



## OVERVIEW

### School Details

Grades : 9-12

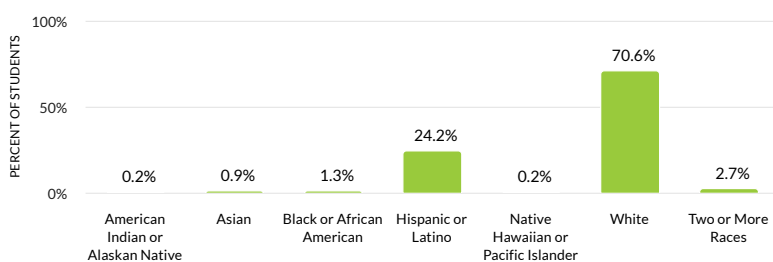
Enrollment : 1,275

Percent open enrollment : 11.2%

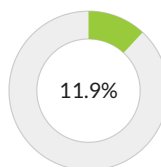
Lake Geneva Schools are driven by our mission to engage, educate, and empower our students, staff, and community. By creating and connecting opportunities for excellence, we cultivate a dynamic learning environment that promotes our students' academic mastery and character development.

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

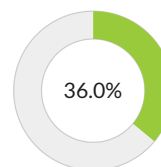
### Student Groups



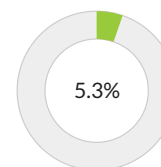
STUDENTS WITH DISABILITIES



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>.

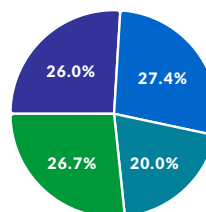
Overall Score

66.5

Meets Expectations



#### PRIORITY AREA WEIGHTS



ACHIEVEMENT

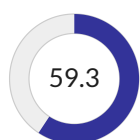
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

### Priority Area Scores

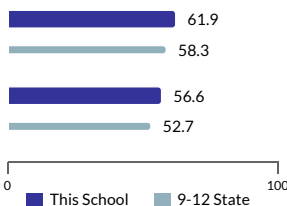
#### ACHIEVEMENT



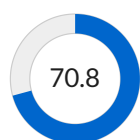
English Language Arts

Mathematics

#### Subject Area Scores



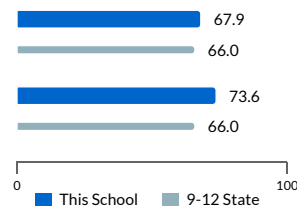
#### GROWTH



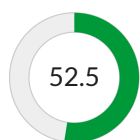
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



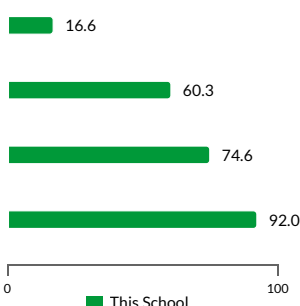
Achievement

Growth

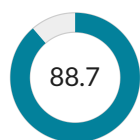
Chronic Absenteeism

Graduation

#### Group Scores



#### ON-TRACK TO GRADUATION



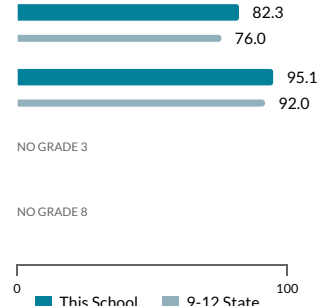
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

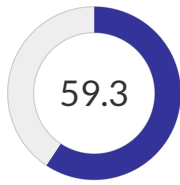




## ACHIEVEMENT

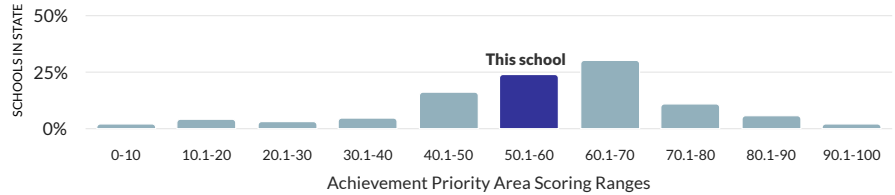
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 61.9  
Mathematics Score: 56.6

