OVERVIEW

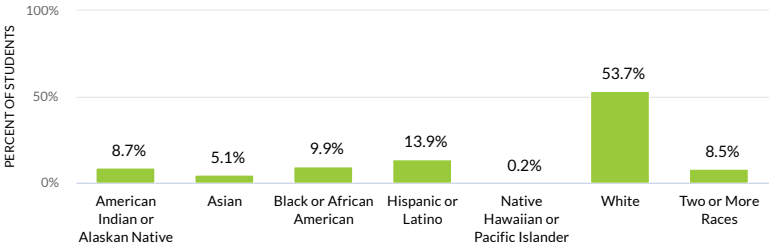
School Details

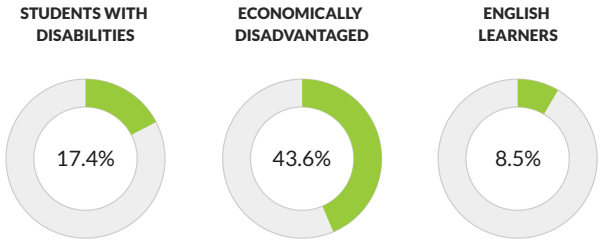
Grades : 9-12
Enrollment : 1,123
Percent open enrollment : 5.2%

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





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.

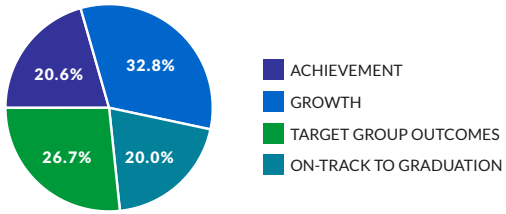
Overall Score

54.3

Meets Few Expectations

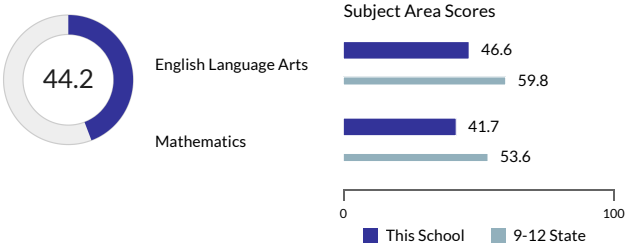
★★

PRIORITY AREA WEIGHTS

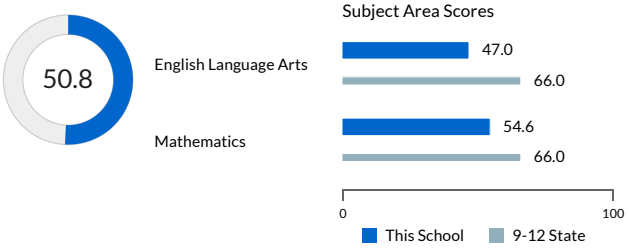


Priority Area Scores

