



OVERVIEW

School Details

Grades : 9-12

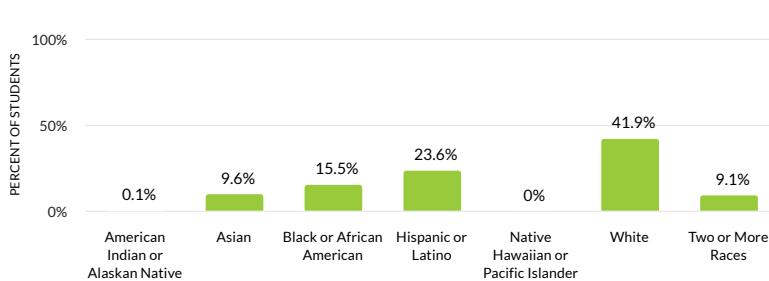
Enrollment : 2,005

Percent open enrollment : 2.2%

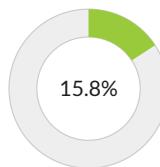
The Madison Metropolitan School District (MMSD) serves approximately 26,000 students with over 4,600 staff. The district's vision is for every Madison school to be a thriving school that prepares all its scholars to graduate ready for college, career, and community. MMSD is committed to ensuring the district's Strategic Framework and core values are being held at the center of all its efforts.

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

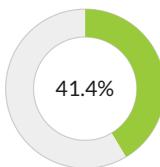
Student Groups



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



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>.

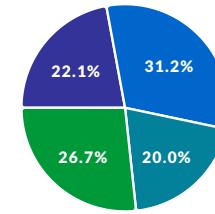
Overall Score

72.6

Exceeds Expectations



PRIORITY AREA WEIGHTS



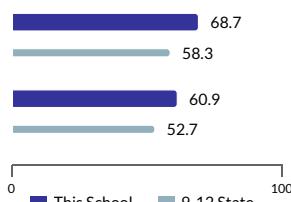
Priority Area Scores

ACHIEVEMENT

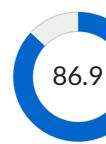


English Language Arts

Subject Area Scores



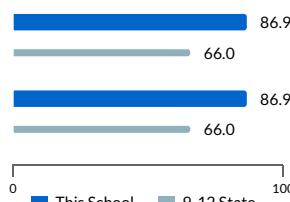
GROWTH



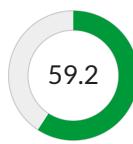
English Language Arts

Mathematics

Subject Area Scores

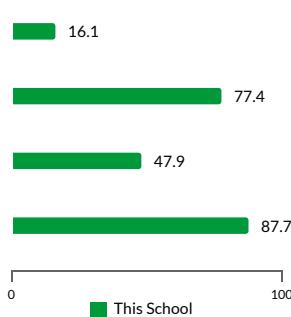


TARGET GROUP OUTCOMES



Achievement

Group Scores



ON-TRACK TO GRADUATION



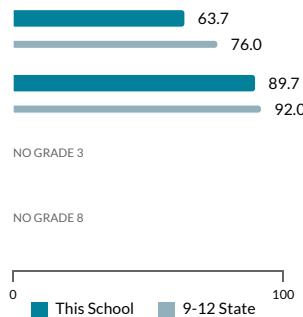
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

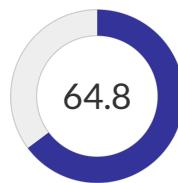




ACHIEVEMENT

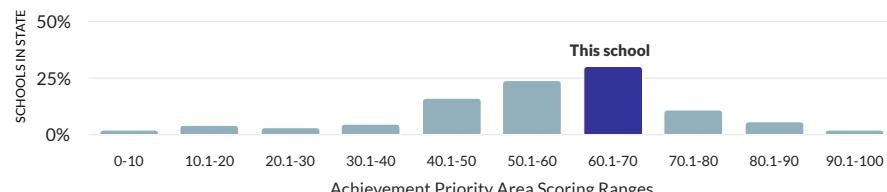
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 68.7
Mathematics Score: 60.9