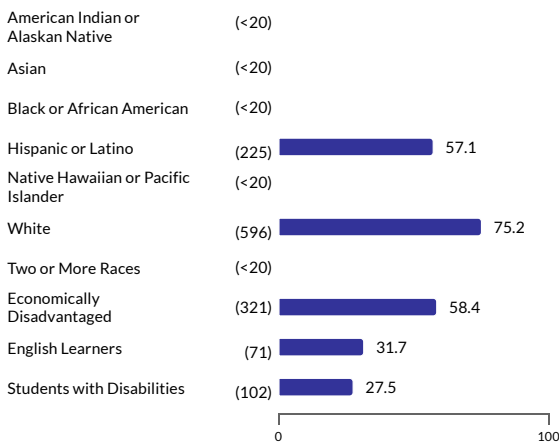
■ This school's score was the same or higher than 50.7% of 9-12 schools in the state.



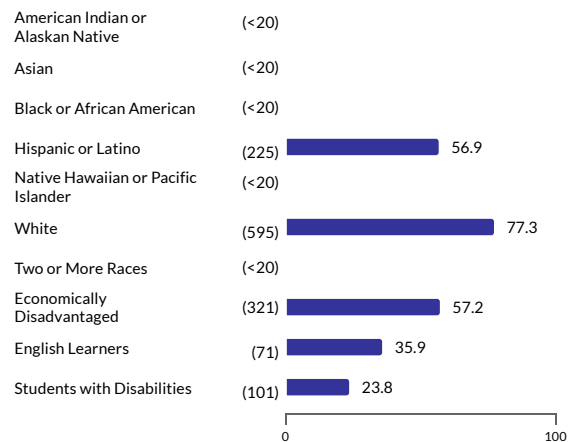
## Student Group Achievement, 2023-24 (for information only)

