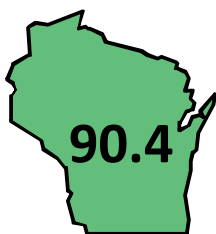




Merton Intermediate
Merton Community | Public - All Students
 School Report Card | 2017-18 | Summary

Overall Score



Significantly 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 ★☆☆☆☆ |

School Information

| | |
|-------------------------|-------------------|
| Grades | 5-8 |
| School Type | Elementary School |
| Enrollment | 413 |
| Percent Open Enrollment | 14.3% |

Race/Ethnicity

| | |
|---|-------|
| American Indian or Alaskan Native | 0.0% |
| Asian | 1.0% |
| Black or African American | 0.0% |
| Hispanic/Latino | 4.8% |
| Native Hawaiian or Other Pacific Islander | 0.0% |
| White | 91.8% |
| Two or More Races | 2.4% |

Student Groups

| | |
|----------------------------|-------|
| Students with Disabilities | 10.7% |
| Economically Disadvantaged | 4.4% |
| English Learners | 0.0% |

| Priority Areas | School Score | Max Score | 6-8 State | 6-8 Max |
|---|-----------------|-----------|-----------------|---------|
| Student Achievement | 89.9/100 | | 61.7/100 | |
| English Language Arts (ELA) Achievement | 44.8/50 | | 32.6/50 | |
| Mathematics Achievement | 45.1/50 | | 29.1/50 | |

| | | | | |
|------------------------------------|-----------------|--|-----------------|--|
| School Growth | 73.7/100 | | 66.0/100 | |
| English Language Arts (ELA) Growth | 39.7/50 | | 33.0/50 | |
| Mathematics Growth | 34.0/50 | | 33.0/50 | |

| | | | | |
|--|-----------------|--|-----------------|--|
| Closing Gaps | 93.1/100 | | 69.8/100 | |
| English Language Arts (ELA) Achievement Gaps | 50.0/50 | | 34.8/50 | |
| Mathematics Achievement Gaps | 43.1/50 | | 35.0/50 | |
| Graduation Rate Gaps | NA/NA | | NA/NA | |

| | | | | |
|---|-----------------|--|-----------------|--|
| On-Track and Postsecondary Readiness | 92.0/100 | | 85.5/100 | |
| Graduation Rate | NA/NA | | NA/NA | |
| Attendance Rate | 75.7/80 | | 74.2/80 | |
| 3rd Grade English Language Arts (ELA) Achievement | NA/NA | | NA/NA | |
| 8th Grade Mathematics Achievement | 16.3/20 | | 11.3/20 | |

| Priority Area Weights | Percentage Weight |
|--------------------------------------|-------------------|
| Student Achievement | 45.0% |
| School Growth | 5.0% |
| 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 (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

| Group | ELA 1-Year | ELA 3-Year | Math 1-Year | Math 3-Year |
|--------------------------------|------------|------------|-------------|-------------|
| All-Students Rate | 98.3% | 98.4% | 98.3% | 98.4% |
| Lowest Subgroup Rate: Hispanic | 85% | 91.7% | 85% | 91.7% |

^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 its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | Student Achievement

Student Achievement

Total Score: 89.9/100

English Language Arts Achievement Score: 44.8/50

| Performance Level | Points Multiplier | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 46 | 10.9% | 69 | 110 | 27.5% | 165 | 73 | 18.1% | 109.5 |
| Proficient | 1.0 | 165 | 39.2% | 165 | 186 | 46.5% | 186 | 214 | 53.0% | 214 |
| Basic | 0.5 | 157 | 37.3% | 78.5 | 87 | 21.8% | 43.5 | 104 | 25.7% | 52 |
| Below Basic | 0.0 | 53 | 12.6% | 0 | 17 | 4.3% | 0 | 13 | 3.2% | 0 |
| Total Tested | - | 421 | 100.0% | 312.5 | 400 | 100.0% | 394.5 | 404 | 100.0% | 375.5 |

Mathematics Achievement Score: 45.1/50

| Performance Level | Points Multiplier | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 65 | 15.4% | 97.5 | 86 | 21.5% | 129 | 67 | 16.6% | 100.5 |
| Proficient | 1.0 | 206 | 48.9% | 206 | 203 | 50.7% | 203 | 219 | 54.2% | 219 |
| Basic | 0.5 | 100 | 23.8% | 50 | 90 | 22.5% | 45 | 95 | 23.5% | 47.5 |
| Below Basic | 0.0 | 50 | 11.9% | 0 | 21 | 5.3% | 0 | 23 | 5.7% | 0 |
| Total Tested | - | 421 | 100.0% | 353.5 | 400 | 100.0% | 377 | 404 | 100.0% | 367 |

Notes

- Details on student achievement calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- 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.



