

Beaver Dam Unified School District



School District Performance Report

2007-2008

Wisconsin School District Performance Report

District Report for **Beaver Dam**

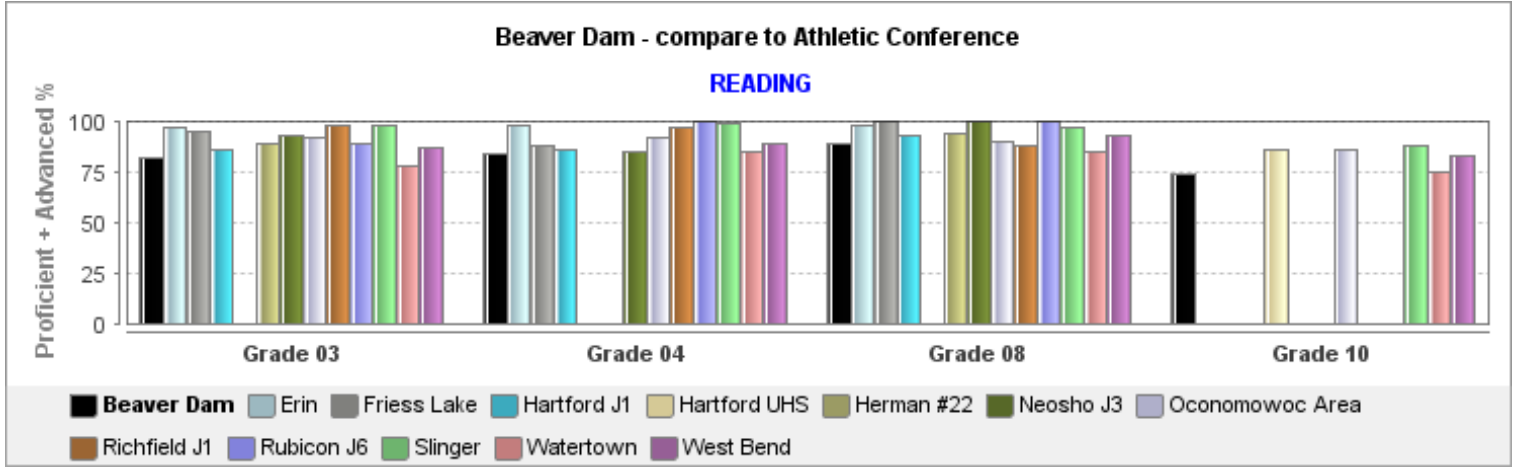
Athletic Conference: **Wisconsin Little Ten, 2007-08**

Number of participating districts: **13**

Achievement Test Results

WKCE / WAA Combined - All Students - November 2007

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	198	81.8%	214	83.2%	205	88.3%	255	73.7%
Erin	33	97.0%	35	97.1%	35	97.1%	n/a	n/a
Friess Lake	36	94.4%	33	87.9%	39	100.0%	n/a	n/a
Hartford J1	155	85.2%	175	85.1%	163	92.6%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	n/a	n/a	387	85.8%
Herman #22	9	88.9%	n/a	n/a	15	93.3%	n/a	n/a
Neosho J3	14	92.9%	19	84.2%	15	100.0%	n/a	n/a
Oconomowoc Area	281	91.1%	254	91.7%	282	89.7%	322	85.7%
Richfield J1	35	97.1%	29	96.6%	39	87.2%	n/a	n/a
Rubicon J6	17	88.2%	11	100.0%	14	100.0%	n/a	n/a
Slinger	199	97.5%	169	98.2%	196	96.4%	218	87.6%
Watertown	254	77.6%	187	84.5%	253	84.6%	299	74.9%
West Bend	449	86.4%	443	88.7%	447	92.8%	591	82.2%

