



## OVERVIEW

### School Details

Grades : 9-12

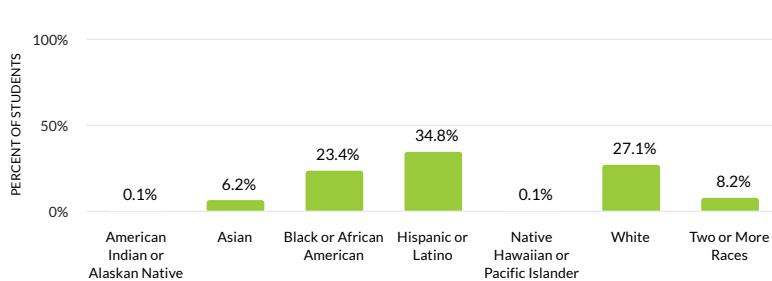
Enrollment : 1,527

Percent open enrollment : 3.2%

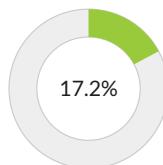
The Madison Metropolitan School District (MMSD) serves approximately 26,000 students with over 4,600 staff. The district's vision is for every Madison school to be a thriving school that prepares all its scholars to graduate ready for college, career, and community. MMSD is committed to ensuring the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

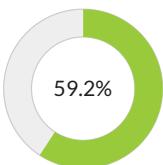
### Student Groups



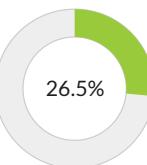
STUDENTS WITH DISABILITIES



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>.

