



## OVERVIEW

### School Details

Grades : 9-12

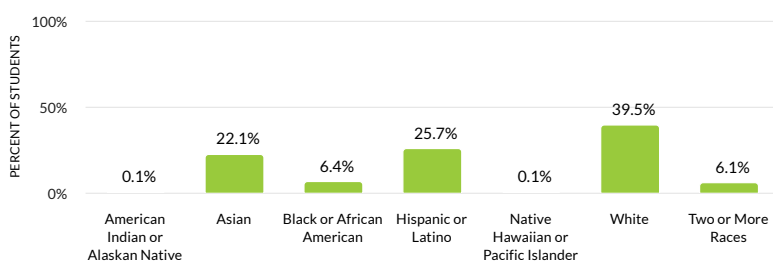
Enrollment : 1,123

Percent open enrollment : 1.6%

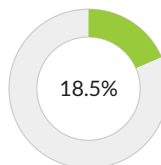
The Sheboygan Area School District, Wisconsin's 9th largest, provides our students and families the power to design an education to fit their needs and goals. Our innovative educational options span 4K through college courses in high school. We offer more choices than any other district in the area with 25 school options including 8 charter schools and unique programs that serve all learners.

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

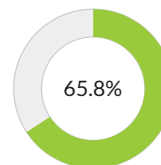
### Student Groups



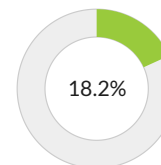
STUDENTS WITH DISABILITIES



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>.

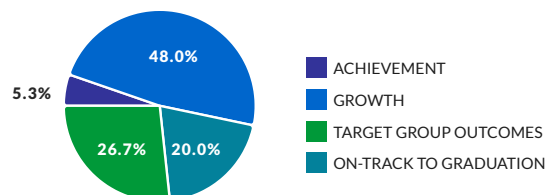
Overall Score

53.5

Meets Few Expectations

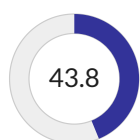


#### PRIORITY AREA WEIGHTS



### Priority Area Scores

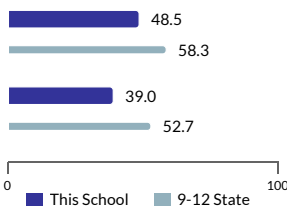
#### ACHIEVEMENT



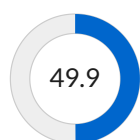
English Language Arts

Mathematics

#### Subject Area Scores



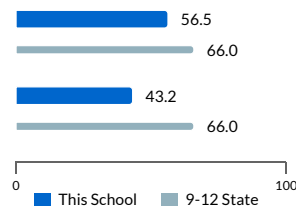
#### GROWTH



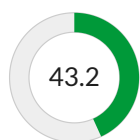
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



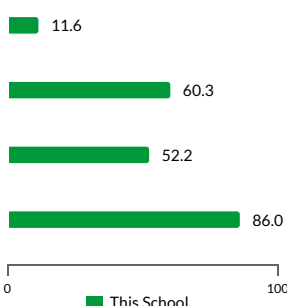
Achievement

Growth

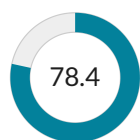
Chronic Absenteeism

Graduation

#### Group Scores



#### ON-TRACK TO GRADUATION



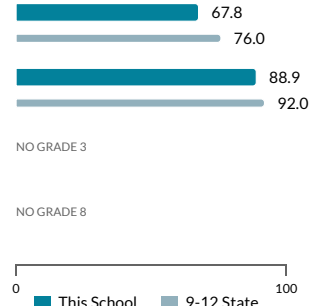
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

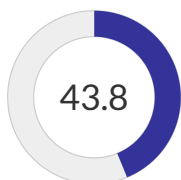




## ACHIEVEMENT

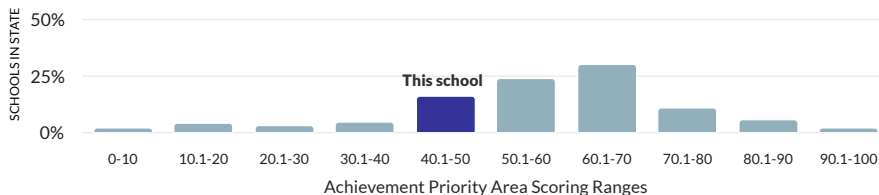
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 48.5  
Mathematics Score: 39.0

