



## OVERVIEW

### School Details

Grades : 9-12

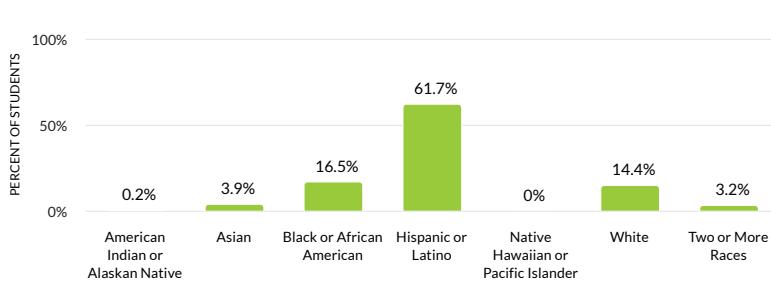
Enrollment : 431

Percent open enrollment : 4.9%

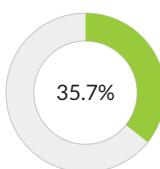
Audubon High School serves students through four essential pillars: technology, community, college, and careers. The integration of technology provides students with authentic learning opportunities and the development of professional skills. Audubon is dedicated to college readiness and ensuring access to student internships to promote leadership and career readiness.

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

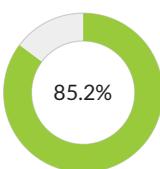
### Student Groups



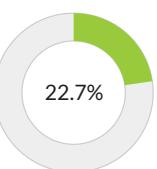
STUDENTS WITH DISABILITIES



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>.

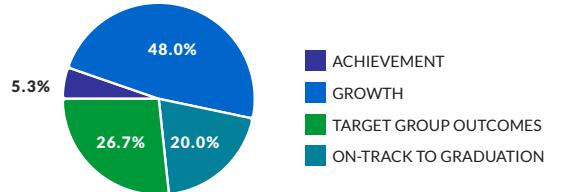
## Overall Score

64.7

## Meets Expectations



## PRIORITY AREA WEIGHTS

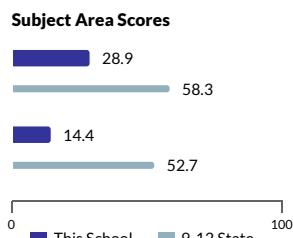


### Priority Area Scores

## ACHIEVEMENT



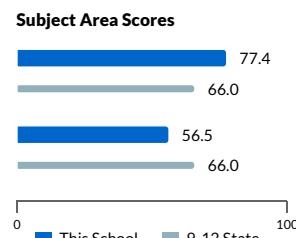
Subject Area Scores  
English Language Arts  
Mathematics



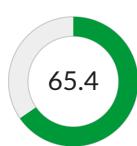
## GROWTH



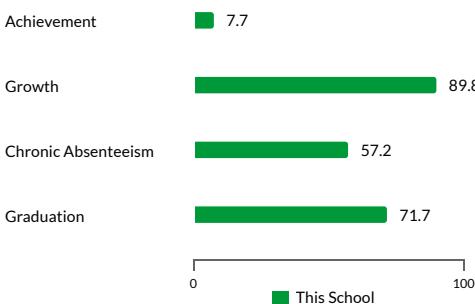
Subject Area Scores  
English Language Arts  
Mathematics



