



# Milwaukee

## District Report Card | 2012-13 | Summary

### Overall Accountability Score and Rating



**Fails to Meet Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>37.3/100</b>		<b>66.1/100</b>	
Reading Achievement	16.3/50		29.7/50	
Mathematics Achievement	21.0/50		36.5/50	
<b>Student Growth</b>	<b>53.3/100</b>		<b>60.6/100</b>	
Reading Growth	28.0/50		29.9/50	
Mathematics Growth	25.3/50		30.7/50	
<b>Closing Gaps</b>	<b>66.0/100</b>		<b>66.8/100</b>	
Reading Achievement Gaps	16.8/25		16.8/25	
Mathematics Achievement Gaps	15.9/25		16.3/25	
Graduation Rate Gaps	33.3/50		33.7/50	
<b>On-Track and Postsecondary Readiness</b>	<b>69.2/100</b>		<b>84.9/100</b>	
Graduation Rate	28.2/40		35.8/40	
Attendance Rate	35.0/40		37.1/40	
3rd Grade Reading Achievement	1.6/5		2.8/5	
8th Grade Mathematics Achievement	1.8/5		3.5/5	
ACT Participation and Performance	2.6/10		5.7/10	

Student Engagement Indicators	Total Deductions: -5
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

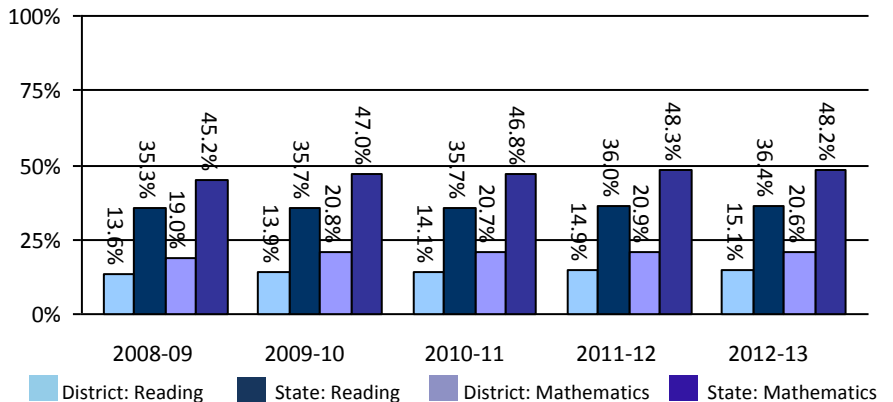
### District Information

Grades	K3-12
Locale	City
Enrollment	78,363
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.8%
Asian or Pacific Islander	5.5%
Black not Hispanic	55.7%
Hispanic	24.0%
White not Hispanic	13.9%
<i>Student Groups</i>	
Students with Disabilities	20.3%
Economically Disadvantaged	82.3%
Limited English Proficient	9.8%

### Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



**Notes:** Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).



# Milwaukee

## District Report Card | 2012-13 | Notes

### Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the district, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- **Student Growth** describes how much student knowledge of reading and mathematics in the district changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- **Closing Gaps** shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the district. It recognizes the importance of having all students improve, while focusing on the need to close gaps by lifting lower-performing groups. Specific race/ethnicity groups, students with disabilities, economically disadvantaged students, and English language learners are compared against their complementary groups at the state level.
- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate, as applicable to the district. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the district.

### Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify districts contributing the most to lowering Wisconsin's overall performance in the areas below.

- **Test Participation Rate:** Every district has a goal of 95 percent participation in the Wisconsin Student Assessment System (WSAS). The district's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95 percent, but at least 85 percent, five points are deducted from the district's overall score; if this rate is less than 85 percent, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1 percent of the time. If the absenteeism rate in the district is 13 percent or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all districts is to have a dropout rate of less than six percent. A district not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

### Notes on this District Report Card

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, districts are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://winss.dpi.wi.gov/>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a district that does not graduate students will have NA listed for graduation results.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this district's score or rating.
- In the future, the District Report Card will be web-based and will allow readers to click on features for more supplementary data.



# Milwaukee

## District Report Card Detail | 2012-13 | School Performance

### School Performance

### Supplemental Data

School performance is provided for informational purposes only and is not used to determine district accountability scores.

#### Summary of Overall Accountability Ratings for Schools in the District

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	0.6%
Exceeds Expectations	5	3.1%
Meets Expectations	28	17.3%
Meets Few Expectations	53	32.7%
Fails to Meet Expectations	49	30.2%
Not Rated	26	16.0%

#### Summary of Priority Area Scores for Schools in the District

Includes Only Schools Receiving a Rating

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	27.8	55.9	83.2	100
Student Achievement	11.3	37.7	87.1	100
Student Growth	37.9	58.6	85.6	100
Closing Gaps	33.7	63.3	98.5	100
On-Track and Postsecondary Readiness	39.8	77.6	93.4	100

#### Summary of Student Engagement Indicator Deductions for Schools in the District

Includes Only Schools Receiving a Rating

Number of Deductions	Number of Schools	Percent of Schools
Zero	68	50.0%
One	60	44.1%
Two	6	4.4%
Three	2	1.5%



# Milwaukee

## District Report Card Detail | 2012-13 | Mobility

### District Mobility

### Supplemental Data

Mobility information is provided for informational purposes only and is not used to determine district accountability scores.

