DeLong Middle
Eau Claire Area | Public - All Students
School Report Card | 2018-19 | Summary

Overall Score

66.3
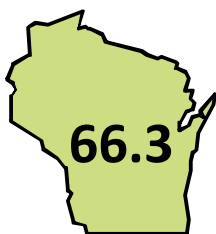
★★★☆☆
Meets Expectations

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	6-8
School Type	Middle School
Enrollment	1,033
Percent Open Enrollment	1.5%
Race/Ethnicity	
American Indian or Alaskan Native	1.1%
Asian	9.9%
Black or African American	2.5%
Hispanic/Latino	6.1%
Native Hawaiian or Other Pacific Islander	0.2%
White	74.5%
Two or More Races	5.7%
Student Groups	
Students with Disabilities	15.2%
Economically Disadvantaged	42.3%
English Learners	3.7%

Priority Areas	School Score	Max Score	6-8 State	6-8 Max
Student Achievement	**64.1/100**		**61.3/100**	
English Language Arts (ELA) Achievement	32.9/50		32.2/50	
Mathematics Achievement	31.2/50		29.1/50	
School Growth	**48.9/100**		**66.0/100**	
English Language Arts (ELA) Growth	23.5/50		33.0/50	
Mathematics Growth	25.4/50		33.0/50	
Closing Gaps	**69.9/100**		**73.9/100**	
English Language Arts (ELA) Achievement Gaps	36.5/50		36.7/50	
Mathematics Achievement Gaps	33.4/50		37.2/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**85.2/100**		**85.5/100**	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	73.4/80		74.1/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	11.8/20		11.4/20	

Priority Area Weights	Percentage Weight
Student Achievement	20.1%
School Growth	29.9%
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	99.2%	99.1%	99.4%	99.2%
Lowest Subgroup Rate: Two or More	94.8%	97.2%	98.3%	98.6%

^ 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.

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DeLong Middle
Eau Claire Area | Public - All Students
School Report Card Detail | 2018-19 | Student Achievement

Student Achievement   Total Score: 64.1/100

English Language Arts Achievement Score: 32.9/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	138	15.1%	207	91	9.8%	136.5	74	7.4%	111
Proficient	1.0	288	31.5%	288	294	31.6%	294	312	31.4%	312
Basic	0.5	325	35.6%	162.5	374	40.2%	187	378	38.0%	189
Below Basic	0.0	162	17.7%	0	171	18.4%	0	230	23.1%	0
Total Tested	-	913	100.0%	657.5	930	100.0%	617.5	994	100.0%	612

Mathematics Achievement Score: 31.2/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	44	4.8%	66	51	5.5%	76.5	26	2.6%	39
Proficient	1.0	400	43.8%	400	350	37.6%	350	348	35.0%	348
Basic	0.5	292	32.0%	146	324	34.8%	162	390	39.2%	195
Below Basic	0.0	177	19.4%	0	206	22.1%	0	230	23.1%	0
Total Tested	-	913	100.0%	612	931	100.0%	588.5	994	100.0%	582

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?

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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 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2017-18 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2018-19 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	913	15.1%	31.5%	35.6%	17.7%	930	9.8%	31.6%	40.2%	18.4%	994	7.4%	31.4%	38.0%	23.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	84	6.0%	32.1%	48.8%	13.1%	91	1.1%	29.7%	53.8%	15.4%	96	6.3%	26.0%	49.0%	18.8%
Black or African American	22	4.5%	18.2%	54.5%	22.7%	25	0.0%	12.0%	40.0%	48.0%	25	4.0%	12.0%	48.0%	36.0%
Hispanic/Latino	39	7.7%	28.2%	46.2%	17.9%	39	10.3%	33.3%	35.9%	20.5%	58	5.2%	19.0%	50.0%	25.9%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	721	17.6%	32.9%	31.8%	17.8%	723	11.6%	33.5%	38.7%	16.2%	748	8.3%	34.5%	35.4%	21.8%
Two or More Races	37	5.4%	18.9%	54.1%	21.6%	40	5.0%	17.5%	45.0%	32.5%	54	3.7%	24.1%	33.3%	38.9%
Students with Disabilities	153	0.7%	10.5%	31.4%	57.5%	148	1.4%	8.1%	37.2%	53.4%	151	0.7%	6.0%	29.1%	64.2%
Economically Disadvantaged	369	4.3%	25.7%	41.7%	28.2%	402	3.2%	24.1%	41.8%	30.8%	416	3.1%	23.8%	38.7%	34.4%
English Learners	58	0.0%	15.5%	67.2%	17.2%	59	0.0%	20.3%	59.3%	20.3%	49	0.0%	16.3%	59.2%	24.5%

