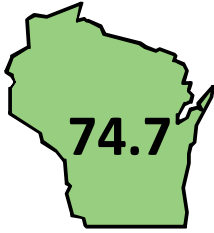




Goodman-Armstrong Creek

District Report Card | 2016-17 | Summary

Overall Score



Exceeds Expectations

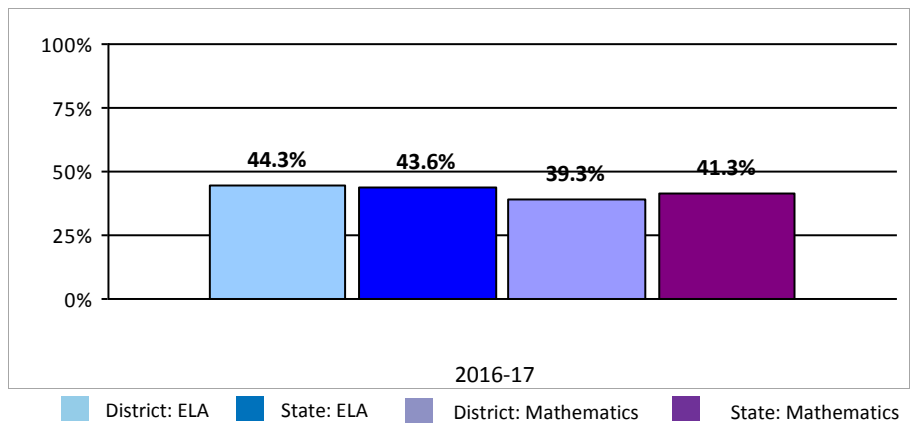
| Overall Accountability Ratings | Score |
|---|-------------------------|
| Significantly Exceeds Expectations | 83-100 ★★★★★ |
| Exceeds Expectations | 73-82.9 ★★★★☆ |
| Meets Expectations | 63-72.9 ★★★☆☆ |
| Meets Few Expectations | 53-62.9 ★★☆☆☆ |
| Fails to Meet Expectations | 0-52.9 ★☆☆☆☆ |

| Priority Areas | District Score | Max Score | State Score | Max Score |
|---|-----------------|-----------|-----------------|-----------|
| Student Achievement | 66.1/100 | | 66.7/100 | |
| English Language Arts (ELA) Achievement | 34.8/50 | | 34.3/50 | |
| Mathematics Achievement | 31.3/50 | | 32.4/50 | |
| District Growth | 79.4/100 | | 66.0/100 | |
| English Language Arts (ELA) Growth | 41.6/50 | | 33.0/50 | |
| Mathematics Growth | 37.8/50 | | 33.0/50 | |
| Closing Gaps | 63.7/100 | | 61.7/100 | |
| English Language Arts (ELA) Achievement Gaps | 29.8/50 | | 17.3/25 | |
| Mathematics Achievement Gaps | 33.9/50 | | 16.8/25 | |
| Graduation Rate Gaps | NA/NA | | 27.6/50 | |
| On-Track and Postsecondary Readiness | 93.9/100 | | 86.5/100 | |
| Graduation Rate | NA/NA | | 36.4/40 | |
| Attendance Rate | 93.9/100 | | 37.1/40 | |
| 3rd Grade English Language Arts (ELA) Achievement | NA/NA | | 7.0/10 | |
| 8th Grade Mathematics Achievement | NA/NA | | 6.0/10 | |

| Student Engagement Indicators | Total Deductions: 0 |
|-------------------------------|------------------------|
| Absenteeism Rate (goal <13%) | Goal met: no deduction |
| Dropout Rate (goal <6%) | Goal met: no deduction |

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)
State proficiency is for all tested grades: 3-8 and 11



| District Information | |
|---|-------|
| Grades | K4-12 |
| Enrollment | 111 |
| Within District Mobility | 0.0% |
| Between District Mobility | 0.9% |
| <i>Race/Ethnicity</i> | |
| American Indian or Alaskan Native | 0.9% |
| Asian | 0.0% |
| Black or African American | 1.8% |
| Hispanic/Latino | 0.0% |
| Native Hawaiian or Other Pacific Islander | 2.7% |
| White | 94.6% |
| Two or More Races | 0.0% |
| <i>Student Groups</i> | |
| Students with Disabilities | 14.4% |
| Economically Disadvantaged | 36.9% |
| Limited English Proficient | 0.0% |

