



OVERVIEW

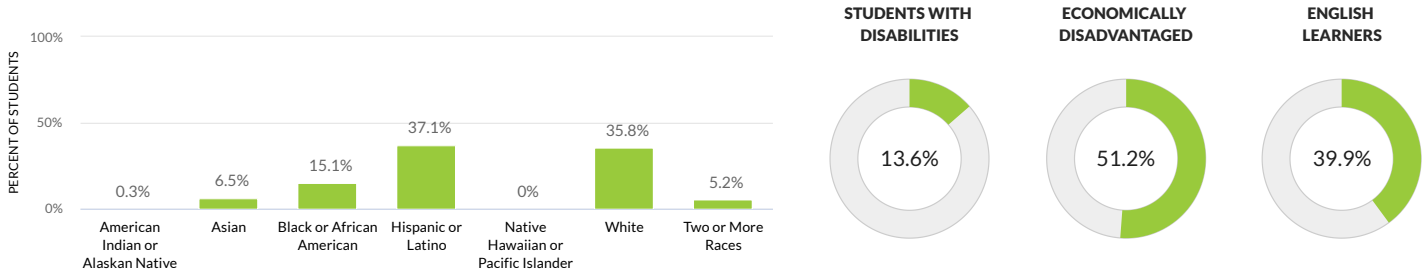
School Details

Grades : K4-5
Enrollment : 383
Percent open enrollment : 1.8%

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.

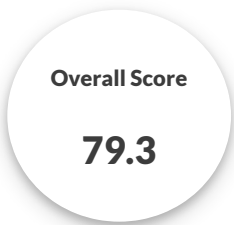
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



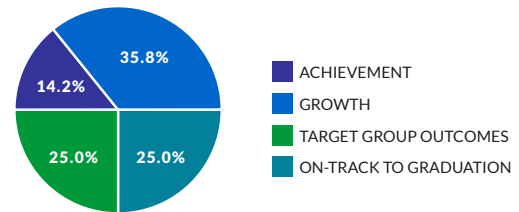
Score Summary

! 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>.



