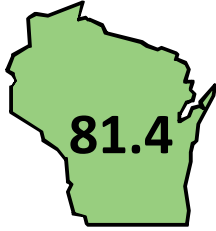




Altoona

District Report Card | 2017-18 | Summary

Overall Score



Exceeds Expectations

Overall Accountability Ratings Score

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

District Information

Grades	K4-12
Enrollment	1,622
Within District Mobility	0.0%
Between District Mobility	2.8%

Race/Ethnicity

American Indian or Alaskan Native	0.3%
Asian	2.1%
Black or African American	1.5%
Hispanic/Latino	5.4%
Native Hawaiian or Other Pacific Islander	0.1%
White	83.7%
Two or More Races	6.8%

Student Groups

Students with Disabilities	13.2%
Economically Disadvantaged	38.2%
English Learners	2.5%

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	71.9/100		63.0/100	
English Language Arts (ELA) Achievement	36.7/50		32.1/50	
Mathematics Achievement	35.2/50		30.9/50	

District Growth	84.1/100		66.0/100	
English Language Arts (ELA) Growth	42.5/50		33.0/50	
Mathematics Growth	41.6/50		33.0/50	

Closing Gaps	79.4/100		67.9/100	
English Language Arts (ELA) Achievement Gaps	18.6/25		17.8/25	
Mathematics Achievement Gaps	20.4/25		17.3/25	
Graduation Rate Gaps	40.4/50		32.8/50	

On-Track and Postsecondary Readiness	89.0/100		85.0/100	
Graduation Rate	37.6/40		36.3/40	
Attendance Rate	37.6/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	6.8/10		6.3/10	
8th Grade Mathematics Achievement	7.0/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	22.9%
District Growth	27.1%
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 (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	99.1%	99.2%	99.1%	99.3%
Lowest Subgroup Rate: SwD	94.4%	95.4%	94.4%	95.8%

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.



Altoona

District Report Card Detail | 2017-18 | Accountability Summary

Accountability Summary

Supplemental Data

School performance on this page is provided for informational purposes only. This information is not used to determine district accountability scores. The performance of all students in the district, including those in alternate accountability schools, is combined to determine the district accountability score and rating.

Summary of Overall Accountability Ratings for Schools in the District

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	25.0%
Exceeds Expectations	3	75.0%
Meets Expectations	0	0.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%
Alternate Accountability - Satisfactory Progress	0	0.0%
Alternate Accountability - Needs Improvement	0	0.0%
Alternate Accountability - No Score	0	0.0%

Summary of Priority Area Scores for Schools in the District

Does not include Alternate Accountability schools

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	75.2	80.2	83.1	100
Student Achievement	67.8	71.2	74.8	100
School Growth	70.8	81.8	92.7	100
Closing Gaps	66.0	80.7	100.0	100
On-Track and Postsecondary Readiness	89.1	92.0	94.9	100

Summary of Student Engagement Indicator Deductions for Schools in the District

Does not include Alternate Accountability schools

Number of Deductions	Number of Schools	Percent of Schools
Zero	4	100.0%
One	0	0.0%
Two	0	0.0%



Altoona

District Report Card Detail | 2017-18 | Student Achievement

Student Achievement

Total Score: 71.9/100

English Language Arts Achievement Score: 36.7/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	79	10.3%	118.5	89	11.3%	133.5	98	12.0%	147
Proficient	1.0	308	40.2%	308	306	38.9%	306	312	38.0%	312
Basic	0.5	269	35.1%	134.5	276	35.1%	138	290	35.4%	145
Below Basic	0.0	111	14.5%	0	116	14.7%	0	120	14.6%	0
Total Tested	-	767	100.0%	561	787	100.0%	577.5	820	100.0%	604

Mathematics Achievement Score: 35.2/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	67	8.7%	100.5	77	9.8%	115.5	87	10.6%	130.5
Proficient	1.0	273	35.5%	273	336	42.7%	336	316	38.5%	316
Basic	0.5	262	34.1%	131	249	31.6%	124.5	275	33.5%	137.5
Below Basic	0.0	166	21.6%	0	125	15.9%	0	142	17.3%	0
Total Tested	-	768	100.0%	504.5	787	100.0%	576	820	100.0%	584

Notes

- Details on student achievement calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the district.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- 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.



