



## OVERVIEW

### District Details

Grades : K4-12

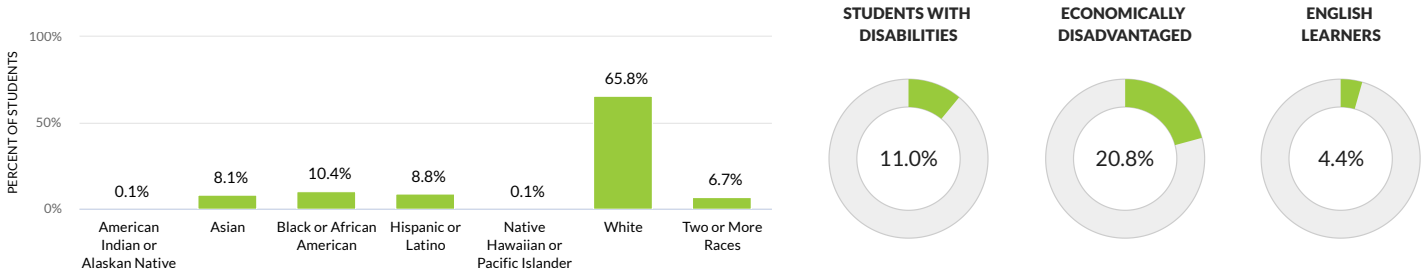
Enrollment : 1,915

Percent open enrollment : 9%

Shorewood's 4K-12th grade curriculum and programs reflect our mission of equity, growth, and excellence for all. District faculty and services are focused on the diverse needs and interests of students, and emphasize academic mastery, social-emotional development, and authentic learning experiences that build our students' capacity to innovate, work together, and contribute to the common good.

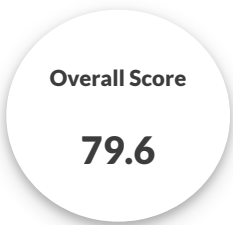
*The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

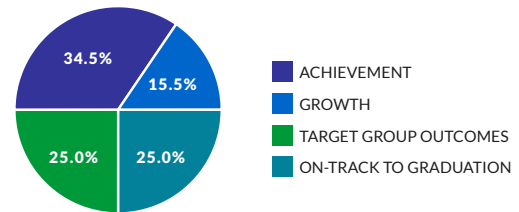
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

