Chilton

District Report Card | 2013-14 | 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	**69.4/100**		**66.4/100**	
Reading Achievement	32.4/50		29.8/50	
Mathematics Achievement	37.0/50		36.7/50	
Student Growth	**62.1/100**		**62.4/100**	
Reading Growth	30.3/50		31.5/50	
Mathematics Growth	31.8/50		30.9/50	
Closing Gaps	**66.3/100**		**66.3/100**	
Reading Achievement Gaps	14.8/25		17.0/25	
Mathematics Achievement Gaps	14.0/25		16.3/25	
Graduation Rate Gaps	37.5/50		33.0/50	
On-Track and Postsecondary Readiness	**90.7/100**		**85.3/100**	
Graduation Rate	38.7/40		36.0/40	
Attendance Rate	38.1/40		37.2/40	
3rd Grade Reading Achievement	3.5/5		2.8/5	
8th Grade Mathematics Achievement	3.7/5		3.5/5	
ACT Participation and Performance	6.7/10		5.8/10	

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

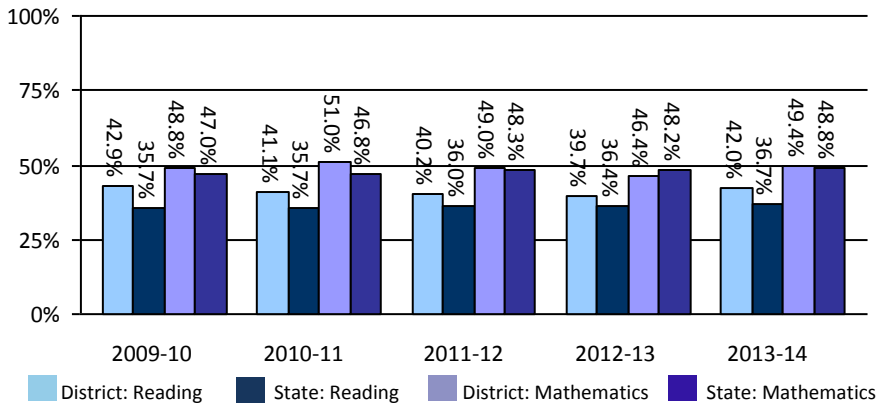
District Information

Grades	K4-12
Locale	Town
Enrollment	1,170
Race/Ethnicity	
American Indian or Alaska Native	0.5%
Asian or Pacific Islander	0.7%
Black not Hispanic	1.8%
Hispanic	9.2%
White not Hispanic	87.8%
Student Groups	
Students with Disabilities	14.4%
Economically Disadvantaged	30.8%
Limited English Proficient	6.8%

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://reportcards.dpi.wi.gov/ .

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card | 2013-14 | 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 school 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** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **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% 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%, but at least 85%, five points are deducted from the district's overall score; if this rate is less than 85%, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% 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 6%. 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://wisedash.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://reportcards.dpi.wi.gov/.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this district's score or rating.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2013-14 | School Performance

School Performance

Supplemental Data

School performance is provided for informational purposes only and is not used to determine district accountability scores. The performance of all students in the district, including those in alternate accountability schools, is combined to determine the district accountability score and rating.

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	2	66.7%
Meets Expectations	1	33.3%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%
Alternate Accountability - Satisfactory Progress	0	0.0%
Alternate Accountability - Needs Improvement	0	0.0%

Summary of Priority Area Scores for Schools in the District

Does not include Alternate Accountability schools

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	68.8	73.4	78.0	100
Student Achievement	66.1	71.4	74.2	100
Student Growth	60.3	64.0	67.6	100
Closing Gaps	57.6	64.2	73.7	100
On-Track and Postsecondary Readiness	90.1	90.7	91.2	100

Summary of Student Engagement Indicator Deductions for Schools in the District

Does not include Alternate Accountability schools

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 | 2013-14 | 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	1,097	1,015	82	7.5%	0	0.0%	0	0.0%	2	0.2%	80	7.3%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	100	79	21	21.0%	0	0.0%	0	0.0%	0	0.0%	21	21.0%
White not Hispanic	968	916	52	5.4%	0	0.0%	0	0.0%	2	0.2%	50	5.2%
Students with Disabilities	151	137	14	9.3%	0	0.0%	0	0.0%	0	0.0%	14	9.3%
Economically Disadvantaged	343	299	44	12.8%	0	0.0%	0	0.0%	0	0.0%	44	12.8%
Limited English Proficient	77	59	18	23.4%	0	0.0%	0	0.0%	0	0.0%	18	23.4%

