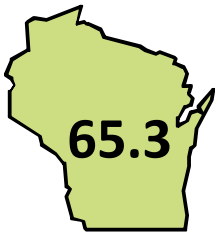
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating



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-5 State	K-5 Max
Student Achievement	**78.7/100**		**66.4/100**	
Reading Achievement	34.5/50		28.5/50	
Mathematics Achievement	44.2/50		37.9/50	
Student Growth	**69.8/100**		**67.4/100**	
Reading Growth	32.0/50		34.2/50	
Mathematics Growth	37.8/50		33.2/50	
Closing Gaps	**62.8/100**		**65.7/100**	
Reading Achievement Gaps	30.0/50		32.6/50	
Mathematics Achievement Gaps	32.8/50		33.1/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	**94.6/100**		**86.7/100**	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	94.6/100		75.4/80	
3rd Grade Reading Achievement	NA/NA		11.3/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators	Total Deductions: -10
Test Participation Lowest Group Rate (goal ≥95%)	Goal not met: -10
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

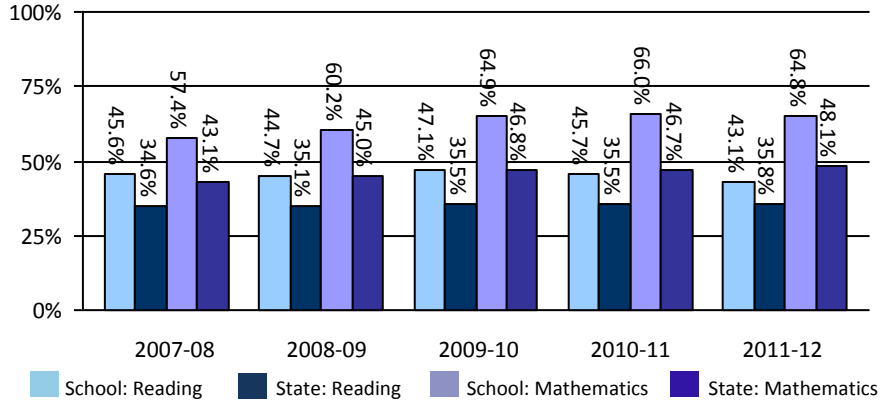
School Information

Grades	5-6
School Type	Elementary School
Enrollment	808
Race/Ethnicity	
American Indian or Alaska Native	1.4%
Asian or Pacific Islander	2.2%
Black not Hispanic	2.6%
Hispanic	2.1%
White not Hispanic	91.7%
Student Groups	
Students with Disabilities	14.2%
Economically Disadvantaged	20%
Limited English Proficient	2.7%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



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 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/oea/acct/accountability.html.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card | 2011-12 | Notes

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 reading 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 reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- **Closing Gaps** shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the school. It recognizes the importance of having all students improve, while focusing on the need to close gaps by lifting lower-performing groups. Specific race/ethnicity groups, students with disabilities, economically disadvantaged students, and English language learners are compared against their complementary groups.
- **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 for schools that graduate students, or the attendance rate for other schools. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, 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 index. Each indicator has a goal, and schools that fail to meet that goal receive a point deduction from their overall 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 percent 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 percent, but at least 85 percent, five points are deducted from the school's overall score; if this rate is less than 85 percent, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the school who attend school less than 84.1 percent of the time. If the absenteeism rate in the school is 13 percent or more, five points are deducted from its score. 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 middle and high schools is to have a dropout rate of less than six percent. 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.

Notes on this School Report Card

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented here for informational purposes in order to provide context. Additional data on student performance are available here: http://dpi.wi.gov/sig/index.html.
- 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.
- * is used to protect student privacy when groups have fewer than 20 students.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: http://dpi.wi.gov/oea/acct/accountability.html.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this school's score or rating.
- In the future, the School Report Card will be web-based and will allow readers to click on features for more supplementary data.

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 reading 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/oea/acct/accountability.html.

