OVERVIEW

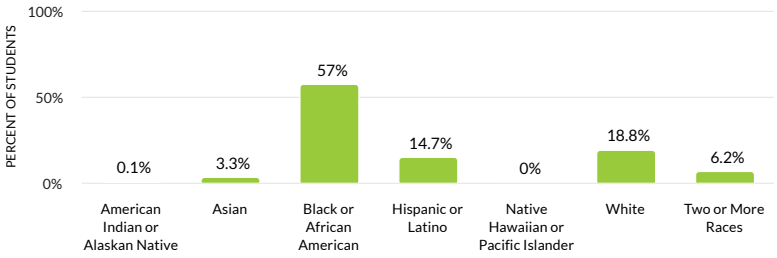
School Details

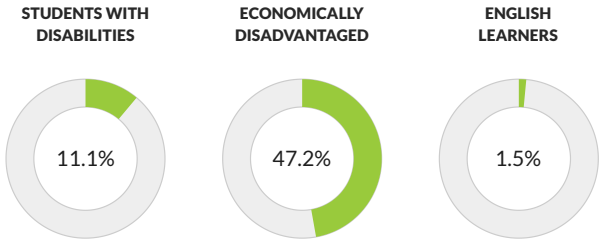
Grades : 3-12
Enrollment : 1,198
Percent open enrollment : 5.3%

