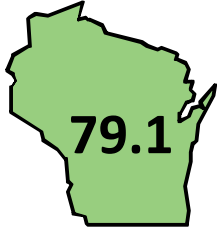




# West Salem

## District Report Card | 2018-19 | 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	1,797
Within District Mobility	0.0%
Between District Mobility	1.4%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.6%
Asian	1.2%
Black or African American	1.0%
Hispanic/Latino	2.5%
Native Hawaiian or Other Pacific Islander	0.1%
White	92.5%
Two or More Races	2.2%
<i>Student Groups</i>	
Students with Disabilities	11.7%
Economically Disadvantaged	26.3%
English Learners	0.9%

Priority Areas	District Max Score	State Max Score
<b>Student Achievement</b>	<b>74.8/100</b>	<b>62.3/100</b>
English Language Arts (ELA) Achievement	37.7/50	31.6/50
Mathematics Achievement	37.1/50	30.7/50
<b>District Growth</b>	<b>69.8/100</b>	<b>66.0/100</b>
English Language Arts (ELA) Growth	33.0/50	33.0/50
Mathematics Growth	36.8/50	33.0/50
<b>Closing Gaps</b>	<b>78.1/100</b>	<b>68.8/100</b>
English Language Arts (ELA) Achievement Gaps	17.2/25	18.1/25
Mathematics Achievement Gaps	17.1/25	18.0/25
Graduation Rate Gaps	43.8/50	32.7/50
<b>On-Track and Postsecondary Readiness</b>	<b>92.4/100</b>	<b>84.8/100</b>
Graduation Rate	39.4/40	36.3/40
Attendance Rate	37.7/40	36.6/40
3rd Grade English Language Arts (ELA) Achievement	7.5/10	6.2/10
8th Grade Mathematics Achievement	7.8/10	5.7/10

Priority Area Weights	Percentage Weight
Student Achievement	30.8%
District Growth	19.2%
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/](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	99.5%	99.4%	99.6%	99.4%
Lowest Subgroup Rate: Hispanic	97.1%	99.1%	97.1%	99.1%

^ 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.

## West Salem

### District Report Card Detail | 2018-19 | 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	0	0.0%
Exceeds Expectations	2	66.7%
Meets Expectations	1	33.3%
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	71.5	77.3	81.9	100
Student Achievement	72.6	74.8	76.8	100
School Growth	62.3	68.0	74.6	100
Closing Gaps	54.1	73.2	86.3	100
On-Track and Postsecondary Readiness	90.6	93.5	98.5	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	3	100.0%
One	0	0.0%
Two	0	0.0%



## West Salem

### District Report Card Detail | 2018-19 | Student Achievement

## Student Achievement

**Total Score: 74.8/100**

### English Language Arts Achievement Score: 37.7/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	135	11.6%	202.5	121	10.3%	181.5	126	10.6%	189
Proficient	1.0	511	43.9%	511	507	43.3%	507	494	41.7%	494
Basic	0.5	385	33.1%	192.5	383	32.7%	191.5	388	32.7%	194
Below Basic	0.0	133	11.4%	0	159	13.6%	0	178	15.0%	0
Total Tested	-	1,164	100.0%	906	1,170	100.0%	880	1,186	100.0%	877

### Mathematics Achievement Score: 37.1/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	86	7.4%	129	107	9.2%	160.5	157	13.2%	235.5
Proficient	1.0	512	44.0%	512	470	40.2%	470	509	42.9%	509
Basic	0.5	412	35.4%	206	393	33.6%	196.5	358	30.2%	179
Below Basic	0.0	154	13.2%	0	199	17.0%	0	163	13.7%	0
Total Tested	-	1,164	100.0%	847	1,169	100.0%	827	1,187	100.0%	923.5

#### 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 district.
- 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?



