

Beaver Dam Unified School District



School District Performance Report

2006-2007

Learning for a Lifetime

Wisconsin School District Performance Report

District Report for **Beaver Dam**

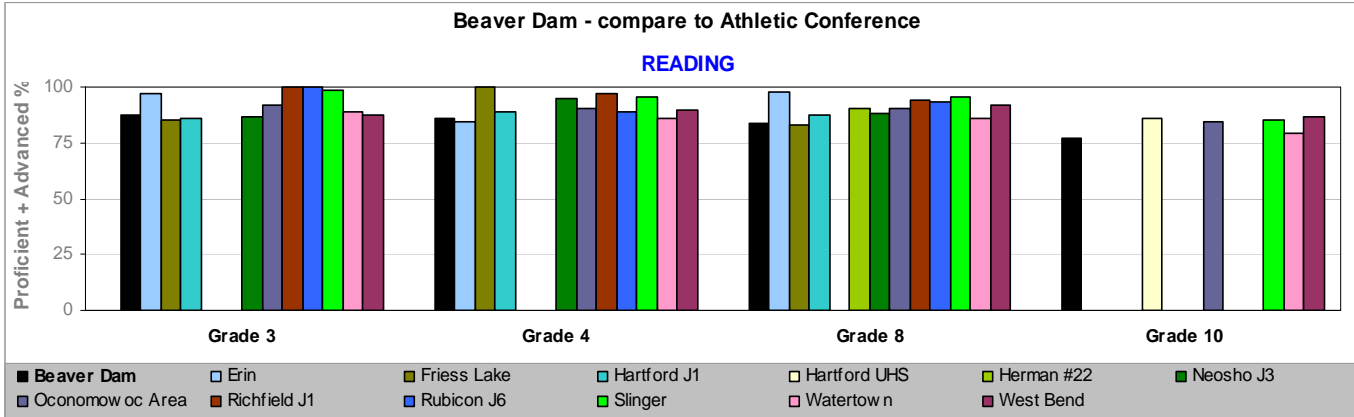
Athletic Conference: **Wisconsin Little Ten, 2006-07**

Number of Participating Districts: **13**

Achievement Test Results

WKCE / WAA Combined – All Students – November 2006

Advanced + Proficient Levels



Reading

District Name	Grade 3		Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	213	87.3%	221	86.0%	213	84.0%	289	76.8%
Erin	36	97.2%	32	84.4%	49	98.0%	n/a	n/a
Friess Lake	34	85.3%	32	100.0%	29	82.8%	n/a	n/a
Hartford J1	171	86.0%	153	88.9%	152	87.5%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	n/a	n/a	412	85.7%
Herman #22	4	*	8	50.0%	10	90.0%	n/a	n/a
Neosho J3	22	86.4%	19	94.7%	17	88.2%	n/a	n/a
Oconomowoc Area	243	92.2%	282	90.4%	281	90.7%	335	84.2%
Richfield J1	30	100.0%	37	97.3%	51	94.1%	n/a	n/a
Rubicon J6	11	100.0%	18	88.9%	15	93.3%	n/a	n/a
Slinger	155	98.7%	181	95.6%	212	95.2%	236	85.2%
Watertown	184	89.1%	196	86.2%	245	85.7%	313	79.2%
West Bend	439	87.2%	433	89.4%	444	91.9%	533	86.7%

Language Arts

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	221	77.8%	213	60.1%	289	73.0%
Erin	32	81.3%	49	83.7%	n/a	n/a
Friess Lake	32	100.0%	29	75.9%	n/a	n/a
Hartford J1	153	81.0%	152	67.1%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	412	81.6%
Herman #22	8	50.0%	10	40.0%	n/a	n/a
Neosho J3	19	84.2%	17	58.8%	n/a	n/a
Oconomowoc Area	282	84.0%	281	74.0%	335	80.6%
Richfield J1	37	89.2%	51	90.2%	n/a	n/a
Rubicon J6	18	83.3%	15	80.0%	n/a	n/a
Slinger	181	93.4%	212	84.3%	236	87.3%
Watertown	196	80.1%	245	60.8%	313	75.4%
West Bend	433	83.6%	444	66.0%	533	80.7%

Mathematics

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	221	80.5%	213	80.3%	289	75.4%
Erin	32	90.6%	49	91.8%	n/a	n/a
Friess Lake	32	100.0%	29	86.2%	n/a	n/a
Hartford J1	153	82.4%	152	79.6%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	412	82.3%
Herman #22	8	50.0%	10	90.0%	n/a	n/a
Neosho J3	19	78.9%	17	94.1%	n/a	n/a
Oconomowoc Area	282	86.5%	281	87.5%	335	82.7%
Richfield J1	37	94.6%	51	92.2%	n/a	n/a
Rubicon J6	18	83.3%	15	93.3%	n/a	n/a
Slinger	181	94.5%	212	87.6%	236	85.2%
Watertown	196	73.5%	245	73.1%	313	76.0%
West Bend	433	87.8%	444	80.6%	533	81.8%

