



## OVERVIEW

### School Details

Grades : 9-12

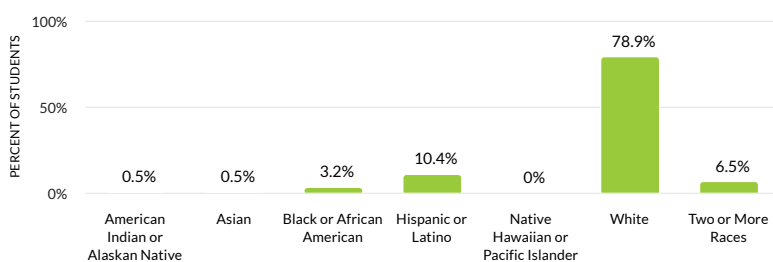
Enrollment : 402

Percent open enrollment : 22.6%

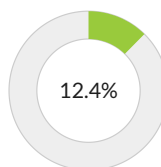
Sturgeon Bay focuses on three overarching priority areas: Teaching and Learning (4K-12 Literacy Growth; Challenge and support every student, every day; Provide quality instructional practices); Community Engagement (Engage parent & update stakeholders); Finance, Facilities, & Operations (Continue short and long-term budget planning; Attract and retain quality staff).

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

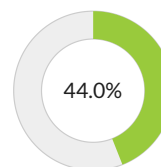
### Student Groups



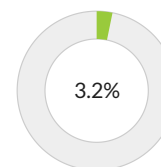
STUDENTS WITH DISABILITIES



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>.

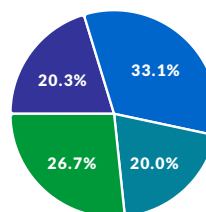
Overall Score

61.8

Meets Expectations



#### PRIORITY AREA WEIGHTS



ACHIEVEMENT

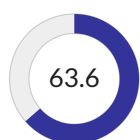
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

### Priority Area Scores

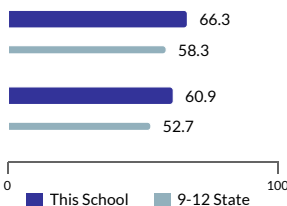
#### ACHIEVEMENT



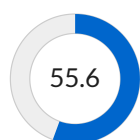
English Language Arts

Mathematics

#### Subject Area Scores



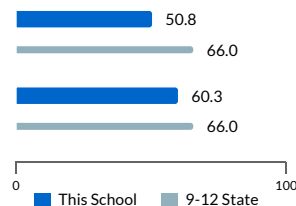
#### GROWTH



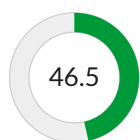
English Language Arts

Mathematics

#### Subject Area Scores



#### TARGET GROUP OUTCOMES



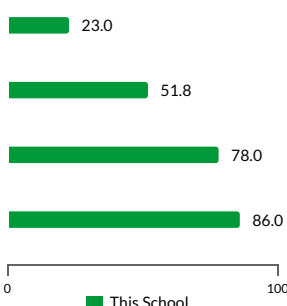
Achievement

Growth

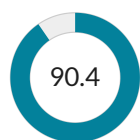
Chronic Absenteeism

Graduation

#### Group Scores



#### ON-TRACK TO GRADUATION



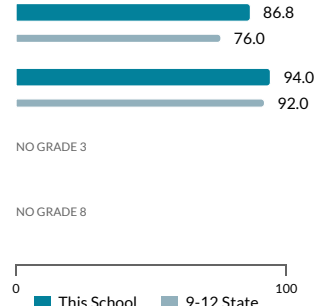
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

#### Area Scores

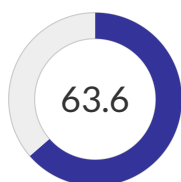




## ACHIEVEMENT

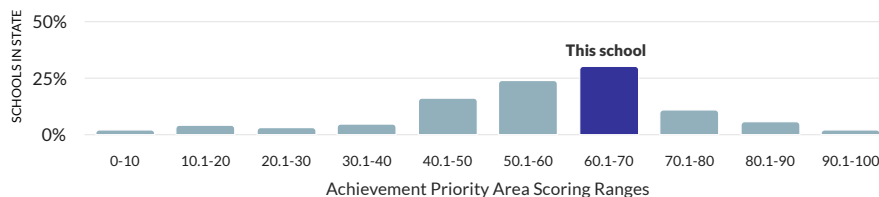
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 66.3  
Mathematics Score: 60.9

