



OVERVIEW

School Details

Grades : 9-12

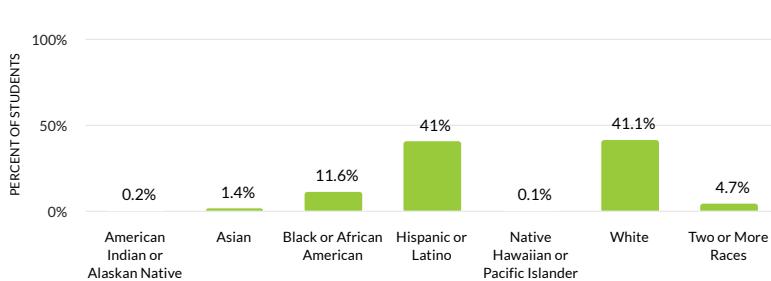
Enrollment : 879

Percent open enrollment : 1.4%

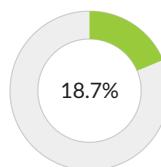
The School District of Waukesha is the 7th largest District in Wisconsin. We have 11 elementary, 3 middle and 4 high schools. We offer 5 charter schools which include a K-12 virtual learning experience and a 9th-12th engineering focus. We offer various educational options that include the integration of one-to-one technology, dual language and college and career readiness opportunities.

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

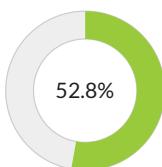
Student Groups



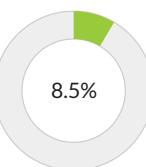
STUDENTS WITH DISABILITIES



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>.

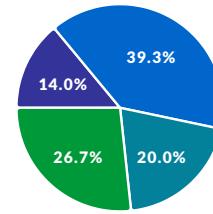
Overall Score

65.3

Meets Expectations

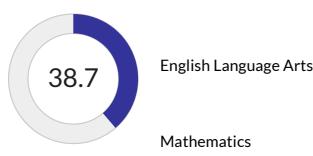


PRIORITY AREA WEIGHTS



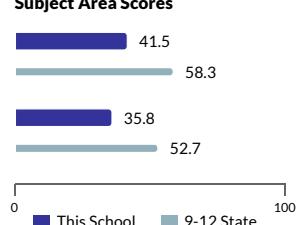
Priority Area Scores

ACHIEVEMENT

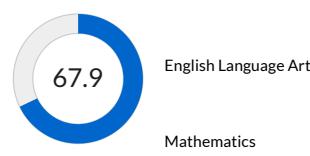


Subject Area Scores

English Language Arts
Mathematics

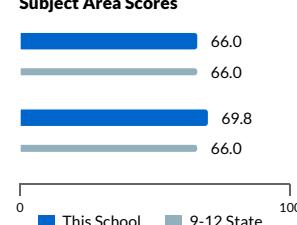


GROWTH

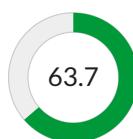


Subject Area Scores

English Language Arts
Mathematics

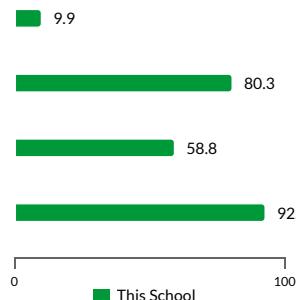


TARGET GROUP OUTCOMES

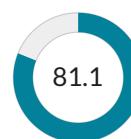


Group Scores

Achievement
Growth
Chronic Absenteeism
Graduation

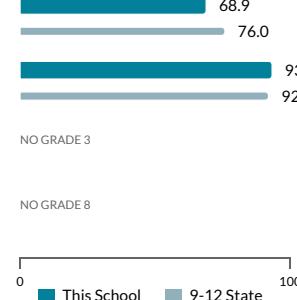


ON-TRACK TO GRADUATION



Area Scores

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

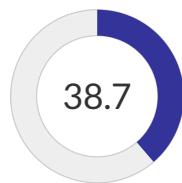




ACHIEVEMENT

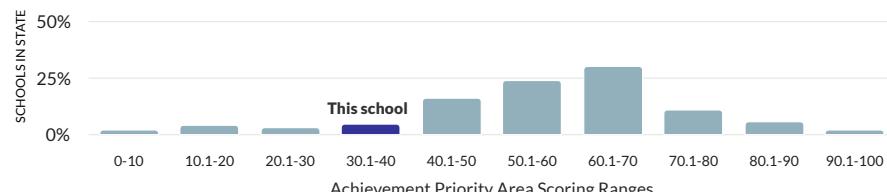
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 41.5
Mathematics Score: 35.8

