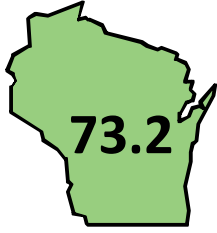




Verona Area

District Report Card | 2018-19 | Summary

Overall Score



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 ★☆☆☆☆

District Information

Grades	K4-12
Enrollment	5,656
Within District Mobility	0.1%
Between District Mobility	2.7%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.1%
Asian	3.9%
Black or African American	7.5%
Hispanic/Latino	19.5%
Native Hawaiian or Other Pacific Islander	0.1%
White	62.6%
Two or More Races	6.4%
<i>Student Groups</i>	
Students with Disabilities	7.4%
Economically Disadvantaged	27.0%
English Learners	14.1%

Priority Areas	District Score	Max Score	State Score	Max Score
Student Achievement	65.9/100		62.3/100	
English Language Arts (ELA) Achievement	34.1/50		31.6/50	
Mathematics Achievement	31.8/50		30.7/50	
District Growth	71.7/100		66.0/100	
English Language Arts (ELA) Growth	36.8/50		33.0/50	
Mathematics Growth	34.9/50		33.0/50	
Closing Gaps	68.2/100		68.8/100	
English Language Arts (ELA) Achievement Gaps	17.1/25		18.1/25	
Mathematics Achievement Gaps	16.2/25		18.0/25	
Graduation Rate Gaps	34.9/50		32.7/50	
On-Track and Postsecondary Readiness	88.1/100		84.8/100	
Graduation Rate	38.0/40		36.3/40	
Attendance Rate	37.6/40		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	30.3%
District Growth	19.7%
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	94.4%	95.4%	94.6%	95.4%
Lowest Subgroup Rate: SwD	86.5%	88.8%	87.5%	89.7%

^ 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.

Verona Area

District Report Card Detail | 2018-19 | Accountability Summary

Accountability Summary

Supplemental Data

School performance on this page is provided for informational purposes only. This information is not used to determine district accountability scores. The performance of all students in the district, including those in alternate accountability schools, is combined to determine the district accountability score and rating.

Summary of Overall Accountability Ratings for Schools in the District

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	2	18.2%
Exceeds Expectations	3	27.3%
Meets Expectations	4	36.4%
Meets Few Expectations	1	9.1%
Fails to Meet Expectations	0	0.0%
Alternate Accountability - Satisfactory Progress	1	9.1%
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	60.0	74.1	88.1	100
Student Achievement	50.3	69.4	89.6	100
School Growth	34.7	62.7	98.2	100
Closing Gaps	54.1	69.6	87.5	100
On-Track and Postsecondary Readiness	81.7	90.0	96.1	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	10	100.0%
One	0	0.0%
Two	0	0.0%



Verona Area

District Report Card Detail | 2018-19 | Student Achievement

Student Achievement

Total Score: 65.9/100

English Language Arts Achievement Score: 34.1/50

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	429	12.6%	643.5	390	11.4%	585	386	11.3%	579
Proficient	1.0	1,228	36.1%	1,228	1,177	34.5%	1,177	1,180	34.5%	1,180
Basic	0.5	1,075	31.6%	537.5	1,071	31.4%	535.5	1,071	31.3%	535.5
Below Basic	0.0	673	19.8%	0	771	22.6%	0	780	22.8%	0
Total Tested	-	3,405	100.0%	2,409	3,409	100.0%	2,297.5	3,417	100.0%	2,294.5

Mathematics Achievement Score: 31.8/50

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	363	10.7%	544.5	360	10.5%	540	386	11.3%	579
Proficient	1.0	1,147	33.7%	1,147	1,119	32.8%	1,119	1,069	31.2%	1,069
Basic	0.5	1,023	30.1%	511.5	1,006	29.5%	503	1,024	29.9%	512
Below Basic	0.0	869	25.5%	0	929	27.2%	0	948	27.7%	0
Total Tested	-	3,402	100.0%	2,203	3,414	100.0%	2,162	3,427	100.0%	2,160

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?



