



## OVERVIEW

### School Details

Grades : 9-12

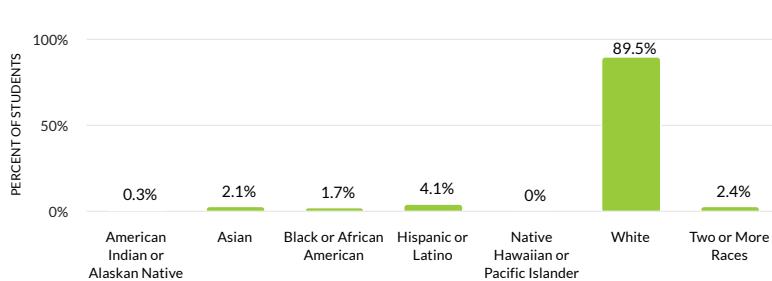
Enrollment : 1,085

Percent open enrollment : 6.5%

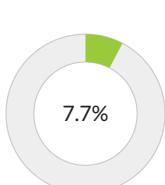
CHS is dedicated to providing an outstanding education for all students by providing challenging learning experiences, creating meaningful relationships, and promoting a culture of lifelong learning. This emphasis on learning and dedication to overall success consistently results in high student achievement and growth rates, leading to CHS's recognition as one of the top high schools nationwide.

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

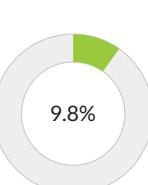
### Student Groups



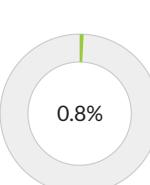
STUDENTS WITH DISABILITIES



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>.

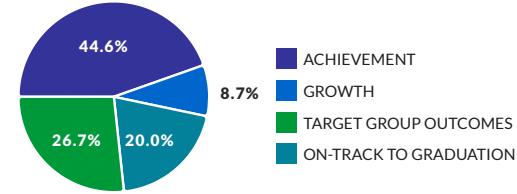
Overall Score

85.2

Significantly Exceeds Expectations

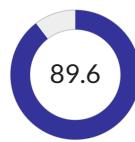


PRIORITY AREA WEIGHTS



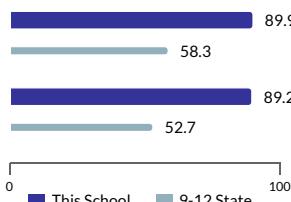
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts

Subject Area Scores

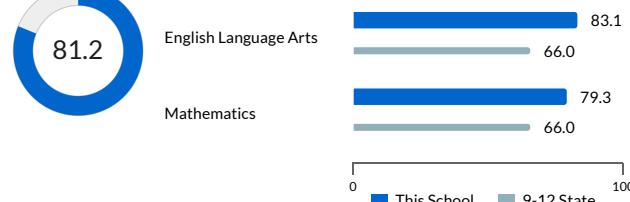


#### GROWTH

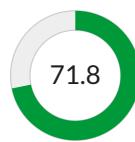


English Language Arts

Subject Area Scores

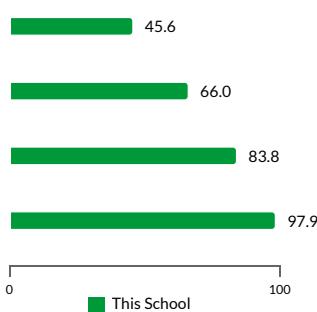


#### TARGET GROUP OUTCOMES



Achievement

Group Scores

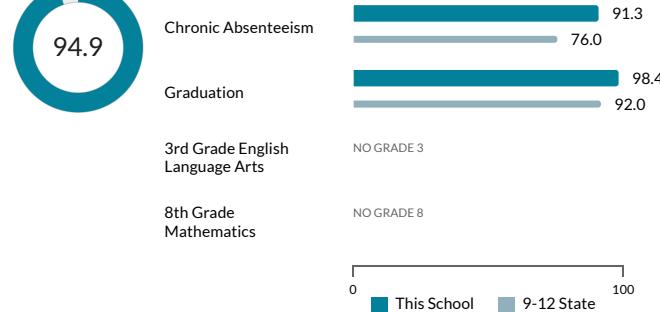


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

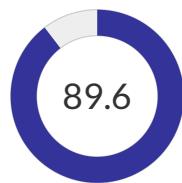




## ACHIEVEMENT

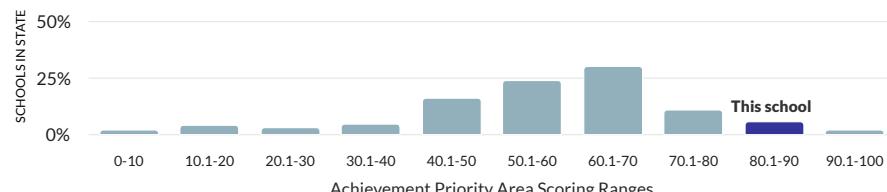
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 89.9  
**Mathematics Score:** 89.2

