



OVERVIEW

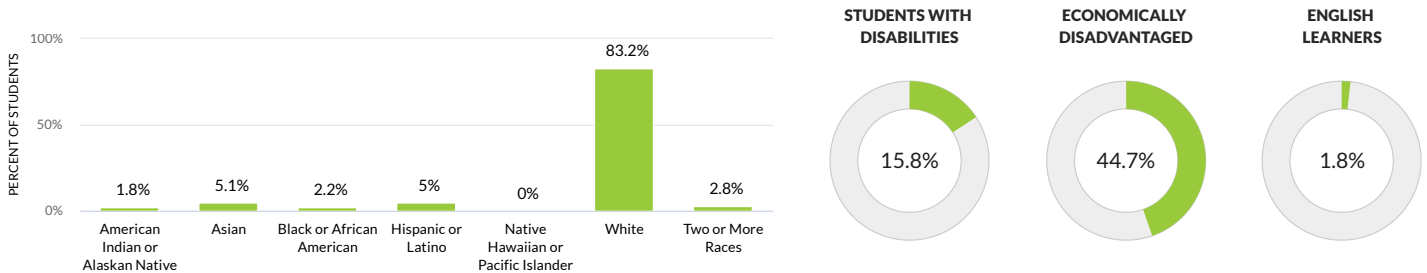
School Details

Grades : 9-12
Enrollment : 1,390
Percent open enrollment : 5.3%

Lincoln High School is a 9-12 comprehensive high school where we are preparing all students for college readiness and career success. We offer a strong curriculum, technology-infused instruction, strong dual college credit and Advanced Placement courses, and career-focused course offerings. For the fifth year in a row, we were recognized as a top 30% high school by US News & World Report.

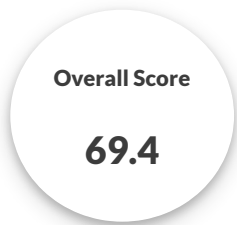
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



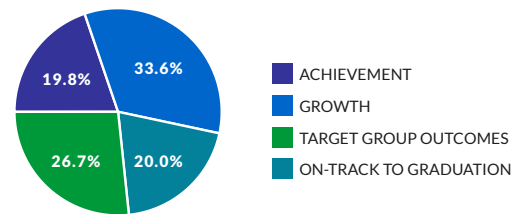
Score Summary

! 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>.



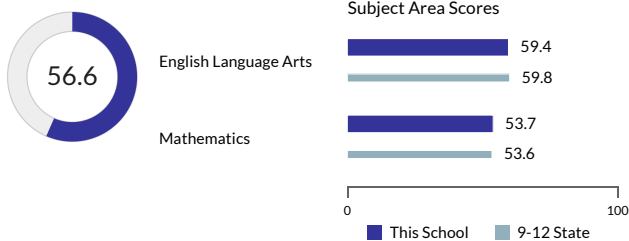
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

