



OVERVIEW

School Details

Grades : 9-12

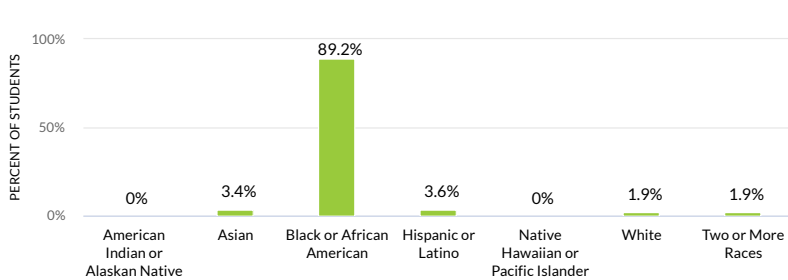
Enrollment : 584

Percent open enrollment : 0.5%

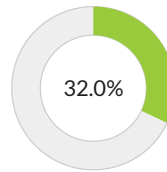
Washington High School of Information Technology provides technology-integrated academics that teach students to thrive in college, future careers, and our ever-changing global society. The school fosters technology-led instruction to create and drive opportunities for students to showcase their academic talents and to graduate future ready.

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

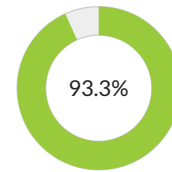
Student Groups



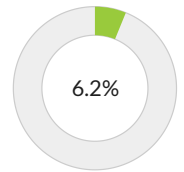
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

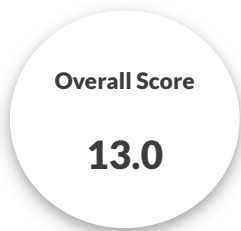


ENGLISH LEARNERS



Score Summary

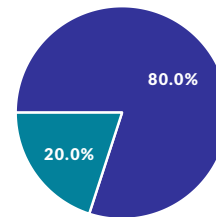
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Fails to Meet Expectations



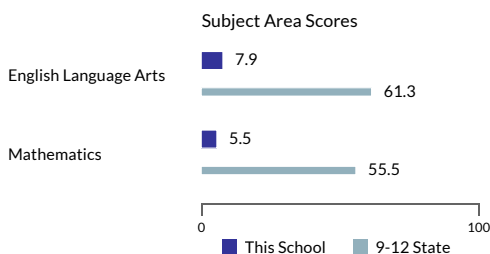
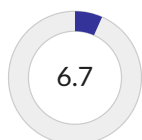
PRIORITY AREA WEIGHTS



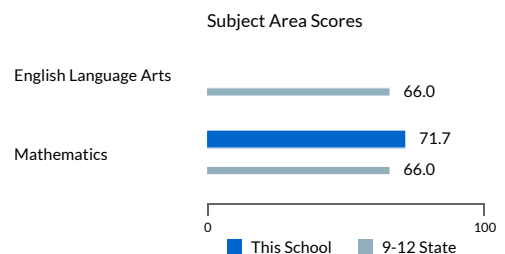
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

ACHIEVEMENT



GROWTH

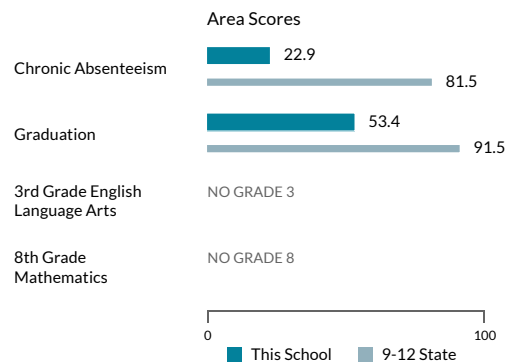
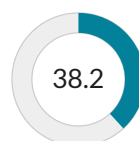


TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION

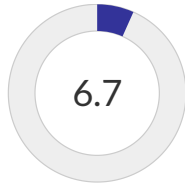




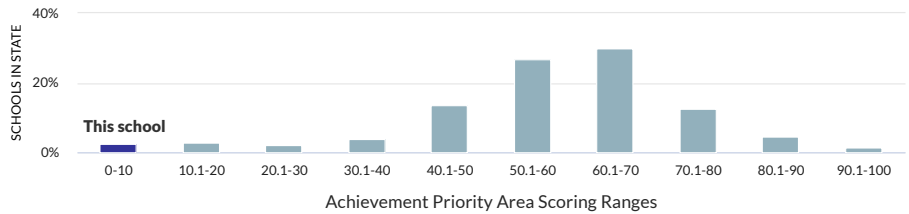
ACHIEVEMENT

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 1.2% of 9-12 schools in the state.