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	43.1%	50.7%	22.0%	36.6%	NA	NA	NA	NA	100.0%	100.0%	17.9%	33.3%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	21.6%	24.3%	0.0%	14.3%	NA	NA	NA	NA	NA	NA	0.0%	14.3%
White not Hispanic	44.4%	53.0%	37.5%	45.8%	NA	NA	NA	NA	100.0%	100.0%	31.8%	40.9%
Students with Disabilities	17.5%	28.6%	11.1%	22.2%	NA	NA	NA	NA	NA	NA	11.1%	22.2%
Economically Disadvantaged	28.7%	41.3%	8.7%	26.1%	NA	NA	NA	NA	NA	NA	8.7%	26.1%
Limited English Proficient	3.7%	14.8%	0.0%	9.1%	NA	NA	NA	NA	NA	NA	0.0%	9.1%

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://reportcards.dpi.wi.gov/.

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 | 2013-14 | Student Achievement

Student Achievement — Total Score: 69.4/100

Reading Achievement Score: 32.4/50

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	23	4.3%	34.5	24	4.6%	36	44	7.6%	66
Proficient	1.0	193	35.9%	193	184	35.1%	184	199	34.4%	199
Basic	0.5	222	41.3%	111	235	44.8%	117.5	237	40.9%	118.5
Minimal Performance	0.0	99	18.4%	0	81	15.5%	0	99	17.1%	0
Total Tested	-	537	100.0%	338.5	524	100.0%	337.5	579	100.0%	383.5

Mathematics Achievement Score: 37.0/50

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	50	9.3%	75	38	7.3%	57	64	11.1%	96
Proficient	1.0	213	39.7%	213	205	39.1%	205	222	38.3%	222
Basic	0.5	230	42.8%	115	228	43.5%	114	233	40.2%	116.5
Minimal Performance	0.0	44	8.2%	0	53	10.1%	0	60	10.4%	0
Total Tested	-	537	100.0%	403	524	100.0%	376	579	100.0%	434.5

Notes

- Details on student achievement calculations can be found at http://reportcards.dpi.wi.gov/.
- 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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2013-14 | 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	2011-12					2012-13					2013-14				
	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	394,217	6.1%	30.8%	38.0%	25.1%	393,841	5.7%	31.5%	39.2%	23.5%	394,176	6.4%	31.2%	37.7%	24.7%
All Students: District	537	4.3%	35.9%	41.3%	18.4%	524	4.6%	35.1%	44.8%	15.5%	579	7.6%	34.4%	40.9%	17.1%
American Indian or Alaska Native	3	*	*	*	*	5	*	*	*	*	5	*	*	*	*
Asian or Pacific Islander	2	*	*	*	*	3	*	*	*	*	3	*	*	*	*
Black not Hispanic	5	*	*	*	*	5	*	*	*	*	6	*	*	*	*
Hispanic	31	3.2%	22.6%	25.8%	48.4%	35	5.7%	22.9%	31.4%	40.0%	51	2.0%	13.7%	27.5%	56.9%
White not Hispanic	496	4.4%	36.5%	42.5%	16.5%	476	4.6%	35.9%	46.0%	13.4%	514	8.2%	36.8%	42.0%	13.0%
Students with Disabilities	79	2.5%	21.5%	39.2%	36.7%	64	1.6%	14.1%	48.4%	35.9%	70	2.9%	14.3%	41.4%	41.4%
Economically Disadvantaged	152	3.9%	27.0%	38.2%	30.9%	147	4.1%	20.4%	53.1%	22.4%	178	5.1%	21.9%	42.7%	30.3%
Limited English Proficient	27	3.7%	11.1%	29.6%	55.6%	25	0.0%	12.0%	32.0%	56.0%	37	2.7%	0.0%	27.0%	70.3%

