



OVERVIEW

School Details

Grades : 9-12

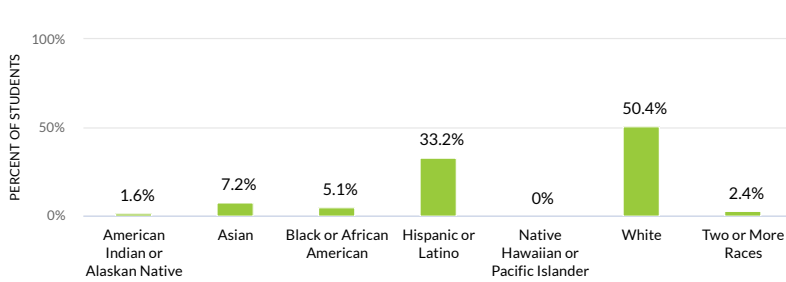
Enrollment : 2,076

Percent open enrollment : 0.6%

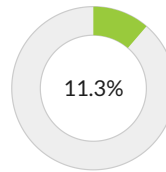
Preble High School's vision statement is "All In for Every student, Every day". Preble embraces its rich diversity and believes that all learners are lifelong learners, as it prepare all students and staff for this journey. Preble is committed to the four Pillars of Preble Pride which include Respect, Responsibility, Dedication and Community.

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

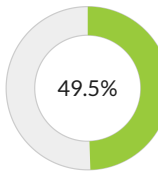
Student Groups



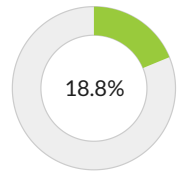
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

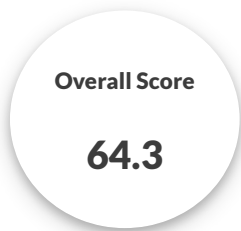


ENGLISH LEARNERS



Score Summary

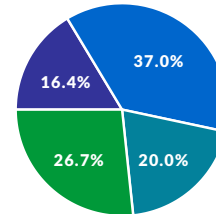
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations



