

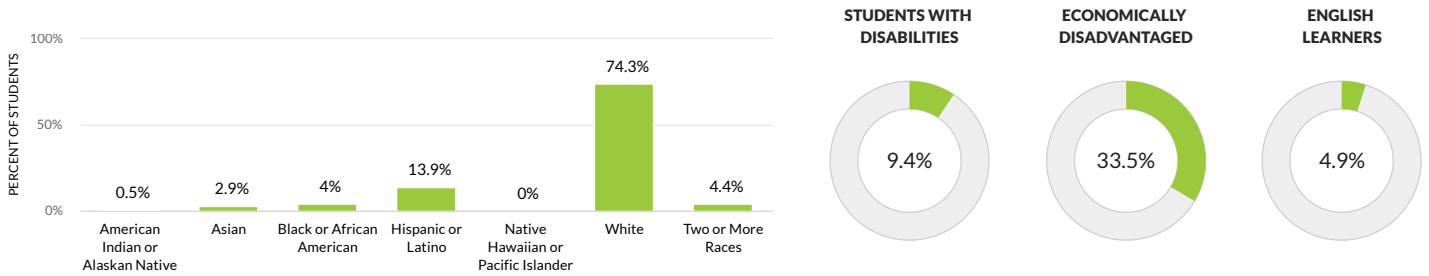


# OVERVIEW

## School Details

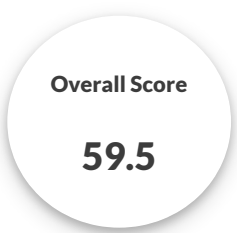
Grades : 9-12  
Enrollment : 1,537  
Percent open enrollment : 9.7%

