



## OVERVIEW

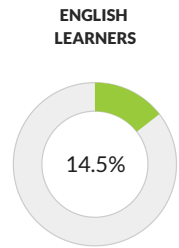
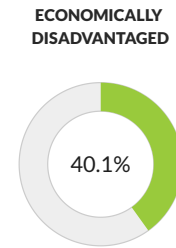
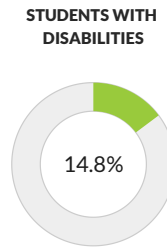
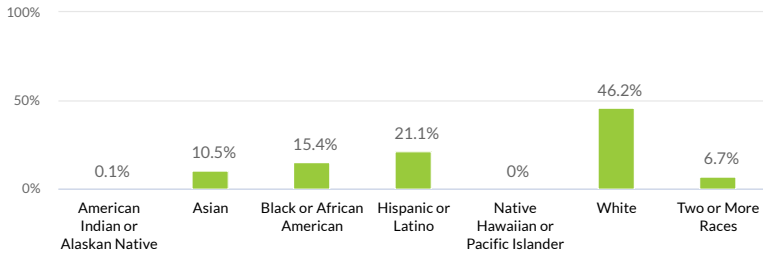
### School Details

Grades : 9-12  
Enrollment : 2,065  
Percent open enrollment : 3%

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.

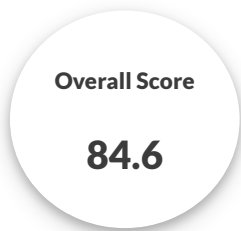
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



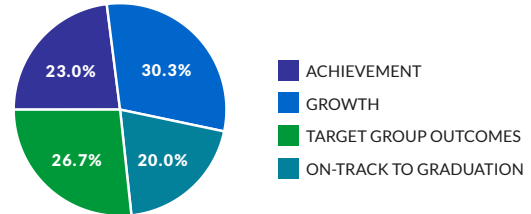
### Score Summary

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>.



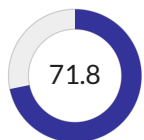
Significantly Exceeds Expectations  
★★★★★

#### PRIORITY AREA WEIGHTS

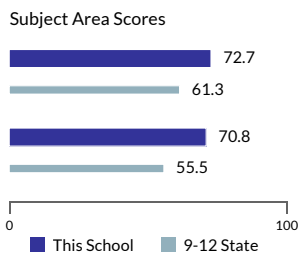


### Priority Area Scores

#### ACHIEVEMENT



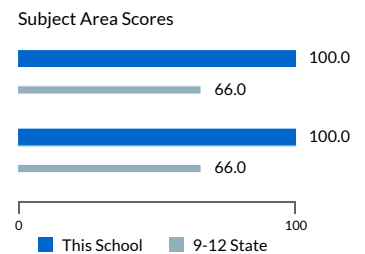
English Language Arts  
Mathematics



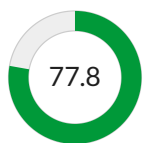
#### GROWTH



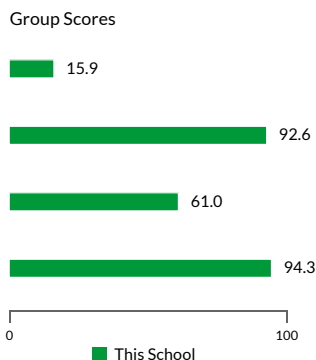
English Language Arts  
Mathematics



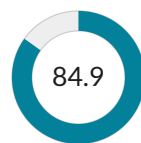
#### TARGET GROUP OUTCOMES



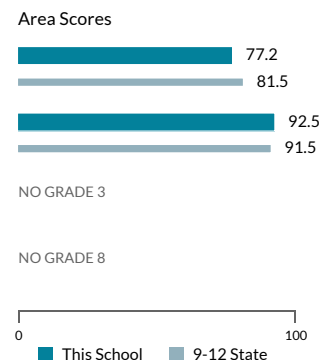
Achievement  
Growth  
Chronic Absenteeism  
Graduation



