OVERVIEW

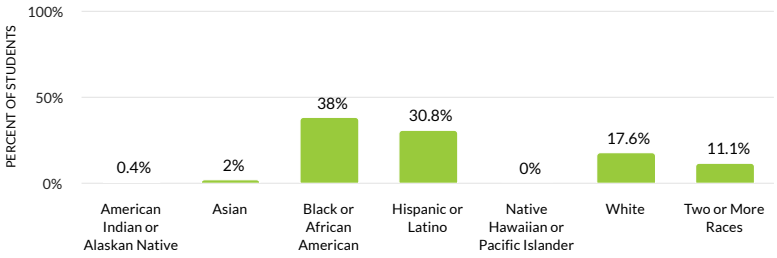
School Details

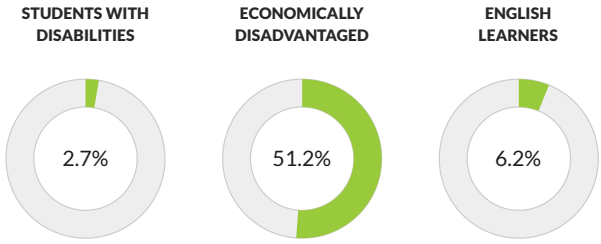
Grades : 9-12
Enrollment : 692
Percent Choice : 73.3%

Founded in 1929, Pius XI Catholic HS offers a values-based, transformational experience rooted in Catholic tradition. It prepares a diverse community of students to reach their unique and highest potential through college and career readiness programming, including AP courses; a nationally-recognized Visual Arts program; STEM/PLTW curriculum; and Special Studies support for learning disabilities.

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

Student Groups





Score Summary

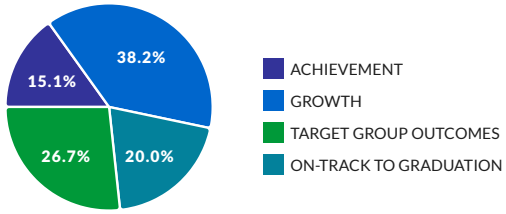
Overall Score

67.0

Meets Expectations

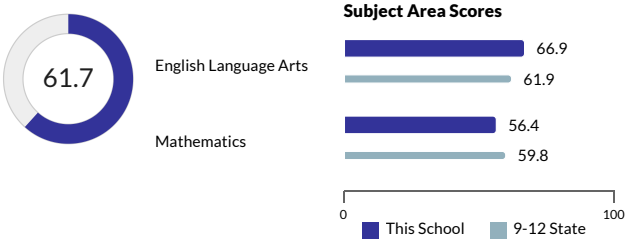
★★★

PRIORITY AREA WEIGHTS

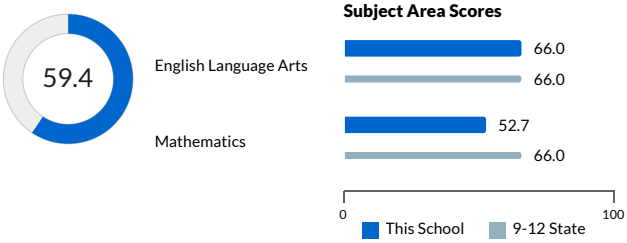


Priority Area Scores

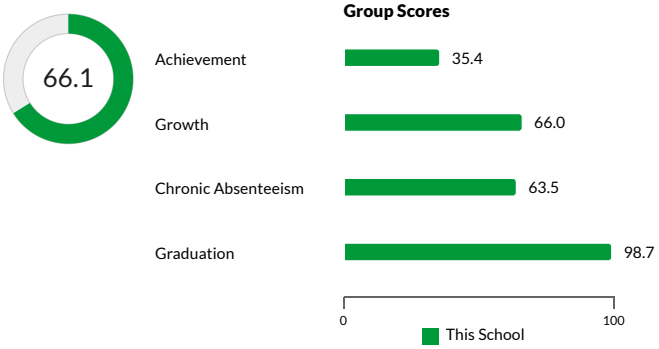
ACHIEVEMENT



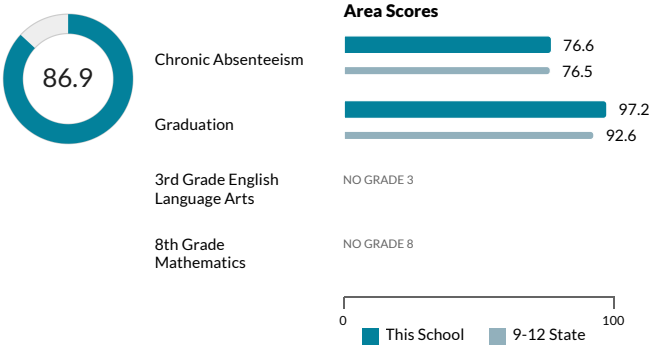
GROWTH



TARGET GROUP OUTCOMES



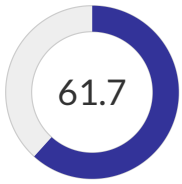
ON-TRACK TO GRADUATION



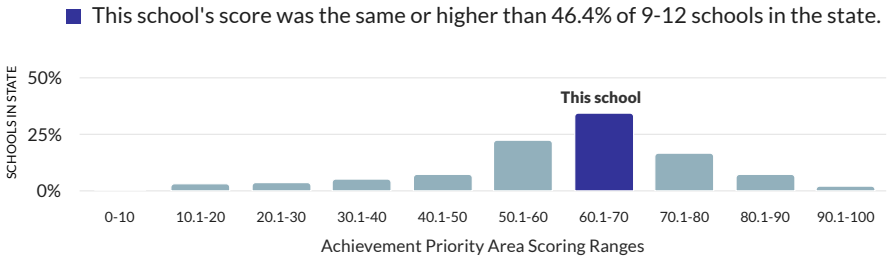
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

