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(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2003-04

(session year)

Senate

(Assembly, Senate or Joint)

Committee on Education, Ethics and Elections...

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
(**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
(**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Stefanie Rose (LRB) (August 2012)

Senate

Record of Committee Proceedings

Committee on Education, Ethics and Elections

Senate Bill 107

Relating to: school and school district performance reports.

By Senators Harsdorf, Schultz, Roessler, Decker and Leibham; cosponsored by Representatives Petrowski, J. Lehman, Bies, Grothman, M. Lehman, Musser, Hines, Miller, Pettis, Sherman, Ott, LeMahieu, Hahn, M. Williams, Plouff, Friske, Albers, Huber, Stone, Towns, Jeskewitz and J. Fitzgerald.

April 09, 2003 Referred to Committee on Education, Ethics and Elections.

February 25, 2004 **PUBLIC HEARING HELD**

Present: (5) Senators Ellis, Stepp, Jauch, Robson and Hansen.
Absent: (2) Senators S. Fitzgerald and Reynolds.

Appearances For

- Sen. Sheila Harsdorf
- Rick Lautenschlager, Hortonville School District
- John Forester, School Administrators Alliance, Madison, WI
53704

Appearances Against

- None.

Appearances for Information Only

- None.

Registrations For

- Kathy Zingsheim, New Berlin, WI 53151
Kay Lynn Taylor, River Valley Board of Education, Lone Rock, WI 53556
Ellen Lindgren, Middleton-Cross Plains Area School District
Joe Wieser, New Holstein School District
Paul Wysocki, Mukwanago Area School District
Willard Griesbach, Hortonville School District

Registrations Against

None.

March 11, 2004

Failed to pass pursuant to Senate Joint Resolution 1.

Michael Boerger
Committee Clerk



February 24, 2004
Senate Committee on Education, Ethics, and Elections
RE: Support for Senate Bill 107

Dear Senator Mike Ellis and Committee Members,

In March 2003, I submitted an idea to some of our elected officials to help every Wisconsin school district save time and money. Senator Sheila Harsdorf and others have sponsored Senate Bill 107 in response.

Every school district in the state of Wisconsin is required by state law to publish a School Performance Report. This publication compares school information with state averages and must be distributed to every family in the school district by January 1.

As the Computer Coordinator in the School District of Amery, I am responsible for this report. Our district serves about 1800 students in northwestern Wisconsin. In 2002 it took us approximately 20 hours of clerical time to create the publication, \$750 in printing costs, and the time of many staff members to distribute one report per family.

In spring 2003 state law required school districts to include more information in the School Performance Report. We needed to compare our school district to the other schools in our athletic conference as well as to state averages. In 2003 we also included information about our special education program.

This added more hours of clerical time as info had to be gathered from the Department of Public Instruction (DPI) web site called Wisconsin Information Network for Successful Schools (WINNS). The cost of printing also increased, as there were more pages to print.

Copies of our School Performance Reports are attached for you to look at:

- In spring 2002 we published the School Performance Report for 2000-2001 that had 21 categories, 15 pages and included many graphs. Our district printed 1000 copies of the report at a cost of \$750.
- In spring 2003 we published the School Performance Report for 2001-2002 that had 35 categories and 24 pages. There were no graphs, smaller fonts were used and "white space" was reduced between sections. Our district printed 1000 copies of the report at a cost of \$1021. The report is also available on the School District of Amery web site at <http://www.amerysd.k12.wi.us/SchoolPerfRep/SchoolPerfRep.html>

As I have already mentioned, all of the School Performance Report data is available at the DPI WINNS web site. **ALL OF IT!!!** This includes colorful graphs to compare the data in various ways (e.g. by gender, ethnic groups, disability, economic status...) and with other districts and state averages.

Interested families could have access to the data on the Internet from home, school or the local public library. The web address is <http://www.dpi.state.wi.us/sig/index.html>

So why are we wasting every Wisconsin school districts' time and money duplicating information that already exists on the Internet?? Why are hundreds of districts printing thousands of paper copies that most families never read?

In this time of tight budgets, let's try to save money. I'd suggest changing the state law from requiring a printed copy of the School Performance Report to using the electronic version available at the WINSS web site.

I believe Senate Bill 107 is a step in the right direction to eliminate the cost of unnecessary publications.

I also endorse the change of the January 1st publication date to May 1st as proposed by this bill. On March 1, 2004 DPI will be releasing the data for 2002-2003 school year so that districts can start the next round of School Performance Report publications, which were due January 1st of 2004. May 1st is much more realistic. ☺

Thank you.

Karen Krupa
PK-12 Computer Coordinator
School District of Amery
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Amery, WI 54001
715-268-0217
krupak@amerysd.k12.wi.us

School District of Amery 2000-2001 School Year Report

February, 2002

In the upcoming pages you will find many facts and figures about the School District of Amery. I am very pleased to be able to present these to you because these numbers demonstrate what an outstanding school district we have in our community.

These facts and figures point out many different aspects of the Amery District, from academic strengths to discipline issues. I confidently report to you that these statistics show that the School District of Amery provides an outstanding academic program for students of all ages. We have students who are highly involved in the classroom as well as in our co-curricular activities. This is a small snapshot of our District and is provided to give you more information about what is occurring. It also gives you the opportunity to compare Amery's statistics to State averages.

If you have any questions or concerns regarding this report, you should feel free to contact me at the District Office at 268-9771. I appreciate the fact that you are taking the time to read this letter and the information contained in this School Performance Report.

Sincerely,

STEPHEN V. SCHIELL
District Administrator

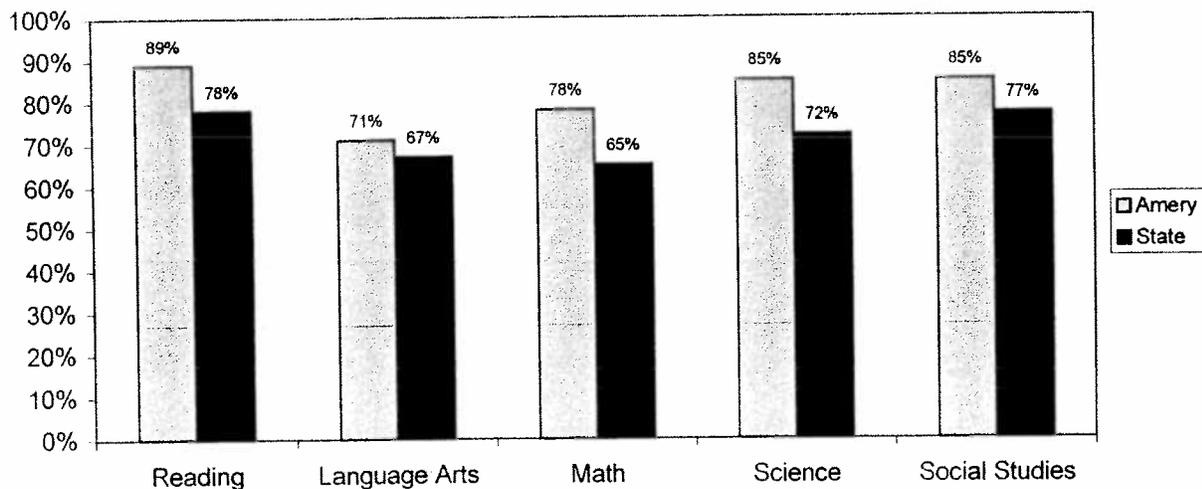


Fourth Grade Knowledge and Concepts Examination

The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions. The data for a school district can be fairly compared to other Wisconsin students. Students scored in one of four achievement categories: Minimal, Basic, Proficient and Advanced. The chart below shows the percentage of Amery students in this grade level who scored in either the Proficient or Advanced Category.

	AMERY		STATE	
READING	Minimal	5%	Minimal	6%
	Basic	7%	Basic	12%
	Proficient	71%	Proficient	61%
	Advanced	18%	Advanced	17%
LANGUAGE ARTS	Minimal	4%	Minimal	5%
	Basic	25%	Basic	22%
	Proficient	43%	Proficient	42%
	Advanced	28%	Advanced	25%
MATHEMATICS	Minimal	2%	Minimal	5%
	Basic	21%	Basic	26%
	Proficient	49%	Proficient	44%
	Advanced	29%	Advanced	21%
SCIENCE	Minimal	0%	Minimal	5%
	Basic	15%	Basic	19%
	Proficient	42%	Proficient	49%
	Advanced	43%	Advanced	23%
SOCIAL STUDIES	Minimal	3%	Minimal	5%
	Basic	12%	Basic	13%
	Proficient	45%	Proficient	45%
	Advanced	40%	Advanced	32%

Combined Percent Proficient & Advanced



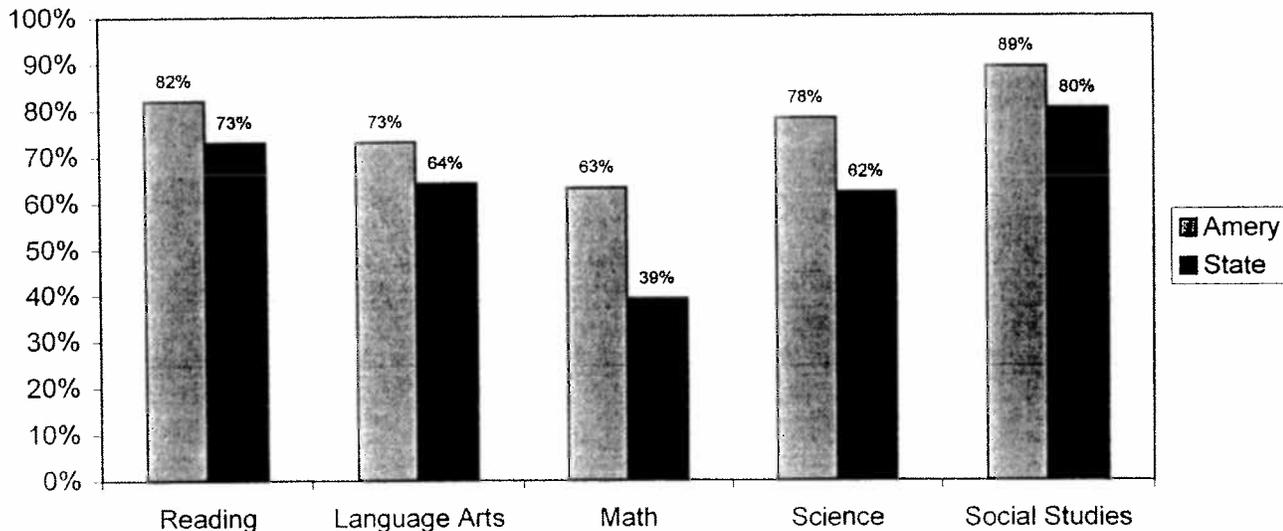


Eighth Grade Knowledge & Concepts Examination

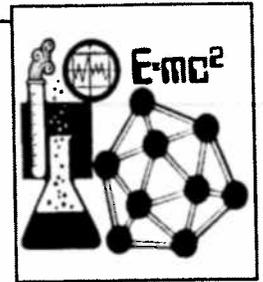
The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions. The data for a school district can be fairly compared to other Wisconsin students. Students scored in one of four achievement categories: Minimal, Basic, Proficient and Advanced. The chart below shows the percentage of Amery students in this grade level who scored in either the Proficient or Advanced Category.

