

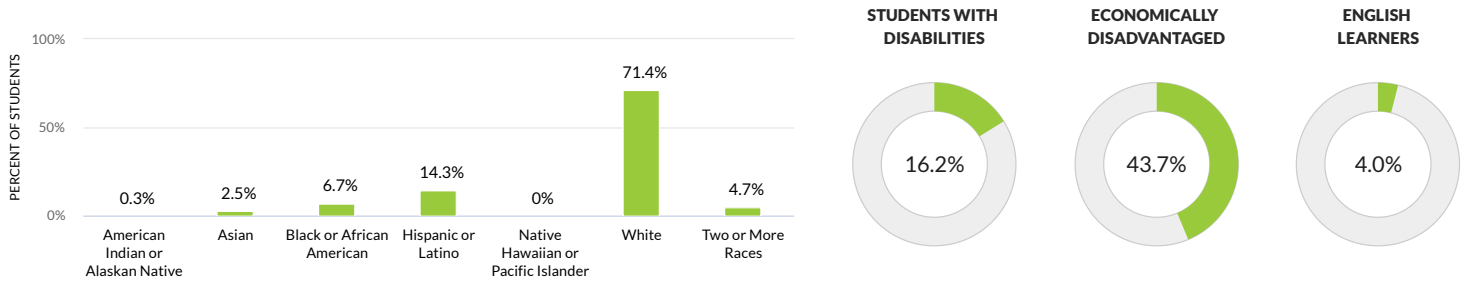


OVERVIEW

School Details

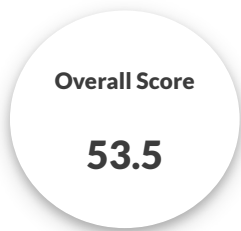
Grades : 9-12
Enrollment : 2,009
Percent open enrollment : 2.6%

Student Groups



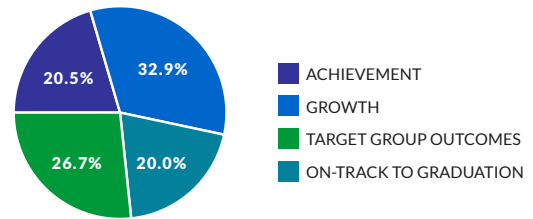
Score Summary

! 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>.



