



OVERVIEW

School Details

Grades : 9-12

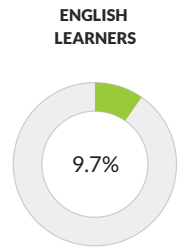
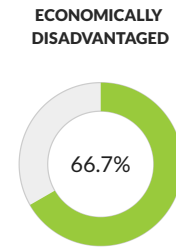
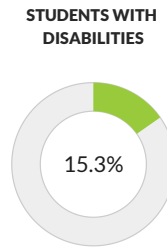
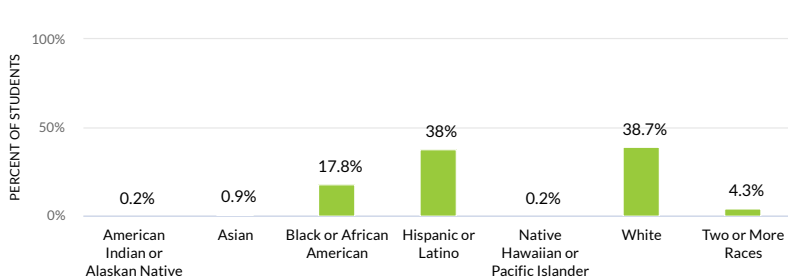
Enrollment : 1,289

Percent open enrollment : 1.3%

Bradford High is nationally recognized in Theatre/Fine Arts, winning National/State awards in DECA/FBLA and in Advanced Placements. Athletics that boast the best facilities in S.E. WI. BHS's history of 162 graduating classes provided many well-known alumni. These graduates create a presence in the Kenosha community that range from professional athletes and actors to elected officials in the state.

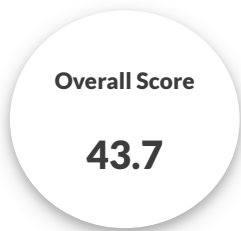
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



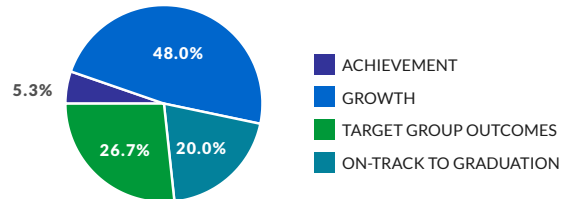
Score Summary

! 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>.