#### ON-TRACK TO GRADUATION



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

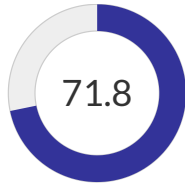




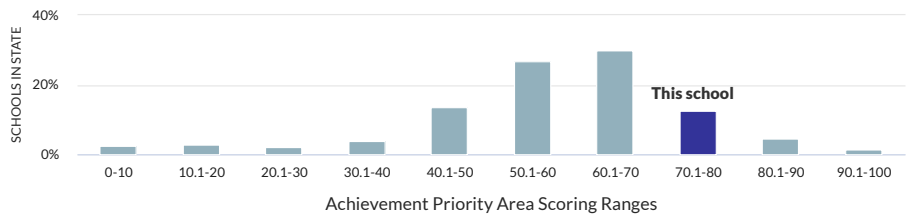
## ACHIEVEMENT

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 83.7% of 9-12 schools in the state.



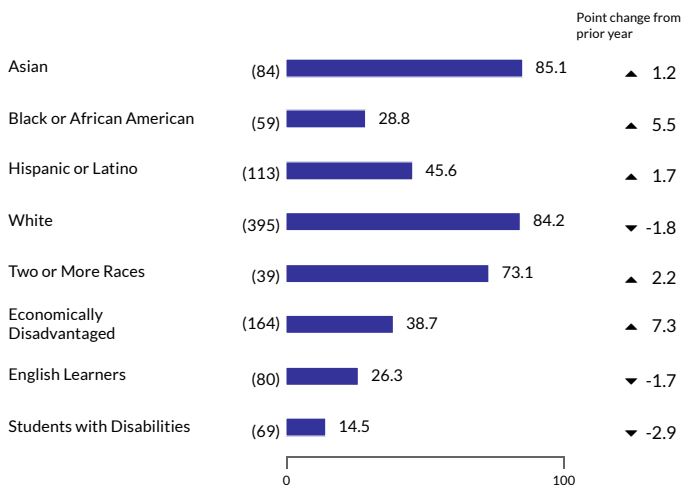
English Language Arts Score: 72.7

Mathematics Score: 70.8

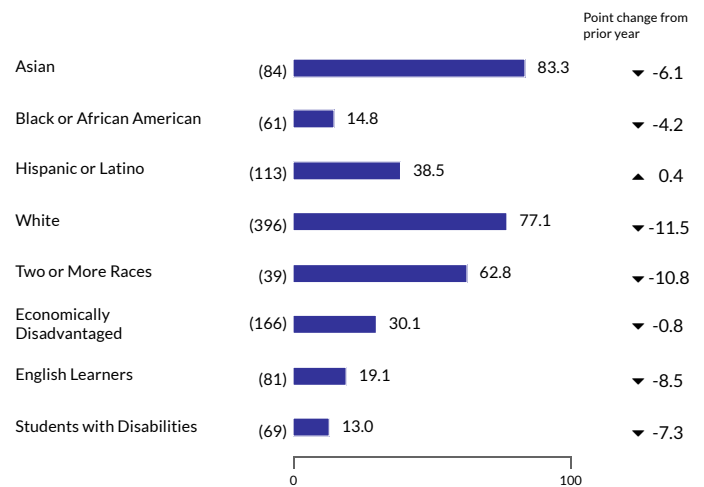
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



