



REGULAR MONTHLY BOARD MEETING

**December 19, 2006
7:00 P.M.**

**Educational Support Center
3600 – 52nd Street
Kenosha, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Educational Support Center

December 19, 2006

7:00 P.M.

AGENDA

REVISED 12/18/06

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
- IV. Administrative and Supervisory Appointments
- V. Introduction and Comments by Student Ambassador
- 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/Approve School Board Policy 8850 -
School Board Committees
(Second Reading) Pages 1-6
 - B. Consent/Approve Policy 1000 Series -
Community Relations
(Second Reading) Pages 7-30
 - C. Consent/Approve Donations to the District Page 31
 - D. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations Page 32

XII. Consent Agenda - Continued

- E. Consent/Approve Minutes of 11/28/06 Special Meeting and Executive Sessions and 11/28/06 Regular Meeting Pages 33-44
- F. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 45-46

XIII. Old Business

- A. Discussion/Action Proposed Boundary Change Recommendations..... Pages 47-59 (Second Reading)

XIV. New Business

- A. Discussion/Action 2005-06 Achievement and Benchmark Report Pages 60-63 (Also see full report)
- B. Discussion/Action Title 1 Quality Educator Professional Development And Retention Grant Page 64
- C. Discussion/Action **2006 WASB Recommended Resolutions – 2006-07 Pages 64a-64e**

XV. Other Business as Permitted by Law

- XVI. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (December-January) Page 65

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 19, 2006

SCHOOL BOARD POLICY 8850 – SCHOOL BOARD COMMITTEES

Strategy 1 of the District's Strategic Plan states: "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." To meet these specific results, the implementation team recommends increasing committee involvement on the School Board PR/Goals/Legislative Committee. Attached is a revised policy to increase the committee members from up to two to up to six members of this committee.

The Personnel/Policy Committee reviewed Policy 8850 and recommended it be brought to the full Board on November 28, 2006, for a first reading and it was approved.

Administrative Recommendation:

Administration recommends that the Board approve Policy 8850 for a second reading on December 19, 2006.

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

Kathleen M. Barca
Executive Director of School Leadership

POLICY 8850
SCHOOL BOARD COMMITTEES

The School Board believes committees can be useful in the decision-making process and in the conducting of Board business. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner, study issues facing the District more in depth, and take more ownership in things happening in the District. The committee structure is designed to assist the Board in the conducting of Board business; it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have five standing committees: (1) Audit, Budget and Finance, (2) Curriculum and Program, (3) Planning, Facilities and Equipment, (4) Personnel and Policy, and (5) PR/Goals/Legislative Committee. Each standing committee shall consist of three Board members. A quorum of the committee shall be a minimum of two (2) Board members. The Board President shall appoint Board members to standing committees in accordance with established procedures. No Board member may serve on more than two standing committees. The Board President shall select the committee chair. The committee chair may seek up to two community members to serve in an advisory capacity on the **Audit, Budget and Finance Committee, the Curriculum and Program Committee, the Planning, Facilities and Equipment Committee and the Personal and Policy committee.** ~~standing committee~~ **The committee chair may seek up to six community members to serve on the PR/Goals/Legislative Committee. Every attempt will be made to have these committees reflect the diversity of the District.** Community member appointments shall be made in accordance with established procedures. The term of appointment to a standing committee will be for one year, unless otherwise arranged. Consistent with Board policy concerning Board officers, the chair of each committee may not serve as committee chair for more than two consecutive years.

The Board may establish other standing and temporary ad-hoc committees from time to time as needed. The Board President shall make such committee appointments in the same manner as other standing committee appointments.

The Board President shall serve as an ex-officio member of all standing and temporary committees of the Board.

The function of all Board committees should be fact-finding, deliberating and advising, but not legislating or policymaking. Each Board committee shall be assigned specific duties. All policymaking actions taken by a Board committee shall be subject to ratification and approval of the Board. For policy-related items, the Board will have a first and second reading of the recommended policy before final policy adoption. The policy readings shall occur at separate Board meetings.

Public notice shall be given for all Board committee meetings in accordance with state law and Board policy.

LEGAL REF.: Wisconsin Statutes

Sections 19.82 [Open meeting law definitions]

19.84 [Public notice requirement]

19.85 [Reasons for closed session]

19.89 [Exclusion of members from meetings]

POLICY 8850
SCHOOL BOARD COMMITTEES
Page 2

CROSS REF.: 8412, School Board Officer Duties
 8510, School Board Policy Development and Revision
 8711, Public Notification of School Board Meetings
 8810, Rules of Order
 8860, Citizen Advisory Committees
 8870, Public Participation at School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: April 21, 1998
 July 13, 1999
 February 22, 2000
 July 10, 2001

DELETED: June 25, 2002

REAFFIRMED: May 13, 2003

RULE 8850
SCHOOL BOARD COMMITTEES

A. Committee Appointment Process

1. The Board President shall appoint Board members to standing committees immediately following the School Board's annual organizational meeting. Such appointments shall be made, in order, as follows:
 - a. by seeking volunteers and making appointments based on Board member interest
 - b. by direct appointment of Board members to specific committees
2. Community members may be appointed to serve as members on standing committees as outlined in Board policy. Such appointments shall be made, in order, as follows:
 - a. **by encouraging volunteers that reflect the diverse student population**
 - b. by seeking volunteers and making appointments based on citizen interest
 - c. by direct appointment of the committee chair with approval of the Board President
 - d. by appointment of the Board President

B. Standing Committee Operating Procedures

1. Whenever possible, policy items to be considered by the Board shall be introduced to the standing committee at a monthly committee meeting. Any item referred to a standing committee must come back to the full Board within 30 days, unless a motion by the standing committee to further review the item is determined.
2. Standing committees, unless canceled by the committee Chair or Board President shall meet once each month. Additional meetings will be scheduled by the chair as necessary. Meetings shall be limited in length to one and one half hours or less.
3. Unless arranged by a standing committee for a special meeting other than the designated night, all standing committees will meet on the same evening in a rotating schedule.
4. The committee chairs, the Superintendent of Schools and designated administrators shall meet to establish meeting agendas for standing committees. This process will ensure the orderly flow of information and the effective operation of the Board and committees. Committee agenda items are limited to those referred by the Board President, committee chairs and designated administrators. Meeting agendas must be published at least five working days prior to a scheduled meeting.
5. Administrators and other District staff, as appropriate, will be requested to serve in an advisory capacity to standing committees and/or to provide necessary support resources.
6. Committee meetings shall be conducted in accordance with *Robert's Rules of Order Revised*.
7. Any Board member or citizen may attend a standing committee and may speak to any item on the agenda. However, only committee members may vote on agenda items.
8. Minutes shall be kept of all standing committee meetings. The minutes shall be distributed to all Board members in order to keep the full Board informed of matters discussed at committee meetings. Committee meeting minutes shall also be made available for inspection by the public in accordance with state law and the Board's policy on access to public records.
9. Standing Committee updates will be included as an agenda item for all regular Board meetings.
10. Motions that have come from committee shall appear on a regular meeting agenda, and shall contain the committee's recommendation, and include comments of dissent, in addition to Administration's recommendation.

RULE 8850
SCHOOL BOARD COMMITTEES
Page 2

C. Specific Duties of Standing Committees

BOARD OF EDUCATION
ORGANIZATIONAL CHART – COMMITTEES

<u>Audit, Budget and Finance Committee</u>	<u>Curriculum and Program Committee</u>	<u>Planning, Facilities and Equipment Committee</u>
<ul style="list-style-type: none">• Assist in the preparation and development of the Board and District's annual budget• Review all monthly budget expenditures and all budget modifications, changes, etc., throughout the year• Review all budgets related to grants submitted and/or awarded• Review all proposed Board policies related to budget and finance matters• Assist in the planning and completion of the District's management, financial, and program audits, including the AASA audit• Review any audit findings and prepare recommended action plans• Strategic Plan – Strategic planning will have a financial impact as the plan proceeds toward implementation. The Audit, Budget and Finance Committee will review the strategic planning budget and implications to overall District budget.	<ul style="list-style-type: none">• Review all matters related to existing or new curriculum and programs• Review survey, test and evaluation results of the District• Monitor curriculum adoption and implementation schedule• Review all grant proposals in terms of program components• Review teaching materials, book selections, etc.• Review all proposed Board policies related to education, teaching or support programs• Review comprehensive staff development plan and implementation• Strategic Plan – Many initiatives of Strategic Plan will have significant curriculum implications. As initiatives are identified and implemented, it is appropriate that the Curriculum and Program Committee be kept apprised of their process.	<ul style="list-style-type: none">• Assist in the preparation and updating of the District's five-year capital improvement budget• Review the implementation of all expenditures related to facilities and equipment• Assist in establishing of building standards for each type of educational facility• Review and update the District's comprehensive technology and administrative computer plan• Work with community groups to develop a financial plan to accommodate the implementation of the District's physical plant plans• Review all proposed Board policies related to planning facilities and equipment• Strategic Plan – A portion of the strategic plan that involves facilities or accommodations within facilities will be reviewed by this committee.

BOARD OF EDUCATION
ORGANIZATIONAL CHART – COMMITTEES

<u>Personnel and Policy Committee</u>	<u>PR/Goals/Legislative Committee</u>	<u>Ad-Hoc Committee</u>
<ul style="list-style-type: none">• All employment of staff and related issues concerning staff would be addressed through this committee• Bargaining of Labor Contracts – All contracts that are bargained would be reviewed with recommendations forwarded to the full Board• Review all personnel transactions, job descriptions, hiring, etc.• Prepare and update annual student enrollment projections• Policy Development – All policy development would receive first readings through Personnel and Policy Committee• Strategic Plan – Any issues of personnel or policy that may come out of plan will be reviewed by this committee. Those issues endorsed by this committee would be forwarded to the full Board for approval.	<p>A formal systematic way of improving our public relations can be realized through the PR/Goals/Legislative Committee. Among the responsibilities of this committee would include:</p> <ul style="list-style-type: none">• Establish and oversee a comprehensive Public Relations Plan• District goals identified annually will be coordinated and reviewed through this committee• Promotion of referendum would be coordinated through this committee• Annual Performance Disclosure Report will be reviewed and approved by this committee• Ongoing review of state and federal legislation would be discussed through this committee• Strategic Plan – 55% of successful strategic planning comes from community. Promotion of the Strategic Plan will come through the PR Committee.	<ul style="list-style-type: none">• Ad-hoc committee(s) are appointed by the Board President• Their responsibilities are based on the task(s) for which they are assigned• Ad-hoc committees are not standing committees and have a limited term

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 19, 2006

POLICY 1000 SERIES – COMMUNITY RELATIONS

The Kenosha Unified School District mission defines the District as an educational system, which values our multi-cultural heritage. Our mission is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

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 was developed to align with this mission. The action plan addresses incorporation of cultural diversity into administrative and School Board policies and strategies.

The Policy 1000 Series was reviewed and updated by committee members: Nancy Hare, Public Relations Office; Pat Demos, Safe and Drug Free Schools; Norris Jones, Minority Academic Affairs; and Kathleen Barca, School Leadership.

The Personnel/Policy Committee reviewed Policy Series 1000 and recommended it be brought to the full Board on November 28, 2006, for a first reading and it was approved.

Administrative Recommendation:

Administration recommends that the Board approve the updated Policy Series 1000 for a second reading on December 19, 2006.

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

Kathleen M. Barca
Executive Director of School Leadership

POLICY 1110
PARENT/GUARDIAN/**CAREGIVER** SURVEYS

A District-wide survey shall be conducted once every three years to obtain parent/guardian/**caregiver** opinions regarding school operation and student success. The survey shall be developed by the Office of Educational Accountability in accordance with established procedures and with input from the building level.

LEGAL REF.: Wisconsin Statutes

Section 120.13 [Board power to do all things reasonable to promote the cause of
education]

CROSS REF.: 6100, District Vision

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 14, 1995

REVISED: March 26, 1996
August 27, 1996
April 8, 1997
February 25, 2003

RULE 1110

PARENT/GUARDIAN/CAREGIVER SURVEYS

1. The parent/guardian/**caregiver** survey will consist of a written questionnaire/**focus groups/electronic survey** or standardized survey instrument such as a school climate survey. **Accommodations for language and disability/handicap conditions are expected.**
2. All surveys will have a series of identical questions to allow for a comparison of results. Questions relative to playground safety will be incorporated in the parent/guardian/**caregiver** survey. Building principals may develop additional questions reflective of individual building informational needs.
3. The parent/guardian/**caregiver** survey will be conducted during the time frame of early spring (March-April) every three years using a statistical sampling of parents/guardians conducive to each building.
4. The building principal will be responsible for administering the survey with the Office of Educational Accountability providing summaries of the results. A process of standardization of survey summaries will be implemented. Principals will be responsible for summarizing the results of building specific questions and reporting the results to the Superintendent of Schools or designee.
5. Principals will disseminate to parents/guardians the results of the survey and how they plan to use the results for school improvement.
6. An executive summary of the surveys shall be compiled by the Office of Educational Accountability and presented to the School Board not later than the second regular meeting in September of the year the survey was administered.

POLICY 1120

PARENT/GUARDIAN/CAREGIVER INVOLVEMENT

The District recognizes that parent/**guardian**/caregiver involvement is a key to academic achievement and is a shared responsibility between the school and family. In accordance with the Reauthorized Elementary and Secondary Education Act (ESEA) also known as the No Child Left Behind Act of 2001, the Kenosha Unified School District will provide opportunities for parent/**guardian**/caregiver participation, shared decision making, and community collaboration in District and school education programs.

In order to enhance parental/**guardian** /caregiver involvement, six essential elements are to be promoted.

1. Communication between home and school is regular, two-way, and meaningful. Effective communication requires school-initiated contact with the parent/**guardian**/ caregiver and parent/**guardian**/caregiver-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.
2. Responsible parenting/**guardianship**/caregiving is promoted and supported. The family plays a primary role in their child's education. Parents/**guardian** /caregivers are linked to programs and resources within the community that provide support services to families.
3. Schools are open, inviting, and resources are clear and easily accessible to parents/**guardians**/caregivers and families and are actively seeking parental support and assistance for school programs. Parents/**guardians**/caregivers are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership. School and parent/caregiver capacity for strong parent/caregiver involvement is necessary.
4. Parents/**guardians**/caregivers are full partners in the decisions that affect children and families and are involved in developing District school improvement plans and site-based strategic planning initiatives.
5. Community resources are made available to strengthen school programs, family practices, and student learning. Technical assistance and coordination will be offered to help schools plan parent/caregivers involvement activities to improve student and school academic performance.
6. Parent/**guardian**/caregiver involvement strategies are incorporated with other District and school programs that focus on family and child development.

The annual evaluation of parent/**guardian**/caregiver involvement in District and school programs will be conducted through the Community School Relations Manager.

LEGAL REF.: Wisconsin Statutes

Sections 118.019 [human growth and development]

118.15 (1)(d) [program or curriculum modifications]

118.153 [children at risk programming]

118.33 [parent opt out of testing]

118.34 [gifted and talented programming]

Chapter 115 Subchapter V [programs for students with disabilities]

Chapter 115 Subchapter VII [bilingual-bicultural programs]

Wisconsin Administrative Code

PI 13 [bilingual-bicultural/ELL programs]

PI 25 [children at risk programs]

Individuals with Disabilities Education Act [programs for students with disabilities]

No Child Left Behind Act of 2001 [Title I parent involvement, parent and student privacy rights, reporting student achievement, etc]

POLICY 1120
PARENT/GUARDIAN/CAREGIVER INVOLVEMENT
Page 2

CROSS REF.: Policy 1110 Parent/guardian/caregiver Surveys
Policy 1210 School-Sponsored Communications
Policy 1212 Provision of Printed Materials in Non-English Version
Policy 1600 School Visitors
Policy 1812 Relations with Parent-Teacher Organizations
Policy 2720 Shared Decision Making
Policy 5910 Children of Divorced or Separated Parents
Policy 6100 District Vision
Policy 6330 Privacy Rights in District Programs
Policy 6413.1 Family Life Education (Instruction in Human Sexuality)
Policy 6421 Programs for Students with Disabilities
Policy 6426 Student Program or Curriculum Modifications
Policy 6427 Individual and Remedial Services
Policy 6452 Student Progress Reporting
Policy 6460 Testing Programs
Policy 6461 Parental Consent for Testing
Policy 6470 Student Records
Policy 6810 Teaching about Controversial Issues
Title I Program Plan
Bilingual-Bicultural (ELL) Program Plan
Special Education Policy and Procedure Manual

ADMINISTRATIVE REGULATIONS: 6413.1 Guidelines for Communicating with
Family Life Curriculum Objectives

AFFIRMED: December 14, 2004

POLICY 1131

MEMORIALS/DEDICATIONS WITHIN SCHOOLS

As an integral part of acknowledging citizen participation in public school improvement, the School Board shall allow memorial plaques and/or dedication plates to be placed in particular rooms or areas within District buildings in recognition of citizens who made significant contributions to public education in the District. **Former** students, employees, **or taxpayers** may be considered for such recognition under certain circumstances such as death. The Board may hold appropriate dedication ceremonies.

LEGAL REF.: Wisconsin Statutes
Section 120.12(1) [Board duty; care, control and management of school property]

CROSS REF.: 7400, Naming or Renaming School Buildings or Facilities
7410, Naming an Area Within or on a District Site

ADMINISTRATIVE REGULATIONS: None

AFFIRMED IN PART: June 10, 1991

REVISED: December 8, 1998
February 25, 2003

RULE 1131

MEMORIALS/DEDICATIONS WITHIN SCHOOLS

The following procedures shall be used in establishing memorials and conducting dedications within District schools:

1. A memorial plaque and/or dedication plate may be placed in a particular room or area within a District school in an individual's honor under the following conditions:
 - a. Memorials or dedications in recognition of a person's contribution to public education in the District may only be made after the death of the person who is being considered for recognition.
 - b. Because the main purpose of the Board's policy and these procedures is citizen recognition, District employees shall not be eligible for recognition through a memorial or dedication, unless they have been employed fewer than six months in the District or their death is directly related to their employment with the District. Former School Board members are exempted from the six-month employment stipulation.
 - c. Students who have died during their time of attendance at a District school may be recognized through a memorial or dedication.
 - d. An individual can be considered for a memorial or dedication upon the first anniversary of his/her death. In the case of a memorialization of a student or District employee, such dedication may take place sooner than one year under appropriate circumstances.
 - e. No District monies shall be expended for memorial plaques and/or dedication plates, except as required for installation purposes.
 - f. Written permission from family members shall be obtained prior to making final arrangements for a memorial or dedication.
2. Before consideration is given for placement of a memorial plaque and/or dedication plate in a particular room or area within a District school, a resolution signed by at least four Board members is required. Any citizen in the District may draft a resolution. The resolution shall be presented to the Board for formal action.
3. The Superintendent of School's Office shall be responsible for coordinating the placement of approved memorial plaques and/or dedication plates within District buildings. A committee appointed by the Superintendent shall plan the dedication program and ceremonies.
4. Memorial plaques or dedication plates placed in particular rooms or areas within a District school shall not be removed within 20 years of placement, except in the case of building demolition or decommission.

POLICY 1200

~~PUBLIC INFORMATION~~ **RELATIONS PROGRAM**

In recognition of the of the need for an informed citizenry, the School Board and District personnel shall endeavor to provide information concerning the District to all persons residing within the District. The public shall be fully and promptly informed concerning events and facts regarding the operation and activities of the District. Providing information to the public is an essential function of a representative government and shall be considered an important responsibility of all administrative personnel.

A variety of media shall be used for informing the public concerning District operations and activities. A public **relations** ~~information~~ program utilizing such media shall be conducted through the Office of the **Public Relations** ~~Information Specialist~~ or through the respective office, administrator, or building principal.

Generally, the Superintendent of Schools shall be the authorized spokesperson for the Board and the District on matters of District concern. When an official action of the Board is under discussion, the Board President may be the authorized spokesperson for the Board. When an action of a Board committee is under discussion, the chairperson of that committee may be the authorized spokesperson for that committee.

District employees are permitted to supply accurate, complete and objective information or to answer questions from the public about school activities directly within their jurisdiction or first-hand knowledge. ~~When such information involves a total program of an individual school, such communication should first be approved by the building principal.~~ **The building principal is the first to approve publication of information regarding the respective school.** When such information involves District-wide programs or policies, approval should first be obtained by the building principal from the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

- Sections 19.31 [Public policy on access to record information]
- 19.81 [Public policy on access to information and open meetings]

CROSS REF.: 1210, School Sponsored Communications

- 1211, Use of Students in Public Information Program
- 1212, Provision of Printed Materials in Non-English Version
- 1220, Cable Television
- 1240, Access to Public Records
- 1520, Distribution of Non-School Materials in the Schools
- 2810, Incident Reporting
- 8500, School Board Powers and Duties
- 8711, Public Notification of Board Meetings
- 8712, Agenda Preparation and Dissemination
- 8840, Board Minutes
- 8850, Board Committees
- 8860, Citizen Advisory Committees
- 8870, Public Participation at Board Meetings
- 8880, Audio Recording of Board Meetings
- Crisis Response Manual*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 25, 2003

RULE 1200

PUBLIC INFORMATION RELATIONS PROGRAM

1. The public ~~information~~ **relations** program of the District shall include news releases, audio-visual presentations, cable television programming, brochures, advertisements, a speaker's bureau and District Web pages. The program shall be coordinated by the **Office of Public Information Relations Specialist** and other personnel as designated by the Superintendent of Schools.
2. Timely news releases will be disseminated to the local news media from the appropriate **Office of Public Relations** on an impartial basis.
 - a. Information and news items concerning District-wide plans, activities and needs will be released through the Office of the Superintendent of Schools or **the Office of Public Information Relations Specialist**.
 - b. Information regarding District-wide activities administered through an office of the District may be released through the administrator of that office or building principal or department coordinator.
3. Bulletins, reports, budgets and other public information will be made available to interested citizens upon reasonable request to the Superintendent's office and in accordance with the District's access to public records procedures.
4. Where sufficient interest warrants, information may also be made available to regional, state and national news media, and state and national offices, through the Office of the Superintendent, **the Office of Public Information Relations Specialist** or other appropriate **Office of Public Relations** or official of the District.
5. All District employees shall be accurate and prompt in supplying information to the public. Both freedom and accuracy of information shall be recognized as essential to the public confidence and understanding of the District.

POLICY 1210

~~SCHOOL SPONSORED COMMUNICATIONS~~ - **SCHOOL SPONSORED (CRISIS)**

Communications sponsored by individual schools shall be encouraged as a means of further informing the public regarding school activities. School sponsored communications shall be conducted with the knowledge and approval of the building principal or designee.

Parents/guardians/**caregivers** shall be informed, as appropriate and necessary by the building principal, of incidents occurring on school premises that pose a threat to the future health, safety and/or life of their children. All such communication shall be consistent with legal and ethical principles regarding the privacy rights of students and their families.

LEGAL REF.: Wisconsin Statutes

Sections 19.31 [Public policy on access to record information]

118.125 [Confidentiality of student records]

Family and Educational Rights and Privacy Act [Confidentiality of student record information]

CROSS REF.: Rule 1110, Parent/Guardian/**Caregiver** Surveys

1200, Public Information Program

1211, Use of Students in Public Information Program

1220, Cable Television

2810, Incident Reporting

5117, Reporting to Parent/Guardian

5138, Maintenance of School Environment

5910, Children of Divorced or Separated Parents

6470, Student Records

Crisis Response Manual

ADMINISTRATIVE REGULATIONS: 1210, School Sponsored Communications (Crisis)

AFFIRMED: December 28, 1990

REVISED: May 11, 1999

February 25, 2003

RULE 1210

~~SCHOOL SPONSORED COMMUNICATIONS~~ - **SCHOOL SPONSORED (CRISIS)**

1. General
 - a. All school sponsored communications shall be conducted as authorized by the building principal or designee.
 - b. School sponsored communications shall be objective, ethical and factual in keeping with accepted journalistic standards. Such communications shall not include material of a partisan political or religious nature.
 - c. Copies of all school sponsored communications shall be furnished to the Superintendent of School's Office.
2. Communications Related to Incidents Threatening the Health, Safety and/or Life of Students
 - a. Incidents of a health, safety and/or life threatening nature occurring on school premises or during school sponsored activities that pose an immediate threat to a student(s) shall be communicated immediately to the parents/guardians/**caregivers** of students who are directly involved with the specific incident.
 - b. In health related situations, instructions from the Kenosha County Department of Health concerning parent/guardian/**caregivers** notification will be followed.
 - c. In safety related situations, the District will cooperate with the Kenosha County Department of Emergency Services, law enforcement and fire departments in determining appropriate parent/guardian/**caregivers** notification procedures.
 - d. Incidents of a health, safety and/or life threatening nature that have occurred on school premises or during school sponsored activities for which the school has intervened on a school-wide basis shall be communicated to all parents/guardians/**caregivers** of students attending the affected school.
 - e. In the case of situations where all parents/guardians/**caregivers** are notified, the Superintendent or designee shall be consulted prior to the release of information and shall approve the content of the communication and method for releasing the information.
 - f. The District's Crisis Response Manual and the school "Crisis Response Team" are to be consulted for guidance in preparing informational releases.
 - g. The communication shall be made in the most expeditious manner possible. (i.e., direct letter sent home with students, telephone contact, media release, etc.)
 - h. Information included in the communication shall be based on facts related to the incident and not on speculation or rumors and shall be in line with legal and ethical principles regarding the privacy rights of students and their families.

POLICY 1211

~~USE OF STUDENTS IN PUBLIC INFORMATION PROGRAM~~

The building principal shall approve communications related to a specific school sent to the parents/guardians/**caregivers** through students.

Any communication of interest beyond that of an individual school or department, directed to the parents/guardians/**caregivers** through students, such as those involving District-wide bond referenda, budget matters, boundaries, school enrollments, curriculum changes, transportation, food services or the like, shall be approved by the Superintendent/designee. Where such information has previously appeared in an official District communication, it may be copied or reproduced exactly without prior approval of the Superintendent/designee.

CROSS REF.: 1200, Public Information Program
1210, School Sponsored Communications (Crisis)
1212, Provision of Printed Materials in Non-English Language Version
1520, Distribution on Non-School Materials in the Schools

AFFIRMED: December 28, 1990

REVISED: February 25, 2003

POLICY 1212

~~PROVISION OF PRINTED MATERIALS IN NON-ENGLISH LANGUAGE VERSION~~ **PRINTED MATERIALS**

Based on the belief that core to the successful education of any student is open dialogue, inclusion and communication with the family, the District will translate any document **that meets the District's prescribed diversity ratio requirements and** requires parental/guardian signature ~~or that impacts and relates to the~~ health, welfare and safety of a student for every non-English speaking parent/guardian of students in the District.

LEGAL REF.: Wisconsin Statutes

Section 120.13 [Board power to do all things reasonable for the cause of education]

CROSS REF.: 1200, Public Information Program

1210, School-Sponsored Communications

1211, Use of Students in Public Information Program

6610, Selection of Instructional Materials

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: February 25, 2003

RULE 1212

~~PROVISION OF PRINTED MATERIALS IN NON-ENGLISH LANGUAGE VERSION~~ **PRINTED MATERIALS**

1. Student policies and rules (Series 6000) as well as relevant academic and instructional policies and rules (Series 5000) generated at the District level shall be available in non-English language versions for all minority populations exceeding 5% of the total student District population.
2. Informational handouts, student handbooks and notices of community and school activities generated at the site level shall be available in non-English language versions for English Language Learners (ELL) **specific** populations exceeding 3% of the total student enrollment of the site.
3. Schools that meet the 3% ELL criterion shall establish guidelines for library material purchases of non-English language materials.
4. Schools that meet the 3% ELL criterion and participate in book fair fundraisers shall offer non-English language materials as available.
5. **If the school ratio is less than 3%, reasonable effort will be made to connect non-English speaking parents with appropriate resources.**

The purpose of the District's World Wide Web site is to provide a training ground and learning environment for students and an informational guide for parents, teachers, administration and the community. Students and staff are encouraged to produce materials for electronic publication on the Internet that promote the educational mission of the District and provide information about school curriculum, instruction, school-authorized activities and other general information of interest to the community.

LEGAL REF	United States Congress
	Section 508 of the Rehabilitation Act 29 U.S.C. 794d
	Wisconsin Statutes
Sections	19.31 [Public policy on access to record information]
	118.125 [Confidentiality of student records]
	120.12(1) [Board duty; care and control of school district property]
	120.13 [Board power to do all things reasonable for the cause of education]
	943.70 [Computer crime]
	947.0125 [Unlawful use of computerized communication systems]
	Family and Educational Rights and Privacy Act [Confidentiality of student record information]
	17 U.S.C. [Federal Copyright Law]
	Children's Internet Protection Act
	Neighborhood Children's Internet Protection Act
	Children's Online Privacy Act

ADMINISTRATIVE REGULATIONS:	1213A	Web Page Publication Technical Specifications
	1213B	Web Page Publication Guidelines

REVISÉ:

RULE 1213
WEB PAGE PUBLICATION

1. Web pages created for publication on the District's Web site should be approved by the District Web Specialist/designee before being placed on the District Web server. Designers of Web pages must adhere to all rules, regulations and obligations regarding Web page publication. Failure to comply may result in the created pages not being uploaded to the District Web server.
2. Building administrators, District administrators and teachers, with input from the Public ~~Information~~ **Relations** Specialist and the Web Specialist, are responsible for Web page monitoring and approval to ensure compliance with content standards. Published Web pages will follow District policies regarding copyright and nondiscrimination and will not contain offensive material.
 - a. All subject matter on Web pages published on the District Web site should relate to curriculum, instruction, school authorized activities or contain community information. Any content posted to the Web should relate to the District or the schools within the District.
 - b. No text, image, movie or sound that contains pornography, profanity, obscenity or language that offends or degrades others or links to such material will be permitted.
 - c. Any material that is copyrighted to someone else cannot be used unless written permission has been obtained from its owner. The original permission should be housed in the school building or department that obtained the permission. A copy of such written permission should be given to the District Web Specialist when the Web pages are submitted for inclusion in the District's Web pages.
 - d. Web work must be free of spelling and grammatical errors.
 - e. Questions regarding the quality or propriety of Web page material, appearance or content are the responsibility of the building or District Administrators and teachers, with oversight from the Public ~~Information~~ **Relations** Specialist and the District Web Specialist.
3. Student Safeguards
 - a. No personal information about a student may be included on Web pages published on the District Web site. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time, other than attendance at a particular school or participation in activities. This includes full names of other family members, or full names of friends.
 - b. Student work may be signed with the student's first name and initial of their last name or just their initials. No pictures may identify students by name unless permission is given in writing by a parent/guardian.
 - c. Individuals in pictures, movies or sound recordings that are put on the Internet may not be identified. No last names may appear in reference to individuals in any written work, image, movie or sound recording placed on the Web.
 - d. Published e-mail addresses are restricted to staff members or to a generic classroom e-mail address where arriving e-mail is forwarded to students by a staff member.
4. Those persons having access to the District Web server may not publish personal home pages as part of the District's Web site, or use District Web pages to provide access (links) to personal home pages or home pages of other individuals or organizations not directly governed by District policies. Staff pages, student work or reference links may be published if they relate to a class project, course or other school related activity.

RULE 1213
WEB PAGE PUBLICATION
Page 2

5. It is inappropriate for District staff **and/or** parent organizations ~~and parents~~ to house student work, assignments, directions for papers, grading scales, classroom rules or guidelines or student images on any Web site created by them, with or without the expectation that students and/or parents should go to such sites to get school information, class information or to see student work. All of the above should be part of the school's Web page, which is part of the District's Web site. School or class information may be housed on a District sanctioned site, which is monitored for content by the sponsor. This allows teachers to update information daily from their classrooms at no charge.

ADMINISTRATIVE REGULATION

1213A WEB PAGE PUBLICATION TECHNICAL SPECIFICATIONS

A. Documents

All documents must be created in HTML, PDF or other appropriate formats, or with a WYSIWYG software program, on any platform, so long as the file is in standard ASCII format and transmittable via FTP or other medium.

1. File names for Uploading to Web Servers – For consistency, adherence to the four rules outlined below is necessary.
 - a. Titles – Web pages must be given titles that clearly identify them so search engines can include the page(s). Example: <title> Kenosha Unified School District – insert specific page title according to department/school/subject <title>.
 - b. 13 Character Rule – No file name, with the intention of being linked to, or placed on the web server will contain a character length longer than 13 characters not including the ‘.’ And three letter file extension. It is a best practice, and a compatibility issue at the server level. Example: mynameissam.html instead of mynamissamsmith.html.
 - c. Capitalization – Do not use capital letters when naming a file, folder or image. Do not use capital letters in file names, including the three-letter extension. Use only lower case letters. Servers can be case sensitive. That is, “Cat” and “cat” can be two completely different words. If one uses upper and lower case letters inconsistently in file names and in the URLs which reference those filenames, servers may not be able to match URLs with filenames. URL links in HTML documents must exactly match, upper and lower case, the filenames one wishes to access. Consequently, Web page developers should cultivate the habit of using all lower case letters for file, folder and graphic names.
 - d. Spacing – Do not use spaces in file, folder or image names. Use only the underscore (_).
 - e. Copyright – The footer of any department or building Web page should include the following three lines.

©2004 (or year created)

Kenosha Unified School District No. 1

All rights reserved.

The copyright symbol is created with an Option-Key G combination on a Mac, by typing (c) on a Windows operating system (Wintel) using MS Word, or by using the HTML code ©.

B. Links

1. ~~Use relative links for internal URLs. Example: instead of .~~
2. Pages to which the District provides links must not contain offensive material or have any intent of commercial gain. A page with no objectionable material may be considered offensive if it links to a site that has objectionable material. Commercial gain is defined as a site that is linked to and has the sole intent of monetary profit.

ADMINISTRATIVE REGULATION

1213A WEB PAGE PUBLICATION TECHNICAL SPECIFICATIONS

Page 2

C. Graphics

1. Put all graphical images, including icons, photos, etc., in gif or jpg format. Conversion tools are available for both platforms.
2. Use graphics that are no larger than 60k for ease and speed when downloading.
3. Comply with copyright laws when using graphics and text. Obtain permission to use someone else's work and acknowledge the source of the work on the page that the graphic is used.
4. Use graphics sparingly. The quality of the information determines the lasting value of the site for teachers, students and the public.
5. Avoid using distracting animations. Not all browsers are formatted to work with them.
6. All graphics are to be placed in a single 'img' folder at the root of the site. Each image inside the folder should be uniquely named to identify the file. Observe the 13-character rule.
7. Re-use the same graphic on a variety of pages to speed up downloading.
8. Use images that are small, in-line thumbnails, icons, or use text that permits the visitor to download the large graphic.
9. Use descriptive captions on pictures.
10. Use ALT labels with all the pictures so users without graphical browsers or those visually impaired and using text readers will know what is missing (e.g.,).

D. Navigation

1. Include a link at the top, bottom or both places on every page for ease in navigation to the site's home page; the District's home page, when appropriate; and the previous page.
2. Design menu pages so they enable viewers to move to more in-depth information as found on data pages. Pages may not contain links to pages not yet completed. The text for future pages may be present, but should not be linked.

E. Advertising/Sponsorship

~~There may not be any advertising/sponsorship on the District Web server via a link, graphic, or text that refers to any organization with the intent to gain profit from mention.~~ District advertising/sponsorship, whereas the funds gained from the notation on the District Web server stay within Kenosha Unified School District, is acceptable. Names and locations, hours, contact information and a description are allowed. Links to other servers for details may be provided.

F. Page Submission

1. All Web pages must be submitted to the District Web Specialist/designee for final review prior to placement on the District Web server(s).
2. No other District servers shall be configured as Web/FTP servers unless authorized by the District Web Specialist/designee.
3. No school sites may be housed on Web servers outside the District Web site.

G. Multimedia

1. Multimedia movie files, in any format, will not exceed 50mb in size. In order to accommodate this size constriction, it is advised that large files be broken into chapters.
2. Multimedia Flash, Shockwave, and emerging technologies will be reviewed for content and accessibility by the District Web Specialist.

ADMINISTRATIVE REGULATION

1213A WEB PAGE PUBLICATION TECHNICAL SPECIFICATIONS

Page 3

H. Other

1. Material on Web pages reflect an individual's thoughts, interests and activities. Such information does not represent the District and is not endorsed or sanctioned by the District. Questions about content may be addressed to the District Web Specialist or the Public Information office.
2. Staff, students, individuals, groups and organizations may not utilize school or District logos on non-District sites or sites not housed on the District server, nor may they represent themselves as a sanctioned branch of the District Web site.

Technology changes quickly. It may, therefore, be possible that technical standards outlined in this regulation could require modifications during a school year. Such changes will be made by the Web Specialist with approval of the Superintendent of schools/designee.

A Section 508 checklist is available from WebAIM, <http://www.webaim.org/standards/508/checklist> Paul Ryan Bohman, March 29, 2001. This checklist will be the measuring tool for compliance.

ADMINISTRATIVE REGULATION

1213B WEB PAGE PUBLICATION GUIDELINES

A. Wordmark

The Kenosha Unified School District wordmark is the primary means of communicating the District name. It consists of the words, “Kenosha Unified School District No. 1”. It will be included as a part of the opening page of the District site, all index pages, and the front page of a departmental presence.

B. Establishing a Teacher, Building/Departmental Web Presence

1. Individuals or departments who wish to develop material or have material placed on the District Web Site should first contact the District Web Specialist or the Public Information office. Before making this initial contact, the developer should have an idea of the content they wish to publish on the Web. If the content exceeds more than one page, an outline of the proposed content is necessary.
2. Buildings, departments, and developers ready to establish a Web presence have the following options:
 - a. Someone within a building/department may develop a page. Individuals wishing to develop pages for their building, department or organization need to have some knowledge about HTML and WYSIWYG software and the Internet before contacting the District Web Specialist. This can be obtained by attending one of the HTML inservices offered by Professional Development.
 - b. An individual within the building or department can coordinate the development, but seek assistance from another person to create the Web page(s).
 - c. ~~The District Web Specialist will provide an outline and training in the development of school and department Web pages. one page basic Web page for academic and administrative departments.~~ The building/department web page should contain an organizational list of major personnel with their e-mail addresses and may be composed from an already existing departmental brochure by transferring the information to a Web format.
3. In order to ensure consistency and quality in the overall District Web site, all potential Web developers need to follow the District’s technical specifications for web pages. Developers can contact the District Web Specialist for information and assistance.
4. After the Web pages are completed and tested, the developer should contact the District Web Specialist for a review of information and additional testing. During this phase, links will be tested, graphics reviewed for quality, and content reviewed for appropriateness and correctness (e.g., spelling errors, grammatical errors, etc.). Any needed corrections or additions will be communicated to the developer.
5. Once approved, the District Web Specialist will move the pages into active Web server directories and will test them again. Links to the new pages will be set up and addresses conveyed to the developers.

C. Maintaining Building/Department Web Data

All information on the District’s Web server should be maintained and kept current as outlined below.

1. ~~If the District Web Specialist develops a basic department page for a building/department, the Web Specialist will maintain the page.~~ However, to facilitate maintenance, personnel or building/department descriptions, changes need to be communicated to the Web Specialist regularly.
2. ~~If a building or office/department has developed their own page (with or without outside help), building/office/departmental personnel are responsible for maintaining it and keeping it current.~~ Corrected Web pages should be forwarded to the District Web Specialist for posting to the District Web site.

ADMINISTRATIVE REGULATION

1213B WEB PAGE PUBLICATION GUIDELINES

Page 2

3. If the District Web Specialist has developed a basic department page for an office/department, but the office/department has embellished the page or requested information that requires frequent updates, the department is responsible for any maintenance and the forwarding of newly updated or completed pages.

If data on Web pages is not properly maintained and kept current, the building/office/department will be contacted by the District Web Specialist about updating the information. If the work is not completed in a reasonable amount of time, the out-of-date pages will be removed from the District's Web server and placed in off-line, archival storage. Reactivation of such archived pages would require that appropriate revisions be re-submitted for approval.

POLICY 1220
CABLE TELEVISION

The cable television channels provided by the local cable television company shall be utilized by the District to provide educational and informational programming to for the **community and** schools. ~~and the community.~~ All programs cablecast programs shall be consistent with the mission of the District and supportive of the goals approved by the School Board.

The ~~Staff Development/Library Media/Instructional Technology~~ **Specialist for Library Media and Instructional Technology** shall be is responsible for the operationng and programming of the **District's subscriber cable channel**.~~instructional television channels distributed to the District's schools on the institutional network.~~

The **Specialist for Library Media and Instructional Technology is also** ~~Public Information Specialist~~ shall be responsible for coordinating all programming on the District access channel distributed to the community on the subscriber network.

LEGAL REF.: Wisconsin Statutes
Sections 120.13 [Board power to do all things reasonable for the cause of education]
120.13(22) [Board power; cable television]

CROSS REF.: 1200, Public Information Program
1210, School Sponsored Communications
1510, Advertising/Promotions in the Schools
3220, Funding Proposals and Grants
3643, Emergency Closings (Inclement Weather)
6100, District Vision
6110, Instructional Program Mission and Beliefs
8860, Citizen Advisory Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 9, 1999
February 25, 2003

RULE 1220
CABLE TELEVISION

1. Students may elect to be involved in production of cable television programs under the supervision of qualified staff members.
2. **Diverse programming** ~~A balance of program offerings~~ will be provided so as to avoid overemphasis upon any one portion of the District's curriculum, ~~or activities or personnel activities.~~
3. No student, staff member or anyone else appearing on a program will be exploited for private commercial purposes. Each individual's right to privacy will be protected at all times. The acquisition of signed release forms, where required, will be the responsibility of the program producer.
4. Obtaining the necessary royalty and/or copyright clearances, prior to scheduling of a broadcast, will be the responsibility of the program producer.
5. Program sponsorships will be permitted, except that no sponsorship promoting the use of alcohol, drugs, tobacco or other harmful substances will be permitted. Any sponsorship inferring or endorsing any other product, process or activity that is inconsistent with the District mission is prohibited. Acknowledgment of acceptable sponsorship will be limited to the ~~Kenosha Access Advisory Committee~~ **"Kenosha Community Television Commission"** guidelines, "This program was made possible through funding provided by **appropriate sponsors.**" No slogans or other descriptions of a commercial nature will be used.
6. Funding for District programs may be sought from outside sources, including grants, trusts and funding from governmental and other sources. Acceptance of such funding shall require approval of the Superintendent of Schools.
7. Live cable casting of District activities that may have an impact upon participation, spectatorship or revenues will require the approval of the Superintendent.
8. Federal, state and local cable regulations will be honored at all times; where District policies are more restrictive, the latter will take precedence.
9. The District will be responsible for the maintenance of all District-owned equipment. All persons using District production equipment will be required to attend training sessions and/or demonstrate competency in its use. All persons using equipment will exercise sound, careful judgment when operating equipment.
10. When working on a cable production, students will be expected to abide by all school rules and are to exercise good judgment in regard to dress and behavior.
11. All program ~~tapes~~ **media** becomes the property of the Kenosha Unified School District. The District maintains the right to apply for copyright through the U.S. Office of Copyright. Copies of **media** ~~tapes~~ will not be made for private individual use. Exceptions to these guidelines will require the approval of the ~~Staff Development/Library Media/Instructional Technology Coordinator~~ **Specialist for Library Media and Instructional Technology.**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 19, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. OVATION Pharmaceuticals, Inc. donated eight used laptops and two used Dell Monitors worth approximately \$5,000.00 for the S.E.A. Learning School at Tremper High School.
2. United Way of Kenosha County donated children's clothing worth \$200.00 and school supplies worth \$100.00 to Durkee Elementary School.
3. St. Peter's Church donated school supplies worth \$100.00 and winter wear worth \$100.00 to Durkee Elementary School.
4. Anne Bailey donated hats, scarves, and mittens worth \$30.00 to the Head Start children.

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

This page intentionally left blank

Kenosha Unified School District No. 1

Kenosha, WI

DECEMBER 19, 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	12/19/06		Educ. Assistant	Bowie	Jeremy	Bradford High School	Educational Assistant (.50%)	01/15/06	11.32	New Hire	
Appointment	12/19/06		Educ. Assistant	Fuentes	Brenda	Title 1/P-5/Bilingual	Educational Assistant (.571%)	12/04/06	11.32	New Hire	
Appointment	12/19/06		Educ. Assistant	Glassen	Kathleen	Whittier Elementary	Educational Assistant	11/27/06	11.75	New Hire	
Appointment	12/19/06		Instructional	Hopkins	Eric	Hillcrest/TIME	EBD Special Education	11/29/06	33,546.00	New Hire	Letter
Appointment	12/19/06		Educ. Assistant	Huzzie	Sheila	Southport Elementary	Educational Assistant - Special Edu	12/01/06	10.75	New Hire	
Appointment	12/19/06		Instructional	Simmons	Elizabeth	Bradford High School	Spanish	12/07/06	21,420.96	New Hire	Letter
Leave of Absence	12/19/06		Instructional	Kubisiak	Leticia	Student Support	Social Worker	04/25/06	45,130.00	Child Rearing - Yr. 1	
Retirement	12/19/06		Administration	Ipsen	James	Tremper High School	Assistant Principal	12/02/06	96,060.00	Early, Early Retirement	Contract

This page intentionally left blank

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 28, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, November 28, 2006, in the Teachers' Lounge at Bullen Middle School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:45 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/orders by the Independent Hearing Officer, litigation, personnel: problems and collective bargaining deliberations not subject to S.S. 19.85(3).

Mr. Englund moved that this executive session be held. Mr. Stalker 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/Orders by the Independent Hearing Officer:

Mrs. Stephens arrived at 5:46 P.M. and provided Board members with information regarding five expulsions.

Mrs. Stephens and Dr. Pierce were excused at 6:00 P.M.

Mr. Hujik moved to extend the length of the first expulsion until the end of the 2006-2007 school year and approve the recommendation of the hearing officer as amended. Mr. Stalker seconded the motion. Motion carried. Mrs. Stevens and Mr. Ostman dissenting.

Mrs. Stevens moved to extend the length of the second expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the third expulsion. Mr. Stalker seconded the motion. Unanimously approved.

Mrs. Stevens moved to extend the length of the fourth expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Stalker seconded the motion. Unanimously approved.

Mr. Englund moved to concur with the recommendation of the hearing officer with respect to the fifth expulsion. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce returned to the meeting at 6:10 P.M.

Litigation

Dr. Pierce updated Board members on pending litigation matters.

Personnel: Problems

Dr. Pierce updated Board members on personnel problems.

Collective Bargaining Deliberations not Subject to S.S. 19.85(3)

Mr. Johnston and Mr. Noack arrived at 6:12 P.M. They provided Board members with an update on OPEB financing options. A discussion followed.

Mr. Noack was excused at 6:25 P.M.

Dr. Pierce informed the Board that the District Negotiation Team reached a tentative agreement with the Kenosha Education Association in regards to Substitute Teachers. A brief discussion followed.

Meeting adjourned at 6:45 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 28, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, November 28, 2006, at 7:00 P.M. at Bullen Middle School in the auditorium. 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.

Dr. Pierce presented the Midwest Academic Talent Search Wisconsin Award Winners, AP Scholars Awards, Merit Scholars Awards, Fine Arts Honor Festival of Arts and Flowers Artists, Kenosha Unified School District Governor's Award for Excellence in Energy Efficiency, and the Shalom Center After School Tutorial Program National Award.

Bullen Middle School staff gave a presentation about their school.

There were no Administrative and/or Supervisory Appointments.

There was no Legislative Report.

Mr. Ostman moved to extend the time limit for views and comments by the public to five minutes. Mrs. Stevens seconded the motion. Unanimously approved.

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.

The Board then considered the following Consent-Approve items:

Consent-Receive item XII-A – Strategic Planning Implementation Teams #2, 3 and 7 Updates as presented in the agenda.

Consent-Receive item XII-B – School Cultural Survey Instrument/Results submitted by Mr. Kurt Sinclair, Director of School Leadership; Dr. Edie Holcomb, Executive Director of Instructional Services; and Dr. Pierce, excerpts follow:

“The School Culture Survey provides insight about the shared values/beliefs, the patterns of behavior, and the relationships in the school. Each factor measures a unique aspect of the school’s collaborative culture. The factors are as follows: learning partnerships, collaborative leadership, professional development, unity of purpose, teacher collaboration, and collegial support.

Each year the results have been shared with our AST group during our Connections and Quest time. The purpose is for principals to share the results based on the input from their staff. As new staff is hired and new traditions are built, old assumptions about teaching and learning may change. Given the time and concerted effort, leaders can assess changes in their school climate. This instrument provides check points for taking stock of changes in school culture.”

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

“A 1950’s musical oldies group, the Greasers, is requesting a waiver of rental fees for use of the Reuther Central High School auditorium for 8 hours on Monday, January 15, 2007, for filming of a video which would be used as a demo for the group. The filming would be a closed session with no audience. Rental charge for eight hours at \$64 per hour is \$512.00.

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 November 14, 2006 meeting, the Audit/Budget/Finance Committee recommended that this waiver request be approved and submitted to the full Board for consideration with the understanding that the approval would not conflict with any school need for use of the auditorium and that the group pay for any custodial staff costs that accrue outside the normal work day hours. Administration recommends that the Board approve the recommendation of the Audit/Budget/Finance Committee as stated above.”

Consent-Approve item XII-D – Clarification of Job Title and Revision of Policy 2710 – Line of Staff Relations submitted by Dr. Edie Holcomb, Executive Director of Instructional Services, and Dr. Pierce, excerpts follow:

“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.

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. It is recommended that Policy 2710 be approved on a second reading this evening."

Consent-Approve item XII-E – School Board Policy 1720 – Complaints About School Personnel submitted by Dr. Pierce, excerpts follow:

"School Board Policy 1720 – Complaints About School Personnel provides for 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 revision to Policy 1720 outlined in the following pages provide the procedure for addressing complaints regarding the Superintendent of Schools.

At its October 10, 2006 meeting, the Personnel/Policy Committee voted to forward revised Policy 1720 to the full Board for a first reading. It was approved on a first reading at the October 24, 2006 Regular Board Meeting. Administration recommends that revised Policy 1720 – Complaints About School Personnel be approved on a second reading this evening."

Consent-Approve item XII-F – School Board Policy 8850 – School Board Committees submitted by Mrs. Kathleen Barca, Executive Director of School Leadership, and Dr. Pierce, excerpts follow:

"Strategy 1 of the District's Strategic Plan states: "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." To meet these specific results, the implementation team recommends increasing committee involvement on the School Board PR/Goals/Legislative Committee. Attached is a revised policy to increase the committee members from up to two to up to six members of this committee.

The Personnel/Policy Committee reviewed Policy 8850 and recommended it be brought to the full Board on November 28, 2006, for a first reading.

Administration recommends that the Board approve Policy 8850 for a first reading on November 28, 2006, and be brought back to the Board for a second reading on December 19, 2006."

Consent-Approve item XII-G – Policy 1000 Series – Community Relations submitted by Mrs. Barca and Dr. Pierce, excerpts follow:

“The Kenosha Unified School District mission defines the District as an educational system, which values our multi-cultural heritage. Our mission is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

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 was developed to align with this mission. The action plan addresses incorporation of cultural diversity into administrative and School Board policies and strategies.

The Policy 1000 Series was reviewed and updated by committee members: Nancy Hare, Public Relations Office; Pat Demos, Safe and Drug Free Schools; Norris Jones, Minority Academic Affairs; and Kathleen Barca, School Leadership.

The Personnel/Policy Committee reviewed Policy Series 1000 and recommended it be brought to the full Board on November 28, 2006, for a first reading.

Administration recommends that the Board approve the updated Policy Series 1000 for a first reading on November 28, 2006, and be brought back to the Board for a second reading on December 19, 2006.”

Consent-Approve item XII-H – Wisconsin Department of Public Instruction Request to Submit 21st Century Community Learning Centers Program Grant Application submitted by Mr. Scott Lindgren, Coordinator of Athletics, Health, Physical Education, Recreation and CLC; Ms. Julie Housaman, CLC Project Director; Mr. David Newman, Principal at McKinley Elementary School; Mr. William Haithcock, Principal at Bullen Middle School; Ms. Margaret Modory, Principal at Lincoln Middle School; Elizabeth Sabo, Principal at Washington Middle School; Ms. Pamela Whyte, Principal at Jefferson Elementary School; Lisa KC, Principal at Grant Elementary School; Gordon Hess, Principal at Frank Elementary School; Ms. Alicia Hribal, Principal at Columbus Elementary School; and Dr. Pierce, excerpts follow:

“School Board approval is requested to submit the following grants: a three-year competitive grant renewal for continuation of existing 21st Century Community Learning Centers at Columbus Elementary and Frank Elementary Schools; a five-year competitive grants for the following schools which have had previous CLC grant funding and continue to provide CLC programs through user fees as well as a portion of current district grant funds as approved by DPI: Jefferson Elementary, McKinley Elementary, Lincoln Middle and Washington Middle School; and a five-year competitive grants to open additional CLC programs at Grant Elementary and Bullen Middle School.

Each of these programs will provide after-school safe havens for children and youth, tutoring, and enrichment. The grant strengthens a community mission to create “Healthy Youth and Healthy Communities” asset building activities for children based on this body of research.

The continuing primary partnerships that support these proposals are the Boys and Girls Club of Kenosha, Kenosha Department of Human Services and UW-Parkside. Boys and Girls Club provides grant-funded staffing and in-kind administrative and financial support. Kenosha Department of Human Services provides in-kind support for the Childcare Subsidy funding development. UW-Parkside provides grant-funded staff development. Each of the primary partners participates in a CLC Advisory Council. Other community-based organizations offer services to participants in CLCs based on either grant-funding or in-kind contributions.

At its November 14, 2006 meeting, the Curriculum/Program Committee voted to recommend forwarding these grants to the full Board for consideration. Administration recommends that the School Board approve application for the 21st Century Community Learning Center Program three and five year grants and to implement if received.”

Consent-Approve item XII-I- Proposed Increase to Asphalt/Concrete Project Budget to Fund Sidewalk Improvements Made by City at School Properties submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Pierce, excerpts follow:

“One of the projects approved as part of the 2006-07 major maintenance plan was the replacement of asphalt and concrete at various locations in the District. The scope of this project was based on performing a minimal amount of asphalt and concrete work this summer and \$15,000 was budgeted. The two main projects planned were the replacement of sidewalk at Lincoln Middle School and replacing a portion of the concrete driveway at Forest Park Elementary. During the course of the project at Lincoln Middle it was decided to replace some additional sidewalk once the replacement started. In addition a section of asphalt at Whittier Elementary was identified as needing replacement. The net impact is the need to increase the budget for this project from \$15,000 to \$18,500. This additional work was approved by the Board at their August 22, 2006 meeting.

The City of Kenosha replaced sidewalk this summer at Lance Middle School and recently sent a bill for \$6,168.25 to the District. It is recommended that the budget for this project be amended one additional time to pay for this additional work. The net budget for asphalt and concrete work this year is \$24,668.25. The funding for this increase will be paid for by the available variance in the major maintenance budget due to other projects coming in under budget.

This report was reviewed at the November 14, 2006 meeting of the Planning, Facilities, and Equipment Committee and the Committee unanimously approved forwarding the report to the Board for their consideration.

Administration recommends Board approval of increasing the budget for asphalt/concrete projects using available funds in the 2006-07 major maintenance budget.”

Consent-Approve item XII-J – Donations to the Districts as contained in the agenda.

Consent-Approve item XII-K – 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-L – Minutes of 10/24/06, 10/31/06, and 11/6/06 Special Meetings and Executive Sessions, 10/24/06 Regular Meeting, 11/6/06, 11/11/06 and 11/14/06 Special Meetings and 11/11/06 Executive Session as contained in the agenda.

Consent-Approve item XII-M - 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 and excerpts follow:

“It is recommended that receipt numbers CR022493 thru CR023218 that total \$694,465.64 be approved.

Check numbers 381194 thru 383796 totaling \$12,594,996.87 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 October 3, October 12, October 16, October 26 and October 31, 2006 totaling \$2,646,705.61 to US Bank of Milwaukee dated October 2 and October 16, 2006 totaling \$771,029.40 and to the Wisconsin Retirement System dated October 31, 2006 totaling \$990,829.21 be approved.”

Mrs. Stevens moved to approve the consent agenda as presented. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Pierce presented Strategy III: Proposal to Address Overcrowding by Establishing an Expeditionary Learning Charter High School submitted by Mr. Haithcock; Mr. Tim Miller, Executive Director of School Leadership; and Dr. Pierce, excerpts follow:

“In the fall of 2005, as our district began to implement specific action steps of our District’s Strategic Plan, two of our specific strategies resulted in an outreach to our educational community. One strategy, specifically designed to address the overcrowded conditions in our high schools, included an action step to pursue and explore the possibilities for charter schools in our district.

A number of people came forward with outstanding ideas, energy and enthusiasm to provide meaningful learning alternatives for our students. One of these that came forward was the Expeditionary Learning Outward Bound model (aka ELOB, or EL). This model is an existing program within a multi-program alternative high school in our district. The model has been very successful in engaging students in their

learning, and has been a valuable and productive means to a very important end – graduation – for a number of our students who might not have otherwise met the requirements for graduation. Thus, the idea to form a start up charter school using this reform model, which has been endorsed and supported by the Bill and Melinda Gates Foundation as a viable alternative educational opportunity, was presented.

In late October, Mr. Tim Miller received positive notification that Kenosha will in fact receive the Gates Foundation funding for the start up/ planning of a new school. Notification from the Department of Public Instruction regarding the charter school grant has not been received.

At its November 14, 2006 meeting, the Curriculum/Program and Audit/Budget/Finance Committees reviewed the report and the Curriculum/Program Committee moved to forward to the full Board for consideration. Administration recommends that pending positive notification from the DPI regarding the request for a charter planning grant, the School Board grant approval to move forward with the planning and implementation of this new ELOB School with the intent of opening for students in the fall of the 2007-2008 school year.”

Mr. Stalker moved to concur with Administration’s recommendation that pending positive notification from the DPI regarding the request for a charter planning grant, the School Board grant approval to move forward with the planning and implementation of this new ELOB School with the intent of opening for students in the fall of the 2007-2008 school year. Mr. Fountain seconded the motion. Motion carried. Mr. Ostman and Mrs. Stevens dissenting.

Dr. Pierce presented the Proposed Changes in High School Course Offerings: 2007-2008 School Year submitted by Mrs. Jolene Schneider, Teacher Consultant – Talent Development and World Languages; Mrs. Geraldine Santarelli, Teacher Consultant – Math 6-12; Mr. Gregory Wright, Coordinator of Career, Technical, and Service Education; Dr. Holcomb and Dr. Pierce, excerpts follow:

“Each year at this time proposed changes to the high school curriculum are brought before the Superintendent and the Board of Education for recommendations and approval. Board Policy 6300: Curriculum Development and Improvement outlines this requirement: a K-12 curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student; the state academic standards adopted by the school board and the district’s academic content and lifelong learning standards and benchmarks shall serve as the basis for all curriculum and instructional program development in the district; and additions or deletions to the established curriculum shall be subject to board approval following review and recommendations by the superintendent of schools.

