OVERVIEW

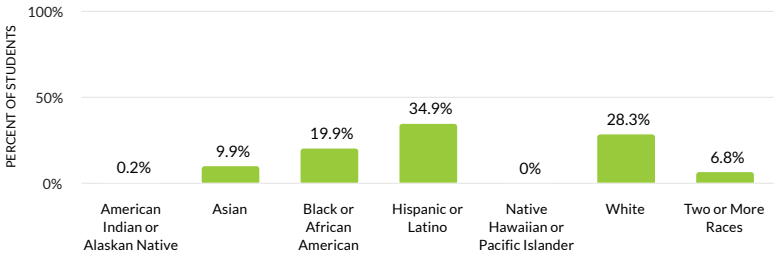
School Details

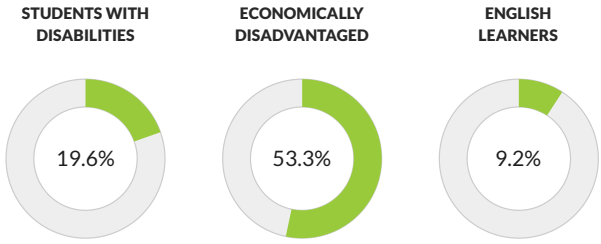
Grades : K4-8
Enrollment : 413
Percent open enrollment : 8%

