

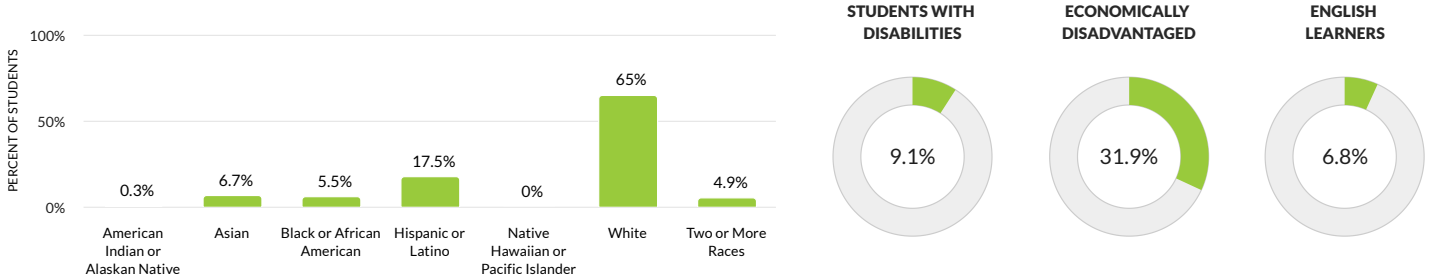


OVERVIEW

School Details

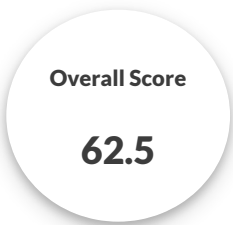
Grades : 9-12
Enrollment : 2,223
Percent open enrollment : 8.4%

Student Groups



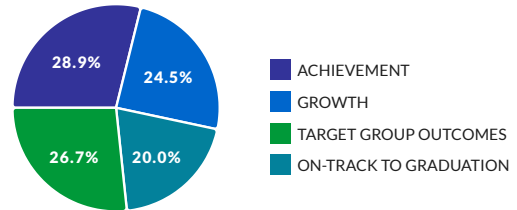
Score Summary

Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



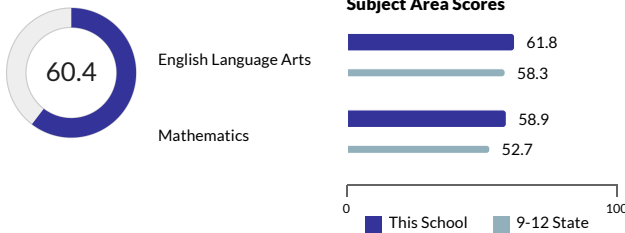
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