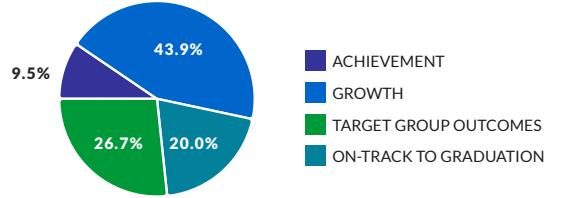
Overall Score

72.4

Exceeds Expectations

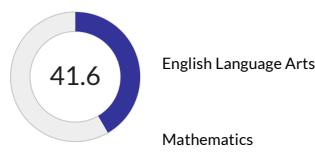


PRIORITY AREA WEIGHTS



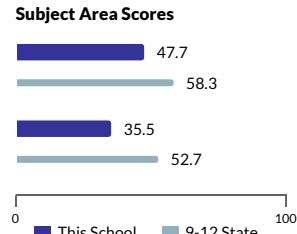
### Priority Area Scores

#### ACHIEVEMENT



Subject Area Scores

English Language Arts  
Mathematics



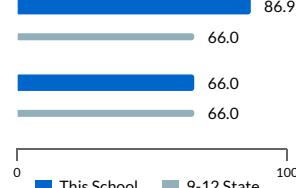
#### GROWTH



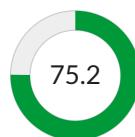
Subject Area Scores

English Language Arts  
Mathematics

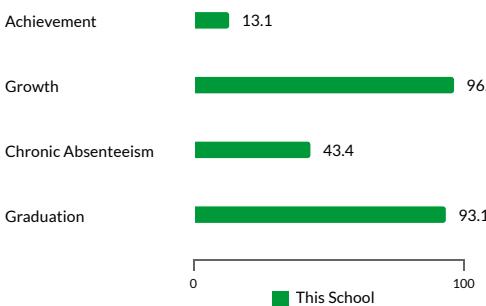
Subject Area Scores



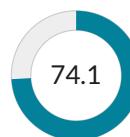
#### TARGET GROUP OUTCOMES



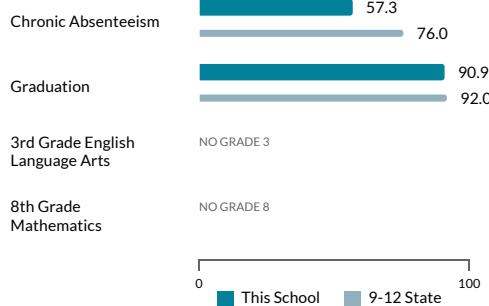
Group Scores



#### ON-TRACK TO GRADUATION



Area Scores

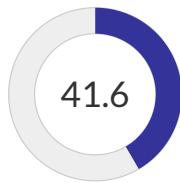




## ACHIEVEMENT

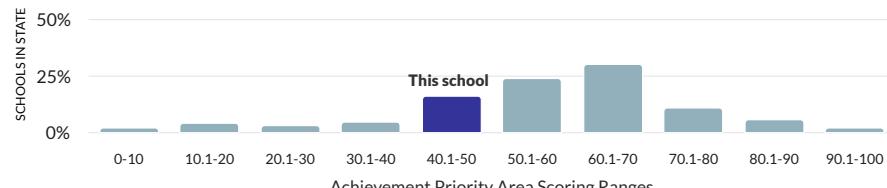
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 47.7  
**Mathematics Score:** 35.5

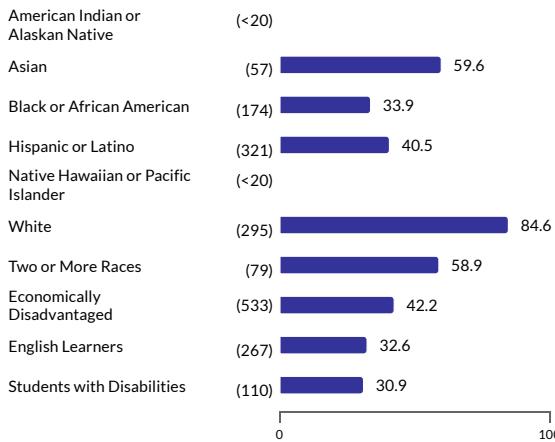
■ This school's score was the same or higher than 13.9% of 9-12 schools in the state.



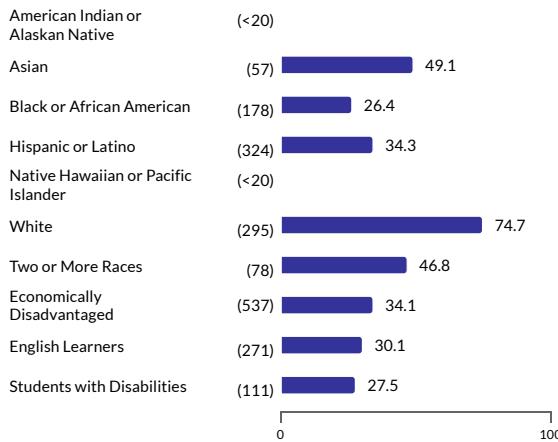
## Student Group Achievement, 2023-24 (for information only)

