



## OVERVIEW

### School Details

Grades : 9-12

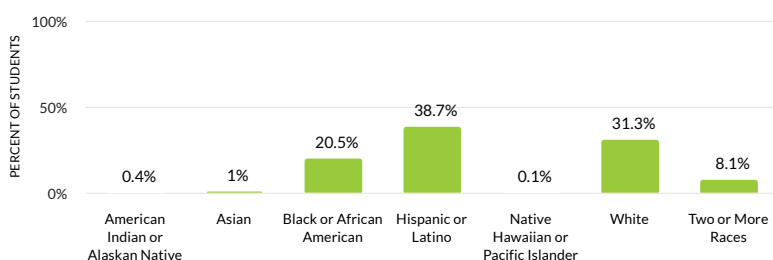
Enrollment : 1,378

Percent open enrollment : 2.5%

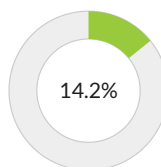
Mission: Committed to excellence and strengthened and enriched by diversity, we prepare each student to compete, contribute, and thrive as an admirable person in a rapidly changing world by engaging students in a wide variety of high quality, relevant programs in partnership with families, schools, and the stateline community.

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

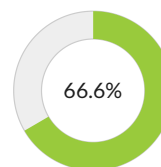
### Student Groups



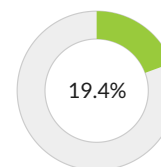
STUDENTS WITH DISABILITIES



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>.

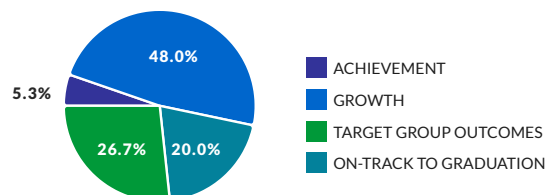
Overall Score

55.9

Meets Few Expectations

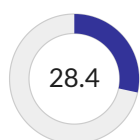


#### PRIORITY AREA WEIGHTS



### Priority Area Scores

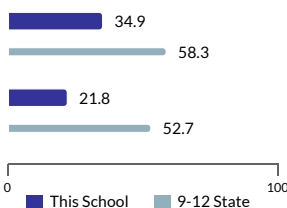
#### ACHIEVEMENT



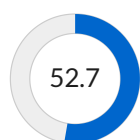
English Language Arts

Mathematics

#### Subject Area Scores



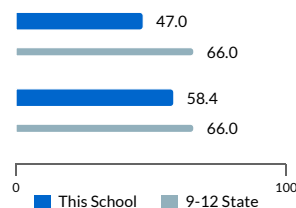
#### GROWTH



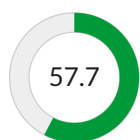
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



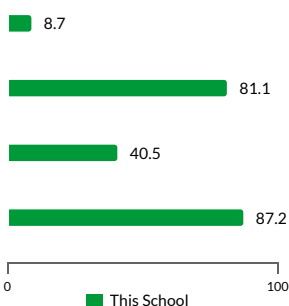
Achievement

Growth

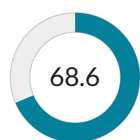
Chronic Absenteeism

Graduation

#### Group Scores



#### ON-TRACK TO GRADUATION



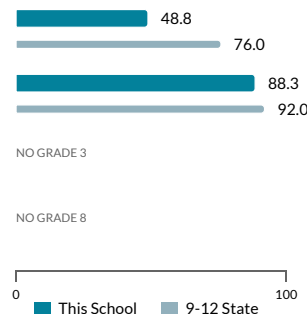
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

