



# Almond-Bancroft School District

## 2003 - 2004 School Year Report to Parents and the Community

Dear Resident of the Almond-Bancroft School District,

I am pleased to present to you the 2003-2004 School Performance Report. The 2003-2004 information is the most complete information available to us at this time from the Department of Public Instruction. This information is presented on behalf of the Almond-Bancroft Board of Education and our entire district staff. This report is required by Wisconsin Statute 115.38, and cites many facts and figures about our schools. It also details information about academic achievement, dropout rates, student enrollment, and extra curricular participation, among others. We utilize this report and many of its comparisons as we strive to improve our educational program.

The information found in this report is available at the Department of Public Instruction's website: [www.dpi.state.wi.us/spr/index.html](http://www.dpi.state.wi.us/spr/index.html)

Thank you in advance for taking the time to read and review the report. Please feel free to contact me if you have any questions.

Sincerely,

Joe Garza, Almond-Bancroft District Administrator

# 3rd Grade Reading

District	3rd Friday Enrollment	Students Tested		Percentage of Students Tested				% Testing Prof+ Adv.
		Number	Percentage	Minimal	Basic	Proficient	Advanced	
<b>Statewide</b>	59,065	56,712	96.02%	1.3%	9.7%	46.1%	38.8%	84.9%
Almond-Bancroft	30	27	90.00%	0.0%	3.3%	40.0%	46.7%	86.7%
Bowler	30	30	100.00%	0.0%	6.7%	66.7%	26.7%	93.4%
Iola-Scandinavia	55	54	98.18%	0.0%	3.6%	41.8%	52.7%	94.5%
Marion	45	45	100.00%	2.2%	6.7%	37.8%	53.3%	91.1%
Port Edwards	38	38	100.00%	0.0%	15.8%	42.1%	42.1%	84.2%
Shawano-Gresham	179	172	96.09%	0.0%	7.8%	55.3%	33.0%	88.3%
Shiocton	53	51	96.23%	0.0%	5.7%	52.8%	37.7%	90.5%
Tigerton	24	24	100.00%	12.5%	29.2%	45.8%	12.5%	58.3%
Wild Rose	49	46	93.88%	0.0%	10.2%	57.1%	26.5%	83.6%

This table shows the results of the statewide Wisconsin Reading Comprehension Test given to all third graders in March 2004, except those absent during the test period, excused due to exceptional educational needs (EEN) or limited-English proficiency (LEP), or under Section 504 guidelines. Results are based on a pre-determined set of standards established by the state superintendent in July 1988 for proficiency and are reported below by the percent of students attaining each of the four levels of proficiency: minimal, basic, proficient and advanced.



## ACT Test Results

The ACT is designed by the American College Testing Corporation of Iowa City, Iowa, to measure knowledge, understanding, and skills acquired during the K-12 educational experience in English, mathematics, reading, and science reasoning. The University of Wisconsin System accepts either the ACT or SAT I. The ACT is preferred. However, students will not be advantaged in the admission process by taking one test rather than the other. Information is for members of the graduating class who took the test as juniors or seniors. Only students who completed the entire test are represented in this publication.

District	3rd Friday Enrollment	Students Tested		Average Student Scores				
		Number	Percentage	English	Mathematics	Reading	Science	Composite
<i>U. S. National Average</i>	Highest Possible Score = 36.0			20.3	20.3	22.7	21.6	21.4
<b>Statewide</b>	68,533	38,828	56.7	21.4	22.2	22.4	22.2	22.2
Almond-Bancroft	46	29	63.0	19.0	21.1	19.8	19.7	20.1
Bowler	38	12	31.6	18.6	18.8	20.8	19.6	19.6
Iola-Scandinavia	72	38	52.8	21.4	23.4	22.2	22.4	22.5
Marion	31	10	32.3	23.4	22.4	25.2	23.5	23.8
Port Edwards	35	23	65.7	18.7	19.7	19.7	21.2	20.0
Shawano-Gresham	255	143	56.1	20.2	21.8	22.1	21.9	21.6
Shiocton	63	30	47.6	19.9	21.0	21.7	22.0	21.2
Tigerton	34	11	32.4	19.1	20.2	20.6	20.4	20.1
Wild Rose	51	27	52.9	21.5	22.2	22.7	22.5	22.3

# 4th, 8th, & 10th Grade Knowledge & Concepts Exams



The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions.

The WSAS testing mandated by the state provides a valuable source of data to complement the other sources used by our school district. The state testing results provide comparison data which measure our student performance against pre-determined standards for student skill proficiency and are reported below by the percent of students attaining each of the four levels of proficiency: minimal, basic, proficient and advanced. There are five academic areas tested: Reading, Mathematics, Science, Social Studies and Enhanced Language. The scores in these five areas are presented below by the percentage of students attaining each of the four proficiency levels as well as the state proficiency levels.

## 4th Grade Knowledge & Concepts Exams

	Statewide	Almond-Bancroft	Bowler	Iola-Scandinavia	Marion	Port Edwards	Shawano-Gresham	Shiocton	Tigerton	Wild Rose
<b>Enrollment</b>	52,724	46	32	55	41	44	163	62	38	57
% Not Assessed on WSAS	2%	0%	0%	0%	0%	0%	1%	3%	0%	0%
<b>Reading</b>	<b>% of Students Scoring in Each Category</b>									
<i>Minimal</i>	4%	0%	3%	4%	2%	0%	1%	2%	8%	2%
<i>Basic</i>	11%	11%	19%	4%	20%	9%	16%	15%	21%	7%
<i>Proficient</i>	38%	46%	53%	33%	46%	27%	42%	35%	45%	44%
<i>Advanced</i>	45%	43%	25%	60%	32%	64%	40%	45%	26%	47%
<i>Proficient + Advanced</i>	<b>83%</b>	<b>89%</b>	<b>78%</b>	<b>93%</b>	<b>78%</b>	<b>91%</b>	<b>82%</b>	<b>80%</b>	<b>71%</b>	<b>91%</b>
<b>Language Arts</b>										
<i>Minimal</i>	4%	0%	3%	0%	2%	0%	2%	0%	0%	2%
<i>Basic</i>	14%	13%	22%	7%	17%	14%	14%	15%	29%	14%
<i>Proficient</i>	42%	52%	53%	40%	54%	39%	43%	45%	45%	47%
<i>Advanced</i>	38%	35%	22%	53%	27%	48%	40%	37%	26%	37%
<i>Proficient + Advanced</i>	<b>80%</b>	<b>87%</b>	<b>75%</b>	<b>93%</b>	<b>81%</b>	<b>87%</b>	<b>83%</b>	<b>82%</b>	<b>71%</b>	<b>84%</b>
<b>Mathematics</b>										
<i>Minimal</i>	13%	4%	6%	9%	12%	5%	5%	13%	21%	5%
<i>Basic</i>	10%	13%	16%	4%	12%	5%	8%	8%	13%	12%
<i>Proficient</i>	45%	57%	69%	38%	54%	39%	51%	50%	50%	46%
<i>Advanced</i>	31%	26%	9%	49%	22%	52%	36%	26%	16%	35%
<i>Proficient + Advanced</i>	<b>76%</b>	<b>83%</b>	<b>78%</b>	<b>87%</b>	<b>76%</b>	<b>91%</b>	<b>87%</b>	<b>76%</b>	<b>66%</b>	<b>81%</b>
<b>Science</b>										
<i>Minimal</i>	2%	0%	3%	2%	0%	0%	1%	2%	3%	0%
<i>Basic</i>	13%	4%	6%	5%	12%	7%	13%	11%	16%	7%
<i>Proficient</i>	60%	72%	91%	60%	71%	50%	62%	53%	63%	75%
<i>Advanced</i>	23%	24%	0%	33%	17%	43%	24%	32%	18%	18%
<i>Proficient + Advanced</i>	<b>83%</b>	<b>96%</b>	<b>91%</b>	<b>93%</b>	<b>88%</b>	<b>93%</b>	<b>86%</b>	<b>85%</b>	<b>81%</b>	<b>93%</b>
<b>Social Studies</b>										
<i>Minimal</i>	2%	0%	3%	2%	0%	0%	1%	2%	0%	0%
<i>Basic</i>	5%	9%	0%	2%	7%	5%	4%	3%	8%	4%
<i>Proficient</i>	26%	26%	38%	25%	49%	20%	34%	31%	32%	25%
<i>Advanced</i>	65%	65%	59%	71%	44%	75%	61%	61%	61%	70%
<i>Proficient + Advanced</i>	<b>91%</b>	<b>91%</b>	<b>97%</b>	<b>96%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>

