



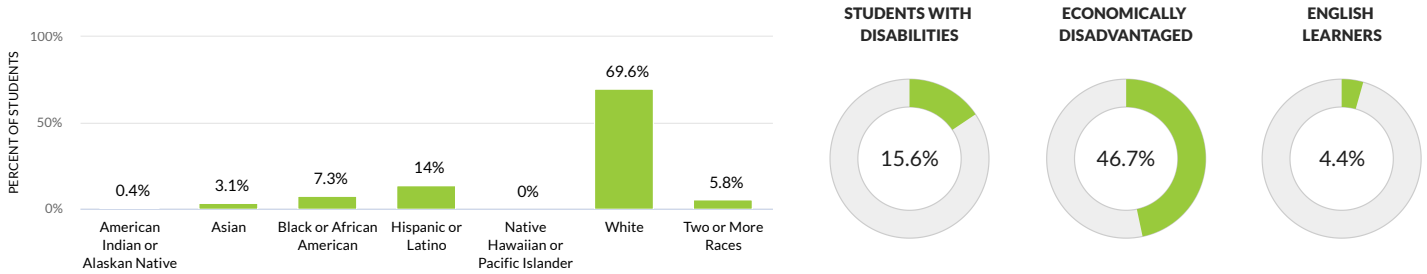
Inquiry Code: N7U9E4

OVERVIEW

School Details

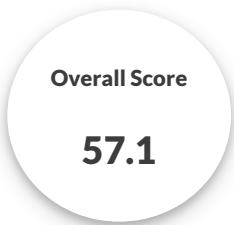
Grades : 9-12
Enrollment : 2,000
Percent open enrollment : 2.9%

Student Groups



Score Summary

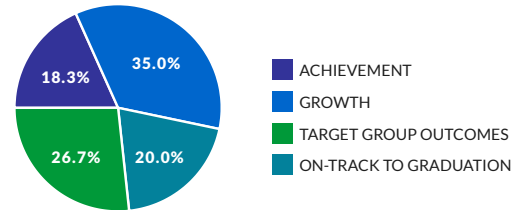
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations

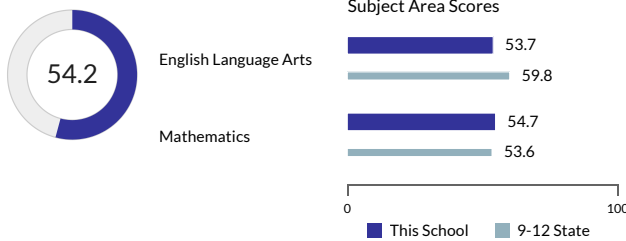


PRIORITY AREA WEIGHTS

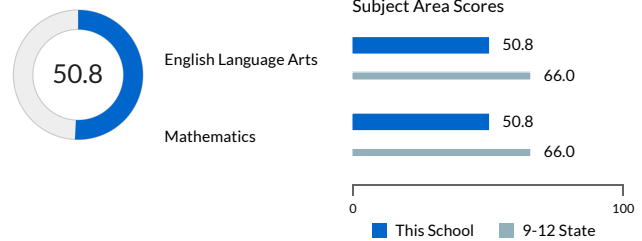


Priority Area Scores

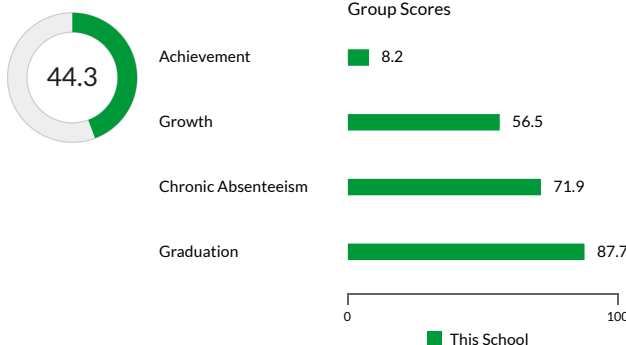
ACHIEVEMENT



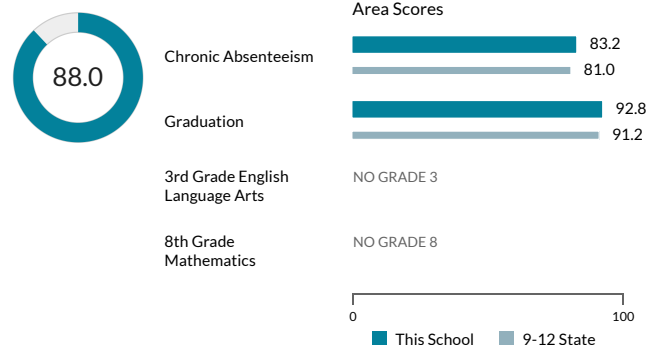
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

