



OVERVIEW

School Details

Grades : 5-8

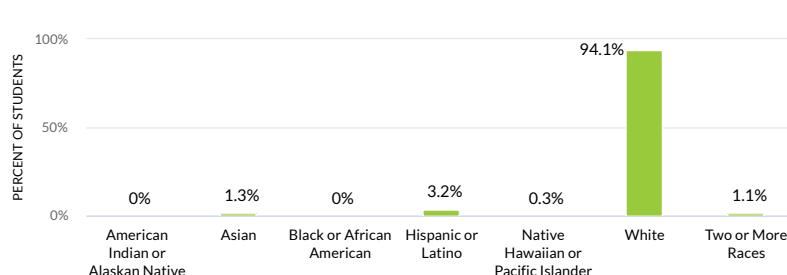
Enrollment : 376

Percent open enrollment : 15.2%

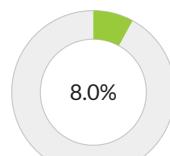
This report card is only one source of information intended to standardize the effectiveness of local districts and schools. The Merton Community School District values priorities that are not measured only on this one indicator. Those priorities include identifying opportunities to inspire curiosity in all students, utilizing technology, and promoting creativity.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

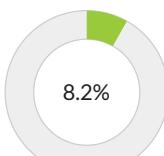
Student Groups



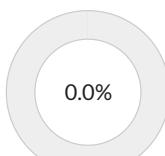
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

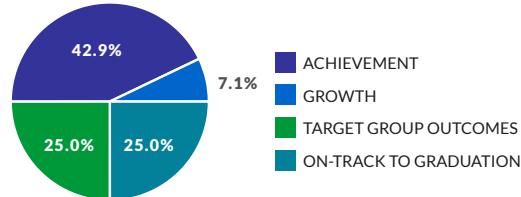
Overall Score

79.8

Exceeds Expectations



PRIORITY AREA WEIGHTS

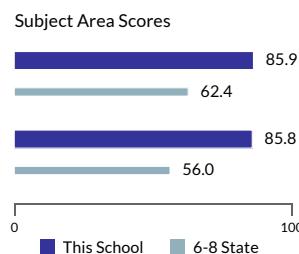


Priority Area Scores

ACHIEVEMENT



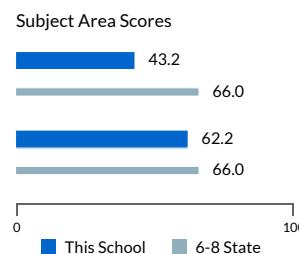
English Language Arts
Mathematics



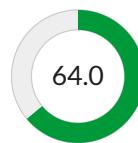
GROWTH



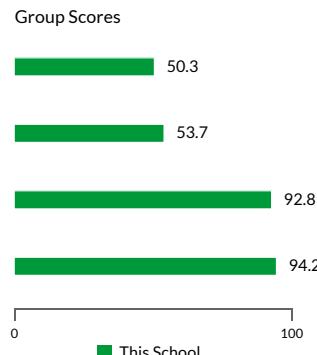
English Language Arts
Mathematics



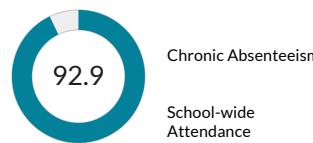
TARGET GROUP OUTCOMES



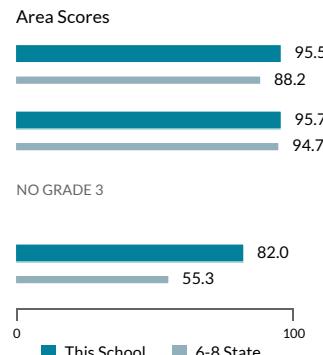
Achievement
Growth
Chronic Absenteeism
Attendance



ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics





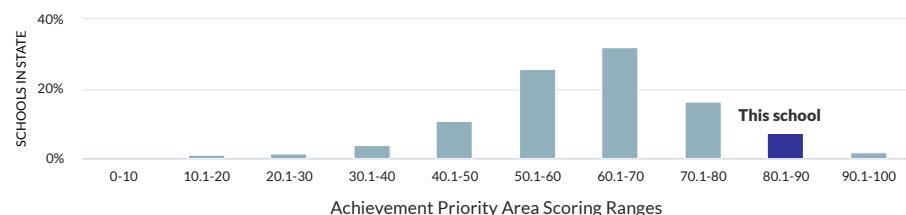
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



■ This school's score was the same or higher than 96.8% of 6-8 schools in the state.



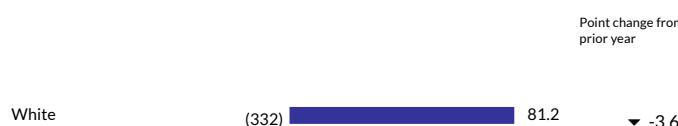
English Language Arts Score: 85.9

Mathematics Score: 85.8

Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Economically Disadvantaged



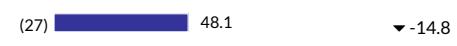
Economically Disadvantaged



Students with Disabilities



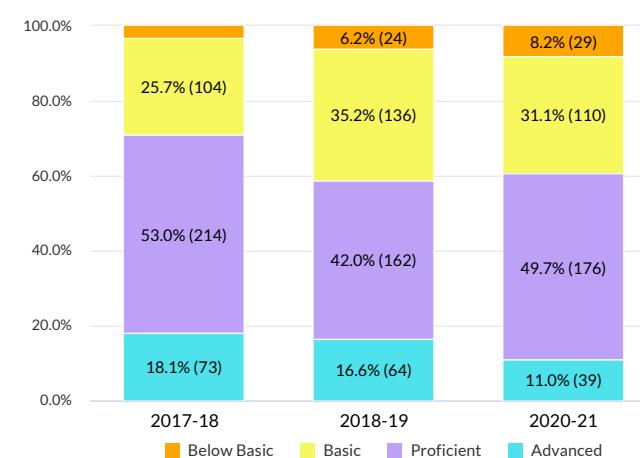
Students with Disabilities



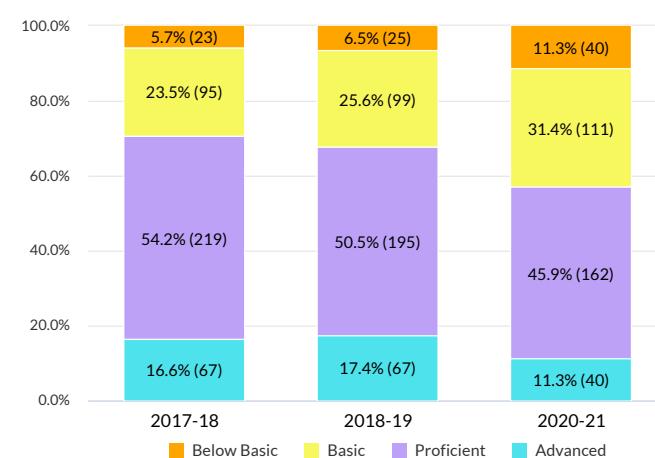
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
95.5%	87.1%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.3%	87.1%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Below Basic		Basic	Proficient	Below Basic		Basic	Proficient	Below Basic		Basic	Proficient		
		Advanced	Tested			Advanced	Tested			Advanced	Tested				
All Students: 6-8 State	190,517	9.6%	32.0%	35.5%	22.9%	192,400	8.9%	31.8%	35.2%	24.1%	167,493	8.0%	30.7%	36.2%	25.1%
All Students	404	18.1%	53.0%	25.7%	3.2%	386	16.6%	42.0%	35.2%	6.2%	354	11.0%	49.7%	31.1%	8.2%
American Indian or Alaskan Native	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	373	17.4%	54.4%	25.2%	2.9%	358	16.2%	43.0%	34.9%	5.9%	332	10.5%	50.0%	30.7%	8.7%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	23	13.0%	39.1%	39.1%	8.7%	20	5.0%	45.0%	35.0%	15.0%	27	0.0%	63.0%	14.8%	22.2%
English Learners	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	41	9.8%	29.3%	41.5%	19.5%	35	5.7%	20.0%	51.4%	22.9%	27	3.7%	22.2%	37.0%	37.0%

MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Below Basic		Basic	Proficient	Below Basic		Basic	Proficient	Below Basic		Basic	Proficient		
		Advanced	Tested			Advanced	Tested			Advanced	Tested				
All Students: 6-8 State	190,739	6.2%	33.3%	32.1%	28.4%	192,634	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%
All Students	404	16.6%	54.2%	23.5%	5.7%	386	17.4%	50.5%	25.6%	6.5%	353	11.3%	45.9%	31.4%	11.3%
American Indian or Alaskan Native	0	NA	NA	NA	NA	< 20	*	*	*	*	0	NA	NA	NA	NA
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
White	373	15.8%	55.0%	23.6%	5.6%	358	17.3%	50.8%	25.7%	6.1%	331	10.6%	46.2%	31.4%	11.8%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	23	17.4%	34.8%	30.4%	17.4%	20	15.0%	40.0%	30.0%	15.0%	27	14.8%	37.0%	22.2%	25.9%
English Learners	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Students with Disabilities	41	9.8%	26.8%	31.7%	31.7%	35	8.6%	28.6%	42.9%	20.0%	27	7.4%	22.2%	29.6%	40.7%



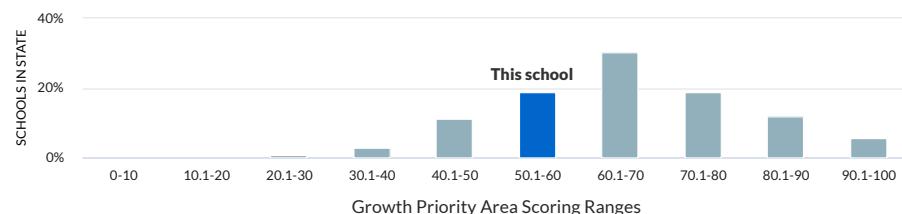
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



■ This school's score was the same or higher than 19.8% of 6-8 schools in the state.



