

School Performance Report Glossary

ACT (formerly an abbreviation for American College Test)

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 who took the test as juniors or seniors. Only students who completed the entire test are represented in this publication.

ACT Average Composite Score

The sum of the composite student scores divided by the number of students tested.

ACT Average Student Score

The sum of scores received on portions of the ACT (English, mathematics, reading, and science reasoning) divided by the number of students tested.

ACT Composite Student Score

On the ACT, the weighted average of the four scores received in English, mathematics, reading, and science reasoning.

ACT Percent (of Students) Tested

The number of 12th graders taking the ACT (either as 11th or 12th graders) divided by the number of 12th graders enrolled on the third Friday in September, expressed as a percentage.

Administrative Staff

One of three categories of school district employees. Administrative staff include district administrators, assistant supervisors of special education (A and B), directors of human relations/multi-cultural education/equity, directors/assistant directors of special education, central office administration, and pupil services and library media supervisors

Advanced

See Wisconsin Student Assessment System (WSAS).

Advanced Coursework

Courses outlined in three types of programs: College Advanced Placement Program (CAPP), Advanced Placement (AP) program; and those identified by the Wisconsin Department of Public Instruction. For SPR purposes, all foreign languages are included in advanced coursework. Advanced coursework information pertains only to students in grades 9 through 12.

Advanced Coursework: Mathematics includes:

- Technical Mathematics (124-130)
- Calculus and Analytic Geometry (124-330)
- Statistics/Probability (124-700)
- Trigonometry (124-800)
- AP Mathematics (200-020)
- AP Calculus AB
- AP Calculus BC
- AP Statistics and Probability
- CAPP Mathematics (205-020)

Advanced Coursework: Science includes:

- Adv. Biology-2nd year (126-202)
- Adv. Chemistry-2nd year (126-312)
- Adv. Physics-2nd year (126-322)
- Adv. Earth Science-2nd year (126-402)
- Astronomy (126-410)
- Aviation (126-450)
- Biotechnology (126-490)
- AP Biology (200-010)
- AP Chemistry (200-011)
- AP Physics (200-012)
- CAPP Biology (205-010)
- CAAP Chemistry (205-011)
- CAPP Physics (205-012)
- CAPP Other Science (205-019)

Advanced Coursework: Other includes:

- Adv. Computer Science (180-102)
- AP Foreign Languages (200-001-4)
- AP English (200-005)
- AP Computer Science (200-021)
- AP History (200-030)
- AP Government and Politics (200-031)
- AP Economics (200-032)
- AP Psychology (200-033)
- AP Geography (200-034)
- AP Art (200-040)
- AP Music (200-045)
- AP Other (200-999)
- CAPP Foreign Language (205-001)
- CAPP English/Lang. Arts (205-005)
- CAPP Computer Science (205-021)
- CAPP Social Science (205-030)
- CAPP Art (205-040)
- CAPP Music (205-045)
- CAPP Other (205-999)

Advanced Placement (AP) Courses

Advanced coursework offered through The College Board of Princeton, New Jersey.

Advanced Placement (AP) Exams Passed

The total number of Advanced Placement exams on which students earn passing scores of 3, 4 or 5 (of a possible 5).

Advanced Placement (AP) Exams Taken

The total number of Advanced Placement exams administered, including multiple tests taken by the same student.

Advanced Placement (AP) Students Taking Exams

The total unduplicated number of students taking one or more Advanced Placement exams (in other words, each student is only counted once, no matter how many AP exams s/he takes).

Aides/Support/Other Staff

One of three categories of school district employees. Aides/support/other staff include:

- administrative assistants
- athletic directors/coaches
- bookkeepers
- bus drivers
- cafeteria workers
- clerical staff
- educational interpreters-hearing impaired
- executive assistant/support supervisors
- plant maintenance/operation personnel
- program aides
- public relations directors
- recreation department staff
- research personnel
- student-organization advisors
- transportation directors
- other noneducational professional staff
- other support staff

Attendance

Face-to-face instructional contact between a student and a teacher, collected for the entire school year. The smallest reportable unit of attendance is one-half day..

