



OVERVIEW

School Details

Grades : 6-12

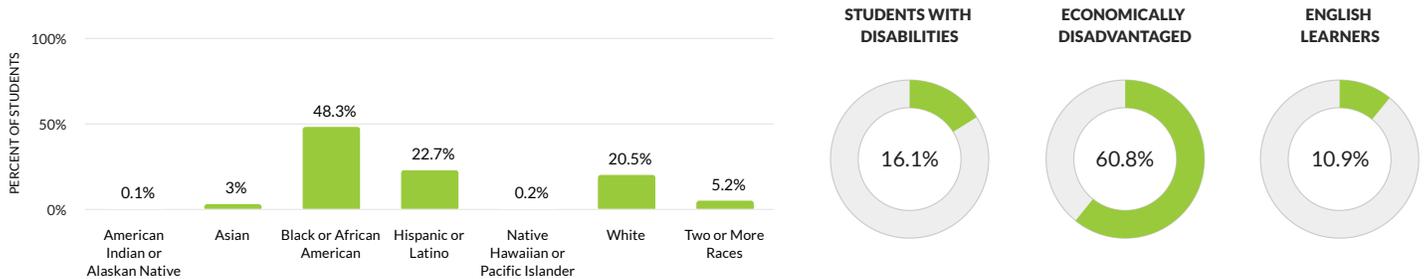
Enrollment : 951

Percent open enrollment : 4.8%

Milwaukee School of Languages, named among the 15 best high schools in Wisconsin in 2014 by U.S. News & World Report, offers language immersion programs in German, French, and Spanish. Students continue their second-language studies until graduation. This unique program produces advanced levels of foreign language proficiency, translating into advanced standing in college.

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

Student Groups



Score Summary

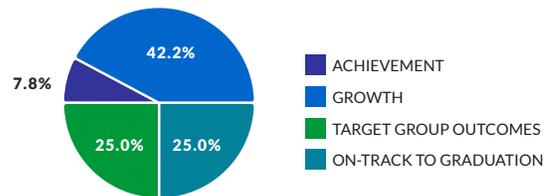
Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

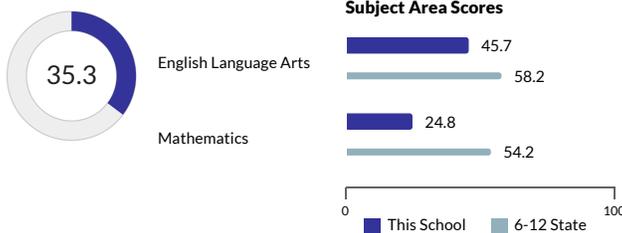


PRIORITY AREA WEIGHTS

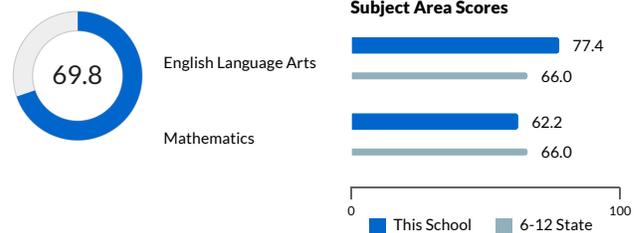


Priority Area Scores

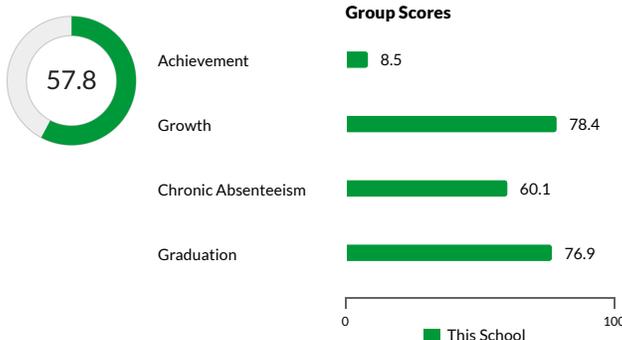
ACHIEVEMENT



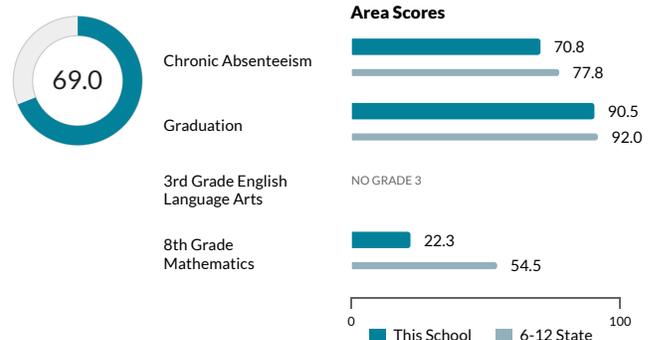
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