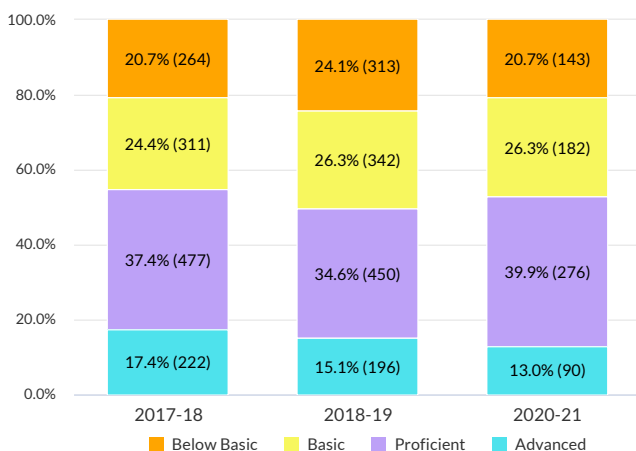
#### MATHEMATICS



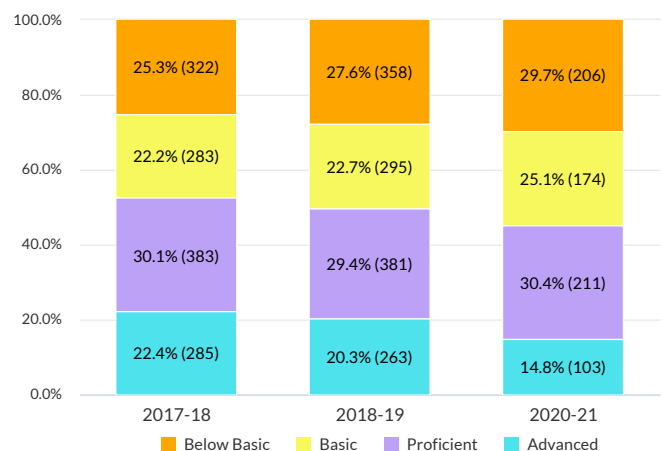
### Performance Levels by Year

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 45.0%  
Lowest-participating group:  
Black or African American 25.6%

#### MATHEMATICS

All students 45.2%  
Lowest-participating group:  
Black or African American 26.5%

### 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	1,274	17.4%	37.4%	24.4%	20.7%	1,301	15.1%	34.6%	26.3%	24.1%	691	13.0%	39.9%	26.3%	20.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	157	27.4%	44.6%	17.8%	10.2%	155	23.2%	36.8%	24.5%	15.5%	84	21.4%	44.0%	17.9%	16.7%
Black or African American	153	1.3%	9.8%	25.5%	63.4%	146	3.4%	8.2%	19.9%	68.5%	59	0.0%	15.3%	27.1%	57.6%
Hispanic or Latino	199	3.5%	22.6%	36.7%	37.2%	230	3.5%	22.2%	33.0%	41.3%	113	4.4%	21.2%	35.4%	38.9%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	679	22.8%	47.4%	20.8%	9.0%	694	19.5%	44.2%	25.1%	11.2%	395	15.4%	48.4%	25.3%	10.9%
Two or More Races	84	17.9%	29.8%	33.3%	19.0%	74	16.2%	31.1%	31.1%	21.6%	39	15.4%	35.9%	28.2%	20.5%
Economically Disadvantaged	390	1.3%	15.4%	33.1%	50.3%	397	1.5%	13.9%	30.5%	54.2%	164	3.7%	17.7%	31.1%	47.6%
English Learners	176	1.1%	10.2%	36.9%	51.7%	200	1.0%	8.5%	36.0%	54.5%	80	0.0%	8.8%	35.0%	56.3%
Students with Disabilities	142	0.7%	14.1%	19.7%	65.5%	138	0.7%	8.7%	15.2%	75.4%	69	1.4%	5.8%	13.0%	79.7%

