



This space is reserved for a statement submitted by the school. OEA will collect this information via a survey that will open in August each year. You may find some example statements in the resource section of SAFE. Schools interested in providing a statement to appear on final preview reports this year may do so during the secure release.

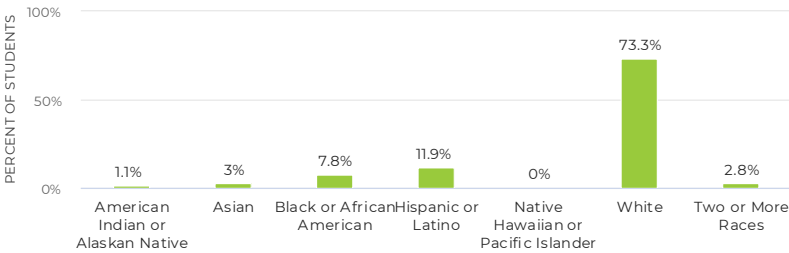
The statement above is provided by the school. It is not an evaluation on the part of the Wisconsin Department of Public Instruction.

School Details:

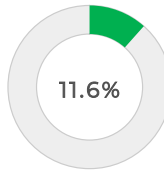
- Grades: 9-12
- Enrollment: 536
- Percent open enrollment: 10.3%

Student Groups (Percent of All Students)

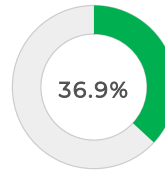
Race/Ethnicity



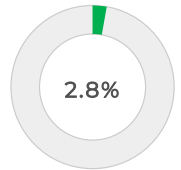
Students with Disabilities



Economically Disadvantaged



English Learners



Score Summary

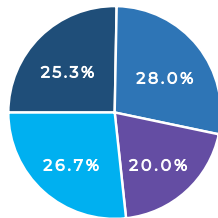
Overall Score

XX.X

Preview Report - No Rating



Priority Area Weights

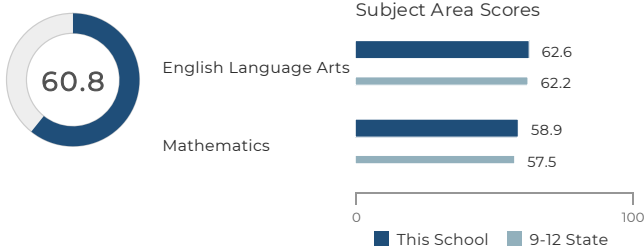


- Student Achievement
- School Growth
- Target Group Outcomes
- On-Track to Graduation

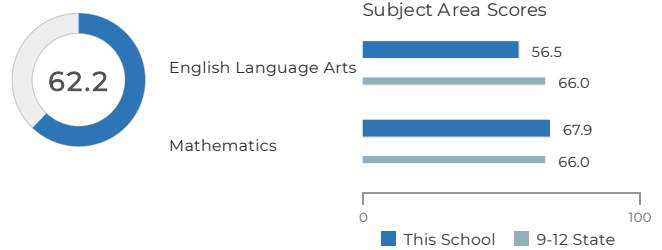
Note: For details about how weights are determined, see weighting calculator:

