



OVERVIEW

School Details

Grades : 9-12

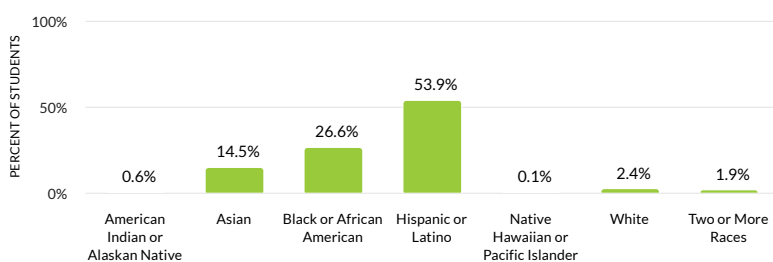
Enrollment : 842

Percent open enrollment : 1.5%

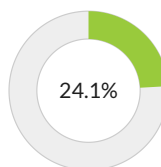
South Division High School is the largest bilingual high school in the state of Wisconsin, offering rigorous curriculum for college-bound students. South Division provides AP coursework in most content areas, allowing students to earn college credits. The school's NAF Academy of Health Sciences prepares students for careers in health and biomedical sciences.

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

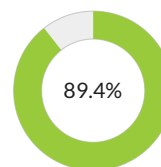
Student Groups



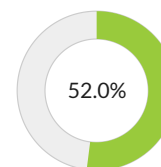
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



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>.

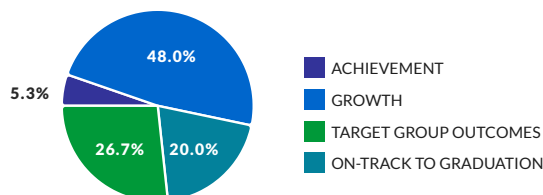
Overall Score

53.2

Meets Few Expectations

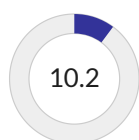


PRIORITY AREA WEIGHTS



Priority Area Scores

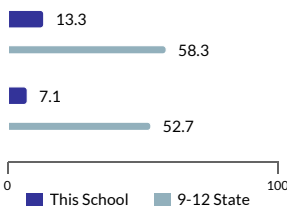
ACHIEVEMENT



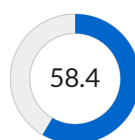
English Language Arts

Mathematics

Subject Area Scores



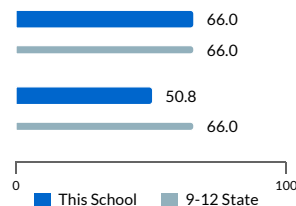
GROWTH



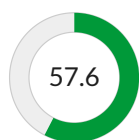
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



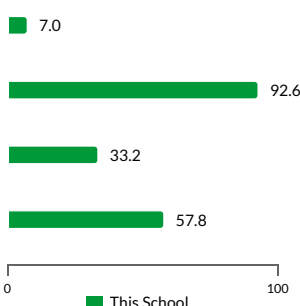
Achievement

Growth

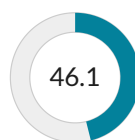
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



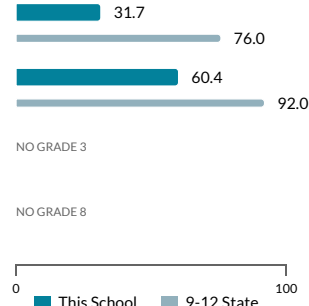
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores





ACHIEVEMENT

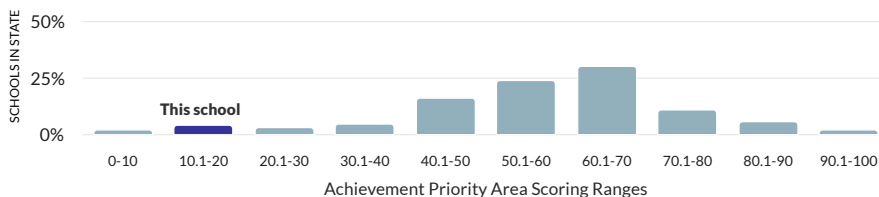
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 13.3
Mathematics Score: 7.1

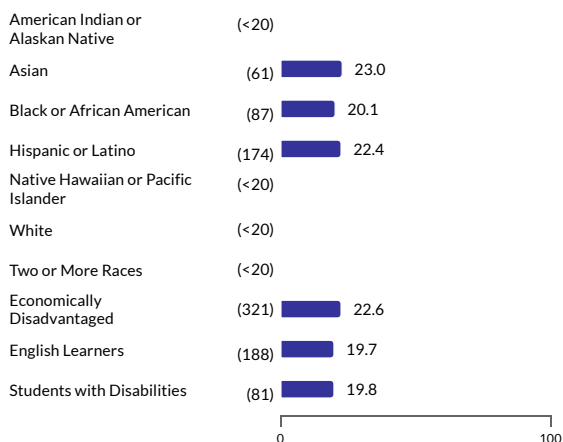
■ This school's score was the same or higher than 2.3% of 9-12 schools in the state.



