



Inquiry Code: X6H6Q4

OVERVIEW

School Details

Grades : 9-12

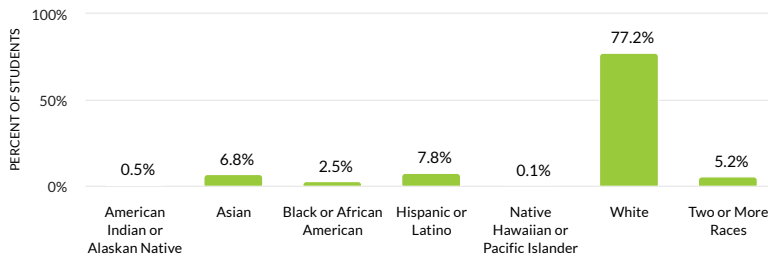
Enrollment : 1,552

Percent open enrollment : 3.6%

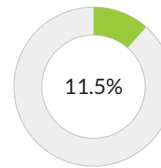
The Eau Claire Area School District serves over 11,000 students in twelve elementary schools, three middle schools, two high schools, and two Charter schools. Working collaboratively with students, families, staff, and community, we will ensure all students have access and opportunities to create success.

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

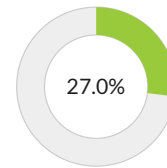
Student Groups



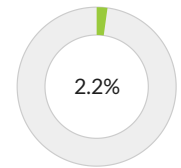
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



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

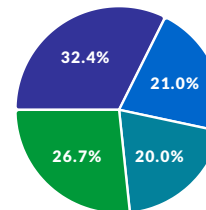
Overall Score

81.8

Exceeds Expectations



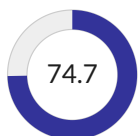
PRIORITY AREA WEIGHTS



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

Priority Area Scores

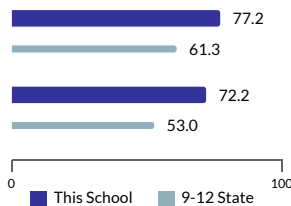
ACHIEVEMENT



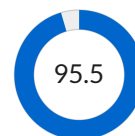
English Language Arts

Mathematics

Subject Area Scores



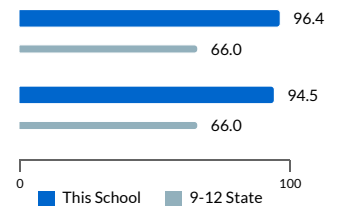
GROWTH



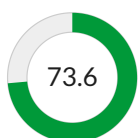
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



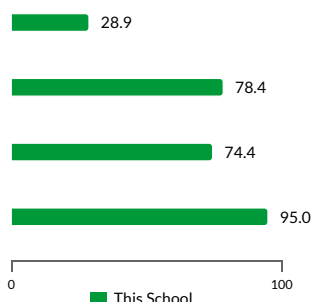
Achievement

Growth

Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



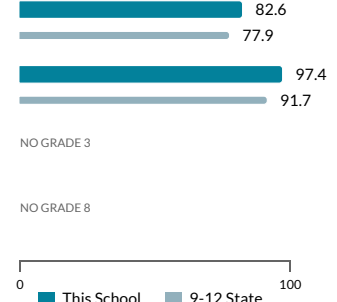
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

