



## OVERVIEW

### School Details

Grades : 9-12

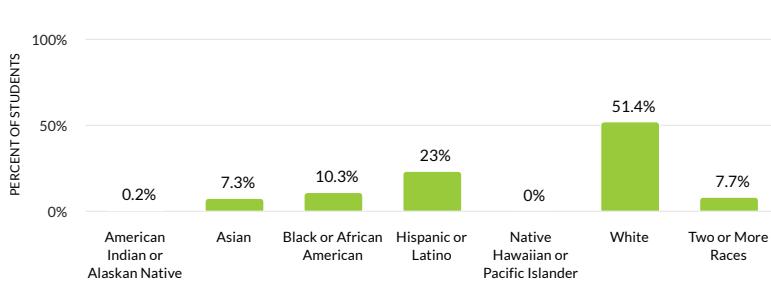
Enrollment : 2,137

Percent open enrollment : 1.2%

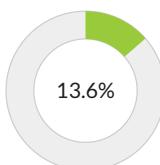
The Madison Metropolitan School District (MMSD) serves approximately 26,000 students with over 4,600 staff. The district's vision is for every Madison school to be a thriving school that prepares all its scholars to graduate ready for college, career, and community. MMSD is committed to ensuring the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

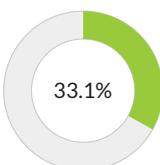
### Student Groups



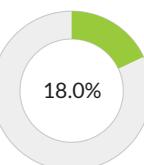
STUDENTS WITH DISABILITIES



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>.

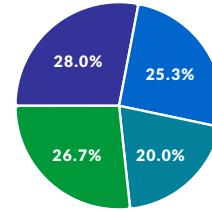
Overall Score

**76.0**

Exceeds Expectations

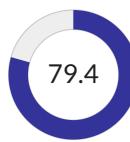


PRIORITY AREA WEIGHTS



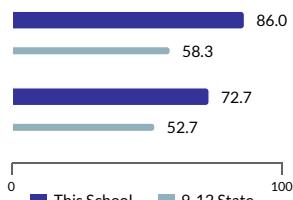
### Priority Area Scores

#### ACHIEVEMENT



English Language Arts

Subject Area Scores

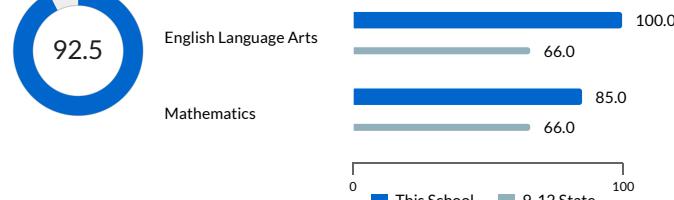


#### GROWTH



English Language Arts

Subject Area Scores

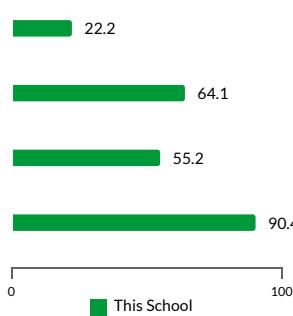


#### TARGET GROUP OUTCOMES

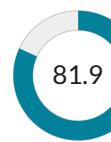


Achievement

Group Scores

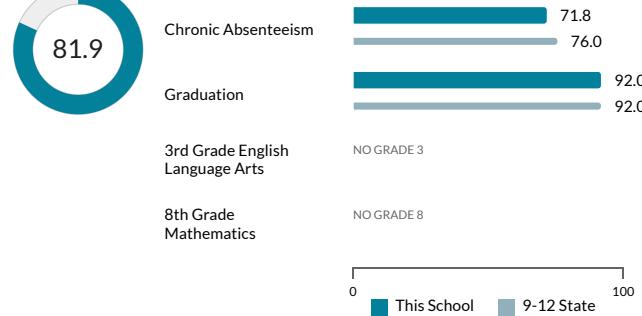


#### ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

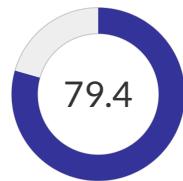




## ACHIEVEMENT

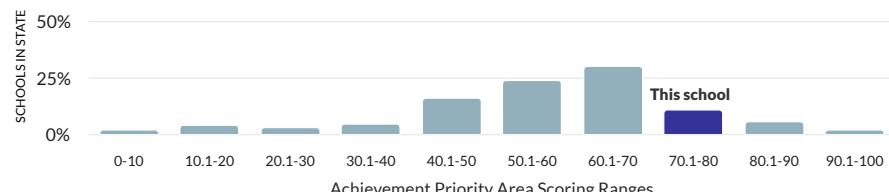
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 86.0  
**Mathematics Score:** 72.7

