# OVERVIEW

School Details

Grades : 9-12
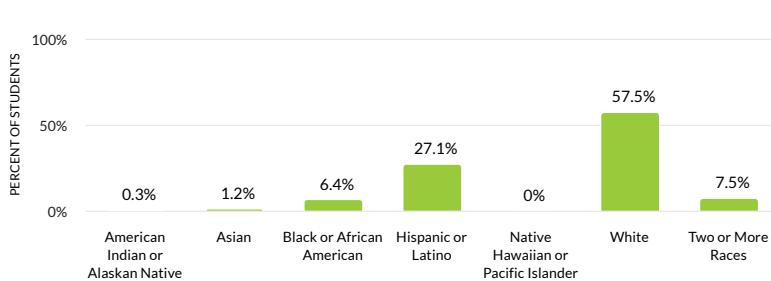
Enrollment : 979

Percent open enrollment : 18.9%
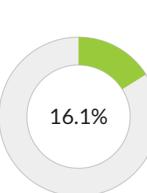
The South Milwaukee School District, in collaboration with our community, is committed to offering every student genuine opportunities to cultivate curiosity, empathy, and a lifelong love of learning. Our goal is to empower learners to explore their passions, develop essential skills, and build the confidence needed to successfully achieve their aspirations.

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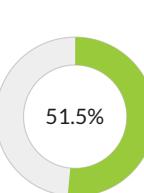
Student Groups

PERCENT OF STUDENTS

Group	Percent
American Indian or Alaskan Native	0.3%
Asian	1.2%
Black or African American	6.4%
Hispanic or Latino	27.1%
Native Hawaiian or Pacific Islander	0%
White	57.5%
Two or More Races	7.5%

STUDENTS WITH DISABILITIES 16.1%

ECONOMICALLY DISADVANTAGED 51.5%

ENGLISH LEARNERS 5.8%

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.
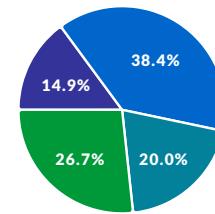
Overall Score

56.9

Meets Few Expectations

★★

PRIORITY AREA WEIGHTS

- ACHIEVEMENT — 14.9%
- GROWTH — 38.4%
- TARGET GROUP OUTCOMES — 26.7%
- ON-TRACK TO GRADUATION — 20.0%
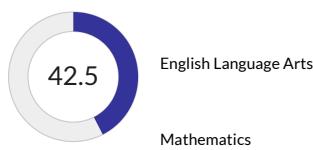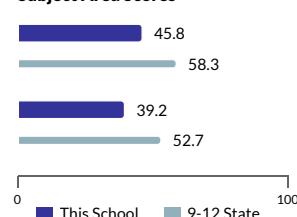
Priority Area Scores

ACHIEVEMENT
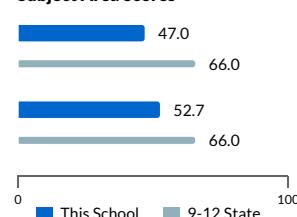
42.5

Subject Area Scores

	This School	9-12 State
English Language Arts	45.8	58.3
Mathematics	39.2	52.7

GROWTH

49.9

Subject Area Scores

	This School	9-12 State
English Language Arts	47.0	66.0
Mathematics	52.7	66.0

TARGET GROUP OUTCOMES

57.2

Group Scores

	This School
Achievement	11.1
Growth	72.7
Chronic Absenteeism	58.4
Graduation	92.2

