# OVERVIEW

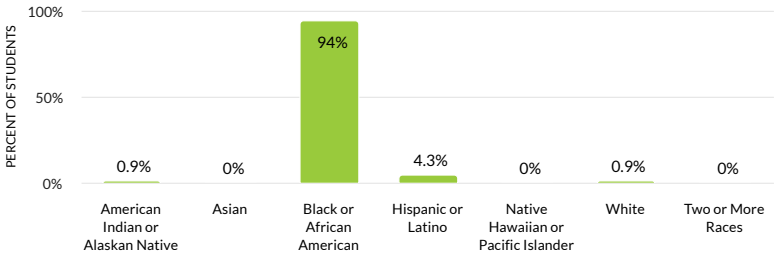
## School Details

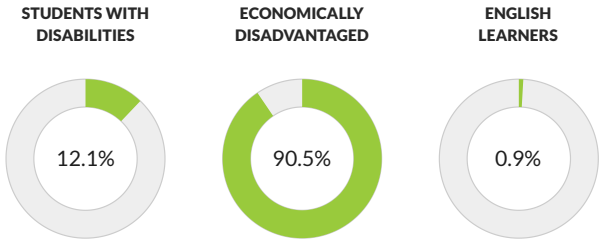
Grades : 9-12
Enrollment : 116
Percent open enrollment : 0.9%

Milwaukee Public Schools (MPS) is a diverse, student-centered community committed to academic achievement with a focus on literacy, safe and welcoming schools, and efficient operations. Welcoming every student, MPS is implementing a literacy plan so all students, and all means all, learn to read on grade level and a standard of care to manage and reduce class sizes for more one-on-one attention.

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

## Student Groups




## Score Summary

**Overall Score**

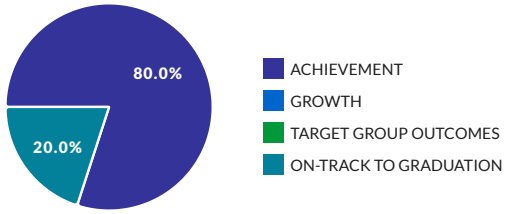
**16.0**

**Fails to Meet Expectations**

★

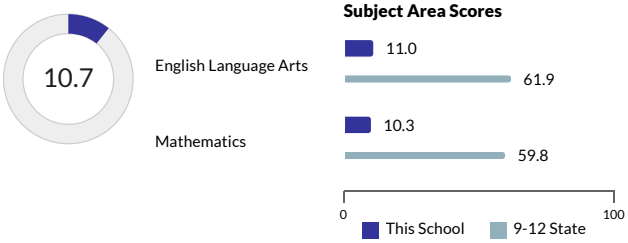
Less than 85% test participation rate; see page 3 for details.