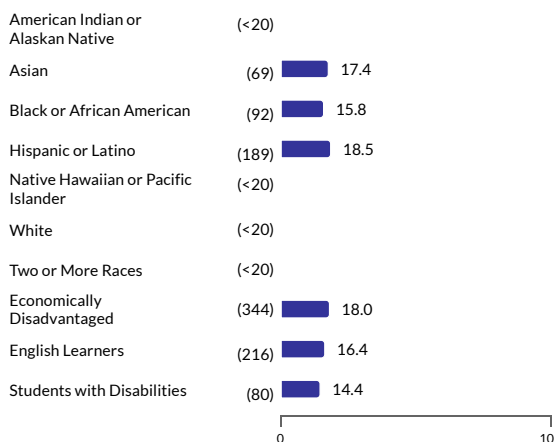
Student Group Achievement, 2023-24 (for information only)

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



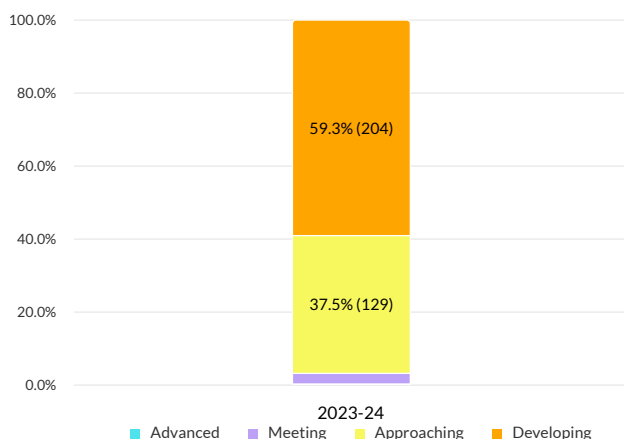
MATHEMATICS



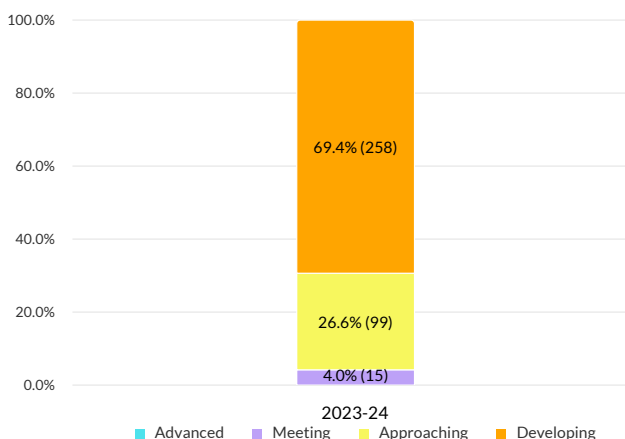
Performance Levels by Year

These graphs show school-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: Hispanic or Latino
60.2%	55.6%

MATHEMATICS

All students	Lowest-participating group: Black or African American
69.2%	65.2%

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: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	352	0.3%	2.0%	11.1%	86.6%	377	0.0%	3.4%	28.1%	68.4%	344	0.3%	2.9%	37.5%	59.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	66	0.0%	3.0%	7.6%	89.4%	68	0.0%	5.9%	30.9%	63.2%	61	0.0%	3.3%	39.3%	57.4%
Black or African American	80	0.0%	2.5%	10.0%	87.5%	78	0.0%	3.8%	28.2%	67.9%	87	0.0%	2.3%	35.6%	62.1%
Hispanic or Latino	196	0.5%	1.5%	12.2%	85.7%	214	0.0%	2.8%	28.0%	69.2%	174	0.6%	2.9%	37.4%	59.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	306	0.3%	2.0%	11.1%	86.6%	307	0.0%	3.6%	28.0%	68.4%	321	0.3%	3.1%	38.0%	58.6%
English Learners	202	0.0%	1.5%	5.0%	93.6%	224	0.0%	3.1%	22.8%	74.1%	188	0.5%	1.1%	35.6%	62.8%
Students with Disabilities	117	0.9%	1.7%	9.4%	88.0%	85	0.0%	1.2%	22.4%	76.5%	81	0.0%	2.5%	34.6%	63.0%