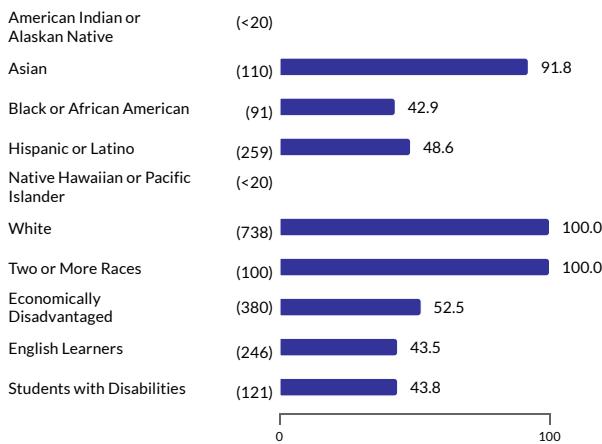
■ This school's score was the same or higher than 92.0% of 9-12 schools in the state.



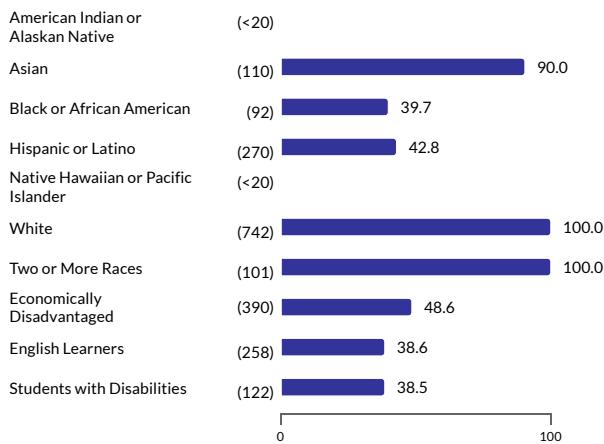
### Student Group Achievement, 2023-24 (for information only)

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



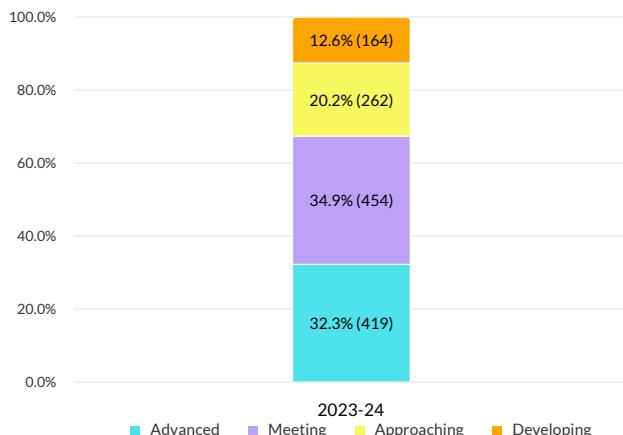
#### MATHEMATICS



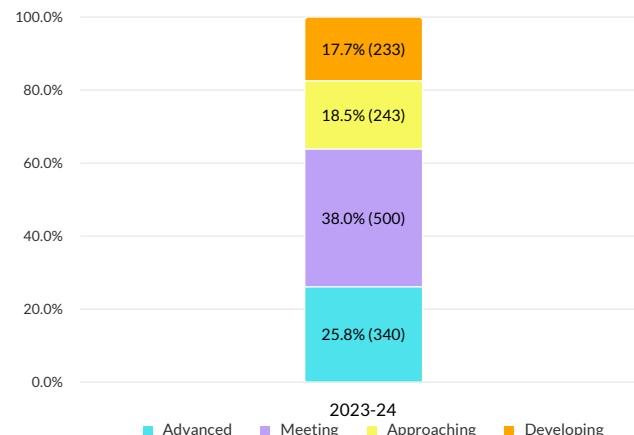
### Performance Levels by Year

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: Black or African American 60.3%
83.1%	

