



REGULAR MONTHLY BOARD MEETING

**October 23, 2007
7:00 P.M.**

**Charles Nash Elementary School
Multi-Purpose Room
6801-99th Avenue
Kenosha, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Charles Nash Elementary School

October 23, 2007

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Resolution No. 275 – Resolution of Commemoration
American Education Week 2007 Page 1
 - District Cited for Project Lead the Way Involvement
 - Two LakeView Eagle Scouts Remodel School Lab
- IV. Charles Nash Elementary School Presentation
- V. Administrative and Supervisory Appointments
- VI. Introduction and Welcome of Student Ambassador
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Response and Comments by the Board of Education
- X. Remarks by the President
- XI. Superintendent's Report
- XII. Consent Agenda
 - A. Consent/Approve Community Development
Block Grant – Replacement
Of Reuther Auditorium
Skylights Pages 2-3
 - B. Consent/Approve Waiver of Policy 1330 -
Use of School District
Facilities Page 4-5

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XII. Consent Agenda – Continued

- C. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and ResignationsPage 6-7
- D. Consent/Approve Minutes of 9/25/07, 10/1/07
and 10/9/07 Special Meetings
and Executive Sessions, 9/17/07
and 10/9/07 Special Meetings,
and 9/25/07 Regular Meeting..... Pages 8-18
- E. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers..... Pages 19-20
- F. Consent/Approve Donations to the
District Page 21

XIII. Old Business

- A. Discussion/Action Reconsideration of
Motion to Name Durkee/
Lincoln Replacement School
and Possible Alternate
Motion
- B. Discussion/Action 2008 High School
Referendum Pages 22-39
- C. Discussion/Action YMCA Pool Agreement..... Pages 40-41
- D. Discussion/Action Official Third Friday
Enrollment Report Pages 42-45
(Also see separate appendices)
- E. Discussion/Action Four Year Graduate Rate -
Cohort Analysis Pages 46-49
(Also see full report)
- F. Discussion/Action Proposed Changes in Course
Offerings – 2008-07 School
Year Pages 50-55

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XIV. New Business

- A. Discussion/Action Charter for Harborside Academy Pages 56-80
- B. Discussion/Action Ratification of the KUSD/KEAA (Kenosha Educational Assistants Association) Collective Bargaining Agreement Page 81
- C. Discussion/Action Administrative/Supervisory/ Technical Employee Compensation Policy

- XV. Other Business as Permitted by Law
Tentative Schedule of Reports, Events and Legal
. Deadlines For School Board (October-November)..... Page 82

- XVI. Predetermined Time and Date of Adjourned Meeting, If Necessary

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

Resolution of Commemoration American Education Week 2007 November 11-17

Great Public Schools: A Basic Right and Our Responsibility

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that this expression of celebration commemorating the 86th annual American Education Week, November 11 through 17, 2007, be adopted, and

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

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

**COMMUNITY DEVELOPMENT BLOCK GRANT – REPLACEMENT OF
REUTHER AUDITORIUM SYLIGHTS**

Title of Grant/Funding Source:

City of Kenosha Community Block Grant

Purpose of Grant:

In the winter of 2007 the custodial staff at Reuther Central High School informed the Department of Facilities of a situation where the ornamental ceiling plaster in the auditorium was beginning to fall onto the balcony seating area below. Upon investigation it was discovered that water had begun to infiltrate the building through the attic space above from the exterior skylights. Water had worked its way across steel framing members in the attic space which in turn caused water spots at various locations in the attic and on the auditorium ceiling.

The Reuther auditorium ceiling has two large stained glass panels which are illuminated by natural daylight through the two skylights on the roof. The skylights are original to the 1926 building construction. At some point in the past the original glass window panes in the exterior skylights were removed and replaced with a Plexiglas material within the original steel frame work of the skylights. Today the condition of the steel framing system is so badly deteriorated that it can no longer prevent water infiltration into the building.

The Reuther Central High School building is listed by the City of Kenosha as a contributing building to the Civic Center Historic District, which is listed on both the State and National Registers of Historic Places. Because of this designation, in June of 2007 KUSD presented a plan to the Kenosha Historic Commission to rectify the water problems in the auditorium. At that time, we proposed removing the skylights completely, covering over the openings and the installation of an artificial lighting system for the interior stained glass ceiling. The Commission was opposed to that solution and recommended that the skylights be replaced in-kind to allow natural light into the building auditorium as originally designed. The cost to remove and cover the openings of the skylights was budgeted at \$27,000. The cost to remove the replace the existing skylights in-kind was budgeted at \$85,000.

At the Historic Plan Commission meeting in July, it was suggested by Mr. Mike Maki of the City of Kenosha, Department of City Development that the District should seek

funding of the skylight replacement project through Community Development Block Grant funds. The grant application was submitted in mid-September and the District may know whether the grant will be awarded by the date of the Board meeting. Board approval is needed in order to accept the grant if it is awarded. It is likely that if the grant is awarded that it will not be in the full amount of the project, but that it would help in part pay for the project.

This item was reviewed at the October 9, 2007 meeting of the Facilities, Planning, and Equipment and the Committee unanimously approved forwarding this report to the full Board for their consideration.

Budget:

We are requesting City funding for the difference in what we would spend to eliminate the skylights versus replacing them, which is estimated at \$60,000. Whether the District is awarded the grant or not, we will need to address the water infiltration problems at Reuther. Any necessary District funding would come from the Facilities Department major maintenance budget.

Recommendation:

Administration recommends Board approval to accept the City Block Grant if it is awarded to the District.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

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

Mr. John E. Setter, AIA
Project Architect

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

WAIVER OF POLICY 1330
USE OF SCHOOL DISTRICT FACILITIES

Women and Children's Horizons, Inc. is requesting a waiver of user fees for use of District facilities. Specifically, they are requesting a waiver of fees for use of the Reuther High School Auditorium on Sunday, October 21, 2007 for a community awareness event. Building rental charges for four hours at \$83 are is \$332. Custodial overtime would be charged at a rate of \$49.05 per hour.

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

RECOMMENDATIONS

On October 9th, the Audit/Budget/Finance Committee voted to recommend to the full Board that it approve the request from Women and Children's Horizons, Inc. for a waiver of rental fees in the amount of \$332 for use of the Reuther Auditorium on October 21, 2007. The Committee also recommended that custodial costs, the \$20 permit filing fee and the \$100 refundable clean-up deposit be the responsibility of Women and Children's Horizons, Inc.

Dr. Joseph Mangi
Interim Superintendent of Schools

RECEIVED

SEP 10 2007

SUPERINTENDENT
OF SCHOOLS

September 7, 2007

Kenosha Unified School District No. 1
Board of Directors
3600 - 52 Street
Kenosha, WI 53144

RE: Request of fee waiver for Reuther Auditorium

Dear Board of Directors,

In recognizing Domestic Abuse Awareness Month (October) Women and Children's Horizons (WCH) wishes to hold a rally to showcase Kenosha County high school and middle school students' understanding of the theme: "Domestic Abuse Hurts Everyone."

WCH wishes to use Reuther Auditorium on October 21, 2007 from 12 - 4 PM to do this.

WCH is a nonprofit organization that has served victims of domestic abuse and sexual assault for 31 years; with limited funds, therefore, we are asking for a waiver of fees for the use of the Reuther Auditorium for this occasion. This is NOT a fundraiser for our organization; it is a community awareness event.

Thank you for your consideration in this matter.

Respectfully yours,



Tiffani Pinkerton
Domestic Abuse Program Coordinator
Women and Children's Horizons



Kenosha Unified School District No. 1
Kenosha, Wisconsin

Human Resources recommendations concerning the following actions:

October 23, 2007

Action	Board Date	code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Appointment	10/9/07		Educ. Assistant	Toefer	Joan	Hillcrest	Educational Assistant - Special Education	09/13/07	12.32	New Hire		Contract
Appointment	10/9/07		Instructional	Wienke	Richard	Bradford High School	Technology Education	09/13/07	33,507.00	New Hire	M+30 Step 15	Letter
Appointment	10/9/07		Service Empl	Lemke	Karen	Facilities Services	Night Custodian Grade 4	09/26/07	16.89	New Hire		Contract
Appointment	10/9/07		Service Empl	Wilson	Joel	Facilities Services	Night Custodian Grade 4	09/26/07	16.89	New Hire		Contract
Appointment	10/9/07		Service Empl	Mason	Aaron	Facilities Services	Night Custodian Grade 4	09/26/07	16.89	New Hire		Contract
Appointment	10/9/07		Service Empl	Gianinni	Dominic	Facilities Services	Night Custodian Grade 4	09/26/07	16.89	New Hire		Contract
Appointment	10/9/07		Service Empl	Wood	Cory	Facilities Services	Night Custodian Grade 4	09/26/07	16.89	New Hire		Contract
Appointment	10/9/07		Instructional	Tyler III	Sylvanus	McKinley Middle School	Choir / Theater	08/29/07	34,954.00	New Hire	B Step 4	Letter
Appointment	10/9/07		Instructional	Kamikawa	Heather	John Bullen Middle School	Music / Orchestra	08/31/07	33,430.00	New Hire	B Step 3	Letter
Appointment	10/9/07		Educ. Assistant	Banaszynski	Scott	Pleasant Prairie Elementary	Educational Assistant / Special Ed	09/04/07	11.32	New Hire		Contract
Appointment	10/9/07		Educ. Assistant	Thompson	Matthew	Lincoln Elementary	Self Contained Educational Assistant	09/12/07	10.75	New Hire		Contract
Appointment	10/9/07		Educ. Assistant	Jones	Gale	Grant Elementary	Educational Assistant	09/11/07	11.32	New Hire		Contract
Appointment	10/9/07		Instructional	Belanger-Gonz	Lee	Bradford High School	Spanish Teacher	09/10/07	57,462.00	New Hire	M+30 Step 11	Contract
Appointment	10/9/07		Secretarial	Skow	Jodie	McKinley Middle School	Library Clerical Assistant - 10 Month	09/17/07	11.26	New Hire		Contract
Appointment	10/9/07		Instructional	Stenson	Joanna	Bradford High School	Bilingual Math / Italian Teacher	09/11/07	33,430.00	New Hire	B Step 3	Letter
Early, Early Retirement	10/9/07		Educ. Assistant	Schmelling	Andrew	Strange Elementary School	Special Education Teacher	06/12/07	55,570.00	Early, Early Retirement	B+24Step 14	Contract
Appointment	10/9/07		Instructional	Azzolina	Katharine	Bose Elementary	Special Education	08/29/07	25,665.32	New Hire	M30 Step 15	Letter
Appointment	10/9/07		Miscellaneous	French	Terry	K-Tech	Student Support	09/04/07	13.91	New Hire		
Appointment	10/9/07		Educ. Assistant	Daugherty	Christine A	Nash Elementary School	Special Education Assistant	09/04/07	10.75	New Hire		Contract
Resignation	10/9/07		Secretarial	Wade	Wendy	Bradford High School	Secretary I - 12 month Student Leadership	09/21/07	15.33	Resignation		Contract
Appointment	10/9/07		Educ. Assistant	Gomez	Carla	Indian Trail Academy	Educational Assistant / Security	09/10/07	11.75	New Hire		Contract
Appointment	10/9/07		Educ. Assistant	Hubeler	Heather	Lance Middle School	Educational Assistant / Special Ed	09/17/07	10.75	New Hire		Contract
Appointment	10/9/07		Instructional	Cerminara	Gina	Dimensions of Learning	Guidance Counselor	09/07/07	7,363.40	New Hire	M Step 3	Contract
Appointment	10/9/07		Instructional	Chamness	Benjamin	Lincoln Middle School	Spanish Teacher	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	10/9/07		Instructional	Ryan	Lynda	Special Education (ESC)	Teacher of Visually Impaired	08/29/07	16,753.75	New Hire	M+30 Step 15	Letter

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 17, 2007

A special meeting of the Kenosha Unified School Board was held on Monday, September 17, 2007, in the Reuther auditorium. The purpose of this meeting was for discussion/action on the Building Naming Committee Recommendation

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

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of 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. Mangi presented the Building Naming Committee Recommendation, excerpts follow:

“School Board Policy 7400 Naming or Renaming District Buildings states that a “Building Naming Committee, at the request of the Board, shall advise on the naming or renaming of District buildings or facilities.” Within the scope of its responsibility, a Building Naming Committee was charged with the responsibility to solicit and compile a list of potential names for Durkee/Lincoln replacement elementary school. This committee, with Judy Scovell, Lincoln Elementary School Teacher, as its chairperson, acknowledged and adhered to Board Policy in the performance of its duties.

