REGULAR MONTHLY BOARD MEETING

February 28, 2006
7:00 P.M.

Indian Trail Academy – 1100 Commons
6800 – 60th Street
Kenosha, Wisconsin

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KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING
Indian Trail Academy
February 28, 2006
7:00 P.M.

AGENDA

I. Pledge of Allegiance

II. Roll Call of Members

III. Awards, Board Correspondence, Meetings and Appointments
- Bradford Student Jonathan Jara-Almonte Earns Highest Possible Composite Score on ACT
- Bradford Girls' Volleyball Team Earns Academic Honors
- Stocker Elementary School Student Annie Fisher Wins UW-Parkside Martin Luther King, Jr. Essay Contest
- McKinley Middle School Team Named a Finalist in "Hang Tough" Video Competition
- Coordinator of Athletics Scott Lindgren Earns Lifetime Achievement Award From National Athletic Directors Association
- Foreign Language Teacher Marguerite Conrad Earns Regional Honor
- Teachers Lynette Powers and Kimberly Frost Earn WSRA Leadership in Technology Award
- Kenosha County Salvation Army "Tools for School" Project

IV. Indian Trail Academy Presentation

V. Administrative and Supervisory Appointments

VI. Legislative Report

VII. Views and Comments by the Public

VIII. Response and Comments by the Board of Education

IX. Remarks by the President

X. Superintendent's Report

XI. Strategic Planning Update

XII. Consent Agenda

A.	Consent/Receive	Strategic Planning Implementation Team Updates – Teams 1, 2, 3, 4, 5, 6 and 7	Pages 1-25 **(Also see separate appendices)**
B.	Discussion/Action	Career and Technical Education 2006-07 Carl Perkins Vocational Education Act Grant	Pages 26-31
C.	Consent/Receive	2004-05 Achievement Report	Pages 32-33 **(Also see separate appendices)**
D.	Discussion/Action	New Six Year Goals and Benchmarks for Academic Indicators-School Years 2005-06 Through 2010-11	Page 34 **(Also see separate appendices)**
E.	Consent/Approve	Donations to the District	Page 35
F.	Consent/Approve	Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations	Page 36
G.	Consent/Approve	Minutes of 1/24/06 Special Meeting and Executive Session, 1/24/06 Regular Meeting, 1/25/06 Special Meeting, 1/28/06 Special Meeting, 1/28/06 Executive Session, 2/14/06 Special Meeting	Pages 37-49
H.	Consent/Approve	Summary of Receipts, Wire Transfers and Check Registers	Pages 50-51

XIII. Old Business

A.	Discussion/Action	Design and Cost Estimate For Addition and Modern-ization of Prairie Lane Elementary School	Pages 52-60

XIII. Old Business - Continued

B.	Discussion/Action	Design and Cost Estimate For New Charles Nash Elementary School	Pages 61-72
C.	Discussion/Action	Design and Cost Estimate For Physical Education and Athletic Additions and Modernization of Bradford High School	Pages 73-84
D.	Discussion/Action	Proposed 2006-07 Capital Project Plan	Pages 85-95
E.	Discussion/Action	District-Wide Mathematics Textbook Adoption	Pages 96-104
F.	Discussion/Action	Student Information System Project	Pages 105-106
G.	Discussion/Action	Consultant Services – Health Insurance Study Committee and Ongoing Monitoring	Pages 107-108

XIV. New Business

A.	Discussion/Action	WE Energies Easement- Bradford High School	Page 109
B.	Discussion	School Age Child Care Program Building Use Fee	Page 110

XV. Other Business as Permitted by Law

XVI. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (February-March) ..... Page 111

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

XVIII. Adjournment

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM Strategy # I UPDATE

This update was presented at the January 19, 2006 PR/Goals/Legislative Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy # I

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

Update on Progress and Timelines

This report includes updates on the four result statements and their action steps for Strategy I that was approved by the Board of Education for implementation. This includes:

- Action Step 1.1 is related to establishing standard communication protocols for the District.
- Action Step 1.2 is relative to establishing standard communication protocols for all schools and departments.
- Action Step 1.3 is relative to implementing standard communication protocols for the Boar d of Education.
- Action Step 1.4 is related to providing consistent communication between the District and taxpayer.

The progress and timeframe are included in the attached chart containing the Action Steps with specific dates and Percent Complete figures.

The Strategy I Implementation Team was established with representation of District staff, key community members, and parents. The first meeting was held on Monday, October 3, 2005. The meeting included:

1) Overview of the District Strategic Plan,
2) Welcome and Introductions,
3) Purpose of the Implementation Team,
4) Review and Clarification of Strategy I Action Steps 1.1 – 1.4, and
5) Identification of two sub-committees for Action Steps 1.1 – 1.2, and 1.4

It should be noted the Dr. Scott Pierce will be working with the Board of Education to implement Action Step 1.3.

Both sub-committees met separately during October. They reported to the entire

committee at the second scheduled meeting, Monday, November 7, 2005. During the November meeting, the sub-committees developed timelines for Action Steps 1,2, and 4. On December 5, 2005 the Implementation Team met to share information on research and budget costs. Each sub-committee will develop financial costs for Action Steps 1,2, and 4 that will be needed to implement Action Steps 1,2, and 4. All meetings have been scheduled through June 2006.

Action Steps I.1.1 and I.1.2 are working together. The team is:

1) Researching assessment tools to determine what protocols of communications should be implemented,
2) Discussing the possibility of focus groups to gather additional information, and
3) Identifying who will be surveyed, what type of survey will be used, the timeline, and cost affiliated with printing the survey and producing data.

Action Step 1.2 will be addressed following the research and recommendations of Action Step 1.1.

Action Step 1.3 has established a regular communication process with Board of Education including weekly Highlights. Additional implementation steps include:

1) Providing time for each board member to meet with the Superintendent prior to each school board meeting.
2) Providing the Board Code of Ethical Behavior policy.
3) Completing a Board self-assessment annually.
4) Setting board goals, which include board development activities and increasing board visibility in the community.

Action Step I.1.4 is in the process of:

1) Researching best practices on Communication Training and Methods of Communication.
2) Identifying a timeframe for District staff to be trained, developing communication plan to dialog with employees to inform them of the training and determine the order in which training will occur, and the costs associated with the training model is in progress.
3) Reviewing current District survey instruments currently in use to obtain and assess public input.
4) Developing and implementing tools to assess current methods of communication with the taxpayers.
5) Discussing development of a forum for taxpayers and the District in addition to the Key Communicators Network to exchange ideas regarding public education.
6) Determining how to enhance communication through the use of Channel 20.
7) Implementing the approved School Web site Update Plan.

Budget

Fiscal implications for the 2006/2007 budget will be provided in January 2006. The Strategy I Implementation Team is in the process of developing financial costs that will be associated with implementing Action Steps in 2006/2007.

Staff Persons Leading This Strategy

John Allen and Patricia Demos

Members of Results Statements Teams

Washington Middle School Principal Beth Sabo and Bradford High School Assistant Principal Jean Schlais co-chair Action Step 1.1. and 1.2. Team members include:

1) Marie Patterson – recorder District secretary
2) Nancy Hare – District Public Information Specialist
3) Sharon Armstrong – District Counselor
4) Sandi Chairez – District secretary
5) Holly Koerner - Parent
6) Karen Lovelace – District Dean of Students
7) Yolanda Jackson Lewis – District Principal
8) Jamie Masters – District Information Services
9) Tineshi Smith - Parent
10) Jamie Rauth - Parent

Dr. Scott Pierce, District Superintendent, chairs Action Step 1.3. Identified Board of Education members will particpate in the Action Step.

Nancy Hare, District Public Information Specialist, chairs Action Step 1.4. Team members include:

1) Brain Edwards – recorder
2) John Schlater – District Media Production Tech.
3) Suzanne Chernik – District Specialist for Instructional Technology and Library Media
4) Chad Niemeth – District Web Specialist
5) Tineshi Smith - Parent
6) David Florez - Pastor
7) Sally Fennema-Jansen - District
8) Harvey Hedden – Lt. Kenosha County Sheriff's Department
9) Jody Bloyer – District Assistant Principal
10) Peter Haubrich – District Middle School Teacher
11) Ben Oretago – Executive Director Spanish Center
12) Leonard Schulze – Carthage College Communication Department Chair
13) Greg Delahanty – District High School Teacher
14) Merrilee Unrath – Retired teacher

Members who have not selected a group: Beverly Brice and Melissa Sanchez
Resource: Sherry Thomas District Principal

Next Steps

Action Steps 1.1 and 1.2 will focus on developing timelines and completing research on assessment methods, tools and processes relating to internal communication protocols. Cost of assessment tools and any associated process support will be determined once the assessment method(s) and tools are defined.

Action Step 1.3 will identify committee members.

Action Step 1.4 will determine a communication-training model, develop a plan for communicating with employees the reasons for the training, and develop a timeframe, and cost associated with the training. Educational Accountability will meet with the committee to provide information on community surveys that have been implemented. A valid assessment instrument and process will be developed, and a sampling of the community will be determined, to evaluate current District methods of communication with the taxpayers. Focus groups will also be developed in English and Spanish.

Co-Chairs John Allen and Patricia Demos will research communication protocols that are currently being developed within the District.

Link To Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM #2 UPDATE

This update was presented at the January 10, 2006 Curriculum/Program Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy II

We will develop a collaborative system, which actively engages students in meaningful service projects within their school or community.

Update on Progress and Timelines

Four teams wrote applications for Learn & Serve America Grants and received the grants.

II.1 – Establish a service project support network throughout KUSD and community
II.2 – Establish a set of Policies and Procedures to be utilized for the implementation of meaningful service projects – Proposed timeline attached

Budget

Coordinator – Temporary loaned AmeriCorps*Vista volunteer – Audrey Gutfreund – funded by Wisconsin Campus Compact grant through Kenosha County UW Extension.

Clerical costs – Absorbed by the Career and Technical Education Department 2005-2006.

Staff Persons Leading This Strategy

Greg Wright, Beth Ormseth and Audrey Gutfreund

Members of Results Statements Teams

Greg Wright, Beth Ormseth, Audrey Gutfreund, Amy Leitch, Cathy Gilmore, Kathy Belshaw, Sherry Thomas, Jane Snediker, Karin McCarville

Next Steps

- Established an advisory committee and working committees
- Assigned action steps to sub-committees
- Researched best practices in the United States for Strategic Plan II.1 and II.2
- Develop plans to accomplish II.1 and II.2 in the 05-06 school year – see attached schedule
- Develop resource needs and budget requirements
- Develop a training plan for principals and building reps
- Develop a draft of policies, procedures and network tracking by April, 2006
- Research tracking and evaluation software for service learning projects

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Kathleen Barca
Executive Director of School Leadership

Mr. Greg Wright
Career and Technical Education Coordinator

Ms. Beth Ormseth
Principal – Lance Middle School

Link To Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM 3 UPDATE

This update was presented at the January 10, 2006 Planning/Facilities/Equipment Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy #3

We will develop and implement plans to address the overcrowding in our schools.

Update on Progress and Timelines

A great deal has happened related to the implementation of Strategy III since our last update to the Committee in October. Attachment 1 to this report is an updated copy of the action plan matrix detailing what action steps have been completed and what the current status is for those steps yet to be completed. The following is a brief summary on the status of each of the 10 action plan result statements scheduled for implementation during the first year. The summaries are grouped together consistent with how our team has grouped them for implementation.

- III.1 and III.7 – Short Term Space Related Result Statements

  Result Statement III.1 deals with leasable properties, portable classrooms, and other options to address overcrowding until permanent solutions are completed. Result Statement III.7 is similar however it focuses on the possibility of leasing space from Gateway to help alleviate overcrowding problems at Bradford High School. In the case of the elementary schools, the solutions are related to helping us get to the summer of 2007 when the new Nash Elementary and the addition to Prairie Lane Elementary are complete. Because we are only one school year (beyond the current year) away, our goal is to minimize the amount of dollars expended in these temporary solutions. Attachment 2 is a brief summary of the space related situations at each of the schools next year based on the enrollment projections. The larger problem is at Bradford and Tremper High Schools where a permanent solution will not be complete for another 5 years. At Tremper we have 3 portable units (6 classrooms) that are helping address space issues; however the portables will need to be relocated this summer to support the construction of the athletics/physical education addition to the school. Based on the most recent enrollment projections, additional portables may not be needed at Tremper for several years. At Bradford, we are looking at several options for the 2006-07 school year, and then relocating the portables at Bose, Jefferson, and Pleasant Prairie Elementary Schools to Bradford in time for the 2007-08 school year. A detailed report will be submitted to the Board in the spring with our specific recommendations. A budget assumption has been drafted to cover possible costs associated with the temporary space needed at Bradford for the 2006-07 school year. A copy of this budget assumption is included as Attachment 3. The most

recent meeting of this team was on December 7, 2005.

- III.2 and III.8 – Charter School and Virtual School Result Statements

The implementation team addressing Result Statements 2 and 8 most recently met on December 14, 2005. They sent out a District-wide email (Attachment 4) soliciting teachers, administrators, and others that may be interested in teaching at a Charter School, teaching at a Virtual School, or starting a Charter School. They received over 75 responses to their email and are planning two informational sessions in January to explain to those interested what the Result Statements are all about and to answer questions. From there, they will hope to create two engaged subcommittees, one pursuing charter school options and the other pursuing the virtual school option. They are also working on putting together a planning grant application for the purpose of forming a virtual school academy.

- III.3 & III.13 – Long Term Space Related Result Statements

The most significant aspect of Result Statement 3 has been successfully completed and that was the passage of the November 1, 2005 referendum. The design of the projects has begun and the general contractors have been hired. The design committee effort for the Prairie Lane addition project is nearly complete and the effort for the new Nash school is well underway. The boundary change software has been ordered and by the date of this meeting, the maps and student data will have begun to be loaded into the software. A boundary study committee will be formed in February or March and the software should be ready for evaluating options in April.

In regards to Result Statement 13, all of the action steps have been completed in the support of the November 1, 2005 referendum. The current efforts are associated with building on the recent success and developing measures that will be used for further referenda. The District committee involved in the informational campaign met on November 1, 2005 to conduct a session to discuss the lessons learned from the campaign. A summary of this session should be available in time for tonight's meeting. The Result Statement 3 & 13 implementation team held a similar session on December 14, 2005 to critique both the District and community referendum campaign efforts. Attachment 5 is a summary developed by Elizabeth Daghfal of the Community Caring for Kids (CCK) referendum support group. At the meeting, we discussed key items that should be accomplished over the next two years in preparation for the high school space referendum. These items include:

  - Pursuing a budget assumption to hire referendum consultant Kit Dunn to work with our team to develop a long-term community support for future referenda strategy (refer to Attachment 6).

  - Evaluate the possibility of a monthly or quarterly radio show for Dr. Pierce to discuss current issues in the District and to keep the overcrowding issues on the fore front.

  - Have the CCK group continue their efforts especially in the area of fundraising so that they are prepared for future referenda.

- Develop recommendations related to boundary change implementation and the opening of the new Nash school to minimize negative feedback that could hurt future referenda.

- III. 4 & 9 – Short Term High School Scheduling Options

We have not established a separate implementation team to address these two Result Statements because the high school principals and assistant principals are addressing them. We have seen a copy of the draft report developed by the principals and it will be submitted to the Board at an upcoming meeting.

- III.5 – Expand CNA Program to Indian Trail Academy

This Result Statement has been completed. The physical changes to ITA were completed over the winter break, and the class is actually over filled to where some of the students will have to attend the Reuther site for the course.

- III.6 – Promote Enrollment at Indian Trail and Lakeview

There has been excellent progress by the principals and counselors at Indian Trail and Lakeview in promoting their schools to next year's freshman class. One important note is that Reuther has also been included in this initiative. An excellent video was developed and presentations have taken place for all of our middle school 8th graders. Tours for all interested 8th graders have also taken place, and a brochure has been sent out as well.

Budget

III.1 – Approximately $200,000 was spent in 2005-06 to address facilities related issues due to enrollment growth. This money was funded through the major maintenance budget.

III.3 – The November 1, 2005 referendum was approved authorizing the expenditure of $14,950,000 to fund these projects.

III.3 – Boundary software was purchased using the District's transportation budget as approved by the Board at their November 22, 2005 meeting.

III.7 – A budget assumption (Attachment 2) has been submitted in regards to leasing space at Gateway for helping with overcrowding at Bradford High School.

III.13 – A budget assumption (Attachment 6) has been submitted to retain our referendum consultant to help develop a long-term plan for the high school referendum campaign.

Staff Persons Leading This Strategy

Pat Finnemore and Nancy Weirick

Members of Results Statements Teams

As mentioned earlier, 10 of the 14 results statements were assigned to the first year of implementation. Some of the result statements were assigned to specific individuals or groups of individuals; others were assigned to teams.

III.1&7 - Short-Term Space Related Result Statements

- Pat Finnemore
- Linda Langenstroer
- Diana Knudsen
- Peggy Walasek
- Deb Rosinski
- Steve Plank

III.2&8 - Charter School and Virtual School Result Statements

- Pat Jones
- Bill Hittman
- Tim Miller
- Nancy Weirick
- Carol Budwick
- Adam King
- Alicia Hribal
- Chad Niemuth
- Craig Simpkins
- Diana Pearson
- Monica Yuhas

III.3&13 – Long-Term Space Related Result Statements

- Pat Finnemore
- Luanne Rohde
- Sherry Thomas
- Sonya Stephens
- Tim Elsen
- April Schmit
- Sergio Chiappetta
- Deb Schaefer
- Chris Tindall
- Elizabeth Daghfal
- Angie Gabriele

III.4&9 - Short-Term High School Scheduling Options

- High School Principals

III.5 - Expand CNA Program to Indian Trail Academy

- Dick Aiello

III.6 – Promote Enrollment at Indian Trail and Lakeview

- Dick Aiello

- Bill Hittman

Next Steps

All of the key upcoming steps were discussed in detail earlier in the report and in summary they are:

- Developing recommendations and documenting them in a Board report for space/capacity needs for the 2006-07 school year.
- Facilitating informational sessions for those expressing interest in being involved in the development of a charter and/or virtual school in January.
- Continuing the design work for the 2005 referendum projects.
- Developing the software to support the boundary change study.
- Formation of a boundary study committee.
- Development of a long-range strategy to support the high school space referendum.
- Working to make the CCK group permanent including their financial fundraising.
- Finalizing and delivering recommendations related to high school scheduling.
- Continuation of the marketing plans for Indian Trail, Lakeview, and Reuther.

Dr. R. Scott Pierce
Superintendent of Schools

Pat Finnemore
Implementation Team Co-Chair

Nancy Weirick
Implementation Team Co-Chair

Link To Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM IV UPDATE

This update was presented at the February 14, 2006 Curriculum/Program Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy IV—We will ensure that staff is implementing the district curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on district and standardized assessments.

Update on Progress and Timelines

This report contains updates on the seven results statements and their action steps for Strategy IV that were selected by the Planning Team for implementation in 2005-06. Below are the 7 of the total of 12 that were developed by the Action Team for Strategy IV:

- IV.1; IV.2—Relative to the student information system and data use
- IV.3; IV.4 IV.5—Related to teacher induction, administrator induction, and PI-34
- IV.6; IV.7—Common assessments in math and language arts

Two specific results from Strategy VII intersect closely with Strategy IV and are incorporated as well:

- VII.1—District-wide core content specific essential skills
- VII.2—Common assessments in reading and math

Progress on timelines is presented in the attached chart, which contains the action steps with specific dates, percents complete, and annotated comments of status. The updates for Strategy IV.6 and IV.7 are also updates regarding VII.1 and VII.2 (essential skills and common assessments in reading and math).

The Strategy IV Implementation Team met for its third meeting on January 26, 2006. Oral updates were provided by:

Daniel Honore

- Selection of Pentamation eSchool Plus as student information system

Linda Langenstroer (Presenting for Sonya Stephens)

- Working on template for site planning
  Ten schools are participating this year.

Louise Mattioli

- Described Dimensions of Learning and Proficient Learner Skills as powerful instructional strategies through initiative called Making Thinking Visible

- Working with a committee developing ongoing support seminars for new administrators, including support by a mentor

Terri Huck

- Described new recommendations that will come forward regarding ongoing support seminars

Francesca Romano and Geraldine Santarelli

- Working groups established and work underway on most essential benchmarks and key vocabulary

Marguerite Sneed

- Standards and benchmarks now aligned with WKCE assessment frameworks

Each presenter identified implications for Professional Development so those needs can be compiled and prioritized for the 2006-07 district calendar and budget.

Small groups met to discuss questions and identify most immediate next steps. (See Next Steps section below.)

In addition to the Strategy IV Implementation Team Meeting, another significant event occurred on January 26, 2006. In response to the charge of "We will ensure staff implement the curriculum," a curriculum overview was provided by teacher consultants for all instructional administrators in the district and other invited guests. A curriculum overview document was provided for principals describing existing curriculum materials and documents, items to be refined or developed, and evidence that administrators should be able to see in classrooms and in teaching that would verify that implementation is occurring. Curriculum displays were set up to provide visual examples of what should be present in the schools. During the coming months these materials will be posted on the website, and the use of Curriculum Notebooks will be phased out.

Budget

The major fiscal implications for next steps in Strategy IV have been submitted as budget assumption requests for development of the 2006-07 budget. Opportunities for teacher participation in continued curriculum development, curriculum mapping, selection and development of common assessments, and identification of unit and lesson plan formats depend upon access to substitute teacher allocations for work during the school day and/or funds for compensation for work outside the regular school day. If common assessments for reading, writing, and math are all developed internally, there will be a budget increase needed for printing. If a commercial product is needed to serve as a common assessment of reading level (not tied to specific curriculum programs), there will be a cost of purchase and perhaps scoring. Budget implications for 2006-07 include moving forward with development of the next set of curriculum maps and common assessments in social studies and science.

Staff Persons Leading this Strategy

The co-chairs for the implementation of Strategy IV are Edie Holcomb and Timothy Miller. Holcomb and Miller are working in collaboration with Milton Thompson. As common assessments for reading, writing, and math are all developed internally, there will be a budget increase needed for printing. If a commercial product is needed to serve as a common assessment of reading level (not tied to specific curriculum programs), there will be a cost of purchase and perhaps scoring. This work overlaps with Strategy VII.

MEMBERS OF RESULTS STATEMENTS TEAMS

Action Steps IV.1 and IV.2	Timothy Miller, Sonya Stephens, Linda Langenstroer, Daniel Weyrauch, Alex Tiahnybok, Paul Irvine, and Daniel Honore
Action Steps IV.3, IV.4, and IV.5	Louise Mattioli, Terri Huck, Marie Ellis, Gina Tiahnybok, Margaret Modory, Diana Pearson, Susan Mirsky, and Kim Warloski
Action Steps IV.6 and IV.7	Edie Holcomb, Geraldine Santarelli, Francesca Romano, Maureen Bagg, Marguerite Sneed, Milton Thompson, Marie Ellis, Terri Huck, and Susan Mirsky

Note: This list does not include the teachers in the nine working groups mentioned below.

Next Steps

Most immediate next steps for each action plan are:

IV.1

- Develop implementation and training plan.
- Finalize contract approved by Board.

- Vendor training via Train the Trainer, off-site training, and online training will be relied on heavily depending on role of staff.

IV.2

- Support schools with data for site planning.

- Incorporate new WKCE data.

- Identify schools needing improvement and initiate support contact, data retreats, etc.

IV.3

- On February 8, 2006, the district-wide inservice will focus on Making Thinking Visible. Each site's team will continue to work on implementation in all content areas

- Professional Development, Special Education, and Talent Development will work together on differentiating instruction.

IV.4

- Define content of future sessions for new administrators.

- Identify criteria for mentors and training for the mentors.

IV.5

- The PI-34 Steering Committee will continue to guide the mentoring program and ongoing support seminars. It is anticipated that there will probably be a need for 100 mentors in 2006-07.

IV.6

- Continue to work on standards and benchmarks and vocabulary.

- The math adoption will be submitted to the Board in February 2006. Math materials will be purchased for grades 6-12 and alignment documents will be created in preparation for implementation in fall 2006.

IV.7

- Continue to develop common writing assessments and investigate common assessment(s) for reading.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Implementation Team Co-Chair

Mr. Timothy Miller
Implementation Team Co-Chair

Link to Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM V UPDATE

This update was presented at the January 10, 2006 Personnel/Policy Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy #5
We will develop and implement plans to model, reinforce and recognize responsible, respectful, and ethical behavior by everyone.

Update on Progress and Timelines
Action Plan V. 1. Adopt a set of Core Values for all stakeholders

V. 1. 1 Publicize proposed Core Values and obtain input from our diverse stakeholders on proposed Core Values using a variety of data-gathering strategies
The team identified 18 Core Values that will be the focus of continuing work with input from a broader, more diverse workgroup. Public relations initiatives are planned within the next month to gather additional community representation in order to review-evaluate-and recommend adoption of a subgroup of these 18 Core Values.

V. 1. 2 Develop Core Value policy for board approval
In conjunction with additional community input noted above, existing board policy 6418 "Character Education" will be compared/contrasted to the 18 Core Values in order to insure a consistent and meaningful adoption process.

V. 1. 3 Implement approved school board policy on Core Values
Recommendations will be made to the school board by the end of the 2005-2006 school year.

V. 1. 4 Provide on-going staff development on KUSD Core Values.
Staff development plans for Core Values will be detailed by the end of the 2005-2006 school year.

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

V. 2. 1 Author citizenship education in the social studies curriculum Pre-Kindergarten-twelve

V. 2. 2 Incorporate KUSD Core Values through citizenship education in the social studies curriculum Pre-Kindergarten-Kindergarten

V. 2. 3 Incorporate KUSD Core Values through citizenship education in the social studies curriculum in grades one – two.

V. 2. 4 Incorporate KUSD Core Values through citizenship education in the social studies local government curriculum in grade three.

V. 2. 5 Incorporate KUSD Core Values through citizenship education in the social

studies state government curriculum in grade four.

V. 2. 6 Incorporate KUSD Core Values through citizenship education in the social studies U.S. Government Curriculum in grade five.

V. 2. 7 Incorporate KUSD Core Values through citizenship education in the social studies curriculum of Ancient Greece and the progression of democracy education in grade six.

V. 2. 8 Develop a nine-week civics unit for the seventh grade social studies curriculum.

V. 2. 9 Implement KUSD Core Values through citizenship education in the fourth quarter civics unit for the seventh grade social studies curriculum.

V. 2. 10 Incorporate KUSD Core Values through citizenship education into the social studies U.S. Government and the Constitution in grade eight.

V. 2. 11 Incorporate KUSD Core Values through citizenship education into American History and U.S. Government high school social studies curriculum.

V. 2. 12 Incorporate KUSD Core Values into the Counselor's Developmental Guidance program in Pre-Kindergarten-twelve.

V. 2. 13 Incorporate KUSD Core Values into the Middle and High School Advisory Programs.

V. 2. 14 Integrate KUSD Core Values into the Pre-Kindergarten-twelve Health/Family Life Curriculum.

V. 2. 15 Integrate KUSD Core Values into the Kindergarten-twelve Language Arts Curriculum.

V. 2. 16 Integrate KUSD Core Values into the Kindergarten-twelve Science Curriculum.

V. 2. 17 Integrate KUSD Core Values into the Kindergarten-twelve Math Curriculum.

V. 2. 18 Integrate KUSD Core Values into Pre-Kindergarten-twelve elective curriculum.

V. 2. 19 Integrate KUSD Core Values into the extra-curricular activities (i.e. Athletics, Musical Theater, CLC, etc.)

V. 2. 20 Evaluate the effectiveness of citizenship education that incorporates the KUSD Core Values in accordance with the School Board Policy 6300.

Curricular Implementation of V.2 Action Plan elements will begin during the 2007-2008 School Year, per agreement with Dr. Edie Holcomb.

Action Plan V. 3 Utilize research-based "best practice" instructional strategies for all subject areas that mirror the KUSD Core Values.

V. 3. 1 Conduct district-wide in-service opportunities on diversity, tolerance, and acceptance within our classrooms and community.
Investigate best practice programs on topic during the 2006-2007 School Year for implementation during the 2007-2008 School Year.

V. 3. 2 Provide ongoing staff development on research based instructional strategies including differentiated instruction and complex thinking skills.
Investigate best practice programs on topic during the 2007-2008 School Year for implementation during the 2008-2009 School Year.

V. 3. 3 Incorporate research based instructional strategies including differentiated instruction and complex thinking skills into the classroom lessons.
Investigate best practice programs on topic during the 2007-2008 School Year for implementation during the 2008-2009 School Year.

V. 3. 4 Develop a web-based shared site of best practices for KUSD staff (i.e. lesson plans, video, tapes, I-movies, assessments)
Investigate best practice programs on topic during the 2007-2008 School Year for implementation during the 2008-2009 School Year.

V. 3. 5 Develop an evaluation tool to measure effectiveness of these instructional strategies.
In conjunction with curricular implementation planning cycle, this tool will be developed during the 2007-2008 School Year for use during the 2008-2009 School Year.

V. 3. 6 Evaluate the use of instructional strategies and their effectiveness and make appropriate modifications.
Following development of the evaluation instrument for use during the 2008-2009 School Year, on-going evaluation and continuous improvement efforts will be maintained.

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

V. 4. 1 Identify and list KUSD policies that are currently in place that promote responsible, respectful, and ethical behavior.

V. 4. 2 Identify and list all KUSD programs that promote responsible, respectful, and ethical behavior.

V. 4. 3 Develop a KUSD resource map of all the policies and programs that are currently in place.

V. 4. 4 Distribute the resource map to all stakeholders.

V. 4. 5 Develop and present an in-service for all KUSD stakeholders on the resource map.

V. 4. 6 Develop and present an informational meeting on the resource map to the community.

V. 4. 7 Install the resource map onto the KUSD Website.

V. 4. 8 Incorporate the resource map into the new teacher orientation and new hire process.

V. 4.9 Update the resource map annually.

V. 4.10 Evaluate the enforcement of policies and programs that promote responsible, respectful, and ethical behavior and their effectiveness and make appropriate changes.

Research, preparation and planning for all areas of resource mapping will take place during the 2006-2007 School Year, for implementation during the 2007-2008 School Year.

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

Please refer to attached document, dated 11-22-05, creating a Staff/Community Framework that identifies and tangibly supports a path for implementation of this strategy. The Action Steps stress the necessity of research-based interventions to support the strategy, while still providing for site-based, shared decision-making in selecting prevention-intervention models and building activities.

Refinement of, additions to, and use of this document to guide building level plans will take place throughout the next three years.

Action Plan V. 6 Recognize and reinforce responsible, respectful, and ethical behavior within the system.

V. 6. 1 Develop guidelines and/or criteria for recognition of responsible, respectful and ethical behavior by all stakeholders.

V. 6. 2 Evaluate existing forms of student, staff, and other stakeholder recognition programs based on KUSD Core Values.

V. 6. 3 Expand current District-wide recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values.

V. 6. 4 Expand current school-based recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within the KUSD based on Core Values.

V. 6. 5 Evaluate recognition programs annually and make appropriate adjustments.

In conjunction with formal adoption of KUSD Core Values, district recognition programs will be reviewed and evaluated to determine Core Value inclusion. Expanded and innovative approaches, with further recognition programming implications, will also be addressed throughout the 2006-2007 school year.

Budget

Strategy V action plans engage us in a variety of staff development efforts, curricular review practices and plans, including portions that may call for nationally recognized experts to assist in our diversity-tolerance staff development initiatives. These costs generally impact the 2007-2008 budget:

- $3000.00 for curricular implementation plans (additional staff hours)
- $5000.00 for developing and presenting district-wide inservice opportunities on diversity, tolerance and acceptance (presenter costs)
- $1000.00 to develop web-based site for best practice sharing (additional staff hours)
- $500.00 to develop resource mapping instrument (additional staff hours)

Total: $9500.00 for 2007-2008

Staff Persons Leading This Strategy

Lisa KC and Joe Kucak

Members of Results Statements Teams

Will be updated February 2006.

Next Steps

- Public Relation efforts (press releases-school newsletters-direct calls to identified community reps, etc.) geared toward inclusion of a more diverse, school-community committee devoted to delineating Core Values for the district. Meeting planned for February, with conclusions for school board recommendations by July, 2006 (Joe Kucak, lead administrator).
- Administrative collaboration to begin process of individual building plans that focus on implementing a framework to develop and promote responsible, respectful, and ethical behavior (Bill Haithcock, lead administrator).
- Initial identification of collaboration needs to integrate curricular connections between action steps and KUSD Instructional Services (Lisa KC, lead administrator).

Link to Attachments

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM (# 6) UPDATE

This update was presented at the January 19, 2006 PR/Goals/Legislative Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy #6

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

Update on Progress and Timelines

All Action Step committees have met and are making progress towards completing implementation of their Action Steps. The following Action Steps have made adequate progress:

VI.4.1, VI.4.2, VI.4.3, VI.4.4, VI.4.9, VI.4.10, VI.4.11, VI.4.12, VI.4.13 (Increase minority employment of the District-wide staff by five percentage points in five years.)

VI.5.1, VI.5.2 (Incorporate cultural diversity into administrative and School Board policies and strategies)

VI.61, VI.6.2, VI.6.5, VI.6.6, VI.6.7 (Provide a sustained professional development plan that includes diversity and sensitivity training annual at the District, building and department levels.)

VI.7.1, VI.7.2 (Develop and implement a redistricting plan that will help create culturally diverse schools. Cross reference with boundary changes in Strategy #3-Overcrowding.)

Budget

As it relates to Action Steps VI.4, 5, 6 & 7, further discussions are needed in order to determine any fiscal implications in the 2005/06 and 2006/07 budgets.

Staff Persons Leading This Strategy

Norris Jones and Martha Gutierrez

Members of Results Statements Teams

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

VI.5 Team Leader: Kathleen Barca **Team Members:** (1000 Series – Nancy Hare, Pat Demos, Norris Jones, Anthony Kennedy, Kathleen Barca), (2000 Series - Scott Pierce, Sheronda Glass, Kathleen Barca), (3000 Series – Bill Johnston, Judy Ashley, Eileen

Coss, Kathleen Barca), (4000 Series – Sheronda Glass, Martha Gutierrez, Karen Davis, Tim Thomkins, Kathleen Barca), (5000 Series – Sonya Stephens, Roberta Akalin, Starlyn Daly, Isaac Kirkwood, Kathleen Barca), (6000 Series – Milton Thompson, Jolene Schneider, Shane Gayle, Kathleen Barca), (7000 Series – Patrick Finnemore, Kathleen Barca), (8000 Series – Pam Stevens, Diana Knudsen, Yolanda Adams, Kathleen Barca)

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

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

Next Steps

The Action Step teams will continue to meet. One Action Step will seek to address minority recruitment and retention within our District. Research will also be completed that prepares the District to address Action Steps that possess contractual implications. These forthcoming Action Steps are scheduled to be addressed by this team beginning in February 2006.

PLEASE NOTE:

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

Link to Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM STRATEGY VII UPDATE

This update was presented at the January 10, 2006 Curriculum/Program Committee meeting and is brought to the full Board as a Consent/Receive item.

Strategy #VII

We will work effectively with our disengaged students and those who are impacted negatively by social influences, which are interfering with learning in order to improve attendance, achievement and graduation rate.

Update on Progress and Timelines

Reporting on Action Steps

VII. 1.1
VII. 1.2
VII. 1.3
VII. 3.1
VII. 3.2
VII. 3.3
VII. 3.4
VII. 9.1
VII. 9.2
VII. 9.3

Budget

Currently Budgetary implications have not been discussed as we are early in the process

Staff Persons Leading This Strategy

Implementation Team Co-Leaders – Milton Thompson and Ernie Llanas

Members of Results Statement Teams

Result Statement VII. 1.1, 1.2, and 1.3 – Milton Thompson, Kim Warloski, Kathy Maxey, Scott Kennow, Pam Black
Result statement VII. 3.1, 3.2, and 3.3 – Milton Thompson, Ernie Llanas, Kim Warloski, Gale Horton, Pam Black, Kathy Maxey, Tammy Cruz, Tammy Gerdes, Yolanda Jackson-Lewis, Scott Kennow, Carolyn Budwick

Result Statement VII. 9.1, 9.2, and 9.3 – Ernie Llanas, Yolanda Jackson-Lewis, Tammy Cruz, Tammy Gerdes, Kathy Walsh, Gale Horton

Next Steps

We will spend the next few months examining models that work best in working with disengaged students and their families, such as the Ruby Payne model, so that it can inform our recommendations. We will also work with Human Resources to see how the new Gallup instrument identifies the teachers that work best with at-risk students and with Strategy VI in order to combine our efforts with theirs in coming up with overlapping recommendations. We will also continue to work with Strategy IV until there are essential learning outcomes at each grade level or course throughout the District with corresponding grade level and course level assessments, which are the charge of both strategies.

Link to Attachments

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

CAREER AND TECHNICAL EDUCATION
2006-2007 CARL PERKINS VOCATIONAL EDUCATION ACT GRANT

We are requesting permission to apply for and implement the 2006-2007 Carl Perkins Vocational Education Act grant.

Kenosha Unified School District No. 1 Strategic Objective No. 4: No later than 2010, all students will meet or exceed the district and state identified proficiency levels for performance in reading, math, science, and social studies.

Kenosha Unified School District No. 1 Strategy No. 4: We will ensure that staff is implementing the district curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on standardized assessments.

Title of the Grant

The title of the grant is the Carl Perkins Vocational and Technical Education Act.

Funding Source

The funding source is the federal government Carl Perkins Vocational and Technical Education Act of 1998, P. L. 105-332.

Time Period Covered by the Grant

The time period for the grant is July 1, 2006 through June 30, 2007.

Purpose of the Grant Application

Federal Purpose
The purpose of the Carl Perkins legislation is to develop more fully the academic, vocational, and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education programs, by:

1. Building on the efforts of states and localities to develop challenging academic standards;
2. Promoting the development of services and activities that integrate academic, vocational, and technical instruction and that link secondary and post secondary education for participating vocational and technical education students;
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education; and
4. Disseminating national research and providing professional development and technical assistance that will improve vocational and technical education programs, services, and activities.

State Purpose

The 2006-2007 Wisconsin State Plan includes the following goals:

1. Provision of career and technical education, especially work-based learning, to all people and groups equally and without discrimination.
2. Development of career and technical education that continually and systematically responds to the trends and demands of the marketplace.
3. Amplification and expansion of the "whole person" concept of education within vocational and technical education.
4. Elevation and extension of standards of excellence in classroom and laboratory instruction, supervised experiences, and student organizations.
5. Provision of leadership and cultivation of strong partnerships in the total educational system and with business, industry and labor.

Local Purpose

The Kenosha Unified School District No. 1 (KUSD) Career and Technical Education Department Strategic Plan outlines the following goals:

1. Provide comprehensive career and technical skill development for all students PK-12 and beyond.
2. Integrate academic and occupational learning to allow students to see a direct linkage between what is being learned and practical applications to their lives and careers.
3. Establish effective curriculum alignment and articulation linkages between secondary and post-secondary education to assure lifelong learning experiences for all students at all KUSD high schools and academies.
4. Support career and technical education curriculum and opportunities for all students.
5. Develop a system of integrated school-based/work-based pathways that organize academic and occupational learning with the 16 career clusters adopted by the Department of Education and National Skill Standards Bureau.
6. Establish collaborative partnerships among schools, parents, business, industry, labor, and community-based organizations to leverage available resources and provide high quality career and technical education for all students.
7. Provide staff development activities that will include externships and career awareness activities.
8. Provide administrative leadership, internally to all KUSD instructional staff and externally with the Kenosha community.

How the Grant Meets the Strategic Plan and Goals of the District

The grant will allow changes to support strategy 4 by integrating core academic standards in project-based learning. The new Project Lead the Way curriculum at high school and the interactive modular labs at middle school will support strategy 7 by engaging students in a high tech interactive lab.

The proposed mission of Kenosha Unified School District, an educational system which values our multicultural heritage, 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. The 2006-2007 Carl Perkins grant application supports work-based learning opportunities and transition opportunities into post secondary education. The grant also meets the Career and Technical Education Strategic Plan Vision Statement: To help all students better prepare for their future by linking learning experiences in school to skills needed in their future careers. (Approved by the KUSD Board of Education on January 25, 2000)

Budget

KUSD is receiving an allocation of $191,047.

The budget below is reflected in the Career and Technical Education Strategic Plan.

Capital Items	
Capital Equipment	$120,947.00
• Computer lab equipment/updates Family & Consumer Science equipment	
• Middle school labs - updating	
Purchased Services	
Workshops, Conferences, Student Programs	$ 21,000.00
• Career and Technical Student Organizations (CTSO)	
• Conferences	
• Competitions	
• Student leadership development	
• Minority Day	
Non-Capital Items	
Instructional Resources/Supplies	$ 5,000.00
Food	$ 5,000.00
• Work-based learning banquet	
• Minority Day – “Opening Doors”	
• Gateway Technical College workshop	
Furniture	$ 5,000.00
Non-Capital Equipment	$17,100.00

- Tech Ed – Project Lead the Way High School Labs
- Tech Ed and FC/S – middle school upgrade labs

Salaries	
Substitutes	$ 4,500.00
Secretarial Overtime	$ 500.00
Teachers-additional time	$ 12,000.00
• Curriculum writing – integrate core academic standards	
Total	$191,047.00

Explanation of any District Resources that would be Committed as a Result of Receiving the Grant

None

Evaluation Plan with Indication of its Impact on District Benchmarks

The DPI School-to-Work Self-Evaluation Tool will be used. The Vocational Education Enrollment Report (VEERS) is the state documentation required for evaluation by the state of Wisconsin.

Whether it is a Continuation or a New Project

It is a continuation project that has served the District for more than 20 years. This grant may be credited with supporting capital and non-capital equipment purchases for career and technical education, the development of the career academies, integrated/applied curriculum, and the most recent effort to meet national standards in all areas of the curriculum. It has also supported the revision of the KUSD equity policy.

Whether the Grant Covers any Items that are Already Part of the District's Budget

No. The grant will cover items that are in addition to the budget.

Staff Persons in Charge of the Program/Project

Edie Holcomb, Ph.D.
Executive Director Instructional Services

Mr. Greg Wright
Career and Technical Education Coordinator

Staff Persons Who Were Involved in the Preparation of the Grant

Edie Holcomb, Ph.D.
Executive Director of Instructional Services

Mr. Greg Wright
Career and Technical Education Coordinator

Recommendation

At the February 14, 2006 Curriculum/Program Committee meeting, the Committee voted to forward the 2006-2007 Carl Perkins Vocational Education Act Grant to the School Board for approval to submit and implement for the 2006-2007 school year. It is recommended that the Board approve submission and implementation of the 2006-07 Carl Perkins Vocational Education Act Grant.

Dr. R. Scott Pierce
Superintendent of Schools

Edie Holcomb, Ph.D.
Executive Director of Instructional Services

Mr. Greg Wright
Career and Technical Education Coordinator

Kenosha Unified School District No. 1

Fiscal, Facilities and Personnel Impact Statement

Title: Carl Perkins Vocational Education Act Grant **Budget Year:** 2006-2007

Department: Career & Technical Education **Budget Manager:** Greg Wright

REQUEST

We are requesting approval to apply and implement the 2006-2007 Carl Perkins Vocational Education Act Grant

RATIONALE/ INSTRUCTIONAL FOCUS

Provides work-based learning opportunities and transition opportunities into post secondary education for secondary and post-secondary students who elect to enroll in vocational and technical education programs.

IMPACT

Carl Perkins funding helps to develop more fully the academic, vocational, and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education programs. No District resources would be committed as a result of receiving the grant.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	15,150.00
200's	Fringes	1,850.00
300's	Purchased Services	21,000.00
400's	Non-Capital Objects	32,100.00
500's	Capital Objects	120,947.00
	TOTAL	**$191,047.00**

*Note: To calculate the Total in the Amount column, select the Total Amount and press the F9 key.

Is this a [ ] one-time or [x] recurring expenditure?

FUNDING SOURCES

N/A

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

February 28, 2006

2004-05 Achievement Report

Executive Summary

The 2004-05 Achievement Report is a detailed analysis of student achievement for all elementary, middle, and high schools as well as charter and special schools disaggregated by ethnicity. This report summarizes the following: 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 reader of this report is encouraged to view the report in its entirety rather than focusing on one aspect of the report. The reader should also be aware of the fact that student data used are time sensitive. For example, enrollment data are based on the official 3rd Friday enrollment count collected every year in September and may have changed since that time. Other results, such as test data, are assembled at the time the data are available. In addition, the other 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 released in its verified form. Therefore, there may be some slight variances in the reported student achievement data when the SPR is returned in its verified form to KUSD.

Significant Findings

- When KUSD student enrollment data were compared over a ten-year time frame, 1994-95 to 2004-05, the Hispanic population increased by 108.56%, from 1,601 students to 3,339 students, and the African American population increased by 51.69%, from 2,130 students to 3,231 students.

- For school year 2004-05, 36.63% of KUSD students were eligible to participate in the federally funded Free/Reduced Lunch Program, a slight increase when compared to 36.39% the previous year.

- Even though minority groups reported lower percents of students in the proficient or advanced categories on the Wisconsin Knowledge and Concepts Examination (WKCE), the "minority achievement gap" closed for African American students in reading at grades 4, 8, and 10 and in math at grade 4 and for Hispanic students in reading at grades 4, 8, and 10 and in math at grades 4 and 8.

- Unfortunately, the most recent three-year WKCE data illustrated an increase in the achievement gap for African American students in reading at grade 8 and for Hispanic students in reading at grade 4 and 10 and math in grade 4.

- When the Wisconsin Reading Comprehension Test (WRCT) results were reviewed, all ethnic groups increased the percent of students scoring at the proficient and advanced categories over a six year time period. Hispanic students registered the largest increase (from 37% proficient/advanced in 1999-00 to 66%

proficient/advanced in 2004-05). African American students increased from 41% to 61% and White students from 75% to 90% over the same six-year time frame.

- The District outperformed the nation on the ACT EXPLORE assessment, with the exception of Math, where District achievement was equal to the nation. African American and Hispanic students scored lower than the nation on all subtests and the composite score.

- On the ACT Assessment college entrance examination, KUSD (21.4) continued to outperform the nation (20.9) in the average score. However as with the state-mandated standardized assessments, the White students (21.8) exhibited higher scores than the African American (18.0) and Hispanic (18.8) student groups.

- District-wide, the mobility rate during 2004-05 increased at the elementary but decreased at the middle and high school levels when compared to the prior year with the exception of the elementary grade level, which remained constant. Of the major ethnic groups, African American students continued to experience the highest mobility rate, although a decrease was reported at the middle and high school levels.

- 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. The rate for African American, Hispanic, and White students at the middle and high school levels reported improved attendance rates when 2004-05 was compared to the prior year.

- The graduation rate as reported on the SPR increased from 90.55% to 91.11% (*including* ITED graduates) when this year's results were compared to the previous year. The rate for African American decreased from 77.64% to 75.42%. The rates for Hispanic and White students increased from 80.49% to 83.63% and from 93.67% to 94.21%, respectively. Similar patterns were evident when the ITED graduates were *excluded*.

- The District-wide cohort graduation rate increased from 77.1% to 79.5% when ITED graduates were *excluded* but decreased from 87.4% to 86.1% when ITED graduates were *included*. The rates for African American and White students increased, from 56.2% to 59.2% and from 82.0% to 83.2%, respectively, when ITED graduates were *excluded*. The rate for Hispanic students increased from 53.7% to 65.0% when ITED graduates were *excluded*.

The 2004-05 Achievement Report was reviewed at the January 10, 2006 Curriculum/ Program Committee. It was recommended and approved that the report be forwarded to the full School Board for information.

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

February 28, 2006

New Six Year Goals and Benchmarks
For Academic Indicators

School Years 2005-06 through 2010-11

Background

The "Annual District Benchmark Report" was submitted to the Kenosha Unified School Board on December 13, 2005 to comply with School Board Policy 2110. This report summarized each School Board Approved Academic Indicator for 2004-05, along with its set goal and actual achievement. The following indicators were quantified at the District level:

- Average Daily Attendance
- Habitual Truancy
- Advanced Placement (Classes attended and tests taken)
- Youth Options
- Graduation Rate – Cohort Analysis
- Graduation Rate – School Performance Report
- Mandatory Extended Year Summer School (Reading and Math)
- Standardized Testing (SAT 1, ACT, WRCT, WKCE, ITBS)

New Six Year Goals

Since 2004-05 was the final year for the previously established goals, new goals and yearly benchmarks for the next six years were generated for each academic indicator and are being submitted to the Kenosha Unified School Board for approval. The new six-year goals were developed systematically for the District and for each school based on the individual school's achievement during the 2004-05 school year.

Appendix A contains the new Benchmark Report for the District. *Appendix B* contains the new Benchmark Reports for each school. Please note that each School Administrator was given the opportunity to review the new goals and to provide feedback to the Office of Educational Accountability. *Appendix C* contains the logic and rational for setting the goals.

At its February 14, 2006 meeting, the Personnel and Policy Standing Committee reviewed this report and recommended that it be forwarded to the full School Board for review.

Administrative Recommendations

Administration recommends that the School Board accept the New Six-Year Goals and Benchmarks for Academic Indicators report for the District and for each individual school.

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational Accountability

Ms. Linda Langenstroer
Coordinator of Research

Link to Full Report

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Pleasant Prairie PTA donated the following items, valued at $9,070, to Pleasant Prairie Elementary School:

    - Security System, $4,500
    - Classroom Printer Ink Cartridges, $2,400
    - Student Assignment Notebooks, $1,600
    - Thursday Take-Home Folders, $370
    - Laminating Film, $200

2. Horizon Milling, LLC donated $1,000 to Stocker Elementary School for the News @ Stocker.

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

board\donations report 2-28-06.doc

Kenosha Unified School District No. 1
Kenosha, Wisconsin
February 28, 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	02/28/06	*	Instructional	Anderson	Kerry Lee	Mahone Middle School	Cross Categorical	01/23/06	$34,463.00	New hire	Letter
Appointment	02/28/06		Instructional	Banning	Audra	Bradford High School	English	01/23/06	$31,587.00	New hire	Letter
Appointment	02/28/06		Instructional	Dengler	Olivia	Curtis Strange Elementary	Grade 2 (49%)	01/23/06	$15,477.63	New hire	Letter
Appointment	02/28/06		Instructional	Garrett	Jessica	Tremper High School	Social Studies	01/23/06	$31,587.00	New hire	Letter
Appointment	02/28/06		Instructional	Hockensmith	Linda	School Leadership	Occupational Therapist (20%)	01/27/06	$6,317.40	New hire	Letter
Appointment	02/28/06		Instructional	Thompson	Heather	Stocker Elementary	Elementary Physical Ed	01/16/06	$35,034.00	New Hire	Letter
Appointment	02/28/06		Instructional	Von Dollen	Tara	Mahone Middle School	Sciene	01/23/06	$31,587.00	New hire	Letter
Early, Early Retirement	02/28/06		Instructional	Blegen	Shirley	Lincoln Elementary	Grade 4	06/12/06	$52,507.00	Early, Early Retirement	Contract
Early, Early Retirement	02/28/06		Instructional	Gustin	Brenda	Fine Arts	Art	06/12/06	$52,507.00	Early, Early Retirement	Contract
Early, Early Retirement	02/28/06		Instructional	Sentieri	Kathryn	Prairie Lane Elementary	Grade 2	06/12/06	$63,322.00	Early, Early Retirement	Contract
Return/Appointment	02/28/06		Instructional	Batten-Morey	Wendy	School Leadership Cluster 1	Speech Therapist (60%)	01/25/06	$28,771.20	Rescinded Child-rearing leave - 1st year 2005-2006	Contract
Resignation	02/28/06	*	Educ. Assistant	Wakefield	Denise	EBSOLA	Special Education	02/15/06	$10.14	Resignation	Contract
Resignation	02/28/06	*	Educ. Assistant	Laviotette	Kimberly	McKinley Middle School	Special Education - IDEA	01/27/06	$11.14	Resignation	Contract
Early Retirement	02/28/06	*	Educ. Assistant	Grimes	Maryann	EBSOLA	Special Education	06/09/06	$12.07	Retirement	Contract
Resignation	02/28/06	*	Educ. Assistant	Belotti	Mary	Somers Elementary	Special Education	02/08/06	$10.14	Resignation	Contract
Resignation	02/28/06	*	Instructional	Burmeister	Jerry	Tremper High School	Social Studies	06/12/06	$63,322.00	Resignation	Contract
Resignation	02/28/06	*	Educ. Assistant	Kalish	Deborah	McKinley Middle School	Technology	02/17/06	$10.68	Resignation	Contract
Retirement	02/28/06	*	Maintenance	McCormick	Steve	ESC	Ground Crew	03/31/06	$20.50	Retirement	Contract
Resignation	02/28/06	*	Instructional	Race	Christopher	LakeView Technology Acader	Math	06/12/06	$33,028.00	Resignation	Contract
Resignation	02/28/06	*	Instructional	McCullough	Kerrie	EBSOLA	Headstart Ex Teacher	06/12/06	$37,914.00	Resignation	Contract

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD JANUARY 24, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 24, 2006, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:38 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Dr. Pierce was also present.

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

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding review of findings/order by independent hearing officer; Personnel: Problems; Personnel: Compensation and/or Contracts; Property: Sale and Property: Purchase under exemptions (b), (c), (e) and (f) of State Statute 19.85(1) and collective bargaining deliberations.

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

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

Mr. Fountain moved that this special meeting be adjourned to executive session. Mr. Stalker seconded the motion. Unanimously approved.

1. Review Findings/Order of Independent Hearing Officer

Ms. Stephens arrived at 5:39 P.M. and provided Board members with information regarding three expulsion hearings. She and Dr. Pierce were excused at 5:45 P.M.

Mr. Hujik moved to extend the period of expulsion to the end of the 2006-07 school year and to concur with the recommendations of the hearing officer as amended with respect to the first expulsion. Mrs. Stevens seconded the motion. Unanimously approved.

Mrs. Stevens moved to extend the period of expulsion to the end of the 2006-07 school year with respect to the second student and to concur with 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. Fountain seconded the motion. Motion carried. Mr. Ostman dissenting.

Dr. Pierce returned and Mrs. Glass arrived at 5:50 P.M.

2. Personnel: Problems and Personnel: Compensation and/or Contracts

Mrs. Glass updated Board members regarding a personnel problem that she was addressing. Board direction was given to Administration.

3. Collective Bargaining Deliberations

Mrs. Glass updated Board members regarding a collective bargaining matter and discussion followed.

Mrs. Glass was excused and Mr. Finnemore arrived at 6:12 P.M.

3. Property: Sale and Property: Purchase

Mr. Finnemore updated Board members regarding a potential purchase of property for a school site and discussion followed. He was excused at 6:35 P.M.

Meeting adjourned at 6:38 P.M.

Diana Knudsen
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 24, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 24, 2006, at 7:00 P. M. in the auditorium at Bose Elementary School. Mr. Olson, President, presided.

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

Public comments were expressed and responses and/or comments were made by Board members. Mr. Olson made his comments as President.

Dr. Pierce gave his Superintendent's report.

The Board then considered the following Consent-Approve items:

Consent–Approve item XII-A Learn and Serve America Youth Service Learning Grant – 20005-06 submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Mr. Greg Wright, Career and Technical Education Coordinator; and Dr. Pierce and excerpts follow:

"We are requesting permission to apply for, accept and implement the Department of Public Instruction 2005-2006 Learn and Serve America Grants.

The money from the Learn and Serve America Grants will support Strategy 2 of the District's Strategic Plan which states that we will develop a collaborative system, which actively engages students in meaningful service projects within their school or community.

At its January 10, 2006 meeting, the Curriculum/Program Committee voted to forward the 2005-2006 Learn and Serve America grant to the Board for approval to implement for the 2005-2006 school year. Administration recommends that the Board approve implementation of the Learn and Serve America grant for the 2005-06 school year."

Consent-Approve item XI-B Donations to the District submitted by Dr. Pierce as contained in the agenda.

Consent-Approve item XI-C Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as submitted by the Office of Human Resources.

Consent-Approve XII-D Minutes of Regular Meeting of 12/13/05; Special Meetings and Executive Sessions of 12/13/05 and 1/10/06; and Special Meeting of 1/10/05.

Consent-Approve item XII-E 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 CR017082 through CR017828 that total $808,839.92 be approved.

Check numbers 364161-366279 totaling $8,951,727.93 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 December 1, December 8, December 16 and December 22, 2005 totaling $2,499,751.09, to US Bank of Milwaukee dated December 15, (two (2) deposits for December 15) and December 30, 2005 totaling $492,246.37 and to the Wisconsin Retirement System dated December 30, 2005 totaling $939,309.63 be approved."

Mr. Hujik moved to approve the consent agenda. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Middle School Program of Study submitted by Mrs. Kathleen M. Barca and Mr. Timothy R. Miller, Executive Directors of School Leadership; Dr. Holcomb; and Dr. Pierce and excerpts follow:

"The Middle School Program of Study is being reviewed to best meet the needs of all students in their preparation for high school and beyond. A study of the current program revealed that the opportunities for students to gain technology skills was not preparing them for more advanced course work at the high school level. Therefore, it was determined that it was necessary to revisit the program in order to provide additional opportunities so that students will reach a standard level of technological skills similar to the Internet and Computing Core certification.

Administration recommends School Board approval of the Middle School Program of Study pending finalization of the staffing needs for implementation."

Mr. Fountain moved to approve the Middle School Program of Study pending finalization and approval of staffing needs for implementation. Mr.

Englund seconded the motion. Motion carried. Mr. Hujik and Mr. Stalker dissenting.

Dr. Pierce presented the Strategy III Proposal to Address Overcrowding by Establishing an E-School in KUSD submitted by Mr. William Hittman, Principal/Director of Lakeview Technology Academy; Mr. Miller; and Dr. Pierce and excerpts follow:

"It is the recommendation of Administration and the Curriculum/Program Standing Committee that the Board of Education approve hiring a teacher project leader to write an implementation grant for an e-high school charter for Kenosha Unified School District, to meet a deadline of June 1, 2006, at approximately a 40% work load, plus approximately $4,000 for related costs over a four-month period. This is for the purpose of implementing Strategy III, Results Statement 8, which the School Board has approved, stating that we will: "Establish a virtual e-High School for KUSD."

Mrs. Stevens moved to concur with the recommendation of administration. Mr. Stalker seconded the motion. Motion carried. Mr. Ostman dissenting.

Dr. Pierce presented the 2006-07 Preliminary Staffing Allocations submitted by Ms. Sheronda Glass, Executive Director of Human Resources; and Dr. Pierce and excerpts follow:

"Administration recommends that the Board of Education accept the following recommendation: A district-wide staffing increase of 24.5 FTE, based on the preliminary staffing ratios and the preliminary instructional staffing allocations; which is subject to change based on review of staffing patterns, i.e. enrollment shifts."

Mr. Hujik moved, based on current enrollment projections, to approve 15 new positions. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Student Information System Project submitted by Mr. Daniel Honore, Director of Information Services; and Dr. Pierce and discussion followed.

Dr. Pierce presented the Resolution Authorizing the Issuance and Sale of $21,915,000 General Obligation Bonds, Series 2006A, submitted by Mr. Johnston, Mrs. Coss and Dr. Pierce and excerpts follow:

"At the January 10, 2006, Audit/Budget/Finance Committee, a financing plan for the projects approved at the November 1, 2005 Referendum was presented. The Committee reviewed the financing plan and the timing of the sale of the bonds. They recommended that the sale of the bonds take place as soon as possible. Since the Board must approve the Issuing Resolution the same day as the date of the sale, the decision was made to sell the bonds this month the day of the Regular Meeting.

The general obligation bonds will be sold the morning of January 24, 2006, and a resolution authorizing the sale of the bonds, as well as, supporting documentation will be presented to the Board of Education at the regular meeting held that night. This process is consistent with previous note or bond offerings that have been sold in previous years.

By a roll call vote, Administration requests that the Board of Education approve the Award Resolution authorizing the issuance and sale of general obligation bonds and authorize Board Officers and District Administration to execute any and all documents relating to the sale of these general obligation bonds."

Mr. Fountain moved to concur with the recommendation of Administration. Mr. Stalker seconded the motion.

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

Dr. Pierce presented the Administrative, Supervisory, Technical Employee Contracts.

Mrs. Stevens moved to approve the Administrative, Supervisory and Technical employee contracts as contained in the agenda. Mr. Englund seconded the motion. Motion carried. Mr. Fountain abstaining.

Meeting adjourned at 8:37 P.M.

Diana Knudsen
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA SCHOOL BOARD
HELD JANUARY 25, 2006

A special meeting of the Kenosha Unified School Board was held on Wednesday, January 25, 2006, in the Library and Auditorium at Mahone Middle School. The purpose of this meeting was for discussion regarding the formation and work of the District-wide Health Insurance Committee and the 2006-07 Budget Stakeholder process and meetings.

The meeting was called to order at 6:05 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Englund, Mr. Fountain, Mr. Ostman, and Mr. Olson. Mrs. Stevens arrived later. Dr. Pierce was also present.

Dr. Pierce indicated that the purpose of this special meeting was for discussion regarding the formation and work of the District-wide Health Insurance Committee and discussion regarding the 2006-07 Budget Stakeholder process and meetings.

Dr. Pierce introduced Mr. Dan Burkwald of Burkwald & Associates, Inc. who, along with Scott Schultz and Kamal Shah, presented information regarding the employee benefit program request for proposal process. They also presented information regarding the formation of the Health Insurance Study Committee consisting of representation from a cross-section of District employees.

Mr. Burkwald indicated that the employee benefit program request for proposal process was a joint effort by the District and the Kenosha Education Association. He stated that the request for proposal and evaluation process would allow the District and KEA to determine if the WEA Trust was the best alternative to provide benefits and control costs. Mr. Burkwald then discussed the formation of the Health Insurance Study Committee, which consisted of representation from a cross-section of the District

Mrs. Stevens arrived at 6:16 P.M.

Mr. Schultz then reviewed a PowerPoint presentation, which touched on the various phases of the process including investigation, discovery, preliminary plans, implementation, claims, utilization, communication, and ongoing review. He then commented on the discovery and RFP process timeline.

Mr. Burkwald and Mr. Schultz responded to Board questions.

The Board recessed at 6:45 p.m. and reconvened at 7:15 P.M. in the Mahone Auditorium.

Dr. Pierce welcomed members of the 2006/07 budget stakeholder groups and thanked them for their willingness to participate in this process. He

applauded the Board for their desire to participate in the early stages of budget development.

Mr. William Johnston, Director of Finance, provided a PowerPoint presentation which outlined the budget development calendar and process for 2006/07.

Mr. Olson thanked everyone for coming and explained the importance of School Board members being involved in the initial stages of the budget development process.

The Board recessed at 7:30 p.m. and reconvened at 8:00 p.m.

Members of the individual stakeholder groups asked questions and requested various pieces of documentation which Mr. Johnston will provide.

Meeting adjourned at 8:20 P.M.

(These minutes were prepared from notes taken by Mrs. DeLabio.)

Diana Knudsen
Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 28, 2006

A special meeting of the Kenosha Unified School Board was held on Saturday, January 28, 2006, at 8:00 A.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for the Board of Education to interview and select an architect for the Durkee/Lincoln Elementary School replacement project and to vote on holding an executive session.

The meeting was called to order at 8:15 A.M. with the following members present: Mr. Hujik, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Mr. Stalker was excused.

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.

Dr. Pierce presented the Brass Site Elementary Project Architect Selection Interviews submitted by Mr. Patrick Finnemore, Director of Facilities Services; Mr. John E. Setter, Project Architect; and Dr. Pierce and excerpts follow:

"A request for proposal to prospective contractors for the Proposed Durkee/Lincoln Replacement School was sent out on December 18, 2005.

The overall quality and quantity of firms responding to this RFP made the decision of semi-finalists very difficult. Despite the level of quality proposals, Administration felt that it was appropriate to limit the number of semi-finalists to three. The primary reason for this was to maintain an appropriate amount of time for each interview and to minimize the complexity of comparing and contrasting multiple interviews this evening.

Administration, in following Policy/Rule 7321, has selected Kueny/SDS, Partners in Design and Zimmermann to be interviewed by the School Board."

Kueny Architects/LLC/SDS Architects, Inc. made their presentation regarding architectural services and responded to Board members' questions. They were excused and the Board recessed at 8:55 A.M.

The Board reconvened at 9:01 A.M. Partners in Design made their presentation regarding architectural services and responded to Board members' questions. They were excused and the Board recessed at 9:41 A.M.

The Board reconvened at 9:52 A.M. The Zimmerman Design Group made their presentation regarding architectural services and responded to Board members' questions. They were excused at 10:25 A.M.

The Board heard comments from the citizens in the audience and a brief discussion followed.

Mr. Fountain moved that the Board recess to executive session. Mr. Hujik seconded the motion.

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

The Board recessed at 10:30 A.M. and reconvened at 11:21 A.M.

Mr. Hujik moved to select Partners in Design as the architect for the Durkee/Lincoln Elementary School Replacement Project. Mrs. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 11:22 A.M.

Diana Knudsen
Board Secretary

EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD JANUARY 28, 2006

An executive session of the Kenosha Unified School Board was called to order at 10:31 A.M. on Saturday, January 28, 2006, in the ESC Board Meeting Room with the following members present: Mr. Hujik, Mr. Englund, Mr. Fountain, Mr. Ostman, Mrs. Stevens and Mr. Olson. Mr. Stalker was excused. Also present were Dr. Pierce, Mr. Finnemore and Mr. Setter.

The purpose of the meeting was for Board deliberations and/or negotiations and interviews with professional service providers under exemption 19.85 (1) (e).

Mr. Finnemore presented information regarding the selection of an architect for the Durkee/Lincoln Elementary School replacement project. Board discussion followed and direction was given to Mr. Finnemore.

The Board recessed at 10:55 A.M. and reconvened at 11:18 A.M.

Mr. Finnemore provided further information to Board members regarding the proposals received from the architects and discussion followed.

Meeting adjourned at 11:20 A.M.

Diana Knudsen
School Board Secretary

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SPECIAL MEETING
OF THE KENOSHA SCHOOL BOARD
HELD FEBRUARY 14, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 14, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion/action regarding the student information system and discussion regarding reading programs, fine arts and administration/relationship.

The meeting was called to order at 8:13 P.M. with the following members present: Mr. Hujik, Mr. Stalker, Mr. Fountain and Mr. Olson. Mr. Englund, Mr. Ostman, and Mrs. Stevens arrived later. Dr. Pierce was also present.

Dr. Pierce presented the Student Information System Project submitted by Mr. Daniel Honore, Director of Information Services, and Dr. Pierce and excerpts follow:

"Contract negotiations with SunGard Pentamation have reached a point where the company has made its final offer regarding Service Level Agreement metrics and providing Federal & State required reporting changes as part of annual maintenance. Their final offer does not meet our needs. On Thursday, February 16 KUSD representatives will meet with representatives from C Innovation, the runner-up student system vendor, to negotiate a contract. Pending an acceptable contract we will begin implementation of a new Student Information System. Planning meetings will be scheduled to create the implementation, training, data conversion, testing and follow up plans.

In 2001 the Board of Education approved a 5 year annual budget to pay for the implementation and support of the Bi-Tech financial application. Administration recommends the Board of Education approve the reallocation of this year's remaining funds and extend the project budget 5 more years through the 2010 fiscal year."

Mr. Stalker moved to concur with the recommendation of Administration. Mr. Fountain seconded the motion. Unanimously approved.

Mr. Fountain presented information regarding the Board of Education's 2005-06 Focus Area – Administration/Relationship.

Dr. Yontz presented information and responded to questions regarding the District's Fine Arts programs and discussion followed.

Mr. Englund, Mr. Ostman and Ms. Stevens arrived at 8:47 P.M.

Dr. Holcomb and Dr. Sneed presented information regarding the District's reading programs and discussion followed.

Meeting adjourned at 8:45 P.M.

Diana Knudsen
Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
February 28, 2006

	From	To	Date	Amount
Receipts:				
Total Receipts	CR017829	CR018488	12/21/05-2/1/06	$ 3,722,960.14
Wire Transfers from Johnson Bank to:				
First Natl Bank of Chicago/NationsBank	*(for federal payroll taxes)*		January 3, 2006	101,987.19
First Natl Bank of Chicago/NationsBank	*(for federal payroll taxes)*		January 5, 2006	1,108,470.52
First Natl Bank of Chicago/NationsBank	*(for federal payroll taxes)*		January 20, 2006	1,086,598.06
First Natl Bank of Chicago/NationsBank	*(for federal payroll taxes)*		January 31, 2006	109,984.53
US Bank of Milwaukee	*(for state payroll taxes)*		January 17, 2006	21,639.33
US Bank of Milwaukee	*(for state payroll taxes)*		January 17, 2006	239,179.87
Wisconsin Retirement System			January 31, 2006	1,008,201.22
Total Outgoing Wire Transfers				$ 3,676,060.72
Check Registers:				
General	366280	366666	January 13, 2006	676,722.74
General	366667	366670	January 18, 2006	36,962.24
General	366674	366925	January 20, 2006	4,265,427.08
General	366926	366932	January 24, 2006	19,125.38
General	366933	367465	January 27, 2006	799,303.77
General	367466	367466	January 30, 2006	775.43
General	367467	367591	February 1, 2006	576,742.72
General	367592	368037	February 7, 2006	830,014.57
General	368038	368394	February 10, 2006	1,097,897.80
Total Check Registers				$ 8,302,971.73

Administrative Recommendation

It is recommended that receipt numbers CR017829 through CR018488 that total $3,722,960.14 be approved.

Check numbers 366280-368394 totaling $8,302,971.73 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 January 3, January 5, January 20 and January 31, 2006 totaling $2,407,040.30, to US Bank of Milwaukee dated January 17 (two (2) deposits dated January 17) totaling $260,819.20 and to the Wisconsin Retirement System dated January 30, 2006 totaling $1,008,201.22 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

February 28, 2006

DESIGN AND COST ESTIMATE FOR ADDITION AND MODERNIZATION OF PRAIRIE LANE ELEMENTARY SCHOOL

Background:

The Facilities Design Committee for the additions and renovation of Prairie Lane Elementary School has concluded its input into the design process and together with Bray Architects, Camosy Inc., and KUSD Administration is forwarding the building and site plans to the School Board for review and approval. The Design Committee began meeting on November 28, 2005 and had five meetings concluding on January 30, 2006 to develop the design and cost estimate being presented tonight. A roster of members of the Facilities Design Committee is provided as Attachment 1 to this report. We also worked with key staff members at Prairie Lane as we developed the detailed design of their areas.

Attachment 2 includes the site plan, floor plans, and exterior elevations for this project. The Design Committee is very pleased with the overall design and the architectural support and creativity provided by Bray. Members of the Design Committee will present the design and highlight some of the key aspects at tonight's meeting. Camosy was active on the Design Committee and has developed a cost estimate, Attachment 3, based on design development by the Committee. A detailed cost estimate will be distributed at the Committee Meeting. The estimated construction cost is $3,847,799, which is consistent with the referendum approved amount. Attachment 4 is the proposed schedule for the project over the next several months showing the key dates in the city approval process, development of the construction documents, and the bidding schedule.

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

Administration Recommendation:

Administration recommends Board approval of the design and cost estimate for the Prairie Lane project.

Dr. R. Scott Pierce
Superintendent of Schools

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

Mr. John Setter, AIA
Project Architect

Attachment 1

KENOSHA UNIFIED SCHOOL DISTRICT NO.1
BUILDING DESIGN COMMITTEE

PRAIRIE LANE ADDITION / RENOVATION PROJECT

ROSTER

Director of Facilities – Committee Chair	Pat Finnemore
Project Architect	John Setter
Architect	Bray Architects – Larry Bray/Geoffrey Bray
General Contractor	Camosy – John Camosy/Norm Cappelina
Building Trades Representative	Roger Zacharias
Head Custodian	Fred Lawler
Principal	Sherry Thomas
Director of Food Services	Cindy Gossett
Teachers from Prairie Lane	Dottie McMillan, Kari Sides
Fine Arts Administrator / Teacher	Timothy Yontz and Sue Gralinski
Prairie Lane Parents	Megan Zingleman, Nancy Horejsch
Area Business Owner	Jeff Kostrzewa
Board Members	Pam Stevens, Gib Ostman
IMC Representative	Philip Bruno
Instructional Leader	Tim Miller
IS Technician	Jim Hanrahan
Superintendent	Scott Pierce

01/30/2006, rev. 02/02/06, rev 02/14/06.