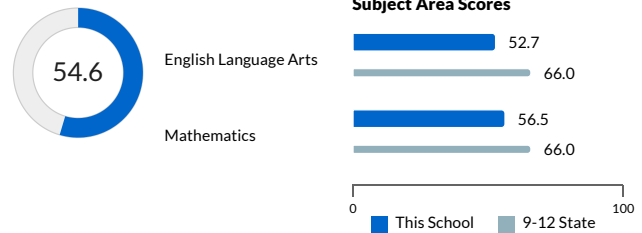


Priority Area Scores

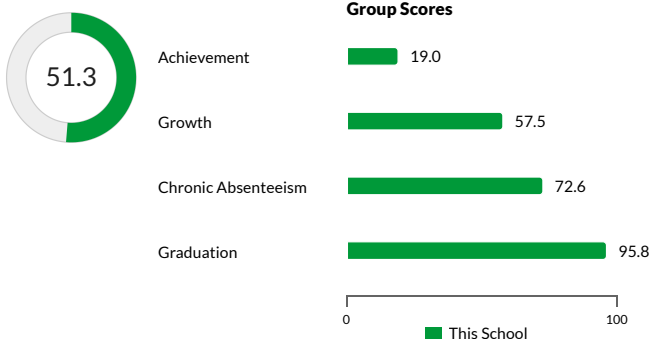
ACHIEVEMENT



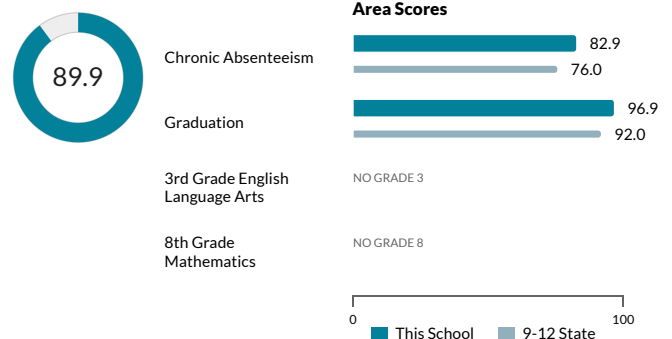
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

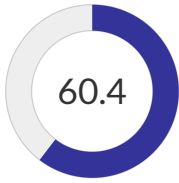




ACHIEVEMENT

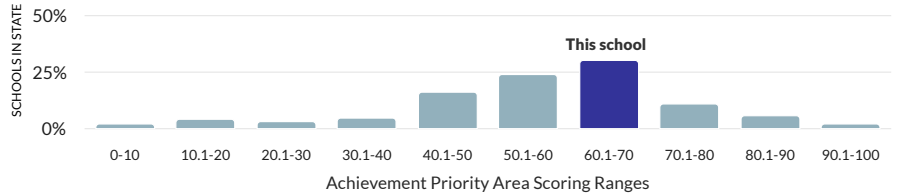
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 61.8
Mathematics Score: 58.9

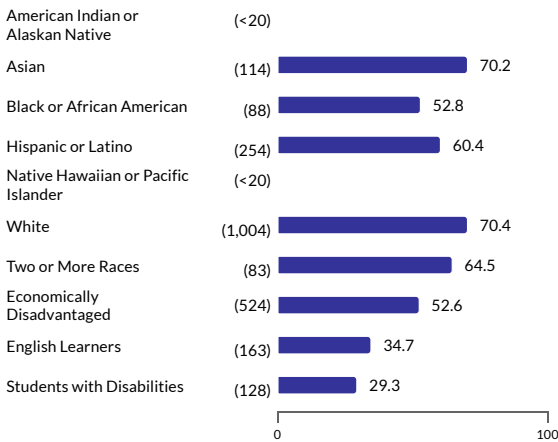
This school's score was the same or higher than 53.9% of 9-12 schools in the state.



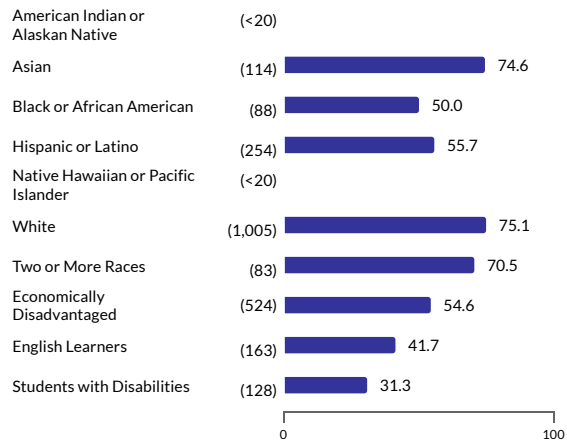
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



