

November 21, 2017

Dear Parents,

The Wisconsin Department of Public Instruction (DPI) released District and School Report Cards for every district and school in the state. The report cards have been posted on the Ripon Area School District site under the District tab along with other resources you may find helpful. Each school's report card is also listed on each school's website under the Resources tab. Additionally, a printed copy is available in each school's main office. The district report card is provided below as an example. The report cards are a part of Wisconsin's accountability system.


Report cards are issued based on four priority areas: student achievement in English language arts and mathematics, student growth, closing gaps between student populations, and measures of readiness for graduation and postsecondary success. Each district and school receives a rating of 1-100 based on the performance in those areas. The rating is used to place a district or school into one of five rating categories from Fails to Meet Expectations to Significantly Exceeds Expectations.

In 2015-16, report cards underwent major changes as part of Wisconsin Act 55, the 2015-17 state budget. Those changes include:

- variable weighting to address the impacts of poverty on student achievement,
- a new model for measuring student growth based on value-added methodology developed by the University of Wisconsin Madison; and
- the legislative requirement to change from the Badger Exam

FINAL - PUBLIC REPORT - FOR PUBLIC RELEASE      November 21st, 2017

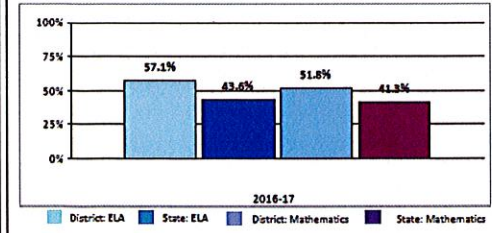
**Ripon Area**  
District Report Card | 2016-17 | Summary