# 8th Grade Knowledge & Concepts Exams

	Statewide	Almond-Bancroft	Bowler	Iola-Scandinavia	Marion	Port Edwards	Shawano-Gresham	Shiocton	Tigerton	Wild Rose
<b>Enrollment</b>	61,658	33	37	68	42	43	219	67	25	64
% Not Assessed on WSAS	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%
<b>Reading</b>	<b>% of Students Scoring in Each Category</b>									
Minimal	7%	9%	8%	4%	7%	2%	6%	4%	12%	8%
Basic	10%	3%	11%	13%	12%	12%	12%	12%	4%	5%
Proficient	48%	58%	41%	49%	67%	37%	54%	61%	32%	45%
Advanced	33%	30%	41%	34%	14%	49%	28%	21%	52%	42%
Proficient + Advanced	<b>81%</b>	<b>88%</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>	<b>86%</b>	<b>82%</b>	<b>82%</b>	<b>84%</b>	<b>87%</b>
<b>Language Arts</b>										
Minimal	10%	12%	8%	10%	10%	0%	11%	6%	12%	5%
Basic	18%	18%	19%	26%	19%	14%	24%	25%	8%	17%
Proficient	41%	52%	43%	35%	45%	53%	38%	51%	64%	44%
Advanced	29%	18%	30%	28%	26%	33%	26%	16%	16%	34%
Proficient + Advanced	<b>70%</b>	<b>70%</b>	<b>73%</b>	<b>63%</b>	<b>71%</b>	<b>86%</b>	<b>64%</b>	<b>67%</b>	<b>80%</b>	<b>78%</b>
<b>Mathematics</b>										
Minimal	15%	15%	11%	18%	12%	16%	16%	7%	8%	5%
Basic	16%	18%	19%	22%	31%	19%	18%	16%	16%	13%
Proficient	45%	48%	51%	46%	45%	51%	49%	52%	68%	45%
Advanced	23%	18%	19%	15%	12%	14%	16%	22%	8%	38%
Proficient + Advanced	<b>68%</b>	<b>66%</b>	<b>70%</b>	<b>61%</b>	<b>57%</b>	<b>65%</b>	<b>65%</b>	<b>74%</b>	<b>76%</b>	<b>83%</b>
<b>Science</b>										
Minimal	11%	12%	14%	10%	10%	7%	10%	4%	0%	5%
Basic	16%	12%	11%	19%	26%	19%	16%	22%	24%	11%
Proficient	48%	61%	46%	57%	50%	58%	54%	51%	40%	53%
Advanced	24%	15%	30%	13%	14%	16%	19%	21%	36%	31%
Proficient + Advanced	<b>72%</b>	<b>76%</b>	<b>76%</b>	<b>70%</b>	<b>64%</b>	<b>74%</b>	<b>73%</b>	<b>72%</b>	<b>76%</b>	<b>84%</b>
<b>Social Studies</b>										
Minimal	4%	9%	5%	0%	2%	2%	5%	3%	4%	0%
Basic	9%	9%	11%	12%	10%	2%	8%	7%	0%	8%
Proficient	35%	33%	32%	46%	62%	44%	40%	39%	32%	27%
Advanced	51%	48%	51%	43%	26%	51%	47%	49%	64%	66%
Proficient + Advanced	<b>86%</b>	<b>81%</b>	<b>83%</b>	<b>89%</b>	<b>88%</b>	<b>95%</b>	<b>87%</b>	<b>88%</b>	<b>96%</b>	<b>93%</b>

## Advanced Placement Testing

The Advanced Placement (AP) Test is designed by the College Board of Princeton, New Jersey. It allows high school 9th through 12th graders to earn college credit while still in high school.



District	9 - 12 Enrollment	Pupils Tested	Number of Exams		Percent Passed
			Taken	Passed	
<b>Statewide</b>	288,712	17,941	34,824	24,339	69.89%
Almond-Bancroft	184	0	0	0	0%
Bowler	145	0	0	0	0%
Iola-Scandinavia	254	1	2	2	100.00%
Marion	190	6	6	1	16.67%
Port Edwards	151	1	1	0	0.00%
Shawano-Gresham	1,090	23	30	22	73.33%
Shiocton	262	15	15	3	20.00%
Tigerton	125	1	3	0	0.00%
Wild Rose	228	11	18	11	61.11%

