



## OVERVIEW

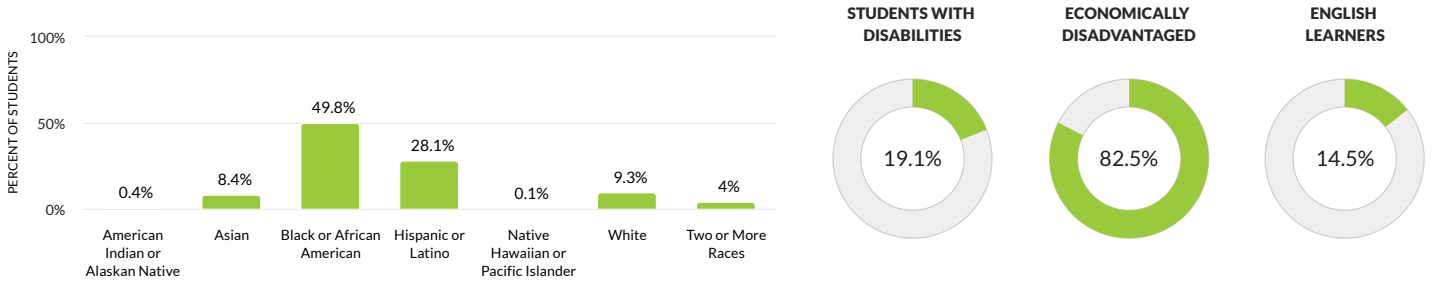
### District Details

Grades : K3-12  
Enrollment : 67,495  
Percent open enrollment : 3.4%

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.

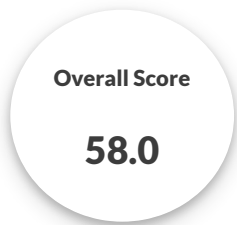
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



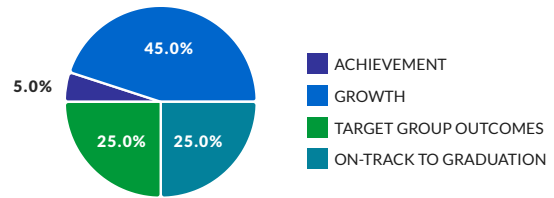
### Score Summary

**!** Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



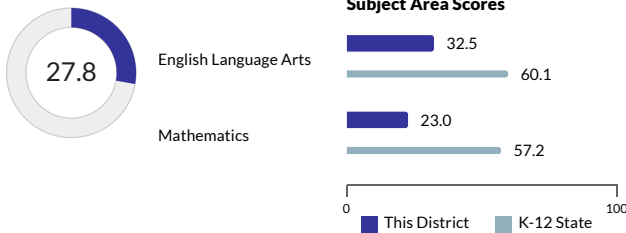
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

