



## OVERVIEW

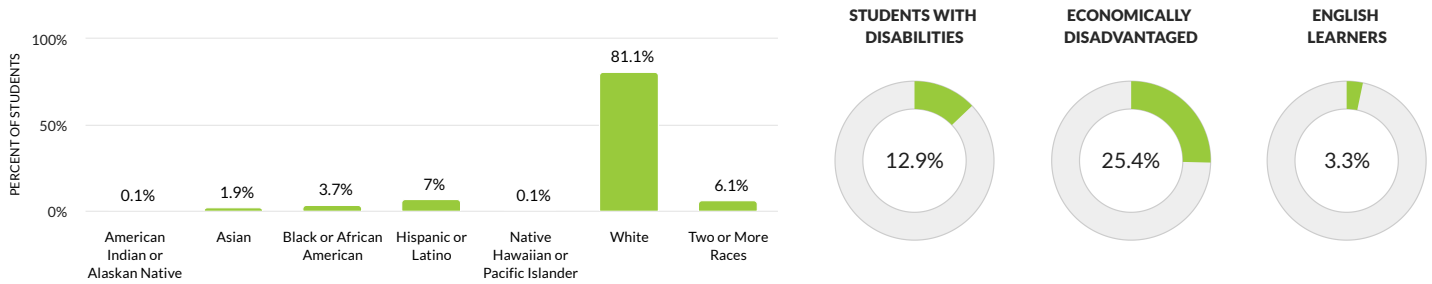
### School Details

Grades : 9-12  
Enrollment : 875  
Percent open enrollment : 2.4%

Our mission is to meet the needs of all students so they will thrive academically, socially, and emotionally within an inclusive culture characterized by equity, respect, and dignity. Over the years, our staff, students, families and community have gone above and beyond to support the well-being of our school community. With learning and belonging at the center, we look forward to continued growth.

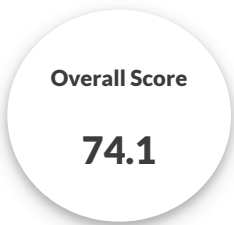
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

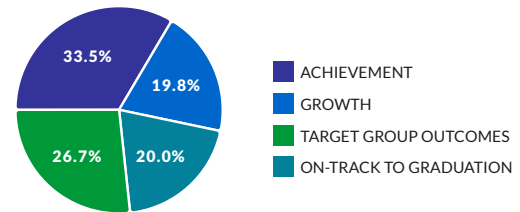
**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

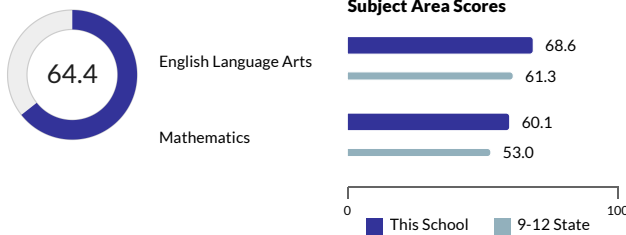


#### PRIORITY AREA WEIGHTS

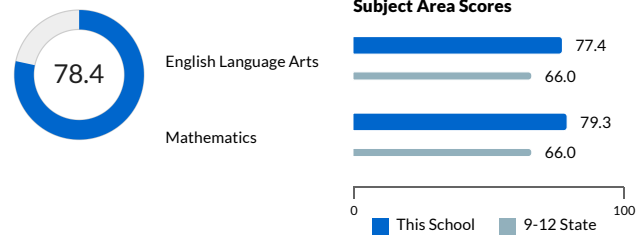


### Priority Area Scores

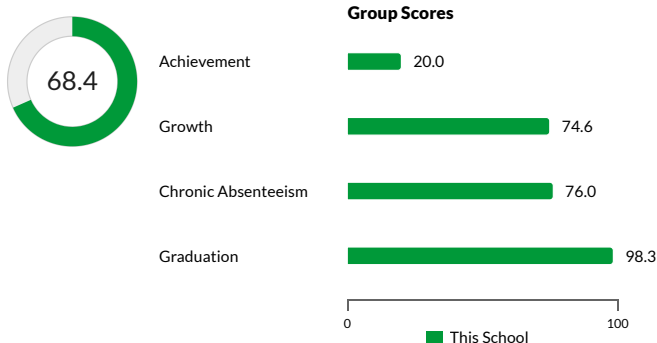
#### ACHIEVEMENT



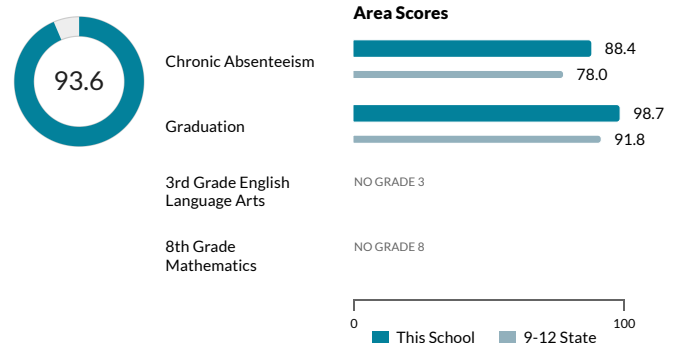
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

