

School Report Card | 2018-19 | Summary



Overall Accountability Ratings	Score
Significantly Exceeds	83-100
Expectations	****
Exceeds	73-82.9
Expectations	****
Meets	63-72.9
Expectations	***
Meets Few	53-62.9
Expectations	***
Fails to Meet	0-52.9
Expectations	★☆☆☆☆

School Infor	mation
Grades	KG-5
School Type	Elementary School
Enrollment	384
Percent Open Enrollment	2.3%
Race/Ethnic	city
American Indian or Alaskan N	ative 0.8%
Asian	5.5%
Black or African American	2.9%
Hispanic/Latino	6.0%
Native Hawaiian or Other Pac	rific Islander 0.0%
White	76.8%
Two or More Races	8.1%
Student Gro	ups
Students with Disabilities	12.8%
Economically Disadvantaged	48.7%
English Learners	2.3%

Priority Areas	School Max Score Score	K-5 K-5 State Max
Student Achievement	74.6/100	65.7/100
English Language Arts (ELA) Achievement	36.6/50	31.6/50
Mathematics Achievement	38.0/50	34.1/50
School Growth	61.3/100	66.0/100
English Language Arts (ELA) Growth	30.2/50	33.0/50
Mathematics Growth	31.1/50	33.0/50
Closing Gaps	83.2/100	73.9/100
English Language Arts (ELA) Achievement Gaps	41.0/50	37.9/50
Mathematics Achievement Gaps	42.2/50	36.0/50
Graduation Rate Gaps	NA/NA	NA/NA
On-Track and Postsecondary Readiness	89.9/100	86.8/100
Graduation Rate	NA/NA	NA/NA
Attendance Rate	74.6/80	74.5/80
3rd Grade English Language Arts (ELA) Achievement	15.3/20	12.3/20
8th Grade Mathematics Achievement	NA/NA	NA/NA

Priority Area Weights	Percentage Weight
Student Achievement	15.9%
School Growth	34.1%
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-	ELA 3-	Math 1-	Math 3-								
	Year	Year	Year	Year								
All-Students Rate	100%	99.2%	100%	99.3%								
Lowest Subgroup Rate: White	100%	99.8%	100%	99.8%								

[^] 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 | dpi.wi.gov

Report cards for different types of schools or districts should not be directly compared.



School Report Card Detail | 2018-19 | Student Achievement

Student Achievement

Total Score: 74.6/100

English Language Arts Achievement Score: 36.6/50
--

			2016-17			2017-18		2018-19			
Performance	Points	Students		Students			Stud				
Level			Points	Count	Percent	Points	Count	Percent	Points		
Advanced	1.5	29	14.2%	43.5	16	7.8%	24	19	10.4%	28.5	
Proficient	1.0	79	38.7%	79	74	35.9%	74	71	38.8%	71	
Basic	0.5	75	36.8%	37.5	88	42.7%	44	70	38.3%	35	
Below Basic	0.0	21	10.3%	0	28	13.6%	0	23	12.6%	0	
Total Tested	-	204	100.0%	160	206	100.0%	142	183	100.0%	134.5	

Mathematics Achievement Score: 38.0/50

2016-17						2017-18		2018-19				
Performance	Points			Students			Stud					
Level	Multiplier			Points	Count	Percent	Points	Count	Percent	Points		
Advanced	1.5	27	13.2%	40.5	23	11.1%	34.5	29	15.8%	43.5		
Proficient	1.0	74	36.1%	74	85	41.1%	85	70	38.3%	70		
Basic	0.5	74	36.1%	37	70	33.8%	35	62	33.9%	31		
Below Basic	0.0	30	14.6%	0	29	14.0%	0	22	12.0%	0		
Total Tested	-	205	100.0%	151.5	207	100.0%	154.5	183	100.0%	144.5		

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?



