OVERVIEW

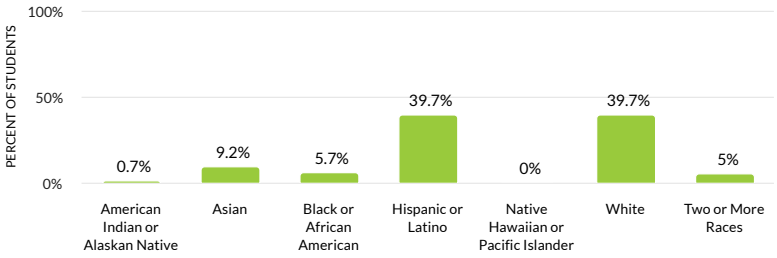
School Details

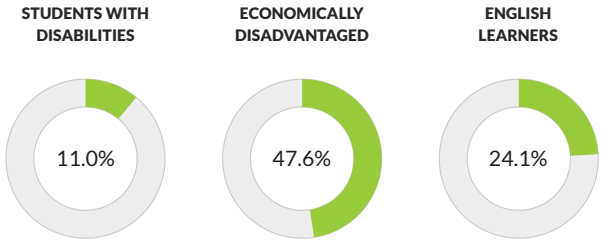
Grades : 9-12
Enrollment : 2,129
Percent open enrollment : 0.8%

Through a safe learning environment, Preble High School students are globally aware, respectful, responsible, collaborative, and inquisitive young adults. Our students think critically and communicate effectively. They are advocates for themselves and others. They are independent, dedicated, and resilient in their pursuit of college, career, and community readiness.

