Elementary School | Sample District

Technical Report Card | 2011-12 | Table of Contents

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Notes on this School Accountability Report Card

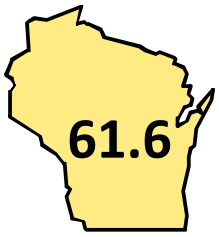
- The data presented in this report card are for public, state and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data includes both Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Comparisons to other reports are not appropriate because the retroactive adjustment to align WKCE results with NAEP means that the count and percent of students scoring at each performance level will not agree. State data to compare against the results in this report card is available here: http://dpi.wi.gov/oea/acct/accountability.html
- Some supplemental data that are not used for accountability calculations are presented for informational purposes in order to provide context. Additional data on student performance are available here: http://dpi.wi.gov/sig/index.html
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks.
- NA is used throughout when data are Not Applicable. For example, if a school does not graduate students then graduation data will be NA.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: http://dpi.wi.gov/oea/acct/accountability.html
- In the future, the school report card will be web-based and will allow readers to click on features for more supplementary data.
- The Wisconsin Department of Public Instruction is collecting feedback on these preliminary report cards. Please complete the survey: http://dpi.wi.gov/oea/acct/accountability.html

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | 2011-12 | Summary

Accountability Determination



Meets Few Expectations

Rating Category	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

Priority Areas	School Max Score Score	State Score
Student Achievement	**46.7/100**	**??.?**
Reading Achievement	18.6/50	??.?
Mathematics Achievement	28/50	??.?
Student Growth	**63.7/100**	**??.?**
Reading Growth	35/50	??.?
Mathematics Growth	28.7/50	??.?
Closing Gaps	**53.2/100**	**??.?**
Reading Achievement Gaps	27/50	??.?
Mathematics Achievement Gaps	26.2/50	??.?
Graduation Rate Gaps	NA/NA	??.?
On-Track and Postsecondary Readiness	**82.7/ 100**	**??.?**
Graduation Rate (when available)	NA/NA	??.?
Attendance Rate (when graduation not available)	75.2/80	??.?
3rd Grade Reading Achievement	7.5/20	??.?
8th Grade Mathematics Achievement	NA/NA	??.?
ACT Participation and Performance	NA/NA	??.?

Student Engagement Indicators	0
Test Participation Lowest Group Rate	Expectation Met (0)
Absenteeism Rate	Expectation Met (0)
Dropout Rate	Expectation Met (0)

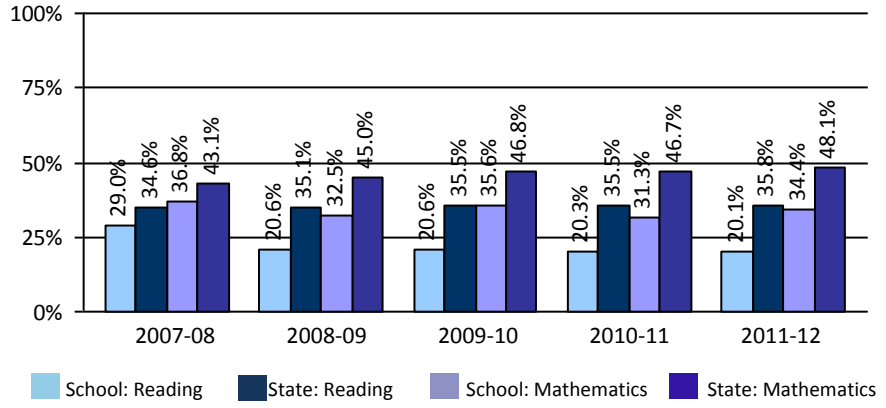
Note: Overall Accountability Score is an average of priority area scores, minus Student Engagement Indicators deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: http://dpi.wi.gov/oea/acct/accountability.html

School Information

Grades	3-5
School Type	Public Elementary School
Enrollment	540
Race/Ethnicity	
American Indian or Alaskan Native	1.7%
Asian or Pacific Islander	8.3%
Black not Hispanic	3.5%
Hispanic	2.4%
White not Hispanic	30.6%
Student Groups	
Students with Disabilities	18.0%
Economically Disadvantaged	72.6%
Limited English Proficient	18.0%