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



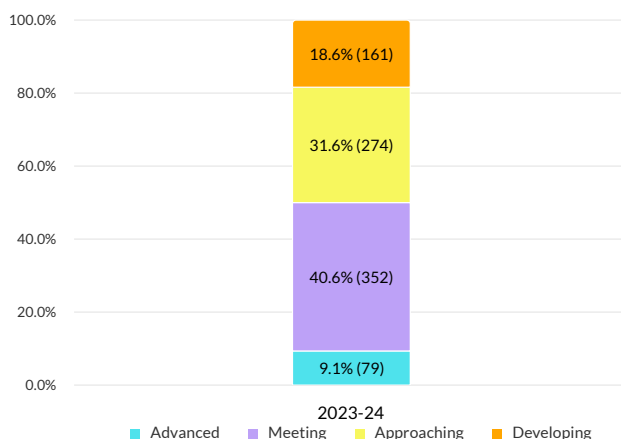
### MATHEMATICS



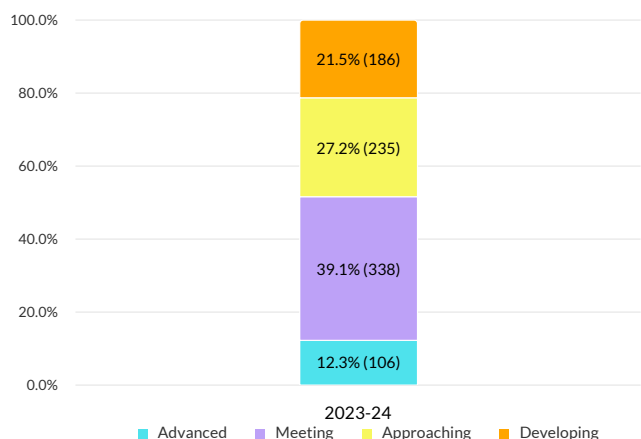
## Performance Levels by Year

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
99.3%	95.7%

#### MATHEMATICS

All students	Lowest-participating group:
	Two or More Races
99.2%	95.7%

### 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				
	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	936	5.8%	30.2%	36.5%	27.5%	936	7.9%	38.6%	31.9%	21.6%	866	9.1%	40.6%	31.6%	18.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	225	2.7%	18.2%	35.6%	43.6%	227	3.5%	26.0%	34.4%	36.1%	225	4.0%	33.3%	35.6%	27.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	668	6.6%	34.3%	37.4%	21.7%	659	9.6%	43.1%	31.1%	16.2%	596	10.7%	43.8%	30.5%	14.9%
Two or More Races	24	12.5%	25.0%	25.0%	37.5%	29	6.9%	37.9%	31.0%	24.1%	<20	*	*	*	*
Economically Disadvantaged	354	3.1%	19.2%	37.3%	40.4%	335	4.8%	29.6%	33.7%	31.9%	321	5.9%	32.4%	34.3%	27.4%
English Learners	76	0.0%	2.6%	23.7%	73.7%	72	1.4%	8.3%	31.9%	58.3%	71	1.4%	15.5%	28.2%	54.9%
Students with Disabilities	98	0.0%	9.2%	21.4%	69.4%	110	2.7%	6.4%	26.4%	64.5%	102	2.0%	9.8%	29.4%	58.8%

#### MATHEMATICS

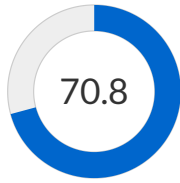
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	938	11.5%	26.1%	26.8%	35.6%	937	9.9%	27.7%	31.5%	30.8%	865	12.3%	39.1%	27.2%	21.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	227	6.2%	16.7%	22.9%	54.2%	227	4.0%	19.8%	29.1%	47.1%	225	6.2%	33.3%	28.4%	32.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	668	13.0%	30.1%	28.3%	28.6%	660	11.5%	30.8%	32.3%	25.5%	595	14.3%	42.7%	26.4%	16.6%
Two or More Races	24	12.5%	12.5%	20.8%	54.2%	29	17.2%	20.7%	27.6%	34.5%	<20	*	*	*	*
Economically Disadvantaged	356	6.5%	18.3%	24.2%	51.1%	336	4.8%	19.3%	34.5%	41.4%	321	5.0%	34.3%	30.8%	29.9%
English Learners	77	2.6%	5.2%	15.6%	76.6%	72	4.2%	8.3%	23.6%	63.9%	71	2.8%	12.7%	38.0%	46.5%
Students with Disabilities	99	1.0%	6.1%	13.1%	79.8%	111	0.9%	6.3%	20.7%	72.1%	101	1.0%	10.9%	22.8%	65.3%