Verona Area

District Report Card Detail | 2018-19 | Student Achievement

Student Achievement

Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	572,116	9.5%	33.8%	33.9%	22.7%	572,332	8.5%	33.7%	34.0%	23.7%	570,957	8.0%	32.7%	34.1%	25.3%
All Students: District	3,405	12.6%	36.1%	31.6%	19.8%	3,409	11.4%	34.5%	31.4%	22.6%	3,417	11.3%	34.5%	31.3%	22.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	124	17.7%	30.6%	33.1%	18.5%	134	20.1%	26.9%	33.6%	19.4%	123	15.4%	35.8%	35.0%	13.8%
Black or African American	254	3.5%	13.8%	35.8%	46.9%	229	2.2%	10.0%	36.2%	51.5%	258	0.8%	14.0%	31.0%	54.3%
Hispanic/Latino	644	2.6%	17.2%	39.8%	40.4%	712	2.0%	14.3%	36.0%	47.8%	711	2.4%	13.8%	37.0%	46.8%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,194	16.6%	44.5%	28.4%	10.4%	2,138	15.0%	44.6%	28.7%	11.7%	2,126	15.5%	43.8%	29.3%	11.4%
Two or More Races	180	8.3%	35.0%	34.4%	22.2%	189	12.2%	31.2%	37.6%	19.0%	193	8.8%	35.8%	31.6%	23.8%
Students with Disabilities	226	1.8%	12.8%	28.3%	57.1%	224	0.9%	12.9%	26.3%	59.8%	237	0.4%	10.5%	20.7%	68.4%
Economically Disadvantaged	1,022	2.8%	16.5%	39.3%	41.3%	1,027	1.9%	14.1%	37.6%	46.3%	1,030	2.3%	14.9%	36.5%	46.3%
English Learners	619	1.6%	15.2%	40.5%	42.6%	690	1.0%	12.5%	36.8%	49.7%	675	2.2%	13.5%	36.7%	47.6%

Mathematics Supplemental Data

Group	2016-17					2017-18					2018-19				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	573,124	8.3%	32.3%	32.2%	27.2%	573,251	9.2%	32.6%	31.2%	27.0%	571,751	9.4%	31.6%	30.8%	28.2%
All Students: District	3,402	10.7%	33.7%	30.1%	25.5%	3,414	10.5%	32.8%	29.5%	27.2%	3,427	11.3%	31.2%	29.9%	27.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	124	15.3%	33.1%	26.6%	25.0%	134	19.4%	30.6%	23.1%	26.9%	123	18.7%	30.1%	26.8%	24.4%
Black or African American	255	1.6%	12.2%	29.8%	56.5%	229	1.7%	14.8%	27.9%	55.5%	260	1.2%	11.9%	25.0%	61.9%
Hispanic/Latino	645	2.0%	13.3%	31.9%	52.7%	712	2.2%	12.2%	31.2%	54.4%	716	1.8%	12.2%	30.4%	55.6%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	2,189	14.5%	42.7%	29.1%	13.7%	2,144	13.9%	41.9%	29.1%	15.2%	2,129	15.5%	40.2%	30.1%	14.1%
Two or More Races	180	4.4%	29.4%	37.8%	28.3%	188	7.4%	30.9%	33.5%	28.2%	193	7.3%	29.5%	34.2%	29.0%
Students with Disabilities	228	2.2%	11.4%	22.4%	64.0%	227	2.6%	8.4%	23.3%	65.6%	240	1.3%	7.5%	21.7%	69.6%
Economically Disadvantaged	1,025	2.2%	13.1%	32.6%	52.1%	1,030	1.5%	13.2%	30.9%	54.5%	1,041	1.5%	12.9%	31.0%	54.6%
English Learners	620	1.0%	11.3%	33.2%	54.5%	691	2.0%	10.3%	29.4%	58.3%	682	2.2%	11.7%	29.6%	56.5%



Verona Area

District Report Card Detail | 2018-19 | District Growth

District Growth

Total Score: 71.7/100

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 actual growth of similar students. It then compares the change in the student's scores to that estimate. If the student's performance improved more than predicted by the model, we say her district had high value-added. That is, the district's impact on student learning resulted in higher-than-predicted growth. A value-added score of 3.0 is average.

