

OREGON OUTLOOK

April, 2005

To our Community:

The data for the 2004 School Performance Report Card is now available. The official School Report Card is intended to provide data about Wisconsin school districts so that schools and the public can assess school performance realistically and constructively.

This report is based on data from the 2003-2004 school year and contains facts in several reporting areas. Local performance data are compared to the statewide averages.

This year the detailed information can be found on our website at www.oregon.k12.wi.us (Educational Information) under Performance Report Card. Special Education data is also on the website (Special Education Info) under Statistical Data.

If you have any questions or would like to share any input, please feel free to contact any one of us.

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The mission of the Oregon School District is to educate all students by helping them acquire the skills, Knowledge, and attitudes needed to achieve their individual potential, to contribute to a changing society, and to be receptive to learning as a lifelong process. The mission will be accomplished by delivering a high quality program through the joint efforts of students, staff, parents and community.

ATTENDANCE

School	3 rd Friday Enrollment	Possible Days of Attendance	Actual Days of Attendance	Attendance Rate %
Brooklyn	381	68527.0	67545.5	98.57
Netherwood Knoll	452	76230.0	73787.0	96.80
Prairie View	408	71003.0	68645.0	96.68
Rome Corners	548	95916.0	91943.0	95.86
Oregon Middle	590	103258.0	98001.5	94.91
Oregon High	1086	186588.0	176655.0	94.68
District Totals	3465	601522.0	576577.0	95.85
State Totals	878217	154018158.0	145701439.5	94.60

NOTE: 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.

EXPULSIONS

School	3rd Friday Enrollment	# of Pupils Expelled	% of Pupils Expelled	# of Days Expelled	Possible Days of Attendance	Expulsion Rate %
Brooklyn	381	0	0.00	0.0	68527.0	0.000
Netherwood Knoll	452	0	0.00	0.0	76230.0	0.000
Prairie View	408	0	0.00	0.0	71003.0	0.000
Rome Corners	548	0	0.00	0.0	95916.0	0.000
Oregon Middle	590	1	0.17	55.0	103258.0	0.053
Oregon High	1086	15	1.38	1174.0	186588.0	0.629
District Totals	3465	16	0.46	1229.0	601522.0	0.204
State Totals	878217	1637	0.19	132201.5	154018158.0	0.086

NOTE: 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.

OUT-OF-SCHOOL SUSPENSIONS

School	3rd Friday Enrollment	# of Pupils Suspended	% of Pupils Suspended	# of Days Suspended	Possible Days of Attendance	Suspension Rate %
Brooklyn	381	1	0.26	6.0	68527.0	0.009
Netherwood Knoll	452	0	0.00	0.0	76230.0	0.000
Prairie View	408	5	1.23	8.0	71003.0	0.011
Rome Corners	548	11	2.01	45.0	95916.0	0.047
Oregon Middle	590	30	5.08	108.0	103258.0	0.105
Oregon High	1086	74	6.81	337.0	186588.0	0.181
District Totals	3465	121	3.49	504.0	601522.0	0.084
State Totals	878217	60341	6.87	263867.0	154018158.0	0.171

NOTE: 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.

RETENTIONS

School	3 rd Friday Enrollment	# of Retentions	Retention Rate %
Brooklyn	372	2	0.538
Netherwood Knoll	437	1	0.229
Prairie View	401	0	0.000
Rome Corners	548	0	0.000
Oregon Middle	590	0	0.000
Oregon High	1086	52	4.788
District Totals	3434	55	1.602
State Totals	851595	19011	2.301

NOTE: 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.

HABITUAL TRUANTS

School	3 rd Friday Enrollment	# of Pupils Habitually Truant	Habitual Truant Rate %
Brooklyn	372	4	1.075
Netherwood Knoll	437	1	0.229
Prairie View	401	7	1.746
Rome Corners	548	6	1.095
Oregon Middle	590	9	1.525
Oregon High	1086	32	2.947
District Totals	3434	59	1.718
State Totals	851595	80333	9.433

NOTE: 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.

DROPOUTS

School	3 rd Friday Enrollment	# of Dropouts	Dropout Rate %
Oregon High	1086	5	0.460
District Totals	1086	5	0.460
State Totals			

NOTE: 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).

ACT TEST RESULTS

These results are for members of this year's graduating senior class who took the Enhanced American College Test either as juniors or seniors. Average Student Score is the average score of the Number of Students Tested in English, mathematics, reading, and science reasoning. The Composite Average Student Score is the average score received on all portions of the test.

School	3 rd Friday Enrollment	# Students Tested	% Students Tested	Average Students Score				
				English	Math	Reading	Science	Composite
Oregon High	251	160	63.75	23.0	23.8	24.1	23.8	23.8
District Totals	251	160	63.75	23.0	23.8	24.1	23.8	23.8
State Totals	68533	38822	56.68	21.4	22.2	22.4	22.2	22.2

NOTE: 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.