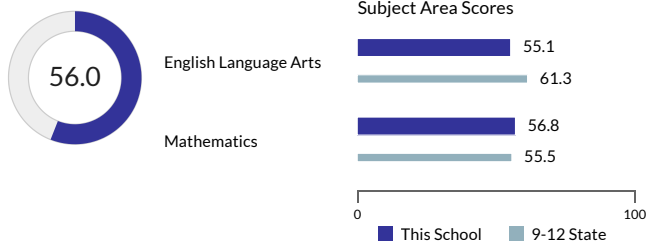
Meets Few Expectations
★★

PRIORITY AREA WEIGHTS

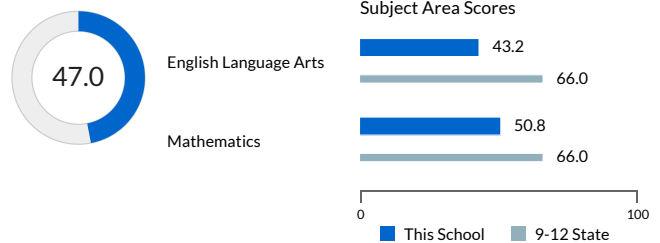


Priority Area Scores

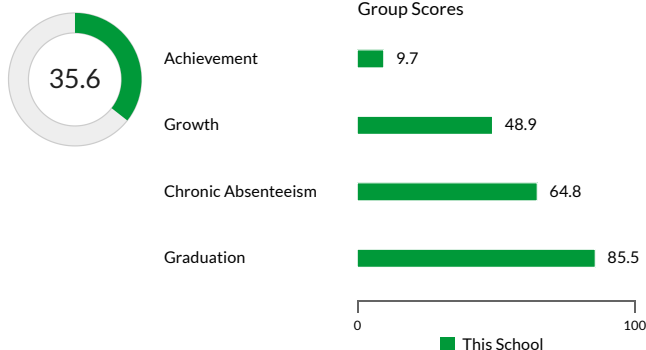
ACHIEVEMENT



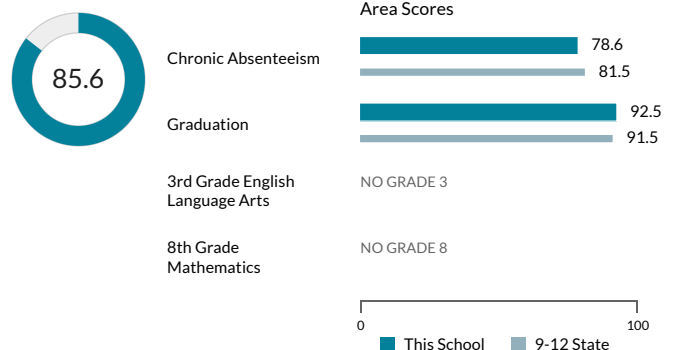
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

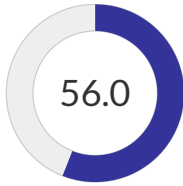




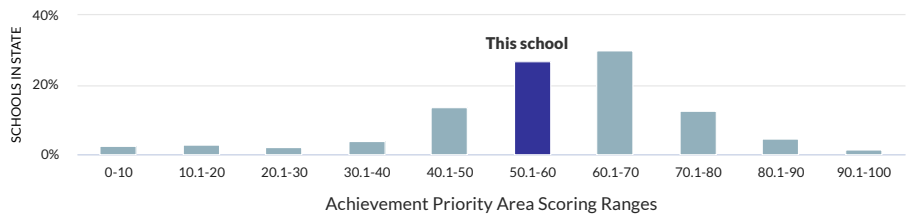
ACHIEVEMENT

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



This school's score was the same or higher than 40.3% of 9-12 schools in the state.



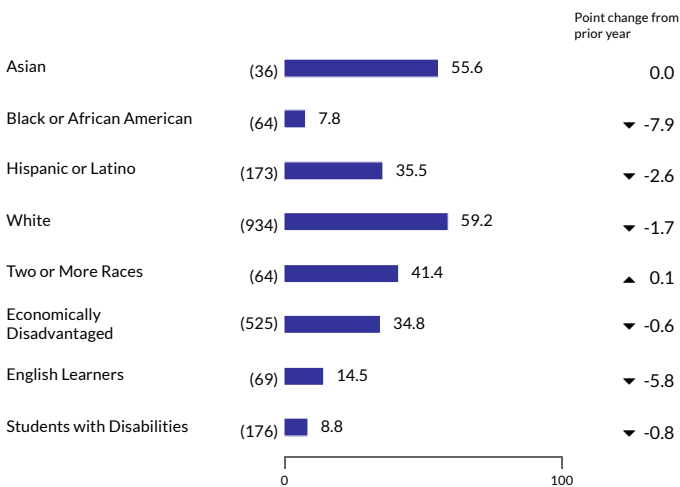
English Language Arts Score: 55.1

Mathematics Score: 56.8

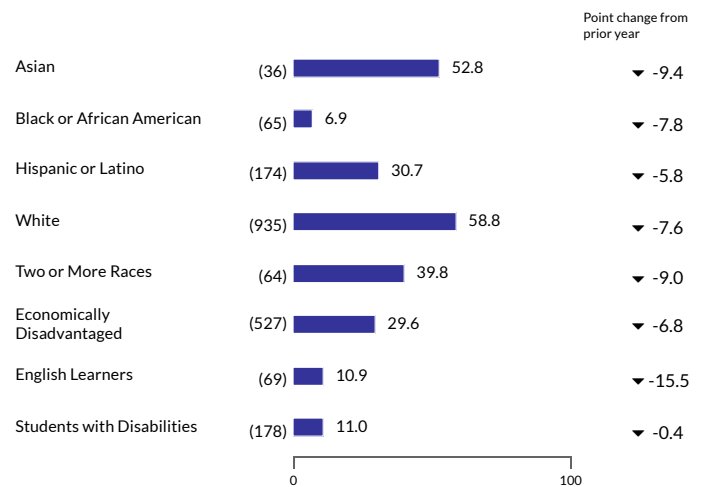
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