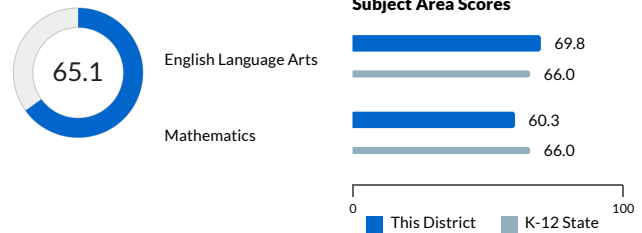


### Priority Area Scores

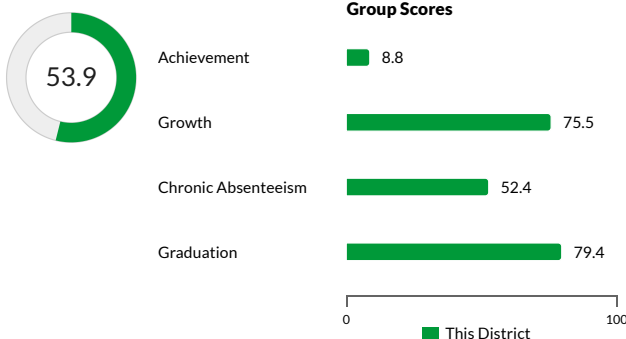
#### ACHIEVEMENT



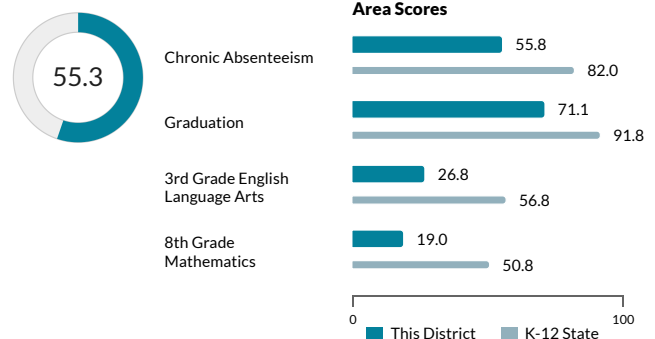
#### GROWTH



#### 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	23	15.1%
Meets Expectations	44	28.9%
Meets Few Expectations	50	32.9%
Fails to Meet Expectations	23	15.1%

### 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	5	3.3%

### School Score Summary

This table does not include alternate accountability schools.

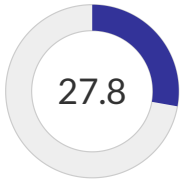
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	14.8	58.4	87.0	100.0
Achievement	4.6	23.5	73.6	100.0
Growth	16.9	64.4	98.2	100.0
Target Group Outcomes	14.3	53.8	83.1	100.0
On-Track to Graduation	26.3	59.1	90.7	100.0



## ACHIEVEMENT

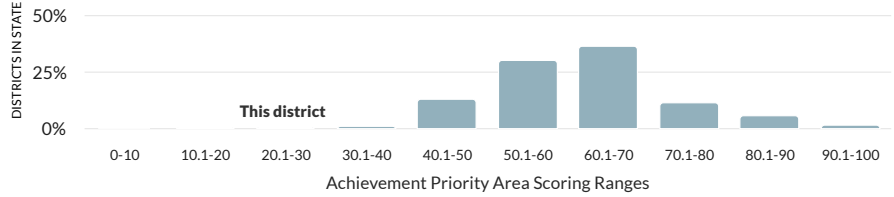
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

### Priority Area Score



English Language Arts Score: 32.5  
Mathematics Score: 23.0

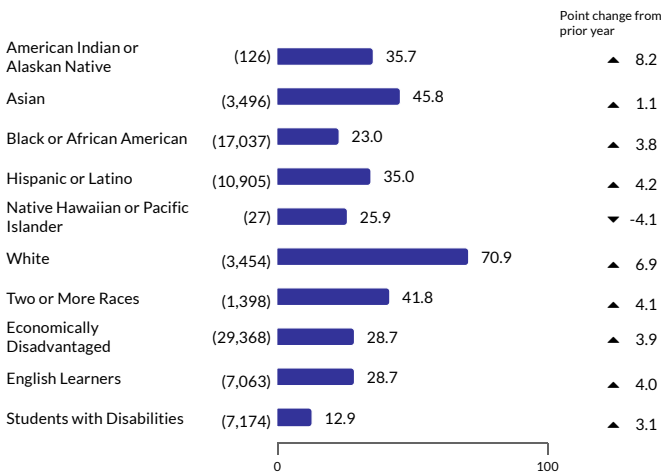
This district's score was the same or higher than 0.8% of districts in the state.



