



OVERVIEW

School Details

Grades : 9-12

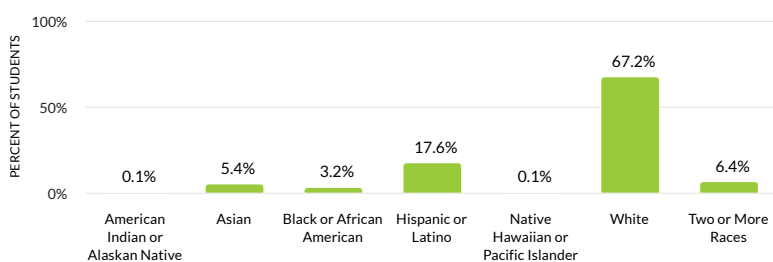
Enrollment : 909

Percent open enrollment : 11.7%

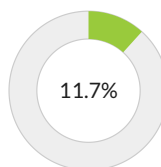
All Greendale Schools' students are empowered to learn, grow and engage as part of a global community. The district provides students with access to rigorous, standards-based, excellence-focused educational programs. Greendale students continue to grow in the depth of their knowledge and achievement, with access to Career, College and Life-ready opportunities at the forefront of their education.

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

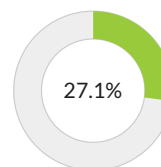
Student Groups



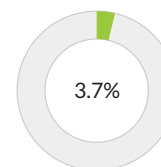
STUDENTS WITH DISABILITIES



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>.

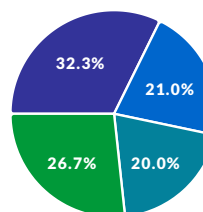
Overall Score

72.3

Exceeds Expectations



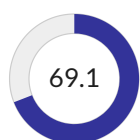
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

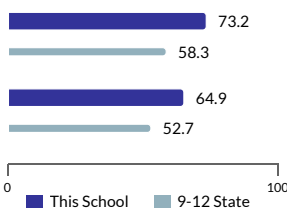
ACHIEVEMENT



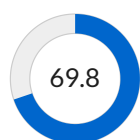
English Language Arts

Mathematics

Subject Area Scores



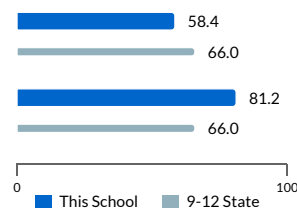
GROWTH



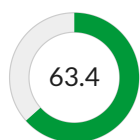
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



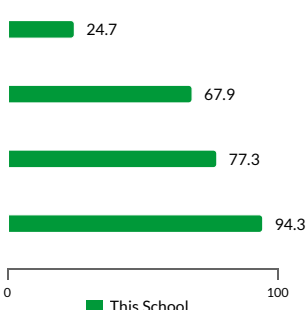
Achievement

Growth

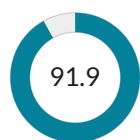
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



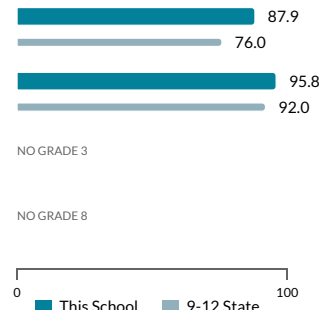
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

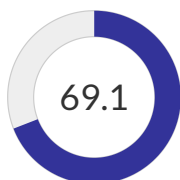




ACHIEVEMENT

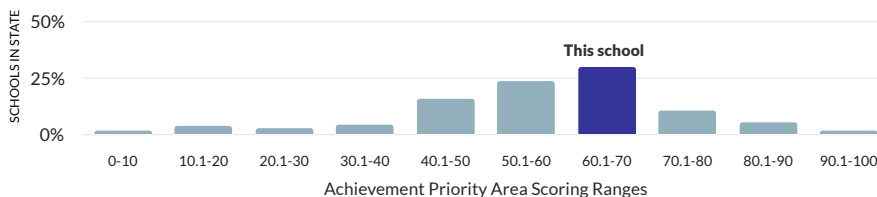
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 73.2
Mathematics Score: 64.9

