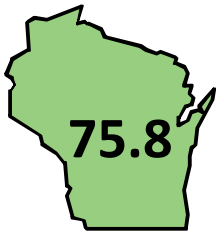
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

# Chilton Elementary
## Chilton | Public - All Students
School Report Card | 2018-19 | 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 | K4-4 |
| School Type | Elementary School |
| Enrollment | 395 |
| Percent Open Enrollment | 10.1% |
| *Race/Ethnicity* | |
| American Indian or Alaskan Native | 0.0% |
| Asian | 0.0% |
| Black or African American | 1.0% |
| Hispanic/Latino | 18.5% |
| Native Hawaiian or Other Pacific Islander | 0.5% |
| White | 78.5% |
| Two or More Races | 1.5% |
| *Student Groups* | |
| Students with Disabilities | 18.0% |
| Economically Disadvantaged | 42.8% |
| English Learners | 13.2% |

| Priority Areas | School Score | Max Score | K-5 State | K-5 Max |
|---|---|---|---|---|
| **Student Achievement** | **74.7/100** | | **65.7/100** | |
| English Language Arts (ELA) Achievement | 34.4/50 | | 31.6/50 | |
| Mathematics Achievement | 40.3/50 | | 34.1/50 | |
| **School Growth** | **58.4/100** | | **66.0/100** | |
| English Language Arts (ELA) Growth | 31.1/50 | | 33.0/50 | |
| Mathematics Growth | 27.3/50 | | 33.0/50 | |
| **Closing Gaps** | **83.8/100** | | **73.9/100** | |
| English Language Arts (ELA) Achievement Gaps | 41.9/50 | | 37.9/50 | |
| Mathematics Achievement Gaps | 41.9/50 | | 36.0/50 | |
| Graduation Rate Gaps | NA/NA | | NA/NA | |
| **On-Track and Postsecondary Readiness** | **89.7/100** | | **86.8/100** | |
| Graduation Rate | NA/NA | | NA/NA | |
| Attendance Rate | 76.2/80 | | 74.5/80 | |
| 3rd Grade English Language Arts (ELA) Achievement | 13.5/20 | | 12.3/20 | |
| 8th Grade Mathematics Achievement | NA/NA | | NA/NA | |

| Priority Area Weights | Percentage Weight |
|---|---|
| Student Achievement | 19.8% |
| School Growth | 30.2% |
| 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 Aspire (9 and 10), ACT (11), and Dynamic Learning Maps (3-11)

| Group | ELA 1-Year | ELA 3-Year | Math 1-Year | Math 3-Year |
|---|---|---|---|---|
| All-Students Rate | 100% | 99.8% | 100% | 99.8% |
| Lowest Subgroup Rate: Hispanic | 100% | 98.7% | 100% | 98.7% |

^ denotes at least a 10-point Overall Score change in a single year when present. Wisconsin DPI considers this amount of change an outlier which may not reflect the actual magnitude of change in performance.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Chilton Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | Student Achievement

# Student Achievement

# Total Score: 74.7/100

## English Language Arts Achievement Score: 34.4/50

| Performance Level | Points Multiplier | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 15 | 9.4% | 22.5 | 10 | 6.7% | 15 | 12 | 7.4% | 18 |
| Proficient | 1.0 | 65 | 40.9% | 65 | 50 | 33.6% | 50 | 63 | 38.7% | 63 |
| Basic | 0.5 | 55 | 34.6% | 27.5 | 64 | 43.0% | 32 | 65 | 39.9% | 32.5 |
| Below Basic | 0.0 | 24 | 15.1% | 0 | 25 | 16.8% | 0 | 23 | 14.1% | 0 |
| Total Tested | - | 159 | 100.0% | 115 | 149 | 100.0% | 97 | 163 | 100.0% | 113.5 |