https://oea-dpi.shinyapps.io/overall_weighting_calculator/

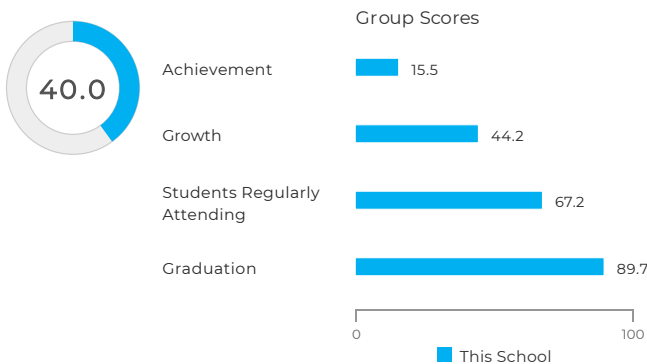
Student Achievement



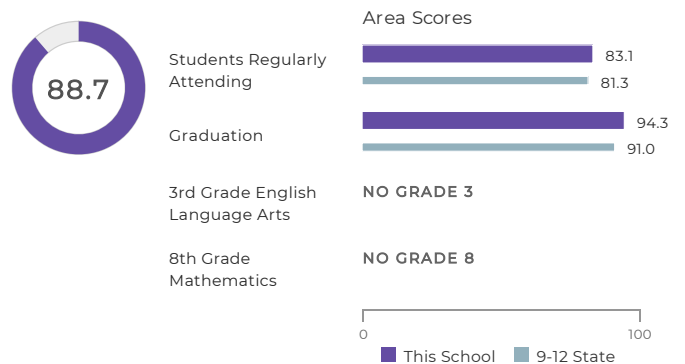
School Growth



Target Group Outcomes



On-Track to Graduation

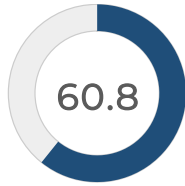




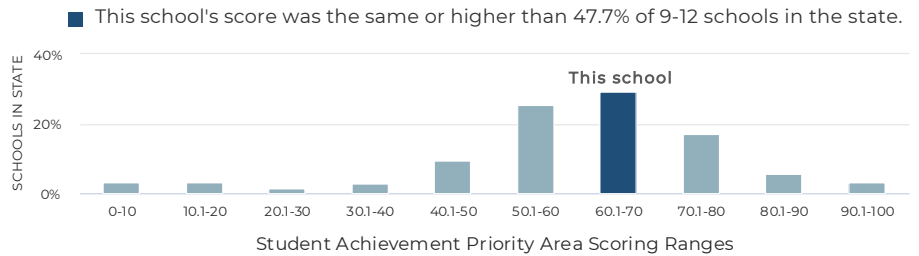
Student Achievement

This priority area provides information about how students in this school perform on state assessments. Use these data to explore school-wide performance. The score is a composite of performance in English language arts and mathematics, based upon levels of performance students have attained.

Priority Area Score



This score is 5.1 points lower than last year.



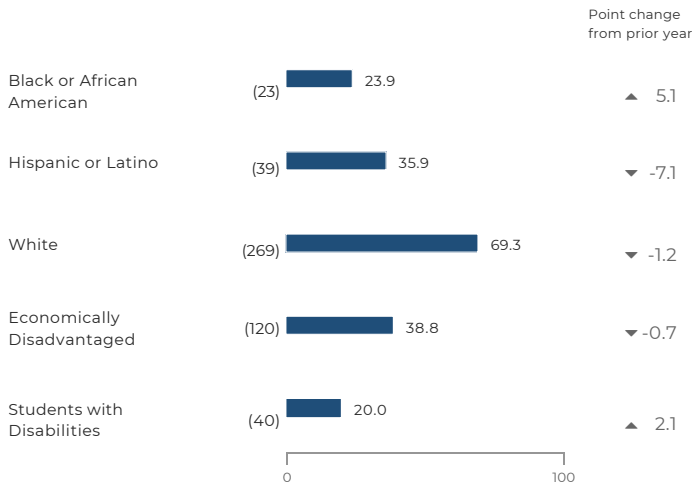
English Language Arts Score: 62.6

Mathematics Score: 58.9

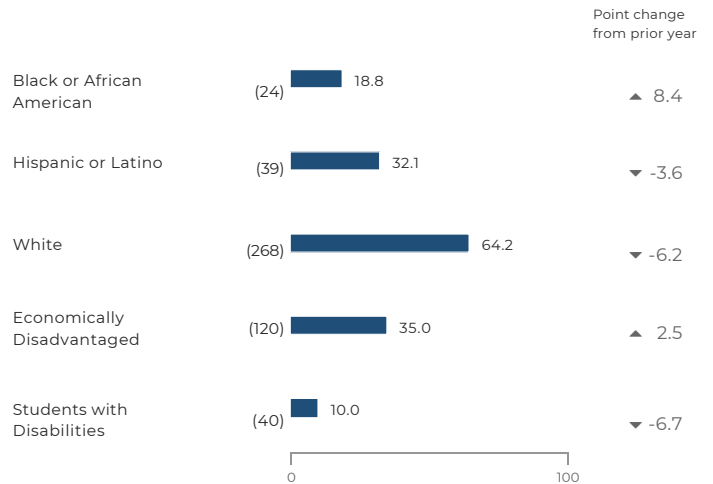
Student Group Performance

The scores below are determined using points-based proficiency rates for student groups with at least 20 students in the school. They give partial credit for Basic test results and extra credit for results in the Advanced level. The size of the group is shown in parentheses, like this: (group size).