Attendance, Actual Days of

Total number of days (reported to the one-half day) of face-to-face instructional contact between a student and a teacher that actually occurs during a school year.

Attendance, Possible Days of

Total number of days (reported to the one-half day) of face-to-face instructional contact between a student and a teacher that could occur in the school calendar established by the district.

Attendance Rate

Actual days of attendance divided by the possible days of attendance and expressed as a percentage.

Basic

See Wisconsin Student Assessment System (WSAS).

Birth to Three (B-3) Program

Legislative name of Birth through Age 2 Program; a comprehensive, multidisciplinary interagency program serving children from birth to age 3, who are significantly developmentally delayed or diagnosed with a physical or mental condition likely to result in a developmental delay. Administered at the state level by the Department of Health and Social Services, with county boards designating lead agencies at the local level.

Child With a Disability

A child who needs special education or related services because of any of the following conditions:

- Autism
- Cognitive disability
- Deaf-blind
- Emotional behavioral disability
- Hearing impairment
- Orthopedic impairment
- Other health impairment
- Significant developmental delay
- Specific learning disability
- Speech or language impairment
- *Traumatic brain injury
- Visual impairment

College Advanced Placement Program (CAPP)

Advanced college-level courses offered for college credit in conjunction with a local college or university.

Combined Rate Percentage

Students enrolled in advanced coursework divided by the third Friday in September enrollment in grades 9 through 12.

Dangerous Weapon

According to the U.S. Department of Education's Office of Special Education Programs, a dangerous weapon is a weapon, device, instrument, material, or substance, animate or inanimate, used for or readily capable of causing death or serious bodily injury except such a term does not include a pocket knife with a blade less than 2.5 inches in length (18 U.S.C. §930).

District Costs (formerly General Fund Expenditures)

For 2000-01 and subsequent school years:

Reliance on a single cost determination, which may not be representative for all school districts, can lead to erroneous conclusions. In addition to educational programs, several factors contribute to "cost" differences among districts or within districts over time. These include varying pupil transportation requirements, increases or decreases in debt service expenditures, or varying food and community service operations. Any "comparable" cost measure must limit or identify the effect of factors that contribute to data variances.

In cooperation with the Wisconsin Association of School Business Officials Accounting Committee, the department has defined several different cost measures that can be used for informational purposes. The cost measures available are:

- *Current Educational Cost (CEC)* - a measure that attempts to identify overall instructional and instructional-support-service costs attributable to district residents. It can generally be described as the cost of the district's General and Special Project funds, excluding transportation and facility-acquisition expenditures, less inter-fund transfers and revenues for instructional services the district provides to nonresident students (such as tuition receipts, CESA and cooperative agreements, and state inter-district integration aid).

- *Total Educational Cost (TEC)* - CEC plus transportation; expenditures for facility acquisitions charged to the General, Special Project, and Capital Expansion (Tax Levy Financed "Sinking") funds; and debt service principal and interest. (**Note:** This is the measure used in the School Performance Report.)
- *Total District Cost (TDC)* - TEC plus food- and community-service costs. (**Note:** Food- and community-service activities are usually funded with fees and other program revenue, requiring little or no property tax subsidy.)

Excluded from these cost calculations are expenditures from capital project funds funded through issuance of long-term debt. However, the TEC calculation does include principal and interest payments on such debt.

The DPI School Financial Services (SFS) team has more information on definitions and account codes on its website: <http://www.dpi.state.wi.us/dpi/dfm/sfms/cmprvcst.html>.

For 1999-2000 (and prior) school years:

Spending (also known as Fund 10) in four categories: licensed instruction, support services, transportation, and operation/administration/other. Expenditures not included were Special Project Fund (Fund 20), Debt Service Fund (Fund 30), Building Fund (Fund 40), and Food Service Fund (Fund 50).

District Number

A unique four-digit numeric code, assigned by DPI and used to identify a school district. For district numbers, visit <http://www.dpi.state.wi.us/dpi/schlsrch3.html>.

District Revenues (formerly General Fund Revenues)

For 2000-01 and subsequent school years:

Resources used to finance school district operations from three sources: local, state, and federal.

