



OVERVIEW

School Details

Grades : 9-12

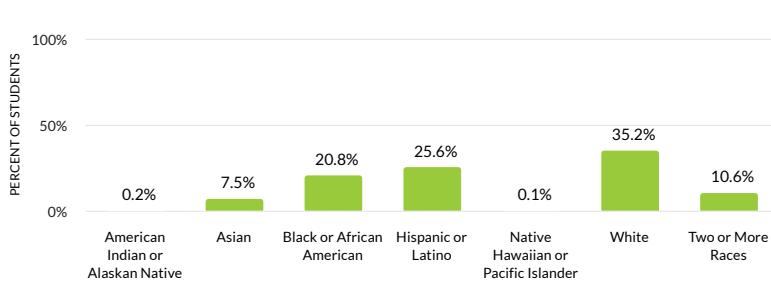
Enrollment : 1,644

Percent open enrollment : 1.6%

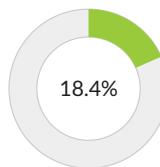
The Madison Metropolitan School District (MMSD) serves approximately 26,000 students with over 4,600 staff. The district's vision is for every Madison school to be a thriving school that prepares all its scholars to graduate ready for college, career, and community. MMSD is committed to ensuring the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

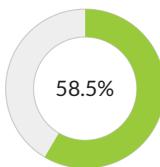
Student Groups



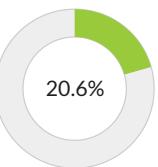
STUDENTS WITH DISABILITIES



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>.

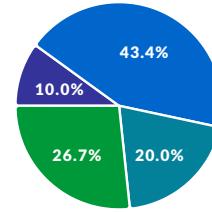
Overall Score

79.7

Exceeds Expectations

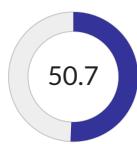


PRIORITY AREA WEIGHTS



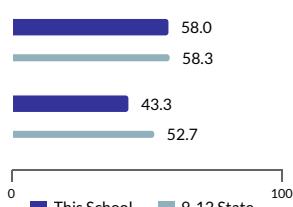
Priority Area Scores

ACHIEVEMENT



English Language Arts

Subject Area Scores

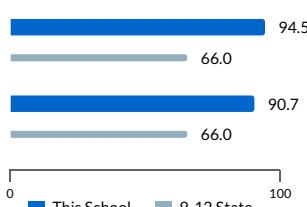


GROWTH

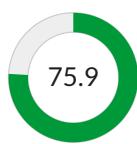


English Language Arts

Subject Area Scores

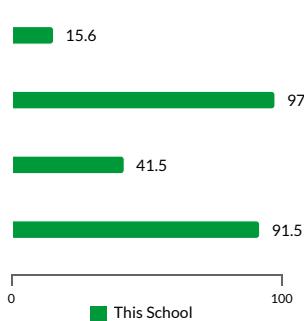


TARGET GROUP OUTCOMES

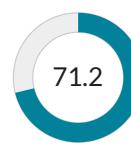


Achievement

Group Scores

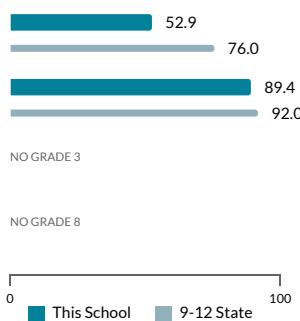


ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

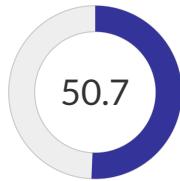




ACHIEVEMENT

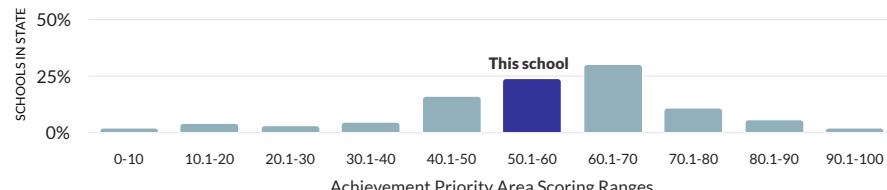
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 58.0
Mathematics Score: 43.3