Science

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	221	78.7%	213	77.9%	289	74.7%
Erin	32	90.6%	49	0.0%	n/a	n/a
Friess Lake	32	100.0%	29	82.8%	n/a	n/a
Hartford J1	153	88.9%	152	76.3%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	412	83.0%
Herman #22	8	50.0%	10	90.0%	n/a	n/a
Neosho J3	19	94.7%	17	100.0%	n/a	n/a
Oconomowoc Area	282	85.1%	281	90.0%	335	84.5%
Richfield J1	37	94.6%	51	86.3%	n/a	n/a
Rubicon J6	18	88.9%	15	93.3%	n/a	n/a
Slinger	181	95.0%	212	92.4%	236	87.7%
Watertown	196	83.7%	245	81.2%	313	79.2%
West Bend	433	84.8%	444	81.5%	533	84.8%

Social Studies

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	221	96.4%	213	90.6%	289	83.0%
Erin	32	96.9%	49	98.0%	n/a	n/a
Friess Lake	32	100.0%	29	86.2%	n/a	n/a
Hartford J1	153	96.1%	152	88.2%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	412	86.9%
Herman #22	8	75.0%	10	90.0%	n/a	n/a
Neosho J3	19	100.0%	17	100.0%	n/a	n/a
Oconomowoc Area	282	98.2%	281	94.0%	335	81.8%
Richfield J1	37	97.3%	51	92.2%	n/a	n/a
Rubicon J6	18	94.4%	15	86.7%	n/a	n/a
Slinger	181	98.9%	212	93.3%	236	86.9%
Watertown	196	94.9%	245	87.8%	313	79.6%
West Bend	433	95.6%	444	90.1%	533	87.6%

American College Testing (ACT), Advanced Placement®(AP), Retention

American College Testing (ACT)

District Name	Fall Enrollment Grade 12	Number of Students Tested	Students Tested Percent	Average Score-Composite
Beaver Dam	339	154	45.4%	22.4
Erin	0	n/a	n/a	n/a
Friess Lake	0	n/a	n/a	n/a
Hartford J1	0	n/a	n/a	n/a
Hartford UHS	423	243	57.4%	22.8
Herman #22	0	n/a	n/a	n/a
Neosho J3	0	n/a	n/a	n/a
Oconomowoc Area	371	253	68.2%	22.8
Richfield J1	0	n/a	n/a	n/a
Rubicon J6	0	n/a	n/a	n/a
Slinger	223	158	70.9%	22.7
Watertown	348	178	51.1%	22.6
West Bend	565	372	65.8%	22.9

Advanced Placement®(AP)

District Name	Fall Enrollment Grades 9-12	Number of Students Taking Exams	Students Taking Exams Percent	Number of Exams Taken	Number of Exams Passed (Score of 3 or Above)	Exams Passed Percent
Beaver Dam	1,172	47	4.0%	69	57	82.6%
Erin	0	n/a	n/a	n/a	n/a	n/a
Friess Lake	0	n/a	n/a	n/a	n/a	n/a
Hartford J1	0	n/a	n/a	n/a	n/a	n/a
Hartford UHS	1,694	133	7.9%	202	156	77.2%
Herman #22	0	n/a	n/a	n/a	n/a	n/a
Neosho J3	0	n/a	n/a	n/a	n/a	n/a
Oconomowoc Area	1,494	158	10.6%	197	162	82.2%
Richfield J1	0	n/a	n/a	n/a	n/a	n/a
Rubicon J6	0	n/a	n/a	n/a	n/a	n/a
Slinger	943	113	12.0%	142	89	62.7%
Watertown	1,354	97	7.2%	131	108	82.4%
West Bend	2,450	343	14.0%	651	381	58.5%

Retention

District Name	Fall Enrollment Grades K-12	Students who completed the school term	Number of Retentions	Retention Rate
Beaver Dam	3,265	3,265	35	1.072%
Erin	337	339	0	0.0%
Friess Lake	304	305	0	0.0%
Hartford J1	1,587	1,581	12	0.759%
Hartford UHS	1,694	1,649	15	0.910%
Herman #22	86	85	0	0.0%
Neosho J3	186	182	1	0.549%
Oconomowoc Area	4,200	4,072	23	0.565%
Richfield J1	365	362	1	0.276%
Rubicon J6	148	151	0	0.0%
Slinger	2,723	2,732	10	0.366%
Watertown	3,560	3,497	18	0.515%
West Bend	6,788	6,820	102	1.496%

Attendance, Dropouts, Truancy

Attendance

District Name	Fall Enrollment PreK-12	Actual Days of Attendance	Possible Days of Attendance	Attendance Rate
Beaver Dam	3,328	570,948.0	592,353.0	96.4%
Erin	360	60,245.0	62,483.0	96.4%
Friess Lake	307	53,448.0	55,277.0	96.7%
Hartford J1	1,629	281,085.0	293,230.0	95.9%
Hartford UHS	1,694	294,526.5	300,738.0	97.9%
Herman #22	90	14,276.0	14,816.0	96.4%
Neosho J3	192	32,081.5	33,522.0	95.7%
Oconomowoc Area	4,463	740,915.5	769,434.5	96.3%
Richfield J1	399	69,022.0	71,233.0	96.9%
Rubicon J6	148	25,624.0	26,680.0	96.0%
Slinger	2,886	499,226.0	515,084.0	96.9%
Watertown	3,750	610,774.5	656,116.0	93.1%
West Bend	6,815	1,186,678.0	1,241,993.0	95.5%