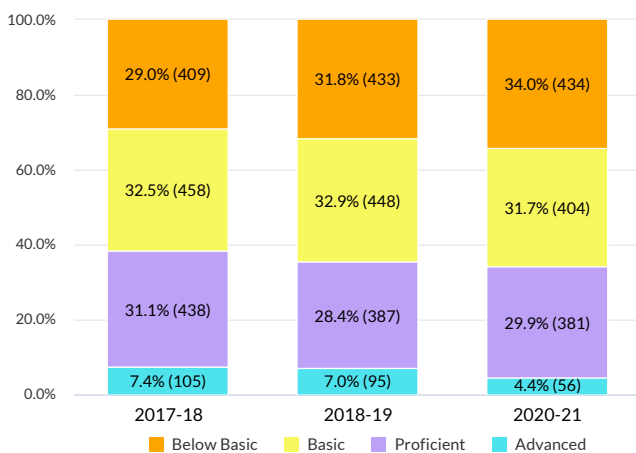
MATHEMATICS



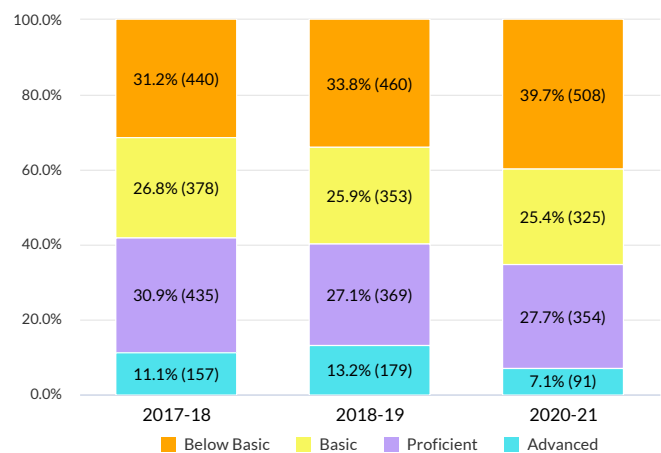
Performance Levels by Year

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: 89.1%
 Lowest-participating group: Black or African American: 71.7%

MATHEMATICS

All students: 89.4%
 Lowest-participating group: Black or African American: 73.6%

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	1,410	7.4%	31.1%	32.5%	29.0%	1,363	7.0%	28.4%	32.9%	31.8%	1,275	4.4%	29.9%	31.7%	34.0%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	40	10.0%	42.5%	30.0%	17.5%	45	8.9%	26.7%	31.1%	33.3%	36	2.8%	30.6%	41.7%	25.0%
Black or African American	85	1.2%	5.9%	24.7%	68.2%	70	0.0%	1.4%	28.6%	70.0%	64	0.0%	0.0%	15.6%	84.4%
Hispanic or Latino	151	4.0%	16.6%	39.7%	39.7%	156	2.6%	15.4%	37.8%	44.2%	173	1.2%	15.6%	36.4%	46.8%
White	1,096	8.3%	34.9%	32.4%	24.4%	1,049	8.0%	32.4%	33.0%	26.6%	934	5.6%	35.1%	31.5%	27.8%
Two or More Races	31	9.7%	19.4%	29.0%	41.9%	40	5.0%	22.5%	22.5%	50.0%	64	1.6%	23.4%	31.3%	43.8%
Economically Disadvantaged	520	2.9%	17.7%	30.6%	48.8%	531	2.4%	16.0%	31.5%	50.1%	525	1.3%	17.3%	30.9%	50.5%
English Learners	82	0.0%	4.9%	40.2%	54.9%	91	0.0%	4.4%	31.9%	63.7%	69	0.0%	4.3%	20.3%	75.4%
Students with Disabilities	208	1.4%	4.3%	14.9%	79.3%	188	0.0%	2.7%	13.8%	83.5%	176	0.0%	2.3%	13.1%	84.7%

