

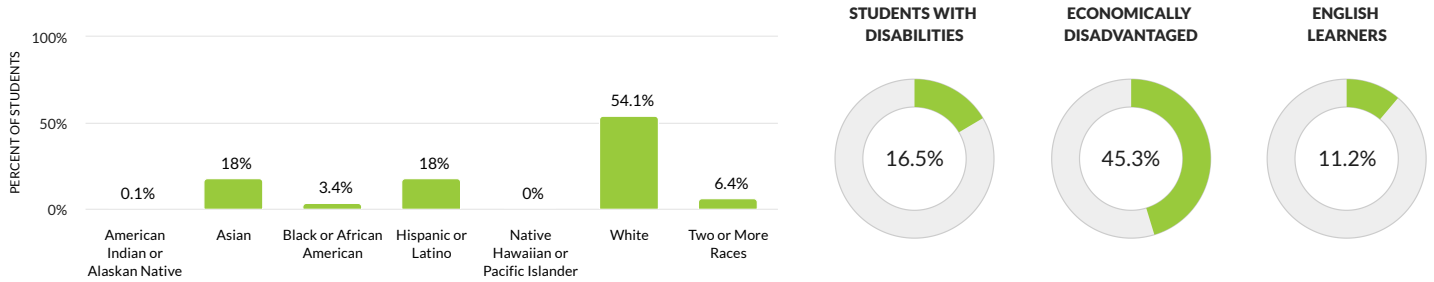


OVERVIEW

School Details

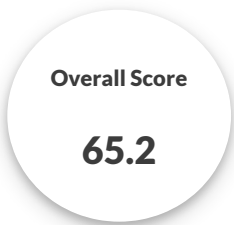
Grades : 9-12
Enrollment : 1,537
Percent open enrollment : 3%

Student Groups



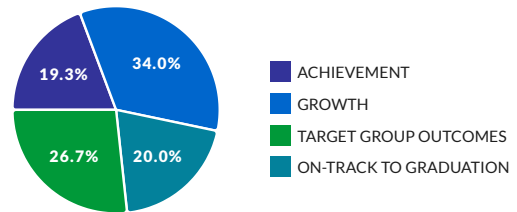
Score Summary

! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



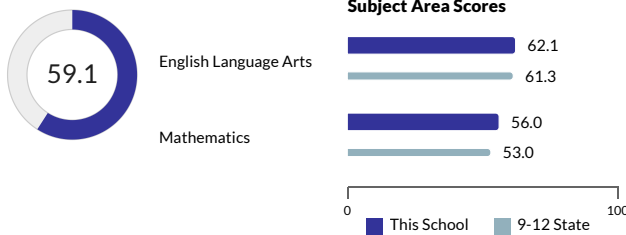
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

