



## OVERVIEW

### School Details

Grades : 9-12

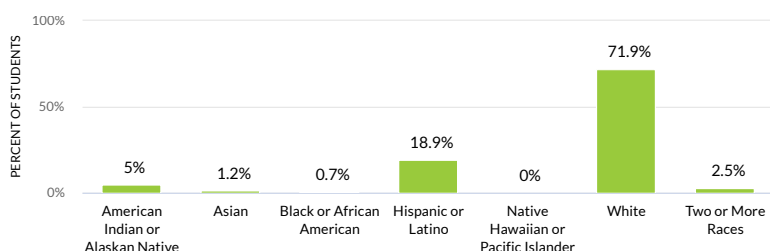
Enrollment : 604

Percent open enrollment : 5.8%

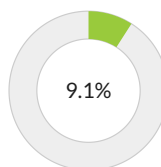
Our mission is to Connect. Inspire. Achieve. Everyone. Every day. The new state of the art WDHS facility provides opportunities for flexible and project-based learning across all academic contents and CTE, as well as further implementation of PLTW classes, even a flight simulator. We offer 12 Dual Enrollment and 9 AP courses as we aim to graduate all students ready for post-high school success.

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

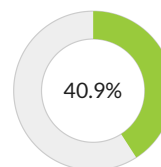
### Student Groups



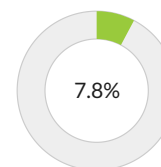
#### STUDENTS WITH DISABILITIES



#### ECONOMICALLY DISADVANTAGED



#### ENGLISH LEARNERS



### 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>.

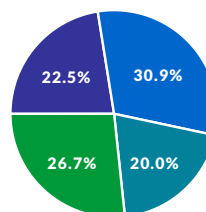
Overall Score

72.7

Exceeds Expectations



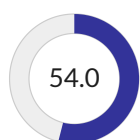
#### PRIORITY AREA WEIGHTS



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

### Priority Area Scores

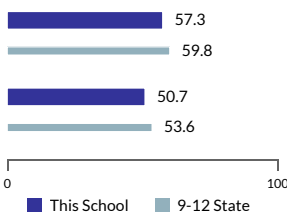
#### ACHIEVEMENT



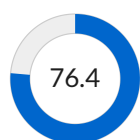
English Language Arts

Mathematics

##### Subject Area Scores



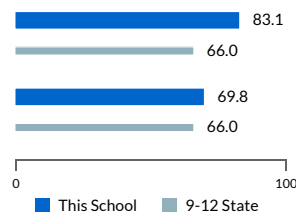
#### GROWTH



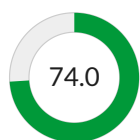
English Language Arts

Mathematics

##### Subject Area Scores



#### TARGET GROUP OUTCOMES



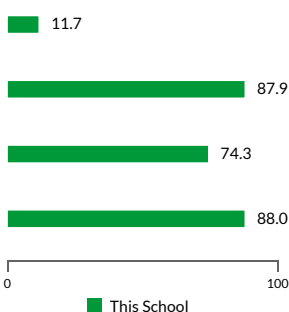
Achievement

Growth

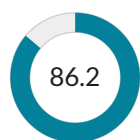
Chronic Absenteeism

Graduation

##### Group Scores



#### ON-TRACK TO GRADUATION



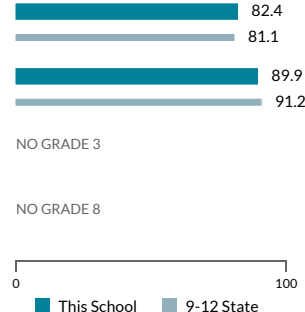
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