WSAS Percent Proficient and Advanced

College and career readiness benchmarks based on NAEP for WKCE



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | 2011-12 | Student Achievement

Student Achievement

Total Score: 46.7/100

Reading Achievement Score: 18.6/50

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	13	5.6%	19.5	10	4.4%	15	7	3.1%	10.5
Proficient	1	35	15%	35	36	15.9%	36	38	17%	38
Basic	0.5	70	30%	35	70	30.8%	35	65	29%	32.5
Minimal Performance/ Not Tested	0	115	49.4%	0	111	48.9%	0	114	50.9%	0
Total Enrolled	-	233	100	89.5	227	100	86	224	100	81

Mathematics Achievement Score: 28/50

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	13	5.6%	19.5	8	3.5%	12	8	3.6%	12
Proficient	1	70	30%	70	63	27.8%	63	69	30.8%	69
Basic	0.5	90	38.6%	45	104	45.8%	52	86	38.4%	43
Minimal Performance/ Not Tested	0	60	25.8%	0	52	22.9%	0	61	27.2%	0
Total Enrolled	-	233	100	134.5	227	100	127	224	100	124

Notes

- Details on student achievement calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- This report shows student performance in mathematics and reading in English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more.
- Performance levels have been retroactively adjusted to align WKCE results (but not WAA-SwD) with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

Student Achievement Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability index.

Reading Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	433,373	6.2%	32.6%	37.5%	24.2%	432,664	4.1%	31.9%	39.8%	24.6%	431,363	6%	33.5%	37.4%	23.4%
All Students: School	233	5.7%	15.3%	30.6%	49.4%	227	4.4%	16%	31.1%	48.9%	224	3.2%	17.2%	29.4%	50.9%
American Indian or Alaskan Native	3	0%	0%	33.3%	66.7%	8	0%	25%	50%	25%	6	0%	16.7%	50%	33.3%
Asian or Pacific Islander	16	0%	14.3%	35.7%	56.2%	13	0%	23.1%	53.8%	23.1%	14	0%	28.6%	42.9%	28.6%
Black not Hispanic	83	2.4%	6.1%	25.6%	66.3%	78	0%	11.5%	25.6%	62.8%	76	1.3%	9.2%	22.4%	67.1%
Hispanic	50	2%	10.2%	32.7%	56%	57	5.5%	7.3%	23.6%	64.9%	51	0%	2%	34.7%	64.7%
White not Hispanic	81	12.3%	28.4%	33.3%	25.9%	71	9.9%	25.4%	36.6%	28.2%	77	7.9%	32.9%	28.9%	31.2%
Students with Disabilities	45	4.4%	6.7%	22.2%	66.7%	45	4.5%	6.8%	15.9%	73.3%	45	0%	9.5%	19%	73.3%
Economically Disadvantaged	165	2.5%	8%	29.6%	60.6%	161	1.9%	10.7%	15.9%	59%	152	1.3%	13.4%	24.8%	61.2%
Limited English Proficient	45	0%	7.1%	31%	64.4%	48	0%	6.5%	30.4%	64.6%	36	0%	2.9%	32.4%	66.7%