Priority Area Score



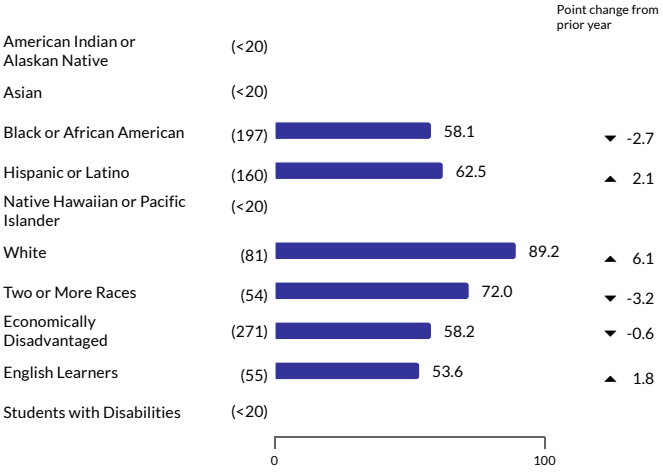
English Language Arts Score: 66.9
Mathematics Score: 56.4



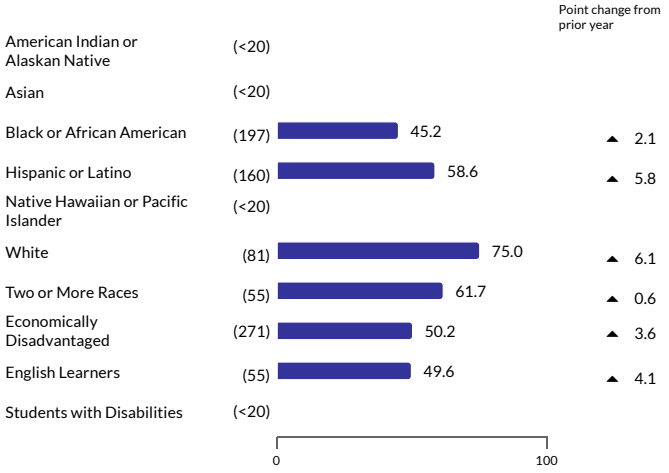
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



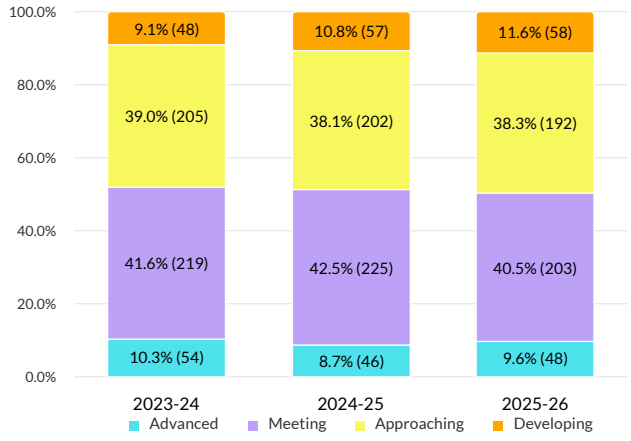
MATHEMATICS



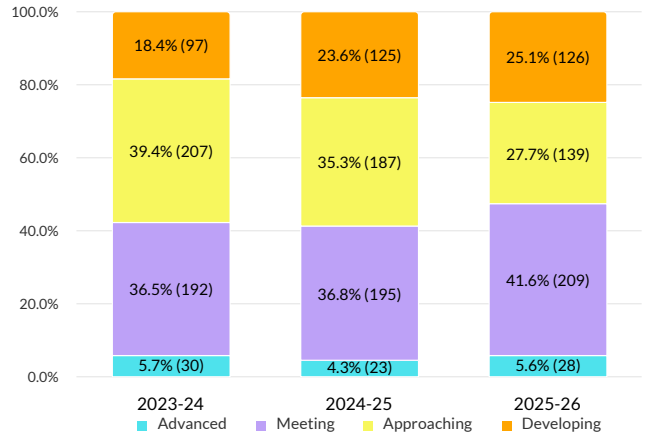
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
	Two or More Races
99.8%	98.2%

MATHEMATICS

All students	Lowest-participating group:
	NA
100.0%	NA

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	187,666	10.6%	36.3%	33.2%	19.9%	185,350	12.1%	36.0%	31.7%	20.2%	182,095	11.2%	36.1%	32.0%	20.6%
All Students	526	10.3%	41.6%	39.0%	9.1%	530	8.7%	42.5%	38.1%	10.8%	501	9.6%	40.5%	38.3%	11.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	171	4.7%	39.2%	45.0%	11.1%	189	2.6%	41.3%	45.5%	10.6%	197	2.5%	37.6%	47.2%	12.7%
Hispanic or Latino	170	5.3%	37.6%	46.5%	10.6%	165	4.2%	40.0%	42.4%	13.3%	160	6.3%	40.0%	41.3%	12.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	107	24.3%	51.4%	18.7%	5.6%	101	23.8%	46.5%	21.8%	7.9%	81	29.6%	45.7%	19.8%	4.9%
Two or More Races	61	14.8%	47.5%	34.4%	3.3%	57	12.3%	47.4%	36.8%	3.5%	54	14.8%	42.6%	31.5%	11.1%
Economically Disadvantaged	246	5.3%	39.0%	45.5%	10.2%	240	3.3%	37.5%	46.7%	12.5%	271	5.2%	34.7%	45.4%	14.8%
English Learners	47	0.0%	27.7%	53.2%	19.1%	56	0.0%	28.6%	58.9%	12.5%	55	1.8%	36.4%	41.8%	20.0%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

