



## OVERVIEW

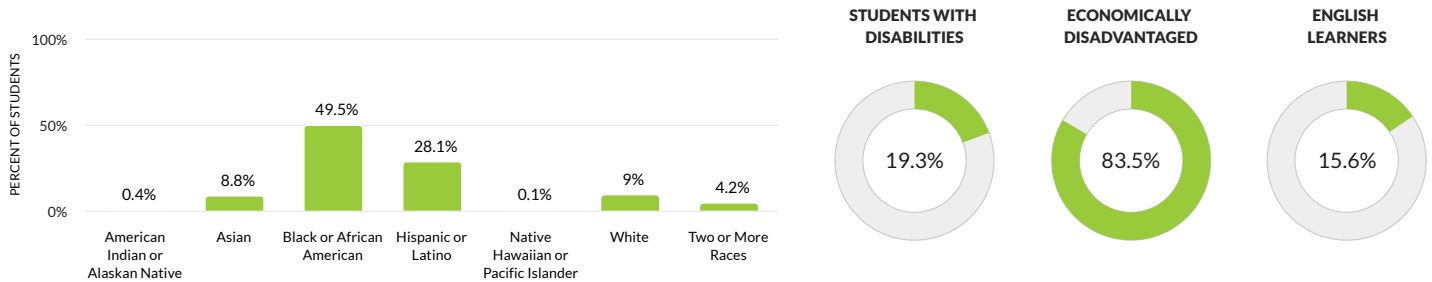
### District Details

Grades : K3-12  
Enrollment : 66,842  
Percent open enrollment : 3.5%

Milwaukee Public Schools (MPS) is a diverse district that welcomes all students, preparing them for success in higher education, post-education opportunities, work, and citizenship. MPS is committed to providing an educational environment that is child-centered and supports achievement while collaborating with students, families, and community for the benefit of all.

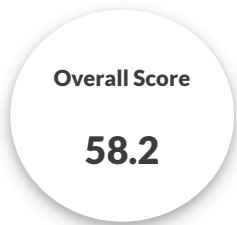
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



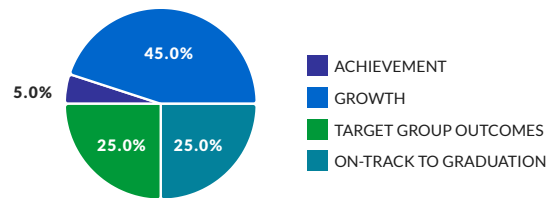
### Score Summary

Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



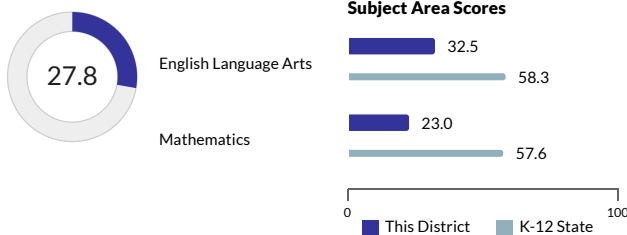
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

