



OVERVIEW

District Details

Grades : K4-12

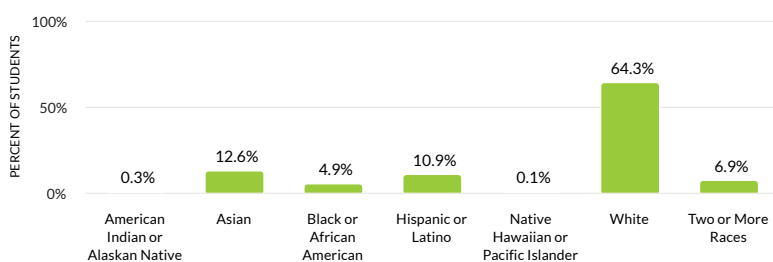
Enrollment : 7,167

Percent open enrollment : 2.9%

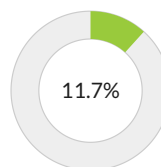
Middleton-Cross Plains Area School District: Inclusive, innovative, & inspiring schools where everyone thrives. Our mission is to educate all students to be contributing members of a community & global society by inspiring them with a lifelong love of learning, challenging them with rigorous & innovative curriculum, & empowering them through inclusion & collaboration. www.mcpsd.k12.wi.us.

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

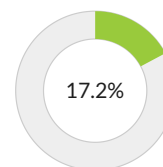
Student Groups



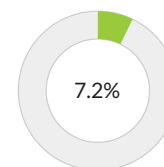
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

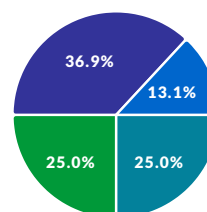
Overall Score

84.4

Significantly Exceeds Expectations



PRIORITY AREA WEIGHTS



ACHIEVEMENT

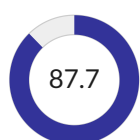
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

Priority Area Scores

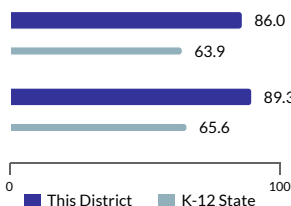
ACHIEVEMENT



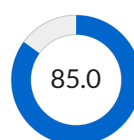
English Language Arts

Mathematics

Subject Area Scores



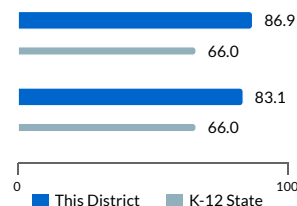
GROWTH



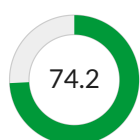
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



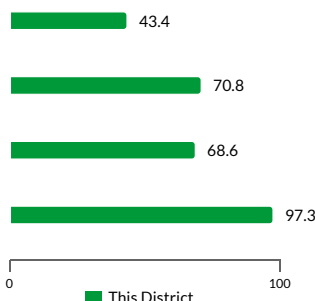
Achievement

Growth

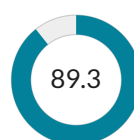
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



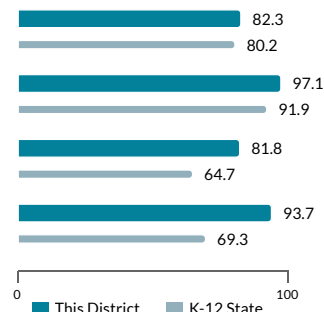
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores



DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	6	54.5%
Exceeds Expectations	4	36.4%
Meets Expectations	1	9.1%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

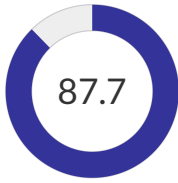
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	60.7	82.1	92.7	100.0
Achievement	67.2	85.6	96.2	100.0
Growth	51.8	75.5	95.5	100.0
Target Group Outcomes	43.0	74.3	97.7	100.0
On-Track to Graduation	76.9	88.1	92.1	100.0



ACHIEVEMENT

This priority area summarizes how this district'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.