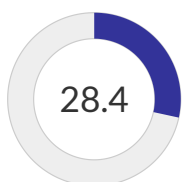




## ACHIEVEMENT

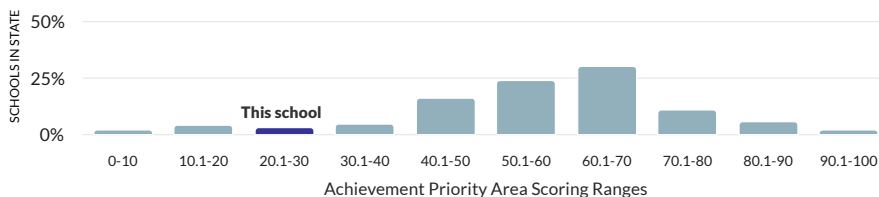
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 34.9  
Mathematics Score: 21.8

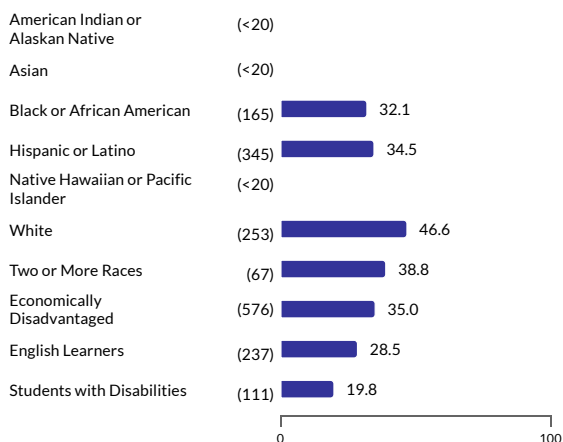
■ This school's score was the same or higher than 8.2% of 9-12 schools in the state.



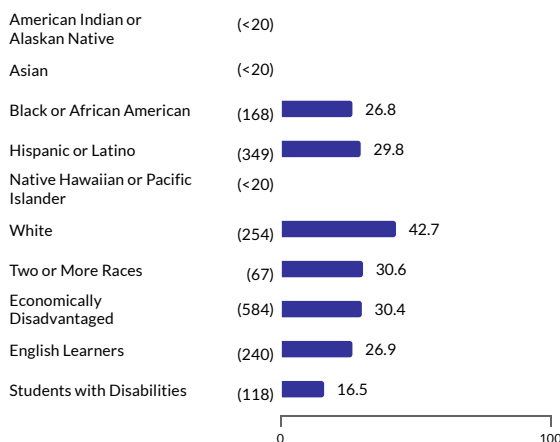
## Student Group Achievement, 2023-24 (for information only)

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



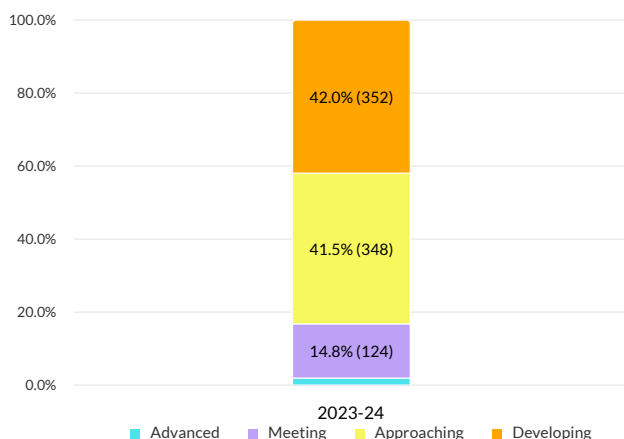
### MATHEMATICS



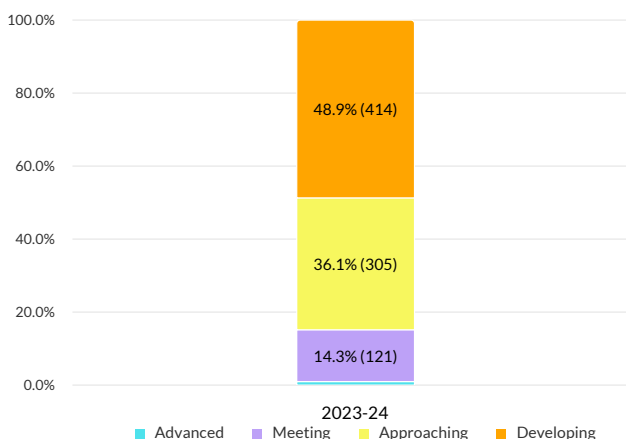
## Performance Levels by Year

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: Students with Disabilities
87.9%	72.0%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
88.8%	76.2%