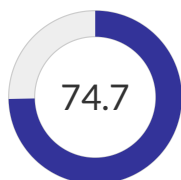




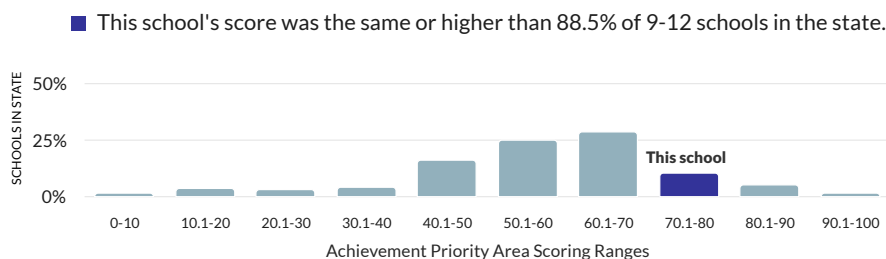
ACHIEVEMENT

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



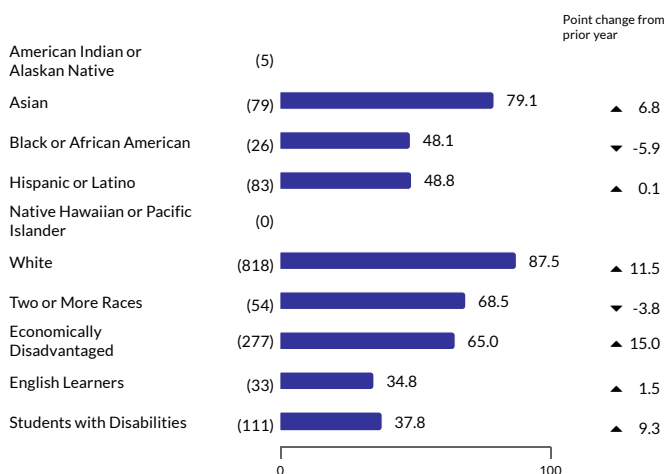
English Language Arts Score: 77.2
Mathematics Score: 72.2



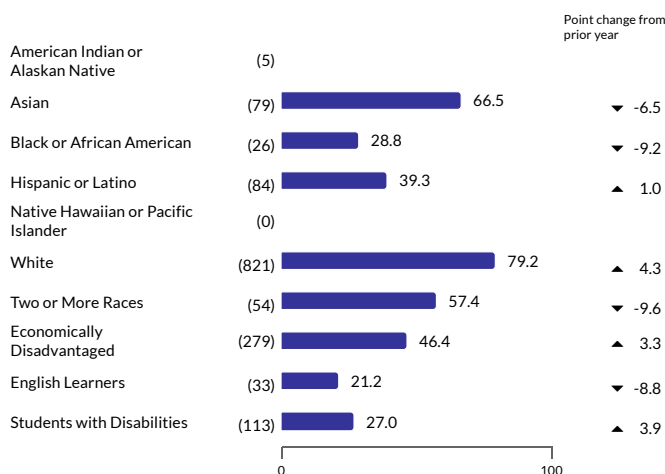
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