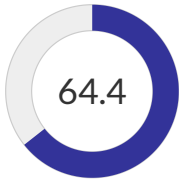




## ACHIEVEMENT

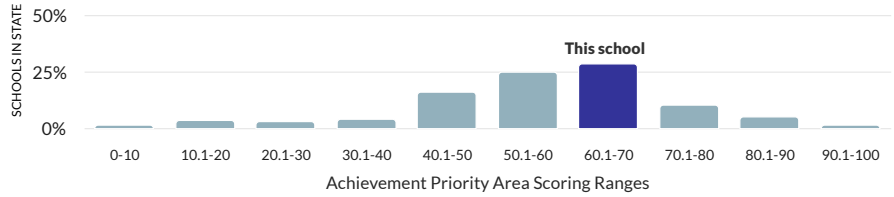
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 68.6  
Mathematics Score: 60.1

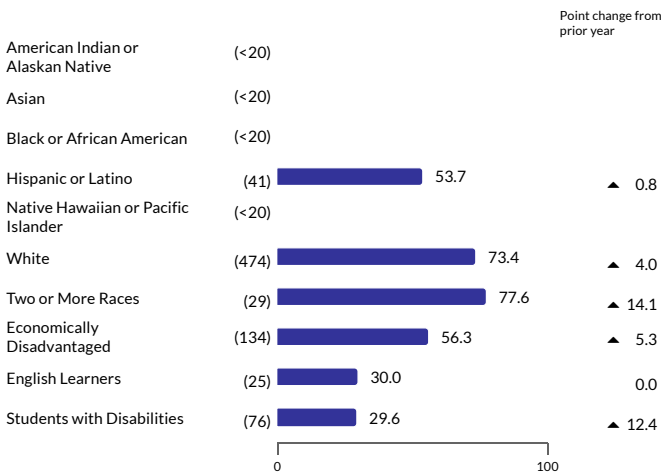
This school's score was the same or higher than 70.4% of 9-12 schools in the state.



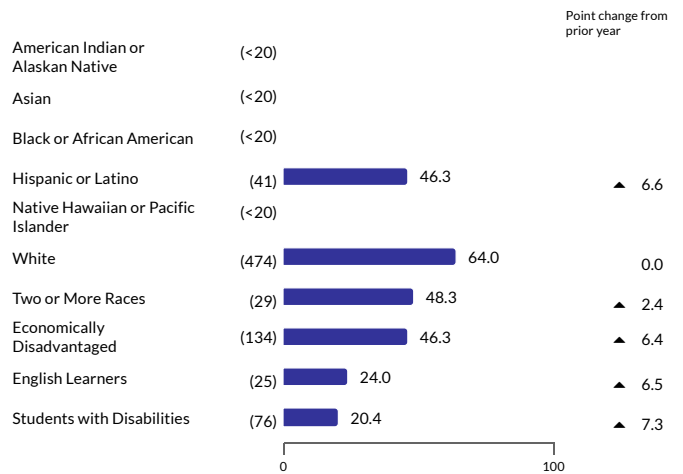
## Student Group Achievement, 2022-23 (for information only)