■ This school's score was the same or higher than 98.4% 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

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(27)	96.3
Native Hawaiian or Pacific Islander	(<20)	
White	(727)	100.0
Two or More Races	(<20)	
Economically Disadvantaged	(75)	93.3
English Learners	(<20)	
Students with Disabilities	(65)	59.2

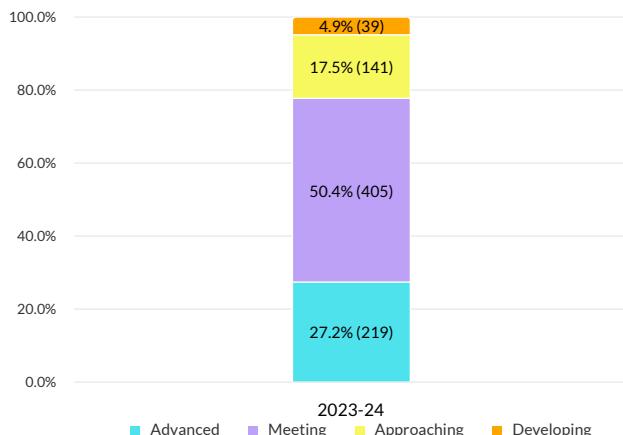
#### MATHEMATICS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(27)	98.1
Native Hawaiian or Pacific Islander	(<20)	
White	(728)	100.0
Two or More Races	(<20)	
Economically Disadvantaged	(75)	86.0
English Learners	(<20)	
Students with Disabilities	(65)	42.3

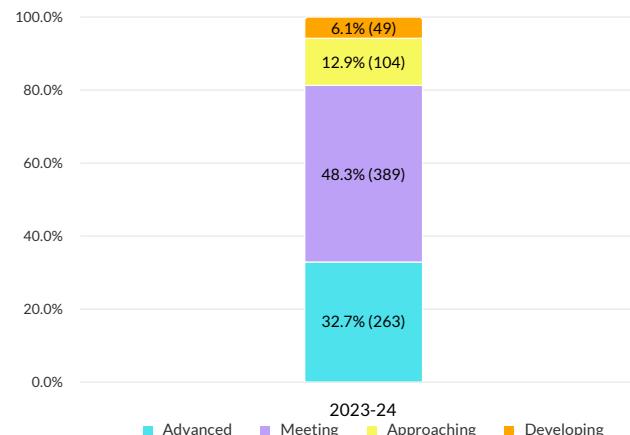
### Performance Levels by Year

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: Hispanic or Latino 98.7%
93.1%	

#### MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino 98.8%
93.1%	

### 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	776	16.0%	49.4%	25.0%	9.7%	778	22.8%	51.5%	20.8%	4.9%	804	27.2%	50.4%	17.5%	4.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	20	25.0%	40.0%	35.0%	0.0%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	28	14.3%	28.6%	35.7%	21.4%	31	16.1%	41.9%	35.5%	6.5%	27	29.6%	33.3%	37.0%	0.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	696	15.8%	50.3%	24.6%	9.3%	690	23.0%	52.9%	19.1%	4.9%	727	27.6%	51.2%	16.2%	5.0%
Two or More Races	21	23.8%	57.1%	9.5%	9.5%	25	24.0%	44.0%	32.0%	0.0%	<20	*	*	*	*
Economically Disadvantaged	85	9.4%	40.0%	32.9%	17.6%	87	16.1%	44.8%	34.5%	4.6%	75	24.0%	44.0%	26.7%	5.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	57	3.5%	15.8%	22.8%	57.9%	53	5.7%	11.3%	41.5%	41.5%	65	6.2%	29.2%	41.5%	23.1%

