



# Shorewood

SCHOOL DISTRICT

## Results Monitoring Document R-3 Character and Citizenship

**Certification of the Superintendent: *With respect to Results 3 (Character and Citizenship), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

- Making reasonable progress toward achieving the desired results**  
 **Making reasonable progress with the exceptions noted**  
 **Failing to make reasonable progress**

**Signed:** Laurie Burgos, Superintendent

**Date:** October 14, 2025

### **Executive Summary**

This Results Monitoring Document reports on Character and Citizenship, as defined by the following Board Expectations:

- Students will be welcomed, valued, and supported.
- Students will contribute to a better world through understanding and respecting differences, honoring social norms, and fostering positive relationships that allow for collaboration and engagement with real-world issues.
- Students will have a growth mindset, a sense of self as a lifelong learner, be adaptable to change, and internally motivated.

The annual School Perceptions survey of students in grades 4-12 provides data for Board Indicators established to support these expectations. In addition, we collect evidence of classroom-based activities and other opportunities through which students demonstrate strong character and contribution to the common good.

As discussed in prior years, consideration of student survey results include an understanding of grade-level participation. Tables illustrating participation by grade, as well as by gender and ethnicity, are included at the end of the report for reference.\*

The District also provided a video highlighting student perspectives about the indicators in the R3 report.

### **Summary of Progress**

Survey participation increased significantly in 2025 from 789 to 920 students. Overall, we are pleased with evidence of Character and Citizenship across all grade levels. The District is making reasonable progress towards the desired results.

Of note:

- The highest average response in the 2025 survey was “I put my best effort into my school work,” indicating that students have a strong sense of self and are internally motivated;

- The largest area of improvement was in response to “I feel my culture and beliefs are represented at school.” This reinforces the district’s equity work focused on valuing the unique knowledge and experiences that each student and their family bring to classrooms;
- One area to monitor in the sense of belonging demographic data includes subgroups with the most significant differences in their average responses. These include Black or African American students and Hispanic/Latino students; and
- Another area to monitor is the statement “I set goals for the school year,” as the average response was lower than last year. Students are engaged in goal setting as part of the transitions that occur at the end of the school year. Finding ways to mirror this in classrooms throughout the year is a focus of the Visible Learning framework used in our continuous improvement work.

The Board Indicators provide additional evidence of academic programs, student supports and authentic learning experiences that foster character development and civic engagement, including:

- Social-emotional learning (SEL) competencies and supports at all grade levels;
- Intentionally designed “Crew” programming (cross-age, community, etc.) at the elementary schools, and Flex Time, Advisory, class meetings, assemblies and after-school activities in the higher grades;
- Leadership opportunities for students (Student Council, Student Ambassadors);
- Opportunities to learn about citizenship in the classroom and to be involved in the community; and
- Authentic learning opportunities that connect to real-world issues.

**Limitations - School Perception Survey**

School Perceptions made the following changes to the scales for some questions:

- **(Old Scales: prior to 2024)**
  - **4-point scale:** Always (4) Usually (3) Sometimes (2) Never (1) Don’t Know (0)
  - **5-point scale:** Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)
- **(New Scale and Terms: 2024-25)**
  - **5-point scale:** Definitely (5) Sort Of (4) Not Really (2) No (1) Don’t Know/Doesn’t Apply (0)

The changes to the scale do not allow us to compare results longitudinally beyond two years for most indicators.

**Areas of Focus for Continuous Improvement**

As we plan future opportunities and priorities, we note the following opportunities for continuous improvement in alignment with the Strategic Plan:

- Increase opportunities for student goal setting at all grade levels;
- Expand Academic and Career Planning (ACP) processes for students in grades 6-8;
- Continue with equity-centered professional learning;
- Expand opportunities for peer mentorship.

**Disposition of the Board: *With respect to Results 3 (Character and Citizenship):***

- \_\_\_\_\_ **Making reasonable progress toward achieving the desired results**
- \_\_\_\_\_ **Making reasonable progress with the exceptions noted**
- \_\_\_\_\_ **Failing to make reasonable progress**

**Summary statement/motion of the Board:**

**Signed:** \_\_\_\_\_, **Board President**

**Date:** \_\_\_\_\_

### R-3 (Character and Citizenship) Student Results

Students will be people of strong character with a commitment to contribute to the common good.

#### Definition of Terms

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Citizenship:** The Wisconsin Department of Public Instruction defines students who are civically engaged as “problem-solvers who critically examine their roles in local, regional, state, national, and global communities”

#### Superintendent Interpretation

- The Board values educational experiences that help students make decisions that positively impact themselves and their community.
- **Strong Character** shall mean students demonstrate respect, are kind to others, and have integrity.
- **Contribute to the common good** shall mean students are positive members of a school community and the community at large.

R-3.1 Students will be welcomed, valued, and supported.	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>
	<b>Data Not Available</b>	

#### Board Indicators:

The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year.

- I feel my ideas, opinions, and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

#### Evidence:

- At the elementary schools, school community is built around the Expeditionary Learning (EL) Character Framework focusing on every student feeling seen and included. Intentional practices include crew meetings and shared classroom agreements.
- At the Intermediate School, “Flex Time” is used for students to engage in social-emotional

learning (SEL) built around CASEL’s core competencies, which focus on inclusion, trust, student empowerment, and community building.

