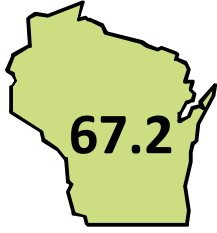




# Marshall

## District Report Card | 2018-19 | Summary

### Overall Score



**Meets 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
<b>Student Achievement</b>	<b>55.1/100</b>	<b>62.3/100</b>		
English Language Arts (ELA) Achievement	28.2/50		31.6/50	
Mathematics Achievement	26.9/50		30.7/50	
<b>District Growth</b>	<b>62.2/100</b>	<b>66.0/100</b>		
English Language Arts (ELA) Growth	34.0/50		33.0/50	
Mathematics Growth	28.2/50		33.0/50	
<b>Closing Gaps</b>	<b>69.4/100</b>	<b>68.8/100</b>		
English Language Arts (ELA) Achievement Gaps	16.3/25		18.1/25	
Mathematics Achievement Gaps	17.6/25		18.0/25	
Graduation Rate Gaps	35.5/50		32.7/50	
<b>On-Track and Postsecondary Readiness</b>	<b>82.1/100</b>	<b>84.8/100</b>		
Graduation Rate	37.4/40		36.3/40	
Attendance Rate	36.6/40		36.6/40	
3rd Grade English Language Arts (ELA) Achievement	3.8/10		6.2/10	
8th Grade Mathematics Achievement	4.3/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	24.5%
District Growth	25.5%
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

### District Information

Grades	K4-12
Enrollment	1,030
Within District Mobility	0.0%
Between District Mobility	3.9%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.7%
Asian	1.7%
Black or African American	4.0%
Hispanic/Latino	20.3%
Native Hawaiian or Other Pacific Islander	0.0%
White	68.2%
Two or More Races	5.2%
<i>Student Groups</i>	
Students with Disabilities	8.2%
Economically Disadvantaged	35.7%
English Learners	10.7%

### 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	99.0%	97.6%	98.8%	97.2%
Lowest Subgroup Rate: SwD	94.7%	91.4%	93.0%	89.4%

^ 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.



## Marshall

### 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	1	25.0%
Meets Expectations	1	25.0%
Meets Few Expectations	1	25.0%
Fails to Meet Expectations	0	0.0%
Alternate Accountability - Satisfactory Progress	1	25.0%
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	56.8	67.3	78.5	100
Student Achievement	47.9	54.9	60.5	100
School Growth	19.5	57.2	87.9	100
Closing Gaps	68.9	72.7	79.2	100
On-Track and Postsecondary Readiness	81.6	85.7	93.6	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%



# Marshall

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

### Student Achievement

**Total Score: 55.1/100**

#### English Language Arts Achievement Score: 28.2/50

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	53	7.9%	79.5	31	4.7%	46.5	37	5.7%	55.5
Proficient	1.0	216	32.4%	216	198	29.8%	198	172	26.5%	172
Basic	0.5	252	37.8%	126	243	36.5%	121.5	236	36.4%	118
Below Basic	0.0	146	21.9%	0	193	29.0%	0	203	31.3%	0
Total Tested	-	667	100.0%	421.5	665	100.0%	366	648	100.0%	345.5

#### Mathematics Achievement Score: 26.9/50

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	40	6.0%	60	33	5.0%	49.5	35	5.4%	52.5
Proficient	1.0	198	29.9%	198	187	28.2%	187	176	27.2%	176
Basic	0.5	250	37.7%	125	224	33.7%	112	217	33.6%	108.5
Below Basic	0.0	175	26.4%	0	220	33.1%	0	218	33.7%	0
Total Tested	-	663	100.0%	383	664	100.0%	348.5	646	100.0%	337