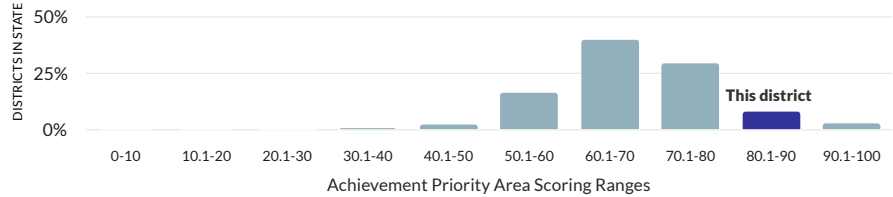
Priority Area Score



English Language Arts Score: 86.0

Mathematics Score: 89.3

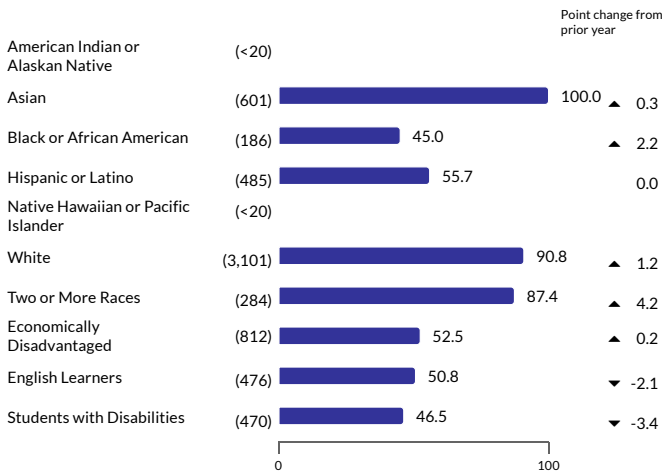
■ This district's score was the same or higher than 95.3% of districts in the state.



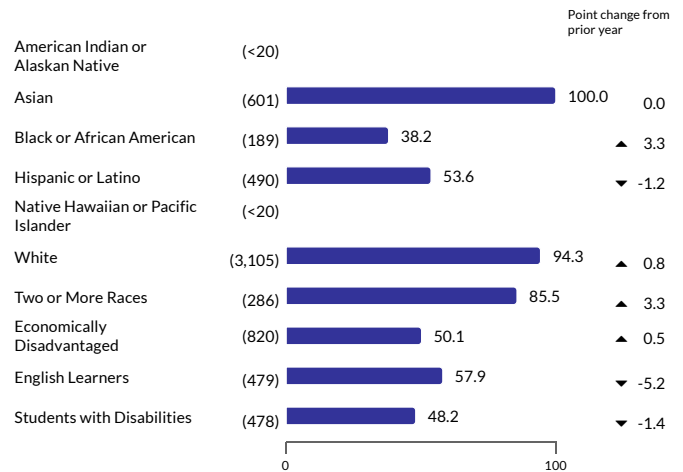
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



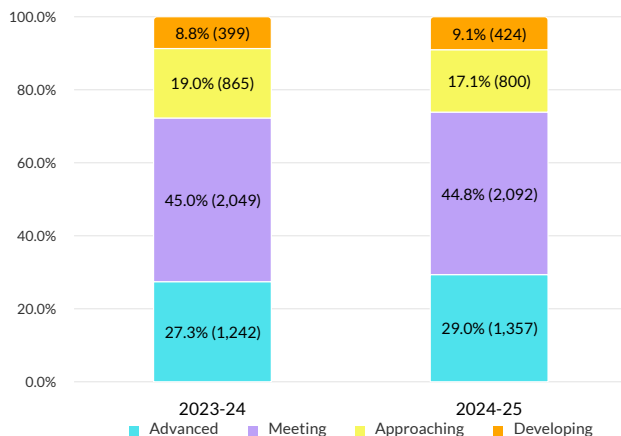
MATHEMATICS



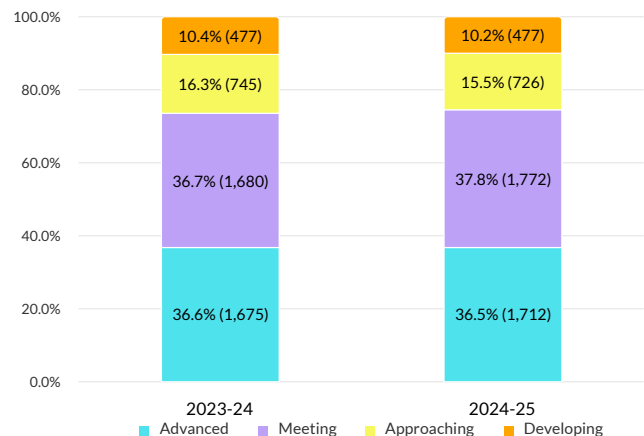
Performance Levels by Year

These graphs show district-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 district's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
96.3%	84.9%