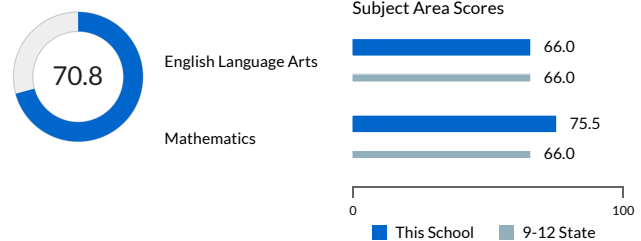


Priority Area Scores

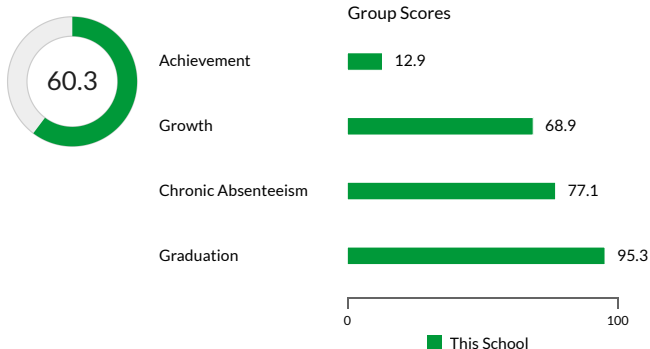
ACHIEVEMENT



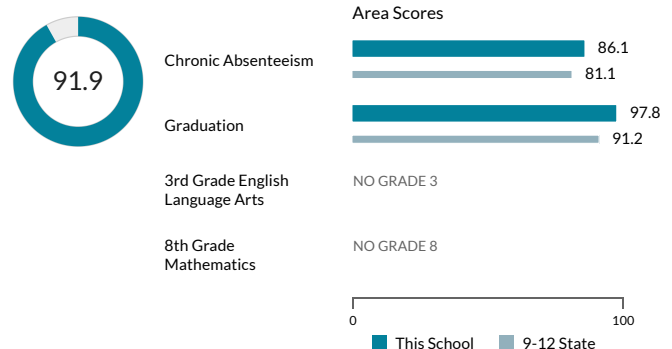
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

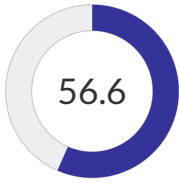




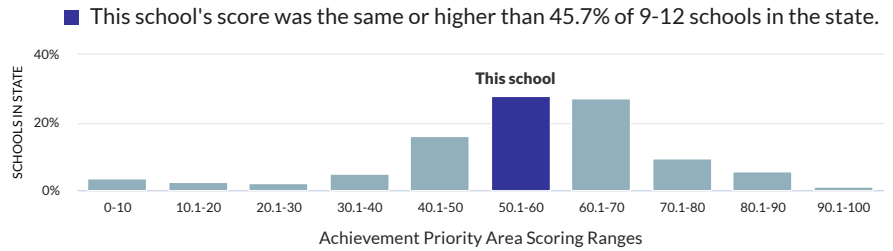
ACHIEVEMENT

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



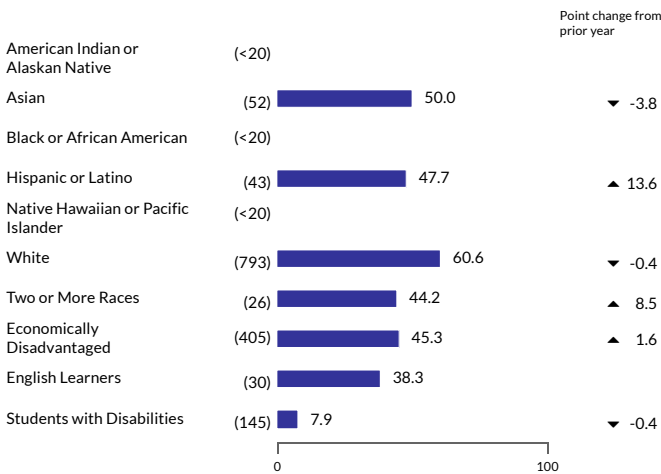
English Language Arts Score: 59.4
Mathematics Score: 53.7



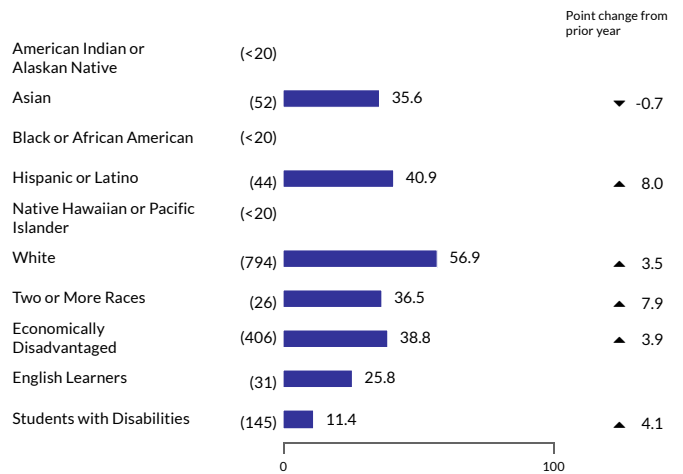
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