ACHIEVEMENT

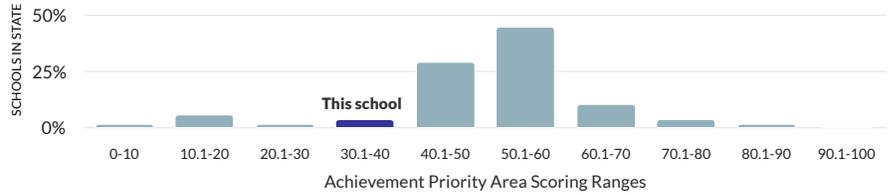
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 45.7
Mathematics Score: 24.8

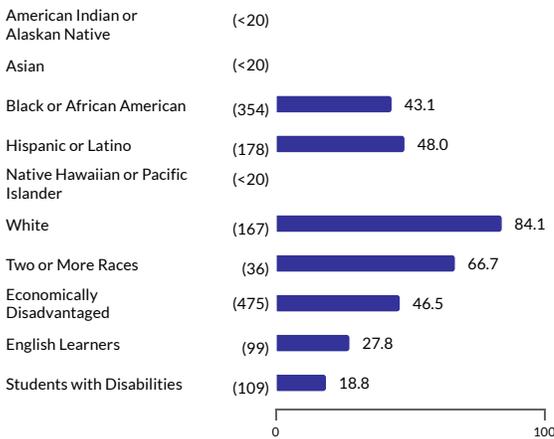
This school's score was the same or higher than 10.3% of 6-12 schools in the state.



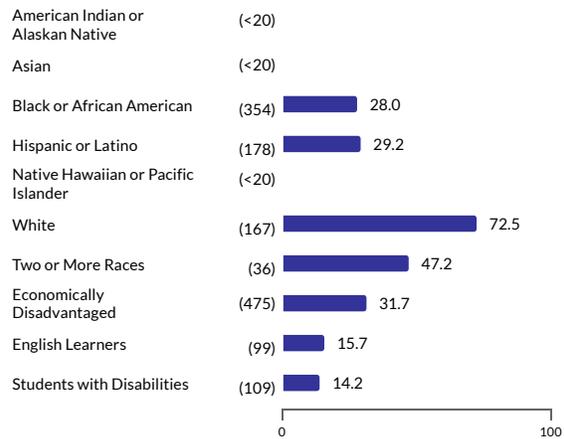
Student Group Achievement, 2023-24 (for information only)

