



## OVERVIEW

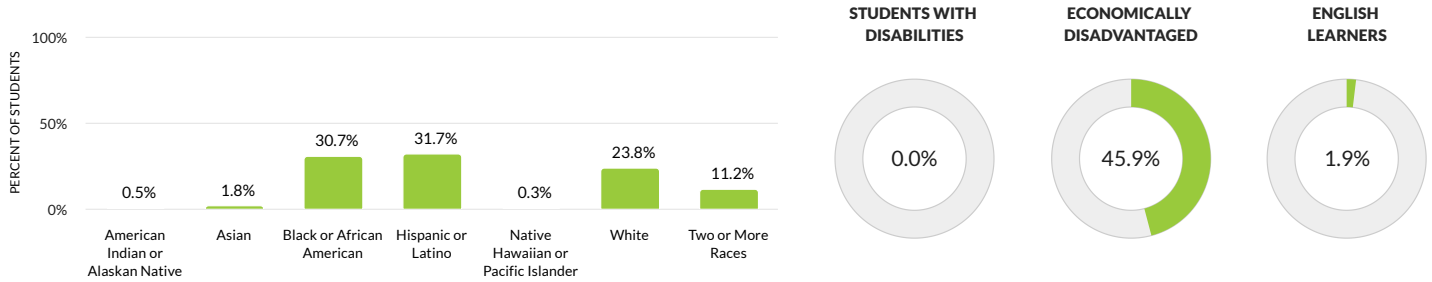
### School Details

Grades : 9-12  
Enrollment : 739  
Percent Choice : 68.5%

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.

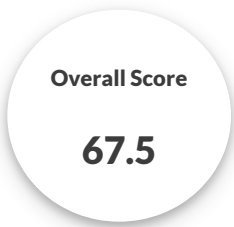
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



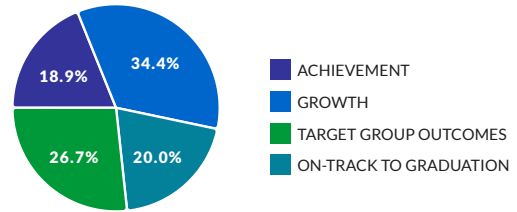
### Score Summary

Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



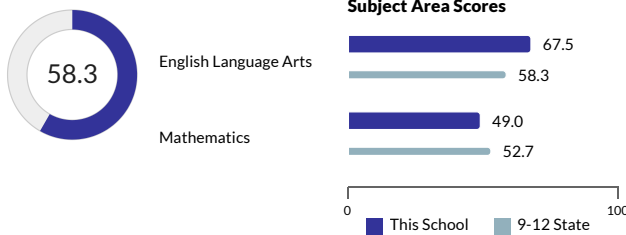
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