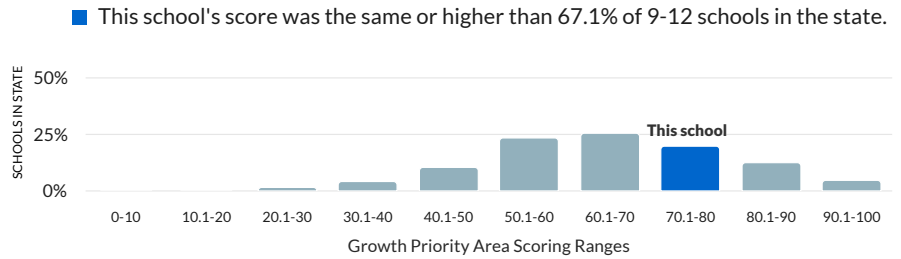
## GROWTH

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



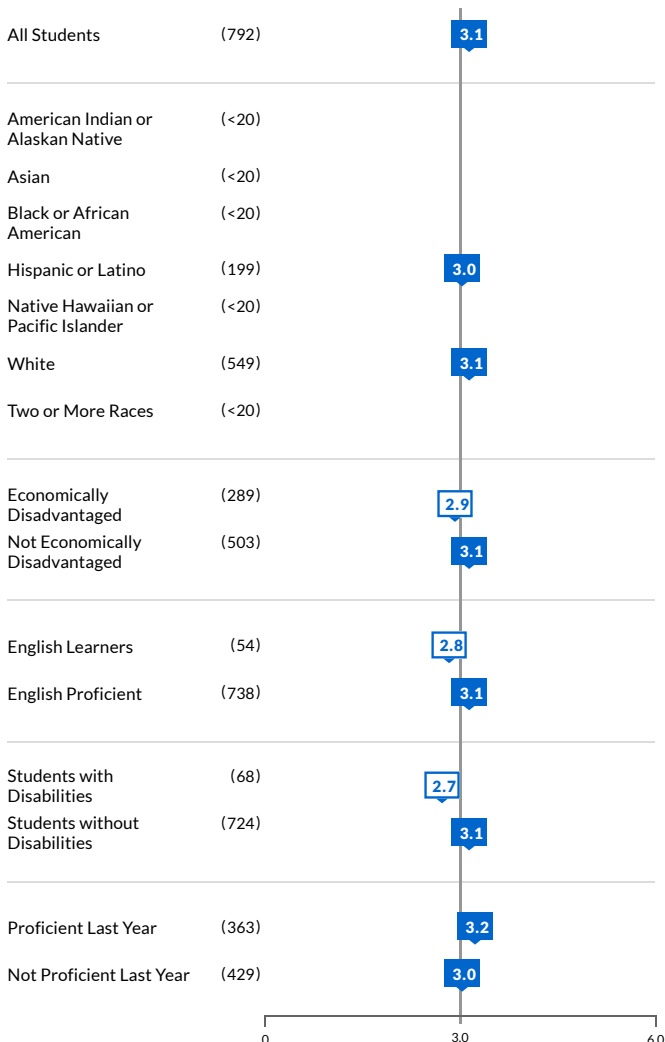
**English Language Arts Score:** 67.9  
**Mathematics Score:** 73.6



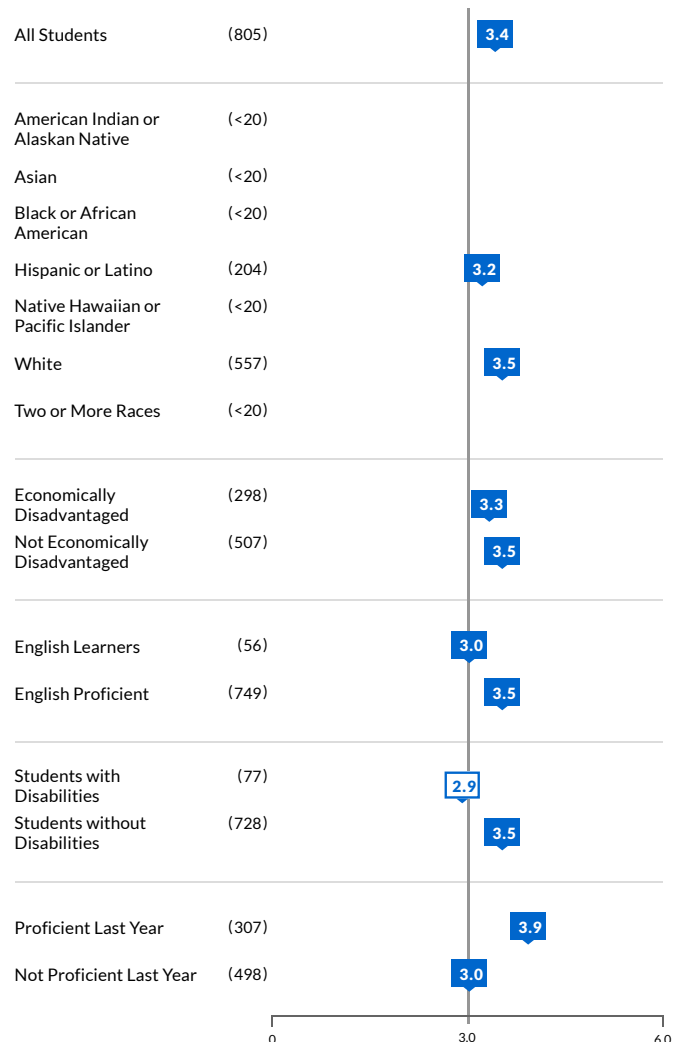
### Student Group Value-Added (for information only)

