



OVERVIEW

School Details

Grades : 9-12

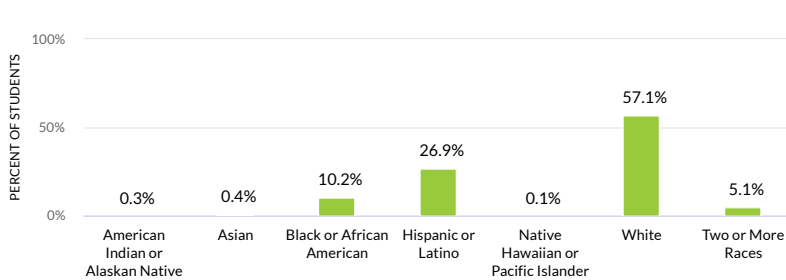
Enrollment : 1,586

Percent open enrollment : 0.4%

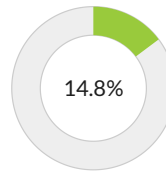
Tremper High School is a large, comprehensive high school located on the south side of Kenosha where we are a diverse group of learners who reflect our wonderful community. The expectation set at Tremper is to provide a safe, welcoming, and challenging academic environment for all students to learn and succeed in. Tremper produces students who graduate career and/or college ready.

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

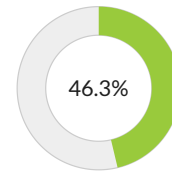
Student Groups



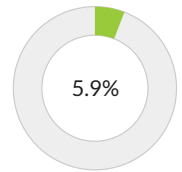
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

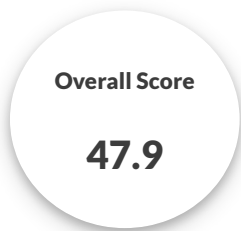


ENGLISH LEARNERS



Score Summary

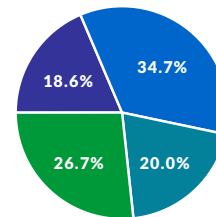
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Fails to Meet Expectations



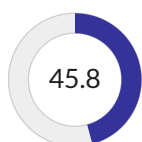
PRIORITY AREA WEIGHTS



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

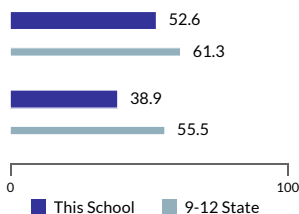
Priority Area Scores

ACHIEVEMENT

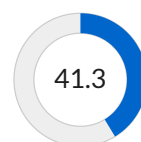


English Language Arts
Mathematics

Subject Area Scores

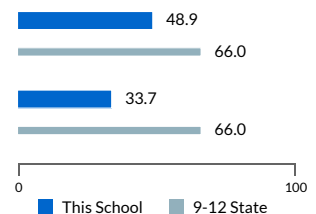


GROWTH

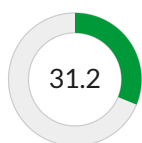


English Language Arts
Mathematics

Subject Area Scores

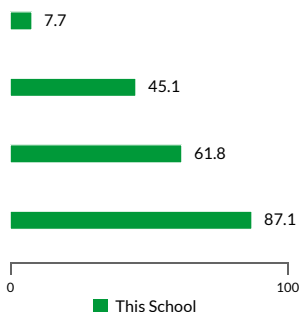


TARGET GROUP OUTCOMES

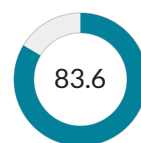


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

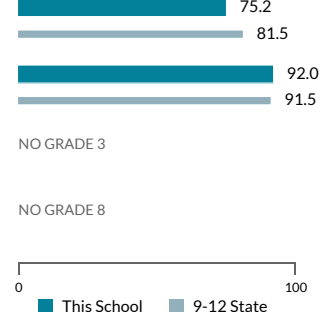


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

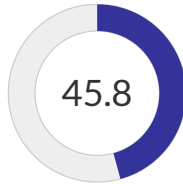




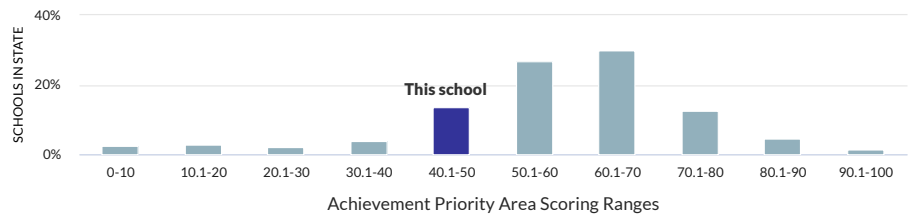
ACHIEVEMENT

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

Priority Area Score



■ This school's score was the same or higher than 17.5% of 9-12 schools in the state.