#### 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?



# Marshall

## 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	667	7.9%	32.4%	37.8%	21.9%	665	4.7%	29.8%	36.5%	29.0%	648	5.7%	26.5%	36.4%	31.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	23	4.3%	13.0%	47.8%	34.8%	22	0.0%	13.6%	31.8%	54.5%	23	0.0%	17.4%	17.4%	65.2%
Hispanic/Latino	125	1.6%	20.0%	47.2%	31.2%	129	1.6%	17.1%	44.2%	37.2%	135	2.2%	14.1%	42.2%	41.5%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	478	10.0%	36.8%	34.7%	18.4%	461	5.9%	34.7%	36.4%	23.0%	446	7.0%	30.9%	36.3%	25.8%
Two or More Races	26	3.8%	34.6%	26.9%	34.6%	37	0.0%	21.6%	16.2%	62.2%	30	6.7%	16.7%	36.7%	40.0%
Students with Disabilities	<20	*	*	*	*	73	0.0%	8.2%	24.7%	67.1%	48	0.0%	6.3%	27.1%	66.7%
Economically Disadvantaged	239	3.8%	21.8%	40.6%	33.9%	247	2.0%	21.5%	36.4%	40.1%	238	3.4%	14.3%	34.0%	48.3%
English Learners	102	1.0%	20.6%	49.0%	29.4%	98	1.0%	14.3%	41.8%	42.9%	98	3.1%	10.2%	43.9%	42.9%

#### 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	663	6.0%	29.9%	37.7%	26.4%	664	5.0%	28.2%	33.7%	33.1%	646	5.4%	27.2%	33.6%	33.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	23	0.0%	4.3%	30.4%	65.2%	22	0.0%	9.1%	18.2%	72.7%	23	4.3%	4.3%	21.7%	69.6%
Hispanic/Latino	125	0.8%	16.8%	40.8%	41.6%	132	0.8%	16.7%	33.3%	49.2%	135	2.2%	18.5%	34.1%	45.2%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	474	7.8%	35.2%	37.1%	19.8%	457	6.8%	33.5%	35.2%	24.5%	443	6.1%	32.1%	33.6%	28.2%
Two or More Races	26	0.0%	23.1%	38.5%	38.5%	37	0.0%	16.2%	21.6%	62.2%	31	0.0%	19.4%	38.7%	41.9%
Students with Disabilities	<20	*	*	*	*	72	0.0%	6.9%	20.8%	72.2%	47	2.1%	10.6%	29.8%	57.4%
Economically Disadvantaged	237	2.5%	18.6%	35.9%	43.0%	249	1.6%	23.7%	26.9%	47.8%	237	3.0%	18.6%	32.5%	46.0%
English Learners	102	1.0%	13.7%	42.2%	43.1%	98	1.0%	15.3%	28.6%	55.1%	98	3.1%	14.3%	40.8%	41.8%



## Marshall

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

## District Growth

**Total Score: 62.2/100**

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: 34.0/50**

**Mathematics Growth Score: 28.2/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	552	3.1	558	2.5

## 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	110	3.1	110	2.4
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	27	2.9	28	2.5
<i>White</i>	385	3.1	390	2.5
Students with Disabilities	33	3.0	35	2.4
<i>Students without Disabilities</i>	519	3.1	523	2.5
Economically Disadvantaged	192	3.2	197	2.6
<i>Not Economically Disadvantaged</i>	360	3.0	361	2.4
English Learners	79	3.0	79	2.5
<i>English Proficient</i>	473	3.1	479	2.5
Proficient Last Year	199	2.8	201	2.5
<i>Not Proficient Last Year</i>	353	3.2	357	2.5

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



# Marshall

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

### Closing Gaps

**Total Score: 69.4/100**

#### Closing Achievement Gaps - English Language Arts | Score: 16.3/25

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	0.435	0.295	0.261		NA	NA	0.734	0.722	0.702	-0.087	-0.016	-0.071	
Hispanic/Latino	0.429	0.396	0.460	0.415	0.385		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	0.469	0.556	0.538	0.297	0.450		0.800	0.720	0.734	0.722	0.702	-0.031	-0.019	-0.012	
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	
Economically Disadvantaged	0.476	0.449	0.477	0.427	0.363	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	-0.025	-0.018	-0.007	
English Learners	0.403	0.401	0.466	0.367	0.367	English Proficient	0.745	0.662	0.672	0.657	0.638	-0.011	-0.022	0.011	
"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: 17.6/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change		
Group	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	0.196	0.182	0.217		NA	NA	0.702	0.716	0.708	0.010	0.003	0.007	
Hispanic/Latino	0.361	0.425	0.384	0.345	0.389		0.741	0.695	0.702	0.716	0.708	-0.003	-0.005	0.002	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.422	0.429	0.423	0.270	0.387		0.741	0.695	0.702	0.716	0.708	-0.024	-0.005	-0.019	
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	
Economically Disadvantaged	0.414	0.453	0.403	0.396	0.392	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	-0.011	-0.003	-0.008	
English Learners	0.351	0.450	0.363	0.311	0.393	English Proficient	0.677	0.626	0.629	0.641	0.631	-0.006	-0.008	0.002	
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	