Dropouts

District Name	Fall Enrollment Grades 7-12	Students expected to Complete the school term	Students who completed the school term	Dropouts	Dropout Rate
Beaver Dam	1,631	1,623	1,607	16	0.986%
Erin	86	86	86	0	0.00%
Friess Lake	69	69	69	0	0.00%
Hartford J1	345	339	339	0	0.00%
Hartford UHS	1,694	1,678	1,658	20	1.192%
Herman #22	25	25	25	0	0.00%
Neosho J3	36	37	37	0	0.00%
Oconomowoc Area	2,105	2,109	2,086	23	1.091%
Richfield J1	98	99	99	0	0.00%
Rubicon J6	31	31	31	0	0.00%
Slinger	1,373	1,384	1,379	5	0.361%
Watertown	1,899	1,836	1,818	18	0.980%
West Bend	3,390	3,407	3,377	30	0.881%

Truancy

District Name	Fall Enrollment Grades K-12	Number of Students Habitually Truant	Truancy Rate
Beaver Dam	3,265	94	2.9%
Erin	337	0	0.0%
Friess Lake	304	0	0.0%
Hartford J1	1,587	42	2.6%
Hartford UHS	1,694	82	4.8%
Herman #22	86	0	0.0%
Neosho J3	186	0	0.0%
Oconomowoc Area	4,200	109	2.6%
Richfield J1	365	0	0.0%
Rubicon J6	148	0	0.0%
Slinger	2,723	10	0.4%
Watertown	3,560	278	7.8%
West Bend	6,788	253	3.7%

High School Completion, Post-graduation Plans

High School Completion Rates

District Name	Fall Enrollment Grade 12	Total Expected to Complete High School**	Cohort Dropouts	Students Who Reached the Maximum Age	Certificates (Certificates of Attendance, etc.)	High School Equivalency Diplomas (HSEDs)	Regular Diplomas
Beaver Dam	339	297	6.1%	1.0%	0.0%	0.0%	92.9%
Erin	0	*	*	*	*	*	n/a
Friess Lake	0	n/a	n/a	n/a	n/a	n/a	n/a
Hartford J1	0	n/a	n/a	n/a	n/a	n/a	n/a
Hartford UHS	423	412	4.4%	0.0%	0.0%	1.0%	94.7%
Herman #22	0	n/a	n/a	n/a	n/a	n/a	n/a
Neosho J3	0	n/a	n/a	n/a	n/a	n/a	n/a
Oconomowoc Area	371	365	5.8%	0.0%	0.0%	0.0%	94.2%
Richfield J1	0	n/a	n/a	n/a	n/a	n/a	n/a
Rubicon J6	0	n/a	n/a	n/a	n/a	n/a	n/a
Slinger	223	221	3.2%	0.0%	0.0%	0.5%	96.4%
Watertown	348	334	6.0%	0.0%	2.4%	6.3%	85.3%
West Bend	565	638	3.8%	0.0%	0.0%	0.2%	96.1%

** Total Expected to Complete High School is a count of students who were expected to complete high school in the year indicated whether or not the students actually did. This total includes actual high school completers, cohort dropouts and noncompleters who reached the maximum age associated with the constitutional right to a free public education.

Post-graduation Plans

District Name	Number of Graduates	4-Year College	Voc/Tech College	Employment	Military	Job Training	Misc.
Beaver Dam	276	39.2%	27.8%	11.7%	5.8%	0.3%	15.2%
Erin	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Friess Lake	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hartford J1	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hartford UHS	390	57.3%	12.4%	7.8%	2.8%	9.6%	10.1%
Herman #22	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Neosho J3	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Oconomowoc Area	344	63.7%	12.8%	3.2%	2.6%	1.7%	16.0%
Richfield J1	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rubicon J6	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Slinger	213	62.2%	25.8%	4.6%	2.8%	0.5%	4.1%
Watertown	285	43.1%	18.8%	33.9%	3.9%	0.0%	0.3%
West Bend	613	59.5%	16.0%	2.4%	2.6%	3.6%	15.8%