ON-TRACK TO GRADUATION

80.5

Area Scores

	This School	9-12 State
Chronic Absenteeism	70.5	76.0
Graduation	90.5	92.0
3rd Grade English Language Arts	NO GRADE 3	
8th Grade Mathematics	NO GRADE 8	
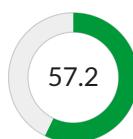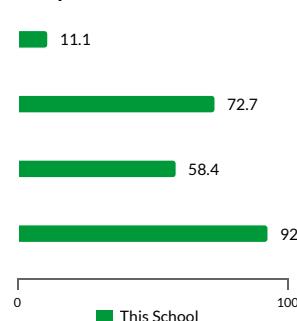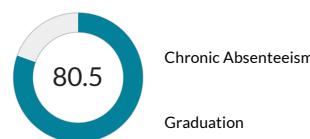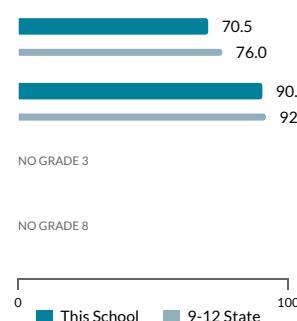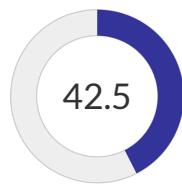
ACHIEVEMENT
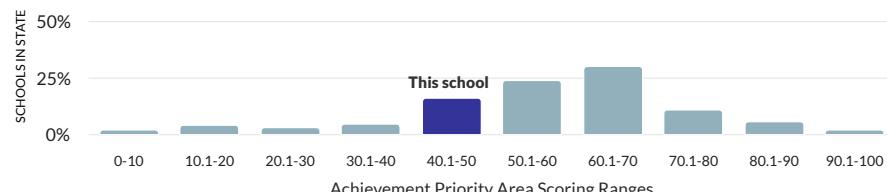
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

Priority Area Score

42.5

English Language Arts Score: 45.8
Mathematics Score: 39.2
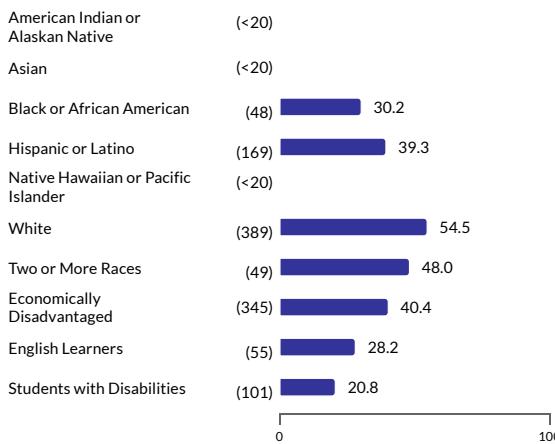
■ This school's score was the same or higher than 14.1% of 9-12 schools in the state.

SCHOOLS IN STATE

This school

Achievement Priority Area Scoring Ranges

0-10 | 10.1-20 | 20.1-30 | 30.1-40 | 40.1-50 | 50.1-60 | 60.1-70 | 70.1-80 | 80.1-90 | 90.1-100
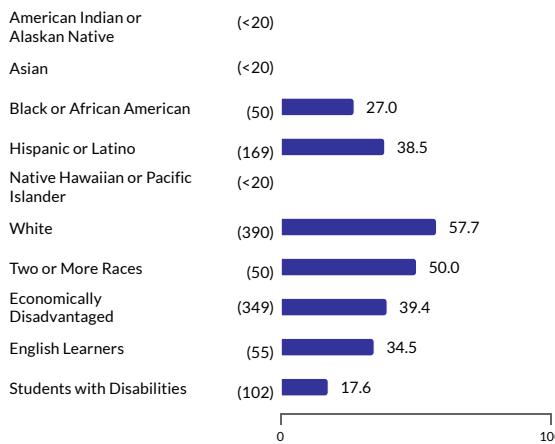
Student Group Achievement, 2023-24 (for information only)

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

| Group	Size	Score
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(48)	30.2
Hispanic or Latino	(169)	39.3
Native Hawaiian or Pacific Islander	(<20)	
White	(389)	54.5
Two or More Races	(49)	48.0
Economically Disadvantaged	(345)	40.4
English Learners	(55)	28.2
Students with Disabilities	(101)	20.8

