



OVERVIEW

School Details

Grades : 9-12

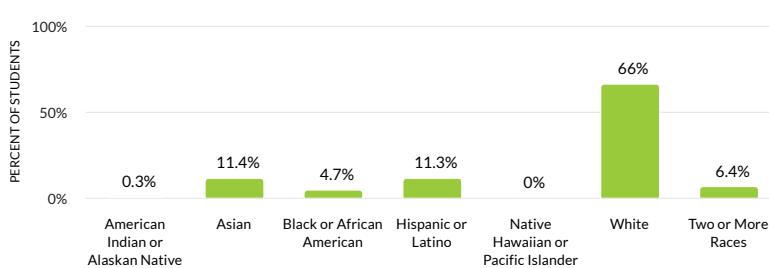
Enrollment : 2,237

Percent open enrollment : 0.3%

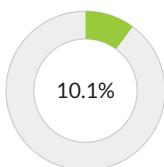
Middleton-Cross Plains Area School District: Inclusive, innovative, & inspiring schools where everyone thrives. Our mission is to educate all students to be contributing members of a community & global society by inspiring them with a lifelong love of learning, challenging them with rigorous & innovative curriculum, & empowering them through inclusion & collaboration. www.mcpasd.k12.wi.us.

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

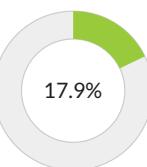
Student Groups



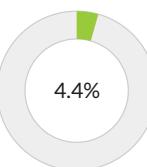
STUDENTS WITH DISABILITIES



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>.

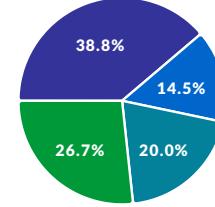
Overall Score

78.9

Exceeds Expectations



PRIORITY AREA WEIGHTS

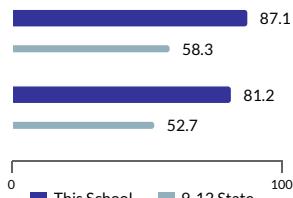


Priority Area Scores

ACHIEVEMENT

English Language Arts
Mathematics

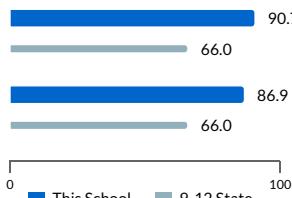
Subject Area Scores



GROWTH

English Language Arts
Mathematics

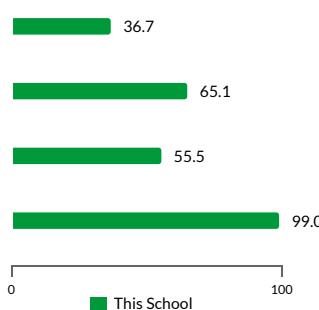
Subject Area Scores



TARGET GROUP OUTCOMES

Achievement
Growth
Chronic Absenteeism
Graduation

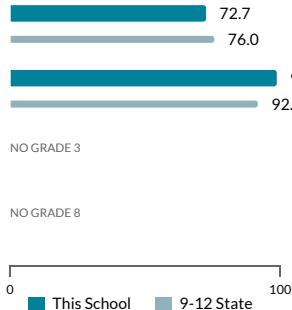
Group Scores



ON-TRACK TO GRADUATION

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

Area Scores

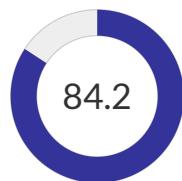




ACHIEVEMENT

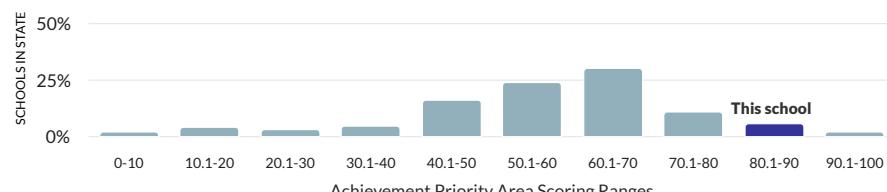
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 87.1
Mathematics Score: 81.2