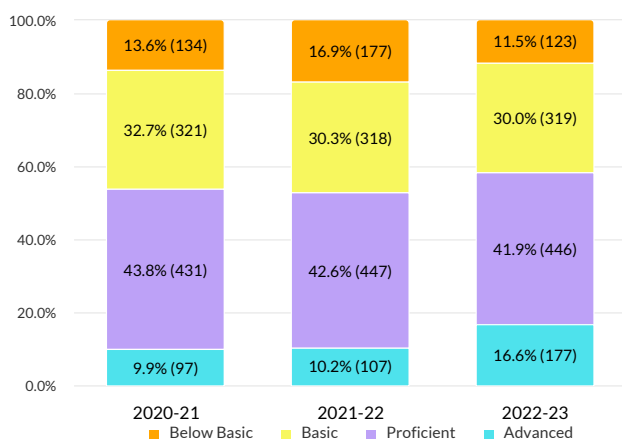
MATHEMATICS



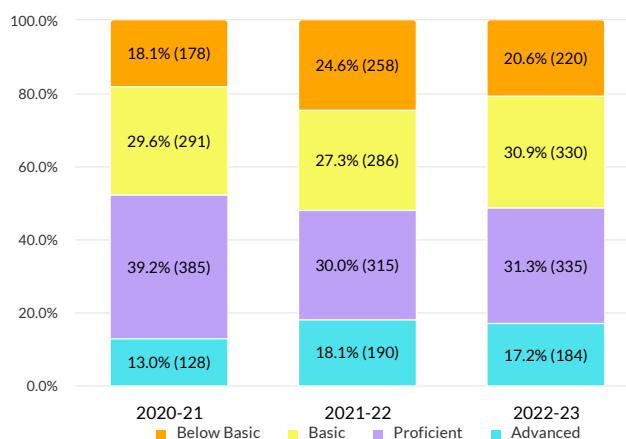
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
93.8%	81.9%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
94.1%	83.3%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,133	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%	186,634	9.4%	32.9%	34.6%	23.1%
All Students	983	9.9%	43.8%	32.7%	13.6%	1,049	10.2%	42.6%	30.3%	16.9%	1,065	16.6%	41.9%	30.0%	11.5%
American Indian or Alaskan Native	3	0.0%	33.3%	33.3%	33.3%	3	0.0%	66.7%	33.3%	0.0%	5	0.0%	20.0%	80.0%	0.0%
Asian	57	7.0%	31.6%	50.9%	10.5%	74	6.8%	39.2%	45.9%	8.1%	79	12.7%	40.5%	39.2%	7.6%
Black or African American	22	9.1%	13.6%	45.5%	31.8%	25	8.0%	24.0%	36.0%	32.0%	26	0.0%	23.1%	50.0%	26.9%
Hispanic or Latino	65	4.6%	27.7%	30.8%	36.9%	76	6.6%	19.7%	38.2%	35.5%	83	2.4%	20.5%	49.4%	27.7%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	799	10.4%	47.4%	31.0%	11.1%	824	10.9%	45.6%	27.9%	15.5%	818	19.7%	45.2%	25.4%	9.7%
Two or More Races	37	13.5%	32.4%	35.1%	18.9%	47	10.6%	40.4%	31.9%	17.0%	54	7.4%	37.0%	40.7%	14.8%
Economically Disadvantaged	199	2.0%	33.2%	37.2%	27.6%	302	2.3%	27.8%	37.4%	32.5%	277	7.9%	33.6%	39.0%	19.5%
English Learners	33	0.0%	6.1%	51.5%	42.4%	30	6.7%	6.7%	33.3%	53.3%	33	0.0%	6.1%	57.6%	36.4%
Students with Disabilities	67	1.5%	9.0%	22.4%	67.2%	107	1.9%	9.3%	32.7%	56.1%	111	1.8%	15.3%	39.6%	43.2%

MATHEMATICS

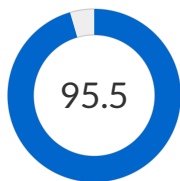
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,307	6.2%	27.7%	29.8%	36.3%	184,008	10.9%	23.1%	26.4%	39.6%	187,107	9.4%	24.4%	30.8%	35.4%
All Students	982	13.0%	39.2%	29.6%	18.1%	1,049	18.1%	30.0%	27.3%	24.6%	1,069	17.2%	31.3%	30.9%	20.6%
American Indian or Alaskan Native	3	0.0%	33.3%	33.3%	33.3%	3	0.0%	66.7%	0.0%	33.3%	5	0.0%	20.0%	20.0%	60.0%
Asian	56	5.4%	33.9%	37.5%	23.2%	74	16.2%	32.4%	32.4%	18.9%	79	16.5%	24.1%	35.4%	24.1%
Black or African American	23	8.7%	13.0%	21.7%	56.5%	25	4.0%	20.0%	24.0%	52.0%	26	3.8%	11.5%	23.1%	61.5%
Hispanic or Latino	64	1.6%	26.6%	34.4%	37.5%	77	5.2%	14.3%	32.5%	48.1%	84	2.4%	16.7%	38.1%	42.9%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	798	14.8%	41.1%	29.9%	14.2%	823	20.0%	31.6%	26.5%	21.9%	821	19.7%	34.7%	29.8%	15.7%
Two or More Races	38	10.5%	44.7%	7.9%	36.8%	47	17.0%	27.7%	27.7%	27.7%	54	11.1%	24.1%	33.3%	31.5%
Economically Disadvantaged	199	3.5%	24.6%	38.7%	33.2%	303	4.0%	21.1%	32.0%	42.9%	279	6.5%	20.1%	33.3%	40.1%
English Learners	32	0.0%	3.1%	34.4%	62.5%	30	3.3%	10.0%	30.0%	56.7%	33	0.0%	6.1%	30.3%	63.6%
Students with Disabilities	68	0.0%	14.7%	22.1%	63.2%	106	3.8%	5.7%	23.6%	67.0%	113	1.8%	8.8%	31.0%	58.4%