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

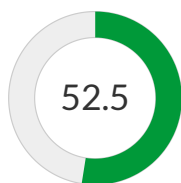




## TARGET GROUP OUTCOMES

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 35.1% of 9-12 schools in the state.



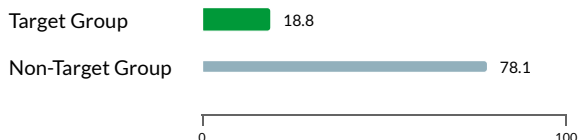
### Component Scores

#### ACHIEVEMENT

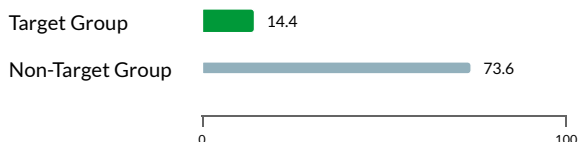
Score: 16.6

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

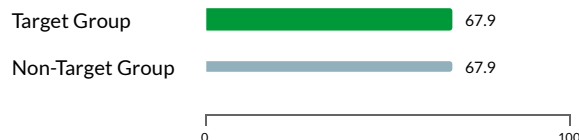


#### GROWTH

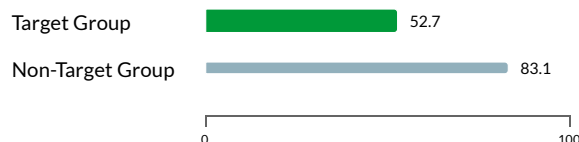
Score: 60.3

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

##### English Language Arts



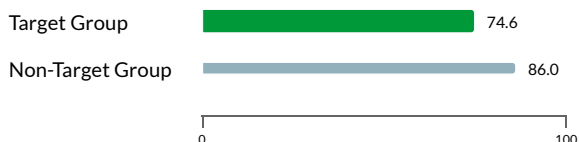
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 74.6

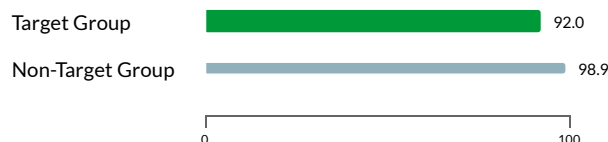
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 92.0

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

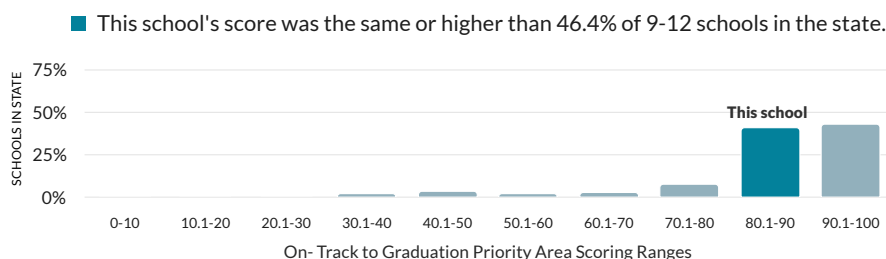
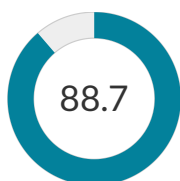