The Building Naming committee met on February 21, 2007 to determine the set of guidelines it would follow and determine a final name or names to be submitted to the School Board for consideration. The final candidate name was derived from a diverse list of different names submitted by the public, and the Committee also reviewed previously suggested names kept on file in the Superintendent of Schools’ Office per board policy. Those lists totaled over 140 additional names for Committee consideration.

At its February 21st meeting, the Building Naming Committee unanimously approved recommending to the Board Charles Durkee Elementary School as the name for the Durkee/Lincoln replacement school. The rationale for this recommendation included the historical nature of the name (Mr. Durkee was a strong supporter of the community and education); the fact that the staffs of both Durkee and Lincoln Elementary Schools concurred; and the name of Lincoln will continue to be represented by Lincoln Middle School.

At its March 13, 2007 special meeting, community members asked that the School Board postpone voting on the recommendation of the Building Naming Committee as they felt there was not enough community awareness and/or involvement. The Board President directed that information regarding the Building Naming Committee be posted on the District website. The Board then voted to postpone a vote on the Building Naming Committee recommendation indefinitely.

Subsequently, the Building Naming Committee again met on April 18, 2007 and May 2, 2007. Public comments were heard at both meetings, and at the May 2nd meeting, the Building Naming Committee reduced the short list of nine names down to three and voted to submit those three names to the Board of Education for consideration.

The Building Naming Committee submits the following names for consideration by the School Board as the name for the Durkee/Lincoln replacement school (listed in alphabetical order): Brass Community School, Mildred Brown Elementary School and Charles Durkee Elementary School.”

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

Mr. Hujik moved to name the Durkee/Lincoln replacement school the Durkee/Brown Elementary School. Motion failed due to a lack of a second.

Mrs. P. Stevens moved to name the Durkee/Lincoln replacement school the Mildred Brown Elementary School. Mr. Olson seconded the motion.

Roll call vote. Ayes: Mrs. P. Stevens, Mrs. R. Stevens, and Mr. Olson. Noes: Mr. Englund, Mr. Hujik, Mr. Ostman and Mr. Fountain. Motion failed.

Mr. Ostman moved to name the Durkee/Lincoln replacement school the Brass Community School with the library named after Mildred Brown. Mrs. R. Stevens seconded the motion.

Roll call vote. Ayes: Mrs. R. Stevens, Mr. Hujik, Mr. Ostman, and Mr. Fountain. Noes: Mr. Englund, Mrs. P. Stevens, and Mr. Olson. Motion passed.

Meeting adjourned at 8:51 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 25, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, September 25, 2007, in the Small Board Room of 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 6:00 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present.

Mr. Fountain, 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. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Position Assignments; Personnel: Compensation and/or Contracts; Property: Sale; Property: Lease/Rental and Collective Bargaining Deliberations not subject to S.S. 19.85(3).

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

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

1. Personnel: Position Assignments and Compensation and/or Contracts

Ms. Pamela Black arrived at 6:07 P.M. and responded to Board members' questions. She was excused at 6:25 P.M.

2. Collective Bargaining Deliberations not subject to S.S. 19.85(3)

Mr. Olson gave Board members an update on Educational Assistants' collective bargaining. A discussion followed.

3. Property: Sale and Lease/Rental

Mr. Finnemore arrived at 6:45 P.M. and gave Board members an update on a proposed property sale. A brief discussion followed.

Mr. Finnemore gave an update on the proposed YMCA pool lease. A discussion followed.

Meeting adjourned at 7:00 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 25, 2007

A regular meeting of the Kenosha Unified School Board was held on Tuesday, September 25, 2007, at 7:00 P.M. in the Board Room at the Educational Support Center. Mr. Fountain, President, presided.

The meeting was called to order at 7:05 P.M. with the following Board members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain.

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

Dr. Mangi presented the Festival of Arts and Flowers 2007 Awards.

There were no Administrative or Supervisory Appointments.

Mr. Johnston presented the Legislative Report.

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

Dr. Mangi introduced the Student Ambassadors, Jisha Jose and Cynthia Aguilar, both from Indian Trail Academy and they made their comments.

Dr. Mangi gave his Superintendent's report.

New Business items XII-A – Ratification of the KUSD/KEAA Collective Bargaining Agreement and XII-B – Administrative/Supervisory/Technical Employee Compensation Policy were pulled from the agenda.

The Board considered the following Consent-Approve items:

Consent-Approve item X-A – Proposed Facilities Related Policy Changes submitted by Mr. Patrick Finnemore, Director of Facilities; Ms. Kathleen Barca, Executive Director of School Leadership; and Dr. Mangi, excerpts follow:

“It has been several years since the last time the facilities related Board policies were reviewed and revised. Since that time, there have been some changes in how the Planning, Facilities, Equipment Committee and the Board as a whole have requested information to be provided and also on the frequency that the information is provided.

Because of this, the Board policies should be revised to better reflect the current practices and procedures being followed.

The Planning, Facilities, Equipment Committee unanimously recommended, at its August 14, 2007 meeting, that the draft facilities related policy changes be brought to the full Board on August 28, 2007 for a first reading. The policy changes were approved on a first reading and it is recommended that the Board approve the facilities related policy changes noted in this report on a second reading at its September 25, 2007 meeting.”

Consent-Approve item X-B – Draft Indoor Air Quality Policy submitted by Mr. Finnemore, Ms. Barca and Dr. Mangi, excerpts follow:

“In 2001, the Facilities Department developed an indoor air quality (IAQ) strategy to promote providing safe and healthy environments for our students, staff and the public that use our buildings. This strategy has evolved into a program over the years that we believe rivals any school district program that exists in the State and maybe the entire country. Facilities Department staff members have been asked many times over the years to present our IAQ program at conferences and we have provided information to school districts, universities, and other organizations across the country as they developed programs of their own. A great deal of the background of our program has been documented on the facilities home page of the KUSD website; however, we have never formalized our program. Because so much of the history and background of the program existed only in the knowledge base of existing Facilities Department staff members, we felt it was important to document that information in a formal program in the event that a staff member would leave the District.

The policy and the program were written to not be overly prescriptive, but instead to provide some formal requirements that provide direction to the District for now and in the future. Greater details will continue to exist on the website and within the Facilities Department practices, but they will now have formal direction governing them.

The Planning, Facilities, Equipment Committee unanimously recommended, at its August 14, 2007 meeting, that the Draft Indoor Air Quality Policy and Program be brought to the full Board on August 28, 2007 for a first reading. Policy 3653 was approved on a first reading and it is recommended that the Board approve the Indoor Air Quality Policy and Program on a second reading at its September 25, 2007 meeting.”

Consent-Approve item X-C – Draft Integrated Pest Management Policy submitted by Mr. Finnemore, Ms. Barca and Dr. Mangi, excerpts follow:

“Over the years, the Facilities Department has refined our pest management strategies to comply with Environmental Protection Agency (EPA) and the State of Wisconsin rules and guidelines. We have also worked with State agencies to proactively develop strategies that reflect what is commonly referred to as an Integrated Pest Management (IPM) Program. The IPM name was coined to describe a philosophy and strategy that promotes safety in dealing with structural and landscape pests.

A great deal of the background of the program we developed has been documented in various Facilities Department processes; however, we have never formalized our program. Because so much of the history and background of the program existed only in the knowledge base of existing Facilities Department staff members, we felt it was important to document that information in a formal program in the event that a staff member would leave the District.

The policy and the program were written to not be overly prescriptive, but instead to provide some formal requirements that provide direction to the District for now and in the future. Greater details will continue to exist within the Facilities Department practices, but they will now have formal direction governing them.

The Planning, Facilities, Equipment Committee unanimously recommended, at its August 14, 2007 meeting, that the Draft Integrated Pest Management Policy be brought to the full Board on August 28, 2007 for a first reading. Policy 3652 was approved on a first reading and it is recommended that the Board approve the Integrated Pest Management Policy on a second reading at its September 25, 2007 meeting.”

Consent-Approve item X-D – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as presented in the agenda.

Consent-Approve item X-E – Minutes of 8/28/07, 9/4/07 and 9/11/07 Special Meetings and Executive Sessions, 8/14/07 Executive Session, 8/28/07 Regular Meeting, 9/11/07 Special Meeting, and 9/10/07 Public Hearing on Budget and Annual Meeting of Electors as presented in the agenda.

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

“It is recommended that receipt numbers CR027758 thru CR027860 that total \$272,825.44 be approved.

Check numbers 398480 thru 399419 totaling \$9,120,860.65 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated August 2, 16, 30 and 31, 2007 totaling \$2,385,998.49, to US Bank of Milwaukee dated August 15 and 30, 2007 totaling \$643,700.23 and to the Wisconsin Retirement System dated August 31, 2007 totaling \$259,550.63 be approved.”

Consent-Approve item X-G – Donations to the District as presented in the agenda.

Mr. Hujik moved to approve the consent agenda as presented. Mr. Olson seconded the motion. Unanimously approved.

Dr. Mangi presented the City of Kenosha Project Proposal Community Development Block Grant Program submitted by Mr. William Greathouse, Carpentry Career & Technical Education Director; Mr. Greg Wright, Career & Technical Education Coordinator; Dr. Edie Holcomb, Executive Director of Instructional Services; and Dr. Mangi, excerpts follow:

“Permission is requested to submit, accept, and implement funding from the Carpenter’s Home Improvement, Inc. City of Kenosha – Project Proposal Community Development Block Grant Program. This funding is received in the form of reimbursement payments for the Carpentry Career & Technical Education Program. The District has received block grant funding through the Carpenter’s Home Improvement, Inc. for the past eight years.

At its September 11, 2007 meeting, the Curriculum/Program Committee moved to forward the Carpenter’s Home Improvement, Inc. City of Kenosha – Project Proposal Community Development Block Grant funding proposal to the full Board for review, acceptance and implementation.”

Mr. Olson moved to accept and implement the Carpenter’s Home Improvement, Inc. City of Kenosha – Project Proposal Community Development Block Grant. Mrs. P. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 8:37 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 1, 2007

A special meeting of the Kenosha Unified School Board was held on Monday, October 1, 2007, in Room 125 of 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 6:34 P.M. with the following members present: Mrs. P. Stevens, Mrs. R. Stevens, Mr. Olson and Mr. Fountain. Mr. Englund, Mr. Hujik and Mr. Ostman arrived later. Dr. Mangi, Ms. Barca, Ms. Glass, Dr. Holcomb, Mr. Johnston, Ms. Lauer, Mr. Miller, Ms. Stephens, Mr. Thompson were also present.