This report contains course changes brought forward by the high school principals in the Kenosha Unified School District No. 1. The high school principals have reviewed the course proposals. They have also been approved by the Superintendent’s Cabinet and are now presented to the Curriculum/Program Committee.

Following review and approval by the Curriculum/Program Committee on November 14, 2006, administration recommends final review and approval of the changes proposed above by the Board of Education.”

Mr. Hujik moved to concur with Administration’s recommendation of final review and approval of the Proposed Changes in High School Course Offerings for the 2007-2008 School Year. Mr. Fountain seconded the motion. Unanimously approved.

Mrs. Barca presented School Board Policy 5320 and 5330 submitted by Mrs. Kathleen M. Barca, Executive Director of School Leadership, and Dr. Pierce, excerpts follow:

“The Kenosha Unified School District mission defines the District as an educational system, which values our multi-cultural heritage. Our mission is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff.

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 was developed to align with this mission. The action plan that addresses student population within our school’s changing district requires boundaries to meet this goal.

The Personal/Policy Committee of the Board reviewed a draft revision to Policy and Rule 5320 on July 11, 2006 and forwarded the policy to the Board. The Board reviewed the policy at their July 25, 2006 meeting and suggested further revision to be reviewed by the Personnel/Policy Committee on August 8, 2006. At its August 8th meeting, the Personnel/Policy Committee concurred with Administration’s recommendation to forward the second draft of Policy and Rule 5320 (that was revised by the strategic planning implementation committee) to the full Board for a first reading. The Board reviewed the second draft at their August 22nd meeting and suggested further revision to be reviewed by the full Board Special Meeting on October 10, 2006. At its October 10th meeting, the Special Board Meeting suggested further revision to be reviewed by the Board at a Special Meeting on November 11, 2006. Policy 5320 was approved as a first reading with suggested revisions at the Special Meeting on November 11, 2006 and recommended that it be brought back to the Board at their November 28, 2006, regular meeting.

In conjunction with Policy 5320, the Personnel/Policy Committee also reviewed Policy 5530 on August 8, 2006. The Board reviewed Policy and Rule 5330 at a Special Meeting on October 10, 2006 and forwarded the policy to the Board for review at their Special Meeting on November 11, 2006. At their Special Meeting on November 11, 2006, the Board approved Policy and Rule 5330 as a first reading with suggested revisions and recommended it be brought back to the board at the November 28, 2006, regular meeting.

Administration recommends that the Board approve Policy and Rule 5320 (fifth draft) and Policy and Rule 5330 for a second reading.

Mr. Stalker moved to approve Policy and Rule 5320 and Policy and Rule 5330 for a second reading. Mr. Hujik seconded the motion. Motion carried. Mrs. Stevens dissenting.

Dr. Pierce presented the Proposed Boundary Change Recommendation submitted by Mr. Finnemore and Dr. Pierce, excerpts follow:

“On November 6, 2006, Administration presented the proposed boundary change recommendations from the District’s Boundary and Enrollment Advisory Committee to the School Board. The purpose of this evening’s report is to formally recommend the proposed changes developed by the Committee to the Board as a first reading, and to provide information related to questions raised by Board members at the November 6th meeting. Existing and proposed boundary maps and related information was provided to the Board at the November 6th meeting and that information will be referenced in this report and tonight’s discussion.

Administration recommends Board approval of the proposed elementary boundary change developed by the District’s Boundary and Enrollment Advisory Committee as a first reading with final approval scheduled for the December 19, 2006 School Board meeting.”

Mr. Hujik moved to approve the proposed elementary boundary changes developed by the District’s Boundary and Enrollment Advisory Committee as a first reading with final approval scheduled for the December 19, 2006, School Board meeting with reservations of changes being made to the Early Childhood Program recommendation and/or other recommendations. Stalker seconded the motion. Unanimously approved.

Mr. Olson directed that all proposals be submitted either to him or to the Board Secretary in writing by the end of the day of the upcoming Friday. He also directed that copies be accessible to staff and the community as well as posted on the District website.

Dr. Pierce presented the Ratification of the Kenosha Education Association Substitute Teachers’ Collective Bargaining Agreement submitted by Mr. Johnston; Ms. Sheronda Glass, Executive Director of Human Services; and Dr. Pierce, excerpts follow:

“The District Negotiations Team has reached a tentative agreement with the Kenosha Education Association (Substitute Teachers). The contract has been ratified by the union membership and needs approval by the Board of Education.

It is recommended that the Board of Education ratify the proposed agreement between the District and the Kenosha Education Association (Substitute Teachers). “

Mrs. Stevens moved to approve the Ratification of the Kenosha Education Association Substitute Teachers’ Collective Bargaining Agreement. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Resolution Authorizing Further Actions Relating to the Trust for the Purpose of Providing for the Payment of Post Employment Benefits, Including the Issuance and Sale of Notes (Not to Exceed \$21,000,000) and the Purchase of One or More Credit Linked Secured Notes by the Trust and the Execution of Certain Documents by the School District handed out by Mr. Johnston.

Mr. Stalker moved to approve the resolution as presented. Mr. Hujik seconded the motion. Unanimously approved.

Meeting adjourned at 10:03 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
December 19, 2006

	From	To	Date	Amount
--	------	----	------	--------

Receipts:

Total Receipts	CR023219	CR023654	10/25/06-11/19/06	\$ 304,313.43
----------------	----------	----------	-------------------	---------------

Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			November 9, 2006	1,175,768.88
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			November 16, 2006	108,483.67
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			November 22, 2006	1,164,780.49
US Bank of Milwaukee <i>(for state payroll taxes)</i>			November 15, 2006	258,349.04
US Bank of Milwaukee <i>(for state payroll taxes)</i>			November 30, 2006	260,162.20
Wisconsin Retirement System			November 29, 2006	990,007.49
Total Outgoing Wire Transfers				\$ 3,957,551.77

Check Registers:

General	383797	383797	November 13, 2006	116.00
General	383798	384080	November 17, 2006	5,356,704.28
General	384081	384357	November 22, 2006	1,075,159.18
General	384358	384420	November 28, 2006	278,917.68
General	384421	384432	November 28, 2006	37,671.54
General	384433	384669	December 4, 2006	754,534.90
Total Check Registers				\$ 7,503,103.58

Administrative Recommendation

It is recommended that receipt numbers CR023219 thru CR023654 that total \$304,313.43 be approved.

Check numbers 383797 thru 384669 totaling \$7,503,103.58 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 November 9, November 16, and November 22, 2006 totaling \$2,449,033.04 to US Bank of Milwaukee dated November 15, and November 30, 2006 totaling \$518,511.24 and to the Wisconsin Retirement System dated November 29, 2006 totaling \$990,007.49 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
Kenosha, Wisconsin

December 19, 2006

PROPOSED BOUNDARY CHANGE RECOMMENDATIONS

Background:

On November 6, 2006, Administration presented the proposed boundary change recommendations from the District's Boundary and Enrollment Advisory Committee to the School Board. The purpose of this evening's report is to formally recommend the proposed changes developed by the Committee to the Board as a first reading, and to provide information related to questions raised by Board members at the November 6th meeting. Existing and proposed boundary maps and related information was provided to the Board at the November 6th meeting and that information will be referenced in this report and tonight's discussion.

Information in Response to Board Member Questions:

- Cost of purchasing and installing a portable classroom unit – The cost for a two-classroom portable unit is related to the location of the portable on the site, availability of utilities at that location, whether the unit is purchased new or used, and the number of units being installed at that particular site at that time. The typical range in cost is approximately \$200,000 to \$250,000 for one portable unit at a site.
- Accuracy of three-year projections on a school-by-school basis – In order to assess the accuracy of the current three-year projections on a school-by-school basis, we looked back at the three-year projections developed in the fall of 2003 for the current school year. In general, the three-year projections were very close to the actual enrollments with a few exception, some examples are shown on the tables below:

High Growth Area Schools				
School	Projection	Actual	Difference	Yearly Avg.
Pleasant Prairie	739	726	-13	-4.3/yr
Prairie Lane	484	454	-30	-10.0/yr
Somers	611	639	+28	+9.33/yr
Stocker	655	661	+6	+2.0/yr
Total	2489	2480	-9	-3.0/yr

Non-High Growth Area Schools				
School	Projection	Actual	Difference	Yearly Avg.
Grant	290	329	+39	+13.0/yr
Grewenow	348	386	+38	+12.7/yr
Lincoln	288	278	-10	-3.3/yr
Strange	503	505	+2	+0.7/yr
Whittier	543	559	+16	+5.3/yr

Of the 23 elementary schools, the five that were off the most were Forest Park (+48), Grant (+39), Grewenow (+38), Prairie Lane (-30), and Somers (+28). Looking back at what has happened, Grant, Grewenow and Forest Park are easy to see now, but the time there was little to predict the enrollment growth. All three were in a period of declining enrollment and then began to see a turnover of homes to younger families approximately three years ago. With Prairie Lane, we were about a year off as the current projection for next year is 487 students.

- Summary of how the schools provided information to parents and staff regarding redistricting – Outside of all of the information issued by the Superintendent’s Office through the District web site, press releases, the Board meeting in September, and the four informational sessions, the following is a summary of what was done at the school level:
 - a) A presentation on the proposed redistricting was made to all AST’s on September 14th providing them with maps including specific maps to principals for their schools.
 - b) All principals were asked to make certain that materials were provided to staff and parents. This was achieved through staff and PTO/PTA meetings, materials going home with students, and/or parent newsletters.
 - c) Schools that hosted listening sessions made it a point to promote the event to their staff and parents through newsletters and flyers.
 - d) Additional information on redistricting was provided to principals throughout the months of September and October as we worked toward finalizing the Boundary Committee recommendations.
 - e) Feedback from principals is that materials were also made available in school offices, at parent conferences, and posting of information on bulletin boards.
- Updated information related to economic diversity – The first attachment to this report provides a table showing the percentage of free and reduced students at each school both before and after the proposed changes.
- Estimated transportation impact of the proposed changes – There are a number of variables that need to be decided once the boundary change is finalized and approved by the Board, but it is estimated that the opening of

the Nash School and the proposed boundary change would result in 6 fewer bus routes totaling an annual savings of approximately \$57,785.

- Actual ranking of redistricting priorities – The second attachment to this report provides the details of the ranking of priorities by the Redistricting Committee.

At the November 28, 2006 regular meeting, the Board approved the proposed elementary boundary changes developed by the District's Boundary and Enrollment Advisory Committee as a first reading with reservations of recommended changes to the Early Childhood Program. The Board President directed that proposals from individual Board members be submitted in writing. Those proposals are attached.

Administration Recommendation:

The Administration recommends that the Board give final approval of the recommended boundary changes this evening.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Patrick M. Finnemore, P.E.
Director of Facilities

**Elementary School Boundary Change
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET	REVISED	EST. 3-YEAR ENROLLMENT
				% FOR	IN	OUT	STUDENTS	ENROLLMENT	% FOR	
Wilson	249	315	264 Full	92.13%				264 Full	92.13%	272 Full
EBSOLA	749	819	662 Full 95 Half	72.21%		Some EC	-75	690 Full	75.80%	790 Full
					Study Area 90B (McKinley)		0	20 Half		20 Half
					Study Area 91 (Jefferson)		+28			**NOTE A
McKinley	280	336	270 Full	64.81%		Part of Study Area 90 (EBSOLA)	0	270 Full	64.81%	252 Full
Grant	273		319 Full 10 Half	50.15%		Study Area 62 (Harvey)	-33	286 Full 10 Half	51.52%	272 Full 10 Half
Jefferson	336		323 Full 28 Half	68.48%		Study Area 91 (EBSOLA)	-28	295 Full 19 Half	70.85%	327 Full 19 Half
										**NOTE B
Harvey	399		406 Full 40 Half	33.33%		Study Area 37 (Bose)	-48	391 Full	27.83%	416 Full
					Study Area 62 (Grant)		+33	49 Half		49 Half
										**NOTE B
Bose	306	420	316 Full 23 Half	48.12%		Study Area 30 (Somers)	-40	324 Full	46.06%	345 Full
					Study Area 37 (Harvey)		+48	23 Half		23 Half
Nash	567		0		Study Area 39 (Stocker)		0	475 Full	18.69%	575 Full
					Study Area 40 (Stocker)		+3	25 Half		25 Half
					Study Area 69 (Stocker)		+6			**NOTE A
					Study Area 70 (Stocker)		+1			
					Study Area 102 (Stocker)		+1			
					Study Area 103 (Stocker)		+3			
					Study Area 126 (Stocker)		0			
					Study Area 127A (Pl. Pr.)		+205			
					Study Area 127B (Stocker)		+162			
					Study Area 128 (Pl. Pr.)		+29			
					Study Area 129 (Stocker)		+29			
					Study Area 130 (Stocker)		+4			
					Study Area 131 (Stocker)		+13			
					Study Area 132 (Stocker)		0			
					Study Area 133 (Stocker)		+19			
					EC (EBSOLA)		+25			
*NOTE 1: If the property on 30th Avenue and 52nd Street is developed and the School Board opts to build an addition to Wilson Elementary School, then Study Areas 89 and 90B would be moved from EBSOLA to Wilson.										
*NOTE 2: Current plan is to keep portable classrooms at Bose until a new north-side school is constructed. This increases capacity by two classrooms.										
**NOTE A: EBSOLA - EC-Original plan move out 86 EC to Nash (22), Pl. Prairie (21), Somers (21) & Stocker (22) - New plan move out 75 EC to Nash (25), Jeffery (25) & Lincoln/Durkee (25).										
**NOTE B: Jefferson - EC - Move out all 9 to Harvey										

**Elementary School Boundary Change
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET ENROLLMENT	REVISED % FOR	EST. 3-YEAR ENROLLMENT
				% FOR	IN	OUT	STUDENTS			
Pleasant Prairie	567		726 Full	18.48%		Study Area 127A (Nash)	-205	528 Full	16.23%	600 Full
						Study Area 128 (Nash)	-29			**NOTE A
						Study Area 220 (Whittier)	0			**NOTE D
						Study Area 235 (Whittier)	-16			
						Study Area 234B (Whittier)	0			
					Study Area 104 (Stocker)		0			
					Study Area 105 (Stocker)		+23			
					Study Area 106 (Stocker)		0			
					Study Area 107 (Stocker)		+19			
					Study Area 134 (Stocker)		+10			
					Study Area 135 (Stocker)		0			
Forest Park	420		486 Full	29.16%	---	---		486 Full	29.16%	497 Full
			20 Half					20 Half		20 Half
Strange	483		467 Full	64.10%		Study Area 108B (Stocker)	-14	453 Full	63.57%	485 Full
			38 Half			Study Area 84B (Stocker)	0	38 Half		38 Half
										**NOTE C
Somers	546		639 Full	14.77%		Study Area 47 (Stocker)	-32	546 Full	17.25%	597 Full
						Study Area 52 (Stocker)	-19			**NOTE A
						Study Area 53 (Stocker)	-4			
						Study Area 54 (Stocker)	-38			
						Study Area 55 (Stocker)	-3			
						Study Area 57 (Stocker)	-37			
					Study Area 30 (Bose)		+40			
<p>*NOTE 3: Discussions with Forest Park principal supports enrollments that exceed capacity as school is single-story allowing music on a cart and has a separate cafeteria and gymnasium allowing the cafeteria to be used as an art classroom during non-lunch period, however the EC classroom may need to be relocated from Forest Park to another school possibly McKinley which shares a common boundary with Forest Park.</p> <p>**NOTE C: Curtis Strange - Change from Scenario B to Scenario C - Split SA 108 to leave 56 students at Strange & 14 to Stocker.</p> <p>**NOTE D: Stocker - Change from Scenario B to Scenario C - Move back SA 71, 72, & 73 to Stocker from Pl. Prairie (9 students).</p> <p>**NOTE E: Pl. Prairie: Change from Scenario B to Scenario C - Move back SA 234A & 250 to Pl. Prairie from Whittier (29 students).</p>										

**Elementary School Boundary Change
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET	REVISED	EST. 3-YEAR
				% FOR	IN	OUT	STUDENTS	ENROLLMENT	% FOR	ENROLLMENT
Stocker	567		661 Full	21.12%		Study Area 39 (Nash)	-0	494 Full	24.66%	580 Full
						Study Area 40 (Nash)	-3			**NOTE A
						Study Area 69 (Nash)	-6			**NOTE C
						Study Area 70 (Nash)	-1			**NOTE D
						Study Area 102 (Nash)	-1			
						Study Area 103 (Nash)	-3			
						Study Area 104 (Pl.Pr.)	-0			
						Study Area 105 (Pl.Pr.)	-23			
						Study Area 106 (Pl.Pr.)	-0			
						Study Area 107 (Pl.Pr.)	-19			
						Study Area 126 (Nash)	0			
						Study Area 127B (Nash)	-162			
						Study Area 129 (Nash)	-29			
						Study Area 130 (Nash)	-4			
						Study Area 131 (Nash)	-13			
						Study Area 132 (Nash)	0			
						Study Area 133 (Pl.Pr.)	-19			
						Study Area 134 (Pl.Pr.)	-10			
						Study Area 135 (Pl.Pr.)	0			
						Study Area 136 (Whittier)	-21			
					Study Area 47 (Somers)		+32			
					Study Area 52 (Somers)		+19			
					Study Area 53 (Somers)		+4			
					Study Area 54 (Somers)		+38			
					Study Area 55 (Somers)		+3			
					Study Area 57 (Somers)		+37			
					Study Area 84B (Strange)		0			
					Study Area 108B (Strange)		+14			
Whittier	588		503 Full	17.68%		Speech (Vernon)	-31	540	18.06%	626
			56 Half			EC (Jeffery)	-25			**NOTE E
					Study Area 136 (Stocker)		+21			**NOTE F
					Study Area 220 (Pl.Pr.)		0			
					Study Area 235 (Pl.Pr.)		+16			
					Study Area 234B (Pl.Pr.)		0			
**NOTE F: Original plan move 17 EC to Prairie Lane, New Plan - move 25 EC to Jeffery.										

**Elementary School Boundary Change
Preliminary Scenario - C**

SCHOOL	CAPACITY	CAPACITY w/o SAGE	06 - 07 ENROLLMENT	EXISTING	PROPOSED MOVES			NET ENROLLMENT	REVISED	EST. 3-YEAR ENROLLMENT
				% FOR	IN	OUT	STUDENTS		% FOR	
Jeffery	399		400 Full	17.16%	---	Study Area 188 (Vernon)	-3	397 Full	18.48%	341 Full
					EC (Whittier)		+25	50 Half		50 Half
					EC (EBSOLA)		+25			
Vernon	545	651	475 Full	52.28%	Study Area 188 (Jeffery)	---	+3	478 Full	50.37%	520 Full
			20 Half		Speech (Whittier)		+31	51 Half		51 Half
Southport	525		440 Full	27.23%	Study Area 195 (Grew)		+36	486 Full	32.31%	446 Full
			16 Half		Study Area 216 (Grew)		+10	16 Half		16 Half
Prairie Lane	516		454 Full	16.70%				454 Full	16.70%	555 Full
										**NOTE F
Frank	546		436 Full	88.77%	Study Area 116 (Durk/Linc)	---	+22	458 Full	88.87%	452 Full
			28 Half					28 Half		28 Half
Roosevelt	333	399	370 Full	28.69%	---	---		370 Full	28.69%	378 Full
Columbus	252		214 Full	75.10%	---	---		214 Full	75.10%	199 Full
			24 Half					24 Half		24 Half
Grewenow	336		365 Full	38.60%		Study Area 195 (Southport)	-36	319 Full	33.00%	379 Full
			19 Half			Study Area 216 (Southport)	-10	19 Half		19 Half
New Durkee/Lincoln	441 / 547	537 / 667	427 Full	77.18%	---	Study Area 116 (Frank)	-22	405 Full	71.02%	434 Full
			11 Half		EC (EBSOLA)		+25	36 Half		36 Half
										**NOTE A

FACTORS - Priority Order	PRIORITIES					
	#1	#2	#3	#4	#5	Total
Students should live as close to their schools as possible	6	3	2	1	1	13
Boundaries should maximize student safety: crossing of major roads	3	1	4	1	1	10
Student enrollment should be matched to the program capacity of each school	1	1	4	2	2	10
Demographic diversity issues should be better balanced among our schools	2	1	2	1	3	9
Federal, state and local class size mandates	2	2	1	1	2	8
Minimize transportation costs and times			1	3	3	7
Changes in attendance areas should be minimized.	3	1	1	1		6
"Neighborhoods" should not be split and, if possible, kept with other close by neighborhoods		3	1		2	6
Projected facility needs of schools should be considered when making boundary decisions	1	1	1	3		6
Elementary school students should be kept together when they transition to middle school		2	2	1		5
Elementary school should have dedicated art and music classroom spaces			1	2	2	5
Schools with limited projected enrollment growth should have boundaries that fill school to capacity		3		1	1	5
Active parental involvement			1	2		3
Grandfathering recommendation to minimize the number of students required to change schools	1				2	3
There should be mandates to how large class sizes are and should be adhered to		2			1	3
Location of programs				2		2
Student enrollment should be matched to the staffing allocated for the programs in each school	1	1				2
Impact on Federal and State grants and mandates					1	1
The number of middle schools that an elementary school "pours into" should be minimized	1					1
Retention rates of teachers and support staff						0

FACTORS - Alpha Order	PRIORITIES					
	#1	#2	#3	#4	#5	Total
Active parental involvement			1	2		3
Boundaries should maximize student safety: crossing of major roads	3	1	4	1	1	10
Changes in attendance areas should be minimized.	3	1	1	1		6
Demographic diversity issues should be better balanced among our schools	2	1	2	1	3	9
Elementary school should have dedicated art and music classroom spaces		2	2	1		5
Elementary school students should be kept together when they transition to middle school			1	2	2	5
Federal, state and local class size mandates	2	2	1	1	2	8
Grandfathering recommendation to minimize the number of students required to change schools	1				2	3
Impact on Federal and State grants and mandates					1	1
Location of programs				2		2
Minimize transportation costs and times			1	3	3	7

Boundary Committee

Factor Priorities
May 25, 2006

Neighborhoods should not be split and, if possible, kept with other close by neighborhoods
 Projected facility needs of schools should be considered when making boundary decisions
 Retention rates of teachers and support staff
 Schools with limited projected enrollment growth should have boundaries that fill school to capacity
 Student enrollment should be matched to the program capacity of each school
 Student enrollment should be matched to the staffing allocated for the programs in each school
 Students should live as close to their schools as possible
 The number of middle schools that an elementary school "pours into" should be minimized
 There should be mandates to how large class sizes are and should be adhered to

	3	1		2	6
1	1	1	3		6
	3		1	1	5
1	1	4	2	2	10
1	1				2
6	3	2	1	1	13
1					1
	2			1	3

From Eric Olson
12/5/06

- 1) Alter Study Area 37 with all students living on the south side of Birch Road going to Bose and all other students in the rest of Area 37 remaining at Harvey. All new development to the north up to Hwy E and west to 30th Ave should go to Bose. This may entail changing Bose from a SAGE school but there are classes there now that are over the 15-1 ratio I believe.
- 2) Begin feasibility study of enlarging Hillcrest School to become a 500 student elementary school and transferring current Bridges Program to 3rd floor of Reuther.

This motion is in response to any changes in recommended boundary changes that result in purchase of portables.

I, Mark Stalker, make a motion that any purchases of portables be put on an April referendum. If the referendum fails the recommendations of the committee will be put forth for the 2007-8 school year.

Respectfully,

A handwritten signature in cursive script, appearing to read "Mark Stalker", with a long horizontal flourish extending to the right.

Mark Stalker

From Marc Hujik
12/1/06

- 1) Approve boundary recommendation with exception of early childhood for the EC program. Move as few children in classrooms as possible this year, opening only those that have been newly created.
- 2) Ask Administration to explore possibility of opening four (4) geographically spaced long-term sites for the EC program.

Bdmem/Hujik 12-1-06

SUGGESTIONS TO THE BOUNDARY CHANGES THAT HAVE BEEN PROPOSED!

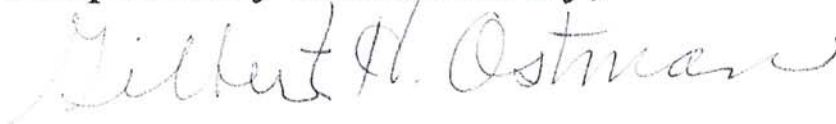
- A. Purchase three portables:
 - 1. place one at Grant El.
 - 2. place one at Lance M.S.
 - 3. place one at Bradford H.S.

- B. Move the Dual Language Program from Bullen M.S. to Washington M.S.

- C. Allow the EC Program to remain as it is at EBSOLA, consolidate the remaining EC classes into three geographical locations in the district
 - 1. in the northwest
 - 2. in the southeast
 - 3. in the southwest

This would be done in a way that would be economically feasible.

Respectfully Submitted By;



Gilbert H. Ostman
KUSD Board Member
November 30, 2006

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

December 19, 2006

2005-06 Achievement and Benchmark Report

Executive Summary

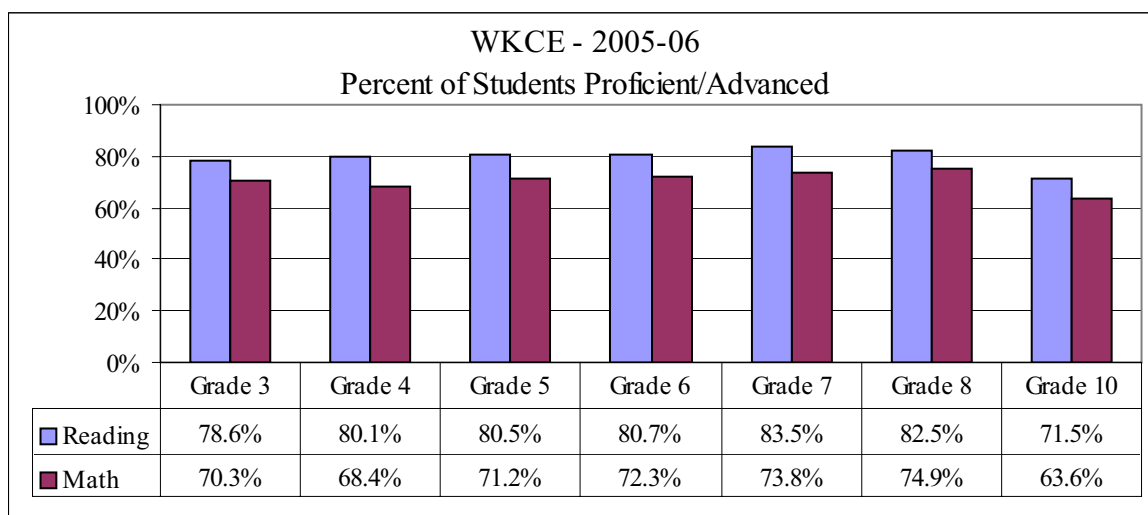
The 2005-06 Achievement and Benchmark Report is being submitted by the Office of Educational Accountability to comply with School Board Policy 2110. In the past, Administration reported student performance to the School Board by submitting the Annual Achievement Report and the Annual District Benchmark Report separately. Because both reports contained similar indicators of student success, Administration has merged these reports into one comprehensive report, the 2005-06 Annual Achievement and Benchmark Report.

The 2005-06 Achievement and Benchmark Report disaggregates the following data items by ethnicity and socio-economic status: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators (including attendance, suspension, retention, truancy, dropout, expulsion, and graduation rates). Also included are the District and individual building Benchmark Reports. These reports summarize the School Board Approved Academic Indicators for School Year 2005-06, including average daily attendance, habitual truancy, Advance Placement enrollment and test participation, Youth Options, Graduation Cohort Analysis, School Performance Report Graduation and Retention rates, Mandatory Extended Year Summer School data, and standardized testing results.

Some of the data contained in this report were extracted from the School Performance Report, which has been partially submitted to the Wisconsin Department of Public Instruction (DPI) but has not yet been returned in its verified form. Therefore, there may be some slight differences in the final student achievement data.

Significant Findings

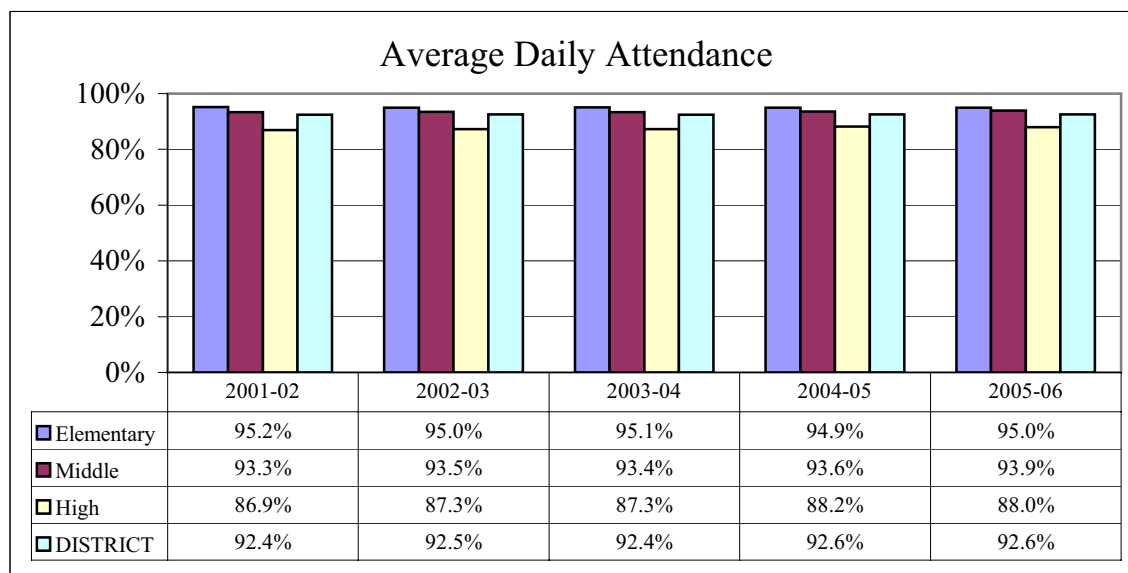
- When KUSD student enrollment data were compared over a ten-year time frame, 1995-96 to 2005-06, the Hispanic population increased by 117.28%, from 1,713 students to 3,722 students, and the African American population increased by 47.24%, from 2,286 students to 3,366 students.
- For school year 2005-06, 39.57% of KUSD students were eligible to participate in the federally funded Free/Reduced Lunch Program, an increase of 2.41% when compared to the previous year.
- The following chart illustrates the percent of students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in Reading and Math. Only 5th grade students in Math, 6th grade students in Reading and Math, and 8th grade students in all five subtest areas met the School Board approved goal.



- Even though minority and economically disadvantaged students reported lower percents of students in the proficient or advanced categories on the WKCE, the “achievement gap” decreased when compared to last year for African American students in Reading (31.3% to 29.5%) and Math (39.9% to 30.4%) at grade 8, for Hispanic students in Reading at grade 8 (21.4% to 15.0%), and grade 10 (23.8% to 23.3%) and in Math at grade 4 (25.5% to 21.2%), grade 8 (27.3% to 20.1%), and grade 10 (24.9% to 21.4%), and for economically disadvantaged students in Reading at grade 8 (24.1% to 21.3%) and in Math at grade 4 (27.0% to 22.5%) and grade 8 (30.3% to 23.0%).
- Unfortunately, the most recent four-year WKCE data illustrated an increase in the achievement gap for African American students in Reading at grade 8 (28% to 28.5%) and in Math at grade 4 (33% to 41.9%), for Hispanic students in Reading at grade 4 (18% to 24.8%) and Math in grade 4 (19% to 21.2%), and for economically disadvantaged students in Reading at grade 4 (22% to 25.7%) and grade 8 (20% to 21.3%) and in Math at grade 10 (31% to 33.9%).
- KUSD students posted scores of 14.8, 15.2, 14.9, 16.8, and 15.5 on the ACT EXPLORE assessment in the English, Math, Reading, and Science Reasoning subtests, and Composite score respectively. The District outperformed the nation on the Science Reasoning subtest and performed at the same level on the Reading subtest. African American, Hispanic, and economically disadvantaged students scored lower than the nation on all subtests and the composite score. The approved goals were not met in any of the subtests.
- On the ACT Assessment college entrance examination, KUSD (21.5) continued to outperform the nation (21.1) in the average composite score. The District met its goal of 21.5. However, as with the state-mandated standardized assessments, White students (22.0) and not economically disadvantaged students (21.9) exhibited higher scores than the African American (17.3), Hispanic (19.1), and economically disadvantaged (18.8) student groups.
- District-wide, the mobility rate during 2005-06 increased at the elementary, middle and high school levels when compared to the prior year. Of the major ethnic groups,

African American students continued to experience the highest mobility rate, although a decrease was reported at the elementary school level.

- Over the past five years, the average daily attendance for all students had a declining trend as students progressed from elementary to middle school and again when students moved on to high school. Only Middle school students met their goal of 93.79%.



- All reported student groups at each of the grade level spans improved their attendance rates when compared to last year, with the exception of not economically disadvantaged students at the middle school level, and Hispanic and economically disadvantaged students at the high school level. The rate remained the same for White and not economically disadvantaged students at the high school level.
- The District graduation rate as reported on the SPR decreased somewhat, from 91.30% to 88.64% (*including* ITED graduates) when this year's results were compared to the previous year. Additionally, the rates for all student groups decreased. Similar patterns were reported when the ITED graduates were *excluded*. The District did not meet its goal of 92.10%.
- The District-wide cohort graduation rate decreased slightly from 79.5% to 78.9% when ITED graduates were *excluded* and from 86.1% to 85.6% when ITED graduates were *included*. The rates for African American and economically disadvantaged students increased, from 59.2% to 70.0% and from 56.8% to 61.6%, respectively, when ITED graduates were *excluded*. The rate for African American, Hispanic, and economically disadvantaged students increased from 70.8% to 76.9%, from 71.5% to 72.1% and from 69.5% to 73.5% respectively when ITED graduates were *excluded*. Neither the goal of 81.8% when *excluding* ITED graduates nor the goal of 87.6% when *including* ITED graduates was met.

Administrative Recommendation

Administration recommends that the School Board review and accept the 2005-06 Achievement and Benchmark Report. Additionally, Administration recommends that the goals and benchmarks set for buildings affected by the new boundary changes be modified appropriately to reflect achievement differences as a result of the changes. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2006-07 Achievement and Benchmark Report to the School Board in December of 2007.

R. Scott Pierce, Ed.D
Superintendent of Schools

Sonya Stephens
Executive Director of Educational
Accountability

Linda Langenstroer
Coordinator of Research

LINK TO FULL REPORT

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 19, 2006

Quality Educator Professional Development and Retention Grant

On September 8, 2006, the Department of Public Instruction confirmed that Kenosha Unified School District was awarded \$55,000 for the Quality Educator Professional Development and Retention Grant for the 2006-07 academic year. This grant program is a part of Wisconsin's efforts to ensure that children of color and economically disadvantaged students have equitable access to experienced teachers. The purpose of these funds is three-fold:

- To provide support for teachers with three or fewer years of experience
- To provide support for teachers who are not currently highly qualified for their teaching assignments
- For recruitment and retention of effective, experienced teachers

There are four strategies addressed through these funds:

1. Development and implementation of a plan to address the inequities in the distribution of experienced teachers in high-need schools (Strategic Plan, Strategy 6)
2. Provide extensive mentoring/coaching support or other professional development for educators in high needs schools with an emphasis on initial educators and teachers who are not currently highly qualified for teaching assignments (Strategic Plan, Strategies 4 & 6).
3. Examine/research factors that hinder hiring and retention of highly qualified and experienced educators in high-need schools, including the examination of district and school-based policies and practices, and climate and working conditions that have an impact on teacher's decisions to remain in teaching or continue to teach in high-need schools (Strategic Plan, Strategy 6).
4. Work collaboratively with professional development providers (colleges, universities, CESAs, etc.) to design and implement professional development to meet the needs of experienced teachers working in high-need schools.

Recommendation:

It is the recommendation of Administration that the Board of Education approve submission of the Quality Educator Professional Development Recruitment and Retention Grant and if awarded, acceptance of the funds to be used as outlined above and aligned with Strategies 4 and 6 of the Strategic Plan.

R. Scott Pierce
Superintendent of Schools

Sheronda Glass
Executive Director, Human Resources

This page intentionally left blank

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**

2 Madison, Wisconsin

3 November 13, 2006

4
5
6 **REPORT TO THE MEMBERSHIP ON 2007 RECOMMENDED RESOLUTIONS**

7 WASB Policy & Resolutions Committee

8 Gabe Kolesari, Hamilton School Board, Chair

9
10
11 The WASB Policy and Resolutions Committee approved and recommended to the 2007 Delegate
12 Assembly the following resolutions at its meeting on Nov. 10, 2006. These resolutions are the
13 result of input from the fall Regional Meetings, member district resolutions and committee
14 suggestions. The 2007 recommended resolutions are additions to the *2006 WASB Resolutions*
15 *Adopted by Delegate Assemblies* book.

16
17 ***07-1: School Finance***

18 Create: The WASB will work to unite educational groups in Wisconsin to support necessary
19 resources for schools, with programs and needs defined by quality research, to enable all students
20 to meet Wisconsin's instructional standards

21
22 Rationale:

23 The Policy and Resolutions Committee advanced this resolution to allow the membership
24 to determine whether the WASB should work on uniting educational groups in Wisconsin
25 to support providing schools with the necessary resources, reflective of research
26 regarding programs and needs, to enable all students to meet state standards.

27
28
29 ***07-2: School Budgeting***

30 Create: The WASB opposes funding proposals that would require school districts to designate a
31 certain percentage of expenditures in specific budget categories.

32
33 Rationale:

34 The Policy and Resolutions Committee advanced this proposal to allow the membership
35 to directly address the current legislative proposals that would require school boards to
36 direct certain percentages of their resources into "classroom expenditures." These
37 proposals have been commonly referred to as the 65 or 70 Percent Solutions. In its
38 discussions, the committee acknowledged current resolution 2.01 which "supports a
39 school finance system that requires the school board to determine the expenditure and
40 revenue policies of the school district," but wanted to make an additional statement.

1 **07-3: Math and Science Graduation Credit Requirements**

2 Create: The WASB supports increasing math and science high school graduation credit
3 requirements if sufficient resources are provided by the state for the necessary staff and facilities
4 and school boards are authorized to provide additional compensation to math and science
5 teachers based on market-driven factors without negotiation.

6
7 Rationale:

8 The Policy and Resolutions Committee advanced this resolution to allow the membership
9 to determine whether the association should support increasing math and science high
10 school graduation credit requirements if certain conditions are met to specifically address
11 funding and teacher recruitment and retention. There has been increasing political debate
12 at the state and federal levels involving higher math and science high school graduation
13 credit requirements. State statutes currently require two credits of math and science for
14 high school graduation.

15
16
17 **07-4: Fuel and Utility Costs**

18 Create: The WASB supports allowing districts to levy taxes outside of revenue controls for
19 increases in fuel and utility costs.

20
21 Rationale:

22 The Policy and Resolutions Committee advanced this resolution to allow the membership
23 to determine whether the association should ask for revenue limit flexibility to address
24 increases in fuel and utility costs because these costs are largely outside the control of
25 school boards

26
27
28 **07-5: 4K/Open Enrollment**

29 Create: The WASB supports allowing students to attend 4-year-old kindergarten programs in
30 nonresident school districts through the open enrollment program as long as the resident school
31 district is financially held harmless if it does not offer a 4-year-old kindergarten program.

32
33 Rationale:

34 The Policy and Resolutions Committee advanced this resolution to allow the membership
35 to determine whether the association should support a change in the open enrollment
36 program to allow the participation of 4-year-old students who do not have 4-year-old
37 kindergarten (4K) programs in their resident districts without placing an unfunded
38 mandate on the resident school districts.

39
40 State statutes currently prohibit students from attending a 4K program in a nonresident
41 school district through the open enrollment program if the resident school district does
42 not offer a 4K program because the resident school district would not be eligible to claim
43 those students for state aid or revenue limit purposes. The 2006 Speaker's Assembly Task
44 Force on 4-Year-Old Kindergarten has considered expanding the open enrollment
45 program to all 4-year-olds as a means to increase 4K accessibility.

1 ***07-6 Academic Credit***

2 Create: The WASB supports allowing school boards to award a maximum of one academic
3 credit to a student participating in a district-authorized activity for the purpose of meeting state
4 credit requirements

5
6 **Rationale:**

7 The Policy and Resolutions Committee advanced this resolution to allow the membership
8 to determine whether the association should support allowing academic credits for
9 district-authorized activities. Numerous concerns were raised regarding implementation.
10 However, the committee determined that the idea merited a vote by the full membership
11 because of the interest expressed by some districts to allow students to take additional
12 math, science or other core academic curriculum classes.

13
14
15 ***07-7: Parent Transportation Contracts***

16 Create: The WASB supports allowing parent transportation contracts to be determined on a per
17 residence basis with parents reimbursed for the farthest distance necessary to transport a student.

18
19 **Rationale:**

20 The Policy and Resolutions Committee advanced this resolution to allow the membership
21 to determine whether the association should support allowing parent transportation
22 contracts to be established on a per residence basis. State statutes currently require school
23 districts to establish parent transportation contracts and reimburse parents for transporting
24 students on a per student basis. The change sought would allow school districts to
25 establish parent transportation contracts and reimburse parents on a per residence basis in
26 order to reflect actual costs.

27
28
29 ***07-8: Charter School Appeals***

30 Create: The WASB supports maintaining a school board's final authority to approve charter
31 school applications

32
33 **Rationale:**

34 The Policy and Resolutions Committee advanced this resolution to allow the membership
35 to determine whether the association should take a clear position supporting a school
36 board's final authority to approve charter school applications. State legislation has been
37 proposed to create an appeals process for charter school applicants rejected by a local
38 school board. State statutes currently do not reference an appeals process except for the
39 Milwaukee Public Schools

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

Resolution Regarding School Finance

December 19, 2006

WHEREAS, education is a state responsibility and it is in the interest of the state of Wisconsin to deliver a high quality education for all students regardless of their needs or where they are located; and

WHEREAS, the current school funding formula is unsustainable. The costs to implement state and federal mandates exceed revenues, creating a structural deficit for schools; and

WHEREAS, the Wisconsin Legislature specifically imposed the current school funding system in 1993, using two-thirds funding, revenue limits, and the qualified economic offer exemption to binding arbitration in order to provide property tax relief; and

WHEREAS, the disparity between revenue limits and actual costs, combined with the impact of declining enrollment, has forced many school boards into crisis budgeting and forced school districts to make on-going program reductions; and

WHEREAS, school board members are empowered by the Legislature with responsibility for the education of each student in the public school system of Wisconsin; and

WHEREAS, school board members are elected from and serve within their school districts and are committed to working with staff, students, parents and their communities to advance student achievement; and

WHEREAS, school boards play a critical role in improving student achievement, preparing students to compete globally and fostering economic development in their communities; and

WHEREAS, the state of Wisconsin must have a more balanced school funding system to enable school boards to meet their unique economic, demographic, educational and political situations; and

WHEREAS, the state of Wisconsin must consider proposals to broaden the base of state tax programs in order to provide additional revenues to school districts.

THEREFORE, BE IT RESOLVED, the Kenosha Board of Education calls upon Gov. Jim Doyle, Sen. Bob Wirch, Rep. Jim Kreuser, Rep. John Steinbrink and Rep. Samantha Kerkman to exercise the political leadership to create a responsible school finance system that will guarantee a high-quality education for all of Wisconsin's children.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution No. 271
December 19, 2006*

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

December 19, 2006

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
December-January**

December

- December 11, 2006 – Special Meeting – 6:00 P.M. at Educational Support Center
- December 12, 2006 – Canceled - Standing Committee Meetings
- December 19, 2006 – Regular Board of Education Meeting - 7:00 P.M. at Educational Support Center (Rescheduled From December 26th)
- December 22, 2006 - January 1, 2007 – Schools Closed – Winter Recess

January

- January 2, 2007 – Schools Reopen
- January 9, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- January 15, 2007 – ½ Day of School for Students and Teachers
- January 23, 2007 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Room 130 at Whittier Elementary School; Regular Board of Education Meeting – 7:00 P.M. in Whittier Gym
- January 26, 2007 – Teacher Workday – No School for Students

Bd/ragtsr.doc

This page intentionally left blank



MEASURING UP



OFFICE OF EDUCATIONAL ACCOUNTABILITY

2005 – 2006

ACHIEVEMENT AND BENCHMARK REPORT

December 19, 2006

TABLE OF CONTENTS

TITLE PAGE	
TABLE OF CONTENTS	i
LIST OF CHARTS	ii
LIST OF APPENDICES.....	iii
EXECUTIVE SUMMARY	iv
Significant Findings.....	iv
Administrative Recommendations.....	vii
INTRODUCTION	1
BACKGROUND	1
DEMOGRAPHICS OF STUDENT ENROLLMENT	2
Student Enrollment	2
Enrollment by Grade Level.....	3
Socio-Economic Status	4
STANDARDIZED ASSESSMENTS	4
Wisconsin Knowledge and Concepts Examination (WKCE).....	5
Proficiency Levels grades 4, 8, and 10	5
Proficiency Levels grades 3, 5, 6, and 7	8
Scale Scores	9
ACT EXPLORE Assessment.....	10
College Entrance Examinations.....	10
ACT Assessment.....	11
SAT 1	11
Advanced Placement (AP).....	12
MOBILITY AND STABILITY.....	13
STUDENT ATTENDANCE	15
GRADUATION RATES	16
School Performance Report	16
Cohort Graduation Rate	18
EXPULSION RATES.....	18
SUSPENSIONS, RETENTIONS, TRUANCY, DROPOUTS	19
MANDATORY EXTENDED YEAR SUMMER SCHOOL	20

LIST OF CHARTS

Chart 1 – Enrollment by Group – Sept 1995 and Sept 2005	2
Chart 2 – Sept 1995 Enrollment Distribution by Group	3
Chart 3 – Sept 2005 Enrollment Distribution by Group	3
Chart 4 – Enrollment by Grade Level – Sept 1995 and Sept 2005	3
Chart 5 – Free/Reduced Lunch Eligibility by Grade Span	4
Chart 6 – Free/Reduced Lunch Eligibility by Ethnicity	4
Chart 7 – WKCE/WAA Reading Grade 4	5
Chart 8 – WKCE/WAA Math Grade 4	6
Chart 9 – WKCE/WAA Reading Grade 8	6
Chart 10 – WKCE/WAA Math Grade 8	6
Chart 11 – WKCE/WAA Reading Grade 10	7
Chart 12 – WKCE/WAA Math Grade 10	7
Chart 13– WKCE Minority/Majority Achievement Gap.....	8
Chart 14 – WKCE/WAA Reading Grades 3, 5, 6, and 7.....	8
Chart 15 – WKCE/WAA Math Grades 3, 5, 6, and 7.....	9
Chart 16 – WKCE/WAA Scale Scores Grades 3, 4, 5, 6, 7, 8, and 10.....	9
Chart 17 – ACT EXPLORE Assessment.....	10
Chart 18 – ACT Assessment.....	11
Chart 19 – SAT Assessment	12
Chart 20 – Advanced Placement Percent Passing.....	12
Chart 21 – Advanced Placement Percent Examination Participation by Group.....	13
Chart 22 – Advanced Placement Percent Passing Examination by Group	13
Chart 23 – Student Mobility	14
Chart 24 – Student Stability	14
Chart 25 – Elementary School Student Attendance.....	15
Chart 26 – Middle School Student Attendance.....	15
Chart 27 – High School Student Attendance	16
Chart 28 – District Student Attendance	16
Chart 29 – School Performance Report Graduation Rate Including ITED	17
Chart 30 – School Performance Report Graduation Rate Excluding ITED	17
Chart 31 – Cohort Graduation Rate Including ITED	18
Chart 32 – Cohort Graduation Rate Excluding ITED.....	18
Chart 33 – Expulsions.....	19
Chart 34 – Suspensions, Retentions, Truancy, Dropouts.....	20

APPENDICES

Appendix A – District Benchmark Sheets

Appendix B – Building Benchmark Sheets

Appendix C – WKCE/WAA Proficiency Levels by Grade Level and Subtest

Appendix D – ACT EXPLORE Assessment

Appendix E – ACT Assessment
College Board (SAT)
Advanced Placement (AP) Tests

Appendix F – Average Daily Attendance
Dropout Rates
Habitual Truant Rates
Expulsion Rates
Retention Rates
Suspension Rates
Graduation Rates

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

December 19, 2006

2005-06 Achievement and Benchmark Report

Executive Summary

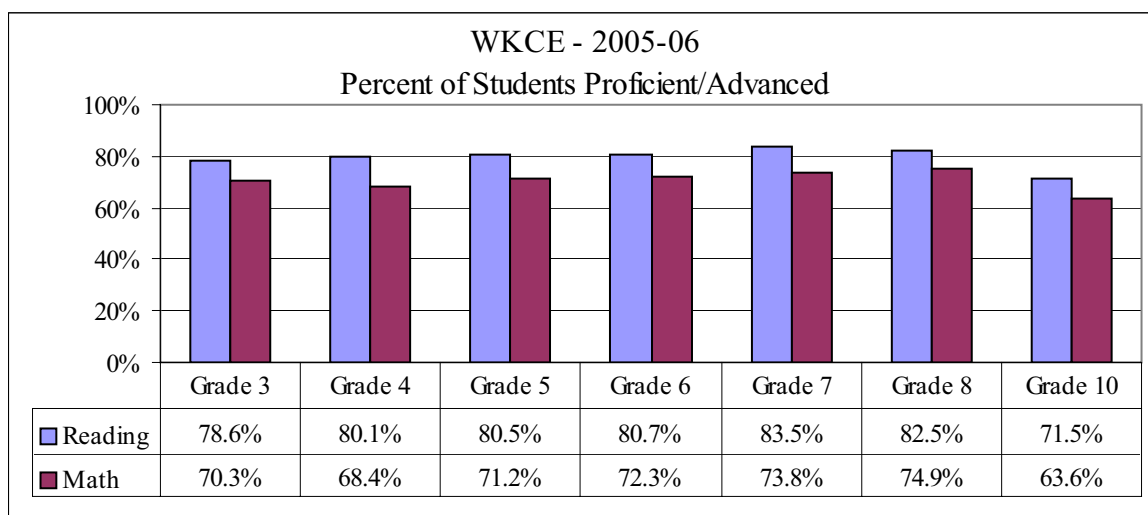
The 2005-06 Achievement and Benchmark Report is being submitted by the Office of Educational Accountability to comply with School Board Policy 2110. In the past, Administration reported student performance to the School Board by submitting the Annual Achievement Report and the Annual District Benchmark Report separately. Because both reports contained similar indicators of student success, Administration has merged these reports into one comprehensive report, the 2005-06 Annual Achievement and Benchmark Report.

The 2005-06 Achievement and Benchmark Report disaggregates the following data items by ethnicity and socio-economic status: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators (including attendance, suspension, retention, truancy, dropout, expulsion, and graduation rates). Also included are the District and individual building Benchmark Reports. These reports summarize the School Board Approved Academic Indicators for School Year 2005-06, including average daily attendance, habitual truancy, Advance Placement enrollment and test participation, Youth Options, Graduation Cohort Analysis, School Performance Report Graduation and Retention rates, Mandatory Extended Year Summer School data, and standardized testing results.

Some of the data contained in this report were extracted from the School Performance Report, which has been partially submitted to the Wisconsin Department of Public Instruction (DPI) but has not yet been returned in its verified form. Therefore, there may be some slight differences in the final student achievement data.

Significant Findings

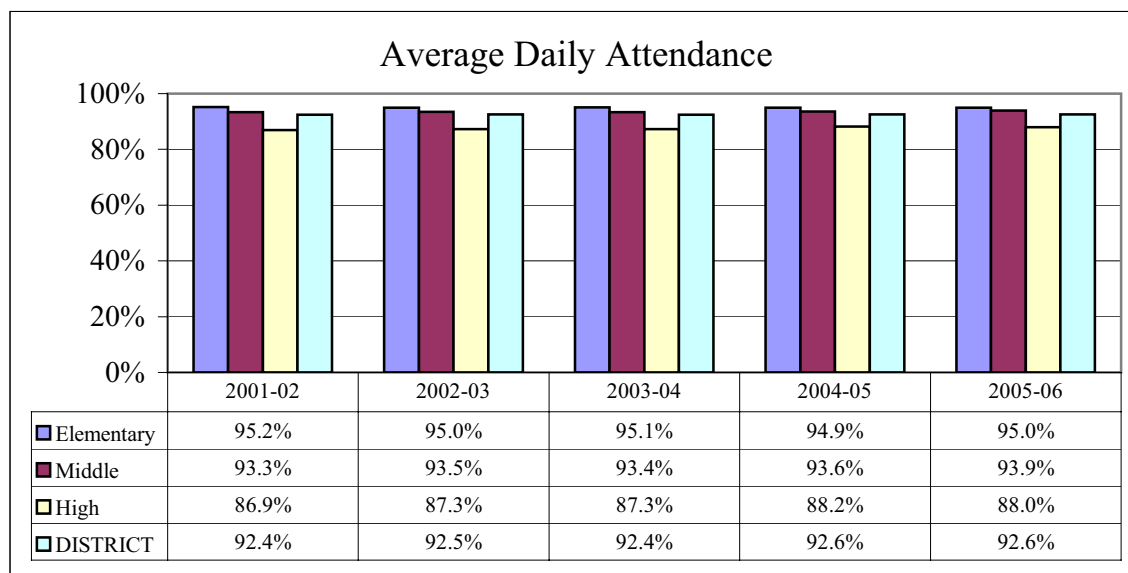
- When KUSD student enrollment data were compared over a ten-year time frame, 1995-96 to 2005-06, the Hispanic population increased by 117.28%, from 1,713 students to 3,722 students, and the African American population increased by 47.24%, from 2,286 students to 3,366 students.
- For school year 2005-06, 39.57% of KUSD students were eligible to participate in the federally funded Free/Reduced Lunch Program, an increase of 2.41% when compared to the previous year.
- The following chart illustrates the percent of students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in Reading and Math. Only 5th grade students in Math, 6th grade students in Reading and Math, and 8th grade students in all five subtest areas met the School Board approved goal.



- Even though minority and economically disadvantaged students reported lower percents of students in the proficient or advanced categories on the WKCE, the “achievement gap” decreased when compared to last year for African American students in Reading (31.3% to 29.5%) and Math (39.9% to 30.4%) at grade 8, for Hispanic students in Reading at grade 8 (21.4% to 15.0%), and grade 10 (23.8% to 23.3%) and in Math at grade 4 (25.5% to 21.2%), grade 8 (27.3% to 20.1%), and grade 10 (24.9% to 21.4%), and for economically disadvantaged students in Reading at grade 8 (24.1% to 21.3%) and in Math at grade 4 (27.0% to 22.5%) and grade 8 (30.3% to 23.0%).
- Unfortunately, the most recent four-year WKCE data illustrated an increase in the achievement gap for African American students in Reading at grade 8 (28% to 28.5%) and in Math at grade 4 (33% to 41.9%), for Hispanic students in Reading at grade 4 (18% to 24.8%) and Math in grade 4 (19% to 21.2%), and for economically disadvantaged students in Reading at grade 4 (22% to 25.7%) and grade 8 (20% to 21.3%) and in Math at grade 10 (31% to 33.9%).
- KUSD students posted scores of 14.8, 15.2, 14.9, 16.8, and 15.5 on the ACT EXPLORE assessment in the English, Math, Reading, and Science Reasoning subtests, and Composite score respectively. The District outperformed the nation on the Science Reasoning subtest and performed at the same level on the Reading subtest. African American, Hispanic, and economically disadvantaged students scored lower than the nation on all subtests and the composite score. The approved goals were not met in any of the subtests.
- On the ACT Assessment college entrance examination, KUSD (21.5) continued to outperform the nation (21.1) in the average composite score. The District met its goal of 21.5. However, as with the state-mandated standardized assessments, White students (22.0) and not economically disadvantaged students (21.9) exhibited higher scores than the African American (17.3), Hispanic (19.1), and economically disadvantaged (18.8) student groups.
- District-wide, the mobility rate during 2005-06 increased at the elementary, middle and high school levels when compared to the prior year. Of the major ethnic groups,

African American students continued to experience the highest mobility rate, although a decrease was reported at the elementary school level.

- Over the past five years, the average daily attendance for all students had a declining trend as students progressed from elementary to middle school and again when students moved on to high school. Only Middle school students met their goal of 93.79%.



- All reported student groups at each of the grade level spans improved their attendance rates when compared to last year, with the exception of not economically disadvantaged students at the middle school level, and Hispanic and economically disadvantaged students at the high school level. The rate remained the same for White and not economically disadvantaged students at the high school level.
- The District graduation rate as reported on the SPR decreased somewhat, from 91.30% to 88.64% (*including* ITED graduates) when this year's results were compared to the previous year. Additionally, the rates for all student groups decreased. Similar patterns were reported when the ITED graduates were *excluded*. The District did not meet its goal of 92.10%.
- The District-wide cohort graduation rate decreased slightly from 79.5% to 78.9% when ITED graduates were *excluded* and from 86.1% to 85.6% when ITED graduates were *included*. The rates for African American and economically disadvantaged students increased, from 59.2% to 70.0% and from 56.8% to 61.6%, respectively, when ITED graduates were *excluded*. The rate for African American, Hispanic, and economically disadvantaged students increased from 70.8% to 76.9%, from 71.5% to 72.1% and from 69.5% to 73.5% respectively when ITED graduates were *excluded*. Neither the goal of 81.8% when *excluding* ITED graduates nor the goal of 87.6% when *including* ITED graduates was met.

Administrative Recommendation

Administration recommends that the School Board review and accept the 2005-06 Achievement and Benchmark Report. Additionally, Administration recommends that the goals and benchmarks set for buildings affected by the new boundary changes be modified appropriately to reflect achievement differences as a result of the changes. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2006-07 Achievement and Benchmark Report to the School Board in December of 2007.

R. Scott Pierce, Ed.D
Superintendent of Schools

Linda Langenstroer
Coordinator of Research

Sonya Stephens
Executive Director of Educational
Accountability

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

2005-06 Achievement and Benchmark Report

Introduction

The No Child Left Behind (NCLB) Act of 2001 raises the bar for school districts to demonstrate adequate yearly progress toward meeting the needs of all students. The Kenosha Unified School District (KUSD) is striving to reach academic success for all students at every grade level and is committed to high student performance on all measures of academic achievement. In the past, Administration reported student performance to the School Board by submitting the Annual Achievement Report and the Annual District Benchmark Report separately. Because both reports contained similar indicators of student success, Administration has merged the reports into one comprehensive report, titled 2005-06 Achievement and Benchmark Report.