#### MATHEMATICS

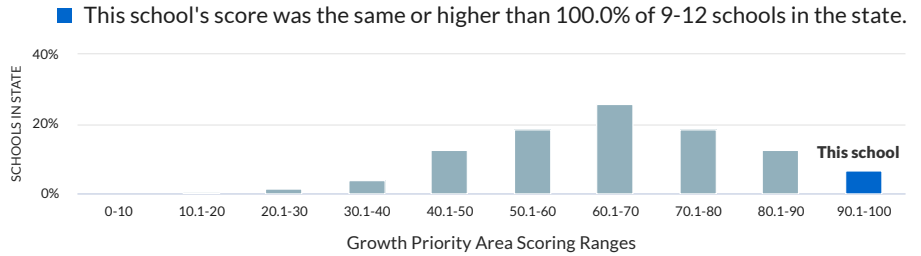
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	1,273	22.4%	30.1%	22.2%	25.3%	1,297	20.3%	29.4%	22.7%	27.6%	694	14.8%	30.4%	25.1%	29.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	157	39.5%	33.1%	13.4%	14.0%	155	33.5%	29.7%	18.7%	18.1%	84	27.4%	31.0%	22.6%	19.0%
Black or African American	151	1.3%	6.0%	25.2%	67.5%	142	0.0%	7.0%	23.9%	69.0%	61	0.0%	9.8%	9.8%	80.3%
Hispanic or Latino	200	4.0%	18.5%	32.5%	45.0%	231	5.6%	17.7%	23.8%	52.8%	113	5.3%	18.6%	23.9%	52.2%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	679	29.5%	38.9%	19.7%	11.9%	694	25.9%	38.2%	23.1%	12.8%	396	17.4%	36.9%	28.3%	17.4%
Two or More Races	84	15.5%	25.0%	29.8%	29.8%	72	25.0%	25.0%	22.2%	27.8%	39	12.8%	30.8%	25.6%	30.8%
Economically Disadvantaged	388	1.3%	14.7%	26.5%	57.5%	393	3.3%	13.0%	26.0%	57.8%	166	4.2%	13.3%	21.1%	61.4%
English Learners	177	3.4%	15.3%	25.4%	55.9%	201	3.0%	11.4%	23.4%	62.2%	81	1.2%	6.2%	22.2%	70.4%
Students with Disabilities	144	2.1%	13.2%	16.0%	68.8%	133	0.8%	10.5%	17.3%	71.4%	69	0.0%	5.8%	14.5%	79.7%