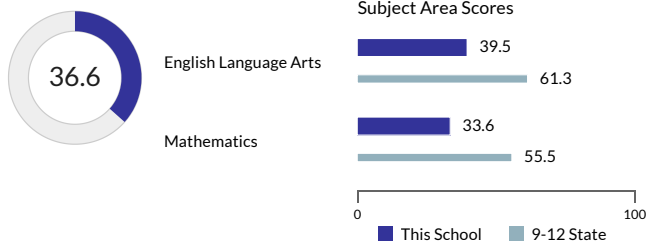
Fails to Meet Expectations
★

PRIORITY AREA WEIGHTS

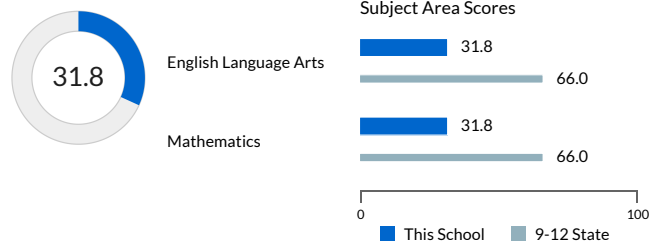


Priority Area Scores

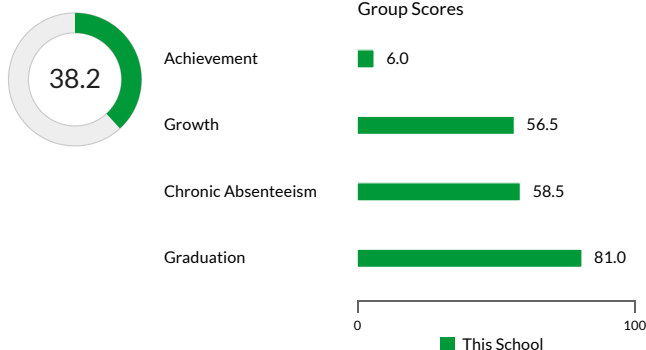
ACHIEVEMENT



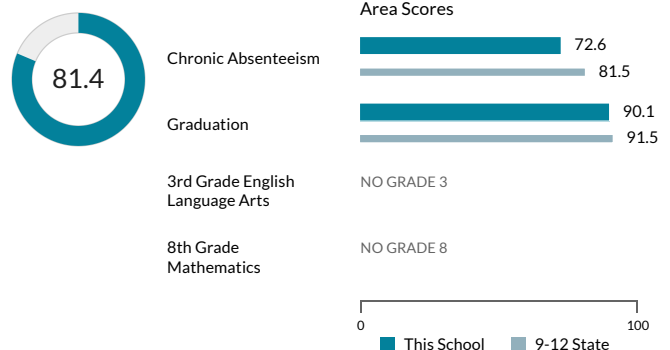
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

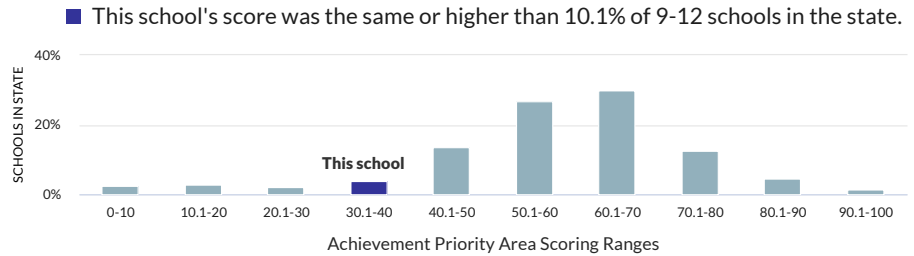
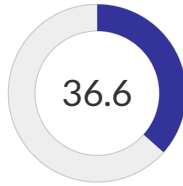




ACHIEVEMENT

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: 39.5

Mathematics Score: 33.6

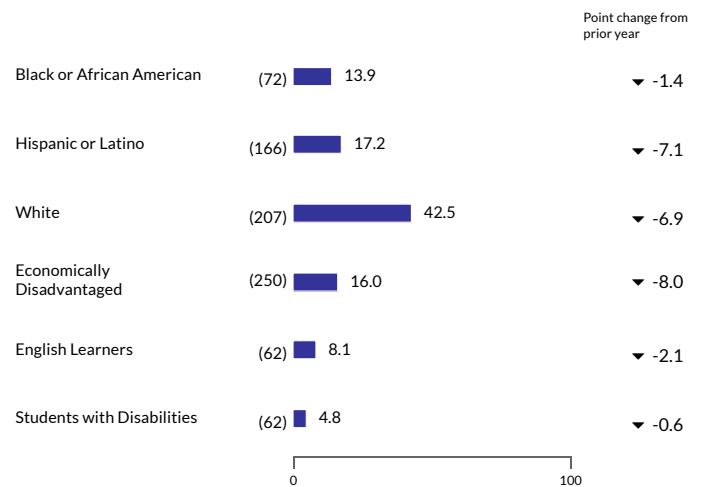
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



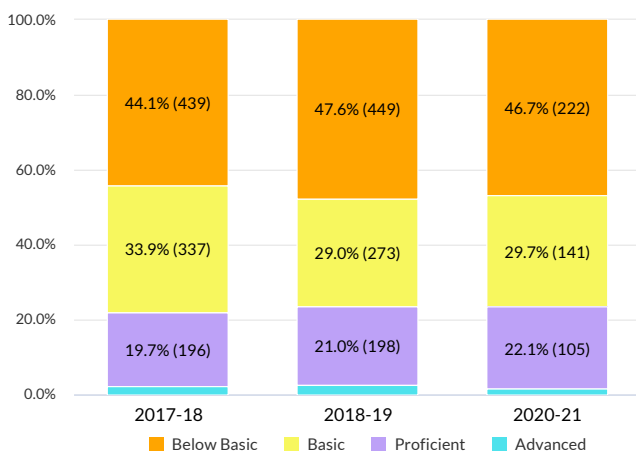
MATHEMATICS



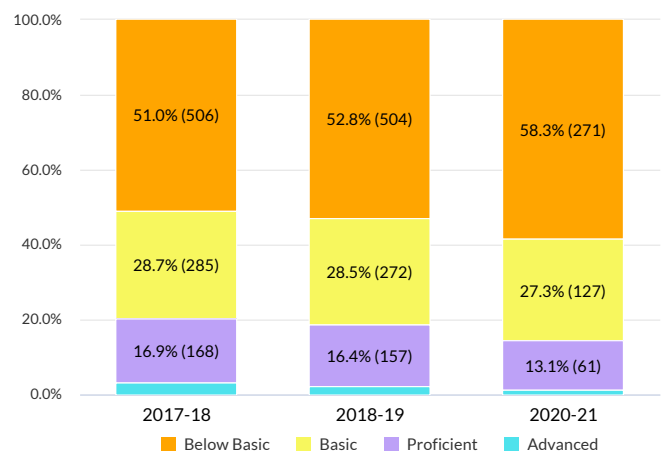
Performance Levels by Year

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: 50.7%
Lowest-participating group: Two or More Races: 33.3%