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 or those excused due to: exceptional educational needs (EEN), limited-English proficiency (LEP), or Section 504 guidelines.

THIRD GRADE										
	Brooklyn Elementary		Netherwood Knoll Elementary		Prairie View Elementary		District Totals		State Totals	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Enrollment	71	59	99	86	79	80	249	225	60747	59065
COMPREHENSION READING TEST										
% NOT Tested	1.4	1.0	3.0	0.0	2.5	0.0	2.4	2.0	4.4	1.0
% Minimal	2.8	0.0	2.0	0.0	1.3	4.0	2.0	0.0	4.2	4.0
% Basic	7.0	7.0	5.1	5.0	6.3	5.0	6.0	5.0	10.4	10.0
% Proficient	62.0	41.0	43.4	47.0	58.2	50.0	53.4	47.0	52.8	46.0
% Advanced	26.8	51.0	46.5	49.0	31.6	41.0	36.1	46.0	28.3	39.0

NOTE: The Office of Educational Accountability at the Wisconsin Department of Public Instruction, working with educators from throughout the state, developed this test. The State Superintendent's Wisconsin Reading Comprehension Test Advisory Committee reviewed all phases of test development and made recommendations throughout the process, from passage selection to reporting results. Results were scored at the different proficiency levels: Advanced (62 through 67 points), Proficient (from 45 through 61 points), Basic (from 26 through 44 points), and Minimal (from 0 through 25 points).

GRADUATION REQUIREMENTS

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	3.00	3.00
Fine Arts	0.00	0.00
Physical Education	1.50	1.50
Health	0.75	0.50
Vocational/Technical	0.00	0.00
Electives	9.75	8.50
Total Requirements	23.00	21.50



NOTE: 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 RATE

School	# of 12 th Graders Enrolled	# of Graduates	# of Cohort Dropouts	Graduation Rate %
Oregon High	259	254	5	98.1
District Totals	259	254	5	98.1
State Totals				

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.

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).

SCHOOL-SPONSORED COMMUNITY ACTIVITIES

School	3 rd Friday Enrollment	# of Offerings	Participation Rate %		Overall Rate %
			Required	Voluntary	
Oregon High	1086	9	0.0	14.1	14.1
District Totals	1086	9	0.0	14.1	14.1
State Totals	288734	8801	15.7	31.7	47.4

NOTE: These activities are school-sponsored or supervised events that emphasize service to and involvement with the community. Data are 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).

EXTRA/CO-CURRICULAR ACTIVITIES

School	3 rd Friday Enrollment	# of Offerings	Participation Rate %			Overall Rate %
			Academic	Athletic	Music	
Rome Corners	267	2	12.4	0.0	0.0	12.4
Oregon Middle	590	14	7.3	44.7	0.0	52.0
Oregon High	1086	85	44.1	57.6	4.4	106.2
District Totals	1943	101	28.6	45.8	2.5	76.8
State Totals	491204	28702	33.7	43.2	23.0	99.8

NOTE: 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.



STAFFING RATIO

Staff Type	District F.T.E.	District % of Total F.T.E.	District Pupil/Staff Ratio	State Pupil/Staff Ratio
Licensed Instruction	290.21	65.41	11.94	12.77
Administration	11.40	2.57	303.95	246.43
Aides/Support/Other	142.05	32.02	24.39	26.27
Overall Totals	443.66	100.00	7.81	8.31

NOTE: 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).



REVENUES AND EXPENDITURES

Revenues	District Total Dollars	District Percent of Total	State Percent of Total	District Dollars/Member	State Dollars/Member
Local: Property Taxes	15353132	39.03	36.38	4363	3852
Local: Other	2795106	7.11	5.87	794	621
State	20402410	51.87	51.42	5798	5445
Federal	781144	1.99	6.33	222	671
Overall Totals	39331792	100.00	100.00	11177	10590

Expenditures	District Total Dollars	District Percent of Total	State Percent of Total	District Dollars/Member	State Dollars/Member
Instruction	18772257	52.63	58.04	5335	5703
Pupil & Staff Services	3743213	10.50	9.17	1064	901
Transportation	1434835	4.02	4.05	408	398
Admin. & Operation	7865013	22.05	21.49	2235	2112
Facilities	3850185	10.80	7.25	1094	712
Overall Totals	35665503	100.00	100.00	10135	9826

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

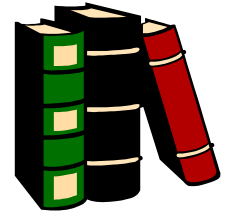
The data is "point-in-time," i.e., of a certain date. [The data for 2001-02 was as of December 27, 2002.] Finance data is dynamic and subject to change. For the most up-to-date finance data, which districts may use in their local reports, visit the School Financial Services web site: <http://www.dpi.state.wi.us/dpi/dfm/sfms/index.html>.