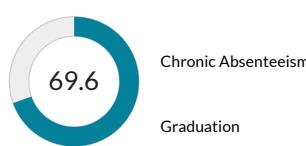
## TARGET GROUP OUTCOMES



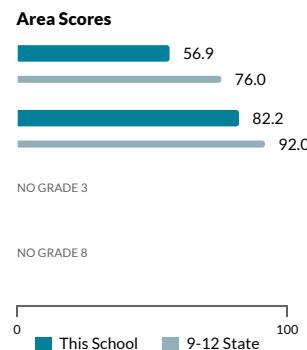
## Group Scores



## ON-TRACK TO GRADUATION



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





## ACHIEVEMENT

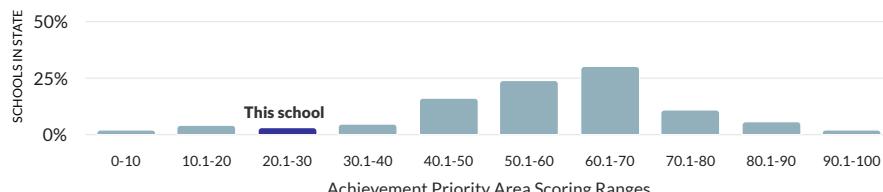
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 28.9  
**Mathematics Score:** 14.4

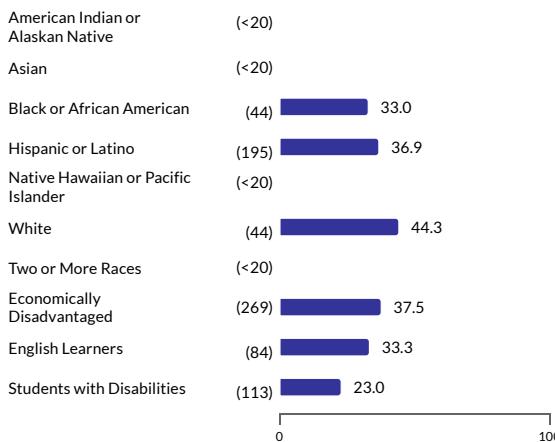
■ This school's score was the same or higher than 6.1% of 9-12 schools in the state.



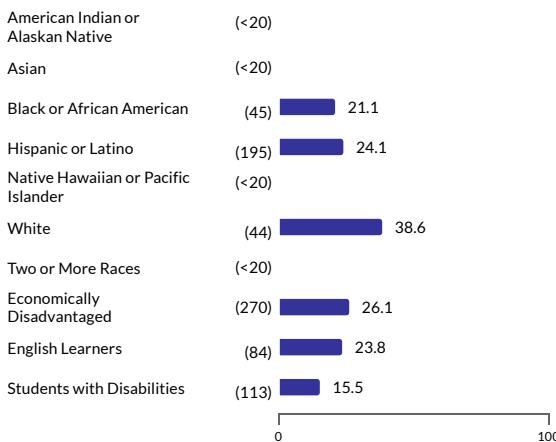
### Student Group Achievement, 2023-24 (for information only)

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



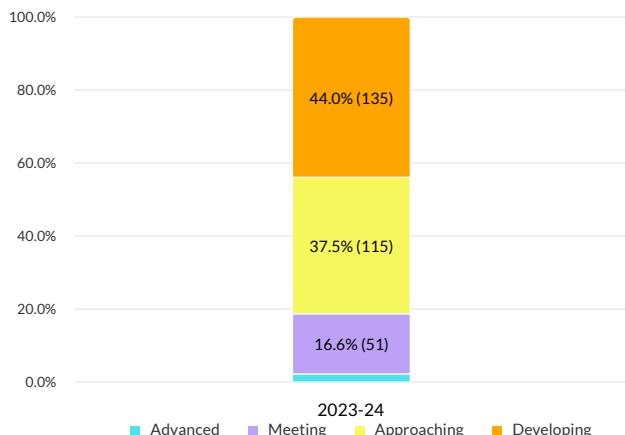
#### MATHEMATICS



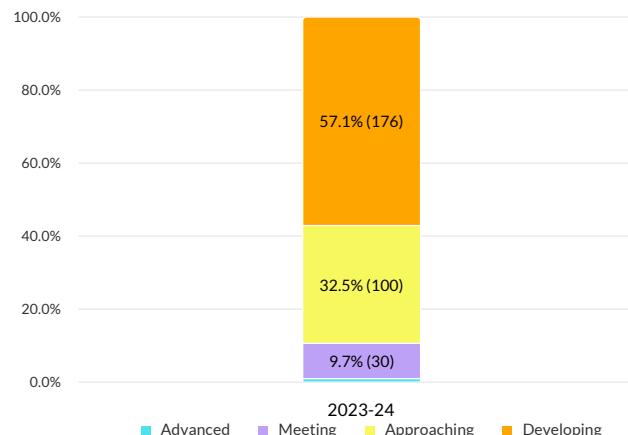
### Performance Levels by Year

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: Black or African American 95.7%
96.3%	

