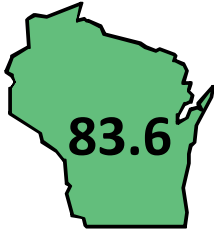




**Glendale Elementary**  
**Madison Metropolitan | Public - All Students**  
 School Report Card | 2016-17 | Summary

**Overall Score**



**Significantly Exceeds Expectations<sup>^</sup>**

<sup>^</sup>Outlier change in score from last year (see below)

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

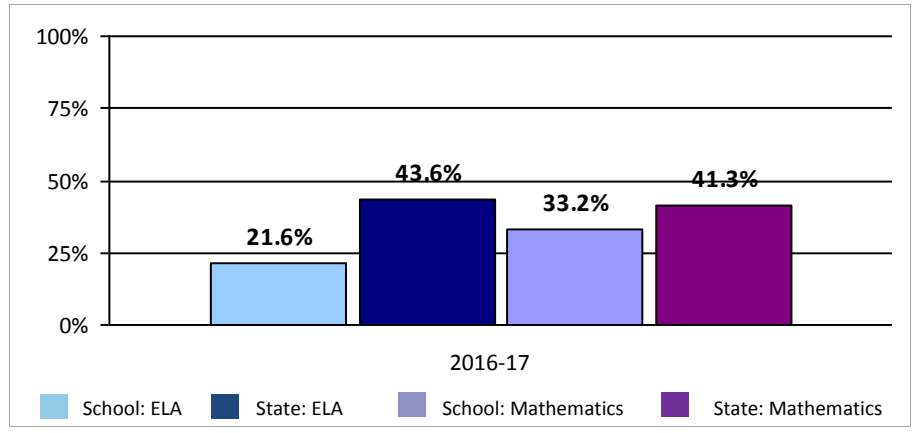
Priority Areas	School Score	Max Score	K-5 State	K-5 Max
<b>Student Achievement</b>	<b>45.2/100</b>		<b>69.4/100</b>	
English Language Arts (ELA) Achievement	22.8/50		34.7/50	
Mathematics Achievement	22.4/50		34.7/50	
<b>School Growth</b>	<b>93.5/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	43.5/50		33.0/50	
Mathematics Growth	50.0/50		33.0/50	
<b>Closing Gaps</b>	<b>74.1/100</b>		<b>64.4/100</b>	
English Language Arts (ELA) Achievement Gaps	38.1/50		33.6/50	
Mathematics Achievement Gaps	36.0/50		30.8/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>83.0/100</b>		<b>89.2/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	74.7/80		75.4/80	
3rd Grade English Language Arts (ELA) Achievement	8.3/20		13.8/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	

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

**School Information**

Grades	K4-5
School Type	Elementary School
Enrollment	514
Percent Open Enrollment	1.6%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.6%
Asian	5.1%
Black or African American	21.0%
Hispanic/Latino	38.7%
Native Hawaiian or Other Pacific Islander	0.0%
White	26.7%
Two or More Races	8.0%
<i>Student Groups</i>	
Students with Disabilities	16.0%
Economically Disadvantaged	68.9%
Limited English Proficient	31.5%

**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**



<sup>^</sup>Note: Outlier score fluctuation is noted by <sup>^</sup> 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>



**Glendale Elementary**  
**Madison Metropolitan | Public - All Students**  
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### 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.
- **School 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. Note that Test Participation is no longer a Student Engagement Indicator, so there is no longer a deduction when this rate falls below 95 percent. Test participation among subgroups is still reported on the Student Engagement Indicators page for informational purposes only and is not used in any scoring on the 2016-17 report cards.

- **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 report cards. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2016-17 and 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 in 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 K-5 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.