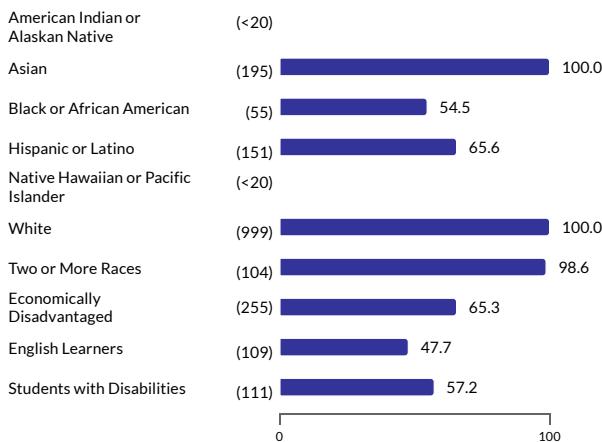
■ This school's score was the same or higher than 96.4% of 9-12 schools in the state.



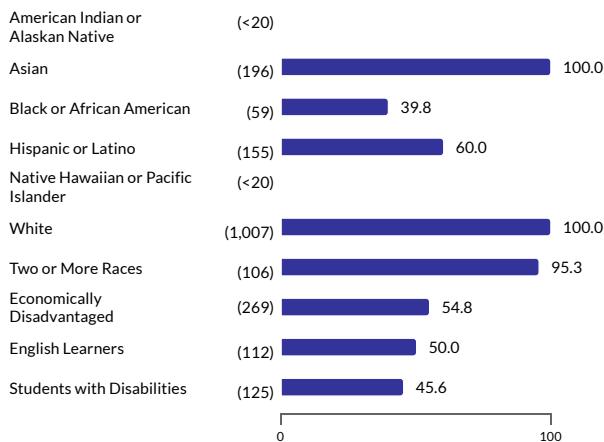
Student Group Achievement, 2023-24 (for information only)

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



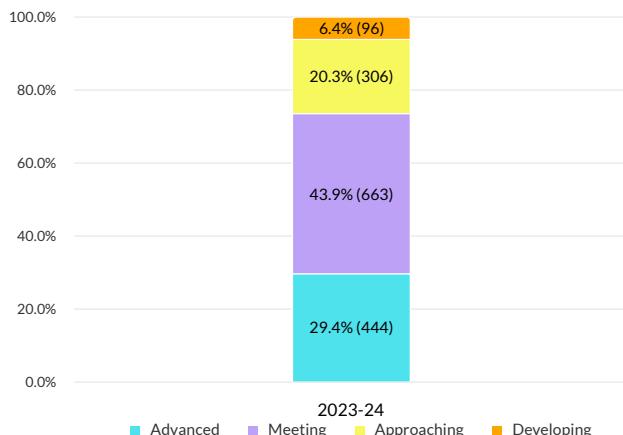
MATHEMATICS



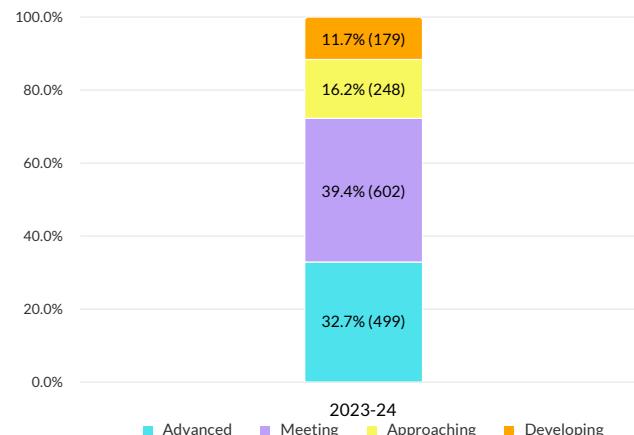
Performance Levels by Year

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
90.2%	63.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
91.4%	71.7%