English Language Arts



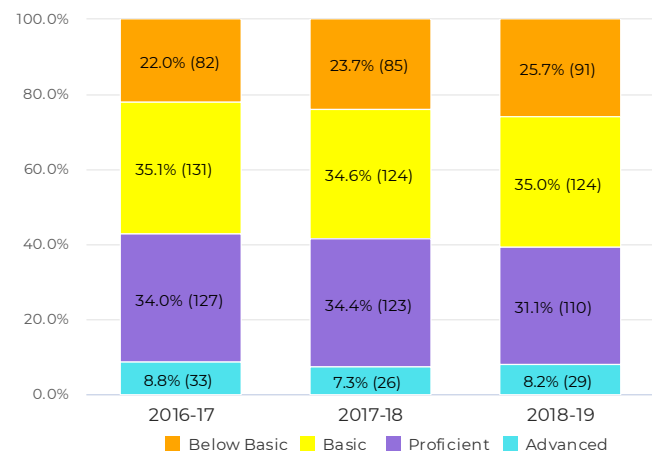
Mathematics



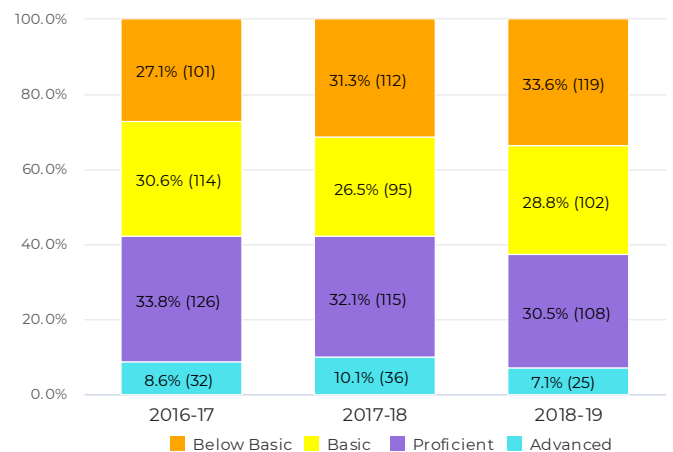
Proficiency Levels by Year

The graphs below show outcomes across different performance levels of the state tests taken in this school. The size of the group is shown in parentheses, like this: (group size).

English Language Arts



Mathematics





Student Achievement - Additional Information

This page includes data that reflect student participation and outcomes on state tests. The data do not directly impact scores.

2018-19 Test Participation Rates in This School

English Language Arts

All students	Lowest-participating group: Black or African American
95.4%	70.6%

Mathematics

All students	Lowest-participating group: Black or African American
95.4%	73.5%

Student Group Trends by Performance Level

These tables show state test performance level outcomes for different groups of students in this school. They augment the school-wide outcomes shown at the bottom of previous page. If a group is not displayed, there are no full academic year test results for that group. These data are for information only and do not directly determine Student Achievement Scores.

English Language Arts

	2016-17					2017-18					2018-19				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: State	572,077	9.5%	33.8%	33.9%	22.7%	572,297	8.5%	33.7%	34.0%	23.7%	570,931	8.0%	32.7%	34.1%	25.3%
All Students: School	373	8.8%	34.0%	35.1%	22.0%	358	7.3%	34.4%	34.6%	23.7%	354	8.2%	31.1%	35.0%	25.7%
American Indian or Alaskan Native	1	0.0%	0.0%	100.0%	0.0%	2	0.0%	0.0%	50.0%	50.0%	3	0.0%	33.3%	33.3%	33.3%
Asian	11	0.0%	27.3%	54.5%	18.2%	11	0.0%	27.3%	63.6%	9.1%	12	0.0%	8.3%	58.3%	33.3%
Black or African American	20	5.0%	5.0%	20.0%	70.0%	24	0.0%	8.3%	20.8%	70.8%	23	0.0%	8.7%	30.4%	60.9%
Hispanic or Latino	49	0.0%	20.4%	38.8%	40.8%	43	0.0%	18.6%	48.8%	32.6%	39	2.6%	12.8%	38.5%	46.2%
Native Hawaiian or Pacific Islander	1	0.0%	0.0%	100.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	284	10.9%	39.8%	33.8%	15.5%	271	9.6%	39.9%	32.5%	18.1%	269	10.4%	37.2%	33.1%	19.3%
Two or More Races	7	14.3%	0.0%	57.1%	28.6%	7	0.0%	28.6%	28.6%	42.9%	8	0.0%	12.5%	62.5%	25.0%
Economically Disadvantaged	105	2.9%	11.4%	39.0%	46.7%	114	0.9%	16.7%	43.0%	39.5%	120	0.0%	20.8%	35.8%	43.3%
English Learners	28	0.0%	14.3%	42.9%	42.9%	18	0.0%	11.1%	55.6%	33.3%	17	0.0%	0.0%	47.1%	52.9%
Students with Disabilities	33	0.0%	3.0%	24.2%	72.7%	42	0.0%	4.8%	26.2%	69.0%	40	0.0%	5.0%	30.0%	65.0%

