



OVERVIEW

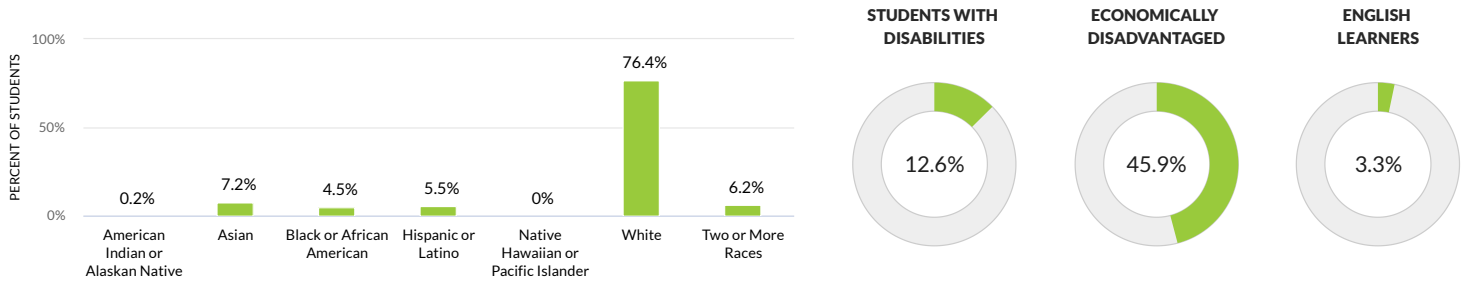
School Details

Grades : 9-12
Enrollment : 1,040
Percent open enrollment : 5%

Central High School serves the southern La Crosse community by preparing ALL students for post-secondary success. With students as the focus of all that we do, the CHS family is committed to establishing and achieving high expectations that promote continual growth and excellence for each and every student. For more information: <https://bit.ly/3I09oTU>

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

Student Groups



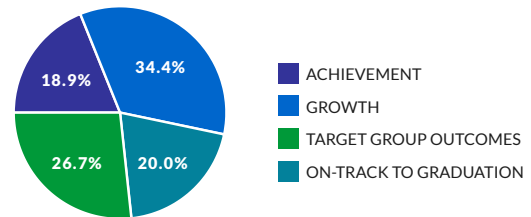
Score Summary

! 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>.