## Mathematics Achievement Score: 40.3/50

| Performance Level | Points Multiplier | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 12 | 7.5% | 18 | 15 | 10.1% | 22.5 | 26 | 16.0% | 39 |
| Proficient | 1.0 | 70 | 44.0% | 70 | 69 | 46.3% | 69 | 76 | 46.6% | 76 |
| Basic | 0.5 | 58 | 36.5% | 29 | 51 | 34.2% | 25.5 | 53 | 32.5% | 26.5 |
| Below Basic | 0.0 | 19 | 11.9% | 0 | 14 | 9.4% | 0 | 8 | 4.9% | 0 |
| Total Tested | - | 159 | 100.0% | 117 | 149 | 100.0% | 117 | 163 | 100.0% | 141.5 |

**Notes**

- Details on student achievement calculations can be found at https://dpi.wi.gov/accountability/resources .
- Student Achievement only includes assessment results for students enrolled for the full academic year (FAY) in the school.
- 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.

**Questions to consider**

- Are more students in the basic or below basic performance level, compared to proficient and advanced?
- Has the percent of students who are proficient and advanced increased, decreased, or stayed the same over the last three years?

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Chilton Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | 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 | 2016-17 | | | | | 2017-18 | | | | | 2018-19 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 572,116 | 9.5% | 33.8% | 33.9% | 22.7% | 572,332 | 8.5% | 33.7% | 34.0% | 23.7% | 570,957 | 8.0% | 32.7% | 34.1% | 25.3% |
| All Students: School | 159 | 9.4% | 40.9% | 34.6% | 15.1% | 149 | 6.7% | 33.6% | 43.0% | 16.8% | 163 | 7.4% | 38.7% | 39.9% | 14.1% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic/Latino | 21 | 0.0% | 28.6% | 57.1% | 14.3% | 21 | 0.0% | 23.8% | 38.1% | 38.1% | 23 | 0.0% | 17.4% | 47.8% | 34.8% |
| Native Hawaiian or Other Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 131 | 11.5% | 42.7% | 29.8% | 16.0% | 120 | 8.3% | 36.7% | 40.8% | 14.2% | 134 | 9.0% | 43.3% | 37.3% | 10.4% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | 28 | 0.0% | 17.9% | 32.1% | 50.0% | 35 | 0.0% | 14.3% | 42.9% | 42.9% | 29 | 3.4% | 24.1% | 27.6% | 44.8% |
| Economically Disadvantaged | 61 | 3.3% | 29.5% | 44.3% | 23.0% | 66 | 6.1% | 18.2% | 53.0% | 22.7% | 67 | 4.5% | 31.3% | 40.3% | 23.9% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | 20 | 0.0% | 15.0% | 50.0% | 35.0% |

## Mathematics Supplemental Data

| Group | 2016-17 | | | | | 2017-18 | | | | | 2018-19 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 573,124 | 8.3% | 32.3% | 32.2% | 27.2% | 573,251 | 9.2% | 32.6% | 31.2% | 27.0% | 571,751 | 9.4% | 31.6% | 30.8% | 28.2% |
| All Students: School | 159 | 7.5% | 44.0% | 36.5% | 11.9% | 149 | 10.1% | 46.3% | 34.2% | 9.4% | 163 | 16.0% | 46.6% | 32.5% | 4.9% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic/Latino | 21 | 0.0% | 38.1% | 33.3% | 28.6% | 21 | 0.0% | 28.6% | 47.6% | 23.8% | 23 | 4.3% | 21.7% | 56.5% | 17.4% |
| Native Hawaiian or Other Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 131 | 9.2% | 45.0% | 35.9% | 9.9% | 120 | 12.5% | 50.0% | 30.8% | 6.7% | 134 | 17.9% | 52.2% | 26.9% | 3.0% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | 28 | 3.6% | 28.6% | 25.0% | 42.9% | 35 | 0.0% | 42.9% | 31.4% | 25.7% | 29 | 3.4% | 34.5% | 37.9% | 24.1% |
| Economically Disadvantaged | 61 | 3.3% | 34.4% | 41.0% | 21.3% | 66 | 4.5% | 31.8% | 48.5% | 15.2% | 67 | 7.5% | 37.3% | 47.8% | 7.5% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | 20 | 5.0% | 15.0% | 70.0% | 10.0% |

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Chilton Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | School Growth

# School Growth

# Total Score: 58.4/100

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. A value-added score of 3.0 is average.

