



## OVERVIEW

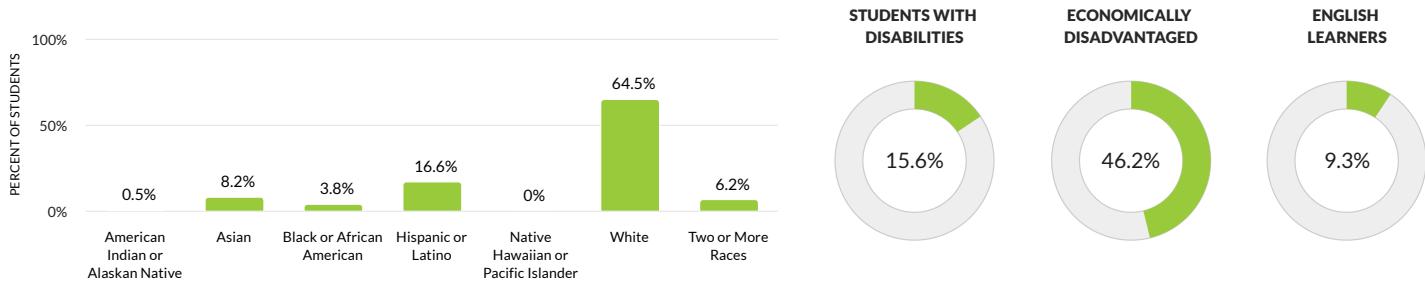
### School Details

Grades : 9-12

Enrollment : 1,455

Percent open enrollment : 2.9%

### Student Groups



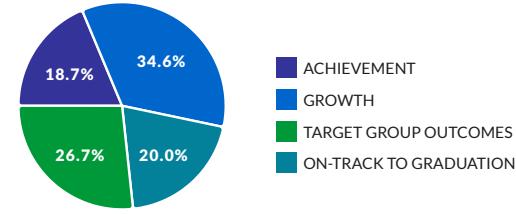
### Score Summary



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>.

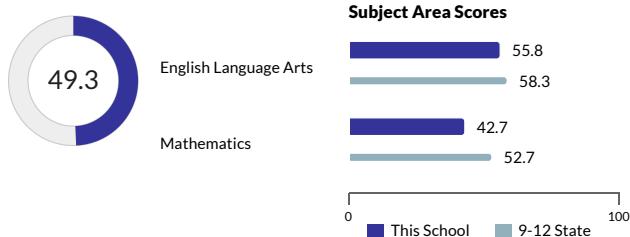


### PRIORITY AREA WEIGHTS

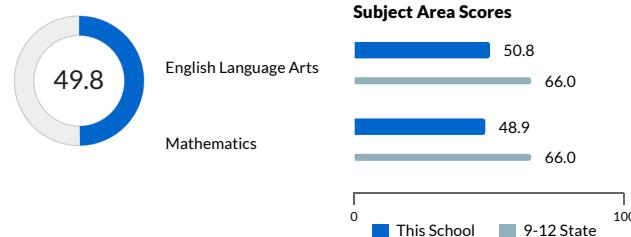


### Priority Area Scores

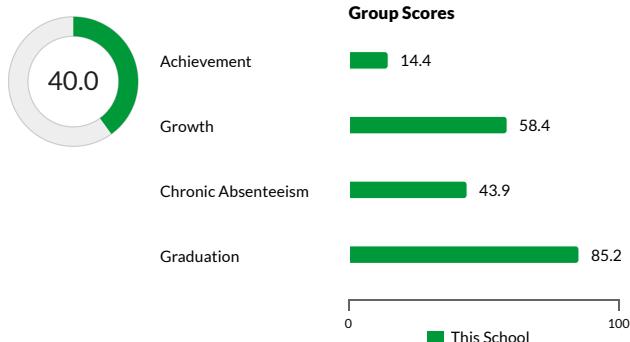
#### ACHIEVEMENT



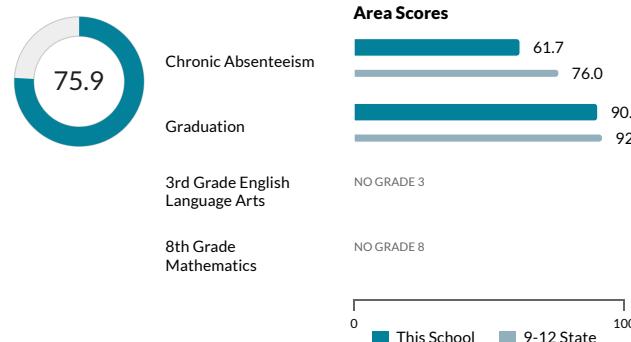
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

