



OVERVIEW

School Details

Grades : 9-12

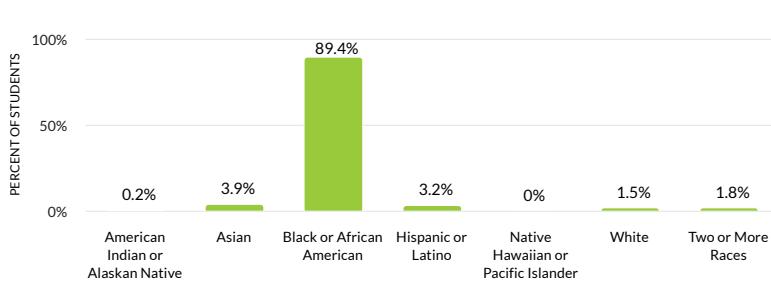
Enrollment : 595

Percent open enrollment : 0.5%

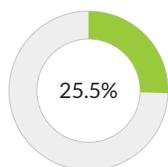
James Madison Academic Campus (JMAC) is a community school where all students are guided by attentive and caring staff to become well-taught scholars who are future ready. JMAC offers a challenging curriculum of rigorous classes that include AP and honors classes. JMAC is also designated as an NAF school with three academies: health sciences, hospitality and tourism, and finance.

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

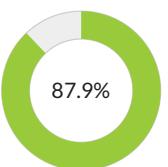
Student Groups



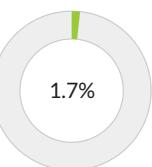
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS

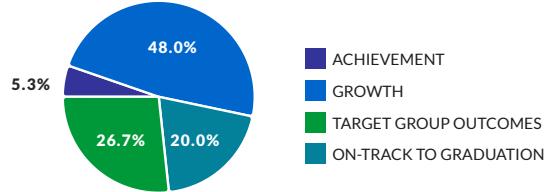


Score Summary



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>.

PRIORITY AREA WEIGHTS



Overall Score

55.5

Meets Few Expectations



GROWTH

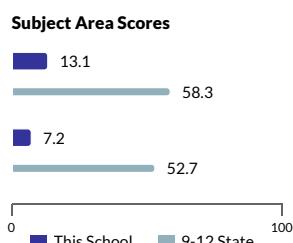


Priority Area Scores

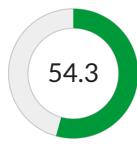
ACHIEVEMENT



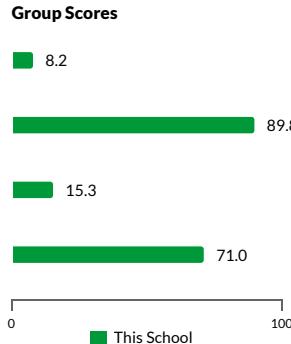
English Language Arts



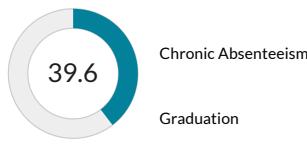
TARGET GROUP OUTCOMES



Achievement



ON-TRACK TO GRADUATION



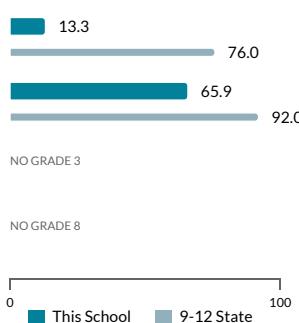
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores





ACHIEVEMENT

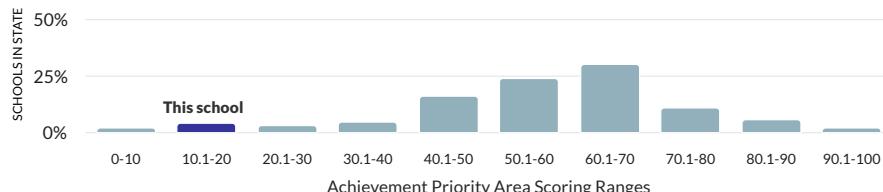
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 13.1
Mathematics Score: 7.2

