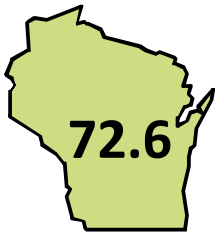
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card | 2016-17 | Summary

Overall Score



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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 ★☆☆☆☆

District Information

Grades	K4-12
Enrollment	1,198
Within District Mobility	0.0%
Between District Mobility	2.8%
Race/Ethnicity	
American Indian or Alaskan Native	0.3%
Asian	0.2%
Black or African American	0.8%
Hispanic/Latino	11.4%
Native Hawaiian or Other Pacific Islander	0.3%
White	85.8%
Two or More Races	1.3%
Student Groups	
Students with Disabilities	15.1%
Economically Disadvantaged	29.4%
Limited English Proficient	7.5%

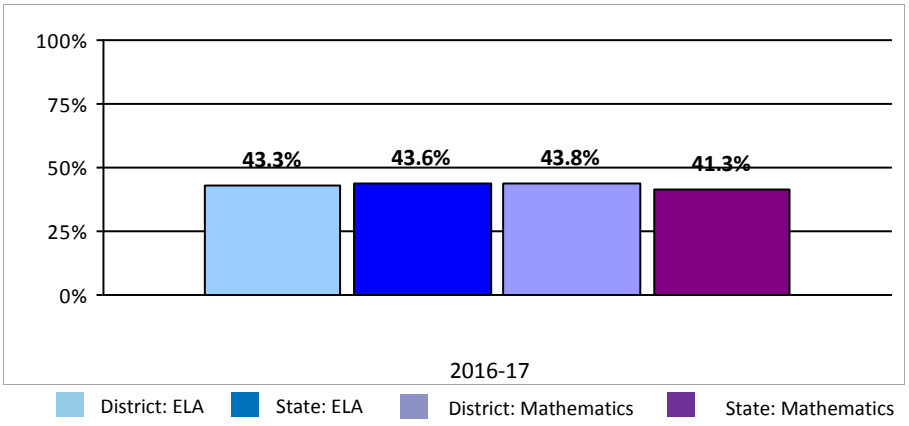
Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	**68.2**	**/100**	**66.7**	**/100**
English Language Arts (ELA) Achievement	33.8	/50	34.3	/50
Mathematics Achievement	34.4	/50	32.4	/50
District Growth	**67.0**	**/100**	**66.0**	**/100**
English Language Arts (ELA) Growth	33.0	/50	33.0	/50
Mathematics Growth	34.0	/50	33.0	/50
Closing Gaps	**65.4**	**/100**	**61.7**	**/100**
English Language Arts (ELA) Achievement Gaps	16.3	/25	17.3	/25
Mathematics Achievement Gaps	18.0	/25	16.8	/25
Graduation Rate Gaps	31.1	/50	27.6	/50
On-Track and Postsecondary Readiness	**89.5**	**/100**	**86.5**	**/100**
Graduation Rate	38.1	/40	36.4	/40
Attendance Rate	38.2	/40	37.1	/40
3rd Grade English Language Arts (ELA) Achievement	6.9	/10	7.0	/10
8th Grade Mathematics Achievement	6.3	/10	6.0	/10

Student Engagement Indicators	**Total Deductions: 0**
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

State proficiency is for all tested grades: 3-8 and 11



^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: http://dpi.wi.gov/accountability/report-cards

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card | 2016-17 | Notes

Rating Category Descriptions

- **Significantly Exceeds Expectations:** District greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Exceeds Expectations:** District exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Expectations:** District is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Few Expectations:** District is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Fails to Meet Expectations:** District is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

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 English language arts (ELA) and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- **District Growth** describes how much student knowledge of ELA and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- **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 ELA and eighth-grade mathematics achievement 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. Note that Test Participation is no longer a Student Engagement Indicator, so there is no longer a deduction when this rate falls below 95 percent. Test participation among subgroups is still reported on the Student Engagement Indicators page for informational purposes only and is not used in district scoring on the 2016-17 report cards.

- **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.

