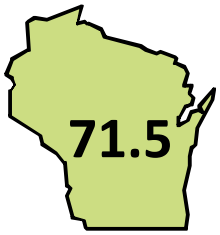
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Chilton Middle
Chilton | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score



★★★☆☆

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 ★☆☆☆☆

School Information

Grades	5-8
School Type	Middle School
Enrollment	346
Percent Open Enrollment	11.3%
Race/Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	0.3%
Black or African American	1.7%
Hispanic/Latino	13.0%
Native Hawaiian or Other Pacific Islander	0.3%
White	82.4%
Two or More Races	2.3%
Student Groups	
Students with Disabilities	14.7%
Economically Disadvantaged	37.9%
English Learners	9.0%

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	**63.1/100**		**61.3/100**	
English Language Arts (ELA) Achievement	30.2/50		32.2/50	
Mathematics Achievement	32.9/50		29.1/50	
School Growth	**57.5/100**		**66.0/100**	
English Language Arts (ELA) Growth	20.7/50		33.0/50	
Mathematics Growth	36.8/50		33.0/50	
Closing Gaps	**77/100**		**73.9/100**	
English Language Arts (ELA) Achievement Gaps	37.6/50		36.7/50	
Mathematics Achievement Gaps	39.4/50		37.2/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**89.0/100**		**85.5/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.1/80		74.1/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	12.9/20		11.4/20	

Priority Area Weights	Percentage Weight
Student Achievement	23.1%
School Growth	26.9%
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%	100%	100%	100%
Lowest Subgroup Rate: Hispanic	100%	100%	100%	100%

^ 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

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

Student Achievement — Total Score: 63.1/100

English Language Arts Achievement Score: 30.2/50

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	20	5.9%	30	25	7.1%	37.5	17	5.0%	25.5
Proficient	1.0	125	36.9%	125	121	34.6%	121	84	24.7%	84
Basic	0.5	137	40.4%	68.5	138	39.4%	69	140	41.2%	70
Below Basic	0.0	57	16.8%	0	66	18.9%	0	99	29.1%	0
Total Tested	-	339	100.0%	223.5	350	100.0%	227.5	340	100.0%	179.5

Mathematics Achievement Score: 32.9/50

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	16	4.7%	24	18	5.1%	27	16	4.7%	24
Proficient	1.0	136	40.1%	136	154	44.0%	154	135	39.7%	135
Basic	0.5	117	34.5%	58.5	124	35.4%	62	114	33.5%	57
Below Basic	0.0	70	20.6%	0	54	15.4%	0	75	22.1%	0
Total Tested	-	339	100.0%	218.5	350	100.0%	243	340	100.0%	216

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 Middle

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	339	5.9%	36.9%	40.4%	16.8%	350	7.1%	34.6%	39.4%	18.9%	340	5.0%	24.7%	41.2%	29.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	36	0.0%	11.1%	52.8%	36.1%	44	0.0%	11.4%	47.7%	40.9%	43	0.0%	11.6%	41.9%	46.5%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	294	6.8%	40.1%	39.5%	13.6%	296	8.4%	37.5%	38.5%	15.5%	282	6.0%	26.6%	41.5%	25.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	47	0.0%	10.6%	23.4%	66.0%	46	0.0%	10.9%	37.0%	52.2%	48	0.0%	8.3%	25.0%	66.7%
Economically Disadvantaged	89	2.2%	23.6%	44.9%	29.2%	118	2.5%	19.5%	46.6%	31.4%	119	1.7%	19.3%	36.1%	42.9%
English Learners	27	0.0%	7.4%	55.6%	37.0%	35	0.0%	8.6%	51.4%	40.0%	34	0.0%	8.8%	47.1%	44.1%