EXISTING	SF	37,300
NEW	SF	18,434
	SF	55,734

PRAIRIE LANE ELEMENTRY SCHOOL ADDITION & RENOVATIONS

Construction Budget Summary

DESCRIPTION		BUDGET	% OF TOTAL	S.F. COST
Division 01 General Requirements		$136,000	3.53%	$2.44
Division 02a Sitework & Earthwork		$106,743	2.77%	$1.92
Division 02b Selective Demolition		$71,971	1.87%	$1.29
Division 02c Site Water Distribution		$96,986	2.52%	$1.74
Division 03 Concrete		$238,571	6.20%	$4.28
Division 04 Masonry		$449,792	11.69%	$8.07
Division 05 Metals		$160,512	4.17%	$2.88
Division 06 Wood & Plastics		$188,295	4.89%	$3.38
Division 07 Thermal & Moisture		$92,483	2.40%	$1.66
Division 08 Doors & Windows		$131,122	3.41%	$2.35
Division 09 Finishes		$319,307	8.30%	$5.73
Division 10 Specialties		$83,736	2.18%	$1.50
Division 11 Equipment (Kiln----N I C)		$0	0.00%	$0.00
Division 12 Library Furnishing Allowance		$40,000	1.04%	$0.72
Division 12 Kitchen Equipment Allowance		$60,000	1.56%	$1.08
Division 12 Furniture (N I C)		$0	0.00%	$0.00
Division 13 Special Construction		$0	0.00%	$0.00
Division 14 Conveying Systems		$40,000	1.04%	$0.72
Division 15 Mechanical (Engr's Estimates)		$938,890	24.40%	$16.85
Division 16 Electrical (Engr's Estimates)		$607,945	15.80%	$10.91
Sub Total		$3,762,352	97.78%	$67.51
Landscape Allowance		$10,000	0.26%	$0.18
Permit Fees None Included		$0	0.00%	$0.00
Not Used		$0	0.00%	$0.00
Not Used		$0	0.00%	$0.00
Sub Total		$3,772,352	98.04%	$67.68
C.M. Fee	2.0%	$75,447	1.96%	$1.35
Not Used		$0	0.00%	$0.00
Total Construction Budget		$3,847,799	100.00%	$69.04

$3,847,965
COMPARE
$166 under

Attachment 4

KENOSHA UNIFIED SCHOOL DISTRICT NO.1

PRAIRIE LANE ELEMENTARY SCHOOL ADDITION/RENOVATION
PLAN REVIEW AND BID SCHEDULE
February 28, 2006

EVENT	DATE
Last Design Committee Meeting	January 30, 2006
Submit Site and Operational Plan to Village Community Development Department.	February 10, 2006
Design Presentation to Facilities Committee	February 14, 2006
Design Presentation to School Board	February 28, 2006
Completion of 30-Day In-House Review by Village	March 13, 2006
Construction Documents Sent Out to Bid	March 23, 2006
Submittal of Plan Commission Approval Package to Village	March 25, 2006
Bids Due	April 14, 2006
Village Plan Commission Meeting on Building and Site Design	April 24, 2006
Board Meeting to Approve Bids	April 25, 2006
Construction Starts	May 1, 2006

ADDITIONAL PRAIRIE LANE ELEMENTARY SCHOOL ATTACHMENTS

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

DESIGN AND COST ESTIMATE FOR NEW CHARLES NASH ELEMENTARY SCHOOL

Background:

The Facilities Design Committee for the new Charles Nash Elementary School has concluded its input into the design process and together with Bray Architects, Riley Construction, and KUSD Administration is forwarding the building and site plans to the School Board for review and approval. The Design Committee began meeting on December 19, 2005 and concluding on January 30, 2006 to develop the design and cost estimate being presented tonight. A roster of members of the Facilities Design Committee is provided as Attachment 1 to this report. We also worked with key staff and community members to developed the detailed designs for the school.

Attachment 2 includes the site plan, floor plans, and exterior elevations for this project. The Design Committee is very pleased with the overall design and the architectural support and creativity provided by Bray. Members of the Design Committee will present the design and highlight some of the key aspects at tonight's meeting. Riley was active on the Design Committee and has developed a cost estimate, Attachment 3, based on design development by the Committee. The estimated construction cost is $9,325,150, which is consistent with the referendum approved amount. Attachment 4 is the proposed schedule for the project over the next several months showing the key dates in the city approval process, development of the construction documents, and the bidding schedule.

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

Administration Recommendation:

Administration recommends Board approval of the design and cost estimate for the new Charles Nash Elementary School project.

Dr. R. Scott Pierce
Superintendent of Schools

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

Mr. John Setter, AIA
Project Architect

Attachment 1

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
BUILDING DESIGN COMMITTEE

NASH ELEMENTARY SCHOOL

ROSTER

Director of Facilities – Committee Chair	Pat Finnemore
Project Architect	John Setter
Architect	Bray Architects – Larry Bray/Geoffrey Bray
General Contractor	Riley – Tom Riley
Building Trades Representative	Roger Zacharias
Food Services Director	Cindy Gossett
Head Custodian	Bill Schmitz
Principal	Belinda Grantham
K-5 Teachers	Amy Ashburn, Peggy Unger
Fine Arts Administrator	Tim Yontz
Art Teacher	Linda Maier
Elementary School Parents	Elizabeth Daghfal, Nancy Thompson
Area Business Owners	Cathy Bothe, Regina Scheppa
Board Member	Dave Fountain
IMC Representative	Susy Siel
Instructional Leader	Kathleen Barca
IS Technician	Jim Hanrahan
Athletics Administrator	Scott Lindgren
Superintendent	Scott Pierce

ATTACHMENT 3

Nash Elementary School
Schematic Design Budget

Project name	Nash Elementary School 70th Street and 99th Avenue Kenosha WI
Client	Kenosha Unified
Contract amount	$9,325,150
Architect	Bray Associates
Estimator	Tom Riley
Job size	76500 sf
Duration	11 mo

Nash Elementary School
Schematic Design Budget

Item	Description	Takeoff Qty		Other Unit Cost	Amount
010.00	***General Requirements***				
010.02	**Bonds & Fees**				
1	Performance Bond	1.00	ls	53,500 00 /ls	53,500
4	Permits	1.00	ls	20,890 00 /ls	20,890
----	Contractor Fee	1.00	ls	214,772 00 /ls	214,772
	Bonds & Fees				**289,162**
010.03	**Equipment**				
1	Misc Materials	1.00	ls	5,000 00 /ls	5,000
	Equipment				**5,000**
010.04	**General Conditions**				
15	General Conditions	1.00	ls	179,700 00 /ls	179,700
	General Conditions				**179,700**
010.05	**Winter Protection**				
----	Temporary Heat & Utilities/Enclosures/Survey	1.00	ls	125,000 00 /ls	125,000
	Winter Protection				**125,000**
	General Requirements				***598,862***
020.00	***Site Work***				
020.03	**Earthwork**				
----	Earthwork	1.00	ls	490,322.73 /ls	490,323
	Earthwork				**490,323**
020.04	**Site Improvements**				
3	Fences & Gates	1.00	ls	29,873 68 /ls	29,874
10	Asphalt Paving	1.00	ls	148,874 90 /ls	148,875
11	Landscaping	1.00	ls	63,677 57 /ls	63,678
	Site Improvements				**242,426**
020.05	**Site Utilities**				
----	Site Utilities	1.00	ls	99,332 90 /ls	99,333
	Site Utilities				**99,333**
	Site Work				***832,082***
030.00	***Concrete***				
030.01	**Site Concrete**				
----	Concrete	1.00	ls	673,447 04 /ls	673,447
	Site Concrete				**673,447**
030.07	**Precast**				
1	Precast Plank	1.00	ls	20,000 00 /ls	20,000
	Precast				**20,000**
	Concrete				***693,447***
040.00	***Masonry***				

Please note that line items are not guaranteed. They are presented for information only

Nash Elementary School
Schematic Design Budget

Item	Description	Takeoff Qty		Other Unit Cost		Amount
040.03	**Exterior Walls**					
----	Masonry	1.00	ls	1,903,190.80	/ls	1,903,191
	Exterior Walls					**1,903,191**
	Masonry					***1,903,191***
050.00	***Metals***					
050.01	**Structural Steel**					
----	Structural Steel & Misc Metals	1.00	ls	435,057.81	/ls	435,058
	Structural Steel					**435,058**
	Metals					***435,058***
060.00	***Wood & Plastics***					
060.02	**Finish Carpentry**					
----	Carpentry	1.00	ls	217,833.64	/ls	217,834
	Finish Carpentry					**217,834**
060.03	**Millwork**					
----	Millwork	1.00	ls	126,087.32	/ls	126,087
	Millwork					**126,087**
	Wood & Plastics					***343,921***
070.00	***Therm./Moist. Protection***					
070.01	**Dampproofing**					
----	Damproofing	1.00	ls	16,987.67	/ls	16,988
	Dampproofing					**16,988**
070.02	**Thermal Protection**					
6	Fire Proofing	1.00	ls	3,592.13	/ls	3,592
----	Insulation	1.00	ls	1,770.61	/ls	1,771
----	EIFS	1.00	ls	3,846.69	/ls	3,847
	Thermal Protection					**9,209**
070.05	**Membrane Roofing**					
1	Roofing	1.00	ls	195,472.37	/ls	195,472
	Membrane Roofing					**195,472**
070.07	**Specialties & Accessories**					
25	Caulking and Sealing	1.00	ls	17,723.07	/ls	17,723
	Specialties & Accessories					**17,723**
	Therm./Moist. Protection					***239,393***
080.00	***Doors & Windows***					
080.02	**Wood/Plastic Doors**					
----	Doors & Hardware	1.00	ls	156,872.170	/ls	156,872

Please note that line items are not guaranteed They are presented for information only

Item	Description	Takeoff Qty		Other Unit Cost	Amount
	Wood/Plastic Doors				**156,872**
080.03	**Specialty Doors**				
5	Roll Up Grille & Cnter	1.00	ls	10,995.66 /ls	10,996
	Specialty Doors				**10,996**
080.10	**Glazed Curtain Wall**				
2	Glass & Glazing	1.00	ls	312,048.280 /ls	312,048
	Glazed Curtain Wall				**312,048**
	Doors & Windows				***479,916***
090.00	***Finishes***				
090.01	**Plaster & Gypsum Board**				
1	Steel Studs & Drywall	1.00	ls	691,249.42 /ls	691,249
	Plaster & Gypsum Board				**691,249**
090.02	**Tile**				
1	Ceramic Tile	1.00	ls	70,131.98 /ls	70,132
	Tile				**70,132**
090.03	**Terazzo**				
---	Seamless Epoxy Flooring	1.00	ls	3,254.98 /ls	3,255
	Terazzo				**3,255**
090.04	**Flooring**				
1	Carpeting	1.00	ls	94,053.88 /ls	94,054
	Flooring				**94,054**
090.06	**Acoustical Treatment**				
1	Acoustical Ceiling	1.00	ls	104,625.97 /ls	104,626
	Acoustical Treatment				**104,626**
090.07	**Paints & Coatings**				
1	Painting & Wall Covering	1.00	ls	96,379.46 /ls	96,379
	Paints & Coatings				**96,379**
	Finishes				***1,059,696***
100.00	***Specialties***				
100.01	**Visual Display Boards**				
1	Chalkboards/Marker Boards	1.00	ls	28,597.00 /ls	28,597
	Visual Display Boards				**28,597**
100.02	**Compartments/Cubicles**				
1	Accordian Folding Partition	1.00	ls	2,448.31 /ls	2,448
2	Lockers	1.00	ls	66,060.19 /ls	66,060
	Compartments/Cubicles				**68,509**
100.03	**Partitions**				
1	Toilet Partitions	1.00	ls	13,640.34 /ls	13,640
	Partitions				**13,640**
100.04	**Toitet/Bath Accessories**				
1	Toilet Accessories	1.00	ls	3,819.10 /ls	3,819

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Item	Description	Takeoff Qty		Other Unit Cost	Other Amount
100.04	**Toitet/Bath Accessories**				
	Toitet/Bath Accessories				**3,819**
100.05	**Specialties**				
1	Flag Pole	1.00	ls	1,974.26 /ls	1,974
1	Plaque / Signage	1.00	ls	10,717.22 /ls	10,717
1	Fire Extinguishers	1.00	ls	3,369.99 /ls	3,370
1	Corner Guards	1.00	ls	1,826.68 /ls	1,827
1	Projection Screens	1.00	ls	2,447.050 /ls	2,447
	Specialties				**20,335**
	Specialties				***134,900***
110.00	***Architectural Equip.***				
110.04	**Athletic Equipment**				
1	Athletic Equipment	1.00	ls	31,573.10 /ls	31,573
	Athletic Equipment				**31,573**
	Architectural Equip.				***31,573***
120.00	***Furnishings***				
120.04	**Kitchen Equipment**				
1	Kitchen Equipment	1.00	ls	92,523.55 /ls	92,524
	Kitchen Equipment				**92,524**
120.05	**Furniture**				
1	Furniture	1.00	ls	37,991.40 /ls	37,991
	Furniture				**37,991**
	Furnishings				***130,515***
150.00	***Mechanical***				
150.06	**HVAC**				
2	HVAC	1.00	ls	1,194,341.93 /ls	1,194,342
	HVAC				**1,194,342**
150.07	**Fire Protection**				
1	Fire Protection	1.00	ls	94,005.23 /ls	94,005
	Fire Protection				**94,005**
150.10	**Plumbing**				
1	Plumbing	1.00	ls	343,442.67 /ls	343,443
	Plumbing				**343,443**
	Mechanical				***1,631,790***
160.00	***Electrical***				
160.10	**Electrical**				
10	Electrical	1.00	ls	810,807.08 /ls	810,807

Please note that line items are not guaranteed. They are presented for information only

Item	Description	Takeoff Qty	Other Unit Cost	Other Amount
	Electrical			810,807
	Electrical			***810,807***

Estimate Totals

	Estimate Totals	Cost per Unit
	9,325,150	
	9,325,150	***121.897 /sf***

Please note that line items are not guaranteed. They are presented for information only.

Attachment 4

KENOSHA UNIFIED SCHOOL DISTRICT NO.1

CHARLES NASH ELEMENTARY SCHOOL
PLAN REVIEW AND BID SCHEDULE
February 28, 2006

EVENT	DATE
Last Design Committee Meeting	January 30, 2006
Open House Presentation at Pleasant Prairie Elementary	February 1, 2006
Open House Presentation at Stocker Elementary	February 7, 2006
Design Presentation to Facilities Committee	February 14, 2006
Design Presentation to School Board	February 28, 2006
Submittal of Plan Commission Approval Package to City	March 20, 2006
City Plan Commission Meeting on Building and Site Design	April 20, 2006
Construction Documents Sent Out to Bid	May 4, 2006
Bids Due	May 25, 2006
Board Meeting to Approve Bids	June 13, 2006
Construction Starts	June 14, 2006

ADDITIONAL CHARLES NASH ELEMENTARY SCHOOL ATTACHMENTS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

DESIGN AND COST ESTIMATE FOR PHYSICAL EDUCATION & ATHLETIC ADDITIONS AND MODERNIZATION OF BRADFORD HIGH SCHOOL

Background:

The Facilities Design Committee for the physical education and athletic additions and renovation of Bradford High School has concluded its input into the design process and together with Bray Architects, Camosy Inc., and KUSD Administration is forwarding the building and site plans to the School Board for review and approval. The Design Committee began meeting on January 9, 2005 and had three meetings concluding on January 30, 2006 to develop the design and cost estimate being presented tonight. A roster of members of the Facilities Design Committee is provided as Attachment 1 to this report. This same committee has developed the design for the physical education and athletic additions to Tremper High School, which will be presented to the Committee and Board in March.

Attachment 2 includes the site plan, floor plans, and exterior elevations for this project. The Design Committee is very pleased with the overall design and the architectural support and creativity provided by Bray. Members of the Design Committee will present the design and highlight some of the key aspects at tonight's meeting. Camosy was active on the Design Committee and has developed a cost estimate, Attachment 3, based on design development by the Committee. A detailed cost estimate will be distributed at the Committee Meeting. The estimated construction cost is $1,138,489, which is slightly over our original construction estimate but within the referendum approved overall project budget. Attachment 4 is the proposed schedule for the project over the next several months showing the key dates in the city approval process, development of the construction documents, and the bidding schedule. It was decided to push up the schedule for the Bradford projects from what was committed to during the referendum campaign for a couple of reasons. The first was to spread the construction work out to soften the peak workload on both District and Camosy staff. The second reason will be discussed in the following section of this report.

Possibility of Temporary Classroom Space:

One of the recommendations of the Strategic Planning Action Team on Overcrowding was to pursue leasing space at Gateway to help address short-term overcrowding issues at Bradford High School until a permanent solution can be constructed. The Superintendent and the Bradford Principal have looked into this option and it is a viable alternative; however, it does have some

shortcomings. The first is the cost related to rental of the space and transportation of the students to and from Gateway. The second is the time lost due to transportation each period effectively making the 90-minute block closer to 75 minutes. Other issues that would need to be addressed would be student supervision during the times they leave school to board or leave the busses, staffing issues related to the classes offered at Gateway, etc.

We are primarily looking at identifying temporary classrooms for a one-year period until the portables being housed at elementary schools such as Bose, Jefferson and Pleasant Prairie can be moved in the summer of 2007. With this in mind we evaluated whether something could be done inexpensively at the Bradford site for the 2006-07 school year. The option that we have identified is to speed up the construction of the physical education addition referendum project at Bradford to allow for the weight room addition to be completed in time for the 2006-07 school year and to then use that space for one school year as three classrooms. Administration has evaluated several concerns related to this concept which are summarized below:

Can the project be completed in time for the 2006-07 school year? The schedule included as Attachment 4 was developed in cooperation with Bray and Camosy, and we feel that although it is very aggressive, it can be done. Contingency plans at the school should be developed for the possibility of the new classrooms not being ready at the start of the school year, however.

How would the temporary classrooms be funded? Any work that is beyond what is needed to satisfy the referendum scope would need to be funded from the general fund and not from the referendum dollars. Because the new weight room is a large 3,600 square foot shell, these costs will be minimal as compared to the rental and transportation related cost of using Gateway. It is expected that we will incur approximately $10,000 worth of expenses building temporary drywall partitions, and adding doors, white boards, etc. to the three classrooms.

Are there any legal issues that would prevent the District from doing this? We met with Gib Berthelsen of von Briesen & Roper and with Tom Griggs of Godfrey and Kahn, the bond attorney for the referendum, and both indicated that there were no legal issues with this proposal provided:

- We did not use referendum funds to pay for the improvements to temporarily convert the weight room into classrooms
- We converted the space into a weight room by August 2007 as committed to the public in the referendum campaign

A legal opinion prepared by Mr. Griggs is in included in the attachments to this report.

Couldn't we just hold off one more year until the portables are available? This year Bradford had an enrollment increase of 168 students after a 68 student increase the previous year. We are projecting another 137-

student increase at Bradford for next year raising the enrollment at Bradford to over 2,400 students. The Bradford administrative team feels strongly that additional classrooms are needed for the 2006-07 school year.

Are there any other issues that need to be pursued on this? If the Board approves this proposed short-term space solution, an important step is to properly inform the public and especially those individuals who were involved in the referendum in any way. Many of the key members are involved in the Facilities Design Committee, and therefore, are aware, but it would be important to make this as public as possible.

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

Administration Recommendation:

Administration recommends Board approval of the design and cost estimate for the Bradford project along with the proposed temporary use of the weight room as classrooms.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. William L. Johnston
Director of Finance

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

Mr. Stephen T. Plank
Bradford High School Principal

Mr. John Setter, AIA
Project Architect

Attachment 1

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
BUILDING DESIGN COMMITTEE

BRADFORD / TREMPER ATHLETIC ADDITIONS

ROSTER

Director of Facilities – Committee Chair	Pat Finnemore
Project Architect	John Setter
Architect	Bray Architects – Larry Bray/Geoffrey Bray
General Contractor	Camosy – John Camosy/Norm Cappelina
Building Trades Representative	Roger Zacharias
Athletics Administrator	Scott Lindgren
Two Athletic Directors	Steve Knecht, Joe Fanning
Sports Advisory co-chairs	John Ruffolo, Marc Hujik
Board Members	Gib Ostman/Buzz Englund
Coach from Bradford	Mike Bartholomew
Coach from Tremper	John Matera
P.E. Teacher from Bradford	Becky Djurickovic
P.E. Teacher from Tremper	Jackie Valeri
Community Representatives	Terry Nolan, Les Bisgrove
Instructional Leaders	Tim Miller, Kathleen Barca
Superintendent	Scott Pierce

Attachment 4

KENOSHA UNIFIED SCHOOL DISTRICT NO.1

BRADFORD ATHLETIC ADDITIONS
PLAN REVIEW AND BID SCHEDULE
February 28, 2006

EVENT	DATE
Last Design Committee Meeting for Bradford	January 30, 2006
Design Presentation to Facilities Committee	February 14, 2006
Design Presentation to School Board	February 28, 2006
Submittal of Plan Commission Approval Package to City	March 6, 2006
Construction Documents Sent Out to Bid	March 6, 2006
Bids Due	March 24, 2006
Board Meeting to Approve Bids	March 28, 2006
City Plan Commission Meeting on Building and Site Design	April 6, 2006
Construction Starts	April 24, 2006

GODFREY & KAHN S.C.
ATTORNEYS AT LAW

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MILWAUKEE
APPLETON
GREEN BAY
WAUKESHA

LAFOLLETTE GODFREY & KAHN
MADISON

February 15, 2006

Mr. William L. Johnston
Director of Business Services
Kenosha School District No. 1
3600 52nd Street
P.O. Box 340
Kenosha, WI 53141-0340

RE: Use of Bond Financed Space at Bradford High School

Dear Mr. Johnston:

This letter is in response to your inquiry regarding the ability of the Kenosha Unified School District to use weight room space to be financed with proceeds of its 2006 General Obligation School Building Bond issue for classroom space for a period of one year.

On November 1, 2005, District electors approved the issuance of General Obligation School Building Bonds to finance various District improvement projects including a weight room addition at Bradford High School. The District's plans called for the weight room addition to be completed in time for the beginning of the 2007-08 school year. Bradford High School is experiencing enrollment increases which is creating a shortage of classroom space at the high school. Portable classrooms currently located at several elementary schools will be available to address the classroom space issue at Bradford High School but not until the 2007-08 school year. In order to deal with the classroom space issue for the 2006-07 school year, it has been suggested that construction of the weight room space be advanced on the construction schedule so that the space could be used as space for three classrooms for the 2006-07 school year. The District will use funds from the general fund (not bond proceeds) to construct temporary drywall partitions, doors, white boards, etc. to create the classrooms in the weight room space. The space would be converted back for use as a weight room beginning with the 2007-08 school year.

Using the proceeds of the General Obligation School Building Bond issue as described above raises the issue of whether the bond proceeds would be used for the purpose for which they were borrowed or would such a use be considered a diversion of funds to another purpose.

Our Wisconsin Supreme Court has not addressed the "diversion" issue on many occasions. However, where it has addressed the issue, it has looked to see if the proposed use of the borrowed proceeds accomplishes the primary purpose of the bond issue and whether it can be

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said that there is a substantial diversion of the borrowed proceeds. See, e.g. Neacy v. Milwaukee, 151 Wis. 504, 139 N.W. 409 (1913).

In this case, the proceeds of the General Obligation School Building Bonds will be used to finance the weight room space which will be available for that use beginning with the 2007-08 school year as originally contemplated in the District's plans. Bond proceeds will not be used to create the classroom space. Using the guiding principles of the Neacy case, it is our opinion that: 1) the use of the bond proceeds as described above will accomplish the primary purpose of the bond issue because weight room space will be created and used for that purpose beginning with the 2007-08 school year as originally planned, and 2) the temporary (i.e., one year) use of the weight room space to address the classroom space issue for the 2006-07 school year would not be considered a substantial diversion in use of the proceeds of the General Obligation School Building Bonds.

If you have further questions regarding these matters, please do not hesitate to call me.

Very truly yours,

GODFREY & KAHN, S.C.

Thomas E. Griggs

TEG:map

MW1090377_1.DOC

ADDITIONAL BRADFORD ATTACHMENTS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

PROPOSED 2006-07 CAPITAL PROJECT PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2006-07 along with an update on the previously approved synthetic turf installation project at Anderson Park Stadium.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department with input from each school's principal and head custodian. This plan includes "place marks" for annual-type projects, which include roof, boiler, asphalt/concrete, and carpet replacements. Each project is prioritized by the Facilities Department based on the priority system detailed in the Board Policy. As a reminder, the highest priority projects are 1A followed by 2A, 1B, and 2B. Capacity related projects required to meet the growing enrollment take precedence over all projects except 1A projects. This report also includes the capacity projects for the 2006-07 school year as required by Board Policy 7210.

The 2006-07 major maintenance and energy saving projects plans are provided as Attachment 1 to this report. The plans are a continuation of the overall major maintenance plan initiated five and a half years ago, and the energy savings project program started four years ago. The major maintenance plan includes a proposed contingency of $35,000 or 2.00% of the overall budget. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 2.34% to 4.25% over the past six years. This year's contingency is a little lower than we would like but it is hoped that some savings may be achievable on some of the larger projects, which will help supplement the contingency.

This report also includes a projected five-year major maintenance plan, which is Attachment 2 to this report. Years two through five of the five-year plan are provided primarily as an informational item for the Board and for the schools to get a better idea as to when key projects most likely will occur. Obviously, there is less certainty with each year projected out due to all of the unknowns that may affect this plan including budget, aging rates of buildings and equipment, regulatory issues, etc.

Update on Anderson Park Stadium Project:

At their August 23, 2005 meeting, the School Board approved contracting with Kiefer Specialty Flooring to install the synthetic turf as well as supplying it. There was a great deal of discussion on how the turf would be treated on the edges where it meets up with the natural grass. The Facilities Department has worked with Kiefer to develop the detail shown in Attachment 3, which will provide for a clean, straight edge without the cost or safety issue of a concrete curb. Now that the edge detail has been finalized, the estimated cost of the project is:

• Synthetic Turf	$313,588
• Turf Installation	$137,857
• Goal Post Installation	$5,500
• Relamp and Ballast Lights	$10,000
• Removal for Reuse of Sod	$5,000
Subtotal	$471,945
• Additional Cost to Replace Drain Tile if Necessary	$33,000
Total	**$504,945**

This is at least $75,055 less than the original cost estimate developed when the project was first contemplated and over $100,000 less if the drain tile does not need to be replaced. If the drain tile does not need to be replaced, we would propose using those funds to begin replacing the fences at the field starting with the 4-foot high fence that separates the field from the stands. The fence is quite old and most of the concrete bases have heaved up over the years.

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

Administration Recommendation:

Administration recommends Board approval of the 2006-07 Capital Project Plan summarized in this report.

Dr. R. Scott Pierce
Superintendent of Schools

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

Mr. John E. Setter, AIA
Project Architect

Attachment 1

PROPOSED 2006-07 MAJOR MAINTENANCE AND ENERGY SAVING PROJECT SUMMARIES

Major Maintenance Plan

Capacity Projects

Normally we do not include the specifics of the capacity projects as part of this report and only include the overall amount being reserved for them; however, because of the successful referendum, we have a plan on how capacity funds will be spent this year, which is:

- Approximately $50,000 for new furniture, primarily student desks and chairs, to handle the enrollment growth
- Approximately $185,000 to relocate the three portable classrooms at Tremper High School to the parking lot west of the boiler house to support the gymnasium addition.
- Approximately $10,000 to create temporary classrooms in the new weight room at Bradford, if approved by the Board in a separate report at this same meeting.
- Approximately $5,000 to create classroom spaces at various elementary schools for one year until the referendum projects have been completed.

Overall, a budget of $250,000 is being reserved for capacity projects, which is in line with what has been spent in the past.

Boiler Replacements and Major Repairs

This project will fund the replacement of the steam boilers and unit ventilators at the Jefferson Annex with a new hot water system. This is the highest priority boiler replacement project in the comprehensive boiler replacement database. In addition, this project will fund any emergent major boiler repairs needed as identified in the summer boiler inspection period. The total estimated cost for this project is $275,000.

Roof Replacements and Major Repairs

This is an annual-type project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are as determined by the comprehensive roof assessment program that the District initiated five years ago. The roof sections that will be replaced or repaired in 2006-07 are at Bradford High School, Grewenow Elementary School, and Somers Elementary School. The estimated cost is $335,000 for engineering and

survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

Building Exterior Wall Major Maintenance

Last year, we initiated a long needed inspection program of the exterior envelop of our buildings to supplement the roof inspection program. The exterior walls of all of our buildings have now been inspected, a comprehensive database has been developed, and project needs have been identified. The first of these projects will be done this summer with single-pane window replacements at Curtis Strange Elementary School, tuckpointing at the Jefferson Annex, and repair work to resolve water problems at Tremper High School. The work needed at Tremper is extensive and will be done over several years. The estimated cost for these projects is $225,000. The overall budget for this project and the roof replacement project will be managed as one project with a budget of $560,000.

Asphalt/Concrete Replacement/Repair

This is an annual-type project to replace the asphalt and concrete in the poorest condition. The projects this year will be at Forest Park Elementary School and Lincoln Middle School. The estimated cost for the overall asphalt/concrete project is $15,000.

Replace Exterior Doors

This project would continue the efforts to replace old wooden or steel doors throughout the District. Specifically the doors to be replaced this year would be at McKinley Middle School and the Jefferson Annex. The estimated cost of this project is $30,000.

Replace Auditorium Seating and Other Work at Bradford High School

As has been previously discussed, it was decided last fall to not reupholster the auditorium seats at Bradford as was done at Tremper this year because the condition of the seats was so poor that it would have been a poor use of funds. Instead it was decided that the seats should be replaced this year using major maintenance dollars. As a cost savings and comfort measure, less seats will be added than currently exist in order to provide larger seats and a center aisle in the balcony. This decision was made cooperatively by the primary users of the auditorium, the Bradford Principal, and the Facilities Department. The cost to rent scaffolding to paint an auditorium like Bradford is in excess of $75,000; therefore we will take advantage of the situation when all of the seats are removed to paint the auditorium without the need for the special scaffolding. Finally, we will be adding the electrical distribution panels as discussed with the Board last fall when the school received approval to purchase a new sound

system. The overall project cost to replace the seats, add the center aisle, paint, and install the electrical panels for the sound system is estimated at $165,000.

Flooring Projects

There are several types of flooring projects that can exist in a year including carpet removal and replacement with VCT, asbestos abatement and replacement with VCT, carpet replacement, VCT replacement, wood floor refinishing, etc. This year we are proposing refinishing the remainder of the wood classroom floors at McKinley Middle School and Reuther Central High School, performing asbestos abatement at Curtis Strange and the Jefferson Annex, replacement of the carpet in the Lincoln Middle School auditorium, and replacement of the carpet in the libraries at Forest Park Elementary School and Bradford High School. The estimated cost of this project is $265,000.

High School Athletic Field Irrigation Systems

At their August 23, 2005 meeting, the School Board approved a plan to install irrigation systems at athletic fields at Bradford and Tremper High Schools over the course of several years starting with the two soccer fields at Tremper High School this summer. The estimated cost of the work this year is $50,000, which will fund the major equipment needed to irrigate all of the fields at Tremper eventually.

Security Projects

Two years ago the Board approved a plan that would allocate $50,000 of the major maintenance budget each year for security upgrades in our schools. These upgrades include projects such as the following:

1. The installation of automatic card readers at selected points of entry to the schools with compatible systems to those installed at Mahone Middle School and Edward Bain School of Language and Art. This will allow for regulation of access to the schools by personnel and to help maintain accountability for those persons present in the schools.
2. Re-key the District to conform to the Best key lock system already in place at several schools. By going to one key system, this will reduce the number of superfluous perimeter keys held by personnel that do not require outside access to the buildings. This will reduce the vulnerability to intrusion.
3. Install perimeter cameras around District locations. By doing so, the District will be able to protect employees and students while on the premises by recording outside activities. This will also lead to a decrease in the amount of unsolicited traffic and vandalism that occurs more prolifically at certain District locations.

Ventilate Crawl Space at Grewenow Elementary School

Several years ago, the crawl spaces at several schools were ventilated to allow safe entry per the laws and requirements associated with confined spaces. The crawl space at Grewenow was not included at that time for unknown reasons; however, it needs to be properly ventilated for safe entry per today's standards and also to help improve the indoor air quality at the school. The estimated cost of this project is $23,000.

Lawn Repair Work at Frank Elementary School

The main grass playground area at Frank Elementary School was installed as part of the 1997 project. Because of project deadlines, a decision was made to install sod so that grass would be there in time for the school year. The sod was laid over a very small amount of clean fill, which in turn was spread over a mixture of clay, broken asphalt, and stone. The grass has never grown well, and efforts to aerate, top-dress, seed and fertilize have not been successful. We have an excellent opportunity to perform this project as inexpensively as possible this summer because of the Anderson Park Stadium project. Topsoil removed at Anderson Park will be hauled to Frank and the hydroseededing will be done in-house. It is estimated that this project will cost $5,000.

McKinley Middle School Gym Painting

One of the energy saving projects on the list on the following page is to replace the lighting in the McKinley Middle School gymnasium. As has been done in the past at Bradford, Bullen, Lance and others, the first thing we need to do is then paint the upper walls of the larger gyms because they look so poor when seen by better lighting. The estimated cost of this project is $15,000.

Replace Toilet Partitions at McKinley Elementary School

This project would replace the old and short toilet partitions at McKinley Elementary School with our District-standard solid-core plastic partitions. The current partitions are all the lower elementary student size and do not offer proper privacy for adults who may use the restrooms for school events. The estimated cost for this project is $12,000.

Energy Saving Projects

Lighting Projects

The planned lighting replacement projects for this year would be the gymnasiums at Harvey, McKinley, and Curtis Strange Elementary Schools, the gymnasium at McKinley Middle School, and the multi-purpose room at Forest Park Elementary School. The estimated cost for this project is $36,000 and would be funded from energy savings from previous year projects.

Steam Trap Replacement Project

The planned steam trap replacements would be at Forest Park Elementary School, which is the highest priority project in our steam trap replacement plan. The estimated cost for this project is $10,000 and it will also be funded by energy savings.

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006-20010

SCHOOL	TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2007-08 summer 07						
District Wide	Capacity Projects Portable classrooms at Bradford	6A	Capacity	879	$300,000	$300,000
District Wide	Boiler Replacements and Major Repairs - McKinley Elem.	2A	Heating	959	$580,000	$880,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	$475,000	$1,355,000
	Roofing Projects				*$375,000*	
	Wall Projects				*$100,000*	
District Wide	Asphalt/Concrete Replacement/Repair - McK MS Parking	2A	Asphalt/Concrete	656	$100,000	$1,455,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	$25,000	$1,480,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement / Wood Flooring	2A	Flooring/Asbestos	961	$100,000	$1,580,000
District Wide	Locker Painting	2B	Other	858	$15,000	$1,595,000
High Schools	Irrigation	2B	Other	686	$50,000	$1,645,000
District Wide	Security	7A	Security	xxx	$50,000	$1,695,000
Tremper	Refinish Gym Floor				$25,000	$1,720,000
District Wide	Contingency				$30,000	**$1,750,000**

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006-20010

SCHOOL	TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2008-09 summer 08						
District Wide	Capacity Projects	6A	Capacity	879	$100,000	$100,000
District Wide	Boiler Replacements and Major Repairs	2A	Heating	959	$0	$100,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	$1,000,000	$1,100,000
	Roofing Projects				*$500,000*	
	Wall Projects				*$500,000*	
District Wide	Asphalt/Concrete Replacement/Repair - forest park	2A	Asphalt/Concrete	656	$150,000	$1,250,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	$50,000	$1,300,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement / Wood Floors	2A	Flooring/Asbestos	961	$100,000	$1,400,000
District Wide	Exterior Window Panels Project	2B	Ext Walls/Doors	428	$0	$1,400,000
MS School	Boy's Locker Replacements Lance and Bullen	2B	Int Walls/Doors	1043	$110,000	$1,510,000
District Wide	Locker Painting	2B	Other	858	$40,000	$1,550,000
High Schools	Irrigation	2B	Other	686	$50,000	$1,600,000
Lincoln MS	Ceiling Replacement	1C		989	$45,000	$1,645,000
District Wide	Security	7A	Security	xxx	$50,000	$1,695,000
District Wide	Contingency				$55,000	**$1,750,000**

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006-20010

SCHOOL	TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2009-10 summer 09						
District Wide	Capacity Projects	6A	Capacity	879	$100,000	$100,000
District Wide	Boiler Replacements and Major Repairs - Bradford	2A	Heating	959	$225,000	$325,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	$700,000	$1,025,000
	Roofing Projects				*$600,000*	
	Wall Projects				*$100,000*	
District Wide	Asphalt/Concrete Replacement/Repair	2A	Asphalt/Concrete	656	$100,000	$1,125,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	$50,000	$1,175,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement / Wood Floors	2A	Flooring/Asbestos	961	$125,000	$1,300,000
Bradford/Trempe	Resurface Tennis Courts (Every 7 Years - 2002)	2A	Asphalt/Concrete		$45,000	$1,345,000
Tremper/Bullen	Resurface Tracks (Every 7 Years - 2002)	2A	Asphalt/Concrete		$40,000	$1,385,000
Middle Schools	Washington / McKinley / Lance	3A	Air Cond./HVAC		$75,000	$1,460,000
District Wide	Security	7A	Security	xxx	$50,000	$1,510,000
District Wide	Contingency				$240,000	**$1,750,000**

MAJOR MAINTENANCE FIVE YEAR PLAN
January, 2006-20010

SCHOOL	TITLE	PRIORITY	CATEGORY	PROJECT ID	COST	TOTAL
2010-11 summer 10						
District Wide	Capacity Projects	6A	Capacity	879	$100,000	$100,000
District Wide	Boiler Replacements and Major Repairs	2A	Heating	959	$225,000	$325,000
District Wide	Roof Replacements and Major Wall Repairs	2A	Roofs	960	$645,000	$970,000
	Roofing Projects				*$545,000*	
	Wall Projects				*$100,000*	
District Wide	Asphalt/Concrete Replacement/Repair	2A	Asphalt/Concrete	656	$100,000	$1,070,000
District Wide	Replace Exterior Doors	2A	Ext Walls/Doors	753	$50,000	$1,120,000
District Wide	Carpet Replacement with Tile/Asbestos Abatement	2A	Flooring/Asbestos	961	$125,000	$1,245,000
Bradford/Trempe	Resurface Tennis Courts (Every 7 Years - 2002)	2A	Asphalt/Concrete		$45,000	$1,290,000
Tremper/Bullen	Resurface Tracks (Every 7 Years - 2002)	2A	Asphalt/Concrete		$40,000	$1,330,000
Various		2B	Other	10,231,048	???	???
District Wide	Security	7A	Security	xxx	$50,000	$1,380,000
District Wide	Contingency				$370,000	**$1,750,000**

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

DISTRICT-WIDE MATHEMATICS TEXTBOOK ADOPTION

Kenosha Unified School District No. 1 Strategic Objective No. 4: No later than 2010, all students will meet or exceed the district- and state-identified proficiency levels for performance in reading, math, science, and social studies.

Kenosha Unified School District No.1 Strategy No. 4: We will ensure that staff is implementing the district curriculum and using effective instructional strategies as well as data to help students demonstrate proficiency on standardized assessments.

Introduction

The second mathematics materials adoption update, June 28, 2005, provided the KUSD Board with a summary of activities transpiring during the first year of the math adoption process. At that time the board was provided with a complete chart of materials for the 6-12 math adoption, and it was indicated that a pilot of different programs would not be necessary. The board accepted the report, including the recommendation for the early purchase of materials for Indian Trail Academy to be used during the 2005-2006 school year. At the January 11, 2005, board meeting, the continuation of the Everyday Math program was recommended and approved by the board.

The current K-12 math adoption includes the upgrading of teacher materials for the Everyday Math program beginning fall 2007 and the adoption of materials for 6-12 mathematics beginning fall 2006.

Background

Instructional Services has completed its study of the mathematics materials needs for students in K-12. This process has been concluded in conjunction with the alignment of Kenosha Unified's Mathematics Standards and Benchmarks to the Wisconsin State Frameworks, the direction of the Strategic Plan, and the development of a new course and course sequence at the high school level to ensure that all students are given the opportunity to be successful on the Wisconsin Knowledge and Concepts Examination given in grades 3-8, and 10.

The K-5 Math Committee and 6-12 Math Task Force performed many tasks involved in making this recommendation, with the ultimate goal of improving math achievement of all Kenosha Unified students and in keeping with the mission of the Strategic Plan 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." The vision shared by teachers participating in this adoption process is that our goal must be to create mathematically literate students who are ready to think critically, process and manage information, apply information to new situations, handle group projects, solve complex problems, and organize information. The new curriculum materials will help teachers learn more about the shifting emphasis toward mathematical reasoning and problem solving and provide a better link between all levels K-12.

K-5 Adoption Process

DECISIONS

Concurring with the recommendation of the Curriculum Program Committee of the Kenosha Unified School District No. 1 Board of Education at its January 11, 2005, meeting, on June 28, 2005, the school board approved the continued implementation of the Everyday Mathematics program for kindergarten through fifth grade, requiring an upgrade of teacher and student materials from the 1998-99 edition to the 2007 edition. This recommendation was based on past resource development, professional development, and costs devoted to implementing the 1998-99 edition of *Everyday Mathematics*. Furthermore, the methods of teaching and learning inherent in this math program are mirrored and embedded in the Wisconsin State Standards, the Wisconsin State Model Academic Frameworks, and the current WKCE-CRT for grades 3-5. In addition it was recommended that all elementary schools in the Kenosha Unified School District (including Wilson Elementary School) would implement this upgraded edition.

Although the recommendation to purchase upgraded materials is being proposed at this time, the actual purchase of elementary math materials will be funded by the 2006-07 budget, with full district implementation in fall 2007. A committee of K-5 district teachers (consisting of four teachers at each grade level K-5) will correlate existing teacher materials/resources to the 2007 *Everyday Math* edition from March 2006 through May 2007. This committee will revise the following existing program components:

- Individual Profile of Progress Forms—K-5
- Lesson design formats
- Teacher components
- Student components
- Classroom manipulative lists—K-5
- Basic Facts Plan—K-5
- Computation expectations—K-5
- Key Everyday Math Games Menu
- Quarterly Pacing Guides—K-5
- Software correlations—K-5

Committee members will provide the necessary future staff development needed for program implementation.

RECOMMENDATIONS

Recommended Materials and Pricing. The Everyday Mathematics 2007 edition program is recommended for all students in kindergarten through fifth grade, including the purchase of the following components:

Quantities are based on projected 2007-08 school year student enrollment and teacher position projections K-5 for fall 2007 in 25 elementary schools (including the future Nash Elementary School). Cost is based on current projected pricing for the 2007 edition of Everyday Math.

COMPONENT/MANIPULATIVE	COST
Teacher Resource Packages—K-5—Including a complete K-5 set housed at each site library and another set for the site special education teachers and classroom number grids	$144,000
Student Materials Sets—K-5—Including Student Journals, classroom sets of student reference books (grades 1-5) and additional books for site libraries and special education teachers, and classroom sets of pattern block and geometry templates and additional sets for site special education teachers	$310,200
Number Lines—For all classrooms K-5	$6,300
Skills Links—K-5—Student book and teacher edition per classroom	$7,700
Everything Math Decks—K-5—Classroom sets	$72,000
Interactive Wall Charts—K-5—Classroom sets	$7,200
Classroom Games Kits—K-5—Classroom sets	$110,000
Software—On-Line Games—One-year subscription for district	$14,000
TOTAL	**$671,400**

Yearly Budget Assumptions After Year 1 of Implementation.

ITEM	COST
On-Line Games Subscription—K-5	$14,000
Printing—K-5—Home Links, Study Links, and parent letters	$20,000
TOTAL	**$34,000**

Yearly Site Costs After Year 1 of Implementation. After year 1 of the adoption, sites will purchase consumable student journals from site textbook replacement and manipulatives budgets.

Recommendation for Funding K-5. In order to purchase the necessary teacher and student components to implement the 2007 edition of the Everyday Mathematics program in

fall 2007, $671,400 is requested from the 2006-07 budget. Yearly budget assumptions are requested for software and printing after year 1 of implementation and throughout the years of this adoption cycle.

STAFF DEVELOPMENT PLAN

2006-07 School Year. District inservicing will be provided at grade level on each of two district half-day in-service days between January 2007 and May 2007. Members of the K-5 Math Adoption Committee will deliver grade-specific inservices. The first half-day inservice will familiarize teachers with the 2007 edition materials. The second half-day inservice will focus on instructional strategies, assessment, and manipulative usage to improve student achievement.

Future Staff Development. Inservicing will be provided on the following focus topics beginning (and continuing throughout the implementation cycle) during the following adoption cycle school years:

YEAR	ACTIVITY
2007-08	Content knowledge
2008-09	Software
2009-10	Pacing and lesson design
2010-11	Manipulative usage
2011-12	Basic facts
2012-13	Computation
2013-14	Modifications/Differentiation
2014-15	Writing in math

Ongoing Staff Development for New Teachers. Half-day inservices at grade level will be provided for new teachers. New teachers will observe master teachers teach a math lesson as well as improve their individual instructional strategies.

Workshops for Parents. Workshops on basic facts, computation, and tips for helping students with math at home will be provided at sits.

Site Family Math Nights will introduce parents to Everyday Math games as they practice math skills with their children.

6-12 Adoption Process

PILOTING 2005-06

The 6-12 mathematics program has been under study since January 2004. After the secondary committees reported to the board their decision not to pilot more than one program, several teachers were contacted to use the selected materials in preparation for implementation in

fall of 2006 (Appendix A). Throughout this process, Holt and McDougal Littell conducted information sessions and staff development sessions for the pilot teachers. Pilot teachers began their staff development at Chiwaukee Academy in August 2005 and have met throughout the year to discuss scope and sequence, pacing, and the manipulatives required for these programs.

During the 2005-06 school year, all middle school math teachers were given the opportunity to teach a lesson from Holt's Mathematics in Context (MIC) reform program. At the middle school content Wednesday staff development sessions, middle school teachers were able to sample lessons from this hand-on program and were asked if they would like to use some of these units as replacements for more traditional units in our proposed adopted series. All teachers agreed that it would benefit students to purchase the probability and statistics units of the MIC program. These units would offer an opportunity to differentiate instruction and would definitely be a connection to the Everyday Math program.

Pilot teachers at the high school found the McDougal Littell series to be quite challenging but an excellent teaching resource. New concepts and methods are presented using clear, student-friendly language visuals; and examples are carefully stepped out for easier understanding. Vocabulary and key ideas are highlighted. Each of the textbooks offers differentiating opportunities for each lesson; both skill and problem solving exercises are labeled A, B, or C level. Ongoing assessment is embedded so that teachers can measure students' understanding and progress in each lesson and chapter. Each unit begins with a check of prerequisite skills; a summary of what is next; and a real-world situation to answer the question, Why must this be learned?

New courses, Algebra 1A and 1B, and a revised high school course sequence (Appendix B) were approved by the board on October 25, 2005. Algebra 1A and Algebra 1B will allow students more time to master the important skills taught in Algebra 1.

MATERIALS RECOMMENDED FOR GRADES 6-8

The Holt Mathematics program is recommended for all students in grades 6, 7, and 8, with the exception of those students who are ready for advancement at grade 7. It is recommended that students accelerated at grade 7 begin the McDougal Littell Larson series with McDougal Littell Prealgebra at grade 7 and McDougal Littell Algebra 1 at grade 8. This is in alignment with the textbooks recommended for the high school program. Two units at each grade level of probability and statistics from the Mathematics in Context program are also recommended as replacements for the more traditional chapters in the Holt middle school program.

All middle school students will have access to online textbooks and resources with Holt and McDougall.

MATERIALS RECOMMENDED FOR GRADES 9-12

The McDougal Littell Larson series is recommended for algebra concepts & skills, Algebra 1, geometry, Algebra 2, and advanced math analysis. This series is vertically aligned to build naturally on students' mathematical successes, with similar language and vocabulary used throughout. Students and teachers will have access to online textbooks and resources. Various publishers have been recommended for the elective courses as outlined in the table below.

COURSE	TITLE OF TEXT	PUBLISHER
Algebra 1A and 1B (3330)	Algebra Concepts & Skills (Larson)	McDougal Littell (2004)
Algebra 1 (3320)	Algebra 1 (Larson)	McDougal Littell (2007)
Geometry (regular—3420, honors—3410)	Geometry (Larson)	McDougal Littell (2007)
Algebra 2 (regular—3620, honors—3610)	Algebra 2 (Larson)	McDougal Littell (2007)
Trigonometry (3620)	Trigonometry—Eighth Edition (Lial)	Prentice Hall (2005)
Probability & Statistics (3641)	Understandable Statistics (Brace)	McDougal Littell (2006)
Discrete Mathematics (3820)	For All Practical Purposes	Freeman (2006)
Math Analysis (3814)	Advanced Mathematical Concepts	Glencoe (2004)
Advanced Math Analysis Honors (3810)	Precalculus with Limits (Larson)	McDougal Littell (2005)
AP Calculus (3850)	Calculus of a Single Variable (Larson)	McDougal Littell (purchased 2005-06)
Computer Programming 1	Programming in True Basic Problem Solving with Structure and Style	Thomson (1999)
Computer Programming 2	Microsoft Visual Basic 2005: Reloaded	Thomson (2007)
Computer Programming 3	An Introduction to Programming with C++, fifth edition	Thomson (2006)
Computer Programming 4	Java How to Program, sixth edition	Prentice Hall (2005)

RECOMMENDATIONS FOR FUNDING 6-12

The current adoption will provide 6-12 mathematics teachers with new textbooks and manipulatives beginning in fall 2006 and K-5 elementary teachers with updated materials fall 2007. The budget requested for 6-12 adoption is $773,978. With the projected annual average enrollment for mathematics at 4,916 students in grades 6-8, an average expenditure of $57 per middle school student was calculated for a total of $280,212. With the projected annual average

need for student texts in grades 9-12 at 5,610 texts at $75 per text, a total of $420,750 is recommended. In addition $18,000 is recommended for teacher resource materials and manipulatives for 120 teachers in grades 6-12. At the high school an additional $20,000 is recommended for software and materials for computer programming courses and $35,000 for special programs (Bridges, special education, Homebound).

STAFF DEVELOPMENT PLANS

Inservicing of district staff is critical to the successful implementation of a new math program, which requires changes in instructional practice by the teaching staff. Instructional Services, together with the sites, will plan in-service opportunities to insure a successful implementation. Each of the publishers on the recommended list of textbooks will provide inservicing and support. At the minimum, teachers in grades 6-12 will have the opportunity to participate in the following:

YEAR	ACTIVITY
June 13 and 14, 2006	Grades 6-12 teachers will attend a three-hour workshop presented by the publisher of the text they intend to use for either middle school math, Algebra 1, geometry, or Algebra 2.
August 2006	A team of teachers representing each building 6-12 will be trained in the technology of the new programs in preparation for district-wide staff development in fall 2006.
September 2006	Pending approval by Professional Development, middle and high school teachers will be able to be trained in the technology of the new programs in a one-half day district inservice.
2006-07 School Year	Middle school math teachers will have staff development opportunities at monthly district-wide meetings. High school math teachers may meet by departments monthly and quarterly at proposed district-wide meetings

Recommendation

This proposal was presented to the Curriculum and Program Committee on February 14, 2006. The committee voted to move it forward to the full Board for approval. Administration recommends the approval of the mathematics textbook adoption for purchase and implementation as outlined in the report.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services

Mrs. Francesca Romano
Teacher Consultant—Math K-5

Mrs. Geraldine Santarelli
Teacher Consultant—Math 6-12

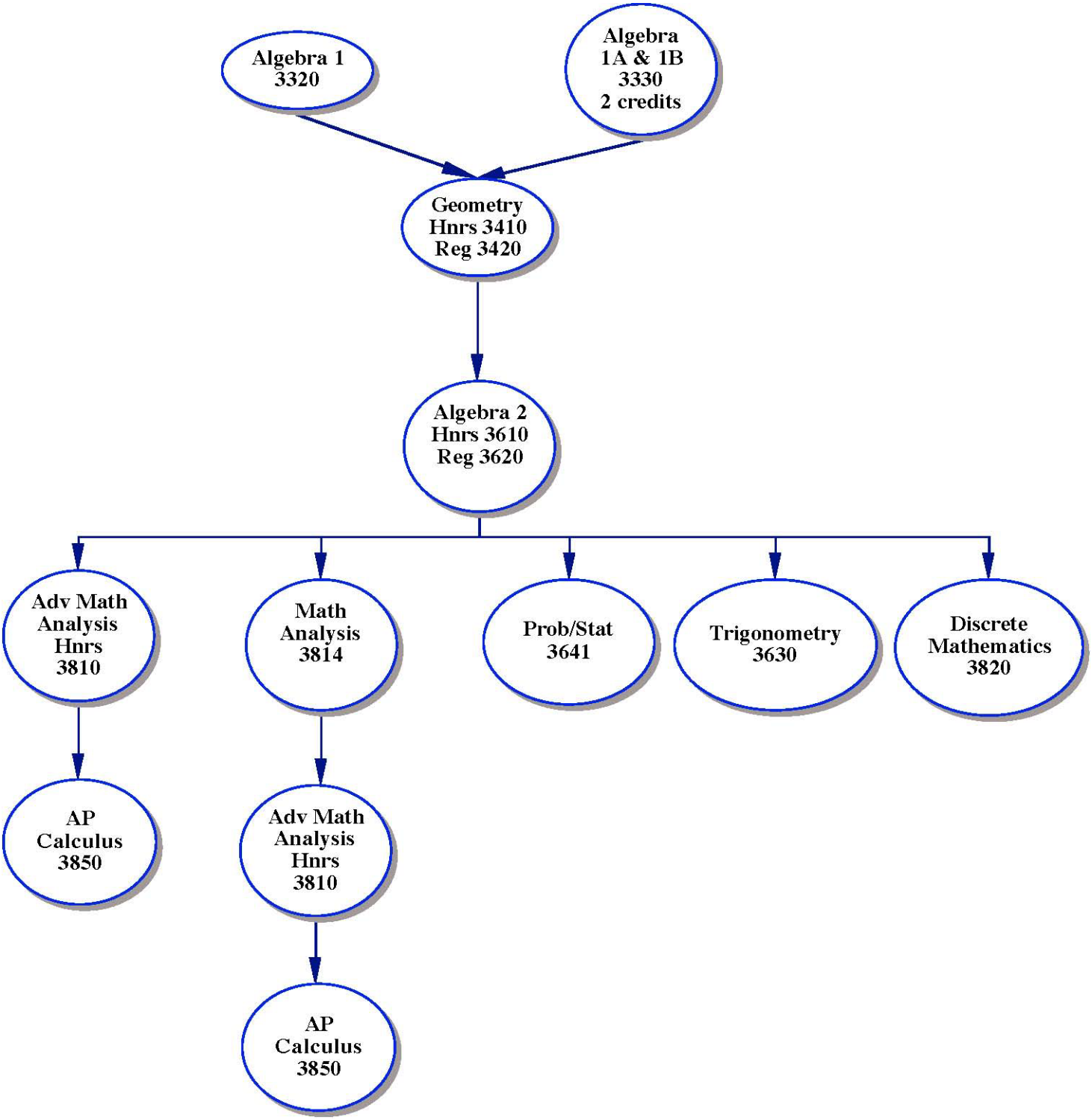
Appendix A

6-12 MATH PILOT
2005-06

BUILDING	PILOT TEACHER	SUBJECT OR LEVEL
Bullen	Patti Clements	Book 2 (McDougal Littell—grade 6, advanced learner)
Bullen	Diane Briese	Book 2 (McDougal Littell—grade 6, advanced learner)
Bullen	Stacy Ericson	Algebra 1 (McDougal Littell)
Lance	Dawn Gosse	Book 2 (Holt)
Lincoln	Tammy Wolcott and Kelly Arndt	Summer pilot of Mathematics in Context (MIC) units
Mahone	Beth Kaufman	Mathematics in Context (MIC) units
Mahone	Jaime Weitzel	Book 3 (Holt)
McKinley	Jenny Benscoter	Book 2 (McDougal Littell—grade 6, advanced learner)
McKinley	Kelly Llanas/Tanya Helms	Prealgebra (McDougal Littell—grade 7)
McKinley	Pamm Damm	Book 3 (Holt—grade 8)
Washington	Rachel Rosales	Book 1 (Holt) English and Spanish—grade 6
Washington	Mary Ernst	Prealgebra (McDougal Littell—grade 7)
Bradford	Al Theusch	Algebra 2 (McDougal Littell)
Tremper	Debbie King/Donna Infusino	Algebra 2 (McDougal Littell)
Tremper	Krista Lichtenheld	Algebra 1 (McDougal Littell)
Indian Trail	Sue Bearrows, Eric Herbrechtsmeier, Todd Walther, Kelly Albright, and Julie Weiss	Algebra 1 (McDougal Littell) Algebra Concepts & Skills (McDougal Littell)
LakeView	Chris Race	Algebra 1 (McDougal Littell)

Appendix B

High School Mathematics
Course Sequence
2006-2007



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

Student Information System Project

A Student Information System is a system that tracks a student's progress from enrollment to graduation.

BACKGROUND

In September of 1997 Kenosha Unified School District implemented Pentamation's Open Series Student Information System. Over the years we have added functionality and continued to upgrade the software and hardware. Our current environment has served us well over the last 8 years but it has not kept up with technological advancements and the vendor is no longer providing enhancements. Today's crop of Student Information Systems provides many features that are not possible with our current student system. Features such as parent web portal, student web portal, web access for employees, online grade book and real-time attendance are a few of the advancements that have been made.

- On May 28, 2004, in collaboration with The School District of Waukesha and CESA #1, we began the process of searching for a student system replacement. Multiple email messages were sent to all KUSD staff seeking volunteers for this most important project. Over 40 volunteers and appointed staff participated in the first phase, creating a Request for Proposal.
- On May 5, 2005 the RFP was released. 36 vendors were contacted and 23 of them sent letters of intent to bid, stating that they could meet our minimum requirements. At least 12 vendors downloaded the RFP from the Kenosha Unified School District website.
- On June 10, 2005, 9 vendors submitted bids.
- On August 22, 2005 CESA #1, a number of consultants, The School District of Waukesha's William Smojver and Kenosha Unified School District's Daniel Honoré evaluated all responses and eliminated 4 vendors from proceeding to the next phase.
- In the first weeks of October 2005, each of the 5 remaining vendors presented their products to a diverse group of KUSD staff.
- On October 21, 2005 the KUSD Phase II team narrowed the field of vendors from 5 to 3. We then began testing the 3 remaining applications using pre-defined and ad-hoc scenarios.
- On December 12, 2005 the Phase II team concluded that 2 of the 3 applications would meet most of the needs of the District. To aid in making a final decision the team prepared and submitted a gap analysis for each application and asked each vendor for a best-and-final offer.

- The best-and-final offers were received Friday, January 20, 2006.
- On Wednesday, January 25, 2006 the Phase II team selected eSchoolPlus from SunGard Pentamation as the application that best meets the most needs of the District at this time.
- On Tuesday, February 14, 2006 the Board of Education approved the funding for the SIS project.
- During the week of February 20 we negotiated an acceptable contract with C INNOVATION for their Zangle Student Information System.

STRATEGIC PLAN

The Student Information System project relates directly to Strategy 4, Action Plan 1 which states that we will "select a user friendly Student Information System (SIS) easily accessible to teachers, administrators and parents for the purpose of student data collection, analysis, curriculum development, grading and reporting." The SIS project also relates to Strategy 1 in which it states that "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."

NEXT

Pending approval by the Board of Education we will begin implementation of C INNOVATION's Zangle Student Information System. Working with C INNOVATION we will create the implementation, training, data conversion, testing and follow-up plans with an estimated "go live" date of September 1, 2007.

RECOMMENDATION

Administration recommends the Board of Education approve the contract and C INNOVATION as the vendor of our new Student Information System.

Dr. R. Scott Pierce
Superintendent of Schools

Daniel Honoré
Director of Information Services

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

Consultant Services – Health Insurance Study Committee and Ongoing Monitoring

One outcome of the negotiations with the KEA last year was the establishment of a District Insurance Study Committee to look at options to our current health insurance carrier, the WEA Trust. With the continual escalation of health insurance costs that have had such a large negative impact on our overall budget, it was necessary to take this "next step" in investigating insurance carrier options.

As part of the formation of a District Insurance Study Committee (an outcome of our KEA negotiations), it was recognized by both the KEA and administration that we would need to secure a professional firm that could help us through this process.

In the middle of last summer, representatives from the KEA and KUSD administration interviewed three carriers that could support us through the study process. Burkwald and Associates, Inc. was selected to provide direction through this first phase of identification of insurance options (fully funded vs. self-funded), help us in the creation of a Request for Proposal (RFP) that could be sent to potential vendors, provide direction to the Insurance Study Committee and more. The fees for the initial phase of work by Burkwald were covered by the KEA and the District each paying half.

In a presentation to the Board of Education in January, Burkwald outlined the work they have performed and the steps the District and the unions have taken in looking at insurance options. At the point of the presentation made in January, Burkwald and Associates had completed their obligation for the initial stages of this study.

We are now in the next phase of reviewing health insurance options for our employees. The need is still great to have a consultant work with our District in the further study, assimilation of information from carriers and help us on the "next steps" in this process of looking at insurance options whether they include remaining with our current carrier or look at changing to a new health insurance provider. At the February 14, 2006 Audit/Budget/Finance Committee Meeting, Burkwald and Associates outlined a proposal for continued services.

ADMINISTRATIVE RECOMMENDATION

It is the recommendation of your Superintendent that the Board of Education approve the attached contract with Burkwald and Associates, Inc. to assist the District's Health Insurance Committee in the next phases as we move forward with this very important initiative of looking at health insurance options for our employees.

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

Consulting Contract between
Kenosha Unified School District
&
Burkwald & Associates, Inc.

The Kenosha Unified School District (KUSD) and Burkwald & Associates, Inc. (B & A) agree to the following arrangement.

B & A will continue to analyze the responses to the Request for Proposal dated December 6, 2005 and will negotiate final rates and benefits to be delivered as outlined in agreed upon timeline. Additionally, KUSD agrees to hire B & A to manage and implement The EASE Process™, Member Lifestyle Initiatives™, and the Benefit Advisory Board™. KUSD desires B & A to continue negotiating with various Benefit Providers, and Administrators to include but not be limited to, medical, dental, medical supplement, prescription drugs, long term care and Section 125/105 plans. B & A fees will be included as a standard commission on all options presented i.e. medical, dental, life, disability, long term care, etc

However, WEA Trust does not pay commissions to consultants. Therefore, should KUSD decide to retain WEA Trust as their insurance vendor, B & A will be retained for consultative services based on the following guideline.

$60,000 – Quarterly Health Insurance Study Committee meetings (outlined in proposal)
$60,000 – Wellness / Communication services (outlined in proposal)

The decision to retain B & A would be determined after final evaluation and decision regarding the option the KUSD elects to pursue relative to the options presented as a result of the Request for Proposal. The fees would be paid monthly to B & A and would commence July 1, 2006.

This contract automatically renews annually, however may be terminated with a 6 month notification prior to July 1st renewal date. In addition this agreement can be terminated for cause which includes:

1. Failure of B&A to perform any of its obligations under this agreement; or
2. Appropriation of B&A or its sub-agents to their own use of any monies received or collected for or on behalf of KUSD, or failure to remit such monies to KUSD in accordance with the agreement; or
3. Suspension, revocation or other termination of any license issued or requited to be issued by any state or federal law to the Administrator or its sub-agents; or
4. Conviction of B&A or KUSD of any crime or misdemeanor involving dishonesty, fraud, deceit, misrepresentation, or moral turpitude or related to ERISA.

The parties agree to the terms of this agreement effective _____.

_____
Kenosha Unified School District

_____
Burkwald & Associates, Inc.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

WE ENERGIES EASEMENT – BRADFORD HIGH SCHOOL

Background:

WE Energies, the School District's local electrical power and natural gas provider, is requesting a 12-foot wide easement on a portion of the Bradford High School property.

This easement will facilitate the installation of a new electric service line to support the operation of pitching machines and other uses at the softball and baseball diamonds at the school. The new service line will run along the east end of the building from a point outside the pool area to the ball diamonds. The easement is needed to cover the installation and future maintenance of this new service line.

There are no financial considerations associated with this easement; it is necessary to support a project requested by John Ruffolo, the Bradford girl's softball coach.

Administration Recommendation:

Administration recommends School Board approval of the WE Energies easement request for Bradford High School.

Dr. R. Scott Pierce
Superintendent of Schools

Patrick M. Finnemore, PE
Director of Facilities Services

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2006

School Age Child Care Program Building Use Fee

In 1994, the District piloted Before and After School Child Care programs in a couple of elementary schools. By 1997, ten (10) elementary schools provide before and/or after school child care programs at a fee of $5.00 per day.

In 1997, several additional schools were requesting to implement a Before and After School Child Care program. As part of the review process of that request, Administration reviewed the program and procedures to ensure conformity to State Statute 120.125. This statute establishes the parameters which day care providers may operate in public school buildings. Included in this statue is the stipulation that school districts may only charge the "actual incremental costs incurred by the school district" in housing the child care program.

An analysis conducted by Business Services and Facilities determined the "actual incremental cost" to be between $5.51 and $19.90 a day depending on the school. The elements that were factored into the incremental costs are: billing effort and administration, supplies, custodial overtime and utilities. The utility costs and custodial costs varied by school based on the space used and the hours of operation.

In 1997, Administration recommended charging each school the daily incremental cost based on the actual incremental cost on a school by school basis. Administration also asked the Board for the authority to grant the original fee structure ($5 a day) to those providers who commit to providing before and after school day care services in schools with a high percentage of students who meet low income guidelines. The Board approved Administration's recommendation

All current providers are only charged $5 a day or $900 a year to lease space for their programs. The contracts for day care services expire at the conclusion of this school year. A Request for Proposal (RFP) was recently sent out to solicit services for the next three (3) years (renewable annually). Absent from the RFP was a commitment on the rate charged each provider for the use of our schools.

Administration is currently determining what the "actual incremental cost" will be for the 2006-2007 school year based on current building utilization and will have a daily rate recommendation to be distributed at this meeting and Board approval in March.

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

William L. Johnston, CPA
Director of Finance

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

Judith A. Carlson
Purchasing Agent

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

Tentative Schedule of Reports, Events, and Legal Deadlines for School Board February-March

February

- February 4-5, 2006 – Band-O-Rama at Bradford Fieldhouse
- February 8, 2006 – Professional Development Half Day (no school for high school students)
- February 14, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.; Special Board Meeting at 8:00 P.M. re: Program Review and Board Development-Administration/Relationship
- February 18, 2006 – Choral Festival at Bradford Fieldhouse
- February 27, 2006 – Mid-Winter Break – No School for Staff or Students
- February 28, 2006 – Regular Board of Education Meeting – 7:00 P.M. at Indian Trail Academy

March

- March 14, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.; Special Board Meeting at 8:00 P.M. re: Program Review and Board Development-Administration/Communication
- March 25, 2006 – Orchestra Festival at Bradford Fieldhouse
- March 28, 2006 – Regular Board of Education Meeting – 7:00 P.M. at Southport Elementary School
- March 31 – Third Quarter Ends – ½ Day for Students

Bd/ragtsr.doc

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

REGULAR SCHOOL BOARD MEETING

FEBRUARY 28, 2006

APPENDICES FOR ITEM XII-A – STRATEGIC PLANNING IMPLEMENTATION TEAM UPDATES TEAMS 1-7

Strategy I: We will create a climate that fosters trust, communication and involve administration, families, staff and the community.

Action Plan I.1; **Specific Result:** Establish standard communication protocols fo

Administrator Responsible: Nancy Hare

Action Steps		Assigned To
I.1.1	Redefine the role of the Public Information office to manage District communications and relations.	Nancy Hare
I.1.2	Assess the current state of communications within the District.	Beth Sabo/Jean Schlais
I.1.3	Establish minimum internal communication standards (e.g. common format, appropriate English, timeliness of response, etc.).	Beth Sabo/Jean Schlais
I.1.4	Establish minimum external communication standards.	Implementation Team
I.1.5	Research best practice communication models.	Implementation Team
I.1.6	Create level-specific communication models based on best practices (e.g., elementary, middle and high school).	Beth Sabo, Jean Schlais Sharon Armstrong
I.1.7	7Notify District employees of expected communication standards and required skills	Dr. Scott Pierce
I.1.8	Assess the state of communication within the District annually.	Implementation Team/Educational Accountability
	Status/Comment: annually	
I.1.9	Review the communication standards based on the results of the ongoing assessment program and revise standards as appropriate.	Beth Sabo, Jean Schlais

ment to improve the working relationship among the Board, the

r the District.

Dates			Percent Complete
Start	Due	Complete	
10/3/2005	1/3/2006		0.5%
10/3/2005	1/26/2007		0.1%
1/26/2007	4/30/2007		0%
1/8/2007	5/31/2007		0%
10/3/2005	2/28/2006		0.2%
1/29/2007	4/30/2007		0%
6/1/2007	9/4/2007		0%
2/1/2008	2/29/2008		0%
3/3/2008	4/30/2008		0%

Action Plan I.2; **Specific Result:** Implement standard communication protocols

Administrator Responsible: Nancy Hare

Action Steps		Assigned To
I.2.1	Assess the current state of communications within each school and District department.	Beth Sabo, Jean Schlais
I.2.2	Establish communication plans based on the District standards and the appropriate model.	Each School/Each Dept
I.2.3	Incorporate communication plans in each action plan.	Each School/Each Dept
I.2.4	Notify schools and departments of expected communication standards and required skills.	Dr. Scott Pierce
I.2.5	Make any necessary changes from the District's annual assessment.	Beth Sabo, Jean Schlais

Action Plan I.3; **Specific Result:** Implement standard communication protocols

Administrator Responsible: Scott Pierce

Action Steps		Assigned To
I.3.1	Redefine the purpose of the Board of Education's public relations committee to work with the Public Information Office.	Dr. Scott Pierce
I.3.2	Identify a broad based membership to serve on this committee.	Dr. Scott Pierce
	Status/Comment: review annually	

for all schools and departments.

Dates			Percent Complete
Start	Due	Complete	
10/3/2005	1/26/2007		0%
10/1/2007	11/2/2007		0%
10/1/2007	11/2/2007		0%
6/1/2007	9/4/2007		0%
3/3/2008	4/30/2008		0%

for the Board of Education.

Dates			Percent Complete
Start	Due	Complete	
1/8/2006	6/30/2006		0%
6/30/2006	9/5/2006		0%

Action Steps		Assigned To
I.3.3	Review, assess and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard.	Dr. Scott Pierce
	Status/Comment: completed	
I.3.4	Provide training to address the communication standards and skills expected of all Board of Education members.	Dr. Scott Pierce
	Status/Comment: ongoing	
I.3.5	Coordinate Board of Education information through the Public Information Office.	Dr. Scott Pierce
	Status/Comment: ongoing	
I.3.6	Assess the state of communication for the Board of Education annually.	Dr. Scott Pierce
	Status/Comment: annually	

Action Plan I.4; **Specific Result:** Improve consistency of communications betwe

Administrator Responsible: Nancy Hare

Action Steps		Assigned To
I.4.1	Assess current methods of communication with the taxpayers.	Implementation Team

Dates			Percent Complete
Start	Due	Complete	
10/10/2000	4/25/2005	4/25/2005	100%
4/1/2004	12/31/2007		0%
7/1/2004	12/31/2007		0%
4/1/2005	12/30/2005		0%

een the District and taxpayers.

Dates			Percent Complete
Start	Due	Complete	
12/1/2005	12/21/2006		0%

Action Steps		Assigned To
I.4.2	Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).	Implementation Team
	Status/Comment: ongoing	
I.4.3	Enhance District communication through media channels (i.e., email, KUSD website, Cable Channel 20, Kenosha News)	Implementation Team
	Status/Comment: ongoing	
I.4.4	Enhance methods of communication for disseminating accurate and positive information about the district and its achievements.	Implementation Team
	Status/Comment: ongoing	
I.4.5	Report the "State of the District" annually to the community.	Implementation Team, Dr. Scott Pierce
	Status/Comment: ongoing	

Action Plan I.5; **Specific Result:** Increase parent involvement in their children's

Administrator Responsible:

Action Steps		Assigned To
I.5.1	Expand the Parent Education Program to include the coordination and implementation of training teams for outreach to parents and communication practices to parents.	