- At the high school, students meet in Advisory twice a week. This time is used for SEL lessons, check-ins with students’ advisory teacher, and movement days where students can seek out extra support from staff across buildings.
- Throughout the District, students have the opportunity to participate and create clubs focused on leadership and identity development (e.g.. Student Ambassadors, Student Advisory Council, and Youth Rising Up)

<b>Statement</b> *2021-23 (scale 0-4); 2024-25 (scale 0-5) unless otherwise noted	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
I feel my ideas, opinions and concerns are listened to by school staff. *2021-25 (scale 0-5)	3.99	3.76	3.93	3.94	4.06
I feel I belong at school.	3.10	2.91	3.05	4.18	4.28
I am respected and treated fairly at school.	3.29	3.05	3.01	4.2	4.32
I feel my culture and beliefs are represented at school.	3.09	2.98	3.08	4.01	4.24

**I feel I belong at school.**

2025 Demographic Breakdown	Number of responses	Average Response	Difference
All students	888	<b>4.28</b>	
White students	579	4.38	0.10
Black or African American students	93	4.01	-0.27
Hispanic/Latino students	79	4.0	-0.28
Two or more Races	72	4.1	-0.18
Asian	64	4.36	0.12
Male	417	4.34	0.6
Female	468	4.23	-0.05
Students with IEPs	72	4.06	-0.22
Did not Qualify for Free & Reduced Lunch			
Qualify for Free & Reduced Lunch			

<p><b>R-3.2</b> Students will contribute to a better world through understanding and respecting differences, honoring social norms, and fostering positive relationships that allow for collaboration and engagement with real-world issues.</p>	<p><b>Superintendent</b></p> <p><b>Making Reasonable Progress</b></p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p> <p>Data Not Available</p>	<p><b>Board</b></p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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### Superintendent Interpretation

- The Board values authentic learning where students engage in project-based learning.
- **Applying Knowledge & Skills** shall mean what students know and are able to do and put into practical use beyond the classroom.
- **Citizenship** shall mean students understand and are aware of real-world issues and their role in the community.
- **Service** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

### Board Indicators

The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- The homework and projects I’m assigned help me learn and are more than just busy work.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I like working in groups with my classmates.

### Evidence:

Students in the Shorewood School District have the opportunity to engage in learning beyond the classroom in many different ways. One such example at the elementary schools are visits to the Urban Ecology Center to engage in environmental education activities. The Social Studies department has engaged in curriculum updates in alignment with Wisconsin’s K-12 Civics Education Framework. At the Intermediate School, students participate in the World of 8 Billion Project to explore global challenges, including climate change, gender equality, public health, sustainable cities, and resource distribution. Students at SHS engage in the [“SHS Full Session”](#) a day-long authentic learning experience that provides SHS civics students with the opportunity to debate and vote on legislation they researched during class time, and to hear from elected officials at both the local and state levels.

Statement	2021	2022	2023	2024	2025
*2021-23 (scale 0-4); 2024-25 (scale 0-5)  The homework and projects I’m assigned help me learn and are more than just busy work.	2.59	2.57	2.77	3.45	3.58 (grades 9-12 only)

I believe what I am learning in school allows me to use my own original voice beyond the classroom.	2.83	2.71	2.88	3.76	3.94
I like working in groups with my classmates.	2.94	2.91	2.94	4.04	4.11

<b>R-3.3</b> <b>Students will have a growth mindset, a sense of self as a lifelong learner, be adaptable to change, and internally motivated.</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>
	<b>Data Not Available</b>	

### Superintendent Interpretation

- The Board values learning experiences that help students learn the importance of taking personal responsibility.

### Board Indicator:

The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

### Evidence:

- At the elementary level, students participate in student-led conferences, which involve goal-setting. All students participate in 6th grade Passages, which are a reflection of growth and goal-setting in preparation for the transition to the Intermediate School.
- At SIS, students engage in monthly goal setting and reflection as part of Flex. In 8th grade students and families meet with their counselor to plan for the transition to high school.
- At the high school, all students participate in Junior Conferences to discuss post-secondary goals, including enrollment at a college or university, gap year programs, apprenticeships, and other post-secondary options. Conferences include sharing information on admissions criteria and a summary of the college application process.

Statement	2021	2022	2023	2024	2025
*2020-2023 (scale 0-4); 2024-25 (scale 0-5)					

I set goals for the school year.	2.83	2.80	2.84	3.6	3.51
I put my best effort into my school work.	3.18	3.12	3.25	4.32	4.47
If I commit to a task I will do what it takes to get it done.	3.05	3.03	3.01	4.26	4.33

**\*For Reference:**

**2025 School Perceptions Student Participation:**

School Perceptions Survey Participation Overview	2021 (remote/hybrid/ in-person learning)	2022	2023	2024	2025
Students	820	738	760	789	920

**2025 School Perceptions Student Survey Demographics**

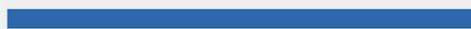
**Student Data Load: Gender (n=919)**

Female (0)	481	52.3%	
Male (0)	436	47.4%	
X (0)	2	0.2%	

**What is your grade? (n=920)**

4 (0)	108	11.7%	
5 (0)	131	14.2%	
6 (0)	93	10.1%	
7 (0)	128	13.9%	
8 (0)	97	10.5%	
9 (0)	102	11.1%	
10 (0)	107	11.6%	
11 (0)	81	8.8%	
12 (0)	73	7.9%	

**I am... (Click any that describe you.) (n=920)**

White (0)	680	73.9%	
Black (0)	128	13.9%	
Asian (0)	87	9.5%	
Other (0)	73	7.9%	
Hispanic (0)	60	6.5%	
Two or More (0)	52	5.7%	
American Indian (0)	16	1.7%	