



OVERVIEW

School Details

Grades : 9-12

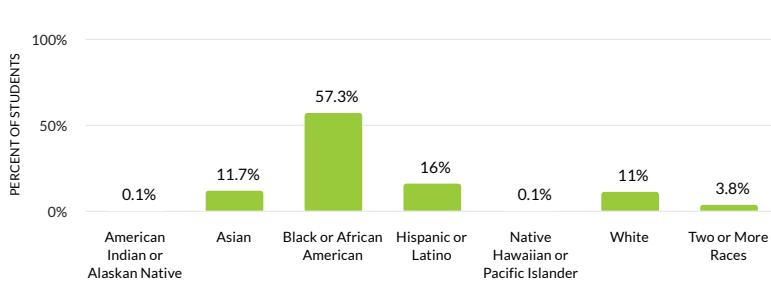
Enrollment : 1,339

Percent open enrollment : 2.3%

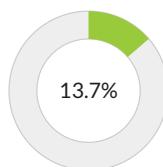
With a strong focus on academics, activities, and diversity, Rufus King International High School is consistently a top-rated Wisconsin public high school (U.S. News & World Report, Washington Post). The school offers a rigorous pre-university course of study that meets the needs of highly motivated secondary students as well as a variety of clubs, student groups, and extracurricular activities.

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

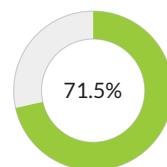
Student Groups



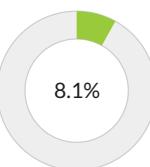
STUDENTS WITH DISABILITIES



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>.

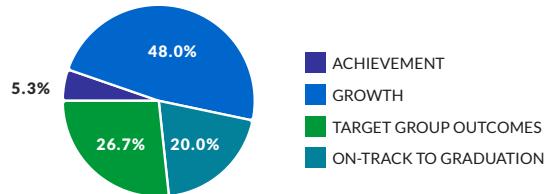
Overall Score

73.8

Exceeds Expectations

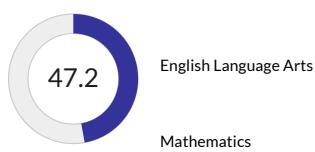


PRIORITY AREA WEIGHTS



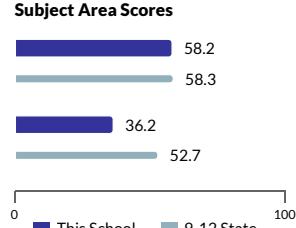
Priority Area Scores

ACHIEVEMENT



Subject Area Scores

English Language Arts
Mathematics



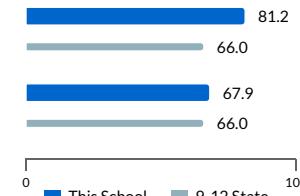
GROWTH



Subject Area Scores

English Language Arts
Mathematics

Subject Area Scores

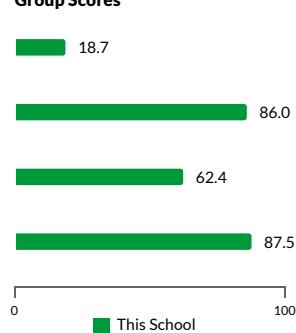


TARGET GROUP OUTCOMES

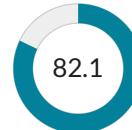


Group Scores

Achievement
Growth
Chronic Absenteeism
Graduation

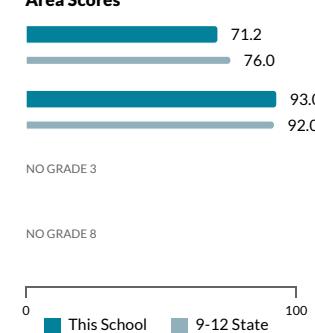


ON-TRACK TO GRADUATION



Area Scores

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

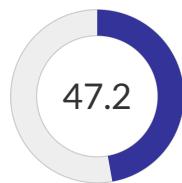




ACHIEVEMENT

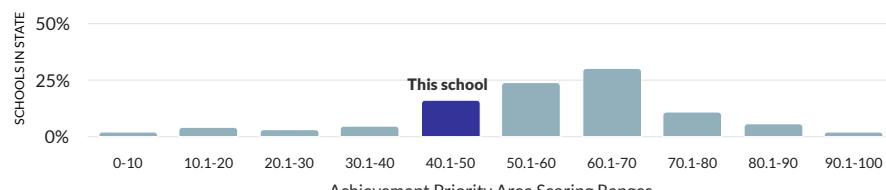
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 58.2
Mathematics Score: 36.2