MATHEMATICS

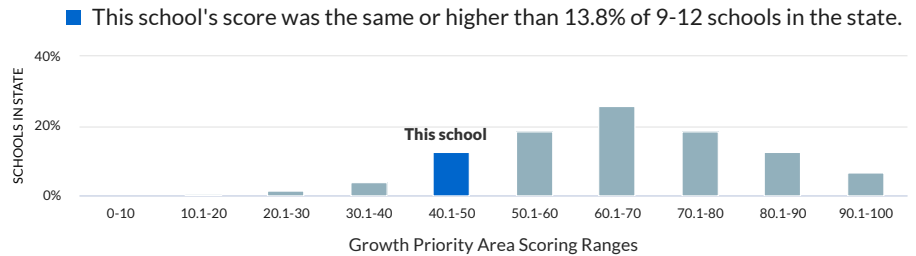
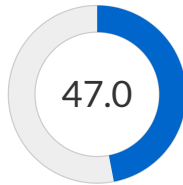
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	1,410	11.1%	30.9%	26.8%	31.2%	1,361	13.2%	27.1%	25.9%	33.8%	1,278	7.1%	27.7%	25.4%	39.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	40	7.5%	42.5%	27.5%	22.5%	45	8.9%	28.9%	40.0%	22.2%	36	5.6%	33.3%	22.2%	38.9%
Black or African American	85	1.2%	9.4%	20.0%	69.4%	68	0.0%	4.4%	20.6%	75.0%	65	0.0%	3.1%	7.7%	89.2%
Hispanic or Latino	151	4.0%	19.9%	29.1%	47.0%	156	6.4%	12.2%	29.5%	51.9%	174	0.6%	17.2%	25.3%	56.9%
White	1,096	13.1%	34.4%	26.5%	26.0%	1,049	15.2%	31.2%	25.0%	28.7%	935	9.2%	31.4%	27.1%	32.3%
Two or More Races	31	6.5%	3.2%	48.4%	41.9%	40	10.0%	17.5%	32.5%	40.0%	64	3.1%	25.0%	20.3%	51.6%
Economically Disadvantaged	520	4.8%	18.5%	25.6%	51.2%	529	4.2%	16.1%	28.2%	51.6%	527	2.1%	14.4%	24.1%	59.4%
English Learners	82	1.2%	11.0%	30.5%	57.3%	91	0.0%	11.0%	30.8%	58.2%	69	0.0%	2.9%	15.9%	81.2%
Students with Disabilities	208	1.0%	6.3%	13.9%	78.8%	188	1.1%	4.3%	11.2%	83.5%	178	0.6%	2.8%	14.6%	82.0%