Mathematics

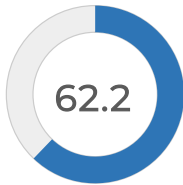
	2016-17					2017-18					2018-19				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: State	573,084	8.3%	32.3%	32.2%	27.2%	573,216	9.2%	32.6%	31.2%	27.0%	571,726	9.4%	31.6%	30.8%	28.2%
All Students: School	373	8.6%	33.8%	30.6%	27.1%	358	10.1%	32.1%	26.5%	31.3%	354	7.1%	30.5%	28.8%	33.6%
American Indian or Alaskan Native	1	0.0%	0.0%	0.0%	100.0%	2	0.0%	0.0%	50.0%	50.0%	3	0.0%	0.0%	66.7%	33.3%
Asian	11	0.0%	27.3%	27.3%	45.5%	11	0.0%	27.3%	36.4%	36.4%	12	0.0%	8.3%	41.7%	50.0%
Black or African American	19	0.0%	5.3%	15.8%	78.9%	24	0.0%	0.0%	20.8%	79.2%	24	0.0%	12.5%	12.5%	75.0%
Hispanic or Latino	48	0.0%	18.8%	27.1%	54.2%	42	2.4%	21.4%	21.4%	54.8%	39	2.6%	7.7%	41.0%	48.7%
Native Hawaiian or Pacific Islander	1	0.0%	0.0%	100.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	286	10.8%	39.2%	31.8%	18.2%	272	12.9%	37.9%	26.5%	22.8%	268	9.0%	36.9%	27.6%	26.5%
Two or More Races	7	14.3%	14.3%	42.9%	28.6%	7	0.0%	0.0%	57.1%	42.9%	8	0.0%	25.0%	25.0%	50.0%
Economically Disadvantaged	104	1.0%	15.4%	29.8%	53.8%	114	1.8%	19.3%	21.1%	57.9%	120	3.3%	15.8%	28.3%	52.5%
English Learners	27	0.0%	14.8%	25.9%	59.3%	18	0.0%	22.2%	16.7%	61.1%	17	0.0%	0.0%	35.3%	64.7%
Students with Disabilities	33	0.0%	6.1%	21.2%	72.7%	42	2.4%	2.4%	21.4%	73.8%	40	0.0%	2.5%	15.0%	82.5%



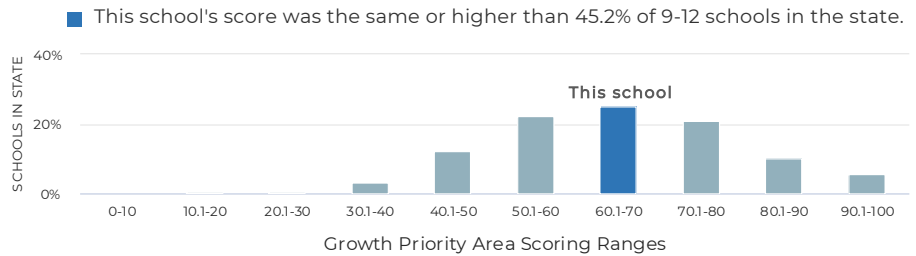
School Growth

This measure describes how much student knowledge of English language arts and mathematics in the school changes from year to year. It uses a value-added model that estimates how much student scores are expected to change based on the actual growth of similar students. If student performance improved more than predicted by the model, the school is considered to have high value-added. The value-added model produces a score on a roughly 0-6 scale. This is converted to a 0-100 scale to arrive at the Growth Priority Area score

Priority Area Score



This school did not have a score last year.