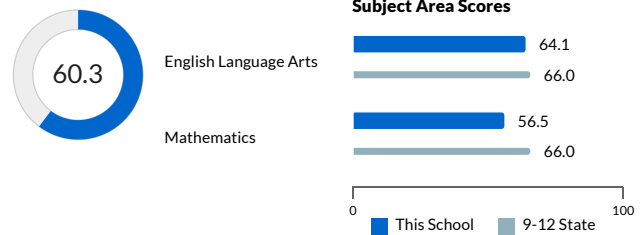


### Priority Area Scores

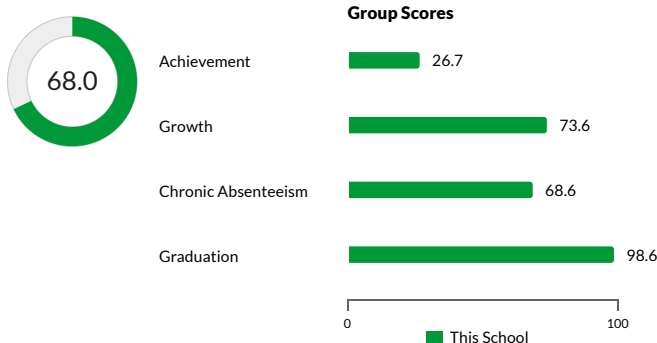
#### ACHIEVEMENT



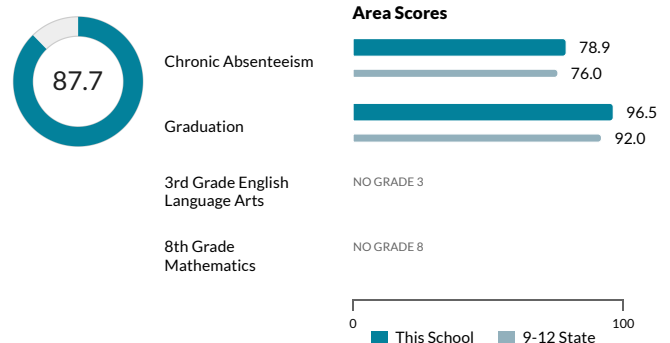
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

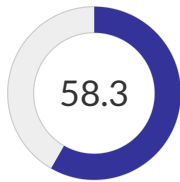




## ACHIEVEMENT

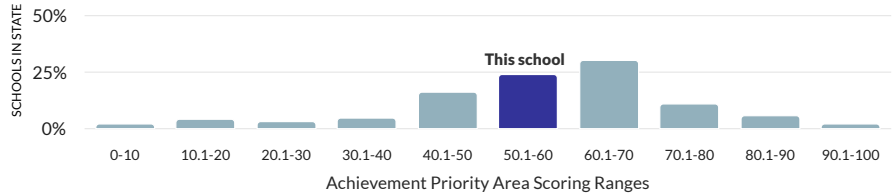
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 67.5  
Mathematics Score: 49.0

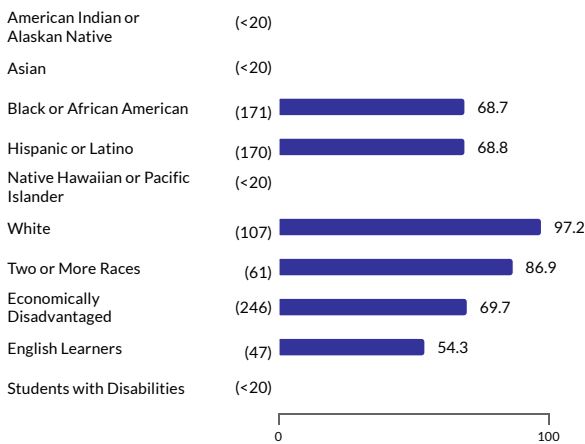
This school's score was the same or higher than 47.3% of 9-12 schools in the state.



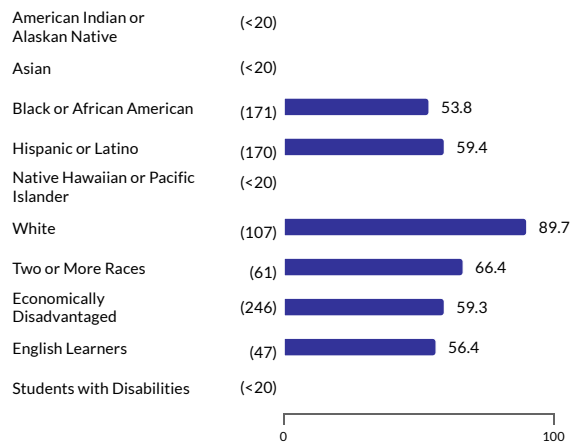
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



