



OVERVIEW

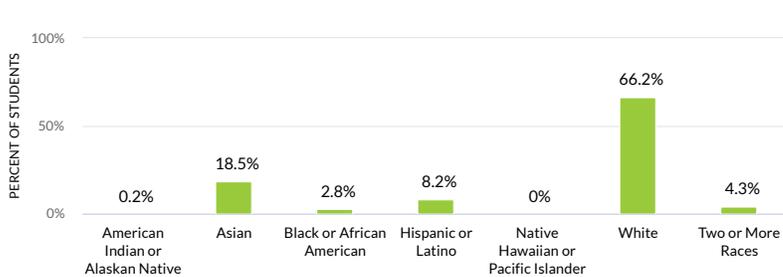
School Details

Grades : 9-12
Enrollment : 1,200
Percent open enrollment : 3.7%

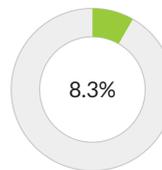
Brookfield Central High School offers a comprehensive education strengthened by a culture of high expectation and authentic student engagement. Our school offers a rigorous and successful academic & co-curricular experience built on the pillars of belonging, innovation, engagement, and excellence while preparing our students for their college, career, and post-secondary pursuits.

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

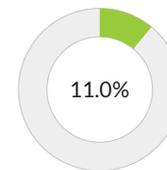
Student Groups



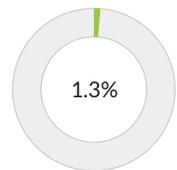
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

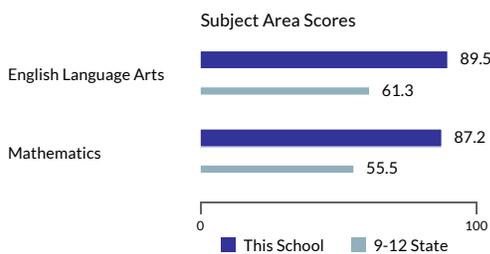
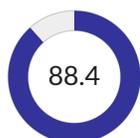


PRIORITY AREA WEIGHTS

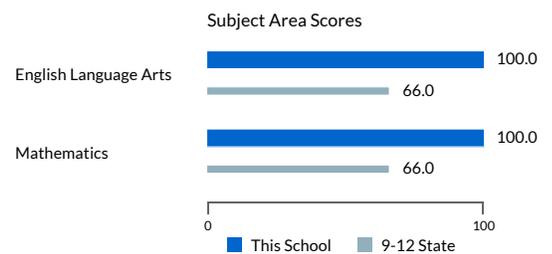


Priority Area Scores

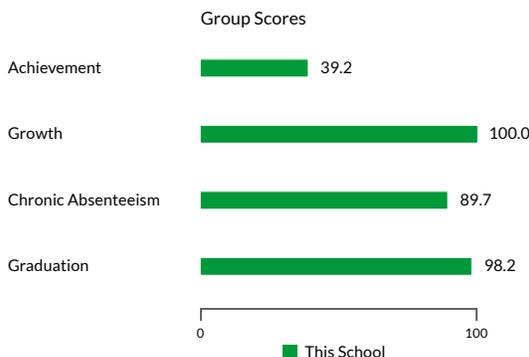
ACHIEVEMENT



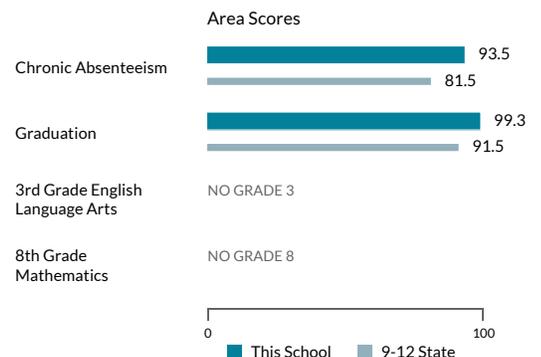
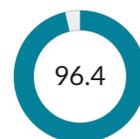
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