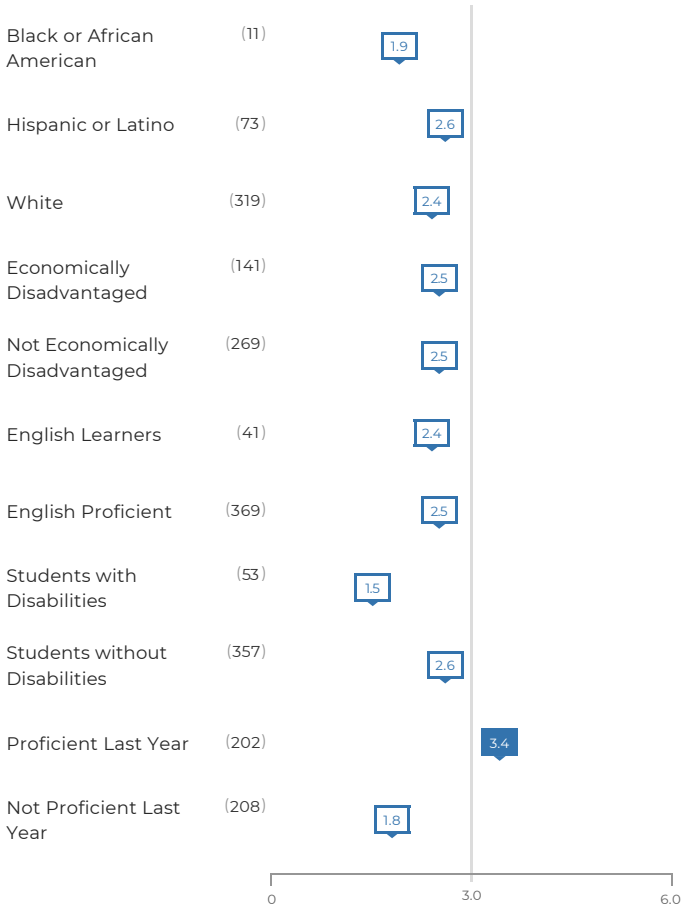
English Language Arts Score: 56.5

Mathematics Score: 67.9

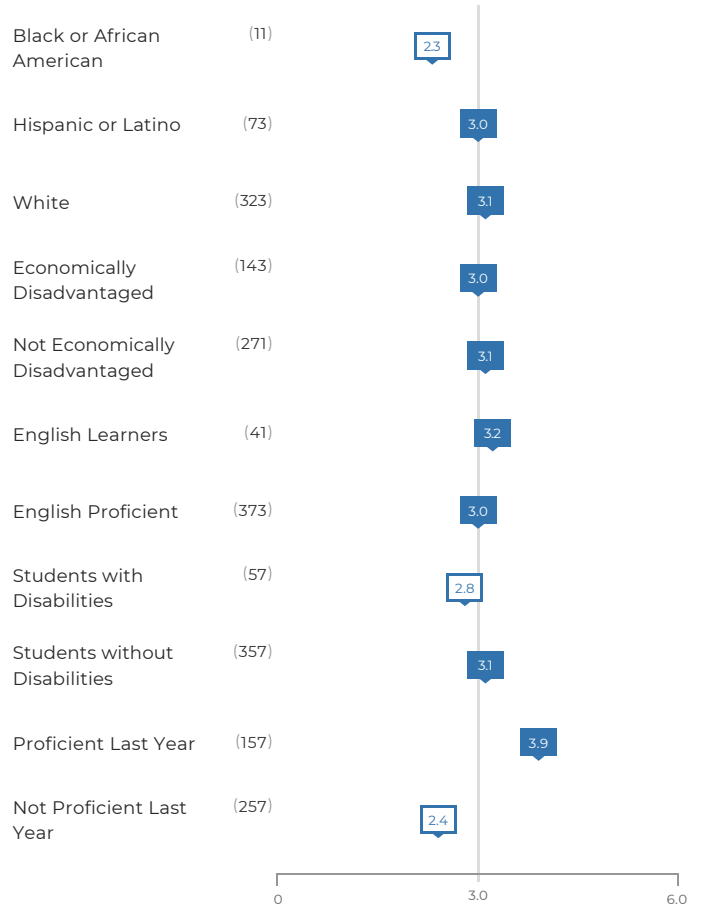
Student Group Value-Added

This graph displays English language arts and mathematics value-added scores for specific student groups. Only groups that have at least 10 students are shown. Group outcomes do not directly affect the priority area score but can be used to better understand the school's impact on different groups of students. Higher value-added means greater positive impact. A score of 3.0 is average. Group size is shown in parentheses.

