



## OVERVIEW

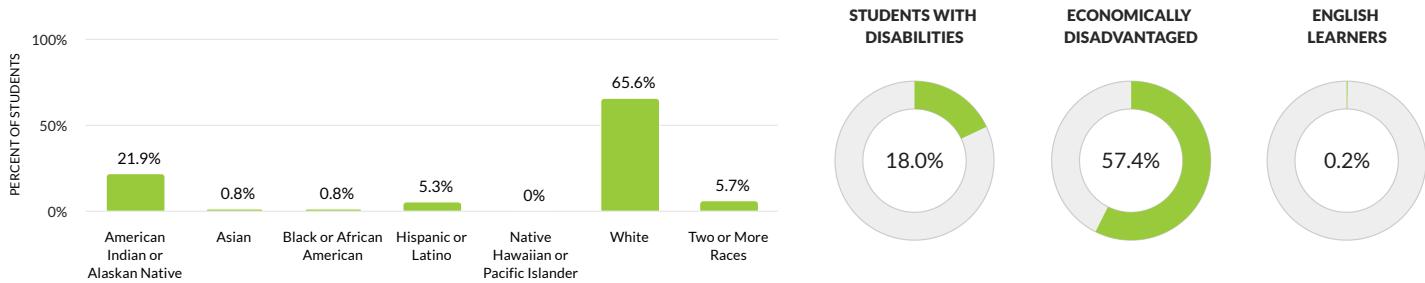
### School Details

Grades : 9-12  
Enrollment : 512  
Percent open enrollment : 5.7%

Hayward High School is committed to the belief that all students can ACHIEVE at high levels. At HHS every educator strives to "Be the 1" who provides students access to a world-class education in a safe and respectful school environment focused on honoring self, others, and the larger community.

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

### Student Groups



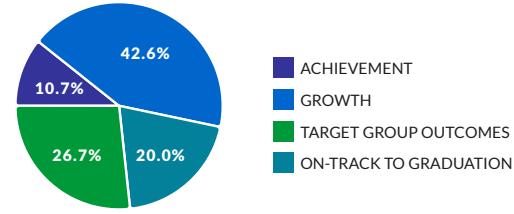
### Score Summary



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>.