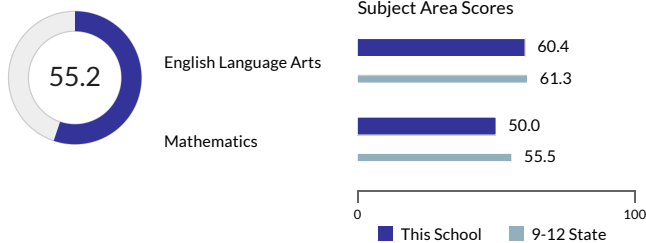
Meets Expectations
★★★★

PRIORITY AREA WEIGHTS

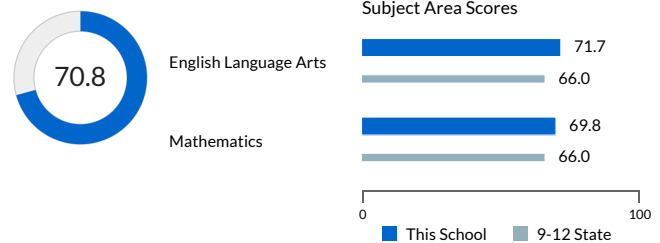


Priority Area Scores

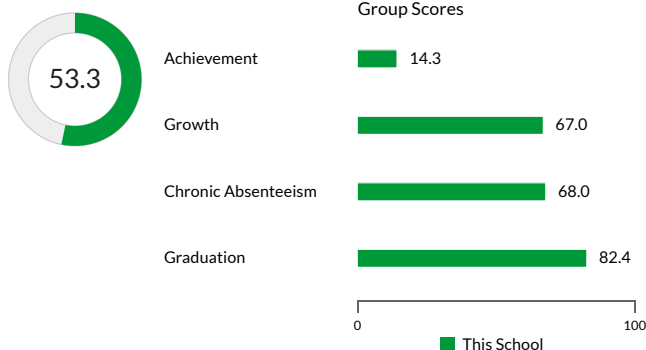
ACHIEVEMENT



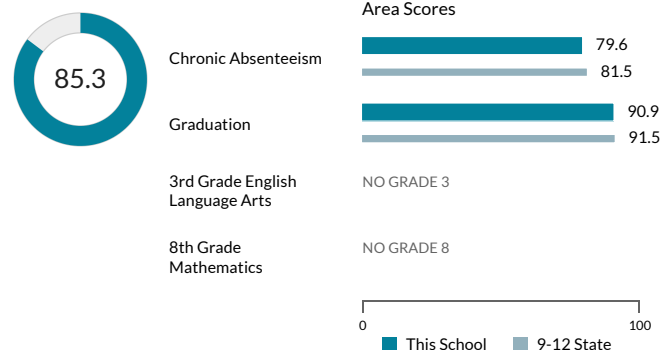
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

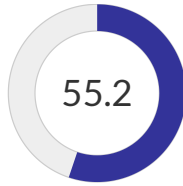




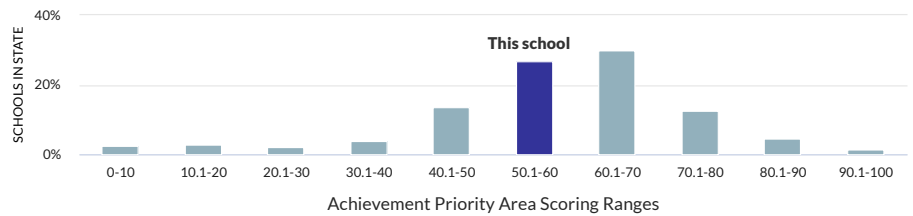
ACHIEVEMENT

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



This school's score was the same or higher than 36.8% of 9-12 schools in the state.



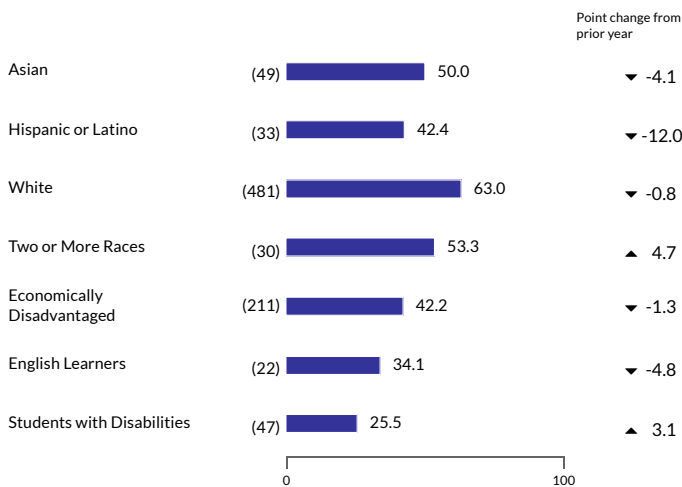
English Language Arts Score: 60.4

Mathematics Score: 50.0

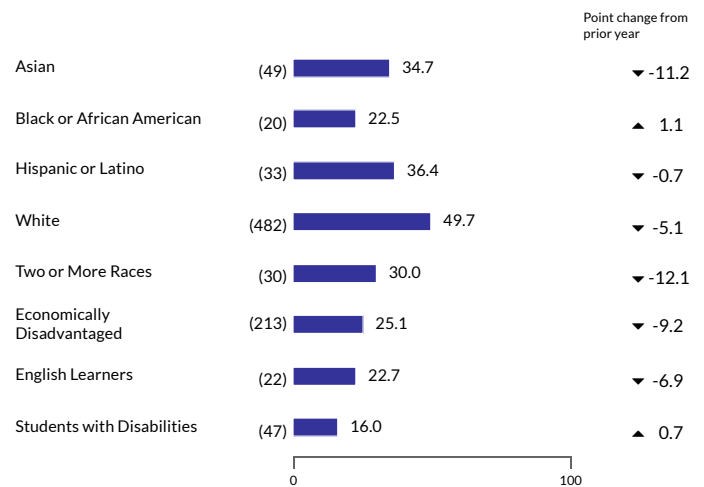
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