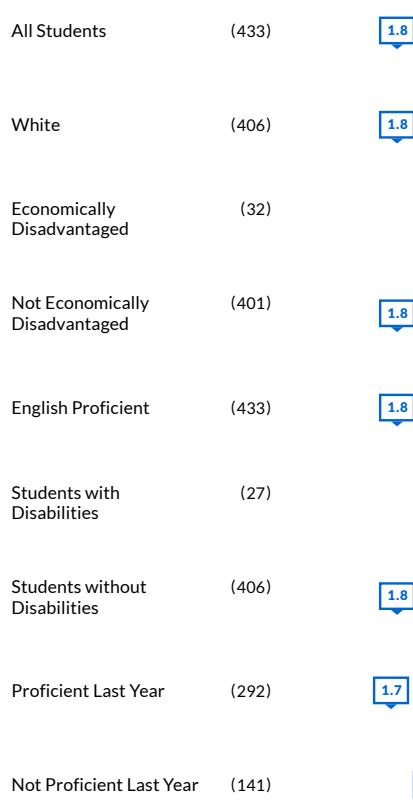
English Language Arts Score: 43.2

Mathematics Score: 62.2

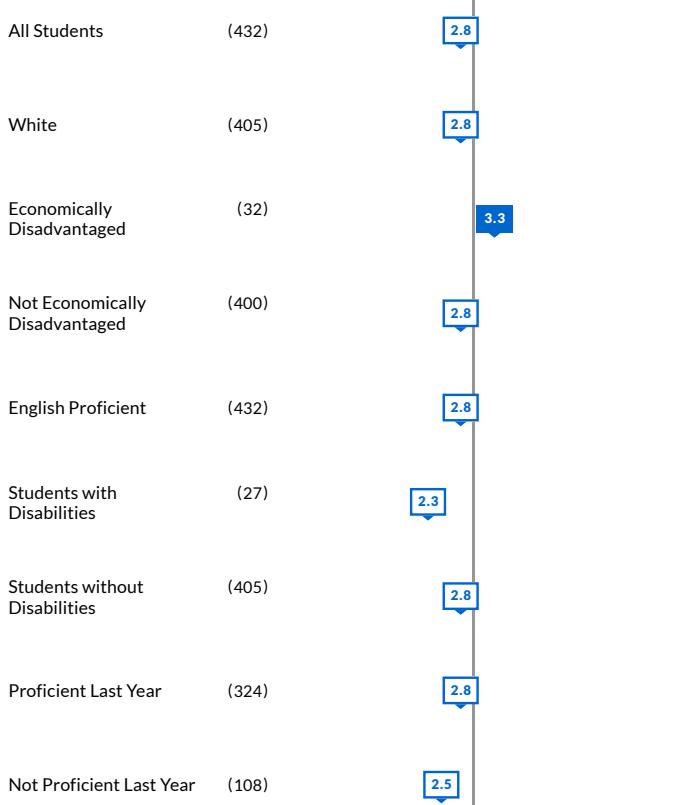
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

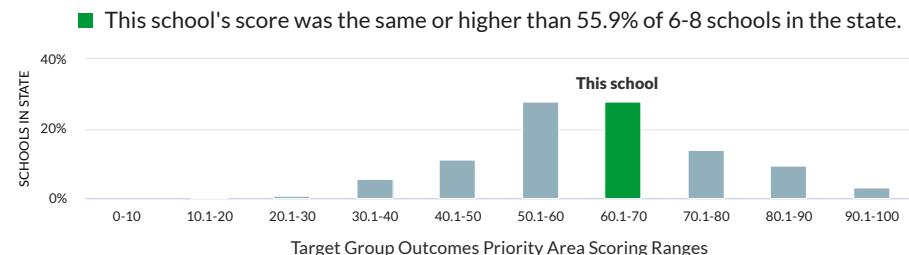
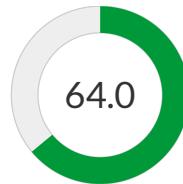




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



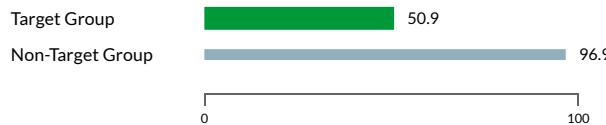
Component Scores

ACHIEVEMENT

Score: 50.3

Average points-based proficiency rates.

English Language Arts

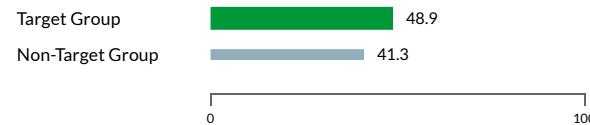


GROWTH

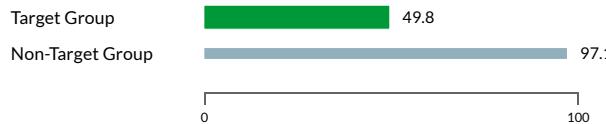
Score: 53.7

Value-added scores converted onto a 0-100 growth scale.