	AMERY		STATE	
READING	Minimal	11%	Minimal	12%
	Basic	6%	Basic	11%
	Proficient	50%	Proficient	49%
	Advanced	32%	Advanced	24%
LANGUAGE ARTS	Minimal	6%	Minimal	8%
	Basic	19%	Basic	24%
	Proficient	36%	Proficient	42%
	Advanced	37%	Advanced	22%
MATHEMATICS	Minimal	9%	Minimal	17%
	Basic	26%	Basic	40%
	Proficient	32%	Proficient	26%
	Advanced	31%	Advanced	13%
SCIENCE	Minimal	3%	Minimal	10%
	Basic	18%	Basic	25%
	Proficient	50%	Proficient	42%
	Advanced	28%	Advanced	20%
SOCIAL STUDIES	Minimal	4%	Minimal	5%
	Basic	6%	Basic	12%
	Proficient	40%	Proficient	44%
	Advanced	49%	Advanced	36%

Combined Percent Proficient & Advanced



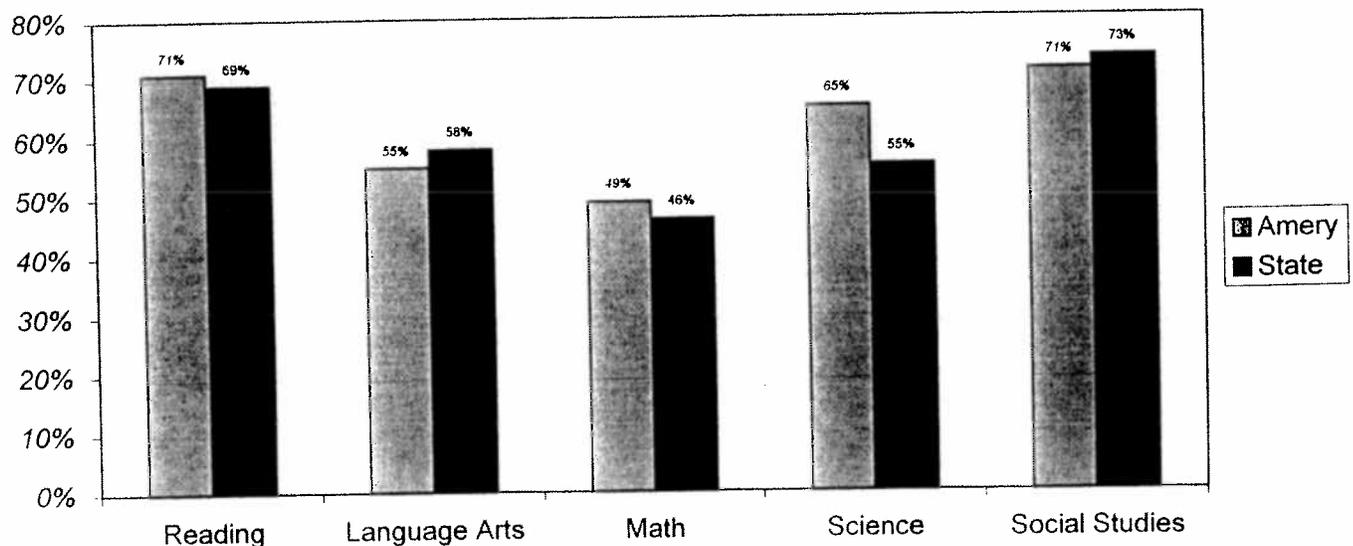
Tenth Grade Knowledge & Concepts Examination



The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions. The data for a school district can be fairly compared to other Wisconsin students. Students scored in one of four achievement categories: Minimal, Basic, Proficient and Advanced. The chart below shows the percentage of Amery students in this grade level who scored in either the Proficient or Advanced Category.

	AMERY		STATE	
READING	Minimal	10%	Minimal	7%
	Basic	18%	Basic	17%
	Proficient	35%	Proficient	36%
	Advanced	36%	Advanced	33%
LANGUAGE ARTS	Minimal	15%	Minimal	12%
	Basic	30%	Basic	23%
	Proficient	41%	Proficient	40%
	Advanced	14%	Advanced	18%
MATHEMATICS	Minimal	29%	Minimal	24%
	Basic	22%	Basic	23%
	Proficient	26%	Proficient	31%
	Advanced	23%	Advanced	15%
SCIENCE	Minimal	11%	Minimal	13%
	Basic	23%	Basic	24%
	Proficient	46%	Proficient	35%
	Advanced	19%	Advanced	20%
SOCIAL STUDIES	Minimal	11%	Minimal	7%
	Basic	18%	Basic	13%
	Proficient	41%	Proficient	39%
	Advanced	30%	Advanced	34%

Combined Percent Proficient & Advanced



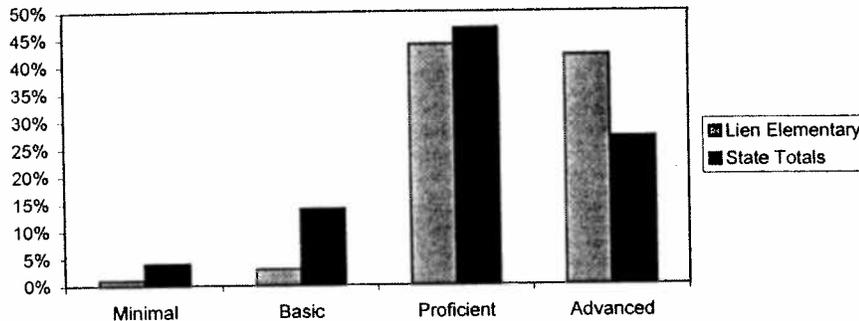
Wisconsin Reading Comprehension Test Results

This chart shows the results of the statewide Wisconsin Comprehensive Reading Test given to all third graders, except those absent during the testing period, excused due to exceptional educational needs (EEN) or limited-English proficiency (LEP), or under Section 504 guidelines. This test is a legislative mandate. Results include students in four groups: Minimal, Basic, Proficient, and Advanced.



Third Grade Reading Test Results							
School	January Enrollment	Students Tested	% Tested	Minimal	Basic	Proficient	Advanced
Lien Elementary	128	118	92%	0%	6%	45%	41%
State Totals	62,707	58,507	93%	4%	13%	49%	28%

Third Grade Reading Test Results



ACT Test Results

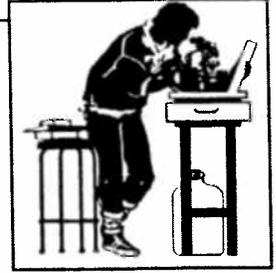
The ACT is designed by the American College Testing Corporation of Iowa City, Iowa, to measure knowledge, understanding, and skills acquired during the K-12 educational experience in English, mathematics, reading and science reasoning. The ACT is required for admission to the University of Wisconsin System and many other colleges and universities. Information is for members of the graduating class who took the test as juniors and seniors. Only students who completed the entire test are represented in this publication.



ACT TEST RESULTS								
Name	3rd Friday Enrollment	# Students Tested	% Students Tested	Average Student Score				
				English	Math	Reading	Science	Composite
Amery High	150	84	56.00	20.5	20.9	21.6	22.2	21.4
State Totals	64,415	37,105	57.60	21.3	22.2	22.3	22.4	22.2

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.



Advanced Placement Testing					
School Name	3rd Friday Enrollment	# Students Tested	# Exams Taken	# Exams Passed	% Exams Passed
Amery High (9-12)	631	31	36	24	66.67%
STATE TOTALS:	283,142	13,753	20,836	13,552	65.04%

Pupil/Staff 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).



Staffing Ratios				
Staff Type	District FTE	District % of Total FTE	District Ratio Pupil/Staff	State Ratio Pupil/Staff
Licensed Instruction	138.42	58.58	14.04	12.80
Administrative	5.99	2.54	324.54	248.33
Aides/Support/Other	91.88	38.88	21.16	26.27
District Totals	236.29	100.00	8.23	8.32

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. 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.