Mathematics Supplemental Data

Group	2016-17 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2017-18 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2018-19 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	913	4.8%	43.8%	32.0%	19.4%	931	5.5%	37.6%	34.8%	22.1%	994	2.6%	35.0%	39.2%	23.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	84	4.8%	46.4%	32.1%	16.7%	91	1.1%	30.8%	45.1%	23.1%	96	2.1%	25.0%	46.9%	26.0%
Black or African American	22	0.0%	22.7%	50.0%	27.3%	25	4.0%	8.0%	40.0%	48.0%	25	0.0%	20.0%	36.0%	44.0%
Hispanic/Latino	39	2.6%	35.9%	35.9%	25.6%	40	0.0%	42.5%	35.0%	22.5%	58	3.4%	24.1%	44.8%	27.6%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	721	5.3%	45.8%	30.8%	18.2%	723	6.8%	40.4%	32.4%	20.5%	748	2.8%	38.2%	38.2%	20.7%
Two or More Races	37	2.7%	32.4%	32.4%	32.4%	40	0.0%	27.5%	47.5%	25.0%	54	1.9%	33.3%	33.3%	31.5%
Students with Disabilities	153	1.3%	8.5%	27.5%	62.7%	149	0.0%	9.4%	28.2%	62.4%	151	0.0%	7.3%	27.8%	64.9%
Economically Disadvantaged	369	2.2%	32.2%	34.1%	31.4%	403	1.2%	27.3%	36.5%	35.0%	416	0.7%	20.9%	41.3%	37.0%
English Learners	58	0.0%	27.6%	50.0%	22.4%	60	0.0%	11.7%	56.7%	31.7%	49	0.0%	6.1%	53.1%	40.8%

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School Report Card Detail | 2018-19 | School Growth

School Growth   Total Score: 48.9/100

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth. A value-added score of 3.0 is average.

English Language Arts Growth Score: 23.5/50   Mathematics Growth Score: 25.4/50

	English Language Arts		Mathematics	
Group	**Count**	**Value-Added Score**	**Count**	**Value-Added Score**
All Students: School	936	2.0	936	2.2

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).

	English Language Arts		Mathematics	
Group	**Count**	**Value-Added Score**	**Count**	**Value-Added Score**
American Indian or Alaskan Native	<20	*	<20	*
Asian	91	2.1	91	1.7
Black or African American	22	2.0	22	2.2
Hispanic/Latino	53	1.9	53	2.2
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	48	1.5	48	2.2
White	709	2.0	709	2.2
Students with Disabilities	120	2.1	120	2.9
Students without Disabilities	816	1.9	816	2.1
Economically Disadvantaged	387	2.0	387	2.1
Not Economically Disadvantaged	549	1.9	549	2.2
English Learners	45	2.6	45	2.0
English Proficient	891	1.9	891	2.2
Proficient Last Year	450	2.1	476	2.1
Not Proficient Last Year	486	1.8	460	2.2

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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School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 69.9/100

Closing Achievement Gaps - English Language Arts | Score: 36.5/50

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in 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	
American Indian or Alaskan Native	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.565	0.586	0.655	0.582	0.599		0.800	0.720	0.734	0.722	0.702	0.006	-0.019	0.025
Black or African American	0.707	0.554	0.523	0.320	0.420		0.800	0.720	0.734	0.722	0.702	-0.082	-0.019	-0.063
Hispanic/Latino	0.527	0.514	0.628	0.667	0.517	White	0.800	0.720	0.734	0.722	0.702	0.007	-0.019	0.026
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.583	0.579	0.541	0.475	0.463		0.800	0.720	0.734	0.722	0.702	-0.035	-0.019	-0.016
Students with Disabilities	0.203	0.288	0.271	0.287	0.215	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	0.000	-0.022	0.022
Economically Disadvantaged	0.533	0.525	0.531	0.499	0.478	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	-0.014	-0.018	0.004
English Learners	0.525	0.448	0.491	0.500	0.459	English Proficient	0.745	0.662	0.672	0.657	0.638	-0.009	-0.022	0.013
"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: 33.4/50