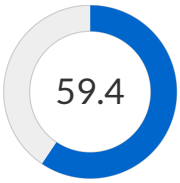
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	188,164	10.8%	36.1%	29.3%	23.8%	185,848	10.4%	38.5%	26.5%	24.6%	182,390	12.8%	36.5%	21.7%	29.1%
All Students	526	5.7%	36.5%	39.4%	18.4%	530	4.3%	36.8%	35.3%	23.6%	502	5.6%	41.6%	27.7%	25.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	171	0.6%	31.6%	42.7%	25.1%	189	0.0%	28.6%	39.2%	32.3%	197	1.5%	33.0%	30.5%	35.0%
Hispanic or Latino	170	2.4%	35.9%	40.0%	21.8%	165	3.0%	33.3%	42.4%	21.2%	160	5.0%	42.5%	31.3%	21.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	107	18.7%	47.7%	28.0%	5.6%	101	12.9%	47.5%	20.8%	18.8%	81	16.0%	50.6%	18.5%	14.8%
Two or More Races	61	6.6%	31.1%	50.8%	11.5%	57	0.0%	52.6%	31.6%	15.8%	55	1.8%	54.5%	23.6%	20.0%
Economically Disadvantaged	246	2.4%	35.4%	40.7%	21.5%	240	2.9%	26.7%	42.1%	28.3%	271	2.6%	36.9%	30.6%	29.9%
English Learners	47	0.0%	36.2%	40.4%	23.4%	56	0.0%	25.0%	51.8%	23.2%	55	1.8%	38.2%	29.1%	30.9%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

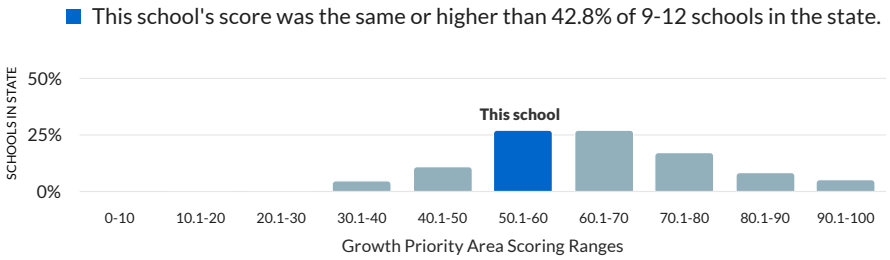
GROWTH

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



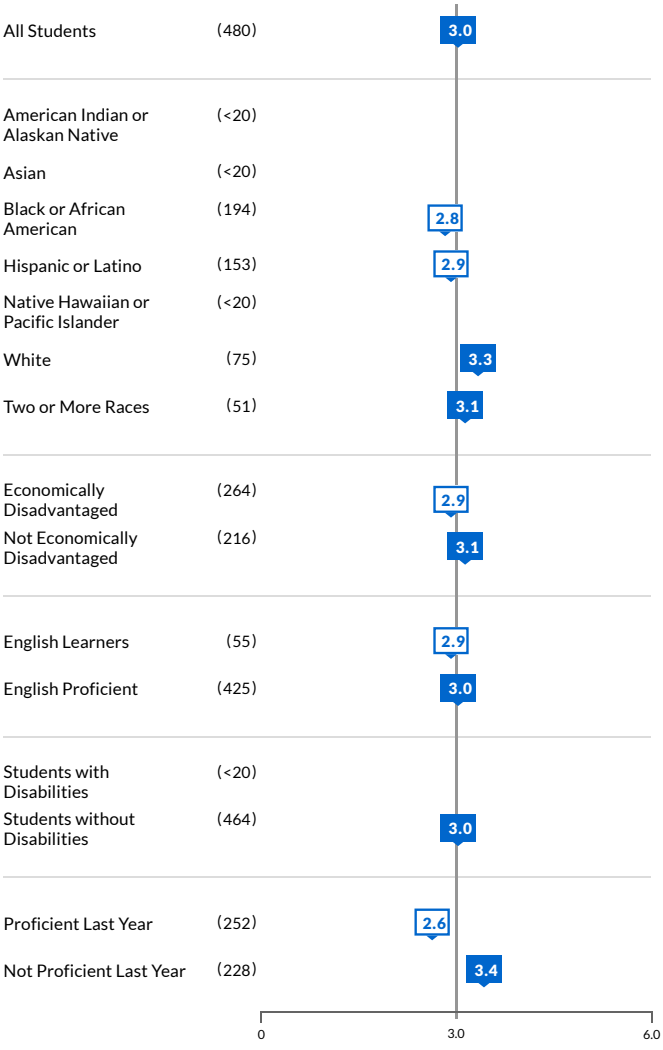
English Language Arts Score: 66.0
Mathematics Score: 52.7



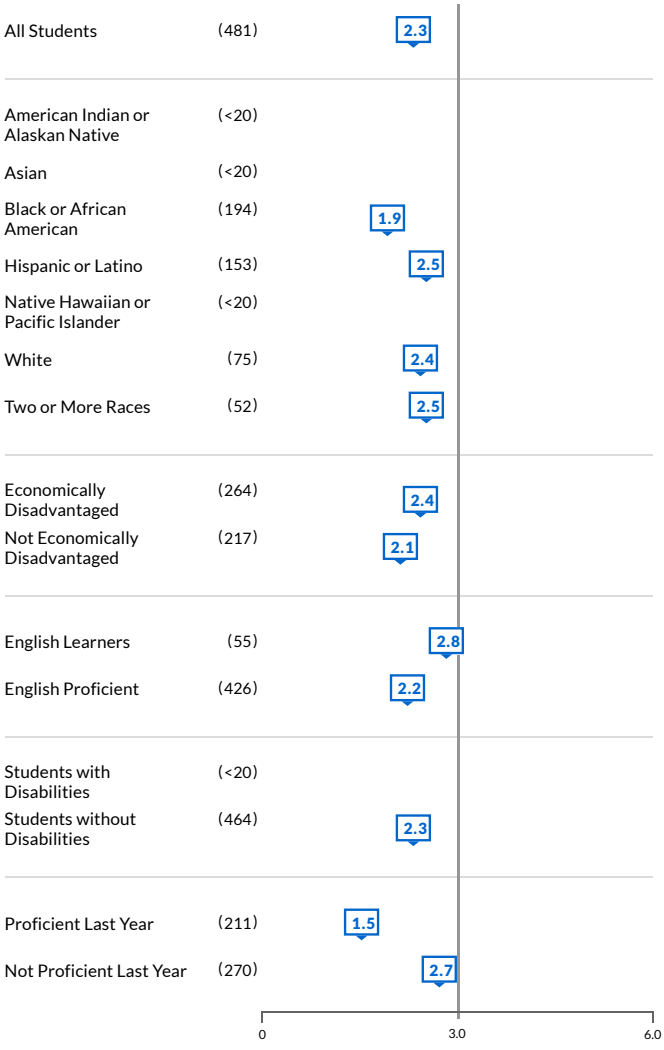
Student Group Value-Added (for information only)

