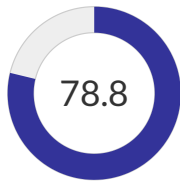




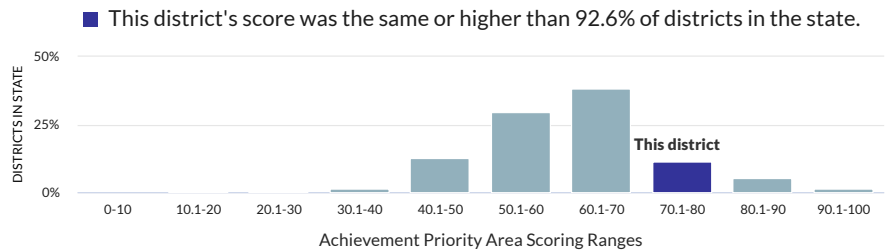
## ACHIEVEMENT

This priority area summarizes how this district'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



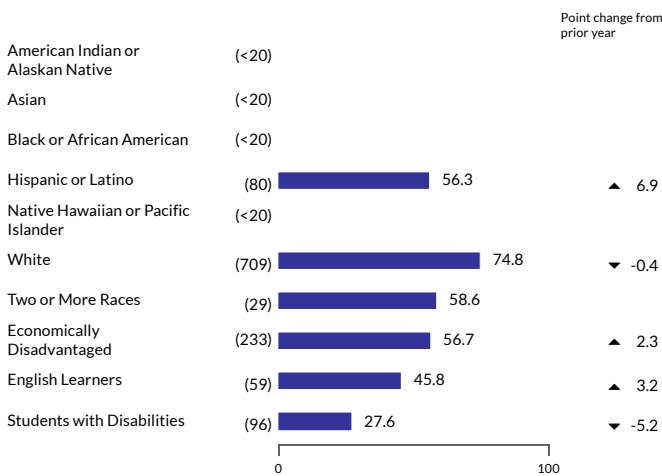
English Language Arts Score: 72.2  
Mathematics Score: 85.4



## 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



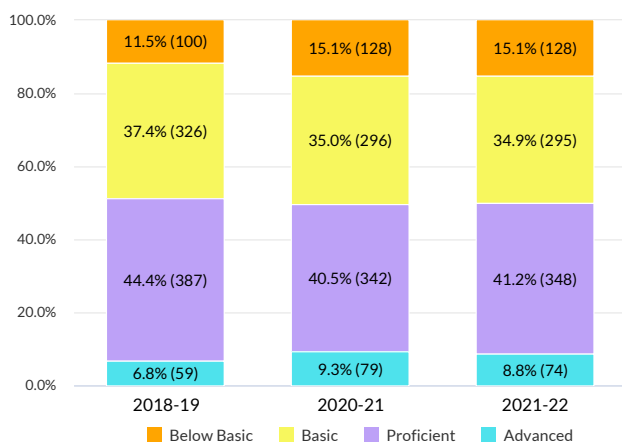
### MATHEMATICS



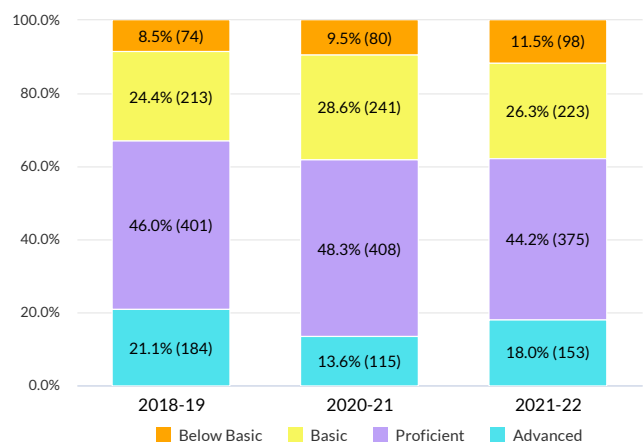
## Performance Levels by Year

These graphs show district-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: Two or More Races
99.2%	91.9%

#### MATHEMATICS

All students	Lowest-participating group: Two or More Races
99.3%	94.6%

### 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: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	872	6.8%	44.4%	37.4%	11.5%	845	9.3%	40.5%	35.0%	15.1%	845	8.8%	41.2%	34.9%	15.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	86	2.3%	32.6%	41.9%	23.3%	83	4.8%	21.7%	41.0%	32.5%	80	2.5%	31.3%	42.5%	23.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	757	7.3%	46.5%	36.2%	10.0%	722	10.0%	43.2%	34.1%	12.7%	709	9.4%	43.4%	34.4%	12.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	29	13.8%	27.6%	20.7%	37.9%
Economically Disadvantaged	210	3.3%	31.4%	46.7%	18.6%	225	5.3%	25.8%	41.3%	27.6%	233	3.9%	32.6%	36.5%	27.0%
English Learners	63	0.0%	31.7%	44.4%	23.8%	61	0.0%	21.3%	42.6%	36.1%	59	1.7%	23.7%	39.0%	35.6%
Students with Disabilities	86	2.3%	15.1%	40.7%	41.9%	87	2.3%	16.1%	26.4%	55.2%	96	3.1%	13.5%	18.8%	64.6%

#### MATHEMATICS

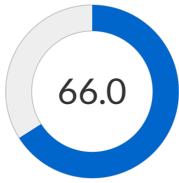
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	872	21.1%	46.0%	24.4%	8.5%	844	13.6%	48.3%	28.6%	9.5%	849	18.0%	44.2%	26.3%	11.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	86	7.0%	33.7%	36.0%	23.3%	82	4.9%	29.3%	41.5%	24.4%	80	0.0%	35.0%	40.0%	25.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	757	22.7%	47.6%	23.1%	6.6%	722	15.1%	51.5%	26.3%	7.1%	710	20.7%	46.1%	24.4%	8.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	32	15.6%	31.3%	28.1%	25.0%
Economically Disadvantaged	210	11.0%	36.7%	35.7%	16.7%	226	5.8%	31.9%	41.6%	20.8%	234	6.8%	35.9%	37.2%	20.1%
English Learners	63	4.8%	34.9%	41.3%	19.0%	61	4.9%	24.6%	39.3%	31.1%	62	0.0%	30.6%	32.3%	37.1%
Students with Disabilities	86	7.0%	27.9%	26.7%	38.4%	87	8.0%	24.1%	34.5%	33.3%	98	5.1%	18.4%	27.6%	49.0%



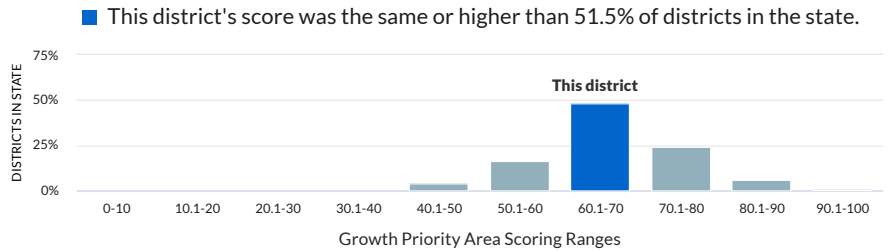
## GROWTH

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 district 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



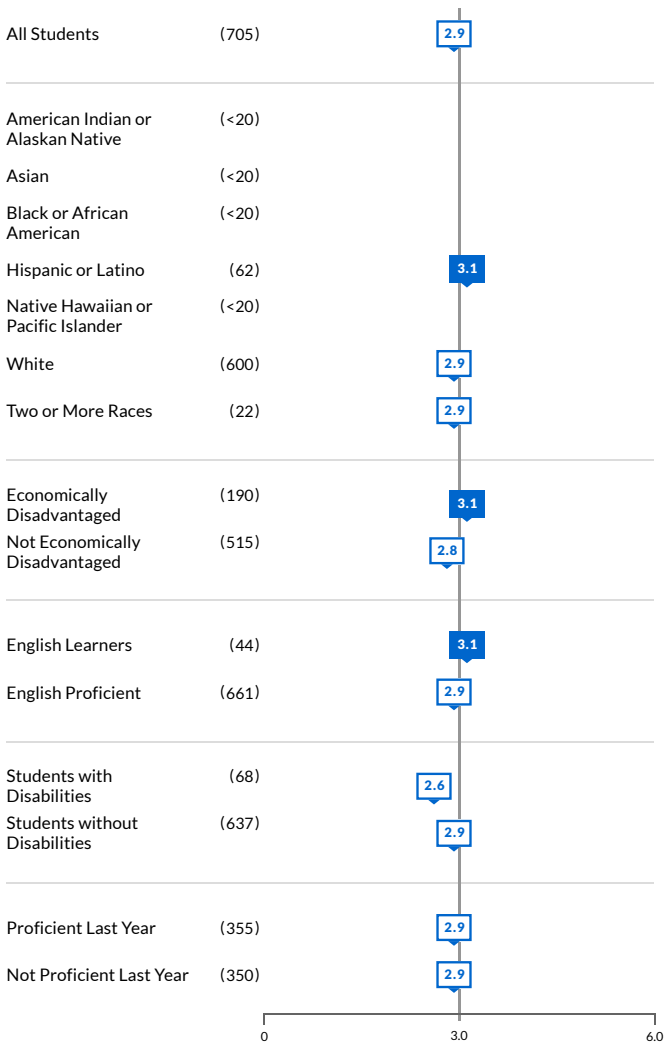
English Language Arts Score: 64.1  
Mathematics Score: 67.9