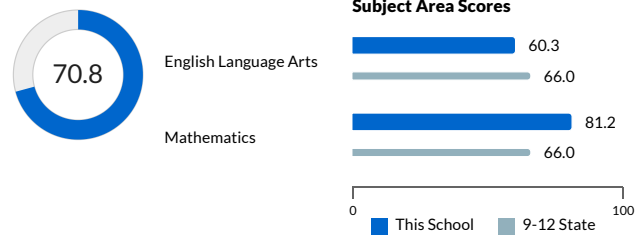


Priority Area Scores

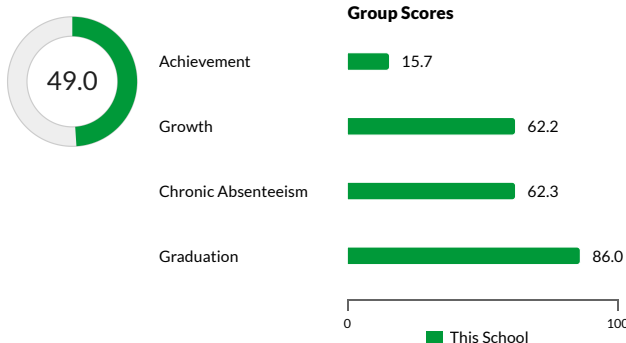
ACHIEVEMENT



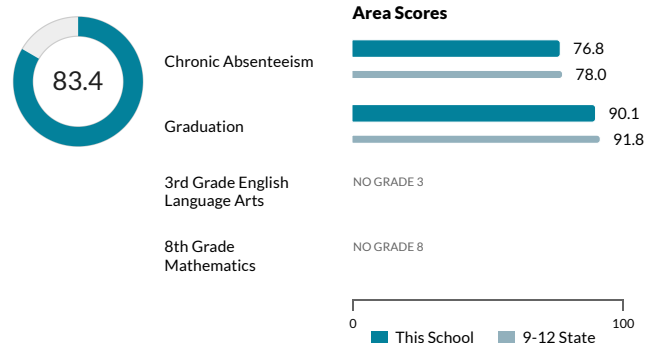
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

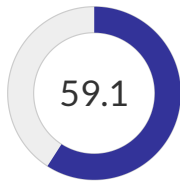




ACHIEVEMENT

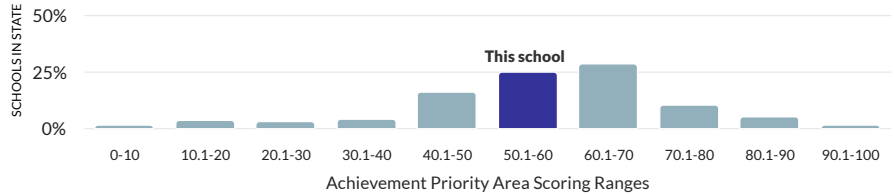
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 62.1
Mathematics Score: 56.0

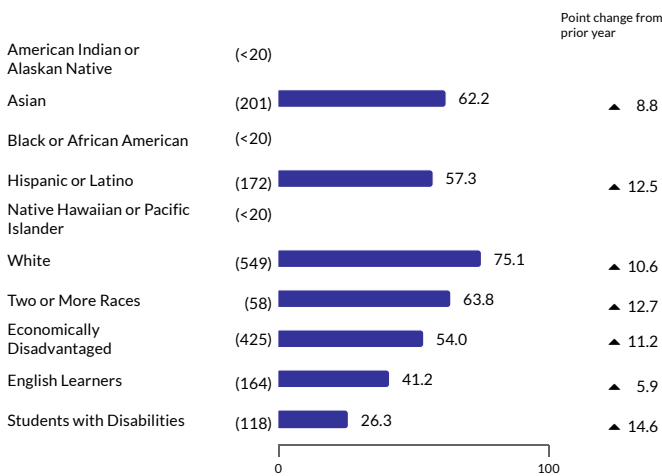
This school's score was the same or higher than 51.5% of 9-12 schools in the state.



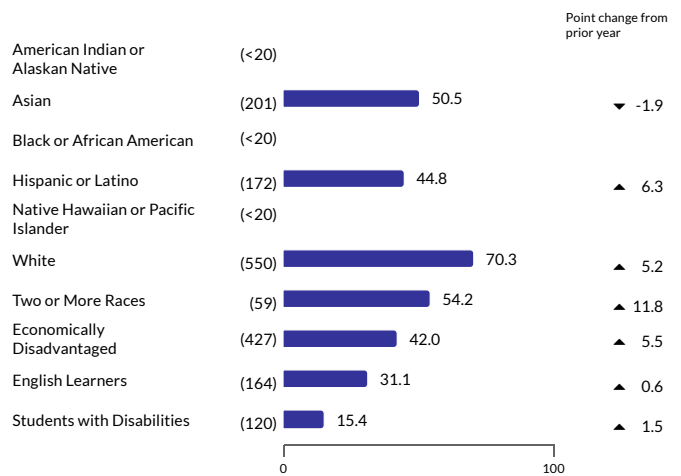
Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