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



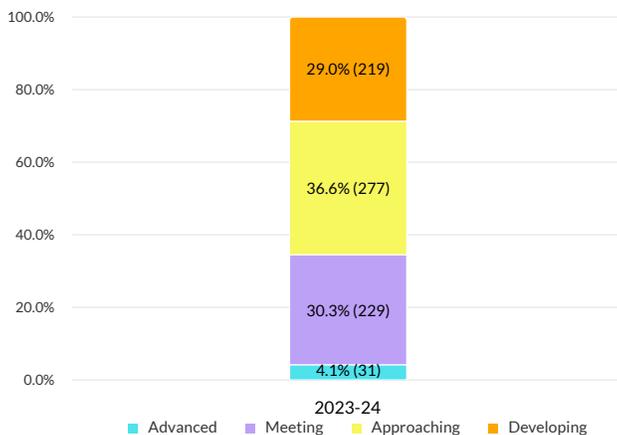
MATHEMATICS



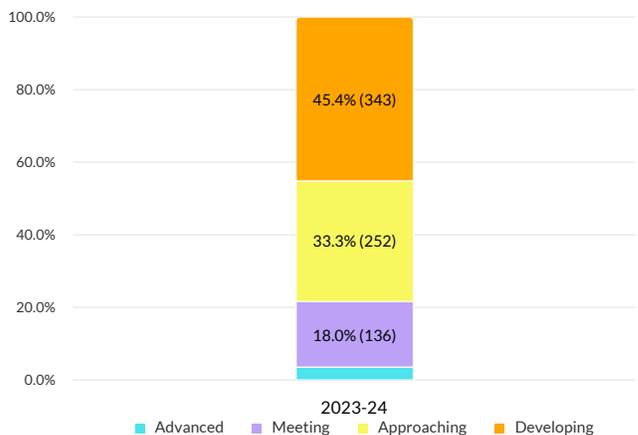
Performance Levels by Year

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: Two or More Races
97.6%	94.7%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
97.5%	94.7%

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				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-12 State	366,696	7.4%	30.1%	34.1%	28.4%	367,233	9.0%	31.6%	34.7%	24.6%	366,110	11.0%	38.0%	31.7%	19.2%
All Students	775	5.0%	23.9%	32.8%	38.3%	778	4.9%	18.8%	38.4%	37.9%	756	4.1%	30.3%	36.6%	29.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	22	4.5%	31.8%	45.5%	18.2%	24	4.2%	37.5%	37.5%	20.8%	<20	*	*	*	*
Black or African American	348	2.0%	17.8%	31.6%	48.6%	365	0.8%	14.2%	36.2%	48.8%	354	0.8%	21.5%	40.7%	37.0%
Hispanic or Latino	174	2.3%	20.7%	33.3%	43.7%	168	2.4%	14.3%	38.1%	45.2%	178	1.7%	28.1%	34.8%	35.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	195	13.3%	35.9%	31.3%	19.5%	179	16.2%	27.9%	40.8%	15.1%	167	13.8%	49.1%	28.7%	8.4%
Two or More Races	32	3.1%	28.1%	46.9%	21.9%	38	2.6%	26.3%	50.0%	21.1%	36	2.8%	38.9%	47.2%	11.1%
Economically Disadvantaged	412	1.0%	15.8%	33.0%	50.2%	436	2.1%	13.1%	37.4%	47.5%	475	2.9%	23.6%	37.1%	36.4%
English Learners	66	0.0%	9.1%	22.7%	68.2%	85	1.2%	4.7%	35.3%	58.8%	99	0.0%	12.1%	31.3%	56.6%
Students with Disabilities	102	0.0%	3.9%	23.5%	72.5%	113	0.0%	2.7%	25.7%	71.7%	109	0.0%	7.3%	22.9%	69.7%

MATHEMATICS

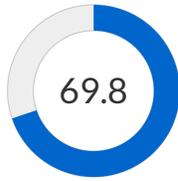
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-12 State	367,328	8.1%	25.9%	28.5%	37.6%	368,126	7.7%	27.0%	30.9%	34.4%	366,442	15.3%	34.3%	27.8%	22.6%
All Students	776	2.3%	7.3%	25.8%	64.6%	779	1.9%	9.1%	24.4%	64.6%	756	3.3%	18.0%	33.3%	45.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	22	4.5%	9.1%	40.9%	45.5%	24	0.0%	12.5%	50.0%	37.5%	<20	*	*	*	*
Black or African American	348	0.0%	3.7%	19.8%	76.4%	365	0.3%	3.8%	19.5%	76.4%	354	0.6%	9.9%	34.5%	55.1%
Hispanic or Latino	174	0.6%	3.4%	19.0%	77.0%	169	0.0%	5.3%	22.5%	72.2%	178	0.6%	12.9%	30.9%	55.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	196	7.7%	16.3%	42.3%	33.7%	179	7.8%	23.5%	30.7%	38.0%	167	12.0%	37.7%	33.5%	16.8%
Two or More Races	32	3.1%	12.5%	18.8%	65.6%	38	0.0%	7.9%	34.2%	57.9%	36	2.8%	22.2%	41.7%	33.3%
Economically Disadvantaged	413	0.7%	3.4%	16.7%	79.2%	437	0.7%	3.7%	22.0%	73.7%	475	2.3%	12.2%	32.0%	53.5%
English Learners	67	0.0%	3.0%	10.4%	86.6%	86	0.0%	0.0%	14.0%	86.0%	99	0.0%	3.0%	25.3%	71.7%
Students with Disabilities	103	0.0%	1.9%	9.7%	88.3%	114	0.0%	2.6%	14.0%	83.3%	109	0.0%	2.8%	22.9%	74.3%



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.