Language Arts

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	214	82.2%	205	56.1%	255	70.6%
Erin	35	94.3%	35	88.6%	n/a	n/a
Friess Lake	33	87.9%	39	61.5%	n/a	n/a
Hartford J1	175	78.3%	163	69.3%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	387	83.2%
Herman #22	n/a	n/a	15	86.7%	n/a	n/a
Neosho J3	19	78.9%	15	93.3%	n/a	n/a
Oconomowoc Area	254	88.6%	282	79.8%	322	79.8%
Richfield J1	29	96.6%	39	82.1%	n/a	n/a
Rubicon J6	11	90.9%	14	78.6%	n/a	n/a
Slinger	169	91.1%	196	79.1%	218	83.5%
Watertown	187	82.4%	253	60.1%	299	71.9%

West Bend	443	83.7%	447	67.6%	591	75.1%
-----------	-----	-------	-----	-------	-----	-------

Mathematics

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	214	82.7%	205	81.5%	255	69.4%
Erin	35	97.1%	35	97.1%	n/a	n/a
Friess Lake	33	87.9%	39	82.1%	n/a	n/a
Hartford J1	175	76.0%	163	85.9%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	387	79.6%
Herman #22	n/a	n/a	15	93.3%	n/a	n/a
Neosho J3	19	84.2%	15	100.0%	n/a	n/a
Oconomowoc Area	254	89.4%	282	86.2%	322	82.3%
Richfield J1	29	82.8%	39	87.2%	n/a	n/a
Rubicon J6	11	90.9%	14	100.0%	n/a	n/a
Slinger	169	95.3%	196	87.2%	218	82.1%
Watertown	187	73.3%	253	72.7%	299	69.6%
West Bend	443	88.0%	447	82.1%	591	78.0%

Science

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	214	81.8%	205	76.1%	255	74.5%
Erin	35	94.3%	35	91.4%	n/a	n/a
Friess Lake	33	81.8%	39	79.5%	n/a	n/a
Hartford J1	175	82.3%	163	79.1%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	387	83.5%
Herman #22	n/a	n/a	15	80.0%	n/a	n/a
Neosho J3	19	68.4%	15	93.3%	n/a	n/a
Oconomowoc Area	254	86.2%	282	86.9%	322	83.9%
Richfield J1	29	96.6%	39	79.5%	n/a	n/a
Rubicon J6	11	90.9%	14	100.0%	n/a	n/a
Slinger	169	93.5%	196	85.7%	218	81.2%
Watertown	187	84.0%	253	74.3%	299	73.2%
West Bend	443	78.3%	447	82.3%	591	81.0%

Social Studies

District Name	Grade 4		Grade 8		Grade 10	
	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient	Enrolled FAY	Advanced + Proficient
Beaver Dam	214	95.8%	205	85.4%	255	78.0%
Erin	35	100.0%	35	97.1%	n/a	n/a
Friess Lake	33	90.9%	39	89.7%	n/a	n/a
Hartford J1	175	97.1%	163	88.3%	n/a	n/a
Hartford UHS	n/a	n/a	n/a	n/a	387	91.0%
Herman #22	n/a	n/a	15	93.3%	n/a	n/a
Neosho J3	19	89.5%	15	93.3%	n/a	n/a
Oconomowoc Area	254	97.2%	282	90.8%	322	84.2%
Richfield J1	29	100.0%	39	87.2%	n/a	n/a
Rubicon J6	11	100.0%	14	100.0%	n/a	n/a
Slinger	169	100.0%	196	91.8%	218	87.2%
Watertown	187	95.7%	253	82.6%	299	79.3%
West Bend	443	92.6%	447	88.1%	591	84.3%

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	290	121	41.7%	<u>22.1</u>
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	450	258	57.3%	<u>22.5</u>
Herman #22	0	n/a	n/a	n/a
Neosho J3	0	n/a	n/a	n/a
Oconomowoc Area	412	272	66.0%	<u>22.4</u>
Richfield J1	0	n/a	n/a	n/a
Rubicon J6	0	n/a	n/a	n/a
Slinger	244	174	71.3%	<u>23.2</u>
Watertown	337	154	45.7%	<u>21.6</u>
West Bend	531	356	67.0%	<u>23.1</u>

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	1,157	50	4.3%	63	36	57.1%
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	1,666	158	9.5%	258	178	69.0%
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	1,493	140	9.4%	169	133	78.7%
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	117	12.4%	156	88	56.4%
Watertown	1,340	90	6.7%	118	83	70.3%
West Bend	2,398	394	16.4%	696	398	57.2%

