

ASHWAUBENON SCHOOL DISTRICT

School Performance Report

2002-2003 School Year

SPRING 2004

Dear Parents and Citizens:

Each year the state requires school districts to publish annual reports featuring information about how students are performing in school. We, as educators, use this information from year-to-year, to identify our students' academic strengths as well as areas in need of improvement.

The data shown in this report is for the 2002-2003 school year. This is the first year we've included comparisons to schools in our athletic conference, the Bay Conference.

We are proud of the numbers we have to report.

- The vast majority of our standardized test results are higher than both the Bay Conference and the state averages.
- Ashwaubenon has a 95.96% graduation rate, higher than both the Bay Conference and the state rates.
- Over eighty-five percent of our high school seniors go on to continuing education.
- The district is below the Bay Conference average and well below the state average for habitual truants, retentions, and suspensions.
- Our students are well above the Bay Conference and state rates of participation in community activities.
- District spending per student is lower than the state average.

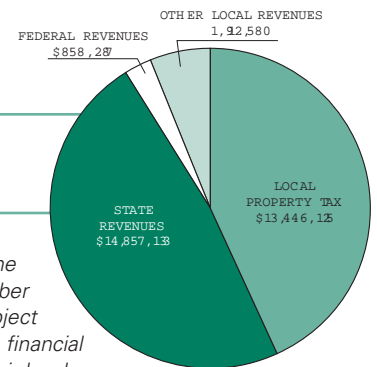
This report provides a reflection of our community's value for quality education. Our high performance combined with our low spending makes Ashwaubenon a great and desirable community in which to live and to learn.

If you have questions regarding this report, feel free to contact me at 492-2905, ext. 1003, or email me at salberti@ashwaubenon.k12.wi.us.

Sincerely,

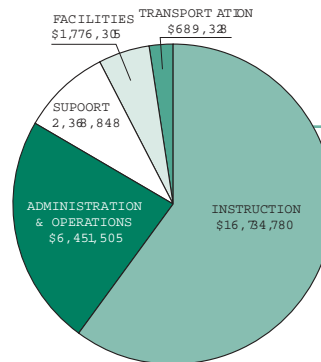
Sue Alberti
Superintendent of Schools

DISTRICT REVENUES



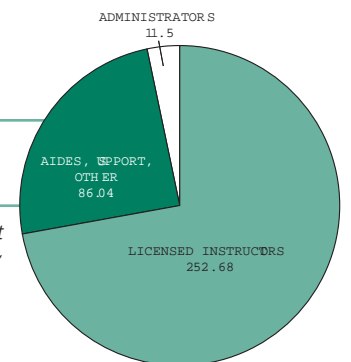
Financial data is "point-in-time" - the data for 2002-03 was as of December 2003. This data is dynamic and subject to change. For the most up-to-date financial data, which districts may use in their local

reports, visit the School Financial Services web site at <http://www.dpi.state.wi.us/dpi/dfm/sfms/index.html>



DISTRICT EXPENDITURES

STAFF BREAKDOWN



The student-to-staff ratio is the student enrollment, counted on the third Friday in September, divided by number of staff. Number of staff is expressed in full-time equivalency (FTE).

BAY CONFERENCE & STATE COMPARISONS

	% of Revenues from State	Total Education Expenditure per Student	Student to Total Staff Ratio
Ashwaubenon (3126 Students)	47.8%	\$9,010	8.93
Bay Conference Average	57.4%	\$8,793	8.52
State Average	52.7%	\$9,628	7.76

As per the "3rd Friday in September 2002 Student Count," student enrollment (headcount) was 3126. This headcount includes 105 open enrollment students (non-resident students attending our schools). 29 resident students open enrolled in other districts. This net gain of 76 students (105 - 29) signifies the desirability of the Ashwaubenon School District.