#### District Mobility

There are four types of mobility: new school, closed school, within district, and new to district. Within district mobile students are those who are enrolled for a full academic year in the district but not in one school.

Group	Total Enrollment	Non-Mobile Students	Mobile Students		New School (Current Year)		Closed School (Prior Year)		Within District Mobile (Not New or Closed School)		New to District	
	Count	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Students	70604	52826	17778	25.2%	563	0.8%	1270	1.8%	8160	11.6%	8248	11.7%
American Indian or Alaska Native	567	419	148	26.1%	7	1.2%	13	2.3%	48	8.5%	85	15.0%
Asian or Pacific Islander	3919	3253	666	17.0%	7	0.2%	29	0.7%	298	7.6%	338	8.6%
Black not Hispanic	39651	27116	12535	31.6%	455	1.1%	972	2.5%	5954	15.0%	5534	14.0%
Hispanic	16859	13989	2870	17.0%	31	0.2%	129	0.8%	1220	7.2%	1510	9.0%
White not Hispanic	9608	8049	1559	16.2%	63	0.7%	127	1.3%	640	6.7%	781	8.1%
Students with Disabilities	14667	10338	4329	29.5%	111	0.8%	405	2.8%	2268	15.5%	1631	11.1%
Economically Disadvantaged	58330	42727	15603	26.7%	438	0.8%	1067	1.8%	7289	12.5%	7164	12.3%
Limited English Proficient	8998	7449	1549	17.2%	5	0.1%	49	0.5%	601	6.7%	897	10.0%

#### Percent Proficient and Advanced for Mobile and Non-Mobile Students

Group	Non-Mobile Students		Mobile Students		New School (Current Year)		Closed School (Prior Year)		Within District Mobile (Not New or Closed School)		New to District	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
All Students	16.5%	22.8%	8.3%	10.9%	11.4%	11.0%	11.0%	11.1%	8.2%	11.2%	7.9%	10.5%
American Indian or Alaska Native	22.4%	26.8%	15.4%	23.1%	0.0%	50.0%	33.3%	33.3%	13.3%	26.7%	14.6%	19.5%
Asian or Pacific Islander	17.8%	33.7%	11.3%	22.1%	0.0%	0.0%	14.3%	28.6%	10.6%	19.2%	11.5%	23.8%
Black not Hispanic	11.0%	13.9%	6.4%	8.0%	7.7%	7.2%	9.5%	9.4%	6.5%	8.4%	5.6%	7.2%
Hispanic	13.9%	23.0%	8.5%	12.6%	20.0%	5.0%	10.0%	5.1%	8.3%	14.6%	8.4%	11.2%
White not Hispanic	38.0%	45.7%	21.8%	25.1%	33.3%	40.0%	21.1%	22.5%	22.9%	26.3%	20.8%	24.4%
Students with Disabilities	10.6%	13.8%	8.2%	10.6%	0.0%	6.1%	16.7%	18.5%	7.8%	10.3%	6.3%	8.7%
Economically Disadvantaged	12.0%	18.1%	7.1%	9.7%	6.2%	5.7%	9.4%	9.6%	7.0%	9.8%	6.8%	9.5%
Limited English Proficient	6.1%	19.1%	4.0%	9.6%	0.0%	9.1%	9.1%	9.5%	3.9%	12.8%	3.7%	6.9%

## Student Achievement

### What is the purpose of this Priority Area?

The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the district compares against state and national standards.

### What is being measured?

This measure is a composite of reading and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a district's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

### What can the report card data tell us?

Beyond a district-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this district against the state average and to see if the data reveal any short-term trends. Districts can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall district performance. They can identify particular groups of students who are having trouble or doing well.

### What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).

### Is the Priority Area score calculated for all students, for subgroups, or both?

The Student Achievement score is based on the "all students" group, not student subgroups.



# Milwaukee

## District Report Card Detail | 2012-13 | Student Achievement

### Student Achievement

**Total Score: 37.3/100**

**Reading Achievement Score: 16.3/50**

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	698	2.1%	1047	731	2.2%	1096.5	739	2.3%	1108.5
Proficient	1.0	3980	12.0%	3980	4147	12.6%	4147	4107	12.8%	4107
Basic	0.5	11218	33.7%	5609	10740	32.7%	5370	10902	33.9%	5451
Minimal Performance	0.0	17343	52.2%	0	17193	52.4%	0	16407	51.0%	0
Total Tested	-	33239	100.0%	10636	32811	100.0%	10613.5	32155	100.0%	10666.5

**Mathematics Achievement Score: 21.0/50**

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	1012	3.0%	1518	995	3.0%	1492.5	1068	3.3%	1602
Proficient	1.0	5878	17.7%	5878	5865	17.9%	5865	5563	17.3%	5563
Basic	0.5	13133	39.5%	6566.5	13013	39.7%	6506.5	12325	38.4%	6162.5
Minimal Performance	0.0	13195	39.7%	0	12933	39.4%	0	13166	41.0%	0
Total Tested	-	33218	100.0%	13962.5	32806	100.0%	13864	32122	100.0%	13327.5

**Notes**

- Details on student achievement calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the district.
- This report shows student performance in mathematics and reading in English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the Priority Area.
- Performance levels have been retroactively adjusted to align WKCE (but not WAA-SwD) results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.