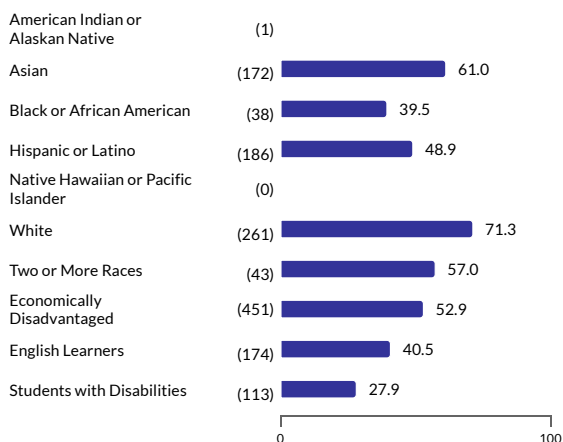
■ This school's score was the same or higher than 16.8% of 9-12 schools in the state.



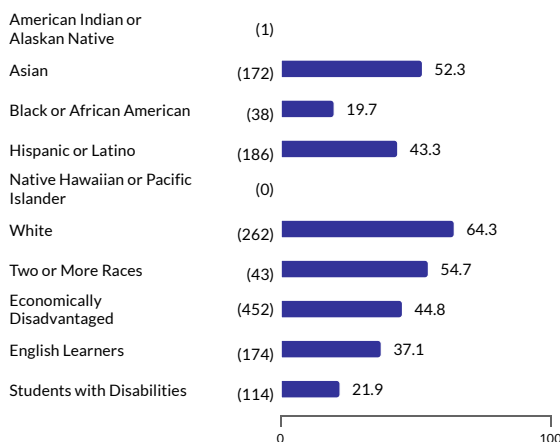
## Student Group Achievement, 2023-24 (for information only)

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



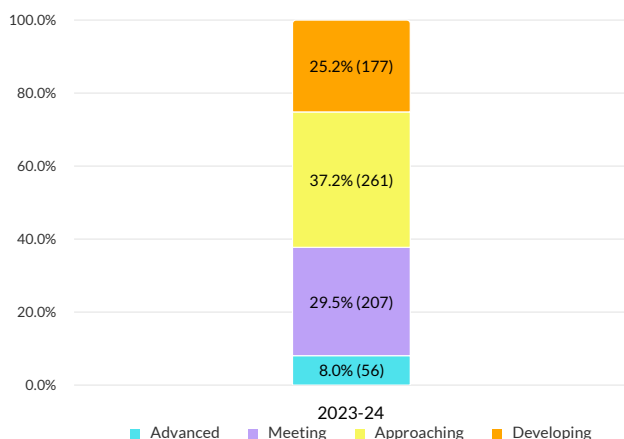
### MATHEMATICS



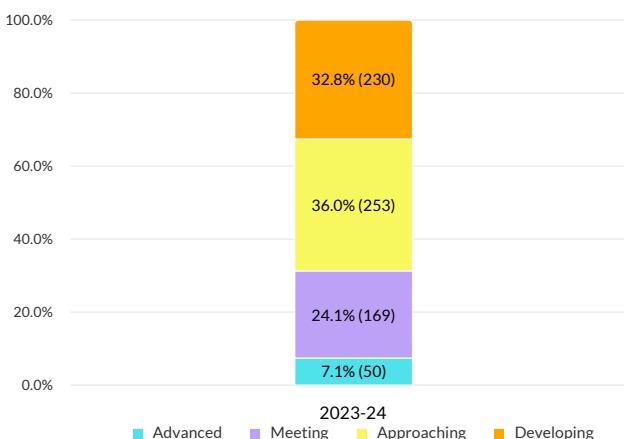
## Performance Levels by Year

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: Black or African American
88.3%	78.6%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
88.5%	78.6%