WISCONSIN STANDARDIZED TESTS

As one means to measure achievement, the Wisconsin Department of Public Instruction (DPI) provides testing for students in grade 3 through the **Reading Comprehension Test (WRCT)** and for students in grades 4, 8 and 10 through the **Knowledge and Concepts Exam (WKCE)**. Student scores on these exams are reported as proficiency ratings as follows:

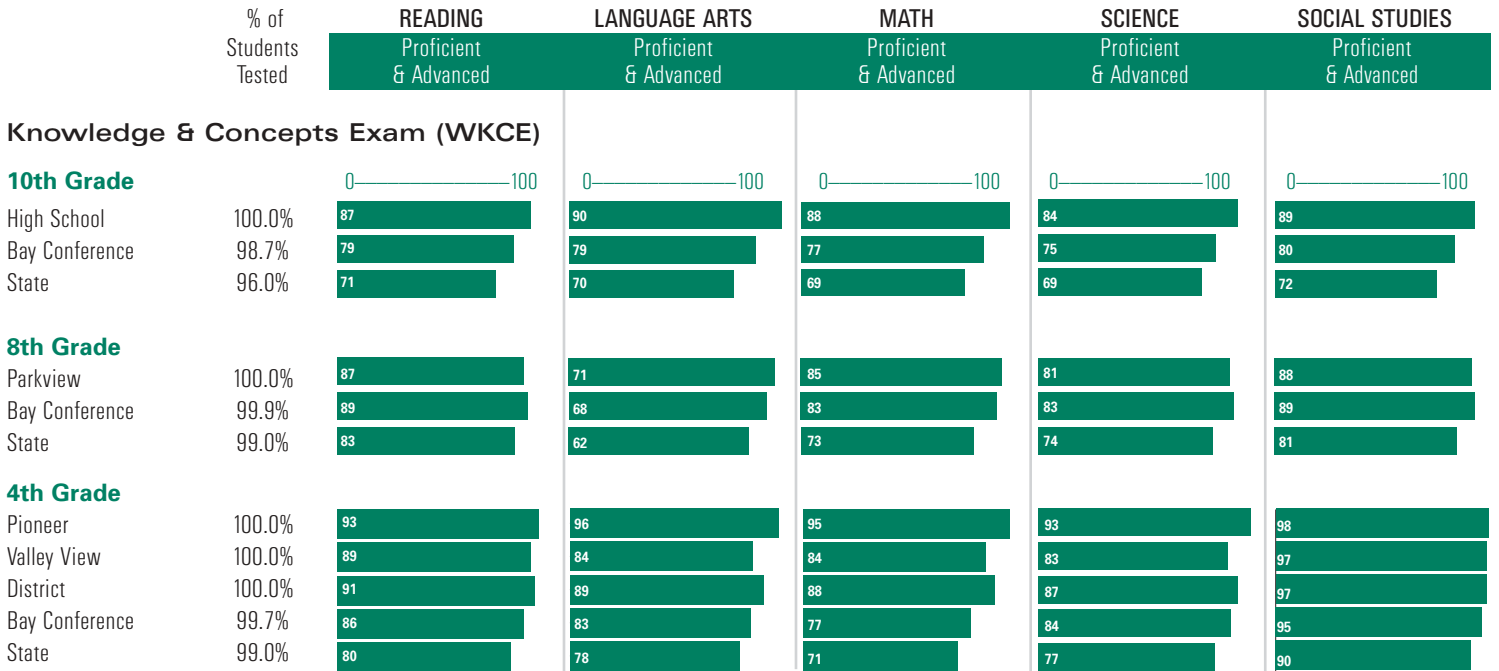
ADVANCED PROFICIENT - Distinguished achievement. In-depth understanding of academic knowledge and skills tested.

PROFICIENT - Competent in the important academic knowledge and skills tested.

BASIC - Somewhat competent in the academic knowledge and skills tested.

MINIMAL PERFORMANCE - Limited achievement in the academic knowledge and skills tested.

To simplify and condense the graph for this report, we combined the two higher proficiency ratings into one rating called **Proficient & Advanced**. The higher the percent, the higher level of achievement.