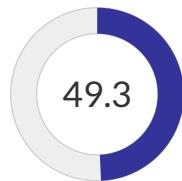




## ACHIEVEMENT

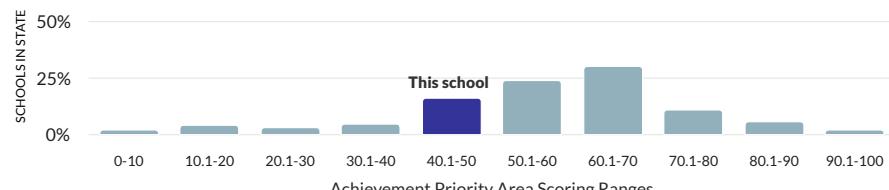
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 55.8  
**Mathematics Score:** 42.7

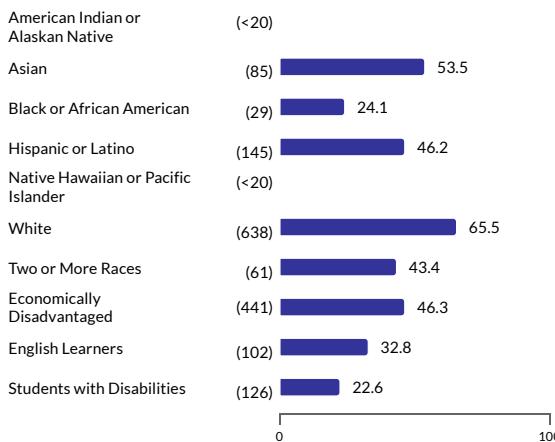
■ This school's score was the same or higher than 27.0% of 9-12 schools in the state.



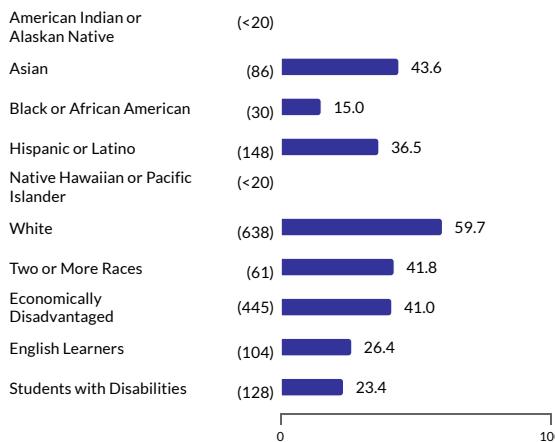
### Student Group Achievement, 2023-24 (for information only)

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



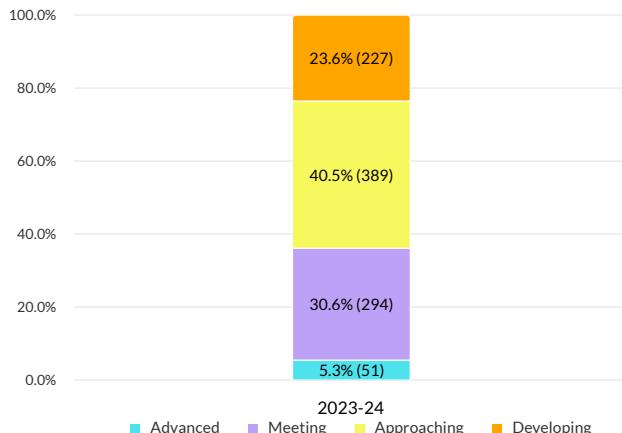
#### MATHEMATICS



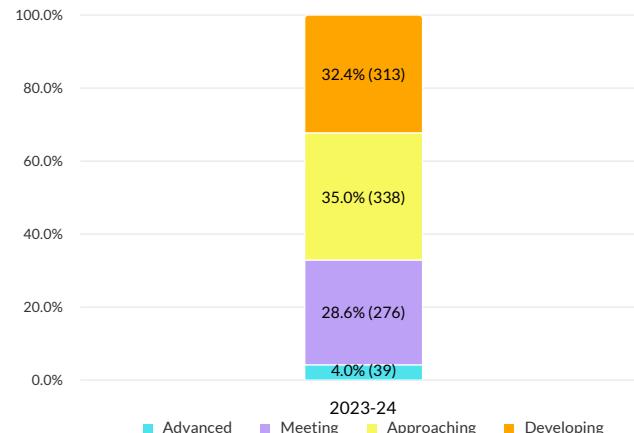
### Performance Levels by Year

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: Black or African American
92.9%	84.2%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
93.4%	86.8%