Dates			Percent Complete
Start	Due	Complete	
12/1/2005	12/21/2006		0%
1/3/2007	6/29/2007		0%
1/3/2007	6/8/2007		0%
1/3/2007	6/29/2007		0%

education and in KUSD.

Dates			Percent Complete
Start	Due	Complete	
			0%

Service Learning Timetable

2005-2006	Imp. Team Mtg. Date	Advisory Mt. Date	Learn & Serve Grant - $18,000
Board Report January 10 **January**	1/9/2006		**II.1** - Establish a service project support network throughtout Kenosha Unified School District and community. II.1.1 - Establish a service projects advisory committee consisting of KUSD staff, students, and community stakeholders. II.1.2 - Create a timeline and phase-in plan calendar to fully stablish the service project support network within five years. II.1.3 - Define principal expectations, resources, training. II.1.4 - Develop role expectations for service project coaches, teachers, and agencies. II.1.5 - Identify local community stakeholders II.1.6 - Identify building level coaches / trailblazers. II.1.7 - Identify initial building plan and integrate with school action plan. II.1.8 - Pilot support network structure. II.1.9 - Continual procedural improvement - PDCA (plan, do, check, alter). II.1.10 - Evaluate the benefits and process of the network. **II.2** - Establish a set of Policies and Proecedures to be utilized for the implementation of meaningful service projects. II.2.1 - Establish safety guidelines for selection and implementation of meaningful service projects (including transportation, finances, background checks on agency personnel if needed). II.2.2 - Establish criteria or Memorandum of Understanding for community agencies (who is responsible for what). II.2.3 - Create a Project approval system. II.2.4 - Create / develop / add crisis communication plan. II.2.5 - Secure appropriate insurance coverate - District. 1. Communicate Service Learning #2 plan to: - Resource Teachers - AST - Consultants - Connections - April
February	2/6/2006	2/6/2006	
March	3/6/2006		
Board Report April 11 **April**	4/10/2006		
May	5/8/2006	5/8/2006	
June	6/12/2006		**Teachers and Service Coaches - Training & curriculum development** **- Community Project** **- Integrate core academics into curriculum** **June** - Service Coach Training - 8 hours - 40 building representatives - 4 hours for principals in the p.m.
July	7/10/2006		
August	8/14/2006	8/14/2006	
September	9/11/2006		**2006-07 - Implement Service Learning project** **Pre - Post test** **Survey** **Elementary** **Middle** - Bose - Lance - Roosevelt - McKinley - Prairie Lane **High School** - - LTA / BHS / THS
October	10/9/2006		
November	11/13/2006	11/13/2006	
December	12/11/2006		
2006-2007			
2007-2008			
2008-2009			

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Strategy II: We will develop a collaborative system, which actively engages stude community.

Action Plan II.1; **Specific Result:** Establish a service project support network thr

Administrator Responsible: TBD

	Action Steps	Assigned To
II.1.1	Establish a service projects advisory committee consisting of KUSD staff, students, and community stakeholders.	Implementation Team
	Status/Comment: Advisory Board will meet once per month.	
II.1.2	Create a timeline and phase-in plan calendar to fully establish the service project support network within five years.	Training & Prof. Dev. subcommittee
	Status/Comment: Timeline and phase-in will be drafted at the January advisor	
II.1.3	Define principal expectations, resources, training.	Policy & Proc./Training & Prof. Dev./Website
	Status/Comment: Research is being done on principal expectations in the Sta	
II.1.4	Develop role expectations for service project coaches, teachers, and agencies.	Policy & Procedures subcommittee
	Status/Comment: Working committee has developed a draft of the service coa	
II.1.5	Identify local community stakeholders (Americorps*Vista, Kenosha Area Family and Aging Services, student - community members, staff).	Implementation Team
	Status/Comment: We have four community partners and are developing a list o meeting.	

nts in meaningful service projects within their school or

oughout the Kenosha Unified School District and community.

Dates			Percent Complete
Start	Due	Complete	
9/12/2005	6/9/2006	1/9/2006	100%
9/12/2005	6/9/2006		0%
y meeting.			
9/12/2005	6/9/2006		0%
te of Wisconsin and on a national level.			
9/12/2005	6/9/2006		0%
ach job description with expectations.			
9/12/2005	6/9/2006	1/9/2006	100%
of community leaders to invite to our January advisory			

	Action Steps	Assigned To
II.1.6	Identify building level coaches / trailblazers.	Audrey Gutfreund
	Status/Comment: Audrey Gutfreund our on loan Americorp*Vista volunteer is c service coach.	
II.1.7	Identify initial building plan and integrate with school action plan.	Policy & Procedures/Training & Prev. subcommittees
	Status/Comment: Beth Ormseth will coordinate this with principals during the M plan.	
II.1.8	Pilot support network structure.	Policy & Procedures subcommittee
	Status/Comment: In process.	
II.1.9	Continual procedural improvement - PDCA (plan, do, check, alter).	Advisory Committee for review
	Status/Comment: In process.	
II.1.10	Evaluate the benefits and process of the network.	Advisory Committee for review
	Status/Comment: We are researching evaluation and monitoring plans for oth	

Action Plan II.2; **Specific Result:** Establish a set of Policies and Procedures to b

Administrator Responsible: Kathleen Barca

Action Steps	Assigned To

Dates			Percent Complete
Start	Due	Complete	
9/12/2005	6/9/2006		0%
ontacting each building principal to designate a building			
9/12/2005	6/9/2006		0%
larch, April connections and building school improvement			
9/12/2005	6/9/2006		0%
9/12/2005	6/9/2006		0%
9/12/2005	6/9/2006		0%
er schools nation-wide.			

e utilized for the implementation of meaningful service projects.

Dates			Percent Complete
Start	Due	Complete	

Action Steps		Assigned To
II.2.1	Establish safety guidelines (in accordance with School Board policies) for selection and implementation of meaningful service projects (including transportation, finances, background checks on agency personnel if needed).	Policy & Procedures subcommittee
	Status/Comment: Our service learning implementation group is collecting and	
II.2.2	Establish criteria or Memorandum of Understanding for community agencies participating - (who is responsible for what).	Policy & Procedures subcommittee & Crista Kruse
	Status/Comment: The committee has some draft partnership agreement from	
II.2.3	Create a Project approval system.	Policy & Procedures subcommittee
	Status/Comment: The committee has samples of project approval systems an	
II.2.4	Create / develop / add crisis communication plan.	Policy & Procedures subcommittee
II.2.5	Secure appropriate insurance coverage - District.	Audrey Gutfreund

Action Plan II.3; **Specific Result:** Establish District-wide service program curricu learning.

Administrator Responsible:

Action Steps		Assigned To
II.3.1	Create a service project continuum matrix.	
II.3.2	Integrate service-learning guidelines into all curriculum revisions.	

Dates			Percent Complete
Start	Due	Complete	
9/12/2005	6/9/2006		0%
researching guideline and policies throughout the U.S.			
9/12/2005	6/9/2006		0%
other schools in Wisconsin.			
9/12/2005	6/9/2006		0%
d the flow chart in development.			
9/12/2005	6/9/2006		0%
9/12/2005	6/9/2006		0%

lum guidelines that link education to service and service to

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%

Strategy III: We will develop and implement plans to address the overcrowding ir

Action Plan III.1; **Specific Result:** Investigate and determine leasable properties overcrowding is an issue for the 2005-2006 sc

Administrator Responsible: Pat Finnemore

Action Steps		Assigned To
III.1.1	Update demographic information and projections of students throughout the District.	Educational Accountability
III.1.2	Define the red and yellow status schools as referred to in the Long Range Facilities Planning Committee report to the School Board on October 12, 2004.	Facilities
III.1.3	Inform governing political bodies and all stakeholders of the overcrowding situation and the potential need for portables.	Facilities
III.1.4	Determine present leasable properties within KUSD boundaries.	Facilities
III.1.5	Project and amend for financial implications based on the implementation year.	KUSD
III.1.6	Determine annual cost to be included in yearly adopted budget.	KUSD
III.1.7	Direct the Facilities Department to obtain the necessary leases, portables and permits.	School Board
III.1.8	Have fully functional classrooms available by start of 2005/06 school year.	Facilities

our schools.

and/or install portable classrooms at schools where
hool year and two years beyond.

Dates			Percent Complete
Start	Due	Complete	
10/1/2005	11/15/2005	11/15/2005	100%
1/1/2006	3/1/2006		0%
1/1/2006	5/1/2006		0%
9/1/2005	5/1/2006		25%
9/1/2005	5/1/2006		25%
9/1/2005	5/1/2006		25%
3/1/2006	9/1/2006		0%
9/1/2005	9/1/2006		20%

Action Plan III.2; **Specific Result:** Encourage the formation of more instrumenta
leasable properties by February 2006.

Administrator Responsible: TBD

Action Steps		Assigned To
III.2.1	Establish an opportunity for current instrumentality charter and other non-boundary KUSD school directors/administrators/founders to educate other potential instrumentality charter and/or other non-boundary KUSD school director/administrators/founders.	Pat Jones & Bill Hittman
	Status/Comment: January 2006 invitation will be sent out again. Bill Hittman	
III.2.2	Determine present leasable properties within KUSD boundaries.	Facilities
III.2.3	Consult other school districts that have successful instrumentality charter schools.	Committee
III.2.4	Provide necessary staff development for individuals/teams that are interested in establishing instrumentality charter and/or other non-boundary KUSD schools.	Committee
III.2.5	Consider all instrumentality charter and/or other non-boundary KUSD school proposals and support those that are educationally sound.	Committee
	Status/Comment: Ongoing - Committee will do a presentation to interested p	

Action Plan III.3; **Specific Result:** Construct a new elementary school in the wes
an addition to Prairie Lane to accommodate 2

Administrator Responsible: Pat Finnemore

ty charter and/or other non-boundary KUSD schools in present

Dates			Percent Complete
Start	Due	Complete	
10/1/2005	1/1/2006		75%
xplained Virtual High School.			
9/1/2005	5/1/2006		25%
10/1/2005	6/1/2006		15%
1/1/2005	6/1/2006		0%
1/1/2006	6/1/2006		0%
rsonnel.			

t end of the School District to accommodate 600 students and
00 students by August 2007.

Action Steps		Assigned To
III.3.1	Update demographic information and projections of student enrollment throughout the district.	Educational Accountablitiy
III.3.2	Project and amend for financial implications based on the timing of implementation.	Finance
III.3.3	Educate all stakeholders on the need and location selection for the new school and addition.	KUSD
III.3.4	Adjust the current Long Range Facilities Planning Committee's building plan and financial projection for 550 students to accommodate 600 students.	Facilities
III.3.5	Implement a sufficient referendum to fund the construction and continuous operation of the new school and expanded Prairie Lane.	KUSD
III.3.6	Establish a boundary committee representing all stakeholders for eventual redistricting of the entire school district to alleviate overcrowding at all elementary schools and provide space for future growth where needed.	KUSD
III.3.7	Redistrict the elementary school boundaries.	KUSD
III.3.8	Conduct information sessions about the new school boundaries and orientation sessions for families who have had their school boundary changed.	KUSD

Action Plan III.4; **Specific Result:** Implement all the Board of Education approv

Administrator Responsible: High School Prins

Action Steps	Assigned To

Dates			Percent Complete
Start	Due	Complete	
10/1/2005	11/15/2005	11/15/2005	100%
1/1/2005	3/1/2005	3/1/2005	100%
1/1/2005	11/1/2005	11/1/2005	100%
1/1/2005	3/1/2005	3/1/2005	100%
11/1/2005	8/1/2007		5%
2/1/2006	4/1/2006		0%
12/1/2005	9/1/2006		5%
4/1/2006	9/1/2006		0%

d short-term overcrowding remedies by 2005-2006.

Dates			Percent Complete
Start	Due	Complete	

Action Steps		Assigned To
III.4.1	Obtain a clear understanding of what each of the approved remedies means. - Early release/late arrival - Add 5th block - Skinny in morning	High School Principals
III.4.2	Widely distribute the information from #1 to KUSD staff involved.	High School Principals
III.4.3	Direct appropriate administrators to meet with department heads, KEA representatives, guidance counselors, student government representatives, and parents to determine how best to educate students, parents and staff as to the advantages of these remedies.	School Board / Superintendent
III.4.4	Make positive presentations to students, parents, and staff.	High School Principals
III.4.5	Meet with the KEA to resolve contractual concerns, if any, regarding the short term remedies.	Human Resources
III.4.6	Solicit instructional staff volunteers to accept an alternate teaching schedule.	High School Principals
III.4.7	Proactively implement the short term remedies.	High School Principals

Action Plan III.5; **Specific Result:** Expand the Certified Nursing Assistant (CNA)

Administrator Responsible: Dick Aiello

Action Steps	Assigned To

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%
			0%
			0%

Program to Indian Trail Academy by 2006-2007.

Dates			Percent Complete
Start	Due	Complete	

Action Steps		Assigned To
III.5.1	Direct the administration and staff to discuss feasibility of expanding the CNA program to Indian Trail Academy.	School Board
III.5.2	Direct the administration to implement a marketing program to educate students, parents, and staff of the advantages of the CNA program at ITA and possible attendance either full time or part time at ITA.	School Board
III.5.3	Implement the CNA program at ITA in time for students to enroll for the 2006-2007 school year.	Dick Aiello / ITA Staff

Action Plan III.6; **Specific Result:** Promote enrollment in Indian Trail Academy a 2007-2008.

Administrator Responsible: Bill Hittman & Dick Aiello

Action Steps		Assigned To
III.6.1	Establish this result statement as both a Board of Education and Administration goal for 2005-2006 and 2006 and 2007.	Dick Aiello / Bill Hittman
III.6.2	Develop professional promotional videos for both ITA and LTA	Dick Aiello / Bill Hittman / Dan Tenuta
	Status/Comment: Shown to Middle Schools in December	
III.6.3	Schedule one hour presentations to all KUSD 8th graders in early November each year.	Dick Aiello / Bill Hittman / Dan Tenuta
III.6.4	Schedule presentations for private and home schooled students via an invitation and the internet either at their schools or at ITA and LTA.	Dick Aiello / Bill Hittman

Dates			Percent Complete
Start	Due	Complete	
1/1/2005	3/1/2005	3/1/2005	100%
1/1/2005	10/1/2005	10/1/2005	100%
1/1/2005	1/1/2006	1/1/2006	100%

nd LakeView Technology Academy to achieve capacity by

Dates			Percent Complete
Start	Due	Complete	
9/1/2005	9/30/2005	9/30/2005	100%
9/1/2005	11/1/2005	11/1/2005	100%
9/1/2005	11/1/2005	11/1/2005	100%
9/1/2005	11/1/2005	11/1/2005	100%

Action Steps		Assigned To
III.6.5	Advertise continuous year around enrollment at both ITA and LTA.	Dick Aiello / Bill Hittman
	Status/Comment: Continuous Process	
III.6.6	Educate the middle and high school counselors as to the programs and advantages of enrollment in ITA or LTA.	Dick Aiello / Bill Hittman / Counselors
	Status/Comment: Met with Middle School Counselors - November Meeting -I	
III.6.7	Promote both full and part time enrollment at ITA and LTA.	Dick Aiello / Bill Hittman / Counselors
III.6.8	Direct the coordination of scheduling certain courses at Bradford and Tremper to promote dual enrollment at ITA and LTA.	Dick Aiello / Bill Hittman / Counselors
III.6.9	Provide several open house opportunities to students and parents to visit ITA and LTA.	Dick Aiello / Bill Hittman / Counselors
III.6.10	Schedule a yearly visit of all 5th graders to a tour and explanation of ITA and LTA.	Dick Aiello / Bill Hittman / Counselors
III.6.11	Schedule visitations of all interested 8th and 9th graders to ITA and LTA in early December	Dick Aiello / Bill Hittman / Counselors
III.6.12	Direct that all middle schools and Bradford and Tremper high schools will have a ITA and LTA program presentation to all 8th and 9th graders by December each year.	Dick Aiello / Bill Hittman / Counselors
III.6.13	Schedule and widely advertise parent information sessions regarding ITA and LTA programs in November, December, and January at several locations throughout the district.	Dick Aiello / Bill Hittman / Counselors
	Status/Comment: Done with mailings, on-line notice, WEB Sites, newsletters	

Dates			Percent Complete
Start	Due	Complete	
9/1/2005	11/1/2005	11/1/2005	100%
10/1/2005	12/1/2005	12/1/2005	100%
A			
			0%
2/1/2006	3/1/2006		0%
1/1/2006	2/1/2006		0%
3/1/2006	5/1/2006		0%
12/1/2005	1/31/2006		0%
12/1/2005	12/31/2005	12/31/2005	100%
10/1/2005	12/1/2005	12/1/2005	100%

Action Steps		Assigned To
III.6.14	Prepare, print, and widely distribute colorful brochures promoting ITA and LTA.	Dick Aiello / Bill Hittman / Counselors
	Status/Comment: 2300 sent from LakeView	
III.6.15	Direct a district promotional mailing to all public, private, and home schooled students promoting attendance at ITA and LTA.	Dick Aiello / Bill Hittman / Counselors

Action Plan III.7; Specific Result: Consider renting space at Gateway Technical

Administrator Responsible: Scott Pierce & Steve Plank

Action Steps		Assigned To
III.7.1	Direct the administration to meet with the Bradford administration to determine what courses they would like held at the main campus of GTC.	School Board / Superintendent
III.7.2	Direct the administration to meet with Gateway Technical College administration to determine availability of facilities needed, cost of leasing, and length of commitment.	Superintendent
III.7.3	Meet with GTC main campus staff to establish operational procedures.	Steve Plank
III.7.4	Meet with the counselors of Bradford and educate them as to the availability and advantages of attending classes at GTC.	Steve Plank
III.7.5	Meet with the students and seek volunteers to attend classes at GTC.	Steve Plank

Dates			Percent Complete
Start	Due	Complete	
12/1/2005	12/31/2005	12/31/2005	100%
12/1/2005	1/30/2006		50%

College.

Dates			Percent Complete
Start	Due	Complete	
3/1/2005	3/1/2005	3/1/2005	100%
9/1/2005	2/1/2006		50%
9/1/2005	9/1/2006		20%
2/1/2006	9/1/2006		0%
4/1/2006	9/1/2006		0%

Action Steps		Assigned To
III.7.6	Meet with KEA to work out contractual issues, if any.	Steve Plank / Human Resources
III.7.7	Enter into a contractual agreement with GTC based on cost of leasing and number of students enrolled.	Steve Plank / Facilities / Superintendent

Action Plan III.8; **Specific Result:** Establish a virtual e-High School for KUSD.

Administrator Responsible: Bill Hittman

Action Steps		Assigned To
III.8.1	Appoint an Implementation Team to meet with the Program Leader of the Appleton Area School District e-High School to become educated as to the procedures and steps in implementing an effective e-High School.	Bill Hittman / Tim Miller / Chad Niemuth
	Status/Comment: Continuous	
III.8.2	Investigate entering into a consultant contract with e-High School Program Leader of the Appleton Area School District.	Bill Hittman / Tim Miller
	Status/Comment: Writing a proposal	
III.8.3	Prepare and implement a series of information sessions throughout the District educating staff, students, parents, and greater community as to the benefits of an e-High School.	Committee
	Status/Comment: Meeting in January but just the starting time.	

Dates			Percent Complete
Start	Due	Complete	
4/1/2006	9/1/2006		0%
2/1/2006	9/1/2006		0%

Dates			Percent Complete
Start	Due	Complete	
9/1/2005	12/31/2006		15%
9/1/2005	12/31/2006		10%
9/1/2005	1/31/2006		20%

Action Steps		Assigned To
III.8.4	Apply for competitive discretionary planning grants via the Wisconsin Department of Public Instruction.	Bill Hittman / Tim Miller
III.8.5	Determine the level of coordination necessary with the Appleton Area School District.	Committee
	Status/Comment: This will be done once the framework is there.	
III.8.6	Develop the KUSD e-High School program operating procedures, scope, sequence, policies, curriculum procurement, staffing, leadership, advisory committee, budget, location, and relationships.	Committee
	Status/Comment: September 2007	
III.8.7	Have legal council review relevant documents.	KUSD
III.8.8	Work with the KEA to remedy any contract issues, if any.	Superintendent / School Board
III.8.9	Prepare and implement a series of information sessions throughout the District to educate the students, families, staff, and greater community as to the operation and details of the proposed KUSD e-High School.	Committee
	Status/Comment: First one in January	
III.8.10	Market the e-High School throughout the District.	KUSD
	Status/Comment: Fall 2006	
III.8.11	Open the e-High School.	KUSD
	Status/Comment: January 2007	

Dates			Percent Complete
Start	Due	Complete	
12/1/2005	12/31/2006		0%
			0%
			0%
			0%
			0%
			0%
			0%
			0%

Action Plan III.9; **Specific Result:** Investigate the feasibility of rescheduling all h

Administrator Responsible: High School Principals

Action Steps		Assigned To
III.9.1	Appoint an investigation team to determine which block schedule format is most effective for the KUSD high schools.	High School Principals
	Status/Comment: In the Board Report	
III.9.2	Conduct a cost analysis to determine the cost of implementing the most effective block schedule for KUSD high schools.	High School Principals
	Status/Comment: In the Board Report	
III.9.3	Implement the same or nearly same block schedule with all KUSD high schools by 2006-2007.	KUSD
	Status/Comment: Not a good conclusion - In the Board Report	

Action Plan III.10; **Specific Result:** Install doors and walls at ITA.

Administrator Responsible:

Action Steps		Assigned To
III.10.1	Administration will meet with ITA administration and staff to determine how programming and capacity can be enhanced by the addition of doors and walls which could increase capacity by 600 students.	

gh schools on the same block schedule format by 2006-2007.

Dates			Percent Complete
Start	Due	Complete	
9/1/2005	1/31/2006		75%
9/1/2005	1/31/2006		75%
			0%

Dates			Percent Complete
Start	Due	Complete	
			0%

Action Steps		Assigned To
III.10.2	Do an architectural study/cost analysis of installing doors and walls at ITA.	
III.10.3	Implement all or part of the architectural study.	
III.10.4	Implement new programming at ITA based on additional space.	

Action Plan III.11; **Specific Result:** Construct additions to Indian Trail making it a accommodate 2000 students by 2011/2012.

Administrator Responsible:

Action Steps		Assigned To
III.11.1	Update the enrollment projections to determine the need for another neighborhood high school.	
III.11.2	Conduct information sessions throughout the District to educate the greater community as to the educational need for another neighborhood high school.	
III.11.3	Implement a sufficient referendum to fund the construction and continuous operation of additions to Indian Trail to make it a neighborhood comprehensive high school with academies.	
III.11.4	Establish a boundary committee representing all the stakeholders for the eventual redistricting of the entire School District to alleviate overcrowding at Bradford and Tremper.	L
III.11.5	Conduct information sessions regarding the redistricting of the neighborhood comprehensive high schools.	L

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%

comprehensive neighborhood high school with academies to

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%

Action Steps		Assigned To
III.11.6	Redistrict the comprehensive high schools.	L
III.11.7	Open the new Indian Trail comprehensive high school no later than the 2011-2012 school year.	L

Action Plan III.12; **Specific Result:** Investigate establishing another alternative hi
2007/2008.

Administrator Responsible:

Action Steps		Assigned To
III.12.1	Appoint an investigation team to determine feasibility of establishing another alternative high school.	
III.12.2	Meet with Bradford and Tremper administrators to determine the number of potential students who meet Bridges or similar criteria.	
III.12.3	Meet with Reuther administrators/staff to determine programs for the new alternative high school.	
III.12.4	Review current District facilities and long term leasable properties to determine the most appropriate location for the new alternative high school.	
III.12.5	Establish a name for the new alternative high school.	
III.12.6	Implement a sufficient referendum to remodel a KUSD facility or enter into an extended lease with possible renovation and continuous operation expenses.	

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%

h school similar to Reuther to accommodate 400 students by

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%
			0%

Action Steps		Assigned To
III.12.7	Provide a series of information sessions for students, families, staff, and greater community as to the programming of the new alternative high school and advantages.	
III.12.8	Appoint an administrator to the new alternative high school.	
III.12.9	Register students in the new alternative high school.	
III.12.10	Appoint staff to the new alternative high school.	
III.12.11	Provide a week long professional development program for the staff of the new alternative high school.	
III.12.12	Open the new alternative high school.	

Action Plan III.13; **Specific Result:** Gain broad public support for the overall plan

Administrator Responsible: Scott Pierce

Action Steps		Assigned To
III.13.1	Communicate a unified message from the entire School Board.	School Board / Superintendent
	Status/Comment: Dates are based on 2005 referendum, these tasks are app	
III.13.2	Form a building naming committee prior to the referendum.	KUSD
III.13.3	Develop and widely distribute easy to read information sheets in multiple languages.	KUSD

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%
			0%

o address overcrowding by 2005-2006 and thereafter.

Dates			Percent Complete
Start	Due	Complete	
1/1/2005	11/1/2005	11/1/2005	100%
cable for future referendum as well.			
1/1/2005	6/1/2005	6/1/2005	100%
1/1/2005	11/1/2005	11/1/2005	100%

Action Steps		Assigned To
III.13.4	Form a core referendum campaign finance committee made up of School Board members and supportive community members and register as a campaign finance committee as per Wisconsin Statute 11.23.	School Board / Community
III.13.5	Form a speakers bureau to speak as advocates for the referendum.	
III.13.6	Utilize those most affected to help educate the greater public.	KUSD /
III.13.7	Commit the instructional staff and administrative staff to concentrating on teaching and learning and not being involved in the referendum during school hours.	KUSD
III.13.8	Explore "wraparound" financing or other ways to mitigate the tax burden for the construction of new facilities.	KUSD

Action Plan III.14; Specific Result: Investigate the expansion of night school opti

Administrator Responsible:

Action Steps		Assigned To
III.14.1	Need to develop action steps.	

Dates			Percent Complete
Start	Due	Complete	
3/1/2005	11/1/2005	11/1/2005	100%
3/1/2005	11/1/2005	11/1/2005	100%
3/1/2005	11/1/2005	11/1/2005	100%
3/1/2005	11/1/2005	11/1/2005	100%
1/1/2005	3/1/2005	3/1/2005	100%

ns in order to relieve overcrowding.

Dates			Percent Complete
Start	Due	Complete	
			0%

ATTACHMENT 2

2006-07 School Year Capacity Needs
KUSD Strategic Plan Strategy III Action Plan Items 1 & 7
December 16, 2005

Known Project:

- The one project that we know needs to happen and be funded by the major maintenance budget is the relocation of the three portables at Tremper to support the construction of the gymnasium addition. Our plans are to have the addition contractor, Camosy, Inc., also perform this project. We are in the process of developing a scope of work and cost estimate for this project. A complete survey of the Tremper site is being developed as part of the referendum project, once the survey is complete an accurate site plan will be developed showing the location of the portables.

Elementary Schools:

- No Concerns: Bose, Columbus, Durkee, Frank, Jefferson, Jeffery, Lincoln, McKinley, Roosevelt, Southport, Vernon, Whittier, and Wilson

- Possible Concerns: EBSOLA (+20), Forest Park (+2), Harvey (+6), Pleasant Prairie (+9), and Prairie Lane (+12)

- Possible Project Needed: Grant (+11), Grewenow (+19), Somers (+25), Stocker (+56), and Strange (+9)

Middle Schools:

- No Concerns: Lincoln, Mahone (additional lockers will be needed sometime in next couple of years), McKinley, and Washington

- Possible Concerns: Bullen (+5), and Lance (+21)

- Possible Project Needed: None

High Schools:

- No Concerns: Indian Trail, Lakeview, and Reuther

- Possible Concerns: Tremper (-24)

- Possible Project: Bradford (+137)

Summary:

Obviously, the single biggest problem will be at Bradford which is projected to have 137 more students next year on top of the 168 student increase they had this year. The near-term strategy is to relocate portables from Bose, Jefferson, and Pleasant Prairie Elementary Schools to Bradford in the summer of 2007 after the new Nash school and the addition to Prairie Lane Elementary School are complete. Those six additional classrooms in 2007 will provide the school a great deal of relief; however, they will provide no help for the 2006-07 school year. Some of the options that have been or are being looked at are:

- Leasing space in the BioCATT building on the Gateway campus
    - Two classrooms – one seats 18 and the other 24
    - Lecture hall may be available – seats 40
    - Two computer labs – both seat 18
    - Transportation to and from each period would be needed – would lose about 15 minutes each block because of travel time
- Leasing space within walking distance of the school, e.g. the union hall 9not available per Tom Reiherzer – 654-1680), the Jazzercise building (for dance classes), or Brookside
- Relocating one of the portable units (most likely the unit at Jefferson a year earlier)
- Working with Bray and Camosy to complete the storage and weight room additions in time for the 2006-07 school year and to temporarily partition off and use the weight room as health classrooms.
- Pursue scheduling and other non-project related options

At this point, a clear strategy for the coming school year has not been finalized for Bradford. The other possible problems exist at the 5 elementary schools listed above. Each of these situations needs to be evaluated further. From a furniture perspective, we are projecting a 318 student increase split between elementary and high school which will require a comparable amount of furniture to the past few years (approximately $50,000).

MEMO

From: Kit Dunn, *Strategic Communications Advisor,* First Trust Portfolios L.P.
Date: December 19, 2005

To: Kenosha Unified School District No. 1
- Board of Education
- Dr. Scott Pierce
- Pat Finnemore
- Nancy Hare
- Bill Johnson

Cc: *Bray Associates*
- Larry Bray
- Matt Wolfert

Stifel Nicolaus
- David Noack
- Brian Brewer

Topic: <u>Follow up notes on successful November 1, 2005 Referendum</u>

Final Referendum Results:
Question 1 (New elementary school & additions to Prairie Lane)
YES – 7,614
NO – 4, 278

Question 2 (Physical education improvements/upgrades at Bradford & Tremper HS's)
YES – 7,381
NO – 4,471

<u>Referendum Strengths</u>
- No tax rate increase due to retiring existing debt
- Undeniable increase in enrollment driving the need for new construction
- Solution developed and endorsed by two separate community-based committees (Long Range Facilities Planning and Strategic Planning on Overcrowding)
- Board of Education unity and overall support for referendum
- Two propositions allowed voters more choice
- Comprehensive information provided directly by district in variety of formats in both English and Spanish
- Active, vocal, dedicated grassroots committee – Community Caring for Kids (CCK)

Comprehensive Communications Effort

- Identified four key messages to stay focused and on topic throughout information campaign *(Why do we need this project?)*
  - To address our immediate, critical elementary school overcrowding issues
  - To address a significant lack of appropriate and safe physical education space in our high schools
  - To seize the opportunity now to expand and upgrade our buildings at **NO TAX RATE INCREASE**
  - To ensure that the proposed projects can be completed within the 2007-2008 school year.
- Created dedicated referendum brand/logo for easy identification of all district information materials.
- Provided informational materials in both English and Spanish (brochure, fact sheets, FAQs).
- Created in-house dvd/video project (produced by John Schlater III, Director Media Services) outlining space needs and proposed plan for use on Cable Channel 20, at presentations, and for distribution to local libraries, parents, CCK, etc.
- Hosted school tours during school day in both June and October 2005 to provide residents opportunity to "see for yourself" and ask questions.
- Hosted Project Information Nights at Tremper and Prairie Lane to provide one-on-one question/answer opportunities, complete with 24x36 display boards and information packets.
- Conducted informational presentations (Road Show) to variety of community organizations and associations, as well as PTO's and other district organizations/clubs
- Specific materials produced included:
  - Master communications schedule updated/revised four (4) times between April - November
  - Save-the-Date Referendum Fact Sheet issued in May 2005
  - Special 2-page referendum insert for end-of-school-year building newsletters issued in June 2005
  - Back-to-School Referendum QA Fact Sheets (parent and staff versions) issued in September 2005

- Referendum PowerPoint presentation for Staff Connections meeting in May, then revised and aired on Cable Channel 20 starting in August 2005. Separate PPT with just pictures of space and facilities issues also produced in September 2005.
- "Room to Learn Brochure" produced in September – approximately 20,000 printed and distributed.
- Four (4) separate Referendum Fact Sheets produced in October and sent home with students every Friday.
- Comprehensive booklet of Frequently Asked Questions (FAQs) produced in October 2005.
- Dedicated link on district website for complete referendum information, including project description, all costs, conceptual floor plans, scope of work, enrollment statistics, FAQs, and voting information by municipality (including maps, polling places, voter registration and absentee ballot forms as pdfs).
- Dedicated email address for questions and/or comments: _____
- Dedicated voicemail for questions/comments with Referendum Hotline at **653-NEWS (6397).**

Elements to Improve for Future Referenda

- Confirm referendum scope of work and date as soon as possible
- Convene CCK group before end-of-school year if considering Fall referendum
- Begin production of informational materials as soon as possible
- Improve internal communications related to production of district materials
- Improve external communications with CCK related to distribution of materials
- Simplify messages and content of fact sheets – more "reader-friendly"
- Request active participation in communications process by Board of Education members, building administrators, and staff as soon as possible
- Seek support of teacher and support staff unions as soon as possible
- Consider one or two district-wide mailings

Strategies for Future Successful Referenda

- Repeat the above listed strengths and communications elements as much as possible!
- Continue to communicate regarding the overcrowding issues and space needs of the district on a regular basis – maintain awareness and momentum raised with the November referendum.
- Keep residents aware of current project's progress and celebrate its successes (on time schedule, under budget, etc.).
- Actively engage the entire community (staff too!) in dialogue and discussion as future projects are evaluated – consider district-wide surveys, focus groups, community forums, etc. Make sure to communicate about these efforts extensively so even if residents aren't directly participating, they are aware of the opportunity to get involved and the issues being studied.
- Commit to these activities BEFORE decisions are finalized to build a strong base of community ownership and endorsement.
- Secure total Board of Education consensus and unity before adopting a resolution.
- Continue to interact/network with local organizations, associations, and community groups to build credibility and share information even when there is no immediate referendum on the horizon.
- Celebrate district, student, and staff achievements regularly.
- **Start planning early and communicate often!**

A Look Back at the 2005 Referendum for Schools
Community Caring for Kids

What did the referendum look like:

Referendum was set in the spring of '05 as one question
elementary and high school phy.ed was combined.
Referendum was split into two questions in the summer of '05
elementary and high school phy.ed were split
After much discussion, the '05 school referendum **never** included operational costs

Decisions by the community group at the beginning:

→To make our push in the last 6 weeks
→To emphasize a community spirit, both with our name, our logo, and our motto
→To have our main message be *"With No Tax Increase, it just makes sense."*
→To be factual only, not emotional

How we planned to get our message out:

→Met every other week and then weekly, sharing what we had done and what we had learned
→Wrote letters to the editor, mostly in the last 2 to 3 weeks before the election
→Flyers for:
school age and preschool families
athletic families
"senior citizens"
→Newspaper ads—during the last two weeks of the election
→Radio ads—played during the last weeks of the election
→Yard Signs
→Email postcards
→Website and e-mail address
→Presentations—mostly done in an informational setting, NOT a "Vote Yes" setting
→Phone Bank
→Newspaper articles
→Contacting influential community leaders
→Make sure everything was translated into Spanish

What we heard:

→**About the referendum questions:**
Splitting the questions later fed some distrust of the district: "Why do you keep changing your mind? What are you trying to hide?"
Get the question right the first time.
Once it's stated, you can't change it!!

→**About our message:**
(1)People didn't believe it ("No Tax Increase")
*In the last two weeks, we spent a lot of time explaining **WHY** there was no tax increase*

→**About our flyers:**

(1)Needed to be written in language that ANY high schooler could understand! And they couldn't have too much information on them.

(2)We needed new ones at the end to answer questions that weren't getting answered.

(3)If the heading was the same as other flyers, the people assumed they had read them. The new flyers had different headings that would get their attention.

(4)Our "senior citizen" flyers could have been more widely spread

→**About our website:**

We had a link to the KUSD site.

We NEEDED to have all the questions we were hearing on OUR website, with answers to EVERYONE—in a style where they could click on the question and get the answer.

→**About the radio:**

(1)We were able to catch many of the talk shows on the radio, and CCK members called in—it seemed to help a lot, because often radio hosts don't give all the facts.

(2)Those speaking for KUSD need to be positive. *You can't have a school board member saying that it's okay to have 45 kids in a classroom!*

→**Newspaper articles:**

The newspaper reporters generally ignored us and our side of the message, giving front page to the opposition and giving us one or two lines on the back page.

They also wrote incorrect numbers in the articles

UNTIL the day before the election when one called me, and I'd had enough.

It's important to make sure our message gets on the front page, and gets there correctly!

→**Presentations:**

It was HARD to be allowed to give them. PTA meetings were a good place.

Marc Hujik took a lot of time trying to get into community groups like Kiwanis. His informational meeting ended up being question/answer, which seemed to have a GREAT impact on the people there.

What we learned over all:

*The information must be clear, understandable, and complete.

*Questions must be answered.

*Reasons must be given for why we want/need this!

→While the big push can/should be in the last 6 weeks, and even more in the last 2, there's A LOT of groundwork to be taken care of ahead of time.

→**The community MUST feel that this is a community issue!!**

What I've heard about the high school issue:

→We should go back to junior high schools, put 6th grade back in elementary, and build more elementary schools (They're cheaper)
→We aren't really overcrowded at the high schools (When I was in school,...)
→We should just go to split scheduling (When I was in school,...)
→ITA should become a 9th grade center
→ITA should just become a comprehensive high school
→You can't build a new high school without fixing Bradford and Tremper
→"My kids aren't in school anymore—Why should I care?"

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Kenosha Unified School District No. 1

BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title:	**Strategic Plan Implementation – Strategy 3 Result Statement 13 – Gaining Broad Public Support**	**Budget Year:**	**2006 - 2007**

Department:	Strategic Plan	**Budget Manager:**	Patrick Finnemore

REQUEST

Result Statement 13 of Strategy 3 addressing overcrowding deals with developing and implementing a plan to gain broad public support of the overall plan to address overcrowding by 2005-06 and thereafter. We were very successful in gaining the support of the public on the November 1, 2005 referendum and our implementation team is working on developing ways to build on this in the future. One of the positive aspects of the 2005 referendum campaign was the support provided by our referendum consultant Kit Dunn to both the District and the various community members involved in the campaign. Our implementation team recommends working with Ms. Dunn again in the development of a long-term community plan and to develop a timeline for key aspects associated with the next referendum the District pursues. I have talked to Ms. Dunn at the request of our committee to develop a scope of work and a proposed cost of service, which is attached to this request.

RATIONALE/ INSTRUCTIONAL FOCUS

Everyone directly involved in the recent referendum campaign has had positive remarks about the services provided by Kit Dunn, most notably those community members involved in gaining the public's support. The consensus opinion is that a high school referendum campaign will be even more involved and difficult. Our implementation team, and namely the sub-team responsible for implementing Result Statement 13 feels strongly that her guidance is very important in setting the course for our actions related to gaining public support over the next few years.

IMPACT

The impact is financial, and we feel it should be supported by the Cabinet and the Board as this is certainly one of the more important initiatives the District will undertake over the next few years. The overcrowding of our high schools and the public approval of a permanent solution is an issue that we must plan for now, and we must do this correctly. The estimated cost for this service is $xxxxxxx.

BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	$0

200's	Fringes	$0
300's	Purchased Services	$xxxxxxx
400's	Non-Capital Objects	$0
500's	Capital Objects	
	TOTAL	**$ 0.00**

*Note: To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.

Is this a [Xxx] one-time or [ ] recurring expenditure?

FUNDING SOURCES

Enter Funding Sources *(Additional revenues, re-allocation of existing budgeted funds, donations and/or request for new funds)*

This is a request for new funds.

Strategy IV: We will ensure that staff is implementing the District curriculum and u
students demonstrate proficiency on District and standardized asses

Action Plan IV.1; **Specific Result:** Select a user friendly Student Information Sys
parents for the purpose of student data collec

Administrator Responsible: Dan Honore

Action Steps		Assigned To
IV.1.1	Assign a Project Manager.	Dan Honore
IV.1.2	Establish a District SIS committee composed of key KUSD stakeholders.	Dan Honore
IV.1.3	Survey teachers, administrators, parents, and other staff to determine nature of data collection, ease of use, analysis, curriculum development, grading, and reporting to be included in the SIS.	Dan Honore
IV.1.4	Analyze various SIS in comparison to needs identified by survey.	Dan Honore
IV.1.5	Determine capabilities of current IT system to 'export'.	Dan Honore
IV.1.6	Select and purchase a web-based SIS capable of meeting administrative and curriculum needs.	Dan Honore
	Status/Comment: On January 25, 2006 Pentamation's eSchoolPlus was selec needs. There are two more things to accomplish before this receive board approval.	
IV.1.7	Organize 'pilot' user group consisting of a minimum of one person from each subgroup of users.	Dan Honore
IV.1.8	Develop username/password system for authorized user access.	Dan Honore

using effective instructional strategies as well as data to help
ssments.

stem (SIS) easily accessible to teachers, administrators and
tion, analysis, curriculum development, grading and reporting.

Dates			Percent Complete
Start	Due	Complete	
5/24/2004		5/24/2004	100%
5/28/2004		5/28/2004	100%
5/28/2004		5/5/2005	100%
6/10/2005		8/22/2005	100%
5/3/2004		5/25/2004	100%
5/28/2004	2/28/2006		66%

cted as the application that best meets most of the district's
s action step is complete. 1: negotiate a contract and 2:

			0%
			0%

Action Steps		Assigned To
IV.1.9	Pilot the system with fictitious data and provide feedback on user friendly-ness, etc.	Dan Honore
IV.1.10	Make adjustments based on feedback.	Dan Honore
IV.1.11	Retest system and provide feedback.	Dan Honore
IV.1.12	Continue adjustment cycle.	Dan Honore
IV.1.13	Train staff District-wide on use of system.	Dan Honore
IV.1.14	Create on-line tutorials for all KUSD users.	Dan Honore
IV.1.15	Link web-based system to current system or populate with appropriate 'real' data.	Dan Honore
IV.1.16	Implement system. (Go Live)	Dan Honore

Action Plan IV.2; **Specific Result:** Implement the consistent use of the Wisconsi measure student academic performance and

Administrator Responsible: Sonya Stephens

Action Steps		Assigned To
IV.2.1	Assign a Project Manager.	Tim Miller/Sonya Stephens
IV.2.2	Establish a team of supervisors and teachers to review the existing School Improvement Plan process.	Tim Miller/Sonya Stephens
	Status/Comment: This is ongoing and annual.	

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%
			0%
			0%
			0%

n Knowledge and Concepts Examination data in order to
develop school improvement plans.

Dates			Percent Complete
Start	Due	Complete	
9/14/2005		9/14/2005	100%
7/11/2005		8/31/2005	100%

	Action Steps	Assigned To
IV.2.3	Establish a District timeline for the School Improvement planning process (Develop, Implement, Assess).	Tim Miller/Sonya Stephens
	Status/Comment: This is ongoing and annual.	
IV.2.4	Develop a District electronic template for the School Improvement Process.	Tim Miller/Sonya Stephens/Linda Langenstroer
	Status/Comment: The term "School Improvement Process" is now being refe	
IV.2.5	Train principals on an annual basis in the School Improvement Planning process.	T. Miller / K. Maxey / L. Mattioli / M. Thompson
IV.2.6	Create a portfolio of disaggregated valid data including: Standardized test scores, Grade level assessments, Attendance rates, Graduation rates, Demographics.	Sonya Stephens / Linda Langenstroer
	Status/Comment: Data reports were completed for the Site Team Planning pr Benchmark report with new five year goals, the Annual 3rd Report.	
IV.2.7	Conduct an annual data retreat with school staff to make decisions regarding: Goals Professional Development Needs Resources Budget Implications	Principals / Staff / Educational Assistants
	Status/Comment: This is ongoing and annual. Once the 2005/06 WKCE-CRT based on the results.	

Dates			Percent Complete
Start	Due	Complete	
7/11/2005		8/31/2005	100%
			0%
rred to as "Site Planning" .			
10/25/2004		12/24/2004	100%
1/10/2005	12/2/2005	1/9/2006	100%
ocess in addition to the District and School Report Cards, Friday enrollment report and the annual School Performance			
5/2/2005	5/31/2006		40%
test results are in, schools will be targeted for data retreats			

Action Steps		Assigned To
IV.2.8	Align building goals with District strategic objectives.	Leadership / Principals
	Status/Comment: This is ongoing and annual.	
IV.2.9	Develop the School Improvement Plan annually.	Leadership / Principals
	Status/Comment: This is ongoing and annual.	
IV.2.10	Implement the School Improvement Plan annually.	Principals / Prof. Dev. / Leadership / Staff
IV.2.11	Assess the School Improvement Plan annually.	Principals / Prof. Dev. / Leadership / Staff
IV.2.12	Share school improvement plans and results with the community.	Public Info. / Webmaster

Action Plan IV.3; **Specific Result:** Train teachers to use effective instructional st learning experiences for all students.

Administrator Responsible: Louise Mattioli

Action Steps		Assigned To
IV.3.1	Assign a Project Manager.	Louise Mattioli
IV.3.2	Formalize a systematic and uniform instructional framework.	
	Status/Comment: Over the past year, Making Thinking Visible Cadres in each Learner Skills into content area instruction. The February 8 K-12 staff. Each site will develop an implementation plan to crosswalk of proficient learner skills has been created and a Instrument. This document will be discussed with elementa two months.	

Dates			Percent Complete
Start	Due	Complete	
5/2/2005		8/30/2005	100%
5/2/2005		10/31/2005	100%
10/3/2005		10/3/2005	100%
1/6/2006	5/1/2006		0%
			0%

rategies that promote higher order thinking and hands-on

Dates			Percent Complete
Start	Due	Complete	
9/1/2005		9/1/2005	100%
8/30/2005	5/31/2006		85%

building have focused on learning how to integrate Proficient
, 2006 Inservice is dedicated to modeling these skills to all
map out further staff development in this area. A
ligned with the KUSD Teacher Performance Assessment
ry, middle and high school principals for input over the next

	Action Steps	Assigned To
IV.3.3	Determine the types and quantities of available resources as well as additional resources needed to ensure the use of effective differentiated instructional strategies. Permit each school to determine highest priority needs.	
	Status/Comment: A meeting to be arranged with the Talent DevelopmentTeac	
IV.3.4	Train teachers to understand, implement and assess differentiated instructional strategies that have proven positive effects on student learning linked to the District instructional framework. For example: - Identifying similarities and differences - Summarizing and note taking - Reinforcing effort and providing recognition - Homework and practice - Nonlinguistic representation - Cooperative learning - Setting objectives and providing feedback - Generating and testing hypotheses, questions, and advanced organizers	
	Status/Comment: The Talent Development Teacher Consultant will offer a one semester (open to KUSD staff).	
IV.3.5	Develop annual training plan to ensure newly hired staff understand, implement, and assess effective differentiated instructional strategies.	
	Status/Comment: This will be developed in conjunction with the Talent Develo Education.	

Dates			Percent Complete
Start	Due	Complete	
11/1/2005	5/31/2006		38%
cher Consultant and Director of Special Education.			
9/1/2005	5/31/2007		25%
e credit university course on this topic during the spring, 2006			
1/3/2005	5/31/2007		10%
pment Teacher Consultant and the Director of Special			

Action Plan IV.4; **Specific Result:** Establish a quality induction program for new
District curriculum, training on effective instruc
achievement.

Administrator Responsible: Louise Mattioli

Action Steps		Assigned To
IV.4.1	Assign Project Manager	Louise Mattioli
IV.4.2	Establish an Administrative Induction Steering Committee.	
	Status/Comment: Steering committee established and four meetings held duri planned to finalize program recommendations.	
IV.4.3	Determine KUSD key personnel roles and responsibilities to new administrators.	
	Status/Comment: This will be determined by the Steering Committee during th	
IV.4.4	Determine new administrator roles and responsibilities in compliance with PI-34.	
	Status/Comment: This will be determined by the Steering Committee during t	
IV.4.5	Determine content for administrative orientation and on-going support seminars including: - Orientation to District - Orientation to building - Effective Instructional Strategies - District Instructional Framework - School Improvement Planning Process - Professional Performance Assessment/Employee Evaluation Process - District Curriculum	
	Status/Comment: The content for Orientation and Ongoing Support Seminars for years two and three of the Administrative Induction Prog	

District instructional administrators that includes orientation to
ctional strategies, and training on use of data to improve student

Dates			Percent Complete
Start	Due	Complete	
8/31/2005		8/31/2005	100%
5/31/2005		10/13/2005	100%
ng fall semester, 2005-06. Two additional meetings are			
10/13/2005	4/1/2006		25%
he months of February and March.			
10/13/2005	4/1/2006		25%
he months of February and March			
10/13/2005	4/1/2006		90%
completed for year one. A subcommittee will finalize content ram over the next two months.			

Action Steps		Assigned To
IV.4.6	Determine content for mentor selection process in compliance with PI-34.	
	Status/Comment: This will be determined by the Steering Committee during th	
IV.4.7	Determine mentor roles and responsibilities.	
	Status/Comment: This will be determined by the Steering Committee during t	
IV.4.8	Provide training to mentors.	
	Status/Comment: Steering Committee is in the process of outlining content o	
IV.4.9	Provide a District qualified mentor to initial administrators.	
	Status/Comment: Currently, the District has assigned mentors to new adminis mentor qualification. District-level mentor support (materials district administrative mentors.	
IV.4.10	Conduct an annual evaluation of the administrative induction program.	
	Status/Comment: Evaluation tool in the process of development and will be ac	

Action Plan IV.5; **Specific Result:** Revise the induction program for new teacher training on effective instructional strategies, a (*Action Steps written in compliance of PI-34*

Administrator Responsible: Louise Mattioli

Action Steps		Assigned To
IV.5.1	Assign a Project Manager.	Louise Mattioli
	Status/Comment: Terri Huck is leading this work.	

Dates			Percent Complete
Start	Due	Complete	
10/13/2005	4/1/2006		25%
he months of February and March.			
10/13/2005	4/1/2006		25%
he months of February and March.			
6/1/2006	7/1/2006		25%
f mentor training and training will begin during summer, 2006.			
7/29/2005	8/1/2006		40%
trators. However, no formal training has been mandated for s, resources) has been given to the current classification of			
5/1/2006	3/1/2007		10%
dministered to all principals new to the position.			

rs to the district to include orientation to district curriculum,
nd training on use of data to improve student achievement.
)

Dates			Percent Complete
Start	Due	Complete	
1/1/2004		1/1/2004	100%

	Action Steps	Assigned To
IV.5.2	Establish a New Educator Orientation sub-committee to · Design the 1.5 district days of New Educator Orientation to include classroom management and organizational strategies, new educator responsibilities, and an overview of district content area curriculum expectations at the elementary, middle and high school levels. · Design and inform building leadership of the essential activities to organize and implement during the 3-building/site days of New Teacher Orientation to include: Day 1: Provide building tour, review Student Code of Classroom Conduct and Discipline Policies Handbook, conduct session on Mandated Reporting Responsibilities, introduce school routines and procedures, distribute class schedules and assignments, school calendar of time-oriented events, and set up electronic grade book. Day 2: Provide an orientation to school improvement goals based on district and site student achievement data. Distribute essential classroom materials (curriculum notebooks, texts, workbooks, etc.), content area pacing guides, district unit and lesson design planning templates and discuss multiple forms of student assessments. Day 3: Assist new educators with classroom set-up and assist them with preparation and planning for the first days of school.	
	Status/Comment: Recommendation for New Educator Orientation content and June 22, 2004.	

Dates			Percent Complete
Start	Due	Complete	
1/1/2004		6/22/2004	100%

l context made to and approved by the Board of Education,

	Action Steps	Assigned To
IV.5.3	Provide a Building Buddy in each school to support initial educators with non-instructional management, organizational, and time-sensitive duties and activities.	
	Status/Comment: This action step was removed by the School Board at the Ju	

Dates			Percent Complete
Start	Due	Complete	
			0%

une, 2005 meeting due to budget constraints.

	Action Steps	Assigned To
IV.5.4	Establish an Ongoing Support Seminars sub-committee to: · Develop 5 - two hour mandatory Ongoing Support Seminar sessions (1 session - September, 2 sessions - October, 1 session-November and 1 session - December) September Focus: Review professional responsibilities of first year teachers and licensure requirements: (Reflection log for Professional Development Plan, work with a Mentor, attendance at Ongoing Support Seminars). Reinforce classroom routines and procedures and share differentiation strategies for student success. October Focus: Overview of and practice with Classroom Instruction that Works (e.g. Nine Powerful Strategies, Marzano). November and December Focus: Overview of and practice with content-Specific instructional strategies (e.g. Strategies That Work, Harvey) December Focus: Update/review first year teacher professional responsibilities and discuss PDP development during Year 2. · Develop 2- two hour optional Ongoing Support Seminars (1 session - February and 1session - April) February Focus: Integrating Technology into the Curriculum. April Focus: Integrating Technology into the Curriculum.	
	Status/Comment: Recommendation for Ongoing Support Seminar content and June 22, 2004.	

Dates			Percent Complete
Start	Due	Complete	
1/25/2004		6/22/2004	100%

d context made to and approved by the Board of Education

Action Steps		Assigned To
IV.5.5	Define the mentor's role in support of initial educator's first year of reflection in the development of the Professional Development Plan.	
	Status/Comment: Recommendation for mentor's role in support of initial educa Education , June 22, 2004.	
IV.5.6	Define the mentor's role in support of initial educator's development of teaching and learning knowledge, skills and dispositions.	
	Status/Comment: Recommendation for mentor's role in support of Initial Educ skills and dispositions made to and approved by the Board	
IV.5.7	Provide a district-qualified mentor to each Initial Educator (see District definition).	
	Status/Comment: All Initial Educators hired as of December, 2005 have been	
IV.5.8	Conduct an annual evaluation of new educator induction program.	
	Status/Comment: Professional Development personnel is in the process of co forward to PI-34 Steering Committee in the spring.	

Action Plan IV.6; **Specific Result:** Establish K-12 common grade level/course as the District curriculum.

Administrator Responsible: Edie Holcomb

Action Steps		Assigned To
IV.6.1	Assign a Project Manager	Edie Holcomb
	Status/Comment: Fran Romano and Geri Santarelli are leading this work.	

Dates			Percent Complete
Start	Due	Complete	
1/5/2004		6/22/2004	100%
ator's first year made to and approved by the Board of			
1/5/2004		6/22/2004	100%
ator's development of teaching and learning knowledge, of Education.			
1/5/2005		12/1/2005	100%
provided with a qualified mentor.			
2/1/2006	5/3/2006		70%
llecting Educator Induction Program evaluation data to			

ssessments for mathematics to insure that staff is implementing

Dates			Percent Complete
Start	Due	Complete	
9/6/2005		9/13/2005	100%

	Action Steps	Assigned To
IV.6.2	Establish district vertical teams that include representation at each grade level and content area.	
	Status/Comment: Three working groups have been established: Elementary M with the ongoing cycle of K-12 Math curriculum review, deve	
IV.6.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.	
	Status/Comment: K-2 met 10/21/05, 11/11/05, 1/09/06 and established most e Grade 3-5 group met 10/24/05, 12/2/05 and established mo 6-8 group met 10/9/06, 12/7/05, and 1/18/06 and establishe 9-12 group met 11/04/50, 11/14/05, 12/09/05, 1/04/06, and	
IV.6.4	Select a uniform curriculum mapping and reporting process.	
	Status/Comment: The Instructional Services Department has selected a unifo	
IV.6.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.	
IV.6.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.	
IV.6.7	Provide staff with access to updated curriculum scope and sequence.	
IV.6.8	Develop common assessments at all grade levels.	
IV.6.9	Pilot the common assessments and make necessary adjustments.	
IV.6.10	Implement common assessments.	

Dates			Percent Complete
Start	Due	Complete	
9/6/2005		10/13/2005	100%
Math, MS Math, HS Math. These tasks are being integrated elopment and materials adoption.			
10/3/2005	1/10/2006		90%
essential benchmarks and key vocabulary. st essential benchmark (next step vocabulary). d most essential benchmarks and key vocabulary. 1/18/06 and established most essential benchmarks.			
10/3/2005		11/8/2005	100%
rm curriculum mapping process.			
			0%
			0%
			0%
10/10/2005	5/1/2006		0%
1/10/2006	6/1/2006		0%
9/11/2006	6/13/2007		0%

Action Steps		Assigned To
IV.6.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.	
IV.6.12	Address student achievement gaps with instructional materials or strategies.	
IV.6.13	Incorporate material and content revisions into textbook adoption cycle.	
	Status/Comment: 6-12 materials will arrive Spring of 2006 and will be aligned available until Spring 2007.	
IV.6.14	Inservice stakeholders on revised content and materials.	

Action Plan IV.7; **Specific Result:** Establish K-12 common grade level/course as staff is implementing the District curriculum.

Administrator Responsible: Edie Holcomb

Action Steps		Assigned To
IV.7.1	Assign a Project Manager.	Edie Holcomb
	Status/Comment: Dr. Maggie Sneed and Ms. Maureen Bagg will lead this wo	

Dates			Percent Complete
Start	Due	Complete	
6/13/2007	6/29/2007		0%
			0%
10/13/2005	5/27/2006		0%
to most essential benchmarks. K-5 materials will not be			
3/15/2006	9/28/2006		0%

ssessments for reading, writing, and language arts to insure that

Dates			Percent Complete
Start	Due	Complete	
9/6/2005		9/13/2005	100%
rk.			

	Action Steps	Assigned To
IV.7.2	Establish district vertical teams that include representation at each grade level and content area.	
	Status/Comment: Six working groups have been established: Elementary Rea Writing, HS Writing	
IV.7.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.	
	Status/Comment: K-5, 6-8 and 9-12 ELA task forces each met in October, Dec Standards and Benchmarks and to designate Most Essentia WI Standards and Benchmarks and Reading Frameworks th the process of the vocabulary/terminology that needs comm school English chairs and middle school language arts teac Most Essential Benchmarks.	
IV.7.4	Select a uniform curriculum mapping and reporting process.	
IV.7.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.	
IV.7.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.	
IV.7.7	Provide staff with access to updated curriculum scope and sequence.	
IV.7.8	Develop common assessments at all grade levels.	
	Status/Comment: These have been piloted for K-5 writing and have been rev revised and a new pre-K-grade 1 writing development scal A number of middle school teachers are also piloting use o the process of selecting an appropriate assessment tool.	

Dates			Percent Complete
Start	Due	Complete	
9/6/2005		10/13/2005	100%
ading, MS Reading, HS Reading, Elementary Writing, MS			
10/3/2005	1/20/2006		90%
cember and January to finalize revisions of the ELA al Benchmarks. Sneed and Bagg shared the alignments to hat they had completed. Notes have been made throughout non understanding. Elementary level resource teachers, high hers have also given input to the standards, benchmarks and			
			0%
			0%
			0%
			0%
10/10/2005	5/1/2006		30%
ised based on that pilot. The writing continuum has been e has been created. Teachers are currently testing these out. f the continuum to assess student writing. High school is on			

Action Steps		Assigned To
IV.7.9	Pilot the common assessments and make necessary adjustments.	
	Status/Comment: These were piloted in fall '05 at K-5. Middle school is curre	
IV.7.10	Implement common assessments.	
IV.7.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.	
IV.7.12	Address student achievement gaps with instructional materials or strategies.	
IV.7.13	Incorporate material and content revisions into textbook adoption cycle.	
IV.7.14	Inservice stakeholders on revised content and materials.	

Action Plan IV.8; **Specific Result:** Establish K-12 common grade level/course as
District curriculum.

Administrator Responsible:

Action Steps		Assigned To
IV.8.1	Assign a Project Manager.	
IV.8.2	Establish district vertical teams that include representation at each grade level and content area.	

Dates			Percent Complete
Start	Due	Complete	
1/10/2006	6/12/2006		20%
ntly in the process of piloting.			
9/11/2006	6/13/2007		0%
6/13/2007	6/29/2007		0%
			0%
10/13/2005	1/27/2006		0%
3/15/2006	9/28/2006		0%

ssessments for science to insure that staff is implementing the

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%

Draft Only
(Updated 11/22/05)

Strategic planning committee (Strategy #5) – The district will develop recognize responsible, respectful and ethical behavior

Action Plan V.5; Specific Result – Implement a comprehensive frame used to develop and promote responsible, respectful, and ethical beha

High Expectations ***Be***

^

Maintain the Balance!!

Staff/ Community Framew

Action Steps	***Rationale***	***Possible Examples***	***Non-Negotiables***	***Strategy***
Identify Implement effective strategies that sustain a positive culture among all KUSD stakeholders.	*Building community within schools is important for all stakeholders. Schools should be an important part of our neighborhoods as a whole.*	*- Parent Involvement activities/ efforts.* *- Community events held at school.* *- Celebrations.*	*N/A – Site decision*	
Identify and implement effective strategies that build student and staff belonging	*Staff connectedness and belonging is just as important as it is with the students. How can we help all teachers to feel like an effective part of a team that recognizes their strengths?*	*- Staff social committees* *- Recognition programs* *- Staff events*	N/A – Site decision	

- *All stakeholders should exhibit consistent modelin*
- *All district policies should be consistently enforced for students, staff, and c*

Draft Only
(Updated 11/22/05)

and implement plans to model, reinforce, and
by everyone within the system.

work, within each educational setting, to be
vior.

onging

rk

# 1	*Strategy # 2*	*Strategy # 3*	*Evaluation Procedure*

g of KUSD Core Values.
her employees that exhibit inappropriate behaviors.

Student Framework

Action Steps **(Discipline Plan)**	***Rationale***	***Possible Examples***	***Non-Negotiables***	***Strat***
Identify and implement a school wide behavior management plan consistent with the adopted core values.	Establish consistency within your building. Students need a predictable environment in order to understand and adhere to high behavioral expectations.	- Diana Day Plan - Responsibility Training - Love and Logic - A comprehensive plan created for your individual school.	- Consistent classroom behavioral progression - Consistent language - Consistent support strategies - Consistent expectations - Consistent documentation - Established consequences - Staff development plan/ collaboration opportunities. - Clarified roles for staff.	
Identify and Implement consistency within classroom procedures	Create and teach clear procedures so that students understand how things are supposed to be done. If they make mistakes re-teach it (all year).	- Could be based on Harry Wong's work.	- Entering - leaving the building procedures - Hallway procedures - Forgotten materials procedures - Lunch procedures - Locker room procedures - Starting class procedures	
Identify Implement effective strategies that sustain a positive peer culture among all KUSD stakeholders.	Students must treat one another with respect. Student connectedness and safety are jeopardized when students are not emotionally safe.	- Bullying prevention program - Peer mediation program - Peer court	- Staff development plan - Community effort	
Identify and implement effective strategies that build student and staff belonging	Be pro-active. Create a culture of positivity within the school. A rising tide lifts alls ships.	- Spirit week - School picnic. - Additional activities - Pep- assemblies - Mentoring programs	- N/A – Site Decision	
Identify and implement effective strategies that teach appropriate behaviors	Today's students need to learn alternative choices to handle behavioral situations. Sometimes additional skills are necessary.	- Conflict resolution programs - Opportunity Center - Specific Advisory efforts - Goal Setting - Decision making/ problem solving model. - Student data binders	- Important to be researched based.	

- *All stakeholders should exhibit consistent modelin*
- *All district policies should be consistently enforced for students, staff, and c*

gy # 1	***Strategy # 2***	***Strategy # 3***	***Evaluation Procedure***

g of KUSD Core Values.

ther employees that exhibit inappropriate behaviors.

Strategy V: We will develop and implement plans to model, reinforce and recogn

Action Plan V.1; **Specific Result:** Adopt a set of Core Values for all stakeholder

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To
V.1.1	Publicize proposed Core Values and obtain input from our diverse stakeholders on proposed Core Values using a variety of data gathering strategies.	Joe Kucak
V.1.2	Develop Core Value policy for board approval.	Joe Kucak
V.1.3	Implement approved school board policy on Core Values.	Joe Kucak
V.1.4	Provide on-going staff development on KUSD Core Values.	Joe Kucak

Action Plan V.2; **Specific Result:** Implement curriculum on citizenship educatio
Strategy #2--Service Learning).

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To
V.2.1	Anchor citizenship education in the social studies curriculum Pre-Kindergarten-twelve.	Lisa KC
V.2.2	Incorporate KUSD Core Values through citizenship education in the social studies curriculum Pre-Kindergarten-Kindergarten.	Lisa KC

ze responsible, respectful, and ethical behavior by everyone.

.

Dates			Percent Complete
Start	Due	Complete	
2/1/2006	5/31/2006		0%
2/1/2006	5/31/2006		0%
5/31/2006	9/30/2006		0%
7/1/2006	7/1/2010		0%

that incorporates the KUSD Core Values. (Cross reference to

Dates			Percent Complete
Start	Due	Complete	
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%

Action Steps		Assigned To
V.2.3	Incorporate KUSD Core Values through citizenship education in the social studies curriculum in grades one - two.	Lisa KC
V.2.4	Incorporate KUSD Core Values through citizenship education in the social studies local government curriculum in grade three.	Lisa KC
V.2.5	Incorporate KUSD Core Values through citizenship education in the social studies state government curriculum in grade four.	Lisa KC
V.2.6	Incorporate KUSD Core Values through citizenship education in the social studies U.S. Government Curriculum in grade five.	Lisa KC
V.2.7	Incorporate KUSD Core Values through citizenship education in the social studies curriculum of Ancient Greece and the progression of democracy education in grade six.	Lisa KC
V.2.8	Develop a nine week civics unit for the seventh grade social studies curriculum.	Lisa KC
V.2.9	Implement KUSD Core Values through citizenship education in the fourth quarter civics unit for the seventh grade social studies curriculum.	Lisa KC
V.2.10	Incorporate KUSD Core Values through citizenship education into the social studies U.S. Government and the Constitution in grade eight.	Lisa KC
V.2.11	Incorporate KUSD Core Values through citizenship education into the American History and U.S. Government high school social studies curriculum.	Lisa KC

Dates			Percent Complete
Start	Due	Complete	
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/10/2005		0%
7/1/2005	7/1/2005		0%
7/1/2005	7/1/2005		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%

Action Steps		Assigned To
V.2.12	Incorporate KUSD Core Values into the Counselor's Developmental Guidance program in Pre-Kindergarten - twelve.	Lisa KC
V.2.13	Incorporate KUSD Core Values into the Middle and High School Advisory Programs.	Lisa KC
V.2.14	Integrate KUSD Core Values into the Pre -Kindergarten-twelve Health/Family Life Curriculum.	Lisa KC
V.2.15	Integrate KUSD Core Values into the Kindergarten-twelve Language Arts Curriculum.	Lisa KC
V.2.16	Integrate KUSD Core Values into the Kindergarten - twelve Science Curriculum.	Lisa KC
V.2.17	Integrate KUSD Core Values into the Kindergarten - twelve Math Curriculum.	Lisa KC
V.2.18	Integrate KUSD Core Values into Pre-Kindergarten - twelve elective curriculum.	Lisa KC
V.2.19	Integrate KUSD Core Values into the extra-curricular activities (i.e. Athletics, Musical Theater, CLC, etc.)	Lisa KC
V.2.20	Evaluate the effectiveness of citizenship education that incorporates the KUSD Core Values in accordance with School Board Policy 6300.	Lisa KC

Action Plan V.3; **Specific Result:** Utilize research-based "best practice" instruct
Values. (Cross reference to Strategy #4--Effe

Administrator Responsible: Joe Kucak, Lisa KC

Dates			Percent Complete
Start	Due	Complete	
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%
7/1/2005	7/1/2010		0%

onal strategies for all subject areas that mirror the KUSD Core
ctive Instructional Strategies).

Action Steps		Assigned To
V.3.1	Conduct district wide in-service opportunities on diversity, tolerance, and acceptance within our classrooms and community.	Lisa KC - Joe Kucak
V.3.2	Provide ongoing staff development on research based instructional strategies including differentiated instruction and complex thinking skills.	Lisa KC - Joe Kucak
V.3.3	Incorporate research based instructional strategies including differentiated instruction and complex thinking skills into the classroom lessons.	Lisa KC- Joe Kucak
V.3.4	Develop a web-based shared site of best practices for KUSD staff. (i.e. lesson plans, video tapes, i-movies, assessments)	Lisa KC - Joe Kucak
V.3.5	Develop an evaluation tool to measure effectiveness of these instructional strategies.	Lisa KC - Joe Kucak
V.3.6	Evaluate the use of instructional strategies and their effectiveness and make appropriate modifications.	Lisa KC - Joe Kucak

Action Plan V.4; **Specific Result:** Create a comprehensive KUSD resource map respectful, and ethical behavior to provide ade

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To
V.4.1	Identify and list KUSD policies that are currently in place that promote responsible, respectful, and ethical behavior.	Joe Kucak

Dates			Percent Complete
Start	Due	Complete	
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%
7/1/2007	7/1/2010		0%

identifying all policies and programs that promote responsible,
quate understanding and access to all.

Dates			Percent Complete
Start	Due	Complete	
7/1/2006	7/1/2008		0%

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

Action Plan V.5; **Specific Result:** Implement a comprehensive framework within responsible, respectful, and ethical behavior.

Administrator Responsible: All Elementary Principals, Joe Kucak, Lisa KC

Action Steps		Assigned To
V.5.1	Identify and implement a school wide behavior management plan consistent with the adopted Core Values.	Bill Haithcock

Dates			Percent Complete
Start	Due	Complete	
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%
7/1/2006	7/1/2008		0%

each educational setting to be used to develop and promote

Dates			Percent Complete
Start	Due	Complete	
1/1/2006	7/1/2010		0%

Action Steps		Assigned To
V.5.2	Establish consistency within classroom procedures.	Bill Haithcock
V.5.3	Identify and implement effective strategies that sustain a positive peer culture among all KUSD stakeholders.	Bill Haithcock
V.5.4	Identify and implement effective strategies that build student and staff belonging.	Bill Haithcock
V.5.5	Identify and implement effective strategies that teach appropriate behaviors.	Bill Haithcock
V.5.6	Exhibit consistent modeling of KUSD Core Values by all stakeholders.	Bill Haithcock
V.5.7	Enforce consistent consequences for students, staff and other employees exhibiting inappropriate behaviors.	Bill Haithcock
V.5.8	Evaluate the comprehensive framework and its' effectiveness and make appropriate modifications.	Bill Haithcock

Action Plan V.6; **Specific Result:** Recognize and reinforce responsible, respect

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To
V.6.1	Develop guidelines and/or criteria for recognition of responsible, respectful and ethical behavior by all stakeholders.	Joe Kucak & Lisa KC

Dates			Percent Complete
Start	Due	Complete	
1/1/2006	7/1/2010		0%
1/1/2006	7/1/2010		0%
1/1/2006	7/1/2010		0%
1/1/2006	7/1/2010		0%
1/1/2006	7/1/2010		0%
1/1/2006	7/1/2010		0%
1/1/2006	7/1/2010		0%

ul, and ethical behavior within the system.

Dates			Percent Complete
Start	Due	Complete	
7/1/2006	7/1/2007		0%

Action Steps		Assigned To
V.6.2	Evaluate existing forms of student, staff, and other stakeholder recognition programs based on KUSD Core Values.	Joe Kucak & Lisa KC
V.6.3	Expand current District-wide recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values.	Joe Kucak & Lisa KC
V.6.4	Expand current school-based recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values	Joe Kucak & Lisa KC
V.6.5	Evaluate recognition programs annually and make appropriate adjustments.	Joe Kucak & Lisa KC

Action Plans and Steps

Dates			Percent Complete
Start	Due	Complete	
7/1/2006	7/1/2007		0%
7/1/2006	7/1/2007		0%
7/1/2006	7/1/2007		0%
7/1/2006	7/1/2007		0%

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

Action Plan VI.4; **Specific Result:** Increase minority employment of the District-w

Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To
VI.4.1	Inform all District personnel associated with the employment process of changes in staffing patterns involving minorities and obtain their commitment to the use of these patterns.	Sheronda Glass

Status/Comment: District Administrators were informed about the acceptance to be cognizant about the diversity within their buildings.

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%

ide staff by five percentage points in five years.