# 10th Grade

## Knowledge & Concepts Exams

	Statewide	Almond-Bancroft	Bowler	Iola-Scandinavia	Marion	Port Edwards	Shawano-Gresham	Shiocton	Tigerton	Wild Rose
<b>Enrollment</b>	64,761	53	41	62	47	34	275	71	18	50
% Not Assessed on WSAS	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%
<b>Reading</b>	<b>% of Students Scoring in Each Category</b>									
<i>Minimal</i>	12%	25%	7%	6%	6%	6%	6%	10%	6%	4%
<i>Basic</i>	14%	25%	24%	24%	15%	24%	13%	14%	28%	16%
<i>Proficient</i>	20%	17%	34%	19%	28%	26%	23%	25%	17%	30%
<i>Advanced</i>	52%	34%	34%	50%	51%	44%	57%	49%	50%	48%
<i>Proficient + Advanced</i>	<b>72%</b>	<b>51%</b>	<b>68%</b>	<b>69%</b>	<b>79%</b>	<b>70%</b>	<b>80%</b>	<b>74%</b>	<b>67%</b>	<b>78%</b>
<b>Language Arts</b>										
<i>Minimal</i>	10%	25%	17%	3%	2%	6%	8%	7%	0%	8%
<i>Basic</i>	19%	28%	34%	24%	34%	18%	23%	21%	28%	18%
<i>Proficient</i>	51%	38%	37%	66%	62%	65%	55%	58%	72%	58%
<i>Advanced</i>	18%	9%	12%	6%	2%	12%	13%	13%	0%	14%
<i>Proficient + Advanced</i>	<b>69%</b>	<b>47%</b>	<b>49%</b>	<b>72%</b>	<b>64%</b>	<b>77%</b>	<b>68%</b>	<b>71%</b>	<b>72%</b>	<b>72%</b>
<b>Mathematics</b>										
<i>Minimal</i>	13%	23%	24%	3%	4%	9%	11%	7%	11%	10%
<i>Basic</i>	13%	21%	20%	11%	19%	9%	13%	8%	6%	14%
<i>Proficient</i>	45%	47%	41%	58%	45%	65%	52%	61%	83%	42%
<i>Advanced</i>	26%	9%	15%	27%	32%	18%	22%	23%	0%	32%
<i>Proficient + Advanced</i>	<b>71%</b>	<b>56%</b>	<b>56%</b>	<b>85%</b>	<b>77%</b>	<b>83%</b>	<b>74%</b>	<b>84%</b>	<b>83%</b>	<b>74%</b>
<b>Science</b>										
<i>Minimal</i>	15%	26%	17%	10%	4%	9%	11%	8%	17%	8%
<i>Basic</i>	11%	25%	10%	18%	9%	21%	11%	10%	17%	10%
<i>Proficient</i>	36%	26%	54%	42%	49%	38%	40%	51%	56%	46%
<i>Advanced</i>	36%	23%	20%	31%	38%	32%	36%	30%	11%	34%
<i>Proficient + Advanced</i>	<b>72%</b>	<b>49%</b>	<b>74%</b>	<b>73%</b>	<b>87%</b>	<b>70%</b>	<b>76%</b>	<b>81%</b>	<b>67%</b>	<b>80%</b>
<b>Social Studies</b>										
<i>Minimal</i>	15%	36%	37%	13%	0%	15%	12%	8%	17%	6%
<i>Basic</i>	6%	11%	10%	10%	9%	6%	8%	3%	28%	6%
<i>Proficient</i>	33%	25%	24%	40%	32%	56%	37%	46%	56%	44%
<i>Advanced</i>	43%	28%	29%	37%	60%	24%	43%	41%	0%	42%
<i>Proficient + Advanced</i>	<b>76%</b>	<b>53%</b>	<b>53%</b>	<b>77%</b>	<b>92%</b>	<b>80%</b>	<b>80%</b>	<b>87%</b>	<b>56%</b>	<b>86%</b>

## Pupil Staffing Ratios

Information for this report is extracted from data reported on the Staff Report (PI-1202) submitted by local school districts. Staff members are reported by full-time equivalency (FTE). The pupil/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).

District	Full Time Employees				Pupil to Staff Ratios			
	Licensed Instructors	Admin	Aides / Support Others	Total	Licensed Instructors	Admin	Aides / Support Others	Total
<b>Statewide</b>	68,468.66	3,549.20	33,294.67	105,312.53	12.77	246.43	26.27	8.31
Almond-Bancroft	44.47	3.00	19.64	67.11	11.87	176.00	26.88	7.87
Bowler	47.95	4.00	21.50	73.45	10.18	122.00	22.70	6.64
Iola-Scandinavia	63.41	3.00	22.59	89.00	12.46	263.33	34.97	8.88
Marion	52.28	2.85	36.55	91.68	12.61	231.23	18.03	7.19
Port Edwards	43.94	3.10	22.43	69.47	11.88	168.39	23.27	7.51
Shawano-Gresham	227.00	13.00	95.10	335.10	12.98	226.69	30.99	8.79
Shiocton	65.69	4.00	24.76	94.45	13.03	214.00	34.57	9.06
Tigerton	35.31	2.00	18.02	55.33	11.47	202.50	22.48	7.32
Wild Rose	58.40	3.00	26.93	88.33	12.88	250.67	27.92	8.51

# Advanced Coursework

Advanced Coursework is divided into three types of courses: College Advanced Placement Program (CAPP), Advanced Placement (AP) program; and those considered to be advanced by the Wisconsin Department of Public Instruction (DPI-Defined). For purposes of the School Performance Report, all foreign languages are included in this section.

Advanced Placement (AP) courses are those offered through The College Board of Princeton, New Jersey. College Advanced Placement Program (CAPP) courses are college-level courses offered for college credit in conjunction with a local college or university.

<b>Almond-Bancroft</b>		<i>Advanced Coursework Offerings</i>						
	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	District Totals
Enrollment:	48	44	34	47	52	39	46	310
Number of AP Courses:	0	0	0	0	0	0	0	0
Number of CAPP Courses:	0	0	0	0	0	0	0	0
Number of DPI-Defined Courses:	0	1	1	2	3	2	6	6
<b>Total Number of Offerings:</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>6</b>
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade		11 <sup>th</sup> Grade			12 <sup>th</sup> Grade		
DPI - Spanish I DPI - Spanish II	DPI - French II DPI - Spanish I DPI - Spanish II		DPI - Spanish I DPI - Spanish II			DPI - French II DPI - French III DPI - German I DPI - German II DPI - Spanish I DPI - Spanish II		

## 9<sup>th</sup> - 12<sup>th</sup> Grade Combined Participation Rates

District	9 <sup>th</sup> - 12 <sup>th</sup> Grade Enrollment	AP			CAPP			DPI-Defined			Combined Participation Rate
		Number of Offerings	Student Participation	Participation Rate	Number of Offerings	Student Participation	Participation Rate	Number of Offerings	Student Participation	Participation Rate	
Almond-Bancroft	184	0	0	0.0%	0	0	0.0%	1	1	0.5%	0.5%
Bowler	145	0	0	0.0%	0	0	0.0%	2	33	22.8%	22.7%
Iola-Scandinavia	254	0	0	0.0%	0	0	0.0%	13	111	43.7%	43.7%
Marion	190	3	24	12.6%	0	0	0.0%	2	29	15.3%	27.8%
Port Edwards	154	4	15	9.7%	0	0	0.0%	4	18	11.7%	21.4%
Shawano-Gresham	109	3	65	6.0%	0	0	0.0%	7	264	24.2%	30.1%
Shiocton	262	2	18	6.9%	0	0	0.0%	3	20	7.6%	14.5%
Tigerton	125	0	0	0.0%	0	0	0.0%	3	19	15.2%	15.2%
Wild Rose	228	5	79	34.6%	0	0	0.0%	3	37	16.2%	50.8%

# School Sponsored Community Activities

These activities are school-sponsored or supervised events that emphasize service to and involvement with the community. Data is reported for grades 9 through 12.