Extra-/Co-Curricular Activities, School-Sponsored Community Activities

Extra-/Co-Curricular Activities					
Activity Type	District Name	Fall Enrollment Grades 6-12 – All Students	Average Offerings per School	Pupils Participating	Participation Rate
Academic	Beaver Dam	1,862	6.5	325	17.5%
	Erin	117	5.0	105	89.7%
	Friess Lake	102	8.0	56	54.9%
	Hartford J1	516	5.0	154	29.8%
	Hartford UHS	1,694	15.0	545	32.2%
	Herman #22	34	2.0	19	55.9%
	Neosho J3	56	3.0	26	48.1%
	Oconomowoc Area	2,393	5.8	800	33.4%
	Richfield J1	138	4.0	39	28.3%
	Rubicon J6	49	2.0	16	32.7%
	Slinger	1,568	8.0	579	36.9%
	Watertown	2,145	25.5	634	29.6%
	West Bend	3,841	10.8	969	25.2%
	Athletic	Beaver Dam	1,862	23.5	738
Erin		117	2.0	86	73.5%
Friess Lake		102	14.0	84	82.4%
Hartford J1		516	7.0	169	32.8%
Hartford UHS		1,694	54.0	721	42.6%
Herman #22		34	4.0	29	85.3%
Neosho J3		56	6.0	42	75.0%
Oconomowoc Area		2,393	18.8	923	38.6%
Richfield J1		138	5.0	216	156.5%
Rubicon J6		49	5.0	41	83.7%
Slinger		1,568	11.0	685	43.7%
Watertown		2,145	10.0	784	36.6%
West Bend		3,841	19.5	1,551	40.4%
Music		Beaver Dam	1,862	10.0	425
	Erin	117	1.0	6	5.1%
	Friess Lake	102	2.0	18	17.6%
	Hartford J1	516	9.0	166	32.2%
	Hartford UHS	1,694	5.0	173	10.2%
	Herman #22	34	2.0	23	67.6%
	Neosho J3	56	2.0	53	94.6%
	Oconomowoc Area	2,393	2.7	310	13.0%
	Richfield J1	138	2.0	98	71.0%
	Rubicon J6	49	1.0	10	20.4%
	Slinger	1,568	2.5	452	28.8%
	Watertown	2,145	4.5	206	9.6%
	West Bend	3,841	9.0	659	17.2%

School-Sponsored Community Activities

Activity Type	District Name	Fall Enrollment Grades 9-12 – All Students	Average Offerings per School	Pupils Participating	Participation Rate
Required	Beaver Dam	1,172	0.0	0	0.0%
	Erin	0	0.0	0	0.0%
	Friess Lake	0	0.0	0	0.0%
	Hartford J1	0	0.0	0	0.0%
	Hartford UHS	1,694	39.0	1,132	66.8%
	Herman #22	0	0.0	0	0.0%
	Neosho J3	0	0.0	0	0.0%
	Oconomowoc Area	1,494	0.0	91	6.1%
	Richfield J1	0	0.0	0	0.0%
	Rubicon J6	0	0.0	0	0.0%
	Slinger	943	7.0	375	39.8%
	Watertown	1,354	20.0	394	29.1%
	West Bend	2,450	0.0	0	0.0%
	Voluntary	Beaver Dam	1,172	13.7	218
Erin		0	0.0	0	0.0%
Friess Lake		0	0.0	0	0.0%
Hartford J1		0	0.0	0	0.0%
Hartford UHS		1,694	134	1,361	80.3%
Herman #22		0	0.0	0	0.0%
Neosho J3		0	0.0	0	0.0%
Oconomowoc Area		1,494	6.0	383	25.6%
Richfield J1		0	0.0	0	0.0%
Rubicon J6		0	0.0	0	0.0%
Slinger		943	5.0	150	15.9%
Watertown		1,354	11.0	186	13.7%
West Bend		2,450	4.0	347	14.2%

Economic Status (Poverty Rates)

Economic Status

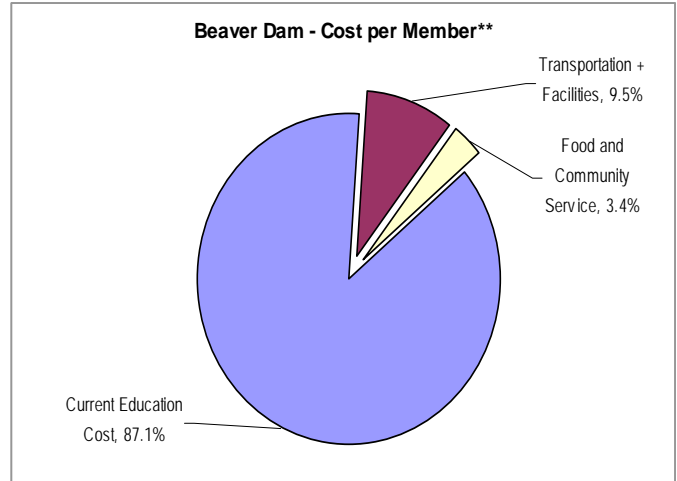
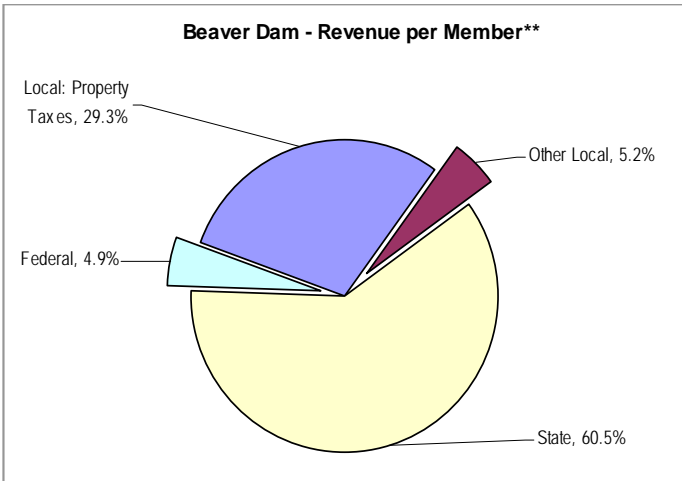
District Name	Enrollment (PreK-12)	% Eligible for Subsidized Lunch	% Not Eligible/No Data
Beaver Dam	3,328	32.0%	68.0%
Erin	360	n/a	n/a
Friess Lake	307	2.6%	97.4%
Hartford J1	1,629	23.4%	76.6%
Hartford UHS	1,694	11.5%	88.5%
Herman #22	90	20.0%	80.0%
Neosho J3	192	14.1%	85.9%
Oconomowoc Area	4,463	8.0%	92.0%
Richfield J1	399	4.8%	95.2%
Rubicon J6	148	11.5%	88.5%
Slinger	2,886	8.4%	91.6%
Watertown	3,750	28.6%	71.4%
West Bend	6,815	21.8%	78.2%