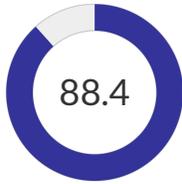




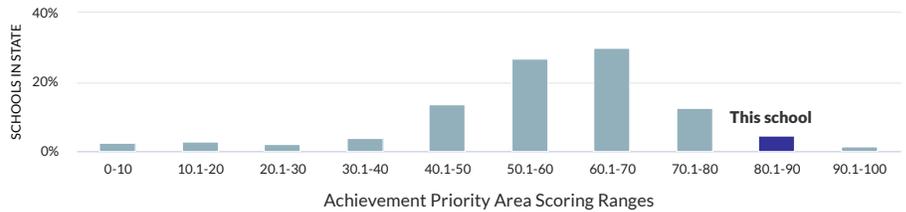
ACHIEVEMENT

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



■ This school's score was the same or higher than 98.1% of 9-12 schools in the state.



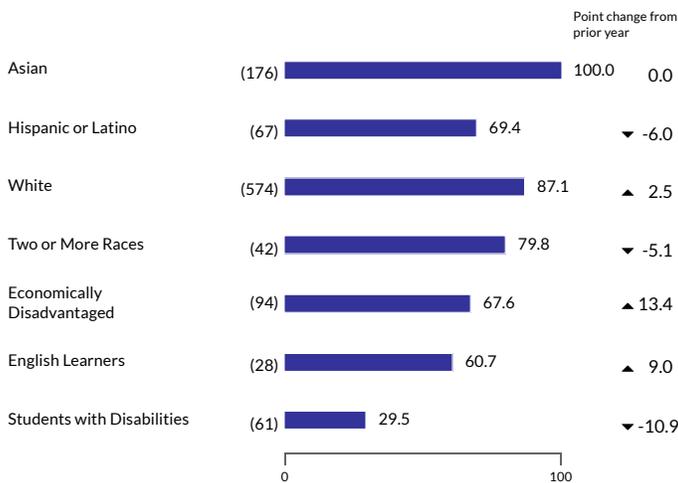
English Language Arts Score: 89.5

Mathematics Score: 87.2

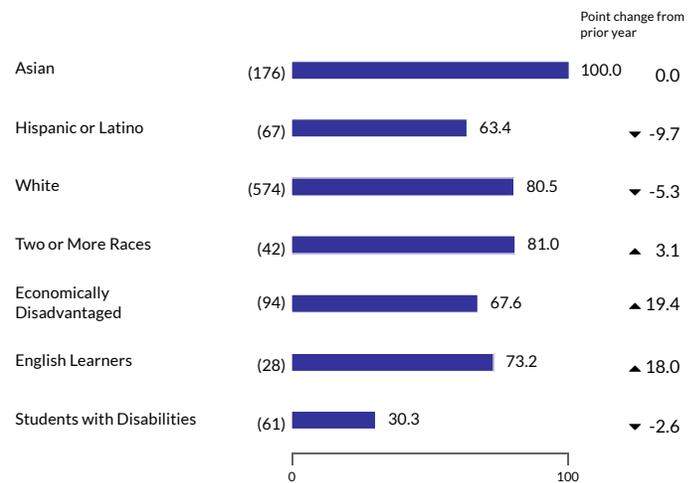
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



