



OVERVIEW

School Details

Grades : 9-12

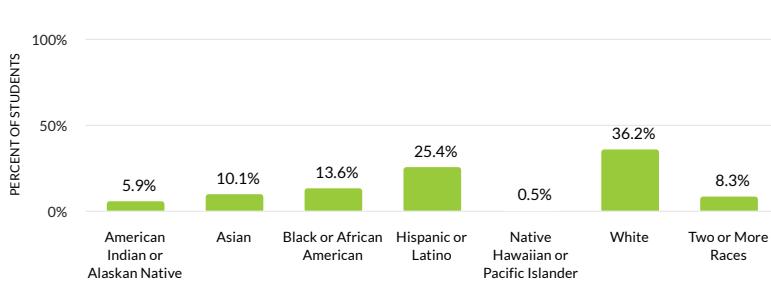
Enrollment : 784

Percent open enrollment : 3.2%

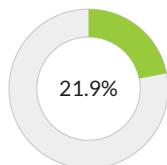
West High School prides itself on its rich diversity of students, and on the variety of career pathways it provides students. West High School is home to a variety of innovative approaches to learning, dual credit courses, and is one of 13 high schools in Wisconsin to offer an authorized International Baccalaureate (IB) Diploma Programme.

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

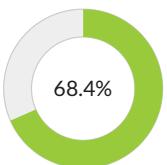
Student Groups



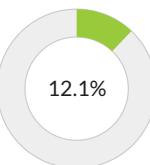
STUDENTS WITH DISABILITIES



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>.

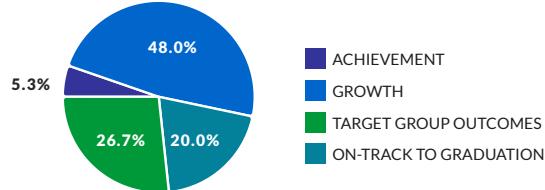
Overall Score

64.5

Meets Expectations

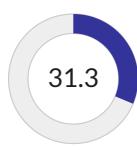


PRIORITY AREA WEIGHTS



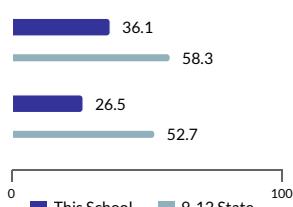
Priority Area Scores

ACHIEVEMENT

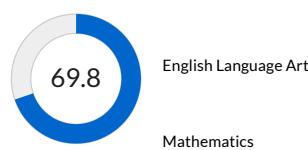


English Language Arts

Subject Area Scores



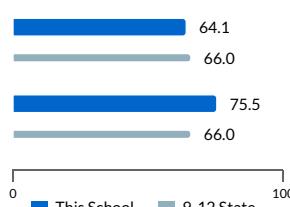
GROWTH



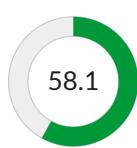
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



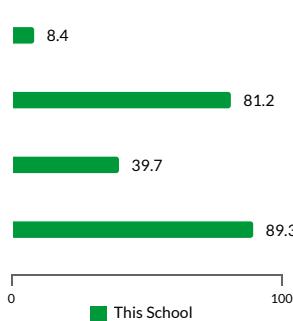
Achievement

Growth

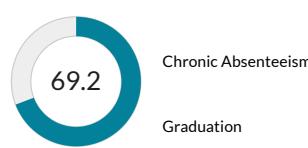
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



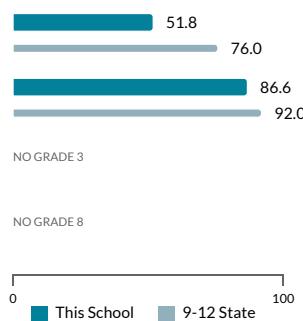
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

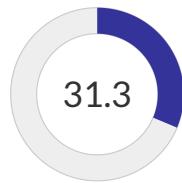




ACHIEVEMENT

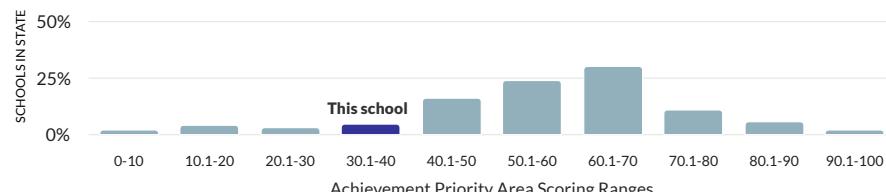
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 36.1
Mathematics Score: 26.5