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



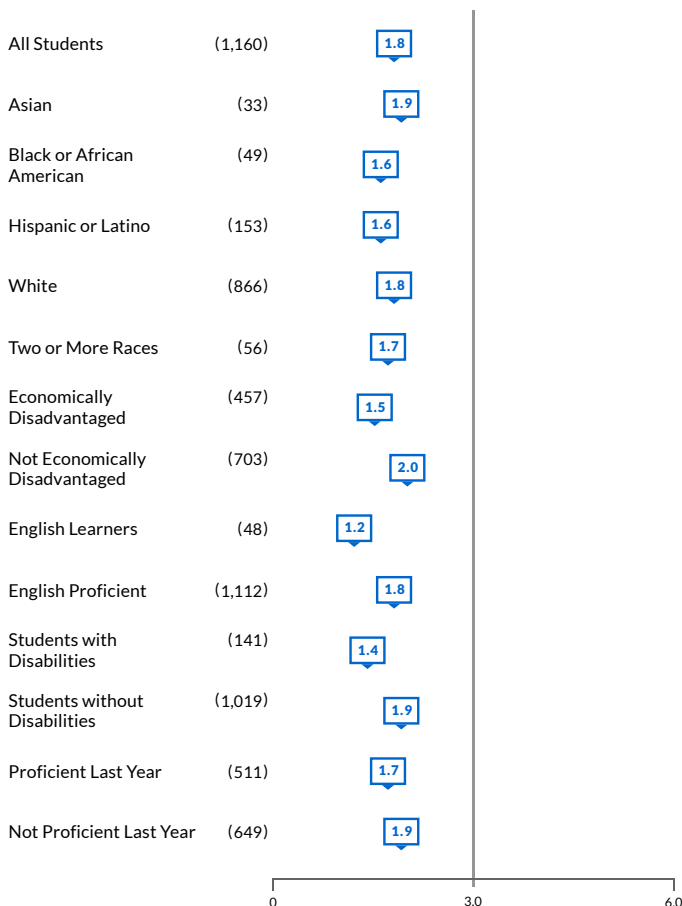
English Language Arts Score: 43.2

Mathematics Score: 50.8

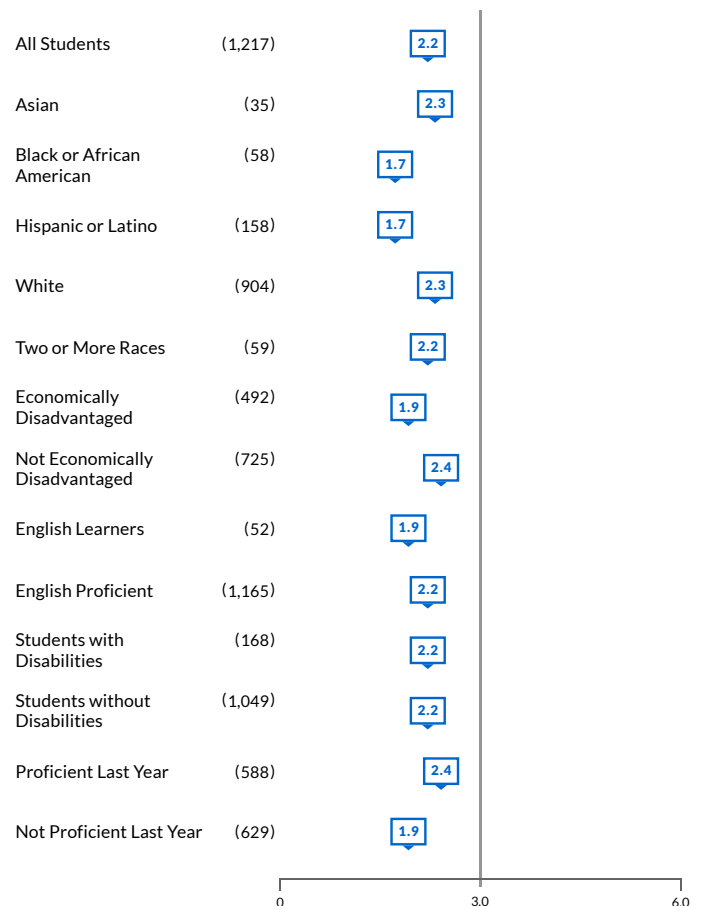
Student Group Value-Added (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS

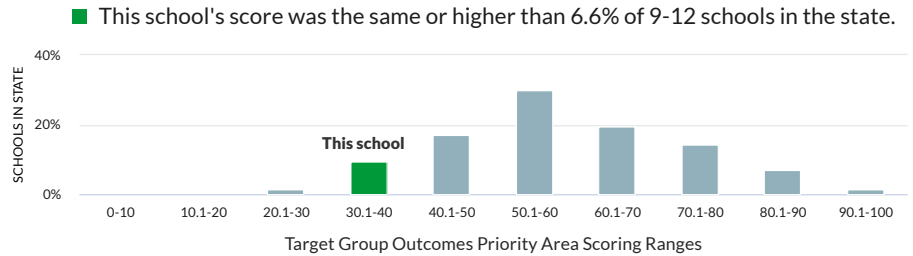
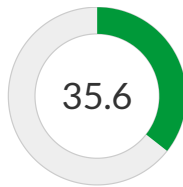




TARGET GROUP OUTCOMES

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



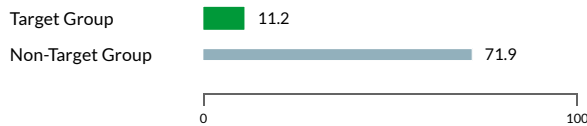
Component Scores

ACHIEVEMENT

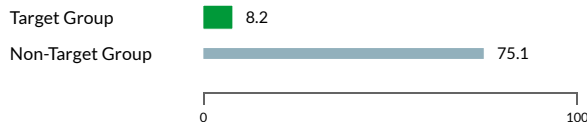
Score: 9.7

Average points-based proficiency rates.