# Milwaukee

## District Report Card Detail | 2012-13 | Student Achievement

### Student Achievement

### Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability system.

#### Reading Supplemental Data

Group	2010-11					2011-12					2012-13				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	430,114	5.4%	30.3%	39.4%	24.9%	428,535	6.0%	30.0%	37.8%	26.1%	429,981	5.6%	30.8%	39.1%	24.5%
All Students: District	33,239	2.1%	12.0%	33.7%	52.2%	32,811	2.2%	12.6%	32.7%	52.4%	32,155	2.3%	12.8%	33.9%	51.0%
American Indian or Alaska Native	282	2.8%	13.5%	40.8%	42.9%	267	2.2%	13.9%	38.2%	45.7%	270	2.6%	18.9%	38.9%	39.6%
Asian or Pacific Islander	1,706	2.1%	13.1%	37.0%	47.9%	1,720	1.7%	14.9%	40.5%	42.9%	1,832	1.6%	15.5%	39.7%	43.1%
Black not Hispanic	18,104	1.4%	8.0%	31.4%	59.3%	17,844	1.6%	8.4%	29.7%	60.3%	17,473	1.6%	8.4%	30.8%	59.2%
Hispanic	8,042	1.1%	11.0%	36.3%	51.6%	8,125	1.2%	12.0%	35.9%	51.0%	8,030	1.2%	12.1%	38.3%	48.4%
White not Hispanic	5,105	6.1%	27.3%	36.7%	29.9%	4,855	6.5%	28.4%	35.4%	29.7%	4,550	7.1%	29.6%	35.3%	28.0%
Students with Disabilities	6,936	4.1%	5.3%	12.1%	78.6%	7,156	4.3%	6.2%	11.6%	77.9%	7,075	4.4%	5.7%	12.0%	77.9%
Economically Disadvantaged	27,017	1.4%	8.9%	32.6%	57.1%	26,966	1.5%	9.4%	31.6%	57.4%	26,685	1.6%	9.5%	32.7%	56.2%
Limited English Proficient	4,436	0.5%	5.1%	31.1%	63.3%	4,405	0.5%	6.1%	31.0%	62.4%	4,461	0.5%	5.4%	32.7%	61.4%

#### Mathematics Supplemental Data

Group	2010-11					2011-12					2012-13				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	431,119	10.2%	36.6%	37.0%	16.2%	429,492	10.8%	37.5%	35.9%	15.7%	430,405	11.2%	37.1%	36.0%	15.8%
All Students: District	33,218	3.0%	17.7%	39.5%	39.7%	32,806	3.0%	17.9%	39.7%	39.4%	32,122	3.3%	17.3%	38.4%	41.0%
American Indian or Alaska Native	282	2.1%	22.3%	45.4%	30.1%	267	2.6%	19.5%	45.7%	32.2%	270	1.9%	24.8%	41.1%	32.2%
Asian or Pacific Islander	1,706	3.6%	27.1%	43.2%	26.0%	1,723	3.9%	29.4%	44.2%	22.5%	1,830	5.2%	27.4%	44.2%	23.2%
Black not Hispanic	18,090	1.8%	11.7%	37.2%	49.2%	17,836	1.8%	11.4%	37.2%	49.7%	17,439	2.0%	10.6%	35.6%	51.9%
Hispanic	8,040	2.2%	19.4%	44.9%	33.6%	8,125	2.3%	19.7%	45.7%	32.3%	8,030	2.5%	19.6%	44.3%	33.6%
White not Hispanic	5,100	8.6%	32.8%	37.7%	20.9%	4,855	8.5%	34.6%	36.8%	20.0%	4,553	9.2%	34.7%	36.0%	20.1%
Students with Disabilities	6,927	4.1%	9.0%	20.8%	66.1%	7,149	4.9%	9.1%	20.6%	65.3%	7,054	5.0%	8.1%	20.1%	66.7%
Economically Disadvantaged	26,999	2.2%	14.9%	39.6%	43.3%	26,960	2.2%	14.9%	39.9%	43.0%	26,660	2.3%	14.2%	38.6%	44.9%
Limited English Proficient	4,438	1.8%	16.3%	43.8%	38.1%	4,413	1.9%	17.2%	45.3%	35.7%	4,461	2.0%	16.5%	42.4%	39.1%

**Notes**

- Performance levels have been retroactively adjusted to align WKCE (not WAA-SwD) results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.

## Student Growth

### What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance. Student Growth treats all improvement, regardless of a student's starting point, as a positive.

### What is being measured?

This measure is based on a point system that rewards districts for students' progress toward higher performance levels from wherever they started. The point system also deducts points for students regressing toward performance below the proficient level.

The measure most rewards districts showing rapid upward movement and having many students who are progressing. Also, the measure rewards districts that are already doing well and are maintaining the high performance of their students.

### What can the data tell us?

Measuring growth is an important complement to student achievement when assessing district performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a district's performance in Student Achievement could be quite different than its performance in Student Growth.

The report card also provides Student Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall district growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

### What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).

### Is the Priority Area score calculated for all students, for student groups, or both?

The Student Growth score is based on the "all students" group, not student subgroups.