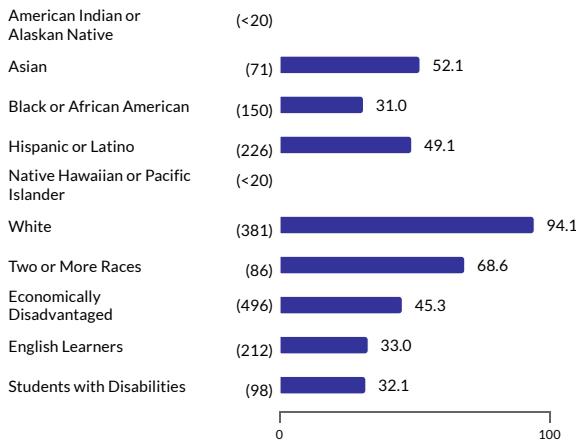
■ This school's score was the same or higher than 29.5% of 9-12 schools in the state.



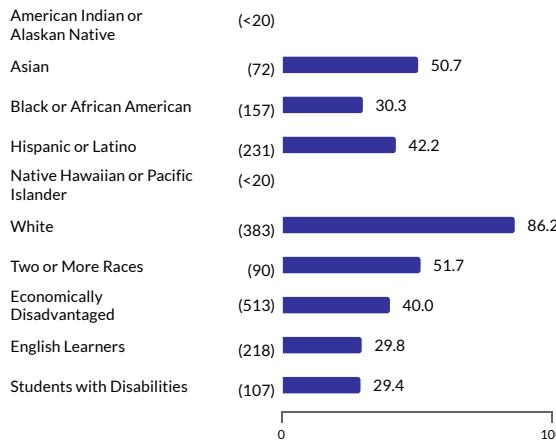
Student Group Achievement, 2023-24 (for information only)

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



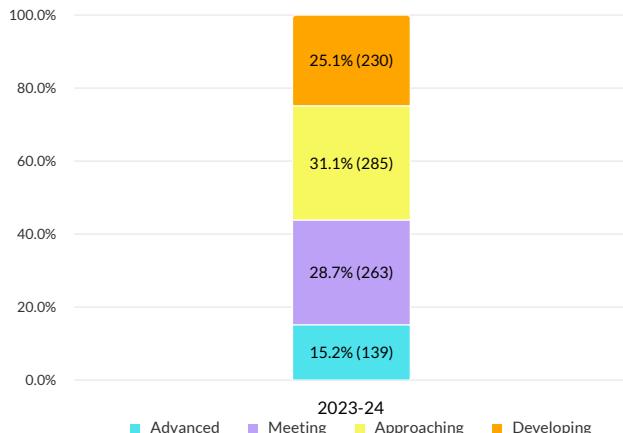
MATHEMATICS



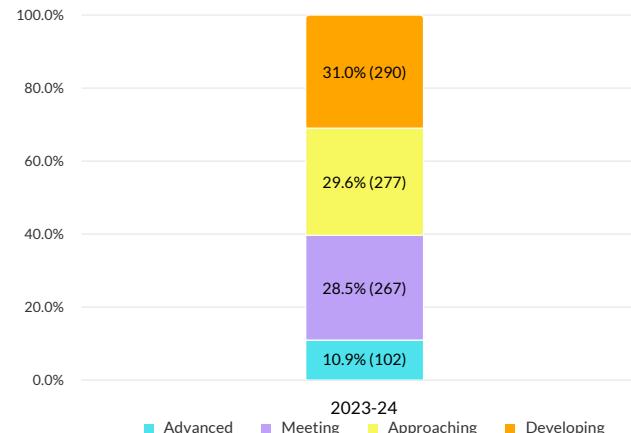
Performance Levels by Year

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
79.6%	52.6%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
81.5%	57.8%