Dates			Percent Complete
Start	Due	Complete	
9/5/2005	2/17/2006		25%

of this strategic plan by the Board. They were also advised

	Action Steps	Assigned To
VI.4.2	Recruit members of minority groups through various means known to the District, include the extension of the geographic area from which the recruitment takes place.	Sheronda Glass
	Status/Comment: Recruitment teams have been planned for recruitment at the November 2005. Recruitment will also take place at the the recruitment strategies and teams will be utilized teams to ex	
VI.4.3	Identify and develop potential administrative candidates from among minority members of the current staff.	Sheronda Glass
	Status/Comment: Currently only a couple of minority employees have participa administrators. Efforts will be made to further identify and m KUSD administrative mentors.	
VI.4.4	Ensure diverse pools of qualified candidates are selected for interviews.	Sheronda Glass
	Status/Comment: Currently, KUSD Human Resources actively seeks to enco communication tools will be utilized to recruit and select min	
VI.4.5	Create and implement a plan to provide sign-on bonuses to minority candidates who join the District. (Contractual implications)	Sheronda Glass
VI.4.6	Create and implement a plan to provide retention bonuses to minority staff who maintain employment for a 3 to 5 year span. (Contractual implications)	
VI.4.7	Provide relocation assistance without repayment to minority candidates hired by the District who maintain employment for 2 or more years. (Contractual implications)	

Dates			Percent Complete
Start	Due	Complete	
9/5/2005	8/31/2006		20%
National Alliance of Black School Educators conference in National Association for Bilingual Education. Additional band our current recruitment efforts and placement.			
11/1/2005	5/26/2006		20%
ted in District efforts to participate in mentoring for aspiring atch at least (5) current minority employees with current			
7/1/2005	5/26/2006		33%
rages a diverse pool of candidates. Additional ority candidates for interviews.			
			0%
			0%
			0%

	Action Steps	Assigned To
VI.4.8	Communicate to minority employees that tuition reimbursement incentives are available through funding designed to comply with the No Child Left Behind Act. (Contractual implications)	
VI.4.9	Inform recruitment sources that the Kenosha Unified School District not only is an equal opportunity educator/employer, but also seeks applications from qualified persons, regardless of age, sex, color, race, religion, handicap, or national origin.	Sheronda Glass
	Status/Comment: All recruitment materials have been updated to reflect this l	
VI.4.10	Add the following equal opportunity statement on all employee postings: "Minority candidates are encouraged to apply."	Sheronda Glass
	Status/Comment: All postings for employment contains this language, " Quali	
VI.4.11	Make buildings and departments responsible for maintaining an engaging environment necessary for the recruitment and retention of a diverse staff.	Sheronda Glass
	Status/Comment: Initial communication with the principals has taken place co District-wide training has been implemented.	
VI.4.12	Maintain and analyze records regarding minority recruitment and retention efforts.	Sheronda Glass
	Status/Comment: This team will analyze previous and current recruitment and publish a comprehensive report detailing our findings.	

Dates			Percent Complete
Start	Due	Complete	
			0%
7/1/2005	10/28/2005	9/1/2005	100%
nguage.			
7/1/2005	10/28/2005	8/1/2005	100%
ied minority candidates are encouraged to apply."			
10/5/2005	3/31/2006		25%
cerning this issue. Additional work will take place after			
7/1/2005	7/28/2006		33%
retention strategies. By the end of July 2006 this team will			

	Action Steps	Assigned To
VI.4.13	Continue to study recruitment practices, selection criteria, working conditions, turnover and retention rates, etc. associated with the employment of minority individuals.	Sheronda Glass
	Status/Comment: A comprehensive report detailing an analysis of these issue	

Action Plan VI.5; **Specific Result:** Incorporate cultural diversity into administrativ

Administrator Responsible: Kathleen Barca

	Action Steps	Assigned To
VI.5.1	Develop guidelines for reviewing and writing policies that will ensure cultural diversity is incorporated into all appropriate policies.	Kathleen Barca
	Status/Comment: Discussions have begun to set parameters for developing g	
VI.5.2	Review all current policies beginning with series 4, 5, and 6 for content regarding diversity.	Kathleen Barca
	Status/Comment: Teams have been developed and are currently meeting. Ea policies. They will be providing feedback and making recom board policies regarding appropriate cultural diversity langua	
VI.5.3	Revise all existing policies as necessary to incorporate cultural diversity.	Kathleen Barca
	Status/Comment: Teams have been developed to address all school board po	
VI.5.4	Develop new policies that ensure cultural diversity is included in every school and department's improvement plan.	Kathleen Barca
	Status/Comment: Teams are developing new policies as needed.	

Dates			Percent Complete
Start	Due	Complete	
11/25/2005	7/28/2006		25%
s will be published in July 2006.			

e and School Board policies and strategies.

Dates			Percent Complete
Start	Due	Complete	
10/1/2005	3/1/2006		50%
uidelines based on cultural diversity.			
10/10/2005	6/30/2006		25%
ch team will be responsible for reviewing a series of board mendations for modifications and/or implementing new ge.			
10/10/2005	10/31/2005		25%
icies.			
10/10/2005	10/31/2005		10%

	Action Steps	Assigned To
VI.5.5	Monitor and evaluate progress on a quarterly basis.	Kathleen Barca
	Status/Comment: Upon school board approval, implementation will be monito	

Action Plan VI.6; **Specific Result:** Provide a sustained professional developmen the District, building and department levels.

Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To
VI.6.1	Organize a team to address diversity throughout the district and develop a 5-year plan of implementation.	Sheronda Glass
	Status/Comment: A plan that address District wide diversity will be developed	
VI.6.2	Build and maintain District relationships with diverse groups within the community.	Sheronda Glass
	Status/Comment: Additional efforts will be made to develop relationships with	
VI.6.3	Establish diversity concepts that will be included in the staff development process at each grade level and department.	
VI.6.4	Train teachers to recognize diversity in their classrooms and to use that diversity as a teaching tool as they design lessons.	
VI.6.5	Encourage all staff to be involved with diverse community groups.	Sheronda Glass
	Status/Comment: Specific pleas will be made to ensure that the District is rep	

Dates			Percent Complete
Start	Due	Complete	
10/31/2005	10/31/2007		0%
red quarterly for one year.			

plan that includes diversity and sensitivity training annually at

Dates			Percent Complete
Start	Due	Complete	
10/1/2005	3/31/2006		20%
by the end of March 2006			
9/1/2005	6/28/2009		50%
diverse groups in the community.			
			0%
			0%
10/28/2005	6/30/2006		20%
resented in various community groups.			

Action Steps		Assigned To
VI.6.6	Establish a compilation of diversity resources for KUSD.	Sheronda Glass
	Status/Comment: Resources that train and discuss diversity topics are curren	
VI.6.7	Train staff to recognize diversity and capitalize on benefits of that diversity as they go about their jobs.	Sheronda Glass
	Status/Comment: A report will be provided that details the training that has be	
VI.6.8	Train School Board to recognize diversity and to use it appropriately in execution of their duties.	

Action Plan VI.7; **Specific Result:** Develop and implement a redistricting plan th
with boundary changes in Strategy #3--Overc

Administrator Responsible: Kathy Lauer and Jeff Marx

Action Steps		Assigned To
VI.7.1	Use boundary planning software during the redistricting process.	Kathy Lauer & Jeff Marx
	Status/Comment: Preliminary discussions have occurred utilizing Edulog syste enrollment information was conducted in order to see the di students in schools that are part of the Free and Reduced L minority students at each school and the socioeconomics of	

Dates			Percent Complete
Start	Due	Complete	
10/28/2005	3/31/2006		20%
ly being reviewed.			
10/28/2005	5/31/2006		20%
en provided to each school and department of the District.			
			0%

t will help create culturally diverse schools. (Cross reference owding).

Dates			Percent Complete
Start	Due	Complete	
10/13/2005	6/30/2006		20%
m that governs the transportation system. A breakdown of ersity in the schools as well as determine the percentage of unch program. The review showed the percentages of each school.			

	Action Steps	Assigned To
VI.7.2	Analyze current District boundaries as it relates to student population and building capacity levels and recommend boundary changes based on diversity.	Kathy Lauer & Jeff Marx
	Status/Comment: A discussion was held regarding redistricting in order to crea discussed such as pairing schools, redistricting the whole di leaving each school area with some open slots for students diversity. Further discussions with Patrick Finnemore (Strat program he is utilizing that will assist with boundary or redis	
VI.7.3	Determine desired percentages of building ethnicities for each site based on race and/or socio-economic status.	Kathy Lauer & Jeff Max
VI.7.4	Compare desired percentages of ethnic populations at each building with District ethnic minority rates and make recommendations for boundary changes that most reflect the District percentages.	Kathy Lauer & Jeff Marx
VI.7.5	Develop and implement a plan to communicate recommended boundary changes to the School Board, administration, parents and students.	Kathy Lauer & Jeff Marx

Dates			Percent Complete
Start	Due	Complete	
10/21/2005	4/21/2006		20%
te more diverse schools. A number of options were strict to allow for equal distribution of all students, and o transfer in or out of a school in order to equalize the egy #3-Overcrowding) will be held and review the computer ricting challenges.			
11/14/2005	1/23/2006		0%
11/14/2005	6/30/2006		0%
2/28/2006	9/1/2006		0%

Strategy VII: We will work effectively with our disengaged students and those who interfering with learning in order to improve attendance, achievemen

Action Plan VII.1; **Specific Result:** Establish District-wide core content specific e at each grade level (elementary/middle schoo #4--Effective Instructional Strategies).

Administrator Responsible: Edie Holcomb, Milton Thompson

Action Steps		Assigned To
VII.1.1	Research essential skills and collect samples from other districts or research groups.	A
VII.1.2	Review standards/benchmarks and create specific essential skills.	A
VII.1.3	Sequence essential skills from grades K-12.	A
VII.1.4	Review draft essential skills to give input on clarity and specificity (input group) and distribute draft to all administrators (Connections).	A
VII.1.5	Complete final revisions based upon suggestions of clarity, specificity and volume and communicate results to input group (content-area specialist).	A
VII.1.6	Provide collaborative teaming inservice for all principals at grade level clusters to develop understanding and value of essential skills.	A
VII.1.7	Provide teachers with collaborative teaming inservice to develop understanding and value of essential skills (principal led with central office support).	A
VII.1.8	Prepare and distribute information on essential skills, assessment and interventions in print, video or other media with target audience of students and parents.	A

are impacted negatively by social influences, which are
and the graduation rate.

sential skills in Reading and Math that all students must master
) or course-level (high school). (Cross reference to Strategy

Dates			Percent Complete
Start	Due	Complete	
10/3/2005	5/22/2006		25%
10/3/2005	5/22/2006		25%
1/26/2006	5/22/2006		10%
1/26/2006	4/14/2006		0%
			0%
			0%
			0%
			0%

Action Plan VII.2; **Specific Result:** Create District-wide common assessments in
(elementary/middle school) or course-level (h
Strategy #4--Effective Instructional Strategies

Administrator Responsible: Edie Holcomb, Milton Thompson

Action Steps		Assigned To
VII.2.1	Identify number of content area committees needed to design assessments.	B
VII.2.2	Identify vertical team membership for each content area committee charged with assessment creation.	B
VII.2.3	Analyze and categorize content area or course-level essential skills from Results Statement #1	B
VII.2.4	Develop assessments to measure mastery in each content area or course-level skill or category.	B
VII.2.5	Determine appropriate sequence of content area or course-level assessments.	B
VII.2.6	Determine appropriate frequency of content area or course-level assessments.	B
VII.2.7	Define District-wide content area or course-level collaborative process to be used during assessment implementation.	B
VII.2.8	Define school-wide content area or course-level collaborative process to be used during assessment implementation.	B
VII.2.9	Define annual District-wide process for assessment evaluation and revise accordingly.	B

Reading and Math to determine student mastery of grade-level
gh school) core content essential skills. (Cross reference to
.

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%
			0%
			0%
			0%
			0%
			0%
			0%
			0%

Action Steps		Assigned To
VII.2.10	Identify potential staff development needs during implementation and communicate needs to District staff development office.	B
VII.2.11	Conduct awareness sessions with parents and teachers on uses and purposes of assessments.	B

Action Plan VII.3; **Specific Result:** Develop immediate, systematic, and specific i
achieving mastery on common grade-level/co
#4--Effective Instructional Strategies).

Administrator Responsible: Kathleen Barca, Milton Thompson

Action Steps		Assigned To
VII.3.1	Survey elementary, middle and high schools for current immediate, systematic and specific intervention plans that are already in place.	C
VII.3.2	Identify District level interventions with input from School Leadership, Educational Accountability, Student Services, Instructional Services, Minority Academic Affairs, Title 1, Bilingual and community agencies.	C
VII.3.3	Identify minimal interventions that will be available to every student throughout the District regardless of school (Example: Any student not achieving mastery on common grade-level assessments will have tutoring available).	C
VII.3.4	Conduct needs assessment at each school to determine the intervention needs of the disengaged population compared to available resources.	C

Dates			Percent Complete
Start	Due	Complete	
			0%
			0%

nterventions in Reading and Math for students who are not
urse-level assessments. (Cross reference to Strategy

Dates			Percent Complete
Start	Due	Complete	
1/16/2006	3/23/2006		33%
1/16/2006	3/23/2006		10%
1/20/2006	3/23/2006		10%
			0%

	Action Steps	Assigned To
VII.9.1	Select new hiring tool to use during interview process for selection of teacher qualities and characteristics shown to benefit at-risk students.	Milton Thompson, Ernie Llanas
	Status/Comment: We will examine the Insight system to see if it contains the s teacher characteristics which fit with at risk, urban children. Payne to see what information it contains in shaping instruc toward recruiting teachers who understand these strategies	
VII.9.2	Prioritize District school placement needs for teachers skilled in working with at-risk students.	Milton Thompson, Ernie Llanas
	Status/Comment: Examining both the achievement of schools which have low compared to other schools we will make recommendations	
VII.9.3	Identify university teacher preparation programs that offer a strong emphasis on at-risk student coursework.	Milton Thompson
VII.9.4	Establish District contact with those universities (action step 3).	Milton Thompson
	Status/Comment: Working with Human Resources we will examine recruitmer number of minority applicants. We will also participate in th	
VII.9.5	Formalize collaboration and recruitment processes with universities.	I
VII.9.6	Provide incentives for qualified teachers who are newly hired or transfer into hard to fill positions serving at risk students. (Contractural implications).	I

Action Plan VII.10; **Specific Result:** Strengthen/change at-risk programming, base

Administrator Responsible: Milton Thompson

Dates			Percent Complete
Start	Due	Complete	
10/10/2005	3/20/2006		25%
ame characteristics as the Urban Perceiver which identified Committee members are also examining the model of Ruby onal strategies for children raised in poverty with an eye			
1/16/2006	3/20/2006		20%
performance and the experience of those teachers when bout placement of teachers in at risk schools.			
1/16/2006	5/22/2006		10%
3/6/2006	3/13/2006		0%
t fairs in Michigan in the Detroit area which attract a large s recruitment.			
			0%
			0%

d on research, at the middle level.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

REGULAR SCHOOL BOARD MEETING

FEBRUARY 28, 2006

APPENDICES FOR ITEM XII-C – 2004-05 ACHIEVEMENT REPORT

Kenosha Unified School District No. 1

Achievement Report
2004-2005

Office of Educational Accountability
Sonya Stephens, Executive Director
February 28, 2006

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

February 28, 2006

2004-05 Achievement Report

Executive Summary

The 2004-05 Achievement Report is a detailed analysis of student achievement for all elementary, middle, and high schools as well as charter and special schools disaggregated by ethnicity. This report summarizes the following: 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 reader of this report is encouraged to view the report in its entirety rather than focusing on one aspect of the report. The reader should also be aware of the fact that student data used are time sensitive. For example, enrollment data are based on the official 3rd Friday enrollment count collected every year in September and may have changed since that time. Other results, such as test data, are assembled at the time the data are available. In addition, the other 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 released in its verified form. Therefore, there may be some slight variances in the reported student achievement data when the SPR is returned in its verified form to KUSD.

Significant Findings

- When KUSD student enrollment data were compared over a ten-year time frame, 1994-95 to 2004-05, the Hispanic population increased by 108.56%, from 1,601 students to 3,339 students, and the African American population increased by 51.69%, from 2,130 students to 3,231 students.

- For school year 2004-05, 36.63% of KUSD students were eligible to participate in the federally funded Free/Reduced Lunch Program, a slight increase when compared to 36.39% the previous year.

- Even though minority groups reported lower percents of students in the proficient or advanced categories on the Wisconsin Knowledge and Concepts Examination (WKCE), the "minority achievement gap" closed for African American students in reading at grades 4, 8, and 10 and in math at grade 4 and for Hispanic students in reading at grades 4, 8, and 10 and in math at grades 4 and 8.

- Unfortunately, the most recent three-year WKCE data illustrated an increase in the achievement gap for African American students in reading at grade 8 and for Hispanic students in reading at grade 4 and 10 and math in grade 4.

- When the Wisconsin Reading Comprehension Test (WRCT) results were reviewed, all ethnic groups increased the percent of students scoring at the proficient and advanced categories over a six year time period. Hispanic students registered the largest increase (from 37% proficient/advanced in 1999-00 to 66%

proficient/advanced in 2004-05). African American students increased from 41% to 61% and White students from 75% to 90% over the same six-year time frame.

- The District outperformed the nation on the ACT EXPLORE assessment, with the exception of Math, where District achievement was equal to the nation. African American and Hispanic students scored lower than the nation on all subtests and the composite score.

- On the ACT Assessment college entrance examination, KUSD (21.4) continued to outperform the nation (20.9) in the average score. However as with the state-mandated standardized assessments, the White students (21.8) exhibited higher scores than the African American (18.0) and Hispanic (18.8) student groups.

- District-wide, the mobility rate during 2004-05 increased at the elementary but decreased at the middle and high school levels when compared to the prior year with the exception of the elementary grade level, which remained constant. Of the major ethnic groups, African American students continued to experience the highest mobility rate, although a decrease was reported at the middle and high school levels.

- 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. The rate for African American, Hispanic, and White students at the middle and high school levels reported improved attendance rates when 2004-05 was compared to the prior year.

- The graduation rate as reported on the SPR increased from 90.55% to 91.11% (*including* ITED graduates) when this year's results were compared to the previous year. The rate for African American decreased from 77.64% to 75.42%. The rates for Hispanic and White students increased from 80.49% to 83.63% and from 93.67% to 94.21%, respectively. Similar patterns were evident when the ITED graduates were *excluded*.

- The District-wide cohort graduation rate increased from 77.1% to 79.5% when ITED graduates were *excluded* but decreased from 87.4% to 86.1% when ITED graduates were *included*. The rates for African American and White students increased, from 56.2% to 59.2% and from 82.0% to 83.2%, respectively, when ITED graduates were *excluded*. The rate for Hispanic students increased from 53.7% to 65.0% when ITED graduates were *excluded*.

The 2004-05 Achievement Report was reviewed at the January 10, 2006 Curriculum/ Program Committee. It was recommended and approved that the report be forwarded to the full School Board for information.

R. Scott Pierce, Ed.D
Superintendent of Schools

Sonya Stephens
Executive Director of Educational Accountability

Linda Langenstroer
Coordinator of Research

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

2004-05 Achievement 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. The Achievement Report is a detailed analysis of student performance for all elementary, middle, and high schools, as well as charter and special schools disaggregated by ethnicity. This report summarizes the following: 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).

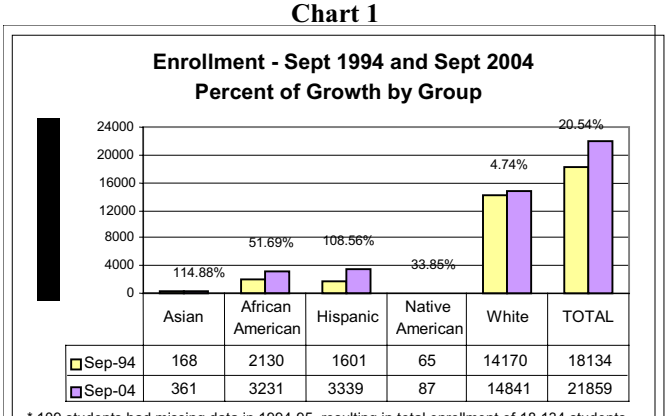
The reader of this report is encouraged to view the report in its entirety rather than focusing on one aspect of the report. The reader should also realize that student data used are time sensitive. For example, enrollment data was based on the official 3rd Friday enrollment count collected every year in September and may have changed since that time. Other data, such as test results, were collected at the time the data are 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. The implementation of Wisconsin Student Number Locator System (WSLS), which assigns permanent, unique, and unduplicated numbers to students and tracks students as they move from grade level to grade level, building to building, and district to district, enables DPI to generate some of the SPR achievement data. However, DPI has not yet calculated rates for some of the academic indicators. *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.*

Demographics of Student Enrollment

Student Enrollment

Chart 1 at the right compared KUSD student enrollment trends for the past ten years. White students continued to represent the largest portion of enrollment. However, Asian and Hispanic groups reported the largest increases (114.88% and 108.56% respectively) when 1994-95 enrollment counts were compared to 2004-05 enrollment. African American and Hispanic students represented the largest minority groups enrolled in KUSD.

Chart 1



Source: Official Third Friday Enrollment for 1994-95 and 2004-05

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

Chart 2

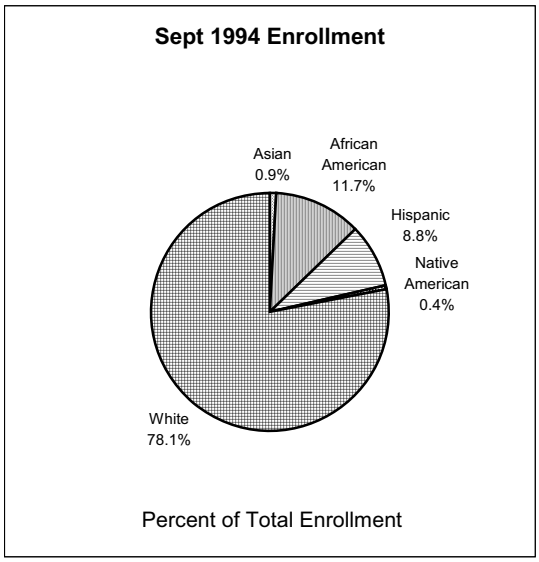
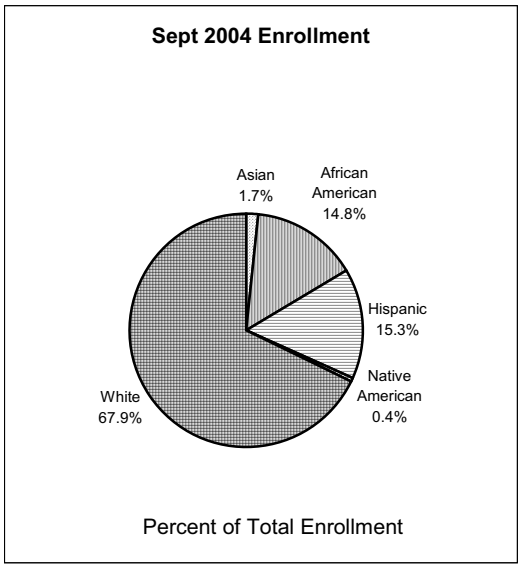


Chart 3

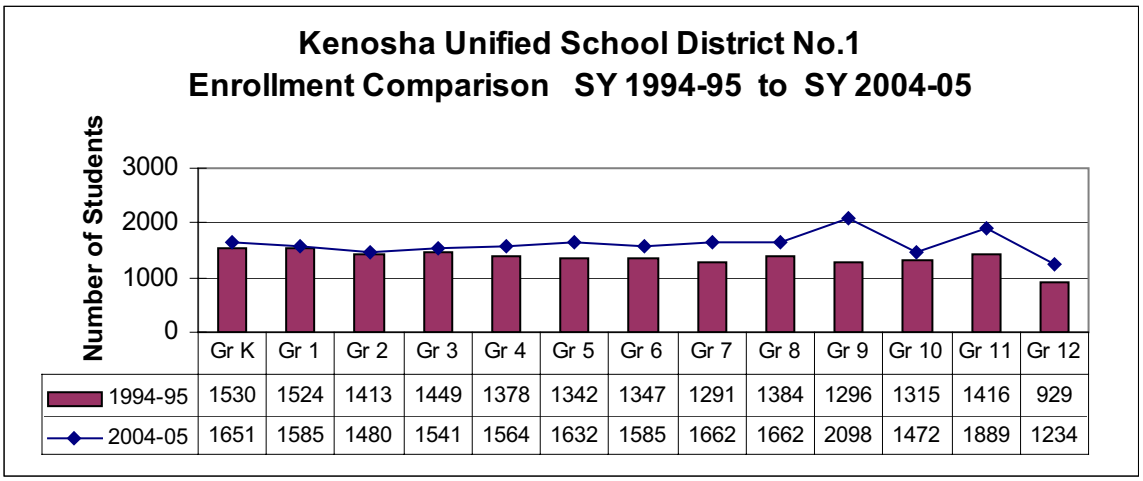


Hispanic students registered the largest increase in their percent of total population, from 8.8% in 1994 to 15.3% in 2004. Both African American and Asian students reported increases in their percent of total population, from 11.7% to 14.8% and 0.9% to 1.7%, respectively. Although they reported an increase in the number of students enrolled, Caucasian students registered a decrease in their percent of total population, from 78.1% to 67.9%.

Enrollment by Grade Level

Chart 4 represents the changes in enrollment by grade level when SY 1994-95 was compared to SY 2004-05. As a result of KUSD policy changes that eliminated social promotions at the high school level, grade nine exhibited the largest increase in enrollment (802 students). In addition, grades 7, 11, and 12 increased by over 300 students during the ten-year comparison.

Chart 4

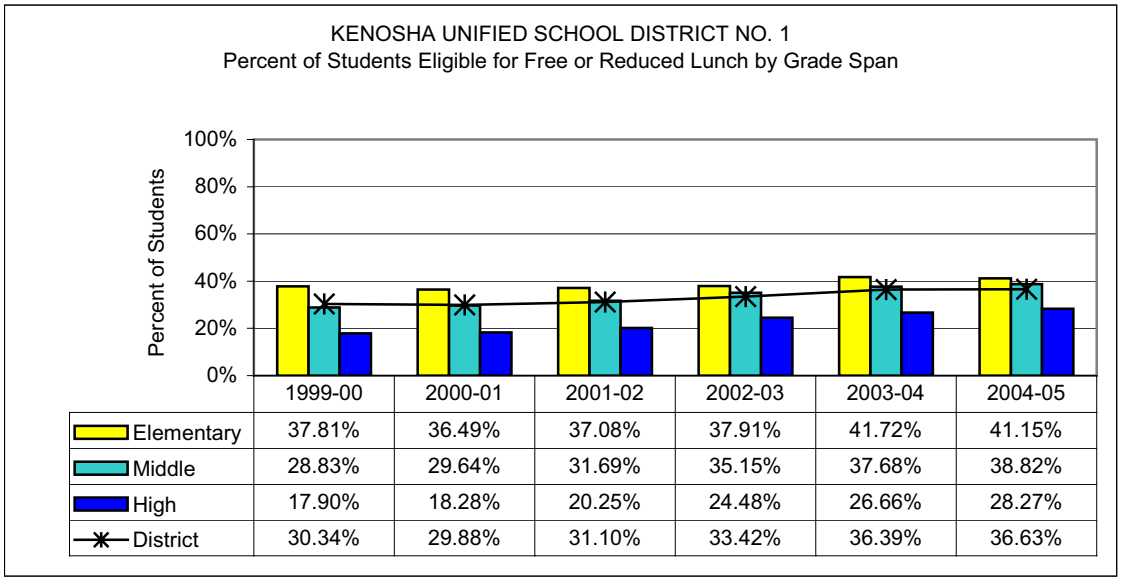


	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
1994-95	1530	1524	1413	1449	1378	1342	1347	1291	1384	1296	1315	1416	929
2004-05	1651	1585	1480	1541	1564	1632	1585	1662	1662	2098	1472	1889	1234

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 each year, with the exception of SY 2000-01.

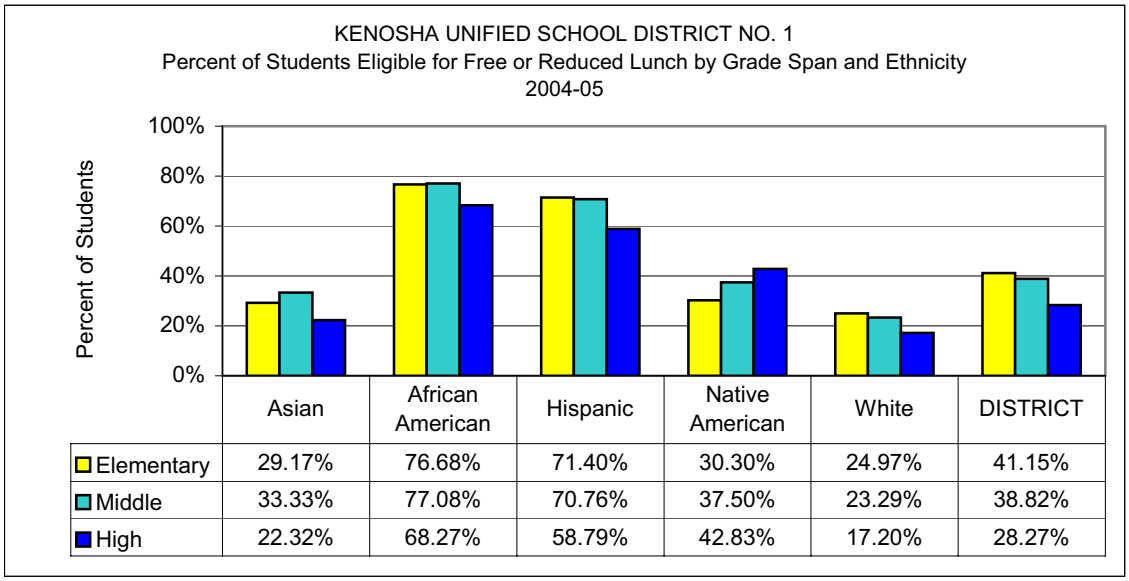
Chart 5



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Elementary	37.81%	36.49%	37.08%	37.91%	41.72%	41.15%
Middle	28.83%	29.64%	31.69%	35.15%	37.68%	38.82%
High	17.90%	18.28%	20.25%	24.48%	26.66%	28.27%
District	30.34%	29.88%	31.10%	33.42%	36.39%	36.63%

Elementary schools continued to report a greater percent of students who qualified for the Free or Reduced Federal Lunch program (economically disadvantaged) than middle and high schools. **Chart 6** further disaggregates economically disadvantaged students for SY 2004-05 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



	Asian	African American	Hispanic	Native American	White	DISTRICT
Elementary	29.17%	76.68%	71.40%	30.30%	24.97%	41.15%
Middle	33.33%	77.08%	70.76%	37.50%	23.29%	38.82%
High	22.32%	68.27%	58.79%	42.83%	17.20%	28.27%

Standardized Assessments

Annually, students in KUSD are administered standardized assessments to measure academic growth. As part of the Wisconsin State Assessment System (WSAS), all students in grades 4, 8, and 10 were required to participate in the Wisconsin Knowledge and Concepts Examination (WKCE), which assessed students in Reading, Language Arts, Mathematics, Science, and Social Studies. The test also included a writing assessment, based on a pre-determined prompt. 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.

Another component of the WSAS was the Wisconsin Reading Comprehension Test (WRCT), which measured the reading ability of students in grade 3. Additionally, students in grades 2, 3, 5, 6, and 7 were administered the Iowa Tests of Basic Skills (ITBS). In place of the Iowa Tests of Educational Development (ITED), students in grade 9 took the ACT EXPLORE Assessment for the first time in 2004-05. The WRCT and the ITBS were discontinued in 2005-06 when the WKCE was expanded to include assessments in Reading and Math for students in grades 3, 5, 6, and 7.

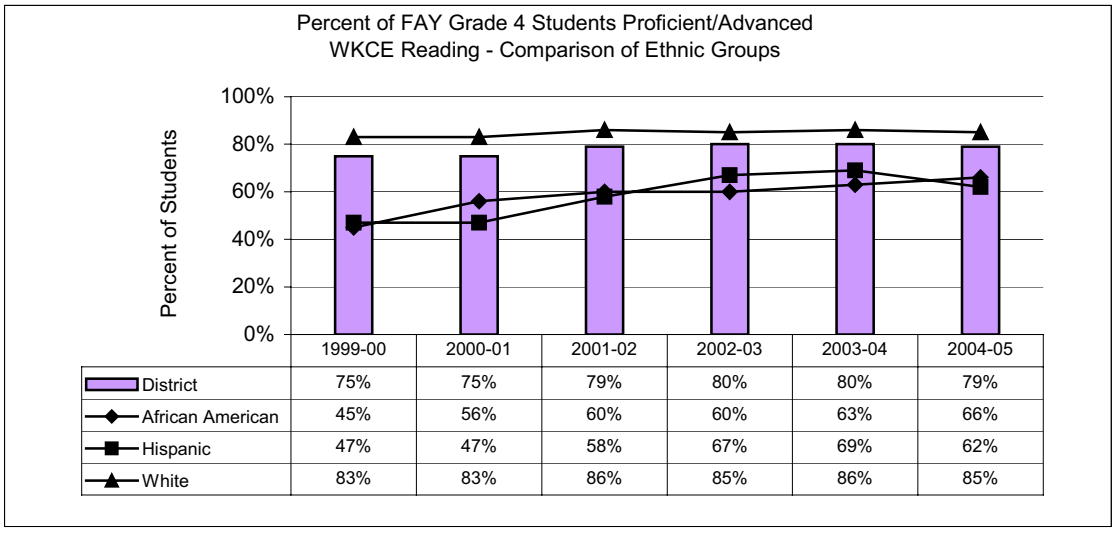
Wisconsin Knowledge and Concepts Examination (WKCE)

The first section of the WKCE for grades 4 and 8 was comprised of selected response (multiple choice) items and constructed response (short answer) items. The grade 10 assessment included selected response items only. Results were reported by proficiency levels and scaled scores.

Proficiency Levels

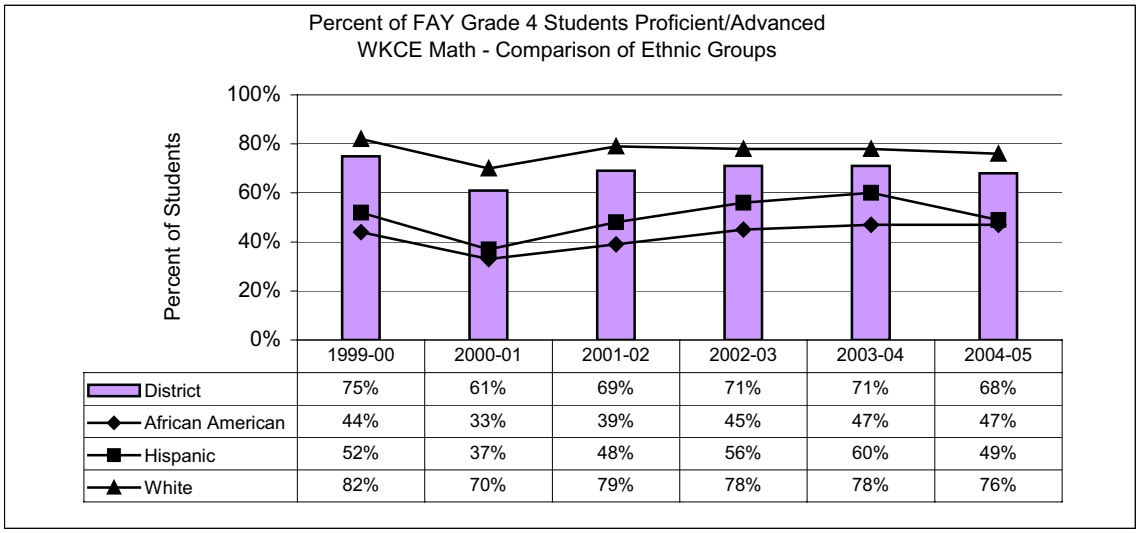
Charts 7, 8, 9, 10, 11, and 12 compare the percent of African American, Hispanic, and White students who were at or above the proficient level in Reading and Math to the percent of students district-wide who were proficient or above. Note that only students who were enrolled for a full academic year (FAY) were reported. To construct valid comparisons from year to year, scores from students who took the WAA were not included.

Chart 7



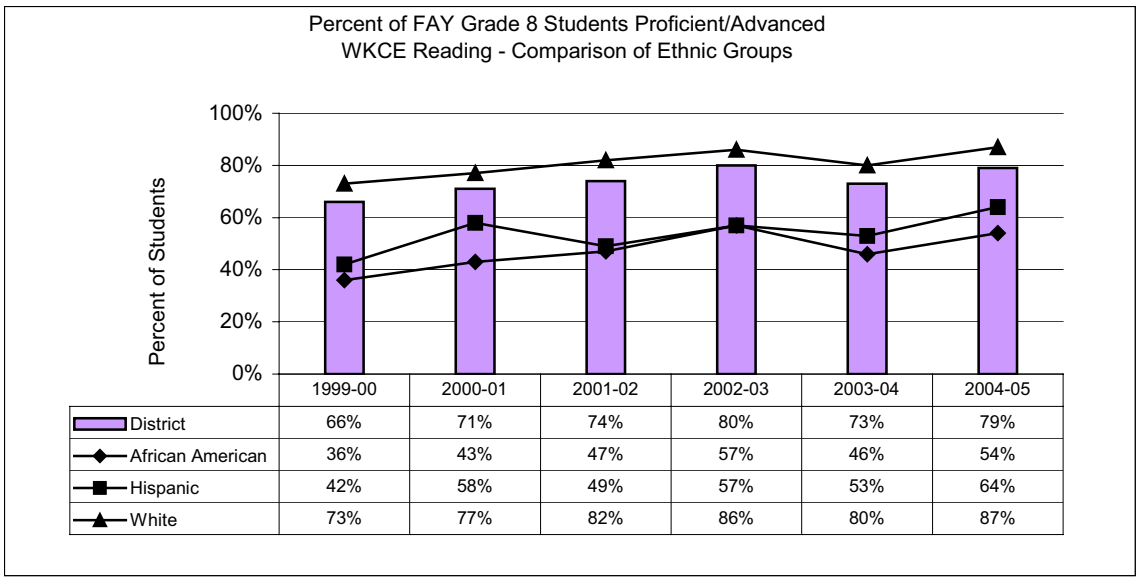
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	75%	75%	79%	80%	80%	79%
African American	45%	56%	60%	60%	63%	66%
Hispanic	47%	47%	58%	67%	69%	62%
White	83%	83%	86%	85%	86%	85%

Chart 8



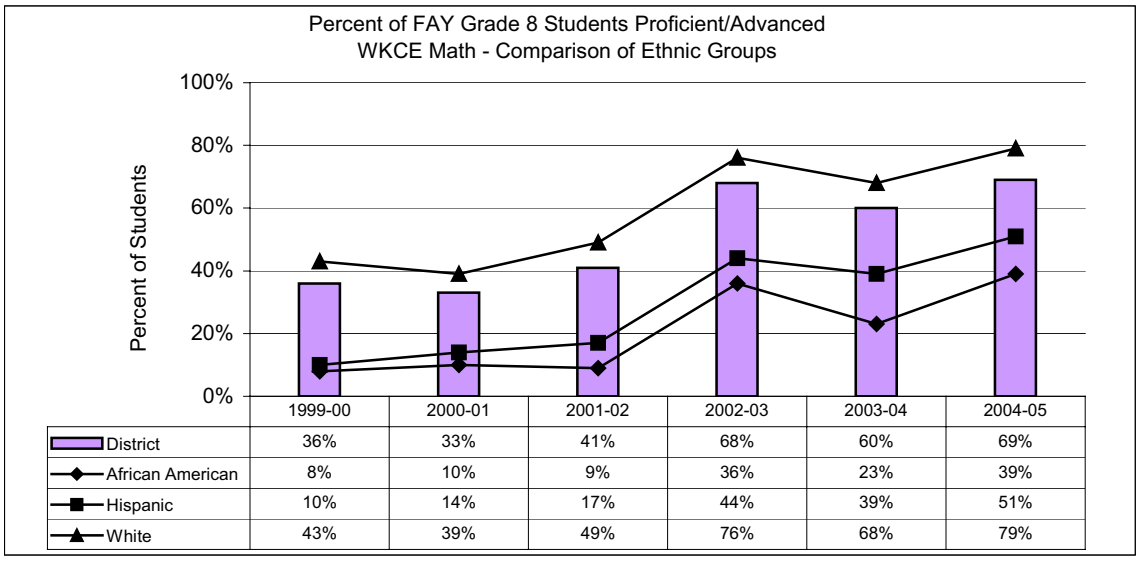
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	75%	61%	69%	71%	71%	68%
African American	44%	33%	39%	45%	47%	47%
Hispanic	52%	37%	48%	56%	60%	49%
White	82%	70%	79%	78%	78%	76%

Chart 9



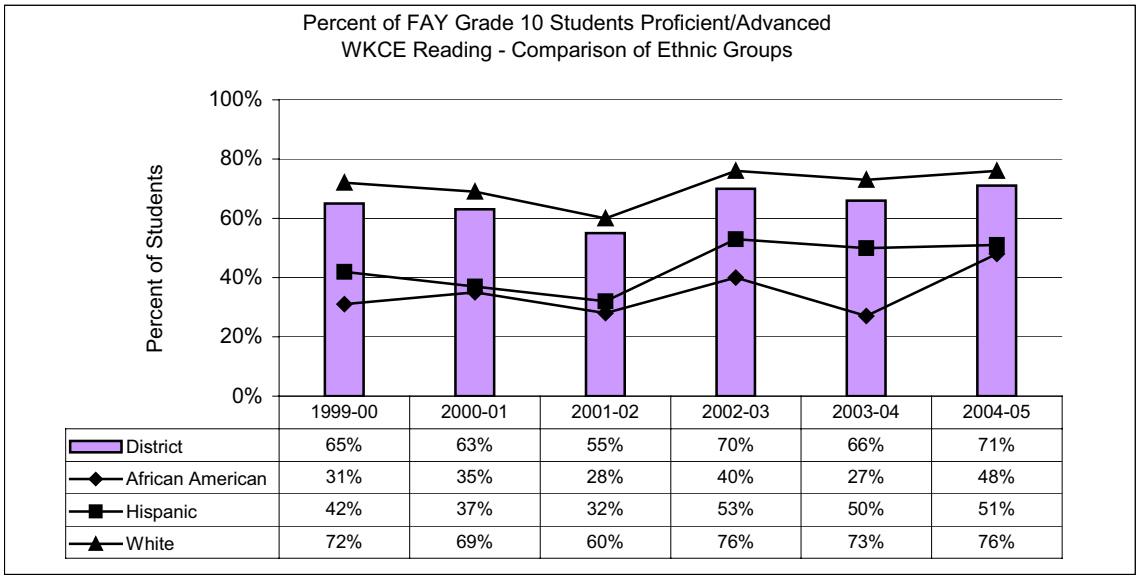
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	66%	71%	74%	80%	73%	79%
African American	36%	43%	47%	57%	46%	54%
Hispanic	42%	58%	49%	57%	53%	64%
White	73%	77%	82%	86%	80%	87%

Chart 10



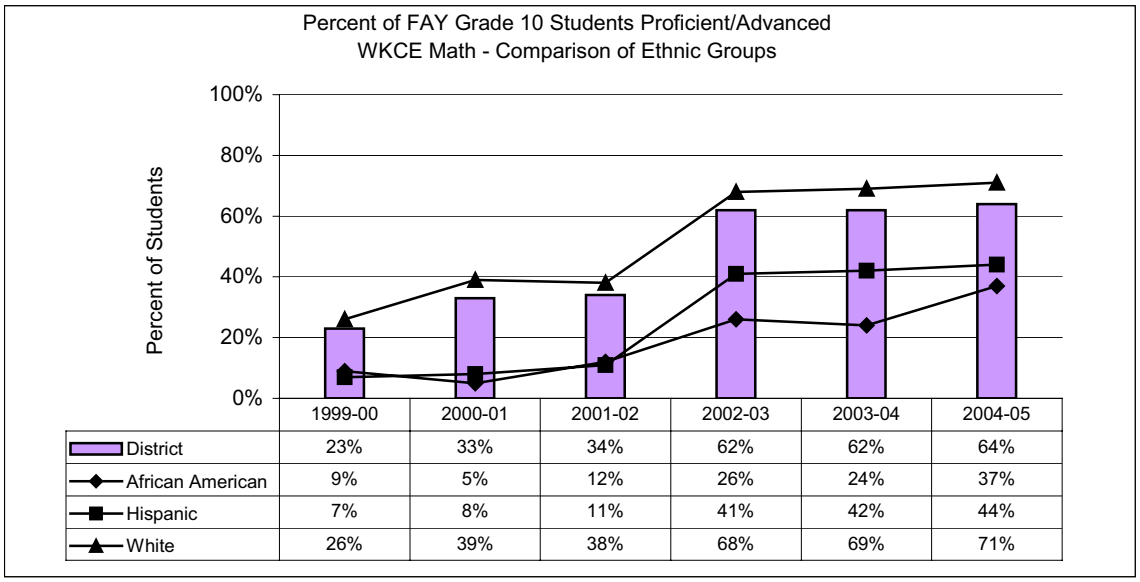
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	36%	33%	41%	68%	60%	69%
African American	8%	10%	9%	36%	23%	39%
Hispanic	10%	14%	17%	44%	39%	51%
White	43%	39%	49%	76%	68%	79%

Chart 11



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	65%	63%	55%	70%	66%	71%
African American	31%	35%	28%	40%	27%	48%
Hispanic	42%	37%	32%	53%	50%	51%
White	72%	69%	60%	76%	73%	76%

Chart 12



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	23%	33%	34%	62%	62%	64%
African American	9%	5%	12%	26%	24%	37%
Hispanic	7%	8%	11%	41%	42%	44%
White	26%	39%	38%	68%	69%	71%

As indicated in the charts above, minority groups continued to report lower percents of students who were proficient or advanced in Reading and Math when compared to White students. However, **Chart 13** provides evidence that the gap has been closing in recent years when examining the scores of students in grade 4, from 38% to 19% and from 38% to 29% for African American students in Reading and Math, respectively, and from 36% to 23% and from 30% to 27% for Hispanic students in Reading and Math, respectively.

Overall, the gap narrowed in Reading for African American students and for Hispanic students in grade 8, from 37% to 33%, and from 31% to 23%, respectively, and for African American and Hispanic students in grade 10, from 41% to 28% and from 30% to 25%, respectively. The gap also lessened in Math at grade 8 between Hispanic students and White students, from 33% to 28%.

However, the gap became wider when observing the results of student achievement in Math, from 35% to 40% and from 17% to 34% for African American students in grades 8 and 10, respectively, and from 19% to 27% for Hispanic students in grades 10. Additionally, the gap increased when comparing the most recent three years (2002-03 to 2004-05) for African American students in Reading at grade 8, from 29% to 33%, and for Hispanic students in Reading at grades 4 and 10, from 18% to 23% and 23% to 25%, respectively, and Hispanic students in Math at grades 4, from 22% to 27%.

Chart 13

WKCE - Minority/Majority Achievement Gap
Percent of Students Proficient or Above

			1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Grade 4	Reading	Gap Afr Am/White	38%	27%	26%	25%	23%	19%
		Gap Hisp/White	36%	36%	28%	18%	17%	23%
	Math	Gap Afr Am/White	38%	37%	40%	33%	31%	29%
		Gap Hisp/White	30%	33%	31%	22%	18%	27%
Grade 8	Reading	Gap Afr Am/White	37%	34%	35%	29%	34%	33%
		Gap Hisp/White	31%	19%	33%	29%	27%	23%
	Math	Gap Afr Am/White	35%	29%	40%	40%	45%	40%
		Gap Hisp/White	33%	25%	32%	32%	29%	28%
Grade 10	Reading	Gap Afr Am/White	41%	34%	32%	36%	46%	28%
		Gap Hisp/White	30%	32%	28%	23%	23%	25%
	Math	Gap Afr Am/White	17%	34%	26%	42%	45%	34%
		Gap Hisp/White	19%	31%	27%	27%	27%	27%

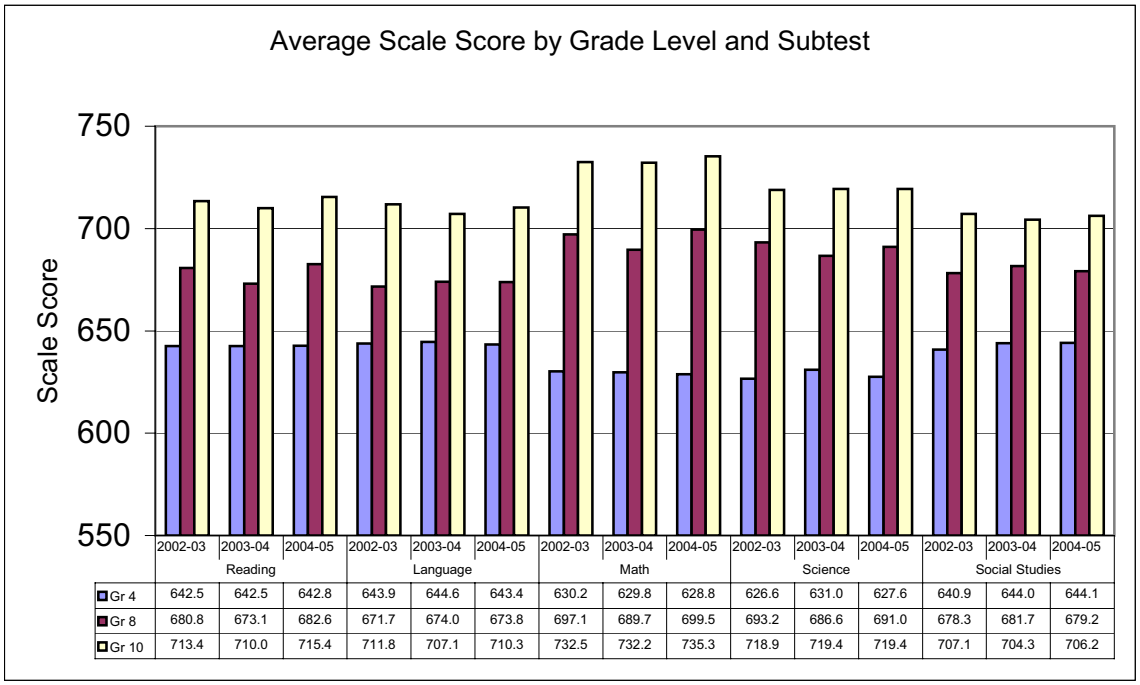
***** Appendix A reports the percent of students in each proficiency category of the 2004-05 WKCE by school for Reading, Language Arts, Mathematics, Science and Social Studies.***

Scaled 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.

Chart 14 illustrates the WKCE average scale score by grade level and subtest for 2002-03, 2003-04, and 2004-05. As expected, average scale scores increased as groups of students moved from one grade level to the next. The greatest increases were noticed in Math and Science between students in grade four and students in grade eight.

Chart 14



	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
	Reading			Language			Math			Science			Social Studies		
Gr 4	642.5	642.5	642.8	643.9	644.6	643.4	630.2	629.8	628.8	626.6	631.0	627.6	640.9	644.0	644.1
Gr 8	680.8	673.1	682.6	671.7	674.0	673.8	697.1	689.7	699.5	693.2	686.6	691.0	678.3	681.7	679.2
Gr 10	713.4	710.0	715.4	711.8	707.1	710.3	732.5	732.2	735.3	718.9	719.4	719.4	707.1	704.3	706.2

Writing Assessment

The second section of the WKCE included a writing test that was scored using a nine-point rubric, with a maximum of six possible points for a composing score and a maximum of three possible points for a convention score. **Charts 15 and 16** report the average composing and convention scores by ethnic group and grade level for SYs 2003-04 and 2004-05.

Chart 15

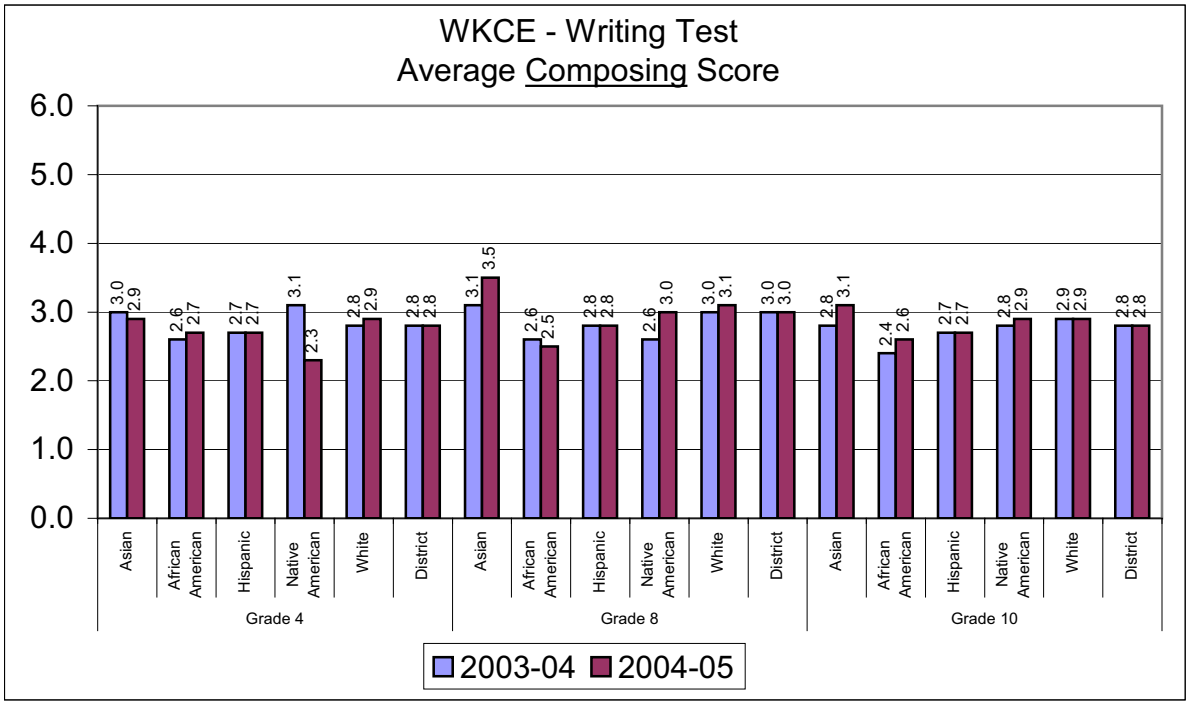
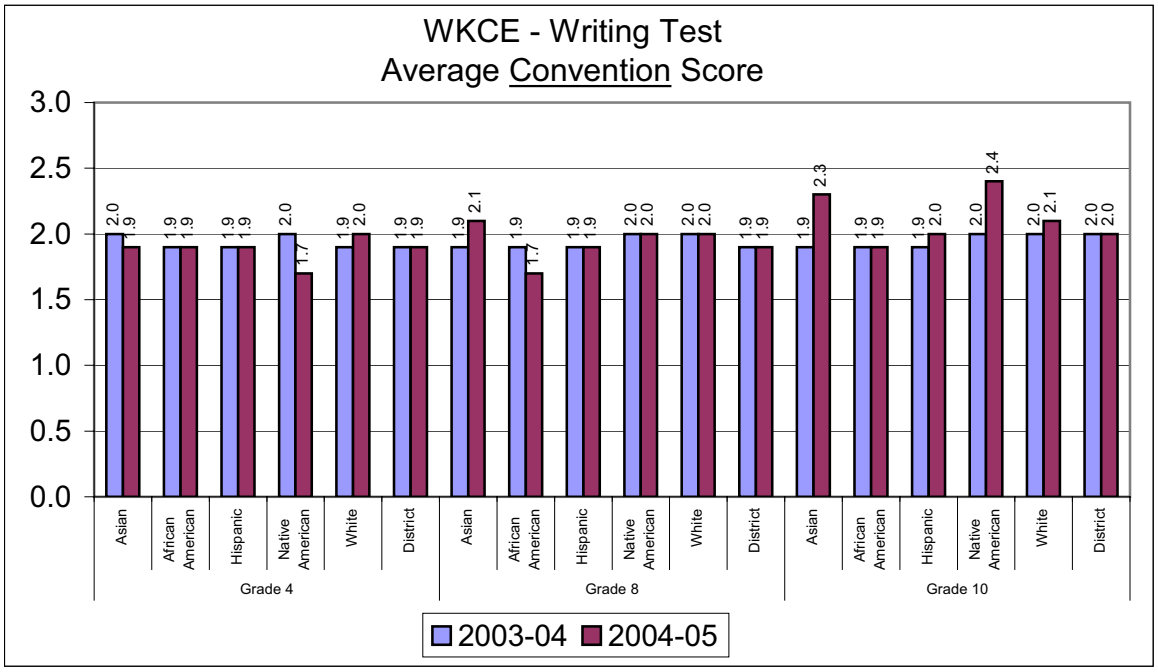


Chart 16



When comparing the 2003-04 average composing score of African American students to White students, there was a slight gap in grade 4 (0.2), with larger gaps in grades 8 and 10 (0.4 and 0.5 respectively). The disparity remained the same in 2004-05 at grade 4 (0.2), increased at grades 8 (0.6) and closed somewhat at grade 10 (0.3). Although not as great, a gap was also evident when comparing the 2003-04 average composing score of Hispanic students to White students, with gaps of 0.1, 0.2, and 0.2 for grades 4, 8, and 10, respectively. The gap increased in 2004-05 for grades 4 and 8, with differences of 0.2 and 0.3, respectively, and remained the same at grade 10 (0.2).

When comparing the average convention score of African American students to White students in 2003-04, there was no gap at grade 4 and a slight gap (0.1) at both grade 8 and grade 10. However, a slight gap developed in 2004-05 at grade 4 (0.1) and the gap widened at grades 8 and 10, with 0.3 and 0.2, respectively. Again, the pattern was similar in 2003-04 when comparing the average convention score of Hispanic students to White students, with no gap at grade 4 and a slight gap (0.1) at grades 8 and 10. In 2004-05, a slight gap occured at grade 4 (0.1) and the gap remained the same (0.1) at grades 8 and 10.

***** Appendix B reports the average composing and convention scores of the 2004-05 WKCE Writing Assessment by building.***

Wisconsin Reading Comprehension Test (WRCT)

The WRCT for SY 2004-05 consisted of two reading passages, one fiction and one nonfiction. The results were reported in both raw scores and in proficiency levels, based only on the reading comprehension questions, which included 53 multiple-choice questions worth one (1) point each and three short-answer questions worth up to three (3) points each, for a maximum total raw score of 62 points.

Chart 17 reports the percent of KUSD students who performed in each proficiency level on the WRCT for SY 2004-05. Out of 1,541 students who were eligible to take the test, 79 students (5.1%) were not tested, 23 students (1.5%) scored in the minimal category, 184 students (11.9%) scored in the basic category, 776 students (50.4%) scored in the proficient category, and 479 students (31.1%) scored in the advanced category.

Chart 17

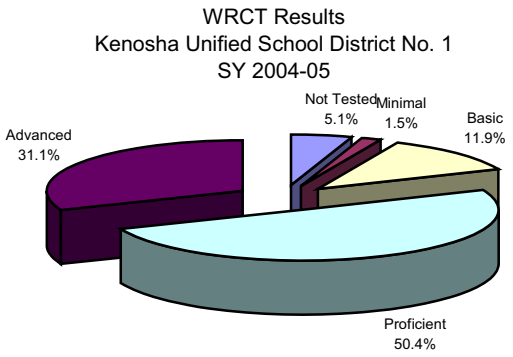
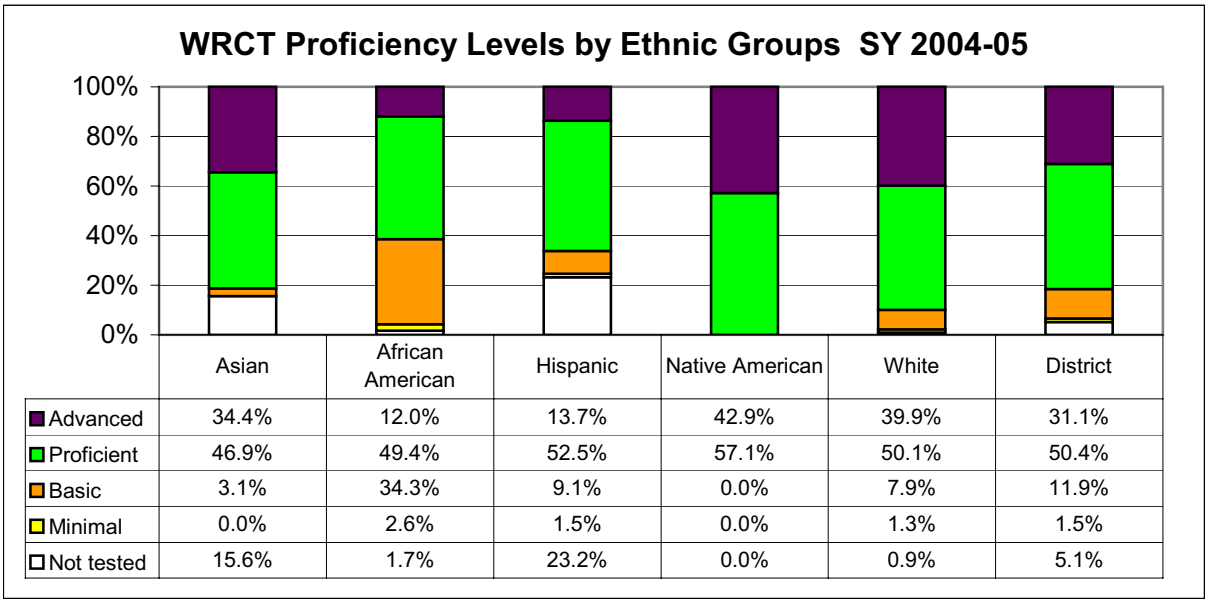


Chart 18 illustrates the percent of students by ethnic group who scored within each proficiency level. African American and Hispanic groups reported the lowest percent of students scoring in the combined proficient and advanced categories, with 61.4% and 66.2%, respectively.

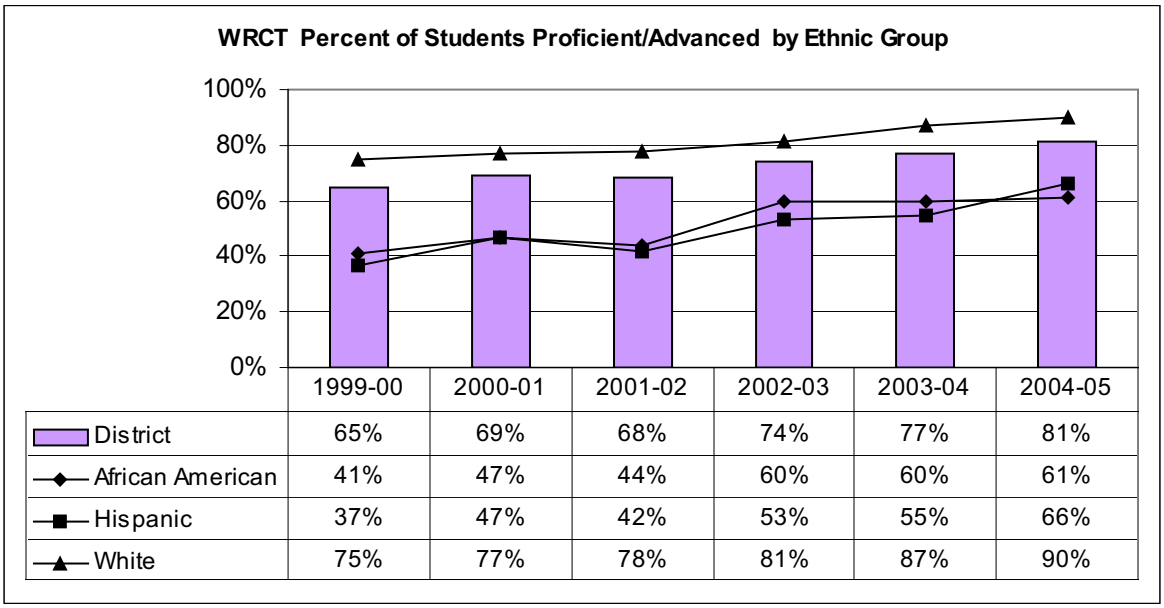
Chart 18



	Asian	African American	Hispanic	Native American	White	District
Advanced	34.4%	12.0%	13.7%	42.9%	39.9%	31.1%
Proficient	46.9%	49.4%	52.5%	57.1%	50.1%	50.4%
Basic	3.1%	34.3%	9.1%	0.0%	7.9%	11.9%
Minimal	0.0%	2.6%	1.5%	0.0%	1.3%	1.5%
Not tested	15.6%	1.7%	23.2%	0.0%	0.9%	5.1%

Chart 19 disaggregates the percent of students by ethnic group who scored in the proficient or advanced categories for the last six years. Overall, all groups increased the percent of students who were proficient or advanced. Hispanic students reported the largest increase (from 37% to 66%, for an increase of 29%). The increase for African American students (20%) was greater than the overall District increase (16%). However, White students continued to outperform African American and Hispanic students.

Chart 19



	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
District	65%	69%	68%	74%	77%	81%
African American	41%	47%	44%	60%	60%	61%
Hispanic	37%	47%	42%	53%	55%	66%
White	75%	77%	78%	81%	87%	90%

***** Appendix C reports the 2004-05 WRCT results by building and by proficiency level.***

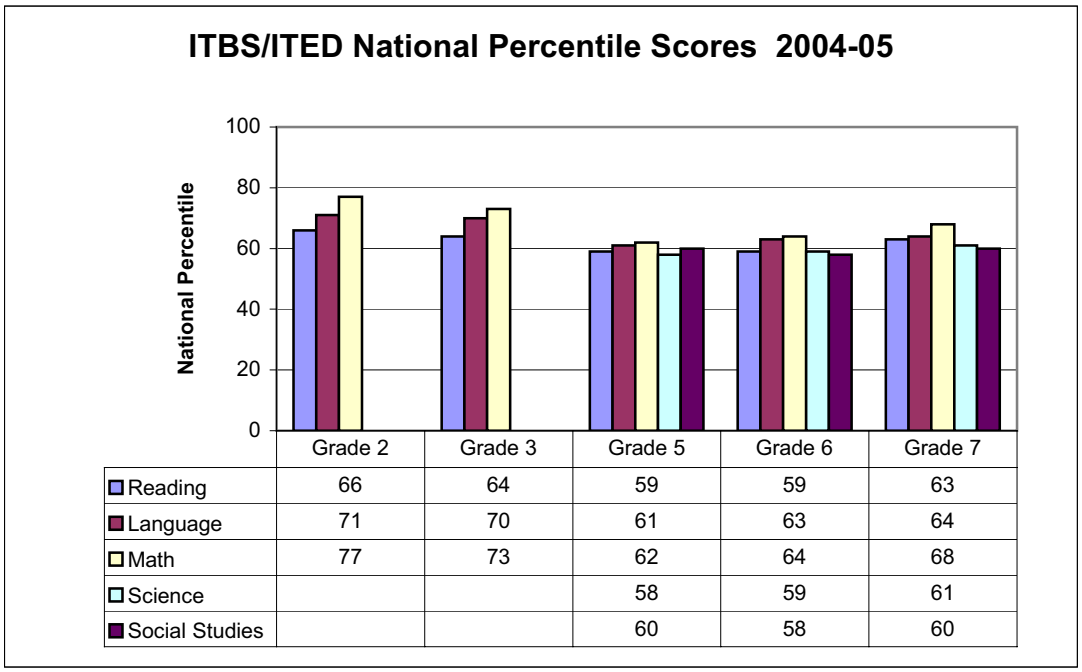
Iowa Tests of Basic Skills / Iowa Tests of Educational Development

The KUSD continued to measure student growth by administering the Iowa Tests of Basic Skills (ITBS) to students in grades 2, 3, 5, 6, and 7. In 2004-05, the Iowa Tests of Educational Development (ITED) at grade 9 was replaced with the ACT EXPLORE Assessment. Results of the ITBS were reported in terms of national percentile scores, grade equivalent scores, and quartiles. Please note, that as WKCE results included only students who were enrolled for a full academic year (FAY), ITBS results included all students without special accommodations. Of additional interest, SY 2004-05 was the final year that the ITBS was administered to students at KUSD. Beginning with SY 2005-06, the No Child Left Behind Act of 2001 required all states to provide an assessment in Reading and Math for students in grades 3 thru 8 and once at the high school level, which included grade 10 in Wisconsin. This assessment became part of the WSAS/WKCE, replacing the ITBS.

ITBS National Percentile Scores

As indicated in **Chart 20** below, students scored better in Math in grades 2 and 3. Grade 3 students achieved high scores in Science and Social Studies when compared to all other grades. There was a slight decline in achievement for Reading, Language, and Math as students progressed through elementary school, but achievement improved when students reached middle school. District averages in all grade levels and all content areas were well above the national average (50th national percentile).

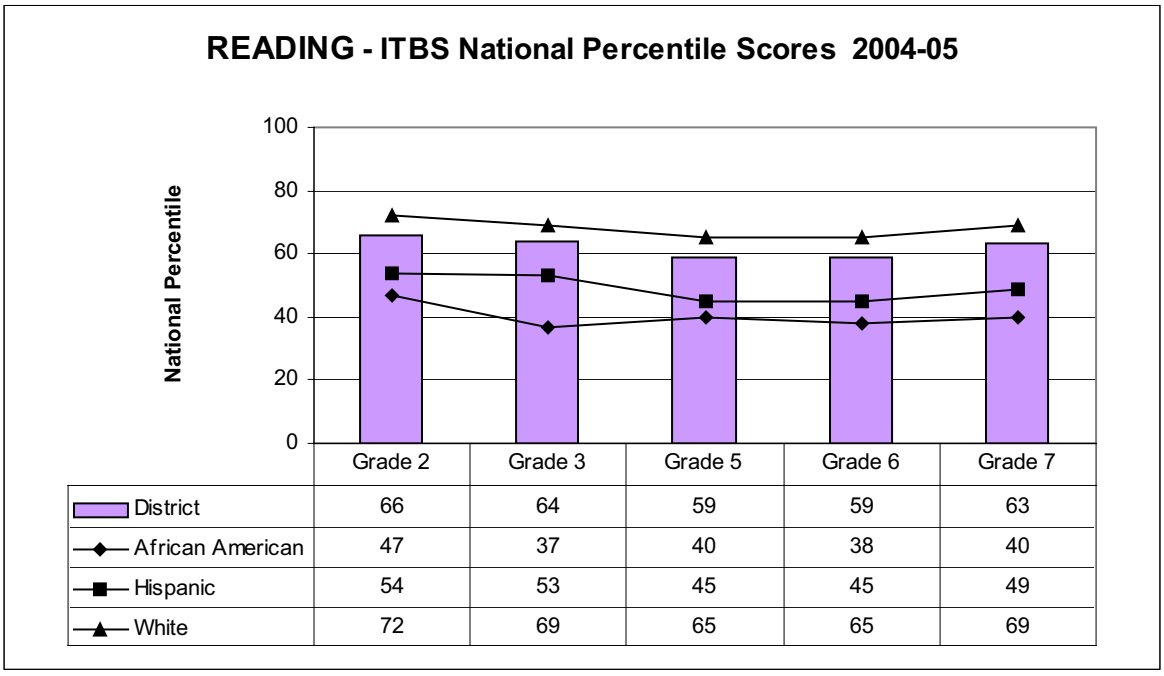
Chart 20



	Grade 2	Grade 3	Grade 5	Grade 6	Grade 7
Reading	66	64	59	59	63
Language	71	70	61	63	64
Math	77	73	62	64	68
Science			58	59	61
Social Studies			60	58	60

Chart 21 illustrates that the gap in Reading between African American students and White students remained fairly constant, ranging between 25 and 32 national percentile points. The largest gap (32 points) was reported at grade 3. The disparity between scores of Hispanic students and White students was less apparent, ranging between 16 and 20 national percentile points, with the largest gap (20 points) in grades 5, 6, and 7.