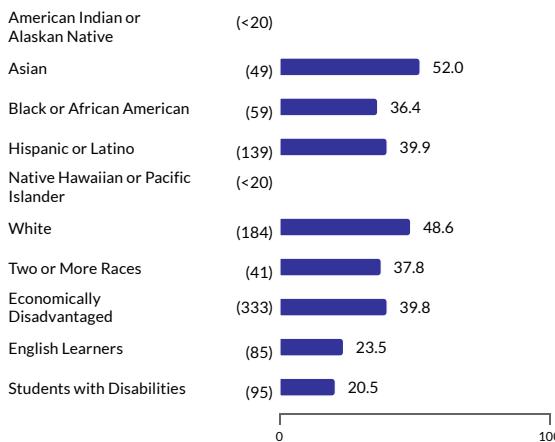
■ This school's score was the same or higher than 9.1% of 9-12 schools in the state.



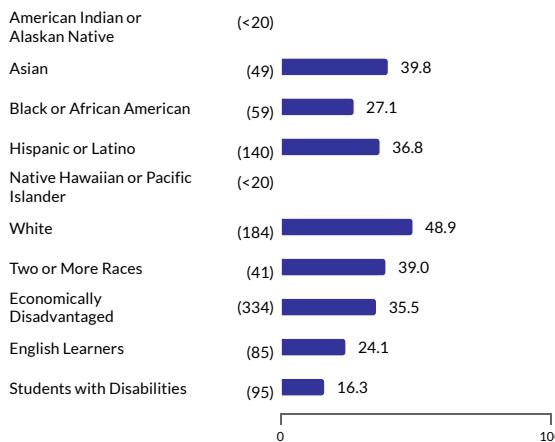
Student Group Achievement, 2023-24 (for information only)

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



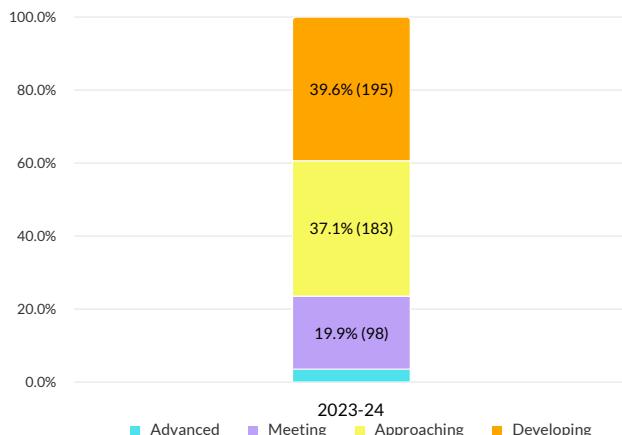
MATHEMATICS



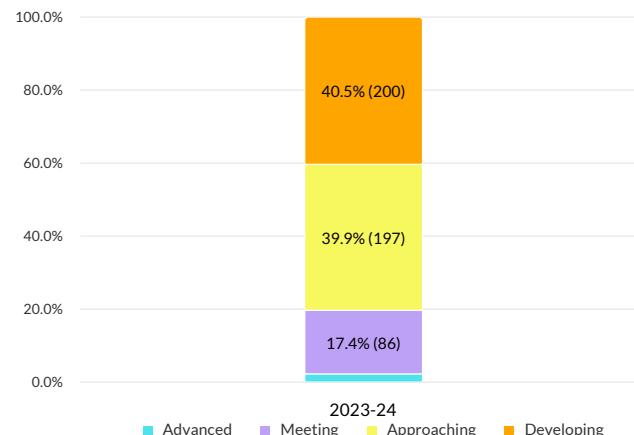
Performance Levels by Year

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: American Indian or Alaskan Native 92.0%
78.6%	

MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native 92.2%
78.6%	

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				Meeting	Approaching	Developing
	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	460	1.7%	15.2%	30.4%	52.6%	498	3.8%	15.9%	39.6%	40.8%	493	3.4%	19.9%	37.1%	39.6%
American Indian or Alaskan Native	20	0.0%	15.0%	55.0%	30.0%	23	0.0%	21.7%	34.8%	43.5%	<20	*	*	*	*
Asian	54	3.7%	16.7%	44.4%	35.2%	58	5.2%	20.7%	44.8%	29.3%	49	8.2%	18.4%	42.9%	30.6%
Black or African American	68	0.0%	4.4%	23.5%	72.1%	55	0.0%	5.5%	34.5%	60.0%	59	1.7%	13.6%	40.7%	44.1%
Hispanic or Latino	102	1.0%	6.9%	31.4%	60.8%	130	3.1%	10.0%	38.5%	48.5%	139	3.6%	15.1%	38.8%	42.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	186	2.7%	24.2%	26.9%	46.2%	195	5.6%	23.1%	40.5%	30.8%	184	3.8%	26.6%	32.6%	37.0%
Two or More Races	29	0.0%	10.3%	24.1%	65.5%	35	2.9%	2.9%	40.0%	54.3%	41	0.0%	17.1%	41.5%	41.5%
Economically Disadvantaged	315	0.6%	11.7%	30.2%	57.5%	340	2.6%	11.8%	39.7%	45.9%	333	3.6%	16.2%	36.3%	43.8%
English Learners	74	0.0%	4.1%	27.0%	68.9%	86	0.0%	7.0%	43.0%	50.0%	85	0.0%	5.9%	35.3%	58.8%
Students with Disabilities	66	3.0%	3.0%	10.6%	83.3%	92	1.1%	6.5%	28.3%	64.1%	95	0.0%	5.3%	30.5%	64.2%

MATHEMATICS

	2021-22				2022-23				2023-24				Meeting	Approaching	Developing
	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	461	2.6%	8.2%	23.6%	65.5%	498	1.6%	8.0%	33.1%	57.2%	494	2.2%	17.4%	39.9%	40.5%
American Indian or Alaskan Native	20	0.0%	10.0%	30.0%	60.0%	23	0.0%	8.7%	39.1%	52.2%	<20	*	*	*	*
Asian	54	5.6%	5.6%	33.3%	55.6%	58	5.2%	5.2%	43.1%	46.6%	49	4.1%	12.2%	42.9%	40.8%
Black or African American	68	0.0%	0.0%	13.2%	86.8%	54	0.0%	1.9%	25.9%	72.2%	59	1.7%	11.9%	25.4%	61.0%
Hispanic or Latino	102	1.0%	3.9%	20.6%	74.5%	131	0.0%	9.2%	26.0%	64.9%	140	1.4%	12.1%	45.0%	41.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	185	4.3%	14.6%	27.0%	54.1%	195	2.6%	10.8%	37.9%	48.7%	184	2.7%	25.0%	39.7%	32.6%
Two or More Races	31	0.0%	6.5%	16.1%	77.4%	35	0.0%	2.9%	22.9%	74.3%	41	2.4%	14.6%	41.5%	41.5%
Economically Disadvantaged	316	0.6%	5.4%	22.8%	71.2%	340	0.3%	4.1%	31.5%	64.1%	334	1.8%	12.9%	39.8%	45.5%
English Learners	73	1.4%	1.4%	17.8%	79.5%	86	0.0%	0.0%	27.9%	72.1%	85	0.0%	5.9%	36.5%	57.6%
Students with Disabilities	65	1.5%	1.5%	9.2%	87.7%	92	0.0%	2.2%	18.5%	79.3%	95	0.0%	3.2%	26.3%	70.5%



GROWTH

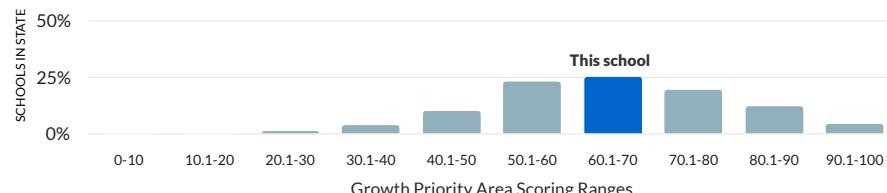
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students.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



