

Definitions of School Performance Indicators

Many of the indicators of school performance used in this report are self-explanatory. Others require some definition. Definitions for these indicators are detailed below:

Attendance - The attendance rate is based upon the actual days attended divided by total possible days of attendance. Cumulative end of year attendance totals were used for calculation.

Dropout Rate (Annual) – The method for calculating the annual dropout rate was revised in 2003-04, as the state is now responsible for reporting these numbers and percentages, per NCLB reporting requirements. The annual dropout rate is the number of high school students (grades 9-12) who were recorded in defined withdrawal codes from during the school year, divided by the total number of students enrolled during the year.

ELL (English Language Learners) - Students are identified through an assessment of their English speaking skills. The assessment rates their skills in six categories.

EEN (Exceptional Educational Needs - Special Education) - Students are identified through a multi-disciplinary team process to determine if they have any Special Education needs. Identified special need students are in one of several different disability programs. They receive special services according to their defined individual educational program, which is updated routinely.

Expulsions - The number of students expelled during the school year, as reported by the Division of Student Services.

FRL (Free-Reduced Lunch) - The percentage of eligible students enrolled from Head Start to grade 12 who take advantage of free and reduced lunch is based upon the Third Friday September enrollment for each school.

Grade Point Average - A cumulative (full-year) GPA is computed from the district's master course and student grade file. The school GPA is a composite of all students GPA's.

Habitual Truants - The state definition of a habitual truant is a student who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during one of the two semesters of the school year. The habitual truant rate is the product of students identified as truant, divided by the district's 3rd Friday in September official enrollment.

High School Graduation Rate - The State's method for determining school and district graduation is reported. It is based on the number of dropouts reported for selected years plus the number of graduates for the current school year. The 2004-05 graduation rate is based on the number of 9th grade dropouts reported for 2001-02, plus the number of 10th grade dropouts in 2002-03, the 11th grade dropouts recorded in 2003-04 and 12th grade dropouts reported for 2004-05. This total is added to the number of high school age dropouts recorded for 2004-05. The percentage graduates are to this sum is the high school graduation rate. .

Mean Scale Score - A precise method of reporting student achievement on the WKCE and Terra Nova is by scale score. Scale scores represent approximately equal units on a continuous scale, using numbers that range from 0 to 999. Scale scores will rise as a student matriculates through the grades. Scale scores can be measured across grades within subjects to permit a more detailed view of achievement growth.

Mobility - The percent student mobility is the sum of students who enter a school between the third Friday of September and the last day of school in June, divided by the official Third Friday September enrollment.

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NA - Indicates information was not available, or does not apply.

Promotion - The 2002-03 school year marked the implementation of new promotion requirements for students in grades 4 and 8, reflecting a new state law to ensure students are promoted based on acquisition of subject matter knowledge and skills as measured against state standards. Students promoted from grade 4 to 5 and from 8 to 9 can meet promotion criteria in one of three ways: 1) achieving proficiency in reading, writing, English/language arts, math, science and social studies, based on classroom assessments, 2) achieving performance of basic or above on the WKCE in each subject, or, 3) recommendations of teachers.

Retentions - Students who fail to demonstrate adequate academic progress are retained in the same grade the following year, as do high school students who fail to acquire enough credits to move to the next grade. The retention rate is the number of students retained in grade, divided by the Third Friday September enrollment.

Stability Rate - Percent stability is for students who enroll in the school 2 consecutive years minus newly entering and exiting grades. The one-year stability rate is measured from the end of year enrollment in 2005-06 to the next 3rd Friday September enrollment count (2006-07).

State Performance Categories - As part of the Wisconsin Student Assessment System, student and school assessment results are reported by performance category: minimal, basic, proficient and advanced.

Student Groups - The student groups listed in the assessment sections of this report are by ethnic group (Asian, Native American, African American, Hispanic, White), by gender as well as for EEN (Students with Disabilities), ELL (English Language Learners) students and FRL (Free/Reduced Lunch) students.

Suspension Rate - The number of individual students suspended out of school at least once during the year divided by the Third Friday September enrollment.

Terra Nova – Administered to students in grade 9. This assessment is similar in format to the WKCE administered in 2005-06 to students in grades 3 to 8 and 10, published by CTB-McGraw Hill. The Terra Nova assesses student skills in Reading, Language Arts and Mathematics.

Value Added Analysis – 2005-06 is the fifth year the district has used the value added approach to evaluating school performance. Building upon a common district assessment from grades 3 to 10, value-added performance employs a statistical model to measure achievement growth of cohorts of students from year to year, grade to grade, adjusted for demographic differences across schools.

Wisconsin Alternate Assessment - Beginning in 2002-03, per state mandate, students with disabilities who cannot take the WKCE or Terra Nova with accommodations and students whose first language is not English, are now required to take the Wisconsin Alternate Assessment.