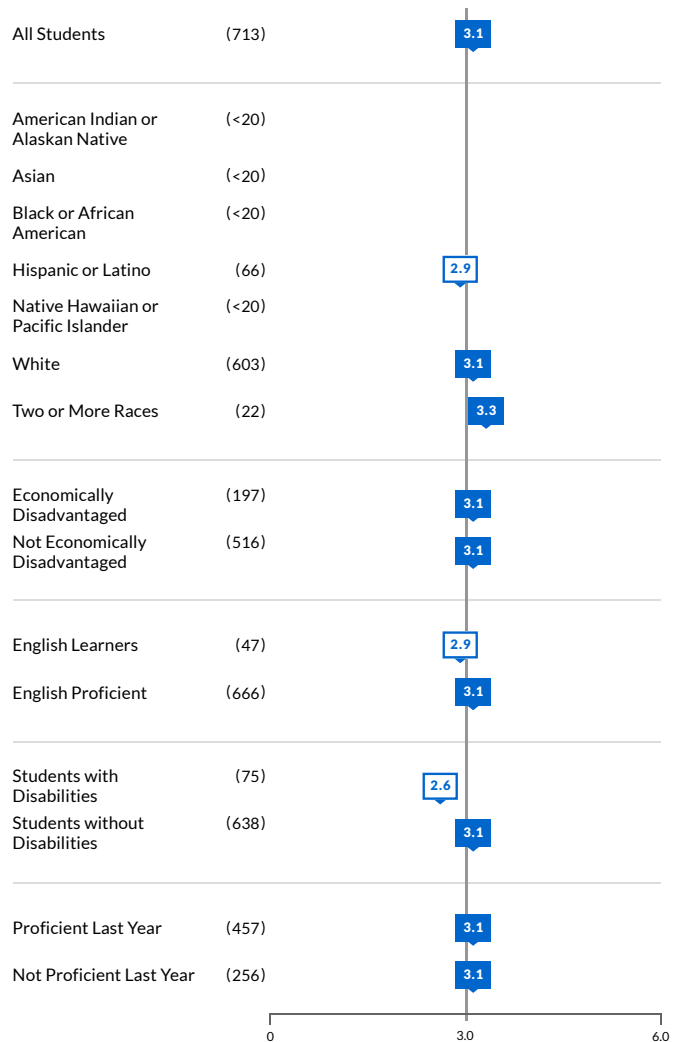
### Student Group Value-Added (for information only)

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

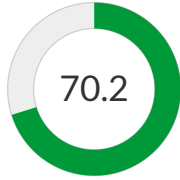




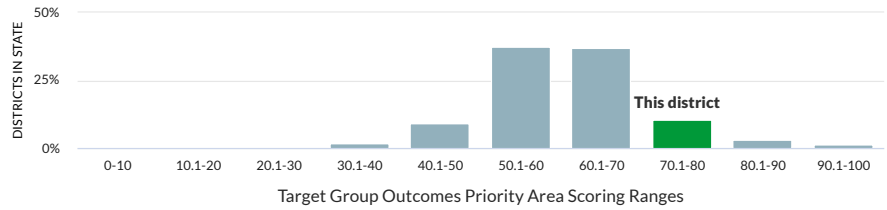
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts 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 district's score was the same or higher than 85.5% of districts in the state.



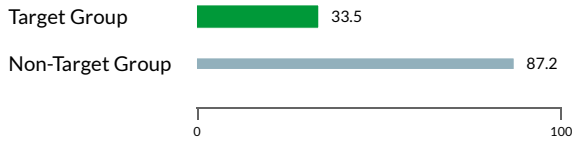
## Component Scores

### ACHIEVEMENT

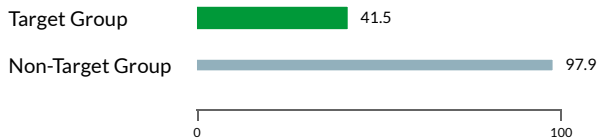
Score: 37.5

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

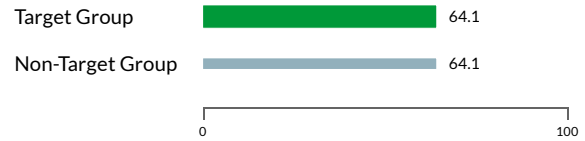


### GROWTH

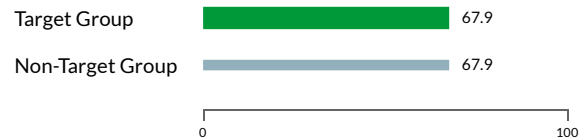
Score: 66.0

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

#### English Language Arts



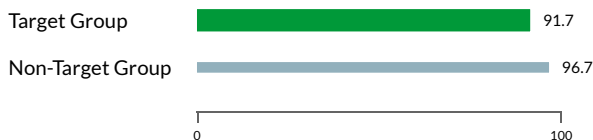
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 91.7

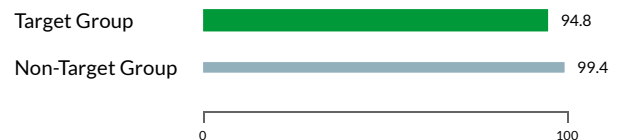
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 94.8

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

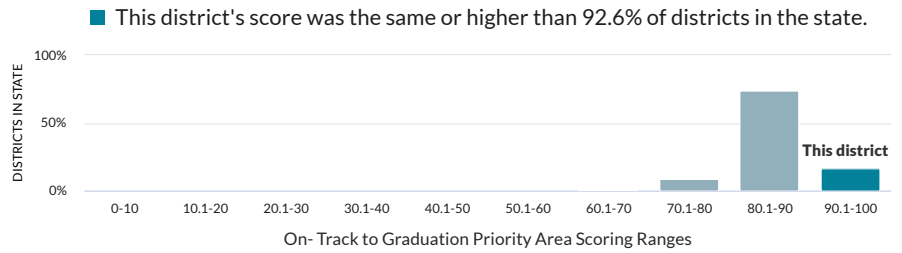
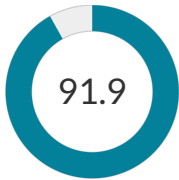




## ON-TRACK TO GRADUATION

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

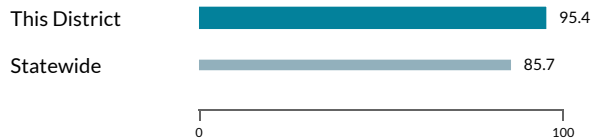


## Component Scores

### CHRONIC ABSENTEEISM

Score: 95.4

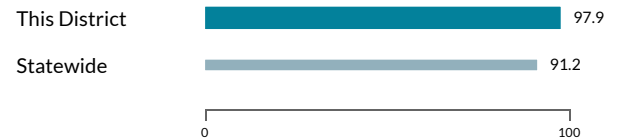
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.9

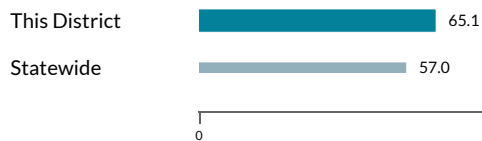
Average of 2020-21's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 65.1

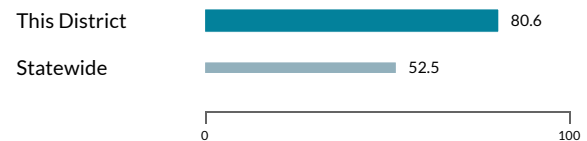
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 80.6

Multi-year average points-based proficiency rates.