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	1,465	21.3%	42.3%	24.0%	12.4%	1,533	24.7%	40.8%	24.5%	10.0%	1,509	29.4%	43.9%	20.3%	6.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	159	42.1%	47.2%	9.4%	1.3%	182	44.0%	40.7%	12.1%	3.3%	195	52.3%	33.8%	12.3%	1.5%
Black or African American	54	7.4%	22.2%	18.5%	51.9%	58	3.4%	17.2%	37.9%	41.4%	55	5.5%	29.1%	34.5%	30.9%
Hispanic or Latino	125	8.0%	24.0%	34.4%	33.6%	147	10.2%	26.5%	35.4%	27.9%	151	12.6%	31.1%	31.1%	25.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,044	21.0%	44.5%	25.0%	9.5%	1,051	24.6%	44.5%	23.5%	7.3%	999	29.0%	48.6%	19.0%	3.3%
Two or More Races	81	14.8%	46.9%	27.2%	11.1%	89	24.7%	37.1%	33.7%	4.5%	104	28.8%	44.2%	22.1%	4.8%
Economically Disadvantaged	238	7.1%	29.0%	31.1%	32.8%	242	5.8%	26.4%	38.0%	29.8%	255	11.0%	30.6%	36.5%	22.0%
English Learners	78	3.8%	17.9%	32.1%	46.2%	99	5.1%	17.2%	41.4%	36.4%	109	3.7%	22.9%	38.5%	34.9%
Students with Disabilities	106	4.7%	14.2%	26.4%	54.7%	110	6.4%	21.8%	24.5%	47.3%	111	7.2%	26.1%	40.5%	26.1%

MATHEMATICS

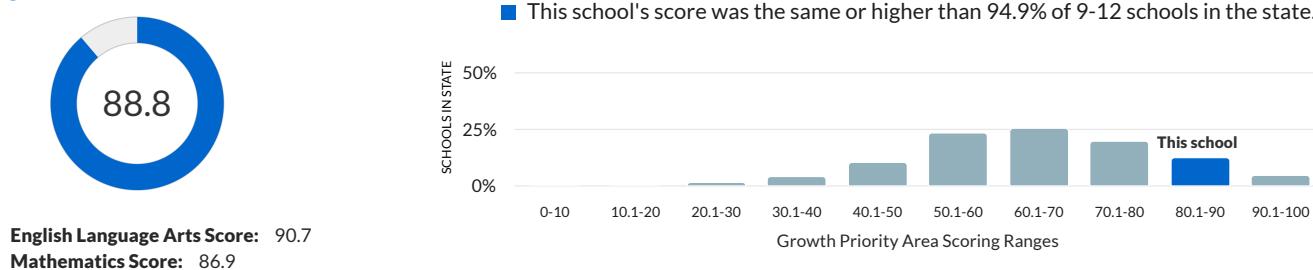
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,465	29.8%	28.1%	22.0%	20.1%	1,553	26.3%	29.4%	23.5%	20.8%	1,528	32.7%	39.4%	16.2%	11.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	159	63.5%	21.4%	10.1%	5.0%	182	59.9%	22.5%	9.9%	7.7%	196	66.3%	23.0%	6.6%	4.1%
Black or African American	56	8.9%	14.3%	16.1%	60.7%	62	1.6%	9.7%	21.0%	67.7%	59	5.1%	18.6%	27.1%	49.2%
Hispanic or Latino	129	11.6%	16.3%	28.7%	43.4%	155	9.7%	18.7%	23.9%	47.7%	155	9.0%	31.6%	29.7%	29.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,040	28.3%	31.4%	23.2%	17.1%	1,058	24.1%	33.5%	26.4%	16.1%	1,007	31.3%	45.7%	15.1%	7.9%
Two or More Races	79	27.8%	27.8%	22.8%	21.5%	90	31.1%	28.9%	18.9%	21.1%	106	34.9%	34.9%	16.0%	14.2%
Economically Disadvantaged	245	9.8%	17.6%	24.5%	48.2%	255	6.3%	18.8%	25.1%	49.8%	269	8.2%	29.0%	27.1%	35.7%
English Learners	81	9.9%	11.1%	28.4%	50.6%	106	7.5%	11.3%	23.6%	57.5%	112	8.9%	22.3%	28.6%	40.2%
Students with Disabilities	107	7.5%	10.3%	16.8%	65.4%	125	7.2%	12.8%	16.0%	64.0%	125	12.8%	14.4%	24.0%	48.8%



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.