## 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



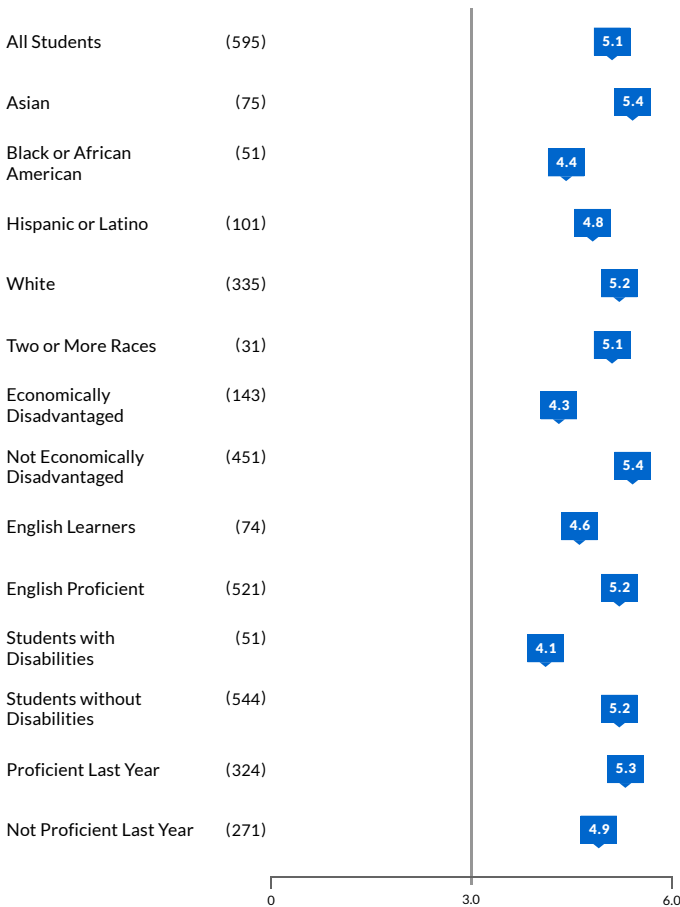
English Language Arts Score: 100.0

Mathematics Score: 100.0

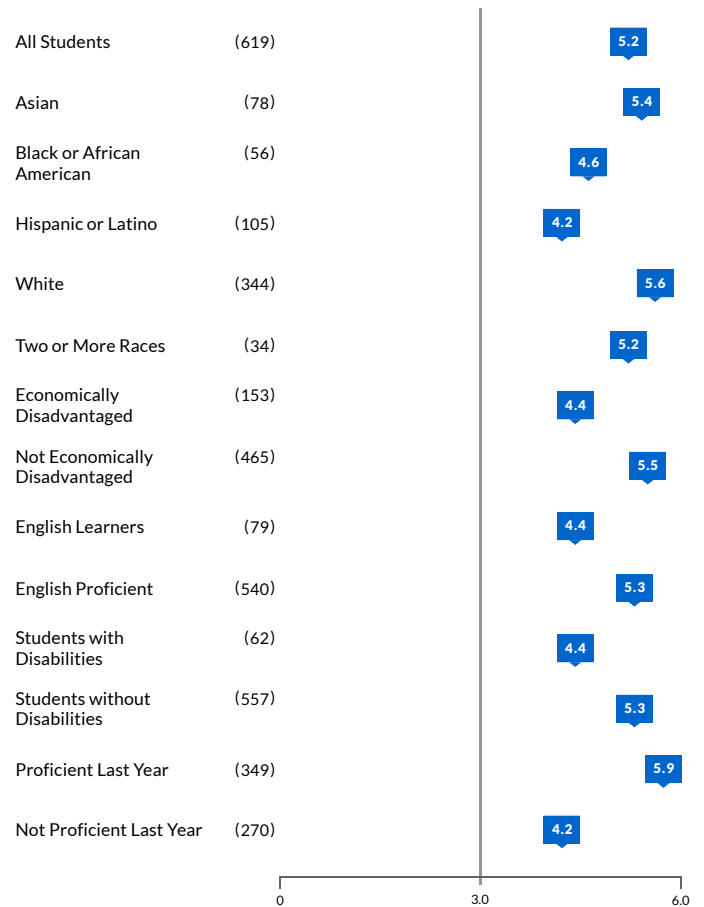
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

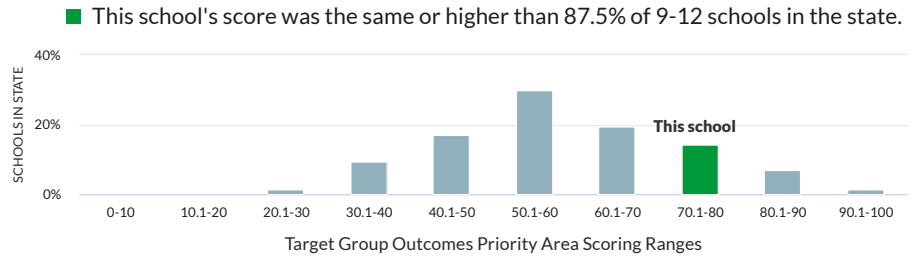
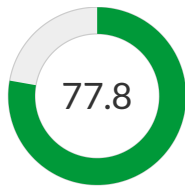