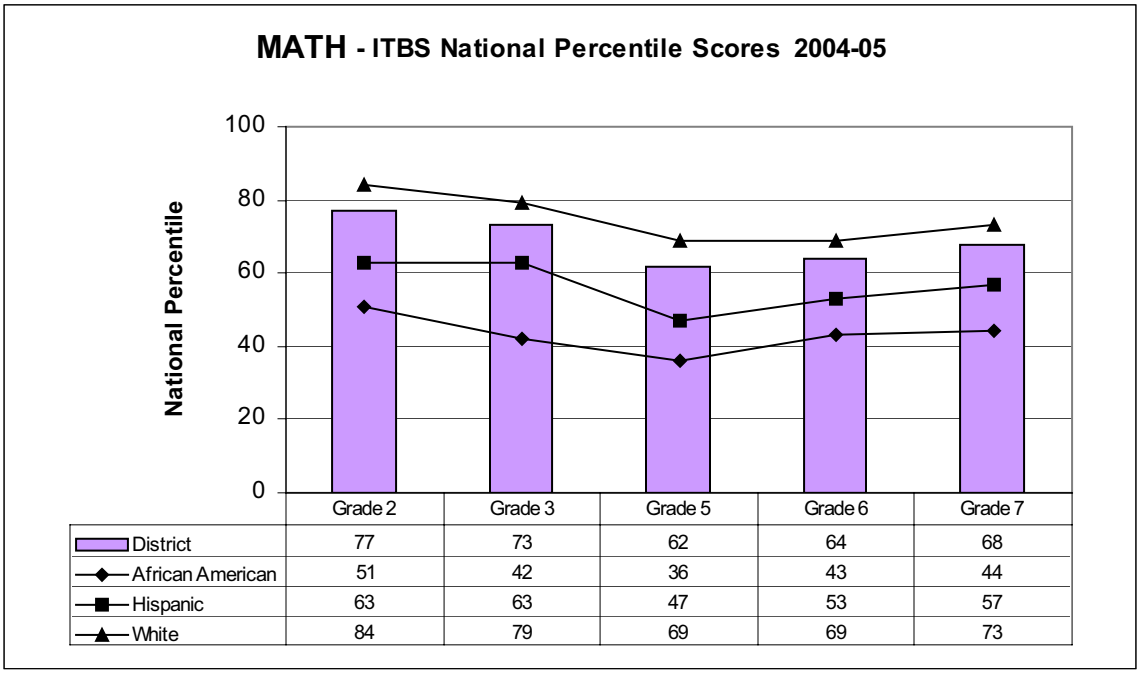
Chart 21



	Grade 2	Grade 3	Grade 5	Grade 6	Grade 7
District	66	64	59	59	63
African American	47	37	40	38	40
Hispanic	54	53	45	45	49
White	72	69	65	65	69

Chart 22 illustrates that the gap in Math between African American students and White students fluctuated as students progressed from one grade level to the next, ranging from 26 to 37 national percentile points. The largest gap was reported at grade 3. Although the gap between Hispanic students and White students was not as great, it was still apparent, ranging from 16 to 22 national percentile points. The widest gap was reported at grade 5.

Chart 22



	Grade 2	Grade 3	Grade 5	Grade 6	Grade 7
District	77	73	62	64	68
African American	51	42	36	43	44
Hispanic	63	63	47	53	57
White	84	79	69	69	73

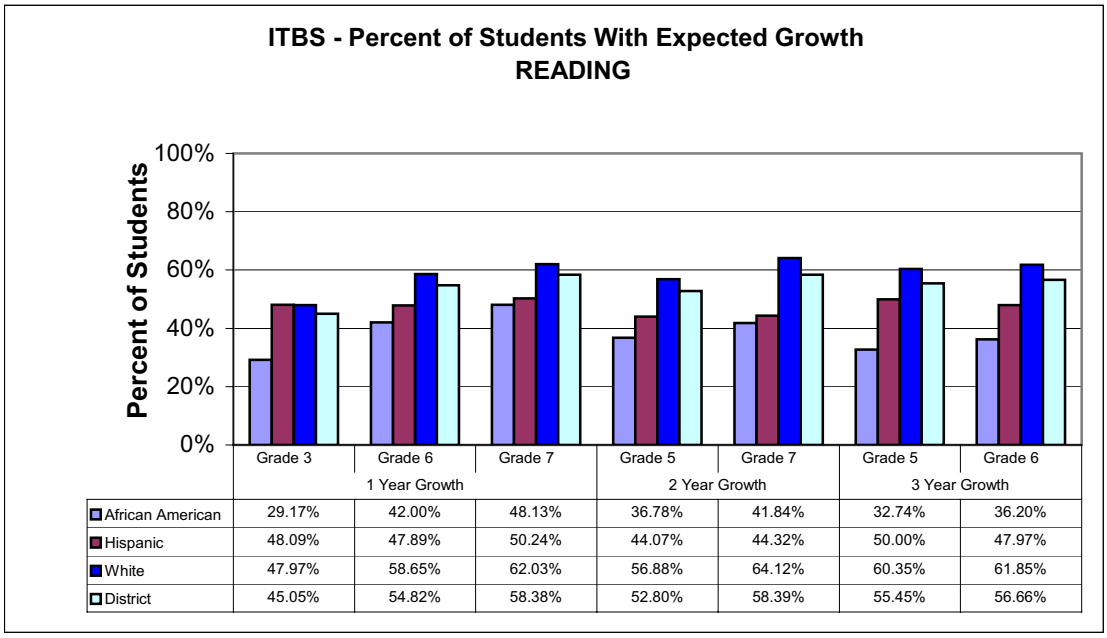
***** Appendix D reports the 2004-05 ITBS national percentile (NP) and grade equivalent (GE) scores by building for Reading, Language, Mathematics, Science, and Social Studies.***

ITBS Grade Equivalent Scores

Longitudinal student growth was measured by analyzing grade equivalent scores on the ITBS from year to year. Students were expected to increase their score by 0.1 for each month of instruction between one testing cycle to the next. For instance, if students were tested in November in a given year and were tested in November the following year, they would be expected to have 1.0 gain in their grade equivalent score based on the ten months of instruction between testing.

Chart 23 below illustrates the one, two, and three-year growth patterns in Reading for students who had scores on the ITBS for at least two consecutive years. African American and Hispanic students reported lower percents of students who attained the expected growth in Reading when compared to White students in all grade levels and all comparison years with the exception of one-year growths for Hispanic students in grade 3.

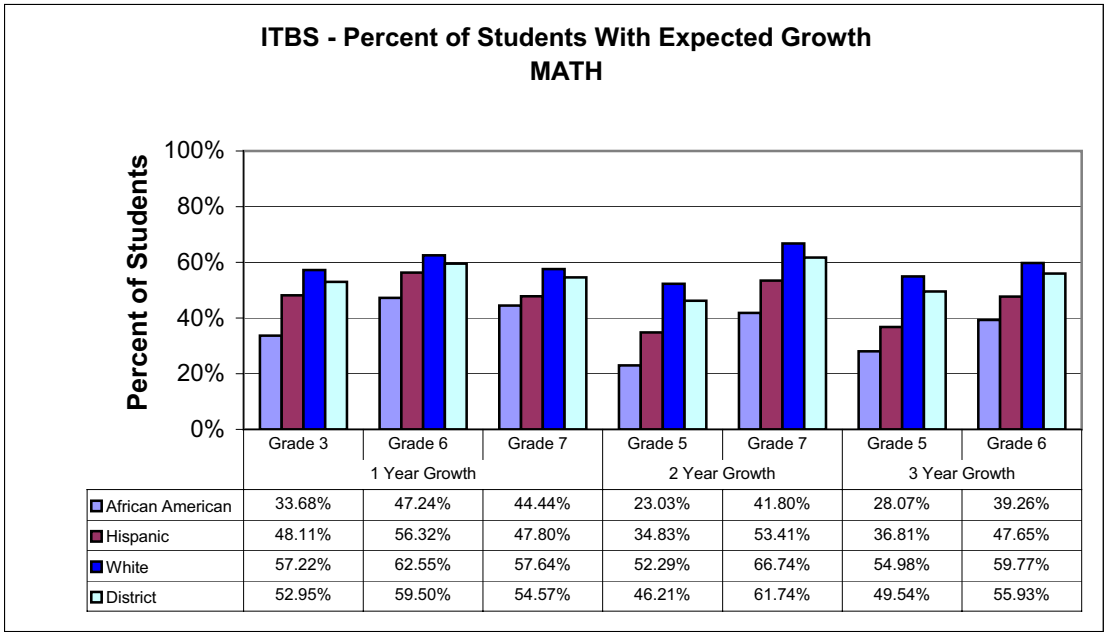
Chart 23



	Grade 3	Grade 6	Grade 7	Grade 5	Grade 7	Grade 5	Grade 6
	1 Year Growth			2 Year Growth		3 Year Growth	
African American	29.17%	42.00%	48.13%	36.78%	41.84%	32.74%	36.20%
Hispanic	48.09%	47.89%	50.24%	44.07%	44.32%	50.00%	47.97%
White	47.97%	58.65%	62.03%	56.88%	64.12%	60.35%	61.85%
District	45.05%	54.82%	58.38%	52.80%	58.39%	55.45%	56.66%

Chart 24 discloses the one, two, and three-year growth patterns in Math for students who had scores on the ITBS for at least two consecutive years. A pattern similar to Reading was observed, with African American and Hispanic students reporting lower percents of students who attained the expected growth in Math when compared to White students in all grade levels and comparison years.

Chart 24



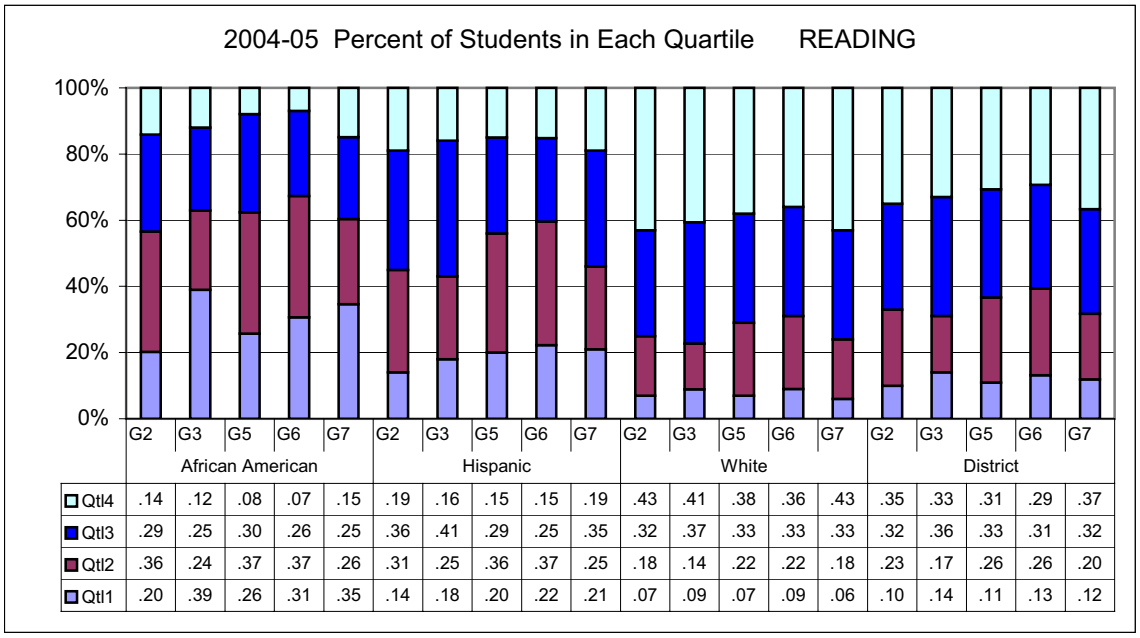
	Grade 3	Grade 6	Grade 7	Grade 5	Grade 7	Grade 5	Grade 6
	1 Year Growth			2 Year Growth		3 Year Growth	
African American	33.68%	47.24%	44.44%	23.03%	41.80%	28.07%	39.26%
Hispanic	48.11%	56.32%	47.80%	34.83%	53.41%	36.81%	47.65%
White	57.22%	62.55%	57.64%	52.29%	66.74%	54.98%	59.77%
District	52.95%	59.50%	54.57%	46.21%	61.74%	49.54%	55.93%

***** Appendix E provides 2004-05 information by building related to the percent of students who reported expected growths in Reading, Language, and Mathematics based on grade equivalent (GE) scores on the ITBS.***

ITBS Quartiles

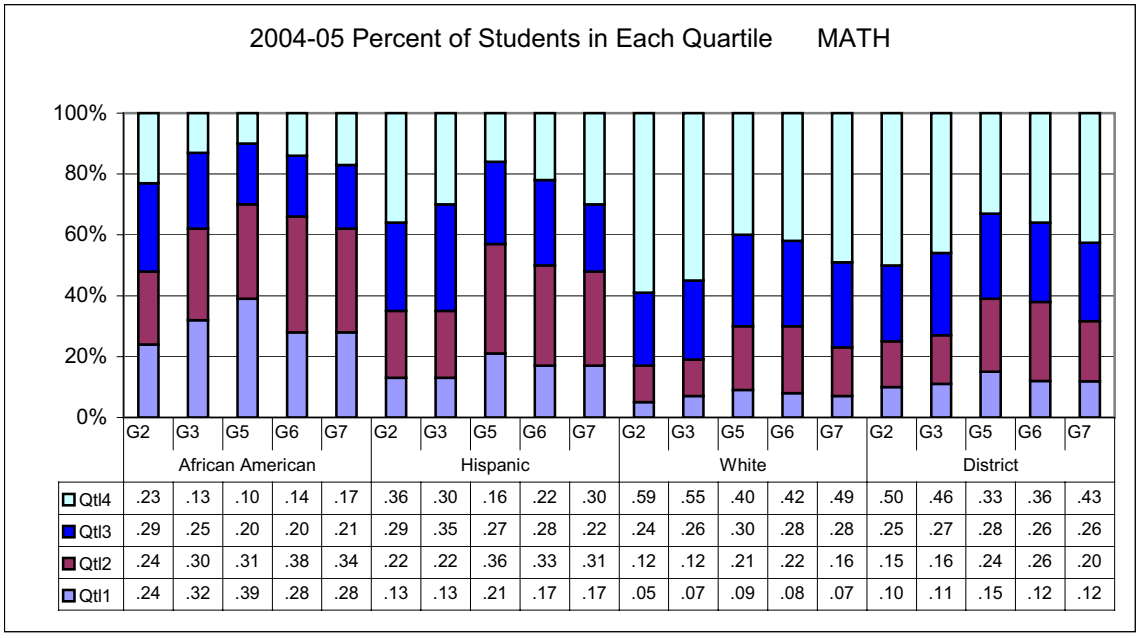
The results of the ITBS were also reported by the percent of students in each quartile as determined by their national percentile score. Scores of 1 - 24 represented quartile 1, scores of 25 - 49 represented quartile 2, scores of 50 - 74 represented quartile 3, and scores of 75 - 99 represented quartile 4. **Charts 25 and 26** disaggregate the percent of students in each quartile for Reading and Math respectively by grade level.

Chart 25



	African American					Hispanic					White					District				
	G2	G3	G5	G6	G7	G2	G3	G5	G6	G7	G2	G3	G5	G6	G7	G2	G3	G5	G6	G7
Qtl4	.14	.12	.08	.07	.15	.19	.16	.15	.15	.19	.43	.41	.38	.36	.43	.35	.33	.31	.29	.37
Qtl3	.29	.25	.30	.26	.25	.36	.41	.29	.25	.35	.32	.37	.33	.33	.33	.32	.36	.33	.31	.32
Qtl2	.36	.24	.37	.37	.26	.31	.25	.36	.37	.25	.18	.14	.22	.22	.18	.23	.17	.26	.26	.20
Qtl1	.20	.39	.26	.31	.35	.14	.18	.20	.22	.21	.07	.09	.07	.09	.06	.10	.14	.11	.13	.12

Chart 26



	African American					Hispanic					White					District				
	G2	G3	G5	G6	G7	G2	G3	G5	G6	G7	G2	G3	G5	G6	G7	G2	G3	G5	G6	G7
Qtl4	.23	.13	.10	.14	.17	.36	.30	.16	.22	.30	.59	.55	.40	.42	.49	.50	.46	.33	.36	.43
Qtl3	.29	.25	.20	.20	.21	.29	.35	.27	.28	.22	.24	.26	.30	.28	.28	.25	.27	.28	.26	.26
Qtl2	.24	.30	.31	.38	.34	.22	.22	.36	.33	.31	.12	.12	.21	.22	.16	.15	.16	.24	.26	.20
Qtl1	.24	.32	.39	.28	.28	.13	.13	.21	.17	.17	.05	.07	.09	.08	.07	.10	.11	.15	.12	.12

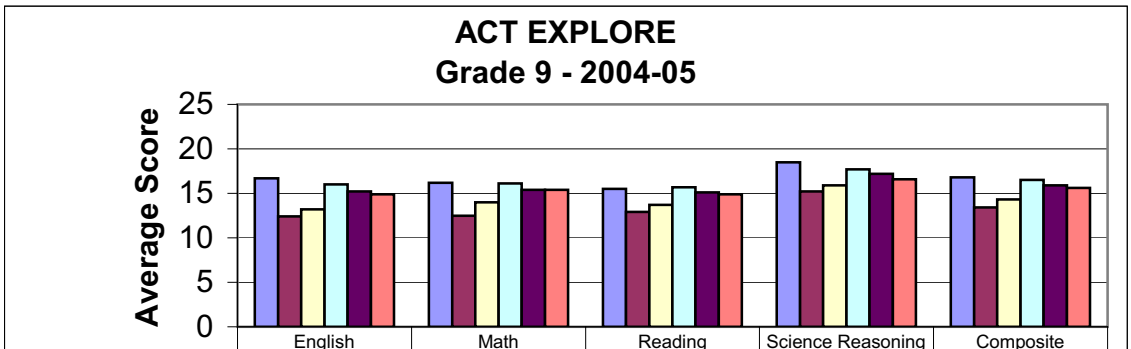
The White category reported the largest percent of students represented in quartiles 3 and 4 when compared to African American and Hispanic students in Reading and in Math for all grade levels. The disparity between Hispanic students and White students was not as great as the disparity between African American students and White students.

***** Appendix F provides a listing by building with the percent of students in each quartile based on national percentile scores on the ITBS for Reading, Language, Mathematics, Science, and Social Studies. Student in grades 2 and 3 were not tested in Science and Social Studies, therefore no listings were provided.***

ACT EXPLORE Assessment

For the first time in 2004-05, 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 27** provides disaggregated average scores by ethnic groups 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 on all subtests and the composite score, with the exception of Math, where District achievement was equal to the nation. However, African American and Hispanic students scored lower than the nation on all subtests and the composite score.

Chart 27



	English	Math	Reading	Science Reasoning	Composite
Asian	16.7	16.2	15.5	18.5	16.8
African American	12.4	12.5	12.9	15.2	13.4
Hispanic	13.2	14.0	13.7	15.9	14.3
White	16.0	16.1	15.7	17.7	16.5
DISTRICT	15.2	15.4	15.1	17.2	15.9
NATIONAL	14.9	15.4	14.9	16.6	15.6

Please note that scores were not included for Native American students because of small N counts.

***** Appendix G illustrates the results of the ACT EXPLORE assessment by high school building.***

College Entrance Examinations

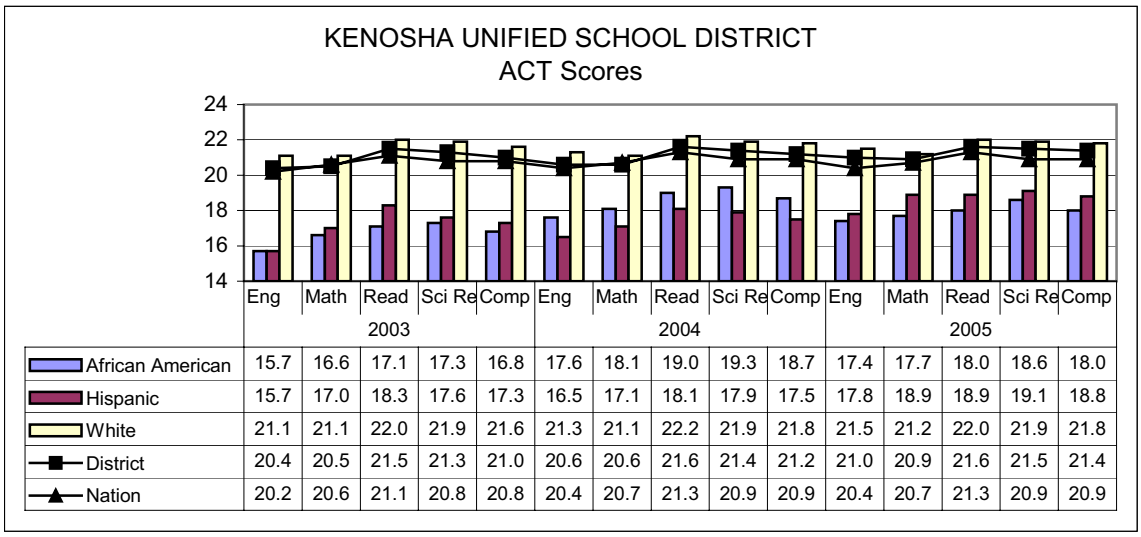
KUSD students completed three additional standardized tests on an elective basis. These included the ACT Assessment and the SAT 1, which were designed to predict future college success and were used by universities and colleges as an admissions criterion, and Advanced Placement (AP) tests, which measured 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 28 illustrates student achievement on the ACT. Overall, White students performed better than African American and Hispanic students when comparing the subscores and

the composite scores. District-wide for 2004-05, the average English score was 21.0, the average Math score was 20.9, the average Reading score was 21.6, and the average Science Reasoning score was 21.5, with an average Composite score of 21.4. When comparing the scores of each group and each subtest from 2003 to 2004, the gap between African American students and White students decreased (5.4 to 3.7 in English, 4.5 to 3.0 in Math, 4.9 to 3.2 in Reading, and 4.6 to 2.6 in Science Reasoning). However, when compared to the 2005 scores, the gap increased to 4.1 in English, 3.5 in Math, 4.0 in Reading, and 3.3 in Science Reasoning. Overall, the gap between Hispanic students and White students decreased when comparing the scores of the last three years, with Hispanic students reporting less disparity in 2005 than that reported by African American students, with gaps of 3.7, 2.3, 3.1, and 2.8 for English, Math, Reading, and Science Reasoning, respectively.

Chart 28

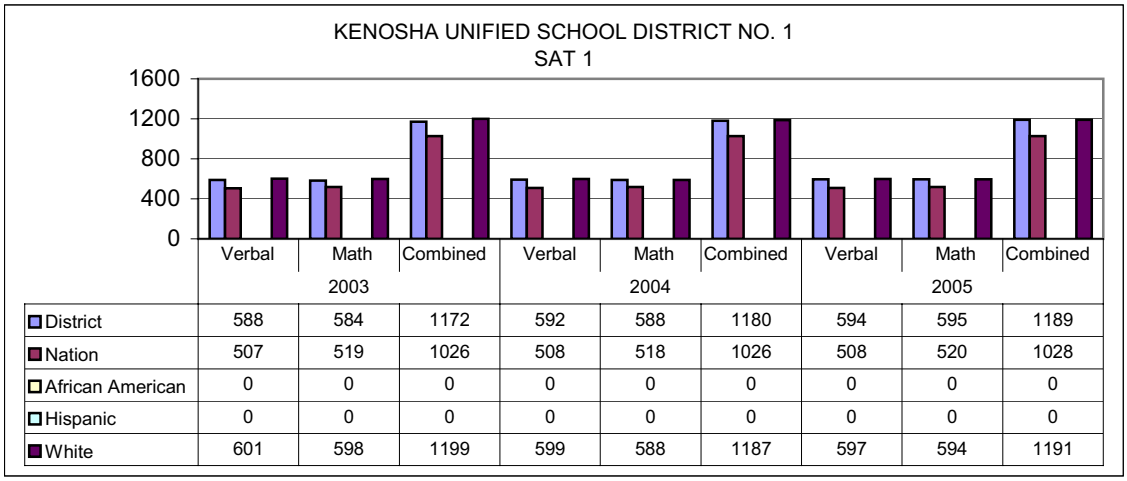


	2003					2004					2005				
	Eng	Math	Read	Sci Re	Comp	Eng	Math	Read	Sci Re	Comp	Eng	Math	Read	Sci Re	Comp
African American	15.7	16.6	17.1	17.3	16.8	17.6	18.1	19.0	19.3	18.7	17.4	17.7	18.0	18.6	18.0
Hispanic	15.7	17.0	18.3	17.6	17.3	16.5	17.1	18.1	17.9	17.5	17.8	18.9	18.9	19.1	18.8
White	21.1	21.1	22.0	21.9	21.6	21.3	21.1	22.2	21.9	21.8	21.5	21.2	22.0	21.9	21.8
District	20.4	20.5	21.5	21.3	21.0	20.6	20.6	21.6	21.4	21.2	21.0	20.9	21.6	21.5	21.4
Nation	20.2	20.6	21.1	20.8	20.8	20.4	20.7	21.3	20.9	20.9	20.4	20.7	21.3	20.9	20.9

SAT 1

Chart 29 illustrates student achievement on the SAT 1. Because of small "N" counts, averages by ethnicity were not available for African American and Hispanic students for any of the reported years. KUSD continued to outperform the nation, with average scores of 594 and 595 for verbal and math, respectively, compared to the national average scores of 508 and 520, respectively for 2005.

Chart 29



	2003			2004			2005		
	Verbal	Math	Combined	Verbal	Math	Combined	Verbal	Math	Combined
District	588	584	1172	592	588	1180	594	595	1189
Nation	507	519	1026	508	518	1026	508	520	1028
African American	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0
White	601	598	1199	599	588	1187	597	594	1191

Advanced Placement (AP)

Students enrolled at KUSD were eligible to participate in Advanced Placement (AP) examinations for possible college credit. **Chart 30** lists the AP tests that KUSD students were administered in 2005 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, Computer Science, English Lang/Comp, English Lang/Lit, German Lang, Psychology, and World History.

Chart 30

2005 Advanced Placement – Percent of Students Passing				
Course	# of Tests	# Passing	District Percent Passing	National Percent Passing (2005)
Art – 2D Design	10	9	90.0%	66.4%
Art Drawing	11	10	90.9%	67.6%
Biology	25	21	84.0%	61.2%
Calculus AB	61	21	34.4%	58.0%
Comp Science A	1	1	100.0%	56.1%
Economics - Mac	8	3	37.5%	59.1%
Economics - Mic	5	0	0.0%	58.5%
English Lang/Comp	55	43	78.2%	56.4%
English Lit/Comp	59	49	83.1%	61.9%
German Lang	1	1	100.0%	58.0%
Gov & Pol US	40	15	37.5%	52.4%
Psychology	71	60	84.5%	67.2%
Spanish Lang	10	4	40.0%	53.7%
US History	37	17	45.9%	50.4%
World History	13	7	53.8%	52.6%

Source: The College Board – AP Advanced Placement Program

Chart 31 reports the percent of students in each ethnic group who participated in at least one (1) AP examination. Asian and Native American students groups are not included because of small N counts. The percent of White students who participated in AP testing (13.4%) exceeded the percents reported for African American and Hispanic students (2.0% and 4.2% respectively). **Chart 32** illustrates the percent of students in each ethnic group who passed AP examinations. White students reported the highest percent of success with 66.3% of students passing their AP exams. The success rate for African American and Hispanic students was 50.0% and 23.1%, respectively.

Chart 31

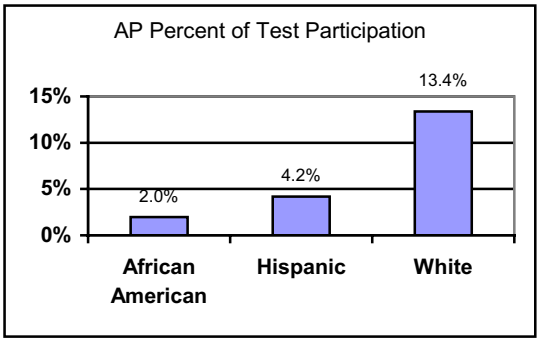
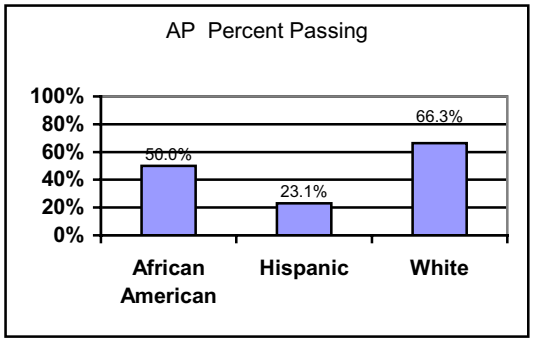


Chart 32



***** Appendix H 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 33 illustrates the student mobility rates by ethnic group for the past three years. Overall, the mobility rate fluctuated when comparing the last three years. African American students at all grade levels experienced the highest mobility rates within each grade span. All ethnic groups at the elementary level reported increases in their mobility rates in 2005 when compared to 2004, with the exception of Native American students. However, all groups at the middle and high school levels reported decreases in their mobility rates, with the exception of Hispanic and White students at the middle school level and Hispanic students at the high school level.

Chart 33

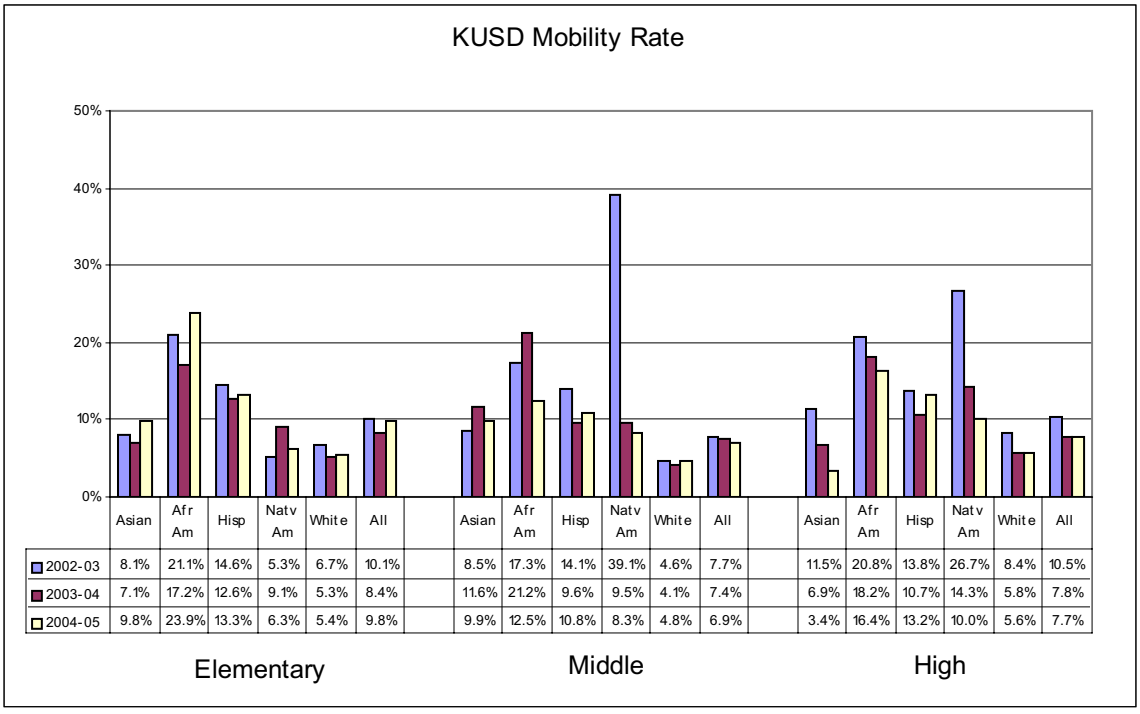
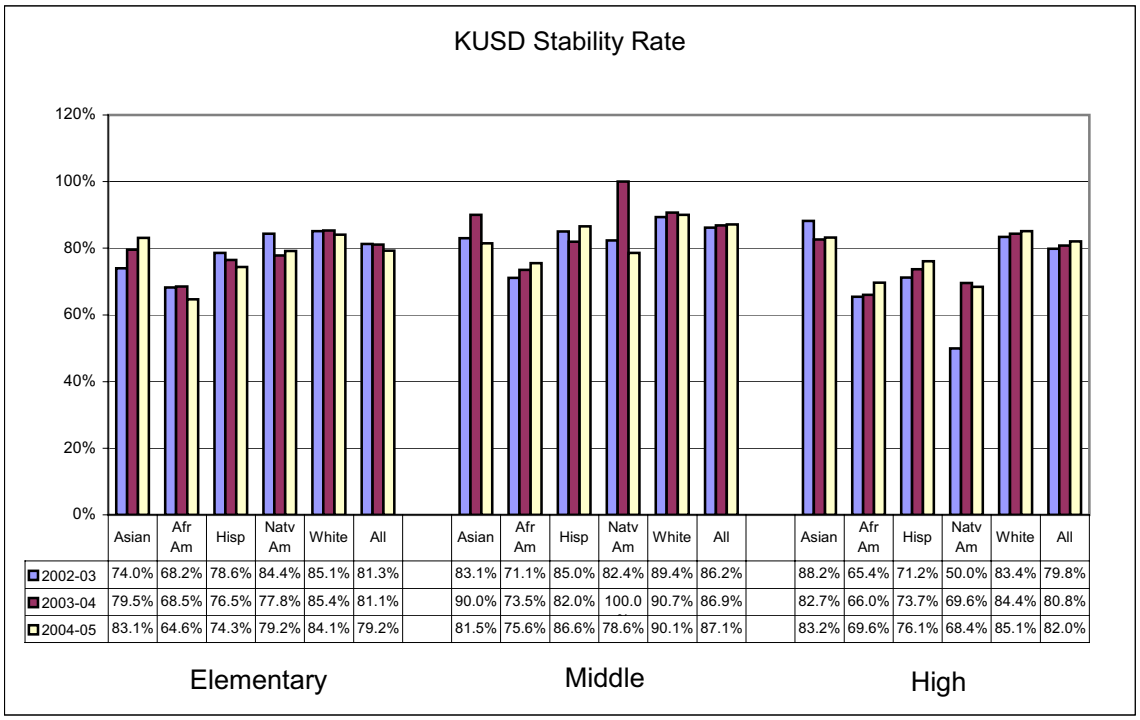


Chart 34 reflects patterns in student stability for the past three years. Overall, more students at the middle school level remained at the same school when compared to students at the elementary and high school levels during the last three years. District-

wide, the percent of students who remained at the same school throughout 2004-05 and enrolled in the same school the next year decreased slightly, from 81.1% to 79.2%, when compared to the prior year. The rate increased slightly each year at the middle and high school levels. African American students reported the lowest stability rates and White students reported the highest rates. Hispanic students achieved rates midway between those two groups.

Chart 34



	Asian	Afr Am	Hisp	Natv Am	White	All		Asian	Afr Am	Hisp	Natv Am	White	All		Asian	Afr Am	Hisp	Natv Am	White	All
2002-03	74.0%	68.2%	78.6%	84.4%	85.1%	81.3%		83.1%	71.1%	85.0%	82.4%	89.4%	86.2%		88.2%	65.4%	71.2%	50.0%	83.4%	79.8%
2003-04	79.5%	68.5%	76.5%	77.8%	85.4%	81.1%		90.0%	73.5%	82.0%	100.0	90.7%	86.9%		82.7%	66.0%	73.7%	69.6%	84.4%	80.8%
2004-05	83.1%	64.6%	74.3%	79.2%	84.1%	79.2%		81.5%	75.6%	86.6%	78.6%	90.1%	87.1%		83.2%	69.6%	76.1%	68.4%	85.1%	82.0%

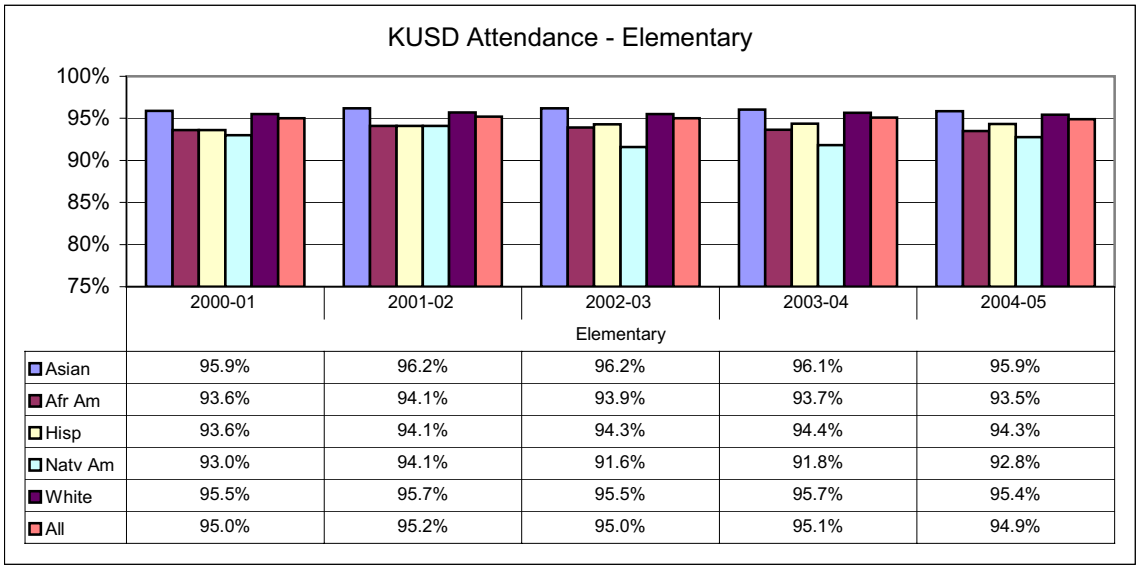
Other Performance Indicators

Student Attendance

Attendance at school each day is critical if students are expected to gain the necessary knowledge and skills to become successful. **Charts 35, 36, and 37** report the average daily attendance of students at the elementary, middle, and high school levels, by ethnicity for the past five years. Average daily attendance for students tended to decline as students progressed from elementary school to middle school and again, when they attended high school. **Chart 38** 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.

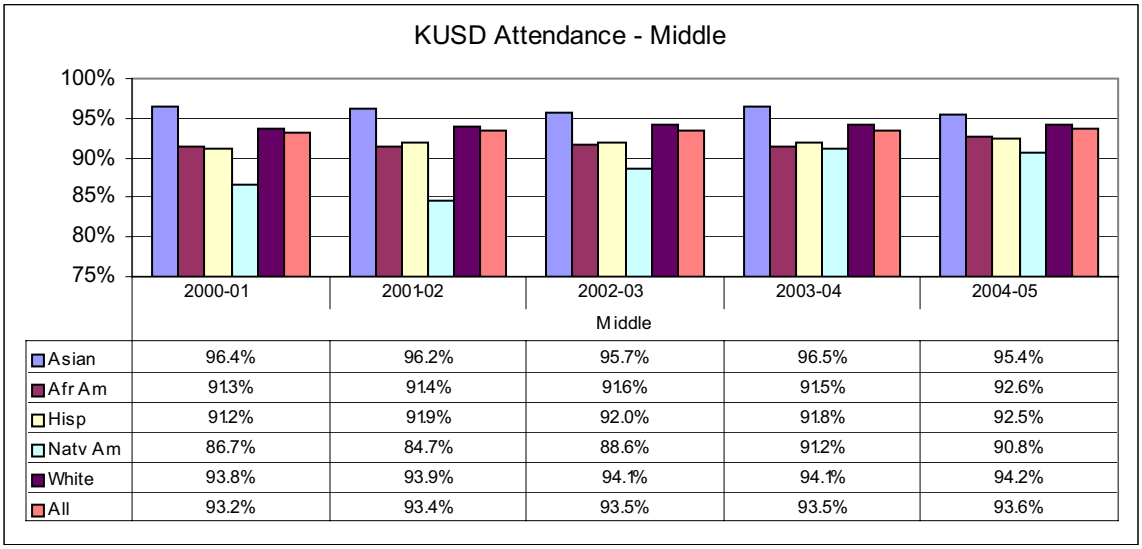
The student attendance rates at the elementary level remained constant or declined during the last five school years for all reported groups, with the exception of Hispanic students. All rates at the middle school level improved, with the exception of Asian students. Rates at the high school level increased, with the exception of Native American Students.

Chart 35



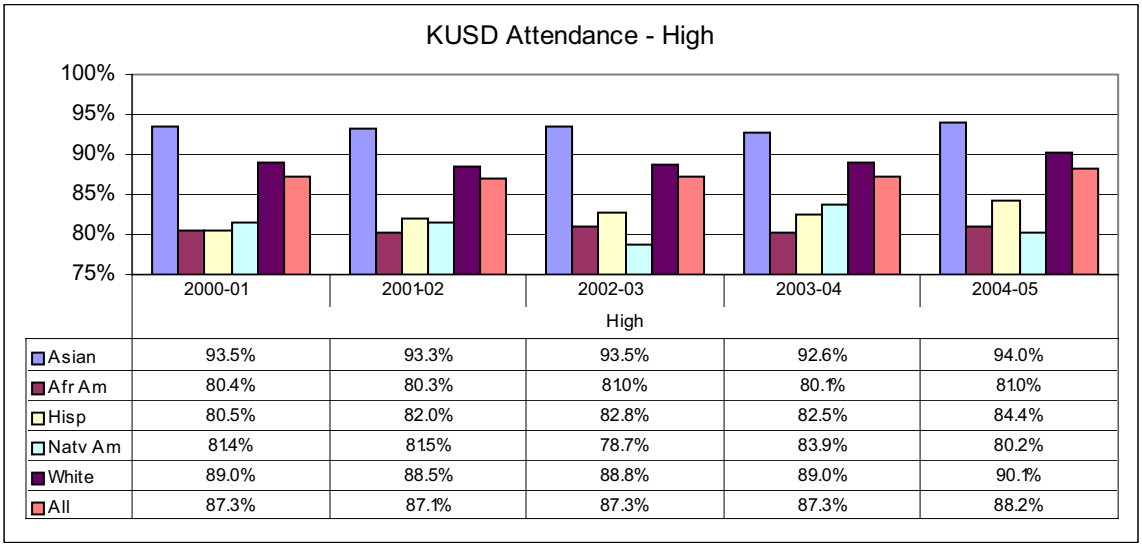
	2000-01	2001-02	2002-03	2003-04	2004-05
Asian	95.9%	96.2%	96.2%	96.1%	95.9%
Afr Am	93.6%	94.1%	93.9%	93.7%	93.5%
Hisp	93.6%	94.1%	94.3%	94.4%	94.3%
Natv Am	93.0%	94.1%	91.6%	91.8%	92.8%
White	95.5%	95.7%	95.5%	95.7%	95.4%
All	95.0%	95.2%	95.0%	95.1%	94.9%

Chart 36



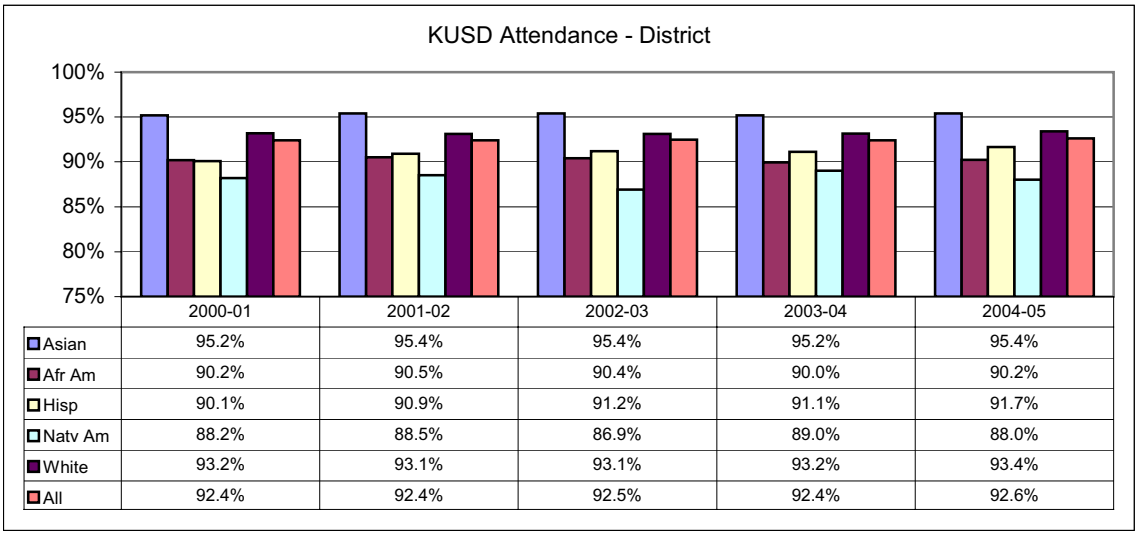
	2000-01	2001-02	2002-03	2003-04	2004-05
Asian	96.4%	96.2%	95.7%	96.5%	95.4%
Afr Am	91.3%	91.4%	91.6%	91.5%	92.6%
Hisp	91.2%	91.9%	92.0%	91.8%	92.5%
Natv Am	86.7%	84.7%	88.6%	91.2%	90.8%
White	93.8%	93.9%	94.1%	94.1%	94.2%
All	93.2%	93.4%	93.5%	93.5%	93.6%

Chart 37



	2000-01	2001-02	2002-03	2003-04	2004-05
Asian	93.5%	93.3%	93.5%	92.6%	94.0%
Afr Am	80.4%	80.3%	81.0%	80.1%	81.0%
Hisp	80.5%	82.0%	82.8%	82.5%	84.4%
Natv Am	81.4%	81.5%	78.7%	83.9%	80.2%
White	89.0%	88.5%	88.8%	89.0%	90.1%
All	87.3%	87.1%	87.3%	87.3%	88.2%

Chart 38



	2000-01	2001-02	2002-03	2003-04	2004-05
Asian	95.2%	95.4%	95.4%	95.2%	95.4%
Afr Am	90.2%	90.5%	90.4%	90.0%	90.2%
Hisp	90.1%	90.9%	91.2%	91.1%	91.7%
Natv Am	88.2%	88.5%	86.9%	89.0%	88.0%
White	93.2%	93.1%	93.1%	93.2%	93.4%
All	92.4%	92.4%	92.5%	92.4%	92.6%

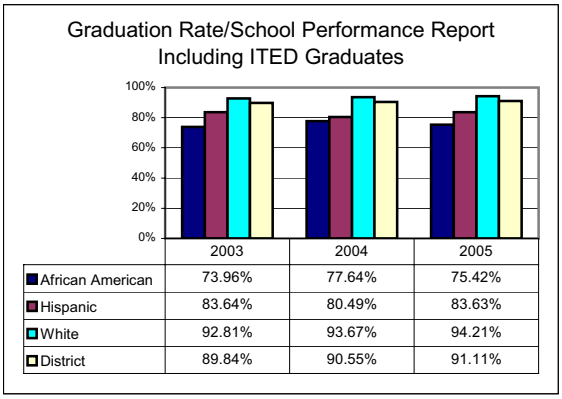
Graduation Rates

School Performance Report

Chart 39 illustrates the KUSD graduation rate 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 -2.22% when comparing last year's rate of 77.64% to this year's rate of 75.42%. The rate for Hispanic students increased +3.14%, from 80.49% to 83.63%. The rate for White students increased +0.54, from 93.67% to 94.21%. District-wide, the rate increased from 90.55% to 91.11%. **Chart 40** reports the graduation rate *excluding* ITED graduates. Similar patterns were experienced in the graduation rate when *excluding* ITED graduates, with African American students reporting a slight decrease in their graduation rate. ***Please note that the rates for 2004 and 2005 have not yet been verified by DPI and may be slightly different when official rates are available.***

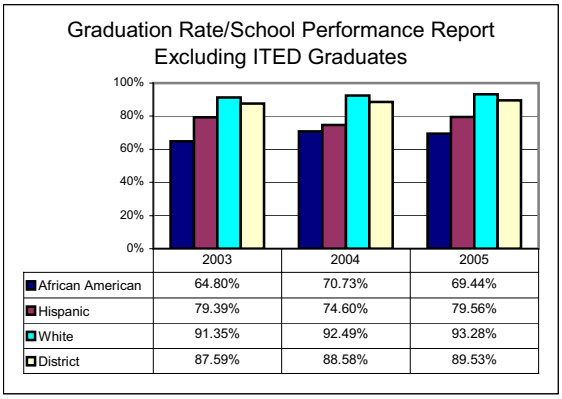
* *The calculation used is the number of graduates divided by the sum of graduates plus dropouts over four years (9th grade dropouts 3 years ago, 10th grade dropouts 2 years ago, 11th grade dropouts 1 year ago, and current grade 12 dropouts). It compares the number of students who leave school successfully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

Chart 39



	2003	2004	2005
African American	73.96%	77.64%	75.42%
Hispanic	83.64%	80.49%	83.63%
White	92.81%	93.67%	94.21%
District	89.84%	90.55%	91.11%

Chart 40

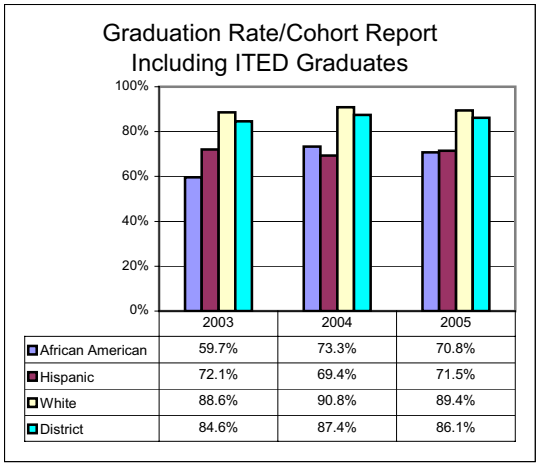


	2003	2004	2005
African American	64.80%	70.73%	69.44%
Hispanic	79.39%	74.60%	79.56%
White	91.35%	92.49%	93.28%
District	87.59%	88.58%	89.53%

Cohort Graduation Rate

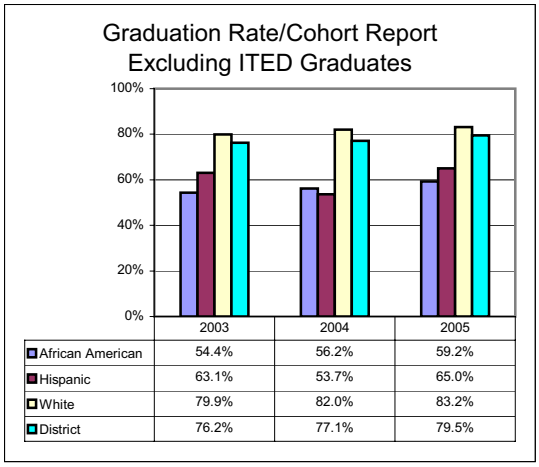
The Kenosha Unified School District also calculates a "cohort" graduation rate, which tracked grade 9 students through their high school years. **Charts 41 and 42** report the cohort graduation rate for the past three years by ethnicity, first by *including* ITED graduates and then by *excluding* them. White students graduated at a higher rate (89.4%) when compared to African American (70.8%) and Hispanic (71.5%) students when *including* ITED graduates. When *excluding* ITED graduates, similar patterns were reported, with African American, Hispanic, and White students achieving graduation rates of 59.2%, 60.5% and 83.2%, respectively. District-wide, the cohort graduation rate decreased from 87.4% to 86.1% when *including* ITED graduates but increased from 77.1% to 79.5% when *excluding* them. Hispanic students reported the greatest increases in their rates, both when *excluding* and *including* ITED graduates, from 53.7% to 65.0% and from 69.4% to 71.5%, respectively.

Chart 41



	2003	2004	2005
African American	59.7%	73.3%	70.8%
Hispanic	72.1%	69.4%	71.5%
White	88.6%	90.8%	89.4%
District	84.6%	87.4%	86.1%

Chart 42

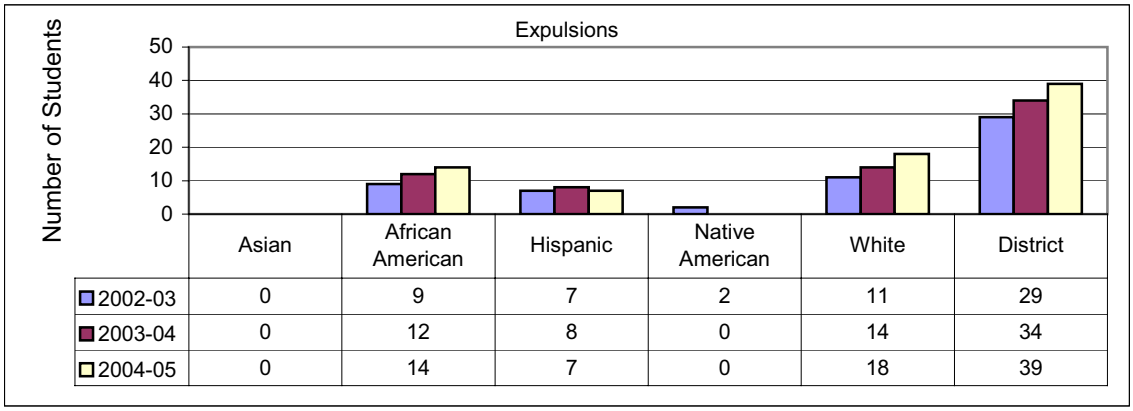


	2003	2004	2005
African American	54.4%	56.2%	59.2%
Hispanic	63.1%	53.7%	65.0%
White	79.9%	82.0%	83.2%
District	76.2%	77.1%	79.5%

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 43** 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 2002-03 to 2004-05, the number of African American and White students who were expelled increased, from 9 students to 14 students and from 11 students to 18 students, respectively.

Chart 43



	Asian	African American	Hispanic	Native American	White	District
2002-03	0	9	7	2	11	29
2003-04	0	12	8	0	14	34
2004-05	0	14	7	0	18	39

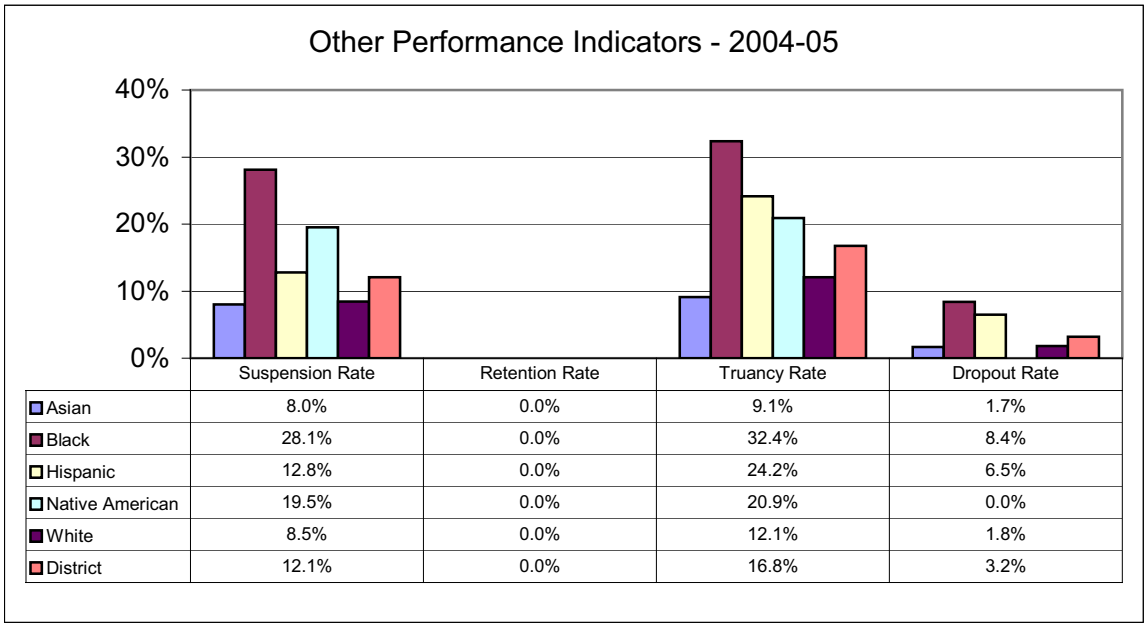
Other Performance Indicators

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 44** illustrates out-of-school suspension, habitual truancy, and dropout rates by ethnicity for the 2004-05 school year. Please note that these rates have not been verified by DPI and may be slightly different when released in their verified form. Retentions rates have not yet been released by DPI are not available. 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 incompletion 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 44



	Suspension Rate	Retention Rate	Truancy Rate	Dropout Rate
Asian	8.0%	0.0%	9.1%	1.7%
Black	28.1%	0.0%	32.4%	8.4%
Hispanic	12.8%	0.0%	24.2%	6.5%
Native American	19.5%	0.0%	20.9%	0.0%
White	8.5%	0.0%	12.1%	1.8%
District	12.1%	0.0%	16.8%	3.2%

African American students reported the highest suspension, 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. Although there were considerably less Asian students, they posted the lowest suspension and truancy rates when compared to all of the other ethnic groups.

***** Appendix I 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.***

APPENDIX A

Wisconsin Knowledge and Concepts Examination (WKCE)
2004-05
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															3	6	56	35	91
Brompton															0	0	10	90	100
Columbus															0	21	58	21	79
DOL															5	0	14	81	95
Durkee															9	23	41	27	68
Edward Bain Schl Of Lang & Art **															20	29	37	14	51
Forest Park															0	9	50	41	91
Frank									25	0	14	9	2		2	20	39	14	52
Grant															0	15	44	41	85
Grewenow															12	19	40	30	70
Harvey															2	14	27	58	85
Jefferson															15	15	45	24	70
Jeffery			4	0	0	4	0								0	8	43	45	88
Lincoln															14	38	38	10	48
McKinley															7	17	43	33	77
Pl. Prairie			1	0	1	0	0								2	7	42	48	90
Prairie Lane															6	6	33	56	89
Roosevelt															6	3	40	51	91
Somers			2	0	1	1	0								1	9	46	42	88
Southport			3	2	2	0	0								0	13	41	43	84
Stocker			3	0	3	0	0								0	4	41	53	93
Strange															6	26	36	32	68
Vernon															8	11	35	45	81
Whittier															4	7	42	47	89
Wilson															7	14	64	14	79
DISTRICT			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**1**	**0**	**0**		**6**	**14**	**41**	**38**	**79**
STATE			**2**	**0**	**0**	**1**	**0**		**1**	**0**	**0**	**0**	**0**		**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)
2004-05
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	12	59	26	85
Brompton															0	0	0	100	100
Columbus															0	26	32	42	74
DOL															5	0	29	67	95
Durkee															0	18	73	9	82
Edward Bain Schl Of Lang & Art **															24	28	39	9	48
Forest Park															0	7	63	30	93
Frank									25	0	2	23	0		5	20	30	20	50
Grant															0	18	49	33	82
Grewenow															5	21	44	30	74
Harvey															0	12	41	47	88
Jefferson															18	24	39	18	58
Jeffery			4	0	0	4	0								2	6	49	39	88
Lincoln															7	52	38	3	41
McKinley															17	23	43	17	60
Pl. Prairie			1	0	1	0	0								2	15	35	47	82
Prairie Lane															4	9	41	46	87
Roosevelt															0	13	37	50	87
Somers			2	0	1	1	0								2	12	42	41	83
Southport			3	2	2	0	0								3	13	52	28	80
Stocker			3	0	1	1	0								0	4	50	43	93
Strange															2	22	52	24	76
Vernon															8	16	45	31	76
Whittier															3	8	43	46	89
Wilson															0	39	50	11	61
DISTRICT			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**1**	**0**		**5**	**16**	**44**	**33**	**77**
STATE			**2**	**0**	**0**	**1**	**0**		**1**	**0**	**0**	**0**	**0**		**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)
2004-05
Results by Building and Proficiency Category
Mathematics
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															24	6	56	15	71
Brompton															10	0	40	50	90
Columbus															21	5	37	37	74
DOL															5	5	48	43	90
Durkee															36	23	27	14	41
Edward Bain Schl Of Lang & Art **															45	11	35	10	45
Forest Park															16	13	54	18	71
Frank									25	2	14	7	2		11	5	43	16	59
Grant															21	10	49	21	69
Grewenow															28	16	37	19	56
Harvey															17	15	24	44	68
Jefferson															30	18	33	18	52
Jeffery			4	0	2	2	0								8	12	45	31	76
Lincoln															34	21	24	21	45
McKinley															27	23	43	7	50
Pl. Prairie			1	0	1	0	0								10	13	43	33	76
Prairie Lane															2	7	41	50	91
Roosevelt															13	9	24	54	79
Somers			2	0	0	2	0								7	12	37	41	78
Southport			3	2	2	0	0								16	10	46	25	70
Stocker			3	0	1	1	0								11	5	49	32	81
Strange															32	6	44	18	62
Vernon															19	8	44	29	73
Whittier															12	3	42	43	84
Wilson															50	14	36	0	36
DISTRICT			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**20**	**11**	**40**	**28**	**67**
STATE			**1**	**0**	**0**	**1**	**0**		**1**	**0**	**0**	**0**	**0**		**16**	**10**	**40**	**31**	**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)
2004-05
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															6	12	68	15	82
Brompton															0	0	20	80	100
Columbus															0	32	53	16	68
DOL															0	14	52	33	86
Durkee															9	50	36	5	41
Edward Bain Schl Of Lang & Art **															38	28	34	0	34
Forest Park															2	18	73	7	80
Frank									25	0	11	14	0		9	34	30	2	32
Grant															3	26	62	10	72
Grewenow															9	16	65	9	74
Harvey															3	19	61	17	78
Jefferson															12	24	45	18	64
Jeffery			4	0	2	2	0								0	4	73	20	92
Lincoln															24	38	38	0	38
McKinley															7	47	43	3	47
Pl. Prairie			1	0	1	0	0								4	10	61	23	85
Prairie Lane															2	9	69	20	89
Roosevelt															4	13	44	39	83
Somers			2	0	1	1	0								5	10	58	25	83
Southport	2		2	2	0	0	0								5	10	69	13	82
Stocker			3	1	1	0	0								0	14	62	22	84
Strange															16	32	46	6	52
Vernon															8	13	60	19	79
Whittier															8	11	70	11	81
Wilson															18	39	43	0	43
DISTRICT			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**1**	**0**		**9**	**20**	**55**	**15**	**70**
STATE			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**5**	**16**	**57**	**21**	**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)
2004-05
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	26	68	94
Brompton															0	0	10	90	100
Columbus															0	5	26	68	95
DOL															0	0	19	81	100
Durkee															5	5	50	41	91
Edward Bain Schl Of Lang & Art **															15	17	40	27	67
Forest Park															0	5	30	64	95
Frank									25	2	5	16	2		5	7	39	25	64
Grant															0	8	36	56	92
Grewenow															5	7	28	60	88
Harvey															0	7	31	63	93
Jefferson															6	15	33	45	79
Jeffery			4	0	2	2	0								0	0	22	75	96
Lincoln															3	21	34	41	76
McKinley															7	13	37	43	80
Pl. Prairie			1	0	1	0	0								3	2	21	72	94
Prairie Lane															0	0	24	76	100
Roosevelt															1	1	26	71	97
Somers			2	0	1	1	0								0	4	26	68	94
Southport	2		2	2	0	0	0								0	3	28	66	93
Stocker			3	1	1	0	0								0	3	18	77	95
Strange															6	16	38	40	78
Vernon															3	8	34	55	89
Whittier															2	4	27	66	93
Wilson															4	14	43	39	82
DISTRICT			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**1**	**0**		**3**	**7**	**31**	**58**	**89**
STATE			**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**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)
2004-05
Results by Building and Proficiency Category
Reading
Grade 8 & 10

	% 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**				
Bullen			1	0	1	0	0								8	11	42	38	80
DOL															0	5	40	55	95
Hillcrest **	14														21	36	29	0	29
Lance															3	7	49	42	91
Lincoln															5	15	45	35	80
Mahone	1		2	0	1	1	0								7	9	44	37	81
McKinley	1														10	13	38	39	77
Paideia															11	6	44	39	83
Washington	1								3	0	2	1	0		13	13	45	24	70
DISTRICT															**8**	**12**	**44**	**35**	**79**
STATE	**1**		**1**	**0**	**0**	**1**	**0**								**6**	**8**	**43**	**41**	**84**
Bradford	4		1	0	0	1	0		1	1	0	0	0		10	15	21	47	68
Hillcrest **															38	50	0	13	13
Indian Trail															12	18	22	48	70
LakeView															2	18	18	62	80
Reuther	5														23	33	15	25	40
Tremper	1														9	12	18	60	78
DISTRICT	**2**		**1**	**0**	**0**	**0**	**0**								**11**	**15**	**20**	**51**	**71**
STATE	**1**		**1**	**0**	**0**	**0**	**0**								**9**	**14**	**19**	**55**	**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.

Wisconsin Knowledge and Concepts Examination (WKCE)
2004-05
Results by Building and Proficiency Category
Language
Grade 8 & 10

	% 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**				
Bullen			1	0	1	0	0								15	26	32	25	57
DOL															0	20	50	30	80
Hillcrest **	14														64	21	0	0	0
Lance															8	24	42	26	68
Lincoln															15	27	36	21	58
Mahone	1		2	0	1	1	0								15	22	39	22	60
McKinley	1														17	29	33	21	54
Paideia															11	28	39	22	61
Washington	1								3	0	2	1	0		22	25	35	14	49
DISTRICT															**17**	**25**	**36**	**21**	**57**
STATE	**1**		**1**	**0**	**0**	**1**	**0**								**12**	**22**	**39**	**25**	**64**
Bradford	5		1	0	0	0	0		1	0	0	0	0		12	19	48	15	62
Hillcrest **															38	50	13	0	13
Indian Trail															9	27	49	15	64
LakeView															6	15	58	20	78
Reuther	5														25	38	33	0	33
Tremper	1														8	17	53	21	74
DISTRICT	**2**		**1**	**0**	**0**	**0**	**0**								**10**	**21**	**50**	**16**	**66**
STATE	**1**		**1**	**0**	**0**	**0**	**0**								**9**	**19**	**51**	**18**	**69**

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)
2004-05
Results by Building and Proficiency Category
Mathematics
Grade 8 & 10

	% 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**				
Bullen			1	0	0	0	0								16	15	39	29	68
DOL															0	5	70	25	95
Hillcrest **															64	14	21	0	21
Lance															7	11	50	32	82
Lincoln															12	20	48	20	67
Mahone	1		2	0	1	1	0								11	14	50	22	73
McKinley	1														17	16	48	18	66
Paideia															6	22	61	11	72
Washington	2								4	1	2	1	1		12	19	46	18	64
DISTRICT	**1**														**14**	**15**	**47**	**22**	**70**
STATE	**1**		**1**	**0**	**0**	**1**	**0**		**1**	**0**	**0**	**0**	**0**		**11**	**14**	**48**	**24**	**72**
Bradford			1	0	0	1	0		1	0	1	0	0		18	16	39	23	63
Hillcrest **															75	13	13	0	13
Indian Trail	1														17	22	51	10	60
LakeView															6	6	60	28	88
Reuther	5														33	23	40	0	40
Tremper	1														14	14	46	25	71
DISTRICT	**1**		**1**	**0**	**0**	**0**	**0**								**17**	**16**	**44**	**20**	**65**
STATE	**1**		**1**	**0**	**0**	**1**	**0**		**1**	**0**	**0**	**0**	**0**		**14**	**12**	**46**	**25**	**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)
2004-05
Results by Building and Proficiency Category
Science
Grade 8 & 10

	% 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**				
Bullen			1	0	1	0	0								14	16	47	21	68
DOL															0	10	35	55	90
Hillcrest **															79	14	7	0	7
Lance															5	17	49	30	78
Lincoln															14	24	46	16	62
Mahone	3		2	0	1	1	0								9	19	47	20	67
McKinley															14	26	46	14	60
Paideia															17	11	56	17	72
Washington	1								4	3	1	0	0		22	22	35	17	51
DISTRICT	**1**								**1**	**0**	**0**	**0**	**0**		**14**	**20**	**44**	**20**	**64**
STATE	**1**		**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**9**	**15**	**46**	**27**	**73**
Bradford	7		1	0	1	0	0								20	11	37	25	61
Hillcrest **	13														63	13	0	13	13
Indian Trail															27	12	33	27	60
LakeView															8	8	38	46	85
Reuther	5														53	18	23	3	25
Tremper	1														15	12	38	34	72
DISTRICT	**3**		**1**	**0**	**0**	**0**	**0**								**21**	**12**	**36**	**28**	**64**
STATE	**1**		**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**16**	**10**	**35**	**35**	**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)
2004-05
Results by Building and Proficiency Category
Social Studies
Grade 8 & 10

	% 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**				
Bullen	1		1	0	1	0	0								8	12	42	37	79
DOL															0	0	55	45	100
Hillcrest **	14														43	21	21	0	21
Lance															3	9	40	48	88
Lincoln															6	18	43	33	76
Mahone	3		2	0	1	1	0								4	15	45	32	77
McKinley	2														6	22	41	29	70
Paideia															6	6	39	50	89
Washington	2								4	2	1	2	0		8	24	41	20	61
DISTRICT	**1**								**1**	**0**	**0**	**0**	**0**		**7**	**16**	**41**	**33**	**75**
STATE	**1**		**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**4**	**11**	**39**	**44**	**83**
Bradford	6		1	0	0	1	0		1	0	0	0	0		18	7	35	32	67
Hillcrest **	13														50	13	13	13	25
Indian Trail															24	11	32	33	65
LakeView															6	6	26	62	88
Reuther	10														43	18	28	3	30
Tremper	1														16	6	33	43	76
DISTRICT	**3**		**1**	**0**	**0**	**0**	**0**								**19**	**8**	**33**	**36**	**69**
STATE	**1**		**1**	**0**	**0**	**0**	**0**		**1**	**0**	**0**	**0**	**0**		**16**	**7**	**30**	**43**	**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.

APPENDIX B

Wisconsin Knowledge and Concepts Examination (WKCE)
2004-05
Writing Assessment by Building
Grade 4
Descriptive

SCHOOL	Composing Score	Conventions Score	Total Score
Bose	2.8	2.0	4.8
Brompton	3.1	2.0	5.1
Columbus	2.9	2.0	4.9
Dim of Learn	2.9	2.0	4.9
Durkee	2.7	1.9	4.6
Edward Bain Schl of Lang & Art	2.5	1.8	4.3
Forest Park	3.0	2.0	5.0
Frank	2.8	2.0	4.7
Grant	3.0	2.0	5.0
Grewenow	2.8	1.9	4.7
Harvey	2.7	1.9	4.6
Jefferson	2.7	1.9	4.6
Jeffery	3.1	2.0	5.1
Lincoln	2.5	1.8	4.3
McKinley	2.7	1.9	4.6
Pleasant Prairie	2.9	1.9	4.8
Prairie Lane	3.0	2.0	5.0
Roosevelt	3.1	2.0	5.0
Somers	3.0	2.0	5.1
Southport	2.6	1.8	4.5
Stocker	2.9	2.0	4.9
Strange	2.9	2.0	4.8
Vernon	3.0	2.0	5.0
Whittier	2.9	1.9	4.8
Wilson	2.7	1.9	4.6
DISTRICT	**2.8**	**1.9**	**4.8**
STATE	**2.9**	**2.0**	**4.8**

NOTE:
Composing Rubric - 1=minimal, 2=basic, 3=adequate, 4=proficient, 5=advanced, 6=exemplary
Conventions Rubric - 1=minimal, 2=proficient, 3=advanced

Wisconsin Knowledge and Concepts Examination (WKCE)
2003-04
Writing Assessment by Building
Grade 8
Persuasive

SCHOOL	Composing Score	Conventions Score	Total Score
Bullen	3.1	1.9	5.0
Dim of Learn	2.9	1.9	4.8
Hillcrest	1.6	1.4	3.0
Lance	3.1	2.0	5.1
Lincoln	2.8	1.9	4.7
Mahone	3.1	2.0	5.1
McKinley	3.1	1.9	5.0
Paideia Academy	3.1	1.9	5.0
Washington	2.6	1.8	4.4
DISTRICT	**3.0**	**1.9**	**4.9**
STATE	**3.2**	**2.0**	**5.2**

Grade 10
Persuasive

SCHOOL	Composing Score	Conventions Score	Total Score
Bradford	2.8	2.0	4.8
Hillcrest	2.3	1.6	3.9
Indian Trail	2.8	2.0	4.8
LakeView Tech	2.8	2.1	4.8
Reuther Central	2.4	1.9	4.3
Tremper	2.9	2.1	5.0
DISTRICT	**2.8**	**2.0**	**4.9**
STATE	2.9	2.1	4.9

NOTE:
Composing Rubric - 1=minimal, 2=basic, 3=adequate, 4=proficient, 5=advanced, 6=exemplary
Conventions Rubric - 1=minimal, 2=proficient, 3=advanced

APPENDIX C

Wisconsin Reading Comprehension Test (WRCT)
2004-05
Results by Building and Proficiency Category

SCHOOL	% Not Tested	% Minimal	% Basic	% Proficient	% Advanced	% Combined Proficient/ Advanced
Bose	0.0	3.3	13.3	58.3	25.0	83.3
Brompton	0.0	0.0	0.0	20.0	80.0	100.0
Columbus	2.8	0.0	33.3	52.8	11.1	63.9
Dim of Learn	0.0	0.0	0.0	45.0	55.0	100.0
Durkee	0.0	0.0	9.1	77.3	13.6	90.9
Edward Bain Schl of Lang & Art	22.0	2.2	24.2	36.3	15.4	51.7
Forest Park	0.0	0.0	0.0	54.3	45.7	100.0
Frank	32.8	1.6	24.6	37.7	3.3	41.0
Grant	1.9	0.0	11.3	62.3	24.5	86.8
Grewenow	0.0	5.1	5.1	53.8	35.9	89.7
Harvey	1.6	4.8	7.9	47.6	38.1	85.7
Jefferson	0.0	6.3	35.4	43.8	14.6	58.4
Jeffery	0.0	0.0	8.6	44.3	47.1	91.4
Lincoln	0.0	8.5	36.2	46.8	8.5	55.3
McKinley	0.0	2.3	18.6	60.5	18.6	79.1
Pleasant Prairie	2.4	1.6	6.3	59.5	30.2	89.7
Prairie Lane	2.8	0.0	5.6	33.8	57.7	91.5
Roosevelt	0.0	0.0	2.7	41.9	55.4	97.3
Somers	3.6	0.0	4.8	50.6	41.0	91.6
Southport	1.3	1.3	9.2	51.3	36.8	88.1
Stocker	1.0	0.0	7.3	62.5	29.2	91.7
Strange	1.6	0.0	12.7	66.7	19.0	85.7
Vernon	24.4	1.2	10.5	44.2	19.8	64.0
Whittier	0.0	1.2	3.7	54.3	40.7	95.0
Wilson	11.1	0.0	33.3	38.9	16.7	55.6
DISTRICT	**5.1**	**1.5**	**11.9**	**50.4**	**31.1**	**81.5**
STATE	**3.8**	**1.0**	**7.8**	**46.1**	**41.3**	**87.4**

NOTE: Scores include all students. Some percentages may not total 100% due to rounding.

