

***2005-2006***

***Bowler School District***



***School Performance  
Report***

## What is the Wisconsin School Performance Report?

The Wisconsin School Performance Report (SPR) was created in 1991 with the passage of State Statute [115.38](#). It serves as the state's annual public school report card, and represents the department's most comprehensive resource for data on school performance and student achievement.

Information in the School Performance Report comes from three sources:

- Wisconsin's 426 public school districts and its two state schools (Wisconsin School for the Deaf and Wisconsin School for the Visually Handicapped)
- Private firms that administer assessments to Wisconsin's students (ACT, AP, etc.)
- DPI data collections

The contents of the School Performance Report are organized into two broad categories: Student Performance Indicators and Opportunity-to-Learn Indicators.

Student Performance Indicators give readers a look at eight different measures of achievement:

- Advanced Placement Test
- American College Test (ACT)
- Graduation Statistics
- Knowledge & Concepts Examinations (grades four, eight and ten)
- Postgraduation Intentions
- Wisconsin Reading Comprehension Test (formerly Third Grade Reading Test)

Opportunity-to-Learn Indicators offer insight into the classes and experiences available to public school pupils. This section is divided into a District Profile and a Student Profile.

The District Profile includes:

- Advanced Coursework
- General Fund Expenditures
- General Fund Revenues
- High School Graduation Requirements
- Pupil/Staff Ratios

The Student Profile includes:

- Attendance
- Dropouts
- Expulsion
- Extra/Co-Curricular Activities
- Habitual Truancy
- Retention
- School-Sponsored Community Activities
- Suspension (Out-of-School)

### **A Great Tool for Parents: The WINSS Website**

One of the most useful tools for parents is the WINSS website. WINSS stands for Wisconsin Information Network for Successful Schools and can be found at <http://www.dpi.state.wi.us/sig/index.html>. On this website, parents can find information on standards and assessment, continuous school improvement, and best practices. WINSS also includes a data analysis section with test results and other information about every school and district in Wisconsin. WINSS is constantly being updated, so search the site often.

<b>District Revenue</b> <u>Bowler: 2005-06</u>				
		Revenue	Revenue Per Member	Percent of Total
Bowler	State	\$3,943,240	\$8,015	63.8
	Federal	\$1,042,070	\$2,118	16.9
	Local: Property Taxes	\$971,752	\$1,975	15.7
	Other Local	\$223,558	\$454	3.6
	Total Revenues	\$6,180,620	\$12,562	100.0
WI Public Schools (868089 members)	State	\$5,075,540,662	\$5,847	50.9
	Federal	\$613,648,888	\$707	6.2
	Local: Property Taxes	\$3,579,716,517	\$4,124	35.9
	Other Local	\$707,971,981	\$816	7.1
	Total Revenues	\$9,976,878,048	\$11,493	100.0

<b>District Cost</b> <u>Bowler: 2005-06</u>				
		Cost	Cost Per Member	Percent of Total
Bowler	Current Education Cost	\$5,114,858	\$10,396	85.8
	Transportation + Facilities	\$618,885	\$1,258	10.4
	Food and Comm. Serv.	\$226,806	\$461	3.8
	Total Cost	\$5,960,549	\$12,115	100.0
WI Public Schools (868089 members)	Current Education Cost	\$8,153,876,961	\$9,393	85.5
	Transportation + Facilities	\$998,968,930	\$1,151	10.5
	Food and Comm. Serv.	\$386,573,539	\$445	4.1
	Total Cost	\$9,539,419,431	\$10,989	100.0

<b>Ratio of Students to FTE Staff</b> Bowler 2005-06			
		Number FTE Staff	FTE Staff per 100 Students
Bowler	Administration	2.00	0.40
	Aides/Support/Other	19.63	4.30
	Licensed Staff	47.70	10.50
	Total	69.33	15.20
WI Public Schools	Administration	3,490.11	0.40
	Aides/Support/Other	32,754.55	3.70
	Licensed Staff	67,984.29	7.80
	Total	104,228.95	11.90

The student/staff ratio is the student enrollment, counted on the third Friday in September, divided by staff full-time equivalency (licensed instructional, administrative, aides/support/other, or the sum of all three). The student/staff ratio is the student enrollment, counted on the third Friday in September, divided by staff full-time equivalency (licensed instructional, administrative, aides/support/other, or the sum of all three).