MATHEMATICS

All students	Lowest-participating group: Black or African American
96.6%	86.1%

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				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,249	11.2%	38.8%	31.3%	18.8%	538,976	12.1%	38.4%	30.5%	19.0%
All Students	4,555	27.3%	45.0%	19.0%	8.8%	4,673	29.0%	44.8%	17.1%	9.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	584	43.8%	39.9%	12.2%	4.1%	601	46.6%	39.4%	9.5%	4.5%
Black or African American	185	6.5%	21.6%	33.0%	38.9%	186	7.5%	22.6%	32.8%	37.1%
Hispanic or Latino	440	10.7%	32.7%	27.0%	29.5%	485	10.7%	32.4%	27.6%	29.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	3,040	27.8%	49.6%	17.8%	4.8%	3,101	29.8%	49.1%	15.8%	5.3%
Two or More Races	294	27.2%	40.8%	23.1%	8.8%	284	29.6%	44.4%	18.3%	7.7%
Economically Disadvantaged	833	8.9%	28.5%	33.4%	29.3%	812	7.9%	31.2%	31.4%	29.6%
English Learners	441	8.2%	32.2%	29.5%	30.2%	476	6.3%	32.8%	29.2%	31.7%
Students with Disabilities	447	9.4%	24.8%	33.8%	32.0%	470	8.1%	23.8%	32.1%	36.0%

MATHEMATICS

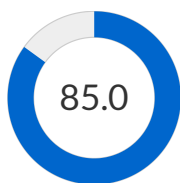
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,482	16.5%	34.6%	27.4%	21.6%	539,276	17.2%	34.1%	27.5%	21.1%
All Students	4,577	36.6%	36.7%	16.3%	10.4%	4,687	36.5%	37.8%	15.5%	10.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	585	67.2%	23.4%	6.0%	3.4%	601	66.2%	23.5%	7.7%	2.7%
Black or African American	189	5.8%	15.9%	28.6%	49.7%	189	6.9%	17.5%	29.6%	46.0%
Hispanic or Latino	445	11.9%	29.0%	28.8%	30.3%	490	10.4%	31.0%	26.5%	32.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	3,048	36.5%	42.4%	15.4%	5.8%	3,105	37.0%	43.2%	14.1%	5.7%
Two or More Races	298	34.9%	30.5%	18.5%	16.1%	286	35.0%	34.3%	18.2%	12.6%
Economically Disadvantaged	849	10.1%	25.8%	28.9%	35.2%	820	9.8%	25.5%	31.7%	33.0%
English Learners	444	21.4%	25.7%	25.7%	27.3%	479	16.7%	25.5%	28.6%	29.2%
Students with Disabilities	464	12.7%	23.7%	25.4%	38.1%	478	8.6%	28.2%	25.5%	37.7%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district 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.

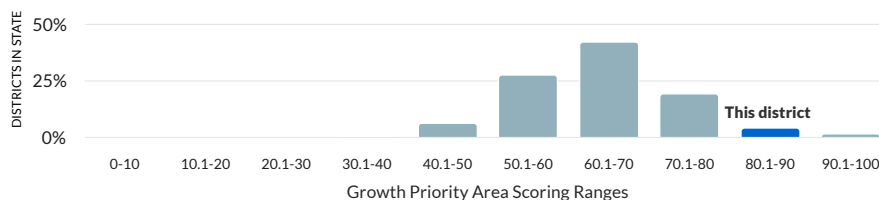
Priority Area Score



English Language Arts Score: 86.9

Mathematics Score: 83.1

■ This district's score was the same or higher than 98.4% of districts 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

All Students	(3,929)	4.1
American Indian or Alaskan Native	(<20)	
Asian	(505)	4.3
Black or African American	(149)	4.0
Hispanic or Latino	(377)	3.9
Native Hawaiian or Pacific Islander	(<20)	
White	(2,640)	4.1
Two or More Races	(247)	4.0
Economically Disadvantaged	(646)	3.7
Not Economically Disadvantaged	(3,283)	4.2
English Learners	(367)	3.7
English Proficient	(3,562)	4.1
Students with Disabilities	(337)	3.6
Students without Disabilities	(3,592)	4.1
Proficient Last Year	(2,882)	4.2
Not Proficient Last Year	(1,047)	3.8