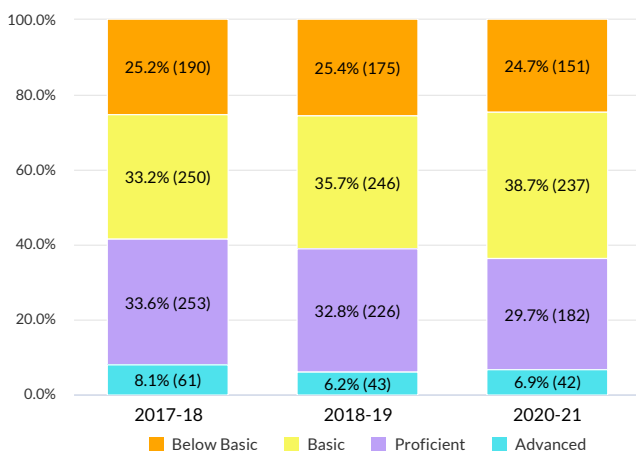
MATHEMATICS



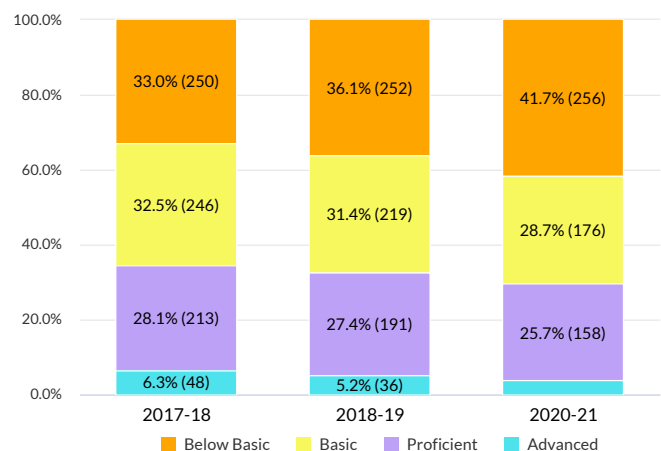
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students: 83.4%
Lowest-participating group: Students with Disabilities: 57.3%

MATHEMATICS

All students: 83.5%
Lowest-participating group: Students with Disabilities: 56.2%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	754	8.1%	33.6%	33.2%	25.2%	690	6.2%	32.8%	35.7%	25.4%	612	6.9%	29.7%	38.7%	24.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	62	3.2%	24.2%	45.2%	27.4%	49	2.0%	22.4%	57.1%	18.4%	49	2.0%	20.4%	53.1%	24.5%
Black or African American	33	3.0%	12.1%	42.4%	42.4%	32	0.0%	9.4%	37.5%	53.1%	< 20	*	*	*	*
Hispanic or Latino	33	3.0%	24.2%	27.3%	45.5%	34	0.0%	35.3%	38.2%	26.5%	33	0.0%	24.2%	36.4%	39.4%
White	568	9.3%	36.8%	32.2%	21.7%	534	7.3%	35.8%	34.1%	22.8%	481	8.1%	32.6%	36.4%	22.9%
Two or More Races	51	7.8%	31.4%	29.4%	31.4%	37	8.1%	21.6%	29.7%	40.5%	30	6.7%	20.0%	46.7%	26.7%
Economically Disadvantaged	275	2.2%	22.5%	34.9%	40.4%	268	1.9%	25.0%	31.3%	41.8%	211	2.4%	16.6%	44.1%	37.0%
English Learners	34	0.0%	8.8%	41.2%	50.0%	27	0.0%	7.4%	63.0%	29.6%	22	0.0%	9.1%	50.0%	40.9%
Students with Disabilities	95	1.1%	10.5%	16.8%	71.6%	87	0.0%	11.5%	21.8%	66.7%	47	2.1%	10.6%	23.4%	63.8%

