



## OVERVIEW

### School Details

Grades : 9-12

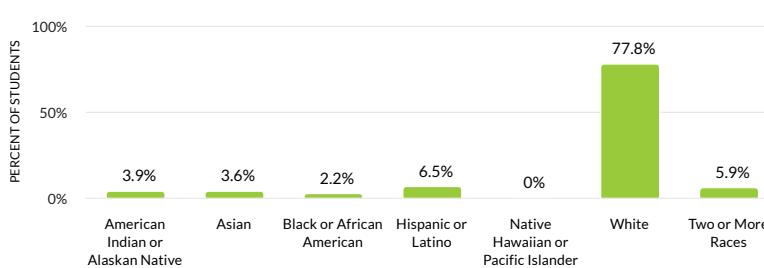
Enrollment : 1,078

Percent open enrollment : 0.9%

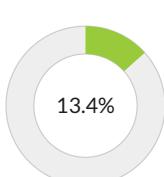
As part of West De Pere's commitment to a vision of pride and excellence, West De Pere High School strives to remain among the top high schools in the state. Proof of this success can be found in our expansive College Credit and AP course offerings, our leadership in moving to a 5x3 block schedule, our continued high scores on the ACT, and our nearly perfect graduation rate year after year.

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

### Student Groups



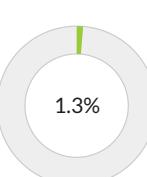
STUDENTS WITH DISABILITIES



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>.

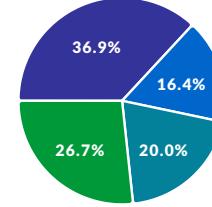
Overall Score

**77.8**

Exceeds Expectations



PRIORITY AREA WEIGHTS



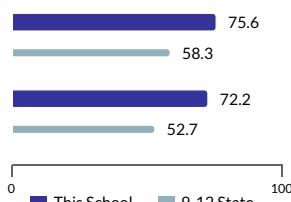
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts

Subject Area Scores

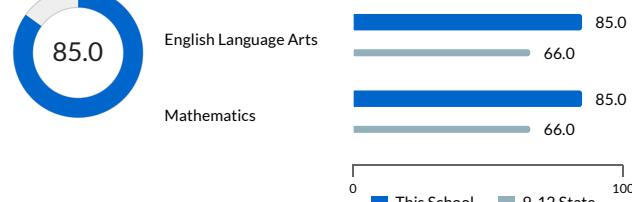


#### GROWTH



English Language Arts

Subject Area Scores

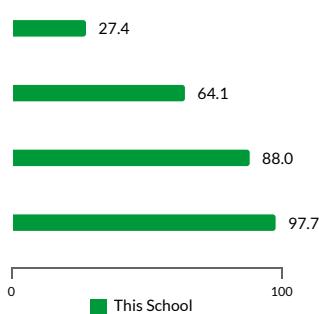


#### TARGET GROUP OUTCOMES



Achievement

Group Scores

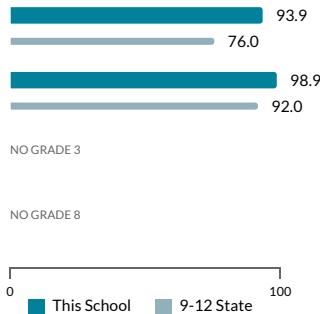


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

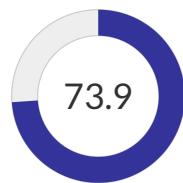




## ACHIEVEMENT

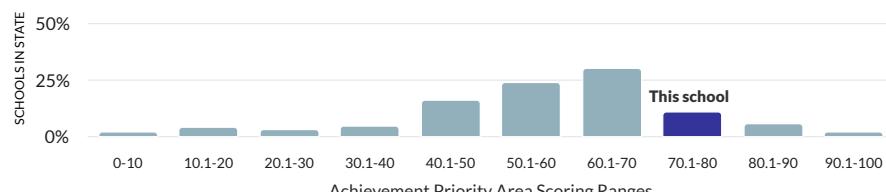
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 75.6  
**Mathematics Score:** 72.2