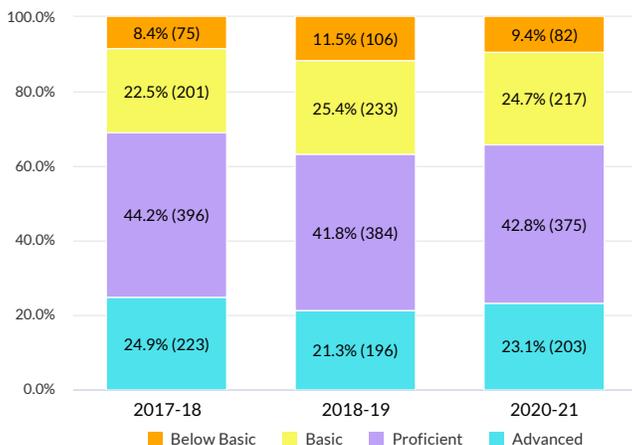
MATHEMATICS



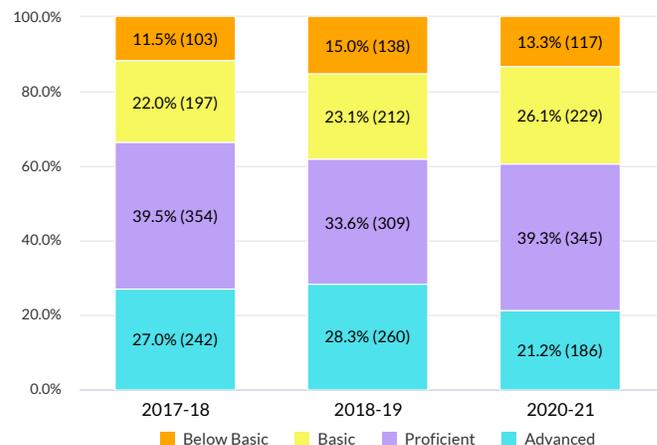
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students: 96.9%
Lowest-participating group: Students with Disabilities: 91.0%

MATHEMATICS

All students: 96.9%
Lowest-participating group: Students with Disabilities: 91.0%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	895	24.9%	44.2%	22.5%	8.4%	919	21.3%	41.8%	25.4%	11.5%	877	23.1%	42.8%	24.7%	9.4%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	145	42.8%	42.1%	9.7%	5.5%	144	42.4%	39.6%	12.5%	5.6%	176	46.6%	38.6%	9.1%	5.7%
Black or African American	27	3.7%	29.6%	33.3%	33.3%	25	8.0%	4.0%	36.0%	52.0%	< 20	*	*	*	*
Hispanic or Latino	54	14.8%	46.3%	31.5%	7.4%	65	9.2%	46.2%	30.8%	13.8%	67	9.0%	34.3%	43.3%	13.4%
White	633	22.1%	45.7%	23.9%	8.4%	641	17.9%	44.3%	26.8%	10.9%	574	18.5%	46.0%	26.8%	8.7%
Two or More Races	34	35.3%	35.3%	26.5%	2.9%	43	27.9%	27.9%	30.2%	14.0%	42	21.4%	35.7%	23.8%	19.0%
Economically Disadvantaged	85	5.9%	32.9%	34.1%	27.1%	83	6.0%	26.5%	37.3%	30.1%	94	4.3%	41.5%	39.4%	14.9%
English Learners	27	7.4%	40.7%	22.2%	29.6%	29	0.0%	34.5%	34.5%	31.0%	28	10.7%	32.1%	25.0%	32.1%
Students with Disabilities	67	4.5%	16.4%	37.3%	41.8%	73	4.1%	16.4%	35.6%	43.8%	61	3.3%	9.8%	29.5%	57.4%