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

Student Groups





Score Summary

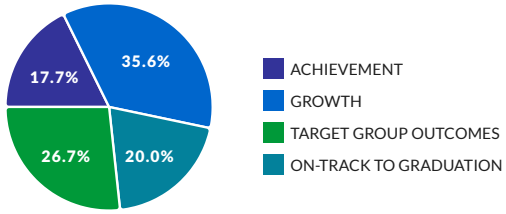
Overall Score

75.7

Exceeds Expectations

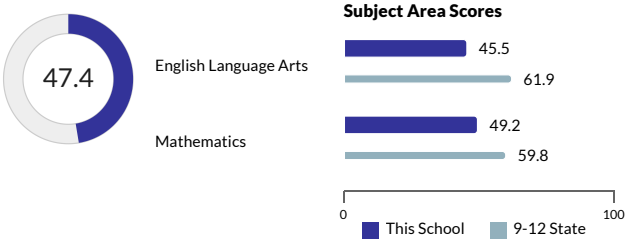
★★★★

PRIORITY AREA WEIGHTS

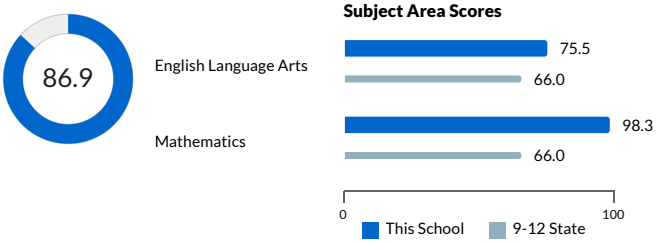


Priority Area Scores

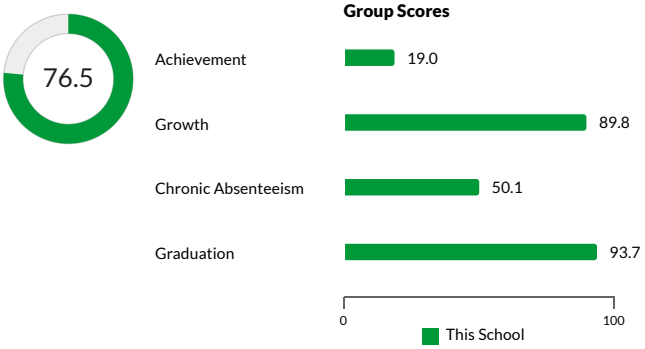
ACHIEVEMENT



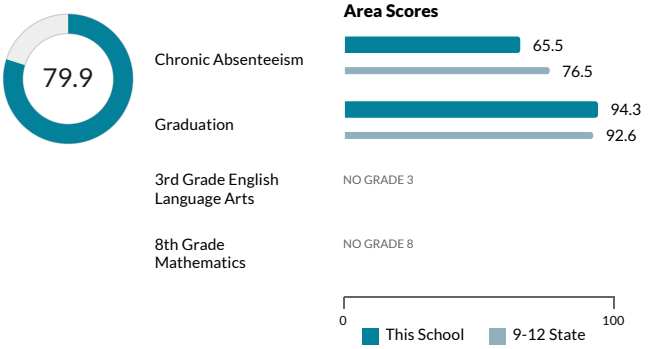
GROWTH



TARGET GROUP OUTCOMES



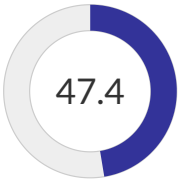
ON-TRACK TO GRADUATION



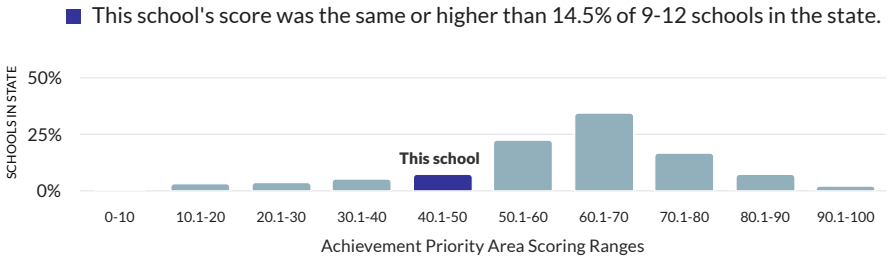
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



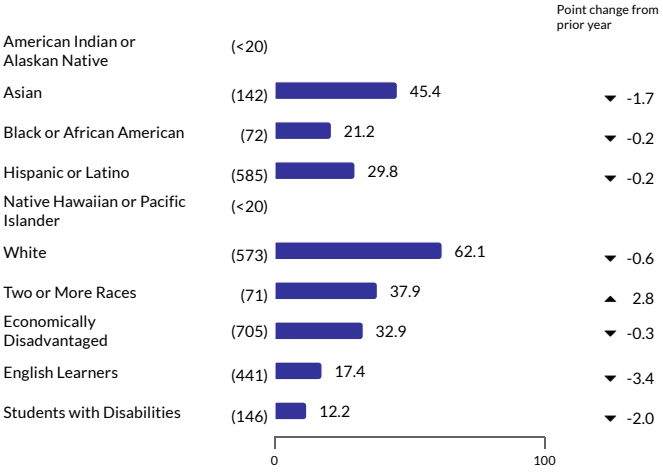
English Language Arts Score: 45.5
Mathematics Score: 49.2



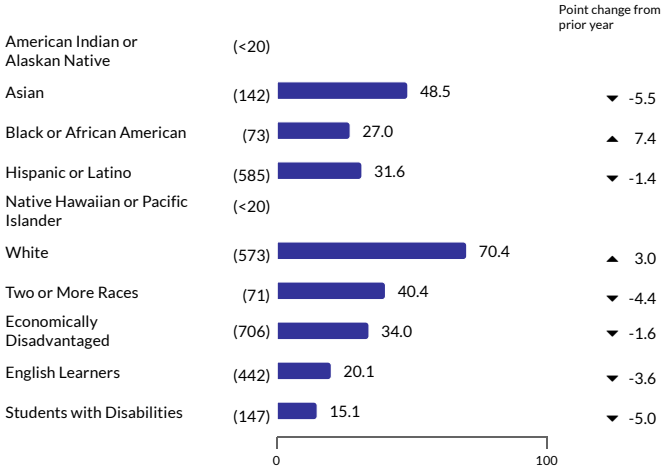
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