About the Data

- The data presented in this report card are for public and state accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of report cards. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2015-16 and 2016-17; Badger Exam, ACT and DLM in 2014-15; and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14 and before.
- Some supplemental data that are not used in 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://dpi.wi.gov/wisedash.
- 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, e.g., a district that does not graduate students will have NA listed for graduation results.
- The calculations used in this report card are described in the Technical Guide and Interpretive Guide: http://dpi.wi.gov/accountability/report-cards
- State comparison scores shown on page one are shown for context only. They are not used to determine this district's score or rating.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2016-17 | 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	1	33.3%
Meets Expectations	2	66.7%
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%
Alternate Accountability - No Score	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	70.8	72.6	76.0	100
Student Achievement	62.4	67.9	74.9	100
School Growth	66.0	68.4	70.8	100
Closing Gaps	61.1	65.4	67.7	100
On-Track and Postsecondary Readiness	89.6	92.0	95.3	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%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2016-17 | Student Achievement

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 ELA 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://dpi.wi.gov/accountability/report-cards.

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 | 2016-17 | Student Achievement

Student Achievement

Total Score: 68.2/100

English Language Arts Achievement Score: 33.8/50

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	101	17.3%	151.5	30	5.1%	45	37	6.2%	55.5
Proficient	1.0	198	34.0%	198	218	36.7%	218	220	37.0%	220
Basic	0.5	168	28.8%	84	238	40.1%	119	232	39.1%	116
Below Basic	0.0	116	19.9%	0	108	18.2%	0	105	17.7%	0
Total Tested	-	583	100.0%	433.5	594	100.0%	382	594	100.0%	391.5

Mathematics Achievement Score: 34.4/50

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	110	18.9%	165	41	6.9%	61.5	34	5.7%	51
Proficient	1.0	171	29.3%	171	235	39.6%	235	226	38.0%	226
Basic	0.5	196	33.6%	98	228	38.4%	114	213	35.9%	106.5
Below Basic	0.0	106	18.2%	0	90	15.2%	0	121	20.4%	0
Total Tested	-	583	100.0%	434	594	100.0%	410.5	594	100.0%	383.5

Notes

- Details on student achievement calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the district.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2016-17 | 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.

English Language Arts Supplemental Data

Group	2014-15					2015-16					2016-17				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	403,679	19.5%	33.2%	24.8%	22.4%	409,988	9.0%	34.7%	34.7%	21.6%	415,182	9.9%	35.0%	34.2%	20.9%
All Students: District	583	17.3%	34.0%	28.8%	19.9%	594	5.1%	36.7%	40.1%	18.2%	594	6.2%	37.0%	39.1%	17.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	52	7.7%	7.7%	44.2%	40.4%	61	1.6%	11.5%	52.5%	34.4%	64	0.0%	18.8%	53.1%	28.1%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	521	18.2%	36.9%	27.6%	17.3%	515	5.6%	40.0%	39.0%	15.3%	512	7.2%	39.3%	37.3%	16.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	66	10.6%	7.6%	27.3%	54.5%	76	1.3%	13.2%	39.5%	46.1%	95	0.0%	11.6%	28.4%	60.0%
Economically Disadvantaged	167	9.0%	24.6%	36.5%	29.9%	168	3.6%	24.4%	41.7%	30.4%	170	2.4%	26.5%	42.9%	28.2%
Limited English Proficient	38	2.6%	7.9%	42.1%	47.4%	44	0.0%	11.4%	45.5%	43.2%	50	0.0%	16.0%	54.0%	30.0%

Mathematics Supplemental Data

Group	2014-15					2015-16					2016-17				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	403,399	18.8%	26.0%	29.5%	25.7%	410,782	8.3%	34.3%	32.7%	24.7%	415,448	8.5%	34.4%	32.4%	24.7%
All Students: District	583	18.9%	29.3%	33.6%	18.2%	594	6.9%	39.6%	38.4%	15.2%	594	5.7%	38.0%	35.9%	20.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	52	5.8%	15.4%	38.5%	40.4%	61	0.0%	14.8%	54.1%	31.1%	64	1.6%	18.8%	39.1%	40.6%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	521	20.3%	30.7%	33.2%	15.7%	515	8.0%	42.5%	37.1%	12.4%	512	6.4%	40.4%	35.9%	17.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	66	7.6%	9.1%	25.8%	57.6%	76	1.3%	15.8%	36.8%	46.1%	95	1.1%	14.7%	22.1%	62.1%
Economically Disadvantaged	167	12.0%	19.2%	40.7%	28.1%	168	3.0%	25.6%	44.6%	26.8%	170	3.5%	26.5%	35.9%	34.1%
Limited English Proficient	38	2.6%	13.2%	36.8%	47.4%	44	0.0%	11.4%	50.0%	38.6%	50	0.0%	18.0%	36.0%	46.0%

District 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, District Growth focuses on the pace of improvement in students' performance.