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 #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	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	886	8.1%	25.5%	26.4%	40.0%	873	14.0%	28.1%	29.2%	28.8%	917	15.2%	28.7%	31.1%	25.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	92	2.2%	21.7%	33.7%	42.4%	89	4.5%	20.2%	42.7%	32.6%	71	1.4%	28.2%	43.7%	26.8%
Black or African American	155	1.3%	2.6%	25.2%	71.0%	136	0.7%	14.7%	37.5%	47.1%	150	2.0%	10.0%	36.0%	52.0%
Hispanic or Latino	214	2.3%	12.1%	30.4%	55.1%	236	4.2%	16.9%	34.7%	44.1%	226	3.5%	24.3%	38.9%	33.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	338	16.9%	46.4%	22.2%	14.5%	336	28.6%	43.2%	18.5%	9.8%	381	29.7%	39.1%	21.0%	10.2%
Two or More Races	84	7.1%	21.4%	28.6%	42.9%	75	14.7%	29.3%	29.3%	26.7%	86	16.3%	26.7%	34.9%	22.1%
Economically Disadvantaged	467	3.2%	12.0%	27.4%	57.4%	459	4.4%	18.5%	34.4%	42.7%	496	4.4%	19.2%	38.9%	37.5%
English Learners	217	0.5%	3.2%	29.0%	67.3%	232	0.9%	5.2%	38.4%	55.6%	212	0.9%	8.5%	46.2%	44.3%
Students with Disabilities	119	2.5%	3.4%	13.4%	80.7%	97	4.1%	8.2%	25.8%	61.9%	98	3.1%	12.2%	30.6%	54.1%

MATHEMATICS

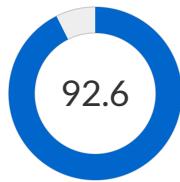
	2021-22				2022-23				2023-24				Developing		
	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Proficient	Basic	Below Basic	Total #	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	891	7.2%	15.9%	22.7%	54.2%	883	8.5%	17.7%	28.4%	45.4%	936	10.9%	28.5%	29.6%	31.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	91	1.1%	13.2%	14.3%	71.4%	89	3.4%	12.4%	30.3%	53.9%	72	4.2%	25.0%	38.9%	31.9%
Black or African American	158	0.6%	5.1%	9.5%	84.8%	140	0.7%	7.1%	20.7%	71.4%	157	0.0%	12.1%	36.3%	51.6%
Hispanic or Latino	219	1.4%	8.2%	20.5%	69.9%	241	2.9%	6.6%	30.7%	59.8%	231	3.0%	19.9%	35.5%	41.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	336	17.0%	28.0%	30.7%	24.4%	337	17.2%	30.9%	30.9%	21.1%	383	20.9%	43.6%	22.5%	13.1%
Two or More Races	84	2.4%	11.9%	29.8%	56.0%	75	8.0%	20.0%	22.7%	49.3%	90	13.3%	18.9%	25.6%	42.2%
Economically Disadvantaged	471	1.7%	8.9%	18.0%	71.3%	468	2.1%	9.2%	27.6%	61.1%	513	2.9%	18.1%	34.9%	44.1%
English Learners	221	0.0%	2.3%	13.6%	84.2%	236	0.4%	3.0%	25.0%	71.6%	218	0.0%	12.8%	33.9%	53.2%
Students with Disabilities	119	2.5%	1.7%	10.1%	85.7%	105	1.9%	5.7%	16.2%	76.2%	107	0.9%	13.1%	29.9%	56.1%



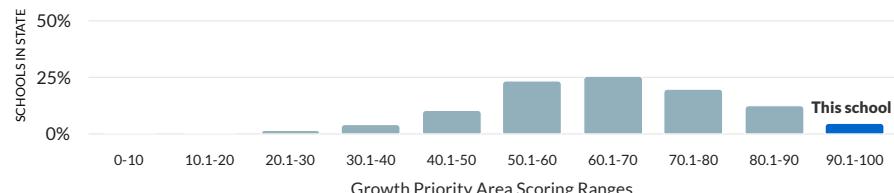
GROWTH

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



■ This school's score was the same or higher than 97.0% of 9-12 schools in the state.



