



Inquiry Code: K2C5K8

## OVERVIEW

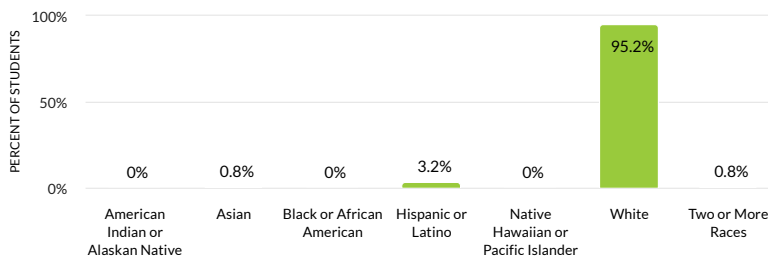
### School Details

Grades : 9-12

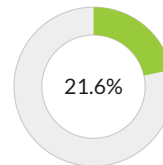
Enrollment : 125

Percent open enrollment : 26.4%

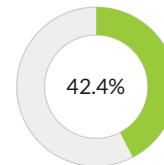
### Student Groups



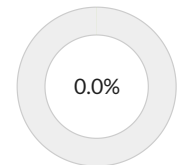
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.

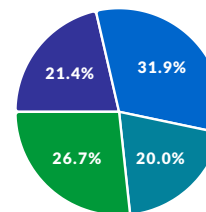
Overall Score

67.1

Meets Expectations



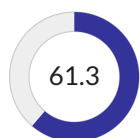
#### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### Priority Area Scores

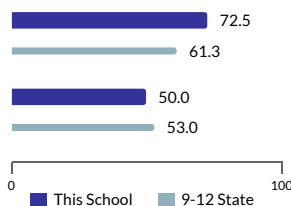
#### ACHIEVEMENT



English Language Arts

Mathematics

#### Subject Area Scores



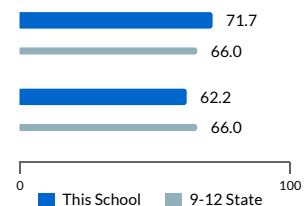
#### GROWTH



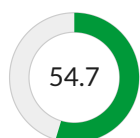
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



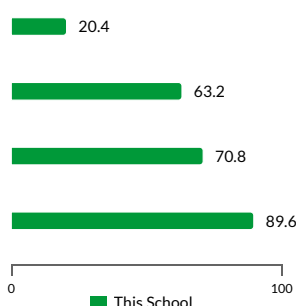
Achievement

Growth

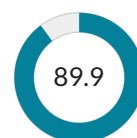
Chronic Absenteeism

Attendance

#### Group Scores



#### ON-TRACK TO GRADUATION



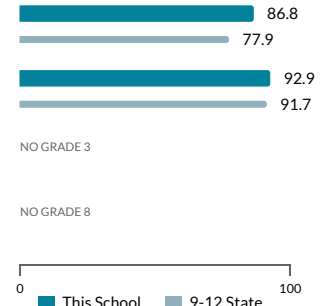
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