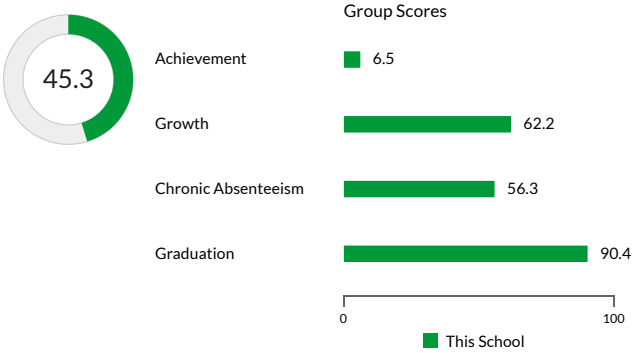
ACHIEVEMENT



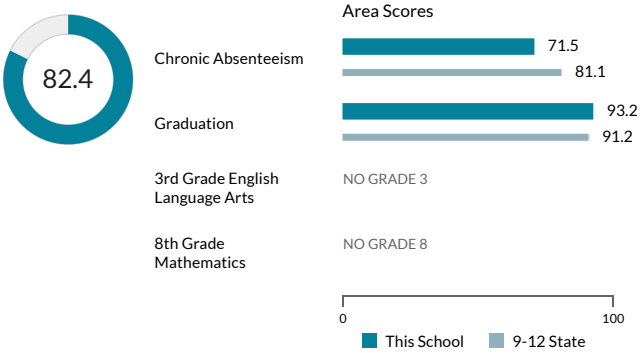
GROWTH



TARGET GROUP OUTCOMES



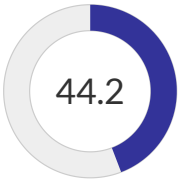
ON-TRACK TO GRADUATION



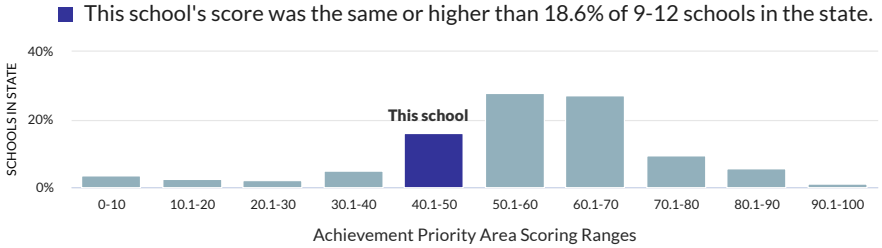
ACHIEVEMENT

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



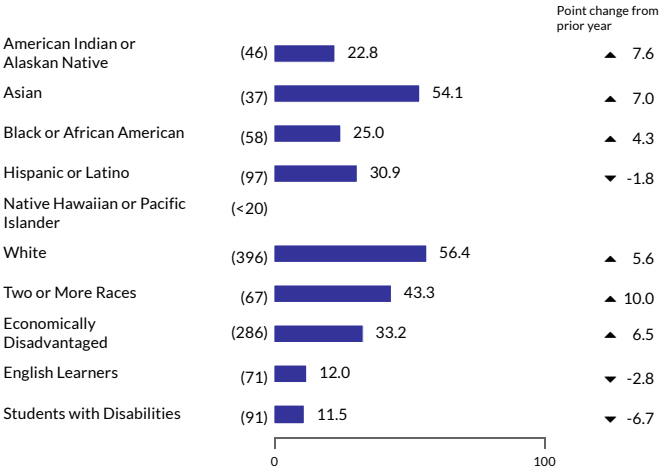
English Language Arts Score: 46.6
Mathematics Score: 41.7



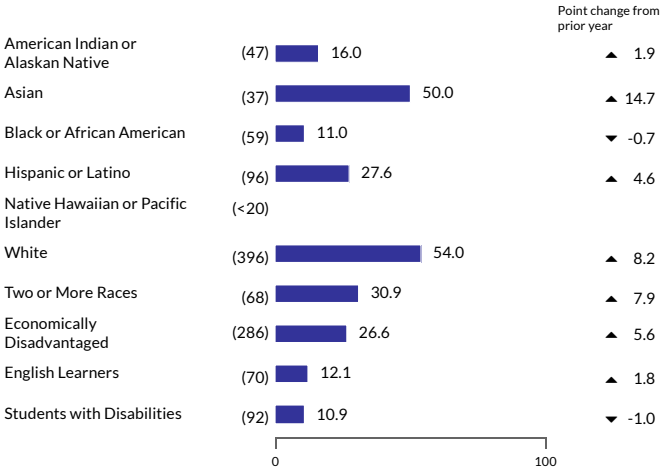
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



