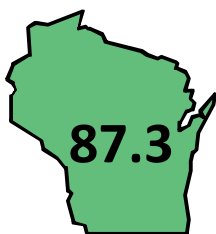




# Kimberly Area

## District Report Card | 2018-19 | Summary

### Overall Score



**Significantly Exceeds Expectations**

### Overall Accountability Ratings Score

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

### District Information

Grades	K4-12
Enrollment	5,190
Within District Mobility	0.0%
Between District Mobility	1.7%

#### Race/Ethnicity

American Indian or Alaskan Native	0.3%
Asian	2.9%
Black or African American	1.4%
Hispanic/Latino	3.3%
Native Hawaiian or Other Pacific Islander	0.1%
White	89.8%
Two or More Races	2.2%

#### Student Groups

Students with Disabilities	11.8%
Economically Disadvantaged	15.5%
English Learners	1.1%

### Priority Areas

	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>86.6/100</b>		<b>62.3/100</b>	
English Language Arts (ELA) Achievement	43.2/50		31.6/50	
Mathematics Achievement	43.4/50		30.7/50	

<b>District Growth</b>	<b>70.8/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	36.8/50		33.0/50	
Mathematics Growth	34.0/50		33.0/50	

<b>Closing Gaps</b>	<b>89.8/100</b>		<b>68.8/100</b>	
English Language Arts (ELA) Achievement Gaps	20.0/25		18.1/25	
Mathematics Achievement Gaps	19.8/25		18.0/25	
Graduation Rate Gaps	50.0/50		32.7/50	

<b>On-Track and Postsecondary Readiness</b>	<b>93.6/100</b>		<b>84.8/100</b>	
Graduation Rate	39.1/40		36.3/40	
Attendance Rate	37.9/40		36.6/40	
3rd Grade English Language Arts (ELA) Achievement	8.3/10		6.2/10	
8th Grade Mathematics Achievement	8.3/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	38.0%
District Growth	12.0%
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%	99.3%	99.5%	99.4%
Lowest Subgroup Rate: Black	96.4%	97.8%	96.4%	97.3%

^ 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.



## Kimberly Area

### 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	7	87.5%
Exceeds Expectations	1	12.5%
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	80.9	88.5	95.8	100
Student Achievement	77.2	88.5	100.0	100
School Growth	50.8	78.1	98.2	100
Closing Gaps	71.0	86.1	95.8	100
On-Track and Postsecondary Readiness	90.9	95.0	98.0	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	8	100.0%
One	0	0.0%
Two	0	0.0%



# Kimberly Area

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

### Student Achievement

**Total Score: 86.6/100**

#### English Language Arts Achievement Score: 43.2/50

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	713	20.8%	1,069.5	620	18.3%	930	618	18.4%	927
Proficient	1.0	1,456	42.5%	1,456	1,507	44.5%	1,507	1,517	45.1%	1,517
Basic	0.5	901	26.3%	450.5	948	28.0%	474	943	28.0%	471.5
Below Basic	0.0	355	10.4%	0	312	9.2%	0	288	8.6%	0
Total Tested	-	3,425	100.0%	2,976	3,387	100.0%	2,911	3,366	100.0%	2,915.5

#### Mathematics Achievement Score: 43.4/50

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	582	17.0%	873	716	21.1%	1,074	725	21.5%	1,087.5
Proficient	1.0	1,487	43.4%	1,487	1,549	45.7%	1,549	1,454	43.2%	1,454
Basic	0.5	933	27.2%	466.5	743	21.9%	371.5	858	25.5%	429
Below Basic	0.0	423	12.4%	0	381	11.2%	0	331	9.8%	0
Total Tested	-	3,425	100.0%	2,826.5	3,389	100.0%	2,994.5	3,368	100.0%	2,970.5