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

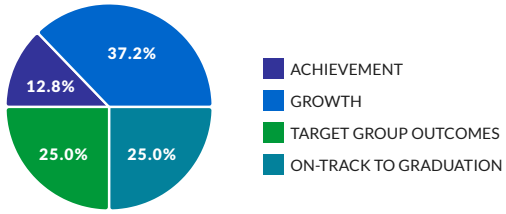
Overall Score

66.5

Meets Expectations

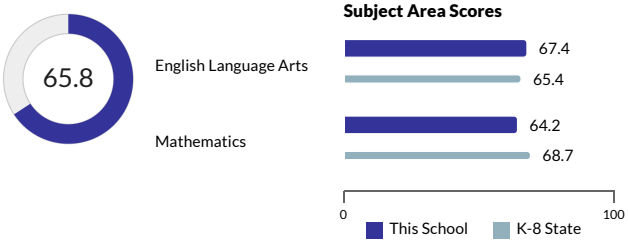
★★★

PRIORITY AREA WEIGHTS

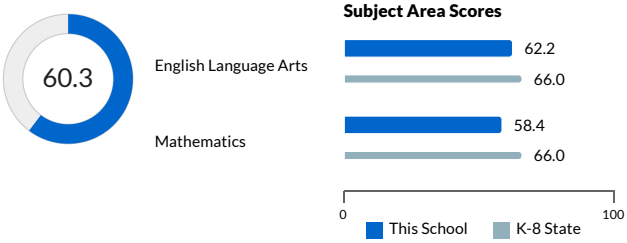


Priority Area Scores

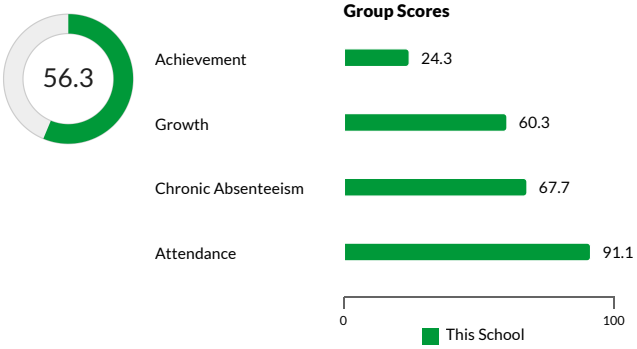
ACHIEVEMENT



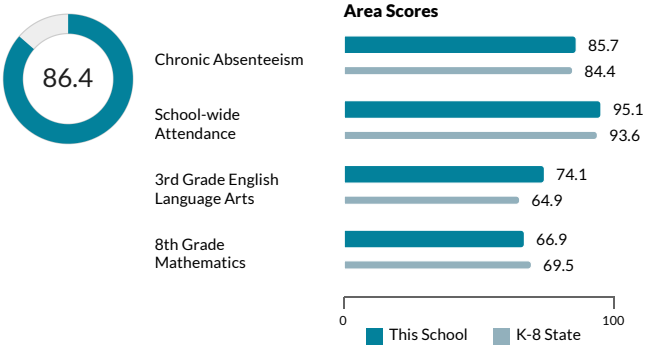
GROWTH



TARGET GROUP OUTCOMES



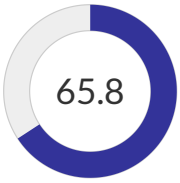
ON-TRACK TO GRADUATION



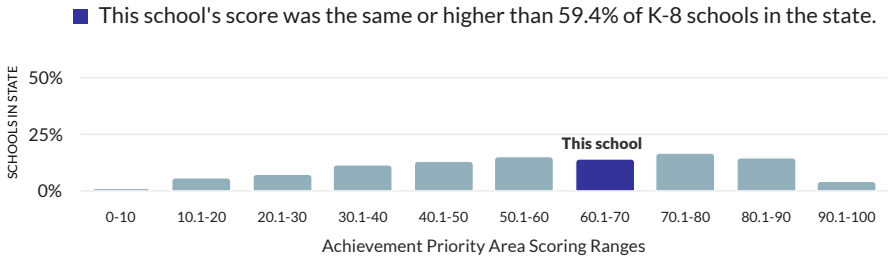
ACHIEVEMENT

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



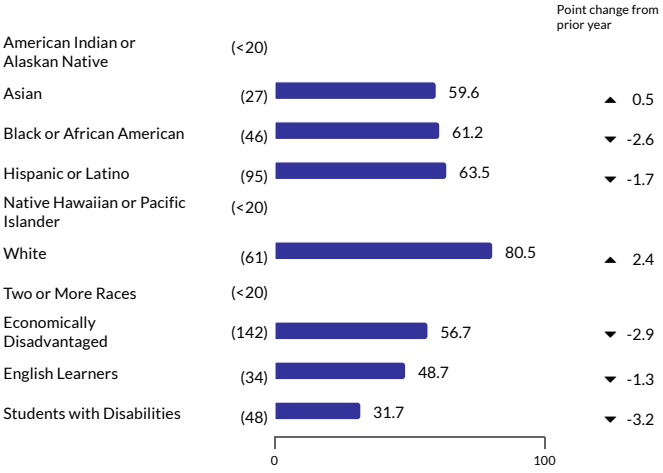
English Language Arts Score: 67.4
Mathematics Score: 64.2



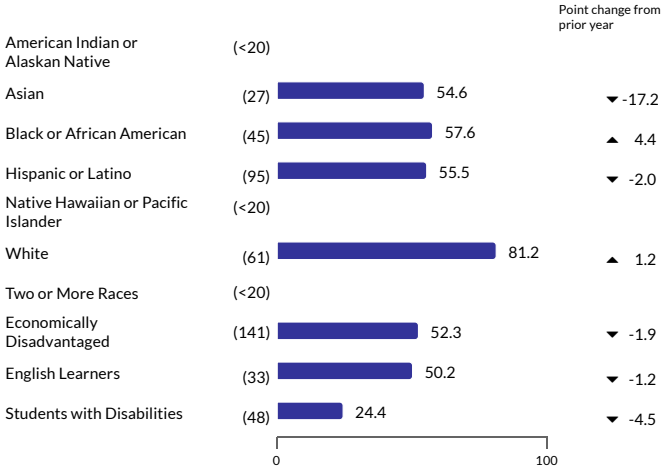
Student Group Achievement, 2025-26 (for information only)