##### Area Scores

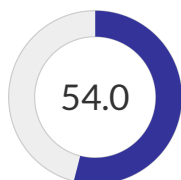




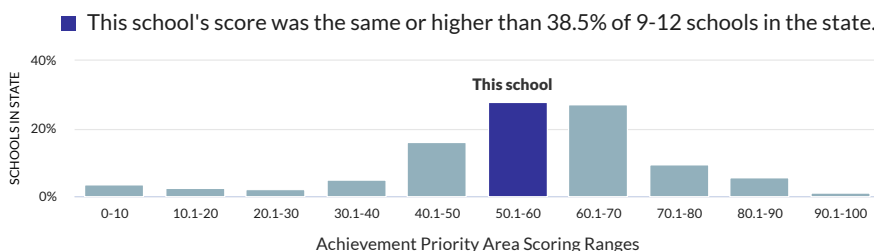
## ACHIEVEMENT

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



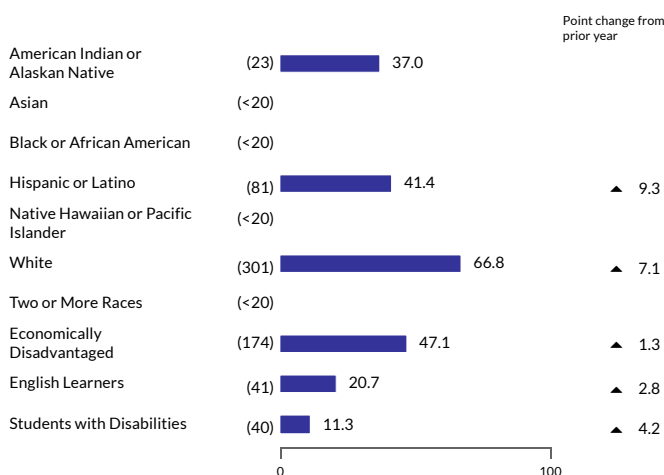
English Language Arts Score: 57.3  
Mathematics Score: 50.7



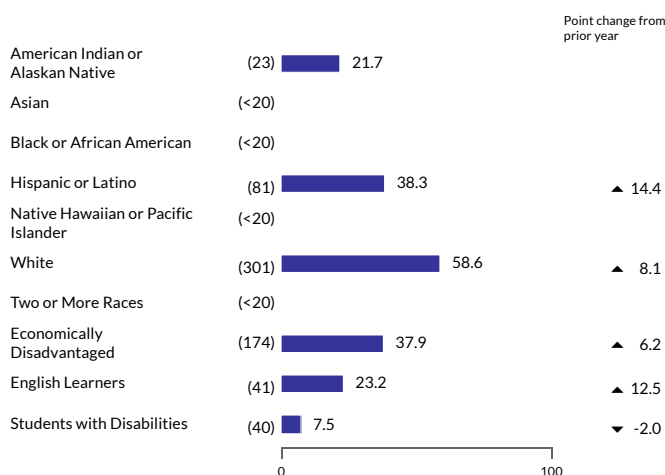
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