### 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	902	4.3%	27.2%	37.7%	30.8%	957	5.2%	29.7%	41.4%	23.7%	961	5.3%	30.6%	40.5%	23.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	78	0.0%	20.5%	52.6%	26.9%	77	0.0%	27.3%	51.9%	20.8%	85	1.2%	25.9%	51.8%	21.2%
Black or African American	32	0.0%	9.4%	18.8%	71.9%	23	0.0%	4.3%	43.5%	52.2%	29	0.0%	10.3%	27.6%	62.1%
Hispanic or Latino	117	2.6%	14.5%	34.2%	48.7%	154	0.6%	17.5%	43.5%	38.3%	145	2.1%	21.4%	43.4%	33.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	627	5.6%	32.5%	37.0%	24.9%	647	7.4%	35.1%	39.3%	18.2%	638	7.2%	35.7%	37.9%	19.1%
Two or More Races	44	2.3%	11.4%	43.2%	43.2%	54	1.9%	14.8%	44.4%	38.9%	61	1.6%	14.8%	52.5%	31.1%
Economically Disadvantaged	334	0.6%	13.2%	38.9%	47.3%	363	2.5%	16.5%	47.9%	33.1%	441	2.0%	22.2%	42.0%	33.8%
English Learners	84	0.0%	7.1%	35.7%	57.1%	103	0.0%	7.8%	46.6%	45.6%	102	0.0%	8.8%	48.0%	43.1%
Students with Disabilities	128	1.6%	3.9%	23.4%	71.1%	141	0.7%	6.4%	35.5%	57.4%	126	0.8%	5.6%	31.7%	61.9%

#### MATHEMATICS

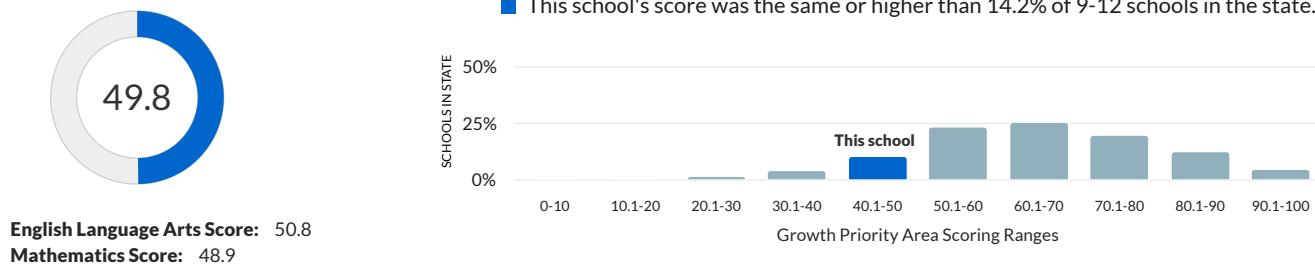
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	897	5.1%	19.5%	32.3%	43.0%	959	3.4%	18.1%	34.8%	43.6%	966	4.0%	28.6%	35.0%	32.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	77	3.9%	19.5%	37.7%	39.0%	77	2.6%	10.4%	37.7%	49.4%	86	2.3%	23.3%	33.7%	40.7%
Black or African American	31	0.0%	0.0%	29.0%	71.0%	23	0.0%	0.0%	4.3%	95.7%	30	0.0%	0.0%	30.0%	70.0%
Hispanic or Latino	121	2.5%	8.3%	20.7%	68.6%	154	2.6%	5.8%	33.8%	57.8%	148	1.4%	16.2%	36.5%	45.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	622	6.1%	24.1%	34.6%	35.2%	649	4.0%	23.4%	36.8%	35.7%	638	5.0%	34.6%	35.1%	25.2%
Two or More Races	42	4.8%	0.0%	23.8%	71.4%	54	1.9%	9.3%	24.1%	64.8%	61	4.9%	18.0%	32.8%	44.3%
Economically Disadvantaged	332	2.4%	8.7%	26.5%	62.3%	365	2.7%	7.9%	31.5%	57.8%	445	1.1%	20.0%	38.7%	40.2%
English Learners	85	0.0%	5.9%	24.7%	69.4%	103	0.0%	1.9%	32.0%	66.0%	104	0.0%	9.6%	33.7%	56.7%
Students with Disabilities	128	0.0%	5.5%	14.8%	79.7%	142	0.7%	2.1%	20.4%	76.8%	128	0.8%	6.3%	32.0%	60.9%