<b>High School Completion Rates - Regular Diploma</b> Bowler 2005-06 Compared To State							
	Total Enrollment Grade 12	Total Expected to Complete High School	Cohort Dropouts	Students Who Reached the Maximum Age	Certificates	HSEDs	Regular Diplomas
District: Summary	36	32	18.8%	0.0%	0.0%	0.0%	81.3%
State: Summary	69,162	70,539	9.0%	0.3%	0.5%	1.0%	89.3%

Graduation Rate: number of regular diploma recipients (i.e. graduates) divided by the sum of the dropouts over four years plus the number of regular diploma recipients, expressed as a percentage.

<b>Truancy Rate</b> 2005-06 Compared to State Bowler			
	Total Enrollment (K-12)	Number of Students Habitually Truant	Truancy Rate
District	429	45	10.5%
State	842,880	82,180	9.7%

*Beginning with 1998-99:* A student who is absent from school without an acceptable excuse [s.118.16(4) and s.118.15 Wis. Stats.] for part or all of five or more days on which school is held during a semester. This definition is found in [118.16\(1\)\(a\)](#), Wis. Stats.

<b>Extra-Co-Curricular Activities</b> 2005-06 Compared to State				
		Enrollment Grades 6-12*	Pupils Participating	Participation Rate
Academic	Bowler Summary	242	158	65.3%
	Wisconsin State Summary	484,986	184,344	38.0%
Athletic	Bowler Summary	242	133	55.0%
	Wisconsin State Summary	484,986	223,856	46.2%
Music	Bowler Summary	242	79	32.6%
	Wisconsin State Summary	484,986	110,989	22.9%

<b>Drop Out Rate</b> 2005-06 Compared to State High Schools					
	Total Enrollment Grades 7-12**	Students expected to complete the school term	Students who completed the school term	Drop Outs	Drop Out Rate
District: High Schools	209	213	207	6	2.817%
State: High Schools	289,742	291,915	286,118	5,797	1.986%

*Beginning with 2003-04*, the dropout rate is the number of students who dropped out during the school term divided by the total expected to complete the school term in that school or district. The "total expected to complete the school term" may be more or less than the fall enrollment count because this "total" adjusts for student transfers in and out after the fall enrollment count date.

<b>ACT Results</b> Bowler 2005-06				
	Enrollment Grade 12	Number Tested	% Tested	Average Score - Composite
District	36	16	44.4	17.9
Entire State	69,162	38,150	55.2	22.1

ACT (formerly an abbreviation for American College Test) is a test designed by the American College Testing Corporation of Iowa City, Iowa, to measure knowledge, understanding, and skills acquired in English, mathematics, reading, and science reasoning during the K-12 educational experience. Many colleges and universities use the ACT as an admissions test for high school graduates. Only students who completed the entire test are represented in these reports.

<b>Postgraduation Plans - <u>Bowler</u></b>							
2005-06							
	Number of Graduates	% 4-Year College	% Voc/Tech College	% Emp.	% Military	% Job Training	% Misc.
Bowler	26	48.1	18.5	3.7	0.0	3.7	25.9
WI Public Schools	63,006	49.5	21.7	7.0	2.5	1.2	18.0

This report reflects intentions of 12<sup>th</sup> graders when surveyed prior to graduation.

<b>Attendance Rate</b>				
Bowler				
2005-06				
	Enrollment (PreK-12)*	Actual Days Of Attendance	Possible Days Of Attendance	Attendance Rate
District	455	70,875.0	76,991.5	92.1%
State	874,098	145,464,969.0	154,033,855.5	94.4%

[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 calculated by dividing actual days of attendance by possible days of attendance, and expressing the quotient as a percentage. The smallest reportable unit of attendance is one-half day.