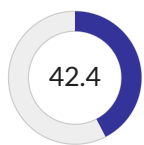
PRIORITY AREA WEIGHTS



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

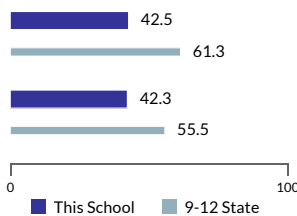
Priority Area Scores

ACHIEVEMENT

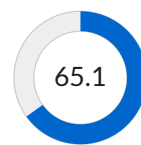


English Language Arts
Mathematics

Subject Area Scores

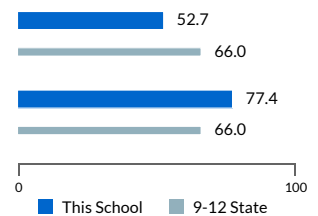


GROWTH

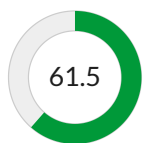


English Language Arts
Mathematics

Subject Area Scores

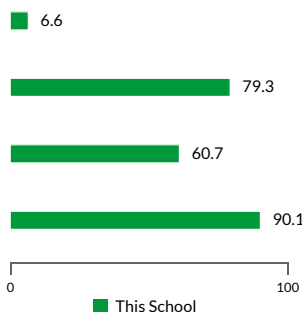


TARGET GROUP OUTCOMES

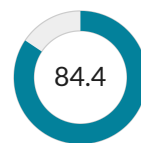


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

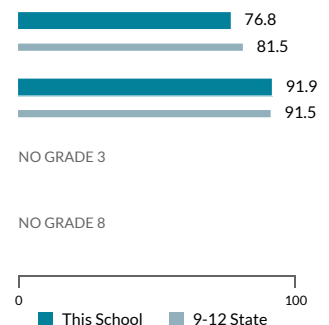


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

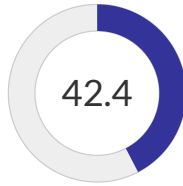




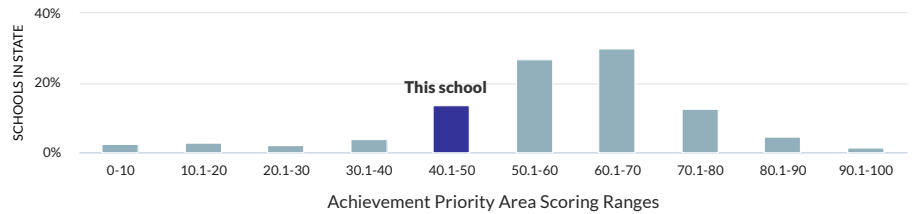
ACHIEVEMENT

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



This school's score was the same or higher than 13.0% of 9-12 schools in the state.



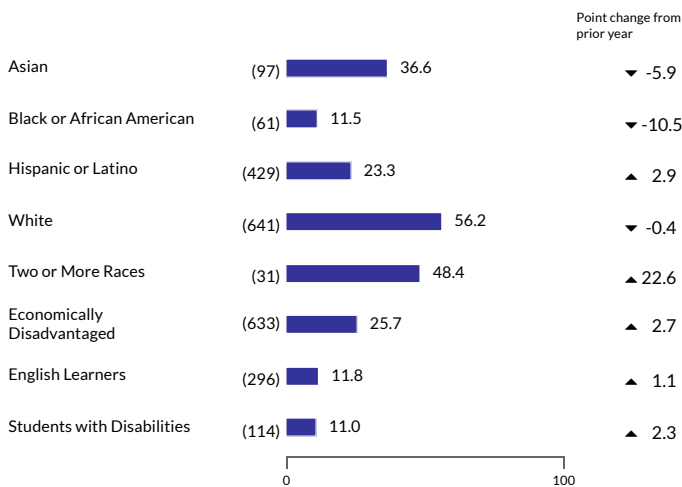
English Language Arts Score: 42.5

Mathematics Score: 42.3

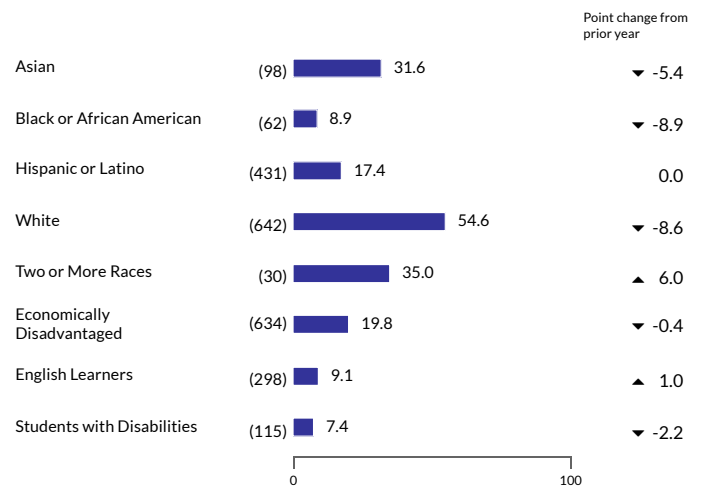
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



