OVERVIEW

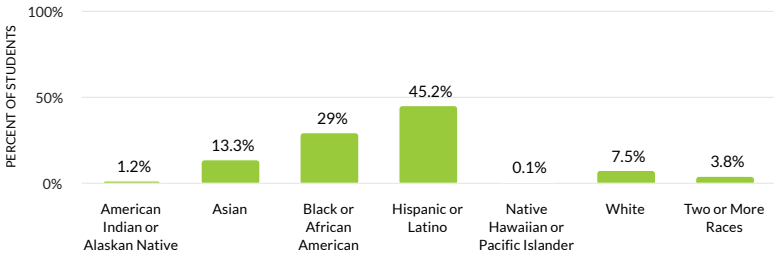
School Details

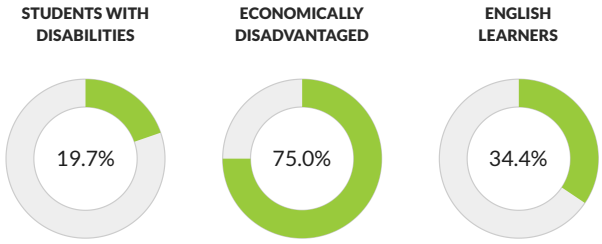
Grades : 9-12
Enrollment : 1,356
Percent open enrollment : 2.9%

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

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

Student Groups





Score Summary

Overall Score

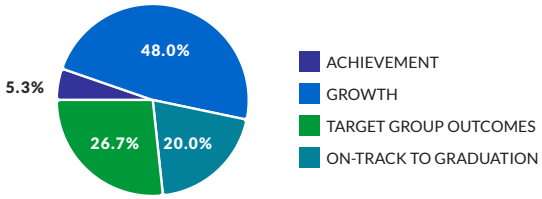
56.2

Meets Few Expectations

★★

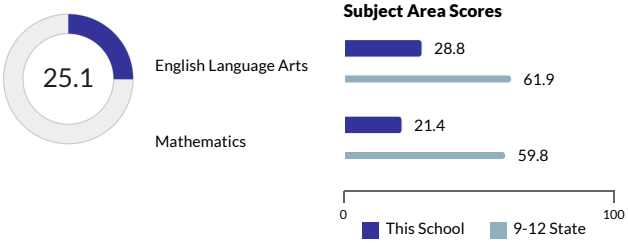
Less than 85% test participation rate; see page 3 for details.