The Achievement and Benchmark Report disaggregates the following items by ethnicity and socio-economic status: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators (including attendance, suspension, retention, truancy, dropout, expulsion, and graduation rates). The report further summarizes the School Board Approved Academic Indicators for School Year 2005-06, including average daily attendance, habitual truancy, Advance Placement enrollment and test participation, Youth Options, Graduation Cohort Analysis, School Performance Report Graduation and Retention rates, Mandatory Extended Year Summer School data, and standardized testing results.

The reader of this report is advised that the data used to report student achievement are time sensitive. For example, enrollment data were based on the official 3rd Friday enrollment count collected every year in September and may have changed since that time. Other data, such as test results, were collected at the time the data were available. In addition, numerous performance indicators were extracted from the School Performance Report (SPR), which has been partially submitted to the Wisconsin Department of Public Instruction (DPI) and has not yet been verified. *Therefore, there may be some slight variances in the reported student achievement data when the School Performance Report is returned in its verified form to KUSD.*

Background

An Audit of Educational Effectiveness was conducted by Dr. M. Donald Thomas of the Associated Consultants in Education during the 1993-94 school year. Each school was placed in a quartile determined by the demographics of each individual school. Effective standards were set at each school for Reading and Math achievement, student and teacher attendance, Third Grade Reading Test results, drop-out rate, GPA (grade point average), graduation rate, ACT and SAT scores, and AP (Advanced Placement) test results. Effective standards are those standards achieved by schools that are one standard deviation above normative schools. It is important to note that these standards are usually achieved by only 20-25% of the students in a given group. In addition, goals were set at the district level to align with the standards already identified at the building level. The 1996-97 school year was the last year of the "Don Thomas" standards.

During the 1996-97 school year, the School Board and the Administration reviewed and added standards based on Language achievement tests, habitual truancy rates, retention rates, number of AP classes attended, and the number of post-secondary classes attended outside of KUSD. New five-year goals were set and assigned to each standard for each school based upon historical achievement at individual schools. District goals were set based upon these new building goals.

In an effort to comply with State and School Board expectations, as well as sustaining the Administration's efforts on educational reform and measurable results, the standards were again revisited in 2000-01. Based upon historical achievement, new goals for 2004-05 and yearly benchmarks were set for each standard at each building. The standards were reclassified as "Academic Indicators", and will hereafter be referred to as such. In 2005-06, new goals for 2010-11 and yearly benchmarks were developed and approved by the School Board, supporting both the NCLB Act of 2001 and the District's Strategic Plan.

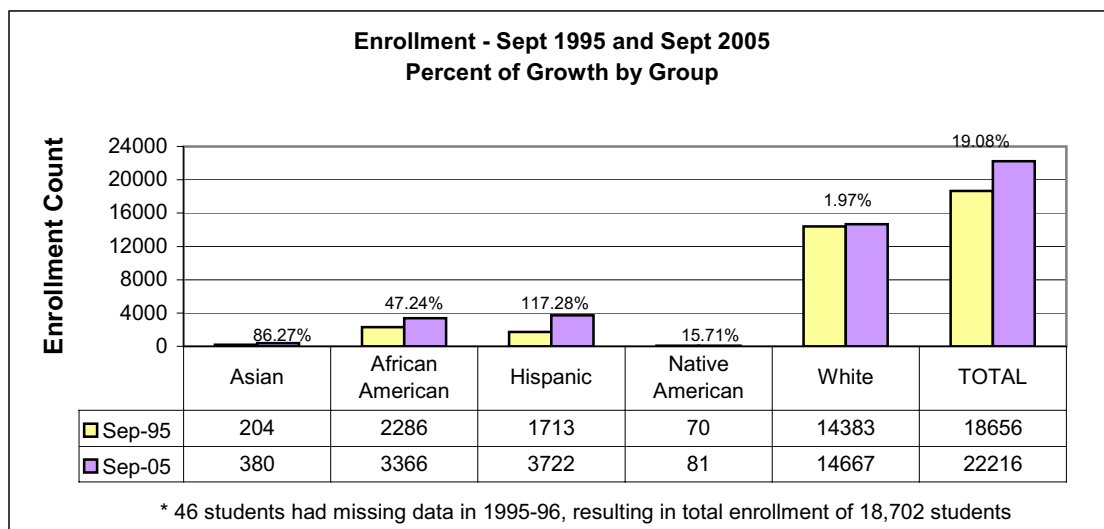
Appendix A contains the District's Benchmark Sheet, identifying each District level indicator and illustrates the actual achievement for the last five (5) years, from 2001-02 to 2005-06, along with future goals for 2006-07 to 2010-11. *Appendix B* contains benchmark sheets for each school, reporting past student achievement and future goals for each indicator.

Demographics of Student Enrollment

Student Enrollment

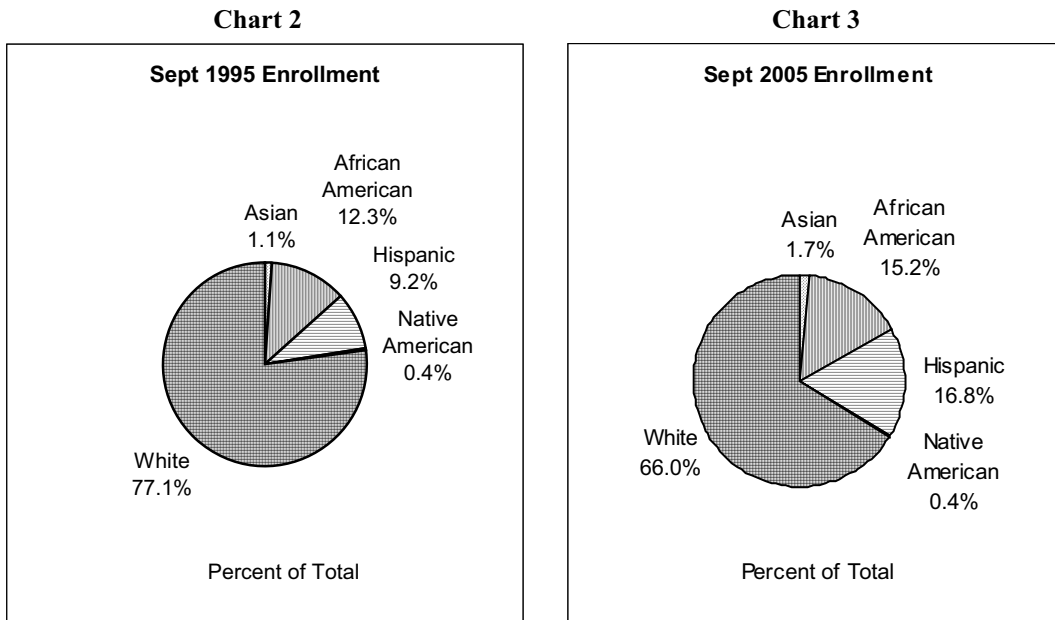
Chart 1 below compares the percent of student growth from SY 1995-96 to SY 2005-06. White students continued to represent the largest portion of enrollment. However, Asian and Hispanic groups reported the largest increases (86.27% and 117.28% respectively) when 1995-96 enrollment counts were compared to 2005-06 enrollment. African American and Hispanic students represented the largest minority groups enrolled in KUSD.

Chart 1



Source: Official Third Friday Enrollment for 1995-96 and 2005-06

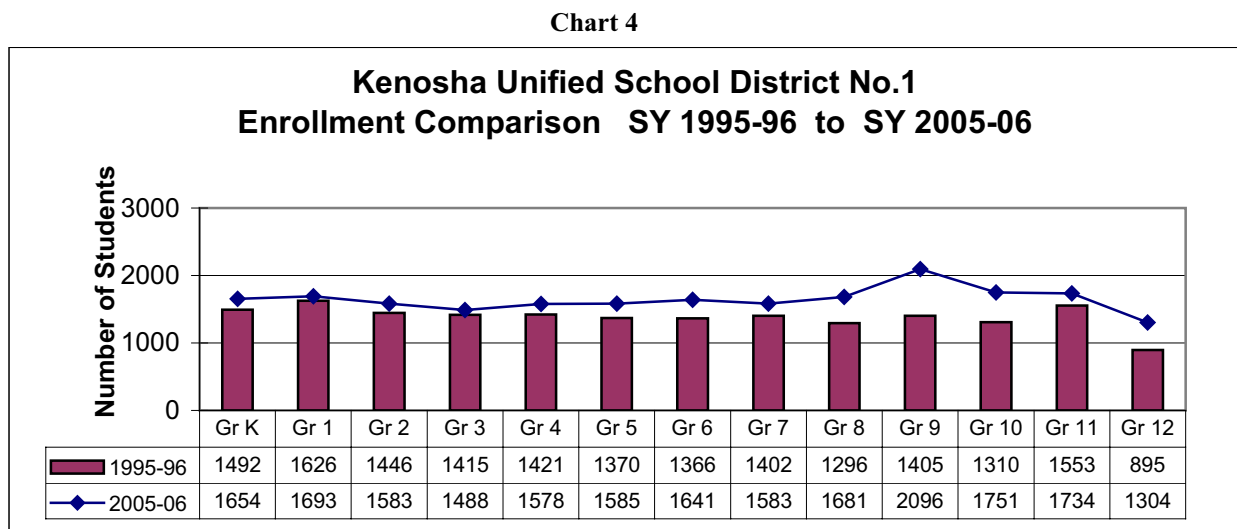
Charts 2 and 3 below illustrate the changes in the representation of enrollment for each ethnic group during the last ten years.



Hispanic students registered the largest increase in their percent of total population, from 9.2% in 1995 to 16.8% in 2005. Both African American and Asian students reported increases in their percent of total population, from 12.3% to 15.2% and 1.1% to 1.7%, respectively. Although Caucasian students reported an increase in the number of students enrolled, they registered a decrease in their percent of total population, from 77.1% to 66.0%.

Enrollment by Grade Level

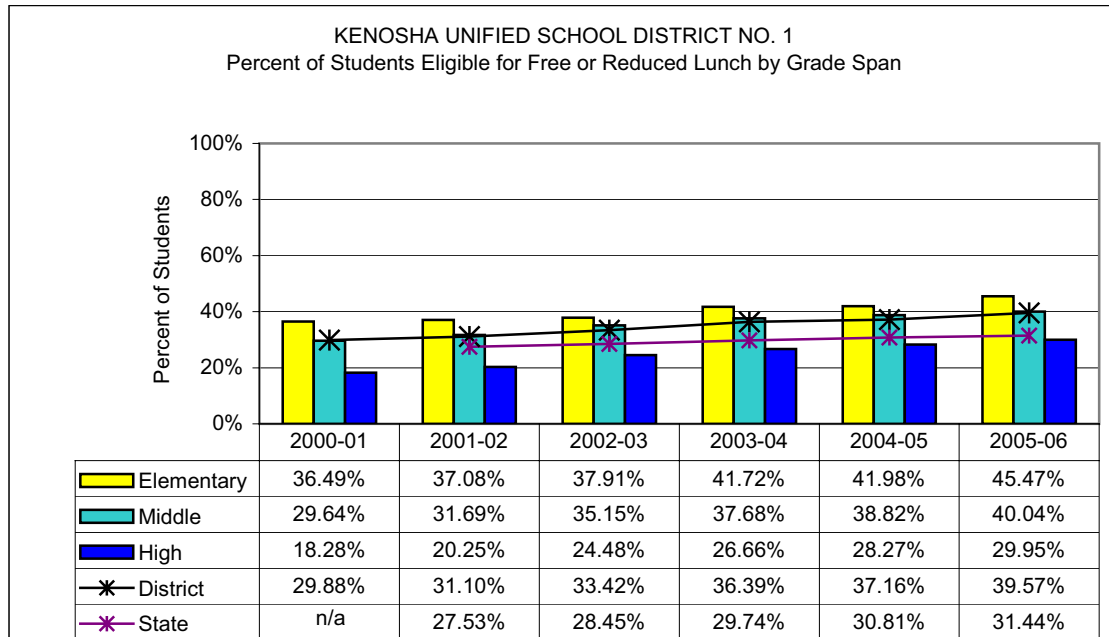
Chart 4 represents the changes in enrollment by grade level when comparing SY 1995-96 to SY 2005-06. The largest increases were reported at grades 8, 9, 10, and 12, each increasing by 385 students or more during the ten-year comparison.



Socio-Economic Status

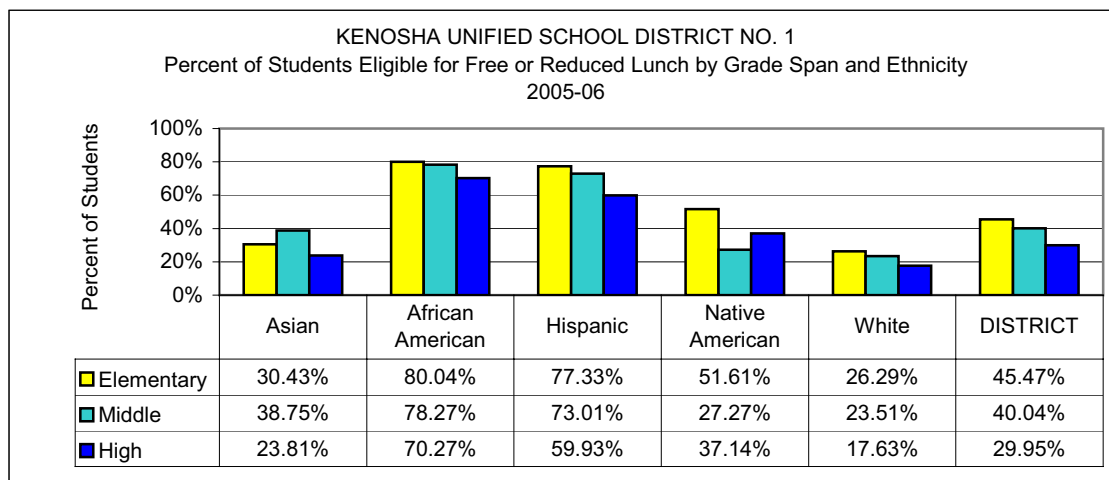
As illustrated in **Chart 5**, KUSD experienced an increase in the percent of students who were eligible for free or reduced lunches thru the Federal Lunch program (economically disadvantaged) each year during the past six (6) years.

Chart 5



Elementary schools continued to report a greater percent of economically disadvantaged students than middle and high schools. **Chart 6** further disaggregates the data for SY 2005-06 by ethnic group. As a whole, African American and Hispanic groups at all levels had the highest percent of students participate in the free/reduced lunch program.

Chart 6



Standardized Assessments

Annually, students in KUSD are administered standardized assessments to measure academic growth. New in 2005-06 as part of the Wisconsin State Assessment

System (WSAS), all students in grades 3 thru 8 and grade 10 were required to participate in the Wisconsin Knowledge and Concepts Examination (WKCE), which assessed students in Reading and Mathematics in all grades tested. Additionally, students in grades 4, 8, and 10 were assessed in Language Arts, Science, Social Studies, and writing. The Wisconsin Alternate Assessment (WAA) was available for students with disabilities based on their IEP (Individual Educational Plan) and for students with limited English proficiency levels of 1 or 2. The Wisconsin Reading Comprehension Test (WRCT), which had been administered to students in grade 3 in past years, and the Iowa Tests of Basic Skills (ITBS), previously given to students in grades 3, 5, 6, and 7, were discontinued as a result of the expansion of the WKCE to include the additional grade levels. For the second year, students in grade 9 were administered the ACT EXPLORE Assessment. Because of small “N” counts, results for Asian and Native American students are not provided in this report.

Wisconsin Knowledge and Concepts Examination (WKCE)

The WKCE Reading and Mathematics subtest was comprised of selected response (multiple choice) items and constructed response (short answer) items for all grade levels. At grades 4 and 8, the Language Arts, Science, and Social Studies subtests included only selected responses. The grade 10 Science and Social Studies assessments included both selected response and constructed response items, with Language Arts containing only selected response items. Results were reported by proficiency levels and scaled scores.

Proficiency Levels – Grades 4, 8, and 10

Charts 7, 8, 9, 10, 11, and 12 illustrate a history of the percent of students in grades 4, 8, and 10 who were proficient or advanced in Reading and Math by the following categories: African American, Hispanic, White, Economically disadvantaged, Not Economically Disadvantaged, and the overall District. Only students who were enrolled for a full academic year (FAY) were reported. Results include students who participated in either the WKCE or the WAA. Ethnic minority students and economically disadvantaged students continued to report lower percents of students who were proficient or advanced in both Reading and Math.

Chart 7

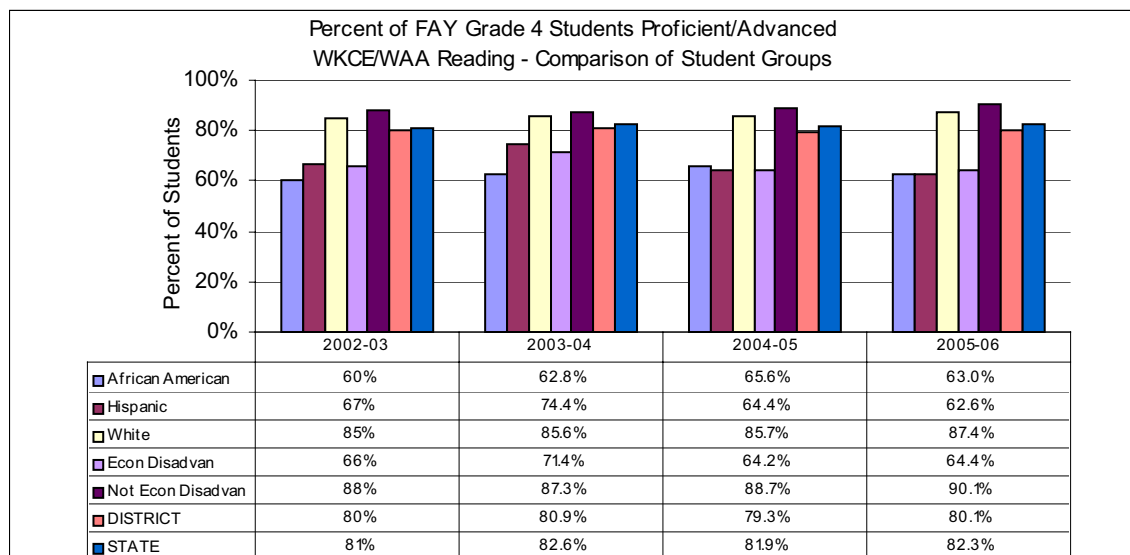


Chart 8

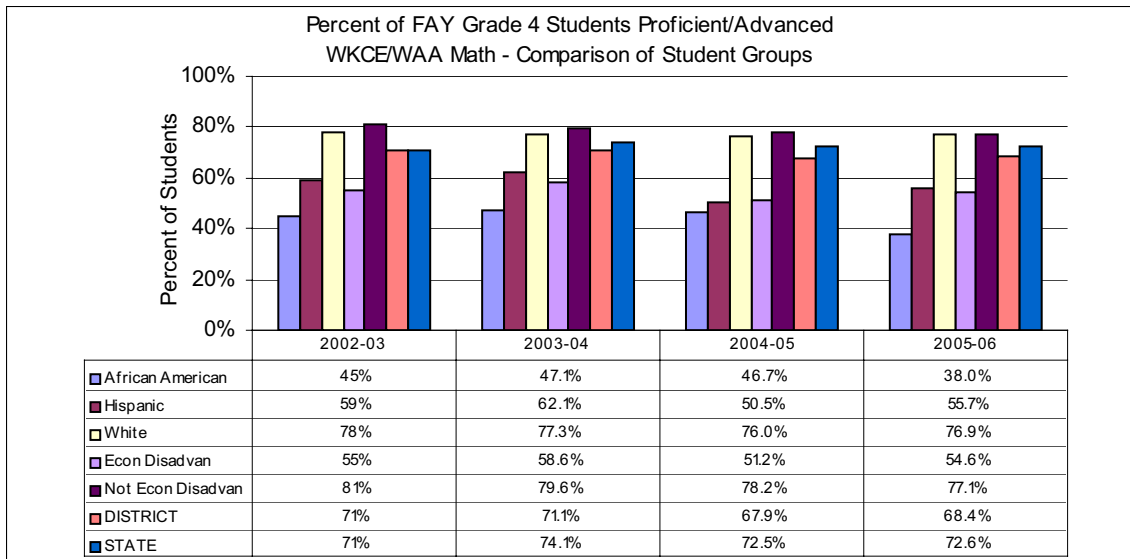


Chart 9

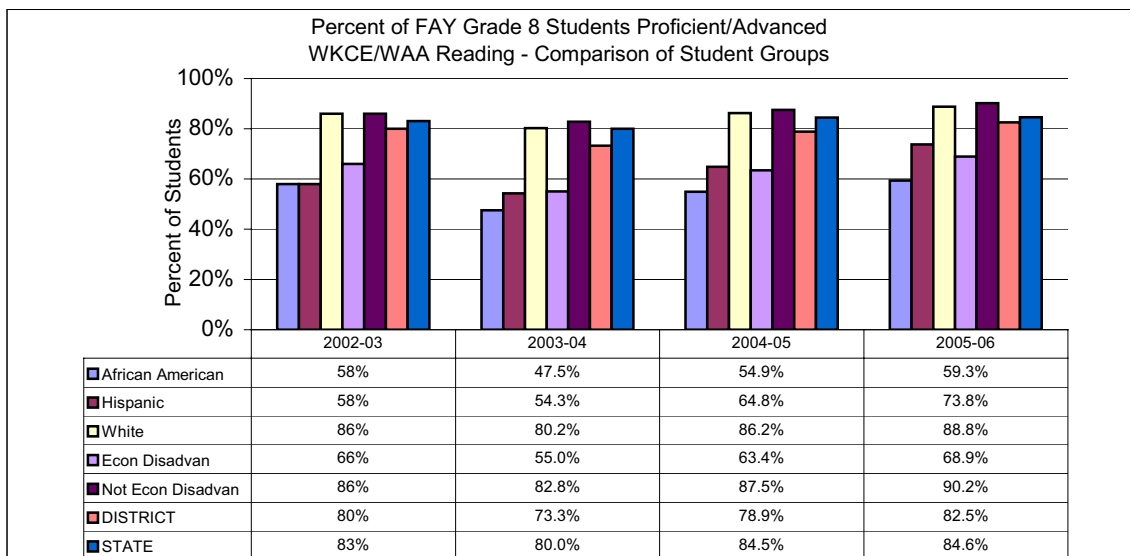


Chart 10

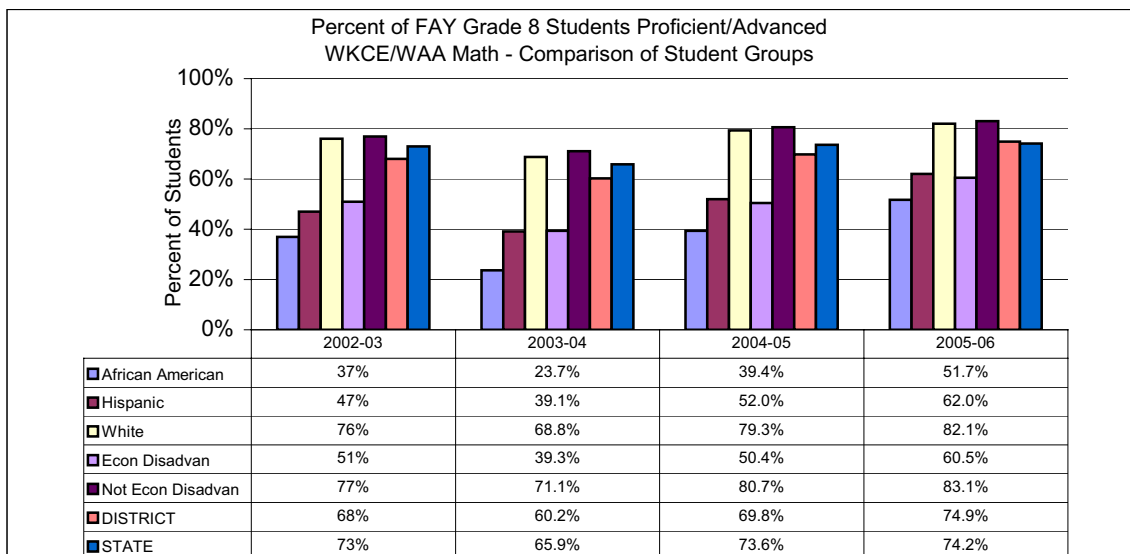


Chart 11

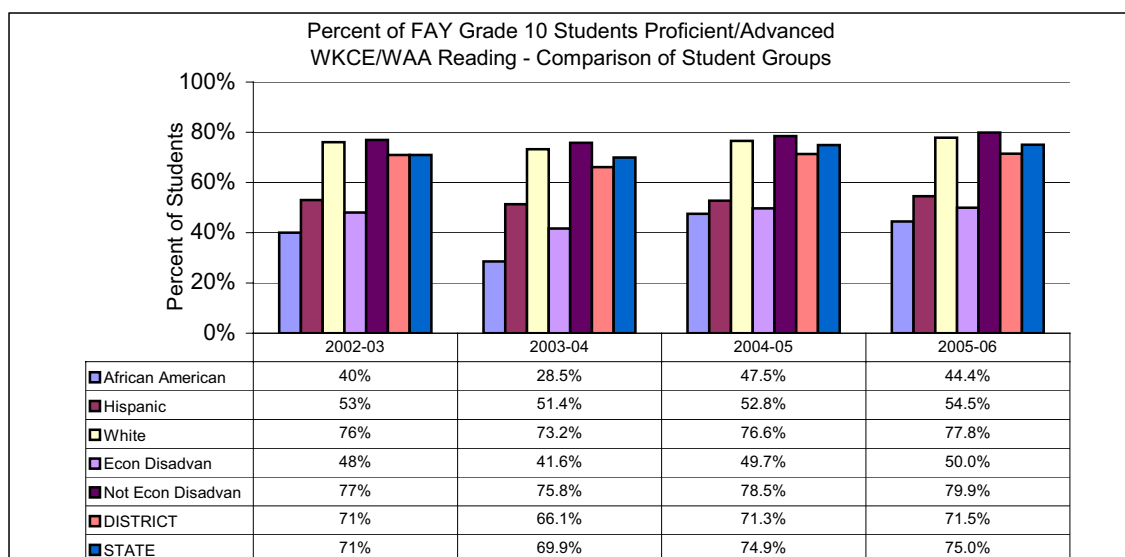
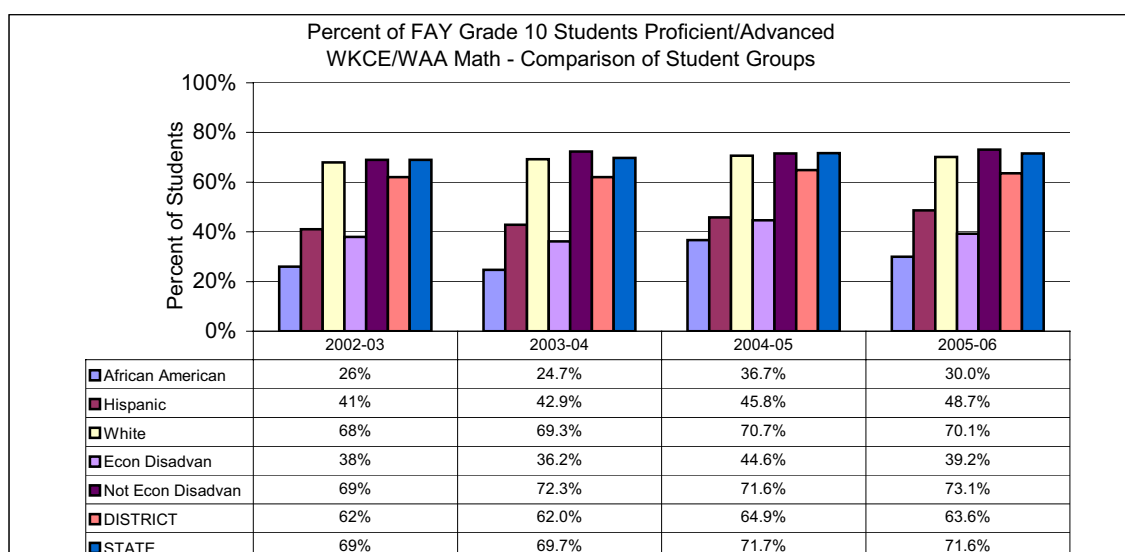


Chart 12



For the most part, the achievement gap in grade 4 between minority students and their peers has not closed. **Chart 13** indicates that the only decrease in disparity was reported in Math, between economically disadvantaged and not economically disadvantaged students, from 26% to 22.5%.

More positive results were reported in grade 8, with the achievement gap closing between Hispanic students and White students, from 28% to 15.0% and from 29% to 20.1%, in Reading and Math respectively. The achievement gap between African American students and White students also decreased from 39% to 30.4% in Reading, and from 26% to 23.0% for economically disadvantaged and not economically disadvantaged students in Math.

Grade 10 reported mixed results, with the achievement gap between African American students and White students closing in both Reading and Math, from 36% to 33.4% and from 42% to 40.1% respectively. Additionally, the disparity between Hispanic students and White students decreased in Math, from 27% to 21.4%.

Chart 13

WKCE/WAA - Minority/Majority Achievement Gap Percent of Students Proficient or Above			2002-03	2003-04	2004-05	2005-06
Grade 4	Reading	Gap Afr Am/White	25%	22.8%	20.1%	24.4%
		Gap Hisp/White	18%	11.2%	21.3%	24.8%
		Gap Econ Dis/Not Econ Dis	22%	15.9%	24.5%	25.7%
	Math	Gap Afr Am/White	33%	30.2%	29.3%	41.9%
		Gap Hisp/White	19%	15.2%	25.5%	21.2%
		Gap Econ Dis/Not Econ Dis	26%	21.0%	27.0%	22.5%
Grade 8	Reading	Gap Afr Am/White	28%	32.7%	31.3%	29.5%
		Gap Hisp/White	28%	25.9%	21.4%	15.0%
		Gap Econ Dis/Not Econ Dis	20%	27.8%	24.1%	21.3%
	Math	Gap Afr Am/White	39%	45.1%	39.9%	30.4%
		Gap Hisp/White	29%	29.7%	27.3%	20.1%
		Gap Econ Dis/Not Econ Dis	26%	31.8%	30.3%	23.0%
Grade 10	Reading	Gap Afr Am/White	36%	44.7%	29.1%	33.4%
		Gap Hisp/White	23%	21.8%	23.8%	23.3%
		Gap Econ Dis/Not Econ Dis	29%	34.2%	28.8%	29.9%
	Math	Gap Afr Am/White	42%	44.6%	34.0%	40.1%
		Gap Hisp/White	27%	26.4%	24.9%	21.4%
		Gap Econ Dis/Not Econ Dis	31%	36.1%	27.2%	33.9%

Proficiency Levels – Grades 3, 5, 6, and 7

Charts 14 and 15 reveal the percent of students in grades 3, 5, 6, and 7 who were proficient or advanced in Reading and Mathematics during the 2005-06 school year in each of the following categories: African American, Hispanic, White, economically disadvantaged, not economically disadvantaged, and the overall District. Similar patterns were evident in the minority groups, with African American, Hispanic, and economically disadvantaged students performing at a lower level than their peers.

Chart 14

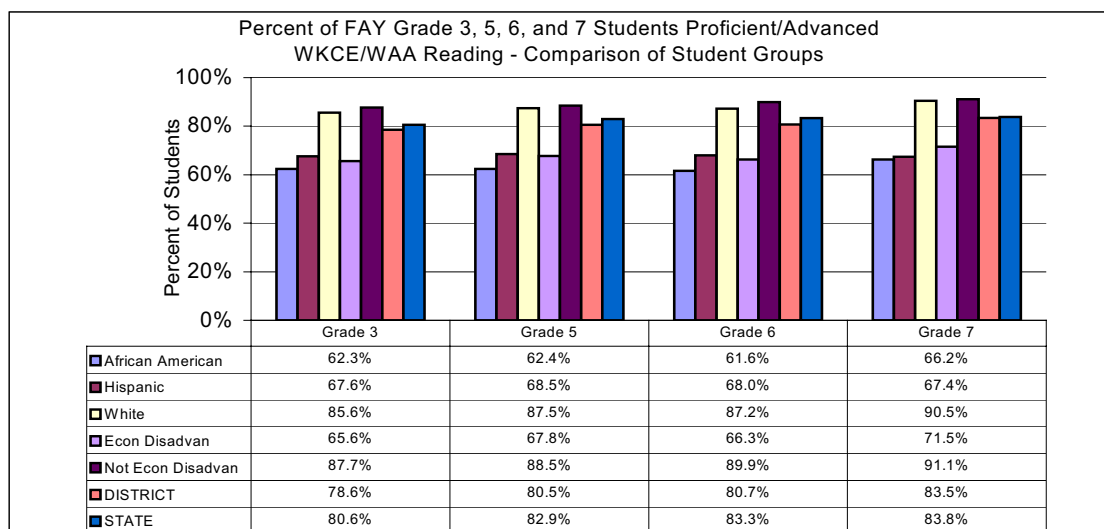
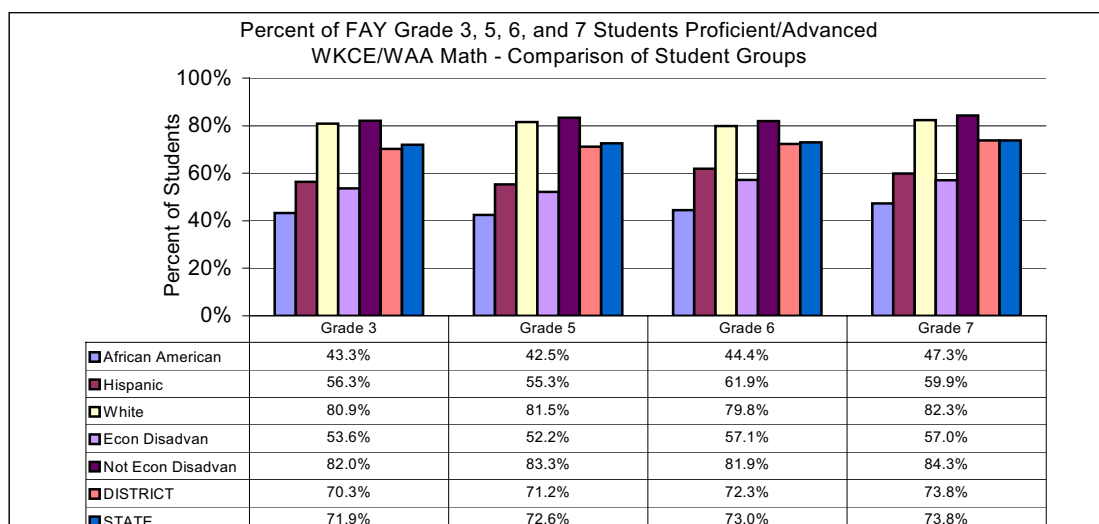


Chart 15



As indicated on the benchmark sheets, 5th grade students in Math, 6th grade students in Reading and Math, and 8th grade students in all five subtest areas met the School Board approved goal.

**** Appendix C reports the percent of students in each proficiency category of the 2005-06 WKCE/WAA by school for Reading, Language Arts, Mathematics, Science and Social Studies.**

Scale Scores

WKCE results were also reported in terms of scale scores. “A scale score is a score on a numeric scale with intervals of equal size. The scale is applied to all students taking the WKCE subject area test, regardless of student characteristics, time of year, or grade. Scale scores are NOT equivalent across subject areas because tests in each subject area are scaled separately.” (*State of Wisconsin Department of Public Instruction, Office of Educational Accountability*). It is statistically valid to use scale scores for mathematical computations and to compare scores within groups of students and specific subject areas. However, because the scales scores were re-established with the implementation of the exclusive WKCE for Wisconsin students only, it is invalid to compare the scale scores from 2005-06 to prior years.

Chart 16

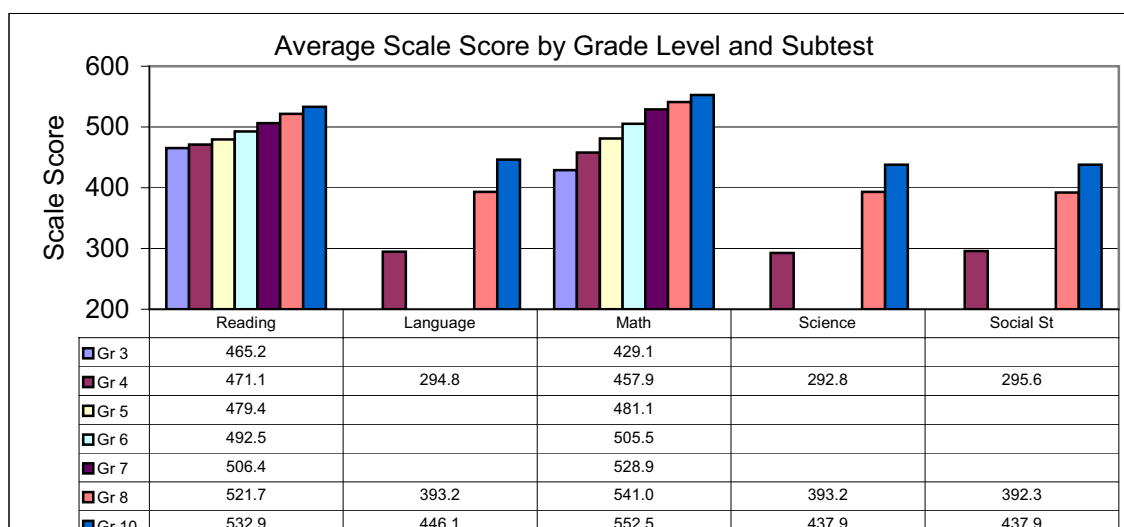


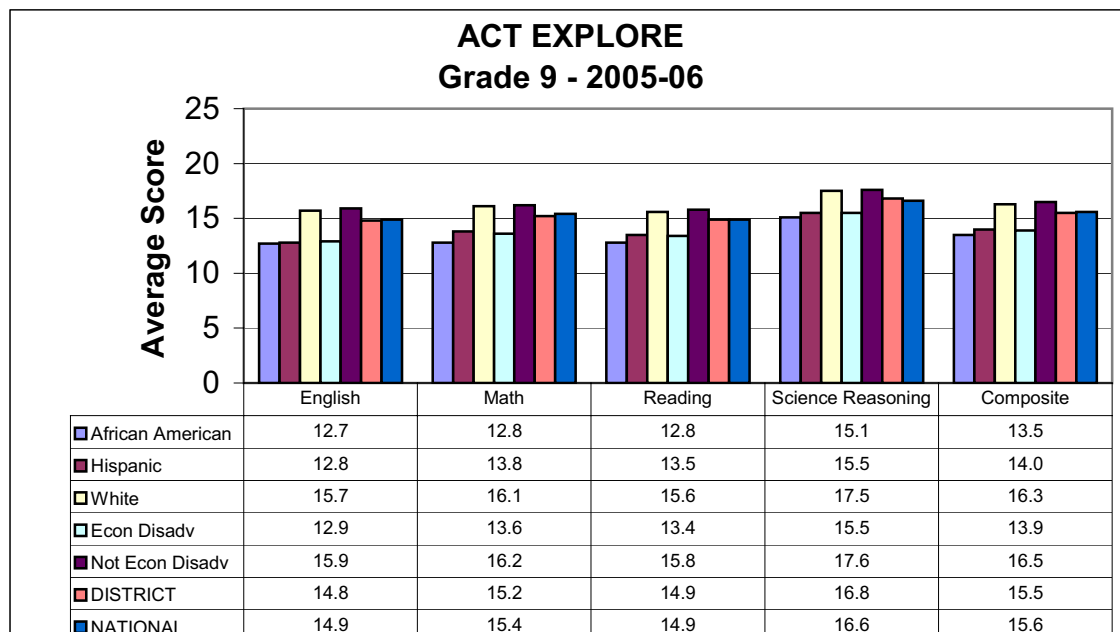
Chart 16 illustrates the WKCE average scale score by grade level and subtest for 2005-06. As expected, average scale scores increased as groups of students moved from one grade level to the next. The greatest increases were noticed between grade 7 and grade 8 and between grade 3 and grade 4 in Reading and Math respectively.

ACT EXPLORE Assessment

School year 2005-06 was the second year that students in grade 9 were administered the ACT EXPLORE assessment. This assessment included four 30 minute multiple choice tests in English, Mathematics, Reading, and Science Reasoning. It also collected information about student interests and provided feedback to students regarding career options and assisted them in developing a high school coursework plan that prepared them to achieve their future goals.

Chart 17 provides disaggregated average scores for the four subject areas and the composite score. Results included only students who completed all of the subtests. The maximum score possible was 25. Overall, the District scored higher than the nation in Science Reasoning and achieved the same average score in Reading. Additionally, African American, Hispanic, and economically disadvantaged students scored lower than their peers and the nation on all subtests and the composite score. However, the approved goals were not met in any of the subtests.

Chart 17



**** Appendix D illustrates the results of the 2005-06 ACT EXPLORE assessment by high school building.**

College Entrance Examinations

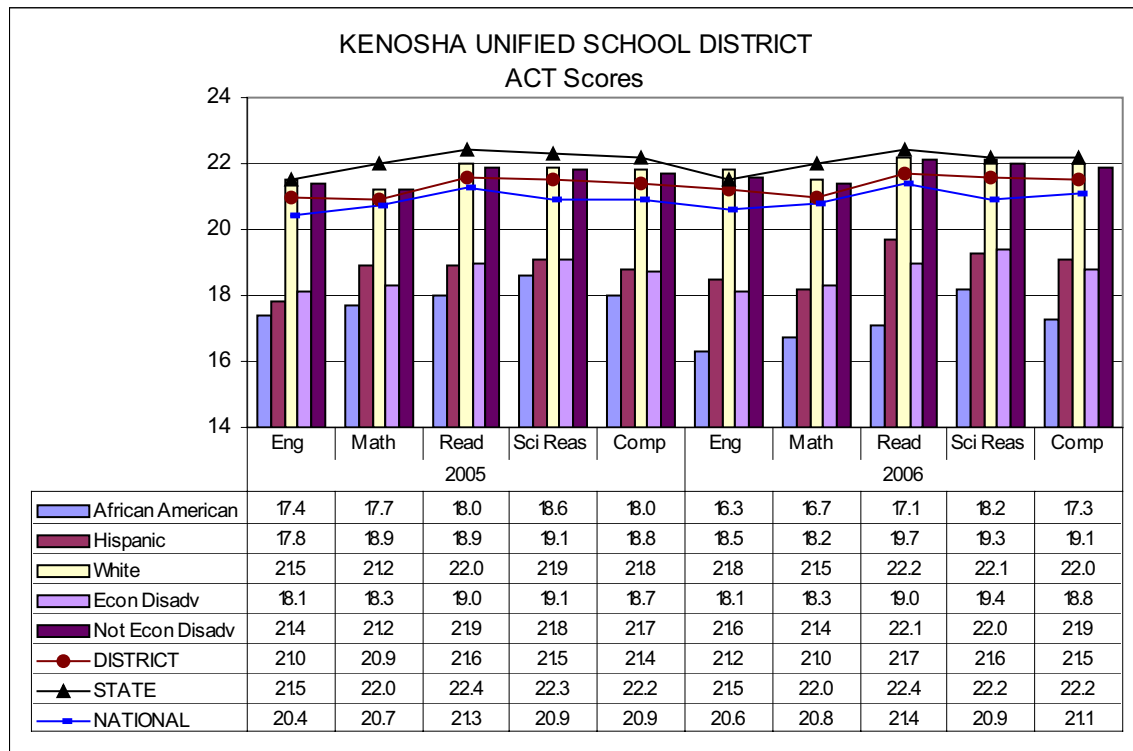
KUSD students completed three additional standardized tests on an elective basis. These included the ACT Assessment and the SAT 1, which were designed to predict future college success and were used by universities and colleges as admissions criterion, and Advanced Placement (AP) tests, which measured students' knowledge of specific college level courses. *Please note that the results of the ACT and the SAT 1 included only those students who were part of the graduating class of the reported year.*

ACT Assessment

Chart 18 illustrates student achievement on the ACT. Overall, White students and not economically disadvantaged students performed better than their peers when comparing the subscores and the composite scores. District-wide for 2005-06, the average English score was 21.2, the average Math score was 21.0, the average Reading score was 21.7, and the average Science Reasoning score was 21.6, with an average Composite score of 21.5. The School Board approved goal of 21.5 was met.

When comparing the scores of individual groups and their cohorts by subtest, the gap between African American students and White students increased in all areas (4.1 to 5.5 in English, 3.5 to 4.8 in Math, 4.0 to 5.1 in Reading, and 3.3 to 3.9 in Science Reasoning). The gap between Hispanic students and White students increased from 2.3 to 3.3 in Math, stayed the same in Science Reasoning (2.8), and decreased in English and Reading, from 3.7 to 3.3 and 3.1 to 2.5, respectively. The disparity between economically disadvantaged and not economically disadvantaged students increased in English, Math, and Reading, from 3.3 to 3.5, 2.9 to 3.1, and 2.9 to 3.1 respectively. The gap closed slightly in Science Reasoning, from 2.7 to 2.6.

Chart 18

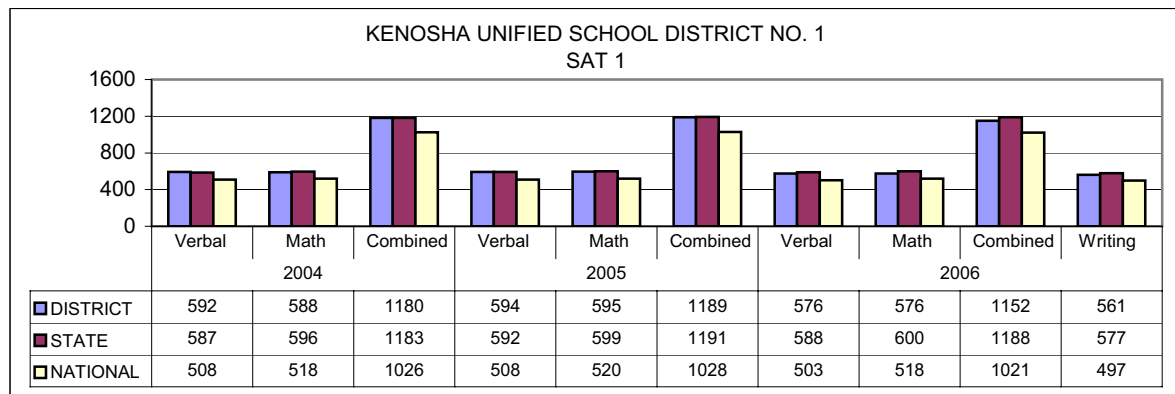


SAT 1

Chart 19 illustrates student achievement on the SAT 1, a college entrance examination that measures Verbal, Mathematical Reasoning skills students have developed over time and required to be successful academically. For the first time, writing scores were also reported. Scores in each subsection were reported on a scale of 200 to 800. The combination of the Verbal and the Mathematical Reasoning scores gave each student a maximum possible score of 1600. Because of small "N" counts, averages are not disaggregated by student groups. KUSD continued to outperform the nation, with average scores of 575 for both verbal and math, and 561 in writing, compared to the

national average scores of 503, 518, and 497 respectively. However, the goal of 1190 was not met.

Chart 19



Advanced Placement (AP)

The number of students enrolled in Advanced Placement (AP) classes is an *unduplicated* count of 11th and 12th grade students who are enrolled in at least one (1) AP class. Please note that the percent of students is based on enrollment of 11th and 12th grade students at schools that offer AP courses. The goal set for 2005-06 was 22.23%. The District exceeded this assigned goal by achieving a rate of 22.73%, which included a total of 562 students in grades 11 and 12 taking at least one (1) AP class.

The number of AP classes attended is a duplicated count of students enrolled in any AP class (i.e. a student who is enrolled in two (2) AP classes is counted twice). The number of AP classes attended increased from 839 classes in 2004-05 to 874 classes in 2005-06. The District exceeded its goal of 846 classes.

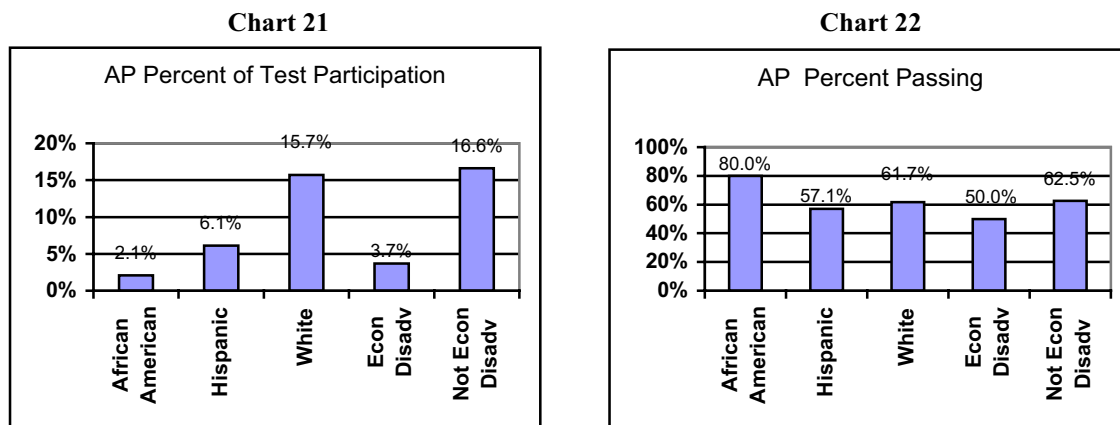
Chart 20 lists the AP tests that KUSD students were administered in 2006 and the percent that passed with a score of 3, 4, or 5. Also included is the percent of students nationally who passed each examination in 2005. KUSD students outperformed the nation on AP tests in Art-2D Design, Art-Drawing, Biology, Economics-Micro, English Lang/Comp, Psychology, and World History.

Chart 20

2006 Advanced Placement – Percent of Students Passing				
Course	# of Tests	# Passing	District Percent Passing	National Percent Passing (2005)
Art – 2D Design	6	6	100.0%	66.2%
Art Drawing	19	17	89.5%	67.4%
Biology	65	45	83.3%	61.0%
Calculus AB	88	40	45.5%	57.6%
Economics - Mic	1	1	100.0%	57.4%
English Lang/Comp	98	67	68.4%	56.4%
English Lit/Comp	35	16	45.7%	61.9%
Psychology	97	75	77.3%	67.1%
Spanish Lang	10	6	60.0%	72.5%
US Govt & Pol	81	28	34.6%	52.4%
US History	23	15	65.2%	50.4%
World History	16	11	68.8%	52.4%

Source: The College Board – AP Advanced Placement Program

Chart 21 reports the percent of students by group who participated in at least one (1) AP examination. The percent of White students who participated in AP testing (15.7%) exceeded the percents reported for African American and Hispanic students (2.1% and 6.1% respectively). Additionally, economically disadvantaged students (3.7%) did not participate as often as students who were not economically disadvantaged (16.6%). **Chart 22** illustrates the percent of passed AP examinations by student group. The District did not meet the goal of 65.3%, with only 61.8% of students passing the AP exams. African American students recorded the highest success rate (80.0%). There was minimal variance between the success of Hispanic, White, and not economically disadvantaged students, with rates of 57.1%, 61.7% and 62.5% respectively. Economically disadvantaged students achieved the lowest success rate, with 50.0% of students passing.



**** Appendix E illustrates the results of the ACT Assessment, the College Board (SAT), and the Advanced Placement (AP) tests results by high school building.**

Mobility and Stability

Two factors beyond the control of KUSD that influence student performance are mobility and stability. **Student mobility** is calculated by using the number of students who enter the school during the school year, divided by the beginning enrollment (3rd Friday enrollment). **Student stability** is calculated by using the number of students who remain in the same school from one year to the next, divided by the beginning enrollment. Students groups that experience automatic building changes, such as Preschool, Grade 5, grade 8 and grade 12, are excluded from the formula.

Chart 23 illustrates the student mobility rates by student group for the past three years. Overall, the mobility rate fluctuated when comparing the last three years. African American students experienced the highest mobility rates when compared to other ethnic groups within each grade span. Both Hispanic and White students at the elementary level reported increases in their mobility rates in 2005-06 when compared to 2004-05. At the middle school level, the rate for African American students increased. At the high school level, the rate for both African American and White students increased.

In 2005-06, the rate for economically disadvantaged students was higher when compared to students not economically disadvantaged at all grade spans. Data from prior years was not available for comparisons.

Chart 23

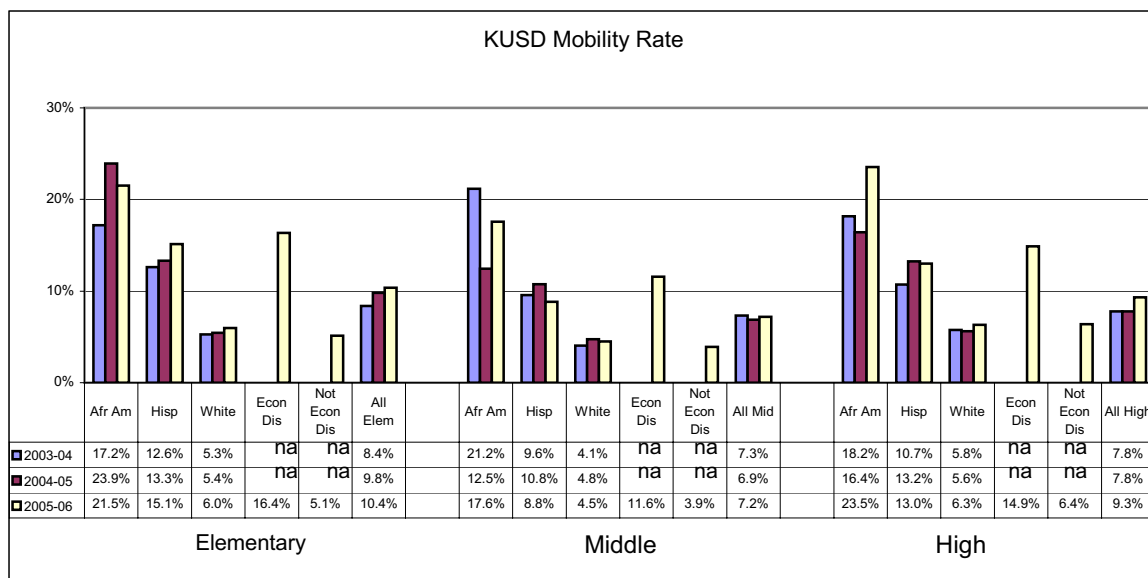
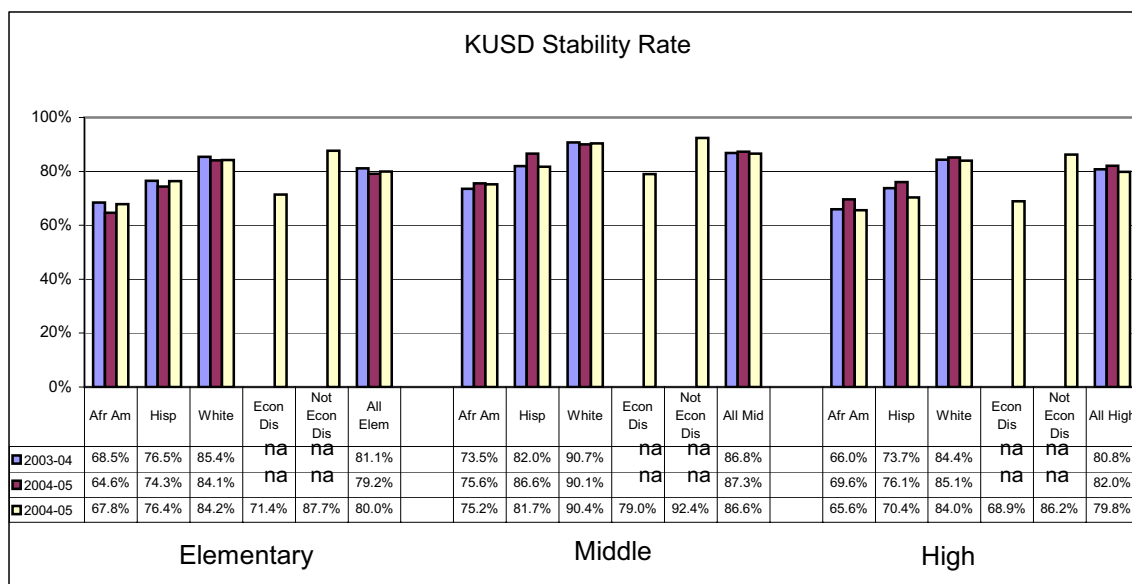


Chart 24 reflects patterns in student stability for the past three years. Overall, more students at the middle school level remained at the same school when compared to students at the elementary and high school levels during the last three years. The rates at the elementary and middle school levels appear to remain fairly constant when compared to prior years, with the exception of Hispanic students at the middle school level, which decreased somewhat. At the high school level, the rates for all ethnic groups decreased when compared to the prior year, with Hispanic students reporting the greatest decrease. African American and Hispanic students reported lower rates than White students at the elementary, middle and high school levels. Economically disadvantaged students reported considerably lower stability rates than students who were not economically disadvantaged.

Chart 24



Student Attendance

Attendance at school each day is critical if students are expected to gain the necessary knowledge and skills to become successful. **Charts 25, 26, and 27** report the average daily attendance of students at the elementary, middle, and high school levels, by student group for the past five years. **Chart 28** reports the average daily attendance of all district students by ethnicity. The rate for all ethnic groups, including the district-wide rate, fluctuated during the past five years.

The student attendance rates at the elementary level fluctuated somewhat during the last five years, with an increase reported for Hispanic students and slight decreases for all other reported groups. Attendance rates at the middle school level improved for all reported groups, with minority students and economically disadvantaged students posting the largest increases. High school students increased their attendance rates when comparing the last five years, however, the rate decreased for Hispanic and economically disadvantaged students and remained the same for White and not economically disadvantaged students when comparing 2005-06 to the prior year.