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



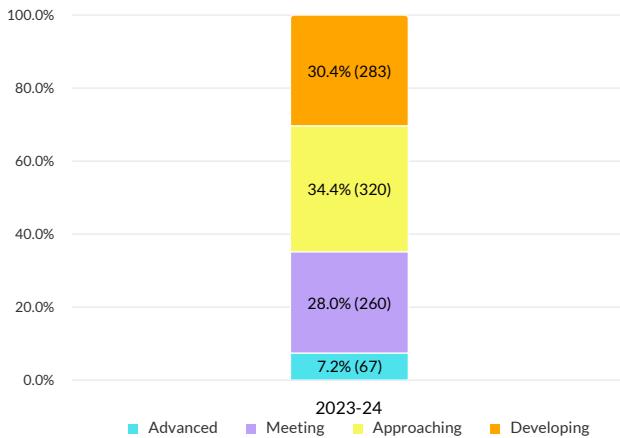
### MATHEMATICS



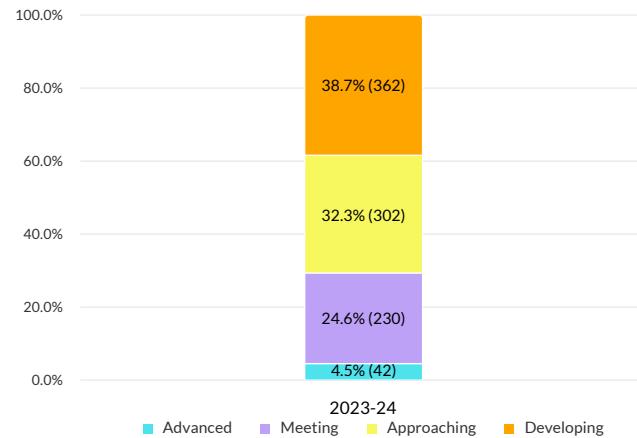
## Performance Levels by Year

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
83.5%	69.0%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
84.2%	70.2%

### 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	883	3.6%	20.0%	34.1%	42.2%	836	7.3%	22.6%	37.0%	33.1%	930	7.2%	28.0%	34.4%	30.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	64	1.6%	31.3%	43.8%	23.4%	60	1.7%	26.7%	38.3%	33.3%	57	3.5%	31.6%	45.6%	19.3%
Black or African American	166	0.6%	9.6%	21.7%	68.1%	159	1.9%	9.4%	41.5%	47.2%	174	1.1%	13.8%	36.8%	48.3%
Hispanic or Latino	275	1.5%	9.1%	34.5%	54.9%	296	1.7%	16.2%	43.2%	38.9%	321	1.9%	17.8%	39.9%	40.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	291	7.9%	34.4%	37.5%	20.3%	251	19.9%	39.4%	23.9%	16.7%	295	17.3%	46.1%	25.1%	11.5%
Two or More Races	82	3.7%	18.3%	36.6%	41.5%	67	3.0%	14.9%	46.3%	35.8%	79	7.6%	30.4%	34.2%	27.8%
Economically Disadvantaged	456	0.9%	8.8%	33.1%	57.2%	467	2.4%	13.3%	43.0%	41.3%	533	2.4%	18.9%	39.2%	39.4%
English Learners	240	0.0%	5.8%	30.4%	63.8%	264	0.4%	9.8%	44.7%	45.1%	267	0.0%	10.9%	43.4%	45.7%
Students with Disabilities	105	1.0%	5.7%	19.0%	74.3%	94	1.1%	11.7%	31.9%	55.3%	110	0.9%	14.5%	30.0%	54.5%

#### MATHEMATICS

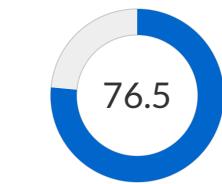
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	900	4.4%	13.7%	24.3%	57.6%	838	4.4%	14.7%	29.0%	51.9%	936	4.5%	24.6%	32.3%	38.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	64	4.7%	12.5%	40.6%	42.2%	60	6.7%	8.3%	31.7%	53.3%	57	8.8%	14.0%	43.9%	33.3%
Black or African American	173	1.7%	5.2%	13.9%	79.2%	158	1.3%	5.7%	19.6%	73.4%	178	0.6%	11.8%	27.5%	60.1%
Hispanic or Latino	280	0.7%	7.5%	22.9%	68.9%	298	1.0%	7.0%	28.2%	63.8%	324	1.5%	14.2%	35.5%	48.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	294	9.5%	26.2%	27.9%	36.4%	251	11.2%	30.3%	34.3%	24.3%	295	10.2%	46.1%	26.8%	16.9%
Two or More Races	84	4.8%	9.5%	25.0%	60.7%	67	0.0%	16.4%	31.3%	52.2%	78	1.3%	24.4%	41.0%	33.3%
Economically Disadvantaged	470	2.1%	5.7%	19.1%	73.0%	467	1.3%	6.4%	26.6%	65.7%	537	1.5%	15.6%	32.4%	50.5%
English Learners	243	0.4%	2.9%	17.7%	79.0%	265	0.0%	5.7%	23.4%	70.9%	271	1.1%	9.6%	37.6%	51.7%
Students with Disabilities	114	1.8%	3.5%	11.4%	83.3%	94	0.0%	1.1%	26.6%	72.3%	111	0.9%	9.9%	32.4%	56.8%