- *Federal Revenue* - school district resources from federally collected sources paid as categorical aid.
- *Local Revenue* - school district resources from either property taxes or other local sources (fees, interest payments, insurance refunds, and the like).
- *State Revenue* - school district resources from state-collected sources (such as income or sales taxes) paid as general or categorical aid.

For 1999-2000 and prior school years:

Resources used to finance General Fund operations of a school district from three sources: local, state, and federal (see source definitions above).

The DPI School Financial Services (SFS) team has more information on definitions and account codes on its website: <http://www.dpi.state.wi.us/dpi/dfm/sfms/cmprvcst.html>.

District Staffing Ratios

The number of students enrolled in a district divided by the number of full-time equivalent (FTE) staff (licensed instructional, administrative, and aides/support/other) employed by the district.

Dollars

- For district revenues, resources derived from local, state, or federal sources.
- For district costs, costs for licensed instruction, support services, transportation, or operation/administration/other.

Dollars per Member

For revenues *and* costs, dollars divided by general aid membership.

Dropout

1998-99 and subsequent school years:

A dropout is a student who

- was enrolled in school at some time during the previous school year;
- was not enrolled at the beginning of the current school year (third Friday in September);
- has not graduated from high school or completed a state- or district-approved educational program; and
- does not meet any of the following exclusionary conditions:
 1. has transferred to another public school, private school, or state- or district-approved educational program;
 2. is temporarily absent due to expulsion, suspension, or school-approved illness; or
 3. has died.

1997-98 and prior school years:

A student in grades 9 through 12 who (1) is not attending school and should be and (2) hasn't received a diploma or been granted a diploma for completion of a state- or district-approved educational program. A student is not considered a dropout if s/he meets one of the following exclusions: transfer, excused absence, imprisonment, hospitalization, or death.

Dropout Rate

Calculated by dividing the number of dropouts by the third Friday enrollment.

Dropouts, Cohort

Used in calculating the graduation rate, the cohort dropout number is number of dropouts for a graduating class over its four years in school (that is, 12th-grade dropouts for the year reported + 11th-grade dropouts for the prior year + 10th-grade dropouts two years prior + 9th-grade dropouts three years prior).

Drug Offenses

According to the U.S. Department of Education's Office of Special Education Programs, drug offenses are the use, possession, sale, or solicitation of drugs as identified in 21 U.S.C. §812; this does not include alcohol or tobacco.

Enrollment

See General Aid Membership and Third Friday in September Enrollment.

Expulsion

Absences from school for purposes of discipline as imposed by the school board for violation of school district rules, threats against school property, or conduct which endangers the property, health, or safety of those at school. Expulsion is a formal school board action defines in Wis. Stats. 120.13(1)(c) and 119.25 (first-class city school district).

Expulsion Rate

The number of days lost to expulsion divided by the possible days of attendance.

Extra-/Co-Curricular Activities

School-sanctioned intended to broaden, develop, and enhance a student's school experience in the areas of academics, athletics, and music. Participation is not required, and the group of event is not offered for credit or grade.

Foreign Languages

For purposes of the School Performance Report, all AP, CAPP, and Level 3 and above foreign language courses and enrollments are included in advanced coursework.

Fourth-, Eighth-, and Tenth-Grade Knowledge and Concepts Examinations

See Wisconsin Student Assessment System.

Full-time Equivalency (FTE)

A person's employment in a school district expressed as a ratio of time spent on the job divided by a standard workweek (for example, a kindergarten teacher with only morning classes would be 0.5 FTE).

General Aid Membership

A school's or district's resident enrollment adjusted for student full-time equivalency (for example, each 3-year-old early childhood student counts 0.5 FTE).

Graduate

A student who completes a prescribed course of study established by a local school board. **(Note:** For purposes of the School Performance Report, do not count HSED or GED completers as high school graduates.)

Graduation Rate1998-99 and subsequent school years:

The number of graduates divided by the number of graduates plus dropouts over four years, expressed as a percentage.

1997-98 (and prior) school years:

The number of graduates divided by the 12th-grade enrollment (counted on the third Friday in September), expressed as a percentage.