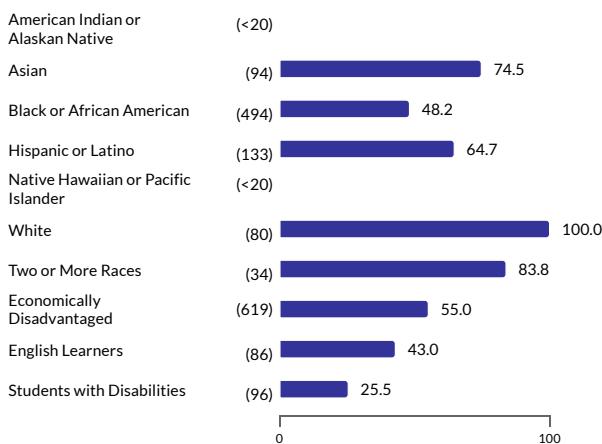
■ This school's score was the same or higher than 22.7% of 9-12 schools in the state.



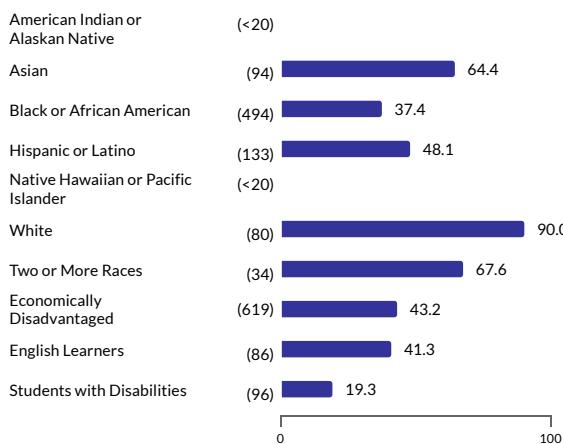
Student Group Achievement, 2023-24 (for information only)

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



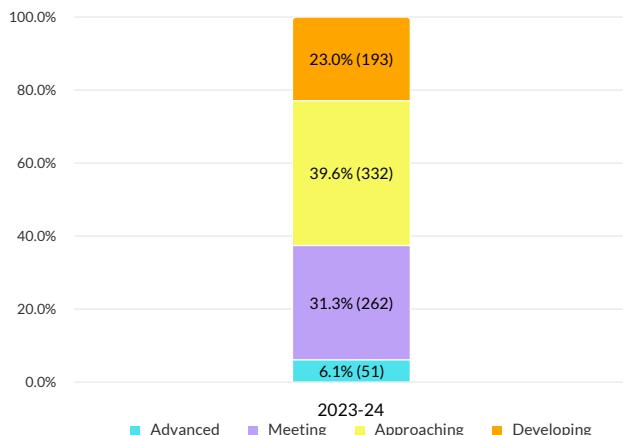
MATHEMATICS



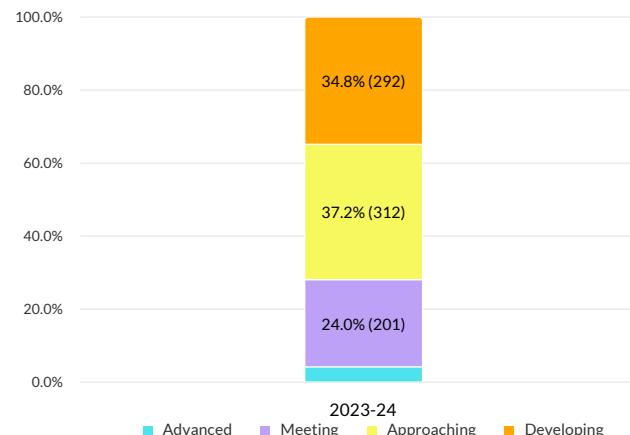
Performance Levels by Year

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: Students with Disabilities
87.5%	78.0%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
87.6%	78.0%