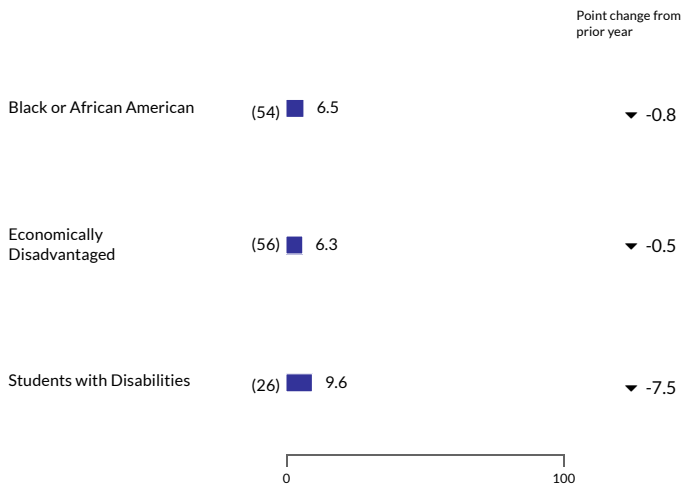
English Language Arts Score: 7.9

Mathematics Score: 5.5

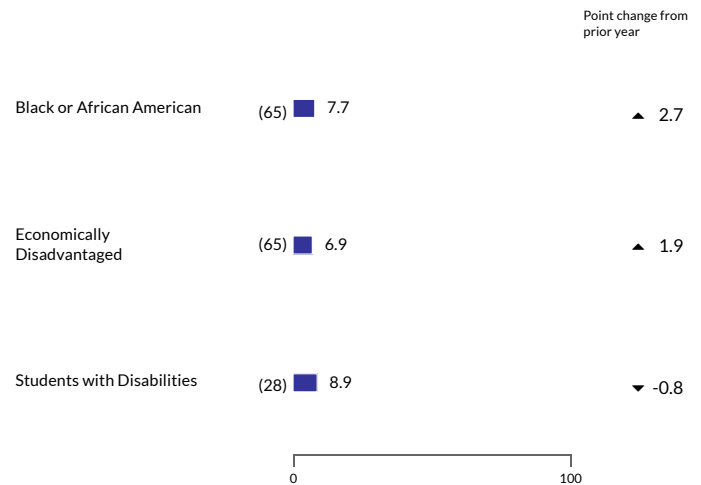
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