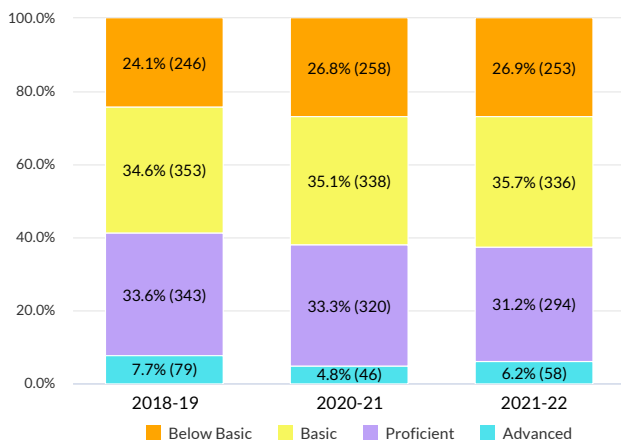
MATHEMATICS



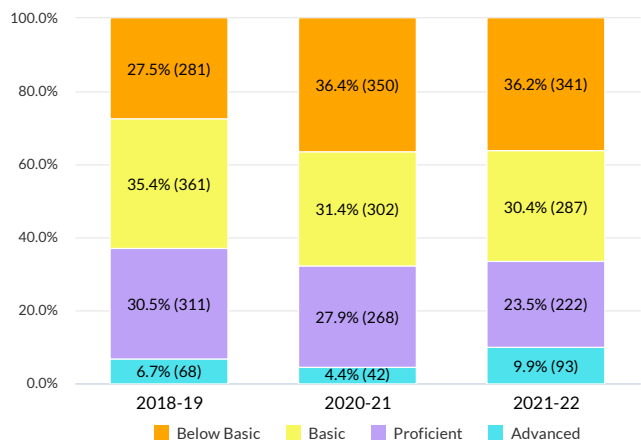
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
94.0%	73.9%

MATHEMATICS

All students	Lowest-participating group: Black or African American
94.2%	78.3%

Student Group Performance Levels by Year

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

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	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	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	1,021	7.7%	33.6%	34.6%	24.1%	962	4.8%	33.3%	35.1%	26.8%	941	6.2%	31.2%	35.7%	26.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	40	2.5%	35.0%	45.0%	17.5%	40	2.5%	27.5%	45.0%	25.0%	52	1.9%	23.1%	48.1%	26.9%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	47	0.0%	19.1%	25.5%	55.3%	41	2.4%	12.2%	36.6%	48.8%	43	2.3%	27.9%	32.6%	37.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	882	8.7%	35.8%	34.6%	20.9%	826	5.1%	36.1%	34.5%	24.3%	793	6.9%	32.4%	35.6%	25.1%
Two or More Races	25	4.0%	0.0%	44.0%	52.0%	21	0.0%	19.0%	33.3%	47.6%	26	0.0%	30.8%	26.9%	42.3%
Economically Disadvantaged	399	3.8%	24.6%	34.6%	37.1%	405	2.7%	21.7%	35.8%	39.8%	405	3.7%	22.2%	35.1%	39.0%
English Learners	27	0.0%	22.2%	44.4%	33.3%	<20	*	*	*	*	30	0.0%	20.0%	36.7%	43.3%
Students with Disabilities	140	0.0%	4.3%	19.3%	76.4%	144	0.0%	0.7%	15.3%	84.0%	145	0.7%	0.7%	12.4%	86.2%