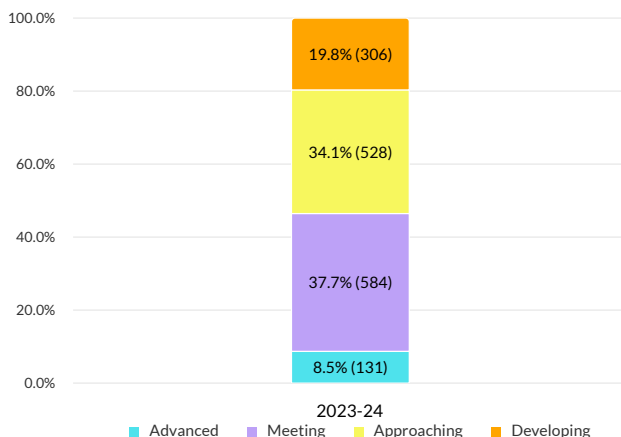
MATHEMATICS



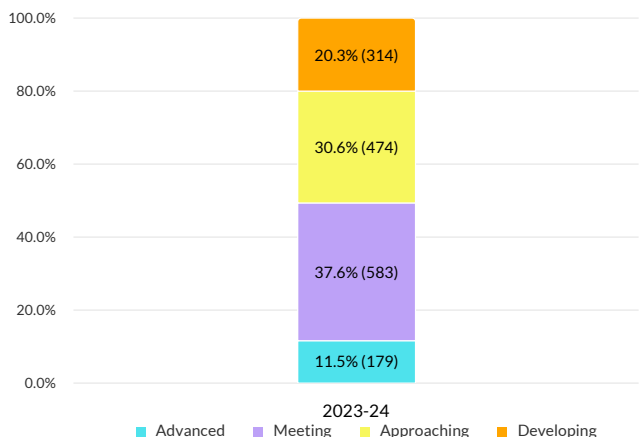
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
95.5%	83.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.6%	83.9%

Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	1,508	5.3%	35.5%	33.5%	25.7%	1,537	7.7%	33.1%	37.3%	21.9%	1,549	8.5%	37.7%	34.1%	19.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	97	4.1%	46.4%	30.9%	18.6%	98	12.2%	30.6%	36.7%	20.4%	114	7.9%	41.2%	34.2%	16.7%
Black or African American	58	0.0%	17.2%	39.7%	43.1%	69	0.0%	27.5%	39.1%	33.3%	88	6.8%	23.9%	37.5%	31.8%
Hispanic or Latino	248	3.2%	25.0%	37.1%	34.7%	244	4.5%	26.6%	39.8%	29.1%	254	5.9%	33.5%	36.2%	24.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,041	6.2%	38.0%	31.8%	23.9%	1,061	8.4%	35.0%	36.6%	20.1%	1,004	9.6%	39.5%	33.1%	17.8%
Two or More Races	59	5.1%	33.9%	44.1%	16.9%	59	8.5%	39.0%	37.3%	15.3%	83	4.8%	38.6%	37.3%	19.3%
Economically Disadvantaged	408	2.2%	22.8%	34.6%	40.4%	442	5.0%	20.6%	40.7%	33.7%	524	4.4%	26.5%	38.9%	30.2%
English Learners	133	1.5%	10.5%	36.1%	51.9%	153	0.7%	11.8%	41.2%	46.4%	163	0.6%	11.7%	44.2%	43.6%
Students with Disabilities	98	0.0%	7.1%	11.2%	81.6%	112	1.8%	7.1%	30.4%	60.7%	128	1.6%	11.7%	30.5%	56.3%

MATHEMATICS

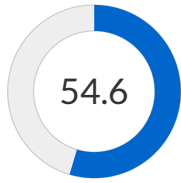
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,508	13.1%	28.2%	26.8%	32.0%	1,539	10.7%	26.9%	31.1%	31.3%	1,550	11.5%	37.6%	30.6%	20.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	97	16.5%	33.0%	27.8%	22.7%	99	16.2%	27.3%	31.3%	25.3%	114	14.9%	36.8%	30.7%	17.5%
Black or African American	58	3.4%	10.3%	22.4%	63.8%	69	5.8%	8.7%	29.0%	56.5%	88	5.7%	25.0%	33.0%	36.4%
Hispanic or Latino	248	6.0%	21.8%	23.4%	48.8%	244	5.3%	18.4%	32.8%	43.4%	254	5.9%	29.1%	35.4%	29.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,041	15.1%	30.5%	26.7%	27.8%	1,062	11.7%	30.3%	30.1%	27.9%	1,005	13.2%	41.0%	28.6%	17.2%
Two or More Races	59	11.9%	22.0%	44.1%	22.0%	59	11.9%	22.0%	39.0%	27.1%	83	9.6%	36.1%	39.8%	14.5%
Economically Disadvantaged	408	4.2%	20.3%	27.7%	47.8%	443	5.2%	16.9%	32.5%	45.4%	524	6.3%	26.5%	37.2%	30.0%
English Learners	133	3.8%	12.8%	32.3%	51.1%	153	0.7%	9.2%	35.9%	54.2%	163	1.8%	19.6%	38.7%	39.9%
Students with Disabilities	98	3.1%	5.1%	11.2%	80.6%	112	0.9%	6.3%	20.5%	72.3%	128	3.9%	10.2%	30.5%	55.5%



