

School

Community Strengths:

The Oshkosh Area School District is proud of its quality schools. The total 2002-2003 student enrollment figures are 10,546, with 4,611 of those students being in our seventeen elementary schools, 2,496 are middle school students in five schools, and 3,439 are students in the two high schools. We also have a school called Second Chance, which serves students with emotional behavior disabilities who have been adjudicated in the juvenile court system.

Community Challenges:

Increasing financial constraints, newly created federal legislation and community needs have created a need to focus on schools to maintain and improve quality education.

K-12 schools are challenged by increasing at-risk behaviors and expulsion rates. Particular attention to middle-school indicators and transition to the high school level are important to the success of the schools and community.

Issues to Watch:

- Identify indicators for parochial schools
- Track High School work permits
- Track High School drop out rates using data from local schools and counselors
- Include private school data
- Include Freshman grade failure rates

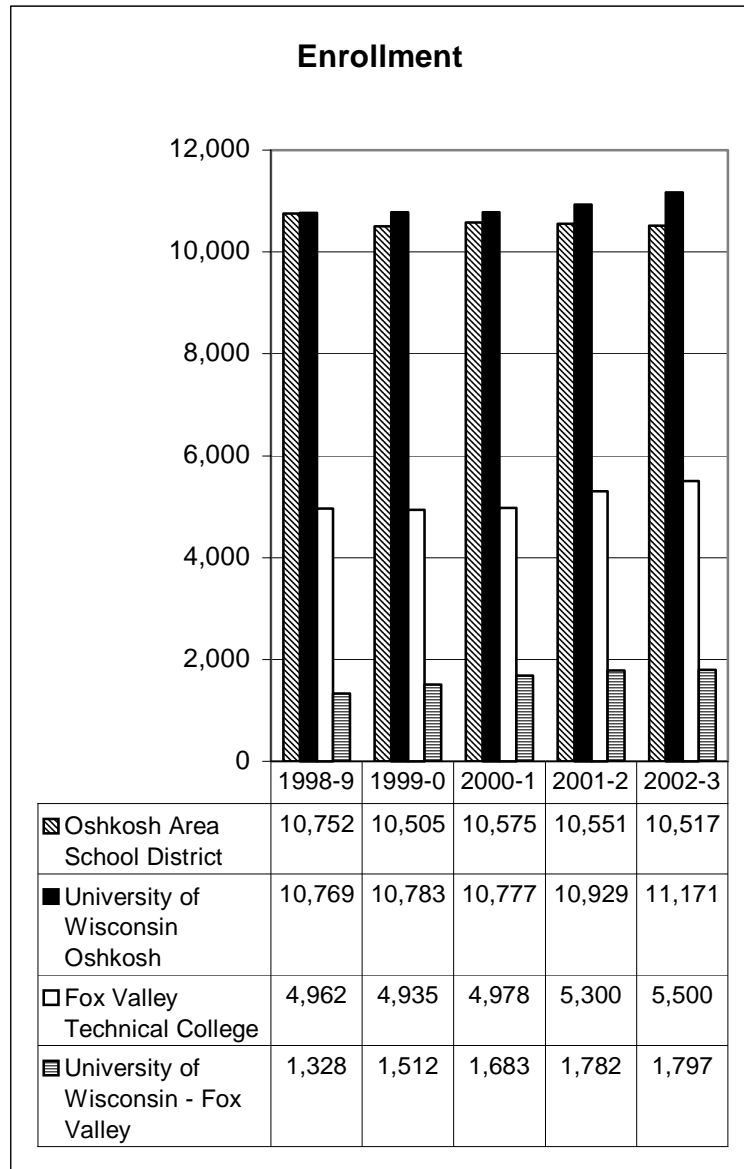
School Enrollments

Methodology

The data presented here is designed to give a five-year snapshot of enrollments of various educational institutions in the Oshkosh area.

Some of the data is available at the State and National level and is included for comparison. Most of the school data published in this report is collected by the Wisconsin Department of Public Instruction (DPI). Winnebago Area Religious Schools and other private schools are not included in these statistics. These schools are not measured by the DPI and are not subject to the same state regulations. Much of this data is not collected by all of the private schools in our area. In addition, private school enrollment is small in comparison to that of the public schools within our district area. In future years we hope to include data from other school systems within Winnebago County.

On this page we have also included enrollment numbers for three other area higher educational institutions in Winnebago County:



University of Wisconsin Oshkosh, University of Wisconsin – Fox Valley and the Fox Valley Technical College.

Sources: Wisconsin Department of Public Instruction, UW-Oshkosh, Fox Valley Technical College, UW-Fox Valley

Percent of public third grade students scoring at or above the proficient level

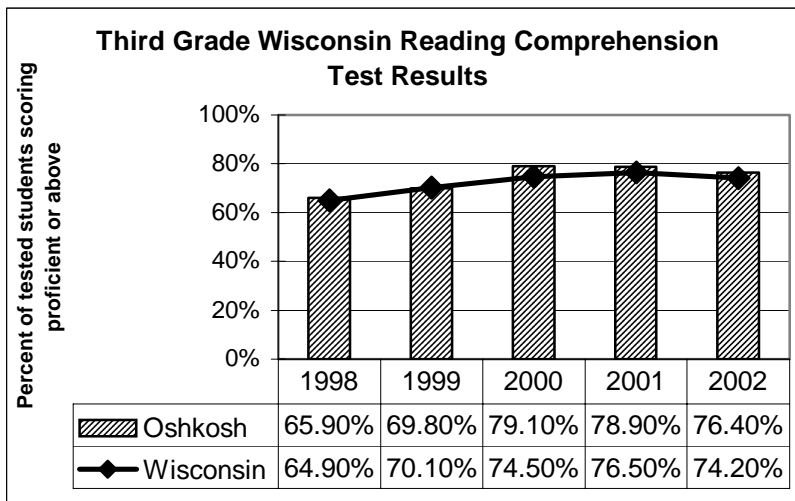
- Oshkosh Area Third Graders scores are above the state of Wisconsin.
- President Bush signed into law the *No Child Left Behind Act of 2001*. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Why Are We Concerned?

A child's ability to read and comprehend what he or she has read is a significant variable for their success in all academic areas.

Measurements of the students' accumulated knowledge and abilities in this area help to direct instructional programs. These programs can bring about future successes that reflect on the quality of life.

Across the state, the percentage of students scoring at or above the proficient level was lower for larger districts than for those of smaller size.



These statistics are based on students that took the test.

Reading Comprehension Test

Wisconsin's reading proficiency standards were set in 1998 and performance is reported at minimal, basic, proficient, and advanced levels. Results are expressed as percentages of students scoring in each of these classifications. The test is administered to all public school third-graders, except those absent during the three-week test period in March and those excluded by law due to disabilities or limited-English proficiency.

State statutes require that any student having limited English proficiency be given an assessment. Those scoring three or below on the English proficiency assessment scale of one to six are not permitted to take the Wisconsin Reading Comprehension Test

(WRCT).

However, those students are figured into the state reported district results, which affect the overall score of those who take the test. The data in the graph above was recalculated to show the results using only those actually taking the test.

Students with an English proficiency level of four or higher are required to take the test. Because of their limited English ability, these students have a greater challenge in meeting the state's proficiency standards.