MATHEMATICS

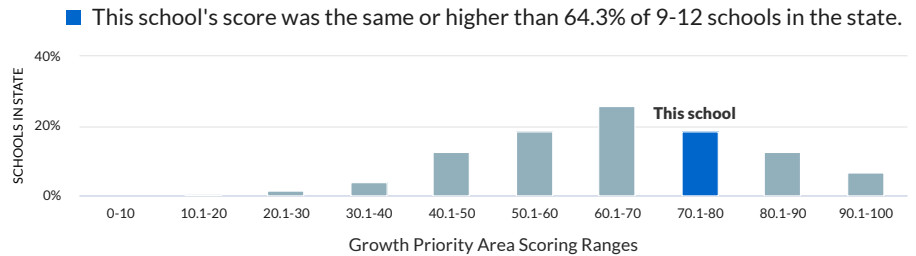
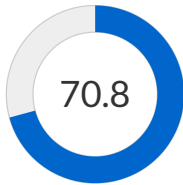
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	757	6.3%	28.1%	32.5%	33.0%	698	5.2%	27.4%	31.4%	36.1%	614	3.9%	25.7%	28.7%	41.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	62	3.2%	21.0%	33.9%	41.9%	49	6.1%	14.3%	44.9%	34.7%	49	0.0%	18.4%	32.7%	49.0%
Black or African American	34	5.9%	5.9%	26.5%	61.8%	35	0.0%	5.7%	31.4%	62.9%	20	5.0%	5.0%	20.0%	70.0%
Hispanic or Latino	32	3.1%	18.8%	43.8%	34.4%	35	0.0%	28.6%	17.1%	54.3%	33	0.0%	21.2%	30.3%	48.5%
White	570	7.2%	31.6%	32.6%	28.6%	537	6.0%	30.2%	31.5%	32.4%	482	4.6%	28.4%	28.8%	38.2%
Two or More Races	53	3.8%	20.8%	30.2%	45.3%	38	2.6%	23.7%	28.9%	44.7%	30	3.3%	13.3%	23.3%	60.0%
Economically Disadvantaged	278	2.9%	18.0%	30.6%	48.6%	271	1.8%	17.7%	27.7%	52.8%	213	1.4%	8.5%	29.1%	61.0%
English Learners	34	0.0%	8.8%	29.4%	61.8%	27	0.0%	7.4%	44.4%	48.1%	22	4.5%	9.1%	13.6%	72.7%
Students with Disabilities	96	0.0%	2.1%	21.9%	76.0%	88	0.0%	9.1%	12.5%	78.4%	47	0.0%	8.5%	14.9%	76.6%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