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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Student Achievement

Student Achievement

Total Score: 78.7/100

Reading Achievement Score: 34.5/50

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	66	8.8%	99	47	6.1%	70.5	73	9.8%	109.5
Proficient	1.0	289	38.4%	289	304	39.6%	304	248	33.3%	248
Basic	0.5	294	39.0%	147	318	41.4%	159	283	38.0%	141.5
Minimal Performance/ Not Tested	0.0	104	13.8%	0	99	12.9%	0	140	18.8%	0
Total Enrolled	-	753	100%	535	768	100%	533.5	744	100%	499

Mathematics Achievement Score: 44.2/50

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	99	13.1%	148.5	166	21.6%	249	135	18.1%	202.5
Proficient	1.0	390	51.8%	390	341	44.4%	341	347	46.6%	347
Basic	0.5	215	28.6%	107.5	220	28.6%	110	204	27.4%	102
Minimal Performance/ Not Tested	0.0	49	6.5%	0	41	5.3%	0	58	7.8%	0
Total Enrolled	-	753	100%	646	768	100%	700	744	100%	651.5

Notes

- Details on student achievement calculations can be found at http://dpi.wi.gov/oea/acct/accountability.html.
- 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 reading in English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the priority area.
- Performance levels have been retroactively adjusted to align WKCE (but not WAA-SwD) results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks. Counts and percents of students scoring at each performance level will not agree with previously reported results.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Student Achievement

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.

Reading Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	384,411	6.2%	31.0%	37.9%	24.9%	383,020	5.6%	31.6%	39.6%	23.2%	383,057	6.2%	31.2%	38.1%	24.4%
All Students: School	753	8.8%	38.4%	39.0%	13.8%	768	6.1%	39.6%	41.4%	12.9%	744	9.8%	33.3%	38.0%	18.8%
American Indian or Alaska Native	11	*	*	*	*	11	*	*	*	*	10	*	*	*	*
Asian or Pacific Islander	17	*	*	*	*	11	*	*	*	*	15	*	*	*	*
Black not Hispanic	14	*	*	*	*	15	*	*	*	*	13	*	*	*	*
Hispanic	15	*	*	*	*	12	*	*	*	*	12	*	*	*	*
White not Hispanic	696	9.2%	39.7%	38.4%	12.8%	719	6.5%	41.0%	40.6%	11.8%	694	10.5%	33.6%	37.8%	18.2%
Students with Disabilities	83	2.4%	12.0%	25.3%	60.2%	92	1.1%	10.9%	37.0%	51.1%	100	0.0%	9.0%	20.0%	71.0%
Economically Disadvantaged	115	2.6%	24.3%	43.5%	29.6%	128	1.6%	25.0%	49.2%	24.2%	135	4.4%	17.0%	40.0%	38.5%
Limited English Proficient	19	*	*	*	*	18	*	*	*	*	15	*	*	*	*

Mathematics Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	384,411	10.6%	38.5%	36.4%	14.5%	383,020	10.8%	38.2%	36.6%	14.4%	383,057	11.5%	39.0%	35.4%	14.1%
All Students: School	753	13.1%	51.8%	28.6%	6.5%	768	21.6%	44.4%	28.6%	5.3%	744	18.1%	46.6%	27.4%	7.8%
American Indian or Alaska Native	11	*	*	*	*	11	*	*	*	*	10	*	*	*	*
Asian or Pacific Islander	17	*	*	*	*	11	*	*	*	*	15	*	*	*	*
Black not Hispanic	14	*	*	*	*	15	*	*	*	*	13	*	*	*	*
Hispanic	15	*	*	*	*	12	*	*	*	*	12	*	*	*	*
White not Hispanic	696	13.8%	52.4%	27.9%	5.9%	719	22.7%	44.8%	27.5%	5.0%	694	19.0%	46.7%	26.8%	7.5%
Students with Disabilities	83	4.8%	15.7%	45.8%	33.7%	92	4.3%	20.7%	44.6%	30.4%	100	4.0%	17.0%	38.0%	41.0%
Economically Disadvantaged	115	7.0%	41.7%	31.3%	20.0%	128	12.5%	32.8%	41.4%	13.3%	135	5.2%	36.3%	43.7%	14.8%
Limited English Proficient	19	*	*	*	*	18	*	*	*	*	15	*	*	*	*

Notes

- Performance levels have been retroactively adjusted to align WKCE (not WAA-SwD) results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels. Counts and percents of students scoring at each performance level will not agree with previously reported results.