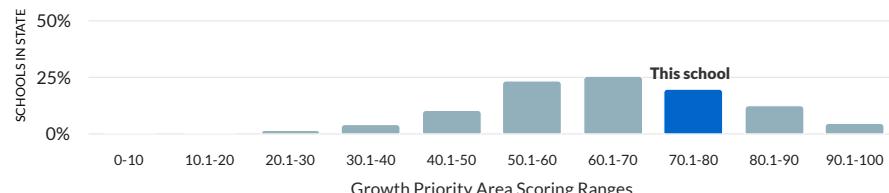
## GROWTH

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



■ This school's score was the same or higher than 79.8% of 9-12 schools in the state.



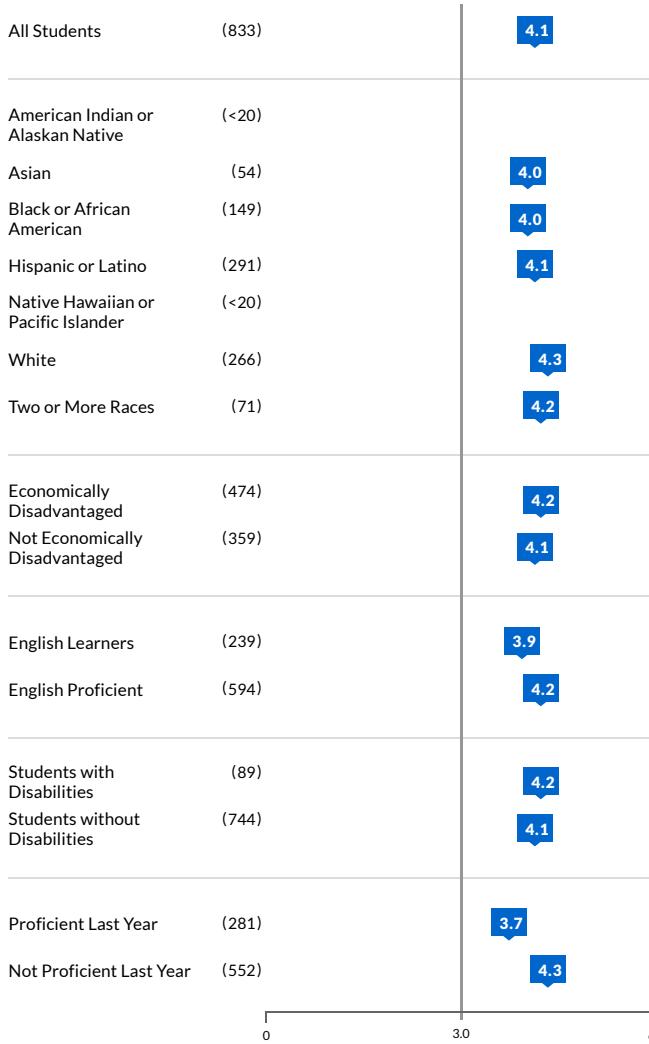
English Language Arts Score: 86.9

Mathematics Score: 66.0

### 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





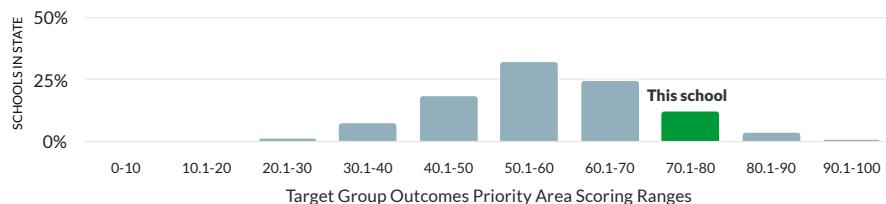
## TARGET GROUP OUTCOMES

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 91.4% of 9-12 schools in the state.