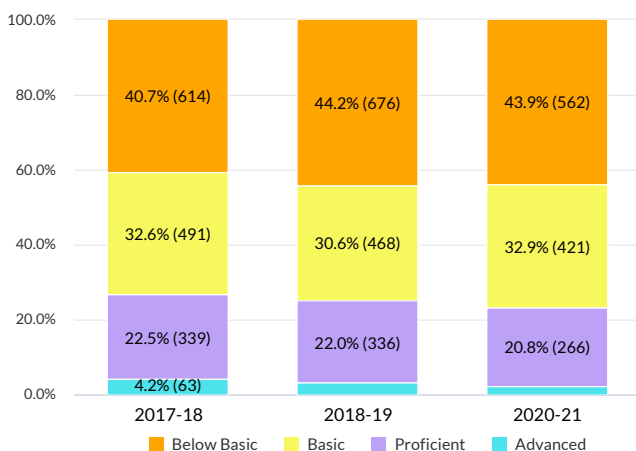
MATHEMATICS



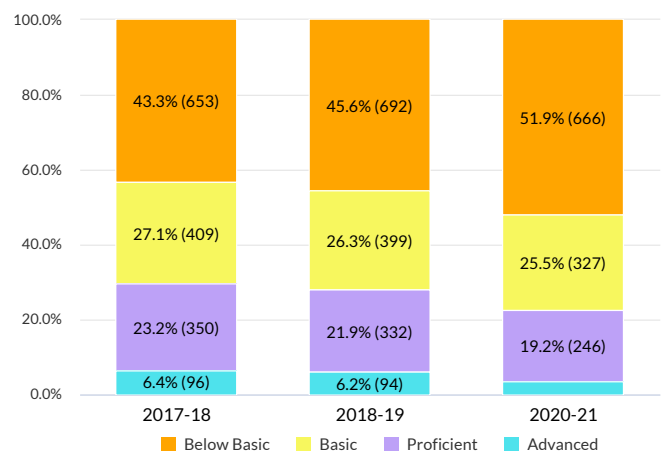
Performance Levels by Year

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: 84.4%
Lowest-participating group: American Indian or Alaskan Native: 73.1%

MATHEMATICS

All students: 84.7%
Lowest-participating group: American Indian or Alaskan Native: 73.1%

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	1,507	4.2%	22.5%	32.6%	40.7%	1,529	3.2%	22.0%	30.6%	44.2%	1,279	2.3%	20.8%	32.9%	43.9%
American Indian or Alaskan Native	< 20	*	*	*	*	20	0.0%	30.0%	5.0%	65.0%	< 20	*	*	*	*
Asian	100	1.0%	14.0%	51.0%	34.0%	100	3.0%	16.0%	44.0%	37.0%	97	1.0%	12.4%	45.4%	41.2%
Black or African American	91	0.0%	11.0%	15.4%	73.6%	75	0.0%	12.0%	20.0%	68.0%	61	0.0%	3.3%	16.4%	80.3%
Hispanic or Latino	437	0.0%	9.2%	31.1%	59.7%	463	0.4%	7.1%	25.3%	67.2%	429	0.2%	9.6%	26.8%	63.4%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	837	7.4%	31.9%	32.7%	28.0%	840	5.2%	31.9%	33.7%	29.2%	641	4.4%	31.4%	36.7%	27.6%
Two or More Races	26	0.0%	19.2%	38.5%	42.3%	31	0.0%	12.9%	25.8%	61.3%	31	0.0%	29.0%	38.7%	32.3%
Economically Disadvantaged	684	0.1%	11.5%	29.7%	58.6%	671	0.3%	10.1%	24.9%	64.7%	633	0.6%	10.1%	29.2%	60.0%
English Learners	273	0.0%	1.8%	18.7%	79.5%	271	0.0%	2.2%	17.0%	80.8%	296	0.0%	1.7%	20.3%	78.0%
Students with Disabilities	183	1.1%	4.9%	8.7%	85.2%	183	0.0%	3.3%	10.9%	85.8%	114	0.0%	1.8%	18.4%	79.8%