Mathematics Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	433,373	11.2%	34.5%	38%	16.6%	432,664	10.4%	36.2%	37.2%	16.5%	431,363	11.9%	34.5%	37.4%	16.2%
All Students: School	233	5.6%	30.3%	39%	25.8%	227	3.5%	27.8%	45.8%	22.9%	224	3.6%	30.8%	38.4%	27.2%
American Indian or Alaskan Native	3	0%	33.3%	66.7%	0%	8	0%	12.5%	75%	12.5%	6	0%	16.7%	16.7%	66.7%
Asian or Pacific Islander	16	0%	37.5%	31.2%	31.2%	13	0%	15.4%	76.9%	7.7%	14	0%	64.3%	21.4%	14.3%
Black not Hispanic	83	2.5%	23.5%	34.6%	41%	78	1.3%	20.5%	41%	37.2%	76	0%	15.8%	43.4%	40.8%
Hispanic	50	6%	30%	46%	18%	57	3.5%	19.3%	56.1%	21.1%	51	2%	21.6%	45.1%	31.4%
White not Hispanic	81	9.9%	35.8%	39.5%	14.8%	71	7%	46.5%	33.8%	12.7%	77	9.1%	46.8%	33.8%	10.4%
Students with Disabilities	45	6.7%	22.2%	35.6%	35.6%	45	2.2%	20%	37.8%	40%	45	2.2%	13.3%	33.3%	51.1%
Economically Disadvantaged	165	3%	24.4%	40.9%	32.1%	161	3.1%	20.5%	37.8%	28.6%	152	1.3%	23.7%	40.8%	34.2%
Limited English Proficient	45	2.2%	31.1%	40%	26.7%	48	0%	22.9%	58.3%	18.8%	36	2.8%	22.2%	44.4%	30.6%

Notes

- Performance levels have been retroactively adjusted to align WKCE results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels. Count and percent of students scoring at each performance level will not agree with previously reported results.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | 2011-12 | Student Growth

Student Growth

Total Score: 63.7/100

Growing Toward a Higher Level:
The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students result in a higher Student Growth score for the school. Students maintaining the advanced level also result in a higher score.

Declining Below Proficient:
The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score for the school.

Notes:
- Details on student achievement calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- Student growth is calculated separately for reading and mathematics.
- Student growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examinations (WKCE) in two consecutive years.
- Student growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels.

Reading Growth Score: 35/50

Reading Growth Score is based on the 206 students tested in fall 2010 with data for growth to fall 2011.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Min Perf	Basic	Proficient	Advanced
Minimal Performance	97	57	**36**	**4**	**0**
	47.1%	27.7%	**17.5%**	**1.9%**	**0.0%**
Basic	68	6	48	**11**	**3**
	33.0%	2.9%	23.3%	**5.3%**	**1.5%**
Proficient	32	*1*	*5*	24	**2**
	15.5%	*0.5%*	*2.4%*	11.7%	**1.0%**
Advanced	9	*0*	*0*	4	5
	4.4%	*0.0%*	*0.0%*	1.9%	2.4%

Mathematics Growth Score: 28.7/50

Mathematics Growth Score is based on the 210 students tested in fall 2010 with data for growth to fall 2011.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Min Perf	Basic	Proficient	Advanced
Minimal Performance	45	32	**7**	**5**	**1**
	21.4%	15.2%	**3.3%**	**2.4%**	**0.5%**
Basic	97	25	48	**21**	**3**
	46.2%	11.9%	22.9%	**10.0%**	**1.4%**
Proficient	61	*0*	*25*	24	**12**
	29.0%	*0.0%*	*11.9%*	11.4%	**5.7%**
Advanced	7	*0*	*1*	2	4
	3.3%	*0.0%*	*0.5%*	1.0%	1.9%

Student Growth Supplemental Data

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability index.

	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
Group	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State	287,712	**75,994**	**26.4%**	*22,604*	*7.9%*	288,444	**65,704**	**22.8%**	*24,557*	*8.5%*
All Students: School	206	**56**	**27.2%**	*6*	*2.9%*	210	**49**	**23.3%**	*26*	*12.4%*
American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	68	**17**	**25.0%**	*3*	*4.4%*	68	**13**	**19.1%**	*12*	*17.6%*
Hispanic	51	**21**	**41.2%**	*0*	*0.0%*	54	**8**	**14.8%**	*3*	*5.6%*
White not Hispanic	67	**16**	**23.9%**	*2*	*3.0%*	68	**20**	**29.4%**	*9*	*13.2%*
Students with Disabilities	33	**7**	**21.2%**	*0*	*0.0%*	35	**6**	**17.1%**	*2*	*5.7%*
Economically Disadvantaged	135	**39**	**28.9%**	*2*	*1.5%*	139	**28**	**20.1%**	*17*	*12.2%*
Limited English Proficient	38	**13**	**34.2%**	*0*	*0.0%*	41	**6**	**14.6%**	*4*	*9.8%*