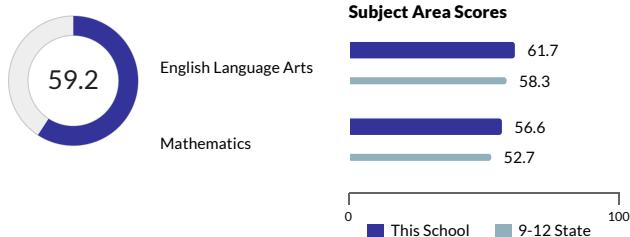


### PRIORITY AREA WEIGHTS

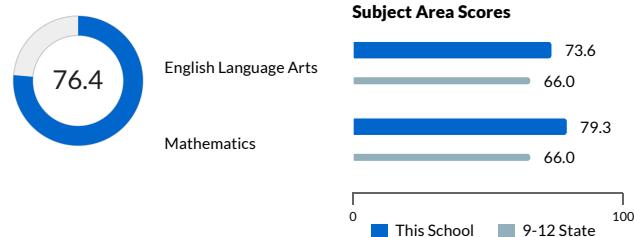


### Priority Area Scores

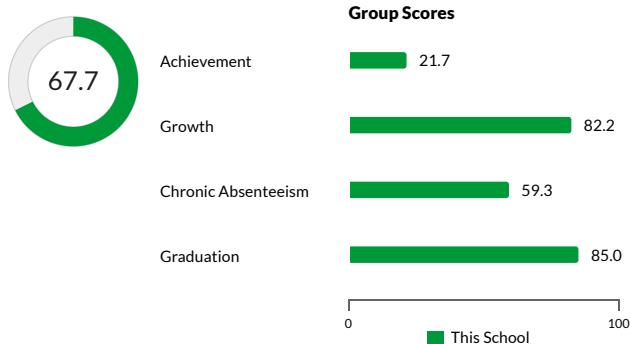
#### ACHIEVEMENT



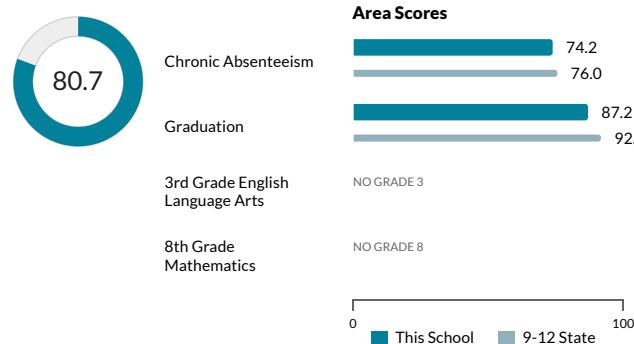
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

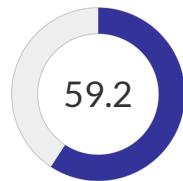




## ACHIEVEMENT

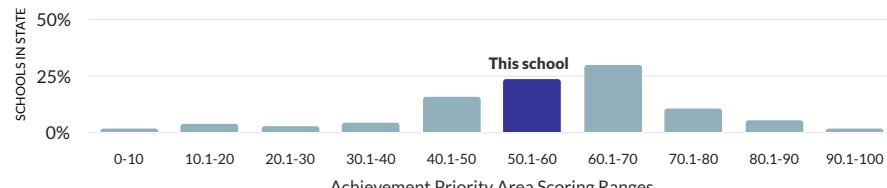
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 61.7  
**Mathematics Score:** 56.6

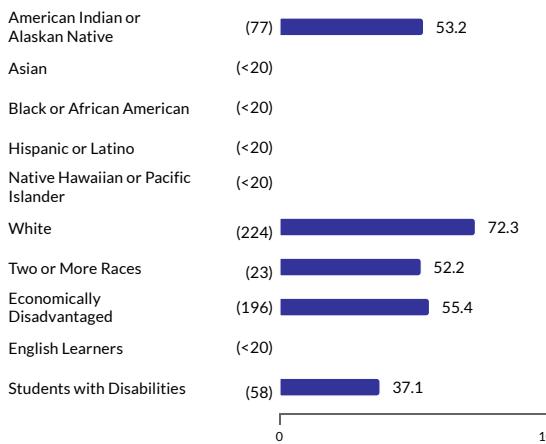
■ This school's score was the same or higher than 49.8% of 9-12 schools in the state.



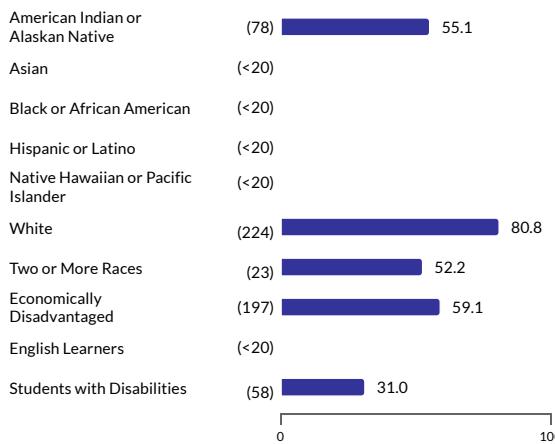
### Student Group Achievement, 2023-24 (for information only)

