



OVERVIEW

School Details

Grades : 6-8

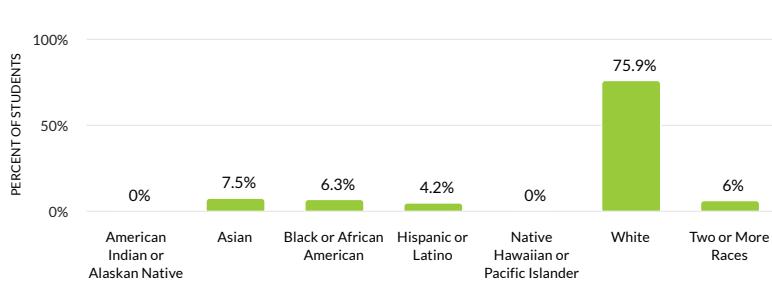
Enrollment : 332

Percent open enrollment : 5.1%

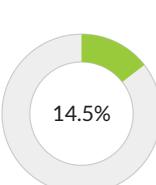
Lake Shore's mission is to provide meaningful instruction using responsive practices so all students make continuous progress academically, socially, and developmentally. Working in partnership with parents and the community, Lake Shore encourages self-responsibility and promotes a culture of trust and respect among students in preparation for a life of infinite possibilities.

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

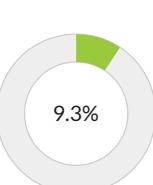
Student Groups



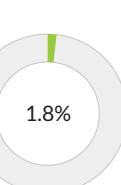
STUDENTS WITH DISABILITIES



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>.

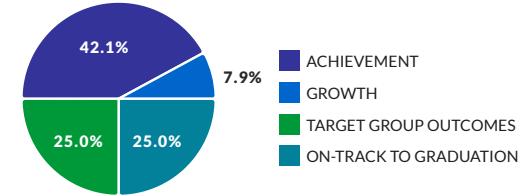
Overall Score

85.6

Significantly Exceeds Expectations

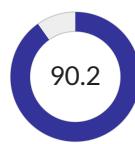


PRIORITY AREA WEIGHTS



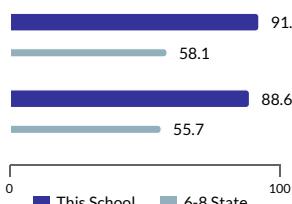
Priority Area Scores

ACHIEVEMENT



English Language Arts
Mathematics

Subject Area Scores

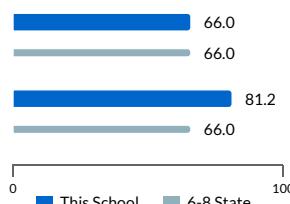


GROWTH

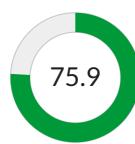


English Language Arts
Mathematics

Subject Area Scores

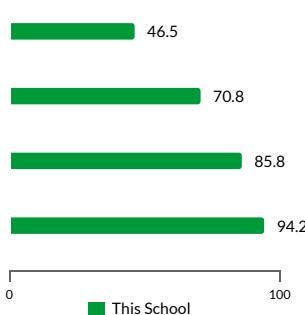


TARGET GROUP OUTCOMES

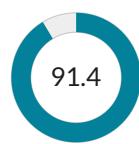


Achievement
Growth
Chronic Absenteeism
Attendance

Group Scores

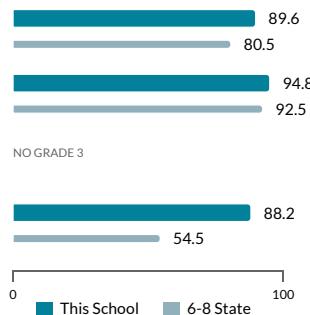


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

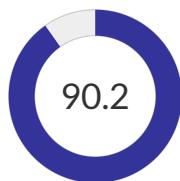




ACHIEVEMENT

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: 91.8
Mathematics Score: 88.6

