



## OVERVIEW

### School Details

Grades : 9-12

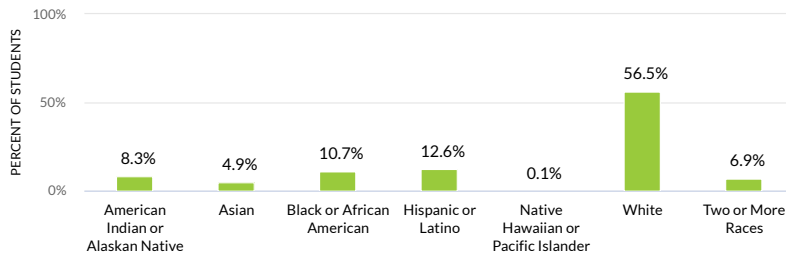
Enrollment : 1,093

Percent open enrollment : 4.4%

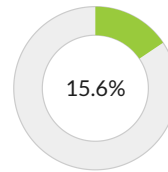
Southwest High School's motto, "With Courage and Determination, Together We Will...", highlights characteristics of effort and teamwork. The heart and soul of Southwest High School is academic achievement. With strong Advanced Placement and Concurrent College Enrollment Course programs, students are prepared for college. Southwest offers a wide range of co-curricular activities.

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

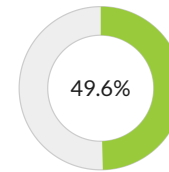
### Student Groups



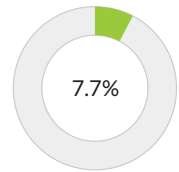
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

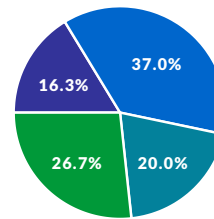
Overall Score

55.3

Meets Few Expectations



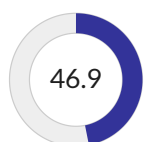
#### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### Priority Area Scores

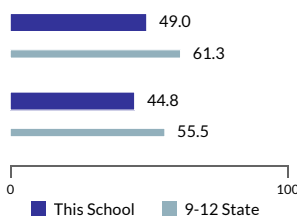
#### ACHIEVEMENT



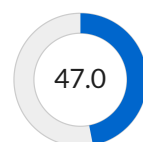
English Language Arts

Mathematics

Subject Area Scores



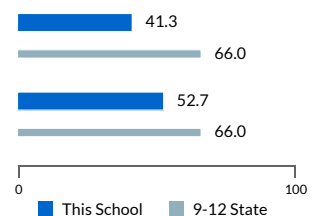
#### GROWTH



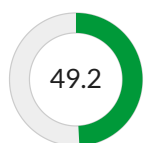
English Language Arts

Mathematics

Subject Area Scores



#### TARGET GROUP OUTCOMES



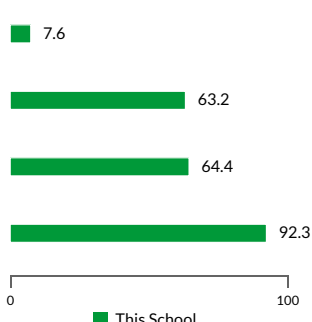
Achievement

Growth

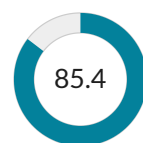
Chronic Absenteeism

Graduation

Group Scores



#### ON-TRACK TO GRADUATION



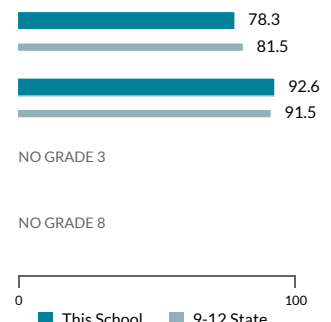
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