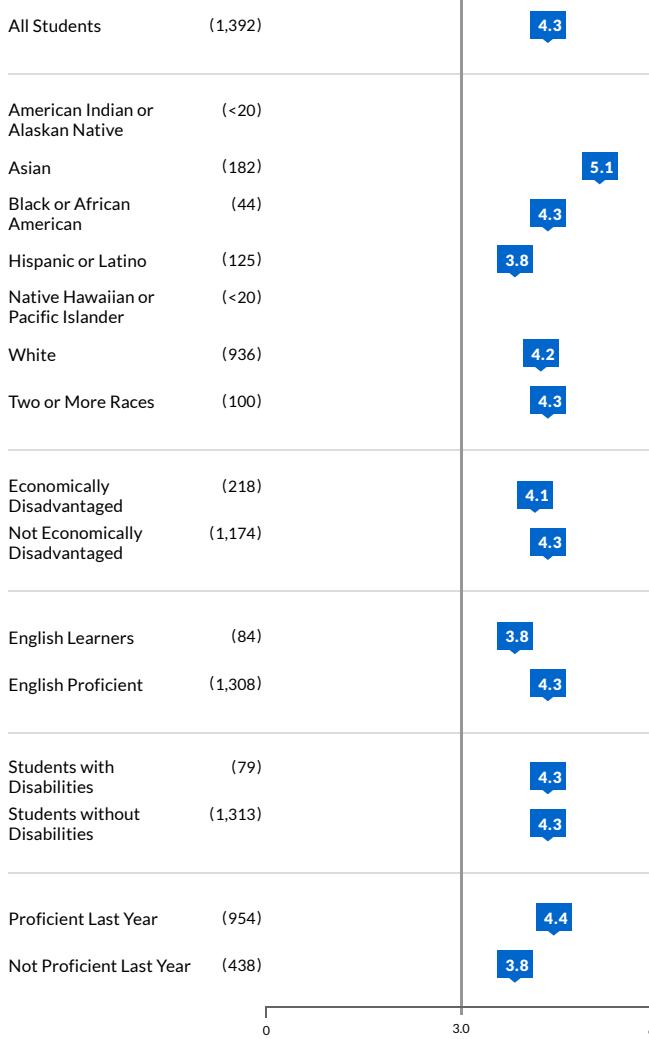
Priority Area Score



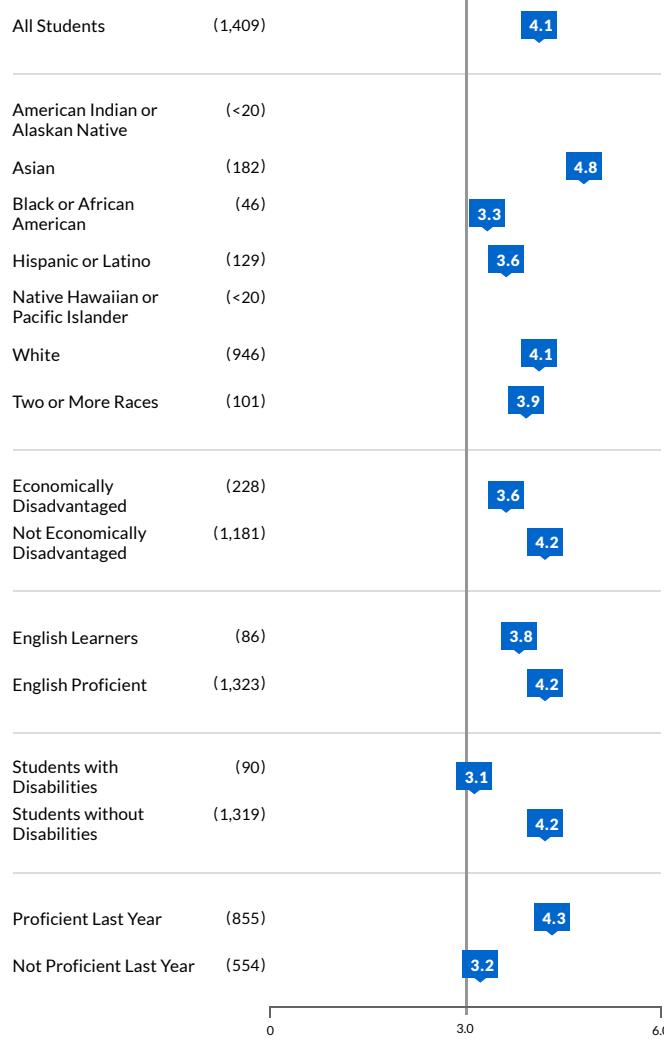
Student Group Value-Added (for information only)