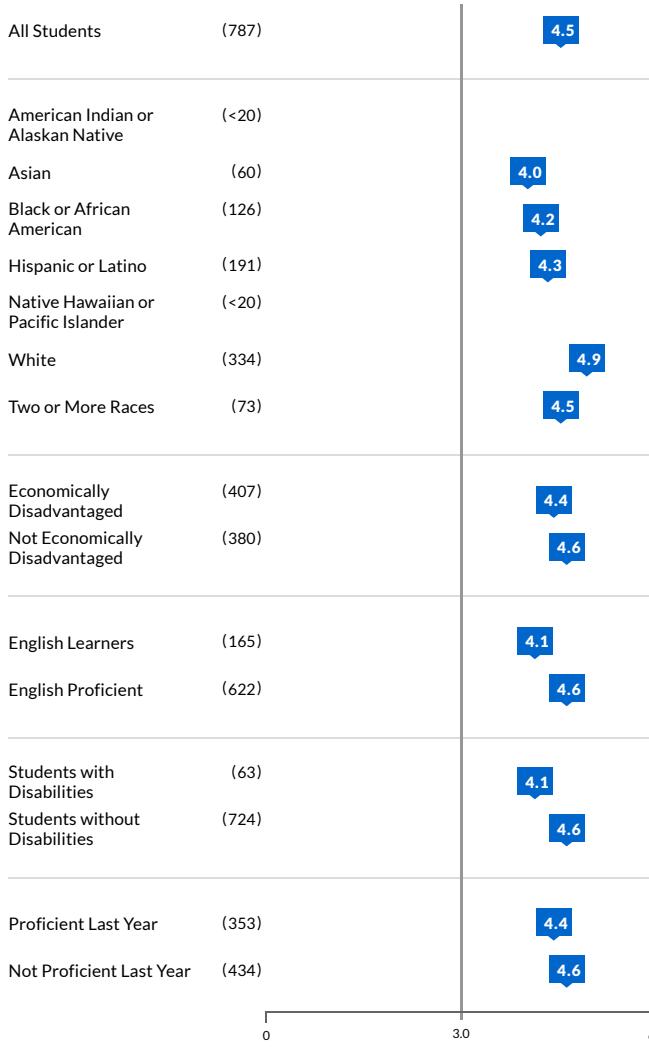
English Language Arts Score: 94.5

Mathematics Score: 90.7

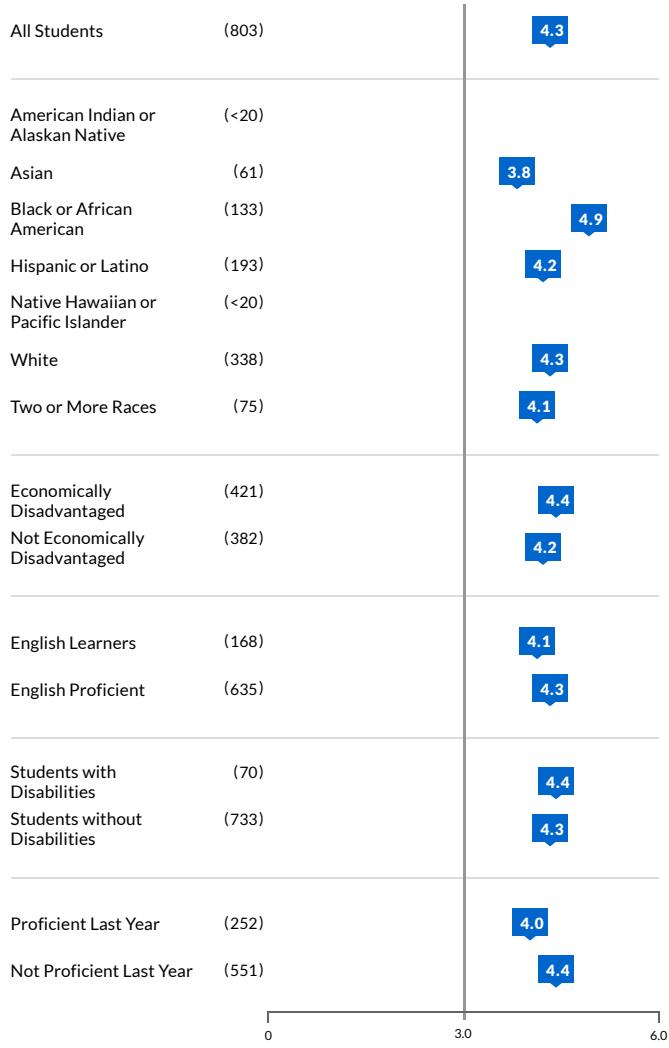
Student Group Value-Added (for information only)