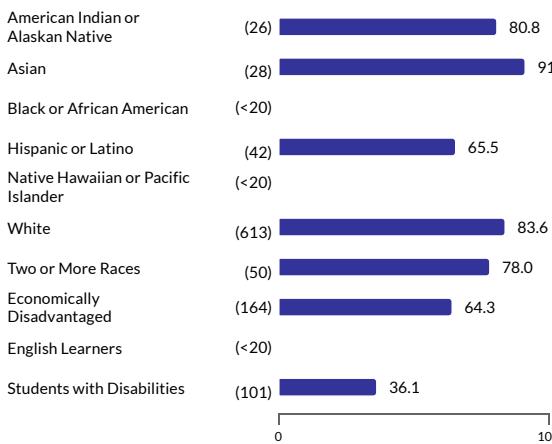
■ This school's score was the same or higher than 87.3% of 9-12 schools in the state.



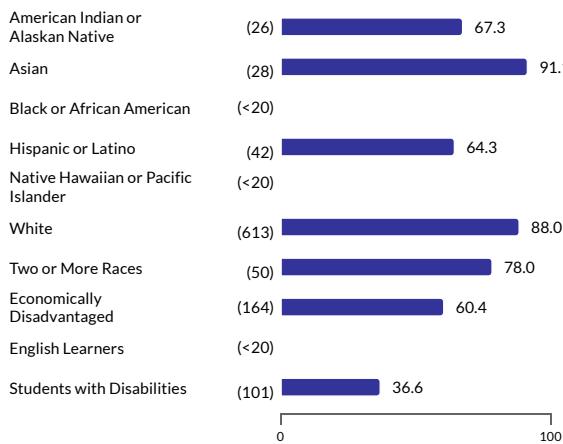
### Student Group Achievement, 2023-24 (for information only)

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



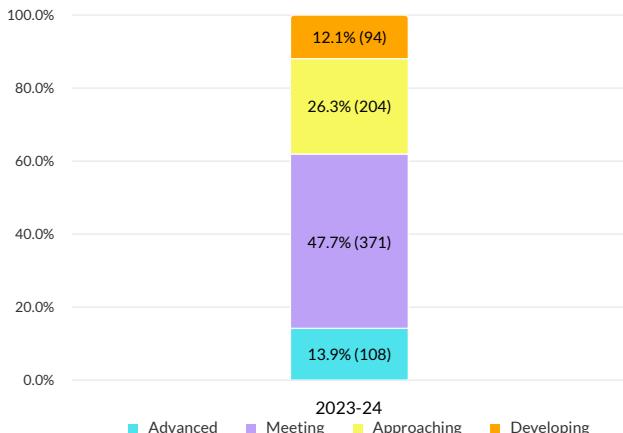
#### MATHEMATICS



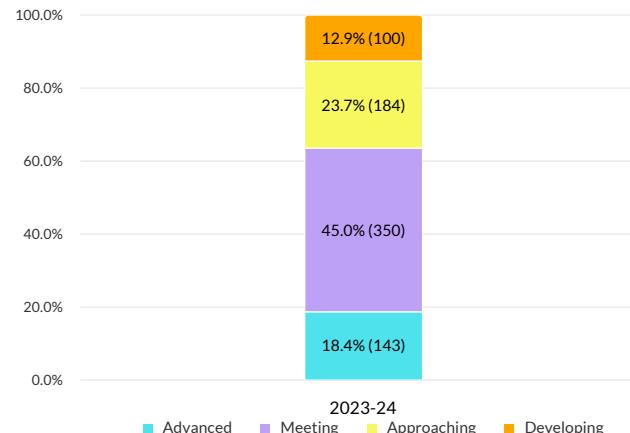
### Performance Levels by Year

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: Hispanic or Latino 89.8%
98.7%	

#### MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino 89.8%
98.7%	

### 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 # 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	734	13.1%	42.1%	30.7%	14.2%	779	12.8%	40.7%	32.2%	14.2%	777	13.9%	47.7%	26.3%	12.1%
American Indian or Alaskan Native	34	5.9%	26.5%	35.3%	32.4%	29	10.3%	24.1%	37.9%	27.6%	26	7.7%	57.7%	23.1%	11.5%
Asian	21	19.0%	61.9%	14.3%	4.8%	29	27.6%	41.4%	24.1%	6.9%	28	21.4%	50.0%	17.9%	10.7%
Black or African American	25	0.0%	20.0%	48.0%	32.0%	20	5.0%	25.0%	40.0%	30.0%	<20	*	*	*	*
Hispanic or Latino	33	6.1%	30.3%	45.5%	18.2%	40	5.0%	30.0%	42.5%	22.5%	42	2.4%	42.9%	38.1%	16.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	593	14.7%	43.5%	30.0%	11.8%	622	12.9%	43.2%	31.8%	12.1%	613	14.4%	49.3%	25.6%	10.8%
Two or More Races	28	3.6%	50.0%	17.9%	28.6%	39	15.4%	30.8%	25.6%	28.2%	50	20.0%	36.0%	24.0%	20.0%
Economically Disadvantaged	176	7.4%	30.7%	32.4%	29.5%	157	4.5%	29.9%	37.6%	28.0%	164	6.7%	34.8%	39.0%	19.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	69	0.0%	4.3%	15.9%	79.7%	95	1.1%	10.5%	40.0%	48.4%	101	1.0%	15.8%	37.6%	45.5%

#### MATHEMATICS

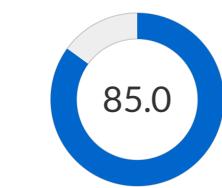
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	734	19.5%	29.8%	26.0%	24.7%	779	16.4%	35.0%	28.2%	20.3%	777	18.4%	45.0%	23.7%	12.9%
American Indian or Alaskan Native	34	5.9%	17.6%	23.5%	52.9%	29	10.3%	13.8%	41.4%	34.5%	26	7.7%	42.3%	26.9%	23.1%
Asian	21	42.9%	28.6%	19.0%	9.5%	29	27.6%	27.6%	31.0%	13.8%	28	32.1%	35.7%	14.3%	17.9%
Black or African American	25	0.0%	16.0%	36.0%	48.0%	20	0.0%	30.0%	20.0%	50.0%	<20	*	*	*	*
Hispanic or Latino	33	6.1%	18.2%	30.3%	45.5%	40	7.5%	15.0%	32.5%	45.0%	42	2.4%	40.5%	40.5%	16.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	593	21.6%	31.7%	26.0%	20.7%	622	17.8%	38.7%	27.2%	16.2%	613	19.6%	47.5%	22.3%	10.6%
Two or More Races	28	7.1%	32.1%	21.4%	39.3%	39	7.7%	20.5%	33.3%	38.5%	50	22.0%	32.0%	26.0%	20.0%
Economically Disadvantaged	176	6.8%	17.6%	27.8%	47.7%	157	5.1%	22.9%	33.8%	38.2%	164	6.7%	32.9%	34.8%	25.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	69	0.0%	2.9%	7.2%	89.9%	95	1.1%	12.6%	25.3%	61.1%	101	1.0%	16.8%	36.6%	45.5%



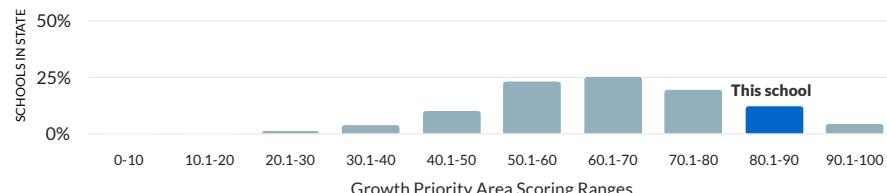
## GROWTH

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



■ This school's score was the same or higher than 91.2% of 9-12 schools in the state.