MATHEMATICS

All students: 49.5%
Lowest-participating group: Two or More Races: 28.9%

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	995	2.3%	19.7%	33.9%	44.1%	943	2.4%	21.0%	29.0%	47.6%	475	1.5%	22.1%	29.7%	46.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	157	0.6%	5.1%	24.8%	69.4%	155	0.0%	6.5%	21.9%	71.6%	77	1.3%	6.5%	26.0%	66.2%
Hispanic or Latino	351	0.9%	10.3%	36.5%	52.4%	348	0.3%	15.5%	29.0%	55.2%	173	0.0%	11.6%	29.5%	59.0%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	454	4.2%	31.3%	35.9%	28.6%	397	5.0%	30.7%	31.7%	32.5%	203	3.0%	35.5%	31.5%	30.0%
Two or More Races	27	0.0%	33.3%	18.5%	48.1%	34	2.9%	26.5%	23.5%	47.1%	< 20	*	*	*	*
Economically Disadvantaged	547	0.2%	11.3%	31.4%	57.0%	528	0.6%	14.8%	27.5%	57.2%	260	0.4%	8.8%	28.8%	61.9%
English Learners	116	0.9%	1.7%	30.2%	67.2%	115	0.0%	2.6%	20.0%	77.4%	65	0.0%	3.1%	18.5%	78.5%
Students with Disabilities	128	0.8%	3.1%	10.2%	85.9%	120	0.0%	5.0%	8.3%	86.7%	63	0.0%	4.8%	15.9%	79.4%

MATHEMATICS

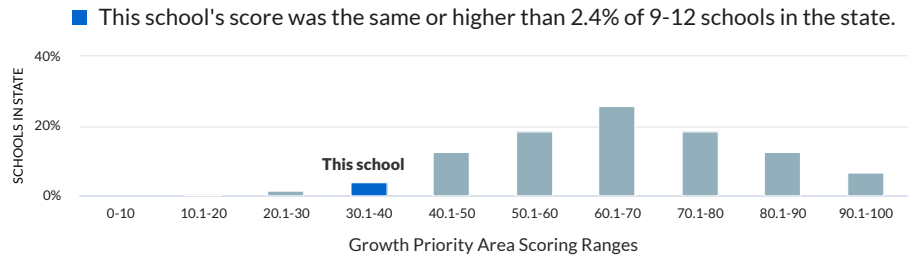
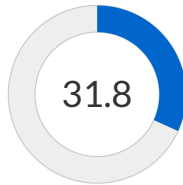
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	992	3.3%	16.9%	28.7%	51.0%	955	2.3%	16.4%	28.5%	52.8%	465	1.3%	13.1%	27.3%	58.3%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	156	0.0%	5.8%	17.3%	76.9%	157	0.6%	5.7%	17.2%	76.4%	72	0.0%	6.9%	13.9%	79.2%
Hispanic or Latino	348	0.9%	7.5%	32.2%	59.5%	352	0.6%	9.4%	28.1%	61.9%	166	0.0%	3.6%	27.1%	69.3%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	453	6.6%	26.9%	31.6%	34.9%	401	4.5%	26.4%	32.4%	36.7%	207	2.4%	22.7%	32.4%	42.5%
Two or More Races	28	0.0%	35.7%	7.1%	57.1%	35	0.0%	17.1%	37.1%	45.7%	< 20	*	*	*	*
Economically Disadvantaged	545	0.4%	9.5%	27.5%	62.6%	540	1.1%	9.3%	26.1%	63.5%	250	0.4%	5.2%	20.4%	74.0%
English Learners	117	0.9%	2.6%	27.4%	69.2%	118	0.0%	2.5%	15.3%	82.2%	62	0.0%	1.6%	12.9%	85.5%
Students with Disabilities	128	0.8%	2.3%	10.9%	85.9%	121	0.0%	0.8%	9.1%	90.1%	62	0.0%	1.6%	6.5%	91.9%