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



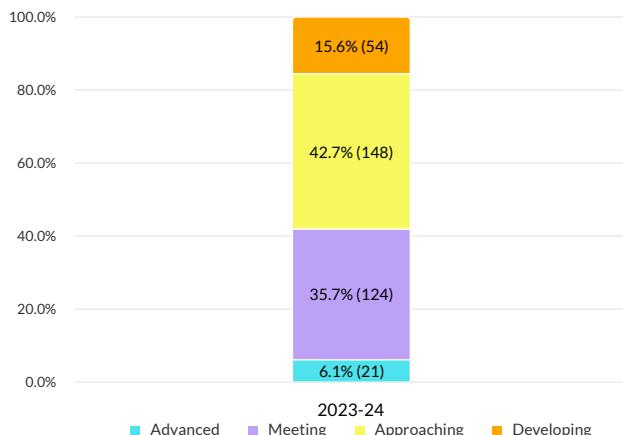
#### MATHEMATICS



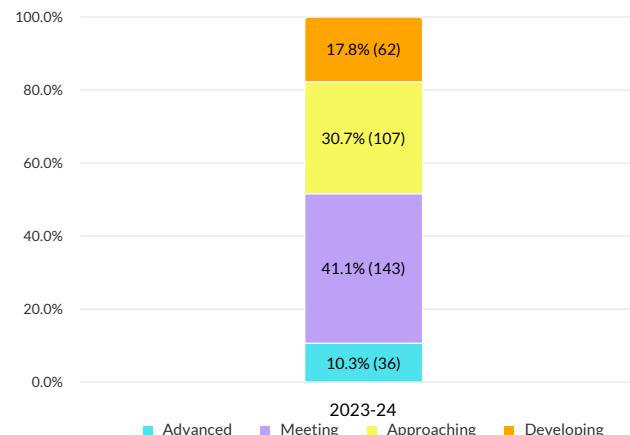
### Performance Levels by Year

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
92.6%	81.9%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
92.9%	81.9%

### 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	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	348	5.7%	32.2%	38.8%	23.3%	359	7.0%	30.4%	44.0%	18.7%	347	6.1%	35.7%	42.7%	15.6%
American Indian or Alaskan Native	74	1.4%	17.6%	39.2%	41.9%	70	1.4%	15.7%	47.1%	35.7%	77	1.3%	28.6%	45.5%	24.7%
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	235	7.7%	37.4%	40.0%	14.9%	249	8.4%	35.3%	43.0%	13.3%	224	7.6%	39.7%	42.4%	10.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	23	8.7%	21.7%	34.8%	34.8%
Economically Disadvantaged	194	2.1%	25.3%	38.1%	34.5%	196	4.1%	23.0%	45.9%	27.0%	196	2.0%	29.1%	46.4%	22.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	53	0.0%	7.5%	20.8%	71.7%	51	0.0%	13.7%	37.3%	49.0%	58	0.0%	13.8%	46.6%	39.7%

#### MATHEMATICS

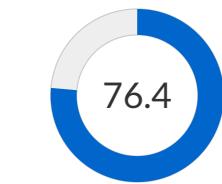
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Meeting	Approaching		
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	350	9.4%	23.4%	31.1%	36.0%	360	8.6%	28.9%	35.8%	26.7%	348	10.3%	41.1%	30.7%	17.8%
American Indian or Alaskan Native	74	2.7%	21.6%	25.7%	50.0%	71	2.8%	15.5%	40.8%	40.8%	78	2.6%	33.3%	35.9%	28.2%
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	237	12.7%	26.6%	32.5%	28.3%	249	10.4%	34.9%	32.5%	22.1%	224	12.9%	47.3%	28.1%	11.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	23	4.3%	26.1%	39.1%	30.4%
Economically Disadvantaged	195	3.6%	19.0%	29.7%	47.7%	197	5.6%	17.8%	42.1%	34.5%	197	5.6%	33.0%	35.5%	25.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	53	0.0%	1.9%	15.1%	83.0%	51	0.0%	11.8%	31.4%	56.9%	58	1.7%	12.1%	32.8%	53.4%



## GROWTH

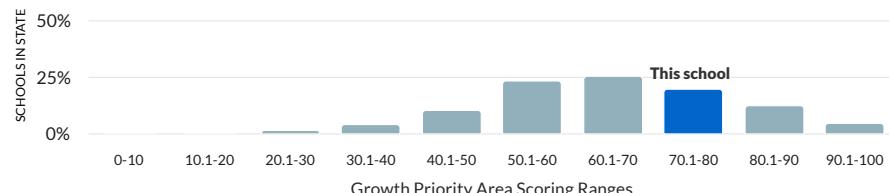
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 73.6  
Mathematics Score: 79.3