Chart 25

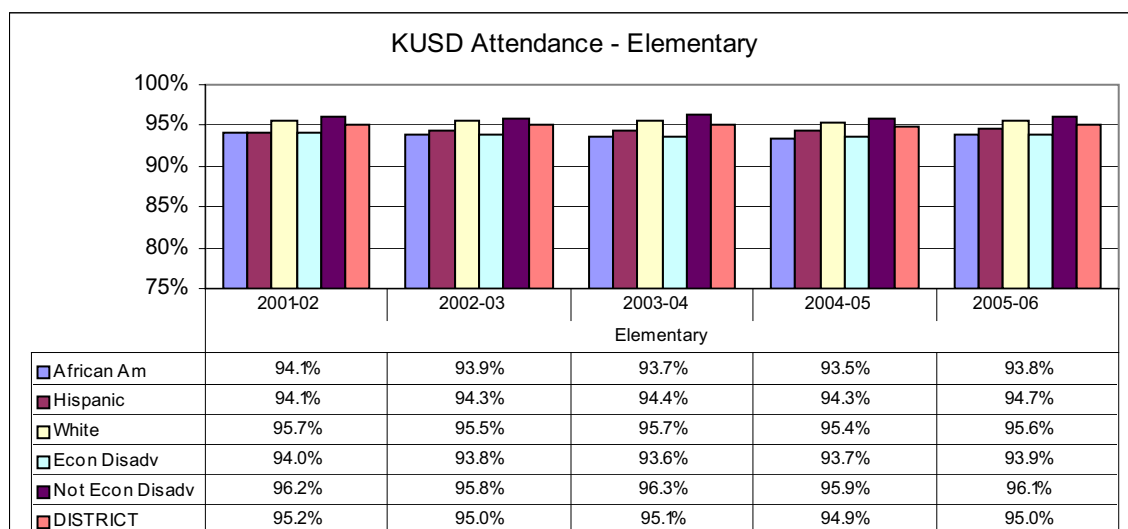


Chart 26

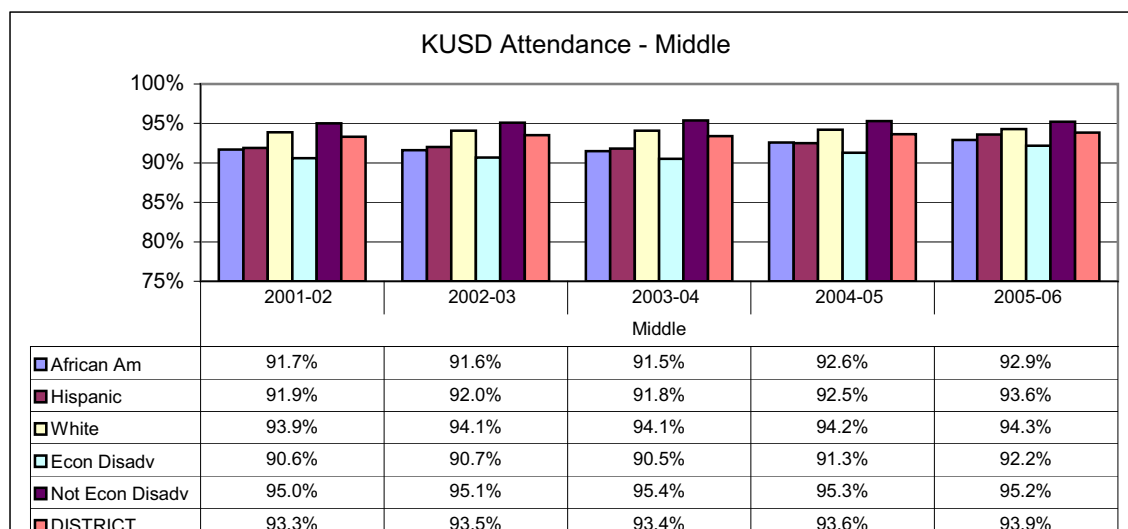


Chart 27

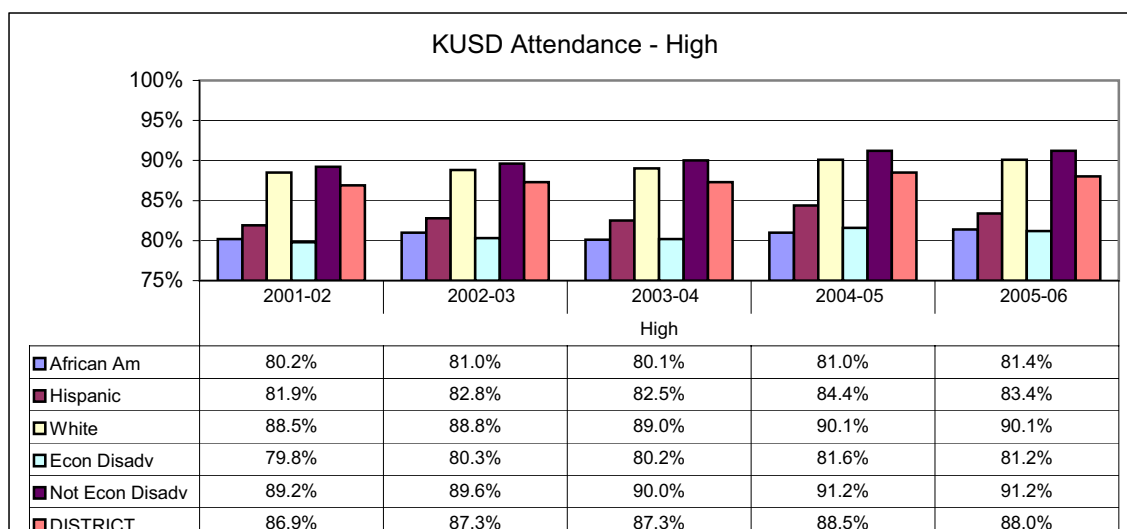
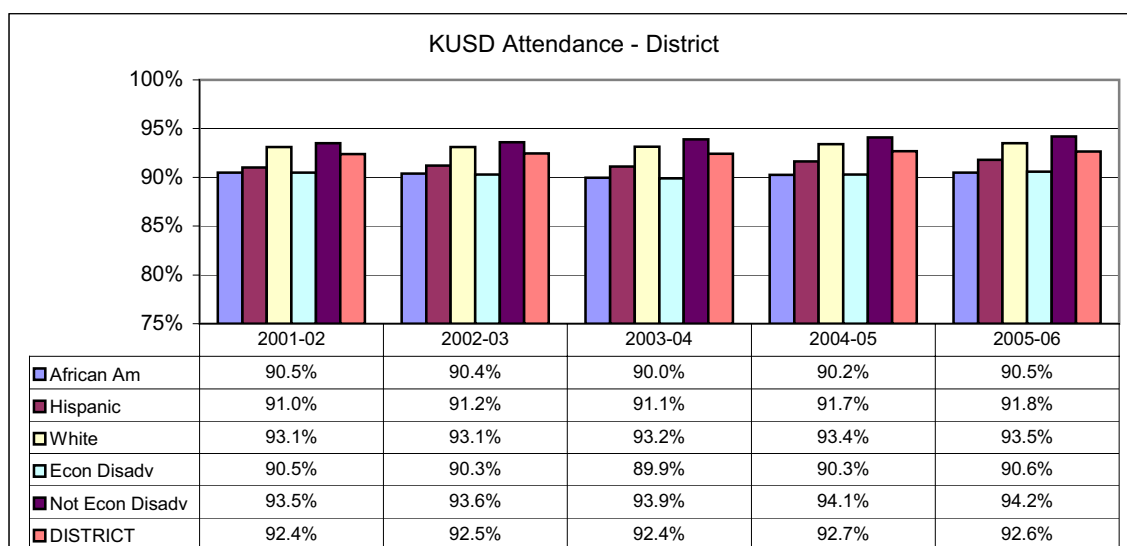


Chart 28



Average daily attendance for students appeared to decline as students progressed from elementary school to middle school and again, when they attended high school. The District did not meet its goal of 92.88%. However, middle school students met their goal. Neither the elementary nor high school levels reached their assigned attendance goals for this reporting period.

Graduation Rates

School Performance Report

Chart 29 illustrates the KUSD graduation rates as reported to the Wisconsin Department of Public Instruction (DPI) School Performance Report (SPR)* for all students who graduated, *including* ITED graduates. The rate for African American students decreased -3.9% when comparing last year's rate of 75.56% to this year's rate of 71.66%. The rate for Hispanic students also decreased by -3.91%, from 84.12% to 80.21%. A similar pattern was reported for White students, with a decrease of -1.87, from 94.36% to 92.49%. Both economically disadvantaged and not economically

disadvantaged student experienced a decrease in their graduation rates when *including* ITED graduates. District-wide, the rate decreased from 91.30% to 88.64%. The district did not meet the goal of 92.10%. However, the district did meet Objective II, Other Indicator, of the NCLB Act of 2001, surpassing the annual measurable objective graduation rate of 80%.

Chart 30 reports the graduation rates *excluding* ITED graduates. Similar patterns were experienced in the graduation rate when *excluding* ITED graduates, with economically disadvantaged students reporting the greatest decrease in their graduation rate. The disparity between minority students and their peers and between economically disadvantaged students and students not economically disadvantaged continues to be evident when comparing the graduation rates. *Please note that the rates for 2006 have not yet been verified by DPI and may be slightly different when official rates are available.*

Formula for Calculating Graduation Rate

Graduates

Graduates + 9DRS + 10DRS + 11DRS + 12DRS

* The calculation used is the number of graduates divided by the sum of graduates plus dropouts over four years (9th grade dropouts 3 years ago, 10th grade dropouts 2 years ago, 11th grade dropouts 1 year ago, and current grade 12 dropouts). It compares the number of students who leave school successfully (graduate) to the number of students who leave school unsuccessfully (dropout).

(Wisconsin Department of Public Instruction, Office of Educational Accountability)

Chart 29

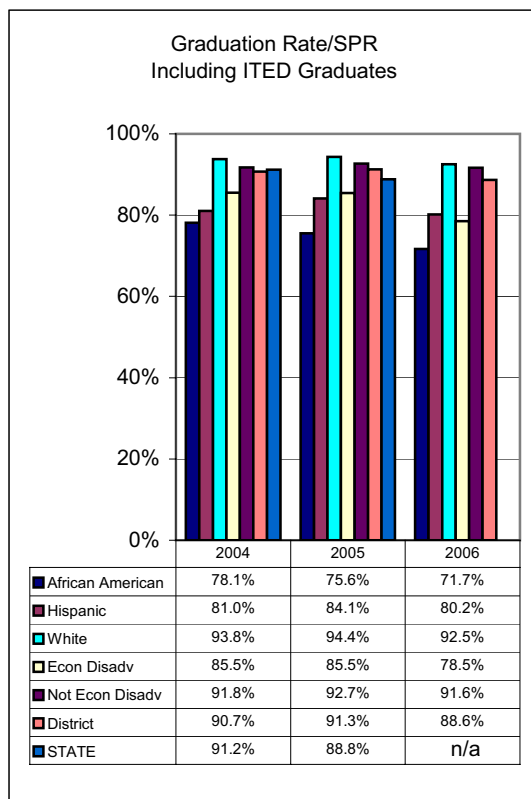
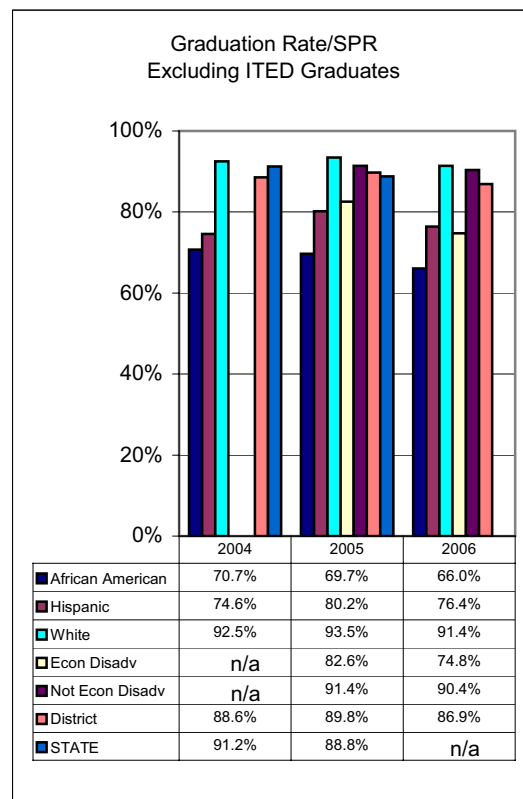


Chart 30



Cohort Graduation Rate

The Kenosha Unified School District also calculated a “cohort” graduation rate, which tracked grade 9 students through their high school years. **Charts 31 and 32** report the cohort graduation rate for the past three years by student group, first by *including* ITED graduates and then by *excluding* them. White students graduated at a higher rate (88.3%) when compared to African American (76.9%) and Hispanic (72.1%) students when *including* ITED graduates. When *excluding* ITED graduates, similar patterns were reported, with African American, Hispanic, and White students achieving graduation rates of 70.0%, 62.9% and 81.8%, respectively. District-wide, the cohort graduation rate decreased from 86.1% to 85.6% when *including* ITED graduates and from 79.5% to 78.9% when *excluding* them. African American students reported the greatest increases in their rates, both when *including* and *excluding* ITED graduates, from 70.8% to 76.9% and from 59.2% to 70.0%, respectively. The goals of 81.8% when *excluding* “ITED” and 87.6% when *including* “ITED” were not met.

Chart 31

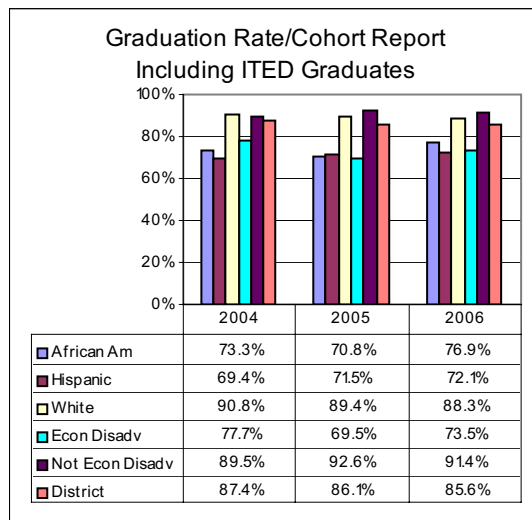
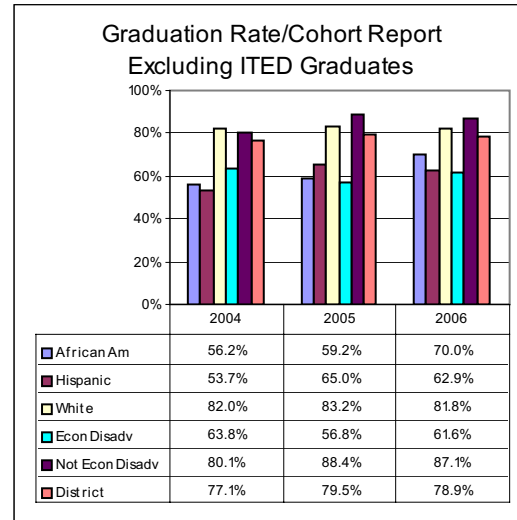


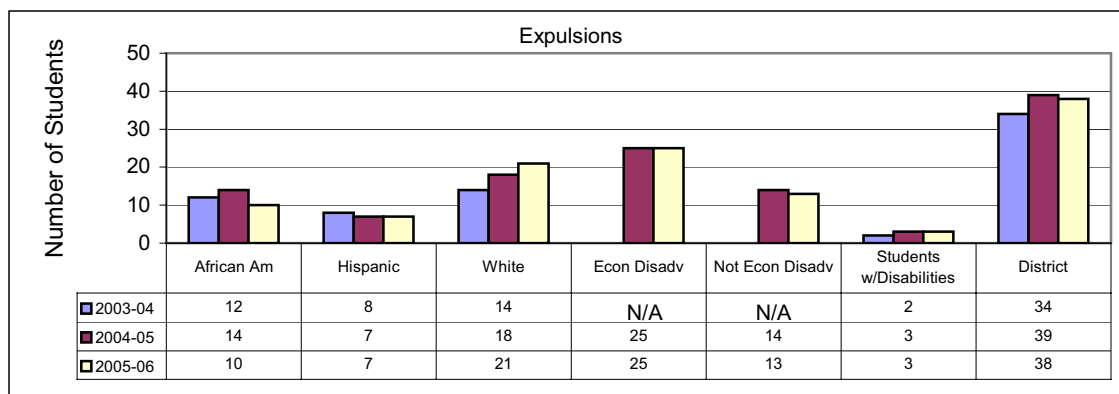
Chart 32



Expulsion Rates

Students who violate district rules, make threats against school property, or endanger the property, health, or safety of those at school must appear before a due process hearing and may be subjected to expulsion from school. **Chart 33** details the number of students by ethnic group who were expelled from school for the previous three years. While the number of Hispanic students remained fairly constant when comparing 2003-04 to 2005-06, the number of African American students who were expelled decreased, from 12 students to 10 students. The number of White students increased from 14 students to 21 students. Although the number of economically disadvantaged and not economically disadvantaged students remained somewhat the same when comparing 2005-06 to the prior year, there were almost twice as many economically disadvantaged students expelled than students not economically disadvantaged.

Chart 33



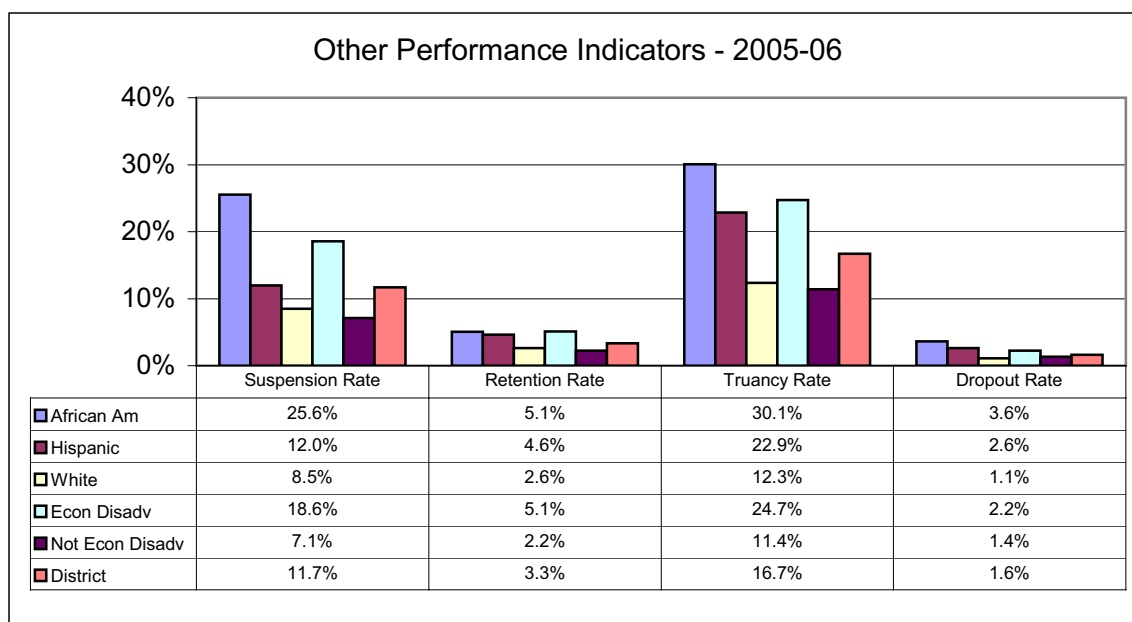
Suspension, Retention, Truancy, and Dropout Rates

There are many other factors that impact student learning. When students are suspended or truant from school, instruction time for those students is lost. When students drop out of school, learning discontinues. **Chart 34** illustrates out-of-school suspension, retention, habitual truancy, and dropout rates by ethnicity for the 2005-06 school year. Please note that these rates have not been verified by DPI and may be slightly different when released in their verified form. The following definitions are provided to assist the reader when analyzing these rates and drawing conclusions.

- ***Out-of-school suspensions*** are absences from school imposed by the school administration for non-compliance with school district policy or rules. They may be excused or unexcused depending on local district policy.
- ***Retention*** means a pupil has not made progress in a prescribed course of study, caused by (1) an incompleteness of a prescribed program for ungraded students, (2) repeating a grade at the elementary or middle school level, or (3) failure to earn a predetermined number of credits at the high school level.
- A ***habitual truant*** is a student who was absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester. **NOTE: The rate illustrated in this report is the percent of students who were identified as habitual truants. It is not the percent of time that students were truant from school.**
- A ***dropout*** is a student who was enrolled in school at some time during the previous year but was not enrolled at the beginning of the current school year as of third Friday in September and (1) did not graduate or transfer to another educational program, (2) was not absent due to expulsion, suspension or school-approved illness, or (3) did not die.

Wisconsin Department of Public Instruction/School Performance Report

Chart 34



African American students reported the highest suspension, retention, truancy, and dropout rates when compared to Hispanic and White students. White students achieved the lowest rates in all categories when compared to African American and Hispanic students. The same pattern was observed when comparing the rates of economically disadvantaged students to their peers.

***** Appendix F reports the percent of average daily attendance, the percent of dropouts and habitual truants, the percent of students who were expelled, retained, or suspended, and the percent of students who graduated.***

Mandatory Extended Year Summer School

The identification of students for mandatory extended year summer school was expanded to include students who were performing in the Minimal or Basic proficiency categories on the WKCE (Wisconsin Knowledge and Concepts Examination) in Reading and/or Math. Because the original goals were developed using the previous criteria of identifying students exclusively in the minimal proficiency category, only the percent of students who scored in the minimal category are illustrated in this report. Additionally, a comparison of the percent of students identified in 2005-06 to prior years is not valid because of the change in the administered test. Whereas students in grades 3, 5, 6, and 7 took the ITBS (Iowa Tests of Basic Skills) in prior years, they now are administered the WKCE.

Students in grades 3, 7, and 8 met the approved goals in Reading, with 5.02%, 7.13%, and 6.60% of students respectively identified in the minimal proficiency category. In Math, students in grades 4, 5, 7, and 8 met the goal, with percents of 18.07%, 16.82%, 11.55%, and 10.93% respectively.

APPENDIX A

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
DISTRICT BENCHMARKS AND GOALS

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance	92.39	92.47	92.42	92.71	92.64	92.88	93.15	93.41	93.94	94.47	95.00
<i>Elementary</i>	95.19	95.05	95.11	94.92	95.00	95.02	95.14	95.27	95.51	95.76	96.00
<i>Middle</i>	93.29	93.53	93.40	93.65	93.86	93.79	93.94	94.09	94.40	94.70	95.00
<i>High</i>	86.87	87.33	87.33	88.51	88.01	88.62	89.04	89.47	90.31	91.16	92.00
Habitual Truants	19.30	19.09	18.64	16.77	16.73	15.95	15.13	14.31	12.68	11.04	9.40
<i>Elementary</i>	6.34	6.68	6.59	6.33	5.66	6.22	6.10	5.99	5.76	5.53	5.30
<i>Middle</i>	9.68	9.59	11.29	8.91	7.64	8.76	8.62	8.47	8.18	7.89	7.60
<i>High</i>	47.42	45.70	41.93	37.53	38.82	35.10	32.68	30.25	25.40	20.55	15.70
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.60 / 97.02%	5.50 / 97.08%	New Bi-Tech system and new formula beginning in 2004-05	6.28 / 96.64%	5.68 / 96.96%	6.00 / 96.79%	5.72 / 96.94%	5.44 / 97.09%	4.88 / 97.40%	4.32 / 97.70%	3.76 / 98.00%
Average Professional Development Days	1.58	1.41	Not available	0.95	0.79	No Goal Set	No Goal Set				
Students Taking At Least 1 AP Class (Grades 11 & 12 only) N / %	395 / 18.19%	395 / 17.58%	458 / 20.00%	526 / 21.88%	562 / 22.73%	22.23%	22.57%	22.92%	23.61%	24.31%	25.00%
AP Classes Attended (All Students)	609	525	646	839	874	846	853	859	873	886	900
AP Tests Taken (All Students)	467	390	468	407	529 of 874 60.53%	51.5% of Classes Attended	54.4% of Classes attended	57.4% of Classes attended	63.2% of Classes attended	69.1% of Classes attended	75% of Classes Attended
Passing AP Exams (All Students) %	222 of 467 47.54%	213 of 390 54.62%	245 of 468 52.35%	261 of 407 64.1%	327 of 529 61.8%	65.3%	66.5%	67.7%	70.2%	72.6%	75.0%
Post Secondary Classes Attended (Outside KUSD) N / grade distribution	917	659	561	476	540	No Goal Set	No Goal Set				
A's	288 / 31.4%	248 / 37.6%	162 / 28.9%	137 / 28.8%	188 / 34.8%						
B's	303 / 33.0%	211 / 32.0%	186 / 33.2%	161 / 33.8%	181 / 33.5%						
C's	173 / 18.9%	117 / 17.8%	95 / 16.9%	107 / 22.5%	96 / 17.8%						
D's	82 / 8.9%	47 / 7.1%	68 / 12.1%	54 / 11.3%	47 / 8.7%						
P's	3 / 0.3%	0 / 0.0%	1 / 0.2%	0 / 0.0%	0 / 0%						
F's, I's, N's	68 / 7.4%	36 / 5.5%	49 / 8.7%	17 / 3.6%	28 / 5.2%						
SAT N / Avg score	39 tested Verbal-566 Math-552 Total-1118	49 tested Verbal-588 Math-584 Total-1172	34 tested Verbal - 592 Math - 588 Total - 1180	42 tested Verbal-594 Math-595 Total-1189	49 tested Verbal-576 Math-576 Total-1152 Writing-561	Verbal-595 Math-595 Total-1190	Verbal-595 Math-596 Total-1191	Verbal-596 Math-597 Total-1193	Verbal-597 Math-598 Total-1195	Verbal-599 Math-599 Total-1198	Verbal-600 Math-600 Total-1200
ACT N / Avg score	662 / 20.8	739 / 21.0	726 / 21.2	814 / 21.4	801 / 21.5	21.5	21.6	21.7	21.8	22.0	22.2
Graduation Rate - Cohort Group	71.9% Ex ITED 84.0% In ITED	76.2% Ex ITED 84.6% In ITED	77.1% Ex ITED 87.4% In ITED	79.5% Ex ITED 86.1% In ITED	78.9% Ex ITED 85.6% In ITED	81.8% Ex ITED 87.6% In ITED	84.1% Ex ITED 89.2% In ITED	86.3% Ex ITED 90.7% In ITED	90.9% Ex ITED 93.8% In ITED	95.4% Ex ITED 96.9% In ITED	100% Ex ITED 100% In ITED
Drop-out Rate - Cohort Group	19.5% In ITED 7.4% Ex ITED	13.5% In ITED 5.1% Ex ITED	15.7% In ITED 5.4% Ex ITED	10.9% In ITED 4.3% Ex ITED	12.1% In ITED 5.3% Ex ITED	9.7% In ITED 3.8% Ex ITED	8.5% In ITED 3.3% Ex ITED	7.3% In ITED 2.9% Ex ITED	4.8% In ITED 1.9% Ex ITED	2.4% In ITED 1.0% Ex ITED	0% In ITED 0% Ex ITED
Credit Deficient Rate - Cohort Group	8.4%	10.3%	7.2%	9.5%	8.9%	8.4%	7.4%	6.3%	4.2%	2.1%	0%
Graduation Rate - School Performance Report	88.96%	89.84%	90.55%	91.30%	88.64%	92.10%	93.09%	94.07%	96.05%	98.02%	100%
Retention Rate	Dist - 4.90% Elem - 1.14% MS - 1.22% HS - 13.76%	Dist - 5.23% Elem - 1.15% MS - 1.38% HS - 14.55%	Dist - 3.13% Elem - 1.19% MS - 0.49% HS - 8.00%	Dist - 4.02% Elem - 1.16% MS - 0.42% HS - 10.68%	Dist - 3.34% Elem - 1.11% MS - 0.33% HS - 8.58%						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
DISTRICT BENCHMARKS AND GOALS

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Students Identified for Mandatory Extended Year Summer School - READING ***											
Change in 2002-03 -- 30th National Percentile (NP) Score using ITBS at grades 2, 3, 5, 6, and 7, or at the minimal proficiency level using WKCE at grades 4 and 8 - Prior was below the 23 NP on either ITBS or WKCE					Minimal proficiency level on WKCE in grades 3 thru 8						
Reading	# of students / % of students	# of students / % of students	# of students / % of students	# of students / % of students	# of students / % of students	% of students	% of students	% of students	% of students	% of students	% of students
Grade 3	263 / 16.9%	282 / 17.89%	250 / 16.38%	292 / 18.91%	75 / 5.02%	5.29%	4.63%	3.97%	2.64%	1.32%	0%
Grade 4	308 / 19.0%	72 / 4.56%	86 / 5.44%	93 / 5.95%	96 / 6.09%	5.29%	4.63%	3.97%	2.64%	1.32%	0%
Grade 5	351 / 22.0%	326 / 19.90%	331 / 21.00%	362 / 22.13%	110 / 6.91%	5.29%	4.63%	3.97%	2.64%	1.32%	0%
Grade 6	382 / 23.0%	402 / 24.81%	368 / 22.12%	379 / 23.91%	122 / 7.45%	7.42%	6.49%	5.57%	3.71%	1.86%	0%
Grade 7	395 / 24.7%	416 / 24.36%	395 / 23.94%	369 / 22.06%	113 / 7.13%	7.42%	6.49%	5.57%	3.71%	1.86%	0%
Grade 8	130 / 8.8%	118 / 7.35%	193 / 11.31%	139 / 8.35%	111 / 6.60%	7.42%	6.49%	5.57%	3.71%	1.86%	0%
Percents based on enrollment for each year.											
Students Identified for Mandatory Extended Year Summer School - Mathematics ***											
Change in 2002-03 -- 30th National Percentile (NP) Score using ITBS at grades 2, 3, 5, 6, and 7, or at the minimal proficiency level using WKCE at grades 4 and 8 - Prior was below the 23 NP on either ITBS or WKCE					Minimal proficiency level on WKCE in grades 3 thru 8						
Math	# of students / % of students	# of students / % of students	# of students / % of students	# of students / % of students	# of students / % of students	% of students	% of students	% of students	% of students	% of students	% of students
Grade 3	255 / 16.4%	284 / 18.02%	256 / 16.78%	275 / 17.81%	281 / 18.82%	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 4	295 / 18.2%	312 / 19.75%	269 / 17.00%	323 / 20.65%	285 / 18.07%	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 5	342 / 21.4%	340 / 20.76%	352 / 22.34%	412 / 25.18%	268 / 16.82%	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 6	320 / 19.3%	343 / 21.17%	301 / 18.09%	332 / 20.95%	226 / 13.81%	12.81%	11.21%	9.61%	6.40%	3.20%	0%
Grade 7	355 / 22.2%	378 / 22.13%	364 / 22.06%	343 / 20.50%	183 / 11.55%	12.81%	11.21%	9.61%	6.40%	3.20%	0%
Grade 8	218 / 14.7%	253 / 15.76%	357 / 20.91%	240 / 14.41%	184 / 10.93%	12.81%	11.21%	9.61%	6.40%	3.20%	0%
Percents based on enrollment for each year.											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Min - 4.7% Basic - 16.7% Prof - 38.7% Adv - 39.9% not test-0.0%	Min-5.3% Basic-13.3% Prof/Adv-81.3% not tested-0%	Min-4.7% Basic-11.7% Prof/Adv-83.7% not tested-0%	Min-4.0% Basic-10.0% Prof/Adv-86.0% not tested-0%	Min-2.7% Basic-6.7% Prof/Adv-90.7% not tested-0%	Min-1.3% Basic-3.3% Prof/Adv-95.3% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
Math					Min - 17.9% Basic - 11.6% Prof - 40.4% Adv - 29.9% not test-0.2%	Min-17.8% Basic-9.8% Prof/Adv-71.6% not tested-0%	Min-15.6% Basic-8.6% Prof/Adv-75.1% not tested-0%	Min-13.3% Basic-7.3% Prof/Adv-78.7% not tested-0%	Min-8.9% Basic-4.9% Prof/Adv-85.8% not tested-0%	Min-4.4% Basic-2.4% Prof/Adv-92.9% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
					FAY (Full Academic Year)						

*** Please note that identification for mandatory extended year summer school had now been expanded to students who scored in either the minimal or basic proficiency categories on the WKCE. Because the original goals were developed using the previous criteria, only the percent of students who scored in the minimal category are illustrated on this report.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DISTRICT BENCHMARKS AND GOALS

Standard					Actual	Goal	Future Goals						
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11		
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels													
Grade 4	WAA not included	* NT = Not Tested Alt = Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA								
Reading	Min - 6% Basic - 12% Prof - 64% Adv - 14% not test - 5%	Min - 4% Basic - 14% Prof - 42% Adv - 38% NT/Alt - 0%/2%	Min - 5% Basic - 14% Prof - 42% Adv - 39% not test - 0%	Min - 6% Basic - 15% Prof - 41% Adv - 38% not test - 0%	Min - 5.7% Basic - 14.1% Prof - 41.3% Adv - 38.8% not test-0.1%	Min-5.3% Basic-13.3% Prof/Adv-81.3% not tested-0%	Min-4.7% Basic-11.7% Prof/Adv-83.7% not tested-0%	Min-4.0% Basic-10.0% Prof/Adv-86.0% not tested-0%	Min-2.7% Basic-6.7% Prof/Adv-90.7% not tested-0%	Min-1.3% Basic-3.3% Prof/Adv-95.3% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%		
	Math	Min - 4% Basic - 24% Prof - 44% Adv - 23% not test - 5%	Min - 19% Basic - 9% Prof - 40% Adv - 31% NT/Alt - 0%/2%	Min - 16% Basic - 13% Prof - 44% Adv - 27% not test - 0%	Min - 20% Basic - 11% Prof - 40% Adv - 28% not test - 0%	Min - 17.8% Basic - 13.7% Prof - 40.3% Adv - 28.1% not test-0.1%	Min-17.8% Basic-9.8% Prof/Adv-71.6% not tested-0%	Min-15.6% Basic-8.6% Prof/Adv-75.1% not tested-0%	Min-13.3% Basic-7.3% Prof/Adv-78.7% not tested-0%	Min-8.9% Basic-4.9% Prof/Adv-85.8% not tested-0%	Min-4.4% Basic-2.4% Prof/Adv-92.9% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%	
		Language	Min - 4% Basic - 19% Prof - 44% Adv - 28% not test - 5%	Min - 4% Basic - 16% Prof - 44% Adv - 33% NT/Alt - 0%/2%	Min - 4% Basic - 18% Prof - 45% Adv - 33% not test - 0%	Min - 5% Basic - 16% Prof - 45% Adv - 33% not test - 0%	Min - 6.9% Basic - 15.4% Prof - 43.8% Adv - 33.8% not test-0.1%	Min-4.4% Basic-14.2% Prof/Adv-80.4% not tested-0%	Min-3.9% Basic-12.4% Prof/Adv-82.9% not tested-0%	Min-3.3% Basic-10.7% Prof/Adv-85.3% not tested-0%	Min-2.2% Basic-7.1% Prof/Adv-90.2% not tested-0%	Min-1.1% Basic-3.6% Prof/Adv-95.1% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
			Science	Min - 6% Basic - 20% Prof - 57% Adv - 12% not test - 5%	Min - 7% Basic - 23% Prof - 57% Adv - 12% NT/Alt - 0%/1%	Min - 4% Basic - 21% Prof - 63% Adv - 11% not test - 0%	Min - 9% Basic - 20% Prof - 56% Adv - 15% not test - 0%	Min - 6.3% Basic - 22.2% Prof - 56.2% Adv - 15.3% not test-0.0%	Min-8.0% Basic-17.8% Prof/Adv-74.2% not tested-0%	Min-7.0% Basic-15.6% Prof/Adv-77.4% not tested-0%	Min-6.0% Basic-13.3% Prof/Adv-80.7% not tested-0%	Min-4.0% Basic-8.9% Prof/Adv-87.1% not tested-0%	Min-2.0% Basic-4.4% Prof/Adv-93.6% not tested-0%
Social Studies				Min - 7% Basic - 13% Prof - 41% Adv - 34% not test - 5%	Min - 3% Basic - 7% Prof - 34% Adv - 55% NT/Alt - 0%/1%	Min - 3% Basic - 8% Prof - 32% Adv - 57% not test - 0%	Min - 3% Basic - 7% Prof - 32% Adv - 58% not test - 0%	Min - 3.3% Basic - 7.7% Prof - 29.6% Adv - 59.3% not test-0.1%	Min-2.7% Basic-6.2% Prof/Adv-91.1% not tested-0%	Min-2.3% Basic-5.4% Prof/Adv-92.2% not tested-0%	Min-2.0% Basic-4.7% Prof/Adv-93.3% not tested-0%	Min-1.3% Basic-3.1% Prof/Adv-95.6% not tested-0%	Min-0.7% Basic-1.6% Prof/Adv-97.8% not tested-0%
	* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.				FAY (Full Academic Year)								
	WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels												
	Grade 5					Percents include students who took WAA							
Reading					Min - 6.5% Basic - 13.0% Prof - 42.9% Adv - 37.6% not test-0.0%	Min-5.3% Basic-13.3% Prof/Adv-81.3% not tested-0%	Min-4.7% Basic-11.7% Prof/Adv-83.7% not tested-0%	Min-4.0% Basic-10.0% Prof/Adv-86.0% not tested-0%	Min-2.7% Basic-6.7% Prof/Adv-90.7% not tested-0%	Min-1.3% Basic-3.3% Prof/Adv-95.3% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%		
	Math				Min - 16.4% Basic - 12.5% Prof - 43.2% Adv - 28.0% not test-0.0%	Min-17.8% Basic-9.8% Prof/Adv-71.6% not tested-0%	Min-15.6% Basic-8.6% Prof/Adv-75.1% not tested-0%	Min-13.3% Basic-7.3% Prof/Adv-78.7% not tested-0%	Min-8.9% Basic-4.9% Prof/Adv-85.8% not tested-0%	Min-4.4% Basic-2.4% Prof/Adv-92.9% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%		
		FAY (Full Academic Year)											
		FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels													
Grade 6					Percents include students who took WAA								
Reading					Min - 7.5% Basic - 11.7% Prof - 44.7% Adv - 36.0% not test-0.1%	Min-7.1% Basic-10.7% Prof/Adv-81.3% not tested-0%	Min-6.2% Basic-9.3% Prof/Adv-83.7% not tested-0%	Min-5.3% Basic-8.0% Prof/Adv-86.0% not tested-0%	Min-3.6% Basic-5.3% Prof/Adv-90.7% not tested-0%	Min-1.8% Basic-2.7% Prof/Adv-95.3% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%		
	Math				Min - 13.2% Basic - 14.5% Prof - 46.3% Adv - 26.0% not test-0.1%	Min-12.4% Basic-13.3% Prof/Adv-72.4% not tested-0.9%	Min-10.9% Basic-11.7% Prof/Adv-75.9% not tested-0.8%	Min-9.3% Basic-10.0% Prof/Adv-79.3% not tested-0.7%	Min-6.2% Basic-6.7% Prof/Adv-86.2% not tested-0.4%	Min-3.1% Basic-3.3% Prof/Adv-93.1% not tested-0.2%	Min-0% Basic-0% Prof/Adv-100% not tested-0%		
		FAY (Full Academic Year)											
		FAY (Full Academic Year)											

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

DISTRICT BENCHMARKS AND GOALS

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 7					Percents include students who took WAA						
Reading					Min - 6.9% Basic - 9.4% Prof - 46.6% Adv - 36.9% not test-0.1%	Min-7.1% Basic-10.7% Prof/Adv-81.3% not tested-0%	Min-6.2% Basic-9.3% Prof/Adv-83.7% not tested-0%	Min-5.3% Basic-8.0% Prof/Adv-86.0% not tested-0%	Min-3.6% Basic-5.3% Prof/Adv-90.7% not tested-0%	Min-1.8% Basic-2.7% Prof/Adv-95.3% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
Math					Min - 11.3% Basic - 14.8% Prof - 45.0% Adv - 28.8% not test-0.1%	Min-12.4% Basic-13.3% Prof/Adv-72.4% not tested-0.9%	Min-10.9% Basic-11.7% Prof/Adv-75.9% not tested-0.8%	Min-9.3% Basic-10.0% Prof/Adv-79.3% not tested-0.7%	Min-6.2% Basic-6.7% Prof/Adv-86.2% not tested-0.4%	Min-3.1% Basic-3.3% Prof/Adv-93.1% not tested-0.2%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 8	WAA not included	* NT = Not Tested Alt = Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Min - 10% Basic - 12% Prof - 58% Adv - 16% not test - 5%	Min - 7% Basic - 10% Prof - 48% Adv - 32% NT/Alt - 2%/1%	Min - 11% Basic - 15% Prof - 48% Adv - 25% not test - 1%	Min - 8% Basic - 12% Prof - 44% Adv - 35% not test - 0%	Min - 6.2% Basic - 11.1% Prof - 44.6% Adv - 38.0% not test-0.2%	Min-7.1% Basic-10.7% Prof/Adv-81.3% not tested-0%	Min-6.2% Basic-9.3% Prof/Adv-83.7% not tested-0%	Min-5.3% Basic-8.0% Prof/Adv-86.0% not tested-0%	Min-3.6% Basic-5.3% Prof/Adv-90.7% not tested-0%	Min-1.8% Basic-2.7% Prof/Adv-95.3% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
Math	Min - 20% Basic - 36% Prof - 25% Adv - 15% not test - 5%	Min - 15% Basic - 14% Prof - 46% Adv - 22% NT/Alt - 1%/1%	Min - 20% Basic - 19% Prof - 43% Adv - 17% not test - 1%	Min - 14% Basic - 15% Prof - 47% Adv - 22% not test - 1%	Min - 10.6% Basic - 14.4% Prof - 49.6% Adv - 25.3% not test-0.1%	Min-12.4% Basic-13.3% Prof/Adv-72.4% not tested-0.9%	Min-10.9% Basic-11.7% Prof/Adv-75.9% not tested-0.8%	Min-9.3% Basic-10.0% Prof/Adv-79.3% not tested-0.7%	Min-6.2% Basic-6.7% Prof/Adv-86.2% not tested-0.4%	Min-3.1% Basic-3.3% Prof/Adv-93.1% not tested-0.2%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
Language	Min - 6% Basic - 23% Prof - 53% Adv - 14% not test - 5%	Min - 14% Basic - 28% Prof - 40% Adv - 16% NT/Alt - 2%/1%	Min - 17% Basic - 22% Prof - 40% Adv - 20% not test - 1%	Min - 17% Basic - 25% Prof - 36% Adv - 21% not test - 0%	Min - 13.7% Basic - 22.6% Prof - 40.9% Adv - 21.9% not test-0.9%	Min-15.1% Basic-22.2% Prof/Adv-61.8% not tested-0%	Min-13.2% Basic-19.4% Prof/Adv-66.6% not tested-0%	Min-11.3% Basic-16.7% Prof/Adv-71.3% not tested-0%	Min-7.6% Basic-11.1% Prof/Adv-80.9% not tested-0%	Min-3.8% Basic-5.6% Prof/Adv-90.4% not tested-0%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
Science	Min - 12% Basic - 27% Prof - 41% Adv - 15% not test - 6%	Min - 12% Basic - 18% Prof - 45% Adv - 22% NT/Alt - 2%/1%	Min - 18% Basic - 22% Prof - 39% Adv - 17% not test - 1%	Min - 14% Basic - 20% Prof - 44% Adv - 20% not test - 1%	Min - 10.2% Basic - 17.4% Prof - 49.6% Adv - 22.0% not test-0.8%	Min-12.4% Basic-17.8% Prof/Adv-68.0% not tested-0.9%	Min-10.9% Basic-15.6% Prof/Adv-72.0% not tested-0.8%	Min-9.3% Basic-13.3% Prof/Adv-76.0% not tested-0.7%	Min-6.2% Basic-8.9% Prof/Adv-84.0% not tested-0.4%	Min-3.1% Basic-4.4% Prof/Adv-92.0% not tested-0.2%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
Social Studies	Min - 4% Basic - 13% Prof - 45% Adv - 32% not test - 6%	Min - 4% Basic - 17% Prof - 49% Adv - 27% NT/Alt - 1%/1%	Min - 8% Basic - 13% Prof - 39% Adv - 39% not test - 2%	Min - 7% Basic - 16% Prof - 41% Adv - 33% not test - 1%	Min - 5.2% Basic - 13.6% Prof - 42.5% Adv - 37.8% not test-0.9%	Min-6.2% Basic-14.2% Prof/Adv-76.9% not tested-0.9%	Min-5.4% Basic-12.4% Prof/Adv-79.8% not tested-0.8%	Min-4.7% Basic-10.7% Prof/Adv-82.7% not tested-0.7%	Min-3.1% Basic-7.1% Prof/Adv-88.4% not tested-0.4%	Min-1.6% Basic-3.6% Prof/Adv-94.2% not tested-0.2%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
DISTRICT BENCHMARKS AND GOALS

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 10	WAA not included	* NT = Not Tested Alt = Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Min - 15% Basic - 24% Prof - 34% Adv - 19% not test - 9%	Min - 10% Basic - 15% Prof - 19% Adv - 51% NT/Alt - 4%/1%	Min - 12% Basic - 16% Prof - 19% Adv - 47% not test - 6%	Min - 11% Basic - 15% Prof - 20% Adv - 51% not test - 2%	Min - 10.1% Basic - 15.4% Prof - 35.0% Adv - 36.6% not test-3.0%	Min-9.8% Basic-13.3% Prof/Adv-74.2% not tested-1.8%	Min-8.6% Basic-11.7% Prof/Adv-77.4% not tested-1.6%	Min-7.3% Basic-10.0% Prof/Adv-80.7% not tested-1.3%	Min-4.9% Basic-6.7% Prof/Adv-87.1% not tested-0.9%	Min-2.4% Basic-3.3% Prof/Adv-93.6% not tested-0.4%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
	Math	Min - 35% Basic - 23% Prof - 21% Adv - 11% not test - 9%	Min - 18% Basic - 16% Prof - 45% Adv - 17% NT/Alt - 4%/1%	Min - 18% Basic - 17% Prof - 43% Adv - 19% not test - 4%	Min - 17% Basic - 16% Prof - 44% Adv - 20% not test - 1%	Min - 17.9% Basic - 17.5% Prof - 46.5% Adv - 17.1% not test-0.9%	Min-15.1% Basic-14.2% Prof/Adv-68.0% not tested-0.9%	Min-13.2% Basic-12.4% Prof/Adv-72.0% not tested-0.8%	Min-11.3% Basic-10.7% Prof/Adv-76.0% not tested-0.7%	Min-7.6% Basic-7.1% Prof/Adv-84.0% not tested-0.4%	Min-3.8% Basic-3.6% Prof/Adv-92.0% not tested-0.2%
Language		Min - 16% Basic - 21% Prof - 39% Adv - 14% not test - 9%	Min - 8% Basic - 19% Prof - 51% Adv - 18% NT/Alt - 4%/1%	Min - 11% Basic - 21% Prof - 48% Adv - 15% not test - 6%	Min - 10% Basic - 21% Prof - 50% Adv - 16% not test - 2%	Min - 8.3% Basic - 20.7% Prof - 50.4% Adv - 16.0% not test-4.7%	Min-8.9% Basic-18.7% Prof/Adv-69.8% not tested-1.8%	Min-7.8% Basic-16.3% Prof/Adv-73.6% not tested-1.6%	Min-6.7% Basic-14.0% Prof/Adv-77.3% not tested-1.3%	Min-4.4% Basic-9.3% Prof/Adv-84.9% not tested-0.9%	Min-2.2% Basic-4.7% Prof/Adv-92.4% not tested-0.4%
	Science	Min - 21% Basic - 33% Prof - 27% Adv - 9% not test - 10%	Min - 19% Basic - 11% Prof - 36% Adv - 27% NT/Alt - 5%/1%	Min - 18% Basic - 11% Prof - 37% Adv - 27% not test - 7%	Min - 21% Basic - 12% Prof - 36% Adv - 28% not test - 3%	Min - 21.0% Basic - 12.8% Prof - 34.3% Adv - 27.3% not test-4.5%	Min-18.7% Basic-10.7% Prof/Adv-68.0% not tested-2.7%	Min-16.3% Basic-9.3% Prof/Adv-72.0% not tested-2.3%	Min-14.0% Basic-8.0% Prof/Adv-76.0% not tested-2.0%	Min-9.3% Basic-5.3% Prof/Adv-84.0% not tested-1.3%	Min-4.7% Basic-2.7% Prof/Adv-92.0% not tested-0.7%
Social Studies		Min - 15% Basic - 18% Prof - 37% Adv - 21% not test - 10%	Min - 16% Basic - 8% Prof - 32% Adv - 39% NT/Alt - 5%/1%	Min - 18% Basic - 8% Prof - 31% Adv - 34% not test - 8%	Min - 19% Basic - 8% Prof - 33% Adv - 36% not test - 3%	Min - 19.1% Basic - 8.5% Prof - 30.9% Adv - 36.7% not test-4.8%	Min-16.9% Basic-7.1% Prof/Adv-72.4% not tested-2.7%	Min-14.8% Basic-6.2% Prof/Adv-75.9% not tested-2.3%	Min-12.7% Basic-5.3% Prof/Adv-79.3% not tested-2.0%	Min-8.4% Basic-3.6% Prof/Adv-86.2% not tested-1.3%	Min-4.2% Basic-1.8% Prof/Adv-93.1% not tested-0.7%
	* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.				FAY (Full Academic Year)						
ACT EXPLORE Examination Average Scores (25 maximum)											
Grade 9					Includes only students who took all four academic tests						
English				15.2	14.8	15.3	15.4	15.5	15.8	16.0	16.2
Math				15.4	15.2	15.5	15.6	15.7	16.0	16.2	16.4
Reading				15.1	14.9	15.2	15.3	15.4	15.7	15.9	16.1
Science				17.2	16.8	17.3	17.4	17.5	17.8	18.0	18.2
Composite				15.9	15.5	16.0	16.1	16.2	16.5	16.7	16.9

APPENDIX B

Bose Elementary

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam				Proficiency Levels					
Grade 3					Percents include students who took WAA						
Reading					Not test-0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0%
					Min-11.6%	Min-2.6%	Min-2.3%	Min-1.9%	Min-1.3%	Min-0.6%	Min-0%
					Basic-16.3%	Basic-5.2%	Basic-4.6%	Basic-3.9%	Basic-2.6%	Basic-1.3%	Basic-0%
					Prof-44.2%	Prof/Adv-92.2%	Prof/Adv-93.2%	Prof/Adv-94.1%	Prof/Adv-96.1%	Prof/Adv-98.0%	Prof/Adv-100%
					Adv-27.9%						
Math					Not test-0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0%
					Min-32.6%	Min-20.9%	Min-18.3%	Min-15.7%	Min-10.4%	Min-5.2%	Min-0%
					Basic-11.6%	Basic-5.2%	Basic-4.6%	Basic-3.9%	Basic-2.6%	Basic-1.3%	Basic-0%
					Prof-37.2%	Prof/Adv-73.9%	Prof/Adv-77.1%	Prof/Adv-80.4%	Prof/Adv-86.9%	Prof/Adv-93.5%	Prof/Adv-100%
					Adv-18.6%						

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-7.5% Basic-5.0% Prof-57.5% Adv-30.0%	Not test-0.0% Min-2.6% Basic-5.2% Prof/Adv-92.2%	Not test-0.0% Min-2.3% Basic-4.6% Prof/Adv-93.2%	Not test-0.0% Min-1.9% Basic-3.9% Prof/Adv-94.1%	Not test-0.0% Min-1.3% Basic-2.6% Prof/Adv-96.1%	Not test-0.0% Min-0.6% Basic-1.3% Prof/Adv-98.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-22.5% Basic-17.5% Prof-45.0% Adv-15.0%	Not test-0.0% Min-20.9% Basic-5.2% Prof/Adv-73.9%	Not test-0.0% Min-18.3% Basic-4.6% Prof/Adv-77.1%	Not test-0.0% Min-15.7% Basic-3.9% Prof/Adv-80.4%	Not test-0.0% Min-10.4% Basic-2.6% Prof/Adv-86.9%	Not test-0.0% Min-5.2% Basic-1.3% Prof/Adv-93.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Brompton Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.84%	96.48%	96.76%	97.09%	97.38%	97.14%	97.18%	97.23%	97.32%	97.41%	97.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	7.75 / 95.88%	4.94 / 97.37%	New Bi-Tech system and new formula beginning in 2004-05	3.41 / 98.18%	2.56 / 98.63%	3.40 / 98.19%	3.38 / 98.19%	3.37 / 98.20%	3.34 / 98.22%	3.32 / 98.23%	3.29 / 98.25%
Average Professional Development Days	0.13	0.00	Not available	0.14	0.00	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0% Min-0% Basic-0% Prof-12.5% Adv-87.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-0% Basic-0% Prof-62.5% Adv-37.5%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-7.8% Prof/Adv-92.2%	Not test-0% Min-0% Basic-6.7% Prof/Adv-93.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-0% Basic-0% Prof-69% Adv-31%	NT/Alt-0%/0% Min-0% Basic-0% Prof-8% Adv-92%	Not test-0% Min-0% Basic-0% Prof-33.3% Adv-66.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof-10.0% Adv-90.0%	Not test-0% Min-0% Basic-0% Prof-0% Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-0% Min-0% Basic-0% Prof-54% Adv-46%	NT/Alt-0%/0% Min-0% Basic-0% Prof-25% Adv-75%	Not test-0% Min-0% Basic-0% Prof-46.7% Adv-53.3%	Not test-0.0% Min-0.0% Basic-10.0% Prof-40.0% Adv-50.0%	Not test-0% Min-0% Basic-0% Prof-42.9% Adv-57.1%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-7.8% Prof/Adv-92.2%	Not test-0% Min-0% Basic-6.7% Prof/Adv-93.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-0% Min-0% Basic-0% Prof-38% Adv-62%	NT/Alt-0%/0% Min-0% Basic-0% Prof-17% Adv-83%	Not test-0% Min-0% Basic-0% Prof-20% Adv-80%	Not test-0.0% Min-0.0% Basic-0.0% Prof-0.0% Adv-100%	Not test-0% Min-0% Basic-0% Prof-0% Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-0% Min-0% Basic-0% Prof-54% Adv-46%	NT/Alt-0%/0% Min-0% Basic-0% Prof-25% Adv-75%	Not test-0% Min-0% Basic-6.7% Prof-66.7% Adv-26.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof-20.0% Adv-80.0%	Not test-0% Min-0% Basic-0.0% Prof-28.6% Adv-71.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-0% Min-0% Basic-0% Prof-23% Adv-77%	NT/Alt-0%/0% Min-0% Basic-0% Prof-0% Adv-100%	Not test-0% Min-0% Basic-0% Prof-6.7% Adv-93.3%	Not test-0.0% Min-0.0% Basic-0.0% Prof-10.0% Adv-90.0%	Not test-0% Min-0% Basic-0% Prof-0% Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-0% Basic-0% Prof-12.5% Adv-87.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-0% Basic-0% Prof-25.0% Adv-75.0%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-7.8% Prof/Adv-92.2%	Not test-0% Min-0% Basic-6.7% Prof/Adv-93.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Cesar Chavez Learning Station - HeadStart

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	89.74%	90.12%	88.60%	89.25%	88.56%	89.31%	89.39%	89.48%	89.65%	89.83%	90.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	1.91 / 98.98	5.68 / 96.98%	New Bi-Tech system and new formula beginning in 2004-05	6.00 / 96.79%	6.29 / 96.64%	5.75 / 96.93%	5.50 / 97.06%	5.25 / 97.19%	4.76 / 97.46%	4.26 / 97.73%	3.76 / 98.00%
Average Professional Development Days	0.27	0.73	Not available	0.28	0.40	No Goal Set	No Goal Set				

Creative Curriculum Developmental Continuum

Age 3-4 - Overall - % at Step II or III End of Year			76%	96%	* n/a	96.1%	96.2%	96.3%	96.6%	96.8%	97.0%
Age 3-4 - Social-Emotional Development - % at Step II or III End of Year			85%	96%	91%	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Age 3-4 - Physical Development - % at Step II or III End of Year			94%	99%	95%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%
Age 3-4 - Language Development - % at Step II or III End of Year			67%	86%	87%	86.1%	86.2%	86.3%	86.6%	86.8%	87.0%
Age 3-4 - Cognitive Development - % at Step II or III End of Year			53%	73%	84%	73.2%	73.4%	73.7%	74.1%	74.6%	75.0%
Age 4-5 - Overall - % at Step III End of Year			59%	61%	* n/a	61.7%	62.3%	63.0%	64.3%	65.7%	67.0%
Age 4-5 - Social-Emotional Development - % at Step III End of Year			67%	76%	72%	76.6%	77.1%	77.7%	78.8%	79.9%	81.0%
Age 4-5 - Physical Development - % at Step III End of Year			85%	93%	87%	93.2%	93.4%	93.7%	94.1%	94.6%	95.0%
Age 4-5 - Language Development - % at Step III End of Year			50%	52%	48%	52.9%	53.8%	54.7%	56.4%	58.2%	60.0%
Age 4-5 - Cognitive Development - % at Step III End of Year			46%	49%	55%	49.9%	50.8%	51.7%	53.4%	55.2%	57.0%

* Upgraded software no longer generates an overall score.

