Niagara
District Report Card | 2018-19 | Summary

Overall Score

70.5
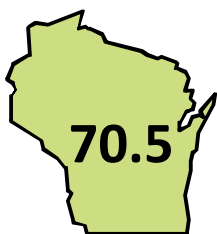
★★★☆☆
Meets Expectations

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** ★☆☆☆☆

District Information

Grades	K4-12
Enrollment	431
Within District Mobility	0.0%
Between District Mobility	3.1%
Race/Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	0.0%
Black or African American	1.4%
Hispanic/Latino	1.2%
Native Hawaiian or Other Pacific Islander	0.2%
White	95.6%
Two or More Races	1.6%
Student Groups	
Students with Disabilities	16.9%
Economically Disadvantaged	45.5%
English Learners	0.0%

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	**58.9/100**		**62.3/100**	
English Language Arts (ELA) Achievement	31.3/50		31.6/50	
Mathematics Achievement	27.6/50		30.7/50	
District Growth	**57.4/100**		**66.0/100**	
English Language Arts (ELA) Growth	28.2/50		33.0/50	
Mathematics Growth	29.2/50		33.0/50	
Closing Gaps	**78.9/100**		**68.8/100**	
English Language Arts (ELA) Achievement Gaps	38.1/50		18.1/25	
Mathematics Achievement Gaps	40.8/50		18.0/25	
Graduation Rate Gaps	NA/NA		32.7/50	
On-Track and Postsecondary Readiness	**87.4/100**		**84.8/100**	
Graduation Rate	36.9/40		36.3/40	
Attendance Rate	38.0/40		36.6/40	
3rd Grade English Language Arts (ELA) Achievement	7.0/10		6.2/10	
8th Grade Mathematics Achievement	5.5/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	18.0%
District Growth	32.0%
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/

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	100%	100%	100%	100%
Lowest Subgroup Rate: White	100%	100%	100%	100%

^ 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.

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Niagara
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	50.0%
Meets Expectations	1	50.0%
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	66.9	70.0	73.0	100
Student Achievement	55.5	59.3	63.0	100
School Growth	56.6	58.5	60.3	100
Closing Gaps	70.6	75.0	79.4	100
On-Track and Postsecondary Readiness	84.7	87.4	90.0	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	2	100.0%
One	0	0.0%
Two	0	0.0%

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

Student Achievement   Total Score: 58.9/100

English Language Arts Achievement Score: 31.3/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	24	8.3%	36	14	4.9%	21	8	2.8%	12
Proficient	1.0	104	35.9%	104	105	37.1%	105	97	34.0%	97
Basic	0.5	114	39.3%	57	102	36.0%	51	117	41.1%	58.5
Below Basic	0.0	48	16.6%	0	62	21.9%	0	63	22.1%	0
Total Tested	-	290	100.0%	197	283	100.0%	177	285	100.0%	167.5

Mathematics Achievement Score: 27.6/50

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	3	1.0%	4.5	8	2.8%	12	15	5.3%	22.5
Proficient	1.0	95	32.9%	95	85	30.0%	85	78	27.4%	78
Basic	0.5	123	42.6%	61.5	109	38.5%	54.5	120	42.1%	60
Below Basic	0.0	68	23.5%	0	81	28.6%	0	72	25.3%	0
Total Tested	-	289	100.0%	161	283	100.0%	151.5	285	100.0%	160.5

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?

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Niagara
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 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2017-18 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2018-19 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	290	8.3%	35.9%	39.3%	16.6%	283	4.9%	37.1%	36.0%	21.9%	285	2.8%	34.0%	41.1%	22.1%
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	278	8.6%	37.1%	38.5%	15.8%	267	5.2%	38.6%	36.0%	20.2%	276	2.9%	34.1%	41.3%	21.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	40	2.5%	17.5%	40.0%	40.0%	50	6.0%	14.0%	22.0%	58.0%	47	0.0%	19.1%	34.0%	46.8%
Economically Disadvantaged	125	4.8%	26.4%	48.8%	20.0%	128	1.6%	24.2%	40.6%	33.6%	138	0.0%	21.7%	45.7%	32.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2016-17 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2017-18 Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	2018-19 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	289	1.0%	32.9%	42.6%	23.5%	283	2.8%	30.0%	38.5%	28.6%	285	5.3%	27.4%	42.1%	25.3%
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	277	1.1%	33.6%	42.6%	22.7%	267	3.0%	30.7%	39.3%	27.0%	276	5.4%	27.2%	42.4%	25.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	40	0.0%	7.5%	25.0%	67.5%	50	4.0%	8.0%	28.0%	60.0%	47	4.3%	17.0%	29.8%	48.9%
Economically Disadvantaged	125	0.8%	20.8%	48.0%	30.4%	128	0.8%	16.4%	43.0%	39.8%	138	2.2%	17.4%	44.9%	35.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

