



OVERVIEW

School Details

Grades : 9-12

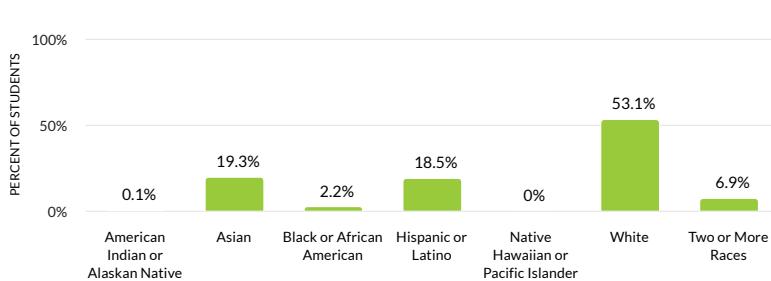
Enrollment : 1,500

Percent open enrollment : 2.7%

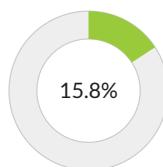
The Sheboygan Area School District, Wisconsin's 9th largest, provides our students and families the power to design an education to fit their needs and goals. Our innovative educational options span 4K through college courses in high school. We offer more choices than any other district in the area with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

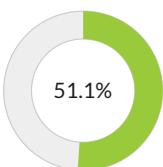
Student Groups



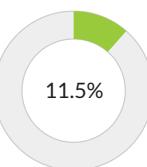
STUDENTS WITH DISABILITIES



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>.

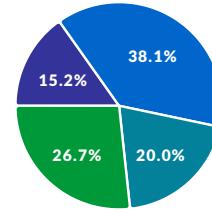
Overall Score

66.6

Meets Expectations

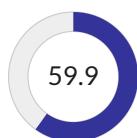


PRIORITY AREA WEIGHTS



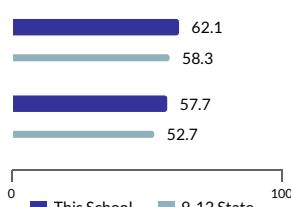
Priority Area Scores

ACHIEVEMENT



English Language Arts

Subject Area Scores

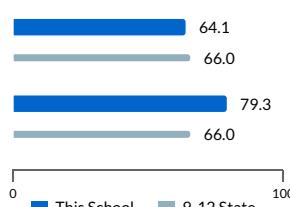


GROWTH



English Language Arts

Subject Area Scores

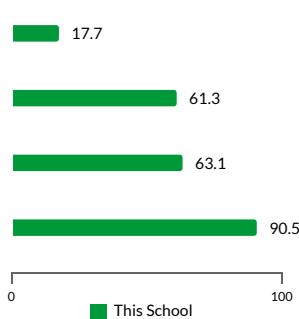


TARGET GROUP OUTCOMES



Achievement

Group Scores

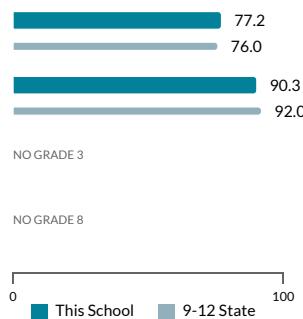


ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

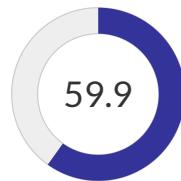




ACHIEVEMENT

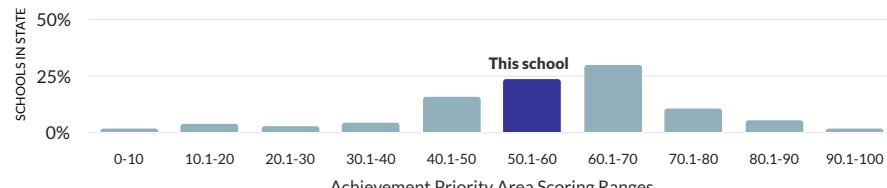
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 62.1
Mathematics Score: 57.7