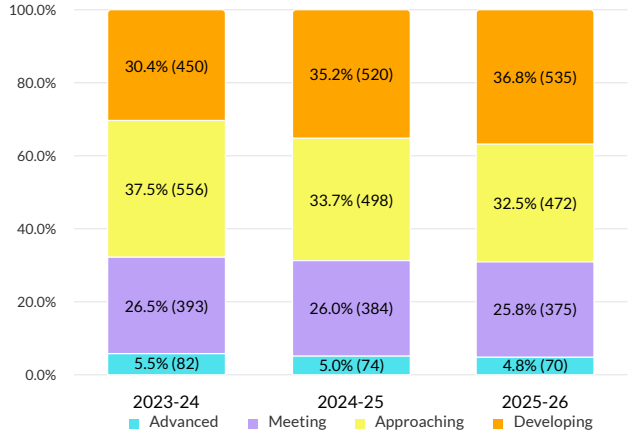
MATHEMATICS



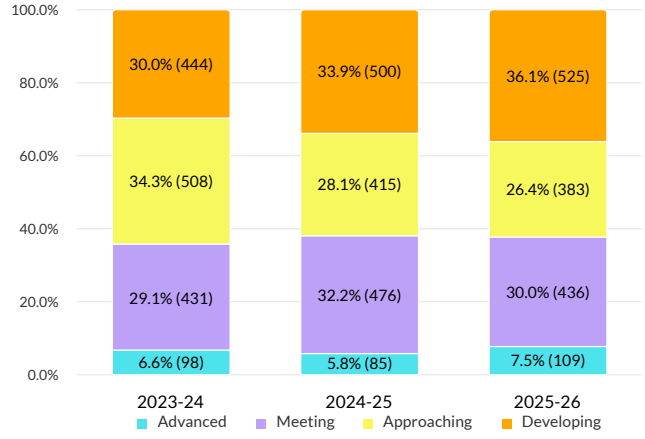
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
96.1%	88.2%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.2%	88.8%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	187,666	10.6%	36.3%	33.2%	19.9%	185,350	12.1%	36.0%	31.7%	20.2%	182,095	11.2%	36.1%	32.0%	20.6%
All Students	1,481	5.5%	26.5%	37.5%	30.4%	1,476	5.0%	26.0%	33.7%	35.2%	1,452	4.8%	25.8%	32.5%	36.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	146	2.7%	19.9%	52.1%	25.3%	135	2.2%	27.4%	43.7%	26.7%	142	2.1%	24.6%	45.8%	27.5%
Black or African American	71	0.0%	9.9%	40.8%	49.3%	86	0.0%	7.0%	33.7%	59.3%	72	0.0%	9.7%	27.8%	62.5%
Hispanic or Latino	527	1.1%	14.6%	39.5%	44.8%	561	1.2%	13.2%	36.7%	48.8%	585	1.5%	14.5%	32.8%	51.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	656	10.5%	40.1%	31.7%	17.7%	620	10.0%	41.0%	28.5%	20.5%	573	9.9%	39.4%	30.4%	20.2%
Two or More Races	65	4.6%	21.5%	44.6%	29.2%	65	1.5%	20.0%	33.8%	44.6%	71	1.4%	26.8%	26.8%	45.1%
Economically Disadvantaged	748	1.7%	16.7%	42.0%	39.6%	741	2.0%	14.4%	39.0%	44.5%	705	2.0%	17.3%	32.9%	47.8%
English Learners	405	0.5%	4.4%	40.7%	54.3%	401	0.0%	6.0%	34.2%	59.9%	441	0.0%	4.8%	29.0%	66.2%
Students with Disabilities	134	0.0%	8.2%	29.9%	61.9%	137	0.0%	3.6%	24.1%	72.3%	146	0.0%	5.5%	15.8%	78.8%