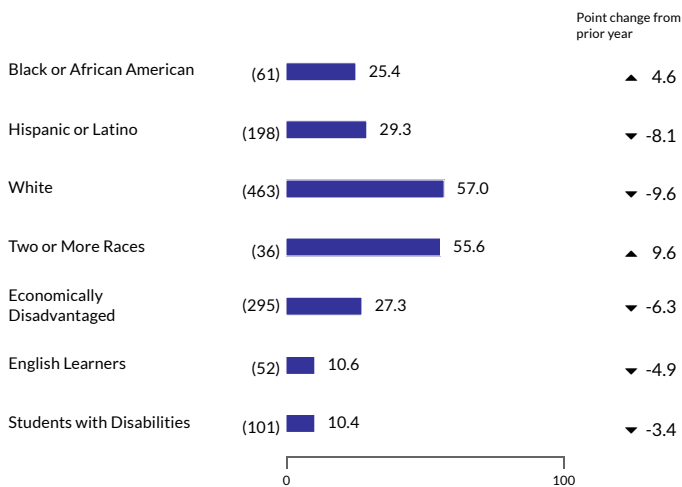
English Language Arts Score: 52.6

Mathematics Score: 38.9

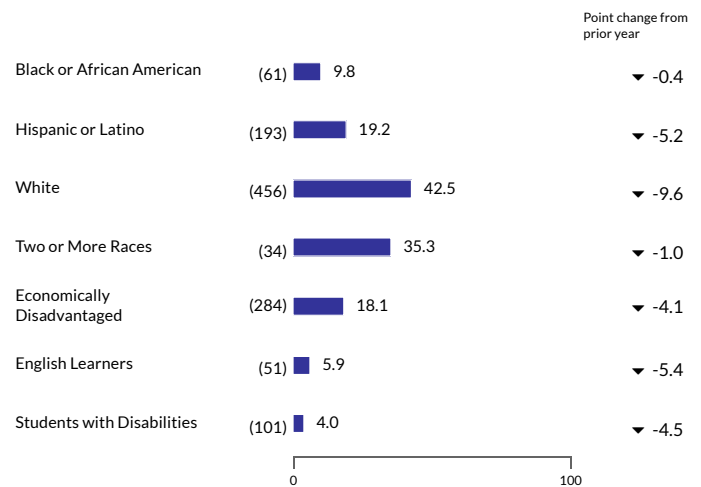
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



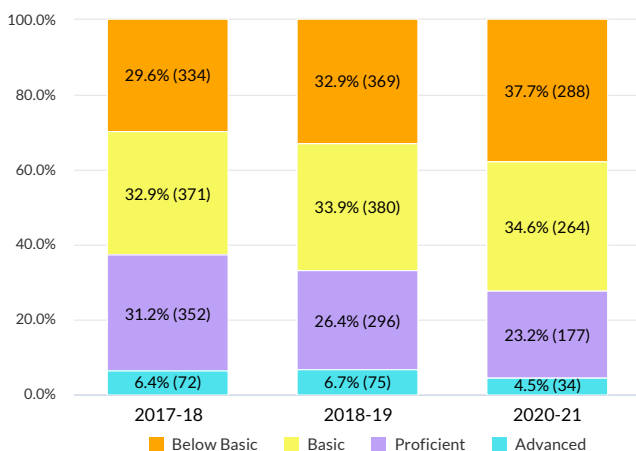
MATHEMATICS



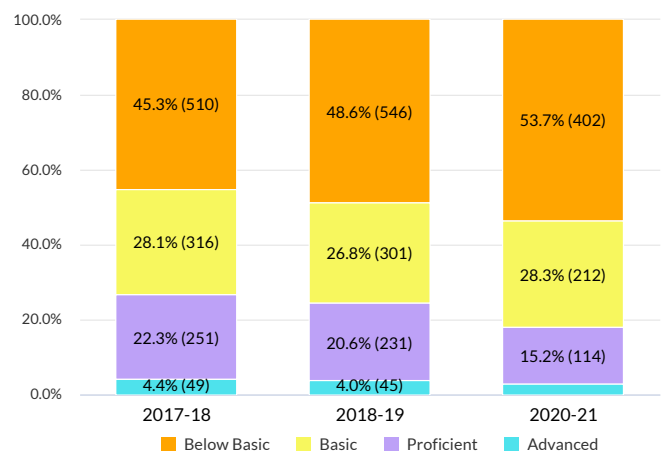
Performance Levels by Year

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: 66.0%
Lowest-participating group: Black or African American: 56.0%