Retention

District Name	Fall Enrollment Grades K-12	Students who completed the school term	Number of Retentions	Retention Rate
Beaver Dam	3,325	3,256	29	0.89%
Erin	320	324	1	0.31%
Friess Lake	319	315	1	0.32%
Hartford J1	1,597	1,612	18	1.12%
Hartford UHS	1,666	1,622	15	0.92%
Herman #22	86	85	0	n/a
Neosho J3	162	166	3	1.81%
Oconomowoc Area	4,312	4,243	14	0.33%
Richfield J1	343	347	1	0.29%
Rubicon J6	159	157	0	n/a
Slinger	2,664	2,748	8	0.29%
Watertown	3,645	3,575	13	0.36%
West Bend	6,876	6,895	92	1.33%

Attendance, Dropouts, Truancy

Attendance

District Name	Fall Enrollment PreK-12	Actual Days of Attendance	Possible Days of Attendance	Attendance Rate
Beaver Dam	3,390	563,861.5	591,201.0	95.4%
Erin	343	55,787.5	57,944.0	96.3%
Friess Lake	321	55,113.5	57,035.0	96.6%
Hartford J1	1,637	286,317.0	294,237.0	97.3%
Hartford UHS	1,666	290,305.0	296,376.0	98.0%
Herman #22	92	14,351.0	14,927.0	96.1%
Neosho J3	177	29,218.0	30,549.0	95.6%
Oconomowoc Area	4,616	750,251.5	785,506.5	95.5%
Richfield J1	385	65,729.5	67,944.5	96.7%
Rubicon J6	160	27,046.5	27,981.0	96.7%
Slinger	2,671	410,693.0	423,114.0	97.1%
Watertown	3,880	624,935.5	657,377.5	95.1%
West Bend	6,961	1,187,234.5	1,234,195.0	96.2%

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	1,617	1,596	1,589	7	0.44%
Erin	68	69	69	0	0.00%
Friess Lake	73	73	73	0	0.00%
Hartford J1	353	352	352	0	0.00%
Hartford UHS	1,666	1,671	1,643	28	1.68%
Herman #22	23	22	22	0	0.00%
Neosho J3	34	33	33	0	0.00%
Oconomowoc Area	2,093	2,086	2,080	6	0.29%
Richfield J1	80	80	80	0	0.00%
Rubicon J6	34	34	34	0	0.00%
Slinger	1,342	1,370	1,361	9	0.66%
Watertown	1,902	1,880	1,845	35	1.86%
West Bend	3,340	3,373	3,347	26	0.77%

Truancy

District Name	Fall Enrollment Grades K-12	Number of Students Habitually Truant	Truancy Rate
Beaver Dam	3,325	159	4.8%
Erin	320	0	0.0%
Friess Lake	319	0	0.0%
Hartford J1	1,597	60	3.8%
Hartford UHS	1,666	81	4.9%
Herman #22	86	0	0.0%
Neosho J3	162	0	0.0%
Oconomowoc Area	4,312	85	2.0%
Richfield J1	343	0	0.0%
Rubicon J6	159	0	0.0%
Slinger	2,664	19	0.7%
Watertown	3,645	316	8.7%
West Bend	6,876	245	3.6%

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	290	238	3.8%	0.0%	0.4%	0.8%	95.0%
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	450	435	8.7%	0.0%	0.0%	0.5%	90.8%
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	412	398	2.5%	0.0%	0.0%	0.0%	97.5%
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	244	255	3.1%	0.0%	0.0%	0.0%	96.9%
Watertown	337	339	9.1%	0.0%	4.4%	7.1%	79.4%
West Bend	531	606	5.6%	0.0%	0.3%	0.0%	94.1%

** 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.

Postgraduation Plans

District Name	Number of Graduates	4-Year College	Voc/ Tech College	Employment	Military	Job Training	Misc.
Beaver Dam	226	39.8%	23.5%	13.5%	1.2%	1.2%	20.7%
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	395	54.4%	19.7%	4.6%	3.8%	1.8%	15.7%
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	388	64.9%	16.0%	4.1%	1.5%	1.8%	11.6%
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	247	66.8%	17.0%	3.2%	1.2%	2.4%	9.3%
Watertown	269	36.8%	30.1%	24.7%	5.4%	0.0%	3.0%
West Bend	570	51.2%	24.4%	1.9%	3.2%	1.4%	17.9%

