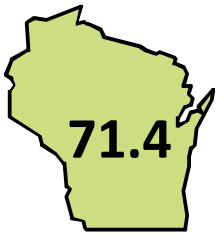
Chilton

District Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	**69.0**	**100**	**66.1**	**100**
Reading Achievement	32.1	50	29.7	50
Mathematics Achievement	37.0	50	36.5	50
Student Growth	**59.0**	**100**	**60.6**	**100**
Reading Growth	30.1	50	29.9	50
Mathematics Growth	28.9	50	30.7	50
Closing Gaps	**68.9**	**100**	**66.8**	**100**
Reading Achievement Gaps	17.1	25	16.8	25
Mathematics Achievement Gaps	13.6	25	16.3	25
Graduation Rate Gaps	38.2	50	33.7	50
On-Track and Postsecondary Readiness	**88.5**	**100**	**84.9**	**100**
Graduation Rate	37.3	40	35.8	40
Attendance Rate	38.3	40	37.1	40
3rd Grade Reading Achievement	3.3	5	2.8	5
8th Grade Mathematics Achievement	3.9	5	3.5	5
ACT Participation and Performance	5.7	10	5.7	10

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

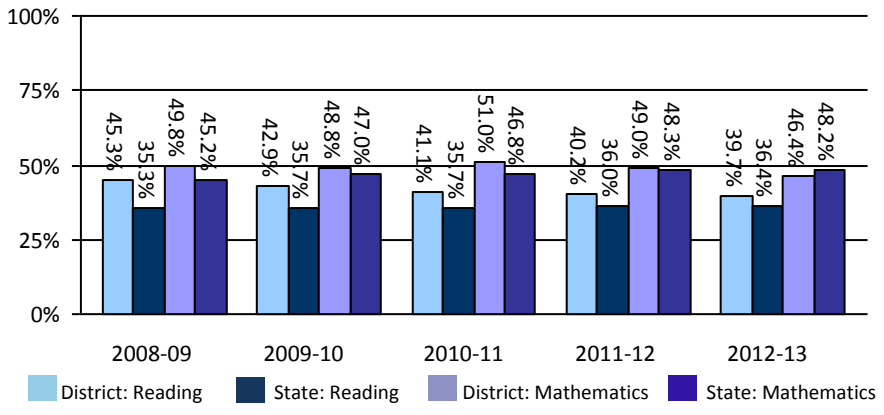
District Information

Grades	K4-12
Locale	Town
Enrollment	1,195
Race/Ethnicity	
American Indian or Alaska Native	0.4%
Asian or Pacific Islander	0.8%
Black not Hispanic	1.5%
Hispanic	6.9%
White not Hispanic	90.4%
Student Groups	
Students with Disabilities	13.6%
Economically Disadvantaged	33.6%
Limited English Proficient	4.8%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability .

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card | 2012-13 | Notes

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the district, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- **Student Growth** describes how much student knowledge of reading and mathematics in the district changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- **Closing Gaps** shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the district. It recognizes the importance of having all students improve, while focusing on the need to close gaps by lifting lower-performing groups. Specific race/ethnicity groups, students with disabilities, economically disadvantaged students, and English language learners are compared against their complementary groups at the state level.
- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate, as applicable to the district. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the district.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify districts contributing the most to lowering Wisconsin's overall performance in the areas below.

- **Test Participation Rate:** Every district has a goal of 95 percent participation in the Wisconsin Student Assessment System (WSAS). The district's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95 percent, but at least 85 percent, five points are deducted from the district's overall score; if this rate is less than 85 percent, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1 percent of the time. If the absenteeism rate in the district is 13 percent or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all districts is to have a dropout rate of less than six percent. A district not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

Notes on this District Report Card

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, districts are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: http://winss.dpi.wi.gov/ .
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a district that does not graduate students will have NA listed for graduation results.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: http://acct.dpi.wi.gov/acct_accountability.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this district's score or rating.
- In the future, the District Report Card will be web-based and will allow readers to click on features for more supplementary data.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | School Performance

School Performance

Supplemental Data

School performance is provided for informational purposes only and is not used to determine district accountability scores.