Altoona

District Report Card Detail | 2017-18 | 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	2015-16					2016-17					2017-18				
	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	437,905	8.6%	33.8%	34.8%	22.8%	444,382	9.4%	34.1%	34.3%	22.2%	445,203	8.1%	33.5%	34.7%	23.8%
All Students: District	767	10.3%	40.2%	35.1%	14.5%	787	11.3%	38.9%	35.1%	14.7%	820	12.0%	38.0%	35.4%	14.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	40	5.0%	12.5%	55.0%	27.5%	38	2.6%	15.8%	39.5%	42.1%	38	5.3%	18.4%	39.5%	36.8%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	640	11.6%	42.3%	32.8%	13.3%	673	12.2%	41.6%	33.7%	12.5%	691	13.2%	40.2%	34.3%	12.3%
Two or More Races	53	3.8%	37.7%	45.3%	13.2%	50	8.0%	34.0%	40.0%	18.0%	60	6.7%	33.3%	35.0%	25.0%
Students with Disabilities	75	5.3%	6.7%	33.3%	54.7%	88	4.5%	12.5%	27.3%	55.7%	98	6.1%	19.4%	24.5%	50.0%
Economically Disadvantaged	319	6.0%	29.2%	40.4%	24.5%	292	6.2%	29.8%	39.0%	25.0%	322	5.9%	30.4%	38.5%	25.2%
English Learners	27	0.0%	14.8%	51.9%	33.3%	26	0.0%	15.4%	38.5%	46.2%	32	0.0%	15.6%	40.6%	43.8%

Mathematics Supplemental Data

Group	2015-16					2016-17					2017-18				
	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	439,081	7.9%	33.1%	32.7%	26.3%	445,061	8.1%	33.2%	32.5%	26.2%	445,804	8.7%	33.3%	31.9%	26.1%
All Students: District	768	8.7%	35.5%	34.1%	21.6%	787	9.8%	42.7%	31.6%	15.9%	820	10.6%	38.5%	33.5%	17.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	40	5.0%	7.5%	27.5%	60.0%	38	2.6%	10.5%	36.8%	50.0%	38	5.3%	15.8%	34.2%	44.7%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	641	10.1%	38.5%	32.8%	18.6%	673	11.3%	44.9%	30.8%	13.1%	691	12.2%	41.1%	33.3%	13.5%
Two or More Races	53	0.0%	28.3%	41.5%	30.2%	50	0.0%	46.0%	32.0%	22.0%	60	1.7%	31.7%	33.3%	33.3%
Students with Disabilities	76	0.0%	9.2%	23.7%	67.1%	88	2.3%	11.4%	26.1%	60.2%	98	3.1%	9.2%	32.7%	55.1%
Economically Disadvantaged	319	2.2%	23.2%	39.5%	35.1%	292	3.1%	31.5%	39.7%	25.7%	322	4.7%	25.5%	41.9%	28.0%
English Learners	27	0.0%	14.8%	33.3%	51.9%	26	0.0%	19.2%	42.3%	38.5%	32	0.0%	21.9%	28.1%	50.0%



Altoona

District Report Card Detail | 2017-18 | District Growth

District Growth

Total Score: 84.1/100

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 actual growth of similar students. It then compares the change in the student's scores to that estimate. If the student's performance improved more than predicted by the model, we say her district had high value-added. That is, the district's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: 42.5/50

Mathematics Growth Score: 41.6/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	560	4.0	560	3.9

District Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	286,382	3.0	286,346	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	23	3.8	23	3.6
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	471	4.0	471	3.9
Two or More Races	46	3.6	46	3.7
Students with Disabilities	55	4.4	55	2.9
Economically Disadvantaged	225	4.1	225	3.8
English Learners	23	3.5	23	3.5

***Note**

Counts will display for districts with 10-19 students in a group, but they are not included in scoring, as the cell size rule for report cards is 20 students or more.

Growth scoring requires at least two consecutive years of test scores. Up to four years of test data on three growth intervals are used in the calculation, when available, to improve the validity and reliability of value-added calculations.



Altoona

District Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 79.4/100

Closing Achievement Gaps - English Language Arts | Score: 18.6/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in Rate of Change
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	District 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	0.432	0.500	0.475	0.395	0.461		0.658	0.826	0.723	0.740	0.717	-0.008	0.003	-0.011
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	0.682	0.660	0.660	0.608		NA	0.826	0.723	0.740	0.717	-0.023	-0.031	0.008
Students with Disabilities	0.250	0.325	0.313	0.330	0.408	Students without Disabilities	0.634	0.802	0.694	0.709	0.683	0.032	0.001	0.031
Economically Disadvantaged	0.542	0.654	0.583	0.586	0.585	Not Economically Disadvantaged	0.710	0.877	0.770	0.785	0.768	0.000	0.002	-0.002
English Learners	NA	0.460	0.407	0.346	0.359	English Proficient	NA	0.766	0.662	0.675	0.651	-0.035	-0.033	-0.002
“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: 20.4/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in Rate of Change	
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	District 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	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	0.477	0.316	0.288	0.329	0.408		0.797	0.772	0.705	0.711	0.721	-0.002	-0.021	0.019	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	0.558	0.491	0.620	0.508		NA	0.772	0.705	0.711	0.721	-0.003	-0.015	0.012	
Students with Disabilities	0.331	0.244	0.211	0.278	0.301	Students without Disabilities	0.768	0.737	0.665	0.668	0.676	0.000	-0.025	0.025	
Economically Disadvantaged	0.622	0.544	0.462	0.560	0.534	Not Economically Disadvantaged	0.851	0.823	0.750	0.754	0.772	-0.014	-0.023	0.009	
English Learners	NA	0.320	0.315	0.404	0.359	English Proficient	NA	0.704	0.633	0.637	0.645	0.019	-0.017	0.036	
“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	