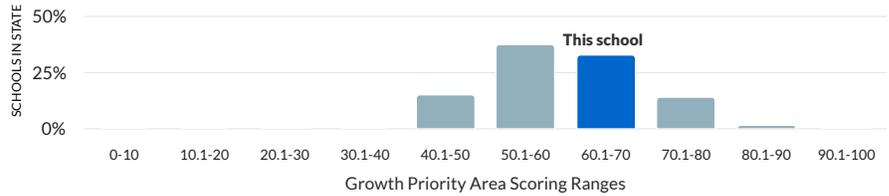
Priority Area Score



English Language Arts Score: 77.4

Mathematics Score: 62.2

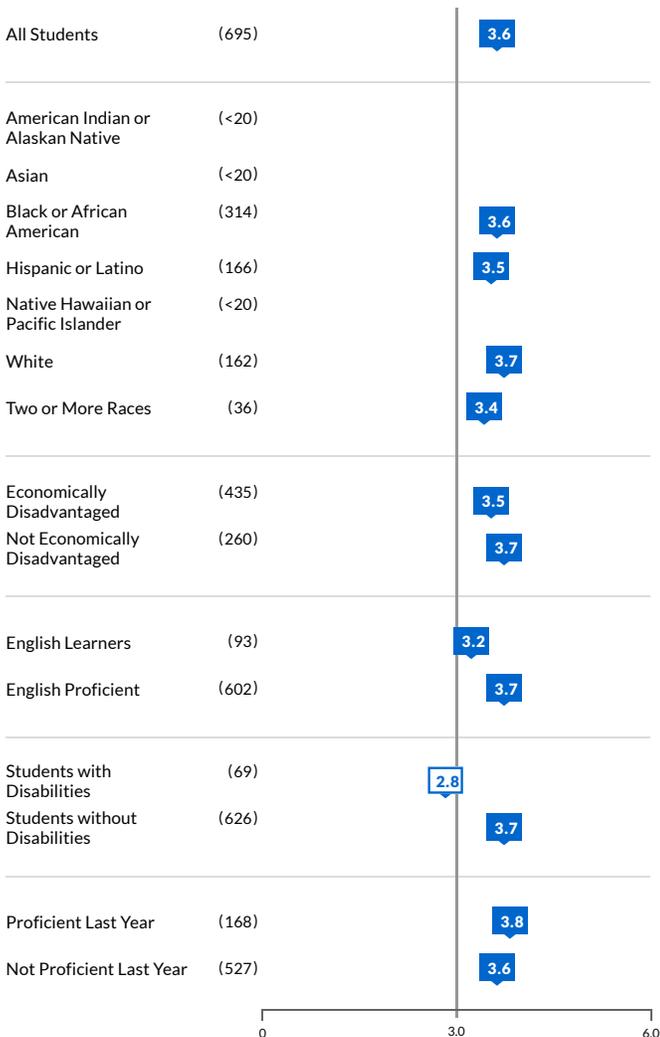
This school's score was the same or higher than 84.9% of 6-12 schools in the state.