Summary of Overall Accountability Ratings for Schools in the District

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	0	0.0%
Meets Expectations	3	100.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%
Not Rated	0	0.0%

Summary of Priority Area Scores for Schools in the District

Includes Only Schools Receiving a Rating

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	69.1	70.9	71.9	100
Student Achievement	67.4	69.8	72.0	100
Student Growth	58.1	59.7	61.3	100
Closing Gaps	57.0	62.2	66.0	100
On-Track and Postsecondary Readiness	86.0	89.3	92.7	100

Summary of Student Engagement Indicator Deductions for Schools in the District

Includes Only Schools Receiving a Rating

Number of Deductions	Number of Schools	Percent of Schools
Zero	3	100.0%
One	0	0.0%
Two	0	0.0%
Three	0	0.0%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Mobility

District Mobility

Supplemental Data

Mobility information is provided for informational purposes only and is not used to determine district accountability scores.

District Mobility

There are four types of mobility: new school, closed school, within district, and new to district. Within district mobile students are those who are enrolled for a full academic year in the district but not in one school.

Group	Total Enrollment	Non-Mobile Students	Mobile Students		New School (Current Year)		Closed School (Prior Year)		Within District Mobile (Not New or Closed School)		New to District	
	Count	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
All Students	1133	1020	113	10.0%	0	0.0%	0	0.0%	1	0.1%	112	9.9%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	75	62	13	17.3%	0	0.0%	0	0.0%	1	1.3%	12	16.0%
White not Hispanic	1028	938	90	8.8%	0	0.0%	0	0.0%	0	0.0%	90	8.8%
Students with Disabilities	160	149	11	6.9%	0	0.0%	0	0.0%	0	0.0%	11	6.9%
Economically Disadvantaged	382	317	65	17.0%	0	0.0%	0	0.0%	1	0.3%	64	16.8%
Limited English Proficient	58	46	12	20.7%	0	0.0%	0	0.0%	1	1.7%	11	19.0%

Percent Proficient and Advanced for Mobile and Non-Mobile Students

Group	Non-Mobile Students		Mobile Students		New School (Current Year)		Closed School (Prior Year)		Within District Mobile (Not New or Closed School)		New to District	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
All Students	39.5%	46.4%	36.3%	31.3%	NA	NA	NA	NA	100.0%	0.0%	35.4%	31.6%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	27.3%	18.2%	11.1%	11.1%	NA	NA	NA	NA	100.0%	0.0%	0.0%	12.5%
White not Hispanic	40.2%	48.7%	38.5%	33.8%	NA	NA	NA	NA	NA	NA	38.5%	33.8%
Students with Disabilities	14.9%	23.9%	12.5%	25.0%	NA	NA	NA	NA	NA	NA	12.5%	25.0%
Economically Disadvantaged	24.6%	34.7%	25.0%	18.2%	NA	NA	NA	NA	100.0%	0.0%	23.3%	18.6%
Limited English Proficient	8.3%	4.2%	25.0%	25.0%	NA	NA	NA	NA	100.0%	0.0%	14.3%	28.6%

Student Achievement

What is the purpose of this Priority Area?
The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the district compares against state and national standards.

What is being measured?
This measure is a composite of reading and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a district's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?
Beyond a district-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this district against the state average and to see if the data reveal any short-term trends. Districts can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall district performance. They can identify particular groups of students who are having trouble or doing well.

What goes into the calculation of the Priority Area score?
The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: http://acct.dpi.wi.gov/acct_accountability.

Is the Priority Area score calculated for all students, for subgroups, or both?
The Student Achievement score is based on the "all students" group, not student subgroups.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Student Achievement

Student Achievement — Total Score: 69.0/100

Reading Achievement Score: 32.1/50

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	28	5.1%	42	23	4.3%	34.5	24	4.6%	36
Proficient	1.0	197	36.0%	197	193	35.9%	193	184	35.1%	184
Basic	0.5	233	42.6%	116.5	222	41.3%	111	235	44.8%	117.5
Minimal Performance	0.0	89	16.3%	0	99	18.4%	0	81	15.5%	0
Total Tested	-	547	100.0%	355.5	537	100.0%	338.5	524	100.0%	337.5