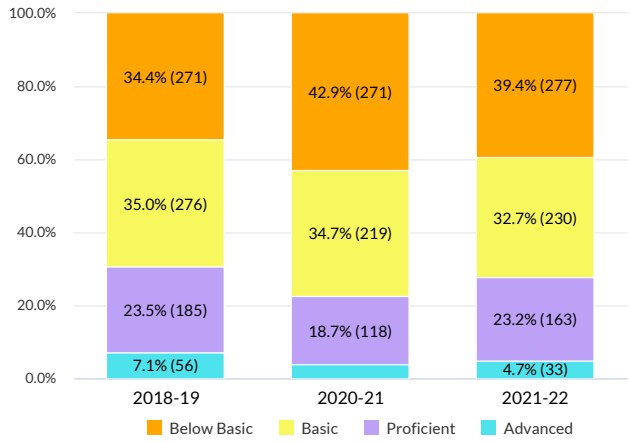
MATHEMATICS



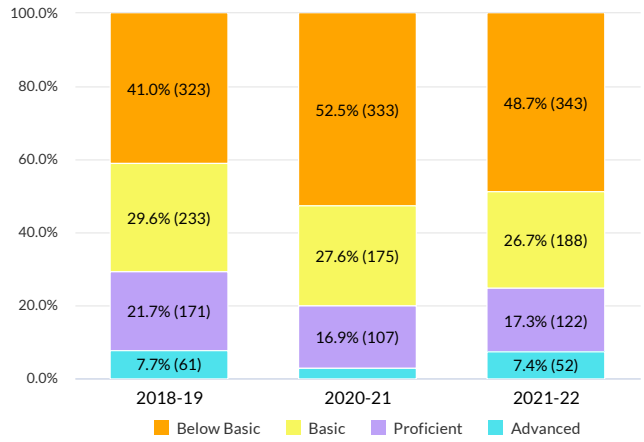
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: American Indian or Alaskan Native
86.7%	72.1%

MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native
86.9%	73.5%

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

	2018-19					2020-21					2021-22				
	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	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	788	7.1%	23.5%	35.0%	34.4%	632	3.8%	18.7%	34.7%	42.9%	703	4.7%	23.2%	32.7%	39.4%
American Indian or Alaskan Native	66	0.0%	18.2%	28.8%	53.0%	46	0.0%	2.2%	26.1%	71.7%	46	2.2%	8.7%	21.7%	67.4%
Asian	47	10.6%	10.6%	55.3%	23.4%	34	8.8%	17.6%	32.4%	41.2%	37	8.1%	18.9%	45.9%	27.0%
Black or African American	76	0.0%	3.9%	26.3%	69.7%	58	0.0%	6.9%	27.6%	65.5%	58	0.0%	10.3%	29.3%	60.3%
Hispanic or Latino	77	1.3%	14.3%	32.5%	51.9%	75	1.3%	10.7%	40.0%	48.0%	97	2.1%	11.3%	33.0%	53.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	480	9.8%	30.8%	35.4%	24.0%	370	5.1%	24.3%	37.6%	33.0%	396	5.8%	30.8%	33.8%	29.5%
Two or More Races	41	4.9%	14.6%	39.0%	41.5%	48	2.1%	18.8%	22.9%	56.3%	67	6.0%	19.4%	29.9%	44.8%
Economically Disadvantaged	313	1.9%	14.4%	32.6%	51.1%	288	1.4%	8.7%	31.9%	58.0%	286	3.5%	13.3%	29.4%	53.8%
English Learners	77	0.0%	5.2%	22.1%	72.7%	61	0.0%	4.9%	19.7%	75.4%	71	0.0%	1.4%	21.1%	77.5%
Students with Disabilities	102	2.0%	7.8%	23.5%	66.7%	88	1.1%	4.5%	23.9%	70.5%	91	0.0%	3.3%	16.5%	80.2%