Mr. Fountain, 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. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems and Evaluation Consideration subject to S.S. 19.85 (1)(c,f).

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

Roll call vote. Ayes: Mrs. P. Stevens, Mrs. R. Stevens, Mr. Olson and Mr. Fountain. Noes: None. Unanimously approved.

1. Personnel: Problems and Evaluation Consideration

There was discussion with Board members and the Leadership Council regarding position expectations.

Mr. Ostman arrived at 6:39 P.M., Mr. Englund arrived at 6:40 P.M. and Mr. Englund arrived at 6:45 P.M.

Mrs. P. Stevens left the meeting at 8:00 P.M.

Meeting adjourned at 8:48 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 9, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 9, 2007, in the Small Board Room of 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 5:06 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present. Mrs. R. Stevens and Mr. Hujik arrived later. Mr. Olson was excused.

Mr. Fountain, 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. Fountain announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment relationship; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; Personnel: Evaluation Consideration and Collective Bargaining Deliberations not subject to S.S. 19.85(3).

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

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

1. Personnel: Employment Relationship; Problems; Position Assignments; Compensation and/or Contracts; and Evaluation Consideration

Dr. Mangi informed Board members of personnel issues and problems. A discussion followed.

A brief discussion took place regarding the status of the hiring of the Superintendent search firm.

Mrs. R. Stevens arrived at 5:10 P.M.

2. Property: Lease/Rental

A discussion took place regarding a possible property lease.

Mr. Hujik, Mr. Johnston and Mrs. Glass arrived at 5:17 P.M.

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

Mrs. Glass gave an update on the status of Educational Assistants' collective bargaining and the Administrative, Supervisory and Technical compensation policy. A discussion followed.

Meeting adjourned at 6:08 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 9, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 9, 2007, in the Board Room at the Educational Support Center. The purpose of this meeting was for discussion/action on an Administrative Appointment.

The meeting was called to order at 8:11 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Ostman and Mr. Fountain. Dr. Mangi was also present. Mr. Olson was excused.

Mr. Fountain, President, opened the meeting by announcing that this was a special meeting of the School Board of 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. Mangi presented an Administrative Appointment.

Mrs. R. Stevens moved to approve Ms. Pamela Black as Interim Coordinator of Special Education effective October 10, 2007. Mrs. P. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 8:15 P.M.

Stacy Schroeder Busby
School Board Secretary

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	From	To	Date	Amount
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Total Receipts	CR027861	CR028365	9/5/2007 - 9/20/2007	\$	933,713.24
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank (for federal payroll taxes)	September 14, 2007	1,195,580.59
First Natl Bank of Chicago/NationsBank (for federal payroll taxes)	September 17, 2007	141,056.85
First Natl Bank of Chicago/NationsBank (for federal payroll taxes)	September 27, 2007	1,270,076.25
US Bank of Milwaukee (for state payroll taxes)	September 17, 2007	215,724.69
Wisconsin Retirement System	September 28, 2007	601,055.03
Total Outgoing Wire Transfers		\$ 3,423,493.41

Check Registers:

General	399420	399736	September 7, 2007	1,159,010.82
General	399737	400145	September 14, 2007	1,325,434.83
General	400146	400148	September 17, 2007	2,584.65
General	400149	400353	September 21, 2007	4,378,832.94
General	400354	400359	September 25, 2007	48,003.98
General	400360	400363	September 25, 2007	5,578.12
General	400364	400364	September 27, 2007	60.00
General	400365	400865	September 28, 2007	1,663,103.93
General	400866	400866	September 28, 2007	225.45

Total Check Registers	\$ 8,582,834.72
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Administrative Recommendation

It is recommended that receipt numbers CR027861 thru CR028365 that total \$933,713.24 be approved.

Check numbers 399420 thru 400866 totaling \$8,582,834.72 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated September 14, 17 and 27, 2007 totaling \$2,606,713.69, to US Bank of Milwaukee dated September 17, 2007 totaling \$215,724.69 and to the Wisconsin Retirement System dated September 28, 2007 totaling \$601,055.03 be approved.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Grand Lodge Knights of Pythias of Wisconsin donated \$400.00 to the Special Education Assistive Technology Program at Jane Vernon Elementary School.
2. Modern Woodmen of America donated a maple tree worth \$200.00 that will be planted at Harvey Elementary School.

Administrative Recommendation

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

Dr. Joseph T. Mangi
Interim Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

2008 HIGH SCHOOL REFERENDUM

Background:

The School Board approved a proposed high school referendum at their August 28, 2007 regular meeting. At that meeting the Board considered various alternatives and voted unanimously to:

1. Seek a referendum for additions and renovations to Indian Trail Academy to provide an additional capacity for 1,500 boundary students to help relieve overcrowding at Bradford and Tremper High Schools.
2. Not include the addition of a pool in the base scope for the referendum.
3. Have a second question on the referendum ballot requesting funding for the annual operating budget related to the additions and renovations.
4. Hold the referendum on the 2008 February Primary (February 19, 2008).

As part of the Administrative presentations at this meeting and a Special Meeting on August 14, 2007, a schedule related to the referendum was discussed. The first step in the process was the development and administration of a community-wide survey related to the referendum. The results of the survey which was promoted in the community through a handout that went home with every KUSD student, press releases, a special insert in a Sunday edition of *The Kenosha News*, on Channel 20, and on the KUSD website are being presented as part of this report.

Executive Summary of the Survey Results (Prepared by Kit Dailey, Strategic Communications Advisor for First Trust Portfolios L.P.):

Demographic Data Highlights

- Total respondents: 1708 online, 20 paper for total of **1,728 completed surveys**
- Gender: **72.5% Female, 27.5% Male**
- Age Group: **36.9% between ages of 36-45**
- Category: **61.7% parent of school age children**
- Vote History: **76.8% regularly vote in local elections**

Key Question Data Highlights

- More than **88%** of respondents believe the high schools are overcrowded. Clearly residents recognize the urgent need for more high school space.
- When asked to indicate their willingness to support a referendum to relieve overcrowding BEFORE being presented with the preliminary plan (the un-informed response), the response was as follows:

- If tax increase less than \$100 per year: **39%** definitely would support, **12%** definitely would not.
 - If tax increase less than \$50 per year: **56%** definitely would support, **8%** definitely would not.
 - If NO tax increase: **84%** definitely would support, **3%** definitely would not.
- Later in the survey, after details of the preliminary plan had been presented, (the informed response), respondents indicated their willingness to support two referendum questions as follows:
 - **Referendum Question 1** to expand and renovate Indian Trail at no increase to tax payers: **68%** definitely would support, **6%** definitely would not.
 - **Referendum Question 2** to support operations of third boundary high school at modest increase to taxpayers: **42%** definitely would support, **11%** definitely would not.
- When asked for their preference in classroom design and organization (by grade level vs. by department), **50%** prefer the layout by department, **31%** by grade level, and **17%** had no opinion.
- **58%** of respondents indicated offering current Bradford and Tremper students the opportunity to graduate from their “home” school would ease their concerns about the pending boundary changes. **16%** need more information on this topic, and **13%** indicated this did not address their concerns. **129 comments** were provided in this section of the survey.
- When asked whether they supported the concept of building a swimming pool as a joint venture with the YMCA rather than attached to Indian Trail, **53%** of respondents indicated they supported this idea. However, **22%** felt Indian Trail should have its own attached pool instead and **15%** don’t believe another pool is necessary at all. **104 comments** were provided in this section of the survey.
- Respondents that indicated they attend or have students that currently attend Indian Trail Academy were asked an additional question relative to their plans to continue attending ITA or potentially switch to the comprehensive boundary high school. Only 78 people answered this question, but **61%** indicated they would likely continue to attend ITA rather than the new boundary high school.
- Respondents ranked the most effective way to communicate future information as follows:
 1. Direct mail – **60%**
 2. Information home with students – **51%**
 3. News media – **40%**
 4. District website – **38%**
 5. Cable Channel 20 – **14%**
 6. Public meetings – **11%**

60 comments were also provided in the section of the survey.

Detailed Survey Results

Attachment 1 to this report contains the detailed summary of survey results.

Analysis of Comments – Major Themes

Respondents provided approximately 730 open comments in the survey. In general, people tend to comment to further express concern and disagreement rather than provide additional positive feedback. Sometimes the statements are unrelated to the survey topic or even school district issues. Residents welcome the opportunity to provide their opinions though and so it should be considered valuable insight into KUSD residents. Comments also help us identify areas of confusion with the preliminary plan and other topics that need to be clarified to help voters make an informed decision at the polls.

While many perspectives were shared on a variety of topics, the following statements stand out as repetitive themes:

- We need a third comprehensive high school like Bradford and Tremper that provides all of the same educational, athletic, and co-curricular opportunities.
- Indian Trail should be a full boundary high school like Bradford and Tremper, without the Academy program at all. It should have been built that way from the start.
- I hope the Academy program is unaffected by the expansion of Indian Trail – it really works for my son/daughter.
- I believe we need to expand Indian Trail AND build a third comprehensive high school in Pleasant Prairie since that is where the majority of the growth is happening.
- We are so overcrowded. Can't this project move forward any faster? 2011 seems a long way out. Get this done now.
- What took so long?
- Why don't the developers responsible for bringing in all these new homes pay for the new schools? What happens to all the impact fees for new construction?
- KUSD schools are under utilized. Why are several schools not in use if the District is so overcrowded?
- Put the sixth grade back into elementary schools, and move the ninth grade back to the middle schools. Wouldn't this relieve the overcrowding and save taxpayers money?
- We already pay KUSD too much money in taxes. Make do with what you have like the rest of us. Stop raising taxes.
- Have you considered split shifts at the high schools?
- KUSD offers too many "special or choice schools".
- Shouldn't we be adding on to Bradford and Tremper too? This seems like another "band-aid solution" to our overcrowding problems.
- Please carefully consider the boundary changes when a plan is approved. Don't follow the same process you used for the middle school redistricting.

- Be upfront about the cost to taxpayers. “No increase in taxes” is NOT the same as “no cost to taxpayers”.
- Control student registration better to reduce the number of Illinois students coming to KUSD. Require proof of residency before accepting more students!
- What will happen to siblings under the redistricting plan? Will I have two students at two different high schools?
- The joint use pool sounds like a good idea but how will students get between ITA and the YMCA during the school day, especially in the winter?
- Indian Trail deserves its own pool.
- I don’t believe a pool is an absolute necessity – keep the cost down.
- Use email to communicate with me
- Thank you for the survey and for asking my opinion.

Proposed Referendum Resolutions:

Based on the Board actions at the August 28, 2007 meeting, attorneys representing the District have drafted the three (3) resolutions and a sample ballot with the two (2) questions for the February 19, 2008 election. These documents are provided as Attachment 2 to this report.

The first resolution authorizes the Board to issue bonds to renovate and add on to Indian Trail Academy. The second resolution authorizes the District to exceed the revenue limits for the additional operating costs for the comprehensive high school. The third resolution provides for the referendum election to be held for the purposes described above. On pages 3 and 4 of this last resolution is a sample ballot that will be provided to the electors for their consideration.

We have left the dollar amounts blank in the draft resolutions to be filled in by the Board at tonight’s meeting. Based on the estimates developed by Administration that were presented as part of the reports provided at the August 14th and 28th meetings, the blank in the first resolution would be \$52,500,000, and the blank in second resolution would be \$2,427,000.