The participation rate for each activity category is the number of participants divided by the 9th through 12th grade enrollment (counted on the third Friday in September).

District	Third Friday Enrollment	# of Students Participating		% of Student Participation		
		Required	Voluntary	Required %	Voluntary %	Overall %
<b>Statewide</b>	288,734	45,293	91,688	15.70%	31.70%	47.40%
Almond-Bancroft	184	125	97	67.93%	52.72%	120.65%
Bowler	145	42	105	28.97%	72.41%	101.38%
Iola-Scandinavia	254	152	110	59.84%	43.31%	103.15%
Marion	190	136	102	71.58%	53.68%	125.26%
Port Edwards	151	0	30	0.00%	19.87%	19.87%
Shawano-Gresham	1,090	277	741	25.41%	67.98%	93.39%
Shiocton	262	0	150	0.00%	57.25%	57.25%
Tigerton	125	0	35	0.00%	28.00%	28.00%
Wild Rose	228	96	139	42.11%	60.96%	103.07%

# Extra Co-Curricular Activities

Extra-/Co-curricular activities are school sanctioned groups or events, not offered for credit or grade, designed to broaden, develop, and enhance school experience in areas of academics, athletics, and music. Data are reported for grades 6 through 12.

The participation percentage rate for each activity category is the number of participants divided by the 6th through 12th grade enrollment, counted on the third Friday in September.

District	3rd Friday Enrollment	Number of Offerings			Academics	Athletics	Music
		Academics	Athletics	Music	# of Students Participating	//	% of Participation
<b>Statewide</b>	491,204	15,483	18,472	6,347	165,483 // 33.69%	212,051 // 43.17%	112,914 // 22.99%
Almond Elementary	0	0	0	0	0 // 0.00%	0 // 0.00%	0 // 0.00%
Bancroft Elementary	0	0	0	0	0 // 0.00%	0 // 0.00%	0 // 0.00%
Almond High School	310	8	13	4	91 // 29.35%	124 // 40.00%	85 // 27.42%
Almond-Bancroft Totals	310	8	13	4	91 // 29.35%	124 // 40.00%	85 // 27.42%
Bowler	266	9	8	3	112 // 42.11%	107 // 40.23%	97 // 36.47%
Iola-Scandinavia	448	10	10	3	204 // 45.54%	313 // 69.87%	199 // 44.42%
Marion	344	9	5	1	125 // 36.34%	181 // 52.62%	156 // 45.35%
Port Edwards	275	3	5	3	36 // 13.09%	192 // 69.82%	91 // 33.09%
Shawano-Gresham	1,733	12	15	8	557 // 32.14%	782 // 45.12%	740 // 42.70%
Shiocton	457	6	8	1	134 // 29.32%	272 // 59.52%	57 // 12.47%
Tigerton	212	6	8	6	61 // 28.77%	126 // 59.43%	49 // 23.11%
Wild Rose	419	11	17	4	198 // 47.26%	184 // 43.91%	179 // 42.72%

# Graduation Requirements

Wisconsin law establishes 13 credits as the minimum for graduation, including four credits of English, three of social studies, two credits each of mathematics and science, 1.5 of physical education, and 0.5 of health. In addition, the Department of Public Instruction recommends a minimum of 8.5 elective credits in vocational education, foreign language, fine arts, and other electives.



District	English	Math	Science	Soc. Studies	Health	PhyEd	Total	Comp. Sci	Fine Arts	Tech/Voc	Other	Total	Total Credit Offerings
	* District Requirements Exceed State Mandates												
	Minimum Graduation Requirements							District Required Electives					
<b>Statewide</b>	4.0	2.0	2.0	3.0	.5	1.5	13.0	.0	.0	.0	.0	0.0	13.0
Almond-Bancroft	4.0	2.0	2.0	3.0	.5	1.5	13.0	.0	.0	.0	11.0	11.0	24.0
Bowler	4.0	2.0	2.0	*4.0	.5	1.5	14.0	.0	.0	.0	10.0	10.0	24.0
Iola-Scandinavia	4.0	2.0	2.0	3.0	.5	1.5	13.0	.0	.0	1.0	6.5	7.5	20.5
Marion	4.0	2.0	2.0	3.0	.5	1.5	13.0	.0	.0	.0	11.0	11.0	24.0
Port Edwards	4.0	*3.0	*3.0	*4.0	.5	1.5	16.0	.0	.0	.0	6.0	6.0	22.0
Shawano-Gresham	4.0	2.0	2.0	3.0	.5	1.5	13.0	.5	.0	.0	10.5	11.0	24.0
Shiocton	4.0	*3.0	2.0	3.0	.5	1.5	14.0	.0	.0	.0	10.0	10.0	24.0
Tigerton	4.0	*3.0	2.0	*3.5	.5	1.5	14.5	.5	.0	.5	10.5	11.5	26.0
Wild Rose	4.0	2.0	2.0	3.0	.5	1.5	13.0	.5	.0	.5	8.5	9.5	22.5

# Attendance

District	9 - 12 Enrollment	Days of Attendance		Attendance Rate Percentage
		Possible	Actual	
<b>Statewide</b>	878,217	154,018,158.0	145,701,439.5	94.6%
Almond Elementary	184	33,173.0	31,920.5	96.2%
Bancroft Elementary	34	6,327.0	6,020.0	95.1%
Almond High School	310	55,513.0	51,633.0	93.0%
<b>Almond-Bancroft Totals</b>	528	95,013.0	89,573.5	94.3%
Bowler	488	83,246.5	76,610.5	92.0%
Iola-Scandinavia	790	142,151.0	135,357.0	95.2%
Marion	659	95,717.5	90,325.0	94.4%
Port Edwards	522	92,571.0	89,309.0	96.5%
Shawano-Gresham	2,947	491,082.0	460,970.0	93.9%
Shiocton	856	146,732.0	140,455.5	95.7%
Tigerton	405	72,636.0	69,020.0	95.0%
Wild Rose	752	127,540.0	121,582.5	95.3%

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 actual days of attendance divided by possible days of attendance, expressed as a percentage. The smallest reportable unit of attendance is one-half day.



# Habitual Truants

District	3rd Friday Enrollment	# of Pupils Habitually Truant	Habitual Truancy Rate
<b>Statewide</b>	851,595	80,333	9.400%
Almond Elementary	184	0	0.00%
Bancroft Elementary	32	0	0.00%
Almond High School	310	0	0.00%
<b>Almond-Bancroft Totals</b>	526	0	0.00%
Bowler	453	84	18.54%
Iola-Scandinavia	781	2	0.26%
Marion	622	5	0.80%
Port Edwards	522	5	0.96%
Shawano-Gresham	2,797	96	3.43%
Shiocton	798	4	0.50%
Tigerton	384	1	0.26%
Wild Rose	745	98	13.15%

Beginning with the 1998-99 school year, a habitual truant is defined as 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. Habitual truants are reported for all grades except Pre-Kindergarten (Birth through Age 2, EEN for ages three through five, Title 1 Preschool, Head Start, and 4-Year-Old Kindergarten).