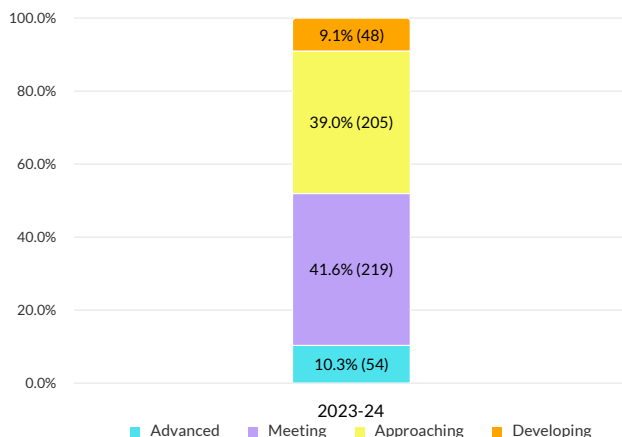
### MATHEMATICS



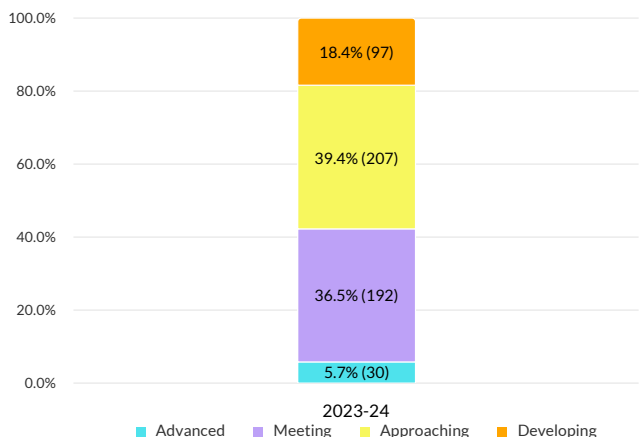
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
96.9%	White
	94.7%

#### MATHEMATICS

All students	Lowest-participating group:
96.9%	White
	94.7%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	503	7.6%	36.2%	42.7%	13.5%	532	9.2%	38.9%	38.9%	13.0%	526	10.3%	41.6%	39.0%	9.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	148	1.4%	27.7%	56.8%	14.2%	166	4.8%	34.9%	45.8%	14.5%	171	4.7%	39.2%	45.0%	11.1%
Hispanic or Latino	176	2.8%	38.1%	43.8%	15.3%	167	3.0%	35.9%	43.7%	17.4%	170	5.3%	37.6%	46.5%	10.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	131	21.4%	41.2%	29.0%	8.4%	137	23.4%	44.5%	27.7%	4.4%	107	24.3%	51.4%	18.7%	5.6%
Two or More Races	34	5.9%	52.9%	29.4%	11.8%	52	7.7%	48.1%	28.8%	15.4%	61	14.8%	47.5%	34.4%	3.3%
Economically Disadvantaged	215	2.3%	33.5%	49.3%	14.9%	221	3.6%	38.9%	43.0%	14.5%	246	5.3%	39.0%	45.5%	10.2%
English Learners	<20	*	*	*	*	29	0.0%	24.1%	58.6%	17.2%	47	0.0%	27.7%	53.2%	19.1%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

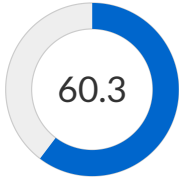
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	501	7.4%	20.2%	34.1%	38.3%	534	4.7%	23.6%	35.8%	36.0%	526	5.7%	36.5%	39.4%	18.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	146	1.4%	15.8%	37.0%	45.9%	167	1.2%	15.0%	40.1%	43.7%	171	0.6%	31.6%	42.7%	25.1%
Hispanic or Latino	176	1.7%	15.3%	41.5%	41.5%	167	1.2%	23.4%	35.9%	39.5%	170	2.4%	35.9%	40.0%	21.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	131	22.1%	30.5%	21.4%	26.0%	137	13.9%	35.0%	32.8%	18.2%	107	18.7%	47.7%	28.0%	5.6%
Two or More Races	34	5.9%	29.4%	29.4%	35.3%	53	3.8%	22.6%	32.1%	41.5%	61	6.6%	31.1%	50.8%	11.5%
Economically Disadvantaged	213	3.3%	16.9%	38.0%	41.8%	223	0.9%	17.0%	42.6%	39.5%	246	2.4%	35.4%	40.7%	21.5%
English Learners	<20	*	*	*	*	29	3.4%	10.3%	51.7%	34.5%	47	0.0%	36.2%	40.4%	23.4%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