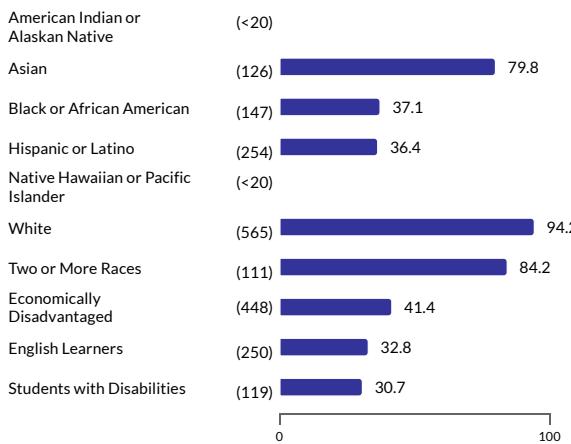
■ This school's score was the same or higher than 69.5% of 9-12 schools in the state.



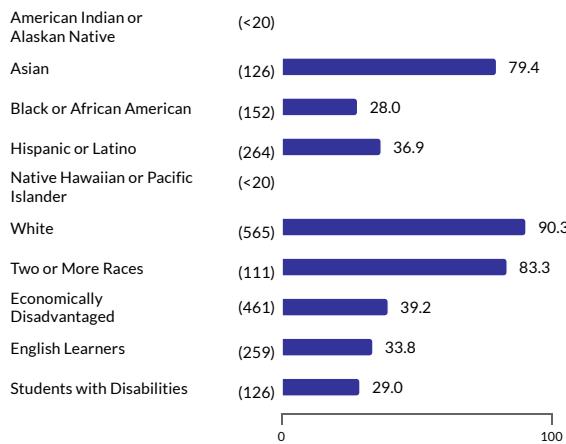
Student Group Achievement, 2023-24 (for information only)

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



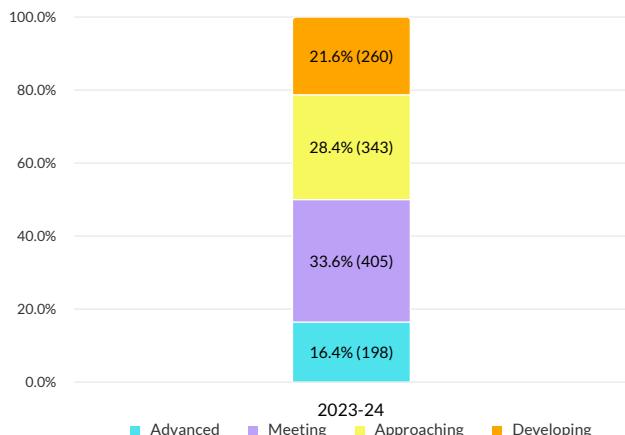
MATHEMATICS



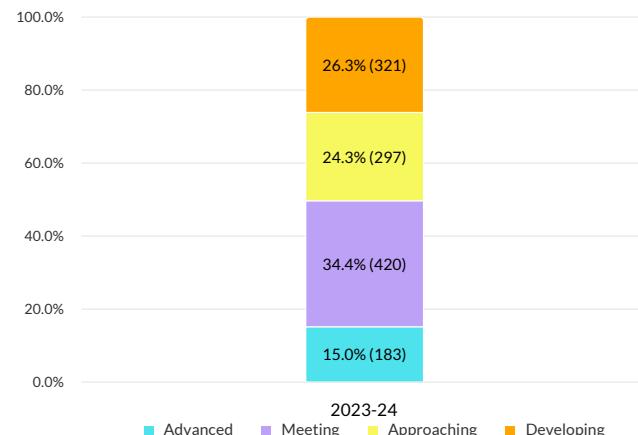
Performance Levels by Year

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: Students with Disabilities
84.8%	59.3%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
86.6%	62.7%

