

ASHWAUBENON SCHOOL DISTRICT

# School Performance Report

2003-2004 School Year

FALL 2005

We apologize for the lateness of this 2003-04 School Performance Report. Normally we would publish this report in the Spring (2005) issue of Partners in Progress. However, due to the State's implementation of two new reporting systems – WSLs and ISES – much of the data was not available this past Spring. As you will see in the report, some information, such as Graduation and Dropout rates, is still not available from the State.

**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 2003-2004 school year and includes comparisons to schools in our athletic conference, the Bay Conference.

We are proud of the numbers we have to report.

- All of our standardized test results are higher than the state averages.
- Over eighty-seven 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.
- District spending per student is lower than the state average.

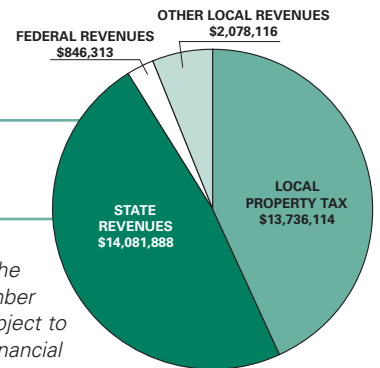
This report provides a reflection of our community's value for quality education. Our high performance combined with our low spending makes Ashwaubenon a great and desirable community in which to live and to learn.

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](mailto:salberti@ashwaubenon.k12.wi.us).

Sincerely,

Sue Alberti  
Superintendent of Schools

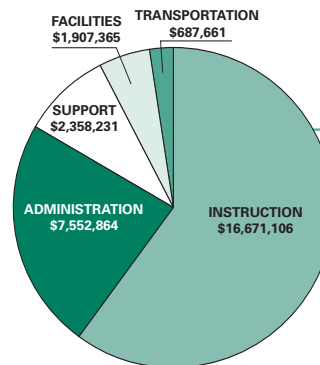
**DISTRICT REVENUES**



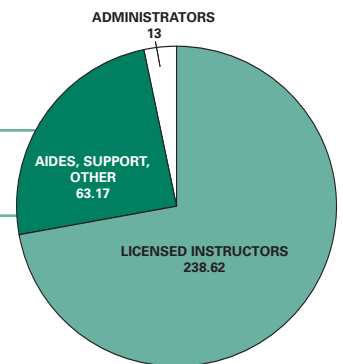
Financial data is "point-in-time" - the data for 2003-04 was as of December 2004. This data is dynamic and subject to change. For the most up-to-date financial data, which districts may use in their local

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 (3122 Students)	45.8%	\$9,504	9.92
Bay Conference Average	55.9%	\$9,030	9.26
State Average	51.4%	\$9,826	8.31

As per the "3rd Friday in September 2003 Student Count," student enrollment (headcount) was 3122. This headcount includes 156 open enrollment students (non-resident students attending our schools). Thirty-seven (37) resident students open enrolled in other districts. This net gain of 119 students (156 - 37) 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:

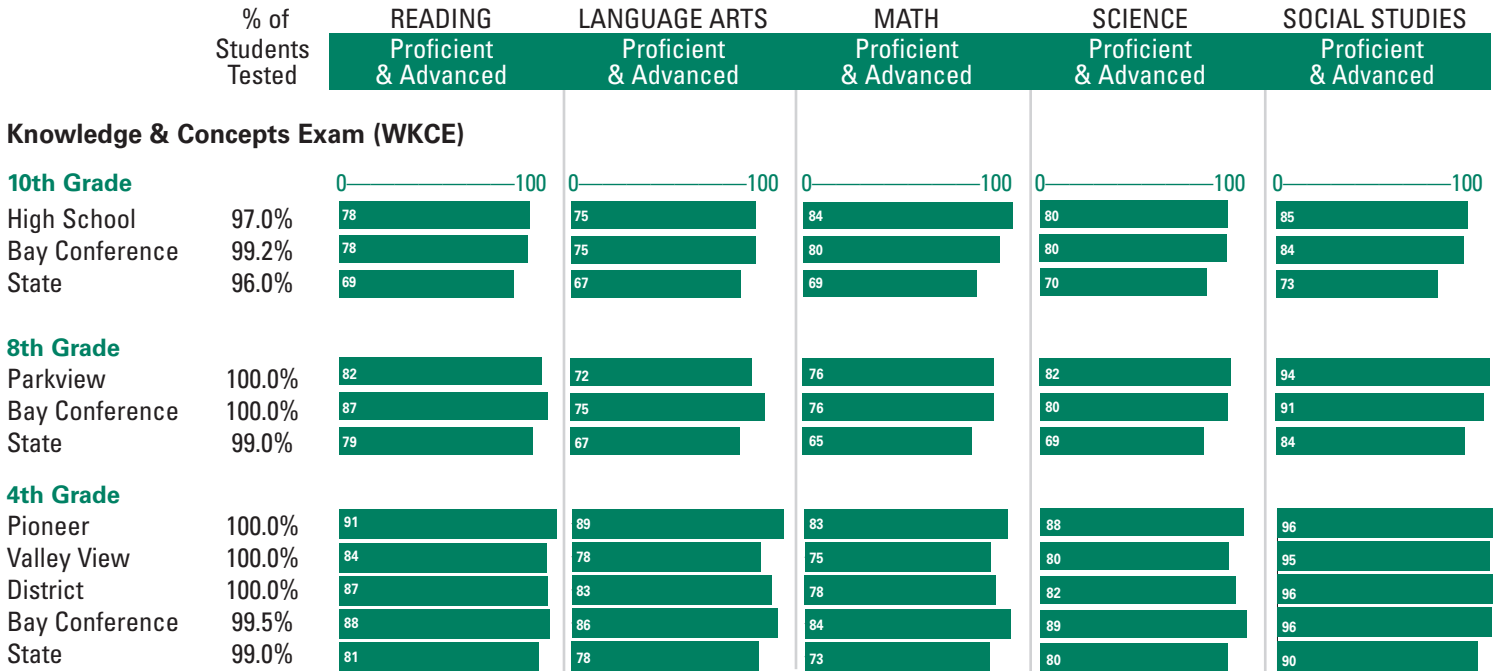
**ADVANCED PROFICIENT** - Distinguished achievement. In-depth understanding of academic knowledge and skills tested.

**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	98.9%	90
Valley View	99.3%	90
District	99.1%	90
Bay Conference	98.2%	90
State	96.0%	85

Ashwaubenon scored higher than the state average in every grade-level subject area of the Wisconsin Knowledge & Concepts Exam (WKCE), Wisconsin Reading Comprehension (WRCT), and ACT tests. We scored 10 percentile points or higher than the state "Proficient & Advanced" average in 6 of the 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.

## 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 2005 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	67.9%	22.2	24.1	22.9	22.9	23.1
Bay Conference	58.8%	22.2	24.1	22.9	22.9	23.1
State	56.7%	21.4	22.2	22.4	22.2	22.2

## 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.

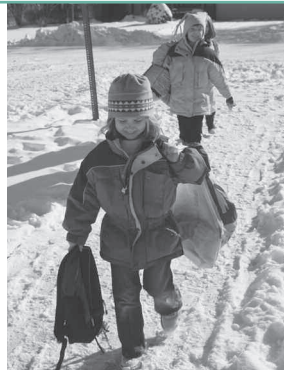
**DROPOUTS** — A **dropout student** is one who was enrolled in school at some time during the reported school year, was not enrolled at the beginning of the following school year (third Friday in September), has not graduated from high school or completed a state or district-approved educational program, 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
<b>Attendance Rate</b>	95.7%	96.9%	97.1%	95.7%	96.0%	96.2%	95.9%	94.6%
<b>Habitual Truant Students Rate</b>	1 0.5%	2 0.5%	8 1.3%	17 2.2%	44 4.1%	72 2.3%	847 3.2%	80,333 9.4%
<b>Dropout Students Rate</b>	<i>Data not available from State.</i>							
<b>Retention Students Rate</b>	0 0.00%	1 0.229%	2 0.322%	1 0.130%	10 0.934%	14 0.453%	186 0.698%	19,011 2.232%
<b>Suspension Students Student Rate Days Days Rate</b>	2 0.9% 6.0 0.016%	2 0.5% 1.5 0.002%	2 0.3% 1.5 0.001%	43 5.6% 252.0 0.185%	56 5.2% 190.0 0.099%	105 3.4% 451.0 0.081%	1,010 3.7% 4,079.0 0.097%	60,341 6.9% 263,867.0 0.171%
<b>Expulsion Students Student Rate Days Days Rate</b>	0 0.00% 0 0.00%	0 0.00% 0 0.00%	0 0.00% 0 0.00%	0 0.00% 0 0.00%	2 0.20% 46 .024%	2 0.10% 46 0.008%	31.0 0.114% 1,543.0 0.032%	1,637 0.20% 132,201.5 0.086%