MATHEMATICS

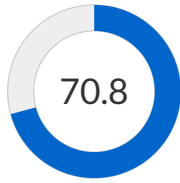
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	1,021	6.7%	30.5%	35.4%	27.5%	962	4.4%	27.9%	31.4%	36.4%	943	9.9%	23.5%	30.4%	36.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	40	5.0%	40.0%	30.0%	25.0%	40	2.5%	20.0%	25.0%	52.5%	52	7.7%	9.6%	28.8%	53.8%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	47	0.0%	17.0%	29.8%	53.2%	41	4.9%	12.2%	26.8%	56.1%	44	6.8%	15.9%	29.5%	47.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	882	7.4%	32.3%	37.3%	23.0%	826	4.7%	29.8%	33.1%	32.4%	794	10.7%	25.4%	30.7%	33.1%
Two or More Races	25	0.0%	0.0%	12.0%	88.0%	21	0.0%	23.8%	9.5%	66.7%	26	0.0%	19.2%	34.6%	46.2%
Economically Disadvantaged	399	3.0%	17.3%	38.3%	41.4%	405	1.5%	19.3%	26.9%	52.3%	406	6.9%	13.8%	29.3%	50.0%
English Learners	27	7.4%	22.2%	29.6%	40.7%	<20	*	*	*	*	31	3.2%	6.5%	29.0%	61.3%
Students with Disabilities	140	0.0%	5.0%	16.4%	78.6%	144	0.0%	1.4%	11.8%	86.8%	145	0.7%	4.1%	12.4%	82.8%



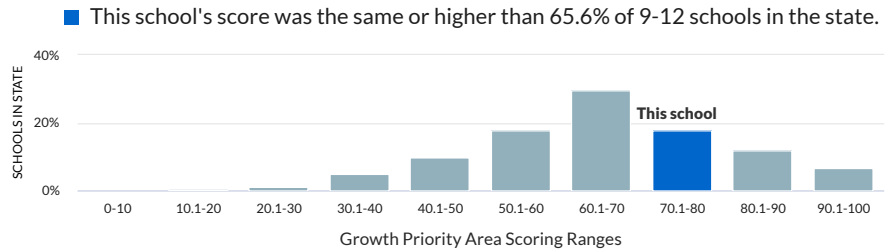
GROWTH

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



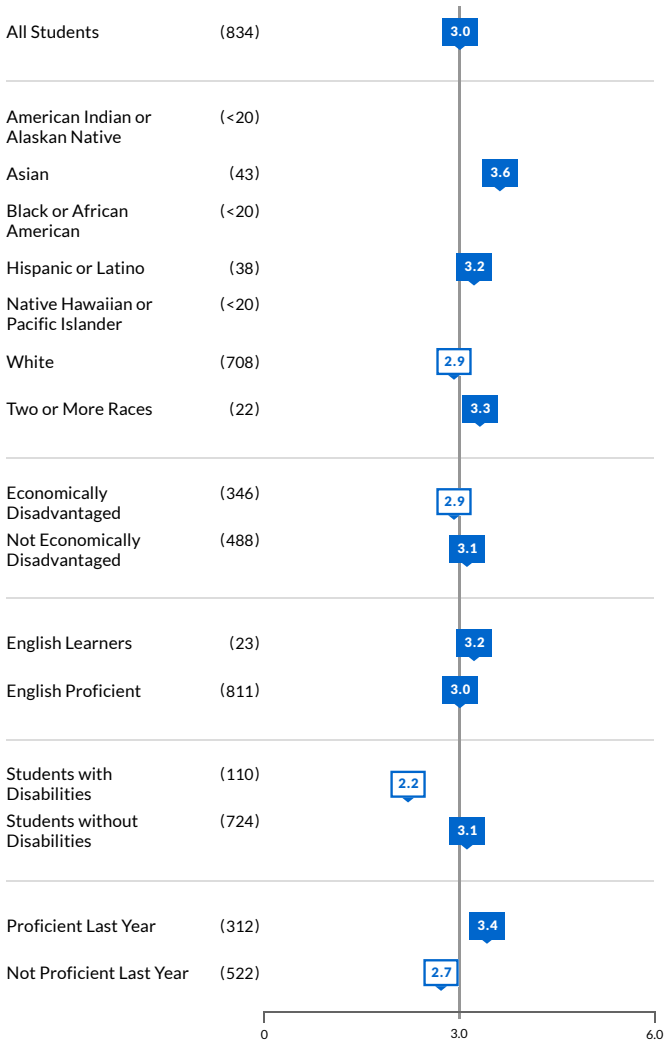
English Language Arts Score: 66.0
Mathematics Score: 75.5