Mathematics Achievement Score: 37.0/50

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	41	7.5%	61.5	50	9.3%	75	38	7.3%	57
Proficient	1.0	238	43.5%	238	213	39.7%	213	205	39.1%	205
Basic	0.5	229	41.9%	114.5	230	42.8%	115	228	43.5%	114
Minimal Performance	0.0	39	7.1%	0	44	8.2%	0	53	10.1%	0
Total Tested	-	547	100.0%	414	537	100.0%	403	524	100.0%	376

Notes

- Details on student achievement calculations can be found at http://acct.dpi.wi.gov/acct_accountability.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the district.
- This report shows student performance in mathematics and reading in English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the Priority Area.
- Performance levels have been retroactively adjusted to align WKCE (but not WAA-SwD) results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2012-13 | Student Achievement

Student Achievement

Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability system.

Reading Supplemental Data

Group	2010-11					2011-12					2012-13				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	430,114	5.4%	30.3%	39.4%	24.9%	428,535	6.0%	30.0%	37.8%	26.1%	429,981	5.6%	30.8%	39.1%	24.5%
All Students: District	547	5.1%	36.0%	42.6%	16.3%	537	4.3%	35.9%	41.3%	18.4%	524	4.6%	35.1%	44.8%	15.5%
American Indian or Alaska Native	2	*	*	*	*	3	*	*	*	*	5	*	*	*	*
Asian or Pacific Islander	2	*	*	*	*	2	*	*	*	*	3	*	*	*	*
Black not Hispanic	2	*	*	*	*	5	*	*	*	*	5	*	*	*	*
Hispanic	27	3.7%	18.5%	25.9%	51.9%	31	3.2%	22.6%	25.8%	48.4%	35	5.7%	22.9%	31.4%	40.0%
White not Hispanic	514	5.3%	37.2%	43.4%	14.2%	496	4.4%	36.5%	42.5%	16.5%	476	4.6%	35.9%	46.0%	13.4%
Students with Disabilities	75	2.7%	16.0%	38.7%	42.7%	79	2.5%	21.5%	39.2%	36.7%	64	1.6%	14.1%	48.4%	35.9%
Economically Disadvantaged	155	4.5%	20.6%	49.0%	25.8%	152	3.9%	27.0%	38.2%	30.9%	147	4.1%	20.4%	53.1%	22.4%
Limited English Proficient	20	0.0%	15.0%	20.0%	65.0%	27	3.7%	11.1%	29.6%	55.6%	25	0.0%	12.0%	32.0%	56.0%

Mathematics Supplemental Data

Group	2010-11					2011-12					2012-13				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	431,119	10.2%	36.6%	37.0%	16.2%	429,492	10.8%	37.5%	35.9%	15.7%	430,405	11.2%	37.1%	36.0%	15.8%
All Students: District	547	7.5%	43.5%	41.9%	7.1%	537	9.3%	39.7%	42.8%	8.2%	524	7.3%	39.1%	43.5%	10.1%
American Indian or Alaska Native	2	*	*	*	*	3	*	*	*	*	5	*	*	*	*
Asian or Pacific Islander	2	*	*	*	*	2	*	*	*	*	3	*	*	*	*
Black not Hispanic	2	*	*	*	*	5	*	*	*	*	5	*	*	*	*
Hispanic	27	0.0%	37.0%	44.4%	18.5%	31	3.2%	35.5%	38.7%	22.6%	35	2.9%	14.3%	60.0%	22.9%
White not Hispanic	514	8.0%	44.0%	41.8%	6.2%	496	9.7%	39.9%	43.1%	7.3%	476	7.8%	41.4%	41.8%	9.0%
Students with Disabilities	75	2.7%	26.7%	52.0%	18.7%	79	2.5%	26.6%	49.4%	21.5%	64	3.1%	17.2%	56.3%	23.4%
Economically Disadvantaged	155	6.5%	32.3%	48.4%	12.9%	152	8.6%	33.6%	44.1%	13.8%	147	6.8%	25.2%	51.0%	17.0%
Limited English Proficient	20	0.0%	20.0%	55.0%	25.0%	27	3.7%	29.6%	40.7%	25.9%	25	0.0%	4.0%	68.0%	28.0%

Notes

- Performance levels have been retroactively adjusted to align WKCE (not WAA-SwD) results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Student Growth

Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance. Student Growth treats all improvement, regardless of a student's starting point, as a positive.