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				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	783	4.5%	29.5%	39.0%	27.1%	873	6.0%	29.7%	39.9%	24.5%	838	6.1%	31.3%	39.6%	23.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	112	1.8%	39.3%	39.3%	19.6%	106	2.8%	35.8%	49.1%	12.3%	94	6.4%	47.9%	34.0%	11.7%
Black or African American	391	1.5%	23.5%	40.4%	34.5%	456	2.6%	23.9%	39.5%	34.0%	494	1.2%	24.7%	43.3%	30.8%
Hispanic or Latino	135	1.5%	20.7%	51.1%	26.7%	153	2.0%	22.9%	54.2%	20.9%	133	6.8%	32.3%	44.4%	16.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	114	19.3%	49.1%	19.3%	12.3%	122	23.0%	52.5%	16.4%	8.2%	80	28.8%	48.8%	18.8%	3.8%
Two or More Races	31	9.7%	35.5%	38.7%	16.1%	36	16.7%	36.1%	36.1%	11.1%	34	20.6%	35.3%	35.3%	8.8%
Economically Disadvantaged	533	2.1%	23.5%	43.0%	31.5%	573	4.0%	24.1%	44.3%	27.6%	619	3.7%	28.6%	41.7%	26.0%
English Learners	69	0.0%	8.7%	56.5%	34.8%	97	1.0%	9.3%	63.9%	25.8%	86	0.0%	22.1%	41.9%	36.0%
Students with Disabilities	87	0.0%	4.6%	26.4%	69.0%	99	1.0%	6.1%	29.3%	63.6%	96	0.0%	7.3%	36.5%	56.3%

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	788	3.3%	16.0%	29.4%	51.3%	877	3.6%	15.2%	33.9%	47.3%	838	3.9%	24.0%	37.2%	34.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	112	0.9%	19.6%	42.9%	36.6%	106	0.9%	18.9%	40.6%	39.6%	94	5.3%	38.3%	36.2%	20.2%
Black or African American	397	0.8%	10.6%	25.9%	62.7%	458	0.9%	9.4%	33.4%	56.3%	494	0.4%	17.8%	38.1%	43.7%
Hispanic or Latino	135	0.7%	14.1%	29.6%	55.6%	154	3.2%	13.0%	31.8%	51.9%	133	3.8%	24.8%	35.3%	36.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	113	15.9%	31.0%	29.2%	23.9%	123	15.4%	32.5%	30.9%	21.1%	80	23.8%	40.0%	28.8%	7.5%
Two or More Races	31	9.7%	25.8%	25.8%	38.7%	36	8.3%	27.8%	38.9%	25.0%	34	5.9%	32.4%	52.9%	8.8%
Economically Disadvantaged	536	2.1%	12.9%	27.4%	57.6%	576	1.9%	12.2%	32.8%	53.1%	619	2.3%	22.0%	35.7%	40.1%
English Learners	68	0.0%	4.4%	36.8%	58.8%	98	1.0%	6.1%	30.6%	62.2%	86	2.3%	16.3%	43.0%	38.4%
Students with Disabilities	90	0.0%	4.4%	11.1%	84.4%	99	0.0%	2.0%	22.2%	75.8%	96	1.0%	3.1%	29.2%	66.7%



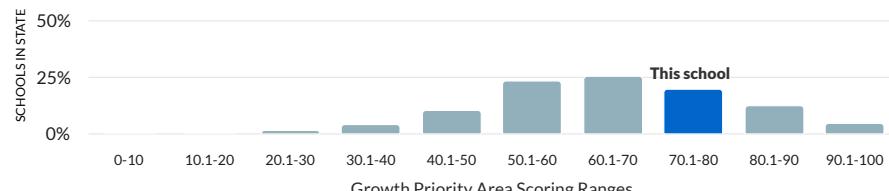
GROWTH

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 76.1% of 9-12 schools in the state.



