



REGULAR MONTHLY BOARD MEETING

**October 24, 2006
7:00 P.M.**

**Jane Vernon Elementary School
8518-22nd Avenue
Kenosha, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Jane Vernon Elementary School

October 24, 2006

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Teacher Earns State Teacher of the Year Honors
 - Finance Department Wins Prestigious International ASBO Honors
 - Resolution No. 269 – Resolution of Commemoration – American Education Week 2006 Page 1
- IV. Jane Vernon Elementary School Presentation
- V. Administrative and Supervisory Appointments
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by the Board of Education
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Strategic Planning Update
- XII. Consent Agenda
 - A. Consent/Receive Strategic Planning Implementation Teams #1, 5 and 6 Updates..... Pages 2-10
(Also see separate appendices)
 - B. Consent/Approve Clarification of Job Title and Revision of Policy 2710 – Line and Staff Relations (First Reading) Page 11-12

SCHOOL BOARD AGENDA

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October 24, 2006

XII. Consent Agenda - Continued

- C. Consent/Approve Donations to the District..... Page 13
- D. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations..... Page 14
- E. Consent/Approve Minutes of 9/18/06 and 10/10/06 Special Meetings, 9/26/06 Special Meeting and Executive Session, and 9/26/06 Regular Meeting Pages 15-26
- F. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 27-28

XIII. Old Business

- A. Discussion/Action Official Third Friday Enrollment Report Pages 29-32 (See Separate Appendices)
- B. Discussion/Action Four Year Graduation Rate – Cohort Analysis - 2005-06 Pages 33-36 (See Separate Full Report)
- C. Discussion/Action Budget Discussion and 2006-07 Formal Budget Adoption Pages 37-49
- D. Consent/Approve School Board Policy 1720 - Complaints About School Personnel (First Reading) Pages 50-52

XIV. New Business

XV. Other Business as Permitted by Law

XVI. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (October-November) Page 53

XVII. Predetermined Time and Date of Adjourned Meeting, If Necessary

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

Resolution of Commemoration

American Education Week 2006

November 12-18

Great Public Schools: A Basic Right and Our Responsibility

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they'll need to maintain our nation's precious values of freedom, civility, equality; and respect for human life and the human condition; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees -- be they custodians or teachers, bus drivers or librarians, educational assistants or administrators -- work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, in recognition that schools unify the community, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise, the Kenosha Unified School District has celebrated American Education Week for the better part of four decades;

NOW, THEREFORE, BE IT RESOLVED, that this expression of celebration commemorating American Education Week 2006, November 12 through 18, be adopted, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be printed in the school district's official newspaper of record.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

October 24, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM Strategy # I UPDATE

Strategy # I

We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff, and the community.

Update on Progress and Timelines

This report includes updates on the four result statements and their action steps for Strategy I that was approved by the Board of Education for implementation. The progress and timeframe are included in the attached chart containing the Action Steps with specific dates and Percent Complete figures.

The Strategy I Implementation Team is meeting on a monthly basis with two sub-groups currently working on Action Steps 1.1, 1.2, and 1.4. It should be noted the Dr. Scott Pierce is working with the Board of Education to implement Action Step 1.3.

Action Plan 1.1 Establish standard communication protocols for the District.

Action Step 1.1. I Redefine the role of the Public Information office to manage the District communications and relations.

The role of the Public Information Office, renamed the Public Relations Office, will be realigned and redefined based on the implementation of the Strategic Plan by March 1, 2007. Expectations and responsibilities will coincide with the seven Strategies and other identified District needs.

Action Step 1.1.2 Assess the current state of communications within the District.

Sub-group 1, Co-chaired by Beth Sabo and Jean Schlais, Sub-group I has researched communication audits and measurements. Family Friendly Schools, founded by Dr. Steven Constantino, is working with the District to provide a communication audit and three-year communication-training plan. The audit, which will cover an external and internal review, is scheduled for the fall of 2006. Focus groups, facilitated by the Family Friendly Schools staff, have been identified to discuss current internal and external communication practices. Areas of focus include staff, administration, support services, secretaries, custodial, bus drivers, food service, and parents at elementary and secondary levels. Identified Implementation Team members will assist with translation.

Action Step 1.1.3 Establish minimum internal communication standards (e.g. common format, appropriate English, timelines of response, etc.)

Minimum internal communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, and 2006 District Culture Survey. Completion for this step is scheduled for June 2007.

Action Step 1.1.4 Establish minimum external communication standards.

Minimum external communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, and 2006 District Culture Survey. Completion for this step is scheduled for May 2007.

Action Step 1.1.5 Research best practice communication models.

Sub-Group 1 has researched exemplary employee communication training models, which included Disneyland, Lowe's, Target, Nordstrom, and Starbucks. Communication measurements were reviewed from *How to Measure Your Communication Programs* authored by Angela Siniackas.

Dr. Steve Constantino, with the support of the District's Professional Development Office, provided a half-day communication training for the AST Summer Leadership Workshop on June 15, 2006. He spoke with the community, focusing on engaging families, at Tremper High School Auditorium on June 14, 2006 at 6:30 p.m., which was supported by the Department of Public Instruction District AODA Program Grant Award and the District's Professional Development Office.

Evaluations from his half-day communication training indicated that the training was well received. Individual school sites, departments, and administrators requested to bring Dr. Constantino back to the District for additional trainings. Sub-group I worked with Family Friendly Schools in securing a three-year communication-training program that included a communication audit proposal from Dr. Constantino.

Each school has received a copy for staff and parents of *Engaging All Families*, authored by Dr. Constantino.

Action Step 1.1.6 Create level-specific communication models based on best practices (e.g., elementary, middle and high school).

Level-specific communication models will be completed by June 2007.

Action Step 1.1.7 Notify District employees of expected communication standards and required skills.

Dr. Pierce will notify employees of the expected communication standards and required skills by September 30, 2007.

Action Step 1.1.8 Assess the state of communication within the District annually.

The Implementation Team will work with the Office of Educational Accountability to review current survey information, recommend additional survey questions and/or an additional instrument that will assess the state of communication within the District.

Current survey information for review includes:

- 1) 2005 Parent Survey
- 2) 2006 Culture Survey
- 3) 2006 Educational Support Center Satisfaction Survey

Action Step 1.1.9 Review the communication standards based on the results of the ongoing assessment program and revise the standards as appropriate.

The Implementation Team will review the communications standards in the spring of 2008. Based on community/school input, the standards may be adjusted.

Action Plan 1.2 Implement standard communication protocols for all schools and departments.

1.2.1 Assess the current state of communication within each school and District department.

Plans to organize and facilitate the development of standard communication protocols for all schools and departments are scheduled to begin in the fall of 2007.

1.2.2 Establish communication plans based on the District standards and the appropriate model.

1.2.3 Incorporate communication plans in each action plan.

Communication protocols will be incorporated into school site plans.

1.2.4 Notify schools and departments of expected communication standards and required skills.

Dr. Pierce will notify District employees of the expected communication standards and required skills in early 2008.

1.2.5 Make any necessary changes from the District's annual assessment.

Schools and departments will review communication standards and required skills. Any necessary changes will be made.

Action Plan 1.3 Implement standard communication protocols for the Board of Education.

Action Step 1.3.1 Redefine the purpose of the Board of Education's Public Relations Committee to work with the Public Information Office which is now renamed to the

Public Relations Office.

Dr. Pierce, John Allen, and Patricia Demos met with Board of Education member Mark Stalker in August 2006. Discussion focused on creating a Communication Team that would meet regularly with the Superintendent and operate through the Board of Education's PR/Goals/Legislative Committee. The Communication Team will be comprised of the Public Relations Specialist, Web Specialist, Instructional Media Specialist, Media Specialist, and Community School Relations Manager. Additional team members may be added. Dr. Pierce met with the team in August 2006. At that time, the team was given the PR/Goals/Legislative Committee goals. The team will review the goals in preparation for their next meeting. Monthly Communication Team meetings will assist in further developing public relations with the community.

Action Step 1.3.2 Identify a broad based membership to serve on this committee.

The PR/Goals/Legislative Committee will be broadened by January 2007 to include additional community individuals representative of the diverse Kenosha community.

Action Step 1.3.3 Review, assess, and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard.

This action step is complete.

Action Step 1.3.4 Provide training to address the communication standards and skills expected of all Board of Education members.

This Action Step is ongoing.

Action Step 1.3.5 Coordinate the Board of Education information through the Public Information Office.

This Action Step is ongoing.

1.3.6 Assess the state of communication for the Board of Education annually.

This action step is completed annually.

Action Plan 1.4 Improve consistency of communications between the District and taxpayers.

1.4.1 Assess current methods of communication with the taxpayers.

Sub-group II developed a survey, which will be implemented in the fall 2006, in cooperation with the communication audit. Family Friendly Schools will conduct four focus groups, with the assistance of Implementation Team members that was planned by Sub-group II. Focus groups will ensure that the District connects with defined audiences that may not otherwise complete a survey.

1.4.2 Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).

The selection of locations, topics, and speakers are in the planning process. School boundary presentation listening sessions are scheduled for 9/06 and 10/06. Plans for a Legislative Forum is scheduled for October 16, 2007 and a School Board Candidate Forum will be held in early 2007.

1.4.3 Enhance District communication through media channels (i.e., email, KUSD website, Cable Channel 20, Kenosha News).

The District web design has been completed as of August 1, 2006. Web School Site Projects are in progress. Cable Channel 20 hardware upgrades are 2/3 completed.

1.4.4 Enhance methods of communication for disseminating accurate and positive Information.

The Public Relations Specialist has redesigned the school calendar that includes:

- 1) District Mission Statement and Beliefs
- 2) Strategic Plan outlining each strategy
- 3) Board of Education names and addresses
- 4) Hours of the school day
- 5) Code of Conduct
- 6) Complete testing calendar
- 7) Financial Information
- 8) Enrollment and class size
- 9) School nutrition and meal information

Every District family receives a calendar annually. All City of Kenosha libraries have the school calendars available for the public.

1.4.5 Report the "State of the District" annually to the community.

Strategy I will work with the Office of Educational Accountability to provide an annual report.

Committee Membership: Debbie Malsack, Durkee secretary, and Jennifer Knight, Mahone Dean of Students will be joining the Strategy I Implementation Team. Several committee members are not continuing due to personal and professional commitments.

Link to Appendix

October 24, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM 5 UPDATE

Strategy 5

We will develop and implement plans to model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone.

Update on Progress and Timelines

V.1. Adopt a set of Core Values

Team members met on three occasions to develop the following recommended list, with definitions, for Board approval. The 2nd Reading takes place in Sept:

- **Citizenship**: Patriotic, a sense of pride, actively participating in the community, a sharing of time, talents, and resources
- **Compassion**: Consideration and acceptance of others, patience, tolerance, and kindness
- **Courage**: Willingness to take a positive stand, even if one stands alone
- **Hope**: A sense that a positive outcome is possible even in dire situations, a realistic optimism, faith in each other, perseverance
- **Integrity**: The quality of being upright, honest, and just in character and actions
- **Respect**: Honoring appropriate authority, treat others as you would like to be treated
- **Responsibility**: Accountable, accepting consequences for your actions and decisions
- **Self-Discipline**: Confidence in self, knowing that one is of value and can have a positive impact; Developing and taking care of oneself
- **Work Ethic**: Diligent, productive, valuing a sense of accomplishment, a means to achieve one's goals

Budget

For the 2006-2007 school year, it is anticipated that \$2000.00 will be needed for additional staff hours to complete website development for sharing of best practices site and to complete the resource mapping instrument.

Staff Person Leading This Strategy – Joe Kucak

Next Steps

Review-modify other existing district policies (student code of conduct, character education, life-long learning standards, etc.) to reflect Core Values adoption. Also, in conjunction with Instructional Services and Professional Development Depts, begin process of disseminating information to administrators and staff.

V. 2. Implement curriculum on citizenship education that incorporates the KUSD Core Values:

Action Steps in place to incorporate adopted Core Values into curricular areas, beginning in the 2007-2008 school year, and concluding in 2010.

V. 3. Utilize research-based “best practice” instructional strategies for all subject areas that mirror the KUSD Core Values:

Interdepartmental collaborative/cooperative commitments made to accomplish action steps beginning in the 2007-2008 school year, and concluding in 2010 in the following areas:

- **Cultural Competency Training:** currently taking place through Human Resources
- **Differentiated Instruction:** three year plan to accomplish this step in place
- **Web Site and evaluation tools:** to be incorporated into respective programs

V. 4. Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior to provide adequate understanding and access to all.

Process to begin during the 2006-2007 school year, concluding in 2008.

V. 5. Implement a comprehensive framework within each educational setting to be used to develop and promote responsible, respectful, and ethical behavior.

Following adoption of Core Values, stage will be set to build core values into individual building improvement – or site plans.

V. 6. Recognize and reinforce responsible, respectful, and ethical behavior with the system

Process to begin during the 2006-2007 school year.

Link to Appendix

Kenosha Unified School District No. 1
Kenosha, Wisconsin

October 24, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM #6 UPDATE

Strategy #6

We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

Update on Progress and Timelines

All Action Step committees have either made significant steps in implementation of their Action Steps or have completed implementation of their Action Steps. The following has occurred:

- 6.4 A report on minority recruitment and retention is provided to all administrators via the Human Resources Newsletter so that administrators are aware of staffing patterns.

Minority recruitment efforts for the 2006-2007 school year are complete. Approximately 12 minority teachers were hired. Same teacher recruitment efforts will continue next year. In the 05-06 school year, the district employed 4,196 employees. 444 (9.5%) of those employees were minorities. In the 06-07 school year, the district employs 4,212 employees. 475 (11.2%) of those are minorities. That is an increase of 1.7%, which is well on track with increasing minority employment of the District-wide staff by five percentage points in five years.

120 facilitators have been trained to facilitate Cultural Competency learning sessions throughout the district. Teachers were the first group to participate in Cultural Competency learning sessions. First learning sessions were conducted on September 1, 2006. All other groups will participate in learning sessions during their scheduled in-service sessions. Board members will participate in learning sessions by the end of the 2006 calendar year. Learning sessions focused on self-awareness/knowledge as it relates to Cultural Competency.

- 6.5 Board Policy Series 1, 2, 3, and 7 have been revised to incorporate cultural diversity. Series 1 has been scheduled for presentation to the Personnel and Policy Committee. Additional teams will be developed to address additional policy changes in series 4, 5, 6, and beyond.

Teams are developing new policies that will ensure that cultural diversity is included in every school and department's improvement plan.

- 6.6 A plan that addresses District wide diversity has been developed. District-wide Cultural Competency training started on September 1, 2006. Teachers were the first group to be trained. All other groups will be trained during their upcoming in-service sessions. Additional work with Instructional Services and Professional Development will take place to incorporate diversity concepts in staff development process at each grade level and

department so staff can recognize diversity and capitalize on benefits of diversity as they go about their jobs.

- 6.7 Diversity policy was presented and approved by the Boundary Committee for inclusion in the parameters of proposed district boundary study.

Budget

As it relates to Action Steps VI.4, 5, 6 & 7, further discussions are needed in order to determine any fiscal implications in the 2006/07 budgets.

Staff Persons Leading This Strategy

Norris Jones and Martha Gutierrez

Members of Results Statements Teams

VI.4 Team Leader: Sheronda Glass **Team Members:** Martha Gutierrez, Anyone who selects new staff

VI.5 Team Leader: Kathleen Barca **Team Members:** (1000 Series – Nancy Hare, Pat Demos, Norris Jones, Anthony Kennedy, Kathleen Barca), (2000 Series - Scott Pierce, Sheronda Glass, Kathleen Barca), (3000 Series – Bill Johnston, Judy Ashley, Eileen Coss, Kathleen Barca), (4000 Series – Sheronda Glass, Martha Gutierrez, Karen Davis, Kathleen Barca), (5000 Series – Sonya Stephens, Roberta Akalin, Starlyn Daly, Isaac Kirkwood, Kathleen Barca), (6000 Series – Milton Thompson, Jolene Schneider, Shane Gayle, Kathleen Barca), (7000 Series – Patrick Finnemore, Kathleen Barca), (8000 Series – Pam Stevens, Diana Knudsen, Yolanda Adams, Kathleen Barca)

VI.6 Team Leader: Sheronda Glass **Team Members:** Sonya Stephens, Karen Davis, Kathy Lauer, Norris Jones, Martha Gutierrez, Louise Mattioli

VI.7 Team Leader: Kathy Lauer and Jeff Marx **Team Members:** Linda Langenstroer, Sheronda Glass, Kathleen Barca, Sonya Stephens, Norris Jones, Martha Gutierrez

Next Steps

The Action Step teams will continue to meet. Research will also be completed that prepares the District to address Action Steps that possess contractual implications. These forthcoming Action Steps are scheduled to be addressed by this team during the remainder of 2006.

PLEASE NOTE:

Implementation Team Chairs will utilize the Action Steps template in the strategic planning software to provide specific detail regarding progress on the various 2005/06 action plans (see attached).

Link to Appendix

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

October 24, 2006

Clarification of Job Title and Revision of Policy 2710 – Line and Staff Relations

Over the years, the organizational chart for Kenosha Unified School District No. 1 has been revised to reflect positions held by administrators. Since the Coordinator positions for the core academic content areas were cut, the organizational chart now shows administrative responsibility for extra-curricular areas, but not for the core curriculum. And since the District website is modeled after the organizational chart, it is also unclear as to what central office administrator has responsibility for curriculum.

Dr. Holcomb's current title is "Executive Director of Instructional Services". In some districts, this term refers to functions for which we use "Student Support Services." We have had occasions when Dr. Holcomb has had to redirect external calls to Student Support Services, and other occasions when people have asked where the curriculum department is.

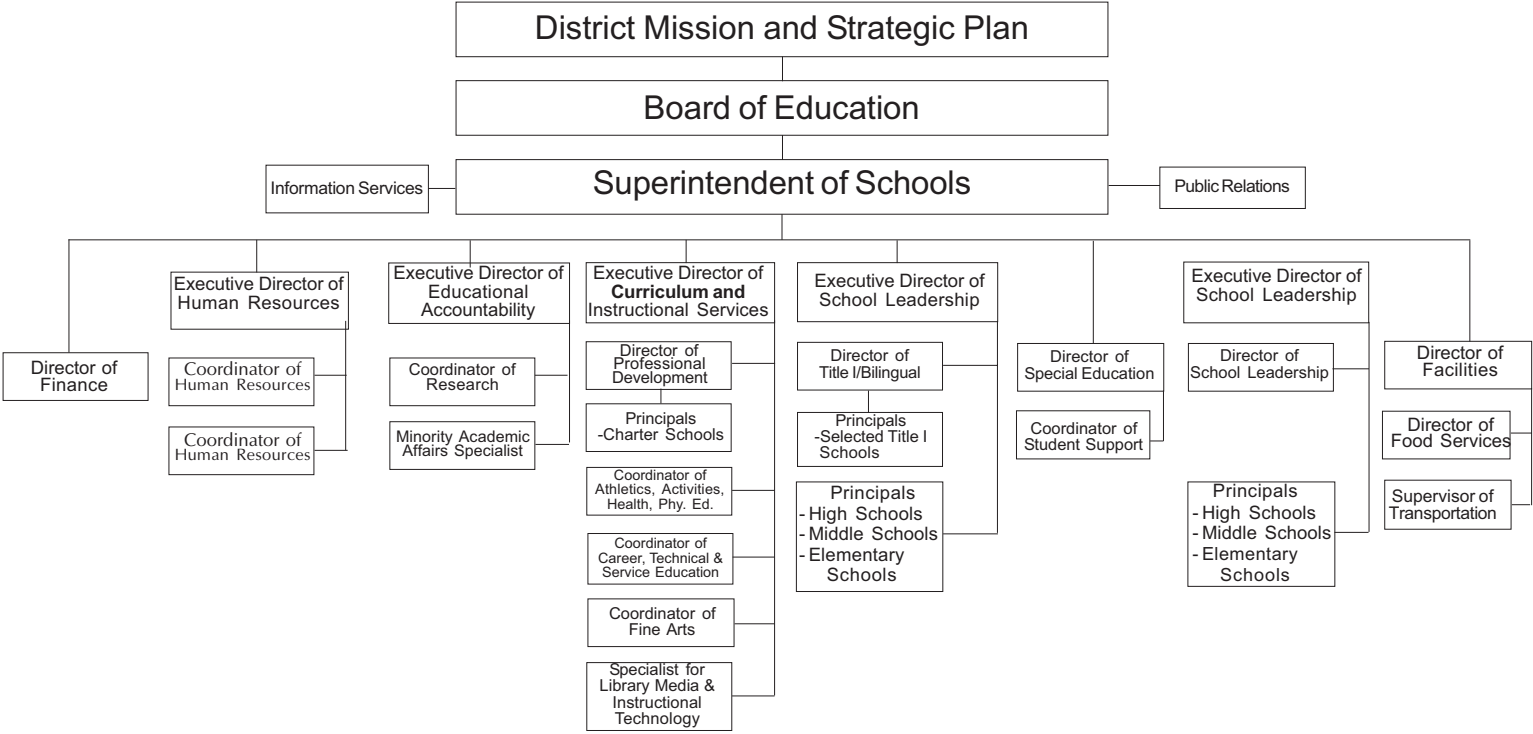
Administrative Recommendation:

At its October 10, 2006 meeting, the Personnel/Policy Committee moved to forward to the full Board the recommendation to approve changing the title from "Executive Director of Instructional Services" to "Executive Director of Curriculum and Instructional Services" as well as the recommendation for the corresponding revision to Policy 2710 – Line and Staff Relations for a first reading.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services

Kenosha Unified School District No. 1 Organizational Chart



KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 24, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Lorenz Excavating donated 3,300 cubic yards of fill and machine time, valued at \$32,600, to the baseball field at Bradford
2. Somers PTO donated \$6,438 to Somers Elementary School for FASTT Math Unlimited Site License.
3. Professional Service Group & Community Impact Programs donated \$200 this semester to the Social Emotional Academic Learning School at Tremper High School.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 3280, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

R. Scott Pierce
Superintendent of Schools

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Kenosha Unified School District No. 1
Kenosha, WI
OCTOBER 24, 2006

Human Resources recommendations concerning the following actions:

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Letter or Contract
Appointment	10/24/06		Miscellaneous	McKenzie	Cliff	EBSOLA	Parent Liaison	09/11/06	12.37	New Hire	
Appointment	10/24/06		Instructional	Santelli	Anna	School Leadership	Speech Therapist	09/26/06	32,504.40	New Hire	Letter
Appointment	10/24/06		Instructional	Pritchard	Margaret	School Leadership	P-T Occupational Therapist	08/30/06	17,126.80	New Hire	Letter
Retirement	10/24/06		Secretarial	Warnock	Nancy	Superintendent's Office	Secretary I - 12 month	10/26/06	15.99	Retirement	
Appointment	10/24/06		Instructional	Horejsch	Nancy	Prairie Lane Elementary	Grade 5 Teacher	09/25/06	35,416.00	New Hire	Letter
Resignation	10/24/06	*	Instructional	Krackow	Julie	Mahone Middle School	C.D.S.	09/11/06	61,258.00	Resig.	
Resignation	10/24/06	*	Educ. Assistant	Gram	Irene	Somers Elementary	Special Education	08/29/06	12.00	Resig.	
Resignation	10/24/06	*	Educ. Assistant	Olsen	Marilyn	Head Start	Head Start	09/28/06	11.32	Resig.	
Appointment	10/24/06	*	Instructional	Erb	Kevin	Bradford High School	Library Media Specialist	10/05/06	15,903.44	New Hire	Letter
Resignation	10/24/06	*	Instructional	Bakken	Adam	Lincoln Middle School	Science/Bridges	06/12/06	33,936.00	Resig.	Contract
Appointment	10/24/06	*	Secretarial	Alcalay	Nikki	Office of Minority Academic	Secretary I	10/09/06	14.76	New Hire	
Appointment	10/24/06	*	Instructional	Carlson	Diane	Pleasant Prairie Elementary	Grade 5	10/06/06	52,493.00	New Hire	Letter
Appointment	10/24/06	*	Instructional	Labatore	Lisa	Prairie Lane Elementary	Grade 2	10/06/06	35,745.00	New Hire	Letter
Appointment	10/24/06	*	Instructional	Franklin	Lee	Columbus Elementary	Grade 4	10/09/06	32,456.00	New Hire	Letter
Appointment	10/24/06	*	Instructional	Tibbe	Dena	Prairie Lane Elementary	Kindergarten	10/06/06	32,456.00	New Hire	Letter
Appointment	10/24/06	*	Instructional	Konchan	Julie	Prairie Lane Elementary	Grade 4	10/09/06	42,434.00	New Hire	Letter
Appointment	10/24/06	*	Educ. Assistant	Matthews	Sarah	Stocker Elementary	Special Education	10/02/06	11.75	New Hire	
Appointment	10/24/06	*	Educ. Assistant	DeBoer	Jessica	McKinley Elementary	Special Education - EBD	10/02/06	11.75	New Hire	
Appointment	10/24/06	*	Educ. Assistant	Medina	Rosa	Indian Trail Academy	Security R&D	10/11/06	10.75	New Hire	

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SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 18, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, September 18, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for presentation/discussion regarding the results of the Board Self-Evaluation.

The meeting was called to order at 6:02 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, and Mr. Olson. Dr. Pierce was also present. Mrs. Stevens and Mr. Fountain were excused.

Mr. Jack Linehan, Executive Director of Southern Wisconsin Schools Alliance, presented the results of the Board Self-Evaluation and discussion followed.

Mr. Hujik left the meeting at 7:23 P.M.

Meeting adjourned at 7:40 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 26, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, September 26, 2006, in the Teachers' Lounge at Edward Bain School of Language and Art. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:07 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present.

Mr. Olson, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding review of findings/order by Independent Hearing Officer; litigation; personnel: problems, position assignments, compensation and/or contracts; property: purchase; and collective bargaining deliberations not subject to S.S. 19.85(3).

Mr. Ostman moved that this executive session be held. Mrs. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Noes: None. Unanimously approved.

1. Review Findings/Order by Independent Hearing Officer:

Ms. Stephens arrived at 6:09 P.M. and provided Board members with information regarding an expulsion and expulsion appeal letter. Ms. Stephens and Dr. Pierce were excused at 6:12 P.M.

Mr. Hujik moved to remove the option of the student returning to the regular school program at the end of the first semester if Administration at the Hillcrest Bridges Program deems the student to be successful while in their program with respect to the expulsion. Mr. Englund seconded the motion. Unanimously approved.

Board members discussed the expulsion appeal letter and all were in agreement that no changes should be made to the Findings of Fact and Expulsion Order.

Dr. Pierce returned to the meeting at 6:14 P.M.

2. Personnel: Problems, Position Assignments and Personnel: Compensation and/or Contracts

Ms. Glass and Mr. Johnston arrived at 6:25 P.M.

Ms. Glass provided Board members with information regarding several personnel matters and discussion followed.

3. Property: Purchase

Dr. Pierce gave an update on the sale and purchase of a parcel of land and a discussion followed.

4. Collective Bargaining Deliberations Not Subject to S.S. 19.85(3).

Mr. Johnston and Ms. Glass gave an update on collective bargaining and a discussion followed.

Ms. Glass and Mr. Johnston were excused at 6:50 P.M.

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 26, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, September 26, 2006, at 7:00 P.M. in the gymnasium at Edward Bain School of Language and Art. Mr. Olson, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson.

Mr. Olson, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District No. 1. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

There were no Awards, Board Correspondence, Meetings or Appointments.

There were no Administrative or Supervisory Appointments.

There was no Legislative Report.

Views and comments were expressed by members of the public and Board members made their responses and/or comments.

Dr. Pierce gave his Superintendent's Report.

There was no Strategic Planning Update.

Agenda items XII-B Proposal to Submit Phase Two of a Charter School Planning Grant was pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Receive item XII-A Strategic Planning Implementation Team #4 Update submitted Dr. Edie Holcomb, Executive Director of Instructional Services; Mr. Timothy Miller, Executive Director of School Leadership 2; and Dr. Pierce, as contained in the agenda.

Consent-Approve item XII-C – Core Values – Policy 6120 submitted by Ms. Kathryn Lauer, Director of Special Education; Mr. Joe Kucak, Coordinator of Student Support; Lisa KC, Principal at Grant Elementary School; and Dr. Pierce, excepts follow:

“The Kenosha Unified School District mission empowers all students to reach their unique capabilities, contribute to our community, and compete in a global society.

Strategy 5 stresses the development and implementation of plans to model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone. Team members met on three occasions to develop the proposed 9 Core Values. The Adoption of a set of Core Values represents completion of the first action step in Strategy 5 implementation.

At its August 8, 2006 meeting, the Personnel/Policy Committee moved to forward Policy 6120 to the Board of Education for a first reading. The Board approved the policy on a first reading at its August 22, 2006 regular meeting. Administration recommends that the Board approve Policy 6120 – Core Values as a second reading this evening.”

Consent-Approve item XII-D – City of Kenosha – Project Proposal Community Development Block Grant Program submitted by Dr. Holcomb; Mr. Greg Wright, Career & Technical Education Coordinator; Mr. William Greathouse, Carpentry Career & Technical Education Director; and Dr. Pierce, excerpts follows:

“The grant supports the KUSD strategic plan in multiple ways. Math skills needed to succeed later in life enhance our goal in strategy #4 of meeting math standards by 2010. This program engages the students to improve graduation rates, as stated in strategy #7. By assisting various civic groups such as the Girl Scouts and Boys and Girls Club with community initiatives, the students understand the value of service projects as identified in strategy #2. Finally, by working as part of a diverse student group in an actual home building experience they develop respectful and responsible behavior, as identified in strategy #5.

The students receive regular evaluation of their work and specific skills must be achieved. The Building Trades Skill Development Program has specific benchmarks that students work to achieve. These benchmarks have been developed by the Wisconsin Building Trades industry, contractors, journeymen, and educators. In addition to the program benchmarks, all City of Kenosha projects must be evaluated and inspected on a regular basis.

At its September 12, 2006 meeting, the Curriculum/Program Committee moved to recommend that this funding contract be referred to the Board of Education for review, acceptance, and implementation. Administration recommends that the Board grant approval for acceptance and implementation of the Carpenter’s Home Improvement, Inc. City of Kenosha - Project Proposal Community Development Block Grant.”