MATHEMATICS

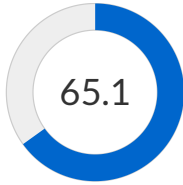
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	1,508	6.4%	23.2%	27.1%	43.3%	1,517	6.2%	21.9%	26.3%	45.6%	1,283	3.4%	19.2%	25.5%	51.9%
American Indian or Alaskan Native	< 20	*	*	*	*	21	0.0%	14.3%	33.3%	52.4%	< 20	*	*	*	*
Asian	100	3.0%	20.0%	25.0%	52.0%	100	3.0%	14.0%	37.0%	46.0%	98	2.0%	13.3%	30.6%	54.1%
Black or African American	90	0.0%	7.8%	12.2%	80.0%	73	1.4%	9.6%	12.3%	76.7%	62	1.6%	3.2%	6.5%	88.7%
Hispanic or Latino	438	0.5%	7.3%	29.0%	63.2%	457	0.2%	7.2%	19.7%	72.9%	431	0.0%	6.7%	21.3%	71.9%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	< 20	*	*	*	*
White	838	10.7%	33.7%	28.3%	27.3%	835	10.7%	32.3%	29.7%	27.3%	642	6.4%	30.2%	29.6%	33.8%
Two or More Races	26	0.0%	19.2%	23.1%	57.7%	31	0.0%	16.1%	25.8%	58.1%	30	0.0%	20.0%	30.0%	50.0%
Economically Disadvantaged	684	1.0%	11.1%	25.1%	62.7%	663	0.6%	8.7%	21.1%	69.5%	634	0.6%	7.7%	22.2%	69.4%
English Learners	274	0.0%	3.6%	14.6%	81.8%	267	0.0%	1.9%	12.4%	85.8%	298	0.0%	2.7%	12.8%	84.6%
Students with Disabilities	184	0.5%	3.8%	10.9%	84.8%	182	0.0%	3.3%	12.6%	84.1%	115	0.9%	2.6%	7.0%	89.6%



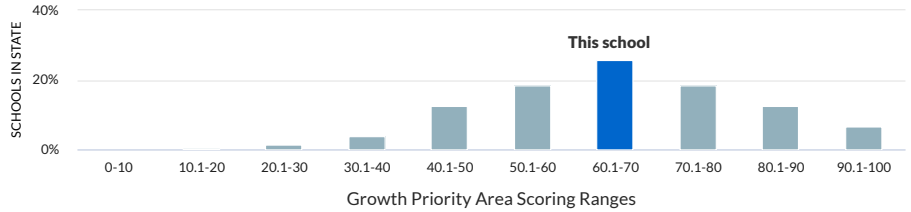
GROWTH

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



■ This school's score was the same or higher than 51.4% of 9-12 schools in the state.