Number of Classes Offered - Advanced Placement : 4
 Number of Classes Offered - CAPP : 1
 Number of Classes Offered - DPI Defined : 14

	9th Grade	10th Grade	11th Grade	12th Grade	District Totals	State Totals
3rd Friday Enrollment:	146	163	172	150	631	283,142
Advanced Coursework Enrollment	96	123	138	261	618	249,885
MATHEMATICS						
% Enrollment -AP	0.00%	0.61%	4.07%	21.33%	6.34%	3.54%
-CAPP	0.00%	0.00%	0.00%	0.00%	0.00%	0.53%
-DPI	0.00%	2.45%	23.84%	11.33%	9.83%	6.92%
SCIENCE						
% Enrollment -AP	0.00%	0.00%	0.00%	0.00%	0.00%	2.33%
-CAPP	0.00%	0.00%	0.00%	0.00%	0.00%	0.38%
-DPI	0.00%	7.36%	2.91%	5.33%	3.96%	11.36%
FOREIGN LANGUAGE						
% Enrollment -AP	0.00%	0.00%	0.00%	0.00%	0.00%	0.61%
-CAPP	0.00%	0.00%	0.00%	0.00%	0.00%	0.19%
-DPI	65.75%	65.03%	40.70%	28.00%	49.76%	51.63%
OTHER						
% Enrollment -AP	0.00%	0.00%	8.72%	64.67%	17.75%	8.70%
-CAPP	0.00%	0.00%	0.00%	43.33%	10.30%	2.07%
COMBINED RATE %	65.75%	75.46%	80.23%	174.00%	97.94%	88.25%

Graduation Rate

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 dropouts, expressed as a percentage.

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



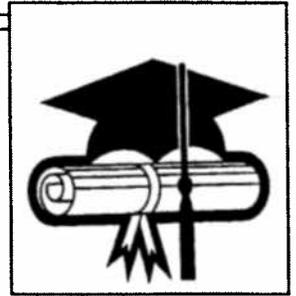
Graduation Rate				
School Name	# of 12th Graders Enrolled	# of Graduates	# of Cohort Dropouts	Graduation Rate
Amery High School	150	133	0	100.00%
State Totals	64,415	59,341	6,630	89.95%

Postgraduation Intentions

This report reflects intentions for 12th graders when surveyed prior to graduation. The percent 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, 4-year college-university, military, employment, and seeking employment. Miscellaneous includes other, undecided, and no response.



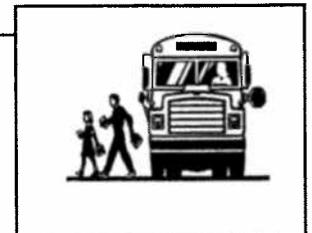
Postgraduation Intentions								
School Name	# of Graduates	Job Train.	2 Yr. Voc/Tech.	4 Yr. College/Univ.	Military	Employment	Seeking Employment	Misc.
Amery High	133	0.8%	29.3%	44.4%	2.3%	6.8%	9.8%	6.8%
STATE TOTALS	59,341	1.7%	21.2%	47.8%	2.8%	8.5%	2.9%	14.9%



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.

Subject	District Requirements	State Requirements
English	4.00	4.00
Foreign Language	0.00	0.00
Computer Science	0.00	0.00
Math	2.00	2.00
Science	2.00	2.00
Social Studies	4.00	3.00
Fine Arts	0.00	0.00
Physical Education	1.50	1.50
Health	0.50	0.50
Vocational/Technical	1.00	0.00
Electives	13.00	8.50
TOTAL REQUIREMENTS	28.00	21.50



Part-Time Open Enrollment

Wisconsin's high school students may apply to attend one or two courses in nonresident school districts, while remaining enrolled in their resident school districts for the majority of their classes. Students apply to the nonresident school district at least six weeks before the start of the course. Acceptance is based on availability of space in the course.

Resident Pupils	
Enrollment (Third Friday in September) for grades 9-12	631
Number of resident pupils attending courses in another district	0
Percent of resident pupils attending courses in another district	0.000%
Non-resident pupils enrolled	0

Attendance

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.



Attendance Summary by School

School Name	3rd Friday Enrollment	Possible Days of Attendance	Actual Days of Attendance	Attendance Rate %
Amery High	631	109,751.0	106,924.5	97.42%
Amery Middle	416	74,937.0	72,230.5	96.39%
Lakeview Intermediate	306	53,395.0	51,028.0	95.57%
Lien Elementary	591	102,572.0	97,971.0	95.51%
District Totals	1,944	340,655.0	328,154.0	96.33%
State Totals	875,520	152,524,416.0	143,660,984.5	94.19%

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.



Out-of-School Suspensions

School Name	3rd Friday Enrollment	# of Pupils Suspended	% Pupils Suspended	Total Days of Suspension	Possible Days of Attendance	Suspension Rate %
Amery High	631	60	9.51%	213.0	109,751.0	0.194%
Amery Middle	416	27	6.49%	64.0	74,937.0	0.085%
Intermediate	306	0	0.00%	0.0	53,395.0	0.000%
Elementary	591	0	0.00%	0.0	102,572.0	0.000%
District Totals	1,944	87	4.48%	277.0	340,655.0	0.081%
State Totals	875,520	57,096	6.52%	276,236.00	152,524,416.0	0.181%

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.



Expulsion Summary

School Name	3rd Friday Enrollment	# Pupils Expelled	% Pupils Expelled	Total Days Expelled	Possible Days of Attendance	Expulsion Rate %
Amery High	631	1	0.16%	97	109,751.00	0.088%
Amery Middle	416	0	0.00%	0	74,937.00	0.000%
Lakeview Int.	306	0	0.00%	0	53,395.00	0.000%
Lien Elementary	591	0	0.00%	0	102,572.00	0.000%
District Totals	1,944	1	0.05%	97	340,655.00	0.028%
State Totals	875,520	1,472	0.17	104,774.5	152,524,416.0	0.069%

Retentions

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 I 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.



Retention Summary

School Name	3rd Friday Enrollment	# of Retentions	Retention Rate
Amery High	631	0	0.000%
Amery Middle	416	0	0.000%
Lakeview Intermediate	285	0	0.000%
Lien Elementary	493	0	0.000%
District Totals	1,825	0	0.000%
State Totals	852,544	25,086	2.942%

Habitual Truancy

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 I 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.

Habitual Truancy			
School Name	3rd Friday Enrollment	# of Habitual Truants	Habitual Truancy Rate %
Amery High	631	0	0.000%
Amery Middle	416	0	0.000%
Lakeview Intermediate	285	0	0.000%
Lien Elementary	493	0	0.000%
District Totals	1,825	0	0.000%
State Totals	852,544	79,742	9.353%

Dropouts

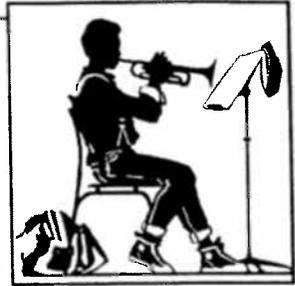
A dropout is a student who was enrolled in school at some time during the reported school year, was not enrolled at the beginning of the following school year (third Friday in September), has not graduated from high school or completed a state or district-approved educational program, and does not meet 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 dropout rate is the number of dropouts in grades 9 through 12, divided by the 9th through 12th grade enrollment (counted on the third Friday in September).

Dropout Summary			
School Name	3rd Friday Enrollment	# of Dropouts	Dropout Rate
Amery High	631	0	0.000%
State Totals	283,142	6,002	2.120%

School-Sponsored Community Activities



For the year 2000-2001 school year, the district did not keep track or report the number of school-sponsored community events for high school students. Many organizations and individual students were involved in volunteer activities in the community.

Over 100 students participate in the teacher aide program at the elementary, intermediate, and middle schools during the school day. These students assist teachers, read to students, correct papers, and mentor students with assignments. Individual students serve as part of the Kinship program by being paired with needy, young students during the school day.

Several other school organizations are involved with community activities. The FBLA organized a sock drive in cooperation with Polk County Human Services. Through their efforts, high school students donated over 400 pairs of socks over Christmas. The Student Assistance Program, FHA (Future Homemakers of America) and STARS (Students Teaching and Reaching Students) student groups collected over 200 gifts for distribution over the holidays. Students and staff donated all the gifts.

Other school groups are having a continuing impact on the community. The alternative education students are working at the homeless shelter. These students are working on placing an addition on the current homeless shelter. Students have also helped in other programs such as Hunters for Hunger program. The high school also offers community support through its participation in the operation of a used clothing store located downtown. The "Worn Again" store allows for student involvement in the community that has a direct benefit on many area residents.

Students at Amery High School can earn a special award for community service. Students who complete 100 hours of volunteer service are presented a "Letter" which can be worn on a letter jacket. The award is similar to an athletic or music letter. The letter is a red "A" with the words "Community Service" printed across it.

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 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.

Extra/Co-Curricular Activities						
School Name	3rd Friday Enrollment	# of Offerings	Participation Rate %			Overall Rate %
			Academic	Athletic	Music	
Amery High	631	33	52.9%	51.7%	30.7%	135.3%
Amery Middle	416	13	22.1%	39.7%	68.8%	130.5%
District Totals	1,047	46	40.7%	46.9%	45.8%	133.4%
State Totals	483,196	33,099	34.0%	43.5%	23.7%	101.2%

Revenues and Expenditures

Financial information is obtained from the Annual Report (PI-1505) of school districts.

Beginning with the 1999-2000 School Performance Data definitions for revenue and expenditure (cost) data have been changed to make them consistent with definitions used by the School Financial Services team. The definitions used prior to 1999-2000 were restricted for the most part to so-called General Fund (Fund 10) revenues and expenditures. The new definitions are broader and will result in higher revenue and expenditure (cost) figures. Please keep this in mind when looking at data for multiple years. For the school finance definitions of revenues and costs, please go the following web page:

<http://www.dpi.state.wi.us/dpi/dfm/sfms/sectd.html>.