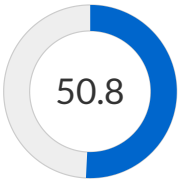
MATHEMATICS

	2018-19					2020-21					2021-22				
	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	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	788	7.7%	21.7%	29.6%	41.0%	634	3.0%	16.9%	27.6%	52.5%	705	7.4%	17.3%	26.7%	48.7%
American Indian or Alaskan Native	65	0.0%	13.8%	29.2%	56.9%	46	0.0%	2.2%	23.9%	73.9%	47	2.1%	4.3%	17.0%	76.6%
Asian	47	10.6%	21.3%	31.9%	36.2%	34	8.8%	11.8%	20.6%	58.8%	37	8.1%	21.6%	32.4%	37.8%
Black or African American	75	0.0%	2.7%	21.3%	76.0%	60	0.0%	1.7%	20.0%	78.3%	59	0.0%	6.8%	8.5%	84.7%
Hispanic or Latino	78	0.0%	7.7%	33.3%	59.0%	74	1.4%	5.4%	31.1%	62.2%	96	2.1%	11.5%	26.0%	60.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	480	11.3%	28.8%	30.0%	30.0%	369	3.8%	24.7%	30.9%	40.7%	396	10.9%	22.5%	30.6%	36.1%
Two or More Races	42	2.4%	14.3%	31.0%	52.4%	50	2.0%	12.0%	16.0%	70.0%	68	4.4%	11.8%	25.0%	58.8%
Economically Disadvantaged	315	1.3%	12.4%	29.8%	56.5%	290	1.7%	6.2%	24.5%	67.6%	286	3.8%	10.1%	21.3%	64.7%
English Learners	78	0.0%	5.1%	20.5%	74.4%	63	0.0%	1.6%	17.5%	81.0%	70	0.0%	4.3%	15.7%	80.0%
Students with Disabilities	102	1.0%	6.9%	16.7%	75.5%	88	0.0%	2.3%	19.3%	78.4%	92	2.2%	3.3%	8.7%	85.9%

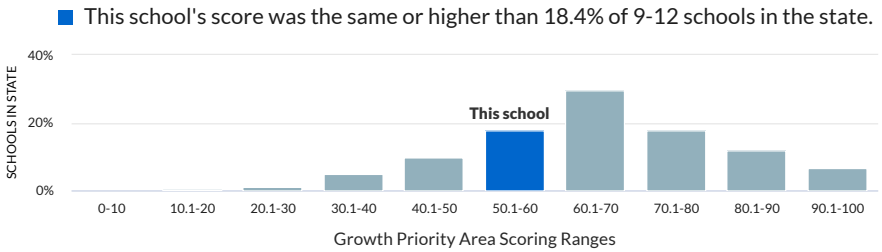
GROWTH

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



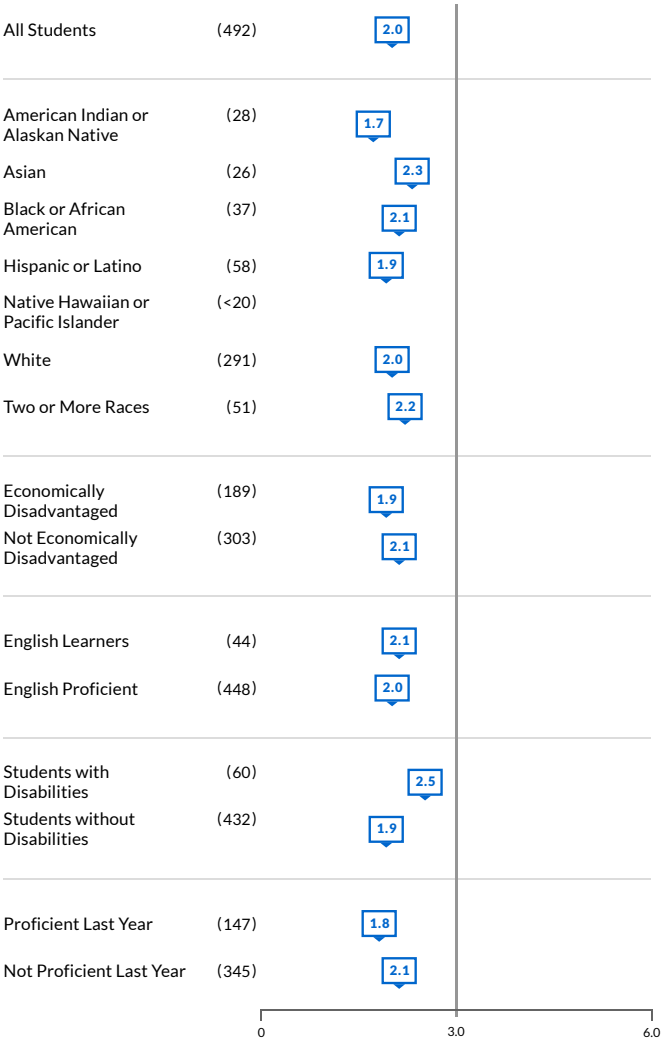
English Language Arts Score: 47.0
Mathematics Score: 54.6