Beginning with the 1999-2000 SPR data, the SPR 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 to the following web page: <http://www.dpi.state.wi.us/dpi/dfm/sfms/sectd.html> and go to the "Comparable Cost" and "Comparable Revenue" items in the topic listing.



2002-2003 FOURTH, EIGHTH AND TENTH GRADE KNOWLEDGE AND CONCEPTS EXAMINATION RESULTS

The Wisconsin Knowledge & Concepts Examinations (WKCE) are comprised of a battery of achievement tests that provide student performance information relative to the State model academic standards. The data represents the performance level of students enrolled in the Oregon School District for a full academic year and eligible to take the examinations. We have listed data from the past two years to provide a comparison and indicate progress on our improvement goals.



*PERCENTAGES ARE BASED ON THE NUMBER OF STUDENTS ELIGIBLE FOR TESTING.

	FOURTH GRADE									
	Brooklyn Elementary		Netherwood Knoll		Prairie View Elementary		District Totals		State Totals	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Enrollment	71	72	120	98	91	83	282	253	57026	61585
READING										
% Not Tested	0%	0%	4%	0%	1%	0%	2%	0%	1%	0%
% Minimal	4%	5%	1%	2%	1%	4%	2%	3%	4%	4%
% Basic	7%	2%	8%	6%	5%	10%	7%	6%	12%	12%
% Proficient	38%	30%	37%	28%	37%	28%	37%	29%	40%	38%
% Advanced	49%	64%	49%	61%	54%	56%	51%	60%	41%	43%
LANGUAGE ARTS										
% Not Tested	0%	0%	5%	0%	1%	0%	2%	0%	1%	0%
% Minimal	3%	3%	0%	1%	1%	3%	1%	2%	4%	4%
% Basic	18%	0%	7%	10%	8%	14%	10%	9%	14%	14%
% Proficient	45%	41%	49%	39%	41%	36%	45%	38%	43%	42%
% Advanced	32%	56%	38%	48%	48%	46%	40%	50%	35%	36%
MATH										
% Not Tested	0%	0%	3%	0%	1%	0%	1%	0%	0%	0%
% Minimal	8%	11%	7%	5%	3%	6%	6%	7%	16%	14%
% Basic	7%	11%	9%	6%	9%	4%	9%	7%	10%	10%
% Proficient	51%	38%	42%	57%	38%	49%	43%	49%	41%	44%
% Advanced	34%	41%	39%	29%	48%	41%	41%	36%	30%	29%
SCIENCE										
% Not Tested	0%	0%	3%	0%	1%	0%	1%	0%	0%	0%
% Minimal	0%	0%	0%	0%	1%	1%	0%	0%	4%	3%
% Basic	6%	5%	8%	4%	7%	5%	7%	5%	16%	14%
% Proficient	69%	58%	66%	64%	57%	65%	64%	63%	58%	59%
% Advanced	25%	38%	24%	30%	34%	28%	28%	32%	19%	21%
SOCIAL STUDIES										
% Not Tested	0%	0%	3%	0%	1%	0%	1%	0%	0%	0%
% Minimal	1%	0%	0%	0%	1%	0%	1%	0%	2%	2%
% Basic	1%	2%	3%	3%	1%	6%	2%	4%	5%	6%
% Proficient	25%	24%	24%	25%	22%	23%	24%	24%	29%	27%
% Advanced	72%	74%	70%	70%	75%	71%	72%	71%	62%	63%