MATHEMATICS

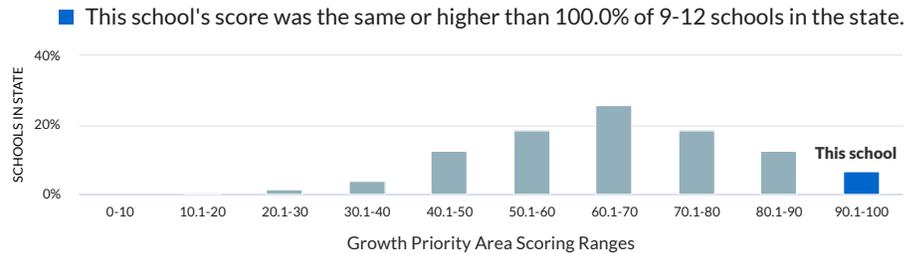
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	896	27.0%	39.5%	22.0%	11.5%	919	28.3%	33.6%	23.1%	15.0%	877	21.2%	39.3%	26.1%	13.3%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	145	54.5%	31.0%	9.0%	5.5%	144	59.7%	18.8%	13.2%	8.3%	176	43.2%	38.6%	12.5%	5.7%
Black or African American	27	0.0%	22.2%	37.0%	40.7%	25	0.0%	20.0%	24.0%	56.0%	< 20	*	*	*	*
Hispanic or Latino	54	11.1%	37.0%	33.3%	18.5%	65	7.7%	47.7%	27.7%	16.9%	67	10.4%	25.4%	44.8%	19.4%
White	634	22.7%	42.7%	23.3%	11.2%	641	24.5%	36.5%	25.1%	13.9%	574	16.6%	41.8%	27.7%	13.9%
Two or More Races	34	38.2%	29.4%	23.5%	8.8%	43	27.9%	27.9%	16.3%	27.9%	42	19.0%	38.1%	28.6%	14.3%
Economically Disadvantaged	85	8.2%	28.2%	23.5%	40.0%	83	9.6%	19.3%	28.9%	42.2%	94	9.6%	38.3%	29.8%	22.3%
English Learners	27	11.1%	29.6%	33.3%	25.9%	29	13.8%	13.8%	41.4%	31.0%	28	14.3%	39.3%	25.0%	21.4%
Students with Disabilities	68	2.9%	14.7%	25.0%	57.4%	73	2.7%	15.1%	27.4%	54.8%	61	3.3%	13.1%	24.6%	59.0%