MATHEMATICS

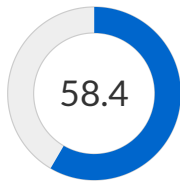
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	371	0.0%	1.1%	5.9%	93.0%	380	0.0%	1.8%	15.8%	82.4%	372	0.0%	4.0%	26.6%	69.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	71	0.0%	1.4%	7.0%	91.5%	69	0.0%	5.8%	13.0%	81.2%	69	0.0%	2.9%	29.0%	68.1%
Black or African American	79	0.0%	1.3%	7.6%	91.1%	80	0.0%	1.3%	16.3%	82.5%	92	0.0%	4.3%	22.8%	72.8%
Hispanic or Latino	209	0.0%	1.0%	4.8%	94.3%	214	0.0%	0.9%	16.8%	82.2%	189	0.0%	4.8%	27.5%	67.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	320	0.0%	1.3%	5.9%	92.8%	310	0.0%	1.9%	16.8%	81.3%	344	0.0%	4.4%	27.3%	68.3%
English Learners	204	0.0%	0.0%	3.9%	96.1%	225	0.0%	1.3%	14.7%	84.0%	216	0.0%	3.2%	26.4%	70.4%
Students with Disabilities	116	0.0%	1.7%	1.7%	96.6%	87	0.0%	1.1%	14.9%	83.9%	80	0.0%	1.3%	26.3%	72.5%



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 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.

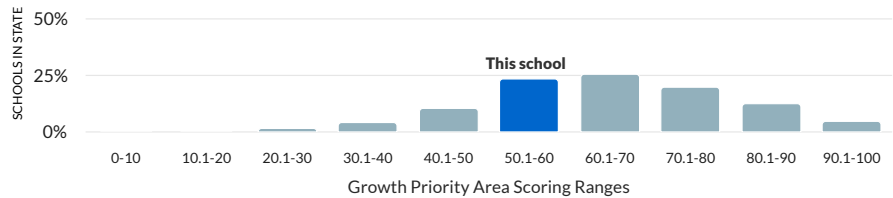
Priority Area Score



English Language Arts Score: 66.0

Mathematics Score: 50.8

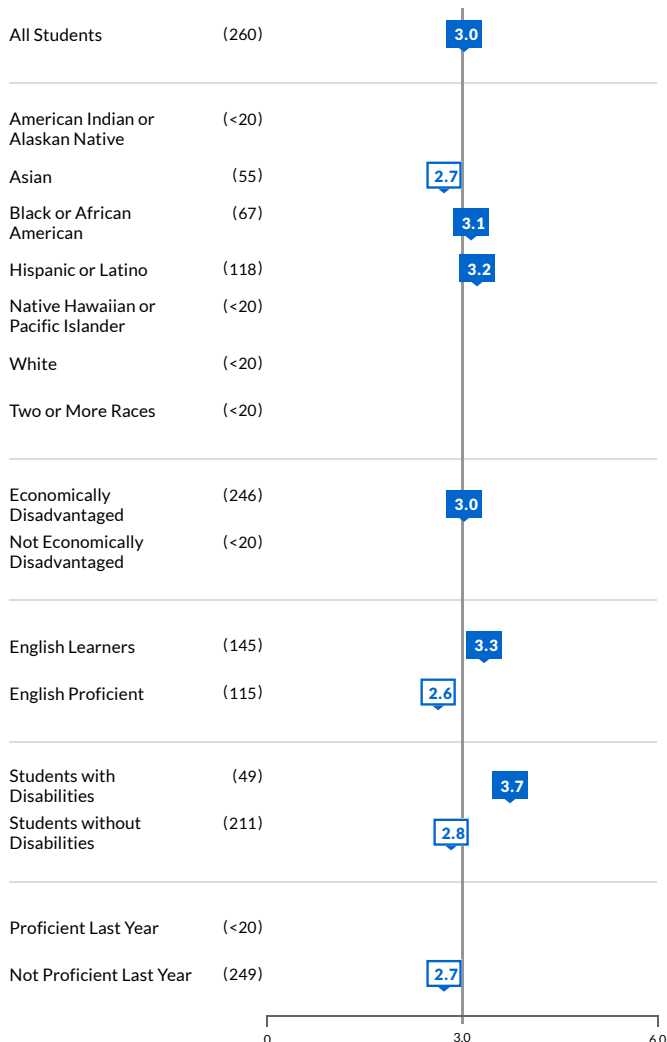
■ This school's score was the same or higher than 37.4% of 9-12 schools in the state.