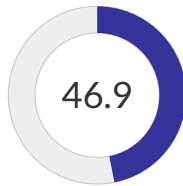




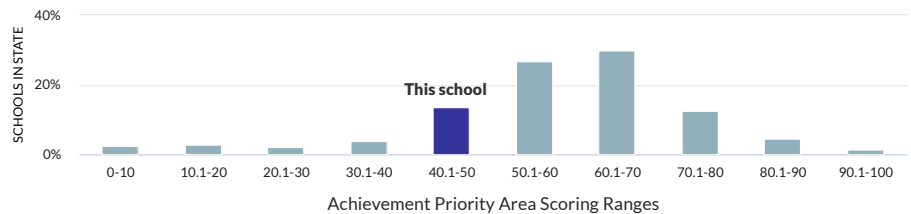
## ACHIEVEMENT

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



■ This school's score was the same or higher than 20.3% of 9-12 schools in the state.



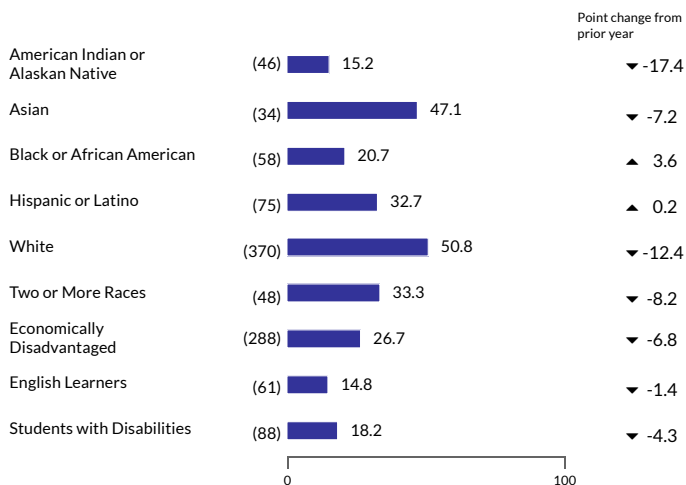
English Language Arts Score: 49.0

Mathematics Score: 44.8

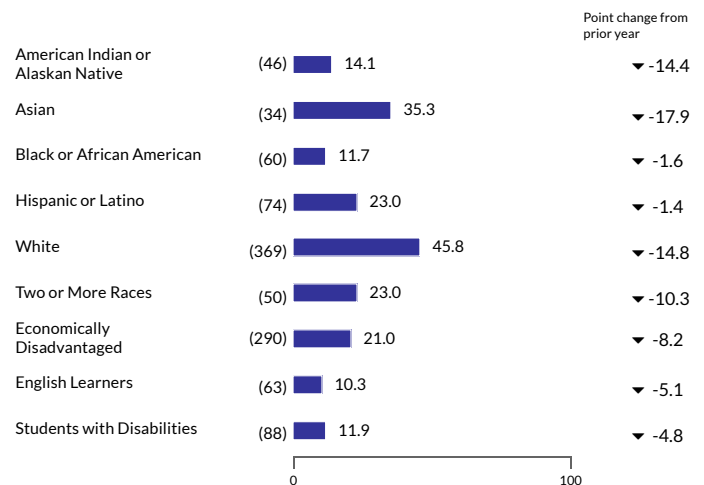
### Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