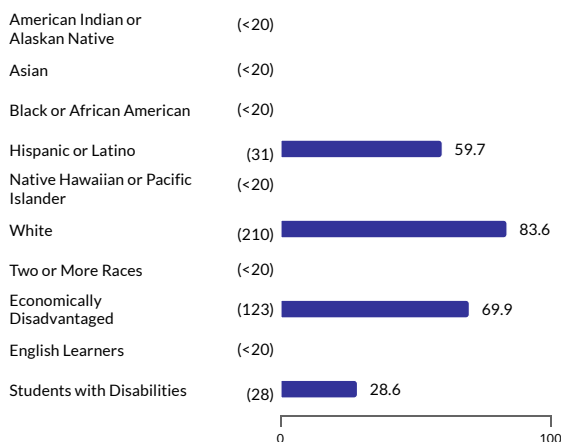
■ This school's score was the same or higher than 65.7% of 9-12 schools in the state.



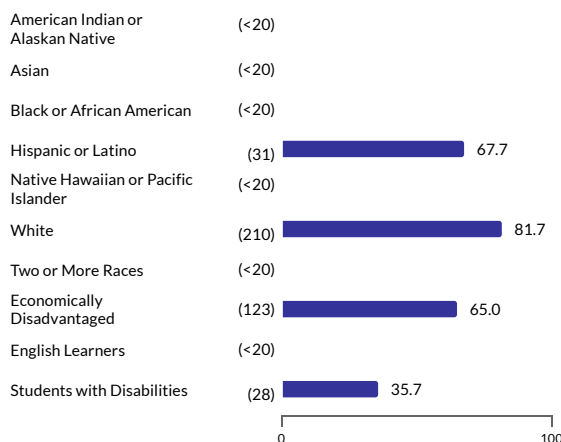
## Student Group Achievement, 2023-24 (for information only)

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



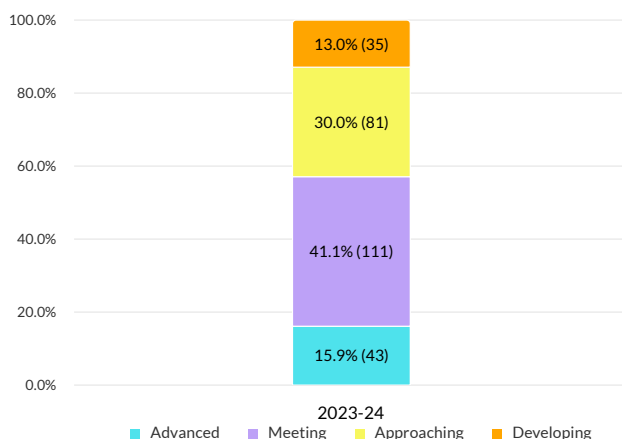
### MATHEMATICS



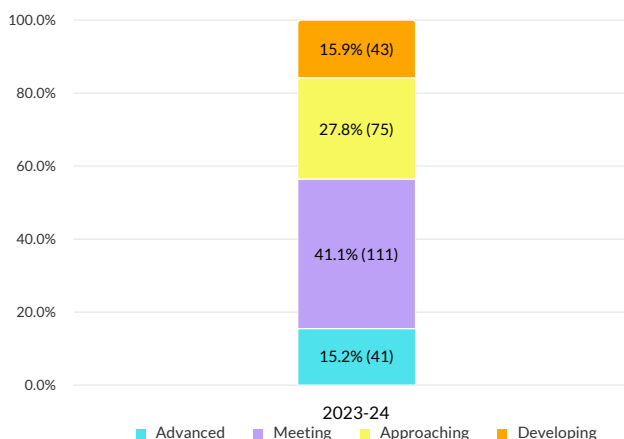
## Performance Levels by Year

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
96.1%	91.4%

#### MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
96.1%	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	290	11.0%	27.9%	35.2%	25.9%	287	11.5%	35.9%	34.8%	17.8%	270	15.9%	41.1%	30.0%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	20	10.0%	20.0%	30.0%	40.0%	20	10.0%	45.0%	40.0%	5.0%	31	9.7%	29.0%	32.3%	29.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	241	12.4%	30.7%	34.4%	22.4%	239	12.1%	37.7%	34.3%	15.9%	210	18.1%	41.9%	29.0%	11.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	113	8.0%	15.0%	37.2%	39.8%	125	5.6%	30.4%	36.8%	27.2%	123	12.2%	35.0%	33.3%	19.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	40	0.0%	2.5%	12.5%	85.0%	34	0.0%	17.6%	26.5%	55.9%	28	0.0%	10.7%	35.7%	53.6%