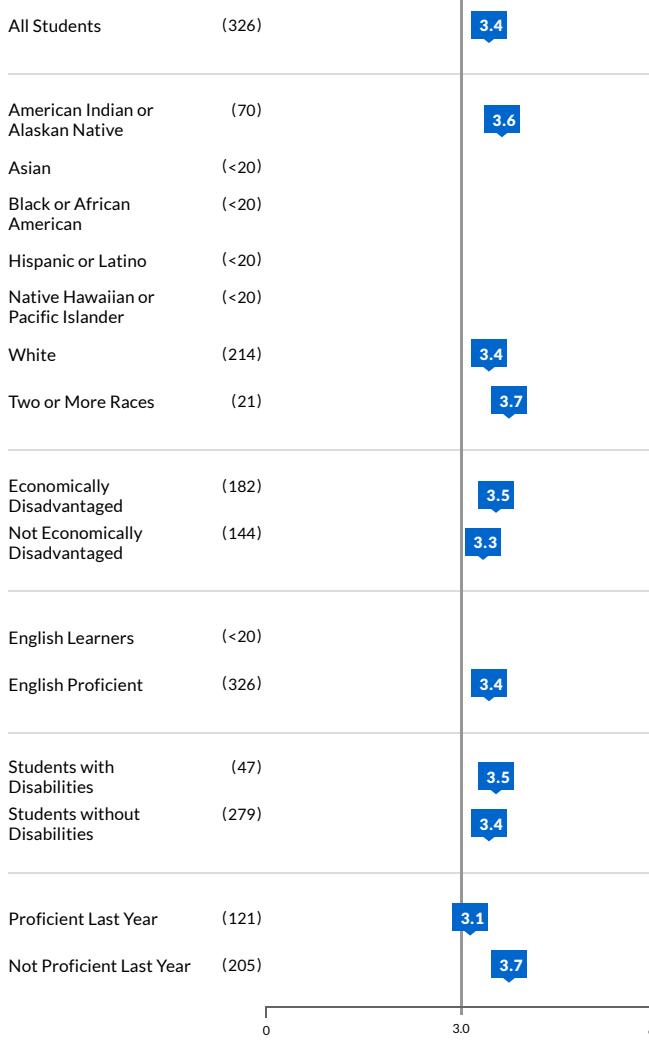
■ This school's score was the same or higher than 79.1% of 9-12 schools in the state.



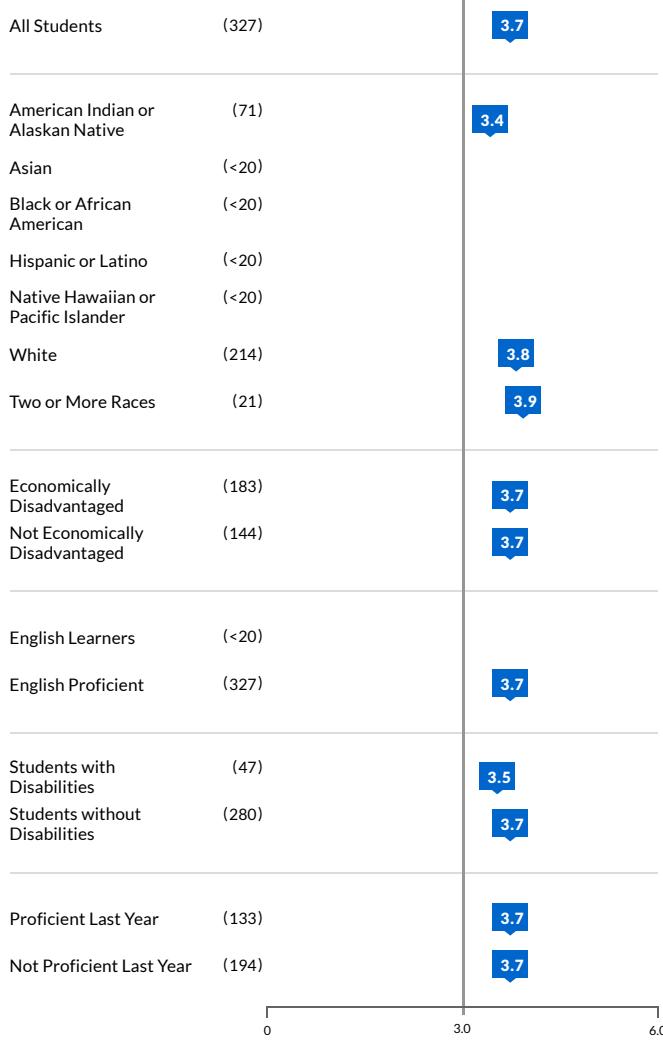
### Student Group Value-Added (for information only)