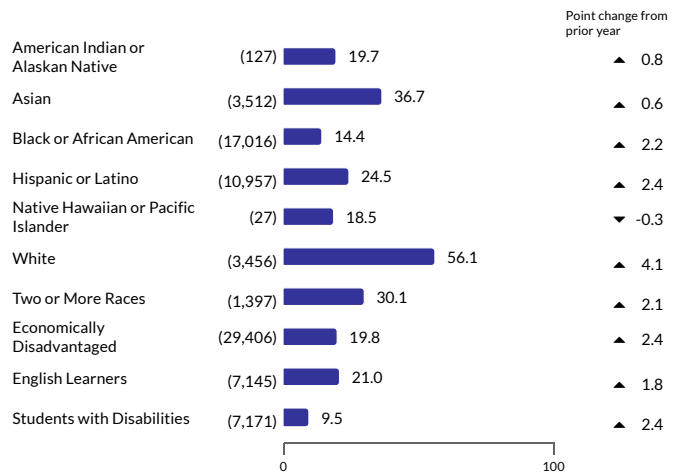
## Student Group Achievement, 2022-23 (for information only)

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

### ENGLISH LANGUAGE ARTS



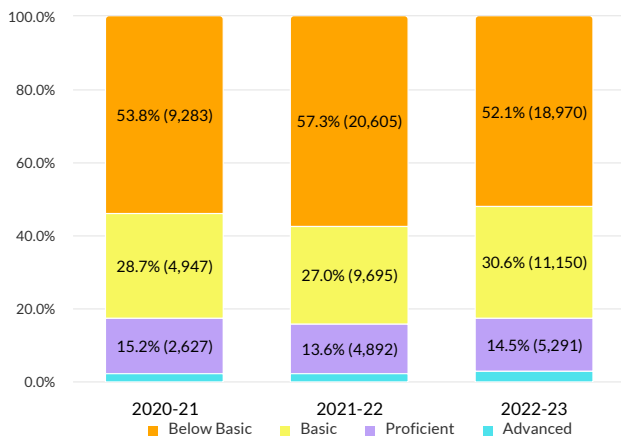
### MATHEMATICS



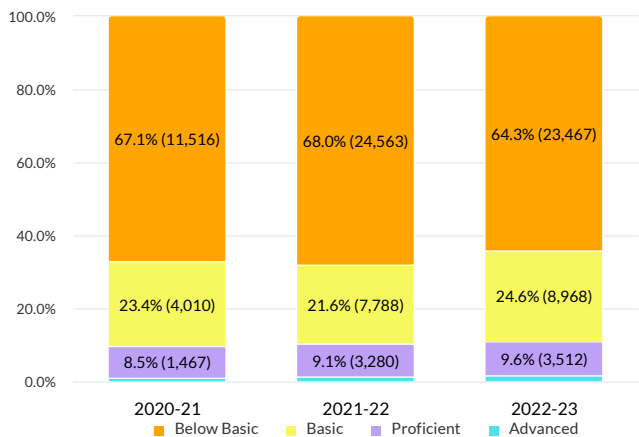
## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2022-23

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: American Indian or Alaskan Native
87.2%	75.7%

#### MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native
87.2%	76.3%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	17,251	2.3%	15.2%	28.7%	53.8%	35,953	2.1%	13.6%	27.0%	57.3%	36,443	2.8%	14.5%	30.6%	52.1%
American Indian or Alaskan Native	76	1.3%	10.5%	32.9%	55.3%	162	1.2%	14.2%	22.8%	61.7%	126	1.6%	14.3%	38.1%	46.0%
Asian	1,759	3.2%	23.6%	36.0%	37.2%	3,344	3.3%	22.4%	34.8%	39.5%	3,496	3.5%	21.5%	37.9%	37.0%
Black or African American	7,985	0.5%	8.3%	24.7%	66.5%	16,834	0.6%	7.2%	22.0%	70.1%	17,037	0.9%	7.9%	27.5%	63.7%
Hispanic or Latino	4,859	1.5%	14.6%	32.0%	51.9%	10,725	1.2%	13.5%	31.0%	54.3%	10,905	2.2%	15.1%	33.3%	49.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	25	0.0%	16.0%	28.0%	56.0%	27	3.7%	7.4%	25.9%	63.0%
White	2,003	10.4%	35.9%	29.2%	24.5%	3,637	10.4%	33.7%	29.6%	26.4%	3,454	13.5%	36.6%	28.1%	21.8%
Two or More Races	540	3.1%	20.4%	31.5%	45.0%	1,226	2.6%	18.0%	31.6%	47.8%	1,398	3.9%	18.5%	34.9%	42.7%
Economically Disadvantaged	13,885	1.0%	11.1%	28.0%	60.0%	29,050	1.0%	10.1%	26.4%	62.6%	29,368	1.5%	11.2%	30.6%	56.7%
English Learners	2,933	0.6%	8.6%	28.3%	62.5%	6,642	0.6%	9.3%	28.9%	61.1%	7,063	1.2%	10.7%	32.4%	55.7%
Students with Disabilities	3,159	0.2%	2.8%	14.2%	82.8%	7,062	0.2%	3.0%	12.9%	83.9%	7,174	0.4%	3.6%	17.5%	78.5%

#### MATHEMATICS

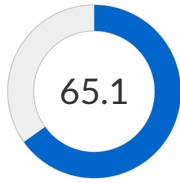
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	17,172	1.0%	8.5%	23.4%	67.1%	36,132	1.4%	9.1%	21.6%	68.0%	36,492	1.5%	9.6%	24.6%	64.3%
American Indian or Alaskan Native	74	1.4%	4.1%	28.4%	66.2%	161	1.2%	6.2%	21.7%	70.8%	127	0.0%	9.4%	20.5%	70.1%
Asian	1,755	1.3%	15.0%	32.6%	51.1%	3,348	2.5%	17.7%	29.4%	50.4%	3,512	2.3%	17.3%	31.9%	48.5%
Black or African American	7,895	0.2%	3.7%	17.1%	79.0%	16,963	0.3%	3.9%	15.7%	80.1%	17,016	0.3%	4.4%	19.0%	76.2%
Hispanic or Latino	4,875	0.4%	6.8%	25.8%	66.9%	10,782	0.8%	8.7%	24.3%	66.2%	10,957	1.0%	9.1%	27.8%	62.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	24	0.0%	12.5%	12.5%	75.0%	27	3.7%	7.4%	11.1%	77.8%
White	2,002	5.4%	25.5%	33.3%	35.8%	3,629	7.1%	25.3%	32.0%	35.6%	3,456	8.0%	27.8%	32.6%	31.6%
Two or More Races	539	1.9%	11.7%	26.2%	60.3%	1,225	1.6%	12.6%	26.0%	59.8%	1,397	1.7%	12.9%	29.2%	56.2%
Economically Disadvantaged	13,813	0.3%	5.5%	21.0%	73.2%	29,204	0.7%	6.5%	19.7%	73.1%	29,406	0.7%	7.2%	23.1%	69.0%
English Learners	2,942	0.1%	4.9%	21.4%	73.6%	6,692	0.5%	7.1%	22.6%	69.8%	7,145	0.6%	7.3%	25.5%	66.5%
Students with Disabilities	3,156	0.2%	2.2%	9.0%	88.6%	7,112	0.3%	2.2%	9.0%	88.5%	7,171	0.4%	2.8%	12.3%	84.5%



## GROWTH

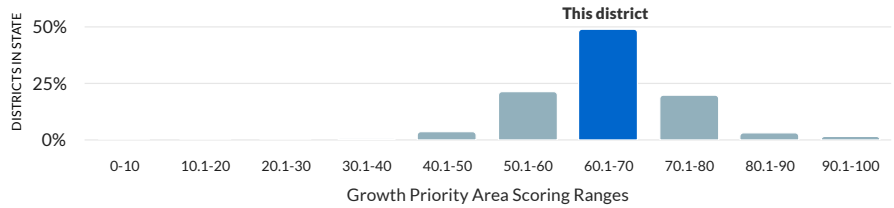
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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:** 69.8  
**Mathematics Score:** 60.3