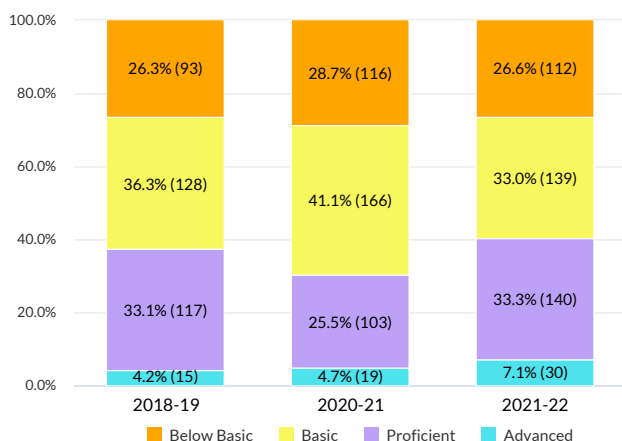
### MATHEMATICS



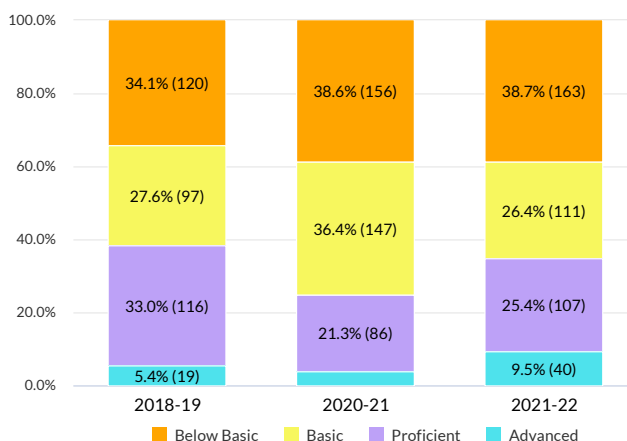
## Performance Levels by Year

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: Students with Disabilities
96.9%	88.2%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.9%	88.2%

### 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	353	4.2%	33.1%	36.3%	26.3%	404	4.7%	25.5%	41.1%	28.7%	421	7.1%	33.3%	33.0%	26.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	21.7%	30.4%	47.8%
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	51	0.0%	17.6%	25.5%	56.9%	67	0.0%	10.4%	43.3%	46.3%	81	0.0%	23.5%	35.8%	40.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	275	5.1%	37.8%	38.2%	18.9%	303	6.3%	30.4%	39.9%	23.4%	301	9.0%	36.5%	33.6%	20.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	170	1.8%	25.3%	34.1%	38.8%	178	4.5%	19.7%	38.8%	37.1%	174	4.0%	23.6%	35.1%	37.4%
English Learners	<20	*	*	*	*	28	3.6%	0.0%	25.0%	71.4%	41	2.4%	2.4%	29.3%	65.9%
Students with Disabilities	28	0.0%	7.1%	14.3%	78.6%	21	0.0%	0.0%	14.3%	85.7%	40	0.0%	5.0%	12.5%	82.5%

#### MATHEMATICS

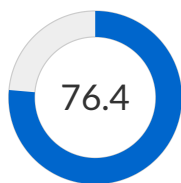
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	352	5.4%	33.0%	27.6%	34.1%	404	3.7%	21.3%	36.4%	38.6%	421	9.5%	25.4%	26.4%	38.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	8.7%	26.1%	65.2%
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	51	0.0%	5.9%	39.2%	54.9%	67	0.0%	9.0%	29.9%	61.2%	81	2.5%	18.5%	32.1%	46.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	274	6.6%	38.7%	26.3%	28.5%	303	4.6%	25.1%	37.0%	33.3%	301	12.0%	27.9%	25.6%	34.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	170	3.5%	18.8%	29.4%	48.2%	178	1.1%	15.2%	29.8%	53.9%	174	4.6%	16.1%	29.9%	49.4%
English Learners	<20	*	*	*	*	28	3.6%	0.0%	10.7%	85.7%	41	2.4%	4.9%	29.3%	63.4%
Students with Disabilities	28	7.1%	7.1%	7.1%	78.6%	21	0.0%	0.0%	19.0%	81.0%	40	0.0%	2.5%	10.0%	87.5%



## GROWTH

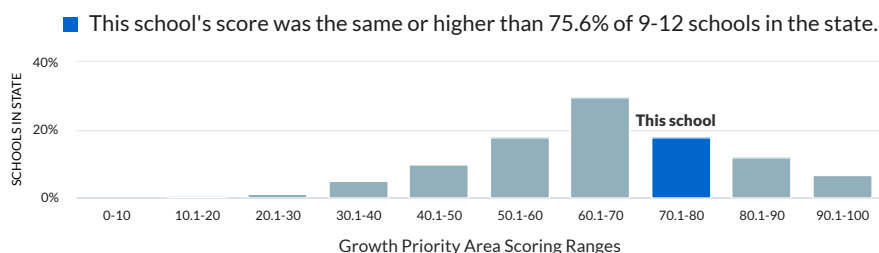
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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:** 83.1