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

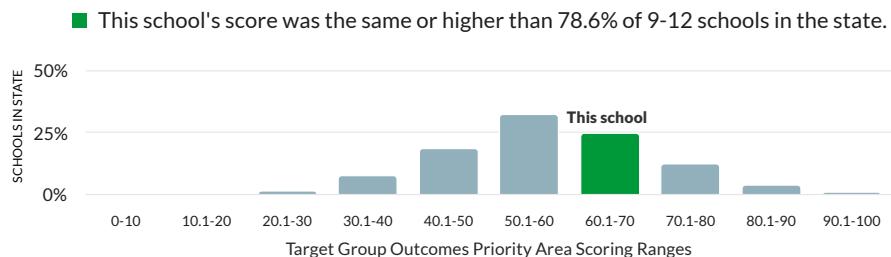
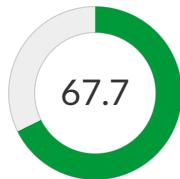




## TARGET GROUP OUTCOMES

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

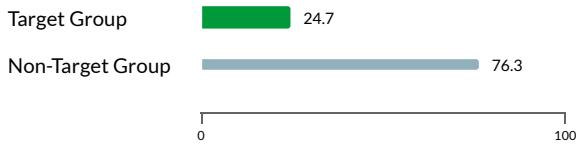


### Component Scores

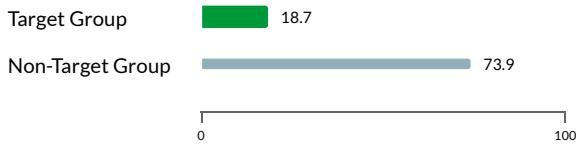
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

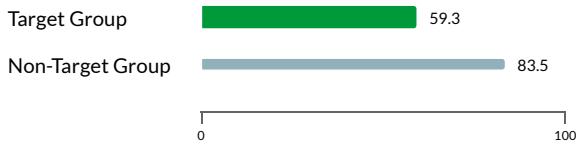


##### Mathematics



#### CHRONIC ABSENTEEISM

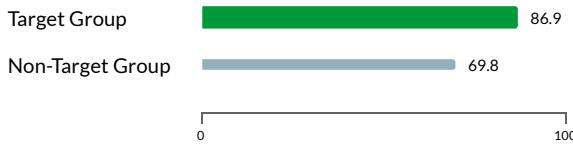
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



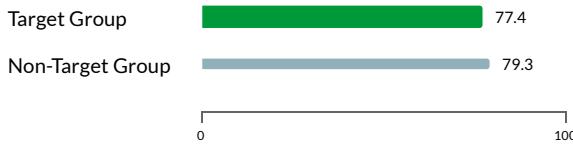
#### GROWTH

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

##### English Language Arts

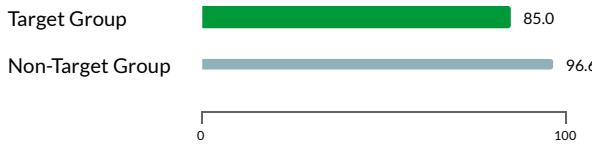


##### Mathematics



#### GRADUATION

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

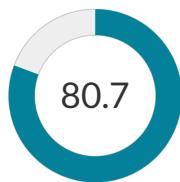




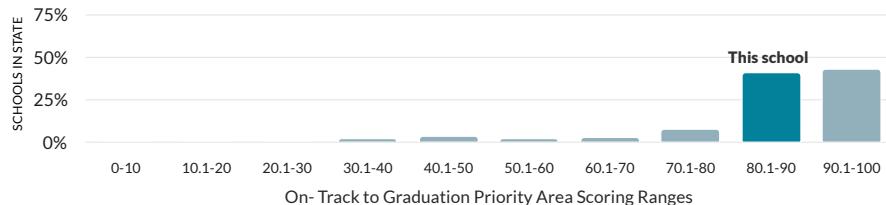
## ON-TRACK TO GRADUATION

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 18.0% of 9-12 schools in the state.