#### MATHEMATICS

All students	Lowest-participating group: White 95.7%
96.6%	

### 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				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	249	0.8%	7.2%	31.7%	60.2%	293	0.7%	9.6%	42.3%	47.4%	307	2.0%	16.6%	37.5%	44.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	34	0.0%	2.9%	17.6%	79.4%	45	0.0%	4.4%	35.6%	60.0%	44	0.0%	13.6%	38.6%	47.7%
Hispanic or Latino	158	0.6%	7.0%	34.2%	58.2%	185	0.5%	7.0%	44.9%	47.6%	195	2.1%	13.8%	40.0%	44.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	39	2.6%	15.4%	30.8%	51.3%	41	2.4%	22.0%	41.5%	34.1%	44	4.5%	22.7%	29.5%	43.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	214	0.5%	6.5%	31.8%	61.2%	211	0.0%	9.5%	41.7%	48.8%	269	1.5%	16.7%	37.2%	44.6%
English Learners	62	0.0%	1.6%	24.2%	74.2%	72	0.0%	4.2%	44.4%	51.4%	84	2.4%	11.9%	35.7%	50.0%
Students with Disabilities	85	0.0%	1.2%	10.6%	88.2%	105	0.0%	4.8%	26.7%	68.6%	113	1.8%	5.3%	30.1%	62.8%

#### 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	249	0.0%	4.4%	10.8%	84.7%	293	0.0%	4.1%	24.2%	71.7%	308	0.6%	9.7%	32.5%	57.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	33	0.0%	0.0%	3.0%	97.0%	45	0.0%	4.4%	6.7%	88.9%	45	0.0%	6.7%	28.9%	64.4%
Hispanic or Latino	159	0.0%	2.5%	9.4%	88.1%	185	0.0%	3.2%	24.9%	71.9%	195	0.0%	8.2%	31.8%	60.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	39	0.0%	17.9%	17.9%	64.1%	41	0.0%	7.3%	39.0%	53.7%	44	2.3%	15.9%	38.6%	43.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	213	0.0%	2.3%	10.8%	86.9%	211	0.0%	3.3%	22.7%	73.9%	270	0.7%	8.9%	32.2%	58.1%
English Learners	62	0.0%	3.2%	9.7%	87.1%	72	0.0%	2.8%	25.0%	72.2%	84	0.0%	9.5%	28.6%	61.9%
Students with Disabilities	83	0.0%	2.4%	4.8%	92.8%	105	0.0%	1.9%	16.2%	81.9%	113	0.0%	4.4%	22.1%	73.5%



## GROWTH

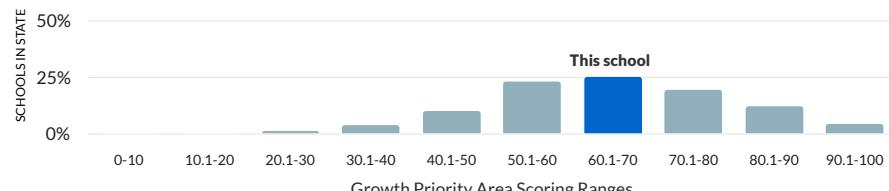
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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:** 77.4  
**Mathematics Score:** 56.5