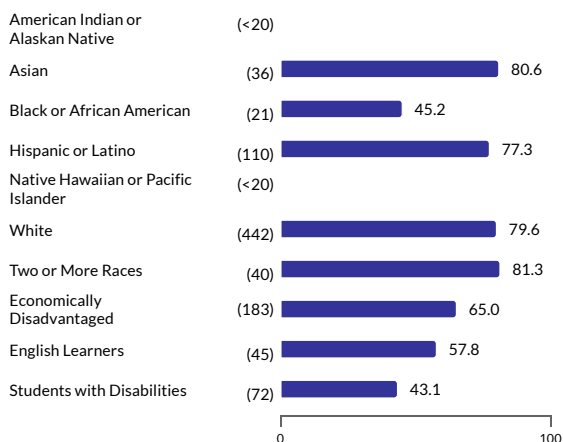
■ This school's score was the same or higher than 80.9% of 9-12 schools in the state.



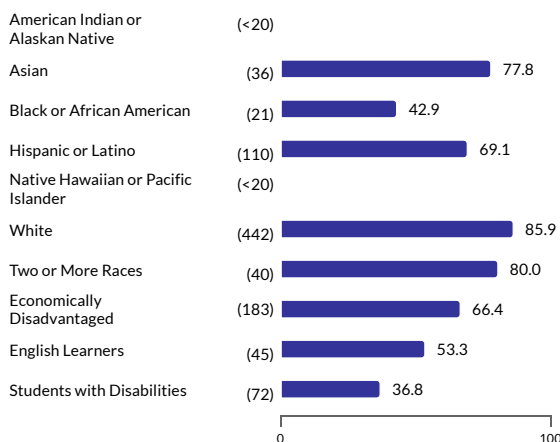
Student Group Achievement, 2023-24 (for information only)

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



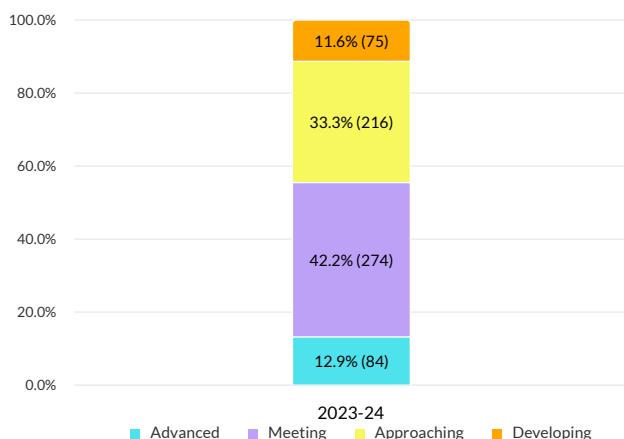
MATHEMATICS



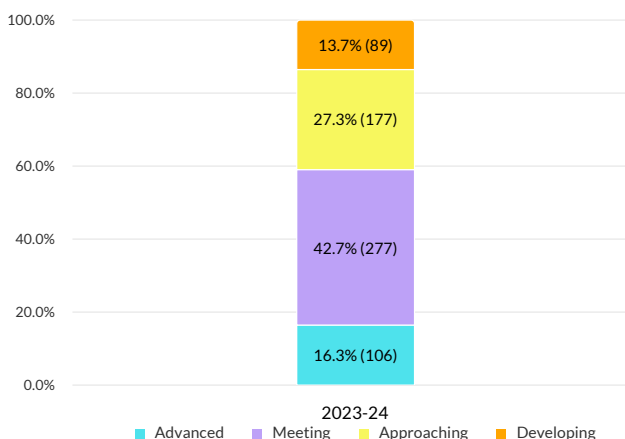
Performance Levels by Year

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: Two or More Races
98.4%	93.0%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
98.4%	93.0%