Notes

- Data in this table are based on students tested in fall 2010 with data for growth to fall 2011.
- "Growing Toward Higher Level" means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on pages four and five.
- "Declining Below Proficient" means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on pages four and five.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward higher level or declining below proficient are not shown.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | 2011-12 | Closing Gaps

Closing Gaps

Total Score: 53.2/100

Closing Achievement Gaps - Reading | Score: 27/50

Group	2010-11 3-Yr Average Students	2010-11 Achievement Points	2011-12 3-Yr Average Students	2011-12 Achievement Points	Change	Comparison Group	2010-11 3-Yr Average Students	2010-11 Achievement Points	2011-12 3-Yr Average Students	2011-12 Achievement Points	Change	Gap 2010-11	Gap 2011-12
American Indian or Alaskan Native	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Black not Hispanic	83	11.3	79	11.5	0.2	White not Hispanic	72	31.4	76	29.8	-1.6	20.2	18.4
Hispanic	50	15.2	53	12	-3.2	White not Hispanic	72	31.4	76	29.8	-1.6	16.2	17.8
Students with Disabilities	43	11.2	45	10.3	-0.9	Students without Disabilities	182	21.1	183	20.6	-0.5	9.9	10.3
Economically Disadvantaged	156	13.3	159	13.5	0.2	Not Economically Disadvantaged	69	32.6	69	30.6	-2.1	19.4	17.1
Limited English Proficient	45	11.6	43	9.8	-1.8	English Proficient	180	21.1	185	20.6	-0.5	9.5	10.8
"All 3" Supergroup	*	*	*	*	*	Not in "All 3" Supergroup	*	*	*	*	*	*	*
“SwD-ECD” Supergroup	*	*	*	*	*	Not in “SwD-ECD” Supergroup	*	*	*	*	*	*	*
“SwD-LEP” Supergroup	*	*	*	*	*	Not in “SwD-LEP” Supergroup	*	*	*	*	*	*	*
“ECD-LEP” Supergroup	*	*	*	*	*	Not in “ECD-LEP” Supergroup	*	*	*	*	*	*	*

Closing Achievement Gaps - Mathematics | Score: 26.2/50

Group	2010-11 3-Yr Average Students	2010-11 Achievement Points	2011-12 3-Yr Average Students	2011-12 Achievement Points	Change	Comparison Group	2010-11 3-Yr Average Students	2010-11 Achievement Points	2011-12 3-Yr Average Students	2011-12 Achievement Points	Change	Gap 2010-11	Gap 2011-12
American Indian or Alaskan Native	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Black not Hispanic	83	21.4	79	20.3	-1.1	White not Hispanic	72	37	76	37	0	15.6	16.7
Hispanic	50	29.2	53	26.5	-2.8	White not Hispanic	72	37	76	37	0	7.8	10.5
Students with Disabilities	43	23.2	45	20.3	-2.8	Students without Disabilities	182	29.9	183	29.9	0	6.7	9.6
Economically Disadvantaged	156	24.8	159	23.8	-1	Not Economically Disadvantaged	69	37.4	69	37.8	0.4	12.6	13.9
Limited English Proficient	45	27.7	43	25.4	-2.2	English Proficient	180	28.9	185	28.6	-0.3	1.2	3.2
"All 3" Supergroup	*	*	*	*	*	Not in "All 3" Supergroup	*	*	*	*	*	*	*
“SwD-ECD” Supergroup	*	*	*	*	*	Not in “SwD-ECD” Supergroup	*	*	*	*	*	*	*
“SwD-LEP” Supergroup	*	*	*	*	*	Not in “SwD-LEP” Supergroup	*	*	*	*	*	*	*
“ECD-LEP” Supergroup	*	*	*	*	*	Not in “ECD-LEP” Supergroup	*	*	*	*	*	*	*