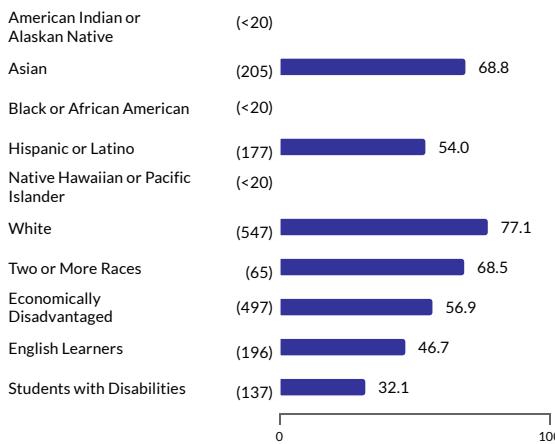
■ This school's score was the same or higher than 52.3% of 9-12 schools in the state.



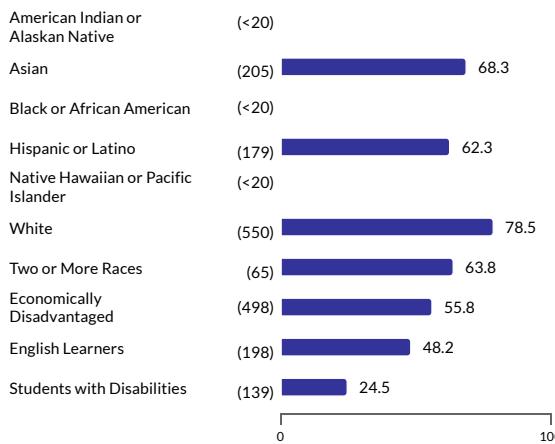
Student Group Achievement, 2023-24 (for information only)

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



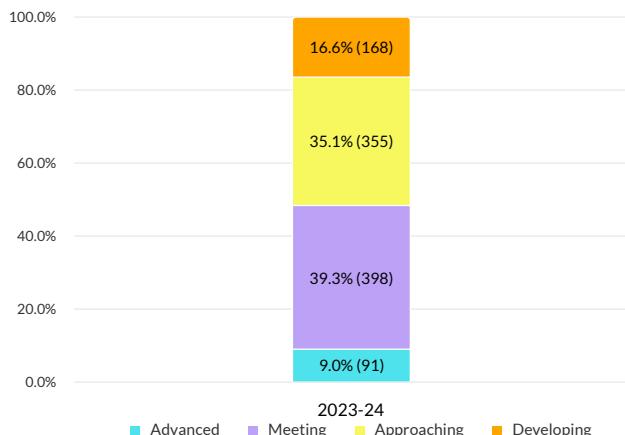
MATHEMATICS



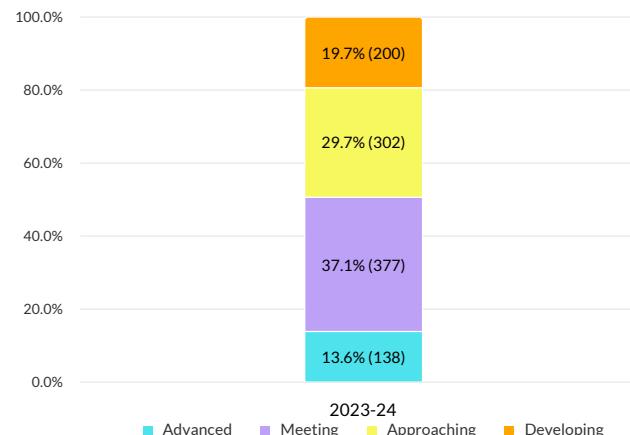
Performance Levels by Year

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: Black or African American
94.4%	75.0%