#### 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?



# Kimberly Area

## 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	3,425	20.8%	42.5%	26.3%	10.4%	3,387	18.3%	44.5%	28.0%	9.2%	3,366	18.4%	45.1%	28.0%	8.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	76	18.4%	35.5%	35.5%	10.5%	89	24.7%	30.3%	29.2%	15.7%	103	20.4%	39.8%	31.1%	8.7%
Black or African American	64	6.3%	39.1%	31.3%	23.4%	56	8.9%	37.5%	30.4%	23.2%	49	4.1%	46.9%	32.7%	16.3%
Hispanic/Latino	107	10.3%	34.6%	35.5%	19.6%	102	10.8%	30.4%	42.2%	16.7%	94	6.4%	40.4%	38.3%	14.9%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	3,123	21.8%	43.2%	25.4%	9.7%	3,080	18.8%	45.7%	27.1%	8.4%	3,043	19.0%	45.8%	27.2%	7.9%
Two or More Races	43	9.3%	27.9%	41.9%	20.9%	49	6.1%	34.7%	42.9%	16.3%	64	12.5%	26.6%	37.5%	23.4%
Students with Disabilities	380	3.9%	20.8%	34.5%	40.8%	386	5.7%	18.7%	37.6%	38.1%	373	3.5%	18.8%	42.4%	35.4%
Economically Disadvantaged	461	8.9%	36.7%	32.5%	21.9%	521	6.5%	38.8%	35.3%	19.4%	513	7.2%	38.0%	36.5%	18.3%
English Learners	61	3.3%	18.0%	49.2%	29.5%	64	3.1%	23.4%	37.5%	35.9%	48	4.2%	22.9%	50.0%	22.9%

#### 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	3,425	17.0%	43.4%	27.2%	12.4%	3,389	21.1%	45.7%	21.9%	11.2%	3,368	21.5%	43.2%	25.5%	9.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	76	9.2%	42.1%	36.8%	11.8%	89	21.3%	37.1%	22.5%	19.1%	104	18.3%	41.3%	32.7%	7.7%
Black or African American	64	1.6%	34.4%	28.1%	35.9%	55	5.5%	36.4%	29.1%	29.1%	49	10.2%	36.7%	30.6%	22.4%
Hispanic/Latino	107	8.4%	24.3%	46.7%	20.6%	103	9.7%	36.9%	29.1%	24.3%	94	9.6%	34.0%	38.3%	18.1%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	3,123	18.0%	44.5%	26.2%	11.4%	3,082	22.2%	46.4%	21.3%	10.1%	3,044	22.6%	44.0%	24.3%	9.2%
Two or More Races	43	4.7%	34.9%	32.6%	27.9%	49	0.0%	51.0%	26.5%	22.4%	64	6.3%	32.8%	37.5%	23.4%
Students with Disabilities	380	3.9%	18.7%	30.0%	47.4%	387	6.5%	19.9%	28.7%	45.0%	373	4.3%	22.5%	32.2%	41.0%
Economically Disadvantaged	461	5.4%	35.1%	35.4%	24.1%	520	8.7%	39.6%	31.2%	20.6%	513	9.0%	36.8%	34.7%	19.5%
English Learners	61	1.6%	26.2%	41.0%	31.1%	65	7.7%	27.7%	35.4%	29.2%	49	8.2%	34.7%	44.9%	12.2%



## Kimberly Area

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

#### District Growth

**Total Score: 70.8/100**

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: 36.8/50**

**Mathematics Growth Score: 34.0/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	2,938	3.4	2,944	3.1

#### 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	82	3.6	82	3.3
Black or African American	47	3.4	47	3.0
Hispanic/Latino	85	3.4	85	3.1
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	54	3.3	55	3.2
White	2,658	3.4	2,663	3.1
Students with Disabilities	291	3.7	294	3.1
<i>Students without Disabilities</i>	2,647	3.4	2,650	3.1
Economically Disadvantaged	430	3.4	433	3.1
<i>Not Economically Disadvantaged</i>	2,508	3.4	2,511	3.1
English Learners	42	3.2	42	3.4
<i>English Proficient</i>	2,896	3.4	2,902	3.1
Proficient Last Year	1,929	3.4	2,086	3.2
<i>Not Proficient Last Year</i>	1,009	3.7	858	2.6

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>



# Kimberly Area

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

### Closing Gaps

**Total Score: 89.8/100**

#### Closing Achievement Gaps - English Language Arts | Score: 20/25

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	0.799	0.694	0.809	0.820	0.859		0.800	0.720	0.734	0.722	0.702	0.026	-0.019	0.045
Black or African American	0.673	0.634	0.641	0.661	0.694		0.800	0.720	0.734	0.722	0.702	0.007	-0.019	0.026
Hispanic/Latino	0.694	0.643	0.678	0.676	0.691		0.800	0.720	0.734	0.722	0.702	0.003	-0.019	0.022
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.897	0.648	0.628	0.653	0.641		0.800	0.720	0.734	0.722	0.702	-0.040	-0.019	-0.021
Students with Disabilities	0.474	0.386	0.439	0.460	0.452	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	0.004	-0.022	0.026
Economically Disadvantaged	0.712	0.587	0.663	0.662	0.671	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	0.000	-0.018	0.018
English Learners	0.627	0.455	0.475	0.469	0.542	English Proficient	0.745	0.662	0.672	0.657	0.638	-0.018	-0.022	0.004
“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: 19.8/25