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 do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



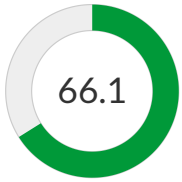
MATHEMATICS

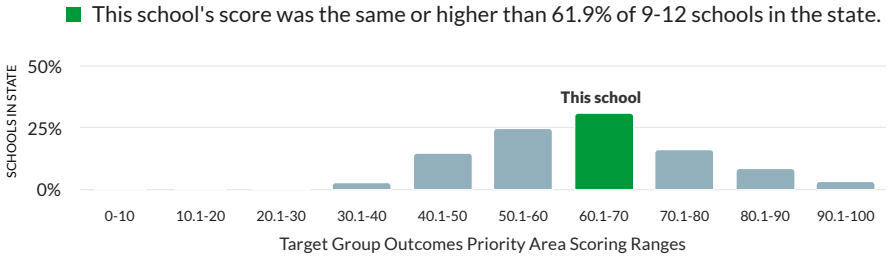


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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





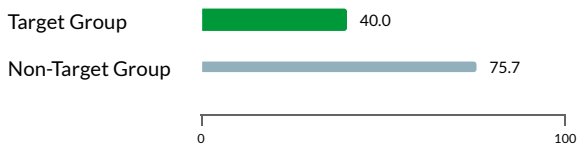
Component Scores

ACHIEVEMENT

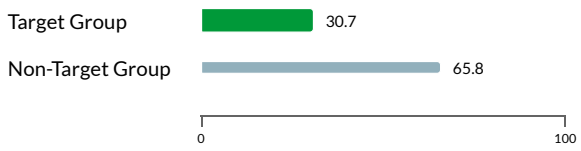
Score: 35.4

Average points-based proficiency rates.

English Language Arts



Mathematics

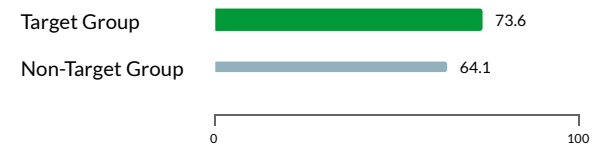


GROWTH

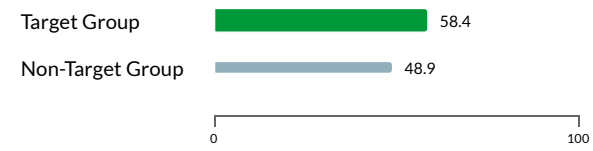
Score: 66.0

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

English Language Arts



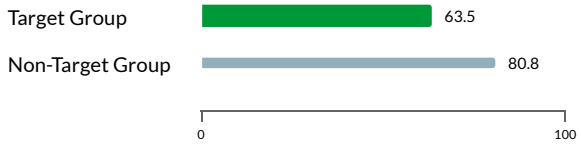
Mathematics



CHRONIC ABSENTEEISM

Score: 63.5

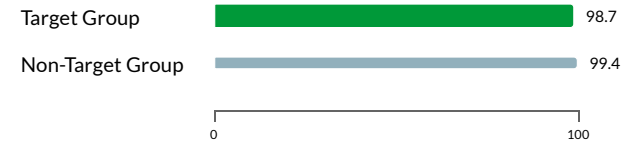
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.7

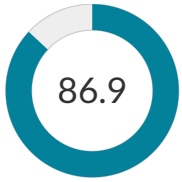
Average of 2024-25's 4- and 7-year cohort rates.

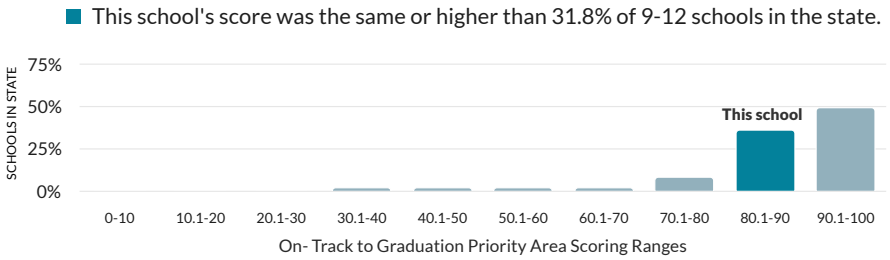


ON-TRACK TO GRADUATION

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



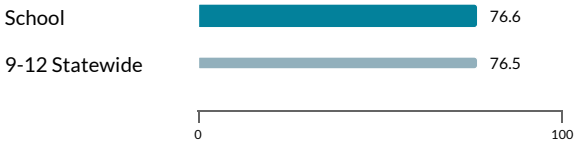


Component Scores

CHRONIC ABSENTEEISM

Score: 76.6

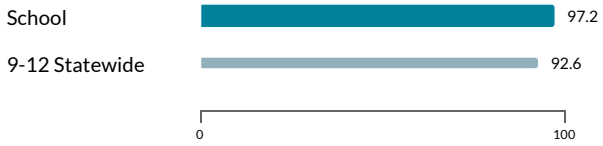
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.2

Average of 2024-25'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

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	266,662	24.8%	267,057	23.1%	265,273	23.1%
All Students	703	24.2%	718	23.1%	712	23.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	216	28.2%	216	25.9%	245	28.2%
Hispanic or Latino	221	26.7%	230	28.7%	228	27.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	184	18.5%	171	16.4%	135	12.6%
Two or More Races	68	17.6%	82	14.6%	81	14.8%
Economically Disadvantaged	281	30.6%	332	26.5%	360	28.3%
English Learners	34	20.6%	53	20.8%	66	28.8%
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students	165	162	98.2%	159	153	96.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	52	50	96.2%	36	36	100.0%
Hispanic or Latino	53	53	100.0%	55	54	98.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	37	36	97.3%	52	49	94.2%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	85	84	98.8%	50	50	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.0	Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.0	Statewide: 0.6