### 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	917	2.1%	14.2%	32.4%	51.4%	830	2.3%	14.8%	35.7%	47.2%	838	1.7%	14.8%	41.5%	42.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	179	1.1%	6.1%	20.7%	72.1%	162	0.6%	10.5%	26.5%	62.3%	165	1.8%	12.1%	34.5%	51.5%
Hispanic or Latino	348	0.3%	10.3%	31.3%	58.0%	323	0.9%	9.9%	33.7%	55.4%	345	0.0%	12.8%	43.5%	43.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	313	3.8%	21.1%	41.9%	33.2%	275	5.1%	22.9%	38.9%	33.1%	253	4.0%	19.0%	43.5%	33.6%
Two or More Races	59	5.1%	15.3%	27.1%	52.5%	56	0.0%	14.3%	57.1%	28.6%	67	1.5%	14.9%	43.3%	40.3%
Economically Disadvantaged	583	0.7%	11.5%	29.5%	58.3%	567	0.5%	13.9%	35.1%	50.4%	576	1.2%	11.8%	42.7%	44.3%
English Learners	182	0.0%	4.4%	25.8%	69.8%	194	0.5%	4.1%	36.6%	58.8%	237	0.4%	6.8%	42.2%	50.6%
Students with Disabilities	110	0.0%	4.5%	9.1%	86.4%	99	0.0%	0.0%	18.2%	81.8%	111	0.9%	1.8%	33.3%	64.0%

#### MATHEMATICS

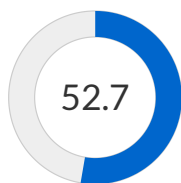
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	895	2.0%	6.1%	19.2%	72.6%	840	0.8%	7.6%	28.5%	63.1%	846	0.7%	14.3%	36.1%	48.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	172	0.0%	1.7%	9.9%	88.4%	167	0.0%	2.4%	19.2%	78.4%	168	0.0%	8.3%	36.9%	54.8%
Hispanic or Latino	339	0.0%	4.4%	17.1%	78.5%	327	0.3%	5.8%	28.7%	65.1%	349	0.6%	10.9%	36.1%	52.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	310	3.9%	10.3%	25.5%	60.3%	275	1.8%	12.4%	32.4%	53.5%	254	1.6%	23.2%	34.3%	40.9%
Two or More Races	56	7.1%	3.6%	23.2%	66.1%	57	1.8%	5.3%	36.8%	56.1%	67	0.0%	11.9%	37.3%	50.7%
Economically Disadvantaged	567	0.9%	4.2%	16.2%	78.7%	576	0.5%	5.7%	27.3%	66.5%	584	0.2%	12.2%	36.0%	51.7%
English Learners	174	0.0%	1.7%	8.6%	89.7%	198	0.0%	5.1%	28.3%	66.7%	240	0.0%	8.8%	36.3%	55.0%
Students with Disabilities	95	0.0%	0.0%	5.3%	94.7%	106	0.0%	0.9%	12.3%	86.8%	118	0.0%	4.2%	24.6%	71.2%



## GROWTH

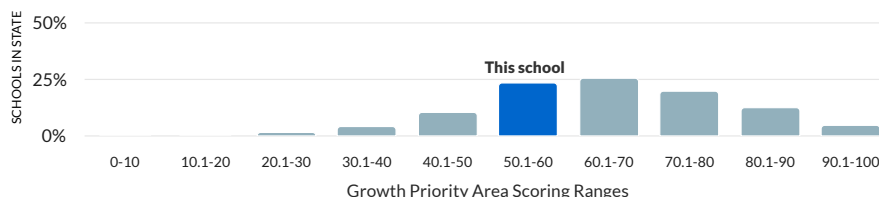
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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:** 47.0  
**Mathematics Score:** 58.4