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	676	9.8%	38.8%	37.3%	14.2%	655	12.5%	39.7%	32.4%	15.4%	649	12.9%	42.2%	33.3%	11.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	32	12.5%	31.3%	37.5%	18.8%	32	9.4%	43.8%	34.4%	12.5%	36	16.7%	36.1%	38.9%	8.3%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	21	0.0%	19.0%	52.4%	28.6%
Hispanic or Latino	122	4.9%	28.7%	45.9%	20.5%	124	8.9%	32.3%	31.5%	27.4%	110	10.0%	45.5%	33.6%	10.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	479	11.1%	42.6%	35.3%	11.1%	441	14.5%	42.9%	31.1%	11.6%	442	14.0%	42.8%	31.7%	11.5%
Two or More Races	28	7.1%	42.9%	32.1%	17.9%	40	10.0%	35.0%	42.5%	12.5%	40	12.5%	45.0%	35.0%	7.5%
Economically Disadvantaged	158	4.4%	20.3%	44.3%	31.0%	165	3.6%	27.9%	40.0%	28.5%	183	7.1%	33.3%	42.1%	17.5%
English Learners	48	0.0%	20.8%	41.7%	37.5%	41	0.0%	17.1%	29.3%	53.7%	45	0.0%	26.7%	62.2%	11.1%
Students with Disabilities	66	0.0%	9.1%	36.4%	54.5%	67	1.5%	13.4%	50.7%	34.3%	72	1.4%	15.3%	51.4%	31.9%

MATHEMATICS

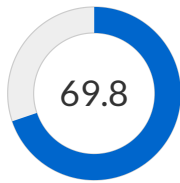
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	676	14.5%	24.9%	33.7%	26.9%	655	15.9%	27.0%	30.5%	26.6%	649	16.3%	42.7%	27.3%	13.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	32	21.9%	15.6%	37.5%	25.0%	32	28.1%	28.1%	15.6%	28.1%	36	16.7%	41.7%	22.2%	19.4%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	21	0.0%	14.3%	57.1%	28.6%
Hispanic or Latino	122	4.1%	22.1%	32.8%	41.0%	124	8.9%	19.4%	33.9%	37.9%	110	5.5%	42.7%	36.4%	15.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	479	16.7%	27.3%	34.2%	21.7%	441	17.7%	30.2%	31.1%	21.1%	442	19.5%	45.0%	23.3%	12.2%
Two or More Races	28	17.9%	14.3%	32.1%	35.7%	40	15.0%	17.5%	35.0%	32.5%	40	20.0%	32.5%	35.0%	12.5%
Economically Disadvantaged	158	5.7%	14.6%	34.8%	44.9%	165	6.1%	15.2%	29.7%	49.1%	183	8.7%	33.3%	39.9%	18.0%
English Learners	48	2.1%	12.5%	39.6%	45.8%	41	2.4%	7.3%	24.4%	65.9%	45	2.2%	31.1%	37.8%	28.9%
Students with Disabilities	66	1.5%	6.1%	28.8%	63.6%	67	0.0%	6.0%	32.8%	61.2%	72	4.2%	9.7%	41.7%	44.4%



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.