Typically, larger, urban school districts have higher incidences of poverty and may test a greater number of students with limited English proficiency. Studies have shown that socioeconomic status and English proficiency are both significant variables in student performance on standardized tests.

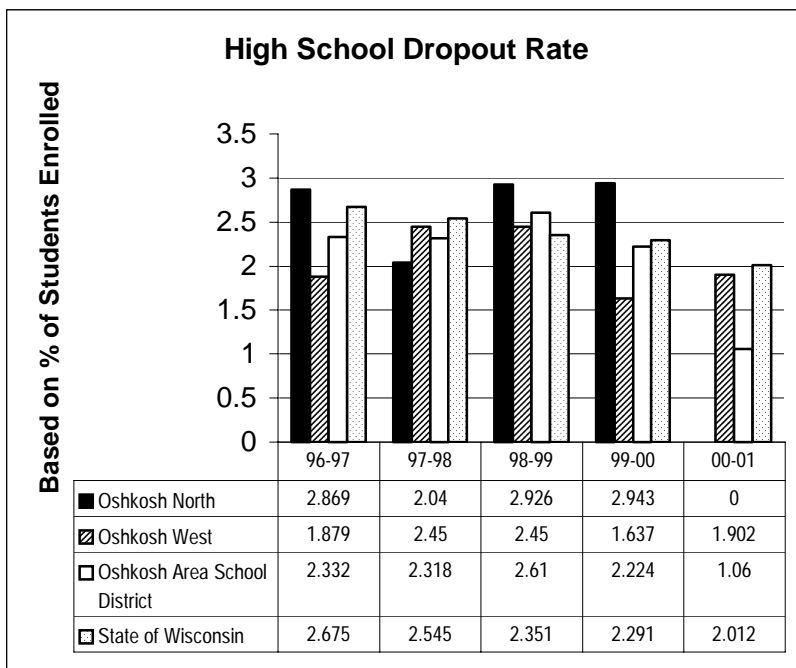
Sources: Oshkosh Area School District and DPI website:
<http://www.dpi.state.wi.us/>

High School Drop Out Rate

Drop out rates of high school students in Oshkosh

High School	1996-97		1997-98		1998-99		1999-2000		2000-2001	
	Graduation Percentage	Dropout Percentage	Graduation Percentage	Dropout Percentage	Graduation Percentage	Dropout Percentage	Graduation Percentage	Dropout Percentage	Graduation Percentage	Dropout Percentage
North	98.200	2.869	97.830	2.040	92.880	2.926	88.850	2.943	93.000	0.000
West	88.890	1.879	98.010	2.450	93.560	2.350	93.580	1.637	93.670	1.902
District	93.130	2.332	97.930	2.318	93.270	2.610	91.370	2.224	93.390	1.060
State	90.960	2.675	91.200	2.545	89.730	2.351	89.330	2.291	89.950	2.120

- High School dropouts comprise 75% of the state's prison population.
- The dropout rate for the Oshkosh Area School District has decreased since the 1998-99 school year.
- Since the 1998-99 school year, the dropout rate for the Oshkosh Area school district is less than the overall state rate.



Why Are We Concerned?

There are many opportunities available for high school graduates. Those who earn a high school diploma can look forward to further educational advancements, as well as higher lifetime incomes, which can lead to a satisfying quality of life.

A 1999 study by the Bureau of Labor Statistics indicates that fulltime workers age 25 and over with less than a high school diploma had median weekly earnings of \$345.

Those with a high school diploma earn a median income of \$489, while those who decide on a post-secondary education see this figure almost double to \$851.

Dropout Rates

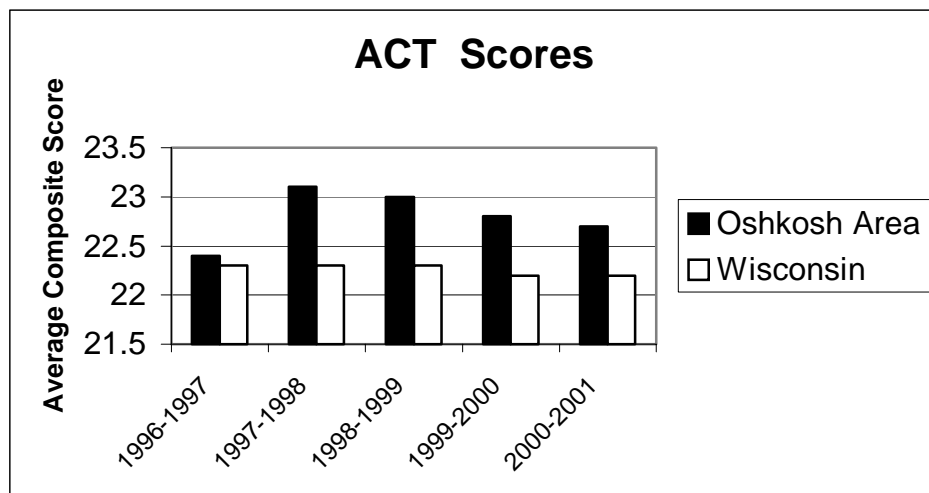
Beginning with the 1998-1999 school year, DPI changed the definition of dropout. A dropout is a student who was enrolled in school at some time during the reported school year, was not enrolled at the beginning of the following school year (third Friday in September), has not graduated from high school

or completed a state or district approved educational program, and does not meet any of the following exclusionary conditions: transfer to another public school or public school district, private school, or state or district-approved educational program; temporary absence due to expulsion, suspension or school-approved illness; death.

Source: Wisconsin Department of Public Instruction annual *School Performance Reports* and <http://www.dpi.state.wi.us/>

American College Test (ACT)

Average composite scores on the Enhanced American College Test (ACT)



- Wisconsin students consistently score higher than do students in other states that test over 50% of their students.
- Oshkosh students have scored higher than the state average for at least the past five years.

Why Are We Concerned?

The knowledge gained from kindergarten through 12th grade will greatly impact the future of our youth. Measurements of students' accumulated knowledge help to predict future successes that reflect on the quality of life.

The Enhanced American College Test (ACT)

The ACT is designed to assess educational development during the K-12 educational experience. This optional test is typically taken by college-bound students in their junior or senior years. The ACT is an entrance requirement for the University of Wisconsin System and many other colleges and universities. An alternative test, the SAT may be required by some private and out-of-state colleges. The ACT is not required for admission to a two-year Wisconsin technical college.

The test consists of four subject areas: English, mathematics, reading, and science reasoning. Each portion of the test has a

maximum score of 36. The composite score is the weighted average of the scores from the four subject areas.

Typically, students who take a rigorous college preparatory curriculum score better on the ACT. Composite score averages are influenced by the percentage of students who opt to take the test. In general, the greater this percentage, the lower the composite score average. Also students are allowed to retake the ACT test. Only the most recent score is recorded.