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

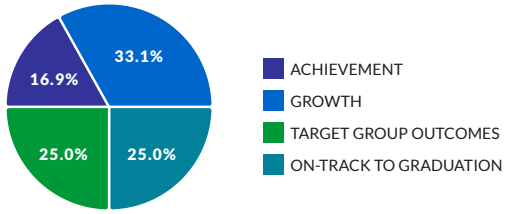
Overall Score

80.1

Exceeds Expectations

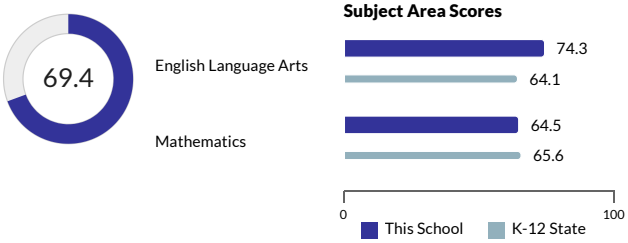
★★★★

PRIORITY AREA WEIGHTS

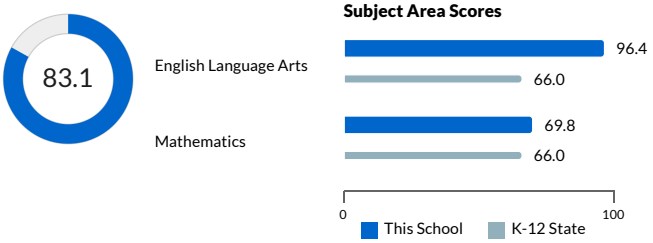


Priority Area Scores

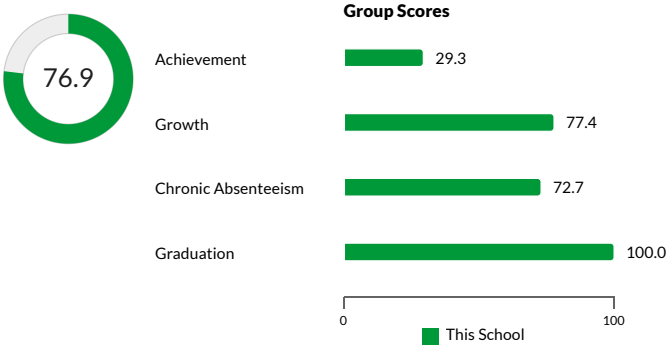
ACHIEVEMENT



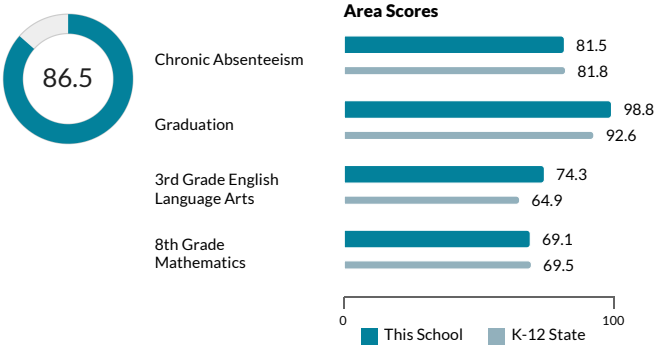
GROWTH



TARGET GROUP OUTCOMES



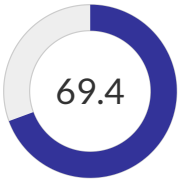
ON-TRACK TO GRADUATION



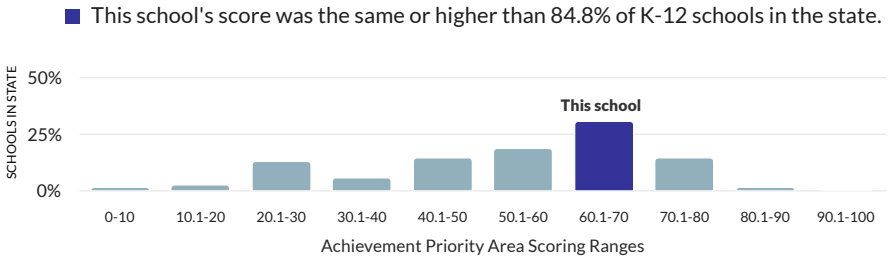
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



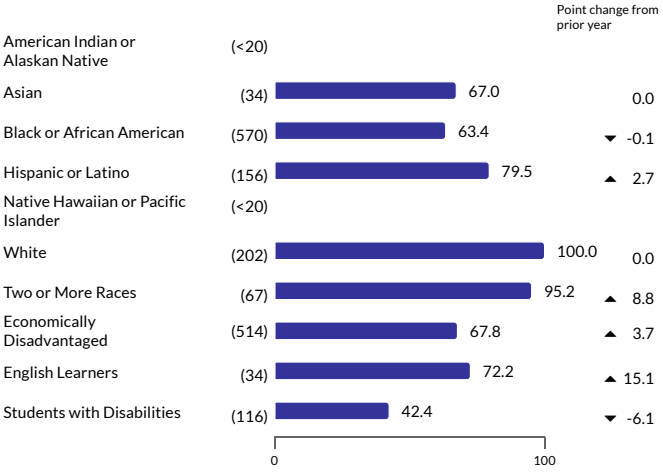
English Language Arts Score: 74.3
Mathematics Score: 64.5



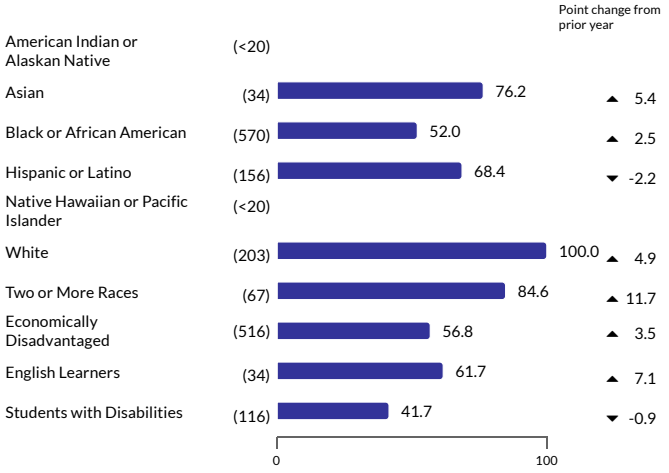
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