MATHEMATICS

All students: 64.6%
Lowest-participating group: Black or African American: 56.0%

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	1,129	6.4%	31.2%	32.9%	29.6%	1,120	6.7%	26.4%	33.9%	32.9%	763	4.5%	23.2%	34.6%	37.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	121	0.8%	9.1%	29.8%	60.3%	118	0.0%	5.9%	29.7%	64.4%	61	3.3%	6.6%	27.9%	62.3%
Hispanic or Latino	266	1.1%	17.7%	41.0%	40.2%	282	2.1%	15.6%	37.2%	45.0%	198	3.0%	6.6%	36.4%	54.0%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
White	687	9.3%	40.6%	30.7%	19.4%	660	10.2%	34.4%	33.9%	21.5%	463	5.2%	31.7%	35.0%	28.1%
Two or More Races	44	6.8%	22.7%	29.5%	40.9%	50	2.0%	32.0%	22.0%	44.0%	36	5.6%	33.3%	27.8%	33.3%
Economically Disadvantaged	473	2.1%	17.5%	34.0%	46.3%	466	2.8%	14.6%	29.6%	53.0%	295	1.7%	8.8%	31.9%	57.6%
English Learners	84	0.0%	4.8%	28.6%	66.7%	84	0.0%	6.0%	19.0%	75.0%	52	0.0%	0.0%	21.2%	78.8%
Students with Disabilities	132	0.0%	4.5%	15.2%	80.3%	152	0.0%	5.3%	17.1%	77.6%	101	0.0%	2.0%	16.8%	81.2%

MATHEMATICS

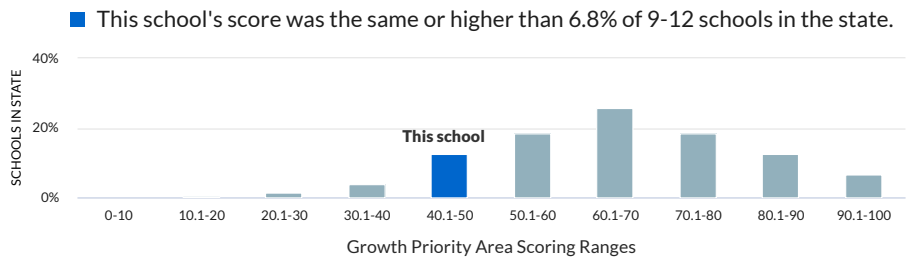
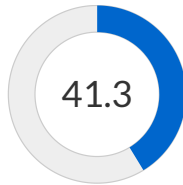
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	1,126	4.4%	22.3%	28.1%	45.3%	1,123	4.0%	20.6%	26.8%	48.6%	749	2.8%	15.2%	28.3%	53.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	122	0.8%	2.5%	18.9%	77.9%	118	0.0%	4.2%	11.9%	83.9%	61	0.0%	4.9%	9.8%	85.2%
Hispanic or Latino	267	1.1%	10.9%	25.8%	62.2%	283	1.8%	9.5%	24.4%	64.3%	193	0.5%	6.2%	24.4%	68.9%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
White	683	6.3%	29.6%	30.9%	33.2%	661	5.9%	28.1%	30.3%	35.7%	456	3.7%	21.3%	31.4%	43.6%
Two or More Races	42	4.8%	28.6%	26.2%	40.5%	51	2.0%	19.6%	27.5%	51.0%	34	5.9%	5.9%	41.2%	47.1%
Economically Disadvantaged	471	1.7%	12.5%	21.0%	64.8%	469	1.1%	9.6%	22.0%	67.4%	284	1.1%	5.6%	21.8%	71.5%
English Learners	84	0.0%	10.7%	8.3%	81.0%	84	0.0%	3.6%	15.5%	81.0%	51	0.0%	0.0%	11.8%	88.2%
Students with Disabilities	133	0.0%	1.5%	8.3%	90.2%	153	0.0%	2.6%	11.8%	85.6%	101	0.0%	0.0%	7.9%	92.1%