■ This school's score was the same or higher than 2.3% 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

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(177)	17.8
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(178)	19.1
English Learners	(<20)	
Students with Disabilities	(65)	15.4

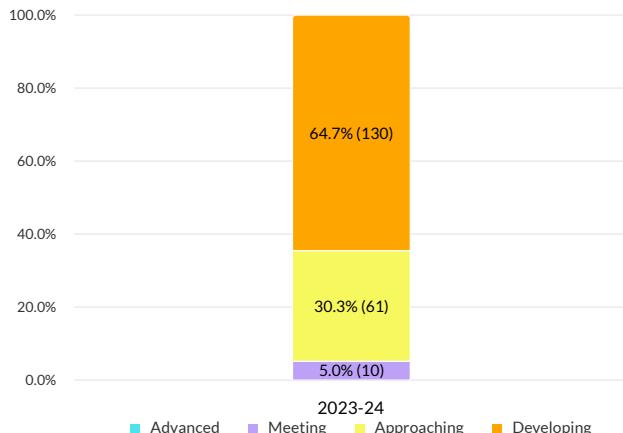
MATHEMATICS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(182)	17.0
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(183)	16.4
English Learners	(<20)	
Students with Disabilities	(66)	11.4

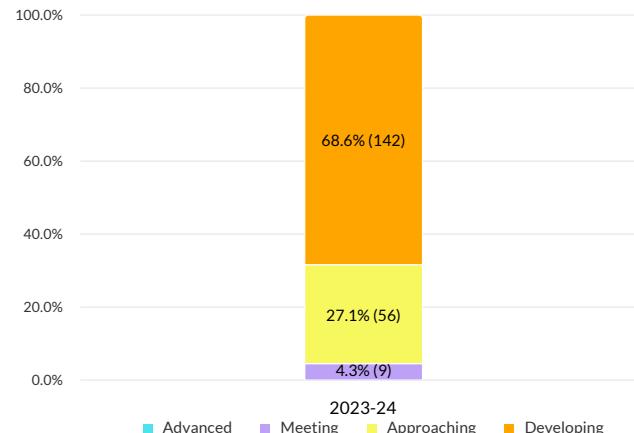
Performance Levels by Year

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: Black or African American
57.4%	57.2%

MATHEMATICS

All students	Lowest-participating group: Black or African American
59.1%	58.7%

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	167	0.0%	3.6%	14.4%	82.0%	217	0.5%	3.7%	24.9%	71.0%	201	0.0%	5.0%	30.3%	64.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	143	0.0%	4.2%	11.2%	84.6%	191	0.5%	3.1%	23.6%	72.8%	177	0.0%	2.8%	29.9%	67.2%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	146	0.0%	3.4%	15.8%	80.8%	194	0.5%	2.6%	24.7%	72.2%	178	0.0%	5.1%	28.1%	66.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	45	0.0%	0.0%	11.1%	88.9%	53	0.0%	0.0%	9.4%	90.6%	65	0.0%	0.0%	30.8%	69.2%

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	170	0.0%	1.2%	5.3%	93.5%	220	0.0%	0.5%	19.5%	80.0%	207	0.0%	4.3%	27.1%	68.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	146	0.0%	1.4%	5.5%	93.2%	193	0.0%	0.0%	18.7%	81.3%	182	0.0%	3.8%	26.4%	69.8%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	150	0.0%	1.3%	4.7%	94.0%	197	0.0%	0.0%	19.8%	80.2%	183	0.0%	3.8%	25.1%	71.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	49	0.0%	2.0%	6.1%	91.8%	53	0.0%	0.0%	17.0%	83.0%	66	0.0%	0.0%	22.7%	77.3%



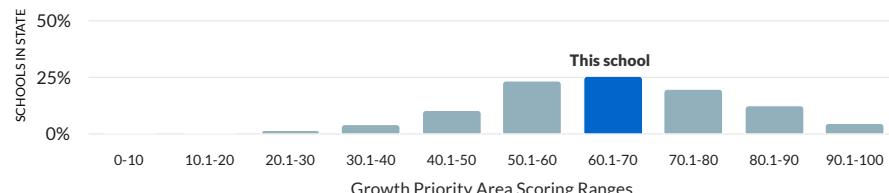
GROWTH

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 59.6% of 9-12 schools in the state.