<p><b>Overall Score</b></p>  <p><b>77.7</b></p> <p>☆☆☆☆☆  Exceeds Expectations</p> <table border="1" style="width: 100%; font-size: x-small;"> <thead> <tr> <th>Overall Accountability Ratings</th> <th>Score</th> </tr> </thead> <tbody> <tr style="background-color: #d4edda;"> <td>Significantly Exceeds Expectations</td> <td>83-100 ☆☆☆☆</td> </tr> <tr style="background-color: #fff3cd;"> <td>Exceeds Expectations</td> <td>73-82.9 ☆☆☆☆</td> </tr> <tr style="background-color: #d4edda;"> <td>Meets Expectations</td> <td>63-72.9 ☆☆☆☆</td> </tr> <tr style="background-color: #fff3cd;"> <td>Meets Few Expectations</td> <td>53-62.9 ☆☆☆☆</td> </tr> <tr style="background-color: #fff3cd;"> <td>Fails to Meet Expectations</td> <td>0-52.9 ☆☆☆☆</td> </tr> </tbody> </table>	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 ☆☆☆☆	<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>Priority Areas</th> <th>District Score</th> <th>Max Score</th> <th>State Score</th> <th>Max Score</th> </tr> </thead> <tbody> <tr> <td><b>Student Achievement</b></td> <td><b>76.9/100</b></td> <td><b>66.7/100</b></td> <td></td> <td></td> </tr> <tr> <td>English Language Arts (ELA) Achievement</td> <td>40.2/50</td> <td>34.3/50</td> <td></td> <td></td> </tr> <tr> <td>Mathematics Achievement</td> <td>36.7/50</td> <td>32.4/50</td> <td></td> <td></td> </tr> <tr> <td><b>District Growth</b></td> <td><b>73.6/100</b></td> <td><b>66.0/100</b></td> <td></td> <td></td> </tr> <tr> <td>English Language Arts (ELA) Growth</td> <td>38.7/50</td> <td>33.0/50</td> <td></td> <td></td> </tr> <tr> <td>Mathematics Growth</td> <td>34.9/50</td> <td>33.0/50</td> <td></td> <td></td> </tr> <tr> <td><b>Closing Gaps</b></td> <td><b>69.2/100</b></td> <td><b>61.7/100</b></td> <td></td> <td></td> </tr> <tr> <td>English Language Arts (ELA) Achievement Gaps</td> <td>18.9/25</td> <td>17.3/25</td> <td></td> <td></td> </tr> <tr> <td>Mathematics Achievement Gaps</td> <td>18.0/25</td> <td>16.8/25</td> <td></td> <td></td> </tr> <tr> <td>Graduation Rate Gaps</td> <td>32.3/50</td> <td>27.6/50</td> <td></td> <td></td> </tr> <tr> <td><b>On-Track and Postsecondary Readiness</b></td> <td><b>91.2/100</b></td> <td><b>86.5/100</b></td> <td></td> <td></td> </tr> <tr> <td>Graduation Rate</td> <td>37.4/40</td> <td>36.4/40</td> <td></td> <td></td> </tr> <tr> <td>Attendance Rate</td> <td>37.9/40</td> <td>37.1/40</td> <td></td> <td></td> </tr> <tr> <td>3rd Grade English Language Arts (ELA) Achievement</td> <td>8.8/10</td> <td>7.0/10</td> <td></td> <td></td> </tr> <tr> <td>8th Grade Mathematics Achievement</td> <td>7.1/10</td> <td>6.0/10</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th>Student Engagement Indicators</th> <th>Total Deductions: 0</th> </tr> </thead> <tbody> <tr> <td>Absenteeism Rate (goal &lt;13%)</td> <td>Goal met: no deduction</td> </tr> <tr> <td>Dropout Rate (goal &lt;6%)</td> <td>Goal met: no deduction</td> </tr> </tbody> </table>	Priority Areas	District Score	Max Score	State Score	Max Score	<b>Student Achievement</b>	<b>76.9/100</b>	<b>66.7/100</b>			English Language Arts (ELA) Achievement	40.2/50	34.3/50			Mathematics Achievement	36.7/50	32.4/50			<b>District Growth</b>	<b>73.6/100</b>	<b>66.0/100</b>			English Language Arts (ELA) Growth	38.7/50	33.0/50			Mathematics Growth	34.9/50	33.0/50			<b>Closing Gaps</b>	<b>69.2/100</b>	<b>61.7/100</b>			English Language Arts (ELA) Achievement Gaps	18.9/25	17.3/25			Mathematics Achievement Gaps	18.0/25	16.8/25			Graduation Rate Gaps	32.3/50	27.6/50			<b>On-Track and Postsecondary Readiness</b>	<b>91.2/100</b>	<b>86.5/100</b>			Graduation Rate	37.4/40	36.4/40			Attendance Rate	37.9/40	37.1/40			3rd Grade English Language Arts (ELA) Achievement	8.8/10	7.0/10			8th Grade Mathematics Achievement	7.1/10	6.0/10			Student Engagement Indicators	Total Deductions: 0	Absenteeism Rate (goal <13%)	Goal met: no deduction	Dropout Rate (goal <6%)	Goal met: no deduction
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District Information	
Grades	K4-12
Enrollment	1,638
Within District Mobility	0.2%
Between District Mobility	3.1%
<b>Race/Ethnicity</b>	
American Indian or Alaskan Native	0.1%
Asian	0.7%
Black or African American	1.3%
Hispanic/Latino	8.7%
Native Hawaiian or Other Pacific Islander	0.1%
White	86.5%
Two or More Races	2.6%
<b>Student Groups</b>	
Students with Disabilities	10.3%
Economically Disadvantaged	33.9%
Limited English Proficient	3.8%

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)	
State proficiency is for all tested grades: 3-8 and 11	
	

^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 both Overall Score and Growth Score. This amount of change may or may not be reflective of actual school/district performance. DPI encourages review of other priority area scores in the detailed report card for a better understanding of school performance. Details: <http://dpi.wi.gov/accountability/report-cards>

**Wisconsin Department of Public Instruction | dpi.wi.gov**  
Report cards for different types of schools or districts should not be directly compared.

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offered through the Smarter Balanced Assessment Consortium to the Forward Exam.

**For 2016-17, the schools in the Ripon Area School District met, exceeded or significantly exceeded expectations. The District exceeded expectation.** These results demonstrate the high quality instruction all students in the Ripon Area School District receive from the exceptional staff in each of our schools. Barlow and Journey have alternative ratings due to the small numbers of students or because a state level assessment is not required at any of the grade levels in the school. Crossroads does not have a report cards because it is an alternative program.

Because report cards rely on multiple years of data for accurate reporting, the 2016-17 report cards include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2015-16 and 2016-17; 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. Using data from different assessments in calculations, along with other legislated changes, makes comparisons of school and district performance to prior report card ratings inaccurate and inadvisable.

The Ripon School Board, administrators and staff are committed to continuing to provide high quality instruction to all students in the district. The district goals focus on raising achievement to ensure all students are ready for the world beyond our doors.

Sincerely,

A handwritten signature in cursive script that reads "Mary Whitrock".

Dr. Mary Whitrock  
Superintendent of Schools