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov

November 2026

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OVERVIEW

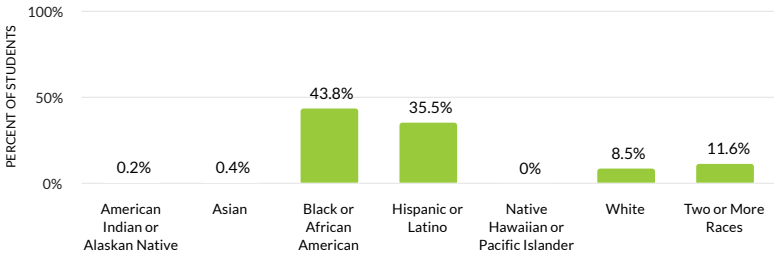
School Details

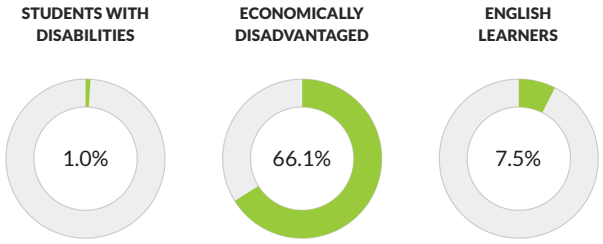
Grades : 9-12
Enrollment (Choice) : 507
Percent Choice : 73.3%

Founded in 1929, Pius XI Catholic HS offers a values-based, transformational experience rooted in Catholic tradition. It prepares a diverse community of students to reach their unique and highest potential through college and career readiness programming, including AP courses; a nationally-recognized Visual Arts program; STEM/PLTW curriculum; and Special Studies support for learning disabilities.

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

Student Groups





Score Summary

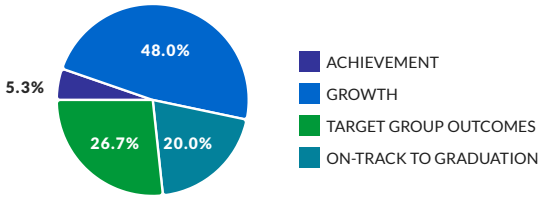
Overall Score

63.8

Meets Expectations

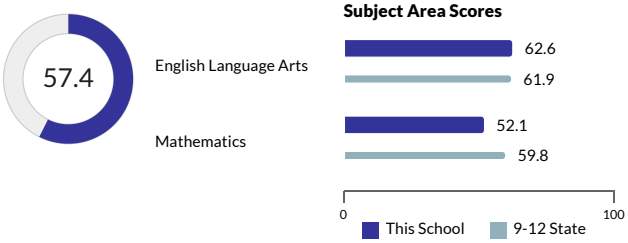
★★★

PRIORITY AREA WEIGHTS

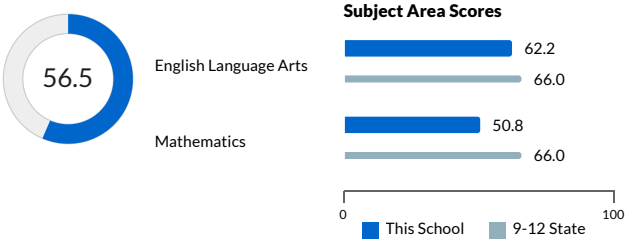


Priority Area Scores

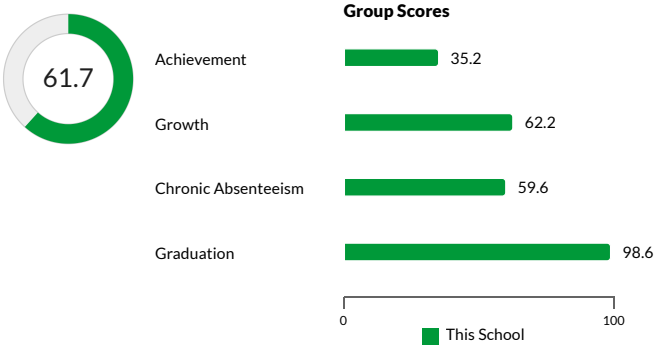
ACHIEVEMENT



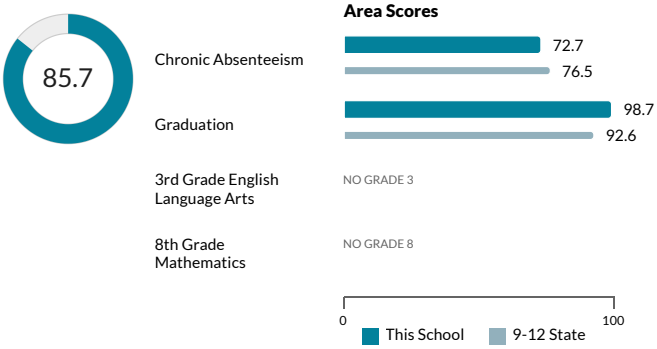
GROWTH



TARGET GROUP OUTCOMES



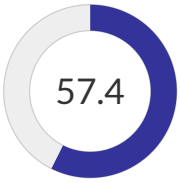
ON-TRACK TO GRADUATION



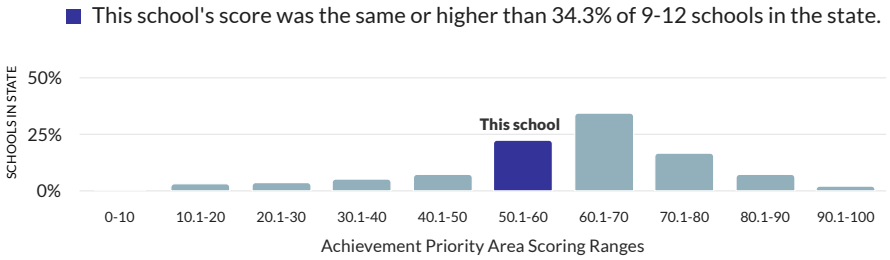
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