MATHEMATICS

Group	Size	Score
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(50)	27.0
Hispanic or Latino	(169)	38.5
Native Hawaiian or Pacific Islander	(<20)	
White	(390)	57.7
Two or More Races	(50)	50.0
Economically Disadvantaged	(349)	39.4
English Learners	(55)	34.5
Students with Disabilities	(102)	17.6

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

2023-24

32.6% (217)
40.5% (269)
24.4% (162)

■ Advanced   ■ Meeting   ■ Approaching   ■ Developing

MATHEMATICS

2023-24

34.4% (230)
35.7% (239)
25.7% (172)
4.2% (28)

■ Advanced   ■ Meeting   ■ Approaching   ■ Developing

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:
	Students with Disabilities
94.7%	90.5%

MATHEMATICS

All students	Lowest-participating group:
	Students with Disabilities
95.3%	91.4%

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	642	3.6%	21.2%	35.7%	39.6%	688	3.1%	21.4%	36.2%	39.4%	665	2.6%	24.4%	40.5%	32.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	40	0.0%	7.5%	22.5%	70.0%	40	2.5%	10.0%	32.5%	55.0%	48	2.1%	6.3%	41.7%	50.0%
Hispanic or Latino	154	5.2%	14.9%	35.7%	44.2%	183	2.7%	12.0%	35.5%	49.7%	169	1.2%	14.8%	45.6%	38.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	401	3.2%	24.7%	37.9%	34.2%	412	3.4%	25.2%	38.3%	33.0%	389	3.6%	30.1%	38.0%	28.3%
Two or More Races	34	5.9%	17.6%	32.4%	44.1%	43	0.0%	34.9%	23.3%	41.9%	49	0.0%	26.5%	42.9%	30.6%
Economically Disadvantaged	302	3.3%	14.6%	33.1%	49.0%	361	2.2%	15.8%	33.0%	49.0%	345	0.6%	18.6%	42.0%	38.8%
English Learners	43	0.0%	7.0%	25.6%	67.4%	58	0.0%	6.9%	25.9%	67.2%	55	0.0%	5.5%	45.5%	49.1%
Students with Disabilities	85	0.0%	3.5%	16.5%	80.0%	105	0.0%	1.9%	28.6%	69.5%	101	0.0%	5.9%	29.7%	64.4%

MATHEMATICS
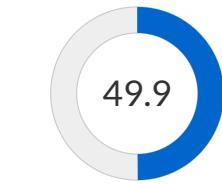
|	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	640	5.5%	15.2%	30.0%	49.4%	690	4.8%	15.9%	29.9%	49.4%	669	4.2%	25.7%	35.7%	34.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	40	0.0%	2.5%	17.5%	80.0%	40	0.0%	12.5%	32.5%	55.0%	50	0.0%	6.0%	42.0%	52.0%
Hispanic or Latino	155	4.5%	7.7%	31.0%	56.8%	185	1.6%	9.2%	31.4%	57.8%	169	0.6%	17.2%	40.8%	41.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	398	6.8%	18.6%	31.7%	43.0%	412	6.6%	18.2%	29.9%	45.4%	390	6.2%	31.8%	33.3%	28.7%
Two or More Races	34	2.9%	20.6%	20.6%	55.9%	43	4.7%	27.9%	25.6%	41.9%	50	4.0%	28.0%	32.0%	36.0%
Economically Disadvantaged	300	4.0%	10.3%	27.0%	58.7%	363	2.2%	12.1%	27.3%	58.4%	349	1.7%	17.8%	38.1%	42.4%
English Learners	43	0.0%	7.0%	18.6%	74.4%	58	0.0%	5.2%	20.7%	74.1%	55	0.0%	12.7%	43.6%	43.6%
Students with Disabilities	86	1.2%	0.0%	15.1%	83.7%	106	0.0%	2.8%	23.6%	73.6%	102	0.0%	2.9%	29.4%	67.6%
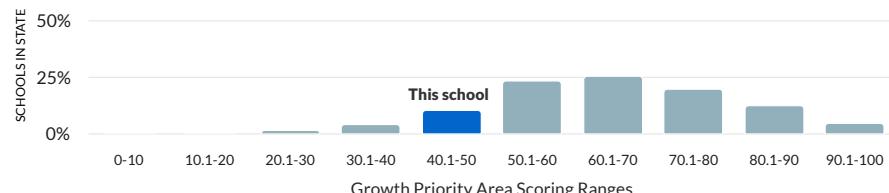
GROWTH

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

49.9

English Language Arts Score: 47.0
Mathematics Score: 52.7

■ This school's score was the same or higher than 15.8% of 9-12 schools in the state.


