



OVERVIEW

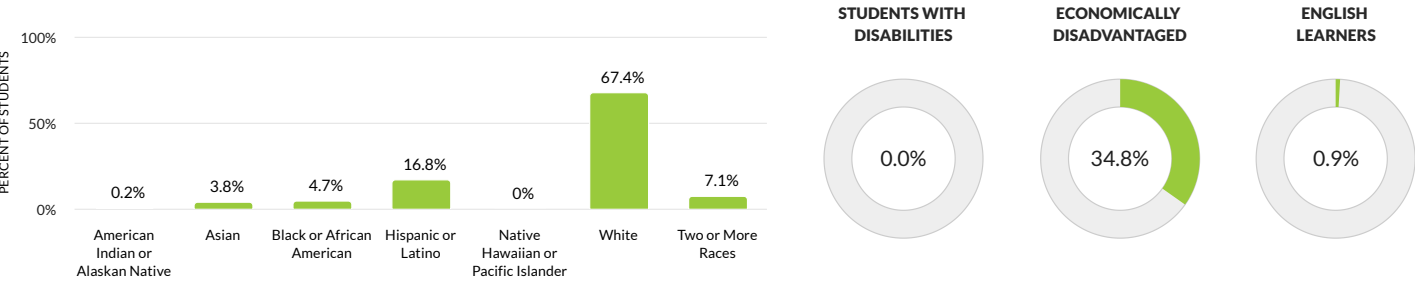
School Details

Grades : 9-12  
Enrollment : 423  
Percent Choice : 63%

Shoreland Lutheran High School is ranked among the best high schools in Wisconsin. In an annual parent survey, over 95% of parents agree that Shoreland has caring teachers in the classroom, provides a high quality education in a safe and caring environment, and that Shoreland is focused on teaching the truths of God's Word.

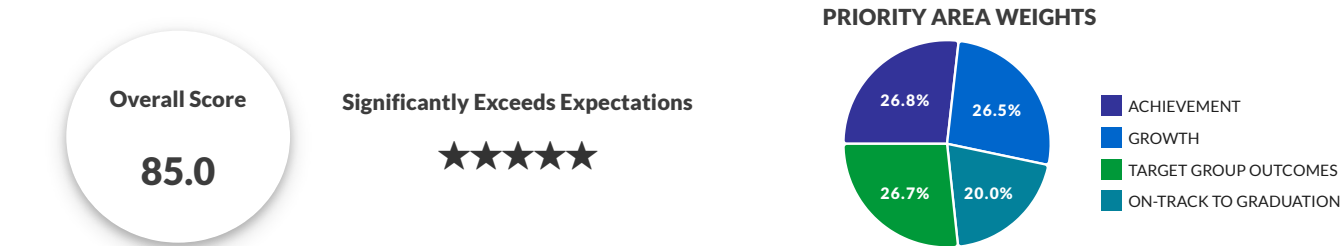
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



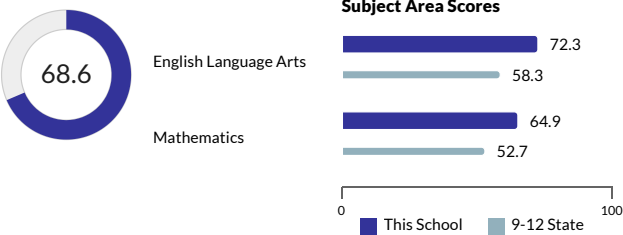
Score Summary

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>.