Reading Comprehension Test (WRCT)

3rd Grade

Pioneer	100.0%	82
Valley View	100.0%	78
District	100.0%	79
Bay Conference	98.1%	86
State	95.6%	81

Ashwaubenon scored higher than the state average in every grade-level subject area of the Wisconsin Knowledge & Concepts Exam (WKCE) and ACT tests. We scored 10 percentile points or higher than the state "Proficient & Advanced" average in 10 of the 15 grade-level subject areas of the (WKCE). Ashwaubenon scored higher than the Bay Conference average in all but three grade-level subject areas of the WKCE and ACT.

Ashwaubenon takes pride in including all of their students in WKCE and WRCT standardized testing.

ACT STANDARDIZED TEST

The ACT is designed by the American College Testing Corporation, to measure knowledge, understanding, and skills in English, Mathematics, Reading, and Science reasoning. The University of Wisconsin System accepts either the ACT or SAT I. Information is for members of the graduating class of 2004 who took the test as juniors or seniors. Only students who completed the entire test are represented in this report.

SCORES

	% of Students Tested	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
High School	63.3%	21.5	23.7	22.6	22.7	22.8
Bay Conference	58.2%	21.2	22.7	22.4	22.5	22.4
State	57.3%	21.2	22.1	22.3	22.3	22.1

ATTENDANCE DATA

ATTENDANCE — Attendance is face-to-face instructional contact between a student and a teacher. It is collected for the entire school year. The **attendance rate** is actual days of attendance divided by possible days of attendance, expressed as a percentage. The smallest reportable unit of attendance is one-half day.

HABITUAL TRUANTS — A **habitual truant student** is defined as one who is absent from school without an acceptable excuse [s.118.16(4) and s.118.15] for part or all of five or more days on which school is held during a semester. Habitual truants are reported for all grades except Pre-Kindergarten. The **habitual truant rate** is the number of habitual truants, divided by Kindergarten through 12th grade enrollment, counted on the third Friday in September.

DROPOUTS — A **dropout student** is one who was enrolled in school at some time during the reported school year, was not enrolled at the beginning of the following school year (third Friday in September), has not graduated from high school or completed a state or district-approved educational

program, and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved educational program; temporary absence due to expulsion, suspension or school-approved illness; death. The **dropout rate** is the number of dropouts in grades 9 through 12, divided by the 9th through 12th grade enrollment, counted on the third Friday in September.



RETENTIONS — **Retention students** are those who, by local district policy, must either repeat a grade or need additional time to complete a prescribed program. Retentions are reported for all grades except Pre-Kindergarten. The **retention rate** is the number of retentions divided by the Kindergarten through 12th grade enrollment,

counted on the third Friday in September.

SUSPENSIONS — Out-of-school suspensions are absences from school imposed by the school district for disciplinary reasons. **Suspended students** are counted only once (number of pupils suspended), and the **suspension student rate** is the number of pupils suspended divided by the third Friday enrollment. **Suspension days** is the total of days lost to suspension. The **suspension days rate** is the number of days lost to suspension divided by the possible days of attendance.

EXPULSIONS — Expulsions are sanctions imposed on pupils by formal school board action which, for purposes of discipline, prohibit pupils from attending school. Expulsion action is described in ss. 120.13(1)(c) and 119.25, Wis. Stats. **Expelled students** are counted only once (as number of students expelled) and the **expulsion student rate** is the number of students expelled divided by the third Friday enrollment. **Expulsion days** is the total of days lost to expulsion. The **expulsion days rate** is the expulsion days divided by the possible days of attendance.