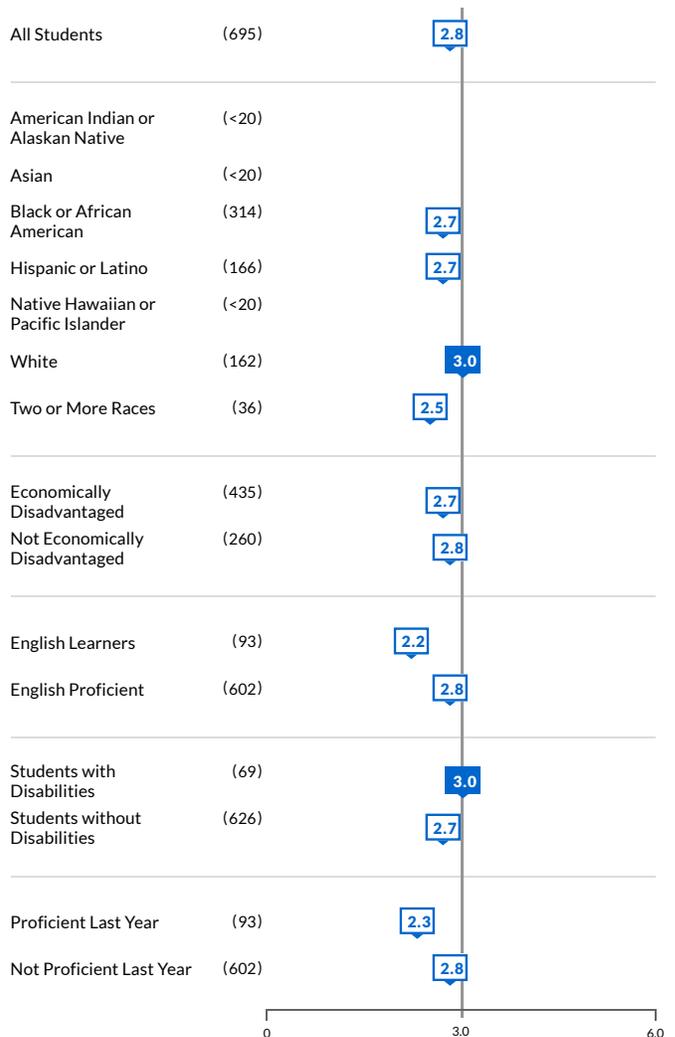
Student Group Value-Added (for information only)

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

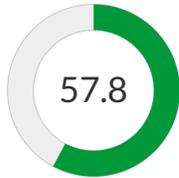




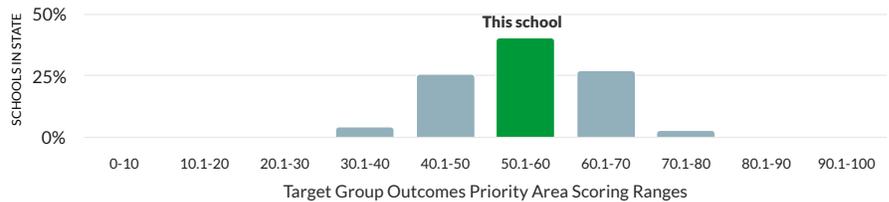
TARGET GROUP OUTCOMES

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 62.2% of 6-12 schools in the state.



Component Scores

ACHIEVEMENT Score: 8.5

Average points-based proficiency rates.

English Language Arts

Target Group: 11.2

Non-Target Group: 57.6

Mathematics

Target Group: 5.8

Non-Target Group: 34.4

GROWTH Score: 78.4

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

English Language Arts

Target Group: 81.2

Non-Target Group: 77.4

Mathematics

Target Group: 75.5

Non-Target Group: 56.5

CHRONIC ABSENTEEISM Score: 60.1

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.

Target Group: 60.1

Non-Target Group: 78.9

GRADUATION Score: 76.9

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

Target Group: 76.9

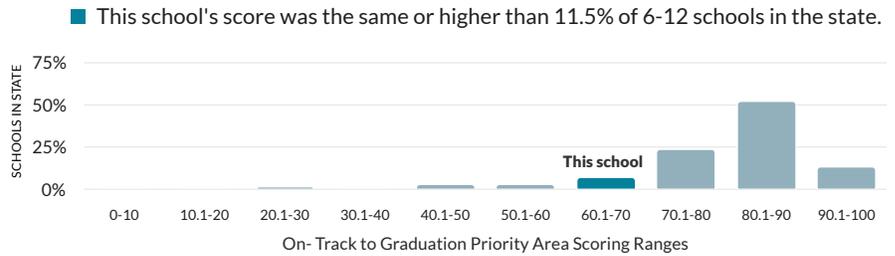
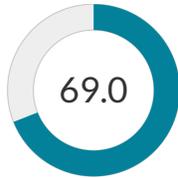
Non-Target Group: 97.5