MATHEMATICS

All students	Lowest-participating group: Black or African American
94.9%	75.0%

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				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	1,014	7.3%	30.1%	33.2%	29.4%	999	10.1%	35.5%	34.9%	19.4%	1,012	9.0%	39.3%	35.1%	16.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	190	2.1%	29.5%	41.6%	26.8%	201	6.5%	32.3%	40.3%	20.9%	205	4.4%	43.9%	36.6%	15.1%
Black or African American	27	3.7%	11.1%	22.2%	63.0%	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	164	4.3%	20.7%	35.4%	39.6%	172	6.4%	27.9%	39.5%	26.2%	177	4.5%	26.6%	41.2%	27.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	587	10.2%	33.9%	30.5%	25.4%	549	13.5%	39.2%	31.5%	15.8%	547	13.0%	41.5%	32.4%	13.2%
Two or More Races	46	4.3%	28.3%	32.6%	34.8%	58	5.2%	37.9%	36.2%	20.7%	65	3.1%	47.7%	32.3%	16.9%
Economically Disadvantaged	418	4.3%	18.9%	34.9%	41.9%	425	5.9%	26.1%	38.1%	29.9%	497	4.4%	30.6%	39.4%	25.6%
English Learners	136	0.7%	11.8%	44.9%	42.6%	164	1.8%	18.3%	40.2%	39.6%	196	0.5%	21.4%	49.0%	29.1%
Students with Disabilities	120	0.8%	1.7%	17.5%	80.0%	118	0.8%	7.6%	34.7%	56.8%	137	0.7%	8.8%	44.5%	46.0%

MATHEMATICS

	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	1,021	12.3%	25.0%	25.8%	36.9%	1,001	10.3%	29.3%	31.1%	29.4%	1,017	13.6%	37.1%	29.7%	19.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	190	10.5%	23.7%	25.8%	40.0%	201	6.5%	23.9%	33.8%	35.8%	205	7.3%	39.0%	36.6%	17.1%
Black or African American	29	6.9%	3.4%	27.6%	62.1%	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	165	4.2%	19.4%	25.5%	50.9%	172	1.7%	26.2%	32.0%	40.1%	179	6.7%	33.5%	37.4%	22.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	591	15.9%	28.6%	25.4%	30.1%	550	15.3%	32.5%	29.6%	22.5%	550	18.7%	38.4%	24.2%	18.7%
Two or More Races	46	6.5%	17.4%	30.4%	45.7%	59	3.4%	32.2%	33.9%	30.5%	65	9.2%	36.9%	26.2%	27.7%
Economically Disadvantaged	425	5.2%	17.2%	23.1%	54.6%	427	3.7%	20.4%	32.1%	43.8%	498	3.4%	33.1%	35.1%	28.3%
English Learners	136	3.7%	11.8%	26.5%	58.1%	164	1.8%	11.6%	33.5%	53.0%	198	3.5%	21.7%	42.4%	32.3%
Students with Disabilities	126	1.6%	3.2%	16.7%	78.6%	120	0.0%	1.7%	27.5%	70.8%	139	0.7%	8.6%	29.5%	61.2%



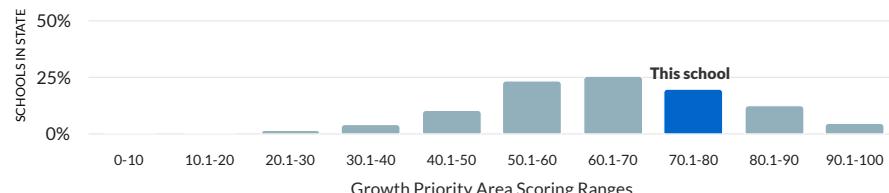
GROWTH

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



■ This school's score was the same or higher than 70.3% of 9-12 schools in the state.