English Language Arts



Mathematics





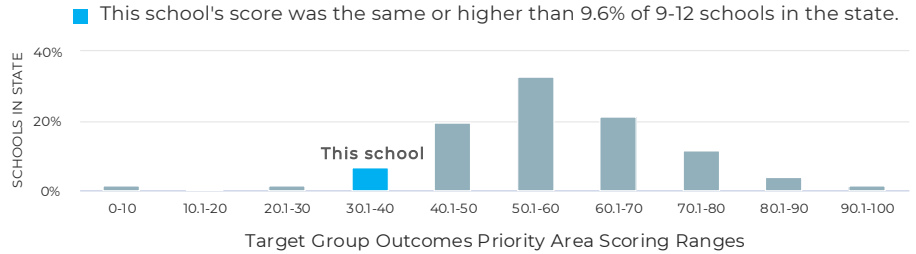
Target Group Outcomes

This priority area examines outcomes for students in the school with the lowest test scores - the Target Group. This measure was designed with equity in mind, to inform improvement efforts that will result in positive change for learners who most need it while also improving outcomes for all students. Outcomes are displayed for achievement, growth, regular attendance, and attendance or graduation rate.

Priority Area Score



This score is x.x points higher/lower than last



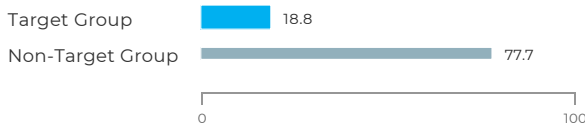
Target Group Subscores

Achievement

Score: 15.5

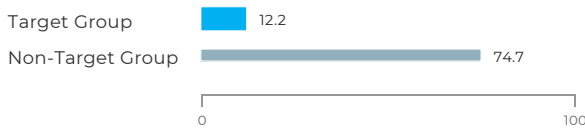
The scores below are average points-based proficiency rates for students in the target group and students not in the group.

English Language Arts



The Target Group's score is x.x points higher/lower than last year.

Mathematics



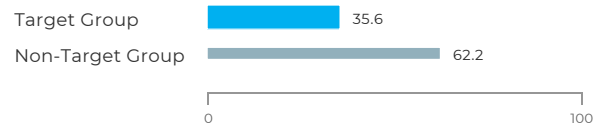
The Target Group's score is x.x points higher/lower than last year.

Growth

Score: 44.2

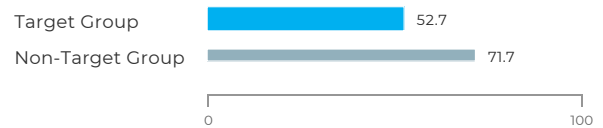
The value-added scores below are for students in the target group and students not in the group. A score of 3.0 is average.

English Language Arts



The Target Group's score is x.x points higher/lower than last year.

Mathematics

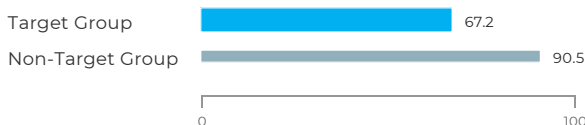


The Target Group's score is x.x points higher/lower than last year.

Students Regularly Attending

Score: 67.2

This score combines up to three years of regular attendance rates. The regular attendance rate is the percentage of students who attended school at least 90% of the days. Single year regular attendance rates are provided on the On-Track to Graduation - Additional Information page.

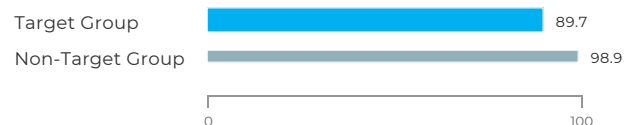


The Target Group's score is x.x points higher/lower than last year.

Graduation

Score: 89.7

This score is the average of 4 and 7-year graduation rates from 2018-19.



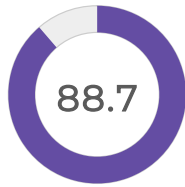
The Target Group's score is x.x points higher/lower than last year.



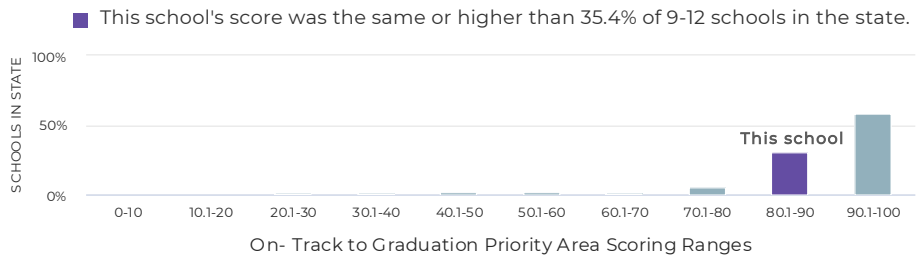
On-Track to Graduation

This priority area provides information about how successfully students are achieving educational milestones that predict readiness for college and career.