Columbus Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	93.80%	92.81%	93.72%	94.28%	94.64%	94.42%	94.55%	94.69%	94.96%	95.23%	95.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	8.35 / 95.56%	7.24 / 96.15%	New Bi-Tech system and new formula beginning in 2004-05	5.30 / 97.17%	7.30 / 96.10%	5.12 / 97.26%	4.95 / 97.35%	4.78 / 97.45%	4.44 / 97.63%	4.10 / 97.82%	3.76 / 98.00%
Average Professional Development Days	1.65	1.65	Not available	2.14	2.33	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-7.4%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%
					Basic-25.9%	Basic-18.8%	Basic-16.4%	Basic-14.1%	Basic-9.4%	Basic-4.7%	Basic-0%
					Prof-48.1%	Prof/Adv-81.3%	Prof/Adv-83.7%	Prof/Adv-86.0%	Prof/Adv-90.7%	Prof/Adv-95.3%	Prof/Adv-100%
Math					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-33.3%	Min-18.8%	Min-16.4%	Min-14.1%	Min-9.4%	Min-4.7%	Min-0%
					Basic-7.4%	Basic-4.7%	Basic-4.1%	Basic-3.5%	Basic-2.4%	Basic-1.2%	Basic-0%
					Prof-40.7%	Prof/Adv-76.5%	Prof/Adv-79.5%	Prof/Adv-82.4%	Prof/Adv-88.3%	Prof/Adv-94.1%	Prof/Adv-100%
					FAY (Full Academic Year)						

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-2% Min-5%	NT/Alt-0%/0% Min-11%	Not test-0.0% Min-18.8%	Not test-0.0% Min-0.0%	Not test-0.0% Min-4.3%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%
	Basic-20%	Basic-33%	Basic-37.5%	Basic-21.1%	Basic-26.1%	Basic-18.8%	Basic-16.4%	Basic-14.1%	Basic-9.4%	Basic-4.7%	Basic-0%
	Prof-59%	Prof-44%	Prof-37.5%	Prof-57.9%	Prof-56.5%	Prof/Adv-81.3%	Prof/Adv-83.7%	Prof/Adv-86.0%	Prof/Adv-90.7%	Prof/Adv-95.3%	Prof/Adv-100%
	Adv-14%	Adv-11%	Adv-6.3%	Adv-21.1%	Adv-13.0%						
Math	Not test-0% Min-5%	NT/Alt-0%/0% Min-50%	Not test-0.0% Min-43.8%	Not test-0.0% Min-21.1%	Not test-0.0% Min-13.0%	Not test-0% Min-18.8%	Not test-0% Min-16.4%	Not test-0% Min-14.1%	Not test-0% Min-9.4%	Not test-0% Min-4.7%	Not test-0% Min-0%
	Basic-32%	Basic-6%	Basic-12.5%	Basic-5.3%	Basic-21.7%	Basic-4.7%	Basic-4.1%	Basic-3.5%	Basic-2.4%	Basic-1.2%	Basic-0%
	Prof-45%	Prof-39%	Prof-37.5%	Prof-36.8%	Prof-47.8%	Prof/Adv-76.5%	Prof/Adv-79.5%	Prof/Adv-82.4%	Prof/Adv-88.3%	Prof/Adv-94.1%	Prof/Adv-100%
	Adv-18%	Adv-6%	Adv-6.3%	Adv-36.8%	Adv-17.4%						
Language	Not test-2% Min-2%	NT/Alt-0%/0% Min-17%	Not test-0.0% Min-18.8%	Not test-0.0% Min-0.0%	Not test-0.0% Min-8.7%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%
	Basic-30%	Basic-33%	Basic-43.8%	Basic-26.3%	Basic-17.4%	Basic-23.4%	Basic-20.5%	Basic-17.5%	Basic-11.7%	Basic-5.8%	Basic-0%
	Prof-43%	Prof-28%	Prof-25.0%	Prof-31.6%	Prof-60.9%	Prof/Adv-76.6%	Prof/Adv-79.5%	Prof/Adv-82.5%	Prof/Adv-88.3%	Prof/Adv-94.2%	Prof/Adv-100%
	Adv-23%	Adv-22%	Adv-12.5%	Adv-42.1%	Adv-13.0%						
Science	Not test-0% Min-5%	NT/Alt-0%/0% Min-11%	Not test-0.0% Min-18.8%	Not test-0.0% Min-0.0%	Not test-0.0% Min-8.7%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%
	Basic-25%	Basic-44%	Basic-37.5%	Basic-31.6%	Basic-26.1%	Basic-28.1%	Basic-24.6%	Basic-21.1%	Basic-14.0%	Basic-7.0%	Basic-0%
	Prof-66%	Prof-44%	Prof-43.8%	Prof-52.6%	Prof-65.2%	Prof/Adv-71.9%	Prof/Adv-75.4%	Prof/Adv-78.9%	Prof/Adv-86.0%	Prof/Adv-93.0%	Prof/Adv-100%
	Adv-5%	Adv-0%	Adv-0.0%	Adv-15.8%	Adv-0.0%						
Social Studies	Not test-2% Min-9%	NT/Alt-0%/0% Min-0%	Not test-0.0% Min-0.0%	Not test-0.0% Min-0.0%	Not test-0.0% Min-0.0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%	Not test-0% Min-0%
	Basic-14%	Basic-6%	Basic-12.5%	Basic-5.3%	Basic-8.7%	Basic-4.7%	Basic-4.1%	Basic-3.5%	Basic-2.4%	Basic-1.2%	Basic-0%
	Prof-48%	Prof-56%	Prof-56.3%	Prof-26.3%	Prof-39.1%	Prof/Adv-95.3%	Prof/Adv-95.9%	Prof/Adv-96.5%	Prof/Adv-97.6%	Prof/Adv-98.8%	Prof/Adv-100%
	Adv-27%	Adv-39%	Adv-31.3%	Adv-68.4%	Adv-52.2%						

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-0.0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%
					Basic-24.0%	Basic-18.8%	Basic-16.4%	Basic-14.1%	Basic-9.4%	Basic-4.7%	Basic-0%
					Prof-60.0%	Prof/Adv-81.3%	Prof/Adv-83.7%	Prof/Adv-86.0%	Prof/Adv-90.7%	Prof/Adv-95.3%	Prof/Adv-100%
Math					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-8.0%	Min-18.8%	Min-16.4%	Min-14.1%	Min-9.4%	Min-4.7%	Min-0%
					Basic-12.0%	Basic-4.7%	Basic-4.1%	Basic-3.5%	Basic-2.4%	Basic-1.2%	Basic-0%
					Prof-48.0%	Prof/Adv-76.5%	Prof/Adv-79.5%	Prof/Adv-82.4%	Prof/Adv-88.3%	Prof/Adv-94.1%	Prof/Adv-100%
					FAY (Full Academic Year)						

Dimensions of Learning Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.42%	96.08%	96.18%	96.03%	96.22%	96.15%	96.25%	96.36%	96.57%	96.79%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.80 / 96.91%	6.36 / 96.62%	New Bi-Tech system and new formula beginning in 2004-05	6.50 / 96.52%	6.43 / 96.56	6.20 / 96.69%	5.89 / 96.85%	5.59 / 97.02%	4.98 / 97.34%	4.37 / 97.67%	3.76 / 98.00%
Average Professional Development Days	4.65	3.36	Not available	2.83	2.11	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-0%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
					Basic-5.6%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%
					Prof-22.2%	Prof/Adv-95.8%	Prof/Adv-96.3%	Prof/Adv-96.9%	Prof/Adv-97.9%	Prof/Adv-99.0%	Prof/Adv-100%
					Adv-72.2%						
Math					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-5.6%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
					Basic-11.1%	Basic-4.3%	Basic-3.7%	Basic-3.2%	Basic-2.1%	Basic-1.1%	Basic-0%
					Prof-33.3%	Prof/Adv-91.6%	Prof/Adv-92.6%	Prof/Adv-93.7%	Prof/Adv-95.8%	Prof/Adv-97.9%	Prof/Adv-100%
					Adv-50.0%						
				FAY (Full Academic Year)							

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0%	NT/Alt-0%/0%	Not test-0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-5%	Min-0%	Min-0%	Min-4.8%	Min-0%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
	Basic-0%	Basic-6%	Basic-6.7%	Basic-0.0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%
	Prof-50%	Prof-35%	Prof-14.3%	Prof-40%	Prof-11.8%	Prof/Adv-95.8%	Prof/Adv-96.3%	Prof/Adv-96.9%	Prof/Adv-97.9%	Prof/Adv-99.0%	Prof/Adv-100%
Math	Not test-0%	NT/Alt-0%/0%	Not test-0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-0%	Min-12%	Min-0.0%	Min-4.8%	Min-5.9%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
	Basic-14%	Basic-6%	Basic-26.7%	Basic-4.8%	Basic-0.0%	Basic-4.3%	Basic-3.7%	Basic-3.2%	Basic-2.1%	Basic-1.1%	Basic-0%
	Prof-36%	Prof-29%	Prof-53.3%	Prof-47.6%	Prof-47.1%	Prof/Adv-91.6%	Prof/Adv-92.6%	Prof/Adv-93.7%	Prof/Adv-95.8%	Prof/Adv-97.9%	Prof/Adv-100%
Language	Not test-0%	NT/Alt-0%/0%	Not test-0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-0%	Min-0%	Min-0%	Min-4.8%	Min-0%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
	Basic-14%	Basic-6%	Basic-20%	Basic-0.0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%
	Prof-36%	Prof-41%	Prof-20%	Prof-28.6%	Prof-17.6%	Prof/Adv-94.9%	Prof/Adv-95.6%	Prof/Adv-96.2%	Prof/Adv-97.5%	Prof/Adv-98.7%	Prof/Adv-100%
Science	Not test-0%	NT/Alt-0%/0%	Not test-0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-0%	Min-0%	Min-0%	Min-0.0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%
	Basic-5%	Basic-18%	Basic-13.3%	Basic-14.3%	Basic-0%	Basic-12.7%	Basic-11.1%	Basic-9.5%	Basic-6.4%	Basic-3.2%	Basic-0%
	Prof-50%	Prof-59%	Prof-73.3%	Prof-52.4%	Prof-82.4%	Prof/Adv-87.3%	Prof/Adv-88.9%	Prof/Adv-90.5%	Prof/Adv-93.6%	Prof/Adv-96.8%	Prof/Adv-100%
Social Studies	Not test-0%	NT/Alt-0%/0%	Not test-0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-5%	Min-0%	Min-0%	Min-0.0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%
	Basic-9%	Basic-6%	Basic-0%	Basic-0.0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%
	Prof-32%	Prof-29%	Prof-20%	Prof-19.0%	Prof-0%	Prof/Adv-100%	Prof/Adv-100%	Prof/Adv-100%	Prof/Adv-100%	Prof/Adv-100%	Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-0%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
					Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%	Basic-0%
					Prof-26.3%	Prof/Adv-95.8%	Prof/Adv-96.3%	Prof/Adv-96.9%	Prof/Adv-97.9%	Prof/Adv-99.0%	Prof/Adv-100%
Math					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-5.3%	Min-4.3%	Min-3.7%	Min-3.2%	Min-2.1%	Min-1.1%	Min-0%
					Basic-0%	Basic-4.3%	Basic-3.7%	Basic-3.2%	Basic-2.1%	Basic-1.1%	Basic-0%
					Prof-42.1%	Prof/Adv-91.6%	Prof/Adv-92.6%	Prof/Adv-93.7%	Prof/Adv-95.8%	Prof/Adv-97.9%	Prof/Adv-100%
					FAY (Full Academic Year)						

Dimensions of Learning Academy

Standard						Actual	Goal	Future Goals				
		2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
WSAS/WKCE Wisconsin Knowledge & Concepts Exam						Proficiency Levels						
Grade 6					Percents include students who took WAA							
Reading					Not test-0% Min-0% Basic-0% Prof-36.8% Adv-63.2%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
					Not test-0% Min-0.0% Basic-10.5% Prof-47.4% Adv-42.1%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	FAY (Full Academic Year)											
	FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam						Proficiency Levels						
Grade 7					Percents include students who took WAA							
Reading					Not test-0% Min-0% Basic-0% Prof-10.5% Adv-89.5%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
					Not test-0% Min-0.0% Basic-5.3% Prof-57.9% Adv-36.8%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	FAY (Full Academic Year)											
	FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam						Proficiency Levels						
Grade 8	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA							
Reading	Not test-0% Min-5% Basic-5% Prof-57% Adv-33%	NT/Alt-0%/0% Min-0% Basic-9% Prof-27% Adv-64%	Not test-0% Min-4.8% Basic-0% Prof-28.6% Adv-66.7%	Not test-0.0% Min-0.0% Basic-5.0% Prof-40.0% Adv-55.0%	Not test-0% Min-0% Basic-0% Prof-39.1% Adv-60.9%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	Not test-0% Min-14% Basic-38% Prof-38% Adv-10%	NT/Alt-0%/0% Min-9% Basic-9% Prof-36% Adv-45%	Not test-0% Min-4.8% Basic-14.3% Prof-33.3% Adv-47.6%	Not test-0.0% Min-0.0% Basic-5.0% Prof-70.0% Adv-25.0%	Not test-0% Min-0% Basic-0% Prof-39.1% Adv-60.9%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	Not test-0% Min-0% Basic-19% Prof-67% Adv-14%	NT/Alt-0%/0% Min-5% Basic-18% Prof-45% Adv-32%	Not test-0% Min-4.8% Basic-0.0% Prof-28.6% Adv-66.7%	Not test-0.0% Min-0.0% Basic-20.0% Prof-35.0% Adv-30.0%	Not test-0% Min-0% Basic-13.0% Prof-47.8% Adv-39.1%	Not test-0% Min-0% Basic-17.8% Prof/Adv-82.2%	Not test-0% Min-0% Basic-15.6% Prof/Adv-84.4%	Not test-0% Min-0% Basic-13.3% Prof/Adv-86.7%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	Not test-0% Min-5% Basic-24% Prof-67% Adv-19%	NT/Alt-0%/0% Min-0% Basic-14% Prof-36% Adv-50%	Not test-0% Min-9.5% Basic-0% Prof-33.3% Adv-57.1%	Not test-0.0% Min-0.0% Basic-10.0% Prof-35.0% Adv-55.0%	Not test-0% Min-0% Basic-8.7% Prof-60.9% Adv-30.4%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-7.8% Prof/Adv-92.2%	Not test-0% Min-0% Basic-6.7% Prof/Adv-93.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Language	Not test-0% Min-0% Basic-19% Prof-67% Adv-14%	NT/Alt-0%/0% Min-5% Basic-18% Prof-45% Adv-32%	Not test-0% Min-4.8% Basic-0.0% Prof-28.6% Adv-66.7%	Not test-0.0% Min-0.0% Basic-20.0% Prof-35.0% Adv-30.0%	Not test-0% Min-0% Basic-13.0% Prof-47.8% Adv-39.1%	Not test-0% Min-0% Basic-17.8% Prof/Adv-82.2%	Not test-0% Min-0% Basic-15.6% Prof/Adv-84.4%	Not test-0% Min-0% Basic-13.3% Prof/Adv-86.7%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	Not test-0% Min-5% Basic-24% Prof-67% Adv-19%	NT/Alt-0%/0% Min-0% Basic-14% Prof-36% Adv-50%	Not test-0% Min-9.5% Basic-0% Prof-33.3% Adv-57.1%	Not test-0.0% Min-0.0% Basic-10.0% Prof-35.0% Adv-55.0%	Not test-0% Min-0% Basic-8.7% Prof-60.9% Adv-30.4%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-7.8% Prof/Adv-92.2%	Not test-0% Min-0% Basic-6.7% Prof/Adv-93.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	Not test-0% Min-0% Basic-19% Prof-67% Adv-14%	NT/Alt-0%/0% Min-5% Basic-18% Prof-45% Adv-32%	Not test-0% Min-4.8% Basic-0.0% Prof-28.6% Adv-66.7%	Not test-0.0% Min-0.0% Basic-20.0% Prof-35.0% Adv-30.0%	Not test-0% Min-0% Basic-13.0% Prof-47.8% Adv-39.1%	Not test-0% Min-0% Basic-17.8% Prof/Adv-82.2%	Not test-0% Min-0% Basic-15.6% Prof/Adv-84.4%	Not test-0% Min-0% Basic-13.3% Prof/Adv-86.7%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	Not test-0% Min-5% Basic-24% Prof-67% Adv-19%	NT/Alt-0%/0% Min-0% Basic-14% Prof-36% Adv-50%	Not test-0% Min-9.5% Basic-0% Prof-33.3% Adv-57.1%	Not test-0.0% Min-0.0% Basic-10.0% Prof-35.0% Adv-55.0%	Not test-0% Min-0% Basic-8.7% Prof-60.9% Adv-30.4%	Not test-0% Min-0% Basic-8.9% Prof/Adv-91.1%	Not test-0% Min-0% Basic-7.8% Prof/Adv-92.2%	Not test-0% Min-0% Basic-6.7% Prof/Adv-93.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Social Studies	Not test-0% Min-5% Basic-10% Prof-48% Adv-38%	NT/Alt-0%/0% Min-0% Basic-9% Prof-50% Adv-41%	Not test -4.8% Min-0% Basic-4.8% Prof-4.8% Adv-85.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof-55.0% Adv-45.0%	Not test-0% Min-0% Basic-0% Prof-39.1% Adv-60.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
	* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						

Durkee Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.71%	95.66%	94.92%	94.57%	94.47%	94.66%	94.77%	94.87%	95.08%	95.29%	95.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.50 / 97.07%	5.21 / 97.23%	New Bi-Tech system and new formula beginning in 2004-05	7.00 / 96.26%	6.09 / 96.74%	6.64 / 96.45%	6.28 / 96.64%	5.92 / 96.84%	5.20 / 97.23%	4.48 / 97.61%	3.76 / 98.00%
Average Professional Development Days	1.21	1.64	Not available	2.73	2.75	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0% Min-4.8% Basic-14.3% Prof-52.4% Adv-28.6%	Not test-0% Min-8.1% Basic-20.2% Prof/Adv-71.7%	Not test-0% Min-7.1% Basic-17.7% Prof/Adv-75.3%	Not test-0% Min-6.1% Basic-15.1% Prof/Adv-78.8%	Not test-0% Min-4.0% Basic-10.1% Prof/Adv-85.9%	Not test-0% Min-2.0% Basic-5.0% Prof/Adv-92.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-33.3% Basic-19.0% Prof-38.1% Adv-9.5%	Not test-0% Min-32.4% Basic-20.2% Prof/Adv-47.5%	Not test-0% Min-28.3% Basic-17.7% Prof/Adv-54.0%	Not test-0% Min-24.3% Basic-15.1% Prof/Adv-60.6%	Not test-0% Min-16.2% Basic-10.1% Prof/Adv-73.7%	Not test-0% Min-8.1% Basic-5.0% Prof/Adv-86.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-15% Basic-20% Prof-60% Adv-5%	NT/Alt-0%/0% Min-4% Basic-13% Prof-54% Adv-29%	Not test-0% Min-4.8% Basic-28.6% Prof-33.3% Adv-33.3%	Not test-0.0% Min-9.1% Basic-22.7% Prof-40.9% Adv-27.3%	Not test-0% Min-12.5% Basic-12.5% Prof-56.3% Adv-18.8%	Not test-0% Min-8.1% Basic-20.2% Prof/Adv-71.7%	Not test-0% Min-7.1% Basic-17.7% Prof/Adv-75.3%	Not test-0% Min-6.1% Basic-15.1% Prof/Adv-78.8%	Not test-0% Min-4.0% Basic-10.1% Prof/Adv-85.9%	Not test-0% Min-2.0% Basic-5.0% Prof/Adv-92.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-0% Min-5% Basic-20% Prof-70% Adv-5%	NT/Alt-0%/0% Min-29% Basic-13% Prof-33% Adv-25%	Not test-0% Min-28.6% Basic-28.6% Prof-38.1% Adv-4.8%	Not test-0.0% Min-36.4% Basic-22.7% Prof-27.3% Adv-13.6%	Not test-0% Min-37.5% Basic-25.0% Prof-31.3% Adv-6.3%	Not test-0% Min-32.4% Basic-20.2% Prof/Adv-47.5%	Not test-0% Min-28.3% Basic-17.7% Prof/Adv-54.0%	Not test-0% Min-24.3% Basic-15.1% Prof/Adv-60.6%	Not test-0% Min-16.2% Basic-10.1% Prof/Adv-73.7%	Not test-0% Min-8.1% Basic-5.0% Prof/Adv-86.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-0% Min-10% Basic-25% Prof-50% Adv-15%	NT/Alt-0%/0% Min-4% Basic-38% Prof-25% Adv-33%	Not test-0% Min-9.5% Basic-47.6% Prof-28.6% Adv-14.3%	Not test-0.0% Min-0.0% Basic-18.2% Prof-72.7% Adv-9.1%	Not test-0% Min-12.5% Basic-12.5% Prof-75.0% Adv-0%	Not test-0% Min-0% Basic-16.2% Prof/Adv-83.8%	Not test-0% Min-0% Basic-14.2% Prof/Adv-85.8%	Not test-0% Min-0% Basic-12.1% Prof/Adv-87.9%	Not test-0% Min-0% Basic-8.1% Prof/Adv-91.9%	Not test-0% Min-0% Basic-4.0% Prof/Adv-96.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-0% Min-5% Basic-40% Prof-50% Adv-5%	NT/Alt-0%/0% Min-8% Basic-25% Prof-58% Adv-8%	Not test-0% Min-4.8% Basic-42.9% Prof-52.4% Adv-4.8%	Not test-0.0% Min-9.1% Basic-50.0% Prof-36.4% Adv-4.5%	Not test-0% Min-8.1% Basic-25.0% Prof-62.5% Adv-0%	Not test-0% Min-8.1% Basic-44.4% Prof/Adv-47.5%	Not test-0% Min-7.1% Basic-38.9% Prof/Adv-54.0%	Not test-0% Min-6.1% Basic-33.3% Prof/Adv-60.6%	Not test-0% Min-4.0% Basic-22.2% Prof/Adv-73.7%	Not test-0% Min-2.0% Basic-11.1% Prof/Adv-86.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-0% Min-15% Basic-25% Prof-50% Adv-10%	NT/Alt-0%/0% Min-0% Basic-21% Prof-38% Adv-42%	Not test-0% Min-4.8% Basic-9.5% Prof-52.4% Adv-33.3%	Not test-0.0% Min-4.5% Basic-4.5% Prof-30.0% Adv-40.9%	Not test-0% Min-0% Basic-18.8% Prof-43.8% Adv-37.5%	Not test-0% Min-4.0% Basic-4.0% Prof/Adv-91.9%	Not test-0% Min-3.5% Basic-3.5% Prof/Adv-92.9%	Not test-0% Min-3.0% Basic-3.0% Prof/Adv-93.9%	Not test-0% Min-2.0% Basic-2.0% Prof/Adv-96.0%	Not test-0% Min-1.0% Basic-1.0% Prof/Adv-98.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-5.0% Basic-15.0% Prof-65.0% Adv-15.0%	Not test-0% Min-8.1% Basic-20.2% Prof/Adv-71.7%	Not test-0% Min-7.1% Basic-17.7% Prof/Adv-75.3%	Not test-0% Min-6.1% Basic-15.1% Prof/Adv-78.8%	Not test-0% Min-4.0% Basic-10.1% Prof/Adv-85.9%	Not test-0% Min-2.0% Basic-5.0% Prof/Adv-92.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-35.0% Basic-20.0% Prof-30.0% Adv-15.0%	Not test-0% Min-32.4% Basic-20.2% Prof/Adv-47.5%	Not test-0% Min-28.3% Basic-17.7% Prof/Adv-54.0%	Not test-0% Min-24.3% Basic-15.1% Prof/Adv-60.6%	Not test-0% Min-16.2% Basic-10.1% Prof/Adv-73.7%	Not test-0% Min-8.1% Basic-5.0% Prof/Adv-86.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Edward Bain School of Language and Art

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)				93.59%	93.23%	93.68%	93.78%	93.89%	94.09%	94.30%	94.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)				7.83 / 95.81%	6.30 / 96.63%	7.38 / 96.06%	6.92 / 96.30%	6.47 / 96.54%	5.57 / 97.03%	4.66 / 97.51%	3.76 / 98.00%
Average Professional Development Days				0.52	1.00	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0% Min-13.8% Basic-23.0% Prof-48.3% Adv-14.9%	Not test-0% Min-11.9% Basic-20.5% Prof/Adv-67.5%	Not test-0% Min-10.4% Basic-17.9% Prof/Adv-71.6%	Not test-0% Min-8.9% Basic-15.4% Prof/Adv-75.6%	Not test-0% Min-5.9% Basic-10.6% Prof/Adv-83.7%	Not test-0% Min-3.0% Basic-5.1% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-32.2% Basic-24.1% Prof-32.2% Adv-11.5%	Not test-0% Min-39.6% Basic-9.7% Prof/Adv-50.8%	Not test-0% Min-34.7% Basic-8.5% Prof/Adv-56.9%	Not test-0% Min-29.7% Basic-7.3% Prof/Adv-63.1%	Not test-0% Min-19.8% Basic-4.8% Prof/Adv-75.4%	Not test-0% Min-9.9% Basic-2.4% Prof/Adv-87.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading				Not test-0.0% Min-19.6% Basic-28.3% Prof-37.0% Adv-14.1%	Not test-0% Min-21.3% Basic-28.0% Prof-32.0% Adv-18.7%	Not test-0% Min-11.9% Basic-20.5% Prof/Adv-67.5%	Not test-0% Min-10.4% Basic-17.9% Prof/Adv-71.6%	Not test-0% Min-8.9% Basic-15.4% Prof/Adv-75.6%	Not test-0% Min-5.9% Basic-10.6% Prof/Adv-83.7%	Not test-0% Min-3.0% Basic-5.1% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math				Not test-0.0% Min-44.6% Basic-10.9% Prof-34.8% Adv-9.8%	Not test-0% Min-36.0% Basic-16.0% Prof-32.0% Adv-16.0%	Not test-0% Min-39.6% Basic-9.7% Prof/Adv-50.8%	Not test-0% Min-34.7% Basic-8.5% Prof/Adv-56.9%	Not test-0% Min-29.7% Basic-7.3% Prof/Adv-63.1%	Not test-0% Min-19.8% Basic-4.8% Prof/Adv-75.4%	Not test-0% Min-9.9% Basic-2.4% Prof/Adv-87.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language				Not test-0.0% Min-23.9% Basic-28.3% Prof-39.1% Adv-8.7%	Not test-0% Min-22.7% Basic-28.0% Prof-33.3% Adv-16.0%	Not test-0% Min-21.2% Basic-25.2% Prof/Adv-53.6%	Not test-0% Min-18.6% Basic-22.0% Prof/Adv-59.4%	Not test-0% Min-15.9% Basic-18.9% Prof/Adv-65.2%	Not test-0% Min-10.6% Basic-12.6% Prof/Adv-76.8%	Not test-0% Min-5.3% Basic-6.3% Prof/Adv-88.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science				Not test-0.0% Min-38.0% Basic-28.3% Prof-33.7% Adv-0.0%	Not test-0% Min-20.0% Basic-33.3% Prof-38.7% Adv-8.0%	Not test-0% Min-33.8% Basic-25.2% Prof/Adv-41.1%	Not test-0% Min-29.6% Basic-22.0% Prof/Adv-48.4%	Not test-0% Min-25.3% Basic-18.9% Prof/Adv-55.8%	Not test-0% Min-16.9% Basic-12.6% Prof/Adv-70.5%	Not test-0% Min-8.4% Basic-6.3% Prof/Adv-85.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies				Not test-0.0% Min-15.2% Basic-17.4% Prof-40.2% Adv-27.2%	Not test-0% Min-17.3% Basic-16.0% Prof-33.3% Adv-33.3%	Not test-0% Min-13.5% Basic-15.5% Prof/Adv-71.0%	Not test-0% Min-11.8% Basic-13.5% Prof/Adv-74.6%	Not test-0% Min-10.1% Basic-11.6% Prof/Adv-78.3%	Not test-0% Min-6.8% Basic-7.7% Prof/Adv-85.5%	Not test-0% Min-3.4% Basic-3.9% Prof/Adv-92.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-20.0% Basic-22.5% Prof-45.0% Adv-12.5%	Not test-0% Min-11.9% Basic-20.5% Prof/Adv-67.5%	Not test-0% Min-10.4% Basic-17.9% Prof/Adv-71.6%	Not test-0% Min-8.9% Basic-15.4% Prof/Adv-75.6%	Not test-0% Min-5.9% Basic-10.6% Prof/Adv-83.7%	Not test-0% Min-3.0% Basic-5.1% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-37.5% Basic-20.0% Prof-32.5% Adv-10.0%	Not test-0% Min-39.6% Basic-9.7% Prof/Adv-50.8%	Not test-0% Min-34.7% Basic-8.5% Prof/Adv-56.9%	Not test-0% Min-29.7% Basic-7.3% Prof/Adv-63.1%	Not test-0% Min-19.8% Basic-4.8% Prof/Adv-75.4%	Not test-0% Min-9.9% Basic-2.4% Prof/Adv-87.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Edward Bain School of Language and Art

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Spanish/English Speaking	Terra Nova-Supera (Spanish) National Percentiles										
				# Tested: Gr 1-61 Gr 2-55 Gr 3-49 Gr 4-58 Gr 5-40	# Tested: Gr 1-72 51 Gr 2- 54 Gr 3- 50 Gr 4- 5-59	No Goal Set	No Goal Set				
Reading											
Grade 1				48	51						
Grade 2				43	38						
Grade 3				30	27						
Grade 4				37	28						
Grade 5				31	29						
Math											
Grade 1				25	55						
Grade 2				69	66						
Grade 3				54	37						
Grade 4				48	59						
Grade 5				49	36						
Language											
Grade 1				57	64						
Grade 2				49	41						
Grade 3				38	48						
Grade 4				38	34						
Grade 5				43	32						

Forest Park Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.66%	95.10%	95.47%	95.27%	95.30%	95.41%	95.54%	95.68%	95.95%	96.23%	96.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.15 / 96.73%	6.44 / 96.57%	New Bi-Tech system and new formula beginning in 2004-05	7.09 / 96.21	5.33 / 97.15%	6.72 / 96.41%	6.35 / 96.61%	5.98 / 96.81%	5.24 / 97.20%	4.50 / 97.60%	3.76 / 98.00%
Average Professional Development Days	0.60	0.91	Not available	1.15	0.38	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test- 0% Min-0% Basic-14.1% Prof-36.6% Adv-49.3%	Not test-0% Min-0% Basic-7.9% Prof/Adv-92.1%	Not test-0% Min-0% Basic-6.9% Prof/Adv-93.1%	Not test-0% Min-0% Basic-5.9% Prof/Adv-94.1%	Not test-0% Min-0% Basic-4.0% Prof/Adv-96.0%	Not test-0% Min-0% Basic-2.0% Prof/Adv-98.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-12.7% Basic-11.3% Prof-53.5% Adv-22.5%	Not test-0% Min-14.3% Basic-11.1% Prof/Adv-74.7%	Not test-0% Min-12.5% Basic-9.7% Prof/Adv-77.8%	Not test-0% Min-10.7% Basic-8.3% Prof/Adv-81.0%	Not test-0% Min-7.2% Basic-5.6% Prof/Adv-87.3%	Not test-0% Min-3.6% Basic-2.8% Prof/Adv-93.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-1% Min-4% Basic-7% Prof-64% Adv-23%	NT/Alt-0%/0% Min-0% Basic-9% Prof-39% Adv-53%	Not test- 1.7% Min-0.0% Basic-8.6% Prof-43.1% Adv-46.6%	Not test-0.0% Min-0.0% Basic-8.9% Prof-50.0% Adv-41.1%	Not test- 0% Min-0% Basic-7.8% Prof-39.0% Adv-53.2%	Not test-0% Min-0% Basic-7.9% Prof/Adv-92.1%	Not test-0% Min-0% Basic-6.9% Prof/Adv-93.1%	Not test-0% Min-0% Basic-5.9% Prof/Adv-94.1%	Not test-0% Min-0% Basic-4.0% Prof/Adv-96.0%	Not test-0% Min-0% Basic-2.0% Prof/Adv-98.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-1% Min-1% Basic-19% Prof-51% Adv-27%	NT/Alt-0%/0% Min-10% Basic-9% Prof-46% Adv-36%	Not test-1.7% Min-10.3% Basic-6.9% Prof-51.7% Adv-29.3%	Not test-0.0% Min-16.1% Basic-12.5% Prof-53.6% Adv-17.9%	Not test-0% Min-14.3% Basic-9.1% Prof-51.9% Adv-24.7%	Not test-0% Min-14.3% Basic-11.1% Prof/Adv-74.7%	Not test-0% Min-12.5% Basic-9.7% Prof/Adv-77.8%	Not test-0% Min-10.7% Basic-8.3% Prof/Adv-81.0%	Not test-0% Min-7.2% Basic-5.6% Prof/Adv-87.3%	Not test-0% Min-3.6% Basic-2.8% Prof/Adv-93.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-1% Min-0% Basic-10% Prof-48% Adv-41%	NT/Alt-0%/0% Min-1% Basic-7% Prof-47% Adv-44%	Not test-1.7% Min-0.0% Basic-10.3% Prof-50.0% Adv-37.9%	Not test-0.0% Min-0.0% Basic-7.1% Prof-62.5% Adv-30.4%	Not test-0% Min-3.9% Basic-7.8% Prof-41.6% Adv-46.8%	Not test-0% Min-0% Basic-6.3% Prof/Adv-93.7%	Not test-0% Min-0% Basic-5.5% Prof/Adv-94.5%	Not test-0% Min-0% Basic-4.7% Prof/Adv-95.3%	Not test-0% Min-0% Basic-3.2% Prof/Adv-96.8%	Not test-0% Min-0% Basic-1.6% Prof/Adv-98.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-1% Min-0% Basic-15% Prof-68% Adv-15%	NT/Alt-0%/0% Min-1% Basic-17% Prof-70% Adv-11%	Not test-1.7% Min-1.7% Basic-15.5% Prof-70.7% Adv-10.3%	Not test-0.0% Min-1.8% Basic-17.9% Prof-73.2% Adv-7.1%	Not test-0% Min-0% Basic-10.4% Prof-66.2% Adv-23.4%	Not test-0% Min-1.6% Basic-15.9% Prof/Adv-82.5%	Not test-0% Min-1.4% Basic-13.9% Prof/Adv-84.7%	Not test-0% Min-1.2% Basic-11.9% Prof/Adv-86.9%	Not test-0% Min-0.8% Basic-8.0% Prof/Adv-91.2%	Not test-0% Min-0.4% Basic-4.0% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-1% Min-0% Basic-12% Prof-40% Adv-47%	NT/Alt-0%/0% Min-0% Basic-0% Prof-30% Adv-70%	Not test-1.7% Min-0.0% Basic-5.2% Prof-27.6% Adv-65.5%	Not test-0.0% Min-0.0% Basic-5.4% Prof-30.4% Adv-64.3%	Not test-0% Min-1.3% Basic-0% Prof-13.0% Adv-85.7%	Not test-0% Min-0% Basic-4.8% Prof/Adv-95.3%	Not test-0% Min-0% Basic-4.2% Prof/Adv-95.9%	Not test-0% Min-0% Basic-3.6% Prof/Adv-96.5%	Not test-0% Min-0% Basic-2.4% Prof/Adv-97.6%	Not test-0% Min-0% Basic-1.2% Prof/Adv-98.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test- 0% Min-6.9% Basic-13.8% Prof-48.3% Adv-31.0%	Not test-0% Min-0% Basic-7.9% Prof/Adv-92.1%	Not test-0% Min-0% Basic-6.9% Prof/Adv-93.1%	Not test-0% Min-0% Basic-5.9% Prof/Adv-94.1%	Not test-0% Min-0% Basic-4.0% Prof/Adv-96.0%	Not test-0% Min-0% Basic-2.0% Prof/Adv-98.0%	Not test-0% Min-0%

Frank Elementary

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

Grant Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.28%	94.56%	94.57%	94.93%	94.88%	95.01%	95.14%	95.26%	95.51%	95.75%	96.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.76 / 97.47%	5.21 / 97.23%	New Bi-Tech system and new formula beginning in 2004-05	5.50 / 97.06%	5.27 / 97.18%	5.31 / 97.16%	5.11 / 97.27%	4.92 / 97.37%	4.53 / 97.58%	4.15 / 97.79%	3.76 / 98.00%
Average Professional Development Days	0.82	2.05	Not available	3.50	2.60	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels							
Grade 3					Percents include students who took WAA							
Reading					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
					Min-2.2%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	
					Basic-15.2%	Basic-13.7%	Basic-12.0%	Basic-10.3%	Basic-6.8%	Basic-3.4%	Basic-0%	
					Prof-45.7%	Prof/Adv-86.3%	Prof/Adv-88.0%	Prof/Adv-89.7%	Prof/Adv-93.2%	Prof/Adv-96.6%	Prof/Adv-100%	
					Adv-37.0%							
Math					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
					Min-26.1%	Min-18.2%	Min-15.9%	Min-13.7%	Min-9.1%	Min-4.6%	Min-0%	
					Basic-6.5%	Basic-9.2%	Basic-8.0%	Basic-6.9%	Basic-4.6%	Basic-2.3%	Basic-0%	
					Prof-45.7%	Prof/Adv-72.6%	Prof/Adv-76.0%	Prof/Adv-79.5%	Prof/Adv-86.3%	Prof/Adv-93.2%	Prof/Adv-100%	
					Adv-21.7%							
				FAY (Full Academic Year)								

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels				
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA							
Reading	Not test-2% Min-8%	NT/Alt-3%/0% Min-3%	Not test-0.0% Min-5.9%	Not test-0.0% Min-0.0%	Not test-0% Min-2.9%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Basic-13%	Basic-6%	Basic-29.4%	Basic-15.4%	Basic-28.6%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	
	Prof-62%	Prof-44%	Prof-32.4%	Prof-43.6%	Prof-28.6%	Basic-13.7%	Basic-12.0%	Basic-10.3%	Basic-6.8%	Basic-3.4%	Basic-0%	
	Adv-15%	Adv-44%	Adv-32.4%	Adv-41.0%	Adv-40.0%	Prof/Adv-86.3%	Prof/Adv-88.0%	Prof/Adv-89.7%	Prof/Adv-93.2%	Prof/Adv-96.6%	Prof/Adv-100%	
Math	Not test-2% Min-4%	NT/Alt-3%/0% Min-6%	Not test-0.0% Min-14.7%	Not test-0.0% Min-20.5%	Not test-0% Min-17.1%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Basic-21%	Basic-3%	Basic-20.6%	Basic-10.3%	Basic-17.1%	Min-18.2%	Min-15.9%	Min-13.7%	Min-9.1%	Min-4.6%	Min-0%	
	Prof-42%	Prof-44%	Prof-41.2%	Prof-48.7%	Prof-34.3%	Basic-9.2%	Basic-8.0%	Basic-6.9%	Basic-4.6%	Basic-2.3%	Basic-0%	
	Adv-31%	Adv-44%	Adv-23.5%	Adv-20.5%	Adv-31.4%	Prof/Adv-72.6%	Prof/Adv-76.0%	Prof/Adv-79.5%	Prof/Adv-86.3%	Prof/Adv-93.2%	Prof/Adv-100%	
Language	Not test-2% Min-10%	NT/Alt-3%/0% Min-0%	Not test-0.0% Min-8.8%	Not test-0.0% Min-0.0%	Not test-0% Min-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Basic-13%	Basic-9%	Basic-26.5%	Basic-17.9%	Basic-25.7%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	
	Prof-44%	Prof-47%	Prof-47.1%	Prof-48.7%	Prof-34.3%	Basic-15.9%	Basic-13.9%	Basic-11.9%	Basic-8.0%	Basic-4.0%	Basic-0%	
	Adv-31%	Adv-41%	Adv-17.6%	Adv-33.3%	Adv-40.0%	Prof/Adv-84.0%	Prof/Adv-86.0%	Prof/Adv-88.0%	Prof/Adv-92.0%	Prof/Adv-96.0%	Prof/Adv-100%	
Science	Not test-2% Min-8%	NT/Alt-3%/0% Min-0%	Not test-0.0% Min-2.9%	Not test-0.0% Min-2.6%	Not test-0% Min-2.9%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Basic-10%	Basic-16%	Basic-29.4%	Basic-25.6%	Basic-40.0%	Min-2.3%	Min-2.0%	Min-1.7%	Min-1.2%	Min-0.6%	Min-0%	
	Prof-65%	Prof-75%	Prof-58.8%	Prof-61.5%	Prof-48.6%	Basic-22.8%	Basic-19.9%	Basic-17.1%	Basic-11.4%	Basic-5.7%	Basic-0%	
	Adv-15%	Adv-6%	Adv-8.8%	Adv-10.3%	Adv-8.6%	Prof/Adv-74.9%	Prof/Adv-78.1%	Prof/Adv-81.2%	Prof/Adv-87.5%	Prof/Adv-93.7%	Prof/Adv-100%	
Social Studies	Not test-2% Min-6%	NT/Alt-3%/0% Min-6%	Not test-0.0% Min-0.0%	Not test-0.0% Min-0.0%	Not test-0% Min-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Basic-6%	Basic-0%	Basic-11.8%	Basic-7.7%	Basic-8.6%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%	
	Prof-40%	Prof-28%	Prof-38.2%	Prof-35.9%	Prof-42.9%	Basic-6.8%	Basic-6.0%	Basic-5.1%	Basic-3.4%	Basic-1.7%	Basic-0%	
	Adv-46%	Adv-63%	Adv-50.0%	Adv-56.4%	Adv-48.6%	Prof/Adv-93.2%	Prof/Adv-94.0%	Prof/Adv-94.9%	Prof/Adv-96.6%	Prof/Adv-98.3%	Prof/Adv-100%	

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels			
Grade 5					Percents include students who took WAA					
Reading					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-3.1%	Min-0%	Min-0%	Min-0%	Min-0%	Min-0%
					Basic-6.3%	Basic-13.7%	Basic-12.0%	Basic-10.3%	Basic-6.8%	Basic-3.4%
					Prof-50.0%	Prof/Adv-86.3%	Prof/Adv-88.0%	Prof/Adv-89.7%	Prof/Adv-93.2%	Prof/Adv-96.6%
Math					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-18.2%	Min-15.9%	Min-13.7%	Min-9.1%	Min-4.6%	Min-0%
					Basic-9.4%	Basic-9.2%	Basic-8.0%	Basic-6.9%	Basic-4.6%	Basic-2.3%
					Prof-43.8%	Prof/Adv-72.6%	Prof/Adv-76.0%	Prof/Adv-79.5%	Prof/Adv-86.3%	Prof/Adv-93.2%
					FAY (Full Academic Year)					

Grewenow Elementary

Standard					Actual	Goal	Future Goals					
	2001-02	2002-03	2003-04	2004-05		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	
Average Daily Attendance (A.D.A.)	95.47%	94.97%	95.20%	94.50%	94.59%	94.58%	94.70%	94.81%	95.04%	95.27%	95.50%	
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.65 / 96.46%	6.93 / 96.31%	New Bi-Tech system and new formula beginning in 2004-05	7.08 / 96.22%	5.79 / 96.90%	6.71 / 96.41%	6.34 / 96.61%	5.97 / 96.81%	5.23 / 97.21%	4.50 / 97.60%	3.76 / 98.00%	
Average Professional Development Days	0.20	0.69	Not available	1.37	1.03	No Goal Set	No Goal Set					
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels												
Grade 3					Percents include students who took WAA							
Reading					Not test-0% Min-0% Basic-18.5% Prof-31.5% Adv-50.0%	Not test-0% Min-10.5% Basic-16.5% Prof/Adv-73.1%	Not test-0% Min-9.2% Basic-14.5% Prof/Adv-76.4%	Not test-0% Min-7.9% Basic-12.4% Prof/Adv-79.8%	Not test-0% Min-5.2% Basic-8.3% Prof/Adv-86.5%	Not test-0% Min-2.6% Basic-4.1% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Math					Not test-0% Min-9.3% Basic-9.3% Prof-51.9% Adv-29.6%	Not test-0% Min-24.8% Basic-14.5% Prof/Adv-60.7%	Not test-0% Min-21.7% Basic-12.7% Prof/Adv-65.6%	Not test-0% Min-18.6% Basic-10.9% Prof/Adv-70.5%	Not test-0% Min-12.4% Basic-7.2% Prof/Adv-80.4%	Not test-0% Min-6.2% Basic-3.6% Prof/Adv-90.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
					FAY (Full Academic Year)							
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels												
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA							
Reading	Not test-0% Min-3% Basic-11% Prof-67% Adv-18%	NT/Alt-0%/0% Min-2% Basic-7% Prof-46% Adv-46%	Not test-0.0% Min-1.7% Basic-6.9% Prof-31.0% Adv-60.3%	Not test-0.0% Min-11.6% Basic-18.6% Prof-39.5% Adv-30.2%	Not test-0% Min-8.3% Basic-0% Prof-58.3% Adv-33.3%	Not test-0% Min-10.5% Basic-16.5% Prof/Adv-73.1%	Not test-0% Min-9.2% Basic-14.5% Prof/Adv-76.4%	Not test-0% Min-7.9% Basic-12.4% Prof/Adv-79.8%	Not test-0% Min-5.2% Basic-8.3% Prof/Adv-86.5%	Not test-0% Min-2.6% Basic-4.1% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Math	Not test-0% Min-2% Basic-18% Prof-62% Adv-18%	NT/Alt-0%/0% Min-11% Basic-9% Prof-52% Adv-28%	Not test-0.0% Min-5.2% Basic-3.4% Prof-51.7% Adv-39.7%	Not test-0.0% Min-27.9% Basic-16.3% Prof-37.2% Adv-18.6%	Not test-0% Min-5.6% Basic-16.7% Prof-47.2% Adv-30.6%	Not test-0% Min-24.8% Basic-14.5% Prof/Adv-60.7%	Not test-0% Min-21.7% Basic-12.7% Prof/Adv-65.6%	Not test-0% Min-18.6% Basic-10.9% Prof/Adv-70.5%	Not test-0% Min-12.4% Basic-7.2% Prof/Adv-80.4%	Not test-0% Min-6.2% Basic-3.6% Prof/Adv-90.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Language	Not test-0% Min-2% Basic-16% Prof-61% Adv-21%	NT/Alt-0%/0% Min-0% Basic-4% Prof-59% Adv-37%	Not test-0.0% Min-1.7% Basic-5.2% Prof-51.7% Adv-41.4%	Not test-0.0% Min-4.7% Basic-20.9% Prof-44.2% Adv-30.2%	Not test-0% Min-5.6% Basic-16.7% Prof-50.0% Adv-27.8%	Not test-0% Min-4.2% Basic-18.6% Prof/Adv-77.2%	Not test-0% Min-3.7% Basic-16.3% Prof/Adv-80.1%	Not test-0% Min-3.1% Basic-13.9% Prof/Adv-82.9%	Not test-0% Min-2.1% Basic-9.3% Prof/Adv-88.6%	Not test-0% Min-1.0% Basic-4.6% Prof/Adv-94.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Science	Not test-0% Min-5% Basic-18% Prof-62% Adv-15%	NT/Alt-0%/0% Min-4% Basic-13% Prof-70% Adv-13%	Not test-0.0% Min-3.4% Basic-8.6% Prof-67.2% Adv-20.7%	Not test-0.0% Min-9.3% Basic-16.3% Prof-65.1% Adv-9.3%	Not test-0% Min-2.8% Basic-22.2% Prof-63.9% Adv-11.1%	Not test-0% Min-8.3% Basic-14.5% Prof/Adv-77.2%	Not test-0% Min-7.2% Basic-12.7% Prof/Adv-80.1%	Not test-0% Min-6.2% Basic-10.9% Prof/Adv-82.9%	Not test-0% Min-4.1% Basic-7.2% Prof/Adv-88.6%	Not test-0% Min-2.1% Basic-3.6% Prof/Adv-94.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Social Studies	Not test-0% Min-5% Basic-8% Prof-52% Adv-34%	NT/Alt-0%/0% Min-2% Basic-2% Prof-28% Adv-67%	Not test-0.0% Min-0.0% Basic-1.7% Prof-20.7% Adv-77.6%	Not test-0.0% Min-4.7% Basic-7.0% Prof-27.9% Adv-60.5%	Not test-0% Min-2.8% Basic-8.3% Prof-25.0% Adv-63.9%	Not test-0% Min-4.2% Basic-6.2% Prof/Adv-89.7%	Not test-0% Min-3.7% Basic-5.4% Prof/Adv-91.0%	Not test-0% Min-3.1% Basic-4.7% Prof/Adv-92.3%	Not test-0% Min-2.1% Basic-3.1% Prof/Adv-94.8%	Not test-0% Min-1.0% Basic-1.6% Prof/Adv-97.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)							
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels												
Grade 5					Percents include students who took WAA							
Reading					Not test-0% Min-0% Basic-11.1% Prof-48.9% Adv-40.0%	Not test-0% Min-10.5% Basic-16.5% Prof/Adv-73.1%	Not test-0% Min-9.2% Basic-14.5% Prof/Adv-76.4%	Not test-0% Min-7.9% Basic-12.4% Prof/Adv-79.8%	Not test-0% Min-5.2% Basic-8.3% Prof/Adv-86.5%	Not test-0% Min-2.6% Basic-4.1% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
Math					Not test-0% Min-6.7% Basic-17.8% Prof-62.2% Adv-13.3%	Not test-0% Min-24.8% Basic-14.5% Prof/Adv-60.7%	Not test-0% Min-21.7% Basic-12.7% Prof/Adv-65.6%	Not test-0% Min-18.6% Basic-10.9% Prof/Adv-70.5%	Not test-0% Min-12.4% Basic-7.2% Prof/Adv-80.4%	Not test-0% Min-6.2% Basic-3.6% Prof/Adv-90.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	
					FAY (Full Academic Year)							

Harvey Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.08%	95.94%	95.79%	95.67%	95.93%	95.75%	95.85%	95.94%	96.13%	96.31%	96.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.30 / 97.71%	4.13 / 97.80%	New Bi-Tech system and new formula beginning in 2004-05	6.20 / 96.68%	5.56 / 97.02%	5.93 / 96.83%	5.66 / 96.98%	5.39 / 97.12%	4.84 / 97.42%	4.30 / 97.71%	3.76 / 98.00%
Average Professional Development Days	1.59	1.28	Not available	1.18	1.58	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0% Min-1.6% Basic-9.7% Prof-37.1% Adv-51.6%	Not test-0% Min-1.5% Basic-12.1% Prof/Adv-86.4%	Not test-0% Min-1.3% Basic-10.6% Prof/Adv-88.1%	Not test-0% Min-1.1% Basic-9.1% Prof/Adv-89.8%	Not test-0% Min-0.8% Basic-6.0% Prof/Adv-93.2%	Not test-0% Min-0.4% Basic-3.0% Prof/Adv-96.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-9.7% Basic-4.8% Prof-45.2% Adv-40.3%	Not test-0% Min-15.0% Basic-13.6% Prof/Adv-71.4%	Not test-0% Min-13.1% Basic-11.9% Prof/Adv-75.0%	Not test-0% Min-11.3% Basic-10.2% Prof/Adv-78.5%	Not test-0% Min-7.5% Basic-6.8% Prof/Adv-85.7%	Not test-0% Min-3.8% Basic-3.4% Prof/Adv-92.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-5% Min-6% Basic-5% Prof-67% Adv-17%	NT/Alt-0% Min-2% Basic-16% Prof-44% Adv-39%	Not test-0.0% Min-0.0% Basic-7.8% Prof-41.2% Adv-51.0%	Not test-0.0% Min-1.7% Basic-13.6% Prof-27.1% Adv-57.6%	Not test-0% Min-9.4% Basic-9.4% Prof-49.1% Adv-32.1%	Not test-0% Min-1.5% Basic-12.1% Prof/Adv-86.4%	Not test-0% Min-1.3% Basic-10.6% Prof/Adv-88.1%	Not test-0% Min-1.1% Basic-9.1% Prof/Adv-89.8%	Not test-0% Min-0.8% Basic-6.0% Prof/Adv-93.2%	Not test-0% Min-0.4% Basic-3.0% Prof/Adv-96.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-1% Min-1% Basic-22% Prof-47% Adv-28%	NT/Alt-0% Min-25% Basic-9% Prof-35% Adv-32%	Not test-0.0% Min-11.8% Basic-9.8% Prof-33.3% Adv-45.1%	Not test-0.0% Min-16.9% Basic-15.3% Prof-23.7% Adv-44.1%	Not test-0% Min-18.9% Basic-17.0% Prof-30.2% Adv-34.0%	Not test-0% Min-15.0% Basic-13.6% Prof/Adv-71.4%	Not test-0% Min-13.1% Basic-11.9% Prof/Adv-75.0%	Not test-0% Min-11.3% Basic-10.2% Prof/Adv-78.5%	Not test-0% Min-7.5% Basic-6.8% Prof/Adv-85.7%	Not test-0% Min-3.8% Basic-3.4% Prof/Adv-92.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-5% Min-4% Basic-13% Prof-44% Adv-35%	NT/Alt-0% Min-2% Basic-16% Prof-40% Adv-42%	Not test-0.0% Min-2.0% Basic-9.8% Prof-43.1% Adv-45.1%	Not test-0.0% Min-0.0% Basic-11.9% Prof-40.7% Adv-47.5%	Not test-0% Min-15.1% Basic-7.5% Prof-41.5% Adv-35.8%	Not test-0% Min-0% Basic-10.6% Prof/Adv-89.5%	Not test-0% Min-0% Basic-9.3% Prof/Adv-90.8%	Not test-0% Min-0% Basic-7.9% Prof/Adv-92.1%	Not test-0% Min-0% Basic-5.3% Prof/Adv-94.8%	Not test-0% Min-0% Basic-2.6% Prof/Adv-97.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-1% Min-4% Basic-14% Prof-63% Adv-18%	NT/Alt-0% Min-5% Basic-18% Prof-72% Adv-5%	Not test-0.0% Min-3.9% Basic-11.8% Prof-76.5% Adv-7.8%	Not test-0.0% Min-3.4% Basic-18.6% Prof-61.0% Adv-16.9%	Not test-0% Min-5.7% Basic-30.2% Prof-39.6% Adv-24.5%	Not test-0% Min-3.0% Basic-16.5% Prof/Adv-80.4%	Not test-0% Min-2.6% Basic-14.5% Prof/Adv-82.8%	Not test-0% Min-2.3% Basic-12.4% Prof/Adv-85.3%	Not test-0% Min-1.5% Basic-8.3% Prof/Adv-90.2%	Not test-0% Min-0.8% Basic-4.1% Prof/Adv-95.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-1% Min-4% Basic-9% Prof-41% Adv-45%	NT/Alt-0% Min-2% Basic-9% Prof-30% Adv-60%	Not test-0.0% Min-2.0% Basic-5.9% Prof-23.5% Adv-68.6%	Not test-0.0% Min-0.0% Basic-6.8% Prof-30.5% Adv-62.7%	Not test-0% Min-3.8% Basic-13.2% Prof-24.5% Adv-58.5%	Not test-0% Min-0% Basic-6.0% Prof/Adv-94.0%	Not test-0% Min-0% Basic-5.3% Prof/Adv-94.7%	Not test-0% Min-0% Basic-4.5% Prof/Adv-95.5%	Not test-0% Min-0% Basic-3.0% Prof/Adv-97.0%	Not test-0% Min-0% Basic-1.5% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-1.6% Basic-14.5% Prof-35.5% Adv-48.4%	Not test-0% Min-1.5% Basic-12.1% Prof/Adv-86.4%	Not test-0% Min-1.3% Basic-10.6% Prof/Adv-88.1%	Not test-0% Min-1.1% Basic-9.1% Prof/Adv-89.8%	Not test-0% Min-0.8% Basic-6.0% Prof/Adv-93.2%	Not test-0% Min-0.4% Basic-3.0% Prof/Adv-96.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-16.1% Basic-14.5% Prof-33.9% Adv-35.5%	Not test-0% Min-15.0% Basic-13.6% Prof/Adv-71.4%	Not test-0% Min-13.1% Basic-11.9% Prof/Adv-75.0%	Not test-0% Min-11.3% Basic-10.2% Prof/Adv-78.5%	Not test-0% Min-7.5% Basic-6.8% Prof/Adv-85.7%	Not test-0% Min-3.8% Basic-3.4% Prof/Adv-92.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Jefferson Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.36%	94.46%	93.55%	93.96%	94.51%	94.03%	94.15%	94.27%	94.52%	94.76%	95.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.58 / 97.57%	5.25 / 97.21%	New Bi-Tech system and new formula beginning in 2004-05	5.93 / 96.83%	5.36 / 97.13%	5.69 / 96.96%	5.45 / 97.09%	5.21 / 97.22%	4.73 / 97.48%	4.24 / 97.74%	3.76 / 98.00%
Average Professional Development Days	1.44	1.77	Not available	1.58	1.77	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-9.8%	Min-13.5%	Min-11.8%	Min-10.1%	Min-6.8%	Min-3.4%	Min-0%
					Basic-24.4%	Basic-13.5%	Basic-11.8%	Basic-10.1%	Basic-6.8%	Basic-3.4%	Basic-0%
					Prof-43.9%	Prof/Adv-73.1%	Prof/Adv-76.4%	Prof/Adv-79.8%	Prof/Adv-86.5%	Prof/Adv-93.3%	Prof/Adv-100%
Math					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-24.4%	Min-26.9%	Min-23.6%	Min-20.2%	Min-13.5%	Min-6.7%	Min-0%
					Basic-14.6%	Basic-16.2%	Basic-14.2%	Basic-12.1%	Basic-8.1%	Basic-4.0%	Basic-0%
					Prof-43.9%	Prof/Adv-56.9%	Prof/Adv-62.3%	Prof/Adv-67.7%	Prof/Adv-78.4%	Prof/Adv-89.2%	Prof/Adv-100%
					FAY (Full Academic Year)						

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-4%	NT/Alt-0%/0%	Not test-2.6%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-2%	Min-6%	Min-15.4%	Min-15.2%	Min-10.3%	Min-13.5%	Min-11.8%	Min-10.1%	Min-6.8%	Min-3.4%	Min-0%
	Basic-10%	Basic-16%	Basic-17.9%	Basic-15.2%	Basic-31.0%	Basic-13.5%	Basic-11.8%	Basic-10.1%	Basic-6.8%	Basic-3.4%	Basic-0%
	Prof-76%	Prof-53%	Prof-46.2%	Prof-45.5%	Prof-34.5%	Prof/Adv-73.1%	Prof/Adv-76.4%	Prof/Adv-79.8%	Prof/Adv-86.5%	Prof/Adv-93.3%	Prof/Adv-100%
Math	Not test-0%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-2%	Min-22%	Min-28.2%	Min-30.3%	Min-48.3%	Min-26.9%	Min-23.6%	Min-20.2%	Min-13.5%	Min-6.7%	Min-0%
	Basic-29%	Basic-22%	Basic-12.8%	Basic-18.2%	Basic-13.8%	Basic-16.2%	Basic-14.2%	Basic-12.1%	Basic-8.1%	Basic-4.0%	Basic-0%
	Prof-57%	Prof-47%	Prof-51.3%	Prof-33.3%	Prof-24.1%	Prof/Adv-13.8%	Prof/Adv-56.9%	Prof/Adv-62.3%	Prof/Adv-67.7%	Prof/Adv-78.4%	Prof/Adv-89.2%
Language	Not test-4%	NT/Alt-0%/0%	Not test-2.6%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-4%	Min-3%	Min-12.8%	Min-18.2%	Min-13.8%	Min-16.2%	Min-14.2%	Min-12.1%	Min-8.1%	Min-4.0%	Min-0%
	Basic-31%	Basic-22%	Basic-30.8%	Basic-24.2%	Basic-31.0%	Basic-21.5%	Basic-18.8%	Basic-16.1%	Basic-10.8%	Basic-5.4%	Basic-0%
	Prof-49%	Prof-63%	Prof-38.5%	Prof-39.4%	Prof-41.4%	Prof/Adv-62.3%	Prof/Adv-67.0%	Prof/Adv-71.7%	Prof/Adv-81.2%	Prof/Adv-90.6%	Prof/Adv-100%
Science	Not test-0%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-6%	Min-9%	Min-2.6%	Min-12.1%	Min-17.2%	Min-10.8%	Min-9.4%	Min-8.1%	Min-5.4%	Min-2.7%	Min-0%
	Basic-18%	Basic-47%	Basic-25.6%	Basic-24.2%	Basic-34.5%	Basic-21.5%	Basic-18.8%	Basic-16.1%	Basic-10.8%	Basic-5.4%	Basic-0%
	Prof-67%	Prof-44%	Prof-69.2%	Prof-45.5%	Prof-44.8%	Prof/Adv-67.7%	Prof/Adv-71.8%	Prof/Adv-75.8%	Prof/Adv-83.9%	Prof/Adv-91.9%	Prof/Adv-100%
Social Studies	Not test-0%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-3.4%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-6%	Min-6%	Min-15.4%	Min-6.1%	Min-3.4%	Min-5.4%	Min-4.7%	Min-4.1%	Min-2.7%	Min-1.4%	Min-0%
	Basic-22%	Basic-13%	Basic-10.3%	Basic-15.2%	Basic-10.3%	Basic-13.5%	Basic-11.8%	Basic-10.1%	Basic-6.8%	Basic-3.4%	Basic-0%
	Prof-47%	Prof-53%	Prof-46.2%	Prof-33.3%	Prof-48.3%	Prof/Adv-81.2%	Prof/Adv-83.5%	Prof/Adv-85.9%	Prof/Adv-90.6%	Prof/Adv-95.3%	Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-11.1% Basic-13.9% Prof-47.2% Adv-27.8%	Not test-0% Min-13.5% Basic-11.8% Prof/Adv-73.1%	Not test-0% Min-11.8% Basic-10.1% Prof/Adv-76.4%	Not test-0% Min-10.1% Basic-6.8% Prof/Adv-79.8%	Not test-0% Min-6.8% Basic-3.4% Prof/Adv-86.5%	Not test-0% Min-3.4% Basic-0% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-25.0% Basic-13.9% Prof-36.1% Adv-25.0%	Not test-0% Min-26.9% Basic-16.2% Prof/Adv-56.9%	Not test-0% Min-23.6% Basic-14.2% Prof/Adv-62.3%	Not test-0% Min-20.2% Basic-12.1% Prof/Adv-67.7%	Not test-0% Min-13.5% Basic-8.1% Prof/Adv-78.4%	Not test-0% Min-6.7% Basic-4.0% Prof/Adv-89.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Jeffery Elementary