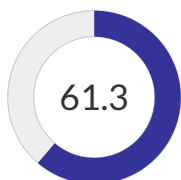




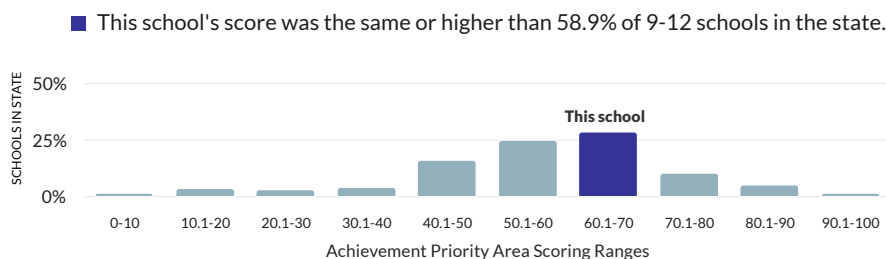
## ACHIEVEMENT

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



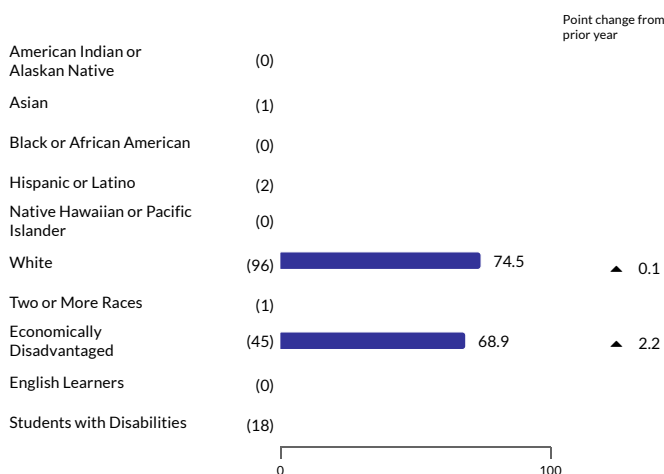
English Language Arts Score: 72.5  
Mathematics Score: 50.0



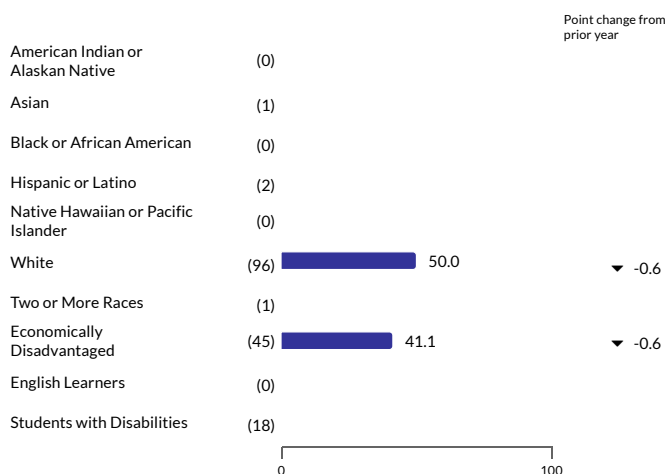
## Student Group Achievement, 2022-23 (for information only)

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

### ENGLISH LANGUAGE ARTS



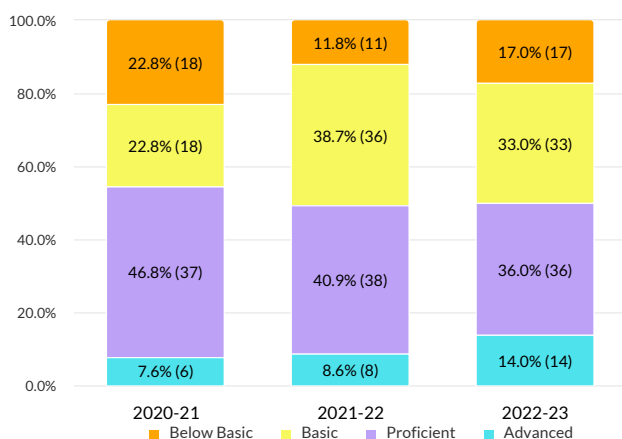
### MATHEMATICS



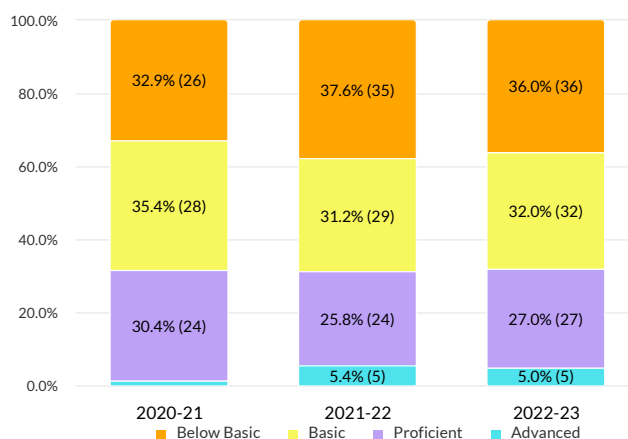
## Performance Levels by Year

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, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
99.0%	All Students
	NA