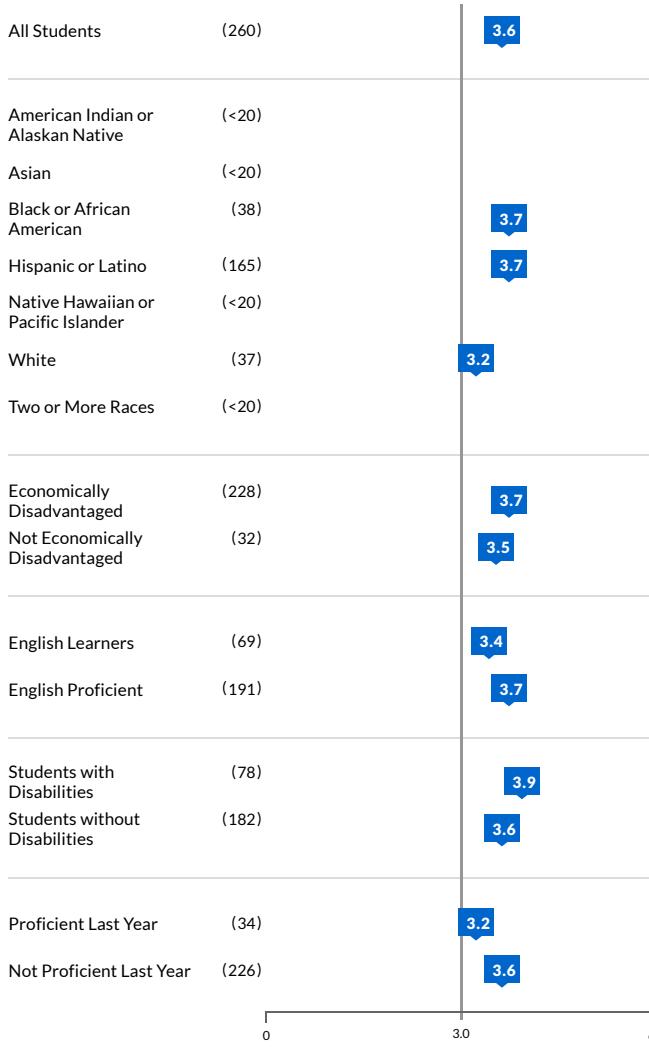
■ This school's score was the same or higher than 58.2% of 9-12 schools in the state.



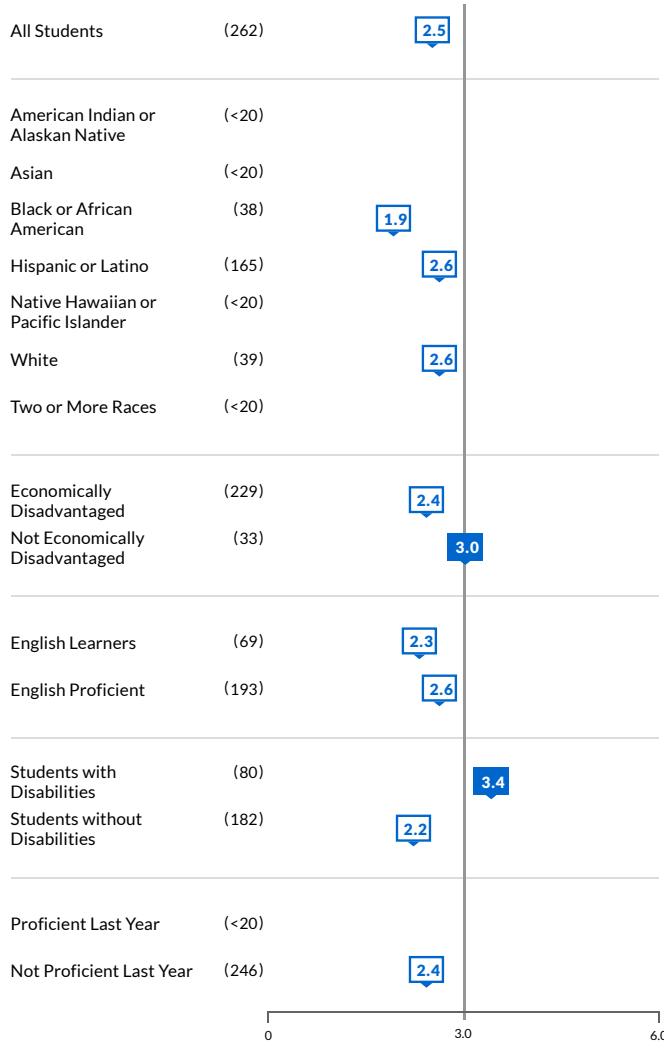
### Student Group Value-Added (for information only)