Priority Area Score



This score is 1.2 points higher than last year.

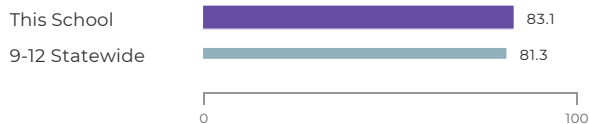


On-Track Subscores

Students Regularly Attending

Score: 83.1

This score combines up to three years of regular attendance rates. The regular attendance rate is the percentage of students who attended school at least 90% of the days. Single year regular attendance rates are provided on the next page.

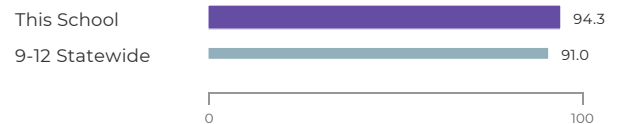


This score is 0.5 points higher than last year.

Graduation

Score: 94.3

This score is the average of 4 and 7-year graduation rates from 2018-19.

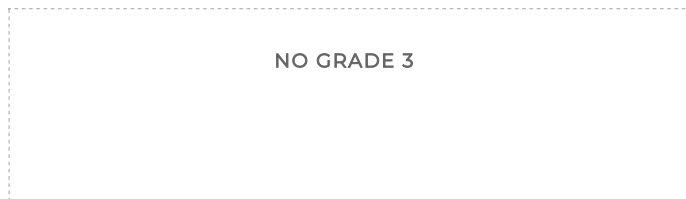


This score is 1.9 points higher than last year.

3rd Grade English Language Arts

Score: NA

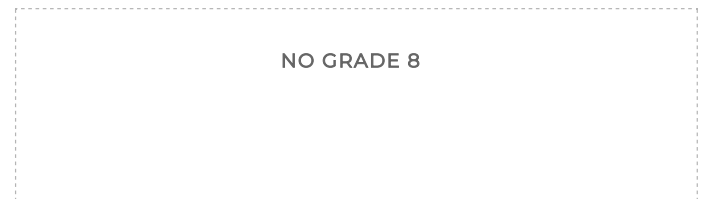
This score is the average points-based proficiency rates in English language arts for 3rd graders in this school.



8th Grade Mathematics

Score: NA

This score is the average points-based proficiency rate in mathematics for 8th graders in this school.





On-Track to Graduation - Additional Information

The data on this page provide additional detail about key outcomes - regular attendance rates and graduation rates - for student groups in this school. The data do not directly impact the Priority Area score but are important for understanding student engagement and success.

Student Group Regular Attendance

This table shows regular attendance rates for different groups of students. The three most recent years are presented to show if rates have changed over time.

	2016-17		2017-18		2018-19	
	Students	Rate	Students	Rate	Students	Rate
All Students: State	833,524	87.6%	833,287	87.2%	831,533	86.9%
All Students: School	521	83.7%	521	83.7%	515	82.3%
American Indian or Alaskan Native	0	NA	2	50.0%	2	100.0%
Asian	16	87.5%	16	87.5%	15	93.3%
Black or African American	39	41.0%	41	65.9%	42	47.6%
Hispanic or Latino	61	80.3%	69	75.4%	61	70.5%
Native Hawaiian or Pacific Islander	1	0.0%	0	NA	0	NA
White	395	88.6%	383	88.0%	382	88.5%
Two or More Races	9	77.8%	10	50.0%	13	53.8%
Economically Disadvantaged	151	68.2%	173	68.8%	179	65.4%
English Learners	35	80.0%	33	78.8%	23	82.6%
Students with Disabilities	58	63.8%	62	75.8%	58	63.8%

Student Group Graduation Rates

This table shows two cohort graduation rates for 2018-19. These measure the percentage of students who started high school together that graduated by 2018-19. The four-year rate pertains to students who started high school four years prior. The seven-year rate pertains to students who started seven years prior. Use caution in examining rates for groups smaller than 20 students.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: State	67,677	60,852	89.9%	64,618	59,589	92.2%
All Students: School	130	122	93.8%	134	127	94.8%
American Indian or Alaskan Native	0	NA	NA	2	2	100.0%
Asian	3	3	100.0%	3	3	100.0%
Black or African American	10	7	70.0%	10	9	90.0%
Hispanic or Latino	15	12	80.0%	11	10	90.9%
White	98	96	98.0%	105	100	95.2%
Two or More Races	4	4	100.0%	3	3	100.0%
Economically Disadvantaged	41	36	87.8%	43	37	86.0%
English Learners	3	3	100.0%	5	4	80.0%
Students with Disabilities	11	7	63.6%	14	14	100.0%



Postsecondary Preparation

State statute (115.385, Wis. Stat.) requires report cards to include data on pupil participation in various postsecondary preparation opportunities. This is for information only and does not impact scores.