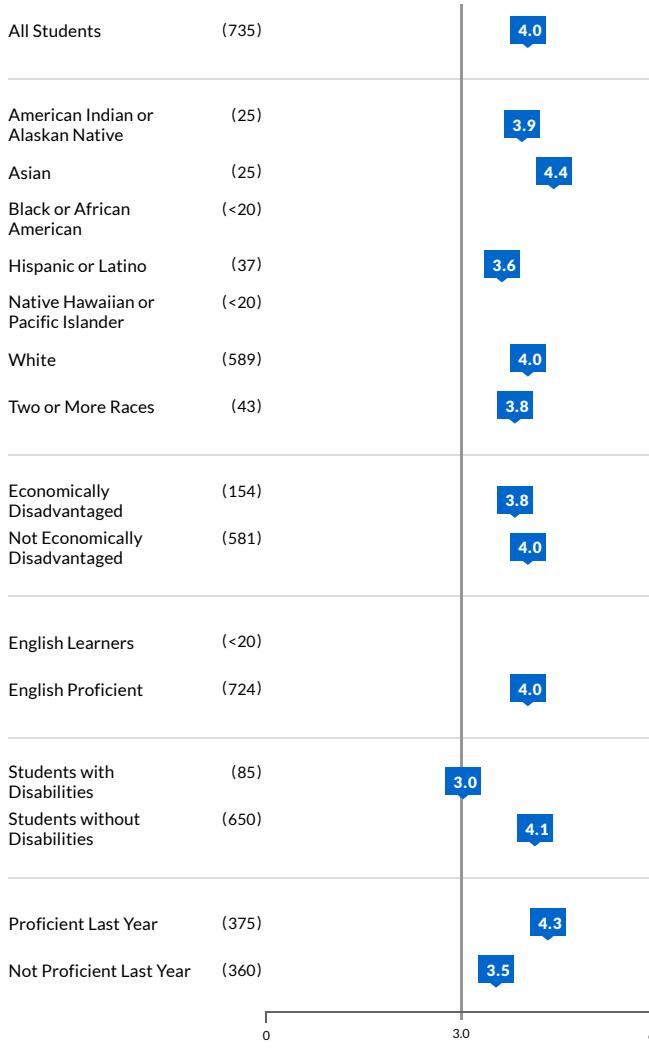
English Language Arts Score: 85.0

Mathematics Score: 85.0

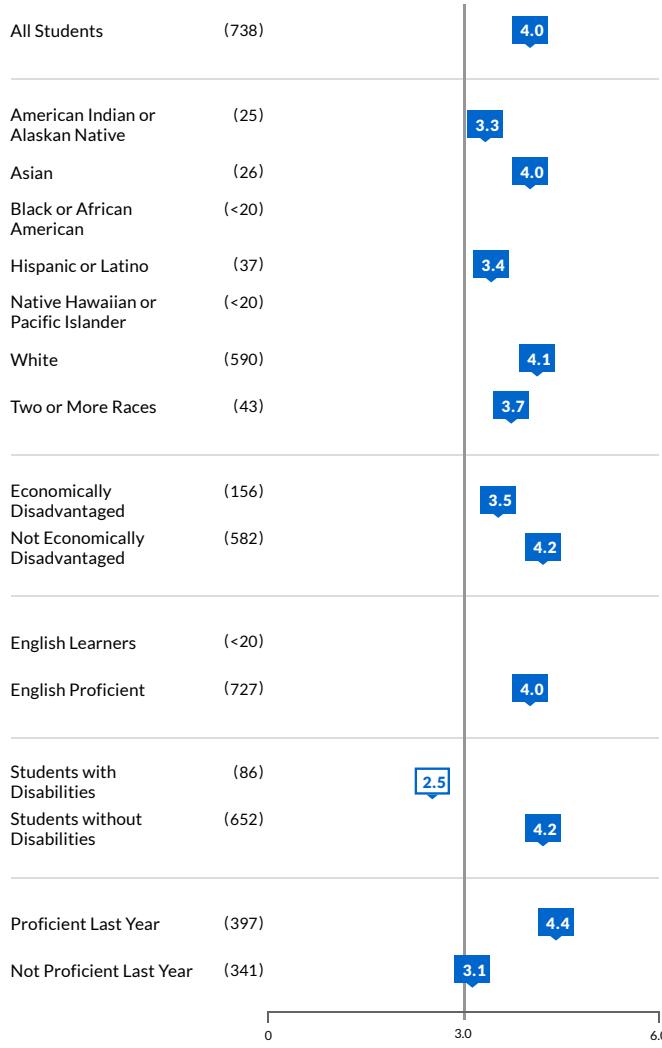
### Student Group Value-Added (for information only)