Lincoln Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	93.34%	93.47%	93.67%	93.13%	93.28%	93.26%	93.42%	93.57%	93.88%	94.19%	94.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.31 / 97.17%	5.35 / 97.16%	New Bi-Tech system and new formula beginning in 2004-05	5.95 / 96.82%	6.02 / 96.78%	5.71 / 96.95%	5.47 / 97.08%	5.22 / 97.21%	4.73 / 97.47%	4.25 / 97.74%	3.76 / 98.00%
Average Professional Development Days	1.19	1.22	Not available	3.09	1.75	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-17.5%	Min-5.6%	Min-4.9%	Min-4.2%	Min-2.8%	Min-1.4%	Min-0%
					Basic-37.5%	Basic-26.9%	Basic-23.5%	Basic-20.2%	Basic-13.5%	Basic-6.7%	Basic-0%
					Prof-32.5%	Prof/Adv-67.5%	Prof/Adv-71.6%	Prof/Adv-75.6%	Prof/Adv-83.7%	Prof/Adv-91.9%	Prof/Adv-100%
					Adv-12.5%						
Math					Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-45.0%	Min-30.7%	Min-26.8%	Min-23.0%	Min-15.3%	Min-7.7%	Min-0%
					Basic-15.0%	Basic-18.4%	Basic-16.1%	Basic-13.8%	Basic-9.2%	Basic-4.6%	Basic-0%
					Prof-30.0%	Prof/Adv-50.9%	Prof/Adv-57.1%	Prof/Adv-63.2%	Prof/Adv-75.5%	Prof/Adv-87.7%	Prof/Adv-100%
					Adv-10.0%						
					FAY (Full Academic Year)						

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels				
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA							
Reading	Not test-2%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Min-17%	Min-4%	Min-0.0%	Min-13.8%	Min-3.3%	Min-5.6%	Min-4.9%	Min-4.2%	Min-2.8%	Min-1.4%	Min-0%	
	Basic-14%	Basic-36%	Basic-30.8%	Basic-37.9%	Basic-16.7%	Basic-26.9%	Basic-23.5%	Basic-20.2%	Basic-13.5%	Basic-6.7%	Basic-0%	
	Prof-64%	Prof-52%	Prof-61.5%	Prof-37.9%	Prof-63.3%	Prof/Adv-67.5%	Prof/Adv-71.6%	Prof/Adv-75.6%	Prof/Adv-83.7%	Prof/Adv-91.9%	Prof/Adv-100%	
Math	Not test-2%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Min-12%	Min-24%	Min-11.5%	Min-34.5%	Min-33.3%	Min-30.7%	Min-26.8%	Min-23.0%	Min-15.3%	Min-7.7%	Min-0%	
	Basic-45%	Basic-12%	Basic-23.1%	Basic-20.7%	Basic-23.3%	Basic-18.4%	Basic-16.1%	Basic-13.8%	Basic-9.2%	Basic-4.6%	Basic-0%	
	Prof-36%	Prof-60%	Prof-65.4%	Prof-24.1%	Prof-33.3%	Prof/Adv-50.9%	Prof/Adv-57.1%	Prof/Adv-63.2%	Prof/Adv-75.5%	Prof/Adv-87.7%	Prof/Adv-100%	
Language	Not test-2%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Min-5%	Min-4%	Min-3.8%	Min-6.9%	Min-6.7%	Min-6.1%	Min-5.4%	Min-4.6%	Min-3.1%	Min-1.5%	Min-0%	
	Basic-29%	Basic-24%	Basic-34.6%	Basic-51.7%	Basic-16.7%	Basic-46.0%	Basic-40.2%	Basic-34.5%	Basic-23.0%	Basic-11.5%	Basic-0%	
	Prof-52%	Prof-68%	Prof-42.3%	Prof-37.9%	Prof-56.7%	Prof/Adv-47.8%	Prof/Adv-54.3%	Prof/Adv-60.9%	Prof/Adv-73.9%	Prof/Adv-87.0%	Prof/Adv-100%	
Science	Not test-2%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Min-16%	Min-20%	Min-11.5%	Min-24.1%	Min-10.0%	Min-21.4%	Min-18.7%	Min-16.1%	Min-10.7%	Min-5.4%	Min-0%	
	Basic-36%	Basic-32%	Basic-30.8%	Basic-37.9%	Basic-30.0%	Basic-33.7%	Basic-29.5%	Basic-25.3%	Basic-16.8%	Basic-8.4%	Basic-0%	
	Prof-45%	Prof-44%	Prof-57.7%	Prof-37.9%	Prof-60.0%	Prof/Adv-44.8%	Prof/Adv-51.7%	Prof/Adv-58.6%	Prof/Adv-72.4%	Prof/Adv-86.2%	Prof/Adv-100%	
Social Studies	Not test-2%	NT/Alt-0%/0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	
	Min-12%	Min-0%	Min-7.7%	Min-3.4%	Min-0%	Min-3.0%	Min-2.6%	Min-2.3%	Min-1.5%	Min-0.8%	Min-0%	
	Basic-26%	Basic-16%	Basic-11.5%	Basic-20.7%	Basic-6.7%	Basic-18.4%	Basic-16.1%	Basic-13.8%	Basic-9.2%	Basic-4.6%	Basic-0%	
	Prof-36%	Prof-60%	Prof-50.0%	Prof-34.5%	Prof-53.3%	Prof/Adv-78.6%	Prof/Adv-81.3%	Prof/Adv-83.9%	Prof/Adv-89.3%	Prof/Adv-94.6%	Prof/Adv-100%	

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-23.5% Basic-26.5% Prof-38.2% Adv-11.8%	Not test-0% Min-5.6% Basic-26.9% Prof/Adv-67.5%	Not test-0% Min-4.9% Basic-23.5% Prof/Adv-71.6%	Not test-0% Min-4.2% Basic-20.2% Prof/Adv-75.6%	Not test-0% Min-2.8% Basic-13.5% Prof/Adv-83.7%	Not test-0% Min-1.4% Basic-6.7% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-47.1% Basic-20.6% Prof-23.5% Adv-8.8%	Not test-0% Min-30.7% Basic-18.4% Prof/Adv-50.9%	Not test-0% Min-26.8% Basic-16.1% Prof/Adv-57.1%	Not test-0% Min-23.0% Basic-13.8% Prof/Adv-63.2%	Not test-0% Min-15.3% Basic-9.2% Prof/Adv-75.5%	Not test-0% Min-7.7% Basic-4.6% Prof/Adv-87.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

McKinley Elementary

Standard					Actual	Goal	Actual Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.99%	94.27%	95.00%	94.89%	94.93%	94.98%	95.11%	95.23%	95.49%	95.74%	96.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.91 / 97.39%	5.75 / 96.94%	New Bi-Tech system and new formula beginning in 2004-05	6.00 / 96.79%	4.74 / 97.46%	5.75 / 96.93%	5.50 / 97.06%	5.25 / 97.19%	4.76 / 97.46%	4.26 / 97.73%	3.76 / 98.00%
Average Professional Development Days	2.80	2.42	Not available	1.48	0.69	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam		Proficiency Levels						
Grade 3				Percents include students who took WAA						
Reading				Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0.0%
				Min-0%	Min-6.0%	Min-5.2%	Min-4.5%	Min-3.0%	Min-1.5%	Min-0.0%
				Basic-11.8%	Basic-14.8%	Basic-13.0%	Basic-11.1%	Basic-7.4%	Basic-3.7%	Basic-0.0%
				Prof-58.8%	Prof/Adv-79.2%	Prof/Adv-81.8%	Prof/Adv-84.4%	Prof/Adv-89.6%	Prof/Adv-94.8%	Prof/Adv-100%
Math				Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0.0%
				Min-20.6%	Min-23.7%	Min-20.8%	Min-17.8%	Min-11.9%	Min-5.9%	Min-0.0%
				Basic-5.9%	Basic-20.7%	Basic-18.1%	Basic-15.5%	Basic-10.4%	Basic-5.2%	Basic-0.0%
				Prof-50.0%	Prof/Adv-55.6%	Prof/Adv-61.1%	Prof/Adv-66.7%	Prof/Adv-77.8%	Prof/Adv-88.9%	Prof/Adv-100%
				FAY (Full Academic Year)						

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-6%	NT/Alt-0%/2% Min-0%	Not test-0.0% Min-10.3%	Not test-0.0% Min-6.7%	Not test-0% Min-5.7%	Not test-0% Min-6.0%	Not test-0% Min-5.2%	Not test-0% Min-4.5%	Not test-0% Min-3.0%	Not test-0% Min-1.5%	Not test-0.0% Min-0.0%
	Basic-13%	Basic-14%	Basic-20.7%	Basic-16.7%	Basic-20.0%	Basic-14.8%	Basic-13.0%	Basic-11.1%	Basic-7.4%	Basic-3.7%	Basic-0.0%
	Prof-65% Adv-15%	Prof-35% Adv-49%	Prof-48.3% Adv-20.7%	Prof-43.3% Adv-33.3%	Prof-51.4% Adv-22.9%	Prof/Adv-79.2%	Prof/Adv-81.8%	Prof/Adv-84.4%	Prof/Adv-89.6%	Prof/Adv-94.8%	Prof/Adv-100%
Math	Not test-0% Min-8%	NT/Alt-0%/2% Min-12%	Not test-0.0% Min-34.5%	Not test-0.0% Min-26.7%	Not test-0% Min-17.1%	Not test-0% Min-23.7%	Not test-0% Min-20.8%	Not test-0% Min-17.8%	Not test-0% Min-11.9%	Not test-0% Min-5.9%	Not test-0.0% Min-0.0%
	Basic-38%	Basic-2%	Basic-13.8%	Basic-23.3%	Basic-20.0%	Basic-20.7%	Basic-18.1%	Basic-15.5%	Basic-10.4%	Basic-5.2%	Basic-0.0%
	Prof-37% Adv-17%	Prof-53% Adv-30%	Prof-44.8% Adv-6.9%	Prof-43.3% Adv-6.7%	Prof-42.9% Adv-20.0%	Prof/Adv-55.6%	Prof/Adv-61.1%	Prof/Adv-66.7%	Prof/Adv-77.8%	Prof/Adv-88.9%	Prof/Adv-100%
Language	Not test-0% Min-4%	NT/Alt-0%/2% Min-0%	Not test-0.0% Min-13.8%	Not test-0.0% Min-16.7%	Not test-0% Min-2.9%	Not test-0% Min-14.8%	Not test-0% Min-13.0%	Not test-0% Min-11.1%	Not test-0% Min-7.4%	Not test-0% Min-3.7%	Not test-0.0% Min-0.0%
	Basic-23%	Basic-9%	Basic-24.1%	Basic-23.3%	Basic-20.0%	Basic-20.7%	Basic-18.1%	Basic-15.5%	Basic-10.4%	Basic-5.2%	Basic-0.0%
	Prof-46% Adv-27%	Prof-42% Adv-47%	Prof-51.7% Adv-10.3%	Prof-43.3% Adv-16.7%	Prof-60.0% Adv-17.1%	Prof/Adv-64.4%	Prof/Adv-68.9%	Prof/Adv-73.3%	Prof/Adv-82.2%	Prof/Adv-91.1%	Prof/Adv-100%
Science	Not test-0% Min-6%	NT/Alt-0%/0% Min-2%	Not test-0.0% Min-17.2%	Not test-0.0% Min-6.7%	Not test-0% Min-2.9%	Not test-0% Min-6.0%	Not test-0% Min-5.2%	Not test-0% Min-4.5%	Not test-0% Min-3.0%	Not test-0% Min-1.5%	Not test-0.0% Min-0.0%
	Basic-27%	Basic-21%	Basic-20.7%	Basic-46.7%	Basic-17.1%	Basic-41.5%	Basic-36.3%	Basic-31.1%	Basic-20.8%	Basic-10.4%	Basic-0.0%
	Prof-54% Adv-13%	Prof-56% Adv-21%	Prof-58.6% Adv-3.4%	Prof-43.3% Adv-3.3%	Prof-74.3% Adv-5.7%	Prof/Adv-52.5%	Prof/Adv-58.5%	Prof/Adv-64.4%	Prof/Adv-76.3%	Prof/Adv-88.1%	Prof/Adv-100%
Social Studies	Not test-0% Min-12%	NT/Alt-0%/0% Min-0%	Not test-0.0% Min-13.8%	Not test-0.0% Min-6.7%	Not test-0% Min-0%	Not test-0% Min-6.0%	Not test-0% Min-5.2%	Not test-0% Min-4.5%	Not test-0% Min-3.0%	Not test-0% Min-1.5%	Not test-0.0% Min-0.0%
	Basic-8%	Basic-7%	Basic-10.3%	Basic-13.3%	Basic-5.7%	Basic-11.8%	Basic-10.3%	Basic-8.9%	Basic-5.9%	Basic-3.0%	Basic-0.0%
	Prof-48% Adv-33%	Prof-35% Adv-58%	Prof-48.3% Adv-27.6%	Prof-36.7% Adv-43.3%	Prof-34.3% Adv-60.0%	Prof/Adv-82.2%	Prof/Adv-84.4%	Prof/Adv-86.7%	Prof/Adv-91.1%	Prof/Adv-95.6%	Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-12.1% Basic-12.1% Prof-51.5%	Not test-0% Min-6.0% Basic-14.8% Prof/Adv-79.2%	Not test-0% Min-5.2% Basic-13.0% Prof/Adv-81.8%	Not test-0% Min-4.5% Basic-11.1% Prof/Adv-84.4%	Not test-0% Min-3.0% Basic-7.4% Prof/Adv-89.6%	Not test-0% Min-1.5% Basic-3.7% Prof/Adv-94.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0% Min-24.2% Basic-9.1% Prof-57.6%	Not test-0% Min-23.7% Basic-20.7% Prof/Adv-55.6%	Not test-0% Min-20.8% Basic-18.1% Prof/Adv-61.1%	Not test-0% Min-17.8% Basic-15.5% Prof/Adv-66.7%	Not test-0% Min-11.9% Basic-10.4% Prof/Adv-77.8%	Not test-0% Min-5.9% Basic-5.2% Prof/Adv-88.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
					FAY (Full Academic Year)						

Pleasant Prairie Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.41%	96.49%	96.72%	96.48%	96.45%	96.53%	96.59%	96.65%	96.76%	96.88%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.17 / 96.72%	4.97 / 97.35%	New Bi-Tech system and new formula beginning in 2004-05	5.79 / 96.91%	6.25 / 96.66%	5.56 / 97.03%	5.34 / 97.15%	5.11 / 97.27%	4.66 / 97.51%	4.21 / 97.76%	3.76 / 98.00%
Average Professional Development Days	0.60	0.80	Not available	0.15	0.44	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0% Min-2.6% Basic-5.2% Prof-31.2% Adv-61.0%	Not test-0% Min-1.8% Basic-7.3% Prof/Adv-90.9%	Not test-0% Min-1.6% Basic-6.4% Prof/Adv-92.1%	Not test-0% Min-1.3% Basic-5.5% Prof/Adv-93.2%	Not test-0% Min-0.9% Basic-3.6% Prof/Adv-95.5%	Not test-0% Min-0.4% Basic-1.8% Prof/Adv-97.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-5.2% Basic-9.1% Prof-40.3% Adv-45.5%	Not test-0% Min-9.1% Basic-12.7% Prof/Adv-78.3%	Not test-0% Min-7.9% Basic-11.1% Prof/Adv-81.0%	Not test-0% Min-6.8% Basic-9.5% Prof/Adv-83.7%	Not test-0% Min-4.5% Basic-6.4% Prof/Adv-89.2%	Not test-0% Min-2.3% Basic-3.2% Prof/Adv-94.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-5% Basic-11% Prof-69% Adv-15%	NT/Alt-0%/0% Min-1% Basic-8% Prof-40% Adv-51%	Not test-0.0% Min-1.3% Basic-10.3% Prof-43.6% Adv-44.9%	Not test-0.0% Min-2.0% Basic-8.2% Prof-41.8% Adv-48.0%	Not test-0% Min-1.8% Basic-10.0% Prof-43.6% Adv-44.5%	Not test-0% Min-1.8% Basic-7.3% Prof/Adv-90.9%	Not test-0% Min-1.6% Basic-6.4% Prof/Adv-92.1%	Not test-0% Min-1.3% Basic-5.5% Prof/Adv-93.2%	Not test-0% Min-0.9% Basic-3.6% Prof/Adv-95.5%	Not test-0% Min-0.4% Basic-1.8% Prof/Adv-97.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-0% Min-4% Basic-17% Prof-48% Adv-31%	NT/Alt-0%/0% Min-8% Basic-12% Prof-40% Adv-40%	Not test-0.0% Min-11.5% Basic-16.7% Prof-48.7% Adv-23.1%	Not test-0.0% Min-10.2% Basic-14.3% Prof-42.9% Adv-32.7%	Not test-0% Min-18.2% Basic-14.5% Prof-34.5% Adv-32.7%	Not test-0% Min-9.1% Basic-12.7% Prof/Adv-78.3%	Not test-0% Min-7.9% Basic-11.1% Prof/Adv-81.0%	Not test-0% Min-6.8% Basic-9.5% Prof/Adv-83.7%	Not test-0% Min-4.5% Basic-6.4% Prof/Adv-89.2%	Not test-0% Min-2.3% Basic-3.2% Prof/Adv-94.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-0% Min-5% Basic-14% Prof-46% Adv-35%	NT/Alt-0%/0% Min-2% Basic-7% Prof-48% Adv-42%	Not test-0.0% Min-1.3% Basic-16.7% Prof-48.7% Adv-33.3%	Not test-0.0% Min-2.0% Basic-16.3% Prof-34.7% Adv-46.9%	Not test-0% Min-1.8% Basic-11.8% Prof-48.2% Adv-38.2%	Not test-0% Min-1.8% Basic-14.5% Prof/Adv-83.6%	Not test-0% Min-1.6% Basic-12.7% Prof/Adv-85.7%	Not test-0% Min-1.3% Basic-10.9% Prof/Adv-87.7%	Not test-0% Min-0.9% Basic-7.2% Prof/Adv-91.8%	Not test-0% Min-0.4% Basic-3.6% Prof/Adv-95.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-0% Min-4% Basic-14% Prof-68% Adv-14%	NT/Alt-0%/0% Min-2% Basic-19% Prof-65% Adv-14%	Not test-0.0% Min-2.6% Basic-17.9% Prof-65.4% Adv-14.1%	Not test-0.0% Min-4.1% Basic-11.2% Prof-61.2% Adv-23.5%	Not test-0% Min-4.5% Basic-20.0% Prof-58.2% Adv-17.3%	Not test-0% Min-3.6% Basic-10.0% Prof/Adv-86.4%	Not test-0% Min-3.2% Basic-8.7% Prof/Adv-88.1%	Not test-0% Min-2.7% Basic-7.5% Prof/Adv-89.8%	Not test-0% Min-1.8% Basic-5.0% Prof/Adv-93.2%	Not test-0% Min-0.9% Basic-2.5% Prof/Adv-96.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-0% Min-4% Basic-11% Prof-38% Adv-47%	NT/Alt-0%/0% Min-1% Basic-2% Prof-29% Adv-67%	Not test-0.0% Min-0.0% Basic-6.4% Prof-30.8% Adv-62.8%	Not test-0.0% Min-3.1% Basic-3.1% Prof-21.4% Adv-72.4%	Not test-0% Min-0.9% Basic-6.4% Prof-26.4% Adv-66.4%	Not test-0% Min-2.8% Basic-2.8% Prof/Adv-94.5%	Not test-0% Min-2.4% Basic-2.4% Prof/Adv-95.2%	Not test-0% Min-2.1% Basic-2.1% Prof/Adv-95.9%	Not test-0% Min-1.4% Basic-1.4% Prof/Adv-97.2%	Not test-0% Min-0.7% Basic-0.7% Prof/Adv-98.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-4.0% Basic-9.9% Prof-39.6% Adv-46.5%	Not test-0% Min-1.8% Basic-7.3% Prof/Adv-90.9%	Not test-0% Min-1.6% Basic-6.4% Prof/Adv-92.1%	Not test-0% Min-1.3% Basic-5.5% Prof/Adv-93.2%	Not test-0% Min-0.9% Basic-3.6% Prof/Adv-95.5%	Not test-0% Min-0.4% Basic-1.8% Prof/Adv-97.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-7.9% Basic-9.9% Prof-42.6% Adv-39.6%	Not test-0% Min-9.1% Basic-12.7% Prof/Adv-78.3%	Not test-0% Min-7.9% Basic-11.1% Prof/Adv-81.0%	Not test-0% Min-6.8% Basic-9.5% Prof/Adv-83.7%	Not test-0% Min-4.5% Basic-6.4% Prof/Adv-89.2%	Not test-0% Min-2.3% Basic-3.2% Prof/Adv-94.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Prairie Lane Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.82%	95.34%	96.22%	95.96%	95.98%	96.08%	96.19%	96.31%	96.54%	96.77%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	7.08 / 96.23%	8.00 / 95.74%	New Bi-Tech system and new formula beginning in 2004-05	9.50 / 94.92%	7.95 / 95.75%	8.86 / 95.26%	8.22 / 95.60%	7.59 / 95.95%	6.31 / 96.63%	5.04 / 97.32%	3.76 / 98.00%
Average Professional Development Days	0.63	0.44	Not available	1.14	0.31	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0% Min-2.2% Basic-13.0% Prof-21.7% Adv-63.0%	Not test-0% Min-5.0% Basic-5.0% Prof/Adv-90.1%	Not test-0% Min-4.4% Basic-4.4% Prof/Adv-91.4%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-2.5% Prof/Adv-95.1%	Not test-0% Min-1.2% Basic-1.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-6.5% Basic-8.7% Prof-28.3% Adv-56.5%	Not test-0% Min-1.7% Basic-6.6% Prof/Adv-91.7%	Not test-0% Min-1.5% Basic-5.8% Prof/Adv-92.8%	Not test-0% Min-1.3% Basic-4.9% Prof/Adv-93.8%	Not test-0% Min-0.8% Basic-3.3% Prof/Adv-95.9%	Not test-0% Min-0.4% Basic-1.6% Prof/Adv-97.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-9% Basic-16% Prof-62% Adv-13%	NT/Alt-0%/2% Min-2% Basic-7% Prof-48% Adv-41%	Not test-0.0% Min-8.7% Basic-10.9% Prof-30.4% Adv-50.0%	Not test-0.0% Min-5.6% Basic-5.6% Prof-33.3% Adv-55.6%	Not test-0% Min-0% Basic-10.0% Prof-46.7% Adv-43.3%	Not test-0% Min-5.0% Basic-5.0% Prof/Adv-90.1%	Not test-0% Min-4.4% Basic-4.4% Prof/Adv-91.4%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-2.5% Prof/Adv-95.1%	Not test-0% Min-1.2% Basic-1.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-0% Min-2% Basic-27% Prof-58% Adv-13%	NT/Alt-0%/0% Min-14% Basic-5% Prof-41% Adv-39%	Not test-0.0% Min-15.2% Basic-4.3% Prof-34.8% Adv-45.7%	Not test-0.0% Min-1.9% Basic-7.4% Prof-40.7% Adv-50.0%	Not test-0% Min-8.3% Basic-10.0% Prof-46.7% Adv-35.0%	Not test-0% Min-1.7% Basic-6.6% Prof/Adv-91.7%	Not test-0% Min-1.5% Basic-5.8% Prof/Adv-92.8%	Not test-0% Min-1.3% Basic-4.9% Prof/Adv-93.8%	Not test-0% Min-0.8% Basic-3.3% Prof/Adv-95.9%	Not test-0% Min-0.4% Basic-1.6% Prof/Adv-97.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-0% Min-9% Basic-27% Prof-40% Adv-24%	NT/Alt-0%/2% Min-0% Basic-5% Prof-50% Adv-43%	Not test-0.0% Min-0.0% Basic-19.6% Prof-43.5% Adv-37.0%	Not test-0.0% Min-3.7% Basic-9.3% Prof-40.7% Adv-46.3%	Not test-0% Min-3.3% Basic-8.3% Prof-38.3% Adv-50.0%	Not test-0% Min-3.3% Basic-8.3% Prof/Adv-88.4%	Not test-0% Min-2.9% Basic-7.2% Prof/Adv-89.9%	Not test-0% Min-2.5% Basic-6.2% Prof/Adv-91.3%	Not test-0% Min-1.6% Basic-4.1% Prof/Adv-94.2%	Not test-0% Min-0.8% Basic-2.1% Prof/Adv-97.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-0% Min-0% Basic-27% Prof-64% Adv-9%	NT/Alt-0%/2% Min-2% Basic-20% Prof-59% Adv-18%	Not test-0.0% Min-4.3% Basic-17.4% Prof-67.4% Adv-10.9%	Not test-0.0% Min-1.9% Basic-9.3% Prof-68.5% Adv-20.4%	Not test-0% Min-5.0% Basic-11.7% Prof-66.7% Adv-16.7%	Not test-0% Min-1.7% Basic-8.3% Prof/Adv-90.1%	Not test-0% Min-1.5% Basic-7.2% Prof/Adv-91.4%	Not test-0% Min-1.3% Basic-6.2% Prof/Adv-92.6%	Not test-0% Min-0.8% Basic-4.1% Prof/Adv-95.1%	Not test-0% Min-0.4% Basic-2.1% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-0% Min-7% Basic-18% Prof-42% Adv-33%	NT/Alt-0%/2% Min-0% Basic-5% Prof-27% Adv-66%	Not test-0.0% Min-0.0% Basic-13.0% Prof-23.9% Adv-63.0%	Not test-0.0% Min-0.0% Basic-0.0% Prof-24.1% Adv-75.9%	Not test-0% Min-0% Basic-10.0% Prof-18.3% Adv-71.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0% Min-5.0% Basic-6.7% Prof-41.7% Adv-46.7%	Not test-0% Min-5.0% Basic-5.0% Prof/Adv-90.1%	Not test-0% Min-4.4% Basic-4.4% Prof/Adv-91.4%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-2.5% Prof/Adv-95.1%	Not test-0% Min-1.2% Basic-1.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-3.3% Basic-5.0% Prof-51.7% Adv-40.0%	Not test-0% Min-1.7% Basic-6.6% Prof/Adv-91.7%	Not test-0% Min-1.5% Basic-5.8% Prof/Adv-92.8%	Not test-0% Min-1.3% Basic-4.9% Prof/Adv-93.8%	Not test-0% Min-0.8% Basic-3.3% Prof/Adv-95.9%	Not test-0% Min-0.4% Basic-1.6% Prof/Adv-97.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Roosevelt Elementary

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

Somers Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.02%	96.08%	96.23%	96.19%	96.26%	96.28%	96.37%	96.46%	96.64%	96.82%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.60 / 97.55%	6.18 / 96.71%	New Bi-Tech system and new formula beginning in 2004-05	6.41 / 96.57%	5.49 / 97.06%	6.11 / 96.73%	5.82 / 96.89%	5.52 / 97.05%	4.94 / 97.37%	4.35 / 97.68%	3.76 / 98.00%
Average Professional Development Days	0.39	0.78	Not available	0.27	0.42	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0% Min-3.0% Basic-12.0% Prof-43.0% Adv-42.0%	Not test-0% Min-1.1% Basic-8.8% Prof/Adv-90.1%	Not test-0% Min-0.9% Basic-7.7% Prof/Adv-91.4%	Not test-0% Min-0.8% Basic-6.6% Prof/Adv-92.6%	Not test-0% Min-0.5% Basic-4.4% Prof/Adv-95.1%	Not test-0% Min-0.3% Basic-2.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-13.0% Basic-8.0% Prof-57.0% Adv-22.0%	Not test-0% Min-6.6% Basic-10.9% Prof/Adv-82.4%	Not test-0% Min-5.8% Basic-9.6% Prof/Adv-84.6%	Not test-0% Min-4.9% Basic-8.2% Prof/Adv-86.8%	Not test-0% Min-3.3% Basic-5.5% Prof/Adv-91.2%	Not test-0% Min-1.6% Basic-2.7% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-1% Min-1% Basic-6% Prof-69% Adv-23%	NT/Alt-0%/0% Min-3% Basic-8% Prof-32% Adv-57%	Not test-0.0% Min-2.2% Basic-9.0% Prof-30.3% Adv-58.4%	Not test-0.0% Min-1.2% Basic-9.9% Prof-46.9% Adv-42.0%	Not test-0.0% Min-2.9% Basic-2.9% Prof-42.9% Adv-51.4%	Not test-0% Min-1.1% Basic-8.8% Prof/Adv-90.1%	Not test-0% Min-0.9% Basic-7.7% Prof/Adv-91.4%	Not test-0% Min-0.8% Basic-6.6% Prof/Adv-92.6%	Not test-0% Min-0.5% Basic-4.4% Prof/Adv-95.1%	Not test-0% Min-0.3% Basic-2.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-1% Min-1% Basic-14% Prof-44% Adv-39%	NT/Alt-0%/0% Min-10% Basic-8% Prof-36% Adv-45%	Not test-0.0% Min-7.9% Basic-10.1% Prof-39.3% Adv-42.7%	Not test-0.0% Min-7.4% Basic-12.3% Prof-39.5% Adv-40.7%	Not test-0.0% Min-7.1% Basic-7.1% Prof-45.7% Adv-40.0%	Not test-0% Min-6.6% Basic-10.9% Prof/Adv-82.4%	Not test-0% Min-5.8% Basic-9.6% Prof/Adv-84.6%	Not test-0% Min-4.9% Basic-8.2% Prof/Adv-86.8%	Not test-0% Min-3.3% Basic-5.5% Prof/Adv-91.2%	Not test-0% Min-1.6% Basic-2.7% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-1% Min-1% Basic-12% Prof-39% Adv-47%	NT/Alt-0%/0% Min-4% Basic-5% Prof-43% Adv-48%	Not test-0.0% Min-2.2% Basic-4.5% Prof-42.7% Adv-50.6%	Not test-0.0% Min-2.5% Basic-13.6% Prof-43.2% Adv-40.7%	Not test-0.0% Min-4.3% Basic-7.1% Prof-31.4% Adv-57.1%	Not test-0% Min-2.2% Basic-12.1% Prof/Adv-85.7%	Not test-0% Min-1.9% Basic-10.6% Prof/Adv-87.5%	Not test-0% Min-1.7% Basic-9.1% Prof/Adv-89.3%	Not test-0% Min-1.1% Basic-6.0% Prof/Adv-92.8%	Not test-0% Min-0.6% Basic-3.0% Prof/Adv-96.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-1% Min-1% Basic-13% Prof-67% Adv-18%	NT/Alt-0%/0% Min-1% Basic-14% Prof-64% Adv-21%	Not test-0.0% Min-1.1% Basic-9.0% Prof-69.7% Adv-20.2%	Not test-0.0% Min-4.9% Basic-11.1% Prof-59.3% Adv-24.7%	Not test-0.0% Min-1.4% Basic-11.4% Prof-70.0% Adv-17.1%	Not test-0% Min-4.4% Basic-9.9% Prof/Adv-85.8%	Not test-0% Min-3.8% Basic-8.6% Prof/Adv-87.6%	Not test-0% Min-3.3% Basic-7.4% Prof/Adv-89.3%	Not test-0% Min-2.2% Basic-4.9% Prof/Adv-92.9%	Not test-0% Min-1.1% Basic-2.5% Prof/Adv-96.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-1% Min-0% Basic-8% Prof-38% Adv-53%	NT/Alt-0%/0% Min-1% Basic-1% Prof-14% Adv-83%	Not test-0.0% Min-0.0% Basic-5.6% Prof-12.4% Adv-82.0%	Not test-0.0% Min-0.0% Basic-4.9% Prof-27.2% Adv-67.9%	Not test-0.0% Min-2.9% Basic-1.4% Prof-21.4% Adv-74.3%	Not test-0% Min-0% Basic-4.4% Prof/Adv-95.6%	Not test-0% Min-0% Basic-3.8% Prof/Adv-96.2%	Not test-0% Min-0% Basic-3.3% Prof/Adv-96.7%	Not test-0% Min-0% Basic-2.2% Prof/Adv-97.8%	Not test-0% Min-0% Basic-1.1% Prof/Adv-98.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0% Min-3.6% Basic-10.7% Prof-40.5% Adv-45.2%	Not test-0% Min-1.1% Basic-8.8% Prof/Adv-90.1%	Not test-0% Min-0.9% Basic-7.7% Prof/Adv-91.4%	Not test-0% Min-0.8% Basic-6.6% Prof/Adv-92.6%	Not test-0% Min-0.5% Basic-4.4% Prof/Adv-95.1%	Not test-0% Min-0.3% Basic-2.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-11.9% Basic-6.0% Prof-44.0% Adv-38.1%	Not test-0% Min-6.6% Basic-10.9% Prof/Adv-82.4%	Not test-0% Min-5.8% Basic-9.6% Prof/Adv-84.6%	Not test-0% Min-4.9% Basic-8.2% Prof/Adv-86.8%	Not test-0% Min-3.3% Basic-5.5% Prof/Adv-91.2%	Not test-0% Min-1.6% Basic-2.7% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Southport Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.37%	95.91%	95.52%	94.56%	94.88%	94.67%	94.78%	94.88%	95.09%	95.29%	95.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.21 / 96.70%	5.15 / 97.26%	New Bi-Tech system and new formula beginning in 2004-05	6.48 / 96.54%	6.74 / 96.39%	6.17 / 96.70%	5.87 / 96.86%	5.57 / 97.02%	4.97 / 97.35%	4.36 / 97.67%	3.76 / 98.00%
Average Professional Development Days	1.66	3.05	Not available	0.54	0.94	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-1.6%	Min-1.4%	Min-1.2%	Min-1.1%	Min-0.7%	Min-0.4%	Min-0%
					Basic-16.4%	Basic-13.2%	Basic-11.5%	Basic-9.9%	Basic-6.6%	Basic-3.3%	Basic-0%
					Prof-47.5%	Prof/Adv-85.4%	Prof/Adv-87.2%	Prof/Adv-89.1%	Prof/Adv-92.7%	Prof/Adv-96.4%	Prof/Adv-100%
Math					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-3.3%	Min-16.0%	Min-14.0%	Min-12.0%	Min-8.0%	Min-4.0%	Min-0%
					Basic-16.4%	Basic-10.2%	Basic-8.9%	Basic-7.7%	Basic-5.1%	Basic-2.6%	Basic-0%
					Prof-39.3%	Prof/Adv-73.8%	Prof/Adv-77.1%	Prof/Adv-80.3%	Prof/Adv-86.9%	Prof/Adv-93.4%	Prof/Adv-100%
					FAY (Full Academic Year)						

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-4%	NT/Alt-0%/2%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-6%	Min-3%	Min-4.5%	Min-1.6%	Min-6.0%	Min-1.4%	Min-1.2%	Min-1.1%	Min-0.7%	Min-0.4%	Min-0%
	Basic-8%	Basic-14%	Basic-18.2%	Basic-14.8%	Basic-6.0%	Basic-13.2%	Basic-11.5%	Basic-9.9%	Basic-6.6%	Basic-3.3%	Basic-0%
	Prof-65%	Prof-47%	Prof-45.5%	Prof-41.0%	Prof-29.9%	Prof-Adv-85.4%	Prof/Adv-87.2%	Prof/Adv-89.1%	Prof/Adv-92.7%	Prof/Adv-96.4%	Prof/Adv-100%
Math	Not test-4%	NT/Alt-0%/2%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-1%	Min-10%	Min-12.1%	Min-18.0%	Min-11.9%	Min-16.0%	Min-14.0%	Min-12.0%	Min-8.0%	Min-4.0%	Min-0%
	Basic-24%	Basic-10%	Basic-13.6%	Basic-11.5%	Basic-10.4%	Basic-10.2%	Basic-8.9%	Basic-7.7%	Basic-5.1%	Basic-2.6%	Basic-0%
	Prof-38%	Prof-50%	Prof-43.9%	Prof-45.9%	Prof-46.3%	Prof-Adv-73.8%	Prof/Adv-77.1%	Prof/Adv-80.3%	Prof/Adv-86.9%	Prof/Adv-93.4%	Prof/Adv-100%
Language	Not test-4%	NT/Alt-0%/2%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
	Min-6%	Min-3%	Min-4.5%	Min-4.9%	Min-3.0%	Min-4.4%	Min-3.8%	Min-3.3%	Min-2.2%	Min-1.1%	Min-0%
	Basic-14%	Basic-17%	Basic-21.2%	Basic-14.8%	Basic-9.0%	Basic-13.2%	Basic-11.5%	Basic-9.9%	Basic-6.6%	Basic-3.3%	Basic-0%
	Prof-46%	Prof-45%	Prof-45.5%	Prof-52.5%	Prof-46.3%	Prof-Adv-82.6%	Prof/Adv-84.8%	Prof/Adv-86.9%	Prof/Adv-91.3%	Prof/Adv-95.6%	Prof/Adv-100%
Science	Not test-4%	NT/Alt-0%/2%	Not test-0.0%	Not test-1.6%	Not test-0.0%	Not test-1.4%	Not test-1.2%	Not test-1.1%	Not test-0.7%	Not test-0.4%	Not test-0%
	Min-4%	Min-3%	Min-3.0%	Min-6.6%	Min-3.0%	Min-5.9%	Min-5.1%	Min-4.4%	Min-2.9%	Min-1.5%	Min-0%
	Basic-15%	Basic-16%	Basic-18.2%	Basic-9.8%	Basic-11.9%	Basic-8.7%	Basic-7.6%	Basic-6.5%	Basic-4.4%	Basic-2.2%	Basic-0%
	Prof-63%	Prof-71%	Prof-62.1%	Prof-68.9%	Prof-64.2%	Prof-Adv-84.0%	Prof/Adv-86.0%	Prof/Adv-88.0%	Prof/Adv-92.0%	Prof/Adv-96.0%	Prof/Adv-100%
Social Studies	Not test-4%	NT/Alt-0%/2%	Not test-0.0%	Not test-1.6%	Not test-0.0%	Not test-1.4%	Not test-1.2%	Not test-1.1%	Not test-0.7%	Not test-0.4%	Not test-0%
	Min-6%	Min-2%	Min-3.0%	Min-1.6%	Min-1.5%	Min-1.4%	Min-1.2%	Min-1.1%	Min-0.7%	Min-0.4%	Min-0%
	Basic-10%	Basic-9%	Basic-7.6%	Basic-3.3%	Basic-6.0%	Basic-2.9%	Basic-2.6%	Basic-2.2%	Basic-1.5%	Basic-0.7%	Basic-0%
	Prof-38%	Prof-33%	Prof-31.8%	Prof-27.9%	Prof-22.4%	Prof-Adv-94.2%	Prof/Adv-94.9%	Prof/Adv-95.7%	Prof/Adv-97.1%	Prof/Adv-98.6%	Prof/Adv-100%
	Adv-43%	Adv-55%	Adv-57.6%	Adv-65.6%	Adv-70.1%						

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0% Min-3.4% Basic-10.2% Prof-42.4% Adv-44.1%	Not test-0% Min-1.4% Basic-13.2% Prof/Adv-85.4%	Not test-0% Min-1.2% Basic-11.5% Prof/Adv-87.2%	Not test-0% Min-1.1% Basic-9.9% Prof/Adv-89.1%	Not test-0% Min-0.7% Basic-6.6% Prof/Adv-92.7%	Not test-0% Min-0.4% Basic-3.3% Prof/Adv-96.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-6.8% Basic-13.6% Prof-59.3% Adv-20.3%	Not test-0% Min-16.0% Basic-10.2% Prof/Adv-73.8%	Not test-0% Min-14.0% Basic-8.9% Prof/Adv-77.1%	Not test-0% Min-12.0% Basic-7.7% Prof/Adv-80.3%	Not test-0% Min-8.0% Basic-5.1% Prof/Adv-86.9%	Not test-0% Min-4.0% Basic-2.6% Prof/Adv-93.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Stocker Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.42%	95.59%	95.94%	95.73%	95.68%	95.82%	95.91%	95.99%	96.16%	96.33%	96.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.47 / 97.09%	5.16 / 97.25%	New Bi-Tech system and new formula beginning in 2004-05	6.53 / 96.51%	7.51 / 95.98%	6.22 / 96.68%	5.91 / 96.84%	5.60 / 97.01%	4.99 / 97.34%	4.37 / 97.67%	3.76 / 98.00%
Average Professional Development Days	0.67	0.71	Not available	0.59	0.58	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0% Min-3.6% Basic-7.1% Prof-41.7% Adv-47.6%	Not test-0% Min-0% Basic-6.0% Prof/Adv-94.0%	Not test-0% Min-0% Basic-5.3% Prof/Adv-94.7%	Not test-0% Min-0% Basic-4.5% Prof/Adv-95.5%	Not test-0% Min-0% Basic-3.0% Prof/Adv-97.0%	Not test-0% Min-0% Basic-1.5% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-11.9% Basic-7.1% Prof-36.9% Adv-44.0%	Not test-0% Min-9.6% Basic-6.0% Prof/Adv-84.4%	Not test-0% Min-8.4% Basic-5.3% Prof/Adv-86.3%	Not test-0% Min-7.2% Basic-4.5% Prof/Adv-88.3%	Not test-0% Min-4.8% Basic-3.0% Prof/Adv-92.2%	Not test-0% Min-2.4% Basic-1.5% Prof/Adv-96.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-1% Min-1% Basic-7% Prof-74% Adv-17%	NT/Alt-0%/3% Min-3% Basic-5% Prof-44% Adv-45%	Not test-0.0% Min-6.6% Basic-9.2% Prof-38.2% Adv-46.1%	Not test-0.0% Min-0.0% Basic-6.8% Prof-40.5% Adv-52.7%	Not test-0.0% Min-3.8% Basic-10.0% Prof-35.0% Adv-51.3%	Not test-0% Min-0% Basic-6.0% Prof/Adv-94.0%	Not test-0% Min-0% Basic-5.3% Prof/Adv-94.7%	Not test-0% Min-0% Basic-4.5% Prof/Adv-95.5%	Not test-0% Min-0% Basic-3.0% Prof/Adv-97.0%	Not test-0% Min-0% Basic-1.5% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-1% Min-1% Basic-12% Prof-54% Adv-32%	NT/Alt-0%/3% Min-9% Basic-6% Prof-39% Adv-42%	Not test-0.0% Min-7.9% Basic-14.5% Prof-60.5% Adv-17.1%	Not test-0.0% Min-10.8% Basic-6.8% Prof-50.0% Adv-32.4%	Not test-0.0% Min-10.0% Basic-18.8% Prof-45.0% Adv-26.3%	Not test-0% Min-9.6% Basic-6.0% Prof/Adv-84.4%	Not test-0% Min-8.4% Basic-5.3% Prof/Adv-86.3%	Not test-0% Min-7.2% Basic-4.5% Prof/Adv-88.3%	Not test-0% Min-4.8% Basic-3.0% Prof/Adv-92.2%	Not test-0% Min-2.4% Basic-1.5% Prof/Adv-96.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-1% Min-2% Basic-14% Prof-43% Adv-41%	NT/Alt-0%/3% Min-3% Basic-11% Prof-48% Adv-34%	Not test-0.0% Min-1.3% Basic-14.5% Prof-47.4% Adv-36.8%	Not test-0.0% Min-0.0% Basic-5.4% Prof-51.4% Adv-43.2%	Not test-0.0% Min-1.3% Basic-12.5% Prof-35.0% Adv-51.3%	Not test-0% Min-0% Basic-4.8% Prof/Adv-95.2%	Not test-0% Min-0% Basic-4.2% Prof/Adv-95.8%	Not test-0% Min-0% Basic-3.6% Prof/Adv-96.4%	Not test-0% Min-0% Basic-2.4% Prof/Adv-97.6%	Not test-0% Min-0% Basic-1.2% Prof/Adv-98.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-1% Min-0% Basic-20% Prof-69% Adv-10%	NT/Alt-0%/3% Min-0% Basic-9% Prof-69% Adv-19%	Not test-0.0% Min-2.6% Basic-18.4% Prof-69.7% Adv-9.2%	Not test-0.0% Min-1.4% Basic-14.9% Prof-62.2% Adv-21.6%	Not test-0.0% Min-1.3% Basic-13.8% Prof-67.5% Adv-17.5%	Not test-0% Min-1.2% Basic-13.2% Prof/Adv-85.6%	Not test-0% Min-1.1% Basic-11.6% Prof/Adv-87.4%	Not test-0% Min-0% Basic-9.9% Prof/Adv-89.2%	Not test0-% Min-0.6% Basic-6.6% Prof/Adv-92.8%	Not test-0% Min-0.3% Basic-3.3% Prof/Adv-96.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-1% Min-1% Basic-9% Prof-47% Adv-43%	NT/Alt-0%/3% Min-0% Basic-3% Prof-20% Adv-73%	Not test-0.0% Min-2.6% Basic-2.6% Prof-27.6% Adv-67.1%	Not test-0.0% Min-1.4% Basic-4.1% Prof-17.6% Adv-77.0%	Not test-0.0% Min-0.0% Basic-2.5% Prof-27.5% Adv-70.0%	Not test-0% Min-1.2% Basic-3.6% Prof/Adv-95.2%	Not test-0% Min-1.1% Basic-3.2% Prof/Adv-95.8%	Not test-0% Min-0.9% Basic-2.7% Prof/Adv-96.4%	Not test-0% Min-0.6% Basic-1.8% Prof/Adv-97.6%	Not test-0% Min-0.3% Basic-0.9% Prof/Adv-98.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0% Min-0.0% Basic-6.7% Prof-33.3% Adv-60.0%	Not test-0% Min-0% Basic-6.0% Prof/Adv-94.0%	Not test-0% Min-0% Basic-5.3% Prof/Adv-94.7%	Not test-0% Min-0% Basic-4.5% Prof/Adv-95.5%	Not test-0% Min-0% Basic-3.0% Prof/Adv-97.0%	Not test-0% Min-0% Basic-1.5% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-5.3% Basic-10.7% Prof-42.7% Adv-41.3%	Not test-0% Min-9.6% Basic-6.0% Prof/Adv-84.4%	Not test-0% Min-8.4% Basic-5.3% Prof/Adv-86.3%	Not test-0% Min-7.2% Basic-4.5% Prof/Adv-88.3%	Not test-0% Min-4.8% Basic-3.0% Prof/Adv-92.2%	Not test-0% Min-2.4% Basic-1.5% Prof/Adv-96.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Curtis Strange Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.72%	94.42%	93.61%	94.04%	94.59%	94.14%	94.25%	94.35%	94.57%	94.78%	95.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.67 / 96.99%	4.78 / 97.46%	New Bi-Tech system and new formula beginning in 2004-05	5.89 / 96.85%	5.84 / 96.88%	5.65 / 96.98%	5.42 / 97.11%	5.18 / 97.23%	4.71 / 97.49%	4.23 / 97.74%	3.76 / 98.00%
Average Professional Development Days	1.68	2.30	Not available	0.67	1.17	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-1.6%	Min-5.3%	Min-4.7%	Min-4.0%	Min-2.7%	Min-1.3%	Min-0%
					Basic-31.1%	Basic-23.1%	Basic-20.2%	Basic-17.3%	Basic-11.6%	Basic-5.8%	Basic-0%
					Prof-44.3%	Prof/Adv-71.6%	Prof/Adv-75.1%	Prof/Adv-78.7%	Prof/Adv-85.8%	Prof/Adv-92.9%	Prof/Adv-100%
					Adv-23.0%						
Math					Not test-3.3%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-21.3%	Min-28.4%	Min-24.9%	Min-21.3%	Min-14.2%	Min-7.1%	Min-0%
					Basic-24.6%	Basic-5.3%	Basic-4.7%	Basic-4.0%	Basic-2.7%	Basic-1.3%	Basic-0%
					Prof-34.4%	Prof/Adv-66.2%	Prof/Adv-70.4%	Prof/Adv-74.7%	Prof/Adv-83.1%	Prof/Adv-91.6%	Prof/Adv-100%
					Adv-16.4%						
				FAY (Full Academic Year)							

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-1% Min-7% Basic-18% Prof-67% Adv-7%	NT/Alt-0%/0% Min-7% Basic-14% Prof-51% Adv-29%	Not test-0.0% Min-4.2% Basic-14.6% Prof-45.8% Adv-35.4%	Not test-0.0% Min-6.0% Basic-26.0% Prof-36.0% Adv-32.0%	Not test-0.0% Min-2.4% Basic-14.3% Prof-38.1% Adv-45.2%	Not test-0% Min-5.3% Basic-23.1% Prof/Adv-71.6%	Not test-0% Min-4.7% Basic-20.2% Prof/Adv-75.1%	Not test-0% Min-4.0% Basic-17.3% Prof/Adv-78.7%	Not test-0% Min-2.7% Basic-11.6% Prof/Adv-85.8%	Not test-0% Min-1.3% Basic-5.8% Prof/Adv-92.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-4% Min-0% Basic-32% Prof-51% Adv-14%	NT/Alt-0%/0% Min-22% Basic-8% Prof-44% Adv-25%	Not test-0.0% Min-14.6% Basic-14.6% Prof-50.0% Adv-20.8%	Not test-0.0% Min-32.0% Basic-6.0% Prof-44.0% Adv-18.0%	Not test-0.0% Min-16.7% Basic-14.3% Prof-38.1% Adv-31.0%	Not test-0% Min-28.4% Basic-5.3% Prof/Adv-66.2%	Not test-0% Min-24.9% Basic-4.7% Prof/Adv-70.4%	Not test-0% Min-21.3% Basic-4.0% Prof/Adv-74.7%	Not test-0% Min-14.2% Basic-2.7% Prof/Adv-83.1%	Not test-0% Min-7.1% Basic-1.3% Prof/Adv-91.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-1% Min-0% Basic-29% Prof-53% Adv-16%	NT/Alt-0%/0% Min-3% Basic-25% Prof-42% Adv-29%	Not test-0.0% Min-0.0% Basic-16.7% Prof-54.2% Adv-29.2%	Not test-0.0% Min-2.0% Basic-22.0% Prof-52.0% Adv-24.0%	Not test-0.0% Min-4.8% Basic-14.3% Prof-50.0% Adv-31.0%	Not test-0% Min-1.8% Basic-19.6% Prof/Adv-78.7%	Not test-0% Min-1.6% Basic-17.1% Prof/Adv-81.3%	Not test-0% Min-1.3% Basic-14.7% Prof/Adv-84.0%	Not test-0% Min-0.9% Basic-9.8% Prof/Adv-89.3%	Not test-0% Min-0.4% Basic-4.9% Prof/Adv-94.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-1% Min-8% Basic-33% Prof-53% Adv-4%	NT/Alt-0%/0% Min-12% Basic-31% Prof-49% Adv-8%	Not test-0.0% Min-8.3% Basic-27.1% Prof-56.3% Adv-8.3%	Not test-0.0% Min-16.0% Basic-32.0% Prof-46.0% Adv-6.0%	Not test-0.0% Min-8.0% Basic-28.6% Prof-54.8% Adv-16.7%	Not test-0% Min-14.2% Basic-28.4% Prof/Adv-57.3%	Not test-0% Min-12.4% Basic-24.9% Prof/Adv-62.7%	Not test-0% Min-10.7% Basic-21.3% Prof/Adv-68.0%	Not test-0% Min-7.1% Basic-14.2% Prof/Adv-78.7%	Not test-0% Min-3.6% Basic-7.1% Prof/Adv-89.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-4% Min-5% Basic-18% Prof-55% Adv-18%	NT/Alt-0%/0% Min-2% Basic-12% Prof-47% Adv-39%	Not test-0.0% Min-6.3% Basic-12.5% Prof-35.4% Adv-45.8%	Not test-0.0% Min-6.0% Basic-16.0% Prof-38.0% Adv-40.0%	Not test-0.0% Min-0.0% Basic-9.5% Prof-19.0% Adv-71.4%	Not test-0% Min-5.3% Basic-14.2% Prof/Adv-80.4%	Not test-0% Min-4.7% Basic-12.4% Prof/Adv-82.9%	Not test-0% Min-4.0% Basic-10.7% Prof/Adv-85.3%	Not test-0% Min-2.7% Basic-7.1% Prof/Adv-90.2%	Not test-0% Min-1.3% Basic-3.6% Prof/Adv-95.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-8.6%	Min-5.3%	Min-4.7%	Min-4.0%	Min-2.7%	Min-1.3%	Min-0%
					Basic-12.1%	Basic-23.1%	Basic-20.2%	Basic-17.3%	Basic-11.6%	Basic-5.8%	Basic-0%
					Prof-50.0%	Prof/Adv-71.6%	Prof/Adv-75.1%	Prof/Adv-78.7%	Prof/Adv-85.8%	Prof/Adv-92.9%	Prof/Adv-100%
Math					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-20.7%	Min-28.4%	Min-24.9%	Min-21.3%	Min-14.2%	Min-7.1%	Min-0%
					Basic-13.8%	Basic-5.3%	Basic-4.7%	Basic-4.0%	Basic-2.7%	Basic-1.3%	Basic-0%
					Prof-43.1%	Prof/Adv-66.2%	Prof/Adv-70.4%	Prof/Adv-74.7%	Prof/Adv-83.1%	Prof/Adv-91.6%	Prof/Adv-100%
					FAY (Full Academic Year)						

Vernon Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.20%	94.42%	94.25%	95.09%	94.83%	95.18%	95.28%	95.39%	95.59%	95.80%	96.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.37 / 97.14%	6.29 / 96.65%	New Bi-Tech system and new formula beginning in 2004-05	7.11 / 96.20%	5.96 / 96.81%	6.74 / 96.40%	6.36 / 96.60%	5.99 / 96.80	5.25 / 97.20%	4.50 / 97.60%	3.76 / 98.00%
Average Professional Development Days	0.64	1.13	Not available	1.49	0.32	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0% Min-5.2% Basic-22.4% Prof-32.8% Adv-39.7%	Not test-0% Min-7.2% Basic-10.0% Prof/Adv-82.8%	Not test-0% Min-6.3% Basic-8.8% Prof/Adv-85.0%	Not test-0% Min-5.4% Basic-7.5% Prof/Adv-87.1%	Not test-0% Min-3.6% Basic-5.0% Prof/Adv-91.4%	Not test-0% Min-1.8% Basic-2.5% Prof/Adv-95.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-13.8% Basic-20.7% Prof-39.7% Adv-25.9%	Not test-0% Min-17.2% Basic-6.3% Prof/Adv-75.6%	Not test-0% Min-15.1% Basic-6.3% Prof/Adv-78.6%	Not test-0% Min-12.9% Basic-5.4% Prof/Adv-81.7%	Not test-0% Min-8.6% Basic-3.6% Prof/Adv-87.8%	Not test-0% Min-4.3% Basic-1.8% Prof/Adv-93.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test 14% Min-7% Basic-13% Prof-60% Adv-6%	NT/Alt-0%/1% Min-7% Basic-16% Prof-49% Adv-26%	Not test 0.0% Min-6.7% Basic-14.6% Prof-43.8% Adv-34.8%	Not test-0.0% Min-8.1% Basic-11.3% Prof-35.5% Adv-45.2%	Not test-0.0% Min-14.8% Basic-31.1% Prof-27.9% Adv-26.2%	Not test-0% Min-7.2% Basic-10.0% Prof/Adv-82.8%	Not test-0% Min-6.3% Basic-8.8% Prof/Adv-85.0%	Not test-0% Min-5.4% Basic-7.5% Prof/Adv-87.1%	Not test-0% Min-3.6% Basic-5.0% Prof/Adv-91.4%	Not test-0% Min-1.8% Basic-2.5% Prof/Adv-95.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test 14% Min-4% Basic-30% Prof-42% Adv-10%	NT/Alt-0%/1% Min-33% Basic-7% Prof-38% Adv-20%	Not test 0.0% Min-16.9% Basic-13.5% Prof-46.1% Adv-23.6%	Not test-0.0% Min-19.4% Basic-8.1% Prof-43.5% Adv-29.0%	Not test-0.0% Min-27.9% Basic-26.2% Prof-36.1% Adv-9.8%	Not test-0% Min-17.2% Basic-7.2% Prof/Adv-75.6%	Not test-0% Min-15.1% Basic-6.3% Prof/Adv-78.6%	Not test-0% Min-12.9% Basic-5.4% Prof/Adv-81.7%	Not test-0% Min-8.6% Basic-3.6% Prof/Adv-87.8%	Not test-0% Min-4.3% Basic-1.8% Prof/Adv-93.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test 14% Min-6% Basic-26% Prof-40% Adv-14%	NT/Alt-0%/1% Min-6% Basic-30% Prof-44% Adv-19%	Not test 0.0% Min-5.6% Basic-20.2% Prof-46.1% Adv-28.1%	Not test-0.0% Min-8.1% Basic-16.1% Prof-45.2% Adv-30.6%	Not test-0.0% Min-13.1% Basic-29.5% Prof-39.3% Adv-18.0%	Not test-0% Min-7.2% Basic-14.3% Prof/Adv-78.5%	Not test-0% Min-6.3% Basic-12.5% Prof/Adv-81.2%	Not test-0% Min-5.4% Basic-10.7% Prof/Adv-83.9%	Not test-0% Min-3.6% Basic-7.2% Prof/Adv-89.2%	Not test-0% Min-1.8% Basic-3.6% Prof/Adv-94.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test 14% Min-8% Basic-27% Prof-48% Adv-3%	NT/Alt-1%/0% Min-6% Basic-40% Prof-51% Adv-2%	Not test 0.0% Min-3.4% Basic-22.5% Prof-60.7% Adv-13.5%	Not test-0.0% Min-8.1% Basic-12.9% Prof-59.7% Adv-19.4%	Not test-0.0% Min-14.8% Basic-37.7% Prof-39.3% Adv-8.2%	Not test-0% Min-7.2% Basic-11.5% Prof/Adv-81.4%	Not test-0% Min-6.3% Basic-10.0% Prof/Adv-83.7%	Not test-0% Min-5.4% Basic-8.6% Prof/Adv-86.1%	Not test-0% Min-3.6% Basic-5.7% Prof/Adv-90.7%	Not test-0% Min-1.8% Basic-2.9% Prof/Adv-95.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test 15% Min-9% Basic-19% Prof-45% Adv-12%	NT/Alt-1%/0% Min-2% Basic-9% Prof-43% Adv-44%	Not test 0.0% Min-1.1% Basic-10.1% Prof-34.8% Adv-53.9%	Not test-0.0% Min-3.2% Basic-8.1% Prof-33.9% Adv-54.8%	Not test-0.0% Min-16.4% Basic-14.8% Prof-41.0% Adv-27.9%	Not test-0% Min-2.8% Basic-7.2% Prof/Adv-90.0%	Not test-0% Min-2.5% Basic-6.3% Prof/Adv-91.2%	Not test-0% Min-2.1% Basic-5.4% Prof/Adv-92.5%	Not test-0% Min-1.4% Basic-3.6% Prof/Adv-95.0%	Not test-0% Min-0.7% Basic-1.8% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0% Min-8.6% Basic-14.3% Prof-41.4% Adv-35.7%	Not test-0% Min-7.2% Basic-10.0% Prof/Adv-82.8%	Not test-0% Min-6.3% Basic-8.8% Prof/Adv-85.0%	Not test-0% Min-5.4% Basic-7.5% Prof/Adv-87.1%	Not test-0% Min-3.6% Basic-5.0% Prof/Adv-91.4%	Not test-0% Min-1.8% Basic-2.5% Prof/Adv-95.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-14.3% Basic-17.1% Prof-50.0% Adv-18.6%	Not test-0% Min-17.2% Basic-7.2% Prof/Adv-75.6%	Not test-0% Min-15.1% Basic-6.3% Prof/Adv-78.6%	Not test-0% Min-12.9% Basic-5.4% Prof/Adv-81.7%	Not test-0% Min-8.6% Basic-3.6% Prof/Adv-87.8%	Not test-0% Min-4.3% Basic-1.8% Prof/Adv-93.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

