



## OVERVIEW

### School Details

Grades : 9-12

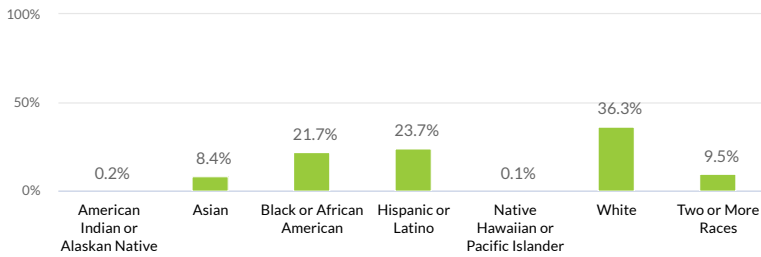
Enrollment : 1,697

Percent open enrollment : 2.5%

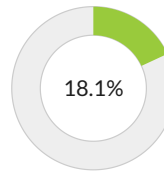
The Madison Metropolitan School District (MMSD) serves over 27,000 students with over 5,000 staff. The district's vision is for every Madison school to be a thriving school that prepares all its scholars to graduate ready for college, career, and community. MMSD is committed to ensuring the district's 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.*

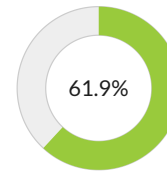
### Student Groups



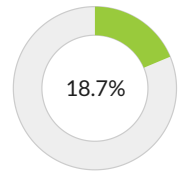
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

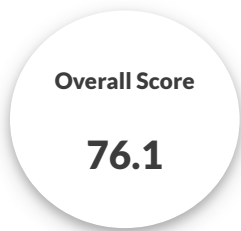


ENGLISH LEARNERS



### Score Summary

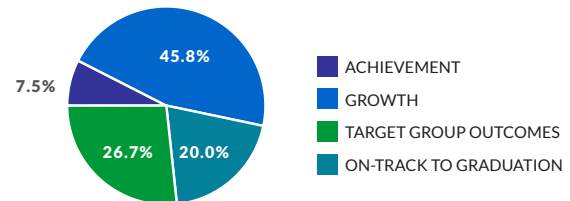
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