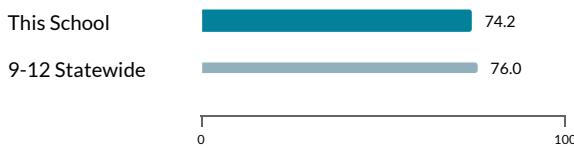


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 74.2

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.

This School

87.2

9-12 Statewide

92.0



#### 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	488	23.2%	506	28.9%	506	24.9%
American Indian or Alaskan Native	106	50.0%	108	53.7%	110	48.2%
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	23	30.4%	25	32.0%	25	28.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	324	13.9%	343	21.0%	338	16.3%
Two or More Races	22	22.7%	22	22.7%	24	25.0%
Economically Disadvantaged	276	33.0%	290	40.0%	288	34.0%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	84	35.7%	91	36.3%	84	31.0%

### 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	118	99	83.9%	131	118	90.1%
American Indian or Alaskan Native	30	22	73.3%	35	29	82.9%
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	74	66	89.2%	84	78	92.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	72	53	73.6%	59	50	84.7%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	21	15	71.4%



## 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

219 (43.3%) 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>15.0%</b>	<b>21.1%</b>	<b>31.6%</b>	<b>25.7%</b>	<b>1.2%</b>	<b>4.7%</b>	<b>4.0%</b>	<b>8.5%</b>
76 students successfully completed at least one Advanced Placement or International Baccalaureate course.		160 students successfully completed at least one dual enrollment course.		6 students earned at least one industry-recognized credential.		20 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	506	266,777	15.0%	21.1%	31.6%	25.7%	1.2%	4.7%	4.0%	8.5%
American Indian or Alaskan Native	110	2,718	5.5%	7.0%	25.5%	18.0%	0.0%	1.7%	2.7%	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	25	37,682	8.0%	17.6%	24.0%	18.9%	0.0%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	338	179,306	18.9%	22.5%	35.5%	29.9%	1.8%	5.7%	4.7%	10.4%
Two or More Races	24	11,456	16.7%	18.9%	20.8%	21.0%	0.0%	3.4%	4.2%	5.8%
Economically Disadvantaged	288	104,283	8.3%	12.3%	26.4%	18.5%	0.7%	3.0%	2.4%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	84	33,777	0.0%	4.4%	15.5%	15.0%	0.0%	2.3%	3.6%	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

296 (58.5%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>47.8%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>15.6%</b>	<b>19.2%</b>	<b>2.0%</b>	<b>2.2%</b>
242 students successfully completed at least one art & design course.		No students successfully completed a dance course.		79 students successfully completed at least one music course.		10 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	506	266,777	47.8%	29.1%	0.0%	0.5%	15.6%	19.2%	2.0%	2.2%
American Indian or Alaskan Native	110	2,718	47.3%	33.1%	0.0%	0.2%	6.4%	15.0%	1.8%	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	25	37,682	60.0%	29.1%	0.0%	0.3%	16.0%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	338	179,306	48.8%	29.1%	0.0%	0.5%	18.3%	21.7%	2.1%	2.2%
Two or More Races	24	11,456	33.3%	28.8%	0.0%	0.5%	20.8%	17.8%	4.2%	2.6%
Economically Disadvantaged	288	104,283	46.5%	29.9%	0.0%	0.4%	14.9%	15.4%	3.1%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	84	33,777	31.0%	30.9%	0.0%	0.5%	19.0%	14.4%	1.2%	2.4%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
201 West Washington Avenue  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



November 2024

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