APPENDIX D

Iowa Tests of Basic Skills (ITBS) – Grades 2, 3, 5, 6, 7
2004-05 - Reading
Results by Building With National Percentile (NP) and Grade Equivalent (GE) Scores

SCHOOL	Grade 2		Grade 3		Grade 5		Grade 6		Grade 7	
	NP	GE	NP	GE	NP	GE	NP	GE	NP	GE
Bose EL	66	2.7	64	3.6	58	5.6				
Brompton Acad	89	3.6	85	4.6	77	6.7				
Columbus EL	57	2.3	36	2.7	32	4.3				
Dim of Learn Acad	80	3.1	81	4.5	65	5.9	73	7.8	82	9.9
Durkee EL	51	2.2	47	3.0	53	5.4				
Edward Bain Schl of Lang & Art	55	2.3	38	2.8	50	5.2				
Forest Park EL	67	2.7	72	4.0	72	6.3				
Frank EL	42	2.0	45	3.0	46	5.0				
Grant EL	64	2.6	48	3.1	56	5.5				
Grewenow EL	68	2.7	68	3.8	67	6.1				
Harvey EL	60	2.5	64	3.6	55	5.5				
Jefferson EL	53	2.3	42	2.9	49	5.1				
Jeffery EL	77	3.0	73	4.0	66	6.0				
Lincoln EL	45	2.1	35	2.7	36	4.5				
McKinley EL	63	2.5	58	3.4	45	5.0				
Pleasant Prairie EL	74	2.9	64	3.6	64	5.9				
Prairie Lane EL	73	2.9	69	3.8	67	6.1				
Roosevelt EL	66	2.7	64	3.6	48	5.1				
Somers EL	65	2.6	68	3.8	70	6.2				
Southport EL	72	2.9	65	3.7	59	5.7				
Stocker EL	69	2.8	65	3.7	61	5.7				
Strange EL	49	2.2	57	3.3	45	5.0				
Vernon EL	58	2.4	62	3.5	58	5.6				
Whittier EL	72	2.9	65	3.7	66	6.0				
Wilson EL	49	2.2	38	2.8	39	4.6				
EL Enrichment	92	3.9	91	5.2	84	7.4				
Bullen MS							60	6.7	66	8.4
Lance MS							69	7.4	70	8.6
Lincoln MS							54	6.4	60	7.8
Mahone MS							60	6.8	64	8.2
McKinley MS							50	6.2	52	7.3
Paideia Academy							60	6.7	62	7.9
Washington MS							50	6.2	58	7.6
DISTRICT	**66**	**2.7**	**64**	**3.5**	**59**	**5.7**	**59**	**6.7**	**63**	**8.1**
NATIONAL	**50**	**2.2**	**52**	**3.2**	**51**	**5.2**	**50**	**6.2**	**51**	**7.2**

NOTE: Excludes students with special accommodations.

Iowa Tests of Basic Skills (ITBS) – Grades 2, 3, 5, 6, 7
2004-05 - Language

Results by Building With National Percentile (NP) and Grade Equivalent (GE) Scores

SCHOOL	Grade 2		Grade 3		Grade 5		Grade 6		Grade 7	
	NP	GE	NP	GE	NP	GE	NP	GE	NP	GE
Bose EL	73	2.7	73	3.7	49	5.1				
Brompton Acad	93	3.6	82	4.3	81	7.6				
Columbus EL	48	2.1	43	3.0	24	3.7				
Dim of Learn Acad	83	3.1	90	4.7	69	6.5	81	9.5	83	11.8
Durkee EL	39	1.9	45	3.0	54	5.4				
Edward Bain Schl of Lang & Art	59	2.4	41	2.8	38	4.5				
Forest Park EL	70	2.6	76	3.9	80	7.5				
Frank EL	46	2.1	41	2.9	54	5.4				
Grant EL	81	3.0	52	3.2	65	6.2				
Grewenow EL	71	2.6	69	3.6	60	5.7				
Harvey EL	74	2.7	66	3.6	53	5.4				
Jefferson EL	46	2.1	41	2.9	47	4.9				
Jeffery EL	81	3.0	80	4.2	69	6.5				
Lincoln EL	40	1.9	32	2.6	38	4.5				
McKinley EL	64	2.5	56	3.3	40	4.6				
Pleasant Prairie EL	80	3.0	72	3.7	68	6.3				
Prairie Lane EL	77	2.8	87	4.5	64	6.0				
Roosevelt EL	67	2.5	76	3.9	53	5.4				
Somers EL	73	2.7	79	4.1	73	6.7				
Southport EL	76	2.8	66	3.6	60	5.7				
Stocker EL	79	2.9	77	4.0	66	6.2				
Strange EL	55	2.3	71	3.7	47	4.9				
Vernon EL	71	2.6	70	3.7	58	5.6				
Whittier EL	79	2.9	70	3.7	66	6.2				
Wilson EL	46	2.1	44	3.0	44	4.7				
EL Enrichment	93	3.6	96	5.7	90	8.9				
Bullen MS							62	7.3	67	8.8
Lance MS							71	8.2	71	9.5
Lincoln MS							56	6.6	61	8.3
Mahone MS							67	7.7	68	9.1
McKinley MS							55	6.5	58	7.8
Paideia Academy							65	7.5	64	8.7
Washington MS							55	6.5	55	7.5
DISTRICT	**71**	**2.6**	**70**	**3.7**	**61**	**5.8**	**63**	**7.4**	**64**	**8.6**
NATIONAL	**51**	**2.2**	**50**	**3.2**	**50**	**5.2**	**49**	**6.2**	**50**	**7.2**

NOTE: Excludes students with special accommodations.

Iowa Tests of Basic Skills (ITBS) – Grades 2, 3, 5, 6, 7

2004-05 - Mathematics

Results by Building With National Percentile (NP) and Grade Equivalent (GE) Scores

SCHOOL	Grade 2		Grade 3		Grade 5		Grade 6		Grade 7	
	NP	GE	NP	GE	NP	GE	NP	GE	NP	GE
Bose EL	72	2.5	69	3.5	52	5.2				
Brompton Acad	88	2.8	85	4.0	86	7.2				
Columbus EL	53	2.2	40	2.8	28	4.2				
Dim of Learn Acad	90	3.0	90	4.4	72	6.0	85	8.7	84	10.5
Durkee EL	58	2.3	51	3.2	56	5.3				
Edward Bain Schl of Lang & Art	64	2.3	59	3.3	48	5.0				
Forest Park EL	78	2.6	79	3.8	71	6.0				
Frank EL	55	2.3	48	3.1	57	5.3				
Grant EL	82	2.7	57	3.3	63	5.6				
Grewenow EL	74	2.5	78	3.8	63	5.6				
Harvey EL	71	2.5	68	3.5	44	4.7				
Jefferson EL	55	2.3	51	3.2	41	4.7				
Jeffery EL	87	2.8	82	3.9	66	5.7				
Lincoln EL	54	2.2	38	2.8	36	4.5				
McKinley EL	75	2.5	68	3.5	47	4.9				
Pleasant Prairie EL	85	2.8	75	3.7	73	6.1				
Prairie Lane EL	85	2.7	84	4.0	71	6.0				
Roosevelt EL	81	2.7	78	3.8	59	5.5				
Somers EL	75	2.5	81	3.9	75	6.3				
Southport EL	85	2.8	72	3.6	56	5.3				
Stocker EL	82	2.7	77	3.7	60	5.5				
Strange EL	73	2.5	71	3.6	52	5.2				
Vernon EL	78	2.6	68	3.5	56	5.3				
Whittier EL	89	3.0	79	3.8	74	6.2				
Wilson EL	43	2.0	39	2.8	42	4.7				
EL Enrichment	95	3.3	98	5.5	92	8.1				
Bullen MS							63	7.0	69	8.6
Lance MS							76	7.9	77	9.4
Lincoln MS							55	6.5	62	8.0
Mahone MS							66	7.2	72	8.8
McKinley MS							55	6.4	56	7.5
Paideia Academy							65	7.2	67	8.3
Washington MS							57	6.5	57	7.6
DISTRICT	**77**	**2.6**	**73**	**3.6**	**62**	**5.6**	**64**	**7.1**	**68**	**8.4**
NATIONAL	**50**	**2.2**	**52**	**3.2**	**53**	**5.2**	**52**	**6.2**	**51**	**7.2**

NOTE: Excludes students with special accommodations.

Iowa Tests of Basic Skills (ITBS) – Grades 2, 3, 5, 6, 7
2004-05 - Science

Results by Building With National Percentile (NP) and Grade Equivalent (GE) Scores

SCHOOL	Grade 2		Grade 3		Grade 5		Grade 6		Grade 7	
	NP	GE	NP	GE	NP	GE	NP	GE	NP	GE
Bose EL	Not Tested				50	5.2				
Brompton Acad					79	7.5				
Columbus EL					27	4.0				
Dim of Learn Acad					71	6.6	68	7.9	77	10.5
Durkee EL					46	5.0				
Edward Bain Schl of Lang & Art					42	4.8				
Forest Park EL					68	6.4				
Frank EL					39	4.6				
Grant EL					57	5.6				
Grewenow EL					65	6.1				
Harvey EL					42	4.8				
Jefferson EL					32	4.2				
Jeffery EL					64	6.1				
Lincoln EL					24	3.8				
McKinley EL					37	4.5				
Pleasant Prairie EL					74	6.9				
Prairie Lane EL					64	6.1				
Roosevelt EL					49	5.1				
Somers EL					75	7.0				
Southport EL					60	5.8				
Stocker EL					58	5.6				
Strange EL					38	4.6				
Vernon EL					57	5.5				
Whittier EL					69	6.4				
Wilson EL					39	4.7				
EL Enrichment					84	8.3				
Bullen MS							58	6.9	65	8.6
Lance MS							68	7.8	66	8.7
Lincoln MS							55	6.6	57	7.7
Mahone MS							58	6.8	61	8.3
McKinley MS							54	6.5	55	7.5
Paideia Academy							70	8.1	64	8.5
Washington MS							50	6.1	54	7.5
DISTRICT	**Not Tested**				**58**	**5.6**	**59**	**6.9**	**61**	**8.2**
NATIONAL	**52**	**2.2**	**52**	**3.2**	**50**	**5.2**	**51**	**6.2**	**51**	**7.2**

NOTE: Excludes students with special accommodations.

Iowa Tests of Basic Skills (ITBS) – Grades 2, 3, 5, 6, 7
2004-05 – Social Studies

Results by Building With National Percentile (NP) and Grade Equivalent (GE) Scores

SCHOOL	Grade 2		Grade 3		Grade 5		Grade 6		Grade 7	
	NP	GE	NP	GE	NP	GE	NP	GE	NP	GE
Bose EL	Not Tested				58	5.6				
Brompton Acad					80	7.3				
Columbus EL					30	4.2				
Dim of Learn Acad					64	6.0	75	8.5	77	10.1
Durkee EL					55	5.4				
Edward Bain Schl of Lang & Art					44	4.9				
Forest Park EL					68	6.2				
Frank EL					37	4.6				
Grant EL					58	5.6				
Grewenow EL					64	6.0				
Harvey EL					47	5.1				
Jefferson EL					44	5.0				
Jeffery EL					61	5.8				
Lincoln EL					36	4.5				
McKinley EL					38	4.6				
Pleasant Prairie EL					68	6.2				
Prairie Lane EL					67	6.2				
Roosevelt EL					50	5.2				
Somers EL					70	6.4				
Southport EL					65	6.0				
Stocker EL					61	5.8				
Strange EL					37	4.6				
Vernon EL					59	5.6				
Whittier EL					69	6.2				
Wilson EL					43	4.9				
EL Enrichment					86	8.2				
Bullen MS							57	6.8	63	8.5
Lance MS							69	7.8	70	9.2
Lincoln MS							50	6.2	54	7.5
Mahone MS							58	6.8	58	7.9
McKinley MS							48	6.1	51	7.2
Paideia Academy							66	7.6	55	7.6
Washington MS							50	6.2	54	7.5
DISTRICT					**60**	**5.7**	**58**	**6.8**	**60**	**8.1**
NATIONAL	**50**	**2.2**	**50**	**3.2**	**50**	**5.2**	**50**	**6.2**	**51**	**7.2**

NOTE: Excludes students with special accommodations.

APPENDIX E

ITBS/ITED Iowa Series

1 Year Growths – Grade Equivalent Scores (GE's)

Grade 3

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bain	30	2.11	2.75	0.64	8	26.67%	NA	NA	NA	NA	NA	NA
Bose	51	2.82	3.64	0.82	22	43.14%	39	2.84	3.75	0.91	19	48.72%
Brompton	15	4.27	4.67	0.41	3	20.00%	14	4.39	4.71	0.32	2	14.29%
Columbus	34	2.12	2.79	0.67	9	26.47%	24	2.22	2.97	0.75	6	25.00%
Dimensions of Learn	19	3.15	4.46	1.31	12	63.16%	18	3.14	4.49	1.34	12	66.67%
Durkee	21	2.38	3.02	0.65	6	28.57%	18	2.47	3.21	0.73	6	33.33%
Forest Park	75	2.99	4.04	1.05	38	50.67%	71	3.05	4.11	1.06	37	52.11%
Frank	34	2.17	2.83	0.66	13	38.24%	29	2.20	2.90	0.70	12	41.38%
Grant	47	2.67	3.10	0.43	13	27.66%	37	2.86	3.19	0.33	7	18.92%
Grewenow	37	2.65	3.66	1.02	19	51.35%	32	2.65	3.73	1.08	18	56.25%
Harvey	55	2.82	3.98	1.16	35	63.64%	50	2.84	3.96	1.12	31	62.00%
Jefferson	38	2.32	2.96	0.64	11	28.95%	28	2.39	2.99	0.60	7	25.00%
Jeffery	68	2.98	4.05	1.08	38	55.88%	62	3.00	4.04	1.04	33	53.23%
Lincoln	40	2.03	2.80	0.77	17	42.50%	38	2.02	2.78	0.76	16	42.11%
McKinley	38	2.61	3.42	0.81	16	42.11%	34	2.71	3.53	0.82	15	44.12%
Pleasant Prairie	106	2.83	3.57	0.74	40	37.74%	102	2.86	3.59	0.73	38	37.25%
Prairie Lane	61	2.95	3.83	0.88	29	47.54%	56	2.99	3.83	0.84	24	42.86%
Roosevelt	72	3.32	4.20	0.88	28	38.89%	61	3.32	4.21	0.89	23	37.70%
Somers	74	2.90	3.88	0.98	39	52.70%	66	2.93	3.89	0.96	33	50.00%
Southport	71	2.81	3.70	0.90	34	47.89%	62	2.86	3.75	0.90	30	48.39%
Stocker	84	2.76	3.64	0.88	38	45.24%	82	2.76	3.62	0.86	36	43.90%
Strange	52	2.45	3.40	0.95	30	57.69%	46	2.47	3.46	0.99	27	58.70%
Vernon	64	2.36	3.36	1.00	33	51.56%	56	2.33	3.33	1.01	29	51.79%
Whittier	77	2.63	3.65	1.01	40	51.95%	68	2.55	3.53	0.97	33	48.53%
Wilson	29	2.01	2.69	0.68	11	37.93%	27	2.01	2.64	0.64	10	37.04%
DISTRICT	**1292**	**2.71**	**3.58**	**0.87**	**582**	**45.05%**	**1120**	**2.76**	**3.64**	**0.88**	**504**	**45.00%**

ITBS/ITED Iowa Series

1 Year Growths – Grade Equivalent Scores (GE's)

Grade 3

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bain	27	2.03	2.72	0.69	9	33.33%	NA	NA	NA	NA	NA	NA
Bose	50	2.71	3.78	1.07	26	52.00%	38	2.75	3.77	1.02	19	50.00%
Brompton	15	3.76	4.23	0.47	3	20.00%	14	3.91	4.28	0.36	2	14.29%
Columbus	34	1.98	2.9	0.92	13	38.24%	24	2.01	3.07	1.05	11	45.83%
Dimensions of Learn	19	3.19	4.89	1.71	12	63.16%	18	3.20	4.97	1.77	12	66.67%
Durkee	21	2.1	3.02	0.92	12	57.14%	18	2.17	3.16	0.98	11	61.11%
Forest Park	75	2.86	4.03	1.17	41	54.67%	71	2.92	4.11	1.20	40	56.34%
Frank	35	1.97	2.77	0.8	18	51.43%	30	2.03	2.81	0.78	15	50.00%
Grant	47	2.89	3.23	0.33	14	29.79%	37	3.23	3.39	0.16	9	24.32%
Grewenow	37	2.5	3.53	1.03	17	45.95%	32	2.43	3.50	1.07	16	50.00%
Harvey	56	2.67	4.22	1.54	40	71.43%	51	2.66	4.26	1.60	37	72.55%
Jefferson	40	2.05	2.82	0.77	16	40.00%	31	2.15	2.88	0.73	12	38.71%
Jeffery	69	2.87	4.13	1.27	41	59.42%	63	2.87	4.18	1.31	39	61.90%
Lincoln	39	1.87	2.61	0.74	14	35.90%	37	1.88	2.61	0.73	13	35.14%
McKinley	38	2.48	3.24	0.76	15	39.47%	34	2.47	3.36	0.89	15	44.12%
Pleasant Prairie	106	2.89	3.79	0.9	46	43.40%	102	2.92	3.81	0.89	44	43.14%
Prairie Lane	61	2.95	4.55	1.6	44	72.13%	56	2.99	4.54	1.54	40	71.43%
Roosevelt	72	2.99	4.49	1.5	49	68.06%	61	2.99	4.42	1.44	41	67.21%
Somers	74	2.83	4.14	1.31	49	66.22%	66	2.87	4.23	1.36	47	71.21%
Southport	71	2.54	3.61	1.07	34	47.89%	62	2.52	3.65	1.12	31	50.00%
Stocker	68	2.87	3.97	1.11	38	55.88%	66	2.87	3.95	1.08	36	54.55%
Strange	52	2.25	3.75	1.5	37	71.15%	46	2.28	3.87	1.59	35	76.09%
Vernon	64	2.46	3.67	1.21	32	50.00%	56	2.45	3.62	1.16	25	44.64%
Whittier	78	2.64	3.72	1.08	42	53.85%	69	2.59	3.60	1.01	34	49.28%
Wilson	29	1.93	2.85	0.92	13	44.83%	27	1.87	2.74	0.87	12	44.44%
DISTRICT	**1277**	**2.62**	**3.73**	**1.10**	**675**	**52.86%**	**1109**	**2.67**	**3.79**	**1.12**	**596**	**53.74%**

ITBS/ITED Iowa Series

1 Year Growths – Grade Equivalent Scores (GE's)

Grade 3

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bain	26	2.17	2.92	0.76	12	46.15%	NA	NA	NA	NA	NA	NA
Bose	51	2.63	3.51	0.88	21	41.18%	39	2.61	3.56	0.95	17	43.59%
Brompton	15	3.10	4.09	0.99	9	60.00%	14	3.19	4.15	0.96	8	57.14%
Columbus	35	2.25	2.88	0.63	8	22.86%	25	2.29	3.04	0.74	7	28.00%
Dimensions of Learn	19	2.93	4.38	1.46	16	84.21%	18	2.96	4.43	1.47	15	83.33%
Durkee	21	2.23	3.01	0.79	7	33.33%	18	2.28	3.08	0.80	6	33.33%
Forest Park	75	2.71	3.85	1.14	46	61.33%	71	2.76	3.93	1.16	45	63.38%
Frank	35	2.25	3.02	0.77	11	31.43%	30	2.35	3.08	0.73	8	26.67%
Grant	47	2.60	3.27	0.67	12	25.53%	37	2.78	3.41	0.63	9	24.32%
Grewenow	37	2.56	3.62	1.06	24	64.86%	32	2.56	3.63	1.08	21	65.63%
Harvey	56	2.66	3.86	1.19	32	57.14%	51	2.65	3.87	1.22	29	56.86%
Jefferson	41	2.22	3.15	0.93	18	43.90%	31	2.26	3.22	0.95	12	38.71%
Jeffery	68	2.87	4.00	1.14	44	64.71%	62	2.87	4.04	1.17	42	67.74%
Lincoln	39	2.19	2.90	0.71	10	25.64%	37	2.21	2.93	0.72	10	27.03%
McKinley	38	2.45	3.47	1.03	21	55.26%	34	2.46	3.51	1.05	20	58.82%
Pleasant Prairie	105	2.88	3.65	0.77	43	40.95%	101	2.91	3.70	0.78	41	40.59%
Prairie Lane	60	2.82	4.01	1.20	46	76.67%	55	2.83	4.00	1.17	42	76.36%
Roosevelt	72	3.10	4.52	1.42	55	76.39%	61	3.07	4.48	1.40	48	78.69%
Somers	72	2.91	3.97	1.06	35	48.61%	64	2.99	4.04	1.05	32	50.00%
Southport	72	2.68	3.58	0.90	40	55.56%	63	2.70	3.58	0.89	35	55.56%
Stocker	84	2.70	3.76	1.06	59	70.24%	82	2.70	3.74	1.05	57	69.51%
Strange	51	2.48	3.64	1.16	29	56.86%	45	2.50	3.71	1.21	27	60.00%
Vernon	64	2.47	3.41	0.94	35	54.69%	56	2.45	3.38	0.93	30	53.57%
Whittier	78	2.73	3.81	1.08	40	51.28%	69	2.69	3.73	1.04	33	47.83%
Wilson	29	1.96	2.75	0.79	10	34.48%	27	1.96	2.71	0.76	8	29.63%
DISTRICT	**1290**	**2.64**	**3.64**	**1.00**	**683**	**52.95%**	**1122**	**2.68**	**3.69**	**1.01**	**602**	**53.65%**

ITBS/ITED Iowa Series

2 Year Growths – Grade Equivalent Scores (GE's)

Grade 5

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain
Bain	53	2.99	5.09	2.10	27	50.94%	NA	NA	NA	NA	NA	NA
Bose	45	3.38	5.22	1.84	20	44.44%	38	3.50	5.28	1.79	15	39.47%
Brompton	15	4.69	6.82	2.13	8	53.33%	15	4.69	6.82	2.13	8	53.33%
Columbus	21	2.68	4.66	1.98	10	47.62%	14	2.49	4.28	1.79	6	42.86%
Dimensions of Learn	18	3.71	5.62	1.91	8	44.44%	14	3.95	5.62	1.67	5	35.71%
Durkee	27	3.27	5.18	1.91	14	51.85%	18	3.19	5.02	1.83	9	50.00%
Forest Park	52	3.81	6.24	2.43	44	84.62%	51	3.77	6.18	2.41	43	84.31%
Frank	39	3.21	4.99	1.78	16	41.03%	29	3.25	5.06	1.81	14	48.28%
Grant	49	3.32	5.01	1.69	23	46.94%	35	3.37	5.09	1.72	16	45.71%
Grewenow	57	3.96	6.06	2.10	33	57.89%	52	4.01	6.14	2.13	31	59.62%
Harvey	57	4.04	5.75	1.71	22	38.60%	48	3.97	5.63	1.66	18	37.50%
Jefferson	44	2.97	5.02	2.05	21	47.73%	32	3.07	5.15	2.08	15	46.88%
Jeffery	67	3.73	5.95	2.22	40	59.70%	58	3.83	6.07	2.25	36	62.07%
Lincoln	41	2.70	4.59	1.88	19	46.34%	28	2.61	4.55	1.94	15	53.57%
McKinley	37	3.30	4.83	1.53	11	29.73%	26	3.48	4.95	1.48	9	34.62%
Pleasant Prairie	86	3.62	5.82	2.20	52	60.47%	78	3.55	5.77	2.22	48	61.54%
Prairie Lane	46	3.71	5.81	2.10	24	52.17%	43	3.71	5.80	2.09	22	51.16%
Roosevelt	73	4.03	6.03	2.00	35	47.95%	65	3.98	5.98	2.00	31	47.69%
Somers	90	3.80	6.25	2.44	65	72.22%	80	3.82	6.27	2.46	58	72.50%
Southport	71	3.85	5.63	1.78	30	42.25%	63	3.93	5.75	1.82	29	46.03%
Stocker	77	3.47	5.66	2.19	51	66.23%	66	3.50	5.73	2.23	45	68.18%
Strange	53	3.21	5.07	1.85	23	43.40%	41	3.25	5.22	1.97	19	46.34%
Vernon	81	3.50	5.46	1.95	37	45.68%	69	3.61	5.62	2.00	34	49.28%
Whittier	81	3.89	5.99	2.10	46	56.79%	74	3.90	6.02	2.12	42	56.76%
Wilson	25	2.89	4.71	1.82	10	40.00%	20	3.09	4.99	1.91	9	45.00%
DISTRICT	**1305**	**3.56**	**5.58**	**2.02**	**689**	**52.80%**	**1057**	**3.64**	**5.69**	**2.05**	**577**	**54.59%**

ITBS/ITED Iowa Series
2 Year Growths – Grade Equivalent Scores (GE's)
Grade 5

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain
Bain	56	2.84	4.47	1.63	20	35.71%	NA	NA	NA	NA	NA	NA
Bose	45	3.55	4.83	1.28	13	28.89%	38	3.63	4.93	1.29	12	31.58%
Brompton	15	4.70	7.71	3.01	12	80.00%	15	4.70	7.71	3.01	12	80.00%
Columbus	22	2.77	4.11	1.35	4	18.18%	15	2.48	3.77	1.29	2	13.33%
Dimensions of Learn	18	3.85	6.13	2.28	13	72.22%	14	3.98	6.34	2.36	10	71.43%
Durkee	26	3.68	5.47	1.78	13	50.00%	18	3.61	5.24	1.63	8	44.44%
Forest Park	52	3.87	7.33	3.46	40	76.92%	51	3.82	7.22	3.41	39	76.47%
Frank	39	3.45	5.40	1.95	16	41.03%	29	3.47	5.59	2.12	14	48.28%
Grant	49	3.56	5.64	2.08	19	38.78%	35	3.85	5.83	1.97	14	40.00%
Grewenow	56	4.04	5.80	1.76	21	37.50%	51	3.97	5.75	1.78	19	37.25%
Harvey	58	4.22	6.01	1.79	22	37.93%	48	4.23	6.08	1.85	20	41.67%
Jefferson	44	2.99	4.83	1.84	20	45.45%	32	3.03	5.00	1.98	16	50.00%
Jeffery	67	3.98	6.44	2.46	39	58.21%	58	4.02	6.54	2.52	35	60.34%
Lincoln	42	2.79	4.31	1.53	13	30.95%	28	2.70	4.26	1.56	9	32.14%
McKinley	34	3.24	4.76	1.53	10	29.41%	25	3.29	4.77	1.48	7	28.00%
Pleasant Prairie	87	3.78	6.26	2.48	49	56.32%	78	3.71	6.14	2.43	44	56.41%
Prairie Lane	46	3.99	6.03	2.04	22	47.83%	43	3.98	6.05	2.07	21	48.84%
Roosevelt	75	4.21	6.74	2.53	41	54.67%	65	4.30	6.83	2.52	36	55.38%
Somers	89	4.20	6.94	2.74	61	68.54%	79	4.22	7.01	2.79	56	70.89%
Southport	71	3.77	5.98	2.21	33	46.48%	63	3.83	6.11	2.28	30	47.62%
Stocker	77	3.94	6.02	2.07	37	48.05%	66	4.00	6.10	2.10	32	48.48%
Strange	53	3.53	5.35	1.83	23	43.40%	42	3.63	5.56	1.93	18	42.86%
Vernon	81	3.78	5.46	1.69	29	35.80%	69	3.85	5.59	1.74	26	37.68%
Whittier	83	4.13	6.12	1.99	36	43.37%	74	4.17	6.24	2.07	34	45.95%
Wilson	26	3.02	4.75	1.73	11	42.31%	21	3.27	5.07	1.80	10	47.62%
DISTRICT	**1311**	**3.74**	**5.83**	**2.09**	**617**	**47.06%**	**1057**	**3.85**	**6.01**	**2.16**	**524**	**49.57%**

ITBS/ITED Iowa Series

2 Year Growths – Grade Equivalent Scores (GE's)

Grade 5

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain
Bain	56	3.25	5.04	1.79	23	41.07%	NA	NA	NA	NA	NA	NA
Bose	43	3.40	4.72	1.32	8	18.60%	37	3.46	4.86	1.40	8	21.62%
Brompton	15	4.42	7.23	2.81	13	86.67%	15	4.42	7.23	2.81	13	86.67%
Columbus	22	2.85	4.42	1.58	7	31.82%	15	2.62	3.97	1.35	3	20.00%
Dimensions of Learn	18	3.74	5.80	2.06	11	61.11%	14	3.84	5.98	2.14	9	64.29%
Durkee	26	3.46	5.24	1.78	11	42.31%	18	3.34	5.11	1.77	7	38.89%
Forest Park	51	3.74	6.09	2.35	31	60.78%	50	3.70	6.04	2.33	30	60.00%
Frank	39	3.46	5.34	1.87	16	41.03%	29	3.63	5.48	1.85	11	37.93%
Grant	49	3.43	5.30	1.87	21	42.86%	35	3.58	5.51	1.93	16	45.71%
Grewenow	57	3.96	5.67	1.71	22	38.60%	52	3.94	5.69	1.76	21	40.38%
Harvey	57	4.11	5.54	1.42	22	38.60%	48	4.15	5.63	1.48	20	41.67%
Jefferson	45	2.98	4.67	1.69	19	42.22%	33	3.02	4.79	1.78	15	45.45%
Jeffery	66	3.74	5.67	1.93	34	51.52%	57	3.76	5.76	2.00	32	56.14%
Lincoln	42	2.85	4.43	1.58	15	35.71%	28	2.79	4.53	1.74	11	39.29%
McKinley	38	3.10	4.93	1.83	16	42.11%	27	3.19	4.97	1.79	10	37.04%
Pleasant Prairie	87	3.75	5.98	2.23	56	64.37%	78	3.69	5.99	2.29	52	66.67%
Prairie Lane	46	3.95	5.98	2.03	28	60.87%	43	3.93	5.97	2.04	26	60.47%
Roosevelt	75	4.24	6.26	2.02	41	54.67%	65	4.31	6.36	2.05	36	55.38%
Somers	88	4.02	6.35	2.34	47	53.41%	78	4.06	6.44	2.38	43	55.13%
Southport	68	3.68	5.31	1.63	20	29.41%	61	3.70	5.44	1.74	20	32.79%
Stocker	77	3.62	5.36	1.74	25	32.47%	66	3.66	5.42	1.76	22	33.33%
Strange	52	3.34	5.38	2.04	24	46.15%	41	3.41	5.54	2.13	20	48.78%
Vernon	81	3.49	5.27	1.78	31	38.27%	69	3.56	5.39	1.83	27	39.13%
Whittier	81	3.91	6.16	2.26	51	62.96%	73	3.95	6.26	2.31	47	64.38%
Wilson	26	2.87	4.62	1.75	11	42.31%	21	2.95	4.71	1.76	9	42.86%
DISTRICT	**1305**	**3.63**	**5.54**	**1.91**	**603**	**46.21%**	**1053**	**3.71**	**5.67**	**1.97**	**508**	**48.24%**

ITBS/ITED Iowa Series
3 Year Growths – Grade Equivalent Scores (GE's)
Grade 5

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain
Bain	26	2.40	4.70	2.29	12	46.15%	NA	NA	NA	NA	NA	NA
Bose	45	2.92	5.15	2.23	19	42.22%	36	3.03	5.24	2.21	14	38.89%
Brompton	15	3.85	6.82	2.97	11	73.33%	15	3.85	6.82	2.97	11	73.33%
Columbus	21	2.18	4.66	2.49	9	42.86%	10	1.97	4.29	2.32	5	50.00%
Dimensions of Learn	17	3.11	5.76	2.66	8	47.06%	11	3.34	5.98	2.65	6	54.55%
Durkee	24	2.32	4.89	2.57	13	54.17%	15	2.03	4.67	2.64	9	60.00%
Forest Park	50	3.19	6.22	3.03	42	84.00%	44	3.21	6.27	3.06	39	88.64%
Frank	39	2.59	5.02	2.43	17	43.59%	21	2.67	5.08	2.41	8	38.10%
Grant	45	2.66	5.09	2.42	18	40.00%	28	2.78	5.29	2.51	12	42.86%
Grewenow	54	3.25	6.08	2.83	31	57.41%	42	3.26	6.13	2.87	24	57.14%
Harvey	56	3.23	5.74	2.51	31	55.36%	42	3.11	5.65	2.54	24	57.14%
Jefferson	42	2.48	5.11	2.63	23	54.76%	30	2.63	5.23	2.60	15	50.00%
Jeffery	59	3.07	5.96	2.89	40	67.80%	50	3.11	6.10	2.98	37	74.00%
Lincoln	36	2.27	4.61	2.33	13	36.11%	21	2.26	4.71	2.45	9	42.86%
McKinley	36	2.48	4.93	2.45	18	50.00%	20	2.47	4.99	2.52	10	50.00%
Pleasant Prairie	78	3.34	5.84	2.51	40	51.28%	68	3.29	5.79	2.50	33	48.53%
Prairie Lane	37	3.28	5.92	2.64	18	48.65%	33	3.32	5.87	2.55	14	42.42%
Roosevelt	69	3.21	5.90	2.69	39	56.52%	57	3.06	5.80	2.74	32	56.14%
Somers	91	3.16	6.21	3.05	64	70.33%	76	3.16	6.27	3.10	55	72.37%
Southport	70	2.86	5.59	2.74	42	60.00%	58	2.94	5.83	2.89	38	65.52%
Stocker	74	2.92	5.70	2.77	43	58.11%	59	2.99	5.77	2.77	34	57.63%
Strange	51	2.65	5.13	2.49	22	43.14%	35	2.68	5.33	2.65	18	51.43%
Vernon	68	2.88	5.63	2.75	40	58.82%	55	2.87	5.75	2.88	35	63.64%
Whittier	76	3.25	6.07	2.82	47	61.84%	64	3.33	6.20	2.87	42	65.63%
Wilson	22	2.52	4.80	2.28	6	27.27%	18	2.69	5.01	2.32	5	27.78%
DISTRICT	**1201**	**2.95**	**5.61**	**2.66**	**666**	**55.45%**	**908**	**3.01**	**5.75**	**2.73**	**529**	**58.26%**

ITBS/ITED Iowa Series

3 Year Growths – Grade Equivalent Scores (GE's)

Grade 5

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain
Bain	26	2.38	4.14	1.76	4	15.38%	NA	NA	NA	NA	NA	NA
Bose	46	2.49	4.72	2.23	15	32.61%	36	2.59	4.82	2.23	12	33.33%
Brompton	15	3.79	7.71	3.92	13	86.67%	15	3.79	7.71	3.92	13	86.67%
Columbus	22	1.91	4.13	2.22	7	31.82%	11	1.72	3.41	1.69	1	9.09%
Dimensions of Learn	17	3.13	6.21	3.08	14	82.35%	11	3.40	6.53	3.13	9	81.82%
Durkee	25	2.21	4.96	2.76	12	48.00%	16	2.08	4.74	2.66	7	43.75%
Forest Park	50	3.01	7.28	4.27	38	76.00%	44	3.02	7.38	4.36	34	77.27%
Frank	38	2.74	5.57	2.83	20	52.63%	21	3.00	5.74	2.75	10	47.62%
Grant	47	2.63	5.72	3.08	27	57.45%	29	2.74	6.07	3.33	19	65.52%
Grewenow	54	2.92	5.85	2.93	29	53.70%	42	2.77	5.75	2.98	23	54.76%
Harvey	56	3.10	6.03	2.93	29	51.79%	41	3.08	6.23	3.16	25	60.98%
Jefferson	42	2.45	5.02	2.56	19	45.24%	30	2.57	5.15	2.58	13	43.33%
Jeffery	59	3.11	6.50	3.39	39	66.10%	50	3.19	6.66	3.47	36	72.00%
Lincoln	37	2.13	4.28	2.15	11	29.73%	21	1.99	4.39	2.40	8	38.10%
McKinley	36	2.39	4.79	2.40	18	50.00%	20	2.52	4.77	2.26	7	35.00%
Pleasant Prairie	79	3.37	6.25	2.89	44	55.70%	68	3.39	6.15	2.76	38	55.88%
Prairie Lane	37	3.46	6.32	2.85	20	54.05%	33	3.47	6.24	2.78	18	54.55%
Roosevelt	69	3.02	6.64	3.61	42	60.87%	57	2.93	6.58	3.64	33	57.89%
Somers	90	3.03	6.84	3.81	67	74.44%	75	3.01	6.95	3.94	58	77.33%
Southport	70	2.78	5.74	2.96	31	44.29%	58	2.82	5.93	3.10	28	48.28%
Stocker	74	2.97	6.02	3.05	41	55.41%	59	3.04	6.21	3.17	34	57.63%
Strange	50	2.86	5.42	2.56	21	42.00%	35	2.95	5.70	2.75	15	42.86%
Vernon	69	2.87	5.76	2.89	40	57.97%	56	2.83	5.79	2.96	33	58.93%
Whittier	76	3.08	6.26	3.19	46	60.53%	64	3.13	6.34	3.21	38	59.38%
Wilson	24	2.43	4.78	2.35	11	45.83%	20	2.55	4.97	2.43	10	50.00%
DISTRICT	**1208**	**2.87**	**5.87**	**3.00**	**658**	**54.47%**	**912**	**2.94**	**6.06**	**3.12**	**522**	**57.24%**

ITBS/ITED Iowa Series

3 Year Growths – Grade Equivalent Scores (GE's)

Grade 5

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain
Bain	26	2.57	4.33	1.77	4	15.38%	NA	NA	NA	NA	NA	NA
Bose	47	2.70	4.63	1.92	12	25.53%	36	2.76	4.73	1.97	10	27.78%
Brompton	15	3.43	7.23	3.81	14	93.33%	15	3.43	7.23	3.81	14	93.33%
Columbus	22	2.12	4.41	2.29	9	40.91%	11	1.84	3.89	2.05	3	27.27%
Dimensions of Learn	17	3.03	5.86	2.84	12	70.59%	11	3.28	6.20	2.92	8	72.73%
Durkee	25	2.48	4.93	2.44	10	40.00%	16	2.37	4.86	2.49	7	43.75%
Forest Park	50	2.98	6.10	3.12	29	58.00%	44	2.97	6.14	3.17	26	59.09%
Frank	38	2.79	5.52	2.72	19	50.00%	21	2.85	5.50	2.65	9	42.86%
Grant	47	2.73	5.41	2.69	21	44.68%	29	2.91	5.58	2.67	14	48.28%
Grewenow	54	3.06	5.68	2.62	26	48.15%	42	3.01	5.73	2.72	23	54.76%
Harvey	56	3.07	5.54	2.47	24	42.86%	42	2.99	5.58	2.59	19	45.24%
Jefferson	42	2.67	4.75	2.08	13	30.95%	30	2.85	4.91	2.06	11	36.67%
Jeffery	58	2.96	5.78	2.82	38	65.52%	50	2.98	5.86	2.89	35	70.00%
Lincoln	37	2.39	4.42	2.03	12	32.43%	21	2.48	4.67	2.19	9	42.86%
McKinley	36	2.45	4.96	2.50	18	50.00%	20	2.33	4.76	2.43	8	40.00%
Pleasant Prairie	79	3.09	6.05	2.96	52	65.82%	68	3.11	6.10	2.99	45	66.18%
Prairie Lane	37	3.26	6.12	2.86	24	64.86%	33	3.24	6.08	2.84	21	63.64%
Roosevelt	69	3.26	6.20	2.94	38	55.07%	57	3.25	6.17	2.92	31	54.39%
Somers	91	3.02	6.22	3.21	64	70.33%	76	3.03	6.34	3.31	56	73.68%
Southport	67	2.79	5.26	2.47	31	46.27%	56	2.82	5.47	2.65	29	51.79%
Stocker	74	3.01	5.37	2.36	25	33.78%	59	3.09	5.48	2.39	20	33.90%
Strange	50	2.79	5.24	2.45	21	42.00%	35	2.95	5.51	2.56	14	40.00%
Vernon	68	2.88	5.34	2.46	27	39.71%	55	2.85	5.44	2.59	24	43.64%
Whittier	76	3.23	6.22	2.99	46	60.53%	64	3.25	6.34	3.09	41	64.06%
Wilson	24	2.31	4.58	2.27	8	33.33%	20	2.26	4.59	2.33	8	40.00%
DISTRICT	**1205**	**2.90**	**5.54**	**2.64**	**597**	**49.54%**	**911**	**2.95**	**5.70**	**2.74**	**485**	**53.24%**

ITBS/ITED Iowa Series

1 Year Growths – Grade Equivalent Scores (GE's)

Grade 6

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bullen	259	5.60	6.71	1.11	150	57.92%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	25	6.43	7.93	1.50	18	72.00%	22	6.46	7.86	1.40	15	68.18%
Lance	280	6.22	7.51	1.28	183	65.36%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	234	5.23	6.25	1.03	113	48.29%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	234	5.69	6.81	1.12	135	57.69%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	197	5.31	6.09	0.78	84	42.64%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	21	5.99	6.45	0.46	6	28.57%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	150	5.06	6.04	0.98	79	52.67%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1401**	**5.60**	**6.67**	**1.07**	**768**	**54.82%**	**22**	**6.46**	**7.86**	**1.40**	**15**	**68.18%**

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bullen	258	5.87	7.13	1.26	147	56.98%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	25	7.06	9.73	2.67	24	96.00%	22	6.73	9.53	2.80	21	95.45%
Lance	280	6.72	8.34	1.62	182	65.00%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	234	5.38	6.59	1.22	116	49.57%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	234	6.36	7.96	1.61	151	64.53%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	195	5.77	6.75	0.98	90	46.15%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	21	6.67	7.22	0.56	9	42.86%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	149	5.16	6.45	1.29	86	57.72%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1397**	**5.98**	**7.34**	**1.36**	**805**	**57.62%**	**22**	**6.73**	**9.53**	**2.80**	**21**	**95.45%**

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bullen	259	5.57	6.94	1.37	148	57.14%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	25	6.50	9.00	2.50	24	96.00%	22	6.36	8.97	2.60	22	100.00%
Lance	280	6.39	7.97	1.58	193	68.93%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	233	5.27	6.39	1.12	134	57.51%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	232	5.86	7.23	1.37	138	59.48%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	196	5.43	6.33	0.90	95	48.47%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	21	6.05	6.96	0.91	11	52.38%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	148	5.15	6.43	1.28	87	58.78%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1395**	**5.69**	**7.00**	**1.31**	**830**	**59.50%**	**22**	**6.36**	**8.97**	**2.60**	**22**	**100.00%**

ITBS/ITED Iowa Series

3 Year Growths – Grade Equivalent Scores (GE's)

Grade 6

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain
Bullen	224	3.92	6.91	2.99	135	60.27%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	20	4.54	8.30	3.76	17	85.00%	14	4.56	8.51	3.95	13	92.86%
Lance	257	4.30	7.54	3.24	192	74.71%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	199	3.73	6.42	2.69	96	48.24%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	195	4.01	6.93	2.93	113	57.95%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	172	3.94	6.30	2.36	72	41.86%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	19	3.88	6.34	2.46	9	47.37%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	136	3.68	6.10	2.43	59	43.38%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1223**	**3.97**	**6.80**	**2.83**	**693**	**56.66%**	**14**	**4.56**	**8.51**	**3.95**	**13**	**92.86%**

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain
Bullen	225	4.18	7.40	3.22	128	56.89%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	20	5.28	10.26	4.99	17	85.00%	14	5.21	10.35	5.14	12	85.71%
Lance	258	4.81	8.43	3.62	168	65.12%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	198	3.93	6.74	2.82	96	48.48%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	197	4.46	8.11	3.65	122	61.93%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	172	4.13	6.92	2.79	78	45.35%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	19	4.35	7.05	2.70	10	52.63%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	134	3.96	6.48	2.52	58	43.28%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1224**	**4.31**	**7.50**	**3.19**	**677**	**55.31%**	**14**	**5.21**	**10.35**	**5.14**	**12**	**85.71%**

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain	# of Students	Average GE 2001-02	Average GE 2004-05	Average Gain	# With 3 Year Gain	% With 3 Year Gain
Bullen	225	4.06	7.03	2.97	125	55.56%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	20	4.78	9.17	4.40	18	90.00%	14	4.85	9.38	4.53	12	85.71%
Lance	258	4.53	8.05	3.52	183	70.93%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	199	3.78	6.46	2.68	94	47.24%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	194	4.17	7.30	3.13	116	59.79%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	173	3.95	6.47	2.52	79	45.66%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	19	3.84	6.86	3.02	11	57.89%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	134	3.82	6.49	2.68	58	43.28%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1223**	**4.10**	**7.09**	**2.99**	**684**	**55.93%**	**14**	**4.85**	**9.38**	**4.53**	**12**	**85.71%**

ITBS/ITED Iowa Series

1 Year Growths – Grade Equivalent Scores (GE's)

Grade 7

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bullen	272	6.92	8.11	1.19	155	56.99%	254	6.98	8.19	1.21	147	57.87%
Dimensions of	22	8.40	10.08	1.67	17	77.27%	22	8.40	10.08	1.67	17	77.27%
Lance	292	7.29	8.59	1.30	183	62.67%	276	7.33	8.62	1.29	173	62.68%
Lincoln M.S.	255	6.38	7.50	1.12	144	56.47%	237	6.44	7.60	1.16	137	57.81%
Mahone M.S.	233	6.93	8.04	1.11	130	55.79%	226	6.97	8.09	1.12	127	56.19%
McKinley M.S.	194	6.25	7.33	1.08	105	54.12%	179	6.36	7.47	1.12	100	55.87%
Paideia	22	6.57	8.14	1.56	16	72.73%	17	6.94	8.56	1.62	12	70.59%
Washington	181	6.31	7.67	1.36	109	60.22%	166	6.42	7.81	1.39	101	60.84%
DISTRICT	**1473**	**6.75**	**7.96**	**1.21**	**860**	**58.38%**	**1377**	**6.83**	**8.05**	**1.23**	**814**	**59.11%**

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bullen	267	7.70	8.51	0.82	118	44.19%	249	7.84	8.61	0.78	106	42.57%
Dimensions of	22	10.27	11.20	0.94	8	36.36%	22	10.27	11.20	0.94	8	36.36%
Lance	294	8.40	9.29	0.89	129	43.88%	278	8.49	9.36	0.87	120	43.17%
Lincoln M.S.	255	7.00	7.99	0.99	121	47.45%	237	7.09	8.12	1.02	113	47.68%
Mahone M.S.	231	8.01	8.98	0.97	105	45.45%	224	8.07	9.05	0.99	103	45.98%
McKinley M.S.	187	6.68	7.88	1.21	104	55.61%	172	6.78	8.03	1.25	98	56.98%
Paideia	22	7.44	8.86	1.42	13	59.09%	17	7.72	9.02	1.29	10	58.82%
Washington	177	6.57	7.61	1.05	93	52.54%	162	6.72	7.80	1.08	88	54.32%
DISTRICT	**1457**	**7.53**	**8.50**	**0.97**	**692**	**47.49%**	**1361**	**7.65**	**8.63**	**0.98**	**646**	**47.47%**

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain	# of Students	Average GE 2003-04	Average GE 2004-05	Average Gain	# With 1 Year Gain	% With 1 Year Gain
Bullen	269	7.26	8.44	1.18	145	53.90%	250	7.35	8.53	1.18	135	54.00%
Dimensions of	22	9.51	10.82	1.31	13	59.09%	22	9.51	10.82	1.31	13	59.09%
Lance	292	8.07	9.47	1.40	182	62.33%	276	8.16	9.56	1.40	170	61.59%
Lincoln M.S.	255	6.73	7.81	1.09	130	50.98%	236	6.82	7.93	1.11	122	51.69%
Mahone M.S.	233	7.51	8.81	1.30	135	57.94%	226	7.55	8.88	1.33	133	58.85%
McKinley M.S.	194	6.38	7.42	1.04	93	47.94%	179	6.45	7.51	1.06	88	49.16%
Paideia	23	7.57	8.43	0.87	9	39.13%	18	7.76	8.84	1.08	8	44.44%
Washington	176	6.70	7.67	0.97	92	52.27%	161	6.83	7.83	0.99	85	52.80%
DISTRICT	**1466**	**7.22**	**8.40**	**1.18**	**800**	**54.57%**	**1368**	**7.32**	**8.52**	**1.20**	**754**	**55.12%**

ITBS/ITED Iowa Series

2 Year Growths – Grade Equivalent Scores (GE's)

Grade 7

Reading

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain
Bullen	253	5.71	8.11	2.40	142	56.13%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	22	6.37	10.08	3.70	21	95.45%	17	6.53	10.41	3.88	16	94.12%
Lance	271	6.08	8.65	2.57	176	64.94%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	243	5.28	7.43	2.15	126	51.85%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	214	5.75	8.05	2.30	127	59.35%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	176	5.42	7.46	2.04	88	50.00%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	23	5.53	8.02	2.49	15	65.22%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	162	5.29	7.80	2.51	102	62.96%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1365**	**5.63**	**7.99**	**2.36**	**797**	**58.39%**	**17**	**6.53**	**10.41**	**3.88**	**16**	**94.12%**

Language

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain
Bullen	255	6.26	8.47	2.21	134	52.55%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	22	8.05	11.20	3.16	18	81.82%	17	7.83	11.28	3.45	15	88.24%
Lance	270	6.43	9.30	2.87	184	68.15%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	243	5.69	7.97	2.28	125	51.44%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	214	6.47	9.04	2.57	130	60.75%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	174	6.04	8.10	2.06	88	50.57%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	23	5.91	8.76	2.84	14	60.87%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	158	5.50	7.76	2.27	85	53.80%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1360**	**6.13**	**8.55**	**2.42**	**778**	**57.21%**	**17**	**7.83**	**11.28**	**3.45**	**15**	**88.24%**

Mathematics

	ALL STUDENTS						STUDENTS IN SAME BUILDING					
	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain	# of Students	Average GE 2002-03	Average GE 2004-05	Average Gain	# With 2 Year Gain	% With 2 Year Gain
Bullen	254	5.99	8.40	2.42	147	57.87%	N/A	N/A	N/A	N/A	N/A	N/A
Dimensions of	22	7.11	10.82	3.71	20	90.91%	17	7.32	11.02	3.69	15	88.24%
Lance	271	6.27	9.50	3.23	216	79.70%	N/A	N/A	N/A	N/A	N/A	N/A
Lincoln M.S.	241	5.48	7.77	2.29	130	53.94%	N/A	N/A	N/A	N/A	N/A	N/A
Mahone M.S.	214	6.01	8.93	2.92	147	68.69%	N/A	N/A	N/A	N/A	N/A	N/A
McKinley M.S.	175	5.67	7.58	1.91	74	42.29%	N/A	N/A	N/A	N/A	N/A	N/A
Paideia	23	5.66	8.43	2.77	16	69.57%	N/A	N/A	N/A	N/A	N/A	N/A
Washington	158	5.24	7.70	2.46	89	56.33%	N/A	N/A	N/A	N/A	N/A	N/A
DISTRICT	**1359**	**5.84**	**8.44**	**2.60**	**839**	**61.74%**	**17**	**7.32**	**11.02**	**3.69**	**15**	**88.24%**

APPENDIX F

ITBS/ITED Iowa Series
Percent of Students in Each Quartile
Quartile 1 = NP's 1-24, 2=NP's 25-49, 3=NP's 50-74, 4=NP's 75-99

Grade 2 ***NP = National Percentile***

	Reading				Mathematics				Language			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bain	15.6%	31.1%	28.9%	24.4%	14.9%	23.4%	23.4%	38.3%	15.6%	26.7%	31.1%	26.7%
Bose	9.5%	21.4%	38.1%	31.0%	14.3%	21.4%	19.0%	45.2%	9.5%	23.8%	14.3%	52.4%
Brompton	0.0%	0.0%	22.2%	77.8%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	11.1%	88.9%
Columbus	10.3%	24.1%	48.3%	17.2%	30.0%	16.7%	23.3%	30.0%	31.0%	13.8%	31.0%	24.1%
Dim of Learning	11.1%	11.1%	11.1%	66.7%	0.0%	16.7%	5.6%	77.8%	5.6%	11.1%	22.2%	61.1%
Durkee	11.5%	34.6%	42.3%	11.5%	4.0%	40.0%	28.0%	28.0%	19.2%	50.0%	23.1%	7.7%
Forest Park	4.3%	20.3%	39.1%	36.2%	7.2%	14.5%	20.3%	58.0%	10.1%	18.8%	30.4%	40.6%
Frank	29.8%	36.2%	23.4%	10.6%	17.0%	27.7%	29.8%	25.5%	23.9%	41.3%	17.4%	17.4%
Grant	8.3%	22.9%	43.8%	25.0%	4.2%	12.5%	27.1%	56.3%	2.1%	8.3%	33.3%	56.3%
Grewenow	7.5%	17.0%	37.7%	37.7%	9.4%	17.0%	22.6%	50.9%	3.8%	20.8%	30.2%	45.3%
Harvey	14.1%	10.9%	23.4%	51.6%	6.3%	12.5%	21.9%	59.4%	1.6%	10.9%	31.3%	56.3%
Jefferson	23.6%	18.2%	41.8%	16.4%	23.6%	20.0%	36.4%	20.0%	18.2%	38.2%	30.9%	12.7%
Jeffery	1.6%	19.4%	27.4%	51.6%	6.5%	9.7%	22.6%	61.3%	1.6%	12.9%	24.2%	61.3%
Lincoln	14.9%	42.6%	29.8%	12.8%	23.4%	17.0%	36.2%	23.4%	27.7%	34.0%	27.7%	10.6%
McKinley	10.0%	20.0%	36.7%	33.3%	6.7%	13.3%	30.0%	50.0%	13.3%	20.0%	23.3%	43.3%
Pleasant Prairie	5.3%	13.7%	36.8%	44.2%	3.2%	9.6%	22.3%	64.9%	7.4%	7.4%	23.2%	62.1%
Prairie Lane	7.8%	23.5%	21.6%	47.1%	7.8%	11.8%	21.6%	58.8%	15.7%	11.8%	15.7%	56.9%
Roosevelt	4.9%	18.0%	26.2%	50.8%	6.5%	4.8%	21.0%	67.7%	8.1%	17.7%	17.7%	56.5%
Somers	8.3%	22.9%	36.5%	32.3%	8.3%	11.5%	33.3%	46.9%	4.2%	19.8%	29.2%	46.9%
Southport	3.6%	18.2%	34.5%	43.6%	5.4%	14.3%	17.9%	62.5%	3.6%	17.9%	33.9%	44.6%
Stocker	6.2%	23.5%	32.1%	38.3%	4.9%	11.1%	24.7%	59.3%	7.4%	11.1%	25.9%	55.6%
Strange	20.0%	33.3%	26.7%	20.0%	8.3%	18.3%	33.3%	40.0%	20.0%	28.3%	23.3%	28.3%
Vernon	13.0%	30.4%	30.4%	26.1%	6.5%	21.7%	26.1%	45.7%	8.7%	13.0%	32.6%	45.7%
Whittier	4.8%	27.4%	25.8%	41.9%	6.3%	6.3%	22.2%	65.1%	3.2%	9.7%	35.5%	51.6%
Wilson	19.4%	36.1%	25.0%	19.4%	30.6%	33.3%	25.0%	11.1%	29.4%	29.4%	17.6%	23.5%
Grade: 2	**10.2%**	**23.0%**	**32.1%**	**34.7%**	**9.7%**	**15.1%**	**25.3%**	**49.9%**	**10.5%**	**19.1%**	**26.3%**	**44.2%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

ITBS/ITED Iowa Series
Percent of Students in Each Quartile
Quartile 1 = NP's 1-24, 2=NP's 25-49, 3=NP's 50-74, 4=NP's 75-99

Grade 3 ***NP = National Percentile***

	Reading				Mathematics				Language			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bain	38.5%	25.0%	25.0%	11.5%	21.3%	31.9%	14.9%	31.9%	34.7%	22.4%	30.6%	12.2%
Bose	15.7%	11.8%	33.3%	39.2%	10.0%	24.0%	22.0%	44.0%	10.0%	18.0%	30.0%	42.0%
Brompton	0.0%	0.0%	20.0%	80.0%	6.7%	13.3%	6.7%	73.3%	0.0%	6.7%	40.0%	53.3%
Columbus	39.4%	21.2%	33.3%	6.1%	30.3%	39.4%	12.1%	18.2%	31.3%	28.1%	21.9%	18.8%
Dim of Learning	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%	25.0%	75.0%	5.0%	10.0%	15.0%	70.0%
Durkee	33.3%	19.0%	28.6%	19.0%	23.8%	23.8%	38.1%	14.3%	28.6%	33.3%	19.0%	19.0%
Forest Park	5.1%	15.4%	35.9%	43.6%	5.1%	15.4%	33.3%	46.2%	6.4%	21.8%	28.2%	43.6%
Frank	31.3%	18.8%	37.5%	12.5%	31.3%	28.1%	21.9%	18.8%	37.5%	25.0%	31.3%	6.3%
Grant	26.0%	20.0%	38.0%	16.0%	28.0%	18.0%	18.0%	36.0%	28.0%	26.0%	20.0%	26.0%
Grewenow	0.0%	17.1%	54.3%	28.6%	2.9%	11.4%	28.6%	57.1%	0.0%	22.9%	40.0%	37.1%
Harvey	3.5%	17.5%	35.1%	43.9%	3.5%	15.8%	33.3%	47.4%	7.0%	17.5%	21.1%	54.4%
Jefferson	28.6%	35.7%	26.2%	9.5%	27.9%	23.3%	23.3%	25.6%	35.7%	26.2%	28.6%	9.5%
Jeffery	2.9%	14.3%	34.3%	48.6%	5.7%	5.7%	27.1%	61.4%	7.1%	12.9%	30.0%	50.0%
Lincoln	40.0%	27.5%	22.5%	10.0%	35.9%	30.8%	17.9%	15.4%	45.0%	32.5%	12.5%	10.0%
McKinley	12.8%	15.4%	51.3%	20.5%	10.5%	15.8%	39.5%	34.2%	17.9%	28.2%	23.1%	30.8%
Pleasant Prairie	12.0%	18.8%	34.2%	35.0%	10.3%	17.2%	24.1%	48.3%	10.3%	21.4%	20.5%	47.9%
Prairie Lane	8.1%	9.7%	43.5%	38.7%	3.2%	4.8%	25.8%	66.1%	3.2%	8.1%	19.4%	69.4%
Roosevelt	6.8%	12.2%	29.7%	51.4%	2.7%	8.1%	20.3%	68.9%	5.4%	10.8%	20.3%	63.5%
Somers	10.3%	5.1%	50.0%	34.6%	3.8%	10.3%	32.1%	53.8%	5.1%	9.0%	30.8%	55.1%
Southport	9.7%	23.6%	26.4%	40.3%	4.2%	16.7%	37.5%	41.7%	12.7%	22.5%	36.6%	28.2%
Stocker	10.2%	12.5%	39.8%	37.5%	4.5%	12.5%	31.8%	51.1%	2.3%	15.9%	26.1%	55.7%
Strange	16.4%	18.2%	41.8%	23.6%	10.9%	16.4%	30.9%	41.8%	10.7%	21.4%	25.0%	42.9%
Vernon	10.2%	18.4%	44.9%	26.5%	10.0%	18.0%	32.0%	40.0%	14.0%	14.0%	28.0%	44.0%
Whittier	13.0%	18.2%	31.2%	37.7%	7.8%	7.8%	27.3%	57.1%	13.0%	27.3%	18.2%	41.6%
Wilson	29.6%	18.5%	51.9%	0.0%	33.3%	29.6%	29.6%	7.4%	29.6%	33.3%	22.2%	14.8%
Grade: 3	**14.4%**	**16.7%**	**36.4%**	**32.5%**	**11.2%**	**16.1%**	**27.1%**	**45.7%**	**13.8%**	**19.8%**	**25.3%**	**41.1%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

ITBS/ITED Iowa Series
Percent of Students in Each Quartile
Quartile 1 = NP's 1-24, 2=NP's 25-49, 3=NP's 50-74, 4=NP's 75-99

Grade 5 ***NP = National Percentile***

	Reading				Mathematics				Language			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bain	22.7%	31.8%	18.2%	27.3%	29.5%	25.0%	20.5%	25.0%	34.1%	29.5%	27.3%	9.1%
Bose	15.0%	22.5%	32.5%	30.0%	22.5%	32.5%	17.5%	27.5%	20.0%	37.5%	25.0%	17.5%
Brompton	0.0%	6.7%	40.0%	53.3%	0.0%	6.7%	13.3%	80.0%	0.0%	0.0%	33.3%	66.7%
Columbus	42.3%	38.5%	15.4%	3.8%	53.8%	30.8%	3.8%	11.5%	57.7%	26.9%	11.5%	3.8%
Dim of Learning	9.1%	18.2%	36.4%	36.4%	4.5%	18.2%	36.4%	40.9%	4.5%	13.6%	45.5%	36.4%
Durkee	20.0%	28.0%	24.0%	28.0%	24.0%	28.0%	16.0%	32.0%	28.0%	20.0%	20.0%	32.0%
Forest Park	0.0%	15.6%	37.8%	46.7%	4.4%	22.2%	35.6%	37.8%	4.4%	17.8%	20.0%	57.8%
Frank	9.5%	40.5%	47.6%	2.4%	7.1%	40.5%	31.0%	21.4%	17.1%	34.1%	34.1%	14.6%
Grant	14.0%	20.9%	41.9%	23.3%	14.0%	23.3%	25.6%	37.2%	9.3%	16.3%	39.5%	34.9%
Grewenow	6.7%	23.3%	26.7%	43.3%	10.0%	23.3%	35.0%	31.7%	13.3%	28.3%	28.3%	30.0%
Harvey	5.3%	24.6%	38.6%	31.6%	22.8%	24.6%	15.8%	36.8%	13.8%	22.4%	32.8%	31.0%
Jefferson	15.2%	32.6%	41.3%	10.9%	30.4%	28.3%	26.1%	15.2%	28.3%	23.9%	37.0%	10.9%
Jeffery	3.1%	24.6%	33.8%	38.5%	9.2%	24.6%	27.7%	38.5%	9.2%	20.0%	30.8%	40.0%
Lincoln	34.1%	31.7%	24.4%	9.8%	34.1%	36.6%	22.0%	7.3%	26.8%	39.0%	29.3%	4.9%
McKinley	25.0%	33.3%	30.6%	11.1%	25.0%	33.3%	30.6%	11.1%	33.3%	27.8%	25.0%	13.9%
Pleasant Prairie	5.7%	25.7%	32.4%	36.2%	2.9%	19.0%	41.0%	37.1%	7.6%	23.8%	34.3%	34.3%
Prairie Lane	6.3%	18.8%	33.3%	41.7%	6.3%	14.6%	35.4%	43.8%	10.4%	16.7%	45.8%	27.1%
Roosevelt	11.5%	20.5%	29.5%	38.5%	9.0%	19.2%	21.8%	50.0%	7.7%	29.5%	16.7%	46.2%
Somers	3.9%	17.6%	33.3%	45.1%	5.9%	14.7%	31.4%	48.0%	3.0%	21.8%	27.7%	47.5%
Southport	9.6%	30.1%	27.4%	32.9%	18.3%	26.8%	32.4%	22.5%	16.4%	30.1%	27.4%	26.0%
Stocker	7.1%	29.8%	33.3%	29.8%	13.1%	23.8%	31.0%	32.1%	9.5%	20.2%	34.5%	35.7%
Strange	19.4%	35.8%	31.3%	13.4%	27.3%	19.7%	31.8%	21.2%	24.2%	31.8%	27.3%	16.7%
Vernon	9.0%	25.6%	38.5%	26.9%	17.9%	28.2%	28.2%	25.6%	16.7%	26.9%	32.1%	24.4%
Whittier	7.4%	15.8%	35.8%	41.1%	5.3%	21.1%	22.1%	51.6%	9.5%	21.1%	32.6%	36.8%
Wilson	32.3%	38.7%	16.1%	12.9%	25.0%	43.8%	21.9%	9.4%	21.9%	43.8%	18.8%	15.6%
Grade: 5	**11.3%**	**25.6%**	**32.5%**	**30.6%**	**14.9%**	**24.2%**	**27.8%**	**33.1%**	**14.9%**	**25.2%**	**29.8%**	**30.1%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

ITBS/ITED Iowa Series
Percent of Students in Each Quartile
Quartile 1 = NP's 1-24, 2=NP's 25-49, 3=NP's 50-74, 4=NP's 75-99

Grade 5 ***NP = National Percentile***

	Science				Social Studies			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bain	40.9%	22.7%	15.9%	20.5%	20.5%	45.5%	18.2%	15.9%
Bose	35.0%	15.0%	32.5%	17.5%	22.5%	10.0%	45.0%	22.5%
Brompton	0.0%	6.7%	46.7%	46.7%	0.0%	13.3%	26.7%	60.0%
Columbus	46.2%	38.5%	3.8%	11.5%	42.3%	30.8%	15.4%	11.5%
Dim of Learning	13.6%	18.2%	31.8%	36.4%	22.7%	9.1%	27.3%	40.9%
Durkee	28.0%	24.0%	32.0%	16.0%	28.0%	12.0%	32.0%	28.0%
Forest Park	6.7%	31.1%	22.2%	40.0%	4.4%	20.0%	46.7%	28.9%
Frank	26.8%	46.3%	17.1%	9.8%	17.1%	51.2%	26.8%	4.9%
Grant	25.6%	18.6%	20.9%	34.9%	20.9%	18.6%	30.2%	30.2%
Grewenow	20.0%	16.7%	20.0%	43.3%	18.3%	16.7%	31.7%	33.3%
Harvey	29.8%	21.1%	24.6%	24.6%	22.8%	14.0%	33.3%	29.8%
Jefferson	41.3%	39.1%	15.2%	4.3%	26.1%	23.9%	39.1%	10.9%
Jeffery	18.5%	26.2%	16.9%	38.5%	16.9%	18.5%	33.8%	30.8%
Lincoln	56.1%	26.8%	14.6%	2.4%	36.6%	24.4%	34.1%	4.9%
McKinley	41.7%	22.2%	30.6%	5.6%	30.6%	38.9%	25.0%	5.6%
Pleasant Prairie	4.8%	21.0%	26.7%	47.6%	6.7%	15.2%	41.9%	36.2%
Prairie Lane	14.6%	22.9%	29.2%	33.3%	8.3%	12.5%	45.8%	33.3%
Roosevelt	16.7%	24.4%	21.8%	37.2%	11.5%	21.8%	25.6%	41.0%
Somers	5.9%	21.6%	20.6%	52.0%	8.8%	9.8%	36.3%	45.1%
Southport	20.5%	26.0%	24.7%	28.8%	13.7%	12.3%	42.5%	31.5%
Stocker	17.9%	25.0%	32.1%	25.0%	11.9%	25.0%	34.5%	28.6%
Strange	37.9%	31.8%	15.2%	15.2%	34.8%	28.8%	25.8%	10.6%
Vernon	17.9%	30.8%	26.9%	24.4%	9.0%	24.4%	48.7%	17.9%
Whittier	11.6%	20.0%	26.3%	42.1%	6.3%	17.9%	33.7%	42.1%
Wilson	34.4%	34.4%	12.5%	18.8%	25.0%	31.3%	34.4%	9.4%
Grade: 5	**21.9%**	**25.1%**	**23.0%**	**30.0%**	**16.5%**	**20.9%**	**34.7%**	**27.9%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

ITBS/ITED Iowa Series
Percent of Students in Each Quartile
Quartile 1 = NP's 1-24, 2=NP's 25-49, 3=NP's 50-74, 4=NP's 75-99

Grade 6 ***NP = National Percentile***

	Reading				Mathematics				Language			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bullen MS	12.4%	27.5%	30.5%	29.6%	11.5%	27.8%	27.4%	33.3%	17.2%	21.6%	31.9%	29.3%
Dim of Learning	0.0%	24.0%	16.0%	60.0%	0.0%	12.0%	20.0%	68.0%	0.0%	24.0%	16.0%	60.0%
Lance MS	5.3%	17.1%	35.6%	42.0%	5.3%	17.1%	25.3%	52.3%	8.9%	19.6%	25.3%	46.3%
Lincoln MS	17.1%	29.2%	31.0%	22.7%	15.3%	33.0%	24.7%	27.0%	19.4%	33.3%	21.8%	25.5%
Mahone MS	10.9%	27.2%	32.2%	29.7%	11.8%	21.9%	27.8%	38.4%	10.0%	22.6%	28.0%	39.3%
McKinley MS	21.5%	29.8%	27.1%	21.5%	17.8%	27.8%	28.9%	25.6%	22.8%	25.6%	28.3%	23.3%
Paideia Acad	16.0%	24.0%	24.0%	36.0%	8.0%	28.0%	24.0%	40.0%	4.0%	36.0%	24.0%	36.0%
Washington MS	18.8%	33.3%	32.6%	15.2%	15.3%	33.6%	24.8%	26.3%	18.1%	32.6%	27.5%	21.7%
Grade: 6	**13.2%**	**26.3%**	**31.3%**	**29.2%**	**11.8%**	**25.6%**	**26.3%**	**36.2%**	**14.8%**	**25.2%**	**26.8%**	**33.2%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

	Science				Social Studies			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bullen MS	17.9%	26.5%	26.1%	29.5%	19.7%	18.5%	35.6%	26.2%
Dim of Learning	20.0%	12.0%	20.0%	48.0%	4.0%	8.0%	36.0%	52.0%
Lance MS	9.6%	19.9%	31.3%	39.1%	7.5%	16.4%	34.5%	41.6%
Lincoln MS	18.1%	30.1%	31.9%	19.9%	24.7%	26.0%	28.4%	20.9%
Mahone MS	18.4%	21.8%	33.1%	26.8%	15.5%	21.3%	38.1%	25.1%
McKinley MS	20.4%	29.8%	25.4%	24.3%	25.1%	26.3%	30.7%	17.9%
Paideia Acad	4.0%	24.0%	36.0%	36.0%	12.5%	16.7%	33.3%	37.5%
Washington MS	21.9%	34.3%	28.5%	15.3%	21.0%	32.6%	30.4%	15.9%
Grade: 6	**16.8%**	**25.8%**	**29.6%**	**27.8%**	**17.6%**	**22.0%**	**33.4%**	**26.9%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

ITBS/ITED Iowa Series
Percent of Students in Each Quartile
Quartile 1 = NP's 1-24, 2=NP's 25-49, 3=NP's 50-74, 4=NP's 75-99

Grade 7 ***NP = National Percentile***

	Reading				Mathematics				Language			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bullen MS	10.4%	16.5%	33.5%	39.6%	10.0%	19.2%	27.5%	43.2%	10.0%	18.7%	34.3%	37.0%
Dim of Learning	0.0%	8.3%	20.8%	70.8%	0.0%	8.3%	16.7%	75.0%	0.0%	0.0%	41.7%	58.3%
Lance MS	5.9%	18.1%	33.6%	42.4%	4.1%	10.3%	26.6%	59.0%	7.0%	15.5%	30.6%	46.9%
Lincoln MS	13.2%	19.6%	32.9%	34.2%	11.9%	26.1%	27.1%	34.9%	16.0%	22.8%	31.1%	30.1%
Mahone MS	10.0%	19.5%	30.8%	39.8%	9.0%	15.8%	24.9%	50.2%	8.1%	18.6%	31.7%	41.6%
McKinley MS	22.5%	24.2%	28.0%	25.3%	16.5%	31.9%	25.8%	25.8%	19.9%	24.3%	28.7%	27.1%
Paideia Acad	9.1%	31.8%	27.3%	31.8%	9.1%	22.7%	31.8%	36.4%	4.5%	18.2%	50.0%	27.3%
Washington MS	15.2%	24.0%	31.0%	29.8%	21.9%	24.3%	25.4%	28.4%	20.2%	28.0%	28.6%	23.2%
Grade: 7	**11.9%**	**20.0%**	**31.5%**	**36.5%**	**11.1%**	**20.2%**	**26.2%**	**42.5%**	**12.4%**	**20.3%**	**31.5%**	**35.8%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

	Science				Social Studies			
	Quartile 1	Quartile 2	Quartile 3	Quartile 4	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Bullen MS	13.2%	17.1%	33.3%	36.4%	14.9%	17.1%	34.2%	33.8%
Dim of Learning	8.3%	4.2%	29.2%	58.3%	0.0%	4.2%	45.8%	50.0%
Lance MS	10.3%	16.2%	37.6%	35.8%	6.3%	19.2%	31.4%	43.2%
Lincoln MS	18.3%	23.4%	33.0%	25.2%	21.9%	23.7%	30.6%	23.7%
Mahone MS	15.8%	17.6%	37.6%	29.0%	13.6%	22.7%	43.6%	20.0%
McKinley MS	19.9%	24.9%	32.6%	22.7%	18.8%	34.8%	28.7%	17.7%
Paideia Acad	4.8%	28.6%	38.1%	28.6%	18.2%	27.3%	27.3%	27.3%
Washington MS	21.3%	21.9%	33.1%	23.7%	19.5%	29.6%	30.2%	20.7%
Grade: 7	**15.6%**	**19.6%**	**34.8%**	**30.0%**	**15.0%**	**23.5%**	**33.4%**	**28.1%**
National	**24%**	**25%**	**25%**	**25%**	**24%**	**25%**	**25%**	**25%**

APPENDIX G

ACT EXPLORE Assessment
Grade 9

SCHOOL	Number Tested *	Mean English	Mean Math	Mean Reading	Mean Science Reasoning	Mean Composite
Bradford HS	521	15.2	15.3	14.9	17.4	15.8
Hillcrest	18	12.4	13.3	12.7	15.4	13.6
Indian Trail	350	14.7	15.3	15.1	16.9	15.6
LakeView Tech	88	15.6	16.4	15.3	17.6	16.4
Reuther Central	117	13.1	13.9	13.7	15.5	14.2
Tremper HS	626	15.9	15.7	15.7	17.5	16.3
DISTRICT	**1720**	**15.2**	**15.4**	**15.1**	**17.2**	**15.9**
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 H

ACT Assessment
2005 High School Graduating Class

SCHOOL	Number Tested	Mean English	Mean Math	Mean Reading	Mean Science Reasoning	Mean Composite
Bradford HS	266	20.8	21.0	21.8	21.4	21.3
Indian Trail	136	20.5	19.2	20.8	20.6	20.4
LakeView Tech	24	20.0	20.9	21.3	22.3	21.2
Reuther Central	38	16.8	16.6	18.6	18.6	17.8
Tremper HS	350	21.9	21.9	22.0	22.2	22.2
DISTRICT	**814**	**21.0**	**20.9**	**21.6**	**21.5**	**21.4**
STATE	**45,700**	**21.5**	**22.0**	**22.4**	**22.3**	**22.2**
NATIONAL	**1,186,251**	**20.4**	**20.7**	**21.3**	**20.9**	**20.9**

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

SCHOOL	# Tested	Mean Verbal	Mean Mathematics	Mean Combined
Bradford HS	12	621	603	1224
Indian Trail	5	554	488	1042
LakeView Tech	2	n/a	n/a	n/a
Reuther Central	0	n/a	n/a	n/a
Tremper	23	593	612	1205
DISTRICT	**42**	**594**	**595**	**1189**
STATE	**4,230**	**592**	**599**	**1191**
NATIONAL	**1,475,623**	**508**	**520**	**1028**

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	6	83.3%			5	100.0%	11	90.9%
Art 2D	8	87.5%			2	100.0%	10	90.0%
Biology	24	83.3%			1	100.0%	25	84.0%
Calculus	21	19.0%	8	12.5%	32	50.0%	61	34.4%
Computer Science					1	100.0%	1	100.0%
Econ-Mac					8	37.5%	8	37.5%
Econ-Mic					5	0.0%	5	0.0%
English Lang/Comp					55	78.2%	55	78.2%
English Lang/Lit	31	80.6%	18	88.9%	10	80.0%	59	83.1%
German					1	100.0%	1	100.0%
Govt&Pol US	5	20.0%			35	40.0%	40	37.5%
Psychology	1	0.0%			70	85.7%	71	84.5%
Spanish	10	40.0%					10	40.0%
US History			31	48.4%	6	33.3%	37	45.9%
World History					13	53.8%	13	53.8%
TOTAL	106	62.3%	57	56.1%	244	66.8%	407	64.1%

APPENDIX I

Attendance, Dropout, Expulsion, Habitual Truant, Retention, Suspension, and Graduation Rates – 2004-05

School	Attendance	Dropout	Expulsion	Habitual Truant	Retention	Suspension	Graduation
Bose	94.78%		0.00%	1.52%		10.03%	
Brompton	97.09%		0.00%	6.52%		0.00%	
Chavez Lrn Stn	89.22%		0.00%	n/a		0.00%	
Columbus	94.28%		0.00%	21.80%		12.61%	
DOLA	96.04%		0.00%	0.52%		2.07%	
Durkee	94.56%		0.00%	15.57%		23.35%	
EBSOLA	93.58%		0.00%	15.29%		6.64%	
Forest Park	95.27%		0.00%	0.68%		0.66%	
Frank	93.73%		0.00%	21.37%		8.06%	
Grant	94.89%		0.00%	7.52%		10.03%	
Grewenow	94.47%		0.00%	2.91%		3.89%	
Harvey	95.66%		0.00%	2.02%		6.26%	
Jefferson	93.91%		0.00%	7.14%		22.26%	
Jeffery	95.47%		0.00%	3.00%		1.50%	
Lincoln El	93.11%		0.00%	26.30%		10.64%	
McKinley El	94.85%		0.00%	4.00%		6.80%	
Pleasant Prairie	96.47%		0.00%	2.10%		1.12%	
Prairie Lane	95.96%		0.00%	2.39%		0.80%	
Roosevelt	96.60%		0.00%	0.99%		0.99%	
Somers	96.19%		0.00%	0.00%		0.84%	
Southport	94.57%		0.00%	1.91%		0.41%	
Stocker	95.74%		0.00%	0.55%		0.37%	
Strange	94.03%		0.00%	10.49%		8.62%	
Vernon	95.08%		0.00%	5.52%		8.49%	
Whittier	95.98%		0.00%	1.19%		1.38%	
Wilson	94.48%		0.00%	23.18%		3.86%	
Elementary	**94.90%**		**0.00%**	**6.33%**		**5.02%**	
Bullen MS	93.60%		0.24%	7.05%		16.65%	
Lance MS	94.89%		0.31%	2.20%		9.83%	
Lincoln MS	92.85%		0.35%	13.18%		21.65%	
Mahone MS	94.81%		0.36%	6.56%		20.64%	
McKinley MS	92.44%		0.94%	13.13%		30.63%	
Paideia	96.14%		0.00%	1.49%		5.97%	
Washington MS	92.26%		0.16%	15.29%		27.61%	
Middle	**93.64%**		**0.37%**	**8.91%**		**20.04%**	
Bradford High	87.87%	3.98%	0.24%	40.94%		16.65%	88.46%
Hillcrest	68.60%	8.33%	0.00%	77.05%		80.33%	n/a
ITA	89.32%	1.67%	0.72%	38.49%		18.44%	95.05%
House of Cor	100.00%	95.45%	0.00%	0.00%		0.00%	n/a
LakeView	93.12%	1.13%	0.38%	23.37%		16.09%	95.45%
Reuther Central	79.39%	5.28%	0.15%	57.23%		34.37%	93.53%
Tremper High	90.64%	1.59%	0.25%	29.45%		10.98%	95.30%
High	**88.20%**	**3.18%**	**0.32%**	**37.53%**		**17.23%**	**91.11%**
District	**92.62%**	**3.18%**	**0.18%**	**16.77%**		**12.06%**	**91.11%**
State	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**

NOTE: Attendance, Dropout, Expulsion, Habitual Truant, Suspension, and Graduation rates have not been verified by DPI.
Retention rates were not available at time of print.