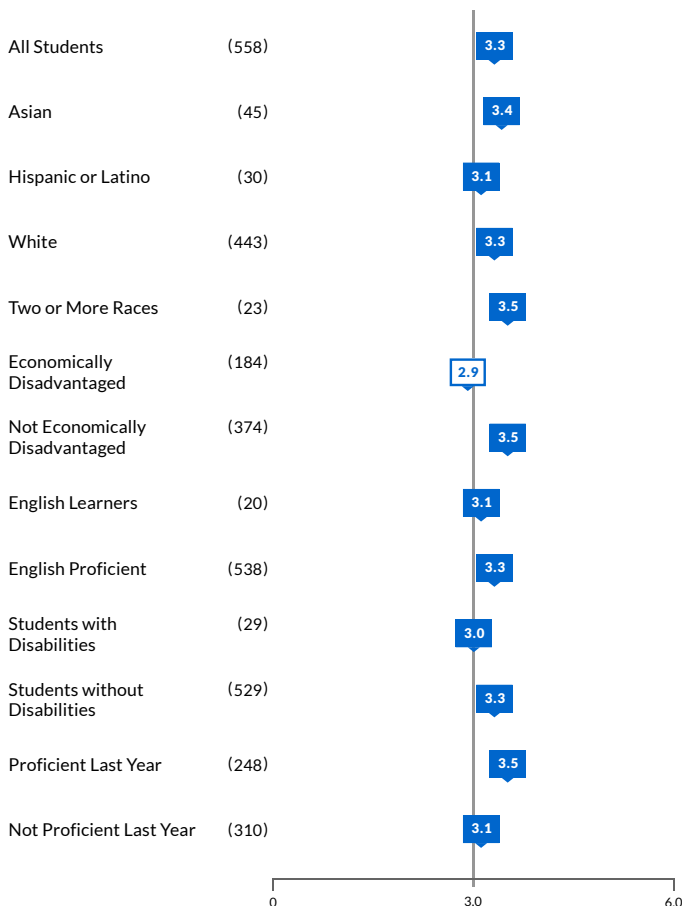
English Language Arts Score: 71.7

Mathematics Score: 69.8

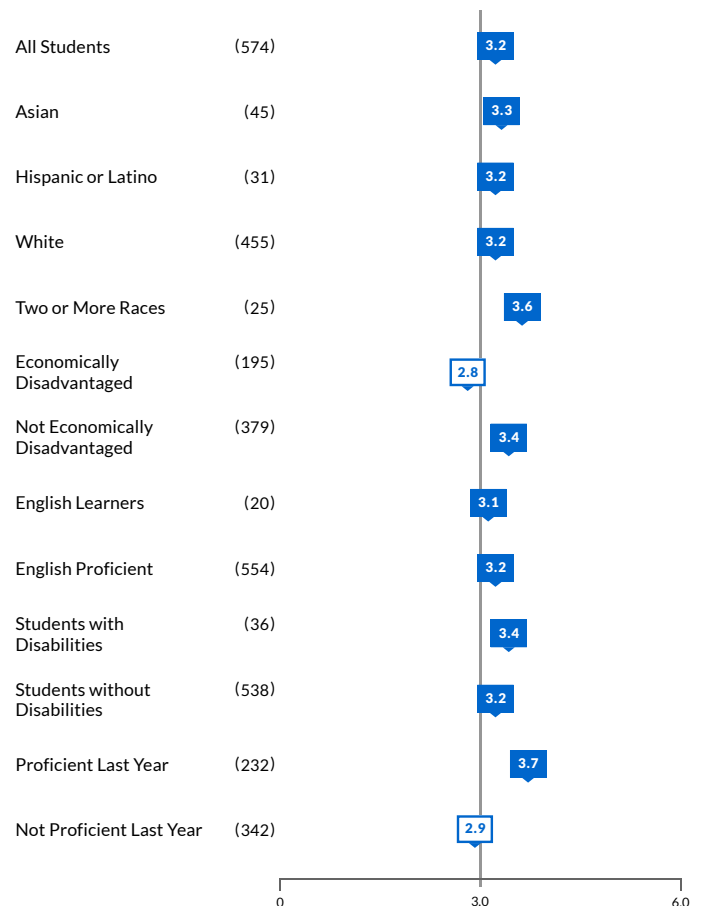
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

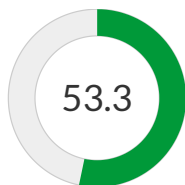




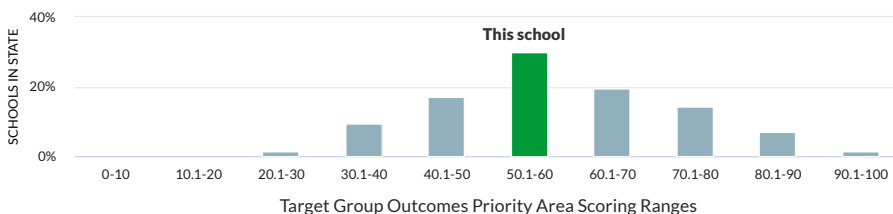
TARGET GROUP OUTCOMES

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 37.2% of 9-12 schools in the state.