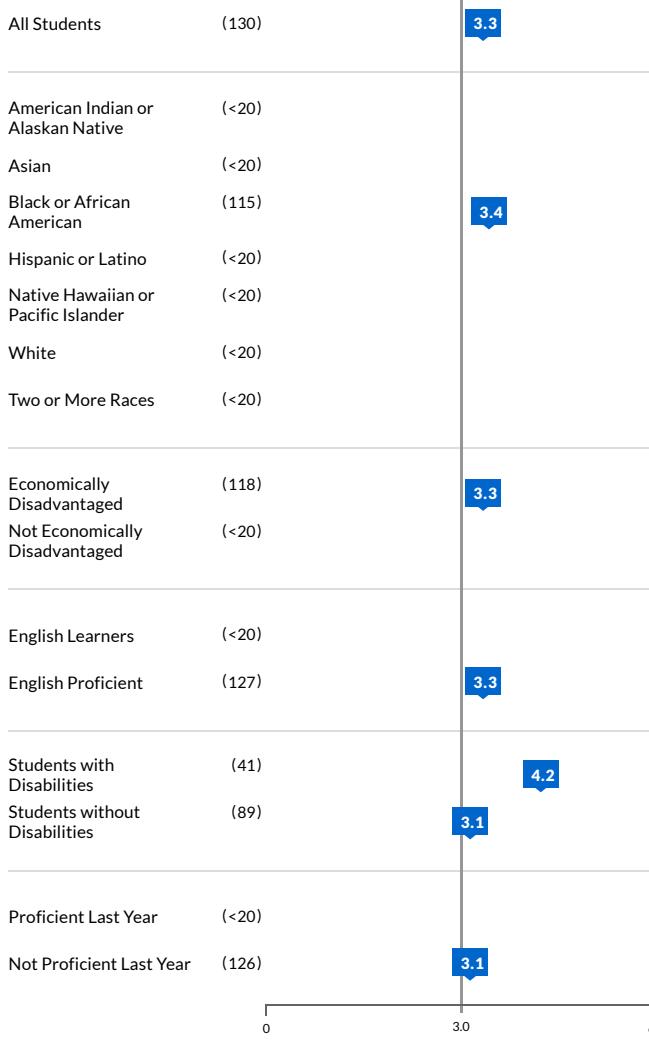
English Language Arts Score: 71.7

Mathematics Score: 64.1

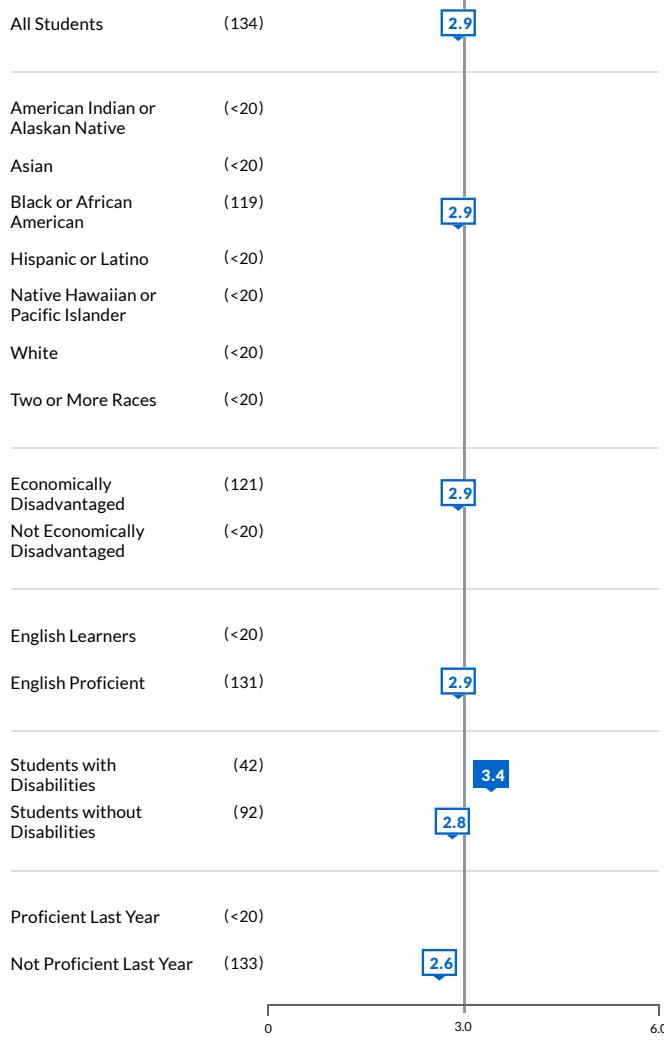
Student Group Value-Added (for information only)

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

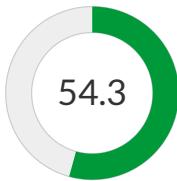




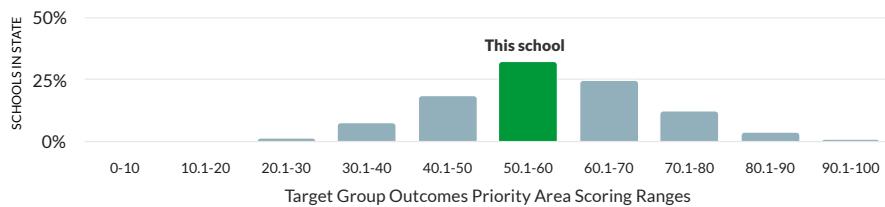
TARGET GROUP OUTCOMES

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 41.8% of 9-12 schools in the state.



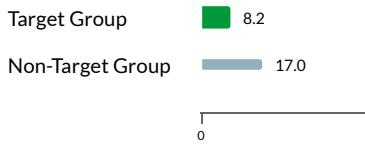
Component Scores

