



OVERVIEW

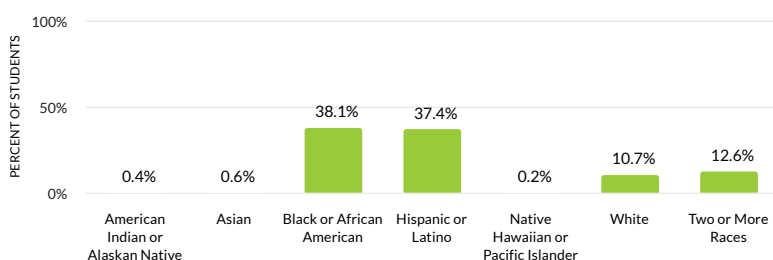
School Details

Grades : 9-12
Enrollment (Choice) : 506
Percent Choice : 68.5%

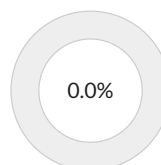
Founded in 1929, Pius XI Catholic HS offers a values-based, transformational experience rooted in Catholic tradition. It prepares a diverse community of students to reach their unique and highest potential through college and career readiness programming, including AP courses; a nationally-recognized Visual Arts program; STEM/PLTW curriculum; and Special Studies support for learning disabilities.

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

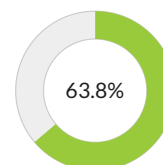
Student Groups



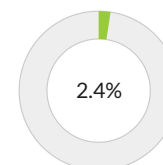
STUDENTS WITH DISABILITIES



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>.