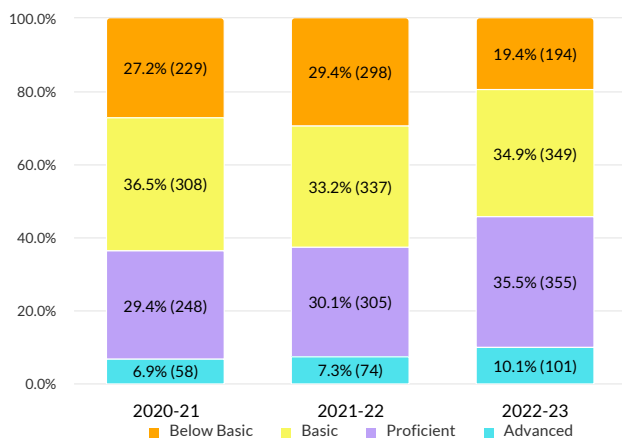
MATHEMATICS



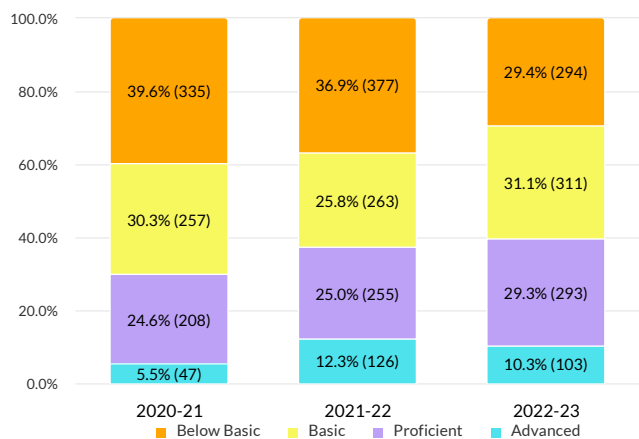
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
89.1%	75.6%

MATHEMATICS

All students	Lowest-participating group: Black or African American
89.3%	76.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,115	6.8%	32.4%	34.5%	26.4%	183,656	7.6%	31.2%	32.4%	28.8%	186,633	9.4%	32.9%	34.6%	23.1%
All Students	843	6.9%	29.4%	36.5%	27.2%	1,014	7.3%	30.1%	33.2%	29.4%	999	10.1%	35.5%	34.9%	19.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	136	2.9%	31.6%	34.6%	30.9%	190	2.1%	29.5%	41.6%	26.8%	201	6.5%	32.3%	40.3%	20.9%
Black or African American	23	0.0%	13.0%	21.7%	65.2%	27	3.7%	11.1%	22.2%	63.0%	<20	*	*	*	*
Hispanic or Latino	144	2.8%	18.8%	41.7%	36.8%	164	4.3%	20.7%	35.4%	39.6%	172	6.4%	27.9%	39.5%	26.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	497	9.5%	33.0%	37.2%	20.3%	587	10.2%	33.9%	30.5%	25.4%	549	13.5%	39.2%	31.5%	15.8%
Two or More Races	43	7.0%	25.6%	25.6%	41.9%	46	4.3%	28.3%	32.6%	34.8%	58	5.2%	37.9%	36.2%	20.7%
Economically Disadvantaged	327	2.8%	15.9%	40.1%	41.3%	418	4.3%	18.9%	34.9%	41.9%	425	5.9%	26.1%	38.1%	29.9%
English Learners	68	0.0%	4.4%	38.2%	57.4%	136	0.7%	11.8%	44.9%	42.6%	164	1.8%	18.3%	40.2%	39.6%
Students with Disabilities	98	2.0%	4.1%	22.4%	71.4%	120	0.8%	1.7%	17.5%	80.0%	118	0.8%	7.6%	34.7%	56.8%