#### MATHEMATICS

All students	Lowest-participating group:
99.0%	All Students
	NA

### 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

	2020-21					2021-22					2022-23				
	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	167,133	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%	186,634	9.4%	32.9%	34.6%	23.1%
All Students	79	7.6%	46.8%	22.8%	22.8%	93	8.6%	40.9%	38.7%	11.8%	100	14.0%	36.0%	33.0%	17.0%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%
Black or African American	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Hispanic or Latino	2	0.0%	50.0%	0.0%	50.0%	3	0.0%	0.0%	66.7%	33.3%	2	0.0%	50.0%	0.0%	50.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	77	7.8%	46.8%	23.4%	22.1%	90	8.9%	42.2%	37.8%	11.1%	96	14.6%	36.5%	32.3%	16.7%
Two or More Races	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%
Economically Disadvantaged	25	8.0%	40.0%	36.0%	16.0%	36	5.6%	36.1%	44.4%	13.9%	45	8.9%	37.8%	35.6%	17.8%
English Learners	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	17	5.9%	5.9%	29.4%	58.8%	20	0.0%	15.0%	55.0%	30.0%	18	5.6%	11.1%	44.4%	38.9%

#### MATHEMATICS

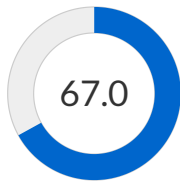
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,307	6.2%	27.7%	29.8%	36.3%	184,008	10.9%	23.1%	26.4%	39.6%	187,107	9.4%	24.4%	30.8%	35.4%
All Students	79	1.3%	30.4%	35.4%	32.9%	93	5.4%	25.8%	31.2%	37.6%	100	5.0%	27.0%	32.0%	36.0%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%
Black or African American	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Hispanic or Latino	2	0.0%	0.0%	0.0%	100.0%	3	0.0%	0.0%	33.3%	66.7%	2	50.0%	0.0%	50.0%	0.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	77	1.3%	31.2%	36.4%	31.2%	90	5.6%	26.7%	31.1%	36.7%	96	4.2%	28.1%	31.3%	36.5%
Two or More Races	0	NA	NA	NA	NA	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%
Economically Disadvantaged	25	4.0%	28.0%	28.0%	40.0%	36	2.8%	27.8%	19.4%	50.0%	45	0.0%	26.7%	28.9%	44.4%
English Learners	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	17	0.0%	11.8%	11.8%	76.5%	20	0.0%	10.0%	10.0%	80.0%	18	0.0%	11.1%	27.8%	61.1%