The habitual truancy rate is the number of habitual truants, divided by Kindergarten through 12th grade enrollment, counted on the third Friday in September.

# Retentions

District	3rd Friday Enrollment	Number of Retentions	Retention Rate %
<b>Statewide</b>	851,595	19,011	2.232%
Almond Elementary	184	1	0.543%
Bancroft Elementary	32	2	6.250%
Almond High School	310	0	0.000%
<b>Almond-Bancroft Totals</b>	526	3	0.570%
Bowler	453	20	4.415%
Iola-Scandinavia	781	3	0.384%
Marion	622	0	0.000%
Port Edwards	522	1	0.192%
Shawano-Gresham	2,797	73	2.610%
Shiocton	798	8	1.003%
Tigerton	384	5	1.302%
Wild Rose	745	3	0.403%

Retentions are students who, by local district policy, must either repeat a grade or need additional time to complete a prescribed program. The number of retentions are reported for all grades except Pre-Kindergarten (Birth through Age 2, EEN for ages three through five, Title 1 Preschool, Head Start, and 4-Year-Old Kindergarten).

The retention rate is the number of retentions divided by the Kindergarten through 12th grade enrollment, counted on the third Friday in September.



# Out-of-School Suspensions

Out-of-school suspensions are absences from school imposed by the school district for disciplinary reasons.

Suspended students are counted only once (number of pupils suspended), and the percent of pupils suspended is the number of pupils suspended divided by the third Friday enrollment. The number of days suspended is the total of days lost to suspension.

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

District	3rd Friday Enrollment	Possible Days of Attendance	Suspensions			
			# of Days Lost Due to Suspensions	% of Days Suspended	# of Students Suspended	% of Students Suspended
<b>Statewide</b>	878,217	154,018,158	263,867	0.171%	60,341	6.90%
Almond Elementary	184	33,173	0	0.000%	0	0.00%
Bancroft Elementary	34	6,327	0	0.000%	0	0.00%
Almond High School	310	55,513	202	0.365%	34	10.97%
<b>Almond-Bancroft Totals</b>	528	95,013	202	0.213%	34	6.44%
Bowler	488	83,246	198	0.238%	63	12.91%
Iola-Scandinavia	790	142,151	101	0.071%	29	3.67%
Marion	659	95,717	39	0.041%	16	2.43%
Port Edwards	522	92,571	4	0.004%	3	0.57%
Shawano-Gresham	2,947	491,082	565	0.115%	169	5.73%
Shiocton	856	146,732	108	0.074%	25	2.92%
Tigerton	405	72,636	35	0.048%	11	2.72%
Wild Rose	752	127,540	101	0.079%	27	3.59%

# Expulsions

Expulsions are sanctions imposed on pupils by formal school board action which, for purposes of discipline, prohibit pupils from attending school. Expulsion action is described in ss. 120.13(1)(c) and 119.25, Wis. Stats.

Expelled pupils are counted only once (as number of pupils expelled) and the percent of pupils expelled is the number of pupils expelled divided by the third Friday enrollment.

The expulsion rate is the number of days lost to expulsion (i.e., number of days expelled) divided by the possible days of attendance.

District	3rd Friday Enrollment	Possible Days of Attendance	Expulsions			
			# of Days Expelled	% of Days Expelled	# of Students Expelled	% of Students Expelled
<b>Statewide</b>	878,217	154,018,158	132,201	0.0860%	1,637	0.2000%
Almond Elementary	184	33,173	0	0.0000%	0	0.0000%
Bancroft Elementary	34	6,327	0	0.0000%	0	0.0000%
Almond High School	310	55,513	743	1.3384%	12	3.8709%
Almond-Bancroft Totals	528	95,013	743	0.7819%	12	2.2727%
Bowler	488	83,246	285	0.3423%	3	0.6147%
Iola-Scandinavia	790	142,151	84	0.0590%	6	0.7594%
Marion	659	95,717	118	0.1232%	1	0.1517%
Port Edwards	522	92,571	113	0.1220%	1	0.1915%
Shawano-Gresham	2,947	491,082	140	0.0285%	3	0.1017%
Shiocton	856	146,732	342	0.2330%	1	0.1168%
Tigerton	405	72,636	0	0.0000%	0	0.0000%
Wild Rose	752	127,540	136	0.1066%	7	0.9308%

***The following 2003-04 data has not been released by the Wisconsin Department of Instruction (DPI) at the time of publication of our school performance report. Please visit: <http://data.dpi.state.wi.us/data/selschool.asp>***

## Drop-outs

A drop-out is a student who was enrolled in school at some time during the reported school year, was not enrolled at the beginning of the following 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: Transfer to another public school district, private school, or state- or district-approved educational program; temporary absence due to expulsion, suspension or school-approved illness; death.

The drop-out rate is the number of drop-outs in grades 9 through 12, divided by the 9th through 12th grade enrollment (counted on the third Friday in September).

## Graduation Rates

Graduates are students who complete the prescribed course of study established by a local school district. For purposes of this report, GED and HSED completers are not counted as graduates.

Beginning with the 1998-99 school year, the graduation rate is the number of graduates divided by the number of graduates plus cohort drop-outs, expressed as a percentage.

The cohort drop-outs statistic is the number of drop-outs for a graduating class over four years (i.e., 12th grade drop-outs for the year reported + 11th grade drop-outs for the prior year + 10th grade drop-outs for 2 years prior + 9th grade drop-outs for 3 years prior).

## Post-graduate Intentions

This report reflects intentions of 12th graders when surveyed prior to graduation. The percentage selecting each option is determined by dividing the number naming that option by the total number of graduates. Options include job training, vocational/technical college, four-year college/university, military, employment, and seeking employment. Miscellaneous includes other, undecided, and no response.

# Revenues



In cooperation with the Wisconsin Association of School Business Officials Accounting Committee, the Department of Public Instruction (DPI) School Financial Services Team has developed several revenue "benchmarks" that can be used for informational and general analysis purposes. Data has been taken from Budget and Annual Reports submitted to the DPI by local districts. Revenue measures, by themselves, cannot indicate the extent or quality of a particular district's educational program. Users of this data are encouraged to pursue the reasons for revenue differences between districts. Financial information is obtained from the Annual Report (PI-1505) of school districts.

**Comparative Revenue Per Student...** The Comparative Revenue Per Student is a calculation that compares revenues received by districts from four sources: federal, state, local property tax, and local miscellaneous income.