Whittier Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.52%	96.08%	96.22%	95.98%	95.90%	96.09%	96.21%	96.32%	96.55%	96.77%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.68 / 97.51%	5.24 / 97.21%	New Bi-Tech system and new formula beginning in 2004-05	5.01 / 97.32%	5.29 / 97.17%	4.87 / 97.39%	4.73 / 97.47%	4.60 / 97.55%	4.32 / 97.70%	4.04 / 97.85%	3.76 / 98.00%
Average Professional Development Dvs	2.85	2.55	Not available	1.75	1.66	No Goal Set	No Goal Set				

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam			Proficiency Levels						
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-3.2%	Min-4.0%	Min-3.5%	Min-3.0%	Min-2.0%	Min-1.0%	Min-0%
					Basic-17.7%	Basic-6.0%	Basic-5.2%	Basic-4.5%	Basic-3.0%	Basic-1.5%	Basic-0%
					Prof-35.5%	Prof/Adv-90.0%	Prof/Adv-91.3%	Prof/Adv-92.5%	Prof/Adv-95.0%	Prof/Adv-97.5%	Prof/Adv-100%
					Adv-43.5%						
Math					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-11.3%	Min-9.6%	Min-8.3%	Min-5.5%	Min-2.8%	Min-0%	Min-0%
					Basic-3.2%	Basic-3.0%	Basic-2.6%	Basic-2.3%	Basic-1.5%	Basic-0.8%	Basic-0%
					Prof-43.5%	Prof/Adv-86.0%	Prof/Adv-87.8%	Prof/Adv-89.5%	Prof/Adv-93.0%	Prof/Adv-96.5%	Prof/Adv-100%
					Adv-41.9%						
				FAY (Full Academic Year)							

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-4% Basic-3% Prof-67% Adv-25%	NT/Alt-0%/1% Min-1% Basic-5% Prof-38% Adv-54%	Not test-0.0% Min-2.7% Basic-4.1% Prof-43.2% Adv-50.0%	Not test-0.0% Min-4.5% Basic-6.7% Prof-41.6% Adv-47.2%	Not test-0.0% Min-5.6% Basic-11.3% Prof-45.1% Adv-38.0%	Not test-0% Min-4.0% Basic-6.0% Prof/Adv-90.0%	Not test-0% Min-3.5% Basic-5.2% Prof/Adv-91.3%	Not test-0% Min-3.0% Basic-4.5% Prof/Adv-92.5%	Not test-0% Min-2.0% Basic-3.0% Prof/Adv-95.0%	Not test-0% Min-1.0% Basic-1.5% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-2% Basic-11% Prof-48% Adv-38%	NT/Alt-0%/1% Min-4% Basic-5% Prof-34% Adv-55%	Not test-0.0% Min-10.8% Basic-6.8% Prof-45.9% Adv-36.5%	Not test-0.0% Min-12.4% Basic-3.4% Prof-41.6% Adv-42.7%	Not test-0.0% Min-16.9% Basic-5.6% Prof-50.7% Adv-26.8%	Not test-0% Min-11.0% Basic-3.0% Prof/Adv-86.0%	Not test-0% Min-9.6% Basic-2.6% Prof/Adv-87.8%	Not test-0% Min-8.3% Basic-2.3% Prof/Adv-89.5%	Not test-0% Min-5.5% Basic-1.5% Prof/Adv-93.0%	Not test-0% Min-2.8% Basic-0.8% Prof/Adv-96.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-1% Basic-7% Prof-43% Adv-49%	NT/Alt-0%/1% Min-0% Basic-11% Prof-32% Adv-55%	Not test-0.0% Min-4.1% Basic-13.5% Prof-36.5% Adv-45.9%	Not test-0.0% Min-3.4% Basic-7.9% Prof-42.7% Adv-46.1%	Not test-0.0% Min-8.5% Basic-8.5% Prof-57.7% Adv-25.4%	Not test-0% Min-3.0% Basic-7.0% Prof/Adv-90.0%	Not test-0% Min-2.6% Basic-6.1% Prof/Adv-91.3%	Not test-0% Min-2.3% Basic-5.3% Prof/Adv-92.5%	Not test-0% Min-1.5% Basic-3.5% Prof/Adv-95.0%	Not test-0% Min-0.8% Basic-1.8% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-1% Basic-9% Prof-61% Adv-29%	NT/Alt-0%/1% Min-1.4% Basic-14% Prof-78% Adv-5%	Not test-0.0% Min-1.4% Basic-14.9% Prof-70.3% Adv-13.5%	Not test-0.0% Min-7.9% Basic-11.2% Prof-69.7% Adv-11.2%	Not test-0.0% Min-4.2% Basic-16.9% Prof-64.8% Adv-14.1%	Not test-0% Min-7.0% Basic-10.0% Prof/Adv-83.0%	Not test-0% Min-6.1% Basic-8.7% Prof/Adv-85.1%	Not test-0% Min-5.3% Basic-7.5% Prof/Adv-87.3%	Not test-0% Min-3.5% Basic-5.0% Prof/Adv-91.5%	Not test-0% Min-1.8% Basic-2.5% Prof/Adv-95.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-0% Min-1% Basic-7% Prof-43% Adv-49%	NT/Alt-0%/1% Min-0% Basic-11% Prof-32% Adv-55%	Not test-0.0% Min-4.1% Basic-13.5% Prof-36.5% Adv-45.9%	Not test-0.0% Min-3.4% Basic-7.9% Prof-42.7% Adv-46.1%	Not test-0.0% Min-8.5% Basic-8.5% Prof-57.7% Adv-25.4%	Not test-0% Min-3.0% Basic-7.0% Prof/Adv-90.0%	Not test-0% Min-2.6% Basic-6.1% Prof/Adv-91.3%	Not test-0% Min-2.3% Basic-5.3% Prof/Adv-92.5%	Not test-0% Min-1.5% Basic-3.5% Prof/Adv-95.0%	Not test-0% Min-0.8% Basic-1.8% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-1% Basic-9% Prof-61% Adv-29%	NT/Alt-0%/1% Min-1.4% Basic-14% Prof-78% Adv-5%	Not test-0.0% Min-1.4% Basic-14.9% Prof-70.3% Adv-13.5%	Not test-0.0% Min-7.9% Basic-11.2% Prof-69.7% Adv-11.2%	Not test-0.0% Min-4.2% Basic-16.9% Prof-64.8% Adv-14.1%	Not test-0% Min-7.0% Basic-10.0% Prof/Adv-83.0%	Not test-0% Min-6.1% Basic-8.7% Prof/Adv-85.1%	Not test-0% Min-5.3% Basic-7.5% Prof/Adv-87.3%	Not test-0% Min-3.5% Basic-5.0% Prof/Adv-91.5%	Not test-0% Min-1.8% Basic-2.5% Prof/Adv-95.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-3% Basic-4% Prof-34% Adv-58%	NT/Alt-0%/1% Min-0% Basic-1% Prof-23% Adv-74%	Not test-0.0% Min-0.0% Basic-5.4% Prof-23.0% Adv-71.6%	Not test-0.0% Min-2.2% Basic-4.5% Prof-27.0% Adv-66.3%	Not test-0.0% Min-1.4% Basic-5.6% Prof-35.2% Adv-57.7%	Not test-0% Min-2.0% Basic-4.0% Prof/Adv-94.0%	Not test-0% Min-1.7% Basic-3.5% Prof/Adv-94.8%	Not test-0% Min-1.5% Basic-3.0% Prof/Adv-95.5%	Not test-0% Min-1.0% Basic-2.0% Prof/Adv-97.0%	Not test-0% Min-0.5% Basic-1.0% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-3% Basic-4% Prof-34% Adv-58%	NT/Alt-0%/1% Min-0% Basic-1% Prof-23% Adv-74%	Not test-0.0% Min-0.0% Basic-5.4% Prof-23.0% Adv-71.6%	Not test-0.0% Min-2.2% Basic-4.5% Prof-27.0% Adv-66.3%	Not test-0.0% Min-1.4% Basic-5.6% Prof-35.2% Adv-57.7%	Not test-0% Min-2.0% Basic-4.0% Prof/Adv-94.0%	Not test-0% Min-1.7% Basic-3.5% Prof/Adv-94.8%	Not test-0% Min-1.5% Basic-3.0% Prof/Adv-95.5%	Not test-0% Min-1.0% Basic-2.0% Prof/Adv-97.0%	Not test-0% Min-0.5% Basic-1.0% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-0% Min-2% Basic-11% Prof-48% Adv-38%	NT/Alt-0%/1% Min-4% Basic-5% Prof-34% Adv-55%	Not test-0.0% Min-10.8% Basic-6.8% Prof-45.9% Adv-36.5%	Not test-0.0% Min-12.4% Basic-3.4% Prof-41.6% Adv-42.7%	Not test-0.0% Min-16.9% Basic-5.6% Prof-50.7% Adv-26.8%	Not test-0% Min-11.0% Basic-3.0% Prof/Adv-86.0%	Not test-0% Min-9.6% Basic-2.6% Prof/Adv-87.8%	Not test-0% Min-8.3% Basic-2.3% Prof/Adv-89.5%	Not test-0% Min-5.5% Basic-1.5% Prof/Adv-93.0%	Not test-0% Min-2.8% Basic-0.8% Prof/Adv-96.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-1% Basic-7% Prof-43% Adv-49%	NT/Alt-0%/1% Min-0% Basic-11% Prof-32% Adv-55%	Not test-0.0% Min-4.1% Basic-13.5% Prof-36.5% Adv-45.9%	Not test-0.0% Min-3.4% Basic-7.9% Prof-42.7% Adv-46.1%	Not test-0.0% Min-8.5% Basic-8.5% Prof-57.7% Adv-25.4%	Not test-0% Min-3.0% Basic-7.0% Prof/Adv-90.0%	Not test-0% Min-2.6% Basic-6.1% Prof/Adv-91.3%	Not test-0% Min-2.3% Basic-5.3% Prof/Adv-92.5%	Not test-0% Min-1.5% Basic-3.5% Prof/Adv-95.0%	Not test-0% Min-0.8% Basic-1.8% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-3% Basic-4% Prof-34% Adv-58%	NT/Alt-0%/1% Min-0% Basic-1% Prof-23% Adv-74%	Not test-0.0% Min-0.0% Basic-5.4% Prof-23.0% Adv-71.6%	Not test-0.0% Min-2.2% Basic-4.5% Prof-27.0% Adv-66.3%	Not test-0.0% Min-1.4% Basic-5.6% Prof-35.2% Adv-57.7%	Not test-0% Min-2.0% Basic-4.0% Prof/Adv-94.0%	Not test-0% Min-1.7% Basic-3.5% Prof/Adv-94.8%	Not test-0% Min-1.5% Basic-3.0% Prof/Adv-95.5%	Not test-0% Min-1.0% Basic-2.0% Prof/Adv-97.0%	Not test-0% Min-0.5% Basic-1.0% Prof/Adv-98.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-2% Basic-11% Prof-48% Adv-38%	NT/Alt-0%/1% Min-4% Basic-5% Prof-34% Adv-55%	Not test-0.0% Min-10.8% Basic-6.8% Prof-45.9% Adv-36.5%	Not test-0.0% Min-12.4% Basic-3.4% Prof-41.6% Adv-42.7%	Not test-0.0% Min-16.9% Basic-5.6% Prof-50.7% Adv-26.8%	Not test-0% Min-11.0% Basic-3.0% Prof/Adv-86.0%	Not test-0% Min-9.6% Basic-2.6% Prof/Adv-87.8%	Not test-0% Min-8.3% Basic-2.3% Prof/Adv-89.5%	Not test-0% Min-5.5% Basic-1.5% Prof/Adv-93.0%	Not test-0% Min-2.8% Basic-0.8% Prof/Adv-96.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE					Wisconsin Knowledge & Concepts Exam		Proficiency Levels				
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-4.3%	Min-4.0%	Min-3.5%	Min-3.0%	Min-2.0%	Min-1.0%	Min-0%
					Basic-6.4%	Basic-6.0%	Basic-5.2%	Basic-4.5%	Basic-3.0%	Basic-1.5%	Basic-0%
					Prof-35.1%	Prof/Adv-90.0%	Prof/Adv-91.3%	Prof/Adv-92.5%	Prof/Adv-95.0%	Prof/Adv-97.5%	Prof/Adv-100%
					Adv-54.3%						
Math					Not test-0.0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%	Not test-0%
					Min-8.5%	Min-11.0%	Min-9.6%	Min-8.3%	Min-5.5%	Min-2.8%	Min-0%
					Basic-5.3%	Basic-3.0%	Basic-2.6%	Basic-2.3%	Basic-1.5%	Basic-0.8%	Basic-0%
					Prof-39.4%	Prof/Adv-86.0%	Prof/Adv-87.8%	Prof/Adv-89.5%	Prof/Adv-93.0%	Prof/Adv-96.5%	Prof/Adv-100%
					Adv-46.8%						
					FAY (Full Academic Year)						

Wilson Elementary

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	93.55%	94.24%	93.87%	94.48%	93.07%	94.59%	94.71%	94.82%	95.05%	95.27%	95.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.28 / 97.19%	6.58 / 96.50%	New Bi-Tech system and new formula beginning in 2004-05	6.41 / 96.57%	6.02 / 96.78%	6.12 / 96.73%	5.82 / 96.89%	5.53 / 97.05%	4.94 / 97.36%	4.35 / 97.68%	3.76 / 98.00%
Average Professional Development Days	0.75	0.58	Not available	0.78	1.10	No Goal Set	No Goal Set				
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 3					Percents include students who took WAA						
Reading					Not test-0.0% Min-3.0% Basic-30.3% Prof-48.5% Adv-18.2%	Not test-0% Min-6.3% Basic-12.7% Prof/Adv-81.0%	Not test-0% Min-5.5% Basic-11.1% Prof/Adv-83.4%	Not test-0% Min-4.7% Basic-9.5% Prof/Adv-85.7%	Not test-0% Min-3.2% Basic-6.4% Prof/Adv-90.5%	Not test-0% Min-1.6% Basic-3.2% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-36.4% Basic-24.2% Prof-30.3% Adv-9.1%	Not test-0% Min-42.1% Basic-10.3% Prof/Adv-47.5%	Not test-0% Min-36.8% Basic-9.0% Prof/Adv-54.1%	Not test-0% Min-31.6% Basic-7.7% Prof/Adv-60.6%	Not test-0% Min-21.1% Basic-5.1% Prof/Adv-73.7%	Not test-0% Min-10.5% Basic-2.6% Prof/Adv-86.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
FAY (Full Academic Year)											
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 4	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-13% Basic-30% Prof-57% Adv-0%	NT/Alt-0%/0% Min-0% Basic-45% Prof-50% Adv-5%	Not test-0.0% Min-9.1% Basic-36.4% Prof-36.4% Adv-18.2%	Not test-0.0% Min-7.1% Basic-14.3% Prof-64.3% Adv-14.3%	Not test-0.0% Min-0.0% Basic-27.3% Prof-54.5% Adv-18.2%	Not test-0% Min-6.3% Basic-12.7% Prof/Adv-81.0%	Not test-0% Min-5.5% Basic-11.1% Prof/Adv-83.4%	Not test-0% Min-4.7% Basic-9.5% Prof/Adv-85.7%	Not test-0% Min-3.2% Basic-6.4% Prof/Adv-90.5%	Not test-0% Min-1.6% Basic-3.2% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-0% Min-17% Basic-49% Prof-30% Adv-4%	NT/Alt-0%/0% Min-35% Basic-20% Prof-40% Adv-5%	Not test-0.0% Min-40.9% Basic-18.2% Prof-40.9% Adv-0.0%	Not test-0.0% Min-50.0% Basic-14.3% Prof-35.7% Adv-0.0%	Not test-0.0% Min-18.2% Basic-22.7% Prof-59.1% Adv-0.0%	Not test-0% Min-42.1% Basic-10.3% Prof/Adv-47.5%	Not test-0% Min-36.8% Basic-9.0% Prof/Adv-54.1%	Not test-0% Min-31.6% Basic-7.7% Prof/Adv-60.6%	Not test-0% Min-21.1% Basic-5.1% Prof/Adv-73.7%	Not test-0% Min-10.5% Basic-2.6% Prof/Adv-86.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-0% Min-4% Basic-43% Prof-45% Adv-9%	NT/Alt-0%/0% Min-15% Basic-35% Prof-45% Adv-5%	Not test-0.0% Min-4.5% Basic-27.3% Prof-50.0% Adv-18.2%	Not test-0.0% Min-0.0% Basic-39.3% Prof-50.0% Adv-10.7%	Not test-0.0% Min-18.2% Basic-36.4% Prof-27.3% Adv-18.2%	Not test-0% Min-0% Basic-34.9% Prof/Adv-65.1%	Not test-0% Min-0% Basic-30.6% Prof/Adv-69.4%	Not test-0% Min-0% Basic-26.2% Prof/Adv-73.8%	Not test-0% Min-0% Basic-17.5% Prof/Adv-82.5%	Not test-0% Min-0% Basic-8.7% Prof/Adv-91.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-0% Min-28% Basic-38% Prof-34% Adv-0%	NT/Alt-0%/0% Min-15% Basic-55% Prof-30% Adv-0%	Not test-0.0% Min-9.1% Basic-50.0% Prof-40.9% Adv-0.0%	Not test-0.0% Min-17.9% Basic-39.3% Prof-42.9% Adv-0.0%	Not test-0.0% Min-13.6% Basic-36.4% Prof-50.0% Adv-0.0%	Not test-0% Min-15.9% Basic-34.9% Prof/Adv-49.2%	Not test-0% Min-13.9% Basic-30.6% Prof/Adv-55.6%	Not test-0% Min-11.9% Basic-26.2% Prof/Adv-61.9%	Not test-0% Min-8.0% Basic-17.5% Prof/Adv-74.6%	Not test-0% Min-4.0% Basic-8.7% Prof/Adv-87.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-2% Min-26% Basic-26% Prof-43% Adv-4%	NT/Alt-0%/0% Min-10% Basic-15% Prof-50% Adv-25%	Not test-0.0% Min-0.0% Basic-31.8% Prof-36.4% Adv-31.8%	Not test-0.0% Min-3.6% Basic-14.3% Prof-42.9% Adv-39.3%	Not test-0.0% Min-0.0% Basic-13.6% Prof-50.0% Adv-36.4%	Not test-0% Min-3.2% Basic-12.7% Prof/Adv-84.2%	Not test-0% Min-2.8% Basic-11.1% Prof/Adv-86.2%	Not test-0% Min-2.4% Basic-9.5% Prof/Adv-88.1%	Not test-0% Min-1.6% Basic-6.4% Prof/Adv-92.1%	Not test-0% Min-0.8% Basic-3.2% Prof/Adv-96.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels											
Grade 5					Percents include students who took WAA						
Reading					Not test-0.0% Min-3.6% Basic-21.4% Prof-60.7% Adv-14.3%	Not test-0% Min-6.3% Basic-12.7% Prof/Adv-81.0%	Not test-0% Min-5.5% Basic-11.1% Prof/Adv-83.4%	Not test-0% Min-4.7% Basic-9.5% Prof/Adv-85.7%	Not test-0% Min-3.2% Basic-6.4% Prof/Adv-90.5%	Not test-0% Min-1.6% Basic-3.2% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-35.7% Basic-7.1% Prof-53.6% Adv-3.6%	Not test-0% Min-42.1% Basic-10.3% Prof/Adv-47.5%	Not test-0% Min-36.8% Basic-9.0% Prof/Adv-54.1%	Not test-0% Min-31.6% Basic-7.7% Prof/Adv-60.6%	Not test-0% Min-21.1% Basic-5.1% Prof/Adv-73.7%	Not test-0% Min-10.5% Basic-2.6% Prof/Adv-86.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Bullen Middle

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.24%	93.07%	93.74%	93.60%	94.22%	93.70%	93.80%	93.90%	94.10%	94.30%	94.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.42 / 96.58%	5.71 / 96.96%	New Bi-Tech system and new formula beginning in 2004-05	7.11 / 96.20%	5.99 / 96.80%	6.74 / 96.40%	6.37 / 96.60%	6.00 / 96.80%	5.25 / 97.20%	4.51 / 97.60%	3.76 / 98.00%
Average Professional Development Days	1.89	1.52	Not available	1.70	1.20	No Goal Set	No Goal Set				
Habitual Truants N / %	53 / 5.48%	69 / 9.58%	62 / 7.67%	58 / 7.05%	62 / 7.05%	6.93%	6.82%	6.70%	6.46%	6.23%	5.99%
<div> <div>WSAS/WKCE</div> <div>Wisconsin Knowledge & Concepts Exam</div> <div>Proficiency Levels</div> </div>											
Grade 6					Percents include students who took WAA						
Reading					Not test-0.4% Min-10.4% Basic-16.0% Prof-43.3% Adv-29.9%	Not test-0.0% Min-7.3% Basic-10.8% Prof/Adv-82.0%	Not test-0.0% Min-6.4% Basic-9.4% Prof/Adv-84.2%	Not test-0.0% Min-5.5% Basic-8.1% Prof/Adv-86.5%	Not test-0.0% Min-3.6% Basic-5.4% Prof/Adv-91.0%	Not test-0.0% Min-1.8% Basic-2.7% Prof/Adv-95.5%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.4% Min-13.1% Basic-17.9% Prof-44.8% Adv-23.9%	Not test-0.0% Min-15.0% Basic-13.8% Prof/Adv-71.2%	Not test-0.0% Min-13.1% Basic-12.1% Prof/Adv-74.8%	Not test-0.0% Min-11.3% Basic-10.3% Prof/Adv-78.4%	Not test-0.0% Min-7.5% Basic-6.9% Prof/Adv-85.6%	Not test-0.0% Min-3.8% Basic-3.4% Prof/Adv-92.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
FAY (Full Academic Year)											
<div> <div>WSAS/WKCE</div> <div>Wisconsin Knowledge & Concepts Exam</div> <div>Proficiency Levels</div> </div>											
Grade 7					Percents include students who took WAA						
Reading					Not test-0.0% Min-6.3% Basic-10.9% Prof-47.7% Adv-35.1%	Not test-0.0% Min-7.3% Basic-10.8% Prof/Adv-82.0%	Not test-0.0% Min-6.4% Basic-9.4% Prof/Adv-84.2%	Not test-0.0% Min-5.5% Basic-8.1% Prof/Adv-86.5%	Not test-0.0% Min-3.6% Basic-5.4% Prof/Adv-91.0%	Not test-0.0% Min-1.8% Basic-2.7% Prof/Adv-95.5%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.0% Min-13.0% Basic-13.0% Prof-43.5% Adv-30.5%	Not test-0.0% Min-15.0% Basic-13.8% Prof/Adv-71.2%	Not test-0.0% Min-13.1% Basic-12.1% Prof/Adv-74.8%	Not test-0.0% Min-11.3% Basic-10.3% Prof/Adv-78.4%	Not test-0.0% Min-7.5% Basic-6.9% Prof/Adv-85.6%	Not test-0.0% Min-3.8% Basic-3.4% Prof/Adv-92.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
FAY (Full Academic Year)											
<div> <div>WSAS/WKCE</div> <div>Wisconsin Knowledge & Concepts Exam</div> <div>Proficiency Levels</div> </div>											
Grade 8	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-6% Basic-12% Prof-66% Adv-16%	NT/Alt-3%/2% Min-4% Basic-9% Prof-46% Adv-37%	not test-1.9% Min-11.0% Basic-12.0% Prof-52.6% Adv-22.0%	Not test-0.0% Min-8.2% Basic-12.1% Prof-42.0% Adv-37.7%	Not test-0.0% Min-8.8% Basic-10.7% Prof-40.5% Adv-40.1%	Not test-0.0% Min-7.3% Basic-10.8% Prof/Adv-82.0%	Not test-0.0% Min-6.4% Basic-9.4% Prof/Adv-84.2%	Not test-0.0% Min-5.5% Basic-8.1% Prof/Adv-86.5%	Not test-0.0% Min-3.6% Basic-5.4% Prof/Adv-91.0%	Not test-0.0% Min-1.8% Basic-2.7% Prof/Adv-95.5%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	Not test-0% Min-19% Basic-41% Prof-28% Adv-11%	NT/Alt-3%/2% Min-12% Basic-9% Prof-45% Adv-29%	not test-1.0% Min-21.1% Basic-15.3% Prof-44.5% Adv-17.7%	Not test-0.0% Min-16.9% Basic-15.5% Prof-38.6% Adv-29.0%	Not test-0.0% Min-13.0% Basic-10.7% Prof-45.8% Adv-30.5%	Not test-0.0% Min-15.0% Basic-13.8% Prof/Adv-71.2%	Not test-0.0% Min-13.1% Basic-12.1% Prof/Adv-74.8%	Not test-0.0% Min-11.3% Basic-10.3% Prof/Adv-78.4%	Not test-0.0% Min-7.5% Basic-6.9% Prof/Adv-85.6%	Not test-0.0% Min-3.8% Basic-3.4% Prof/Adv-92.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	Not test-0% Min-6% Basic-20% Prof-59% Adv-15%	NT/Alt-3%/2% Min-10% Basic-23% Prof-40% Adv-22%	not test-1.9% Min-16.7% Basic-25.4% Prof-37.3% Adv-18.2%	Not test-0.0% Min-15.5% Basic-27.1% Prof-32.4% Adv-25.1%	Not test-0.4% Min-14.5% Basic-19.1% Prof-42.0% Adv-24.0%	Not test-0.0% Min-13.8% Basic-24.1% Prof/Adv-62.2%	Not test-0.0% Min-12.1% Basic-21.1% Prof/Adv-66.9%	Not test-0.0% Min-10.3% Basic-18.1% Prof/Adv-71.7%	Not test-0.0% Min-6.9% Basic-12.0% Prof/Adv-81.1%	Not test-0.0% Min-3.4% Basic-6.0% Prof/Adv-90.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	Not test-1% Min-12% Basic-31% Prof-42% Adv-13%	NT/Alt-4%/2% Min-7% Basic-18% Prof-46% Adv-23%	not test-1.9% Min-18.2% Basic-23.4% Prof-41.1% Adv-14.8%	Not test-0.0% Min-14.5% Basic-17.4% Prof-47.3% Adv-20.8%	Not test-0.8% Min-9.9% Basic-18.3% Prof-43.5% Adv-27.5%	Not test-0.0% Min-12.9% Basic-15.5% Prof/Adv-71.6%	Not test-0.0% Min-11.3% Basic-13.5% Prof/Adv-75.2%	Not test-0.0% Min-9.7% Basic-11.6% Prof/Adv-78.7%	Not test-0.0% Min-6.4% Basic-7.7% Prof/Adv-85.8%	Not test-0.0% Min-3.2% Basic-3.9% Prof/Adv-92.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	Not test-1% Min-4% Basic-15% Prof-48% Adv-33%	NT/Alt-3%/2% Min-3% Basic-13% Prof-46% Adv-34%	not test-1.9% Min-7.2% Basic-12.4% Prof-45.9% Adv-32.1%	Not test-1.0% Min-7.7% Basic-12.6% Prof-42.0% Adv-36.7%	Not test-0.8% Min-5.7% Basic-15.3% Prof-32.8% Adv-45.4%	Not test-0.9% Min-6.8% Basic-11.2% Prof/Adv-81.1%	Not test-0.8% Min-6.0% Basic-9.8% Prof/Adv-83.4%	Not test-0.7% Min-5.1% Basic-8.4% Prof/Adv-85.8%	Not test-0.4% Min-3.4% Basic-5.6% Prof/Adv-90.5%	Not test-0.2% Min-1.7% Basic-2.8% Prof/Adv-95.3%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						
Spanish/English Speaking	Terra Nova-Supera (Spanish)					National Percentiles					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Bullen Middle

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
			Gr. 6-36 tested	Gr. 6-44 tested Gr. 7-41 tested	Gr. 6-37 tested Gr. 7-37 tested Gr. 8-38 tested	No Goal Set	No Goal Set				
Reading											
Grade 6			45	49	37						
Grade 7				47	51						
Grade 8					33						
Math											
Grade 6			78	63	51						
Grade 7				69	59						
Grade 8					57						
Language											
Grade 6			56	55	45						
Grade 7				60	49						
Grade 8					52						

Lance Middle

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

Mahone Middle

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

McKinley Middle

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Paideia Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.41%	92.98%	96.52%	96.14%	95.34%	96.24%	96.33%	96.43%	96.62%	96.81%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	.25 / 99.87%	2.50 / 98.67%	New Bi-Tech system and new formula beginning in 2004-05	8.50 / 95.45%	8.50 / 95.45%	7.97 / 95.74%	7.45 / 96.02%	6.92 / 96.30%	5.87 / 96.87%	4.81 / 97.43%	3.76 / 98.00%
Average Professional Development Days	0.75	0.00	Not available	0.00	2.00	No Goal Set	No Goal Set				
Habitual Truants N / %	4 / 5.48%	5 / 8.20%	0 / 0.00%	1 / 1.49%	2 / 2.99%	1.47%	1.44%	1.42%	1.37%	1.32%	1.27%

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam				Proficiency Levels					
Grade 6						Percents include students who took WAA					
Reading					Not test-0.0% Min-0.0% Basic-4.5% Prof-59.1% Adv-36.4%	Not test-0% Min-9.9% Basic-5.0% Prof/Adv-85.2%	Not test-0% Min-8.6% Basic-4.4% Prof/Adv-87.0%	Not test-0% Min-7.4% Basic-3.7% Prof/Adv-88.9%	Not test-0% Min-4.9% Basic-2.5% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-1.2% Prof/Adv-96.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-9.1% Basic-18.2% Prof-45.5% Adv-27.3%	Not test-0% Min-5.0% Basic-19.7% Prof/Adv-75.3%	Not test-0% Min-4.4% Basic-17.3% Prof/Adv-78.4%	Not test-0% Min-3.7% Basic-14.8% Prof/Adv-81.5%	Not test-0% Min-2.5% Basic-9.9% Prof/Adv-87.6%	Not test-0% Min-1.2% Basic-4.9% Prof/Adv-93.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
FAY (Full Academic Year)											

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam				Proficiency Levels					
Grade 7						Percents include students who took WAA					
Reading					Not test-0.0% Min-0.0% Basic-10.5% Prof-36.8% Adv-52.6%	Not test-0% Min-9.9% Basic-5.0% Prof/Adv-85.2%	Not test-0% Min-8.6% Basic-4.4% Prof/Adv-87.0%	Not test-0% Min-7.4% Basic-3.7% Prof/Adv-88.9%	Not test-0% Min-4.9% Basic-2.5% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-1.2% Prof/Adv-96.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0.0% Min-5.3% Basic-15.8% Prof-36.8% Adv-42.1%	Not test-0% Min-5.0% Basic-19.7% Prof/Adv-75.3%	Not test-0% Min-4.4% Basic-17.3% Prof/Adv-78.4%	Not test-0% Min-3.7% Basic-14.8% Prof/Adv-81.5%	Not test-0% Min-2.5% Basic-9.9% Prof/Adv-87.6%	Not test-0% Min-1.2% Basic-4.9% Prof/Adv-93.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
FAY (Full Academic Year)											

WSAS/WKCE		Wisconsin Knowledge & Concepts Exam				Proficiency Levels					
Grade 8	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-4% Min-4% Basic-4% Prof-48% Adv-39%	NT/Alt-0%/0% Min-0% Basic-6% Prof-75% Adv-19%	Not test-0.0% Min-6.3% Basic-12.5% Prof-37.5% Adv-43.8%	Not test-0.0% Min-11.1% Basic-5.6% Prof-44.4% Adv-38.9%	Not test-0.0% Min-0.0% Basic-5.0% Prof-65.0% Adv-30.0%	Not test-0% Min-9.9% Basic-5.0% Prof/Adv-85.2%	Not test-0% Min-8.6% Basic-4.4% Prof/Adv-87.0%	Not test-0% Min-7.4% Basic-3.7% Prof/Adv-88.9%	Not test-0% Min-4.9% Basic-2.5% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-1.2% Prof/Adv-96.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-4% Min-13% Basic-35% Prof-30% Adv-17%	NT/Alt-0%/0% Min-25% Basic-13% Prof-56% Adv-6%	Not test-0.0% Min-6.3% Basic-12.5% Prof-68.8% Adv-12.5%	Not test-0.0% Min-5.6% Basic-22.2% Prof-61.1% Adv-11.1%	Not test-0.0% Min-5.0% Basic-10.0% Prof-75.0% Adv-10.0%	Not test-0% Min-5.0% Basic-19.7% Prof/Adv-75.3%	Not test-0% Min-4.4% Basic-17.3% Prof/Adv-78.4%	Not test-0% Min-3.7% Basic-14.8% Prof/Adv-81.5%	Not test-0% Min-2.5% Basic-9.9% Prof/Adv-87.6%	Not test-0% Min-1.2% Basic-4.9% Prof/Adv-93.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-4% Min-4% Basic-9% Prof-57% Adv-26%	NT/Alt-0%/0% Min-19% Basic-38% Prof-38% Adv-6%	Not test-0.0% Min-12.5% Basic-12.5% Prof-50.0% Adv-25.0%	Not test-0.0% Min-11.1% Basic-27.8% Prof-38.9% Adv-22.2%	Not test-0.0% Min-5.0% Basic-25.0% Prof-45.0% Adv-25.0%	Not test-0% Min-9.9% Basic-24.7% Prof/Adv-65.4%	Not test-0% Min-8.6% Basic-21.6% Prof/Adv-69.7%	Not test-0% Min-7.4% Basic-18.5% Prof/Adv-74.1%	Not test-0% Min-4.9% Basic-12.4% Prof/Adv-82.7%	Not test-0% Min-2.5% Basic-6.2% Prof/Adv-91.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
	Not test-0% Min-13% Basic-22% Prof-52% Adv-13%	NT/Alt-0%/0% Min-25% Basic-25% Prof-44% Adv-6%	Not test-0.0% Min-6.3% Basic-25.0% Prof-43.8% Adv-25.0%	Not test-0.0% Min-16.7% Basic-11.1% Prof-55.6% Adv-16.7%	Not test-0.0% Min-5.0% Basic-20.0% Prof-50.0% Adv-25.0%	Not test-0% Min-14.8% Basic-9.9% Prof/Adv-75.4%	Not test-0% Min-13.0% Basic-8.6% Prof/Adv-78.5%	Not test-0% Min-11.1% Basic-7.4% Prof/Adv-81.5%	Not test-0% Min-7.4% Basic-4.9% Prof/Adv-87.7%	Not test-0% Min-3.7% Basic-2.5% Prof/Adv-93.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-0% Min-9% Basic-4% Prof-26% Adv-61%	NT/Alt-0%/0% Min-0% Basic-13% Prof-63% Adv-25%	Not test-0.0% Min-0.0% Basic-0.0% Prof-50.0% Adv-50.0%	Not test-0.0% Min-5.6% Basic-5.6% Prof-38.9% Adv-50.0%	Not test-0.0% Min-0.0% Basic-5.0% Prof-50.0% Adv-45.0%	Not test-0% Min-5.0% Basic-5.0% Prof/Adv-90.1%	Not test-0% Min-4.4% Basic-4.4% Prof/Adv-91.4%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-2.5% Basic-2.5% Prof/Adv-95.1%	Not test-0% Min-1.2% Basic-1.2% Prof/Adv-97.5%	Not test-0% Min-0% Basic-0% Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

FAY (Full Academic Year)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Washington Middle

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	91.71%	92.58%	91.59%	92.27%	93.23%	92.40%	92.54%	92.67%	92.95%	93.22%	93.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.57 / 97.57%	4.53 / 97.59%	New Bi-Tech system and new formula beginning in 2004-05	5.51 / 97.05%	4.95 / 97.35%	5.32 / 97.16%	5.12 / 97.26%	4.93 / 97.37%	4.54 / 97.58%	4.15 / 97.79%	3.76 / 98.00%
Average Professional Development Days	1.80	1.01	Not available	1.08	0.99	No Goal Set	No Goal Set				
Habitual Truants N / %	146 / 19.01%	127 / 17.91%	142 / 20.37%	98 / 15.29%	76 / 12.62%	15.04%	14.78%	14.53%	14.02%	13.51%	13.00%

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam					Proficiency Levels		
Grade 6					Percents include students who took WAA							
Reading					Not test-0.0%	Not test-1.0%	Not test-0.9%	Not test-0.7%	Not test-0.5%	Not test-0.2%	Not test-0%	
					Min-7.8%	Min-11.8%	Min-10.3%	Min-8.9%	Min-5.9%	Min-3.0%	Min-0%	
					Basic-15.0%	Basic-13.8%	Basic-12.1%	Basic-10.3%	Basic-6.9%	Basic-3.4%	Basic-0%	
					Prof-51.0%	Prof/Adv-73.5%	Prof/Adv-76.8%	Prof/Adv-80.1%	Prof/Adv-86.8%	Prof/Adv-93.4%	Prof/Adv-100%	
					Adv-26.1%							
Math					Not test-0.0%	Not test-1.5%	Not test-1.3%	Not test-1.1%	Not test-0.8%	Not test-0.4%	Not test-0%	
					Min-15.0%	Min-11.3%	Min-9.9%	Min-8.5%	Min-5.6%	Min-2.8%	Min-0%	
					Basic-13.1%	Basic-18.1%	Basic-15.9%	Basic-13.6%	Basic-9.1%	Basic-4.5%	Basic-0%	
					Prof-48.4%	Prof/Adv-69.1%	Prof/Adv-72.9%	Prof/Adv-76.8%	Prof/Adv-84.5%	Prof/Adv-92.3%	Prof/Adv-100%	
					Adv-23.5%							
					FAY (Full Academic Year)							

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels				
Grade 7					Percents include students who took WAA							
Reading					Not test-0.0%	Not test-1.0%	Not test-0.9%	Not test-0.7%	Not test-0.5%	Not test-0.2%	Not test-0%	
					Min-12.5%	Min-11.8%	Min-10.3%	Min-8.9%	Min-5.9%	Min-3.0%	Min-0%	
					Basic-11.9%	Basic-13.8%	Basic-12.1%	Basic-10.3%	Basic-6.9%	Basic-3.4%	Basic-0%	
					Prof-53.1%	Prof/Adv-73.5%	Prof/Adv-76.8%	Prof/Adv-80.1%	Prof/Adv-86.8%	Prof/Adv-93.4%	Prof/Adv-100%	
					Adv-22.5%							
Math					Not test-0.0%	Not test-1.5%	Not test-1.3%	Not test-1.1%	Not test-0.8%	Not test-0.4%	Not test-0%	
					Min-11.9%	Min-11.3%	Min-9.9%	Min-8.5%	Min-5.6%	Min-2.8%	Min-0%	
					Basic-16.3%	Basic-18.1%	Basic-15.9%	Basic-13.6%	Basic-9.1%	Basic-4.5%	Basic-0%	
					Prof-49.4%	Prof/Adv-69.1%	Prof/Adv-72.9%	Prof/Adv-76.8%	Prof/Adv-84.5%	Prof/Adv-92.3%	Prof/Adv-100%	
					Adv-22.5%							
					FAY (Full Academic Year)							

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 8	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-14% Min-14% Basic-15% Prof-48% Adv-10%	NT/Alt-4%/4% Min-7% Basic-13% Prof-53% Adv-19%	Not test-0.0% Min-11.3% Basic-19.9% Prof-50.0% Adv-18.8%	Not test-1.1% Min-13.3% Basic-15.5% Prof-45.9% Adv-24.3%	Not test-0.0% Min-5.4% Basic-10.3% Prof-53.3% Adv-31.0%	Not test-1.0% Min-11.8% Basic-13.8% Prof/Adv-73.5%	Not test-0.9% Min-10.3% Basic-12.1% Prof/Adv-76.8%	Not test-0.7% Min-8.9% Basic-10.3% Prof/Adv-80.1%	Not test-0.5% Min-5.9% Basic-6.9% Prof/Adv-86.8%	Not test-0.2% Min-3.0% Basic-3.4% Prof/Adv-93.4%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	Not test-14% Min-22% Basic-35% Prof-19% Adv-11%	NT/Alt-3%/6% Min-13% Basic-19% Prof-48% Adv-12%	Not test-0.0% Min-21.0% Basic-26.9% Prof-40.3% Adv-11.8%	Not test-1.7% Min-12.7% Basic-20.4% Prof-47.0% Adv-18.2%	Not test-0.0% Min-7.6% Basic-22.3% Prof-54.9% Adv-15.2%	Not test-1.5% Min-11.3% Basic-18.1% Prof/Adv-69.1%	Not test-1.3% Min-9.9% Basic-15.9% Prof/Adv-72.9%	Not test-1.1% Min-8.5% Basic-13.6% Prof/Adv-76.8%	Not test-0.8% Min-5.6% Basic-9.1% Prof/Adv-84.5%	Not test-0.4% Min-2.8% Basic-4.5% Prof/Adv-92.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	Not test-14% Min-8% Basic-27% Prof-44% Adv-8%	NT/Alt-4%/4% Min-11% Basic-37% Prof-39% Adv-6%	Not test-0.0% Min-20.4% Basic-29.0% Prof-39.2% Adv-11.3%	Not test-1.1% Min-22.1% Basic-27.6% Prof-35.4% Adv-13.8%	Not test-0.0% Min-14.1% Basic-23.9% Prof-42.9% Adv-19.0%	Not test-1.0% Min-19.6% Basic-24.5% Prof/Adv-54.8%	Not test-0.9% Min-17.2% Basic-21.5% Prof/Adv-60.5%	Not test-0.7% Min-14.7% Basic-18.4% Prof/Adv-66.1%	Not test-0.5% Min-9.8% Basic-12.3% Prof/Adv-77.4%	Not test-0.2% Min-4.9% Basic-6.1% Prof/Adv-88.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	Not test-14% Min-13% Basic-27% Prof-35% Adv-12%	NT/Alt-3%/5% Min-10% Basic-25% Prof-44% Adv-13%	Not test-0.0% Min-17.2% Basic-24.7% Prof-41.9% Adv-16.1%	Not test-0.6% Min-24.9% Basic-23.2% Prof-34.8% Adv-16.6%	Not test-0.0% Min-12.5% Basic-25.5% Prof-45.7% Adv-16.3%	Not test-0.5% Min-22.1% Basic-20.6% Prof/Adv-56.8%	Not test-0.5% Min-19.4% Basic-18.0% Prof/Adv-62.2%	Not test-0.4% Min-16.6% Basic-15.5% Prof/Adv-67.6%	Not test-0.3% Min-11.1% Basic-10.3% Prof/Adv-78.4%	Not test-0.1% Min-5.5% Basic-5.2% Prof/Adv-89.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	Not test-14% Min-4% Basic-15% Prof-44% Adv-23%	NT/Alt-3%/5% Min-2% Basic-23% Prof-52% Adv-16%	Not test-0.0% Min-6.5% Basic-18.3% Prof-44.1% Adv-31.2%	Not test-1.7% Min-9.9% Basic-24.9% Prof-43.1% Adv-20.4%	Not test-0.0% Min-6.5% Basic-15.2% Prof-48.9% Adv-29.3%	Not test-1.5% Min-8.8% Basic-22.1% Prof/Adv-67.6%	Not test-1.3% Min-7.7% Basic-19.4% Prof/Adv-71.6%	Not test-1.1% Min-6.6% Basic-16.6% Prof/Adv-75.7%	Not test-0.8% Min-4.4% Basic-11.1% Prof/Adv-83.8%	Not test-0.4% Min-2.2% Basic-5.5% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

FAY (Full Academic Year)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Bradford High School

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	84.22%	86.18%	86.14%	88.20%	86.64%	88.22%	88.57%	88.91%	89.61%	90.30%	91.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.86 / 97.42%	4.55 / 97.58%	New Bi-Tech system and new formula beginning in 2004-05	5.77 / 96.91%	4.73 / 97.47%	5.55 / 97.03%	5.33 / 97.15%	5.10 / 97.27%	4.66 / 97.52%	4.21 / 97.76%	3.76 / 98.00%
Average Professional Development Days	1.17	1.07	Not available	0.50	0.49	No Goal Set	No Goal Set				
Habitual Truants N / %	1142 / 56.65%	983 / 50.13%	1003 / 49.41%	858 / 40.94%	1018 / 44.89%	38.67%	36.39%	34.12%	29.57%	25.02%	20.47%

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam			Proficiency Levels			
Grade 10	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-12%	NT/Alt-3%/1%	Not test-9.3%	Not test-4.5%	Not test-7.1%	Not test-4.0%	Not test-3.5%	Not test-3.0%	Not test-2.0%	Not test-1.0%	Not test-0.0%
	Min-16%	Min-13%	Min-15.7%	Min-11.0%	Min-9.9%	Min-9.8%	Min-8.6%	Min-7.3%	Min-4.9%	Min-2.4%	Min-0.0%
	Basic-21%	Basic-20%	Basic-19.7%	Basic-15.4%	Basic-13.7%	Basic-13.7%	Basic-12.0%	Basic-10.3%	Basic-6.8%	Basic-3.4%	Basic-0.0%
	Prof-30%	Prof-19%	Prof-15.2%	Prof-22.4%	Prof-31.5%	Prof/Adv-72.6%	Prof/Adv-76.0%	Prof/Adv-79.5%	Prof/Adv-86.3%	Prof/Adv-93.2%	Prof/Adv-100%
Math	Not test-14%	NT/Alt-3%/2%	Not test-3.2%	Not test-0.0%	Not test-0.9%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%	Not test-0.0%
	Min-34%	Min-21%	Min-22.9%	Min-18.6%	Min-17.2%	Min-16.5%	Min-14.5%	Min-12.4%	Min-8.3%	Min-4.1%	Min-0.0%
	Basic-20%	Basic-18%	Basic-16.5%	Basic-17.9%	Basic-17.8%	Basic-15.9%	Basic-13.9%	Basic-11.9%	Basic-8.0%	Basic-4.0%	Basic-0.0%
	Prof-19%	Prof-40%	Prof-36.9%	Prof-40.0%	Prof-45.1%	Prof/Adv-67.6%	Prof/Adv-71.6%	Prof/Adv-75.7%	Prof/Adv-83.8%	Prof/Adv-91.9%	Prof/Adv-100%
Language	Not test-12%	NT/Alt-3%/1%	Not test-9.3%	Not test-4.7%	Not test-10.7%	Not test-4.2%	Not test-3.7%	Not test-3.1%	Not test-2.1%	Not test-1.0%	Not test-0.0%
	Min-18%	Min-10%	Min-14.3%	Min-12.3%	Min-6.7%	Min-10.9%	Min-9.6%	Min-8.2%	Min-5.5%	Min-2.7%	Min-0.0%
	Basic-20%	Basic-22%	Basic-21.4%	Basic-19.9%	Basic-16.9%	Basic-17.7%	Basic-15.5%	Basic-13.3%	Basic-8.8%	Basic-4.4%	Basic-0.0%
	Prof-34%	Prof-49%	Prof-42.0%	Prof-48.5%	Prof-51.3%	Prof/Adv-67.1%	Prof/Adv-71.2%	Prof/Adv-75.3%	Prof/Adv-83.6%	Prof/Adv-91.8%	Prof/Adv-100%
Science	Not test-14%	NT/Alt-4%/2%	Not test-11.8%	Not test-6.9%	Not test-9.4%	Not test-6.1%	Not test-5.4%	Not test-4.6%	Not test-3.1%	Not test-1.5%	Not test-0.0%
	Min-23%	Min-22%	Min-18.7%	Min-20.4%	Min-18.0%	Min-18.1%	Min-15.9%	Min-13.6%	Min-9.1%	Min-4.5%	Min-0.0%
	Basic-28%	Basic-14%	Basic-12.0%	Basic-11.4%	Basic-12.2%	Basic-10.1%	Basic-8.9%	Basic-7.6%	Basic-5.1%	Basic-2.5%	Basic-0.0%
	Prof-25%	Prof-36%	Prof-34.6%	Prof-36.7%	Prof-33.1%	Prof/Adv-65.6%	Prof/Adv-69.9%	Prof/Adv-74.2%	Prof/Adv-82.8%	Prof/Adv-91.4%	Prof/Adv-100%
Social Studies	Not test-13%	NT/Alt-4%/2%	Not test-14.3%	Not test-6.3%	Not test-9.9%	Not test-5.6%	Not test-4.9%	Not test-4.2%	Not test-2.8%	Not test-1.4%	Not test-0.0%
	Min-16%	Min-19%	Min-17.0%	Min-18.3%	Min-15.7%	Min-16.3%	Min-14.2%	Min-12.2%	Min-8.1%	Min-4.1%	Min-0.0%
	Basic-16%	Basic-10%	Basic-7.9%	Basic-7.4%	Basic-8.4%	Basic-6.6%	Basic-5.8%	Basic-4.9%	Basic-3.3%	Basic-1.6%	Basic-0.0%
	Prof-34%	Prof-28%	Prof-30.2%	Prof-36.2%	Prof-27.7%	Prof/Adv-71.6%	Prof/Adv-75.1%	Prof/Adv-78.7%	Prof/Adv-85.8%	Prof/Adv-92.9%	Prof/Adv-100%

* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.

FAY (Full Academic Year)

ACT EXPLORE Examination				Average Scores (25 maximum)						
Grade 9		Includes only students who took all four academic tests								
English	EXPLORE not administered	15.2	14.5	15.3	15.4	15.5	15.8	16.0	16.2	
Math		15.3	15.3	15.4	15.5	15.6	15.9	16.1	16.3	
Reading		14.9	14.8	15.0	15.1	15.2	15.5	15.7	15.9	
Science		17.4	16.5	17.5	17.6	17.7	18.0	18.2	18.4	
Composite		15.8	15.4	15.9	16.0	16.1	16.4	16.6	16.8	

Graduation Rates-Including TAP/ITED					(School Performance Report)						
All Students	86.55%	88.42%	89.39%	88.48%	83.68%	89.74%	91.02%	92.31%	94.87%	97.44%	100.00%
Minority Students	72.73%	78.34%	81.30%	76.32%	67.76%	78.95%	81.58%	84.21%	89.48%	94.74%	100.00%
Graduation Rates-Excluding TAP/ITED					(School Performance Report)						
All Students	82.89%	86.58%	87.75%	87.28%	81.94%	88.67%	90.08%	91.50%	94.33%	97.17%	100.00%
Minority Students	63.33%	74.05%	77.45%	71.43%	64.23%	74.60%	77.78%	80.95%	87.30%	93.65%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Bradford High School

Standard					Actual	Goal	Future Goals					
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	
Advanced Placement (AP) Course Work												
Students Taking At Least 1 AP Class (Grades 11 & 12 only) # / %	163 / 18.82%	164 / 18.92%	176 / 20.51%	209 / 23.30%	226 / 23.97%	23.60%	23.90%	24.20%	24.80%	25.40%	26.00%	
AP Classes Attended (All Students)	258	216	239	292	374	293	294	295	296	298	300	
AP Tests Taken (All Students)	176	129	123	106	176 / 47.06%	40.60%	44.90%	49.20%	57.80%	66.40%	75.00%	
AP Tests Passed (All Students)	75 / 42.61%	50 / 38.76%	57 / 46.34%	66 / 62.26%	110 / 62.5%	63.68%	65.09%	66.51%	69.34%	72.17%	75.00%	
Youth Options/Post Secondary Classes												
Post Secondary Classes Attended Outside KUSD (Youth Options)	177	94	50	60	63	No Goal Set	No Goal Set					
A's	70 / 39.5%	39 / 41.5%	20 / 40.0%	29 / 48.3%	41 / 65.1%							
B's	44 / 24.9%	22 / 23.4%	16 / 32.0%	18 / 30.0%	13 / 20.6%							
C's	29 / 16.4%	13 / 13.8%	4 / 8.0%	10 / 16.7%	5 / 7.9%							
D's	12 / 6.8%	7 / 7.4%	5 / 10.0%	1 / 1.7%	0 / 0%							
P's	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%							
F's, I's, N's	22 / 12.4%	13 / 13.8%	5 / 10.0%	2 / 3.3%	4 / 6.3%							
College Placement Examinations												
SAT N / Avg	14 / 1169	17 / 1093	17 / 1156	12 / 1224	16 / 1173	1225	1225	1226	1227	1229	1230	
ACT N / Avg	205 / 21.0	265 / 20.5	254 / 20.8	266 / 21.3	241 / 21.4	21.4	21.5	21.6	21.9	22.1	22.3	

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Hillcrest School

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	68.91%	73.29%	72.39%	69.06%	70.58%	70.20%	71.80%	73.40%	76.60%	79.80%	83.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.00 / 97.34%	7.04 / 96.25%	New Bi-Tech system and new formula beginning in 2004-05	5.25 / 97.19%	5.21 / 97.21%	5.08 / 97.28%	4.92 / 97.37%	4.75 / 97.46%	4.42 / 97.64%	4.09 / 97.82%	3.76 / 98.00%
Average Professional Development Days	1.32	0.83	Not available	0.25	0.14	No Goal Set	No Goal Set				
Habitual Truants N / %	48 / 67.61%	43 / 82.69%	57 / 90.48%	47 / 77.05%	53 / 98.15%	76.82%	76.59%	76.37%	75.91%	75.46%	75.00%
Time Program - % of Passing Grades - All Classes		82.02%	75.32%	78.81%	64.97%	79.05%	79.30%	79.54%	80.03%	80.51%	81.00%
Bridges Program - % of Passing Grades - All Classes		84.58%	85.45%	89.70%	84.77%	89.96%	90.21%	90.47%	90.98%	91.49%	92.00%
Time Program - % of Passing Grades - Math Classes		80.77%	81.16%	81.52%	64.52%	81.80%	82.07%	82.35%	82.90%	83.45%	84.00%
Bridges Program - % of Passing Grades - Math Classes		93.24%	83.15%	98.72%	93.10%	98.75%	98.78%	98.81%	98.88%	98.94%	99.00%
Time Program - % of Passing Grades - English Classes		82.22%	74.56%	77.08%	64.80%	77.40%	77.73%	78.05%	78.70%	79.35%	80.00%
Bridges Program - % of Passing Grades - English Classes		86.63%	87.59%	94.57%	89.57%	94.73%	94.89%	95.05%	95.36%	95.68%	96.00%
Time Program - SRI Lexile - Reading Improvement by Time in Program	SRI Assessment began in 2005-06. When baseline data becomes available, a 2009-10 goal and yearly benchmarks will be set.										
Bridges Program - SRI Lexile - Reading Improvement by Time in Program	SRI Assessment began in 2005-06. When baseline data becomes available, a 2009-10 goal and yearly benchmarks will be set.										