**English Language Arts Growth Score: 31.1/50** **Mathematics Growth Score: 27.3/50**

| Group | English Language Arts | | Mathematics | |
|---|---|---|---|---|
| | Count | Value-Added Score | Count | Value-Added Score |
| All Students: School | 77 | 2.8 | 77 | 2.4 |

## School Growth Supplemental Data

This table has information about groups of students in this school. Higher value-added means the school's impact is greater for that group than the italicized comparison group (e.g., students with disabilities compared to students without disabilities).

| Group | English Language Arts | | Mathematics | |
|---|---|---|---|---|
| | Count | Value-Added Score | Count | Value-Added Score |
| 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 | * |
| Two or More Races | <20 | * | <20 | * |
| *White* | 65 | 2.8 | 65 | 2.4 |
| Students with Disabilities | <20 | * | <20 | * |
| *Students without Disabilities* | 61 | 2.8 | 61 | 2.2 |
| Economically Disadvantaged | 31 | 2.8 | 31 | 2.4 |
| *Not Economically Disadvantaged* | 46 | 2.8 | 46 | 2.4 |
| English Learners | <20 | * | <20 | * |
| *English Proficient* | 68 | 2.8 | 68 | 2.4 |
| Proficient Last Year | 33 | 3.0 | 54 | 2.3 |
| *Not Proficient Last Year* | 44 | 2.7 | 23 | 2.6 |

The value-added scores in the table above are for informational purposes only and do not directly impact overall value-added scores for the school. See the value-added technical manual for additional details: https://dpi.wi.gov/accountability/resources.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Chilton Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | Closing Gaps

# Closing Gaps

# Total Score: 83.8/100

## Closing Achievement Gaps - English Language Arts | Score: 41.9/50

| School Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | | Rate of Change | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | 2018-19 Points | Group | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | 2018-19 Points | 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 | 0.391 | 0.571 | 0.429 | 0.413 | | NA | 0.720 | 0.734 | 0.722 | 0.702 | -0.006 | -0.007 | 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 | NA | 0.250 | 0.339 | 0.357 | 0.431 | Students without Disabilities | NA | 0.697 | 0.707 | 0.692 | 0.673 | 0.056 | -0.009 | 0.065 |
| Economically Disadvantaged | 0.682 | 0.493 | 0.566 | 0.538 | 0.582 | Not Economically Disadvantaged | 0.847 | 0.765 | 0.778 | 0.772 | 0.752 | -0.008 | -0.018 | 0.010 |
| 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 Achievement Gaps - Mathematics | Score: 41.9/50

| School Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | | Rate of Change | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Group | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | 2018-19 Points | Group | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | 2018-19 Points | 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 | 0.478 | 0.548 | 0.524 | 0.565 | | NA | 0.695 | 0.702 | 0.716 | 0.708 | 0.024 | 0.005 | 0.019 |
| 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 | 0.482 | 0.464 | 0.586 | 0.586 | Students without Disabilities | NA | 0.660 | 0.662 | 0.674 | 0.666 | 0.044 | 0.003 | 0.041 |
| Economically Disadvantaged | 0.727 | 0.587 | 0.598 | 0.629 | 0.724 | Not Economically Disadvantaged | 0.787 | 0.737 | 0.742 | 0.766 | 0.758 | 0.011 | -0.003 | 0.014 |
| 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 |

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Chilton Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | Closing Gaps