Growth Priority Area Scoring Ranges
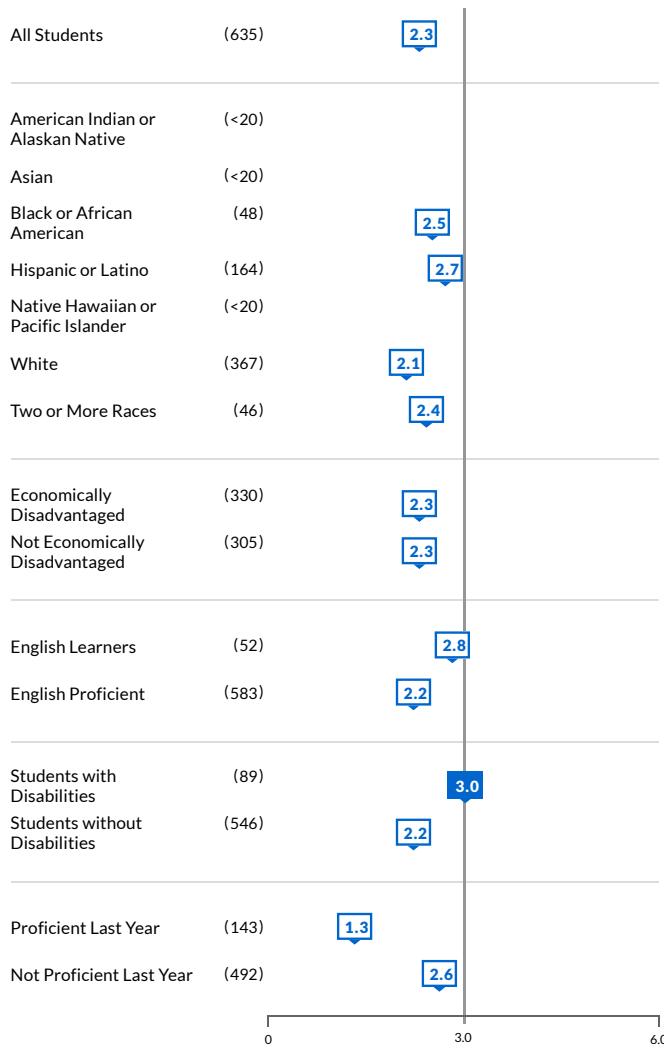
Student Group Value-Added (for information only)

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

Group	Size	Score
All Students	(624)	2.0
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(45)	2.1
Hispanic or Latino	(164)	2.3
Native Hawaiian or Pacific Islander	(<20)	
White	(360)	1.8
Two or More Races	(45)	1.8
Economically Disadvantaged	(321)	2.2
Not Economically Disadvantaged	(303)	1.8
English Learners	(52)	2.5
English Proficient	(572)	1.9
Students with Disabilities	(88)	2.8
Students without Disabilities	(536)	1.9
Proficient Last Year	(171)	1.3
Not Proficient Last Year	(453)	2.2

MATHEMATICS

| Group	Size	Score
All Students	(635)	2.3
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(48)	2.5
Hispanic or Latino	(164)	2.7
Native Hawaiian or Pacific Islander	(<20)	
White	(367)	2.1
Two or More Races	(46)	2.4
Economically Disadvantaged	(330)	2.3
Not Economically Disadvantaged	(305)	2.3
English Learners	(52)	2.8
English Proficient	(583)	2.2
Students with Disabilities	(89)	3.0
Students without Disabilities	(546)	2.2
Proficient Last Year	(143)	1.3
Not Proficient Last Year	(492)	2.6

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

57.2

This school's score was the same or higher than 48.6% of 9-12 schools in the state.