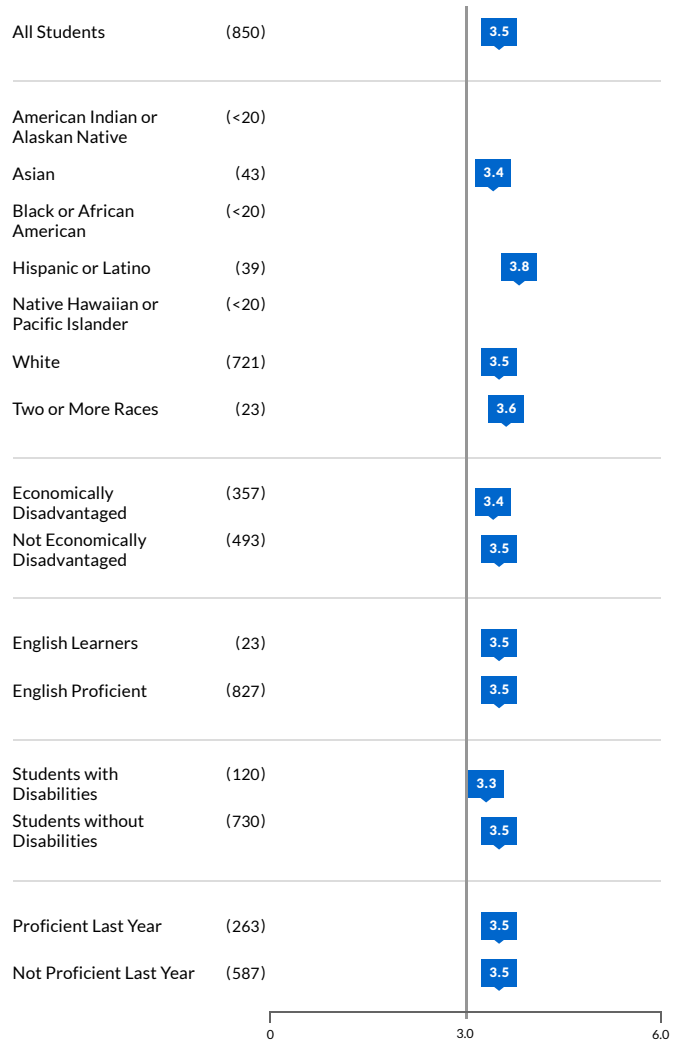
Student Group Value-Added (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS

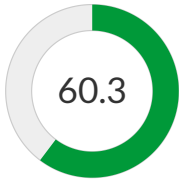




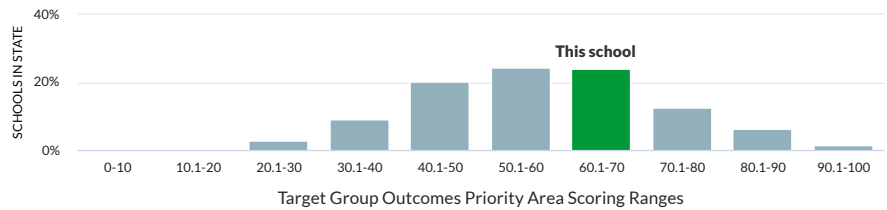
TARGET GROUP OUTCOMES

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 57.3% of 9-12 schools in the state.



