



Downtown Montessori
Downtown Montessori | Public - All Students
 School Report Card | 2015-16 | Summary

Overall Score



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100 ★★★★★
Exceeds Expectations	73-82.9 ★★★★☆
Meets Expectations	63-72.9 ★★★☆☆
Meets Few Expectations	53-62.9 ★★☆☆☆
Fails to Meet Expectations	0-52.9 ★☆☆☆☆

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	74.6/100		68.2/100	
English Language Arts (ELA) Achievement	40.8/50		33.8/50	
Mathematics Achievement	33.8/50		34.4/50	
Student Growth	55.5/100		66.0/100	
English Language Arts (ELA) Growth	28.2/50		33.0/50	
Mathematics Growth	27.3/50		33.0/50	
Closing Gaps	58.7/100		63.4/100	
English Language Arts (ELA) Achievement Gaps	24.6/50		32.6/50	
Mathematics Achievement Gaps	34.1/50		30.8/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	90.8/100		88.2/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.1/80		74.9/80	
3rd Grade English Language Arts (ELA) Achievement	8.2/10		6.9/10	
8th Grade Mathematics Achievement	6.5/10		6.4/10	

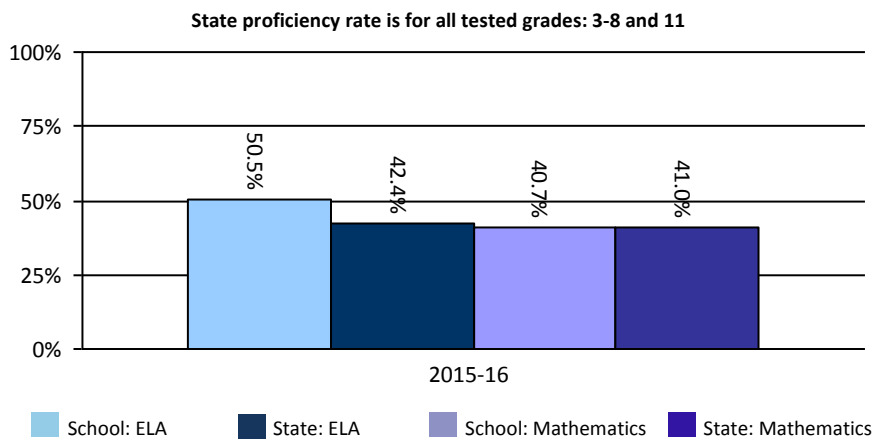
Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	K3-8
School Type	Elementary School
Enrollment	249
Percent Open Enrollment	0.0%
Percent Choice Enrollment	Not Applicable
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.4%
Asian	4.4%
Black or African American	10.0%
Hispanic/Latino	16.9%
Native Hawaiian or Other Pacific Islander	1.2%
White	64.3%
Two or More Races	2.8%
<i>Student Groups</i>	
Students with Disabilities	5.2%
Economically Disadvantaged	25.3%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/accountability/report-cards>. This report serves for both school and district accountability purposes for this school.



Downtown Montessori

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School Report Card | 2015-16 | Notes

Rating Category Descriptions

- **Significantly Exceeds Expectations:** School greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Exceeds Expectations:** School exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Expectations:** School is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Meets Few Expectations:** School is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.
- **Fails to Meet Expectations:** School is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of English language arts (ELA) and mathematics performance by the “all students” group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student Growth** describes how much student knowledge of ELA and mathematics in the school changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges schools that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the school. It also includes measures of third-grade ELA and eighth-grade mathematics achievement as applicable to the school.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and districts that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin's overall performance in the areas below.

- **Test Participation Rate:** Every school has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The school's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95%, but at least 85%, five points are deducted from the school's overall score; if this rate is less than 85%, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the district who attend school less than 84.1% of the time. If the absenteeism rate in the district is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all schools is to have a dropout rate of less than 6%. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

About the Data

- The data presented in this report card are for public and state accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2015-16, Badger Exam, ACT and DLM in 2014-15, and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14 and prior years.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://dpi.wi.gov/wisedash>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a school that does not graduate students will have NA listed for graduation results.
- The calculations used in this report card are described in the Technical Guide and Interpretive Guide: <http://dpi.wi.gov/accountability/report-cards>.
- State comparison scores shown on page one are shown for context only. They are not used to determine this school's score or rating.

Student Achievement

What is the purpose of this Priority Area?

The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the school compares against state and national standards.

What is being measured?

This measure is a composite of ELA and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a school's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?

Beyond a school-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this school against the state average and to see if the data reveal any short-term trends. Schools can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall school performance. They can identify particular groups of students who are having trouble or doing well.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for subgroups, or both?