#### MATHEMATICS

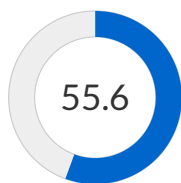
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	290	17.6%	22.4%	26.2%	33.8%	287	13.2%	23.0%	33.8%	30.0%	270	15.2%	41.1%	27.8%	15.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	20	5.0%	10.0%	30.0%	55.0%	20	10.0%	20.0%	40.0%	30.0%	31	6.5%	45.2%	25.8%	22.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	241	20.3%	24.5%	26.1%	29.0%	239	14.2%	25.1%	33.5%	27.2%	210	18.1%	41.9%	25.2%	14.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	113	5.3%	18.6%	29.2%	46.9%	125	7.2%	13.6%	40.0%	39.2%	123	8.9%	34.1%	35.0%	22.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	40	0.0%	0.0%	17.5%	82.5%	34	0.0%	5.9%	23.5%	70.6%	28	0.0%	14.3%	42.9%	42.9%



## GROWTH

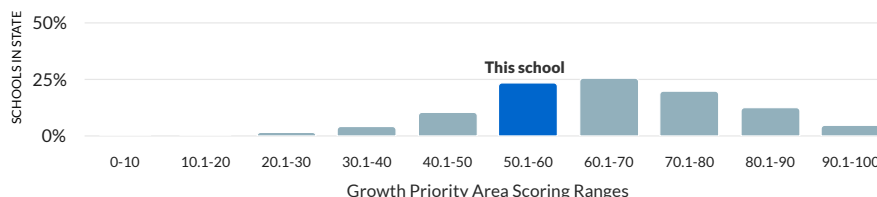
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 50.8  
Mathematics Score: 60.3

■ This school's score was the same or higher than 29.2% 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

All Students	(245)	2.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(25)	3.3
Native Hawaiian or Pacific Islander	(<20)	
White	(193)	2.1
Two or More Races	(<20)	
Economically Disadvantaged	(111)	2.1
Not Economically Disadvantaged	(134)	2.3
English Learners	(<20)	
English Proficient	(236)	2.2
Students with Disabilities	(24)	1.5
Students without Disabilities	(221)	2.3
Proficient Last Year	(131)	2.5
Not Proficient Last Year	(114)	1.9

#### MATHEMATICS

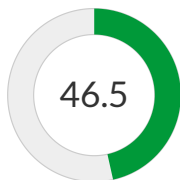
All Students	(245)	2.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(25)	3.6
Native Hawaiian or Pacific Islander	(<20)	
White	(193)	2.7
Two or More Races	(<20)	
Economically Disadvantaged	(111)	2.6
Not Economically Disadvantaged	(134)	2.8
English Learners	(<20)	
English Proficient	(236)	2.7
Students with Disabilities	(24)	2.4
Students without Disabilities	(221)	2.8
Proficient Last Year	(88)	2.9
Not Proficient Last Year	(157)	2.4



## 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 19.7% of 9-12 schools in the state.



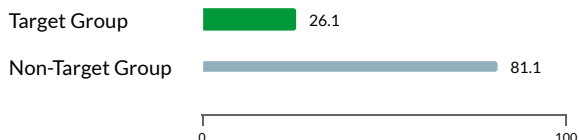
## Component Scores

### ACHIEVEMENT

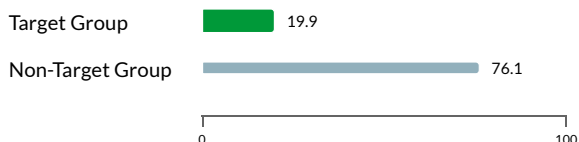
Score: 23.0

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

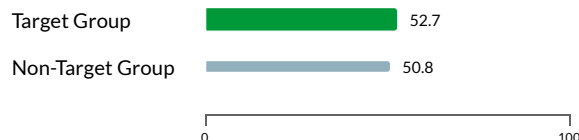


### GROWTH

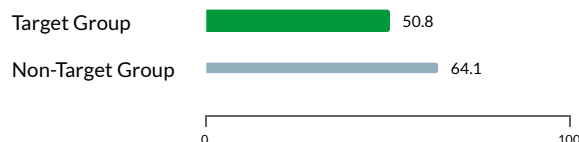
Score: 51.8

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

#### English Language Arts



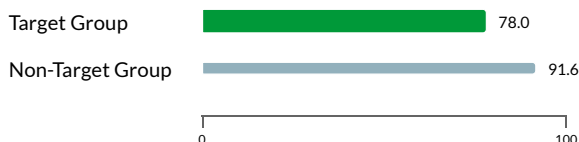
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 78.0