[Glossary: How Are Students Performing Academically?](#)
[Understanding High School Completion Data](#)
[Understanding Data about Postgraduation Plans](#)

http://dpi.wi.gov/winss/perfacademic_glossary.html
http://dpi.wi.gov/spr/grad_q&a.html
http://dpi.wi.gov/spr/post_q&a.html

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	1,859	8.0	404	21.7%
	Erin	107	5.0	80	74.8%
	Friess Lake	114	10.0	106	93.0%
	Hartford J1	527	9.0	173	32.8%
	Hartford UHS	1,666	19.0	635	38.1%
	Herman #22	33	2.0	21	63.6%
	Neosho J3	54	2.0	26	48.1%
	Oconomowoc Area	2,366	6.7	767	32.4%
	Richfield J1	131	4.0	32	24.4%
	Rubicon J6	57	1.0	7	12.3%
	Slinger	1,560	15.5	530	34.0%
	Watertown	2,144	27.0	777	36.2%
	West Bend	3,847	10.0	1,134	29.5%
Athletic	Beaver Dam	1,859	27.5	837	45.0%
	Erin	107	4.0	89	83.2%
	Friess Lake	114	16.0	96	84.2%
	Hartford J1	527	9.0	208	39.5%
	Hartford UHS	1,666	61.0	756	45.4%
	Herman #22	33	4.0	28	84.8%
	Neosho J3	54	6.0	46	85.2%
	Oconomowoc Area	2,366	19.5	887	37.5%
	Richfield J1	131	5.0	88	67.2%
	Rubicon J6	57	5.0	51	89.5%
	Slinger	1,560	9.5	1,064	68.2%
	Watertown	2,144	10.0	670	31.3%
	West Bend	3,847	19.5	1,683	43.7%
Music	Beaver Dam	1,859	11.5	547	29.4%
	Erin	107	2.0	80	74.8%
	Friess Lake	114	2.0	24	21.1%
	Hartford J1	527	9.0	145	27.5%
	Hartford UHS	1,666	5.0	270	16.2%
	Herman #22	33	2.0	13	39.4%
	Neosho J3	54	2.0	41	75.9%
	Oconomowoc Area	2,366	3.0	262	11.1%
	Richfield J1	131	2.0	78	59.5%
	Rubicon J6	57	1.0	12	21.1%
	Slinger	1,560	4.0	141	9.0%
	Watertown	2,144	4.5	320	14.9%
	West Bend	3,847	8.8	598	15.5%

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	1,157	72.5	175	15.1%
	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	1,666	34.0	934	56.1%
	Herman #22	0	0.0	0	0.0%

	Neosho J3	0	0.0	0	0.0%
	Oconomowoc Area	1,493	0.0	0	0.0%
	Richfield J1	0	0.0	0	0.0%
	Rubicon J6	0	0.0	0	0.0%
	Slinger	943	1.0	228	24.2%
	Watertown	1,340	30.0	374	27.9%
	West Bend	2,398	0.0	0	0.0%
Voluntary	Beaver Dam	1,157	20.0	349	30.2%
	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	1,666	184.0	1,531	91.9%
	Herman #22	0	0.0	0	0.0%
	Neosho J3	0	0.0	0	0.0%
	Oconomowoc Area	1,493	4.0	76	5.1%
	Richfield J1	0	0.0	0	0.0%
	Rubicon J6	0	0.0	0	0.0%
	Slinger	943	5.0	148	15.7%
	Watertown	1,340	11.0	250	18.7%
	West Bend	2,398	5.5	433	18.1%

[Glossary: What Programs, Staff, and Money Are Available?](#)
[Understanding Data about School-Supported Activities](#)
[Questions To Consider When Examining School Supported Activities](#)

http://dpi.wi.gov/winss/available_glossary.html
http://dpi.wi.gov/spr/activi_q&a.html
http://dpi.wi.gov/spr/activi_use.html