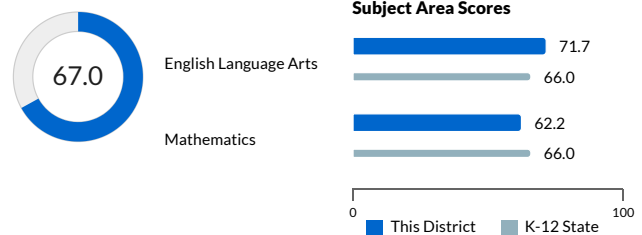


### Priority Area Scores

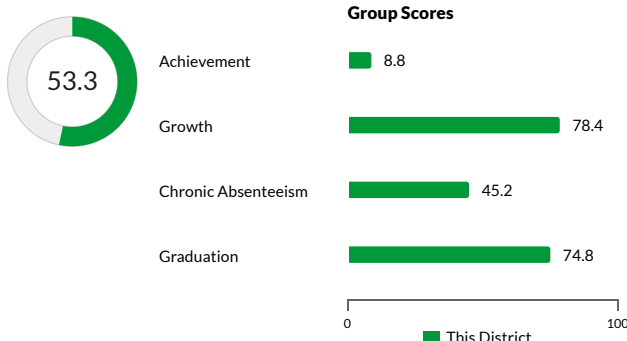
#### ACHIEVEMENT



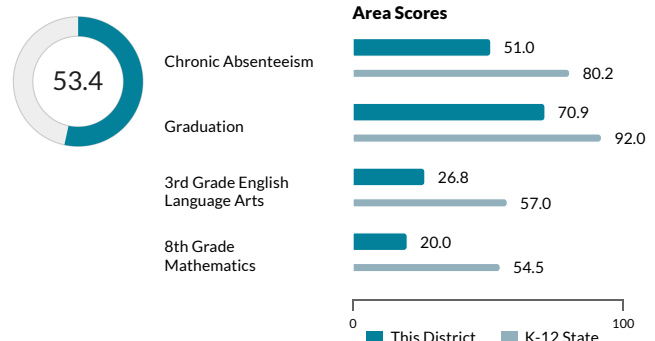
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## 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.

This district contains one or more schools reported as detention facilities as indicated in Wis. Stat. 115.385(1g)(f) with at least 50% of students enrolled for less than an entire school term. As a result, the following schools are excluded from this district report card: Milwaukee County Youth Education Center.

### 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	2	1.3%
Exceeds Expectations	22	14.5%
Meets Expectations	42	27.6%
Meets Few Expectations	43	28.3%
Fails to Meet Expectations	35	23.0%

### 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	5	3.3%
Needs Improvement	3	2.0%

### School Score Summary

This table does not include alternate accountability schools.

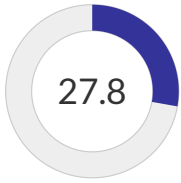
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	8.6	56.8	89.0	100.0
Achievement	2.3	23.9	74.9	100.0
Growth	11.9	65.0	100.0	100.0
Target Group Outcomes	6.3	49.9	81.1	100.0
On-Track to Graduation	22.2	58.0	90.4	100.0



## ACHIEVEMENT

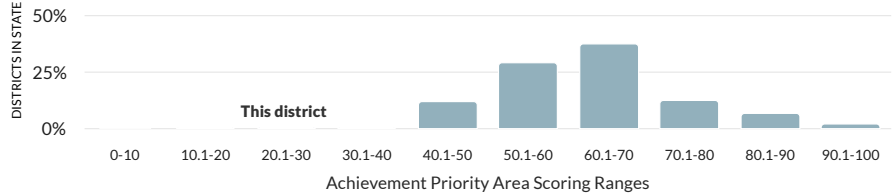
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

### Priority Area Score



English Language Arts Score: 32.5  
Mathematics Score: 23.0

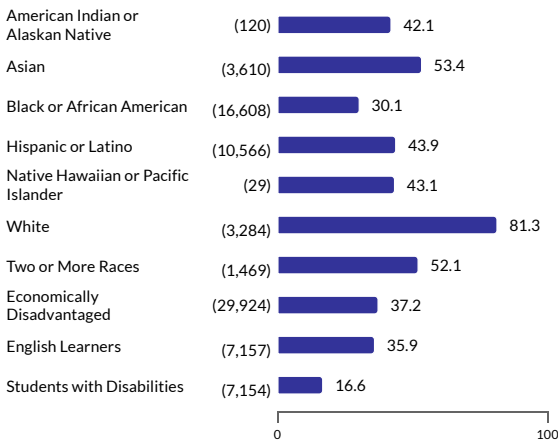
■ This district's score was the same or higher than 0.8% of districts in the state.