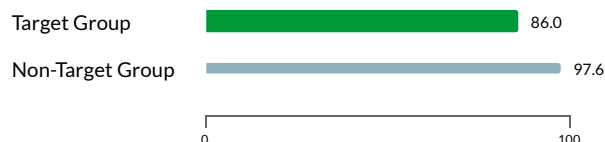
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 86.0

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

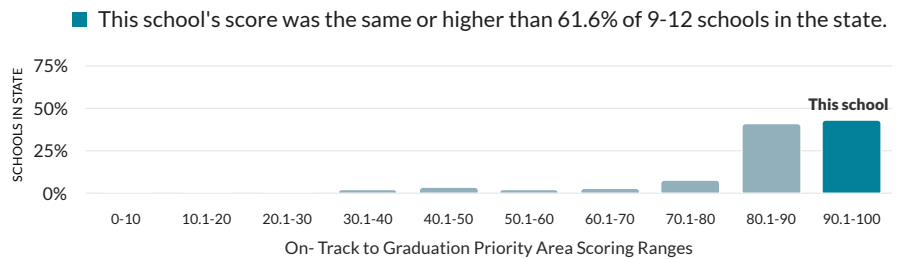
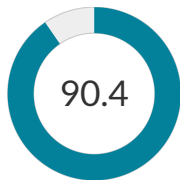




## ON-TRACK TO GRADUATION

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

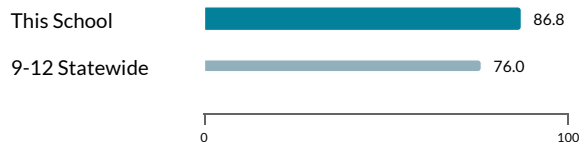


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 86.8

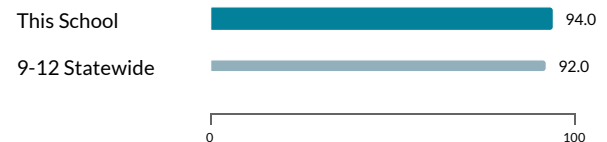
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 94.0

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	405	9.1%	395	11.1%	384	17.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	37	16.2%	34	35.3%	31	19.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	334	7.8%	324	8.3%	317	17.4%
Two or More Races	<20	*	21	9.5%	22	18.2%
Economically Disadvantaged	147	19.0%	149	19.5%	165	24.2%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	55	14.5%	54	27.8%	51	21.6%

### 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	83	79	95.2%	98	91	92.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	69	68	98.6%	83	76	91.6%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	30	27	90.0%	32	28	87.5%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<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

163 (42.4%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
18.5%	21.1%

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

#### DUAL ENROLLMENT

School	State
28.6%	25.7%

110 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.8%	4.7%

3 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
3.9%	8.5%

15 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	384	266,777	18.5%	21.1%	28.6%	25.7%	0.8%	4.7%	3.9%	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	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	31	37,682	12.9%	17.6%	19.4%	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	317	179,306	20.8%	22.5%	29.3%	29.9%	0.6%	5.7%	4.1%	10.4%
Two or More Races	22	11,456	0.0%	18.9%	22.7%	21.0%	0.0%	3.4%	9.1%	5.8%
Economically Disadvantaged	165	104,283	9.7%	12.3%	26.7%	18.5%	0.6%	3.0%	2.4%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	51	33,777	0.0%	4.4%	11.8%	15.0%	2.0%	2.3%	3.9%	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

204 (53.1%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
35.4%	29.1%	0.0%	0.5%	28.1%	19.2%	4.4%	2.2%
136 students successfully completed at least one art & design course.		No students successfully completed a dance course.		108 students successfully completed at least one music course.		17 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	384	266,777	35.4%	29.1%	0.0%	0.5%	28.1%	19.2%	4.4%	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	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	31	37,682	58.1%	29.1%	0.0%	0.3%	19.4%	13.3%	6.5%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	317	179,306	32.8%	29.1%	0.0%	0.5%	30.0%	21.7%	4.1%	2.2%
Two or More Races	22	11,456	36.4%	28.8%	0.0%	0.5%	22.7%	17.8%	4.5%	2.6%
Economically Disadvantaged	165	104,283	43.0%	29.9%	0.0%	0.4%	24.8%	15.4%	7.3%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	51	33,777	21.6%	30.9%	0.0%	0.5%	17.6%	14.4%	2.0%	2.4%

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.