MATHEMATICS

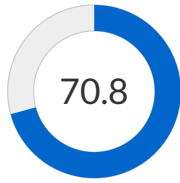
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,289	6.2%	27.7%	29.8%	36.3%	183,982	10.9%	23.1%	26.4%	39.6%	187,106	9.4%	24.4%	30.8%	35.4%
All Students	847	5.5%	24.6%	30.3%	39.6%	1,021	12.3%	25.0%	25.8%	36.9%	1,001	10.3%	29.3%	31.1%	29.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	136	3.7%	24.3%	34.6%	37.5%	190	10.5%	23.7%	25.8%	40.0%	201	6.5%	23.9%	33.8%	35.8%
Black or African American	24	0.0%	4.2%	16.7%	79.2%	29	6.9%	3.4%	27.6%	62.1%	<20	*	*	*	*
Hispanic or Latino	145	0.7%	15.9%	24.1%	59.3%	165	4.2%	19.4%	25.5%	50.9%	172	1.7%	26.2%	32.0%	40.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	498	7.8%	28.9%	31.9%	31.3%	591	15.9%	28.6%	25.4%	30.1%	550	15.3%	32.5%	29.6%	22.5%
Two or More Races	44	4.5%	15.9%	27.3%	52.3%	46	6.5%	17.4%	30.4%	45.7%	59	3.4%	32.2%	33.9%	30.5%
Economically Disadvantaged	330	0.6%	14.8%	29.1%	55.5%	425	5.2%	17.2%	23.1%	54.6%	427	3.7%	20.4%	32.1%	43.8%
English Learners	68	0.0%	2.9%	20.6%	76.5%	136	3.7%	11.8%	26.5%	58.1%	164	1.8%	11.6%	33.5%	53.0%
Students with Disabilities	98	0.0%	4.1%	21.4%	74.5%	126	1.6%	3.2%	16.7%	78.6%	120	0.0%	1.7%	27.5%	70.8%



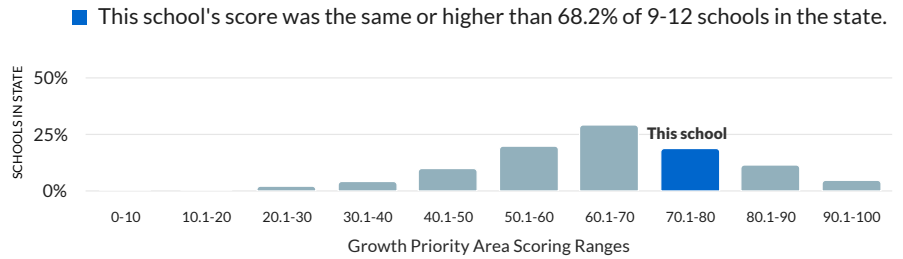
GROWTH

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



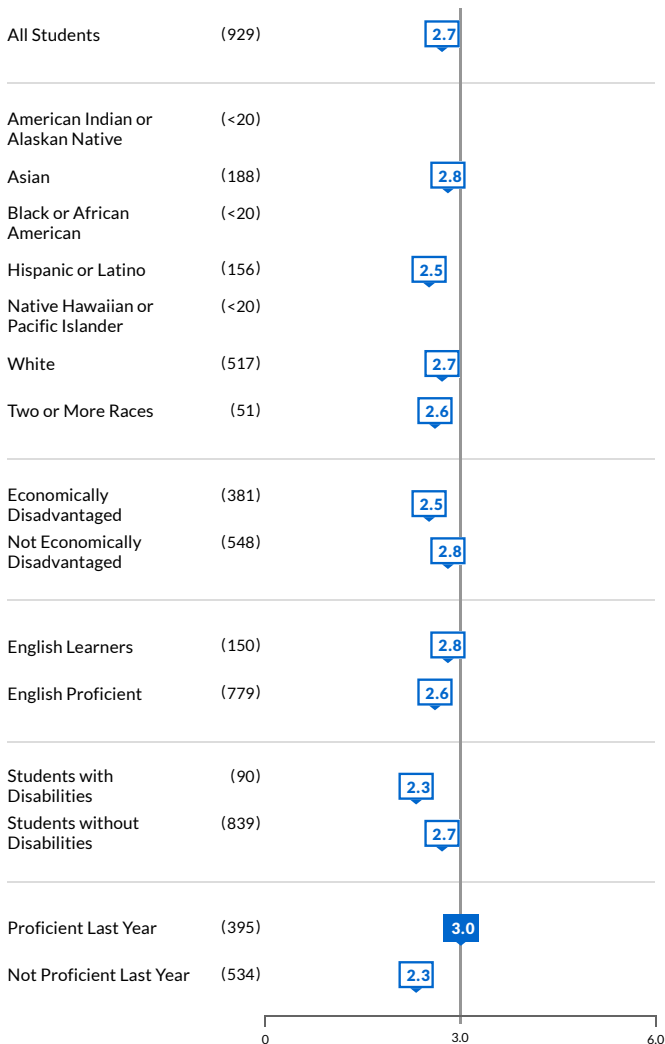
English Language Arts Score: 60.3
Mathematics Score: 81.2