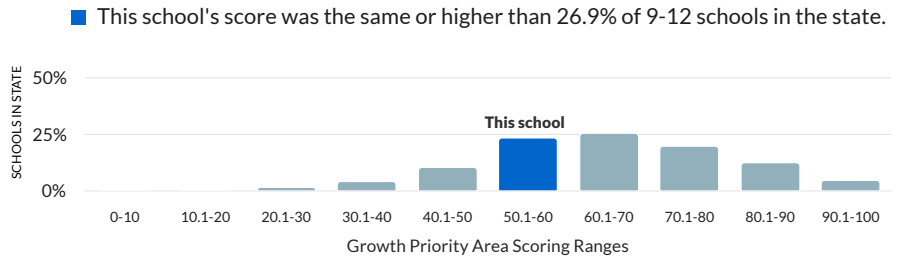
GROWTH

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: 52.7
Mathematics Score: 56.5



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	(1,458)	2.3
American Indian or Alaskan Native	(<20)	
Asian	(105)	2.4
Black or African American	(81)	2.2
Hispanic or Latino	(239)	2.3
Native Hawaiian or Pacific Islander	(<20)	
White	(948)	2.4
Two or More Races	(79)	1.9
Economically Disadvantaged	(479)	2.2
Not Economically Disadvantaged	(979)	2.4
English Learners	(145)	2.5
English Proficient	(1,313)	2.3
Students with Disabilities	(107)	2.1
Students without Disabilities	(1,351)	2.3
Proficient Last Year	(634)	2.1
Not Proficient Last Year	(824)	2.5

MATHEMATICS

All Students	(1,469)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(106)	2.7
Black or African American	(82)	2.1
Hispanic or Latino	(241)	2.3
Native Hawaiian or Pacific Islander	(<20)	
White	(955)	2.5
Two or More Races	(79)	2.5
Economically Disadvantaged	(486)	2.2
Not Economically Disadvantaged	(983)	2.6
English Learners	(151)	2.5
English Proficient	(1,318)	2.5
Students with Disabilities	(108)	2.3
Students without Disabilities	(1,361)	2.5
Proficient Last Year	(607)	2.5
Not Proficient Last Year	(862)	2.4



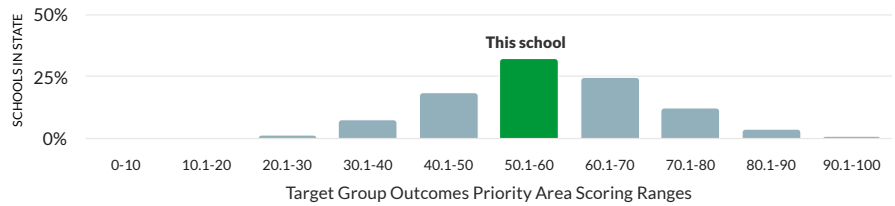
TARGET GROUP OUTCOMES

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 31.0% of 9-12 schools in the state.