## TARGET GROUP OUTCOMES

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



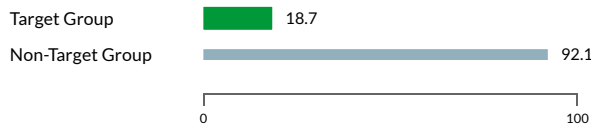
## Component Scores

### ACHIEVEMENT

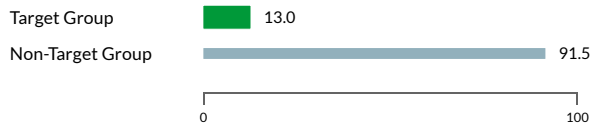
Score: 15.9

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

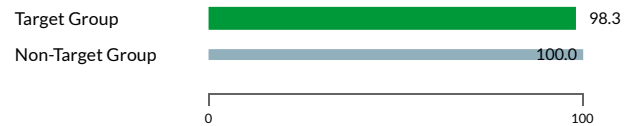


### GROWTH

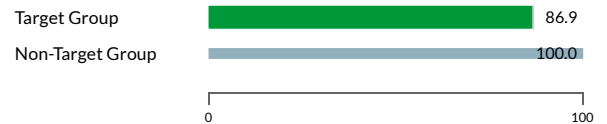
Score: 92.6

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

#### English Language Arts



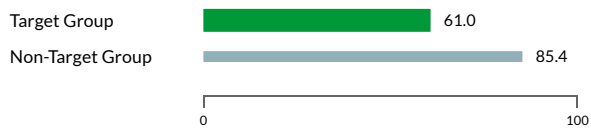
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 61.0

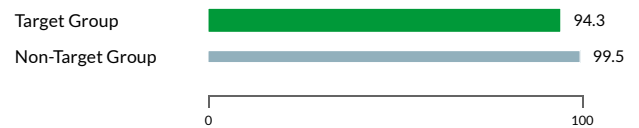
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### GRADUATION

Score: 94.3

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

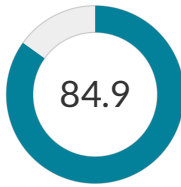




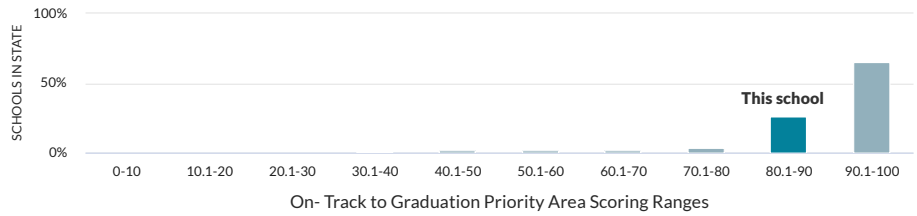
## ON-TRACK TO GRADUATION

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 16.5% of 9-12 schools in the state.

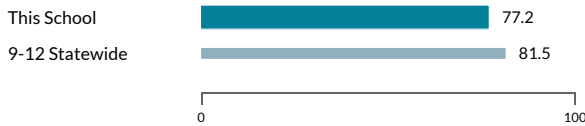


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 77.2

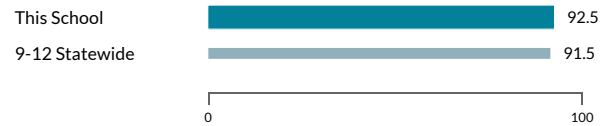
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 92.5

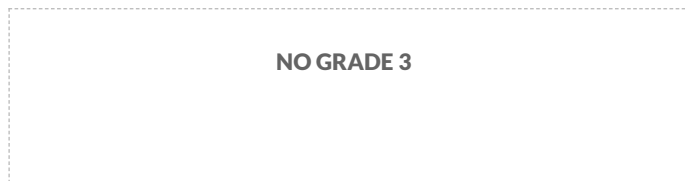
Average of 2019-20's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

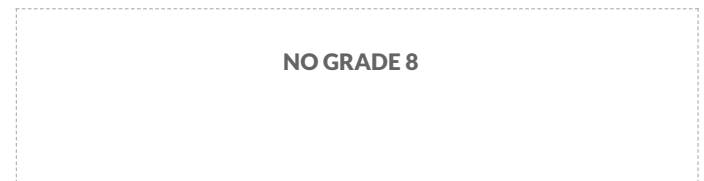
Average points-based proficiency rates.