Source:
<http://data.dpi.state.wi.us/data/selschool.asp>

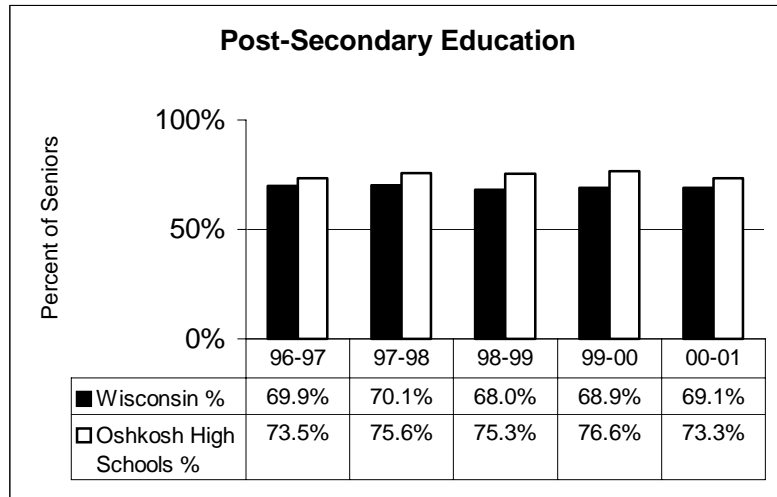
Post-Secondary Education

Percent of public high school graduates indicating they will pursue post-secondary education

- In 2001, 73.3 percent of seniors in the Oshkosh School district indicated that they were pursuing either a two-year or four-year college program.
- The Oshkosh School District average exceeds the state of Wisconsin average of 69.1 percent in 2001.

Why Are We Concerned?

In order to compete in today's rapidly evolving, high-tech society, education beyond the high school level is often necessary. Students who choose to attend post-secondary education are charting a course for their future, which can greatly enhance the quality of life.



Post-graduation Intentions

Prior to the end of the school year, the school district surveys high school seniors about their intentions upon graduating. Students declare their intentions by selecting one of the following categories:

- Job Training Program
- Two-year vocational or technical program
- Four-year college or university
- Military
- Employment
- Seeking Employment
- Other
- Undecided

Those seniors selecting a two-year vocational or technical program or a four-year college or university are considered in pursuit of post-

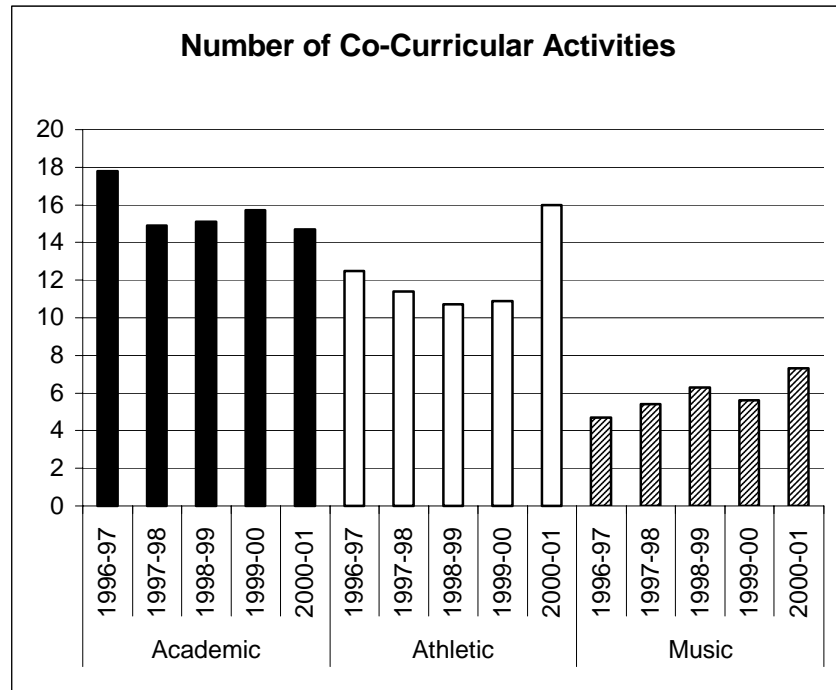
secondary education.

When analyzing these numbers, it is important to consider limitations. Graduates change their minds after the survey is completed. Also, intentions are different from reality.

Source: Wisconsin Department of Public Instruction Annual School Performance Reports. <http://www.dpi.state.wi.us/>

Co-Curricular Activities

Co-Curricular and Community Service Activities



Why Are We Concerned?

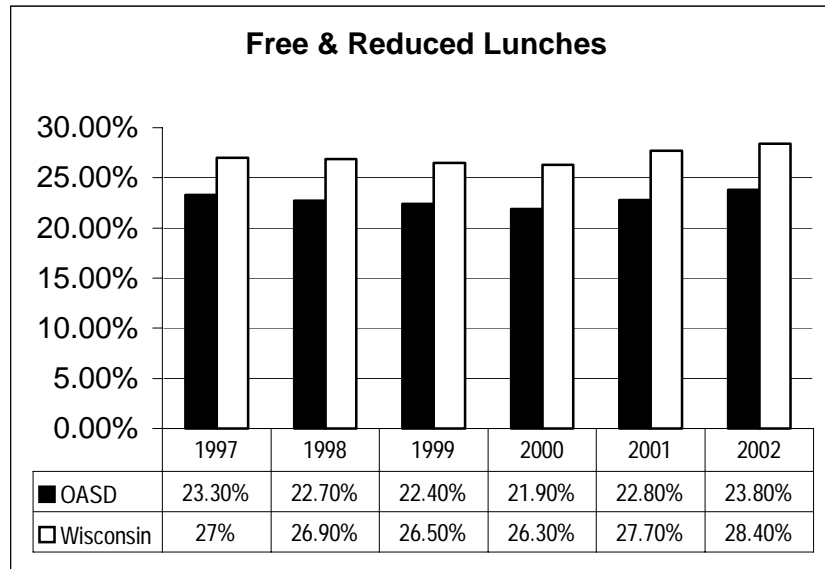
The Oshkosh Area School District believes it is important to provide students with a wide array of learning opportunities beyond the core academic areas. Co-curricular activities are designed to broaden, develop and enhance the school experience in the areas of academics, athletics and music. Students in grades 6 through 12 may participate in these activities for no credit. Students who

participate in co-curricular activities tend to be more connected to school than students not involved in co-curricular activities.

Source: OASD School Year Reports
<http://www.dpi.state.wi.us/>

Free and Reduced Lunches

Oshkosh Area School District Free and Reduced Lunch numbers



Why Are We Concerned?