PRIORITY AREA WEIGHTS

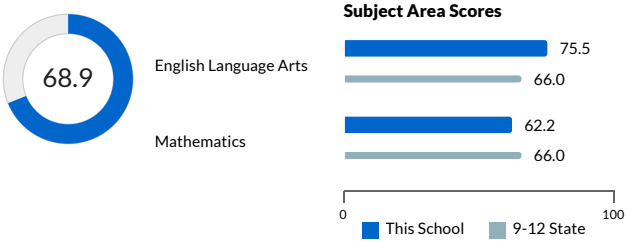


Priority Area Scores

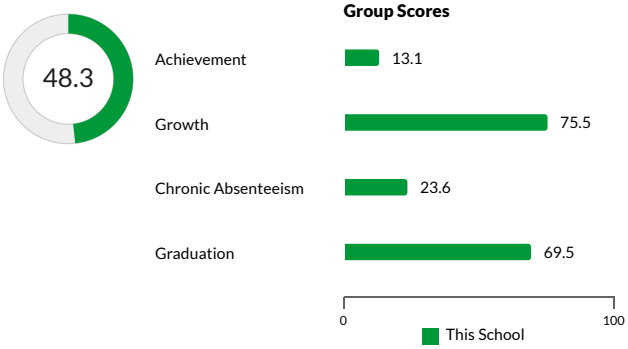
ACHIEVEMENT



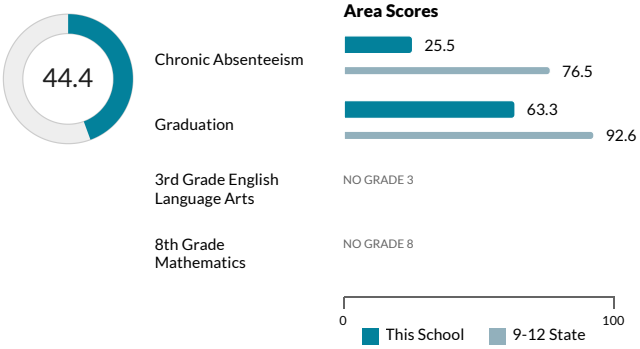
GROWTH



TARGET GROUP OUTCOMES



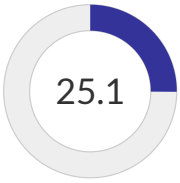
ON-TRACK TO GRADUATION



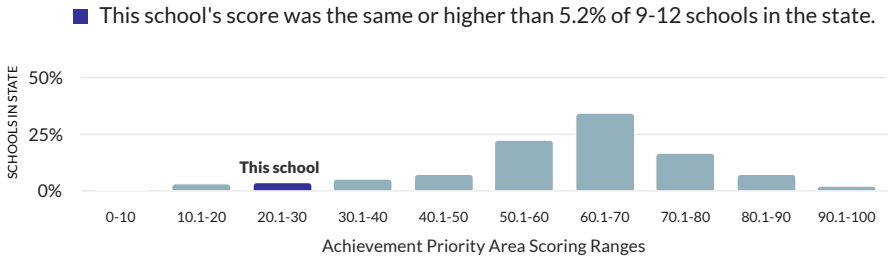
ACHIEVEMENT

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

Priority Area Score



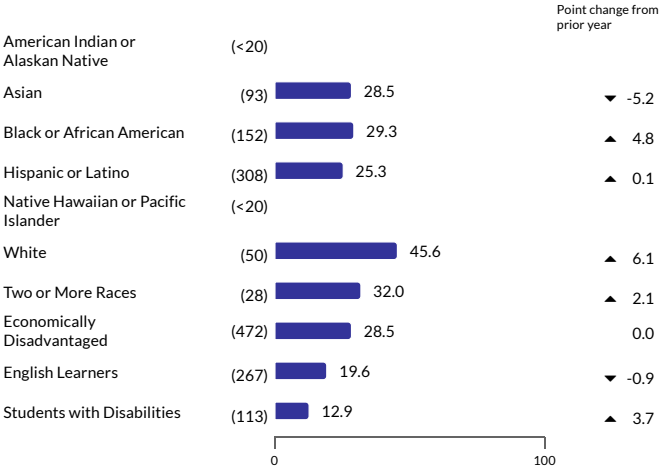
English Language Arts Score: 28.8
Mathematics Score: 21.4



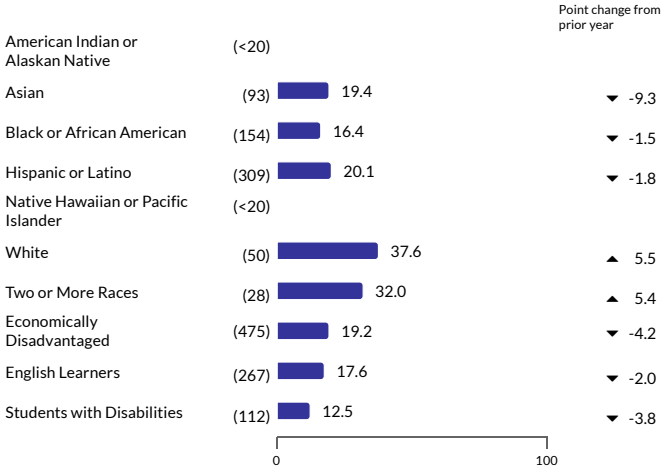
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