## 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: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	1,287	3.9%	1,276	4.7%	1,242	5.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	121	7.4%	117	9.4%	117	12.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,115	3.3%	1,104	3.8%	1,066	3.9%
Two or More Races	26	11.5%	27	11.1%	29	3.4%
Economically Disadvantaged	309	8.1%	310	9.4%	312	10.3%
English Learners	92	5.4%	87	9.2%	85	12.9%
Students with Disabilities	144	11.8%	127	11.8%	133	9.8%

### 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: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	109	107	98.2%	125	122	97.6%
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	104	103	99.0%	116	113	97.4%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
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 district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>26.5%</b>	<b>19.9%</b>

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

#### DUAL ENROLLMENT

District	State
<b>0.0%</b>	<b>18.6%</b>

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>0.0%</b>	<b>2.8%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>0.0%</b>	<b>3.4%</b>

No students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	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	35	34,372	5.7%	15.8%	0.0%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	377	181,931	28.9%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	88	96,593	10.2%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	34	34,324	2.9%	3.6%	0.0%	9.6%	0.0%	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 district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>12.3%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>13.0%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.6%</b>
52 students successfully completed at least one art & design course.		No students successfully completed a dance course.		55 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 district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	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	35	34,372	20.0%	21.3%	0.0%	0.2%	11.4%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	377	181,931	11.4%	24.2%	0.0%	0.3%	13.5%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	88	96,593	17.0%	21.8%	0.0%	0.2%	12.5%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	34	34,324	11.8%	23.4%	0.0%	0.2%	5.9%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction  
 Office of Educational Accountability  
 125 S. Webster Street  
 Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



November 2022

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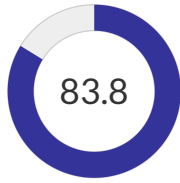




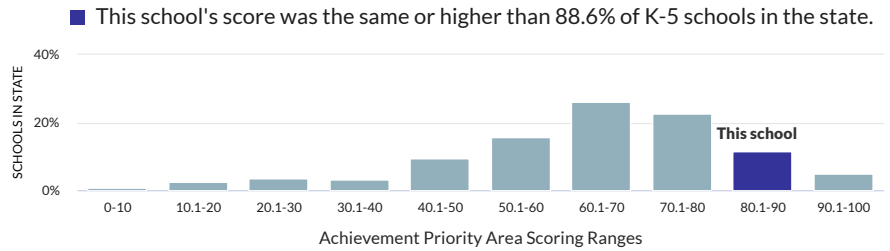
## ACHIEVEMENT

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



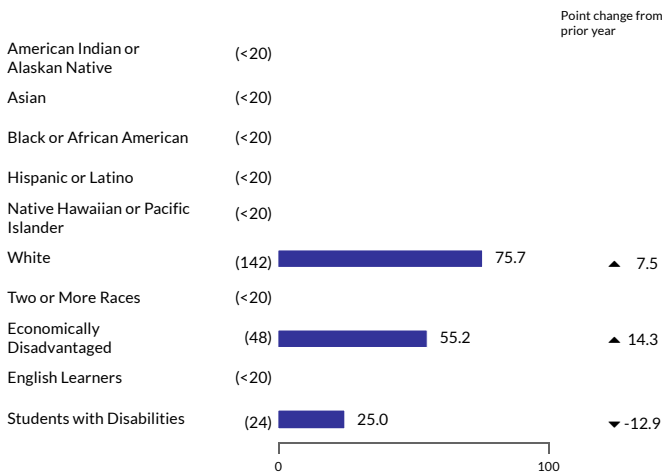
English Language Arts Score: 70.3  
Mathematics Score: 97.3



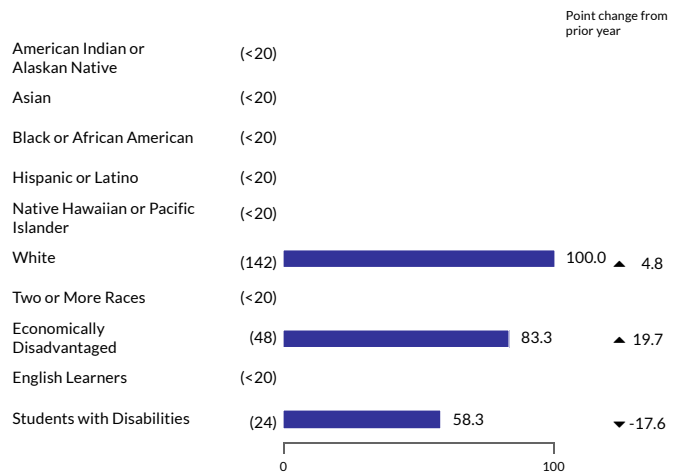
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



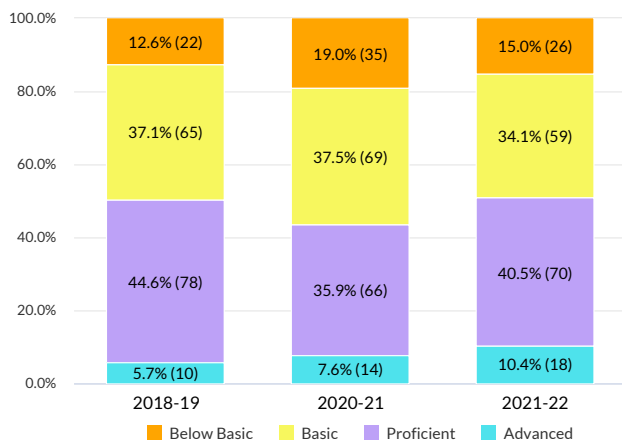
### MATHEMATICS



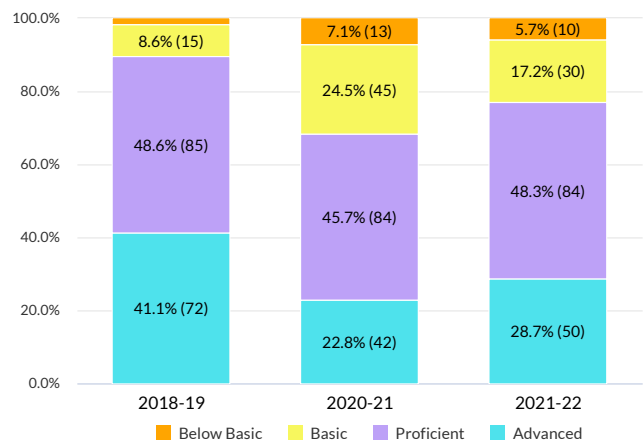
## Performance Levels by Year

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
99.4%	96.0%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.4%	96.0%

### 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: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	175	5.7%	44.6%	37.1%	12.6%	184	7.6%	35.9%	37.5%	19.0%	173	10.4%	40.5%	34.1%	15.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	21	9.5%	38.1%	28.6%	23.8%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	145	4.8%	46.9%	37.9%	10.3%	157	8.3%	38.2%	35.0%	18.5%	142	12.0%	41.5%	32.4%	14.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	54	3.7%	40.7%	42.6%	13.0%	44	2.3%	15.9%	43.2%	38.6%	48	0.0%	35.4%	39.6%	25.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	5.0%	30.0%	25.0%	40.0%	29	0.0%	20.7%	34.5%	44.8%	24	4.2%	8.3%	20.8%	66.7%

#### MATHEMATICS

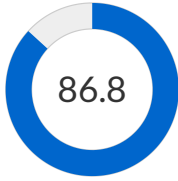
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	175	41.1%	48.6%	8.6%	1.7%	184	22.8%	45.7%	24.5%	7.1%	174	28.7%	48.3%	17.2%	5.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	21	23.8%	66.7%	4.8%	4.8%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	145	43.4%	46.2%	9.0%	1.4%	157	24.8%	46.5%	22.9%	5.7%	142	34.5%	44.4%	15.5%	5.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	54	29.6%	61.1%	7.4%	1.9%	44	2.3%	38.6%	43.2%	15.9%	48	10.4%	54.2%	27.1%	8.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	25.0%	40.0%	25.0%	10.0%	29	17.2%	34.5%	31.0%	17.2%	24	8.3%	33.3%	25.0%	33.3%