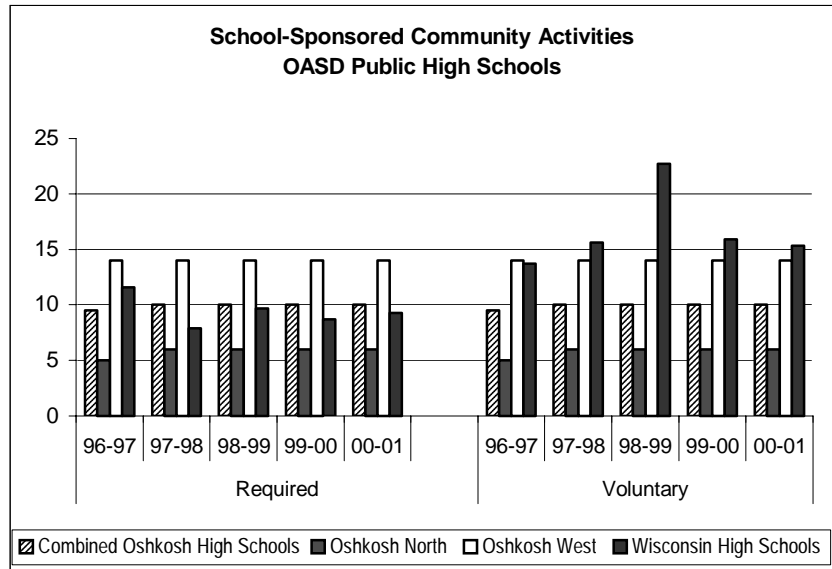
The Oshkosh Area School District keeps track of its Free and Reduced Lunch numbers as an indicator of the poverty level within our school district. Statistically, students living in poverty are at greater risk of failing academically than other students. Thus by keeping track of individual school poverty levels, it will be easier to focus extra resources to those schools. Our goal is to bring all students up to the proficient or advanced learning levels on Wisconsin Reading

Comprehension and Wisconsin Knowledge Concepts Exams. (WKCE)

Source: Food Services Director,
OASD
<http://www.dpi.state.wi.us>

School-sponsored activities that impact the community

- In 2001, on an average, twenty high school-sponsored community activities (required and voluntary) were offered at each of the high schools.
- The combined average number of high school-sponsored community activities was less than the state average of 24.6 activities in 2001.



Why are we concerned?

It is important to promote positive interaction and mutual support by strengthening community relations. Through participation in community activities, students develop a sense of responsibility, service and compassion, which can greatly enhance the quality of life.

Number of Required and Voluntary Offerings

The number of offerings is the number of activities available in a school in each school-sponsored community activity category of required and

voluntary. These activities are events that emphasize service to and involvement with the community.

Examples of voluntary activities include participation in musicals, student council membership and blood drives. An example of a required activity is marching in parades for students enrolled in the band.

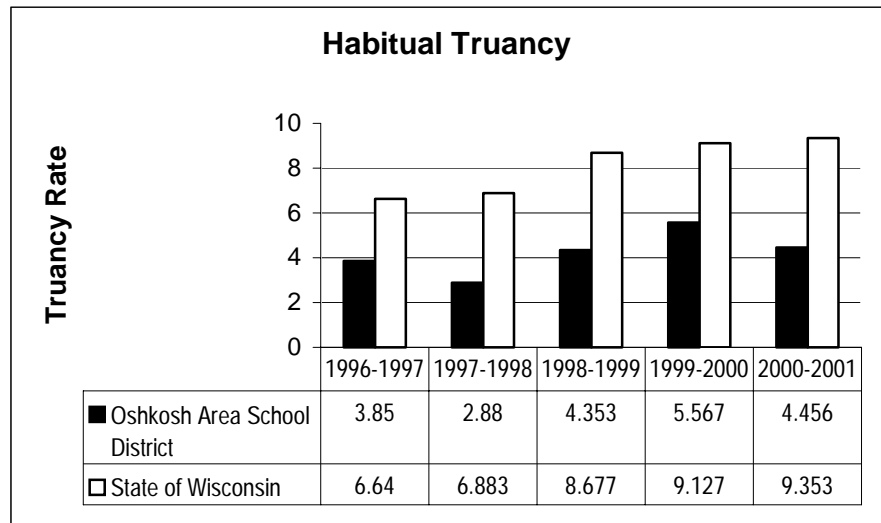
*Source: Wisconsin Department of Public Instruction Annual School Performance Reports.
<http://www.dpi.state.wi.us/>*

Habitual Truancy

Habitual truancy rates of public K-12 students in Oshkosh

- Due to the change in definition, habitual truancy statistics beginning with the 1998-99 school year are not comparable to those from years prior. Because the current definition is more rigid than the former, most districts saw a rise in the habitual truancy rate between school years 1997-98 and 1998-99.
- The habitual truancy rate is the number of habitual truants, divided by K-12 students, counted on the third Friday in September.
- The combined district habitual truancy rates are consistently far below the state rate.
- The Truancy Intervention Program is an initiative to combat truancy.

Sources: Wisconsin Department of Public Instruction annual *School Performance Reports* and Oshkosh Area School District School Year Reports. <http://www.dpi.state.wi.us/>



Why Are We Concerned?

Being habitually truant from school is an indication that something may be wrong in a student's life. Truant students are often at-risk and may be struggling with problems at school and at home.

Truancy Rates

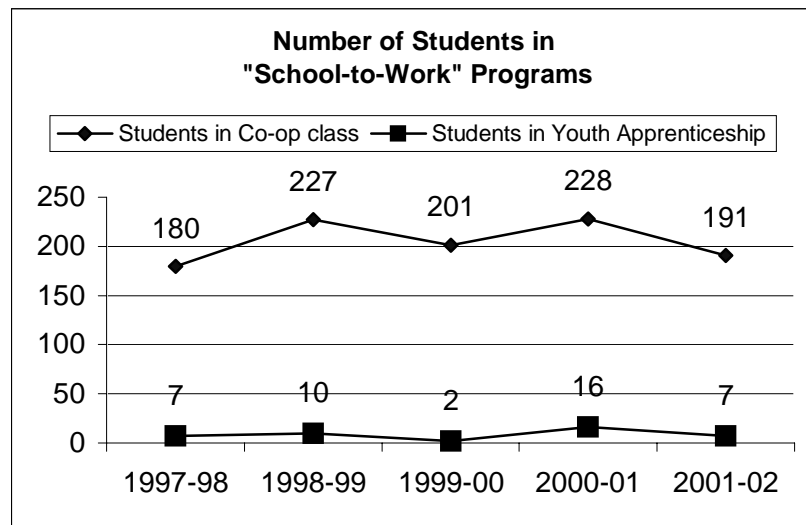
In 1997, Wisconsin Act 239 changed the definition of habitual truancy. A student is now considered to be habitually truant when he or she is absent from school without an acceptable excuse for part or all of five or more days during a school semester. Prior to the change, the five unexcused absences had to occur during ten consecutive days. This change in standards is reflected in the increased truancy rate for 1997-1998. Appointments and illness confirmed by a doctor are not included. A parent may excuse a child's absence for up to five days each semester without being considered truant. Definitions of

unexcused absences are determined by each school district. For example, one district may consider being late to a first period class, an unexcused absence and truancy while another district does not make this distinction. Over 95 percent of habitually truant students are in grades 9 through 12. However, when elementary school age children are truant, it is reasonable to assume that school and home-related problems are of greater seriousness. Students in public schools are reported only once during a school year after being found habitually truant. Once identified as such, the student is subject to rules, regulations, and supervision in the justice and social service systems. While truancy rates do indicate the number of habitually truant students, they do not provide an inclusive profile of the students in each district. The rate varies upon the level of strictness practiced in reporting and evaluating truancy in each school district.

Number of students participating in "School-to-Work" programs

- During the 2000-2001 academic year, 191 Oshkosh Area School District students participated in the Co-op program offered through the School-to-Work program.
- There were over 128 work sites participating in the program during the 2000-2001 academic year.
- The youth co-op and youth apprenticeship program are two work-based learning programs available to high school students in the Oshkosh Area School District.