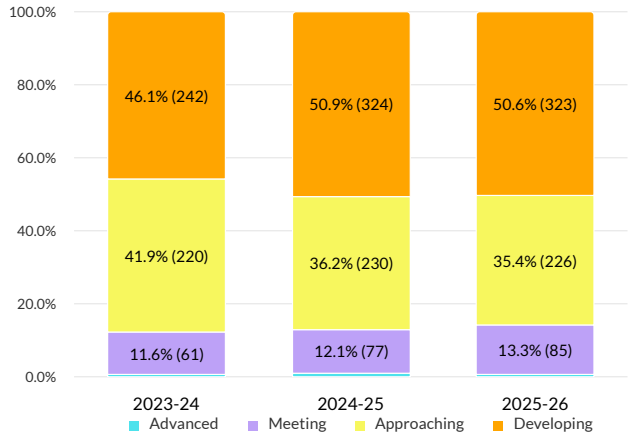
MATHEMATICS



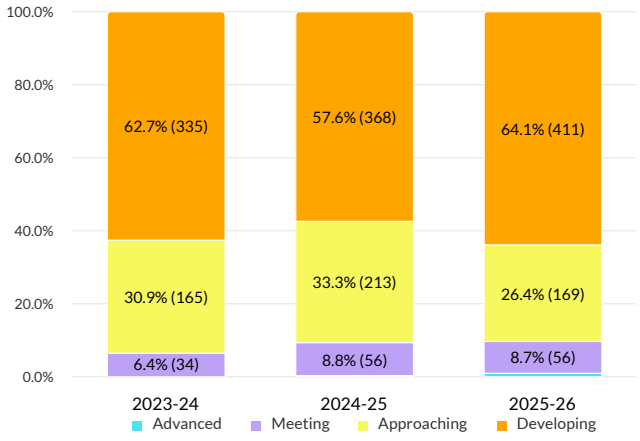
Performance Levels by Year

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:
	Black or African American
71.7%	62.9%

MATHEMATICS

All students	Lowest-participating group:
	Black or African American
72.0%	63.7%

Student Group Performance Levels by Year

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

ENGLISH LANGUAGE ARTS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	187,666	10.6%	36.3%	33.2%	19.9%	185,350	12.1%	36.0%	31.7%	20.2%	182,095	11.2%	36.1%	32.0%	20.6%
All Students	525	0.4%	11.6%	41.9%	46.1%	636	0.8%	12.1%	36.2%	50.9%	638	0.6%	13.3%	35.4%	50.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	48	0.0%	14.6%	50.0%	35.4%	100	2.0%	16.0%	37.0%	45.0%	93	1.1%	14.0%	32.3%	52.7%
Black or African American	139	0.0%	8.6%	36.7%	54.7%	158	0.0%	7.6%	39.2%	53.2%	152	0.7%	12.5%	38.2%	48.7%
Hispanic or Latino	257	0.0%	10.9%	41.2%	47.9%	281	0.7%	10.3%	33.5%	55.5%	308	0.0%	11.7%	33.1%	55.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	59	3.4%	15.3%	49.2%	32.2%	60	1.7%	23.3%	36.7%	38.3%	50	4.0%	26.0%	38.0%	32.0%
Two or More Races	<20	*	*	*	*	27	0.0%	14.8%	37.0%	48.1%	28	0.0%	14.3%	42.9%	42.9%
Economically Disadvantaged	429	0.2%	11.9%	42.4%	45.5%	513	0.4%	12.3%	37.6%	49.7%	472	0.4%	13.6%	35.0%	51.1%
English Learners	154	0.0%	4.5%	42.9%	52.6%	229	0.4%	5.7%	32.8%	61.1%	267	0.0%	5.6%	32.2%	62.2%
Students with Disabilities	105	0.0%	1.9%	28.6%	69.5%	120	0.0%	2.5%	15.0%	82.5%	113	0.0%	2.7%	23.0%	74.3%