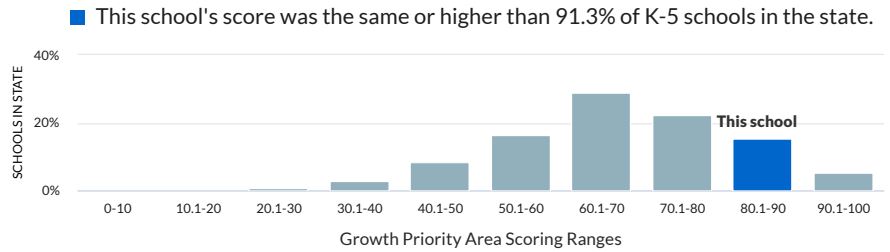
## GROWTH

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: 73.6  
Mathematics Score: 100.0



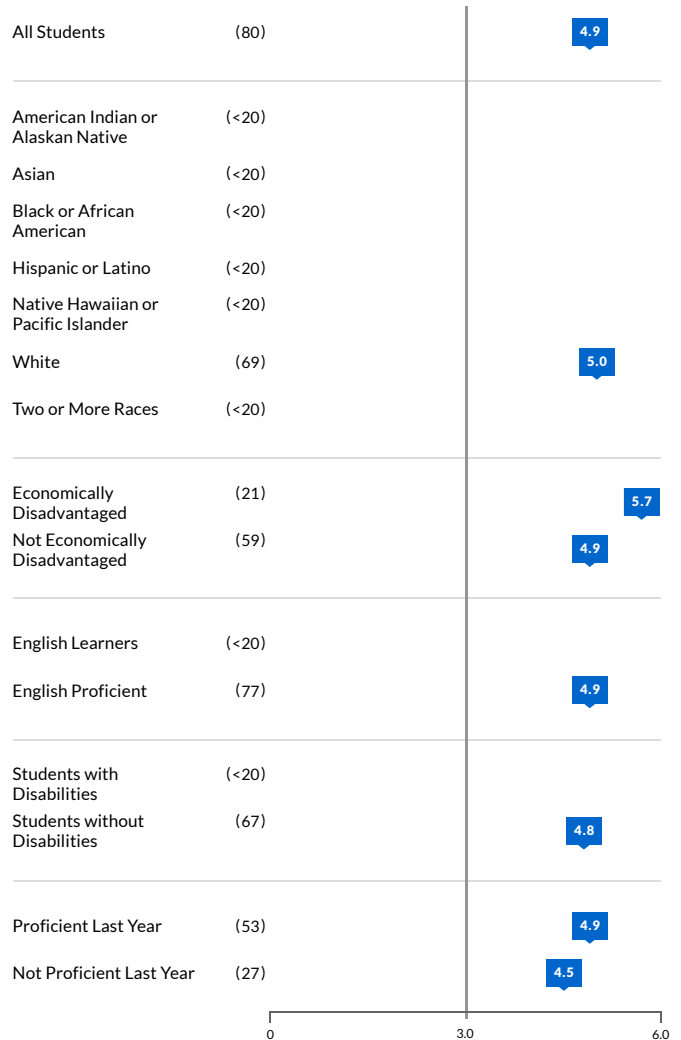
### Student Group Value-Added (for information only)

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





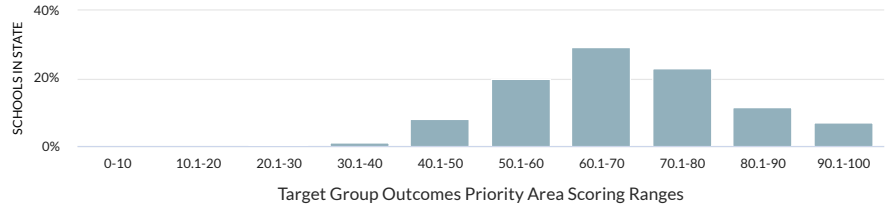
## TARGET GROUP OUTCOMES

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 is the distribution of scores for K-5 schools in the state.



### Component Scores

**ACHIEVEMENT** Score: NA

Average points-based proficiency rates.

**English Language Arts**

NO DATA TO DISPLAY

**Mathematics**

NO DATA TO DISPLAY

**GROWTH** Score: NA

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

**English Language Arts**

NO DATA TO DISPLAY

**Mathematics**

NO DATA TO DISPLAY

**CHRONIC ABSENTEEISM** Score: NA

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.

NO DATA TO DISPLAY

**ATTENDANCE** Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

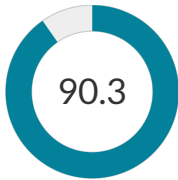
NO DATA TO DISPLAY



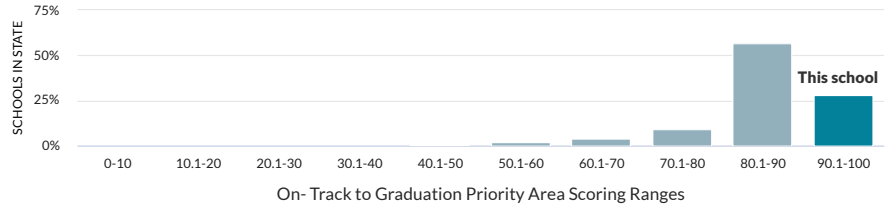
## ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 74.0% of K-5 schools in the state.

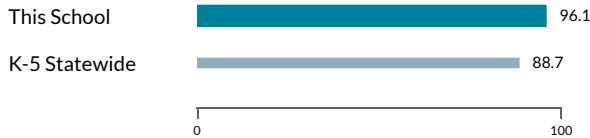


## Component Scores

### CHRONIC ABSENTEEISM

Score: 96.1

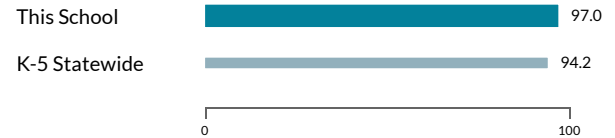
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 97.0

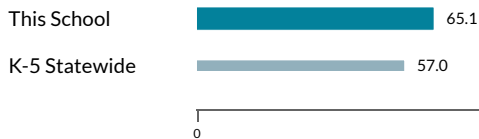
This score is the overall attendance rate for the school in 2020-21.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 65.1

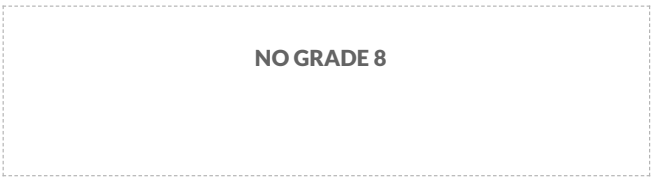
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





## 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: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	447	3.4%	451	5.5%	463	2.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	50	6.0%	42	2.4%	43	4.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	371	3.0%	385	5.5%	392	1.8%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	130	6.2%	115	10.4%	111	6.3%
English Learners	42	4.8%	36	2.8%	35	8.6%
Students with Disabilities	61	8.2%	51	9.8%	63	7.9%

### 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.

This school does not have a 12th grade

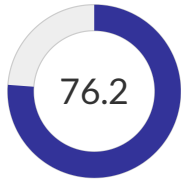




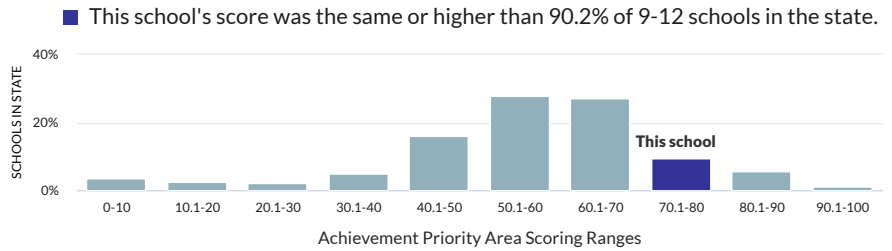
## ACHIEVEMENT

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



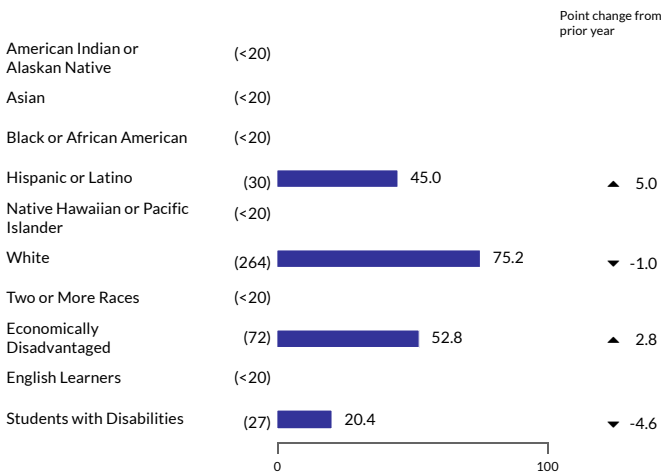
English Language Arts Score: 72.2  
Mathematics Score: 80.2