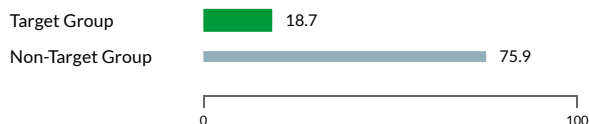
Component Scores

ACHIEVEMENT

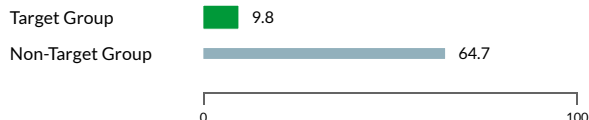
Score: 14.3

Average points-based proficiency rates.

English Language Arts



Mathematics

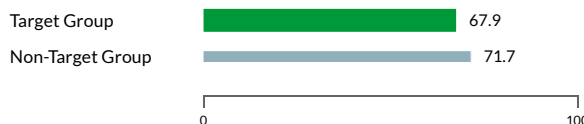


GROWTH

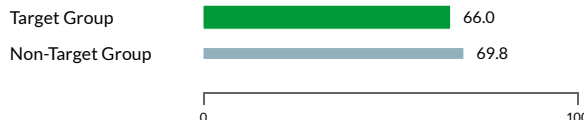
Score: 67.0

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

English Language Arts



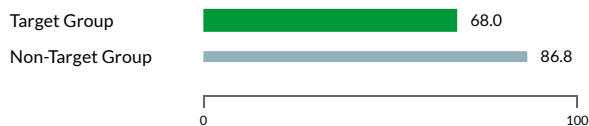
Mathematics



CHRONIC ABSENTEEISM

Score: 68.0

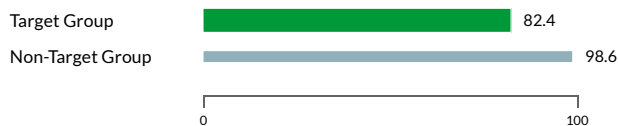
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 82.4

Average of 2019-20's 4- and 7-year cohort rates.

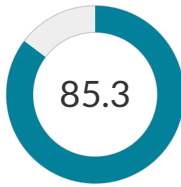




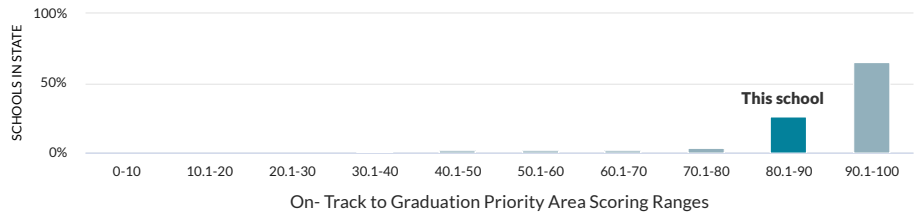
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 17.2% of 9-12 schools in the state.

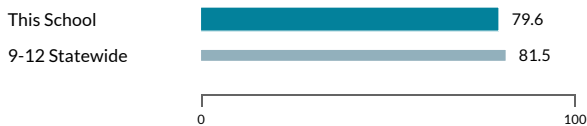


Component Scores

CHRONIC ABSENTEEISM

Score: 79.6

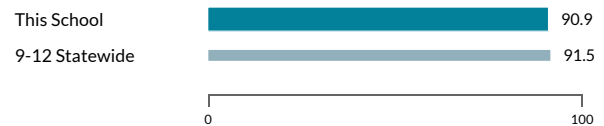
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.9

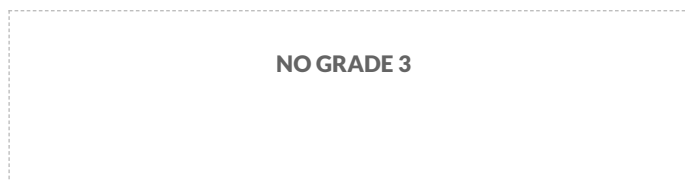
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