**PRIORITY AREA WEIGHTS**




## Priority Area Scores

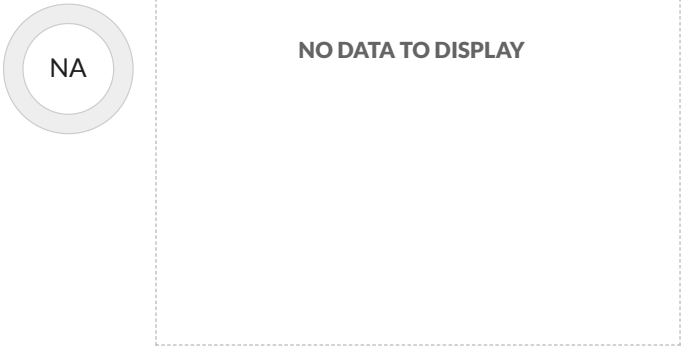
### ACHIEVEMENT



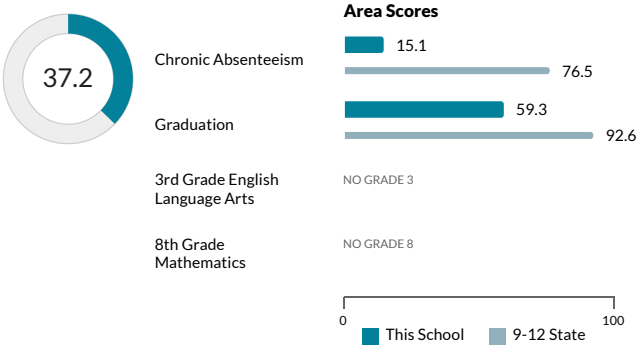

### GROWTH




### TARGET GROUP OUTCOMES




### ON-TRACK TO GRADUATION



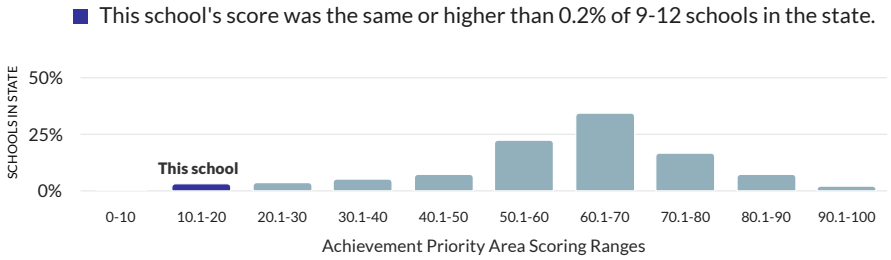
# ACHIEVEMENT

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



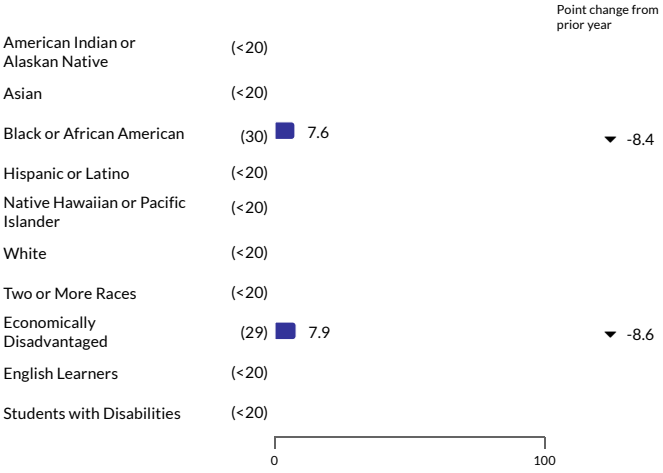

**English Language Arts Score:** 11.0
**Mathematics Score:** 10.3



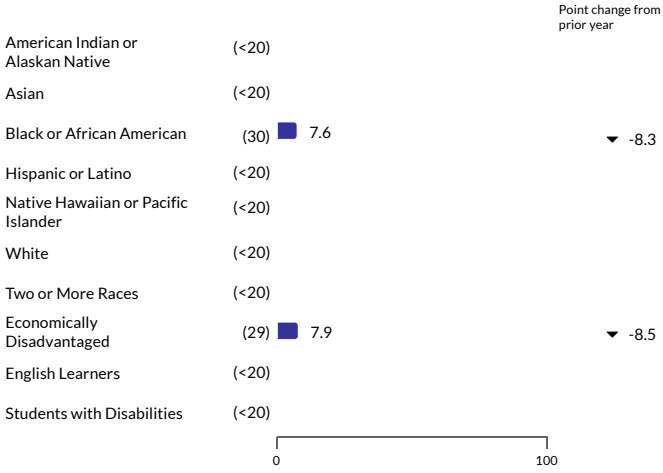

## Student Group Achievement, 2025-26 (for information only)

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

### ENGLISH LANGUAGE ARTS



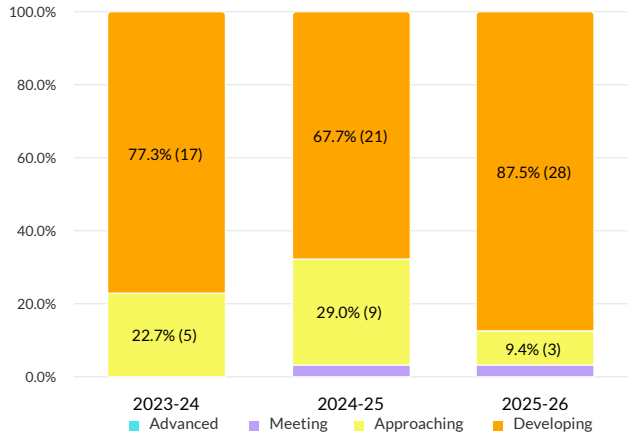

### MATHEMATICS



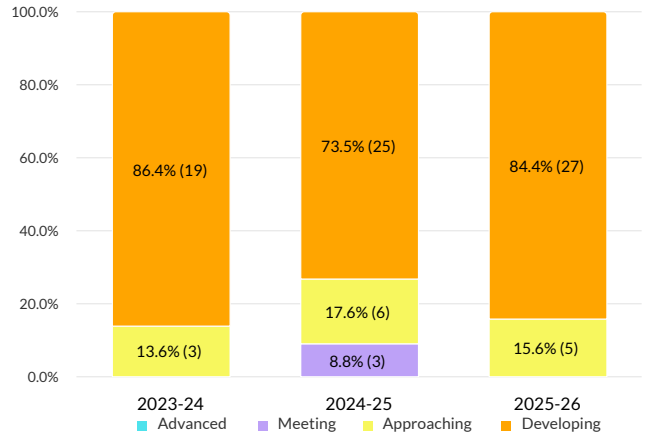

## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS




### MATHEMATICS



# ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

## Test Participation Rates, 2025-26

### ENGLISH LANGUAGE ARTS

| All students | Lowest-participating group: Economically Disadvantaged |
|---|---|
| 47.5% | 46.5% |

### MATHEMATICS

| All students | Lowest-participating group: Economically Disadvantaged |
|---|---|
| 47.5% | 46.5% |

## Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

### ENGLISH LANGUAGE ARTS

| | 2023-24 | | | | | 2024-25 | | | | | 2025-26 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: 9-12 State | 187,666 | 10.6% | 36.3% | 33.2% | 19.9% | 185,350 | 12.1% | 36.0% | 31.7% | 20.2% | 182,095 | 11.2% | 36.1% | 32.0% | 20.6% |