The Student Achievement score is based on the "all students" group, not student subgroups.



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 School Report Card Detail | 2015-16 | Student Achievement

Student Achievement

Total Score: 74.6/100

English Language Arts Achievement Score: 40.8/50

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	11	13.9%	16.5	38	40.0%	57	7	7.7%	10.5
Proficient	1.0	37	46.8%	37	24	25.3%	24	39	42.9%	39
Basic	0.5	19	24.1%	9.5	16	16.8%	8	32	35.2%	16
Below Basic	0.0	12	15.2%	0	17	17.9%	0	13	14.3%	0
Total Tested	-	79	100.0%	63	95	100.0%	89	91	100.0%	65.5

Mathematics Achievement Score: 33.8/50

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	7	8.9%	10.5	22	23.2%	33	3	3.3%	4.5
Proficient	1.0	33	41.8%	33	25	26.3%	25	34	37.4%	34
Basic	0.5	27	34.2%	13.5	25	26.3%	12.5	31	34.1%	15.5
Below Basic	0.0	12	15.2%	0	23	24.2%	0	23	25.3%	0
Total Tested	-	79	100.0%	57	95	100.0%	70.5	91	100.0%	54

Notes

- Details on student achievement calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- This report shows student performance in mathematics and English language arts.
- 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 Achievement

Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability system.

English Language Arts Supplemental Data

Group	2013-14					2014-15					2015-16				
	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	377,896	6.5%	31.9%	37.9%	23.7%	402,407	19.6%	33.4%	24.9%	22.1%	422,445	8.9%	34.4%	34.8%	21.9%
All Students: School	79	13.9%	46.8%	24.1%	15.2%	95	40.0%	25.3%	16.8%	17.9%	91	7.7%	42.9%	35.2%	14.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	21	28.6%	23.8%	14.3%	33.3%	20	5.0%	30.0%	35.0%	30.0%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	44	13.6%	65.9%	13.6%	6.8%	53	52.8%	22.6%	13.2%	11.3%	53	9.4%	47.2%	32.1%	11.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	25	20.0%	24.0%	36.0%	20.0%	34	20.6%	26.5%	23.5%	29.4%	31	6.5%	16.1%	45.2%	32.3%
Limited English Proficient	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2013-14					2014-15					2015-16				
	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	377,886	12.0%	39.1%	34.6%	14.2%	402,185	18.9%	26.1%	29.5%	25.5%	423,200	8.1%	33.8%	32.8%	25.3%
All Students: School	79	8.9%	41.8%	34.2%	15.2%	95	23.2%	26.3%	26.3%	24.2%	91	3.3%	37.4%	34.1%	25.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	21	19.0%	28.6%	28.6%	23.8%	20	5.0%	20.0%	45.0%	30.0%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	44	13.6%	61.4%	18.2%	6.8%	53	28.3%	34.0%	20.8%	17.0%	53	3.8%	50.9%	28.3%	17.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	25	4.0%	36.0%	48.0%	12.0%	34	17.6%	14.7%	29.4%	38.2%	31	0.0%	19.4%	35.5%	45.2%
Limited English Proficient	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance.

What is being measured?

This measure describes how much student knowledge of English language arts and mathematics in the school changes from year to year. It uses a value-added score that compares the change in a student's scores to those of observationally similar students.

What can the data tell us?

Measuring growth is an important complement to student achievement when assessing school performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a school's performance in Student Achievement could be quite different than its performance in Student Growth.

The report card also provides Student Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall district growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following page. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Student Growth score is based on the "all students" group, not student subgroups.



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 School Report Card Detail | 2015-16 | Student Growth

Student Growth

Total Score: 55.5/100

A value-added model measures a student's performance on standardized assessments over a period of time. It then compares the change in the student's scores to those of observationally similar students. If the student grew more than predicted by these peers' performance, we say her school had high value added. That is, the value the school added to the student's growth was higher than predicted.

English Language Arts Growth Score: 28.2/50 Mathematics Growth Score: 27.3/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	72	2.5	72	2.4

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system. 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	274,537	3.0	274,421	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	39	2.4	39	2.3
Two or More Races	<20	*	<20	*
Students with Disabilities	<20	*	<20	*
Economically Disadvantaged	28	2.5	28	2.4
Limited English Proficient	<20	*	<20	*

Notes

- Details on student growth calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.



Downtown Montessori
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 School Report Card Detail | 2015-16 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges schools that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.

What is being measured?