## 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.

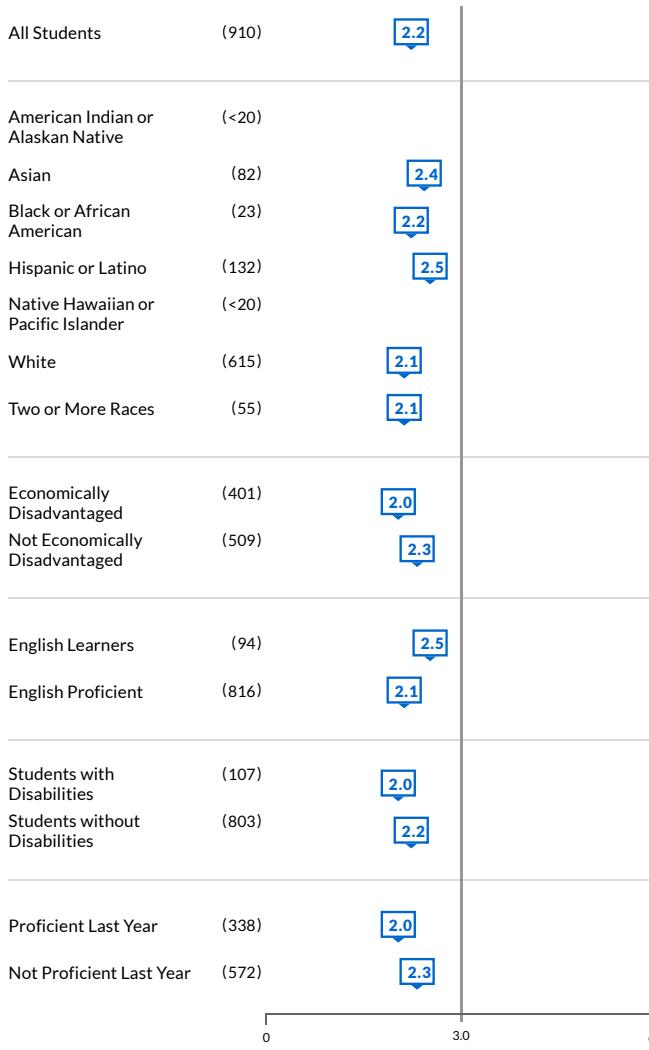
### Priority Area Score



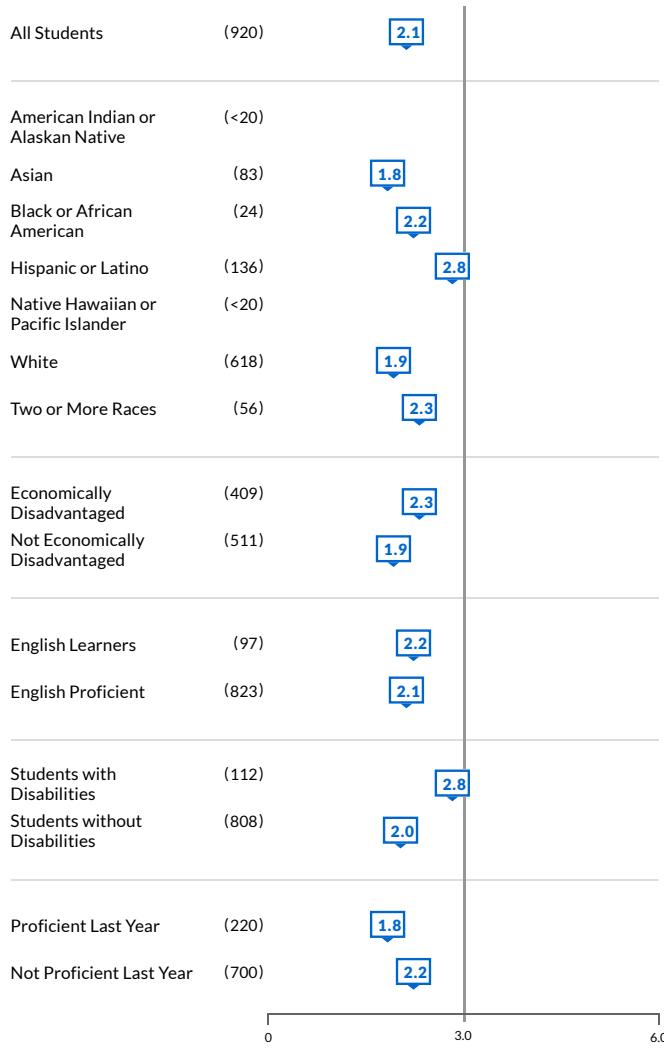
### Student Group Value-Added (for information only)