Attendance & Related Data

	CORMIER	PIONEER	VALLEY VIEW	PARKVIEW	HIGH SCHOOL	DISTRICT TOTAL	BAY CONFERENCE	STATE
Attendance Rate	95.72%	97.21%	96.80%	96.06%	96.10%	96.37%	95.69%	94.35%
Habitual Truant Students Rate	5 2.73%	0 0.00%	8 1.29%	4 0.54%	51 4.60%	68 2.19%	760 2.89%	80,493 9.47%
Dropout Students Rate	× ×	× ×	× ×	× ×	12 1.08%	× ×	96 1.07%	5,686 1.98%
Retention Students Rate	0 0.00%	0 0.00%	0 0.00%	1 0.14%	9 0.81%	10 0.32%	187 0.71%	19,632 2.31%
Suspension Students Student Rate Days Days Rate	2 0.96% 4 0.013%	0 0.00% 0 0.000%	0 0.00% 0 0.000%	37 5.01% 138 0.104%	52 4.69% 152 0.076%	91 2.91% 294 0.053%	1,101 4.11% 4,573 0.096%	55,665 6.36% 238,239 0.155%
Expulsion Students Student Rate Days Days Rate	0 0.00% 0 0.00%	0 0.00% 0 0.00%	0 0.00% 0 0.00%	0 0.00% 0 0.00%	0 0.00% 0 0.00%	0 0.00% 0 0.00%	41 0.15% 2,693 0.06%	1,394 0.16% 102,552 0.07%

GRADUATION STATISTICS

GRADUATES — Graduates are students who complete the prescribed course of study established by a local school district. GED and HSED completers are not counted as graduates in this report.

Cohort dropouts are dropouts for a graduating class over four years (i.e. 12th grade dropouts for the year reported + 11th grade dropouts for the prior year + 10th grade dropouts for 2 years prior + 9th grade dropouts for 3 years prior). The **graduation rate** is the number of graduates divided by the number of graduates plus cohort dropouts, expressed as a percentage.



POST-GRADUATION INTENTIONS — This report reflects intentions of 12th graders when surveyed prior to graduation. The percent selecting each option is determined by dividing the number naming that option by the total number of graduates. Miscellaneous includes other, undecided, and no response.

Graduation

	GRADUATES			POST-GRADUATION INTENTIONS					
	GRADUATES	COHORT DROPOUTS	GRADUATION RATE	4-YEAR COLLEGE/UNIV	VOCATIONAL/TECH. COLLEGE	MILITARY	JOB TRAINING	EMPLOYMENT	MISC.
High School	285	12	95.96%	58.2%	27.0%	0.0%	2.1%	3.2%	9.5%
Bay Conference	2,111	98	95.18%	49.3%	24.6%	2.6%	0.7%	6.7%	16.1%
State	63,270	5,626	91.83%	48.4%	22.1%	3.0%	1.6%	7.0%	17.8%

Graduation Requirements (credits)

	REQUIRED COURSES									
	ENGLISH	COMPUTER SCIENCE	MATH	SCIENCE	SOCIAL STUDIES	HEALTH	PHYED	VOCATIONAL TECH	ELECTIVES	TOTAL
High School	4.0	0.0	2.0	2.0	3.0	0.5	1.5	0.0	15	28.0
Bay Conference	4.0	0.1	2.0	2.0	3.0	0.4	1.5	0.1	9.2	22.2
State-Required	4.0	0.0	2.0	2.0	3.0	0.5	1.5	0.0	8.5	21.5

Our high school students are required to complete at least 24 hours of community service in order to graduate.

FOR MORE INFORMATION...

check out these websites

Wisconsin Department of Public Instruction (DPI)s

School Performance Report website
www.dpi.state.wi.us/spr

Wisconsin Information Network for Successful Schools (WINSS)
<http://www.dpi.state.wi.us/sig>

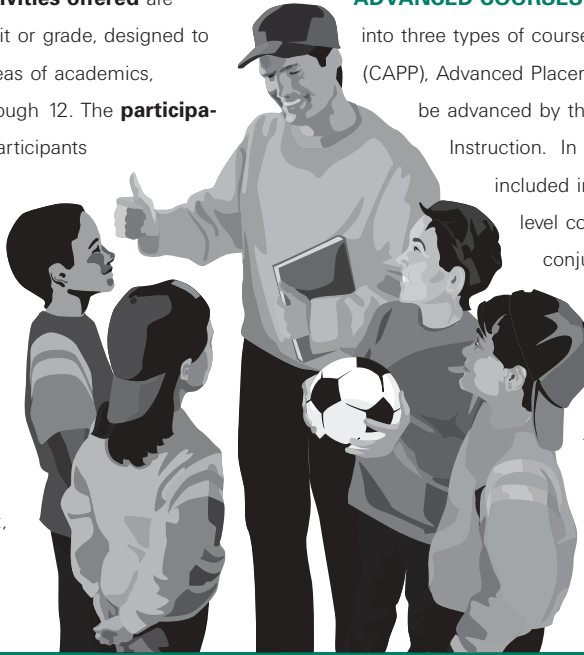
Ashwaubenon School District website
www.ashwaubenon.k12.wi.us