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



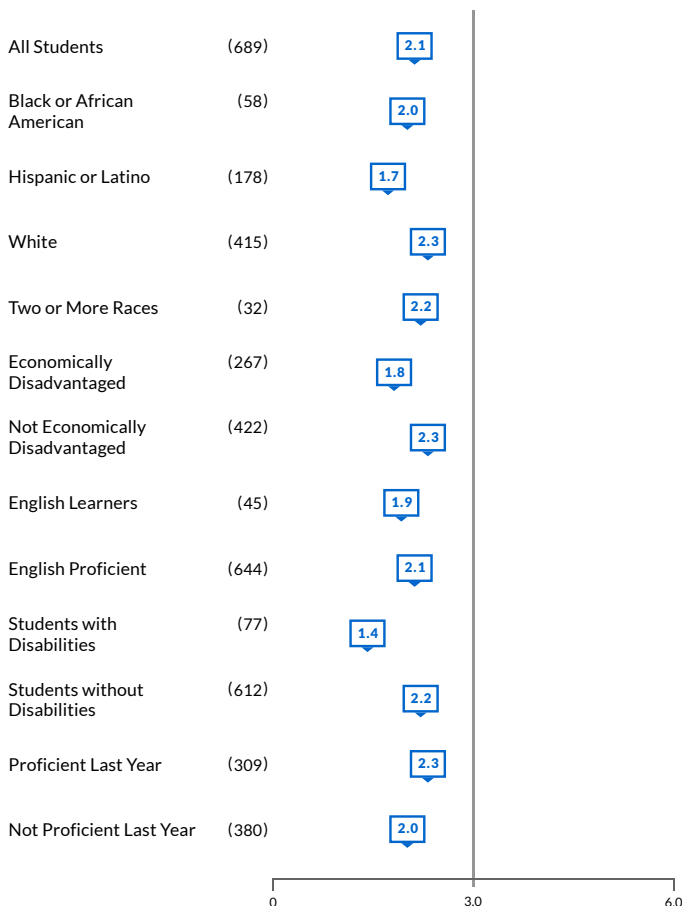
English Language Arts Score: 48.9

Mathematics Score: 33.7

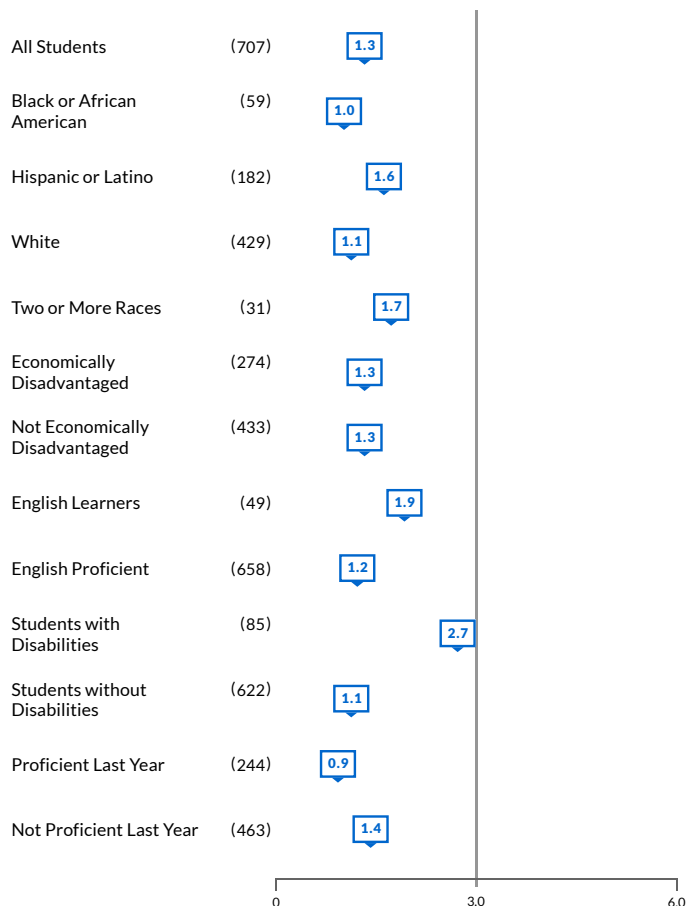
Student Group Value-Added (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS

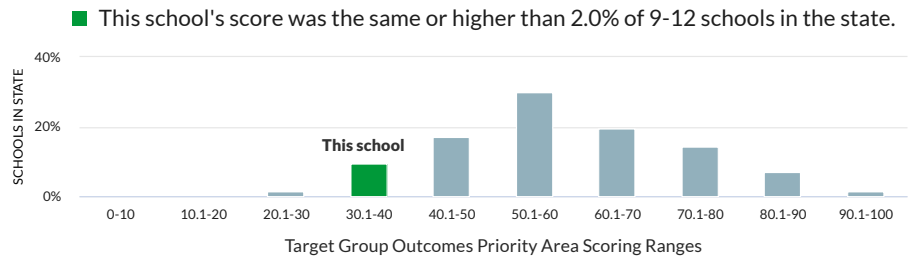
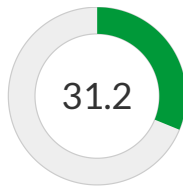




TARGET GROUP OUTCOMES

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

Priority Area Score



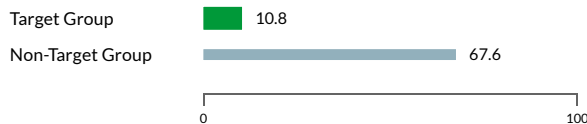
Component Scores

ACHIEVEMENT

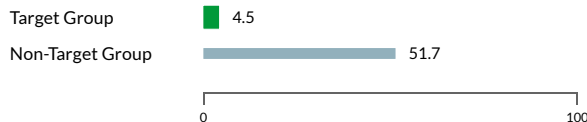
Score: 7.7

Average points-based proficiency rates.

English Language Arts



Mathematics

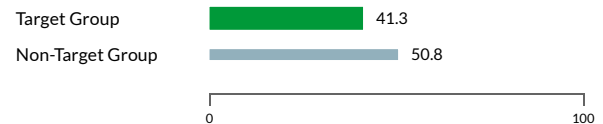


GROWTH

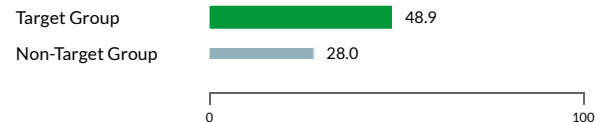
Score: 45.1

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

English Language Arts



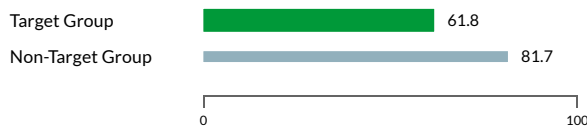
Mathematics



CHRONIC ABSENTEEISM

Score: 61.8

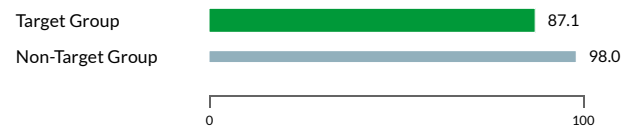
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 87.1

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

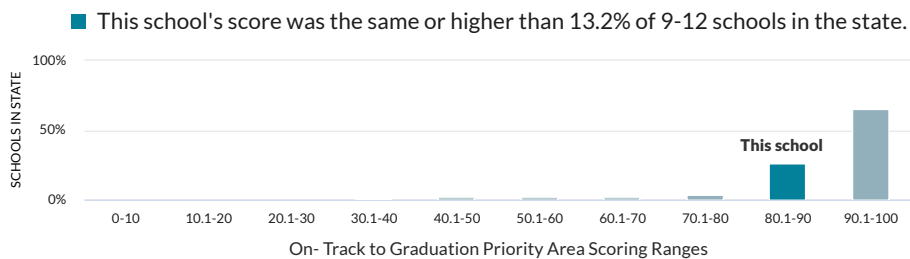
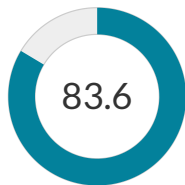




ON-TRACK TO GRADUATION

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

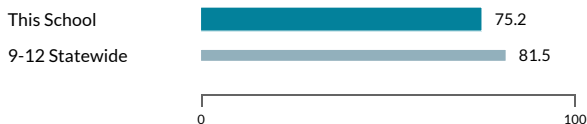


Component Scores

CHRONIC ABSENTEEISM

Score: 75.2

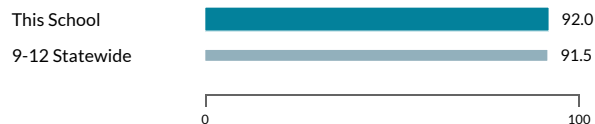
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.0