*Unaudited 2003 - 2004 Annual Report Data*

	Total Revenues	Revenue Sources			
		State	Federal	Property Taxes	Other
<b>Statewide</b>	<i>Enrollment = 871,214</i>				
Revenue in Dollars	\$9,225,739,059	\$4,744,135,249	\$584,291,722	\$3,355,989,308	\$541,322,780
Revenue Per Student	\$10,590	\$5,445	\$671	\$3,852	\$621
% of Total Revenue	100%	51.42%	6.33%	36.38%	5.87%
<b>Almond-Bancroft</b>	<i>Enrollment = 511</i>				
Revenue in Dollars	\$5,381,586	\$3,510,321	\$420,016	\$1,197,452	\$253,797
Revenue Per Student	\$10,531	\$6,870	\$822	\$2,343	\$497
% of Total Revenue	100%	65.23%	7.81%	22.25%	4.72%
<b>Bowler</b>	<i>Enrollment = 512</i>				
Revenue in Dollars	\$6,038,853	\$4,003,435	\$1,019,123	\$890,321	\$125,974
Revenue Per Student	\$11,795	\$7,819	\$1,990	\$1,739	\$246
% of Total Revenue	100%	66.30%	16.88%	14.74%	2.09%
<b>Iola-Scandinavia</b>	<i>Enrollment = 800</i>				
Revenue in Dollars	\$7,787,083	\$4,352,155	\$200,797	\$2,633,907	\$600,224
Revenue Per Student	\$9,734	\$5,440	\$251	\$3,292	\$750
% of Total Revenue	100%	55.89%	2.58%	33.82%	7.71%
<b>Marion</b>	<i>Enrollment = 638</i>				
Revenue in Dollars	\$5,800,808	\$3,673,625	\$278,942	\$1,610,005	\$238,236
Revenue Per Student	\$9,092	\$5,758	\$437	\$2,524	\$373
% of Total Revenue	100%	63.33%	4.81%	27.76%	4.11%
<b>Port Edwards</b>	<i>Enrollment = 526</i>				
Revenue in Dollars	\$5,737,824	\$3,373,373	\$248,057	\$1,797,080	\$319,313
Revenue Per Student	\$10,908	\$6,413	\$472	\$3,417	\$607
% of Total Revenue	100%	58.79%	4.32%	31.32%	5.57%
<b>Shawano-Gresham</b>	<i>Enrollment = 2,900</i>				
Revenue in Dollars	\$27,949,656	\$16,119,715	\$1,641,225	\$8,625,018	\$1,563,698
Revenue Per Student	\$9,638	\$5,559	\$566	\$2,974	\$539
% of Total Revenue	100%	57.67%	5.87%	30.86%	5.60%
<b>Shiocton</b>	<i>Enrollment = 843</i>				
Revenue in Dollars	\$8,304,093	\$5,440,104	\$263,776	\$2,166,113	\$434,099
Revenue Per Student	\$9,851	\$6,453	\$313	\$2,570	\$515
% of Total Revenue	100%	65.51%	3.18%	26.09%	5.23%
<b>Tigerton</b>	<i>Enrollment = 423</i>				
Revenue in Dollars	\$4,611,009	\$2,745,981	\$469,300	\$1,229,086	\$166,643
Revenue Per Student	\$10,901	\$6,492	\$1,109	\$2,906	\$394
% of Total Revenue	100%	59.55%	10.18%	26.66%	3.61%
<b>Wild Rose</b>	<i>Enrollment = 750</i>				
Revenue in Dollars	\$7,682,112	\$2,074,666	\$347,334	\$4,782,261	\$477,851
Revenue Per Student	\$10,243	\$2,766	\$463	\$6,376	\$637
% of Total Revenue	100%	27.01%	4.52%	62.25%	6.22%



# Expenditures

In cooperation with the Wisconsin Association of School Business Officials Accounting Committee, the Department of Public Instruction (DPI) School Financial Services Team has developed several revenue and cost "benchmarks" that can be used for informational and general analysis purposes. Data has been taken from Budget and Annual Reports submitted to the DPI by local districts. Cost measures, by themselves, cannot indicate the extent or quality of a particular district's educational program. Users of this data are encouraged to pursue the reasons for cost differences between districts.

**Expenditures Per Student** ... Costs can differ from one district to another or from one year to another. There may be several reasons for this variance - educational programming, pupil transportation requirements, increases or decreases in debt service expenditures, or having food and community service operations. Reliance on a single cost determination, which may not be representative for all school districts, can lead to erroneous conclusions.

Unaudited 2003 - 2004 Annual Report Data

	Education Costs					Total Education Cost	Food & Community Services	Total District Cost
	Instruction	Pupil & Staff Support	Administration	Transportation	Facilities			
<b>Statewide</b> Enrollment = 871,214								
Expenditures in Dollars	\$4,968,829,323	\$784,858,195	\$1,839,649,518	\$346,991,232	\$620,575,800	\$8,560,904,070	\$350,334,836	\$8,911,238,906
Expenditures Per Student	\$5,703	\$901	\$2,112	\$398	\$712	\$9,826	\$402	\$10,229
% of Total Education Cost	58.04%	9.17%	21.49%	4.05%	7.25%	100%		100%
<b>Almond-Bancroft</b> Enrollment = 511								
Expenditures in Dollars	\$2,778,498	\$339,182	\$1,101,817	\$257,303	\$484,900	\$4,961,701	\$173,363	\$5,135,065
Expenditures Per Student	\$5,437	\$664	\$2,156	\$504	\$949	\$9,710	\$339	\$10,049
% of Total Education Cost	56.00%	6.84%	22.21%	5.19%	9.77%	100%		100%
<b>Bowler</b> Enrollment = 512								
Expenditures in Dollars	\$3,348,928	\$526,279	\$1,199,076	\$368,819	\$375,011	\$5,818,115	\$214,453	\$6,032,569
Expenditures Per Student	\$6,541	\$1,028	\$2,342	\$720	\$732	\$11,364	\$419	\$11,782
% of Total Education Cost	57.56%	9.05%	20.61%	6.34%	6.45%	100%		100%
<b>Iola-Scandinavia</b> Enrollment = 800								
Expenditures in Dollars	\$3,925,431	\$497,856	\$1,917,317	\$343,595	\$844,288	\$7,528,487	\$263,261	\$7,791,748
Expenditures Per Student	\$4,907	\$622	\$2,397	\$429	\$1,055	\$9,411	\$329	\$9,740
% of Total Education Cost	52.14%	6.61%	25.47%	4.56%	11.22%	100%		100%
<b>Marion</b> Enrollment = 638								
Expenditures in Dollars	\$3,261,007	\$369,970	\$1,271,040	\$263,770	\$230,255	\$5,396,043	\$189,594	\$5,585,638
Expenditures Per Student	\$5,111	\$580	\$1,992	\$413	\$361	\$8,458	\$297	\$8,755
% of Total Education Cost	60.43%	6.86%	23.56%	4.89%	4.27%	100%		100%
<b>Port Edwards</b> Enrollment = 526								
Expenditures in Dollars	\$2,979,087	\$328,334	\$1,761,092	\$155,294	\$65,434	\$5,289,243	\$165,685	\$5,454,928
Expenditures Per Student	\$5,664	\$624	\$3,348	\$295	\$124	\$10,056	\$315	\$10,371
% of Total Education Cost	56.32%	6.21%	33.30%	2.94%	1.24%	100%		100%
<b>Shawano-Gresham</b> Enrollment = 2,900								
Expenditures in Dollars	\$15,447,175	\$2,218,733	\$4,553,650	\$1,056,032	\$2,361,943	\$25,637,536	\$1,111,954	\$26,749,490
Expenditures Per Student	\$5,327	\$765	\$1,570	\$364	\$814	\$8,841	\$383	\$9,224
% of Total Education Cost	60.25%	8.65%	17.76%	4.12%	9.21%	100%		100%
<b>Shiocton</b> Enrollment = 843								
Expenditures in Dollars	\$4,507,273	\$383,714	\$1,771,344	\$366,366	\$694,568	\$7,723,266	\$262,832	\$7,986,098
Expenditures Per Student	\$5,347	\$455	\$2,101	\$435	\$824	\$9,162	\$312	\$9,473
% of Total Education Cost	58.36%	4.97%	22.94%	4.74%	8.99%	100%		100%
<b>Tigerton</b> Enrollment = 423								
Expenditures in Dollars	\$2,466,570	\$271,291	\$1,038,122	\$103,865	\$198,769	\$4,078,619	\$129,558	\$4,208,178
Expenditures Per Student	\$5,831	\$641	\$2,454	\$246	\$470	\$9,642	\$306	\$9,948
% of Total Education Cost	60.48%	6.65%	25.45%	2.55%	4.87%	100%		100%
<b>Wild Rose</b> Enrollment = 750								
Expenditures in Dollars	\$3,886,727	\$415,986	\$1,478,688	\$397,134	\$930,136	\$7,108,673	\$248,104	\$7,356,778
Expenditures Per Student	\$5,182	\$555	\$1,972	\$530	\$1,240	\$9,478	\$331	\$9,809
% of Total Education Cost	54.68%	5.85%	20.80%	5.59%	13.09%	100%		100%