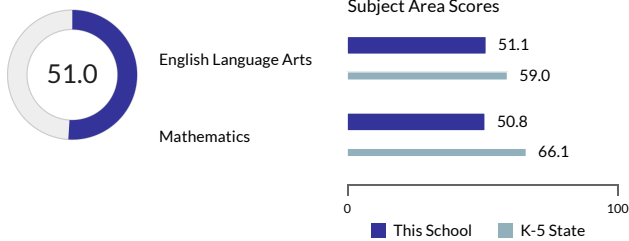
Exceeds Expectations
★★★★

PRIORITY AREA WEIGHTS

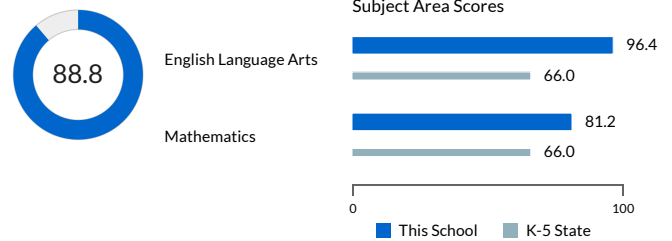


Priority Area Scores

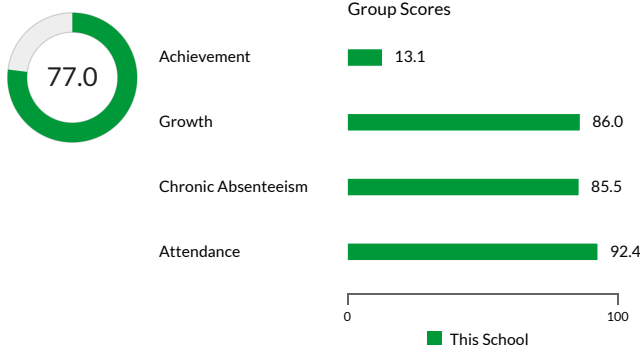
ACHIEVEMENT



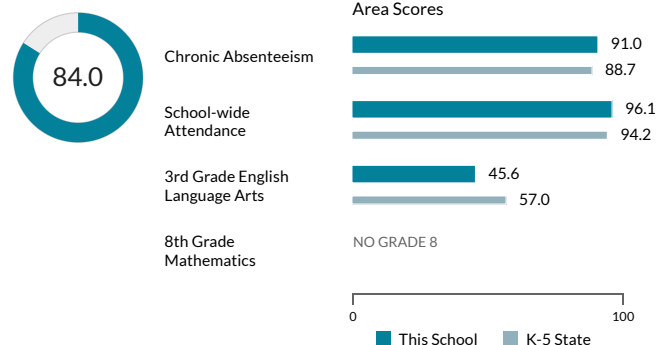
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

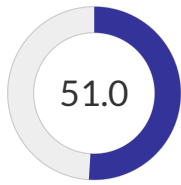




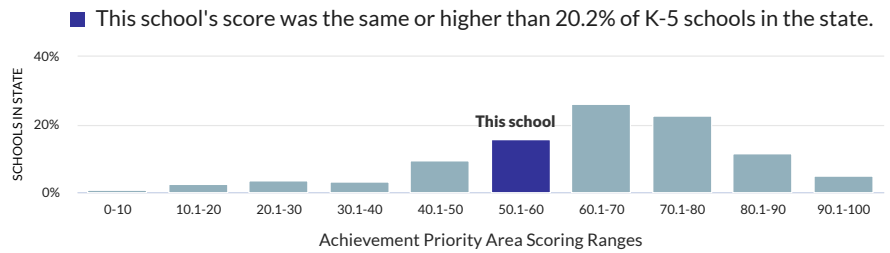
ACHIEVEMENT

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



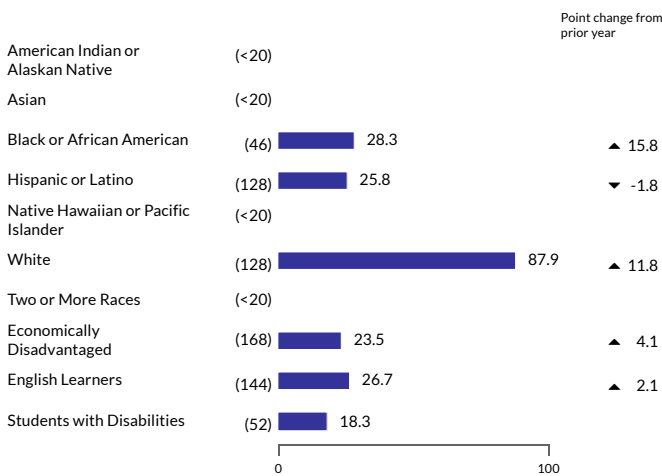
English Language Arts Score: 51.1
Mathematics Score: 50.8



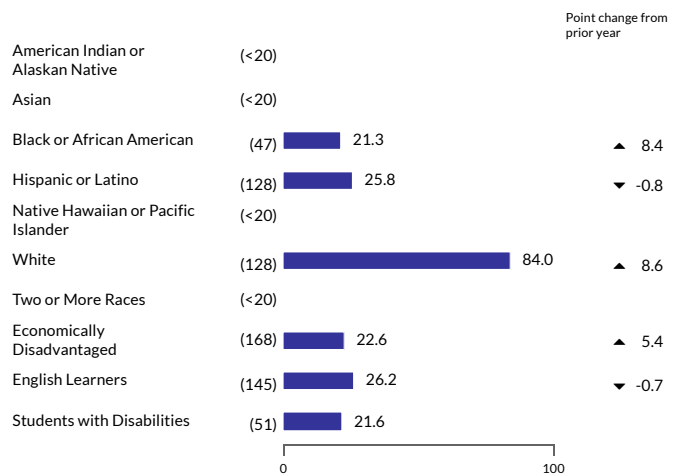
Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