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				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	1,145	14.0%	32.3%	25.5%	28.2%	1,218	15.7%	30.8%	29.9%	23.6%	1,206	16.4%	33.6%	28.4%	21.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	126	19.8%	31.0%	31.0%	18.3%	127	21.3%	27.6%	32.3%	18.9%	126	22.2%	27.8%	37.3%	12.7%
Black or African American	131	0.0%	12.2%	22.9%	64.9%	151	2.6%	11.3%	43.7%	42.4%	147	0.7%	17.0%	38.1%	44.2%
Hispanic or Latino	247	5.3%	18.2%	23.9%	52.6%	274	3.3%	16.4%	35.4%	44.9%	254	1.6%	16.5%	35.0%	46.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	555	19.3%	42.7%	26.8%	11.2%	566	23.1%	42.9%	24.4%	9.5%	565	25.3%	45.3%	21.9%	7.4%
Two or More Races	85	17.6%	38.8%	16.5%	27.1%	99	20.2%	34.3%	22.2%	23.2%	111	19.8%	42.3%	24.3%	13.5%
Economically Disadvantaged	363	3.3%	17.1%	26.2%	53.4%	458	4.1%	13.8%	39.5%	42.6%	448	2.7%	19.2%	36.4%	41.7%
English Learners	200	1.0%	6.5%	26.5%	66.0%	257	0.8%	6.6%	39.7%	52.9%	250	0.8%	12.0%	39.2%	48.0%
Students with Disabilities	122	0.0%	5.7%	19.7%	74.6%	122	4.1%	8.2%	32.0%	55.7%	119	1.7%	10.9%	34.5%	52.9%

MATHEMATICS

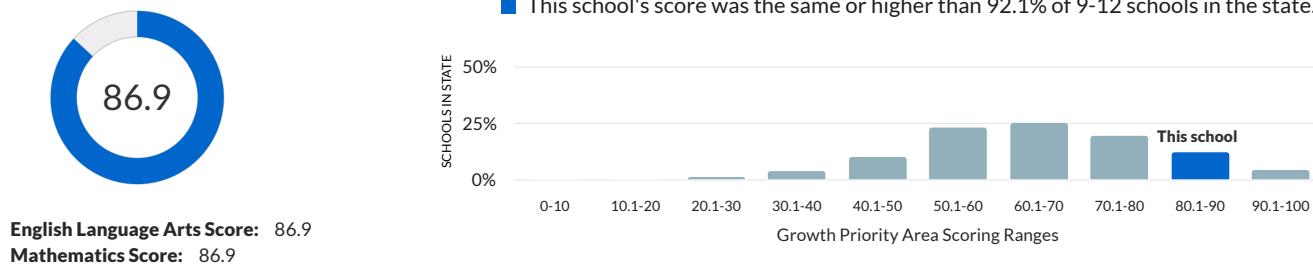
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,133	17.6%	21.2%	23.8%	37.4%	1,225	16.0%	23.3%	26.3%	34.4%	1,221	15.0%	34.4%	24.3%	26.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	125	26.4%	24.0%	23.2%	26.4%	127	25.2%	22.0%	27.6%	25.2%	126	23.8%	34.1%	19.0%	23.0%
Black or African American	124	1.6%	4.8%	15.3%	78.2%	154	0.6%	7.1%	26.0%	66.2%	152	1.3%	10.5%	30.9%	57.2%
Hispanic or Latino	245	4.9%	6.1%	28.2%	60.8%	277	4.0%	9.0%	29.2%	57.8%	264	1.5%	18.2%	33.0%	47.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	553	22.8%	32.2%	24.2%	20.8%	567	22.0%	35.6%	25.9%	16.4%	565	21.8%	47.8%	19.6%	10.8%
Two or More Races	85	30.6%	12.9%	22.4%	34.1%	99	27.3%	20.2%	18.2%	34.3%	111	21.6%	38.7%	24.3%	15.3%
Economically Disadvantaged	356	4.2%	6.7%	23.0%	66.0%	462	3.7%	8.7%	28.1%	59.5%	461	3.0%	19.3%	30.6%	47.1%
English Learners	200	1.0%	4.0%	22.0%	73.0%	259	1.9%	5.0%	29.0%	64.1%	259	1.5%	16.6%	29.7%	52.1%
Students with Disabilities	117	0.9%	4.3%	17.9%	76.9%	125	2.4%	6.4%	19.2%	72.0%	126	1.6%	13.5%	26.2%	58.7%



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.