#### ENGLISH LANGUAGE ARTS



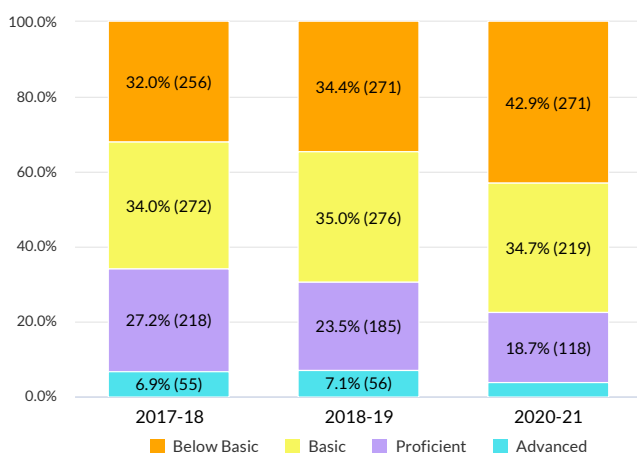
#### MATHEMATICS



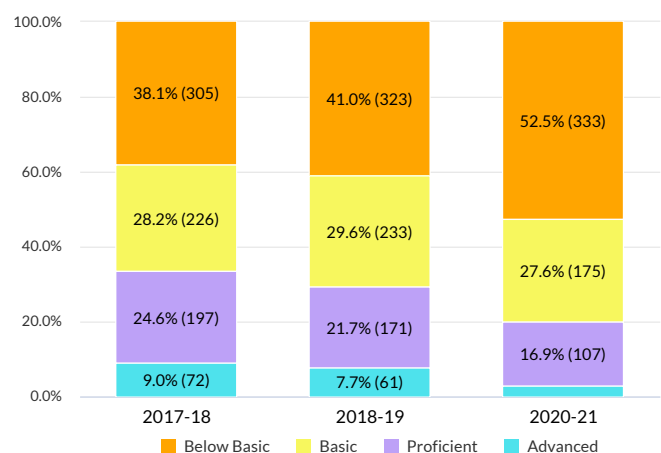
### Performance Levels by Year

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2020-21

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
75.9%	63.0%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
76.2%	65.0%

### Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

#### ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	801	6.9%	27.2%	34.0%	32.0%	788	7.1%	23.5%	35.0%	34.4%	632	3.8%	18.7%	34.7%	42.9%
American Indian or Alaskan Native	68	1.5%	11.8%	32.4%	54.4%	66	0.0%	18.2%	28.8%	53.0%	46	0.0%	2.2%	26.1%	71.7%
Asian	44	11.4%	20.5%	47.7%	20.5%	47	10.6%	10.6%	55.3%	23.4%	34	8.8%	17.6%	32.4%	41.2%
Black or African American	76	1.3%	2.6%	27.6%	68.4%	76	0.0%	3.9%	26.3%	69.7%	58	0.0%	6.9%	27.6%	65.5%
Hispanic or Latino	80	1.3%	12.5%	40.0%	46.3%	77	1.3%	14.3%	32.5%	51.9%	75	1.3%	10.7%	40.0%	48.0%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	498	9.2%	36.5%	32.7%	21.5%	480	9.8%	30.8%	35.4%	24.0%	370	5.1%	24.3%	37.6%	33.0%
Two or More Races	34	0.0%	20.6%	38.2%	41.2%	41	4.9%	14.6%	39.0%	41.5%	48	2.1%	18.8%	22.9%	56.3%
Economically Disadvantaged	346	1.2%	16.5%	36.7%	45.7%	313	1.9%	14.4%	32.6%	51.1%	288	1.4%	8.7%	31.9%	58.0%
English Learners	71	0.0%	1.4%	25.4%	73.2%	77	0.0%	5.2%	22.1%	72.7%	61	0.0%	4.9%	19.7%	75.4%
Students with Disabilities	96	2.1%	3.1%	20.8%	74.0%	102	2.0%	7.8%	23.5%	66.7%	88	1.1%	4.5%	23.9%	70.5%