#### MATHEMATICS

All students	Lowest-participating group: Black or African American 62.2%
84.4%	

### 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	1,174	22.5%	37.6%	21.0%	19.0%	1,291	31.5%	32.7%	19.8%	16.0%	1,299	32.3%	34.9%	20.2%	12.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	102	25.5%	33.3%	26.5%	14.7%	95	35.8%	18.9%	33.7%	11.6%	110	30.0%	33.6%	26.4%	10.0%
Black or African American	81	7.4%	8.6%	24.7%	59.3%	83	4.8%	15.7%	34.9%	44.6%	91	3.3%	15.4%	45.1%	36.3%
Hispanic or Latino	231	5.6%	16.0%	31.2%	47.2%	272	5.5%	19.1%	32.0%	43.4%	259	5.0%	21.6%	39.0%	34.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	681	28.9%	48.2%	16.7%	6.2%	742	42.7%	40.0%	12.9%	4.3%	738	44.3%	41.2%	10.7%	3.8%
Two or More Races	76	27.6%	44.7%	17.1%	10.5%	98	37.8%	42.9%	12.2%	7.1%	100	43.0%	43.0%	11.0%	3.0%
Economically Disadvantaged	313	4.5%	15.0%	31.3%	49.2%	357	6.7%	17.6%	34.2%	41.5%	380	6.1%	24.2%	38.4%	31.3%
English Learners	224	1.3%	8.5%	32.1%	58.0%	262	1.9%	11.1%	40.1%	46.9%	246	3.3%	18.7%	39.8%	38.2%
Students with Disabilities	98	2.0%	10.2%	23.5%	64.3%	116	4.3%	13.8%	29.3%	52.6%	121	8.3%	17.4%	28.1%	46.3%

#### MATHEMATICS

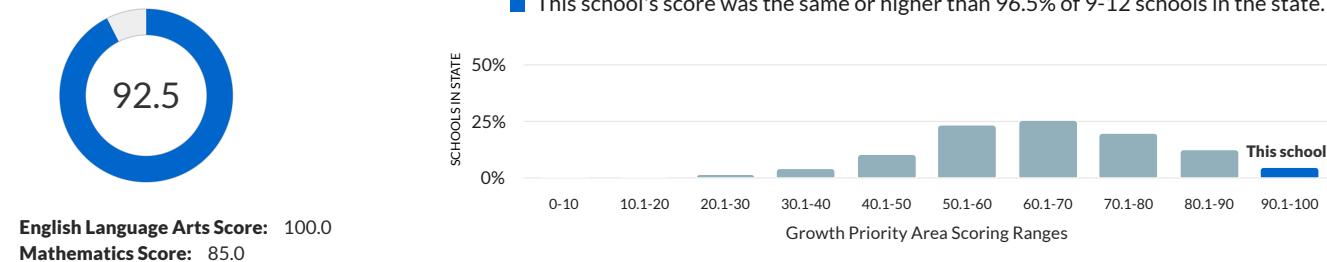
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,181	23.8%	27.1%	21.7%	27.4%	1,298	20.6%	29.3%	23.7%	26.3%	1,316	25.8%	38.0%	18.5%	17.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	102	41.2%	17.6%	21.6%	19.6%	96	34.4%	20.8%	22.9%	21.9%	110	30.9%	35.5%	16.4%	17.3%
Black or African American	84	3.6%	9.5%	16.7%	70.2%	85	1.2%	7.1%	27.1%	64.7%	92	3.3%	19.6%	30.4%	46.7%
Hispanic or Latino	236	3.4%	9.7%	24.6%	62.3%	274	4.7%	12.4%	25.9%	56.9%	270	4.1%	23.3%	26.7%	45.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	680	30.1%	34.9%	22.5%	12.5%	744	26.1%	38.6%	22.6%	12.8%	742	34.1%	46.2%	14.6%	5.1%
Two or More Races	76	30.3%	42.1%	11.8%	15.8%	98	27.6%	33.7%	24.5%	14.3%	101	38.6%	36.6%	15.8%	8.9%
Economically Disadvantaged	317	5.0%	11.0%	23.7%	60.3%	360	4.2%	13.9%	26.4%	55.6%	390	4.9%	27.7%	27.2%	40.3%
English Learners	229	3.5%	7.0%	23.6%	65.9%	264	2.7%	8.7%	28.0%	60.6%	258	3.5%	18.2%	30.2%	48.1%
Students with Disabilities	100	2.0%	11.0%	8.0%	79.0%	119	2.5%	5.0%	21.8%	70.6%	122	9.0%	10.7%	28.7%	51.6%