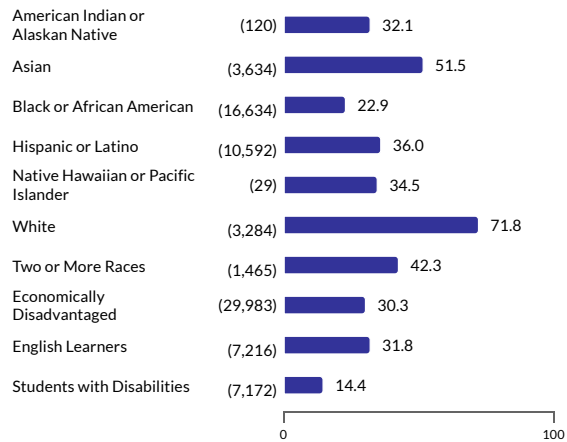
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



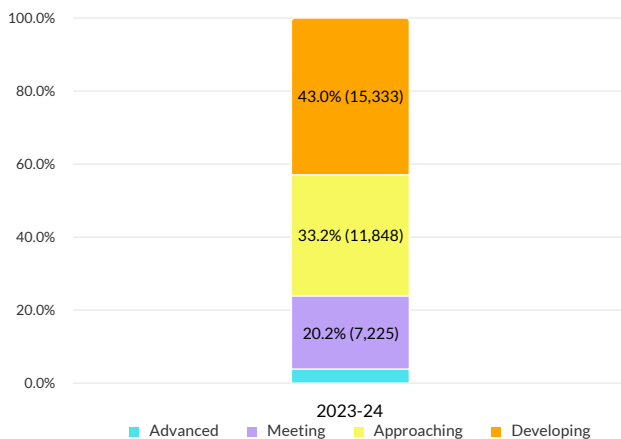
### MATHEMATICS



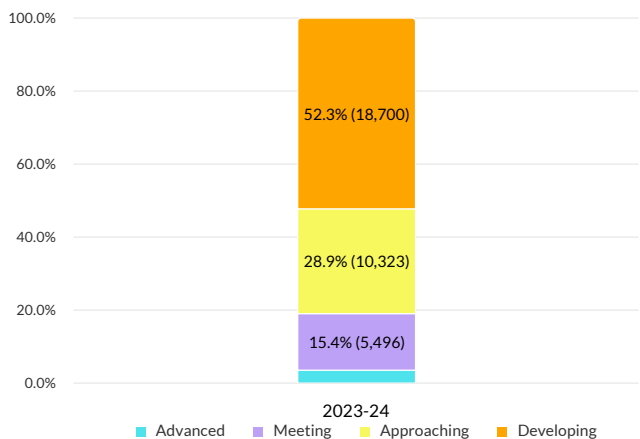
## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: American Indian or Alaskan Native
87.0%	79.3%

#### MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native
87.2%	80.5%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	35,953	2.1%	13.6%	27.0%	57.3%	36,443	2.8%	14.5%	30.6%	52.1%	35,686	3.6%	20.2%	33.2%	43.0%
American Indian or Alaskan Native	162	1.2%	14.2%	22.8%	61.7%	126	1.6%	14.3%	38.1%	46.0%	120	2.5%	20.8%	35.0%	41.7%
Asian	3,344	3.3%	22.4%	34.8%	39.5%	3,496	3.5%	21.5%	37.9%	37.0%	3,610	4.2%	28.7%	36.9%	30.2%
Black or African American	16,834	0.6%	7.2%	22.0%	70.1%	17,037	0.9%	7.9%	27.5%	63.7%	16,608	1.0%	12.3%	32.6%	54.1%
Hispanic or Latino	10,725	1.2%	13.5%	31.0%	54.3%	10,905	2.2%	15.1%	33.3%	49.4%	10,566	2.7%	22.1%	35.5%	39.7%
Native Hawaiian or Pacific Islander	25	0.0%	16.0%	28.0%	56.0%	27	3.7%	7.4%	25.9%	63.0%	29	3.4%	24.1%	27.6%	44.8%
White	3,637	10.4%	33.7%	29.6%	26.4%	3,454	13.5%	36.6%	28.1%	21.8%	3,284	17.9%	42.3%	24.3%	15.5%
Two or More Races	1,226	2.6%	18.0%	31.6%	47.8%	1,398	3.9%	18.5%	34.9%	42.7%	1,469	5.6%	26.5%	34.5%	33.4%
Economically Disadvantaged	29,050	1.0%	10.1%	26.4%	62.6%	29,368	1.5%	11.2%	30.6%	56.7%	29,924	2.0%	17.2%	34.0%	46.8%
English Learners	6,642	0.6%	9.3%	28.9%	61.1%	7,063	1.2%	10.7%	32.4%	55.7%	7,157	1.2%	16.1%	36.2%	46.6%
Students with Disabilities	7,062	0.2%	3.0%	12.9%	83.9%	7,174	0.4%	3.6%	17.5%	78.5%	7,154	0.4%	5.3%	21.4%	72.9%