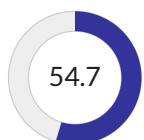


#### PRIORITY AREA WEIGHTS



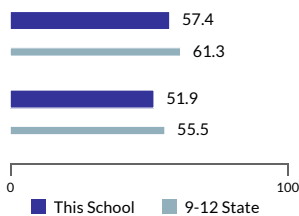
### Priority Area Scores

#### ACHIEVEMENT

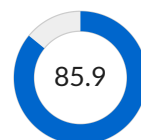


English Language Arts  
Mathematics

Subject Area Scores

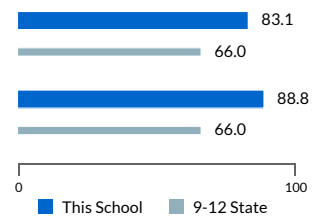


#### GROWTH

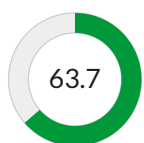


English Language Arts  
Mathematics

Subject Area Scores

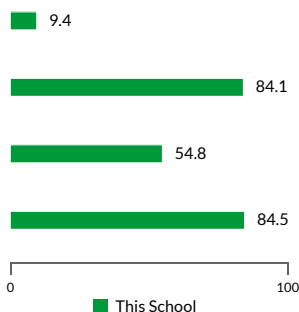


#### TARGET GROUP OUTCOMES

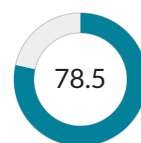


Achievement  
Growth  
Chronic Absenteeism  
Graduation

Group Scores

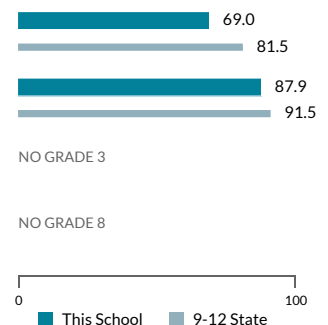


#### ON-TRACK TO GRADUATION



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

Area Scores

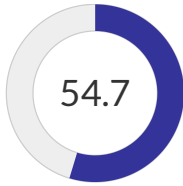




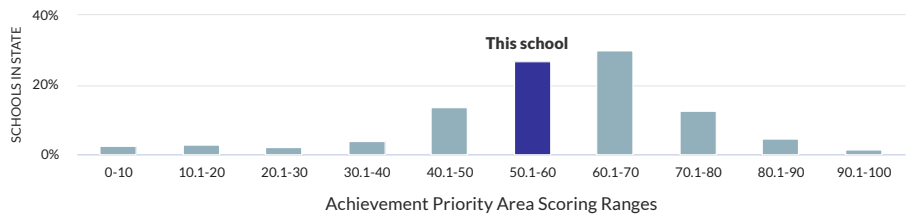
## ACHIEVEMENT

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

### Priority Area Score



■ This school's score was the same or higher than 35.1% of 9-12 schools in the state.



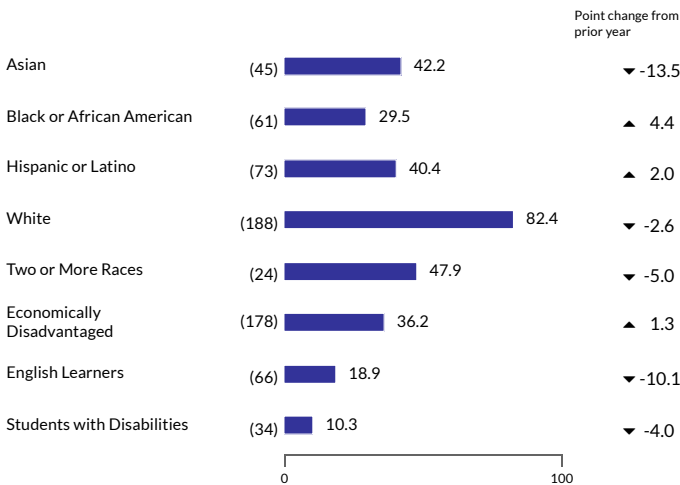
English Language Arts Score: 57.4

Mathematics Score: 51.9

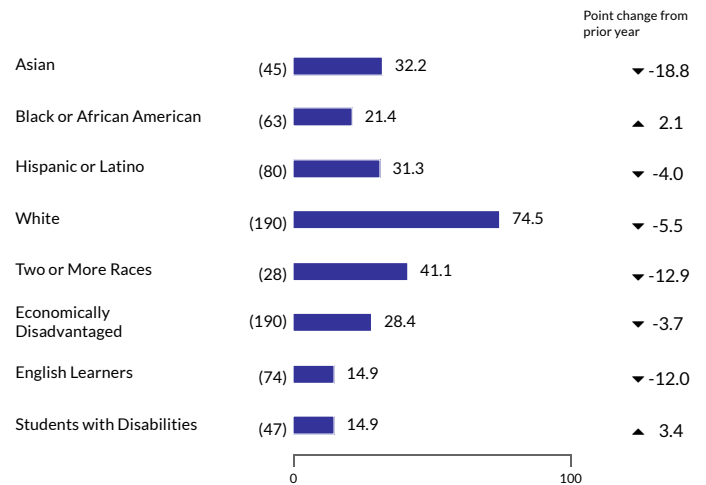
### Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