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





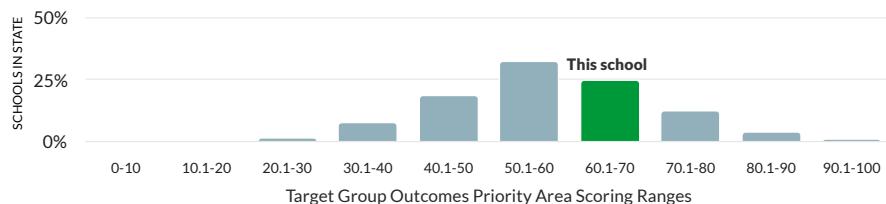
## TARGET GROUP OUTCOMES

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 72.7% of 9-12 schools in the state.

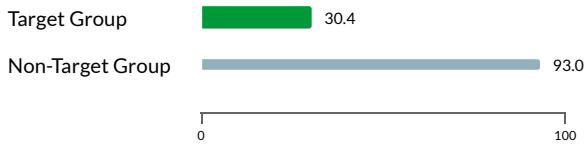


### Component Scores

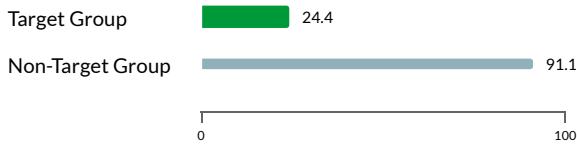
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

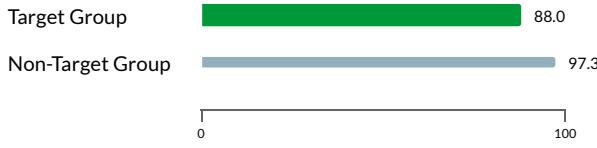


##### Mathematics



#### CHRONIC ABSENTEEISM

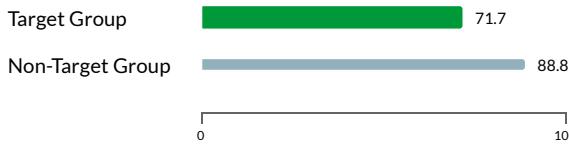
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



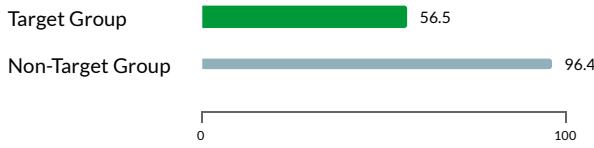
#### GROWTH

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

##### English Language Arts

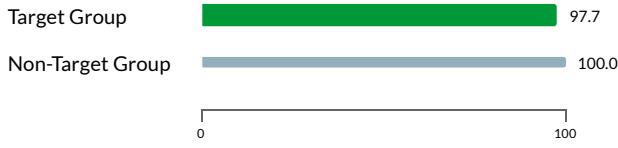


##### Mathematics



#### GRADUATION

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

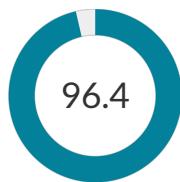




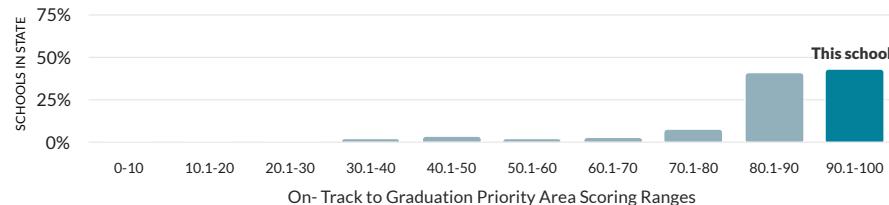
## ON-TRACK TO GRADUATION

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 95.7% of 9-12 schools in the state.