ACHIEVEMENT

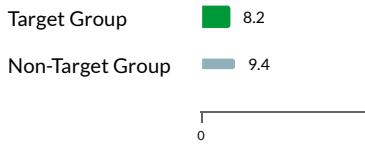
Score: 8.2

Average points-based proficiency rates.

English Language Arts



Mathematics

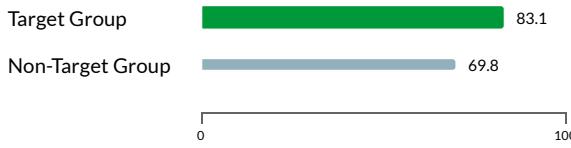


GROWTH

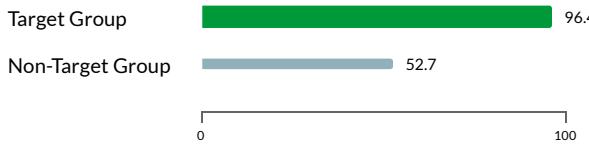
Score: 89.8

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

English Language Arts



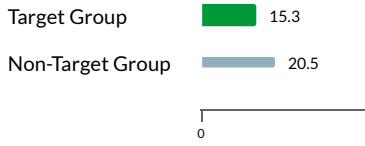
Mathematics



CHRONIC ABSENTEEISM

Score: 15.3

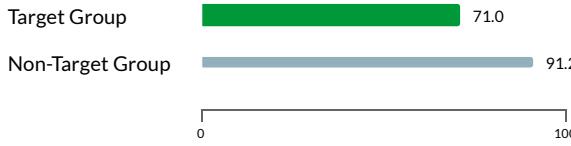
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 71.0