## 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.

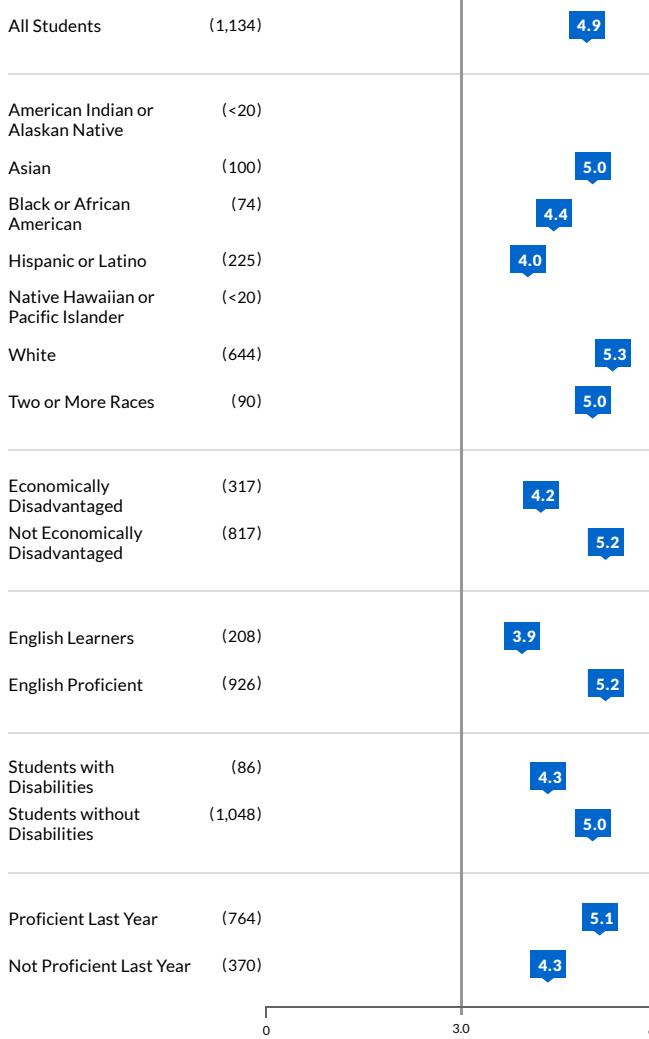
### Priority Area Score



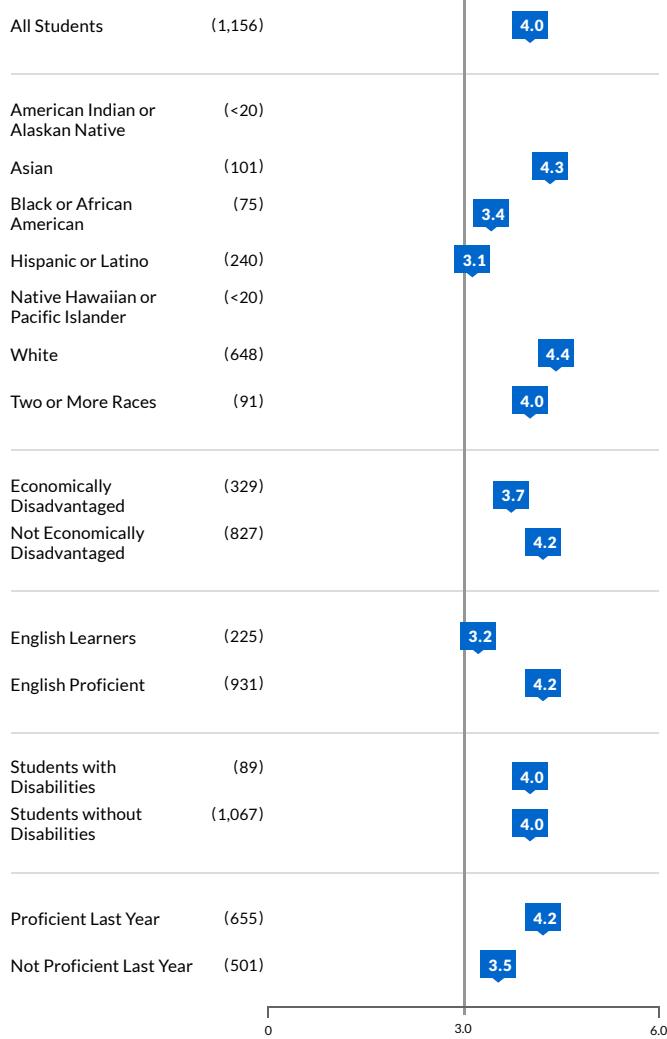
### Student Group Value-Added (for information only)