Source: Oshkosh Area School District School-to-Work administrator
<http://www.dpi.state.wi.us/>



Why Are We Concerned?

Career guidance is one of four components of a comprehensive guidance program in Wisconsin and in Oshkosh schools. Unfortunately, the three other components – crisis counseling, preparing students for four-year colleges, and scheduling for next year's classes often means career guidance is short-changed. Oshkosh high school counselors combine career guidance with class scheduling for all students, requiring students to think about their future career goals as they choose next year's classes. The problem is that additional counselors and support staff are needed at the high school level to assure that students are receiving the services they deserve.

Work Based Learning Programs:

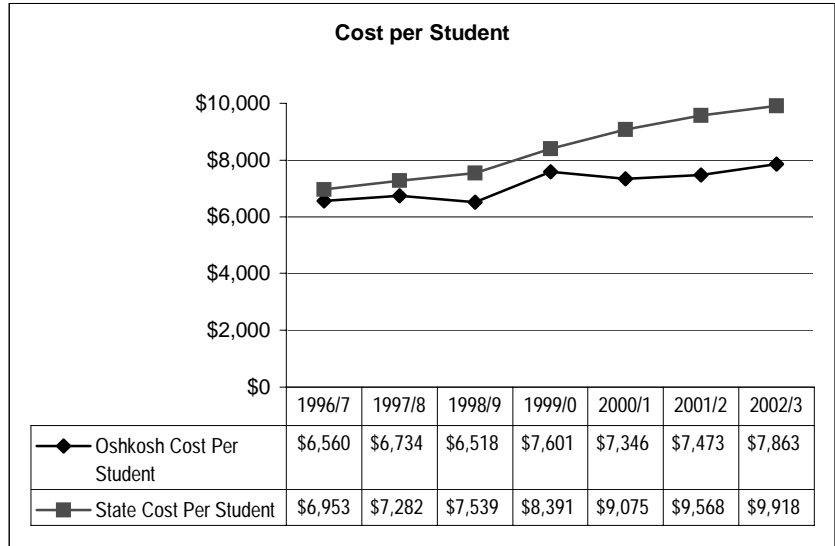
Oshkosh high schools provide

on-the-job learning opportunities through cooperative education (co-op) and Youth Apprenticeship programs. These programs act as training for some students who do not attend post-secondary schools immediately after high school graduation and give those who continue their education after high school valuable work experience in their field of interest as well as university and technical college credits. In Oshkosh, the co-op program is much more popular with students and employers than Youth Apprenticeship because co-op provides flexibility in learning activities and provides students with opportunities to take additional high school courses in non-vocational subjects and to be more active in extra curricular activities. Through follow-up surveys, employers of co-op and Youth Apprenticeship students are very satisfied with the skills and academic knowledge their student-employees possess.

Oshkosh Area School District 5-year expenditure/ per student information

- The gap between Oshkosh and Wisconsin average spending per pupil has grown from \$393 to \$2,055 less per student in Oshkosh.
- Oshkosh Area School District is spending \$82.699 million for an average of \$7,863 per student for the School year 2002-03.
- Currently Oshkosh is the 19th lowest spending district of the 20 largest in Wisconsin.
- The Oshkosh Area School District is the 10th largest in the state. Of the 20 largest school districts in the state of Wisconsin, Oshkosh is consistently one of the lowest in terms of overall spending, yet average, when looking at dollars spent on direct classroom instruction.

Source: Oshkosh Area School District Annual Reports
<http://www.dpi.state.wi.us/>



Why Are We Concerned?

To operate effectively, school districts need to be adequately financed. Districts that struggle financially often have to cut corners that can jeopardize a student’s education experience. Students who are taught in school districts with adequate funding often have a higher quality of education, which results in a better quality of life. Thus we in the Oshkosh School District are very concerned about the effect of lower revenues on the quality of the education that we are providing to all of our students. State law imposes revenue caps that limit the amount of new funding each school district may acquire. These caps are causing an increased financial strain on many districts. Starting in the school year 2001-2 Oshkosh has been particularly hurt financially because of a downturn in student numbers translating to relative dollars lost to the district.

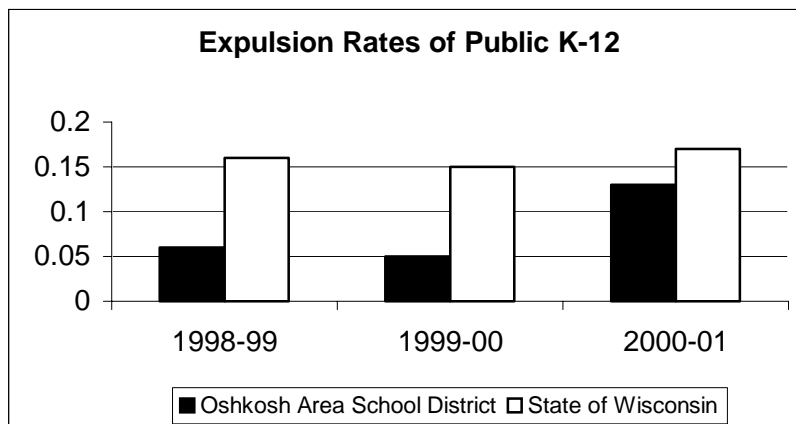
School District Spending

School districts that lack funding may not be able to hire adequate staff, purchase new books or computers, or support valuable extra- and co-curricular activities. The State of Wisconsin has committed to funding part of the cost of its public schools. The remainder of the financing comes largely from local property taxes. A small portion comes from other local and federal funds. The majority of school district expenses come from general fund categories of licensed instructional support services, transportation, and administration. Within the general funds category, licensed instruction accounts for the largest amount of expenditures. This category encompasses nearly 60 percent of all expenditures and deals directly with activities associated with interaction between staff and student. It includes salaries and benefits, supplies, equipment, and textbooks.

Expulsion Rates

Expulsion Rates of public K-12 students in Oshkosh

Expulsion is used as a last resort in the Oshkosh Area School District. The Board of Education (BOE) may expel a student from school for repeated refusal or neglect to obey school rules or regulations; or for exhibiting behavior that presents a danger to the health and safety of others. Expelled students are only counted once. The BOE follows expulsion procedures that are outlined in state law (ss.120.13(1)(c) and 119.25, Wis. Stats.).



Middle and High School Students Expelled				
	1997-1998	1998-1999	1999-2000	2000-2001
Carl Traeger	0	0	1	0
Merrill	0	1	0	2
Perry Tipler	0	2	2	4
South Park	1	0	0	4
Webster Stanley	0	0	0	0
North High	0	1	1	1
West High	2	2	1	3
Total Students	3	6	5	14

Why Are We Concerned?

Expulsions are an indication of the level of safety and serious rule violations taking place within our schools annually. They are also an indication that something may be seriously wrong in a student's life. Students who are expelled are often already at risk of failing, and many do not graduate from high school.

Expulsion Rate

The expulsion rate is the number of days expelled divided by the possible days of attendance.

Annual School Performance Reports for each district are available on the Internet.