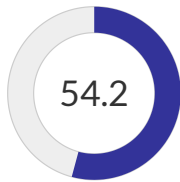




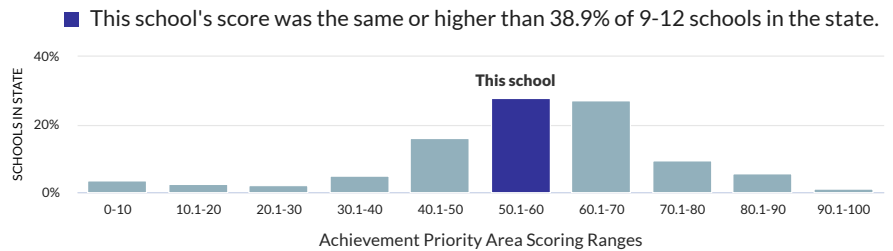
ACHIEVEMENT

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



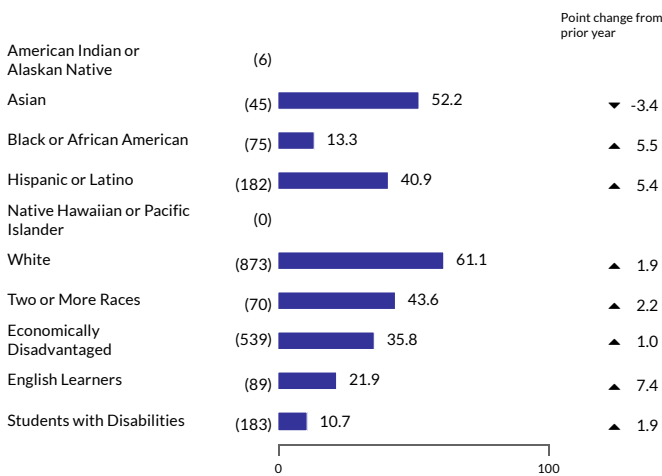
English Language Arts Score: 53.7
Mathematics Score: 54.7



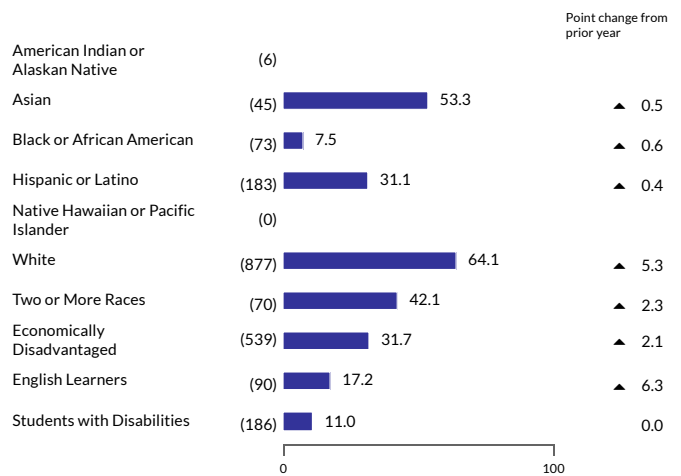
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