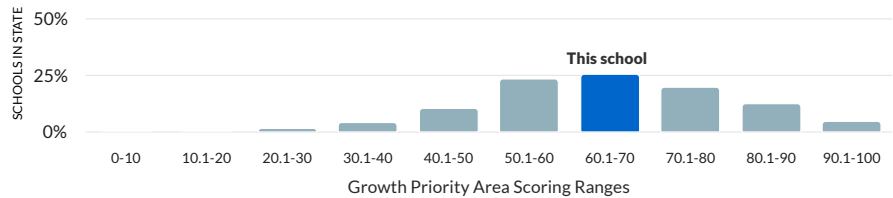
Priority Area Score



English Language Arts Score: 58.4

Mathematics Score: 81.2

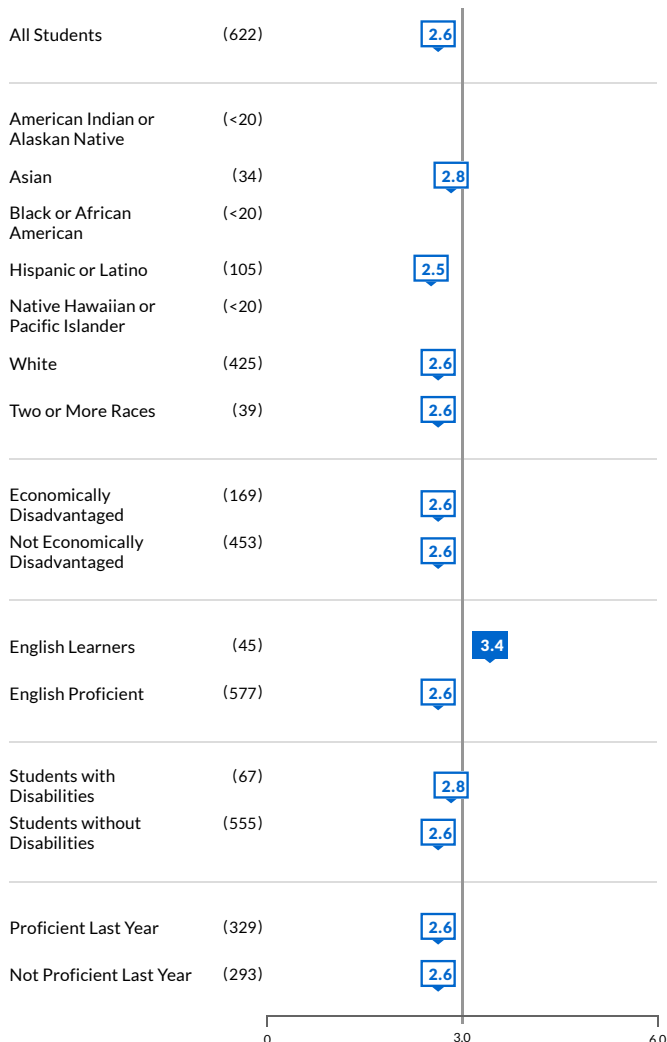
■ This school's score was the same or higher than 64.3% of 9-12 schools in the state.



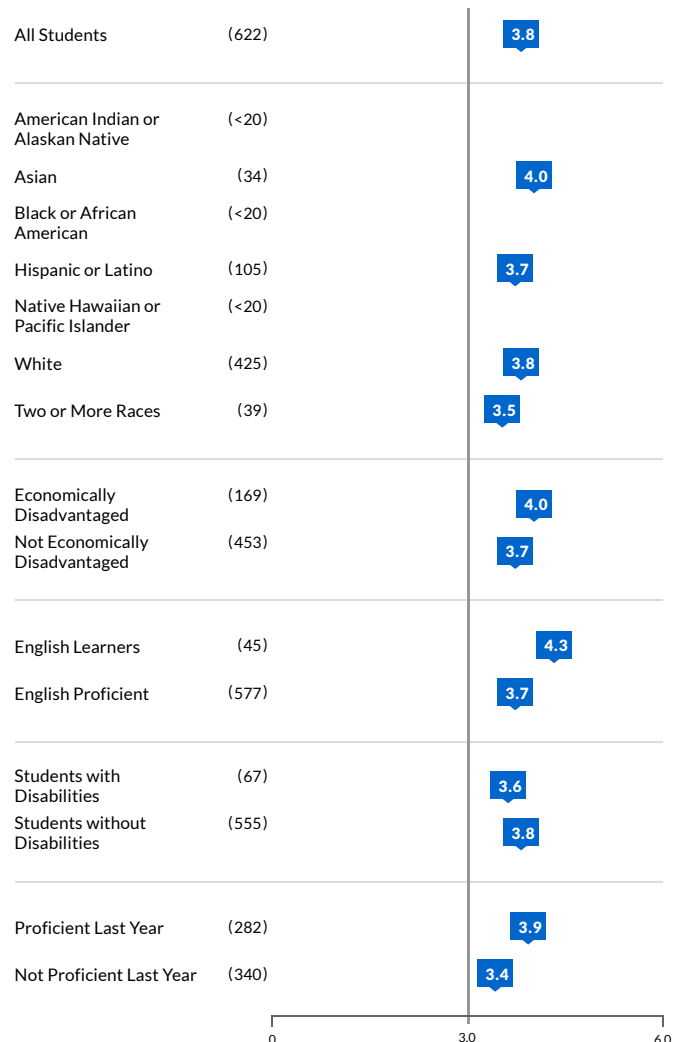
Student Group Value-Added (for information only)