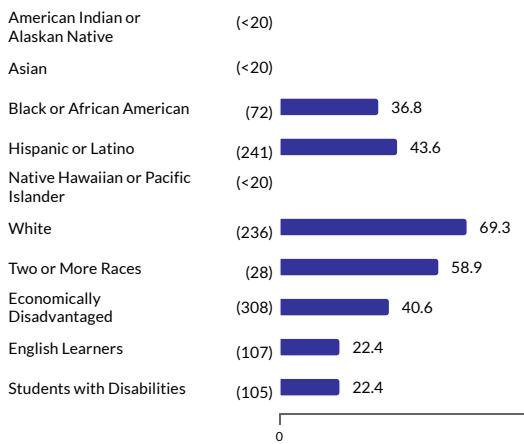
■ This school's score was the same or higher than 12.5% of 9-12 schools in the state.



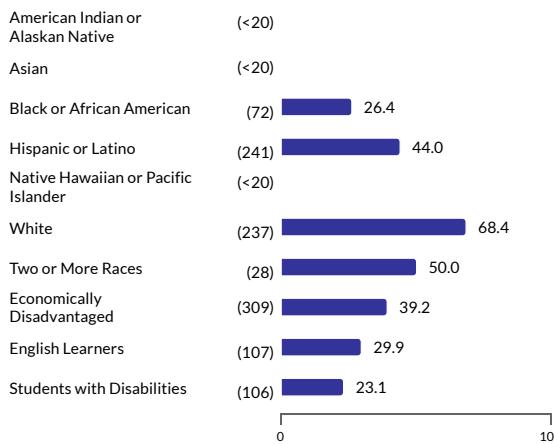
Student Group Achievement, 2023-24 (for information only)