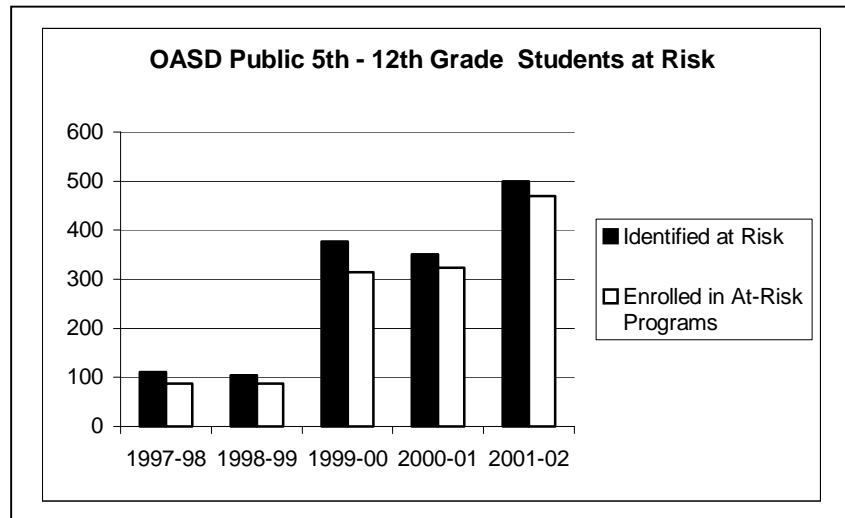
Sources: Wisconsin Department of Public Instruction Annual School Performance Reports and Oshkosh Area School District School Year Reports and <http://www.dpi.state.wi.us>

Public K-12 students at risk in Oshkosh

- There are more students identified at risk than students enrolled in the at-risk programs.
- One of every seven Wisconsin youth entering 9th grade fails to graduate from high school four years later.

Why Are We Concerned?

Many Wisconsin school children experience problems that seriously interfere with their learning, school attendance, preparation for employment or satisfactory progress toward graduation. They often fall behind their classmates, are truant, behave disruptively, face suspension or expulsion, and drop out of school.



If their problems are not addressed effectively, these children face a bleak future, one that will bear enormous costs for both the children and the society as a whole.

At Risk

“Children at risk” are defined, under §118.153 (1), as pupils in grades 5 to 12 who are at risk of not graduating from high school because they failed the high school graduation test under §118.30 (lm)(d), are dropouts, or are two or more of the following:

- 1 or more years behind their age group in the number of credits attained,
- 2 or more years behind their age group in basic skill levels,
- habitual truants, as defined in §118.16(l)(a),

- teen parents
- adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(lm)(am)1, was below the basic level, 8th grade pupils who failed the examination under §118.30(lm)(am) 2, and 8th grade pupils who failed to be promoted to the 9th grade.

Source: Wisconsin Department of Public Instruction: Annual Report for Children at Risk Program as reported by the OASD.
<http://www.dpi.state.wi.us/>

Special Education Data

Special Education Definitions and Data

Referrals			
	1998-1999	1999-2000	2000-2001
Total referrals	410	412	403
Referral rate for public/non-public enrollment	3.29%	3.4%	3.23%
Rate of referrals resulting in identified disability	68.05%	83%	70.97%
Rate of re-evaluations resulting in continued eligibility	65.02%	81%	81.25%

Special Education Definitions:

Cognitive Disability (CD):

Significant sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects educational performance.

Emotional Behavioral Disability (EBD):

Characterized by emotional, social, and behavioral functioning that so departs from generally accepted, age appropriate ethnic or cultural norms, that it adversely affects a student's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills.

Specific Learning Disability (SLD):

A severe learning problem due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing or expressing information that manifests itself in school as an impaired ability to listen, reason, speak, read, write, spell or do

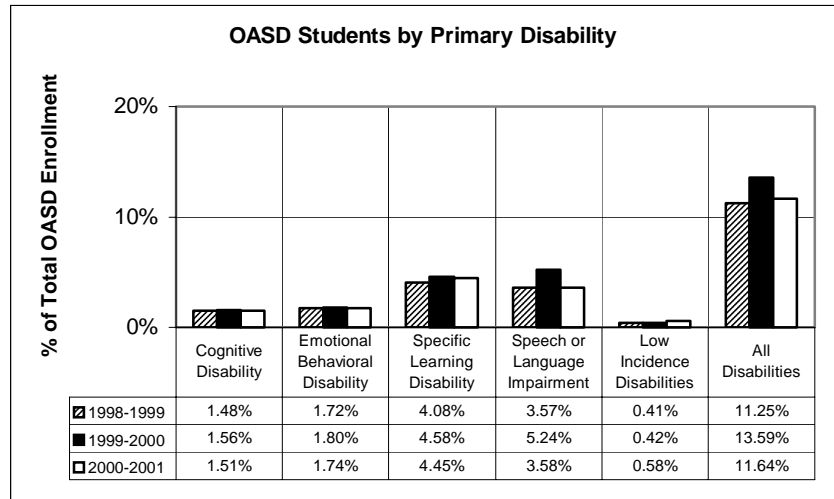
mathematical calculations, despite appropriate instruction in the general education curriculum.

Speech/Language Impairment (S/L):

Impairment of speech or sound production, voice, fluency or language that significantly affects educational performance or social, emotional or vocational development.

Low Incidence Disabilities:

One of a number of conditions, not addressed by the above criteria, that significantly affects educational performance or acquisition of self-care or vocational skills.