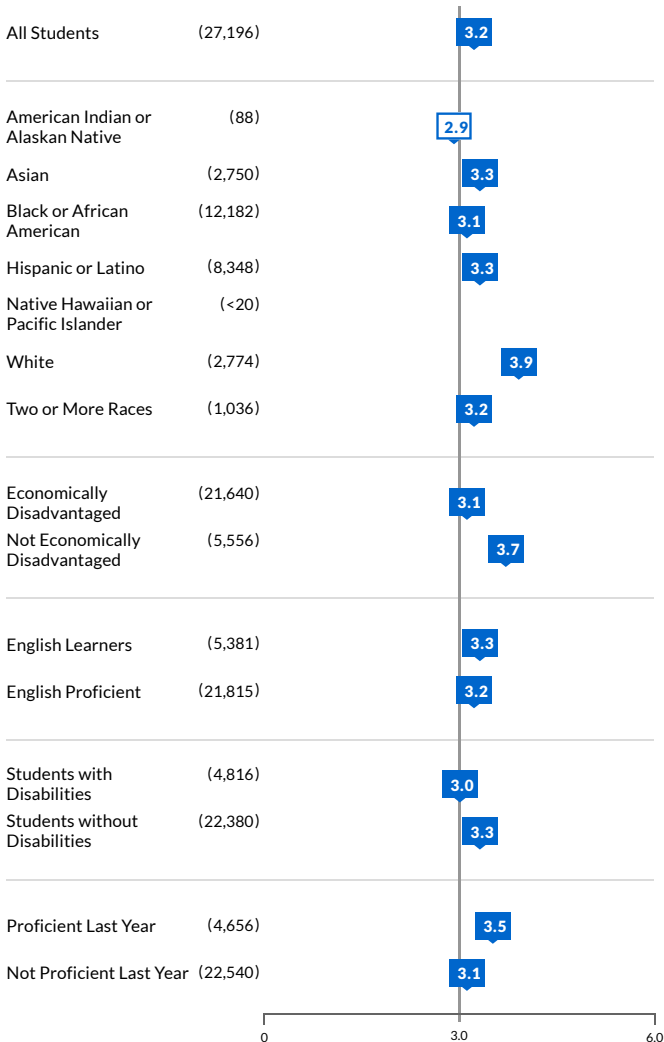
■ This district's score was the same or higher than 54.7% of districts in the state.



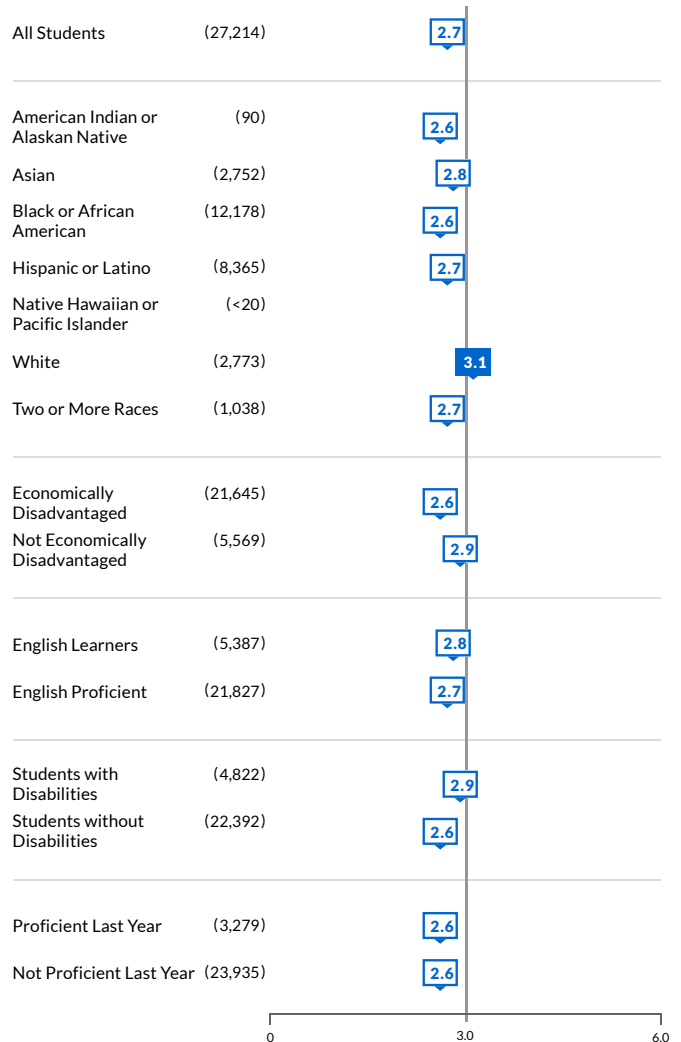
### Student Group Value-Added (for information only)