#### MATHEMATICS

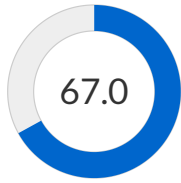
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	36,132	1.4%	9.1%	21.6%	68.0%	36,492	1.5%	9.6%	24.6%	64.3%	35,758	3.5%	15.4%	28.9%	52.3%
American Indian or Alaskan Native	161	1.2%	6.2%	21.7%	70.8%	127	0.0%	9.4%	20.5%	70.1%	120	1.7%	14.2%	30.8%	53.3%
Asian	3,348	2.5%	17.7%	29.4%	50.4%	3,512	2.3%	17.3%	31.9%	48.5%	3,634	6.6%	25.9%	31.3%	36.1%
Black or African American	16,963	0.3%	3.9%	15.7%	80.1%	17,016	0.3%	4.4%	19.0%	76.2%	16,634	1.0%	8.4%	25.8%	64.7%
Hispanic or Latino	10,782	0.8%	8.7%	24.3%	66.2%	10,957	1.0%	9.1%	27.8%	62.1%	10,592	2.6%	15.9%	32.6%	49.0%
Native Hawaiian or Pacific Islander	24	0.0%	12.5%	12.5%	75.0%	27	3.7%	7.4%	11.1%	77.8%	29	3.4%	13.8%	31.0%	51.7%
White	3,629	7.1%	25.3%	32.0%	35.6%	3,456	8.0%	27.8%	32.6%	31.6%	3,284	14.7%	35.7%	28.1%	21.5%
Two or More Races	1,225	1.6%	12.6%	26.0%	59.8%	1,397	1.7%	12.9%	29.2%	56.2%	1,465	4.7%	19.1%	32.2%	44.0%
Economically Disadvantaged	29,204	0.7%	6.5%	19.7%	73.1%	29,406	0.7%	7.2%	23.1%	69.0%	29,983	2.1%	12.8%	28.6%	56.4%
English Learners	6,692	0.5%	7.1%	22.6%	69.8%	7,145	0.6%	7.3%	25.5%	66.5%	7,216	2.1%	13.0%	31.3%	53.6%
Students with Disabilities	7,112	0.3%	2.2%	9.0%	88.5%	7,171	0.4%	2.8%	12.3%	84.5%	7,172	0.8%	4.1%	18.2%	77.0%



## GROWTH

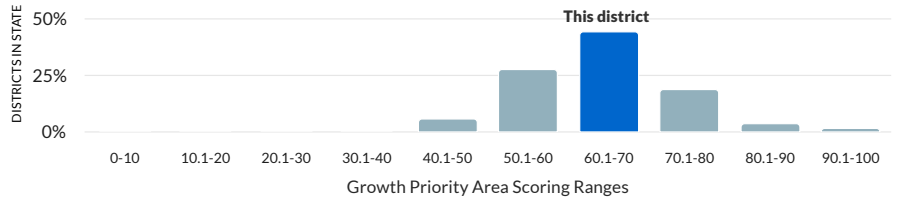
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 71.7  
Mathematics Score: 62.2