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. Student Growth treats all improvement, regardless of a student's starting point, as a positive.

What is being measured?

This measure is based on a point system that rewards schools for students' progress toward higher performance levels from wherever they started. The point system also deducts points for students regressing toward performance below the proficient level.

The measure most rewards schools showing rapid upward movement and having many students who are progressing. Also, the measure rewards schools that are already doing well and are maintaining the high performance of their 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 school 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 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/oea/acct/accountability.html.

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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Student Growth

Student Growth

Total Score: 69.8/100

Growing Toward a Higher Level:
The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students contribute to a higher Student Growth score for the school. Students maintaining the advanced level also result in a higher score.

Declining Below Proficient:
The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score for the school.

Notes:

- Details on student growth calculations can be found at http://dpi.wi.gov/oea/acct/accountability.html
- Student Growth is calculated separately for reading and mathematics.
- Student Growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examinations (WKCE) in two consecutive years.
- Student Growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels.
- High schools do not have Student Growth scores because they do not have two consecutive tested grades as required for growth calculations.

Reading Growth Score: 32.0/50

Reading Growth Score is based on the students tested in consecutive grades in fall 2010 and fall 2011.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	62	22	**31**	**6**	**3**
	8.5%	3.0%	**4.2%**	**0.8%**	**0.4%**
Basic	309	13	177	**106**	**13**
	42.3%	1.8%	24.2%	**14.5%**	**1.8%**
Proficient	311	*2*	*71*	196	**42**
	42.6%	*0.3%*	*9.7%*	26.8%	**5.8%**
Advanced	48	*0*	*1*	23	24
	6.6%	*0.0%*	*0.1%*	3.2%	3.3%

Mathematics Growth Score: 37.8/50

Mathematics Growth Score is based on the students tested in consecutive grades in fall 2010 and fall 2011.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	22	7	**14**	**1**	**0**
	3.0%	0.9%	**1.9%**	**0.1%**	**0.0%**
Basic	212	15	129	**60**	**8**
	28.5%	2.0%	17.3%	**8.1%**	**1.1%**
Proficient	342	*0*	*45*	218	**79**
	45.9%	*0.0%*	*6.0%*	29.3%	**10.6%**
Advanced	169	*0*	*2*	57	110
	22.7%	*0.0%*	*0.3%*	7.7%	14.8%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Student Growth

Student Growth Supplemental Data

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.

	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
Group	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State	287,712	**75,994**	**26.4%**	*22,604*	*7.9%*	288,444	**65,704**	**22.8%**	*24,557*	*8.5%*
All Students: School	730	**201**	**27.5%**	*74*	*10.1%*	745	**162**	**21.7%**	*47*	*6.3%*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
White not Hispanic	682	**185**	**27.1%**	*72*	*10.6%*	696	**151**	**21.7%**	*44*	*6.3%*
Students with Disabilities	42	**9**	**21.4%**	*2*	*4.8%*	57	**14**	**24.6%**	*4*	*7.0%*
Economically Disadvantaged	120	**39**	**32.5%**	*11*	*9.2%*	123	**28**	**22.8%**	*5*	*4.1%*
Limited English Proficient	*	*	*	*	*	*	*	*	*	*

Notes

- Data in this table are based on students tested in consecutive grades in fall 2010 and fall 2011.
- "Growing Toward Higher Level" means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on this page and page seven.
- "Declining Below Proficient" means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on this page and page seven.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward higher level or declining below proficient are not shown.
- High schools do not have student growth scores because they do not have two consecutive tested grades as required for growth calculations.

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that corresponds to the statewide goal of having all students improve, while narrowing the achievement and graduation gaps that may separate groups of students. This measure encourages school performance that lifts the performance of traditionally lagging student groups that will result in closing gaps.

What is being measured?

The proficiency rates of low-income students, English language learners, and students with disabilities are compared against their complementary groups. A supergroup (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) is used where applicable so that more schools with small group sizes are included in the accountability system. Black students, Hispanic students, Asian or Pacific Islander students, and American Indian or Alaska Native students are compared to White students.