^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 both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>



Goodman-Armstrong Creek District Report Card | 2016-17 | Notes

Rating Category Descriptions

- **Significantly Exceeds Expectations:** District greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Exceeds Expectations:** District exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Expectations:** District is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Few Expectations:** District is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Fails to Meet Expectations:** District is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the district, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the district.
- **District Growth** describes how much student knowledge of ELA and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the district. It also includes measures of third-grade ELA and eighth-grade mathematics achievement as applicable to the district.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify districts contributing the most to lowering Wisconsin's overall performance in the areas below. Note that Test Participation is no longer a Student Engagement Indicator, so there is no longer a deduction when this rate falls below 95 percent. Test participation among subgroups is still reported on the Student Engagement Indicators page for informational purposes only and is not used in district scoring on the 2016-17 report cards.

- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all districts is to have a dropout rate of less than 6%. A district not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

About the Data

- The data presented in this report card are for public and state accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of report cards. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2015-16 and 2016-17; Badger Exam, ACT and DLM in 2014-15; and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14 and before.
- Some supplemental data that are not used in accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://dpi.wi.gov/wisedash>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- "NA" is used when data are Not Applicable, e.g., a district that does not graduate students will have NA listed for graduation results.
- The calculations used in this report card are described in the Technical Guide and Interpretive Guide: <http://dpi.wi.gov/accountability/report-cards>
- State comparison scores shown on page one are shown for context only. They are not used to determine this district's score or rating.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | School Performance

School Performance

Supplemental Data

School performance is provided for informational purposes only and 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 | 100.0% |
| 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 | 75.5 | 77.0 | 78.5 | 100 |
| Student Achievement | 65.0 | 66.0 | 66.9 | 100 |
| School Growth | 76.5 | 78.9 | 81.2 | 100 |
| Closing Gaps | NA | NA | NA | 100 |
| On-Track and Postsecondary Readiness | 93.5 | 93.9 | 94.3 | 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 | 2 | 100.0% |
| One | 0 | 0.0% |
| Two | 0 | 0.0% |

Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Student Achievement

Student Achievement

What is the purpose of this Priority Area?

The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the district compares against state and national standards.

What is being measured?

This measure is a composite of ELA and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a district's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?

Beyond a district-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this district against the state average and to see if the data reveal any short-term trends. Districts can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall district performance. They can identify particular groups of students who are having trouble or doing well.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for subgroups, or both?

The Student Achievement score is based on the "all students" group, not student subgroups.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Student Achievement

Student Achievement

Total Score: 66.1/100

English Language Arts Achievement Score: 34.8/50

| Performance Level | Points Multiplier | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 4 | 7.7% | 6 | 5 | 8.1% | 7.5 | 8 | 13.1% | 12 |
| Proficient | 1.0 | 25 | 48.1% | 25 | 19 | 30.6% | 19 | 19 | 31.1% | 19 |
| Basic | 0.5 | 15 | 28.8% | 7.5 | 28 | 45.2% | 14 | 24 | 39.3% | 12 |
| Below Basic | 0.0 | 8 | 15.4% | 0 | 10 | 16.1% | 0 | 10 | 16.4% | 0 |
| Total Tested | - | 52 | 100.0% | 38.5 | 62 | 100.0% | 40.5 | 61 | 100.0% | 43 |

Mathematics Achievement Score: 31.3/50

| Performance Level | Points Multiplier | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 6 | 11.5% | 9 | 3 | 4.9% | 4.5 | 3 | 4.9% | 4.5 |
| Proficient | 1.0 | 17 | 32.7% | 17 | 19 | 31.1% | 19 | 21 | 34.4% | 21 |
| Basic | 0.5 | 18 | 34.6% | 9 | 27 | 44.3% | 13.5 | 24 | 39.3% | 12 |
| Below Basic | 0.0 | 11 | 21.2% | 0 | 12 | 19.7% | 0 | 13 | 21.3% | 0 |
| Total Tested | - | 52 | 100.0% | 35 | 61 | 100.0% | 37 | 61 | 100.0% | 37.5 |

Notes

- Details on student achievement calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- 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.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Student Achievement