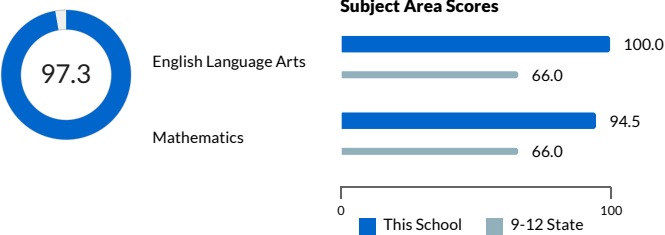


Priority Area Scores

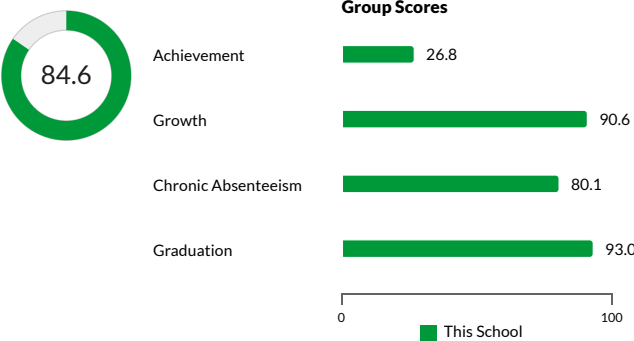
ACHIEVEMENT



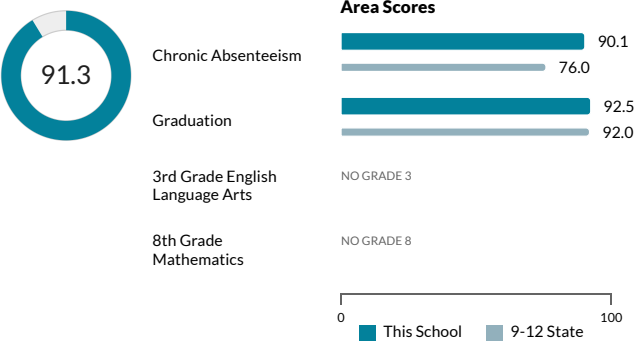
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

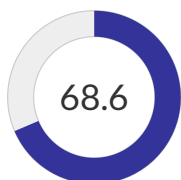




## ACHIEVEMENT

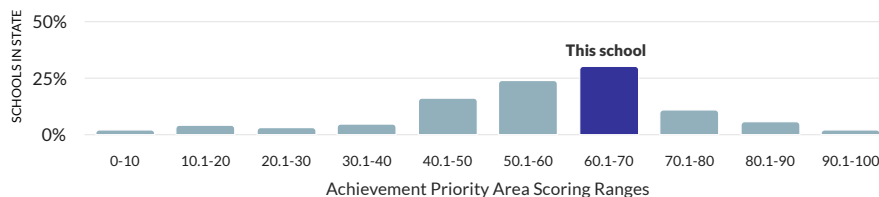
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 72.3  
Mathematics Score: 64.9

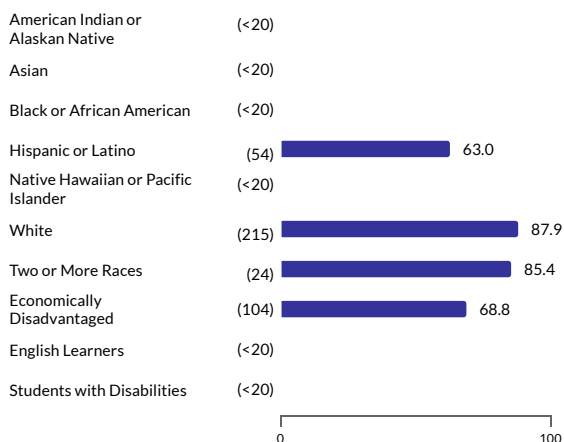
■ This school's score was the same or higher than 79.1% of 9-12 schools in the state.



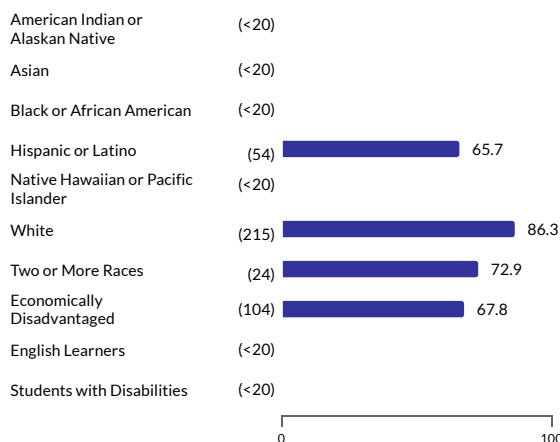
## Student Group Achievement, 2023-24 (for information only)