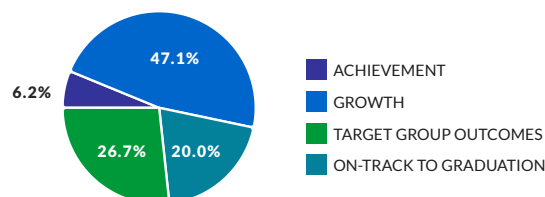
Overall Score

64.3

Meets Expectations

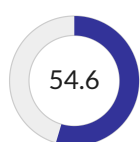


PRIORITY AREA WEIGHTS



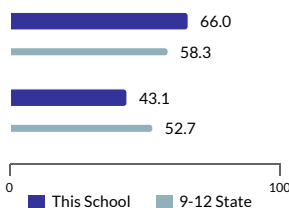
Priority Area Scores

ACHIEVEMENT

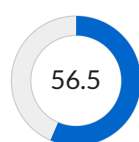


English Language Arts
Mathematics

Subject Area Scores

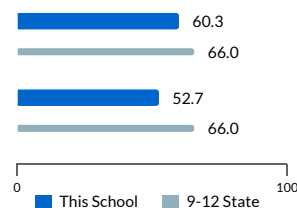


GROWTH

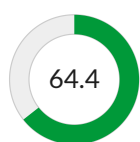


English Language Arts
Mathematics

Subject Area Scores

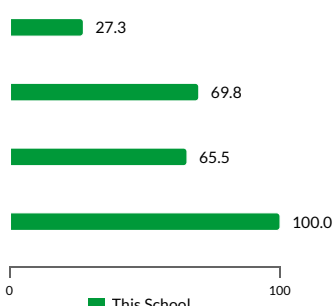


TARGET GROUP OUTCOMES

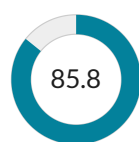


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

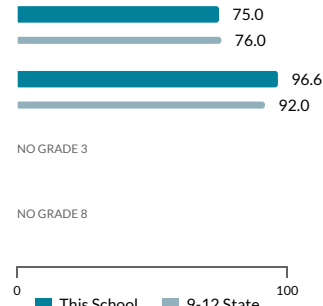


ON-TRACK TO GRADUATION



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

Area Scores

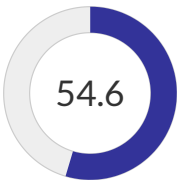




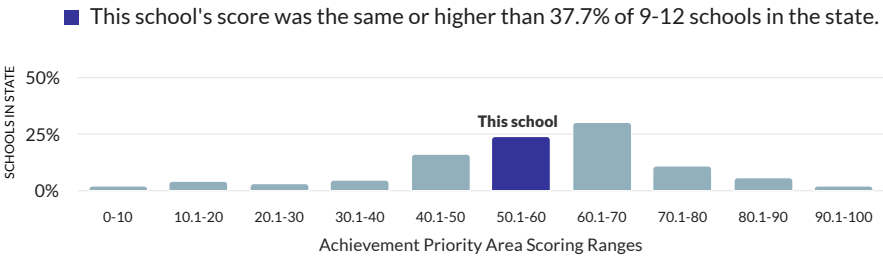
ACHIEVEMENT

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



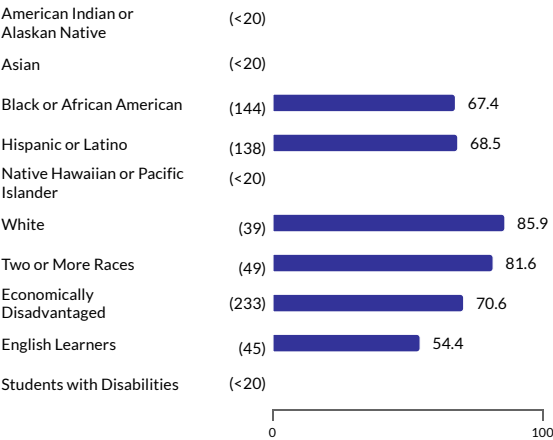
English Language Arts Score: 66.0
Mathematics Score: 43.1



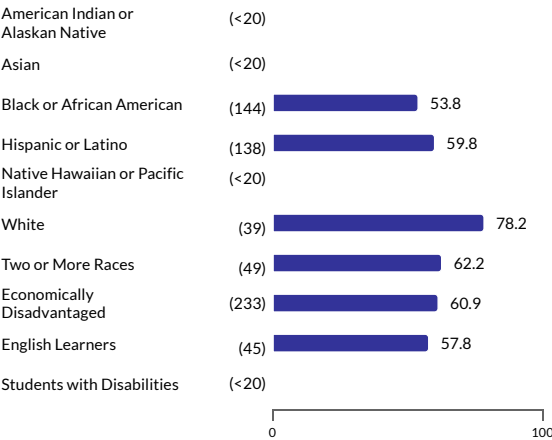
Student Group Achievement, 2023-24 (for information only)

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



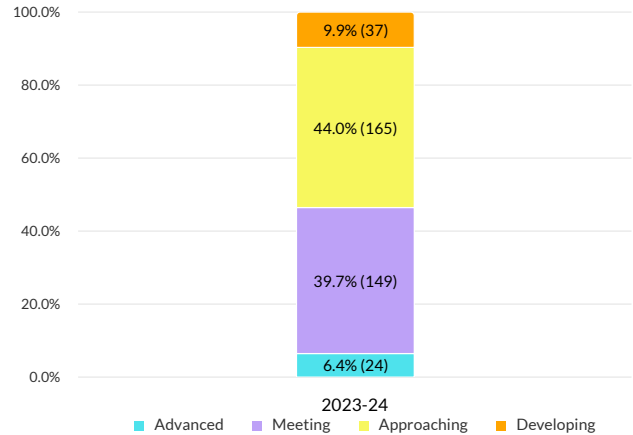
MATHEMATICS



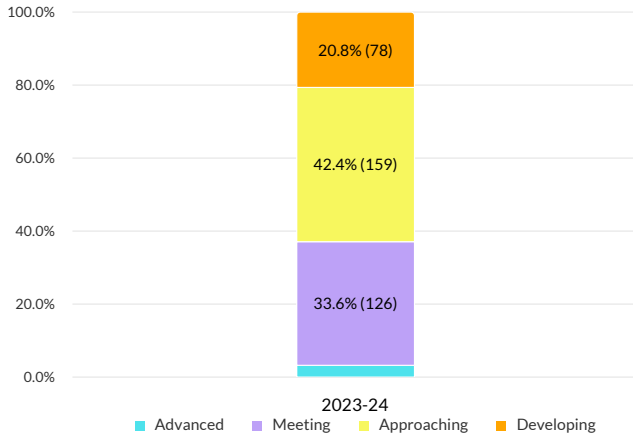
Performance Levels by Year

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
98.2%	97.2%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
98.2%	97.2%