#### MATHEMATICS

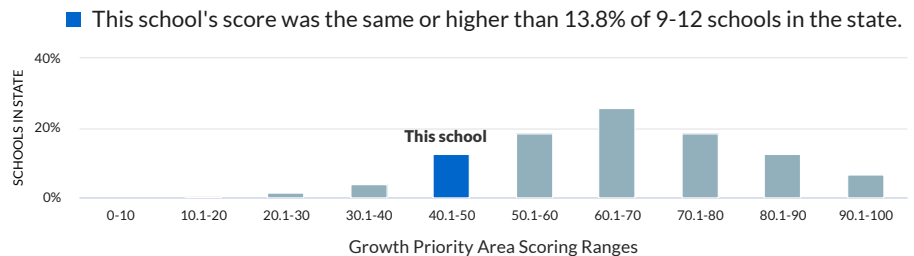
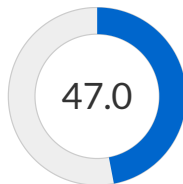
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	800	9.0%	24.6%	28.3%	38.1%	788	7.7%	21.7%	29.6%	41.0%	634	3.0%	16.9%	27.6%	52.5%
American Indian or Alaskan Native	68	1.5%	16.2%	26.5%	55.9%	65	0.0%	13.8%	29.2%	56.9%	46	0.0%	2.2%	23.9%	73.9%
Asian	44	18.2%	22.7%	27.3%	31.8%	47	10.6%	21.3%	31.9%	36.2%	34	8.8%	11.8%	20.6%	58.8%
Black or African American	76	0.0%	5.3%	13.2%	81.6%	75	0.0%	2.7%	21.3%	76.0%	60	0.0%	1.7%	20.0%	78.3%
Hispanic or Latino	80	1.3%	8.8%	35.0%	55.0%	78	0.0%	7.7%	33.3%	59.0%	74	1.4%	5.4%	31.1%	62.2%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	497	12.3%	31.6%	30.6%	25.6%	480	11.3%	28.8%	30.0%	30.0%	369	3.8%	24.7%	30.9%	40.7%
Two or More Races	34	2.9%	20.6%	17.6%	58.8%	42	2.4%	14.3%	31.0%	52.4%	50	2.0%	12.0%	16.0%	70.0%
Economically Disadvantaged	345	1.7%	15.1%	26.1%	57.1%	315	1.3%	12.4%	29.8%	56.5%	290	1.7%	6.2%	24.5%	67.6%
English Learners	71	0.0%	4.2%	14.1%	81.7%	78	0.0%	5.1%	20.5%	74.4%	63	0.0%	1.6%	17.5%	81.0%
Students with Disabilities	96	1.0%	5.2%	14.6%	79.2%	102	1.0%	6.9%	16.7%	75.5%	88	0.0%	2.3%	19.3%	78.4%