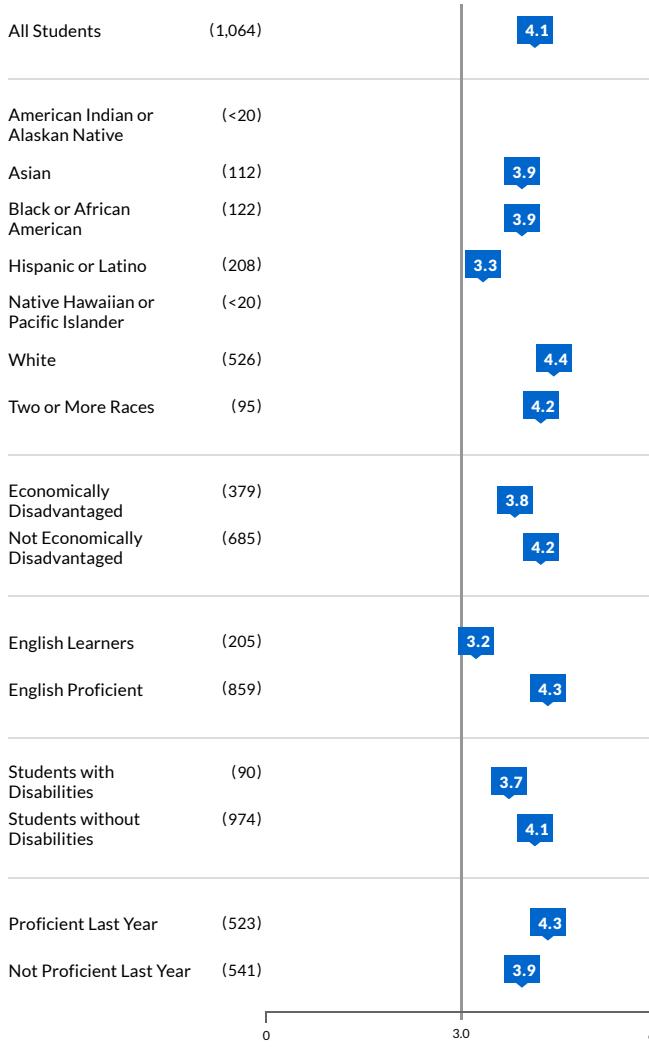
Priority Area Score



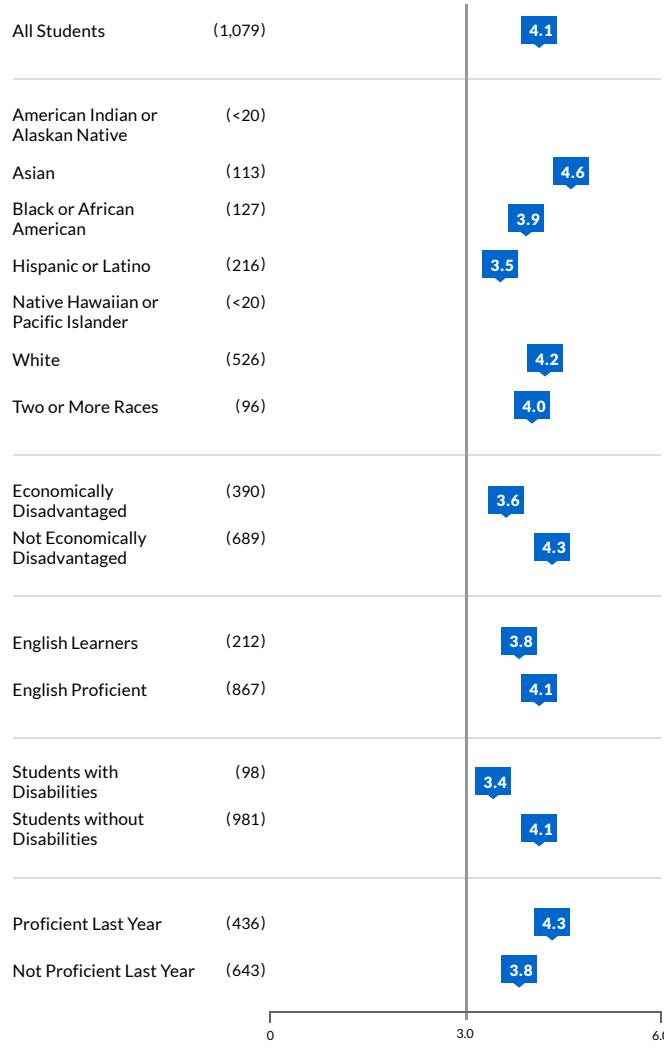
Student Group Value-Added (for information only)