| All Students | 22 | 0.0% | 0.0% | 22.7% | 77.3% | 31 | 0.0% | 3.2% | 29.0% | 67.7% | 32 | 0.0% | 3.1% | 9.4% | 87.5% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | 22 | 0.0% | 0.0% | 22.7% | 77.3% | 31 | 0.0% | 3.2% | 29.0% | 67.7% | 30 | 0.0% | 3.3% | 10.0% | 86.7% |
| Hispanic or Latino | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 22 | 0.0% | 0.0% | 22.7% | 77.3% | 30 | 0.0% | 3.3% | 30.0% | 66.7% | 29 | 0.0% | 3.4% | 10.3% | 86.2% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

### MATHEMATICS

| | 2023-24 | | | | | 2024-25 | | | | | 2025-26 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing | Total # Tested | Advanced | Meeting | Approaching | Developing |
| All Students: 9-12 State | 188,164 | 10.8% | 36.1% | 29.3% | 23.8% | 185,848 | 10.4% | 38.5% | 26.5% | 24.6% | 182,390 | 12.8% | 36.5% | 21.7% | 29.1% |
| All Students | 22 | 0.0% | 0.0% | 13.6% | 86.4% | 34 | 0.0% | 8.8% | 17.6% | 73.5% | 32 | 0.0% | 0.0% | 15.6% | 84.4% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | 22 | 0.0% | 0.0% | 13.6% | 86.4% | 34 | 0.0% | 8.8% | 17.6% | 73.5% | 30 | 0.0% | 0.0% | 16.7% | 83.3% |
| Hispanic or Latino | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Native Hawaiian or Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 22 | 0.0% | 0.0% | 13.6% | 86.4% | 33 | 0.0% | 9.1% | 18.2% | 72.7% | 29 | 0.0% | 0.0% | 17.2% | 82.8% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