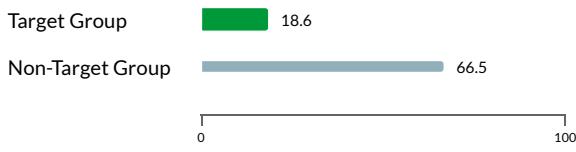


### Component Scores

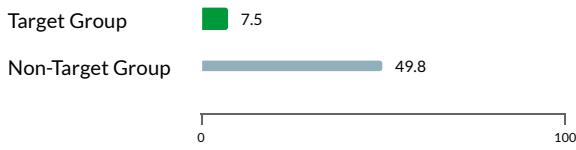
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

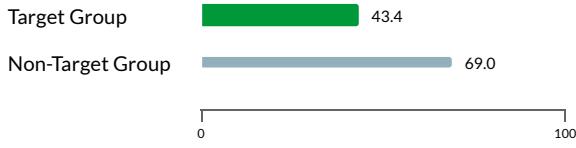


##### Mathematics



#### CHRONIC ABSENTEEISM

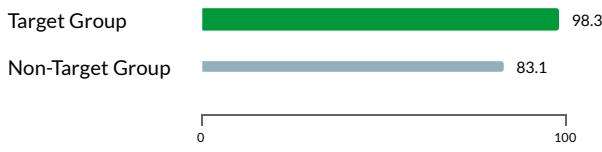
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



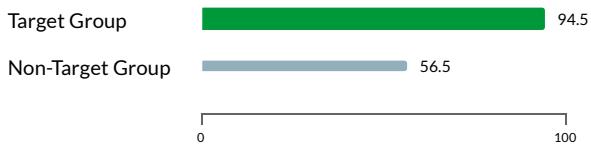
#### GROWTH

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

##### English Language Arts

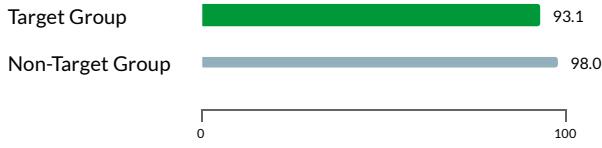


##### Mathematics



#### GRADUATION

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

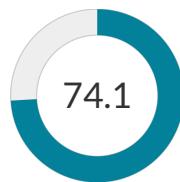




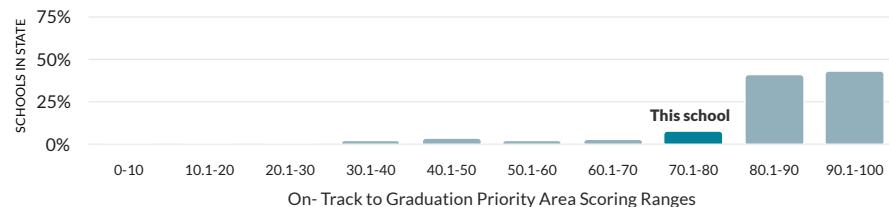
## ON-TRACK TO GRADUATION

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 11.6% of 9-12 schools in the state.