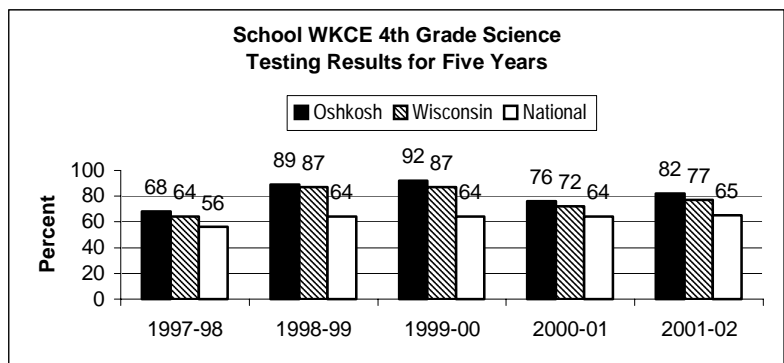
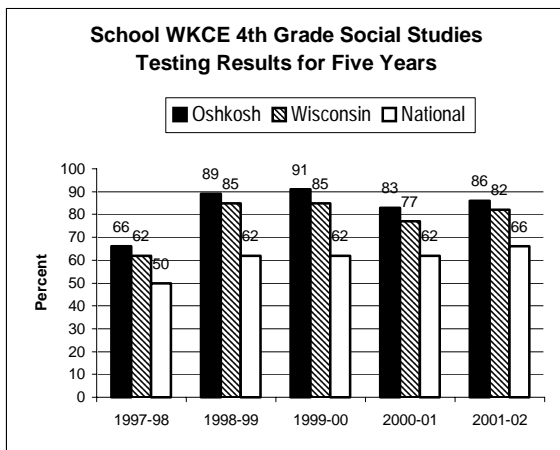
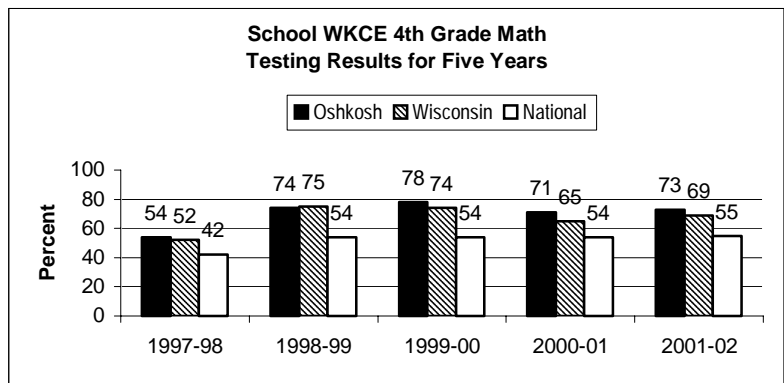
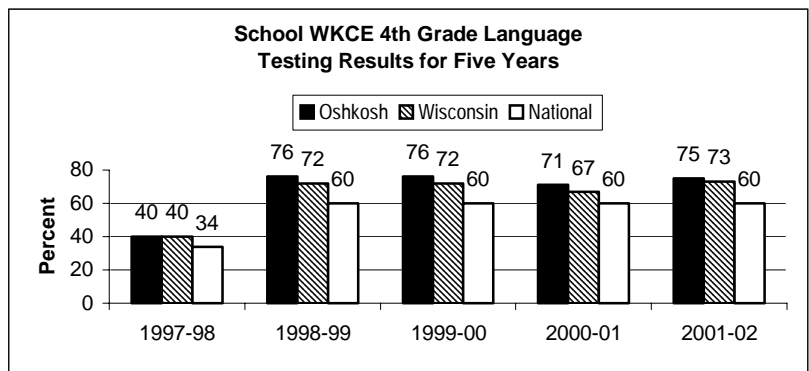
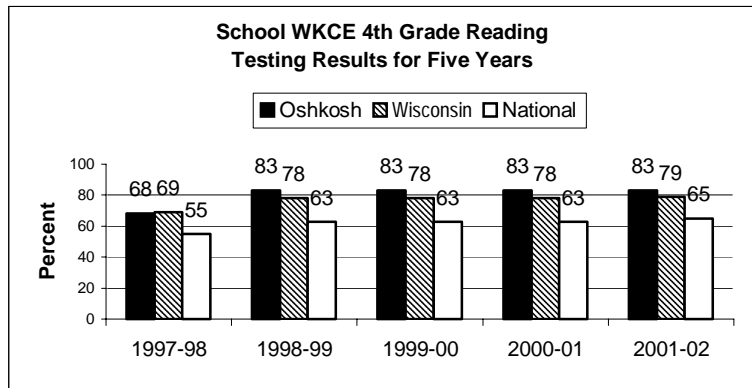


Source: Oshkosh Area School District Annual Reports

Oshkosh Standardized Testing

Oshkosh Area School District, 4th Grade (WKCE) Wisconsin Knowledge and Concepts Exam Results: 1998-2002

- The graphs show the percent of Oshkosh Area public school students scoring at or above the proficient standard on the Wisconsin Knowledge and Concepts Exam.
- The Oshkosh Area School District considers comparative standardized testing results to be a key ingredient for improving student learning, which is the focus of what we do. We have provided testing data for Oshkosh, Wisconsin and National results for the last five years.

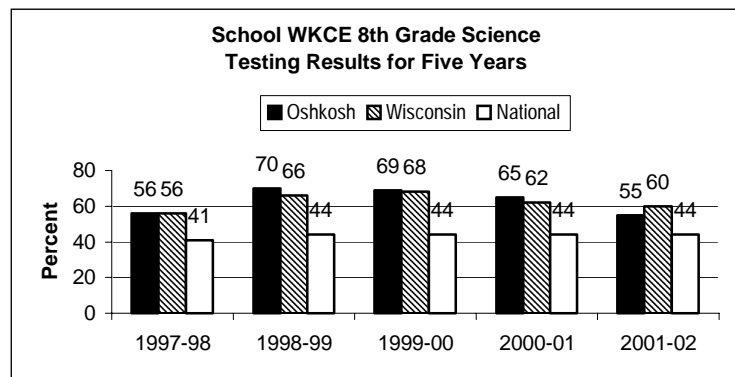
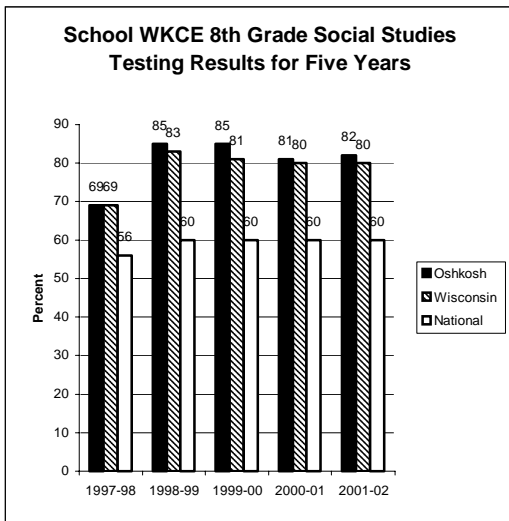
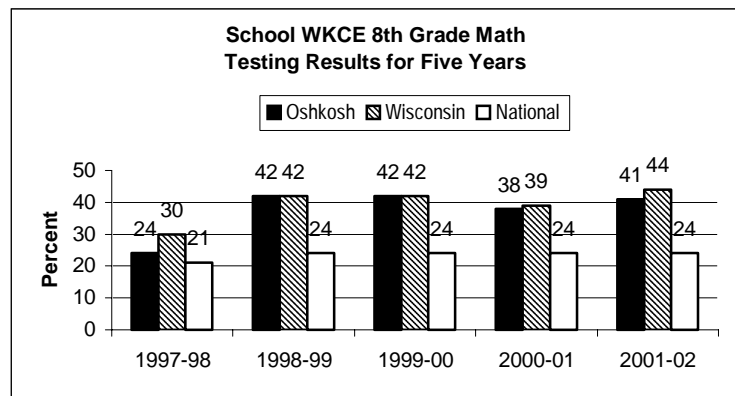
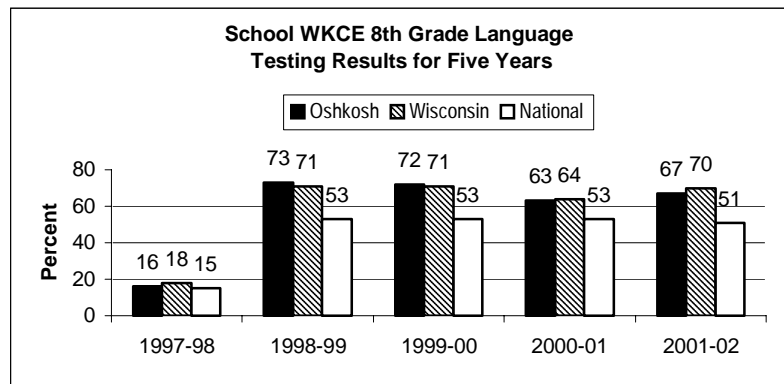
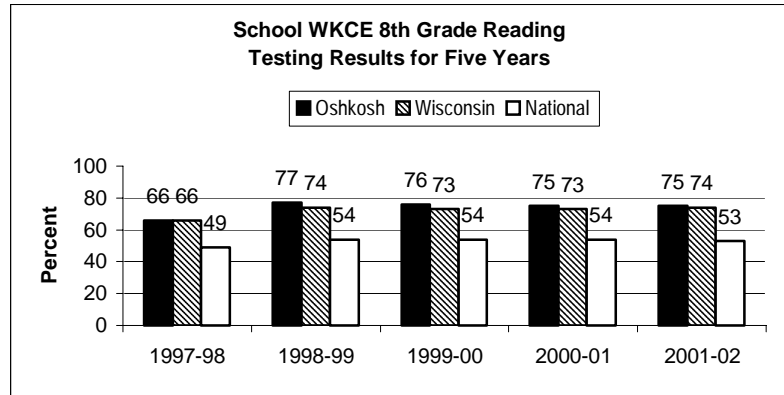