# GROWTH

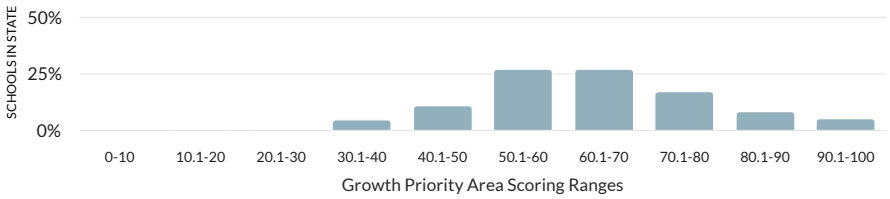
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that, on average, students in the school are progressing more quickly than other, similar 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:** NA
**Mathematics Score:** NA

This is the distribution of scores for 9-12 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

NO DATA TO DISPLAY

### MATHEMATICS

NO DATA TO DISPLAY

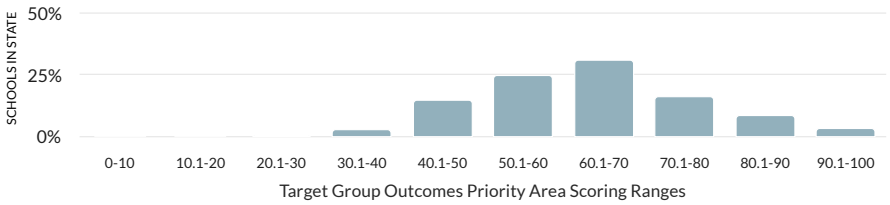
# TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 is the distribution of scores for 9-12 schools in the state.




## Component Scores

### ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

**English Language Arts**

NO DATA TO DISPLAY

**Mathematics**

NO DATA TO DISPLAY

### GROWTH

Score: NA

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

**English Language Arts**

NO DATA TO DISPLAY

**Mathematics**

NO DATA TO DISPLAY

### CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

### ATTENDANCE

Score: NA

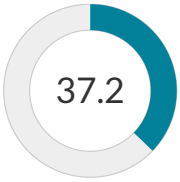
This score is the overall attendance rate for the target group in 2024-25.

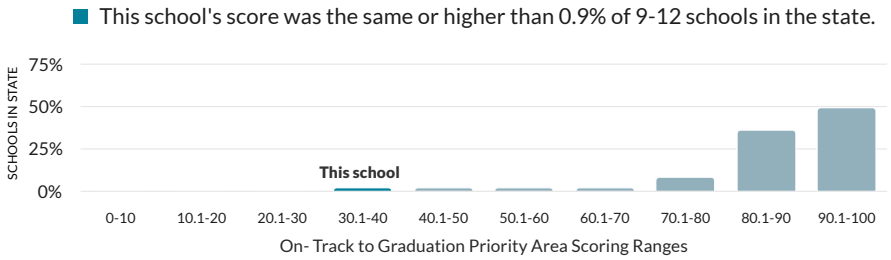
NO DATA TO DISPLAY

# 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



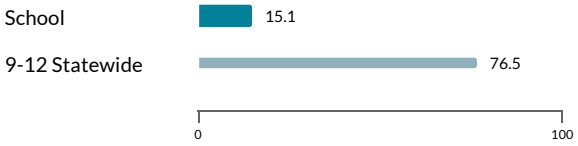




## Component Scores

### CHRONIC ABSENTEEISM

Score: 15.1

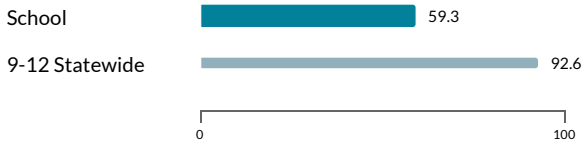
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.




