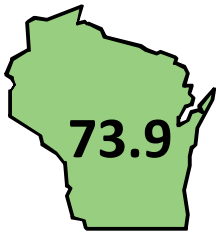
Chilton

District 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 ★☆☆☆☆

District Information

Grades	K4-12
Enrollment	1,168
Within District Mobility	0.0%
Between District Mobility	3.7%
Race/Ethnicity	
American Indian or Alaskan Native	0.3%
Asian	0.2%
Black or African American	1.0%
Hispanic/Latino	12.8%
Native Hawaiian or Other Pacific Islander	0.3%
White	84.2%
Two or More Races	1.3%
Student Groups	
Students with Disabilities	14.6%
Economically Disadvantaged	31.4%
English Learners	8.0%

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	**66.5/100**		**63.0/100**	
English Language Arts (ELA) Achievement	32.7/50		32.1/50	
Mathematics Achievement	33.8/50		30.9/50	
District Growth	**66.0/100**		**66.0/100**	
English Language Arts (ELA) Growth	29.2/50		33.0/50	
Mathematics Growth	36.8/50		33.0/50	
Closing Gaps	**74.0/100**		**67.9/100**	
English Language Arts (ELA) Achievement Gaps	18.4/25		17.8/25	
Mathematics Achievement Gaps	19.2/25		17.3/25	
Graduation Rate Gaps	36.4/50		32.8/50	
On-Track and Postsecondary Readiness	**89.1/100**		**85.0/100**	
Graduation Rate	38.4/40		36.3/40	
Attendance Rate	37.9/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	6.6/10		6.3/10	
8th Grade Mathematics Achievement	6.2/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	27.4%
District Growth	22.6%
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	99.3%	99.6%	99.3%	99.6%
Lowest Subgroup Rate: SwD	96.9%	98.6%	96.9%	98.6%

^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

District Report Card Detail | 2017-18 | Accountability Summary

Accountability Summary

Supplemental Data

School performance on this page is provided for informational purposes only. This information 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%
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	68.3	72.6	76.1	100
Student Achievement	59.8	65.7	71.2	100
School Growth	62.2	64.6	66.9	100
Closing Gaps	63.0	72.8	83.1	100
On-Track and Postsecondary Readiness	88.6	91.3	95.9	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 | 2017-18 | Student Achievement

Student Achievement — Total Score: 66.5/100

English Language Arts Achievement Score: 32.7/50

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	30	5.1%	45	37	6.2%	55.5	39	6.6%	58.5
Proficient	1.0	218	36.7%	218	220	37.1%	220	211	35.5%	211
Basic	0.5	238	40.1%	119	232	39.1%	116	241	40.5%	120.5
Below Basic	0.0	108	18.2%	0	104	17.5%	0	104	17.5%	0
Total Tested	-	594	100.0%	382	593	100.0%	391.5	595	100.0%	390

Mathematics Achievement Score: 33.8/50

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	41	6.9%	61.5	34	5.7%	51	42	7.1%	63
Proficient	1.0	235	39.6%	235	226	38.1%	226	242	40.7%	242
Basic	0.5	228	38.4%	114	213	35.9%	106.5	210	35.3%	105
Below Basic	0.0	90	15.2%	0	120	20.2%	0	101	17.0%	0
Total Tested	-	594	100.0%	410.5	593	100.0%	383.5	595	100.0%	410

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 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

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District 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: District	594	5.1%	36.7%	40.1%	18.2%	593	6.2%	37.1%	39.1%	17.5%	595	6.6%	35.5%	40.5%	17.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	61	1.6%	11.5%	52.5%	34.4%	63	0.0%	19.0%	54.0%	27.0%	74	0.0%	14.9%	44.6%	40.5%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	515	5.6%	40.0%	39.0%	15.3%	512	7.2%	39.3%	37.3%	16.2%	502	7.8%	38.6%	39.4%	14.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	76	1.3%	13.2%	39.5%	46.1%	95	0.0%	11.6%	28.4%	60.0%	92	1.1%	12.0%	40.2%	46.7%
Economically Disadvantaged	168	3.6%	24.4%	41.7%	30.4%	169	2.4%	26.6%	43.2%	27.8%	204	3.4%	19.6%	48.0%	28.9%
English Learners	47	0.0%	12.8%	46.8%	40.4%	48	0.0%	16.7%	54.2%	29.2%	62	0.0%	11.3%	48.4%	40.3%

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: District	594	6.9%	39.6%	38.4%	15.2%	593	5.7%	38.1%	35.9%	20.2%	595	7.1%	40.7%	35.3%	17.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	61	0.0%	14.8%	54.1%	31.1%	63	1.6%	19.0%	39.7%	39.7%	74	0.0%	23.0%	37.8%	39.2%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	515	8.0%	42.5%	37.1%	12.4%	512	6.4%	40.4%	35.9%	17.2%	502	8.4%	43.8%	34.5%	13.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	76	1.3%	15.8%	36.8%	46.1%	95	1.1%	14.7%	22.1%	62.1%	92	0.0%	22.8%	35.9%	41.3%
Economically Disadvantaged	168	3.0%	25.6%	44.6%	26.8%	169	3.6%	26.6%	36.1%	33.7%	204	3.9%	27.9%	42.6%	25.5%
English Learners	47	0.0%	10.6%	53.2%	36.2%	48	0.0%	16.7%	37.5%	45.8%	62	0.0%	21.0%	38.7%	40.3%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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District Report Card Detail | 2017-18 | District Growth

District Growth

Total Score: 66.0/100

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 actual growth of similar students. It then compares the change in the student's scores to that estimate. If the student's performance improved more than predicted by the model, we say her district had high value-added. That is, the district's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: 29.2/50 **Mathematics Growth Score: 36.8/50**

	English Language Arts		Mathematics	
Group	Count	Value-Added Score	Count	Value-Added Score
All Students: District	394	2.6	394	3.4

District 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.