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | 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 | 2015-16 | | | | | 2016-17 | | | | | 2017-18 | | | | |
|---|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|
| | 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 | 437,905 | 8.6% | 33.8% | 34.8% | 22.8% | 444,382 | 9.4% | 34.1% | 34.3% | 22.2% | 445,203 | 8.1% | 33.5% | 34.7% | 23.8% |
| All Students: School | 421 | 10.9% | 39.2% | 37.3% | 12.6% | 400 | 27.5% | 46.5% | 21.8% | 4.3% | 404 | 18.1% | 53.0% | 25.7% | 3.2% |
| 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 | 398 | 10.8% | 39.7% | 36.9% | 12.6% | 372 | 26.6% | 47.6% | 21.5% | 4.3% | 373 | 17.4% | 54.4% | 25.2% | 2.9% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | 24 | 0.0% | 4.2% | 37.5% | 58.3% | 36 | 8.3% | 19.4% | 47.2% | 25.0% | 41 | 9.8% | 29.3% | 41.5% | 19.5% |
| Economically Disadvantaged | <20 | * | * | * | * | 22 | 13.6% | 36.4% | 45.5% | 4.5% | 23 | 13.0% | 39.1% | 39.1% | 8.7% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |

Mathematics Supplemental Data

| Group | 2015-16 | | | | | 2016-17 | | | | | 2017-18 | | | | |
|---|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|--------------|------------------|--------------------|---------------|---------------------|
| | 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 | 439,081 | 7.9% | 33.1% | 32.7% | 26.3% | 445,061 | 8.1% | 33.2% | 32.5% | 26.2% | 445,804 | 8.7% | 33.3% | 31.9% | 26.1% |
| All Students: School | 421 | 15.4% | 48.9% | 23.8% | 11.9% | 400 | 21.5% | 50.7% | 22.5% | 5.3% | 404 | 16.6% | 54.2% | 23.5% | 5.7% |
| 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 | 398 | 15.1% | 49.2% | 24.1% | 11.6% | 372 | 21.5% | 50.8% | 23.1% | 4.6% | 373 | 15.8% | 55.0% | 23.6% | 5.6% |
| Two or More Races | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |
| Students with Disabilities | 24 | 0.0% | 20.8% | 16.7% | 62.5% | 36 | 11.1% | 27.8% | 30.6% | 30.6% | 41 | 9.8% | 26.8% | 31.7% | 31.7% |
| Economically Disadvantaged | <20 | * | * | * | * | 22 | 18.2% | 27.3% | 36.4% | 18.2% | 23 | 17.4% | 34.8% | 30.4% | 17.4% |
| English Learners | <20 | * | * | * | * | <20 | * | * | * | * | <20 | * | * | * | * |



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | School Growth

School Growth

Total Score: 73.7/100

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 the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: 39.7/50

Mathematics Growth Score: 34.0/50

| Group | English Language Arts | | Mathematics | |
|----------------------|-----------------------|-------------------|-------------|-------------------|
| | Count | Value-Added Score | Count | Value-Added Score |
| All Students: School | 389 | 3.7 | 389 | 3.1 |

School Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. 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 | 295,414 | 3.0 | 295,385 | 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 | 360 | 3.7 | 360 | 3.1 |
| Two or More Races | <20 | * | <20 | * |
| Students with Disabilities | 36 | 4.2 | 36 | 2.1 |
| Economically Disadvantaged | 22 | 4.1 | 22 | 3.1 |
| English Learners | <20 | * | <20 | * |

Note: Counts will display for schools with 10-19 students in a group, but they are not included in scoring, as the cell size rule for report cards is 20 students or more.

Growth scoring requires at least two consecutive years of test scores. Up to four years of test data on three growth intervals are used in the calculation, when available, to improve the validity and reliability of value-added calculations.



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 93.1/100

Closing Achievement Gaps - English Language Arts | Score: 50.0/50

| School Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | | Rate of Change | | Difference in Rate of Change |
|--|----------------|----------------|----------------|----------------|----------------|---|----------------|----------------|----------------|----------------|----------------|---------------------|------------------------|------------------------------|
| Group | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | Group | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | School 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 | 0.318 | 0.400 | 0.229 | 0.556 | 0.646 | Students without Disabilities | 0.634 | 0.802 | 0.694 | 0.709 | 0.683 | 0.084 | 0.001 | 0.083 |
| 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 Achievement Gaps - Mathematics | Score: 43.1/50

| School Target Group Points-Based Proficiency Rates | | | | | | State Comparison Group Points-Based Proficiency Rates | | | | | | Rate of Change | | Difference in Rate of Change |
|--|----------------|----------------|----------------|----------------|----------------|---|----------------|----------------|----------------|----------------|----------------|---------------------|------------------------|------------------------------|
| Group | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | Group | 2013-14 Points | 2014-15 Points | 2015-16 Points | 2016-17 Points | 2017-18 Points | School 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 | 0.591 | 0.533 | 0.292 | 0.597 | 0.573 | Students without Disabilities | 0.768 | 0.737 | 0.665 | 0.668 | 0.676 | 0.005 | -0.025 | 0.030 |
| 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 |