Acknowledgements

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Office of Educational Accountability

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Statistical Clerk
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.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

REGULAR SCHOOL BOARD MEETING

FEBRUARY 28, 2006

APPENDICES FOR ITEM XII-D – NEW SIX YEAR GOALS AND BENCHMARKS FOR ACADEMIC INDICATORS – SCHOOL YEARS 2005-06 THROUGH 2010-11

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2006

New Six Year Goals and Benchmarks
For Academic Indicators

School Years 2005-06 through 2010-11

Background

The "Annual District Benchmark Report" was submitted to the Kenosha Unified School Board on December 13, 2005 to comply with School Board Policy 2110. This report summarized each School Board Approved Academic Indicator for 2004-05, along with its set goal and actual achievement. The following indicators were quantified at the District level:

- Average Daily Attendance
- Habitual Truancy
- Advanced Placement (Classes attended and tests taken)
- Youth Options
- Graduation Rate – Cohort Analysis
- Graduation Rate – School Performance Report
- Mandatory Extended Year Summer School (Reading and Math)
- Standardized Testing (SAT 1, ACT, WRCT, WKCE, ITBS)

New Six Year Goals

Since 2004-05 was the final year for the previously established goals, new goals and yearly benchmarks for the next six years were generated for each academic indicator and are being submitted to the Kenosha Unified School Board for approval. The new six-year goals were developed systematically for the District and for each school based on the individual school's achievement during the 2004-05 school year.

Appendix A contains the new Benchmark Report for the District. *Appendix B* contains the new Benchmark Reports for each school. Please note that each School Administrator was given the opportunity to review the new goals and to provide feedback to the Office of Educational Accountability. *Appendix C* contains the logic and rational for setting the goals.

At its February 14, 2006 meeting, the Personnel and Policy Standing Committee reviewed this report and recommended that it be forwarded to the full School Board for review.

Administrative Recommendations

Administration recommends that the School Board accept the New Six-Year Goals and Benchmarks for Academic Indicators report for the District and for each individual school.

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational Accountability

Ms. Linda Langenstroer
Coordinator of Research

Appendix A

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
DISTRICT BENCHMARKS AND GOALS

Standard					*Goal*					
	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	92.62	92.88	93.15	93.41	93.94	94.47	95.00
Elementary	95.19	95.05	95.11	94.90	95.02	95.14	95.27	95.51	95.76	96.00
Middle	93.29	93.53	93.40	93.64	93.79	93.94	94.09	94.40	94.70	95.00
High	86.87	87.33	87.33	88.20	88.62	89.04	89.47	90.31	91.16	92.00
Habitual Truants	19.30	19.09	18.64	16.77	15.95	15.13	14.31	12.68	11.04	9.40
Elementary	6.34	6.68	6.59	6.33	6.22	6.10	5.99	5.76	5.53	5.30
Middle	9.68	9.59	11.29	8.91	8.76	8.62	8.47	8.18	7.89	7.60
High	47.42	45.70	41.93	37.53	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%	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	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%	22.23%	22.57%	22.92%	23.61%	24.31%	25.00%
AP Classes Attended (All Students)	609	525	646	839	846	853	859	873	886	900
AP Tests Taken (All Students)	467	390	468	407	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%	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	No Goal Set					
A's	288 / 31.4%	248 / 37.6%	162 / 28.9%	137 / 28.8%						
B's	303 / 33.0%	211 / 32.0%	186 / 33.2%	161 / 33.8%						
C's	173 / 18.9%	117 / 17.8%	95 / 16.9%	107 / 22.5%						
D's	82 / 8.9%	47 / 7.1%	68 / 12.1%	54 / 11.3%						
P's	3 / 0.3%	0 / 0.0%	1 / 0.2%	0 / 0.0%						
F's, I's, N's	68 / 7.4%	36 / 5.5%	49 / 8.7%	17 / 3.6%						
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	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	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	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	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%	8.4%	7.4%	6.3%	4.2%	2.1%	0%
Graduation Rate - School Performance Report	88.96%	89.84%	90.55%	91.11%	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%							

Standard					Goal					
	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
Grade 3	**263 / 16.9%**	**282 / 17.89%**	**250 / 16.38%**	**292 / 18.91%**	**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%**	**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%**	**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%**	**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%**	**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%**	**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	# of students / % of students	# of students / % of students
Grade 3	**255 / 16.4%**	**284 / 18.02%**	**256 / 16.78%**	**275 / 17.81%**	**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%**	**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%**	**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%**	**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%**	**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%**	**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-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-17.8% 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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
DISTRICT BENCHMARKS AND GOALS

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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-5.3% 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-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-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-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%	Min-0% Basic-0% Prof/Adv-100% 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-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%	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)***					
WSAS/WKCE	**Wisconsin Knowledge & Concepts Exam**				**Proficiency Levels**					
Grade 5					Percents include students who took WAA					
Reading					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-17.8% 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)					
WSAS/WKCE	**Wisconsin Knowledge & Concepts Exam**				**Proficiency Levels**					
Grade 6					Percents include students who took WAA					
Reading					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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
DISTRICT BENCHMARKS AND GOALS

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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-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-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-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-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-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 - 42% Adv - 17% not test - 1%	Min - 14% Basic - 20% Prof - 44% Adv - 20% not test - 1%	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-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	2001-02	2002-03	2003-04	2004-05	Goal 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-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-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%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
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-8.9% 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%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
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-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%	Min-0% Basic-0% Prof/Adv-100% not tested-0%
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-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%	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)***					
ACT EXPLORE Examination				**Average Scores (25 maximum)**						
Grade 9				**Includes only students who took all four academic tests**						
English				15.2	15.3	15.4	15.5	15.8	16.0	16.2
Math				15.4	15.5	15.6	15.7	16.0	16.2	16.4
Reading				15.1	15.2	15.3	15.4	15.7	15.9	16.1
Science				17.2	17.3	17.4	17.5	17.8	18.0	18.2
Composite				15.9	16.0	16.1	16.2	16.5	16.7	16.9

Appendix B

Elementary Schools

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Bose Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.23%	94.72%	94.95%	94.78%	94.92%	95.05%	95.19%	95.46%	95.73%	96.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.98 / 96.82%	5.61 / 97.02%	New Bi-Tech system and new formula beginning in 2004-05	5.28 / 97.18%	5.11 / 97.27%	4.94 / 97.36%	4.77 / 97.45%	4.43 / 97.63%	4.10 / 97.82%	3.76 / 98.00%
Average Professional Development Days	0.41	0.41	Not available	0.50	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-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-0.0% 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)

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	not tested - 0% Min - 6% Basic - 4% Prof - 81% Adv - 9%	NT/Alt - 0%/0% Min - 9% Basic - 3% Prof - 50% Adv - 38%	not tested - 0% Min - 6.7% Basic - 13.3% Prof - 40% Adv - 40%	not tested - 0.0% Min - 2.9% Basic - 5.9% Prof - 55.9% Adv - 35.3%	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 tested - 0% Min - 4% Basic - 20% Prof - 51% Adv - 24%	NT/Alt - 0%/0% Min - 18% Basic - 12% Prof - 56% Adv - 15%	not tested - 0% Min - 20% Basic - 20% Prof - 44.4% Adv - 15.6%	not tested - 0.0% Min - 23.5% Basic - 5.9% Prof - 55.9% Adv - 14.7%	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%
Language	not tested - 0% Min - 7% Basic - 16% Prof - 53% Adv - 24%	NT/Alt - 0%/0% Min - 9% Basic - 9% Prof - 56% Adv - 26%	not tested - 0% Min - 0.0% Basic - 35.6% Prof - 42.2% Adv - 22.2%	not tested - 0.0% Min - 2.9% Basic - 11.8% Prof - 58.8% Adv - 26.5%	Not test-0.0% Min-2.6% Basic-10.5% Prof/Adv-86.9%	Not test-0.0% Min-2.3% Basic-9.2% Prof/Adv-88.6%	Not test-0.0% Min-1.9% Basic-7.9% Prof/Adv-90.2%	Not test-0.0% Min-1.3% Basic-5.2% Prof/Adv-93.5%	Not test-0.0% Min-0.6% Basic-2.6% Prof/Adv-96.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 0% Min - 4% Basic - 13% Prof - 76% Adv - 7%	NT/Alt - 0%/0% Min - 15% Basic - 18% Prof - 59% Adv - 9%	not tested - 0% Min - 0.0% Basic - 20% Prof - 73.3% Adv - 6.7%	not tested - 0.0% Min - 5.9% Basic - 11.8% Prof - 67.6% Adv - 14.7%	Not test-0.0% Min-5.2% Basic-10.5% Prof/Adv-84.3%	Not test-0.0% Min-4.6% Basic-9.2% Prof/Adv-86.2%	Not test-0.0% Min-3.9% Basic-7.9% Prof/Adv-88.2%	Not test-0.0% Min-2.6% Basic-5.2% Prof/Adv-92.1%	Not test-0.0% Min-1.3% Basic-2.6% Prof/Adv-96.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 0% Min - 6% Basic - 7% Prof - 49% Adv - 39%	NT/Alt - 0%/0% Min - 9% Basic - 3% Prof - 35% Adv - 53%	not tested - 0% Min - 0.0% Basic - 2.2% Prof - 42.2% Adv - 55.6%	not tested - 0.0% Min - 2.9% Basic - 2.9% Prof - 26.5% Adv - 67.6%	Not test-0.0% Min-2.6% Basic-2.6% Prof/Adv-94.8%	Not test-0.0% Min-2.3% Basic-2.3% Prof/Adv-95.4%	Not test-0.0% Min-1.9% Basic-1.9% Prof/Adv-96.1%	Not test-0.0% Min-1.3% Basic-1.3% Prof/Adv-97.4%	Not test-0.0% Min-0.6% Basic-0.6% Prof/Adv-98.7%	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-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-0.0% 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	2001-02	2002-03	2003-04	2004-05	Goal 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%	97.14%	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%	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	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/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 0% Basic - 0% Prof - 69% Adv - 31%	NT/Alt - 0%/0% Min - 0% Basic - 0% Prof - 8% Adv - 92%	not tested - 0% Min - 0% Basic - 0% Prof - 33.3% Adv - 66.7%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 10.0% Adv - 90.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 0% Min - 0% Basic - 0% Prof - 54% Adv - 46%	NT/Alt - 0%/0% Min - 0% Basic - 0% Prof - 25% Adv - 75%	not tested - 0% Min - 0% Basic - 0% Prof - 46.7% Adv - 53.3%	not tested - 0.0% Min - 0.0% Basic - 10.0% Prof - 40.0% Adv - 50.0%	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%
Language	not tested - 0% Min - 0% Basic - 0% Prof - 38% Adv - 62%	NT/Alt - 0%/0% Min - 0% Basic - 0% Prof - 17% Adv - 83%	not tested - 0% Min - 0% Basic - 0% Prof - 20% Adv - 80%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 0.0% Adv - 100.0%	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 tested - 0% Min - 0% Basic - 0% Prof - 54% Adv - 46%	NT/Alt - 0%/0% Min - 0% Basic - 0% Prof - 25% Adv - 75%	not tested - 0% Min - 0% Basic - 6.7% Prof - 66.7% Adv - 26.7%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 20.0% Adv - 80.0%	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 tested - 0% Min - 0% Basic - 0% Prof - 23% Adv - 77%	NT/Alt - 0%/0% Min - 0% Basic - 0% Prof - 0% Adv - 100%	not tested - 0% Min - 0% Basic - 0% Prof - 6.7% Adv - 93.3%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 10.0% Adv - 90.0%	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/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					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					Goal					
	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%	89.22%	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%	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	No Goal Set					
Creative Curriculum Developmental Continuum										
Age 3-4 - Overall - % at Step II or III End of Year			76%	96%	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%	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%	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%	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%	73.2%	73.4%	73.7%	74.1%	74.6%	75.0%
Age 4-5 - Overall - % at Step III End of Year			59%	61%	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%	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%	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%	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%	49.9%	50.8%	51.7%	53.4%	55.2%	57.0%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Columbus Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	94.42%	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%	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	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-18.8% Prof/Adv-81.3%	Not test-0% Min-0% Basic-16.4% Prof/Adv-83.7%	Not test-0% Min-0% Basic-14.1% Prof/Adv-86.0%	Not test-0% Min-0% Basic-9.4% Prof/Adv-90.7%	Not test-0% Min-0% Basic-4.7% Prof/Adv-95.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-18.8% Basic-4.7% Prof/Adv-76.5%	Not test-0% Min-16.4% Basic-4.1% Prof/Adv-79.5%	Not test-0% Min-14.1% Basic-3.5% Prof/Adv-82.4%	Not test-0% Min-9.4% Basic-2.4% Prof/Adv-88.3%	Not test-0% Min-4.7% Basic-1.2% Prof/Adv-94.1%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 2% Min - 5% Basic - 20% Prof - 59% Adv - 14%	NT/Alt - 0%/0% Min - 11% Basic - 33% Prof - 44% Adv - 11%	not tested - 0.0% Min - 18.8% Basic - 37.5% Prof - 37.5% Adv - 6.3%	not tested - 0.0% Min - 0.0% Basic - 21.1% Prof - 57.9% Adv - 21.1%	Not test-0% Min-0% Basic-18.8% Prof/Adv-81.3%	Not test-0% Min-0% Basic-16.4% Prof/Adv-83.7%	Not test-0% Min-0% Basic-14.1% Prof/Adv-86.0%	Not test-0% Min-0% Basic-9.4% Prof/Adv-90.7%	Not test-0% Min-0% Basic-4.7% Prof/Adv-95.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 0% Min - 5% Basic - 32% Prof - 45% Adv - 18%	NT/Alt - 0%/0% Min - 50% Basic - 6% Prof - 39% Adv - 6%	not tested - 0.0% Min - 43.8% Basic - 12.5% Prof - 37.5% Adv - 6.3%	not tested - 0.0% Min - 21.1% Basic - 5.3% Prof - 36.8% Adv - 36.8%	Not test-0% Min-18.8% Basic-4.7% Prof/Adv-76.5%	Not test-0% Min-16.4% Basic-4.1% Prof/Adv-79.5%	Not test-0% Min-14.1% Basic-3.5% Prof/Adv-82.4%	Not test-0% Min-9.4% Basic-2.4% Prof/Adv-88.3%	Not test-0% Min-4.7% Basic-1.2% Prof/Adv-94.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	not tested - 2% Min - 2% Basic - 30% Prof - 43% Adv - 23%	NT/Alt - 0%/0% Min - 17% Basic - 33% Prof - 28% Adv - 22%	not tested - 0.0% Min - 18.8% Basic - 43.8% Prof - 25.0% Adv - 12.5%	not tested - 0.0% Min - 0.0% Basic - 26.3% Prof - 31.6% Adv - 42.1%	Not test-0% Min-0% Basic-23.4% Prof/Adv-76.6%	Not test-0% Min-0% Basic-20.5% Prof/Adv-79.5%	Not test-0% Min-0% Basic-17.5% Prof/Adv-82.5%	Not test-0% Min-0% Basic-11.7% Prof/Adv-88.3%	Not test-0% Min-0% Basic-5.8% Prof/Adv-94.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 0% Min - 5% Basic - 25% Prof - 66% Adv - 5%	NT/Alt - 0%/0% Min - 11% Basic - 44% Prof - 44% Adv - 0%	not tested - 0.0% Min - 18.8% Basic - 37.5% Prof - 43.8% Adv - 0.0%	not tested - 0.0% Min - 0.0% Basic - 31.6% Prof - 52.6% Adv - 15.8%	Not test-0% Min-0% Basic-28.1% Prof/Adv-71.9%	Not test-0% Min-0% Basic-24.6% Prof/Adv-75.4%	Not test-0% Min-0% Basic-21.1% Prof/Adv-78.9%	Not test-0% Min-0% Basic-14.0% Prof/Adv-86.0%	Not test-0% Min-0% Basic-7.0% Prof/Adv-93.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 2% Min - 9% Basic - 14% Prof - 48% Adv - 27%	NT/Alt - 0%/0% Min - 0% Basic - 6% Prof - 56% Adv - 39%	not tested - 0.0% Min - 0.0% Basic - 12.5% Prof - 56.3% Adv - 31.3%	not tested - 0.0% Min - 0.0% Basic - 5.3% Prof - 26.3% Adv - 68.4%	Not test-0% Min-0% Basic-4.7% Prof/Adv-95.3%	Not test-0% Min-0% Basic-4.1% Prof/Adv-95.9%	Not test-0% Min-0% Basic-3.5% 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-0% Basic-18.8% Prof/Adv-81.3%	Not test-0% Min-0% Basic-16.4% Prof/Adv-83.7%	Not test-0% Min-0% Basic-14.1% Prof/Adv-86.0%	Not test-0% Min-0% Basic-9.4% Prof/Adv-90.7%	Not test-0% Min-0% Basic-4.7% Prof/Adv-95.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-18.8% Basic-4.7% Prof/Adv-76.5%	Not test-0% Min-16.4% Basic-4.1% Prof/Adv-79.5%	Not test-0% Min-14.1% Basic-3.5% Prof/Adv-82.4%	Not test-0% Min-9.4% Basic-2.4% Prof/Adv-88.3%	Not test-0% Min-4.7% Basic-1.2% Prof/Adv-94.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Dimensions of Learning Academy

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.42%	96.08%	96.18%	96.04%	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%	6.20 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-4.3% Basic-0% Prof/Adv-95.8%	Not test-0% Min-3.7% Basic-0% Prof/Adv-96.3%	Not test-0% Min-3.2% Basic-0% Prof/Adv-96.9%	Not test-0% Min-2.1% Basic-0% Prof/Adv-97.9%	Not test-0% Min-1.1% Basic-0% Prof/Adv-99.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-4.3% Basic-4.3% Prof/Adv-91.6%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-3.2% Basic-3.2% Prof/Adv-93.7%	Not test-0% Min-2.1% Basic-2.1% Prof/Adv-95.8%	Not test-0% Min-1.1% Basic-1.1% 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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 5% Basic - 0% Prof - 50% Adv - 45%	NT/Alt - 0%/0% Min - 0% Basic - 6% Prof - 35% Adv - 59%	not tested - 0% Min - 0% Basic - 6.7% Prof - 40% Adv - 53.3%	not tested - 0.0% Min - 4.8% Basic - 0.0% Prof - 14.3% Adv - 81.0%	Not test-0% Min-4.3% Basic-0% Prof/Adv-95.8%	Not test-0% Min-3.7% Basic-0% Prof/Adv-96.3%	Not test-0% Min-3.2% Basic-0% Prof/Adv-96.9%	Not test-0% Min-2.1% Basic-0% Prof/Adv-97.9%	Not test-0% Min-1.1% Basic-0% Prof/Adv-99.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 0% Min - 0% Basic - 14% Prof - 36% Adv - 50%	NT/Alt - 0%/0% Min - 12% Basic - 6% Prof - 29% Adv - 53%	not tested - 0% Min - 0.0% Basic - 26.7% Prof - 53.3% Adv - 20%	not tested - 0.0% Min - 4.8% Basic - 4.8% Prof - 47.6% Adv - 42.9%	Not test-0% Min-4.3% Basic-4.3% Prof/Adv-91.6%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-3.2% Basic-3.2% Prof/Adv-93.7%	Not test-0% Min-2.1% Basic-2.1% Prof/Adv-95.8%	Not test-0% Min-1.1% Basic-1.1% Prof/Adv-97.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	not tested - 0% Min - 0% Basic - 14% Prof - 36% Adv - 50%	NT/Alt - 0%/0% Min - 0% Basic - 6% Prof - 41% Adv - 53%	not tested - 0% Min - 0% Basic - 20% Prof - 20% Adv - 60%	not tested - 0.0% Min - 4.8% Basic - 0.0% Prof - 28.6% Adv - 66.7%	Not test-0% Min-4.3% Basic-0% Prof/Adv-94.9%	Not test-0% Min-3.7% Basic-0% Prof/Adv-95.6%	Not test-0% Min-3.2% Basic-0% Prof/Adv-96.2%	Not test-0% Min-2.1% Basic-0% Prof/Adv-97.5%	Not test-0% Min-1.1% Basic-0% Prof/Adv-98.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 0% Min - 0% Basic - 5% Prof - 50% Adv - 45%	NT/Alt - 0%/0% Min - 0% Basic - 18% Prof - 59% Adv - 24%	not tested - 0% Min - 0% Basic - 13.3% Prof - 73.3% Adv - 13.3%	not tested - 0.0% Min - 0.0% Basic - 14.3% Prof - 52.4% Adv - 33.3%	Not test-0% Min-0% Basic-12.7% Prof/Adv-87.3%	Not test-0% Min-0% Basic-11.1% Prof/Adv-88.9%	Not test-0% Min-0% Basic-9.5% Prof/Adv-90.5%	Not test-0% Min-0% Basic-6.4% Prof/Adv-93.6%	Not test-0% Min-0% Basic-3.2% Prof/Adv-96.8%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 0% Min - 5% Basic - 9% Prof - 32% Adv - 55%	NT/Alt - 0%/0% Min - 0% Basic - 6% Prof - 29% Adv - 65%	not tested - 0% Min - 0% Basic - 0% Prof - 20% Adv - 80%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 19.0% Adv - 81.0%	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-4.3% Basic-0% Prof/Adv-95.8%	Not test-0% Min-3.7% Basic-0% Prof/Adv-96.3%	Not test-0% Min-3.2% Basic-0% Prof/Adv-96.9%	Not test-0% Min-2.1% Basic-0% Prof/Adv-97.9%	Not test-0% Min-1.1% Basic-0% Prof/Adv-99.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-4.3% Basic-4.3% Prof/Adv-91.6%	Not test-0% Min-3.7% Basic-3.7% Prof/Adv-92.6%	Not test-0% Min-3.2% Basic-3.2% Prof/Adv-93.7%	Not test-0% Min-2.1% Basic-2.1% Prof/Adv-95.8%	Not test-0% Min-1.1% Basic-1.1% Prof/Adv-97.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Dimensions of Learning Academy

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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-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%
Math					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)					
	WSAS/WKCE		Wisconsin Knowledge & Concepts Exam		Proficiency Levels					
Grade 7					Percents include students who took WAA					
Reading					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%
Math					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)					
	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	not tested - 0% Min - 5% Basic - 5% Prof - 57% Adv - 33%	NT/Alt - 0%/0% Min - 0% Basic - 9% Prof - 27% Adv - 64%	not tested - 0% Min - 4.8% Basic - 0% Prof - 28.6% Adv - 66.7%	not tested - 0.0% Min - 0.0% Basic - 5.0% Prof - 40.0% Adv - 55.0%	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%
Math	not tested - 0% Min - 14% Basic - 38% Prof - 38% Adv - 10%	NT/Alt - 0%/0% Min - 9% Basic - 9% Prof - 36% Adv - 45%	not tested - 0% Min - 4.8% Basic - 14.3% Prof - 33.3% Adv - 47.6%	not tested - 0.0% Min - 0.0% Basic - 5.0% Prof - 70.0% Adv - 25.0%	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%
Language	not tested - 0% Min - 0% Basic - 19% Prof - 67% Adv - 14%	NT/Alt - 0%/0% Min - 5% Basic - 18% Prof - 45% Adv - 32%	not tested - 0% Min - 4.8% Basic - 0.0% Prof - 28.6% Adv - 66.7%	not tested - 0.0% Min - 0.0% Basic - 20.0% Prof - 50.0% Adv - 30.0%	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%
Science	not tested - 0% Min - 5% Basic - 24% Prof - 52% Adv - 19%	NT/Alt - 0%/0% Min - 0% Basic - 14% Prof - 36% Adv - 50%	not tested - 0% Min - 9.5% Basic - 0% Prof - 33.3% Adv - 57.1%	not tested - 0.0% Min - 0.0% Basic - 10.0% Prof - 35.0% Adv - 55.0%	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%
Social Studies	not tested - 0% Min - 5% Basic - 10% Prof - 48% Adv - 38%	NT/Alt - 0%/0% Min - 0% Basic - 9% Prof - 50% Adv - 41%	not tested -4.8% Min - 0% Basic - 4.8% Prof - 4.8% Adv - 85.7%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 55.0% Adv - 45.0%	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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Durkee Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.71%	95.66%	94.92%	94.56%	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%	6.64 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 15% Basic - 20% Prof - 60% Adv - 5%	NT/Alt - 0%/0% Min - 4% Basic - 13% Prof - 54% Adv - 29%	not tested - 0% Min - 4.8% Basic - 28.6% Prof - 33.3% Adv - 33.3%	not tested - 0.0% Min - 9.1% Basic - 22.7% Prof - 40.9% Adv - 27.3%	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 tested - 0% Min - 5% Basic - 20% Prof - 70% Adv - 5%	NT/Alt - 0%/0% Min - 29% Basic - 13% Prof - 33% Adv - 25%	not tested - 0% Min - 28.6% Basic - 28.6% Prof - 38.1% Adv - 4.8%	not tested - 0.0% Min - 36.4% Basic - 22.7% Prof - 27.3% Adv - 13.6%	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 tested - 0% Min - 10% Basic - 25% Prof - 50% Adv - 15%	NT/Alt - 0%/0% Min - 4% Basic - 38% Prof - 25% Adv - 33%	not tested - 0% Min - 9.5% Basic - 47.6% Prof - 28.6% Adv - 14.3%	not tested - 0.0% Min - 0.0% Basic - 18.2% Prof - 72.7% Adv - 9.1%	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 tested - 0% Min - 5% Basic - 40% Prof - 50% Adv - 5%	NT/Alt - 0%/0% Min - 8% Basic - 25% Prof - 58% Adv - 8%	not tested - 0% Min - 4.8% Basic - 42.9% Prof - 47.6% Adv - 4.8%	not tested - 0.0% Min - 9.1% Basic - 50.0% Prof - 36.4% Adv - 4.5%	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 tested - 0% Min - 15% Basic - 25% Prof - 50% Adv - 10%	NT/Alt - 0%/0% Min - 0% Basic - 21% Prof - 38% Adv - 42%	not tested - 0% Min - 4.8% Basic - 9.5% Prof - 52.4% Adv - 33.3%	not tested - 0.0% Min - 4.5% Basic - 4.5% Prof - 50.0% Adv - 40.9%	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-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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Edward Bain School of Language and Art

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)				93.58%	93.68%	93.78%	93.89%	94.09%	94.30%	94.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)				7.83 / 95.81%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading				Not tested - 0.0% Minimal - 19.6% Basic - 29.3% Prof - 37.0% Adv - 14.1%	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 tested - 0.0% Minimal - 44.6% Basic - 10.9% Prof - 34.8% Adv - 9.8%	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 tested - 0.0% Minimal - 23.9% Basic - 28.3% Prof - 39.1% Adv - 8.7%	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 tested - 0.0% Minimal - 38.0% Basic - 28.3% Prof - 33.7% Adv - 0.0%	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 tested - 0.0% Minimal - 15.2% Basic - 17.4% Prof - 40.2% Adv - 27.2%	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-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-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					Goal					
	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									
				Gr 1 - 61 tested Gr 2 - 55 tested Gr 3 - 49 tested Gr 4 - 58 tested Gr 5 - 40 tested	No Goal Set					
Reading										
Grade 1				48						
Grade 2				43						
Grade 3				30						
Grade 4				37						
Grade 5				31						
Math										
Grade 1				25						
Grade 2				69						
Grade 3				54						
Grade 4				48						
Grade 5				49						
Language										
Grade 1				57						
Grade 2				49						
Grade 3				38						
Grade 4				38						
Grade 5				43						

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Forest Park Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	95.41%	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	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	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-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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 1% Min - 4% Basic - 7% Prof - 64% Adv - 23%	NT/Alt - 0%/0% Min - 0% Basic - 9% Prof - 39% Adv - 53%	Not tested- 1.7% Min - 0.0% Basic - 8.6% Prof - 43.1% Adv - 46.6%	not tested - 0.0% Min - 0.0% Basic - 8.9% Prof - 50.0% Adv - 41.1%	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 tested - 1% Min - 1% Basic - 19% Prof - 51% Adv - 27%	NT/Alt - 0%/0% Min - 10% Basic - 9% Prof - 46% Adv - 36%	Not tested - 1.7% Min - 10.3% Basic - 6.9% Prof - 51.7% Adv - 29.3%	not tested - 0.0% Min - 16.1% Basic - 12.5% Prof - 53.6% Adv - 17.9%	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 tested - 1% Min - 0% Basic - 10% Prof - 48% Adv - 41%	NT/Alt - 0%/0% Min - 1% Basic - 7% Prof - 47% Adv - 44%	Not tested - 1.7% Min - 0.0% Basic - 10.3% Prof - 50.0% Adv - 37.9%	not tested - 0.0% Min - 0.0% Basic - 7.1% Prof - 62.5% Adv - 30.4%	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 tested - 1% Min - 0% Basic - 15% Prof - 68% Adv - 15%	NT/Alt - 0%/0% Min - 1% Basic - 17% Prof - 70% Adv - 11%	Not tested - 1.7% Min - 1.7% Basic - 15.5% Prof - 70.7% Adv - 10.3%	not tested - 0.0% Min - 1.8% Basic - 17.9% Prof - 73.2% Adv - 7.1%	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 tested - 1% Min - 0% Basic - 12% Prof - 40% Adv - 47%	NT/Alt - 0%/0% Min - 0% Basic - 0% Prof - 30% Adv - 70%	Not tested - 1.7% Min - 0.0% Basic - 5.2% Prof - 27.6% Adv - 65.5%	not tested - 0.0% Min - 0.0% Basic - 5.4% Prof - 30.4% Adv - 64.3%	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-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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Frank Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	93.63%	94.06%	94.12%	93.73%	93.82%	93.90%	93.99%	94.16%	94.33%	94.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.92 / 97.38%	4.28 / 97.72%	New Bi-Tech system and new formula beginning in 2004-05	4.72 / 97.48%	4.61 / 97.53%	4.51 / 97.59%	4.40 / 97.65%	4.19 / 97.77%	3.97 / 97.88%	3.76 / 98.00%
Average Professional Development Days	0.94	0.69	Not available	1.00	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-2.0% Basic-30.3% Prof/Adv-67.6%	Not test-0% Min-1.8% Basic-26.5% Prof/Adv-71.7%	Not test-0% Min-1.5% Basic-22.7% Prof/Adv-75.7%	Not test-0% Min-1.0% Basic-15.2% Prof/Adv-83.8%	Not test-0% Min-0.5% Basic-7.6% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-12.1% Basic-16.2% Prof/Adv-71.7%	Not test-0% Min-10.6% Basic-14.2% Prof/Adv-75.3%	Not test-0% Min-9.1% Basic-12.1% Prof/Adv-78.8%	Not test-0% Min-6.0% Basic-8.1% Prof/Adv-85.9%	Not test-0% Min-3.0% Basic-4.0% Prof/Adv-92.9%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 8% Min - 9% Basic - 29% Prof - 50% Adv - 3%	NT/Alt - 5%/2% Min - 7% Basic - 32% Prof - 36% Adv - 18%	not tested - 0.0% Min - 4.8% Basic - 9.5% Prof - 61.9% Adv - 23.8%	not tested - 0.0% Min - 2.3% Basic - 34.1% Prof - 47.7% Adv - 15.9%	Not test-0% Min-2.0% Basic-30.3% Prof/Adv-67.6%	Not test-0% Min-1.8% Basic-26.5% Prof/Adv-71.7%	Not test-0% Min-1.5% Basic-22.7% Prof/Adv-75.7%	Not test-0% Min-1.0% Basic-15.2% Prof/Adv-83.8%	Not test-0% Min-0.5% Basic-7.6% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 8% Min - 3% Basic - 40% Prof - 35% Adv - 13%	NT/Alt - 0%/7% Min - 36% Basic - 7% Prof - 32% Adv - 18%	not tested - 0% Min - 7.1% Basic - 11.9% Prof - 47.6% Adv - 33.3%	not tested - 0.0% Min - 13.6% Basic - 18.2% Prof - 50.0% Adv - 18.2%	Not test-0% Min-12.1% Basic-16.2% Prof/Adv-71.7%	Not test-0% Min-10.6% Basic-14.2% Prof/Adv-75.3%	Not test-0% Min-9.1% Basic-12.1% Prof/Adv-78.8%	Not test-0% Min-6.0% Basic-8.1% Prof/Adv-85.9%	Not test-0% Min-3.0% Basic-4.0% Prof/Adv-92.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	not tested - 8% Min - 3% Basic - 35% Prof - 43% Adv - 10%	NT/Alt - 5%/2% Min - 11% Basic - 27% Prof - 43% Adv - 11%	not tested - 0% Min - 2.4% Basic - 11.9% Prof - 59.5% Adv - 26.2%	not tested - 0.0% Min - 4.5% Basic - 22.7% Prof - 52.3% Adv - 20.5%	Not test-0% Min-4.0% Basic-20.2% Prof/Adv-75.8%	Not test-0% Min-3.5% Basic-17.7% Prof/Adv-78.8%	Not test-0% Min-3.0% Basic-15.1% Prof/Adv-81.9%	Not test-0% Min-2.0% Basic-10.1% Prof/Adv-87.9%	Not test-0% Min-1.0% Basic-5.0% Prof/Adv-94.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 10% Min - 7% Basic - 37% Prof - 43% Adv - 3%	NT/Alt - 0%/7% Min - 23% Basic - 43% Prof - 25% Adv - 2%	not tested - 0% Min - 0.0% Basic - 33.3% Prof - 59.5% Adv - 7.1%	not tested - 0.0% Min - 9.1% Basic - 45.5% Prof - 43.2% Adv - 2.3%	Not test-0% Min-8.1% Basic-40.4% Prof/Adv-51.6%	Not test-0% Min-7.1% Basic-35.4% Prof/Adv-57.6%	Not test-0% Min-6.1% Basic-30.3% Prof/Adv-63.7%	Not test-0% Min-4.0% Basic-20.2% Prof/Adv-75.8%	Not test-0% Min-2.0% Basic-10.1% Prof/Adv-87.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 10% Min - 21% Basic - 31% Prof - 32% Adv - 6%	NT/Alt - 0%/7% Min - 9% Basic - 11% Prof - 48% Adv - 25%	not tested - 0% Min - 2.4% Basic - 9.5% Prof - 42.9% Adv - 45.2%	not tested - 0.0% Min - 6.8% Basic - 11.4% Prof - 54.5% Adv - 27.3%	Not test-0% Min-6.0% Basic-10.1% Prof/Adv-83.8%	Not test-0% Min-5.3% Basic-8.9% Prof/Adv-85.8%	Not test-0% Min-4.5% Basic-7.6% Prof/Adv-87.9%	Not test-0% Min-3.0% Basic-5.1% Prof/Adv-91.9%	Not test-0% Min-1.5% Basic-2.5% 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% Min-2.0% Basic-30.3% Prof/Adv-67.6%	Not test-0% Min-1.8% Basic-26.5% Prof/Adv-71.7%	Not test-0% Min-1.5% Basic-22.7% Prof/Adv-75.7%	Not test-0% Min-1.0% Basic-15.2% Prof/Adv-83.8%	Not test-0% Min-0.5% Basic-7.6% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-12.1% Basic-16.2% Prof/Adv-71.7%	Not test-0% Min-10.6% Basic-14.2% Prof/Adv-75.3%	Not test-0% Min-9.1% Basic-12.1% Prof/Adv-78.8%	Not test-0% Min-6.0% Basic-8.1% Prof/Adv-85.9%	Not test-0% Min-3.0% Basic-4.0% Prof/Adv-92.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Grant Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.28%	94.56%	94.57%	94.89%	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%	5.31 / 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	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-13.7% Prof/Adv-86.3%	Not test-0% Min-0% Basic-12.0% Prof/Adv-88.0%	Not test-0% Min-0% Basic-10.3% Prof/Adv-89.7%	Not test-0% Min-0% Basic-6.8% Prof/Adv-93.2%	Not test-0% Min-0% Basic-3.4% Prof/Adv-96.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-18.2% Basic-9.2% Prof/Adv-72.6%	Not test-0% Min-15.9% Basic-8.0% Prof/Adv-76.0%	Not test-0% Min-13.7% Basic-6.9% Prof/Adv-79.5%	Not test-0% Min-9.1% Basic-4.6% Prof/Adv-86.3%	Not test-0% Min-4.6% Basic-2.3% Prof/Adv-93.2%	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 tested Alt=Alternate Assessment | Percents include students who took WAA

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

FAY (Full Academic Year)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Grewenow Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.47%	94.97%	95.20%	94.47%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 3% Basic - 11% Prof - 67% Adv - 18%	NT/Alt - 0%/0% Min - 2% Basic - 7% Prof - 46% Adv - 46%	not tested - 0.0% Min - 1.7% Basic - 6.9% Prof - 31.0% Adv - 60.3%	not tested - 0.0% Min - 11.6% Basic - 18.6% Prof - 39.5% Adv - 30.2%	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 tested - 0% Min - 2% Basic - 18% Prof - 62% Adv - 18%	NT/Alt - 0%/0% Min - 11% Basic - 9% Prof - 52% Adv - 28%	not tested - 0.0% Min - 5.2% Basic - 3.4% Prof - 51.7% Adv - 39.7%	not tested - 0.0% Min - 27.9% Basic - 16.3% Prof - 37.2% Adv - 18.6%	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 tested - 0% Min - 2% Basic - 16% Prof - 61% Adv - 21%	NT/Alt - 0%/0% Min - 0% Basic - 4% Prof - 59% Adv - 37%	not tested - 0.0% Min - 1.7% Basic - 5.2% Prof - 51.7% Adv - 41.4%	not tested - 0.0% Min - 4.7% Basic - 20.9% Prof - 44.2% Adv - 30.2%	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 tested - 0% Min - 5% Basic - 18% Prof - 62% Adv - 15%	NT/Alt - 0%/0% Min - 4% Basic - 13% Prof - 70% Adv - 13%	not tested - 0.0% Min - 3.4% Basic - 8.6% Prof - 67.2% Adv - 20.7%	not tested - 0.0% Min - 9.3% Basic - 16.3% Prof - 65.1% Adv - 9.3%	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 tested - 0% Min - 5% Basic - 8% Prof - 52% Adv - 34%	NT/Alt - 0%/0% Min - 2% Basic - 2% Prof - 28% Adv - 67%	not tested - 0.0% Min - 0.0% Basic - 1.7% Prof - 20.7% Adv - 77.6%	not tested - 0.0% Min - 4.7% Basic - 7.0% Prof - 27.9% Adv - 60.5%	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-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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Harvey Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.08%	95.94%	95.79%	95.66%	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%	5.93 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-1.5% 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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 5% Min - 6% Basic - 5% Prof - 67% Adv - 17%	NT/Alt - 0% Min - 2% Basic - 16% Prof - 44% Adv - 39%	not tested - 0.0% Min - 0.0% Basic - 7.8% Prof - 41.2% Adv - 51.0%	not tested - 0.0% Min - 1.7% Basic - 13.6% Prof - 27.1% Adv - 57.6%	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 tested - 1% Min - 1% Basic - 22% Prof - 47% Adv - 28%	NT/Alt - 0% Min - 25% Basic - 9% Prof - 35% Adv - 32%	not tested - 0.0% Min - 11.8% Basic - 9.8% Prof - 33.3% Adv - 45.1%	not tested - 0.0% Min - 16.9% Basic - 15.3% Prof - 23.7% Adv - 44.1%	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 tested - 5% Min - 4% Basic - 13% Prof - 44% Adv - 35%	NT/Alt - 0% Min - 2% Basic - 16% Prof - 40% Adv - 42%	not tested - 0.0% Min - 2.0% Basic - 9.8% Prof - 43.1% Adv - 45.1%	not tested - 0.0% Min - 0.0% Basic - 11.9% Prof - 40.7% Adv - 47.5%	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 tested - 1% Min - 4% Basic - 14% Prof - 63% Adv - 18%	NT/Alt - 0% Min - 5% Basic - 18% Prof - 72% Adv - 5%	not tested - 0.0% Min - 3.9% Basic - 11.8% Prof - 76.5% Adv - 7.8%	not tested - 0.0% Min - 3.4% Basic - 18.6% Prof - 61.0% Adv - 16.9%	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 tested - 1% Min - 4% Basic - 9% Prof - 41% Adv - 45%	NT/Alt - 0% Min - 2% Basic - 9% Prof - 30% Adv - 60%	not tested - 0.0% Min - 2.0% Basic - 5.9% Prof - 23.5% Adv - 68.6%	not tested - 0.0% Min - 0.0% Basic - 6.8% Prof - 30.5% Adv - 62.7%	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-1.5% 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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Jefferson Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.36%	94.46%	93.55%	93.91%	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%	5.69 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-13.5% Basic-13.5% Prof/Adv-73.1%	Not test-0% Min-11.8% Basic-11.8% Prof/Adv-76.4%	Not test-0% Min-10.1% Basic-10.1% Prof/Adv-79.8%	Not test-0% Min-6.8% Basic-6.8% Prof/Adv-86.5%	Not test-0% Min-3.4% Basic-3.4% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					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)					

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	not tested - 4% Min - 2% Basic - 10% Prof - 76% Adv - 8%	NT/Alt - 0%/0% Min - 6% Basic - 16% Prof - 53% Adv - 25%	not tested - 2.6% Min - 15.4% Basic - 17.9% Prof - 46.2% Adv - 17.9%	not tested - 0.0% Min - 15.2% Basic - 15.2% Prof - 45.5% Adv - 24.2%	Not test-0% Min-13.5% Basic-13.5% Prof/Adv-73.1%	Not test-0% Min-11.8% Basic-11.8% Prof/Adv-76.4%	Not test-0% Min-10.1% Basic-10.1% Prof/Adv-79.8%	Not test-0% Min-6.8% Basic-6.8% Prof/Adv-86.5%	Not test-0% Min-3.4% Basic-3.4% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 0% Min - 2% Basic - 29% Prof - 57% Adv - 12%	NT/Alt - 0%/0% Min - 22% Basic - 22% Prof - 47% Adv - 9%	not tested - 0.0% Min - 28.2% Basic - 12.8% Prof - 51.3% Adv - 7.7%	not tested - 0.0% Min - 30.3% Basic - 18.2% Prof - 33.3% Adv - 18.2%	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%
Language	not tested - 4% Min - 4% Basic - 31% Prof - 49% Adv - 12%	NT/Alt - 0%/0% Min - 3% Basic - 22% Prof - 63% Adv - 13%	not tested - 2.6% Min - 12.8% Basic - 30.8% Prof - 38.5% Adv - 15.4%	not tested - 0.0% Min - 18.2% Basic - 24.2% Prof - 39.4% Adv - 18.2%	Not test-0% Min-16.2% Basic-21.5% Prof/Adv-62.3%	Not test-0% Min-14.2% Basic-18.8% Prof/Adv-67.0%	Not test-0% Min-12.1% Basic-16.1% Prof/Adv-71.7%	Not test-0% Min-8.1% Basic-10.8% Prof/Adv-81.2%	Not test-0% Min-4.0% Basic-5.4% Prof/Adv-90.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 0% Min - 6% Basic - 18% Prof - 67% Adv - 10%	NT/Alt - 0%/0% Min - 9% Basic - 47% Prof - 44% Adv - 0%	not tested - 0.0% Min - 2.6% Basic - 25.6% Prof - 69.2% Adv - 2.6%	not tested - 0.0% Min - 12.1% Basic - 24.2% Prof - 45.5% Adv - 18.2%	Not test-0% Min-10.8% Basic-21.5% Prof/Adv-67.7%	Not test-0% Min-9.4% Basic-18.8% Prof/Adv-71.8%	Not test-0% Min-8.1% Basic-16.1% Prof/Adv-75.8%	Not test-0% Min-5.4% Basic-10.8% Prof/Adv-83.9%	Not test-0% Min-2.7% Basic-5.4% Prof/Adv-91.9%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 0% Min - 6% Basic - 22% Prof - 47% Adv - 25%	NT/Alt - 0%/0% Min - 6% Basic - 13% Prof - 53% Adv - 28%	not tested - 0.0% Min - 15.4% Basic - 10.3% Prof - 46.2% Adv - 28.2%	not tested - 0.0% Min - 6.1% Basic - 15.2% Prof - 33.3% Adv - 45.5%	Not test-0% Min-5.4% Basic-13.5% Prof/Adv-81.2%	Not test-0% Min-4.7% Basic-11.8% Prof/Adv-83.5%	Not test-0% Min-4.1% Basic-10.1% Prof/Adv-85.9%	Not test-0% Min-2.7% Basic-6.8% Prof/Adv-90.6%	Not test-0% Min-1.4% Basic-3.4% Prof/Adv-95.3%	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-13.5% Basic-13.5% Prof/Adv-73.1%	Not test-0% Min-11.8% Basic-11.8% Prof/Adv-76.4%	Not test-0% Min-10.1% Basic-10.1% Prof/Adv-79.8%	Not test-0% Min-6.8% Basic-6.8% Prof/Adv-86.5%	Not test-0% Min-3.4% Basic-3.4% Prof/Adv-93.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Jeffery Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.88%	95.85%	96.06%	95.47%	95.58%	95.70%	95.81%	96.04%	96.27%	96.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.25 / 97.74%	5.34 / 97.16%	New Bi-Tech system and new formula beginning in 2004-05	6.48 / 96.53%	6.18 / 96.70%	5.88 / 96.86%	5.57 / 97.02%	4.97 / 97.35%	4.36 / 97.67%	3.76 / 98.00%
Average Professional Development Days	0.93	0.86	Not available	1.54	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-6.9% Prof/Adv-93.1%	Not test-0% Min-0% Basic-6.1% Prof/Adv-93.9%	Not test-0% Min-0% Basic-5.2% Prof/Adv-94.8%	Not test-0% Min-0% Basic-3.5% Prof/Adv-96.5%	Not test-0% Min-0% Basic-1.7% Prof/Adv-98.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-6.9% Basic-12.2% Prof/Adv-80.9%	Not test-0% Min-6.1% Basic-10.7% Prof/Adv-83.3%	Not test-0% Min-5.2% Basic-9.1% Prof/Adv-85.7%	Not test-0% Min-3.5% Basic-6.1% Prof/Adv-90.4%	Not test-0% Min-1.7% Basic-3.0% Prof/Adv-95.2%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 0% Basic - 10% Prof - 80% Adv - 10%	NT/Alt - 0%/0% Min - 3% Basic - 7% Prof - 38% Adv - 52%	not tested - 0.0% Min - 6.6% Basic - 6.6% Prof - 42.6% Adv - 44.3%	not tested - 0.0% Min - 0.0% Basic - 7.8% Prof - 47.1% Adv - 45.1%	Not test-0% Min-0% Basic-6.9% Prof/Adv-93.1%	Not test-0% Min-0% Basic-6.1% Prof/Adv-93.9%	Not test-0% Min-0% Basic-5.2% Prof/Adv-94.8%	Not test-0% Min-0% Basic-3.5% Prof/Adv-96.5%	Not test-0% Min-0% Basic-1.7% Prof/Adv-98.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 0% Min - 2% Basic - 25% Prof - 49% Adv - 25%	NT/Alt - 0%/0% Min - 10% Basic - 3% Prof - 47% Adv - 40%	not tested - 0.0% Min - 24.6% Basic - 6.6% Prof - 39.3% Adv - 29.5%	not tested - 0.0% Min - 7.8% Basic - 13.7% Prof - 47.1% Adv - 31.4%	Not test-0% Min-6.9% Basic-12.2% Prof/Adv-80.9%	Not test-0% Min-6.1% Basic-10.7% Prof/Adv-83.3%	Not test-0% Min-5.2% Basic-9.1% Prof/Adv-85.7%	Not test-0% Min-3.5% Basic-6.1% Prof/Adv-90.4%	Not test-0% Min-1.7% Basic-3.0% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	not tested - 0% Min - 0% Basic - 20% Prof - 46% Adv - 34%	NT/Alt - 0%/0% Min - 5% Basic - 10% Prof - 48% Adv - 36%	not tested - 0.0% Min - 3.3% Basic - 14.8% Prof - 47.5% Adv - 34.4%	not tested - 0.0% Min - 2.0% Basic - 5.9% Prof - 52.9% Adv - 39.2%	Not test-0% Min-1.8% Basic-5.2% Prof/Adv-93.0%	Not test-0% Min-1.6% Basic-4.6% Prof/Adv-93.9%	Not test-0% Min-1.3% Basic-3.9% Prof/Adv-94.7%	Not test-0% Min-0.9% Basic-2.6% Prof/Adv-96.5%	Not test-0% Min-0.4% Basic-1.3% Prof/Adv-98.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 0% Min - 3% Basic - 26% Prof - 64% Adv - 7%	NT/Alt - 0%/0% Min - 3% Basic - 14% Prof - 64% Adv - 19%	not tested - 0.0% Min - 3.3% Basic - 19.7% Prof - 63.9% Adv - 13.1%	not tested - 0.0% Min - 0.0% Basic - 5.9% Prof - 74.5% Adv - 19.6%	Not test-0% Min-0% Basic-5.2% Prof/Adv-94.8%	Not test-0% Min-0% Basic-4.6% Prof/Adv-95.4%	Not test-0% Min-0% Basic-3.9% Prof/Adv-96.1%	Not test-0% Min-0% Basic-2.6% Prof/Adv-97.4%	Not test-0% Min-0% Basic-1.3% Prof/Adv-98.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 0% Min - 2% Basic - 10% Prof - 52% Adv - 36%	NT/Alt - 0%/0% Min - 0% Basic - 2% Prof - 26% Adv - 72%	not tested - 0.0% Min - 1.6% Basic - 3.3% Prof - 27.9% Adv - 67.2%	not tested - 0.0% Min - 0.0% Basic - 2.0% Prof - 23.5% Adv - 74.5%	Not test-0% Min-0% Basic-1.8% Prof/Adv-98.2%	Not test-0% Min-0% Basic-1.6% Prof/Adv-98.4%	Not test-0% Min-0% Basic-1.3% Prof/Adv-98.7%	Not test-0% Min-0% Basic-0.9% Prof/Adv-99.1%	Not test-0% Min-0% Basic-0.4% Prof/Adv-99.6%	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-0% Basic-6.9% Prof/Adv-93.1%	Not test-0% Min-0% Basic-6.1% Prof/Adv-93.9%	Not test-0% Min-0% Basic-5.2% Prof/Adv-94.8%	Not test-0% Min-0% Basic-3.5% Prof/Adv-96.5%	Not test-0% Min-0% Basic-1.7% Prof/Adv-98.3%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-6.9% Basic-12.2% Prof/Adv-80.9%	Not test-0% Min-6.1% Basic-10.7% Prof/Adv-83.3%	Not test-0% Min-5.2% Basic-9.1% Prof/Adv-85.7%	Not test-0% Min-3.5% Basic-6.1% Prof/Adv-90.4%	Not test-0% Min-1.7% Basic-3.0% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Lincoln Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	93.34%	93.47%	93.67%	93.11%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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)					

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	not tested - 2% Min - 17% Basic - 14% Prof - 64% Adv - 3%	NT/Alt - 0%/0% Min - 4% Basic - 36% Prof - 52% Adv - 8%	not tested - 0.0% Min - 0.0% Basic - 30.8% Prof - 61.5% Adv - 7.7%	not tested - 0.0% Min - 13.8% Basic - 37.9% Prof - 37.9% Adv - 10.3%	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 tested - 2% Min - 12% Basic - 45% Prof - 36% Adv - 5%	NT/Alt - 0%/0% Min - 24% Basic - 12% Prof - 60% Adv - 4%	not tested - 0.0% Min - 11.5% Basic - 23.1% Prof - 65.4% Adv - 0.0%	not tested - 0.0% Min - 34.5% Basic - 20.7% Prof - 24.1% Adv - 20.7%	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%
Language	not tested - 2% Min - 5% Basic - 29% Prof - 52% Adv - 12%	NT/Alt - 0%/0% Min - 4% Basic - 24% Prof - 68% Adv - 4%	not tested - 0.0% Min - 3.8% Basic - 34.6% Prof - 42.3% Adv - 19.2%	not tested - 0.0% Min - 6.9% Basic - 51.7% Prof - 37.9% Adv - 3.4%	Not test-0% Min-6.1% Basic-46.0% Prof/Adv-47.8%	Not test-0% Min-5.4% Basic-40.2% Prof/Adv-54.3%	Not test-0% Min-4.6% Basic-34.5% Prof/Adv-60.9%	Not test-0% Min-3.1% Basic-23.0% Prof/Adv-73.9%	Not test-0% Min-1.5% Basic-11.5% Prof/Adv-87.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 2% Min - 16% Basic - 36% Prof - 45% Adv - 2%	NT/Alt - 0%/0% Min - 20% Basic - 32% Prof - 44% Adv - 4%	not tested - 0.0% Min - 11.5% Basic - 30.8% Prof - 57.7% Adv - 0.0%	not tested - 0.0% Min - 24.1% Basic - 37.9% Prof - 37.9% Adv - 0.0%	Not test-0% Min-21.4% Basic-33.7% Prof/Adv-44.8%	Not test-0% Min-18.7% Basic-29.5% Prof/Adv-51.7%	Not test-0% Min-16.1% Basic-25.3% Prof/Adv-58.6%	Not test-0% Min-10.7% Basic-16.8% Prof/Adv-72.4%	Not test-0% Min-5.4% Basic-8.4% Prof/Adv-86.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 2% Min - 12% Basic - 26% Prof - 36% Adv - 24%	NT/Alt - 0%/0% Min - 0% Basic - 16% Prof - 60% Adv - 24%	not tested - 0.0% Min - 7.7% Basic - 11.5% Prof - 50.0% Adv - 30.8%	not tested - 0.0% Min - 3.4% Basic - 20.7% Prof - 34.5% Adv - 41.4%	Not test-0% Min-3.0% Basic-18.4% Prof/Adv-78.6%	Not test-0% Min-2.6% Basic-16.1% Prof/Adv-81.3%	Not test-0% Min-2.3% Basic-13.8% Prof/Adv-83.9%	Not test-0% Min-1.5% Basic-9.2% Prof/Adv-89.3%	Not test-0% Min-0.8% Basic-4.6% Prof/Adv-94.6%	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-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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

McKinley Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.99%	94.27%	95.00%	94.85%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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)					

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	not tested - 0% Min - 6% Basic - 13% Prof - 65% Adv - 15%	NT/Alt - 0%/2% Min - 0% Basic - 14% Prof - 35% Adv - 49%	not tested - 0.0% Min - 10.3% Basic - 20.7% Prof - 48.3% Adv - 20.7%	not tested - 0.0% Min - 6.7% Basic - 16.7% Prof - 43.3% Adv - 33.3%	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 tested - 0% Min - 8% Basic - 38% Prof - 37% Adv - 17%	NT/Alt - 0%/2% Min - 12% Basic - 2% Prof - 53% Adv - 30%	not tested - 0.0% Min - 34.5% Basic - 13.8% Prof - 44.8% Adv - 6.9%	not tested - 0.0% Min - 26.7% Basic - 23.3% Prof - 43.3% Adv - 6.7%	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%
Language	not tested - 0% Min - 4% Basic - 23% Prof - 46% Adv - 27%	NT/Alt - 0%/2% Min - 0% Basic - 9% Prof - 42% Adv - 47%	not tested - 0.0% Min - 13.8% Basic - 24.1% Prof - 51.7% Adv - 10.3%	not tested - 0.0% Min - 16.7% Basic - 23.3% Prof - 43.3% Adv - 16.7%	Not test-0% Min-14.8% Basic-20.7% Prof/Adv-64.4%	Not test-0% Min-13.0% Basic-18.1% Prof/Adv-68.9%	Not test-0% Min-11.1% Basic-15.5% Prof/Adv-73.3%	Not test-0% Min-7.4% Basic-10.4% Prof/Adv-82.2%	Not test-0% Min-3.7% Basic-5.2% Prof/Adv-91.1%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	not tested - 0% Min - 6% Basic - 27% Prof - 54% Adv - 13%	NT/Alt - 0%/0% Min - 2% Basic - 21% Prof - 56% Adv - 21%	not tested - 0.0% Min - 17.2% Basic - 20.7% Prof - 58.6% Adv - 3.4%	not tested - 0.0% Min - 6.7% Basic - 46.7% Prof - 43.3% Adv - 3.3%	Not test-0% Min-6.0% Basic-41.5% Prof/Adv-52.5%	Not test-0% Min-5.2% Basic-36.3% Prof/Adv-58.5%	Not test-0% Min-4.5% Basic-31.1% Prof/Adv-64.4%	Not test-0% Min-3.0% Basic-20.8% Prof/Adv-76.3%	Not test-0% Min-1.5% Basic-10.4% Prof/Adv-88.1%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	not tested - 0% Min - 12% Basic - 8% Prof - 48% Adv - 33%	NT/Alt - 0%/0% Min - 0% Basic - 7% Prof - 35% Adv - 58%	not tested - 0.0% Min - 13.8% Basic - 10.3% Prof - 48.3% Adv - 27.6%	not tested - 0.0% Min - 6.7% Basic - 13.3% Prof - 36.7% Adv - 43.3%	Not test-0% Min-6.0% Basic-11.8% Prof/Adv-82.2%	Not test-0% Min-5.2% Basic-10.3% Prof/Adv-84.4%	Not test-0% Min-4.5% Basic-8.9% Prof/Adv-86.7%	Not test-0% Min-3.0% Basic-5.9% Prof/Adv-91.1%	Not test-0% Min-1.5% Basic-3.0% Prof/Adv-95.6%	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)					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 5					Percents include students who took WAA					
Reading					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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Pleasant Prairie Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.41%	96.49%	96.72%	96.47%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3

					Percents include students who took WAA					
Reading					Not test-0% Min-1.8% 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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 5% Basic - 11% Prof - 69% Adv - 15%	NT/Alt - 0%/0% Min - 1% Basic - 8% Prof - 40% Adv - 51%	not tested - 0.0% Min - 1.3% Basic - 10.3% Prof - 43.6% Adv - 44.9%	not tested - 0.0% Min - 2.0% Basic - 8.2% Prof - 41.8% Adv - 48.0%	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 tested - 0% Min - 4% Basic - 17% Prof - 48% Adv - 31%	NT/Alt - 0%/0% Min - 8% Basic - 12% Prof - 40% Adv - 40%	not tested - 0.0% Min - 11.5% Basic - 16.7% Prof - 48.7% Adv - 23.1%	not tested - 0.0% Min - 10.2% Basic - 14.3% Prof - 42.9% 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 tested - 0% Min - 5% Basic - 14% Prof - 46% Adv - 35%	NT/Alt - 0%/0% Min - 2% Basic - 7% Prof - 48% Adv - 42%	not tested - 0.0% Min - 1.3% Basic - 16.7% Prof - 48.7% Adv - 33.3%	not tested - 0.0% Min - 2.0% Basic - 16.3% Prof - 34.7% Adv - 46.9%	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 tested - 0% Min - 4% Basic - 14% Prof - 68% Adv - 14%	NT/Alt - 0%/0% Min - 2% Basic - 19% Prof - 65% Adv - 14%	not tested - 0.0% Min - 2.6% Basic - 17.9% Prof - 65.4% Adv - 14.1%	not tested - 0.0% Min - 4.1% Basic - 11.2% Prof - 61.2% Adv - 23.5%	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 tested - 0% Min - 4% Basic - 11% Prof - 38% Adv - 47%	NT/Alt - 0%/0% Min - 1% Basic - 2% Prof - 29% Adv - 67%	not tested - 0.0% Min - 0.0% Basic - 6.4% Prof - 30.8% Adv - 62.8%	not tested - 0.0% Min - 3.1% Basic - 3.1% Prof - 21.4% Adv - 72.4%	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-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-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)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Prairie Lane Elementary