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

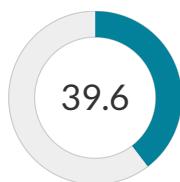




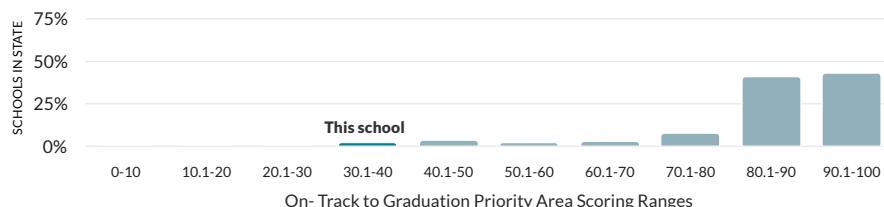
ON-TRACK TO GRADUATION

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 1.8% of 9-12 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: 13.3

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.

This School 13.3

9-12 Statewide 76.0

0 100

GRADUATION

Score: 65.9

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

This School 65.9

9-12 Statewide 92.0

0 100

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	701	75.3%	662	92.3%	631	90.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	24	37.5%	26	57.7%	21	57.1%
Black or African American	619	76.6%	592	93.6%	560	91.6%
Hispanic or Latino	29	72.4%	21	95.2%	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	22	95.5%
Economically Disadvantaged	568	78.0%	563	92.0%	556	89.9%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	186	77.4%	169	93.5%	168	90.5%

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	216	126	58.3%	212	156	73.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	190	107	56.3%	185	134	72.4%
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	186	111	59.7%	190	145	76.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	51	21	41.2%	58	37	63.8%



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

36 (5.7%) 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
4.6%	21.1%	1.4%	25.7%	0.2%	4.7%	0.0%	8.5%
29 students successfully completed at least one Advanced Placement or International Baccalaureate course.		9 students successfully completed at least one dual enrollment course.		1 student earned at least one industry-recognized credential.		No 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	631	266,777	4.6%	21.1%	1.4%	25.7%	0.2%	4.7%	0.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	21	10,367	4.8%	33.4%	4.8%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	560	24,969	4.6%	13.7%	1.4%	8.7%	0.2%	1.3%	0.0%	2.7%
Hispanic or Latino	<20	37,682	*	17.6%	*	18.9%	*	3.4%	*	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	<20	179,306	*	22.5%	*	29.9%	*	5.7%	*	10.4%
Two or More Races	22	11,456	4.5%	18.9%	0.0%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	556	104,283	5.0%	12.3%	1.4%	18.5%	0.2%	3.0%	0.0%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	168	33,777	1.2%	4.4%	0.0%	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

296 (46.9%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
46.1%	29.1%	0.0%	0.5%	2.4%	19.2%	0.0%	2.2%
291 students successfully completed at least one art & design course.		No students successfully completed a dance course.		15 students successfully completed at least one music course.		No students successfully completed a 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	631	266,777	46.1%	29.1%	0.0%	0.5%	2.4%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	21	10,367	57.1%	30.3%	0.0%	0.4%	4.8%	19.9%	0.0%	1.6%
Black or African American	560	24,969	46.1%	28.5%	0.0%	0.7%	2.3%	11.7%	0.0%	2.8%
Hispanic or Latino	<20	37,682	*	29.1%	*	0.3%	*	13.3%	*	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	<20	179,306	*	29.1%	*	0.5%	*	21.7%	*	2.2%
Two or More Races	22	11,456	50.0%	28.8%	0.0%	0.5%	0.0%	17.8%	0.0%	2.6%
Economically Disadvantaged	556	104,283	46.2%	29.9%	0.0%	0.4%	2.2%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	168	33,777	46.4%	30.9%	0.0%	0.5%	3.0%	14.4%	0.0%	2.4%

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



November 2024

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