# Marshall

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

### Closing Gaps

**Total Score: 69.4/100**

**Graduation Rate Gaps Score: 35.5/50**

**Closing Graduation Gaps - Four Year | Score: 10.5/25**

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	0.952	0.935	0.917	0.720	0.829	Not Economically Disadvantaged	0.939	0.939	0.936	0.941	0.946	-0.044	0.002	-0.046	
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	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	0.808	1.000	0.952	0.935	0.917	Not Economically Disadvantaged	0.950	0.955	0.958	0.957	0.954	0.014	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	



# Marshall

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

### Closing Gaps

**Total Score: 69.4/100**

#### Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available.
- 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.





# Marshall

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

## On-Track and Postsecondary Readiness

**Total Score: 82.1/100**

### 2017-18 Attendance Score: 36.6/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,024	158,984.5	169,508.0	93.8%
Lowest Group: Two or More Race Students	60	8,698.0	9,756.0	89.2%

### 2017-18 Graduation Score: 37.4/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	94	85	90.4%	87	84	96.6%

### 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	73	68	93.2%	68	65	95.6%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	35	29	82.9%	24	22	91.7%
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.



# Marshall

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

### On-Track and Postsecondary Readiness

**Total Score: 82.1/100**

#### 2018-19 3rd Grade English Language Arts Achievement Score: 3.8/10

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	0	0.0%	0	0	0.0%	0	1	1.7%	1.5
Proficient	1.0	13	17.3%	13	10	14.3%	10	5	8.6%	5
Basic	0.5	37	49.3%	18.5	26	37.1%	13	33	56.9%	16.5
Below Basic	0.0	25	33.3%	0	34	48.6%	0	19	32.8%	0
Total Tested	-	75	100.0%	31.5	70	100.0%	23	58	100.0%	23

#### 2018-19 8th Grade Mathematics Achievement Score: 4.3/10

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	0	0.0%	0	4	5.3%	6	2	2.5%	3
Proficient	1.0	11	14.3%	11	15	20.0%	15	17	21.5%	17
Basic	0.5	37	48.1%	18.5	28	37.3%	14	28	35.4%	14
Below Basic	0.0	29	37.7%	0	28	37.3%	0	32	40.5%	0
Total Tested	-	77	100.0%	29.5	75	100.0%	35	79	100.0%	34

#### 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.



## Marshall

### 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%	6.5%	6.1%	0
Dropout Rate	Less than 6%	2.4%	1.6%	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	1,013	6.5%	3,063	6.1%	492	2.4%	1,477	1.6%	681	99.0%	681	98.8%
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	47	17.0%	115	12.2%	<20	*	NA	NA	29	100.0%	29	100.0%
Hispanic/Latino	206	8.3%	595	7.2%	93	2.2%	266	2.6%	142	99.3%	142	100.0%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	59	25.4%	152	17.1%	23	4.3%	45	2.2%	35	94.3%	35	97.1%
White	681	3.7%	2,125	4.7%	349	2.6%	1,059	1.3%	458	99.3%	458	98.7%
Students with Disabilities	90	18.9%	NA	NA	35	2.9%	118	1.7%	57	94.7%	57	93.0%
Economically Disadvantaged	406	12.3%	1,208	11.6%	169	4.7%	522	3.3%	266	97.7%	266	97.7%
English Learners	146	9.6%	459	7.0%	65	0.0%	204	1.5%	105	99.0%	105	100.0%