What is being measured?

This measure is based on a point system that rewards districts for students' progress toward higher performance levels from wherever they started. The point system also deducts points for students regressing toward performance below the proficient level.

The measure most rewards districts showing rapid upward movement and having many students who are progressing. Also, the measure rewards districts that are already doing well and are maintaining the high performance of their students.

What can the data tell us?

Measuring growth is an important complement to student achievement when assessing district performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a district's performance in Student Achievement could be quite different than its performance in Student Growth.

The report card also provides Student Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall district growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See http://acct.dpi.wi.gov/acct_accountability.

Is the Priority Area score calculated for all students, for student groups, or both?

The Student Growth score is based on the "all students" group, not student subgroups.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Student Growth

Student Growth

Total Score: 59.0/100

Growing Toward a Higher Level:
The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students contribute to a higher Student Growth score. Students maintaining the advanced level also result in a higher score.

Declining Below Proficient:
The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score.

Notes:
- Details on student growth calculations can be found at http://acct.dpi.wi.gov/acct_accountability.
- Student Growth is calculated separately for reading and mathematics.
- Student Growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examinations (WKCE) in two consecutive years.
- Student Growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE reading and mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels.

Reading Growth Score: 30.1/50

Reading Growth Score is based on the students tested in consecutive grades in fall 2011 and fall 2012.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	74	39	**26**	**8**	**1**
	20.2%	10.7%	**7.1%**	**2.2%**	**0.3%**
Basic	149	24	81	**41**	**3**
	40.7%	6.6%	22.1%	**11.2%**	**0.8%**
Proficient	125	*1*	*32*	86	**6**
	34.2%	*0.3%*	*8.7%*	23.5%	**1.6%**
Advanced	18	*0*	*0*	10	8
	4.9%	*0.0%*	*0.0%*	2.7%	2.2%

Mathematics Growth Score: 28.9/50

Mathematics Growth Score is based on the students tested in consecutive grades in fall 2011 and fall 2012.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	27	10	**14**	**3**	**0**
	7.4%	2.7%	**3.8%**	**0.8%**	**0.0%**
Basic	174	17	120	**33**	**4**
	47.5%	4.6%	32.8%	**9.0%**	**1.1%**
Proficient	140	*1*	*33*	83	**23**
	38.3%	*0.3%*	*9.0%*	22.7%	**6.3%**
Advanced	25	*0*	*1*	12	12
	6.8%	*0.0%*	*0.3%*	3.3%	3.3%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Student Growth

Student Growth

Supplemental Data

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system.

	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
Group	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State	287,836	**67,890**	**23.6%**	*23,656*	*8.2%*	288,462	**62,704**	**21.7%**	*24,157*	*8.4%*
All Students: District	366	**85**	**23.2%**	*33*	*9.0%*	366	**77**	**21.0%**	*35*	*9.6%*
American Indian or Alaska Native	3	*	*	*	*	3	*	*	*	*
Asian or Pacific Islander	3	*	*	*	*	3	*	*	*	*
Black not Hispanic	5	*	*	*	*	5	*	*	*	*
Hispanic	24	**8**	**33.3%**	*1*	*4.2%*	24	**7**	**29.2%**	*6*	*25.0%*
White not Hispanic	331	**76**	**23.0%**	*32*	*9.7%*	331	**69**	**20.8%**	*28*	*8.5%*
Students with Disabilities	42	**5**	**11.9%**	*3*	*7.1%*	42	**4**	**9.5%**	*7*	*16.7%*
Economically Disadvantaged	105	**22**	**21.0%**	*13*	*12.4%*	105	**19**	**18.1%**	*18*	*17.1%*
Limited English Proficient	18	*	*	*	*	18	*	*	*	*

Notes

- Data in this table are based on students tested in consecutive grades in fall2011 and fall 2012.
- "Growing Toward Higher Level" means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on this page and page seven.
- "Declining Below Proficient" means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on this page and page seven.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward a higher level or declining below proficient are not shown.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that corresponds to the statewide goal of having all students improve, while narrowing the achievement and graduation gaps that may separate groups of students. This measure encourages district performance that lifts the performance of traditionally lagging student groups that will result in closing gaps.