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





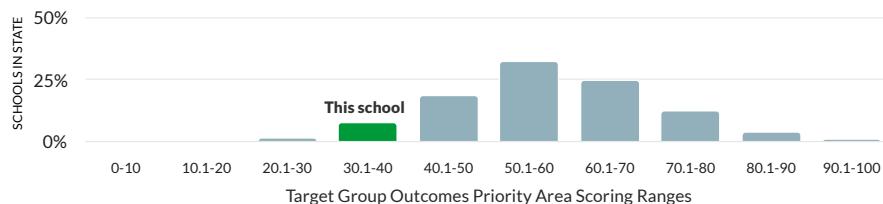
## TARGET GROUP OUTCOMES

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 8.6% of 9-12 schools in the state.

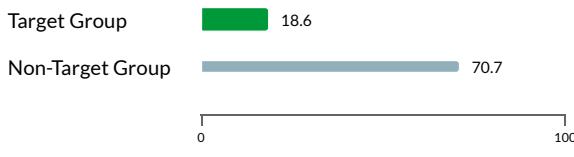


### Component Scores

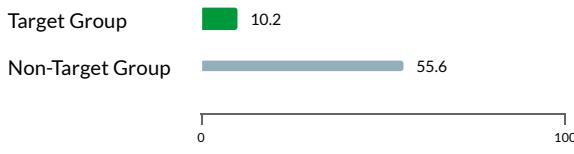
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

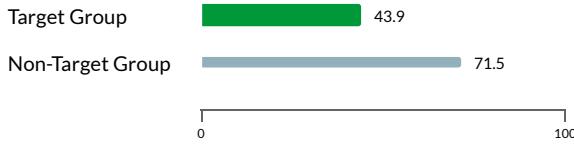


##### Mathematics



#### CHRONIC ABSENTEEISM

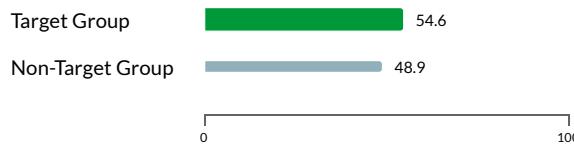
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



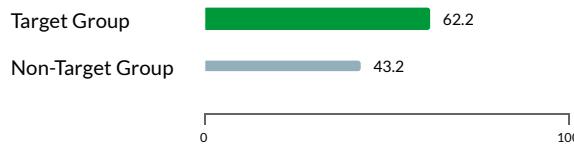
#### GROWTH

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

##### English Language Arts

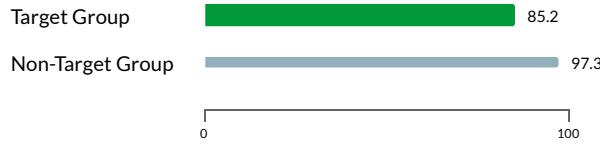


##### Mathematics



#### GRADUATION

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

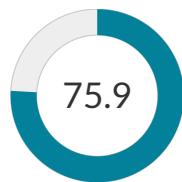




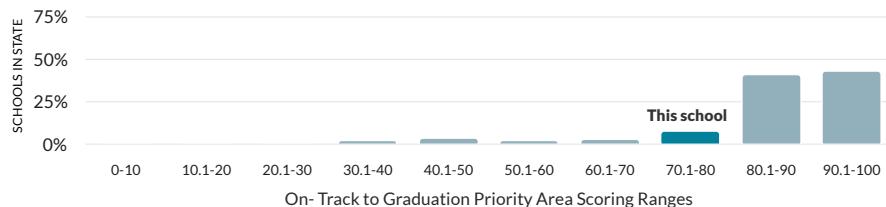
## ON-TRACK TO GRADUATION

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 12.7% of 9-12 schools in the state.