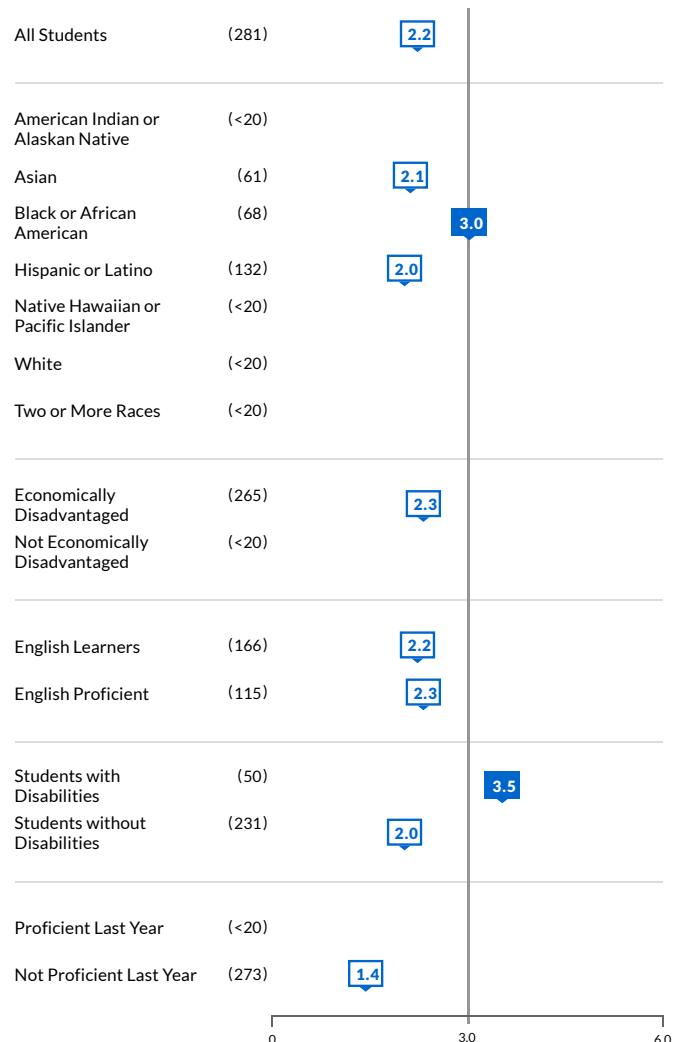
Student Group Value-Added (for information only)

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

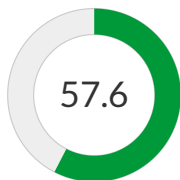




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping 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 50.4% of 9-12 schools in the state.



Component Scores

ACHIEVEMENT

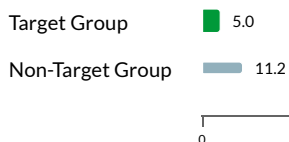
Score: 7.0

Average points-based proficiency rates.

English Language Arts



Mathematics

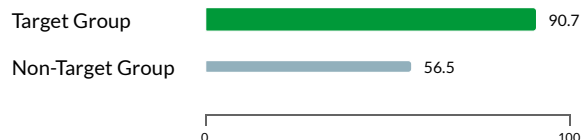


GROWTH

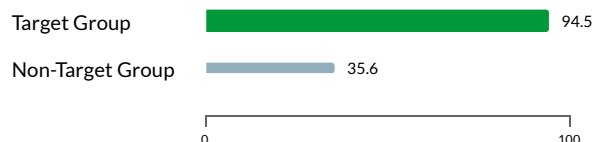
Score: 92.6

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

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 33.2

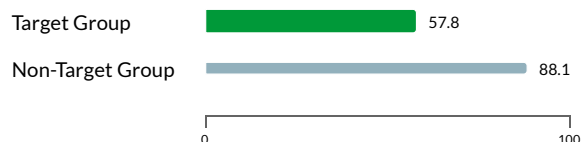
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 57.8