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



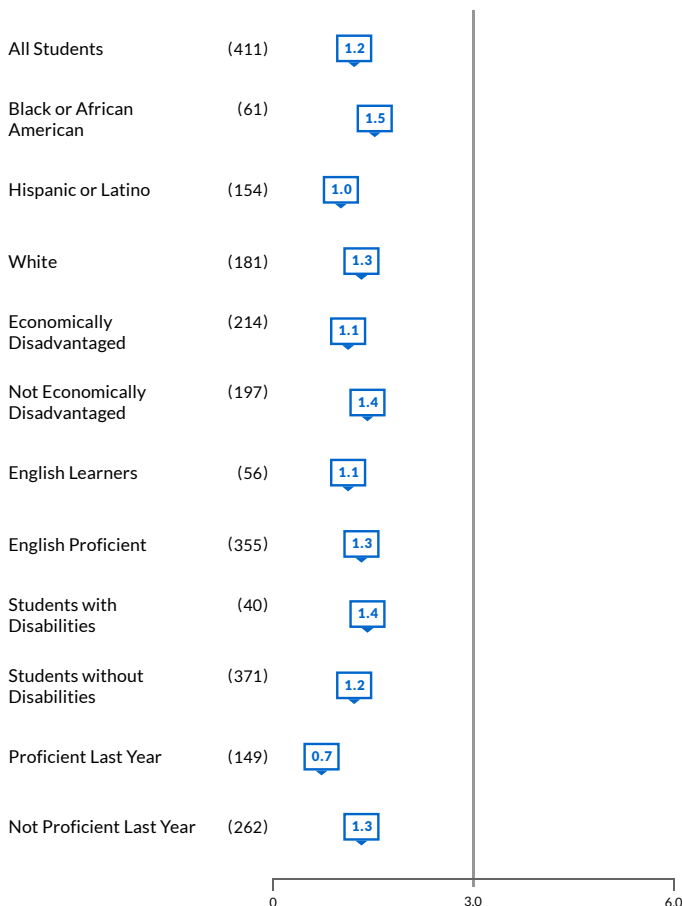
English Language Arts Score: 31.8

Mathematics Score: 31.8

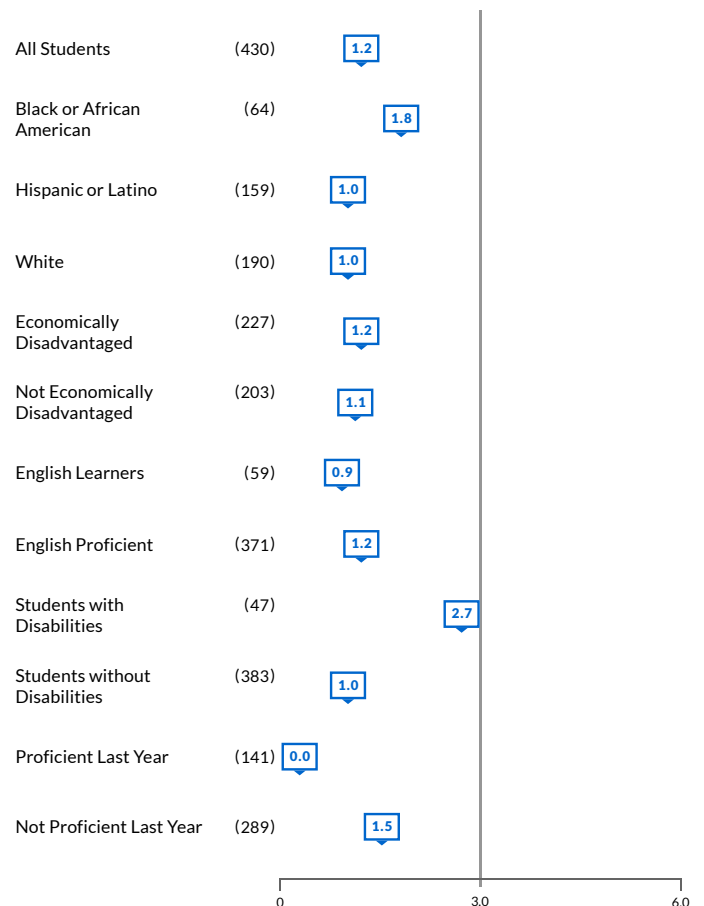
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