Administration Recommendation:

Administration recommends Board approval of the two referendum resolutions presented in this report for the February 19, 2008 high school referendum.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Mr. William L. Johnston
Director of Business Services

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

Page: Demographics

1. Please select your gender.

	Response Percent	Response Count
Female	72.5%	123
Male	27.5%	47
<i>answered question</i>		170
<i>skipped question</i>		

2. Please select your age group.

	Response Percent	Response Count
under 18	10.5%	17
19-25	2.4%	4
26-35	21.3%	36
36-45	36.9%	63
46-55	19.6%	33
56-65	6.6%	11
over 65	2.8%	4
<i>answered question</i>		170
<i>skipped question</i>		

3. Please select the category (ies) that BEST describes you.

	Response Percent	Response Count
KUSD student	11.9%	20
Parent of school age children	61.7%	105
Parent of pre-school children	8.4%	14
Parent of adult children	9.4%	16
Non parent	6.7%	11
Business owner	2.7%	4
Senior citizen	4.6%	7

KUSD staff member



14.4%

24

answered question

170

skipped question

4. Do you regularly vote in local elections?

Yes

Response
PercentRespon
Count

76.8%

130

No



23.2%

39

answered question






























170

skipped question

Page: Demographics (con't)



5. Please select the school or schools that you or your children attend.

	Response Percent	Respon Count
Bose Elementary School	2.3%	2
Bradford High School	20.9%	25
Brompton Elementary School	1.0%	1
Bullen Middle School	7.7%	9
Chavez Learning Station	0.4%	
Columbus Elementary School	0.2%	
Curtis Strange Elementary School	1.5%	1
Dimensions of Learning Academy	1.9%	2
Durkee Elementary School	0.6%	
E. Bain School of Language & Art	2.1%	2
Forest Park Elementary School	3.7%	4
Frank Elementary School	0.6%	
Grant Elementary School	1.8%	2
Grewenow Elementary School	1.5%	1
Harborside Academy	0.7%	
Harvey Elementary School	3.6%	4

Hillcrest School		0.2%	
Indian Trail Academy		6.7%	8
Jefferson Elementary School		0.8%	1
Jeffery Elementary School		3.6%	4
Kenosha eSchool		0.2%	
Kenosha School of Language		0.2%	
KTEC		3.5%	4
Lakeview Technology Academy		2.6%	3
Lance Middle School		12.3%	15
Lincoln Elementary School		0.7%	
Lincoln Middle School		3.8%	4
Mahone Middle School		10.0%	12
McKinley Elementary School		0.9%	1
McKinley Middle School		4.5%	5
Nash Elementary School		6.0%	7
Paideia Academy		0.7%	
Pleasant Prairie Elementary School		6.0%	7
Prairie Lane Elementary School		6.1%	7
Reuther Central High School		1.4%	1
Roosevelt Elementary School		3.3%	4
Somers Elementary School		3.5%	4
Southport Elementary School		2.8%	3
Stocker Elementary School		3.1%	3
Tremper High School		24.0%	29
Vernon Elementary School		2.2%	2
Washington Middle School		4.1%	5
Whittier Elementary School		6.0%	7
Wilson Elementary School		0.2%	
Non-KUSD school		2.7%	3
<i>answered question</i>			123
<i>skipped question</i>			47

Page: Background Information

6. Do you believe that our high schools are overcrowded?

		Response Percent	Response Count
Yes		88.5%	139
No		3.5%	5
I do not have enough information at this time		8.0%	12
<i>answered question</i>			157
<i>skipped question</i>			13

Page: Background Information

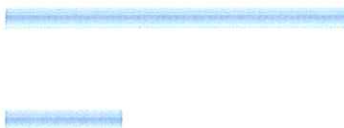

7. How likely are you to support a referendum that directly relieved our high school overcrowding?

	Definitely would	Probably would	Probably would not	Definitely would not	I do not have enough information at this time	Rating Average	Response Count
If it would increase taxes less than \$100 per year	39.3% (597)	26.1% (397)	12.6% (192)	12.6% (191)	9.4% (143)	1.98	152
If it would increase taxes less than \$50 per year	56.8% (863)	23.0% (349)	4.7% (72)	8.3% (126)	7.2% (110)	1.62	152
If there was NO increase to taxpayers	84.5% (1284)	5.3% (80)	1.3% (20)	3.4% (51)	5.6% (85)	1.19	152
<i>answered question</i>							152
<i>skipped question</i>							18

Page: Preliminary Plan Overview




8. If you could help design the boundary school classroom layout, how would you prefer the building be organized?

	Response Percent	Response Count
By grade levels (ex: with all 9th grade classes in one area, 10th in another, similar to the grade level design at Mahone Middle School)	31.9%	46
By department (ex: the traditional		

way with all science classes in one area, math in another, similar to Bradford and Tremper High Schools)		50.9%	74
No opinion		17.2%	25
answered question			145
skipped question			25

Page: Background Information

9. Do you believe that our high schools are overcrowded?

		Response Percent	Response Count
Yes		93.9%	7
No		2.4%	
I do not have enough information at this time		3.7%	
answered question			8
skipped question			162

Page: Background Information

10. How likely are you to support a referendum that directly relieved our high school overcrowding?

	Definitely would	Probably would	Probably would not	Definitely would not	I do not have enough information at this time	Rating Average	Response Count
If it would increase taxes less than \$100 per year	34.6% (28)	23.5% (19)	22.2% (18)	11.1% (9)	8.6% (7)	2.11	8
If it would increase taxes less than \$50 per year	54.3% (44)	21.0% (17)	13.6% (11)	4.9% (4)	6.2% (5)	1.67	8
If there was NO increase to taxpayers	72.8% (59)	8.6% (7)	4.9% (4)	3.7% (3)	9.9% (8)	1.33	8
answered question							8
skipped question							162

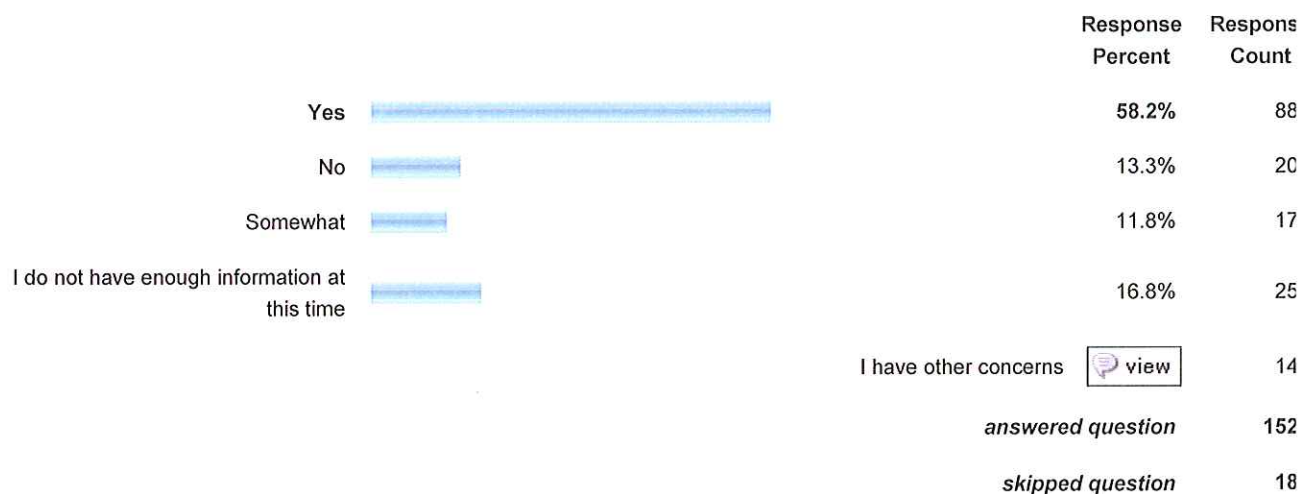
Page: Preliminary Plan Overview

11. The Academy will remain a choice school for all Kenosha Unified high school students. If, however, you live within the attendance boundary that would attend the expanded Indian Trail High School, which school would you or your student likely attend?



Page: Attendance Boundaries

12. If current students at Bradford and Tremper were offered the opportunity to graduate from their "home" school, would this ease some of your concerns about the proposed new school and the boundary changes?



Page: Swimming Pool

13. Do you support this approach?



No; I don't believe we need access to a pool at all.		15.6%	23
I do not have enough information at this time		9.1%	13
Other (please specify)  view			10
answered question			151
skipped question			19

Page: Preliminary Cost Overview

14. How likely are you to support a revenue tax rate increase of approximately 11 cents per \$1,000 of fair market home value (Ex: \$22 per year on a \$200,000 home) to support the operation (programs, staff, utilities, etc.) of a new high school?

	Definitely would	Probably would	Probably would not	Definitely would not	I do not have enough information at this time	Rating Average	Response Count
Support a revenue tax rate increase.	46.5% (697)	28.1% (421)	7.6% (114)	10.4% (156)	7.4% (111)	1.80	149
answered question							149
skipped question							20

Page: Two Ballot Questions


15. Now that you've learned more about the preliminary plan the School Board is considering to reduce high school overcrowding how likely are you to support:

	Definitely would	Probably would	Probably would not	Definitely would not	I do not have enough information at this time	Rating Average	Response Count
Referendum question 1: A bond referendum to expand and renovate Indian Trail Academy to provide a third boundary high school at no increase to taxpayers?	68.1% (1012)	17.1% (254)	3.2% (47)	6.3% (94)	5.4% (80)	1.45	148
Referendum question 2: A tax rate referendum to support the operations of a third boundary high school at a modest increase to taxpayers?	42.0% (624)	29.7% (442)	10.6% (158)	11.0% (164)	6.7% (99)	1.90	148
answered question							148
skipped question							22

Page: Communication


16. As the School Board finalizes plans to relieve our high school overcrowding, what is the most effective way to communicate this information to you?

Please rank your selections from 1, indicating your primary choice of communication to 6, indicating your last choice of communication.

	1	2	3	4	5	6	Responses Count
Direct mail	36.0% (443)	24.0% (296)	16.1% (198)	11.0% (136)	6.9% (85)	6.0% (74)	123
Information home with students	27.9% (343)	23.5% (289)	16.2% (199)	10.2% (126)	10.2% (125)	12.0% (148)	123
District website	16.3% (197)	21.7% (262)	25.2% (304)	19.8% (239)	12.6% (152)	4.3% (52)	120
Cable Channel 20	6.8% (81)	7.4% (88)	9.6% (115)	16.8% (201)	25.9% (310)	33.5% (401)	119
Public meetings	4.6% (52)	7.1% (81)	10.8% (123)	16.7% (189)	24.1% (273)	36.7% (417)	113
News media	24.7% (312)	15.4% (195)	19.2% (243)	20.9% (264)	15.0% (190)	4.8% (61)	126
Other (please specify)						<div> view</div>	6
answered question							148
skipped question							22

Page: Thank You

17. We welcome any additional comments or suggestions you wish to provide regarding the preliminary high school overcrowding relief plan that is now being considered by the School Board. Your input will play a valuable role in our final decision-making. Thank you for your time and interest in Kenosha Unified Schools.

	Response Count
 view	41
answered question	41
skipped question	129

INITIAL RESOLUTION AUTHORIZING
GENERAL OBLIGATION BONDS
IN AN AMOUNT NOT TO EXCEED
\$ _____

BE IT RESOLVED by the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin, that there shall be issued, pursuant to Chapter 67, Wisconsin Statutes, General Obligation Bonds in an amount not to exceed \$ _____ for the purpose of paying the cost of renovations to the Indian Trail Academy and constructing and equipping additions thereto in order to create a comprehensive high school facility.