What is being measured?

This measure describes how much student knowledge of English language arts and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar 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 District Growth.

The report card also provides District 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 page. 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://dpi.wi.gov/accountability/report-cards.

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

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

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2016-17 | District Growth

District Growth

Total Score: 67.0/100

These growth scores are derived from a value-added model. A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her district had high value added. That is, the value the district added to the student's growth was higher than predicted.

English Language Arts Growth Score: 33.0/50 **Mathematics Growth Score: 34.0/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	405	3.0	405	3.1

District Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the District Growth scores used in the accountability system. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	292,662	3.0	292,617	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	47	2.8	47	3.3
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	346	3.1	346	3.1
Two or More Races	<20	*	<20	*
Students with Disabilities	49	3.4	49	3.3
Economically Disadvantaged	115	3.1	115	3.1
Limited English Proficient	34	2.8	34	3.6

Notes

• Details on district growth calculations can be found at http://dpi.wi.gov/accountability/report-cards.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2016-17 | 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?

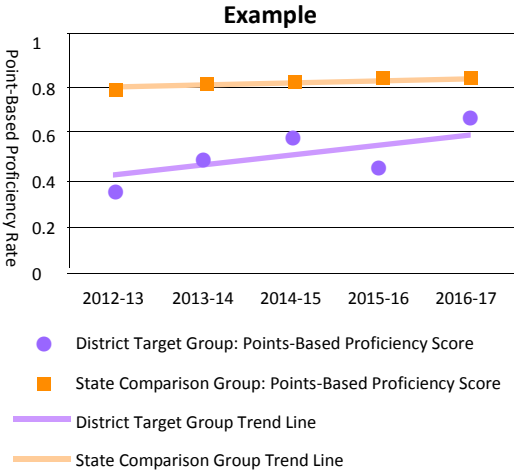
The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised 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. American Indian or Alaskan Native students, Asian students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students and two or more race students are compared to White students statewide.

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 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 district 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 points-based proficiency using an equal number of years of data.

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 larger. 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://dpi.wi.gov/accountability/report-cards.

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 | 2016-17 | Closing Gaps

Closing Gaps

Total Score: 65.4/100

Closing Achievement Gaps - English Language Arts | Score: 16.3/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.471	0.304	0.413	0.402	0.453		0.657	0.658	0.826	0.723	0.741	0.013	0.023	-0.010
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.406	0.391	0.371	0.349	0.258	Students without Disabilities	0.634	0.634	0.801	0.693	0.709	-0.036	0.021	-0.057
Economically Disadvantaged	0.531	0.508	0.563	0.506	0.515	Not Economically Disadvantaged	0.705	0.710	0.877	0.769	0.785	-0.003	0.022	-0.025
Limited English Proficient	0.280	0.167	0.329	0.341	0.430	English Proficient	0.610	0.609	0.767	0.662	0.675	0.053	0.018	0.035
“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: 18.0/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	Group	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.486	0.471	0.433	0.418	0.406		0.793	0.797	0.772	0.705	0.711	-0.021	-0.026	0.005
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.500	0.471	0.333	0.362	0.274	Students without Disabilities	0.767	0.768	0.735	0.663	0.668	-0.056	-0.030	-0.026
Economically Disadvantaged	0.609	0.629	0.575	0.524	0.497	Not Economically Disadvantaged	0.844	0.851	0.823	0.749	0.753	-0.034	-0.028	-0.006
Limited English Proficient	0.380	0.389	0.355	0.364	0.360	English Proficient	0.736	0.737	0.705	0.633	0.635	-0.006	-0.031	0.025
“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://dpi.wi.gov/accountability/report-cards.
- See notes on page 12 for further details about Closing Gaps.

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District Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: 65.4/100

Graduation Rate Gaps Score: 31.1/50

Closing Graduation Gaps - Four Year | Score: 11.4/25

District Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	0.933	0.870	0.906	0.958	0.758	Not in “All 3” Supergroup	0.951	0.953	0.960	0.961	0.957	-0.031	0.002	-0.033
“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 Graduation Gaps - Six Year| Score: 19.7/25

District Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	Group	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	District Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	0.829	0.875	0.906	0.920	0.967	Not in “All 3” Supergroup	0.953	0.960	0.964	0.969	0.972	0.033	0.005	0.084!
“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 See notes on page 12 for further details on Closing Gaps.