### 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	727	3.4%	18.2%	37.6%	40.9%	699	6.7%	26.2%	37.6%	29.5%	701	8.0%	29.5%	37.2%	25.2%
American Indian or Alaskan Native	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	0.0%	100.0%
Asian	145	2.1%	15.9%	44.1%	37.9%	159	3.8%	29.6%	42.8%	23.9%	172	2.9%	34.9%	43.6%	18.6%
Black or African American	40	0.0%	10.0%	27.5%	62.5%	37	0.0%	18.9%	37.8%	43.2%	38	2.6%	21.1%	28.9%	47.4%
Hispanic or Latino	164	1.2%	12.2%	34.1%	52.4%	168	5.4%	17.3%	35.1%	42.3%	186	4.3%	20.4%	44.1%	31.2%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	340	5.6%	22.6%	39.1%	32.6%	294	10.2%	33.0%	35.0%	21.8%	261	13.8%	36.0%	29.1%	21.1%
Two or More Races	38	2.6%	21.1%	23.7%	52.6%	40	5.0%	7.5%	47.5%	40.0%	43	14.0%	16.3%	39.5%	30.2%
Economically Disadvantaged	402	1.2%	14.4%	33.8%	50.5%	399	3.8%	22.1%	37.8%	36.3%	451	4.7%	26.8%	38.1%	30.4%
English Learners	138	0.7%	1.4%	31.2%	66.7%	142	0.0%	11.3%	42.3%	46.5%	174	0.0%	15.5%	50.0%	34.5%
Students with Disabilities	109	0.9%	0.9%	15.6%	82.6%	108	1.9%	6.5%	18.5%	73.1%	113	2.7%	8.0%	31.9%	57.5%

#### MATHEMATICS

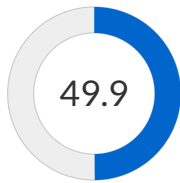
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	731	4.5%	17.6%	24.6%	53.2%	701	5.6%	17.3%	32.1%	45.1%	702	7.1%	24.1%	36.0%	32.8%
American Indian or Alaskan Native	0	NA	NA	NA	NA	1	0.0%	0.0%	0.0%	100.0%	1	0.0%	0.0%	100.0%	0.0%
Asian	147	3.4%	20.4%	23.8%	52.4%	159	3.1%	16.4%	38.4%	42.1%	172	2.3%	28.5%	40.7%	28.5%
Black or African American	40	0.0%	7.5%	17.5%	75.0%	37	0.0%	0.0%	16.2%	83.8%	38	0.0%	2.6%	34.2%	63.2%
Hispanic or Latino	166	1.2%	5.4%	28.3%	65.1%	170	4.7%	11.2%	27.1%	57.1%	186	2.2%	20.4%	39.2%	38.2%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	339	6.8%	24.2%	25.4%	43.7%	294	8.2%	23.5%	34.4%	34.0%	262	13.7%	27.9%	31.7%	26.7%
Two or More Races	39	7.7%	12.8%	12.8%	66.7%	40	5.0%	17.5%	27.5%	50.0%	43	14.0%	18.6%	30.2%	37.2%
Economically Disadvantaged	406	2.5%	13.1%	23.2%	61.3%	400	2.8%	12.5%	31.5%	53.3%	452	3.3%	20.4%	38.9%	37.4%
English Learners	138	0.7%	3.6%	18.8%	76.8%	143	0.0%	5.6%	32.9%	61.5%	174	0.0%	16.7%	40.8%	42.5%
Students with Disabilities	111	0.9%	1.8%	9.0%	88.3%	109	1.8%	1.8%	18.3%	78.0%	114	1.8%	7.0%	24.6%	66.7%