English Language Arts Growth Score: 36.8/50

Mathematics Growth Score: 34.9/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	2,791	3.4	2,814	3.2

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	103	3.7	103	3.3
Black or African American	199	3.1	202	2.8
Hispanic/Latino	575	3.2	586	3.0
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
Two or More Races	150	3.4	151	3.1
<i>White</i>	1,758	3.6	1,766	3.3
Students with Disabilities	157	2.9	161	2.8
<i>Students without Disabilities</i>	2,634	3.5	2,653	3.2
Economically Disadvantaged	815	3.1	832	2.8
<i>Not Economically Disadvantaged</i>	1,976	3.6	1,982	3.3
English Learners	541	2.9	549	2.9
<i>English Proficient</i>	2,250	3.6	2,265	3.3
Proficient Last Year	1,311	3.6	1,249	3.5
<i>Not Proficient Last Year</i>	1,480	3.3	1,565	2.9

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>



Verona Area

District Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 68.2/100

Closing Achievement Gaps - English Language Arts | Score: 17.1/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change		
Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	District Target Group		State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.852	0.777	0.738	0.739	0.764		0.800	0.720	0.734	0.722	0.702	-0.022	-0.019	-0.003	
Black or African American	0.399	0.386	0.370	0.314	0.306		0.800	0.720	0.734	0.722	0.702	-0.026	-0.019	-0.007	
Hispanic/Latino	0.475	0.399	0.411	0.353	0.359		0.800	0.720	0.734	0.722	0.702	-0.027	-0.019	-0.008	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.927	0.696	0.647	0.683	0.648		0.800	0.720	0.734	0.722	0.702	-0.050	-0.019	-0.031	
Students with Disabilities	0.299	0.254	0.296	0.275	0.215	Students without Disabilities	0.781	0.697	0.707	0.692	0.673	-0.015	-0.022	0.007	
Economically Disadvantaged	0.472	0.412	0.405	0.358	0.366	Not Economically Disadvantaged	0.847	0.765	0.778	0.772	0.752	-0.026	-0.018	-0.008	
English Learners	0.451	0.382	0.379	0.324	0.352	English Proficient	0.745	0.662	0.672	0.657	0.638	-0.025	-0.022	-0.003	
"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: 16.2/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change		
Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	Group	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	2018-19 Points	District Target Group		State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.845	0.718	0.694	0.713	0.715		0.741	0.695	0.702	0.716	0.708	-0.027	-0.005	-0.022	
Black or African American	0.302	0.331	0.294	0.314	0.262		0.741	0.695	0.702	0.716	0.708	-0.010	-0.005	-0.005	
Hispanic/Latino	0.391	0.348	0.323	0.312	0.301		0.741	0.695	0.702	0.716	0.708	-0.021	-0.005	-0.016	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	0.743	0.628	0.550	0.588	0.575		0.741	0.695	0.702	0.716	0.708	-0.033	-0.005	-0.028	
Students with Disabilities	0.276	0.255	0.259	0.240	0.202	Students without Disabilities	0.711	0.660	0.662	0.674	0.666	-0.017	-0.008	-0.009	
Economically Disadvantaged	0.370	0.350	0.327	0.308	0.307	Not Economically Disadvantaged	0.787	0.737	0.742	0.766	0.758	-0.017	-0.003	-0.014	
English Learners	0.366	0.329	0.294	0.280	0.298	English Proficient	0.677	0.626	0.629	0.641	0.631	-0.018	-0.008	-0.010	
"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	



Verona Area

District Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 68.2/100

Graduation Rate Gaps Score: 34.9/50

Closing Graduation Gaps - Four Year | Score: 20.7/25

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	0.812	0.846	0.935	0.839		NA	0.930	0.929	0.932	0.936	0.017	0.002	0.015	
Hispanic/Latino	0.822	0.974	0.875	0.900	0.968		0.929	0.930	0.929	0.932	0.936	0.024	0.002	0.160!	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	
Two or More Races	NA	NA	0.950	0.909	0.885		NA	NA	0.929	0.932	0.936	-0.032	0.003	0.160!	
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	
Economically Disadvantaged	0.918	0.885	0.820	0.909	0.905	Not Economically Disadvantaged	0.939	0.939	0.936	0.941	0.946	0.001	0.002	-0.001	
English Learners	0.818	0.947	0.875	0.878	0.933	English Proficient	0.892	0.892	0.891	0.896	0.902	0.017	0.002	0.160!	
"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: 14.2/25