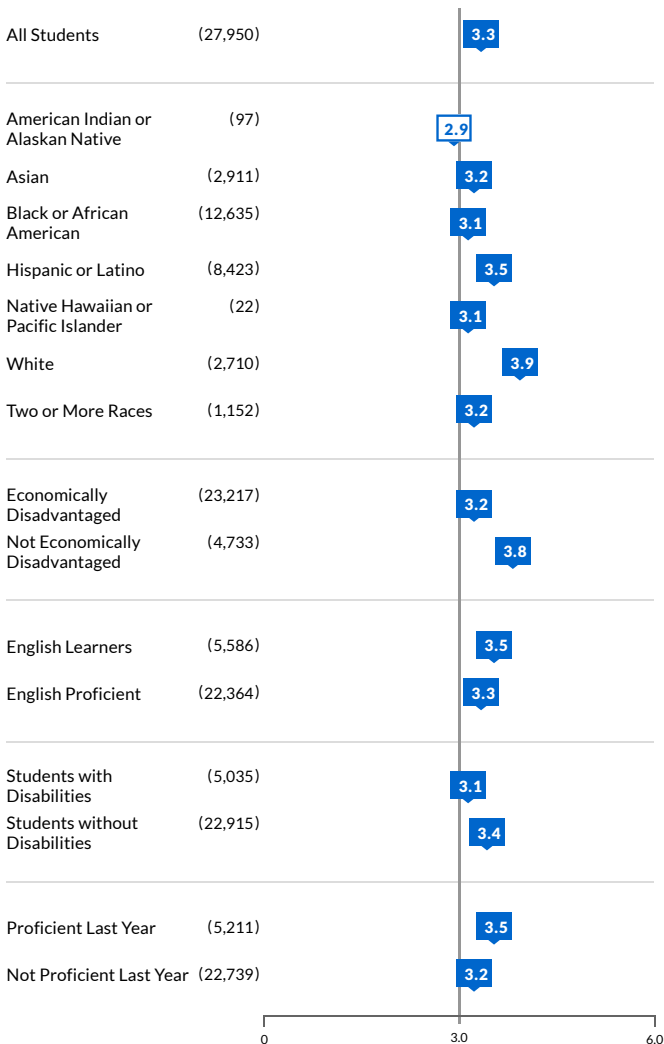
■ This district's score was the same or higher than 65.3% of districts in the state.



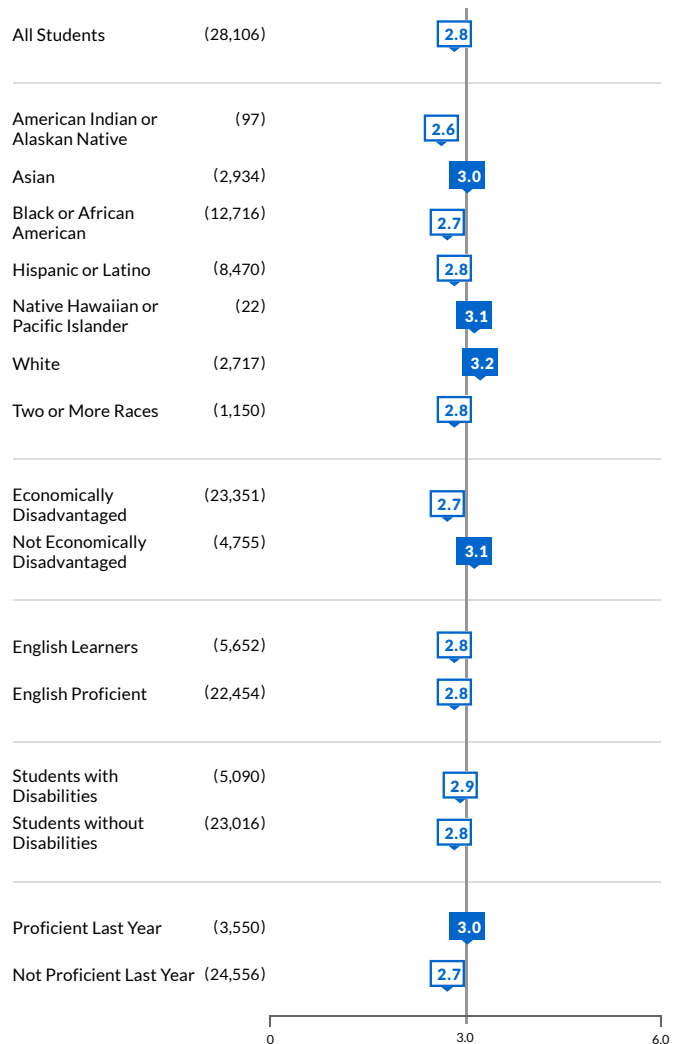
### Student Group Value-Added (for information only)