#### 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	1,883	22.1%	1,890	23.1%	1,941	22.9%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	237	12.2%	222	13.5%	212	12.3%
Black or African American	275	49.5%	257	50.2%	264	44.3%
Hispanic or Latino	292	26.4%	312	26.0%	374	27.0%
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	948	14.5%	969	16.0%	962	17.0%
Two or More Races	129	28.7%	125	30.4%	127	28.3%
Economically Disadvantaged	660	40.9%	629	38.3%	648	37.7%
English Learners	270	25.9%	285	26.0%	325	26.5%
Students with Disabilities	274	40.5%	236	43.6%	268	39.9%

### 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	478	434	90.8%	479	451	94.2%
Asian	48	45	93.8%	60	59	98.3%
Black or African American	76	60	78.9%	77	66	85.7%
Hispanic or Latino	81	73	90.1%	68	61	89.7%
White	233	218	93.6%	248	241	97.2%
Two or More Races	40	38	95.0%	26	24	92.3%
Economically Disadvantaged	145	125	86.2%	23	12	52.2%
English Learners	66	59	89.4%	71	66	93.0%
Students with Disabilities	65	44	67.7%	76	67	88.2%



## 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>0.0%</b>	<b>19.2%</b>

No students successfully completed an Advanced Placement or International Baccalaureate course.

#### DUAL ENROLLMENT

School	State
<b>0.0%</b>	<b>17.8%</b>

No students successfully completed a dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.3%</b>	<b>1.4%</b>

7 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>1.0%</b>	<b>2.4%</b>

22 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	218	10,028	0.0%	27.3%	0.0%	17.9%	0.0%	1.1%	0.9%	1.4%
Black or African American	325	24,232	0.0%	11.5%	0.0%	9.9%	0.3%	0.3%	1.8%	0.8%
Hispanic or Latino	416	31,812	0.0%	14.7%	0.0%	14.1%	0.2%	0.9%	1.0%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	997	188,332	0.0%	20.8%	0.0%	19.7%	0.4%	1.6%	0.6%	2.8%
Two or More Races	151	9,226	0.0%	16.1%	0.0%	13.3%	0.7%	1.1%	2.6%	1.4%
Economically Disadvantaged	729	97,617	0.0%	11.0%	0.0%	13.7%	0.1%	0.8%	1.4%	1.7%
English Learners	77	13,412	0.0%	8.7%	0.0%	14.1%	0.0%	0.5%	2.6%	1.3%
Students with Disabilities	321	34,473	0.0%	2.9%	0.0%	10.2%	0.0%	0.5%	0.9%	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
0.0%	24.7%

No students successfully completed an art & design course.

#### DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

#### MUSIC

School	State
0.0%	21.3%

No students successfully completed a music course.

#### THEATER

School	State
0.0%	1.9%

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. 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	218	10,028	0.0%	25.8%	0.0%	0.3%	0.0%	21.8%	0.0%	1.5%
Black or African American	325	24,232	0.0%	27.9%	0.0%	0.5%	0.0%	13.8%	0.0%	4.1%
Hispanic or Latino	416	31,812	0.0%	26.2%	0.0%	0.3%	0.0%	15.5%	0.0%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	997	188,332	0.0%	23.9%	0.0%	0.3%	0.0%	23.4%	0.0%	1.7%
Two or More Races	151	9,226	0.0%	23.9%	0.0%	0.4%	0.0%	19.8%	0.0%	1.9%
Economically Disadvantaged	729	97,617	0.0%	26.9%	0.0%	0.3%	0.0%	17.4%	0.0%	2.3%
English Learners	77	13,412	0.0%	29.0%	0.0%	0.2%	0.0%	13.0%	0.0%	1.4%
Students with Disabilities	321	34,473	0.0%	25.4%	0.0%	0.3%	0.0%	14.3%	0.0%	1.9%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street, P.O. Box 7841  
Madison, WI 53707-7841  
[dpi.wi.gov](http://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2021

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.