**Mathematics Score:** 69.8



### 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 do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS

All Students	(375)	3.9
American Indian or Alaskan Native	(20)	4.1
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(71)	3.6
Native Hawaiian or Pacific Islander	(<20)	
White	(270)	4.0
Two or More Races	(<20)	
Economically Disadvantaged	(158)	4.0
Not Economically Disadvantaged	(217)	3.8
English Learners	(33)	3.5
English Proficient	(342)	3.9
Students with Disabilities	(27)	3.7
Students without Disabilities	(348)	3.9
Proficient Last Year	(126)	3.7
Not Proficient Last Year	(249)	4.0

#### MATHEMATICS

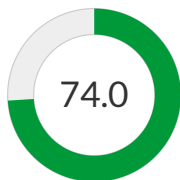
All Students	(381)	3.2
American Indian or Alaskan Native	(20)	2.7
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(73)	3.5
Native Hawaiian or Pacific Islander	(<20)	
White	(274)	3.1
Two or More Races	(<20)	
Economically Disadvantaged	(161)	3.1
Not Economically Disadvantaged	(220)	3.2
English Learners	(35)	3.5
English Proficient	(346)	3.2
Students with Disabilities	(29)	3.6
Students without Disabilities	(352)	3.2
Proficient Last Year	(122)	2.5
Not Proficient Last Year	(259)	3.7



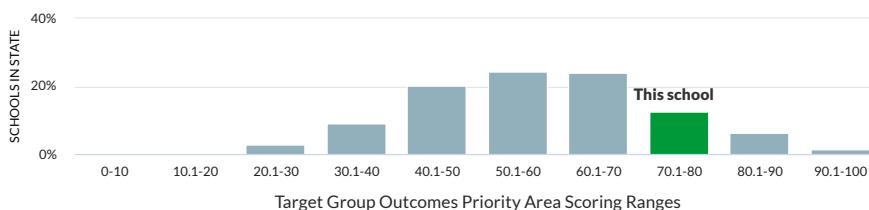
## TARGET GROUP OUTCOMES

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 84.8% of 9-12 schools in the state.



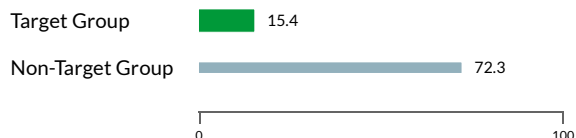
## Component Scores

### ACHIEVEMENT

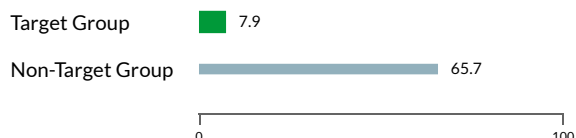
Score: 11.7

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

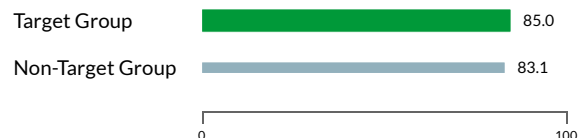


### GROWTH

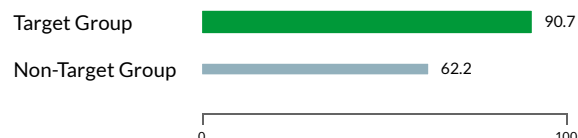
Score: 87.9

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

#### English Language Arts



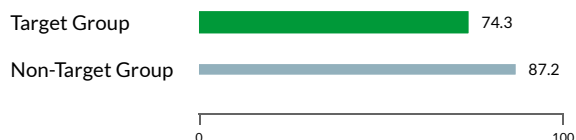
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 74.3

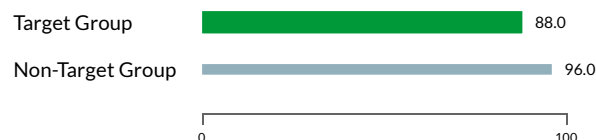
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 88.0