Consent-Approve item XII-E –Waiver of Policy 1330 – Use of District Facilities submitted by Dr. Pierce, excerpts follow:

“The Superintendent is in receipt of a letter from Rev. William Harris, Pastor of Root of Jesus Christian Ministries, requesting a waiver of user fees for use of District facilities.

Board Policy 1330.2, Charges for Use of School District Facilities defines requirements for outside groups to use school district facilities. Specifically, Policy 1330.2 states that, "...the Board retains the right to waive or adjust any fees associated with use of District facilities."

"At its September 12, 2006 meeting, the Audit/Budget/Finance Committee recommended approval of this request for waiver of fees for use of the Frank Elementary School grounds on August 19, 2006, and that it be forwarded to the full Board for formal approval."

Consent-Approve item XII-F – Principal Designee – Lincoln/Durkee, excerpts follow:

"During the transition of Durkee/Lincoln, there may be times when the principal is not available to handle routine activities such as parent complaints, discipline, student monitoring, etc. Therefore, during this time of transition, it is the recommendation of the administration that the principal be allowed to assign and instruct a teacher to handle routine activities in the absence of the building principal. Such assignment will be on a voluntary basis.

Additionally, given the level of responsibility of this assignment, it is recommended that a \$3,000.00 stipend be awarded to the volunteer.

It is the recommendation of the Administration that the Personnel/Policy Committee review the attached temporary job description and forward to the Board of Education for approval."

Consent-Approve item XII-G – Head Start Miscellaneous Salary Schedule submitted by Ms. Sheronda Glass, Executive Director of Human Resources; Belinda Grantham, Director of Head Start; and Dr. Pierce, excerpts follow:

"Head Start currently has two categories of miscellaneous employees; Family Service Providers and Pre-School Associates. After reviewing the salary schedule, structure of the program, educational requirements and evaluation of the job responsibilities, it was discovered that the current salary schedule does not provide retention or educational incentives or rewards, nor does it provide salary increases based upon seniority or education like the other Head Start employees receive. To remain competitive and consistent with Head Start practices, a proposed Head Start Miscellaneous Salary structure is recommended.

At its September 12, 2006 meeting, the Personnel/Policy Standing Committee voted to forward the proposed Head Start Miscellaneous Salary Schedule to the full Board for consideration. Administration recommends that the Board approve the proposed Head Start Miscellaneous Salary Structure contained on the following page."

Consent-Approve item XII-H – Donations to the District as contained in the agenda.

Consent-Approve item XII-I - Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as updated and provided to Board members by the Office of Human Resources.

Consent-Approve item XII-J - Minutes of 8/22/06 and 8/29/06 Special Meetings and Executive Sessions; 8/29/06 and 9/5/06 Special Meetings; 9/11/06 Public Hearing on Budget and Annual Meeting of Electors; and 8/22/06 Regular Meeting as contained in the agenda.

Consent-Approve item XII-K - Summary of Receipts, Wire Transfers and Check Registers submitted by Mr. William L. Johnston, Director of Finance; Ms. Eileen Coss, Accounting Manager; and Dr. Pierce, excerpts follow:

“It is recommended that receipt numbers CR021773 thru CR022036 that total \$815,142.71 be approved.

Check numbers 378605 thru 379594 totaling \$8,646,792.70 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated August 3, 16, 17 and 31, 2006 totaling \$2,935,556.54 to US Bank of Milwaukee dated August 15 and 30, 2006 totaling \$231,073.69 and to the Wisconsin Retirement System dated August 31, 2006 totaling \$212,322.23 be approved.”

Mr. Hujik moved to approve the consent agenda as revised. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Expansion of Pre-K Options for 4-Year Olds submitted by Mr. Miller; Mr. Kurt Sinclair, Director of School Leadership; Ms. Grantham; and Dr. Pierce, excerpts follows:

“In 2004 Kenosha County received a one-year grant to investigate the feasibility of establishing universal community wide quality early education experiences for 4 year olds throughout Kenosha County. A planning committee was formed to carry out the actions of the Early Education Matters (EEM) Grant proposal. The year culminated with an Early Childhood Summit in October 2005. Since that time, the EEM Planning Committee has continued to meet discussing the value of 4K within the city of Kenosha and learning about program structures of other communities that have established successful 4K programs. This committee is requesting that the Kenosha Unified School District Board of Education support the development of a broad-based community committee for the purpose of developing a proposal for the implementation of universal pre-K options for 4 year olds.

At its September 12, 2006 meeting, the Curriculum/Program Committee voted to forward this request to the full Board for approval. Administration recommends that the Kenosha Unified School Board approve the development of a community committee for the purpose of developing a proposal for the implementation of universal pre-K.”

Mr. Hujik moved to concur with the recommendation of Administration to approve the development of a community committee for the purpose of developing a proposal for the implementation of universal pre-K. Mr. Fountain seconded the motion. Motion carried. Mr. Stalker dissenting.

Dr. Pierce presented the 2006-2007 Short Term Borrowing submitted by Mr. Johnston, Ms. Coss and Dr. Pierce, excerpts follows:

“Attachment A is a 2006-2007 cash flow projection illustrating the short term borrowing needs for 2006-2007 to be \$42 million. The Tax and Revenue Anticipation Promissory Notes (TRANS) will be sold on September 26, 2006, the day of the Board Meeting. Working with our Financial Advisor, several short term borrowing investment options are being developed and the most advantageous option will also be selected on September 26th. The resolution authorizing the borrowing, the results of the sale of the notes and then the placement of the investment will be distributed at the Board Meeting for consideration.

The Audit, Budget and Finance Committee and Administration recommend that the Board of Education approve the 2006-2007 short term borrowing plan and approve the resolution to borrow \$42 million to meet our short term needs during the year.”

Mr. Hujik moved to approve the 2006-2007 short term borrowing plan and approve the resolution to borrow \$42 million to meet short term needs during the year. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Design and Cost Estimate for the Durkee and Lincoln Replacement School submitted by Mr. Patrick Finnemore, Director of Facilities; Mr. John Setter, Project Engineer; and Dr. Pierce, excerpts follow:

“The Facilities Design Committee for the replacement school for Durkee and Lincoln Elementary Schools concluded its input into the design process on September 11, 2006. Together with Partners in Design Architects, Riley Construction, and KUSD Administration the Committee has developed the building and site plans being reviewed at this evening’s meeting. The plans are included as Attachment 2 to this report. The Design Committee began meeting on August 7, 2006 and had a total of five two-hour meetings. A roster of members of the Facilities Design Committee is provided as Attachment 1 to this report. We also worked with key staff and community members along the way to develop the detailed design for the school.

At the beginning of the design process, KUSD developed a very aggressive design and review schedule to support bidding out the project this year in attempt to minimize construction costs. Cost inflation in the construction market has been dramatic in the past couple of years in part due to rising crude oil costs and because of other international and national influences on the market. For that reason, it was

decided to schedule Committee and Board reviews in September instead of October even though the design committee activities were not concluding until the evening before the Planning, Facilities and Equipment Committee meeting. The Design Committee is very pleased with the overall design and the architectural support and creativity provided by Partners and Design. Members of the Design Committee will present the design and highlight some of the key aspects at tonight's meeting.

Administration recommends Board approval of the design and cost estimate for the Durkee and Lincoln Replacement School project as summarized in this report."

Mrs. Stevens moved to approve the design and cost estimate for the Durkee and Lincoln Replacement School project. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Utility Budget, Energy Saving Program, and Fuel Cost Reserve Account Update and Recommendations submitted by Mr. Finnemore; Mr. John Allen, Distribution and Utilities Manager; and Dr. Pierce, excerpts follow:

"The School Board at a special meeting on September 13, 2005 approved the creation of a reserve account to cover the costs related to higher natural gas and diesel fuel prices. \$350,000 was reserved for natural gas in light of natural gas prices last fall. The good news is three-fold, the first being that natural gas prices did decrease slightly from the forecasts since the first of the year, the second that the weather this winter/spring was milder than normal, and the third being that the measures the District took to save energy were very successful. Because of this, we spent only \$112,680.50 of the \$350,000. Administration recommends using a portion of the remainder of the reserve account to provide incentives to those schools that met the energy-saving goals we spelled out at the beginning of the school year.

Administration recommends Board approval to use \$55,839.75 of the available funds in the reserve utility account to fund incentives for the schools that met the guidelines established at the beginning of the school year as part of the operational energy savings program."

Mr. Hujik moved to concur with the recommendation of Administration to use \$55,839.75 of the available funds in the reserve utility account to fund incentives for the schools that met the guidelines established at the beginning of the school year as part of the operational energy savings program. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Proposed City of Kenosha with Kenosha Unified School District No. 1 Agreement Regarding School Resource Officers submitted by Mr. Miller and Dr. Pierce excerpts follow:

"An agreement was entered into between the City of Kenosha and the Kenosha Unified School District No. 1, most recently for the years of 2003-2004, 2004-2005, and 2005-2006. This agreement has reached its conclusion, as of July 1, 2006 and it is now

necessary to enter into a new agreement with the City of Kenosha regarding the District's employment of the City's police officers to work in our schools. In the interim, there is a letter of understanding, prior to the implementation of this agreement, indicating a continuation of the previous agreement until such time that a new agreement is approved. Both the City and the School District have approved this interim agreement.

This relationship between the City and the School District has been exceptionally positive, and the work that they do for us, in aiding to provide a positive and safe learning environment for our students and staff, as well as the proactive educational resource they offer, has served both Unified and the City extremely well. We are interested in continuing in this relationship.

Administration recommends that the School Board approve the attached agreement with the City of Kenosha regarding the employment of City police officers as School Resource Officers in our high schools."

Mr. Ostman moved to approve the agreement with the City of Kenosha regarding the employment of City police officers as School Resource Officers at our high schools. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Proposal to Submit Phase Two of a Charter School Planning Grant submitted by Mr. Miller and Dr. Pierce, excerpts follow:

"As work continues to address overcrowding as well as to provide alternative educational opportunities for students in our district, we presented and received approval from the Board on May 23, 2006, to write a first phase planning grant for a K-8 Charter School with an emphasis on the use of technology as a tool for delivering district curriculum. This grant received full funding from WI Department of Public Instruction on August 17, 2006.

When an outreach was provided to allow potential charter school advocates, or leaders who wished to explore an instrumentality charter school, one of the more thorough responses came from a trio of dedicated teachers who wish to pursue a grant to plan a K-8 school, called Kenosha School of Technology Enhanced Curriculum (K-TEC).

The teachers: Dr. Angela Anderson, Sarah McMillian and Lynette Powers developed both a concept and a comprehensive plan to provide K-8 students with a cutting-edge use of technology integration in order for students to explore their world of learning in a way that will allow them to fully thrive in the digital age. With a focus on Digital Age Literacy, Inventive Thinking, Effective Communication Skills and High Productivity, they will address and develop in their students those 21st Century Skills. This can be done in the context of delivering the district curriculum in a technologically enhanced manner.

At its September 12, 2006 meeting, the Curriculum/Program Standing Committee voted to forward this report to the full Board for consideration. Administration recommends that the School Board grant approval to write the second phase of a planning grant to the Department of Public Instruction for a charter K-8 school, now known as Kenosha School of Technology Enhanced Curriculum (K-TEC).”

Mrs. Stevens moved to approve the writing of the second phase of a planning grant to the Department of Public Instruction for a charter K-8 school. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman dissenting.

Meeting adjourned at 8:57 p.m.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 10, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 10, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for presentation/discussion of School Board policies 5320 – School Attendance Areas and 5330 – Assignment of Students to Schools.

The meeting was called to order at 7:55 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mrs. Steven. Dr. Pierce was also present. Mr. Olson was excused.

Mrs. Kathleen Barca, Executive Director of School Leadership I, indicated that Board policy 5320 – School Attendance Areas was last brought to the full Board at their August 22, 2006, meeting but was sent back to the Personnel/Policy Committee for further review and is now being presented to the full Board for discussion purposes only. Mrs. Barca presented the policy and a discussion followed.

Mrs. Barca presented Board policy 5330 – Assignment of Students to Schools and a discussion followed.

Meeting adjourned at 8:57 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
October 24, 2006

	From	To	Date	Amount
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Receipts:

Total Receipts	CR022037	CR022492	8/29/06 - 9/21/06	\$ 709,074.58
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			September 14, 2006	1,160,530.69
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			September 18, 2006	132,446.12
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			September 29, 2006	1,168,871.62
US Bank of Milwaukee <i>(for state payroll taxes)</i>			September 15, 2006	386,278.46
Wisconsin Retirement System			September 29, 2006	262,699.51
Total Outgoing Wire Transfers				\$ 3,110,826.40

Check Registers:

General	379595	379907	September 8, 2006	998,446.49
General	379908	379911	September 11, 2006	5,695.00
General	379912	380283	September 15, 2006	3,348,631.85
General	380284	380326	September 18, 2006	245,643.44
General	380327	380853	September 22, 2006	3,800,421.74
General	380854	380860	September 25, 2006	9,668.79
General	380861	380865	September 26, 2006	2,712.75
General	380866	380866	September 28, 2006	290.00
General	380867	381187	September 29, 2006	781,230.95
General	381188	381193	October 3, 2006	2,128.56
Total Check Registers				\$ 9,194,869.57

Administrative Recommendation

It is recommended that receipt numbers CR022037 thru CR022492 that total \$709,074.58 be approved.

Check numbers 379595 thru 381193 totaling \$9,194,869.57 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated September 14, 18 and 29, 2006 totaling \$2,461,848.43 to US Bank of Milwaukee dated September 15, 2006 totaling \$386,278.46 and to the Wisconsin Retirement System dated September 29, 2006 totaling \$262,699.51 be approved.

R. Scott Pierce, Ed. D.
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
October 24, 2006
OFFICIAL THIRD FRIDAY ENROLLMENT REPORT

(School Year 2006-07)

OVERVIEW

Annually, Administration provides the Kenosha Unified School Board with the District's *Official Third Friday Enrollment Report*. The data contained in this report is also reported to the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this report contains only *enrollment* data and does not contain student membership data that is used to develop revenue projections and budgetary planning documents.

The following sections are included in the Appendices at the end of this report:

APPENDIX 1 – Official Enrollment School Year 2006-07

- Total district enrollment by grade span
- Total enrollment by grade level, including all students
- Overall average class sizes for elementary, middle, and high school programs
- Total enrollment by school, including all students

Historical information is also included from the five (5) previous school years, beginning with school year 2001-02.

APPENDIX 2 – Total Enrollment by School

- Enrollment by building, category, and grade level, grouped by Elementary, Middle, High, and Special Schools
- Summary recapitulation by category and grade span, with five (5) years of historical data

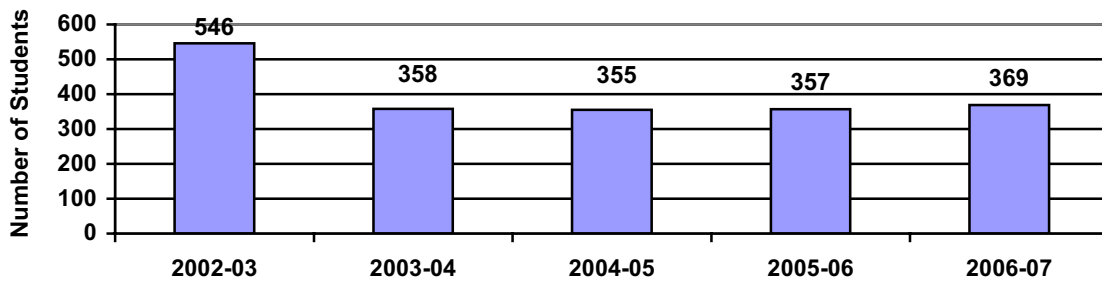
APPENDIX 3 – Class Size Averages by School

- Average class sizes by school and program, grouped by Elementary, Middle, High, and Special Schools
- Summary average class sizes by grade span and program

GENERAL FINDINGS

1. District-wide, enrollment increased from 22,216 students in SY 2005-06 to 22,585 students in SY 2006-07, an increase of +369 students. Elementary schools experienced an increase of +230 students, middle schools experienced a decrease of -19 students, and high schools experienced an increase of +149 students, with special schools reporting an increase of +9 students. The following chart illustrates the increases in overall student enrollment for the past 5 years.

Increase in Student Enrollment



2. Grades Kindergarten, 2, 3, 7, and 11 exhibited the greatest increase in enrollment when compared to the previous year, with +55, +133, +143, +87, and +148 students respectively.
3. Grades 4, 6, 8, and 10 reported the greatest decrease in enrollment when compared to the previous year, with -52, -49, -54, and -57 students respectively.
4. The average class size for students in Kindergarten through grade 5 increased by 1.1 students, from 20.2 to 21.3 students. The average kindergarten class size increased from 18.2 to 19.9 students. The average class size for students in grades 1 through 3 increased from 19.5 students to 20.4 students, and the average class size for students in grades 4 and 5 increased from 22.7 to 23.9 students.
5. Middle schools reported an average class size of 25.0 students for the overall academic area, an increase of +0.9 students. The overall elective average class size increased +1.4 students, from 23.3 students last year to 24.7 students this year. A decrease of -0.7 students was observed in the overall activities class average, from 29.5 to 28.8 students.
6. Students in high school experienced larger class sizes in the overall academic area, from 24.8 to 25.2 students. The overall elective area class size decreased from 24.0 to 22.6 students. The average class size in the overall activities area increased from 39.6 to 41.0 students.
7. At the elementary level, Forest Park, Pleasant Prairie, Prairie Lane, Somers, Stocker, and Wilson recorded the greatest increases in enrollment, with +28, +32, +38, +37, +53, and +40 students respectively. Frank and Roosevelt Elementary Schools reported the greatest decreases in enrollment, with -32 and -26 students respectively.
8. For the middle schools, enrollment increased at Lance, Mahone, Washington with +36, +26, and +7 additional students respectively. Bullen, Lincoln and McKinley Middle Schools all reported decreases in enrollment, with -54, -12, and -22 students respectively.
9. Bradford and Tremper High Schools and LakeView Tech Academy each experienced increases in student enrollment, with +178, +36, and +37 respectively. Indian Trail Academy and Reuther Central High School recorded decreases in enrollment, with -43 and -59 respectively.

10. Among the special schools, enrollment at Brompton increased to 101, a gain of +6 students. Dimensions of Learning Academy reported +5 additional student, with enrollment at 203 students. Paideia Academy enrollment remained constant at 67 students. HeadStart enrollment decreased from 381 students to 376 (-5 students). Hillcrest reported an increase of +2 student when compared to the previous year, from 57 to 59 students.
11. The number of Bilingual students remained the same at 564 when compared to the prior year. However, the number of ESL students increased from 256 to 978. *This increase is a result of the mandatory ACCESS (Assessing Comprehension and Communication in English State to State) for English Language Learners required by the Department of Public Instruction (DPI) and the identification of all students who are not English proficient.*
12. The number of special education students increased from 979 students last year to 1,018 this year, an increase of +39 students.

Please note that the category of special education includes only students identified as Autistic (A), Cognitive Disabled Borderline (CDB), Cognitive Disabled Severe (CDS), Emotional Behavioral Disability (EBD), Hearing Impaired (H), and Early Childhood (EC).

13. The number of Asian, African American, Hispanic, and Native American students has increased in the last five years. The number of Caucasian students has decreased in each of the last four school years.
14. The percent of enrollment represented by African American and Hispanic students has increased each year, while the percent represented by Caucasian students has decreased. The enrollment distribution for Asian and Native American students has remained constant. The chart below reports the changes in the distribution of each ethnic category for the past six years.

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
Asian	312 (1.5%)	361 (1.7%)	356 (1.7%)	361 (1.7%)	380 (1.7%)	394 (1.7%)
African American	2,785 (13.5%)	2,927 (13.8%)	3,095 (14.4%)	3,231 (14.8%)	3,366 (15.2%)	3,620 (16.0%)
Hispanic	2,608 (12.7%)	2,861 (13.8%)	3,113 (14.5%)	3,339 (15.3%)	3,722 (16.8%)	3,994 (17.7%)
Native American	76 (0.4%)	93 (0.4%)	82 (0.4%)	87 (0.4%)	81 (0.4%)	86 (0.4%)
Caucasian	14,819 (71.9%)	14,904 (70.5%)	14,858 (69.1%)	14,841 (67.9%)	14,667 (66.0%)	14,491 (64.2%)
DISTRICT	20,600	21,146	21,504	21,859	22,216	22,585

Administrative Recommendations

At its October 10, 2006 meeting, the School Board Personnel/Policy Standing Committee recommended that the 2006-07 Official Third Friday Enrollment Report be forwarded to the full Board for approval. Administration recommends that the School Board review and accept the 2006-07 Official Third Friday Enrollment Report. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor enrollment and submit the 2007-08 Official Third Friday Enrollment Report to the School Board Personnel/Policy Standing Committee in October of 2007.

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational
Accountability

Ms. Linda Langenstroer
Coordinator of Research

Ms. Renee Blise
Research Analyst

[Link to Appendices](#)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 24, 2006

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2005-06)

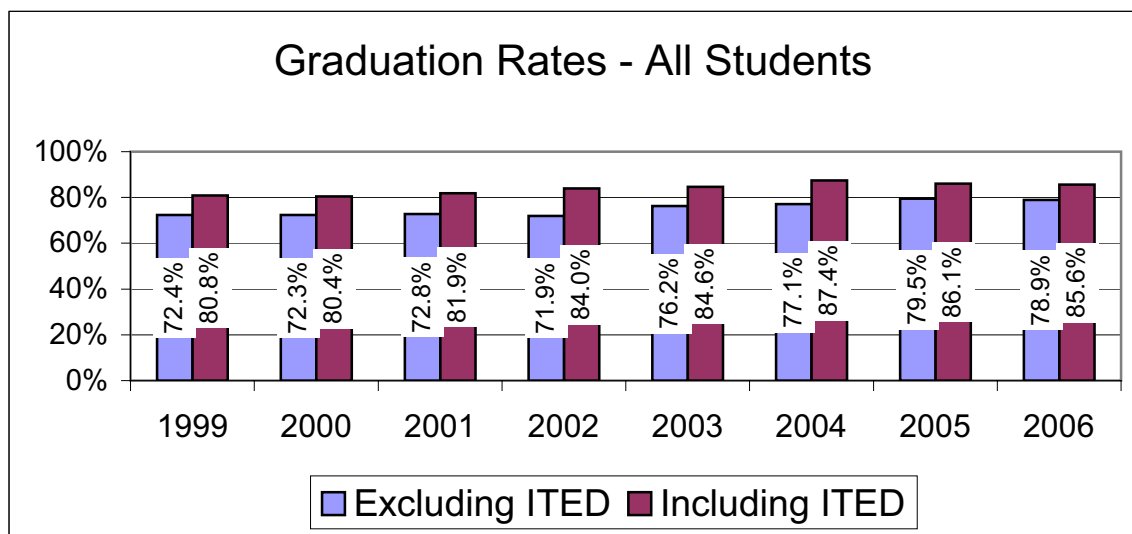
Executive Summary

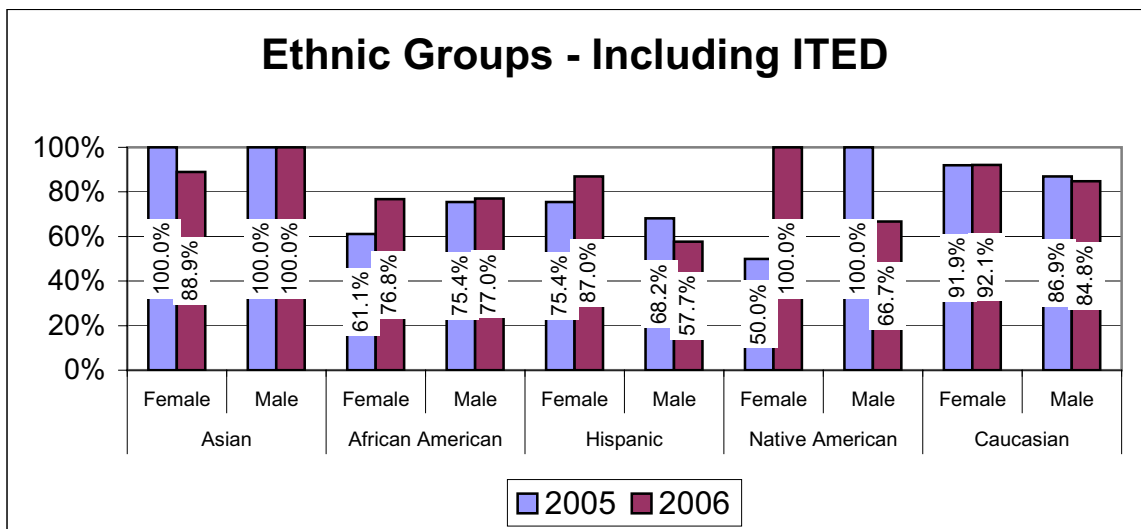
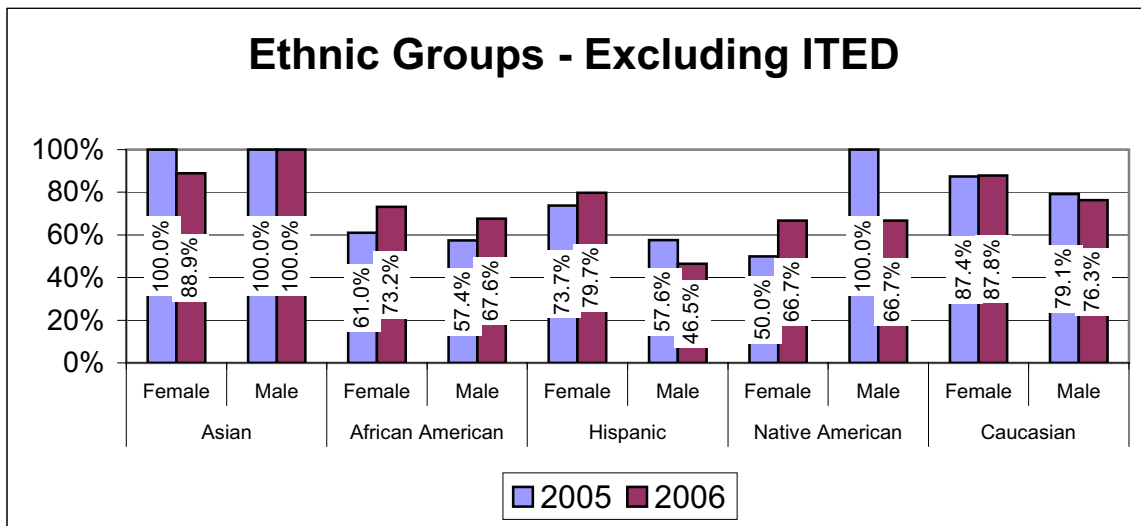
Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with school year 1994-95. This cohort analysis is the eleventh annual report to the Kenosha Unified School Board, and provides data illustrating the progress of students from their initial assignment in the ninth grade until the end of summer school four school years later. Additionally, graduation cohort groups were examined in terms of their progress during the year following their designated graduation year (fifth year). The following is a list of significant findings based on the review of the cohort analysis:

SIGNIFICANT FINDINGS

Four-Year Cycle (Class of 2006)

1. At the end of the four-year cycle, KUSD achieved an overall graduation rate of **78.9%**, a decrease of -0.6% over last year's rate of 79.5% when *excluding* "ITED" graduates, and **85.6%** when *including* "ITED" graduates, a decrease of -0.5% when compared to last year's rate of 86.1%.





2. As in previous years, African American and Hispanic students graduated at a rate lower than their Caucasian counterparts, both when *excluding* “ITED” graduates and *including* them, with the exception of Hispanic Females, who achieved rates greater than Caucasian Males.
3. African American Males reported significant increases in their graduation rates when compared to the previous year, from 57.4% to 67.6% (+10.2) when *excluding* “ITED” graduates, and from 75.4% to 77.0% (+1.6) when *including* them. The rate for African American Females also increased considerably, from 61.0% to 73.2% (+12.2%) when *excluding* “ITED” graduates and from 66.1% to 76.8% (+10.7%) when *including* “ITED” graduates.
4. Hispanic Females reported significant increases in the percent of students graduating when *excluding* “ITED” graduates, from 73.7% to 79.7% (+6.0%) and also when *including* “ITED” graduates, from 75.4% to 87.0% (+11.6%).

5. Hispanic Males experienced a decrease in their graduation rates both when *excluding* and when *including* “ITED” graduates, from 57.6% to 46.5% (-11.1%) and from 68.2% to 57.7% (-10.5%) respectively.
6. When *excluding* “ITED” graduates, the rate for Caucasian Females increased slightly by +0.4%, from 87.4% to 87.8%, with Caucasian Males reporting a decrease of -2.8% in their rate, from 79.1% to 76.3%. When *including* “ITED” graduates, the trend was similar, with the Caucasian Females rate improving by +0.2%, from 91.9% to 92.1% and the Caucasian Male rate decreasing from 86.9% to 84.8% (-2.1%).
7. Hispanic and Caucasian female students graduated at a higher rate than male students of the same ethnicity; African American Males reported slightly higher graduation rates than their Female counterparts.
8. The gap between the graduation rates of minority students and the rates of non-minority students of the same gender has closed when comparing the rates of the previous four years, with the exception of Hispanic Males: African American Males from 26.6% to 8.7%, African American Females from 24.9% to 14.6%, and Hispanic Females from 14.8% to 8.1%.
9. African American and Hispanic students are “transferring out” or “dropping out” of KUSD at a rate higher than Caucasian students. However, the dropout rate decreased significantly when compared to the prior year for African American Males (from 26.2% to 16.2%) and slightly for African American Females (from 15.3% to 14.3%) when *excluding* “ITED” graduates from the graduation rate. The dropout rate increased for both Male and Female Hispanic students, from 21.1% to 32.4% and from 10.5% to 13.0% respectively.
10. The number of “ITED” graduates in the 2006 Cohort Graduation Class after four years was 92, an increase of 3 students when compared to 89 “ITED” graduates in the 2005 Cohort Graduation Class.
11. A disproportionately higher percent of African American and Hispanic Male students are taking the “ITED” for graduation when compared to Caucasian Male students.

