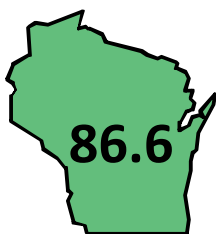




Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card | 2017-18 | Summary

Overall Score



Significantly Exceeds Expectations

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

School Information

Grades	PK-6
School Type	Elementary School
Enrollment	476
Percent Open Enrollment	0.0%

Race/Ethnicity

American Indian or Alaskan Native	0.4%
Asian	12.2%
Black or African American	1.5%
Hispanic/Latino	6.5%
Native Hawaiian or Other Pacific Islander	0.6%
White	75.8%
Two or More Races	2.9%

Student Groups

Students with Disabilities	11.8%
Economically Disadvantaged	11.1%
English Learners	1.7%

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	91.0/100		66.0/100	
English Language Arts (ELA) Achievement	44.1/50		32.2/50	
Mathematics Achievement	46.9/50		33.8/50	

School Growth	68.0/100		66.0/100	
English Language Arts (ELA) Growth	35.9/50		33.0/50	
Mathematics Growth	32.1/50		33.0/50	

Closing Gaps	80.0/100		69.6/100	
English Language Arts (ELA) Achievement Gaps	40.6/50		36.2/50	
Mathematics Achievement Gaps	39.4/50		33.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	

On-Track and Postsecondary Readiness	92.8/100		87.4/100	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.2/80		74.8/80	
3rd Grade English Language Arts (ELA) Achievement	16.6/20		12.6/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

Priority Area Weights	Percentage Weight
Student Achievement	40.9%
School Growth	9.1%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator:
https://oea-dpi.shinyapps.io/overall_weighting_calculator/

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Test Participation Information

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

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	99.6%	99.4%	99.6%	99.4%
Lowest Subgroup Rate: White	99.5%	99.5%	99.5%	99.5%

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | Student Achievement

Student Achievement

Total Score: 91/100

English Language Arts Achievement Score: 44.1/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	56	20.8%	84	66	26.1%	99	48	19.0%	72
Proficient	1.0	112	41.6%	112	100	39.5%	100	110	43.5%	110
Basic	0.5	81	30.1%	40.5	67	26.5%	33.5	68	26.9%	34
Below Basic	0.0	20	7.4%	0	20	7.9%	0	27	10.7%	0
Total Tested	-	269	100.0%	236.5	253	100.0%	232.5	253	100.0%	216

Mathematics Achievement Score: 46.9/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	79	29.4%	118.5	68	26.8%	102	55	21.7%	82.5
Proficient	1.0	114	42.4%	114	112	44.1%	112	121	47.8%	121
Basic	0.5	54	20.1%	27	55	21.7%	27.5	51	20.2%	25.5
Below Basic	0.0	22	8.2%	0	19	7.5%	0	26	10.3%	0
Total Tested	-	269	100.0%	259.5	254	100.0%	241.5	253	100.0%	229

Notes

- Details on student achievement calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | Student Achievement

Student Achievement

Supplemental Data

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

English Language Arts Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	437,905	8.6%	33.8%	34.8%	22.8%	444,382	9.4%	34.1%	34.3%	22.2%	445,203	8.1%	33.5%	34.7%	23.8%
All Students: School	269	20.8%	41.6%	30.1%	7.4%	253	26.1%	39.5%	26.5%	7.9%	253	19.0%	43.5%	26.9%	10.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	35	37.1%	42.9%	17.1%	2.9%	30	50.0%	36.7%	10.0%	3.3%	31	35.5%	35.5%	25.8%	3.2%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	209	19.6%	45.0%	28.2%	7.2%	197	24.9%	41.1%	27.4%	6.6%	194	17.0%	47.4%	26.8%	8.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	25	8.0%	24.0%	28.0%	40.0%	23	8.7%	21.7%	30.4%	39.1%	<20	*	*	*	*
Economically Disadvantaged	48	10.4%	35.4%	50.0%	4.2%	33	3.0%	48.5%	36.4%	12.1%	37	8.1%	32.4%	40.5%	18.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

Mathematics Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	439,081	7.9%	33.1%	32.7%	26.3%	445,061	8.1%	33.2%	32.5%	26.2%	445,804	8.7%	33.3%	31.9%	26.1%
All Students: School	269	29.4%	42.4%	20.1%	8.2%	254	26.8%	44.1%	21.7%	7.5%	253	21.7%	47.8%	20.2%	10.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	35	45.7%	40.0%	14.3%	0.0%	30	60.0%	33.3%	3.3%	3.3%	31	45.2%	41.9%	12.9%	0.0%
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	209	29.2%	43.5%	19.1%	8.1%	198	24.2%	47.5%	22.7%	5.6%	194	19.1%	52.1%	20.1%	8.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	25	20.0%	24.0%	20.0%	36.0%	24	8.3%	45.8%	16.7%	29.2%	<20	*	*	*	*
Economically Disadvantaged	48	16.7%	39.6%	31.3%	12.5%	33	24.2%	21.2%	42.4%	12.1%	37	18.9%	21.6%	37.8%	21.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | School Growth

School Growth

Total Score: 68.0/100

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on the actual growth of similar students. If the student's performance improved more than predicted by the model, we say her school had high value added. That is, the value the school's impact on student learning resulted in higher-than-predicted growth.