REVENUES	District Total Dollars	District % of Total	State % of Total	District \$ per Member	State \$ per Member
Local: Property Taxes	\$ 4,350,842	27.08%	36.56%	\$ 2,248	\$ 3,351
Local: Other	\$ 604,951	3.77%	3.29%	\$ 313	\$ 302
State	\$ 10,378,132	64.60%	55.11%	\$ 5,363	\$ 5,052
Federal	\$ 731,661	4.55%	5.03%	\$ 378	\$ 462
Overall Totals	\$ 16,065,585	100.00%	100.00%	\$ 8,303	\$ 9,167

DISTRICT COSTS	District Total Dollars	District % of Total	State % of Total	District \$ per Member	State \$ per Member
Instruction	\$ 9,052,747	58.46%	58.70%	\$ 4,678	\$ 5,146
Pupil & Staff Services	\$ 1,306,871	8.44%	9.37%	\$ 675	\$ 821
Admin & Operation	\$ 3,025,155	19.54%	20.37%	\$ 1,563	\$ 1,785
Transportation	\$ 716,695	4.63%	4.24%	\$ 370	\$ 371
Facilities	\$ 1,383,867	8.94%	7.33%	\$ 715	\$ 642
Education Costs	\$ 15,485,335	100.00%	100.00%	\$ 8,003	\$ 8,765

2000-2001 School District Facts

LIEN ELEMENTARY SCHOOL

469 Minneapolis Avenue

2nd Friday in January Enrollment: 591 Students EEC - Grade 3

Mrs. Cheryl Meyer, Principal

(715) 268-0263

LAKEVIEW INTERMEDIATE SCHOOL

115 Birch Terrace

2nd Friday in January Enrollment: 306 Students Grades 4 - 5

Ms. Oralee Schock, Principal

(715) 268-0277

AMERY MIDDLE SCHOOL

501 Minneapolis Avenue

2nd Friday in January Enrollment: 416 Students Grades 6 - 8

Mr. Thomas Bensen, Principal

(715) 268-0303

AMERY HIGH SCHOOL

555 Minneapolis Avenue

2nd Friday in January Enrollment: 631 Students Grades 9 - 12

Mr. Michael Goodrum, Principal

(715) 268-0233

DISTRICT OFFICE

115 Birch Terrace

Mr. Stephen Schiell, District Administrator

(715) 268-0272

SCHOOL BOARD MEMBERS

115 Birch Terrace

Dr. David Duxbury

Mrs. Jane Johnson

Mr. Sid Bjorkman

Mr. Daniel Draxler

Mr. John Northway

Thank you for taking the time to review the facts and figures about your school district. The School District of Amery prides itself with the quality of education it provides to all students.

Should you have a question about the material presented in this School Performance Report, please do not hesitate to call the school at 268-9771.

Remember... each parent and community member plays an important role in educating the students in Amery. We appreciate your participation and support.



School District of Amery

2001-2002

School Performance Report

April, 2003

In the upcoming pages you will find many facts and figures about the School District of Amery. I am very pleased to be able to present these to you because these numbers demonstrate what an outstanding school district we have in our community.

These facts and figures point out many different aspects of the Amery District, from academic strengths to discipline issues. I confidently report to you that these statistics show that the School District of Amery provides an outstanding academic program for students of all ages. We have students who are highly involved in the classroom as well as in our co-curricular activities. This is a small snapshot of our District and is provided to give you more information about what is occurring. It also gives you the opportunity to compare Amery's statistics to our athletic conference in 2001-02 and to state averages.

If you have any questions or concerns regarding this report, you should feel free to contact me at the District Office at 268-9771. I appreciate the fact that you are taking the time to read this letter and the information contained in this School Performance Report.

Sincerely,



STEPHEN V. SCHIELL
District Administrator



New this year for the Amery School Performance Report:

1. We are reporting data for our district in comparison to other schools in our athletic conference (basketball/track).
2. Special Education data is now included in this report.
3. Check out the WINNS web site for more data.

Wisconsin's Information Network for Successful Schools -WINSS

The Department of Public Instruction has created a web site, called **WINNS**. It contains all of the data for our school district as well as other Wisconsin schools. WINSS also provides the data in useful tables and colorful graphs.



You must have a computer with Internet access to use this web site. Public computer access is available at your public library or school.

WINSS user tips:

1. Open your Internet browser (Netscape or Explorer).
2. Type in the WINSS address: <http://www.dpi.state.wi.us/sig/index.html>
3. Click on the magenta ribbon labeled "DATA analysis".
4. Select your school district. Click the Go button.
5. Click on the link for your school district.
6. On the next page, click on one of the four options:
 - How Are Students Performing Academically?
 - What About Attendance and Behavior?
 - What Programs, Staff and Money Are Available?
 - What Are Student Demographics?
7. The next page will have a set of questions. When you click on one of the questions, you will get a page with a graph and table of your district's data.
8. Click on the "District Summary" link in the upper right corner.

There's a lot of data, so just look around the web site.



Wisconsin Reading Comprehension Test Results

This chart shows the results of the statewide Wisconsin Comprehensive Reading Test given to all third graders, except those absent during the testing period, excused due to exceptional educational needs (EEN) or limited-English proficiency (LEP), or under Section 504 guidelines. This test is a legislative mandate. Results include students in four groups: Minimal, Basic, Proficient, and Advanced.

District Name	Total No. Enrolled	# Not Tested	% Not Tested	# Minimal	% Minimal	# Basic	% Basic	# Proficient	% Proficient	# Advanced	% Advanced
Amery	114	4	3.5	0	0	9	7.9	47	41.2	54	47.4
Baldwin-Woodville Area	104	1	1	1	1	15	14.4	48	46.2	39	37.5
Durand	74	7	9.5	0	0	11	14.9	36	48.6	20	27
Ellsworth Community	125	6	4.8	5	4	12	9.6	61	48.8	41	32.8
Osceola	121	12	9.9	4	3.3	7	5.8	56	46.3	42	34.7
Saint Croix Falls	76	1	1.3	1	1.3	10	13.2	37	48.7	27	35.5
Unity	99	6	6.1	13	13.1	7	7.1	53	53.5	20	20.2
STATEWIDE DATA	61221	3962	6.5	3368	5.5	8510	13.9	28507	46.6	16874	27.6

District Reading Instruction

The School District of Amery believes that reading and literacy are among the highest educational priorities and aims to develop a life-long love of reading in each student.

Those skills that form the foundation for reading, namely oral language and listening, are begun with the district's four year olds and are built upon for the next twelve years. Formal reading instruction begins in kindergarten and continues through fifth grade using the Houghton Mifflin Reading program. This research-based program delivers explicit reading/language arts instruction at each level using the best literature available. Instruction is systematic, scaffolded and integrated into the content areas. Student's skills are assessed regularly allowing teachers to monitor progress and adapt or re-teach lessons to meet individual needs.

In cases where students read below grade level, intervention programs are used to accelerate their learning. Houghton Mifflin's **Early Success** program is used in grades one and two while **Soar to Success** is used in grades three and four. Other special interventions may include Direct Instruction reading programs published by SRA McGraw-Hill.

Reading skills continue to be developed at the middle and high school levels where students study from Holt, Rinehart and Winston's **Elements of Literature** series. In addition to this literature text, students read many grade-appropriate plays and novels – some chosen by the instructors, others chosen by the students themselves. Instruction is designed to reinforce basic reading comprehension and to expand higher-level inferential and evaluative comprehension as well.

Fourth Grade Knowledge and Concepts Examination

The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions. The data for a school district can be fairly compared to other Wisconsin students. Students scored in one of four achievement categories: Minimal, Basic, Proficient and Advanced.

FOURTH GRADE LANGUAGE ARTS							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	122	1	2	2	21	41	33
Baldwin	85	0	0	2	7	44	47
Durand	67	0	12	0	12	45	31
Ellsworth	94	0	0	3	12	48	37
Osceola	112	0	4	5	9	50	31
Saint Croix Falls	91	1	1	1	10	31	56
Unity	73	0	4	1	27	48	19
State of Wisconsin	63404	1	4	4	17	42	31
FOURTH GRADE MATHEMATICS							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	122	0	2	1	18	52	27
Baldwin	85	0	0	0	28	56	15
Durand	67	0	9	0	16	54	21
Ellsworth	94	0	0	2	10	52	36
Osceola	112	0	1	2	39	45	13
Saint Croix Falls	91	1	1	1	8	53	36
Unity	73	0	1	0	29	58	12
State of Wisconsin	63404	1	3	4	23	44	25
FOURTH GRADE READING							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	122	1	2	5	8	69	16
Baldwin	85	0	0	4	6	62	28
Durand	67	0	12	1	6	66	15
Ellsworth	94	0	0	5	2	67	26
Osceola	112	0	4	4	8	63	21
Saint Croix Falls	91	1	1	2	7	60	29
Unity	73	0	4	5	16	64	10
State of Wisconsin	63404	1	4	5	11	61	18
FOURTH GRADE SCIENCE							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	122	0	2	2	5	74	18
Baldwin	85	0	0	1	6	65	28
Durand	67	0	1	1	6	61	30
Ellsworth	94	0	0	2	7	62	29
Osceola	112	0	1	3	12	66	19
Saint Croix Falls	91	1	1	0	5	59	33
Unity	73	0	1	5	12	74	7
State of Wisconsin	63404	1	3	4	15	58	19
FOURTH GRADE SOCIAL STUDIES							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	122	0	2	2	8	43	48
Baldwin	85	0	0	1	4	45	51
Durand	67	0	1	3	7	40	48
Ellsworth	94	0	0	2	11	45	43
Osceola	112	0	1	5	8	50	36
Saint Croix Falls	91	1	1	0	2	32	64
Unity	73	0	1	3	12	53	30
State of Wisconsin	63404	1	3	5	10	43	39

Eighth Grade Knowledge & Concepts Examination

The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions. The data for a school district can be fairly compared to other Wisconsin students. Students scored in one of four achievement categories: Minimal, Basic, Proficient and Advanced.