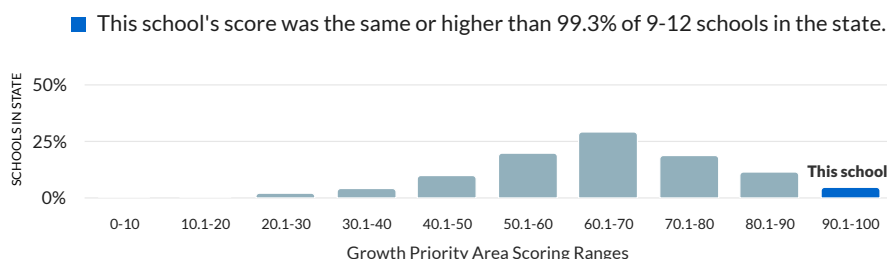
GROWTH

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: 96.4
Mathematics Score: 94.5



Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

All Students	(978)	4.6
American Indian or Alaskan Native	(4)	
Asian	(75)	4.1
Black or African American	(19)	
Hispanic or Latino	(71)	4.2
Native Hawaiian or Pacific Islander	(0)	
White	(764)	4.7
Two or More Races	(45)	4.0
Economically Disadvantaged	(249)	4.5
Not Economically Disadvantaged	(729)	4.6
English Learners	(29)	4.1
English Proficient	(949)	4.6
Students with Disabilities	(80)	4.2
Students without Disabilities	(898)	4.6
Proficient Last Year	(488)	4.7
Not Proficient Last Year	(490)	4.4

MATHEMATICS

All Students	(987)	4.5
American Indian or Alaskan Native	(4)	
Asian	(75)	3.7
Black or African American	(20)	3.5
Hispanic or Latino	(73)	3.6
Native Hawaiian or Pacific Islander	(0)	
White	(769)	4.7
Two or More Races	(46)	4.0
Economically Disadvantaged	(254)	4.0
Not Economically Disadvantaged	(733)	4.7
English Learners	(30)	3.7
English Proficient	(957)	4.6
Students with Disabilities	(87)	3.3
Students without Disabilities	(900)	4.6
Proficient Last Year	(425)	5.0
Not Proficient Last Year	(562)	3.8



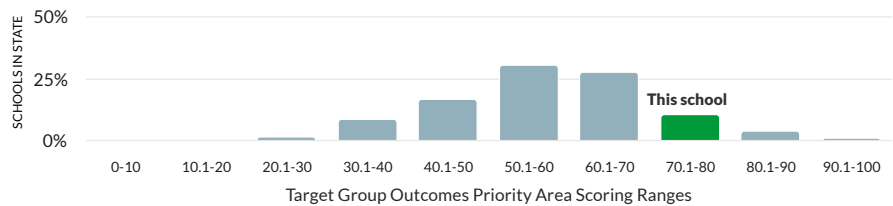
TARGET GROUP OUTCOMES

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 90.5% of 9-12 schools in the state.



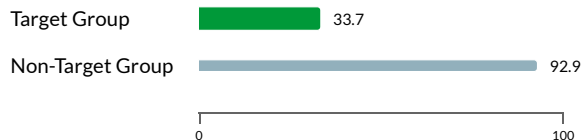
Component Scores

ACHIEVEMENT

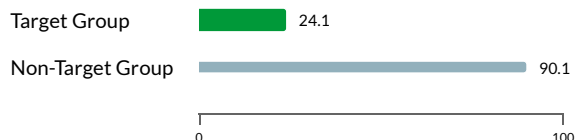
Score: 28.9

Average points-based proficiency rates.