# Milwaukee

## District Report Card Detail | 2012-13 | Student Growth

### Student Growth

**Total Score: 53.3/100**

**Growing Toward a Higher Level:**

The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students contribute to a higher Student Growth score. Students maintaining the advanced level also result in a higher score.

**Declining Below Proficient:**

The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score.

**Notes:**

- Details on student growth calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).
- Student Growth is calculated separately for reading and mathematics.
- Student Growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examinations (WKCE) in two consecutive years.
- Student Growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE reading and mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels.

**Reading Growth Score: 28.0/50**

Reading Growth Score is based on the students tested in consecutive grades in fall 2011 and fall 2012.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	12315	9276	<b>2670</b>	<b>262</b>	<b>107</b>
	56.3%	42.4%	<b>12.2%</b>	<b>1.2%</b>	<b>0.5%</b>
Basic	6689	1527	3912	<b>1131</b>	<b>119</b>
	30.6%	7.0%	17.9%	<b>5.2%</b>	<b>0.5%</b>
Proficient	2532	<i>56</i>	<i>859</i>	1389	<b>228</b>
	11.6%	<i>0.3%</i>	<i>3.9%</i>	6.3%	<b>1.0%</b>
Advanced	345	<i>0</i>	<i>15</i>	177	153
	1.6%	<i>0.0%</i>	<i>0.1%</i>	0.8%	0.7%

**Mathematics Growth Score: 25.3/50**

Mathematics Growth Score is based on the students tested in consecutive grades in fall 2011 and fall 2012.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	8102	6281	<b>1599</b>	<b>136</b>	<b>86</b>
	36.9%	28.6%	<b>7.3%</b>	<b>0.6%</b>	<b>0.4%</b>
Basic	9160	2297	5350	<b>1312</b>	<b>201</b>
	41.7%	10.5%	24.4%	<b>6.0%</b>	<b>0.9%</b>
Proficient	4215	<i>82</i>	<i>1403</i>	2169	<b>561</b>
	19.2%	<i>0.4%</i>	<i>6.4%</i>	9.9%	<b>2.6%</b>
Advanced	488	<i>0</i>	<i>28</i>	215	245
	2.2%	<i>0.0%</i>	<i>0.1%</i>	1.0%	1.1%



# Milwaukee

## District Report Card Detail | 2012-13 | Student Growth

### Student Growth

### Supplemental Data

#### Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system.

Group	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State	287,836	<b>67,890</b>	<b>23.6%</b>	<i>23,656</i>	<i>8.2%</i>	288,462	<b>62,704</b>	<b>21.7%</b>	<i>24,157</i>	<i>8.4%</i>
All Students: District	21881	<b>4517</b>	<b>20.6%</b>	<i>930</i>	<i>4.3%</i>	21965	<b>3895</b>	<b>17.7%</b>	<i>1513</i>	<i>6.9%</i>
American Indian or Alaska Native	200	<b>57</b>	<b>28.5%</b>	<i>10</i>	<i>5.0%</i>	200	<b>46</b>	<b>23.0%</b>	<i>17</i>	<i>8.5%</i>
Asian or Pacific Islander	1192	<b>287</b>	<b>24.1%</b>	<i>42</i>	<i>3.5%</i>	1228	<b>330</b>	<b>26.9%</b>	<i>93</i>	<i>7.6%</i>
Black not Hispanic	11713	<b>2145</b>	<b>18.3%</b>	<i>394</i>	<i>3.4%</i>	11712	<b>1780</b>	<b>15.2%</b>	<i>661</i>	<i>5.6%</i>
Hispanic	5611	<b>1309</b>	<b>23.3%</b>	<i>243</i>	<i>4.3%</i>	5653	<b>1076</b>	<b>19.0%</b>	<i>436</i>	<i>7.7%</i>
White not Hispanic	3165	<b>719</b>	<b>22.7%</b>	<i>241</i>	<i>7.6%</i>	3172	<b>663</b>	<b>20.9%</b>	<i>306</i>	<i>9.6%</i>
Students with Disabilities	4406	<b>438</b>	<b>9.9%</b>	<i>24</i>	<i>0.5%</i>	4412	<b>566</b>	<b>12.8%</b>	<i>132</i>	<i>3.0%</i>
Economically Disadvantaged	18258	<b>3643</b>	<b>20.0%</b>	<i>633</i>	<i>3.5%</i>	18344	<b>3129</b>	<b>17.1%</b>	<i>1185</i>	<i>6.5%</i>
Limited English Proficient	3059	<b>699</b>	<b>22.9%</b>	<i>78</i>	<i>2.5%</i>	3144	<b>644</b>	<b>20.5%</b>	<i>215</i>	<i>6.8%</i>

#### Notes

- Data in this table are based on students tested in consecutive grades in fall 2011 and fall 2012.
- “Growing Toward Higher Level” means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on this page and page seven.
- “Declining Below Proficient” means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on this page and page seven.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward a higher level or declining below proficient are not shown.



## Milwaukee

### District Report Card Detail | 2012-13 | Closing Gaps

## Closing Gaps

### What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that corresponds to the statewide goal of having all students improve, while narrowing the achievement and graduation gaps that may separate groups of students. This measure encourages district performance that lifts the performance of traditionally lagging student groups that will result in closing gaps.