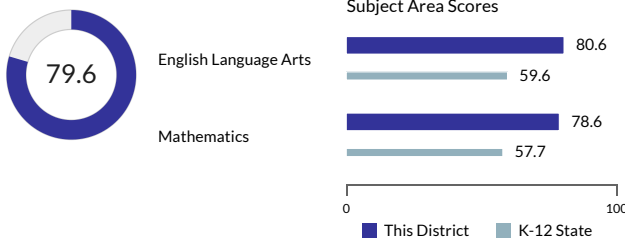


#### PRIORITY AREA WEIGHTS

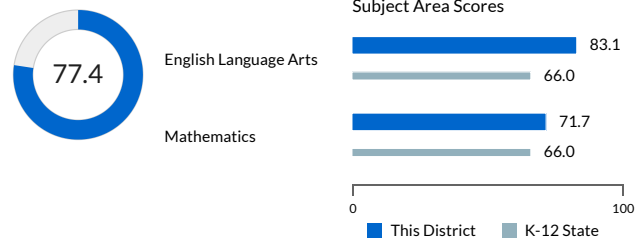


### Priority Area Scores

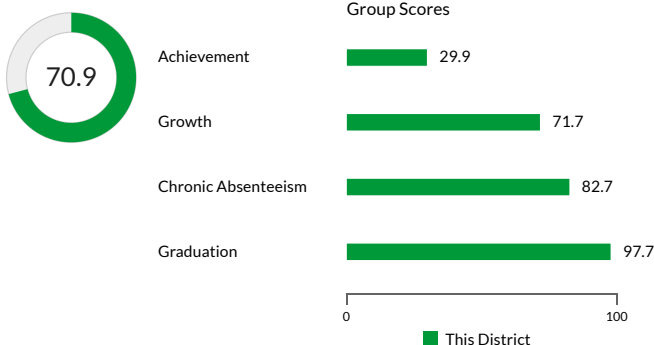
#### ACHIEVEMENT



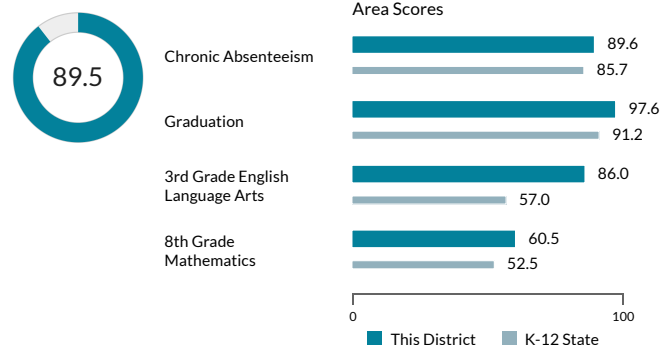
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	3	60.0%
Exceeds Expectations	0	0.0%
Meets Expectations	1	20.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

### Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	1	20.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

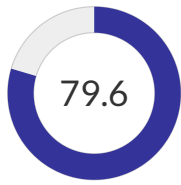
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	62.8	79.7	89.1	100.0
Achievement	67.3	80.2	90.7	100.0
Growth	42.3	74.6	96.3	100.0
Target Group Outcomes	45.6	71.5	90.7	100.0
On-Track to Graduation	86.9	91.3	94.6	100.0



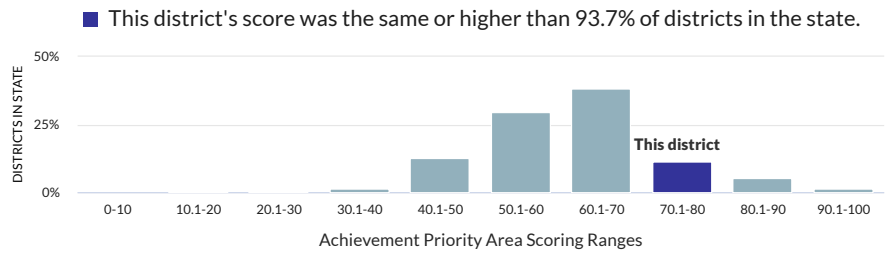
## ACHIEVEMENT

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

### Priority Area Score



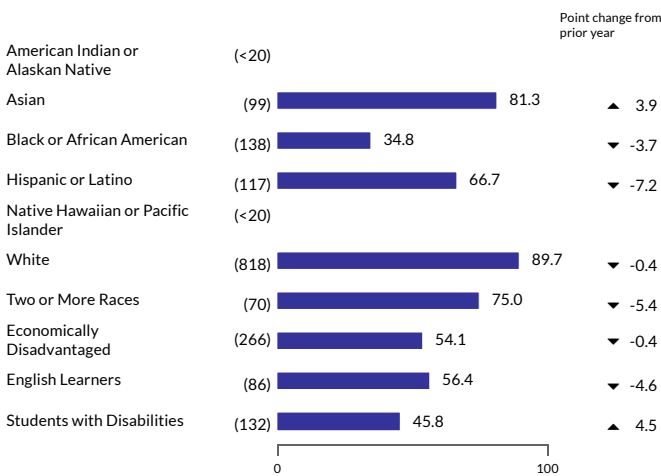
English Language Arts Score: 80.6  
Mathematics Score: 78.6



## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



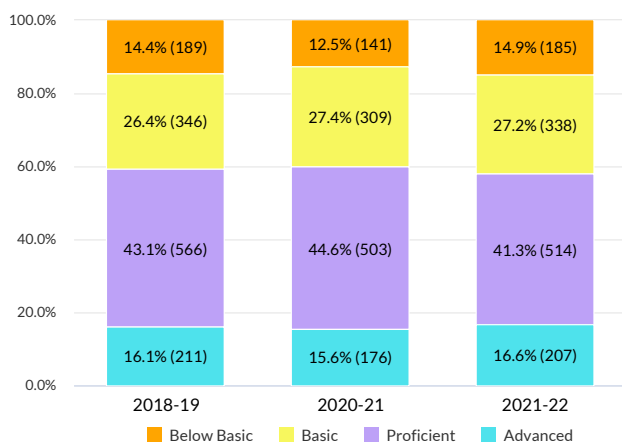
### MATHEMATICS



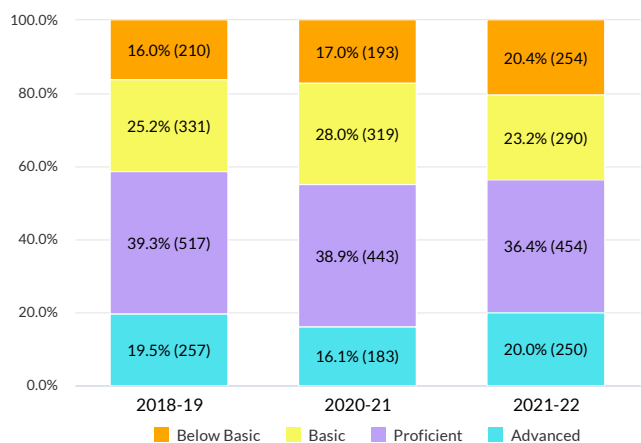
## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
95.7%	85.5%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.9%	85.5%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	1,312	16.1%	43.1%	26.4%	14.4%	1,129	15.6%	44.6%	27.4%	12.5%	1,244	16.6%	41.3%	27.2%	14.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	125	17.6%	40.8%	29.6%	12.0%	106	14.2%	40.6%	31.1%	14.2%	99	20.2%	38.4%	25.3%	16.2%
Black or African American	171	2.3%	18.7%	36.8%	42.1%	117	1.7%	17.1%	37.6%	43.6%	138	1.4%	17.4%	30.4%	50.7%
Hispanic or Latino	101	7.9%	36.6%	45.5%	9.9%	94	12.8%	36.2%	37.2%	13.8%	117	9.4%	34.2%	36.8%	19.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	861	19.7%	49.5%	21.6%	9.2%	754	18.2%	50.9%	23.9%	7.0%	818	19.8%	47.6%	24.9%	7.7%
Two or More Races	51	13.7%	39.2%	25.5%	21.6%	56	17.9%	39.3%	28.6%	14.3%	70	17.1%	32.9%	32.9%	17.1%
Economically Disadvantaged	211	1.9%	26.5%	36.5%	35.1%	190	6.8%	27.9%	32.6%	32.6%	266	7.5%	27.8%	30.1%	34.6%
English Learners	112	8.0%	37.5%	38.4%	16.1%	73	5.5%	34.2%	37.0%	23.3%	86	5.8%	29.1%	37.2%	27.9%
Students with Disabilities	163	0.6%	25.8%	28.2%	45.4%	120	2.5%	21.7%	31.7%	44.2%	132	5.3%	20.5%	34.8%	39.4%

#### MATHEMATICS

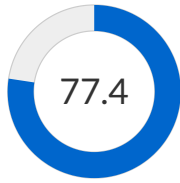
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	1,315	19.5%	39.3%	25.2%	16.0%	1,138	16.1%	38.9%	28.0%	17.0%	1,248	20.0%	36.4%	23.2%	20.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	127	29.1%	37.0%	22.8%	11.0%	108	25.0%	36.1%	25.9%	13.0%	101	33.7%	29.7%	18.8%	17.8%
Black or African American	171	2.3%	15.8%	33.3%	48.5%	118	0.8%	13.6%	33.9%	51.7%	138	3.6%	14.5%	21.7%	60.1%
Hispanic or Latino	102	7.8%	32.4%	34.3%	25.5%	96	7.3%	35.4%	31.3%	26.0%	118	15.3%	27.1%	29.7%	28.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	861	23.1%	46.0%	22.4%	8.5%	758	17.9%	44.2%	26.8%	11.1%	819	22.3%	42.1%	23.0%	12.6%
Two or More Races	51	17.6%	27.5%	31.4%	23.5%	56	21.4%	33.9%	30.4%	14.3%	70	14.3%	38.6%	24.3%	22.9%
Economically Disadvantaged	212	3.8%	24.5%	31.6%	40.1%	193	7.8%	26.4%	24.4%	41.5%	268	9.7%	24.3%	24.6%	41.4%
English Learners	115	15.7%	40.0%	27.8%	16.5%	77	11.7%	32.5%	28.6%	27.3%	88	15.9%	36.4%	22.7%	25.0%
Students with Disabilities	163	6.7%	20.9%	21.5%	50.9%	121	2.5%	20.7%	27.3%	49.6%	132	7.6%	25.8%	24.2%	42.4%



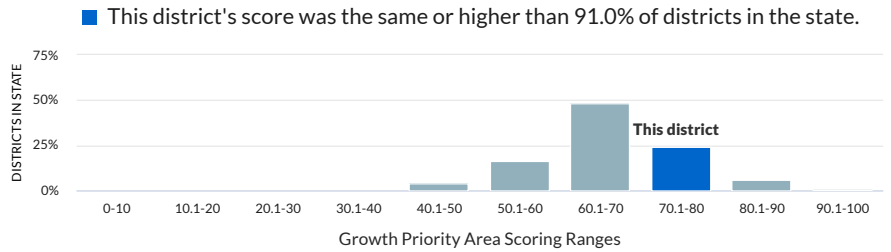
## GROWTH

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 district 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