	EIGHTH AND TENTH GRADE							
	Oregon Middle School 8th Grade		State Totals 8th Grade		Oregon High School 10th Grade		State Totals 10th Grade	
	02-03	03-04	02-03	03-04	02-03	03-04	02-03	03-04
Enrollment	283	260	63231	68416	266	251	67689	70582
READING								
% Not Tested	0%	0%	1%	1%	2%	2%	3%	2%
% Minimal	1%	1%	6%	8%	7%	9%	9%	13%
% Basic	6%	5%	9%	11%	10%	8%	14%	15%
% Proficient	37%	53%	44%	47%	17%	20%	20%	19%
% Advanced	54%	40%	40%	32%	64%	62%	53%	50%
LANGUAGE ARTS								
% Not Tested	0%	0%	1%	1%	2%	2%	3%	2%
% Minimal	5%	4%	12%	11%	5%	6%	7%	11%
% Basic	19%	14%	23%	19%	11%	11%	18%	20%
% Proficient	47%	43%	43%	40%	54%	51%	50%	50%
% Advanced	28%	38%	21%	27%	27%	30%	21%	17%
MATH								
% Not Tested	0%	0%	1%	1%	2%	2%	3%	2%
% Minimal	4%	8%	11%	17%	9%	9%	13%	15%
% Basic	7%	11%	12%	16%	9%	8%	12%	13%
% Proficient	59%	55%	48%	44%	44%	43%	46%	44%
% Advanced	29%	25%	27%	21%	36%	39%	25%	25%
SCIENCE								
% Not Tested	0%	0%	1%	1%	2%	2%	3%	2%
% Minimal	4%	3%	8%	12%	8%	7%	15%	16%
% Basic	8%	12%	15%	16%	6%	7%	10%	11%
% Proficient	46%	51%	46%	46%	29%	36%	35%	36%
% Advanced	42%	34%	29%	23%	55%	48%	35%	34%
SOCIAL STUDIES								
% Not Tested	0%	0%	1%	1%	2%	2%	4%	2%
% Minimal	1%	1%	3%	5%	14%	11%	16%	17%
% Basic	5%	5%	12%	10%	5%	4%	7%	7%
% Proficient	47%	35%	44%	35%	22%	32%	30%	32%
% Advanced	46%	59%	38%	49%	57%	52%	43%	41%

ADVANCED PLACEMENT TESTING

Advanced Placement (AP) Testing is offered to high school students through the College Board. Credits earned in the AP program are recognized by the University of Wisconsin System and many other colleges and universities. The Percent of Exams Passed is the Number of Exams Passed divided by the Number of Exams Taken.

School	3 rd Friday Enrollment	# of Students Taking Exams	# of Exams Taken	# of Exams Passed	% of Exams Passed
Oregon High	1086	80	178	158	88.76
District Totals	1086	80	178	158	88.76
State Totals	288734	17941	34824	24339	69.89

NOTE: 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 - LOCAL RESULTS

This chart shows the number of Oregon High School students taking Advanced Placement Tests and shows the number of tests with scores of 3 or higher.

Test Subject Area	OHS Males Taking Exams	OHS Females Taking Exams	# of Exams with Scores of 3 or Higher
U S History	14	24	24
Chemistry	3	6	9
Computer Science AB	5	1	4
English Literature	3	2	5
Calculus AB	5	14	17
Calculus BC	5	2	7
Spanish Language	1	4	5
Biology	3	10	11
Physics	1	0	1
Macro Economics	12	7	15
Micro Economics	12	7	13
Totals	64	77	111

POSTGRADUATION FOLLOW-UP

School	# of Graduates	1 Year Technical/ Job Training	2 Year Vocational / Technical	4 year College or University	Military	Employment	Seeking Employment	Misc.
Oregon High	254	6	65	136	1	0	1	10
District Totals	254	6	65	136	1	0	1	10
State Totals								

NOTE: This report reflects intentions of 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 seek employment. Miscellaneous includes other, undecided, and no response.

ADVANCED COURSEWORK

	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	District Totals	State Total
Third Friday Enrollment	314	255	266	251	1086	288734
Students Enrolled	21	141	245	280	687	162062
MATHEMATICS (% Enrollment)						
• AP	0.00	0.78	6.02	15.14	5.16	3.78
• CAPP	0.00	0.00	0.00	0.00	0.00	0.61
• DPI	0.00	0.39	3.76	17.93	5.16	6.83
SCIENCE (% Enrollment)						
• AP	0.00	2.35	9.02	20.72	7.55	2.75
• CAPP	0.00	0.00	0.00	0.00	0.00	0.43
• DPI	0.32	6.27	16.54	26.29	11.69	11.14
FOR LANGUAGE (% Enrollment)						
• AP	0.00	0.00	6.02	8.37	3.41	0.68
• CAPP	0.00	0.00	0.00	0.00	0.00	0.24
• DPI	6.37	45.49	36.84	9.56	23.76	15.35
OTHER (% Enrollment)*						
• AP	0.00	0.00	13.91	13.55	6.54	11.12
• CAPP	0.00	0.00	0.00	0.00	0.00	3.19
COMBINED RATE %	6.69	55.29	92.11	111.55	63.26	5613

NOTE: 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.

NOTE STARTING IN 2002-2003 Reporting Change: Only foreign language courses at the third year level or higher will now be counted as advanced coursework. For a few years future comparisons of the number of advanced courses offered by your district from year-to-year will show a decrease in the total number of advanced courses due to this change.

PART-TIME OPEN ENROLLMENT

	3 rd Friday Enrollment	# of Resident Pupils Attending Courses in Another District	% of Resident Pupils Attending Courses in Another District
Resident Pupils	1086	0	0.0000
Non-Resident Pupils			

NOTE: 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.