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



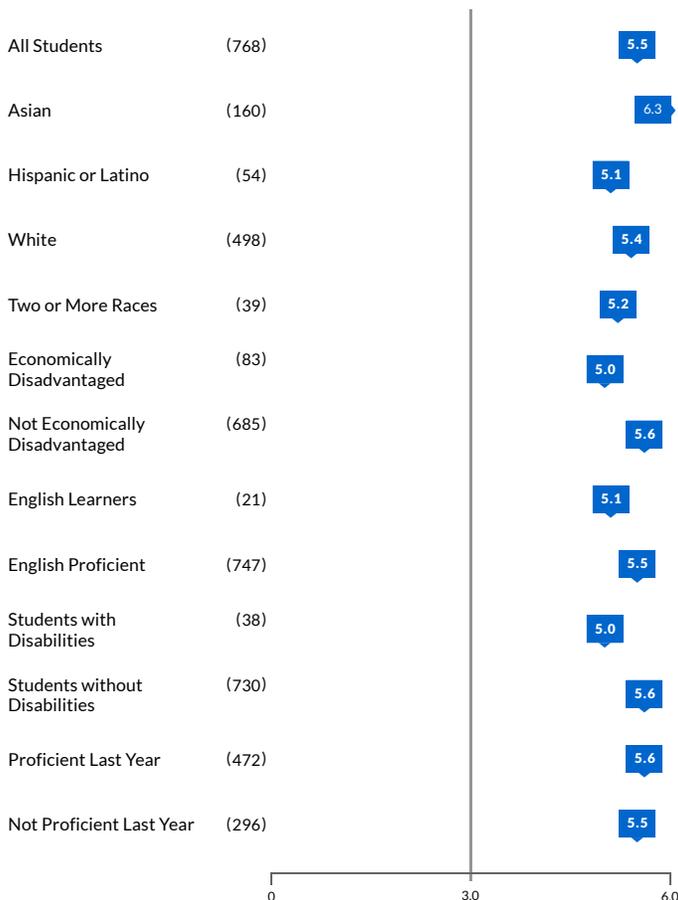
English Language Arts Score: 100.0

Mathematics Score: 100.0

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

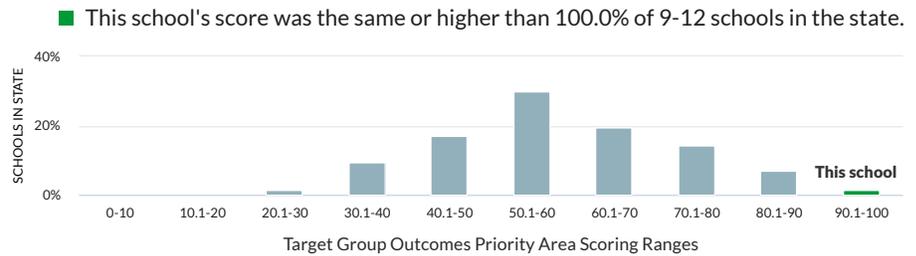




TARGET GROUP OUTCOMES

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



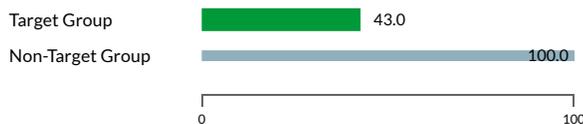
Component Scores

ACHIEVEMENT

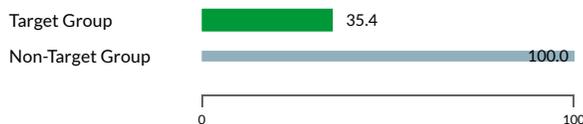
Score: 39.2

Average points-based proficiency rates.

English Language Arts



Mathematics

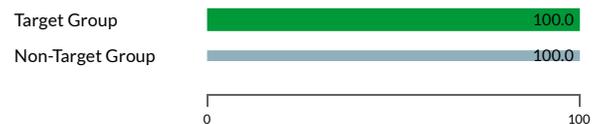


GROWTH

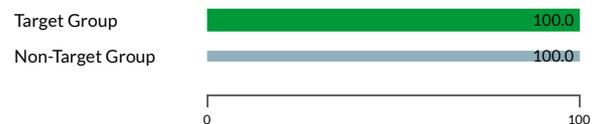
Score: 100.0

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

English Language Arts



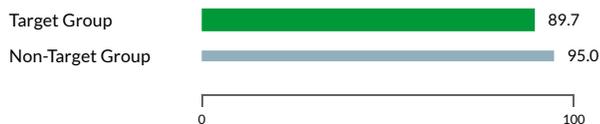
Mathematics



CHRONIC ABSENTEEISM

Score: 89.7

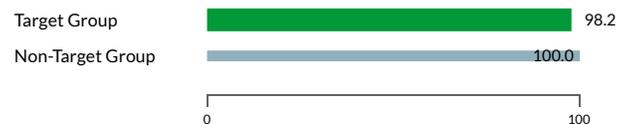
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 98.2

Average of 2019-20's 4- and 7-year cohort rates.

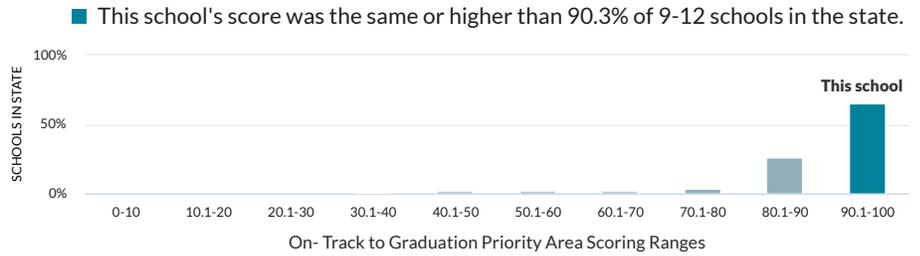




ON-TRACK TO GRADUATION

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

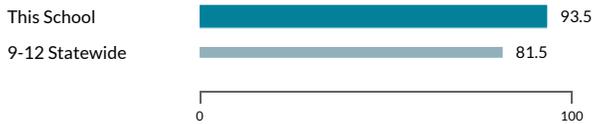


Component Scores

CHRONIC ABSENTEEISM

Score: 93.5

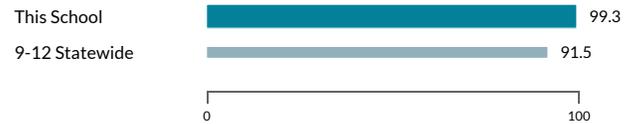
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 99.3