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



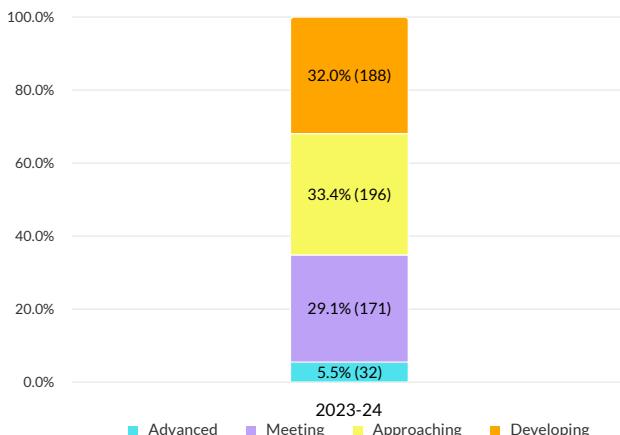
MATHEMATICS



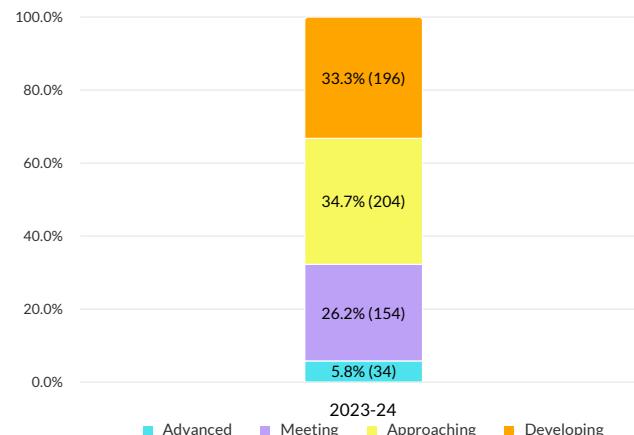
Performance Levels by Year

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
94.6%	89.2%

MATHEMATICS

All students	Lowest-participating group: Black or African American
94.7%	89.7%

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 #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	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	601	2.8%	17.1%	32.1%	47.9%	563	4.3%	24.2%	33.6%	38.0%	587	5.5%	29.1%	33.4%	32.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	63	0.0%	12.7%	17.5%	69.8%	53	1.9%	5.7%	32.1%	60.4%	72	1.4%	15.3%	38.9%	44.4%
Hispanic or Latino	223	2.2%	8.1%	31.4%	58.3%	218	2.3%	16.1%	37.2%	44.5%	241	2.5%	23.7%	32.4%	41.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	279	3.9%	23.3%	36.2%	36.6%	263	6.8%	33.8%	31.9%	27.4%	236	8.9%	39.8%	32.2%	19.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	28	10.7%	25.0%	35.7%	28.6%
Economically Disadvantaged	291	0.7%	10.3%	24.7%	64.3%	276	0.7%	15.6%	34.1%	49.6%	308	2.9%	18.8%	34.7%	43.5%
English Learners	98	0.0%	4.1%	16.3%	79.6%	99	0.0%	6.1%	37.4%	56.6%	107	0.0%	6.5%	31.8%	61.7%
Students with Disabilities	101	0.0%	3.0%	8.9%	88.1%	81	0.0%	4.9%	21.0%	74.1%	105	0.0%	9.5%	25.7%	64.8%

MATHEMATICS

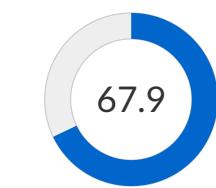
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	607	4.3%	12.5%	24.1%	59.1%	565	4.4%	14.7%	31.0%	49.9%	588	5.8%	26.2%	34.7%	33.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	61	1.6%	1.6%	11.5%	85.2%	54	0.0%	1.9%	33.3%	64.8%	72	0.0%	6.9%	38.9%	54.2%
Hispanic or Latino	229	1.7%	5.7%	21.8%	70.7%	219	0.9%	11.9%	26.5%	60.7%	241	2.1%	22.8%	36.1%	39.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	281	5.7%	19.6%	28.8%	45.9%	263	8.4%	20.2%	33.5%	38.0%	237	11.0%	36.3%	31.2%	21.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	28	7.1%	17.9%	42.9%	32.1%
Economically Disadvantaged	295	0.7%	5.4%	19.3%	74.6%	278	0.4%	6.1%	30.2%	63.3%	309	1.6%	17.5%	38.5%	42.4%
English Learners	102	0.0%	3.9%	12.7%	83.3%	101	0.0%	3.0%	22.8%	74.3%	107	0.0%	11.2%	37.4%	51.4%
Students with Disabilities	101	0.0%	0.0%	9.9%	90.1%	82	2.4%	0.0%	17.1%	80.5%	106	1.9%	5.7%	29.2%	63.2%



GROWTH

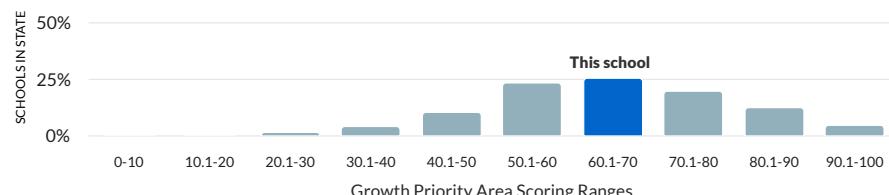
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 66.0
Mathematics Score: 69.8

