

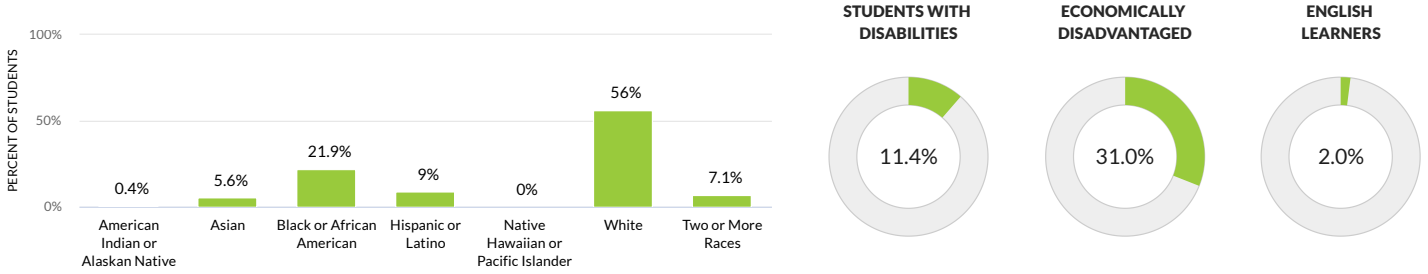


OVERVIEW

School Details

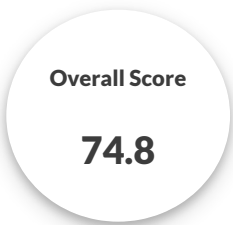
Grades : 9-12
Enrollment : 1,069
Percent open enrollment : 21%

Student Groups



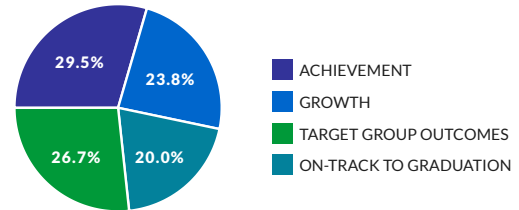
Score Summary

! 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>.



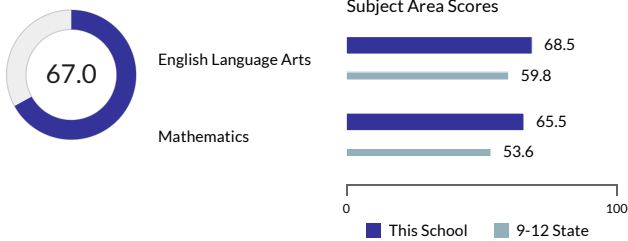
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

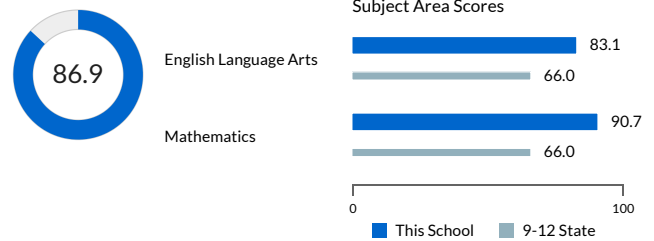


Priority Area Scores

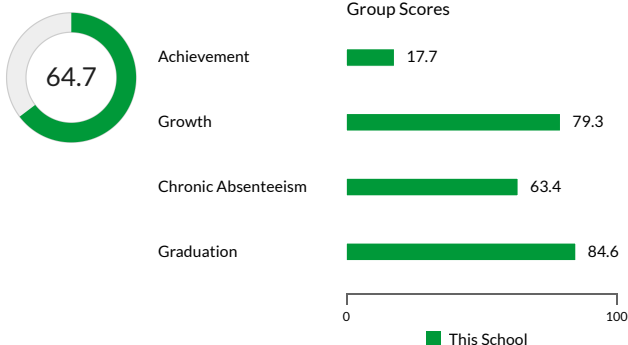
ACHIEVEMENT



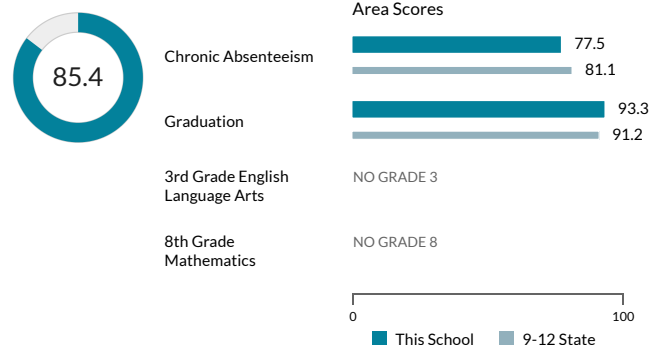
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

