



OVERVIEW

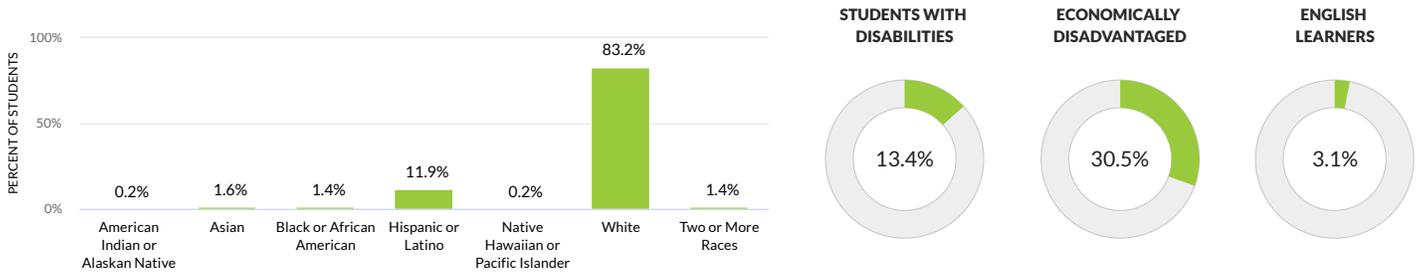
School Details

Grades : 9-12
Enrollment : 989
Percent open enrollment : 7.3%

Fort Atkinson High School strives to achieve distinction in all we do. Our mission is to cultivate an inclusive, high-performing culture of growth and community. Strong academics, technology education, agriculture, arts programs and extracurricular opportunities, supported by a comprehensive pupil services team, ensures students are ready for all post-high school pathways. FAHS is #1Fort proud!

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

Student Groups



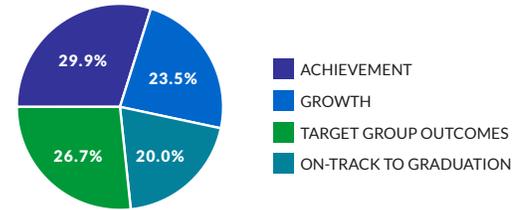
Score Summary

! 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>.



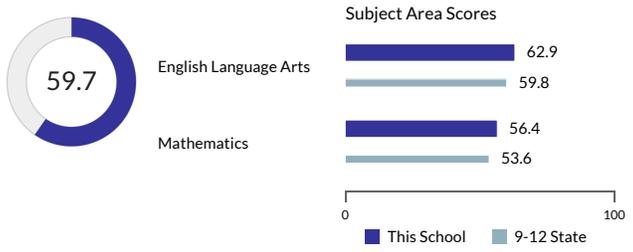
Meets Few Expectations
★★

PRIORITY AREA WEIGHTS

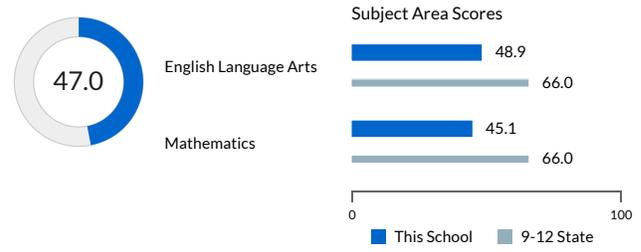


Priority Area Scores

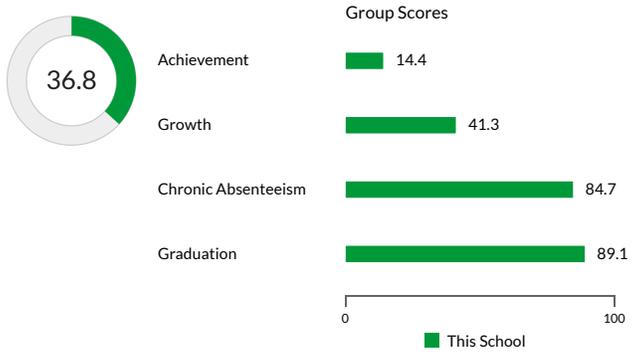
ACHIEVEMENT



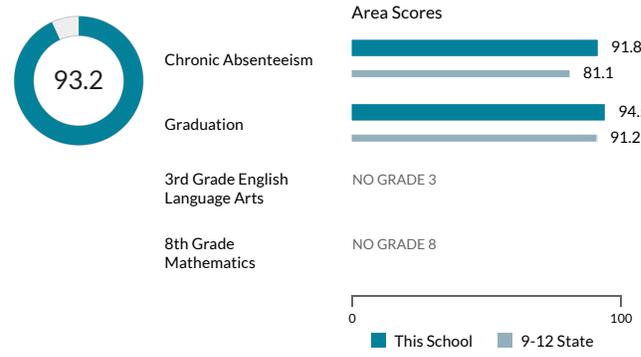
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