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



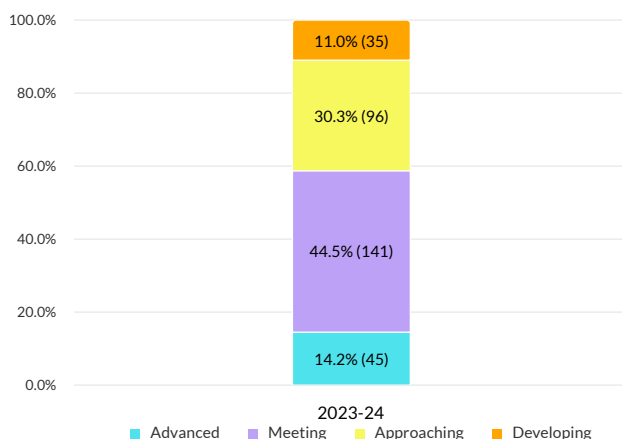
### MATHEMATICS



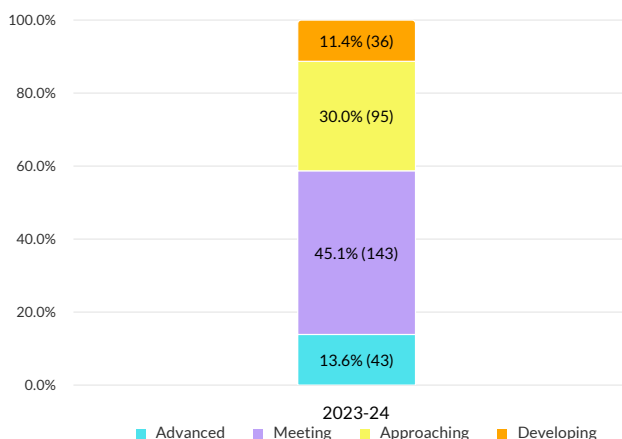
## Performance Levels by Year

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: Two or More Races
97.6%	96.0%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
97.6%	96.0%

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				
	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	263	9.5%	41.4%	33.8%	15.2%	285	10.5%	40.0%	33.7%	15.8%	317	14.2%	44.5%	30.3%	11.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	47	4.3%	34.0%	40.4%	21.3%	46	2.2%	28.3%	43.5%	26.1%	54	7.4%	31.5%	40.7%	20.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	181	11.0%	46.4%	32.0%	10.5%	191	12.6%	49.7%	26.7%	11.0%	215	16.7%	50.7%	24.2%	8.4%
Two or More Races	<20	*	*	*	*	23	13.0%	13.0%	56.5%	17.4%	24	16.7%	41.7%	37.5%	4.2%
Economically Disadvantaged	58	8.6%	29.3%	34.5%	27.6%	69	7.2%	34.8%	36.2%	21.7%	104	9.6%	34.6%	39.4%	16.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

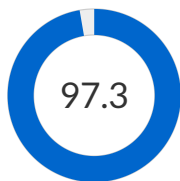
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	264	12.5%	30.7%	28.8%	28.0%	285	11.9%	30.2%	33.7%	24.2%	317	13.6%	45.1%	30.0%	11.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	48	4.2%	16.7%	31.3%	47.9%	46	8.7%	17.4%	28.3%	45.7%	54	9.3%	31.5%	40.7%	18.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	181	14.9%	35.4%	28.2%	21.5%	191	12.0%	35.1%	35.1%	17.8%	215	14.4%	51.6%	26.0%	7.9%
Two or More Races	<20	*	*	*	*	23	8.7%	30.4%	39.1%	21.7%	24	12.5%	37.5%	33.3%	16.7%
Economically Disadvantaged	59	6.8%	22.0%	32.2%	39.0%	69	5.8%	26.1%	31.9%	36.2%	104	8.7%	34.6%	40.4%	16.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



## GROWTH

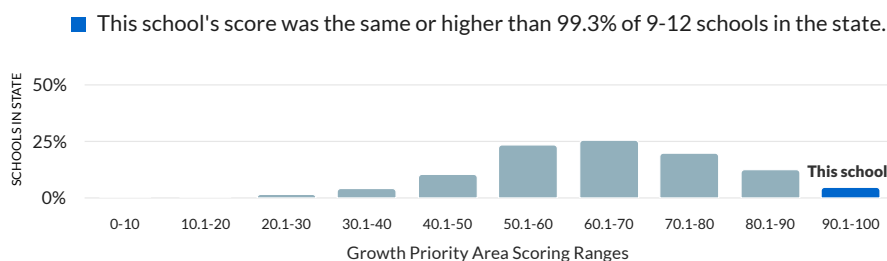
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 100.0