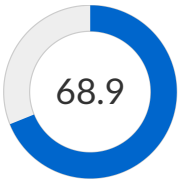
MATHEMATICS

	2023-24					2024-25					2025-26				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	188,164	10.8%	36.1%	29.3%	23.8%	185,848	10.4%	38.5%	26.5%	24.6%	182,390	12.8%	36.5%	21.7%	29.1%
All Students	534	0.0%	6.4%	30.9%	62.7%	639	0.3%	8.8%	33.3%	57.6%	641	0.8%	8.7%	26.4%	64.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	48	0.0%	4.2%	35.4%	60.4%	100	2.0%	13.0%	32.0%	53.0%	93	0.0%	10.8%	21.5%	67.7%
Black or African American	140	0.0%	3.6%	25.7%	70.7%	158	0.0%	3.2%	33.5%	63.3%	154	0.6%	3.9%	26.6%	68.8%
Hispanic or Latino	265	0.0%	7.2%	32.5%	60.4%	284	0.0%	8.8%	31.0%	60.2%	309	0.6%	8.7%	25.2%	65.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	59	0.0%	11.9%	32.2%	55.9%	60	0.0%	15.0%	41.7%	43.3%	50	4.0%	14.0%	44.0%	38.0%
Two or More Races	<20	*	*	*	*	27	0.0%	11.1%	37.0%	51.9%	28	0.0%	21.4%	28.6%	50.0%
Economically Disadvantaged	434	0.0%	6.0%	31.1%	62.9%	515	0.4%	8.5%	33.8%	57.3%	475	0.8%	7.4%	25.3%	66.5%
English Learners	162	0.0%	5.6%	25.3%	69.1%	232	0.4%	6.5%	29.3%	63.8%	267	0.4%	7.5%	22.8%	69.3%
Students with Disabilities	105	0.0%	1.9%	23.8%	74.3%	119	0.0%	1.7%	32.8%	65.5%	112	1.8%	3.6%	15.2%	79.5%

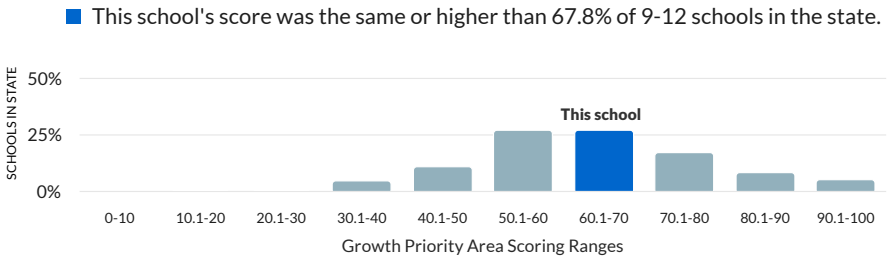
GROWTH

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



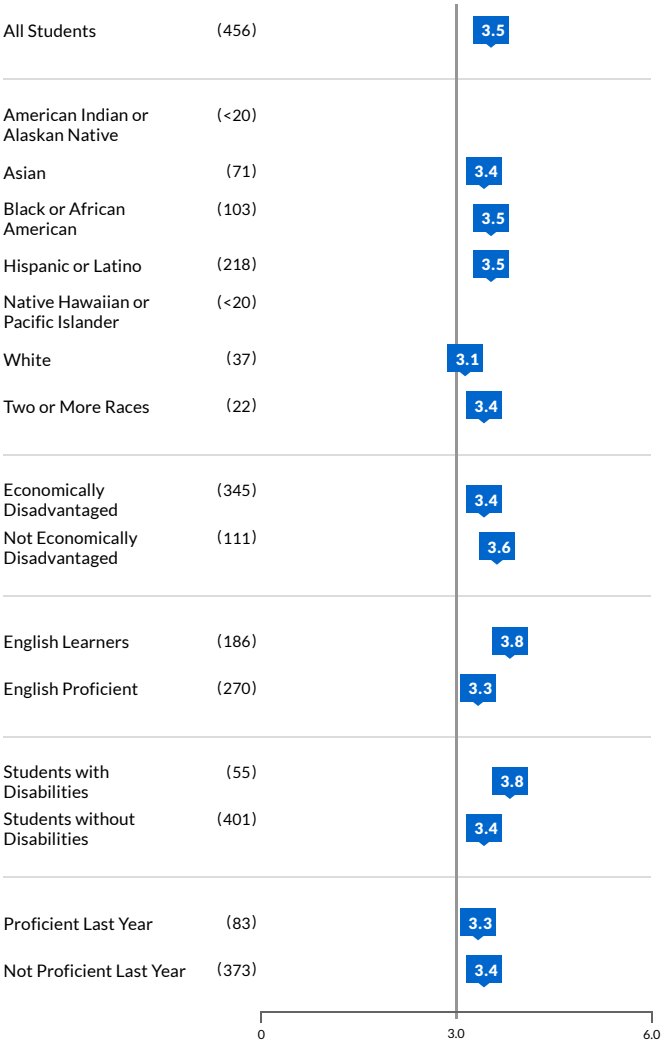
English Language Arts Score: 75.5
Mathematics Score: 62.2