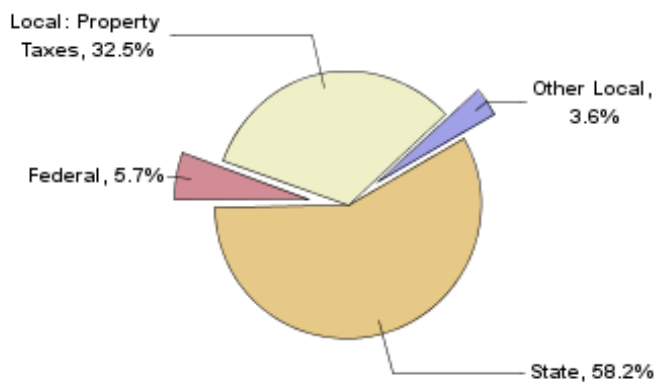
Staffing, Finance

Staffing

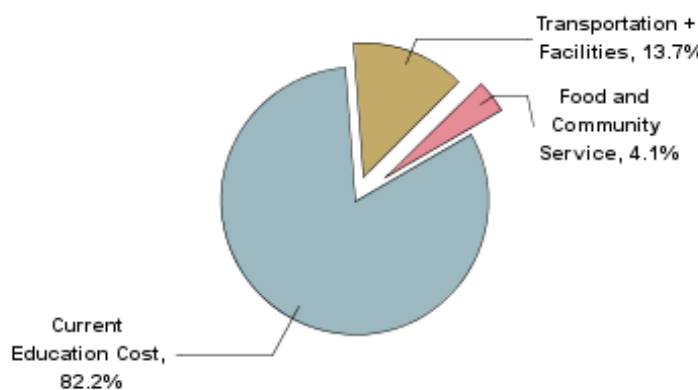
District Name	Staff Type	Number of Full Time Equivalent(FTE) Staff	Ratio of Students to FTE Staff
Beaver Dam	Administration	16.00	211.88
	Aides/Support/Other	113.07	29.98
	Licensed Staff	272.15	12.46
	Total	401.22	8.45

Finance

Beaver Dam - Revenue per Member **



Beaver Dam - Cost per Member **



Revenue per Member **

District Name	Revenue Type	Revenue	Revenue per Member	Percent of Total
Beaver Dam (3,377 Members)	State	\$22,608,682	\$6,695	58.1%
	Federal	\$2,224,381	\$659	5.7%
	Local: Property Taxes	\$12,653,020	\$3,747	32.5%
	Other Local	\$1,395,022	\$413	3.6%
	Total Revenues	\$38,881,105	\$11,514	100.0%

Cost per Member **

District Name	Cost Type	Cost	Cost per Member	Percent of Total
Beaver Dam (3,377 Members)	Current Education Cost	\$31,586,220	\$9,353	82.2%
	Transportation + Facilities	\$5,269,620	\$1,560	13.7%
	Food and Community Service	\$1,584,312	\$469	4.1%
	Total Cost	\$38,440,152	\$11,383	100.0%

** Values may not total exactly due to rounding

[Glossary: What Programs, Staff, and Money Are Available?](#)

[Understanding Staff Data](#)

[Understanding Financial Data](#)

[Questions to Considering When Reviewing Data About District Revenue and Costs](#)

[More Data Are Available at the Wisconsin Finance Data Warehouse](#)

http://dpi.wi.gov/winss/available_glossary.html

http://dpi.wi.gov/spr/staff_q&a.html

http://dpi.wi.gov/spr/money_q&a.html

http://dpi.wi.gov/spr/money_use.html

<http://www2.dpi.state.wi.us/sfsdw/>

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	3,390	234	6.9%	7	0.2%
Female	1,625	68	4.2%	2	0.1%
Male	1,765	166	9.4%	5	0.3%
American Indian/Alaska Native	17	1	5.9%	0	0.0%
Asian/Pacific Islander	54	1	1.9%	0	0.0%
Black, Not Hispanic	60	9	15.0%	0	0.0%
Hispanic	358	27	7.5%	0	0.0%
White, Not Hispanic	2,901	196	6.8%	7	0.2%
Students with Disabilities	586	103	17.6%	3	0.5%
Students without Disabilities	2,804	131	4.7%	4	0.1%