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



#### MATHEMATICS

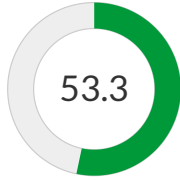




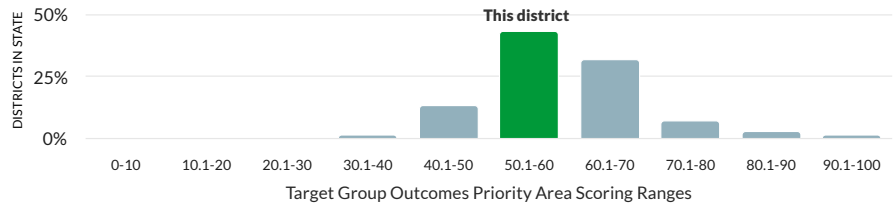
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping districts focus on learners who need the most support 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 28.3% of districts in the state.



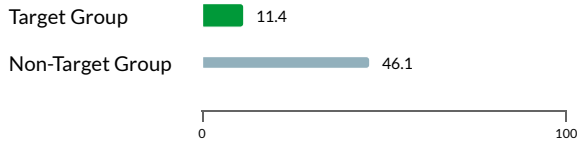
## Component Scores

### ACHIEVEMENT

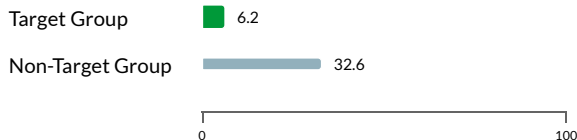
Score: 8.8

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

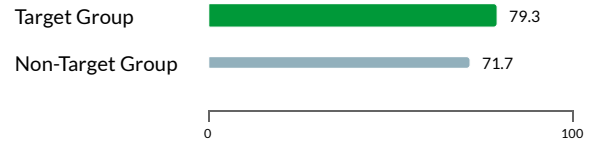


### GROWTH

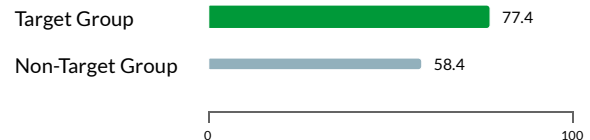
Score: 78.4

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

#### English Language Arts



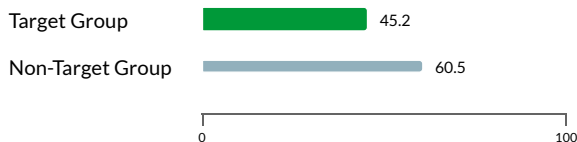
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 45.2

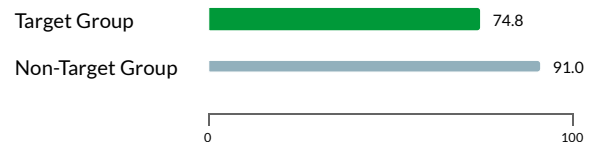
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 74.8

Average of 2022-23's 4- and 7-year cohort rates.