Five-Year Cycle (Class of 2005)

11. At the end of the five-year period, 1,096 students (81.4%) graduated when *excluding* “ITED” graduates and 1,235 students (91.8%) graduated when *including* “ITED” graduates, resulting in an additional +1.9% and +5.7% of students, respectively, when compared to the end of the fourth year.
12. The graduation rate for all major ethnic and gender groups increased when measured at the end of the fifth year as compared to the rate reported at the end of the fourth year, both when *excluding* and *including* “ITED” graduates.

13. The percent of “Credit Deficient” students in the 2005 graduation cohort group decreased at the end of the fifth year; however, the percent of “Dropout” students increased.
14. The number of “ITED” graduates in the 2005 graduation cohort group after five years was 139 students, an increase of 50 students when compared to the same cohort group after four years.

Recommendations

At its October 10, 2006 meeting, the School Board Personnel/Policy Standing Committee recommended that the 2005-06 Four-Year Graduation Rate-Cohort Analysis Report be forwarded to the full Board for approval. Administration recommends that the School Board accept and approve the 2005-06 Four-Year Graduation Rate-Cohort Analysis Report. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor graduation patterns and submit the 2006-07 Four-Year Graduation Rate-Cohort Analysis Report to the School Board Personnel/Policy Standing Committee in October of 2007.

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational
Accountability

Ms. Linda Langenstroer
Coordinator of Research

[Link to Full Report](#)

Kenosha Unified School District No. 1
Kenosha, Wisconsin

October 24, 2006

Budget Discussion and the 2006-2007 Formal Budget Adoption

The Public Hearing on the 2006-2007 Budget and the Annual Meeting was held on Monday, September 11, 2006, at 7:00 p.m. in the Tremper High School Auditorium. In addition, the Board of Education has reviewed the District's budget and received public input at their meetings held in April, May and June. The Board adopted the preliminary budget assumptions on July 24, 2006.

Attached are the following budget supporting documents that have been shared with the Board of Education throughout this process.

- ❑ 2006-2007 Budget Assumptions (Attachment A)
- ❑ 2005-2006 Summary of Carry-over by Site/Department (Attachment B)
- ❑ LakeView Tax Incremental Value Tax Levy (Attachment C – to be distributed at meeting)
- ❑ Recommended DPI Format for Budget Adoption (Attachment D – to be distributed at meeting)
- ❑ Certification of the Tax Levy (Attachment E)
- ❑ Historical Tax Levy Comparison (Attachment F)

Budget Assumptions

The Budget Assumption document that was adopted by the Board at the July meeting has been updated to reflect the actual Third Friday enrollment and other revenue/expenditure amounts that have either been updated or added since July (Attachment A). As has been previously communicated, the actual Third Friday student enrollment numbers ended up approximately 48 more than originally projected and budgeted. Due to the conversion of enrollment to membership, this equates to an increase of 92 additional students for membership purposes. Additionally, the summer school enrollment was slightly more than originally projected and budgeted resulting in 5 more full-time students in the membership.

- ❑ The projected increase to the revenue budget is currently \$11,571,505, an increase of \$274,272 from July;
- ❑ The projected increase to the expenditure budget is currently \$11,437,370, an increase of \$140,874 from July;
- ❑ The unallocated difference between anticipated revenues and expenditures of \$134,135 has being recommended by Administration to reduce the General Fund tax levy.

- These assumptions create a balanced budget that includes a contingency of \$1 million per Board policy to assist in replenishing the District’s fund balance. In the final budget, this amount will reduce the District’s General Fund expenditures by the \$1 million.

Carryover

An integral part of the budget development process is the disposition of unspent budget dollars at the end of the fiscal year. Historically, Kenosha Unified School District (KUSD) prohibited the carryover of any site or administrative budget dollars to the next fiscal year. For the 2002-2003 budget year, the Board approved the elimination of all discretionary carryover dollars from site budgets. The only exception will be for Charter Schools where their individual contracts with the District contain language for the carryover of unspent funds.

As a result of the outstanding purchase orders that were encumbered and not fully expended as of June 30, 2006, the following encumbered funds have been requested by sites or departments to be carried over to the 2006-2007 budget. Column 2 of Attachment A delineates the encumbrances per site or department.

School Encumbrance Carryover	\$ 26,723
Department Encumbrance Carryover	732,273
	\$ 758,996

If a site budget was over expended and had an outstanding purchase order, the funds for that outstanding purchase order are not being recommended for carry over. Likewise, a purchase order carryover may be reduced if the site carryover funds are not sufficient to cover the purchase order.

The school encumbrance carryover amount includes an amount for Bradford’s building remodeling project. The department encumbrance carryover amount includes \$179,671 of Facilities Department encumbrance carryover for 2005-2006 projects still in process as of June 30th; \$38,152 from the Instructional Leadership budget to assist with the Bradford building project and \$514,450 for the Department of Instruction related to the purchase of 2006-2007 textbook adoption materials in May using the balance of 2005-2006 funds.

In addition to the encumbrance carryover items delineated above and identified in Board Policy 3323, there are several additional items that Administration is requesting be carried over to the 2006-2007 fiscal year.

Charter School Carryover	\$ 163,780
SAGE Carryover	178,152
Donation Carryover	4,826
Energy Savings Carryover	55,840
	\$402,597

Unspent SAGE Grant Dollars

The Department of Public Instruction (DPI) provides all SAGE grant dollars to the eligible districts during the grant period. This is dissimilar from most grants that only provide grant funding based on submitted grant claims. At the end of the 2005-2006 fiscal year, the SAGE schools had not expended \$178,152 of the SAGE funding received in 2005-2006. DPI requires that these funds be carried over to the next fiscal year for use by these schools.

Unspent Donations to Sites

During the 2005-2006 school year, several schools received cash donations or grants from outside organizations, most notably from the Education Foundation of Kenosha. These funds were added to their discretionary budget, but segregated so they would not be commingled with the site's discretionary budget. Not all of the donated funds were completely expended by the end of the school year. The sites have requested that these funds be carried over to be fully expended in the next school year.

Energy Savings Carryover

During the 2005-2006 school year, savings due to the energy conservation was approximately \$411,517 (even though the utility expenditures were approximately \$104,756 over budget). Last September, the Board approved a contingency account in the amount of \$515,000 anticipated higher than budgeted costs for higher natural gas and diesel fuel prices for District vehicles and pupil transportation. The Facilities department provided the results of that program to Planning/Facilities/Equipment Committee in September. Previous Board action has established that a percentage of the energy savings be provided back to the schools as discretionary dollars for use in the next year's budget and that a percentage be retained by the Facilities Department to offset costs to run the program and to further energy conservation projects. This year, the Facilities Department recommended and the Committee agreed to provide \$55,840 back to the schools that met the energy savings guidelines established at the beginning of the year.

Site Budget Revisions

The site enrollment information was distributed to each school location on Monday, September 25th and returned to Finance by Friday, October 6th. With revised Third Friday count information, sites had the opportunity to reallocate individual line items within their discretionary and grant budgets. The grant and department budget updates were sent out Monday, September 25th and returned by Wednesday, October 11th.

Use of Tax Incremental Financing Tax Authority

Based on the legislation (Wisconsin Statute 120.135) created for the Pleasant Prairie Tax Incremental Financing (TIF), Kenosha Unified School District is required to annually review and pass a resolution to levy the tax incremental amount from the closed TIF and place these funds into the Capital Improvement Fund that was created in the fall of 2000.

At the time of this Board Report, the District was still waiting on the Department of Revenue to calculate the incremental increase in the value of this TIF. This increase is needed to finalize the calculation steps required to determine the tax levy. Based on this calculation, the District may levy an amount into the capital improvement fund.

If the Board decides to levy all or a portion of the eligible additional tax levy into the Capital Improvement Fund, the formal Board action must take place prior to November 1, 2006.

To help the Board better understand this issue, Administration believes the following to be the key advantages and disadvantages to using the TIF tax authority:

Advantages

- Can accumulate funds without referendum
- Advantageous if we were to become a negative tertiary aid district
- No interest expense if funds are accumulated over time
- Funds would be available next year to meet facility needs, provided expenditure is approved by referendum

Disadvantages

- Taxpayer, at this time, pays a higher net cost because state aid is not paid on funds accumulated using this levy
- Possible perception by public that they didn't have a say in the decision up front; this is a confusing issue and may cause distrust
- Funds collected still need to be approved in referendum and may negatively impact other referenda efforts

Based on the philosophy of the Board regarding this issue in the past and the upcoming referendum, Administration is not recommending that the Board approve a levy for the TIF Capital Improvement Fund.

Recommended DPI Format for Budget Adoption

The fiscal year 2006-2007 budget (Attachment F) in the format recommended by the Department of Public Instruction (DPI) is still being finalized and will be available for the Board prior to the meeting for the Board's review and deliberation. A final budget will be presented at the meeting on October 24, 2006 for the Board to formally adopt.

Certification of the Tax Levy

The attached budget includes the following tax levies:

General Fund	\$61,401,975	(Includes Chargeback Levy)
Debt Service Fund	\$11,611,911	
Community Service Fund	\$1,653,564	
	\$74,667,450	

By not utilizing all of the revenue limit authority, the 2006-2007 District's total tax levy is reduced by \$134,135 over the 2005-2006 total tax levy for Kenosha Unified School District. The mill rate per \$1,000 of equalized valuation is \$8.34, a 2.29% increase over the prior year. Attachment F delineates the last fifteen (15) years equalized values and tax levies.

Even with this recommended reduction in the tax levy resulting from a reduced Revenue Limit, the District is still looking at a potentially large budget deficit for next year. Administration will be working diligently between now and next spring to identify budget saving recommendations for the 2007-2008 budget.

The Kenosha Unified School District's budget for 2006-2007 has been prepared in accordance with the policy of budgeting and financial operations for the District and conforms to existing State of Wisconsin requirements as set forth by the state constitution, state statutes, and the Department of Public Instruction. It is always the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Strategic Plan and the ongoing instructional and fiscal responsibilities.

Recommendation

It is requested that the Board of Education accept the following recommendations:

1. Approval of the 2006-2007 Budget Assumptions as presented in Attachment A;
2. The District's 2006-2007 budget be formally adopted by the Board in the accompanying budget adoption motion;
3. Administration recommends that the Clerk of the Kenosha Unified School District, No. 1 be directed to certify the property tax levy to be collected from the municipalities within the School District in the amount of \$61,386,900 for the General Fund, \$11,611,911 for the Debt Service Fund and \$1,653,564 for the Community Service Fund.
4. Administration be directed to prepare a class one legal notice to be published within ten (10) days of the modification whenever this adopted budget is modified; and

5. That the above tax levy for the General Fund, the Revenue Budget and the Expenditure Budget be increased to the amount allowable by law based on the final revision of the third Friday pupil count to take place by October 31, 2006.

R. Scott Pierce, Ed.D.
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

Tarik Hamdan
Budget & Financial Analyst

Kenosha Unified School District, No. 1
2006-2007 Budget Assumptions
Initial Budget Presentation
October 24, 2006

	Revenue	Status	2006-2007 Projected Budget 05/22/06	2006-2007 Projected Budget 07/24/06	2006-2007 Projected Budget 10/24/06	Assumption Explanation
Required Budget Assumptions						
1	Projected Increase in Revenue Limit - Additional Students	Action (07/24)	2,758,619	2,775,549	3,041,787	It is estimated that the district will increase by 306 full time equivalent (FTE) pupils. In order to calculate the effect of this increase on the district's revenue limit, the difference between the 2006-2007 and 2005-2006 base three-year average is multiplied by the base revenue per pupil of \$8,845.83. Updated based on increase in computer property valuations.
2	Projected Increase in Revenue Limit - Increase in Rate	Action (07/24)	5,530,984	5,532,064	5,540,098	This budget is built using an allowable per pupil inflationary increase at \$252.00. In order to calculate the effects on district's revenue, the current three-year average is multiplied by the 2005-2006 projected per pupil revenue limit increase. DPI revised the per pupil increase to 256.93 on April 26, 2006 based on March 2005 - March 2006 CPI. Updated based on increase in computer property valuations.
3	Transfer of Service Revenue Limit Exemption	Action (07/24)	1,557,721	2,268,104	2,268,104	Maintain 2005-2006 budgeted exemption level of \$1,557,721 (actual was \$2,196,207). Not known until July for 2006-2007. Preliminary approval obtained for \$2,268,104.
4	Prior Year Carryover of Revenue Limit	Action (07/24)	523,087	531,600	531,600	Unused Revenue Limit Authority from 2005-2006 budget to be added to the 2006-2007 budget. Updated based on Membership Audit.
Proposed Required Revenue Change Total			10,370,411	11,107,317	11,381,589	
Expenditures						
Required Budget Assumptions						
21	Increase Salary and Benefits for current staff	Action (07/24)	13,128,403	13,128,403	13,128,403	Increases in Salary and Benefit costs for current employees is based on approved contracts for Teachers, AST, Service and Secretaries and a 3% step and level for all other bargained staff. Updated based on all groups moving to United Healthcare effective August 1st, except for teachers. The UHC premium increase is 3.65% and the WEA increase is 16.22% for 2006-2007. Also includes cost of dental coverage for Ed. Assistants effective 07/01/06.
22	Additional Staff due to enrollment growth	Action (07/24)				Additional Salary and Benefit expenditure for new staff (9.5 FTE) based on enrollment projections of 318 new students. 4.5 at the elementary level and 5 at the high school level.
22a	Additional Support Staff due to enrollment growth	Action (05/22)	387,404			Additional Salary and Benefit expenditure for new support staff (6.5 FTE) based on enrollment projections. 2 Spec. Education, 2 Student Support and 1.5 Bi-lingual staff. Updated based on 16.22% health increase and 3.4% dental. (\$70,437 for 06-07).
23	Transportation Rate Increase	Action (07/24)	106,000	106,000	106,000	Increase Laidlaw Bus transportation cost based on contractual increase of 2.33% in 2006-2007.
24	Transportation Route Increase	Action (07/24)	209,336	209,336	209,336	Increase to route transportation based on adding 6 routes due to enrollment in 2006-2007.
25	Transportation Services - City Bus Passes	Action (07/24)	25,830	25,830	25,830	District transportation costs have been increased by an amount equal to the City of Kenosha's reduced subsidy of student bus passes (5% increase per year).
26	Property Insurance Increase	Action (07/24)	42,261	42,261	42,261	Estimated increase for 2006-2007 of 15%.
27	Increase Liability Insurance	Action (07/24)	19,309	19,309	19,309	Estimated increase for 2006-2007 of 10%.
28	Electric Utilities Increase	Action (07/24)	209,549	209,549	209,549	Estimated increase for 2006-2007 of 10%.
29	Gas Utilities Increase	Action (07/24)	214,811	214,811	214,811	Estimated increase for 2006-2007 of 15%.
30	Increase Water Utilities	Action (07/24)	13,075	13,075	13,075	Estimated increase for 2006-2007 of 5%.
31	Eliminate maintenance for Bain Utilities	Action (07/24)	(1,704)	(1,704)	(1,704)	Remove the 2005-2006 budget to maintain Bain building utilities for 1/2 of the year.
32	School Leadership - Police Liaison Officers	Action (07/24)	8,486	8,486	8,486	Projected increase in the City of Kenosha Police Liaison Contract.
33	Site Discretionary Increase	Action (07/24)	35,154	35,154	35,154	Estimated costs of 2006-2007 allocations to schools, based on 318 new students (not FTE).
34	Increase in Savings From Five Voluntary Buy Back Days	Action (07/24)	(2,387)	(2,387)	(2,387)	Additional savings on buy-back days based on a 3% increase in salaries of those currently contributing.
35	Increase in Nursing Contract	Action (07/24)	20,684	21,216	21,216	Anticipated increase in cost of School Nursing Services from the County at 6%. Actual costs received 05/26 at 6%. Updated to reflect the District funding the charter school's nursing services.
36	Fund Balance Replenishment	Action (05/22)	250,000			Throughout the Strategic Planning Process a Fund Balance Policy has been established - this is money set aside to increase the District's Fund Balance up to 15%. A CPI increase is recommended to insure a consistent growth.
37	Business Information System allocation	Action (07/24)	(279,217)	(279,217)	(279,217)	The Board authorized this budget for a five (5) year period. The 2005-2006 school year is the last year of this budget.
38	Eliminate Energy Contingency	Action (07/24)	(515,000)	(515,000)	(515,000)	In the 2005-2006, the Board agreed to add a \$515,000 contingency for the anticipated higher than normal utility cost during the 2005-2006 school year. This was not authorized as a permanent budget allocation.
39	Reduce Substitute Staff Contingency	Action (07/24)	(500,000)	(500,000)	(500,000)	In the 2005-2006, the Board agreed to add a \$850,000 contingency for substitute costs since the costs had ran higher the last several years. This was not authorized as a permanent budget allocation.
40	Prior Year Carryover of Revenue Limit	Action (07/24)				Not all of the Revenue Limit Authority was used in the 2005-2006 budget and can be added to the 2006-2007 budget.
51	Nash Elementary Principal	Action (07/24)	60,000	60,000	60,000	To fund the Principal of Nash for 1/2 of the school year at step 3 of the Elem. Principal pay grade.
52	Utilities Increase for Prairie Lane East Addition	Action (07/24)	13,009	13,009	13,009	Due to increased gas and electric usage for new addition of 10,752 square feet (starting May 06)
53	Utilities Increase for Prairie Lane North Addition	Action (07/24)	7,335	7,335	7,335	Due to increased gas and electric usage for new addition of 7,275 square feet (starting Sep 06)
54	Utilities Increase for Prairie Lane A/C Addition	Action (07/24)	27,175	27,175	27,175	Due to increased gas and electric usage for A/C Unit for the existing 49,410 square feet (May 06)
55	Increase Utilities budget for Bradford Addition	Action (07/24)	6,937	6,937	6,937	Due to increased gas and electric usage for new addition of 7,500 square feet
56	Increase Utilities budget for Tremper Addition	Action (07/24)	47,151	47,151	47,151	Due to increased gas and electric usage for new addition of 40,300 square feet
57	Additional Utility cost for Nash Elementary	Action (07/24)	10,500	10,500	10,500	Create new budget for new elementary of 75,000 square feet (May 2007 - June 2007)
98	Student Information System	Action (07/24)	279,217	279,217	279,217	Transfer the Bi-Tech budget to be used for the new Student Information System per Board action on 02/14/06
Proposed Required Expenditure Change Total			13,823,318	13,186,446	13,186,446	
Current Budget Position with Required Budget Assumptions			(3,452,907)	(2,079,129)	(1,804,857)	

Kenosha Unified School District, No. 1
2006-2007 Budget Assumptions
Initial Budget Presentation
October 24, 2006

	Status	2006-2007 Projected Budget 05/22/06	2006-2007 Projected Budget 07/24/06	2006-2007 Projected Budget 10/24/06	Assumption Explanation
Requested Budget Assumptions					
50	Maintain Energy Contingency	200,000	200,000	200,000	To protect against additional high utility costs in the 2006-2007 school year.
59	Strategic Planning Team 1	18,000	18,000	18,000	Strategy Team 1 has scheduled several surveys to be conducted on climate and communication
64	Conversion of Part Time Hours to Secretary I	36,918	36,918	36,918	Create a Secretary I position using part time dollars and district funds due to Strategic Plan
65	Teacher Consultant Curric. Writing	30,653	30,653	30,653	Additional curriculum writing dollars for 20 days during summer for 7 Teacher Consultants
68	Strategy IV and VII - Reading Assessment	200,000	200,000	200,000	Purchase of K-12 Reading Assessment Materials
76	Talent Development - Improve AP Course Offerings	47,316	47,316	47,316	To support Talent Development Plan and improve AP course offerings and instruction
77	Talent Development - Training for 6th Grade Math Staff	1,880	1,880	1,880	To provide differentiation training for 6th grade Math Teachers
78	Talent Development - Long Range Plan	12,120	12,120	12,120	To provide curriculum writing and programming for Talent Development Long Range plan
79	Talent Development - 1st Grade Achievement Tests	25,000	25,000	25,000	To implement a 1st grade achievement test for the Talent Development program
83	Athletics - Transportation Increase	5,820	5,820	5,820	Due to previously negotiated transportation contract with Laidlaw
84	Athletics - Equipment Replacement	18,000	18,000	18,000	Replace football helmets at Bradford and Tremper due to safety and helmet certification
87	Career & Tech Ed. - Completion of MS Labs	110,000	110,000	110,000	Complete the middle school Career & Technical Education labs (6 labs) - Admin Recommends funding two (2) labs 2006-07
95	Bradford - Add two (2) Educational Assistants	72,892			Supervise the Alternative Learning Center and an additional Security Aide
97	Indian Trail - Add two (2) Education Assistants	40,000			Two (2) security aides to monitor scheduled study halls. - Admin Recommends utilizing Extended Day Contracts
Requested Budget Assumption Total		818,599	705,707	705,707	
	Status	2006-2007 Projected Budget 05/22/06	2006-2007 Projected Budget 07/24/06	2006-2007 Projected Budget 10/24/06	Assumption Explanation
Cabinet Recommended Budget Assumptions					
Cabinet Recommended Revenue Budget Assumptions					
10	Increase Student Parking Fees	36,080	36,080	36,080	Increase parking fee from \$50 a year to \$50 a semester based on 1,005 permits being sold
11	Usage Fee For Each Vending Machine	79,056	79,056	79,056	Charge each program that supports a vending machine a fee of \$400 for the utility usage on the machine based on 169 machines.
12	Facilities Permit Fees	17,000	17,000	17,000	Implement a \$20 permit fee for use of the District's buildings outside the school day
13	Increase Gate Receipts	40,000	40,000	40,000	Increase gate receipts by \$1 a ticket for athletic events were a fee is charged
14	Increase Athletic User Fees	14,000	14,000	14,000	Increase the athletic fee by \$10 to cover the increasing costs of equipment and other materials
15	Increase Music User Fees	3,780	3,780	3,780	Increase high school music activity fee from \$15 to \$30 to cover increasing costs
Cabinet Recommended Revenue Change Total		189,916	189,916	189,916	
Cabinet Recommended Expenditure Budget Assumptions					
102	Increase AP Test Budget	20,000	30,000	30,000	To formally fund all AP tests based on a Board directive from earlier this year. Revised based on actual reduction in 04-05.
103	Add Sub Cost For Field Trips	(20,000)	(20,000)	(20,000)	Some field trips require a sub that is currently being charged to the District. These charges should be charged to the field trip
104	Reduce Elementary Custodial Services				Implement every other day cleaning at the elementary school level. It is estimated that 4 FTE can be reduced.
105	Transfer Community Access To Fund 80	(410,938)	(410,938)	(410,938)	Transfer costs associated with the District's Community Access Television Channel (Channel 20) and the web page services to Fund 80
106	Waived Building Fees Transfer To Fund 80	(100,000)	(100,000)	(100,000)	Increase the Fund 80 charge for waived building use fees
107	Reduce Position Control Budget	(3,521,850)	(2,782,262)	(2,782,262)	Reduce overall District staffing by approximately 42 to 39.5 staff members (based on \$69,340-\$70,437 projected cost for a teacher hired in 06-07) to assist in balancing the budget. Included 9.5 classroom FTE approved by the Board based on enrollment growth.
108	Reduce Art, Music, PE at Elem due to Inc Class Size	(52,828)	(52,828)	(52,828)	Reduce sections of Art, Music and Phy. Ed at the elementary school level due to reducing an estimated 16 classrooms due to staffing reallocations. It is estimated that about 8 less classroom will be needed at a cost of \$5,400 per classroom. Estimated at a .75 FTE
107	Add back to Position Control		704,370	704,370	Add back 10 positions due to more dollars being available through revenue enhancements at \$70,437 per FTE
109	Funding for 6th Grade Group Music Lessons		36,000	36,000	To provide each Middle School with \$6,000 a year for 6th Grade band and orchestra lessons after school
110	Reserve for additional staffing needs based on class size			140,874	To create a reserve pool of two (2) authorized positions to assist those classrooms that may increase in size during the balance of the school year.
Cabinet Recommended Revenue Change Total		(4,085,616)	(2,595,657)	(2,454,783)	
Cabinet Budget Assumption Change Total		(4,275,532)	(2,785,573)	(2,644,699)	
Current Budget Position with all Recommended Budget Assumptions		4,026	737	134,135	
Changes are denoted in Bold					

Kenosha Unified School District, No. 1
2006-2007 Budget Assumptions
Initial Budget Presentation
October 24, 2006

	EXPENDITURES	Status	2006-2007 Projected Budget 05/22/06	2006-2007 Projected Budget 07/24/06	2006-2007 Projected Budget 10/24/06	Assumption Explanation
Not Recommended by Board						
22	Additional Staff due to enrollment growth					Additional Salary and Benefit expenditure for new staff (9.5 FTE) based on enrollment projections of 318 new students. 4.5 at the elementary level and 5 at the high school level.
22a	Additional Support Staff due to enrollment growth	Action (05/22)	387,404			Additional Salary and Benefit expenditure for new support staff (5.5 FTE) based on enrollment projections. 2 Spec. Education, 2 Student Support and 1.5 Bi-lingual staff. Updated based on 16.22% health increase and 3.4% dental. (\$70,437 for 06-07).
36	Fund Balance Replenishment	Action (05/22)	250,000			Throughout the Strategic Planning Process a Fund Balance Policy has been established - this is money set aside to increase the District's Fund Balance up to 15%. A CPI increase is recommended to insure a consistent growth.
95	Bradford - Add two (2) Educational Assistants	Action (05/22)	72,892			Supervise the Alternative Learning Center and an additional Security Aide
97	Indian Trail - Add two (2) Education Assistants	Action (05/22)	40,000			Two (2) security aides to monitor scheduled study halls. - Admin Recommends utilizing Extended Day Contracts
	Requested Budget Assumption Total		750,296	0	0	
Not Recommended by Cabinet						
58	Increase in Facility Contracts					Inflationary cost of custodial and maintenance contracts and supplies
60	Strategic Planning Team 3					Hire consultant for long-term community plan
61	Title IV Safe and Drug Free Schools Program					To maintain program based on potential reduction of the Title IV federal grant
62	Substitute Teacher Prof Develop time Reallocation					Reserve all 900 days for Strategic Plan curriculum development and assessments (No additional cost)
63	Increase the Substitute Days for Curriculum Devel.					An additional 234 days are anticipated for Strategic Plan curriculum development and assessments
66	Additional Textbook Adoption Purchases					Increase the Textbook budget to \$1.5 million to stay current on the budget adoption cycle
67	Strategy IV and VII - Curriculum Mapping					Increase the curriculum writing budget for Strategic Plan work
69	Strategy IV and VII - Writing Assessment Printing					Printing and copying of K-12 Writing Assessment Materials
70	Professional Development for Math Adoption					Inservice dollars to implement the new math adoption
71	Strategy IV - Science Field Trips					Increase pupil transportation for Science Olympiad for 6-12 and Bong Nature Site for K-5
72	Strategy IV - Curriculum Writing for Science					Increase curriculum writing funds for evaluation of science curriculum
73	Strategy IV - Employee Travel/Conference					Increase Employee Travel/Conference funds for Strategic Plan work
74	Talent Development - AP Tests					Anticipate more students taking AP tests as the program grows
75	Talent Development - PSSS (PSAT) Tests					The PSSS (PSAT) tests in 9th grade will provide data for the AP Program
80	Prof Development - Curric. Writing					Additional curriculum writing dollars for 20 days during summer for 3 Teacher Consultants
81	Inst. Technology - Curric. Writing					Additional curriculum writing dollars for 20 days during summer for 4 Teacher Consultants
82	Strategy IV and VII - Additional Substitute Dollars					Additional 230 sub days for OS 10 transition in Elementary schools
85	Career & Tech Ed. - Compensation for Advisors					Pay for Career & Technical Education Student Organization advisors at high schools
86	Career & Tech Ed. - Middle School Curriculum Writing					Provide curriculum writing to implement the Middle School Program of Study
88	Strategy 2 Year 2 Implementation					Provide advanced Service Learning training to 10 principals and building service coaches
89	LakeView - Robotics Competitions					LakeView participates in multiple Robotics Competitions during the year
90	LakeView - Rent for Physical Education Classes					Rent for the RecPlex for physical education classes on days students cannot go outside
91	LakeView - Rent for RecPlex					Rent for the RecPlex for intramural and club sport practices in preparation for games
92	LakeView - Metal Turning Lathe					Updated lathe due to increased class size
93	Create Department Chair for Counselors					Implement the Department Chair stipend for Counselors at Bradford and Tremper
94	Bradford - Computer on Wheels (COW)					Purchase two (2) additional COW labs to support two (2) existing COW labs
96	Tremper - Read "180" Licenses					Purchase licenses and educational materials for the Read "180" program
99	Info. Services - Hardware Maintenance					Cost of Hardware Maintenance Agreements is increasing, but no dollars have been added
100	Info. Services - Software Maintenance					Cost of Software Agreements is increasing, but no dollars have been added
101	Inst. Technology - Media Production Technician					A 0.5FTE Media Director/Producer to support the work of Strategy I
	Requested Budget Assumption Total					

Kenosha Unified School District No. 1

Recap of Carryover for Open Purchase Orders

For Year Ended June 30, 2006

Loc #	Location	Site Open Purchase Order Carryover	Site Donation/ Grant Budget Carryover	SAGE Budget Carryover	Other Budget Carryover	Total of Carryover from 2005-2006
142	Columbus	-	-	-	-	-
144	Durkee	-	-	59,629	-	59,629
145	Forest Park	-	-	*	-	-
146	Frank	-	-	-	-	-
147	Grant	-	-	-	-	-
150	Harvey	-	-	-	-	-
153	Jefferson	-	-	-	-	-
154	Lincoln	-	683	-	-	683
155	McKinley	-	-	17,381	-	17,381
156	Pleasant Prairie	-	-	-	-	-
157	Prairie Lane	-	-	-	-	-
158	Roosevelt	-	-	-	-	-
160	Somers	-	-	*	-	-
161	Southport	-	-	-	-	-
162	Strange	-	-	-	-	-
163	Grewenow	-	1,079	**	-	1,079
164	Vernon	-	-	26,789	-	26,789
166	Whittier	-	-	-	-	-
167	Wilson	-	-	18,512	-	18,512
168	Bose	-	-	41,457	-	41,457
169	Stocker	-	-	-	-	-
170	Jeffery	-	-	-	-	-
173	Edward Bain S of LA	-	-	14,383	*	14,383
Elementary Subtotal		-	1,762	178,152	-	179,914
330	Lance	-	-	-	-	-
331	Lincoln MS	-	-	-	-	-
332	McKinley MS	-	-	-	-	-
333	Washington	-	-	-	-	-
334	Bullen	-	-	-	-	-
337	Mahone	-	-	-	-	-
Middle School Subtotal		-	-	-	-	-
424	Indian Trail	-	-	-	-	-
425	Bradford	26,723	529	-	-	27,252
426	Tremper	-	-	-	-	-
427	Reuther	-	-	-	-	-
428	Lakeview	-	-	-	-	-
High School Subtotal		26,723	529	-	-	27,252
102	Brompton	-	-	-	5,488	5,488
112	DOL	-	-	-	88,301	88,301
201	Paideia	-	-	-	69,991	69,991
852	Hillcrest	-	-	-	-	-
871	Headstart	-	-	-	-	-
Other Schools Subtotal		-	-	-	163,780	163,780
Total Schools		\$26,723	\$2,291	\$178,152	\$163,780	\$370,946