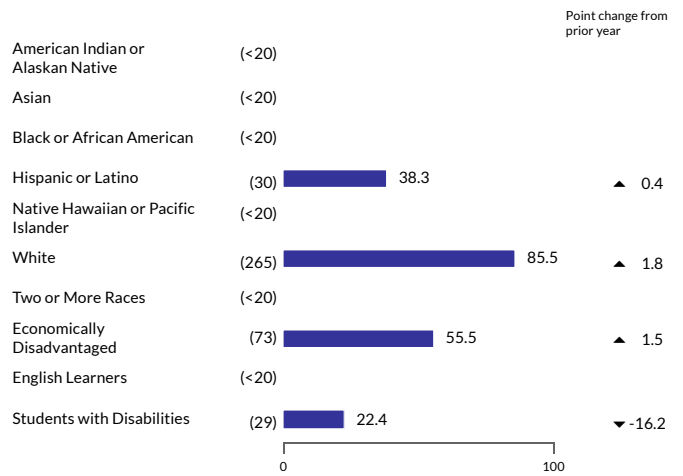
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



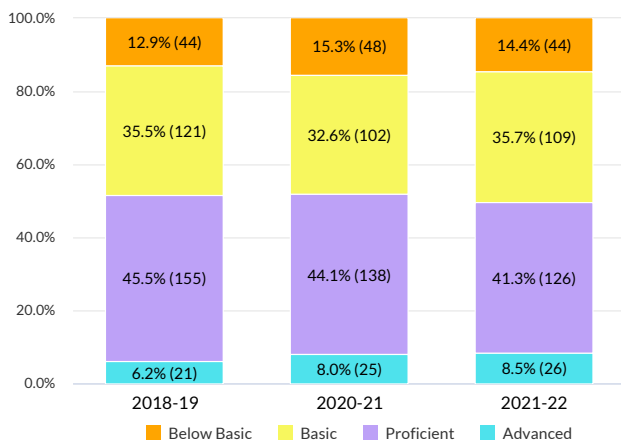
### MATHEMATICS



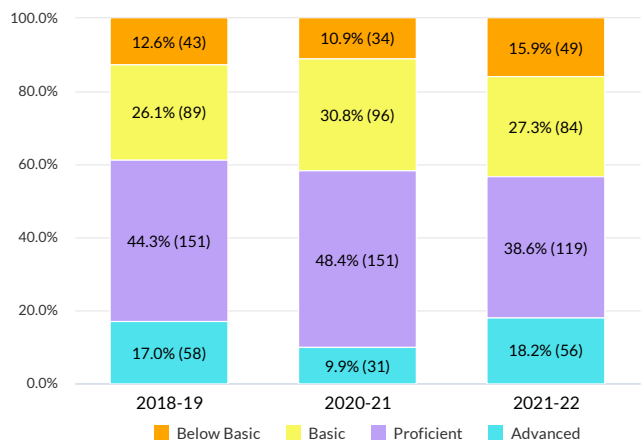
## Performance Levels by Year

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: English Learners
98.4%	90.0%

#### MATHEMATICS

All students	Lowest-participating group: English Learners
98.7%	95.0%

### 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	341	6.2%	45.5%	35.5%	12.9%	313	8.0%	44.1%	32.6%	15.3%	305	8.5%	41.3%	35.7%	14.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	25	0.0%	32.0%	32.0%	36.0%	30	3.3%	20.0%	30.0%	46.7%	30	3.3%	16.7%	46.7%	33.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	306	6.9%	47.4%	34.6%	11.1%	273	8.8%	46.5%	33.0%	11.7%	264	8.7%	44.7%	34.8%	11.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	56	1.8%	28.6%	41.1%	28.6%	74	4.1%	25.7%	36.5%	33.8%	72	6.9%	23.6%	37.5%	31.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	0.0%	11.4%	45.7%	42.9%	22	4.5%	4.5%	27.3%	63.6%	27	3.7%	11.1%	7.4%	77.8%

#### 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	341	17.0%	44.3%	26.1%	12.6%	312	9.9%	48.4%	30.8%	10.9%	308	18.2%	38.6%	27.3%	15.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	25	4.0%	16.0%	32.0%	48.0%	29	0.0%	13.8%	48.3%	37.9%	30	0.0%	16.7%	43.3%	40.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	306	18.3%	47.1%	25.5%	9.2%	273	11.4%	52.4%	28.6%	7.7%	265	20.4%	41.9%	26.0%	11.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	56	3.6%	30.4%	33.9%	32.1%	75	6.7%	22.7%	42.7%	28.0%	73	12.3%	13.7%	46.6%	27.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	2.9%	20.0%	22.9%	54.3%	22	4.5%	13.6%	36.4%	45.5%	29	3.4%	10.3%	13.8%	72.4%

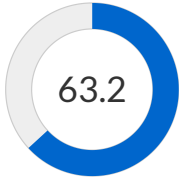




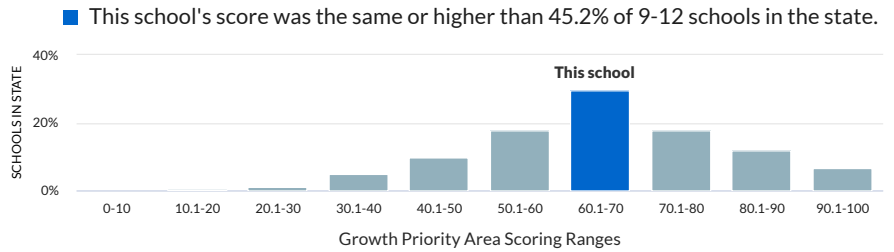
## GROWTH

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



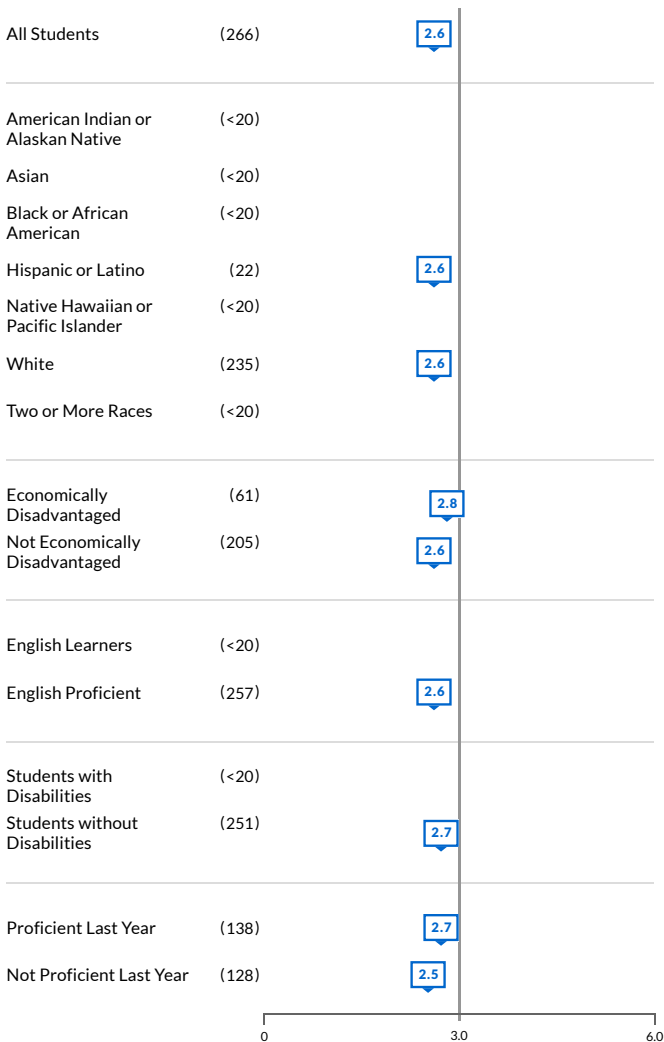
English Language Arts Score: 58.4  
Mathematics Score: 67.9