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

### ENGLISH LANGUAGE ARTS



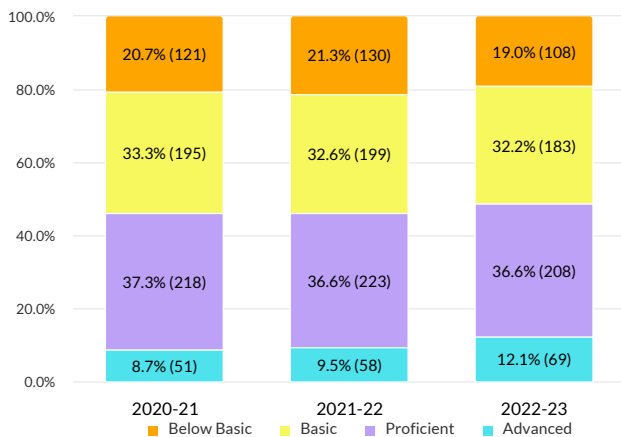
### MATHEMATICS



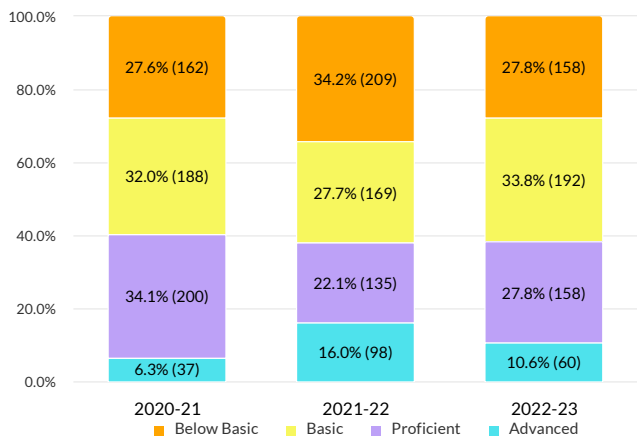
## Performance Levels by Year

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: Black or African American
93.1%	75.0%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
93.1%	75.0%

### 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	585	8.7%	37.3%	33.3%	20.7%	610	9.5%	36.6%	32.6%	21.3%	568	12.1%	36.6%	32.2%	19.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	35	2.9%	14.3%	57.1%	25.7%	34	2.9%	26.5%	44.1%	26.5%	41	0.0%	31.7%	43.9%	24.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	501	8.4%	39.7%	32.3%	19.6%	508	10.2%	38.0%	32.1%	19.7%	474	12.9%	38.6%	31.0%	17.5%
Two or More Races	23	17.4%	34.8%	30.4%	17.4%	37	10.8%	29.7%	35.1%	24.3%	29	20.7%	27.6%	37.9%	13.8%
Economically Disadvantaged	97	4.1%	19.6%	35.1%	41.2%	153	6.5%	20.9%	40.5%	32.0%	134	11.2%	23.1%	32.8%	32.8%
English Learners	<20	*	*	*	*	20	0.0%	0.0%	60.0%	40.0%	25	0.0%	8.0%	44.0%	48.0%
Students with Disabilities	65	1.5%	6.2%	20.0%	72.3%	64	0.0%	7.8%	18.8%	73.4%	76	0.0%	14.5%	30.3%	55.3%

#### MATHEMATICS

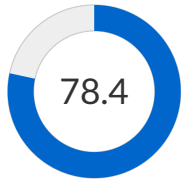
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,289	6.2%	27.7%	29.8%	36.3%	183,982	10.9%	23.1%	26.4%	39.6%	187,106	9.4%	24.4%	30.8%	35.4%
All Students	587	6.3%	34.1%	32.0%	27.6%	611	16.0%	22.1%	27.7%	34.2%	568	10.6%	27.8%	33.8%	27.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	36	0.0%	13.9%	22.2%	63.9%	34	0.0%	29.4%	20.6%	50.0%	41	0.0%	17.1%	58.5%	24.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	501	6.8%	36.1%	32.7%	24.4%	509	17.7%	23.0%	29.1%	30.3%	474	11.8%	30.4%	31.9%	25.9%
Two or More Races	23	13.0%	26.1%	34.8%	26.1%	37	13.5%	16.2%	18.9%	51.4%	29	10.3%	20.7%	24.1%	44.8%
Economically Disadvantaged	99	3.0%	17.2%	27.3%	52.5%	153	5.9%	17.6%	26.8%	49.7%	134	6.0%	19.4%	35.8%	38.8%
English Learners	<20	*	*	*	*	20	0.0%	0.0%	35.0%	65.0%	25	0.0%	4.0%	40.0%	56.0%
Students with Disabilities	65	0.0%	6.2%	24.6%	69.2%	65	3.1%	4.6%	7.7%	84.6%	76	1.3%	3.9%	28.9%	65.8%



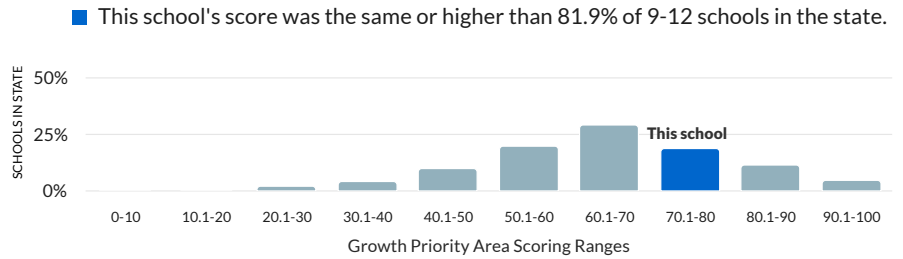
## GROWTH

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: 77.4  
Mathematics Score: 79.3