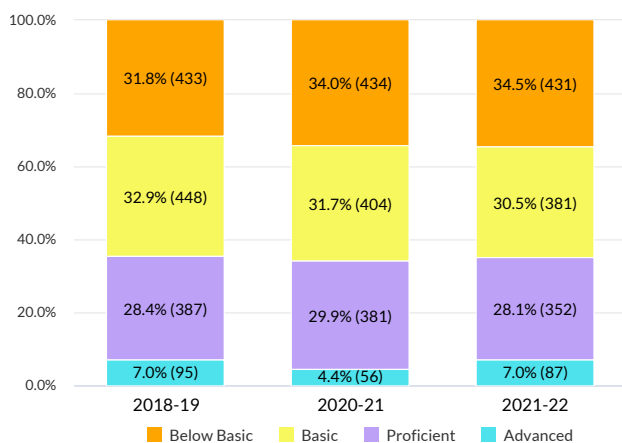
MATHEMATICS



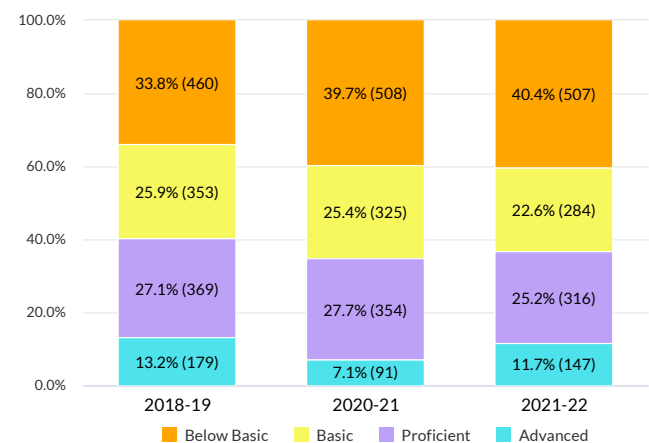
Performance Levels by Year

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
87.8%	73.0%

MATHEMATICS

All students	Lowest-participating group: Black or African American
88.0%	71.3%

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	1,363	7.0%	28.4%	32.9%	31.8%	1,275	4.4%	29.9%	31.7%	34.0%	1,251	7.0%	28.1%	30.5%	34.5%
American Indian or Alaskan Native	3	33.3%	33.3%	0.0%	33.3%	4	0.0%	0.0%	50.0%	50.0%	6	0.0%	0.0%	33.3%	66.7%
Asian	45	8.9%	26.7%	31.1%	33.3%	36	2.8%	30.6%	41.7%	25.0%	45	2.2%	31.1%	35.6%	31.1%
Black or African American	70	0.0%	1.4%	28.6%	70.0%	64	0.0%	0.0%	15.6%	84.4%	75	0.0%	1.3%	24.0%	74.7%
Hispanic or Latino	156	2.6%	15.4%	37.8%	44.2%	173	1.2%	15.6%	36.4%	46.8%	182	1.6%	20.9%	35.2%	42.3%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	1,049	8.0%	32.4%	33.0%	26.6%	934	5.6%	35.1%	31.5%	27.8%	873	9.0%	32.4%	30.2%	28.3%
Two or More Races	40	5.0%	22.5%	22.5%	50.0%	64	1.6%	23.4%	31.3%	43.8%	70	5.7%	22.9%	24.3%	47.1%
Economically Disadvantaged	531	2.4%	16.0%	31.5%	50.1%	525	1.3%	17.3%	30.9%	50.5%	539	3.0%	17.3%	28.2%	51.6%
English Learners	91	0.0%	4.4%	31.9%	63.7%	69	0.0%	4.3%	20.3%	75.4%	89	0.0%	7.9%	28.1%	64.0%
Students with Disabilities	188	0.0%	2.7%	13.8%	83.5%	176	0.0%	2.3%	13.1%	84.7%	183	1.1%	2.7%	12.6%	83.6%