Kenosha Unified School District No. 1
 Recap of Carryover for Open Purchase Orders
 For Year Ended June 30, 2006

Loc #	Location	Site Open Purchase Order Carryover	Site Donation/ Grant Budget Carryover	SAGE Budget Carryover	Other Budget Carryover	Total of Carryover from 2005-2006
801	Board of Education	-	-	-	-	-
802	Superintendent	-	-	-	-	-
803	Special Projects	-	-	-	-	-
804	Human Resources	-	-	-	-	-
805	Information Services	-	-	-	-	-
806	Exec. Director of Business	-	-	-	-	-
807	Facilities Department	179,671	1,075	-	55,840	236,586
808	Finance Department	-	-	-	-	-
809	School To Career	-	-	-	-	-
810	Athletics/PE/Health	-	-	-	-	-
811	Dept. of Instruction	514,450	-	-	-	514,450
812	Fine Arts	-	-	-	-	-
815	Special Ed Instruction	-	-	-	-	-
816	Title 1/P-5/Bilingual	-	-	-	-	-
817	Instructional Media Center	-	-	-	-	-
818	Student Services	-	-	-	-	-
819	Staff Development	-	-	-	-	-
820	Purchasing	-	-	-	-	-
822	Transportation & Safety	-	-	-	-	-
823	Distribution and Utilities	-	-	-	-	-
824	Food Service	-	-	-	-	-
825	Copy Center	-	-	-	-	-
838	Public Information	-	-	-	-	-
839	Instruc. Leadership #2	-	-	-	-	-
840	Instruc. Leadership #1	38,152	-	-	-	38,152
851	Educational Accountability	-	1,460	-	-	1,460
874	Education Support Center	-	-	-	-	-
999	Summer School	-	-	-	-	-
Total Departments		\$732,273	\$2,535	\$0	55,840	790,648
GRAND TOTAL		\$758,996	\$4,826	\$178,152	\$219,620	\$1,161,594

* Carryover offset by a negative discretionary budget balance
 ** Carryover reduced by a negative discretionary budget balance

Kenosha Unified School District No. 1
Kenosha, Wisconsin

October 24, 2006

2006-2007 Budget Adoption Motion

_____ moved that the 2006-2007 Budget for Kenosha Unified School District, No. 1, as presented, for all funds to show expenditures, other revenues, and tax levies in summary form as follows:

	Tax Levy	Other Revenues	Total Revenues	Expenditures	Variance
General Fund (10)	\$61,401,975	See Below	See Below	See Below	
Special Projects Fund (20)					
Debt Service Fund (30)	\$11,611,911				
Capital Projects Fund (40)					
Food Service Fund (50)					
Pupil Activities Fund (60)					
Expendable Trust Fund (71)					
Community Service Fund (80)	\$1,653,564				
	\$74,667,450	\$ 0	\$ 0	\$ 0	\$ 0

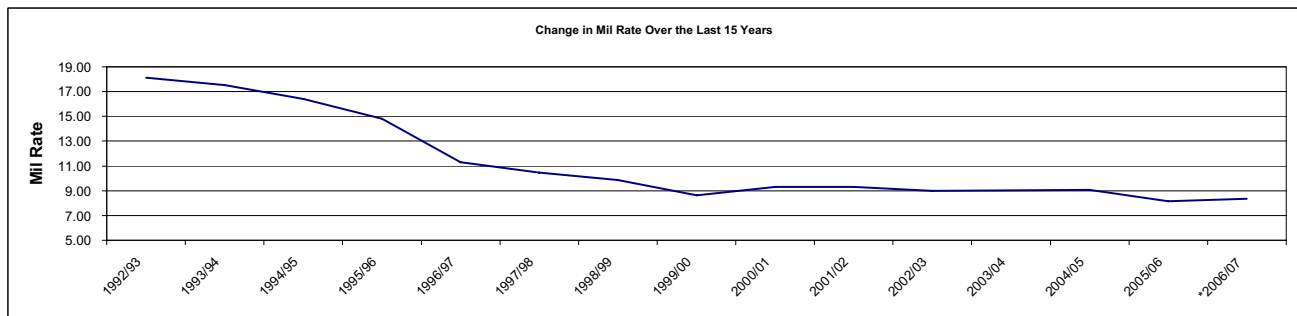
be adopted as set forth in the attached budget in the format recommended by the Department of Instruction (DPI).

KENOSHA UNIFIED SCHOOL DISTRICT NO.1 TAX LEVY COMPARISON

School Year	Equalized Valuation	% Change	Fund 10 Levy	Chargeback		Fund 30- Debt Service		Fund 80- Community Service		Total Levy	Total Mil Rate	% Tax Levy Change	% Mil rate Change
				Levy	Mil Rate	Levy	Mil Rate	Levy	Mil Rate				
1992/93	3,042,435,900	10.37%	49,978,639		16.43	4,741,033	1.5583	360,423	0.12	55,080,095	18.10	26.70%	14.80%
1993/94	3,338,692,301	9.74%	53,169,915		15.93	4,978,600	1.4912	356,819	0.11	58,505,334	17.52	6.22%	-3.21%
1994/95	3,455,569,800	3.50%	51,331,841		14.85	4,978,600	1.4407	356,819	0.10	56,667,260	16.40	-3.14%	-6.42%
1995/96	3,755,180,100	8.67%	50,315,315		13.40	4,978,600	1.3258	356,819	0.10	55,650,734	14.82	-1.79%	-9.63%
1996/97	3,921,012,700	4.42%	36,427,524		9.29	7,585,137	1.9345	356,819	0.09	44,369,480	11.32	-20.27%	-23.64%
1997/98	4,139,444,953	5.57%	35,335,564		8.54	7,641,566	1.8460	356,819	0.09	43,333,949	10.47	-2.33%	-7.49%
1998/99	4,467,982,803	7.94%	36,271,419	5,328	8.12	7,530,563	1.6855	356,819	0.08	44,164,129	9.88	1.92%	-5.58%
1999/00	5,090,465,630	13.93%	36,283,929	-	7.13	7,350,656	1.4440	356,819	0.07	43,991,404	8.64	-0.39%	-12.57%
2000/01	5,446,360,813	6.99%	43,083,094	3,651	7.91	7,219,100	1.3255	356,819	0.07	50,662,664	9.30	15.16%	7.64%
2001/02	5,834,033,123	7.12%	44,633,981	336,613	7.71	8,335,754	1.4288	962,626	0.17	54,268,974	9.30	7.12%	0.00%
2002/03	6,292,405,445	7.86%	45,906,765	14,972	7.30	9,736,163	1.5473	962,626	0.15	56,620,526	9.00	4.33%	-3.27%
2003/04	6,811,019,618	8.24%	49,743,299	18,126	7.31	10,656,458	1.5646	1,142,626	0.17	61,560,509	9.04	8.72%	0.45%
2004/05	7,410,704,207	8.80%	54,890,144	35,809	7.41	11,068,498	1.4936	1,142,626	0.15	67,137,077	9.06	9.06%	0.23%
2005/06	8,158,321,427	10.09%	54,800,909	19,431	6.72	10,590,066	1.2981	1,142,626	0.14	66,553,032	8.16	-0.87%	-9.95%
*2006/07	8,948,360,876	9.68%	61,386,900	15,075	6.86	11,611,911	1.2977	1,653,564	0.18	74,667,450	8.34	12.19%	2.29%

*Originally estimated at 8% growth (actual growth released October 15, 2006)

			<u>Tax on \$100,000 Property</u>	
			05/06 Property Tax	815.77
			06/07 Property Tax	834.43
			Increase (Decrease)	<u>18.66</u>
Average 15 Year Change in Equalized Valuation	8.48%	8.01%	% Increase (Decrease)	<u>2.29%</u>
Average 15 Year Change in Mil Rate	-2.88%			



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 24, 2006

SCHOOL BOARD POLICY 1720 – COMPLAINTS
ABOUT SCHOOL PERSONNEL

School Board Policy 1720 – Complaints About School Personnel provides the procedure for communicating and resolving complaints regarding School District personnel. However, the steps outlined in the rule do not address complaints that may be lodged regarding the Superintendent of Schools.

The suggested revisions to Policy 1720 outlined in the following pages provide the procedure for addressing complaints regarding the Superintendent of Schools.

Administrative Recommendation:

At its October 10, 2006 meeting, the Personnel/Policy Committee voted to forward revised Policy 1720 to the full Board for a first reading. Administration recommends that revised Policy 1720 - Complaints About School Personnel be approved on a first reading and be brought back to the Board for a second reading in November.

Dr. R. Scott Pierce, Ed.D.
Superintendent of Schools

POLICY 1720
COMPLAINTS ABOUT SCHOOL PERSONNEL

In keeping with the ultimate goals of serving the educational welfare of children, the District shall develop and practice reasonable and effective methods of resolving difficulties that may arise among employees. The intent is to reduce potential areas of concern and establish and maintain recognized channels of communication between staff and administration. This problem-solving procedure serves to secure, at the lowest possible administrative or supervisory level, proper and equitable solutions to problems.

Any person wishing to complain about the actions or decisions of any teacher or other employee may register his/her concerns in accordance with established District procedures. The ~~Assistant Superintendent~~ **Designee of Business** is designated as the complaint officer for the District. It is the function of the designated officer to establish complaint procedures, and monitor and facilitate the processing of complaints, i.e., incidents not related to negotiated items.

School Board members shall be encouraged to refer persons making complaints about the schools or school personnel to the appropriate administrative office, whereupon established procedures will be followed.

Any School Board member receiving complaints relative to the Superintendent shall make the Superintendent aware of such complaints and shall bring the matter to the attention of the School Board if appropriate.

CROSS REF.: 4110, Equal Opportunity Employment and Affirmative Action
4111, Employee Harassment
4211, Staff Communications to the School Board
4270, General Employee Complaints
8610, Board Member Authority

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: March 9, 1999
February 25, 2003

RULE 1720
COMPLAINTS ABOUT SCHOOL PERSONNEL

These procedures should be followed in registering a complaint about school personnel. Whenever feasible, administrators adjudicating complaints or controversies shall involve both the complainant and the other person in discussions in an effort to resolve the problem.

Step 1: Persons with complaints regarding school personnel shall consult with the principal or other administrator who is the immediate supervisor of the employee against whom the complaint is made. Such administrator will investigate the complaint and will advise the complainant of the disposition of the matter.

If delay in obtaining relief would negate the satisfaction of or decision sought by the complainant, a complaint may be made directly to the Superintendent of Schools.

Step 2: If the matter is not satisfactorily resolved at the building or District departmental level, the complaint may be submitted to the Superintendent for investigation and disposition. The complaint must be submitted in written form to the Superintendent and include a signed statement of charges that contain sufficient detail to warrant and permit adequate investigation. Upon investigation of the complaint, the Superintendent shall respond to the complainant.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 24, 2006

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
October-November**

October

- October 10, 2006 – Standing Committee Meetings – 6:00 and 7:00; Special Board Meeting – 8:00 P.M.
- October 11, 2006 - Professional Inservice – Half Day for Students
- October 24, 2006 – Regular Board of Education Meeting - 7:00 P.M. at Jane Vernon Elementary School
- October 26-27 – Teachers' Convention – No School

November

- November 10, 2006 – End of First Quarter – Half Day for Students
- November 14, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- November 23-24, 2006 – Thanksgiving Recess – No School
- November 28 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Conference Room 161F of Bullen Middle School; Regular Board of Education Meeting – 7:00 P.M. in Bullen Auditorium

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**REGULAR SCHOOL BOARD MEETING
JANE VERNON ELEMENTARY SCHOOL**

OCTOBER 24, 2006

**APPENDIX FOR
XII-A – STRATEGIC PLANNING
IMPLEMENTATION TEAM #1, 5 AND 6 UPDATES**

StrategyI: We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff and the community.

Action PlanI.1; **Specific Result:** Establish standard communication protocols for the District.

Administrator Responsible: Nancy Hare

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.1.1	Redefine the role of the Public Information office to manage District communications and relations.	Nancy Hare	10/3/2005	3/1/2007		50%
	Status/Comment: The office and position title has been changed to Public Relations. Similar position research has been completed.					
I.1.2	Assess the current state of communications within the District.	Beth Sabo/Jean Schlais	10/3/2005	2/28/2007		35%
	Status/Comment: A communication audit will be conducted in the fall of 2006 by Family Friendly Schools.					
I.1.3	Establish minimum internal communication standards (e.g. common format, appropriate English, timeliness of response, etc.).	Beth Sabo/Jean Schlais	1/26/2007	6/30/2007		0%
	Status/Comment: Minimum internal communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, 2006 District Culture Survey, 2006 Educational Support Center Satisfaction Survey, and research from the Implementation Team.					
I.1.4	Establish minimum external communication standards.	Implementation Team	1/8/2007	6/30/2007		0%
	Status/Comment: Minmum external communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, 2006 District Culture Survey, 2006 Education Support Center Satisfaction Survey, and research from the Implementation Team.					
		Implementation Team	10/3/2005	4/28/2006	5/1/2006	100%
	Status/Comment: Best practice models have been researched. A three year communication training plan has been developed with Family Friendly Schools (FFS). Dr. Steve Constantino, founder of FFS, and his staff will provide specific area training as well as School Site trainings.					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.1.6	Create level-specific communication models based on best practices (e.g., elementary, middle and high school).	Beth Sabo, Jean Schlais Sharon Armstrong	1/29/2007	6/30/2007		0%
	Status/Comment: Level specific communication models will be completed by June 2007.					
I.1.7	Notify District employees of expected communication standards and required skills	Dr. Scott Pierce	6/1/2007	9/30/2007		0%
	Status/Comment: Dr. Pierce will notify District employees of expected communications standards and required skills in August 2007.					
I.1.8	Assess the state of communication within the District annually.	Implementation Team/Educational Accountability	2/1/2008	2/29/2008		0%
	Status/Comment: The Implementation Team will work with the Office of Educational Accountability to review current information, recommend additional survey questions for the satisfaction survey, and/or an additional instrument that will assess the state of communication within the District.					
I.1.9	Review the communication standards based on the results of the ongoing assessment program and revise standards as appropriate.	Beth Sabo, Jean Schlais	3/3/2008	6/30/2008		0%
	Status/Comment: The Implementation Team will review the communication standards in the spring of 2008. Based on community/school input, the standards may be adjusted.					

Action Plan I.2; **Specific Result:** Implement standard communication protocols for all schools and departments.

Administrator Responsible: Nancy Hare

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.2.1	Assess the current state of communications within each school and District department.	Beth Sabo, Jean Schlais	10/3/2007	2/26/2008		0%
	Status/Comment: Each school will review the communication audit report and District surveys.					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.2.2	Establish communication plans based on the District standards and the appropriate model.	Each School/Each Dept	10/3/2007	1/26/2026		0%
	Status/Comment: Plans to organize and facilitate the development of standard communication protocols for all schools and departments are scheduled to begin in the fall of 2007 and be completed by February 2008.					
I.2.3	Incorporate communication plans in each action plan.	Each School/Each Dept	9/3/2007	11/3/2007		0%
	Status/Comment: Communication protocols will be incorporated into school site plans.					
I.2.4	Notify schools and departments of expected communication standards and required skills.	Dr. Scott Pierce	1/26/2008	2/26/2008		0%
	Status/Comment: Dr. Pierce will notify District employees of the expected communication standards and required skills.					
I.2.5	Make any necessary changes from the District's annual assessment.	Beth Sabo, Jean Schlais	3/3/2009	4/30/2009		0%
	Status/Comment: Schools and departments will review communicatin standards and required skills. Any necessary changes will be made.					

Action Plan I.3; **Specific Result:** Implement standard communication protocols for the Board of Education.
Administrator Responsible: Scott Pierce

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.3.1	Redefine the purpose of the Board of Education's public relations committee to work with the Public Information Office.	Dr. Scott Pierce	1/8/2006	8/30/2006	9/7/2006	100%
	Status/Comment: Implementation Team Co-Chairs met with Dr.Pierce and Board of Education member Mark Stalker. It was agreed to develop an Internal Communication Team that will meet regularly with the Superintendent. The Internal Communication Team will operate as a sub-group of the Pr/Goals/Legislative Board Standing Committee.					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.3.2	Identify a broad based membership to serve on this committee.	Dr. Scott Pierce	6/30/2006	12/31/2006		50%
	Status/Comment: The PR/Goals/Legislative Board Standing Committee will broaden the committee's membership to represent the diverse Kenosha community.					
I.3.3	Review, assess and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard.	Dr. Scott Pierce	10/10/2000	4/25/2005	4/25/2005	100%
	Status/Comment: The Code of Conduct has been reviewed and will be included in the school calendar. The calendar is mailed to every family in the district and additional limited copies are available at the public libraries.					
I.3.4	Provide training to address the communication standards and skills expected of all Board of Education members.	Dr. Scott Pierce	4/1/2004	12/31/2007		75%
	Status/Comment: Board members have engaged through monthly reports by board members to their peers on strategies that may be employed to improve communications at all levels including board members to board members, district and community constituents.					
I.3.5	Coordinate Board of Education information through the Public Information Office.	Dr. Scott Pierce	7/1/2004	12/31/2007		75%
	Status/Comment: All news releases, regular communique' via e-mail, and US mail are developed and distributed. All phone contacts are satisfactorily completed in an accurate and timely manner (within 24 hours).					
I.3.6	Assess the state of communication for the Board of Education annually.	Dr. Scott Pierce	4/1/2005	12/30/2006		50%
	Status/Comment: This will be addressed annually.					

Action Plan I.4; **Specific Result:** Improve consistency of communications between the District and taxpayers.
Administrator Responsible: Nancy Hare

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.4.1	Assess current methods of communication with the taxpayers.	Implementation Team	12/1/2005	12/21/2006		50%
	Status/Comment:	A survey has been developed that will be implemented, via a sample size mailing in the fall of 2006. Four focus groups will provide responses from the community; Spanish Center, Headstart, Religious Hispanic Community, and the Senior Citizens Center/Nutrition Site(s). This will be conducted in cooperation with the FFS communication audit.				
I.4.2	Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).	Implementation Team	12/1/2005	12/21/2006		15%
	Status/Comment:	The selection of locations, topics, and speakers are in the planning process. School boundary presentations and listening sessions are scheduled for 9/06 and 10/06. A Legislative Forum is scheduled on 10/16/06. A School Board Candidate's Forum will be held in early 2007.				
I.4.3	Enhance District communication through media channels (i.e., email, KUSD website, Cable Channel 20, Kenosha News)	Implementation Team	1/3/2007	6/29/2007		30%
	Status/Comment:	ESC Web Site Project Redesign Complete 08/01/06, content update ongoing. School Web Site Project is 25% complete with 16 of 41 sites redesigned and launched. The remaining 25 school sites will go live by 10/15/06. Cable Channel 20 hardware upgrades are 2/3 completed. Programming for Cable Channel 20 and slides submitted by schools has increased.				
I.4.4	Enhance methods of communication for disseminating accurate and positive information about the district and its achievements.	Implementation Team	1/3/2007	6/8/2007		5%
	Status/Comment:	Entities listed in approved PR Plan meeting on regular basis to develop and coordinate communication strategies.				
I.4.5	Report the "State of the District" annually to the community.	Implementation Team, Dr. Scott Pierce	1/3/2007	6/29/2007		0%
	Status/Comment:	ongoing				

Action Plan 1.5; **Specific Result:** Increase parent involvement in their children's education and in KUSD.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.5.1	Expand the Parent Education Program to include the coordination and implementation of training teams for outreach to parents and communication practices to parents.					0%
I.5.2	Expand the Parent Education Program to include communication practices between families and school.					0%
I.5.3	Explore the possibility of fully implementing the Joyce Epstein "Family-School-Community" partnership model to include the Checklist for Schools.					0%
I.5.4	Include parents' input in developing annual goals in the school action plan.					0%
I.5.5	Expand parent leadership development opportunities.					0%
I.5.6	Expand curriculum focused education programs to parents through media channels (e.g., email, KUSD website, Cable Channel 20, Kenosha News).					0%
I.5.7	Review the current involvement and education options for Spanish parents.					0%
I.5.8	Increase involvement opportunities in parent education programs for non-English speaking parents in school sites with the Language Assistance Programs.					0%

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.5.9	Review progress annually and modify programs accordingly.					0%

Action Plan I.6; **Specific Result:** Ensure that all key District correspondence is communicated in English and Spanish.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.6.1	Expand the Language Assistance Program to emphasize translation services.					0%
I.6.2	Develop a system to ensure that all necessary District documents will be translated.					0%
I.6.3	Assess signage to meet the bilingual needs in District buildings.					0%
I.6.4	Purchase and install the necessary bilingual signage.					0%
I.6.5	Promote translated communication through appropriate media channels (e.g., email, KUSD website, Cable Channel 20, Kenosha News).					0%
I.6.6	Develop and implement a survey to identify what non-English languages District personnel speak.					0%
I.6.7	Create a database of non-English languages spoken by staff.					0%
I.6.8	Review annually the effectiveness of translation services and satisfaction of non-English speaking parents and modify services accordingly.					0%

Action Plan I.7; **Specific Result:** Establish a District-wide framework for expanding community partnerships.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
I.7.1	Assess the current level of community partnerships.					0%
I.7.2	Encourage KUSD employees to become involved in community activities or organizations.					0%
I.7.3	Build and strengthen the quantity and quality of community relationships with the District.					0%
I.7.4	Develop a method to communicate the challenges and accomplishments of public education through these partnerships (e.g., Speaker's Bureau).					0%

StrategyV: We will develop and implement plans to model, reinforce and recognize responsible, respectful, and ethical behavior by everyone.

Action PlanV.1; **Specific Result:** Adopt a set of Core Values for all stakeholders.

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.1.1	Publicize proposed Core Values and obtain input from our diverse stakeholders on proposed Core Values using a variety of data gathering strategies.	Joe Kucak	2/1/2006	5/31/2006	5/10/2006	100%
	Status/Comment:	Nine core values have been decided upon.				
V.1.2	Develop Core Value policy for board approval.	Joe Kucak	2/1/2006	8/1/2006		0%
	Status/Comment:	In process- we are reviewing District Policy currently.				
V.1.3	Implement approved school board policy on Core Values.	Joe Kucak	5/31/2006	9/30/2006		0%
V.1.4	Provide on-going staff development on KUSD Core Values.	Joe Kucak	7/1/2006	7/1/2010		0%

Action PlanV.2; **Specific Result:** Implement curriculum on citizenship education that incorporates the KUSD Core Values. (Cross reference to Strategy #2--Service Learning).

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.1	Anchor citizenship education in the social studies curriculum Pre-Kindergarten-twelve.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.2	Incorporate KUSD Core Values through citizenship education in the social studies curriculum Pre-Kindergarten-Kindergarten.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.3	Incorporate KUSD Core Values through citizenship education in the social studies curriculum in grades one - two.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.4	Incorporate KUSD Core Values through citizenship education in the social studies local government curriculum in grade three.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.5	Incorporate KUSD Core Values through citizenship education in the social studies state government curriculum in grade four.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.6	Incorporate KUSD Core Values through citizenship education in the social studies U.S. Government Curriculum in grade five.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.7	Incorporate KUSD Core Values through citizenship education in the social studies curriculum of Ancient Greece and the progression of democracy education in grade six.	Edie Holcomb/Lisa KC	7/1/2005	7/10/2005		0%
V.2.8	Develop a nine week civics unit for the seventh grade social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2005		0%
V.2.9	Implement KUSD Core Values through citizenship education in the fourth quarter civics unit for the seventh grade social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2005		0%
V.2.10	Incorporate KUSD Core Values through citizenship education into the social studies U.S. Government and the Constitution in grade eight.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.2.11	Incorporate KUSD Core Values through citizenship education into the American History and U.S. Government high school social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.12	Incorporate KUSD Core Values into the Counselor's Developmental Guidance program in Pre-Kindergarten - twelve.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.13	Incorporate KUSD Core Values into the Middle and High School Advisory Programs.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.14	Integrate KUSD Core Values into the Pre-Kindergarten-twelve Health/Family Life Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.15	Integrate KUSD Core Values into the Kindergarten-twelve Language Arts Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.16	Integrate KUSD Core Values into the Kindergarten - twelve Science Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.17	Integrate KUSD Core Values into the Kindergarten - twelve Math Curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.18	Integrate KUSD Core Values into Pre-Kindergarten - twelve elective curriculum.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.19	Integrate KUSD Core Values into the extra-curricular activities (i.e. Athletics, Musical Theater, CLC, etc.)	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%
V.2.20	Evaluate the effectiveness of citizenship education that incorporates the KUSD Core Values in accordance with School Board Policy 6300.	Edie Holcomb/Lisa KC	7/1/2005	7/1/2010		0%

Action Plan V.3; **Specific Result:** Utilize research-based "best practice" instructional strategies for all subject areas that mirror the KUSD Core Values. (Cross reference to Strategy #4--Effective Instructional Strategies).
Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.3.1	Conduct district wide in-service opportunities on diversity, tolerance, and acceptance within our classrooms and community.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
	Status/Comment: Currently being accomplished through Human Resources.					
V.3.2	Provide ongoing staff development on research based instructional strategies including differentiated instruction and complex thinking skills.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
	Status/Comment: A joint group representing Curriculum, Professional Development, Talent Development and Special Education has met. A "core team" is planning a three year PD initiative on differentiation to accomplish this goal.					
V.3.3	Incorporate research based instructional strategies including differentiated instruction and complex thinking skills into the classroom lessons.	Lisa KC- Joe Kucak	7/1/2007	7/1/2010		0%
	Status/Comment: A joint group representing Curriculum, Professional Development, Talent Development and Special Education has met. A "core team" is planning a three-year PD initiative on differentiation to accomplish this goal.					
V.3.4	Develop a web-based shared site of best practices for KUSD staff. (i.e. lesson plans, video tapes, i-movies, assessments)	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.5	Develop an evaluation tool to measure effectiveness of these instructional strategies.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.6	Evaluate the use of instructional strategies and their effectiveness and make appropriate modifications.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%

Action Plan V.4; **Specific Result:** Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior to provide adequate understanding and access to all.

Administrator Responsible: Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.4.1	Identify and list KUSD policies that are currently in place that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.2	Identify and list all KUSD programs that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.3	Develop a KUSD resource map of all the policies and programs that are currently in place.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.4	Distribute the resource map to all stakeholders.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.5	Develop and present an in-service for all KUSD stakeholders on the resource map.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.6	Develop and present an informational meeting on the resource map to the community.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.7	Install the resource map onto the KUSD Website.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.8	Incorporate the resource map into the new teacher orientation and the new hire process.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.9	Update the resource map annually.	Joe Kucak	7/1/2006	7/1/2008		0%
V.4.10	Evaluate the enforcement of policies and programs that promote responsible, respectful, and ethical behavior and their effectiveness and make appropriate changes.	Joe Kucak	7/1/2006	7/1/2008		0%

Action Plan V.5; **Specific Result:** Implement a comprehensive framework within each educational setting to be used to develop and promote responsible, respectful, and ethical behavior.
Administrator Responsible: All Elementary Principals, Joe Kucak, Lisa KC

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.5.1	Identify and implement a school wide behavior management plan consistent with the adopted Core Values.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.2	Establish consistency within classroom procedures.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.3	Identify and implement effective strategies that sustain a positive peer culture among all KUSD stakeholders.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.4	Identify and implement effective strategies that build student and staff belonging.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.5	Identify and implement effective strategies that teach appropriate behaviors.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.6	Exhibit consistent modeling of KUSD Core Values by all stakeholders.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.7	Enforce consistent consequences for students, staff and other employees exhibiting inappropriate behaviors.	Bill Haithcock	1/1/2006	7/1/2010		0%
V.5.8	Evaluate the comprehensive framework and its' effectiveness and make appropriate modifications.	Bill Haithcock	1/1/2006	7/1/2010		0%

Action Plan V.6; **Specific Result:** Recognize and reinforce responsible, respectful, and ethical behavior within the system.
Administrator Responsible: Joe Kucak, Lisa KC

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
V.6.1	Develop guidelines and/or criteria for recognition of responsible, respectful and ethical behavior by all stakeholders.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.2	Evaluate existing forms of student, staff, and other stakeholder recognition programs based on KUSD Core Values.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.3	Expand current District-wide recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.4	Expand current school-based recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%
V.6.5	Evaluate recognition programs annually and make appropriate adjustments.	Joe Kucak & Lisa KC	7/1/2006	7/1/2007		0%

StrategyVI: We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

Action PlanVI.1; **Specific Result:** Integrate and promote diversity themes in appropriate curriculum areas

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.1.1	Provide opportunities to incorporate cultural diversity in the adoption of new courses and materials.					
VI.1.2	Educate instructional staff on how to include meaningful cultural awareness instruction that extends beyond the typical cultural celebrations.					
VI.1.3	Develop staff development activities that focus on diversity topics/issues at all schools and departments					
VI.1.4	Use a minimum of two (2) advisory periods per year for student discussions on diversity topics/issues and provide appropriate documentation to the effort.					
VI.1.5	Create diversity lessons to be used by elementary counselors on a regular instructional basis.					

Action PlanVI.2; **Specific Result:** Market the diverse KUSD specialty schools and programs that are available to families and children in the District.