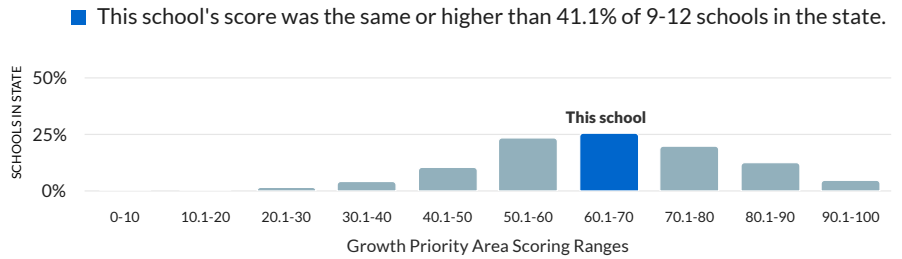
## GROWTH

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



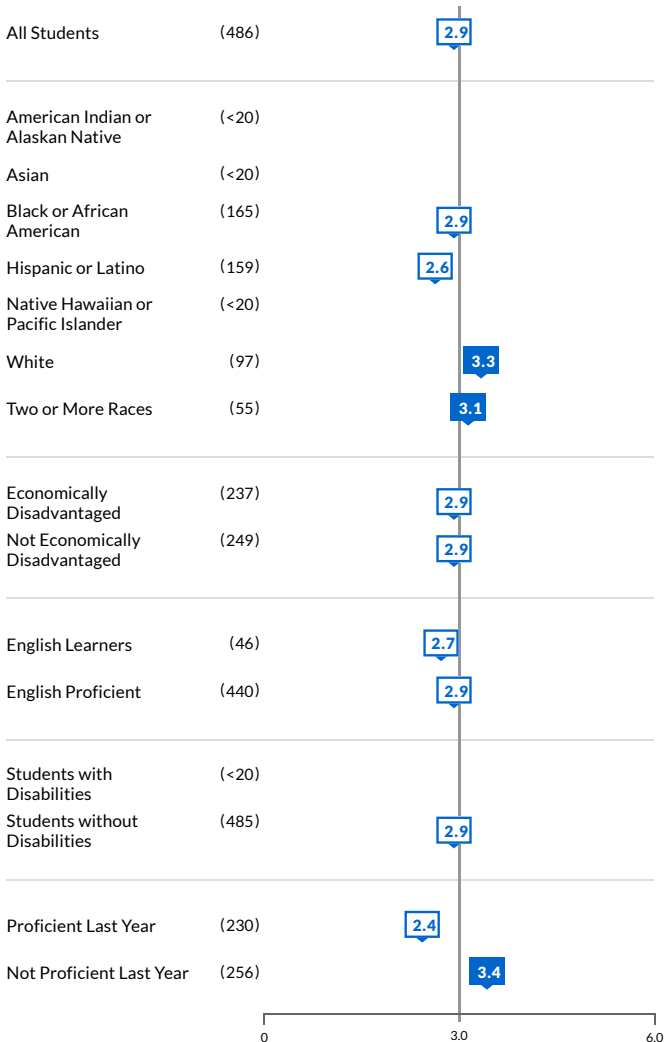
English Language Arts Score: 64.1  
Mathematics Score: 56.5