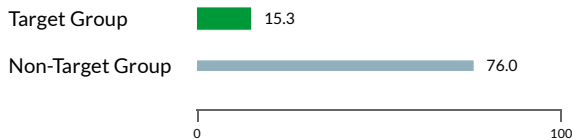
Component Scores

ACHIEVEMENT

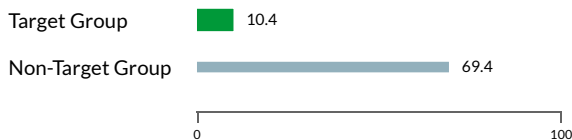
Score: 12.9

Average points-based proficiency rates.

English Language Arts



Mathematics

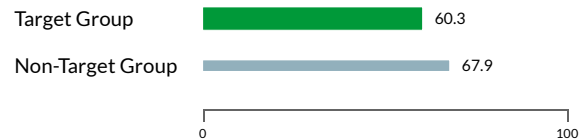


GROWTH

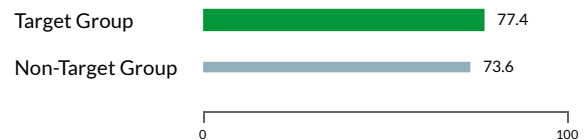
Score: 68.9

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

English Language Arts



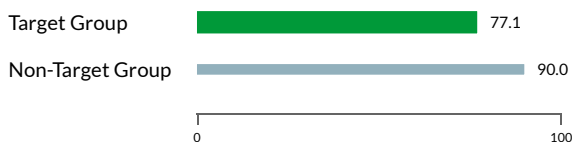
Mathematics



CHRONIC ABSENTEEISM

Score: 77.1

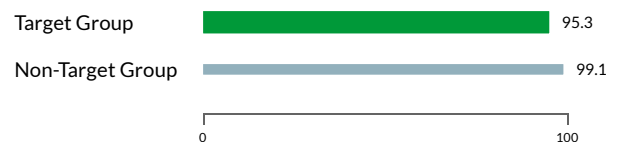
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.3

Average of 2020-21's 4- and 7-year cohort rates.

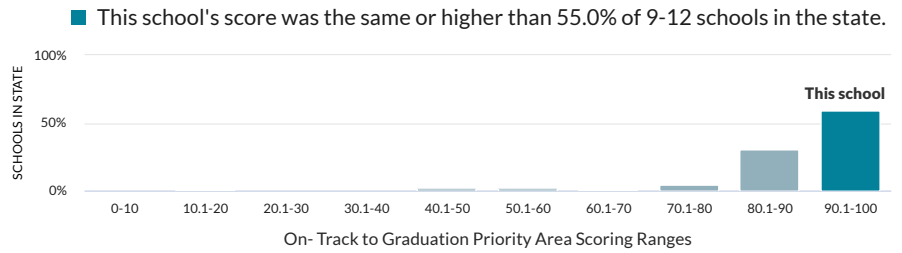
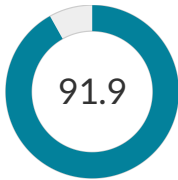




ON-TRACK TO GRADUATION

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

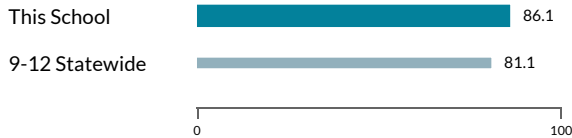


Component Scores

CHRONIC ABSENTEEISM

Score: 86.1

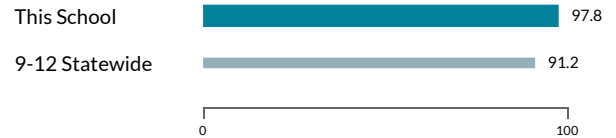
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.8