Mathematics Score: 94.5



### 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	(283)	5.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(49)	5.5
Native Hawaiian or Pacific Islander	(<20)	
White	(190)	5.5
Two or More Races	(22)	5.4
Economically Disadvantaged	(99)	5.7
Not Economically Disadvantaged	(184)	5.4
English Learners	(<20)	
English Proficient	(269)	5.5
Students with Disabilities	(<20)	
Students without Disabilities	(283)	5.5
Proficient Last Year	(130)	5.4
Not Proficient Last Year	(153)	5.6

#### MATHEMATICS

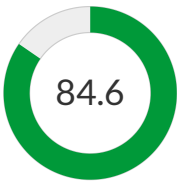
All Students	(283)	4.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(49)	4.7
Native Hawaiian or Pacific Islander	(<20)	
White	(190)	4.4
Two or More Races	(22)	4.7
Economically Disadvantaged	(99)	4.8
Not Economically Disadvantaged	(184)	4.3
English Learners	(<20)	
English Proficient	(269)	4.5
Students with Disabilities	(<20)	
Students without Disabilities	(283)	4.5
Proficient Last Year	(114)	4.7
Not Proficient Last Year	(169)	4.2



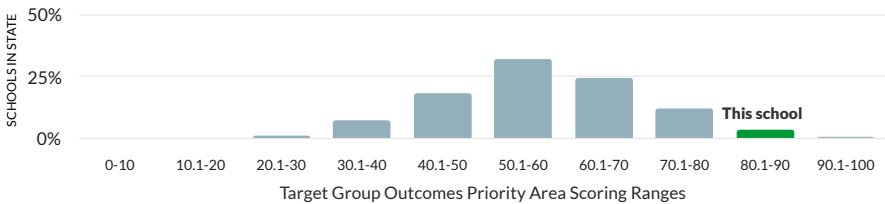
TARGET GROUP OUTCOMES

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 97.8% of 9-12 schools in the state.



Component Scores

**ACHIEVEMENT**

Score: 26.8

Average points-based proficiency rates.

**English Language Arts**

Target Group

29.6

Non-Target Group

89.2

**Mathematics**

Target Group

23.9

Non-Target Group

80.7

**GROWTH**

Score: 90.6

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

**English Language Arts**

Target Group

100.0

Non-Target Group

100.0

**Mathematics**

Target Group

81.2

Non-Target Group

98.3

**CHRONIC ABSENTEEISM**

Score: 80.1

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.

Target Group

80.1

Non-Target Group

93.7

**GRADUATION**

Score: 93.0

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

Target Group

93.0

Non-Target Group

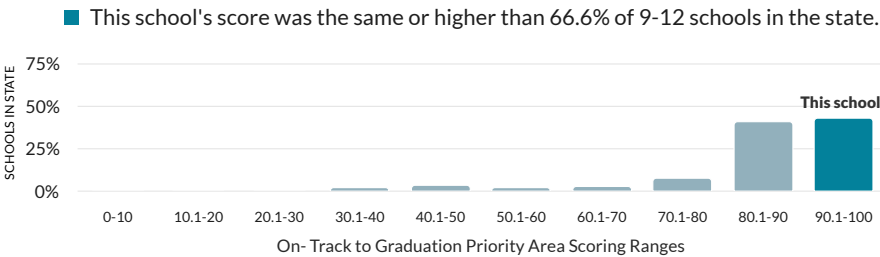
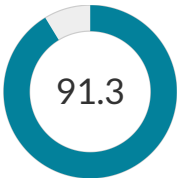
98.1



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: 90.1

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.

This School 90.1

9-12 Statewide 76.0

**GRADUATION** Score: 92.5

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

This School 92.5

9-12 Statewide 92.0

**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	355	5.4%	351	12.8%	372	10.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	20	5.0%	<20	*	<20	*
Black or African American	20	30.0%	<20	*	<20	*
Hispanic or Latino	64	9.4%	65	23.1%	64	20.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	237	2.5%	239	8.4%	251	7.6%
Two or More Races	<20	*	20	25.0%	28	7.1%
Economically Disadvantaged	59	5.1%	79	25.3%	90	22.2%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

### 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	77	71	92.2%	82	76	92.7%
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	57	54	94.7%	62	60	96.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
201 West Washington Avenue  
Madison, WI 53703  
[dpi.wi.gov](https://dpi.wi.gov)



WISCONSIN DEPARTMENT OF  
**Public Instruction**

November 2024

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