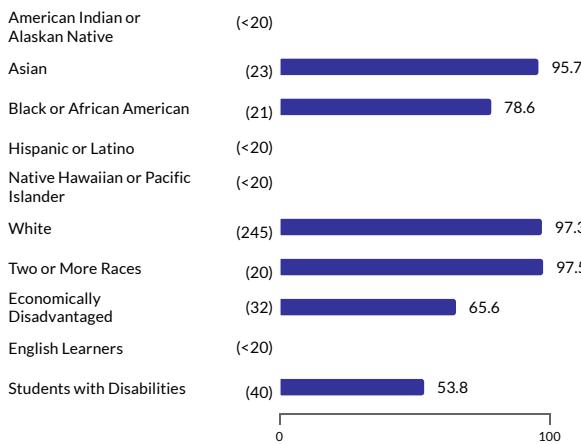
This school's score was the same or higher than 97.9% of 6-8 schools in the state.



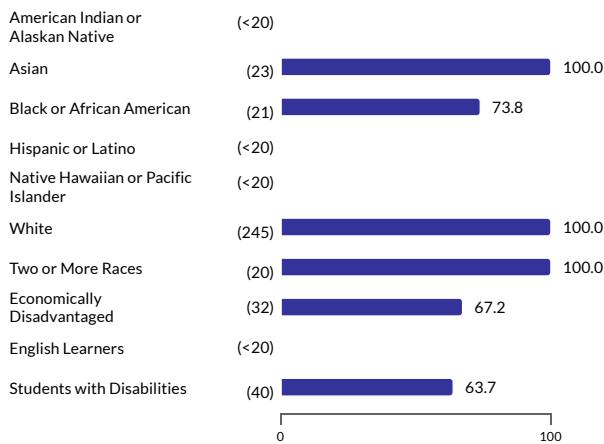
Student Group Achievement, 2023-24 (for information only)

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



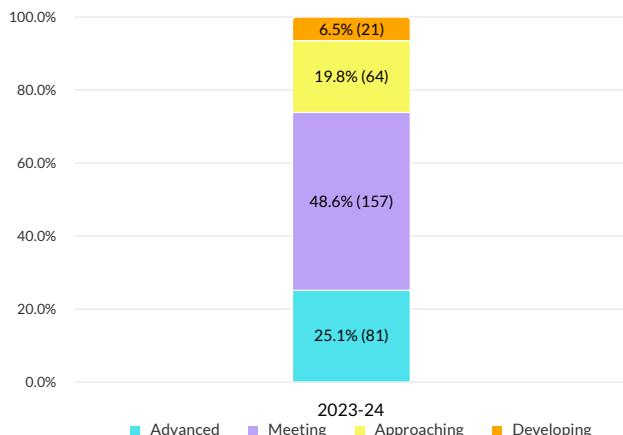
MATHEMATICS



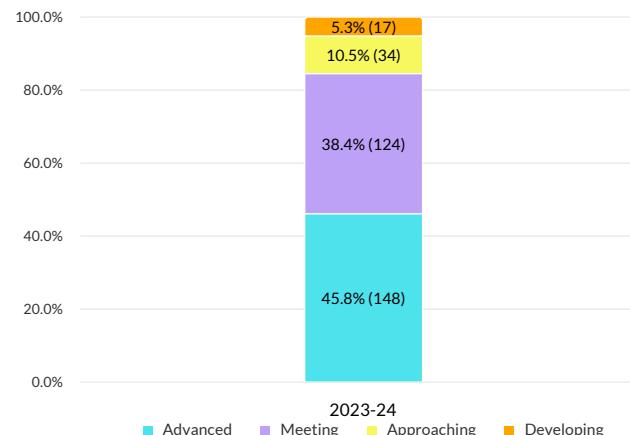
Performance Levels by Year

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: English Learners
98.8%	90.0%