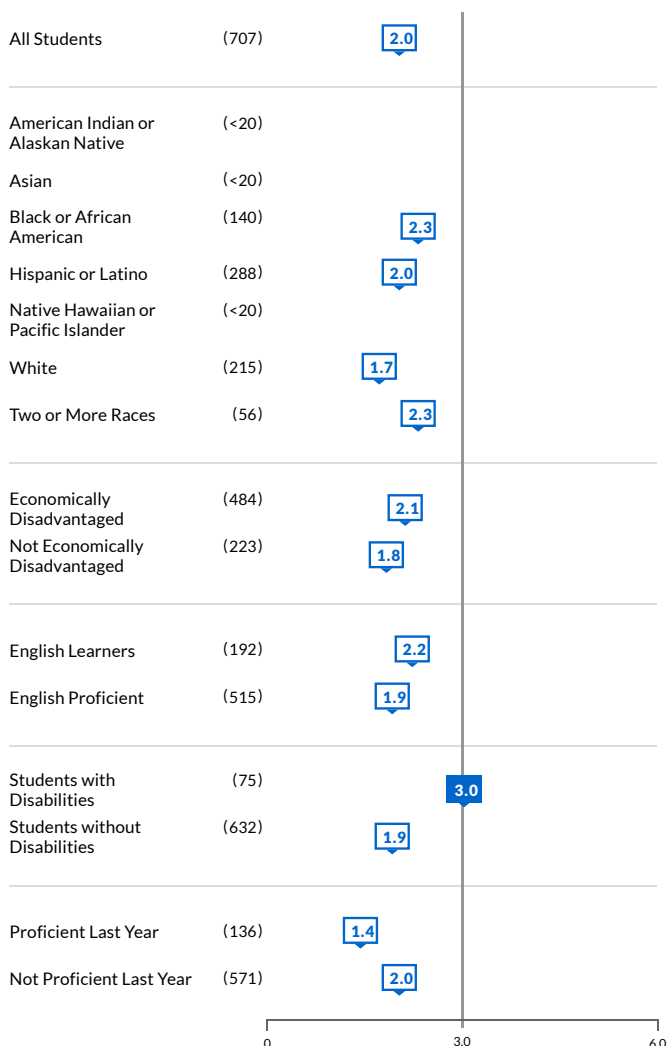
■ This school's score was the same or higher than 23.0% of 9-12 schools in the state.



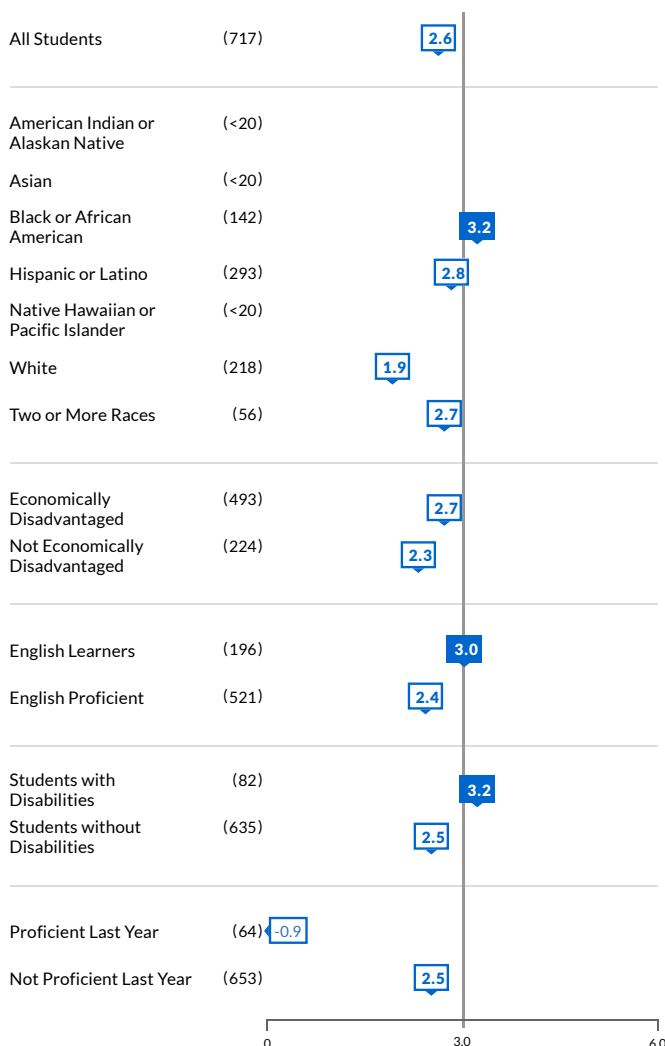
### Student Group Value-Added (for information only)