# Closing Gaps

# Total Score: 83.8/100

## 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 | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | 2017-18 Graduation Rate | Group | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | 2017-18 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 | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | 2017-18 Graduation Rate | Group | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | 2017-18 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: 83.8/100

**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.
- 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 count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- The symbol "!" means that the group's average points-based proficiency rate or graduation rate is at least 0.9 and that the highest points possible have been awarded. 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.
- Each student group 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 group, 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 following categories:

- "All 3" Supergroup: students with disabilities, economically disadvantaged, and English Learners.
- "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 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 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 Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

# On-Track and Postsecondary Readiness — Total Score: 89.7/100

### 2017-18 Attendance Score: 76.2/80

| Group | Enrollment | Attended Days | Possible Days | Rate |
|---|---|---|---|---|
| All Students | 388 | 60,971.5 | 63,550.0 | 95.9% |
| Lowest Group: Students with Disabilities | 74 | 11,255.0 | 11,906.0 | 94.5% |

### 2017-18 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 lag by one year.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

**Chilton Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

# On-Track and Postsecondary Readiness — Total Score: 89.7/100

## 2018-19 3rd Grade English Language Arts Achievement Score: 13.5/20

| Performance Level | Points Multiplier | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 7 | 10.6% | 10.5 | 6 | 7.5% | 9 | 3 | 3.5% | 4.5 |
| Proficient | 1.0 | 22 | 33.3% | 22 | 28 | 35.0% | 28 | 35 | 40.7% | 35 |
| Basic | 0.5 | 27 | 40.9% | 13.5 | 33 | 41.3% | 16.5 | 37 | 43.0% | 18.5 |
| Below Basic | 0.0 | 10 | 15.2% | 0 | 13 | 16.3% | 0 | 11 | 12.8% | 0 |
| Total Tested | - | 66 | 100.0% | 46 | 80 | 100.0% | 53.5 | 86 | 100.0% | 58 |

## 2018-19 8th Grade Mathematics Achievement Score: NA/NA

| Performance Level | Points Multiplier | 2016-17 | | | 2017-18 | | | 2018-19 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 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 | 1.0 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Basic | 0.5 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Below Basic | 0.0 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Total Tested | - | NA | NA | NA | NA | NA | NA | NA | NA | NA |

**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 only includes assessment results for students enrolled for the full academic year (FAY) in the school.
- 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 Elementary**
**Chilton | Public - All Students**
School Report Card Detail | 2018-19 | 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 (have attendance rates below 84%).

| Indicator | Goal | One-Year School Rate | Three-Year School Rate | Points Deducted |
|---|---|---|---|---|
| Absenteeism Rate | Less than 13% | 1.9% | 1.5% | 0 |
| Dropout Rate | Less than 6% | * | NA | 0 |

## Student Engagement Indicators Data

Group performance for Absenteeism Rate, Dropout Rate, and Test Participation is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. If either the one-year or three-year rate meets the goal then no points are deducted.Test Participation data reflect the one-year test participation of groups.

| 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 | 378 | 1.9% | 1,200 | 1.5% | <20 | * | NA | NA | 168 | 100.0% | 168 | 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 | 67 | 0.0% | 198 | 0.5% | <20 | * | NA | NA | 25 | 100.0% | 25 | 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 | 296 | 2.0% | 951 | 1.6% | <20 | * | NA | NA | 136 | 100.0% | 136 | 100.0% |
| Students with Disabilities | 72 | 6.9% | 184 | 5.4% | <20 | * | NA | NA | 29 | 100.0% | 29 | 100.0% |
| Economically Disadvantaged | 171 | 3.5% | 501 | 3.4% | <20 | * | NA | NA | 70 | 100.0% | 70 | 100.0% |
| English Learners | 49 | 2.0% | 158 | 1.3% | <20 | * | NA | NA | 21 | 100.0% | 21 | 100.0% |