Standard					Goal					
	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%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 9% Basic - 16% Prof - 62% Adv - 13%	NT/Alt - 0%/2% Min - 2% Basic - 7% Prof - 48% Adv - 41%	not tested - 0.0% Min - 8.7% Basic - 10.9% Prof - 30.4% Adv - 50.0%	not tested - 0.0% Min - 5.6% Basic - 5.6% Prof - 33.3% Adv - 55.6%	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 tested - 0% Min - 2% Basic - 27% Prof - 58% Adv - 13%	NT/Alt - 0%/0% Min - 14% Basic - 5% Prof - 41% Adv - 39%	not tested - 0.0% Min - 15.2% Basic - 4.3% Prof - 34.8% Adv - 45.7%	not tested - 0.0% Min - 1.9% Basic - 7.4% Prof - 40.7% Adv - 50.0%	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 tested - 0% Min - 9% Basic - 27% Prof - 40% Adv - 24%	NT/Alt - 0%/2% Min - 0% Basic - 5% Prof - 50% Adv - 43%	not tested - 0.0% Min - 0.0% Basic - 19.6% Prof - 43.5% Adv - 37.0%	not tested - 0.0% Min - 3.7% Basic - 9.3% Prof - 40.7% Adv - 46.3%	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 tested - 0% Min - 0% Basic - 27% Prof - 64% Adv - 9%	NT/Alt - 0%/2% Min - 2% Basic - 20% Prof - 59% Adv - 18%	not tested - 0.0% Min - 4.3% Basic - 17.4% Prof - 67.4% Adv - 10.9%	not tested - 0.0% Min - 1.9% Basic - 9.3% Prof - 68.5% Adv - 20.4%	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 tested - 0% Min - 7% Basic - 18% Prof - 42% Adv - 33%	NT/Alt - 0%/2% Min - 0% Basic - 5% Prof - 27% Adv - 66%	not tested - 0.0% Min - 0.0% Basic - 13.0% Prof - 23.9% Adv - 63.0%	not tested - 0.0% Min - 0.0% Basic - 0.0% Prof - 24.1% Adv - 75.9%	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)					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 5					Percents include students who took WAA					
Reading					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-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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Roosevelt Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	96.18%	96.01%	96.57%	96.60%	96.64%	96.69%	96.73%	96.82%	96.91%	97.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	4.38 / 97.67%	4.44 / 97.64%	New Bi-Tech system and new formula beginning in 2004-05	5.72 / 96.94%	5.50 / 97.06%	5.28 / 97.18%	5.06 / 97.30%	4.63 / 97.53%	4.19 / 97.77%	3.76 / 98.00%
Average Professional Development Days	7.00	6.22	Not available	4.83	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-5.1% Basic-2.6% Prof/Adv-92.4%	Not test-0% Min-4.4% Basic-2.3% Prof/Adv-93.3%	Not test-0% Min-3.8% Basic-1.9% Prof/Adv-94.3%	Not test-0% Min-2.5% Basic-1.3% Prof/Adv-96.2%	Not test-0% Min-1.3% Basic-0.6% Prof/Adv-98.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-11.5% Basic-7.6% Prof/Adv-81.0%	Not test-0% Min-10.0% Basic-6.7% Prof/Adv-83.4%	Not test-0% Min-8.6% Basic-5.7% Prof/Adv-85.7%	Not test-0% Min-5.7% Basic-3.8% Prof/Adv-90.5%	Not test-0% Min-2.9% Basic-1.9% Prof/Adv-95.2%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 2% Min - 2% Basic - 12% Prof - 58% Adv - 27%	NT/Alt - 2%/0% Min - 7% Basic - 14% Prof - 19% Adv - 58%	not tested - 0.0% Min - 4.3% Basic - 13.0% Prof - 36.2% Adv - 46.4%	not tested - 0.0% Min - 5.7% Basic - 2.9% Prof - 40.0% Adv - 51.4%	Not test-0% Min-5.1% Basic-2.6% Prof/Adv-92.4%	Not test-0% Min-4.4% Basic-2.3% Prof/Adv-93.3%	Not test-0% Min-3.8% Basic-1.9% Prof/Adv-94.3%	Not test-0% Min-2.5% Basic-1.3% Prof/Adv-96.2%	Not test-0% Min-1.3% Basic-0.6% Prof/Adv-98.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math	not tested - 2% Min - 3% Basic - 12% Prof - 34% Adv - 49%	NT/Alt - 2%/0% Min - 18% Basic - 9% Prof - 23% Adv - 49%	not tested - 0.0% Min - 7.2% Basic - 10.1% Prof - 39.1% Adv - 43.5%	not tested - 0.0% Min - 12.9% Basic - 8.6% Prof - 24.3% Adv - 54.3%	Not test-0% Min-11.5% Basic-7.6% Prof/Adv-81.0%	Not test-0% Min-10.0% Basic-6.7% Prof/Adv-83.4%	Not test-0% Min-8.6% Basic-5.7% Prof/Adv-85.7%	Not test-0% Min-5.7% Basic-3.8% Prof/Adv-90.5%	Not test-0% Min-2.9% Basic-1.9% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	not tested - 2% Min - 2% Basic - 12% Prof - 36% Adv - 49%	NT/Alt - 2%/0% Min - 7% Basic - 9% Prof - 33% Adv - 49%	not tested - 0.0% Min - 0.0% Basic - 11.6% Prof - 42.0% Adv - 46.4%	not tested - 0.0% Min - 0.0% Basic - 12.9% Prof - 37.1% Adv - 50.0%	Not test-0% Min-0% Basic-11.5% Prof/Adv-88.5%	Not test-0% Min-0% Basic-10.0% Prof/Adv-90.0%	Not test-0% Min-0% Basic-8.6% Prof/Adv-91.4%	Not test-0% Min-0% Basic-5.7% Prof/Adv-94.3%	Not test-0% Min-0% Basic-2.9% Prof/Adv-97.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 2% Min - 7% Basic - 14% Prof - 47% Adv - 31%	NT/Alt - 2%/0% Min - 5% Basic - 16% Prof - 49% Adv - 28%	not tested - 0.0% Min - 0.0% Basic - 11.6% Prof - 69.6% Adv - 18.8%	not tested - 0.0% Min - 4.3% Basic - 12.9% Prof - 44.3% Adv - 38.6%	Not test-0% Min-3.8% Basic-11.5% Prof/Adv-84.8%	Not test-0% Min-3.3% Basic-10.0% Prof/Adv-86.7%	Not test-0% Min-2.9% Basic-8.6% Prof/Adv-88.6%	Not test-0% Min-1.9% Basic-5.7% Prof/Adv-92.4%	Not test-0% Min-1.0% Basic-2.9% Prof/Adv-96.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 2% Min - 3% Basic - 14% Prof - 25% Adv - 56%	NT/Alt - 2%/0% Min - 5% Basic - 5% Prof - 28% Adv - 60%	not tested - 0.0% Min - 1.4% Basic - 4.3% Prof - 27.5% Adv - 66.7%	not tested - 0.0% Min - 1.4% Basic - 1.4% Prof - 25.7% Adv - 71.4%	Not test-0% Min-1.2% Basic-1.2% Prof/Adv-97.4%	Not test-0% Min-1.1% Basic-1.1% Prof/Adv-97.7%	Not test-0% Min-0.9% Basic-0.9% Prof/Adv-98.1%	Not test-0% Min-0.6% Basic-0.6% Prof/Adv-98.7%	Not test-0% Min-0.3% Basic-0.3% Prof/Adv-99.4%	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-5.1% Basic-2.6% Prof/Adv-92.4%	Not test-0% Min-4.4% Basic-2.3% Prof/Adv-93.3%	Not test-0% Min-3.8% Basic-1.9% Prof/Adv-94.3%	Not test-0% Min-2.5% Basic-1.3% Prof/Adv-96.2%	Not test-0% Min-1.3% Basic-0.6% Prof/Adv-98.1%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Math					Not test-0% Min-11.5% Basic-7.6% Prof/Adv-81.0%	Not test-0% Min-10.0% Basic-6.7% Prof/Adv-83.4%	Not test-0% Min-8.6% Basic-5.7% Prof/Adv-85.7%	Not test-0% Min-5.7% Basic-3.8% Prof/Adv-90.5%	Not test-0% Min-2.9% Basic-1.9% Prof/Adv-95.2%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Somers Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	96.28%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-1.1% 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% 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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 1% Min - 1% Basic - 6% Prof - 69% Adv - 23%	NT/Alt - 0%/0% Min - 3% Basic - 8% Prof - 32% Adv - 57%	not tested - 0.0% Min - 2.2% Basic - 9.0% Prof - 30.3% Adv - 58.4%	not tested - 0.0% Min - 1.2% Basic - 9.9% Prof - 46.9% 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 tested - 1% Min - 1% Basic - 14% Prof - 44% Adv - 39%	NT/Alt - 0%/0% Min - 10% Basic - 8% Prof - 36% Adv - 45%	not tested - 0.0% Min - 7.9% Basic - 10.1% Prof - 39.3% Adv - 42.7%	not tested - 0.0% Min - 7.4% Basic - 12.3% Prof - 39.5% Adv - 40.7%	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 tested - 1% Min - 1% Basic - 12% Prof - 39% Adv - 47%	NT/Alt - 0%/0% Min - 4% Basic - 5% Prof - 43% Adv - 48%	not tested - 0.0% Min - 2.2% Basic - 4.5% Prof - 42.7% Adv - 50.6%	not tested - 0.0% Min - 2.5% Basic - 13.6% Prof - 43.2% Adv - 40.7%	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 tested - 1% Min - 1% Basic - 13% Prof - 67% Adv - 18%	NT/Alt - 0%/0% Min - 1% Basic - 14% Prof - 64% Adv - 21%	not tested - 0.0% Min - 1.1% Basic - 9.0% Prof - 69.7% Adv - 20.2%	not tested - 0.0% Min - 4.9% Basic - 11.1% Prof - 59.3% Adv - 24.7%	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 tested - 1% Min - 0% Basic - 8% Prof - 38% Adv - 53%	NT/Alt - 0%/0% Min - 1% Basic - 1% Prof - 14% Adv - 83%	not tested - 0.0% Min - 0.0% Basic - 5.6% Prof - 12.4% Adv - 82.0%	not tested - 0.0% Min - 0.0% Basic - 4.9% Prof - 27.2% Adv - 67.9%	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% 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% 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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Southport Elementary

Standard					Goal					
	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%	94.57%	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%	6.17 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					Not test-0% Min-1.4% 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% 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)					

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	not tested - 4% Min - 6% Basic - 8% Prof - 65% Adv - 17%	NT/Alt - 0%/2% Min - 3% Basic - 14% Prof - 47% Adv - 34%	not tested - 0.0% Min - 4.5% Basic - 18.2% Prof - 45.5% Adv - 31.8%	not tested - 0.0% Min - 1.6% Basic - 14.8% Prof - 41.0% Adv - 42.6%	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 tested - 4% Min - 1% Basic - 24% Prof - 38% Adv - 33%	NT/Alt - 0%/2% Min - 10% Basic - 10% Prof - 50% Adv - 28%	not tested - 0.0% Min - 12.1% Basic - 13.6% Prof - 43.9% Adv - 30.3%	not tested - 0.0% Min - 18.0% Basic - 11.5% Prof - 45.9% Adv - 24.6%	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%
Language	not tested - 4% Min - 6% Basic - 14% Prof - 46% Adv - 31%	NT/Alt - 0%/2% Min - 3% Basic - 17% Prof - 45% Adv - 33%	not tested - 0.0% Min - 4.5% Basic - 21.2% Prof - 45.5% Adv - 28.8%	not tested - 0.0% Min - 4.9% Basic - 14.8% Prof - 52.5% Adv - 27.9%	Not test-0% Min-4.4% Basic-13.2% Prof/Adv-82.6%	Not test-0% Min-3.8% Basic-11.5% Prof/Adv-84.8%	Not test-0% Min-3.3% Basic-9.9% Prof/Adv-86.9%	Not test-0% Min-2.2% Basic-6.6% Prof/Adv-91.3%	Not test-0% Min-1.1% Basic-3.3% Prof/Adv-95.6%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Science	not tested - 4% Min - 4% Basic - 15% Prof - 63% Adv - 14%	NT/Alt - 0%/2% Min - 3% Basic - 16% Prof - 71% Adv - 9%	not tested - 0.0% Min - 3.0% Basic - 18.2% Prof - 62.1% Adv - 16.7%	not tested - 1.6% Min - 6.6% Basic - 9.8% Prof - 68.9% Adv - 13.1%	Not test-1.4% Min-5.9% Basic-8.7% Prof/Adv-84.0%	Not test-1.2% Min-5.1% Basic-7.6% Prof/Adv-86.0%	Not test-1.1% Min-4.4% Basic-6.5% Prof/Adv-88.0%	Not test-0.7% Min-2.9% Basic-4.4% Prof/Adv-92.0%	Not test-0.4% Min-1.5% Basic-2.2% Prof/Adv-96.0%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Social Studies	not tested - 4% Min - 6% Basic - 10% Prof - 38% Adv - 43%	NT/Alt - 0%/2% Min - 2% Basic - 9% Prof - 33% Adv - 55%	not tested - 0.0% Min - 3.0% Basic - 7.6% Prof - 31.8% Adv - 57.6%	not tested - 1.6% Min - 1.6% Basic - 3.3% Prof - 27.9% Adv - 65.6%	Not test-1.4% Min-1.4% Basic-2.9% Prof/Adv-94.2%	Not test-1.2% Min-1.2% Basic-2.6% Prof/Adv-94.9%	Not test-1.1% Min-1.1% Basic-2.2% Prof/Adv-95.7%	Not test-0.7% Min-0.7% Basic-1.5% Prof/Adv-97.1%	Not test-0.4% Min-0.4% 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-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% 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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Stocker Elementary

Standard					Goal					
	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%	95.74%	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%	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	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-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% 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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 1% Min - 1% Basic - 7% Prof - 74% Adv - 17%	NT/Alt - 0%/3% Min - 3% Basic - 5% Prof - 44% Adv - 45%	not tested - 0.0% Min - 6.6% Basic - 9.2% Prof - 38.2% Adv - 46.1%	not tested - 0.0% Min - 0.0% Basic - 6.8% Prof - 40.5% Adv - 52.7%	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 tested - 1% Min - 1% Basic - 12% Prof - 54% Adv - 32%	NT/Alt - 0%/3% Min - 9% Basic - 6% Prof - 39% Adv - 42%	not tested - 0.0% Min - 7.9% Basic - 14.5% Prof - 60.5% Adv - 17.1%	not tested - 0.0% Min - 10.8% Basic - 6.8% Prof - 50.0% Adv - 32.4%	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 tested - 1% Min - 2% Basic - 14% Prof - 43% Adv - 41%	NT/Alt - 0%/3% Min - 3% Basic - 11% Prof - 48% Adv - 34%	not tested - 0.0% Min - 1.3% Basic - 14.5% Prof - 47.4% Adv - 36.8%	not tested - 0.0% Min - 0.0% Basic - 5.4% Prof - 51.4% Adv - 43.2%	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 tested - 1% Min - 0% Basic - 20% Prof - 69% Adv - 10%	NT/Alt - 0%/3% Min - 0% Basic - 9% Prof - 69% Adv - 19%	not tested - 0.0% Min - 2.6% Basic - 18.4% Prof - 69.7% Adv - 9.2%	not tested - 0.0% Min - 1.4% Basic - 14.9% Prof - 62.2% Adv - 21.6%	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 tested - 1% Min - 1% Basic - 9% Prof - 47% Adv - 43%	NT/Alt - 0%/3% Min - 0% Basic - 3% Prof - 20% Adv - 73%	not tested - 0.0% Min - 2.6% Basic - 2.6% Prof - 27.6% Adv - 67.1%	not tested - 0.0% Min - 1.4% Basic - 4.1% Prof - 17.6% Adv - 77.0%	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% 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% 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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Curtis Strange Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	94.72%	94.42%	93.61%	94.03%	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%	5.65 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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%
					FAY (Full Academic Year)					

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	not tested - 1% Min - 7% Basic - 18% Prof - 67% Adv - 7%	NT/Alt - 0%/0% Min - 7% Basic - 14% Prof - 51% Adv - 29%	not tested - 0.0% Min - 4.2% Basic - 14.6% Prof - 45.8% Adv - 35.4%	not tested - 0.0% Min - 6.0% Basic - 26.0% Prof - 36.0% Adv - 32.0%	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 tested - 4% Min - 0% Basic - 32% Prof - 51% Adv - 14%	NT/Alt - 0%/0% Min - 22% Basic - 8% Prof - 44% Adv - 25%	not tested - 0.0% Min - 14.6% Basic - 14.6% Prof - 50.0% Adv - 20.8%	not tested - 0.0% Min - 32.0% Basic - 6.0% Prof - 44.0% Adv - 18.0%	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 tested - 1% Min - 0% Basic - 29% Prof - 53% Adv - 16%	NT/Alt - 0%/0% Min - 3% Basic - 25% Prof - 42% Adv - 29%	not tested - 0.0% Min - 0.0% Basic - 16.7% Prof - 54.2% Adv - 29.2%	not tested - 0.0% Min - 2.0% Basic - 22.0% Prof - 52.0% Adv - 24.0%	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 tested - 1% Min - 8% Basic - 33% Prof - 53% Adv - 4%	NT/Alt - 0%/0% Min - 12% Basic - 31% Prof - 49% Adv - 8%	not tested - 0.0% Min - 8.3% Basic - 27.1% Prof - 56.3% Adv - 8.3%	not tested - 0.0% Min - 16.0% Basic - 32.0% Prof - 46.0% Adv - 6.0%	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 tested - 4% Min - 5% Basic - 18% Prof - 55% Adv - 18%	NT/Alt - 0%/0% Min - 2% Basic - 12% Prof - 47% Adv - 39%	not tested - 0.0% Min - 6.3% Basic - 12.5% Prof - 35.4% Adv - 45.8%	not tested - 0.0% Min - 6.0% Basic - 16.0% Prof - 38.0% Adv - 40.0%	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.					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-5.3% 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-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%
					FAY (Full Academic Year)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Vernon Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.20%	94.42%	94.25%	95.08%	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%	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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3

Percents include students who took WAA

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Reading					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% 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)

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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Reading	not tested 14% Min - 7% Basic - 13% Prof - 60% Adv - 6%	NT/Alt - 0%/1% Min - 7% Basic - 16% Prof - 49% Adv - 26%	not tested 0.0% Min - 6.7% Basic - 14.6% Prof - 43.8% Adv - 34.8%	not tested - 0.0% Min - 8.1% Basic - 11.3% Prof - 35.5% Adv - 45.2%	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 tested 14% Min - 4% Basic - 30% Prof - 42% Adv - 10%	NT/Alt - 0%/1% Min - 33% Basic - 7% Prof - 38% Adv - 20%	not tested 0.0% Min - 16.9% Basic - 13.5% Prof - 46.1% Adv - 23.6%	not tested - 0.0% Min - 19.4% Basic - 8.1% Prof - 43.5% Adv - 29.0%	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 tested 14% Min - 6% Basic - 26% Prof - 40% Adv - 14%	NT/Alt - 0%/1% Min - 6% Basic - 30% Prof - 44% Adv - 19%	not tested 0.0% Min - 5.6% Basic - 20.2% Prof - 46.1% Adv - 28.1%	not tested - 0.0% Min - 8.1% Basic - 16.1% Prof - 45.2% Adv - 30.6%	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 tested 14% Min - 8% Basic - 27% Prof - 48% Adv - 3%	NT/Alt - 1%/0% Min - 6% Basic - 40% Prof - 51% Adv - 2%	not tested 0.0% Min - 3.4% Basic - 22.5% Prof - 60.7% Adv - 13.5%	not tested - 0.0% Min - 8.1% Basic - 12.9% Prof - 59.7% Adv - 19.4%	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 tested 15% Min - 9% Basic - 19% Prof - 45% Adv - 12%	NT/Alt - 1%/0% Min - 2% Basic - 9% Prof - 43% Adv - 44%	not tested 0.0% Min - 1.1% Basic - 10.1% Prof - 34.8% Adv - 53.9%	not tested - 0.0% Min - 3.2% Basic - 8.1% Prof - 33.9% Adv - 54.8%	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

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Reading					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% 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)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Whittier Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	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%	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 Days	2.85	2.55	Not available	1.75	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3

					Percents include students who took WAA					
Reading					Not test-0% Min-4.0% 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%
Math					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%

FAY (Full Academic Year)

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	not tested - 0% Min - 4% Basic - 3% Prof - 67% Adv - 25%	NT/Alt - 0%/1% Min - 1% Basic - 5% Prof - 38% Adv - 54%	not tested - 0.0% Min - 2.7% Basic - 4.1% Prof - 43.2% Adv - 50.0%	not tested - 0.0% Min - 4.5% Basic - 6.7% Prof - 41.6% Adv - 47.2%	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%
Math	not tested - 0% Min - 2% Basic - 11% Prof - 48% Adv - 38%	NT/Alt - 0%/1% Min - 4% Basic - 5% Prof - 34% Adv - 55%	not tested - 0.0% Min - 10.8% Basic - 6.8% Prof - 45.9% Adv - 36.5%	not tested - 0.0% Min - 12.4% Basic - 3.4% Prof - 41.6% Adv - 42.7%	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%
Language	not tested - 0% Min - 1% Basic - 7% Prof - 43% Adv - 49%	NT/Alt - 0%/1% Min - 0% Basic - 11% Prof - 32% Adv - 55%	not tested - 0.0% Min - 4.1% Basic - 13.5% Prof - 36.5% Adv - 45.9%	not tested - 0.0% Min - 3.4% Basic - 7.9% Prof - 42.7% Adv - 46.1%	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%
Science	not tested - 0% Min - 1% Basic - 9% Prof - 61% Adv - 29%	NT/Alt - 0%/1% Min - 1% Basic - 14% Prof - 78% Adv - 5%	not tested - 0.0% Min - 1.4% Basic - 14.9% Prof - 70.3% Adv - 13.5%	not tested - 0.0% Min - 7.9% Basic - 11.2% Prof - 69.7% Adv - 11.2%	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%
Social Studies	not tested - 0% Min - 3% Basic - 4% Prof - 34% Adv - 58%	NT/Alt - 0%/1% Min - 0% Basic - 1% Prof - 23% Adv - 74%	not tested - 0.0% Min - 0.0% Basic - 5.4% Prof - 23.0% Adv - 71.6%	not tested - 0.0% Min - 2.2% Basic - 4.5% Prof - 27.0% Adv - 66.3%	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%

*** 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-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%
Math					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%

FAY (Full Academic Year)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Wilson Elementary

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	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%	6.12 / 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	No Goal Set					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 3					Percents include students who took WAA					
Reading					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-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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 0% Min - 13% Basic - 30% Prof - 57% Adv - 0%	NT/Alt - 0%/0% Min - 0% Basic - 45% Prof - 50% Adv - 5%	not tested - 0.0% Min - 9.1% Basic - 36.4% Prof - 36.4% Adv - 18.2%	not tested - 0.0% Min - 7.1% Basic - 14.3% Prof - 64.3% 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 tested - 0% Min - 17% Basic - 49% Prof - 30% Adv - 4%	NT/Alt - 0%/0% Min - 35% Basic - 20% Prof - 40% Adv - 5%	not tested - 0.0% Min - 40.9% Basic - 18.2% Prof - 40.9% Adv - 0.0%	not tested - 0.0% Min - 50.0% Basic - 14.3% Prof - 35.7% Adv - 0.0%	Not test-0% Min-44.4% Basic-12.7% Prof/Adv-42.8%	Not test-0% Min-38.9% Basic-11.1% Prof/Adv-50.0%	Not test-0% Min-33.3% Basic-9.5% Prof/Adv-57.1%	Not test-0% Min-22.2% Basic-6.4% Prof/Adv-71.4%	Not test-0% Min-11.1% Basic-3.2% Prof/Adv-85.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
Language	not tested - 0% Min - 4% Basic - 43% Prof - 45% Adv - 9%	NT/Alt - 0%/0% Min - 15% Basic - 35% Prof - 45% Adv - 5%	not tested - 0.0% Min - 4.5% Basic - 27.3% Prof - 50.0% Adv - 18.2%	not tested - 0.0% Min - 0.0% Basic - 39.3% Prof - 50.0% Adv - 10.7%	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 tested - 0% Min - 28% Basic - 38% Prof - 34% Adv - 0%	NT/Alt - 0%/0% Min - 15% Basic - 55% Prof - 30% Adv - 0%	not tested - 0.0% Min - 9.1% Basic - 50.0% Prof - 40.9% Adv - 0.0%	not tested - 0.0% Min - 17.9% Basic - 39.3% Prof - 42.9% 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 tested - 2% Min - 26% Basic - 26% Prof - 43% Adv - 4%	NT/Alt - 0%/0% Min - 10% Basic - 15% Prof - 50% Adv - 25%	not tested - 0.0% Min - 0.0% Basic - 31.8% Prof - 36.4% Adv - 31.8%	not tested - 0.0% Min - 3.6% Basic - 14.3% Prof - 42.9% Adv - 39.3%	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% 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-44.4% Basic-12.7% Prof/Adv-42.8%	Not test-0% Min-38.9% Basic-11.1% Prof/Adv-50.0%	Not test-0% Min-33.3% Basic-9.5% Prof/Adv-57.1%	Not test-0% Min-22.2% Basic-6.4% Prof/Adv-71.4%	Not test-0% Min-11.1% Basic-3.2% Prof/Adv-85.7%	Not test-0% Min-0% Basic-0% Prof/Adv-100%
					FAY (Full Academic Year)					

Middle Schools

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Bullen Middle

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	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%	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	No Goal Set					
Habitual Truants N / %	53 / 5.48%	69 / 9.58%	62 / 7.67%	58 / 7.05%	6.93%	6.82%	6.70%	6.46%	6.23%	5.99%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 6

Percents include students who took WAA

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Reading					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-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)

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 7

Percents include students who took WAA

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Reading					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-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)

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					
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Reading	not tested - 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 tested - 0.0% Min - 8.2% Basic - 12.1% Prof - 42.0% Adv - 37.7%	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 tested - 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 tested - 0.0% Min - 16.9% Basic - 15.5% Prof - 38.6% Adv - 29.0%	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 tested - 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 tested - 0.0% Min - 15.5% Basic - 27.1% Prof - 32.4% Adv - 25.1%	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 tested - 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 tested - 0.0% Min - 14.5% Basic - 17.4% Prof - 47.3% Adv - 20.8%	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 tested - 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 tested - 1.0% Min - 7.7% Basic - 12.6% Prof - 42.0% Adv - 36.7%	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)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Bullen Middle

Standard					Goal					
	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									
			Gr. 6 - 36 tested	Gr. 6 - 44 tested Gr. 7 - 41 tested	No Goal Set					
Reading										
Grade 6			**45**	**49**						
Grade 7				**47**						
Grade 8										
Math										
Grade 6			**78**	**63**						
Grade 7				**69**						
Grade 8										
Language										
Grade 6			**56**	**55**						
Grade 7				**60**						
Grade 8										

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Lance Middle

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	95.23%	95.48%	95.47%	94.89%	95.01%	95.14%	95.26%	95.51%	95.75%	96.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	5.26 / 97.20%	5.30 / 97.18%	New Bi-Tech system and new formula beginning in 2004-05	6.22 / 96.67%	5.95 / 96.82%	5.68 / 96.97%	5.40 / 97.12%	4.85 / 97.41%	4.31 / 97.71%	3.76 / 98.00%
Average Professional Development Days	2.01	0.41	Not available	1.20	No Goal Set					
Habitual Truants N / %	16 / 1.49%	11 / 1.11%	18 / 1.84%	21 / 2.20%	2.16%	2.13%	2.09%	2.02%	1.94%	1.87%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 6					Percents include students who took WAA					
Reading					Not test-0.0% Min-2.5% Basic-5.9% Prof/Adv-91.7%	Not test-0.0% Min-2.2% Basic-5.1% Prof/Adv-92.8%	Not test-0.0% Min-1.9% Basic-4.4% Prof/Adv-93.8%	Not test-0.0% Min-1.2% Basic-2.9% Prof/Adv-95.9%	Not test-0.0% Min-0.6% Basic-1.5% Prof/Adv-97.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.0% Min-6.1% Basic-9.8% Prof/Adv-84.1%	Not test-0.0% Min-5.4% Basic-8.6% Prof/Adv-86.1%	Not test-0.0% Min-4.6% Basic-7.3% Prof/Adv-88.1%	Not test-0.0% Min-3.1% Basic-4.9% Prof/Adv-92.0%	Not test-0.0% Min-1.5% Basic-2.4% Prof/Adv-96.0%	Not test-0.0% Min-0.0% Basic-0.0% 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-2.5% Basic-5.9% Prof/Adv-91.7%	Not test-0.0% Min-2.2% Basic-5.1% Prof/Adv-92.8%	Not test-0.0% Min-1.9% Basic-4.4% Prof/Adv-93.8%	Not test-0.0% Min-1.2% Basic-2.9% Prof/Adv-95.9%	Not test-0.0% Min-0.6% Basic-1.5% Prof/Adv-97.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.0% Min-6.1% Basic-9.8% Prof/Adv-84.1%	Not test-0.0% Min-5.4% Basic-8.6% Prof/Adv-86.1%	Not test-0.0% Min-4.6% Basic-7.3% Prof/Adv-88.1%	Not test-0.0% Min-3.1% Basic-4.9% Prof/Adv-92.0%	Not test-0.0% Min-1.5% Basic-2.4% Prof/Adv-96.0%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%

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	not tested - 3% Min - 7% Basic - 7% Prof - 58% Adv - 24%	NT/Alt - 0%/1% Min - 3% Basic - 6% Prof - 42% Adv - 48%	not test - 0.6% Min - 6.9% Basic - 9.1% Prof - 48.7% Adv - 34.6%	not tested - 0.0% Min - 2.8% Basic - 6.6% Prof - 49.0% Adv - 41.7%	Not test-0.0% Min-2.5% Basic-5.9% Prof/Adv-91.7%	Not test-0.0% Min-2.2% Basic-5.1% Prof/Adv-92.8%	Not test-0.0% Min-1.9% Basic-4.4% Prof/Adv-93.8%	Not test-0.0% Min-1.2% Basic-2.9% Prof/Adv-95.9%	Not test-0.0% Min-0.6% Basic-1.5% Prof/Adv-97.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	not tested - 2% Min - 8% Basic - 28% Prof - 32% Adv - 30%	NT/Alt - 0%/1% Min - 5% Basic - 8% Prof - 45% Adv - 41%	not test - 0.3% Min - 10.7% Basic - 13.8% Prof - 49.1% Adv - 26.1%	not tested - 0.0% Min - 6.9% Basic - 11.0% Prof - 50.0% Adv - 32.1%	Not test-0.0% Min-6.1% Basic-9.8% Prof/Adv-84.1%	Not test-0.0% Min-5.4% Basic-8.6% Prof/Adv-86.1%	Not test-0.0% Min-4.6% Basic-7.3% Prof/Adv-88.1%	Not test-0.0% Min-3.1% Basic-4.9% Prof/Adv-92.0%	Not test-0.0% Min-1.5% Basic-2.4% Prof/Adv-96.0%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	not tested - 3% Min - 2% Basic - 14% Prof - 58% Adv - 23%	NT/Alt - 0%/1% Min - 7% Basic - 17% Prof - 50% Adv - 25%	not test - 0.6% Min - 11.3% Basic - 16.4% Prof - 41.8% Adv - 29.9%	not tested - 0.0% Min - 7.9% Basic - 24.1% Prof - 42.1% Adv - 25.9%	Not test-0.0% Min-7.0% Basic-21.4% Prof/Adv-71.6%	Not test-0.0% Min-6.1% Basic-18.7% Prof/Adv-75.1%	Not test-0.0% Min-5.3% Basic-16.1% Prof/Adv-78.7%	Not test-0.0% Min-3.5% Basic-10.7% Prof/Adv-85.8%	Not test-0.0% Min-1.8% Basic-5.4% Prof/Adv-92.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	not tested - 2% Min - 6% Basic - 17% Prof - 50% Adv - 25%	NT/Alt - 0%/1% Min - 3% Basic - 10% Prof - 46% Adv - 39%	not test - 0.6% Min - 9.4% Basic - 16.7% Prof - 44.0% Adv - 29.2%	not tested - 0.0% Min - 4.8% Basic - 16.9% Prof - 48.6% Adv - 29.7%	Not test-0.0% Min-4.3% Basic-15.0% Prof/Adv-80.7%	Not test-0.0% Min-3.7% Basic-13.1% Prof/Adv-83.1%	Not test-0.0% Min-3.2% Basic-11.3% Prof/Adv-85.5%	Not test-0.0% Min-2.1% Basic-7.5% Prof/Adv-90.4%	Not test-0.0% Min-1.1% Basic-3.8% Prof/Adv-95.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	not tested - 2% Min - 2% Basic - 7% Prof - 38% Adv - 51%	NT/Alt - 0%/1% Min - 1% Basic - 7% Prof - 47% Adv - 44%	not test - 1.3% Min - 2.8% Basic - 8.5% Prof - 32.7% Adv - 54.7%	not tested - 0.3% Min - 2.8% Basic - 9.0% Prof - 40.3% Adv - 47.6%	Not test-0.3% Min-2.5% Basic-8.0% Prof/Adv-89.2%	Not test-0.2% Min-2.2% Basic-7.0% Prof/Adv-90.6%	Not test-0.2% Min-1.9% Basic-6.0% Prof/Adv-91.9%	Not test-0.1% Min-1.2% Basic-4.0% Prof/Adv-94.6%	Not test-0.1% Min-0.6% Basic-2.0% 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)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Lincoln Middle

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	92.28%	92.30%	91.56%	92.85%	92.98%	93.11%	93.23%	93.49%	93.74%	94.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	7.00 / 96.28%	6.61 / 96.49%	New Bi-Tech system and new formula beginning in 2004-05	5.78 / 96.91%	5.55 / 97.03%	5.33 / 97.15%	5.11 / 97.27%	4.66 / 97.52%	4.21 / 97.76%	3.76 / 98.00%
Average Professional Development Days	0.21	0.11	Not available	0.68	No Goal Set					
Habitual Truants N / %	95 / 10.33%	98 / 11.67%	164 / 20.10%	112 / 13.18%	12.96%	12.74%	12.52%	12.08%	11.64%	11.20%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 6					Percents include students who took WAA					
Reading					Not test-0.0% Min-4.6% Basic-13.0% Prof/Adv-82.5%	Not test-0.0% Min-4.0% Basic-11.4% Prof/Adv-84.7%	Not test-0.0% Min-3.5% Basic-9.7% Prof/Adv-86.9%	Not test-0.0% Min-2.3% Basic-6.5% Prof/Adv-91.2%	Not test-0.0% Min-1.2% Basic-3.2% Prof/Adv-95.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.4% Min-11.0% Basic-17.5% Prof/Adv-70.9%	Not test-0.3% Min-9.6% Basic-15.3% Prof/Adv-74.6%	Not test-0.3% Min-8.3% Basic-13.1% Prof/Adv-78.2%	Not test-0.2% Min-5.5% Basic-8.8% Prof/Adv-85.5%	Not test-0.1% Min-2.8% Basic-4.4% Prof/Adv-92.7%	Not test-0.0% Min-0.0% Basic-0.0% 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-4.6% Basic-13.0% Prof/Adv-82.5%	Not test-0.0% Min-4.0% Basic-11.4% Prof/Adv-84.7%	Not test-0.0% Min-3.5% Basic-9.7% Prof/Adv-86.9%	Not test-0.0% Min-2.3% Basic-6.5% Prof/Adv-91.2%	Not test-0.0% Min-1.2% Basic-3.2% Prof/Adv-95.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.4% Min-11.0% Basic-17.5% Prof/Adv-70.9%	Not test-0.3% Min-9.6% Basic-15.3% Prof/Adv-74.6%	Not test-0.3% Min-8.3% Basic-13.1% Prof/Adv-78.2%	Not test-0.2% Min-5.5% Basic-8.8% Prof/Adv-85.5%	Not test-0.1% Min-2.8% Basic-4.4% Prof/Adv-92.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
					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	not tested - 3% Min - 16% Basic - 13% Prof - 57% Adv - 11%	NT/Alt - 1%/0% Min - 9% Basic - 13% Prof - 48% Adv - 29%	not test - 0.4% Min - 7.4% Basic - 18.0% Prof - 48.4% Adv - 25.8%	not tested - 0.0% Min - 5.2% Basic - 14.6% Prof - 45.5% Adv - 34.8%	Not test-0.0% Min-4.6% Basic-13.0% Prof/Adv-82.5%	Not test-0.0% Min-4.0% Basic-11.4% Prof/Adv-84.7%	Not test-0.0% Min-3.5% Basic-9.7% Prof/Adv-86.9%	Not test-0.0% Min-2.3% Basic-6.5% Prof/Adv-91.2%	Not test-0.0% Min-1.2% Basic-3.2% Prof/Adv-95.6%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	not tested - 4% Min - 29% Basic - 37% Prof - 20% Adv - 10%	NT/Alt - 0%/0% Min - 18% Basic - 21% Prof - 46% Adv - 15%	not test - 0.4% Min - 22.5% Basic - 23.0% Prof - 38.1% Adv - 16.0%	not tested - 0.4% Min - 12.4% Basic - 19.7% Prof - 47.6% Adv - 19.7%	Not test-0.4% Min-11.0% Basic-17.5% Prof/Adv-70.9%	Not test-0.3% Min-9.6% Basic-15.3% Prof/Adv-74.6%	Not test-0.3% Min-8.3% Basic-13.1% Prof/Adv-78.2%	Not test-0.2% Min-5.5% Basic-8.8% Prof/Adv-85.5%	Not test-0.1% Min-2.8% Basic-4.4% Prof/Adv-92.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	not tested - 3% Min - 7% Basic - 32% Prof - 45% Adv - 12%	NT/Alt - 1%/0% Min - 19% Basic - 34% Prof - 31% Adv - 16%	not test - 0.4% Min - 16.4% Basic - 22.5% Prof - 39.3% Adv - 21.3%	not tested - 0.0% Min - 15.5% Basic - 26.6% Prof - 36.5% Adv - 21.5%	Not test-0.0% Min-13.8% Basic-23.6% Prof/Adv-62.7%	Not test-0.0% Min-12.1% Basic-20.7% Prof/Adv-67.3%	Not test-0.0% Min-10.3% Basic-17.7% Prof/Adv-72.0%	Not test-0.0% Min-6.9% Basic-11.8% Prof/Adv-81.3%	Not test-0.0% Min-3.4% Basic-5.9% Prof/Adv-90.7%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	not tested - 4% Min - 20% Basic - 31% Prof - 37% Adv - 9%	NT/Alt - 0%/0% Min - 18% Basic - 20% Prof - 43% Adv - 19%	not test - 0.4% Min - 23.0% Basic - 20.5% Prof - 44.7% Adv - 11.5%	not tested - 0.4% Min - 14.2% Basic - 23.6% Prof - 45.9% Adv - 15.9%	Not test-0.0% Min-12.6% Basic-21.0% Prof/Adv-68.7%	Not test-0.0% Min-11.0% Basic-18.4% Prof/Adv-72.6%	Not test-0.0% Min-9.5% Basic-15.7% Prof/Adv-76.5%	Not test-0.0% Min-6.3% Basic-10.5% Prof/Adv-84.4%	Not test-0.0% Min-3.2% Basic-5.2% Prof/Adv-92.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	not tested - 5% Min - 8% Basic - 16% Prof - 49% Adv - 22%	NT/Alt - 0%/0% Min - 4% Basic - 22% Prof - 50% Adv - 24%	not test - 0.4% Min - 8.2% Basic - 16.0% Prof - 41.0% Adv - 34.8%	not tested - 0.4% Min - 6.0% Basic - 17.6% Prof - 43.3% Adv - 32.6%	Not test-0.4% Min-5.3% Basic-15.6% Prof/Adv-78.6%	Not test-0.3% Min-4.7% Basic-13.7% Prof/Adv-81.3%	Not test-0.3% Min-4.0% Basic-11.7% Prof/Adv-83.9%	Not test-0.2% Min-2.7% Basic-7.8% Prof/Adv-89.3%	Not test-0.1% Min-1.3% Basic-3.9% Prof/Adv-94.6%	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)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Mahone Middle

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)		94.47%	94.12%	94.81%	94.94%	95.07%	95.21%	95.47%	95.74%	96.00%
Teacher Absence Rate (Days Absent/ Percent of Attendance)		5.01 / 97.34%	New Bi-Tech system and new formula beginning in 2004-05	5.93 / 96.83%	5.69 / 96.96%	5.45 / 97.09%	5.20 / 97.22%	4.72 / 97.48%	4.24 / 97.74%	3.76 / 98.00%
Average Professional Development Days		0.81	Not available	0.92	No Goal Set					
Habitual Truants N / %		59 / 7.22%	84 / 9.53%	55 / 6.56%	6.45%	6.34%	6.23%	6.01%	5.79%	5.58%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 6					Percents include students who took WAA					
Reading					Not test-1.2% Min-6.4% Basic-8.6% Prof/Adv-83.7%	Not test-1.1% Min-5.6% Basic-7.5% Prof/Adv-85.8%	Not test-0.9% Min-4.8% Basic-6.5% Prof/Adv-87.8%	Not test-0.6% Min-3.2% Basic-4.3% Prof/Adv-91.9%	Not test-0.3% Min-1.6% Basic-2.2% Prof/Adv-95.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.6% Min-10.2% Basic-12.8% Prof/Adv-76.4%	Not test-0.5% Min-8.9% Basic-11.2% Prof/Adv-79.3%	Not test-0.5% Min-7.7% Basic-9.6% Prof/Adv-82.3%	Not test-0.3% Min-5.1% Basic-6.4% Prof/Adv-88.2%	Not test-0.2% Min-2.6% Basic-3.2% Prof/Adv-94.1%	Not test-0.0% Min-0.0% Basic-0.0% 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-1.2% Min-6.4% Basic-8.6% Prof/Adv-83.7%	Not test-1.1% Min-5.6% Basic-7.5% Prof/Adv-85.8%	Not test-0.9% Min-4.8% Basic-6.5% Prof/Adv-87.8%	Not test-0.6% Min-3.2% Basic-4.3% Prof/Adv-91.9%	Not test-0.3% Min-1.6% Basic-2.2% Prof/Adv-95.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.6% Min-10.2% Basic-12.8% Prof/Adv-76.4%	Not test-0.5% Min-8.9% Basic-11.2% Prof/Adv-79.3%	Not test-0.5% Min-7.7% Basic-9.6% Prof/Adv-82.3%	Not test-0.3% Min-5.1% Basic-6.4% Prof/Adv-88.2%	Not test-0.2% Min-2.6% Basic-3.2% Prof/Adv-94.1%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
					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		NT/Alt - 2%/0% Min - 9% Basic - 6% Prof - 45% Adv - 38%	not tested - 0.8% Min - 10.0% Basic - 13.3% Prof - 54.6% Adv - 21.3%	not tested - 1.4% Min - 7.2% Basic - 9.7% Prof - 45.0% Adv - 36.7%	Not test-1.2% Min-6.4% Basic-8.6% Prof/Adv-83.7%	Not test-1.1% Min-5.6% Basic-7.5% Prof/Adv-85.8%	Not test-0.9% Min-4.8% Basic-6.5% Prof/Adv-87.8%	Not test-0.6% Min-3.2% Basic-4.3% Prof/Adv-91.9%	Not test-0.3% Min-1.6% Basic-2.2% Prof/Adv-95.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math		NT/Alt - 0%/0% Min - 16% Basic - 15% Prof - 46% Adv - 23%	not tested - 0.4% Min - 18.5% Basic - 16.1% Prof - 49.4% Adv - 15.7%	not tested - 0.7% Min - 11.5% Basic - 14.4% Prof - 51.1% Adv - 22.3%	Not test-0.6% Min-10.2% Basic-12.8% Prof/Adv-76.4%	Not test-0.5% Min-8.9% Basic-11.2% Prof/Adv-79.3%	Not test-0.5% Min-7.7% Basic-9.6% Prof/Adv-82.3%	Not test-0.3% Min-5.1% Basic-6.4% Prof/Adv-88.2%	Not test-0.2% Min-2.6% Basic-3.2% Prof/Adv-94.1%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language		NT/Alt - 2%/0% Min - 15% Basic - 25% Prof - 41% Adv - 17%	not tested - 0.8% Min - 15.7% Basic - 22.5% Prof - 40.6% Adv - 20.5%	not tested - 1.4% Min - 15.1% Basic - 22.3% Prof - 39.6% Adv - 21.6%	Not test-1.2% Min-13.4% Basic-19.8% Prof/Adv-65.5%	Not test-1.1% Min-11.7% Basic-17.3% Prof/Adv-69.8%	Not test-0.9% Min-10.1% Basic-14.9% Prof/Adv-74.1%	Not test-0.6% Min-6.7% Basic-9.9% Prof/Adv-82.8%	Not test-0.3% Min-3.4% Basic-5.0% Prof/Adv-91.4%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science		NT/Alt - 2%/0% Min - 12% Basic - 16% Prof - 50% Adv - 20%	not tested - 2.0% Min - 12.0% Basic - 24.1% Prof - 47.0% Adv - 14.9%	not tested - 2.5% Min - 9.4% Basic - 20.1% Prof - 47.8% Adv - 20.1%	Not test-2.2% Min-8.4% Basic-17.9% Prof/Adv-71.5%	Not test-1.9% Min-7.3% Basic-15.6% Prof/Adv-75.0%	Not test-1.7% Min-6.3% Basic-13.4% Prof/Adv-78.6%	Not test-1.1% Min-4.2% Basic-8.9% Prof/Adv-85.7%	Not test-0.6% Min-2.1% Basic-4.5% Prof/Adv-92.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies		NT/Alt - 2%/0% Min - 7% Basic - 15% Prof - 48% Adv - 27%	not tested - 1.6% Min - 7.6% Basic - 8.8% Prof - 41.4% Adv - 40.6%	not tested - 2.5% Min - 4.7% Basic - 15.5% Prof - 45.3% Adv - 32.0%	Not test-2.2% Min-4.2% Basic-13.8% Prof/Adv-79.8%	Not test-1.9% Min-3.7% Basic-12.1% Prof/Adv-82.3%	Not test-1.7% Min-3.1% Basic-10.3% Prof/Adv-84.9%	Not test-1.1% Min-2.1% Basic-6.9% Prof/Adv-89.9%	Not test-0.6% Min-1.0% Basic-3.4% Prof/Adv-95.0%	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)					

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

McKinley Middle

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	92.21%	92.64%	92.81%	92.44%	92.56%	92.68%	92.79%	93.03%	93.26%	93.50%
Teacher Absence Rate (Days Absent/ Percent of Attendance)	6.20 / 96.70%	6.96 / 96.30%	New Bi-Tech system and new formula beginning in 2004-05	6.23 / 96.67%	5.59 / 96.82%	5.68 / 96.97%	5.40 / 97.11%	4.86 / 97.41%	4.31 / 97.70%	3.76 / 98.00%
Average Professional Development Days	2.11	1.08	Not available	1.00	No Goal Set					
Habitual Truants N / %	138 / 15.92%	95 / 13.61%	85 / 12.69%	84 / 13.13%	12.91%	12.69%	12.47%	12.04%	11.60%	11.16%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 6					Percents include students who took WAA					
Reading					Not test-0.5% Min-8.5% Basic-11.5% Prof/Adv-79.6%	Not test-0.5% Min-7.5% Basic-10.0% Prof/Adv-82.1%	Not test-0.4% Min-6.4% Basic-8.6% Prof/Adv-84.7%	Not test-0.3% Min-4.3% Basic-5.7% Prof/Adv-89.8%	Not test-0.1% Min-2.1% Basic-2.9% Prof/Adv-94.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.5% Min-15.5% Basic-14.5% Prof/Adv-69.6%	Not test-0.5% Min-13.5% Basic-12.7% Prof/Adv-73.4%	Not test-0.4% Min-11.6% Basic-10.9% Prof/Adv-77.2%	Not test-0.3% Min-7.7% Basic-7.2% Prof/Adv-84.8%	Not test-0.1% Min-3.9% Basic-3.6% Prof/Adv-92.4%	Not test-0.0% Min-0.0% Basic-0.0% 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-0.5% Min-8.5% Basic-11.5% Prof/Adv-79.6%	Not test-0.5% Min-7.5% Basic-10.0% Prof/Adv-82.1%	Not test-0.4% Min-6.4% Basic-8.6% Prof/Adv-84.7%	Not test-0.3% Min-4.3% Basic-5.7% Prof/Adv-89.8%	Not test-0.1% Min-2.1% Basic-2.9% Prof/Adv-94.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math					Not test-0.5% Min-15.5% Basic-14.5% Prof/Adv-69.6%	Not test-0.5% Min-13.5% Basic-12.7% Prof/Adv-73.4%	Not test-0.4% Min-11.6% Basic-10.9% Prof/Adv-77.2%	Not test-0.3% Min-7.7% Basic-7.2% Prof/Adv-84.8%	Not test-0.1% Min-3.9% Basic-3.6% Prof/Adv-92.4%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
					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	not tested - 7% Min - 8% Basic - 13% Prof - 62% Adv - 11%	NT/Alt - 1%/0% Min - 8% Basic - 12% Prof - 56% Adv - 22%	not test - 0.0% Min - 13.7% Basic - 15.2% Prof - 45.7% Adv - 25.4%	not tested - 0.6% Min - 9.6% Basic - 12.9% Prof - 38.2% Adv - 38.8%	Not test-0.5% Min-8.5% Basic-11.5% Prof/Adv-79.6%	Not test-0.5% Min-7.5% Basic-10.0% Prof/Adv-82.1%	Not test-0.4% Min-6.4% Basic-8.6% Prof/Adv-84.7%	Not test-0.3% Min-4.3% Basic-5.7% Prof/Adv-89.8%	Not test-0.1% Min-2.1% Basic-2.9% Prof/Adv-94.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	not tested - 6% Min - 23% Basic - 40% Prof - 25% Adv - 6%	NT/Alt - 1%/0% Min - 20% Basic - 18% Prof - 47% Adv - 12%	not test - 0.5% Min - 25.4% Basic - 17.3% Prof - 42.6% Adv - 14.7%	not tested - 0.6% Min - 17.4% Basic - 16.3% Prof - 47.8% Adv - 18.0%	Not test-0.5% Min-15.5% Basic-14.5% Prof/Adv-69.6%	Not test-0.5% Min-13.5% Basic-12.7% Prof/Adv-73.4%	Not test-0.4% Min-11.6% Basic-10.9% Prof/Adv-77.2%	Not test-0.3% Min-7.7% Basic-7.2% Prof/Adv-84.8%	Not test-0.1% Min-3.9% Basic-3.6% Prof/Adv-92.4%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	not tested - 7% Min - 6% Basic - 24% Prof - 54% Adv - 10%	NT/Alt - 1%/0% Min - 18% Basic - 33% Prof - 40% Adv - 7%	not test - 0.0% Min - 19.3% Basic - 18.8% Prof - 45.2% Adv - 16.8%	not tested - 0.6% Min - 16.9% Basic - 28.7% Prof - 33.1% Adv - 20.8%	Not test-0.5% Min-15.0% Basic-25.5% Prof/Adv-59.0%	Not test-0.5% Min-13.1% Basic-22.3% Prof/Adv-64.1%	Not test-0.4% Min-11.3% Basic-19.1% Prof/Adv-69.3%	Not test-0.3% Min-7.5% Basic-12.8% Prof/Adv-79.5%	Not test-0.1% Min-3.8% Basic-6.4% Prof/Adv-89.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	not tested - 9% Min - 10% Basic - 29% Prof - 37% Adv - 15%	NT/Alt - 1%/0% Min - 15% Basic - 24% Prof - 43% Adv - 16%	not test - 1.0% Min - 19.8% Basic - 22.3% Prof - 43.7% Adv - 13.2%	not tested - 0.0% Min - 14.0% Basic - 25.8% Prof - 46.1% Adv - 14.0%	Not test-0.0% Min-12.4% Basic-22.9% Prof/Adv-64.5%	Not test-0.0% Min-10.9% Basic-20.1% Prof/Adv-69.0%	Not test-0.0% Min-9.3% Basic-17.2% Prof/Adv-73.4%	Not test-0.0% Min-6.2% Basic-11.5% Prof/Adv-82.3%	Not test-0.0% Min-3.1% Basic-5.7% Prof/Adv-91.1%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	not tested - 9% Min - 3% Basic - 13% Prof - 53% Adv - 24%	NT/Alt - 1%/0% Min - 7% Basic - 20% Prof - 57% Adv - 13%	not test - 2.5% Min - 8.6% Basic - 12.2% Prof - 37.1% Adv - 39.6%	not tested - 1.7% Min - 5.6% Basic - 22.5% Prof - 41.0% Adv - 29.2%	Not test-1.5% Min-5.0% Basic-20.0% Prof/Adv-73.5%	Not test-1.3% Min-4.4% Basic-17.5% Prof/Adv-76.8%	Not test-1.1% Min-3.7% Basic-15.0% Prof/Adv-80.1%	Not test-0.8% Min-2.5% Basic-10.0% Prof/Adv-86.8%	Not test-0.4% Min-1.2% Basic-5.0% Prof/Adv-93.4%	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)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Paideia Academy

Standard	2001-02	2002-03	2003-04	2004-05	Goal 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%	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%	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	No Goal Set					
Habitual Truants N / %	4 / 5.48%	5 / 8.20%	0 / 0.00%	1 / 1.49%	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% 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% 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% 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% 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 tested 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 tested - 0.0% Min - 11.1% Basic - 5.6% Prof - 44.4% Adv - 38.9%	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 - 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 tested - 0.0% Min - 5.6% Basic - 22.2% Prof - 61.1% Adv - 11.1%	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%
Language	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 tested - 0.0% Min - 11.1% Basic - 27.8% Prof - 38.9% Adv - 22.2%	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%
Science	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 tested - 0.0% Min - 16.7% Basic - 11.1% Prof - 55.6% Adv - 16.7%	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 tested - 0.0% Min - 5.6% Basic - 5.6% Prof - 38.9% Adv - 50.0%	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	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	91.71%	92.58%	91.59%	92.26%	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%	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	No Goal Set					
Habitual Truants N / %	146 / 19.01%	127 / 17.91%	142 / 20.37%	98 / 15.29%	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-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-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%
					FAY (Full Academic Year)					

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 7					Percents include students who took WAA					
Reading					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-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%
					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	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 tested - 1.1% Min - 13.3% Basic - 15.5% Prof - 45.9% Adv - 24.3%	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 tested - 1.7% Min - 12.7% Basic - 20.4% Prof - 47.0% Adv - 18.2%	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 tested - 1.1% Min - 22.1% Basic - 27.6% Prof - 35.4% Adv - 13.8%	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 tested - 0.6% Min - 24.9% Basic - 23.2% Prof - 34.8% Adv - 16.6%	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 tested - 1.7% Min - 9.9% Basic - 24.9% Prof - 43.1% Adv - 20.4%	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)

High Schools

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Bradford High School

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	84.22%	86.18%	86.14%	87.87%	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%	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	No Goal Set					
Habitual Truants N / %	1142 / 56.65%	983 / 50.13%	1003 / 49.41%	858 / 40.94%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 12% Min - 16% Basic - 21% Prof - 30% Adv - 20%	NT/Alt - 3%/1% Min - 13% Basic - 20% Prof - 19% Adv - 44%	not test - 9.3% Min - 15.7% Basic - 19.7% Prof - 15.2% Adv - 39.8%	not tested - 4.5% Min - 11.0% Basic - 15.4% Prof - 22.4% Adv - 46.8%	Not test-4.0% Min-9.8% Basic-13.7% Prof/Adv-72.6%	Not test-3.5% Min-8.6% Basic-12.0% Prof/Adv-76.0%	Not test-3.0% Min-7.3% Basic-10.3% Prof/Adv-79.5%	Not test-2.0% Min-4.9% Basic-6.8% Prof/Adv-86.3%	Not test-1.0% Min-2.4% Basic-3.4% Prof/Adv-93.2%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Math	not tested - 14% Min - 34% Basic - 20% Prof - 19% Adv - 12%	NT/Alt - 3%/2% Min - 21% Basic - 18% Prof - 40% Adv - 17%	not test - 3.2% Min - 22.9% Basic - 16.5% Prof - 36.9% Adv - 20.4%	not tested - 0.0% Min - 18.6% Basic - 17.9% Prof - 40.0% Adv - 23.5%	Not test-0.0% Min-16.5% Basic-15.9% Prof/Adv-67.6%	Not test-0.0% Min-14.5% Basic-13.9% Prof/Adv-71.6%	Not test-0.0% Min-12.4% Basic-11.9% Prof/Adv-75.7%	Not test-0.0% Min-8.3% Basic-8.0% Prof/Adv-83.8%	Not test-0.0% Min-4.1% Basic-4.0% Prof/Adv-91.9%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Language	not tested - 12% Min - 18% Basic - 20% Prof - 34% Adv - 16%	NT/Alt - 3%/1% Min - 10% Basic - 22% Prof - 49% Adv - 15%	not test - 9.3% Min - 14.3% Basic - 21.4% Prof - 42.0% Adv - 12.8%	not tested - 4.7% Min - 12.3% Basic - 19.9% Prof - 48.5% Adv - 14.5%	Not test-4.2% Min-10.9% Basic-17.7% Prof/Adv-67.1%	Not test-3.7% Min-9.6% Basic-15.5% Prof/Adv-71.2%	Not test-3.1% Min-8.2% Basic-13.3% Prof/Adv-75.3%	Not test-2.1% Min-5.5% Basic-8.8% Prof/Adv-83.6%	Not test-1.0% Min-2.7% Basic-4.4% Prof/Adv-91.8%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Science	not tested - 14% Min - 23% Basic - 28% Prof - 25% Adv - 9%	NT/Alt - 4%/2% Min - 22% Basic - 14% Prof - 36% Adv - 23%	not test - 11.8% Min - 18.7% Basic - 12.0% Prof - 34.6% Adv - 22.6%	not tested - 6.9% Min - 20.4% Basic - 11.4% Prof - 36.7% Adv - 24.6%	Not test-6.1% Min-18.1% Basic-10.1% Prof/Adv-65.6%	Not test-5.4% Min-15.9% Basic-8.9% Prof/Adv-69.9%	Not test-4.6% Min-13.6% Basic-7.6% Prof/Adv-74.2%	Not test-3.1% Min-9.1% Basic-5.1% Prof/Adv-82.8%	Not test-1.5% Min-4.5% Basic-2.5% Prof/Adv-91.4%	Not test-0.0% Min-0.0% Basic-0.0% Prof/Adv-100%
Social Studies	not tested - 13% Min - 16% Basic - 16% Prof - 34% Adv - 20%	NT/Alt - 4%/2% Min - 19% Basic - 10% Prof - 28% Adv - 38%	not test - 14.3% Min - 17.0% Basic - 7.9% Prof - 30.2% Adv - 30.5%	not tested - 6.3% Min - 18.3% Basic - 7.4% Prof - 36.2% Adv - 31.8%	Not test-5.6% Min-16.3% Basic-6.6% Prof/Adv-71.6%	Not test-4.9% Min-14.2% Basic-5.8% Prof/Adv-75.1%	Not test-4.2% Min-12.2% Basic-4.9% Prof/Adv-78.7%	Not test-2.8% Min-8.1% Basic-3.3% Prof/Adv-85.8%	Not test-1.4% Min-4.1% Basic-1.6% Prof/Adv-92.9%	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		15.2	15.3	15.4	15.5	15.8	16.0	16.2
Math			15.3	15.4	15.5	15.6	15.9	16.1	16.3
Reading			14.9	15.0	15.1	15.2	15.5	15.7	15.9
Science			17.4	17.5	17.6	17.7	18.0	18.2	18.4
Composite			15.8	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%	88.46%	89.74%	91.02%	92.31%	94.87%	97.44%	100.00%
Minority Students	72.73%	78.34%	81.30%	76.32%	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%	87.25%	88.67%	90.08%	91.50%	94.33%	97.17%	100.00%
Minority Students	63.33%	74.05%	77.45%	71.43%	74.60%	77.78%	80.95%	87.30%	93.65%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Bradford High School

Standard					Goal					
	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%	23.60%	23.90%	24.20%	24.80%	25.40%	26.00%
AP Classes Attended (All Students)	258	216	239	292	293	294	295	296	298	300
AP Tests Taken (All Students)	176	129	123	106	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%	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	No Goal Set					
A's	70 / 39.5%	39 / 41.5%	20 / 40.0%	29 / 48.3%						
B's	44 / 24.9%	22 / 23.4%	16 / 32.0%	18 / 30.0%						
C's	29 / 16.4%	13 / 13.8%	4 / 8.0%	10 / 16.7%						
D's	12 / 6.8%	7 / 7.4%	5 / 10.0%	1 / 1.7%						
P's	0 / 0.0%	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%						
College Placement Examinations										
SAT N / Avg	14 / 1169	17 / 1093	17 / 1156	12 / 1224	1225	1225	1226	1227	1229	1230
ACT N / Avg	205 / 21.0	265 / 20.5	254 / 20.8	266 / 21.3	21.4	21.5	21.6	21.9	22.1	22.3

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Hillcrest School

Standard					*Goal*					
	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%	80.33%	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%	5.08 / 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	No Goal Set					
Habitual Truants N / %	48 / 67.61%	43 / 82.69%	57 / 90.48%	47 / 77.05%	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%	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%	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%	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%	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%	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%	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	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	86.08%	85.51%	87.37%	89.32%	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%	5.87 / 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	No Goal Set					
Habitual Truants N / %	528 / 54.21%	700 / 61.95%	569 / 51.96%	428 / 38.49%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 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 tested - 0.0% Min - 12.0% Basic - 17.7% Prof - 22.5% Adv - 47.8%	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 tested - 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 tested - 1.0% Min - 16.7% Basic - 22.0% Prof - 50.7% Adv - 9.6%	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 tested - 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 tested - 0.0% Min - 9.1% Basic - 27.3% Prof - 48.8% Adv - 14.8%	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 tested - 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 tested - 0.5% Min - 27.3% Basic - 12.0% Prof - 33.5% Adv - 26.8%	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 tested - 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 tested - 0.5% Min - 23.9% Basic - 10.5% Prof - 32.1% Adv - 33.0%	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	14.8	14.9	15.0	15.3	15.5	15.7
Math			15.3	15.4	15.5	15.6	15.9	16.1	16.3
Reading			15.1	15.2	15.3	15.4	15.7	15.9	16.1
Science			16.9	17.0	17.1	17.2	17.5	17.7	17.9
Composite			15.6	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%	95.05%	95.60%	96.15%	96.70%	97.80%	98.90%	100.00%
Minority Students	96.67%	97.14%	88.89%	91.30%	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%	94.59%	95.19%	95.79%	96.39%	97.60%	98.80%	100.00%
Minority Students	96.67%	96.77%	87.80%	90.24%	91.32%	92.41%	93.49%	95.66%	97.83%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Indian Trail Academy

Standard					Goal					
	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%	16.32%	16.78%	17.24%	18.16%	19.08%	20.00%
AP Classes Attended (All Students)	86	63	101	77	80	82	85	90	95	100
AP Tests Taken (All Students)	66	49	81	57	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%	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	No Goal Set					
A's	32 / 31.7%	11 / 29.7%	15 / 39.5%	3 / 8.8%						
B's	44 / 43.6%	15 / 40.5%	13 / 34.2%	20 / 58.8%						
C's	18 / 17.8%	9 / 24.3%	4 / 10.5%	8 / 23.5%						
D's	3 / 3.0%	1 / 2.7%	2 / 5.3%	3 / 8.8%						
P's	0 / 0.0%	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%						
College Placement Examinations										
SAT N / Avg	5 / 1060	5 / 1130	3 / n/a	5 / 1042	1043	1044	1045	1048	1050	1052
ACT N / Avg	138 / 20.1	118 / 20.5	118 / 20.3	136 / 20.4	20.5	20.6	20.7	21.0	21.2	21.4

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

LakeView Technology Academy

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	90.98%	91.40%	92.85%	93.12%	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%	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	No Goal Set					
Habitual Truants N / %	91 / 37.30%	70 / 38.04%	78 / 32.77%	61 / 23.37%	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 tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 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 tested - 0.0% Min - 1.5% Basic - 18.5% Prof - 18.5% Adv - 61.5%	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 tested - 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 tested - 0.0% Min - 6.2% Basic - 6.2% Prof - 60.0% Adv - 27.7%	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 tested - 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 tested - 0.0% Min - 6.2% Basic - 15.4% Prof - 58.5% Adv - 20.0%	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 tested - 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 tested - 0.0% Min - 7.7% Basic - 7.7% Prof - 38.5% Adv - 46.2%	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 tested - 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 tested - 0.0% Min - 6.2% Basic - 6.2% Prof - 26.2% Adv - 61.5%	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	15.8	15.9	16.2	16.4	16.6
Math			16.4	16.5	16.6	16.7	17.0	17.2	17.4
Reading			15.3	15.4	15.5	15.6	15.9	16.1	16.3
Science			17.6	17.7	17.8	17.9	18.2	18.4	18.6
Composite			16.4	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%	95.96%	96.46%	96.97%	97.98%	98.99%	100.00%
Minority Students	100.00%	100.00%	100.00%	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%	95.87%	96.38%	96.90%	97.93%	98.97%	100.00%
Minority Students	100.00%	100.00%	100.00%	87.50%	88.89%	90.28%	91.67%	94.44%	97.22%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

LakeView Technology Academy

Standard					Goal					
	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	n/a	n/a	n/a	n/a	n/a	n/a
AP Classes Attended (All Students)	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	n/a	n/a	n/a	n/a	n/a	n/a
AP Tests Passed (All Students)	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	No Goal Set					
A's	87 / 26.3%	125 / 37.9%	70 / 24.2%	53 / 20.3%						
B's	119 / 36.0%	102 / 30.9%	97 / 33.6%	81 / 31.0%						
C's	73 / 22.1%	63 / 19.1%	53 / 18.3%	74 / 28.4%						
D's	49 / 14.8%	31 / 9.4%	50 / 17.3%	46 / 17.6%						
P's	0 / 0.0%	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%						
College Placement Examinations										
SAT N / Avg	n/a	n/a	n/a	2 / 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	21.3	21.4	21.5	21.8	22.0	22.2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Reuther Central High School

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	87.73%	78.80%	79.09%	79.39%	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%	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	No Goal Set					
Habitual Truants N / %	279 / 59.24%	465 / 79.49%	362 / 57.10%	388 / 57.23%	54.05%	50.87%	47.69%	41.33%	34.97%	28.62%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 10	WAA not inclided	*NT=Not tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 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 tested - 5.0% Min - 22.5% Basic - 32.5% Prof - 15.0% Adv - 25.0%	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 tested - 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 tested - 5.0% Min - 32.5% Basic - 22.5% Prof - 40.0% Adv - 0.0%	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 tested - 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 tested - 5.0% Min - 25.0% Basic - 37.5% Prof - 32.5% Adv - 0.0%	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 tested - 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 tested - 5.0% Min - 52.5% Basic - 17.5% Prof - 22.5% Adv - 2.5%	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 tested - 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 tested-10.0% Min - 42.5% Basic - 17.5% Prof - 27.5% Adv - 2.5%	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	13.2	13.3	13.4	13.7	13.9	14.1
Math		13.9	14.0	14.1	14.2	14.5	14.7	14.9
Reading		13.7	13.8	13.9	14.0	14.3	14.5	14.7
Science		15.5	15.6	15.7	15.8	16.1	16.3	16.5
Composite		14.2	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%	93.53%	94.25%	94.97%	95.69%	97.12%	98.56%	100.00%
Minority Students	77.14%	87.95%	83.65%	89.36%	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%	89.32%	90.51%	91.69%	92.88%	95.25%	97.63%	100.00%
Minority Students	63.64%	78.26%	71.19%	84.13%	85.89%	87.66%	89.42%	92.95%	96.47%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Reuther Central High School

Standard					Goal					
	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	n/a	n/a	n/a	n/a	n/a	n/a
AP Classes Attended (All Students)	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	n/a	n/a	n/a	n/a	n/a	n/a
AP Tests Passed (All Students)	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	No Goal Set					
A's	17 / 19.8%	12 / 17.4%	17 / 23.6%	20 / 35.7%						
B's	21 / 24.4%	31 / 44.9%	24 / 33.3%	21 / 37.5%						
C's	17 / 19.8%	13 / 18.8%	10 / 13.9%	7 / 12.5%						
D's	6 / 7.0%	5 / 7.2%	6 / 8.3%	2 / 3.6%						
P's	0 / 0.0%	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%						
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
ACT N / Avg	18 / 20.1	16 / 17.6	44 / 18.7	38 / 17.8	17.9	18.0	18.1	18.4	18.6	18.8

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Tremper High School

Standard	2001-02	2002-03	2003-04	2004-05	Goal 2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Average Daily Attendance (A.D.A.)	89.67%	91.76%	90.59%	90.64%	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%	5.45 / 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	No Goal Set					
Habitual Truants N / %	704 / 33.72%	532 / 24.40%	610 / 26.51%	697 / 29.45%	27.81%	26.18%	24.54%	21.27%	18.00%	14.73%

WSAS/WKCE Wisconsin Knowledge & Concepts Exam Proficiency Levels

Grade 10	WAA not inlcuded	*NT=Not tested Alt=Alternate Assessment	Percents include students who took WAA		Percents include students who took WAA					
Reading	not tested - 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 tested - 0.7% Min - 9.3% Basic - 12.3% Prof - 17.8% Adv - 59.9%	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 tested - 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 tested - 0.6% Min - 14.3% Basic - 13.8% Prof - 46.5% Adv - 24.9%	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 tested - 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 tested - 0.7% Min - 7.6% Basic - 17.7% Prof - 52.8% Adv - 21.2%	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 tested - 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 tested - 1.1% Min - 15.1% Basic - 11.7% Prof - 37.7% Adv - 34.4%	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 tested - 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 - 31.5% Adv - 46.6%	not tested - 1.1% Min - 16.2% Basic - 6.5% Prof - 33.1% Adv - 43.1%	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	16.0	16.1	16.2	16.5	16.7	16.9
Math			15.7	15.8	15.9	16.0	16.3	16.5	16.7
Reading			15.7	15.8	15.9	16.0	16.3	16.5	16.7
Science			17.5	17.6	17.7	17.8	18.1	18.3	18.5
Composite			16.3	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%	95.30%	95.82%	96.34%	96.87%	97.91%	98.96%	100.00%
Minority Students	85.71%	80.00%	87.50%	90.32%	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%	94.84%	95.41%	95.99%	96.56%	97.71%	98.85%	100.00%
Minority Students	83.05%	75.00%	85.25%	88.24%	89.55%	90.85%	92.16%	94.77%	97.39%	100.00%

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Tremper High School

Standard					Goal					
	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%	23.57%	23.88%	24.18%	24.79%	25.39%	26.00%
AP Classes Attended (All Students)	265	246	306	470	473	477	480	487	493	500
AP Tests Taken (All Students)	225	212	264	244	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%	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	No Goal Set					
A's	82 / 36.9%	61 / 47.3%	40 / 35.7%	32 / 49.2%						
B's	75 / 33.8%	41 / 31.8%	36 / 32.1%	21 / 32.3%						
C's	36 / 16.2%	19 / 14.7%	24 / 21.4%	8 / 12.3%						
D's	12 / 5.4%	3 / 2.3%	5 / 4.5%	2 / 3.1%						
P's	3 / 1.4%	0 / 0.0%	1 / 0.9%	0 / 0.0%						
F's, I's, N's	14 / 6.3%	5 / 3.9%	6 / 5.4%	2 / 3.1%						
College Placement Examinations										
SAT N / Avg	20 / 1098	26 / 1237	13 / 1214	23 / 1205	1206	1207	1208	1211	1213	1215
ACT N / Avg	275 / 21.3	329 / 21.9	298 / 22.4	350 / 22.2	22.3	22.4	22.5	22.8	23.0	23.2

Appendix C

DISTRICT - Rational for Setting Goals for 2010-11 and Yearly Benchmarks

Average Daily Attendance (Student)

Overall State average for 2003-04 (latest reported) was 94.6%. Set KUSD goal at 95.00%. State average for elementary level was 95.7%. Set KUSD elementary goal at 96.00%. State average for middle level was 94.8%. Set KUSD middle goal at 95.00%. State average for high school level was 93.00%. Set KUSD high school level at 92.00% because of low KUSD historical rates.

Habitual Truants

Set District and grade span goals to same as State average for 2003-04. (District at 9.4%, elementary at 5.3%, middle at 7.6%, high at 15.7%)

Teacher Absence Rate

Subfinder system can provide total number of teachers by school or category for 2004-05 and total number of days absent by type of absent for each school or category. Total days absent minus extra curricular/field trips, FMLA more than 3 days, jury duty, military leave, NEA, staff development/conferences/ conventions, and long term disability days are divided by total number of teachers to generate a teacher absence rate. Percent of attendance is based on 188 work days. Set goal at 98.00%.

Students Taking at Least 1 Advanced Placement (AP) Class

Current 2004-05 rate was 21.88%. Set goal at 25%

AP Classes Attended

Current number was 839 classes. Set goal at 900 classes.

AP Tests Taken

Current rate was 48.5%. Set goal at 75%.

Passing AP tests

Current rate was 64.1%. Set goal at 75%.

SAT

Rate is extremely high already (1189). Set goal at 1200.

ACT

Set goal to state average of 22.2.

Graduation Rate Cohort Group

Set goal at 100% to align with District's Strategic Plan (All students will meet our requirements for graduation).

Drop-out Rate Cohort Group

Set goal to 0% to align with 100% graduation rate.

Credit Deficient Rate Cohort Group

Set goal to 0% to align with 100% graduation rate.

Graduation rate School Performance Report

Set goal to 100% to align with District's Strategic Plan. (All students will meet our requirements for graduation).

Retention Rate

No goal set at this time because DPI has not released retention rates.

Students Identified for Mandatory Extended Year Summer School

Set goal to 0% to align with District's Strategic Plan (No later than 2010, all students will meet or exceed the District and state identified proficiency levels for performance in reading, math, science, and social studies.)

Wisconsin Knowledge and Concepts Examination Proficiency Levels

Set the goal to 100% proficient or advanced to align with District's Strategic Plan. (No later than 2010, all students will meet or exceed the District and state identified proficiency levels for performance in reading, math, science, and social studies.) (Because of no baseline data, set grades 3 and 5 yearly benchmarks to same as grade 4, and set grades 6 and 7 yearly benchmarks to same as grade 8.)

ACT EXPLORE

Set goal to an increase of +1.0 in each subtest and composite score.

BUILDING - Rational for Setting Goals for 2010-11 and Yearly Benchmarks

Average Daily Attendance (Student)

Rounded 2004-05 average daily attendance to the nearest 0.50% and added 1.00%.

Habitual Truants (middle and high school only)

Decreased each middle school by 15% (to align with the decrease in the District middle school goal) and decreased each high school by 50% (to align with the decrease in the District high school goal).

Teacher Absence Rate

District rate (98.00%) is used for every school.

Wisconsin Knowledge and Concepts Examination Proficiency Levels

Set the goal to 100% proficient or advanced to align with District's Strategic Plan. (No later than 2010, all students will meet or exceed the District and state identified proficiency levels for performance in reading, math, science, and social

studies.) (Because of no baseline data, set grades 3 and 5 yearly benchmarks to same as grade 4, and set grades 6 and 7 yearly benchmarks to same as grade 8.)

Graduation rate School Performance Report

Set goal to 100% to align with District's Strategic Plan. (All students will meet our requirements for graduation).

Students Taking at Least 1 Advanced Placement (AP) Class

Set goal at approximate increase of +3%

AP Classes Attended

Set goal to next highest hundred.

AP Tests Taken

Set goal at 75% (District goal).

Passing AP tests

Set goal at 75% (District goal).

SAT

Set rate at approximately +10.

ACT

Set goal to +1.0.

ACT EXPLORE

Set goal to an increase of +1.0 in each subtest and composite score.

ALL YEARLY BENCHMARKS WERE SET USING 2004-05 AS BASELINE DATA USING LESS AGGRESSIVE INCREASES IN 2005-06, 2006-07, AND 2007-08 AND MORE AGGRESSIVE INCREASES IN 2008-09, 2009-10 AND 2010-11 (1/9 increase in 2005-06, 2006-07, and 2007-08, with 2/9 increase in 2008-09, 2009-10, and 2010-11).

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