# West Salem

## District Report Card Detail | 2018-19 | Student Achievement

### Student Achievement

### Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

#### English Language Arts Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	572,116	9.5%	33.8%	33.9%	22.7%	572,332	8.5%	33.7%	34.0%	23.7%	570,957	8.0%	32.7%	34.1%	25.3%
All Students: District	1,164	11.6%	43.9%	33.1%	11.4%	1,170	10.3%	43.3%	32.7%	13.6%	1,186	10.6%	41.7%	32.7%	15.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	38	5.3%	39.5%	31.6%	23.7%	33	9.1%	27.3%	48.5%	15.2%	34	5.9%	35.3%	38.2%	20.6%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,080	12.1%	43.6%	33.2%	11.0%	1,085	10.5%	44.0%	32.0%	13.5%	1,094	10.8%	42.0%	32.3%	14.9%
Two or More Races	24	8.3%	50.0%	29.2%	12.5%	26	11.5%	38.5%	34.6%	15.4%	28	3.6%	39.3%	39.3%	17.9%
Students with Disabilities	124	2.4%	16.9%	31.5%	49.2%	136	2.2%	12.5%	30.1%	55.1%	147	2.0%	16.3%	27.2%	54.4%
Economically Disadvantaged	264	4.2%	38.3%	40.2%	17.4%	287	5.6%	29.6%	43.6%	21.3%	300	3.7%	32.3%	37.0%	27.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### Mathematics Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	573,124	8.3%	32.3%	32.2%	27.2%	573,251	9.2%	32.6%	31.2%	27.0%	571,751	9.4%	31.6%	30.8%	28.2%
All Students: District	1,164	7.4%	44.0%	35.4%	13.2%	1,169	9.2%	40.2%	33.6%	17.0%	1,187	13.2%	42.9%	30.2%	13.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	38	5.3%	39.5%	31.6%	23.7%	33	3.0%	36.4%	30.3%	30.3%	34	11.8%	23.5%	38.2%	26.5%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,080	7.7%	44.4%	35.3%	12.7%	1,084	9.6%	40.5%	33.4%	16.5%	1,095	13.2%	44.1%	29.4%	13.3%
Two or More Races	24	4.2%	45.8%	33.3%	16.7%	26	3.8%	30.8%	46.2%	19.2%	28	14.3%	28.6%	39.3%	17.9%
Students with Disabilities	124	0.8%	16.9%	38.7%	43.5%	136	0.7%	16.2%	25.0%	58.1%	148	2.0%	18.2%	27.7%	52.0%
Economically Disadvantaged	264	1.9%	32.6%	43.6%	22.0%	286	2.8%	28.3%	41.3%	27.6%	300	5.0%	32.7%	38.0%	24.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



## West Salem

### District Report Card Detail | 2018-19 | District Growth

## District Growth

**Total Score: 69.8/100**

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. A value-added score of 3.0 is average.

**English Language Arts Growth Score: 33.0/50**

**Mathematics Growth Score: 36.8/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	1,021	3.0	1,024	3.4

## District Growth Supplemental Data

This table has information about groups of students in this district. Higher value-added means the district's impact is greater for that group than the italicized comparison group (e.g., students with disabilities compared to students without disabilities).

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
American Indian or Alaskan Native	<20	*	<20	*
Asian	<20	*	<20	*
Black or African American	<20	*	<20	*
Hispanic/Latino	30	3.1	30	3.4
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	25	3.1	25	3.5
<i>White</i>	942	3.0	945	3.4
Students with Disabilities	118	3.0	119	2.9
<i>Students without Disabilities</i>	903	3.0	905	3.4
Economically Disadvantaged	254	3.0	257	3.3
<i>Not Economically Disadvantaged</i>	767	3.0	767	3.4
English Learners	<20	*	<20	*
<i>English Proficient</i>	1,007	3.0	1,010	3.4
Proficient Last Year	564	3.2	520	3.6
<i>Not Proficient Last Year</i>	457	2.7	504	3.0

The value-added scores in the table above are for informational purposes only and do not directly impact overall value-added scores for the district. See the value-added technical manual for additional details: <https://dpi.wi.gov/accountability/resources>



# West Salem

## District Report Card Detail | 2018-19 | Closing Gaps

### Closing Gaps

**Total Score: 78.1/100**

#### Closing Achievement Gaps - English Language Arts | Score: 17.2/25

District 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	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	0.672	0.649	0.632	0.652	0.632		0.800	0.720	0.734	0.722	0.702	-0.008	-0.019	0.011	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.857	0.905	0.771	0.731	0.643		0.800	0.720	0.734	0.722	0.702	-0.061	-0.019	-0.042	
Students with Disabilities	0.362	0.421	0.363	0.309	0.330	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	-0.018	-0.022	0.004	
Economically Disadvantaged	0.626	0.644	0.646	0.598	0.563	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	-0.017	-0.018	0.001	
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: 17.1/25