ACTIVITIES & ADVANCED OFFERINGS

CO-CURRICULAR ACTIVITIES — Co-curricular activities offered are school-sanctioned groups or events, not offered for credit or grade, designed to broaden, develop, and enhance school experience in areas of academics, athletics, and music. Data are reported for grades 6 through 12. The **participation rate** for each activity category is the number of participants divided by the 6th through 12th grade enrollment, counted on the third Friday in September.

SCHOOL-SPONSORED COMMUNITY ACTIVITIES

— **Community activities offered** are school-sponsored or supervised events that emphasize service to and involvement with the community. Data are reported for grades 9 through 12. The **participation rate** for each activity category is the number of participants divided by the 9th through 12th grade enrollment, counted on the third Friday in September.



ADVANCED COURSES — Advanced courses offered is divided into three types of courses - College Advanced Placement Program (CAPP), Advanced Placement (AP) program, and those considered to be advanced by the Wisconsin Department of Public Instruction. In this report, all foreign languages are included in this section. CAPP courses are college-level courses offered for college credit in conjunction with a local college or university. AP courses are those offered through The College Board of Princeton, New Jersey.

ADVANCED PLACEMENT (AP) TEST—

The Advanced Placement (AP) Test is designed by the College Board of Princeton, New Jersey. It allows high school 9th through 12th graders to earn college credit while still in high school.

	PARKVIEW	HIGH SCHOOL	DISTRICT TOTAL	BAY CONFERENCE	STATE
Co-Curricular Activities					
Activities Offered	42	50	92	658	29,266
Participation Rate					
Academic	33.0%	34.4%	33.8%	42.1%	33.9%
Athletic	44.9%	45.7%	45.4%	45.7%	43.3%
Music	19.8%	26.7%	23.9%	22.6%	22.9%
Total	97.7%	106.8%	103.1%	110.4%	100.2%

Percentages are over 100% because some students are involved in more than one activity

School-Sponsored Community Activities					
Activities Offered	x	163	x	441	9,354
Participation Rate					
Required	x	43.4%	x	13.9%	14.4%
Voluntary	x	29.8%	x	35.0%	33.5%
Total	x	73.1%	x	49.0%	47.9%

Percentages are over 100% because some students are involved in more than one activity

Advanced Courses					
Courses Offered	x	22	x	143	x
Participation Rate	x	64.83%	x	44.56%	54.18%

Advanced Placement Testing					
Students Tested	x	67	x	499	16,306
Tests Taken	x	91	x	649	25,419
% Passed	x	87.91%	x	63.48%	67.98%

SPECIAL EDUCATION

Dear Parents & Citizens:

The state requires school districts to publish a special education performance report. This report must be provided to parents of children in the district. The report includes district and state information on special education referrals, student/staff ratios, and overall incidence rates for children with disabilities.

If you have any questions regarding this report, please contact me at 492-2905, ext. 1010.

Sincerely,

Donald Zander
Director of Pupil Services

PREVALENCE OF DISABILITIES — Prevalence represents the percentage of the district enrolled children identified with a particular disability. It is determined by dividing the number of students identified by primary disability by the total public/non-public enrollment for the district. Pupil confidentiality prohibits the reporting of prevalence for a particular disability when the identified student count is five or fewer students. The Low Incidence category may include the disabilities of Other Health Impairment, Orthopedic Impairment, Autism, Visual Impairment, Hearing Impairment, Deaf or Blind, Traumatic Brain Injury, and Significant Developmental Delay.