### GRADUATION

Score: 59.3

Average of 2024-25'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

## 3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

NO GRADE 3

# 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

| | 2022-23 | | 2023-24 | | 2024-25 | |
|---|---|---|---|---|---|---|
| | Students | Rate | Students | Rate | Students | Rate |
| All Students: 9-12 State | 266,662 | 24.8% | 267,057 | 23.1% | 265,273 | 23.1% |
| All Students | 92 | 80.4% | 110 | 85.5% | 101 | 87.1% |
| American Indian or Alaskan Native | <20 | * | <20 | * | <20 | * |
| Asian | <20 | * | <20 | * | <20 | * |
| Black or African American | 83 | 80.7% | 100 | 84.0% | 96 | 87.5% |
| Hispanic or Latino | <20 | * | <20 | * | <20 | * |
| Native Hawaiian or Pacific Islander | <20 | * | <20 | * | <20 | * |
| White | <20 | * | <20 | * | <20 | * |
| Two or More Races | <20 | * | <20 | * | <20 | * |
| Economically Disadvantaged | 85 | 80.0% | 99 | 83.8% | 93 | 88.2% |
| English Learners | <20 | * | <20 | * | <20 | * |
| Students with Disabilities | 20 | 75.0% | <20 | * | <20 | * |

## Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. 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 | 70,270 | 64,492 | 91.8% | 68,100 | 63,604 | 93.4% |
| All Students | 44 | 29 | 65.9% | 52 | 28 | 53.8% |
| American Indian or Alaskan Native | <20 | * | * | <20 | * | * |
| Asian | <20 | * | * | <20 | * | * |
| Black or African American | 42 | 27 | 64.3% | 49 | 27 | 55.1% |
| Hispanic or Latino | <20 | * | * | <20 | * | * |
| Native Hawaiian or Pacific Islander | <20 | * | * | <20 | * | * |
| White | <20 | * | * | <20 | * | * |
| Two or More Races | <20 | * | * | <20 | * | * |
| Economically Disadvantaged | 41 | 27 | 65.9% | 33 | 10 | 30.3% |
| English Learners | <20 | * | * | <20 | * | * |
| Students with Disabilities | <20 | * | * | <20 | * | * |

# POSTSECONDARY PREPARATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)1.-5., report cards are required 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

0 students met criteria for inclusion in at least one Postsecondary Prep Course total below.

### ADVANCED COURSES

| School | State |
|---|---|
| 0.0% | 22.9% |

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

### DUAL ENROLLMENT

| School | State |
|---|---|
| 0.0% | 25.7% |

No students successfully completed a dual enrollment course.

### INDUSTRY-RECOGNIZED CREDENTIALS

| School | State |
|---|---|
| 0.0% | 6.8% |

No students earned an industry-recognized credential.

### WORK-BASED LEARNING

| School | State |
|---|---|
| 0.0% | 8.0% |

No 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 | 101 | 265,396 | 0.0% | 22.9% | 0.0% | 25.7% | 0.0% | 6.8% | 0.0% | 8.0% |
| American Indian or Alaskan Native | <20 | 2,559 | * | 8.3% | * | 18.8% | * | 3.4% | * | 6.6% |
| Asian | <20 | 10,768 | * | 35.4% | * | 28.7% | * | 5.7% | * | 5.6% |
| Black or African American | 96 | 25,309 | 0.0% | 14.6% | 0.0% | 12.4% | 0.0% | 2.3% | 0.0% | 3.5% |
| Hispanic or Latino | <20 | 39,875 | * | 19.2% | * | 21.0% | * | 5.1% | * | 5.3% |
| Native Hawaiian or Pacific Islander | <20 | 197 | * | 17.3% | * | 26.4% | * | 6.1% | * | 4.1% |
| White | <20 | 174,129 | * | 24.6% | * | 28.9% | * | 8.0% | * | 9.6% |
| Two or More Races | <20 | 12,550 | * | 21.0% | * | 21.8% | * | 5.2% | * | 6.3% |
| Economically Disadvantaged | 93 | 104,318 | 0.0% | 14.0% | 0.0% | 19.6% | 0.0% | 4.5% | 0.0% | 6.0% |
| English Learners | <20 | 21,806 | * | 14.5% | * | 19.2% | * | 3.9% | * | 4.3% |
| Students with Disabilities | <20 | 33,681 | * | 5.0% | * | 15.8% | * | 3.6% | * | 5.8% |

# ARTS COURSE INFORMATION, 2024-25

Under Wis. Stat. § 115.385(1)(d)6., report cards are required 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

0 students successfully completed any Arts Course.