MATHEMATICS

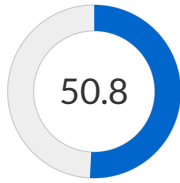
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	1,361	13.2%	27.1%	25.9%	33.8%	1,278	7.1%	27.7%	25.4%	39.7%	1,254	11.7%	25.2%	22.6%	40.4%
American Indian or Alaskan Native	3	66.7%	0.0%	0.0%	33.3%	4	0.0%	0.0%	50.0%	50.0%	6	0.0%	0.0%	0.0%	100.0%
Asian	45	8.9%	28.9%	40.0%	22.2%	36	5.6%	33.3%	22.2%	38.9%	45	6.7%	28.9%	28.9%	35.6%
Black or African American	68	0.0%	4.4%	20.6%	75.0%	65	0.0%	3.1%	7.7%	89.2%	73	0.0%	2.7%	9.6%	87.7%
Hispanic or Latino	156	6.4%	12.2%	29.5%	51.9%	174	0.6%	17.2%	25.3%	56.9%	183	2.7%	14.2%	25.7%	57.4%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	1,049	15.2%	31.2%	25.0%	28.7%	935	9.2%	31.4%	27.1%	32.3%	877	15.2%	29.9%	23.0%	31.9%
Two or More Races	40	10.0%	17.5%	32.5%	40.0%	64	3.1%	25.0%	20.3%	51.6%	70	8.6%	18.6%	21.4%	51.4%
Economically Disadvantaged	529	4.2%	16.1%	28.2%	51.6%	527	2.1%	14.4%	24.1%	59.4%	539	4.5%	13.4%	23.4%	58.8%
English Learners	91	0.0%	11.0%	30.8%	58.2%	69	0.0%	2.9%	15.9%	81.2%	90	0.0%	5.6%	23.3%	71.1%
Students with Disabilities	188	1.1%	4.3%	11.2%	83.5%	178	0.6%	2.8%	14.6%	82.0%	186	1.1%	3.2%	12.4%	83.3%



GROWTH

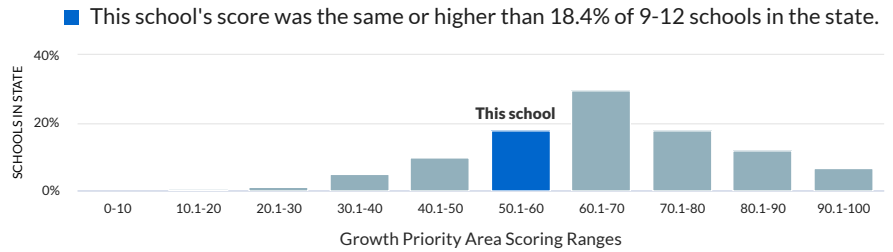
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 50.8

Mathematics Score: 50.8



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	(1,051)	2.2
American Indian or Alaskan Native	(3)	
Asian	(38)	2.4
Black or African American	(45)	2.1
Hispanic or Latino	(153)	2.4
Native Hawaiian or Pacific Islander	(0)	
White	(755)	2.1
Two or More Races	(57)	2.3
Economically Disadvantaged	(416)	2.1
Not Economically Disadvantaged	(635)	2.2
English Learners	(66)	2.0
English Proficient	(985)	2.2
Students with Disabilities	(111)	1.6
Students without Disabilities	(940)	2.2
Proficient Last Year	(374)	2.1
Not Proficient Last Year	(677)	2.2

MATHEMATICS

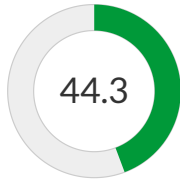
All Students	(1,095)	2.2
American Indian or Alaskan Native	(4)	
Asian	(39)	2.5
Black or African American	(51)	1.7
Hispanic or Latino	(156)	1.9
Native Hawaiian or Pacific Islander	(0)	
White	(784)	2.3
Two or More Races	(61)	2.1
Economically Disadvantaged	(445)	2.1
Not Economically Disadvantaged	(650)	2.3
English Learners	(71)	1.7
English Proficient	(1,024)	2.3
Students with Disabilities	(132)	2.2
Students without Disabilities	(963)	2.2
Proficient Last Year	(427)	2.3
Not Proficient Last Year	(668)	2.2



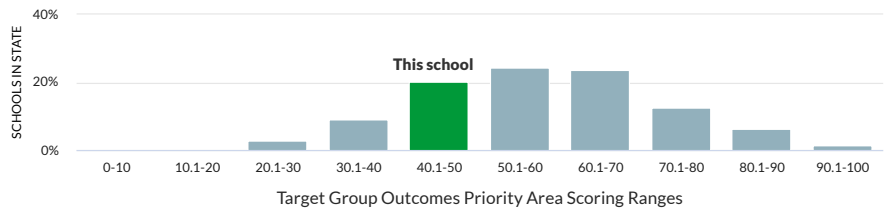
TARGET GROUP OUTCOMES

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 19.3% of 9-12 schools in the state.