SCHOOLS IN STATE

This school

Target Group Outcomes Priority Area Scoring Ranges
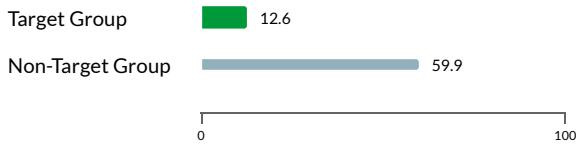
Component Scores
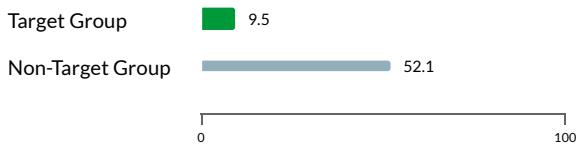
ACHIEVEMENT   Score: 11.1

Average points-based proficiency rates.

English Language Arts
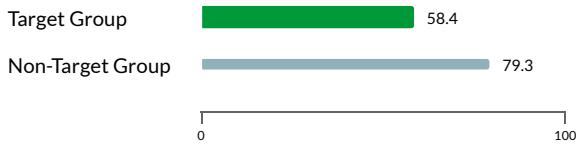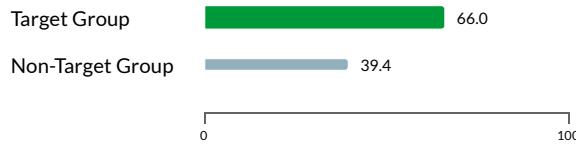
Target Group — 12.6
Non-Target Group — 59.9

0 — 100

Mathematics

Target Group — 9.5
Non-Target Group — 52.1
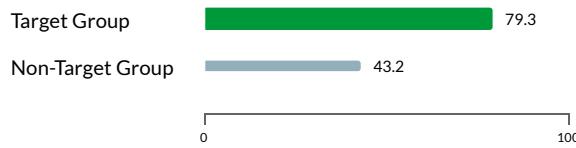
0 — 100

GROWTH   Score: 72.7

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

English Language Arts
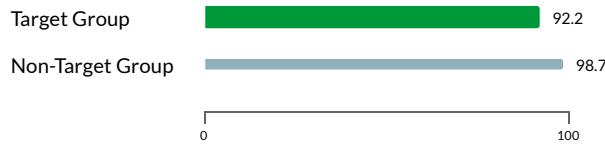
Target Group — 66.0
Non-Target Group — 39.4

0 — 100

Mathematics

Target Group — 79.3
Non-Target Group — 43.2

0 — 100

CHRONIC ABSENTEEISM   Score: 58.4

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.

Target Group — 58.4
Non-Target Group — 79.3

0 — 100

GRADUATION   Score: 92.2

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

Target Group — 92.2
Non-Target Group — 98.7

0 — 100
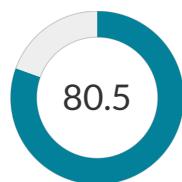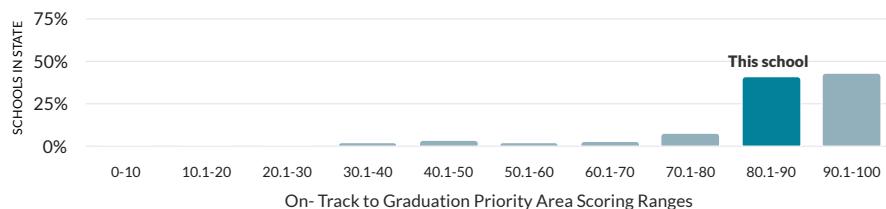
ON-TRACK TO GRADUATION

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

80.5

■ This school's score was the same or higher than 17.3% of 9-12 schools in the state.