What is being measured?

The growth in the proficiency rate of low-income students, English language learners, and students with disabilities are compared against the growth in the state rate for each comparison group. A supergroup (a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students) is used where applicable so that more districts with small group sizes are included in the accountability system. Black students, Hispanic students, Asian or Pacific Islander students, and American Indian or Alaska Native students are compared to White students.

Districts get credit for raising test scores and graduation rates for target groups. That is, districts are awarded points based on their contribution to the closing of statewide gaps. All progress for target groups is rewarded, regardless of how much the gap was reduced. The calculation does not reward gap-closing that is due to the declining performance of leading groups.

What can the data tell us?

This Priority Area shows whether the district is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: http://acct.dpi.wi.gov/acct_accountability.

Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Closing Gaps

Closing Gaps

Total Score: 68.9/100

Closing Achievement Gaps - Reading | Score: 17.1/25

District Target Group Rates							State Comparison Group Rates				Gap in Rates			
	Students Tested			Change in Point-Based Proficiency Rate				Change in Point-Based Proficiency Rate						Change Score
	2010-11	2011-12	2012-13	2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13		2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13	2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13	
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	White not Hispanic	0.7%	-0.1%	0.9%	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Hispanic	27	31	35	-3.0%	3.3%	6.8%					-3.7%	3.4%	5.9%	0.029
Students with Disabilities	75	79	64	-1.3%	5.6%	-4.3%	Students without Disabilities	0.6%	-0.2%	0.8%	-1.9%	5.8%	-5.1%	-0.002
Economically Disadvantaged	155	152	147	-0.2%	0.1%	1.1%	Not Economically Disadvantaged	0.9%	0.2%	0.7%	-1.1%	-0.1%	0.4%	-0.002
Limited English Proficient	20	27	25	NA	6.5%	-3.5%	English Proficient	0.6%	-0.1%	1.0%	NA	6.6%	-4.5%	0.002
"All 3" Supergroup	NA	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 13.6/25

District Target Group Rates							State Comparison Group Rates				Gap in Rates			
	Students Tested			Change in Point-Based Proficiency Rate				Change in Point-Based Proficiency Rate						Change Score
	2010-11	2011-12	2012-13	2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13		2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13	2009-10 to 2010-11	2010-11 to 2011-12	2011-12 to 2012-13	
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	White not Hispanic	0.4%	1.4%	0.4%	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Hispanic	27	31	35	7.3%	0.4%	-11.1%					6.9%	-1.0%	-11.5%	-0.039
Students with Disabilities	75	79	64	7.3%	-1.6%	-5.1%	Students without Disabilities	0.1%	1.2%	0.2%	7.2%	-2.8%	-5.3%	-0.009
Economically Disadvantaged	155	152	147	7.1%	2.3%	-7.5%	Not Economically Disadvantaged	0.9%	1.5%	0.6%	6.2%	0.8%	-8.1%	-0.012
Limited English Proficient	20	27	25	NA	8.1%	-17.6%	English Proficient	0.2%	1.3%	0.3%	NA	6.8%	-17.9%	-0.075
"All 3" Supergroup	NA	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on closing gaps calculations can be found at http://acct.dpi.wi.gov/acct_accountability.
- See “About Supergroups” on page 13 for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Closing Gaps

Closing Gaps

Total Score: 68.9/100

Closing Graduation Gaps | Score: 38.2/50

District Target Group Rates							State Comparison Group Rates				Gap in Rates			
	Enrollment			Change in Graduation Rate				Change in Graduation Rate						
	2009-10	2010-11	2011-12	2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12		2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12	2008-09 to 2009-10	2009-10 to 2010-11	2010-11 to 2011-12	Change Score
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA					NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	37	25	30	NA	7.0%	13.3%	Not in "All 3" Supergroup	NA	1.1%	0.8%	NA	5.9%	12.5%	0.101
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA

Notes - This Page and Prior Page

- Details on Closing Gaps calculations can be found at http://acct.dpi.wi.gov/acct_accountability.
- Closing Graduation Gaps is based on the four-year cohort graduation rate only. Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rates when two years of six-year graduation rate data become available.
- Closing Graduation Gaps is based on graduation data from prior years because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- For 2012-13, Closing Graduation Gaps is based on only two years of Change in Point-Based Proficiency Rate because only three years of graduation data are available. For 2013-14 and beyond Closing Graduation Gaps will be based on three years of Change in Point-Based Proficiency Rate.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.
- Point-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- Point-based proficiency rates for each year are not presented here due to space limitations. Only changes in point-based proficiency rates are presented.
- If the group’s average rate is 0.9 or higher, the change score is adjusted to be equal to the highest change score observed for that subgroup at any district in the state, indicated by an exclamation point in the Change Score column. See link above for details.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- “All 3” Supergroup: students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- “SwD-ECD” Supergroup: students with disabilities and/or economically disadvantaged students.
- “SwD-LEP” Supergroup: students with disabilities and/or limited English proficient students.
- “ECD-LEP” Supergroup: economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a district had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the “SwD-ECD” supergroup would be used to evaluate Closing Gaps. Students are not double counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

What is being measured?

This Priority Area has two parts. The first part includes both graduation rate and attendance rate. The second is a set of measures that include third-grade reading achievement, eighth- grade mathematics achievement, and ACT participation and performance, as applicable to the district. The scores for these two parts are added to produce the Priority Area score.

What can the data tell us?

Graduation rates measure a key education milestone. Attendance rate is an important prerequisite for student learning.

Third-grade reading ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for districts to monitor.

The ACT exam is a widely used and trusted measure of readiness for college coursework. ACT results can help districts understand how well they are preparing students for credit-bearing coursework in college.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: http://acct.dpi.wi.gov/acct_accountability.

Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, ACT Participation and Performance, Third-Grade Reading Achievement, and Eighth-Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 88.5/100

2011-12 Attendance Score: 38.3/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,119	186,920.5	193,706.0	96.5%
Lowest Group: Economically Disadvantaged	361	56,326.0	59,316.0	95.0%

2011-12 Graduation Score: 37.3/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	86	81	94.2%	122	113	92.6%

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaska Native	0	*	*	1	*	*
Asian or Pacific Islander	2	*	*	1	*	*
Black not Hispanic	1	*	*	1	*	*
Hispanic	2	*	*	2	*	*
White not Hispanic	81	77	95.1%	117	110	94.0%
Students with Disabilities	17	*	*	13	*	*
Economically Disadvantaged	18	*	*	25	22	88.0%
Limited English Proficient	1	*	*	1	*	*

2011-12 ACT Participation and Performance Score: 5.7/10

Group	Enrolled	Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders	83	48	57.8%	28	58.3%	38	79.2%	26	54.2%	17	35.4%

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://acct.dpi.wi.gov/acct_accountability .
- Only districts with a 12th grade will earn an ACT Participation and Performance score.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 88.5/100

2012-13 3rd Grade Reading Achievement Score: 3.3/ 5

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	4	6.2%	6	5	7.4%	7.5	7	10.8%	10.5
Proficient	1	30	46.2%	30	21	30.9%	21	20	30.8%	20
Basic	0.5	23	35.4%	11.5	26	38.2%	13	25	38.5%	12.5
Minimal Performance	0	8	12.3%	0	16	23.5%	0	13	20.0%	0
Total Tested	-	65	100.0%	47.5	68	100.0%	41.5	65	100.0%	43

2012-13 8th Grade Mathematics Achievement Score: 3.9/ 5

Performance Level	Points Multiplier	2010-11			2011-12			2012-13		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	4	5.1%	6	14	15.4%	21	6	8.6%	9
Proficient	1	35	44.3%	35	43	47.3%	43	29	41.4%	29
Basic	0.5	29	36.7%	14.5	26	28.6%	13	29	41.4%	14.5
Minimal Performance	0	11	13.9%	0	8	8.8%	0	6	8.6%	0
Total Tested	-	79	100.0%	55.5	91	100.0%	77	70	100.0%	52.5