#### ENGLISH LANGUAGE ARTS



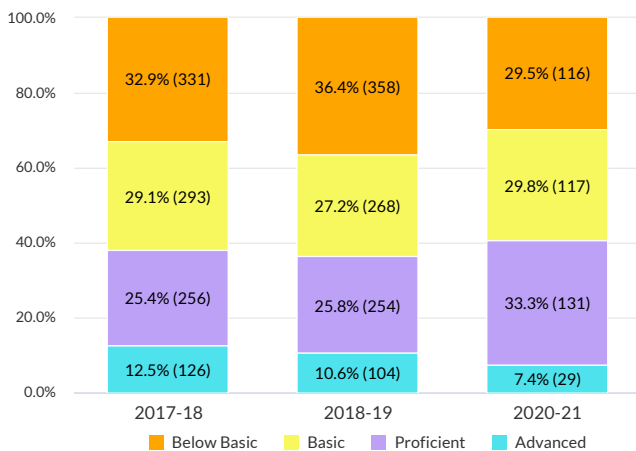
#### MATHEMATICS



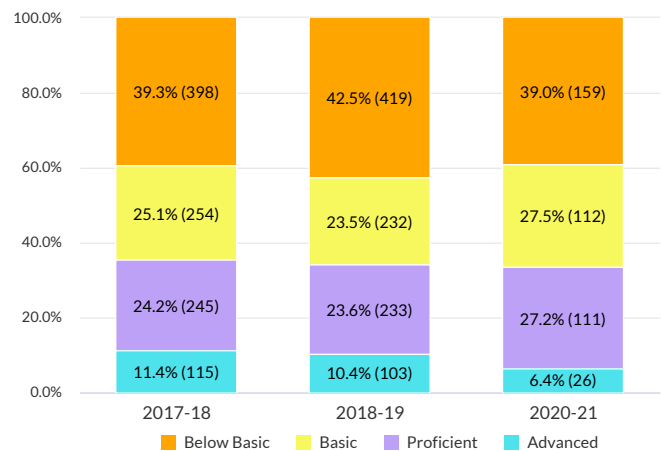
### Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
32.0%	15.9%

#### MATHEMATICS

All students	Lowest-participating group: Two or More Races
33.4%	22.4%

### Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	1,006	12.5%	25.4%	29.1%	32.9%	984	10.6%	25.8%	27.2%	36.4%	393	7.4%	33.3%	29.8%	29.5%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	92	3.3%	27.2%	47.8%	21.7%	96	4.2%	29.2%	40.6%	26.0%	45	0.0%	24.4%	35.6%	40.0%
Black or African American	211	1.4%	8.5%	27.5%	62.6%	217	1.4%	10.6%	24.9%	63.1%	61	0.0%	14.8%	29.5%	55.7%
Hispanic or Latino	234	3.4%	15.8%	37.6%	43.2%	224	3.6%	15.2%	35.7%	45.5%	73	0.0%	20.5%	39.7%	39.7%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	369	26.3%	41.7%	19.5%	12.5%	356	22.5%	40.4%	21.6%	15.4%	188	14.4%	48.9%	23.9%	12.8%
Two or More Races	96	15.6%	21.9%	30.2%	32.3%	86	10.5%	27.9%	18.6%	43.0%	24	8.3%	16.7%	37.5%	37.5%
Economically Disadvantaged	577	3.1%	15.3%	34.7%	47.0%	569	1.9%	16.9%	30.2%	51.0%	178	2.2%	15.2%	35.4%	47.2%
English Learners	268	1.5%	9.0%	38.1%	51.5%	248	1.6%	7.7%	37.9%	52.8%	66	0.0%	4.5%	28.8%	66.7%
Students with Disabilities	138	3.6%	7.2%	19.6%	69.6%	143	2.1%	3.5%	15.4%	79.0%	34	0.0%	2.9%	14.7%	82.4%