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: Choice Program	351	2.8%	35.6%	49.0%	12.5%	364	5.5%	38.5%	42.6%	13.5%	375	6.4%	39.7%	44.0%	9.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	130	1.5%	26.2%	59.2%	13.1%	138	5.1%	36.2%	44.9%	13.8%	144	3.5%	39.6%	45.1%	11.8%
Hispanic or Latino	147	2.0%	38.1%	44.9%	15.0%	135	3.0%	37.0%	44.4%	15.6%	138	5.1%	36.2%	49.3%	9.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	7.1%	45.2%	42.9%	4.8%	45	11.1%	44.4%	40.0%	4.4%	39	20.5%	41.0%	28.2%	10.3%
Two or More Races	24	8.3%	58.3%	29.2%	4.2%	40	10.0%	47.5%	27.5%	15.0%	49	8.2%	51.0%	36.7%	4.1%
Economically Disadvantaged	206	2.4%	33.5%	50.5%	13.6%	217	3.7%	39.2%	42.9%	14.3%	233	5.6%	39.5%	45.5%	9.4%
English Learners	<20	*	*	*	*	26	0.0%	26.9%	57.7%	15.4%	45	0.0%	26.7%	55.6%	17.8%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

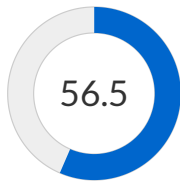
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students: Choice Program	349	2.6%	18.1%	37.0%	42.4%	366	1.9%	19.9%	39.1%	39.1%	375	3.2%	33.6%	42.4%	20.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	128	0.8%	15.6%	35.9%	47.7%	139	1.4%	14.4%	38.1%	46.0%	144	0.7%	31.3%	43.1%	25.0%
Hispanic or Latino	147	1.4%	14.3%	42.2%	42.2%	135	0.7%	23.0%	39.3%	37.0%	138	2.9%	34.8%	41.3%	21.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	9.5%	33.3%	26.2%	31.0%	45	6.7%	26.7%	44.4%	22.2%	39	12.8%	41.0%	35.9%	10.3%
Two or More Races	24	8.3%	33.3%	29.2%	29.2%	41	2.4%	22.0%	39.0%	36.6%	49	4.1%	30.6%	51.0%	14.3%
Economically Disadvantaged	204	2.0%	17.2%	38.7%	42.2%	219	0.9%	17.4%	42.5%	39.3%	233	2.6%	36.5%	41.2%	19.7%
English Learners	<20	*	*	*	*	26	3.8%	11.5%	50.0%	34.6%	45	0.0%	37.8%	40.0%	22.2%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



GROWTH

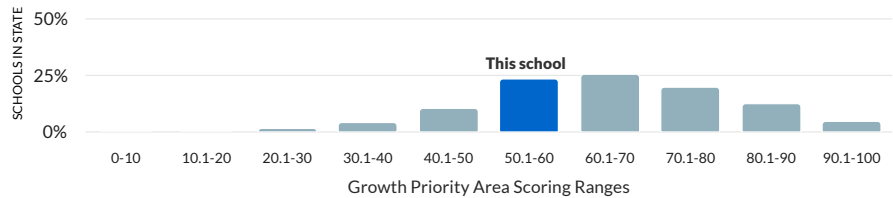
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 60.3
Mathematics Score: 52.7

■ This school's score was the same or higher than 31.8% 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

All Students	(359)	2.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(140)	2.7
Hispanic or Latino	(133)	2.7
Native Hawaiian or Pacific Islander	(<20)	
White	(36)	2.7
Two or More Races	(45)	2.8
Economically Disadvantaged	(226)	2.7
Not Economically Disadvantaged	(133)	2.6
English Learners	(44)	2.7
English Proficient	(315)	2.7
Students with Disabilities	(<20)	
Students without Disabilities	(358)	2.7
Proficient Last Year	(157)	2.2
Not Proficient Last Year	(202)	3.1