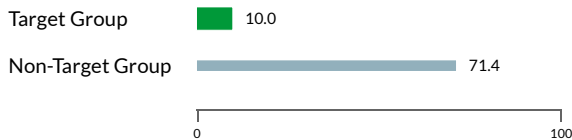
Component Scores

ACHIEVEMENT

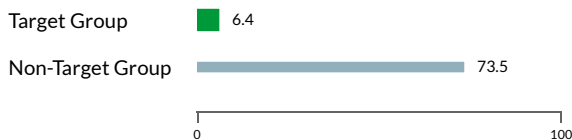
Score: 8.2

Average points-based proficiency rates.

English Language Arts



Mathematics

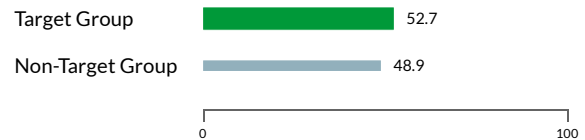


GROWTH

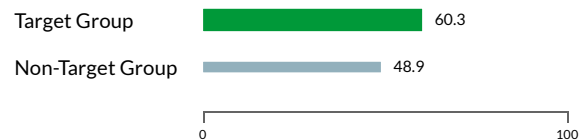
Score: 56.5

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

English Language Arts



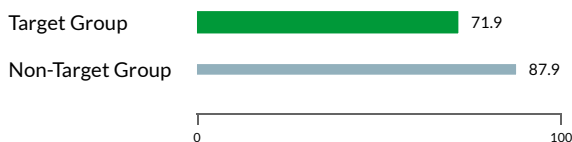
Mathematics



CHRONIC ABSENTEEISM

Score: 71.9

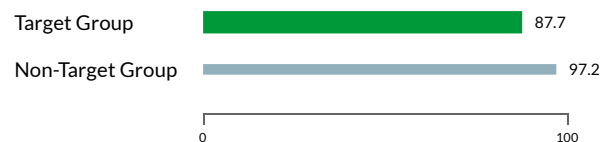
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.7

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

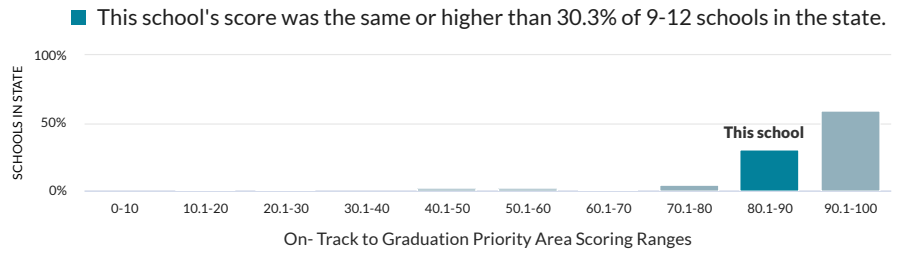
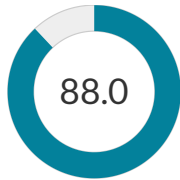




ON-TRACK TO GRADUATION

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

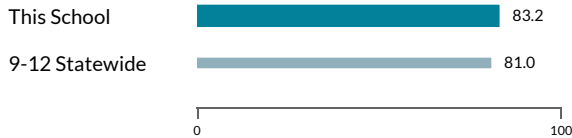


Component Scores

CHRONIC ABSENTEEISM

Score: 83.2

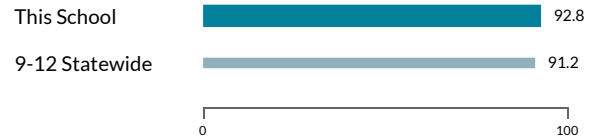
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.8

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%	264,742	17.9%	264,003	19.9%
All Students	1,907	22.7%	1,941	13.8%	1,997	15.6%
American Indian or Alaskan Native	4	100.0%	4	25.0%	6	16.7%
Asian	62	8.1%	55	3.6%	50	4.0%
Black or African American	95	41.1%	117	35.0%	142	43.0%
Hispanic or Latino	236	30.9%	252	21.4%	286	22.7%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	1,429	20.0%	1,436	10.8%	1,412	11.8%
Two or More Races	81	32.1%	77	19.5%	101	14.9%
Economically Disadvantaged	741	34.5%	768	25.7%	867	24.6%
English Learners	120	27.5%	117	23.1%	115	25.2%
Students with Disabilities	290	27.9%	298	18.8%	323	20.7%