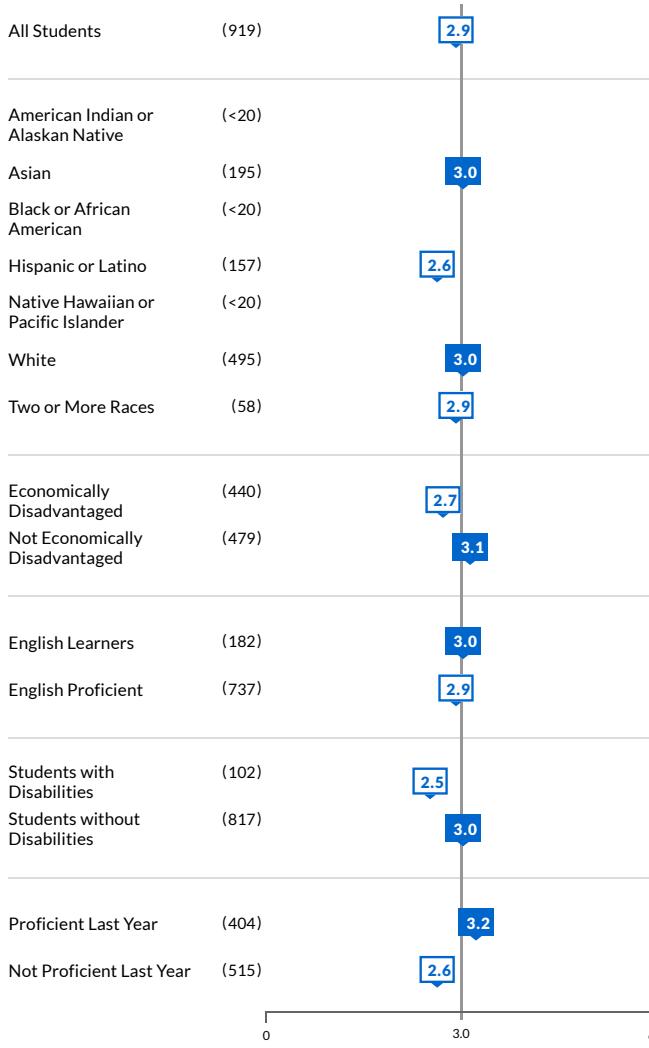
English Language Arts Score: 64.1

Mathematics Score: 79.3

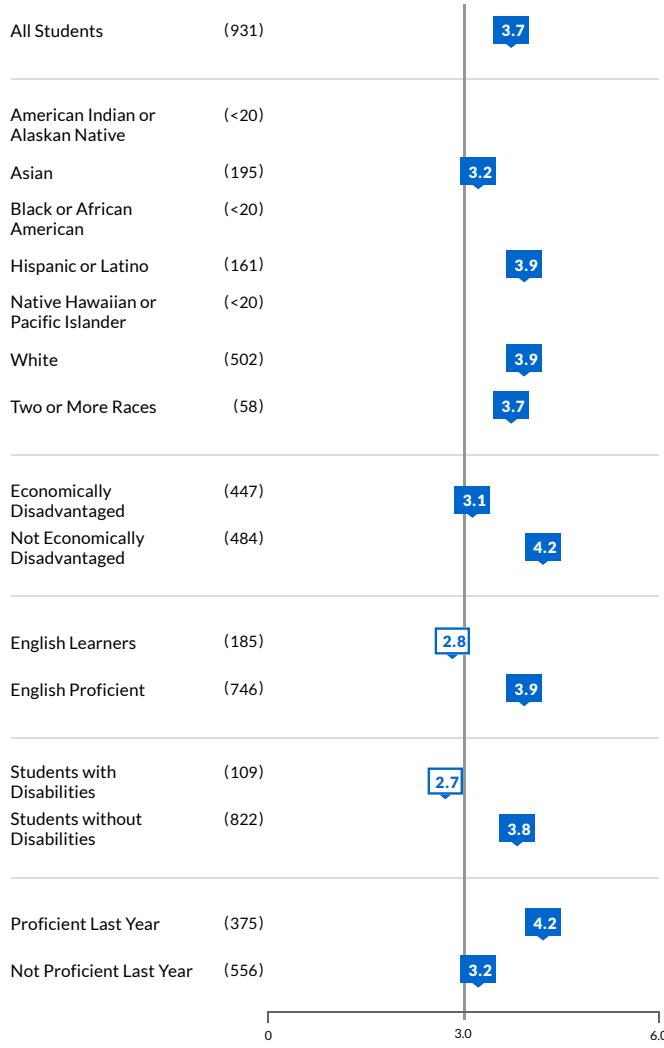
Student Group Value-Added (for information only)