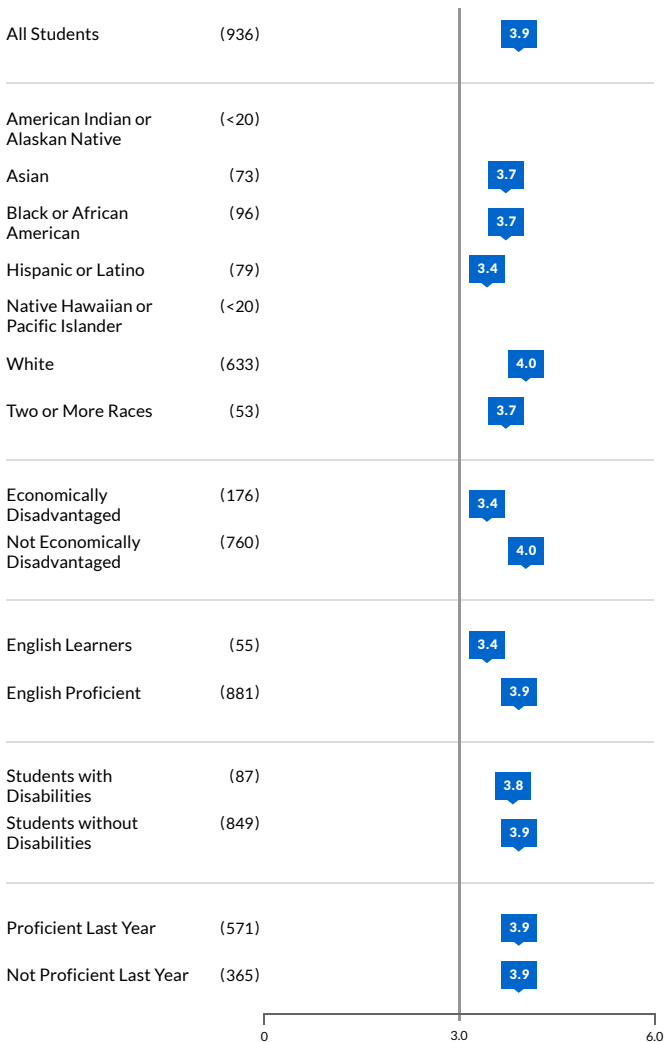
**English Language Arts Score:** 83.1  
**Mathematics Score:** 71.7



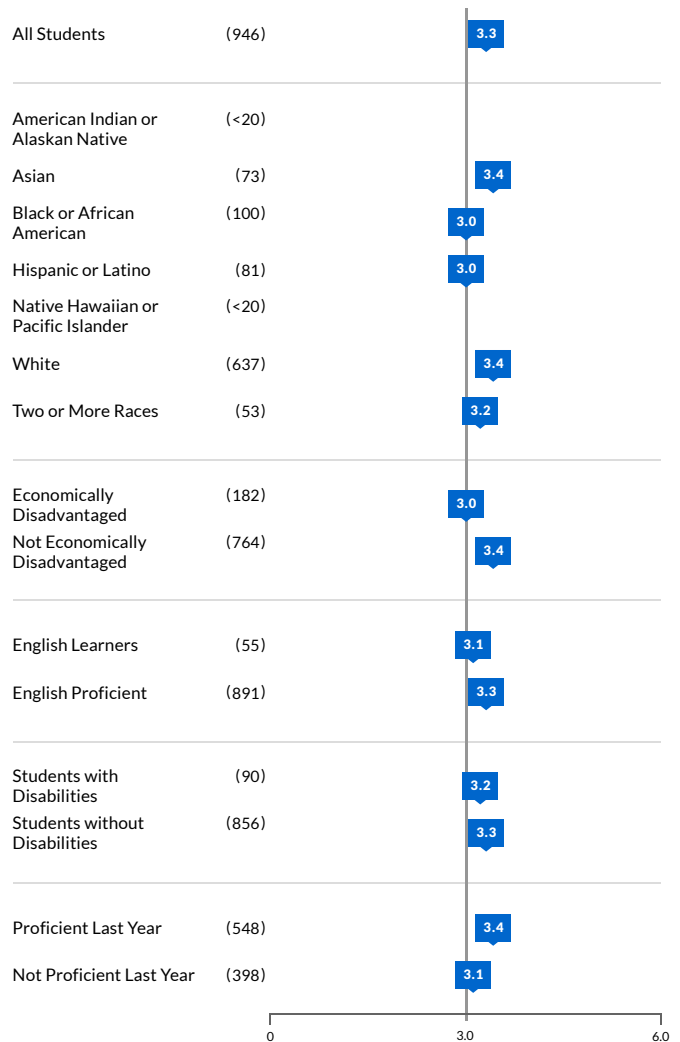
### Student Group Value-Added (for information only)