#### MATHEMATICS

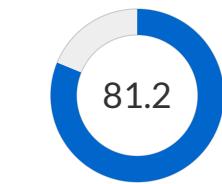
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	777	26.8%	38.7%	19.2%	15.3%	778	27.0%	42.3%	22.0%	8.7%	805	32.7%	48.3%	12.9%	6.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	20	30.0%	50.0%	5.0%	15.0%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	28	25.0%	32.1%	14.3%	28.6%	31	22.6%	38.7%	29.0%	9.7%	27	25.9%	51.9%	14.8%	7.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	697	26.5%	39.2%	19.7%	14.6%	690	27.1%	43.3%	21.0%	8.6%	728	32.7%	48.6%	12.5%	6.2%
Two or More Races	21	42.9%	28.6%	14.3%	14.3%	25	28.0%	32.0%	28.0%	12.0%	<20	*	*	*	*
Economically Disadvantaged	86	22.1%	23.3%	27.9%	26.7%	87	17.2%	36.8%	34.5%	11.5%	75	20.0%	46.7%	18.7%	14.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	58	3.4%	1.7%	19.0%	75.9%	53	1.9%	7.5%	32.1%	58.5%	65	0.0%	29.2%	26.2%	44.6%



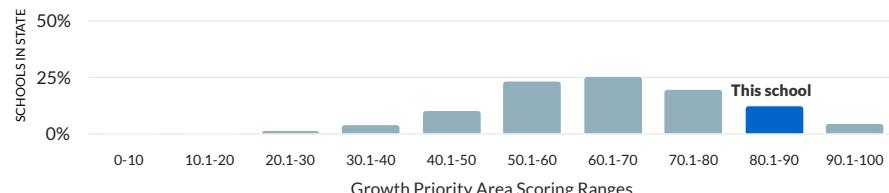
## GROWTH

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



■ This school's score was the same or higher than 86.3% of 9-12 schools in the state.