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

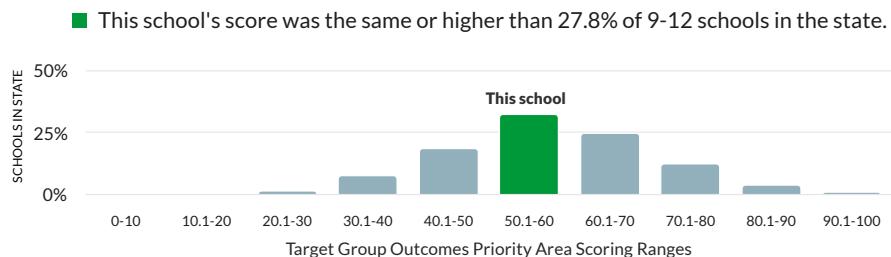




TARGET GROUP OUTCOMES

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

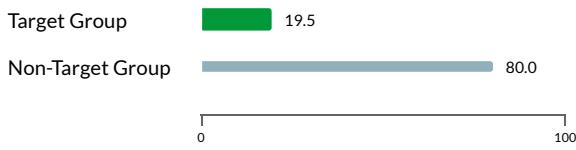


Component Scores

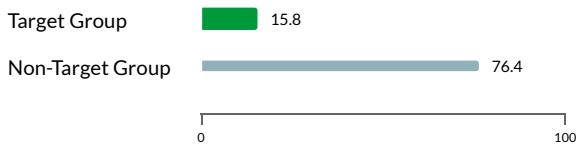
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

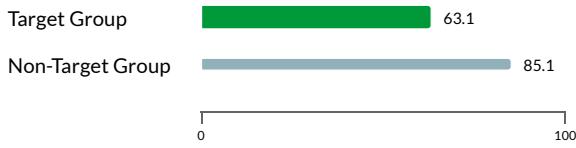


Mathematics



CHRONIC ABSENTEEISM

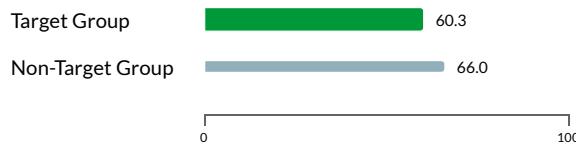
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



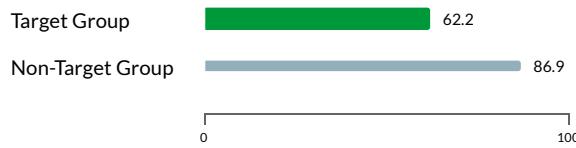
GROWTH

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

English Language Arts

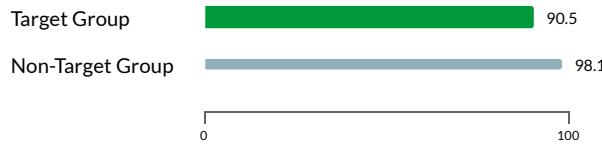


Mathematics



GRADUATION

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

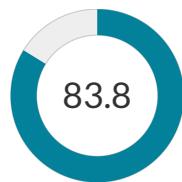




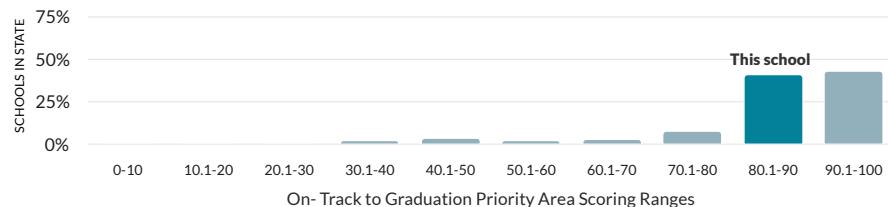
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 25.9% of 9-12 schools in the state.

