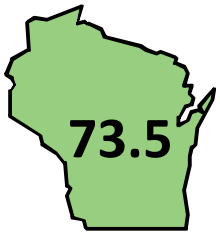
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card | 2017-18 | Summary

Overall Score



★★★★☆

Exceeds 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 ★☆☆☆☆

School Information

Grades	5-8
School Type	Middle School
Enrollment	357
Percent Open Enrollment	9.8%
Race/Ethnicity	
American Indian or Alaskan Native	0.3%
Asian	0.3%
Black or African American	2.0%
Hispanic/Latino	12.3%
Native Hawaiian or Other Pacific Islander	0.3%
White	84.6%
Two or More Races	0.3%
Student Groups	
Students with Disabilities	13.2%
Economically Disadvantaged	32.5%
English Learners	8.7%

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	**66.2/100**		**61.7/100**	
English Language Arts (ELA) Achievement	32.5/50		32.6/50	
Mathematics Achievement	33.7/50		29.1/50	
School Growth	**66.9/100**		**66.0/100**	
English Language Arts (ELA) Growth	28.2/50		33.0/50	
Mathematics Growth	38.7/50		33.0/50	
Closing Gaps	**72.4/100**		**69.8/100**	
English Language Arts (ELA) Achievement Gaps	36.2/50		34.8/50	
Mathematics Achievement Gaps	36.2/50		35.0/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**88.6/100**		**85.5/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.1/80		74.2/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	12.5/20		11.3/20	

Priority Area Weights	Percentage Weight
Student Achievement	26.7%
School Growth	23.3%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

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

Test Participation Information

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

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	100%	100%	100%	100%
Lowest Subgroup Rate: Hispanic	100%	100%	100%	100%

^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 its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card Detail | 2017-18 | Student Achievement

Student Achievement — Total Score: 66.2/100

English Language Arts Achievement Score: 32.5/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	17	5.1%	25.5	20	5.9%	30	25	7.1%	37.5
Proficient	1.0	113	33.7%	113	125	36.9%	125	121	34.6%	121
Basic	0.5	147	43.9%	73.5	137	40.4%	68.5	138	39.4%	69
Below Basic	0.0	58	17.3%	0	57	16.8%	0	66	18.9%	0
Total Tested	-	335	100.0%	212	339	100.0%	223.5	350	100.0%	227.5

Mathematics Achievement Score: 33.7/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	22	6.6%	33	16	4.7%	24	18	5.1%	27
Proficient	1.0	132	39.4%	132	136	40.1%	136	154	44.0%	154
Basic	0.5	123	36.7%	61.5	117	34.5%	58.5	124	35.4%	62
Below Basic	0.0	58	17.3%	0	70	20.6%	0	54	15.4%	0
Total Tested	-	335	100.0%	226.5	339	100.0%	218.5	350	100.0%	243

Notes

- Details on student achievement calculations can be found at https://dpi.wi.gov/accountability/resources .
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- 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 Middle

Chilton | Public - All Students

School Report Card Detail | 2017-18 | Student Achievement

Student Achievement Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2015-16					2016-17					2017-18				
	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	437,905	8.6%	33.8%	34.8%	22.8%	444,382	9.4%	34.1%	34.3%	22.2%	445,203	8.1%	33.5%	34.7%	23.8%
All Students: School	335	5.1%	33.7%	43.9%	17.3%	339	5.9%	36.9%	40.4%	16.8%	350	7.1%	34.6%	39.4%	18.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	32	0.0%	9.4%	59.4%	31.3%	36	0.0%	11.1%	52.8%	36.1%	44	0.0%	11.4%	47.7%	40.9%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	295	5.8%	36.6%	43.1%	14.6%	294	6.8%	40.1%	39.5%	13.6%	296	8.4%	37.5%	38.5%	15.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	2.9%	8.6%	42.9%	45.7%	47	0.0%	10.6%	23.4%	66.0%	46	0.0%	10.9%	37.0%	52.2%
Economically Disadvantaged	86	4.7%	18.6%	48.8%	27.9%	89	2.2%	23.6%	44.9%	29.2%	118	2.5%	19.5%	46.6%	31.4%
English Learners	23	0.0%	4.3%	56.5%	39.1%	27	0.0%	7.4%	55.6%	37.0%	35	0.0%	8.6%	51.4%	40.0%

Mathematics Supplemental Data

Group	2015-16					2016-17					2017-18				
	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	439,081	7.9%	33.1%	32.7%	26.3%	445,061	8.1%	33.2%	32.5%	26.2%	445,804	8.7%	33.3%	31.9%	26.1%
All Students: School	335	6.6%	39.4%	36.7%	17.3%	339	4.7%	40.1%	34.5%	20.6%	350	5.1%	44.0%	35.4%	15.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	32	0.0%	15.6%	46.9%	37.5%	36	0.0%	8.3%	44.4%	47.2%	44	0.0%	20.5%	38.6%	40.9%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	295	7.5%	42.0%	36.3%	14.2%	294	5.4%	44.2%	34.4%	16.0%	296	6.1%	48.3%	34.5%	11.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	0.0%	5.7%	31.4%	62.9%	47	0.0%	4.3%	17.0%	78.7%	46	0.0%	10.9%	41.3%	47.8%
Economically Disadvantaged	86	2.3%	26.7%	39.5%	31.4%	89	3.4%	22.5%	33.7%	40.4%	118	2.5%	28.0%	42.4%	27.1%
English Learners	23	0.0%	8.7%	43.5%	47.8%	27	0.0%	7.4%	40.7%	51.9%	35	0.0%	17.1%	40.0%	42.9%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
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School Report Card Detail | 2017-18 | School Growth