#### MATHEMATICS

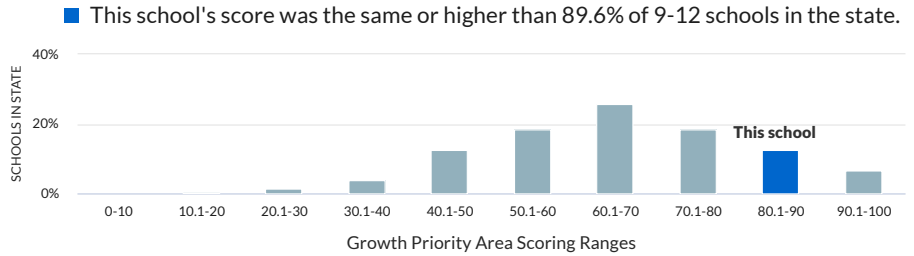
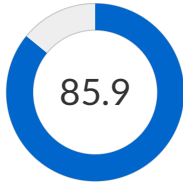
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	1,012	11.4%	24.2%	25.1%	39.3%	987	10.4%	23.6%	23.5%	42.5%	408	6.4%	27.2%	27.5%	39.0%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	92	4.3%	25.0%	34.8%	35.9%	96	3.1%	32.3%	28.1%	36.5%	45	2.2%	8.9%	40.0%	48.9%
Black or African American	213	0.9%	6.1%	22.1%	70.9%	220	2.3%	5.9%	20.0%	71.8%	63	1.6%	11.1%	15.9%	71.4%
Hispanic or Latino	237	3.0%	16.9%	31.2%	48.9%	221	4.1%	16.3%	25.8%	53.8%	80	0.0%	13.8%	35.0%	51.3%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	369	24.1%	40.9%	19.0%	16.0%	357	20.7%	37.8%	22.1%	19.3%	190	12.1%	43.7%	25.3%	18.9%
Two or More Races	97	13.4%	18.6%	29.9%	38.1%	88	13.6%	20.5%	26.1%	39.8%	28	3.6%	21.4%	28.6%	46.4%
Economically Disadvantaged	583	2.6%	13.7%	30.4%	53.3%	571	3.2%	15.9%	22.9%	58.0%	190	1.1%	14.2%	25.3%	59.5%
English Learners	270	0.7%	8.5%	31.9%	58.9%	245	2.4%	10.6%	25.3%	61.6%	74	0.0%	2.7%	24.3%	73.0%
Students with Disabilities	141	1.4%	4.3%	15.6%	78.7%	143	0.7%	4.9%	11.2%	83.2%	47	0.0%	6.4%	17.0%	76.6%