## 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.

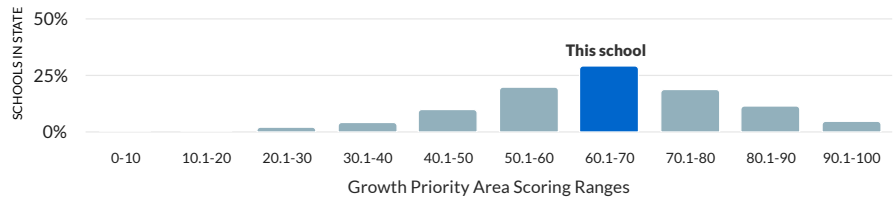
### Priority Area Score



English Language Arts Score: 71.7

Mathematics Score: 62.2

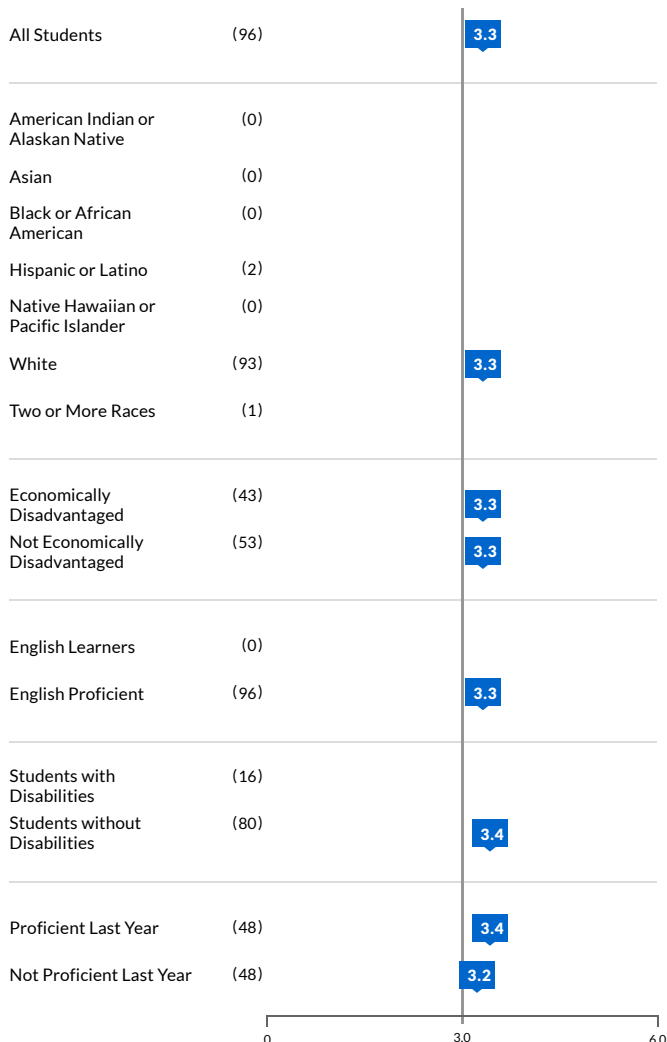
■ This school's score was the same or higher than 58.4% of 9-12 schools in the state.



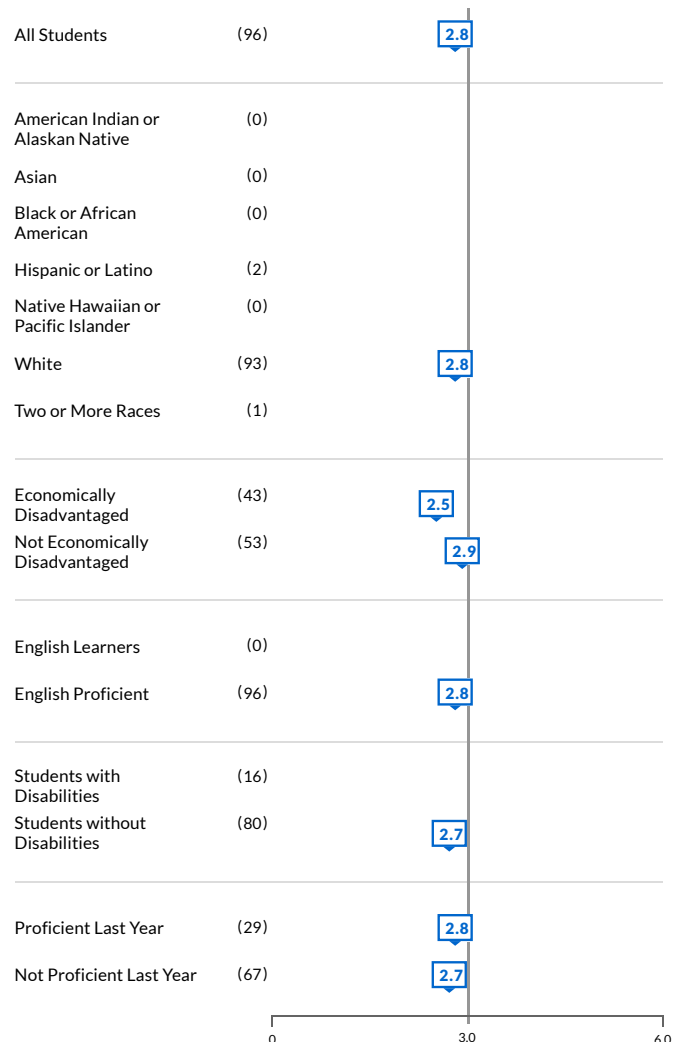
### Student Group Value-Added (for information only)

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

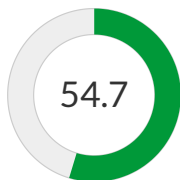




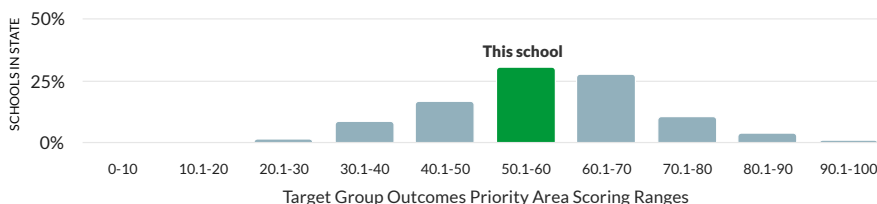
## TARGET GROUP OUTCOMES

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 41.0% of 9-12 schools in the state.