SPECIAL EDUCATION PLANS - PART 1

Oregon School District is required by state law (Section 115.77(7), Wisc. Stats) to provide a special education performance report to all parents of children enrolled in the school district. This report must include information regarding the district's graduation rate for children with disabilities and how the rate compares to the agency's graduation rate for nondisabled children. The report must also include overall incidence rates for children with disabilities comparing the district to the state. The rate of participation of the district's children with disabilities in statewide and local assessments and the results of those assessments must also be reported. In the future, suspension and expulsion rates for students with disabilities will also be included. Questions about this report may be directed to Candace Weidensee, Dir. of Special Education at 835-4004.

The following acronyms are used in the performance report.

LEA-Local Education Agency (i.e. Oregon School District)

SPR-State Performance Report

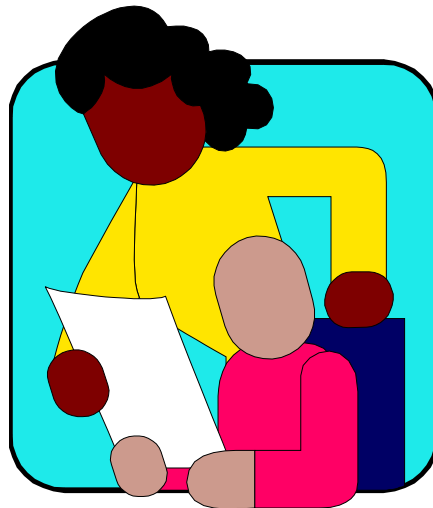
GED-Graduation Equivalency Diploma

SLP-Speech and Language Pathologist

OT-Occupational Therapist

PT-Physical Therapist

FTE-Full Time Equivalency



Oregon School District	
Enrollment as of third Friday in September, 2003	
Public:	3468
Non-public:	0
Total:	3468
Students w/disabilities as of 12/1/03:	
	481
LEA percentage of children receiving special education as of December 1, 2002:	
	13.87%

State of Wisconsin	
Enrollment as of third Friday in September, 2003	
Public:	880031
Non-public:	137206
Total:	1017237
Students w/disabilities as of 12/1/03:	
	127803
LEA percentage of children receiving special education as of December 1, 2002:	
	12.56%

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.

2003-2004 Referrals	
Oregon School District	
Total Referrals	70
Referral rate for Total Public/Non-public	2.02%
Rate of Referrals Resulting in Identified Disability	67.14%
Rate of Reevaluations Resulting in Continued Eligibility	72.48%

2003-2004 Referrals	
State of Wisconsin	
(State referral data is incomplete as not all agencies have submitted their data. It will be updated as the data becomes available.)	
Total Referrals	29525
Referral rate for Total Public/Non-public	2.91%
Rate of Referrals Resulting in Identified Disability	65.42%
Rate of Reevaluations Resulting in Continued Eligibility	81.92%

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.

2003-2004 Graduates and Dropouts	
Oregon School District	
Graduation rate for students with disabilities	%
Graduation rate for students without disabilities	%
Dropout rate for students with disabilities	%
Dropout rate for students without disabilities	%

2003-2004 Graduates and Dropouts	
State of Wisconsin	
Graduation rate for students with disabilities	%
Graduation rate for students without disabilities	%
Dropout rate for students with disabilities	%
Dropout rate for students without disabilities	%

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

Graduates

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 9th, 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 9th, 10th, 11th and 12th grade cohort dropouts without disabilities as reported on the School Performance Report expressed as a percentage.

A graduation rate of N/A means the agency reported no graduates or cohort dropouts.

Authority: 34CFR300.137(b)

Dropouts

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 as reported 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.

Plan Year: 2002-2003 Post High School Follow-up Report

- Survey results for the last two years indicate high numbers of seniors planning to attend 4 year colleges (59% and 60% respectively).
- Surveys from the graduating class of 2002 indicate 3.6% of the students plan to pursue apprenticeships.
- Over 90% of the students felt connected to at least one staff member over the last 2 years.
- A three year follow-up survey for the class of 2000, indicated that 46.1% of the respondents were attending a four year college and 9.3% were attending a vocational/technical college.
- Eighty-one percent of the respondents felt they were offered a quality education at Oregon High School.
- Over 77% of students felt they were held to high standards and quality work and over 82% felt that school was a safe learning environment (2.1% indicated no, 15% did not respond).
- The majority of respondents indicated they were well prepared to enter the world of work (16.1% excellent, 41.5% good and 17.1% average).