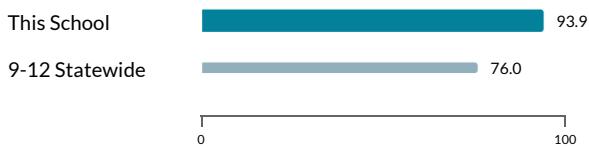


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 93.9

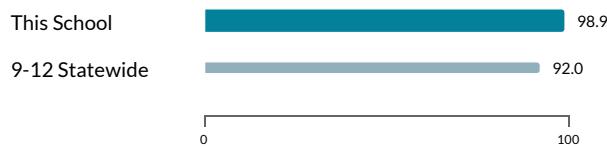
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 98.9

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	1,028	4.2%	1,024	6.3%	1,066	7.0%
American Indian or Alaskan Native	49	10.2%	50	26.0%	47	23.4%
Asian	32	3.1%	31	6.5%	34	11.8%
Black or African American	28	7.1%	28	21.4%	29	13.8%
Hispanic or Latino	47	21.3%	47	19.1%	61	16.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	826	2.4%	825	3.5%	843	4.9%
Two or More Races	46	10.9%	43	14.0%	52	9.6%
Economically Disadvantaged	241	10.0%	245	18.8%	226	19.5%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	107	9.3%	124	21.8%	141	17.0%

### 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	240	235	97.9%	234	234	100.0%
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	195	191	97.9%	191	191	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	46	44	95.7%	40	40	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	21	16	76.2%	28	28	100.0%



## 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

666 (62.5%) 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>18.2%</b>	<b>21.1%</b>	<b>54.1%</b>	<b>25.7%</b>	<b>5.7%</b>	<b>4.7%</b>	<b>5.2%</b>	<b>8.5%</b>
194 students successfully completed at least one Advanced Placement or International Baccalaureate course.		577 students successfully completed at least one dual enrollment course.		61 students earned at least one industry-recognized credential.		55 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	1,066	266,777	18.2%	21.1%	54.1%	25.7%	5.7%	4.7%	5.2%	8.5%
American Indian or Alaskan Native	47	2,718	8.5%	7.0%	51.1%	18.0%	6.4%	1.7%	6.4%	5.0%
Asian	34	10,367	52.9%	33.4%	61.8%	26.6%	11.8%	3.7%	2.9%	5.6%
Black or African American	29	24,969	10.3%	13.7%	31.0%	8.7%	3.4%	1.3%	6.9%	2.7%
Hispanic or Latino	61	37,682	8.2%	17.6%	34.4%	18.9%	4.9%	3.4%	3.3%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	843	179,306	17.9%	22.5%	57.5%	29.9%	5.8%	5.7%	5.1%	10.4%
Two or More Races	52	11,456	25.0%	18.9%	32.7%	21.0%	1.9%	3.4%	7.7%	5.8%
Economically Disadvantaged	226	104,283	12.8%	12.3%	33.6%	18.5%	1.8%	3.0%	5.3%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	141	33,777	2.1%	4.4%	23.4%	15.0%	2.1%	2.3%	3.5%	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

454 (42.6%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>32.8%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>16.3%</b>	<b>19.2%</b>	<b>0.0%</b>	<b>2.2%</b>
350 students successfully completed at least one art & design course.		No students successfully completed a dance course.		174 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	1,066	266,777	32.8%	29.1%	0.0%	0.5%	16.3%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	47	2,718	44.7%	33.1%	0.0%	0.2%	4.3%	15.0%	0.0%	1.1%
Asian	34	10,367	29.4%	30.3%	0.0%	0.4%	26.5%	19.9%	0.0%	1.6%
Black or African American	29	24,969	20.7%	28.5%	0.0%	0.7%	13.8%	11.7%	0.0%	2.8%
Hispanic or Latino	61	37,682	37.7%	29.1%	0.0%	0.3%	9.8%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	843	179,306	31.7%	29.1%	0.0%	0.5%	17.2%	21.7%	0.0%	2.2%
Two or More Races	52	11,456	44.2%	28.8%	0.0%	0.5%	15.4%	17.8%	0.0%	2.6%
Economically Disadvantaged	226	104,283	35.8%	29.9%	0.0%	0.4%	12.4%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	141	33,777	34.8%	30.9%	0.0%	0.5%	18.4%	14.4%	0.0%	2.4%

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