Mathematics Supplemental Data

Group	2011-12					2012-13					2013-14				
	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	394,640	11.3%	38.4%	35.6%	14.7%	393,806	11.7%	38.0%	35.6%	14.7%	394,151	11.7%	38.5%	34.7%	15.1%
All Students: District	537	9.3%	39.7%	42.8%	8.2%	524	7.3%	39.1%	43.5%	10.1%	579	11.1%	38.3%	40.2%	10.4%
American Indian or Alaska Native	3	*	*	*	*	5	*	*	*	*	5	*	*	*	*
Asian or Pacific Islander	2	*	*	*	*	3	*	*	*	*	3	*	*	*	*
Black not Hispanic	5	*	*	*	*	5	*	*	*	*	6	*	*	*	*
Hispanic	31	3.2%	35.5%	38.7%	22.6%	35	2.9%	14.3%	60.0%	22.9%	51	0.0%	21.6%	51.0%	27.5%
White not Hispanic	496	9.7%	39.9%	43.1%	7.3%	476	7.8%	41.4%	41.8%	9.0%	514	12.5%	40.3%	39.3%	8.0%
Students with Disabilities	79	2.5%	26.6%	49.4%	21.5%	64	3.1%	17.2%	56.3%	23.4%	70	2.9%	25.7%	35.7%	35.7%
Economically Disadvantaged	152	8.6%	33.6%	44.1%	13.8%	147	6.8%	25.2%	51.0%	17.0%	178	3.9%	36.0%	42.1%	18.0%
Limited English Proficient	27	3.7%	29.6%	40.7%	25.9%	25	0.0%	4.0%	68.0%	28.0%	37	0.0%	13.5%	51.4%	35.1%

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.

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://reportcards.dpi.wi.gov/.

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 | 2013-14 | Student Growth

Student Growth

Total Score: 62.1/100

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://reportcards.dpi.wi.gov/.
- 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: 30.3/50

Reading Growth Score is based on the students tested in consecutive grades in fall 2012 and fall 2013.

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	70	38	**30**	**2**	**0**
	18.2%	9.9%	**7.8%**	**0.5%**	**0.0%**
Basic	174	18	109	**45**	**2**
	45.3%	4.7%	28.4%	**11.7%**	**0.5%**
Proficient	125	*1*	*29*	76	**19**
	32.6%	*0.3%*	*7.6%*	19.8%	**4.9%**
Advanced	15	*0*	*0*	10	5
	3.9%	*0.0%*	*0.0%*	2.6%	1.3%

Mathematics Growth Score: 31.8/50

Mathematics Growth Score is based on the students tested in consecutive grades in fall 2012 and fall 2013.

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	37	20	**14**	**3**	**0**
	9.6%	5.2%	**3.6%**	**0.8%**	**0.0%**
Basic	179	29	106	**37**	**7**
	46.6%	7.6%	27.6%	**9.6%**	**1.8%**
Proficient	142	*0*	*31*	78	**33**
	37.0%	*0.0%*	*8.1%*	20.3%	**8.6%**
Advanced	26	*0*	*0*	10	16
	6.8%	*0.0%*	*0.0%*	2.6%	4.2%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2013-14 | 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	274,342	**72,945**	**26.6%**	*21,289*	*7.8%*	274,661	**59,314**	**21.6%**	*23,647*	*8.6%*
All Students: District	384	**98**	**25.5%**	*30*	*7.8%*	384	**94**	**24.5%**	*31*	*8.1%*
American Indian or Alaska Native	2	*	*	*	*	2	*	*	*	*
Asian or Pacific Islander	3	*	*	*	*	3	*	*	*	*
Black not Hispanic	5	*	*	*	*	5	*	*	*	*
Hispanic	28	**8**	**28.6%**	*0*	*0.0%*	28	**9**	**32.1%**	*0*	*0.0%*
White not Hispanic	346	**86**	**24.9%**	*29*	*8.4%*	346	**83**	**24.0%**	*30*	*8.7%*
Students with Disabilities	39	**10**	**25.6%**	*2*	*5.1%*	39	**11**	**28.2%**	*3*	*7.7%*
Economically Disadvantaged	118	**33**	**28.0%**	*7*	*5.9%*	118	**31**	**26.3%**	*10*	*8.5%*
Limited English Proficient	22	**5**	**22.7%**	*0*	*0.0%*	22	**6**	**27.3%**	*0*	*0.0%*

Notes

- Data in this table are based on students tested in consecutive grades in fall 2012 and fall 2013.
- "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 nine.
- "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 nine.
- 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 | 2013-14 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.