English Language Arts Score: 64.1
Mathematics Score: 75.5

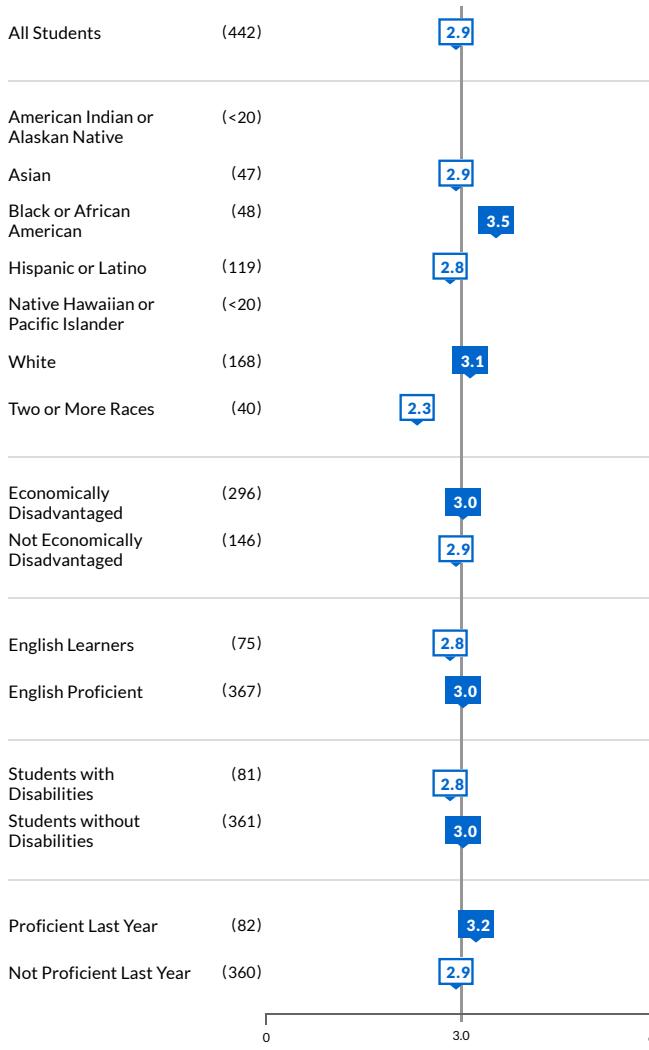
■ This school's score was the same or higher than 64.3% of 9-12 schools in the state.



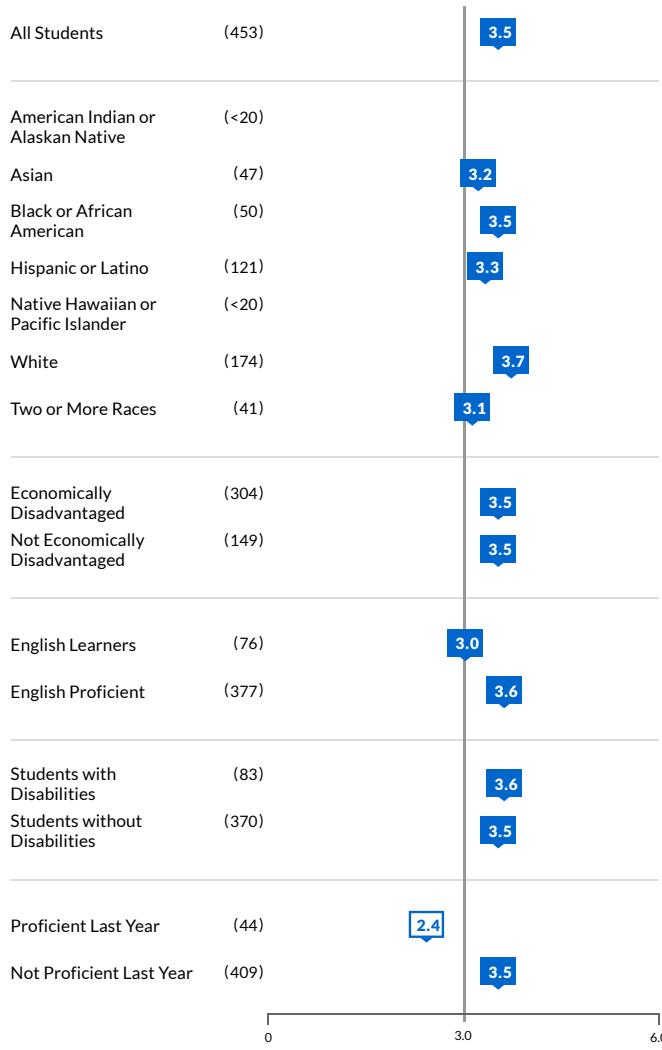
Student Group Value-Added (for information only)