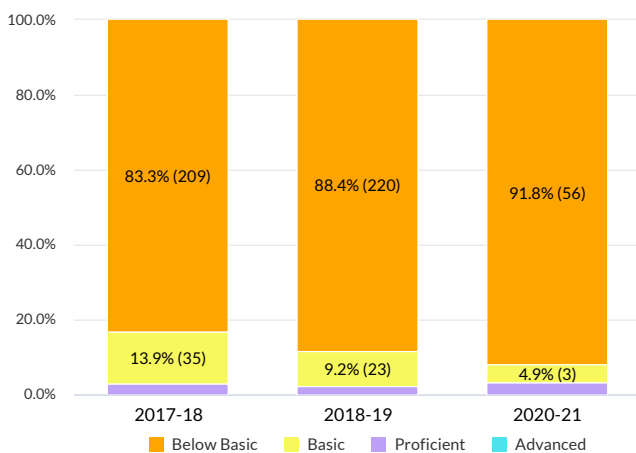
MATHEMATICS



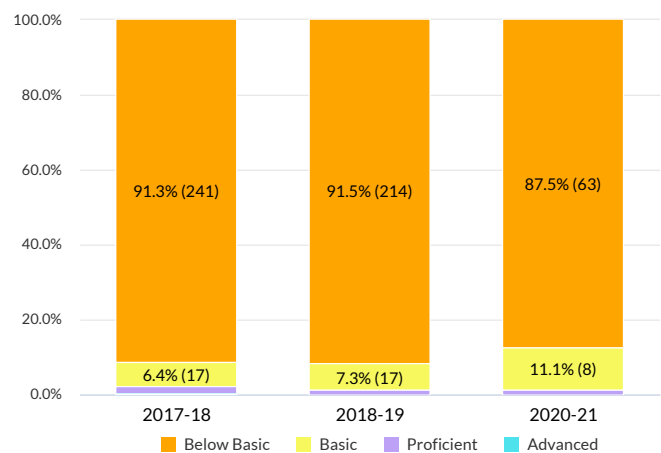
Performance Levels by Year

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: 13.3%
Lowest-participating group: Black or African American: 13.0%

MATHEMATICS

All students: 16.1%
Lowest-participating group: Hispanic or Latino: 13.6%

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	251	0.0%	2.8%	13.9%	83.3%	249	0.0%	2.4%	9.2%	88.4%	61	0.0%	3.3%	4.9%	91.8%
Asian	20	0.0%	0.0%	10.0%	90.0%	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	222	0.0%	2.7%	13.5%	83.8%	233	0.0%	2.6%	9.4%	88.0%	54	0.0%	3.7%	5.6%	90.7%
Hispanic or Latino	< 20	*	*	*	*	0	NA	NA	NA	NA	< 20	*	*	*	*
White	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Economically Disadvantaged	234	0.0%	1.7%	14.5%	83.8%	236	0.0%	2.1%	9.3%	88.6%	56	0.0%	3.6%	5.4%	91.1%
English Learners	40	0.0%	0.0%	5.0%	95.0%	38	0.0%	0.0%	0.0%	100.0%	< 20	*	*	*	*
Students with Disabilities	68	0.0%	5.9%	11.8%	82.4%	76	0.0%	7.9%	18.4%	73.7%	26	0.0%	7.7%	3.8%	88.5%

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	264	0.4%	1.9%	6.4%	91.3%	234	0.0%	1.3%	7.3%	91.5%	72	0.0%	1.4%	11.1%	87.5%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	237	0.4%	2.1%	7.2%	90.3%	219	0.0%	1.4%	7.3%	91.3%	65	0.0%	1.5%	12.3%	86.2%
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Economically Disadvantaged	248	0.4%	2.0%	6.0%	91.5%	221	0.0%	1.4%	7.2%	91.4%	65	0.0%	1.5%	10.8%	87.7%
English Learners	39	0.0%	0.0%	0.0%	100.0%	35	0.0%	0.0%	0.0%	100.0%	< 20	*	*	*	*
Students with Disabilities	73	1.4%	6.8%	8.2%	83.6%	72	0.0%	2.8%	13.9%	83.3%	28	0.0%	3.6%	10.7%	85.7%



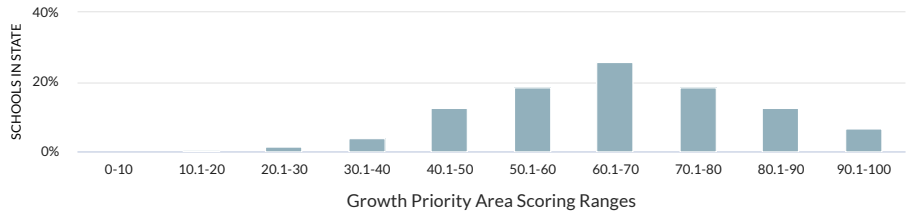
GROWTH

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 is the distribution of scores for 9-12 schools in the state.