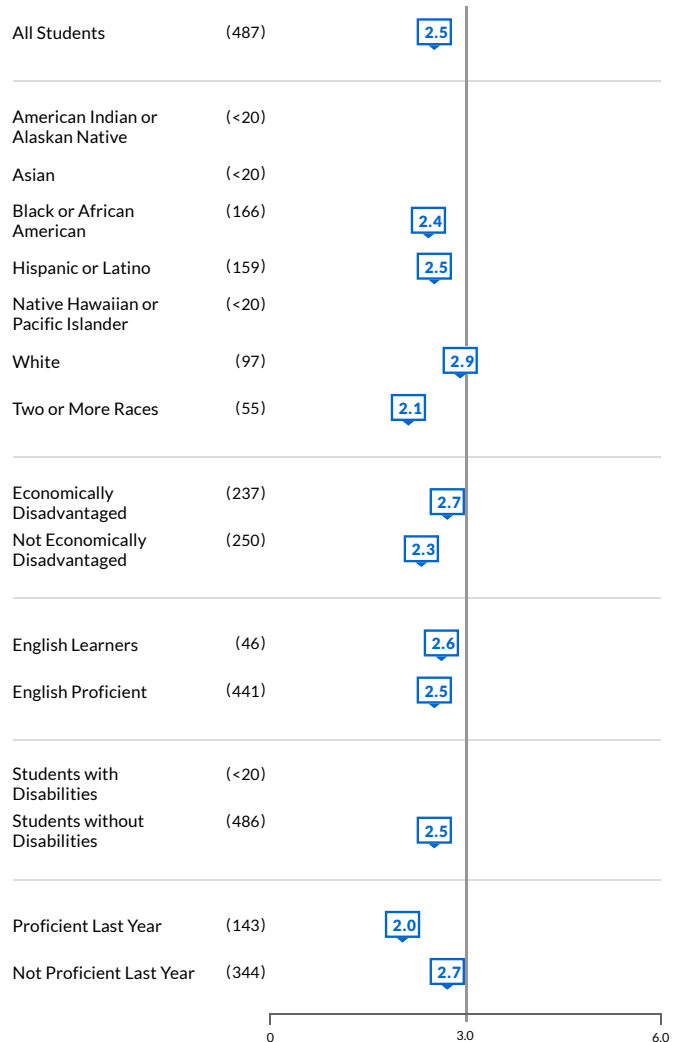
### Student Group Value-Added (for information only)

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

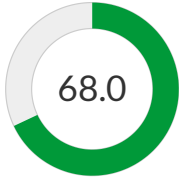




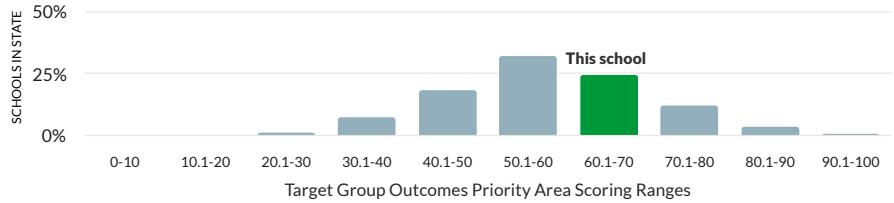
## TARGET GROUP OUTCOMES

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 78.9% of 9-12 schools in the state.