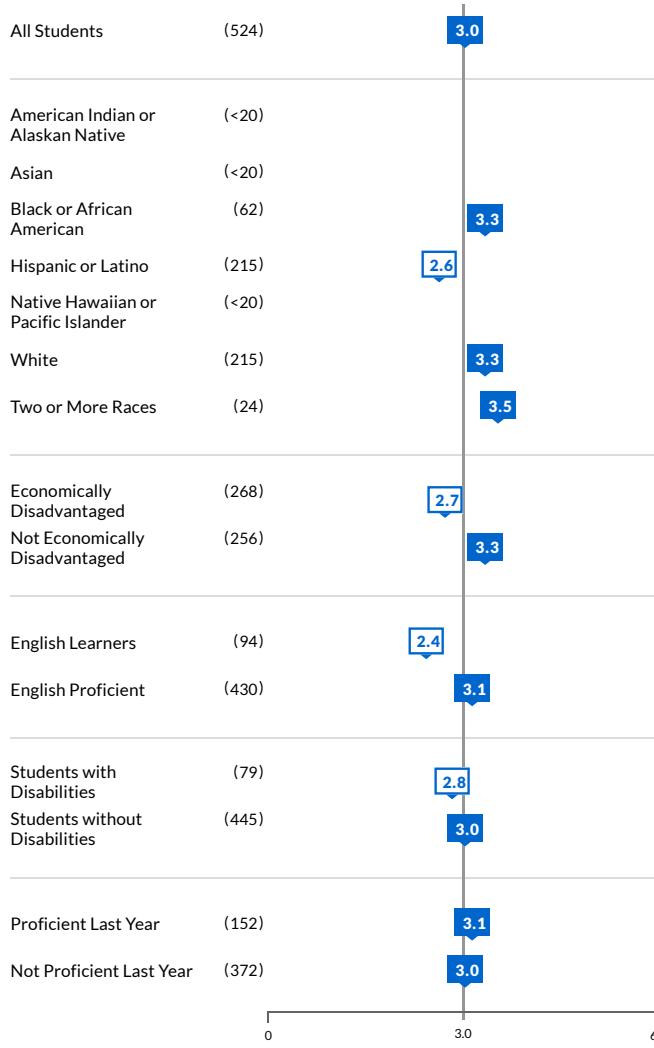
■ This school's score was the same or higher than 59.6% of 9-12 schools in the state.



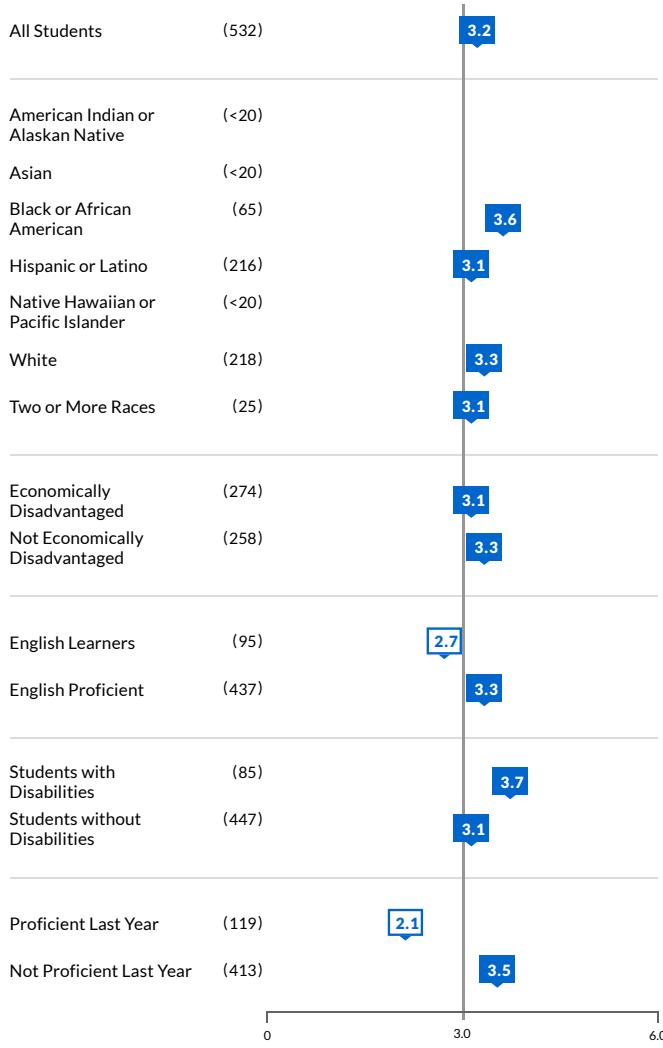
Student Group Value-Added (for information only)