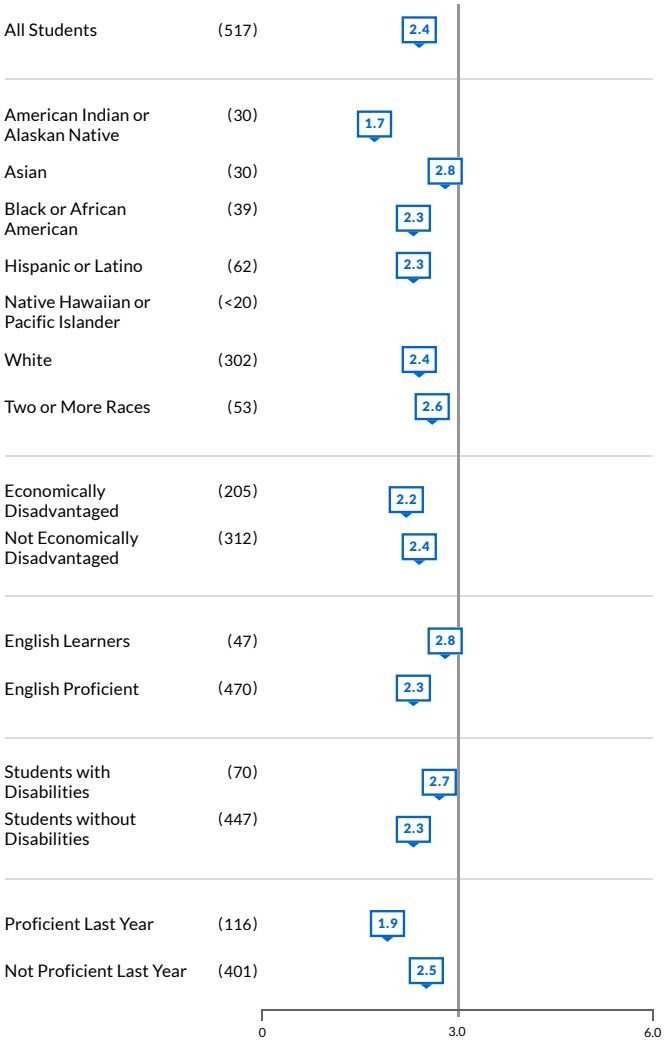
Student Group Value-Added (for information only)

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



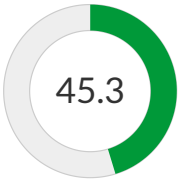
MATHEMATICS

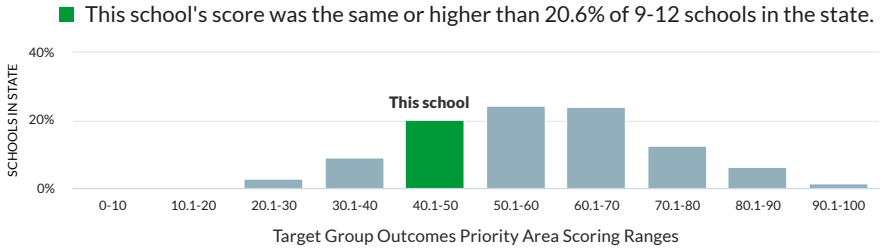


TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping 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