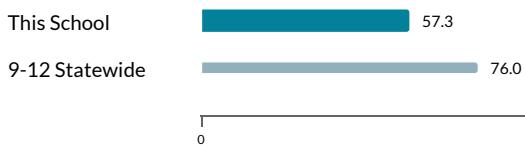


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 57.3

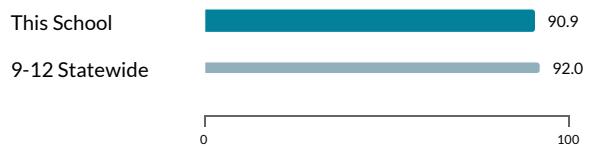
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 90.9

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	1,527	32.4%	1,469	42.1%	1,437	50.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	85	17.6%	90	26.7%	84	38.1%
Black or African American	337	53.4%	330	57.3%	317	60.9%
Hispanic or Latino	454	34.8%	456	44.5%	467	51.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	492	15.4%	444	28.6%	420	39.8%
Two or More Races	154	39.0%	142	50.0%	139	60.4%
Economically Disadvantaged	844	44.1%	753	52.9%	833	59.5%
English Learners	352	34.1%	381	42.0%	405	48.6%
Students with Disabilities	280	49.3%	240	58.3%	242	60.3%

### 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	384	342	89.1%	405	375	92.6%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	21	18	85.7%	<20	*	*
Black or African American	70	61	87.1%	77	67	87.0%
Hispanic or Latino	116	97	83.6%	97	89	91.8%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	130	120	92.3%	166	159	95.8%
Two or More Races	45	44	97.8%	46	43	93.5%
Economically Disadvantaged	162	156	96.3%	160	154	96.3%
English Learners	91	74	81.3%	26	22	84.6%
Students with Disabilities	44	27	61.4%	52	48	92.3%



## 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

488 (34.0%) 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
<b>30.7%</b>	<b>21.1%</b>	<b>4.8%</b>	<b>25.7%</b>	<b>0.0%</b>	<b>4.7%</b>	<b>0.2%</b>	<b>8.5%</b>
441 students successfully completed at least one Advanced Placement or International Baccalaureate course.		69 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		3 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	1,437	266,777	30.7%	21.1%	4.8%	25.7%	0.0%	4.7%	0.2%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	84	10,367	36.9%	33.4%	7.1%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	317	24,969	18.9%	13.7%	3.5%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	467	37,682	30.0%	17.6%	4.7%	18.9%	0.0%	3.4%	0.2%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	420	179,306	39.0%	22.5%	6.2%	29.9%	0.0%	5.7%	0.5%	10.4%
Two or More Races	139	11,456	31.7%	18.9%	2.9%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	833	104,283	24.0%	12.3%	2.5%	18.5%	0.0%	3.0%	0.1%	6.1%
English Learners	405	19,116	28.1%	13.9%	4.2%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	242	33,777	6.6%	4.4%	1.7%	15.0%	0.0%	2.3%	0.4%	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

517 (36.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>20.9%</b>	<b>29.1%</b>	<b>1.5%</b>	<b>0.5%</b>	<b>13.0%</b>	<b>19.2%</b>	<b>2.1%</b>	<b>2.2%</b>
301 students successfully completed at least one art & design course.		22 students successfully completed at least one dance course.		187 students successfully completed at least one music course.		30 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	1,437	266,777	20.9%	29.1%	1.5%	0.5%	13.0%	19.2%	2.1%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	84	10,367	22.6%	30.3%	2.4%	0.4%	9.5%	19.9%	3.6%	1.6%
Black or African American	317	24,969	17.7%	28.5%	2.8%	0.7%	10.1%	11.7%	1.9%	2.8%
Hispanic or Latino	467	37,682	23.3%	29.1%	1.5%	0.3%	6.9%	13.3%	1.7%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	420	179,306	20.7%	29.1%	0.2%	0.5%	24.0%	21.7%	2.4%	2.2%
Two or More Races	139	11,456	18.7%	28.8%	2.2%	0.5%	9.4%	17.8%	2.2%	2.6%
Economically Disadvantaged	833	104,283	21.8%	29.9%	1.9%	0.4%	8.5%	15.4%	2.0%	2.1%
English Learners	405	19,116	24.9%	30.9%	2.2%	0.4%	6.4%	11.8%	2.5%	1.6%
Students with Disabilities	242	33,777	22.3%	30.9%	0.0%	0.5%	9.5%	14.4%	2.9%	2.4%

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