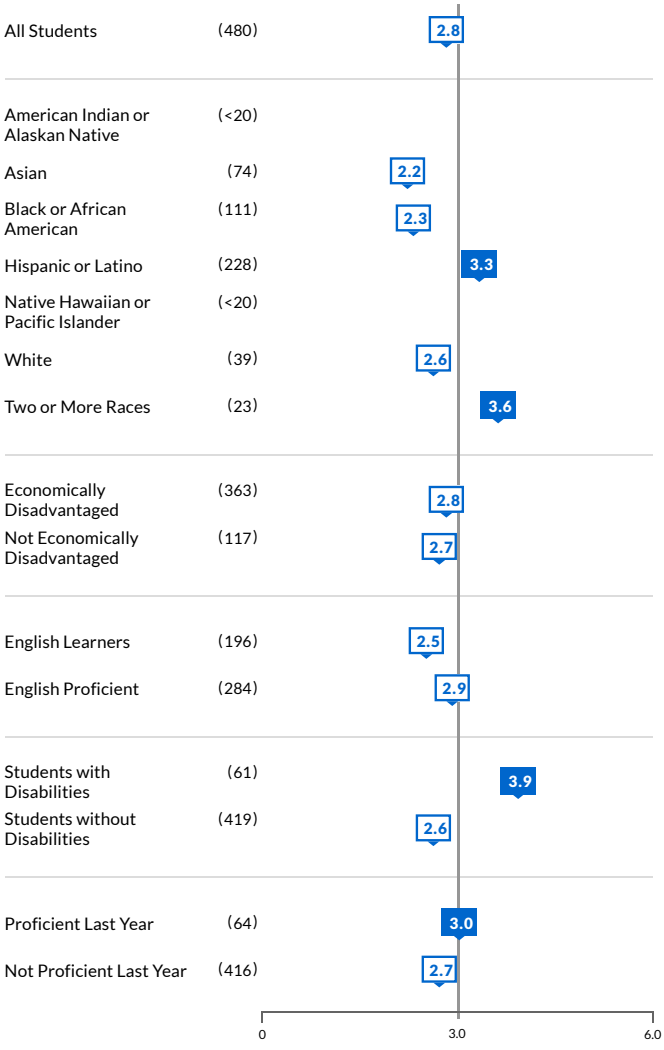
Student Group Value-Added (for information only)

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



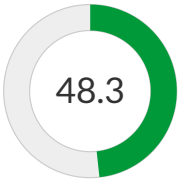
MATHEMATICS

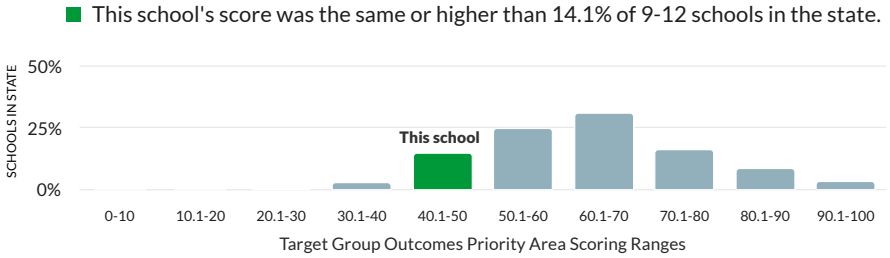


TARGET GROUP OUTCOMES

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





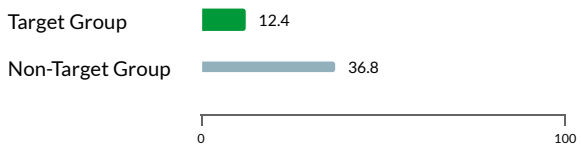
Component Scores

ACHIEVEMENT

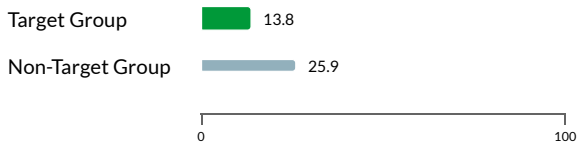
Score: 13.1

Average points-based proficiency rates.