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://acct.dpi.wi.gov/acct_accountability .
- 3rd Grade Reading and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area except that if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the Priority Area.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2012-13 | Student Engagement Indicators

Student Engagement Indicators — Goals Met: 3/3

Both one-year and three-year rates are considered for Test Participation, Absenteeism, and Dropout rates. if either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year District Rate	Three-Year District Rate	Points Deducted
Test Participation Lowest Group Rate	95% or Greater	97.5%	99.2%	0
Absenteeism Rate	Less than 13%	1.5%	1.5%	0
Dropout Rate	Less than 6%	0.6%	1.2%	0

Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine whether the district met the Test Participation Rate goal. For a district to meet the participation goal, it must meet either the current-year goal or the three-year goal. To meet the one-year goal, each subgroup must have a one-year participation rate of at least 95% in both mathematics and reading. To meet the three-year goal, each subgroup must have a three-year participation rate of at least 95% in both mathematics and reading. Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met.

Group	Test Participation Rate								Absenteeism Rate				Dropout Rate			
	One Year				Three Year				One Year		Three Year		One Year		Three Year	
	Reading Students	Reading Rate	Mathematics Students	Mathematics	Reading Students	Reading Rate	Mathematics Students	Mathematics Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	6	*	20	5.0%	4	*	10	*
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	7	*	17	*	6	*	14	*
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	13	*	42	9.5%	5	*	18	*
Hispanic	43	100.0%	43	100.0%	123	100.0%	123	100.0%	74	2.7%	194	1.5%	22	0.0%	58	3.4%
White not Hispanic	540	99.6%	540	99.6%	1623	99.7%	1623	99.8%	993	0.9%	3110	1.3%	493	0.4%	1597	1.1%
Students with Disabilities	79	97.5%	79	97.5%	241	99.2%	241	99.2%	151	2.6%	481	4.4%	70	1.4%	226	3.1%
Economically Disadvantaged	190	99.5%	190	99.5%	542	99.4%	542	99.6%	341	3.2%	996	3.6%	134	2.2%	408	2.7%
Limited English Proficient	32	100.0%	32	100.0%	94	100.0%	94	100.0%	50	4.0%	129	2.3%	10	*	30	3.3%

Notes

- Details on Student Engagement Indicator calculations can be found at http://acct.dpi.wi.gov/acct_accountability .
- All districts are expected to meet Student Engagement Indicator goals in these three areas. The overall accountability score is reduced by five points if Absenteeism Rate and Dropout Rate goals are not met. The overall accountability score is reduced by five points if the Test Participation Rate (for lowest group) is below 95%, and reduced by 10 points if below 85%.
- Test Participation Rate (for lowest group) is rounded to the nearest whole number before comparison with the goal. Absenteeism Rate and the Dropout Rate are not rounded.
- Test Participation Rate is based on both the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Assessment Trends

District Results: Wisconsin Student Assessment System

The data below are provided for informational purposes only and are not used to calculate a district's Accountability Score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities) results.

Performance levels have been retroactively adjusted to align WKCE reading and mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Counts and percents of students scoring at each performance level will not agree with results reported prior to 2011-12.

Reading

Grade	2008-09		2009-10		2010-11		2011-12		2012-13	
	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced
3	68	50.0%	86	44.2%	65	52.3%	68	38.2%	65	41.5%
4	59	47.5%	77	33.8%	84	42.9%	65	55.4%	71	33.8%
5	82	46.3%	62	37.1%	77	27.3%	86	34.9%	66	36.4%
6	64	28.1%	79	50.6%	63	46.0%	81	33.3%	84	40.5%
7	70	48.6%	63	34.9%	84	41.7%	58	36.2%	81	30.9%
8	89	53.9%	88	47.7%	79	43.0%	91	38.5%	70	58.6%
10	98	40.8%	88	47.7%	95	37.9%	88	46.6%	87	37.9%

Mathematics

Grade	2008-09		2009-10		2010-11		2011-12		2012-13	
	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced
3	68	51.5%	86	58.1%	65	52.3%	68	58.8%	65	55.4%
4	59	42.4%	77	40.3%	84	51.2%	65	49.2%	71	49.3%
5	82	56.1%	62	45.2%	77	31.2%	86	41.9%	66	47.0%
6	64	34.4%	79	45.6%	63	55.6%	81	29.6%	84	44.0%
7	70	42.9%	63	41.3%	84	58.3%	58	50.0%	81	32.1%
8	89	65.2%	88	59.1%	79	49.4%	91	62.6%	70	50.0%
10	98	49.0%	88	47.7%	95	57.9%	88	51.1%	87	49.4%

State Results: National Assessment of Educational Progress 2011

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools nationwide. These data are provided for informational purposes only and are not used to calculate a district's Accountability Score.