Administrator Responsible:

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.2.1	Develop and maintain accurate descriptions of speciality schools and programs in both paper and electronic formats with copies readily available at each school, ESC and various community locations.					
VI.2.2	Translate descriptions of all district specialty programs in languages where large numbers of parents do not speak English.					
VI.2.3	Ensure appropriate KUSD staff (counselors, principals and others) understand the diverse specialty schools and programs available to KUSD students and communicate effectively.					
VI.2.4	Include and maintain on the KUSD website an accurate listing of the current speciality programs offered districtwide.					
VI.2.5	Require each school with a speciality program to maintain updated descriptions of the program on the school's website.					
VI.2.6	Make oral and/or video presentations of all district specialty programs to better communicate to parents the programmatic options available and provide translators.					
VI.2.7	Evaluate marketing efforts to promote KUSD programs and make appropriate adjustments.					0%

Action Plan VI.3; **Specific Result:** Promote KUSD activities that highlight the diversity of the school community.

Administrator Responsible:

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.3.1	Encourage all KUSD staff to be involved in community groups that highlight cultural diversity.					0%
VI.3.2	Offer informational sessions for parents (targeting diverse groups) in order to educate the community about the various aspects of the District.					0%
VI.3.3	Communicate and promote the advantages of the District's diversity to the entire community.					0%
VI.3.4	Promote KUSD activities that highlight the diversity of the School District with local media.					0%
VI.3.5	Provide community-wide recognition to schools and programs that celebrate and embrace the diversity of the school community in unique and specific ways.					0%

Action Plan VI.4; **Specific Result:** Increase minority employment of the District-wide staff by five percentage points in five years.

Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.4.1	Inform all District personnel associated with the employment process of changes in staffing patterns involving minorities and obtain their commitment to the use of these patterns.	Sheronda Glass	9/5/2005	2/17/2006		85%

Status/Comment: District administrators have been advised to be cognizant about the diversity within their building. A report on minority and recruitment and retention has been provided to administrators via the Human Resources Newsletter. Ongoing commitment to ensure hiring personnel are using established practices will be monitored.

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.4.2	Recruit members of minority groups through various means known to the District, include the extension of the geographic area from which the recruitment takes place.	Sheronda Glass	9/5/2005	8/31/2006	8/31/2006	100%
	Status/Comment: Diversity recruitment efforts included attendance at the National Alliance of Black School Educators, National Association of Bilingual Educators, Teachers of English to Speakers of Other Languages, National Council on Educating Black Children, and NASA Pre-Service Teacher Career Fair as well as state recruitment fairs. We attended the LULAC National Convention Fair as an exhibitor recruiting minority candidates.					
VI.4.3	Identify and develop potential administrative candidates from among minority members of the current staff.	Sheronda Glass	11/1/2005	5/26/2006		50%
	Status/Comment: Currently only a couple of minority employees have participated in District efforts to participate in mentoring for aspiring administrators. Efforts have been made to further identify and match at least (5) current minority employees with current KUSD administrative mentors.					
VI.4.4	Ensure diverse pools of qualified candidates are selected for interviews.	Sheronda Glass	7/1/2005	5/26/2006		75%
	Status/Comment: Currently, KUSD Human Resources actively seeks a diverse pool of candidates. Additional communication tools have been utilized to recruit and select minority candidates for interviews, this includes minority administrator candidates.					
VI.4.5	Create and implement a plan to provide sign-on bonuses to minority candidates who join the District. (Contractual implications)	Sheronda Glass				0%
VI.4.6	Create and implement a plan to provide retention bonuses to minority staff who maintain employment for a 3 to 5 year span. (Contractual implications)					0%
VI.4.7	Provide relocation assistance without repayment to minority candidates hired by the District who maintain employment for 2 or more years. (Contractual implications)					0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.4.8	Communicate to minority employees that tuition reimbursement incentives are available through funding designed to comply with the No Child Left Behind Act. (Contractual implications)					0%
VI.4.9	Inform recruitment sources that the Kenosha Unified School District not only is an equal opportunity educator/employer, but also seeks applications from qualified persons, regardless of age, sex, color, race, religion, handicap, or national origin.	Sheronda Glass	7/1/2005	10/28/2005	9/1/2005	100%
	Status/Comment:	All recruitment materials have been updated to reflect this language.				
VI.4.10	Add the following equal opportunity statement on all employee postings: "Minority candidates are encouraged to apply."	Sheronda Glass	7/1/2005	10/28/2005	8/1/2005	100%
	Status/Comment:	All postings for employment contains this language, " Qualified minority candidates are encouraged to apply."				
VI.4.11	Make buildings and departments responsible for maintaining an engaging environment necessary for the recruitment and retention of a diverse staff.	Sheronda Glass	10/5/2005	3/31/2006		85%
	Status/Comment:	Initial communication with the principals has taken place concerning this issue. Additional work will take place after District-wide Cultural Competency training has been implemented. Train-the-Trainers sessions were completed with approximately 50% of employees having been trained in September 2006. The remainder of employees are scheduled to be trained during their scheduled in-service sessions.				
VI.4.12	Maintain and analyze records regarding minority recruitment and retention efforts.	Sheronda Glass	7/1/2005	7/28/2006		75%
	Status/Comment:	This team will analyze previous and current recruitment and retention strategies. February 2006 Board Report detailed the findings.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.4.13	Continue to study recruitment practices, selection criteria, working conditions, turnover and retention rates, etc. associated with the employment of minority individuals.	Sheronda Glass	11/25/2005	7/28/2006		75%

Status/Comment: February 2006 Board Report detailed an analysis of this action. Employees will be trained on Cultural Competency, which will address working conditions of minority employees.

Action Plan VI.5; **Specific Result:** Incorporate cultural diversity into administrative and School Board policies and strategies.

Administrator Responsible: Kathleen Barca

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.5.1	Develop guidelines for reviewing and writing policies that will ensure cultural diversity is incorporated into all appropriate policies.	Kathleen Barca	10/1/2005	3/1/2006	3/10/2006	100%

Status/Comment: Discussions are ongoing to maintain parameters set for the developed guidelines based on cultural diversity.

VI.5.2	Review all current policies beginning with series 4, 5, and 6 for content regarding diversity.	Kathleen Barca	10/10/2005	6/30/2006	6/30/2006	100%
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Status/Comment: Teams reviewed series 1, 2, 3, and 7 of board policies. They have provided feedback and made recommendations for modifications and/or implementing of new board policies regarding appropriate cultural diversity language. Additional teams will be developed to address additional policy changes beyond series 4, 5 and 6.

VI.5.3	Revise all existing policies as necessary to incorporate cultural diversity.	Kathleen Barca	10/10/2005	10/31/2006		75%
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Status/Comment: Teams continue to address all school board policies.

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.5.4	Develop new policies that ensure cultural diversity is included in every school and department's improvement plan.	Kathleen Barca	10/10/2005	10/31/2006		70%
	Status/Comment:	Teams are developing new policies as needed.				
VI.5.5	Monitor and evaluate progress on a quarterly basis.	Kathleen Barca	10/31/2005	10/31/2007		70%
	Status/Comment:	Scheduled Board Policy series #1 for presentation to the Personnel and Policy Committee. Presented to the Board first and second reading.				

Action Plan VI.6; **Specific Result:** Provide a sustained professional development plan that includes diversity and sensitivity training annually at the District, building and department levels.
Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.6.1	Organize a team to address diversity throughout the district and develop a 5-year plan of implementation.	Sheronda Glass	10/1/2005	3/31/2006		70%
	Status/Comment:	A plan that addresses District wide diversity has been developed. Working on implementation.				
VI.6.2	Build and maintain District relationships with diverse groups within the community.	Sheronda Glass	9/1/2005	6/28/2009		75%
	Status/Comment:	Additional efforts have been made to develop relationships with diverse groups in the community.				
VI.6.3	Establish diversity concepts that will be included in the staff development process at each grade level and department.		5/31/2006	1/3/2007		10%
	Status/Comment:	Will be working with Instructional Services and Professional Development to establish concepts.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.6.4	Train teachers to recognize diversity in their classrooms and to use that diversity as a teaching tool as they design lessons.		2/1/2006	1/3/2007		40%
	Status/Comment:	Teachers have been trained on Cultural Competency. Support staff will be trained on Cultural Competency during their inservice sessions. Will be working with Instructional Services and Professional Development to establish training programs for teachers to utilize in the classrooms.				
VI.6.5	Encourage all staff to be involved with diverse community groups.	Sheronda Glass	10/28/2005	6/30/2006		20%
	Status/Comment:	Specific pleas will be made to ensure that the District is represented in various community groups.				
VI.6.6	Establish a compilation of diversity resources for KUSD.	Sheronda Glass	10/28/2005	5/31/2006		25%
	Status/Comment:	Resources that train and discuss diversity topics have been development. Data will be placed on the Human Resources website for access.				
VI.6.7	Train staff to recognize diversity and capitalize on benefits of that diversity as they go about their jobs.	Sheronda Glass	10/28/2005	5/31/2006		50%
	Status/Comment:	A report will be provided that details the training that has been provided to each school and department of the District. Final training to be completed in Spring 2007 (Service staff). All other staff scheduled to be trained in August/September 2006.				
VI.6.8	Train School Board to recognize diversity and to use it appropriately in execution of their duties.					0%

Action Plan VI.7; **Specific Result:** Develop and implement a redistricting plan that will help create culturally diverse schools. (Cross reference with boundary changes in Strategy #3--Overcrowding).
Administrator Responsible: Kathy Lauer and Jeff Marx

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.7.1	Use boundary planning software during the redistricting process.	Kathy Lauer & Jeff Marx	10/13/2005	6/30/2006	4/10/2006	100%
	Status/Comment:	Purchased new boundary setting computer software to analyze District by geography, student socioeconomic, academic, achievement, transportation, and race/minority status.				
VI.7.2	Analyze current District boundaries as it relates to student population and building capacity levels and recommend boundary changes based on diversity.	Kathy Lauer & Jeff Marx	10/21/2005	4/21/2006	4/21/2006	100%
	Status/Comment:	A discussion was held regarding redistricting in order to create more diverse schools. A number of options were discussed such as pairing schools, redistricting the whole district to allow for equal distribution of all students, and leaving each school area with some open slots for students to transfer in or out of a school in order to equalize the diversity. Further discussions with Patrick Finnemore (Strategy #3-Overcrowding) were held and review of the computer program he is utilizing that will assist with boundary or redistricting challenges. Boundary Committee has been developed for further discuss and decision making.				
VI.7.3	Determine desired percentages of building ethnicities for each site based on race and/or socio-economic status.	Kathy Lauer & Jeff Max	11/14/2005	1/23/2006	1/23/2006	100%
	Status/Comment:	Proposed policy has been created that includes percentages. Policy will be presented to the Boundary Committee for inclusion in the parameters.				
VI.7.4	Compare desired percentages of ethnic populations at each building with District ethnic minority rates and make recommendations for boundary changes that most reflect the District percentages.	Kathy Lauer & Jeff Marx	11/14/2005	6/30/2006	1/23/2006	100%
	Status/Comment:	Proposed policy has been created that includes percentages. Policy will be presented to the Boundary Committee for inclusion in the parameters.				

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
VI.7.5	Develop and implement a plan to communicate recommended boundary changes to the School Board, administration, parents and students.	Kathy Lauer & Jeff Marx	2/28/2006	9/1/2006		50%

Status/Comment: Several members of this action step are on the boundary committee. The committee has approved the recommended language to incorporate diversity into the boundary policy. Future communication will be based on school board approval and the completion of the boundary committee's work.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**REGULAR SCHOOL BOARD MEETING
JANE VERNON ELEMENTARY SCHOOL**

OCTOBER 24, 2006

**APPENDICES FOR
XIII-A – OFFICIAL THIRD FRIDAY
ENROLLMENT REPORT**

APPENDIX 1

Official Enrollment
School Year 2006-07

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

October 24, 2006

**Report on Official Enrollment and
Class Sizes for the 2006-07 School Year**

I. ENROLLMENTS

DISTRICT ENROLLMENTS							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2006-07 Difference
Elementary	9,311	9,481	9,477	9,662	9,823	10,053	+230
Middle School	4,602	4,782	4,855	4,753	4,760	4,741	-19
High School	5,830	6,087	6,361	6,618	6,815	6,964	+149
HeadStart/ Hillcrest/ Phoenix Project/ Charter Schools	857	796	811	826	818	827	+9
TOTAL	20,600	21,146	21,504	21,859	22,216	22,585	+369

ENROLLMENT BY GRADE LEVEL - ALL STUDENTS (INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL, AND ENRICHMENT STUDENTS)							
GRADE LEVEL	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2006-07 (+) Increase
Headstart	383	370	369	381	381	376	-5
Pre-school	292	365	403	423	464	428	-36
Kindergarten	1475	1494	1,578	1,651	1,654	1,706	+52
(1/2 day)	11	9	4	4	3	0	-3
(Full Day)	1464	1485	1,574	1,647	1,651	1,706	+55
1	1494	1534	1,501	1,585	1,693	1,682	-11
2	1535	1511	1,535	1,480	1,583	1,716	+133
3	1537	1581	1,512	1,541	1,488	1,631	+143
4	1600	1569	1,587	1,564	1,578	1,526	-52
5	1592	1638	1,577	1,632	1,585	1,596	+11

ENROLLMENT BY GRADE LEVEL - ALL STUDENTS (cont.) (INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL, AND ENRICHMENT STUDENTS)							
GRADE LEVEL	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2006-07 (+) Increase (-)
6	1667	1629	1,659	1,585	1,641	1,592	-49
7	1620	1709	1,637	1,662	1,583	1,670	+87
8	1495	1598	1,719	1,662	1,681	1,627	-54
9	1931	1990	2,051	2,098	2,096	2,123	+27
10	1446	1538	1,596	1,472	1,751	1,694	-57
11	1472	1490	1,638	1,889	1,734	1,882	+148
12	1061	1130	1,142	1,234	1,304	1,336	+32
District Total	20,600	21,146	21,504	21,859	22,216	22,585	+369

II. DISTRICT AVERAGE CLASS SIZE

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Elementary (K-5) *	19.4	19.6	19.5	19.1	20.2	21.3
Middle (Academic)	24.5	24.3	23.7	23.6	24.1	25.0
Middle (Elective)	25.5	26.3	22.2	21.7	23.3	24.7
Middle (Activities-- Music & Phy Ed)	32.4	30.5	28.0	28.9	29.5	28.8
High (Academics)	23.7	24.0	23.2	24.0	24.8	25.2
High (Elective)	21.9	21.6	21.6	22.3	24.0	22.6
High (Activities)	34.4	37.0	37.3	39.0	39.6	41.0
Elementary Grades *						
Kindergarten	17.5	18.2	18.4	18.0	18.2	19.9
1 through 5	19.8	19.9	19.8	19.4	20.6	21.6
1 through 3	18.6	18.6	18.6	18.1	19.5	20.4
4 through 5	21.8	21.9	21.8	21.6	22.7	23.9
Kindergarten through 3	18.3	18.5	18.6	18.1	19.1	20.2
Kindergarten through 5	19.4	19.6	19.5	19.1	20.2	21.3

* Includes Combination grade, Title 1, P-5, and Sage Classrooms

**ENROLLMENT BY ELEMENTARY SCHOOL - ALL STUDENTS
(INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL,
AND ENRICHMENT STUDENTS)**

SCHOOL	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2006-07 (+) Increase (-) Decrease
Bain	313	221	220				
Bose	342	338	351	329	337	339	+2
Brompton	109	100	92	92	95	101	+6
Chevez Learn	383	370	369	381	381	376	-5
Columbus	228	240	219	238	239	238	-1
DOL Academy	193	192	192	193	198	203	+5
Durkee	172	177	185	167	158	160	+2
Edward Bain Schl of Lang & Art *				691	774	757	-17
Forest Park	475	453	456	457	478	506	+28
Frank	382	436	474	484	496	464	-32
Grant	301	316	300	329	324	329	+5
Grewenow	330	368	359	360	380	386	+6
Harvey	395	424	432	449	440	446	+6
Jefferson	334	348	331	328	341	351	+10
Jeffery	380	394	391	400	389	400	+11
KSOL	351	363	336				
Lincoln	284	288	295	282	261	278	+17
McKinley	276	279	288	250	275	270	-5
Pleasant Prairie	627	659	658	713	694	726	+32
Prairie Lane	345	372	378	377	416	454	+38
Roosevelt	391	405	393	404	396	370	-26
Somers	562	584	587	598	602	639	+37
Southport	455	454	467	494	457	456	-1
Stocker	576	569	600	543	608	661	+53
Strange	444	455	464	487	517	505	-12
Vernon	580	555	527	471	477	495	+18
Whittier	539	559	564	573	540	559	+19
Wilson	229	224	202	238	224	264	+40

* New school in 2004-05

**ENROLLMENT BY SECONDARY SCHOOL - ALL STUDENTS
(INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL,
AND ENRICHMENT STUDENTS)**

SCHOOL	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2006-07 (+) Increase (-) Decrease
Bullen	968	721	808	824	880	826	-54
Lance	1,076	994	980	956	981	1,017	+36
Lincoln	920	840	818	850	806	794	-12
Mahone *		818	881	839	880	906	+26
McKinley	868	700	670	642	609	587	-22
Paideia Academy	73	61	66	67	67	67	0
Washington	770	709	698	642	604	611	+7

Bradford	2,027	1,973	2,036	2,102	2,270	2,448	+178
Indian Trail	977	1,134	1,096	1,116	1,154	1,111	-43
LakeView Tech Academy	244	184	238	263	311	347	+36
Reuther	482	602	676	753	678	619	-59
Tremper	2,100	2,194	2,315	2,384	2,402	2,439	+37
Hillcrest	75	53	64	63	57	59	+2
Phoenix	24	20	28	30	20	21	+1
DISTRICT	20,600	21,146	21,504	21,859	22,216	22,585	+369

* New school in 2002-03

APPENDIX 2

Total Enrollment by School

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha Wisconsin

October 24, 2006
Official Enrollment Statistics for 2006-07 School Year
As of September 15, 2006

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Bose								Columbus									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						23		23	Preschl	12					12		24
K - Half								0	K - Half								0
K - Full	54		2					56	K - Full	30		3					33
1	51							51	1	37		4		1			42
2	50		2					52	2	25		2		1			28
3	52		1		4	3		60	3	36		4		1			41
4	45		1		2			48	4	28		3					31
5	47		2					49	5	35		4					39
K-3	299	0	8	0	4	3	0	314	K-3	128	0	20	0	3	0	0	151
4-5	92	0	3	0	2	0	0	97	4-5	63	0	7	0	0	0	0	70
1-5	245	0	6	0	6	3	0	260	1-5	161	0	17	0	3	0	0	181
TOTAL	299	0	8	0	6	26	0	339	TOTAL	203	0	20	0	3	12	0	238

Durkee								Edward Bain School of Lang and Art									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl						68	27	95
K - Half								0	K - Half								0
K - Full	22		1					23	K - Full	83	39	5		10			137
1	26		1		1			28	1	80	32	7					119
2	31		1					32	2	79	32	13					124
3	26		1					27	3	45	34	11		1	3		94
4	26				2			28	4	53	33	5		2			93
5	19				3			22	5	55	28	9		3			95
K-3	150	0	4	0	1	0	0	155	K-3	395	198	50	0	11	3	0	657
4-5	45	0	0	0	5	0	0	50	4-5	108	61	14	0	5	0	0	188
1-5	128	0	3	0	6	0	0	137	1-5	312	159	45	0	6	3	0	525
TOTAL	150	0	4	0	6	0	0	160	TOTAL	395	198	50	0	16	71	27	757

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Forest Park								Frank									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						12	8	20	Preschl	28							28
K - Half								0	K - Half								0
K - Full	73		1		9			83	K - Full	42	22	8					72
1	70		3		1			74	1	48	23	10					81
2	88		3					91	2	49	12	12		2			75
3	73		5		1			79	3	49	19	12		3			83
4	72		1		1			74	4	38	15	6		2			61
5	82		1		2			85	5	46	12	4		2			64
K-3	458	0	14	0	14	0	0	486	K-3	188	103	52	0	5	0	0	348
4-5	154	0	2	0	3	0	0	159	4-5	84	27	10	0	4	0	0	125
1-5	385	0	13	0	5	0	0	403	1-5	230	81	44	0	9	0	0	364
TOTAL	458	0	14	0	14	12	8	506	TOTAL	300	103	52	0	9	0	0	464

Grant								Grewenow									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl	10							10	Preschl						11	8	19
K - Half								0	K - Half								0
K - Full	40		3					43	K - Full	70				10			80
1	48		6		1	2		57	1	63		6		1			70
2	53		3		1	4		61	2	50		5		2			57
3	52		8		1			61	3	47		6		3			56
4	45		3					48	4	53		1					54
5	45		3		1			49	5	49		1					50
K-3	193	0	26	0	3	6	0	228	K-3	332	0	19	0	16	0	0	367
4-5	90	0	6	0	1	0	0	97	4-5	102	0	2	0	0	0	0	104
1-5	243	0	23	0	4	6	0	276	1-5	262	0	19	0	6	0	0	287
TOTAL	293	0	26	0	4	6	0	329	TOTAL	332	0	19	0	16	11	8	386

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Harvey									Jefferson								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl	25					8	7	40	Preschl	19					6	3	28
K - Half								0	K - Half								0
K - Full	55		2		10			67	K - Full	65		2					67
1	67		6		1			74	1	49		9		1			59
2	46		6	17				69	2	45		7		3			55
3	49		1	18				68	3	45		3					48
4	40		2	21				63	4	42		5		3			50
5	40		6	17	2			65	5	37		2		5			44
K-3	217	0	23	35	11	0	0	286	K-3	204	0	28	0	4	0	0	236
4-5	80	0	8	38	2	0	0	128	4-5	79	0	7	0	8	0	0	94
1-5	242	0	21	73	3	0	0	339	1-5	218	0	26	0	12	0	0	256
TOTAL	322	0	23	73	13	8	7	446	TOTAL	302	0	28	0	12	6	3	351

Jeffery									Lincoln								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl	11							11
K - Half								0	K - Half								0
K - Full	41							41	K - Full	42							42
1	54		3		3			60	1	38		4					42
2	70				2			72	2	36		10		2			48
3	70		4		3			77	3	34		5		1			40
4	69				2			71	4	43		1		3	3		50
5	78				1			79	5	38		2		3	2		45
K-3	382	0	7	0	11	0	0	400	K-3	150	0	22	0	3	0	0	175
4-5	147	0	0	0	3	0	0	150	4-5	81	0	3	0	6	5	0	95
1-5	341	0	7	0	11	0	0	359	1-5	189	0	22	0	9	5	0	225
TOTAL	382	0	7	0	11	0	0	400	TOTAL	242	0	22	0	9	5	0	278

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

McKinley								Pleasant Prairie									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl								0
K - Half								0	K - Half								0
K - Full	34							34	K - Full	108		1		8			117
1	35		4		1			40	1	115		6		1			122
2	39		7		4			50	2	108		10		4			122
3	38		9		1			48	3	109		5					114
4	40		3		1	1		45	4	96		5		4			105
5	40		9			4		53	5	136		10					146
K-3	226	0	32	0	7	0	0	265	K-3	672	0	37	0	17	0	0	726
4-5	80	0	12	0	1	5	0	98	4-5	232	0	15	0	4	0	0	251
1-5	192	0	32	0	7	5	0	236	1-5	564	0	36	0	9	0	0	609
TOTAL	226	0	32	0	7	5	0	270	TOTAL	672	0	37	0	17	0	0	726

Prairie Lane								Roosevelt									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl								0
K - Half								0	K - Half								0
K - Full	76		1		1			78	K - Full	53		1					54
1	76		3		1			80	1	47		1		1			49
2	77		6		3			86	2	47		4	23	1			75
3	73		3		1			77	3	39			23				62
4	59		3					62	4	42		2	20				64
5	66		2		3			71	5	46			20				66
K-3	427	0	18	0	6	0	0	451	K-3	274	0	8	46	2	0	0	330
4-5	125	0	5	0	3	0	0	133	4-5	88	0	2	40	0	0	0	130
1-5	351	0	17	0	8	0	0	376	1-5	221	0	7	86	2	0	0	316
TOTAL	427	0	18	0	9	0	0	454	TOTAL	274	0	8	86	2	0	0	370

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Somers								Southport									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl						8	8	16
K - Half								0	K - Half								0
K - Full	112		1		9			122	K - Full	61				9			70
1	98		5		4			107	1	74		2		1	2		79
2	105		7		1			113	2	64		4		1	3		72
3	98				1			99	3	66		1			1		68
4	105		2		5			112	4	65		1		4	1		71
5	80		3		3			86	5	79				1			80
K-3	598	0	18	0	23	0	0	639	K-3	409	0	8	0	16	7	0	440
4-5	185	0	5	0	8	0	0	198	4-5	144	0	1	0	5	1	0	151
1-5	486	0	17	0	14	0	0	517	1-5	348	0	8	0	7	7	0	370
TOTAL	598	0	18	0	23	0	0	639	TOTAL	409	0	8	0	16	15	8	456

Stocker								Strange									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl	23					11	4	38
K - Half								0	K - Half								0
K - Full	112		6		8			126	K - Full	78		3		11			92
1	108		9		3			120	1	71		3					74
2	90		3		4			97	2	76		9		1			86
3	92		8		2	1		103	3	85		12		3			100
4	95		8		4			107	4	56		7					63
5	102		2		4			108	5	48		3		1			52
K-3	599	0	36	0	25	1	0	661	K-3	310	0	37	0	15	0	0	362
4-5	197	0	10	0	8	0	0	215	4-5	104	0	10	0	1	0	0	115
1-5	487	0	30	0	17	1	0	535	1-5	336	0	34	0	5	0	0	375
TOTAL	599	0	36	0	25	1	0	661	TOTAL	437	0	37	0	16	11	4	505

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Vernon								Whittier									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						13	7	20	Preschl						44	12	56
K - Half								0	K - Half								0
K - Full	57		17		9			83	K - Full	88		1		7			96
1	57		20		3			80	1	72				3			75
2	62		17		5			84	2	72		2		1			75
3	52		14		4			70	3	81		5					86
4	49		18		4			71	4	73				2	4		79
5	58		22		7			87	5	86		1		2	3		92
K-3	335	0	108	0	32	0	0	475	K-3	472	0	8	0	15	0	0	495
4-5	107	0	40	0	11	0	0	158	4-5	159	0	1	0	4	7	0	171
1-5	278	0	91	0	23	0	0	392	1-5	384	0	8	0	8	7	0	407
TOTAL	335	0	108	0	32	13	7	495	TOTAL	472	0	9	0	15	51	12	559

Wilson								ELEMENTARY RECAPITULATION									
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl								0	Preschl	128	0	0	0	0	216	84	428
K - Half								0	K - Half	0	0	0	0	0	0	0	0
K - Full	28	24	1					53	K - Full	1424	85	59	0	101	0	0	1669
1	29	28	6		1			64	1	1413	83	118	0	29	4	0	1647
2	29	19	4					52	2	1391	63	137	40	38	7	0	1676
3	22		8					30	3	1333	53	126	41	30	8	0	1591
4	30		6					36	4	1264	48	83	41	41	9	0	1486
5	26		2		1			29	5	1338	40	88	37	44	9	0	1556
K-3	164	71	27	0	1	0	0	263	K-3	5561	284	440	81	198	19	0	6583
4-5	56	0	8	0	1	0	0	65	4-5	2602	88	171	78	85	18	0	3042
1-5	136	47	26	0	2	0	0	211	1-5	6739	287	552	159	182	37	0	7956
TOTAL	164	71	27	0	2	0	0	264	TOTAL	8291	372	611	159	283	253	84	10053

II. TOTAL ENROLLMENT: MIDDLE SCHOOLS

Bullen						Lance						Lincoln					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
6	216	6	29	13	264	6	300	10		12	322	6	217	9		18	244
7	268	8	24	8	308	7	323	16		5	344	7	263	7		15	285
8	225	10	13	6	254	8	330	14		7	351	8	246	11		8	265
TOTAL	709	24	66	27	826	TOTAL	953	40	0	24	1017	TOTAL	726	27	0	41	794

Mahone						McKinley						Washington					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
6	267	11		20	298	6	183	4		14	201	6	180	6	24	2	212
7	271	11		14	296	7	181	7		6	194	7	167	7	16		190
8	286	14		12	312	8	182	8		2	192	8	181	11	16	1	209
TOTAL	824	36	0	46	906	TOTAL	546	19	0	22	587	TOTAL	528	24	56	3	611

MIDDLE SCHOOL RECAPITULATION					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
6	1363	46	53	79	1541
7	1473	56	40	48	1617
8	1450	68	29	36	1583
TOTAL	4286	170	122	163	4741

III. TOTAL ENROLLMENT: HIGH SCHOOLS

Bradford						Indian Trail						LakeView Tech					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
9	694	50	29	12	785	9	318	10		39	367	9	116	2		1	119
10	541	23	15	3	582	10	259	7		21	287	10	89	2		3	94
11	571	35	15	7	628	11	239	21		26	286	11	72	1		1	74
12	414	27	11	1	453	12	155	5		11	171	12	58	1		1	60
TOTAL	2220	135	70	23	2448	TOTAL	971	43	0	97	1111	TOTAL	335	6	0	6	347

Reuther						Tremper					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
9	99	1		6	106	9	668	39		18	725
10	118	2		9	129	10	558	18		8	584
11	229	4		11	244	11	583	25		16	624
12	132	5		3	140	12	485	14		7	506
TOTAL	578	12	0	29	619	TOTAL	2294	96	0	49	2439

HIGH SCHOOL RECAPITULATION					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
9	1895	102	29	76	2102
10	1565	52	15	44	1676
11	1694	86	15	61	1856
12	1244	52	11	23	1330
TOTAL	6398	292	70	204	6964