## 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



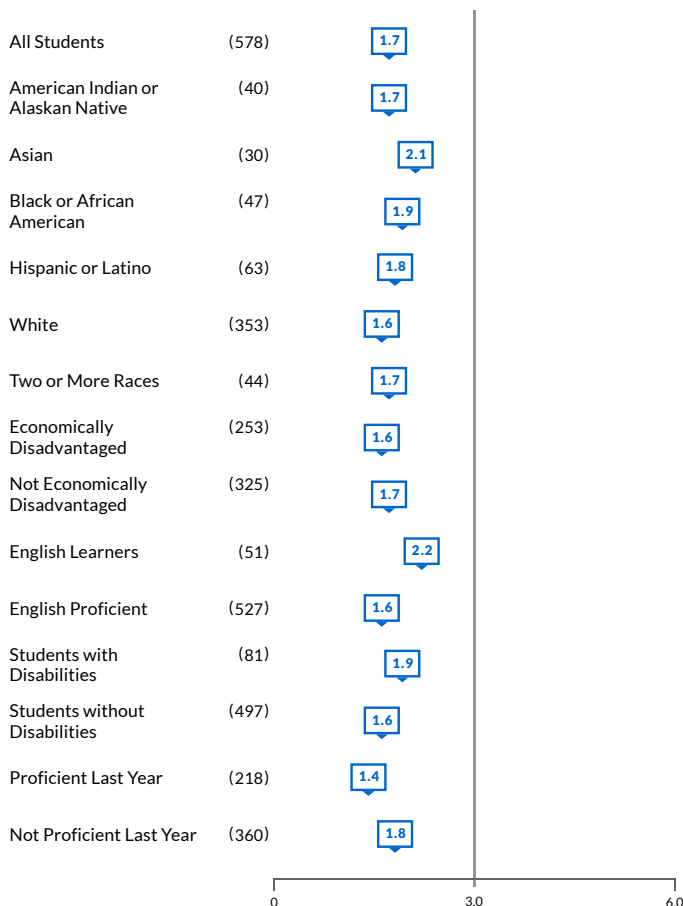
English Language Arts Score: 41.3

Mathematics Score: 52.7

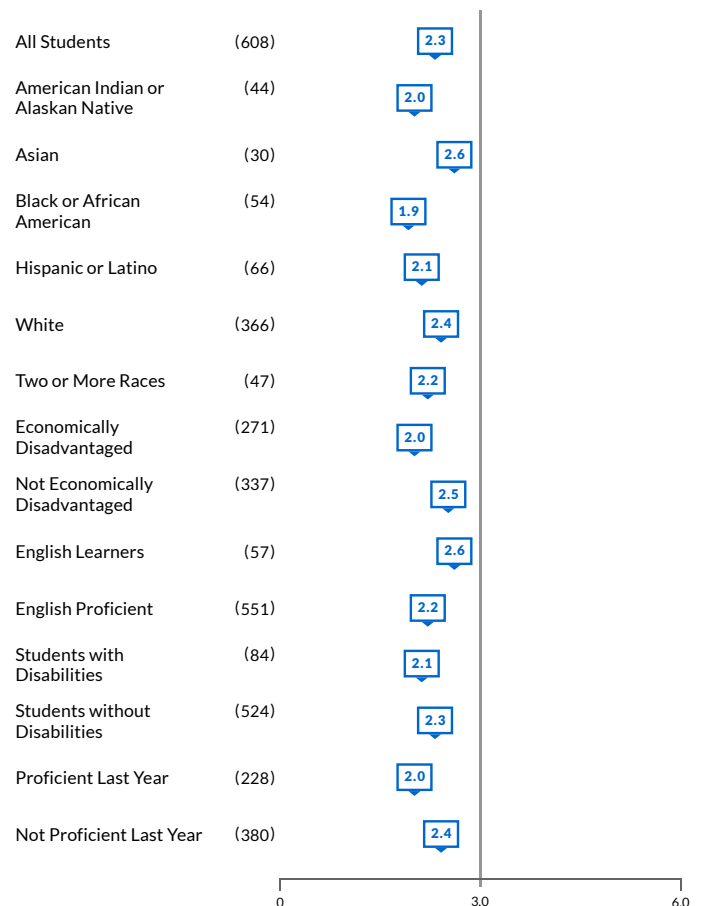
### Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

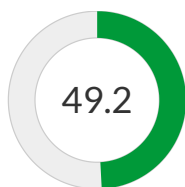




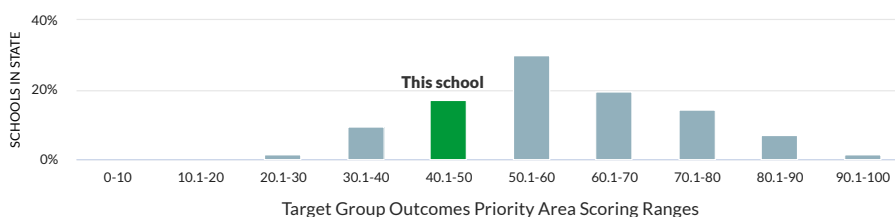
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools 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 school's score was the same or higher than 26.0% of 9-12 schools in the state.