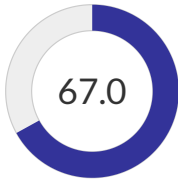




ACHIEVEMENT

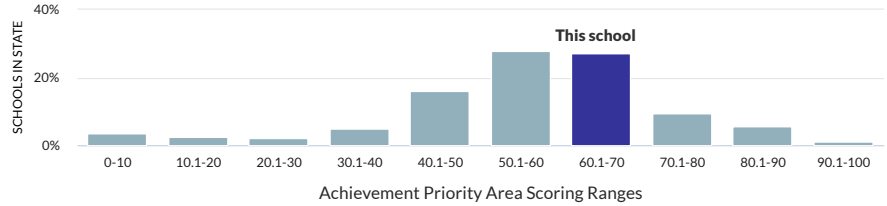
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 68.5
Mathematics Score: 65.5

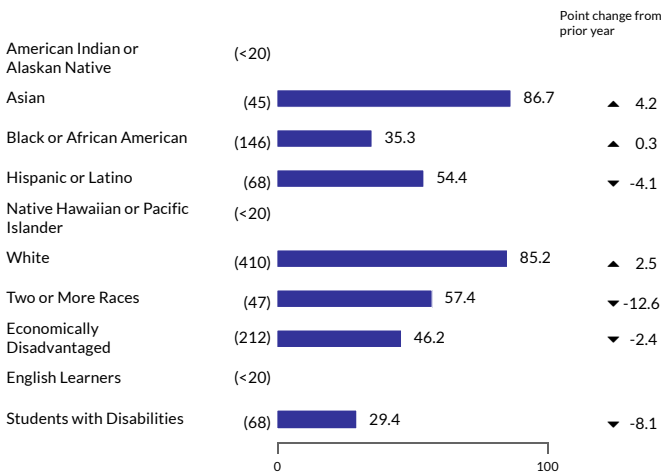
This school's score was the same or higher than 79.0% of 9-12 schools in the state.



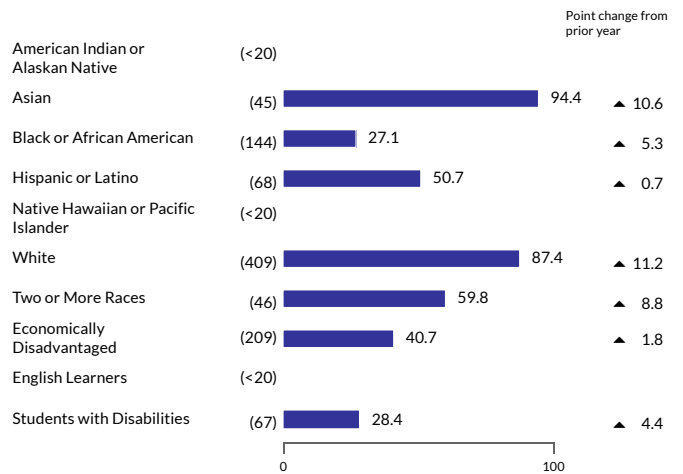
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