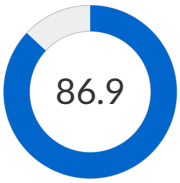
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	188,164	10.8%	36.1%	29.3%	23.8%	185,848	10.4%	38.5%	26.5%	24.6%	182,390	12.8%	36.5%	21.7%	29.1%
All Students	1,481	6.6%	29.1%	34.3%	30.0%	1,476	5.8%	32.2%	28.1%	33.9%	1,453	7.5%	30.0%	26.4%	36.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	146	4.1%	30.1%	37.0%	28.8%	135	5.2%	34.1%	37.0%	23.7%	142	4.2%	34.5%	26.8%	34.5%
Black or African American	71	0.0%	8.5%	43.7%	47.9%	85	0.0%	7.1%	29.4%	63.5%	73	1.4%	8.2%	39.7%	50.7%
Hispanic or Latino	528	1.9%	15.9%	37.9%	44.3%	562	1.4%	19.0%	31.3%	48.2%	585	2.6%	18.1%	26.5%	52.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	655	12.2%	43.1%	28.2%	16.5%	620	10.8%	48.1%	22.3%	18.9%	573	14.7%	44.9%	23.9%	16.6%
Two or More Races	65	1.5%	20.0%	47.7%	30.8%	65	3.1%	29.2%	32.3%	35.4%	71	4.2%	22.5%	32.4%	40.8%
Economically Disadvantaged	748	1.2%	19.4%	39.3%	40.1%	741	1.9%	21.5%	30.8%	45.9%	706	3.3%	18.8%	28.3%	49.6%
English Learners	406	0.0%	9.9%	37.2%	53.0%	402	0.5%	9.0%	33.3%	57.2%	442	0.2%	9.3%	25.3%	65.2%
Students with Disabilities	133	0.0%	9.0%	32.3%	58.6%	137	0.0%	6.6%	31.4%	62.0%	147	0.7%	5.4%	20.4%	73.5%

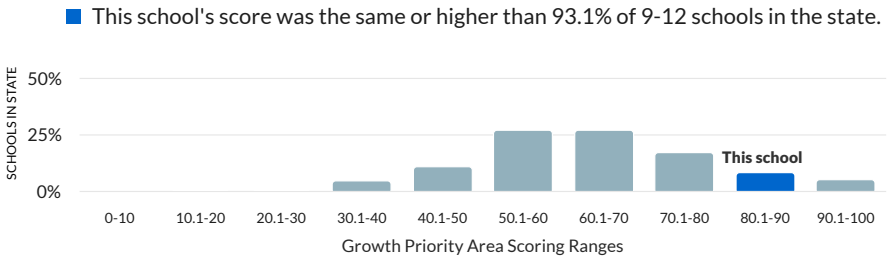
GROWTH

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



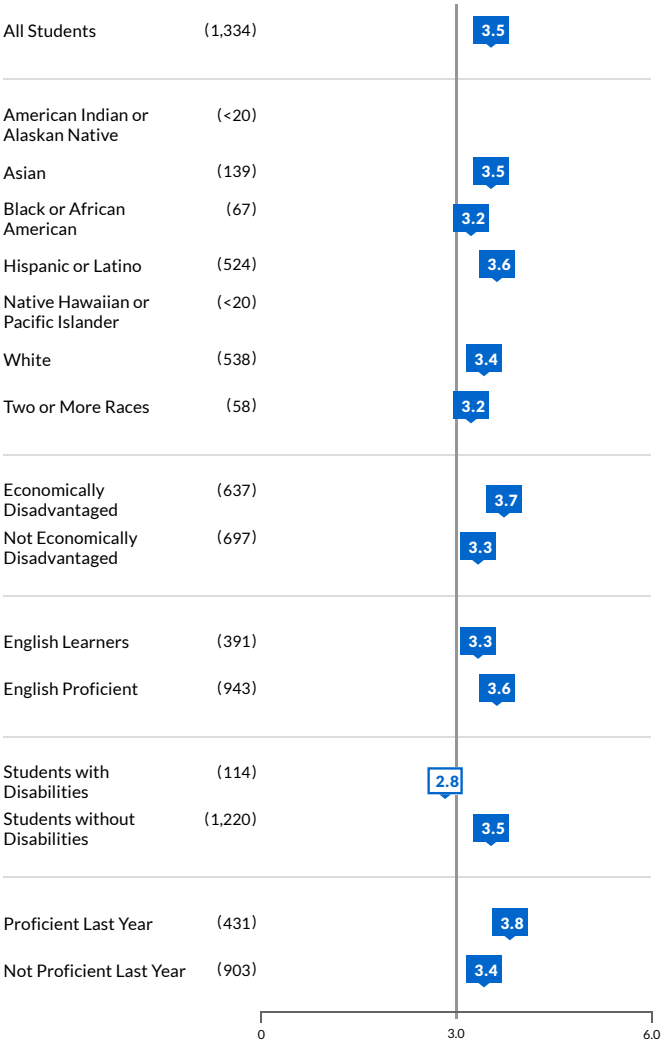
English Language Arts Score: 75.5
Mathematics Score: 98.3