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

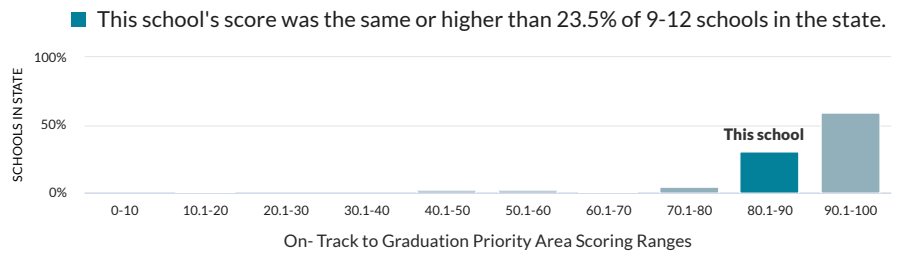
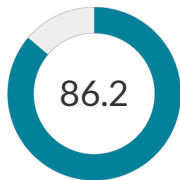




## ON-TRACK TO GRADUATION

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

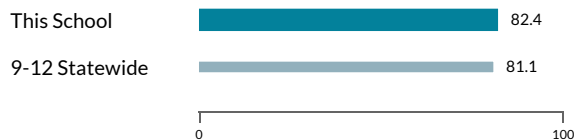


## Component Scores

### CHRONIC ABSENTEEISM

Score: 82.4

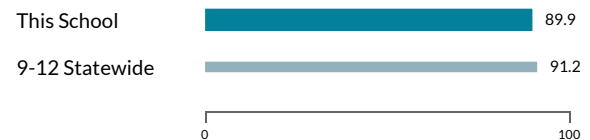
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 89.9

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	467	17.8%	508	15.4%	546	19.2%
American Indian or Alaskan Native	20	50.0%	26	19.2%	24	37.5%
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	70	25.7%	67	13.4%	80	30.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	352	14.5%	388	16.0%	417	15.8%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	227	27.8%	233	20.6%	242	27.7%
English Learners	25	20.0%	21	14.3%	32	21.9%
Students with Disabilities	43	41.9%	46	32.6%	46	34.8%

### 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	118	107	90.7%	99	88	88.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	97	88	90.7%	80	73	91.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	55	47	85.5%	42	35	83.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<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		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
<b>16.8%</b>	<b>19.9%</b>	<b>28.2%</b>	<b>18.6%</b>	<b>0.0%</b>	<b>2.8%</b>	<b>10.6%</b>	<b>3.4%</b>
92 students successfully completed at least one Advanced Placement or International Baccalaureate course.		154 students successfully completed at least one dual enrollment course.		No students earned an 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
American Indian or Alaskan Native	24	2,799	16.7%	6.5%	16.7%	10.0%	0.0%	1.8%	4.2%	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	80	34,372	6.3%	15.8%	17.5%	13.4%	0.0%	1.9%	5.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	417	181,931	18.7%	21.7%	30.9%	21.7%	0.0%	3.4%	12.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	242	96,593	9.9%	10.8%	25.6%	12.0%	0.0%	2.1%	8.3%	2.6%
English Learners	32	14,562	0.0%	9.7%	15.6%	12.0%	0.0%	1.3%	6.3%	1.3%
Students with Disabilities	46	34,324	0.0%	3.6%	15.2%	9.6%	0.0%	1.9%	2.2%	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
<b>21.6%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>37.7%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.6%</b>
118 students successfully completed at least one art & design course.		No students successfully completed a dance course.		206 students successfully completed at least one music course.		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	24	2,799	12.5%	21.5%	0.0%	0.0%	12.5%	12.5%	0.0%	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	80	34,372	23.8%	21.3%	0.0%	0.2%	38.8%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	417	181,931	21.6%	24.2%	0.0%	0.3%	38.8%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	242	96,593	20.7%	21.8%	0.0%	0.2%	40.5%	13.6%	0.0%	1.5%
English Learners	32	14,562	21.9%	21.6%	0.0%	0.2%	28.1%	9.4%	0.0%	1.1%
Students with Disabilities	46	34,324	15.2%	23.4%	0.0%	0.2%	28.3%	12.0%	0.0%	1.5%

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