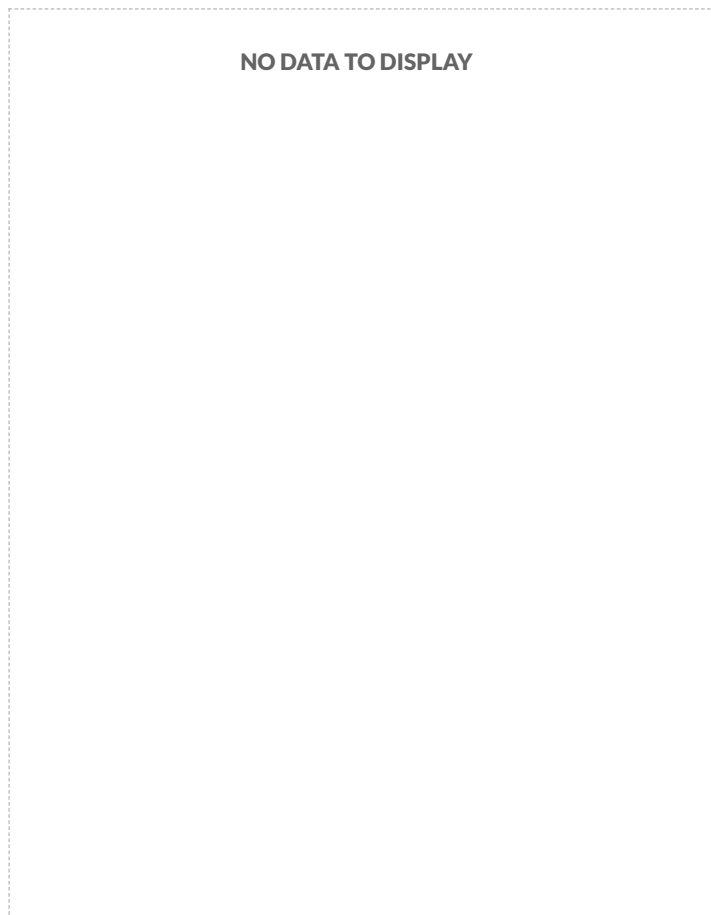
English Language Arts Score: NA

Mathematics Score: 71.7

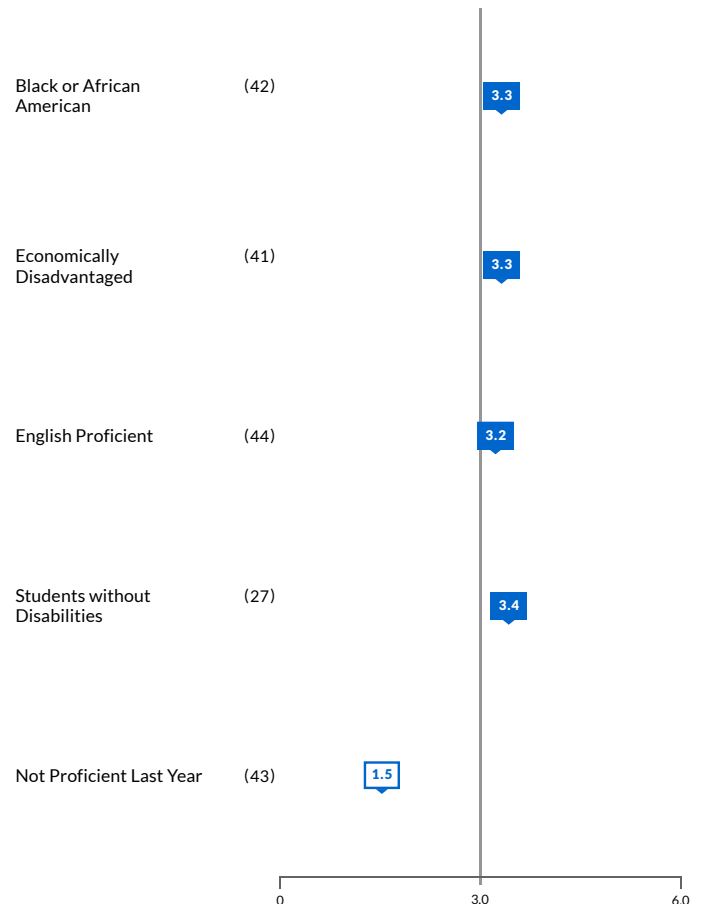
Student Group Value-Added (for information only)