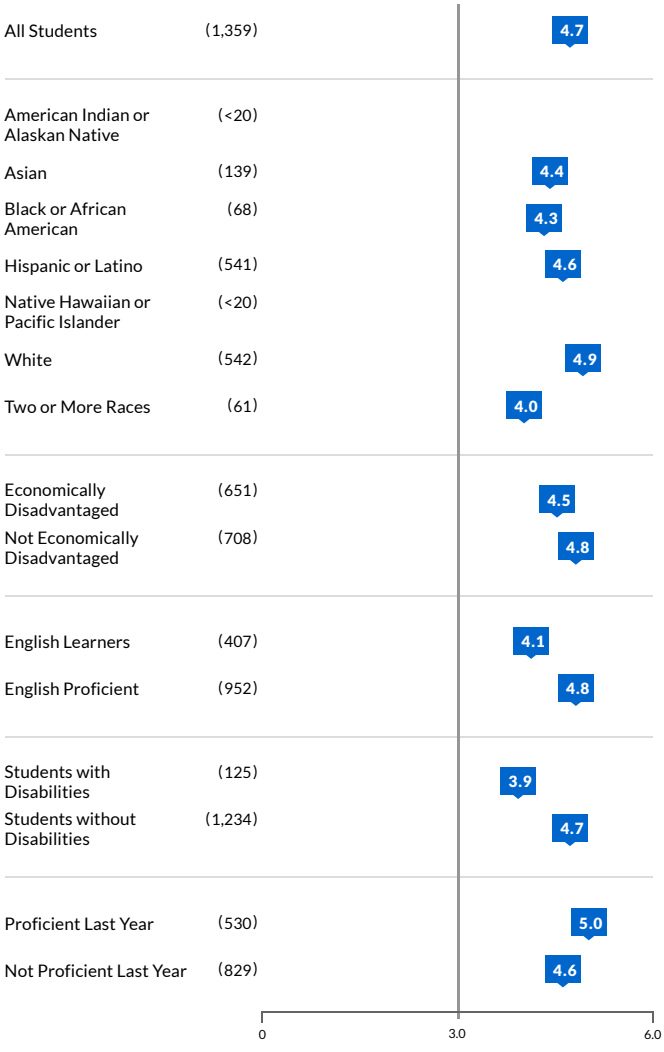
Student Group Value-Added (for information only)

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



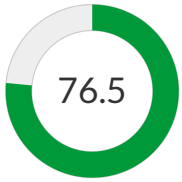
MATHEMATICS

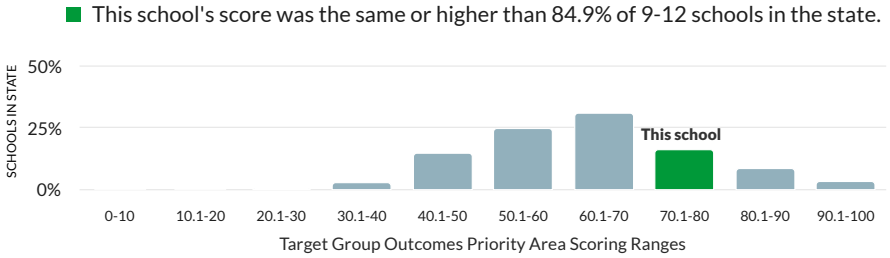


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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





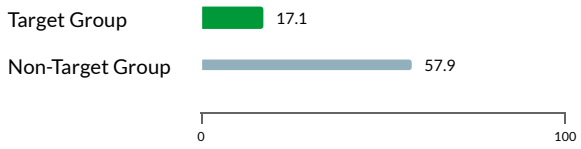
Component Scores

ACHIEVEMENT

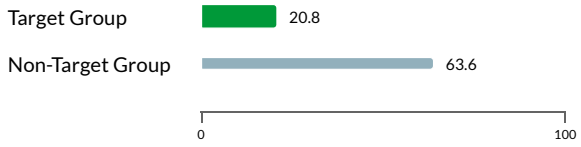
Score: 19.0

Average points-based proficiency rates.