Notes

- Details on closing gaps calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- “3-Yr Average Students” is the average number of enrolled students over a three-year period ending in the indicated year.
- “Achievement Points” is the number of points a group would earn if it had a score calculated in the same way as Achievement, detailed on page two, which uses three years of data. Scores are weighted by enrollment, and more recent years contribute more heavily to a score.
- See “About Supergroups” on page seven for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | 2011-12 | Closing Gaps

Closing Gaps

Total Score: 53.2/100

Closing Graduation Gaps | Score: NA/NA

Group						Comparison Group						Gap	
	2009-10		2010-11		Change		2009-10		2010-11		Change	2010-11	2011-12
	Students	Graduation Rate	Students	Graduation Rate			Students	Graduation Rate	Students	Graduation Rate			
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	White not Hispanic	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
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	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
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA
“SwD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA

Notes

- Closing Graduation Gaps is based on the four-year cohort graduation rate only. In the future Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rate when six-year graduation rate becomes available.
- Closing Graduation Gaps is based on graduation data from the prior year because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- “Students” is the number of students in the four-year graduation cohort.
- “Graduation Rate” is the four-year cohort graduation rate.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.

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: Includes students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- “SwD-ECD” Supergroup: Includes students with disabilities and/or economically disadvantaged students.
- “SwD-LEP” Supergroup: Includes students with disabilities and/or limited English proficient students.
- “ECD-LEP” Supergroup: Includes economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are less 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 less than 20 students with disabilities and less 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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | 2011-12 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness Total Score: 82.7/100

2010-11 Attendance Score: 75.2/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	540	89945	94927.5	94.8%
Lowest Group (Students with Disabilities)	17622	17622	18873	93.4%

2010-11 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	NA	NA	NA	NA	NA	NA

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 index.

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA

2010-11 ACT Participation and Performance Score: NA/NA

Group	Enrolled	Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- Schools that graduate students earn a Graduation Score. Schools that do not graduate students (elementary, middle) earn an Attendance Score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- ACT Reading, English, Mathematics, and Science counts and percents are those students that met ACT college readiness benchmarks.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elementary School | Sample District

Technical Report Card | | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness Total Score: 82.7/100

2011-12 3rd Grade Reading Achievement Score: 7.5/20

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	3	4.20%	4.5	5	6.20%	7.5	4	5.10%	6
Proficient	1	8	11.10%	8	12	14.80%	12	15	19%	15
Basic	0.5	21	29.20%	10.5	20	24.70%	10	24	30.40%	12
Minimal Performance/ Not Tested	0	40	55.60%	0	44	54.30%	0	36	45.60%	0
Total Enrolled	-	72	100%	23	81	100%	29.5	79	100%	33

2011-12 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
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
Minimal Performance/ Not Tested	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Enrolled	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- 3rd Grade Reading and 8th Grade Mathematics Scores are determined in the same way as for Student Achievement on page two except that 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 higher performance levels, larger numbers of students, and more recent years contribute more.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

Student Engagement Indicators

Goals Met: 3/3

Expectation	Goal	School Rate	Points Deducted
Dropout Rate	6% or Less	0.1%	0
Absenteeism Rate	13% or Less	7%	0
Test Participation Rate (For Lowest Group)	95% or Greater	94.5%	0

Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine the result of the Lowest Group Test Participation Rate Student Engagement Indicators. For a school to meet the Test Participation Rate expectation, the participation rate for all of its student groups must be 95% or higher. Group performance for Absenteeism Rate and Dropout Rate is provided for informational purposes only and is not used to determine the Student Engagement Indicators results used in the accountability index.

Group	Test Participation Rate		Absenteeism Rate	Dropout Rate
	Reading Rate	Mathematics Rate		
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	0%	0.0%
Black not Hispanic	99.7%	99.3%	10.5%	0.3%
Hispanic	97.2%	100%	7.6%	0.1%
White not Hispanic	99.6%	100%	3%	0.1%
Students with Disabilities	97.5%	100%	8.6%	0.3%
Economically Disadvantaged	98.5%	99.8%	9.2%	0.1%
Limited English Proficient	94.5%	100%	1%	0.2%

Notes

- Details on Student Engagement Indicators calculations can be found at:http://dpi.wi.gov/oea/acct/accountability.html
- All schools are expected to meet Student Engagement Indicators on these three areas. Overall school accountability score is reduced by five points for each goal that is not met.
- Test Participation Rate (For Lowest Group) rate is rounded up to the nearest whole number before comparison with goal. Dropout Rate and Absenteeism Rate are not rounded.