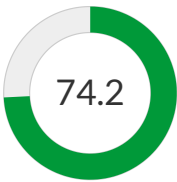
MATHEMATICS

All Students	(3,945)	3.9
American Indian or Alaskan Native	(<20)	
Asian	(508)	4.4
Black or African American	(149)	3.2
Hispanic or Latino	(381)	3.4
Native Hawaiian or Pacific Islander	(<20)	
White	(2,646)	3.9
Two or More Races	(250)	3.6
Economically Disadvantaged	(651)	3.4
Not Economically Disadvantaged	(3,294)	4.0
English Learners	(370)	3.6
English Proficient	(3,575)	3.9
Students with Disabilities	(343)	3.3
Students without Disabilities	(3,602)	4.0
Proficient Last Year	(2,977)	4.0
Not Proficient Last Year	(968)	3.5

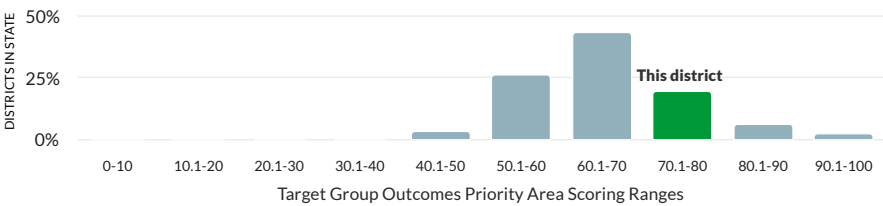
TARGET GROUP OUTCOMES

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 district's score was the same or higher than 84.5% of districts in the state.



Component Scores

ACHIEVEMENT

Score: 43.4

Average points-based proficiency rates.

English Language Arts

Target Group: 45.0

Non-Target Group: 100.0

Mathematics

Target Group: 41.7

Non-Target Group: 100.0

GROWTH

Score: 70.8

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

English Language Arts

Target Group: 75.5

Non-Target Group: 90.7

Mathematics

Target Group: 66.0

Non-Target Group: 88.8

CHRONIC ABSENTEEISM

Score: 68.6

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: 68.6

Non-Target Group: 88.2

GRADUATION

Score: 97.3

Average of 2023-24's 4- and 7-year cohort rates.

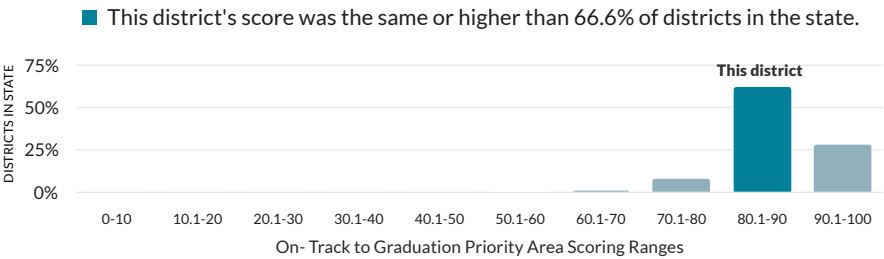
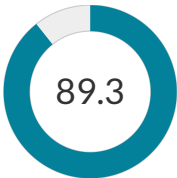
Target Group: 97.3

Non-Target Group: 99.3

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: 82.3

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.

District82.3

Statewide80.2

GRADUATION

Score: 97.1

Average of 2023-24's 4- and 7-year cohort rates.

District97.1

Statewide91.9

3RD GRADE ENGLISH LANGUAGE ARTS

Score: 81.8

Multi-year average points-based proficiency rates.

District81.8

Statewide64.7

8TH GRADE MATHEMATICS

Score: 93.7

Multi-year average points-based proficiency rates.

District93.7

Statewide69.3

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.

District: 69.7%

Statewide: 50.3%



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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	811,685	22.8%	809,284	19.7%	806,682	17.9%
All Students	6,874	20.9%	6,944	18.5%	6,817	14.8%
American Indian or Alaskan Native	26	34.6%	25	40.0%	22	36.4%
Asian	834	9.4%	857	11.3%	842	6.5%
Black or African American	340	53.8%	336	42.9%	310	41.6%
Hispanic or Latino	637	30.8%	682	28.4%	728	23.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	4,612	18.4%	4,601	15.6%	4,469	12.3%
Two or More Races	422	28.9%	440	26.8%	442	21.3%
Economically Disadvantaged	1,317	42.8%	1,363	36.4%	1,350	33.0%
English Learners	619	20.7%	689	21.9%	705	17.0%
Students with Disabilities	718	35.7%	780	32.8%	785	30.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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: K-12 State	68,207	61,990	90.9%	67,154	62,374	92.9%
All Students	567	544	95.9%	573	563	98.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	52	50	96.2%	49	48	98.0%
Black or African American	<20	*	*	25	23	92.0%
Hispanic or Latino	69	60	87.0%	54	52	96.3%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	400	389	97.3%	426	422	99.1%
Two or More Races	25	25	100.0%	<20	*	*
Economically Disadvantaged	102	90	88.2%	86	81	94.2%
English Learners	32	27	84.4%	25	24	96.0%
Students with Disabilities	46	38	82.6%	65	63	96.9%