District 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	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	0.609	0.625	0.632	0.561	0.603		0.741	0.695	0.702	0.716	0.708	-0.008	-0.005	-0.003	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.786	0.690	0.688	0.596	0.696		0.741	0.695	0.702	0.716	0.708	-0.025	-0.005	-0.020	
Students with Disabilities	0.415	0.398	0.375	0.298	0.351	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	-0.022	-0.008	-0.014	
Economically Disadvantaged	0.557	0.564	0.572	0.531	0.592	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	0.004	-0.003	0.007	
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	



# West Salem

## District Report Card Detail | 2018-19 | Closing Gaps

### Closing Gaps

**Total Score: 78.1/100**

**Graduation Rate Gaps Score: 43.8/50**

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

District 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	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	NA	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	NA
Two or More Races	NA	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	0.739	0.875	0.909	0.955	1.000	Not Economically Disadvantaged	0.939	0.939	0.936	0.941	0.946	0.060	0.002	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	

**Closing Graduation Gaps - Six Year | Score: 18.8/25**

District 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	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	NA	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	NA
Two or More Races	NA	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	0.818	0.875	0.955	Not Economically Disadvantaged	NA	NA	0.958	0.957	0.954	0.069	-0.002	0.071	
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	



## West Salem

### District Report Card Detail | 2018-19 | Closing Gaps

## Closing Gaps

**Total Score: 78.1/100**

### 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.





## West Salem

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

## On-Track and Postsecondary Readiness

**Total Score: 92.4/100**

#### 2017-18 Attendance Score: 37.7/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,766	287,547.5	302,598.0	95.0%
Lowest Group: Students with Disabilities	212	32,986.5	35,418.0	93.1%

#### 2017-18 Graduation Score: 39.4/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	134	133	99.3%	121	118	97.5%

#### 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	126	125	99.2%	110	108	98.2%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	24	24	100.0%	22	21	95.5%
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.



# West Salem

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

## On-Track and Postsecondary Readiness

**Total Score: 92.4/100**

### 2018-19 3rd Grade English Language Arts Achievement Score: 7.5/10

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	11	9.5%	16.5	13	9.8%	19.5	12	9.9%	18
Proficient	1.0	54	46.6%	54	54	40.9%	54	55	45.5%	55
Basic	0.5	37	31.9%	18.5	45	34.1%	22.5	39	32.2%	19.5
Below Basic	0.0	14	12.1%	0	20	15.2%	0	15	12.4%	0
Total Tested	-	116	100.0%	89	132	100.0%	96	121	100.0%	92.5

### 2018-19 8th Grade Mathematics Achievement Score: 7.8/10

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	9	7.5%	13.5	18	13.6%	27	16	11.0%	24
Proficient	1.0	50	41.7%	50	51	38.6%	51	72	49.7%	72
Basic	0.5	43	35.8%	21.5	49	37.1%	24.5	46	31.7%	23
Below Basic	0.0	18	15.0%	0	14	10.6%	0	11	7.6%	0
Total Tested	-	120	100.0%	85	132	100.0%	102.5	145	100.0%	119

#### 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 only includes assessment results for students enrolled for the full academic year (FAY) in the district.
- 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.



## West Salem

### District Report Card Detail | 2018-19 | Student Engagement Indicators

## Student Engagement Indicators

**Goals Met: 2/2**

All districts 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 District Rate	Three-Year District Rate	Points Deducted
Absenteeism Rate	Less than 13%	2.5%	2.1%	0
Dropout Rate	Less than 6%	0.0%	0.3%	0

### Student Engagement Indicators and Test Participation Data

Group performance for Absenteeism Rate, Dropout Rate, and Test Participation is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. If either the one-year or three-year rate meets the goal then no points are deducted. Test Participation data reflect the one-year test participation of groups.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate			
	One Year		Three Year		One Year		Three Year		(Not Scored)			
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students: District	1,740	2.5%	5,164	2.1%	795	0.0%	2,368	0.3%	1,204	99.5%	1,204	99.6%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	47	2.1%	148	2.7%	21	0.0%	62	0.0%	35	97.1%	35	97.1%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	44	0.0%	123	4.1%	<20	*	NA	NA	28	100.0%	28	100.0%
White	1,605	2.5%	4,767	2.0%	742	0.0%	2,211	0.2%	1,109	99.5%	1,109	99.6%
Students with Disabilities	208	5.8%	547	4.6%	62	0.0%	190	0.5%	151	98.0%	151	98.7%
Economically Disadvantaged	468	6.0%	1,294	4.7%	174	0.0%	508	0.8%	307	99.3%	307	99.3%
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*