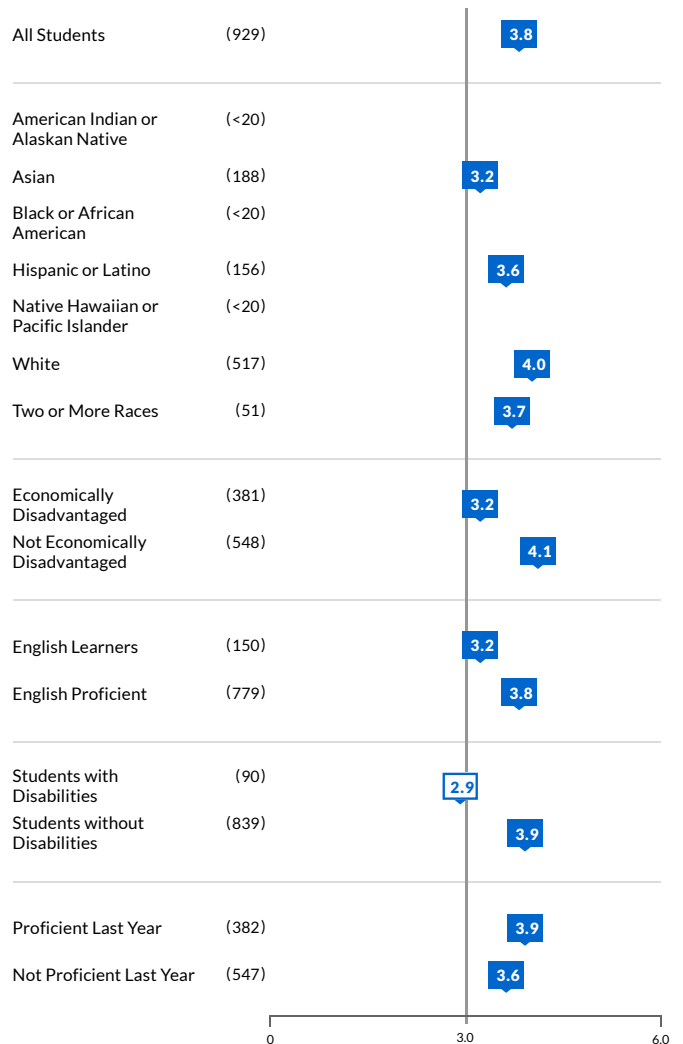
Student Group Value-Added (for information only)

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

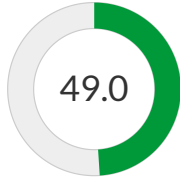




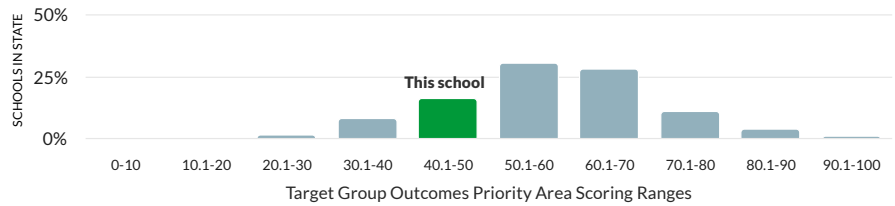
TARGET GROUP OUTCOMES

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 24.6% of 9-12 schools in the state.



