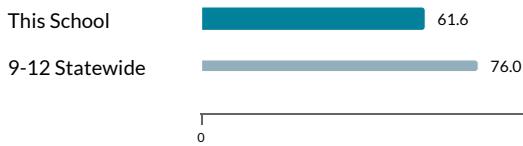


Component Scores

CHRONIC ABSENTEEISM

Score: 61.6

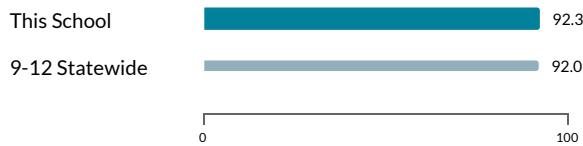
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.3

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	2,017	42.0%	1,977	37.0%	2,013	37.2%
American Indian or Alaskan Native	31	74.2%	31	64.5%	26	61.5%
Asian	147	45.6%	142	26.8%	152	25.7%
Black or African American	98	57.1%	101	64.4%	83	45.8%
Hispanic or Latino	662	59.5%	690	52.5%	738	57.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,024	27.1%	949	22.4%	929	20.3%
Two or More Races	54	55.6%	63	50.8%	83	49.4%
Economically Disadvantaged	989	58.7%	870	51.5%	965	52.5%
English Learners	441	59.0%	519	50.9%	557	52.8%
Students with Disabilities	233	54.1%	213	45.1%	218	49.1%

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	481	436	90.6%	540	507	93.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	31	29	93.5%	24	21	87.5%
Black or African American	24	19	79.2%	34	32	94.1%
Hispanic or Latino	163	139	85.3%	165	150	90.9%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	243	230	94.7%	296	289	97.6%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	213	181	85.0%	227	209	92.1%
English Learners	97	78	80.4%	82	70	85.4%
Students with Disabilities	53	38	71.7%	83	72	86.7%



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

893 (44.4%) 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
17.0%	21.1%	35.4%	25.7%	8.4%	4.7%	2.7%	8.5%
343 students successfully completed at least one Advanced Placement or International Baccalaureate course.		712 students successfully completed at least one dual enrollment course.		170 students earned at least one industry-recognized credential.		55 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	2,013	266,777	17.0%	21.1%	35.4%	25.7%	8.4%	4.7%	2.7%	8.5%
American Indian or Alaskan Native	26	2,718	0.0%	7.0%	23.1%	18.0%	7.7%	1.7%	0.0%	5.0%
Asian	152	10,367	11.8%	33.4%	36.8%	26.6%	7.9%	3.7%	0.0%	5.6%
Black or African American	83	24,969	2.4%	13.7%	22.9%	8.7%	4.8%	1.3%	3.6%	2.7%
Hispanic or Latino	738	37,682	5.1%	17.6%	25.5%	18.9%	6.5%	3.4%	1.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	929	179,306	29.4%	22.5%	45.1%	29.9%	11.0%	5.7%	4.2%	10.4%
Two or More Races	83	11,456	14.5%	18.9%	28.9%	21.0%	2.4%	3.4%	2.4%	5.8%
Economically Disadvantaged	965	104,283	6.0%	12.3%	24.4%	18.5%	6.4%	3.0%	1.0%	6.1%
English Learners	557	19,116	2.7%	13.9%	18.1%	17.0%	4.3%	2.5%	0.4%	3.6%
Students with Disabilities	218	33,777	0.5%	4.4%	15.6%	15.0%	4.1%	2.3%	0.9%	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

605 (30.1%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
17.0%	29.1%	0.0%	0.5%	15.2%	19.2%	0.0%	2.2%
342 students successfully completed at least one art & design course.		No students successfully completed a dance course.		306 students successfully completed at least one music course.		1 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	2,013	266,777	17.0%	29.1%	0.0%	0.5%	15.2%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	26	2,718	11.5%	33.1%	0.0%	0.2%	19.2%	15.0%	0.0%	1.1%
Asian	152	10,367	21.7%	30.3%	0.0%	0.4%	16.4%	19.9%	0.0%	1.6%
Black or African American	83	24,969	26.5%	28.5%	0.0%	0.7%	6.0%	11.7%	0.0%	2.8%
Hispanic or Latino	738	37,682	17.9%	29.1%	0.0%	0.3%	6.8%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	929	179,306	15.3%	29.1%	0.0%	0.5%	21.6%	21.7%	0.1%	2.2%
Two or More Races	83	11,456	12.0%	28.8%	0.0%	0.5%	24.1%	17.8%	0.0%	2.6%
Economically Disadvantaged	965	104,283	17.2%	29.9%	0.0%	0.4%	9.9%	15.4%	0.0%	2.1%
English Learners	557	19,116	20.1%	30.9%	0.0%	0.4%	6.3%	11.8%	0.0%	1.6%
Students with Disabilities	218	33,777	20.2%	30.9%	0.0%	0.5%	6.9%	14.4%	0.0%	2.4%

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