English Language Arts



Mathematics

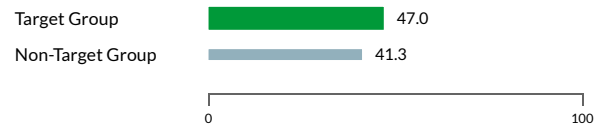


GROWTH

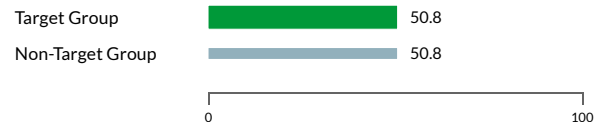
Score: 48.9

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

English Language Arts



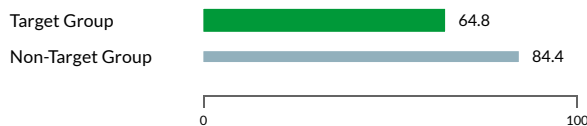
Mathematics



CHRONIC ABSENTEEISM

Score: 64.8

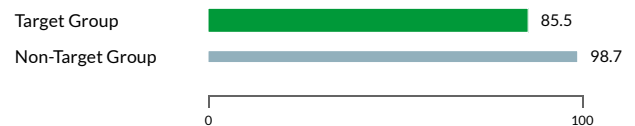
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 85.5

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

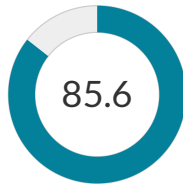




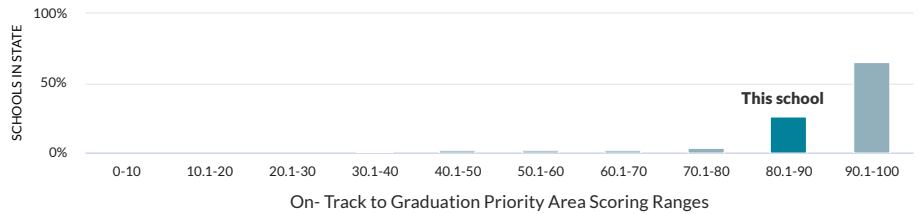
ON-TRACK TO GRADUATION

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



This school's score was the same or higher than 18.2% of 9-12 schools in the state.

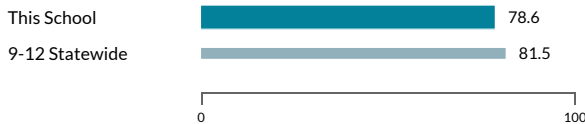


Component Scores

CHRONIC ABSENTEEISM

Score: 78.6

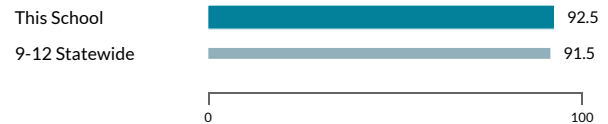
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.5

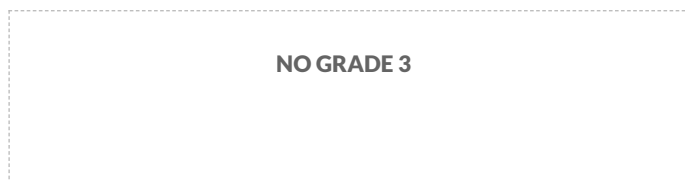
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

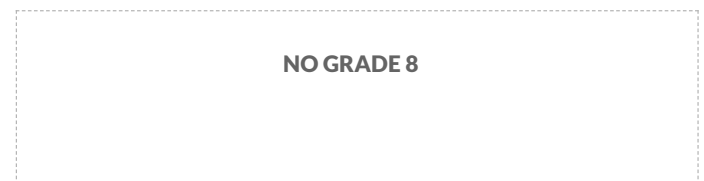
Average points-based proficiency rates.