EIGHTH GRADE LANGUAGE ARTS							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	121	0	1	6	21	50	23
Baldwin	89	0	0	6	16	56	22
Durand	67	0	1	4	22	57	15
Ellsworth	147	0	0	4	21	59	16
Osceola	128	0	0	4	16	61	19
Saint Croix Falls	78	1	0	3	22	46	28
Unity	76	0	0	3	22	57	18
State of Wisconsin	66206	2	2	6	21	51	19
EIGHTH GRADE MATHEMATICS							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	121	0	0	12	24	36	27
Baldwin	89	0	0	19	35	26	20
Durand	67	1	1	15	55	19	7
Ellsworth	147	0	0	11	35	39	15
Osceola	128	0	0	6	29	37	28
Saint Croix Falls	78	3	0	13	37	27	21
Unity	76	0	0	9	38	43	9
State of Wisconsin	66206	2	2	17	35	28	16
EIGHTH GRADE READING							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	121	0	1	11	7	63	19
Baldwin	89	0	0	9	9	62	20
Durand	67	0	1	7	10	64	16
Ellsworth	147	0	0	10	14	61	16
Osceola	128	0	0	7	9	62	23
Saint Croix Falls	78	1	0	9	9	58	23
Unity	76	0	0	9	7	61	24
State of Wisconsin	66206	2	2	11	12	56	18
EIGHTH GRADE SCIENCE							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	121	0	0	9	22	47	21
Baldwin	89	0	0	10	39	35	16
Durand	67	0	1	12	36	36	15
Ellsworth	147	0	0	8	24	46	22
Osceola	128	0	0	8	27	46	20
Saint Croix Falls	78	1	0	10	19	50	19
Unity	76	0	0	7	14	59	20
State of Wisconsin	66206	2	2	11	26	43	17
EIGHTH GRADE SOCIAL STUDIES							
District	Total Enrolled In Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	121	0	0	7	7	46	40
Baldwin	89	0	0	1	11	45	43
Durand	67	1	1	1	12	57	27
Ellsworth	147	0	0	2	10	46	42
Osceola	128	0	0	3	9	46	42
Saint Croix Falls	78	1	0	1	14	50	33
Unity	76	0	0	3	4	45	49
State of Wisconsin	66206	2	2	5	11	45	35

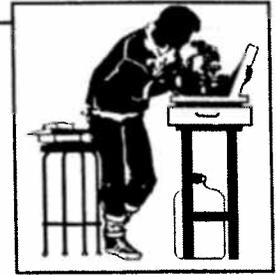
Tenth Grade Knowledge & Concepts Examination

The Wisconsin Student Achievement System (WSAS) examinations are comprised of a battery of achievement tests that provide data generally collected under standardized conditions. The data for a school district can be fairly compared to other Wisconsin students. Students scored in one of four achievement categories: Minimal, Basic, Proficient and Advanced.

TENTH GRADE LANGUAGE ARTS							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requlsite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	130	3	1	16	20	47	13
Baldwin	100	0	1	10	20	52	17
Durand	100	3	1	9	21	49	17
Ellsworth	149	1	1	11	13	56	17
Osceola	154	3	0	6	12	60	19
Saint Croix Falls	110	1	0	17	16	49	16
Unity	66	0	2	11	26	45	17
State of Wisconsin	71416	5	2	13	20	44	18
TENTH GRADE MATHEMATICS							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	130	2	1	23	21	28	25
Baldwin	100	0	1	35	23	33	8
Durand	100	4	2	23	23	39	9
Ellsworth	149	1	1	26	26	27	18
Osceola	154	0	0	26	25	32	17
Saint Croix Falls	110	0	0	33	25	30	12
Unity	66	0	2	35	24	20	20
State of Wisconsin	71416	5	2	29	22	27	16
TENTH GRADE READING							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	130	3	1	13	25	40	18
Baldwin	100	0	1	8	25	42	24
Durand	100	3	1	11	25	40	20
Ellsworth	149	1	1	5	20	44	28
Osceola	154	3	0	3	18	44	33
Saint Croix Falls	110	1	0	12	16	45	25
Unity	66	0	2	9	26	44	20
State of Wisconsin	71416	5	2	10	23	37	23
TENTH GRADE SCIENCE							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	130	3	1	19	33	30	14
Baldwin	100	0	1	16	39	35	9
Durand	100	2	1	22	32	32	11
Ellsworth	149	1	1	11	35	39	12
Osceola	154	0	0	9	29	43	19
Saint Croix Falls	110	1	0	21	21	45	13
Unity	66	0	2	12	35	38	14
State of Wisconsin	71416	5	2	17	29	35	13
TENTH GRADE SOCIAL STUDIES							
District	Total Enrolled in Grade	% not tested on WSAS	% Pre-Requisite Skill/English	% Minimal Performance	% Basic	% Proficient	% Advanced
Amery	130	2	1	12	21	45	18
Baldwin	100	0	1	13	14	43	29
Durand	100	2	1	14	12	48	23
Ellsworth	149	2	1	8	14	48	27
Osceola	154	0	0	3	13	51	32
Saint Croix Falls	110	0	0	18	20	42	20
Unity	66	3	2	8	23	48	17
State of Wisconsin	71416	5	2	12	17	40	25

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.



ADVANCED PLACEMENT TESTING

District	Enrollment (Gr 9-12)	Pupils Tested	Exams Taken	Exams Passed	% Passed
Amery	600	35	45	32	71.11
Baldwin-Woodville	466	28	32	25	78.13
Durand	500	51	75	55	73.33
Ellsworth	677	43	47	24	51.06
Osceola	586	26	45	18	40.00
Saint Croix Falls	368	12	26	11	42.31
Unity	359	1	1	1	100.00
State of Wisconsin	286,001	14,959	22,983	15,987	69.56

Pupil/Staff 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).



STAFF RATIOS

District	FTE Licensed	Ratio	FTE Admini- strative	Ratio	FTE Support	Ratio	FTE Overall	Overall Ratio
Amery	142.63	13.11	6.00	311.67	92.03	20.32	240.66	7.77
Baldwin-Woodville	99.49	13.64	5.00	271.40	65.33	20.77	169.82	7.99
Durand	101.15	11.61	4.95	237.17	71.70	16.37	177.80	6.60
Ellsworth	141.66	12.83	9.00	201.89	86.83	20.93	237.49	7.65
Osceola	119.33	14.53	4.45	389.66	75.02	23.11	198.80	8.72
Saint Croix Falls	82.76	13.06	5.00	216.20	54.95	19.67	142.71	7.57
Unity	97.54	11.79	4.00	287.50	66.78	17.22	168.32	6.83
State of Wisconsin	69,228.49	12.65	3,643.06	240.35	39,151.11	22.37	112,022.66	7.82

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. 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.

ADVANCED COURSEWORK																
District	Secondary Enrollment	Offerings			% Math			% Science			% Foreign Language			% Other		Combined Percentage
		AP	CAPP	DPI	AP	CAPP	DPI	AP	CAPP	DPI	AP	CAPP	DPI	AP	CAPP	
Amery	600	4	0	12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11.00	0.00	0.00	11.00
Baldwin-Woodville	466	2	0	13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Durand	500	3	0	12	0.00	0.00	0.00	0.00	0.00	7.20	0.00	0.00	0.00	0.00	0.00	7.20
Ellsworth	677	3	0	12	0.00	0.00	10.49	0.00	0.00	3.40	0.00	0.00	51.99	8.86	0.00	74.74
Osceola	588	3	2	12	5.97	0.00	18.77	2.39	33.45	8.19	0.00	0.00	56.48	11.28	0.00	136.52
Saint Croix Falls	388	3	0	18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	27.45	0.00	0.00	27.45
Unity	359	0	0	21	0.00	0.00	0.00	0.00	0.00	4.18	0.00	0.00	0.00	0.00	0.00	4.18

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 ACT is required for admission to the University of Wisconsin System and many other colleges and universities. Information is for members of the graduating class who took the test as juniors and seniors. Only students who completed the entire test are represented in this publication.



ACT TEST RESULTS								
District	Enrollment (Grade 12)	ACT Pupils Tested	ACT Percent Tested	ACT English	ACT Math	ACT Reading	ACT Science	ACT Composite
Amery	164	94	57.32	21.1	21.4	22.1	22.0	21.8
Baldwin-Woodville Area	109	63	57.80	21.6	21.7	22.9	23.0	22.5
Durand	149	84	56.38	22.0	23.3	22.1	22.1	22.5
Ellsworth Community	169	75	44.38	21.0	22.0	22.4	23.0	22.3
Osceola	148	96	64.86	20.9	19.9	21.4	21.5	21.0
Saint Croix Falls	78	44	56.41	21.1	21.4	22.0	22.1	21.8
Unity	76	36	47.37	19.1	19.8	21.4	20.6	20.4
State of Wisconsin	65,111	36,993	56.82	21.2	22.2	22.3	22.3	22.1

Graduation Rate

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 dropouts, expressed as a percentage.

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



GRADUATION RATE				
District	Enrollment Grade 12	Graduates	Cohort Dropouts	Graduation Rate
Amery	164	147	0	100.00
Baldwin-Woodville	109	109	1	99.09
Durand	149	142	2	98.61
Ellsworth	169	156	6	96.30
Osceola	148	139	5	96.53
Saint Croix Falls	78	78	4	95.12
Unity	76	61	0	100.00
State of Wisconsin	65,111	60,575	6,119	90.83

Postgraduation Intentions

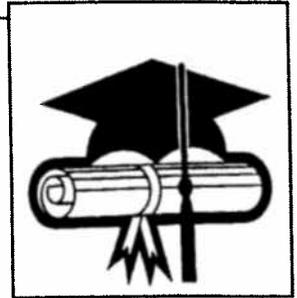
This report reflects intentions for 12th graders when surveyed prior to graduation. The percent selecting each option is determined by dividing the number naming that option by the total number of graduates. Options include job training, vocational/technical college, 4-year college-university, military, employment, and seeking employment. Miscellaneous includes other, undecided, and no response.



POSTGRADUATION INTENTIONS										
District	Graduates	Job Training	Voc Tech	University	Military	Employment	Seeking Employment	Other	Undecided	No Response
Amery	147	1.4	26.5	47.6	8.2	16.3	0.0	0.0	0.0	0.0
Baldwin-Woodville	109	0.0	22.9	43.1	1.8	1.8	2.8	0.0	14.7	12.8
Durand	142	0.7	27.5	43.0	4.2	8.5	9.9	1.4	4.9	0.0
Ellsworth	156	0.0	25.6	39.7	3.2	20.5	0.0	0.0	5.1	5.8
Osceola	139	0.7	31.7	46.0	3.6	15.8	0.0	2.2	0.0	0.0
Saint Croix Falls	78	0.0	29.5	42.3	2.6	15.4	0.0	0.0	10.3	0.0
Unity	61	0.0	29.5	50.8	8.2	11.5	0.0	0.0	0.0	0.0
State of Wisconsin	60,575	1.5	21.6	48.0	3.0	8.0	2.5	1.4	4.4	9.5

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.