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	0.878	0.853	0.844	0.974	0.878		0.948	0.953	0.954	0.953	0.951	0.010	0.001	0.009	
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	0.776	0.914	0.714	0.879	0.800	Students without Disabilities	0.928	0.934	0.936	0.934	0.932	0.004	0.001	0.003	
Economically Disadvantaged	0.852	0.866	0.940	0.936	0.830	Not Economically Disadvantaged	0.950	0.955	0.958	0.957	0.954	0.004	0.001	0.003	
English Learners	0.865	0.881	0.818	0.947	0.900	English Proficient	0.919	0.925	0.927	0.926	0.922	0.013	0.001	0.012	
"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	



Verona Area

District Report Card Detail | 2018-19 | Closing Gaps

Closing Gaps

Total Score: 68.2/100

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.



Verona Area

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

On-Track and Postsecondary Readiness

Total Score: 88.1/100

2017-18 Attendance Score: 37.6/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	5,432	900,756.5	945,714.0	95.2%
Lowest Group: Black Students	452	66,924.0	72,094.0	92.8%

2017-18 Graduation Score: 38.0/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	401	380	94.8%	398	378	95.0%

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	31	26	83.9%	38	33	86.8%
Hispanic/Latino	63	61	96.8%	49	43	87.8%
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	264	255	96.6%	278	271	97.5%
Two or More Races	26	23	88.5%	20	19	95.0%
Students with Disabilities	<20	*	*	30	24	80.0%
Economically Disadvantaged	116	105	90.5%	88	73	83.0%
English Learners	45	42	93.3%	40	36	90.0%

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.



Verona Area

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

On-Track and Postsecondary Readiness

Total Score: 88.1/100

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	53	13.1%	79.5	40	10.7%	60	32	7.9%	48
Proficient	1.0	163	40.2%	163	128	34.3%	128	154	37.8%	154
Basic	0.5	132	32.6%	66	129	34.6%	64.5	143	35.1%	71.5
Below Basic	0.0	57	14.1%	0	76	20.4%	0	78	19.2%	0
Total Tested	-	405	100.0%	308.5	373	100.0%	252.5	407	100.0%	273.5

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	35	10.6%	52.5	20	5.6%	30	44	11.4%	66
Proficient	1.0	96	29.0%	96	85	24.0%	85	93	24.2%	93
Basic	0.5	104	31.4%	52	100	28.2%	50	127	33.0%	63.5
Below Basic	0.0	96	29.0%	0	149	42.1%	0	121	31.4%	0
Total Tested	-	331	100.0%	200.5	354	100.0%	165	385	100.0%	222.5

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.



Verona Area

District Report Card Detail | 2018-19 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

All districts are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (have attendance rates below 84%).

Indicator	Goal	One-Year District Rate	Three-Year District Rate	Points Deducted
Absenteeism Rate	Less than 13%	3.7%	3.1%	0
Dropout Rate	Less than 6%	0.2%	0.5%	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	5,362	3.7%	15,754	3.1%	2,471	0.2%	7,186	0.5%	3,699	94.4%	3,700	94.6%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	205	1.0%	598	0.5%	90	1.1%	273	0.7%	129	97.7%	129	97.7%
Black or African American	424	10.8%	1,186	7.7%	185	1.6%	541	2.0%	304	90.8%	304	91.4%
Hispanic/Latino	1,064	5.1%	3,047	4.3%	491	0.0%	1,299	0.4%	773	95.2%	773	95.3%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	345	4.6%	959	5.5%	146	0.0%	439	0.9%	221	93.2%	221	93.2%
White	3,313	2.4%	9,929	2.1%	1,552	0.1%	4,612	0.3%	2,264	94.6%	2,265	94.7%
Students with Disabilities	371	8.9%	1,061	7.3%	169	0.0%	462	0.0%	289	86.5%	289	87.5%
Economically Disadvantaged	1,687	7.8%	4,893	6.5%	737	0.7%	2,084	0.9%	1,171	93.2%	1,172	93.7%
English Learners	1,035	4.0%	2,909	3.4%	404	0.2%	1,096	0.7%	733	96.0%	733	96.3%