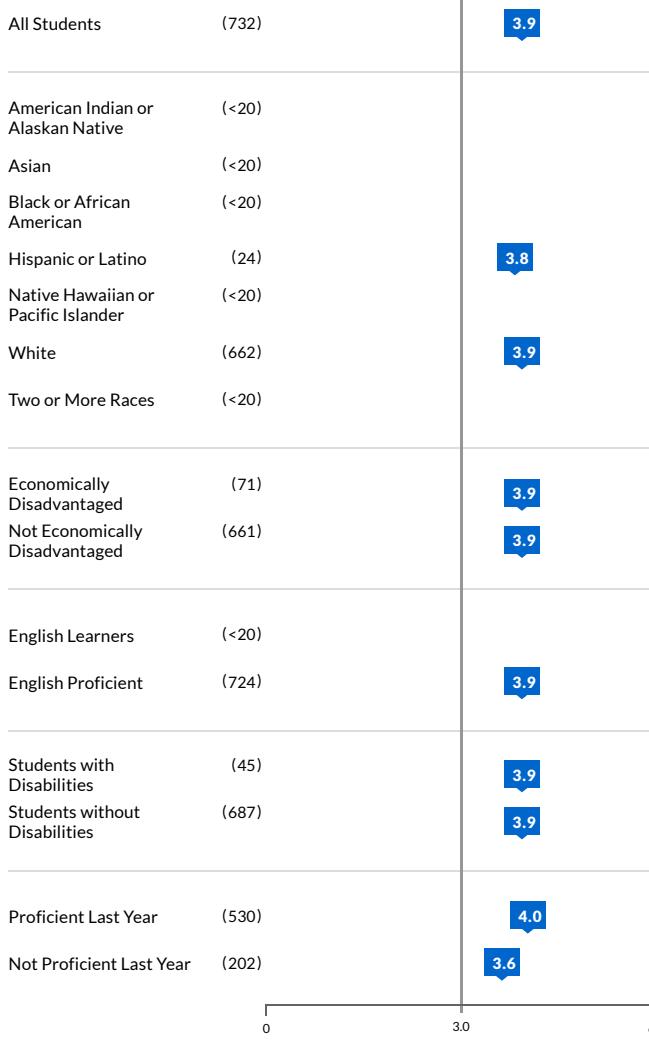
English Language Arts Score: 83.1

Mathematics Score: 79.3

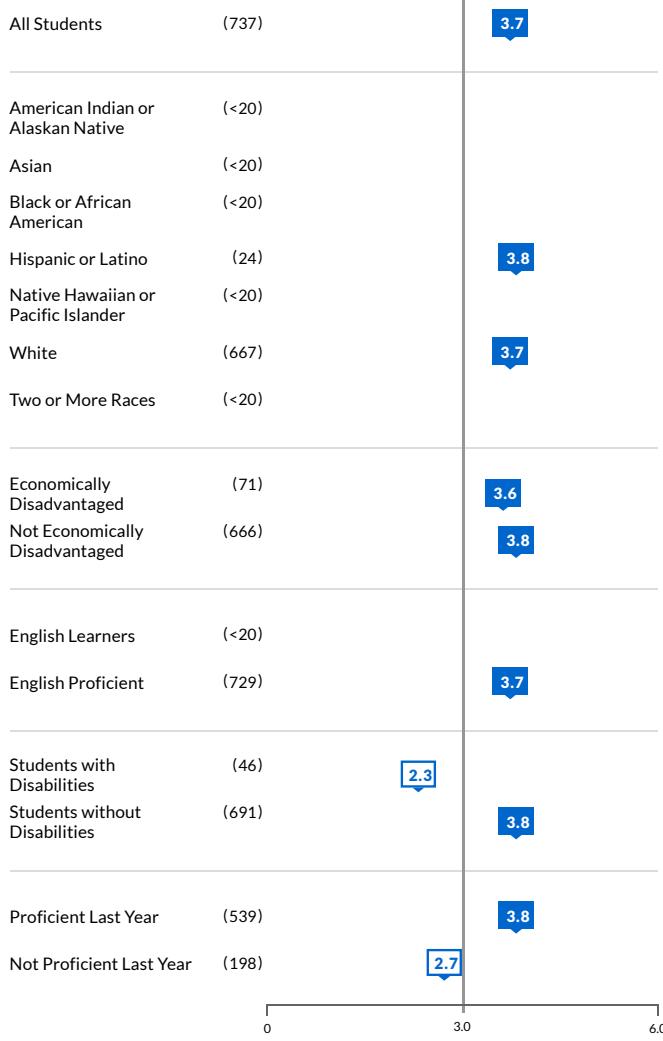
### Student Group Value-Added (for information only)

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

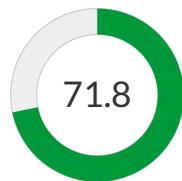




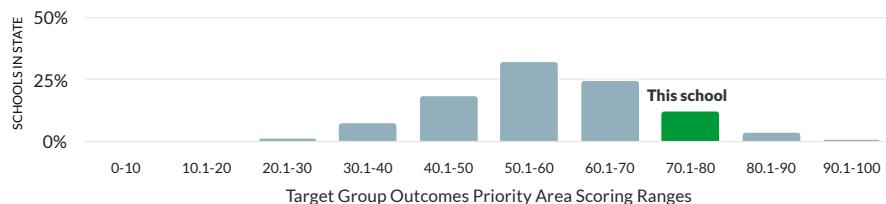
## TARGET GROUP OUTCOMES

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 87.5% of 9-12 schools in the state.



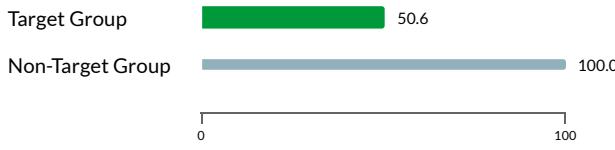
### Component Scores

#### ACHIEVEMENT

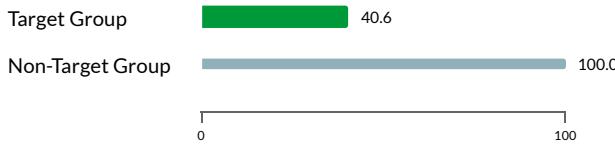
Score: 45.6

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

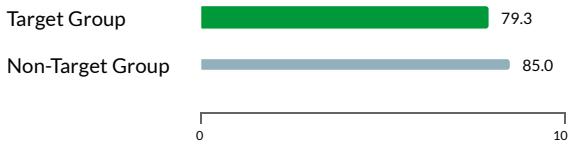


#### GROWTH

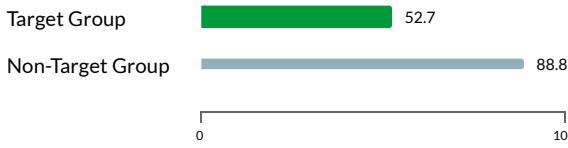
Score: 66.0

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

##### English Language Arts



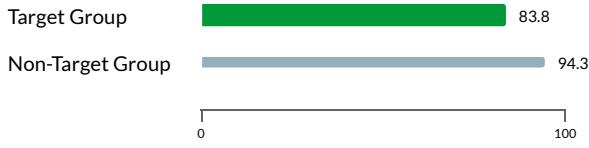
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 83.8

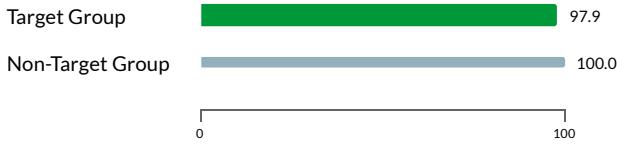
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.9