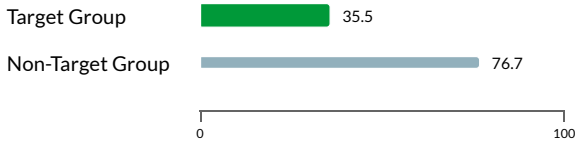
## Component Scores

### ACHIEVEMENT

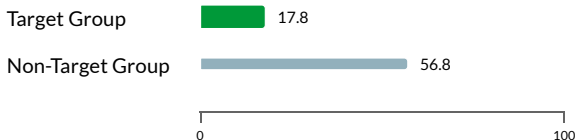
Score: 26.7

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

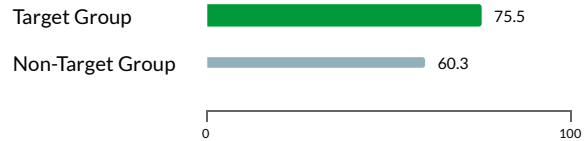


### GROWTH

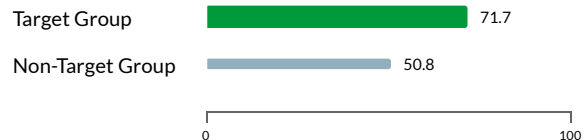
Score: 73.6

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

#### English Language Arts



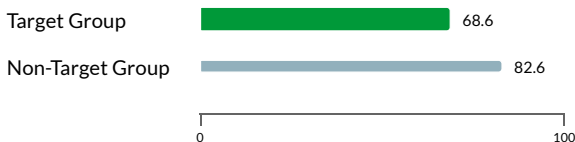
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 68.6

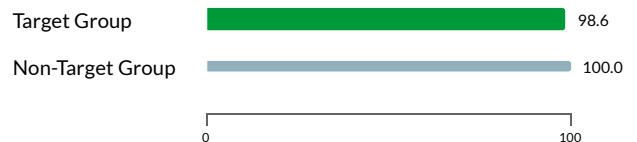
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 98.6

Average of 2022-23's 4- and 7-year cohort rates.

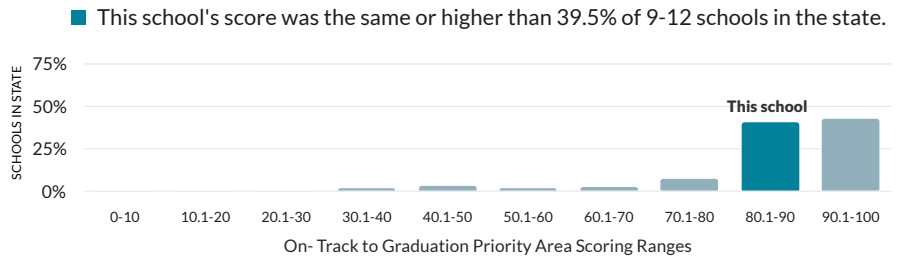
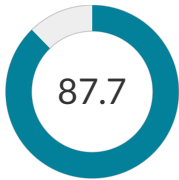




## ON-TRACK TO GRADUATION

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

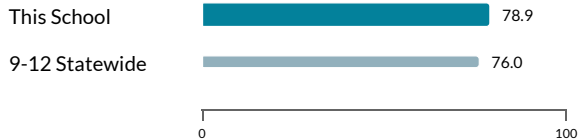


## Component Scores

### CHRONIC ABSENTEEISM

Score: 78.9

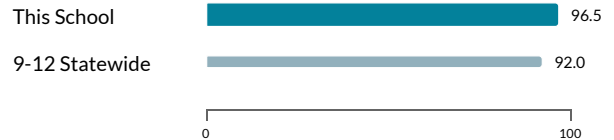
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 96.5

Average of 2022-23'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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	691	5.5%	678	29.9%	703	24.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	20	0.0%	<20	*	<20	*
Black or African American	181	5.0%	194	35.1%	216	28.2%
Hispanic or Latino	237	8.9%	219	32.4%	221	26.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	211	1.9%	194	19.1%	184	18.5%
Two or More Races	36	8.3%	55	30.9%	68	17.6%
Economically Disadvantaged	67	7.5%	272	34.6%	281	30.6%
English Learners	<20	*	<20	*	34	20.6%
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 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	155	148	95.5%	182	177	97.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	48	47	97.9%	44	41	93.2%
Hispanic or Latino	47	45	95.7%	44	42	95.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	43	41	95.3%	69	69	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	53	52	98.1%	60	55	91.7%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
201 West Washington Avenue  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2024

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.