Staffing, Finance

Staffing

District Name	Staff Type	Number of Full Time Equivalent (FTE) Staff	Ratio of Students to FTE Staff
Beaver Dam	Administration	15.00	221.87
	Aides/Support/Other	108.44	30.69
	Licensed Staff	260.65	12.77
	Total	384.09	8.66

Finance



Revenue per Member**

District Name	Revenue Type	Revenue	Revenue per Member	Percent of Total
Beaver Dam (3,342 Members)	State	\$23,017,734	\$6,887	60.5%
	Federal	\$1,869,778	\$559	4.9%
	Local: Property Taxes	\$11,151,534	\$3,337	29.3%
	Other Local	\$1,991,882	\$596	5.2%
	Total Revenues	\$38,030,927	\$11,380	100.0%

Cost per Member**

District Name	Cost Type	Cost	Cost per Member	Percent of Total
Beaver Dam (3,342 Members)	Current Education Cost	\$31,377,236	\$9,389	87.1%
	Transportation + Facilities	\$3,436,848	\$1,028	9.5%
	Food and Community Service	\$1,214,235	\$363	3.4%
	Total Cost	\$36,028,319	\$10,780	100.0%

** Values may not total exactly due to rounding.

Suspensions and Expulsions

Suspensions and Expulsions by Gender, Race/Ethnicity and Students with Disabilities

Beaver Dam	Fall Enrollment (PreK – 12)	Number of Students Suspended	Students Suspended Percent	Number of Students Expelled	Students Expelled Percent
All Students	3,328	57	1.7%	3	0.1%
Female	1,600	12	0.8%	0	0.0%
Male	1,728	45	2.6%	3	0.2%
American Indian/Alaska Native	19	0	0.0%	0	0.0%
Asian/Pacific Islander	50	0	0.0%	0	0.0%
Black, Not Hispanic	49	4	8.2%	0	0.0%
Hispanic	338	2	0.6%	0	0.0%
White, Not Hispanic	2,872	51	1.8%	3	0.1%
Students with Disabilities	571	35	6.1%	2	0.4%
Students without Disabilities	2,757	22	0.8%	1	0.0%

Suspensions and Expulsions by Grade

Beaver Dam	Fall Enrollment (PreK – 12)	Number of Students Suspended	Students Suspended Percent	Number of Students Expelled	Students Expelled Percent
Pre-Kindergarten	63	0	0.0%	0	0.0%
Kindergarten	233	1	0.4%	0	0.0%
Grade 1	245	0	0.0%	0	0.0%
Grade 2	220	3	1.4%	0	0.0%
Grade 3	233	1	0.4%	0	0.0%
Grade 4	239	0	0.0%	0	0.0%
Grade 5	233	5	2.1%	0	0.0%
Grade 6	231	1	0.4%	0	0.0%
Grade 7	219	4	1.8%	0	0.0%
Grade 8	240	4	1.7%	0	0.0%
Grade 9	274	7	2.6%	1	0.4%
Grade 10	304	15	4.9%	1	0.3%
Grade 11	255	10	3.9%	1	0.4%
Grade 12	339	6	1.8%	0	0.0%

Incidents Resulting in Suspension/Expulsions**

Beaver Dam	Number of Incidents	Incidents Per 1,000 Students	Disciplinary Consequences	
			Percent Suspended	Percent Expelled
Weapon/Drugs Related	17	5.1	82.4%	17.6%
Not Weapon/Drug Related	73	21.9%	100.0%	0.0%

**In 2006-07, the School Performance Report Discipline Collection was replaced by the ISES (Individual Student Enrollment System) Discipline Collection. Movement to ISES was a major change for Wisconsin and for school districts. It marked the use of a unique student ID to collect a wide range of data about disciplinary removals and the incidents leading to those removals to meet new requirements in law. WINS data about suspensions and expulsions were included in this transition year collection and are not comprehensive so should be interpreted with caution.