Priority Area Score



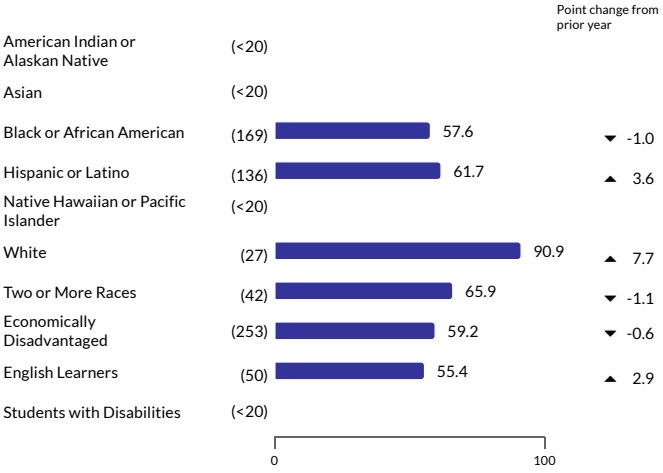
English Language Arts Score: 62.6
Mathematics Score: 52.1



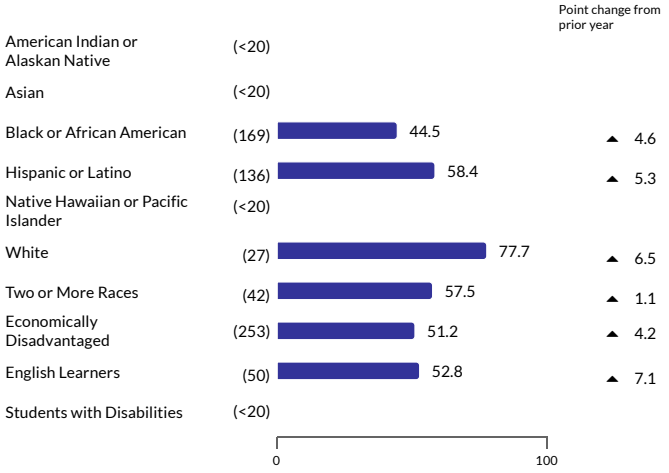
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



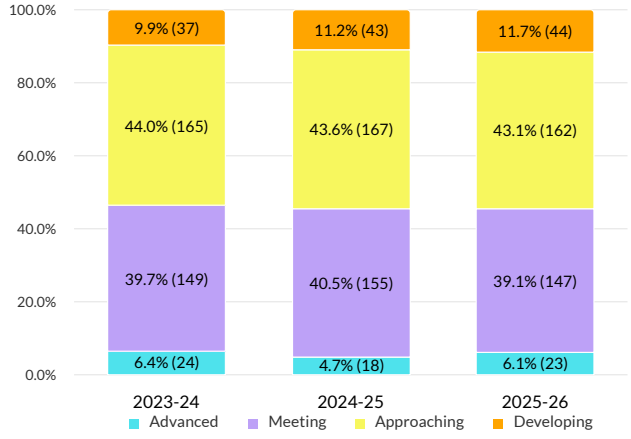
MATHEMATICS



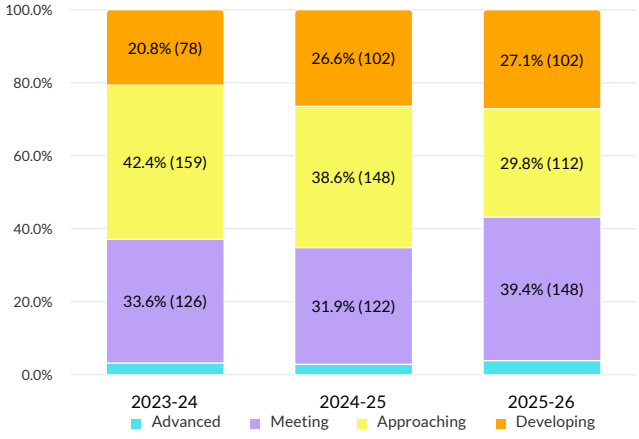
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2025-26

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
	NA
100.0%	NA

MATHEMATICS

All students	Lowest-participating group:
	NA
100.0%	NA

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	187,666	10.6%	36.3%	33.2%	19.9%	185,350	12.1%	36.0%	31.7%	20.2%	182,095	11.2%	36.1%	32.0%	20.6%
All Students: Choice Program	375	6.4%	39.7%	44.0%	9.9%	383	4.7%	40.5%	43.6%	11.2%	376	6.1%	39.1%	43.1%	11.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	144	3.5%	39.6%	45.1%	11.8%	163	1.8%	39.3%	47.2%	11.7%	169	1.2%	37.9%	49.7%	11.2%
Hispanic or Latino	138	5.1%	36.2%	49.3%	9.4%	139	2.2%	39.6%	44.6%	13.7%	136	5.1%	40.4%	41.9%	12.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	39	20.5%	41.0%	28.2%	10.3%	37	21.6%	51.4%	18.9%	8.1%	27	37.0%	33.3%	25.9%	3.7%
Two or More Races	49	8.2%	51.0%	36.7%	4.1%	42	7.1%	40.5%	47.6%	4.8%	42	9.5%	42.9%	33.3%	14.3%
Economically Disadvantaged	233	5.6%	39.5%	45.5%	9.4%	228	3.1%	39.0%	46.5%	11.4%	253	5.1%	35.6%	45.8%	13.4%
English Learners	45	0.0%	26.7%	55.6%	17.8%	52	0.0%	28.8%	59.6%	11.5%	50	2.0%	38.0%	42.0%	18.0%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