# 2003 - 2004 Special Education School Performance Report

## STUDENT / STAFF RATIOS (as of December 1, 2003)

	Special Education Instructional and Related Services Staff	Total Special Education Staff
District Full Time Employees	4.40	7.58
District Pupil / Staff Ratios	18.64 to 1	10.82 to 1
State Full Time Employees	10,305.75	18,346.65
State Pupil / Staff Ratios	12.4 to 1	6.97 to 1

The 1997 Senate Bill 384 requires school districts to provide demographic and result-based data for students with disabilities enrolled in the district as well as corresponding state data. To protect pupil confidentiality, policy prohibits release of information when the identified count for a particular category is five (5) or fewer students. If a table includes asterisks (\*) instead of a number, the asterisks represent from one (1) to five (5) students.

NOTE: Special education instructional and related services staff include all special education teachers, speech and language pathologists, physical therapists and occupational therapists. Total special education staff include the above named staff and all special education leadership, special education coordination, special education program aides, educational interpreters, physical therapy assistants, occupational therapy assistants, school social workers, and school psychologists.

The pupil/staff ratios were determined by dividing the total number of students with disabilities for the district as reported on the December 1 Federal Child Count by the total full time equivalency (FTE) of identified staff for the district as reported on the PI-1202 Staff Report.

NOTE: Prevalence represents the percentage of the district enrolled children identified with a particular disability. Prevalence is determined by dividing the number of students identified by primary disability by the total public/non-public enrollment for the district.

Pupil confidentiality prohibits the reporting of prevalence for a particular disability when the identified student count is five or fewer students. To protect pupil confidentiality, district prevalence is reported in the categories of Cognitive Disability, Emotional Behavioral Disability, Specific Learning Disability, Speech or Language Impairment, and Low Incidence Disabilities.

The Low Incidence category may include the disabilities of Other Health Impairment, Orthopedic Impairment, Autism, Visual Impairment, Hearing Impairment, Deaf/ Blind, Traumatic Brain Injury, and Significant Developmental Delay. In addition, the Low Incidence category may include the disabilities of Cognitive Disability, Emotional Behavioral Disability, Specific Learning Disability, and Speech or Language Impairment when the identified student count is five or fewer students.

## PREVALENCE RATES BY PRIMARY DISABILITY (as of December 1, 2003)

District		State	
Cognitively Disabled	****%	Cognitively Disabled	1.21%
Emotional Behavioral Disability	****%	Emotional Behavioral Disability	1.61%
Specific Learning Disability	10.04%	Specific Learning Disability	4.80%
Speech / Language	3.41%	Speech / Language	2.88%
Low Incidence Disabilities	2.08%	Autism	0.36%
<b>All Disabilities</b>	<b>15.53%</b>	Deaf / Blind	<0.01%
		Hearing Impaired	0.16%
		Other Health Impaired	1.04%
		Orthopedically Impaired	0.14%
		Significant Developmental Delay	0.27%
		Traumatic Brain Injury	0.04%
		Visually Impaired	0.05%
		<b>All Disabilities</b>	<b>12.56%</b>

## Interim Alternative Educational Settings (IAES) Report

NOTE: Removal to an interim alternative educational setting (IAES) by school personnel reflects instances in which students with disabilities are removed from their current educational placement to an appropriate interim alternative educational setting for up to 45 days due to weapon or drug offenses.

This data is taken from the School Performance Report. State totals do not include students from the Department of Corrections and the Department of Health and Family Services.

## 2003-2004 SCHOOL YEAR

District	Statewide
0	196

## 2003-2004 SPECIAL EDUCATION REFERRALS

	Total Initial Referrals	Initial Referral Rate for Total Public / Non-public Enrollment - %	Rate of Initial Referrals Resulting in Identified Disability - %	Rate of Re-evaluations Resulting in Continued Eligibility - %
<b>District</b>	<b>16</b>	<b>3.03%</b>	<b>75.00%</b>	<b>84.62%</b>
<i>State</i>	<i>29,525</i>	<i>2.91%</i>	<i>65.42%</i>	<i>81.92%</i>

## 2003-2004 SUSPENSION RATE

	Percent of Students with Disabilities Suspended	Percent of Students without Disabilities Suspended
<b>District</b>	<b>6.10%</b>	<b>6.50%</b>
<i>State</i>	<i>13.96%</i>	<i>5.70%</i>

**Graduation Results and Drop-out Rates for Students with Disabilities for 2003-04 has not been released by the Wisconsin Department of Instruction (DPI) at the time of publication of our school performance report.**