Graduation Requirements

State law establishes 13 credits as the minimum requirement for graduation from a Wisconsin high school: four credits of English, three credits of social studies, two credits each of mathematics and science, 1.5 credits of physical education, and 0.5 credit of health. In addition, the DPI recommends a minimum of 8.5 additional credits in vocational education, foreign language, fine arts, and other electives.

Habitual Truant

1998-99 and subsequent school years:

A student who is absent from school without an acceptable excuse (s.118.16 [4] and s.118.15) for part or all of five or more days on which school is held during a semester (see s.118.16, Wis. Stats.).

1997-98 and prior school years:

A student who is absent from school without an acceptable excuse (s.118.16[4] and s.118.15) for part or all of five or more days out of 10 consecutive days on which school is held during a semester or part or all of 10 or more days on which school is held during a school semester.

Habitual Truancy Rate

The number of habitual truants, divided by kindergarten through 12th grade enrollment, counted on the third Friday in September, expressed as a percentage.

Head Start

A comprehensive education program for children ages 3-5 whose families meet federal poverty guidelines. Head Start includes education; health, and developmental screening and services; nutrition and mental health services; and social, education, and support services for adults.

Interim Alternative Educational Setting (IAES)

An appropriate setting (determined by the student's IEP team) in which the child is placed for no more than 45 days. The setting enables the child to continue to progress in the general curriculum; to continue to receive services and modifications to address the problem behavior and prevent the behavior from recurring, including those described in the student's current IEP; and to meet the goals set out in the IEP. IAES is one of two special education reports due to the DPI in mid-July.

Limited English-Speaking (LES) Student

See Limited English Proficient Student.

Limited-English Proficient (LEP) Student

According to s.115.955(7), Wis. Stats., a student "whose ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, nonschool surroundings, and who has difficulty ... in performing ordinary class work in English as a result of such limited English language proficiency."

Licensed Instruction

A district cost category that includes expenses for undifferentiated, regular, vocational, physical, special, and co-curricular instruction.

Licensed Instructional Staff

One of three categories of school district employees. Licensed instructional staff include:

- audiovisual/technology specialists
- department heads
- guidance counselors
- library media specialists
- program coordinators
- reading specialists
- school audiologists
- school librarians
- school nurses
- school occupational therapists
- school physical therapists
- school psychologists
- school social workers
- speech/language pathologists
- subject-area coordinators
- teachers
- teachers in charge

Minimal Performance

See Wisconsin Student Assessment System (WSAS).

National Percentile Rank

The relative standing of tested students with a norm-referenced group (that is, the percentage of students in the reference group falling below a certain point).

Offerings

Groups, events, or activities used in both extra-/co-curricular and school-sponsored activities. (See also Participants and Participation Rate.)

Open Enrollment (part-time)

Wisconsin high school students may apply to enroll in one or two courses in a nonresident school district while remaining enrolled in their resident school district for a majority of their coursework.

Out-of-School Suspensions

Absences from school imposed by the school administration for noncompliance with school district policies or rules; for threatening to destroy school property; or for endangering the property, health, or safety of those at school. Suspended students are counted only once, and the percent of students suspended is the number of students suspended divided by the third Friday enrollment.

Participants

An unduplicated count of students taking part in an extra-/co-curricular category (academics, athletics, or music) or a school-sponsored category (required or voluntary).

Participation Rate

For both extra-/co-curricular and school-sponsored activities, the number of participants divided by the third Friday in September enrollment, expressed as a percentage .

Percent of Total

- For district revenues, dollars (resources in a specific category) divided by total revenues (all resources).
- For district costs, dollars (costs in a specific category) divided by total costs (sum of costs in categories used).

Post-Graduation Intentions

Plans 12th graders say they will follow after graduation, including job training, vocational/technical college, college/university, military, employment, seeking employment, other, undecided, and no response. The percent selecting each option reflects the number of graduates selecting that option divided by the total number of graduates.

Pupil/Staff Ratio

Student enrollment on the third Friday in September divided by total district staff (FTE) or, if desired, by licensed instructional staff, administrative staff, or aides/support/other staff or any combination thereof.