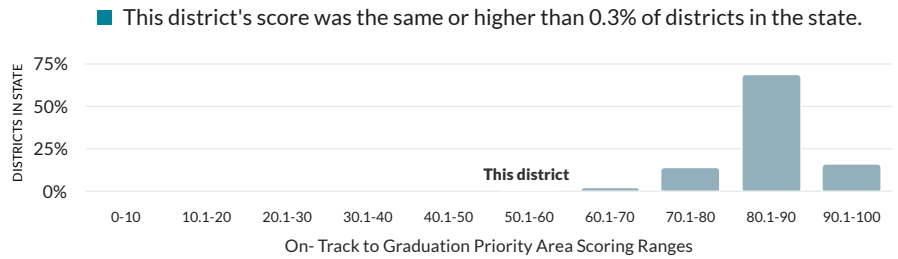
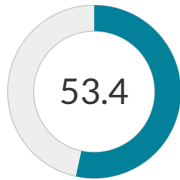




## ON-TRACK TO GRADUATION

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

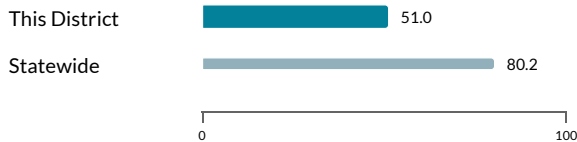


## Component Scores

### CHRONIC ABSENTEEISM

Score: 51.0

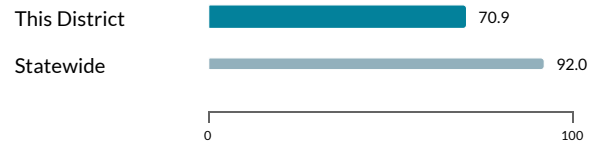
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 70.9

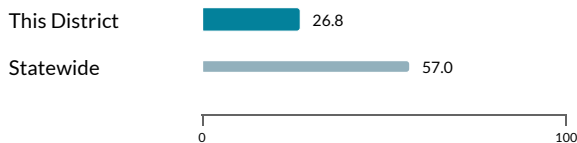
Average of 2022-23's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 26.8

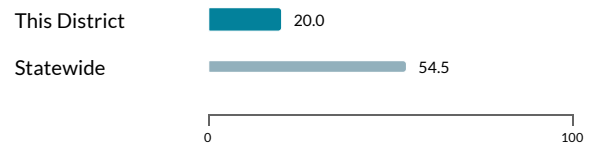
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 20.0

Multi-year average points-based proficiency rates.





## 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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	65,866	36.6%	63,082	58.0%	62,058	50.3%
American Indian or Alaskan Native	315	45.7%	243	77.4%	238	66.8%
Asian	5,322	12.5%	5,258	34.1%	5,381	28.8%
Black or African American	33,311	49.7%	31,745	70.4%	30,910	62.3%
Hispanic or Latino	18,323	27.9%	17,565	52.4%	17,554	44.1%
Native Hawaiian or Pacific Islander	41	31.7%	38	52.6%	52	50.0%
White	6,229	12.7%	5,869	28.8%	5,424	23.9%
Two or More Races	2,325	35.9%	2,364	54.7%	2,499	47.4%
Economically Disadvantaged	54,441	40.9%	51,035	63.0%	50,699	54.9%
English Learners	10,050	21.0%	10,170	43.7%	10,911	35.9%
Students with Disabilities	13,456	45.3%	12,773	68.2%	12,457	59.0%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	5,045	3,318	65.8%	5,456	4,125	75.6%
American Indian or Alaskan Native	33	16	48.5%	38	28	73.7%
Asian	388	323	83.2%	354	316	89.3%
Black or African American	2,722	1,662	61.1%	3,096	2,274	73.4%
Hispanic or Latino	1,361	917	67.4%	1,426	1,076	75.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	386	299	77.5%	429	355	82.8%
Two or More Races	150	98	65.3%	110	74	67.3%
Economically Disadvantaged	3,804	2,333	61.3%	4,180	3,111	74.4%
English Learners	635	439	69.1%	667	503	75.4%
Students with Disabilities	979	423	43.2%	997	570	57.2%





## POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards 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

6,319 (33.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
<b>30.8%</b>	<b>21.1%</b>	<b>3.4%</b>	<b>25.7%</b>	<b>0.2%</b>	<b>4.7%</b>	<b>0.7%</b>	<b>8.5%</b>
5,880 students successfully completed at least one Advanced Placement or International Baccalaureate course.		657 students successfully completed at least one dual enrollment course.		39 students earned at least one industry-recognized credential.		133 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	19,096	266,777	30.8%	21.1%	3.4%	25.7%	0.2%	4.7%	0.7%	8.5%
American Indian or Alaskan Native	101	2,718	18.8%	7.0%	1.0%	18.0%	0.0%	1.7%	1.0%	5.0%
Asian	1,618	10,367	40.4%	33.4%	4.1%	26.6%	0.2%	3.7%	0.6%	5.6%
Black or African American	10,036	24,969	20.4%	13.7%	3.0%	8.7%	0.1%	1.3%	0.5%	2.7%
Hispanic or Latino	5,312	37,682	40.1%	17.6%	3.7%	18.9%	0.3%	3.4%	0.8%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,460	179,306	58.5%	22.5%	4.8%	29.9%	0.2%	5.7%	1.6%	10.4%
Two or More Races	557	11,456	31.4%	18.9%	3.1%	21.0%	0.2%	3.4%	0.4%	5.8%
Economically Disadvantaged	14,979	104,283	26.4%	12.3%	2.9%	18.5%	0.2%	3.0%	0.6%	6.1%
English Learners	3,110	19,116	34.7%	13.9%	3.2%	17.0%	0.3%	2.5%	0.1%	3.6%
Students with Disabilities	3,805	33,777	17.2%	4.4%	1.6%	15.0%	0.1%	2.3%	0.3%	6.5%



## ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(d)6., Wis. Stat., requires report cards 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

10,850 (56.8%) students successfully completed any Arts Course.

#### ART & DESIGN

District	State
<b>35.1%</b>	<b>29.1%</b>

6,708 students successfully completed at least one art & design course.

#### DANCE

District	State
<b>0.4%</b>	<b>0.5%</b>

78 students successfully completed at least one dance course.

#### MUSIC

District	State
<b>14.3%</b>	<b>19.2%</b>

2,730 students successfully completed at least one music course.

#### THEATER

District	State
<b>2.1%</b>	<b>2.2%</b>

394 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	19,096	266,777	35.1%	29.1%	0.4%	0.5%	14.3%	19.2%	2.1%	2.2%
American Indian or Alaskan Native	101	2,718	32.7%	33.1%	2.0%	0.2%	8.9%	15.0%	0.0%	1.1%
Asian	1,618	10,367	36.2%	30.3%	0.1%	0.4%	12.9%	19.9%	1.5%	1.6%
Black or African American	10,036	24,969	37.6%	28.5%	0.6%	0.7%	15.3%	11.7%	2.6%	2.8%
Hispanic or Latino	5,312	37,682	32.5%	29.1%	0.3%	0.3%	13.3%	13.3%	1.1%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,460	179,306	26.0%	29.1%	0.1%	0.5%	12.9%	21.7%	2.5%	2.2%
Two or More Races	557	11,456	36.6%	28.8%	0.4%	0.5%	13.3%	17.8%	3.1%	2.6%
Economically Disadvantaged	14,979	104,283	36.0%	29.9%	0.4%	0.4%	14.7%	15.4%	1.7%	2.1%
English Learners	3,110	19,116	36.6%	30.9%	0.2%	0.4%	15.8%	11.8%	1.0%	1.6%
Students with Disabilities	3,805	33,777	35.1%	30.9%	0.2%	0.5%	14.4%	14.4%	1.8%	2.4%

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WISCONSIN DEPARTMENT OF  
**Public Instruction**

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