	English Language Arts		Mathematics	
Group	Count	Value-Added Score	Count	Value-Added Score
All Students: State	286,382	3.0	286,346	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	51	2.3	51	3.2
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	329	2.6	329	3.4
Two or More Races	<20	*	<20	*
Students with Disabilities	48	3.0	48	3.6
Economically Disadvantaged	141	2.5	141	3.3
English Learners	41	2.0	41	3.4

*Note
Counts will display for districts 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

District Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 74.0/100

Closing Achievement Gaps - English Language Arts | Score: 18.4/25

District 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	District 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	0.304	0.413	0.402	0.460	0.372	White	0.658	0.826	0.723	0.740	0.717	0.015	0.003	0.012
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	0.391	0.371	0.349	0.258	0.337	Students without Disabilities	0.634	0.802	0.694	0.709	0.683	-0.022	0.001	-0.023
Economically Disadvantaged	0.508	0.563	0.506	0.518	0.488	Not Economically Disadvantaged	0.710	0.877	0.770	0.785	0.768	-0.009	0.002	-0.011
English Learners	0.225	0.338	0.362	0.438	0.355	English Proficient	0.608	0.766	0.662	0.675	0.651	0.032	0.000	0.032
“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: 19.2/25

District 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	District 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	0.471	0.433	0.418	0.413	0.419	White	0.797	0.772	0.705	0.711	0.721	-0.012	-0.021	0.009
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	0.471	0.333	0.362	0.274	0.408	Students without Disabilities	0.768	0.737	0.665	0.668	0.676	-0.017	-0.025	0.008
Economically Disadvantaged	0.629	0.575	0.524	0.500	0.551	Not Economically Disadvantaged	0.851	0.823	0.750	0.754	0.772	-0.022	-0.023	0.001
English Learners	0.425	0.362	0.372	0.354	0.403	English Proficient	0.737	0.704	0.633	0.637	0.645	-0.003	-0.025	0.022
“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

District Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 74.0/100

Graduation Rate Gaps Score: 36.4/50

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

District 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	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
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	0.870	0.906	0.958	0.758	0.808	Not in “All 3” Supergroup	0.949	0.956	0.956	0.953	0.959	-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-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: 25/25

District 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	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
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	0.875	0.906	0.920	0.967	0.958	Not in “All 3” Supergroup	0.956	0.960	0.965	0.968	0.966	0.023	0.003	0.160!
“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

District Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 74.0/100

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, basic by 0.5 and below basic by 0.0.
- The ount 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 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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton

District Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 89.1/100

2016-17 Attendance Score: 37.9/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,166	188,069.0	196,833.0	95.5%
Lowest Group: Economically Disadvantaged	356	53,921.0	57,438.0	93.9%

2016-17 Graduation Score: 38.4/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	80	75	93.8%	87	85	97.7%

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	70	68	97.1%	79	77	97.5%
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

District Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 89.1/100

2017-18 3rd Grade English Language Arts Achievement Score: 6.6/10

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	3.2%	4.5	7	10.6%	10.5	6	7.5%	9
Proficient	1	38	40.9%	38	22	33.3%	22	28	35.0%	28
Basic	0.5	31	33.3%	15.5	27	40.9%	13.5	33	41.3%	16.5
Below Basic	0	21	22.6%	0	10	15.2%	0	13	16.3%	0
Total Tested	-	93	100%	58	66	100%	46	80	100%	53.5

2017-18 8th Grade Mathematics Achievement Score: 6.2/10

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 .
- 3rd 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.

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District Report Card Detail | 2017-18 | 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%	3.2%	2.4%	0
Dropout Rate	Less than 6%	0.9%	0.7%	0

Student Engagement Indicators and Test Participation Data

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).

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate			
	One Year		Three Year		One Year		Three Year		(Not Scored)			
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: District	1,142	3.2%	3,436	2.4%	564	0.9%	1,687	0.7%	614	99.3%	614	99.3%
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	136	3.7%	384	2.9%	51	3.9%	140	2.9%	80	100.0%	80	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	972	3.0%	2,951	2.3%	501	0.6%	1,514	0.5%	513	99.2%	513	99.2%
Students with Disabilities	138	5.8%	459	4.6%	67	1.5%	232	1.3%	97	96.9%	97	96.9%
Economically Disadvantaged	340	6.5%	1,062	5.0%	127	3.1%	389	2.1%	216	100.0%	216	100.0%
English Learners	112	2.7%	297	2.7%	41	2.4%	97	2.1%	66	100.0%	66	100.0%

Group performance for Test Participation Rates, Absenteeism Rates and Dropout Rates is provided below for informational purposes, to facilitate analysis of achievement gaps, and drive continuous improvement planning. 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 Report Cards.