Student Achievement

Supplemental Data

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

English Language Arts Supplemental Data

| Group | 2014-15 | | | | | 2015-16 | | | | | 2016-17 | | | | |
|---|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|
| | 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 | 403,679 | 19.5% | 33.2% | 24.8% | 22.4% | 409,988 | 9.0% | 34.7% | 34.7% | 21.6% | 415,182 | 9.9% | 35.0% | 34.2% | 20.9% |
| All Students: District | 52 | 7.7% | 48.1% | 28.8% | 15.4% | 62 | 8.1% | 30.6% | 45.2% | 16.1% | 61 | 13.1% | 31.1% | 39.3% | 16.4% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic/Latino | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 51 | 7.8% | 47.1% | 29.4% | 15.7% | 60 | 6.7% | 31.7% | 45.0% | 16.7% | 57 | 12.3% | 33.3% | 38.6% | 15.8% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 27 | 7.4% | 48.1% | 25.9% | 18.5% | 33 | 6.1% | 27.3% | 51.5% | 15.2% | 24 | 0.0% | 20.8% | 58.3% | 20.8% |
| Limited English Proficient | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

Mathematics Supplemental Data

| Group | 2014-15 | | | | | 2015-16 | | | | | 2016-17 | | | | |
|---|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|
| | 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 | 403,399 | 18.8% | 26.0% | 29.5% | 25.7% | 410,782 | 8.3% | 34.3% | 32.7% | 24.7% | 415,448 | 8.5% | 34.4% | 32.4% | 24.7% |
| All Students: District | 52 | 11.5% | 32.7% | 34.6% | 21.2% | 61 | 4.9% | 31.1% | 44.3% | 19.7% | 61 | 4.9% | 34.4% | 39.3% | 21.3% |
| American Indian or Alaskan Native | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Asian | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Black or African American | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Hispanic/Latino | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| White | 51 | 9.8% | 33.3% | 35.3% | 21.6% | 59 | 5.1% | 30.5% | 44.1% | 20.3% | 57 | 5.3% | 33.3% | 40.4% | 21.1% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Economically Disadvantaged | 27 | 11.1% | 18.5% | 37.0% | 33.3% | 33 | 0.0% | 24.2% | 45.5% | 30.3% | 24 | 4.2% | 12.5% | 50.0% | 33.3% |
| Limited English Proficient | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | District Growth

District Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, District Growth focuses on the pace of improvement in students' performance.

What is being measured?

This measure describes how much student knowledge of English language arts and mathematics in the district changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.

What can the data tell us?

Measuring growth is an important complement to student achievement when assessing district performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a district's performance in Student Achievement could be quite different than its performance in District Growth.

The report card also provides District Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall district growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following page. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The District Growth score is based on the "all students" group, not student subgroups.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | District Growth

District Growth

Total Score: 79.4/100

These growth scores are derived from a value-added model. A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her district had high value added. That is, the value the district added to the student's growth was higher than predicted.

English Language Arts Growth Score: 41.6/50 Mathematics Growth Score: 37.8/50

| Group | English Language Arts | | Mathematics | |
|------------------------|-----------------------|-------------------|-------------|-------------------|
| | Count | Value-Added Score | Count | Value-Added Score |
| All Students: District | 47 | 3.9 | 47 | 3.5 |

District Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the District Growth scores used in the accountability system. 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 | 292,662 | 3.0 | 292,617 | 3.0 |
| 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 | 44 | 3.8 | 44 | 3.5 |
| Two or More Races | <20 | * | <20 | * |
| Students with Disabilities | <20 | * | <20 | * |
| Economically Disadvantaged | 20 | 3.8 | 20 | 3.4 |
| Limited English Proficient | <20 | * | <20 | * |

Notes

- Details on district growth calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.

What is being measured?