Schools get credit for raising test scores and graduation rates for target groups. That is, schools are awarded points based on their contribution to the closing of statewide gaps. All progress for target groups is rewarded, regardless of how much the gap was reduced. The calculation does not reward gap-closing that is due to the declining performance of leading groups.

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. 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/oea/acct/accountability.html.

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.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Closing Gaps

Closing Gaps

Total Score: 62.8/100

Closing Achievement Gaps - Reading | Score: 30.0/50

Group						Comparison Group						Gap	
	2010-11		2011-12				2010-11		2011-12				
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change		3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change	2010-11	2011-12
American Indian or Alaska Native	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Students with Disabilities	82	11.2	92	10.3	-1.0	Students without Disabilities	663	29.9	663	30.1	0.2	18.7	19.9
Economically Disadvantaged	111	18.9	126	19.2	0.2	Not Economically Disadvantaged	635	29.4	629	29.4	0.0	10.5	10.2
Limited English Proficient	*	*	*	*	*	English Proficient	*	*	*	*	*	*	*
"All 3" Supergroup	*	*	*	*	*	Not in "All 3" Supergroup	*	*	*	*	*	*	*
“SwD-ECD” Supergroup	*	*	*	*	*	Not in “SwD-ECD” Supergroup	*	*	*	*	*	*	*
“SwD-LEP” Supergroup	*	*	*	*	*	Not in “SwD-LEP” Supergroup	*	*	*	*	*	*	*
“ECD-LEP” Supergroup	*	*	*	*	*	Not in “ECD-LEP” Supergroup	*	*	*	*	*	*	*

Closing Achievement Gaps - Mathematics | Score: 32.8/50

Group						Comparison Group						Gap	
	2010-11		2011-12				2010-11		2011-12				
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change		3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change	2010-11	2011-12
American Indian or Alaska Native	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Students with Disabilities	82	18.1	92	18.1	0.0	Students without Disabilities	663	36.6	663	37.7	1.1	18.5	19.6
Economically Disadvantaged	111	26.5	126	27.2	0.7	Not Economically Disadvantaged	635	36.0	629	37.0	1.0	9.5	9.7
Limited English Proficient	*	*	*	*	*	English Proficient	*	*	*	*	*	*	*
"All 3" Supergroup	*	*	*	*	*	Not in "All 3" Supergroup	*	*	*	*	*	*	*
“SwD-ECD” Supergroup	*	*	*	*	*	Not in “SwD-ECD” Supergroup	*	*	*	*	*	*	*
“SwD-LEP” Supergroup	*	*	*	*	*	Not in “SwD-LEP” Supergroup	*	*	*	*	*	*	*
“ECD-LEP” Supergroup	*	*	*	*	*	Not in “ECD-LEP” Supergroup	*	*	*	*	*	*	*

Notes

- Details on closing gaps calculations can be found at http://dpi.wi.gov/oea/acct/accountability.html.
- “3-Yr Average Students” is the average number of enrolled students over a three-year period ending in the indicated year.
- “Achievement Points” is the number of points a group would earn if it had a score calculated in the same way as Achievement, detailed on page 3, which uses three years of data. Scores are weighted by enrollment, and more recent years contribute more heavily to a score.
- See “About Supergroups” on page 11 for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

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Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Closing Gaps

Closing Gaps

Total Score: 62.8/100

Closing Graduation Gaps | Score: NA/NA

Group						Comparison Group						Gap	
	2009-10		2010-11		Change		2009-10		2010-11		Change	2009-10	2010-11
	Students	Graduation Rate	Students	Graduation Rate			Students	Graduation Rate	Students	Graduation Rate			
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	White not Hispanic	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
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	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
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	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
“ECD-LEP” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-LEP” Supergroup	NA	NA	NA	NA	NA	NA	NA

Notes

- Closing Graduation Gaps is based on the four-year cohort graduation rate only. Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rates when six-year graduation rate becomes available.
- Closing Graduation Gaps is based on graduation data from the prior years because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- “Students” is the number of students in the four-year graduation cohort.
- “Graduation Rate” is the four-year cohort graduation rate.