All data are from the 2018-19 school year and are for grades 9-12 only.

Participation by Type of Postsecondary Preparation

Advanced Courses

School	State
22.4%	21.7%

119 students successfully completed at least one of 37 Advanced Placement or International Baccalaureate courses offered in this school.

Dual Enrollment

School	State
15.8%	18.1%

84 students completed at least one dual enrollment course offered by this school.

Industry-Recognized Credentials

School	State
1.3%	1.3%

7 students earned at least one industry-recognized credential in this school.

Work-Based Learning

School	State
2.8%	2.4%

15 students completed a work-based learning program in this school.

Student Group Participation

This table displays, by student group, the number and percentage of students in the school completing different postsecondary preparation opportunities. Only groups present in the school are shown. For more information about the data, visit dpi.wi.gov/accountability/resources.

	Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning					
	School	State	School	State	School	State	School	State				
American Indian or Alaskan Native	0	0.0%	7.8%	0	0.0%	12.3%	0	0.0%	0.4%	0	0.0%	0.7%
Asian	2	13.3%	30.9%	1	6.7%	18.4%	0	0.0%	1.0%	0	0.0%	1.7%
Black or African American	4	8.7%	12.9%	4	8.7%	11.5%	0	0.0%	0.3%	0	0.0%	0.8%
Hispanic or Latino	12	18.2%	18.0%	7	10.6%	15.6%	0	0.0%	0.8%	1	1.5%	1.4%
White	99	25.4%	23.3%	70	18.0%	19.6%	7	1.8%	1.5%	13	3.3%	2.8%
Two or More Races	2	14.3%	19.0%	2	14.3%	13.6%	0	0.0%	0.9%	1	7.1%	1.4%
Economically Disadvantaged	22	11.7%	12.6%	18	9.6%	14.7%	1	0.5%	0.8%	2	1.1%	1.6%
English Learners	1	4.3%	12.0%	2	8.7%	15.0%	0	0.0%	0.7%	0	0.0%	1.3%
Students with Disabilities	5	8.2%	2.9%	2	3.3%	10.9%	0	0.0%	0.6%	1	1.6%	1.5%



Arts Course Information

State statute (115.385, Wis. Stat.) requires report cards to include data on the percentage of pupils participating in various kinds of arts courses. This is for information only and does not impact scores.

All data are from the 2018-19 school year and are for grades 9-12 only.

Participation by Type of Arts Course

Art & Design

School	State
29.9%	29.7%

159 students completed at least one art & design course in this school.

Dance

School	State
1.3%	0.5%

7 students completed at least one dance course offered by this school.

Music

School	State
23.9%	24.0%

127 students completed at least one music course in this school.

Theater

School	State
3.6%	2.4%

19 students completed at least one theater course in this school.

Student Group Participation

This table displays, by student group, the number of students in the school and state and the percentage completing different types of arts courses. Only groups present in the school are shown. For more information about the data, visit dpi.wi.gov/accountability/resources.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	2	3,074	0.0%	30.6%	0.0%	0.1%	100.0%	17.1%	0.0%	1.6%
Asian	15	9,939	46.7%	32.8%	6.7%	0.7%	33.3%	26.3%	13.3%	2.1%
Black or African American	46	24,360	28.3%	36.4%	2.2%	0.9%	23.9%	13.4%	2.2%	5.4%
Hispanic or Latino	66	30,478	39.4%	33.8%	0.0%	0.6%	15.2%	17.8%	1.5%	2.7%
White	389	189,973	27.5%	28.0%	1.3%	0.5%	24.2%	26.5%	3.9%	2.0%
Two or More Races	14	8,542	42.9%	30.4%	0.0%	0.7%	35.7%	23.1%	0.0%	2.8%
Economically Disadvantaged	188	96,602	32.4%	33.4%	1.1%	0.6%	26.6%	19.0%	3.2%	2.8%
English Learners	23	14,471	60.9%	35.7%	0.0%	0.7%	26.1%	13.7%	0.0%	2.0%
Students with Disabilities	61	35,242	29.5%	32.3%	3.3%	0.5%	18.0%	15.4%	4.9%	2.6%