### What is being measured?

The growth in the proficiency rate of low-income students, English language learners, and students with disabilities are compared against the growth in the state rate for each comparison group. A supergroup (a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students) is used where applicable so that more districts with small group sizes are included in the accountability system. Black students, Hispanic students, Asian or Pacific Islander students, and American Indian or Alaska Native students are compared to White students.

Districts get credit for raising test scores and graduation rates for target groups. That is, districts are awarded points based on their contribution to the closing of statewide gaps. All progress for target groups is rewarded, regardless of how much the gap was reduced. The calculation does not reward gap-closing that is due to the declining performance of leading groups.

### What can the data tell us?

This Priority Area shows whether the district is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

### What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).

### Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.



# Milwaukee

## District Report Card Detail | 2012-13 | Closing Gaps

### Closing Gaps

**Total Score: 66.0/100**

#### Closing Achievement Gaps - Reading | Score: 16.8/25

District Target Group Rates							State Comparison Group Rates						Gap in Rates			Change Score
Students Tested			Change in Point-Based Proficiency Rate			2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13	Change in Point-Based Proficiency Rate			2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13		
2010-11	2011-12	2012-13	2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13				2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13					
American Indian or Alaska Native	282	267	270	3.1%	-1.8%	5.9%	White not Hispanic	0.7%	-0.1%	0.9%	2.4%	-1.7%	5.0%	0.021		
Asian or Pacific Islander	1706	1720	1832	-0.5%	3.1%	0.1%					-1.2%	3.2%	-0.8%	0.004		
Black not Hispanic	18104	17844	17473	0.9%	-0.1%	0.5%					0.2%	0.0%	-0.4%	-0.001		
Hispanic	8042	8125	8030	0.7%	0.9%	1.4%					0.0%	1.0%	0.5%	0.005		
Students with Disabilities	6936	7156	7075	-0.3%	1.0%	-0.1%	Students without Disabilities	0.6%	-0.2%	0.8%	-0.9%	1.2%	-0.9%	-0.002		
Economically Disadvantaged	27017	26966	26685	1.0%	0.2%	0.7%	Not Economically Disadvantaged	0.9%	0.2%	0.7%	0.1%	0.0%	0.0%	0		
Limited English Proficient	4436	4405	4461	0.8%	0.9%	0.2%	English Proficient	0.6%	-0.1%	1.0%	0.2%	1.0%	-0.8%	0.001		
"All 3" Supergroup	NA	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA		

#### Closing Achievement Gaps - Mathematics | Score: 15.9/25

District Target Group Rates							State Comparison Group Rates						Gap in Rates			Change Score
Students Tested			Change in Point-Based Proficiency Rate			2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13	Change in Point-Based Proficiency Rate			2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13		
2010-11	2011-12	2012-13	2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13				2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13					
American Indian or Alaska Native	282	267	270	3.0%	-1.9%	1.8%	White not Hispanic	0.4%	1.4%	0.4%	2.6%	-3.3%	1.4%	0.002		
Asian or Pacific Islander	1706	1723	1830	-1.2%	3.1%	0.0%					-1.6%	1.7%	-0.4%	0		
Black not Hispanic	18090	17836	17439	-0.8%	-0.5%	-1.3%					-1.2%	-1.9%	-1.7%	-0.016		
Hispanic	8040	8125	8030	-0.1%	0.9%	-0.5%					-0.5%	-0.5%	-0.9%	-0.006		
Students with Disabilities	6927	7149	7054	-1.4%	1.2%	-1.0%	Students without Disabilities	0.1%	1.2%	0.2%	-1.5%	0.0%	-1.2%	-0.009		
Economically Disadvantaged	26999	26960	26660	-0.5%	0.1%	-1.1%	Not Economically Disadvantaged	0.9%	1.5%	0.6%	-1.4%	-1.4%	-1.7%	-0.015		
Limited English Proficient	4438	4413	4461	0.0%	1.7%	-1.9%	English Proficient	0.2%	1.3%	0.3%	-0.2%	0.4%	-2.2%	-0.008		
"All 3" Supergroup	NA	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA		

**Notes**

- Details on closing gaps calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).
- See "About Supergroups" on page 13 for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.



# Milwaukee

## District Report Card Detail | 2012-13 | Closing Gaps

### Closing Gaps

**Total Score: 66.0/100**

#### Closing Graduation Gaps | Score: 33.3/50

District Target Group Rates	Enrollment						Change in Graduation Rate			State Comparison Group Rates			Gap in Rates			Change Score
	2009-10			2010-11			2011-12			Change in Graduation Rate			2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12	
	2009-10	2010-11	2011-12	2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12	2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12	2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12				
American Indian or Alaska Native	64	57	35	NA	15.3%	-0.1%	White not Hispanic	NA	0.7%	0.8%	NA	14.6%	-0.9%	0.072		
Asian or Pacific Islander	284	297	338	NA	6.4%	-3.4%		NA	0.7%	0.8%	NA	5.7%	-4.2%	-0.006		
Black not Hispanic	4151	3816	3623	NA	1.6%	-1.2%		NA	0.7%	0.8%	NA	0.9%	-2.0%	-0.008		
Hispanic	1143	1158	1084	NA	0.0%	3.8%		NA	0.7%	0.8%	NA	-0.7%	3.0%	0.015		
Students with Disabilities	1364	1249	914	NA	0.4%	0.7%		Students without Disabilities	NA	1.2%	0.3%	NA	-0.8%	0.4%	-0.001	
Economically Disadvantaged	4418	4296	4379	NA	1.5%	-1.7%	Not Economically Disadvantaged	NA	1.4%	1.0%	NA	0.1%	-2.7%	-0.016		
Limited English Proficient	396	449	485	NA	-1.1%	-0.1%	English Proficient	NA	1.4%	0.6%	NA	-2.5%	-0.7%	-0.014		
"All 3" Supergroup	NA	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA		
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA		