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/or economically disadvantaged and/or limited English proficient students.
- “SwD-ECD” Supergroup: students with disabilities and/or economically disadvantaged students.
- “SwD-LEP” Supergroup: students with disabilities and/or limited English proficient students.
- “ECD-LEP” Supergroup: economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are less 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 less than 20 students with disabilities and less 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.

What is being measured?

This Priority Area has two parts. The first part is either a graduation rate, for schools that graduate students, or an attendance rate for other schools. The second is a set of measures that include third-grade reading achievement, eighth-grade mathematics achievement, and ACT participation and performance, 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. For schools that do not graduate students, attendance rates are used as a substitute indicator.

Third-grade reading 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.

The ACT exam is a widely used and trusted measure of readiness for college coursework. ACT results can help schools understand how well they are preparing students for credit-bearing coursework in college.

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/oea/acct/accountability.html.

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, ACT Participation and Performance, Third-Grade Reading Achievement, and Eighth-Grade Mathematics Achievement, and based on the student subgroup with the lowest rate for Attendance.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 94.6/100

2010-11 Attendance Score: 94.6/100

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	846	142,656.0	148,373.0	96.1%
Lowest Group: Black Students	28	3,984.0	4,280.0	93.1%

2010-11 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	NA	NA	NA	NA	NA	NA

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			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA

2010-11 ACT Participation and Performance Score: NA/NA

Group	Enrolled	Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://dpi.wi.gov/oea/acct/accountability.html.
- Schools that graduate students (high schools) earn a Graduation Score. Other schools earn an Attendance Score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. The six-year cohort rate will replace the five-year cohort rate for 2012-13 accountability and will be used going forward.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness — Total Score: 94.6/100

2011-12 3rd Grade Reading Achievement Score: NA/NA

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Minimal Performance/ Not Tested	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Enrolled	-	0	NA	NA	0	NA	NA	0	NA	NA

2011-12 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students			Students			Students		
		Count	Percent	Points	Count	Percent	Points	Count	Percent	Points
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Minimal Performance/ Not Tested	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Enrolled	-	0	NA	NA	0	NA	NA	0	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at http://dpi.wi.gov/oea/acct/accountability.html.
- 3rd Grade Reading 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 higher performance levels, larger numbers of students, and more recent years contribute more to the score for the priority area.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks. Counts and percents of students scoring at each performance level will not agree with previously reported results.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 3/3

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Test Participation Lowest Group Rate	95% or Greater	52.7%	82.3%	-10
Absenteeism Rate	Less than 13%	1.3%	Not Applicable	0
Dropout Rate	Less than 6%	NA	Not Applicable	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, it must meet either the current-year goal or the three-year goal. To meet the one-year goal, each subgroup must have a one-year participation rate of at least 95% in both math and reading. To meet the three-year goal, each subgroup must have a three-year participation rate of at least 95% in both math and reading. 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	
	Students	Reading One-Year Rate	Reading Three-Year Rate	Mathematics One-Year Rate	Mathematics Three-Year Rate	Students	Rate	Students	Rate
American Indian or Alaska Native	12	*	*	*	*	15	*	0	*
Asian or Pacific Islander	18	*	*	*	*	14	*	0	*
Black not Hispanic	21	71.4%	89.1%	76.2%	90.8%	28	3.6%	0	*
Hispanic	18	*	*	*	*	16	*	0	*
White not Hispanic	737	94.3%	98.1%	97.2%	99.0%	773	0.9%	0	*
Students with Disabilities	112	52.7%	82.3%	75.0%	90.5%	105	7.6%	0	*
Economically Disadvantaged	162	87.0%	95.3%	92.6%	97.2%	173	3.5%	0	*
Limited English Proficient	21	90.5%	95.6%	95.2%	97.2%	21	4.8%	0	*

Notes

- Details on Student Engagement Indicator calculations can be found at http://dpi.wi.gov/oea/acct/accountability.html.
- All schools are expected to meet Student Engagement Indicator goals in these three areas. The overall school accountability score is reduced by five points if Absenteeism Rate and Dropout Rate goals are not met. The overall school 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 up to the nearest whole number before comparison with the goal. Absenteeism Rate and the Dropout Rate are not rounded.
- Test Participation Rate is based on both Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Both one-year and three-Year rate are considered for Test Participation only. If either one-year or three-year rate meets goal then no points are deducted. Three-Year Test Participation Rate is based on two years of data when three years are not available.
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

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School Report Card Detail | 2011-12 | Assessment Trends

School Results: Wisconsin Student Assessment System

The data below are provided for informational purposes only and are not used to calculate a school's Accountability Score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities) results.

Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Counts and percents of students scoring at each performance level will not agree with previously reported results.

Reading

Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced
3	0	NA	0	NA	0	NA	0	NA	0	NA
4	0	NA	0	NA	0	NA	0	NA	0	NA
5	343	42.3%	351	41.3%	394	46.4%	359	42.9%	379	39.8%
6	389	48.6%	365	47.9%	359	47.9%	409	48.2%	365	46.6%
7	0	NA	0	NA	0	NA	0	NA	0	NA
8	0	NA	0	NA	0	NA	0	NA	0	NA
10	0	NA	0	NA	0	NA	0	NA	0	NA

Mathematics

Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced	Students Enrolled	Proficient and Advanced
3	0	NA	0	NA	0	NA	0	NA	0	NA
4	0	NA	0	NA	0	NA	0	NA	0	NA
5	343	59.8%	351	63.8%	394	69.3%	359	58.8%	379	68.6%
6	389	55.3%	365	56.7%	359	60.2%	409	72.4%	365	60.8%
7	0	NA	0	NA	0	NA	0	NA	0	NA
8	0	NA	0	NA	0	NA	0	NA	0	NA
10	0	NA	0	NA	0	NA	0	NA	0	NA

State Results: National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools nationwide. These data are provided for informational purposes only and are not used to calculate a school's Accountability Score.

Group	4th Grade Percent Proficient and Advanced		8th Grade Percent Proficient and Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin	47%	34%	41%	34%
Nation	40%	32%	34%	32%

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Annual Measurable Objectives

Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) for all students and student groups for reading proficiency, mathematics proficiency, and high school graduation rate. The data below are provided for informational purposes and are not used to calculate a school's Accountability Score.

Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Proficient and Advanced	Percent	Students Enrolled	Proficient and Advanced	Percent		
All Students	744	321	43.1%	1512	672	44.4%	37.9%	Yes
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White not Hispanic	694	306	44.1%	1413	648	45.9%	43%	Yes
Students with Disabilities	100	9	9.0%	192	20	10.4%	19.8%	No
Economically Disadvantaged	135	29	21.5%	263	63	24.0%	24.8%	Yes-CI
Limited English Proficient	*	*	*	*	*	*	*	*

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Proficient and Advanced	Percent	Students Enrolled	Proficient and Advanced	Percent		
All Students	744	482	64.8%	1512	989	65.4%	49.8%	Yes
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White not Hispanic	694	456	65.7%	1413	941	66.6%	55.5%	Yes
Students with Disabilities	100	21	21.0%	192	44	22.9%	28.2%	Yes-CI
Economically Disadvantaged	135	56	41.5%	263	114	43.3%	35.4%	Yes
Limited English Proficient	*	*	*	*	*	*	*	*

Notes

- Under Met Target, "Yes-CI" stands for Yes - Confidence Interval, meaning the group met its AMO target within a 95 percent confidence interval.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lineville Intermediate Sch | Howard-Suamico

School Report Card Detail | 2011-12 | Annual Measurable Objectives

Annual Measurable Objectives

Graduation Rate

Group	Four-Year Cohort Rate								Five-Year Cohort Rate			Determination
	2010-11			2009-10 and 2010-11 Average			Improvement		2010-11			
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	
All Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- The graduation rate goal for the All Students group and each student group is 85 percent.
- The Graduation Rate Annual Measurable Objective (AMO) is based on three goals: 1) Four-year cohort graduation rate goal (most recent year or average of two most recent years); 2) Four-year cohort graduation rate improvement goal; and 3) Five-year cohort graduation rate goal. If any one of these goals is met, then the AMO is met.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. The six-year cohort rate will replace the five-year cohort rate for 2012-13 accountability and will be used going forward.
- Asterisks indicate that the student group is too small to receive an AMO determination. NAs indicate that the AMO does not apply to this school.