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

ENGLISH LANGUAGE ARTS



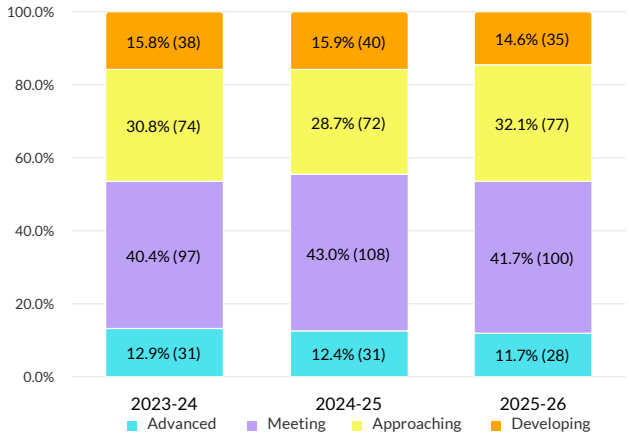
MATHEMATICS



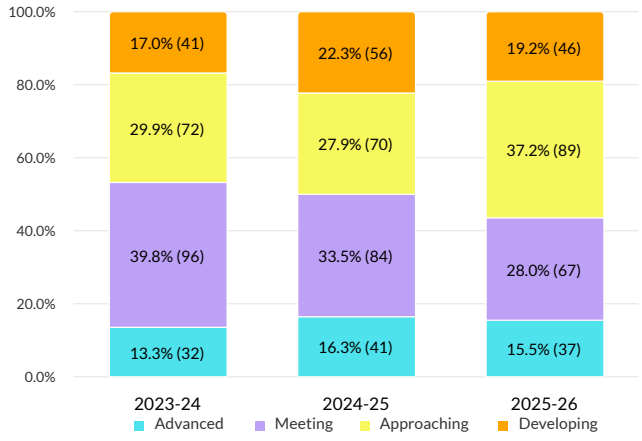
Performance Levels by Year

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
97.3%	88.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.9%	88.9%

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-8 State	353,518	11.5%	40.0%	30.2%	18.2%	353,536	12.1%	39.6%	29.9%	18.4%	352,859	12.8%	40.1%	29.2%	17.9%
All Students	240	12.9%	40.4%	30.8%	15.8%	251	12.4%	43.0%	28.7%	15.9%	240	11.7%	41.7%	32.1%	14.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	27	14.8%	37.0%	37.0%	11.1%	28	14.3%	25.0%	39.3%	21.4%	27	11.1%	33.3%	33.3%	22.2%
Black or African American	38	7.9%	44.7%	34.2%	13.2%	42	4.8%	52.4%	23.8%	19.0%	46	4.3%	50.0%	23.9%	21.7%
Hispanic or Latino	100	9.0%	38.0%	29.0%	24.0%	98	11.2%	39.8%	32.7%	16.3%	95	9.5%	36.8%	40.0%	13.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	61	19.7%	44.3%	27.9%	8.2%	68	19.1%	48.5%	20.6%	11.8%	61	21.3%	45.9%	24.6%	8.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	165	7.3%	38.2%	33.9%	20.6%	156	8.3%	37.2%	34.0%	20.5%	142	4.2%	37.3%	39.4%	19.0%
English Learners	26	15.4%	15.4%	46.2%	23.1%	34	5.9%	26.5%	41.2%	26.5%	34	5.9%	26.5%	38.2%	29.4%
Students with Disabilities	48	0.0%	10.4%	31.3%	58.3%	59	0.0%	20.3%	37.3%	42.4%	48	0.0%	12.5%	45.8%	41.7%

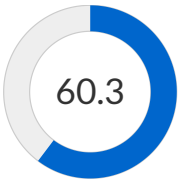
MATHEMATICS

	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-8 State	353,327	19.6%	33.7%	26.4%	20.4%	353,419	20.7%	31.9%	28.0%	19.3%	352,787	21.3%	30.9%	28.4%	19.3%
All Students	241	13.3%	39.8%	29.9%	17.0%	251	16.3%	33.5%	27.9%	22.3%	239	15.5%	28.0%	37.2%	19.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	27	22.2%	44.4%	22.2%	11.1%	28	28.6%	28.6%	17.9%	25.0%	27	14.8%	22.2%	33.3%	29.6%
Black or African American	38	13.2%	42.1%	28.9%	15.8%	42	16.7%	19.0%	31.0%	33.3%	45	8.9%	33.3%	35.6%	22.2%
Hispanic or Latino	100	10.0%	29.0%	41.0%	20.0%	98	9.2%	31.6%	37.8%	21.4%	95	9.5%	27.4%	41.1%	22.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	61	14.8%	55.7%	16.4%	13.1%	68	25.0%	44.1%	16.2%	14.7%	61	29.5%	31.1%	31.1%	8.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	166	9.6%	36.1%	31.9%	22.3%	156	10.3%	30.8%	28.8%	30.1%	141	7.8%	24.8%	44.0%	23.4%
English Learners	26	11.5%	30.8%	30.8%	26.9%	34	14.7%	23.5%	23.5%	38.2%	33	12.1%	18.2%	39.4%	30.3%
Students with Disabilities	49	0.0%	10.2%	40.8%	49.0%	59	0.0%	20.3%	23.7%	55.9%	48	2.1%	8.3%	31.3%	58.3%