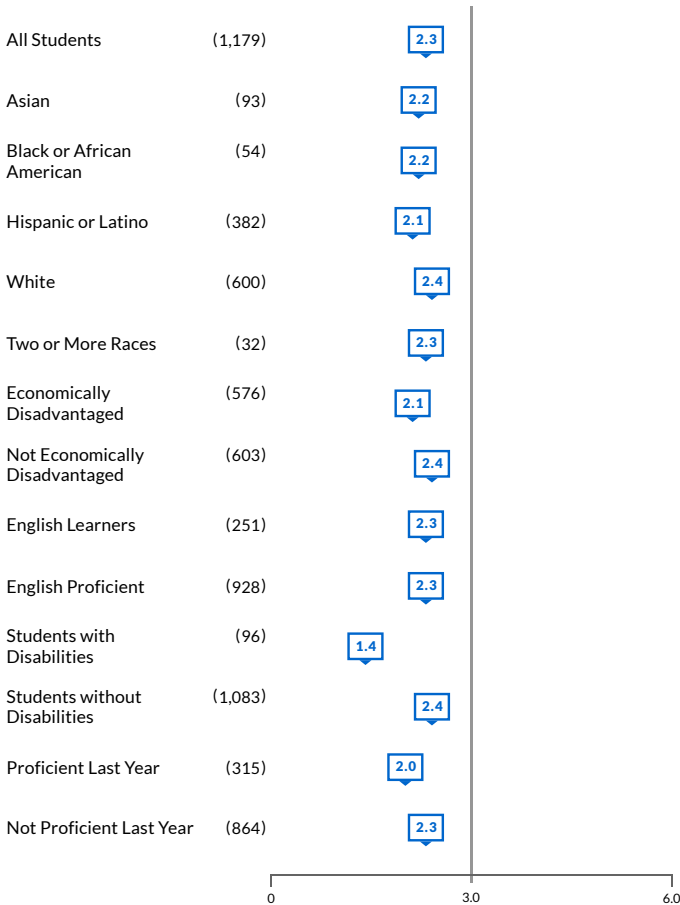
English Language Arts Score: 52.7

Mathematics Score: 77.4

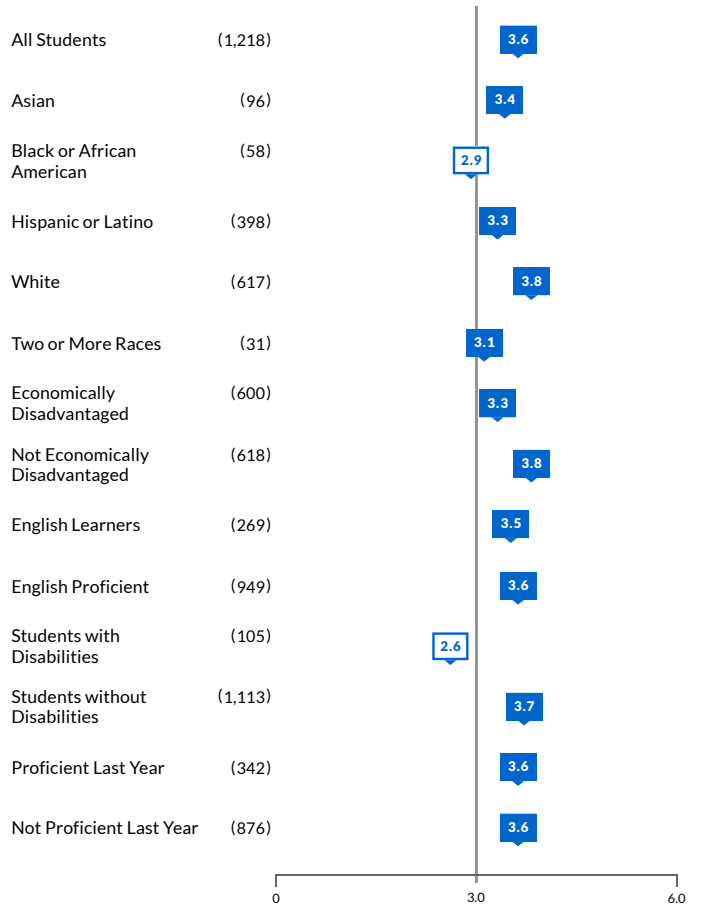
Student Group Value-Added (for information only)

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

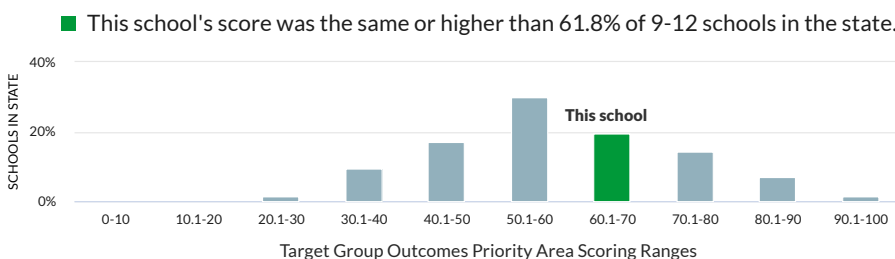
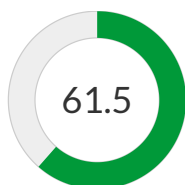




TARGET GROUP OUTCOMES

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



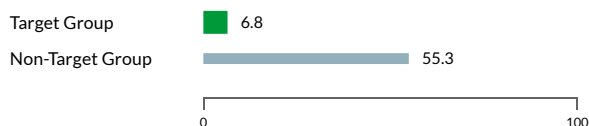
Component Scores

ACHIEVEMENT

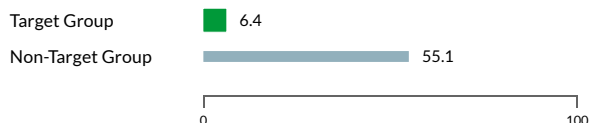
Score: 6.6

Average points-based proficiency rates.