### ART & DESIGN

| School | State |
|---|---|
| 0.0% | 27.0% |

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% | 18.7% |

No students successfully completed a music course.

### THEATER

| School | State |
|---|---|
| 0.0% | 1.7% |

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 | 101 | 265,396 | 0.0% | 27.0% | 0.0% | 0.3% | 0.0% | 18.7% | 0.0% | 1.7% |
| American Indian or Alaskan Native | <20 | 2,559 | * | 25.4% | * | 0.1% | * | 13.6% | * | 0.8% |
| Asian | <20 | 10,768 | * | 29.7% | * | 0.2% | * | 19.6% | * | 2.6% |
| Black or African American | 96 | 25,309 | 0.0% | 26.5% | 0.0% | 0.7% | 0.0% | 11.8% | 0.0% | 1.7% |
| Hispanic or Latino | <20 | 39,875 | * | 28.1% | * | 0.3% | * | 13.8% | * | 1.5% |
| Native Hawaiian or Pacific Islander | <20 | 197 | * | 28.9% | * | 1.0% | * | 19.3% | * | 0.5% |
| White | <20 | 174,129 | * | 26.7% | * | 0.3% | * | 20.9% | * | 1.6% |
| Two or More Races | <20 | 12,550 | * | 27.1% | * | 0.4% | * | 18.2% | * | 1.7% |
| Economically Disadvantaged | 93 | 104,318 | 0.0% | 27.9% | 0.0% | 0.3% | 0.0% | 15.4% | 0.0% | 1.7% |
| English Learners | <20 | 21,806 | * | 30.3% | * | 0.2% | * | 11.6% | * | 1.2% |
| Students with Disabilities | <20 | 33,681 | * | 29.7% | * | 0.2% | * | 14.7% | * | 1.8% |

# CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

**The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements.**

2023 Wisconsin Act 12 created Wis. Stat. § 118.124, which requires schools with high school grades to collect statistics on certain violations of state and local laws that occur on school property during specified times and report these statistics to the DPI. Under Wis. Stat. § 115.385(1)(e), school and district report cards are required to include the rate of these incidents per 100 enrolled pupils. This is for information only and does not affect scores. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement.

Schools and school districts must report a law violation to DPI only if all three of the following criteria are met: 1. The incident occurred during school hours, during a school-sanctioned event, or during transportation of pupils. 2. The incident took place on school property or school-provided transportation. 3. A charge was filed or a citation was issued as a result of the incident.

Violations must also fall into one of the following eight categories: 1. Homicide; 2. Sexual assault; 3. Burglary, robbery, or theft; 4. Certain types of battery; 5. Arson; 6. Use or possession of alcohol, a controlled substance, or a controlled substance analog; 7. Unlawful possession of a firearm on school grounds; or 8. A violation of a municipal ordinance related to disorderly conduct.

There are multiple limitations affecting the quality and completeness of this data. A non-exhaustive list of these limitations is available in the *State and Local Law Violation Reporting Requirements* document on the 2025-26 report card resources page: https://dpi.wi.gov/accountability/resources.

**Important Notes:** A charge or citation is not a conviction or admission of guilt and does not necessarily result in either. The data below may include charges and citations that were later dismissed. DPI does not recommend using this data to assess school safety or to compare schools or districts.

## Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is provided for informational purposes only and intended solely to fulfill statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

School: 0.9 Statewide: 1.4

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

School: 0.9 Statewide: 0.6

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

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