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 do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

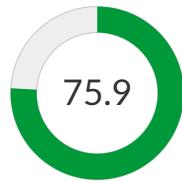




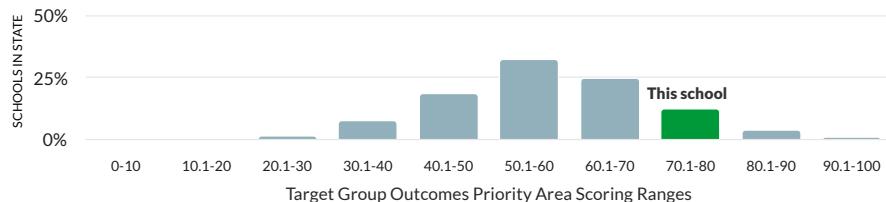
TARGET GROUP OUTCOMES

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 92.4% of 9-12 schools in the state.

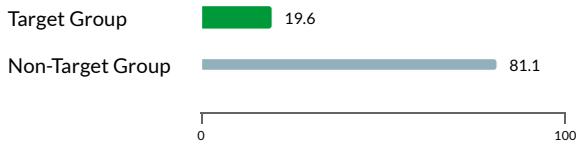


Component Scores

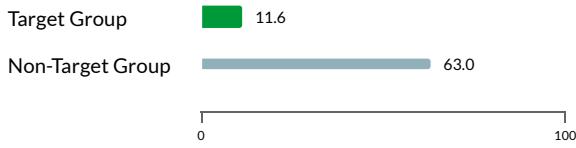
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

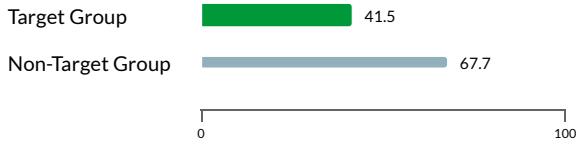


Mathematics



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.

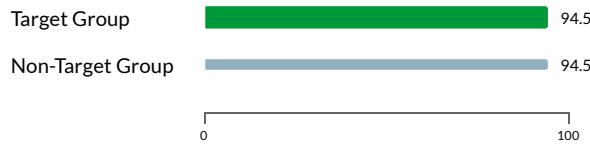


GROWTH

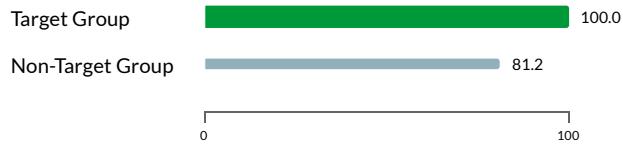
Score: 97.3

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

English Language Arts



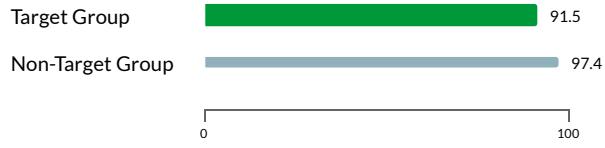
Mathematics



GRADUATION

Score: 91.5

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





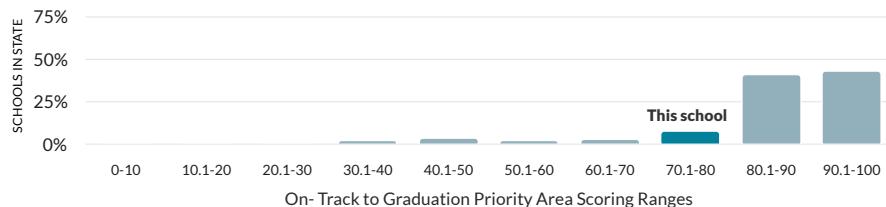
ON-TRACK TO GRADUATION

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 10.0% of 9-12 schools in the state.