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





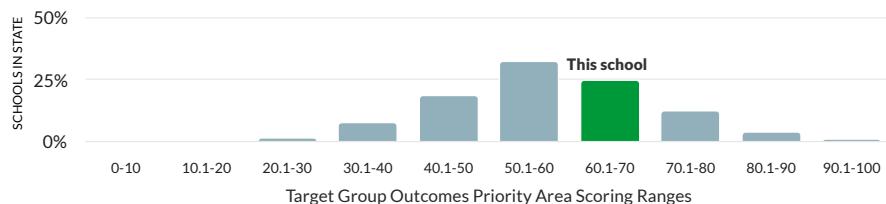
TARGET GROUP OUTCOMES

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 68.3% of 9-12 schools in the state.

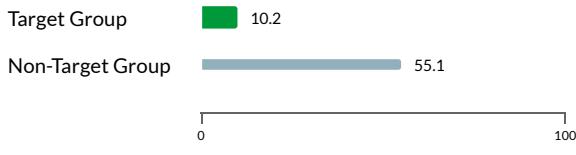


Component Scores

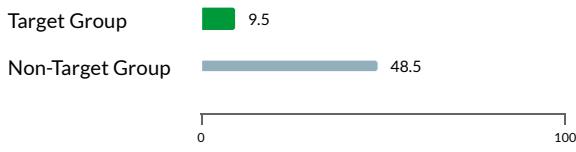
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts



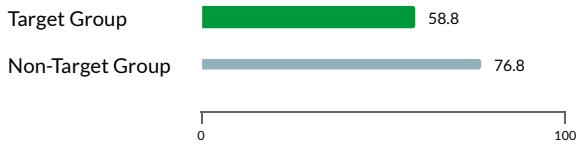
Mathematics



CHRONIC ABSENTEEISM

Score: 58.8

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.

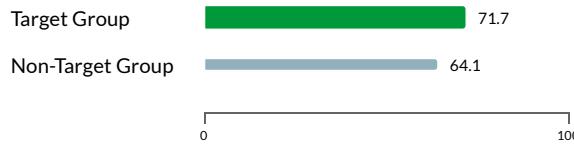


GROWTH

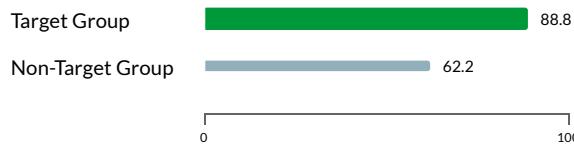
Score: 80.3

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

English Language Arts



Mathematics

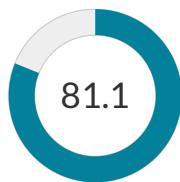




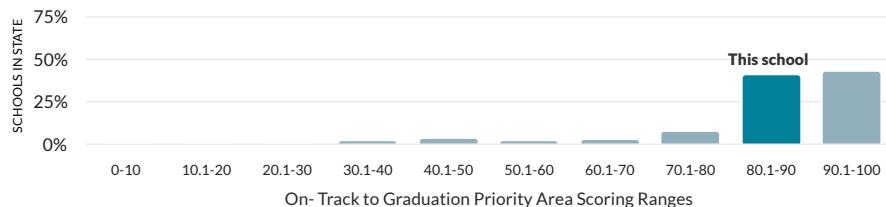
ON-TRACK TO GRADUATION

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 18.4% of 9-12 schools in the state.