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

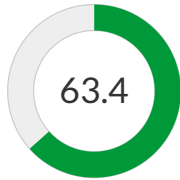




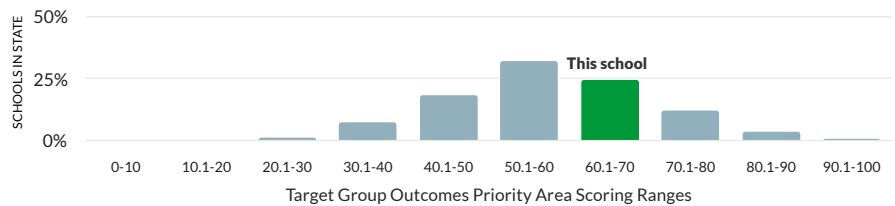
TARGET GROUP OUTCOMES

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 67.8% of 9-12 schools in the state.



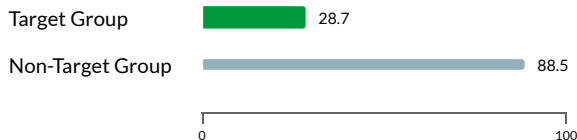
Component Scores

ACHIEVEMENT

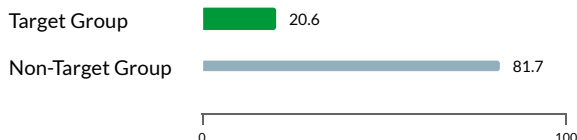
Score: 24.7

Average points-based proficiency rates.

English Language Arts



Mathematics

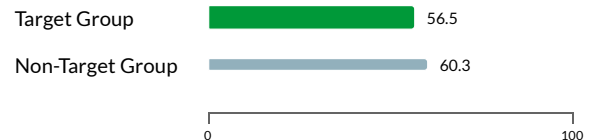


GROWTH

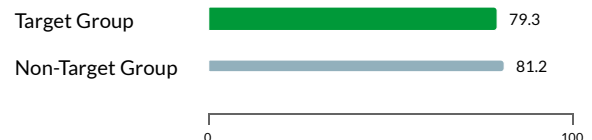
Score: 67.9

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

English Language Arts



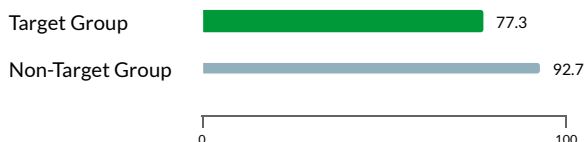
Mathematics



CHRONIC ABSENTEEISM

Score: 77.3

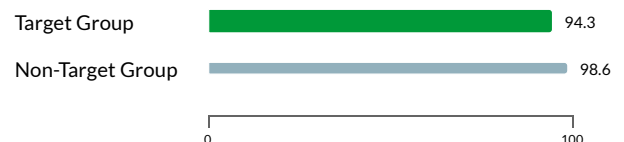
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.3

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

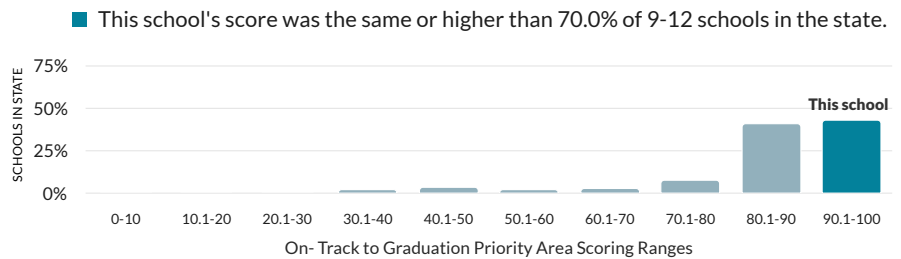
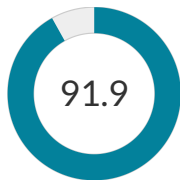