GLOSSARY

ACT	An assessment designed by the American College Testing Corporation of Iowa City, Iowa, to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science reasoning. Scores are for members of the graduating class who took the test as 10 th , 11 th , or 12 th graders. Only students who completed the entire test are represented in these data.
ADVANCED	Demonstrates in-depth understanding of academic knowledge and skills tested on the statewide standardized test. "Advanced" is one of five general proficiency categories used in the Wisconsin Student Assessment System (WSAS). The five proficiency levels are as follows: advanced, proficient, basic, minimal performance, pre-requisite skill.
ADVANCED PLACEMENT PROGRAM® EXAMS	Exams designed by the College Board of Princeton, New Jersey, which represent the culmination of college-level work in a given discipline in a secondary school setting. These Advanced Placement Program (AP®) exams allow high school 9 th through 12 th graders to earn college credit while still in high school.
ALTERNATE ASSESSMENT	An assessment taken instead of a regular WSAS (Wisconsin Student Assessment System) subject area test by (1) students with more severe disabilities who are not able to demonstrate at least some of the knowledge and skills on the regular WSAS test and (2) students whose first language is not English and whose academic English skills are at a beginning level. See "Wisconsin Alternate Assessment."
BASIC	Demonstrates some academic knowledge and skills tested on the statewide standardized test. "Basic" is one of five general proficiency categories used in the Wisconsin Student Assessment System. The five proficiency levels are as follows: advanced, proficient, basic, minimal performance, pre-requisite skill.
CERTIFICATE	See High School Completion Certificate.
COHORT DROPOUTS	The number of dropouts for a graduating class over four years (i.e. 12 th grade dropouts for the year reported + 11 th grade dropouts for the prior year + 10 th grade dropouts for 2 years prior + 9 th grade dropouts for 3 years prior).
COMPLETED THE SCHOOL TERM	See Students who Completed the School Term.
DISABILITY	See Students with Disabilities.
ECONOMIC STATUS	See Economically Disadvantaged.
ECONOMICALLY DISADVANTAGED	The status of students in families who meet the income eligibility guidelines for free or reduced-price lunch under the National School Lunch Program. To meet these guidelines, household income must be less than or equal to 185% of the Federal Poverty Guidelines. The adjusted poverty guidelines are issued each year by the U.S. Dept. of Health and Human Services in the Federal Register. The guidelines are a series of income levels with different values for family units of different sizes, below which the family units are considered poor.

GLOSSARY

ELEMENTARY SCHOOL	A school which generally offers undifferentiated instruction to a self-contained class, usually involving grades no higher than eight.
ELEMENTARY/ SECONDARY COMBINED SCHOOL	A school which generally offers instruction at all grade levels through grade 12 in one location due, in most cases, to the size of the district. Although offered at one location, instruction is differentiated as elementary, middle/junior high school, and high school.
ENGLISH PROFICIENT STUDENT	A student who is NOT limited English proficient.
ENROLLMENT	<p>Count of students receiving educational services as of a specific date, generally the third Friday of September.</p> <p>Prior to the 2006-07 school year, enrollment counts by student demographic group came from several sources. Counts for limited English proficient students were as of spring semester. All other counts were fall counts but dates of counting varied by student group.</p> <p>Beginning with the 2006-07 school year, all counts labeled as "enrollment" on WINSS with the exception of WSAS enrollment counts, are as of the 3rd Friday of September and come from the Individual Student Enrollment System (ISES). See Third Friday Enrollment.</p> <p>For WSAS reporting purposes enrollment has been and continues to be as of the time of fall testing.</p>
FAY	See Full Academic Year
FULL ACADEMIC YEAR	Term used to describe students who have been enrolled in the same school or district for at least one complete school year. For example, students in grade 4 who have been enrolled for a FAY are normally students who were enrolled in the same school or district during grade 3.
GRADUATE	Any student who was granted a regular high school diploma. A regular high school diploma is a diploma granted by a school board that meets the requirements of §118.33 (1) (a) or (d), Stats.
GRADUATION RATE	<p>Prior to the 2003-04 school year: the number of graduates divided by the number of graduates plus cohort dropouts, expressed as a percentage.</p> <p>Beginning with the 2003-04 school year: the number of graduates divided by the total number of expected high school completers, expressed as a percentage.</p>
HIGH SCHOOL	A school offering separate classes in different subjects and usually covering grades 9, 10, 11, and 12.
HIGH SCHOOL COMPLETER	Any student who received any type of high school completion credential. All high school graduates are high school completers but not all high school completers are high school graduates.