English Language Arts



Mathematics

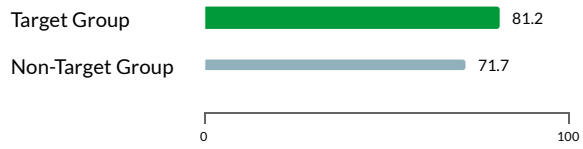


GROWTH

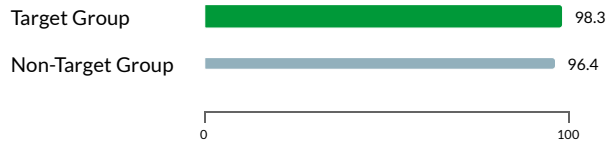
Score: 89.8

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

English Language Arts



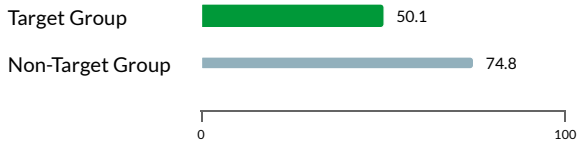
Mathematics



CHRONIC ABSENTEEISM

Score: 50.1

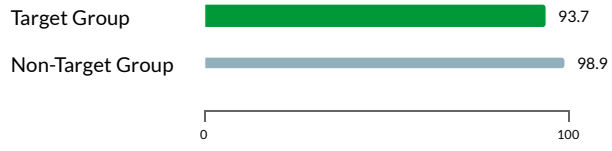
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.7

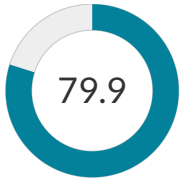
Average of 2024-25's 4- and 7-year cohort rates.

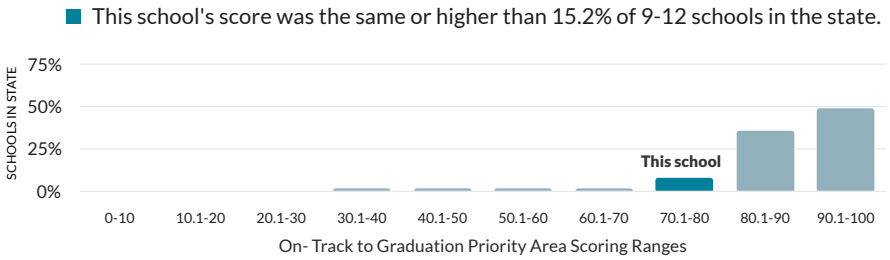


ON-TRACK TO GRADUATION

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



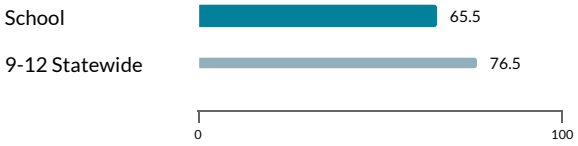


Component Scores

CHRONIC ABSENTEEISM

Score: 65.5

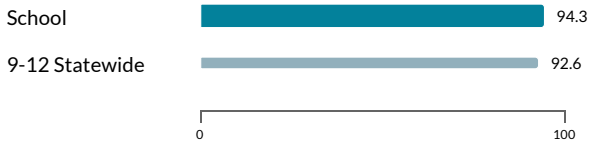
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.3