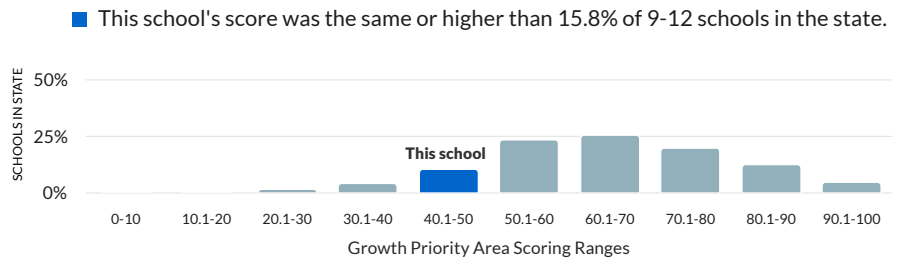
## GROWTH

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



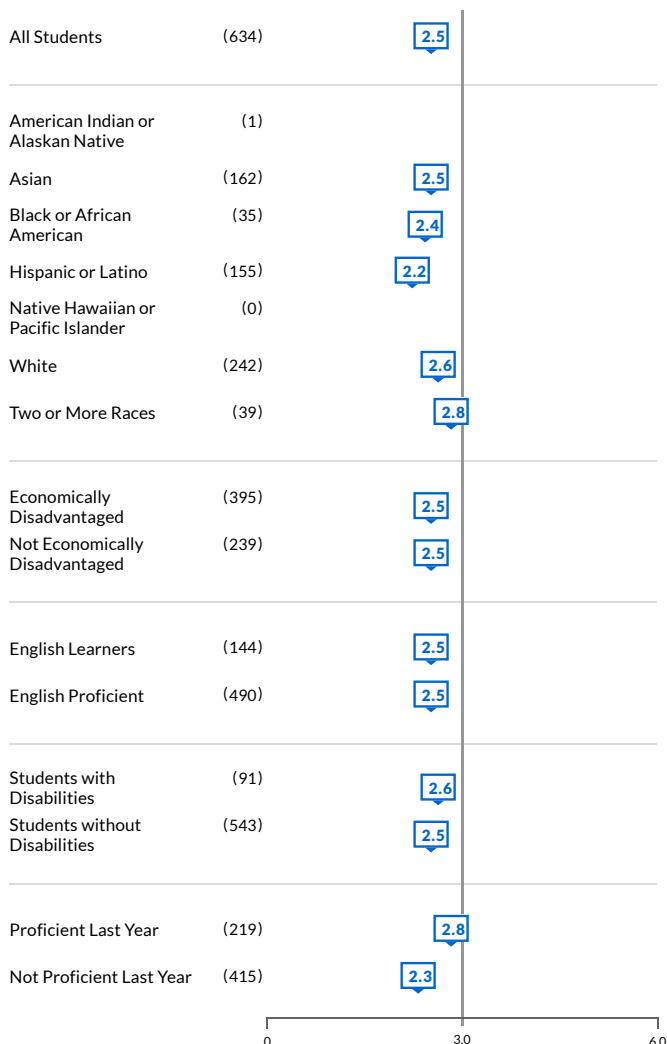
English Language Arts Score: 56.5  
Mathematics Score: 43.2



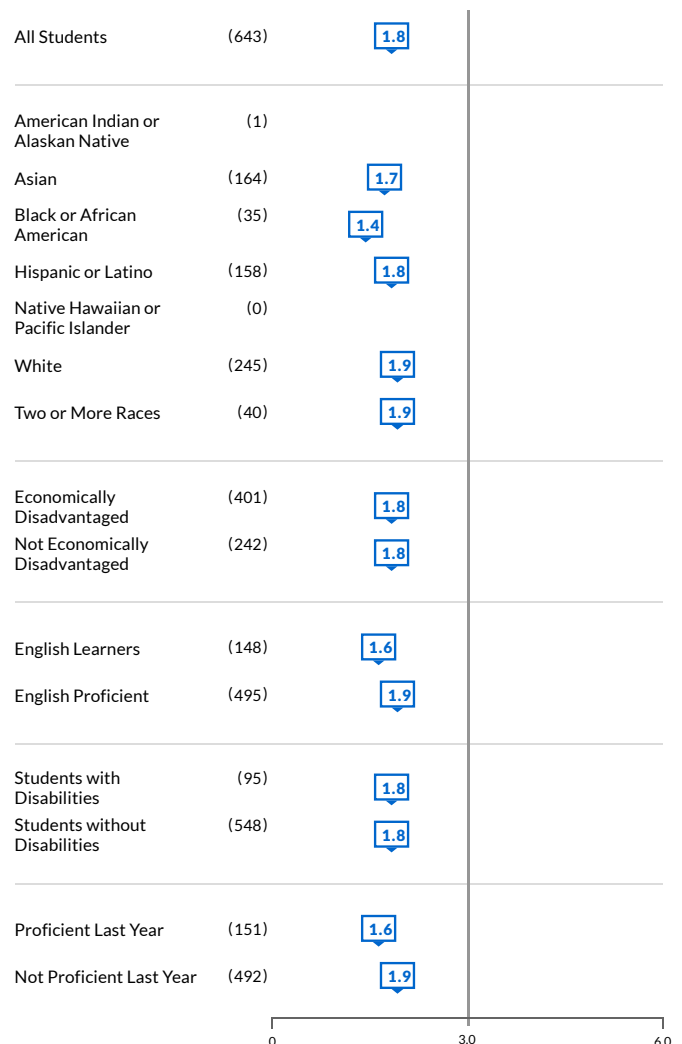
### Student Group Value-Added (for information only)

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

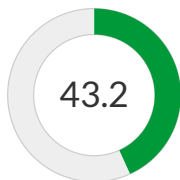




## TARGET GROUP OUTCOMES

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 12.8% of 9-12 schools in the state.