BE IT FURTHER RESOLVED that the District Clerk is hereby authorized and directed to publish a Notice to Electors (in substantially the form attached hereto as Attachment One) in the Kenosha News, within ten (10) days of the adoption of the foregoing resolution.

BE IT FURTHER RESOLVED that pursuant to Section 67.05(6a)(a)2.a. of the Wisconsin Statutes, the District Clerk is hereby directed to submit the foregoing Initial Resolution to the electors for approval or rejection at the February 19, 2008 election. The Initial Resolution shall not be effective unless adopted by a majority of the school district electors voting at the referendum.

Adopted this 23rd day of October, 2007.

John David Fountain, Jr.
District President

(SEAL)

ATTEST:

Mar Hujik
District Clerk

RESOLUTION TO EXCEED REVENUE CAP
BEGINNING WITH THE 2010-11 SCHOOL YEAR
BY AN AMOUNT OF \$_____

BE IT RESOLVED by the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin, that the final school district budget beginning with the 2010-11 school year shall include, on a recurring basis, an amount of \$_____ in excess of the revenue limits imposed by Section 121.91(2m) of the Wisconsin Statutes for the purpose of paying operation and maintenance costs of a new comprehensive high school facility.

BE IT FURTHER RESOLVED that, pursuant to Section 121.91(3) of the Wisconsin Statutes, the foregoing resolution be submitted to the electors for approval or rejection at the February 19, 2008 election.

Adopted this 23rd day of October, 2007.

John David Fountain, Jr.
District President

(SEAL)

ATTEST:

Marc Hujik
District Clerk

mw1390221_1

RESOLUTION PROVIDING FOR A REFERENDUM ELECTION ON THE
QUESTIONS OF THE APPROVAL OF AN INITIAL RESOLUTION AUTHORIZING
ISSUANCE OF GENERAL OBLIGATION BONDS IN AN AMOUNT NOT TO
EXCEED \$ _____ AND THE APPROVAL OF A RESOLUTION
TO EXCEED THE DISTRICT'S REVENUE CAP BEGINNING WITH THE
2010-11 SCHOOL YEAR BY AN AMOUNT OF \$ _____

WHEREAS, the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District"), has duly adopted an initial resolution entitled: "Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$ _____" (the "Initial Resolution");

WHEREAS, the School Board of the District has duly adopted a resolution entitled: "Resolution to Exceed Revenue Cap Beginning With The 2010-11 School Year By An Amount of \$ _____" (the "Revenue Cap Resolution");

WHEREAS, the School Board has determined to submit the Initial Resolution directly to the electors of the District for rejection or approval pursuant to Section 67.05(6a)(a)2.a. of the Wisconsin Statutes;

WHEREAS, the Initial Resolution shall not be effective unless it is approved by a majority of the District electors voting at the referendum; and

WHEREAS, the School Board of the District is required to submit the Revenue Cap Resolution directly to the electors of the District for rejection or approval pursuant to Section 121.91(3) of the Wisconsin Statutes.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District as follows:

Section 1. Referendum Election Date. A referendum election shall be held in the District on February 19, 2008 for the purpose of submitting to the qualified electors of the District the propositions of whether the Initial Resolution and the Revenue Cap Resolution shall be approved.

Section 2. Polling Places. District electors will vote in the referendum election at their regular polling places during the hours as specified in the Type D Notice.

Section 3. Notice of Referendum Election. The Kenosha News is the official newspaper of the District with daily publication. The District Clerk or his/her designee is directed to give notice of the referendum election as follows:

- (a) By publishing a Type A Notice of Referendum Election in substantially the form attached hereto as Exhibit A in the Kenosha News on January 22, 2008.
- (b) By publishing a Type B Notice, in substantially the form attached hereto as Exhibit B, which includes a facsimile ballot and voting instructions to electors in the Kenosha News on February 18, 2008.

- (c) By publishing a Type C Notice of Referendum, in substantially the form attached hereto as Exhibit C, in the Kenosha News on February 18, 2008. This notice should be printed as close as possible to the ballot portion of the Type B Notice discussed above.

Section 4. Absentee Ballots. The Municipal Clerks of the municipalities within the District are hereby designated and appointed as the officials who shall receive applications for absentee ballots and initial the same when issued to qualified absentee voters.

Section 5. Report of Results of Referendum Election. In accordance with Section 67.05(3)(g) of the Wisconsin Statutes, the referendum election shall be held and conducted and the votes cast thereat counted and canvassed as in other matters voted upon and the results certified forthwith to the Clerk of the District. The District Clerk shall then report the result of the referendum election to the School Board at its next regular or special meeting.

Adopted this 23rd day of October, 2007.

John David Fountain, Jr.
District President

(SEAL)

ATTEST:

Marc Hujik
District Clerk

mw1390258_1

Form of Paper Ballot

(facsimile)

OFFICIAL REFERENDUM BALLOT*

KENOSHA SCHOOL DISTRICT NO. 1

KENOSHA COUNTY, WISCONSIN

(commonly known as the Kenosha Unified School District)

FEBRUARY 19, 2008

NOTICE TO ELECTORS: THIS BALLOT MAY BE INVALID UNLESS INITIALED BY TWO (2) ELECTION INSPECTORS. IF CAST AS AN ABSENTEE BALLOT, THE BALLOT MUST BEAR THE INITIALS OF THE MUNICIPAL CLERK OR DEPUTY CLERK.

If you desire to vote for the resolutions set forth below, place a cross (X) in the square beneath the question after the word "YES" or if you desire to vote against said resolutions, place a cross (X) in the square beneath the question after the word "NO."

I.
INITIAL RESOLUTION AUTHORIZING
GENERAL OBLIGATION BONDS
IN AN AMOUNT NOT TO EXCEED
\$ _____

BE IT RESOLVED by the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin (commonly known as the Kenosha Unified School District), that there shall be issued, pursuant to Chapter 67, Wisconsin Statutes, General Obligation Bonds in an amount not to exceed \$ _____ for the purpose of paying the cost of renovations to the Indian Trail Academy and constructing and equipping additions thereto in order to create a comprehensive high school facility, with academies.

I.
Question

Shall the foregoing resolution of the School Board of the Kenosha School District No. 1 (commonly known as the Kenosha Unified School District) be approved?

YES ☐

NO ☐

II.
RESOLUTION TO EXCEED REVENUE CAP
BEGINNING WITH THE 2010-11 SCHOOL YEAR
BY AN AMOUNT OF \$ _____

BE IT RESOLVED by the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin (commonly known as the Kenosha Unified School District), that the final school district budget beginning with the 2010-11 school year shall include, on a recurring basis, an amount of \$ _____ in excess of the revenue limits imposed by Section 121.91(2m) of the Wisconsin Statutes for the purpose of paying operation and maintenance costs of a new comprehensive high school facility, with academies.

Question II.

Shall the School Board of the Kenosha School District No. 1 (commonly known as the Kenosha Unified School District) be authorized to exceed the revenue limit under Section 121.91(2m) of the Wisconsin Statutes beginning with the 2010-11 school year on a recurring basis by an amount of \$ _____ for the purpose of paying operation and maintenance costs of a new comprehensive high school facility as provided in the foregoing resolution?

YES ☐

NO ☐

*The form of the reverse side of the ballot is attached.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

YMCA POOL AGREEMENT

Background:

When the Board began considering options related to the proposed February high school capacity referendum, there was discussion related to whether a pool should be part of the proposed project. The Board voted at their August 28, 2007 meeting to not include the construction of a pool as part of the proposed addition/renovation project at Indian Trail. There was discussion at that meeting about the possibility of a joint venture with the YMCA on the construction of a pool at the Callahan Branch of the YMCA. The Board did not take any action related to such a deal, but did agree to have representatives of the Board meet with representatives of the YMCA to determine whether a joint project was a possibility.

There were several meetings between KUSD and YMCA representatives to determine what the impact of KUSD would be on the pool design and operation. Cost estimates were developed for both the construction and operational impact of KUSD on the pool project being planned by the YMCA. A proposed deal was developed for both groups of representatives to bring to their respective Boards for review and discussion. The following is a summary of the proposed deal.

The YMCA would:

- Build an 8 lane pool instead of a 6 lane pool
- Expand the width of the deck to support holding high school swim meets
- Install bleachers to seat approximately 200 spectators
- Construct locker rooms and shower rooms that would be used by the high school swim teams
- Construct additional storage that would be available for KUSD to use for our equipment and materials
- Operate the pool and pay for all costs related to the operation of the pool for the duration of a 40 year lease. These costs would include, but not be limited to, utilities, pool chemicals, all cleaning and custodial services and supplies, lifeguards, all maintenance, all equipment replacement, etc.

KUSD would:

- Pay the YMCA a one-time fee of \$1.6M to cover the increased cost of construction and the 40 years of operation
- Use the pool approximately 2.5 – 3 hours a day Monday through Saturday for 6 months of the year, and have approximately 20 meets per year.
- Provide our own touch-pad timing and scoreboard system for meets

There would be a 40-year lease with no annual payments made by KUSD to the YMCA. If the Board would determine that they wanted to pursue this agreement, a lease would be drafted by attorneys representing both organizations and brought to the Board and Elector for approval.

Preliminary Evaluation of Need for Pool:

The benefits of an agreement with the YMCA for swim team use of the YMCA pool would be two-fold:

- (1) Having a third school with swim teams would give more athletes an opportunity to compete at the varsity level. Over the past seven years we have averaged the following number of swimmers on our swim teams:

- Bradford Boys – 30
- Bradford Girls – 35
- Tremper Boys – 33
- Tremper Girls – 50 plus

There are 12 events (including diving) with three competitors per team per event; however, in most cases swimmers (especially the top swimmers) compete in multiple events limiting the number of opportunities.

- (2) The WIAA is taking a very hard line against large school districts forming coop teams. They feel that school districts are doing this to build elite teams that dominate the state tournaments. Therefore, they are in the process of reviewing their procedures for coop team formation starting this year.

The survey related to the referendum contains a question regarding the proposed YMCA deal. The results from the survey will be finalized and will be provided to the Board prior to the meeting. This information may be valuable to the Committee and the Board as they decide whether or not to pursue a deal with the YMCA. This item was reviewed at the October 9, 2007 meeting of the Facilities, Planning, and Equipment Committee and the Committee unanimously approved forwarding this report to the full Board for their consideration.

Administration Recommendation:

Administration recommends that the Board make a final decision as to whether or not we should pursue an agreement with the YMCA at tonight's meeting.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

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

Mr. Scott Lindgren
Coordinator of Athletics/Activities/Health/Phy.Ed & Recreation

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
October 23, 2007
OFFICIAL THIRD FRIDAY ENROLLMENT REPORT

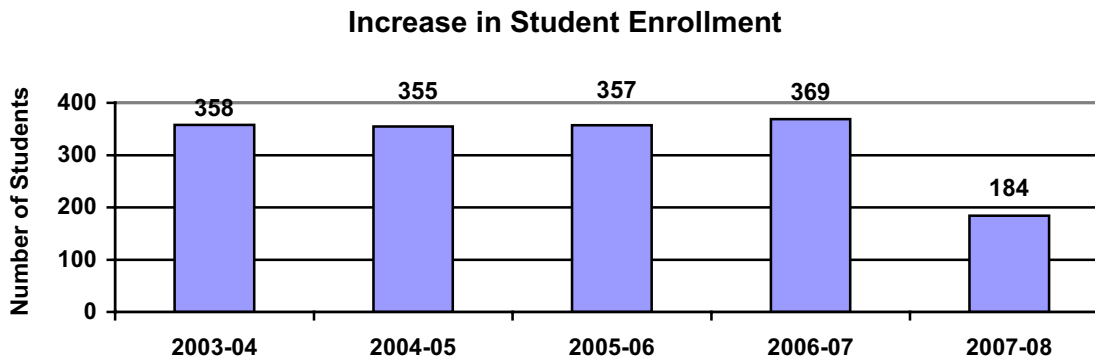
(School Year 2007-08)

OVERVIEW

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

GENERAL FINDINGS

1. District-wide, enrollment increased from 22,585 students in SY 2006-07 to 22,769 students in SY 2007-08. The increase of +184 students was substantially lower than the average increase in student enrollment (360 students yearly) the District had been experiencing the past four years.
2. The following chart illustrates the increases in overall student enrollment for school years 2003-04 to 2007-08.