**Notes - This Page and Prior Page**

- Details on Closing Gaps calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).
- Closing Graduation Gaps is based on the four-year cohort graduation rate only. Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rates when two years of six-year graduation rate data become available.
- Closing Graduation Gaps is based on graduation data from prior years because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- For 2012-13, Closing Graduation Gaps is based on only two years of Change in Point-Based Proficiency Rate because only three years of graduation data are available. For 2013-14 and beyond Closing Graduation Gaps will be based on three years of Change in Point-Based Proficiency Rate.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.
- Point-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- Point-based proficiency rates for each year are not presented here due to space limitations. Only changes in point-based proficiency rates are presented.
- If the group's average rate is 0.9 or higher, the change score is adjusted to be equal to the highest change score observed for that subgroup at any district in the state, indicated by an exclamation point in the Change Score column. See link above for details.

**About Supergroups**

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and/or economically disadvantaged students.
- "SwD-LEP" Supergroup: students with disabilities and/or limited English proficient students.
- "ECD-LEP" Supergroup: economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a district had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

## On-Track and Postsecondary Readiness

### What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

### What is being measured?

This Priority Area has two parts. The first part includes both graduation rate and attendance rate. The second is a set of measures that include third-grade reading achievement, eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the district. The scores for these two parts are added to produce the Priority Area score.

### What can the data tell us?

Graduation rates measure a key education milestone. Attendance rate is an important prerequisite for student learning.

Third-grade reading ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for districts to monitor.

The ACT exam is a widely used and trusted measure of readiness for college coursework. ACT results can help districts understand how well they are preparing students for credit-bearing coursework in college.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

### What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).

### Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, ACT Participation and Performance, Third-Grade Reading Achievement, and Eighth-Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.



# Milwaukee

District Report Card Detail | 2012-13 | On-Track and Postsecondary Readiness

## On-Track and Postsecondary Readiness

**Total Score: 69.2/100**

### 2011-12 Attendance Score: 35.0/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	78,241	11,203,759.0	12,594,769.0	89.0%
Lowest Group: American Indian Students	643	85,626.0	99,798.0	85.8%

### 2011-12 Graduation Score: 28.2/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	5735	3704	64.6%	5406	4140	76.6%

### On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaska Native	35	19	54.3%	36	23	63.9%
Asian or Pacific Islander	338	265	78.4%	268	226	84.3%
Black not Hispanic	3623	2248	62.0%	3435	2602	75.7%
Hispanic	1084	693	63.9%	1016	739	72.7%
White not Hispanic	655	479	73.1%	651	550	84.5%
Students with Disabilities	914	417	45.6%	1043	660	63.3%
Economically Disadvantaged	4379	2703	61.7%	3652	2768	75.8%
Limited English Proficient	416	219	52.6%	356	237	66.6%

### 2011-12 ACT Participation and Performance Score: 2.6/10

Group	Enrolled		Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent	
12th Graders	4352	3001	69.0%	523	17.4%	837	27.9%	316	10.5%	180	6.0%	

#### Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability) .
- Only districts with a 12th grade will earn an ACT Participation and Performance score.



# Milwaukee

District Report Card Detail | 2012-13 | On-Track and Postsecondary Readiness

## On-Track and Postsecondary Readiness

**Total Score: 69.2/100**

### 2012-13 3rd Grade Reading Achievement Score: 1.6/ 5

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	137	2.7%	205.5	135	2.7%	202.5	160	3.2%	240
Proficient	1	634	12.5%	634	671	13.5%	671	647	12.9%	647
Basic	0.5	1523	30.1%	761.5	1408	28.4%	704	1403	28.1%	701.5
Minimal Performance	0	2774	54.7%	0	2743	55.3%	0	2789	55.8%	0
Total Tested	-	5068	100.0%	1601	4957	100.0%	1577.5	4999	100.0%	1588.5

### 2012-13 8th Grade Mathematics Achievement Score: 1.8/ 5

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	108	2.5%	162	132	2.9%	198	160	3.5%	240
Proficient	1	621	14.2%	621	692	15.3%	692	591	13.0%	591
Basic	0.5	1486	34.1%	743	1770	39.0%	885	1500	33.0%	750
Minimal Performance	0	2145	49.2%	0	1941	42.8%	0	2301	50.5%	0
Total Tested	-	4360	100.0%	1526	4535	100.0%	1775	4552	100.0%	1581

#### Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability) .
- 3rd Grade Reading and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area except that if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the Priority Area.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.