IV. TOTAL ENROLLMENT: SPECIAL SCHOOLS

Head Start		Charter					Hillcrest					Phoenix Project				Recapitulation				
Grade Level	TOTAL	Grade Level	Brompton	Paideia	Dimensions of Learning	TOTAL	Grade Level	TIME Program		Bridges Program		TOTAL	Grade Level	Regular Ed	Special Ed	TOTAL	Grade Level	Regular Ed	Special Ed	TOTAL
Preschool	376	K	17		20	37		Reg	Spec Ed	Reg	Spec Ed		9	3	1	4	K	37		37
		1	17		19	36	6					0	10	2		2	1	36		36
		2	17		22	39	7	2	1	1		4	11	11	1	12	2	39		39
		3	17		22	39	8		1	4		5	12	3		3	3	39		39
		4	17		24	41	9	3	6	8		17	TOTAL	19	2	21	4	41		41
		5	16		24	40	10	6	5	5		16					5	40		40
		6		25	26	51	11	4	4	6		14					6	51	0	51
		7		23	26	49	12	1		1	1	3					7	52	1	53
		8		19	20	39	TOTAL	16	17	25	1	59					8	43	1	44
		TOTAL	101	67	203	371											9	14	7	21
																	10	13	5	18
																	11	21	5	26
																	12	5	1	6
																	Preschool	376		376
																	TOTAL	807	20	827

V. TOTAL ENROLLMENT: SPECIAL EDUCATION

Elementary (Includes Preschool)	536
Middle Schools	170
High Schools	292
Special Schools	20
TOTAL	1,018

VI. SUMMARY RECAPITULATION: TOTAL ENROLLMENTS ALL SCHOOLS

Elementary	2002-03	2003-04	2004-05	2005-06	2006-07
1. Kindergarten - Half Day	7	3	1	3	0
2. Kindergarten - Full Day	1,292	1,368	1,438	1,427	1,424
3. Grades 1-5	6,886	6,797	6,901	7,010	6,739
4. Bilingual	352	326	357	363	372
5. ESL	89	93	88	89	611
6. Enrichment	182	175	166	168	159
7. Preschool Special Ed	193	207	223	230	216
8. Peers	87	90	82	93	84
9. Preschool Regular	85	107	118	141	128
10. Special Education K-5	308	311	288	299	320
TOTAL	9,481	9,477	9,662	9,823	10,053
Middle School	2002-03	2003-04	2004-05	2005-06	2006-07
1. Grades 6-8	4,506	4,509	4,336	4,341	4,286
2. Bilingual	80	123	157	138	122
3. ESL	24	57	88	101	163
4. Special Education	172	166	172	180	170
TOTAL	4,782	4,855	4,753	4,760	4,741
High School	2002-03	2003-04	2004-05	2005-06	2006-07
1. Grades 9-12	5,736	6,025	6,253	6,426	6,398
2. Bilingual	56	61	54	63	70
3. ESL	56	37	47	66	204
4. Special Education	239	238	264	260	292
TOTAL	6,087	6,361	6,618	6,815	6,964
Special Schools	2002-03	2003-04	2004-05	2005-06	2006-07
1. Head Start	370	369	381	381	376
2. Charter	353	350	352	360	371
3. Hillcrest	53	64	63	57	59
4. Phoenix Project	20	28	30	20	21
TOTAL	796	811	826	818	827
TOTAL ENROLLMENT	21,146	21,504	21,859	22,216	22,585

APPENDIX 3

Class Size Averages by School

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Official Class Size Statistics for the 2006-07 School Year
As of September 15, 2006

I. CLASS SIZE AVERAGES: ELEMENTARY SCHOOLS

School	K*	1-5*	1-3*	4-5*	K-3*	K-5*	Biling/ ESL/ Dual Lang	Enrich.	Presch Spec.	Presch Reg.
Bose	18.7	19.8	17.8	24.3	18.0	19.6			7.7	
Columbus	16.5	20.1	18.5	23.3	18.0	19.5			6.0	12.0
Durkee	11.5	17.1	14.5	25.0	13.8	16.0				
Edward Bain Schl Lang & Art	16.5	16.8	14.7	22.5	15.2	16.7	17.9		7.3	
Forest Park	20.8	23.7	24.4	22.7	23.4	23.1			10.0	
Frank	16.7	18.9	18.5	19.6	18.1	18.5	17.2			14.0
Grant	21.5	20.8	19.2	24.3	19.6	20.9				10.0
Grewenow	20.0	22.1	20.3	26.0	20.2	21.6			9.5	
Harvey	22.3	24.2	25.1	22.5	24.3	23.8		18.3	7.5	12.5
Jefferson	22.3	21.4	20.4	23.5	20.9	21.6			4.5	9.5
Jeffery	20.5	23.9	23.2	25.0	22.7	23.5				
Lincoln	14.0	22.0	21.7	22.5	19.1	20.2				11.0
McKinley	11.3	17.8	15.3	23.3	14.3	16.6				
Pleasant Prairie	23.4	25.4	23.9	27.9	23.8	25.0				
Prairie Lane	26.0	25.1	24.3	26.6	24.7	25.2				
Roosevelt	18.0	19.2	17.5	22.5	17.6	18.9		21.5		
Somers	24.3	24.6	22.8	27.9	23.1	24.6				
Southport	23.3	24.1	23.7	24.8	23.6	24.0			8.0	
Stocker	21.0	25.4	24.5	26.9	23.4	24.4				
Strange	23.0	19.7	20.0	19.2	20.7	20.3			7.5	11.5
Vernon	16.5	18.1	16.0	22.3	16.1	17.8	13.8		10.0	
Whittier	24.0	22.2	21.5	23.4	22.1	22.5			8.0	
Wilson	14.5	14.9	14.1	16.3	14.2	14.8	23.7			
OVERALL AVERAGE	19.9	21.6	20.4	23.9	20.2	21.3	17.6	19.9	7.7	11.6

* Includes Combination Grade, Title 1, P-5, and SAGE classrooms

II. CLASS SIZE AVERAGES: MIDDLE SCHOOLS

	Bullen	Lance	Lincoln	Mahone	McKinley	Washington	Overall
English	25.3	25.5	26.3	23.0	27.3	20.5	24.6
Foreign Language	26.2	27.8	27.4	24.0	22.0	27.3	25.7
Math	25.1	25.5	26.3	23.1	27.3	23.9	25.1
Science	25.3	25.6	26.3	23.0	27.3	23.9	25.1
Social Studies	25.4	25.5	26.3	22.9	27.3	23.9	25.1
Academic Average	25.4	25.7	26.4	23.1	26.8	23.2	25.0
Art	22.7	28.4	28.7	26.8	19.5	26.3	25.7
Business	25.8	28.0	18.5	24.7	19.0	24.0	22.6
Family Education	22.3	27.2	25.3	24.5		27.0	25.3
Math/Reading Resource					15.0		15.0
Technical Education	24.3	28.0	28.7		18.8	28.3	24.9
Elective Average	23.6	27.9	24.8	25.9	18.9	26.3	24.7
Music	31.4	45.7	31.2	37.8	23.1	23.5	32.1
Physical Education	28.1	26.1	24.7	27.6	25.8	25.0	26.3
Activity Average	29.6	34.1	27.3	31.7	24.5	24.3	28.8
Bridges	12.1		15.0	7.5	15.0	14.1	12.9
Special Education	7.4	8.5	4.0	11.9	7.0	5.3	8.6
Bilingual/ESL/Dual Language	18.6					Integrated	18.6
Health	20.0	27.8	28.2	38.3	27.5		27.6

III. CLASS SIZE AVERAGES: HIGH SCHOOLS

	Bradford	Indian Trail	LakeView Tech	Reuther	Tremper	Overall
English	25.0	23.7	27.8	21.0	25.4	24.8
Foreign Language	28.6	23.8			24.6	25.5
Math	25.3	22.7	26.6	17.3	27.6	25.1
Science	25.9	24.9	20.7	16.4	26.2	25.0
Social Studies	25.9	23.7	29.7	17.3	27.8	25.5
U.S. History	28.6	22.9		19.0	29.3	27.0
Academic Average	26.0	23.8	25.1	17.9	26.5	25.2
Art	22.3	24.3		12.0	24.0	22.5
Business	25.7	19.0		11.7	25.4	23.1
Communications	19.5	11.0			27.0	18.5
Family Education	24.0			13.0	27.0	24.7
Government/Politics	25.4	24.8	25.3		27.4	26.0
Graphic Design		23.1				23.1
Publications	20.5				20.5	20.5
Technical Education	20.8	21.6	18.3		18.9	20.2
Elective Average	23.3	21.2	19.2	12.0	24.5	22.6
Music	49.8	38.8			60.9	52.3
Physical Education	36.0	31.2	27.7	26.0	34.0	32.7
Activity Average	43.2	33.6	27.7	26.0	47.5	41.0
Accelerated Ind. Study	15.9			17.0	7.3	13.7
Apprentice/Internship	25.0	17.4			15.0	17.6
Bilingual/ESL	8.3	5.5			6.0	7.9
Bridges	15.4			14.0	11.6	13.8
Co-op/OJT	12.5			4.0	22.0	11.9
Freshman Seminar		21.7				21.7
Health	28.0	24.6			28.8	27.1
Infant lab				5.3		5.3
ROTC		16.6				16.6
Senior Project		32.0				32.0
Special Education	11.0	11.6		6.8	13.9	11.4
Theatre	22.5					22.5

IV. CLASS SIZE AVERAGES: SPECIAL SCHOOL

Hillcrest - TIME	6.6
Hillcrest - Bridges	6.5
OVERALL SPECIAL SCHOOL AVG.	6.6

V. CLASS SIZE AVERAGES: CHARTER SCHOOLS

Brompton	16.8
Dimensions of Learning Academy	22.6
Paideia Academy	22.3
OVERALL CHARTER SCHOOL AVG.	20.6

VI. CLASS SIZE AVERAGES: HEADSTART

HeadStart	13.4
OVERALL HEADSTART AVG.	13.4

VII. CLASS SIZE AVERAGES: RECAPITULATION

Elementary Schools		Middle Schools		High Schools	
Kindergarten	19.9	Academics	25.0	Academics	25.2
1 - 5	21.6	Electives	24.7	Electives	22.6
1 - 3	20.4	Activities	28.8	Activities	41.0
4 - 5	23.9	Special Education	8.6	Special Education	11.4
Kindergarten - 3	20.2	Bridges	12.9	Bridges	13.8
Kindergarten - 5	21.3	Bilingual/ESL/ Dual Language	18.6	Bilingual	7.9
Bilingual/ESL/Dual Lang	17.6				
Enrichment	19.9				
Preschool Reg.	11.6				
Preschool Spec.	7.7				
Special Schools					
HeadStart	13.4	Charter Schools	20.6	Hillcrest	6.6

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**REGULAR SCHOOL BOARD MEETING
JANE VERNON ELEMENTARY SCHOOL**

OCTOBER 24, 2006

**XIII-B – FULL REPORT
FOUR YEAR GRADUATION RATE – COHORT
ANALYSIS – 2005-06**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

October 24, 2006

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2005-06)

INTRODUCTION

The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive illustration of the graduation rates of the Kenosha Unified School District No. 1 for the graduation classes of 1999 through 2006. This is the eleventh annual report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”.

The term “Base Cohort” is defined as all KUSD students who entered grade nine and were tracked until the end of their class’s designated graduation cycle, (four years later). No allowance is made for any students who may have entered that class as it progressed from the ninth grade until the twelfth grade and its eventual graduation. For example, ninth graders who were in attendance on the Official Third Friday enrollment count day during school year 2002-03 were tracked with respect to their educational progress until the end of summer school in August, 2006. Therefore, the ninth graders of school year 2002-03 became the Graduation Class of 2006 (school year 2005-06). Additionally, this report also examines the Graduation Classes of 1999 through 2005 in terms of their progress during the year following their designated graduation year (fifth year).

Definitions for the following categories are provided to assist the reader in understanding the context of this report:

Definitions

Graduate	A student that received a High School Diploma from KUSD.
Credit Deficient	A student that is currently attending KUSD but does not have enough credits to graduate.
Transferred	A student that has transferred out of KUSD for one of the following reasons: <ul style="list-style-type: none">▪ Transferred to a public school outside of the district▪ Transferred to a parochial/private school▪ Incarcerated▪ Transferred to home schooling▪ Temporary withdrawal, due to medical problem, etc.▪ Death

Achievement Gap	The disparity between the graduation rates of minority students and non-minority students of the same gender.
Dropout	A student that has stopped attending KUSD and is not enrolled in any other K-12 educational institution. NOTE: This is the last category in which a student is placed for classification purposes.
Expelled	A student that is not permitted to attend schools within KUSD (as a result of Due Process Hearing) and has not returned.

MAJOR FINDINGS

Graduation Class of 2006 (Four-Year Period)

Since 1999, the number of students in each graduating class has increased by 194 students, from 1,409 students in 1999 to 1,603 students in 2006.

<u>Graduation Class</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Number of Students	1,409	1,291	1,423	1,409	1,480	1,511	1,551	1,603

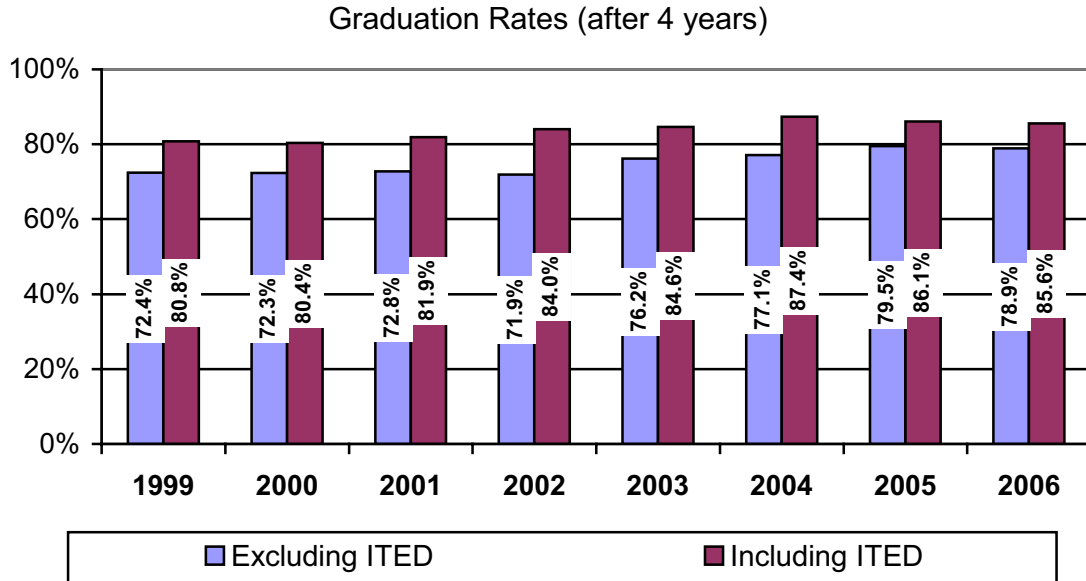
Appendix A contains the graduation rate for the Graduation Class of 2006 at the completion of their fourth year in the Kenosha Unified School District. **Please note that only first-time ninth grade students who were originally present on “Third Friday” for school year 2002-03 were tracked.** Students who were enrolled in grade 9 the previous year (2001-02) but were retained at the end of that year and remained in grade 9 were not included in this “Base Cohort” review. Those students were included in the Graduation Class of 2005.

Graduation rates are reported using two methods:

- *Excluding* from the “GRADUATED” category those students who received a high school diploma by demonstrating academic proficiency on the ITED (Iowa Tests of Educational Development) and *including* them in the “DROPOUT” category.
- *Including* the “ITED” graduates in the “GRADUATED” category and not the “DROPOUT” category.

The number of students who began the cohort group in school year 2002-03 was 1,603, including the 245 students who transferred out during the four-year period. At the end of the four-year period, 1,071 students (78.9%) graduated when *excluding* “ITED” graduates, and 1,163 students (85.6%) graduated when *including* “ITED” graduates, decreases of -0.6% and -0.5% respectively when compared to the previous year. There were 164 students (12.1%) who were classified as “DROPOUTS” when *including* the “ITED” graduates as dropouts (an increase of +1.2% when compared to the prior year),

and 72 students (5.3%) when *excluding* the “ITED” graduates (an increase of +1.0% when compared to the prior year). The number of students who were classified as “*CREDIT DEFICIENT*” was 121, or 8.9%, a decrease of -0.6%. It should be noted that 23 of the 121 students who were “*CREDIT DEFICIENT*” are students with disabilities who are permitted to stay in school up to the age of 21 if it is indicated on their IEP (Individualized Education Plan). In addition, 18 students graduated early with a regular diploma within a three year period after their initial enrollment into the ninth grade.



Caucasian Females continue to exhibit the highest graduation rate, with 87.8% and 92.1% graduating when *excluding* and *including* “ITED” graduates respectively (excluding Asian and Native American students due to low “N” counts). Hispanic Males reported the lowest graduation rates both when *excluding* “ITED” graduates (46.5%) and when *including* them (57.7%).

As reported in prior years, African American and Hispanic students continue to graduate at lower rates when compared to their Caucasian peers. However, when *excluding* “ITED” graduates, the rate for African American Males increased by +10.2% (from 57.4% to 67.6%). Additionally, African American Females improved their rate by +12.2%, from 61.0% to 73.2%. Hispanic Females also reported an increase of +6.0%, from 73.7% to 79.7%. However, Hispanic Males achieved a lower rate with a decrease of -11.1%, from 57.6% to 46.5%. The rate for Caucasian Males decreased by -2.8%, from 79.1% to 76.3%. Caucasian Females reported a slight increase of +0.4% in their rate, from 87.4% to 87.8%.

When *including* “ITED” graduates, the rate for African American Males increased by +1.6% (from 75.4% to 77.0%). The rate for African American Females also improved, from 66.1% to 76.8%, an increase of +10.7%. Hispanic Females recorded an increase of +11.6% in their rate, from 75.4% to 87.0%. However, Hispanic Males reported a decrease of -10.5%, from 68.2% to 57.7%. Caucasian Males achieved a lower

rate when compared to the prior year, from 86.9% to 84.8% (-2.1%). Caucasian Females slightly improved their rate (+0.2%) from 91.9% to 92.1%.

Based on Free or Reduced Lunch eligibility, graduation rates relating to the economic status of the students who were included in the graduating class of 2006 was collected. When *excluding* “ITED” graduates, the graduation rate for “economically disadvantaged” students was 61.6%, an increase of +4.8% over last year’s rate of 56.8%. The rate increased to 73.5% when *including* “ITED” graduates, an increase of +4.0% when compared to last year’s rate of 69.5%. The rate for “not economically disadvantaged” students was 87.1% and 91.4% when *excluding* and *including* “ITED” graduates respectively.

As illustrated below, minority males and females graduated at lower rates than their non-minority peers of the same gender. However, the achievement gap appears to be closing when comparing the rates for the last four years, with the exception of Hispanic Males. When *excluding* “ITED” graduates, the gap between African American Males and Caucasian Males has significantly decreased, from 26.6% to 8.7%. The gap between African American Females and Caucasian females has also decreased from, 24.9% to 14.6%. Moreover, the gap between Hispanic Females and Caucasian Females decreased from 14.8% to 8.1%, with Hispanic Females posting a greater graduation rate than Caucasian Males. When *including* “ITED” graduates, similar patterns were experienced when comparing the minority ethnic groups to non-minority groups of the same gender.

Disparity of Graduation Rates Between Minority and Non-Minority of Same Gender

	Excluding ITED					Gap			
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>		<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
African American Males	50.0%	50.9%	57.4%	67.6%	26.6%	25.7%	21.7%	8.7%	
African American Females	58.6%	62.5%	61.0%	73.2%	24.9%	25.3%	26.4%	14.6%	
Hispanic Males	56.4%	47.5%	57.6%	46.5%	20.2%	29.1%	21.5%	29.8%	
Hispanic Females	68.7%	59.7%	73.7%	79.7%	14.8%	28.1%	13.7%	8.1%	
Caucasian Males	76.6%	76.6%	79.1%	76.3%					
Caucasian Females	83.5%	87.8%	87.4%	87.8%					

	Including ITED					Gap			
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>		<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
African Males	57.1%	70.2%	75.4%	77.0%	30.6%	18.3%	11.5%	7.8%	
African Females	62.1%	77.1%	66.1%	76.8%	27.5%	16.3%	25.8%	15.3%	
Hispanic Males	67.3%	66.1%	68.2%	57.7%	20.4%	22.4%	18.7%	27.1%	
Hispanic Females	76.1%	72.6%	75.4%	87.0%	13.5%	20.8%	16.5%	5.1%	
Caucasian Males	87.7%	88.5%	86.9%	84.8%					
Caucasian Females	89.6%	93.4%	91.9%	92.1%					

When comparing the percents of students by ethnic group who graduated with a regular diploma to those who graduated by utilizing the “ITED”, there appeared to be a disproportionately higher percent of Minority Male students taking the “ITED” for graduation when compared to Caucasian Male students, with the exception of African American Males during 2003 and Hispanic Males during 2000 and 2001. Minority Females experienced a similar trend, with the exception of African American Females during 2003 and Hispanic Females during 2000 and 2001. For the most part, the percent of Female students who graduated by taking the “ITED” was lower when compared to Male students. The tables below illustrate the differences.

Percent of Regular Graduates vs. ITED Graduates by Ethnic Group

Males

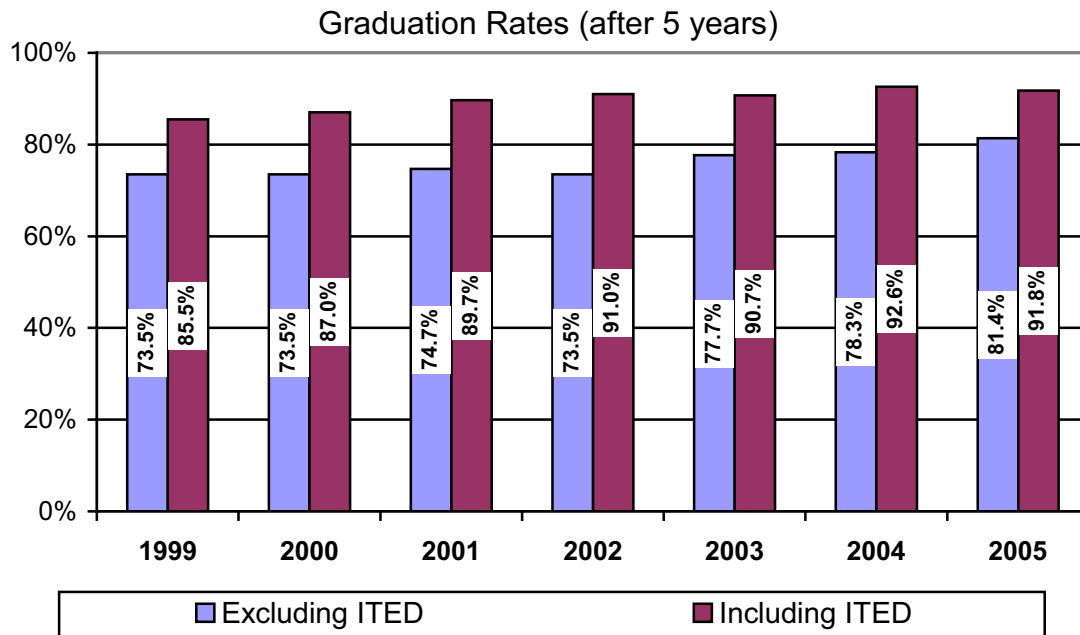
Graduating Class	African American				Hispanic				Caucasian			
	Reg Grads		ITED Grads		Reg Grads		ITED Grads		Reg Grads		ITED Grads	
	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group
2000	15	83.3%	3	16.7%	27	90.0%	3	10.0%	315	88.5%	41	11.5%
2001	27	73.0%	10	27.0%	32	88.9%	4	11.1%	354	87.0%	53	13.0%
2002	17	73.9%	6	26.1%	20	69.0%	9	31.0%	335	81.3%	77	18.7%
2003	28	87.5%	4	12.5%	31	83.8%	6	16.2%	400	87.3%	58	12.7%
2004	29	72.5%	11	27.5%	28	71.8%	11	28.2%	399	86.6%	62	13.4%
2005	35	76.1%	11	23.9%	38	84.4%	7	15.6%	435	91.0%	43	9.0%
2006	50	87.7%	7	12.3%	33	80.5%	8	19.5%	422	90.0%	47	10.0%

Females

Graduating Class	African American				Hispanic				Caucasian			
	Reg Grads		ITED Grads		Reg Grads		ITED Grads		Reg Grads		ITED Grads	
	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group	# of Grads	% of all Grads in this Ethnic Group
2000	38	88.4%	5	11.6%	29	87.9%	4	12.1%	346	92.0%	30	8.0%
2001	35	87.5%	5	12.5%	25	92.6%	2	7.4%	380	92.2%	32	7.8%
2002	26	83.9%	5	16.1%	34	94.4%	2	5.6%	407	90.4%	43	9.6%
2003	34	94.4%	2	5.6%	46	90.2%	5	9.8%	401	93.3%	29	6.7%
2004	30	81.1%	7	18.9%	37	82.2%	8	17.8%	423	94.0%	27	6.0%
2005	36	92.3%	3	7.7%	42	97.7%	1	2.3%	465	95.1%	24	4.9%
2006	41	95.3%	2	4.7%	55	91.7%	5	8.3%	446	95.3%	22	4.7%

Graduation Class of 2005 (Five Year Period)

Appendix B contains the graduation rate for the Graduation Class of 2005 at the completion of the fifth year in the Kenosha Unified School District. The number of students who began this cohort group was 1,551. At the end of the five-year period, 1,096 students (81.4%) graduated when *excluding* “ITED” graduates and 1,235 students (91.8%) graduated when *including* “ITED” graduates, resulting in an increase of +1.9% and +5.7% of students, respectively, when compared to the end of the fourth year. When excluding “ITED” graduates from the “GRADUATED” category, there were 236 students (17.5%) classified as “DROPOUT”. When *including* “ITED” graduates in the “GRADUATE” category, the “DROPOUT” rate decreased to 7.2% (97 students).



Of the 211 students who transferred out of KUSD during their original four-year cohort period, 11 students returned and graduated by passing the ITED examination. In addition, out of the 127 students who were credit deficient at the end of the four-year period, 30 students graduated with a regular diploma, 32 students passed the ITED examination, 3 students transferred out of KUSD, 50 students dropped out of school, and 12 students remained at KUSD but were still credit deficient. Finally, when analyzing the 57 dropouts, 1 student returned to receive a regular diploma, 6 students returned and passed the ITED examination, 1 student returned and is still attending, and 2 students returned but transferred out of the district.