3. The district opened four new schools, with enrollment as follows: 596 students at Nash Elementary, 325 students at KTEC, 111 students at Harborside Academy, and 25 students at Kenosha e-School.
4. The total enrollment for the Special Schools, which includes all charter schools, Headstart, and the Phoenix Project, reported an increase in enrollment of +504 students. Please note that the increase was the result of the opening of three new charter schools, Kenosha e-School, Harborside, and KTEC.

5. Among the special schools, Brompton, Dimensions of Learning, and Paideia each increased enrollment by +1 student. Chavez Learning Center (Headstart) increased enrollment by +20 students. Hillcrest reported an increase of +20 students.
6. There was a decrease of -136 students at the regular elementary schools, a decrease of -67 students at the regular middle schools, and a decrease of -117 students at the regular high schools largely because of the opening of the new charter schools.
7. Grades 3, 4, 8, 10, and 12 exhibited the greatest increase in enrollment when compared to the previous year, with +86, +115, +72, +51, and +73 students respectively.
8. Kindergarten and grades 5, 7, and 9 reported the greatest decrease in enrollment when compared to the previous year, with -106, -40, -52, and -80 students respectively.
9. The average class size for students in Kindergarten through grade 5 decreased by 1.7 students, from 21.3 to 19.6 students. The average kindergarten class size decreased from 19.9 to 17.8 students. The average class size for students in grades 1 through 3 decreased from 20.4 students to 19.2 students, and the average class size for students in grades 4 and 5 decreased from 23.9 to 21.4 students.
10. Middle schools reported an average class size of 24.3 students for the overall academic area, a decrease of -0.7 students. The overall elective average class size decreased 0.4 students, from 24.7 students last year to 24.3 students this year. A decrease of -1.5 students was observed in the overall activities class average, from 28.8 to 27.3 students.
11. The average class size in the overall academic areas at the high schools decreased from 25.2 to 24.7 students. The overall elective area class size decreased slightly from 22.6 to 22.2 students. The average class size in the overall activities area decreased from 41.0 to 38.6 students.
12. At the elementary level, the only schools with increases in enrollment were Bose (+10), EBSOLA (+27), Frank (+19), Prairie Lane (+19), and Wilson (+18).
13. Due to the opening of Nash Elementary and a change in boundary areas, many elementary schools experienced a decrease in enrollment, with the largest decreases at Pleasant Prairie (-186), Somers (-139), and Stocker (-133).
14. Grant, Grewenow, and Whittier Elementary Schools also reported decreases in enrollment when compared to last year, with -44, -46, and -47 students respectively.
15. For the middle schools, enrollment increased at Mahone and McKinley with +30 and +8 additional students respectively. Bullen, Lance, Lincoln, and Washington Middle Schools all reported decreases in enrollment, with -16, -24, -60, and -5 students respectively.
16. Bradford, Indian Trail, LakeView Tech Academy, Reuther and Tremper all experienced decreases in student enrollment, with -61, -8, -11, -30, and -7 respectively.

17. The number of Bilingual students increased to 583 students, compared to 564 students last year. However, the number of ESL students increased from 978 to 1328 students. *This increase is a result of the mandatory ACCESS (Assessing Comprehension and Communication in English State to State) for English Language Learners required by the Department of Public Instruction (DPI) and the identification of all students who are not English proficient.*
18. The enrollment for students with disabilities is 2,849 students. *Please note that in 2007-08, all special education students were counted in the special education category, whereas in the past, only students classified as Autistic (A), Cognitive Disabled Borderline (CDB), Cognitive Disabled Severe (CDS), Emotional Behavioral Disability (EBD), Hearing Impaired (H), and Early Childhood (EC) were counted. Therefore it is not valid to compare counts from 2007-08 to prior years.*
19. The percent of enrollment represented by Asian, African American and Hispanic students continues to increase each year, while the percent represented by Caucasian students continues decrease. The enrollment distribution for Native American students remains constant. The chart below reports the changes in the distribution of each ethnic category for the past six years.

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Asian	361 (1.7%)	356 (1.7%)	361 (1.7%)	380 (1.7%)	394 (1.7%)	435 (1.9%)
African American	2,927 (13.8%)	3,095 (14.4%)	3,231 (14.8%)	3,366 (15.2%)	3,620 (16.0%)	3,710 (16.3%)
Hispanic	2,861 (13.8%)	3,113 (14.5%)	3,339 (15.3%)	3,722 (16.8%)	3,994 (17.7%)	4,315 (19.0%)
Native American	93 (0.4%)	82 (0.4%)	87 (0.4%)	81 (0.4%)	86 (0.4%)	95 (0.4%)
Caucasian	14,904 (70.5%)	14,858 (69.1%)	14,841 (67.9%)	14,667 (66.0%)	14,491 (64.2%)	14,214 (62.4%)
DISTRICT	21,146	21,504	21,859	22,216	22,585	22,769

The following sections are included in the Appendices:

APPENDIX 1 – Official Enrollment School Year 2007-08

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

Historical information is also included from the five (5) prior school years, beginning with school year 2002-03.

APPENDIX 2 – Total Enrollment by School

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

Please note that this year, all special education students were counted in the special education category, whereas in the past, only students classified as Autistic (A), Cognitive Disabled Borderline (CDB), Cognitive Disabled Severe (CDS), Emotional Behavioral Disability (EBD), Hearing Impaired (H), and Early Childhood (EC) were counted. Therefore it is not valid to compare counts from this year to prior years.

APPENDIX 3 – Class Size Averages by School

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

Administrative Recommendations

At its October 9, 2007 meeting, the School Board Personnel/Policy Standing Committee recommended that the 2007-08 Official Third Friday Enrollment Report be forwarded to the full Board for approval. Administration recommends that the School Board review and accept the 2007-08 Official Third Friday Enrollment Report. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor enrollment and submit the 2008-09 Official Third Friday Enrollment Report to the School Board Personnel/Policy Standing Committee in October of 2008.

Dr. Joseph Mangi
Interim Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational
Accountability

Ms. Linda Langenstroer
Coordinator of Research

Ms. Renee Blise
Research Analyst

LINK TO APPENDICES

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2006-07)