MATHEMATICS

All students	Lowest-participating group: English Learners
98.8%	90.0%

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: 6-8 State	183,052	7.2%	29.0%	35.8%	28.0%	180,600	8.7%	30.4%	34.9%	26.1%	178,448	11.5%	39.7%	30.2%	18.5%
All Students	331	19.9%	47.7%	24.5%	7.9%	319	23.5%	47.3%	20.1%	9.1%	323	25.1%	48.6%	19.8%	6.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	29	20.7%	48.3%	24.1%	6.9%	26	34.6%	38.5%	23.1%	3.8%	23	26.1%	47.8%	17.4%	8.7%
Black or African American	25	4.0%	28.0%	44.0%	24.0%	22	18.2%	36.4%	31.8%	13.6%	21	9.5%	52.4%	23.8%	14.3%
Hispanic or Latino	22	22.7%	31.8%	36.4%	9.1%	20	5.0%	55.0%	30.0%	10.0%	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	235	21.7%	51.5%	20.4%	6.4%	230	24.3%	47.8%	17.8%	10.0%	245	26.5%	46.9%	21.2%	5.3%
Two or More Races	<20	*	*	*	*	21	23.8%	57.1%	19.0%	0.0%	20	25.0%	55.0%	10.0%	10.0%
Economically Disadvantaged	26	11.5%	23.1%	42.3%	23.1%	31	3.2%	35.5%	35.5%	25.8%	32	3.1%	46.9%	28.1%	21.9%
English Learners	22	0.0%	45.5%	45.5%	9.1%	21	4.8%	52.4%	38.1%	4.8%	<20	*	*	*	*
Students with Disabilities	23	4.3%	39.1%	17.4%	39.1%	39	5.1%	35.9%	33.3%	25.6%	40	7.5%	22.5%	40.0%	30.0%

MATHEMATICS

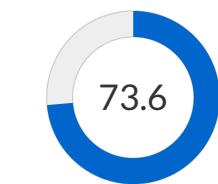
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 6-8 State	183,362	5.3%	28.6%	30.6%	35.5%	181,022	5.9%	29.7%	31.1%	33.3%	178,282	20.1%	32.4%	26.3%	21.3%
All Students	330	19.4%	43.3%	26.4%	10.9%	319	15.4%	45.8%	30.7%	8.2%	323	45.8%	38.4%	10.5%	5.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	29	34.5%	41.4%	17.2%	6.9%	26	30.8%	30.8%	30.8%	7.7%	23	60.9%	30.4%	4.3%	4.3%
Black or African American	25	0.0%	24.0%	36.0%	40.0%	22	0.0%	31.8%	40.9%	27.3%	21	19.0%	33.3%	23.8%	23.8%
Hispanic or Latino	22	9.1%	45.5%	36.4%	9.1%	20	0.0%	55.0%	35.0%	10.0%	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	234	20.9%	44.4%	26.1%	8.5%	230	15.7%	49.6%	28.7%	6.1%	245	47.3%	39.6%	9.4%	3.7%
Two or More Races	<20	*	*	*	*	21	23.8%	28.6%	38.1%	9.5%	20	40.0%	40.0%	15.0%	5.0%
Economically Disadvantaged	26	7.7%	11.5%	38.5%	42.3%	31	3.2%	19.4%	38.7%	38.7%	32	12.5%	34.4%	28.1%	25.0%
English Learners	22	13.6%	27.3%	50.0%	9.1%	21	14.3%	28.6%	47.6%	9.5%	<20	*	*	*	*
Students with Disabilities	22	13.6%	36.4%	18.2%	31.8%	39	12.8%	20.5%	43.6%	23.1%	40	20.0%	17.5%	32.5%	30.0%



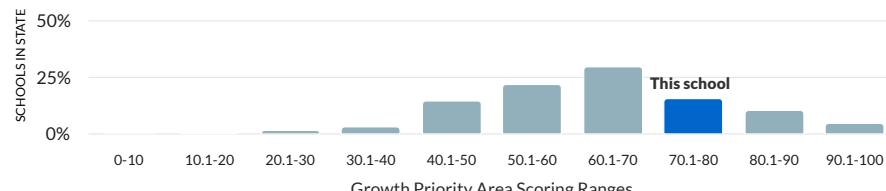
GROWTH

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 75.7% of 6-8 schools in the state.