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

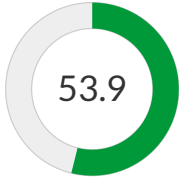




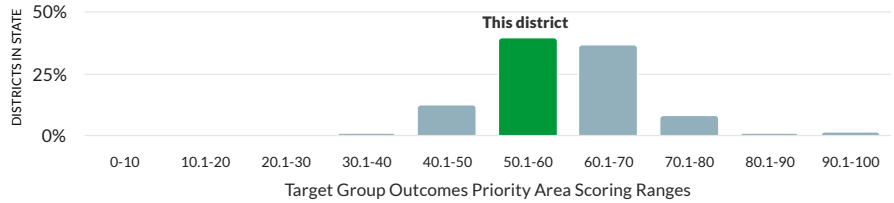
## TARGET GROUP OUTCOMES

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 25.9% of districts in the state.



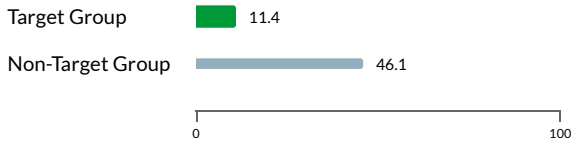
## Component Scores

### ACHIEVEMENT

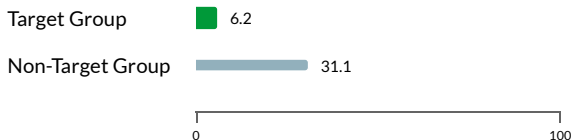
Score: 8.8

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

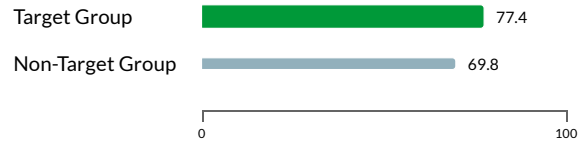


### GROWTH

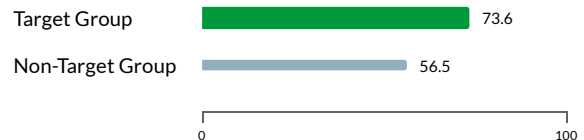
Score: 75.5

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

#### English Language Arts



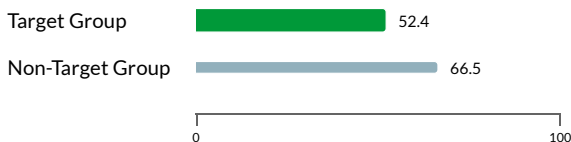
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 52.4

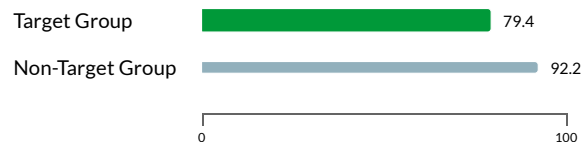
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 79.4

Average of 2021-22's 4- and 7-year cohort rates.