GRADUATION REQUIREMENTS

District	Required English	Required Foreign Language	Required Computer Science	Required Math	Required Science	Required Social Studies	Required Fine Arts	Required Physical Education	Required Health	Required Vocational Technical	Required Electives	Required Total
Amery	4		0.5	2	2.0	4.0		1.5	0.5		13.5	28.0
Baldwin-Woodville	4			2	2.0	3.5		1.5	0.5		10.5	24.0
Durand	4		0.5	2	2.0	3.5		1.5	0.5		12.0	26.0
Ellsworth	4			2	2.5	3.5		1.5	0.5		13.0	27.0
Osceola	4		0.5	3	2.0	4.0		1.5	1.0	0.5	9.0	25.5
Saint Croix Falls	4		0.5	3	3.0	3.0	1	1.5	0.5		11.5	28.0
Unity	4			3	2.0	4.0		1.8	0.5	1.5	7.2	24.0
State of Wisconsin	4	0	0.0	2	2.0	3.0	0	1.5	0.5	0.0	8.5	21.5

Part-Time Open Enrollment

Wisconsin's high school students may apply to attend one or two courses in nonresident school districts, while remaining enrolled in their resident school districts for the majority of their classes. Students apply to the nonresident school district at least six weeks before the start of the course. Acceptance is based on availability of space in the course.



PART-TIME OPEN ENROLLMENT

District	Resident Pupils			Non-Resident Pupils
	Enrollment (3rd Friday in Sept.) for grades 9-12	# of Resident Pupils Attending Courses in Another District	% of Resident Pupils Attending Courses in Another District	
Amery	600	0	0.0000	0
Baldwin-Woodville	466	0	0.0000	0
Durand	500	0	0.0000	0
Ellsworth	677	0	0.0000	0
Osceola	586	0	0.0000	0
Saint Croix Falls	368	0	0.0000	0
Unity	359	0	0.0000	0

Attendance

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.



ATTENDANCE SUMMARY

District	School	Enrollment (PK-12)	Possible Days	Actual Days	% Rate
Amery	Amery High	600	107,998.0	103,118.0	95.48
Amery	Amery Middle	436	78,031.0	74,066.5	94.92
Amery	Lakeview Intermediate	263	46,208.0	44,155.5	95.56
Amery	Lien Elementary	571	89,824.0	85,511.5	95.2
Amery	District Total	1,870	322,061.0	306,851.5	95.28
Baldwin-Woodville		1,357	232,359.5	221,947.5	95.52
Durand		1,174	208,646.0	198,991.0	95.37
Ellsworth		1,817	323,278.0	309,944.5	95.88
Osceola		1,734	330,051.0	316,009.5	95.75
Saint Croix Falls		1,081	193,747.0	182,264.0	94.07
Unity		1,150	200,043.0	184,920.5	92.44
State of Wisconsin		874,204	152,589,789.5	143,946,311.0	94.34

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.

OUT-OF-SCHOOL SUSPENSIONS

District	School	Enrollment (PK-12)	Possible Days	Pupils Suspended	% Pupils Suspended	Number of Suspensions	Days Suspended	Suspension Rate
Amery	Amery High	600	107,998.0	63	10.50	96	238.0	0.220
Amery	Amery Middle	436	78,031.0	52	11.93	87	169.5	0.217
Amery	Lakeview Intermediate	263	46,208.0	11	4.18	15	37.5	0.081
Amery	Lien Elementary	571	89,824.0	1	0.18	1	1.0	0.001
Amery	District Totals	1,870	322,061.0	127	6.79	199	446.0	0.138
Baldwin-Woodville		1,357	232,359.5	71	5.23	132	229.0	0.099
Durand		1,174	208,646.0	22	1.87	40	88.5	0.042
Ellsworth		1,817	323,278.0	43	2.37	51	124.0	0.038
Osceola		1,734	330,051.0	24	1.38	41	83.5	0.025
Saint Croix Falls		1,081	193,747.0	52	4.81	56	123.0	0.063
Unity		1,150	200,043.0	87	7.57	151	245.0	0.122
State of Wisconsin		874,204	152,537,906.5	56,349	6.45	130,173	253,227.5	0.166



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.

EXPLUSIONS							
District	School	Enrollment (PK-12)	Possible Days	Pupils Expelled	% Pupils Expelled	Days Expelled	Expulsion Rate
Amery	Amery High	600	107,998.0	0	0.00	0.0	0.000
Amery	Amery Middle	436	78,031.0	1	0.23	2.0	0.003
Amery	Lakeview Intermediate	263	46,208.0	0	0.00		0.000
Amery	Lien Elementary	571	89,824.0	0	0.00	0.0	0.000
Amery	District Total	1,870	322,061.0	1	0.05	2.0	0.001
Baldwin-Woodville		1,357	232,359.5				
Durand		1,174	208,646.0	1	0.09	84.0	0.040
Ellsworth		1,817	323,278.0	3	0.17	189.0	0.058
Osceola		1,734	330,051.0	2	0.12	90.0	0.027
Saint Croix Falls		1,081	193,747.0				
Unity		1,150	200,043.0				
State of Wisconsin		874,204	152,537,906.5	1,492	0.17	108,060.0	0.071

Retentions

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 I 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.



RETENTIONS				
District	School	Enrollment (K-12)	Retentions	Rate
Amery	Amery High	600	17	2.833
Amery	Amery Middle	436	1	0.229
Amery	Lakeview Intermediate	248	0	0.000
Amery	Lien Elementary	494	4	0.810
Amery	District Total	1,778	22	1.237
Baldwin-Woodville		1,346	6	0.446
Durand		1,156	4	0.346
Ellsworth		1,800	15	0.833
Osceola		1,721	5	0.291
Saint Croix Falls		1,074	5	0.466
Unity		1,138		
State of Wisconsin		851,119	22,670	2.664

Habitual Truancy

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 I 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.



HABITUAL TRUANTS				
District	School	Enrollment (K-12)	Habitual Truants	Rate
Amery	Amery High	600	4	0.667
Amery	Amery Middle	436	0	0.000
Amery	Lakeview Intermediate	248	0	0.000
Amery	Lien Elementary	494	1	0.202
Amery	District Total	1,778	5	0.281
Baldwin-Woodville		1,346	16	1.189
Durand		1,156	24	2.076
Ellsworth		1,800	12	0.667
Osceola		1,721	6	0.349
Saint Croix Falls		1,074	18	1.676
Unity		1,138	16	1.406
State of Wisconsin		851,119	85,711	10.07

Dropouts

A dropout 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 dropout rate is the number of dropouts in grades 9 through 12, divided by the 9th through 12th grade enrollment (counted on the third Friday in September).



DROPOUTS			
District	Enrollment Grades 9-12	Dropouts	Dropout Rate
Amery	600	0	0
Baldwin-Woodville	466	1	0.215
Durand	500	5	1.000
Ellsworth	677	7	1.034
Osceola	586	5	0.853
Saint Croix Falls	368	4	1.087
Unity	359		
State of Wisconsin	286,001	5,533	1.935

School-Sponsored Community Activities

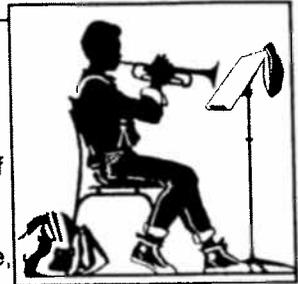
For the year 2001-2002 school year, the district did not keep track or report the number of school-sponsored community events for high school students. Many organizations and individual students were involved in volunteer activities in the community.

Over 100 students participate in the teacher aide program at the elementary, intermediate, and middle schools during the school day. These students assist teachers, read to students, correct papers, and mentor students with assignments. Individual students serve as part of the Kinship program by being paired with needy, young students during the school day.

Several other school organizations are involved with community activities. The FBLA organized a sock drive in cooperation with Polk County Human Services. Through their efforts, high school students donated over 400 pairs of socks over Christmas. The Student Assistance Program, FHA (Future Homemakers of America) and STARS (Students Teaching and Reaching Students) student groups collected over 200 gifts for distribution over the holidays. Students and staff donated all the gifts.

Other school groups are having a continuing impact on the community. The alternative education students have participated in a number of community activities including work at a state park and the Worn Again store. Students have also helped in other programs such as Hunters for Hunger program. The high school also offers community support through its participation in the operation of a used clothing store located downtown. The "Worn Again" store allows for student involvement in the community that has a direct benefit on many area residents.

Students at Amery High School can earn a special award for community service. Students who complete 100 hours of volunteer service are presented a "Letter" which can be worn on a letter jacket. The award is similar to an athletic or music letter. The letter is a red "A" with the words "Community Service" printed across it.



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 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.



EXTRACURRICULAR ACTIVITIES							
District	School	Enrollment (Gr 6-12)	Extracurricular Offerings	Academic Participation Rate	Athletic Participation Rate	Music Participation Rate	Overall Participation Rate
Amery	Amery High	600	39	37.3	57.0	23.3	117.7
Amery	Amery Middle	436	21	20.0	38.5	68.1	126.6
Amery	District Total	1,036	60	30.0	49.2	42.2	121.4
Baldwin-Woodville		766	74	48.0	40.7	36.9	125.7
Durand		718	46	51.5	54.3	7.0	112.8
Ellsworth		1,121	56	41.7	48.3	49.7	139.6
Osceola		986	43	41.4	52.3	13.7	107.4
Saint Croix Falls		614	55	77.7	52.8	37.0	167.4
Unity		627	43	47.8	45.9	49.1	142.9
State of Wisconsin		486,708	28,547	34.2	43.4	23.9	101.5

Revenues and Expenditures

Financial information is obtained from the Annual Report (PI-1505) of school districts.