ON-TRACK TO GRADUATION

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

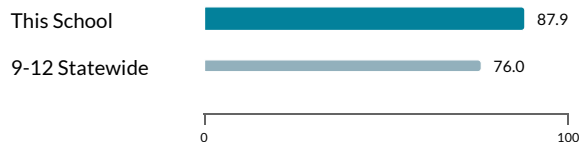


Component Scores

CHRONIC ABSENTEEISM

Score: 87.9

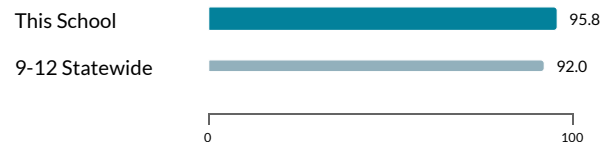
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.8

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	908	9.3%	915	12.2%	860	14.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	43	7.0%	44	6.8%	44	11.4%
Black or African American	<20	*	<20	*	21	33.3%
Hispanic or Latino	141	7.8%	151	17.2%	155	21.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	652	8.7%	658	10.3%	591	11.2%
Two or More Races	46	4.3%	43	14.0%	46	15.2%
Economically Disadvantaged	<20	*	214	27.6%	198	30.8%
English Learners	56	21.4%	61	9.8%	49	26.5%
Students with Disabilities	70	18.6%	93	25.8%	86	20.9%

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	236	225	95.3%	222	214	96.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	43	37	86.0%	29	27	93.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	173	168	97.1%	167	161	96.4%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	50	45	90.0%	31	28	90.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	20	17	85.0%	23	20	87.0%



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

341 (39.7%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
27.8%	21.1%

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

DUAL ENROLLMENT

School	State
26.2%	25.7%

225 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.3%	4.7%

3 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.6%	8.5%

5 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	860	266,777	27.8%	21.1%	26.2%	25.7%	0.3%	4.7%	0.6%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	44	10,367	29.5%	33.4%	18.2%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	21	24,969	0.0%	13.7%	19.0%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	155	37,682	18.7%	17.6%	18.7%	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	591	179,306	31.6%	22.5%	30.1%	29.9%	0.5%	5.7%	0.8%	10.4%
Two or More Races	46	11,456	17.4%	18.9%	8.7%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	198	104,283	16.7%	12.3%	17.2%	18.5%	0.5%	3.0%	1.0%	6.1%
English Learners	49	19,116	6.1%	13.9%	16.3%	17.0%	0.0%	2.5%	2.0%	3.6%
Students with Disabilities	86	33,777	3.5%	4.4%	12.8%	15.0%	1.2%	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

335 (39.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
15.5%	29.1%	0.0%	0.5%	24.0%	19.2%	10.5%	2.2%
133 students successfully completed at least one art & design course.		No students successfully completed a dance course.		206 students successfully completed at least one music course.		90 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	860	266,777	15.5%	29.1%	0.0%	0.5%	24.0%	19.2%	10.5%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	44	10,367	22.7%	30.3%	0.0%	0.4%	11.4%	19.9%	4.5%	1.6%
Black or African American	21	24,969	9.5%	28.5%	0.0%	0.7%	4.8%	11.7%	9.5%	2.8%
Hispanic or Latino	155	37,682	13.5%	29.1%	0.0%	0.3%	12.3%	13.3%	7.7%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	591	179,306	14.9%	29.1%	0.0%	0.5%	29.4%	21.7%	11.8%	2.2%
Two or More Races	46	11,456	21.7%	28.8%	0.0%	0.5%	15.2%	17.8%	8.7%	2.6%
Economically Disadvantaged	198	104,283	13.1%	29.9%	0.0%	0.4%	8.1%	15.4%	6.1%	2.1%
English Learners	49	19,116	16.3%	30.9%	0.0%	0.4%	6.1%	11.8%	2.0%	1.6%
Students with Disabilities	86	33,777	20.9%	30.9%	0.0%	0.5%	14.0%	14.4%	12.8%	2.4%