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HIGH SCHOOL EQUIVALENCY DIPLOMA	Any high school equivalency credential issued by the State Superintendent under §115.29 (4)(a), Stats. For students enrolled in school districts, this typically involves passing the general educational development test with additional requirements in citizenship, health, career awareness and employability skills. Students often access these programs through contracts between school districts and 3rd party providers, e.g. technical colleges. Other routes to a high school equivalency diploma are listed in Chapter PI 5, Wis. Adm. Code.
HIGH SCHOOL COMPLETION CERTIFICATE	Any high school completion credential granted to any student that is neither a regular diploma issued by a school board under §118.33(1)(a) or (d), Stats., nor a high school equivalency diploma issued by the State Superintendent under §115.29 (4)(a), Stats. Examples include certificates of high school attendance or completion.
HIGH SCHOOL COMPLETION RATE	Number of high school completers (i.e. recipients of any high school completion credential) divided by the total number of expected high school completers, expressed as a percentage. This rate is also known as the Completion Rate - Combined.
HSED	See High School Equivalency Diploma.
JUNIOR HIGH SCHOOL	A school between the elementary- and high-school levels, usually offering at least some separate classes in different subjects and usually covering grades 7, 8, and 9.
KNOWLEDGE AND CONCEPTS EXAMINATIONS	See Wisconsin Knowledge and Concepts Examinations.
LEP	See Limited English Proficient Student.
LES	Limited English Speaking Student. See Limited English Proficient Student.
LIMITED ENGLISH PROFICIENT (LEP) STUDENT	Any student whose first language, or whose parents' or guardians' first language, is not English and whose level of English proficiency requires specially designed instruction, either in English or in the first language or both, in order for the student to fully benefit from classroom instruction and to be successful in attaining the state's high academic standards expected of all students at their grade level.
MAXIMUM AGE	See Students Who Reached the Maximum Age.
MIDDLE SCHOOL	A school with a program designed specifically for the early-adolescent learner, usually beginning with grade 5 or 6.
MINIMAL PERFORMANCE	Demonstrates very limited academic knowledge and skills tested on the statewide standardized test. "Minimal Performance" is one of five general proficiency categories used in the Wisconsin Student Assessment System. The five proficiency levels are as follows: advanced, proficient, basic, minimal performance, pre-requisite skill.
NO WSAS	Students at grades 4, 8, and 10 who did not take the statewide standardized test or a Wisconsin Alternate Assessment in a subject area. These students did not participate in the WSAS. All students are expected to take WSAS assessments

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except students who are excused by their parents. An extended testing window is provided so that students who are absent on any given day can take make-up tests. Some students are not assessed possibly due to long-term absences or other reasons.

PERCENT (OF STUDENTS) TESTED

1) For the Wisconsin Reading Comprehension Test (WRCT) and the Wisconsin Knowledge and Concepts Examinations (WKCE), the number of students tested divided by grade-level enrollment at test time.
2) For the American College Test (ACT), the number of students tested divided by 12th-grade third Friday enrollment.

POST-GRADUATION INTENTIONS

Plans 12th graders say they will follow after graduation. This is a point-in-time collection.

PRE-REQUISITE ENGLISH

A category that describes certain LEP students whose academic English skills are not sufficient to take the WKCE test in the subject area with allowable language accommodations. At grades 4, 8, and 10, these students are expected to participate in WSAS by taking Wisconsin Alternate Assessments. Performance on these Alternate Assessments are reporting in terms of proficiency levels that correspond to those used to describe performance of students on statewide standardized tests. See "Wisconsin Alternate Assessment."

PRE-REQUISITE SKILL

Demonstrates achievement below the range tested on the statewide standardized test. The "Pre-requisite Skill" level describes students with more severe disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations. At grades 4, 8, and 10, these students are expected to participate in WSAS by taking Wisconsin Alternate Assessments (WAA). "Pre-requisite Skill" is one of five general proficiency levels used in the Wisconsin Student Assessment System. The five proficiency levels are as follows: advanced, proficient, basic, minimal performance, pre-requisite skill.

PROFICIENT

Demonstrates competency in the academic knowledge and skills tested on the statewide standardized test. "Proficient" is one of five general proficiency levels used in the Wisconsin Student Assessment System. The five proficiency levels are as follows: advanced, proficient, basic, minimal performance, pre-requisite skill.

RACE/ ETHNICITY

"Race/ethnicity" groups are based on federally defined categories: Asian/Pacific Islander, Black Not of Hispanic Origin, Hispanic, American Indian/Alaskan Native, and White Not of Hispanic Origin.

REGULAR HIGH SCHOOL DIPLOMA

A regular high school diploma is a diploma granted by a school board that meets the requirements of §118.33 (1) (a) or (d), Stats. High school completers who are granted regular high school diplomas are considered graduates.

RETENTIONS

Students who, by local district policy, must either repeat a grade or need additional time to complete the prescribed program are considered retentions. The number of retentions are reported for grades kindergarten through 12.

RETENTION RATE

Prior to 2004-05: the number of K-12 retentions at the end of the school term divided by the K-12 fall enrollment (collected in the PI-1290) for that school term, expressed as a percentage.