Retention

A student who has not made sufficient progress in a prescribed course of study. A student is counted as a retention if,

- in an ungraded instructional unit, the student needs an additional year to complete a prescribed program.
- at the end of a school year, the student (kindergarten through Grade 8) must repeat a grade.
- at the end of any year in high school (grades 9 through 12), the student has a deficit of credits equal to or more than one-seventh (1/7) of the school district's high school graduation requirements.

Retentions are reported for all grades except pre-Kindergarten (Birth through Age 2, special education for ages 3 through 5, Title 1 Preschool, Head Start, and 3- and 4-year-old kindergarten).

Retention Rate

The number of retentions divided by the kindergarten through 12th-grade enrollment on the third Friday in September, expressed as a percentage.

School Number

A unique four-digit numeric code, assigned by DPI and used to identify a school within a school district.

School-Sponsored Community Activities

School-sponsored and supervised activities which emphasize service to and involvement with the community. These activities fit into two categories:

- *voluntary*- participation is not required and no grade or credit toward graduation is given, even if it is part of a regular curriculum offering
- *required* - participation is required and a grade or credit toward graduation is given as part of a regular curriculum offering.

(See also Participants and Participation Rate)

Support Services

The total cost for pupil services (such as psychology, social work, and nursing) and instructional services (such as curriculum development and inservice training).

Suspension Rate

The number of days lost to suspension divided by the possible days of attendance.

Suspensions, Out-of-School

See Out-of-School Suspensions.

Third Friday in September Enrollment

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

Title I Preschool

A developmentally appropriate, child-centered program made available to 3- and 4-year-old children living in high-poverty school attendance areas who can benefit from instruction in a school or home educational setting. The program is funded by the federal government but administered by the local school district.

Total Dollars

- For district revenues, the amount of revenue raised from local, state, and federal sources.
- For district costs, the Total Educational Cost (see District Costs).

Transportation

Total costs for student transportation.

Truant (see also Habitual Truant)

A student absent from school for all or part of one or more days during which the school has not been notified of the legal cause of the absence by the student's parent or guardian. A truant is also a student whose intermittent attendance circumvents the intent of s.115.18, Wis. Stats.

Unilateral Removal

Instances in which school personnel order the removal of children with disabilities for drug and/or weapon offenses from their current educational placement to an appropriate interim alternative educational setting for not more than 45 days. The IEP team is responsible for determining the particular interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's educational placement.

Voluntary Community Activity

See School-Sponsored Community Activities.

Wisconsin Reading Comprehension Test (WRCT)

Statewide reading comprehension test (mandated by s.121.02 [1] [r], Wis. Stats.) administered to third graders, including those attending charter schools.

Wisconsin Student Assessment System (WSAS)

Fourth, eighth, and tenth grade tests measuring student knowledge in reading, language arts, mathematics, science, and social studies. S.118.30, Wis. Stats. requires the state superintendent to approve examinations to measure pupil attainment of knowledge and concepts. The purposes of the testing programs are to:

- provide clear expectations for student learning;
- provide student achievement data related to the expectations;
- use assessment methods that promote high-quality curriculum; and
- provide feedback to students to assist in education and career planning.

WSAS results are reported as one of four general-proficiency categories:

- *Advanced* - Distinguished in the content area. Academic achievement is beyond mastery. Test score provides evidence of in-depth understanding in the academic content area tested.
- *Proficient*- Competent in the content area. Academic achievement includes mastery of the important knowledge and skills. Test score shows evidence of skills necessary for progress in the academic content area tested.
- *Basic* - Somewhat competent in the content area. Academic achievement includes mastery of most of the important knowledge and skills. Test score shows evidence of at least one major flaw in understanding the content area tested.
- *Minimal Performance* - Limited achievement in the content area. Test score shows evidence of major misconceptions or gaps in knowledge and skills tested in the academic content area.

WSAS/WRCT Students Tested

For the Wisconsin Student Assessment System (WSAS) and the Wisconsin Reading Comprehension Test (WRCT), the number of students taking the test. Excluded are students absent during the testing period or excused because of special education or limited English proficiency (LEP).

WSAS/WRCT Percent of Students Tested

For the Wisconsin Student Assessment System (WSAS) and the Wisconsin Reading Comprehension Test (WRCT), the number of students tested divided by grade-level enrollment at test time.