<b>Retention Rate</b>				
Bowler				
2005-06				
	Total Enrollment (K-12)**	Students who completed the school term	Number of Retentions	Retention Rate
District	429	414	15	3.623%
State	842,880	839,526	18,049	2.150%

# Understanding Retention Data

In 2004-05, the School Performance Report Retention Collection was replaced by the [Individual Student Enrollment System](#) (ISES). Major changes were made in the way data were submitted, the [criteria for counting retentions](#) were made more explicit, and the [formula for calculating retention rates](#) changed. As a result:

- 2004-05 retention rates should be interpreted with caution because they rely on multiple data elements that were submitted in a new way in 2004. These data were not comprehensive and, consequently, did not reflect reality for some districts. Statewide rates were also significantly affected that year.
- 2005-06 ISES retention rates are believed to be more reliable than 2004-05 ISES retention rates. However, ISES implementation in some districts was more difficult than in other districts and there are likely to be some continuing data reliability issues in 2005-06.
- Due to ISES transition issues, increases and decreases in reported retention rates from 2003-04 to 2004-05 and 2004-05 to 2005-06 may not always reflect actual increases or decreases in these rates.
- Although criteria for counting retentions are less ambiguous than criteria used in the past, districts continue to have substantial flexibility to establish local grade level placement policies. Retention is an indicator of grade level progression and does not provide a comparable measure of student progress across districts.

Retention occurs when a student has not made sufficient progress over the course of the school year to be [promoted](#) to a higher grade level.

Prior to 2004-05, special provisions applied to counting retentions in high school grades. If at the end of any school year prior to 2004-05 a high school student had a deficit of credits equal to or more than one-seventh of the district's high school graduation requirement, the student was counted as a retention. The assumption is that at the end of a given school year, a student would have accumulated at least one fourth of the credits required to graduate. For example, if 20 credits are required to graduate, a student on track toward graduation in four years would have five credits at the end of his/her freshman year, ten credits at the end of his/her sophomore year, and 15 credits at the end of his/her junior year.

Beginning in 2004-05, grade level progression has been based on changes in [grade level placement](#) submitted by districts in ISES. In high school grades, grade level placements submitted by districts are based in part on earning a minimum number of credits towards graduation consistent with past criteria for counting retentions.

Note that retentions are reported for grades kindergarten through 12. Grade 12 students with disabilities who complete the school year without completing high school are not counted in the retention rate formula. For students with the most significant cognitive disabilities, grade level placement is typically based on age.

A student who qualifies for promotion or exits with a [high school completion credential](#) based on work completed during summer school is not considered a retention.

Criteria for counting retentions were made more explicit in 2004-05 with the implementation of ISES, reducing differences in local interpretation of the retention definition. In ISES, retentions are counted based primarily on year-to-year changes in [grade level placement](#). Some local flexibility is provided in submitting retention/promotion data for interdistrict transfer students to account for allowable local differences in grade level placement criteria used for ISES purposes. For more information about how ISES counts promotions and retentions and calculates retention rates, see <http://www.dpi.wi.gov/lbstat/isescalc.html#promotion> and <http://www.dpi.wi.gov/lbstat/isesgloss.html#retention>, respectively.

Prior to 2004-05, the retention rate was calculated by dividing the number of K-12 retentions at the end of the school term by the K-12 fall enrollment (collected in the PI-1290) for that school term.

Beginning with 2004-05, the retention rate is calculated by dividing the number of K-12 retentions at the end of the [school term](#) by the K-12 count of students who [completed that school term](#). Counts of students completing the school term and tracking of changes in grade level placements for retention/promotion reporting purposes first became possible in 2004-05.

*Beginning with 2004-05*, retentions and retention rates are based on data collected by the [Individual Student Enrollment System](#) (ISES). Total fall enrollment is also based on ISES beginning in 2004-05 and is provided for information purposes only (no longer used in calculating retention rates beginning with 2004-05).