## 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	<i>Data not available from State.</i>			58.2%	27.0%	0.0%	2.1%	3.2%	9.5%
Bay Conference				<i>Data not available from State.</i>					
State									

### 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	<i>Data not available from State.</i>									
State-Required										

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

### SCHOOL BOARD MEETS

2nd and 4th Mondays of the month  
at 6:30 p.m.  
Broadcast on JagTV  
Time Warner Channel 2

FOR MORE INFORMATION...

check out these websites

Wisconsin Department of Public Instruction (DPI)

School Performance Report website  
[www.dpi.state.wi.us/spr](http://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](http://www.ashwaubenon.k12.wi.us)

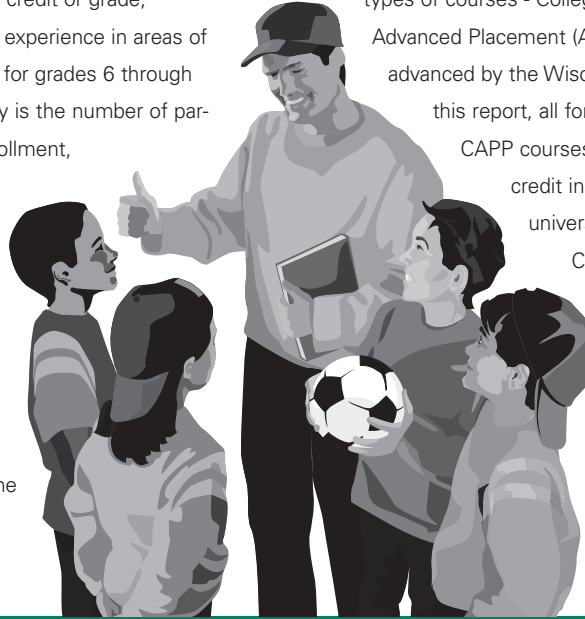


# ACTIVITIES & ADVANCED OFFERINGS

**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 the 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
<b>Co-Curricular Activities</b>					
Activities Offered	42	50	92		
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%
<b>School-Sponsored Community Activities</b>					
Activities Offered	x	163	x		
Participation Rate					
Required	x	43.4%	x	13.9%	14.4%
Voluntary	x	29.8%	x	35.0%	33.5%
<b>Advanced Courses</b>					
Courses Offered	x	20	x	122	x
Participation Rate	x	64.8%	x	39.37%	x
<b>Advanced Placement Testing</b>					
Students Tested	x	73	x	450	17,941
Tests Taken	x	124	x	742	34,824
% Passed	x	88.71%	x	69.81%	69.89%