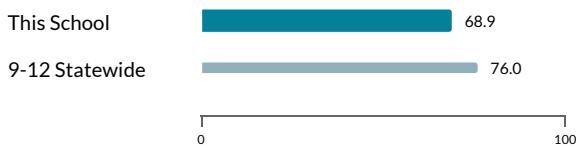


Component Scores

CHRONIC ABSENTEEISM

Score: 68.9

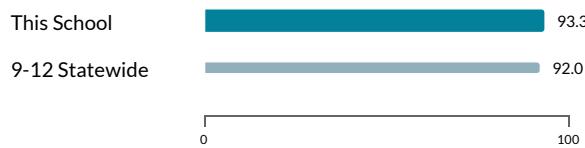
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.3

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	893	25.2%	881	35.9%	837	31.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	20	15.0%	20	35.0%	<20	*
Black or African American	86	46.5%	89	52.8%	83	53.0%
Hispanic or Latino	347	30.0%	334	40.7%	331	33.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	407	17.7%	400	27.8%	369	23.3%
Two or More Races	28	21.4%	31	35.5%	30	36.7%
Economically Disadvantaged	430	35.8%	433	49.2%	429	44.1%
English Learners	149	30.9%	145	42.1%	150	36.7%
Students with Disabilities	165	38.8%	174	50.6%	138	46.4%

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	219	201	91.8%	197	187	94.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	21	16	76.2%	20	19	95.0%
Hispanic or Latino	90	84	93.3%	69	65	94.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	93	88	94.6%	95	91	95.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	110	98	89.1%	91	82	90.1%
English Learners	37	35	94.6%	<20	*	*
Students with Disabilities	36	30	83.3%	<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

408 (48.7%) 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
33.7%	21.1%	18.6%	25.7%	1.6%	4.7%	4.1%	8.5%
282 students successfully completed at least one Advanced Placement or International Baccalaureate course.		156 students successfully completed at least one dual enrollment course.		13 students earned at least one industry-recognized credential.		34 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	837	266,777	33.7%	21.1%	18.6%	25.7%	1.6%	4.7%	4.1%	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	83	24,969	16.9%	13.7%	13.3%	8.7%	1.2%	1.3%	2.4%	2.7%
Hispanic or Latino	331	37,682	36.6%	17.6%	17.5%	18.9%	1.5%	3.4%	3.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	369	179,306	36.0%	22.5%	21.4%	29.9%	1.6%	5.7%	4.9%	10.4%
Two or More Races	30	11,456	16.7%	18.9%	10.0%	21.0%	3.3%	3.4%	3.3%	5.8%
Economically Disadvantaged	429	104,283	24.5%	12.3%	16.1%	18.5%	1.2%	3.0%	3.5%	6.1%
English Learners	150	19,116	32.0%	13.9%	10.7%	17.0%	0.7%	2.5%	2.7%	3.6%
Students with Disabilities	138	33,777	1.4%	4.4%	8.0%	15.0%	0.0%	2.3%	1.4%	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

493 (58.9%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
48.6%	29.1%	0.0%	0.5%	12.4%	19.2%	7.3%	2.2%
407 students successfully completed at least one art & design course.		No students successfully completed a dance course.		104 students successfully completed at least one music course.		61 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	837	266,777	48.6%	29.1%	0.0%	0.5%	12.4%	19.2%	7.3%	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	83	24,969	53.0%	28.5%	0.0%	0.7%	4.8%	11.7%	7.2%	2.8%
Hispanic or Latino	331	37,682	47.1%	29.1%	0.0%	0.3%	4.5%	13.3%	2.7%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	369	179,306	48.8%	29.1%	0.0%	0.5%	21.4%	21.7%	10.8%	2.2%
Two or More Races	30	11,456	43.3%	28.8%	0.0%	0.5%	3.3%	17.8%	10.0%	2.6%
Economically Disadvantaged	429	104,283	48.3%	29.9%	0.0%	0.4%	5.4%	15.4%	7.2%	2.1%
English Learners	150	19,116	43.3%	30.9%	0.0%	0.4%	4.0%	11.8%	3.3%	1.6%
Students with Disabilities	138	33,777	27.5%	30.9%	0.0%	0.5%	4.3%	14.4%	2.9%	2.4%

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November 2024



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