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 LEAs (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. For more information, please refer to the Wisconsin Statewide Post High School Outcomes Survey of Individuals with Disabilities: A Status Report of Students with Disabilities Who Exited High School Between December 2000 and December 2001.

Oregon School District		
Pupil/Staff Ratios as of December 1, 2003		
	Total FTE	Student/Staff Ratio
*Special education instructional and related services staff:	46.40	10.37
Total Special Education staff:	80.28	5.99
*Includes only sp. ed. teachers, SLPs, OTs, PTs		

State of Wisconsin		
Pupil/Staff Ratios as of December 1, 2003		
	Total FTE	Student/Staff Ratio
*Special education instructional and related services staff:	10305.75	12.4
Total Special Education staff:	18346.65	6.97
*Includes only sp. ed. teachers, SLPs, OTs, PTs		

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 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.

Slight inconsistencies may occur because the staff FTE represents staff identified as working in the agency and the student count 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.

Prevalence Rates by Primary Disability as of December 1, 2003	
Oregon School District	
Cognitive Disability	0.84%
Emotional Disturbance	1.87%
Specific Learning Disability	5.68%
Speech or Language Impairment	2.97%
Low Incidence Disabilities	2.51%
All Disabilities	13.87%

Prevalence Rates by Primary Disability as of December 1, 2003	
State of Wisconsin	
Autism	0.36%
Cognitive Disability	1.21%
Deaf-Blind	< 0.01%
Emotional Disturbance	1.61%
Hearing Impairment	0.16%
Specific Learning Disability	4.80%
Orthopedic Impairment	0.14%
Other Health Impairment	1.04%
Significant Developmental Delay	0.27%
Speech/Language Impairment	2.88%
Traumatic Brain Injury	0.04%
Visual Impairment	0.05%
All Disabilities	12.56%

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

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 Disturbance, Learning Disability, Speech/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 Disturbance, Learning Disability, and Speech/Language Impairment when the identified student count is five or fewer student

2003-2004 Expulsions and Suspensions	
Oregon School District	
Expulsions rate for students with disabilities	0.84%
Expulsion rate for students without disabilities	0.40%
Suspension rate for students with disabilities	10.25%
Suspension rate for students without disabilities	2.54%

2003-2004 Expulsions and Suspensions	
State of Wisconsin	
Expulsion rate for students with disabilities	0.19%
Expulsion rate for students without disabilities	0.19%
Suspension rate for students with disabilities	13.96%
Suspension rate for students without disabilities	5.70%

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

Expulsions

NOTE: 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.

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.

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

Suspensions

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.

Oregon School District	
Interim Alternative Educational Settings (IAES) Report for 2003-2004 School Year	
By school personnel for weapon, drug offenses:	0

State of Wisconsin	
Interim Alternative Educational Settings (IAES) Report for 2003-2004 School Year	
By school personnel for weapon, drug offenses:	196

Authority: Chapter 115.77(4)(j)7, Wis. Stats.

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.

Removal to an interim alternative educational setting (IAES) **by Individuals with Disabilities Education Act (IDEA) hearing officer determination** 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 likely injury to self or others.

This data is taken from the School Performance Report.

F. Provide the results of the LEA's measurements of general satisfaction of parents and adult students with disabilities in the areas of:

- **participation in the IEP team process;**
- **adequacy of information about their student's progress;**
- **adequacy of information about transition options for children age 14 and older.**

Surveys addressing general information regarding the satisfaction with and quality of special education and related services were distributed to 141 parents/adult students whose child/who had gone through an evaluation or reevaluation for special education during the school year (through the end of April 2004). Responses were recorded on a Likert type scale, which ranged from a level 1 indicative of dissatisfaction to 5 indicative of being satisfied. Of those surveyed, 68 responses were returned. Overall, the responses indicated a high level of satisfaction across all questions, with the exception of item number 6, which addresses transition. On this item, the majority of the responses fell in the category of Not Applicable (61/68 responses or 89.71%). The following is a narrative of the responses to the survey.

In regard to the quality of special education and related services provided to your child in this district, 2.94% parent responses fell in the dissatisfied category, 2.94% fell in the somewhat dissatisfied, 4.41% were OK, 22.06% were mostly satisfied, 67.65% were satisfied and 0% of responses fell in the not applicable category.

In regard to comfort level with the evaluation, 1.47% of responses were in the dissatisfied category, 2.94% were somewhat dissatisfied, 4.41% were OK, 14.71% were mostly satisfied, 76.47% were satisfied and 0% fell in the not applicable category. Comfort level with the development the IEP produced participant responses as follows: 1.47% were dissatisfied, 1.47% were somewhat dissatisfied, 7.35% were OK, 17.65% were mostly satisfied, 72.06% were satisfied and 0% fell in the not applicable response category.