Suspensions 2005-06 Compared to State Summary			
	Total Enrollment PreK-12	Number of Students Suspended	Suspension Percent
District	455	73	16.0%
State	874,098	63,089	7.2%

Expulsions 2005-06 Compared to State Summary			
	Total Enrollment PreK-12	Number of Students Expelled	Expulsion Percent
District	455	2	0.4%
State	874,098	1,809	0.2%

Graduation Requirements - Required Subjects Bowler 2005-06 data					
	Subject	Credits Required by District	Credits Required by State Law	District Requirements Meet or Exceed Law	% of Districts Where Credit Requirements Exceed State Law
Bowler	English	4	4	Meet	3.7
	Math	2	2	Meet	33.5
	Science	2	2	Meet	25.9
	Soc Studies	4	3	Exceed	29.6
	Health	0.5	0.5	Meet	6.6
	Phys Ed	1.5	1.5	Meet	12.4
	Total Reqd	14	13	Exceed	59.4

## Adequate Yearly Progress Review Summary

District: **Bowler School District**

Tested Grade(s): **3,4,5,6,7,8,10**

Enrollment: **429**

Objective	2003-04		2004-05		2005-06	
	AYP	Status	AYP	Status	AYP	Status
<b>I. Test Participation</b>	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
<b>II. Other Academic Indicator</b>	N/A	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
<b>III. Reading</b>	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
<b>IV. Mathematics</b>	Yes	Satisfactory	Yes	Satisfactory	Yes	Satisfactory
<b>Met Adequate Yearly Progress?</b>	Yes		Yes		Yes	
<b>Improvement Status:</b>	Satisfactory		Satisfactory		<b>Satisfactory</b>	
						Title I

**Key:**

**Met Adequate Yearly Progress:**

Summarizes the overall attainment of the AYP objectives. Beginning with 2002-03, all four objectives must be met (indicated above by a "Yes" or an "Improved" level for each objective - I. Test Participation, II. Other Academic Indicator, III. Reading, and IV. Mathematics). A "No" indicates that AYP was not met. AYP must be missed in the same objective for two consecutive years for Improvement Status to begin.

**Improvement Status:**

Annual status located below the double line for the most recent three years. The selected *AYP Review* produces the school or district improvement status that is in effect for the *subsequent* school year.

**N/A:** Not Applicable. The first two objectives, *Test Participation* and *Other Academic Indicator* (attendance or graduation) were first required in 2002-03. N/A also appears when the group size is small.

**Yes:** Met the *Adequate Yearly Progress* objective

**No:** Did NOT meet the *Adequate Yearly Progress* objective

**Level 1, 2, 3, or 4: Identified for Improvement**

Did NOT meet the *Adequate Yearly Progress* objectives. The school is subject to State Requirements and additional Title I sanctions (if applicable) assigned to that level.\*

**Level 1, 2, or 3 Improved: Identified for Improvement**

Met the *Adequate Yearly Progress* objectives year tested, but the school is subject to State Requirements and additional Title I sanctions (if applicable) assigned to that level.\*

**Satisfactory:**

The school or district has **not** missed AYP in the same area for two consecutive years. An overall status of **Satisfactory** does not require improvement under state or federal accountability requirements.

**Title I:**

Schoolwide: A school with a Title I Schoolwide Program.

TAS: A Targeted Assistance School that directs Title I services to specific students.

**Notes:**

\*Schools are assigned an Accountability Level equal to the highest level of the four *Adequate Yearly Progress* objectives.

For an explanation of the *Adequate Yearly Progress Review* see:

[www.dpi.state.wi.us/oea/acct\\_sch.html/#annualreview](http://www.dpi.state.wi.us/oea/acct_sch.html/#annualreview).

State Requirements and Title I sanctions are outlined in *Wisconsin Public Schools - Levels of Accountability* at: [www.dpi.state.wi.us/oea/doc/sifilevels.doc](http://www.dpi.state.wi.us/oea/doc/sifilevels.doc).