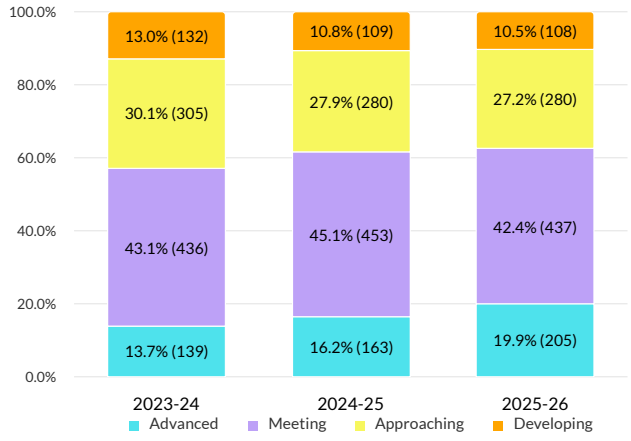
MATHEMATICS



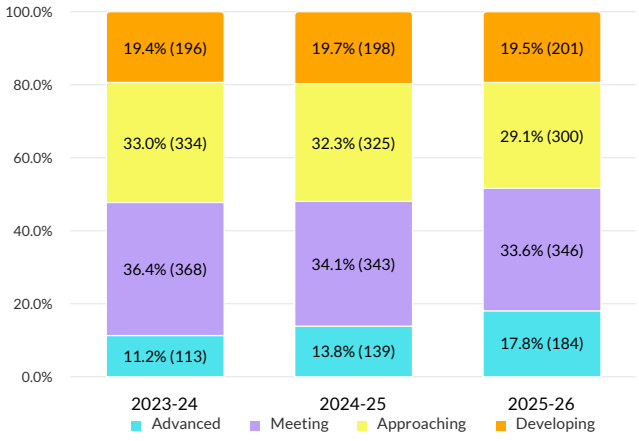
Performance Levels by Year

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: Students with Disabilities
98.1%	94.4%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.2%	94.4%

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: K-12 State	541,184	11.2%	38.8%	31.3%	18.8%	538,886	12.1%	38.4%	30.5%	19.0%	534,954	12.3%	38.7%	30.2%	18.8%
All Students	1,012	13.7%	43.1%	30.1%	13.0%	1,005	16.2%	45.1%	27.9%	10.8%	1,030	19.9%	42.4%	27.2%	10.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	43	7.0%	44.2%	41.9%	7.0%	36	5.6%	55.6%	22.2%	16.7%	34	5.9%	50.0%	32.4%	11.8%
Black or African American	580	6.4%	37.8%	38.1%	17.8%	569	7.7%	41.1%	36.7%	14.4%	570	8.4%	40.2%	36.3%	15.1%
Hispanic or Latino	154	14.9%	53.9%	19.5%	11.7%	148	16.2%	49.3%	25.0%	9.5%	156	19.9%	48.1%	22.4%	9.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	175	37.7%	48.0%	12.6%	1.7%	189	42.3%	48.1%	6.9%	2.6%	202	49.5%	42.1%	7.9%	0.5%
Two or More Races	58	17.2%	51.7%	22.4%	8.6%	63	20.6%	55.6%	20.6%	3.2%	67	35.8%	44.8%	16.4%	3.0%
Economically Disadvantaged	567	6.7%	38.3%	36.3%	18.7%	498	8.8%	41.4%	34.1%	15.7%	514	13.4%	39.5%	32.5%	14.6%
English Learners	37	2.7%	43.2%	37.8%	16.2%	36	5.6%	33.3%	44.4%	16.7%	34	2.9%	58.8%	35.3%	2.9%
Students with Disabilities	97	5.2%	23.7%	25.8%	45.4%	105	10.5%	23.8%	29.5%	36.2%	116	9.5%	19.0%	28.4%	43.1%