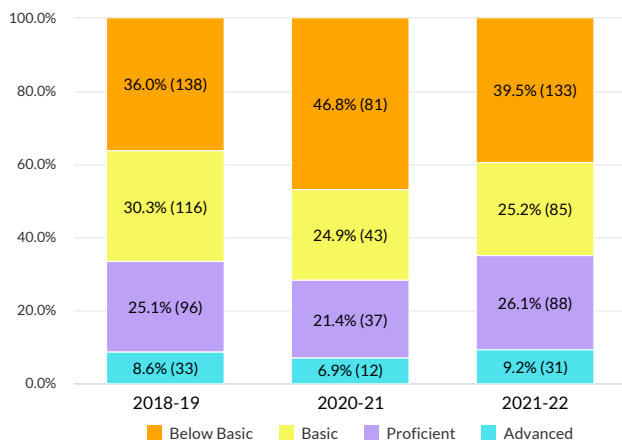
MATHEMATICS



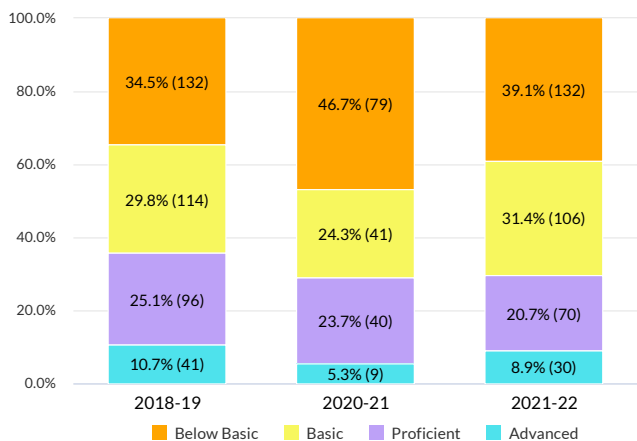
Performance Levels by Year

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, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Two or More Races
95.7%	90.0%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
96.5%	90.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	383	8.6%	25.1%	30.3%	36.0%	173	6.9%	21.4%	24.9%	46.8%	337	9.2%	26.1%	25.2%	39.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	39	5.1%	15.4%	38.5%	41.0%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	38	0.0%	7.9%	36.8%	55.3%	32	0.0%	6.3%	12.5%	81.3%	46	2.2%	8.7%	32.6%	56.5%
Hispanic or Latino	151	2.0%	13.2%	28.5%	56.3%	49	2.0%	10.2%	28.6%	59.2%	128	0.8%	13.3%	22.7%	63.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	128	19.5%	46.1%	25.0%	9.4%	67	16.4%	38.8%	25.4%	19.4%	128	19.5%	46.9%	23.4%	10.2%
Two or More Races	27	11.1%	29.6%	44.4%	14.8%	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	216	1.4%	10.6%	31.5%	56.5%	90	1.1%	8.9%	17.8%	72.2%	168	0.6%	10.7%	23.8%	64.9%
English Learners	191	2.1%	15.2%	30.9%	51.8%	67	1.5%	11.9%	20.9%	65.7%	144	0.7%	12.5%	26.4%	60.4%
Students with Disabilities	49	2.0%	6.1%	22.4%	69.4%	<20	*	*	*	*	52	1.9%	7.7%	15.4%	75.0%

MATHEMATICS

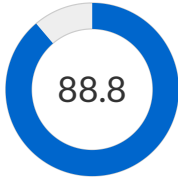
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	383	10.7%	25.1%	29.8%	34.5%	169	5.3%	23.7%	24.3%	46.7%	338	8.9%	20.7%	31.4%	39.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	39	2.6%	12.8%	41.0%	43.6%	<20	*	*	*	*	<20	*	*	*	*
Black or African American	38	0.0%	7.9%	36.8%	55.3%	31	0.0%	6.5%	12.9%	80.6%	47	0.0%	6.4%	29.8%	63.8%
Hispanic or Latino	151	2.0%	14.6%	32.5%	51.0%	47	4.3%	10.6%	19.1%	66.0%	128	0.8%	8.6%	32.0%	58.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	128	25.0%	45.3%	22.7%	7.0%	67	10.4%	43.3%	32.8%	13.4%	128	21.9%	35.2%	32.0%	10.9%
Two or More Races	27	18.5%	29.6%	22.2%	29.6%	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	216	1.9%	9.7%	32.9%	55.6%	87	2.3%	5.7%	16.1%	75.9%	168	0.0%	8.3%	28.6%	63.1%
English Learners	191	2.1%	16.8%	33.5%	47.6%	65	3.1%	13.8%	16.9%	66.2%	145	0.0%	9.7%	33.1%	57.2%
Students with Disabilities	49	2.0%	10.2%	20.4%	67.3%	<20	*	*	*	*	51	2.0%	5.9%	25.5%	66.7%