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

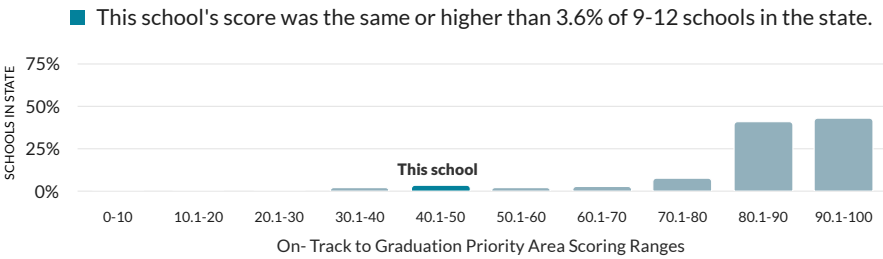
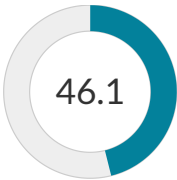




ON-TRACK TO GRADUATION

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: 31.7

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.

This School 31.7

9-12 Statewide 76.0

GRADUATION Score: 60.4

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

This School 60.4

9-12 Statewide 92.0

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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	795	55.1%	792	75.1%	779	71.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	139	34.5%	145	62.1%	133	52.6%
Black or African American	180	68.3%	186	82.3%	183	81.4%
Hispanic or Latino	438	56.2%	428	75.9%	430	72.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	710	56.6%	661	74.7%	646	74.5%
English Learners	391	42.7%	416	69.0%	438	63.5%
Students with Disabilities	224	50.9%	222	78.4%	200	75.5%

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: 9-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	193	101	52.3%	297	195	65.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	42	26	61.9%	58	44	75.9%
Black or African American	39	20	51.3%	75	55	73.3%
Hispanic or Latino	106	53	50.0%	147	84	57.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	156	85	54.5%	250	166	66.4%
English Learners	109	65	59.6%	163	102	62.6%
Students with Disabilities	45	16	35.6%	69	23	33.3%



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 school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

60 (7.7%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
5.8%	21.1%

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

DUAL ENROLLMENT

School	State
5.0%	25.7%

39 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	4.7%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	8.5%

No 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. 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
All Students	779	266,777	5.8%	21.1%	5.0%	25.7%	0.0%	4.7%	0.0%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	133	10,367	12.8%	33.4%	8.3%	26.6%	0.0%	3.7%	0.0%	5.6%
Black or African American	183	24,969	3.8%	13.7%	1.6%	8.7%	0.0%	1.3%	0.0%	2.7%
Hispanic or Latino	430	37,682	4.7%	17.6%	5.8%	18.9%	0.0%	3.4%	0.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	<20	179,306	*	22.5%	*	29.9%	*	5.7%	*	10.4%
Two or More Races	<20	11,456	*	18.9%	*	21.0%	*	3.4%	*	5.8%
Economically Disadvantaged	646	104,283	5.3%	12.3%	4.3%	18.5%	0.0%	3.0%	0.0%	6.1%
English Learners	438	19,116	6.6%	13.9%	7.3%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	200	33,777	2.0%	4.4%	1.0%	15.0%	0.0%	2.3%	0.0%	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 school enrolled fewer than 20 students.

Participation by Type of Arts Course

462 (59.3%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
47.5%	29.1%	0.0%	0.5%	19.1%	19.2%	0.0%	2.2%
370 students successfully completed at least one art & design course.		No students successfully completed a dance course.		149 students successfully completed at least one music course.		No students successfully completed a 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
All Students	779	266,777	47.5%	29.1%	0.0%	0.5%	19.1%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	133	10,367	37.6%	30.3%	0.0%	0.4%	24.1%	19.9%	0.0%	1.6%
Black or African American	183	24,969	45.9%	28.5%	0.0%	0.7%	18.6%	11.7%	0.0%	2.8%
Hispanic or Latino	430	37,682	51.4%	29.1%	0.0%	0.3%	17.2%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	<20	179,306	*	29.1%	*	0.5%	*	21.7%	*	2.2%
Two or More Races	<20	11,456	*	28.8%	*	0.5%	*	17.8%	*	2.6%
Economically Disadvantaged	646	104,283	44.9%	29.9%	0.0%	0.4%	19.8%	15.4%	0.0%	2.1%
English Learners	438	19,116	49.5%	30.9%	0.0%	0.4%	17.1%	11.8%	0.0%	1.6%
Students with Disabilities	200	33,777	48.0%	30.9%	0.0%	0.5%	16.0%	14.4%	0.0%	2.4%