## Student Groups



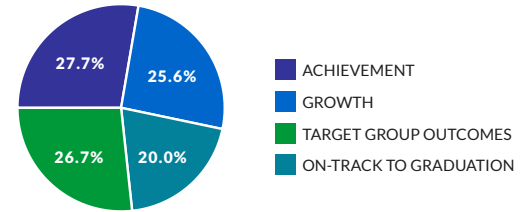
## Score Summary

**!** 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>.



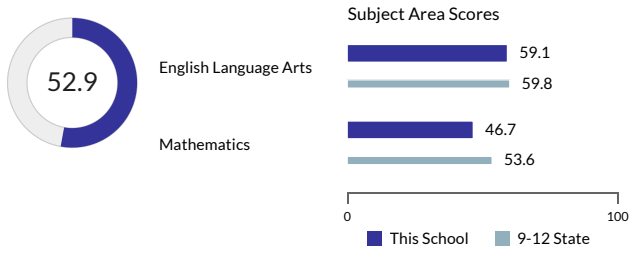
**Meets Expectations**  
★★★

### PRIORITY AREA WEIGHTS

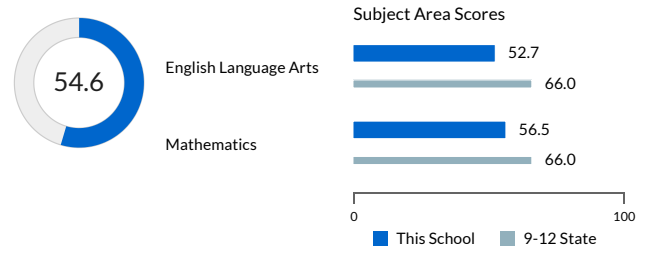


## Priority Area Scores

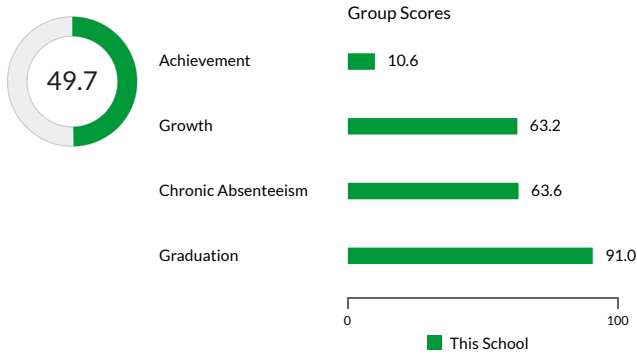
### ACHIEVEMENT



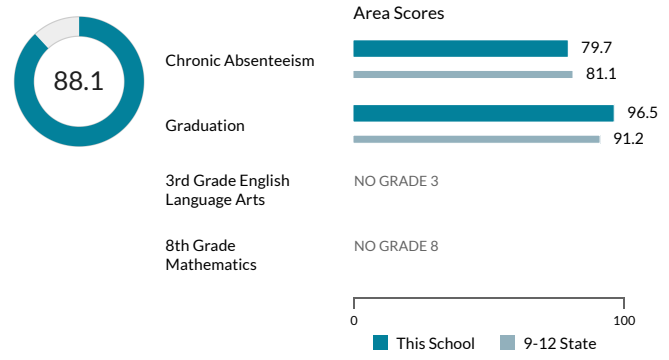
### GROWTH



### TARGET GROUP OUTCOMES



### ON-TRACK TO GRADUATION

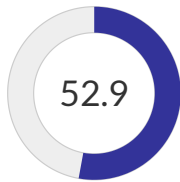




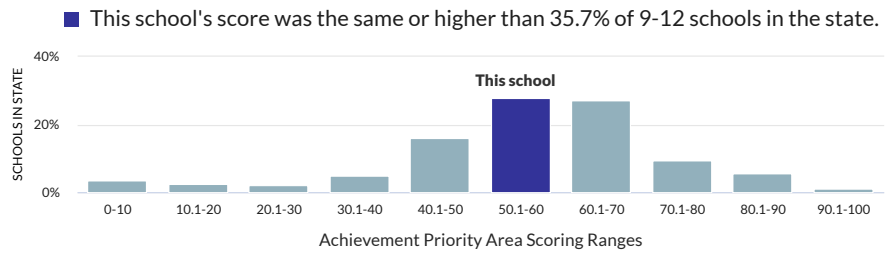
## ACHIEVEMENT

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



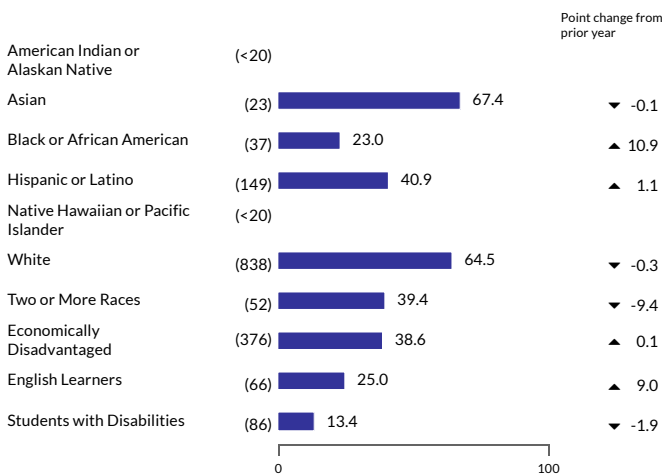
English Language Arts Score: 59.1  
Mathematics Score: 46.7



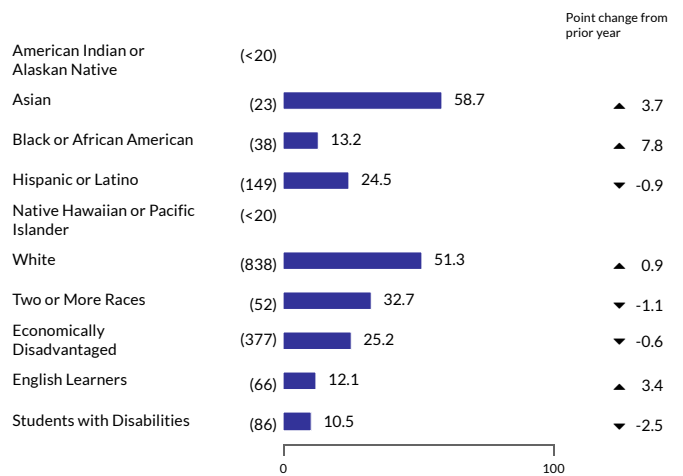
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