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





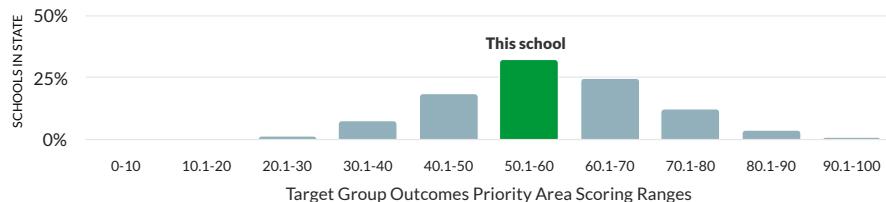
## TARGET GROUP OUTCOMES

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 34.2% of 9-12 schools in the state.

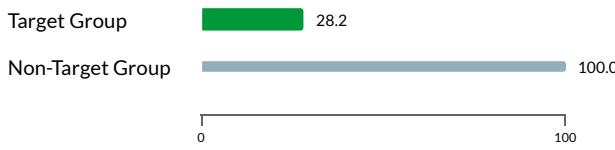


### Component Scores

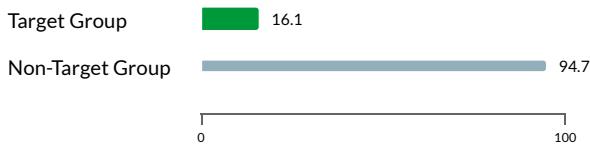
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

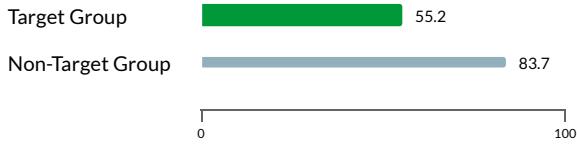


##### Mathematics



#### CHRONIC ABSENTEEISM

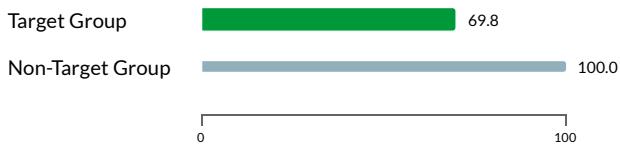
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



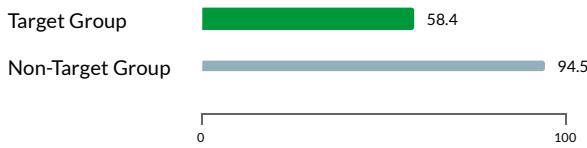
#### GROWTH

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

##### English Language Arts

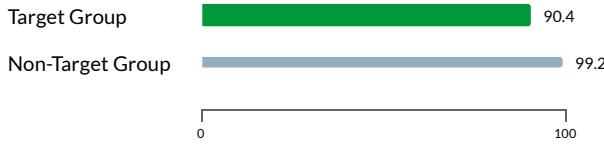


##### Mathematics



#### GRADUATION

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

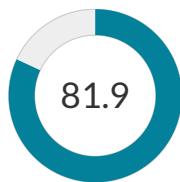




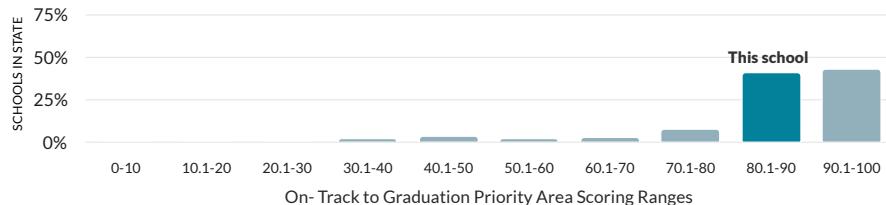
## ON-TRACK TO GRADUATION

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 20.9% of 9-12 schools in the state.