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

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

Student Group Chronic Absenteeism Rates, Single-Year

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,410	19.4%	1,389	15.3%	1,376	9.0%
American Indian or Alaskan Native	<20	*	20	35.0%	24	25.0%
Asian	58	22.4%	51	7.8%	58	5.2%
Black or African American	25	48.0%	30	36.7%	33	39.4%
Hispanic or Latino	66	42.4%	62	32.3%	64	25.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,219	17.1%	1,192	13.7%	1,162	6.8%
Two or More Races	32	25.0%	34	20.6%	35	20.0%
Economically Disadvantaged	535	31.8%	542	23.6%	604	16.2%
English Learners	37	27.0%	23	30.4%	23	4.3%
Students with Disabilities	195	34.9%	197	28.4%	216	19.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	292	282	96.6%	346	342	98.8%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	21	21	100.0%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	251	245	97.6%	304	300	98.7%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	114	108	94.7%	116	113	97.4%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	32	27	84.4%	40	38	95.0%



POSTSECONDARY PREPARATION, 2020-21

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. 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
14.4%	19.9%

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

DUAL ENROLLMENT

School	State
14.2%	18.6%

196 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
93.8%	2.8%

1,290 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
94.2%	3.4%

1,296 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	24	2,799	0.0%	6.5%	8.3%	10.0%	100.0%	1.8%	100.0%	2.4%
Asian	58	9,945	8.6%	28.6%	12.1%	16.9%	100.0%	2.2%	100.0%	1.9%
Black or African American	33	25,104	0.0%	12.2%	12.1%	6.2%	90.9%	0.6%	93.9%	0.9%
Hispanic or Latino	64	34,372	3.1%	15.8%	9.4%	13.4%	95.3%	1.9%	95.3%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	1,162	181,931	16.4%	21.7%	15.1%	21.7%	93.1%	3.4%	93.5%	4.2%
Two or More Races	35	9,829	0.0%	15.9%	5.7%	13.7%	100.0%	1.8%	100.0%	1.9%
Economically Disadvantaged	604	96,593	6.0%	10.8%	8.9%	12.0%	95.5%	2.1%	95.0%	2.6%
English Learners	23	14,562	0.0%	9.7%	4.3%	12.0%	100.0%	1.3%	100.0%	1.3%
Students with Disabilities	216	34,324	0.0%	3.6%	2.8%	9.6%	95.4%	1.9%	94.4%	2.5%



ARTS COURSE INFORMATION, 2020-21

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. 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
21.8%	23.0%	0.0%	0.3%	23.5%	18.3%	3.1%	1.6%
300 students successfully completed at least one art & design course.		No students successfully completed a dance course.		324 students successfully completed at least one music course.		42 students successfully completed at least one theater course.	

Student Group Participation

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

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	24	2,799	25.0%	21.5%	0.0%	0.0%	12.5%	12.5%	0.0%	0.5%
Asian	58	9,945	22.4%	20.6%	0.0%	0.3%	22.4%	16.3%	0.0%	0.9%
Black or African American	33	25,104	15.2%	18.7%	0.0%	0.4%	9.1%	8.9%	3.0%	2.5%
Hispanic or Latino	64	34,372	15.6%	21.3%	0.0%	0.2%	25.0%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	1,162	181,931	22.4%	24.2%	0.0%	0.3%	24.4%	21.0%	3.5%	1.5%
Two or More Races	35	9,829	17.1%	21.5%	0.0%	0.2%	17.1%	16.5%	0.0%	1.6%
Economically Disadvantaged	604	96,593	24.8%	21.8%	0.0%	0.2%	22.7%	13.6%	2.0%	1.5%
English Learners	23	14,562	17.4%	21.6%	0.0%	0.2%	4.3%	9.4%	0.0%	1.1%
Students with Disabilities	216	34,324	23.6%	23.4%	0.0%	0.2%	13.0%	12.0%	0.9%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



November 2022

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