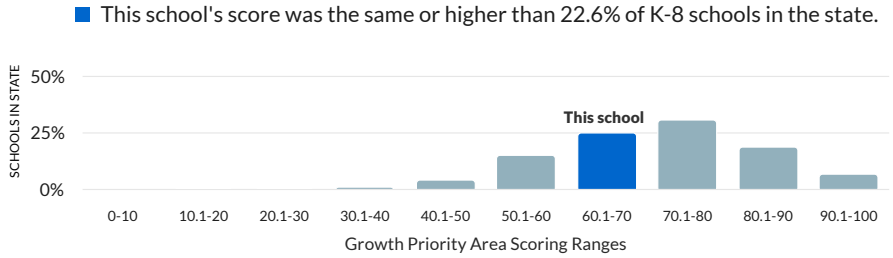
GROWTH

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



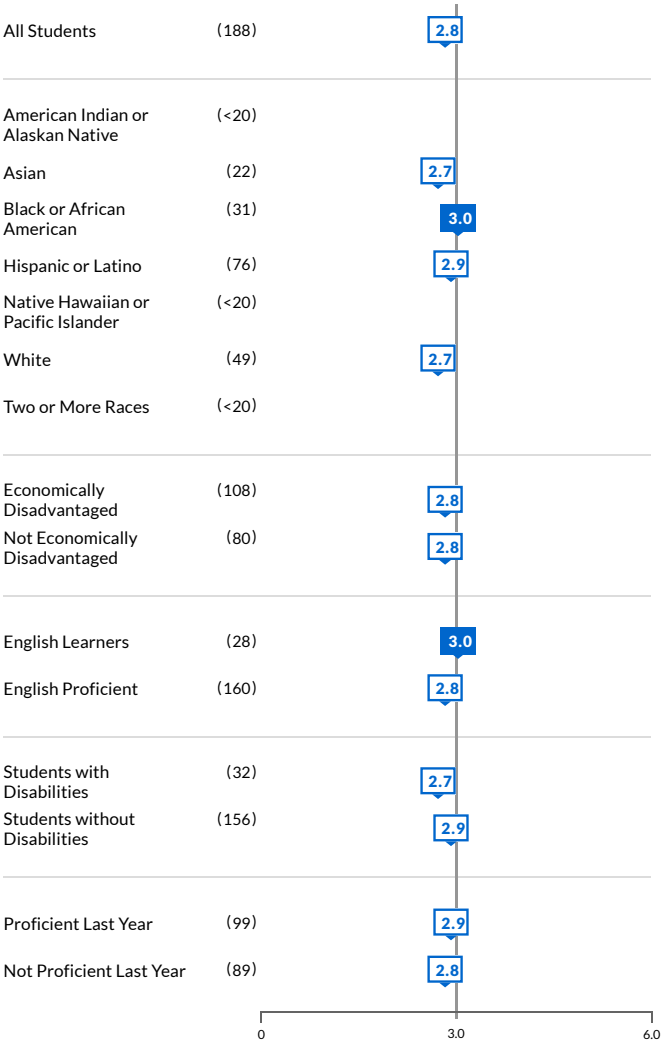
English Language Arts Score: 62.2
Mathematics Score: 58.4