POSTSECONDARY PREPARATION, 2023-24

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 district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

1,626 (70.0%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

District	State
55.4%	20.3%

1,287 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

District	State
39.6%	26.6%

920 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

District	State
9.3%	5.5%

217 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

District	State
5.2%	8.0%

120 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
All Students	2,323	267,180	55.4%	20.3%	39.6%	26.6%	9.3%	5.5%	5.2%	8.0%
American Indian or Alaskan Native	<20	2,631	*	6.8%	*	17.8%	*	2.2%	*	7.3%
Asian	252	10,651	70.6%	29.4%	39.7%	28.4%	13.1%	4.4%	5.2%	5.5%
Black or African American	99	25,323	31.3%	6.0%	22.2%	8.9%	5.1%	2.1%	7.1%	3.0%
Hispanic or Latino	260	39,067	41.2%	14.4%	37.7%	20.1%	6.5%	4.1%	5.0%	5.3%
Native Hawaiian or Pacific Islander	<20	211	*	18.0%	*	22.7%	*	3.8%	*	7.1%
White	1,548	177,152	57.6%	23.4%	41.0%	30.9%	10.1%	6.5%	5.0%	9.6%
Two or More Races	155	12,051	49.0%	17.9%	40.6%	22.2%	3.2%	4.3%	6.5%	5.6%
Economically Disadvantaged	445	108,778	34.6%	10.1%	28.3%	19.9%	4.3%	3.7%	5.2%	6.0%
English Learners	162	20,427	31.5%	10.3%	25.3%	18.0%	4.3%	2.9%	6.2%	4.1%
Students with Disabilities	258	33,744	24.0%	3.0%	17.4%	16.1%	3.5%	2.9%	4.3%	6.1%

ARTS COURSE INFORMATION, 2023-24

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 district enrolled fewer than 20 students.

Participation by Type of Arts Course

1,299 (55.9%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
34.5%	27.0%	0.0%	0.4%	25.0%	18.3%	2.4%	1.8%
802 students successfully completed at least one art & design course.		No students successfully completed a dance course.		581 students successfully completed at least one music course.		55 students successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
All Students	2,323	267,180	34.5%	27.0%	0.0%	0.4%	25.0%	18.3%	2.4%	1.8%
American Indian or Alaskan Native	<20	2,631	*	30.9%	*	0.0%	*	15.7%	*	1.1%
Asian	252	10,651	23.0%	27.2%	0.0%	0.3%	37.3%	17.0%	0.4%	1.2%
Black or African American	99	25,323	38.4%	17.5%	0.0%	0.4%	25.3%	6.4%	0.0%	1.5%
Hispanic or Latino	260	39,067	43.8%	25.8%	0.0%	0.3%	14.2%	11.9%	2.7%	1.6%
Native Hawaiian or Pacific Islander	<20	211	*	28.4%	*	0.0%	*	18.0%	*	0.0%
White	1,548	177,152	35.1%	28.4%	0.0%	0.4%	24.4%	21.6%	2.8%	1.9%
Two or More Races	155	12,051	29.7%	29.0%	0.0%	0.5%	29.7%	17.7%	1.9%	2.0%
Economically Disadvantaged	445	108,778	41.8%	26.3%	0.0%	0.3%	18.9%	13.7%	2.0%	1.6%
English Learners	162	20,427	44.4%	27.0%	0.0%	0.3%	13.6%	9.4%	2.5%	1.1%
Students with Disabilities	258	33,744	33.3%	28.2%	0.0%	0.3%	24.8%	13.4%	4.7%	1.9%

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2024-25

The incident rate data presented in this section is new for 2024–25, provided for informational purposes only, and intended solely to fulfill new 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 2024-25 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 new for 2024–25, provided for informational purposes only, and intended solely to fulfill new 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.

District: <0.1	Statewide: 1.3
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Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

District: <0.1	Statewide: 0.6
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