English Language Arts Score: 66.0

Mathematics Score: 81.2

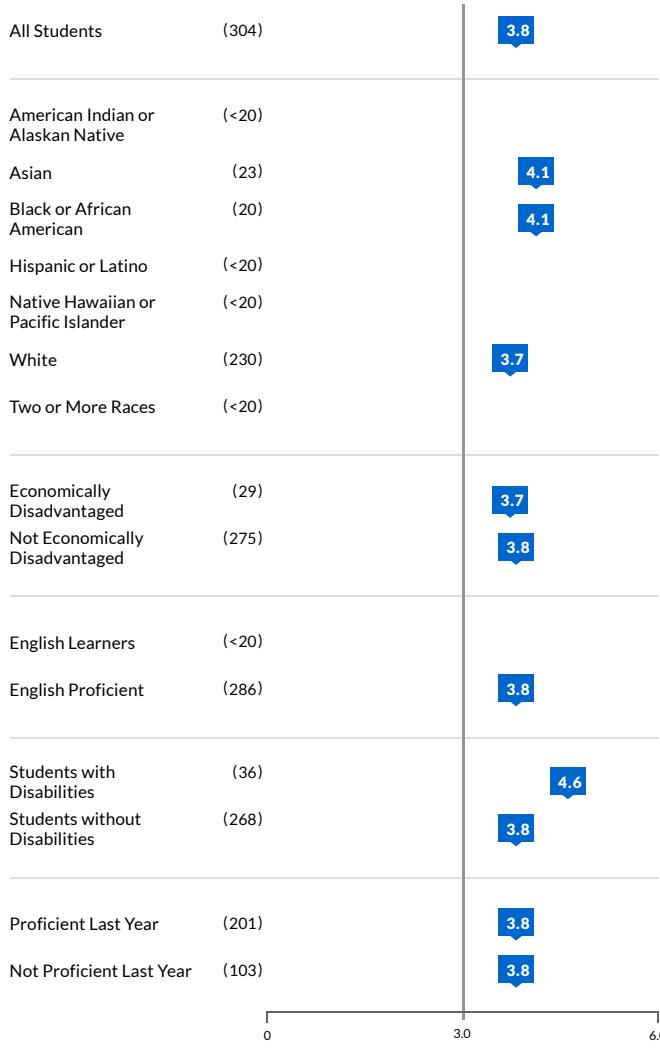
Student Group Value-Added (for information only)

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





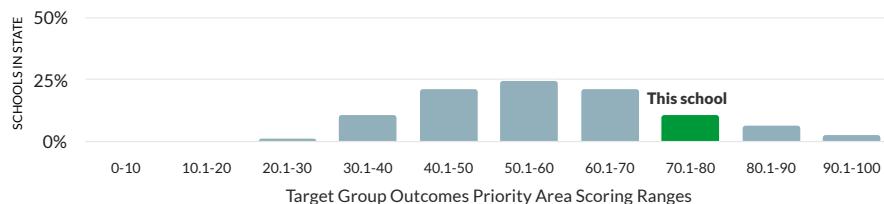
TARGET GROUP OUTCOMES

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 86.3% of 6-8 schools in the state.

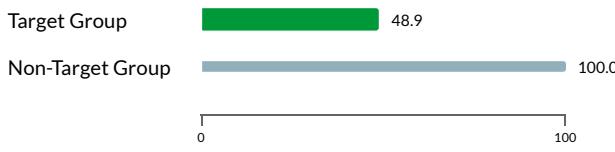


Component Scores

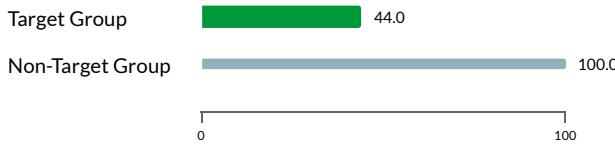
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