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 93.1/100

Graduation Rate Gaps Score: NA/NA

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

| School Target Group Graduation Rates | | | | | | State Comparison Group Graduation Rates | | | | | | Rate of Change | | Difference in Rate of Change |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------|------------------------|------------------------------|
| Group | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | Group | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | School 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

| School Target Group Graduation Rates | | | | | | State Comparison Group Graduation Rates | | | | | | Rate of Change | | Difference in Rate of Change |
|--------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------|------------------------|------------------------------|
| Group | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | Group | 2012-13 Graduation Rate | 2013-14 Graduation Rate | 2014-15 Graduation Rate | 2015-16 Graduation Rate | 2016-17 Graduation Rate | School 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 |



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 93.1/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available. For graduation calculations, prior-year data are the most current.
- 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, and 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.
- 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 rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". This is to ensure that schools 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 and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-EL" Supergroup: students with disabilities and English Learners.
- "ECD-EL" Supergroup: economically disadvantaged students 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 school 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.



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 92.0/100

2016-17 Attendance Score: 75.7/80

| Group | Enrollment | Attended Days | Possible Days | Rate |
|--|------------|---------------|---------------|-------|
| All Students | 415 | 69,114.5 | 72,137.0 | 95.8% |
| Lowest Group: Economically Disadvantaged | 23 | 3,778.5 | 4,048.0 | 93.3% |

2016-17 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 | * | * |
| 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 are lagged by one year. For this year's report cards, On-Track and Postsecondary Readiness calculations use these data from the prior school year.



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 92.0/100

2017-18 3rd Grade English Language Arts Achievement Score: NA/NA

| Performance Level | Points Multiplier | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Proficient | 1 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Basic | 0.5 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Below Basic | 0 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Total Tested | - | NA | NA | NA | NA | NA | NA | NA | NA | NA |

2017-18 8th Grade Mathematics Achievement Score: 16.3/20

| Performance Level | Points Multiplier | 2015-16 | | | 2016-17 | | | 2017-18 | | |
|-------------------|-------------------|----------|---------|--------|----------|---------|--------|----------|---------|--------|
| | | Students | | Points | Students | | Points | Students | | Points |
| | | Count | Percent | | Count | Percent | | Count | Percent | |
| Advanced | 1.5 | 13 | 11.6% | 19.5 | 21 | 20.0% | 31.5 | 15 | 13.6% | 22.5 |
| Proficient | 1 | 47 | 42.0% | 47 | 52 | 49.5% | 52 | 43 | 39.1% | 43 |
| Basic | 0.5 | 34 | 30.4% | 17 | 28 | 26.7% | 14 | 40 | 36.4% | 20 |
| Below Basic | 0 | 18 | 16.1% | 0 | 4 | 3.8% | 0 | 12 | 10.9% | 0 |
| Total Tested | - | 112 | 100% | 83.5 | 105 | 100% | 97.5 | 110 | 100% | 85.5 |

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Third 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 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.



Merton Intermediate
Merton Community | Public - All Students
 School Report Card Detail | 2017-18 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

All schools 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 (absent at least 16% of the time).

| Indicator | Goal | One-Year School Rate | Three-Year School Rate | Points Deducted |
|------------------|---------------|----------------------|------------------------|-----------------|
| Absenteeism Rate | Less than 13% | 0.7% | 0.8% | 0 |
| Dropout Rate | Less than 6% | 0.0% | 0.2% | 0 |

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on 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 ELA | Rate ELA | Students Mathematics | Rate Mathematics |
| All Students: School | 412 | 0.7% | 1,275 | 0.8% | 224 | 0.0% | 666 | 0.2% | 413 | 98.3% | 413 | 98.3% |
| 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 | 85.0% | 20 | 85.0% |
| 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 | 381 | 0.3% | 1,196 | 0.7% | 209 | 0.0% | 625 | 0.0% | 379 | 98.9% | 379 | 98.9% |
| Students with Disabilities | 38 | 0.0% | 97 | 2.1% | 20 | 0.0% | NA | NA | 45 | 91.1% | 45 | 91.1% |
| Economically Disadvantaged | 23 | 4.3% | 44 | 2.3% | <20 | * | NA | NA | 24 | 100.0% | 24 | 100.0% |
| English Learners | <20 | * | NA | NA | <20 | * | NA | NA | <20 | * | <20 | * |

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.