## 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



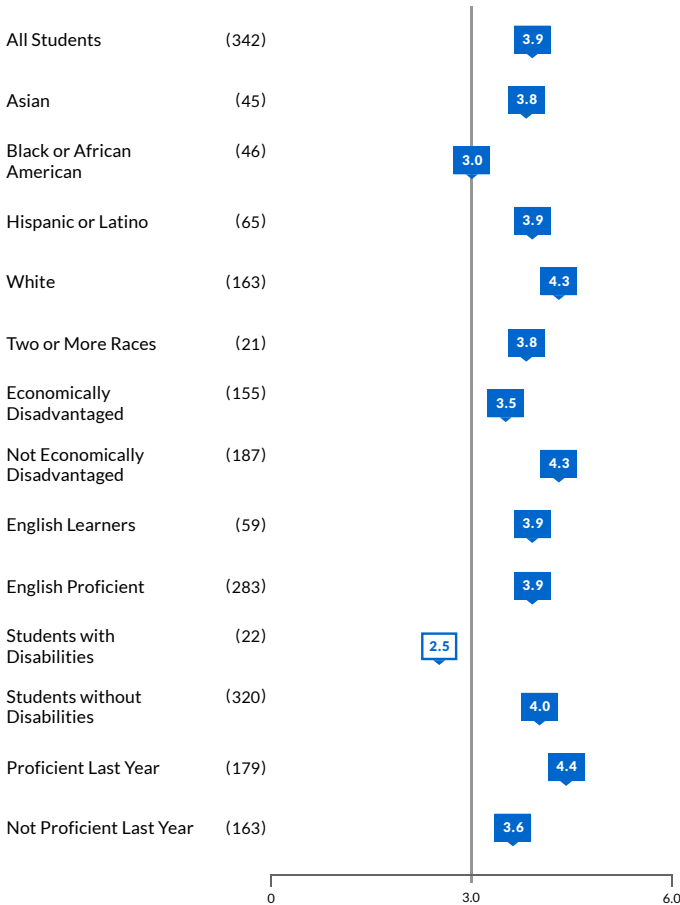
English Language Arts Score: 83.1

Mathematics Score: 88.8

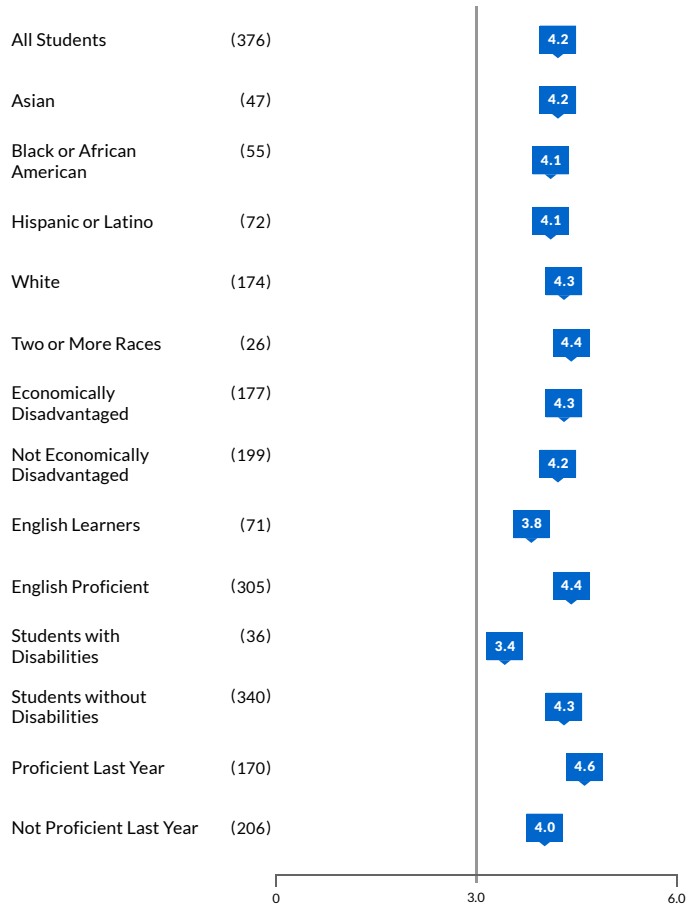
### Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

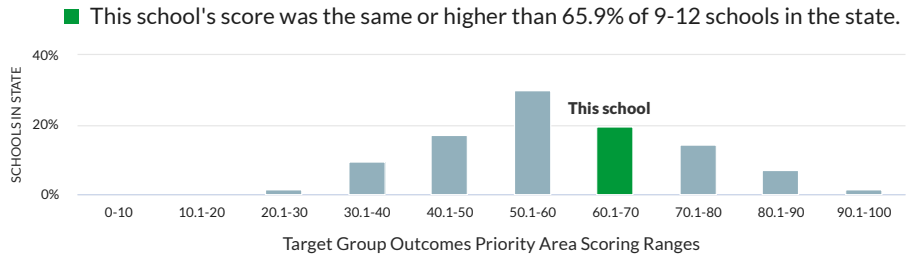
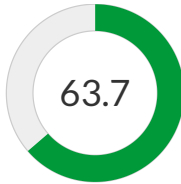