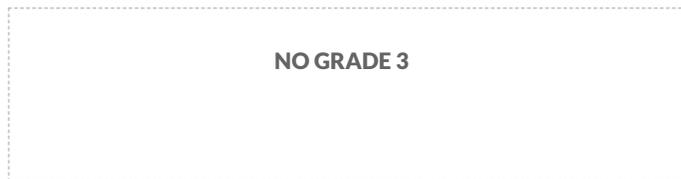
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

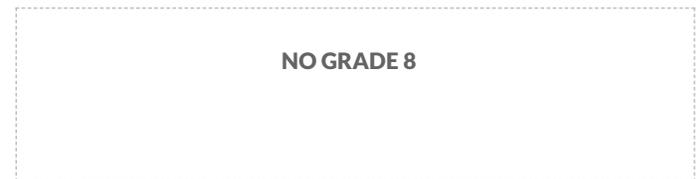
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,246	8.4%	1,232	6.1%	1,221	5.7%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	193	2.6%	202	3.0%	218	4.6%
Black or African American	42	14.3%	35	14.3%	37	18.9%
Hispanic or Latino	78	14.1%	82	11.0%	86	11.6%
White	886	9.1%	857	6.3%	819	4.9%
Two or More Races	45	4.4%	54	1.9%	55	3.6%
Economically Disadvantaged	117	22.2%	115	15.7%	128	17.2%
English Learners	38	13.2%	33	3.0%	44	4.5%
Students with Disabilities	86	22.1%	96	11.5%	92	10.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	317	313	98.7%	297	297	100.0%
Asian	54	54	100.0%	36	36	100.0%
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	219	216	98.6%	229	229	100.0%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	34	33	97.1%	24	24	100.0%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	< 20	*	*	29	29	100.0%



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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
46.3%	19.2%

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

DUAL ENROLLMENT

School	State
8.2%	17.8%

102 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.2%	2.4%

3 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. All groups present in the school are shown. 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	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	221	10,028	65.2%	27.3%	9.0%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	38	24,232	18.4%	11.5%	7.9%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	88	31,812	38.6%	14.7%	8.0%	14.1%	0.0%	0.9%	1.1%	1.4%
White	830	188,332	43.6%	20.8%	8.3%	19.7%	0.0%	1.6%	0.2%	2.8%
Two or More Races	56	9,226	46.4%	16.1%	5.4%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	129	97,617	23.3%	11.0%	3.1%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	43	13,412	20.9%	8.7%	4.7%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	96	34,473	6.3%	2.9%	1.0%	10.2%	0.0%	0.5%	1.0%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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
29.7%	24.7%	0.0%	0.3%	22.9%	21.3%	0.0%	1.9%

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

No students successfully completed a dance course.

284 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. All groups present in the school are shown. 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	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	221	10,028	22.2%	25.8%	0.0%	0.3%	32.1%	21.8%	0.0%	1.5%
Black or African American	38	24,232	39.5%	27.9%	0.0%	0.5%	15.8%	13.8%	0.0%	4.1%
Hispanic or Latino	88	31,812	34.1%	26.2%	0.0%	0.3%	12.5%	15.5%	0.0%	1.8%
White	830	188,332	31.3%	23.9%	0.0%	0.3%	22.3%	23.4%	0.0%	1.7%
Two or More Races	56	9,226	23.2%	23.9%	0.0%	0.4%	19.6%	19.8%	0.0%	1.9%
Economically Disadvantaged	129	97,617	38.0%	26.9%	0.0%	0.3%	17.8%	17.4%	0.0%	2.3%
English Learners	43	13,412	44.2%	29.0%	0.0%	0.2%	23.3%	13.0%	0.0%	1.4%
Students with Disabilities	96	34,473	34.4%	25.4%	0.0%	0.3%	24.0%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.