What is being measured?

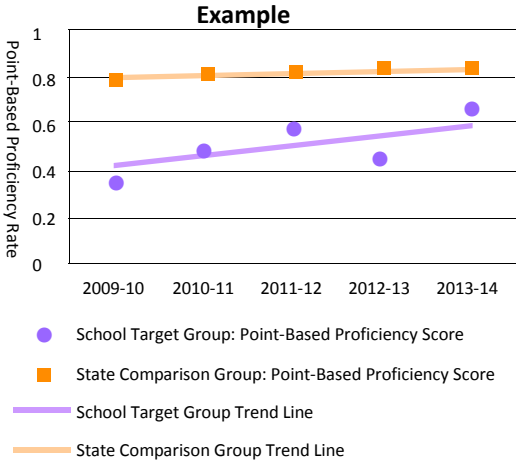
The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students. Supergroups allow more districts with small group sizes to be 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 statewide.

District Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates						Rate of Change		
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	District Target Group	State Comparison Group	Difference in Rate of Change
Example District Target Group	0.351	0.480	0.593	0.452	0.678	Example State Comparison Group	0.793	0.811	0.825	0.843	0.846	0.201	0.050	0.151

The above is an example of the type of tables that are shown for this school on the next page. Districts are awarded points for raising test scores and/or graduation rates of target groups.

The chart to the right demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in point-based proficiency.

If the target group's line (circles) is steeper than the comparison group's line, then the difference in rate of change (the rightmost column in the table) is higher. A large, positive difference in rate of change numbers indicates progress in closing gaps, resulting in a higher Closing Gaps score.



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. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: http://reportcards.dpi.wi.gov/ .

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 | 2013-14 | Closing Gaps

Closing Gaps

Total Score: 66.3/100

Closing Achievement Gaps - Reading | Score: 14.8/25

District Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates						Rate of Change		
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	0.642	0.649	0.648	0.657	0.658	NA	0.004	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Black not Hispanic	NA	NA	NA	NA	NA							NA		NA
Hispanic	0.400	0.370	0.403	0.471	0.304							-0.016		-0.020
Students with Disabilities	0.406	0.393	0.449	0.406	0.393	Students without Disabilities	0.622	0.628	0.626	0.634	0.634	-0.001	0.003	-0.004
Economically Disadvantaged	0.521	0.519	0.520	0.531	0.508	Not Economically Disadvantaged	0.687	0.696	0.698	0.705	0.710	-0.002	0.006	-0.008
Limited English Proficient	NA	0.250	0.315	0.280	0.176	English Proficient	0.595	0.601	0.600	0.610	0.609	-0.034	0.004	-0.038
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 14.0/25

District Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates						Rate of Change		
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	0.771	0.775	0.789	0.793	0.797	NA	0.007	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA							NA		NA
Black not Hispanic	NA	NA	NA	NA	NA							NA		NA
Hispanic	0.520	0.593	0.597	0.486	0.471							-0.024		-0.031
Students with Disabilities	0.494	0.567	0.551	0.500	0.479	Students without Disabilities	0.752	0.753	0.765	0.767	0.769	-0.008	0.005	-0.013
Economically Disadvantaged	0.590	0.661	0.684	0.609	0.629	Not Economically Disadvantaged	0.814	0.823	0.838	0.844	0.851	0.002	0.010	-0.008
Limited English Proficient	NA	0.475	0.556	0.380	0.392	English Proficient	0.718	0.720	0.733	0.736	0.738	-0.045	0.006	-0.051
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on closing gaps calculations can be found at http://reportcards.dpi.wi.gov/.
- See “Notes - This Page and Prior Page” on page 13 for further details.
- See “About Supergroups” on page 13 for a definition and descriptions of supergroups.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2013-14 | Closing Gaps