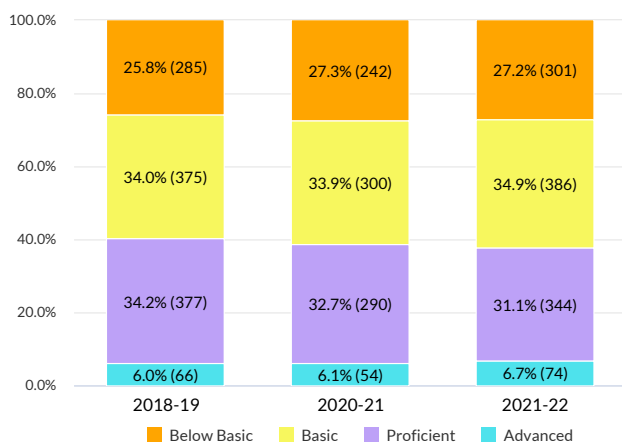
### MATHEMATICS



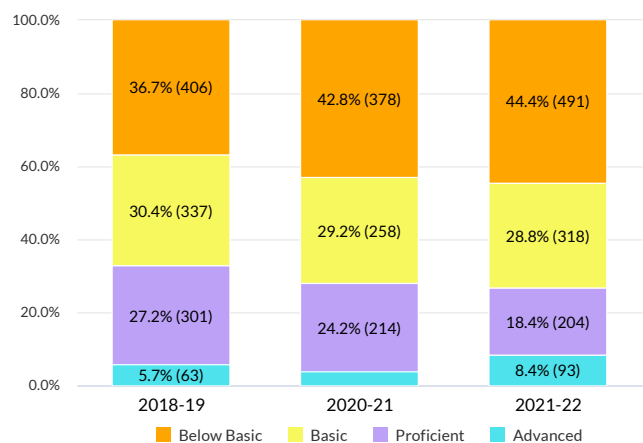
## Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
96.7%	83.0%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
96.8%	85.1%

### 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

	2018-19					2020-21					2021-22				
	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	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	1,103	6.0%	34.2%	34.0%	25.8%	886	6.1%	32.7%	33.9%	27.3%	1,105	6.7%	31.1%	34.9%	27.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	7.1%	28.6%	39.3%	25.0%	20	15.0%	30.0%	30.0%	25.0%	23	13.0%	39.1%	17.4%	30.4%
Black or African American	47	2.1%	8.5%	27.7%	61.7%	29	0.0%	6.9%	10.3%	82.8%	37	2.7%	5.4%	27.0%	64.9%
Hispanic or Latino	140	1.4%	15.0%	43.6%	40.0%	127	0.8%	19.7%	37.8%	41.7%	149	0.7%	22.8%	34.2%	42.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	843	7.1%	38.6%	32.9%	21.5%	665	7.2%	36.8%	34.3%	21.7%	838	7.9%	34.8%	35.7%	21.6%
Two or More Races	42	2.4%	38.1%	31.0%	28.6%	40	5.0%	25.0%	32.5%	37.5%	52	5.8%	13.5%	34.6%	46.2%
Economically Disadvantaged	378	1.6%	18.5%	37.8%	42.1%	287	1.0%	19.9%	34.1%	44.9%	376	2.1%	17.8%	35.1%	44.9%
English Learners	70	1.4%	1.4%	31.4%	65.7%	47	0.0%	2.1%	27.7%	70.2%	66	1.5%	7.6%	30.3%	60.6%
Students with Disabilities	114	0.0%	10.5%	12.3%	77.2%	75	0.0%	5.3%	20.0%	74.7%	86	0.0%	7.0%	12.8%	80.2%

#### MATHEMATICS

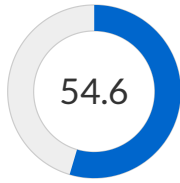
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	1,107	5.7%	27.2%	30.4%	36.7%	884	3.8%	24.2%	29.2%	42.8%	1,106	8.4%	18.4%	28.8%	44.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	0.0%	39.3%	28.6%	32.1%	20	15.0%	20.0%	25.0%	40.0%	23	21.7%	17.4%	17.4%	43.5%
Black or African American	47	2.1%	8.5%	8.5%	80.9%	28	0.0%	3.6%	3.6%	92.9%	38	0.0%	5.3%	15.8%	78.9%
Hispanic or Latino	142	0.7%	14.1%	29.6%	55.6%	126	0.8%	10.3%	27.8%	61.1%	149	2.0%	10.1%	22.8%	65.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	845	7.2%	30.4%	31.8%	30.5%	665	4.4%	28.4%	30.8%	36.4%	838	9.8%	21.2%	30.7%	38.3%
Two or More Races	42	0.0%	14.3%	33.3%	52.4%	40	2.5%	17.5%	25.0%	55.0%	52	5.8%	9.6%	28.8%	55.8%
Economically Disadvantaged	380	0.3%	13.9%	28.9%	56.8%	285	0.7%	12.6%	24.2%	62.5%	377	2.9%	9.8%	22.0%	65.3%
English Learners	73	1.4%	1.4%	28.8%	68.5%	46	0.0%	4.3%	8.7%	87.0%	66	0.0%	3.0%	18.2%	78.8%
Students with Disabilities	114	1.8%	3.5%	17.5%	77.2%	73	0.0%	8.2%	9.6%	82.2%	86	1.2%	1.2%	15.1%	82.6%