SCHOOLS IN STATE

On- Track to Graduation Priority Area Scoring Ranges
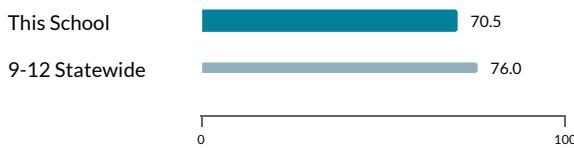
Component Scores

CHRONIC ABSENTEEISM
Score: 70.5

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.

This School	70.5
9-12 Statewide	76.0

0 — 100

GRADUATION
Score: 90.5

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

This School	90.5
9-12 Statewide	92.0

0 — 100

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	1,004	21.2%	975	32.7%	943	32.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	57	49.1%	61	47.5%	56	42.9%
Hispanic or Latino	233	27.9%	238	39.1%	247	42.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	632	15.7%	598	28.1%	565	25.8%
Two or More Races	57	22.8%	56	39.3%	57	35.1%
Economically Disadvantaged	433	31.9%	459	44.9%	487	44.8%
English Learners	49	26.5%	63	47.6%	70	51.4%
Students with Disabilities	131	28.2%	140	49.3%	142	47.9%

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	240	220	91.7%	282	252	89.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	20	18	90.0%	<20	*	*
Hispanic or Latino	56	51	91.1%	68	60	88.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	145	133	91.7%	186	170	91.4%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	112	94	83.9%	88	74	84.1%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	29	24	82.8%	<20	*	*

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

453 (48.0%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
25.0%	21.1%

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

DUAL ENROLLMENT

School	State
29.2%	25.7%

275 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
10.0%	4.7%

94 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
5.4%	8.5%

51 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	943	266,777	25.0%	21.1%	29.2%	25.7%	10.0%	4.7%	5.4%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	56	24,969	8.9%	13.7%	23.2%	8.7%	10.7%	1.3%	7.1%	2.7%
Hispanic or Latino	247	37,682	19.8%	17.6%	25.5%	18.9%	5.7%	3.4%	3.6%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	565	179,306	28.8%	22.5%	30.8%	29.9%	12.0%	5.7%	6.0%	10.4%
Two or More Races	57	11,456	24.6%	18.9%	33.3%	21.0%	8.8%	3.4%	3.5%	5.8%
Economically Disadvantaged	487	104,283	17.5%	12.3%	25.1%	18.5%	6.4%	3.0%	4.3%	6.1%
English Learners	70	19,116	11.4%	13.9%	27.1%	17.0%	2.9%	2.5%	1.4%	3.6%
Students with Disabilities	142	33,777	0.7%	4.4%	17.6%	15.0%	3.5%	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

456 (48.4%) students successfully completed any Arts Course.

ART & DESIGN

School	State
36.8%	29.1%

347 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.5%

No students successfully completed a dance course.

MUSIC

School	State
17.1%	19.2%

161 students successfully completed at least one music course.

THEATER

School	State
4.1%	2.2%

39 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
All Students	943	266,777	36.8%	29.1%	0.0%	0.5%	17.1%	19.2%	4.1%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	56	24,969	41.1%	28.5%	0.0%	0.7%	23.2%	11.7%	5.4%	2.8%
Hispanic or Latino	247	37,682	39.3%	29.1%	0.0%	0.3%	20.2%	13.3%	5.3%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	565	179,306	35.4%	29.1%	0.0%	0.5%	15.6%	21.7%	3.5%	2.2%
Two or More Races	57	11,456	35.1%	28.8%	0.0%	0.5%	14.0%	17.8%	1.8%	2.6%
Economically Disadvantaged	487	104,283	37.8%	29.9%	0.0%	0.4%	16.4%	15.4%	4.9%	2.1%
English Learners	70	19,116	34.3%	30.9%	0.0%	0.4%	15.7%	11.8%	1.4%	1.6%
Students with Disabilities	142	33,777	51.4%	30.9%	0.0%	0.5%	23.9%	14.4%	4.2%	2.4%

Wisconsin Department of Public Instruction
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