English Language Arts



Mathematics

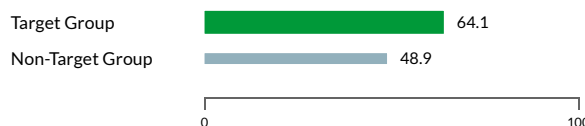


GROWTH

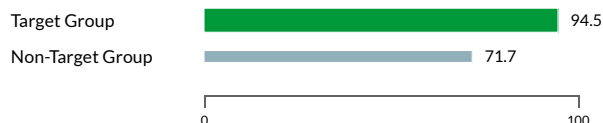
Score: 79.3

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

English Language Arts



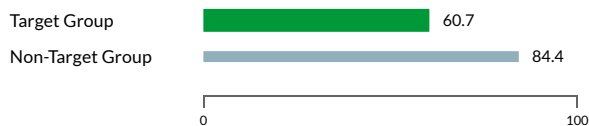
Mathematics



CHRONIC ABSENTEEISM

Score: 60.7

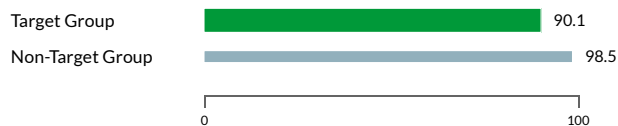
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 90.1

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

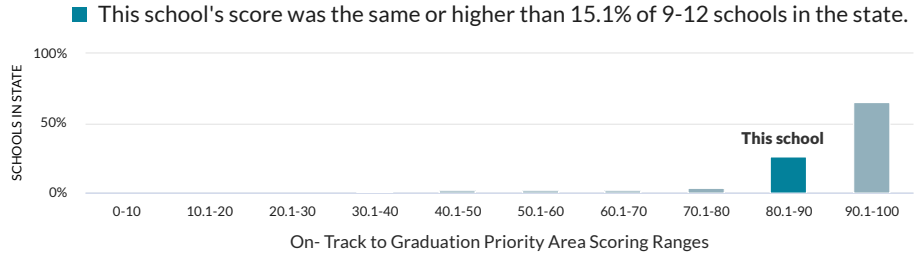
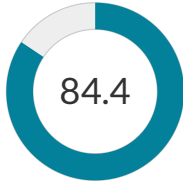




ON-TRACK TO GRADUATION

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

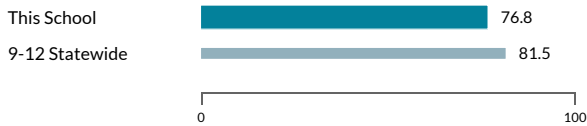


Component Scores

CHRONIC ABSENTEEISM

Score: 76.8

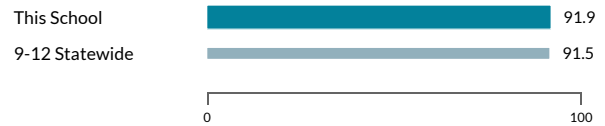
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 91.9

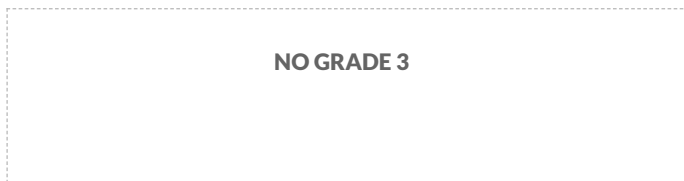
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

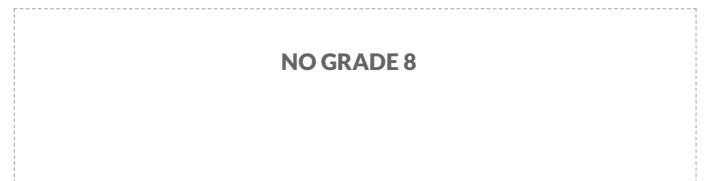
Average points-based proficiency rates.