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





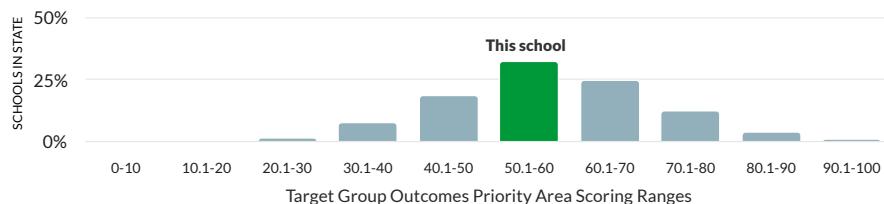
TARGET GROUP OUTCOMES

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 52.6% of 9-12 schools in the state.



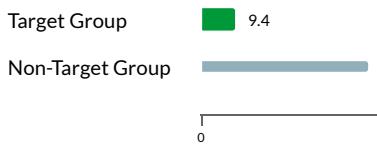
Component Scores

ACHIEVEMENT

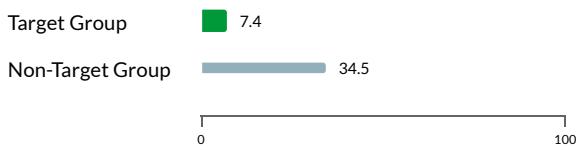
Score: 8.4

Average points-based proficiency rates.

English Language Arts



Mathematics

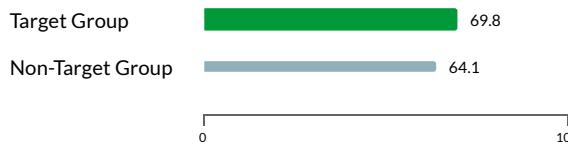


GROWTH

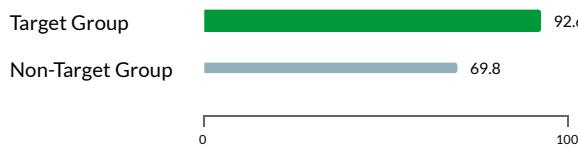
Score: 81.2

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

English Language Arts



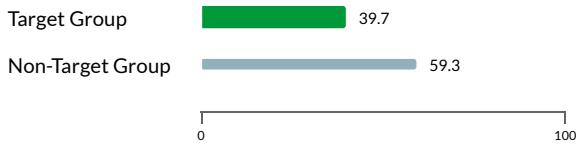
Mathematics



CHRONIC ABSENTEEISM

Score: 39.7

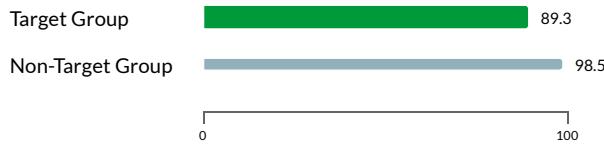
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 89.3

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





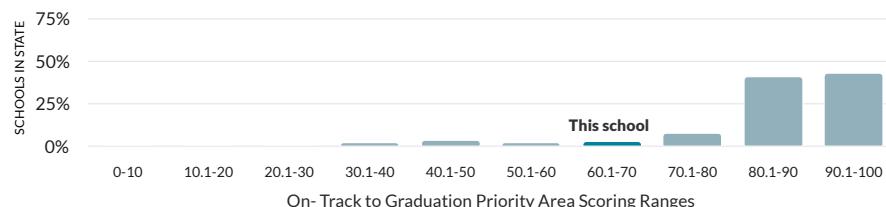
ON-TRACK TO GRADUATION

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 8.2% of 9-12 schools in the state.