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	2,007	30.7%	1,907	22.7%	1,941	13.8%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	54	11.1%	62	8.1%	55	3.6%
Black or African American	121	68.6%	95	41.1%	117	35.0%
Hispanic or Latino	202	35.1%	236	30.9%	252	21.4%
Native Hawaiian or Pacific Islander	< 20	*	0	NA	0	NA
White	1,568	27.0%	1,429	20.0%	1,436	10.8%
Two or More Races	50	52.0%	81	32.1%	77	19.5%
Economically Disadvantaged	758	45.8%	741	34.5%	768	25.7%
English Learners	106	26.4%	120	27.5%	117	23.1%
Students with Disabilities	328	38.4%	290	27.9%	298	18.8%

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	496	464	93.5%	531	486	91.5%
American Indian or Alaskan Native	< 20	*	*	0	NA	NA
Asian	< 20	*	*	22	21	95.5%
Black or African American	28	22	78.6%	21	15	71.4%
Hispanic or Latino	57	53	93.0%	50	45	90.0%
White	372	353	94.9%	427	394	92.3%
Two or More Races	20	17	85.0%	< 20	*	*
Economically Disadvantaged	174	156	89.7%	147	128	87.1%
English Learners	31	26	83.9%	24	23	95.8%
Students with Disabilities	74	56	75.7%	39	29	74.4%



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
20.8%	19.2%

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

DUAL ENROLLMENT

School	State
26.6%	17.8%

544 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.9%	1.4%

59 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
3.0%	2.4%

61 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	57	10,028	22.8%	27.3%	26.3%	17.9%	5.3%	1.1%	7.0%	1.4%
Black or African American	126	24,232	0.0%	11.5%	11.9%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	274	31,812	15.3%	14.7%	23.4%	14.1%	1.1%	0.9%	2.6%	1.4%
White	1,496	188,332	24.1%	20.8%	29.1%	19.7%	3.2%	1.6%	3.2%	2.8%
Two or More Races	88	9,226	12.5%	16.1%	14.8%	13.3%	5.7%	1.1%	2.3%	1.4%
Economically Disadvantaged	826	97,617	8.2%	11.0%	17.8%	13.7%	1.2%	0.8%	0.8%	1.7%
English Learners	130	13,412	3.8%	8.7%	15.4%	14.1%	0.0%	0.5%	1.5%	1.3%
Students with Disabilities	316	34,473	2.2%	2.9%	8.2%	10.2%	0.6%	0.5%	0.9%	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

School	State
18.3%	24.7%

374 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
23.6%	21.3%

483 students successfully completed at least one music course.

THEATER

School	State
1.3%	1.9%

26 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. 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	57	10,028	33.3%	25.8%	0.0%	0.3%	29.8%	21.8%	0.0%	1.5%
Black or African American	126	24,232	11.1%	27.9%	0.0%	0.5%	9.5%	13.8%	0.0%	4.1%
Hispanic or Latino	274	31,812	15.3%	26.2%	0.0%	0.3%	17.2%	15.5%	0.4%	1.8%
White	1,496	188,332	18.8%	23.9%	0.0%	0.3%	25.6%	23.4%	1.5%	1.7%
Two or More Races	88	9,226	20.5%	23.9%	0.0%	0.4%	27.3%	19.8%	2.3%	1.9%
Economically Disadvantaged	826	97,617	20.0%	26.9%	0.0%	0.3%	15.9%	17.4%	1.0%	2.3%
English Learners	130	13,412	21.5%	29.0%	0.0%	0.2%	10.0%	13.0%	0.0%	1.4%
Students with Disabilities	316	34,473	17.1%	25.4%	0.0%	0.3%	12.3%	14.3%	0.3%	1.9%

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 Madison, WI 53707-7841
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WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

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