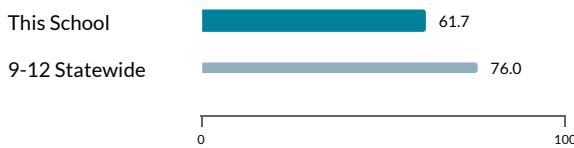


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 61.7

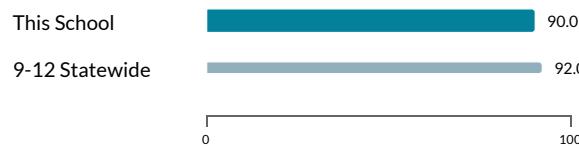
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 90.0

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	1,400	53.7%	1,368	36.2%	1,417	29.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	135	57.0%	121	32.2%	125	27.2%
Black or African American	53	90.6%	53	77.4%	48	58.3%
Hispanic or Latino	189	68.8%	202	53.0%	236	50.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	960	47.2%	916	28.6%	929	22.2%
Two or More Races	54	66.7%	66	59.1%	72	40.3%
Economically Disadvantaged	519	72.1%	558	55.2%	573	46.4%
English Learners	110	71.8%	135	43.0%	155	42.6%
Students with Disabilities	218	63.8%	215	53.5%	222	45.9%

### 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	350	312	89.1%	328	298	90.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	39	36	92.3%	28	27	96.4%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	57	43	75.4%	31	25	80.6%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	225	211	93.8%	242	226	93.4%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	125	103	82.4%	105	86	81.9%
English Learners	40	30	75.0%	<20	*	*
Students with Disabilities	44	33	75.0%	47	37	78.7%



## 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

923 (65.1%) 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>11.2%</b>	<b>21.1%</b>	<b>51.4%</b>	<b>25.7%</b>	<b>10.6%</b>	<b>4.7%</b>	<b>22.0%</b>	<b>8.5%</b>
158 students successfully completed at least one Advanced Placement or International Baccalaureate course.		729 students successfully completed at least one dual enrollment course.		150 students earned at least one industry-recognized credential.		312 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	1,417	266,777	11.2%	21.1%	51.4%	25.7%	10.6%	4.7%	22.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	125	10,367	7.2%	33.4%	60.8%	26.6%	8.0%	3.7%	24.0%	5.6%
Black or African American	48	24,969	8.3%	13.7%	16.7%	8.7%	10.4%	1.3%	25.0%	2.7%
Hispanic or Latino	236	37,682	5.5%	17.6%	37.7%	18.9%	6.4%	3.4%	17.8%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	929	179,306	13.7%	22.5%	56.5%	29.9%	12.5%	5.7%	22.9%	10.4%
Two or More Races	72	11,456	6.9%	18.9%	43.1%	21.0%	5.6%	3.4%	19.4%	5.8%
Economically Disadvantaged	573	104,283	4.5%	12.3%	36.0%	18.5%	6.6%	3.0%	18.0%	6.1%
English Learners	155	19,116	1.9%	13.9%	38.1%	17.0%	4.5%	2.5%	16.8%	3.6%
Students with Disabilities	222	33,777	1.4%	4.4%	22.1%	15.0%	2.7%	2.3%	9.5%	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

601 (42.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>27.1%</b>	<b>29.1%</b>	<b>1.6%</b>	<b>0.5%</b>	<b>17.0%</b>	<b>19.2%</b>	<b>3.2%</b>	<b>2.2%</b>
384 students successfully completed at least one art & design course.		23 students successfully completed at least one dance course.		241 students successfully completed at least one music course.		46 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	1,417	266,777	27.1%	29.1%	1.6%	0.5%	17.0%	19.2%	3.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	125	10,367	44.0%	30.3%	4.0%	0.4%	22.4%	19.9%	0.0%	1.6%
Black or African American	48	24,969	18.8%	28.5%	2.1%	0.7%	8.3%	11.7%	2.1%	2.8%
Hispanic or Latino	236	37,682	28.0%	29.1%	3.0%	0.3%	10.6%	13.3%	3.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	929	179,306	25.3%	29.1%	1.0%	0.5%	18.7%	21.7%	3.8%	2.2%
Two or More Races	72	11,456	26.4%	28.8%	1.4%	0.5%	13.9%	17.8%	4.2%	2.6%
Economically Disadvantaged	573	104,283	27.1%	29.9%	1.0%	0.4%	13.6%	15.4%	2.3%	2.1%
English Learners	155	19,116	38.1%	30.9%	1.3%	0.4%	9.0%	11.8%	0.6%	1.6%
Students with Disabilities	222	33,777	16.7%	30.9%	1.8%	0.5%	11.3%	14.4%	4.1%	2.4%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
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Madison, WI 53703  
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November 2024



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