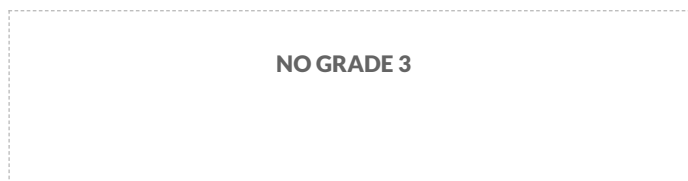
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

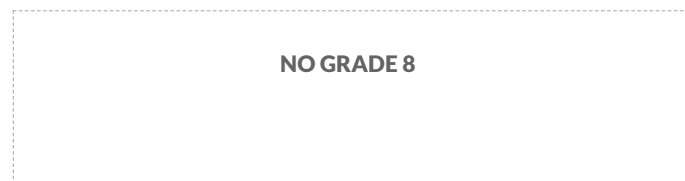
Average points-based proficiency rates.



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	1,621	24.9%	1,569	24.7%	1,517	24.9%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	< 20	*	< 20	*	< 20	*
Black or African American	186	44.6%	168	33.9%	154	36.4%
Hispanic or Latino	382	29.3%	398	34.2%	387	31.5%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	965	19.0%	915	18.9%	896	19.9%
Two or More Races	72	29.2%	73	24.7%	67	29.9%
Economically Disadvantaged	664	38.1%	654	37.9%	628	36.6%
English Learners	127	29.1%	118	39.0%	102	34.3%
Students with Disabilities	205	40.5%	218	40.8%	205	36.1%

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	357	315	88.2%	406	387	95.3%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Black or African American	43	35	81.4%	44	40	90.9%
Hispanic or Latino	79	64	81.0%	81	77	95.1%
Native Hawaiian or Pacific Islander	< 20	*	*	0	NA	NA
White	215	199	92.6%	262	253	96.6%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	154	117	76.0%	129	119	92.2%
English Learners	23	17	73.9%	26	24	92.3%
Students with Disabilities	48	34	70.8%	56	51	91.1%



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
35.5%	19.2%

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

DUAL ENROLLMENT

School	State
32.2%	17.8%

546 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
6.8%	1.4%

115 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.6%	2.4%

10 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	205	24,232	10.7%	11.5%	30.2%	9.9%	1.0%	0.3%	0.0%	0.8%
Hispanic or Latino	433	31,812	23.3%	14.7%	30.9%	14.1%	4.8%	0.9%	0.2%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	962	188,332	46.3%	20.8%	33.5%	19.7%	8.8%	1.6%	0.9%	2.8%
Two or More Races	81	9,226	33.3%	16.1%	28.4%	13.3%	6.2%	1.1%	0.0%	1.4%
Economically Disadvantaged	735	97,617	18.9%	11.0%	29.0%	13.7%	3.4%	0.8%	0.0%	1.7%
English Learners	114	13,412	8.8%	8.7%	27.2%	14.1%	0.9%	0.5%	0.9%	1.3%
Students with Disabilities	241	34,473	2.5%	2.9%	29.5%	10.2%	0.4%	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

School	State
20.6%	24.7%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
24.6%	21.3%

417 students successfully completed at least one music course.

THEATER

School	State
7.1%	1.9%

121 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	205	24,232	19.5%	27.9%	0.0%	0.5%	9.3%	13.8%	9.8%	4.1%
Hispanic or Latino	433	31,812	22.4%	26.2%	0.0%	0.3%	17.8%	15.5%	4.6%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	962	188,332	20.2%	23.9%	0.0%	0.3%	31.0%	23.4%	7.5%	1.7%
Two or More Races	81	9,226	19.8%	23.9%	0.0%	0.4%	24.7%	19.8%	6.2%	1.9%
Economically Disadvantaged	735	97,617	21.5%	26.9%	0.0%	0.3%	17.6%	17.4%	7.1%	2.3%
English Learners	114	13,412	27.2%	29.0%	0.0%	0.2%	4.4%	13.0%	3.5%	1.4%
Students with Disabilities	241	34,473	20.7%	25.4%	0.0%	0.3%	9.1%	14.3%	3.3%	1.9%