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





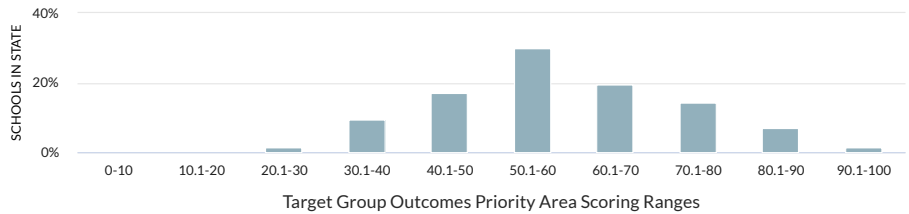
TARGET GROUP OUTCOMES

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 is the distribution of scores for 9-12 schools in the state.



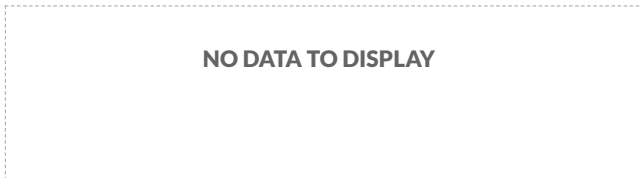
Component Scores

ACHIEVEMENT

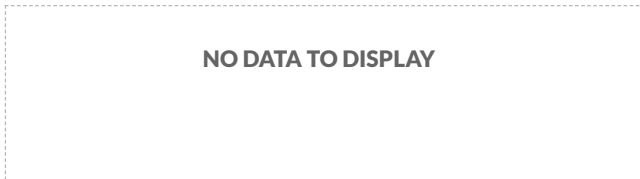
Score: NA

Average points-based proficiency rates.

English Language Arts



Mathematics

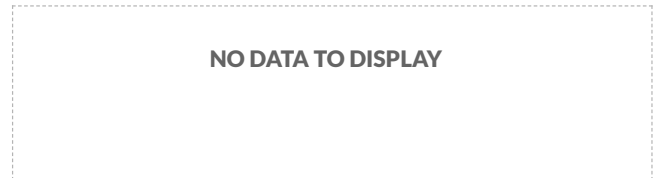


GROWTH

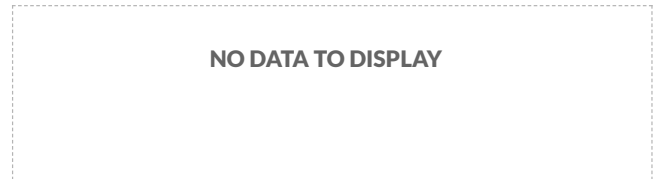
Score: NA

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

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: NA

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.



ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

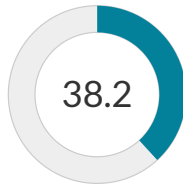




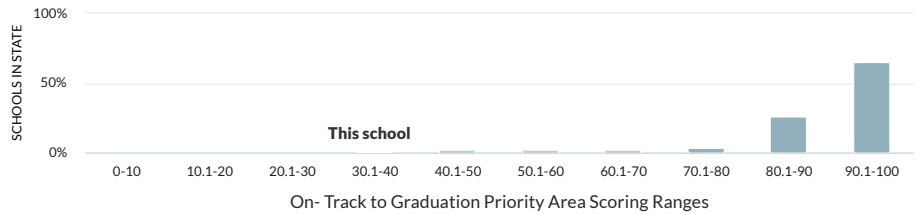
ON-TRACK TO GRADUATION

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 0.7% of 9-12 schools in the state.