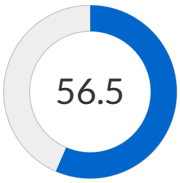
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	188,164	10.8%	36.1%	29.3%	23.8%	185,848	10.4%	38.5%	26.5%	24.6%	182,390	12.8%	36.5%	21.7%	29.1%
All Students: Choice Program	375	3.2%	33.6%	42.4%	20.8%	383	2.9%	31.9%	38.6%	26.6%	376	3.7%	39.4%	29.8%	27.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	144	0.7%	31.3%	43.1%	25.0%	163	0.0%	25.2%	38.7%	36.2%	169	1.8%	30.8%	32.5%	34.9%
Hispanic or Latino	138	2.9%	34.8%	41.3%	21.0%	139	3.6%	32.4%	43.2%	20.9%	136	3.7%	44.1%	31.6%	20.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	39	12.8%	41.0%	35.9%	10.3%	37	16.2%	43.2%	24.3%	16.2%	27	22.2%	48.1%	11.1%	18.5%
Two or More Races	49	4.1%	30.6%	51.0%	14.3%	42	0.0%	45.2%	35.7%	19.0%	42	0.0%	52.4%	23.8%	23.8%
Economically Disadvantaged	233	2.6%	36.5%	41.2%	19.7%	228	3.1%	26.8%	42.5%	27.6%	253	2.8%	37.5%	31.2%	28.5%
English Learners	45	0.0%	37.8%	40.0%	22.2%	52	0.0%	25.0%	51.9%	23.1%	50	2.0%	42.0%	28.0%	28.0%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

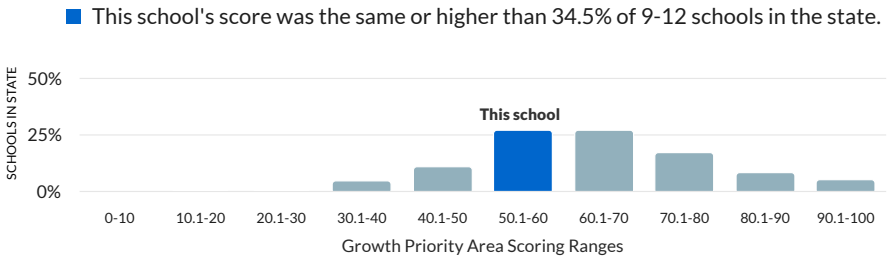
GROWTH

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



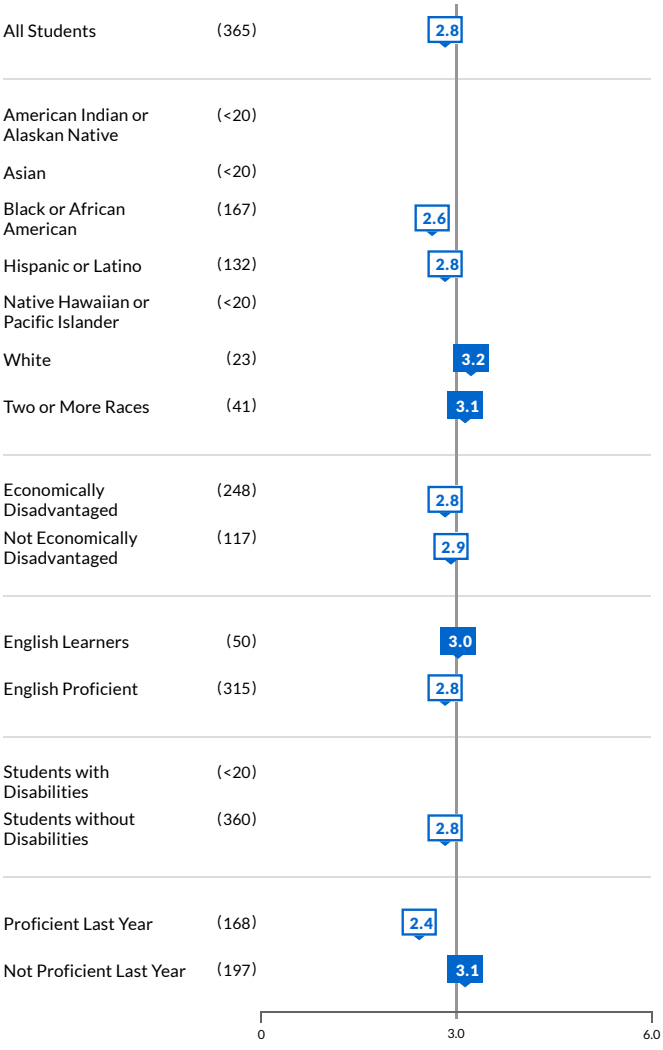
English Language Arts Score: 62.2
Mathematics Score: 50.8



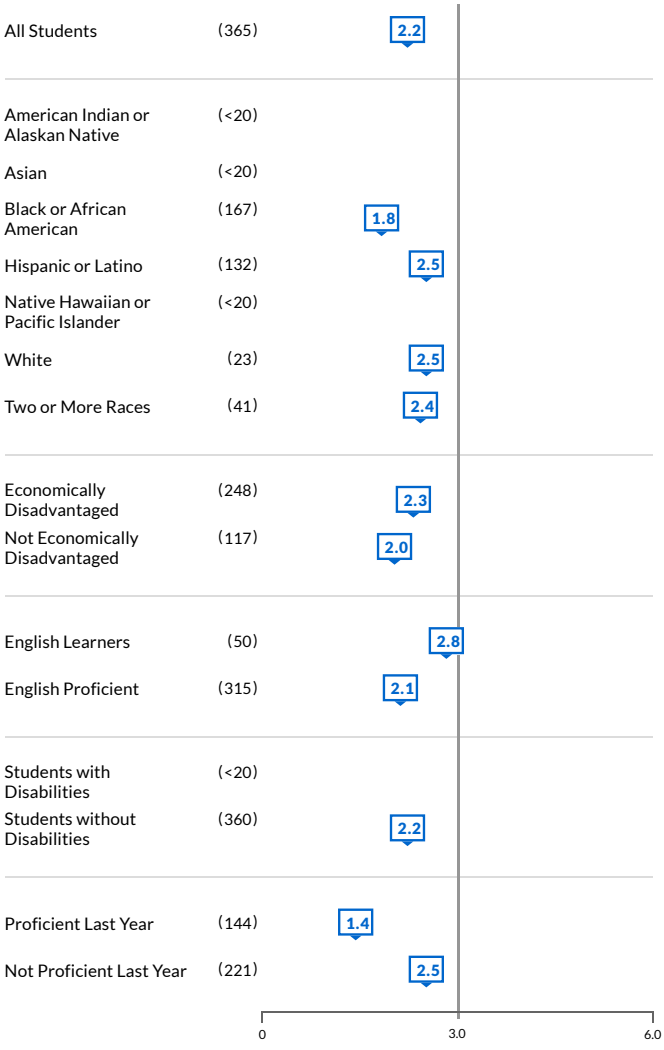
Student Group Value-Added (for information only)