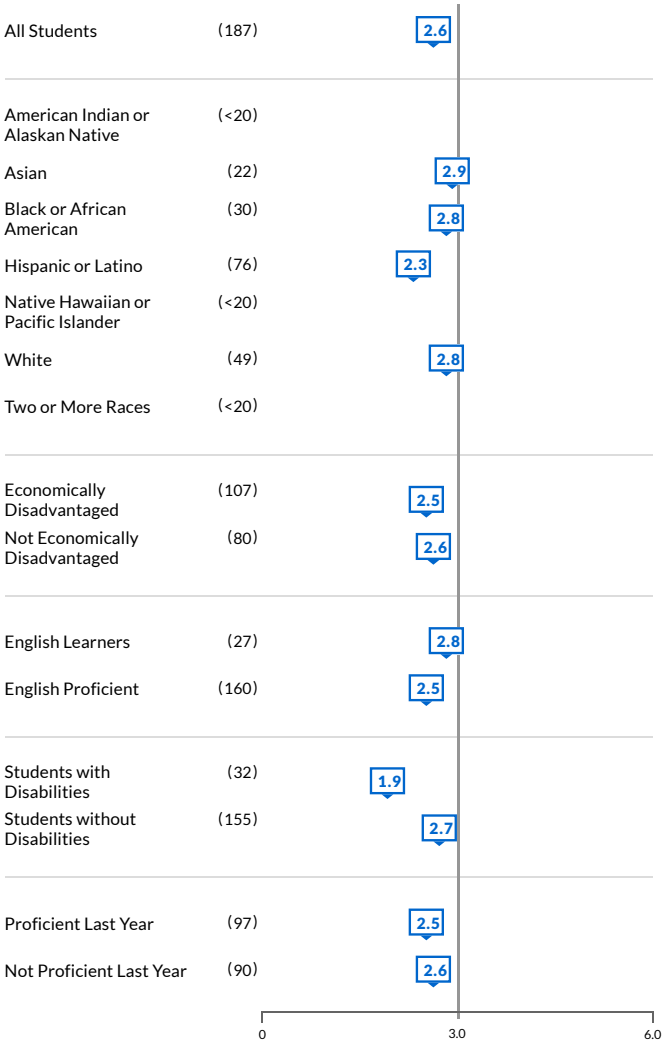
Student Group Value-Added (for information only)

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

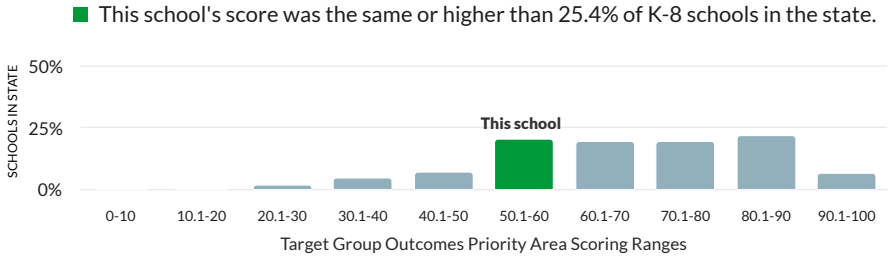


TARGET GROUP OUTCOMES

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





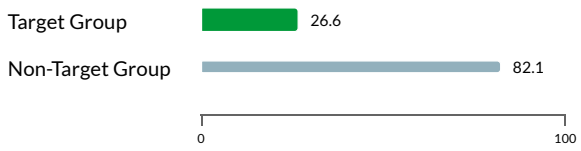
Component Scores

ACHIEVEMENT

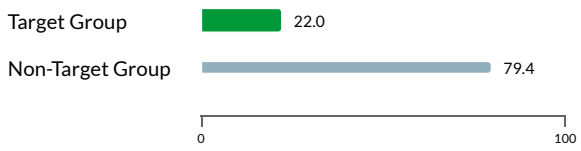
Score: 24.3

Average points-based proficiency rates.