Altoona

District Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 79.4/100

Graduation Rate Gaps Score: 40.4/50

Closing Graduation Gaps - Four Year | Score: 15.4/25

District Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	District 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	0.818	0.824	1.000	0.806	0.960	Not in "All 3" Supergroup	0.949	0.956	0.956	0.953	0.959	0.026	0.002	0.024
"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: 25/25

District Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	District 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	0.962	0.967	0.929	0.903	0.952	Not Economically Disadvantaged	0.944	0.950	0.955	0.958	0.957	-0.010	0.003	0.160
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



Altoona

District Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 79.4/100

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. For graduation calculations, prior-year data are the most current.
- 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.
- If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". 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.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
- Beginning on 2016-17 report cards, each subgroup 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 subgroup, 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 groups in the supergroup:

- "All 3" Supergroup: students with disabilities, economically disadvantaged, and limited English proficient students.
- "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 limited English proficient students.

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.



Altoona

District Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 89.0/100

2016-17 Attendance Score: 37.6/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,506	250,249.0	262,542.0	95.3%
Lowest Group: Economically Disadvantaged	93	13,502.0	14,619.0	92.4%

2016-17 Graduation Score: 37.6/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	110	101	91.8%	86	83	96.5%

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	95	87	91.6%	80	77	96.3%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	21	20	95.2%
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 are lagged by one year. For this year's report cards, On-Track and Postsecondary Readiness calculations use these data from the prior school year.



Altoona

District Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 89.0/100

2017-18 3rd Grade English Language Arts Achievement Score: 6.8/10

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	19	16.8%	28.5	13	9.8%	19.5	10	7.6%	15
Proficient	1	44	38.9%	44	43	32.3%	43	43	32.8%	43
Basic	0.5	36	31.9%	18	49	36.8%	24.5	52	39.7%	26
Below Basic	0	14	12.4%	0	28	21.1%	0	26	19.8%	0
Total Tested	-	113	100%	90.5	133	100%	87	131	100%	84

2017-18 8th Grade Mathematics Achievement Score: 7.0/10

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	7	7.8%	10.5	18	18.2%	27	7	5.9%	10.5
Proficient	1	27	30.0%	27	39	39.4%	39	39	33.1%	39
Basic	0.5	48	53.3%	24	27	27.3%	13.5	50	42.4%	25
Below Basic	0	8	8.9%	0	15	15.2%	0	22	18.6%	0
Total Tested	-	90	100%	61.5	99	100%	79.5	118	100%	74.5

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- 3rd 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 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 larger numbers of students and more recent years contribute more to the score for the Priority Area.



Altoona

District Report Card Detail | 2017-18 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year District Rate	Three-Year District Rate	Points Deducted
Absenteeism Rate	Less than 13%	2.4%	2.2%	0
Dropout Rate	Less than 6%	0.0%	0.3%	0

Student Engagement Indicators and Test Participation Data

All districts are expected to meet Student Engagement Indicator goals for Absenteeism and Dropouts rates. The overall accountability score is reduced by five points if the Absenteeism Rate goal or Dropout Rate goal is not met. Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate			
	One Year		Three Year		One Year		Three Year		(Not Scored)			
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students ELA	Rate ELA	Students Mathematics	Rate Mathematics
All Students: District	1,493	2.4%	4,490	2.2%	637	0.0%	1,893	0.3%	847	99.1%	847	99.1%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	28	10.7%	90	3.3%	<20	*	NA	NA	<20	*	<20	*
Black or African American	27	0.0%	100	6.0%	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	74	5.4%	231	4.3%	26	0.0%	69	0.0%	40	97.5%	40	97.5%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	88	4.5%	252	2.0%	28	0.0%	68	0.0%	64	98.4%	64	98.4%
White	1,266	1.9%	3,784	1.8%	545	0.0%	1,632	0.3%	710	99.2%	710	99.2%
Students with Disabilities	184	2.2%	494	4.5%	73	0.0%	209	1.4%	108	94.4%	108	94.4%
Economically Disadvantaged	88	11.4%	1,300	3.8%	34	0.0%	438	0.7%	344	98.5%	344	98.5%
English Learners	54	7.4%	146	4.1%	<20	*	NA	NA	34	100.0%	34	100.0%

Group performance for Test Participation Rates, Absenteeism Rates and Dropout Rates is provided below for informational purposes, to facilitate analysis of achievement gaps, and drive continuous improvement planning. Test Participation data reflect the one-year test participation rates of subgroups. Note that there is no longer a score deduction associated with Test Participation on Report Cards.