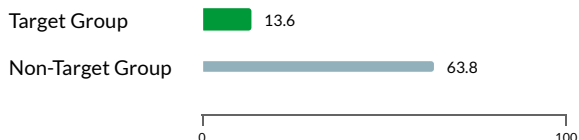
## Component Scores

### ACHIEVEMENT

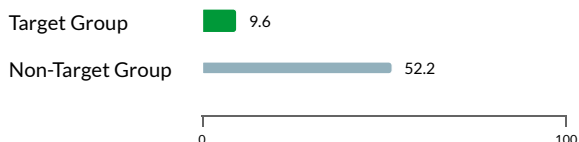
Score: 11.6

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

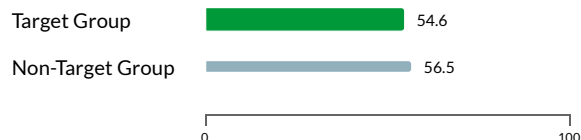


### GROWTH

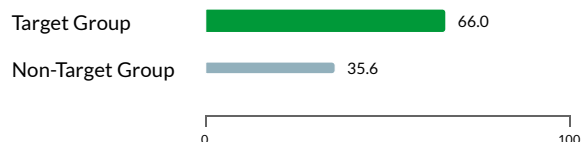
Score: 60.3

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

#### English Language Arts



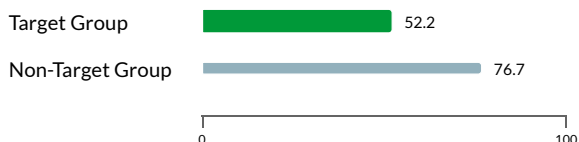
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 52.2

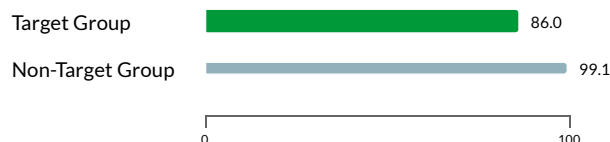
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 86.0

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

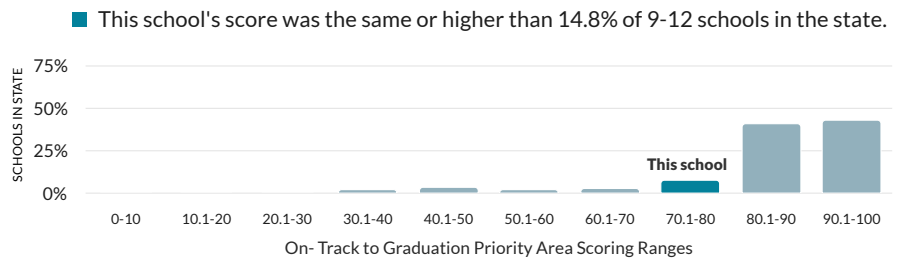
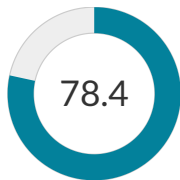




## ON-TRACK TO GRADUATION

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

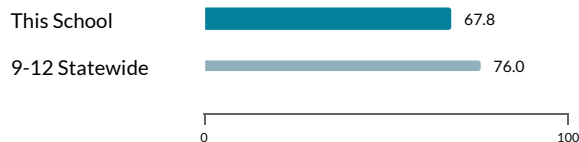


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 67.8

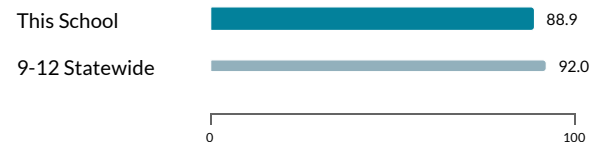
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 88.9