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





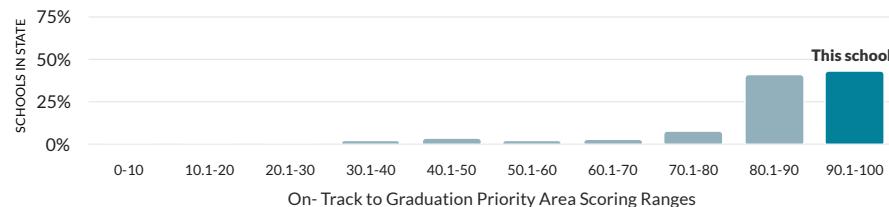
## ON-TRACK TO GRADUATION

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 89.8% of 9-12 schools in the state.

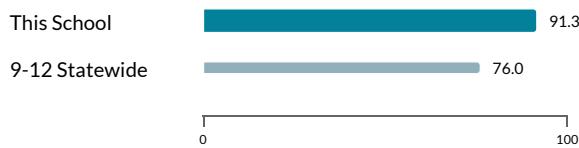


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 91.3

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: 98.4

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

This School

98.4

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	1,072	3.8%	1,097	10.3%	1,073	10.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	29	0.0%	28	3.6%	24	16.7%
Black or African American	<20	*	<20	*	21	0.0%
Hispanic or Latino	55	7.3%	47	6.4%	43	14.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	945	3.3%	975	10.7%	951	10.7%
Two or More Races	28	7.1%	32	9.4%	31	6.5%
Economically Disadvantaged	120	11.7%	119	20.2%	117	21.4%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	91	14.3%	88	15.9%	99	21.2%

### 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	278	273	98.2%	289	285	98.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	247	243	98.4%	258	255	98.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	24	23	95.8%	24	24	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	36	32	88.9%	20	19	95.0%



## 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

815 (76.0%) 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>48.9%</b>	<b>21.1%</b>	<b>25.4%</b>	<b>25.7%</b>	<b>0.1%</b>	<b>4.7%</b>	<b>39.1%</b>	<b>8.5%</b>
525 students successfully completed at least one Advanced Placement or International Baccalaureate course.		273 students successfully completed at least one dual enrollment course.		1 student earned at least one industry-recognized credential.		420 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	1,073	266,777	48.9%	21.1%	25.4%	25.7%	0.1%	4.7%	39.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	24	10,367	45.8%	33.4%	33.3%	26.6%	0.0%	3.7%	33.3%	5.6%
Black or African American	21	24,969	42.9%	13.7%	23.8%	8.7%	0.0%	1.3%	52.4%	2.7%
Hispanic or Latino	43	37,682	41.9%	17.6%	23.3%	18.9%	0.0%	3.4%	41.9%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	951	179,306	49.4%	22.5%	25.7%	29.9%	0.1%	5.7%	39.0%	10.4%
Two or More Races	31	11,456	51.6%	18.9%	19.4%	21.0%	0.0%	3.4%	38.7%	5.8%
Economically Disadvantaged	117	104,283	31.6%	12.3%	18.8%	18.5%	0.0%	3.0%	51.3%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	99	33,777	8.1%	4.4%	23.2%	15.0%	0.0%	2.3%	37.4%	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

494 (46.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>36.6%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>13.1%</b>	<b>19.2%</b>	<b>5.0%</b>	<b>2.2%</b>
393 students successfully completed at least one art & design course.		No students successfully completed a dance course.		141 students successfully completed at least one music course.		54 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	1,073	266,777	36.6%	29.1%	0.0%	0.5%	13.1%	19.2%	5.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	24	10,367	45.8%	30.3%	0.0%	0.4%	25.0%	19.9%	16.7%	1.6%
Black or African American	21	24,969	42.9%	28.5%	0.0%	0.7%	14.3%	11.7%	9.5%	2.8%
Hispanic or Latino	43	37,682	30.2%	29.1%	0.0%	0.3%	14.0%	13.3%	11.6%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	951	179,306	37.0%	29.1%	0.0%	0.5%	12.4%	21.7%	4.1%	2.2%
Two or More Races	31	11,456	22.6%	28.8%	0.0%	0.5%	25.8%	17.8%	9.7%	2.6%
Economically Disadvantaged	117	104,283	37.6%	29.9%	0.0%	0.4%	9.4%	15.4%	3.4%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	99	33,777	58.6%	30.9%	0.0%	0.5%	15.2%	14.4%	11.1%	2.4%

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November 2024



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