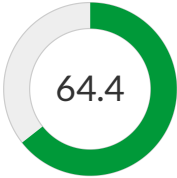
MATHEMATICS

All Students	(360)	2.3
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(141)	2.3
Hispanic or Latino	(133)	2.4
Native Hawaiian or Pacific Islander	(<20)	
White	(36)	2.5
Two or More Races	(45)	1.8
Economically Disadvantaged	(226)	2.6
Not Economically Disadvantaged	(134)	1.9
English Learners	(44)	2.7
English Proficient	(316)	2.3
Students with Disabilities	(<20)	
Students without Disabilities	(359)	2.3
Proficient Last Year	(95)	1.7
Not Proficient Last Year	(265)	2.6

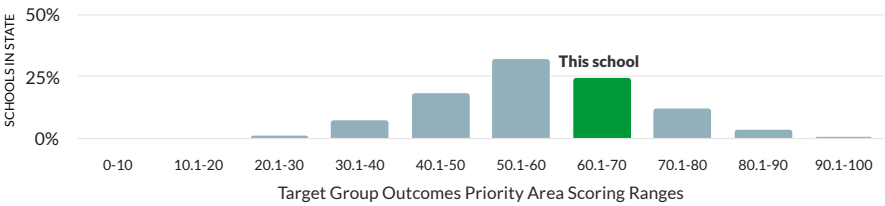
TARGET GROUP OUTCOMES

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 70.3% of 9-12 schools in the state.



Component Scores

ACHIEVEMENT Score: 27.3

Average points-based proficiency rates.

English Language Arts

Target Group 38.3

Non-Target Group 75.1

Mathematics

Target Group 16.2

Non-Target Group 52.5

GROWTH Score: 69.8

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

English Language Arts

Target Group 73.6

Non-Target Group 54.6

Mathematics

Target Group 66.0

Non-Target Group 48.9

CHRONIC ABSENTEEISM Score: 65.5

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.

Target Group 65.5

Non-Target Group 79.6

GRADUATION Score: 100.0

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

Target Group 100.0

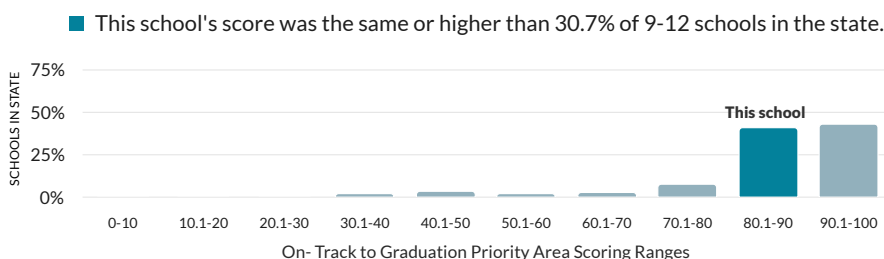
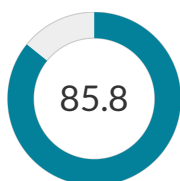
Non-Target Group 100.0



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

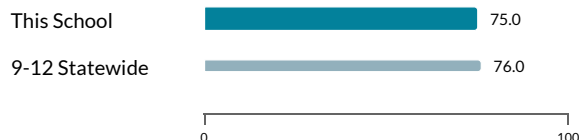


Component Scores

CHRONIC ABSENTEEISM

Score: 75.0

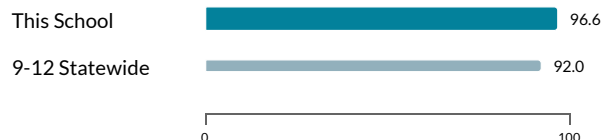
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.6

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: Choice Program	460	6.7%	467	35.5%	484	28.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	167	5.4%	173	36.4%	187	31.6%
Hispanic or Latino	195	8.7%	182	33.0%	181	28.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	61	1.6%	65	35.4%	59	25.4%
Two or More Races	27	11.1%	39	38.5%	50	22.0%
Economically Disadvantaged	61	6.6%	261	34.5%	275	31.3%
English Learners	<20	*	<20	*	30	20.0%
Students with Disabilities	<20	*	<20	*	<20	*

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: Choice Program	107	104	97.2%	99	95	96.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	46	45	97.8%	33	30	90.9%
Hispanic or Latino	41	39	95.1%	37	36	97.3%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	51	50	98.0%	55	51	92.7%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2024

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