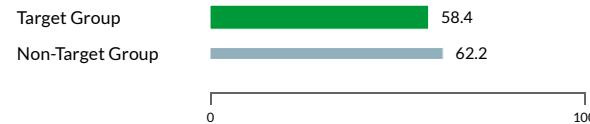
English Language Arts



Mathematics



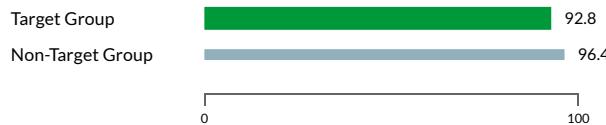
Mathematics



CHRONIC ABSENTEEISM

Score: 92.8

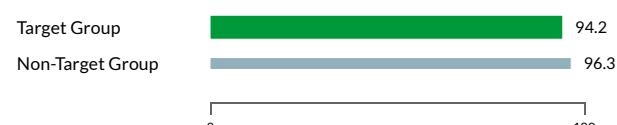
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



ATTENDANCE

Score: 94.2

This score is the overall attendance rate for the Target Group in 2019-20.

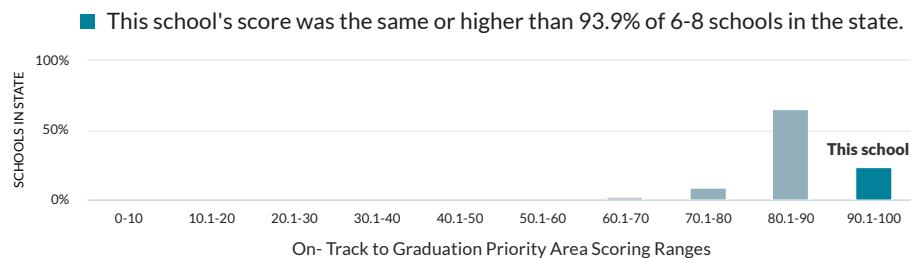
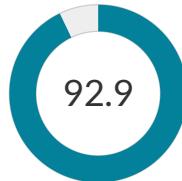




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

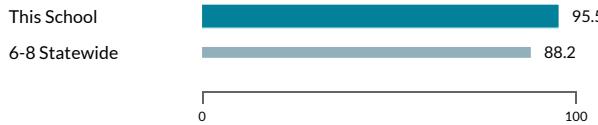


Component Scores

CHRONIC ABSENTEEISM

Score: 95.5

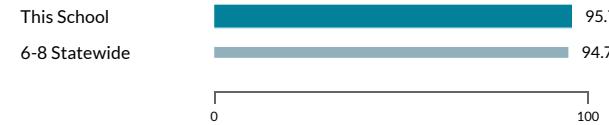
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.7

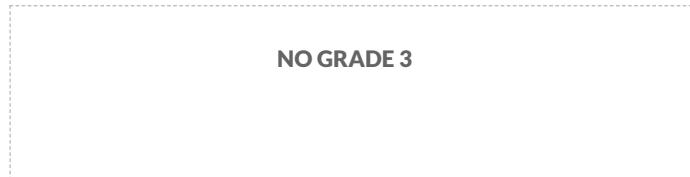
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

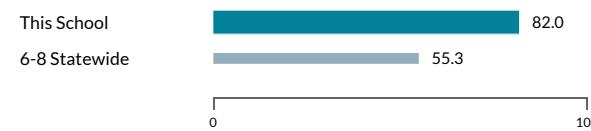
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 82.0

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	192,724	11.6%	194,612	11.9%	196,299	11.9%
All Students	413	5.1%	396	3.3%	384	5.2%
American Indian or Alaskan Native	0	NA	< 20	*	0	NA
Asian	< 20	*	< 20	*	< 20	*
Hispanic or Latino	20	5.0%	< 20	*	< 20	*
Native Hawaiian or Pacific Islander	0	NA	< 20	*	< 20	*
White	379	5.0%	366	3.6%	359	5.3%
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	24	20.8%	22	9.1%	26	26.9%
English Learners	< 20	*	0	NA	0	NA
Students with Disabilities	38	7.9%	33	3.0%	33	9.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

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