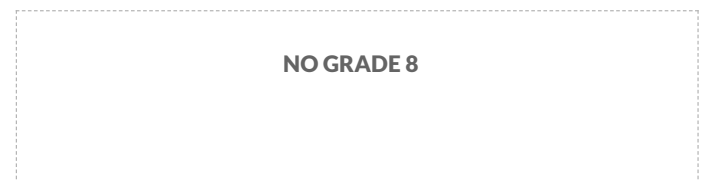
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,031	22.7%	1,054	21.0%	988	18.4%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	85	22.4%	71	15.5%	75	12.0%
Black or African American	64	50.0%	57	42.1%	51	37.3%
Hispanic or Latino	47	38.3%	52	23.1%	44	22.7%
White	753	17.9%	796	18.0%	751	16.0%
Two or More Races	75	38.7%	70	40.0%	62	33.9%
Economically Disadvantaged	398	38.2%	423	34.0%	396	31.6%
English Learners	47	31.9%	40	25.0%	37	21.6%
Students with Disabilities	139	39.6%	146	37.0%	133	33.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	247	217	87.9%	299	279	93.3%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	21	21	100.0%	24	22	91.7%
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	< 20	*	*	< 20	*	*
White	175	158	90.3%	235	225	95.7%
Two or More Races	< 20	*	*	21	17	81.0%
Economically Disadvantaged	89	69	77.5%	116	99	85.3%
English Learners	< 20	*	*	< 20	*	*
Students with Disabilities	34	21	61.8%	38	35	92.1%



POSTSECONDARY PREPARATION, 2019-20

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, and this is the first time these data are included on report cards. 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
29.7%	19.2%

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

DUAL ENROLLMENT

School	State
34.6%	17.8%

365 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
2.6%	1.4%

27 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.5%	2.4%

5 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. All groups present in the school are shown. 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	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	77	10,028	32.5%	27.3%	24.7%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	62	24,232	14.5%	11.5%	19.4%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	53	31,812	24.5%	14.7%	32.1%	14.1%	0.0%	0.9%	0.0%	1.4%
White	792	188,332	32.1%	20.8%	37.8%	19.7%	3.3%	1.6%	0.5%	2.8%
Two or More Races	66	9,226	19.7%	16.1%	25.8%	13.3%	1.5%	1.1%	1.5%	1.4%
Economically Disadvantaged	439	97,617	17.5%	11.0%	27.6%	13.7%	0.7%	0.8%	0.0%	1.7%
English Learners	42	13,412	7.1%	8.7%	26.2%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	155	34,473	1.9%	2.9%	20.0%	10.2%	0.6%	0.5%	0.0%	1.4%



ARTS COURSE INFORMATION, 2019-20

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, and this is the first time these data are included on report cards. 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
9.4%	24.7%	0.0%	0.3%	20.4%	21.3%	0.0%	1.9%

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

No students successfully completed a dance course.

215 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. All groups present in the school are shown. 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	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	77	10,028	15.6%	25.8%	0.0%	0.3%	19.5%	21.8%	0.0%	1.5%
Black or African American	62	24,232	11.3%	27.9%	0.0%	0.5%	4.8%	13.8%	0.0%	4.1%
Hispanic or Latino	53	31,812	9.4%	26.2%	0.0%	0.3%	15.1%	15.5%	0.0%	1.8%
White	792	188,332	8.3%	23.9%	0.0%	0.3%	22.7%	23.4%	0.0%	1.7%
Two or More Races	66	9,226	12.1%	23.9%	0.0%	0.4%	13.6%	19.8%	0.0%	1.9%
Economically Disadvantaged	439	97,617	12.5%	26.9%	0.0%	0.3%	11.6%	17.4%	0.0%	2.3%
English Learners	42	13,412	23.8%	29.0%	0.0%	0.2%	9.5%	13.0%	0.0%	1.4%
Students with Disabilities	155	34,473	11.6%	25.4%	0.0%	0.3%	6.5%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
 Office of Educational Accountability
 125 S. Webster Street, P.O. Box 7841
 Madison, WI 53707-7841
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

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