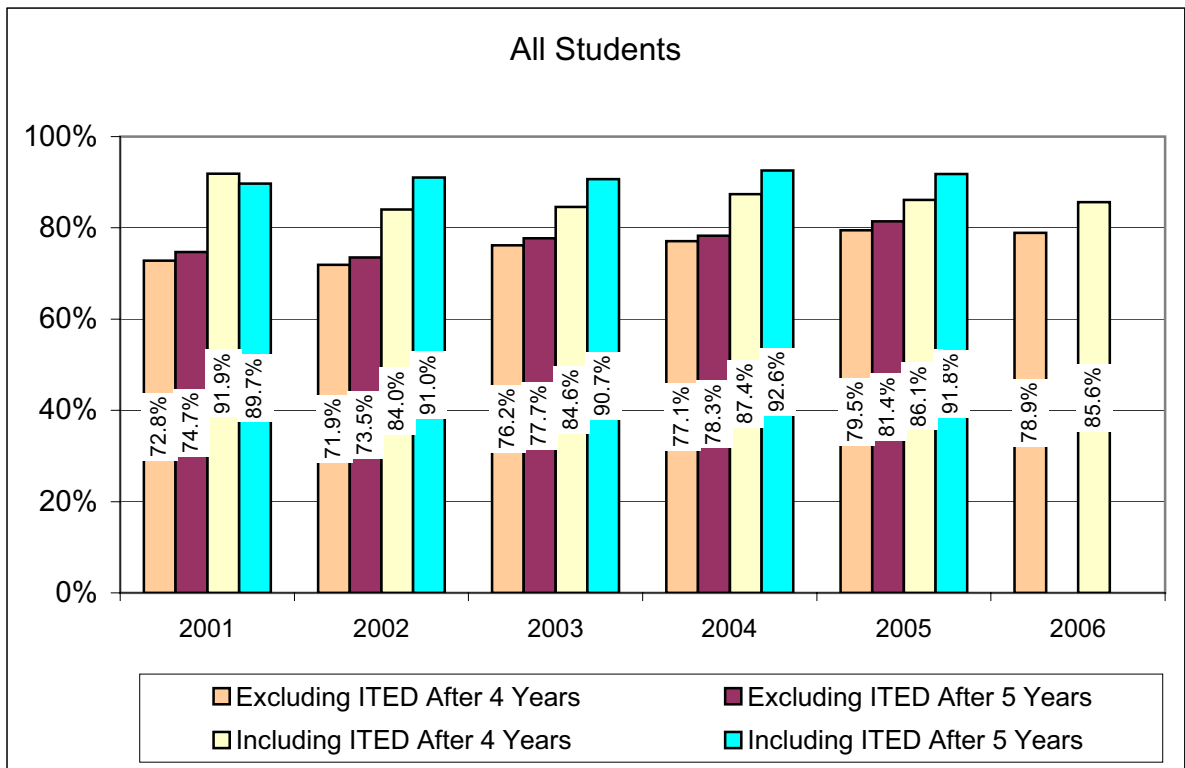
Cohort Comparison
Graduation Classes of 1999 - 2006

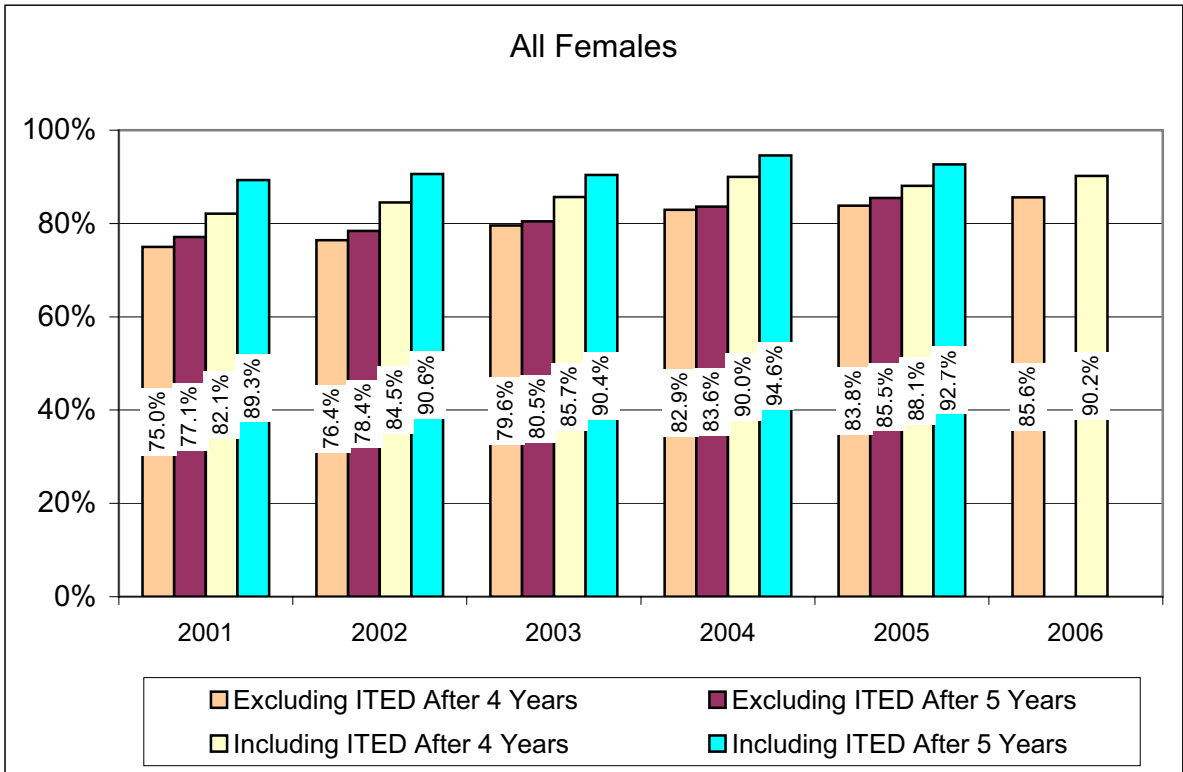
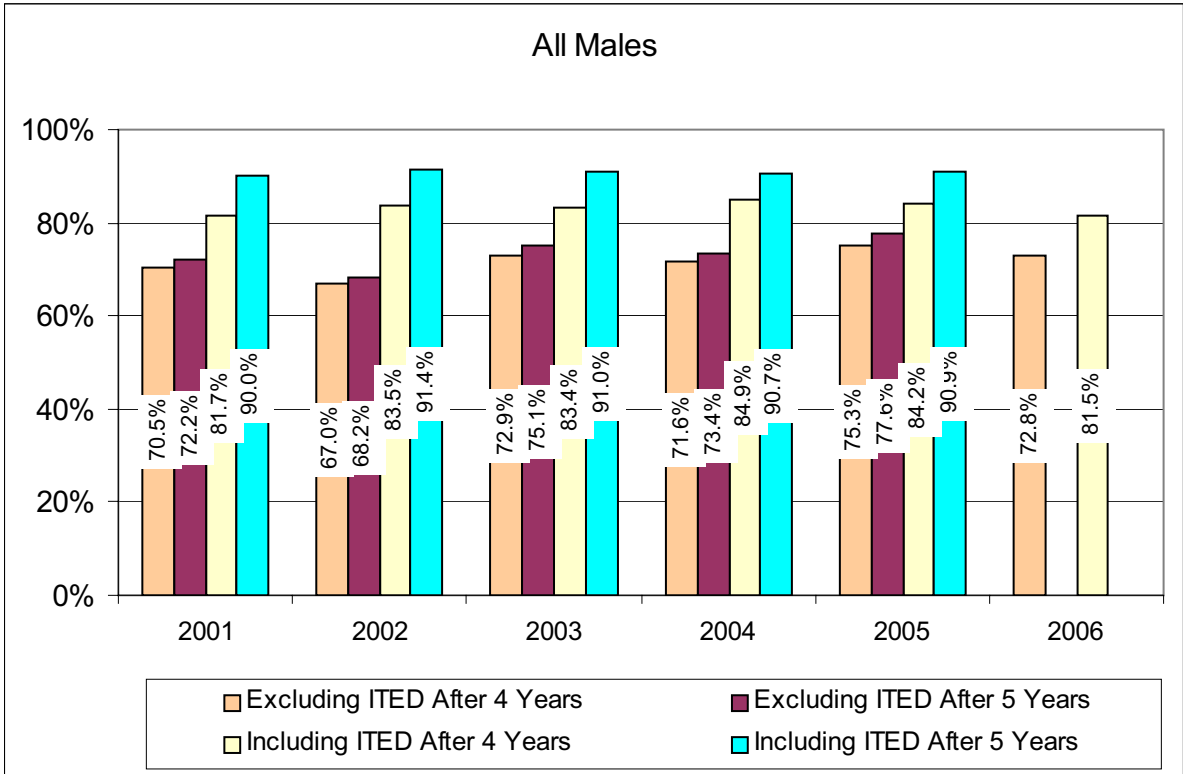
Appendix C contains the comparisons of Graduation Rates for the cohort graduating classes of 1999 through 2006, including separate charts for ethnic and gender groups. Asian and Native American students are not reported separately because of their relatively small numbers of students but are included in the “All Students”, “All Males”,

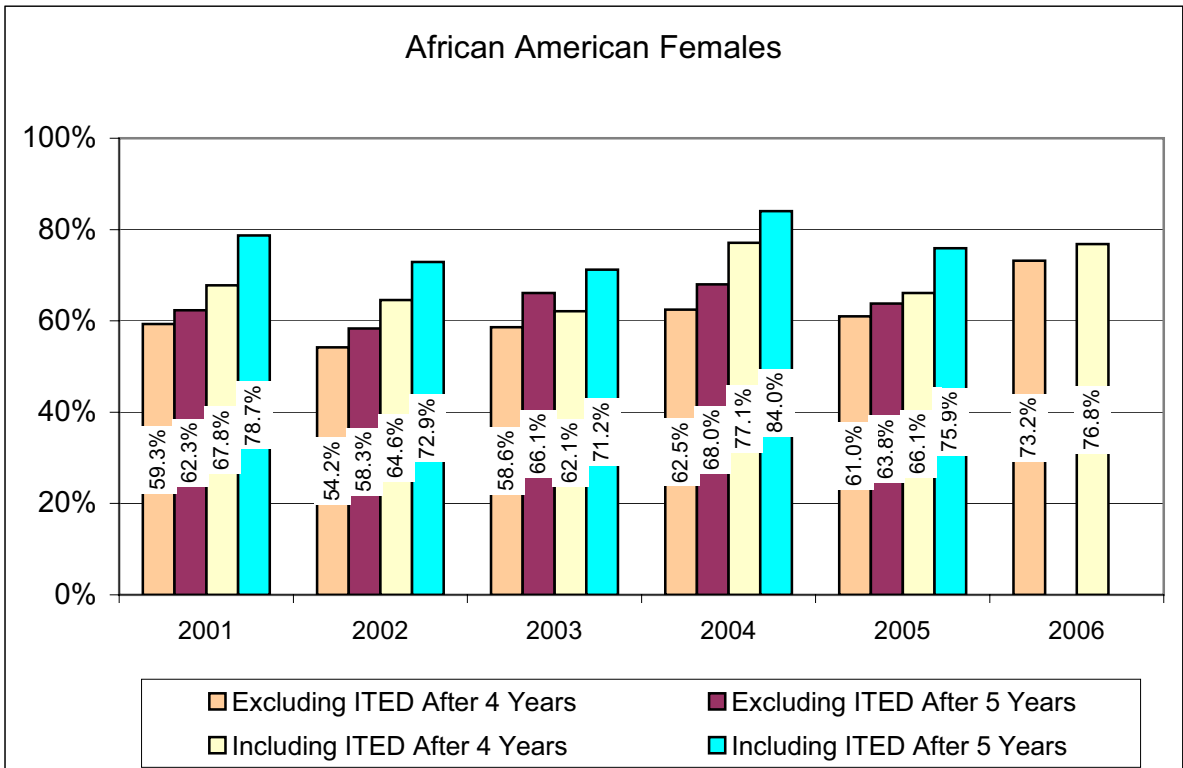
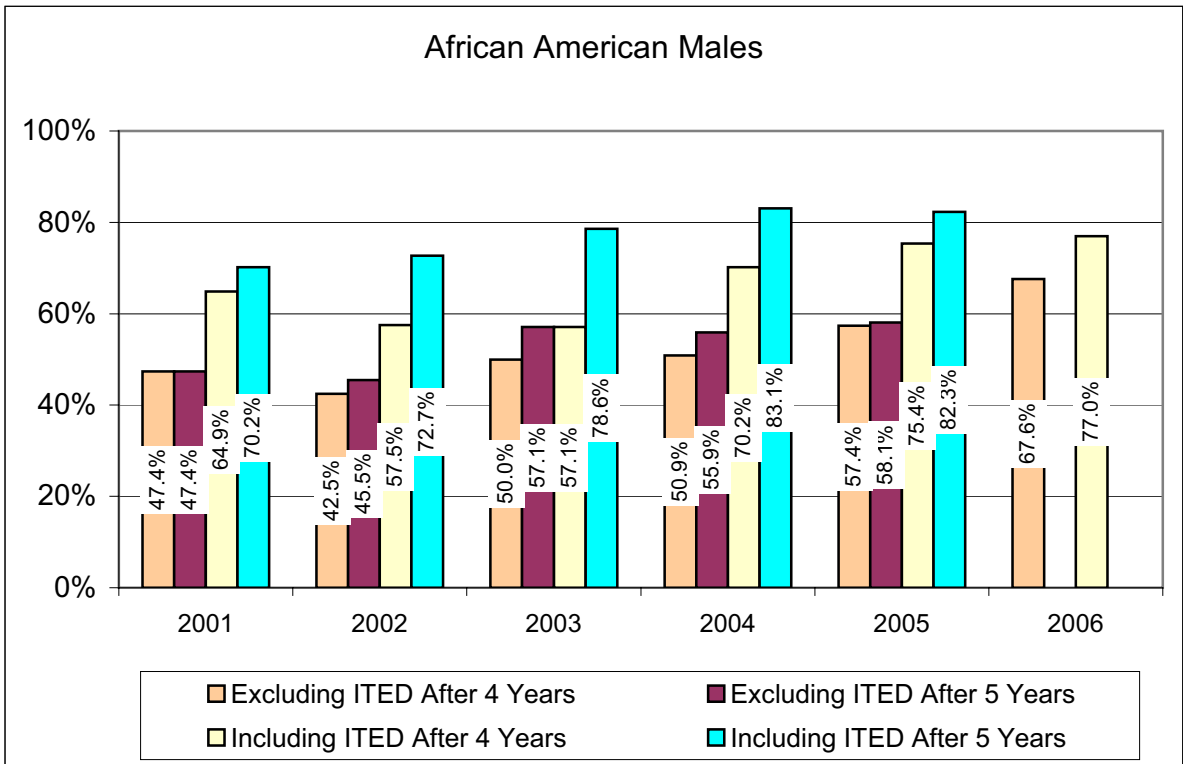
and “All Females” tables. The overall district cohort graduation rate after four years has increased from 72.4% for the class of 1999 to 78.9% for the class of 2006 when *excluding* “ITED” graduates. When *including* “ITED” graduates, the rate improved from 80.8% to 85.6%. After five years, the overall district rate increased from 73.5% for the class of 1999 to 81.4% for the class of 2005 when *excluding* “ITED” graduates. When *including* “ITED” graduates, the rate improved from 85.5% to 91.8%.

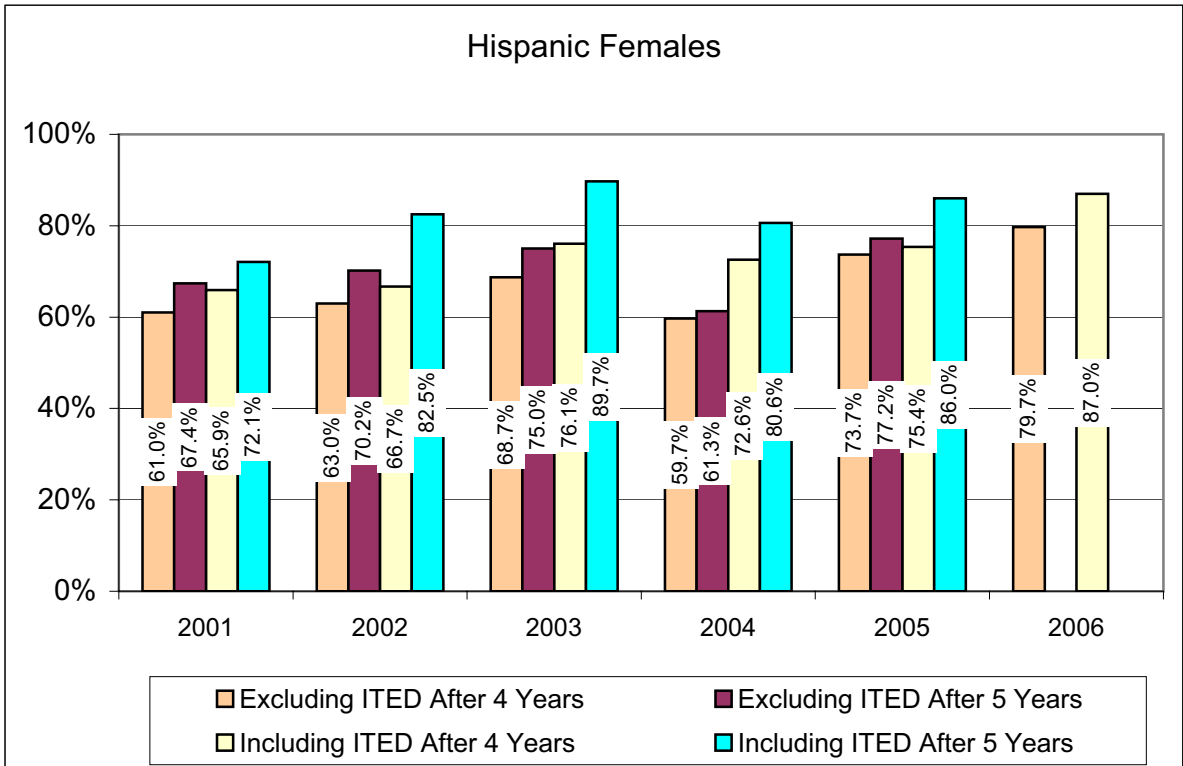
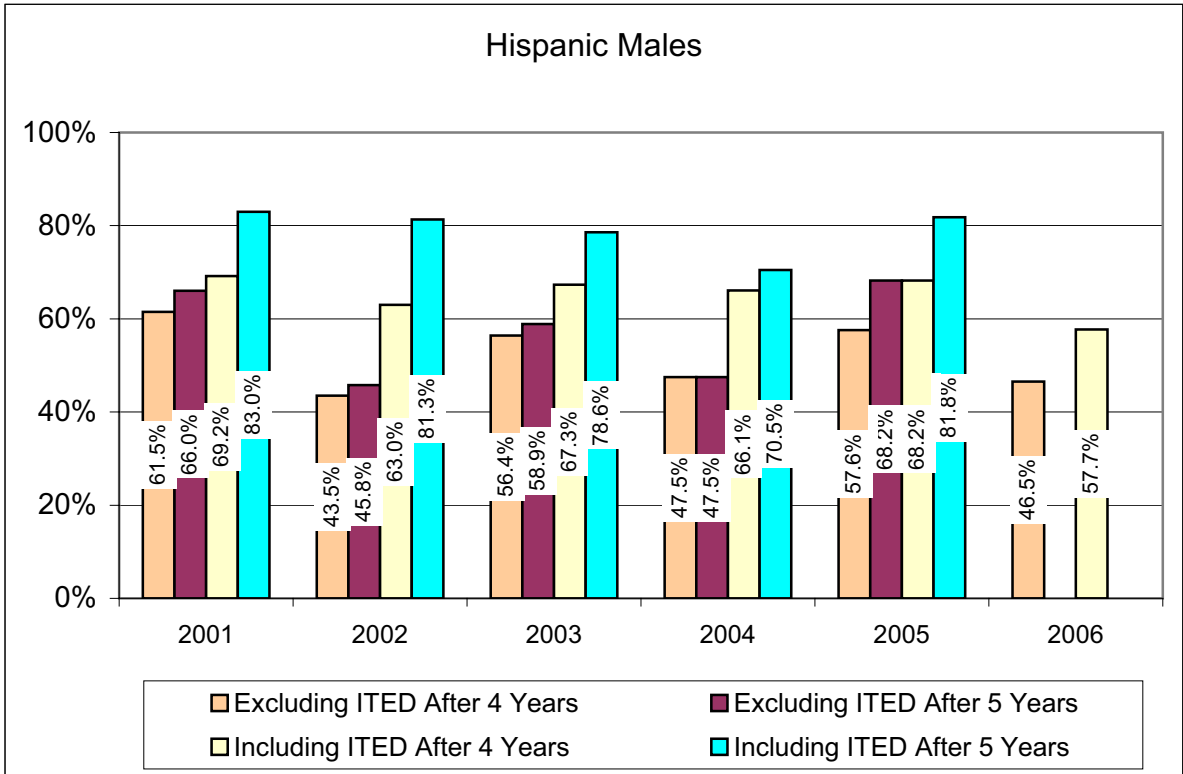
Graphic Summary

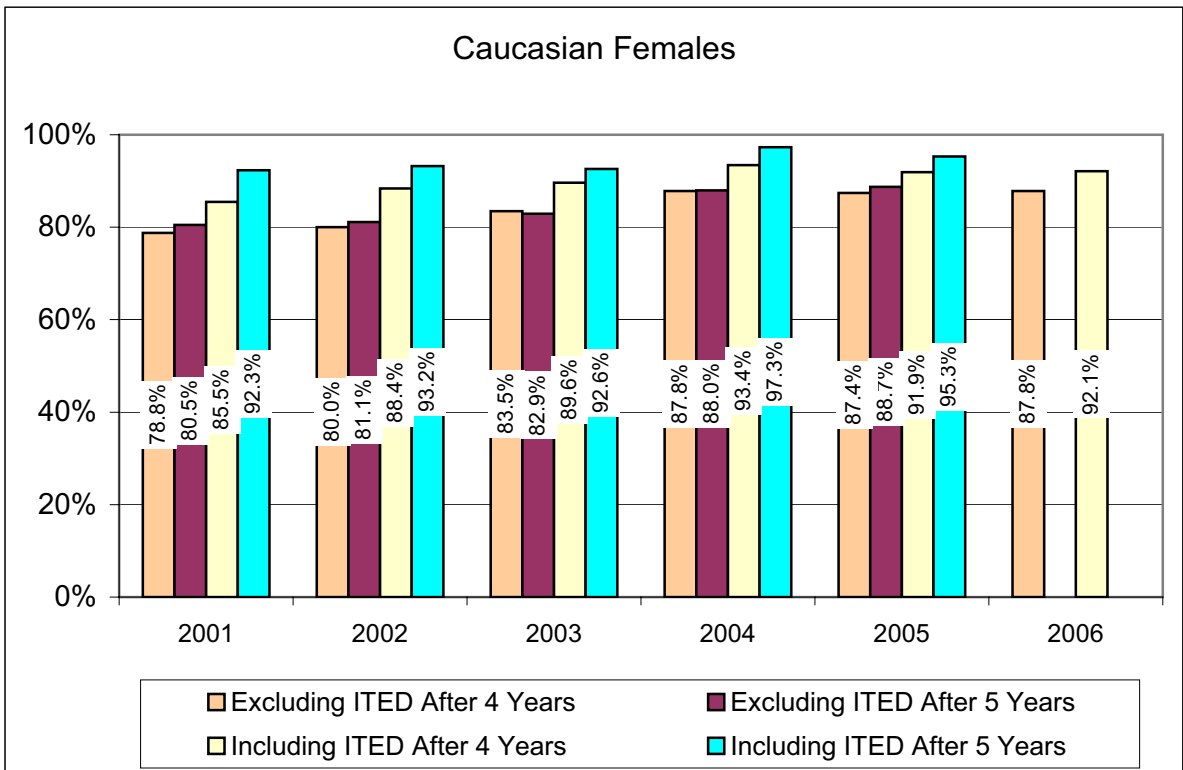
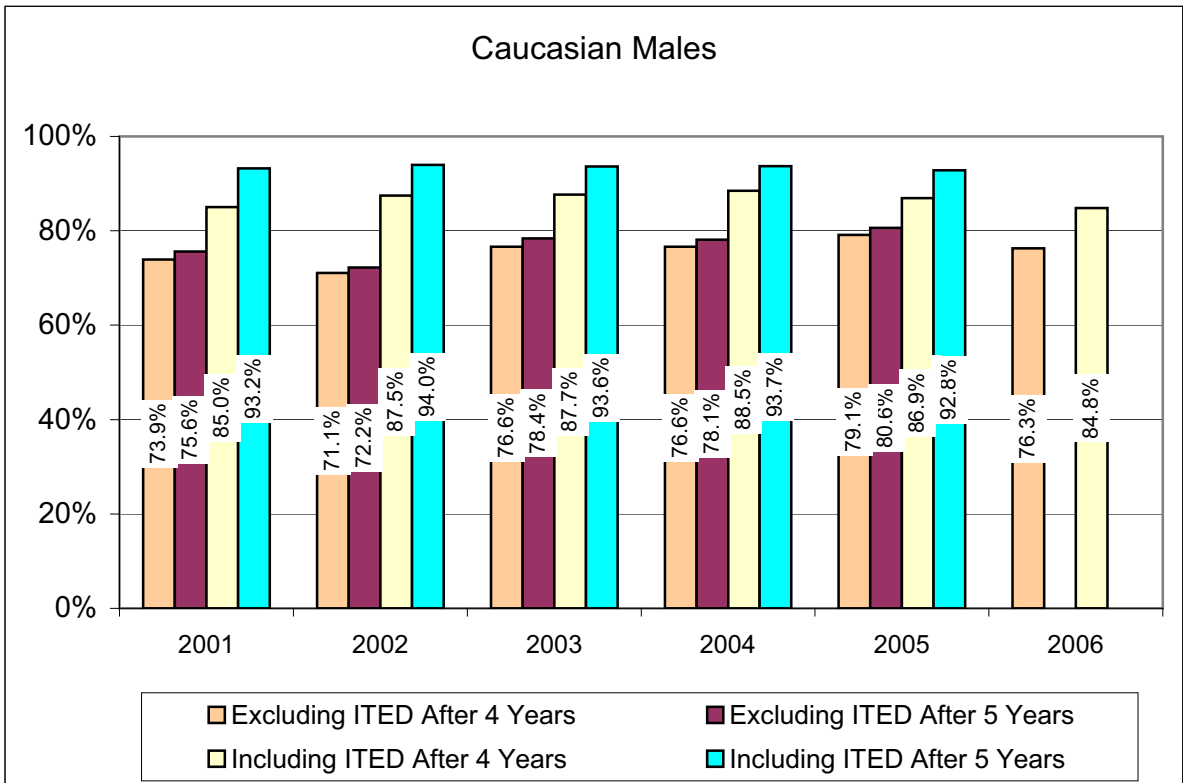
The following graphs recapitulate each chart contained in *Appendix C* to provide the reader with a visual comparison of the graduation rates for the last six years of each group reported.











Base Cohort Summary

The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, and socio-economic categories after **4 years**.

BASE COHORT AFTER 4 YEARS – *Excluding* “ITED”

	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Males	62.2%	64.5%	69.3%	68.3%	70.5%	67.0%	72.9%	71.6%	75.3%	72.8%
Females	72.6%	72.2%	75.9%	76.2%	75.0%	76.4%	79.6%	82.9%	83.8%	85.6%
Asian	84.2%	76.9%	73.7%	75.0%	73.3%	91.7%	95.2%	88.2%	100%	95.2%
African American	38.7%	36.0%	52.6%	51.5%	53.4%	48.9%	54.4%	56.2%	59.2%	70.0%
Hispanic	35.5%	50.5%	51.0%	44.2%	61.3%	54.0%	63.1%	53.7%	65.0%	62.9%
Native American	0.0%	50.0%	40.0%	100%	25.0%	33.3%	50.0%	66.7%	75.0%	66.7%
Caucasian	72.4%	74.5%	76.7%	76.9%	76.4%	75.7%	79.9%	82.0%	83.2%	81.8%
Disadvantaged	NA	NA	NA	52.3%	47.2%	53.8%	61.6%	63.8%	56.8%	61.6%
Not Disadvantaged	NA	NA	NA	77.4%	78.9%	74.5%	79.3%	80.1%	88.4%	87.1%
DISTRICT	67.6%	68.4%	72.4%	72.3%	72.8%	71.9%	76.2%	77.1%	79.5%	78.9%

BASE COHORT AFTER 4 YEARS – *Including* “ITED”

	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Males	70.8%	75.4%	79.7%	77.1%	81.7%	83.5%	83.4%	84.9%	84.2%	81.5%
Females	76.8%	80.0%	82.0%	83.5%	82.1%	84.5%	85.7%	90.0%	88.1%	90.2%
Asian	84.2%	84.6%	73.7%	81.3%	80.0%	100%	100%	100%	100%	95.2%
African American	41.3%	45.0%	63.2%	59.2%	66.4%	61.4%	59.7%	73.3%	70.8%	76.9%
Hispanic	40.8%	65.6%	57.8%	60.6%	67.7%	65.0%	72.1%	69.4%	71.5%	72.1%
Native American	0.0%	83.3%	60.0%	100%	75.0%	33.3%	75.0%	83.3%	75.0%	83.3%
Caucasian	79.3%	83.1%	85.2%	85.2%	85.2%	88.0%	88.6%	90.8%	89.4%	88.3%
Disadvantaged	NA	NA	NA	62.8%	60.3%	61.4%	69.2%	77.7%	69.5%	73.5%
Not Disadvantaged	NA	NA	NA	84.8%	87.1%	85.6%	87.9%	89.5%	92.6%	91.4%
DISTRICT	73.9%	77.8%	80.8%	80.4%	81.9%	84.0%	84.6%	87.4%	86.1%	85.6%

The following charts summarize the “Base Cohort” graduation rates by gender, ethnicity, and socio-economic categories after **5 years**.