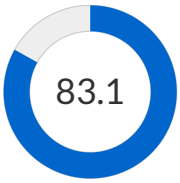
MATHEMATICS

	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: K-12 State	541,491	16.5%	34.5%	27.4%	21.6%	539,267	17.2%	34.2%	27.5%	21.2%	535,177	18.4%	32.8%	26.1%	22.6%
All Students	1,011	11.2%	36.4%	33.0%	19.4%	1,005	13.8%	34.1%	32.3%	19.7%	1,031	17.8%	33.6%	29.1%	19.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	43	7.0%	46.5%	27.9%	18.6%	36	11.1%	47.2%	30.6%	11.1%	34	14.7%	47.1%	32.4%	5.9%
Black or African American	579	3.5%	30.1%	40.9%	25.6%	569	5.3%	27.2%	40.6%	26.9%	570	6.8%	29.8%	36.1%	27.2%
Hispanic or Latino	154	16.9%	39.6%	26.6%	16.9%	148	15.5%	42.6%	26.4%	15.5%	156	16.7%	37.2%	28.8%	17.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	175	28.6%	54.3%	14.3%	2.9%	189	36.0%	47.1%	11.1%	5.8%	203	46.8%	36.0%	11.8%	5.4%
Two or More Races	58	24.1%	29.3%	32.8%	13.8%	63	22.2%	30.2%	36.5%	11.1%	67	28.4%	41.8%	20.9%	9.0%
Economically Disadvantaged	566	4.2%	32.3%	37.6%	25.8%	498	8.0%	29.1%	36.9%	25.9%	516	10.5%	30.8%	33.9%	24.8%
English Learners	37	5.4%	35.1%	29.7%	29.7%	36	8.3%	33.3%	30.6%	27.8%	34	5.9%	44.1%	32.4%	17.6%
Students with Disabilities	97	6.2%	16.5%	35.1%	42.3%	105	6.7%	23.8%	27.6%	41.9%	116	12.9%	12.9%	28.4%	45.7%

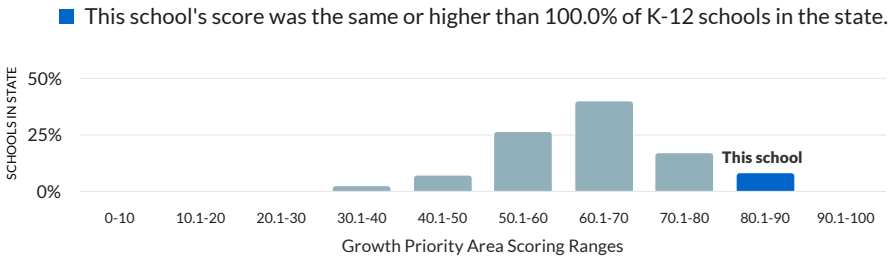
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that, on average, students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



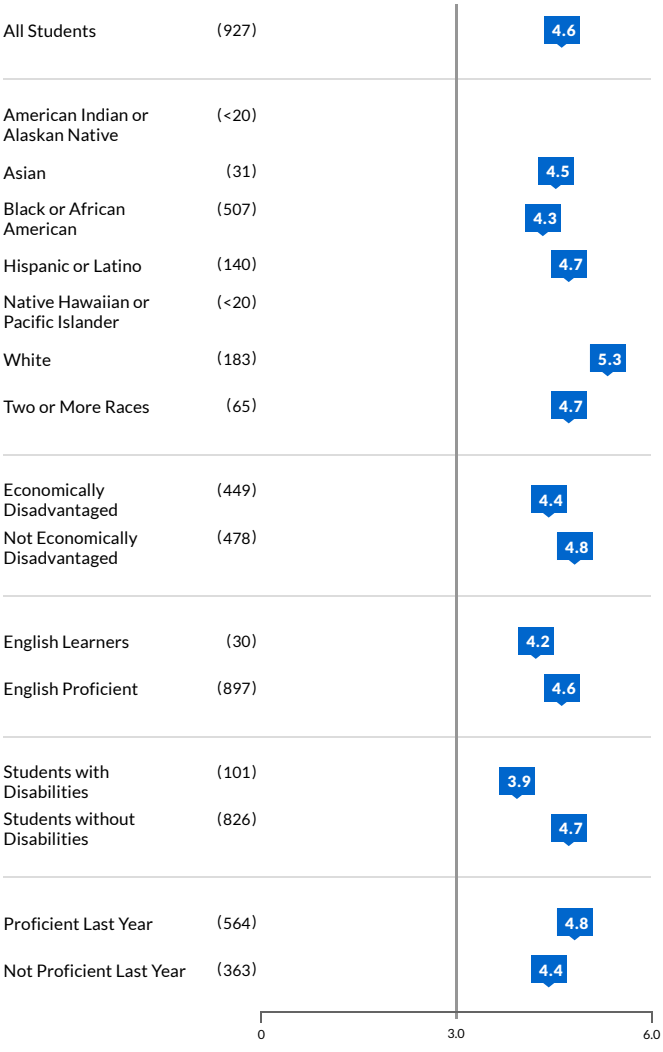
English Language Arts Score: 96.4
Mathematics Score: 69.8