English Language Arts



Mathematics

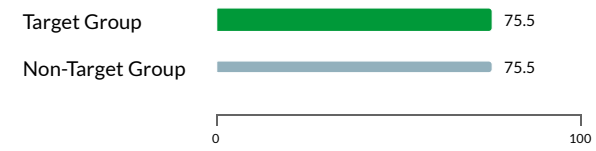


GROWTH

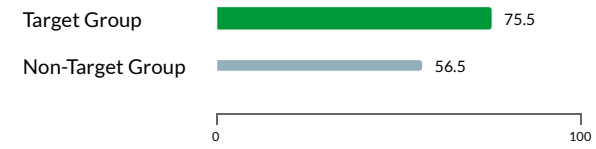
Score: 75.5

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

English Language Arts



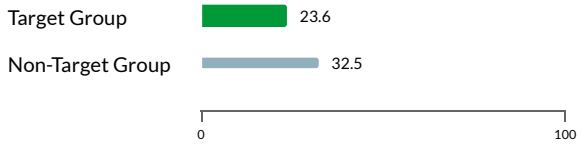
Mathematics



CHRONIC ABSENTEEISM

Score: 23.6

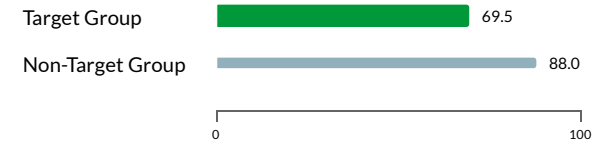
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 69.5

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

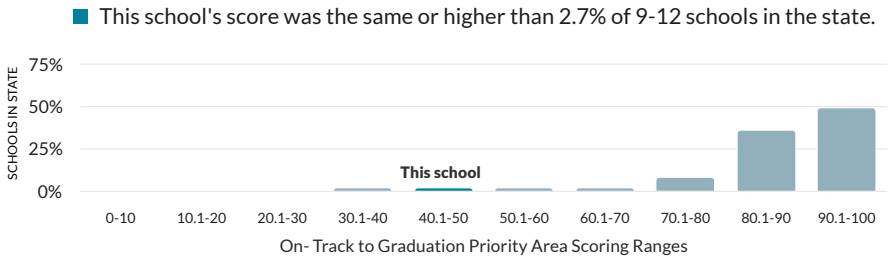


ON-TRACK TO GRADUATION

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



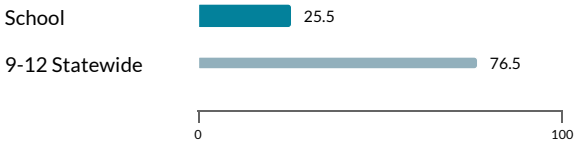


Component Scores

CHRONIC ABSENTEEISM

Score: 25.5

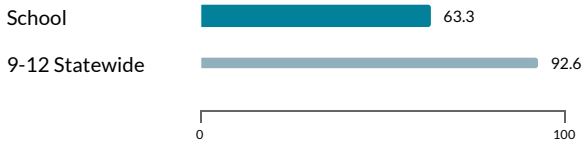
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 63.3

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

3rd Grade Reading (for information only)