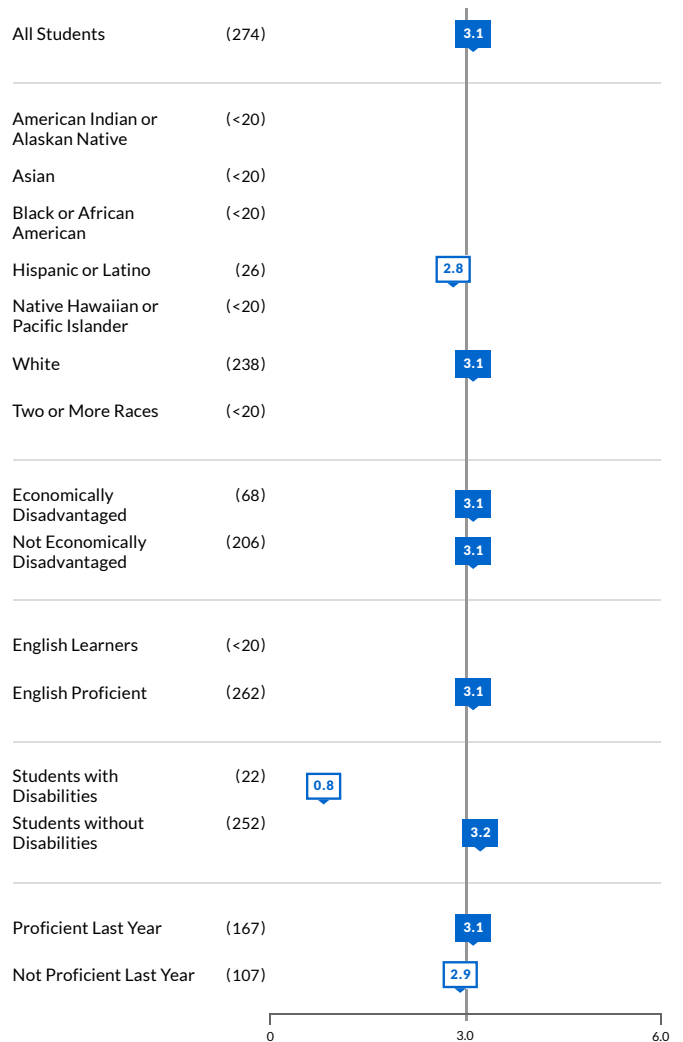
### Student Group Value-Added (for information only)

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

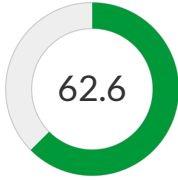




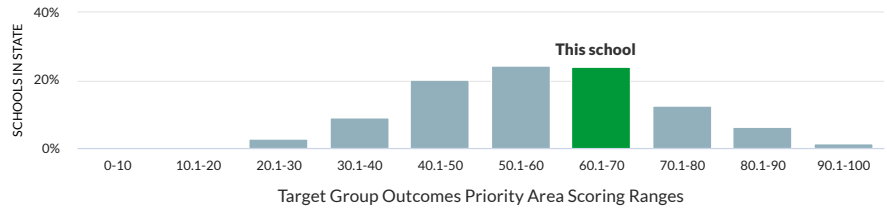
## TARGET GROUP OUTCOMES

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 66.6% of 9-12 schools in the state.



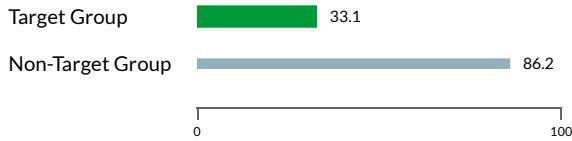
## Component Scores

### ACHIEVEMENT

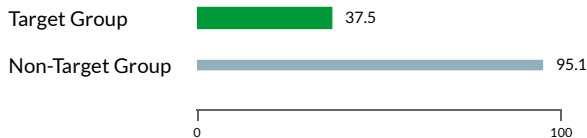
Score: 35.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

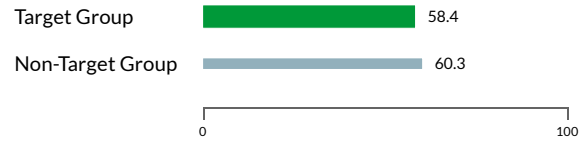


### GROWTH

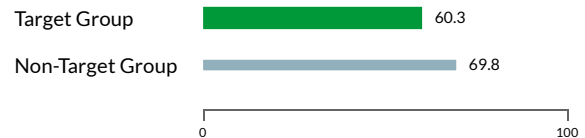
Score: 59.4

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

#### English Language Arts



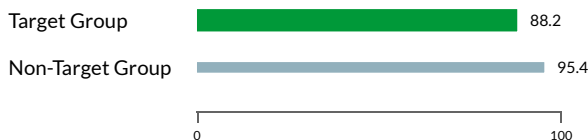
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 88.2

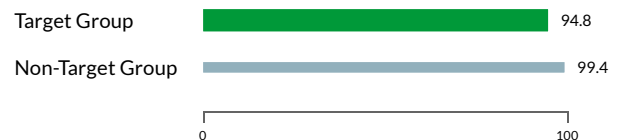
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 94.8

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

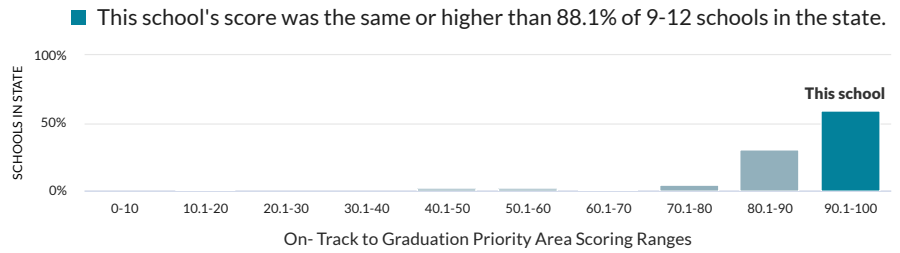
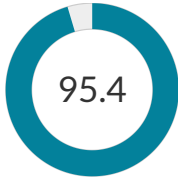




## ON-TRACK TO GRADUATION

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

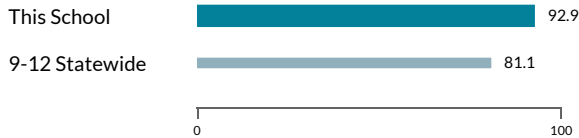


## Component Scores

### CHRONIC ABSENTEEISM

Score: 92.9

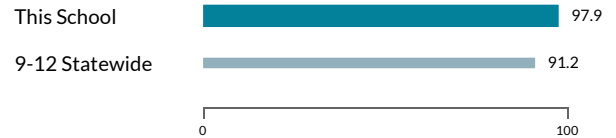
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.9

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	477	5.2%	456	5.5%	422	10.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	29	6.9%	32	18.8%	35	22.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	432	4.6%	407	3.9%	377	8.5%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	77	14.3%	85	12.9%	88	21.6%
English Learners	20	5.0%	<20	*	<20	*
Students with Disabilities	51	21.6%	40	20.0%	34	14.7%

### 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	109	107	98.2%	125	122	97.6%
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	104	103	99.0%	116	113	97.4%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
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

School	State
<b>26.5%</b>	<b>19.9%</b>

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

#### DUAL ENROLLMENT

School	State
<b>0.0%</b>	<b>18.6%</b>

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.0%</b>	<b>2.8%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>0.0%</b>	<b>3.4%</b>

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	<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	35	34,372	5.7%	15.8%	0.0%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	377	181,931	28.9%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	88	96,593	10.2%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	34	34,324	2.9%	3.6%	0.0%	9.6%	0.0%	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
<b>12.3%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>13.0%</b>	<b>18.3%</b>	<b>0.0%</b>	<b>1.6%</b>
52 students successfully completed at least one art & design course.		No students successfully completed a dance course.		55 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.