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

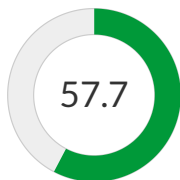




## TARGET GROUP OUTCOMES

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 50.9% of 9-12 schools in the state.



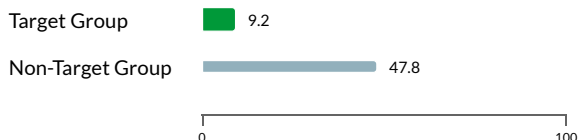
## Component Scores

### ACHIEVEMENT

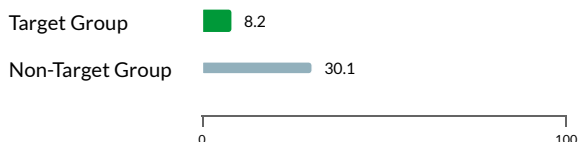
Score: 8.7

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

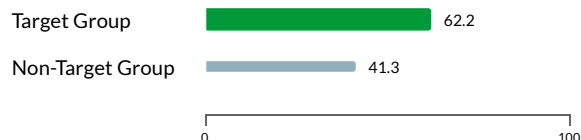


### GROWTH

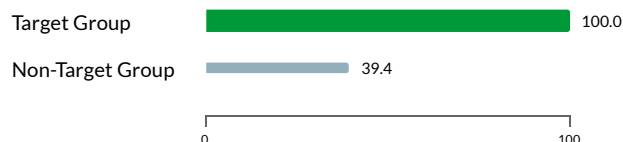
Score: 81.1

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

#### English Language Arts



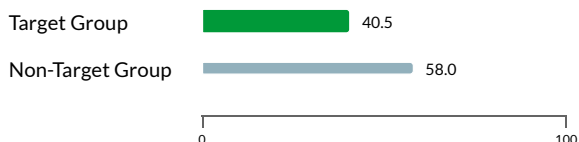
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 40.5

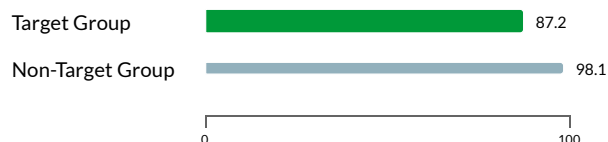
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 87.2

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

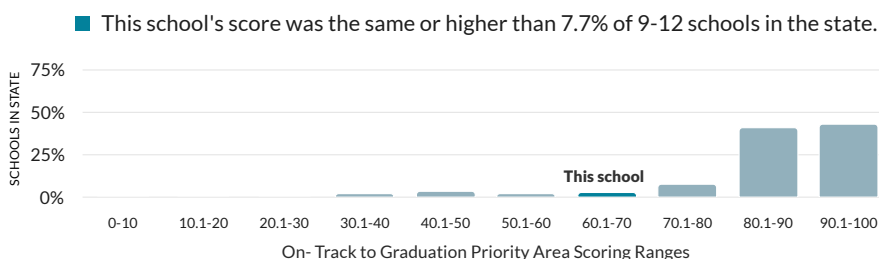
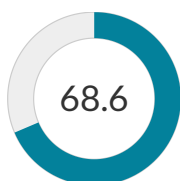