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	67,282	60,074	89.3%	66,422	61,819	93.1%
All Students	516	473	91.7%	546	512	93.8%
American Indian or Alaskan Native	1	1	100.0%	6	5	83.3%
Asian	9	7	77.8%	12	12	100.0%
Black or African American	33	29	87.9%	28	23	82.1%
Hispanic or Latino	81	68	84.0%	46	40	87.0%
Native Hawaiian or Pacific Islander	0	NA	NA	1	1	100.0%
White	373	350	93.8%	438	419	95.7%
Two or More Races	19	18	94.7%	15	12	80.0%
Economically Disadvantaged	199	166	83.4%	180	160	88.9%
English Learners	34	26	76.5%	24	19	79.2%
Students with Disabilities	83	62	74.7%	82	76	92.7%



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.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
0.7%	19.9%

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

DUAL ENROLLMENT

School	State
28.1%	18.6%

562 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
4.0%	3.4%

79 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	6	2,799	0.0%	6.5%	0.0%	10.0%	0.0%	1.8%	0.0%	2.4%
Asian	50	9,944	0.0%	28.6%	38.0%	16.9%	0.0%	2.2%	2.0%	1.9%
Black or African American	142	25,102	0.0%	12.2%	7.7%	6.2%	0.0%	0.6%	2.1%	0.9%
Hispanic or Latino	286	34,372	0.3%	15.8%	22.7%	13.4%	0.0%	1.9%	2.1%	1.8%
Native Hawaiian or Pacific Islander	0	198	NA	17.7%	NA	17.2%	NA	3.0%	NA	1.0%
White	1,412	181,801	0.8%	21.7%	31.4%	21.8%	0.0%	3.4%	4.7%	4.2%
Two or More Races	101	9,827	1.0%	15.9%	22.8%	13.7%	0.0%	1.8%	3.0%	1.9%
Economically Disadvantaged	867	96,573	0.5%	10.8%	15.2%	12.0%	0.0%	2.1%	1.8%	2.6%
English Learners	115	14,562	0.0%	9.7%	11.3%	12.0%	0.0%	1.3%	1.7%	1.3%
Students with Disabilities	323	34,307	0.9%	3.6%	4.6%	9.6%	0.0%	1.9%	0.3%	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.

Participation by Type of Arts Course

ART & DESIGN

School	State
17.8%	23.0%

356 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
19.5%	18.3%

390 students successfully completed at least one music course.

THEATER

School	State
1.0%	2.4%

20 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	6	2,799	50.0%	21.5%	0.0%	0.1%	33.3%	12.5%	0.0%	1.2%
Asian	50	9,944	28.0%	20.6%	0.0%	0.3%	22.0%	16.3%	0.0%	1.5%
Black or African American	142	25,102	12.0%	18.7%	0.0%	0.4%	7.0%	8.9%	0.0%	2.9%
Hispanic or Latino	286	34,372	17.1%	21.3%	0.0%	0.3%	12.6%	12.1%	0.7%	2.3%
Native Hawaiian or Pacific Islander	0	198	NA	22.7%	NA	0.0%	NA	21.2%	NA	1.5%
White	1,412	181,801	18.4%	24.2%	0.0%	0.3%	22.0%	21.1%	1.3%	2.5%
Two or More Races	101	9,827	12.9%	21.5%	0.0%	0.3%	20.8%	16.5%	0.0%	2.4%
Economically Disadvantaged	867	96,573	18.2%	21.8%	0.0%	0.3%	12.0%	13.6%	0.3%	2.2%
English Learners	115	14,562	15.7%	21.6%	0.0%	0.2%	9.6%	9.4%	0.0%	1.6%
Students with Disabilities	323	34,307	15.5%	23.5%	0.0%	0.2%	10.2%	12.0%	0.3%	2.0%