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 do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



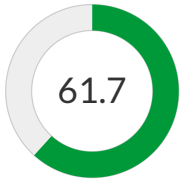
MATHEMATICS

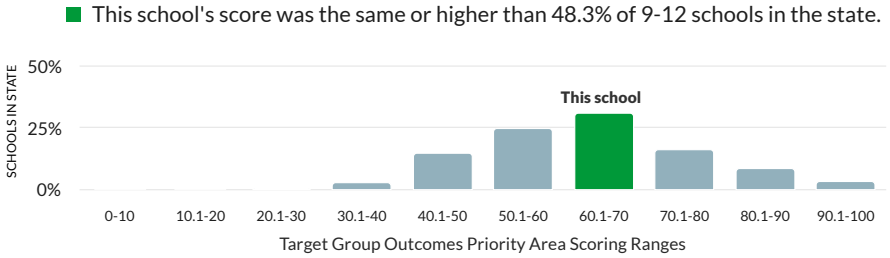


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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





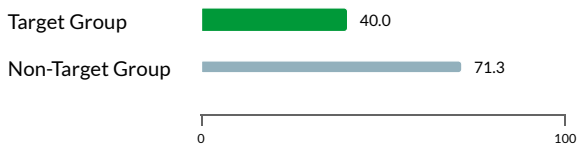
Component Scores

ACHIEVEMENT

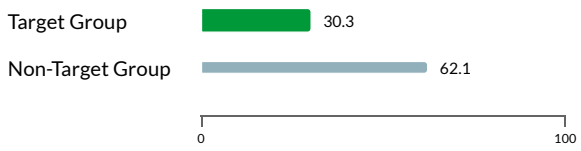
Score: 35.2

Average points-based proficiency rates.

English Language Arts



Mathematics

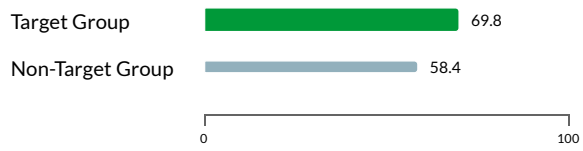


GROWTH

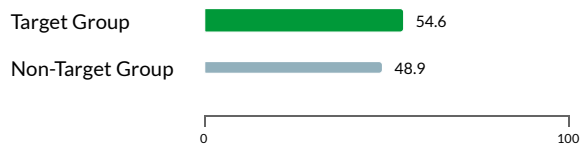
Score: 62.2

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

English Language Arts



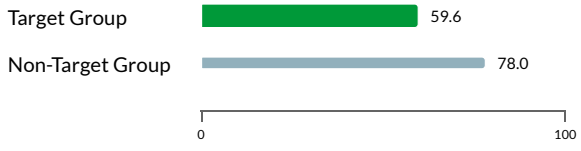
Mathematics



CHRONIC ABSENTEEISM

Score: 59.6

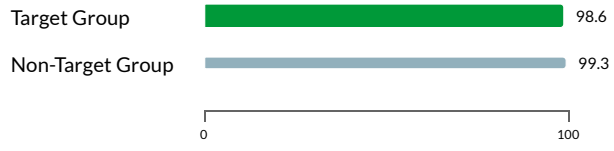
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.6

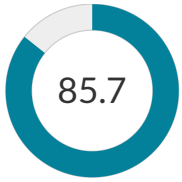
Average of 2024-25's 4- and 7-year cohort rates.

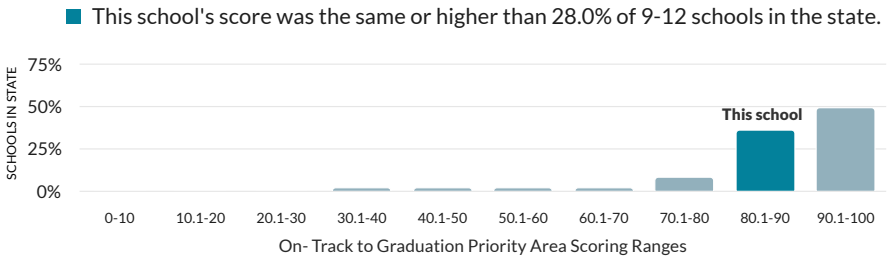


ON-TRACK TO GRADUATION

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



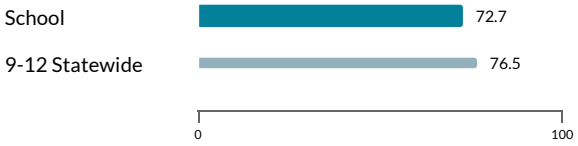


Component Scores

CHRONIC ABSENTEEISM

Score: 72.7

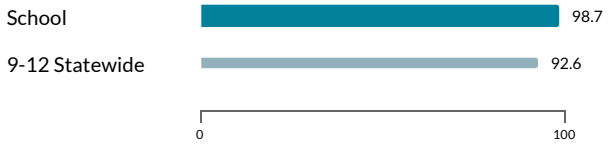
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.7

Average of 2024-25'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

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3

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

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	266,662	24.8%	267,057	23.1%	265,273	23.1%
All Students: Choice Program	484	28.1%	492	26.8%	517	27.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	187	31.6%	182	28.0%	211	31.8%
Hispanic or Latino	181	28.2%	188	28.2%	189	29.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	59	25.4%	53	28.3%	48	14.6%
Two or More Races	50	22.0%	63	19.0%	63	14.3%
Economically Disadvantaged	275	31.3%	315	26.0%	343	28.0%
English Learners	30	20.0%	51	21.6%	62	29.0%
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students: Choice Program	120	119	99.2%	101	99	98.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	44	43	97.7%	34	34	100.0%
Hispanic or Latino	44	44	100.0%	42	41	97.6%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	81	80	98.8%	48	48	100.0%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

Important Notes: A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.0	Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.0	Statewide: 0.6

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