REFERRALS — Initial referrals represents the number of initial referrals received for special education evaluation by the school district during the identified school year. **Initial referral rate** was determined by dividing the total number of initial referrals received by the total public/non-public enrollment for the district. **Rate of initial referrals resulting in identified disability** was determined by dividing the number of initial referrals that resulted in identification by the total number of initial referrals received by the district. **Rate of re-evaluations resulting in continued eligibility** was determined by dividing the number of re-evaluations that resulted in continued eligibility by the total number of re-evaluations conducted by the district.



487 children (including pre-Kindergartners), or 15.2% of our students, were diagnosed with disabilities and received special education services.

SPECIAL ED STUDENT-TO-STAFF RATIOS — Special Ed instructional and related services staff includes all special education teachers, speech and language pathologists, physical therapists and occupational therapists.

Total special education staff includes the above plus all special education leadership, special education coordination, special education program aides, educational interpreters, physical therapy assistants, occupational therapy assistants, school social workers, and school psychologists. The **student-to-staff ratios** were determined by dividing the total number of students with disabilities for the district by the total full time equivalency (FTE) of identified staff for the district.

EDUCATION ENVIRONMENT — The education environment represents the setting/environment in which the student receives special education and related services as reported on the Federal December 1 Child Count. A student's education environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with non-disabled peers; it does not reflect the amount of services received. For example, Special Ed. <21% describes students with disabilities receiving special education and related services in a setting/environment outside the regular classroom less than 21 percent of the school day.

SPECIAL EDUCATION (CONT'D)

Disabilities, Referrals, Student-to-Staff Ratio Data

	DISTRICT	STATE
PREVALENCE OF DISABILITIES		
Special Education Enrollment	487	127,013
Open Enrollment Special Education Students	10	934
Cognitive Disability (CD)	1.31%	1.29%
Emotional Behavioral Disability (ED)	3.63%	1.63%
Specific Learning Disability (LD)	4.76%	5.09%
Speech or Language Impairment (SL)	3.30%	2.73%
Low Incidence Disabilities	2.11%	1.66%
All Disabilities	15.11%	12.40%
REFERRALS		
Initial Referral Rate	4.18%	2.79%
Rate of initial referrals resulting in identified disability	50.75%	65.29%
Rate of re-evaluations resulting in continued eligibility	81.03%	81.28%



Special Education Staff Positions

	FTE
School Social Worker	2.00
Teacher - Early Childhood Special Ed	2.00
Teacher - Cognitive Disabilities	2.35
Teacher - Learning Disabilities	11.20
Teacher - Emotional Disabilities	9.85
Teacher - Adaptive PhyEd	1.27
Psychologist	2.00
Program Coord - Cognitive Disabilities	0.30
Program Coord - Learning Disabilities	1.00
Program Coord - Speech & Language	0.10
Program Coord - Emotional Disabilities	1.00
Director - Special Ed/Pupil Services	1.00
Speech & Language Pathologist	6.40
Special Ed/Program Aide	15.48

SPECIAL ED STUDENT-TO-STAFF RATIOS

Special Ed Instructional & Related Services Staff		
Staffmembers (FTE)	33.07	10,662.53
Student-to-Staff Ratio	14.73	11.91
Total Special Ed Staff		
Staffmembers (FTE)	55.95	20,020.92
Student-to-Staff Ratio	8.70	6.34

Education Environment

	# OF STUDENTS			ASHWAUBENON TOTAL	DISTRICT % AGES 6-21	STATE % AGES 6-21
	AGES 6-11	AGES 12-17	AGES 18-21			
Special Ed < 21%	129	152	9	290	66.51	45.15
Special Ed 21% - 60%	29	48	6	83	19.04	39.82
Special Ed > 60%	5	18	4	27	6.19	13.05
Separate public day school	10	18	7	35	8.03	1.12
Separate private day school	0	0	0	0	0	0.23
Separate public residential facility	0	1	0	1	0.23	0.22
Separate private residential facility	0	0	0	0	0	0.23
Hospital	0	0	0	0	0	0.23
Homebound	0	0	0	0	0	0.01
Total	173	237	26	436	100	100