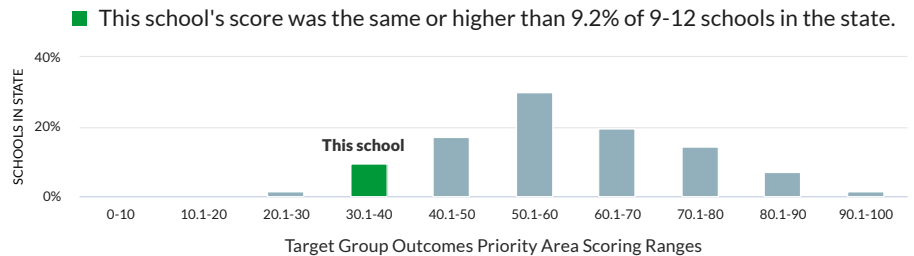
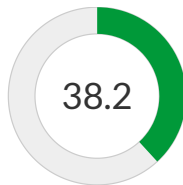




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



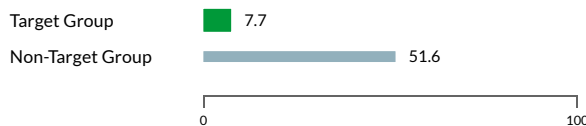
Component Scores

ACHIEVEMENT

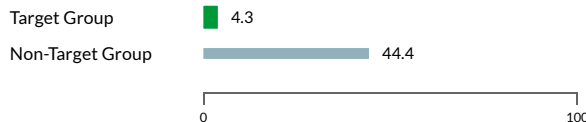
Score: 6.0

Average points-based proficiency rates.

English Language Arts



Mathematics

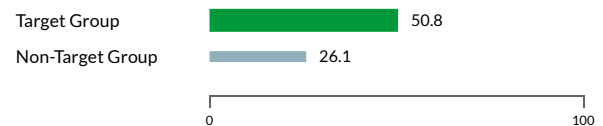


GROWTH

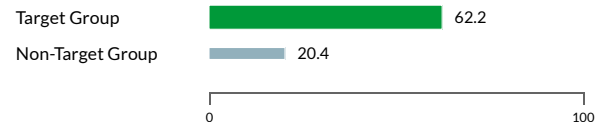
Score: 56.5

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

English Language Arts



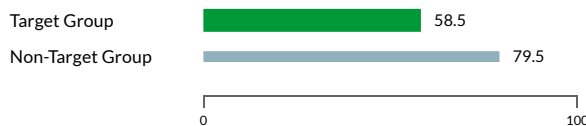
Mathematics



CHRONIC ABSENTEEISM

Score: 58.5

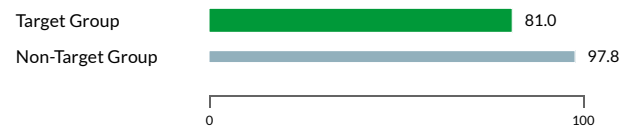
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 81.0

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

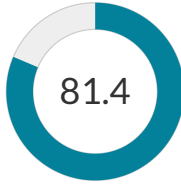




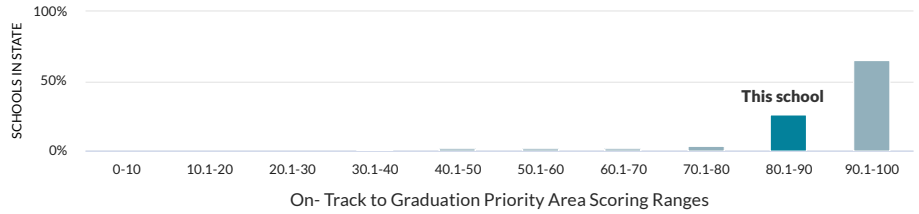
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



■ This school's score was the same or higher than 9.9% of 9-12 schools in the state.