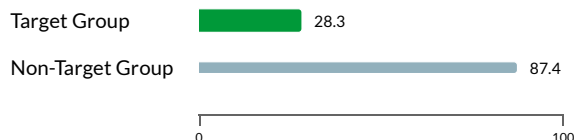
## Component Scores

### ACHIEVEMENT

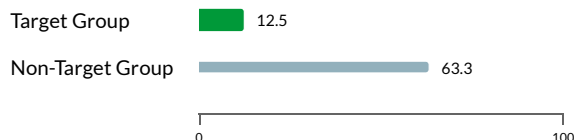
Score: 20.4

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

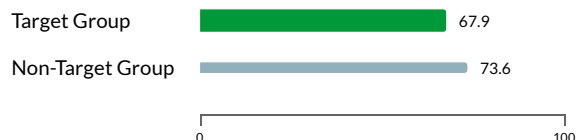


### GROWTH

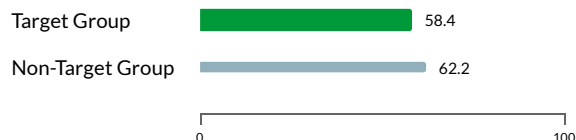
Score: 63.2

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

#### English Language Arts



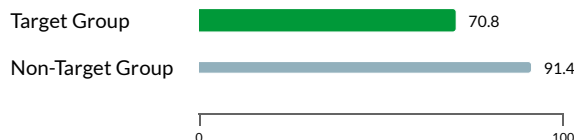
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 70.8

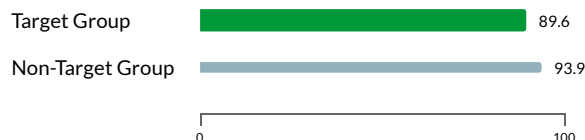
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 89.6

This score is the overall attendance rate for the Target Group in 2021-22.

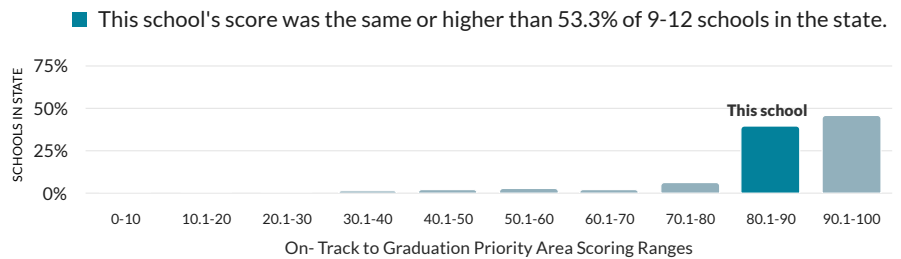
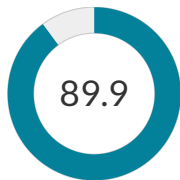




## ON-TRACK TO GRADUATION

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

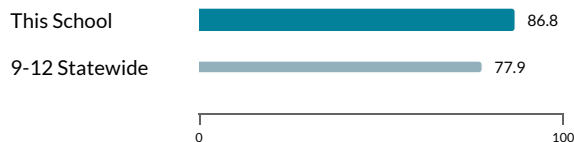


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 86.8

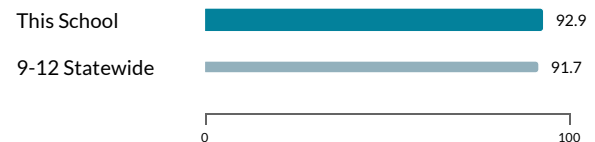
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 92.9