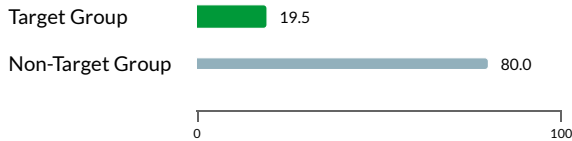
Component Scores

ACHIEVEMENT

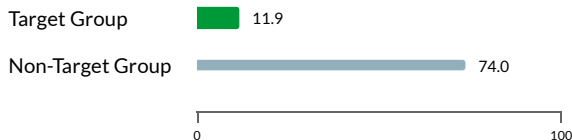
Score: 15.7

Average points-based proficiency rates.

English Language Arts



Mathematics

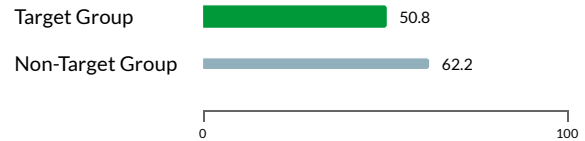


GROWTH

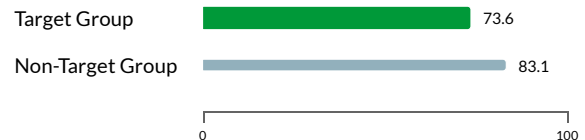
Score: 62.2

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

English Language Arts



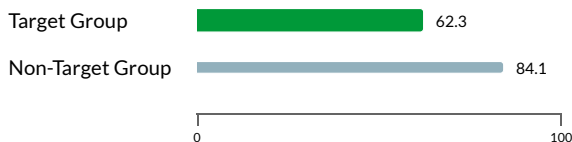
Mathematics



CHRONIC ABSENTEEISM

Score: 62.3

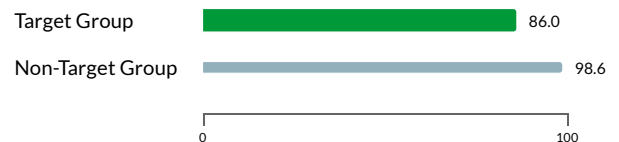
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 86.0

Average of 2021-22's 4- and 7-year cohort rates.

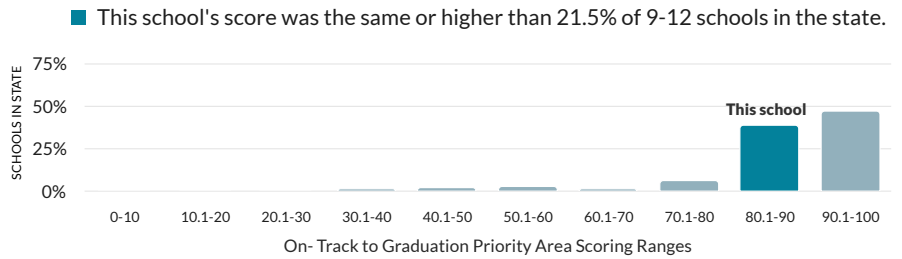
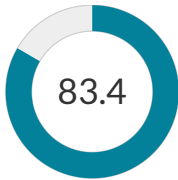




ON-TRACK TO GRADUATION

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

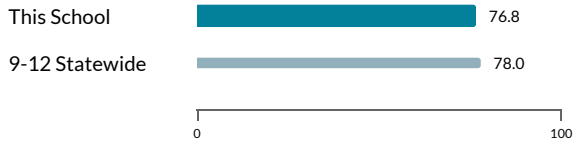


Component Scores

CHRONIC ABSENTEEISM

Score: 76.8

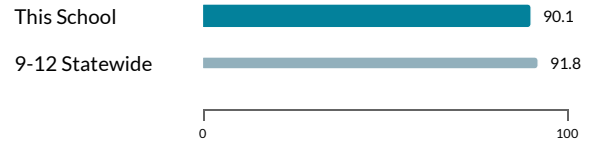
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.1