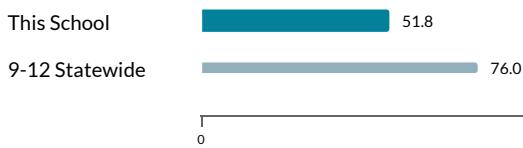


Component Scores

CHRONIC ABSENTEEISM

Score: 51.8

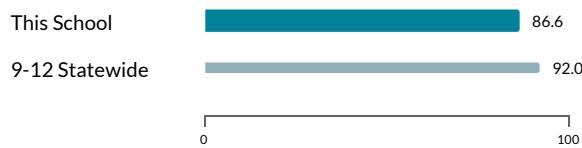
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 86.6

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	789	55.6%	740	44.1%	786	46.4%
American Indian or Alaskan Native	48	70.8%	42	64.3%	38	52.6%
Asian	94	44.7%	81	16.0%	85	20.0%
Black or African American	116	71.6%	106	55.7%	101	59.4%
Hispanic or Latino	166	57.2%	166	51.8%	205	54.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	315	48.6%	292	37.0%	295	40.0%
Two or More Races	50	64.0%	52	61.5%	59	61.0%
Economically Disadvantaged	571	63.4%	512	51.2%	554	52.3%
English Learners	105	57.1%	105	30.5%	129	39.5%
Students with Disabilities	180	61.7%	157	49.0%	161	47.8%

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	156	129	82.7%	202	181	89.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	20	18	90.0%	25	25	100.0%
Black or African American	<20	*	*	30	28	93.3%
Hispanic or Latino	34	26	76.5%	29	26	89.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	69	57	82.6%	100	88	88.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	111	88	79.3%	128	114	89.1%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	29	15	51.7%	49	42	85.7%



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

586 (74.6%) 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
68.3%	21.1%	19.2%	25.7%	1.3%	4.7%	0.0%	8.5%
537 students successfully completed at least one Advanced Placement or International Baccalaureate course.		151 students successfully completed at least one dual enrollment course.		10 students earned at least one industry-recognized credential.		No 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	786	266,777	68.3%	21.1%	19.2%	25.7%	1.3%	4.7%	0.0%	8.5%
American Indian or Alaskan Native	38	2,718	47.4%	7.0%	23.7%	18.0%	0.0%	1.7%	0.0%	5.0%
Asian	85	10,367	83.5%	33.4%	28.2%	26.6%	2.4%	3.7%	0.0%	5.6%
Black or African American	101	24,969	60.4%	13.7%	18.8%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	205	37,682	66.3%	17.6%	14.6%	18.9%	0.5%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	295	179,306	70.5%	22.5%	21.4%	29.9%	2.4%	5.7%	0.0%	10.4%
Two or More Races	59	11,456	69.5%	18.9%	10.2%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	554	104,283	65.7%	12.3%	17.5%	18.5%	1.3%	3.0%	0.0%	6.1%
English Learners	129	19,116	73.6%	13.9%	13.2%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	161	33,777	52.2%	4.4%	9.9%	15.0%	0.6%	2.3%	0.0%	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

245 (31.2%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
15.3%	29.1%	0.0%	0.5%	19.2%	19.2%	0.8%	2.2%
120 students successfully completed at least one art & design course.		No students successfully completed a dance course.		151 students successfully completed at least one music course.		6 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	786	266,777	15.3%	29.1%	0.0%	0.5%	19.2%	19.2%	0.8%	2.2%
American Indian or Alaskan Native	38	2,718	21.1%	33.1%	0.0%	0.2%	23.7%	15.0%	0.0%	1.1%
Asian	85	10,367	21.2%	30.3%	0.0%	0.4%	22.4%	19.9%	1.2%	1.6%
Black or African American	101	24,969	7.9%	28.5%	0.0%	0.7%	12.9%	11.7%	0.0%	2.8%
Hispanic or Latino	205	37,682	14.6%	29.1%	0.0%	0.3%	11.7%	13.3%	0.5%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	295	179,306	15.9%	29.1%	0.0%	0.5%	25.1%	21.7%	1.4%	2.2%
Two or More Races	59	11,456	13.6%	28.8%	0.0%	0.5%	20.3%	17.8%	0.0%	2.6%
Economically Disadvantaged	554	104,283	14.6%	29.9%	0.0%	0.4%	17.7%	15.4%	0.4%	2.1%
English Learners	129	19,116	15.5%	30.9%	0.0%	0.4%	15.5%	11.8%	1.6%	1.6%
Students with Disabilities	161	33,777	15.5%	30.9%	0.0%	0.5%	17.4%	14.4%	0.6%	2.4%

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