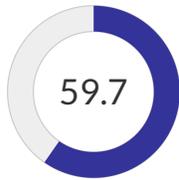




ACHIEVEMENT

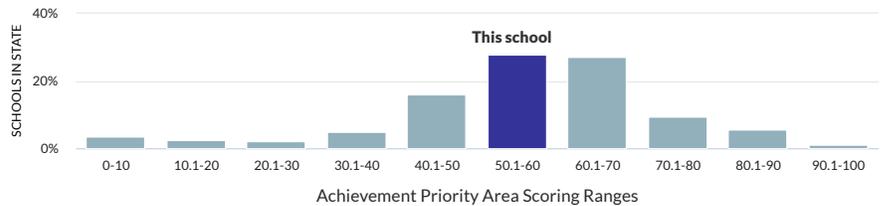
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 62.9
Mathematics Score: 56.4

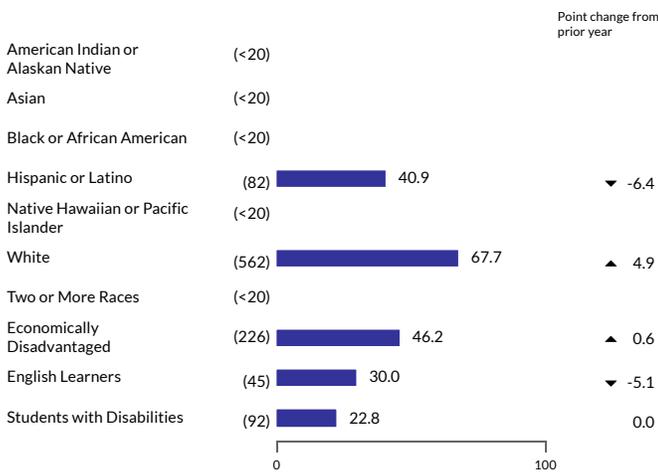
■ This school's score was the same or higher than 56.2% of 9-12 schools in the state.



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: Economically Disadvantaged
96.8%	94.1%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
96.8%	94.1%

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	660	6.7%	36.1%	34.1%	23.2%	677	7.4%	33.2%	34.0%	25.4%	674	9.9%	32.8%	32.9%	24.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	103	1.0%	21.4%	52.4%	25.2%	73	2.7%	19.2%	47.9%	30.1%	82	0.0%	18.3%	45.1%	36.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	531	7.7%	39.4%	30.7%	22.2%	565	8.0%	34.5%	32.7%	24.8%	562	11.4%	35.1%	31.1%	22.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	220	3.6%	30.9%	37.3%	28.2%	192	1.6%	24.5%	37.5%	36.5%	226	2.2%	24.8%	36.3%	36.7%
English Learners	42	0.0%	4.8%	52.4%	42.9%	37	0.0%	8.1%	54.1%	37.8%	45	0.0%	8.9%	42.2%	48.9%
Students with Disabilities	75	0.0%	12.0%	21.3%	66.7%	90	2.2%	5.6%	27.8%	64.4%	92	2.2%	8.7%	21.7%	67.4%

MATHEMATICS

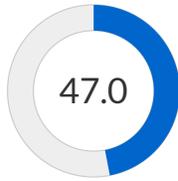
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	662	10.1%	28.7%	28.4%	32.8%	678	5.5%	30.5%	28.8%	35.3%	678	11.8%	26.8%	27.1%	34.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	103	4.9%	17.5%	33.0%	44.7%	74	0.0%	13.5%	39.2%	47.3%	86	2.3%	17.4%	36.0%	44.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	532	10.7%	31.6%	27.3%	30.5%	565	6.2%	32.2%	28.8%	32.7%	562	13.5%	28.3%	25.8%	32.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	222	6.8%	23.4%	26.1%	43.7%	193	2.1%	17.1%	32.1%	48.7%	230	3.9%	19.1%	28.7%	48.3%
English Learners	42	0.0%	11.9%	35.7%	52.4%	38	0.0%	7.9%	42.1%	50.0%	49	2.0%	14.3%	30.6%	53.1%
Students with Disabilities	75	0.0%	8.0%	21.3%	70.7%	90	0.0%	8.9%	13.3%	77.8%	93	0.0%	14.0%	14.0%	72.0%