Average of 2022-23'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

	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	1,044	29.7%	1,081	34.1%	1,099	32.1%
American Indian or Alaskan Native	4	75.0%	0	NA	2	0.0%
Asian	211	19.4%	207	23.2%	231	16.9%
Black or African American	59	59.3%	64	59.4%	65	60.0%
Hispanic or Latino	252	45.6%	254	43.3%	291	40.5%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	470	20.9%	504	30.4%	445	29.2%
Two or More Races	48	37.5%	52	38.5%	65	41.5%
Economically Disadvantaged	599	39.6%	598	41.3%	651	39.8%
English Learners	183	35.0%	200	34.0%	253	32.4%
Students with Disabilities	179	46.9%	186	47.8%	195	48.7%

### 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	307	260	84.7%	260	244	93.8%
American Indian or Alaskan Native	2	2	100.0%	0	0	NA
Asian	56	50	89.3%	45	44	97.8%
Black or African American	23	15	65.2%	18	15	83.3%
Hispanic or Latino	80	65	81.3%	54	48	88.9%
Native Hawaiian or Pacific Islander	0	0	NA	0	0	NA
White	129	115	89.1%	134	129	96.3%
Two or More Races	17	13	76.5%	9	8	88.9%
Economically Disadvantaged	168	135	80.4%	150	135	90.0%
English Learners	62	51	82.3%	40	38	95.0%
Students with Disabilities	55	32	58.2%	20	10	50.0%



## 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.

### Participation by Type of Postsecondary Preparation

512 (46.6%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
14.5%	21.1%

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

#### DUAL ENROLLMENT

School	State
34.7%	25.7%

381 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
1.2%	4.7%

13 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
17.2%	8.5%

189 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	1,099	266,777	14.5%	21.1%	34.7%	25.7%	1.2%	4.7%	17.2%	8.5%
American Indian or Alaskan Native	2	2,718	0.0%	7.0%	50.0%	18.0%	0.0%	1.7%	100.0%	5.0%
Asian	231	10,367	16.9%	33.4%	42.4%	26.6%	1.3%	3.7%	14.7%	5.6%
Black or African American	65	24,969	3.1%	13.7%	20.0%	8.7%	1.5%	1.3%	15.4%	2.7%
Hispanic or Latino	291	37,682	8.2%	17.6%	24.1%	18.9%	1.0%	3.4%	13.7%	5.0%
Native Hawaiian or Pacific Islander	0	216	NA	17.1%	NA	21.8%	NA	2.3%	NA	4.2%
White	445	179,306	19.6%	22.5%	40.0%	29.9%	1.3%	5.7%	20.7%	10.4%
Two or More Races	65	11,456	10.8%	18.9%	32.3%	21.0%	0.0%	3.4%	16.9%	5.8%
Economically Disadvantaged	651	104,283	11.1%	12.3%	29.0%	18.5%	1.2%	3.0%	15.8%	6.1%
English Learners	253	19,116	5.9%	13.9%	24.9%	17.0%	1.2%	2.5%	13.8%	3.6%
Students with Disabilities	195	33,777	2.1%	4.4%	17.9%	15.0%	1.5%	2.3%	17.4%	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.

Participation by Type of Arts Course

363 (33.0%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
21.2%	29.1%	0.0%	0.5%	14.1%	19.2%	0.0%	2.2%
233 students successfully completed at least one art & design course.		No students successfully completed a dance course.		155 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	1,099	266,777	21.2%	29.1%	0.0%	0.5%	14.1%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	2	2,718	50.0%	33.1%	0.0%	0.2%	0.0%	15.0%	0.0%	1.1%
Asian	231	10,367	28.6%	30.3%	0.0%	0.4%	12.1%	19.9%	0.0%	1.6%
Black or African American	65	24,969	15.4%	28.5%	0.0%	0.7%	12.3%	11.7%	0.0%	2.8%
Hispanic or Latino	291	37,682	21.3%	29.1%	0.0%	0.3%	12.0%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	0	216	NA	32.9%	NA	1.4%	NA	23.6%	NA	4.2%
White	445	179,306	17.5%	29.1%	0.0%	0.5%	16.4%	21.7%	0.0%	2.2%
Two or More Races	65	11,456	24.6%	28.8%	0.0%	0.5%	16.9%	17.8%	0.0%	2.6%
Economically Disadvantaged	651	104,283	20.9%	29.9%	0.0%	0.4%	9.5%	15.4%	0.0%	2.1%
English Learners	253	19,116	20.9%	30.9%	0.0%	0.4%	7.9%	11.8%	0.0%	1.6%
Students with Disabilities	195	33,777	19.5%	30.9%	0.0%	0.5%	9.2%	14.4%	0.0%	2.4%

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