Closing Gaps

Total Score: 66.3/100

Closing Graduation Gaps | Score: 37.5/50

District Target Group Graduation Rates					State Comparison Group Graduation Rates					Rate of Change		
Group	2009-10 Graduation Rate	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	Group	2009-10 Graduation Rate	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaska Native	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA						NA		NA
Black not Hispanic	NA	NA	NA	NA						NA		NA
Hispanic	NA	NA	NA	NA						NA		NA
Students with Disabilities	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	0.730	0.800	0.933	0.870	Not in "All 3" Supergroup	0.929	0.940	0.948	0.950	0.060	0.007	0.053
“SwD-ECD” Supergroup	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	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://reportcards.dpi.wi.gov/ .
- 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 sufficient 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, 2013-14 report cards use 2010-11 through 2012-13 graduation data.
- 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.
- Count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group’s average point-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the highest rate of change observed for that group at any district in the state. This will be indicated on the report card by the symbol “!”. This is to ensure that districts with very high achievement are not penalized with low Closing Gaps scores for small increases in gaps.

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 economically disadvantaged and limited English proficient students.
- “SwD-ECD” Supergroup: students with disabilities and economically disadvantaged students.
- “SwD-LEP” Supergroup: students with disabilities and limited English proficient students.
- “ECD-LEP” Supergroup: economically disadvantaged and 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 represents 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://reportcards.dpi.wi.gov/

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 | 2013-14 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 90.7/100

2012-13 Attendance Score: 38.1/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,165	190,942.0	198,301.0	96.3%
Lowest Group: Students with Disabilities	160	24,821.0	26,330.0	94.3%

2012-13 Graduation Score: 38.7/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	102	99	97.1%	104	100	96.2%

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	3	*	*	0	*	*
Black not Hispanic	3	*	*	1	*	*
Hispanic	2	*	*	1	*	*
White not Hispanic	94	94	100.0%	101	97	96.0%
Students with Disabilities	10	*	*	10	*	*
Economically Disadvantaged	18	*	*	17	*	*
Limited English Proficient	1	*	*	1	*	*

2012-13 ACT Participation and Performance Score: 6.7/10

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	98	65	66.3%	36	55.4%	55	84.6%	45	69.2%	38	58.5%

Notes

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

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2013-14 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 90.7/100

2013-14 3rd Grade Reading Achievement Score: 3.5/ 5

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	5	7.4%	7.5	7	10.8%	10.5	8	11.8%	12
Proficient	1	21	30.9%	21	20	30.8%	20	31	45.6%	31
Basic	0.5	26	38.2%	13	25	38.5%	12.5	21	30.9%	10.5
Minimal Performance	0	16	23.5%	0	13	20.0%	0	8	11.8%	0
Total Tested	-	68	100.0%	41.5	65	100.0%	43	68	100.0%	53.5

2013-14 8th Grade Mathematics Achievement Score: 3.7/ 5

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	14	15.4%	21	6	8.6%	9	11	10.6%	16.5
Proficient	1	43	47.3%	43	29	41.4%	29	34	32.7%	34
Basic	0.5	26	28.6%	13	29	41.4%	14.5	41	39.4%	20.5
Minimal Performance	0	8	8.8%	0	6	8.6%	0	18	17.3%	0
Total Tested	-	91	100.0%	77	70	100.0%	52.5	104	100.0%	71

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://reportcards.dpi.wi.gov/.
- 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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2013-14 | 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	98.6%	98.7%	0
Absenteeism Rate	Less than 13%	2.3%	1.6%	0
Dropout Rate	Less than 6%	0.4%	0.8%	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 Rate	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	5	*	18	*	2	*	9	*
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	12	*	24	8.3%	7	*	18	*
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	16	*	43	18.6%	6	*	15	*
Hispanic	53	100.0%	53	100.0%	135	100.0%	135	100.0%	82	3.7%	223	2.7%	26	0.0%	69	0.0%
White not Hispanic	517	99.8%	517	99.8%	1,586	99.8%	1,586	99.8%	1,035	1.6%	3,075	1.2%	518	0.0%	1,545	0.6%
Students with Disabilities	71	98.6%	71	98.6%	235	98.7%	235	98.7%	155	5.2%	459	3.1%	73	0.0%	211	2.4%
Economically Disadvantaged	180	100.0%	180	100.0%	542	99.8%	542	99.8%	347	4.9%	1,015	3.6%	133	1.5%	401	2.5%
Limited English Proficient	38	100.0%	38	100.0%	102	100.0%	102	100.0%	63	1.6%	168	2.4%	17	*	46	0.0%

Notes

- Details on Student Engagement Indicator calculations can be found at http://reportcards.dpi.wi.gov/.
- 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 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

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District Report Card Detail | 2013-14 | 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.