Average of 2024-25'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

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	266,662	24.8%	267,057	23.1%	265,273	23.1%
All Students	2,013	37.2%	2,065	32.5%	2,079	34.4%
American Indian or Alaskan Native	26	61.5%	22	59.1%	<20	*
Asian	152	25.7%	187	16.0%	187	17.6%
Black or African American	83	45.8%	109	45.0%	127	49.6%
Hispanic or Latino	738	57.3%	764	51.2%	785	52.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	929	20.3%	897	17.2%	877	18.7%
Two or More Races	83	49.4%	84	39.3%	87	41.4%
Economically Disadvantaged	965	52.5%	1,050	46.0%	1,034	46.8%
English Learners	557	52.8%	567	46.7%	555	51.4%
Students with Disabilities	218	49.1%	231	39.4%	221	52.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students	492	455	92.5%	467	449	96.1%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	45	43	95.6%	30	30	100.0%
Black or African American	23	21	91.3%	33	28	84.8%
Hispanic or Latino	175	152	86.9%	135	125	92.6%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	227	220	96.9%	252	249	98.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	212	186	87.7%	176	164	93.2%
English Learners	108	92	85.2%	77	69	89.6%
Students with Disabilities	52	41	78.8%	53	50	94.3%

POSTSECONDARY PREPARATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)1.-5., report cards are required 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

1,122 (54.0%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
23.6%	22.9%

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

DUAL ENROLLMENT

School	State
43.3%	25.7%

901 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
6.0%	6.8%

125 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
7.2%	8.0%

150 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	2,079	265,396	23.6%	22.9%	43.3%	25.7%	6.0%	6.8%	7.2%	8.0%
American Indian or Alaskan Native	<20	2,559	*	8.3%	*	18.8%	*	3.4%	*	6.6%
Asian	187	10,768	22.5%	35.4%	57.8%	28.7%	6.4%	5.7%	5.3%	5.6%
Black or African American	127	25,309	6.3%	14.6%	28.3%	12.4%	3.9%	2.3%	2.4%	3.5%
Hispanic or Latino	785	39,875	9.0%	19.2%	29.7%	21.0%	3.1%	5.1%	6.6%	5.3%
Native Hawaiian or Pacific Islander	<20	197	*	17.3%	*	26.4%	*	6.1%	*	4.1%
White	877	174,129	40.4%	24.6%	55.1%	28.9%	9.1%	8.0%	9.1%	9.6%
Two or More Races	87	12,550	16.1%	21.0%	40.2%	21.8%	3.4%	5.2%	4.6%	6.3%
Economically Disadvantaged	1,034	104,318	11.4%	14.0%	32.8%	19.6%	4.6%	4.5%	5.7%	6.0%
English Learners	555	21,806	3.1%	14.5%	24.1%	19.2%	1.6%	3.9%	4.9%	4.3%
Students with Disabilities	221	33,681	0.5%	5.0%	14.5%	15.8%	2.7%	3.6%	2.7%	5.8%

ARTS COURSE INFORMATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)6., report cards are required 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

721 (34.7%) students successfully completed any Arts Course.

ART & DESIGN

School	State
20.7%	27.0%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
16.9%	18.7%

352 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.7%

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
All Students	2,079	265,396	20.7%	27.0%	0.0%	0.3%	16.9%	18.7%	0.0%	1.7%
American Indian or Alaskan Native	<20	2,559	*	25.4%	*	0.1%	*	13.6%	*	0.8%
Asian	187	10,768	27.8%	29.7%	0.0%	0.2%	9.6%	19.6%	0.0%	2.6%
Black or African American	127	25,309	19.7%	26.5%	0.0%	0.7%	6.3%	11.8%	0.0%	1.7%
Hispanic or Latino	785	39,875	23.8%	28.1%	0.0%	0.3%	12.7%	13.8%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	197	*	28.9%	*	1.0%	*	19.3%	*	0.5%
White	877	174,129	16.6%	26.7%	0.0%	0.3%	24.1%	20.9%	0.0%	1.6%
Two or More Races	87	12,550	21.8%	27.1%	0.0%	0.4%	14.9%	18.2%	0.0%	1.7%
Economically Disadvantaged	1,034	104,318	22.1%	27.9%	0.0%	0.3%	12.4%	15.4%	0.0%	1.7%
English Learners	555	21,806	25.0%	30.3%	0.0%	0.2%	7.6%	11.6%	0.0%	1.2%
Students with Disabilities	221	33,681	21.7%	29.7%	0.0%	0.2%	13.1%	14.7%	0.0%	1.8%

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.4	Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.4	Statewide: 0.6

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
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