REVENUES

District	Enrollment	Local Property Tax Revenue	Property Tax \$ per Member	Other Local Revenue	Other Local \$ per Member	State Revenue	State \$ per Member	Federal Revenue	Federal \$ per Member	Total Revenue	Total \$ per Member
Amery	1,889	\$5,239,597	\$2,774	\$1,153,186	\$610	\$10,981,333	\$5,813	\$792,976	\$420	\$18,167,093	\$9,617
Baldwin-Woodville	1,363	\$3,825,179	\$2,806	\$1,084,826	\$796	\$7,712,158	\$5,658	\$351,960	\$258	\$12,974,123	\$9,519
Durand	1,234	\$3,289,952	\$2,666	\$810,979	\$657	\$7,780,170	\$6,305	\$563,087	\$456	\$12,444,189	\$10,084
Ellsworth	1,869	\$4,613,304	\$2,468	\$950,940	\$509	\$10,660,298	\$5,704	\$1,023,060	\$547	\$17,247,602	\$9,228
Osceola	1,790	\$4,659,129	\$2,603	\$1,557,430	\$870	\$9,775,629	\$5,461	\$355,557	\$199	\$16,347,745	\$9,133
Saint Croix Falls	1,132	\$3,836,337	\$3,389	\$766,822	\$677	\$5,707,283	\$5,042	\$317,097	\$280	\$10,627,539	\$9,388
Unity	1,213	\$4,655,416	\$3,838	\$722,532	\$596	\$5,609,120	\$4,624	\$793,245	\$654	\$11,780,313	\$9,712
State of Wisconsin	872,390	\$3,061,214,349	\$3,509	\$473,131,402	\$542	\$4,563,642,507	\$5,231	\$468,899,084	\$537	\$8,566,887,342	\$9,820

DISTRICT COSTS

District	Expenditures	District Total Dollars	District % of Total	State % of Total	District \$ per Member	State \$ per Member
Amery	Instruction	9,544,930	59.20	58.27	5,053	5,368
Amery	Pupil & Staff Services	1,335,441	8.28	9.23	707	850
Amery	Admin & Operation	3,044,721	18.88	20.98	1,612	1,933
Amery	Transportation	759,282	4.71	4.05	402	373
Amery	Facilities	1,439,088	8.93	7.47	762	689
Amery	Total Education Costs	16,123,462	100.00	100.00	8,535	9,213
Baldwin-Woodville	Instruction	6,721,169	57.89	58.27	4,931	5,368
	Pupil & Staff Services	1,160,157	9.96	9.23	851	850
	Admin & Operation	2,310,956	19.83	20.98	1,895	1,933
	Transportation	464,506	3.99	4.05	341	373
	Facilities	994,666	8.54	7.47	730	689
	Total Education Costs	11,651,454	100.00	100.00	8,548	9,213
Durand	Instruction	6,554,008	57.04	58.27	5,311	5,368
	Pupil & Staff Services	1,013,175	8.82	9.23	821	850
	Admin & Operation	2,259,570	19.67	20.98	1,831	1,933
	Transportation	926,468	8.06	4.05	751	373
	Facilities	736,025	6.41	7.47	596	689
	Total Education Costs	11,489,244	100.00	100.00	9,311	9,213
Ellsworth	Instruction	10,107,413	60.94	58.27	5,408	5,368
	Pupil & Staff Services	1,325,317	7.99	9.23	709	850
	Admin & Operation	2,787,677	16.81	20.98	1,492	1,933
	Transportation	1,091,495	6.58	4.05	584	373
	Facilities	1,273,697	7.68	7.47	681	689
	Total Education Costs	16,585,598	100.00	100.00	8,874	9,213
Osceola	Instruction	7,718,827	50.92	58.27	4,312	5,368
	Pupil & Staff Services	817,386	5.39	9.23	457	850
	Admin & Operation	3,504,785	23.12	20.98	1,958	1,933
	Transportation	773,507	5.10	4.05	432	373
	Facilities	2,343,013	15.46	7.47	1,309	689
	Total Education Costs	15,157,516	100.00	100.00	8,468	9,213
Saint Croix Falls	Instruction	5,953,020	60.06	58.27	5,259	5,368
	Pupil & Staff Services	813,050	8.20	9.23	718	850
	Admin & Operation	2,144,305	21.63	20.98	1,894	1,933
	Transportation	418,201	4.22	4.05	369	373
	Facilities	582,908	5.88	7.47	515	689
	Total Education Costs	9,911,483	100.00	100.00	8,756	9,213
Unity	Instruction	6,137,119	59.09	58.27	5,059	5,368
	Pupil & Staff Services	934,968	9.00	9.23	771	850
	Admin & Operation	2,066,443	19.90	20.98	1,704	1,933
	Transportation	472,076	4.55	4.05	389	373
	Facilities	774,896	7.46	7.47	639	689
	Total Education Costs	10,385,503	100.00	100.00	8,562	9,213

Special Education Plan Prevalence Report

District Prevalence Rates as of December 2, 2001:

Cognitive Disability	1.30%
Emotional Behavioral Disability	2.23%
Specific Learning Disability	6.39%
Speech or Language Impairment	1.71%
Low Incidence Disabilities	2.81%
All Disabilities	14.44%

State Prevalence Rates as of December 1, 2001:

Autism	0.25%
Cognitive Disability	1.29%
Deaf-Blind	<.01%
Emotional Behavioral Disability	1.63%
Hearing Impairment	0.16%
Specific Learning Disability	5.09%
Other Health Impairment	0.79%
Orthopedic Impairment	0.15%
Significant Developmental Delay	0.24%
Speech or Language Impairment	2.73%
Traumatic Brain Injury	0.03%
Visual Impairment	0.04%
All Disabilities	12.40%

Authority: Chapter 115.77 (4)(j)3, Wis. Status.

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 Development 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.

Special Education Plan Expulsions

2001-2002 School Year:

	District	State
Percentage of students with disabilities expelled:	0.00%	0.16%
Percentage of students without disabilities expelled:	0.06%	0.17%

Authority: Chapter 115.77 (4)(j)2, Wis. Stats.

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

The expulsion rate for **students with disabilities** was determined by dividing the number of students with disabilities who were expelled as reported on the School Performance Report by the total number of students with disabilities attending the school district as reported on the December 1 Federal Child Count expressed as a percentage.

The expulsion rate for **students without disabilities** was determined by dividing the number of students without disabilities who were expelled as reported on the School Performance Report by the total number of students without disabilities as reported on the third Friday enrollment expressed as a percentage.

Special Education Plan Referrals Report

2001-2002 Referrals Report	District	State
Total Initial Referrals	40	28,475
Initial Referral Rate for Total Public/Non-public Enrollment	2.08%	2.78%
Rate of Initial Referrals Resulting in Identified Disability	62.50%	63.87%
Rate of Reevaluations Resulting in Continued Eligibility	82.35%	82.96%

*State totals will change as more agencies submit their data. Not all agencies have submitted their data at this time.

Authority: Chapter 115.77 (4)(j)6, Wis. Stats.

NOTE: The **total initial referrals** represents the number of initial referrals received for special education evaluation by the school district during the identified school year.

The **initial referral rate** was determined by dividing the total number of initial referrals received by the total public/non-public enrollment for the district. Slight inconsistencies may occur because referrals are received by the district of residency, whereas enrollment is based on district of attendance.

The **rate of initial referrals resulting in identified disability** was determined by dividing the number of initial referrals that resulted in identification by the total number of initial referrals received by the district.

The **rate of reevaluations resulting in continued eligibility** was determined by dividing the number of reevaluations that resulted in continued eligibility by the total number of reevaluations conducted by the district.

Special Education Plan Enrollment Report

Enrollment as of third Friday in September, 2001

	District Totals	State Totals
Public Enrollment:	1,870	879,361
Non-public Enrollment:	55	144,861
Total Enrollment:	1,925	1,024,222
Students with disabilities as of December 1, 2001:	278	127,009
LEA % of students with disabilities as of Dec. 1, 2001:	14.44%	12.40%

NOTE: Public enrollment represents the number of children attending public schools within the district's boundaries.

Non-public enrollment represents the number of children attending private schools within the district's boundaries. These students may or may not be residents of the district.

Students with disabilities are the number of students identified on the December 1 Federal Child Count as being students with disabilities for whom the district has educational responsibility.

LEA percentage of students with disabilities was determined by dividing the total number of students with disabilities by the total public/non-public enrollment for the district.

Special Education Plan Graduation Report

2001-2002 Graduation Report

	District	State
Graduation rate for students with disabilities:	100.00%	86.31%
Graduation rate for students without disabilities:	100.00%	93.57%

Authority: Chapter 115.77(4)(j)1, Wis. Stats.

NOTE: 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 or exiters.

The graduation rate for **students with disabilities** is the number of graduates with disabilities divided by the number of graduates with disabilities plus the number of 10th, 11th, and 12th grade cohort dropouts with disabilities as reported on the School Performance Report expressed as a percentage.

The graduation rate for **students without disabilities** is the number of graduates without disabilities divided by the number of graduates without disabilities plus the number of 10th, 11th, and 12th grade cohort dropouts without disabilities as reported on the School Performance Report expressed as a percentage.

Special Education Plan Suspension Report

2001-2002 Suspension Report

	District	State
Percent of students with disabilities suspended:	15.11%	12.73%
Percent of students without disabilities suspended:	5.34%	5.38%

Authority: Chapter 115.77 (4)(j)2, Wis. Stats.

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

The suspension rate for **students with disabilities** was determined by dividing the number of students with disabilities who were suspended as reported on the School Performance Report by the total number of students with disabilities attending the school district as reported on the December 1 Federal Child Count expressed as a percentage.

The suspension rate for **students without disabilities** was determined by dividing the number of students without disabilities who were suspended as reported on the school Performance Report by the total number of students without disabilities as reported on the third Friday enrollment expressed as a percentage.

Special Education Plan Dropouts Report

2001-2002 Dropouts Rate

	District	State
Dropout rate for students with disabilities:	0.00%	2.53%
Dropout rate for students without disabilities:	0.00%	1.85%

Authority: 34CFR 300.137 (b)

NOTE: A dropout is a student who was enrolled in school at some time during the reported school year, was not enrolled at the reporting time the following year, 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-excused illness; death.