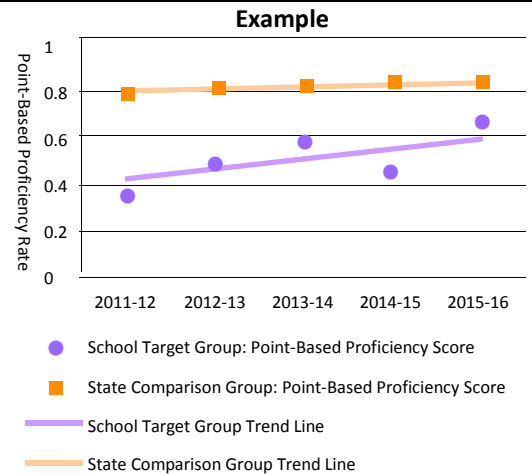
The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students. Supergroups allow more schools with small group sizes to be included in the accountability system. American Indian or Alaskan Native students, Asian students, Black or African American students, Hispanic/Latino students, Native Hawaiian or Other Pacific Islander students and two or more race students are compared to White students statewide.

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	School Target Group		State Comparison Group
Example School Target Group	0.351	0.480	0.593	0.452	0.678	Example State Comparison Group	0.793	0.811	0.825	0.843	0.846	0.201	0.050	0.151

The above is an example of the type of tables that are shown for this school on the next page. Schools are awarded points for raising test scores and/or graduation rates of target groups.

The chart to the right demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in point-based proficiency.

If the target group's line (circles) is steeper than the comparison group's line, then the difference in rate of change (the rightmost column in the table) is higher. A large, positive difference in rate of change numbers indicates progress in closing gaps, resulting in a higher Closing Gaps score.



What can the data tell us?

This Priority Area shows whether the school is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores.

See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.



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Closing Gaps

Total Score: 58.7/100

Closing Achievement Gaps - English Language Arts | Score: 24.6/50

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 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		
Black or African American	NA	NA	NA	NA	NA							NA		
Hispanic/Latino	NA	NA	NA	NA	NA							NA		
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		
Two or More Races	NA	NA	NA	NA	NA							NA		
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	0.548	0.667	0.720	0.691	0.484	Not Economically Disadvantaged	0.698	0.705	0.710	0.877	0.770	-0.016	0.032	-0.048
Limited English Proficient	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-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 34.1/50

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 Points	Group	2011-12 Points	2012-13 Points	2013-14 Points	2014-15 Points	2015-16 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		
Black or African American	NA	NA	NA	NA	NA							NA		
Hispanic/Latino	NA	NA	NA	NA	NA							NA		
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		
Two or More Races	NA	NA	NA	NA	NA							NA		
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	0.452	0.604	0.660	0.559	0.371	Not Economically Disadvantaged	0.838	0.844	0.851	0.823	0.750	-0.028	-0.020	-0.008
Limited English Proficient	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-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on closing gaps calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- See "Notes - Prior Three Pages" and "About Supergroups" on page 11 for further details.



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Closing Gaps

Total Score: 58.7/100

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	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 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		
Black or African American	NA	NA	NA	NA	NA							NA		
Hispanic/Latino	NA	NA	NA	NA	NA							NA		
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		
Two or More Races	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
Limited English Proficient	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-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" 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	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	Group	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 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		
Black or African American	NA	NA	NA	NA	NA							NA		
Hispanic/Latino	NA	NA	NA	NA	NA							NA		
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA							NA		
Two or More Races	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
Limited English Proficient	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-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes See "Notes - Prior Three Pages" and "About Supergroups" on page 11 for further details on closing gaps calculations.



Downtown Montessori
Downtown Montessori | Public - All Students
 School Report Card Detail | 2015-16 | Closing Gaps

Closing Gaps

Total Score: 58.7/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- Closing Graduation Gaps is based on graduation data from prior years because current year data is not yet available. For example, 2015-16 report cards use 2010-11 through 2014-15 graduation data.
- Point-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- Count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average point-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 highest rate of change observed for that group at any school in the state. 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.
- Five years of six-year cohort graduation rate data will not be available until 2016-17.

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-LEP" Supergroup: students with disabilities and limited English proficient students.
- "ECD-LEP" Supergroup: economically disadvantaged and limited English proficient students.

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.

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

What is being measured?

This Priority Area has two parts. The first part includes both graduation rate and attendance rate. The second includes third-grade English language arts achievement and eighth-grade mathematics achievement as applicable to the school. The scores for these two parts are added to produce the Priority Area score.

What can the data tell us?

Graduation rates measure a key education milestone. Attendance rate represents an important prerequisite for student learning.

Third-grade English language arts ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for schools to monitor.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://dpi.wi.gov/accountability/report-cards>.

Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, Third-Grade English Language Arts Achievement, and Eighth-Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.



Downtown Montessori
Downtown Montessori | Public - All Students
 School Report Card Detail | 2015-16 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 90.8/100

2014-15 Attendance Score: 76.1/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	193	30,145.0	31,658.0	95.2%
Lowest Group: Economically Disadvantaged	63	9,730.0	10,235.0	95.1%

2014-15 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	*	*
Limited English Proficient	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.



Downtown Montessori

Downtown Montessori | Public - All Students

School Report Card Detail | 2015-16 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 90.8/100

2015-16 3rd Grade English Language Arts Achievement Score: 8.2/10

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	*	*	*	9	36.0%	13.5	*	*	*
Proficient	1	*	*	*	7	28.0%	7	*	*	*
Basic	0.5	*	*	*	3	12.0%	1.5	*	*	*
Below Basic	0	*	*	*	6	24.0%	0	*	*	*
Total Tested	-	<20	100%	*	25	100%	22	<20	100%	*

2015-16 8th Grade Mathematics Achievement Score: 6.5/10

Performance Level	Points Multiplier	2013-14			2014-15			2015-16		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	*	*	*	*	*	*	*	*	*
Proficient	1	*	*	*	*	*	*	*	*	*
Basic	0.5	*	*	*	*	*	*	*	*	*
Below Basic	0	*	*	*	*	*	*	*	*	*
Total Tested	-	<20	100%	*	<20	100%	*	<20	100%	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- 3rd Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area except that 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.



Downtown Montessori
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 School Report Card Detail | 2015-16 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 3/3

Both one-year and three-year rates are considered for Test Participation, 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.

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Test Participation Lowest Group Rate	95% or Greater	97.9%	99.3%	0
Absenteeism Rate	Less than 13%	1.0%	2.7%	0
Dropout Rate	Less than 6%	0.0%	NA	0

Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine whether the school met the Test Participation Rate goal. For a school to meet the participation goal each subgroup must have a one-year or three-year participation rate of at least 95% in both mathematics and English language arts (ELA). Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met.

Group	Test Participation Rate								Absenteeism Rate				Dropout Rate			
	One Year				Three Year				One Year		Three Year		One Year		Three Year	
	Students	ELA Rate	Mathematics Students	Mathematics Rate	Students	ELA Rate	Mathematics Students	Mathematics Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
All Students: School	94	97.9%	94	97.9%	272	99.3%	272	99.3%	191	1.0%	515	2.7%	24	0.0%	NA	NA
American Indian or Alaskan Native	<20	*	<20	*	NA	NA	NA	NA	<20	*	NA	NA	<20	*	NA	NA
Asian	<20	*	<20	*	NA	NA	NA	NA	<20	*	NA	NA	<20	*	NA	NA
Black or African American	<20	*	<20	*	NA	NA	NA	NA	24	0.0%	81	6.2%	<20	*	NA	NA
Hispanic/Latino	20	100.0%	20	100.0%	41	100.0%	41	100.0%	35	0.0%	98	5.1%	<20	*	NA	NA
Native Hawaiian or Other Pacific Islander	<20	*	<20	*	NA	NA	NA	NA	<20	*	NA	NA	<20	*	NA	NA
Two or More Races	<20	*	<20	*	NA	NA	NA	NA	<20	*	NA	NA	<20	*	NA	NA
White	54	98.1%	54	98.1%	152	99.3%	152	99.3%	113	0.9%	296	0.7%	<20	*	NA	NA
Students with Disabilities	<20	*	<20	*	NA	NA	NA	NA	<20	*	NA	NA	<20	*	NA	NA
Economically Disadvantaged	31	100.0%	31	100.0%	93	100.0%	93	100.0%	62	1.6%	174	6.3%	<20	*	NA	NA
Limited English Proficient	<20	*	<20	*	NA	NA	NA	NA	<20	*	NA	NA	<20	*	NA	NA

Notes

- Details on Student Engagement Indicator calculations can be found at <http://dpi.wi.gov/accountability/report-cards>.
- All schools are expected to meet Student Engagement Indicator goals in these three areas. The overall accountability score is reduced by five points if the Absenteeism Rate goal or Dropout Rate goal is not met. The overall accountability score is reduced by five points if the Test Participation Rate (for lowest group) is below 95%, and reduced by 10 points if below 85%.
- Test Participation Rate (for lowest group) is rounded to the nearest whole number before comparison with the goal. Absenteeism Rate and Dropout Rate are not rounded.
- Test Participation Rate is based on the Wisconsin Student Assessment System (WSAS) tests. See page two for details.
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).