Group	4th Grade Percent Proficient and Advanced		8th Grade Percent Proficient and Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin	47%	34%	41%	34%
Nation	40%	32%	34%	32%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2012-13 | Annual Measurable Objectives

Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) for all students and student groups for reading proficiency, mathematics proficiency, high school graduation rate, and attendance rate. The data below are provided for informational purposes and are not used to calculate a district's Accountability Score.

Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2012-13			2011-12 and 2012-13 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	524	208	39.7%	1061	424	40.0%	40.3%	Yes-CI
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	35	10	28.6%	66	18	27.3%	28.0%	Yes
White not Hispanic	476	193	40.5%	972	396	40.7%	44.4%	No
Students with Disabilities	64	10	15.6%	143	29	20.3%	25.8%	Yes-CI
Economically Disadvantaged	147	36	24.5%	299	83	27.8%	29.8%	Yes-CI
Limited English Proficient	25	3	12.0%	52	7	13.5%	23.0%	No

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2012-13			2011-12 and 2012-13 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	524	243	46.4%	1061	506	47.7%	52.9%	No
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	35	6	17.1%	66	18	27.2%	39.9%	No
White not Hispanic	476	234	49.2%	972	480	49.4%	57.5%	No
Students with Disabilities	64	13	20.3%	143	36	25.2%	35.6%	No
Economically Disadvantaged	147	47	32.0%	299	111	37.1%	41.4%	Yes-CI
Limited English Proficient	25	1	4.0%	52	10	19.2%	37.8%	No

Notes

- Under Met Target, "Yes-CI" stands for Yes - Confidence Interval, meaning the group met its AMO target within a 95 percent confidence interval.
- Two-year average is only calculated when both years meet group size requirement.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

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Annual Measurable Objectives

Attendance Rate

Group	2011-12						AMO Target	Met Target
	Enrollment	Attended Days	Possible Days	Rate	Improvement	Improvement Target		
All Students	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	Not applicable - attendance target for All Students group only.		
Asian or Pacific Islander	NA	NA	NA	NA	NA			
Black not Hispanic	NA	NA	NA	NA	NA			
Hispanic	NA	NA	NA	NA	NA			
White not Hispanic	NA	NA	NA	NA	NA			
Students with Disabilities	NA	NA	NA	NA	NA			
Economically Disadvantaged	NA	NA	NA	NA	NA			
Limited English Proficient	NA	NA	NA	NA	NA			

Graduation Rate

Group	Four-Year Cohort Rate								Six-Year Cohort Rate			Met Target
	2011-12			2010-11 and 2011-12 Average			Improvement		2011-12			
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	
All Students	86	81	94.2%	191	178	93.2%	1.8%	NA	122	113	92.6%	Yes
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White not Hispanic	81	77	95.1%	183	171	93.4%	2.9%	NA	117	110	94.0%	Yes
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA	25	22	88.0%	Yes
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- The graduation rate target for the All Students group and each student group is 85 percent. The attendance rate target for the All Students group is 85 percent.
- The Graduation Rate Annual Measurable Objective (AMO) is based on three goals: 1) Four-year cohort graduation rate goal (most recent year or average of two most recent years); 2) Four-year cohort graduation rate improvement goal; and 3) Six-year cohort graduation rate goal. If any one of these goals is met, then the AMO is met.
- The Attendance Rate AMO is only applied when the Graduation Rate AMO is not applicable.
- NA indicates that the student group is too small to receive an AMO determination.
- For more information about Annual Measurable Objectives see:http://oea.dpi.wi.gov/oea_amo.