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

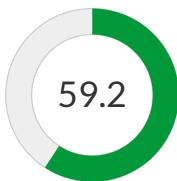




TARGET GROUP OUTCOMES

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 55.8% of 9-12 schools in the state.

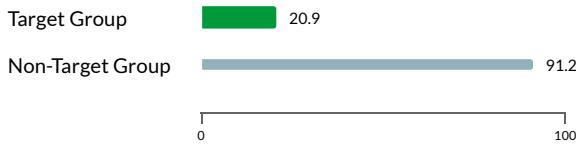


Component Scores

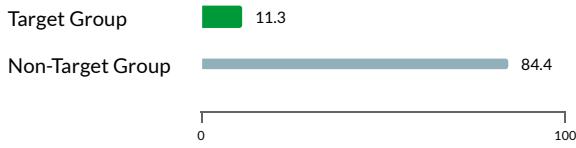
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

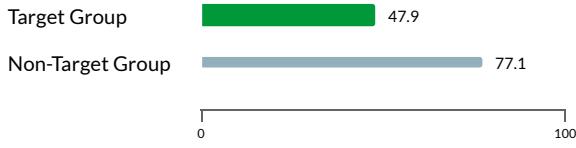


Mathematics



CHRONIC ABSENTEEISM

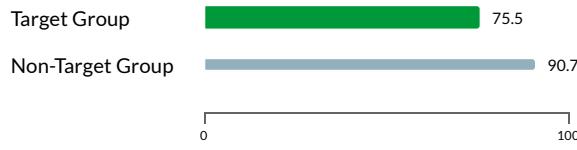
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



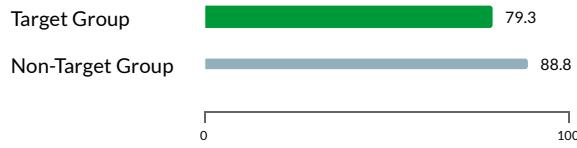
GROWTH

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

English Language Arts

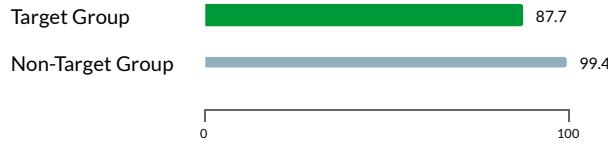


Mathematics



GRADUATION

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

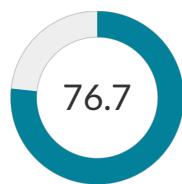




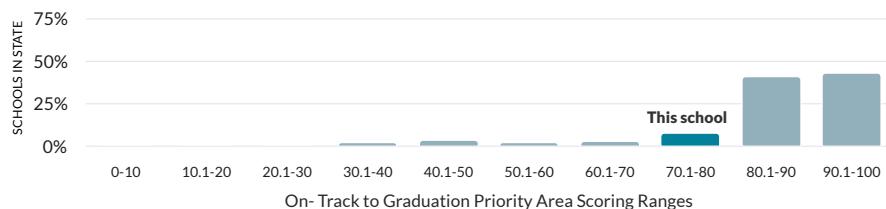
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 13.0% of 9-12 schools in the state.