### 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	(493)	3.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(34)	3.4
Native Hawaiian or Pacific Islander	(<20)	
White	(415)	3.6
Two or More Races	(24)	3.8
Economically Disadvantaged	(113)	3.8
Not Economically Disadvantaged	(380)	3.6
English Learners	(23)	3.8
English Proficient	(470)	3.6
Students with Disabilities	(54)	2.6
Students without Disabilities	(439)	3.7
Proficient Last Year	(214)	3.7
Not Proficient Last Year	(279)	3.5

#### MATHEMATICS

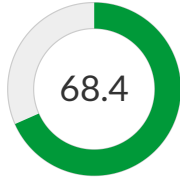
All Students	(494)	3.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(34)	3.7
Native Hawaiian or Pacific Islander	(<20)	
White	(416)	3.8
Two or More Races	(24)	3.6
Economically Disadvantaged	(113)	4.1
Not Economically Disadvantaged	(381)	3.6
English Learners	(23)	3.2
English Proficient	(471)	3.8
Students with Disabilities	(55)	3.8
Students without Disabilities	(439)	3.7
Proficient Last Year	(205)	3.7
Not Proficient Last Year	(289)	3.8



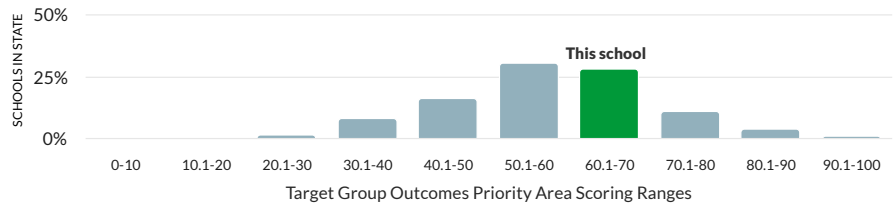
## TARGET GROUP OUTCOMES

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 80.7% of 9-12 schools in the state.



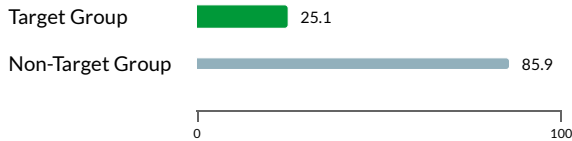
## Component Scores

### ACHIEVEMENT

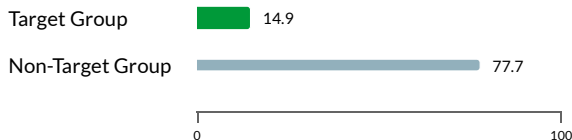
Score: 20.0

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

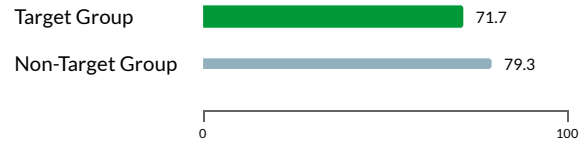


### GROWTH

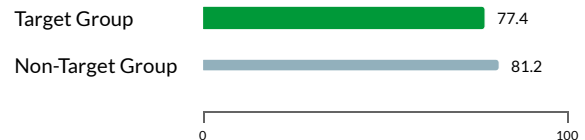
Score: 74.6

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

#### English Language Arts



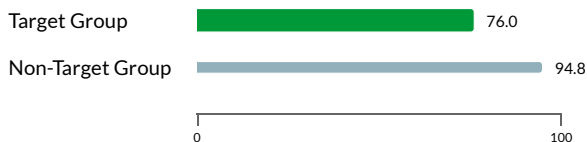
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 76.0

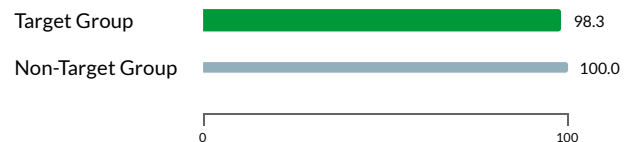
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 98.3