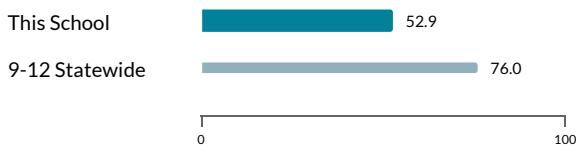


Component Scores

CHRONIC ABSENTEEISM

Score: 52.9

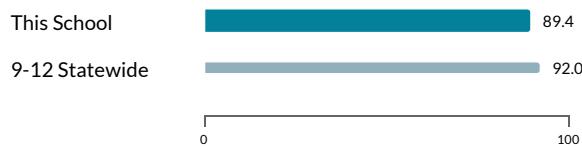
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 89.4

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	1,546	37.1%	1,606	52.0%	1,618	49.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	129	28.7%	129	38.8%	125	44.0%
Black or African American	317	57.4%	341	65.1%	328	58.2%
Hispanic or Latino	369	41.5%	384	55.5%	436	54.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	575	22.1%	588	42.0%	554	38.4%
Two or More Races	151	49.0%	159	63.5%	171	57.9%
Economically Disadvantaged	890	49.4%	877	61.6%	950	57.6%
English Learners	329	40.7%	378	51.3%	406	50.0%
Students with Disabilities	286	54.9%	295	64.4%	292	60.6%

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	425	372	87.5%	434	396	91.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	28	24	85.7%	27	26	96.3%
Black or African American	88	72	81.8%	114	100	87.7%
Hispanic or Latino	115	98	85.2%	103	88	85.4%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	142	134	94.4%	136	131	96.3%
Two or More Races	50	42	84.0%	50	47	94.0%
Economically Disadvantaged	191	186	97.4%	228	210	92.1%
English Learners	96	75	78.1%	28	19	67.9%
Students with Disabilities	66	38	57.6%	80	72	90.0%



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

596 (36.8%) 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
34.1%	21.1%	3.3%	25.7%	0.0%	4.7%	0.6%	8.5%
551 students successfully completed at least one Advanced Placement or International Baccalaureate course.		54 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		9 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	1,618	266,777	34.1%	21.1%	3.3%	25.7%	0.0%	4.7%	0.6%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	125	10,367	40.8%	33.4%	3.2%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	328	24,969	16.2%	13.7%	2.7%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	436	37,682	32.3%	17.6%	2.3%	18.9%	0.0%	3.4%	0.9%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	554	179,306	45.8%	22.5%	4.9%	29.9%	0.0%	5.7%	0.9%	10.4%
Two or More Races	171	11,456	29.2%	18.9%	2.3%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	950	104,283	24.7%	12.3%	2.3%	18.5%	0.0%	3.0%	0.5%	6.1%
English Learners	406	19,116	27.3%	13.9%	1.5%	17.0%	0.0%	2.5%	0.7%	3.6%
Students with Disabilities	292	33,777	6.5%	4.4%	1.0%	15.0%	0.0%	2.3%	0.3%	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

741 (45.8%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
29.5%	29.1%	0.0%	0.5%	19.3%	19.2%	3.3%	2.2%
477 students successfully completed at least one art & design course.		No students successfully completed a dance course.		313 students successfully completed at least one music course.		53 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	1,618	266,777	29.5%	29.1%	0.0%	0.5%	19.3%	19.2%	3.3%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	125	10,367	29.6%	30.3%	0.0%	0.4%	13.6%	19.9%	3.2%	1.6%
Black or African American	328	24,969	26.8%	28.5%	0.0%	0.7%	14.0%	11.7%	3.4%	2.8%
Hispanic or Latino	436	37,682	24.1%	29.1%	0.0%	0.3%	12.6%	13.3%	2.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	554	179,306	34.5%	29.1%	0.0%	0.5%	28.2%	21.7%	4.3%	2.2%
Two or More Races	171	11,456	32.7%	28.8%	0.0%	0.5%	22.2%	17.8%	1.8%	2.6%
Economically Disadvantaged	950	104,283	27.9%	29.9%	0.0%	0.4%	13.9%	15.4%	2.8%	2.1%
English Learners	406	19,116	24.1%	30.9%	0.0%	0.4%	12.8%	11.8%	3.2%	1.6%
Students with Disabilities	292	33,777	29.5%	30.9%	0.0%	0.5%	17.1%	14.4%	5.1%	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.