Sources: Oshkosh Area School District & Department of Public Instruction and <http://www.dpi.state.wi.us/>

Oshkosh Standardized Testing

Oshkosh Area School District, 8th Grade (WKCE) Wisconsin Knowledge and Concepts Exam Results: 1998-2002

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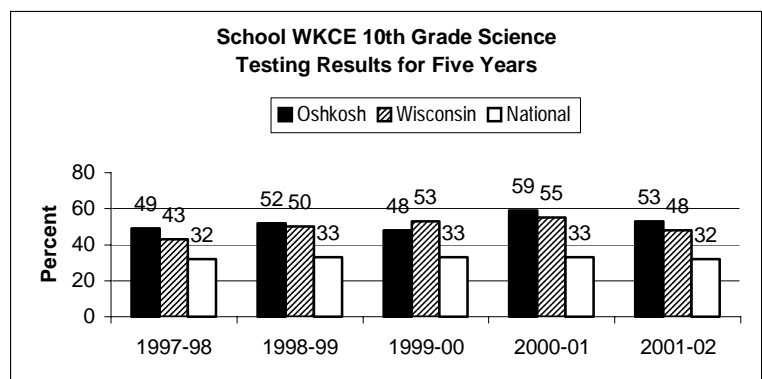
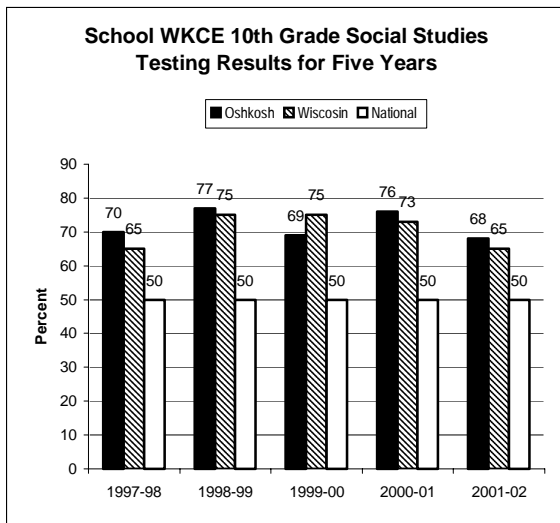
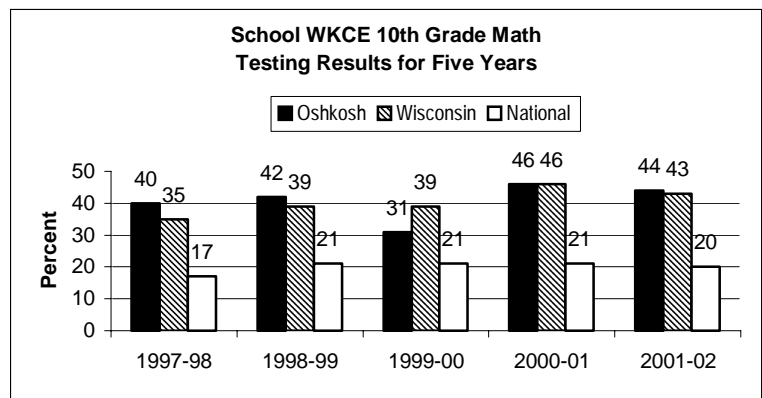
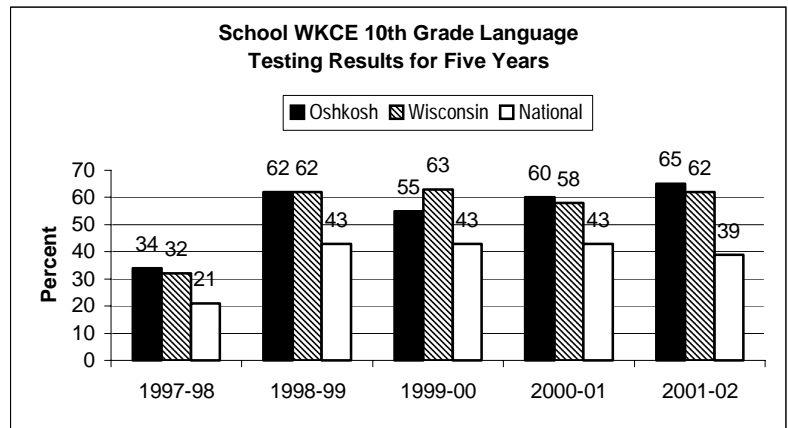
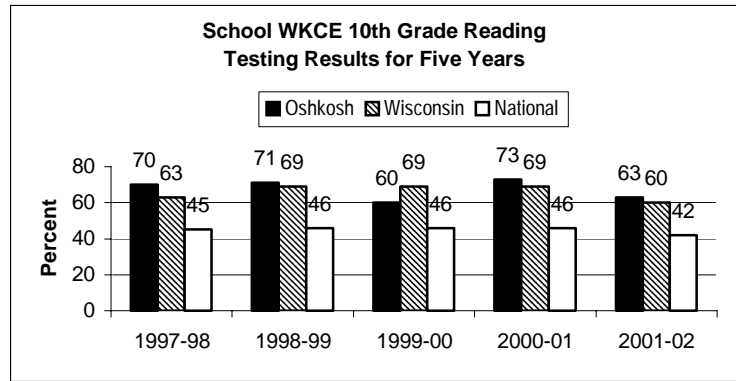


Sources: Oshkosh Area School District & Department of Public Instruction and <http://www.dpi.state.wi.us/>

Oshkosh Standardized Testing

Oshkosh Area School District, 10th Grade (WKCE) Wisconsin Knowledge and Concepts Exam Results: 1998-2002

- The graphs show the percent of Oshkosh Area public school students scoring at or above the proficient standard on the Wisconsin Knowledge and Concepts Exam.
- The Oshkosh Area School District considers comparative standardized testing results to be a key ingredient for improving student learning, which is the focus of what we do. We have provided testing data for Oshkosh, Wisconsin and National results for the last five years.



Sources: Oshkosh Area School District & Department of Public Instruction and <http://www.dpi.state.wi.us/>