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

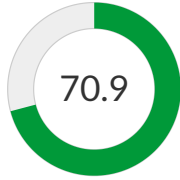




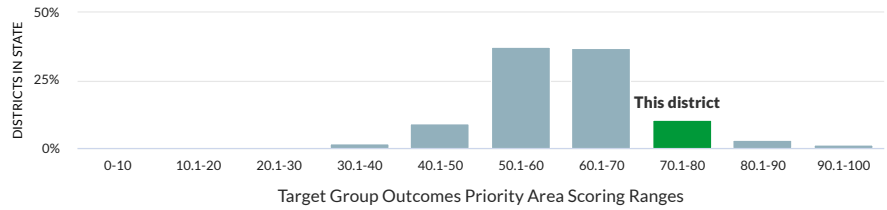
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts 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 district's score was the same or higher than 88.2% of districts in the state.



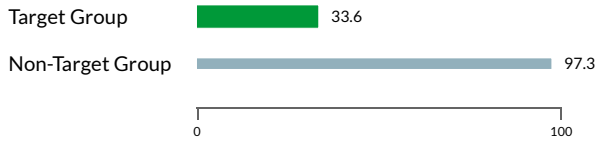
## Component Scores

### ACHIEVEMENT

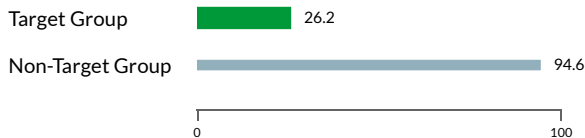
Score: 29.9

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

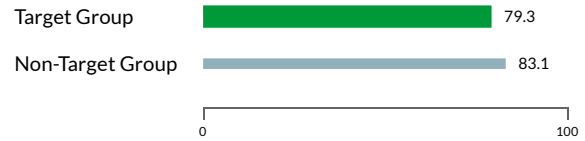


### GROWTH

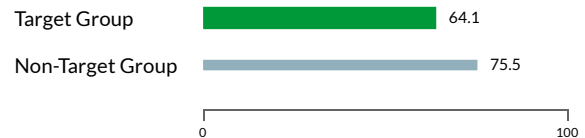
Score: 71.7

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

#### English Language Arts



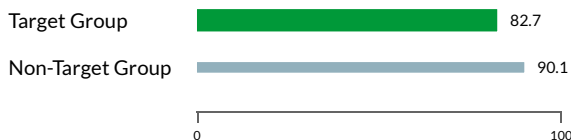
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 82.7

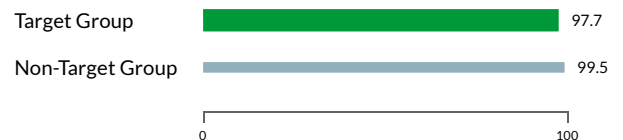
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.7

Average of 2020-21's 4- and 7-year cohort rates.

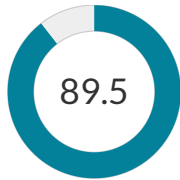




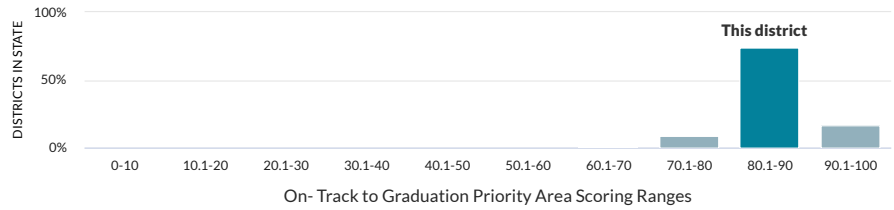
## ON-TRACK TO GRADUATION

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 district's score was the same or higher than 80.2% of districts in the state.