BASE COHORT AFTER 5 YEARS – *Excluding* “ITED”

	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Males	63.6%	65.9%	70.4%	69.3%	72.2%	68.2%	75.1%	73.4%	77.6%
Females	74.5%	74.2%	77.0%	77.6%	77.1%	78.4%	80.5%	83.6%	85.5%
Asian	84.2%	76.9%	73.7%	75.0%	73.3%	91.7%	90.9%	88.2%	100%
African American	46.7%	40.5%	52.1%	58.1%	55.1%	52.2%	61.7%	61.5%	60.8%
Hispanic	38.0%	51.6%	51.9%	57.4%	66.7%	59.1%	67.7%	54.5%	72.4%
Native American	0.0%	50.0%	40.0%	100%	25.0%	66.7%	50.0%	71.4%	75.0%
Caucasian	73.5%	76.0%	78.1%	77.2%	78.1%	76.8%	80.6%	82.9%	84.6%
Disadvantaged	NA	NA	NA	57.5%	51.9%	58.4%	66.1%	67.9%	59.7%
Not Disadvantaged	NA	NA	NA	77.6%	80.2%	75.6%	80.2%	80.6%	90.0%
DISTRICT	69.1%	70.2%	73.5%	73.5%	74.7%	73.5%	77.7%	78.3%	81.4%

BASE COHORT AFTER 5 YEARS – *Including* “ITED”

	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Males	79.4%	82.1%	85.2%	85.6%	90.0%	91.4%	91.0%	90.7%	90.9%
Females	83.9%	85.8%	85.8%	88.4%	89.3%	90.6%	90.4%	94.6%	92.7%
Asian	84.2%	84.6%	78.9%	81.3%	86.7%	100%	100%	100%	100%
African American	57.3%	54.1%	66.7%	71.4%	74.6%	72.8%	74.8%	83.5%	79.2%
Hispanic	51.9%	75.8%	68.3%	75.9%	78.1%	81.9%	84.7%	75.6%	83.7%
Native American	0.0%	83.3%	60.0%	100%	75.0%	66.7%	75.0%	100%	75.0%
Caucasian	86.3%	88.7%	89.4%	90.3%	92.7%	93.6%	93.1%	95.5%	94.0%
Disadvantaged	NA	NA	NA	75.2%	76.2%	84.6%	82.8%	88.0%	81.1%
Not Disadvantaged	NA	NA	NA	90.1%	92.9%	91.9%	92.4%	93.6%	96.0%
DISTRICT	81.7%	84.0%	85.5%	87.0%	89.7%	91.0%	90.7%	92.6%	91.8%

APPENDIX A

2006 Base Cohort

4 Year

*** BASE COHORT AFTER 4 YEARS KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
 ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2002-2003 (GRADUATING CLASS OF 2006)
 (4 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	12	9	0	0.0%	1	11.1%	0	0.0%	8	88.9%	3	25.0%
	Male	14	12	0	0.0%	0	0.0%	0	0.0%	12	100.0%	2	14.3%
African American	Female	75	56	7	12.5%	8	14.3%	0	0.0%	41	73.2%	19	25.3%
	Male	106	74	12	16.2%	12	16.2%	0	0.0%	50	67.6%	32	30.2%
Hispanic	Female	88	69	5	7.2%	9	13.0%	0	0.0%	55	79.7%	19	21.6%
	Male	92	71	15	21.1%	23	32.4%	0	0.0%	33	46.5%	21	22.8%
Native American	Female	4	3	0	0.0%	1	33.3%	0	0.0%	2	66.7%	1	25.0%
	Male	6	3	1	33.3%	0	0.0%	0	0.0%	2	66.7%	3	50.0%
Caucasian	Female	573	508	27	5.3%	34	6.7%	1	0.2%	446	87.8%	65	11.3%
	Male	633	553	54	9.8%	76	13.7%	1	0.2%	422	76.3%	80	12.6%
TOTAL		1603	1358	121	8.9%	164	12.1%	2	0.1%	1071	78.9%	245	15.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2005-06
 GRADUATES **DO NOT INCLUDE** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON ITED TEST

*** BASE COHORT AFTER 4 YEARS KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
 ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2002-2003 (GRADUATING CLASS OF 2006)
 (4 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	12	9	0	0.0%	1	11.1%	0	0.0%	8	88.9%	3	25.0%
	Male	14	12	0	0.0%	0	0.0%	0	0.0%	12	100.0%	2	14.3%
African American	Female	75	56	7	12.5%	6	10.7%	0	0.0%	43	76.8%	19	25.3%
	Male	106	74	12	16.2%	5	6.8%	0	0.0%	57	77.0%	32	30.2%
Hispanic	Female	88	69	5	7.2%	4	5.8%	0	0.0%	60	87.0%	19	21.6%
	Male	92	71	15	21.1%	15	21.1%	0	0.0%	41	57.7%	21	22.8%
Native American	Female	4	3	0	0.0%	0	0.0%	0	0.0%	3	100.0%	1	25.0%
	Male	6	3	1	33.3%	0	0.0%	0	0.0%	2	66.7%	3	50.0%
Caucasian	Female	573	508	27	5.3%	12	2.4%	1	0.2%	468	92.1%	65	11.3%
	Male	633	553	54	9.8%	29	5.2%	1	0.2%	469	84.8%	80	12.6%
TOTAL		1603	1358	121	8.9%	72	5.3%	2	0.1%	1163	85.6%	245	15.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2005-06
 GRADUATES **INCLUDES** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON ITED TEST

APPENDIX B

2005 Base Cohort

5 Year

*** BASE COHORT AFTER 5 YEARS KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
 ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2001-2002 (GRADUATING CLASS OF 2005)
 (5 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	8	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	2	25.0%
	Male	5	5	0	0.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%
African American	Female	80	58	1	1.7%	20	34.5%	0	0.0%	37	63.8%	22	27.5%
	Male	97	62	2	3.2%	24	38.7%	0	0.0%	36	58.1%	35	36.1%
Hispanic	Female	73	57	1	1.8%	12	21.1%	0	0.0%	44	77.2%	16	21.9%
	Male	79	66	0	0.0%	21	31.8%	0	0.0%	45	68.2%	13	16.5%
Native American	Female	2	2	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%
	Male	2	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Caucasian	Female	586	531	3	0.6%	57	10.7%	0	0.0%	471	88.7%	55	9.4%
	Male	619	557	6	1.1%	101	18.1%	1	0.2%	449	80.6%	62	10.0%
TOTAL		1551	1346	13	1.0%	236	17.5%	1	0.1%	1096	81.4%	205	13.2%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2005-2006
 GRADUATES **DO NOT INCLUDE** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON TAP/ITED TEST

*** BASE COHORT AFTER 5 YEARS KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
 ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2001-2002 (GRADUATING CLASS OF 2005)
 (5 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	8	6	0	0.0%	0	0.0%	0	0.0%	6	100.0%	2	25.0%
	Male	5	5	0	0.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%
African American	Female	80	58	1	1.7%	13	22.4%	0	0.0%	44	75.9%	22	27.5%
	Male	97	62	2	3.2%	9	14.5%	0	0.0%	51	82.3%	35	36.1%
Hispanic	Female	73	57	1	1.8%	7	12.3%	0	0.0%	49	86.0%	16	21.9%
	Male	79	66	0	0.0%	12	18.2%	0	0.0%	54	81.8%	13	16.5%
Native American	Female	2	2	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%
	Male	2	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%
Caucasian	Female	586	531	3	0.6%	22	4.1%	0	0.0%	506	95.3%	55	9.4%
	Male	619	557	6	1.1%	33	5.9%	1	0.2%	517	92.8%	62	10.0%
TOTAL		1551	1346	13	1.0%	97	7.2%	1	0.1%	1235	91.8%	205	13.2%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2005-2006
 GRADUATES **INCLUDES** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON ITED TEST

APPENDIX C

2006 Cohort Comparisons

Disaggregated by Group

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Students

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	1409	1191	75	6.3%	249	20.9%	5	0.4%	862	72.4%	218	15.5%
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1084	85	7.8%	213	19.6%	2	0.2%	784	72.3%	207	16.0%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1189	119	10.0%	203	17.1%	2	0.2%	865	72.8%	234	16.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1183	99	8.4%	231	19.5%	2	0.2%	851	71.9%	226	16.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1263	130	10.3%	170	13.5%	1	0.1%	962	76.2%	217	14.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1252	90	7.2%	197	15.7%	0	0.0%	965	77.1%	259	17.1%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1340	127	9.5%	146	10.9%	2	0.1%	1065	79.5%	211	13.6%
Graduating Class of 2006 (Grade 9 - 2002-03)	1603	1358	121	8.9%	164	12.1%	2	0.1%	1071	78.9%	245	15.3%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	1409	1191	75	6.3%	149	12.5%	5	0.4%	962	80.8%	218	15.5%
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1084	85	7.8%	126	11.6%	2	0.2%	871	80.4%	207	16.0%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1189	119	10.0%	94	7.9%	2	0.2%	974	81.9%	234	16.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1183	99	8.4%	88	7.4%	2	0.2%	994	84.0%	226	16.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1263	130	10.3%	64	5.1%	1	0.1%	1068	84.6%	217	14.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1252	90	7.2%	68	5.4%	0	0.0%	1094	87.4%	259	17.1%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1340	127	9.5%	57	4.3%	2	0.1%	1154	86.1%	211	13.6%
Graduating Class of 2006 (Grade 9 - 2002-03)	1603	1358	121	8.9%	72	5.3%	2	0.1%	1163	85.6%	245	15.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Students

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	1409	1200	8	0.7%	306	25.5%	4	0.3%	882	73.5%	209	14.8%
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1101	21	1.9%	269	24.4%	2	0.2%	809	73.5%	190	14.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1208	13	1.1%	292	24.2%	1	0.1%	902	74.7%	215	15.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1207	19	1.6%	299	24.8%	2	0.2%	887	73.5%	202	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1280	26	2.0%	257	20.1%	2	0.2%	995	77.7%	200	13.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1272	11	0.9%	265	20.8%	0	0.0%	996	78.3%	239	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1346	13	1.0%	236	17.5%	1	0.1%	1096	81.4%	205	13.2%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	1409	1200	8	0.7%	162	13.5%	4	0.3%	1026	85.5%	209	14.8%
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1101	21	1.9%	120	10.9%	2	0.2%	958	87.0%	190	14.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1208	13	1.1%	111	9.2%	1	0.1%	1083	89.7%	215	15.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1207	19	1.6%	88	7.3%	2	0.2%	1098	91.0%	202	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1280	26	2.0%	91	7.1%	2	0.2%	1161	90.7%	200	13.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1272	11	0.9%	83	6.5%	0	0.0%	1178	92.6%	239	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1346	13	1.0%	97	7.2%	1	0.1%	1235	91.8%	205	13.2%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	759	631	46	7.3%	145	23.0%	3	0.5%	437	69.3%	128	16.9%
Graduating Class of 2000 (Grade 9 - 1996-97)	651	537	52	9.7%	116	21.6%	2	0.4%	367	68.3%	114	17.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	596	64	10.7%	111	18.6%	1	0.2%	420	70.5%	103	14.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	564	49	8.7%	136	24.1%	1	0.2%	378	67.0%	123	17.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	646	71	11.0%	103	15.9%	1	0.2%	471	72.9%	109	14.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	649	51	7.9%	133	20.5%	0	0.0%	465	71.6%	146	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	684	74	10.8%	93	13.6%	2	0.3%	515	75.3%	118	14.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	850	713	82	11.5%	111	15.6%	1	0.1%	519	72.8%	137	16.1%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	759	631	46	7.3%	79	12.5%	3	0.5%	503	79.7%	128	16.9%
Graduating Class of 2000 (Grade 9 - 1996-97)	651	537	52	9.7%	69	12.8%	2	0.4%	414	77.1%	114	17.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	596	64	10.7%	44	7.4%	1	0.2%	487	81.7%	103	14.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	564	49	8.7%	43	7.6%	1	0.2%	471	83.5%	123	17.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	646	71	11.0%	35	5.4%	1	0.2%	539	83.4%	109	14.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	649	51	7.9%	47	7.2%	0	0.0%	551	84.9%	146	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	684	74	10.8%	32	4.7%	2	0.3%	576	84.2%	118	14.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	851	713	82	11.5%	49	6.9%	1	0.1%	581	81.5%	138	16.2%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	759	635	4	0.6%	181	28.5%	3	0.5%	447	70.4%	124	16.3%
Graduating Class of 2000 (Grade 9 - 1996-97)	651	548	15	2.7%	151	27.6%	2	0.4%	380	69.3%	103	15.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	601	5	0.8%	161	26.8%	1	0.2%	434	72.2%	98	14.0%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	581	8	1.4%	176	30.3%	1	0.2%	396	68.2%	106	15.4%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	655	11	1.7%	150	22.9%	2	0.3%	492	75.1%	100	13.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	658	6	0.9%	169	25.7%	0	0.0%	483	73.4%	137	17.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	692	8	1.2%	146	21.1%	1	0.1%	537	77.6%	110	13.7%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	759	635	4	0.6%	87	13.7%	3	0.5%	541	85.2%	124	16.3%
Graduating Class of 2000 (Grade 9 - 1996-97)	651	548	15	2.7%	62	11.3%	2	0.4%	469	85.6%	103	15.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	601	5	0.8%	54	9.0%	1	0.2%	541	90.0%	98	14.0%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	581	8	1.4%	41	7.1%	1	0.2%	531	91.4%	106	15.4%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	655	11	1.7%	46	7.0%	2	0.3%	596	91.0%	100	13.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	658	6	0.9%	55	8.4%	0	0.0%	597	90.7%	137	17.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	692	8	1.2%	54	7.8%	1	0.1%	629	90.9%	110	13.7%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	650	560	29	5.2%	104	18.6%	2	0.4%	425	75.9%	90	13.8%
Graduating Class of 2000 (Grade 9 - 1996-97)	640	547	33	6.0%	97	17.7%	0	0.0%	417	76.2%	93	14.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	593	55	9.3%	92	15.5%	1	0.2%	445	75.0%	131	18.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	619	50	8.1%	95	15.3%	1	0.2%	473	76.4%	103	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	617	59	9.6%	67	10.9%	0	0.0%	491	79.6%	108	14.9%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	603	39	6.5%	64	10.6%	0	0.0%	500	82.9%	113	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	656	53	8.1%	53	8.1%	0	0.0%	550	83.8%	93	12.4%
Graduating Class of 2006 (Grade 9 - 2002-03)	752	645	39	6.0%	53	8.2%	1	0.2%	552	85.6%	107	14.2%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	650	560	29	5.2%	70	12.5%	2	0.4%	459	82.0%	90	13.8%
Graduating Class of 2000 (Grade 9 - 1996-97)	640	547	33	6.0%	57	10.4%	0	0.0%	457	83.5%	93	14.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	593	55	9.3%	50	8.4%	1	0.2%	487	82.1%	131	18.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	619	50	8.1%	45	7.3%	1	0.2%	523	84.5%	103	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	617	59	9.6%	29	4.7%	0	0.0%	529	85.7%	108	14.9%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	603	39	6.5%	21	3.5%	0	0.0%	543	90.0%	113	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	656	53	8.1%	25	3.8%	0	0.0%	578	88.1%	93	12.4%
Graduating Class of 2006 (Grade 9 - 2002-03)	752	645	39	6.0%	23	3.6%	1	0.2%	582	90.2%	107	14.2%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Females**

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	650	565	4	0.7%	125	22.1%	1	0.2%	435	77.0%	85	13.1%
Graduating Class of 2000 (Grade 9 - 1996-97)	640	553	6	1.1%	118	21.3%	0	0.0%	429	77.6%	87	13.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	607	8	1.3%	131	21.6%	0	0.0%	468	77.1%	117	16.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	626	11	1.8%	123	19.6%	1	0.2%	491	78.4%	96	13.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	625	15	2.4%	107	17.1%	0	0.0%	503	80.5%	100	13.8%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	614	5	0.8%	96	15.6%	0	0.0%	513	83.6%	102	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	654	5	0.8%	90	13.8%	0	0.0%	559	85.5%	95	12.7%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	650	565	4	0.7%	75	13.3%	1	0.2%	485	85.8%	85	13.1%
Graduating Class of 2000 (Grade 9 - 1996-97)	640	553	6	1.1%	58	10.5%	0	0.0%	489	88.4%	87	13.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	607	8	1.3%	57	9.4%	0	0.0%	542	89.3%	117	16.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	626	11	1.8%	47	7.5%	1	0.2%	567	90.6%	96	13.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	625	15	2.4%	45	7.2%	0	0.0%	565	90.4%	100	13.8%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	614	5	0.8%	28	4.6%	0	0.0%	581	94.6%	102	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	654	5	0.8%	43	6.6%	0	0.0%	606	92.7%	95	12.7%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
African American Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	41	8	19.5%	13	31.7%	0	0.0%	20	48.8%	31	43.1%
Graduating Class of 2000 (Grade 9 - 1996-97)	63	41	11	26.8%	13	31.7%	2	4.9%	15	36.6%	22	34.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	10	17.5%	19	33.3%	1	1.8%	27	47.4%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	40	7	17.5%	16	40.0%	0	0.0%	17	42.5%	22	35.5%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	17	30.4%	11	19.6%	0	0.0%	28	50.0%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	57	12	21.1%	16	28.1%	0	0.0%	29	50.9%	29	33.7%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	61	10	16.4%	16	26.2%	0	0.0%	35	57.4%	36	37.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	106	74	12	16.2%	12	16.2%	0	0.0%	50	67.6%	32	30.2%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	41	8	19.5%	9	22.0%	0	0.0%	24	58.5%	31	43.1%
Graduating Class of 2000 (Grade 9 - 1996-97)	63	41	11	26.8%	10	24.4%	2	4.9%	18	43.9%	22	34.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	10	17.5%	9	15.8%	1	1.8%	37	64.9%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	40	7	17.5%	10	25.0%	0	0.0%	23	57.5%	22	35.5%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	17	30.4%	7	12.5%	0	0.0%	32	57.1%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	57	12	21.1%	5	8.8%	0	0.0%	40	70.2%	29	33.7%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	61	10	16.4%	5	8.2%	0	0.0%	46	75.4%	36	37.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	106	74	12	16.2%	5	6.8%	0	0.0%	57	77.0%	32	30.2%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
African American Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	42	1	2.4%	21	50.0%	0	0.0%	20	47.6%	30	41.7%
Graduating Class of 2000 (Grade 9 - 1996-97)	63	43	5	11.6%	16	37.2%	2	4.7%	20	46.5%	20	31.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	1	1.8%	28	49.1%	1	1.8%	27	47.4%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	44	2	4.5%	22	50.0%	0	0.0%	20	45.5%	18	29.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	6	10.7%	18	32.1%	0	0.0%	32	57.1%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	59	2	3.4%	24	40.7%	0	0.0%	33	55.9%	27	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	62	2	3.2%	24	38.7%	0	0.0%	36	58.1%	35	36.1%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	42	1	2.4%	14	33.3%	0	0.0%	27	64.3%	30	41.7%
Graduating Class of 2000 (Grade 9 - 1996-97)	63	43	5	11.6%	8	18.6%	2	4.7%	28	65.1%	20	31.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	1	1.8%	15	26.3%	1	1.8%	40	70.2%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	44	2	4.5%	10	22.7%	0	0.0%	32	72.7%	18	29.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	6	10.7%	6	10.7%	0	0.0%	44	78.6%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	59	2	3.4%	8	13.6%	0	0.0%	49	83.1%	27	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	62	2	3.2%	9	14.5%	0	0.0%	51	82.3%	35	36.1%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
African American Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	54	3	5.6%	20	37.0%	1	1.9%	30	55.6%	18	25.0%
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	6	9.7%	18	29.0%	0	0.0%	38	61.3%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	59	8	13.6%	16	27.1%	0	0.0%	35	59.3%	28	32.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	6	12.5%	16	33.3%	0	0.0%	26	54.2%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	58	14	24.1%	10	17.2%	0	0.0%	34	58.6%	28	32.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	48	7	14.6%	11	22.9%	0	0.0%	30	62.5%	22	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	59	14	23.7%	9	15.3%	0	0.0%	36	61.0%	21	26.3%
Graduating Class of 2006 (Grade 9 - 2002-03)	75	56	7	12.5%	8	14.3%	0	0.0%	41	73.2%	19	25.3%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	54	3	5.6%	14	25.9%	1	1.9%	36	66.7%	18	25.0%
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	6	9.7%	13	21.0%	0	0.0%	43	69.4%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	59	8	13.6%	11	18.6%	0	0.0%	40	67.8%	28	32.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	6	12.5%	11	22.9%	0	0.0%	31	64.6%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	58	14	24.1%	8	13.8%	0	0.0%	36	62.1%	28	32.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	48	7	14.6%	4	8.3%	0	0.0%	37	77.1%	22	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	59	14	23.7%	6	10.2%	0	0.0%	39	66.1%	21	26.3%
Graduating Class of 2006 (Grade 9 - 2002-03)	75	56	7	12.5%	6	10.7%	0	0.0%	43	76.8%	19	25.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
African American Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	54	1	1.9%	23	42.6%	0	0.0%	30	55.6%	18	25.0%
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	2	3.2%	19	30.6%	0	0.0%	41	66.1%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	61	1	1.6%	22	36.1%	0	0.0%	38	62.3%	26	29.9%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	1	2.1%	19	39.6%	0	0.0%	28	58.3%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	59	4	6.8%	16	27.1%	0	0.0%	39	66.1%	27	31.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	50	2	4.0%	14	28.0%	0	0.0%	34	68.0%	20	28.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	58	1	1.7%	20	34.5%	0	0.0%	37	63.8%	22	27.5%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	72	54	1	1.9%	16	29.6%	0	0.0%	37	68.5%	18	25.0%
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	2	3.2%	13	21.0%	0	0.0%	47	75.8%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	61	1	1.6%	12	19.7%	0	0.0%	48	78.7%	26	29.9%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	1	2.1%	12	25.0%	0	0.0%	35	72.9%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	59	4	6.8%	13	22.0%	0	0.0%	42	71.2%	27	31.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	50	2	4.0%	6	12.0%	0	0.0%	42	84.0%	20	28.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	58	1	1.7%	13	22.4%	0	0.0%	44	75.9%	22	27.5%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	74	55	6	10.9%	22	40.0%	0	0.0%	27	49.1%	19	25.7%
Graduating Class of 2000 (Grade 9 - 1996-97)	73	47	7	14.9%	13	27.7%	0	0.0%	27	57.4%	26	35.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	52	8	15.4%	12	23.1%	0	0.0%	32	61.5%	17	24.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	46	8	17.4%	18	39.1%	0	0.0%	20	43.5%	18	28.1%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	55	10	18.2%	13	23.6%	1	1.8%	31	56.4%	20	26.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	59	9	15.3%	22	37.3%	0	0.0%	28	47.5%	23	28.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	14	21.2%	14	21.2%	0	0.0%	38	57.6%	13	16.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	92	71	15	21.1%	23	32.4%	0	0.0%	33	46.5%	21	22.8%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	74	55	6	10.9%	17	30.9%	0	0.0%	32	58.2%	19	25.7%
Graduating Class of 2000 (Grade 9 - 1996-97)	73	47	7	14.9%	10	21.3%	0	0.0%	30	63.8%	26	35.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	52	8	15.4%	8	15.4%	0	0.0%	36	69.2%	17	24.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	46	8	17.4%	9	19.6%	0	0.0%	29	63.0%	18	28.1%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	55	10	18.2%	7	12.7%	1	1.8%	37	67.3%	20	26.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	59	9	15.3%	11	18.6%	0	0.0%	39	66.1%	23	28.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	14	21.2%	7	10.6%	0	0.0%	45	68.2%	13	16.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	92	71	15	21.1%	15	21.1%	0	0.0%	41	57.7%	21	22.8%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	74	55	1	1.8%	27	49.1%	0	0.0%	27	49.1%	19	25.7%
Graduating Class of 2000 (Grade 9 - 1996-97)	73	49	1	2.0%	18	36.7%	0	0.0%	30	61.2%	24	32.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	53	2	3.8%	16	30.2%	0	0.0%	35	66.0%	16	23.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	48	2	4.2%	24	50.0%	0	0.0%	22	45.8%	16	25.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	56	2	3.6%	20	35.7%	1	1.8%	33	58.9%	19	25.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	61	3	4.9%	29	47.5%	0	0.0%	29	47.5%	21	25.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	0	0.0%	21	31.8%	0	0.0%	45	68.2%	13	16.5%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	74	55	1	1.8%	16	29.1%	0	0.0%	38	69.1%	19	25.7%
Graduating Class of 2000 (Grade 9 - 1996-97)	73	49	1	2.0%	10	20.4%	0	0.0%	38	77.6%	24	32.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	53	2	3.8%	7	13.2%	0	0.0%	44	83.0%	16	23.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	48	2	4.2%	7	14.6%	0	0.0%	39	81.3%	16	25.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	56	2	3.6%	9	16.1%	1	1.8%	44	78.6%	19	25.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	61	3	4.9%	15	24.6%	0	0.0%	43	70.5%	21	25.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	0	0.0%	12	18.2%	0	0.0%	54	81.8%	13	16.5%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	59	47	4	8.5%	17	36.2%	1	2.1%	25	53.2%	12	20.3%
Graduating Class of 2000 (Grade 9 - 1996-97)	71	57	7	12.3%	21	36.8%	0	0.0%	29	50.9%	14	19.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	41	7	17.1%	9	22.0%	0	0.0%	25	61.0%	13	24.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	54	12	22.2%	8	14.8%	0	0.0%	34	63.0%	10	15.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	67	14	20.9%	7	10.4%	0	0.0%	46	68.7%	8	10.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	8	12.9%	17	27.4%	0	0.0%	37	59.7%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	9	15.8%	6	10.5%	0	0.0%	42	73.7%	16	21.9%
Graduating Class of 2006 (Grade 9 - 2002-03)	88	69	5	7.2%	9	13.0%	0	0.0%	55	79.7%	19	21.6%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	59	47	4	8.5%	15	31.9%	1	2.1%	27	57.4%	12	20.3%
Graduating Class of 2000 (Grade 9 - 1996-97)	71	57	7	12.3%	17	29.8%	0	0.0%	33	57.9%	14	19.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	41	7	17.1%	7	17.1%	0	0.0%	27	65.9%	13	24.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	54	12	22.2%	6	11.1%	0	0.0%	36	66.7%	10	15.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	67	14	20.9%	2	3.0%	0	0.0%	51	76.1%	8	10.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	8	12.9%	9	14.5%	0	0.0%	45	72.6%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	9	15.8%	5	8.8%	0	0.0%	43	75.4%	16	21.9%
Graduating Class of 2006 (Grade 9 - 2002-03)	88	69	5	7.2%	4	5.8%	0	0.0%	60	87.0%	19	21.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	59	49	0	0.0%	21	42.9%	1	2.0%	27	55.1%	10	16.9%
Graduating Class of 2000 (Grade 9 - 1996-97)	71	59	1	1.7%	26	44.1%	0	0.0%	32	54.2%	12	16.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	43	4	9.3%	10	23.3%	0	0.0%	29	67.4%	11	20.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	57	3	5.3%	14	24.6%	0	0.0%	40	70.2%	7	10.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	68	2	2.9%	15	22.1%	0	0.0%	51	75.0%	7	9.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	1	1.6%	23	37.1%	0	0.0%	38	61.3%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	1	1.8%	12	21.1%	0	0.0%	44	77.2%	16	21.9%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	59	49	0	0.0%	15	30.6%	1	2.0%	33	67.3%	10	16.9%
Graduating Class of 2000 (Grade 9 - 1996-97)	71	59	1	1.7%	14	23.7%	0	0.0%	44	74.6%	12	16.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	43	4	9.3%	8	18.6%	0	0.0%	31	72.1%	11	20.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	57	3	5.3%	7	12.3%	0	0.0%	47	82.5%	7	10.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	68	2	2.9%	5	7.4%	0	0.0%	61	89.7%	7	9.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	1	1.6%	11	17.7%	0	0.0%	50	80.6%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	1	1.8%	7	12.3%	0	0.0%	49	86.0%	16	21.9%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	601	527	32	6.1%	107	20.3%	3	0.6%	385	73.1%	74	12.3%
Graduating Class of 2000 (Grade 9 - 1996-97)	499	436	33	7.6%	88	20.2%	0	0.0%	315	72.2%	63	12.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	479	45	9.4%	80	16.7%	0	0.0%	354	73.9%	62	11.5%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	471	34	7.2%	101	21.4%	1	0.2%	335	71.1%	82	14.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	522	44	8.4%	78	14.9%	0	0.0%	400	76.6%	66	11.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	521	29	5.6%	93	17.9%	0	0.0%	399	76.6%	92	15.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	550	50	9.1%	63	11.5%	2	0.4%	435	79.1%	69	11.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	633	553	54	9.8%	76	13.7%	1	0.2%	422	76.3%	80	12.6%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	601	527	32	6.1%	50	9.5%	3	0.6%	442	83.9%	74	12.3%
Graduating Class of 2000 (Grade 9 - 1996-97)	499	436	33	7.6%	47	10.8%	0	0.0%	356	81.7%	63	12.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	479	45	9.4%	27	5.6%	0	0.0%	407	85.0%	62	11.5%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	471	34	7.2%	24	5.1%	1	0.2%	412	87.5%	82	14.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	522	44	8.4%	20	3.8%	0	0.0%	458	87.7%	66	11.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	521	29	5.6%	31	6.0%	0	0.0%	461	88.5%	92	15.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	550	50	9.1%	20	3.6%	2	0.4%	478	86.9%	69	11.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	633	553	54	9.8%	29	5.2%	1	0.2%	469	84.8%	80	12.6%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	601	530	2	0.4%	130	24.5%	3	0.6%	395	74.5%	71	11.8%
Graduating Class of 2000 (Grade 9 - 1996-97)	499	443	9	2.0%	114	25.7%	0	0.0%	320	72.2%	56	11.2%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	483	2	0.4%	116	24.0%	0	0.0%	365	75.6%	58	10.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	482	4	0.8%	129	26.8%	1	0.2%	348	72.2%	71	12.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	529	3	0.6%	110	20.8%	1	0.2%	415	78.4%	59	10.0%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	526	1	0.2%	114	21.7%	0	0.0%	411	78.1%	87	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	557	6	1.1%	101	18.1%	1	0.2%	449	80.6%	62	10.0%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	601	530	2	0.4%	54	10.2%	3	0.6%	471	88.9%	71	11.8%
Graduating Class of 2000 (Grade 9 - 1996-97)	499	443	9	2.0%	41	9.3%	0	0.0%	393	88.7%	56	11.2%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	483	2	0.4%	31	6.4%	0	0.0%	450	93.2%	58	10.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	482	4	0.8%	24	5.0%	1	0.2%	453	94.0%	71	12.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	529	3	0.6%	30	5.7%	1	0.2%	495	93.6%	59	10.0%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	526	1	0.2%	32	6.1%	0	0.0%	493	93.7%	87	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	557	6	1.1%	33	5.9%	1	0.2%	517	92.8%	62	10.0%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	501	443	21	4.7%	63	14.2%	0	0.0%	359	81.0%	58	11.6%
Graduating Class of 2000 (Grade 9 - 1996-97)	474	423	20	4.7%	57	13.5%	0	0.0%	346	81.8%	51	10.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	482	39	8.1%	62	12.9%	1	0.2%	380	78.8%	89	15.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	509	31	6.1%	70	13.8%	1	0.2%	407	80.0%	65	11.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	480	31	6.5%	48	10.0%	0	0.0%	401	83.5%	69	12.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	482	24	5.0%	35	7.3%	0	0.0%	423	87.8%	74	13.3%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	532	29	5.5%	38	7.1%	0	0.0%	465	87.4%	54	9.2%
Graduating Class of 2006 (Grade 9 - 2002-03)	573	508	27	5.3%	34	6.7%	1	0.2%	446	87.8%	65	11.3%
After 4 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	501	443	21	4.7%	38	8.6%	0	0.0%	384	86.7%	58	11.6%
Graduating Class of 2000 (Grade 9 - 1996-97)	474	423	20	4.7%	27	6.4%	0	0.0%	376	88.9%	51	10.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	482	39	8.1%	30	6.2%	1	0.2%	412	85.5%	89	15.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	509	31	6.1%	27	5.3%	1	0.2%	450	88.4%	65	11.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	480	31	6.5%	19	4.0%	0	0.0%	430	89.6%	69	12.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	482	24	5.0%	8	1.7%	0	0.0%	450	93.4%	74	13.3%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	532	29	5.5%	14	2.6%	0	0.0%	489	91.9%	54	9.2%
Graduating Class of 2006 (Grade 9 - 2002-03)	573	508	27	5.3%	12	2.4%	1	0.2%	468	92.1%	65	11.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	501	446	3	0.7%	76	17.0%	0	0.0%	367	82.3%	55	11.0%
Graduating Class of 2000 (Grade 9 - 1996-97)	474	427	3	0.7%	72	16.9%	0	0.0%	352	82.4%	47	9.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	492	3	0.6%	93	18.9%	0	0.0%	396	80.5%	79	13.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	513	7	1.4%	89	17.3%	1	0.2%	416	81.1%	61	10.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	486	9	1.9%	74	15.2%	0	0.0%	403	82.9%	63	11.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	490	2	0.4%	57	11.6%	0	0.0%	431	88.0%	66	11.9%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	531	3	0.6%	57	10.7%	0	0.0%	471	88.7%	55	9.4%
After 5 years (including ITED)												
Graduating Class of 1999 (Grade 9 - 1995-96)	501	446	3	0.7%	41	9.2%	0	0.0%	402	90.1%	55	11.0%
Graduating Class of 2000 (Grade 9 - 1996-97)	474	427	3	0.7%	31	7.3%	0	0.0%	393	92.0%	47	9.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	492	3	0.6%	35	7.1%	0	0.0%	454	92.3%	79	13.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	513	7	1.4%	27	5.3%	1	0.2%	478	93.2%	61	10.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	486	9	1.9%	27	5.6%	0	0.0%	450	92.6%	63	11.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	490	2	0.4%	11	2.2%	0	0.0%	477	97.3%	66	11.9%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	531	3	0.6%	22	4.1%	0	0.0%	506	95.3%	55	9.4%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL EACH YEAR