Early Childhood (EC)

	EC GENERAL AGES 3-5	EC SPECIAL ED	HOME	1-TO-1 OUTSIDE HOME	EC GENERAL & SPEC ED	RESIDENTIAL FACILITY	SEPARATE SCHOOL
Ashwaubenon Total	31	18	0	0	0	0	2
Ashwaubenon %	60.78	35.29	6	0	0	0	3.92
Wisconsin Total	27.30	41.65	0.61	22.45	7.28	0.05	0.65

SPECIAL EDUCATION CONT'D

GRADUATES are students who complete the prescribed course of study established by a local school district. For purposes of this report, GED and HSED completers are not counted as graduates or exiters.

A **DROPOUT** is a student who was enrolled in school at some time during the reported school year, was not enrolled at the reporting time the following year, has not graduated from high school or completed a state or district-approved educational program, and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved educational program; temporary absence due to expulsion, suspension, or school-excused illness; death.

Out-of-School **SUSPENSIONS** are absences from school imposed by the school district for disciplinary reasons.

EXPULSIONS are sanctions imposed on pupils by formal school

board action which, for purposes of discipline, prohibit pupils from attending school. Expulsion action is described in ss. 120.13(1)(c) and 119.25, Wis. Stats.

Removal to an **interim alternative educational setting (IAES) by school personnel** reflects instances in which students with disabilities are removed from their current educational placement to an appropriate interim alternative educational setting for up to 45 days due to weapon or drug offenses.

Removal to an **interim alternative educational setting (IAES) by Individuals with Disabilities Education Act (IDEA) hearing officer** determination reflects instances in which students with disabilities are removed from their current educational placement to an appropriate interim alternative educational setting for up to 45 days due to likely injury to self or others.

OTHER RELATED INFORMATION

	GRADUATION RATE		DROPOUT RATE		SUSPENSION RATE		EXPULSION RATE		INT ALT ED SETTING	
	SpecEd	Non-SpecEd	SpecEd	Non-SpecEd	SpecEd	Non-SpecEd	SpecEd	Non-SpecEd	School	Officer
Ashwaubenon Total	81.58	98.07	4.64	0.52	7.56	2.13	0.00	0.00	0	0
Wisconsin Total	86.26	92.38	2.23	1.94	12.58	5.31	0.17	0.16	122	22

Asbestos Hazard Notification

As a result of federal legislation (Asbestos Hazard Emergency Response Act - AHERA), each primary and secondary school in the nation is required to complete stringent inspections for asbestos and to develop a plan of management for all asbestos-containing building materials. Ashwaubenon School District (ASD) has a goal to remain in full compliance with this law and in following the spirit, as well as the letter of the law. As a matter of policy, ASD shall continue to maintain a safe and healthful environment for our community's youth and employees.

In keeping with this legislation, all buildings (including portables and support buildings) owned or leased by the school district were inspected by EPA accredited inspectors and samples were analyzed by an independent laboratory. Based on the inspection, the school prepared and the state approved a comprehensive management plan for handling asbestos located within its buildings safely and responsibly. Furthermore, ASD has completed its three-year reinspection required by AHERA.

This past year, ASD conducted the following

with respect to its asbestos-containing building materials:

- Abated selected areas in several schools.
- Continued our Operations and Maintenance Program.

Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. Also the law requires for all buildings to be reinspected three years after a management plan is in effect. This will be accomplished under contract by Mac Neil Environmental, Inc.

ASD has a list of the locations and types of asbestos-containing materials found in each school building and a description and time table for their proper management. A copy of the Asbestos Management Plan is available for review at the District Office. Questions related to the plan should be directed to Michael Beno, director of buildings and grounds (492-2905, ext. 1018), or to Jason Showen, designated asbestos program manager under contract with MacNeil Environmental, Inc., at (800) 232-5209.

Get up-to-date
district information on
JAG TV
Time Warner Cable
Channel 2
Your source for
Ashwaubenon School
District
Announcements,
School Board
Meetings,
Sporting Events, and
Student Performances.