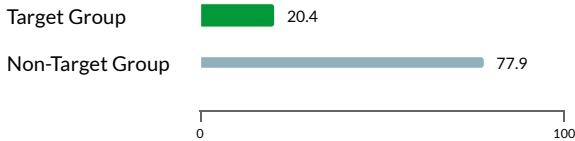
Component Scores

ACHIEVEMENT

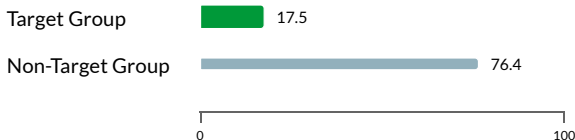
Score: 19.0

Average points-based proficiency rates.

English Language Arts



Mathematics

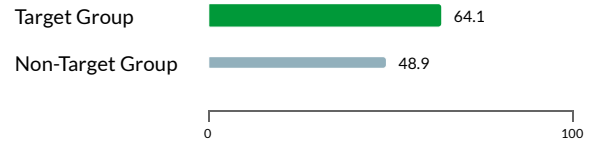


GROWTH

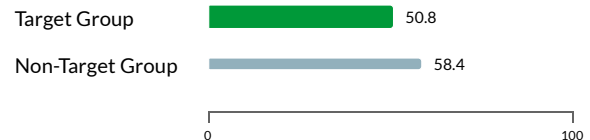
Score: 57.5

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

English Language Arts



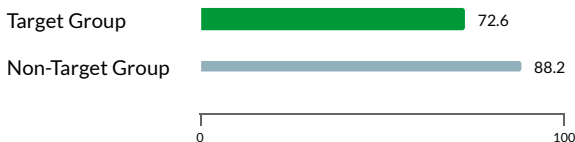
Mathematics



CHRONIC ABSENTEEISM

Score: 72.6

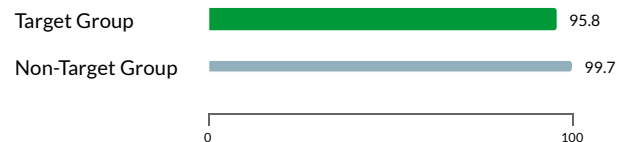
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.8

Average of 2022-23's 4- and 7-year cohort rates.

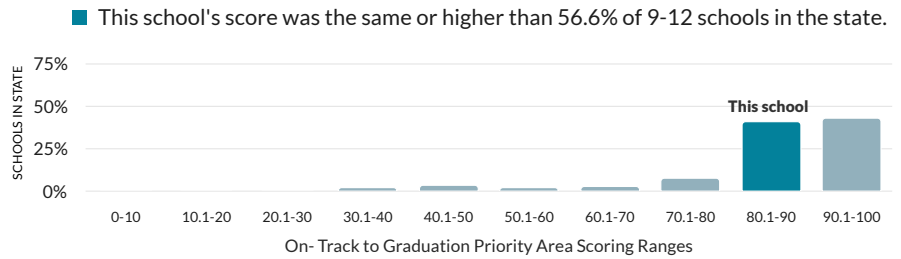
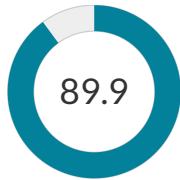




ON-TRACK TO GRADUATION

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

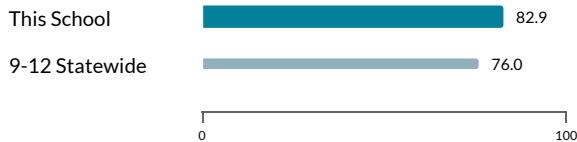


Component Scores

CHRONIC ABSENTEEISM

Score: 82.9

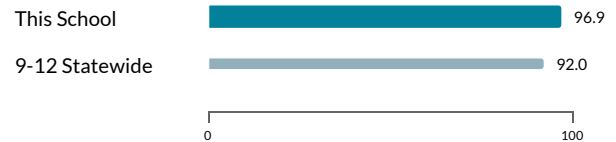
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.9