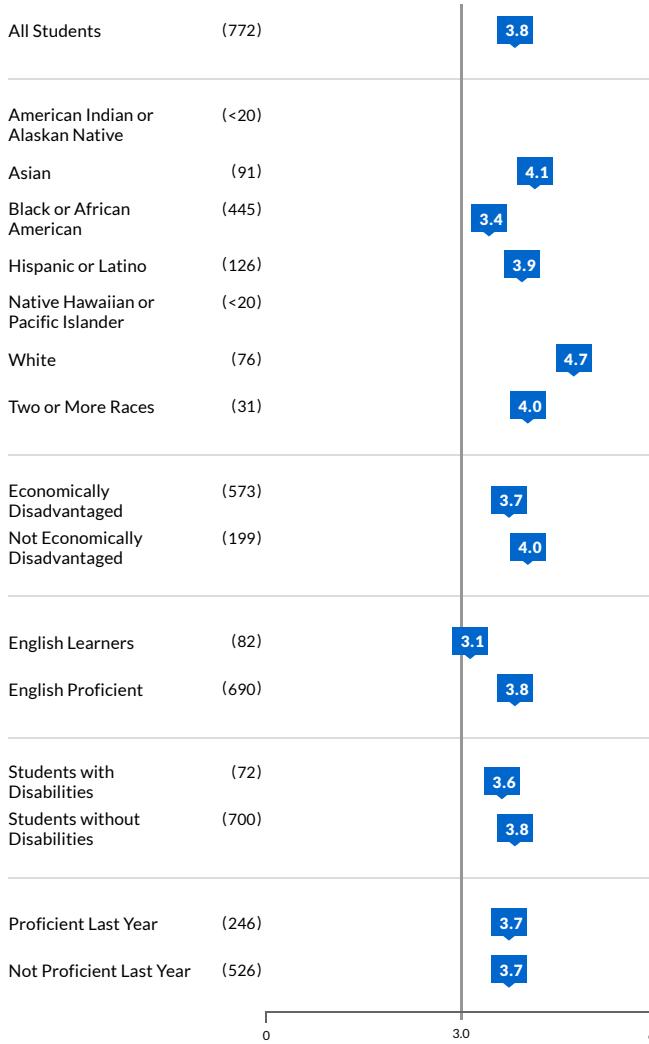
English Language Arts Score: 81.2

Mathematics Score: 67.9

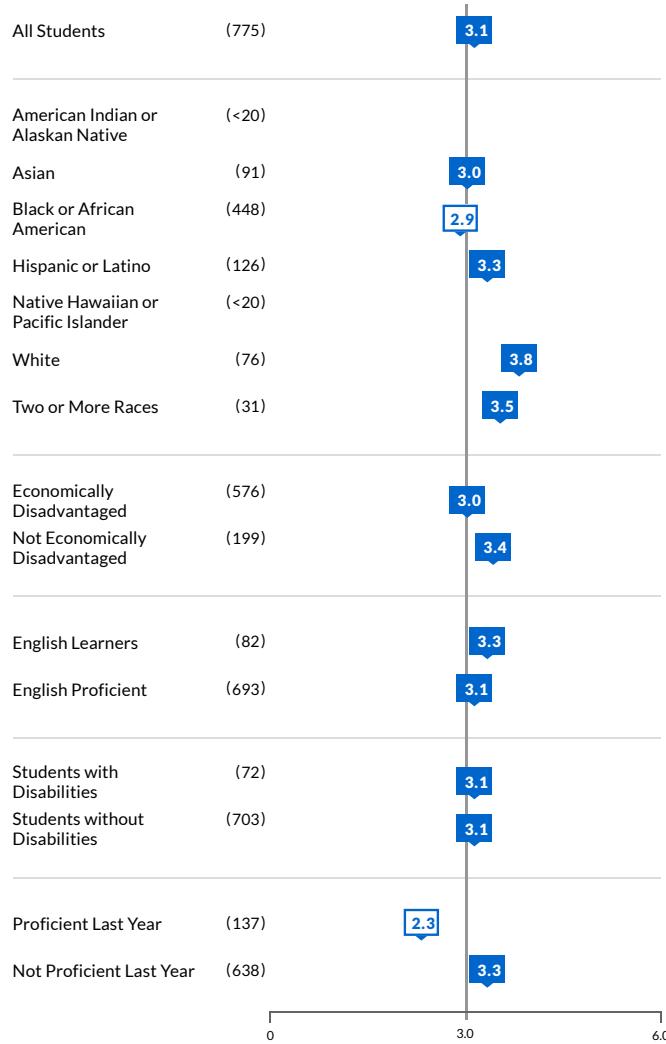
Student Group Value-Added (for information only)