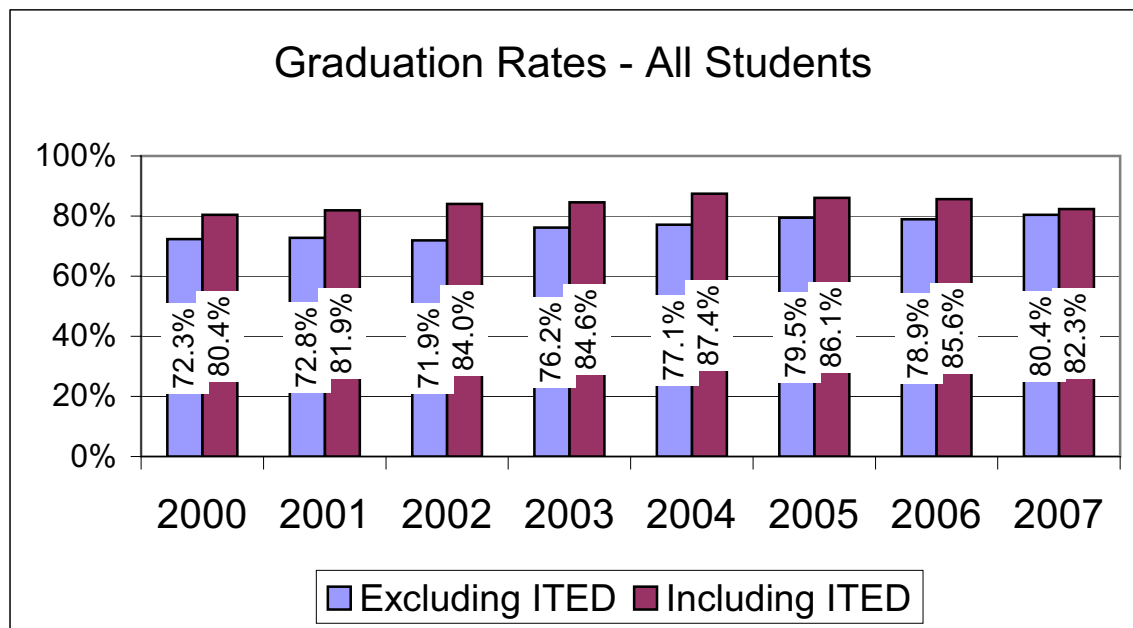
Executive Summary

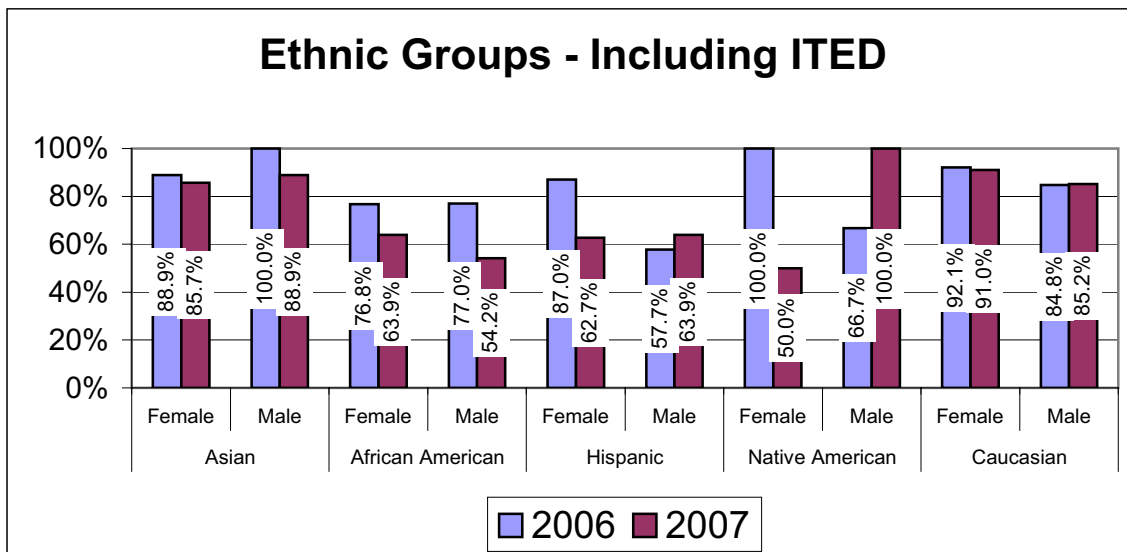
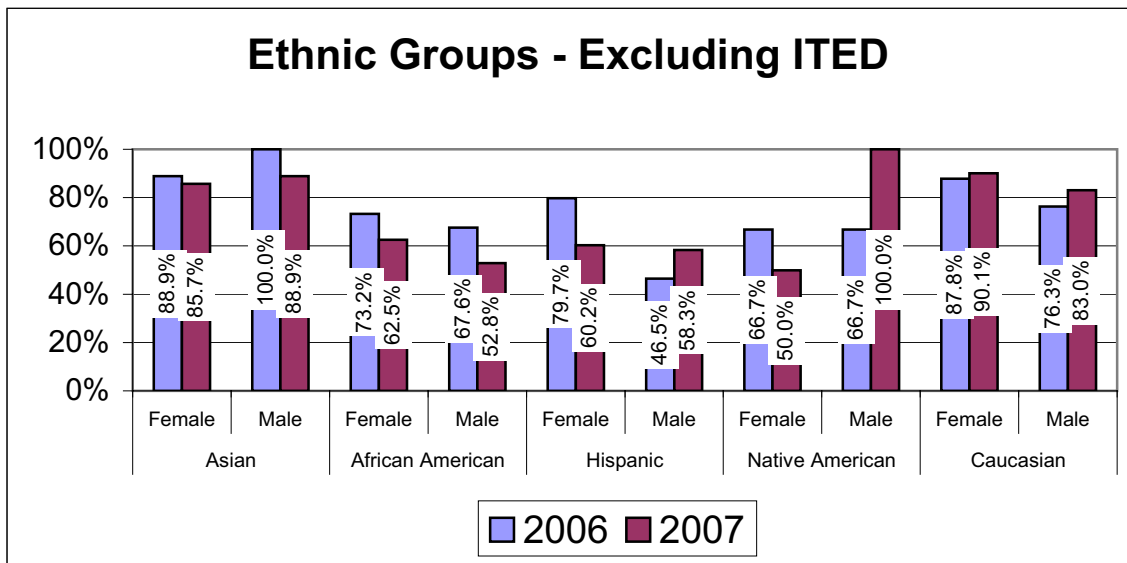
Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with school year 1994-95. This cohort analysis is the twelfth annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial assignment in the ninth grade until the end of summer school four school years later and a “prime cohort” including all students who enroll and withdraw from the KUSD educational system over the designated four year cohort period in the respective high school grade levels. Additionally, graduation “base cohort” groups were examined in terms of their progress during the year following their designated graduation year (fifth year). The following is a list of significant findings based on the review of the cohort analysis:

SIGNIFICANT FINDINGS

Four-Year Cycle (Class of 2007)

1. At the end of the four-year cycle, KUSD achieved an overall graduation rate of **80.4%**, an increase of +1.5% over last year’s rate of 78.9% when excluding “ITED” graduates, and **82.3%** when including “ITED” graduates, a decrease of -3.3% when compared to last year’s rate of 85.6%.





2. As in previous years, African American and Hispanic students graduated at a rate lower than their Caucasian counterparts, both when excluding “ITED” graduates and including them.
3. Hispanic Males reported significant increases in their graduation rates when compared to the previous year, from 46.5% to 58.3% (+11.8%) when excluding “ITED” graduates, and from 57.7% to 63.9% (+6.2) when including them.
4. African American Males, African American Females, and Hispanic Females experienced decreases in their graduation rates when excluding “ITED” graduates, from 67.6% to 52.8% (-14.8%), from 73.2% to 62.5% (-10.7%), and from 79.7% to 60.2% (-19.5%) respectively. Similar patterns were evident when including “ITED” graduates.

5. Both Caucasian Males and Females reported increases in their graduation rates when excluding “ITED” graduates, from 76.3% to 83.0% (+6.7%) and from 87.8% to 90.1% (+2.3%).
6. African American, Hispanic, and Caucasian female students graduated at a higher rate than male students of the same ethnicity.
7. The gap between the graduation rates of minority students and the rates of non-minority students of the same gender has increased when comparing the rates of the previous four years, with the exception of Hispanic Males: African American Males from 25.7% to 30.2%, African American Females from 25.3% to 27.6%, and Hispanic Females from 28.1% to 29.9%.
8. African American and Hispanic students are “transferring out” or “dropping out” of KUSD at a rate higher than Caucasian students. However, the dropout rate decreased significantly when compared to the prior year for African American Females (from 14.3% to 5.6%), for Hispanic Females (from 13.0% to 7.2%) and for Hispanic Males (from 32.4% to 19.4%) when excluding “ITED” graduates from the graduation rate. The dropout rate increased for African American Males, from 16.2% to 25.0%.
9. The number of “ITED” graduates in the 2007 Cohort Graduation Class after four years was 26, a decrease of 66 students when compared to 92 “ITED” graduates in the 2006 Cohort Graduation Class.

Five-Year Cycle (Class of 2005)

10. At the end of the five-year period, 1,112 students (81.0%) graduated when excluding “ITED” graduates and 1,252 students (91.2%) graduated when including “ITED” graduates, resulting in an additional +2.1% and +5.6% of students, respectively, when compared to the end of the fourth year.
11. The graduation rate for all major ethnic and gender groups increased when measured at the end of the fifth year as compared to the rate reported at the end of the fourth year, both when excluding and including “ITED” graduates.
12. The percent of “Credit Deficient” students in the 2006 graduation cohort group decreased at the end of the fifth year, from 8.9% to 1.2%; however, the percent of “Dropout” students increased, from 12.1% to 17.6% when including “ITED” graduates as dropouts and from 5.3% to 7.4% when including “ITED” graduates as graduates.
13. The number of “ITED” graduates in the 2006 graduation cohort group after five years was 140 students, an increase of 48 students when compared to the same cohort group after four years.

Recommendations

At its October 9, 2007 meeting, the School Board Personnel/Policy Standing Committee recommended that the 2006-07 Four-Year Graduation Rate-Cohort Analysis Report be forwarded to the full Board for approval. Administration recommends that the School Board accept and approve the 2006-07 Four-Year Graduation Rate-Cohort Analysis Report. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor graduation patterns and submit the 2007-08 Four-Year Graduation Rate-Cohort Analysis Report to the School Board Personnel/Policy Committee in October of 2008.

Dr. Joseph Mangi
Interim Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational
Accountability

Ms. Linda Langenstroer
Coordinator of Research

[LINK TO FULL REPORT](#)

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

PROPOSED CHANGES IN COURSE OFFERINGS
2008-09 SCHOOL YEAR

Strategic Plan

Strategy 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 district and standardized assessments.

Background

Each year at this time proposed changes in course offerings are brought before the Superintendent and the Board of Education for recommendations and approval. Board Policy 6300: Curriculum Development and Improvement outlines this requirement:

A K-12 curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The state academic standards adopted by the school board and the district's academic content and lifelong learning standards and benchmarks shall serve as the basis for all curriculum and instructional program development in the district.

Additions or deletions to the established curriculum shall be subject to board approval following review and recommendations by the superintendent of schools.

This report contains course changes brought forward by the principals in the Kenosha Unified School District No. 1. Principals have reviewed the course proposals. They have also been reviewed by the teacher consultants and coordinators responsible for each content area and approved by the District Review Committee and are now presented to the Curriculum/Program Committee.

Proposed Changes for the 2008-09 School Year

The following changes in course offerings were submitted by the appropriate teachers and administrators and have been reviewed by teacher consultants and coordinators responsible for each content area. There are three kinds of changes: new courses, name changes to update existing courses, and changes to clarify content and/or credits for existing courses.

PROPOSED NEW COURSES

New Course Name	AP Music Theory
Grade Levels	11-12
Length of Course	Semester
Credits	1
Rationale for Request	AP Music Theory is an effective preparation for students interested in the field of music. AP Music Theory is currently the fastest growing course in the music field and will not only meet the needs of our current music students but will also meet the growing desire for increased AP opportunities at the high school level.
Schools Impacted	Bradford and Tremper
Costs	\$100 per student
Recommendation	Approved by Curriculum/Program Committee

New Course Name	AP Statistics
Grade Levels	11-12
Length of Course	Semester
Credits	1
Rationale for Request	AP Statistics is an effective preparation for students interested in the fields of social sciences, health sciences, business, engineering, and mathematics. This course allows students to build interdisciplinary connections with other subjects and with their world outside school. AP Statistics also gives students the opportunity to connect to college by providing them the challenges and rewards of a rigorous academic program.
Schools Impacted	Bradford, Indian Trail, LakeView, and Tremper
Costs	\$2,762.10 (plus shipping) for books Approximately \$4,000 per building for supplementary items
Recommendation	Approved by Curriculum/Program Committee

New Course Name	Financial Literacy
Grade Levels	9-12
Length of Course	Year
Credits	1
Rationale for Request	Financial Literacy at Indian Trail Academy was developed to meet the need for both an accounting course and a personal finance course. It meets the state standards for financial literacy and also integrates the

	first 14 chapters of Accounting I in the full-year course. This course has been approved by Gateway Technical College for advance standing credit.
Schools Impacted	Indian Trail
Costs	None
Recommendation	Approved by Curriculum/Program Committee

New Course Name	Marketing—Honors Option
Grade Levels	12
Length of Course	Semester
Credits	1
Rationale for Request	To attract, retain, and challenge high achievement students
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved by Curriculum/Program Committee

New Course Name	Math Applications
Grade Levels	11-12
Length of Course	Semester
Credits	1
Rationale for Request	<p>PERMISSION IS SOUGHT TO PILOT MATH APPLICATIONS SECOND SEMESTER OF 2007-08 AT LAKE VIEW TECHNOLOGY ACADEMY.</p> <p>With the present math course sequence at the high school level, it is very difficult for all students to successfully complete the required four credits of mathematics for graduation. After a student has completed the foundational math courses (Algebra 1 and Geometry), he or she may need a direct practical approach to mathematics, rather than the rigorous mathematical approach of Algebra 2. Presently that student has only one choice—Algebra 2. Math Applications would meet the need of the struggling math student or that student who would like to explore the mathematics of the real world.</p>
Schools Impacted	Bradford, Hillcrest, Indian Trail, LakeView, Reuther, Tremper
Costs	Approximately \$60,000 for students books Approximately \$10,000 for calculators
Recommendation	Approved by Curriculum/Program Committee

New Course Name	Sportainment Internship
Grade Levels	11-12
Length of Course	Semester
Credits	1
Rationale for Request	Sportainment Internship would provide students with interests in sports and entertainment marketing an opportunity to enhance their career skills and gain experience in the sports marketing field. This course

	<p>would operate as a sports and entertainment marketing firm, providing services to the school district, school, and community. Not only will this course benefit student learning but it will benefit the school and community through school spirit, positive involvement with the community, and “cause marketing” (teaming together with a charitable cause).</p> <p>This internship will provide students with business partnerships as well as experience that can be transferred into college internships for those pursuing a career in sports and entertainment marketing. In addition, those students looking to transition directly into the workforce can use this year of experience to gain employment in the sports and entertainment field.</p>
Schools Impacted	Bradford and Tremper
Costs	\$0
Recommendation	Approved by Curriculum/Program Committee

New Course Name	Early Start
Grade Levels	9
Length of Course	Summer session
Credits	½
Rationale for Request	<p>The course was created to give eighth grade students more support for success in ninth grade. They receive pre-instruction in the ninth grade language and math curriculum to address skill groups and lay a foundation for their freshman year.</p> <p>THIS COURSE WAS PILOTED IN 2007 SUMMER SCHOOL.</p>
Schools Impacted	Bradford, Indian Trail, and Tremper
Costs	<p>\$20,751.85 for teaching staff</p> <p>\$916.20 for textbooks/kits</p> <p>\$5,587.75 for supplementary items</p>
Recommendation	Approved by Curriculum/Program Committee