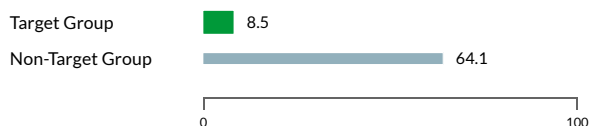
## Component Scores

### ACHIEVEMENT

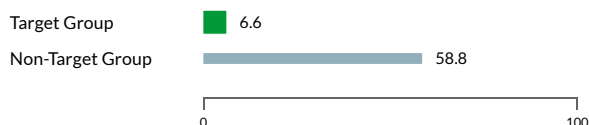
Score: 7.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

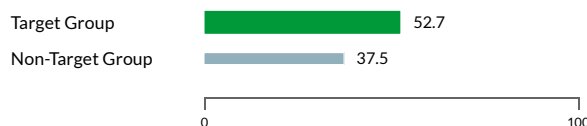


### GROWTH

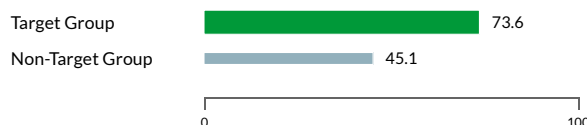
Score: 63.2

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

#### English Language Arts



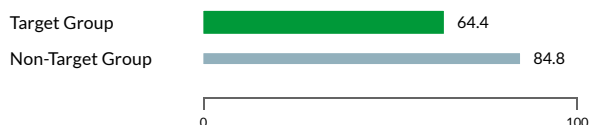
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 64.4

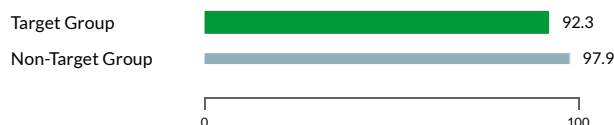
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 92.3

Average of 2019-20's 4- and 7-year cohort rates.

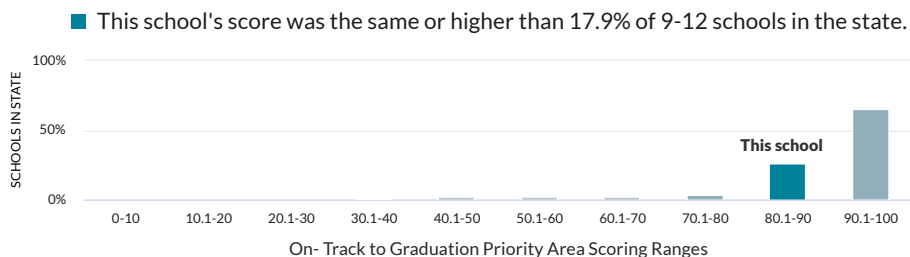
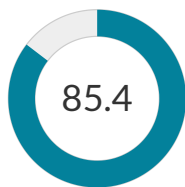




## ON-TRACK TO GRADUATION

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

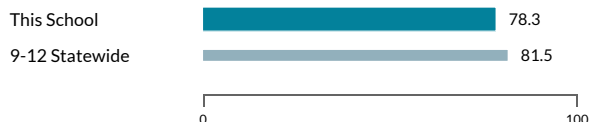


## Component Scores

### CHRONIC ABSENTEEISM

Score: 78.3

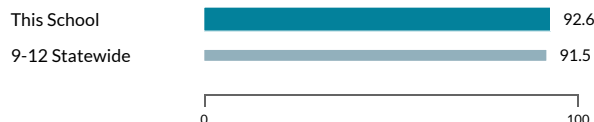
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 92.6

Average of 2019-20's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Average points-based proficiency rates.