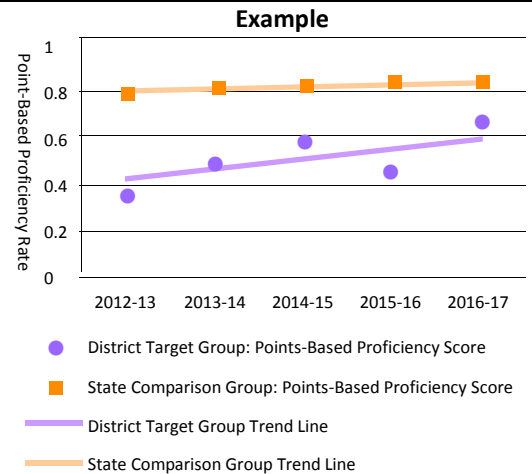
The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students. Supergroups allow more districts with small group sizes to be included in the accountability system. American Indian or Alaskan Native students, Asian students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students and two or more race students are compared to White students statewide.

| District Target Group Points-Based Proficiency Rates | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | Rate of Change | | Difference in Rate of Change | | |
|--|----------------|----------------|----------------|----------------|---|--------------------------------|----------------|----------------|----------------|----------------|----------------|------------------------------|-----------------------|------------------------|
| Group | 2012-13 Points | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | Group | 2012-13 Points | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | | District Target Group | State Comparison Group |
| Example District Target Group | 0.351 | 0.480 | 0.593 | 0.452 | 0.678 | Example State Comparison Group | 0.793 | 0.811 | 0.825 | 0.843 | 0.846 | 0.201 | 0.050 | 0.151 |

The above is an example of the type of tables that are shown for this district on the next page. Districts are awarded points for raising test scores and/or graduation rates of target groups.

The chart to the right demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in points-based proficiency using an equal number of years of data.

If the target group's line (circles) is steeper than the comparison group's line, then the difference in rate of change (the rightmost column in the table) is larger. A large, positive difference in rate of change numbers indicates progress in closing gaps, resulting in a higher Closing Gaps score.



What can the data tell us?

This Priority Area shows whether the district is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores.

See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: 63.7/100

Closing Achievement Gaps - English Language Arts | Score: 29.8/50

| District Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | Rate of Change | | Difference in Rate of Change | | |
|--|----------------|----------------|----------------|----------------|----------------|---|----------------|----------------|----------------|----------------|----------------|-----------------------|------------------------------|------------------------|----|
| Group | 2012-13 Points | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | Group | 2012-13 Points | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 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 | 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 | 0.552 | 0.597 | 0.722 | 0.621 | 0.500 | Not Economically Disadvantaged | 0.705 | 0.710 | 0.877 | 0.769 | 0.785 | -0.004 | 0.022 | -0.026 | |
| Limited English Proficient | 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-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "SwD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |
| "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |

Closing Achievement Gaps - Mathematics | Score: 33.9/50

| District Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | Rate of Change | | Difference in Rate of Change | | |
|--|----------------|----------------|----------------|----------------|----------------|---|----------------|----------------|----------------|----------------|----------------|-----------------------|------------------------------|------------------------|----|
| Group | 2012-13 Points | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | Group | 2012-13 Points | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 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 | 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 | 0.552 | 0.613 | 0.537 | 0.470 | 0.438 | Not Economically Disadvantaged | 0.844 | 0.851 | 0.823 | 0.749 | 0.753 | -0.037 | -0.028 | -0.009 | |
| Limited English Proficient | 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-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "SwD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |
| "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |

Notes

- Details on closing gaps calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- See notes on page 12 for further details about Closing Gaps.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: 63.7/100

Graduation Rate Gaps Score: NA/NA

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

| District Target Group Graduation Rates | | | | | | State Comparison Group Graduation Rates | | | | | Rate of Change | | Difference in Rate of Change | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|------------------------------|------------------------|----|
| Group | 2011-12 Graduation Rate | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | Group | 2011-12 Graduation Rate | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 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 | NA | NA | NA | Not Economically Disadvantaged | NA | NA | NA | NA | NA | NA | NA | NA | |
| Limited English Proficient | 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-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "SwD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |
| "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |

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

| District Target Group Graduation Rates | | | | | | State Comparison Group Graduation Rates | | | | | Rate of Change | | Difference in Rate of Change | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|------------------------------|------------------------|----|
| Group | 2011-12 Graduation Rate | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | Group | 2011-12 Graduation Rate | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 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 | NA | NA | NA | Not Economically Disadvantaged | NA | NA | NA | NA | NA | NA | NA | NA | |
| Limited English Proficient | 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-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "SwD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |
| "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | Not in "ECD-LEP" Supergroup | NA | NA | NA | NA | NA | NA | NA | NA | |

Notes See notes on page 12 for further details on Closing Gaps.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | Closing Gaps

Closing Gaps

Total Score: 63.7/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- Closing Graduation Gaps is based on graduation data from prior years because 2016-17 data are not yet available. For graduation calculations, 2015-16 data is the most current.
- Points-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- 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 highest rate of change observed for that group at any district in the state. 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.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give districts an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

What is being measured?