State Assessment Results

The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities).

Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Count and percent of students scoring at each performance level will not agree with previously reported results.

Reading

Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3	77	27.6%	62	14.8%	72	15.7%	81	21%	79	24.4%
4	76	23.7%	81	25.9%	81	24.7%	70	15.9%	74	20.5%
5	70	34.8%	71	19.7%	80	21.8%	76	24%	71	15.7%
6	0	NA	0	NA	0	NA	0	NA	0	NA
7	0	NA	0	NA	0	NA	0	NA	0	NA
8	0	NA	0	NA	0	NA	0	NA	0	NA
10	0	NA	0	NA	0	NA	0	NA	0	NA

Mathematics

Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3	77	26%	62	21%	72	33.8%	81	21%	79	40.5%
4	76	32.9%	81	34.6%	81	38.8%	70	38.6%	74	31.1%
5	70	51.4%	71	40%	80	35%	76	35.5%	71	31%
6	0	NA	0	NA	0	NA	0	NA	0	NA
7	0	NA	0	NA	0	NA	0	NA	0	NA
8	0	NA	0	NA	0	NA	0	NA	0	NA
10	0	NA	0	NA	0	NA	0	NA	0	NA

National Assessment Results

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools. These data are provided for informational purposes only. They are not used to calculate a school's state accountability score.

Group	4th Grade Percent Proficient or Advanced		8th Grade Percent Proficient or Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin	47	34	41	34
Nation	40	32	34	32

Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) be set for all students and student groups for reading proficiency, mathematics proficiency, and high school graduation. The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score.

Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Determination
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Students Proficient or Advanced	Percent	Students Enrolled	Students Proficient or Advanced	Percent		
All Students	224	45	20.1%	451	91	20.2%	37.9%	No
American Indian or Alaskan Native	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*
Black not Hispanic	76	8	10.5%	154	17	11.0%	18.8%	No
Hispanic	51	1	2.0%	108	8	7.4%	22.5%	No
White not Hispanic	77	31	40.3%	148	56	37.9%	43%	Yes-CI
Students with Disabilities	45	4	8.9%	90	9	10.0%	19.8%	No
Economically Disadvantaged	152	22	14.5%	313	42	13.4%	24.8%	No
Limited English Proficient	35	1	2.9%	83	4	4.8%	16.3%	No

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Determination
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Students Proficient or Advanced	Percent	Students Enrolled	Students Proficient or Advanced	Percent		
All Students	224	77	34.4%	451	148	32.8%	49.8%	No
American Indian or Alaskan Native	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*
Black not Hispanic	76	12	15.8%	154	29	18.8%	25.4%	No
Hispanic	51	12	23.5%	108	25	23.1%	33.6%	Yes-CI
White not Hispanic	77	43	55.8%	148	81	54.7%	55.5%	Yes
Students with Disabilities	45	7	15.6%	90	17	18.9%	28.2%	No
Economically Disadvantaged	152	38	25.0%	313	76	24.3%	35.4%	No
Limited English Proficient	35	8	22.9%	83	19	22.9%	30.9%	Yes-CI

Notes

• Under Determination, "Yes-CI" means the group met its AMO target within a 95 percent confidence interval.

Annual Measurable Objectives

Graduation Rate

Group	Four-year Cohort Rate								Five-Year Cohort Rate			Determination
	2010-11			2009-10 and 2010-11 Average			Improvement		2010-11			
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	
All Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaskan Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- The graduation rate goal for the All Students group and each student group is 85 percent.
- Graduation Rate Annual Measurable Objective (AMO) is based on three goals: 1) Four-year cohort graduation rate goal; 2) Five-year cohort graduation rate goal; and 3) Four-year cohort graduation rate improvement goal. If any one of these goals is met then the AMO is met.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.