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	65	0	0.0%	0	0.0%
Kindergarten	258	3	1.2%	0	0.0%
Grade 1	245	7	2.9%	0	0.0%
Grade 2	252	7	2.8%	0	0.0%
Grade 3	225	6	2.7%	0	0.0%
Grade 4	235	8	3.4%	0	0.0%
Grade 5	251	1	0.4%	0	0.0%
Grade 6	242	18	7.4%	1	0.4%
Grade 7	236	23	9.7%	0	0.0%
Grade 8	224	*	*	*	*
Grade 9	282	40	14.2%	0	0.0%
Grade 10	270	*	*	*	*
Grade 11	315	41	13.0%	2	0.6%
Grade 12	290	23	7.9%	1	0.3%

Incidents Resulting in Suspension/ Expulsion

Beaver Dam	Incident Type	Number of Incidents	Incidents Per 1,000 Students	Disciplinary Consequences	
				Percent Suspended	Percent Expelled
Weapon/Drug Related	Alcohol-Related	2	0.6	100.0%	0.0%
	Dangerous Weapon - Not Firearm	3	0.9	100.0%	0.0%
	Drug-Related	20	5.9	75.0%	25.0%
	Handgun	0	0.0	0.0%	0.0%
	Other Firearm	2	0.6	50.0%	50.0%
	Shotgun or Rifle	0	0.0	0.0%	0.0%
Not Weapon/Drug Related	Assault	2	0.6	100.0%	0.0%
	Endangering Behavior	44	13.0	95.5%	4.5%
	Other Violation of School Rules	360	106.2	100.0%	0.0%

Length of Expulsion

Beaver Dam	Total Number of Students Expelled	Return the Same Year	Return Next School Term	Return Year 2 or After	Permanent Expulsion
------------	--------------------------------------	-------------------------	----------------------------	---------------------------	------------------------

Conditional	3	1	2	0	0
Not Conditional	5	5	0	0	0
Total Combined	8	6	2	0	0

Post Expulsion Services

District Name	Students without Disabilities			
	Expelled	Offered Post Expulsion Services	Not Offered Post Expulsion Services	Offered Post Expulsion Services Percent
Beaver Dam	4	0	4	0.0%

Post Expulsion Returns to School

District Name	Students Eligible to Return to School	Students Who Returned to School	Students Who Did Not Return to School	Eligibles Who Return Percent
Beaver Dam	8	5	3	62.5%

[Glossary: What About Attendance and Behavior?](#)
[Understanding Discipline Data](#)
[What Are Some Questions to Consider When Reviewing This Data?](#)

http://dpi.wi.gov/winss/attendbehave_glossary.html
http://dpi.wi.gov/spr/discip_q&a.html
http://dpi.wi.gov/spr/discip_use.html

Data Disclaimer

The Department of Public Instruction (DPI) has made a reasonable effort to ensure that the attached data/records are up-to-date, accurate, complete, and comprehensive at the time of disclosure. These records reflect data as reported to this agency by the educational community we serve for the reporting period indicated. These records are a true and accurate representation of the data on file at the DPI. Authenticated information is accurate only as of the time of validation and verification. The DPI is not responsible for data that is misinterpreted or altered in any way. Derived conclusions and analyses generated from this data are not to be considered attributable to the DPI. Willful intent to alter and intentional tampering with public records is punishable under s. 946.72, Wis. Stats. Offenses against computer data and programs are punishable under s. 943.70 (2), Wis. Stats.

<https://wlds.dpi.wi.gov/spr/>

Department of Public Instruction, 125 S Webster Street,
P.O. Box 7841 Madison, WI 53707-7841 (800) 441-4563

Dec 01, 2009, 1:17 PM

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.

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

Count of students receiving educational services as of a specific date, generally the third Friday of September.

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.

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.

For WSAS reporting purposes enrollment has been and continues to be as of the time of fall testing.

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.
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 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.

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 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