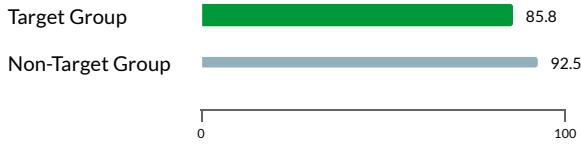


Mathematics



CHRONIC ABSENTEEISM

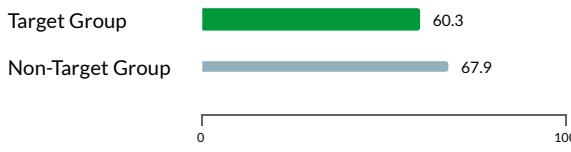
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



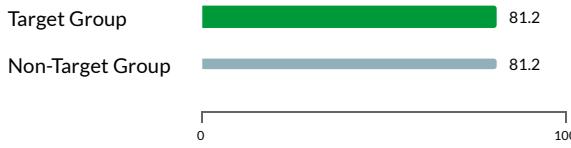
GROWTH

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

English Language Arts



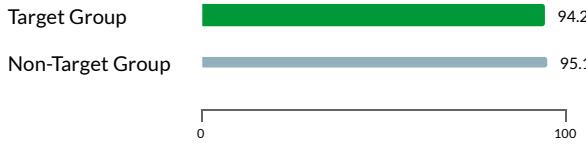
Mathematics



ATTENDANCE

Score: 94.2

This score is the overall attendance rate for the target group in 2022-23.

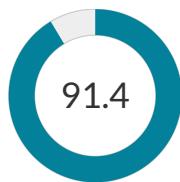




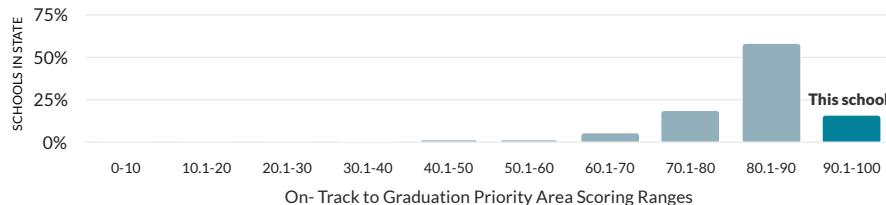
ON-TRACK TO GRADUATION

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 89.2% of 6-8 schools in the state.

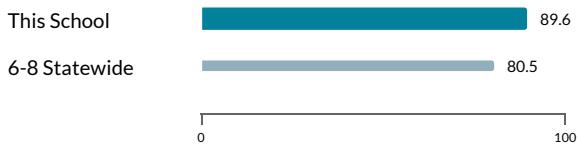


Component Scores

CHRONIC ABSENTEEISM

Score: 89.6

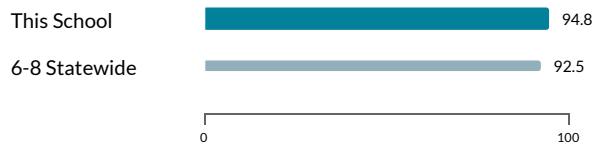
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.8

This score is the overall attendance rate for the school in 2022-23.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

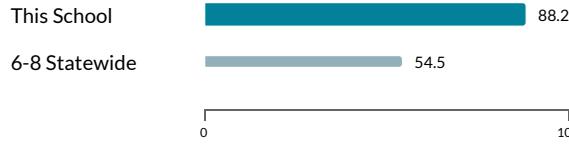
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 88.2

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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,151	16.6%	190,134	22.5%	187,109	19.0%
All Students	370	6.5%	341	17.0%	326	7.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	34	2.9%	31	6.5%	27	3.7%
Black or African American	25	24.0%	26	19.2%	22	13.6%
Hispanic or Latino	32	9.4%	23	21.7%	20	10.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	259	5.0%	239	16.3%	235	7.7%
Two or More Races	<20	*	21	28.6%	22	4.5%
Economically Disadvantaged	31	12.9%	28	32.1%	32	12.5%
English Learners	29	0.0%	25	4.0%	22	4.5%
Students with Disabilities	22	9.1%	25	36.0%	43	14.0%

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.

This school does not have a 12th grade