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

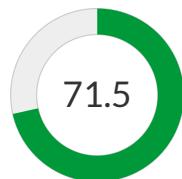




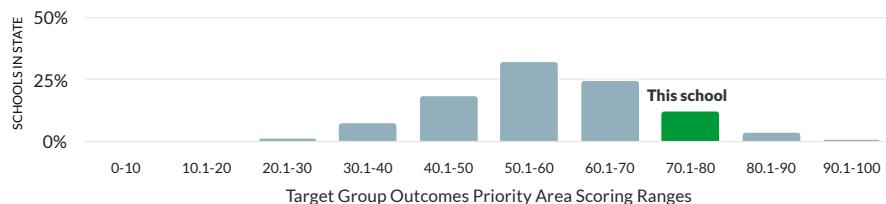
TARGET GROUP OUTCOMES

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 87.2% of 9-12 schools in the state.



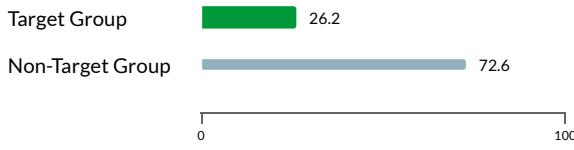
Component Scores

ACHIEVEMENT

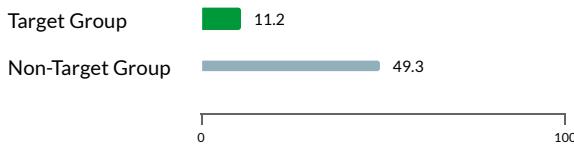
Score: 18.7

Average points-based proficiency rates.

English Language Arts



Mathematics

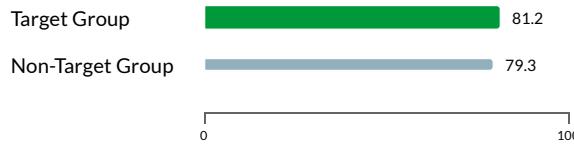


GROWTH

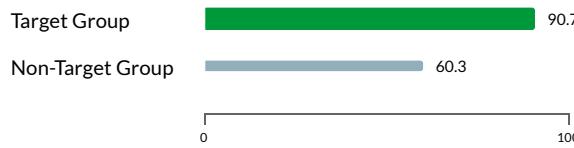
Score: 86.0

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

English Language Arts



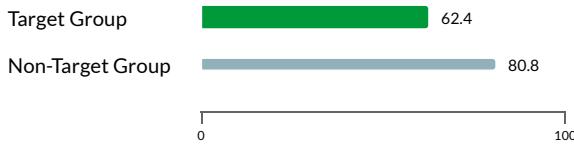
Mathematics



CHRONIC ABSENTEEISM

Score: 62.4

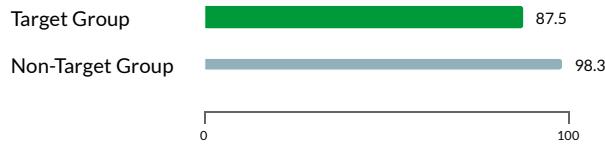
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.5

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

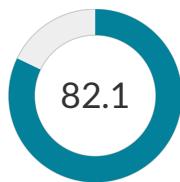




ON-TRACK TO GRADUATION

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 21.6% of 9-12 schools in the state.