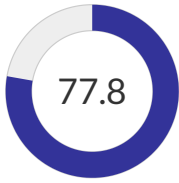
	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	35	34,372	20.0%	21.3%	0.0%	0.2%	11.4%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	377	181,931	11.4%	24.2%	0.0%	0.3%	13.5%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	88	96,593	17.0%	21.8%	0.0%	0.2%	12.5%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	34	34,324	11.8%	23.4%	0.0%	0.2%	5.9%	12.0%	0.0%	1.5%



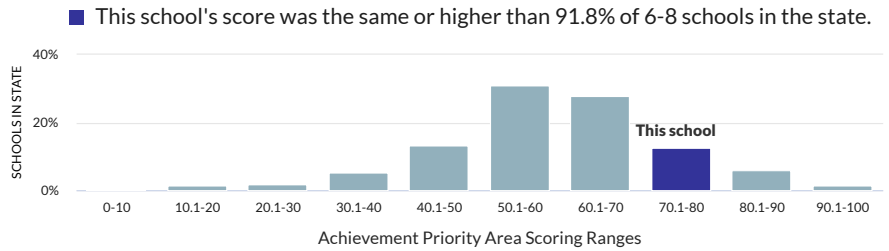
## ACHIEVEMENT

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



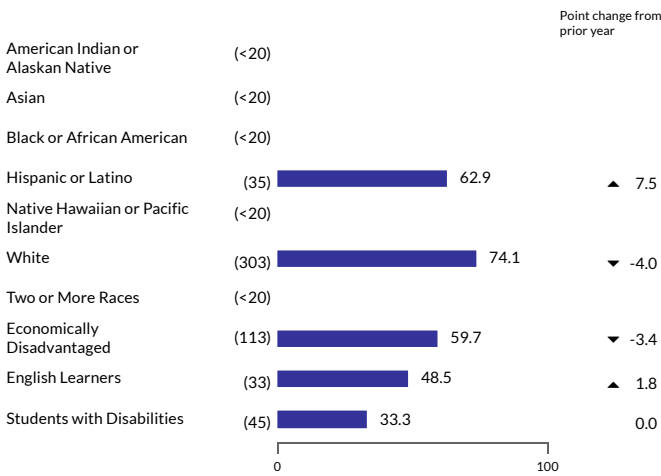
English Language Arts Score: 73.2  
Mathematics Score: 82.3



## 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



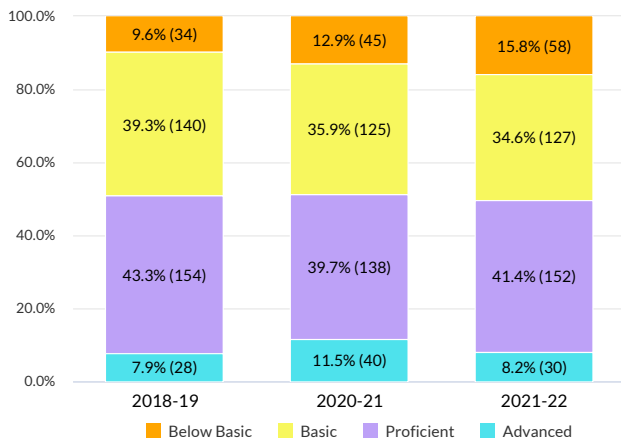
### MATHEMATICS



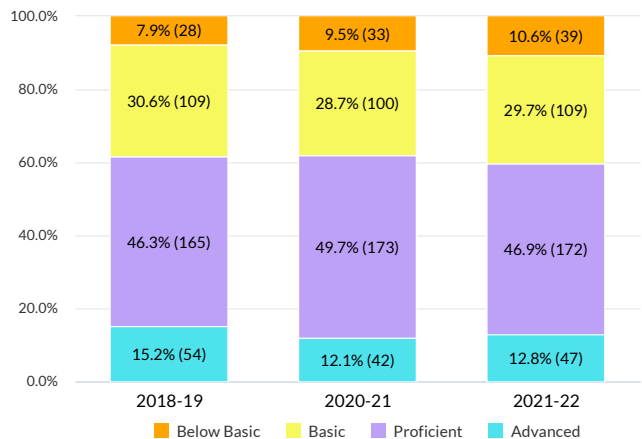
## Performance Levels by Year

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
99.7%	97.9%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.7%	97.9%

### 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: 6-8 State	192,409	8.9%	31.8%	35.2%	24.1%	167,490	8.0%	30.7%	36.2%	25.1%	183,084	7.2%	29.0%	35.8%	28.0%
All Students	356	7.9%	43.3%	39.3%	9.6%	348	11.5%	39.7%	35.9%	12.9%	367	8.2%	41.4%	34.6%	15.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	40	0.0%	30.0%	55.0%	15.0%	37	8.1%	21.6%	43.2%	27.0%	35	2.9%	42.9%	31.4%	22.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	306	8.8%	45.4%	36.9%	8.8%	292	12.0%	42.8%	34.6%	10.6%	303	8.9%	43.2%	35.0%	12.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	100	4.0%	28.0%	52.0%	16.0%	107	7.5%	29.9%	43.9%	18.7%	113	3.5%	37.2%	34.5%	24.8%
English Learners	29	0.0%	34.5%	48.3%	17.2%	30	0.0%	23.3%	46.7%	30.0%	33	3.0%	27.3%	33.3%	36.4%
Students with Disabilities	31	3.2%	9.7%	45.2%	41.9%	36	2.8%	19.4%	19.4%	58.3%	45	2.2%	17.8%	24.4%	55.6%

#### 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: 6-8 State	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	356	15.2%	46.3%	30.6%	7.9%	348	12.1%	49.7%	28.7%	9.5%	367	12.8%	46.9%	29.7%	10.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	40	0.0%	27.5%	55.0%	17.5%	37	5.4%	35.1%	40.5%	18.9%	35	0.0%	40.0%	40.0%	20.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	306	17.3%	48.7%	27.5%	6.5%	292	13.4%	53.4%	26.0%	7.2%	303	14.5%	50.5%	27.1%	7.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	100	5.0%	27.0%	52.0%	16.0%	107	6.5%	35.5%	40.2%	17.8%	113	1.8%	42.5%	35.4%	20.4%
English Learners	29	0.0%	27.6%	58.6%	13.8%	30	6.7%	30.0%	36.7%	26.7%	33	0.0%	30.3%	36.4%	33.3%
Students with Disabilities	31	0.0%	29.0%	32.3%	38.7%	36	2.8%	22.2%	36.1%	38.9%	45	4.4%	15.6%	37.8%	42.2%

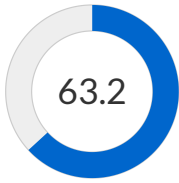




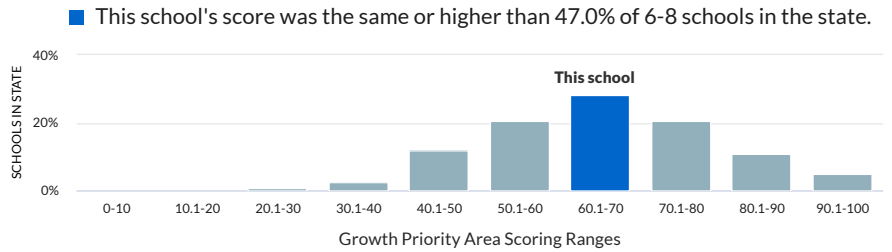
## GROWTH

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



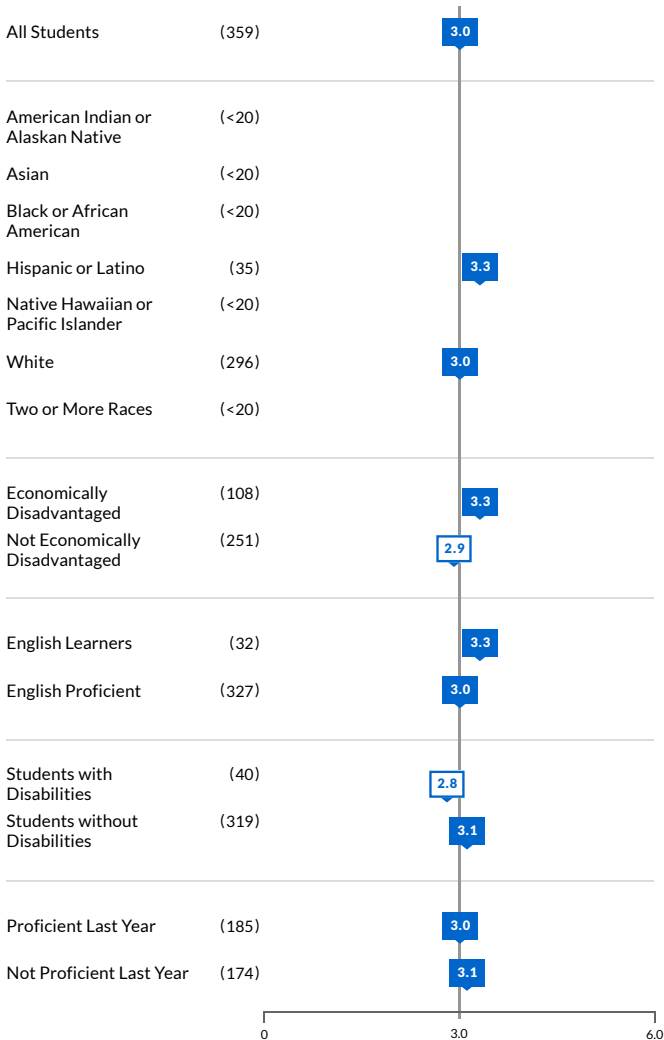
English Language Arts Score: 66.0  
Mathematics Score: 60.3