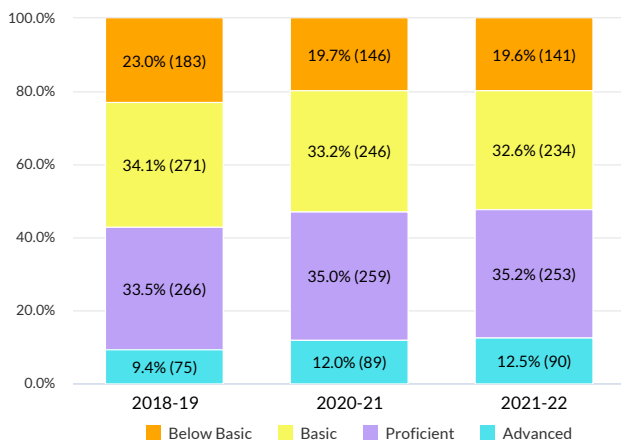
MATHEMATICS



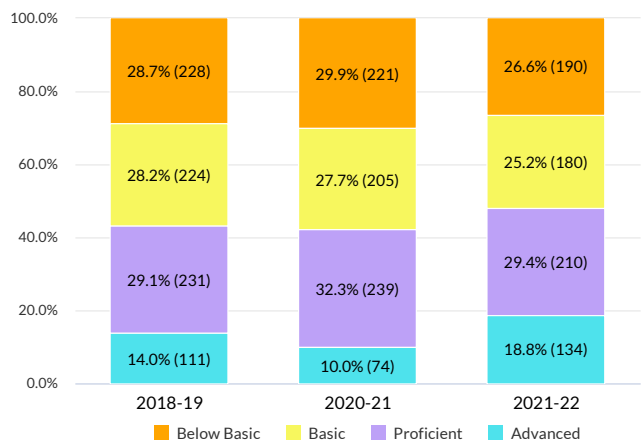
Performance Levels by Year

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
94.2%	88.7%

MATHEMATICS

All students	Lowest-participating group: Black or African American
93.6%	87.5%

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	795	9.4%	33.5%	34.1%	23.0%	740	12.0%	35.0%	33.2%	19.7%	718	12.5%	35.2%	32.6%	19.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	36	8.3%	41.7%	27.8%	22.2%	40	17.5%	40.0%	32.5%	10.0%	45	17.8%	42.2%	35.6%	4.4%
Black or African American	178	1.1%	9.6%	43.8%	45.5%	157	1.9%	14.0%	36.3%	47.8%	146	2.1%	13.7%	37.0%	47.3%
Hispanic or Latino	55	1.8%	18.2%	47.3%	32.7%	59	3.4%	32.2%	42.4%	22.0%	68	4.4%	32.4%	30.9%	32.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	453	13.9%	44.6%	28.3%	13.2%	431	16.0%	43.4%	30.6%	10.0%	410	17.6%	44.1%	29.5%	8.8%
Two or More Races	70	8.6%	30.0%	40.0%	21.4%	50	16.0%	28.0%	36.0%	20.0%	47	8.5%	23.4%	42.6%	25.5%
Economically Disadvantaged	223	1.8%	17.9%	42.6%	37.7%	217	4.1%	21.7%	41.5%	32.7%	212	3.8%	20.8%	39.6%	35.8%
English Learners	24	0.0%	8.3%	29.2%	62.5%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	76	1.3%	6.6%	23.7%	68.4%	76	2.6%	15.8%	35.5%	46.1%	68	1.5%	13.2%	27.9%	57.4%

MATHEMATICS

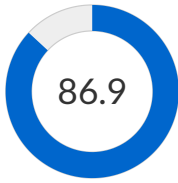
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	794	14.0%	29.1%	28.2%	28.7%	739	10.0%	32.3%	27.7%	29.9%	714	18.8%	29.4%	25.2%	26.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	36	13.9%	36.1%	30.6%	19.4%	40	12.5%	55.0%	20.0%	12.5%	45	31.1%	35.6%	24.4%	8.9%
Black or African American	177	0.6%	9.6%	28.2%	61.6%	156	0.0%	10.3%	23.1%	66.7%	144	2.1%	11.1%	25.7%	61.1%
Hispanic or Latino	55	1.8%	20.0%	34.5%	43.6%	59	1.7%	30.5%	33.9%	33.9%	68	4.4%	23.5%	41.2%	30.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	453	20.8%	36.9%	26.7%	15.7%	432	14.8%	39.8%	28.2%	17.1%	409	26.9%	35.7%	22.7%	14.7%
Two or More Races	70	14.3%	31.4%	31.4%	22.9%	49	8.2%	20.4%	36.7%	34.7%	46	8.7%	34.8%	23.9%	32.6%
Economically Disadvantaged	222	5.0%	14.0%	32.9%	48.2%	217	1.8%	19.8%	32.7%	45.6%	209	5.3%	17.7%	30.1%	46.9%
English Learners	24	0.0%	12.5%	16.7%	70.8%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	75	1.3%	8.0%	22.7%	68.0%	77	1.3%	13.0%	18.2%	67.5%	67	6.0%	7.5%	23.9%	62.7%