GROWTH

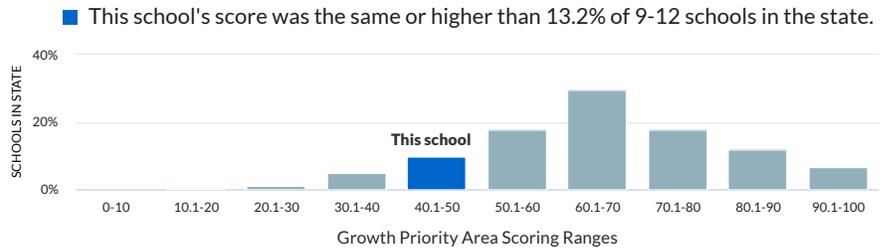
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 48.9

Mathematics Score: 45.1



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

All Students	(580)	2.1
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(70)	2.2
Native Hawaiian or Pacific Islander	(<20)	
White	(480)	2.1
Two or More Races	(<20)	
Economically Disadvantaged	(189)	2.1
Not Economically Disadvantaged	(391)	2.1
English Learners	(39)	2.3
English Proficient	(541)	2.1
Students with Disabilities	(69)	2.2
Students without Disabilities	(511)	2.1
Proficient Last Year	(270)	2.3
Not Proficient Last Year	(310)	1.9

MATHEMATICS

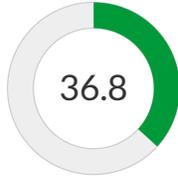
All Students	(590)	1.9
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(73)	2.2
Native Hawaiian or Pacific Islander	(<20)	
White	(487)	1.8
Two or More Races	(<20)	
Economically Disadvantaged	(194)	2.0
Not Economically Disadvantaged	(396)	1.8
English Learners	(41)	2.5
English Proficient	(549)	1.8
Students with Disabilities	(72)	2.0
Students without Disabilities	(518)	1.8
Proficient Last Year	(248)	1.8
Not Proficient Last Year	(342)	1.9



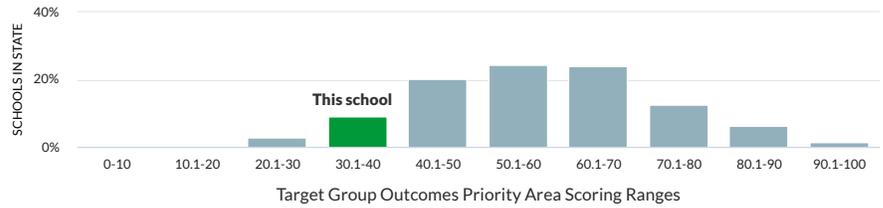
TARGET GROUP OUTCOMES

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 9.3% of 9-12 schools in the state.



Component Scores

ACHIEVEMENT

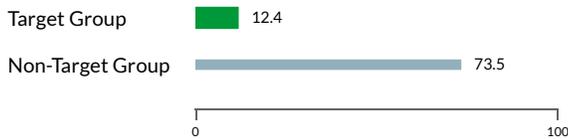
Score: 14.4

Average points-based proficiency rates.