This Priority Area has two parts. The first part includes both graduation rate and attendance rate. The second includes third-grade English language arts achievement and eighth-grade mathematics achievement as applicable to the district. The scores for these two parts are added to produce the Priority Area score.

What can the data tell us?

Graduation rates measure a key education milestone. Attendance rate represents an important prerequisite for student learning.

Third-grade English language arts ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for districts to monitor.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, Third-Grade English Language Arts Achievement, and Eighth-Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 93.9/100

2015-16 Attendance Score: 93.9/100

| Group | Enrollment | Attended Days | Possible Days | Rate |
|--|------------|---------------|---------------|-------|
| All Students | 105 | 17,242.0 | 18,235.0 | 94.6% |
| Lowest Group: Economically Disadvantaged | 52 | 8,122.5 | 8,723.0 | 93.1% |

2015-16 Graduation Score: NA/NA

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

| 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 | <20 | * | * | <20 | * | * |
| Two or More Races | <20 | * | * | <20 | * | * |
| Students with Disabilities | <20 | * | * | <20 | * | * |
| Economically Disadvantaged | <20 | * | * | <20 | * | * |
| Limited English Proficient | <20 | * | * | <20 | * | * |

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- Due to data availability, Attendance and Graduation data are lagged by one year. For the 2016-17 report cards, On-Track and Postsecondary Readiness calculations use these data from the 2015-16 school year.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 93.9/100

2016-17 3rd Grade English Language Arts Achievement Score: NA/NA

| Performance Level | Points Multiplier | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | * | * | * | * | * | * | * | * | * |
| Proficient | 1 | * | * | * | * | * | * | * | * | * |
| Basic | 0.5 | * | * | * | * | * | * | * | * | * |
| Below Basic | 0 | * | * | * | * | * | * | * | * | * |
| Total Tested | - | <20 | 100% | * | <20 | 100% | * | <20 | 100% | * |

2016-17 8th Grade Mathematics Achievement Score: NA/NA

| Performance Level | Points Multiplier | 2014-15 | | | 2015-16 | | | 2016-17 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | * | * | * | * | * | * | * | * | * |
| Proficient | 1 | * | * | * | * | * | * | * | * | * |
| Basic | 0.5 | * | * | * | * | * | * | * | * | * |
| Below Basic | 0 | * | * | * | * | * | * | * | * | * |
| Total Tested | - | <20 | 100% | * | <20 | 100% | * | <20 | 100% | * |

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- 3rd Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as for 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.



Goodman-Armstrong Creek

District Report Card Detail | 2016-17 | 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% | 1.9% | 3.1% | 0 |
| Dropout Rate | Less than 6% | 0.0% | 0.0% | 0 |

Student Engagement Indicators and Test Participation Data

Group performance for Test Participation Rates, Absenteeism Rates and Dropout Rates is provided below for informational purposes only and is not used to determine whether these goals have been met. 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 the 2016-17 Report Cards.

| 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 | 103 | 1.9% | 320 | 3.1% | 45 | 0.0% | 131 | 0.0% | 65 | 100.0% | 65 | 100.0% |
| 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 | <20 | * | NA | NA | <20 | * | NA | NA | <20 | * | <20 | * |
| Native Hawaiian or Other Pacific Islander | <20 | * | NA | NA | <20 | * | NA | NA | <20 | * | <20 | * |
| Two or More Races | <20 | * | NA | NA | <20 | * | NA | NA | <20 | * | <20 | * |
| White | 99 | 2.0% | 309 | 3.2% | 44 | 0.0% | 129 | 0.0% | 61 | 100.0% | 61 | 100.0% |
| Students with Disabilities | <20 | * | NA | NA | <20 | * | NA | NA | <20 | * | <20 | * |
| Economically Disadvantaged | 50 | 4.0% | 166 | 6.0% | 21 | 0.0% | 69 | 0.0% | 24 | 100.0% | 24 | 100.0% |
| Limited English Proficient | <20 | * | NA | NA | <20 | * | NA | NA | <20 | * | <20 | * |

Notes

- Details on Student Engagement Indicator calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- 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).