Reading

Grade	2009-10		2010-11		2011-12		2012-13		2013-14	
	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	86	44.2%	65	52.3%	68	38.2%	65	41.5%	68	57.4%
4	77	33.8%	84	42.9%	65	55.4%	71	33.8%	77	40.3%
5	62	37.1%	77	27.3%	86	34.9%	66	36.4%	74	33.8%
6	79	50.6%	63	46.0%	81	33.3%	84	40.5%	67	38.8%
7	63	34.9%	84	41.7%	58	36.2%	81	30.9%	98	38.8%
8	88	47.7%	79	43.0%	91	38.5%	70	58.6%	104	31.7%
10	88	47.7%	95	37.9%	88	46.6%	87	37.9%	91	56.0%

Mathematics

Grade	2009-10		2010-11		2011-12		2012-13		2013-14	
	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	86	58.1%	65	52.3%	68	58.8%	65	55.4%	68	69.1%
4	77	40.3%	84	51.2%	65	49.2%	71	49.3%	77	53.2%
5	62	45.2%	77	31.2%	86	41.9%	66	47.0%	74	43.2%
6	79	45.6%	63	55.6%	81	29.6%	84	44.0%	67	41.8%
7	63	41.3%	84	58.3%	58	50.0%	81	32.1%	98	38.8%
8	88	59.1%	79	49.4%	91	62.6%	70	50.0%	104	43.3%
10	88	47.7%	95	57.9%	88	51.1%	87	49.4%	91	60.4%

State Results: National Assessment of Educational Progress 2013

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%	35%	40%	36%
Nation	41%	34%	34%	34%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2013-14 | 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
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	579	243	42.0%	1,103	451	40.9%	42.7%	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	51	8	15.7%	86	18	21.0%	33.5%	No
White not Hispanic	514	231	44.9%	990	424	42.8%	45.8%	Yes-CI
Students with Disabilities	70	12	17.1%	134	22	16.4%	31.8%	No
Economically Disadvantaged	178	48	27.0%	325	84	25.9%	34.8%	No
Limited English Proficient	37	1	2.7%	62	4	6.5%	29.7%	No

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	579	286	49.4%	1,103	529	48.0%	56.0%	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	51	11	21.6%	86	17	19.8%	46.2%	No
White not Hispanic	514	271	52.7%	990	505	51.0%	59.5%	No
Students with Disabilities	70	20	28.6%	134	33	24.6%	43.0%	No
Economically Disadvantaged	178	71	39.9%	325	118	36.3%	47.4%	No
Limited English Proficient	37	5	13.5%	62	6	9.7%	44.7%	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 the group size requirement.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

School Report Card Detail | 2013-14 | Annual Measurable Objectives

Annual Measurable Objectives

Attendance Rate

Group	2012-13					Improvement Target	AMO Goal	Met Goal
	Enrollment	Attended Days	Possible Days	Rate	Improvement			
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
	2012-13			2011-12 and 2012-13			Improvement		2012-13			2011-12 and 2012-13			Improvement		
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	
All Students	102	99	97.1%	188	180	95.7%	2.9%	NA	104	100	96.2%	226	213	94.2%	3.6%	NA	Yes
American Indian or Alaska Native	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	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	NA	NA	NA	NA	NA
White not Hispanic	94	94	100.0%	175	171	97.7%	4.9%	NA	101	97	96.0%	218	207	95.0%	2.0%	NA	Yes
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- The attendance rate goals for the All Students group are an attendance rate of at least 85% or at least 0.1% improvement. If either goal is met, then the AMO is met.
- The Graduation Rate Annual Measurable Objective (AMO) is based on four goals: 1) Four-year cohort graduation rate goal of 85% (most recent year or combination of two most recent years); 2) Four-year cohort graduation rate improvement target; and 3) Six-year cohort graduation rate goal of 85% (most recent year or combination of two most recent years); and 4) Six-year cohort graduation rate improvement target. 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/acct/amo.