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	2,092	22.8%	2,046	25.9%	2,037	21.2%
American Indian or Alaskan Native	24	33.3%	30	36.7%	30	46.7%
Asian	139	12.9%	140	15.7%	130	15.4%
Black or African American	128	32.8%	107	33.6%	106	33.0%
Hispanic or Latino	600	36.5%	625	44.8%	635	32.9%
White	1,160	15.3%	1,104	15.2%	1,095	13.0%
Two or More Races	41	26.8%	40	30.0%	41	29.3%
Economically Disadvantaged	938	35.0%	909	40.5%	911	31.9%
English Learners	382	30.4%	381	39.4%	393	28.0%
Students with Disabilities	292	38.7%	266	45.5%	246	39.0%

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	538	498	92.6%	543	496	91.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	24	21	87.5%	49	45	91.8%
Black or African American	35	31	88.6%	35	28	80.0%
Hispanic or Latino	166	150	90.4%	148	126	85.1%
White	294	282	95.9%	293	281	95.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	224	203	90.6%	221	191	86.4%
English Learners	83	70	84.3%	137	114	83.2%
Students with Disabilities	80	64	80.0%	67	57	85.1%



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
24.0%	19.2%

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

DUAL ENROLLMENT

School	State
35.6%	17.8%

774 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
1.4%	2.4%

31 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	35	3,044	8.6%	7.7%	17.1%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	135	10,028	14.8%	27.3%	45.2%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	119	24,232	15.1%	11.5%	27.7%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	701	31,812	8.8%	14.7%	27.4%	14.1%	0.0%	0.9%	0.1%	1.4%
White	1,137	188,332	36.1%	20.8%	40.8%	19.7%	0.0%	1.6%	2.6%	2.8%
Two or More Races	49	9,226	18.4%	16.1%	36.7%	13.3%	0.0%	1.1%	2.0%	1.4%
Economically Disadvantaged	994	97,617	9.6%	11.0%	26.8%	13.7%	0.0%	0.8%	0.2%	1.7%
English Learners	431	13,412	4.6%	8.7%	24.6%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	272	34,473	1.1%	2.9%	23.2%	10.2%	0.0%	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
16.7%	24.7%	0.0%	0.3%	15.0%	21.3%	0.0%	1.9%

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

No students successfully completed a dance course.

327 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	35	3,044	11.4%	27.9%	0.0%	0.1%	5.7%	17.3%	0.0%	1.2%
Asian	135	10,028	19.3%	25.8%	0.0%	0.3%	19.3%	21.8%	0.0%	1.5%
Black or African American	119	24,232	19.3%	27.9%	0.0%	0.5%	6.7%	13.8%	0.0%	4.1%
Hispanic or Latino	701	31,812	20.3%	26.2%	0.0%	0.3%	7.8%	15.5%	0.0%	1.8%
White	1,137	188,332	14.2%	23.9%	0.0%	0.3%	20.2%	23.4%	0.0%	1.7%
Two or More Races	49	9,226	14.3%	23.9%	0.0%	0.4%	12.2%	19.8%	0.0%	1.9%
Economically Disadvantaged	994	97,617	18.3%	26.9%	0.0%	0.3%	10.3%	17.4%	0.0%	2.3%
English Learners	431	13,412	20.2%	29.0%	0.0%	0.2%	6.7%	13.0%	0.0%	1.4%
Students with Disabilities	272	34,473	14.7%	25.4%	0.0%	0.3%	9.6%	14.3%	0.0%	1.9%

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