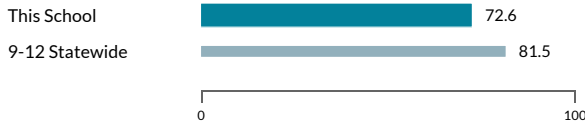


Component Scores

CHRONIC ABSENTEEISM

Score: 72.6

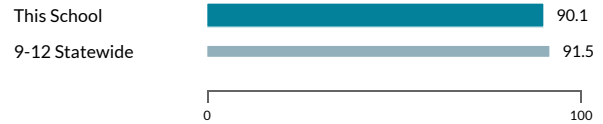
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.1

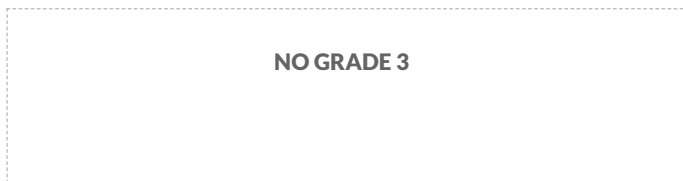
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

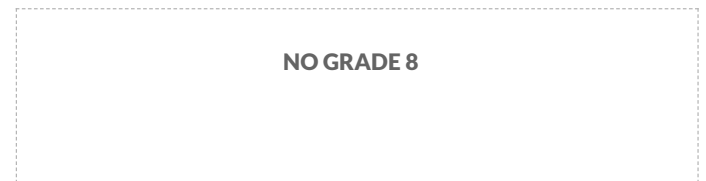
Average points-based proficiency rates.



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	1,452	27.0%	1,332	27.2%	1,204	27.8%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	285	42.8%	229	41.9%	210	34.8%
Hispanic or Latino	469	27.7%	461	28.9%	432	33.6%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	647	18.7%	585	19.8%	506	19.8%
Two or More Races	42	42.9%	44	36.4%	43	34.9%
Economically Disadvantaged	796	37.4%	714	36.8%	690	34.6%
English Learners	160	27.5%	157	29.3%	146	33.6%
Students with Disabilities	205	39.5%	189	48.7%	179	46.9%

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	331	295	89.1%	396	360	90.9%
American Indian or Alaskan Native	0	NA	NA	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Black or African American	66	50	75.8%	61	50	82.0%
Hispanic or Latino	112	104	92.9%	121	107	88.4%
Native Hawaiian or Pacific Islander	< 20	*	*	0	NA	NA
White	140	131	93.6%	203	194	95.6%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	177	148	83.6%	176	155	88.1%
English Learners	31	28	90.3%	52	43	82.7%
Students with Disabilities	47	40	85.1%	65	58	89.2%



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
27.7%	19.2%

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

DUAL ENROLLMENT

School	State
23.0%	17.8%

329 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.8%	1.4%

12 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.3%	2.4%

5 students participated in a work-based learning program.

Student Group Participation

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

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	< 20	10,028	*	27.3%	*	17.9%	*	1.1%	*	1.4%
Black or African American	273	24,232	12.5%	11.5%	18.7%	9.9%	0.0%	0.3%	0.4%	0.8%
Hispanic or Latino	518	31,812	22.4%	14.7%	23.0%	14.1%	1.2%	0.9%	0.2%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	566	188,332	40.6%	20.8%	26.0%	19.7%	1.1%	1.6%	0.5%	2.8%
Two or More Races	58	9,226	17.2%	16.1%	13.8%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	839	97,617	18.4%	11.0%	21.1%	13.7%	0.7%	0.8%	0.0%	1.7%
English Learners	173	13,412	9.2%	8.7%	23.7%	14.1%	1.2%	0.5%	0.0%	1.3%
Students with Disabilities	215	34,473	1.9%	2.9%	18.6%	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
21.2%	24.7%	4.4%	0.3%	16.8%	21.3%	12.6%	1.9%

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

63 students successfully completed at least one dance course.

241 students successfully completed at least one music course.

181 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. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	< 20	10,028	*	25.8%	*	0.3%	*	21.8%	*	1.5%
Black or African American	273	24,232	16.8%	27.9%	7.7%	0.5%	11.7%	13.8%	11.0%	4.1%
Hispanic or Latino	518	31,812	22.4%	26.2%	3.1%	0.3%	11.2%	15.5%	11.2%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	566	188,332	21.7%	23.9%	4.2%	0.3%	24.6%	23.4%	15.4%	1.7%
Two or More Races	58	9,226	22.4%	23.9%	3.4%	0.4%	13.8%	19.8%	10.3%	1.9%
Economically Disadvantaged	839	97,617	21.5%	26.9%	4.4%	0.3%	12.0%	17.4%	11.6%	2.3%
English Learners	173	13,412	22.0%	29.0%	1.7%	0.2%	4.6%	13.0%	9.8%	1.4%
Students with Disabilities	215	34,473	16.7%	25.4%	4.2%	0.3%	6.0%	14.3%	12.6%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov



WISCONSIN DEPARTMENT OF
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