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





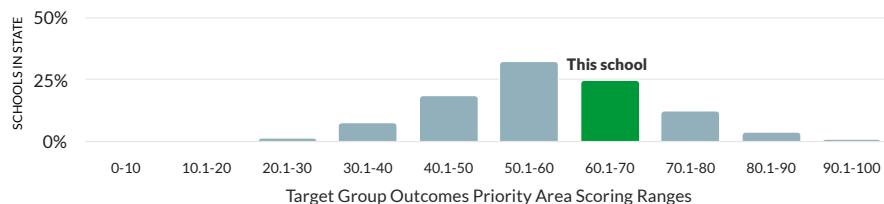
## TARGET GROUP OUTCOMES

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 73.7% of 9-12 schools in the state.



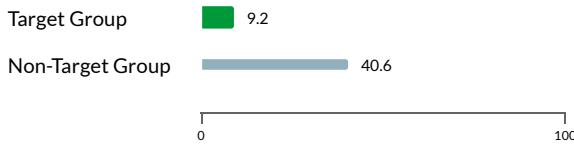
### Component Scores

#### ACHIEVEMENT

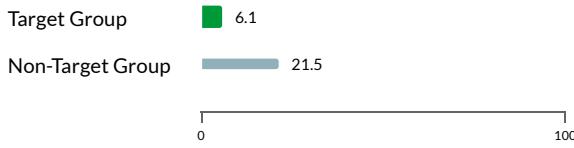
Score: 7.7

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

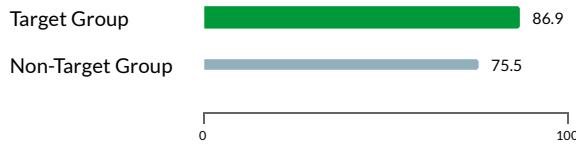


#### GROWTH

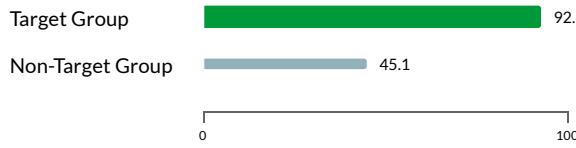
Score: 89.8

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

##### English Language Arts



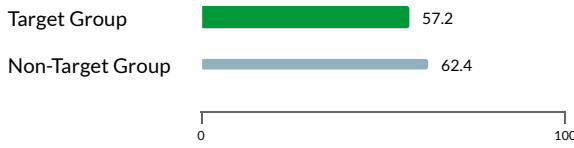
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 57.2

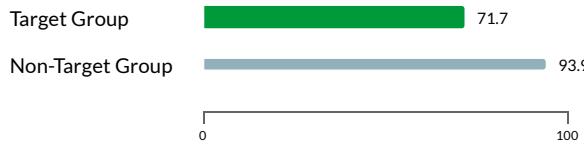
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 71.7

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

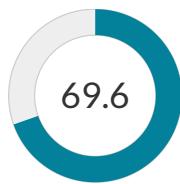




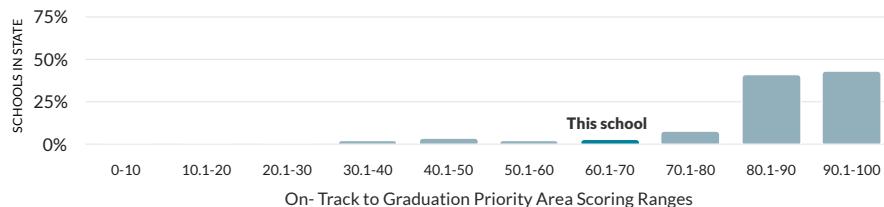
## ON-TRACK TO GRADUATION

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 8.6% of 9-12 schools in the state.