## TARGET GROUP OUTCOMES

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



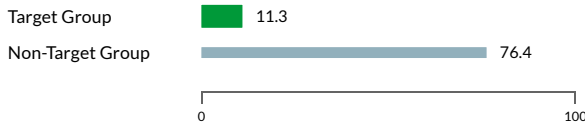
## Component Scores

### ACHIEVEMENT

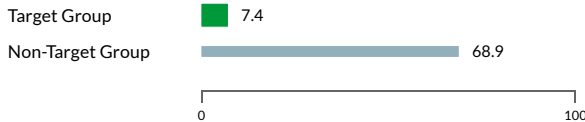
Score: 9.4

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

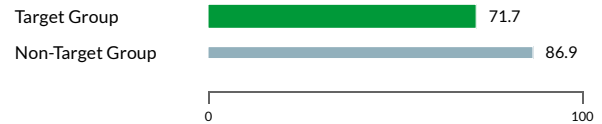


### GROWTH

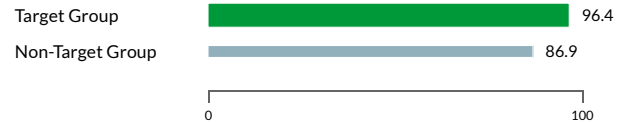
Score: 84.1

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

#### English Language Arts



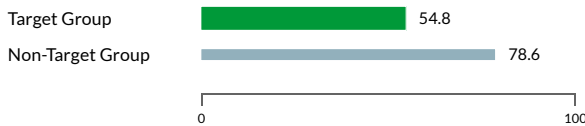
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 54.8

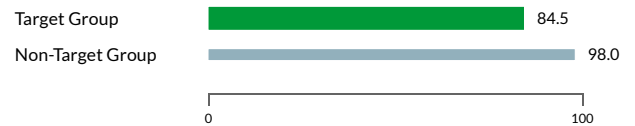
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### GRADUATION

Score: 84.5

Average of 2019-20's 4- and 7-year cohort rates.

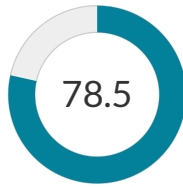




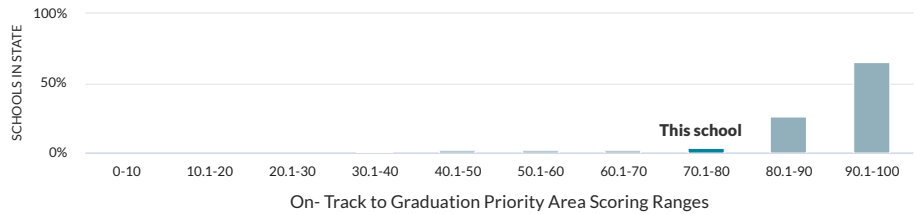
## ON-TRACK TO GRADUATION

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 7.5% of 9-12 schools in the state.

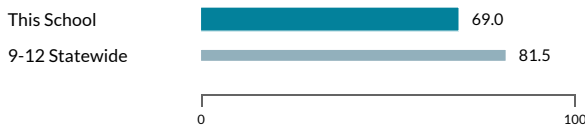


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 69.0

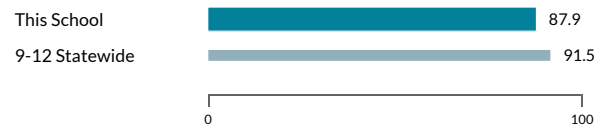
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 87.9

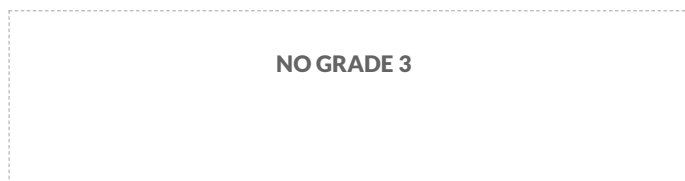
Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

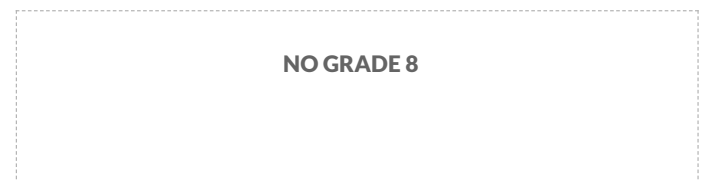
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