# Milwaukee

## District Report Card Detail | 2012-13 | Student Engagement Indicators

### Student Engagement Indicators

**Goals Met: 2/3**

Both one-year and three-year rates are considered for Test Participation, Absenteeism, and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year District Rate	Three-Year District Rate	Points Deducted
Test Participation Lowest Group Rate	95% or Greater	98.3%	98.4%	0
Absenteeism Rate	Less than 13%	21.4%	21.5%	-5
Dropout Rate	Less than 6%	5.4%	5.4%	0

### Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine whether the district met the Test Participation Rate goal. For a district to meet the participation goal, it must meet either the current-year goal or the three-year goal. To meet the one-year goal, each subgroup must have a one-year participation rate of at least 95% in both mathematics and reading. To meet the three-year goal, each subgroup must have a three-year participation rate of at least 95% in both mathematics and reading. Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met.

Group	Test Participation Rate								Absenteeism Rate				Dropout Rate			
	One Year				Three Year				One Year		Three Year		One Year		Three Year	
	Reading Students	Reading Rate	Mathematics Students	Mathematics Rate	Reading Students	Reading Rate	Mathematics Students	Mathematics Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
American Indian or Alaska Native	307	99.7%	307	99.7%	932	98.8%	932	98.9%	599	30.7%	1927	34.3%	251	8.0%	829	8.4%
Asian or Pacific Islander	2020	99.6%	2020	99.7%	5856	99.4%	5856	99.6%	3973	9.5%	11446	9.2%	1827	3.6%	5324	2.9%
Black not Hispanic	20275	98.8%	20275	98.6%	62819	98.9%	62819	98.8%	43063	26.3%	131747	26.3%	20421	5.8%	63149	6.1%
Hispanic	8767	99.0%	8767	99.6%	26499	99.1%	26499	99.5%	17424	17.1%	52301	17.2%	7028	5.4%	20980	5.1%
White not Hispanic	4959	99.4%	4959	99.5%	15716	99.5%	15716	99.6%	10141	12.1%	32255	12.8%	3849	4.2%	12356	3.6%
Students with Disabilities	8012	98.5%	8012	98.3%	24095	98.5%	24095	98.4%	14529	28.2%	52930	28.7%	6680	3.0%	24039	5.0%
Economically Disadvantaged	30511	98.9%	30511	99.0%	92935	99.1%	92935	99.1%	62610	22.9%	187240	22.9%	26836	4.8%	80056	5.0%
Limited English Proficient	4912	98.6%	4912	99.6%	14703	98.7%	14703	99.5%	8063	13.9%	24448	13.1%	3108	6.5%	9196	5.4%

#### Notes

- Details on Student Engagement Indicator calculations can be found at [http://acct.dpi.wi.gov/acct\\_accountability](http://acct.dpi.wi.gov/acct_accountability).
- All districts are expected to meet Student Engagement Indicator goals in these three areas. The overall accountability score is reduced by five points if Absenteeism Rate and Dropout Rate goals are not met. The overall accountability score is reduced by five points if the Test Participation Rate (for lowest group) is below 95%, and reduced by 10 points if below 85%.
- Test Participation Rate (for lowest group) is rounded to the nearest whole number before comparison with the goal. Absenteeism Rate and the Dropout Rate are not rounded.
- Test Participation Rate is based on both the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).



# Milwaukee

## District Report Card Detail | 2012-13 | Assessment Trends

### District Results: Wisconsin Student Assessment System

The data below are provided for informational purposes only and are not used to calculate a district's Accountability Score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities) results.

Performance levels have been retroactively adjusted to align WKCE reading and mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.

Reading										
Grade	2008-09		2009-10		2010-11		2011-12		2012-13	
	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced
3	5235	15.1%	5135	14.8%	5068	15.2%	4957	16.3%	4999	16.1%
4	5374	14.2%	5177	14.9%	5068	14.5%	4870	15.8%	4824	14.4%
5	5196	14.8%	5068	13.5%	4964	15.1%	4865	14.4%	4709	15.7%
6	4820	12.7%	4817	12.7%	4747	13.1%	4718	13.2%	4596	13.4%
7	4809	13.8%	4530	14.1%	4542	15.0%	4616	15.0%	4542	14.7%
8	4921	12.8%	4685	14.1%	4363	15.9%	4538	14.5%	4551	16.7%
10	4764	11.5%	4847	13.0%	4487	9.4%	4247	14.8%	3934	14.3%

Mathematics										
Grade	2008-09		2009-10		2010-11		2011-12		2012-13	
	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced
3	5306	25.2%	5136	25.0%	5071	23.9%	4955	24.8%	4998	24.4%
4	5402	26.7%	5165	27.8%	5069	26.1%	4876	25.9%	4835	23.8%
5	5217	23.7%	5060	26.7%	4965	24.5%	4866	25.6%	4710	23.8%
6	4848	16.8%	4816	19.8%	4745	23.4%	4718	19.5%	4594	22.7%
7	4829	15.3%	4527	17.9%	4536	18.4%	4609	19.4%	4537	18.8%
8	4962	14.0%	4678	17.4%	4360	16.7%	4535	18.2%	4552	16.5%
10	4790	9.4%	4834	10.0%	4472	10.6%	4247	11.5%	3896	12.8%

### State Results: National Assessment of Educational Progress 2011

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools nationwide. These data are provided for informational purposes only and are not used to calculate a district's Accountability Score.