## ON-TRACK TO GRADUATION

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

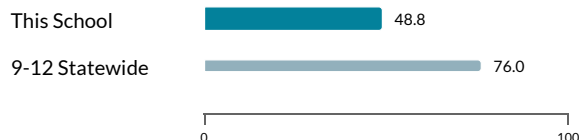


## Component Scores

### CHRONIC ABSENTEEISM

Score: 48.8

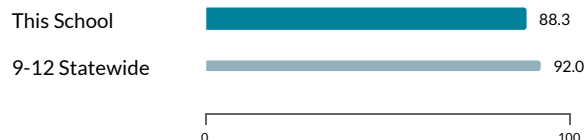
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 88.3

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	1,570	51.3%	1,461	57.9%	1,324	44.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	331	66.5%	298	66.1%	256	52.0%
Hispanic or Latino	604	54.3%	561	61.5%	529	48.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	516	39.5%	486	48.8%	433	37.9%
Two or More Races	95	54.7%	90	64.4%	86	44.2%
Economically Disadvantaged	1,005	59.0%	945	65.1%	910	50.5%
English Learners	254	58.3%	280	63.2%	294	44.9%
Students with Disabilities	206	58.7%	168	67.9%	33	48.5%

### 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	294	239	81.3%	323	306	94.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	44	31	70.5%	66	63	95.5%
Hispanic or Latino	125	102	81.6%	127	122	96.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	104	89	85.6%	114	107	93.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	175	137	78.3%	182	174	95.6%
English Learners	43	29	67.4%	56	53	94.6%
Students with Disabilities	22	19	86.4%	38	36	94.7%



## 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

430 (32.5%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
5.7%	21.1%

75 students successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

School	State
0.0%	25.7%

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
4.2%	4.7%

56 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
24.5%	8.5%

325 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	1,324	266,777	5.7%	21.1%	0.0%	25.7%	4.2%	4.7%	24.5%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	256	24,969	5.1%	13.7%	0.0%	8.7%	1.6%	1.3%	31.3%	2.7%
Hispanic or Latino	529	37,682	3.6%	17.6%	0.0%	18.9%	2.6%	3.4%	23.6%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	433	179,306	7.4%	22.5%	0.0%	29.9%	7.6%	5.7%	22.4%	10.4%
Two or More Races	86	11,456	5.8%	18.9%	0.0%	21.0%	5.8%	3.4%	23.3%	5.8%
Economically Disadvantaged	910	104,283	4.9%	12.3%	0.0%	18.5%	4.0%	3.0%	24.2%	6.1%
English Learners	294	19,116	2.0%	13.9%	0.0%	17.0%	3.4%	2.5%	19.4%	3.6%
Students with Disabilities	33	33,777	0.0%	4.4%	0.0%	15.0%	3.0%	2.3%	24.2%	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

570 (43.1%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
32.3%	29.1%	0.0%	0.5%	15.1%	19.2%	2.6%	2.2%
428 students successfully completed at least one art & design course.		No students successfully completed a dance course.		200 students successfully completed at least one music course.		35 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	1,324	266,777	32.3%	29.1%	0.0%	0.5%	15.1%	19.2%	2.6%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	256	24,969	29.3%	28.5%	0.0%	0.7%	11.3%	11.7%	3.5%	2.8%
Hispanic or Latino	529	37,682	35.7%	29.1%	0.0%	0.3%	11.2%	13.3%	1.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	433	179,306	30.7%	29.1%	0.0%	0.5%	21.7%	21.7%	4.2%	2.2%
Two or More Races	86	11,456	29.1%	28.8%	0.0%	0.5%	11.6%	17.8%	1.2%	2.6%
Economically Disadvantaged	910	104,283	31.9%	29.9%	0.0%	0.4%	13.2%	15.4%	2.2%	2.1%
English Learners	294	19,116	33.0%	30.9%	0.0%	0.4%	8.8%	11.8%	1.0%	1.6%
Students with Disabilities	33	33,777	36.4%	30.9%	0.0%	0.5%	9.1%	14.4%	0.0%	2.4%

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.