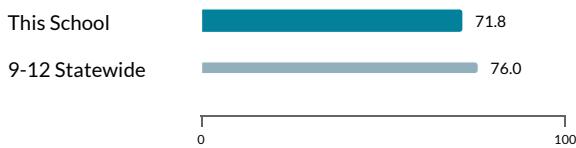


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 71.8

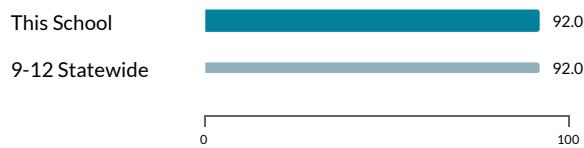
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 92.0

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	2,058	17.8%	2,078	31.8%	2,097	32.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	183	11.5%	170	21.8%	164	23.2%
Black or African American	213	51.2%	204	61.3%	201	59.2%
Hispanic or Latino	404	32.9%	424	45.3%	473	46.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,093	7.0%	1,109	21.7%	1,096	22.1%
Two or More Races	159	15.7%	165	38.2%	160	33.8%
Economically Disadvantaged	615	39.2%	621	49.9%	685	49.6%
English Learners	348	36.2%	372	39.8%	444	39.4%
Students with Disabilities	277	39.0%	282	47.9%	292	48.3%

### 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	522	461	88.3%	562	536	95.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	52	46	88.5%	43	43	100.0%
Black or African American	54	36	66.7%	67	57	85.1%
Hispanic or Latino	121	93	76.9%	129	117	90.7%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	258	250	96.9%	285	283	99.3%
Two or More Races	35	34	97.1%	36	35	97.2%
Economically Disadvantaged	122	114	93.4%	146	136	93.2%
English Learners	98	74	75.5%	27	24	88.9%
Students with Disabilities	58	34	58.6%	72	63	87.5%



## 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

722 (34.4%) 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>32.6%</b>	<b>21.1%</b>	<b>3.3%</b>	<b>25.7%</b>	<b>0.0%</b>	<b>4.7%</b>	<b>0.2%</b>	<b>8.5%</b>
684 students successfully completed at least one Advanced Placement or International Baccalaureate course.		70 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		5 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	2,097	266,777	32.6%	21.1%	3.3%	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	164	10,367	39.0%	33.4%	7.9%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	201	24,969	11.4%	13.7%	2.0%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	473	37,682	23.7%	17.6%	1.9%	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	1,096	179,306	39.6%	22.5%	2.9%	29.9%	0.0%	5.7%	0.5%	10.4%
Two or More Races	160	11,456	30.6%	18.9%	7.5%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	685	104,283	16.5%	12.3%	2.0%	18.5%	0.0%	3.0%	0.4%	6.1%
English Learners	444	19,116	19.1%	13.9%	2.3%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	292	33,777	4.1%	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

1,220 (58.2%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>34.5%</b>	<b>29.1%</b>	<b>2.8%</b>	<b>0.5%</b>	<b>18.2%</b>	<b>19.2%</b>	<b>7.0%</b>	<b>2.2%</b>
724 students successfully completed at least one art & design course.		58 students successfully completed at least one dance course.		381 students successfully completed at least one music course.		146 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	2,097	266,777	34.5%	29.1%	2.8%	0.5%	18.2%	19.2%	7.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	164	10,367	28.7%	30.3%	3.7%	0.4%	12.8%	19.9%	4.3%	1.6%
Black or African American	201	24,969	26.4%	28.5%	4.0%	0.7%	11.9%	11.7%	6.0%	2.8%
Hispanic or Latino	473	37,682	29.4%	29.1%	2.1%	0.3%	10.6%	13.3%	6.8%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,096	179,306	39.9%	29.1%	2.7%	0.5%	24.3%	21.7%	7.4%	2.2%
Two or More Races	160	11,456	28.8%	28.8%	2.5%	0.5%	12.5%	17.8%	8.8%	2.6%
Economically Disadvantaged	685	104,283	29.6%	29.9%	2.5%	0.4%	10.2%	15.4%	5.5%	2.1%
English Learners	444	19,116	31.8%	30.9%	2.0%	0.4%	8.1%	11.8%	4.3%	1.6%
Students with Disabilities	292	33,777	31.5%	30.9%	4.1%	0.5%	12.7%	14.4%	3.1%	2.4%

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