English Learners

Northwoods Elementary Eau Claire Area | Public - All Students

School Report Card Detail | 2018-19 | Student Achievement

Student Achievement

<20

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 Below Basic Below Basic Below Basic Proficient Percent Basic Proficient Percent Basic Proficient Percent Basic Percent Percent Percent Advanced Percent Percent Percent Percent Percent Percent Total Total Total Group 8.0% 572 116 9 5% 33.8% 33.9% 22 7% 572,332 8 5% 33 7% 34.0% 23.7% 570,957 32 7% 34.1% 25 3% All Students: State All Students: School 204 14.2% 38.7% 36.8% 10.3% 206 7.8% 35.9% 42.7% 13.6% 183 10.4% 38.8% 38.3% 12.6% American Indian <20 <20 <20 or Alaskan Native * * Asian <20 <20 <20 * * * * * * Black or African American <20 <20 <20 Hispanic/Latino <20 <20 <20 Native Hawaiian <20 <20 <20 or Other Pacific Islander White 14.6% 40.2% 37.2% 9.5% 36.3% 42.3% 11.9% 11.6% 38.4% 39.7% 164 7.9% 168 146 10.3% <20 <20 Two or More Races <20 Students with Disabilities 8.6% 25.7% 25.7% 13.3% 43.3% 36.7% 3.3% 26.7% 40.0% 30.0% 35 40.0% 30 6.7% 30 **Economically Disadvantaged** 91 9.9% 35.2% 38.5% 16.5% 103 4.9% 33.0% 43.7% 18.4% 89 5.6% 36.0% 44.9% 13.5%

Mathematics Supplemental Data 2016-17 2018-19 Below Basic Below Basic Below Basic Percent Basic Advanced Percent Basic Proficient Percent Basic Advanced Percent Percent Percent Proficient Percent Advanced Percent Percent Tested Total Total Total Group 8.3% 27.2% 31.2% 571,751 9.4% 28.2% All Students: State 573,124 32.3% 32.2% 573,251 9.2% 32.6% 27.0% 31.6% 30.8% 205 15.8% All Students: School 13.2% 36.1% 36.1% 14.6% 207 11.1% 41.1% 33.8% 14.0% 183 38.3% 33.9% 12.0% American Indian <20 <20 * <20 * or Alaskan Native <20 <20 <20 * <20 <20 <20 Black or African American * * * Hispanic/Latino <20 <20 <20 Native Hawaiian <20 <20 <20 or Other Pacific Islander White 164 14.0% 39.6% 33.5% 12.8% 168 13.7% 42.9% 30.4% 13.1% 146 16.4% 39.7% 34.9% 8.9% <20 <20 Two or More Races <20 Students with Disabilities 35 11.4% 20.0% 25.7% 42.9% 30 6.7% 23.3% 26.7% 43.3% 30 3.3% 23.3% 33.3% 40.0% **Economically Disadvantaged** 92 9.8% 27.2% 39.1% 23.9% 104 4.8% 39.4% 37.5% 18.3% 89 9.0% 31.5% 40.4% 19.1% * **English Learners** <20 <20 <20



School Report Card Detail | 2018-19 | School Growth

Total Score: 61.3/100

School Growth

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: 30.2/50 Mathematics Growth Score: 31.1/50

	English Lan	guage Arts	Mathematics			
Group	Count	Value-Added Score	Count	Value-Added Score		
All Students: School	112	2.7	112	2.8		

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 Lan	guage Arts	Mathe	matics
Group	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	93	2.7	93	2.9
Students with Disabilities	<20	*	<20	*
Students without Disabilities	103	2.7	103	2.8
Economically Disadvantaged	48	2.9	48	2.7
Not Economically Disadvantaged	64	2.6	64	3.0
English Learners	<20	*	<20	*
English Proficient	109	2.7	109	2.8
Proficient Last Year	55	2.7	66	3.1
Not Proficient Last Year	57	2.7	46	2.5

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 | dpi.wi.gov

Report cards for different types of schools or districts should not be directly compared.