English Language Arts



Mathematics

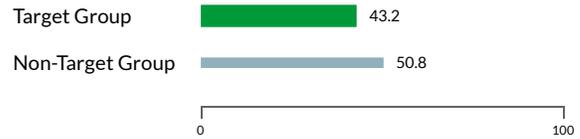


GROWTH

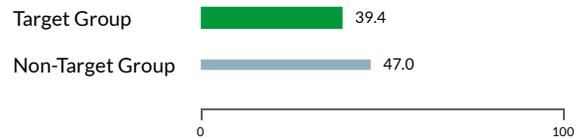
Score: 41.3

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

English Language Arts



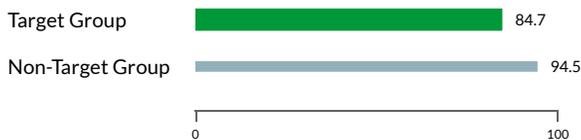
Mathematics



CHRONIC ABSENTEEISM

Score: 84.7

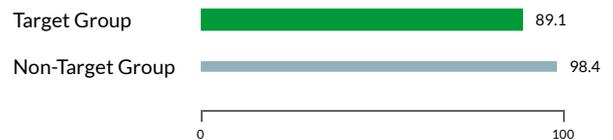
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 89.1

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

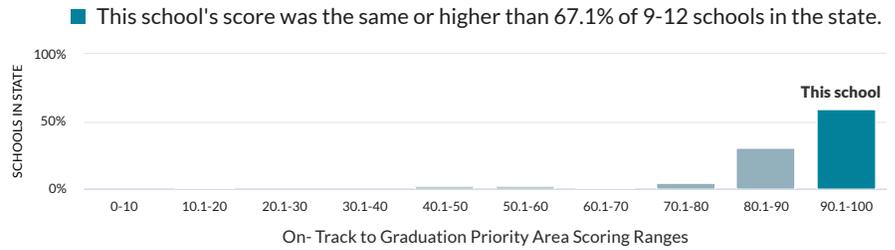
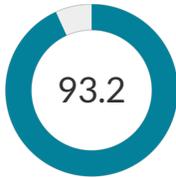




ON-TRACK TO GRADUATION

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

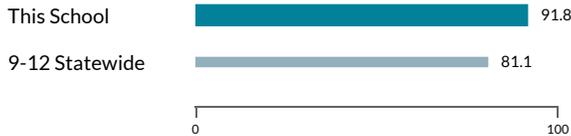


Component Scores

CHRONIC ABSENTEEISM

Score: 91.8

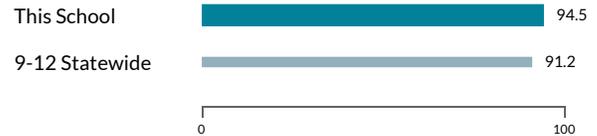
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.5

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	948	4.0%	984	13.1%	974	6.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	75	6.7%	108	14.8%	109	13.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	825	3.8%	827	12.8%	811	5.5%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	314	7.6%	341	22.3%	286	12.6%
English Learners	54	3.7%	62	12.9%	55	10.9%
Students with Disabilities	120	5.8%	136	22.8%	133	12.0%

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	224	210	93.8%	224	213	95.1%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	26	22	84.6%	27	24	88.9%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	187	177	94.7%	188	181	96.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	60	54	90.0%	54	48	88.9%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	23	18	78.3%	25	18	72.0%



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
16.6%	19.9%

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

DUAL ENROLLMENT

School	State
44.5%	18.6%

433 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
6.9%	2.8%

67 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
3.5%	3.4%

34 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	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	109	34,372	12.8%	15.8%	48.6%	13.4%	8.3%	1.9%	0.9%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	811	181,931	17.0%	21.7%	43.4%	21.7%	6.7%	3.4%	3.9%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	286	96,593	11.2%	10.8%	44.1%	12.0%	6.3%	2.1%	3.1%	2.6%
English Learners	55	14,562	10.9%	9.7%	50.9%	12.0%	9.1%	1.3%	0.0%	1.3%
Students with Disabilities	133	34,324	2.3%	3.6%	47.4%	9.6%	7.5%	1.9%	3.0%	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
15.2%	23.0%	5.4%	0.3%	19.4%	18.3%	0.0%	1.6%
148 students successfully completed at least one art & design course.		53 students successfully completed at least one dance course.		189 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. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	109	34,372	15.6%	21.3%	4.6%	0.2%	13.8%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	811	181,931	15.3%	24.2%	5.8%	0.3%	20.6%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	286	96,593	13.6%	21.8%	1.7%	0.2%	17.1%	13.6%	0.0%	1.5%
English Learners	55	14,562	14.5%	21.6%	7.3%	0.2%	18.2%	9.4%	0.0%	1.1%
Students with Disabilities	133	34,324	15.8%	23.4%	0.8%	0.2%	14.3%	12.0%	0.0%	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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