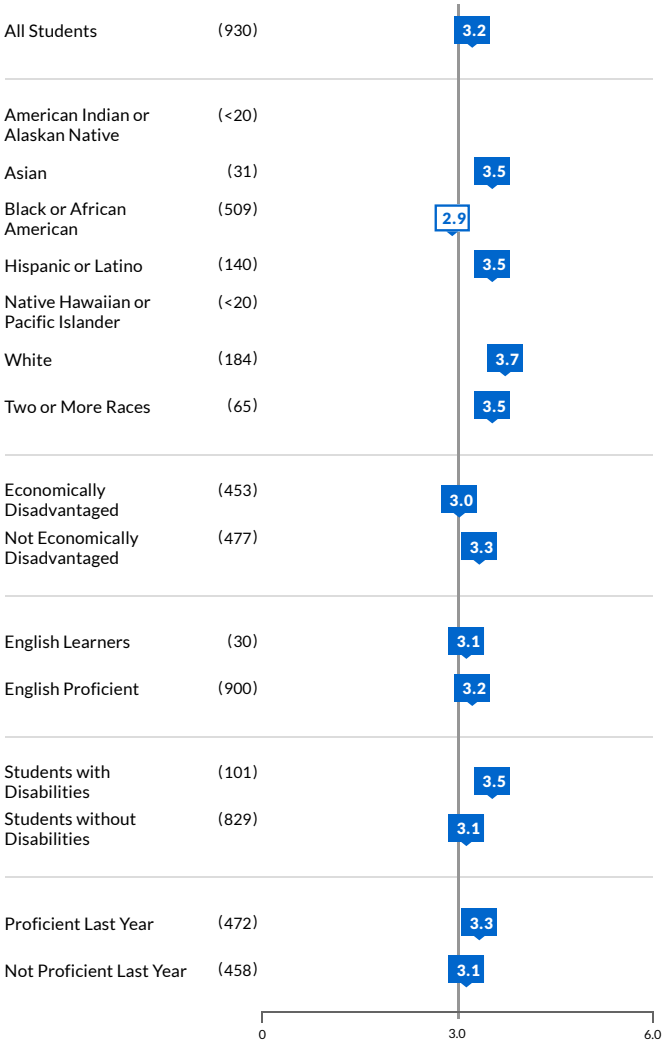
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



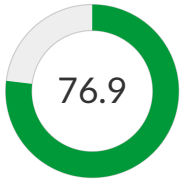
MATHEMATICS

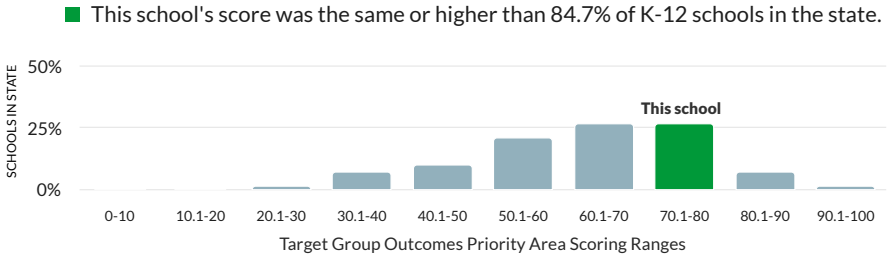


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. 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





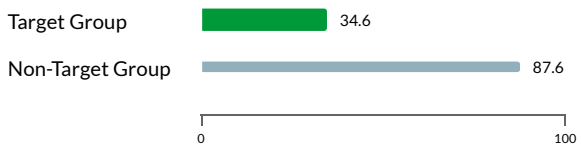
Component Scores

ACHIEVEMENT

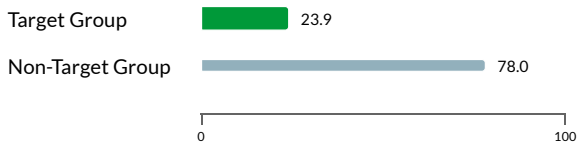
Score: 29.3

Average points-based proficiency rates.