School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 83.2/100

Closing Achievement Gaps - English Language Arts | Score: 41/50

School Target Group Points		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		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	White	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	0.552	0.429	0.586	0.450	0.517	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	-0.002	-0.022	0.020
Economically Disadvantaged	0.687	0.552	0.692	0.621	0.669	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	0.004	-0.018	0.022
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: 42.2/50

School Target Group Points	s-Based	Profici	ency Ra	ates		State Comparison Group Po	ints-Bas	sed Pro	ficiency	/ Rates		Rate of	Change	z _
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		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	White	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	0.431	0.476	0.500	0.467	0.450	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	0.002	-0.008	0.010
Economically Disadvantaged	0.536	0.510	0.614	0.654	0.652	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	0.039	-0.003	0.042
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



School Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 83.2/100

Graduation Rate Gaps Score: NA/NA

Closing Graduation Gaps - Four Year | Score: NA/NA

School Target Group	Gradu	ation R	ates			State Comparison Gro	oup Gra	duatio	n 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		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	White	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	Gradu	ation R	ates			State Comparison Gro	oup Gra	duatio	n 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		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	White	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

Wisconsin Department of Public Instruction | dpi.wi.gov



School Report Card Detail | 2018-19 | Closing Gaps

Total Score: 83.2/100

Closing Gaps

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.



School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

Total Score: 89.9/100

On-Track and Postsecondary Readiness

2017-18 Attendance Score: 74.6/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	407	61,564.5	64,834.0	95.0%
Lowest Group: Students with Disabilities	61	8,567.0	9,352.0	91.6%

2017-18 Graduation Score: NA/NA

	Four-Yea	r Cohort Graduati	on 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-Yea	ar Cohort Graduati	on Rate	Six-Yea	ır Cohort Graduati	on 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.



School Report Card Detail | 2018-19 | On-Track and Postsecondary Readiness

Total Score: 89.9/100

On-Track and Postsecondary Readiness

2018-19 3rd Grade English Language Arts Achievement Score: 15.3/20

			2017-18		2018-19						
Performance	Points	Stud	Students		Students			Students			
Level	Multiplier	Count	Percent	Points	Count	Percent	Points	Count	Percent	Points	
Advanced	1.5	12	16.9%	18	4	6.6%	6	7	13.0%	10.5	
Proficient	1.0	26	36.6%	26	23	37.7%	23	22	40.7%	22	
Basic	0.5	27	38.0%	13.5	23	37.7%	11.5	23	42.6%	11.5	
Below Basic	0.0	6	8.5%	0	11	18.0%	0	2	3.7%	0	
Total Tested	-	71	100.0%	57.5	61	100.0%	40.5	54	100.0%	44	

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

			2016-17			2017-18		2018-19				
Performance	Points	Stud	Students		tudents		Students			Stud	Students	
Level	Multiplier	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		

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.



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%	2.3%	2.5%	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.

	P	Absentee	ism Rate	:		Dropou	ıt Rate		Test Participation Rate					
	One	Year	Three	e Year	One	Year	Three	e Year	(Not Scored)					
Group	Students	Rate	Students	Rate	Students	Rate	Students	Rate	ELA Students	ELA Rate	Mathematics Students	Mathematics Rate		
All Students: School	396	2.3%	1,220	2.5%	<20	*	NA	NA	187	100.0%	187	100.0%		
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*		
Asian	20	0.0%	47	0.0%	<20	*	NA	NA	<20	*	<20	*		
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*		
Hispanic/Latino	23	0.0%	43	2.3%	<20	*	NA	NA	<20	*	<20	*		
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*		
Two or More Races	30	0.0%	92	4.3%	<20	*	NA	NA	<20	*	<20	*		
White	311	2.6%	974	2.2%	<20	*	NA	NA	149	100.0%	149	100.0%		
Students with Disabilities	58	12.1%	204	10.3%	<20	*	NA	NA	30	100.0%	30	100.0%		
Economically Disadvantaged	212	3.8%	611	3.9%	<20	*	NA	NA	92	100.0%	92	100.0%		
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*		