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	339	4.7%	40.1%	34.5%	20.6%	350	5.1%	44.0%	35.4%	15.4%	340	4.7%	39.7%	33.5%	22.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	36	0.0%	8.3%	44.4%	47.2%	44	0.0%	20.5%	38.6%	40.9%	43	0.0%	20.9%	37.2%	41.9%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	294	5.4%	44.2%	34.4%	16.0%	296	6.1%	48.3%	34.5%	11.1%	282	5.7%	43.3%	32.6%	18.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	47	0.0%	4.3%	17.0%	78.7%	46	0.0%	10.9%	41.3%	47.8%	48	0.0%	14.6%	14.6%	70.8%
Economically Disadvantaged	89	3.4%	22.5%	33.7%	40.4%	118	2.5%	28.0%	42.4%	27.1%	119	2.5%	29.4%	34.5%	33.6%
English Learners	27	0.0%	7.4%	40.7%	51.9%	35	0.0%	17.1%	40.0%	42.9%	34	0.0%	20.6%	41.2%	38.2%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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

School Growth

Total Score: 57.5/100

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: 20.7/50 **Mathematics Growth Score: 36.8/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	322	1.7	322	3.4

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	43	1.7	43	3.0
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
White	266	1.7	266	3.4
Students with Disabilities	38	2.6	38	3.3
Students without Disabilities	284	1.6	284	3.4
Economically Disadvantaged	112	1.7	112	3.4
Not Economically Disadvantaged	210	1.7	210	3.4
English Learners	34	1.4	34	3.3
English Proficient	288	1.7	288	3.4
Proficient Last Year	134	1.8	170	3.8
Not Proficient Last Year	188	1.6	152	2.9

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.

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

Closing Gaps

Total Score: 77/100

Closing Achievement Gaps - English Language Arts | Score: 37.6/50

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	0.355	0.391	0.375	0.352	0.326		0.800	0.720	0.734	0.722	0.702	-0.011	-0.019	0.008
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	0.300	0.343	0.223	0.293	0.208	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	-0.023	-0.022	-0.001
Economically Disadvantaged	0.505	0.500	0.494	0.466	0.399	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	-0.025	-0.018	-0.007
English Learners	0.296	0.326	0.352	0.343	0.324	English Proficient	0.745	0.662	0.672	0.657	0.638	0.007	-0.022	0.029
“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: 39.4/50

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	0.371	0.391	0.306	0.398	0.395		0.741	0.695	0.702	0.716	0.708	0.007	-0.005	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	0.288	0.214	0.128	0.315	0.219	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	-0.003	-0.008	0.005
Economically Disadvantaged	0.545	0.500	0.444	0.530	0.504	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	-0.005	-0.003	-0.002
English Learners	0.278	0.304	0.278	0.371	0.412	English Proficient	0.677	0.626	0.629	0.641	0.631	0.035	-0.008	0.043
“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 | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 77/100

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: 77/100

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

On-Track and Postsecondary Readiness — Total Score: 89.0/100

2017-18 Attendance Score: 76.1/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	371	59,329.5	62,016.0	95.7%
Lowest Group: Students with Disabilities	51	7,837.0	8,284.0	94.6%

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

On-Track and Postsecondary Readiness — Total Score: 89.0/100

2018-19 3rd Grade English Language Arts 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

2018-19 8th Grade Mathematics Achievement Score: 12.9/20

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	4	4.7%	6	4	4.9%	6	6	7.2%	9
Proficient	1.0	36	41.9%	36	28	34.6%	28	32	38.6%	32
Basic	0.5	26	30.2%	13	35	43.2%	17.5	27	32.5%	13.5
Below Basic	0.0	20	23.3%	0	14	17.3%	0	18	21.7%	0
Total Tested	-	86	100.0%	55	81	100.0%	51.5	83	100.0%	54.5

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 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 Middle
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%	2.2%	1.7%	0
Dropout Rate	Less than 6%	0.6%	0.2%	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	366	2.2%	1,069	1.7%	172	0.6%	532	0.2%	351	100.0%	351	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	48	4.2%	124	1.6%	22	4.5%	42	2.4%	45	100.0%	45	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	2.0%	916	1.6%	145	0.0%	464	0.0%	288	100.0%	288	100.0%
Students with Disabilities	50	6.0%	122	3.3%	<20	*	NA	NA	51	100.0%	51	100.0%
Economically Disadvantaged	129	3.9%	327	3.1%	52	1.9%	137	0.7%	122	100.0%	122	100.0%
English Learners	37	0.0%	96	0.0%	<20	*	NA	NA	35	100.0%	35	100.0%