## ON-TRACK TO GRADUATION

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

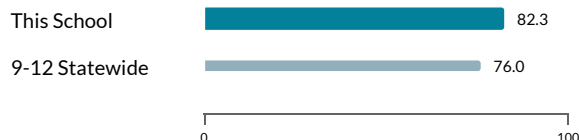


## Component Scores

### CHRONIC ABSENTEEISM

Score: 82.3

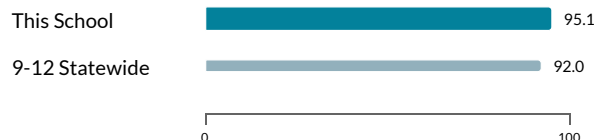
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 95.1

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	1,345	11.3%	1,321	13.1%	1,264	26.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	297	13.1%	308	13.6%	314	28.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	974	10.4%	941	13.1%	888	25.8%
Two or More Races	37	13.5%	38	7.9%	37	27.0%
Economically Disadvantaged	507	19.1%	493	20.5%	451	36.4%
English Learners	70	20.0%	96	18.8%	94	30.9%
Students with Disabilities	116	21.6%	139	25.9%	147	39.5%

### 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	315	299	94.9%	316	301	95.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	86	84	97.7%	79	72	91.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	217	205	94.5%	219	213	97.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	110	103	93.6%	101	92	91.1%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	32	25	78.1%	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

955 (75.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
<b>26.2%</b>	<b>21.1%</b>

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

#### DUAL ENROLLMENT

School	State
<b>54.8%</b>	<b>25.7%</b>

693 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>9.3%</b>	<b>4.7%</b>

117 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>37.0%</b>	<b>8.5%</b>

468 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	1,264	266,777	26.2%	21.1%	54.8%	25.7%	9.3%	4.7%	37.0%	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	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	314	37,682	17.2%	17.6%	51.0%	18.9%	8.3%	3.4%	32.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	888	179,306	29.2%	22.5%	56.9%	29.9%	9.7%	5.7%	40.0%	10.4%
Two or More Races	37	11,456	27.0%	18.9%	48.6%	21.0%	8.1%	3.4%	13.5%	5.8%
Economically Disadvantaged	451	104,283	15.3%	12.3%	48.6%	18.5%	9.5%	3.0%	33.0%	6.1%
English Learners	94	19,116	2.1%	13.9%	43.6%	17.0%	4.3%	2.5%	28.7%	3.6%
Students with Disabilities	147	33,777	1.4%	4.4%	32.7%	15.0%	5.4%	2.3%	21.8%	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

590 (46.7%) students successfully completed any Arts Course.

#### ART & DESIGN

School	State
<b>28.7%</b>	<b>29.1%</b>

363 students successfully completed at least one art & design course.

#### DANCE

School	State
<b>0.0%</b>	<b>0.5%</b>

No students successfully completed a dance course.

#### MUSIC

School	State
<b>19.7%</b>	<b>19.2%</b>

249 students successfully completed at least one music course.

#### THEATER

School	State
<b>9.8%</b>	<b>2.2%</b>

124 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	1,264	266,777	28.7%	29.1%	0.0%	0.5%	19.7%	19.2%	9.8%	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	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	314	37,682	29.0%	29.1%	0.0%	0.3%	19.1%	13.3%	7.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	888	179,306	28.6%	29.1%	0.0%	0.5%	19.6%	21.7%	10.7%	2.2%
Two or More Races	37	11,456	29.7%	28.8%	0.0%	0.5%	21.6%	17.8%	10.8%	2.6%
Economically Disadvantaged	451	104,283	29.3%	29.9%	0.0%	0.4%	16.9%	15.4%	10.0%	2.1%
English Learners	94	19,116	36.2%	30.9%	0.0%	0.4%	12.8%	11.8%	10.6%	1.6%
Students with Disabilities	147	33,777	35.4%	30.9%	0.0%	0.5%	19.7%	14.4%	22.4%	2.4%

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