English Language Arts



Mathematics

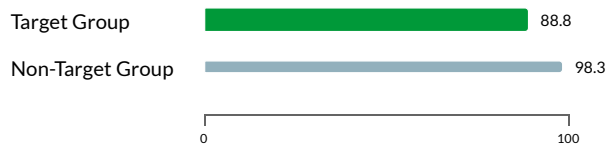


GROWTH

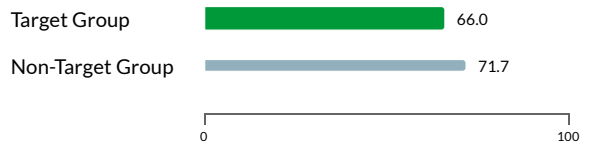
Score: 77.4

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

English Language Arts



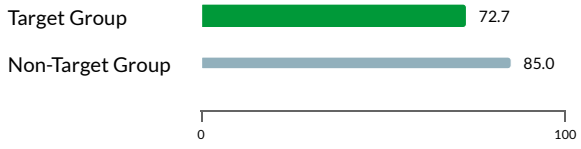
Mathematics



CHRONIC ABSENTEEISM

Score: 72.7

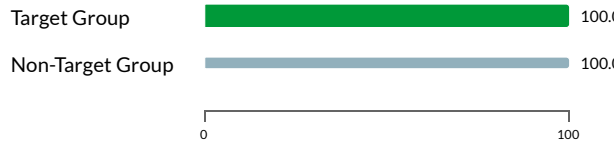
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

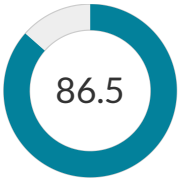
Average of 2024-25's 4- and 7-year cohort rates.

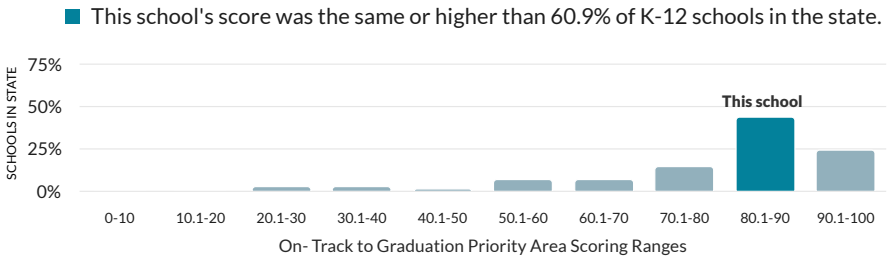


ON-TRACK TO GRADUATION

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



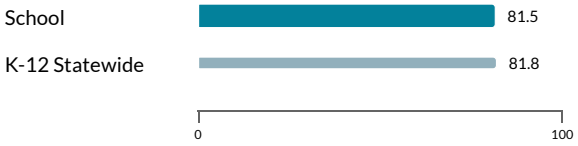


Component Scores

CHRONIC ABSENTEEISM

Score: 81.5

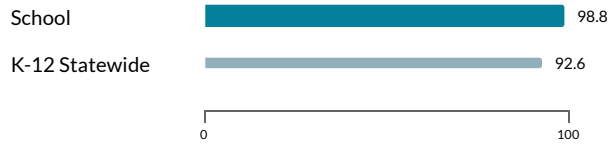
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.8

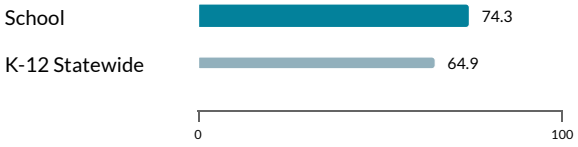
Average of 2024-25's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 74.3

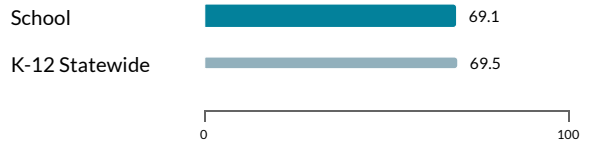
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 69.1

Multi-year average points-based proficiency rates.



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.