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





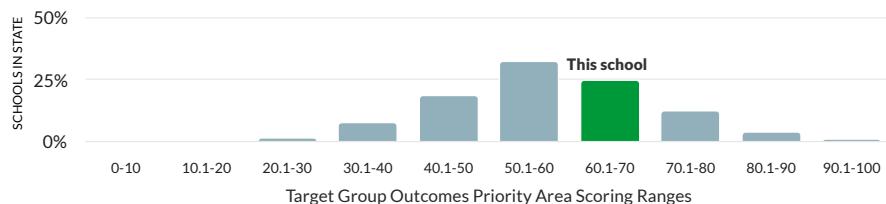
TARGET GROUP OUTCOMES

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 61.2% of 9-12 schools in the state.

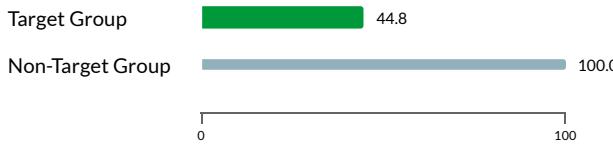


Component Scores

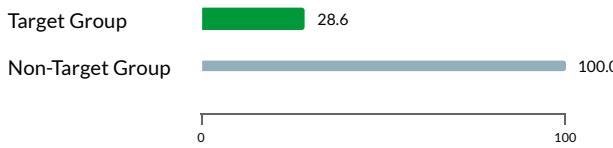
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

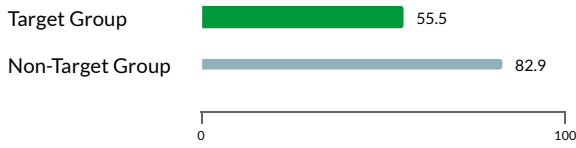


Mathematics



CHRONIC ABSENTEEISM

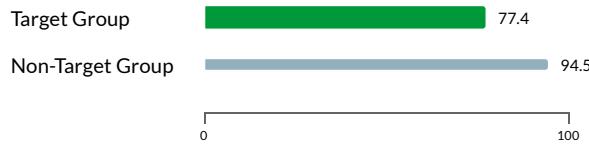
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



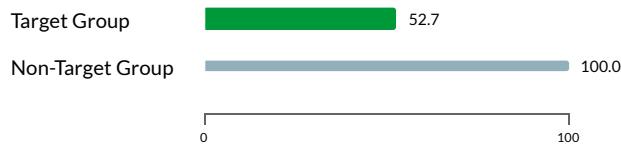
GROWTH

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

English Language Arts

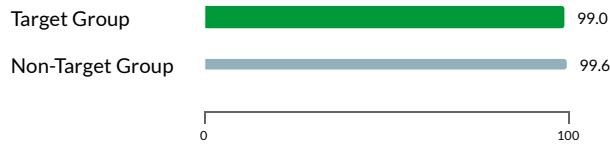


Mathematics



GRADUATION

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

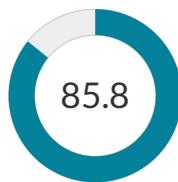




ON-TRACK TO GRADUATION

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 30.7% of 9-12 schools in the state.