Group	4th Grade Percent Proficient and Advanced		8th Grade Percent Proficient and Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin	47%	34%	41%	34%
Nation	40%	32%	34%	32%



# Milwaukee

## District Report Card Detail | 2012-13 | Annual Measurable Objectives

### Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) for all students and student groups for reading proficiency, mathematics proficiency, high school graduation rate, and attendance rate. The data below are provided for informational purposes and are not used to calculate a district's Accountability Score.

#### Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2012-13			2011-12 and 2012-13 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	32155	4846	15.1%	64966	9724	15.0%	40.3%	No
American Indian or Alaska Native	270	58	21.5%	537	101	18.8%	31.5%	No
Asian or Pacific Islander	1832	314	17.1%	3552	600	16.9%	36.8%	No
Black not Hispanic	17473	1739	10.0%	35317	3525	10.0%	25.0%	No
Hispanic	8030	1068	13.3%	16155	2136	13.2%	28.0%	No
White not Hispanic	4550	1667	36.6%	9405	3362	35.7%	44.4%	No
Students with Disabilities	7075	715	10.1%	14231	1463	10.3%	25.8%	No
Economically Disadvantaged	26685	2962	11.1%	53651	5920	11.0%	29.8%	No
Limited English Proficient	4461	263	5.9%	8866	552	6.2%	23.0%	No

#### Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2012-13			2011-12 and 2012-13 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	32122	6631	20.6%	64928	13491	20.8%	52.9%	No
American Indian or Alaska Native	270	72	26.7%	537	131	24.4%	41.5%	No
Asian or Pacific Islander	1830	597	32.6%	3553	1171	32.9%	54.0%	No
Black not Hispanic	17439	2191	12.6%	35275	4539	12.9%	33.4%	No
Hispanic	8030	1772	22.1%	16155	3557	22.0%	39.9%	No
White not Hispanic	4553	1999	43.9%	9408	4093	43.5%	57.5%	No
Students with Disabilities	7054	929	13.2%	14203	1931	13.6%	35.6%	No
Economically Disadvantaged	26660	4400	16.5%	53620	9014	16.8%	41.4%	No
Limited English Proficient	4461	824	18.5%	8874	1663	18.7%	37.8%	No

**Notes**

- Under Met Target, "Yes-CI" stands for Yes - Confidence Interval, meaning the group met its AMO target within a 95 percent confidence interval.
- Two-year average is only calculated when both years meet group size requirement.



# Milwaukee

## District Report Card Detail | 2012-13 | Annual Measurable Objectives

### Annual Measurable Objectives

#### Attendance Rate

Group	2011-12						AMO Target	Met Target
	Enrollment	Attended Days	Possible Days	Rate	Improvement	Improvement Target		
All Students	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	Not applicable - attendance target for All Students group only.		
Asian or Pacific Islander	NA	NA	NA	NA	NA			
Black not Hispanic	NA	NA	NA	NA	NA			
Hispanic	NA	NA	NA	NA	NA			
White not Hispanic	NA	NA	NA	NA	NA			
Students with Disabilities	NA	NA	NA	NA	NA			
Economically Disadvantaged	NA	NA	NA	NA	NA			
Limited English Proficient	NA	NA	NA	NA	NA			

#### Graduation Rate

Group	Four-Year Cohort Rate								Six-Year Cohort Rate			Met Target
	2011-12			2010-11 and 2011-12 Average			Improvement		2011-12			
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	
All Students	5735	3704	64.6%	11770	7604	64.6%	0.0%	2.0%	5406	4140	76.6%	No
American Indian or Alaska Native	35	54.3%	54.3%	92	50	54.3%	-0.1%	5.0%	36	23	63.9%	No
Asian or Pacific Islander	338	265	78.4%	635	508	80.0%	-3.4%	2.0%	268	226	84.3%	No
Black not Hispanic	3623	2248	62.0%	7439	4660	62.6%	-1.2%	2.0%	3435	2602	75.7%	No
Hispanic	1084	693	63.9%	2242	1389	62.0%	3.8%	2.0%	1016	739	72.7%	Yes
White not Hispanic	655	479	73.1%	1362	997	73.2%	-0.2%	2.0%	651	550	84.5%	No
Students with Disabilities	914	417	45.6%	2163	978	45.2%	0.7%	5.0%	1043	660	63.3%	No
Economically Disadvantaged	4379	2703	61.7%	8675	5425	62.5%	-1.7%	2.0%	3652	2768	75.8%	No
Limited English Proficient	485	276	56.9%	934	532	57.0%	-0.1%	5.0%	358	239	66.8%	No

**Notes**

- The graduation rate target for the All Students group and each student group is 85 percent. The attendance rate target for the All Students group is 85 percent.
- The Graduation Rate Annual Measurable Objective (AMO) is based on three goals: 1) Four-year cohort graduation rate goal (most recent year or average of two most recent years); 2) Four-year cohort graduation rate improvement goal; and 3) Six-year cohort graduation rate goal. If any one of these goals is met, then the AMO is met.
- The Attendance Rate AMO is only applied when the Graduation Rate AMO is not applicable.
- NA indicates that the student group is too small to receive an AMO determination.
- For more information about Annual Measurable Objectives see: [http://oea.dpi.wi.gov/oea\\_amo](http://oea.dpi.wi.gov/oea_amo).