School Growth

Total Score: 66.9/100

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: 28.2/50 **Mathematics Growth Score: 38.7/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	329	2.5	329	3.6

School Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. 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	295,414	3.0	295,385	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	41	2.2	41	3.4
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	278	2.5	278	3.6
Two or More Races	<20	*	<20	*
Students with Disabilities	35	3.1	35	3.7
Economically Disadvantaged	110	2.4	110	3.5
English Learners	34	1.8	34	3.7

Note: Counts will display for schools with 10-19 students in a group, but they are not included in scoring, as the cell size rule for report cards is 20 students or more.

Growth scoring requires at least two consecutive years of test scores. Up to four years of test data on three growth intervals are used in the calculation, when available, to improve the validity and reliability of value-added calculations.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 72.4/100

Closing Achievement Gaps - English Language Arts | Score: 36.2/50

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA		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	0.333	0.355	0.391	0.375	0.352	White	0.658	0.826	0.723	0.740	0.717	0.004	0.003	0.001
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	0.311	0.300	0.343	0.223	0.293	Students without Disabilities	0.634	0.802	0.694	0.709	0.683	-0.011	0.001	-0.012
Economically Disadvantaged	0.491	0.505	0.500	0.494	0.466	Not Economically Disadvantaged	0.710	0.877	0.770	0.785	0.768	-0.006	0.002	-0.008
English Learners	0.250	0.296	0.326	0.352	0.343	English Proficient	0.608	0.766	0.662	0.675	0.651	0.023	0.000	0.023
“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-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 36.2/50

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	Difference in Rate of Change
American Indian or Alaskan Native	NA	NA	NA	NA	NA		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	0.519	0.371	0.391	0.306	0.398	White	0.797	0.772	0.705	0.711	0.721	-0.026	-0.021	-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	0.367	0.288	0.214	0.128	0.315	Students without Disabilities	0.768	0.737	0.665	0.668	0.676	-0.026	-0.025	-0.001
Economically Disadvantaged	0.602	0.545	0.500	0.444	0.530	Not Economically Disadvantaged	0.851	0.823	0.750	0.754	0.772	-0.023	-0.023	0.000
English Learners	0.477	0.278	0.304	0.278	0.371	English Proficient	0.737	0.704	0.633	0.637	0.645	-0.014	-0.025	0.011
“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-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 72.4/100

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School 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
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“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-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Graduation Gaps - Six Year| Score: NA/NA

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School 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
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“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-EL” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Gaps

Total Score: 72.4/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at https://dpi.wi.gov/accountability/resources .
- Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available. For graduation calculations, prior-year data are the most current.
- The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, and basic by 0.5 and below basic by 0.0.
- The 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 rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". This is to ensure that schools 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 and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-EL" Supergroup: students with disabilities and English Learners.
- "ECD-EL" Supergroup: economically disadvantaged students and English Learners.

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 school 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.

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Chilton | Public - All Students
School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 88.6/100

2016-17 Attendance Score: 76.1/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	367	58,709.0	61,183.0	96.0%
Lowest Group: Economically Disadvantaged	108	16,151.5	17,110.0	94.4%

2016-17 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	<20	*	*	<20	*	*

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	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources
- Due to data availability, Attendance and Graduation data are lagged by one year. For this year's report cards, On-Track and Postsecondary Readiness calculations use these data from the prior school year.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 88.6/100

2017-18 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Below Basic	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2017-18 8th Grade Mathematics Achievement Score: 12.5/20

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	3	3.3%	4.5	4	4.7%	6	4	4.9%	6
Proficient	1	25	27.2%	25	36	41.9%	36	28	34.6%	28
Basic	0.5	49	53.3%	24.5	26	30.2%	13	35	43.2%	17.5
Below Basic	0	15	16.3%	0	20	23.3%	0	14	17.3%	0
Total Tested	-	92	100%	54	86	100%	55	81	100%	51.5

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources .
- Third Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as 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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card Detail | 2017-18 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

All schools are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	2.0%	1.0%	0
Dropout Rate	Less than 6%	0.0%	0.0%	0

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on 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: School	358	2.0%	1,050	1.0%	181	0.0%	552	0.0%	357	100.0%	357	100.0%
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	42	0.0%	108	0.0%	20	0.0%	NA	NA	48	100.0%	48	100.0%
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	306	2.3%	920	1.1%	155	0.0%	493	0.0%	297	100.0%	297	100.0%
Students with Disabilities	32	3.1%	113	0.9%	<20	*	NA	NA	46	100.0%	46	100.0%
Economically Disadvantaged	104	2.9%	298	1.7%	47	0.0%	130	0.0%	124	100.0%	124	100.0%
English Learners	33	0.0%	87	0.0%	<20	*	NA	NA	37	100.0%	37	100.0%

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.