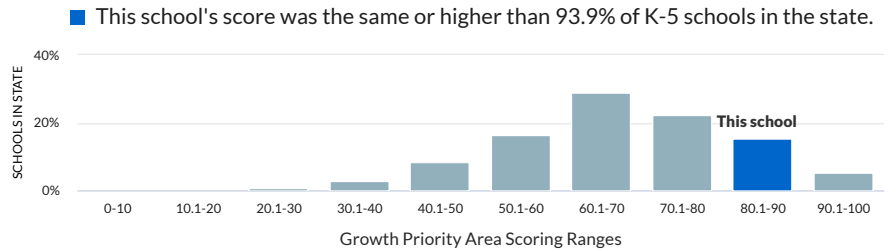
GROWTH

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: 96.4
Mathematics Score: 81.2



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

All Students	(79)	4.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(36)	5.0
Two or More Races	(<20)	
Economically Disadvantaged	(36)	4.2
Not Economically Disadvantaged	(43)	5.0
English Learners	(25)	4.2
English Proficient	(54)	4.9
Students with Disabilities	(<20)	
Students without Disabilities	(66)	4.6
Proficient Last Year	(23)	4.7
Not Proficient Last Year	(56)	4.6

MATHEMATICS

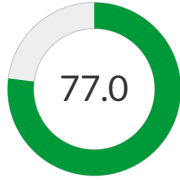
All Students	(79)	3.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(36)	3.9
Two or More Races	(<20)	
Economically Disadvantaged	(36)	3.6
Not Economically Disadvantaged	(43)	4.0
English Learners	(25)	3.6
English Proficient	(54)	3.9
Students with Disabilities	(<20)	
Students without Disabilities	(66)	3.8
Proficient Last Year	(22)	4.0
Not Proficient Last Year	(57)	3.8



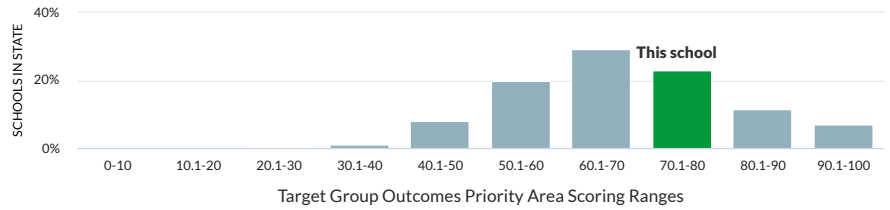
TARGET GROUP OUTCOMES

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 74.8% of K-5 schools in the state.



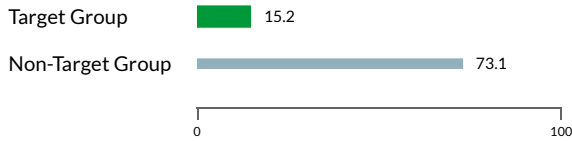
Component Scores

ACHIEVEMENT

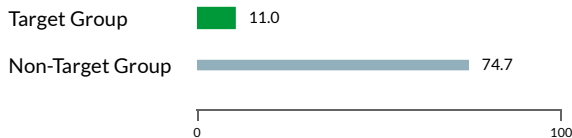
Score: 13.1

Average points-based proficiency rates.