# 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,

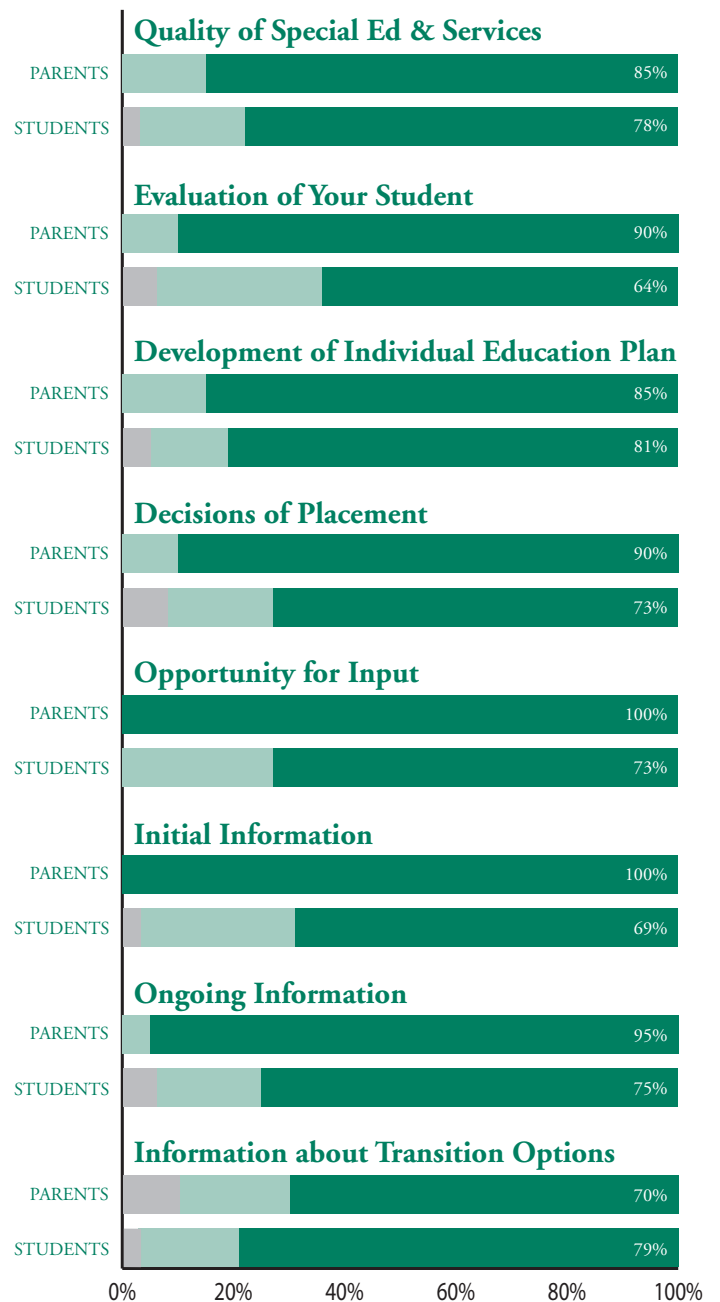
Donald Zander

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.

## Special Education Satisfaction Survey



Not or Less Than Satisfied
  Satisfied
  Very or Extremely Satisfied



## SPECIAL EDUCATION (CONT'D)

### Disabilities, Referrals, Student-to-Staff Ratio Data

	DISTRICT	STATE
<b>PREVALENCE OF DISABILITIES</b>		
Special Education Enrollment	497	127,803
Open Enrollment Special Education Students	21	1173
Cognitive Disability (CD)	1.28%	1.21%
Emotional Behavioral Disability (ED)	4.00%	1.61%
Specific Learning Disability (LD)	4.81%	4.80%
Speech or Language Impairment (SL)	3.28%	2.88%
Low Incidence Disabilities	2.15%	2.07%
All Disabilities	15.52%	12.56%
<b>REFERRALS</b>		
Initial Referral Rate	3.47%	2.91%
Rate of initial referrals resulting in identified disability	40.54%	65.42%
Rate of re-evaluations resulting in continued eligibility	87.72%	81.92%

497 children (including pre-kindergartners), or 15.9% of our students, were diagnosed with disabilities and received special education services.

### STUDENTS WITH DISABILITIES PARTICIPATING IN STATEWIDE TESTING

Grade	% Participation
4th	100
8th	100
10th	100

**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	<i>Data not available from State.</i>				9.46	2.30	0.22	0.04	0	0
Wisconsin Total	<i>Data not available from State.</i>				13.96	5.70	0.19	0.19	196	N/A