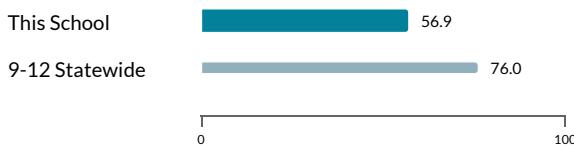


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 56.9

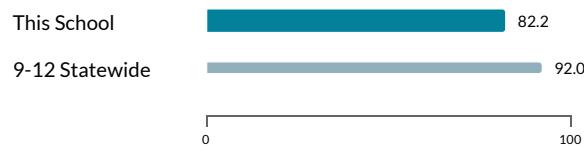
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 82.2

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	385	24.9%	365	50.1%	401	49.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	59	33.9%	50	60.0%	63	49.2%
Hispanic or Latino	241	23.7%	233	49.4%	251	51.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	57	24.6%	56	44.6%	55	45.5%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	304	27.3%	289	49.8%	280	55.7%
English Learners	81	22.2%	83	44.6%	91	41.8%
Students with Disabilities	113	20.4%	125	49.6%	141	44.7%

### 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	86	66	76.7%	77	68	88.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	52	42	80.8%	48	44	91.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	59	44	74.6%	41	36	87.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	23	14	60.9%	<20	*	*



## 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

41 (10.2%) 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>10.0%</b>	<b>21.1%</b>	<b>1.2%</b>	<b>25.7%</b>	<b>0.0%</b>	<b>4.7%</b>	<b>0.0%</b>	<b>8.5%</b>
40 students successfully completed at least one Advanced Placement or International Baccalaureate course.		5 students successfully completed at least one dual enrollment course.		No students earned an 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	401	266,777	10.0%	21.1%	1.2%	25.7%	0.0%	4.7%	0.0%	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	63	24,969	11.1%	13.7%	0.0%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	251	37,682	9.6%	17.6%	1.6%	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	55	179,306	9.1%	22.5%	1.8%	29.9%	0.0%	5.7%	0.0%	10.4%
Two or More Races	<20	11,456	*	18.9%	*	21.0%	*	3.4%	*	5.8%
Economically Disadvantaged	280	104,283	9.3%	12.3%	0.4%	18.5%	0.0%	3.0%	0.0%	6.1%
English Learners	91	19,116	7.7%	13.9%	0.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	141	33,777	3.5%	4.4%	0.0%	15.0%	0.0%	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

212 (52.9%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>34.4%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>21.2%</b>	<b>19.2%</b>	<b>0.0%</b>	<b>2.2%</b>
138 students successfully completed at least one art & design course.		No students successfully completed a dance course.		85 students successfully completed at least one music course.		No students successfully completed a 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	401	266,777	34.4%	29.1%	0.0%	0.5%	21.2%	19.2%	0.0%	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	63	24,969	42.9%	28.5%	0.0%	0.7%	17.5%	11.7%	0.0%	2.8%
Hispanic or Latino	251	37,682	33.1%	29.1%	0.0%	0.3%	21.5%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	55	179,306	32.7%	29.1%	0.0%	0.5%	18.2%	21.7%	0.0%	2.2%
Two or More Races	<20	11,456	*	28.8%	*	0.5%	*	17.8%	*	2.6%
Economically Disadvantaged	280	104,283	37.1%	29.9%	0.0%	0.4%	21.8%	15.4%	0.0%	2.1%
English Learners	91	19,116	35.2%	30.9%	0.0%	0.4%	24.2%	11.8%	0.0%	1.6%
Students with Disabilities	141	33,777	34.0%	30.9%	0.0%	0.5%	22.0%	14.4%	0.0%	2.4%

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November 2024



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