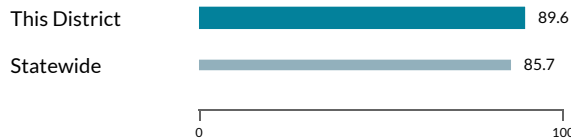


## Component Scores

### CHRONIC ABSENTEEISM

Score: 89.6

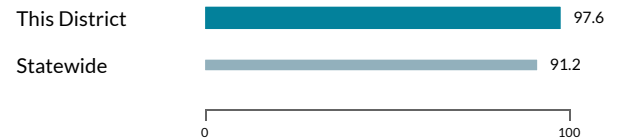
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.6

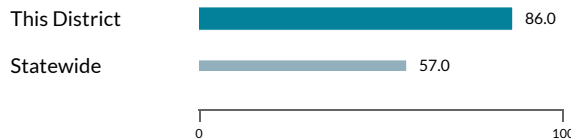
Average of 2020-21's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 86.0

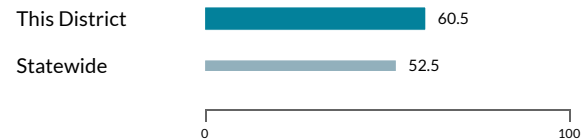
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 60.5

Multi-year average points-based proficiency rates.





## 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	1,930	12.1%	1,906	13.6%	1,767	6.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	188	14.4%	181	11.6%	157	3.8%
Black or African American	215	15.8%	198	16.2%	173	17.9%
Hispanic or Latino	155	16.8%	150	18.0%	159	10.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,291	10.1%	1,272	12.6%	1,165	4.0%
Two or More Races	78	17.9%	101	16.8%	109	6.4%
Economically Disadvantaged	307	24.1%	330	23.6%	342	16.4%
English Learners	184	13.0%	168	16.7%	121	5.8%
Students with Disabilities	240	21.7%	209	22.5%	208	16.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	160	156	97.5%	172	168	97.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	23	23	100.0%	35	32	91.4%
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	100	98	98.0%	106	105	99.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	35	33	94.3%	37	36	97.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	22	19	86.4%	23	22	95.7%





## POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (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 district enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
2.3%	19.9%

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

#### DUAL ENROLLMENT

District	State
0.8%	18.6%

5 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
0.0%	2.8%

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

District	State
0.0%	3.4%

No students participated in a work-based learning program.

### Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	52	9,945	1.9%	28.6%	1.9%	16.9%	0.0%	2.2%	0.0%	1.9%
Black or African American	74	25,104	0.0%	12.2%	0.0%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	59	34,372	0.0%	15.8%	0.0%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	409	181,931	3.2%	21.7%	0.7%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	24	9,829	0.0%	15.9%	4.2%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	122	96,593	0.8%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	25	14,562	0.0%	9.7%	0.0%	12.0%	0.0%	1.3%	0.0%	1.3%
Students with Disabilities	84	34,324	1.2%	3.6%	0.0%	9.6%	0.0%	1.9%	0.0%	2.5%



## ARTS COURSE INFORMATION, 2020-21

Section 115.385 (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 district enrolled fewer than 20 students.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
5.0%	23.0%	0.0%	0.3%	0.0%	18.3%	0.0%	1.6%
31 students successfully completed at least one art & design course.		No students successfully completed a dance course.		No students successfully completed a music course.		No students successfully completed a theater course.	

### Student Group Participation

This table compares the percentages of students in the district 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	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	52	9,945	5.8%	20.6%	0.0%	0.3%	0.0%	16.3%	0.0%	0.9%
Black or African American	74	25,104	5.4%	18.7%	0.0%	0.4%	0.0%	8.9%	0.0%	2.5%
Hispanic or Latino	59	34,372	1.7%	21.3%	0.0%	0.2%	0.0%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	409	181,931	5.1%	24.2%	0.0%	0.3%	0.0%	21.0%	0.0%	1.5%
Two or More Races	24	9,829	8.3%	21.5%	0.0%	0.2%	0.0%	16.5%	0.0%	1.6%
Economically Disadvantaged	122	96,593	4.9%	21.8%	0.0%	0.2%	0.0%	13.6%	0.0%	1.5%
English Learners	25	14,562	12.0%	21.6%	0.0%	0.2%	0.0%	9.4%	0.0%	1.1%
Students with Disabilities	84	34,324	3.6%	23.4%	0.0%	0.2%	0.0%	12.0%	0.0%	1.5%