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Indian Trail Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	86.08%	85.51%	87.37%	89.55%	88.19%	89.62%	89.92%	90.21%	90.81%	91.40%	92.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	7.78 / 95.86%	5.58 / 97.03%	New Bi-Tech system and new formula beginning in 2004-05	6.13 / 96.72%	5.46 / 97.08%	5.87 / 96.86%	5.60 / 97.01%	5.34 / 97.15%	4.81 / 97.43%	4.29 / 97.72%	3.76 / 98.00%
Average Professional Development Days	2.04	1.79	Not available	0.53	0.53	No Goal Set	No Goal Set				
Habitual Truants N / %	528 / 54.21%	700 / 61.95%	569 / 51.96%	428 / 38.49%	419 / 36.34%	36.35%	34.21%	32.08%	27.80%	23.52%	19.25%

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam					Proficiency Levels		
Grade 10	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA							
Reading	Not test-4% Min-12% Basic-21% Prof-43% Adv-19%	NT/Alt-3%/0% Min-5% Basic-11% Prof-21% Adv-60%	Not test-2.6% Min-7.4% Basic-16.9% Prof-20.3% Adv-52.8%	Not test-0.0% Min-12.0% Basic-17.7% Prof-22.5% Adv-47.8%	Not test-0.4% Min-11.5% Basic-16.7% Prof-39.8% Adv-31.6%	Not test-0.0% Min-10.7% Basic-15.7% Prof/Adv-73.6%	Not test-0.0% Min-9.3% Basic-13.8% Prof/Adv-76.9%	Not test-0.0% Min-8.0% Basic-11.8% Prof/Adv-80.2%	Not test-0.0% Min-5.3% Basic-7.9% Prof/Adv-86.8%	Not test-0.0% Min-2.7% Basic-3.9% Prof/Adv-93.4%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Math	Not test-4% Min-33% Basic-33% Prof-22% Adv-8%	NT/Alt-2%/0% Min-11% Basic-14% Prof-56% Adv-18%	Not test-1.7% Min-14.7% Basic-19.0% Prof-48.5% Adv-16.0%	Not test-1.0% Min-16.7% Basic-22.0% Prof-50.7% Adv-9.6%	Not test-0.7% Min-19.0% Basic-19.7% Prof-50.9% Adv-9.7%	Not test-0.9% Min-14.8% Basic-19.6% Prof/Adv-64.7%	Not test-0.8% Min-13.0% Basic-17.1% Prof/Adv-69.1%	Not test-0.7% Min-11.1% Basic-14.7% Prof/Adv-73.5%	Not test-0.4% Min-7.4% Basic-9.8% Prof/Adv-82.4%	Not test-0.2% Min-3.7% Basic-4.9% Prof/Adv-91.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Language	Not test-4% Min-10% Basic-22% Prof-51% Adv-13%	NT/Alt-3%/0% Min-4% Basic-14% Prof-61% Adv-19%	Not test-2.6% Min-6.5% Basic-22.5% Prof-53.2% Adv-15.2%	Not test-0.0% Min-9.1% Basic-27.3% Prof-48.8% Adv-14.8%	Not test-1.1% Min-8.9% Basic-24.2% Prof-56.1% Adv-9.7%	Not test-0.0% Min-8.1% Basic-24.3% Prof/Adv-67.6%	Not test-0.0% Min-7.1% Basic-21.2% Prof/Adv-71.7%	Not test-0.0% Min-6.1% Basic-18.2% Prof/Adv-75.7%	Not test-0.0% Min-4.0% Basic-12.1% Prof/Adv-83.8%	Not test-0.0% Min-2.0% Basic-6.1% Prof/Adv-91.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Science	Not test-4% Min-16% Basic-36% Prof-34% Adv-9%	NT/Alt-3%/0% Min-10% Basic-17% Prof-41% Adv-29%	Not test-3.0% Min-18.6% Basic-7.4% Prof-39.4% Adv-31.6%	Not test-0.5% Min-20.4% Basic-12.0% Prof-33.5% Adv-26.8%	Not test-1.1% Min-20.4% Basic-17.1% Prof-39.0% Adv-22.3%	Not test-0.4% Min-24.3% Basic-10.7% Prof/Adv-64.7%	Not test-0.4% Min-21.2% Basic-9.3% Prof/Adv-69.1%	Not test-0.3% Min-18.2% Basic-8.0% Prof/Adv-73.5%	Not test-0.2% Min-12.1% Basic-5.3% Prof/Adv-82.4%	Not test-0.1% Min-6.1% Basic-2.7% Prof/Adv-91.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Social Studies	Not test-7% Min-7% Basic-20% Prof-47% Adv-18%	NT/Alt-2%/0% Min-11% Basic-6% Prof-39% Adv-42%	Not test-3.5% Min-13.4% Basic-9.5% Prof-38.5% Adv-35.1%	Not test-0.5% Min-23.9% Basic-10.5% Prof-32.1% Adv-33.0%	Not test-1.1% Min-19.7% Basic-10.0% Prof-36.4% Adv-32.7%	Not test-0.4% Min-21.2% Basic-9.3% Prof/Adv-69.0%	Not test-0.4% Min-18.6% Basic-8.2% Prof/Adv-72.9%	Not test-0.3% Min-15.9% Basic-7.0% Prof/Adv-76.7%	Not test-0.2% Min-10.6% Basic-4.7% Prof/Adv-84.5%	Not test-0.1% Min-5.3% Basic-2.3% Prof/Adv-92.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)							

ACT EXPLORE Examination					Average Scores (25 maximum)							
Grade 9					Includes only students who took all four academic tests							
English	EXPLORE not administered				14.7	14.6	14.8	14.9	15.0	15.3	15.5	15.7
Math					15.3	15.1	15.4	15.5	15.6	15.9	16.1	16.3
Reading					15.1	14.6	15.2	15.3	15.4	15.7	15.9	16.1
Science					16.9	16.6	17.0	17.1	17.2	17.5	17.7	17.9
Composite					15.6	15.3	15.7	15.8	15.9	16.2	16.4	16.6

Graduation Rates-Including TAP/ITED (School Performance Report)											
All Students	94.05%	93.30%	95.24%	95.07%	93.03%	95.60%	96.15%	96.70%	97.80%	98.90%	100.00%
Minority Students	96.67%	97.14%	88.89%	91.49%	93.75%	92.27%	93.23%	94.20%	96.13%	98.07%	100.00%
Graduation Rates-Excluding TAP/ITED (School Performance Report)											
All Students	93.79%	92.40%	94.55%	94.62%	92.39%	95.19%	95.79%	96.39%	97.60%	98.80%	100.00%
Minority Students	96.67%	96.77%	87.80%	90.48%	93.10%	91.32%	92.41%	93.49%	95.66%	97.83%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Indian Trail Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Advanced Placement (AP) Course Work											
Students Taking At Least 1 AP Class (Grades 11 & 12 only) # / %	78 / 19.35%	56 / 5.52%	83 / 18.0%	72 / 15.86%	81 / 18.33%	16.32%	16.78%	17.24%	18.16%	19.08%	20.00%
AP Classes Attended (All Students)	86	63	101	77	101	80	82	85	90	95	100
AP Tests Taken (All Students)	66	49	81	57	74 / 73.27%	74.14%	74.25%	74.35%	74.57%	74.78%	75.00%
AP Tests Passed (All Students)	27 / 40.91%	24 / 48.98%	38 / 46.91%	32 / 56.14%	33 / 44.6%	58.24%	60.33%	62.43%	66.62%	70.81%	75.00%
Youth Options/Post Secondary Classes											
Post Secondary Classes Attended Outside KUSD (Youth Options)	101	37	38	34	49	No Goal Set	No Goal Set				
A's	32 / 31.7%	11 / 29.7%	15 / 39.5%	3 / 8.8%	20 / 40.8%						
B's	44 / 43.6%	15 / 40.5%	13 / 34.2%	20 / 58.8%	20 / 40.8%						
C's	18 / 17.8%	9 / 24.3%	4 / 10.5%	8 / 23.5%	7 / 14.3%						
D's	3 / 3.0%	1 / 2.7%	2 / 5.3%	3 / 8.8%	0 / 0%						
P's	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%						
F's, I's, N's	4 / 4.0%	1 / 2.7%	4 / 10.5%	0 / 0.0%	2 / 4.1%						
College Placement Examinations											
SAT N / Avg	5 / 1060	5 / 1130	3 / n/a	5 / 1042	2 / n/a	1043	1044	1045	1048	1050	1052
ACT N / Avg	138 / 20.1	118 / 20.5	118 / 20.3	136 / 20.4	132 / 20.7	20.5	20.6	20.7	21.0	21.2	21.4

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
LakeView Technology Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	90.98%	91.40%	92.85%	93.14%	93.90%	93.33%	93.54%	93.75%	94.16%	94.58%	95.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.09 / 96.76%	5.79 / 96.92%	New Bi-Tech system and new formula beginning in 2004-05	3.43 / 98.16%	4.61 / 97.54%	3.42 / 98.17%	3.40 / 98.18%	3.39 / 98.19%	3.35 / 98.21%	3.32 / 98.23%	3.29 / 98.25%
Average Professional Development Days	0.75	1.79	Not available	0.48	1.04	No Goal Set	No Goal Set				
Habitual Truants N / %	91 / 37.30%	70 / 38.04%	78 / 32.77%	61 / 23.37%	67 / 21.54%	22.07%	20.77%	19.48%	16.88%	14.28%	11.69%

WSAS/WKCE			Wisconsin Knowledge & Concepts Exam			Proficiency Levels					
Grade 10	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-0% Min-20% Basic-26% Prof-42% Adv-12%	NT/Alt-0%/0% Min-6% Basic-23% Prof-25% Adv-47%	Not test-0.0% Min-9.1% Basic-15.9% Prof-20.5% Adv-54.5%	Not test-0.0% Min-1.5% Basic-18.5% Prof-18.5% Adv-61.5%	Not test-0.0% Min-2.8% Basic-12.5% Prof-30.6% Adv-54.2%	Not test-0.0% Min-1.3% Basic-16.4% Prof/Adv-82.2%	Not test-0.0% Min-1.2% Basic-14.4% Prof/Adv-84.4%	Not test-0.0% Min-1.0% Basic-12.3% Prof/Adv-86.7%	Not test-0.0% Min-0.7% Basic-8.2% Prof/Adv-91.1%	Not test-0.0% Min-0.3% Basic-4.1% Prof/Adv-95.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	Not test-0% Min-40% Basic-32% Prof-22% Adv-6%	NT/Alt-0%/0% Min-13% Basic-21% Prof-40% Adv-26%	Not test-0.0% Min-9.1% Basic-15.9% Prof-38.6% Adv-36.4%	Not test-0.0% Min-6.2% Basic-6.2% Prof-60.0% Adv-27.7%	Not test-0.0% Min-8.3% Basic-8.3% Prof-54.2% Adv-29.2%	Not test-0.0% Min-5.5% Basic-5.5% Prof/Adv-89.1%	Not test-0.0% Min-4.8% Basic-4.8% Prof/Adv-90.4%	Not test-0.0% Min-4.1% Basic-4.1% Prof/Adv-91.8%	Not test-0.0% Min-2.8% Basic-2.8% Prof/Adv-94.5%	Not test-0.0% Min-1.4% Basic-1.4% Prof/Adv-97.3%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	Not test-0% Min-18% Basic-32% Prof-44% Adv-6%	NT/Alt-0%/0% Min-0% Basic-30% Prof-49% Adv-21%	Not test-0.0% Min-11.4% Basic-29.5% Prof-45.5% Adv-13.6%	Not test-0.0% Min-6.2% Basic-15.4% Prof-58.5% Adv-20.0%	Not test-0.0% Min-4.2% Basic-15.3% Prof-62.5% Adv-18.1%	Not test-0.0% Min-5.5% Basic-13.7% Prof/Adv-80.9%	Not test-0.0% Min-4.8% Basic-12.0% Prof/Adv-83.3%	Not test-0.0% Min-4.1% Basic-10.3% Prof/Adv-85.7%	Not test-0.0% Min-2.8% Basic-6.8% Prof/Adv-90.4%	Not test-0.0% Min-1.4% Basic-3.4% Prof/Adv-95.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	Not test-0% Min-18% Basic-44% Prof-36% Adv-2%	NT/Alt-0%/0% Min-25% Basic-9% Prof-34% Adv-32%	Not test-0.0% Min-11.4% Basic-15.9% Prof-40.9% Adv-31.8%	Not test-0.0% Min-7.7% Basic-7.7% Prof-38.5% Adv-46.2%	Not test-0.0% Min-11.1% Basic-6.9% Prof-30.6% Adv-51.4%	Not test-0.0% Min-6.8% Basic-6.8% Prof/Adv-86.4%	Not test-0.0% Min-6.0% Basic-6.0% Prof/Adv88.1-%	Not test-0.0% Min-5.1% Basic-5.1% Prof/Adv-89.8%	Not test-0.0% Min-3.4% Basic-3.4% Prof/Adv-93.2%	Not test-0.0% Min-1.7% Basic-1.7% Prof/Adv-96.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	Not test-0% Min-8% Basic-24% Prof-48% Adv-20%	NT/Alt-0%/0% Min-13% Basic-4% Prof-34% Adv-49%	Not test-0.0% Min-20.5% Basic-11.4% Prof-27.3% Adv-40.9%	Not test-0.0% Min-6.2% Basic-6.2% Prof-26.2% Adv-61.5%	Not test-0.0% Min-15.3% Basic-1.4% Prof-25.0% Adv-58.3%	Not test-0.0% Min-5.5% Basic-5.5% Prof/Adv-89.1%	Not test-0.0% Min-4.8% Basic-4.8% Prof/Adv-90.4%	Not test-0.0% Min-4.1% Basic-4.1% Prof/Adv-91.8%	Not test-0.0% Min-2.8% Basic-2.8% Prof/Adv-94.5%	Not test-0.0% Min-1.4% Basic-1.4% Prof/Adv-97.3%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						

ACT EXPLORE Examination Average Scores (25 maximum)									
Grade 9		Includes only students who took all four academic tests							
English	EXPLORE not administered	15.6	15.7	15.7	15.8	15.9	16.2	16.4	16.6
Math		16.4	16.8	16.5	16.6	16.7	17.0	17.2	17.4
Reading		15.3	15.1	15.4	15.5	15.6	15.9	16.1	16.3
Science		17.6	18.0	17.7	17.8	17.9	18.2	18.4	18.6
Composite		16.4	16.5	16.5	16.6	16.7	17.0	17.2	17.4

Graduation Rates-Including TAP/ITED (School Performance Report)											
All Students	100.00%	100.00%	100.00%	95.45%	93.62%	95.96%	96.46%	96.97%	97.98%	98.99%	100.00%
Minority Students	100.00%	100.00%	100.00%	87.50%	87.50%	88.89%	90.28%	91.67%	94.44%	97.22%	100.00%
Graduation Rates-Excluding TAP/ITED (School Performance Report)											
All Students	100.00%	100.00%	100.00%	95.35%	93.33%	95.87%	96.38%	96.90%	97.93%	98.97%	100.00%
Minority Students	100.00%	100.00%	100.00%	87.50%	85.71%	88.89%	90.28%	91.67%	94.44%	97.22%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
LakeView Technology Academy

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Advanced Placement (AP) Course Work											
Students Taking At Least 1 AP Class (Grades 11 & 12 only) # / %	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
AP Classes Attended (All Students)	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
AP Tests Taken (All Students)	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
AP Tests Passed (All Students)	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
Youth Options/Post Secondary Classes											
Post Secondary Classes Attended Outside KUSD (Youth Options)	331	330	289	261	295	No Goal Set	No Goal Set				
A's	87 / 26.3%	125 / 37.9%	70 / 24.2%	53 / 20.3%	73 / 24.7%						
B's	119 / 36.0%	102 / 30.9%	97 / 33.6%	81 / 31.0%	101 / 34.2%						
C's	73 / 22.1%	63 / 19.1%	53 / 18.3%	74 / 28.4%	65 / 22.0%						
D's	49 / 14.8%	31 / 9.4%	50 / 17.3%	46 / 17.6%	45 / 15.3%						
P's	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%						
F's, I's, N's	3 / 0.9%	9 / 2.7%	19 / 6.6%	7 / 2.7%	11 / 3.7%						
College Placement Examinations											
SAT N / Avg	n/a	n/a	n/a	2 / n/a	4 / n/a	n/a	n/a	n/a	n/a		n/a
ACT N / Avg	24 / 18.8	11 / 19.8	12 / 18.7	24 / 21.2	25 / 21.5	21.3	21.4	21.5	21.8	22.0	22.2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Reuther Central High School

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	87.73%	78.80%	79.09%	79.18%	83.69%	80.01%	80.64%	81.26%	82.51%	83.75%	85.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.17 / 96.72%	5.37 / 97.14%	New Bi-Tech system and new formula beginning in 2004-05	10.33 / 94.48%	6.88 / 96.32%	9.60 / 94.87%	8.87 / 95.26%	8.14 / 95.65%	6.68 / 96.43%	5.22 / 97.22%	3.76 / 98.00%
Average Professional Development Days	2.64	2.61	Not available	1.15	0.48	No Goal Set	No Goal Set				
Habitual Truants N / %	279 / 59.24%	465 / 79.49%	362 / 57.10%	388 / 57.23%	280 / 44.80%	54.05%	50.87%	47.69%	41.33%	34.97%	28.62%

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam				Proficiency Levels		
Grade 10	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA						
Reading	Not test-8% Min-31% Basic-36% Prof-22% Adv-3%	NT/Alt-14%/0% Min-28% Basic-24% Prof-21% Adv-14%	Not test-26.1% Min-26.1% Basic-18.8% Prof-17.4% Adv-11.6%	Not test-5.0% Min-22.5% Basic-32.5% Prof-15.0% Adv-25.0%	Not test-4.2% Min-19.7% Basic-15.5% Prof-40.8% Adv-19.7%	Not test-4.4% Min-9.6% Basic-18.5% Prof/Adv-67.5%	Not test-3.9% Min-8.4% Basic-16.2% Prof/Adv-71.6%	Not test-3.3% Min-7.2% Basic-13.9% Prof/Adv-75.6%	Not test-2.2% Min-4.8% Basic-9.3% Prof/Adv-83.7%	Not test-1.1% Min-2.4% Basic-4.7% Prof/Adv-91.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	Not test-8% Min-70% Basic-15% Prof-4% Adv-2%	NT/Alt-14%/0% Min-55% Basic-21% Prof-10% Adv-0%	Not test-23.2% Min-30.4% Basic-23.2% Prof-23.2% Adv-0.0%	Not test-5.0% Min-32.5% Basic-22.5% Prof-40.0% Adv-0.0%	Not test-7.0% Min-23.9% Basic-31.0% Prof-33.8% Adv-4.2%	Not test-4.4% Min-28.5% Basic-19.6% Prof/Adv-47.5%	Not test-3.9% Min-24.9% Basic-17.2% Prof/Adv-54.1%	Not test-3.3% Min-21.4% Basic-14.7% Prof/Adv-60.6%	Not test-2.2% Min-14.3% Basic-9.8% Prof/Adv-73.7%	Not test-1.1% Min-7.1% Basic-4.9% Prof/Adv-86.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	Not test-8% Min-41% Basic-33% Prof-18% Adv-1%	NT/Alt-14%/0% Min-21% Basic-48% Prof-17% Adv-0%	Not test-26.1% Min-18.8% Basic-26.1% Prof-29.0% Adv-0.0%	Not test-5.0% Min-25.0% Basic-37.5% Prof-32.5% Adv-0.0%	Not test-9.9% Min-18.3% Basic-35.2% Prof-29.6% Adv-7.0%	Not test-4.4% Min-22.2% Basic-33.3% Prof/Adv-40.0%	Not test-3.9% Min-19.4% Basic-29.2% Prof/Adv-47.5%	Not test-3.3% Min-16.7% Basic-25.0% Prof/Adv-55.0%	Not test-2.2% Min-11.1% Basic-16.7% Prof/Adv-70.0%	Not test-1.1% Min-5.6% Basic-8.3% Prof/Adv-85.0%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	Not test-8% Min-37% Basic-44% Prof-8% Adv-3%	NT/Alt-14%/0% Min-62% Basic-3% Prof-21% Adv-0%	Not test-26.1% Min-34.8% Basic-15.9% Prof-18.8% Adv-4.3%	Not test-5.0% Min-52.5% Basic-17.5% Prof-22.5% Adv-2.5%	Not test-11.3% Min-42.3% Basic-16.9% Prof-21.1% Adv-8.5%	Not test-4.4% Min-46.7% Basic-15.6% Prof/Adv-33.3%	Not test-3.9% Min-40.8% Basic-13.6% Prof/Adv-41.7%	Not test-3.3% Min-35.0% Basic-11.7% Prof/Adv-50.0%	Not test-2.2% Min-23.3% Basic-7.8% Prof/Adv-66.7%	Not test-1.1% Min-11.7% Basic-3.9% Prof/Adv-83.3%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	Not test-8% Min-30% Basic-29% Prof-29% Adv-5%	NT/Alt-14%/0% Min-52% Basic-17% Prof-17% Adv-0%	Not test-26.1% Min-37.7% Basic-10.1% Prof-23.2% Adv-2.9%	Not test-10.0% Min-42.5% Basic-17.5% Prof-27.5% Adv-2.5%	Not test-11.3% Min-35.2% Basic-9.9% Prof-31.0% Adv-12.7%	Not test-8.9% Min-37.8% Basic-15.6% Prof/Adv-37.8%	Not test-7.8% Min-33.1% Basic-13.6% Prof/Adv-45.6%	Not test-6.7% Min-28.3% Basic-11.7% Prof/Adv-53.3%	Not test-4.4% Min-18.9% Basic-7.8% Prof/Adv-68.9%	Not test-2.2% Min-9.4% Basic-3.9% Prof/Adv-84.4%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)						

ACT EXPLORE Examination					Average Scores (25 maximum)							
Grade 9					Includes only students who took all four academic tests							
English	EXPLORE not administered				13.1	12.4	13.2	13.3	13.4	13.7	13.9	14.1
Math					13.9	13.9	14.0	14.1	14.2	14.5	14.7	14.9
Reading					13.7	13.7	13.8	13.9	14.0	14.3	14.5	14.7
Science					15.5	15.7	15.6	15.7	15.8	16.1	16.3	16.5
Composite					14.2	14.0	14.3	14.4	14.5	14.8	15.0	15.2

Graduation Rates-Including TAP/ITED (School Performance Report)											
All Students	89.51%	91.94%	90.69%	93.55%	86.90%	94.25%	94.97%	95.69%	97.12%	98.56%	100.00%
Minority Students	77.14%	87.95%	83.65%	89.47%	80.91%	90.54%	91.72%	92.91%	95.27%	97.64%	100.00%
Graduation Rates-Excluding TAP/ITED (School Performance Report)											
All Students	81.70%	85.53%	84.34%	89.37%	80.18%	90.51%	91.69%	92.88%	95.25%	97.63%	100.00%
Minority Students	63.64%	78.26%	71.19%	84.38%	73.08%	85.89%	87.66%	89.42%	92.95%	96.47%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Reuther Central High School

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Advanced Placement (AP) Course Work											
Students Taking At Least 1 AP Class (Grades 11 & 12 only) # / %	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
AP Classes Attended (All Students)	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
AP Tests Taken (All Students)	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
AP Tests Passed (All Students)	0	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
Youth Options/Post Secondary Classes											
Post Secondary Classes Attended Outside KUSD (Youth Options)	86	69	72	56	68	No Goal Set	No Goal Set				
A's	17 / 19.8%	12 / 17.4%	17 / 23.6%	20 / 35.7%	22 / 32.4%						
B's	21 / 24.4%	31 / 44.9%	24 / 33.3%	21 / 37.5%	22 / 32.4%						
C's	17 / 19.8%	13 / 18.8%	10 / 13.9%	7 / 12.5%	11 / 16.2%						
D's	6 / 7.0%	5 / 7.2%	6 / 8.3%	2 / 3.6%	2 / 2.9%						
P's	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%						
F's, I's, N's	25 / 29.1%	8 / 11.6%	15 / 20.8%	6 / 10.7%	11 / 16.2%						
College Placement Examinations											
SAT N / Avg	n/a	n/a	1 / n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ACT N / Avg	18 / 20.1	16 / 17.6	44 / 18.7	38 / 17.8	35 / 17.1	17.9	18.0	18.1	18.4	18.6	18.8

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Tremper High School

Standard					Actual	Goal	Future Goals				
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	89.67%	91.76%	90.59%	91.01%	90.12%	90.90%	91.16%	91.43%	91.95%	92.48%	93.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.91 / 96.86%	5.54 / 97.05%	New Bi-Tech system and new formula beginning in 2004-05	5.66 / 96.97%	5.24 / 97.20%	5.45 / 97.09%	5.24 / 97.20%	5.03 / 97.32	4.60 / 97.54%	4.18 / 97.77%	3.76 / 98.00%
Average Professional Development Days	1.62	1.26	Not available	0.43	0.58	No Goal Set	No Goal Set				
Habitual Truants N / %	704 / 33.72%	532 / 24.40%	610 / 26.51%	697 / 29.45%	812 / 33.95%	27.81%	26.18%	24.54%	21.27%	18.00%	14.73%

WSAS/WKCE					Wisconsin Knowledge & Concepts Exam					Proficiency Levels		
Grade 10	WAA not included	*NT=Not test Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA							
Reading	Not test-7% Min-12% Basic-24% Prof-34% Adv-22%	NT/Alt-1%/2% Min-6% Basic-11% Prof-16% Adv-63%	Not test-0.6% Min-8.0% Basic-11.8% Prof-21.6% Adv-58.0%	Not test-0.7% Min-9.3% Basic-12.3% Prof-17.8% Adv-59.9%	Not test-0.2% Min-7.2% Basic-16.0% Prof-35.1% Adv-41.4%	Not test-0.6% Min-8.3% Basic-10.9% Prof/Adv-80.2%	Not test-0.5% Min-7.2% Basic-9.6% Prof/Adv-82.7%	Not test-0.5% Min-6.2% Basic-8.2% Prof/Adv-85.1%	Not test-0.3% Min-4.1% Basic-5.5% Prof/Adv-90.1%	Not test-0.2% Min-2.1% Basic-2.7% Prof/Adv-95.0%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Math	Not test-7% Min-30% Basic-23% Prof-26% Adv-14%	NT/Alt-1%/2% Min-11% Basic-12% Prof-50% Adv-24%	Not test-0.8% Min-11.5% Basic-12.6% Prof-51.1% Adv-24.0%	Not test-0.6% Min-14.3% Basic-13.8% Prof-46.5% Adv-24.9%	Not test-0.2% Min-15.8% Basic-14.7% Prof-47.4% Adv-21.9%	Not test-0.5% Min-12.7% Basic-12.3% Prof/Adv-74.6%	Not test-0.5% Min-11.1% Basic-10.7% Prof/Adv-77.8%	Not test-0.4% Min-9.5% Basic-9.2% Prof/Adv-80.9%	Not test-0.3% Min-6.4% Basic-6.1% Prof/Adv-87.3%	Not test-0.1% Min-3.2% Basic-3.1% Prof/Adv-93.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Language	Not test-7% Min-14% Basic-20% Prof-43% Adv-17%	NT/Alt-1%/2% Min-5% Basic-13% Prof-55% Adv-25%	Not test-0.6% Min-6.3% Basic-17.0% Prof-54.2% Adv-21.9%	Not test-0.7% Min-7.6% Basic-17.7% Prof-52.8% Adv-21.2%	Not test-0.6% Min-7.8% Basic-19.7% Prof-48.5% Adv-23.4%	Not test-0.6% Min-6.8% Basic-15.7% Prof/Adv-76.9%	Not test-0.5% Min-5.9% Basic-13.8% Prof/Adv-79.8%	Not test-0.5% Min-5.1% Basic-11.8% Prof/Adv-82.7%	Not test-0.3% Min-3.4% Basic-7.9% Prof/Adv-88.4%	Not test-0.2% Min-1.7% Basic-3.9% Prof/Adv-94.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Science	Not test-7% Min-19% Basic-33% Prof-29% Adv-11%	NT/Alt-0%/2% Min-14% Basic-7% Prof-39% Adv-38%	Not test-0.4% Min-12.6% Basic-10.5% Prof-41.0% Adv-35.5%	Not test-1.1% Min-15.1% Basic-11.7% Prof-37.7% Adv-34.4%	Not test-0.6% Min-20.3% Basic-11.5% Prof-34.8% Adv-32.9%	Not test-1.0% Min-13.4% Basic-10.4% Prof/Adv-75.2%	Not test-0.9% Min-11.7% Basic-9.1% Prof/Adv-78.3%	Not test-0.7% Min-10.1% Basic-7.8% Prof/Adv-81.4%	Not test-0.5% Min-6.7% Basic-5.2% Prof/Adv-87.6%	Not test-0.2% Min-3.4% Basic-2.6% Prof/Adv-93.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
Social Studies	Not test-7% Min-15% Basic-17% Prof-35% Adv-25%	NT/Alt-0%/2% Min-11% Basic-6% Prof-33% Adv-47%	Not test-0.4% Min-14.1% Basic-7.4% Prof-33.1% Adv-46.6%	Not test-1.1% Min-16.2% Basic-6.5% Prof-33.1% Adv-43.1%	Not test-0.6% Min-18.6% Basic-8.0% Prof-31.2% Adv-41.6%	Not test-1.0% Min-14.4% Basic-5.8% Prof/Adv-78.8%	Not test-0.9% Min-12.6% Basic-5.1% Prof/Adv-81.5%	Not test-0.7% Min-10.8% Basic-4.3% Prof/Adv-84.1%	Not test-0.5% Min-7.2% Basic-2.9% Prof/Adv-89.4%	Not test-0.2% Min-3.6% Basic-1.4% Prof/Adv-94.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%	
* WKCE "actual" for 2002-03, 2003-04, and 2004-05 included students in Full Academic Year (FAY) only. Previous years included all students.					FAY (Full Academic Year)							

ACT EXPLORE Examination					Average Scores (25 maximum)							
Grade 9					Includes only students who took all four academic tests							
English	EXPLORE not administered				15.9	15.6	16.0	16.1	16.2	16.5	16.7	16.9
Math					15.7	15.3	15.8	15.9	16.0	16.3	16.5	16.7
Reading					15.7	15.4	15.8	15.9	16.0	16.3	16.5	16.7
Science					17.5	17.3	17.6	17.7	17.8	18.1	18.3	18.5
Composite					16.3	16.0	16.4	16.5	16.6	16.9	17.1	17.3

Graduation Rates-Including TAP/ITED					(School Performance Report)						
All Students	89.49%	91.19%	93.27%	95.68%	94.92%	95.82%	96.34%	96.87%	97.91%	98.96%	100.00%
Minority Students	85.71%	80.00%	87.50%	88.89%	87.14%	91.40%	92.47%	93.55%	95.70%	97.85%	100.00%
Graduation Rates-Excluding TAP/ITED					(School Performance Report)						
All Students	87.53%	89.91%	92.62%	95.25%	94.56%	95.41%	95.99%	96.56%	97.71%	98.85%	100.00%
Minority Students	83.05%	75.00%	85.25%	86.54%	84.48%	89.55%	90.85%	92.16%	94.77%	97.39%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Tremper High School

Standard					Actual	Goal	Future Goals					
	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	
Advanced Placement (AP) Course Work												
Students Taking At Least 1 AP Class (Grades 11 & 12 only) # / %	154 / 17.05%	175 / 18.17%	199 / 20.47%	245 / 23.27%	255 / 23.44%	23.57%	23.88%	24.18%	24.79%	25.39%	26.00%	
AP Classes Attended (All Students)	265	246	306	470	399	473	477	480	487	493	500	
AP Tests Taken (All Students)	225	212	264	244	279 / 69.92%	54.47%	57.03%	59.60%	64.73%	69.87%	75.00%	
AP Tests Passed (All Students)	120 / 53.33%	139 / 65.57%	150 / 56.82%	163 / 66.80%	184 / 65.9%	67.71%	68.62%	69.53%	71.36%	73.18%	75.00%	
Youth Options/Post Secondary Classes												
Post Secondary Classes Attended Outside KUSD (Youth Options)	222	129	112	65	65	No Goal Set	No Goal Set					
A's	82 / 36.9%	61 / 47.3%	40 / 35.7%	32 / 49.2%	32 / 49.2%							
B's	75 / 33.8%	41 / 31.8%	36 / 32.1%	21 / 32.3%	25 / 38.5%							
C's	36 / 16.2%	19 / 14.7%	24 / 21.4%	8 / 12.3%	8 / 12.3%							
D's	12 / 5.4%	3 / 2.3%	5 / 4.5%	2 / 3.1%	0 / 0%							
P's	3 / 1.4%	0 / 0%	1 / 0.9%	0 / 0%	0 / 0%							
F's, I's, N's	14 / 6.3%	5 / 3.9%	6 / 5.4%	2 / 3.1%	0 / 0%							
College Placement Examinations												
SAT N / Avg	20 / 1098	26 / 1237	13 / 1214	23 / 1205	27 / 1161	1206	1207	1208	1211	1213	1215	
ACT N / Avg	275 / 21.3	329 / 21.9	298 / 22.4	350 / 22.2	368 / 22.2	22.3	22.4	22.5	22.8	23.0	23.2	

APPENDIX C

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Reading
Grade 3

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Bose															12	16	44	28	72
Brompton															0	0	13	88	100
Columbus									4		4				7	22	48	19	67
DOL															0	6	22	72	94
Durkee															5	14	52	29	81
Edward Bain Schl Of Lang & Art **									25	7	8	9	1		7	15	39	14	53
Forest Park															0	14	37	49	86
Frank									20	7			13		13	20	36	11	48
Grant			4			4									2	15	41	37	78
Grewenow															0	19	31	50	81
Harvey															2	10	37	52	89
Jefferson															10	24	44	22	66
Jeffery															2	11	32	55	88
Lincoln									3	3					15	38	33	13	45
McKinley															0	12	59	29	88
Pl. Prairie			1		1										3	4	31	61	92
Prairie Lane															2	13	22	63	85
Roosevelt															0	19	30	52	81
Somers			2		1	1									3	11	42	42	84
Southport			5	2	2	2									0	15	46	34	80
Stocker			4	2		1									1	7	40	48	88
Strange															2	31	44	23	67
Vernon			3	2		2			12	2	9	2			2	14	29	40	69
Whittier									2		2				3	16	35	44	79
Wilson									12		9	3			3	21	45	18	64
DISTRICT			1						4	1	1	1	1		4	15	38	39	77
STATE			2			1			2	1	1				4	13	37	42	79

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Math
Grade 3

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Bose															33	12	37	19	56
Brompton															0	0	63	38	100
Columbus									4	4					30	7	41	19	59
DOL															6	11	33	50	83
Durkee															33	19	38	10	48
Edward Bain Schl Of Lang & Art **									25	5	16	5			28	8	28	11	39
Forest Park															13	11	54	23	76
Frank									20	2	5	3	10		43	8	23	7	30
Grant			4			4									26	7	41	22	63
Grewenow															9	9	52	30	81
Harvey															10	5	45	40	85
Jefferson															24	15	44	17	61
Jeffery															11	6	38	45	83
Lincoln									3		3				45	13	30	10	40
McKinley															21	6	50	24	74
Pl. Prairie			1		1										5	8	40	45	86
Prairie Lane															7	9	28	57	85
Roosevelt															11	6	30	53	83
Somers			2		1	1									13	7	56	22	78
Southport			5		5										3	11	39	41	80
Stocker			4	2	1										10	6	37	44	81
Strange	3														21	25	34	16	51
Vernon			3	2		2			14	2	10	2			10	10	36	26	62
Whittier									2			2			11	3	42	42	84
Wilson									12		3	9			36	21	21	9	30
DISTRICT			1						4	1	2	1			17	9	39	29	68
STATE			1			1			2		1	1			17	9	39	32	71

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Reading
Grade 4

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Bose															0	0	46	54	100
Brompton															0	0	0	100	100
Columbus															4	26	57	13	70
DOL															0	0	12	88	100
Durkee															13	13	56	19	75
Edward Bain Schl Of Lang & Art **															21	28	32	19	51
Forest Park															0	8	39	53	92
Frank															10	37	41	12	54
Grant															3	29	29	40	69
Grewenow															8	0	58	33	92
Harvey															9	9	49	32	81
Jefferson															10	31	34	24	59
Jeffery	2														2	6	38	52	91
Lincoln															3	17	63	17	80
McKinley															6	20	51	23	74
Pl. Prairie															2	10	44	45	88
Prairie Lane			3			3									0	10	43	43	87
Roosevelt															2	5	39	55	94
Somers			3		3										3	0	43	51	94
Southport															6	6	30	58	88
Stocker			1			1									4	10	34	51	85
Strange															2	14	38	45	83
Vernon			8	3	5				2		2				11	25	28	26	54
Whittier															6	11	45	38	83
Wilson															0	27	55	18	73
DISTRICT			1		1										6	13	41	39	80
STATE			2			1			1						4	12	39	42	81

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Language
Grade 4

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Bose															3	11	54	32	86
Brompton															0	0	0	100	100
Columbus															9	17	61	13	74
DOL															0	0	18	82	100
Durkee															13	13	75	0	75
Edward Bain Schl Of Lang & Art **															23	28	33	16	49
Forest Park															4	8	42	47	88
Frank	2														15	37	39	7	46
Grant															0	26	34	40	74
Grewenow															6	17	50	28	78
Harvey															15	8	42	36	77
Jefferson															14	31	41	14	55
Jeffery	2														3	8	38	49	88
Lincoln															7	17	57	20	77
McKinley															3	20	60	17	77
Pl. Prairie															2	12	48	38	86
Prairie Lane			3			3			2	2					2	8	35	50	85
Roosevelt															3	3	40	53	94
Somers			3	1	1										3	6	31	57	89
Southport															3	9	46	42	88
Stocker			1		1										1	11	35	51	86
Strange															5	14	50	31	81
Vernon			8	3	5				2		2				10	23	39	18	57
Whittier															8	8	58	25	83
Wilson															18	36	27	18	45
DISTRICT			1												7	15	43	34	77
STATE			2			1			1						4	14	43	35	78

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Math
Grade 4

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English					WKCE					
Bose															16	11	32	41	73
Brompton															0	0	43	57	100
Columbus															13	22	48	17	65
DOL															6	0	47	47	94
Durkee															38	25	31	6	38
Edward Bain Schl Of Lang & Art **									5			1	4		36	16	31	12	43
Forest Park															14	9	52	25	77
Frank									20			12	7		7	20	34	20	54
Grant															17	17	34	31	66
Grewenow															6	17	47	31	78
Harvey															19	17	30	34	64
Jefferson															48	14	24	14	38
Jeffery	2														6	6	42	45	86
Lincoln															33	23	33	10	43
McKinley															17	20	43	20	63
Pl. Prairie									1			1			18	15	34	33	66
Prairie Lane			2				2		2		2				8	8	47	33	80
Roosevelt															8	8	32	52	84
Somers			3		1	1									7	6	44	40	84
Southport															12	10	46	31	78
Stocker			1		1										10	18	45	26	71
Strange															17	14	38	31	69
Vernon			8	3	5				11	2	8	2			23	13	34	10	44
Whittier															17	6	51	27	77
Wilson															18	23	59	0	59
DISTRICT			1		1				2		1	1	1		18	13	39	28	67
STATE			1			1			1						16	10	40	32	72

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Science
Grade 4

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English					WKCE					
Bose															3	27	49	22	70
Brompton															0	0	29	71	100
Columbus															9	26	65	0	65
DOL															0	0	82	18	100
Durkee															13	25	63	0	63
Edward Bain Schl Of Lang & Art **									5		1	3	1		20	32	36	7	43
Forest Park															0	10	66	23	90
Frank															7	46	41	5	46
Grant															3	40	49	9	57
Grewenow															3	22	64	11	75
Harvey									2		2				6	28	40	25	64
Jefferson															17	34	45	3	48
Jeffery															5	15	63	17	80
Lincoln															10	30	60	0	60
McKinley															3	17	74	6	80
Pl. Prairie									1		1				5	19	58	17	75
Prairie Lane			3			2	2		2		2				5	10	65	15	80
Roosevelt															3	6	45	45	90
Somers			3		3										1	9	70	17	87
Southport															3	12	64	21	85
Stocker			1		1										1	13	68	18	85
Strange															0	29	55	17	71
Vernon			8	8					11	2	10				5	28	39	8	48
Whittier															4	17	65	14	79
Wilson															14	36	50	0	50
DISTRICT			1	1					2		1				6	21	56	15	71
STATE			1						1						5	15	56	21	77

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Social Studies
Grade 4

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English					WKCE					
Bose															3	3	32	62	95
Brompton															0	0	0	100	100
Columbus															0	9	39	52	91
DOL															0	0	0	100	100
Durkee															0	19	44	38	81
Edward Bain Schl Of Lang & Art **									5		1	3	1		17	15	31	32	63
Forest Park															1	0	13	86	99
Frank															0	17	56	27	83
Grant															0	9	43	49	91
Grewenow															3	8	25	64	89
Harvey									2			2			4	13	23	58	81
Jefferson	3														3	10	48	34	83
Jeffery															0	2	31	68	98
Lincoln															0	7	53	40	93
McKinley															0	6	34	60	94
Pl. Prairie									1		1				1	5	26	66	93
Prairie Lane			3			3			2		2				0	8	15	72	87
Roosevelt															2	2	18	79	97
Somers			3	1	1										1	0	21	74	96
Southport															1	6	22	70	93
Stocker			1		1										0	1	28	70	98
Strange															0	10	19	71	90
Vernon			8	8					11	3	8				5	7	41	28	69
Whittier															1	6	35	58	93
Wilson															0	14	50	36	86
DISTRICT			1	1					2		1	1			2	7	29	59	88
STATE			1						1						2	5	28	63	91

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Reading
Grade 5

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Bose															8	5	58	30	88
Brompton															0	0	13	88	100
Columbus															0	24	60	16	76
DOL															0	0	26	74	100
Durkee															5	15	65	15	80
Edward Bain Schl Of Lang & Art **															20	23	45	13	58
Forest Park															7	14	48	31	79
Frank									11			11			13	27	36	13	49
Grant															3	6	50	41	91
Grewenow															0	11	49	40	89
Harvey															2	15	35	48	84
Jefferson															11	14	47	28	75
Jeffery			4			4									0	2	37	57	94
Lincoln															24	26	38	12	50
McKinley															12	12	52	24	76
Pl. Prairie			2		2										4	8	40	47	86
Prairie Lane															5	7	42	47	88
Roosevelt															3	14	32	51	83
Somers			2			2									4	11	38	45	83
Southport			3	2		2									2	10	41	44	85
Stocker			4			4									0	7	29	60	89
Strange															9	12	50	29	79
Vernon									4	4					4	14	41	36	77
Whittier															4	6	35	54	89
Wilson															4	21	61	14	75
DISTRICT			1			1			1						6	13	42	38	80
STATE			2			1			1						5	11	40	42	82

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06
Results by Building and Proficiency Category
Math
Grade 5

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English					WKCE					
Bose															23	18	45	15	60
Brompton															0	0	25	75	100
Columbus															8	12	48	32	80
DOL															5	0	42	53	95
Durkee															35	20	30	15	45
Edward Bain Schl Of Lang & Art **															38	20	33	10	43
Forest Park															14	7	57	22	79
Frank								29			24	4			22	13	29	7	36
Grant															13	9	44	34	78
Grewenow															7	18	62	13	76
Harvey															16	15	34	35	69
Jefferson															25	14	36	25	61
Jeffery			4			4									6	15	44	31	76
Lincoln															47	21	24	9	32
McKinley															24	9	58	9	67
Pl. Prairie			2		2			3		3					8	5	43	40	82
Prairie Lane															3	5	52	40	92
Roosevelt															10	13	33	44	78
Somers			2			2									12	6	42	38	80
Southport			3		2	2									7	12	58	20	78
Stocker			4		3		1								5	8	43	40	83
Strange															21	14	43	22	66
Vernon								13	7	4	1				7	13	49	19	67
Whittier															9	5	39	47	86
Wilson															36	7	54	4	57
DISTRICT			1					2		1	1				16	12	42	28	70
STATE			1			1		1							15	11	41	30	71

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding.

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

Results by Building and Proficiency Category
Grade 6 – Reading and Math

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL		WAA for S/Dis Pre-Req Skill							WAA for LEP Pre-Req English						WKCE				
Reading																			
Bullen			1		1										10	15	43	30	73
DOL															0	0	37	63	100
Hillcrest **															n/a	n/a	n/a	n/a	n/a
Lance			2		1	1									4	8	38	47	85
Lincoln															8	11	46	35	81
Mahone			2	1		1									9	11	39	40	78
McKinley			1	1											6	11	56	26	83
Paideia															0	5	59	36	95
Washington									1			1			8	15	50	26	76
DISTRICT			1												7	11	44	36	80
STATE			1			1			1						5	10	40	42	82
Math																			
Bullen			1		1										13	17	44	24	68
DOL															0	11	47	42	89
Hillcrest **															n/a	n/a	n/a	n/a	n/a
Lance			2		1	1			1			1			10	10	37	41	77
Lincoln															15	18	53	14	67
Mahone			2	1											14	11	47	26	73
McKinley			1	1											13	17	50	20	70
Paideia															9	18	45	27	73
Washington									3		3				15	10	48	24	72
DISTRICT			1						1						13	14	46	26	72
STATE			1						1						14	12	44	28	72

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

Results by Building and Proficiency Category
Grade 7 – Reading and Math

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL		WAA for S/Dis Pre-Req Skill							WAA for LEP Pre-Req English						WKCE				
Reading																			
Bullen															6	10	48	35	83
DOL															0	0	11	89	100
Hillcrest **															n/a	n/a	n/a	n/a	n/a
Lance															1	3	46	50	96
Lincoln															6	10	57	26	83
Mahone															7	6	42	43	86
McKinley															8	14	43	36	79
Paideia															0	11	37	53	89
Washington									3	1	1	1			12	11	53	23	75
DISTRICT			1												7	9	46	37	83
STATE			1			1			1						5	10	41	42	83
Math																			
Bullen															13	13	44	31	74
DOL															0	5	58	37	95
Hillcrest **															n/a	n/a	n/a	n/a	n/a
Lance															4	7	46	42	89
Lincoln															15	23	46	16	62
Mahone															8	12	45	34	79
McKinley															14	18	44	25	69
Paideia															5	16	37	42	79
Washington									3			3			12	16	47	23	69
DISTRICT			1												11	14	45	29	74
STATE			1						1						12	12	46	27	73

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

Results by Building and Proficiency Category
Grade 8 – Reading and Language Arts

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req. Minimal	% Pre-Req. Basic	% Pre-Req. Proficient	% Pre-Req. Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL		WAA for S/Dis Pre-Req Skill							WAA for LEP Pre-Req English						WKCE				
Reading																			
Bullen			1	1											8	11	40	40	80
DOL															0	0	39	61	100
Hillcrest **															56	33	11	0	11
Lance			2		1	2									2	6	40	50	90
Lincoln															6	16	46	32	78
Mahone			2	1			1								7	10	42	38	80
McKinley															6	13	48	33	81
Paideia															0	5	65	30	95
Washington									4		2	2			5	8	51	31	82
DISTRICT			1						1						6	11	44	38	82
STATE	1		1			1			1						5	9	42	41	83
Language																			
Bullen			1	1											14	19	42	24	66
DOL															0	13	48	39	87
Hillcrest **															56	33	11	0	11
Lance			2		1	1									7	16	48	26	74
Lincoln															22	26	33	19	52
Mahone	1		2				1								12	23	39	23	62
McKinley															12	29	42	17	59
Paideia															5	25	45	25	70
Washington									4	1	2	2			14	22	41	19	60
DISTRICT	1		1						1						13	22	40	22	62
STATE	1		1			1			1						11	22	39	26	65

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

Results by Building and Proficiency Category
Grade 8 – Math and Science

	% NOT TESTED		% Pre-Req Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL		WAA for S/Dis Pre-Req Skill							WAA for LEP Pre-Req English						WKCE				
Math																			
Bullen			1	1					2	1	1				11	10	45	31	76
DOL															0	0	39	61	100
Hillcrest **															44	44	11	0	11
Lance			2		1	1									4	7	52	34	86
Lincoln															14	18	52	17	68
Mahone			2	1											7	13	43	36	78
McKinley															18	20	46	15	62
Paideia															5	10	75	10	85
Washington									5	1	3	2			7	20	53	15	68
DISTRICT			1						1						10	14	49	25	74
STATE	1		1						1						11	13	48	25	73
Science																			
Bullen	1		1	1					2		1	1			9	18	42	27	70
DOL															0	9	61	30	91
Hillcrest **															78	11	11	0	11
Lance	1		2		2										4	13	51	29	80
Lincoln															16	18	50	17	67
Mahone	2		2	1		1									6	12	54	25	79
McKinley															10	21	55	14	69
Paideia															5	20	50	25	75
Washington									4	1	2	1			11	23	45	16	61
DISTRICT	1		1						1						10	17	49	22	71
STATE	1		1						1						9	15	45	28	73

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

Results by Building and Proficiency Category
Grade 8 – Social Studies

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Social Studies																			
Bullen	1		1	1					2	1	1				4	15	32	45	77
DOL															0	0	39	61	100
Hillcrest **	11														22	56	11	0	11
Lance	1		2		1	1									2	8	41	46	87
Lincoln															6	21	41	32	73
Mahone	2		2												3	10	43	40	83
McKinley															6	11	54	29	83
Paideia															0	5	50	45	95
Washington									4	1	1	2			5	14	47	29	76
DISTRICT	1		1						1						5	13	42	38	80
STATE	1		1			1			1						4	11	39	44	83

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

Results by Building and Proficiency Category
Grade 10 – Reading and Language Arts

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Reading																			
Bradford	7		1		1										10	13	31	38	69
Hillcrest **															33	22	44	0	44
Indian Trail															12	17	40	32	71
LakeView															3	13	31	54	85
Reuther	4														20	15	41	20	61
Tremper			1												7	16	35	41	76
DISTRICT	3		1		1										10	15	35	36	71
STATE	2		1						1						9	14	32	42	74
Language																			
Bradford	11		1		1	1									7	16	51	14	65
Hillcrest **	22														22	33	22	0	22
Indian Trail	1														9	24	56	10	66
LakeView															4	15	63	18	81
Reuther	10														18	35	30	7	37
Tremper	1		1			1									8	19	48	23	71
DISTRICT	5		1												8	20	50	16	66
STATE	2		1						1						8	18	51	19	70

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

***Results by Building and Proficiency Category*
Grade 10 – Math and Science**

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Math																			
Bradford	1		1		1				1						17	16	45	19	63
Hillcrest **															44	33	22	0	22
Indian Trail	1														19	20	51	10	61
LakeView															8	8	54	29	83
Reuther	7														24	31	34	4	38
Tremper			1			1									16	14	47	22	69
DISTRICT	1		1		1										18	17	46	17	63
STATE	2		1						1						14	12	45	25	70
Science																			
Bradford	9		1		1										18	11	33	27	60
Hillcrest **	33														56	11	0	0	0
Indian Trail	1														20	17	39	22	61
LakeView															11	7	31	51	82
Reuther	11														42	17	21	8	30
Tremper	1		1		1										20	11	35	33	67
DISTRICT	5		1		1										21	12	34	27	61
STATE	2		1						1						16	10	34	36	70

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

**Wisconsin Knowledge and Concepts Examination (WKCE)
2005-06**

***Results by Building and Proficiency Category*
Grade 10 – Social Studies**

	% NOT TESTED		% Pre-Req. Skill Total	% Pre-Req Minimal	% Pre-Req Basic	% Pre-Req Proficient	% Pre-Req Advanced		% Pre-Req. English Total	% Minimal	% Basic	% Proficient	% Advanced		% Minimal	% Basic	% Proficient	% Advanced	% Prof/Adv
SCHOOL			WAA for S/Dis Pre-Req Skill						WAA for LEP Pre-Req English						WKCE				
Social Studies																			
Bradford	10		1		1				1			1			16	7	27	38	65
Hillcrest **	33														33	0	22	11	33
Indian Trail	1														20	10	36	33	69
LakeView															15	1	25	58	83
Reuther	11														35	10	31	13	44
Tremper	1		1			1									18	8	31	42	73
DISTRICT	5		1		1										19	8	30	37	67
STATE	2		1						1						16	7	30	44	74

Notes: School scores include only students in the school for a full academic year (**except Bain and Hillcrest include all students). District scores include only students in the District for a full academic year. State scores include all students. Row percentages may not total to 100% due to rounding

APPENDIX D

ACT EXPLORE Assessment – 2005-06
Grade 9

SCHOOL	Number Tested *	Mean English	Mean Math	Mean Reading	Mean Science Reasoning	Mean Composite
Bradford HS	571	14.5	15.3	14.8	16.5	15.4
Hillcrest	23	11.3	11.6	11.6	13.8	12.1
Indian Trail	382	14.6	15.1	14.6	16.6	15.3
LakeView Tech	100	15.7	16.8	15.1	18.0	16.5
Reuther Central	98	12.4	13.9	13.7	15.7	14.0
Tremper HS	634	15.6	15.3	15.4	17.3	16.0
DISTRICT	1,808	14.8	15.2	14.9	16.8	15.5
NATIONAL	n/a	14.9	15.4	14.9	16.6	15.6

Maximum score = 25

* Number Tested = number of students who took all 4 subtests

APPENDIX E

2005 High School Graduating Class

SCHOOL	Number Tested	Mean English	Mean Math	Mean Reading	Mean Science Reasoning	Mean Composite
Bradford HS	241	21.0	21.0	21.6	21.4	21.4
Indian Trail	132	20.8	19.3	21.3	21.1	20.7
LakeView Tech	25	20.0	22.1	21.3	22.0	21.5
Reuther Central	35	16.3	16.6	17.0	18.0	17.1
Tremper HS	368	22.0	21.9	22.3	22.3	22.2
DISTRICT	801	21.2	21.0	21.7	21.6	21.5
STATE	44,275	21.5	22.0	22.4	22.2	22.2
NATIONAL	1,206,455	20.6	20.8	21.4	20.9	21.1

The College Board (SAT) Results 2005 High School Graduating Class

SCHOOL	# Tested	Mean Verbal	Mean Mathematics	Mean Combined	Mean Writing
Bradford HS	16	576	597	1173	553
Indian Trail	2	n/a	n/a	n/a	n/a
LakeView Tech	4	n/a	n/a	n/a	n/a
Reuther Central	0	n/a	n/a	n/a	n/a
Tremper	27	583	578	1161	577
DISTRICT	49	576	576	1152	561
STATE	4,012	588	600	1188	577
NATIONAL	1,465,744	503	518	1021	497

2005 - Advanced Placement (AP) Tests Results

CLASS	Percent of Students Passing With a Score of 5, 4, or 3							
	Bradford HS		Indian Trail		Tremper HS		District	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
Art Studio	10	80%			9	100%	19	89.5%
Art 2D	4	100%			2	100%	6	100%
Biology	31	87.1%	8	62.5%	15	86.7%	54	83.3%
Calculus	28	25.0%	16	18.8%	44	68.2%	88	45.5%
Econ-Mic	1	100%					1	100%
English Lang/Comp	59	71.2%	1	100%	38	63.2%	98	68.4%
English Lang/Lit			33	42.4%	2	100%	35	45.7%
Music Theory					1	0%	1	0%
Psychology	21	52.4%			76	84.2%	97	77.3%
Spanish	6	50.0%			4	75.0%	10	60.0%
US Govt&Pol	15	40.0%			66	33.3%	81	34.6%
US History	1	100%	16	62.5%	6	66.7%	23	65.2%
World History					16	68.8%	16	68.8%
TOTAL	176	62.5%	74	44.6%	279	65.9%	529	61.8%

APPENDIX F

***Attendance, Dropout, Expulsion, Habitual Truant, Retention, Suspension, and
Graduation Rates – 2005-06***

School	Attendance	Dropout	Expulsion	Habitual Truant	Retention	Suspension	Graduation
Bose	95.54%		0.00%	0.32%	0.95%	4.45%	
Brompton	97.38%		0.00%	3.16%	0.00%	0.00%	
Chavez Lrn Stn	88.56%		0.00%	NA	NA	0.00%	
Columbus	94.64%		0.00%	16.11%	0.47%	12.55%	
DOLA	62.22%		0.00%	0.00%	0.53%	2.02%	
Durkee	94.47%		0.00%	10.13%	0.61%	8.23%	
EBSOLA	93.23%		0.00%	19.07%	2.19%	3.62%	
Forest Park	95.30%		0.00%	1.08%	0.85%	0.84%	
Frank	95.07%		0.00%	10.52%	3.05%	10.08%	
Grant	94.88%		0.00%	4.53%	1.27%	10.80%	
Grewenow	94.59%		0.00%	4.13%	1.11%	6.32%	
Harvey	95.93%		0.00%	3.04%	1.77%	2.73%	
Jefferson	94.51%		0.00%	4.97%	0.93%	16.72%	
Jeffery	95.81%		0.00%	1.03%	0.75%	2.31%	
Lincoln El	93.28%		0.00%	20.56%	0.00%	13.08%	
McKinley El	94.93%		0.00%	7.27%	1.89%	2.91%	
Pleasant Prairie	96.45%		0.00%	3.03%	0.43%	1.30%	
Prairie Lane	95.98%		0.00%	1.92%	0.71%	0.96%	
Roosevelt	96.39%		0.00%	1.26%	0.26%	0.00%	
Somers	96.26%		0.00%	0.33%	0.50%	0.50%	
Southport	94.88%		0.00%	1.14%	0.22%	0.88%	
Stocker	95.68%		0.00%	1.32%	0.65%	0.17%	
Strange	94.59%		0.00%	7.28%	3.02%	9.09%	
Vernon	94.83%		0.00%	5.35%	1.65%	7.76%	
Whittier	95.90%		0.00%	0.84%	0.42%	2.59%	
Wilson	93.07%		0.00%	31.25%	0.81%	5.80%	
Elementary	95.00%		0.00%	5.66%	1.11%	4.34%	
Bullen MS	94.22%	0.00%	0.23%	7.05%	0.82%	12.74%	
Lance MS	94.88%	0.15%	0.20%	2.66%	0.20%	14.30%	
Lincoln MS	93.21%	0.19%	0.37%	11.06%	0.00%	18.39%	
Mahone MS	93.82%	0.17%	0.34%	5.82%	0.11%	23.49%	
McKinley MS	93.08%	0.24%	0.33%	10.18%	0.33%	26.60%	
Paideia	95.34%	0.00%	0.00%	2.99%	0.00%	5.97%	
Washington MS	93.23%	0.48%	0.00%	12.62%	0.67%	21.26%	
Middle	93.86%	0.19%	0.25%	7.64%	0.33%	18.68%	
Bradford High	86.64%	2.76%	0.44%	44.89%	8.39%	18.78%	83.68%
Hillcrest	70.58%	8.60%	0.00%	98.15%	19.32%	120.37%	NA
ITA	88.19%	0.80%	0.52%	36.34%	11.07%	19.08%	93.03%
House of Cor	100.00%	61.90%	0.00%	0.00%	0.00%	0.00%	NA
LakeView	93.90%	0.67%	1.29%	21.54%	5.37%	9.65%	93.62%
Reuther Central	83.69%	4.15%	0.32%	44.80%	13.55%	34.72%	86.90%
Tremper High	90.12%	1.39%	0.17%	33.95%	6.13%	11.45%	94.92%
High	88.01%	2.31%	0.38%	38.82%	8.58%	18.06%	88.64%
District	92.64%	1.64%	0.17%	16.73%	3.34%	11.69%	88.64%
State	NA	NA	NA	NA	NA	NA	NA

NOTE: The rates reported above have not yet been verified by DPI. Therefore, there may be slight differences in student achievement data when the School Performance Report is returned in its final form.

Acknowledgements

Information Services Department

Ms. Renee Blise, Research Analyst
Office of Educational Accountability

Ms. Marti Schultz, Statistical Clerk
Office of Educational Accountability

Ms. Jill Shows, Secretary
Office of Educational Accountability

“The Kenosha Unified School District No. 1 is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The Superintendent of Schools/designee (653-6320) addresses questions regarding student discrimination, and the Executive Director of Human Resources (262-653-6333) answers questions concerning staff discrimination.”