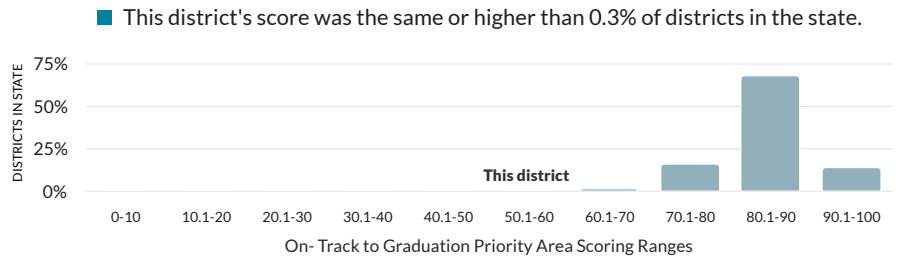
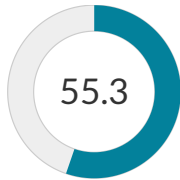




## ON-TRACK TO GRADUATION

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

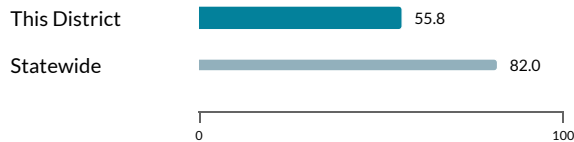


## Component Scores

### CHRONIC ABSENTEEISM

Score: 55.8

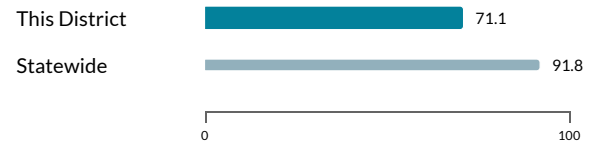
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 71.1

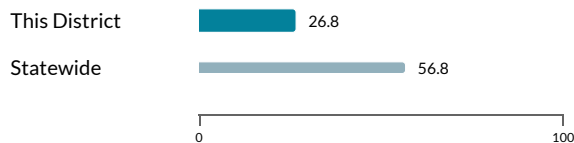
Average of 2021-22's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 26.8

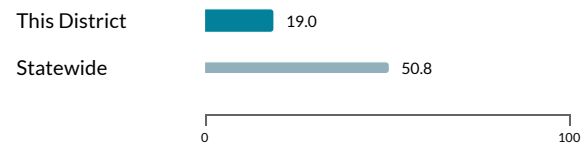
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 19.0

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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	65,946	33.8%	65,866	36.6%	63,082	58.0%
American Indian or Alaskan Native	337	44.5%	315	45.7%	243	77.4%
Asian	5,217	14.8%	5,322	12.5%	5,258	34.1%
Black or African American	33,453	43.7%	33,311	49.7%	31,745	70.4%
Hispanic or Latino	18,238	27.3%	18,323	27.9%	17,565	52.4%
Native Hawaiian or Pacific Islander	43	37.2%	41	31.7%	38	52.6%
White	6,514	15.6%	6,229	12.7%	5,869	28.8%
Two or More Races	2,144	33.8%	2,325	35.9%	2,364	54.7%
Economically Disadvantaged	53,296	37.9%	54,441	40.9%	51,035	63.0%
English Learners	10,232	20.2%	10,050	21.0%	10,170	43.7%
Students with Disabilities	12,634	44.4%	13,456	45.3%	12,773	68.2%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. 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	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	5,010	3,270	65.3%	5,272	4,036	76.6%
American Indian or Alaskan Native	25	10	40.0%	39	25	64.1%
Asian	389	317	81.5%	376	325	86.4%
Black or African American	2,735	1,675	61.2%	3,068	2,281	74.3%
Hispanic or Latino	1,342	850	63.3%	1,260	980	77.8%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	400	329	82.3%	434	358	82.5%
Two or More Races	119	89	74.8%	95	67	70.5%
Economically Disadvantaged	3,200	1,699	53.1%	4,007	3,020	75.4%
English Learners	627	372	59.3%	653	488	74.7%
Students with Disabilities	998	412	41.3%	991	577	58.2%