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Beginning with 2004-05: the number of K-12 retentions at the end of the school term by the K-12 count of students who actually completed that school term, expressed as a percentage. Counts of students completing the school term first became available in 2004-05.

SCHOOL

An administrative unit dedicated to and designed to impart skills and knowledge to students. A school is organized to efficiently deliver sequential instruction from one or more teachers. In most cases, but not always, a school is housed in one or more buildings. Also, multiple schools may be in one building.

SCHOOL TERM

Time commencing with the first school day and ending with the last school day that the schools of a school district are in operation for attendance of pupils in a school year, other than for the operation of summer classes. This definition is based on s. 115.001(12), Stats.

STUDENTS WHO COMPLETED THE SCHOOL TERM

Students who finished the school term regardless of whether they were retained or promoted to a higher grade level for the next school term. Generally, students enrolled in a school at the end of the spring semester are counted as completing the school term at that school. Retention, promotion, and high school completion decisions are typically based on the student's academic progress/status as of end of the school term.

"Students who completed the school term" are counted in spring and enrollment is counted in fall so these two counts will not be the same.

STUDENTS WHO REACHED THE MAXIMUM AGE

Students who have reached the age after which they are no longer guaranteed the right to a free education. According to Article 10 of the Wisconsin Constitution this right is guaranteed through age 20. Students who turned 21 prior to the beginning of the school term without completing high school are counted as students who reached the maximum age during the preceding school year.

STUDENTS WITH DISABILITIES

Students who are eligible for special education services by reason of their disabilities. Such students meet the definition of "children with disabilities" under the Individuals with Disabilities in Education Act (IDEA) and s. 115.76(5)(a), Wis. Stats.

THIRD FRIDAY ENROLLMENT

"Number of students eligible to attend class on the third Friday in September, whether or not those students are in attendance on that day."

TOTAL EXPECTED TO COMPLETE HIGH SCHOOL

Count of students who were expected to complete high school in any given year whether or not the students actually did. Expected completers include actual high school completers, cohort dropouts, and noncompleters who reached the maximum age associated with the right to a free public education.

In 2004, Wisconsin implemented an individual student enrollment system which facilitates counting of dropouts and other noncompleters. This system follows in and out transfers of students over time and confirms continued enrollment or completion status. By 2007-08 all data about expected high school completers will come from this system.

"Total Expected to Complete High School" is generally higher than grade 12

GLOSSARY

enrollment. Grade 12 enrollment is a fall count and is provided for reference purposes only. Grade 12 enrollment is no longer used in the calculation of graduation or completion rates because it does not reflect cohort dropouts, in and out transfers after fall, or students who reached the maximum age.

WISCONSIN ALTERNATE ASSESSMENTS

Wisconsin Alternate Assessments (WAA) are standards-based alternatives to WKCE tests at grades 3-8 and 10 and consist of DPI-approved protocols and rubrics for the local collection and local scoring of student work. Limited English Proficient students whose academic English skills are not yet sufficient to take the WKCE test in the subject area with allowable language accommodations (Pre-Requisite English), and students with disabilities who are not able to demonstrate some of the knowledge and skills on the WKCE test in the subject area with allowable accommodations (Pre-Requisite Skill), are required to take WAA. One to two percent of students statewide take WAA in lieu of WKCE.

WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATIONS

The Wisconsin Knowledge and Concepts Examinations (WKCE) are statewide achievement tests given annually to students at grades 3-8 and ten. The WKCE measures achievement in reading, language, mathematics, science, and social studies using multiple-choice and short-answer questions. Students also provide a rough draft writing sample. Total WKCE test time varies by grade and may range from 5 to 8.5 hours.

WISCONSIN READING COMPREHENSION TEST

The Wisconsin Reading Comprehension Test (WRCT), An Assessment of Primary reading at Grade 3, is given annually statewide to students at grade 3. The WRCT was developed by Wisconsin educators to identify students who may need additional assistance to improve their reading comprehension skills. Students are given passages to read that are typical of what third graders read in school. Each passage is followed by a set of multiple choice and short answer questions measuring reading comprehension. The test has no specified time limits. This test was last administered in March 2005.

WISCONSIN STUDENT ASSESSMENT SYSTEM

Wisconsin Student Assessment System (WSAS) includes both regular assessments at grades 3-8 and 10 taken by nearly all students and alternate assessments taken by certain students with limited English proficiency or disabilities. WSAS regular assessments are the Wisconsin Knowledge and Concepts Examinations (WKCE) at grades 3-8 and 10. WSAS alternate assessments are alternatives to WSAS regular assessments and consist of DPI-approved protocols and rubrics for the local collection and local scoring of student work.

WAA

See "Wisconsin Alternate Assessments."

WKCE

See "Wisconsin Knowledge and Concepts Examinations."

WRCT

See "Wisconsin Reading Comprehension Test."

WSAS

See "Wisconsin Student Assessment System."

WSAS Alternate Assessments

See "Wisconsin Alternate Assessments."

How are students performing academically? http://dpi.wi.gov/winss/perfacademic_glossary.html