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District Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: 65.4/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- Closing Graduation Gaps is based on graduation data from prior years because 2016-17 data are not yet available. For graduation calculations, 2015-16 data is the most current.
- Points-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 points-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 or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available
- Beginning on 2016-17 report cards, each subgroup included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities subgroup, three years of data are included in the statewide comparison group trend for students without disabilities.

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, 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 includes third-grade English language arts achievement and eighth-grade mathematics achievement 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 English language arts 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.

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://dpi.wi.gov/accountability/report-cards.

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, Third-Grade English Language Arts 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.

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District Report Card Detail | 2016-17 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 89.5/100

2015-16 Attendance Score: 38.2/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,160	189,572.5	197,219.0	96.1%
Lowest Group: Students with Disabilities	161	25,341.0	26,719.0	94.8%

2015-16 Graduation Score: 38.1/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	99	91	91.9%	90	89	98.9%

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 Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	90	84	93.3%	88	87	98.9%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	25	19	76.0%	22	22	100.0%
Limited English Proficient	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- Due to data availability, Attendance and Graduation data are lagged by one year. For the 2016-17 report cards, On-Track and Postsecondary Readiness calculations use these data from the 2015-16 school year.

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District Report Card Detail | 2016-17 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 89.5/100

2016-17 3rd Grade English Language Arts Achievement Score: 6.9/10

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	18	22.8%	27	3	3.2%	4.5	7	10.6%	10.5
Proficient	1	21	26.6%	21	38	40.9%	38	22	33.3%	22
Basic	0.5	26	32.9%	13	31	33.3%	15.5	27	40.9%	13.5
Below Basic	0	14	17.7%	0	21	22.6%	0	10	15.2%	0
Total Tested	-	79	100%	61	93	100%	58	66	100%	46

2016-17 8th Grade Mathematics Achievement Score: 6.3/10

Performance Level	Points Multiplier	2014-15			2015-16			2016-17		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	17	17.2%	25.5	3	3.3%	4.5	4	4.7%	6
Proficient	1	20	20.2%	20	25	27.2%	25	36	41.9%	36
Basic	0.5	41	41.4%	20.5	49	53.3%	24.5	26	30.2%	13
Below Basic	0	21	21.2%	0	15	16.3%	0	20	23.3%	0
Total Tested	-	99	100%	66	92	100%	54	86	100%	55

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://dpi.wi.gov/accountability/report-cards .
- 3rd Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area. However, 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 larger numbers of students and more recent years contribute more to the score for the Priority Area.

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District Report Card Detail | 2016-17 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

Both one-year and three-year rates are considered for 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
Absenteeism Rate	Less than 13%	2.3%	1.9%	0
Dropout Rate	Less than 6%	0.5%	0.4%	0

Student Engagement Indicators and Test Participation Data

Group performance for Test Participation Rates, Absenteeism Rates and Dropout Rates is provided below for informational purposes only and is not used to determine whether these goals have been met. Test Participation data reflect the one-year test participation rates of subgroups. Note that there is no longer a score deduction associated with Test Participation on the 2016-17 Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate (Not Scored)			
	One Year		Three Year		One Year		Three Year					
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: District	1,147	2.3%	3,395	1.9%	561	0.5%	1,682	0.4%	618	99.7%	618	99.7%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	135	2.2%	352	2.3%	45	0.0%	128	1.6%	76	98.7%	76	98.7%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	979	2.1%	2,945	1.7%	507	0.6%	1,521	0.3%	523	99.8%	523	99.8%
Students with Disabilities	156	4.5%	476	4.4%	82	0.0%	242	0.8%	98	99.0%	98	99.0%
Economically Disadvantaged	351	4.6%	1,081	3.8%	124	1.6%	419	1.0%	185	100.0%	185	100.0%
Limited English Proficient	101	2.0%	258	1.9%	29	0.0%	75	1.3%	60	100.0%	60	100.0%

Notes

- Details on Student Engagement Indicator calculations can be found at http://dpi.wi.gov/accountability/report-cards.
- All districts are expected to meet Student Engagement Indicator goals for Absenteeism and Dropouts rates. The overall accountability score is reduced by five points if the Absenteeism Rate goal or Dropout Rate goal is not met.
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).