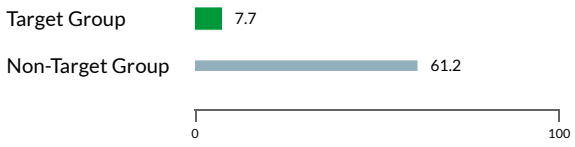
Component Scores

ACHIEVEMENT

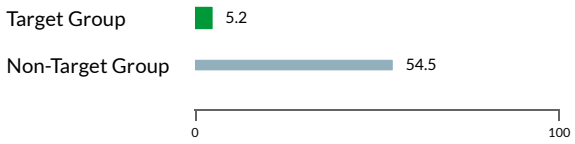
Score: 6.5

Average points-based proficiency rates.

English Language Arts



Mathematics

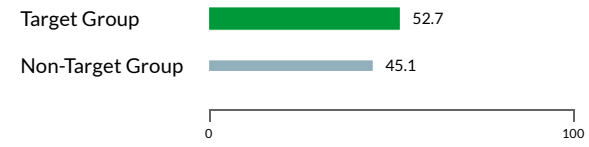


GROWTH

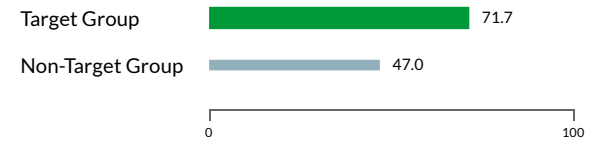
Score: 62.2

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

English Language Arts



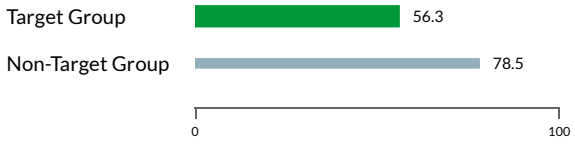
Mathematics



CHRONIC ABSENTEEISM

Score: 56.3

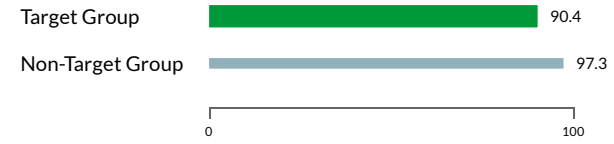
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.4

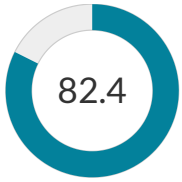
Average of 2020-21's 4- and 7-year cohort rates.

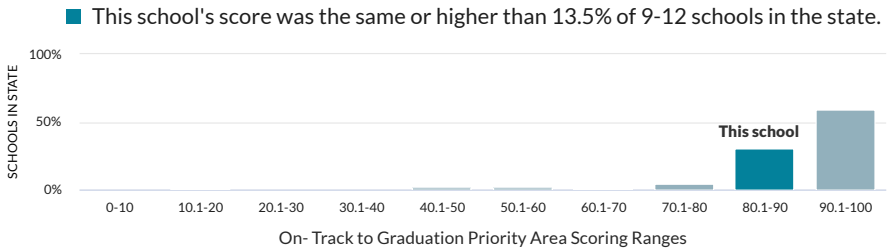


ON-TRACK TO GRADUATION

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



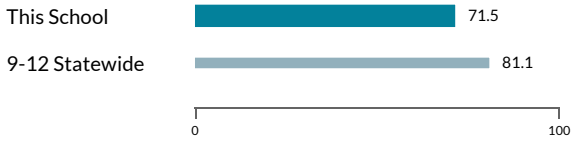


Component Scores

CHRONIC ABSENTEEISM

Score: 71.5

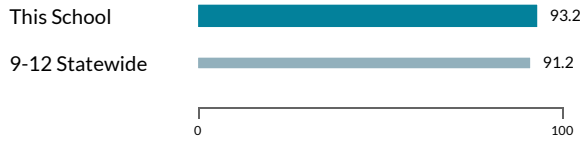
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.2