English Language Arts



Mathematics

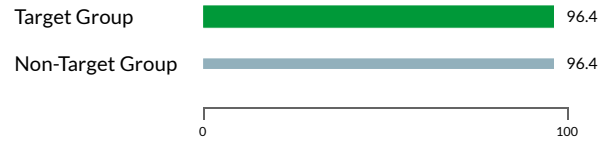


GROWTH

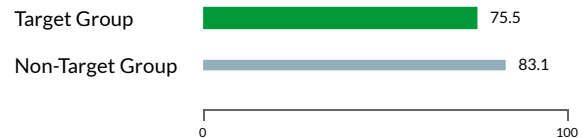
Score: 86.0

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

English Language Arts



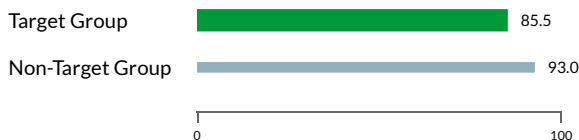
Mathematics



CHRONIC ABSENTEEISM

Score: 85.5

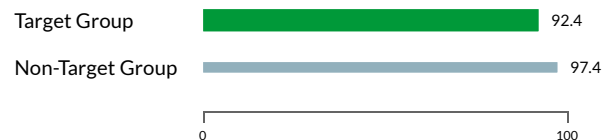
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 92.4

This score is the overall attendance rate for the Target Group in 2020-21.

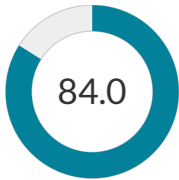




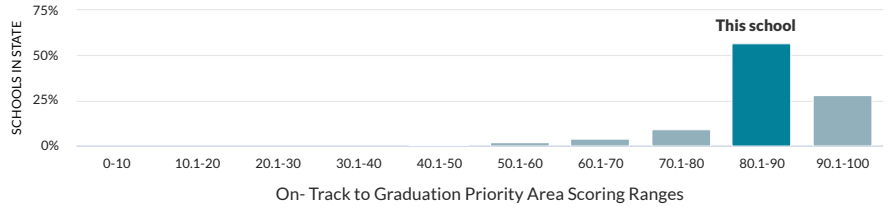
ON-TRACK TO GRADUATION

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 27.4% of K-5 schools in the state.

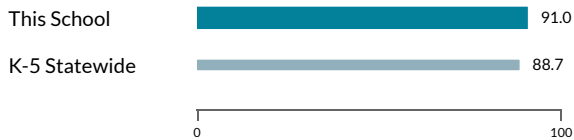


Component Scores

CHRONIC ABSENTEEISM

Score: 91.0

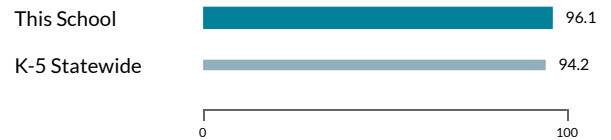
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 96.1

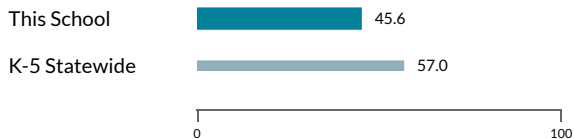
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 45.6

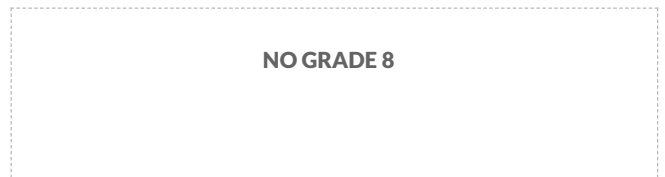
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	407	8.8%	403	9.2%	395	8.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	40	0.0%	36	0.0%	30	3.3%
Black or African American	43	11.6%	50	8.0%	52	34.6%
Hispanic or Latino	155	11.6%	144	13.9%	151	6.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	141	6.4%	147	6.1%	140	1.4%
Two or More Races	28	14.3%	26	15.4%	21	19.0%
Economically Disadvantaged	229	11.4%	220	11.4%	210	15.2%
English Learners	198	8.6%	181	9.4%	184	6.5%
Students with Disabilities	50	16.0%	57	10.5%	44	11.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

This school does not have a 12th grade