English Language Arts



Mathematics

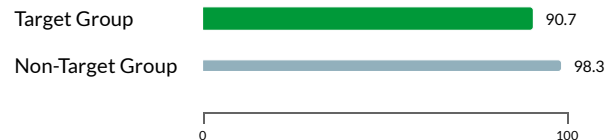


GROWTH

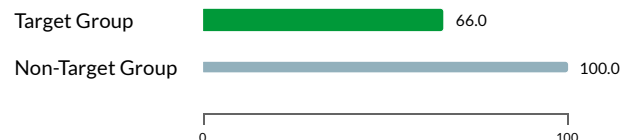
Score: 78.4

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

English Language Arts



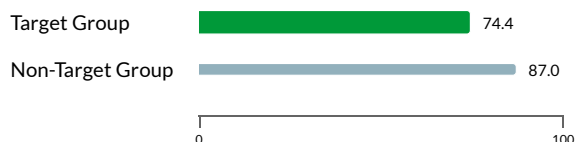
Mathematics



CHRONIC ABSENTEEISM

Score: 74.4

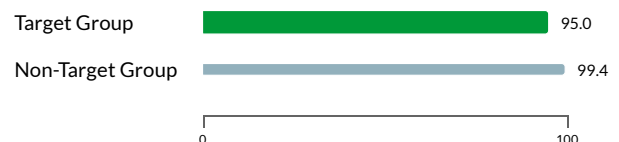
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.0

Average of 2021-22's 4- and 7-year cohort rates.

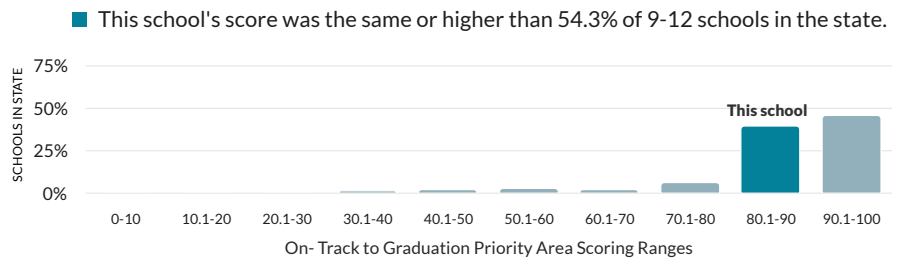
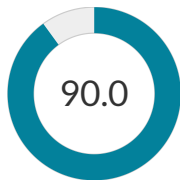




ON-TRACK TO GRADUATION

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

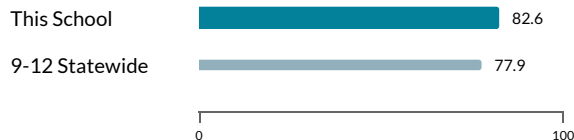


Component Scores

CHRONIC ABSENTEEISM

Score: 82.6

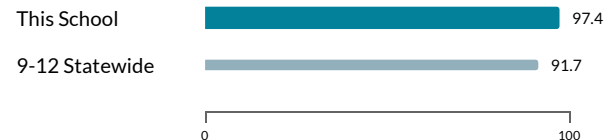
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.4

Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,749	17.9%	264,142	19.7%	266,600	26.8%
All Students	1,560	17.7%	1,531	11.9%	1,505	21.8%
American Indian or Alaskan Native	1	0.0%	4	25.0%	4	50.0%
Asian	97	19.6%	96	12.5%	95	13.7%
Black or African American	33	30.3%	39	25.6%	39	30.8%
Hispanic or Latino	89	20.2%	109	15.6%	113	30.1%
Native Hawaiian or Pacific Islander	2	50.0%	1	0.0%	2	0.0%
White	1,280	16.9%	1,226	10.8%	1,183	20.5%
Two or More Races	58	20.7%	56	17.9%	69	36.2%
Economically Disadvantaged	372	34.1%	356	27.8%	432	31.2%
English Learners	56	19.6%	54	13.0%	48	31.2%
Students with Disabilities	157	31.8%	170	25.3%	171	31.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	68,279	61,459	90.0%	67,578	63,097	93.4%
All Students	355	342	96.3%	365	359	98.4%
American Indian or Alaskan Native	0	0	NA	1	1	100.0%
Asian	18	16	88.9%	31	31	100.0%
Black or African American	8	7	87.5%	6	6	100.0%
Hispanic or Latino	22	19	86.4%	14	14	100.0%
Native Hawaiian or Pacific Islander	0	0	NA	2	2	100.0%
White	293	286	97.6%	297	291	98.0%
Two or More Races	14	14	100.0%	14	14	100.0%
Economically Disadvantaged	76	70	92.1%	88	83	94.3%
English Learners	12	9	75.0%	11	11	100.0%
Students with Disabilities	22	15	68.2%	28	28	100.0%



POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
29.2%	20.1%	34.8%	23.2%	0.4%	3.9%	0.9%	8.5%
440 students successfully completed at least one Advanced Placement or International Baccalaureate course.		523 students successfully completed at least one dual enrollment course.		6 students earned at least one industry-recognized credential.		14 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	4	2,750	0.0%	6.2%	25.0%	14.2%	0.0%	1.5%	0.0%	8.9%
Asian	95	10,138	27.4%	31.6%	34.7%	22.2%	1.1%	3.4%	1.1%	5.7%
Black or African American	39	25,006	23.1%	12.9%	30.8%	7.6%	0.0%	1.0%	0.0%	2.2%
Hispanic or Latino	113	35,845	12.4%	16.1%	24.8%	16.0%	0.0%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	2	202	0.0%	20.3%	0.0%	22.3%	0.0%	2.5%	0.0%	9.9%
White	1,183	182,111	31.7%	21.6%	36.3%	27.2%	0.4%	4.7%	1.1%	10.4%
Two or More Races	69	10,657	23.2%	17.7%	29.0%	17.8%	0.0%	2.6%	0.0%	6.1%
Economically Disadvantaged	432	102,092	13.0%	11.2%	28.5%	16.1%	0.0%	2.5%	0.9%	7.0%
English Learners	48	16,993	6.3%	11.4%	25.0%	13.8%	0.0%	2.1%	0.0%	4.1%
Students with Disabilities	171	34,264	0.0%	3.8%	7.0%	12.5%	0.0%	2.0%	0.0%	7.2%



ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data.

Participation by Type of Arts Course

ART & DESIGN

School	State
25.2%	27.2%

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

DANCE

School	State
0.0%	0.4%

No students successfully completed a dance course.

MUSIC

School	State
21.0%	19.1%

316 students successfully completed at least one music course.

THEATER

School	State
2.0%	1.8%

30 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	4	2,750	0.0%	30.3%	0.0%	0.0%	0.0%	14.5%	0.0%	1.0%
Asian	95	10,138	24.2%	28.4%	0.0%	0.4%	18.9%	19.5%	2.1%	1.3%
Black or African American	39	25,006	28.2%	25.3%	0.0%	0.5%	5.1%	11.7%	0.0%	2.5%
Hispanic or Latino	113	35,845	27.4%	27.0%	0.0%	0.4%	14.2%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	2	202	50.0%	28.2%	0.0%	0.0%	0.0%	23.3%	0.0%	1.5%
White	1,183	182,111	24.7%	27.3%	0.0%	0.4%	22.7%	21.5%	2.1%	1.7%
Two or More Races	69	10,657	30.4%	28.2%	0.0%	0.6%	17.4%	17.7%	4.3%	2.2%
Economically Disadvantaged	432	102,092	27.1%	27.6%	0.0%	0.4%	11.6%	15.1%	1.4%	1.8%
English Learners	48	16,993	29.2%	29.2%	0.0%	0.5%	6.3%	11.7%	0.0%	1.7%
Students with Disabilities	171	34,264	25.1%	28.6%	0.0%	0.4%	7.6%	14.2%	2.3%	2.0%