Comfort level with the decision regarding placement resulted in 1.47% of responses falling in the dissatisfied category, 1.47% in the somewhat dissatisfied, 4.41% were OK, 13.24% were mostly satisfied, 79.41% were satisfied and 0% fell in the did not apply category.

Parental opportunity for input about the child's strengths and concerns for the child's education resulted in 1.47% in the dissatisfied category, 0% were somewhat dissatisfied, 2.94% were OK, 11.77% were mostly satisfied, 82.35% were satisfied and 1.47% were in the not applicable category.

Regarding the amount and type of information received during the IEP team process, 1.47% were dissatisfied, 1.47% were somewhat dissatisfied, 5.88% were OK, 16.18% were mostly satisfied, 75.0% were satisfied and 0% were in the not applicable category.

Regarding the amount of information received regularly about the child's progress toward the annual goals and whether the goals would be achieved by the end of the year, 7.35% were dissatisfied, 5.88% were somewhat dissatisfied, 11.77% were OK, 25.0% were mostly satisfied, 50.0% were satisfied and 0% were not applicable.

For children older than age 14, the amount of information received from the school about transition options, survey results indicated 2.94% were dissatisfied, 1.47% were somewhat dissatisfied, 1.47% were OK, 2.94% were mostly satisfied, 1.47% were satisfied and 89.71% were not applicable.

Due to the significantly high number of not applicable responses on the transition item, the pattern of responses that had been rated as applicable was reviewed. That number totaled only 7, with the results scattered across all of the response categories. Due to the very small sample of respondents applicable for this item, caution in interpretation is warranted. The sample size is too small to be indicative of overall performance indicated as the total response in any category is significantly impacted by just one response.

Surveys also included an opportunity for additional narrative comments/input. The vast majority of comments about individuals were very positive with regard to creativity, communication, and provision of services. Positive comments were made regarding the personnel working with the students from preschool ages through the high school. The less satisfactory comments were generally with regard to the degree and level of communication, the desire for more frequent and specific feedback on the students' performance with regard to academic, behavioral or social skills, the length of time the process took before services were implemented, the number of evaluations completed prior to meeting criteria for services, not receiving homework from specific programs, and the need for increased focus on college preparation, ACT/SAT and job applications. There were also a couple of individual complaints about specific concerns or staff members. Specific complaints or concerns will be looked into further and addressed individually as appropriate by the Director of Special Education.

Some comments and occasional survey remarks serve as reminders for continuous improvement such as the need for frequent feedback/communication with parents. Feedback will be provided to individual staff members to address individual concerns or praise for high performance. General feedback will be provided to the special education staff members regarding, for example, the concerns for communication and timeliness. Staff will be encouraged to continue to consistently share information related to progress toward goal achievement. Survey results suggest very limited feedback with regard to transition as most responses returned fell within the not applicable category. Of the limited number that applied in this category, responses spanned the full range from dissatisfied to mostly satisfied. The survey results suggest that parents of middle and high school age students respond to the surveys less frequently or perhaps are not well informed about transitions. The survey results suggest a need for clarification in this area of the survey. The special education survey will be adapted to identify a building level for the respondents. In this way, parents may continue to provide feedback anonymously, yet it should provide sufficient indication of the response rate from the upper age levels. There are no other identified needs at this time in this area.

2004-2005 FOURTH, EIGHTH AND TENTH GRADE KNOWLEDGE AND CONCEPTS EXAMINATION RESULTS FOR STUDENTS WITH DISABILITIES

*PERCENTAGES ARE BASED ON THE NUMBER OF STUDENTS ELIGIBLE FOR TESTING.

	FOURTH GRADE				
	Brooklyn Elementary	Netherwood Knoll Elementary	Prairie View Elementary	District Totals	State Totals
	Students with Disabilities			ALL 4 th Grade Students	
Enrollment	9	7	21	224	59867
READING					0
% Not Tested	0%	0%	5%	0%	0%
% Minimal	0%	0%	0%	0%	4%
% Basic	22%	29%	14%	6%	12%
% Proficient	44%	43%	38%	37%	39%
% Advanced	22%	29%	29%	54%	42%
LANGUAGE ARTS					
% Not Tested	0%	0%	5%	0%	0%
% Minimal	0%	0%	0%	0%	4%
% Basic	33%	43%	19%	8%	14%
% Proficient	44%	0%	38%	42%	43%
% Advanced	11%	57%	24%	47%	35%
MATH					
% Not Tested	0%	0%	5%	0%	0%
% Minimal	11%	14%	14%	6%	16%
% Basic	11%	29%	5%	12%	10%
% Proficient	44%	14%	52%	45%	40%
% Advanced	22%	43%	19%	36%	31%
SCIENCE					
% Not Tested	0%	0%	5%	0%	0%
% Minimal	0%	0%	5%	0%	5%
% Basic	11%	14%	19%	8%	16%
% Proficient	67%	43%	43%	59%	57%
% Advanced	11%	43%	24%	32%	21%
SOCIAL STUDIES					
% Not Tested	0%	0%	5%	0%	0%
% Minimal	0%	0%	5%	0%	2%
% Basic	0%	14%	5%	3%	5%
% Proficient	33%	14%	29%	25%	28%
% Advanced	56%	71%	52%	71%	63%