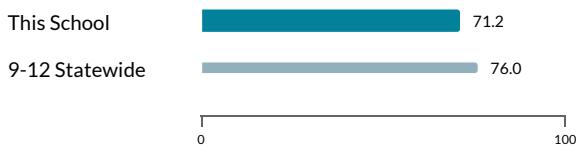


Component Scores

CHRONIC ABSENTEEISM

Score: 71.2

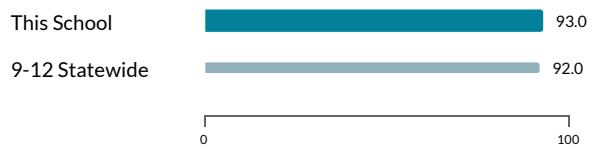
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.0

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	1,431	15.9%	1,314	35.5%	1,258	32.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	163	4.9%	155	26.5%	158	24.1%
Black or African American	784	21.8%	700	41.0%	672	36.2%
Hispanic or Latino	212	12.7%	224	38.8%	205	35.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	213	6.1%	183	18.0%	170	20.0%
Two or More Races	59	15.3%	52	36.5%	53	41.5%
Economically Disadvantaged	797	21.0%	700	39.1%	798	39.0%
English Learners	60	5.0%	92	31.5%	120	30.8%
Students with Disabilities	190	32.1%	174	60.9%	162	50.6%

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	267	239	89.5%	362	346	95.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	45	41	91.1%	39	38	97.4%
Black or African American	134	120	89.6%	200	190	95.0%
Hispanic or Latino	36	31	86.1%	53	51	96.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	39	35	89.7%	65	63	96.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	135	113	83.7%	255	246	96.5%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	27	8	29.6%	35	27	77.1%



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

1,227 (97.5%) 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
96.5%	21.1%	2.6%	25.7%	0.2%	4.7%	0.6%	8.5%
1,214 students successfully completed at least one Advanced Placement or International Baccalaureate course.		33 students successfully completed at least one dual enrollment course.		2 students earned at least one industry-recognized credential.		7 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	1,258	266,777	96.5%	21.1%	2.6%	25.7%	0.2%	4.7%	0.6%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	158	10,367	96.8%	33.4%	4.4%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	672	24,969	95.5%	13.7%	3.4%	8.7%	0.3%	1.3%	0.6%	2.7%
Hispanic or Latino	205	37,682	97.1%	17.6%	0.5%	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	170	179,306	98.2%	22.5%	0.6%	29.9%	0.0%	5.7%	1.8%	10.4%
Two or More Races	53	11,456	100.0%	18.9%	1.9%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	798	104,283	96.7%	12.3%	1.9%	18.5%	0.1%	3.0%	0.6%	6.1%
English Learners	120	19,116	98.3%	13.9%	0.8%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	162	33,777	85.8%	4.4%	1.2%	15.0%	0.0%	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

838 (66.6%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
2.9%	29.1%	0.0%	0.5%	1.5%	19.2%	5.7%	2.2%
36 students successfully completed at least one art & design course.		No students successfully completed a dance course.		19 students successfully completed at least one music course.		72 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	1,258	266,777	2.9%	29.1%	0.0%	0.5%	1.5%	19.2%	5.7%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	158	10,367	2.5%	30.3%	0.0%	0.4%	0.0%	19.9%	7.0%	1.6%
Black or African American	672	24,969	1.8%	28.5%	0.0%	0.7%	1.5%	11.7%	6.4%	2.8%
Hispanic or Latino	205	37,682	2.9%	29.1%	0.0%	0.3%	1.0%	13.3%	4.9%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	170	179,306	7.1%	29.1%	0.0%	0.5%	2.9%	21.7%	3.5%	2.2%
Two or More Races	53	11,456	3.8%	28.8%	0.0%	0.5%	3.8%	17.8%	3.8%	2.6%
Economically Disadvantaged	798	104,283	1.4%	29.9%	0.0%	0.4%	0.6%	15.4%	5.1%	2.1%
English Learners	120	19,116	4.2%	30.9%	0.0%	0.4%	0.0%	11.8%	5.8%	1.6%
Students with Disabilities	162	33,777	1.2%	30.9%	0.0%	0.5%	0.6%	14.4%	0.0%	2.4%

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