School: 67.6%

Statewide: 50.6%

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: K-12 State	809,296	19.7%	806,840	17.9%	801,172	17.5%
All Students	1,165	22.2%	1,186	19.2%	1,171	15.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	43	14.0%	48	12.5%	45	11.1%
Black or African American	684	24.7%	691	21.6%	653	18.2%
Hispanic or Latino	164	21.3%	172	19.2%	175	14.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	205	16.6%	202	11.4%	218	9.6%
Two or More Races	63	22.2%	69	20.3%	78	11.5%
Economically Disadvantaged	596	29.0%	620	24.2%	582	22.2%
English Learners	33	15.2%	40	20.0%	39	12.8%
Students with Disabilities	100	30.0%	103	31.1%	122	25.4%

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: K-12 State	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students	139	138	99.3%	120	118	98.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	67	66	98.5%	76	74	97.4%
Hispanic or Latino	25	25	100.0%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	22	22	100.0%	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	68	67	98.5%	53	51	96.2%
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

369 (62.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
57.1%	22.9%

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

DUAL ENROLLMENT

School	State
9.1%	25.7%

54 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	6.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
3.4%	8.0%

20 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	594	265,396	57.1%	22.9%	9.1%	25.7%	0.0%	6.8%	3.4%	8.0%
American Indian or Alaskan Native	<20	2,559	*	8.3%	*	18.8%	*	3.4%	*	6.6%
Asian	25	10,768	64.0%	35.4%	12.0%	28.7%	0.0%	5.7%	12.0%	5.6%
Black or African American	341	25,309	48.4%	14.6%	7.0%	12.4%	0.0%	2.3%	2.9%	3.5%
Hispanic or Latino	89	39,875	70.8%	19.2%	9.0%	21.0%	0.0%	5.1%	3.4%	5.3%
Native Hawaiian or Pacific Islander	<20	197	*	17.3%	*	26.4%	*	6.1%	*	4.1%
White	103	174,129	75.7%	24.6%	11.7%	28.9%	0.0%	8.0%	1.9%	9.6%
Two or More Races	34	12,550	44.1%	21.0%	20.6%	21.8%	0.0%	5.2%	2.9%	6.3%
Economically Disadvantaged	294	104,318	48.0%	14.0%	7.8%	19.6%	0.0%	4.5%	3.4%	6.0%
English Learners	<20	21,806	*	14.5%	*	19.2%	*	3.9%	*	4.3%
Students with Disabilities	78	33,681	20.5%	5.0%	6.4%	15.8%	0.0%	3.6%	0.0%	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

423 (71.2%) students successfully completed any Arts Course.

ART & DESIGN

School	State
54.4%	27.0%

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

DANCE

School	State
0.3%	0.3%

2 students successfully completed at least one dance course.

MUSIC

School	State
21.2%	18.7%

126 students successfully completed at least one music course.

THEATER

School	State
6.1%	1.7%

36 students successfully completed at least one 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	594	265,396	54.4%	27.0%	0.3%	0.3%	21.2%	18.7%	6.1%	1.7%
American Indian or Alaskan Native	<20	2,559	*	25.4%	*	0.1%	*	13.6%	*	0.8%
Asian	25	10,768	60.0%	29.7%	0.0%	0.2%	32.0%	19.6%	4.0%	2.6%
Black or African American	341	25,309	61.3%	26.5%	0.0%	0.7%	23.8%	11.8%	5.0%	1.7%
Hispanic or Latino	89	39,875	42.7%	28.1%	0.0%	0.3%	15.7%	13.8%	12.4%	1.5%
Native Hawaiian or Pacific Islander	<20	197	*	28.9%	*	1.0%	*	19.3%	*	0.5%
White	103	174,129	38.8%	26.7%	0.0%	0.3%	18.4%	20.9%	5.8%	1.6%
Two or More Races	34	12,550	55.9%	27.1%	5.9%	0.4%	11.8%	18.2%	2.9%	1.7%
Economically Disadvantaged	294	104,318	60.5%	27.9%	0.7%	0.3%	18.4%	15.4%	6.8%	1.7%
English Learners	<20	21,806	*	30.3%	*	0.2%	*	11.6%	*	1.2%
Students with Disabilities	78	33,681	47.4%	29.7%	0.0%	0.2%	10.3%	14.7%	3.8%	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	Statewide
<0.1	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	Statewide
0.0	0.6

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