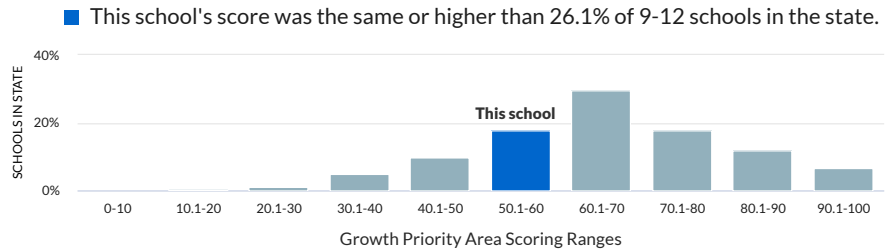
## GROWTH

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: 52.7  
Mathematics Score: 56.5



### 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	(964)	2.3
American Indian or Alaskan Native	(<20)	
Asian	(20)	2.1
Black or African American	(34)	2.1
Hispanic or Latino	(130)	1.8
Native Hawaiian or Pacific Islander	(<20)	
White	(730)	2.3
Two or More Races	(44)	2.2
Economically Disadvantaged	(325)	2.2
Not Economically Disadvantaged	(639)	2.3
English Learners	(54)	2.0
English Proficient	(910)	2.3
Students with Disabilities	(69)	1.5
Students without Disabilities	(895)	2.3
Proficient Last Year	(390)	2.3
Not Proficient Last Year	(574)	2.2

#### MATHEMATICS

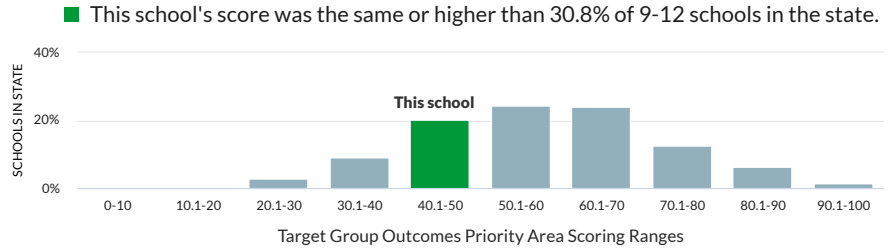
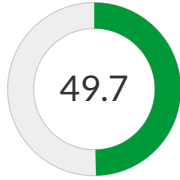
All Students	(973)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(21)	2.2
Black or African American	(34)	2.6
Hispanic or Latino	(133)	2.2
Native Hawaiian or Pacific Islander	(<20)	
White	(735)	2.5
Two or More Races	(44)	2.1
Economically Disadvantaged	(329)	2.4
Not Economically Disadvantaged	(644)	2.5
English Learners	(57)	2.3
English Proficient	(916)	2.5
Students with Disabilities	(71)	2.8
Students without Disabilities	(902)	2.4
Proficient Last Year	(284)	2.0
Not Proficient Last Year	(689)	2.7



## 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: 10.6

Average points-based proficiency rates.

**English Language Arts**

Target Group	13.6
Non-Target Group	74.4

**Mathematics**

Target Group	7.6
Non-Target Group	60.0

**GROWTH** Score: 63.2

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

**English Language Arts**

Target Group	52.7
Non-Target Group	50.8

**Mathematics**

Target Group	73.6
Non-Target Group	50.8

**CHRONIC ABSENTEEISM** Score: 63.6

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.

Target Group	63.6
Non-Target Group	85.1

**GRADUATION** Score: 91.0

Average of 2020-21's 4- and 7-year cohort rates.

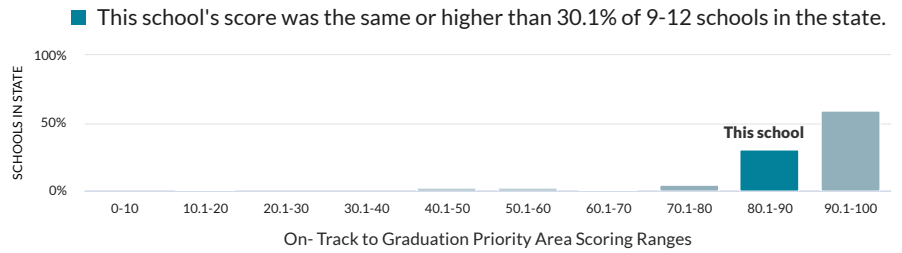
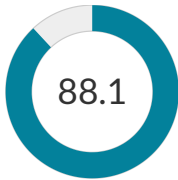
Target Group	91.0
Non-Target Group	100.0