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

NO GRADE 3

ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2022-23		2023-24		2024-25	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	266,662	24.8%	267,057	23.1%	265,273	23.1%
All Students	1,380	77.3%	1,401	73.5%	1,483	73.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	128	65.6%	154	59.7%	183	62.8%
Black or African American	476	87.2%	448	82.8%	427	81.5%
Hispanic or Latino	588	74.7%	610	72.3%	665	72.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	140	65.0%	127	64.6%	134	69.4%
Two or More Races	33	78.8%	43	62.8%	54	64.8%
Economically Disadvantaged	1,134	79.5%	1,133	76.5%	1,180	75.9%
English Learners	368	66.0%	418	67.7%	529	69.6%
Students with Disabilities	279	70.3%	284	69.4%	300	71.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2024-25. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	70,270	64,492	91.8%	68,100	63,604	93.4%
All Students	363	233	64.2%	318	198	62.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	40	23	57.5%	36	28	77.8%
Black or African American	93	61	65.6%	108	67	62.0%
Hispanic or Latino	182	117	64.3%	123	70	56.9%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	38	25	65.8%	41	25	61.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	278	181	65.1%	214	126	58.9%
English Learners	127	77	60.6%	74	47	63.5%
Students with Disabilities	48	19	39.6%	68	29	42.6%

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

524 (35.3%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
21.6%	22.9%

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

DUAL ENROLLMENT

School	State
18.5%	25.7%

274 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.1%	6.8%

2 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
2.1%	8.0%

31 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	1,483	265,396	21.6%	22.9%	18.5%	25.7%	0.1%	6.8%	2.1%	8.0%
American Indian or Alaskan Native	<20	2,559	*	8.3%	*	18.8%	*	3.4%	*	6.6%
Asian	183	10,768	25.7%	35.4%	24.0%	28.7%	0.0%	5.7%	1.6%	5.6%
Black or African American	427	25,309	20.6%	14.6%	19.2%	12.4%	0.0%	2.3%	1.9%	3.5%
Hispanic or Latino	665	39,875	20.5%	19.2%	16.5%	21.0%	0.2%	5.1%	2.4%	5.3%
Native Hawaiian or Pacific Islander	<20	197	*	17.3%	*	26.4%	*	6.1%	*	4.1%
White	134	174,129	22.4%	24.6%	15.7%	28.9%	0.7%	8.0%	2.2%	9.6%
Two or More Races	54	12,550	27.8%	21.0%	22.2%	21.8%	0.0%	5.2%	1.9%	6.3%
Economically Disadvantaged	1,180	104,318	21.2%	14.0%	19.2%	19.6%	0.2%	4.5%	2.1%	6.0%
English Learners	529	21,806	18.0%	14.5%	19.1%	19.2%	0.0%	3.9%	1.5%	4.3%
Students with Disabilities	300	33,681	6.3%	5.0%	8.3%	15.8%	0.3%	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

884 (59.6%) students successfully completed any Arts Course.

ART & DESIGN

School	State
45.8%	27.0%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
22.5%	18.7%

333 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.7%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	1,483	265,396	45.8%	27.0%	0.0%	0.3%	22.5%	18.7%	0.0%	1.7%
American Indian or Alaskan Native	<20	2,559	*	25.4%	*	0.1%	*	13.6%	*	0.8%
Asian	183	10,768	55.2%	29.7%	0.0%	0.2%	21.3%	19.6%	0.0%	2.6%
Black or African American	427	25,309	43.6%	26.5%	0.0%	0.7%	23.0%	11.8%	0.0%	1.7%
Hispanic or Latino	665	39,875	43.5%	28.1%	0.0%	0.3%	21.1%	13.8%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	197	*	28.9%	*	1.0%	*	19.3%	*	0.5%
White	134	174,129	50.0%	26.7%	0.0%	0.3%	29.9%	20.9%	0.0%	1.6%
Two or More Races	54	12,550	51.9%	27.1%	0.0%	0.4%	16.7%	18.2%	0.0%	1.7%
Economically Disadvantaged	1,180	104,318	46.2%	27.9%	0.0%	0.3%	23.4%	15.4%	0.0%	1.7%
English Learners	529	21,806	45.9%	30.3%	0.0%	0.2%	16.8%	11.6%	0.0%	1.2%
Students with Disabilities	300	33,681	45.0%	29.7%	0.0%	0.2%	21.3%	14.7%	0.0%	1.8%

CERTAIN STATE & LOCAL LAW VIOLATIONS, 2025-26

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

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

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

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

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

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

Incident Rates

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

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

School: 0.9	Statewide: 1.4

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

School: 0.8	Statewide: 0.6

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