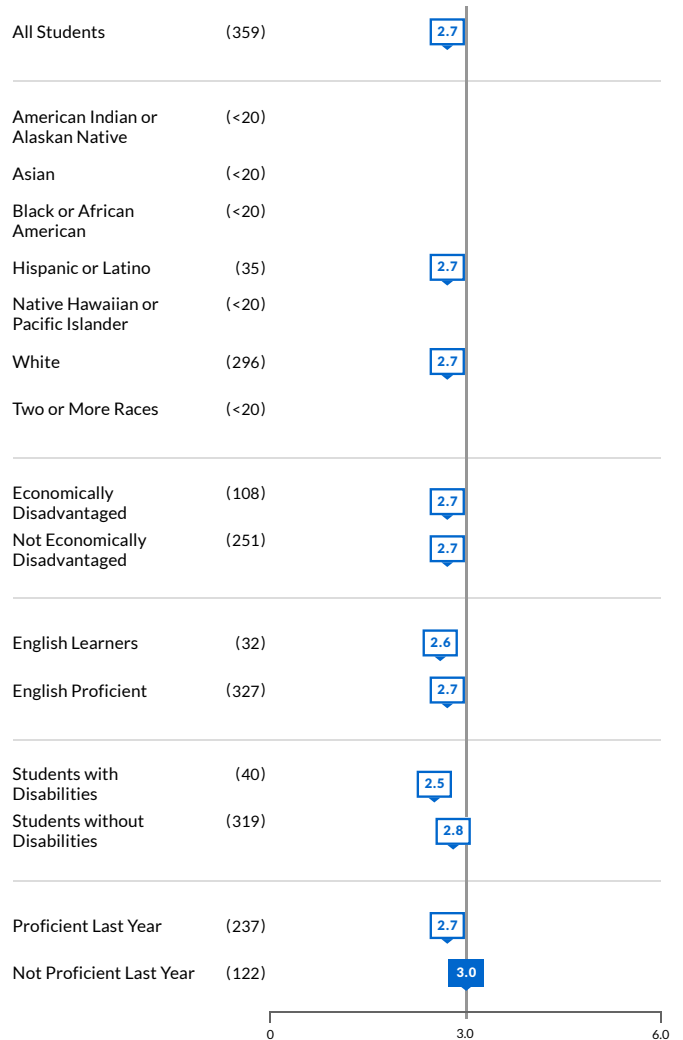
### Student Group Value-Added (for information only)

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

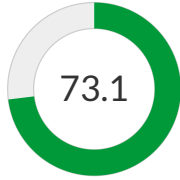




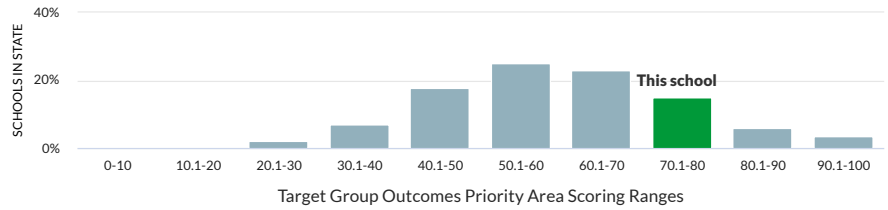
## TARGET GROUP OUTCOMES

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 82.2% of 6-8 schools in the state.



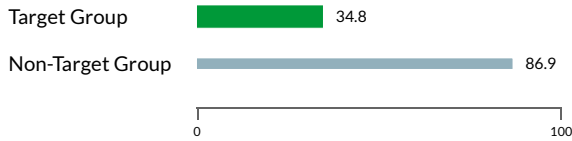
## Component Scores

### ACHIEVEMENT

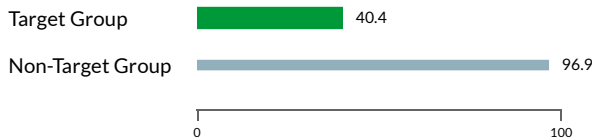
Score: 37.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

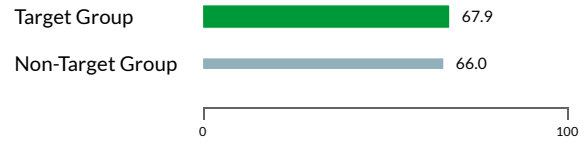


### GROWTH

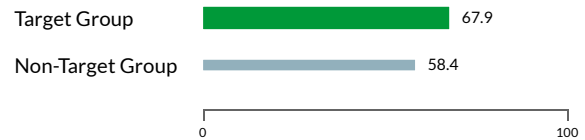
Score: 67.9

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

#### English Language Arts



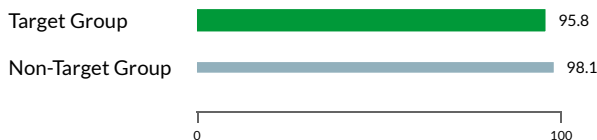
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 95.8

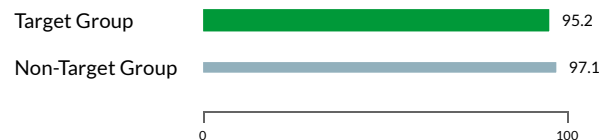
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### ATTENDANCE

Score: 95.2

This score is the overall attendance rate for the Target Group in 2020-21.

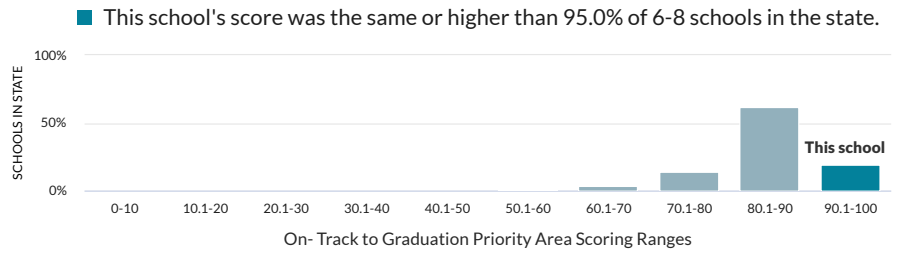




## ON-TRACK TO GRADUATION

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

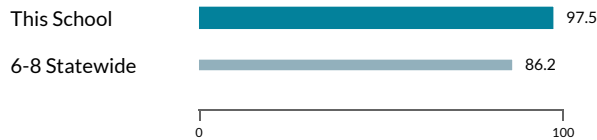


## Component Scores

### CHRONIC ABSENTEEISM

Score: 97.5

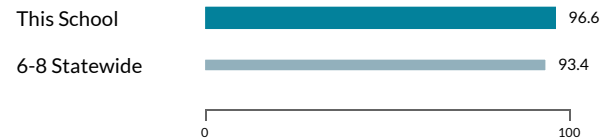
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### SCHOOL-WIDE ATTENDANCE

Score: 96.6

This score is the overall attendance rate for the school in 2020-21.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

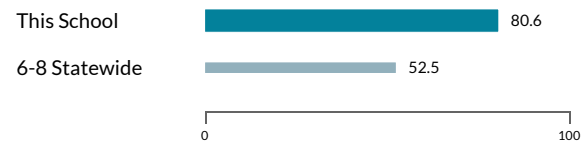
Multi-year average points-based proficiency rates.

NO GRADE 3

### 8TH GRADE MATHEMATICS

Score: 80.6

Multi-year average points-based proficiency rates.





## 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: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	363	2.8%	369	2.7%	357	2.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	42	9.5%	43	9.3%	39	12.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	312	1.9%	312	1.6%	297	1.0%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	102	5.9%	110	5.5%	113	5.3%
English Learners	30	6.7%	33	6.1%	31	9.7%
Students with Disabilities	32	3.1%	36	5.6%	36	8.3%

### 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.

This school does not have a 12th grade