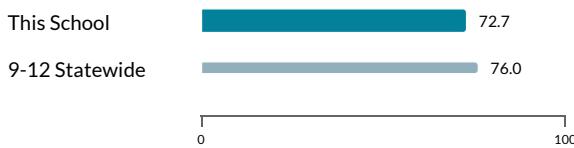


Component Scores

CHRONIC ABSENTEEISM

Score: 72.7

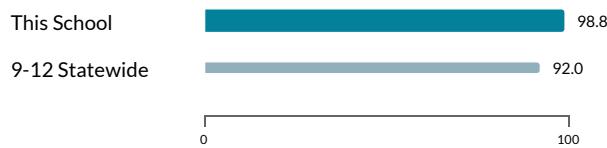
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.8

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	2,271	24.4%	2,234	30.4%	2,278	26.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	225	11.1%	238	12.2%	249	14.1%
Black or African American	109	61.5%	112	61.6%	107	54.2%
Hispanic or Latino	207	44.0%	211	45.0%	235	38.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,629	20.7%	1,550	28.7%	1,548	24.6%
Two or More Races	90	28.9%	116	33.6%	132	33.3%
Economically Disadvantaged	365	56.4%	441	54.2%	432	47.0%
English Learners	113	45.1%	120	40.8%	161	33.5%
Students with Disabilities	232	49.1%	226	47.3%	225	42.7%

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	602	594	98.7%	510	505	99.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	59	58	98.3%	36	36	100.0%
Black or African American	26	26	100.0%	25	25	100.0%
Hispanic or Latino	54	53	98.1%	40	38	95.0%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	435	430	98.9%	381	378	99.2%
Two or More Races	27	26	96.3%	24	24	100.0%
Economically Disadvantaged	122	120	98.4%	89	87	97.8%
English Learners	34	32	94.1%	22	20	90.9%
Students with Disabilities	51	47	92.2%	54	53	98.1%



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

1,646 (72.3%) 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
57.6%	21.1%	44.3%	25.7%	5.4%	4.7%	4.6%	8.5%
1,311 students successfully completed at least one Advanced Placement or International Baccalaureate course.		1,010 students successfully completed at least one dual enrollment course.		122 students earned at least one industry-recognized credential.		105 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	2,278	266,777	57.6%	21.1%	44.3%	25.7%	5.4%	4.7%	4.6%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	249	10,367	69.5%	33.4%	40.2%	26.6%	7.6%	3.7%	5.6%	5.6%
Black or African American	107	24,969	39.3%	13.7%	36.4%	8.7%	1.9%	1.3%	5.6%	2.7%
Hispanic or Latino	235	37,682	43.4%	17.6%	37.4%	18.9%	2.1%	3.4%	7.2%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,548	179,306	58.8%	22.5%	47.0%	29.9%	5.5%	5.7%	4.1%	10.4%
Two or More Races	132	11,456	59.8%	18.9%	40.2%	21.0%	8.3%	3.4%	3.8%	5.8%
Economically Disadvantaged	432	104,283	41.9%	12.3%	36.6%	18.5%	2.3%	3.0%	7.2%	6.1%
English Learners	161	19,116	35.4%	13.9%	37.9%	17.0%	3.1%	2.5%	5.6%	3.6%
Students with Disabilities	225	33,777	26.7%	4.4%	30.7%	15.0%	0.9%	2.3%	5.8%	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

1,375 (60.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
41.8%	29.1%	0.0%	0.5%	23.0%	19.2%	3.4%	2.2%
953 students successfully completed at least one art & design course.		No students successfully completed a dance course.		523 students successfully completed at least one music course.		77 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	2,278	266,777	41.8%	29.1%	0.0%	0.5%	23.0%	19.2%	3.4%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	249	10,367	32.1%	30.3%	0.0%	0.4%	34.5%	19.9%	1.2%	1.6%
Black or African American	107	24,969	46.7%	28.5%	0.0%	0.7%	26.2%	11.7%	4.7%	2.8%
Hispanic or Latino	235	37,682	48.9%	29.1%	0.0%	0.3%	15.7%	13.3%	2.6%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,548	179,306	42.2%	29.1%	0.0%	0.5%	21.8%	21.7%	3.6%	2.2%
Two or More Races	132	11,456	38.6%	28.8%	0.0%	0.5%	25.0%	17.8%	5.3%	2.6%
Economically Disadvantaged	432	104,283	50.9%	29.9%	0.0%	0.4%	18.1%	15.4%	4.2%	2.1%
English Learners	161	19,116	54.7%	30.9%	0.0%	0.4%	16.1%	11.8%	3.1%	1.6%
Students with Disabilities	225	33,777	42.7%	30.9%	0.0%	0.5%	20.9%	14.4%	6.2%	2.4%

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