The dropout rate for **students with disabilities** was determined by dividing the number of students with disabilities, grades 9-12, reported as having dropped out on the School Performance Report by the number of students with disabilities, grades 9-12, attending the district on the December 1 Federal Child Count expressed as a percentage.

The dropout rate for **students without disabilities** was determined by dividing the number of students without disabilities, grades 9-12, reported as having dropped out on the School Performance Report by the number of students, grades 9-12, on the third Friday enrollment expressed as a percentage.

Special Education Plan Open Enrollment Plan

2001-2002 Open Enrollment Report

	District Total	State Total
Students with disabilities enrolled under open enrollment	7	713

State Open Enrollment by Disability as of December 1, 2001:

Autism	8
Cognitive Disability	57
Deaf-Blind	0
Emotional Behavioral Disability	80
Hearing Impairment	7
Specific Learning Disability	363
Other Health Impairment	38
Orthopedic Impairment	12
Significant Developmental Delay	12
Speech or Language Impairment	132
Traumatic Brain Injury	0
Visual Impairment	4
Total All Disabilities	713

Authority: Chapter 115.77 (4)(j)10, Wis. Stats.

Note: This report refers to the number of students attending the district through open enrollment (s.118.51, Wis. Stats.) as reported on the December 1 Federal Child Count.

Special Education Plan Statewide Post High School Follow-Up Report

- 76% of the 354 students in the study are employed. 149 individuals (42%) are employed only and another 116 (33%) are employed and attend postsecondary education.
- 54% of employed youth in the study work more than 37 hours per week.
- 38% of employed youth in the study earn at least \$8.00 per hour.
- 45% of the students in the study participate in postsecondary education. 42 individuals (12%) attend postsecondary education only and another 116 (33%) attend postsecondary education and are employed.
- 12% of youth (43) in the study neither are employed nor attend postsecondary education; 88% of youth (311) are either employed, attending postsecondary education or both.
- 64% of the students in the study continue to live at home with their parents.

Authority: Chapter 115.77 (4)(j)9, Wis. Stats.

NOTE: Statewide results are based on a compilation of the results of surveys conducted by local educational agencies of students with disabilities who exited their secondary schools between December 2000 and December 2001. Seven percent of the total population of students with disabilities who exited high school in Wisconsin participated in the survey. Thirty-two LEA's (geographically distributed throughout the state, including small, medium and large districts) and the Wisconsin Center for the Blind and Visually Impaired applied for and received grants to replicate the procedures implemented during the first year of the Statewide Post High School Follow-up Study.

Special Education Plan Pupil/Staff Ratios Report

Pupil/Staff Ratios as of December 1, 2001

	District FTE	District Pupil/Staff Ratio	State FTE	State Pupil/Staff Ratio
Special Education instructional & related services staff:	20.57	13.51	10,611.13	11.97
Total special education staff:	34.27	8.11	19,681.60	6.45

Authority: Chapter 115.77(4)(e), Wis. Stats.

NOTE: Special education instructional and related service 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.

Please refer to the Staff Roster Report for the specific breakout of staff in the district. The pupil/staff ratios were determined by dividing the total number of students with disabilities for the district by the total full time equivalency (FTE) of identified staff for the district.

Slight inconsistencies may occur because the staff FTE represents staff identified as working in the agency and the student counts represents students that are residents of the district. The student/staff ratios do not take into account that there may be students from other districts attending the district or that district students may be attending other districts.

Special Education Plan Staff Roster Report

Special Education Staff Roster as of third Friday in September, 2001:

Code	Position/Assignment	FTE
53/808	Teacher/Early Childhood	1.00
53/810	Teacher/Cognitively Disabled	5.00
53/811	Teacher/Learning Disability	7.00
53/830	Teacher/Emotionally Behavioral Disability	4.00
55/000	Psychologist	1.50
63/000	Occupational Therapy	0.57
80/000	Director Special Ed/Pupil Services	1.00
84/000	Speech/Language Pathologist	3.00
97/883	Program Aide/Special Education Aide	11.20

Authority: Chapter 115.77(4)(k), Wis. Stats.

NOTE: The staff roster represents those staff reported on the PI-1202 Staff Report as working in the district. These staff may be hired by the district, by a cooperative educational service agency (CESA), by a county children with disabilities education board (CCDEB), or by another district through a cooperative (66.0301) agreement.

Special Education Plan Education Environment Report Ages 3-5

Education Environment Report Ages 3-5

Education Environment Counts as of December 1, 2001

Number of students with disabilities by age group and education environment:

Education Environment	Env. Code	District	State
		Totals Ages 3-5	Totals Ages 3-5
Ages 3-5: EC General Setting	L	3	4,074
Ages 3-5: EC Special Ed. Setting	M	16	6,374
Ages 3-5: Home	N	0	86
Ages 3-5: 1-to-1 Services Outside the Home	O	0	3,075
Ages 3-5: Both EC General & EC Special Ed.	P	0	820
Ages 3-5 Residential Facility	Q	0	1
Ages 3-5: Separate School	R	0	141
Totals		19	14,571

Education Environment Percentages as of December 1, 2001

Percentages of students with disabilities by age group and education environment:

Education Environment	Env. Code	District	State
		Percentages Ages 3-5	Percentages Ages 3-5
Ages 3-5: EC General Setting	L	15.79%	27.96%
Ages 3-5: EC Sp. Ed. Setting	M	84.21%	43.74%
Ages 3-5: Home	N	0.00%	0.59%
Ages 3-5: 1-to-1 Services Outside the Home	O	0.00%	21.10%
Ages 3-5: Both EC General & EC Sp. Ed.	P	0.00%	5.63%
Ages 3-5: Residential Facility	Q	0.00%	0.01%
Ages 3-5: Separate School	R	0.00%	0.97%
Totals		100.00%	100.00%

Authority: Chapter 115.77(4)(h), Wis. Stats.

NOTE: The education environment represents the setting/environment in which the student receives special education and related services as reported on the Federal December 1 Child Count. A student's education environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with non-disabled peers; it does not reflect the amount of services received.

Special Education Plan Education Environment Report Ages 6-21

Education Environment Report Ages 6-21

Education Environment counts as of December 1, 2001

Number of students with disabilities by age group and education environment:

Education Environment	Env Code	Age 6-11	Age 12-17	Age 18-21	District	State
					Totals Age 6-21	Totals Age 6-21
Special Ed. <21%	A	49	28	1	78	50,019
Special Ed. <21% to 60%	B	51	93	14	158	44,382
Special Ed. >60%	C	7	13	3	23	15,196
Separate public day school	D	0	0	0	0	1,334
Separate private day school	E	0	0	0	0	192
Separate public residential facility	F	0	0	0	0	250
Separate private residential facility	G	0	0	0	0	80
Hospital	I	0	0	0	0	10
Homebound	J	0	0	0	0	247
Totals		107	134	18	259	111,710

Education Environment Report Ages 6-21

Education Environment Percentages as of December 1, 2001

Percentages of students with disabilities by age group and education environment:

Education Environment	Env Code	District Percentages			State Percentages	
		Age 6-11	Age 12-17	Age 18-21	Age 6-21	Age 6-21
Special Ed. <21%	A	45.79%	20.90%	5.56%	30.12%	44.78%
Special Ed. 21% to 60%	B	47.66%	69.40%	77.78%	61.00%	39.73%
Special Ed. >60%	C	6.54%	9.70%	16.67%	8.88%	13.60%
Separate public day school	D	0.00%	0.00%	0.00%	0.00%	1.19%
Separate private day school	E	0.00%	0.00%	0.00%	0.00%	0.17%
Separate public residential facility	F	0.00%	0.00%	0.00%	0.00%	0.22%
Separate private residential facility	G	0.00%	0.00%	0.00%	0.00%	0.07%
Hospital	I	0.00%	0.00%	0.00%	0.00%	0.01%
Homebound	J	0.00%	0.00%	0.00%	0.00%	0.22%
Totals		100.00%	100.00%	100.00%	100.00%	100.00%

Authority: Chapter 115.77(4)(h), Wis. Stats.

NOTE: The education environment represents the setting/environment in which the student receives special education and related services as reported on the Federal December 1 Child Count. A student's education environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with non-disabled peers; it does not reflect the amount of services received.

Special Ed. <21% describes students with disabilities receiving special education and related services in a setting/environment outside the regular classroom less than 21 percent of the school day. Special Ed. 21% to 60% describes those students with disabilities receiving special education and related services in a setting/environment outside the regular classroom at least 21 percent but no more than 60 percent of the school day. Special Ed. > 60% describes those students receiving special education and related services in a setting/environment outside the regular classroom more than 60 percent of the school day.

2001-2002 School District Facts

LIEN ELEMENTARY SCHOOL

469 Minneapolis Avenue
Enrollment: 571 students

Mrs. Cheryl Meyer, Principal
(715) 268-0263

LAKEVIEW INTERMEDIATE SCHOOL

115 Birch Terrace
Enrollment: 263 students

Ms. Oralee Schock, Principal
(715) 268-0277

AMERY MIDDLE SCHOOL

501 Minneapolis Avenue
Enrollment: 436 students

Mr. Thomas Bensen, Principal
(715) 268-0303

AMERY HIGH SCHOOL

555 Minneapolis Avenue
Enrollment: 600 students

Mr. Michael Goodrum, Principal
(715) 268-0233

DISTRICT OFFICE

115 Birch Terrace

Mr. Stephen Schiell, District Administrator
(715) 268-0272

SCHOOL BOARD MEMBERS

115 Birch Terrace

Dr. David Duxbury
Mrs. Jane Johnson
Mr. Sid Bjorkman
Mr. Daniel Draxler
Mr. John Northway

Thank you for taking the time to review the facts and figures about your school district. The School District of Amery prides itself with the quality of education it provides to all students.

Should you have a question about the material presented in this School Performance Report, please do not hesitate to call the school at 268-9771.

Remember... each parent and community member plays an important role in educating the students in Amery. We appreciate your participation and support.