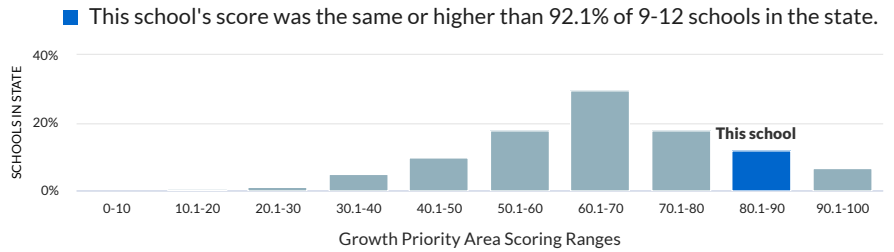
GROWTH

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



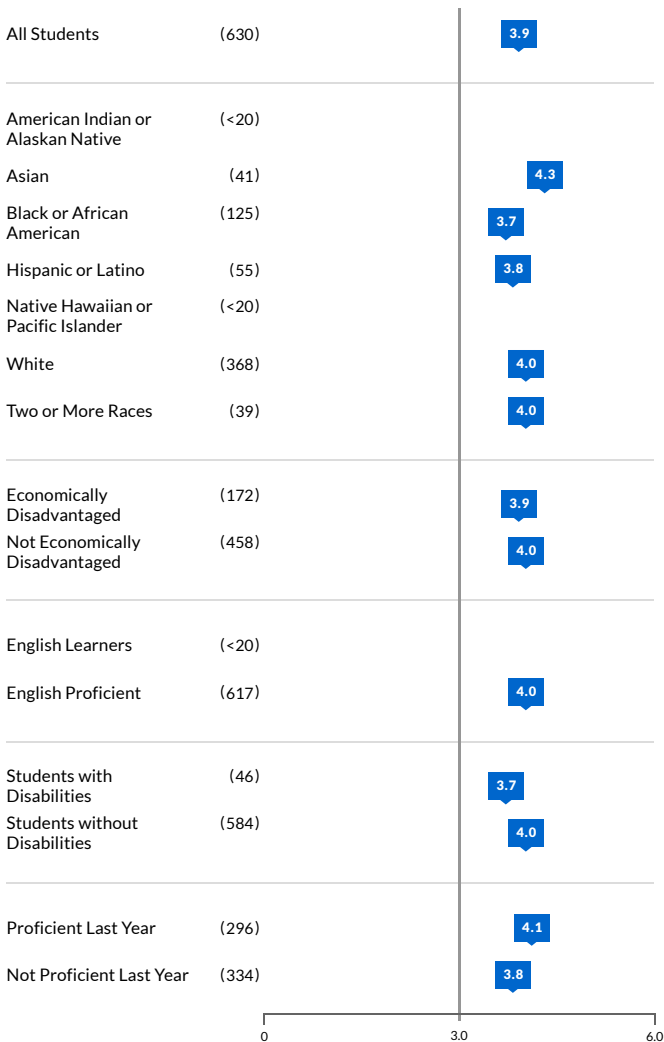
English Language Arts Score: 83.1
Mathematics Score: 90.7



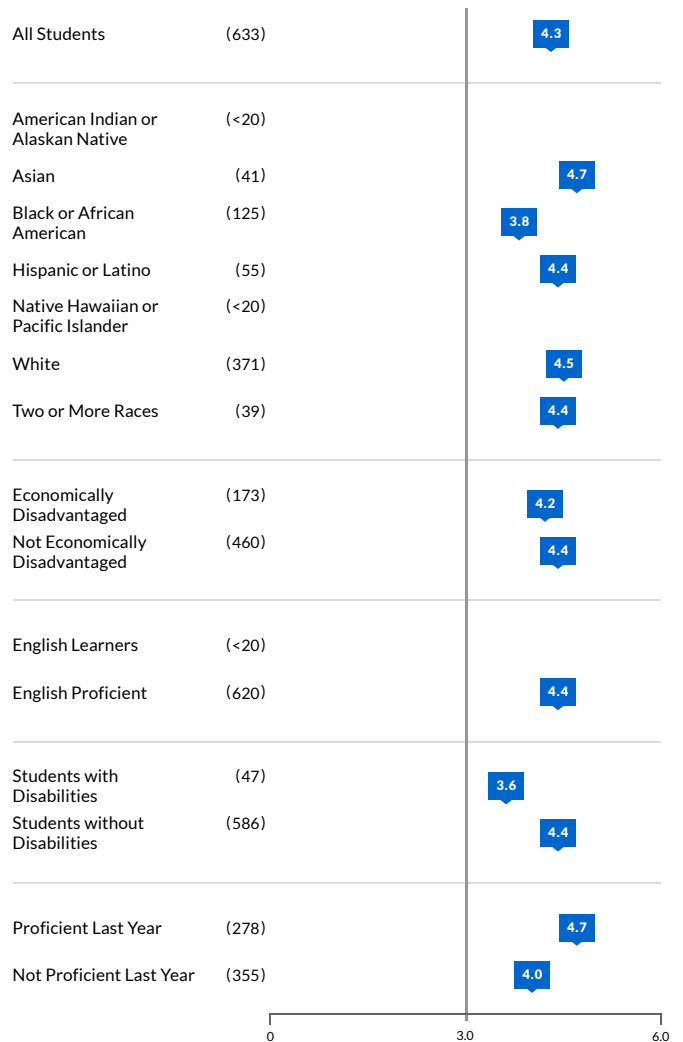
Student Group Value-Added (for information only)