English Language Arts Growth Score: 35.9/50

Mathematics Growth Score: 32.1/50

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: School	182	3.3	182	2.9

School Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	295,414	3.0	295,385	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	21	3.5	21	3.2
Black or African American	<20	*	<20	*
Hispanic/Latino	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	140	3.3	140	2.9
Two or More Races	<20	*	<20	*
Students with Disabilities	<20	*	<20	*
Economically Disadvantaged	29	3.2	29	2.8
English Learners	<20	*	<20	*

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

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



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 80.0/100

Closing Achievement Gaps - English Language Arts | Score: 40.6/50

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in Rate of Change
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	1.000	1.000	1.000	1.000	1.000		0.658	0.826	0.723	0.740	0.717	0.000	0.003	0.059!
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	0.556	0.739	0.760	0.712	0.649	Not Economically Disadvantaged	0.710	0.877	0.770	0.785	0.768	0.014	0.002	0.012
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	0.643	0.750	0.606	0.621	0.638	Not in “SwD-EL” Supergroup	0.658	0.828	0.716	0.732	0.707	-0.013	0.000	-0.013
“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: 39.4/50

School Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates						Rate of Change		Difference in Rate of Change
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	1.000	1.000	1.000	1.000	1.000		0.797	0.772	0.705	0.711	0.721	0.000	-0.021	0.059!
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	0.819	0.891	0.802	0.788	0.689	Not Economically Disadvantaged	0.851	0.823	0.750	0.754	0.772	-0.038	-0.023	-0.015
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
“All 3” Supergroup	NA	NA	NA	NA	NA	Not in “All 3” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-ECD” Supergroup	NA	NA	NA	NA	NA	Not in “SwD-ECD” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
“SwD-EL” Supergroup	0.839	0.792	0.712	0.717	0.741	Not in “SwD-EL” Supergroup	0.788	0.762	0.687	0.692	0.700	-0.027	-0.025	-0.002
“ECD-EL” Supergroup	NA	NA	NA	NA	NA	Not in “ECD-EL” Supergroup	NA	NA	NA	NA	NA	NA	NA	NA



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 80.0/100

Graduation Rate Gaps Score: NA/NA

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

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

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

School Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	School Target Group	State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA
Asian	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | Closing Gaps

Closing Gaps

Total Score: 80.0/100

Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available. For graduation calculations, prior-year data are the most current.
- The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, and basic by 0.5 and below basic by 0.0.
- The count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". This is to ensure that schools with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
- Beginning on 2016-17 report cards, each subgroup included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities subgroup, three years of data are included in the statewide comparison group trend for students without disabilities.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-EL" Supergroup: students with disabilities and English Learners.
- "ECD-EL" Supergroup: economically disadvantaged students and English Learners.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 92.8/100

2016-17 Attendance Score: 76.2/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	464	78,028.0	81,320.0	96.0%
Lowest Group: Hispanic Students	32	5,122.0	5,424.0	94.4%

2016-17 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	<20	*	*	<20	*	*

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <https://dpi.wi.gov/accountability/resources>
- Due to data availability, Attendance and Graduation data are lagged by one year. For this year's report cards, On-Track and Postsecondary Readiness calculations use these data from the prior school year.



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 92.8/100

2017-18 3rd Grade English Language Arts Achievement Score: 16.6/20

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	8	12.9%	12	12	20.0%	18	8	11.8%	12
Proficient	1	29	46.8%	29	22	36.7%	22	33	48.5%	33
Basic	0.5	23	37.1%	11.5	21	35.0%	10.5	21	30.9%	10.5
Below Basic	0	2	3.2%	0	5	8.3%	0	6	8.8%	0
Total Tested	-	62	100%	52.5	60	100%	50.5	68	100%	55.5

2017-18 8th Grade Mathematics Achievement Score: NA/NA

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

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Third Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.



Orchard Lane Elementary
New Berlin | Public - All Students
 School Report Card Detail | 2017-18 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/2

All schools are expected to meet Student Engagement Indicator goals in these areas. Absenteeism Rate and Dropout Rate are not rounded. Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Absenteeism Rate	Less than 13%	1.3%	1.2%	0
Dropout Rate	Less than 6%	*	NA	0

Student Engagement Indicators Data

Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes, to facilitate analysis of achievement gaps, and to drive continuous improvement planning. Test Participation data reflect the one-year test participation of groups. Note that there is no longer a score deduction associated with Test Participation on Report Cards.

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate			
	One Year		Three Year		One Year		Three Year		(Not Scored)			
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students ELA	Rate ELA	Students Mathematics	Rate Mathematics
All Students: School	462	1.3%	1,385	1.2%	<20	*	NA	NA	258	99.6%	258	99.6%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	53	1.9%	179	1.7%	<20	*	NA	NA	31	100.0%	31	100.0%
Black or African American	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Hispanic/Latino	32	9.4%	92	6.5%	<20	*	NA	NA	<20	*	<20	*
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
White	346	0.6%	1,051	0.7%	<20	*	NA	NA	197	99.5%	197	99.5%
Students with Disabilities	38	5.3%	99	4.0%	<20	*	NA	NA	<20	*	<20	*
Economically Disadvantaged	61	1.6%	222	2.7%	<20	*	NA	NA	38	100.0%	38	100.0%
English Learners	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.