English Language Arts



Mathematics

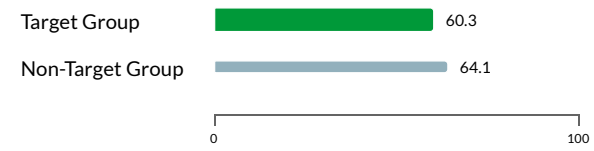


GROWTH

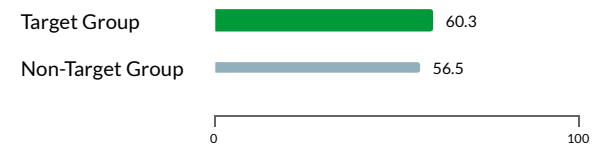
Score: 60.3

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

English Language Arts



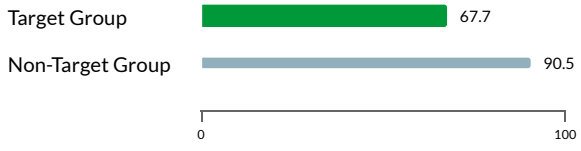
Mathematics



CHRONIC ABSENTEEISM

Score: 67.7

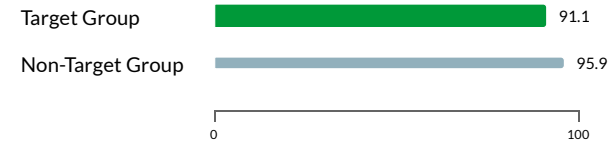
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 91.1

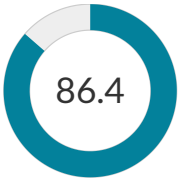
This score is the overall attendance rate for the target group in 2024-25.

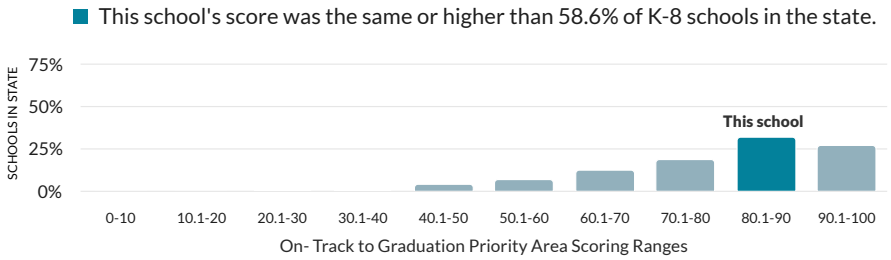


ON-TRACK TO GRADUATION

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



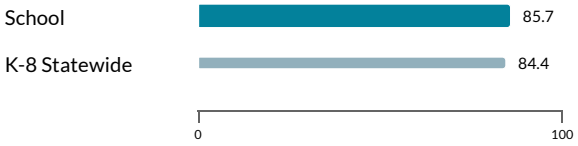


Component Scores

CHRONIC ABSENTEEISM

Score: 85.7

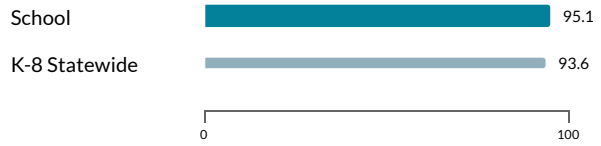
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.1

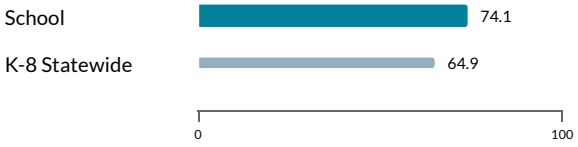
This score is the overall attendance rate for the school in 2024-25.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 74.1

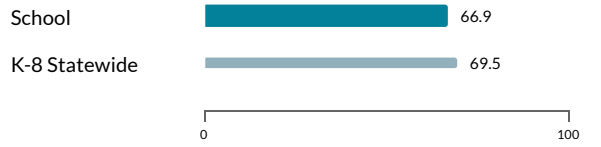
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 66.9

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: 58.5%

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-8 State	542,625	17.3%	539,778	15.3%	535,898	14.8%
All Students	418	19.6%	407	15.7%	403	9.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	33	12.1%	37	18.9%	39	7.7%
Black or African American	74	18.9%	68	13.2%	74	10.8%
Hispanic or Latino	162	28.4%	160	19.4%	144	12.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	121	9.9%	112	8.9%	115	5.2%
Two or More Races	28	21.4%	30	23.3%	31	9.7%
Economically Disadvantaged	268	25.4%	259	22.0%	260	13.1%
English Learners	36	13.9%	37	27.0%	40	7.5%
Students with Disabilities	82	29.3%	82	22.0%	85	7.1%

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.

This school does not have a 12th grade

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

November 2026

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