## 2003-2004 EXPULSION RATE

	Percent of Students with Disabilities Expelled	Percent of Students without Disabilities Expelled
<b>District</b>	<b>2.44%</b>	<b>2.24%</b>
<i>State</i>	<i>0.19%</i>	<i>0.19%</i>

**Please visit: <http://data.dpi.state.wi.us/data/selschool.asp> to view these items.**

# Almond-Bancroft School District - Special Education 4th / 8th / 10th Grade Knowledge and Concepts Exams

*(Comparison of 2003-2004 Special Education and Regular Education Test Data)*

	<b>4th Grade</b>				<b>8th Grade</b>				<b>10th Grade</b>			
	<b>State</b>		<b>District</b>		<b>State</b>		<b>District</b>		<b>State</b>		<b>District</b>	
	Disabled	Non-Dis.	Disabled	Non-Dis.	Disabled	Non-Dis.	Disabled	Non-Dis.	Disabled	Non-Dis.	Disabled	Non-Dis.
<b>Reading</b>	<b>% of Students Scoring in Each Category</b>											
<i>Minimal</i>	17%	2%	*%	*%	32%	4%	*%	*%	44%	8%	88%	13%
<i>Basic</i>	24%	10%	*%	*%	22%	9%	*%	*%	22%	14%	13%	27%
<i>Proficient</i>	33%	39%	*%	*%	32%	50%	*%	*%	13%	20%	0%	20%
<i>Advanced</i>	13%	48%	*%	*%	5%	36%	*%	*%	11%	56%	0%	40%
<b>Proficient + Advanced</b>	<b>46%</b>	<b>87%</b>	<b>0%</b>	<b>0%</b>	<b>37%</b>	<b>86%</b>	<b>0%</b>	<b>0%</b>	<b>24%</b>	<b>76%</b>	<b>0%</b>	<b>60%</b>
<b>Language Arts</b>	<b>% of Students Scoring in Each Category</b>											
<i>Minimal</i>	15%	2%	*%	*%	42%	6%	*%	*%	39%	6%	100%	11%
<i>Basic</i>	28%	12%	*%	*%	28%	17%	*%	*%	32%	18%	0%	33%
<i>Proficient</i>	33%	44%	*%	*%	18%	44%	*%	*%	17%	55%	0%	44%
<i>Advanced</i>	10%	40%	*%	*%	3%	31%	*%	*%	1%	19%	0%	11%
<b>Proficient + Advanced</b>	<b>43%</b>	<b>84%</b>	<b>0%</b>	<b>0%</b>	<b>21%</b>	<b>75%</b>	<b>0%</b>	<b>0%</b>	<b>18%</b>	<b>74%</b>	<b>0%</b>	<b>55%</b>
<b>Mathematics</b>	<b>% of Students Scoring in Each Category</b>											
<i>Minimal</i>	30%	12%	*%	*%	50%	11%	*%	*%	48%	10%	88%	11%
<i>Basic</i>	14%	10%	*%	*%	20%	15%	*%	*%	19%	12%	13%	22%
<i>Proficient</i>	34%	46%	*%	*%	19%	48%	*%	*%	20%	48%	0%	56%
<i>Advanced</i>	11%	32%	*%	*%	2%	25%	*%	*%	3%	28%	0%	11%
<b>Proficient + Advanced</b>	<b>45%</b>	<b>78%</b>	<b>0%</b>	<b>0%</b>	<b>21%</b>	<b>73%</b>	<b>0%</b>	<b>0%</b>	<b>23%</b>	<b>76%</b>	<b>0%</b>	<b>67%</b>
<b>Science</b>	<b>% of Students Scoring in Each Category</b>											
<i>Minimal</i>	8%	2%	*%	*%	36%	8%	*%	*%	47%	12%	100%	13%
<i>Basic</i>	25%	12%	*%	*%	25%	15%	*%	*%	14%	10%	0%	29%
<i>Proficient</i>	51%	61%	*%	*%	26%	50%	*%	*%	21%	38%	0%	31%
<i>Advanced</i>	8%	24%	*%	*%	5%	26%	*%	*%	8%	38%	0%	27%
<b>Proficient + Advanced</b>	<b>59%</b>	<b>85%</b>	<b>0%</b>	<b>0%</b>	<b>31%</b>	<b>76%</b>	<b>0%</b>	<b>0%</b>	<b>29%</b>	<b>76%</b>	<b>0%</b>	<b>58%</b>
<b>Social Studies</b>	<b>% of Students Scoring in Each Category</b>											
<i>Minimal</i>	6%	1%	*%	*%	18%	2%	*%	*%	49%	12%	100%	24%
<i>Basic</i>	13%	5%	*%	*%	24%	7%	*%	*%	9%	6%	0%	13%
<i>Proficient</i>	38%	26%	*%	*%	37%	34%	*%	*%	21%	34%	0%	29%
<i>Advanced</i>	35%	67%	*%	*%	12%	55%	*%	*%	9%	45%	0%	33%
<b>Proficient + Advanced</b>	<b>73%</b>	<b>93%</b>	<b>0%</b>	<b>0%</b>	<b>49%</b>	<b>89%</b>	<b>0%</b>	<b>0%</b>	<b>30%</b>	<b>79%</b>	<b>0%</b>	<b>62%</b>

*To protect pupil confidentiality, policy prohibits release of information when the identified count for a particular category is five (5) or fewer students. If a table includes asterisks (\*) instead of a number, the asterisks represent from one (1) to five (5) students.*

## Alternative Assessments

The Wisconsin Alternate Assessment (WAA) was completed for students with disabilities in reading, language arts, and writing, whose IEP goals specified an alternative assessment. Results were consistent with state data. No action is anticipated to be necessary by the district.

## Open Enrollment

No students attended under open enrollment. Children with disabilities who apply for open enrollment are given equitable consideration comparable to non-disabled children, of primary consideration is the current IEP and the district's ability to provide FAPE. Services offered assure FAPE and are provided within the same parameters and considerations given to resident children with disabilities.

## Parent Satisfaction Survey (Students with Disabilities)

Three different surveys are used to gather parent and adult student satisfaction information. Parent/Adult Surveys completed as part of the IEP meeting, the Parent and Adult Student Satisfaction Questionnaire conducted by the CESA 5 Parent Coordinator, and a phone survey conducted by the Special Education Director or Program Support Staff.

Parents and adult students responded to six general areas with a rating scale of 1 (dissatisfied) to 5 (very satisfied). The following is the average response for each area:

1. Quality of special education and related services: (3.8)
2. Comfort level of IEP evaluation, development and placement: (4)
3. Opportunity for input: (4.6)
4. Information received during IEP process: (4.6)
5. Information on IEP progress: (3.5)
6. Transition services when applicable: (2)

A plan for improving the Almond-Bancroft survey results are outlined in part IV-D. Staff inservice topics for 2003-2004 will include writing professional IEPs and first year participation in WSTI.



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## Almond-Bancroft School District

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