Average of 2022-23'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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	2,050	15.0%	2,097	18.8%	2,080	17.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	143	18.9%	147	15.6%	145	13.1%
Black or African American	77	39.0%	84	33.3%	100	25.0%
Hispanic or Latino	305	20.7%	334	29.0%	335	24.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,442	11.9%	1,444	15.9%	1,407	14.6%
Two or More Races	70	20.0%	81	19.8%	88	22.7%
Economically Disadvantaged	523	32.9%	586	32.6%	611	29.3%
English Learners	110	25.5%	170	20.6%	200	16.5%
Students with Disabilities	148	23.6%	152	25.7%	164	28.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	532	509	95.7%	499	490	98.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	47	46	97.9%	35	34	97.1%
Black or African American	25	22	88.0%	<20	*	*
Hispanic or Latino	96	89	92.7%	70	67	95.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	341	331	97.1%	357	353	98.9%
Two or More Races	21	19	90.5%	<20	*	*
Economically Disadvantaged	159	144	90.6%	121	114	94.2%
English Learners	40	39	97.5%	30	28	93.3%
Students with Disabilities	39	31	79.5%	36	34	94.4%



POSTSECONDARY PREPARATION, 2022-23

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

1,521 (73.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
24.1%	21.1%	50.6%	25.7%	32.3%	4.7%	2.8%	8.5%
501 students successfully completed at least one Advanced Placement or International Baccalaureate course.		1,053 students successfully completed at least one dual enrollment course.		671 students earned at least one industry-recognized credential.		58 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	2,080	266,777	24.1%	21.1%	50.6%	25.7%	32.3%	4.7%	2.8%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	145	10,367	35.9%	33.4%	53.8%	26.6%	34.5%	3.7%	2.1%	5.6%
Black or African American	100	24,969	15.0%	13.7%	46.0%	8.7%	15.0%	1.3%	1.0%	2.7%
Hispanic or Latino	335	37,682	14.6%	17.6%	45.1%	18.9%	28.4%	3.4%	2.7%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,407	179,306	26.2%	22.5%	51.7%	29.9%	33.8%	5.7%	3.1%	10.4%
Two or More Races	88	11,456	17.0%	18.9%	54.5%	21.0%	37.5%	3.4%	1.1%	5.8%
Economically Disadvantaged	611	104,283	15.4%	12.3%	41.7%	18.5%	24.9%	3.0%	2.0%	6.1%
English Learners	200	19,116	11.0%	13.9%	41.0%	17.0%	22.0%	2.5%	0.0%	3.6%
Students with Disabilities	164	33,777	1.8%	4.4%	24.4%	15.0%	18.3%	2.3%	0.6%	6.5%



ARTS COURSE INFORMATION, 2022-23

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

899 (43.2%) students successfully completed any Arts Course.

ART & DESIGN

School	State
32.4%	29.1%

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

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
15.4%	19.2%

321 students successfully completed at least one music course.

THEATER

School	State
4.0%	2.2%

83 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
All Students	2,080	266,777	32.4%	29.1%	0.0%	0.5%	15.4%	19.2%	4.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	145	10,367	29.7%	30.3%	0.0%	0.4%	14.5%	19.9%	3.4%	1.6%
Black or African American	100	24,969	29.0%	28.5%	0.0%	0.7%	11.0%	11.7%	12.0%	2.8%
Hispanic or Latino	335	37,682	38.5%	29.1%	0.0%	0.3%	12.2%	13.3%	4.8%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,407	179,306	30.7%	29.1%	0.0%	0.5%	16.0%	21.7%	3.4%	2.2%
Two or More Races	88	11,456	45.5%	28.8%	0.0%	0.5%	26.1%	17.8%	2.3%	2.6%
Economically Disadvantaged	611	104,283	35.0%	29.9%	0.0%	0.4%	11.8%	15.4%	4.6%	2.1%
English Learners	200	19,116	39.5%	30.9%	0.0%	0.4%	7.0%	11.8%	5.5%	1.6%
Students with Disabilities	164	33,777	39.6%	30.9%	0.0%	0.5%	11.0%	14.4%	6.7%	2.4%