NO GRADE 3

### 8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.

NO GRADE 8



## 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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,136	23.5%	1,090	21.5%	1,060	20.7%
American Indian or Alaskan Native	95	49.5%	91	40.7%	87	36.8%
Asian	63	14.3%	62	16.1%	51	13.7%
Black or African American	105	27.6%	105	22.9%	108	25.0%
Hispanic or Latino	117	34.2%	110	28.2%	132	29.5%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	708	17.4%	670	17.2%	615	15.8%
Two or More Races	47	40.4%	51	33.3%	65	24.6%
Economically Disadvantaged	490	38.0%	446	32.3%	453	30.9%
English Learners	104	23.1%	101	19.8%	95	11.6%
Students with Disabilities	152	38.8%	166	29.5%	152	30.3%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	299	283	94.6%	271	245	90.4%
American Indian or Alaskan Native	22	19	86.4%	< 20	*	*
Asian	< 20	*	*	< 20	*	*
Black or African American	32	30	93.8%	20	15	75.0%
Hispanic or Latino	27	24	88.9%	22	18	81.8%
Native Hawaiian or Pacific Islander	< 20	*	*	0	NA	NA
White	186	181	97.3%	180	167	92.8%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	105	93	88.6%	86	70	81.4%
English Learners	25	23	92.0%	27	24	88.9%
Students with Disabilities	32	26	81.3%	50	40	80.0%



## POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
<b>16.7%</b>	<b>19.2%</b>	<b>41.5%</b>	<b>17.8%</b>	<b>0.0%</b>	<b>1.4%</b>	<b>0.3%</b>	<b>2.4%</b>

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

486 students successfully completed at least one dual enrollment course.

No students earned an industry-recognized credential.

4 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. All groups present in the school are shown. 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
American Indian or Alaskan Native	98	3,044	6.1%	7.7%	30.6%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	57	10,028	17.5%	27.3%	54.4%	17.9%	0.0%	1.1%	0.0%	1.4%
Black or African American	126	24,232	1.6%	11.5%	38.9%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	156	31,812	12.2%	14.7%	32.7%	14.1%	0.0%	0.9%	0.0%	1.4%
Native Hawaiian or Pacific Islander	< 20	192	*	18.2%	*	15.1%	*	1.6%	*	0.0%
White	660	188,332	22.7%	20.8%	45.5%	19.7%	0.0%	1.6%	0.6%	2.8%
Two or More Races	72	9,226	11.1%	16.1%	33.3%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	517	97,617	6.2%	11.0%	32.9%	13.7%	0.0%	0.8%	0.0%	1.7%
English Learners	113	13,412	5.3%	8.7%	35.4%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	160	34,473	2.5%	2.9%	28.1%	10.2%	0.0%	0.5%	0.0%	1.4%



## ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>17.2%</b>	<b>24.7%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>21.5%</b>	<b>21.3%</b>	<b>1.5%</b>	<b>1.9%</b>
201 students successfully completed at least one art & design course.		No students successfully completed a dance course.		252 students successfully completed at least one music course.		18 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. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	98	3,044	20.4%	27.9%	0.0%	0.1%	17.3%	17.3%	1.0%	1.2%
Asian	57	10,028	28.1%	25.8%	0.0%	0.3%	21.1%	21.8%	3.5%	1.5%
Black or African American	126	24,232	18.3%	27.9%	0.0%	0.5%	12.7%	13.8%	2.4%	4.1%
Hispanic or Latino	156	31,812	12.8%	26.2%	0.0%	0.3%	21.8%	15.5%	0.6%	1.8%
Native Hawaiian or Pacific Islander	< 20	192	*	24.0%	*	0.5%	*	22.4%	*	2.1%
White	660	188,332	16.8%	23.9%	0.0%	0.3%	23.2%	23.4%	1.7%	1.7%
Two or More Races	72	9,226	15.3%	23.9%	0.0%	0.4%	26.4%	19.8%	0.0%	1.9%
Economically Disadvantaged	517	97,617	16.8%	26.9%	0.0%	0.3%	21.3%	17.4%	1.2%	2.3%
English Learners	113	13,412	18.6%	29.0%	0.0%	0.2%	9.7%	13.0%	1.8%	1.4%
Students with Disabilities	160	34,473	17.5%	25.4%	0.0%	0.3%	9.4%	14.3%	0.0%	1.9%

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