	EIGHTH AND TENTH GRADE			
	Oregon Middle School - 8th Grade	State Totals 8th Grade	Oregon High School - 10th Grade	State Totals 10th Grade
	Students w/Disabilities	ALL 8th Grade Students	Students w/Disabilities	ALL 10th Grade Students
Enrollment	42	68061	34	71231
READING				
% Not Tested	0%	1%	6%	1%
% Minimal	17%	6%	24%	9%
% Basic	26%	8%	24%	14%
% Proficient	38%	43%	21%	19%
% Advanced	14%	41%	21%	55%
LANGUAGE ARTS				
% Not Tested	0%	1%	6%	1%
% Minimal	43%	12%	21%	9%
% Basic	29%	22%	38%	19%
% Proficient	21%	39%	26%	51%
% Advanced	2%	25%	3%	18%
MATH				
% Not Tested	0%	1%	6%	1%
% Minimal	24%	11%	29%	14%
% Basic	21%	14%	24%	12%
% Proficient	45%	48%	32%	46%
% Advanced	5%	24%	3%	25%
SCIENCE				
% Not Tested	0%	1%	6%	1%
% Minimal	21%	9%	29%	16%
% Basic	31%	15%	12%	10%
% Proficient	29%	46%	32%	35%
% Advanced	14%	27%	15%	35%
SOCIAL STUDIES				
% Not Tested	0%	1%	6%	1%
% Minimal	14%	4%	35%	16%
% Basic	24%	11%	18%	7%
% Proficient	33%	39%	21%	30%
% Advanced	24%	44%	15%	43%

SPECIAL EDUCATION PARENT SURVEY

	Dissatisfied	Somewhat Dissatisfied	OK	Mostly Satisfied	Satisfied	N/A
Quality of the special education and related services provided to your child in this district: *	<i>2/68 (2.94%)</i>	<i>2/68 (2.94%)</i>	<i>3/68 (4.41%)</i>	<i>15/68 (22.06%)</i>	<i>46/68 (67.65%)</i>	<i>0</i>
Your comfort level with: The evaluation of your child development of your child's IEP	<i>1/68 (1.47%)</i>	<i>2/68 (2.94%)</i>	<i>3/68 (4.41%)</i>	<i>10/68 (14.71%)</i>	<i>52/68 (76.47%)</i>	<i>0</i>
the decision regarding placement of your child	<i>1/68 (1.47%)</i>	<i>1/68 (1.47%)</i>	<i>5/68 (7.35%)</i>	<i>12/68 (17.65%)</i>	<i>49/68 (72.06%)</i>	<i>0</i>
	<i>1/68 (1.47%)</i>	<i>1/68 (1.47%)</i>	<i>3/68 (4.41%)</i>	<i>9/68 (13.24%)</i>	<i>54/68 (79.41%)</i>	<i>0</i>
Your opportunity for input about your child's strengths and concerns for your child's education:	<i>1/68 (1.47%)</i>	<i>0/68 (0%)</i>	<i>2/68 (2.94%)</i>	<i>8/68 (11.77%)</i>	<i>56/68 (82.35%)</i>	<i>1/68 (1.47%)</i>
The amount and type of information you received during the IEP team process:	<i>1/68 (1.47%)</i>	<i>1/68 (1.47%)</i>	<i>4/68 (5.88%)</i>	<i>11/68 (16.18%)</i>	<i>51/68 (75%)</i>	<i>0</i>
The amount of information you receive regularly about your child's progress toward the annual goals and whether the goals will be achieved by the end of the year:	<i>5/68 (7.35%)</i>	<i>4/68 (5.88%)</i>	<i>8/38 (11.77%)</i>	<i>17/68 (25%)</i>	<i>34/68 (50%)</i>	<i>0</i>
If your child is 14 or older, the amount of information you receive from the school about transition options (for example, job opportunities, education options, living arrangements) for you son or daughter:	<i>2/68 (2.94%)</i>	<i>1/68 (1.47%)</i>	<i>1/68 (1.47%)</i>	<i>2/68 (2.94%)</i>	<i>1/68 (1.47%)</i>	<i>61/68 (89.71%)</i>