## 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

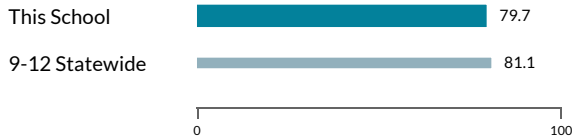


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 79.7

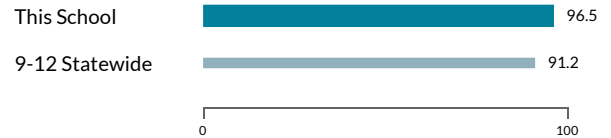
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 96.5

Average of 2020-21'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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,551	23.7%	1,469	22.6%	1,199	14.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	66	3.0%	67	9.0%	27	7.4%
Black or African American	65	50.8%	61	55.7%	43	65.1%
Hispanic or Latino	190	28.9%	192	27.6%	171	18.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,158	21.6%	1,086	20.4%	902	10.9%
Two or More Races	67	38.8%	56	28.6%	50	36.0%
Economically Disadvantaged	511	39.1%	521	37.8%	390	32.1%
English Learners	122	19.7%	111	23.4%	62	24.2%
Students with Disabilities	149	35.6%	148	41.2%	115	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 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	351	335	95.4%	430	419	97.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	25	25	100.0%
Black or African American	<20	*	*	29	25	86.2%
Hispanic or Latino	43	40	93.0%	39	38	97.4%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	278	270	97.1%	309	304	98.4%
Two or More Races	<20	*	*	25	24	96.0%
Economically Disadvantaged	99	88	88.9%	157	150	95.5%
English Learners	<20	*	*	35	35	100.0%
Students with Disabilities	33	21	63.6%	29	24	82.8%



## POSTSECONDARY PREPARATION, 2020-21

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. 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
<b>28.7%</b>	<b>19.9%</b>

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

#### DUAL ENROLLMENT

School	State
<b>0.4%</b>	<b>18.6%</b>

5 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.4%</b>	<b>2.8%</b>

5 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>1.2%</b>	<b>3.4%</b>

14 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	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	27	9,945	37.0%	28.6%	0.0%	16.9%	0.0%	2.2%	0.0%	1.9%
Black or African American	43	25,104	2.3%	12.2%	0.0%	6.2%	0.0%	0.6%	2.3%	0.9%
Hispanic or Latino	171	34,372	17.5%	15.8%	0.6%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	902	181,931	33.0%	21.7%	0.4%	21.7%	0.6%	3.4%	1.4%	4.2%
Two or More Races	50	9,829	8.0%	15.9%	0.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	390	96,593	12.6%	10.8%	0.5%	12.0%	0.0%	2.1%	1.0%	2.6%
English Learners	62	14,562	9.7%	9.7%	0.0%	12.0%	0.0%	1.3%	0.0%	1.3%
Students with Disabilities	115	34,324	0.9%	3.6%	0.0%	9.6%	0.0%	1.9%	0.9%	2.5%





## ARTS COURSE INFORMATION, 2020-21

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. 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
<b>29.9%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>23.6%</b>	<b>18.3%</b>	<b>0.8%</b>	<b>1.6%</b>
359 students successfully completed at least one art & design course.		No students successfully completed a dance course.		283 students successfully completed at least one music course.		9 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	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	27	9,945	37.0%	20.6%	0.0%	0.3%	25.9%	16.3%	0.0%	0.9%
Black or African American	43	25,104	11.6%	18.7%	0.0%	0.4%	18.6%	8.9%	2.3%	2.5%
Hispanic or Latino	171	34,372	27.5%	21.3%	0.0%	0.2%	23.4%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	902	181,931	31.2%	24.2%	0.0%	0.3%	23.6%	21.0%	0.8%	1.5%
Two or More Races	50	9,829	28.0%	21.5%	0.0%	0.2%	26.0%	16.5%	2.0%	1.6%
Economically Disadvantaged	390	96,593	24.9%	21.8%	0.0%	0.2%	16.7%	13.6%	0.8%	1.5%
English Learners	62	14,562	21.0%	21.6%	0.0%	0.2%	19.4%	9.4%	0.0%	1.1%
Students with Disabilities	115	34,324	20.9%	23.4%	0.0%	0.2%	15.7%	12.0%	0.0%	1.5%