Average of 2021-22'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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,752	17.9%	264,151	19.6%	266,592	26.7%
All Students	1,516	22.6%	1,500	26.3%	1,475	21.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	235	18.7%	240	30.0%	252	15.5%
Black or African American	60	36.7%	49	51.0%	50	34.0%
Hispanic or Latino	274	34.3%	283	39.6%	264	33.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	874	18.8%	846	18.8%	826	16.9%
Two or More Races	71	23.9%	81	30.9%	83	33.7%
Economically Disadvantaged	698	34.1%	672	41.4%	631	32.0%
English Learners	163	35.6%	149	44.3%	179	19.0%
Students with Disabilities	212	34.4%	260	37.7%	227	34.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	360	319	88.6%	359	329	91.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	57	52	91.2%	64	61	95.3%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	62	52	83.9%	55	49	89.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	203	183	90.1%	205	191	93.2%
Two or More Races	22	21	95.5%	<20	*	*
Economically Disadvantaged	136	105	77.2%	144	124	86.1%
English Learners	25	19	76.0%	37	33	89.2%
Students with Disabilities	59	34	57.6%	49	42	85.7%



POSTSECONDARY PREPARATION, 2021-22

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

ADVANCED COURSES

School	State
12.5%	20.1%

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

DUAL ENROLLMENT

School	State
36.1%	23.2%

533 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.8%	3.9%

41 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
14.2%	8.5%

210 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
American Indian or Alaskan Native	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	252	10,138	9.9%	31.6%	35.3%	22.2%	2.0%	3.4%	13.1%	5.7%
Black or African American	50	25,007	4.0%	12.9%	42.0%	7.6%	6.0%	1.0%	16.0%	2.2%
Hispanic or Latino	264	35,817	6.8%	16.1%	23.9%	16.0%	1.9%	3.0%	11.7%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	826	182,130	16.0%	21.6%	40.7%	27.2%	2.9%	4.7%	15.5%	10.4%
Two or More Races	83	10,657	8.4%	17.7%	28.9%	17.8%	4.8%	2.6%	12.0%	6.1%
Economically Disadvantaged	631	102,069	5.7%	11.2%	26.5%	16.1%	1.9%	2.5%	13.8%	7.0%
English Learners	179	16,932	2.2%	11.4%	20.1%	13.8%	2.2%	2.1%	9.5%	4.1%
Students with Disabilities	227	34,245	0.9%	3.8%	17.6%	12.5%	1.3%	2.0%	11.9%	7.2%



ARTS COURSE INFORMATION, 2021-22

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

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
20.9%	27.2%	0.0%	0.4%	14.8%	19.1%	3.5%	1.8%
308 students successfully completed at least one art & design course.		No students successfully completed a dance course.		218 students successfully completed at least one music course.		51 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
American Indian or Alaskan Native	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	252	10,138	29.0%	28.4%	0.0%	0.4%	13.5%	19.5%	3.6%	1.3%
Black or African American	50	25,007	16.0%	25.3%	0.0%	0.5%	18.0%	11.7%	4.0%	2.5%
Hispanic or Latino	264	35,817	23.1%	27.1%	0.0%	0.4%	12.5%	13.0%	3.0%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	826	182,130	18.4%	27.3%	0.0%	0.4%	16.6%	21.5%	3.5%	1.7%
Two or More Races	83	10,657	16.9%	28.2%	0.0%	0.6%	6.0%	17.7%	3.6%	2.2%
Economically Disadvantaged	631	102,069	20.6%	27.6%	0.0%	0.4%	10.3%	15.1%	3.5%	1.8%
English Learners	179	16,932	28.5%	29.3%	0.0%	0.5%	11.2%	11.7%	3.9%	1.7%
Students with Disabilities	227	34,245	19.8%	28.6%	0.0%	0.4%	6.6%	14.3%	2.2%	2.0%