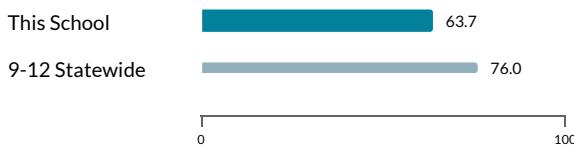


Component Scores

CHRONIC ABSENTEEISM

Score: 63.7

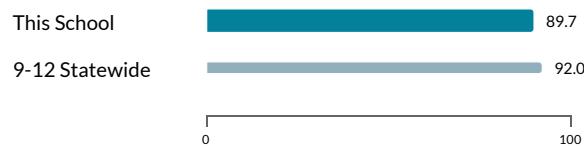
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 89.7

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	2,030	22.5%	2,004	39.0%	1,982	43.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	215	5.6%	205	22.4%	198	33.3%
Black or African American	302	55.3%	302	66.2%	308	57.5%
Hispanic or Latino	430	36.0%	442	52.3%	468	54.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	941	8.4%	910	26.5%	846	33.9%
Two or More Races	139	29.5%	143	44.1%	157	45.9%
Economically Disadvantaged	737	45.2%	673	56.0%	820	57.0%
English Learners	330	38.8%	359	51.3%	425	49.2%
Students with Disabilities	307	42.0%	302	55.0%	300	47.7%

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	514	447	87.0%	495	458	92.5%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	55	50	90.9%	48	46	95.8%
Black or African American	79	58	73.4%	82	66	80.5%
Hispanic or Latino	119	95	79.8%	85	74	87.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	225	213	94.7%	239	234	97.9%
Two or More Races	36	31	86.1%	41	38	92.7%
Economically Disadvantaged	151	138	91.4%	147	132	89.8%
English Learners	100	74	74.0%	21	16	76.2%
Students with Disabilities	75	43	57.3%	69	59	85.5%



POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(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

775 (39.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
37.1%	21.1%	2.4%	25.7%	0.0%	4.7%	0.3%	8.5%
735 students successfully completed at least one Advanced Placement or International Baccalaureate course.		48 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		6 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
All Students	1,982	266,777	37.1%	21.1%	2.4%	25.7%	0.0%	4.7%	0.3%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	198	10,367	45.5%	33.4%	6.6%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	308	24,969	15.3%	13.7%	2.3%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	468	37,682	29.9%	17.6%	3.0%	18.9%	0.0%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	846	179,306	47.8%	22.5%	1.1%	29.9%	0.0%	5.7%	0.7%	10.4%
Two or More Races	157	11,456	33.8%	18.9%	3.2%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	820	104,283	21.3%	12.3%	1.7%	18.5%	0.0%	3.0%	0.0%	6.1%
English Learners	425	19,116	23.3%	13.9%	0.9%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	300	33,777	5.3%	4.4%	0.7%	15.0%	0.0%	2.3%	0.0%	6.5%



ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(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

878 (44.3%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
33.4%	29.1%	1.3%	0.5%	12.6%	19.2%	1.3%	2.2%
661 students successfully completed at least one art & design course.		25 students successfully completed at least one dance course.		249 students successfully completed at least one music course.		26 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
All Students	1,982	266,777	33.4%	29.1%	1.3%	0.5%	12.6%	19.2%	1.3%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	198	10,367	34.3%	30.3%	2.5%	0.4%	16.2%	19.9%	1.5%	1.6%
Black or African American	308	24,969	24.7%	28.5%	1.0%	0.7%	7.1%	11.7%	0.6%	2.8%
Hispanic or Latino	468	37,682	32.7%	29.1%	1.1%	0.3%	7.5%	13.3%	0.9%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	846	179,306	36.5%	29.1%	1.2%	0.5%	15.7%	21.7%	1.3%	2.2%
Two or More Races	157	11,456	32.5%	28.8%	1.3%	0.5%	17.2%	17.8%	3.8%	2.6%
Economically Disadvantaged	820	104,283	29.6%	29.9%	0.9%	0.4%	8.0%	15.4%	1.2%	2.1%
English Learners	425	19,116	32.2%	30.9%	0.7%	0.4%	7.1%	11.8%	1.4%	1.6%
Students with Disabilities	300	33,777	29.7%	30.9%	0.7%	0.5%	11.3%	14.4%	1.7%	2.4%

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov

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.