## 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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,580	30.3%	1,582	31.2%	1,557	31.3%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	130	13.8%	137	16.1%	134	13.4%
Black or African American	381	45.1%	384	45.1%	342	43.3%
Hispanic or Latino	329	30.1%	354	32.8%	362	29.6%
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	590	21.7%	562	23.0%	547	26.7%
Two or More Races	143	42.7%	139	38.1%	163	40.5%
Economically Disadvantaged	924	39.1%	941	39.5%	919	39.3%
English Learners	383	23.8%	384	25.8%	363	27.0%
Students with Disabilities	306	50.7%	277	46.9%	292	50.3%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	430	364	84.7%	413	377	91.3%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	27	25	92.6%	32	31	96.9%
Black or African American	114	84	73.7%	108	98	90.7%
Hispanic or Latino	101	81	80.2%	76	67	88.2%
White	134	124	92.5%	155	146	94.2%
Two or More Races	50	46	92.0%	41	34	82.9%
Economically Disadvantaged	235	190	80.9%	60	46	76.7%
English Learners	89	72	80.9%	92	83	90.2%
Students with Disabilities	83	53	63.9%	73	60	82.2%



## POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

#### ADVANCED COURSES

School	State
<b>30.8%</b>	<b>19.2%</b>

539 students successfully completed at least one Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

School	State
<b>11.8%</b>	<b>17.8%</b>

207 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.0%</b>	<b>1.4%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>1.7%</b>	<b>2.4%</b>

29 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. All groups present in the school are shown. 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
American Indian or Alaskan Native	< 20	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	141	10,028	37.6%	27.3%	12.1%	17.9%	0.0%	1.1%	1.4%	1.4%
Black or African American	420	24,232	20.5%	11.5%	15.2%	9.9%	0.0%	0.3%	3.1%	0.8%
Hispanic or Latino	408	31,812	24.0%	14.7%	17.4%	14.1%	0.0%	0.9%	1.7%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	603	188,332	40.6%	20.8%	5.8%	19.7%	0.0%	1.6%	0.7%	2.8%
Two or More Races	171	9,226	31.0%	16.1%	11.1%	13.3%	0.0%	1.1%	1.8%	1.4%
Economically Disadvantaged	994	97,617	23.6%	11.0%	14.1%	13.7%	0.0%	0.8%	2.2%	1.7%
English Learners	81	13,412	30.9%	8.7%	21.0%	14.1%	0.0%	0.5%	3.7%	1.3%
Students with Disabilities	342	34,473	11.4%	2.9%	10.5%	10.2%	0.0%	0.5%	1.2%	1.4%





## ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

#### ART & DESIGN

School	State
<b>22.8%</b>	<b>24.7%</b>

399 students successfully completed at least one art & design course.

#### DANCE

School	State
<b>1.3%</b>	<b>0.3%</b>

23 students successfully completed at least one dance course.

#### MUSIC

School	State
<b>21.6%</b>	<b>21.3%</b>

379 students successfully completed at least one music course.

#### THEATER

School	State
<b>3.0%</b>	<b>1.9%</b>

52 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. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	< 20	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	141	10,028	24.1%	25.8%	0.7%	0.3%	19.1%	21.8%	3.5%	1.5%
Black or African American	420	24,232	22.4%	27.9%	1.2%	0.5%	14.0%	13.8%	1.4%	4.1%
Hispanic or Latino	408	31,812	18.6%	26.2%	1.7%	0.3%	12.3%	15.5%	0.7%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	603	188,332	26.9%	23.9%	1.7%	0.3%	33.5%	23.4%	5.0%	1.7%
Two or More Races	171	9,226	18.7%	23.9%	0.0%	0.4%	21.6%	19.8%	4.7%	1.9%
Economically Disadvantaged	994	97,617	23.0%	26.9%	1.2%	0.3%	15.7%	17.4%	2.1%	2.3%
English Learners	81	13,412	23.5%	29.0%	0.0%	0.2%	17.3%	13.0%	2.5%	1.4%
Students with Disabilities	342	34,473	21.9%	25.4%	0.6%	0.3%	17.3%	14.3%	5.0%	1.9%

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