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

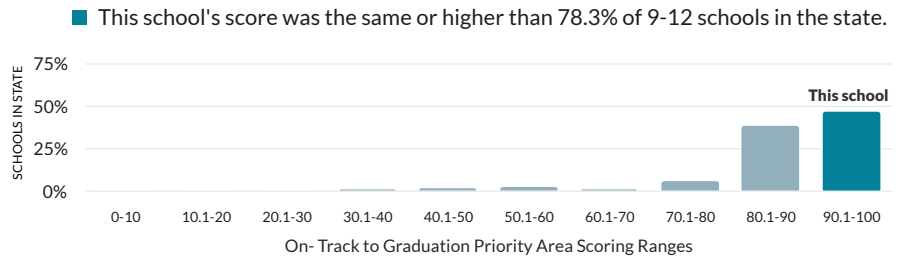
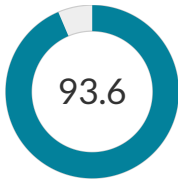




## ON-TRACK TO GRADUATION

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

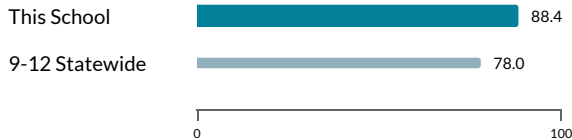


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 88.4

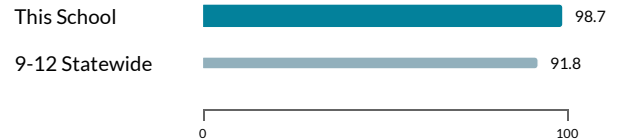
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 98.7

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	902	11.5%	889	8.8%	885	14.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	20	0.0%	<20	*	20	15.0%
Black or African American	<20	*	21	47.6%	26	46.2%
Hispanic or Latino	48	6.2%	51	5.9%	60	23.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	781	11.3%	751	6.9%	733	11.7%
Two or More Races	31	19.4%	43	25.6%	45	20.0%
Economically Disadvantaged	178	27.5%	197	25.4%	218	30.3%
English Learners	22	18.2%	<20	*	28	10.7%
Students with Disabilities	107	29.9%	109	30.3%	101	30.7%

### 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	232	228	98.3%	229	227	99.1%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	202	200	99.0%	200	199	99.5%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	48	44	91.7%	49	47	95.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	30	27	90.0%	<20	*	*



## 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
<b>24.7%</b>	<b>20.1%</b>

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

#### DUAL ENROLLMENT

School	State
<b>12.9%</b>	<b>23.2%</b>

114 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.6%</b>	<b>3.9%</b>

5 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>1.1%</b>	<b>8.5%</b>

10 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	20	10,138	45.0%	31.6%	10.0%	22.2%	0.0%	3.4%	0.0%	5.7%
Black or African American	26	25,007	11.5%	12.9%	7.7%	7.6%	0.0%	1.0%	0.0%	2.2%
Hispanic or Latino	60	35,817	18.3%	16.1%	13.3%	16.0%	0.0%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	733	182,130	25.9%	21.6%	13.6%	27.2%	0.7%	4.7%	1.4%	10.4%
Two or More Races	45	10,657	13.3%	17.7%	4.4%	17.8%	0.0%	2.6%	0.0%	6.1%
Economically Disadvantaged	218	102,069	11.0%	11.2%	10.6%	16.1%	0.0%	2.5%	0.0%	7.0%
English Learners	28	16,932	3.6%	11.4%	21.4%	13.8%	0.0%	2.1%	0.0%	4.1%
Students with Disabilities	101	34,245	2.0%	3.8%	16.8%	12.5%	0.0%	2.0%	2.0%	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
<b>44.9%</b>	<b>27.2%</b>	<b>0.0%</b>	<b>0.4%</b>	<b>22.8%</b>	<b>19.1%</b>	<b>0.0%</b>	<b>1.8%</b>
397 students successfully completed at least one art & design course.		No students successfully completed a dance course.		202 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. 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	20	10,138	55.0%	28.4%	0.0%	0.4%	20.0%	19.5%	0.0%	1.3%
Black or African American	26	25,007	38.5%	25.3%	0.0%	0.5%	19.2%	11.7%	0.0%	2.5%
Hispanic or Latino	60	35,817	58.3%	27.1%	0.0%	0.4%	11.7%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	733	182,130	43.5%	27.3%	0.0%	0.4%	24.4%	21.5%	0.0%	1.7%
Two or More Races	45	10,657	46.7%	28.2%	0.0%	0.6%	13.3%	17.7%	0.0%	2.2%
Economically Disadvantaged	218	102,069	41.3%	27.6%	0.0%	0.4%	16.1%	15.1%	0.0%	1.8%
English Learners	28	16,932	60.7%	29.3%	0.0%	0.5%	7.1%	11.7%	0.0%	1.7%
Students with Disabilities	101	34,245	46.5%	28.6%	0.0%	0.4%	7.9%	14.3%	0.0%	2.0%