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

District Growth   Total Score: 57.4/100

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: 28.2/50   Mathematics Growth Score: 29.2/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	241	2.5	242	2.6

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	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	<20	*	<20	*
White	233	2.5	234	2.6
Students with Disabilities	40	2.5	41	2.7
Students without Disabilities	201	2.5	201	2.6
Economically Disadvantaged	120	2.5	121	2.6
Not Economically Disadvantaged	121	2.5	121	2.6
English Learners	<20	*	<20	*
English Proficient	240	2.5	241	2.6
Proficient Last Year	107	2.4	88	2.7
Not Proficient Last Year	134	2.6	154	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

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

Closing Gaps   Total Score: 78.9/100

Closing Achievement Gaps - English Language Arts | Score: 38.1/50

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	Difference in Rate of Change
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	0.341	0.333	0.412	0.340	0.362	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	0.004	-0.022	0.026
Economically Disadvantaged	0.558	0.508	0.580	0.469	0.446	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	-0.026	-0.018	-0.008
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 40.8/50

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in Rate of Change
Group	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	Difference in Rate of Change
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	0.239	0.218	0.200	0.280	0.383	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	0.035	-0.008	0.043
Economically Disadvantaged	0.421	0.473	0.460	0.391	0.431	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	-0.006	-0.003	-0.003
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

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

Closing Gaps   ## Total Score: 78.9/100

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	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	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	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: NA/NA

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	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	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

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

Closing Gaps   Total Score: 78.9/100

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.

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

On-Track and Postsecondary Readiness   Total Score: 87.4/100

2017-18 Attendance Score: 38.0/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	426	66,263.0	69,331.5	95.6%
Lowest Group: Economically Disadvantaged	205	30,623.0	32,405.5	94.5%

2017-18 Graduation Score: 36.9/40

	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
Group	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	32	30	93.8%	32	29	90.6%

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.

	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
Group	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	29	27	93.1%	32	29	90.6%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
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.

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

On-Track and Postsecondary Readiness   Total Score: 87.4/100

2018-19 3rd Grade English Language Arts Achievement Score: 7.0/10

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	1	3.4%	1.5	2	6.9%	3	1	3.1%	1.5
Proficient	1.0	13	44.8%	13	17	58.6%	17	11	34.4%	11
Basic	0.5	11	37.9%	5.5	6	20.7%	3	15	46.9%	7.5
Below Basic	0.0	4	13.8%	0	4	13.8%	0	5	15.6%	0
Total Tested	-	29	100.0%	20	29	100.0%	23	32	100.0%	20

2018-19 8th Grade Mathematics Achievement Score: 5.5/10

Performance Level	Points Multiplier	2016-17			2017-18			2018-19		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	0	0.0%	0	1	3.4%	1.5	2	5.6%	3
Proficient	1.0	5	15.6%	5	9	31.0%	9	12	33.3%	12
Basic	0.5	15	46.9%	7.5	14	48.3%	7	13	36.1%	6.5
Below Basic	0.0	12	37.5%	0	5	17.2%	0	9	25.0%	0
Total Tested	-	32	100.0%	12.5	29	100.0%	17.5	36	100.0%	21.5

Notes
- Details on On-Track and Postsecondary Readiness calculations can be found at https://dpi.wi.gov/accountability/resources.
- 3rd grade English Language Arts and 8th grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student Achievement 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.

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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%	1.5%	3.0%	0
Dropout Rate	Less than 6%	0.5%	0.7%	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 One Year Students	Absenteeism Rate One Year Rate	Absenteeism Rate Three Year Students	Absenteeism Rate Three Year Rate	Dropout Rate One Year Students	Dropout Rate One Year Rate	Dropout Rate Three Year Students	Dropout Rate Three Year Rate	Test Participation Rate (Not Scored) ELA Students	Test Participation Rate (Not Scored) ELA Rate	Test Participation Rate (Not Scored) Mathematics Students	Test Participation Rate (Not Scored) Mathematics Rate
All Students: District	409	1.5%	1,280	3.0%	195	0.5%	594	0.7%	292	100.0%	292	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	386	1.3%	1,230	2.9%	184	0.5%	572	0.7%	283	100.0%	283	100.0%
Students with Disabilities	65	3.1%	185	3.8%	34	0.0%	92	1.1%	48	100.0%	48	100.0%
Economically Disadvantaged	193	2.1%	561	4.6%	85	1.2%	231	1.7%	143	100.0%	143	100.0%
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

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