Average of 2020-21'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

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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,090	21.5%	1,060	20.7%	1,034	40.1%
American Indian or Alaskan Native	91	40.7%	87	36.8%	78	71.8%
Asian	62	16.1%	51	13.7%	53	34.0%
Black or African American	105	22.9%	108	25.0%	113	56.6%
Hispanic or Latino	110	28.2%	132	29.5%	130	53.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	670	17.2%	615	15.8%	590	29.0%
Two or More Races	51	33.3%	65	24.6%	69	50.7%
Economically Disadvantaged	446	32.3%	453	30.9%	506	54.7%
English Learners	101	19.8%	95	11.6%	102	45.1%
Students with Disabilities	166	29.5%	152	30.3%	175	52.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	225	208	92.4%	320	300	93.8%
American Indian or Alaskan Native	<20	*	*	22	20	90.9%
Asian	<20	*	*	<20	*	*
Black or African American	20	18	90.0%	29	24	82.8%
Hispanic or Latino	26	25	96.2%	30	28	93.3%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	139	130	93.5%	207	197	95.2%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	94	84	89.4%	127	108	85.0%
English Learners	<20	*	*	28	25	89.3%
Students with Disabilities	38	30	78.9%	43	41	95.3%

POSTSECONDARY PREPARATION, 2020-21

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. 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

School	State
16.6%	19.9%

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

DUAL ENROLLMENT

School	State
28.8%	18.6%

298 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
4.5%	2.8%

47 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.1%	3.4%

1 student 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
American Indian or Alaskan Native	78	2,799	3.8%	6.5%	15.4%	10.0%	0.0%	1.8%	0.0%	2.4%
Asian	53	9,945	28.3%	28.6%	41.5%	16.9%	9.4%	2.2%	0.0%	1.9%
Black or African American	113	25,104	1.8%	12.2%	19.5%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	130	34,372	8.5%	15.8%	21.5%	13.4%	6.2%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	590	181,931	22.7%	21.7%	34.7%	21.7%	5.8%	3.4%	0.2%	4.2%
Two or More Races	69	9,829	10.1%	15.9%	13.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	506	96,593	7.3%	10.8%	19.2%	12.0%	3.0%	2.1%	0.0%	2.6%
English Learners	102	14,562	3.9%	9.7%	18.6%	12.0%	2.0%	1.3%	0.0%	1.3%
Students with Disabilities	175	34,324	1.7%	3.6%	13.1%	9.6%	2.9%	1.9%	0.0%	2.5%

ARTS COURSE INFORMATION, 2020-21

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. 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

School	State
11.9%	23.0%

123 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
18.9%	18.3%

195 students successfully completed at least one music course.

THEATER

School	State
0.6%	1.6%

6 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. 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	78	2,799	7.7%	21.5%	0.0%	0.0%	9.0%	12.5%	0.0%	0.5%
Asian	53	9,945	20.8%	20.6%	0.0%	0.3%	13.2%	16.3%	0.0%	0.9%
Black or African American	113	25,104	2.7%	18.7%	0.0%	0.4%	4.4%	8.9%	0.0%	2.5%
Hispanic or Latino	130	34,372	10.0%	21.3%	0.0%	0.2%	16.9%	12.1%	0.8%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	590	181,931	14.6%	24.2%	0.0%	0.3%	23.6%	21.0%	0.8%	1.5%
Two or More Races	69	9,829	5.8%	21.5%	0.0%	0.2%	21.7%	16.5%	0.0%	1.6%
Economically Disadvantaged	506	96,593	8.9%	21.8%	0.0%	0.2%	15.8%	13.6%	0.4%	1.5%
English Learners	102	14,562	6.9%	21.6%	0.0%	0.2%	5.9%	9.4%	1.0%	1.1%
Students with Disabilities	175	34,324	8.6%	23.4%	0.0%	0.2%	6.3%	12.0%	0.0%	1.5%

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