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	0.784	0.709	0.743	0.803	0.851		0.741	0.695	0.702	0.716	0.708	0.025	-0.005	0.030
Black or African American	0.622	0.610	0.508	0.591	0.673		0.741	0.695	0.702	0.716	0.708	0.009	-0.005	0.014
Hispanic/Latino	0.653	0.615	0.603	0.660	0.676		0.741	0.695	0.702	0.716	0.708	0.010	-0.005	0.015
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.735	0.657	0.581	0.643	0.609		0.741	0.695	0.702	0.716	0.708	-0.023	-0.005	-0.018
Students with Disabilities	0.421	0.399	0.396	0.439	0.450	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	0.010	-0.008	0.018
Economically Disadvantaged	0.641	0.585	0.610	0.682	0.676	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	0.017	-0.003	0.020
English Learners	0.627	0.500	0.492	0.569	0.694	English Proficient	0.677	0.626	0.629	0.641	0.631	0.018	-0.008	0.026
“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



## Kimberly Area

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

## Closing Gaps

**Total Score: 89.8/100**

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

**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
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	0.959	0.947	0.976	0.871	0.935	Not Economically Disadvantaged	0.939	0.939	0.936	0.941	0.946	-0.010	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: 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
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	0.920	0.966	0.979	0.974	1.000	Not Economically Disadvantaged	0.950	0.955	0.958	0.957	0.954	0.018	0.001	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





## Kimberly Area

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

## Closing Gaps

**Total Score: 89.8/100**

### 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.





## Kimberly Area

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

### On-Track and Postsecondary Readiness

**Total Score: 93.6/100**

#### 2017-18 Attendance Score: 37.9/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	4,984	848,530.0	880,280.0	96.4%
Lowest Group: Black Students	82	13,049.0	14,044.0	92.9%

#### 2017-18 Graduation Score: 39.1/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	403	390	96.8%	347	343	98.8%

#### 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	366	355	97.0%	319	316	99.1%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	46	43	93.5%	41	41	100.0%
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.



## Kimberly Area

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

### On-Track and Postsecondary Readiness

**Total Score: 93.6/100**

#### 2018-19 3rd Grade English Language Arts Achievement Score: 8.3/10

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	73	20.3%	109.5	52	15.3%	78	34	10.0%	51
Proficient	1.0	168	46.8%	168	145	42.6%	145	164	48.4%	164
Basic	0.5	89	24.8%	44.5	109	32.1%	54.5	116	34.2%	58
Below Basic	0.0	29	8.1%	0	34	10.0%	0	25	7.4%	0
Total Tested	-	359	100.0%	322	340	100.0%	277.5	339	100.0%	273

#### 2018-19 8th Grade Mathematics Achievement Score: 8.3/10

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	67	17.5%	100.5	55	14.1%	82.5	82	21.0%	123
Proficient	1.0	151	39.5%	151	170	43.6%	170	129	33.0%	129
Basic	0.5	120	31.4%	60	129	33.1%	64.5	162	41.4%	81
Below Basic	0.0	44	11.5%	0	36	9.2%	0	18	4.6%	0
Total Tested	-	382	100.0%	311.5	390	100.0%	317	391	100.0%	333

#### 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.



## Kimberly Area

### 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%	1.9%	1.4%	0
Dropout Rate	Less than 6%	0.1%	0.1%	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 ELA	Rate ELA	Students Mathematics	Rate Mathematics
All Students: District	4,951	1.9%	14,631	1.4%	2,369	0.1%	6,940	0.1%	3,432	99.5%	3,432	99.5%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	126	0.8%	359	1.4%	60	0.0%	158	0.0%	108	98.1%	108	98.1%
Black or African American	81	8.6%	251	6.0%	44	2.3%	134	1.5%	55	96.4%	55	96.4%
Hispanic/Latino	157	2.5%	434	2.5%	76	0.0%	212	0.5%	103	98.1%	103	98.1%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	94	7.4%	220	4.1%	26	0.0%	48	0.0%	67	100.0%	67	100.0%
White	4,475	1.6%	13,313	1.3%	2,154	0.0%	6,347	0.1%	3,086	99.6%	3,086	99.7%
Students with Disabilities	539	3.0%	1,565	3.5%	219	0.0%	660	0.3%	393	97.5%	393	97.5%
Economically Disadvantaged	818	4.8%	2,205	3.9%	330	0.6%	923	0.4%	539	99.4%	539	99.4%
English Learners	83	2.4%	242	2.9%	43	0.0%	105	1.0%	50	98.0%	50	98.0%