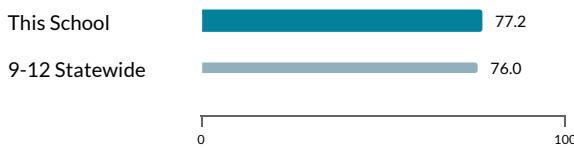


Component Scores

CHRONIC ABSENTEEISM

Score: 77.2

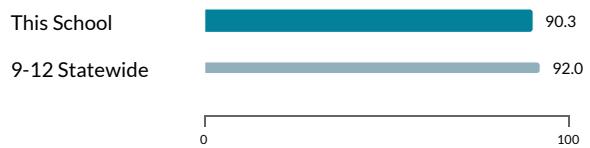
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 90.3

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	1,500	26.3%	1,475	21.2%	1,475	21.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	240	30.0%	252	15.5%	269	22.7%
Black or African American	49	51.0%	50	34.0%	39	41.0%
Hispanic or Latino	283	39.6%	264	33.3%	268	32.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	846	18.8%	826	16.9%	803	16.1%
Two or More Races	81	30.9%	83	33.7%	95	28.4%
Economically Disadvantaged	672	41.4%	631	32.0%	659	34.4%
English Learners	149	44.3%	179	19.0%	224	27.2%
Students with Disabilities	260	37.7%	227	34.8%	226	35.8%

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	369	319	86.4%	386	363	94.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	53	46	86.8%	71	68	95.8%
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	66	54	81.8%	59	55	93.2%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	206	187	90.8%	223	213	95.5%
Two or More Races	29	22	75.9%	<20	*	*
Economically Disadvantaged	161	122	75.8%	157	144	91.7%
English Learners	41	31	75.6%	45	43	95.6%
Students with Disabilities	65	42	64.6%	<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

650 (44.1%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
11.9%	21.1%	37.4%	25.7%	1.4%	4.7%	12.7%	8.5%
176 students successfully completed at least one Advanced Placement or International Baccalaureate course.		551 students successfully completed at least one dual enrollment course.		20 students earned at least one industry-recognized credential.		187 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	1,475	266,777	11.9%	21.1%	37.4%	25.7%	1.4%	4.7%	12.7%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	269	10,367	7.4%	33.4%	38.7%	26.6%	2.6%	3.7%	11.5%	5.6%
Black or African American	39	24,969	7.7%	13.7%	23.1%	8.7%	0.0%	1.3%	5.1%	2.7%
Hispanic or Latino	268	37,682	8.6%	17.6%	26.9%	18.9%	1.5%	3.4%	11.9%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	803	179,306	15.1%	22.5%	42.6%	29.9%	1.1%	5.7%	13.9%	10.4%
Two or More Races	95	11,456	9.5%	18.9%	25.3%	21.0%	0.0%	3.4%	10.5%	5.8%
Economically Disadvantaged	659	104,283	5.2%	12.3%	28.4%	18.5%	1.7%	3.0%	12.4%	6.1%
English Learners	224	19,116	3.6%	13.9%	22.3%	17.0%	1.8%	2.5%	10.7%	3.6%
Students with Disabilities	226	33,777	0.0%	4.4%	14.6%	15.0%	0.0%	2.3%	15.9%	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

448 (30.4%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
15.5%	29.1%	0.0%	0.5%	14.4%	19.2%	2.8%	2.2%
229 students successfully completed at least one art & design course.		No students successfully completed a dance course.		212 students successfully completed at least one music course.		42 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	1,475	266,777	15.5%	29.1%	0.0%	0.5%	14.4%	19.2%	2.8%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	269	10,367	19.3%	30.3%	0.0%	0.4%	16.0%	19.9%	3.7%	1.6%
Black or African American	39	24,969	7.7%	28.5%	0.0%	0.7%	12.8%	11.7%	5.1%	2.8%
Hispanic or Latino	268	37,682	16.8%	29.1%	0.0%	0.3%	14.9%	13.3%	1.5%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	803	179,306	13.8%	29.1%	0.0%	0.5%	13.9%	21.7%	2.7%	2.2%
Two or More Races	95	11,456	18.9%	28.8%	0.0%	0.5%	12.6%	17.8%	4.2%	2.6%
Economically Disadvantaged	659	104,283	16.4%	29.9%	0.0%	0.4%	12.3%	15.4%	3.5%	2.1%
English Learners	224	19,116	15.6%	30.9%	0.0%	0.4%	13.4%	11.8%	1.8%	1.6%
Students with Disabilities	226	33,777	16.4%	30.9%	0.0%	0.5%	7.5%	14.4%	2.7%	2.4%

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