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

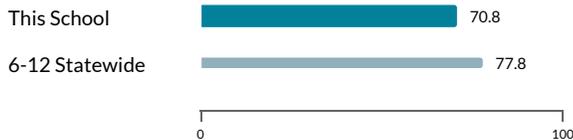


Component Scores

CHRONIC ABSENTEEISM

Score: 70.8

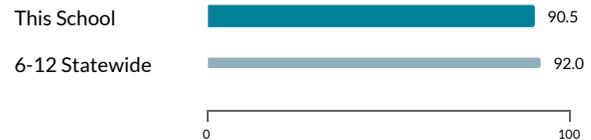
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.5

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

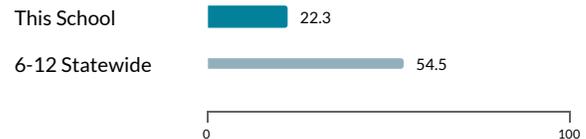
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 22.3

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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	456,498	18.3%	456,881	24.9%	453,780	22.4%
All Students	1,095	15.5%	970	34.8%	970	34.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	51	2.0%	30	36.7%	32	40.6%
Black or African American	540	18.7%	460	39.1%	475	39.6%
Hispanic or Latino	207	14.5%	204	40.2%	200	40.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	254	10.2%	234	21.8%	212	17.5%
Two or More Races	40	27.5%	38	28.9%	48	33.3%
Economically Disadvantaged	576	20.1%	490	45.7%	537	44.3%
English Learners	79	17.7%	78	42.3%	93	38.7%
Students with Disabilities	171	26.3%	152	54.6%	161	54.0%

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: 6-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	130	114	87.7%	111	104	93.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	70	60	85.7%	63	57	90.5%
Hispanic or Latino	21	18	85.7%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	25	24	96.0%	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	58	48	82.8%	57	52	91.2%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	26	15	57.7%	<20	*	*



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

246 (45.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
41.0%	21.1%

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

DUAL ENROLLMENT

School	State
6.4%	25.7%

35 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	4.7%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.5%	8.5%

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	546	266,777	41.0%	21.1%	6.4%	25.7%	0.0%	4.7%	0.5%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	26	10,367	53.8%	33.4%	0.0%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	278	24,969	34.2%	13.7%	6.8%	8.7%	0.0%	1.3%	0.7%	2.7%
Hispanic or Latino	100	37,682	41.0%	17.6%	11.0%	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	115	179,306	51.3%	22.5%	3.5%	29.9%	0.0%	5.7%	0.9%	10.4%
Two or More Races	26	11,456	53.8%	18.9%	3.8%	21.0%	0.0%	3.4%	0.0%	5.8%
Economically Disadvantaged	291	104,283	32.6%	12.3%	5.8%	18.5%	0.0%	3.0%	0.3%	6.1%
English Learners	35	19,116	40.0%	13.9%	5.7%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	113	33,777	12.4%	4.4%	3.5%	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

280 (51.3%) students successfully completed any Arts Course.

ART & DESIGN

School	State
32.4%	29.1%

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

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
22.3%	19.2%

122 students successfully completed at least one music course.

THEATER

School	State
0.0%	2.2%

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. 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	546	266,777	32.4%	29.1%	0.0%	0.5%	22.3%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	26	10,367	23.1%	30.3%	0.0%	0.4%	11.5%	19.9%	0.0%	1.6%
Black or African American	278	24,969	35.6%	28.5%	0.0%	0.7%	20.5%	11.7%	0.0%	2.8%
Hispanic or Latino	100	37,682	35.0%	29.1%	0.0%	0.3%	17.0%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	115	179,306	25.2%	29.1%	0.0%	0.5%	34.8%	21.7%	0.0%	2.2%
Two or More Races	26	11,456	30.8%	28.8%	0.0%	0.5%	19.2%	17.8%	0.0%	2.6%
Economically Disadvantaged	291	104,283	36.1%	29.9%	0.0%	0.4%	19.2%	15.4%	0.0%	2.1%
English Learners	35	19,116	40.0%	30.9%	0.0%	0.4%	20.0%	11.8%	0.0%	1.6%
Students with Disabilities	113	33,777	31.9%	30.9%	0.0%	0.5%	25.7%	14.4%	0.0%	2.4%

Wisconsin Department of Public Instruction
 Office of Educational Accountability
 201 West Washington Avenue
 Madison, WI 53703
dpi.wi.gov



November 2024

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.