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

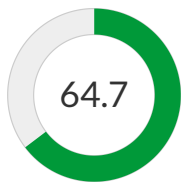




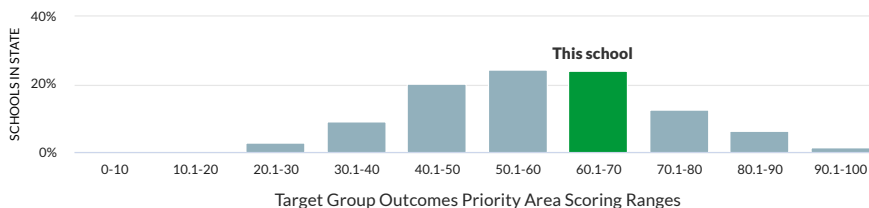
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 70.7% of 9-12 schools in the state.



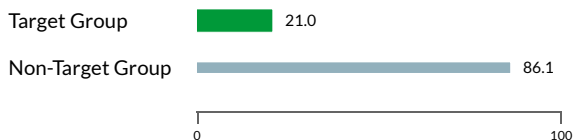
Component Scores

ACHIEVEMENT

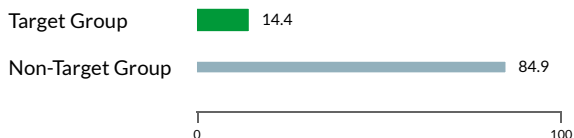
Score: 17.7

Average points-based proficiency rates.

English Language Arts



Mathematics

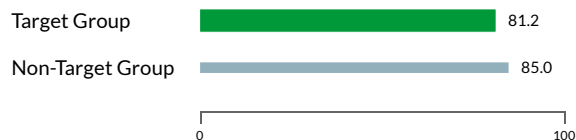


GROWTH

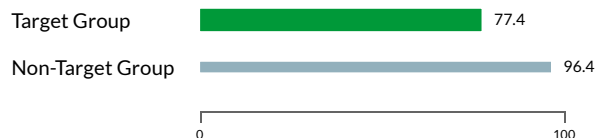
Score: 79.3

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

English Language Arts



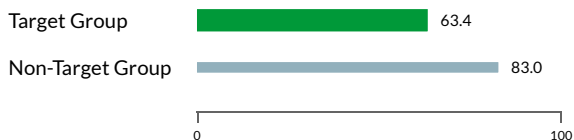
Mathematics



CHRONIC ABSENTEEISM

Score: 63.4

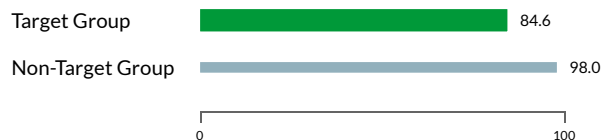
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 84.6

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

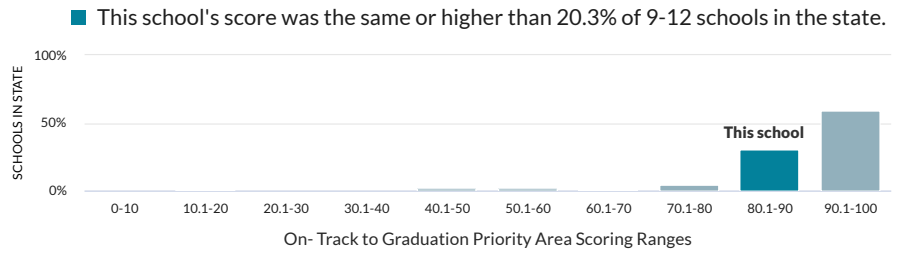
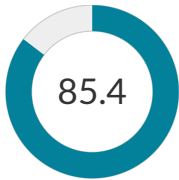