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in 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	
American Indian or Alaskan Native	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Asian	0.587	0.592	0.696	0.549	0.516		0.741	0.695	0.702	0.716	0.708	-0.019	-0.005	-0.014
Black or African American	0.414	0.304	0.477	0.340	0.380		0.741	0.695	0.702	0.716	0.708	-0.003	-0.005	0.002
Hispanic/Latino	0.595	0.444	0.577	0.600	0.517	White	0.741	0.695	0.702	0.716	0.708	-0.003	-0.005	0.002
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.646	0.553	0.527	0.512	0.528		0.741	0.695	0.702	0.716	0.708	-0.022	-0.005	-0.017
Students with Disabilities	0.200	0.219	0.242	0.235	0.212	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	0.003	-0.008	0.011
Economically Disadvantaged	0.494	0.493	0.526	0.474	0.427	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	-0.016	-0.003	-0.013
English Learners	0.588	0.478	0.526	0.400	0.327	English Proficient	0.677	0.626	0.629	0.641	0.631	-0.059	-0.008	-0.051
"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

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DeLong Middle
Eau Claire Area | Public - All Students
School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 69.9/100

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		Difference in 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	
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		Difference in 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	
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

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Closing Gaps   Total Score: 69.9/100

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.

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DeLong Middle
Eau Claire Area | Public - All Students
School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness   Total Score: 85.2/100

2017-18 Attendance Score: 73.4/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,020	154,415.0	163,218.5	94.6%
Lowest Group: Black Students	32	4,150.0	4,672.0	88.8%

2017-18 Graduation Score: NA/NA

	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
Group	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.

	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
Group	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.

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FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE

DeLong Middle
Eau Claire Area | Public - All Students
School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness   Total Score: 85.2/100

2018-19 3rd Grade English Language Arts Achievement Score: NA/NA

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		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	1.0	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: 11.8/20

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	18	6.4%	27	31	9.6%	46.5	17	5.3%	25.5
Proficient	1.0	94	33.5%	94	75	23.2%	75	69	21.7%	69
Basic	0.5	117	41.6%	58.5	145	44.9%	72.5	161	50.6%	80.5
Below Basic	0.0	52	18.5%	0	72	22.3%	0	71	22.3%	0
Total Tested	-	281	100.0%	179.5	323	100.0%	194	318	100.0%	175

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.

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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%	6.0%	4.5%	0
Dropout Rate	Less than 6%	0.0%	0.0%	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 One Year Students	Rate	Three Year Students	Rate	Dropout Rate One Year Students	Rate	Three Year Students	Rate	Test Participation Rate (Not Scored) ELA Students	ELA Rate	Mathematics Students	Mathematics Rate
All Students: School	1,004	6.0%	2,939	4.5%	668	0.0%	1,910	0.0%	1,026	99.2%	1,026	99.4%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	92	1.1%	273	1.1%	59	0.0%	188	0.0%	100	100.0%	100	100.0%
Black or African American	32	31.3%	90	14.4%	20	0.0%	64	0.0%	27	100.0%	27	100.0%
Hispanic/Latino	50	8.0%	132	9.1%	29	0.0%	84	0.0%	63	96.8%	63	96.8%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	45	11.1%	129	10.9%	33	0.0%	78	0.0%	58	94.8%	58	98.3%
White	773	5.0%	2,281	3.8%	518	0.0%	1,475	0.0%	765	99.6%	765	99.6%
Students with Disabilities	164	11.0%	470	8.7%	106	0.0%	296	0.0%	163	97.5%	163	97.5%
Economically Disadvantaged	458	10.9%	1,297	8.6%	296	0.0%	824	0.0%	443	98.6%	443	99.1%
English Learners	62	1.6%	197	2.5%	41	0.0%	141	0.0%	55	100.0%	55	100.0%

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