Average of 2021-22'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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,749	17.9%	264,142	19.7%	266,600	26.8%
All Students	84	9.5%	104	14.4%	121	14.0%
American Indian or Alaskan Native	0	NA	0	NA	0	NA
Asian	1	0.0%	0	NA	0	NA
Black or African American	0	NA	0	NA	0	NA
Hispanic or Latino	3	33.3%	4	25.0%	4	50.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	79	8.9%	100	14.0%	117	12.8%
Two or More Races	1	0.0%	0	NA	0	NA
Economically Disadvantaged	31	19.4%	37	32.4%	47	25.5%
English Learners	1	0.0%	1	0.0%	0	NA
Students with Disabilities	14	7.1%	23	34.8%	25	28.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,279	61,459	90.0%	67,578	63,097	93.4%
All Students	30	27	90.0%	26	25	96.2%
American Indian or Alaskan Native	0	0	NA	0	0	NA
Asian	0	0	NA	0	0	NA
Black or African American	0	0	NA	0	0	NA
Hispanic or Latino	2	1	50.0%	0	0	NA
Native Hawaiian or Pacific Islander	0	0	NA	0	0	NA
White	28	26	92.9%	26	25	96.2%
Two or More Races	0	0	NA	0	0	NA
Economically Disadvantaged	8	7	87.5%	10	10	100.0%
English Learners	1	0	0.0%	0	0	NA
Students with Disabilities	4	4	100.0%	0	0	NA



## POSTSECONDARY PREPARATION, 2021-22

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.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

School	State
0.8%	20.1%

1 student successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

School	State
29.8%	23.2%

36 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
1.7%	3.9%

2 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
5.8%	8.5%

7 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	0	2,750	NA	6.2%	NA	14.2%	NA	1.5%	NA	8.9%
Asian	0	10,138	NA	31.6%	NA	22.2%	NA	3.4%	NA	5.7%
Black or African American	0	25,006	NA	12.9%	NA	7.6%	NA	1.0%	NA	2.2%
Hispanic or Latino	4	35,845	0.0%	16.1%	25.0%	16.0%	0.0%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	0	202	NA	20.3%	NA	22.3%	NA	2.5%	NA	9.9%
White	117	182,111	0.9%	21.6%	29.9%	27.2%	1.7%	4.7%	6.0%	10.4%
Two or More Races	0	10,657	NA	17.7%	NA	17.8%	NA	2.6%	NA	6.1%
Economically Disadvantaged	47	102,092	2.1%	11.2%	25.5%	16.1%	0.0%	2.5%	6.4%	7.0%
English Learners	0	16,993	NA	11.4%	NA	13.8%	NA	2.1%	NA	4.1%
Students with Disabilities	25	34,264	0.0%	3.8%	28.0%	12.5%	0.0%	2.0%	8.0%	7.2%





## ARTS COURSE INFORMATION, 2021-22

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.

### Participation by Type of Arts Course

#### ART & DESIGN

School	State
<b>38.0%</b>	<b>27.2%</b>

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

#### DANCE

School	State
<b>0.0%</b>	<b>0.4%</b>

No students successfully completed a dance course.

#### MUSIC

School	State
<b>29.8%</b>	<b>19.1%</b>

36 students successfully completed at least one music course.

#### THEATER

School	State
<b>0.0%</b>	<b>1.8%</b>

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
American Indian or Alaskan Native	0	2,750	NA	30.3%	NA	0.0%	NA	14.5%	NA	1.0%
Asian	0	10,138	NA	28.4%	NA	0.4%	NA	19.5%	NA	1.3%
Black or African American	0	25,006	NA	25.3%	NA	0.5%	NA	11.7%	NA	2.5%
Hispanic or Latino	4	35,845	50.0%	27.0%	0.0%	0.4%	0.0%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	0	202	NA	28.2%	NA	0.0%	NA	23.3%	NA	1.5%
White	117	182,111	37.6%	27.3%	0.0%	0.4%	30.8%	21.5%	0.0%	1.7%
Two or More Races	0	10,657	NA	28.2%	NA	0.6%	NA	17.7%	NA	2.2%
Economically Disadvantaged	47	102,092	27.7%	27.6%	0.0%	0.4%	23.4%	15.1%	0.0%	1.8%
English Learners	0	16,993	NA	29.2%	NA	0.5%	NA	11.7%	NA	1.7%
Students with Disabilities	25	34,264	32.0%	28.6%	0.0%	0.4%	12.0%	14.2%	0.0%	2.0%