ON-TRACK TO GRADUATION

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

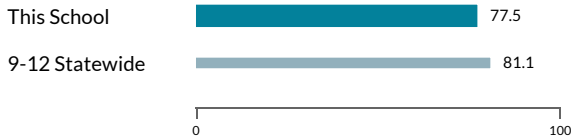


Component Scores

CHRONIC ABSENTEEISM

Score: 77.5

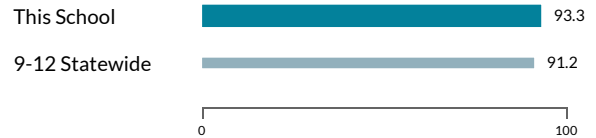
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.3

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	1,069	11.1%	1,069	18.0%	955	35.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	53	5.7%	49	12.2%	43	27.9%
Black or African American	243	16.9%	247	25.1%	204	56.4%
Hispanic or Latino	69	13.0%	82	26.8%	76	48.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	604	9.1%	622	14.0%	570	26.0%
Two or More Races	96	9.4%	64	20.3%	60	38.3%
Economically Disadvantaged	309	19.1%	303	27.4%	282	53.5%
English Learners	31	6.5%	21	4.8%	20	55.0%
Students with Disabilities	102	20.6%	99	22.2%	105	33.3%

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	236	217	91.9%	271	256	94.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	54	47	87.0%	62	58	93.5%
Hispanic or Latino	20	18	90.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	140	132	94.3%	165	160	97.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	68	54	79.4%	81	70	86.4%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	21	15	71.4%	<20	*	*



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
51.9%	19.9%

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

DUAL ENROLLMENT

School	State
0.0%	18.6%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.8%	2.8%

27 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	3.4%

No 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	43	9,945	53.5%	28.6%	0.0%	16.9%	4.7%	2.2%	0.0%	1.9%
Black or African American	204	25,104	36.3%	12.2%	0.0%	6.2%	3.9%	0.6%	0.0%	0.9%
Hispanic or Latino	76	34,372	51.3%	15.8%	0.0%	13.4%	2.6%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	570	181,931	58.1%	21.7%	0.0%	21.7%	2.3%	3.4%	0.0%	4.2%
Two or More Races	60	9,829	46.7%	15.9%	0.0%	13.7%	1.7%	1.8%	0.0%	1.9%
Economically Disadvantaged	282	96,593	40.4%	10.8%	0.0%	12.0%	2.8%	2.1%	0.0%	2.6%
English Learners	20	14,562	45.0%	9.7%	0.0%	12.0%	0.0%	1.3%	0.0%	1.3%
Students with Disabilities	105	34,324	21.9%	3.6%	0.0%	9.6%	2.9%	1.9%	0.0%	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
23.9%	23.0%	0.0%	0.3%	22.2%	18.3%	6.8%	1.6%
228 students successfully completed at least one art & design course.		No students successfully completed a dance course.		212 students successfully completed at least one music course.		65 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	43	9,945	30.2%	20.6%	0.0%	0.3%	18.6%	16.3%	4.7%	0.9%
Black or African American	204	25,104	19.1%	18.7%	0.0%	0.4%	9.8%	8.9%	6.4%	2.5%
Hispanic or Latino	76	34,372	19.7%	21.3%	0.0%	0.2%	21.1%	12.1%	3.9%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	570	181,931	25.6%	24.2%	0.0%	0.3%	27.9%	21.0%	7.7%	1.5%
Two or More Races	60	9,829	23.3%	21.5%	0.0%	0.2%	15.0%	16.5%	5.0%	1.6%
Economically Disadvantaged	282	96,593	17.7%	21.8%	0.0%	0.2%	14.2%	13.6%	5.3%	1.5%
English Learners	20	14,562	25.0%	21.6%	0.0%	0.2%	15.0%	9.4%	5.0%	1.1%
Students with Disabilities	105	34,324	26.7%	23.4%	0.0%	0.2%	14.3%	12.0%	12.4%	1.5%