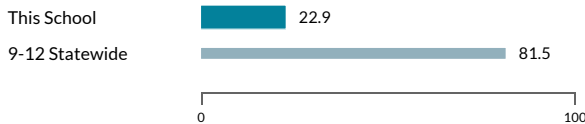


Component Scores

CHRONIC ABSENTEEISM

Score: 22.9

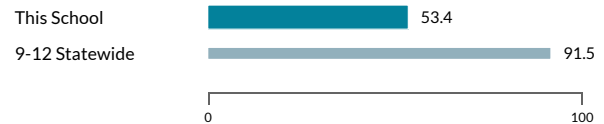
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 53.4

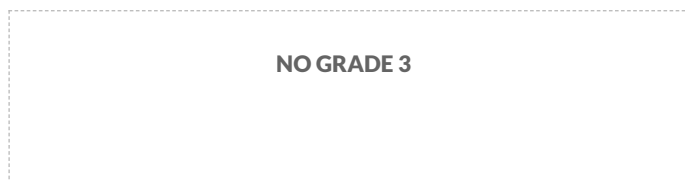
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

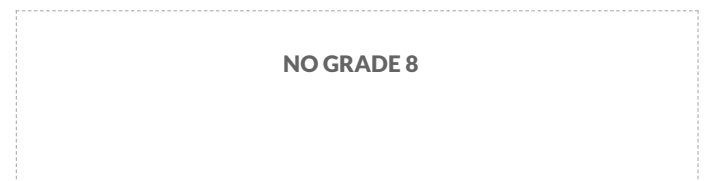
Average points-based proficiency rates.



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	652	81.7%	595	76.3%	514	73.9%
American Indian or Alaskan Native	<20	*	<20	*	0	NA
Asian	31	41.9%	24	45.8%	21	42.9%
Black or African American	589	83.2%	544	77.0%	469	76.1%
Hispanic or Latino	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	596	81.7%	552	76.1%	475	75.2%
English Learners	60	36.7%	57	35.1%	53	39.6%
Students with Disabilities	192	85.4%	179	77.7%	155	74.2%

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	193	89	46.1%	191	116	60.7%
American Indian or Alaskan Native	0	NA	NA	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	179	83	46.4%	170	104	61.2%
Hispanic or Latino	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	175	81	46.3%	154	97	63.0%
English Learners	22	18	81.8%	<20	*	*
Students with Disabilities	48	10	20.8%	49	17	34.7%



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
7.0%	19.2%

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

DUAL ENROLLMENT

School	State
2.4%	17.8%

16 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
0.0%	2.4%

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. 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
Asian	23	10,028	0.0%	27.3%	0.0%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	602	24,232	7.0%	11.5%	2.5%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	< 20	31,812	*	14.7%	*	14.1%	*	0.9%	*	1.4%
White	< 20	188,332	*	20.8%	*	19.7%	*	1.6%	*	2.8%
Two or More Races	< 20	9,226	*	16.1%	*	13.3%	*	1.1%	*	1.4%
Economically Disadvantaged	600	97,617	7.0%	11.0%	2.2%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	58	13,412	1.7%	8.7%	12.1%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	198	34,473	1.0%	2.9%	0.0%	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
18.0%	24.7%	0.0%	0.3%	0.0%	21.3%	0.0%	1.9%

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

No students successfully completed a dance course.

No students successfully completed a 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
Asian	23	10,028	30.4%	25.8%	0.0%	0.3%	0.0%	21.8%	0.0%	1.5%
Black or African American	602	24,232	18.1%	27.9%	0.0%	0.5%	0.0%	13.8%	0.0%	4.1%
Hispanic or Latino	< 20	31,812	*	26.2%	*	0.3%	*	15.5%	*	1.8%
White	< 20	188,332	*	23.9%	*	0.3%	*	23.4%	*	1.7%
Two or More Races	< 20	9,226	*	23.9%	*	0.4%	*	19.8%	*	1.9%
Economically Disadvantaged	600	97,617	18.7%	26.9%	0.0%	0.3%	0.0%	17.4%	0.0%	2.3%
English Learners	58	13,412	37.9%	29.0%	0.0%	0.2%	0.0%	13.0%	0.0%	1.4%
Students with Disabilities	198	34,473	7.6%	25.4%	0.0%	0.3%	0.0%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction
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 Madison, WI 53707-7841
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WISCONSIN DEPARTMENT OF
Public Instruction

November 2021

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