## POSTSECONDARY PREPARATION, 2021-22

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

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
<b>29.8%</b>	<b>20.1%</b>	<b>4.9%</b>	<b>23.2%</b>	<b>0.3%</b>	<b>3.9%</b>	<b>0.6%</b>	<b>8.5%</b>
5,730 students successfully completed at least one Advanced Placement or International Baccalaureate course.		935 students successfully completed at least one dual enrollment course.		61 students earned at least one industry-recognized credential.		116 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
American Indian or Alaskan Native	100	2,750	23.0%	6.2%	3.0%	14.2%	0.0%	1.5%	3.0%	8.9%
Asian	1,558	10,138	39.7%	31.6%	7.8%	22.2%	0.6%	3.4%	0.8%	5.7%
Black or African American	10,219	25,007	20.1%	12.9%	4.3%	7.6%	0.2%	1.0%	0.4%	2.2%
Hispanic or Latino	5,289	35,817	37.3%	16.1%	4.7%	16.0%	0.5%	3.0%	0.6%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	1,561	182,130	58.6%	21.6%	6.5%	27.2%	0.1%	4.7%	1.7%	10.4%
Two or More Races	494	10,657	30.2%	17.7%	4.5%	17.8%	0.0%	2.6%	1.4%	6.1%
Economically Disadvantaged	14,508	102,069	24.2%	11.2%	3.8%	16.1%	0.3%	2.5%	0.5%	7.0%
English Learners	2,757	16,932	30.0%	11.4%	5.6%	13.8%	0.8%	2.1%	0.2%	4.1%
Students with Disabilities	4,074	34,245	15.4%	3.8%	2.9%	12.5%	0.2%	2.0%	0.3%	7.2%



## ARTS COURSE INFORMATION, 2021-22

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

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>30.8%</b>	<b>27.2%</b>	<b>0.5%</b>	<b>0.4%</b>	<b>14.8%</b>	<b>19.1%</b>	<b>1.6%</b>	<b>1.8%</b>
5,919 students successfully completed at least one art & design course.		90 students successfully completed at least one dance course.		2,836 students successfully completed at least one music course.		310 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
American Indian or Alaskan Native	100	2,750	17.0%	30.3%	1.0%	0.0%	14.0%	14.5%	0.0%	1.0%
Asian	1,558	10,138	25.7%	28.4%	0.1%	0.4%	14.8%	19.5%	1.5%	1.3%
Black or African American	10,219	25,007	32.7%	25.3%	0.6%	0.5%	15.9%	11.7%	1.9%	2.5%
Hispanic or Latino	5,289	35,817	29.8%	27.1%	0.2%	0.4%	13.3%	13.0%	0.9%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	1,561	182,130	27.1%	27.3%	0.3%	0.4%	12.0%	21.5%	2.5%	1.7%
Two or More Races	494	10,657	32.8%	28.2%	1.0%	0.6%	14.8%	17.7%	1.6%	2.2%
Economically Disadvantaged	14,508	102,069	31.6%	27.6%	0.4%	0.4%	14.6%	15.1%	1.2%	1.8%
English Learners	2,757	16,932	31.6%	29.3%	0.2%	0.5%	16.1%	11.7%	0.6%	1.7%
Students with Disabilities	4,074	34,245	32.5%	28.6%	0.2%	0.4%	15.9%	14.3%	1.1%	2.0%

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