PROPOSED COURSE NAME CHANGES

Current Course Name	Life Skills/Family Consumer Science 6
Proposed Course Name	Growing Up Ready 6
Rationale for Change	Name change to more accurately reflect family and consumer skills and competencies taught to students reflecting today’s world
Schools Impacted	All middle schools but McKinley
Estimated Costs	None
Recommendation	Approved by Curriculum/Program Committee

Current Course Name	Life Skills/Family Consumer Science 7
Proposed Course Name	Growing Up Ready 7
Rationale for Change	Name change to more accurately reflect family and consumer skills and competencies taught to students reflecting today's world
Schools Impacted	All middle schools but McKinley
Estimated Costs	None
Recommendation	Approved by Curriculum/Program Committee

Current Name	Life Skills/Family Consumer Science 8
Proposed Course Name	Growing Up Ready 8
Rationale for Request	Name change to more accurately reflect family and consumer skills and competencies taught to students reflecting today's world
Schools Impacted	All middle schools but McKinley
Estimated Costs	None
Recommendation	Approved by Curriculum/Program Committee

Current Course Name	Notetaking
Proposed Course Name	Notetaking and Study Skills
Credits	½
Rationale for Request	This course has been updated to focus on student achievement in all curricular areas. Name and standards and benchmarks have been updated. A new book has been piloted.
Schools Impacted	Bradford and Tremper
Estimated Costs	\$1,408.75 for textbooks
Recommendation	Approved by Curriculum/Program Committee

OTHER PROPOSED CHANGES

Course Name	Auto Tech I
Grade Levels	10-12
Length of Course	Quarter
Credits	½
Rationale for Request	Reduce from 18 weeks to 9 weeks to accommodate more students in alignment with the Gateway Technical College Horizons Center
Schools Impacted	Bradford and Tremper
Costs	None
Recommendation	Approved by Curriculum/Program Committee

Recommendation

The Curriculum/Program Committee has reviewed and approved the changes noted above. This report is now being forwarded to the Board of Education for final approval.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Curriculum and Instructional Services

Mr. Milton Thompson
Director of Title I/P-5/Bilingual/Summer School

Dr. Robert Wells
Coordinator of Fine Arts

Mr. Gregory Wright
Coordinator of Career, Technical, and Service Education

Mrs. Geraldine Santarelli
Teacher Consultant—Math 6-12

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

Charter for Harborside Academy

Purpose

To modify the existing Charter Contract for Harborside Academy so as to meet the charter school requirements and guidelines as set forth by the United States Department of Education and the Wisconsin Department of Public Instruction (DPI).

Process

This past May of 2007, the Board of Education approved the Charter Contract of Harborside Academy and the application for an implementation grant to be submitted to the Wisconsin Department of Public Instruction by June 1, 2007. On August 3, 2007 the District received notice from the DPI that the charter school grant applications were still under review and that modifications needed to be made to the charter contracts and grant applications and resubmitted if the charter schools desired to be considered in the current funding round. It is the desire of Harborside Academy to receive grant funding in the current round. Therefore, the necessary modifications have been made to the charter contract and grant application and Board of Education action is necessary.

Recommendation

It is recommended that the Board of Education approve the modified charter contract for Harborside Academy as presented.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

William R. Haithcock
Principal, Harborside Academy

Mr. Tim Miller
Executive Director of School Leadership

Kenosha Unified School District No. 1
Kenosha, Wisconsin

~~March 27, 2007~~ October 23, 2007

Harborside Academy Charter Agreement

This agreement is made as of the 27th 23rd day of ~~March~~ October 2007 by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and Harborside Academy.

Terms of the Contract

The term of the Harborside Academy Charter Contract shall be a period of five (5) years commencing on the 1st day of July, 2007.

It is understood and agreed that Harborside Academy will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

Harborside Academy is an instrumentality charter of the Kenosha Unified School District.

GENERAL INFORMATION:

1. Harborside Academy Curriculum Sponsors. The sponsors will be William Haithcock, Tim Miller, and Tom VanWinkle.

2. Persons in Charge and Administrative Services.

The person responsible for administrative leadership of the Harborside Academy will be Mr. William Haithcock. He will serve as full-time Principal/Director of the school. Mr. Haithcock will work closely with the Governance Board to ensure that the educational goals of Harborside Academy are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Mr. Haithcock will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal/ Director should leave his position, central office personnel in consultation with the Harborside Academy Governance Board will choose a replacement.

3. Educational Program

A. **Grades covered by Harborside Academy.** During year 1, Harborside

Academy will educate students in ninth grade. Enrollment goals will be approximately 100-108 students per grade level. An additional grade level will be added each year until the school houses all four high school grade levels.

B. Introduction. The Harborside Academy is a college bound high school (grades 9-12) whose graduates will attend college or university. The school, which will ultimately enroll approximately 400 students in grades 9-12, offers a rigorous academic program within a personalized learning environment, and prepares all students for success in college and beyond. Immersed in an ethos of service and teamwork, Harborside Academy students are challenged to take the reins of community leadership and to understand and meet the demands of the modern workplace.

C. Mission. Harborside Academy's mission as an Expeditionary Learning High School is to provide a rigorous academic program through learning expeditions, in a small personalized setting that impels and prepares students for full participation in the intellectual, economic and civic life of our society. Our approach draws students, teachers, and parents together in the pursuit of high standards of academic achievement, character, and service to the community.

D. Curriculum. Harborside's curriculum is centered upon an interdisciplinary, thematic curriculum. Flexible scheduling and team planning throughout the academic programs allow for frequent collaboration and coordination between disciplines. Advanced Placement courses may be offered based upon student interest and readiness. Teachers at Harborside will use instructional methods with all students that are often reserved for students in honors courses or programs for gifted learners.

Harborside will have a rigorous academic program that is very demanding. Each semester or trimester of work that meets or exceeds course standards will earn credit. All students will be expected to successfully complete the following during grades 9-12

- 4 years of humanities (English and social studies) 8 credits
- 4 years of mathematics 4 credits
- 4 years of science 4 credits
- 4 years of arts and technology (performing or visual)
- 2 years of a foreign language
- 2 years of health/physical education
- 4 years of "crew" (see pg. 3, 4e)

The staff at Harborside Academy will participate in district textbook adoptions and associated training/curriculum development. The curriculum at Harborside Academy will cover the standards and benchmarks of Kenosha Unified School District while the school reserves the right to determine the order of delivery to better suit the needs of Harborside Academy students. Materials for unique aspects of the EL program will be chosen by the staff of Harborside Academy in conjunction with the mission of the school and aligned with the mission of the Kenosha Unified School District.

Students at Harborside will at times be allowed to take more than the traditional 8 credits per academic year. Crew and the intensive electives (see pg. 3, 4c) will make

additional credits possible. Due to EL School's academic requirements that are listed above, many students at Harborside will graduate with more than 26 credits.

4. Methods of Attaining Educational Goals.

~~Harborside School will use organizational structures and systems to attain its educational goals that take advantage of its small size, and support its commitment to interdisciplinary, sustained learning and the field based experiences and public products that are at the core of Expeditionary Learning. These structures will include:~~

Within Wisconsin charter school law, section 118.40 (1M) (1) 4 states that this charter contract should include methods that the school will use to enable pupils to attain the educational goals under s. 118.01. Within 118.01, schools are challenged to provide pupils the following:

- Basic skills, including the ability to read, write, and arithmetic calculation.
- Analytical skills, including the ability to think rationally.
- A basic body of knowledge basic body of knowledge that includes concepts of literature, fine arts, mathematics, natural sciences..
- Knowledge in computer sciences.
- Vocational skills
 - An understanding of the range and nature of occupations.
 - Preparation to compete for entry for entry level jobs.
 - Positive work attitude and habits.
- Citizenship
 - An understanding of the basic levels of government.
 - A commitment to the basic values of government.
 - The skills to participate in political life.
 - An understanding of the function of organizations in society.
 - Knowledge of the importance of biological and physical resources.
 - Knowledge of state, national, and world history.
 - An understanding of different value systems and cultures.
 - At all grade levels, an understanding of human relations with regard to American Indians, Black Americans and Hispanics.
- Personal development
 - Skills needed to cope with social change.
 - Knowledge of the human body and the reasons to maintain life long health.
 - Knowledge of the practice of physical education.
 - Knowledge of the vitamin content of food and the nutritional value of dairy products.
 - Knowledge of physiology hygiene, and sanitation.
- An appreciation of artistic and creative expression.
- The ability to construct personal ethics and goals.
- Knowledge of morality and personal responsibility.
- Knowledge of the prevention of accidents and the promotion of safety.

- Sound decision making skills including knowledge of the conditions which may cause and the signs of suicidal tendencies.
- Knowledge by which pupils can recognize and avoid physical or psychologically or abusive situations.

As a charter school, Harborside will use innovative teaching methods and instructional practices to achieve these educational goals. Autonomy over instructional pace and order provide the school academic latitude. However, district standards and benchmarks are still used. The items listed above will be accomplished through the standards and benchmarks associated with multiple history courses including American History, World History, and U.S. Government and politics. Mandatory courses in fine Arts, physical education, health, business, math, science, and language arts courses will help students to achieve most of the remaining skills listed in section 118.01. Individual counseling, CREW classes, and a mandatory junior level internship will also play a big role in helping students to achieve these skills that they will need to succeed in adult life.

Harborside Academy will use its organizational structures and systems to help students attain these skills in the most efficient manner possible. Harborside's staff will emphasize the school's small size, support a commitment to interdisciplinary teaching, and the field-based experiences that are at the core of Expeditionary Learning. The structures to accomplish these skills in a highly effective manner will include:

A. Learning Expeditions: Learning expeditions are the core experience within the academic program. Learning expeditions explore content and skills within at least two major disciplines during an in-depth examination of a compelling topic. Often that topic will start with issues or events of local interest that relate to larger areas of study. Expeditions include a student completed "product" that has value to an external audience, e.g. a research project on local water quality culminating in a presentation to the City Council on the students' findings, implications, and recommendations.

B. Schedules: Harborside Academy will organize the schedule to promote and support deep, personal, and rigorous teaching and learning. Classes are taught within a flexible schedule, the school calendar is organized by either semesters, or trimesters depending on school specifics and scheduling limitations. The daily schedules and the school calendar feature opportunities for extended days and longer school years.

C. Intensives: Intensives are $\frac{1}{4}$ credit weeklong courses that provide opportunities for remediation or enrichment, depending on students' academic progress. Students at Harborside Academy could engage in a range of activities, including interest-based topics such as: Anthropology, Exercise and Sports Science, or Archeology. Intensive courses will be selected and designed by Harborside staff and will be reflected on a student's transcript. Intensive courses will be optional for seniors that are on track to graduate on time.

D. Student-led family-teacher conferences: Harborside Academy will insist upon students taking an active role within their education. The family conference is a

cornerstone activity within that process. During these conferences, held at the end of each trimester, students lead a discussion of their accomplishments, needs, and goals as learners based upon work they have collected.

E. Crew: Harborside crews are teams of students and an adult advisor who meet daily to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, and organize student work for exit portfolios or exhibitions. Critical to the school's goal of knowing all students well, crew both cares for students and holds them accountable while at the same time giving them an opportunity to know themselves and each other better.

F. Heterogeneous grouping: All students will be expected to complete their courses and demonstrate academic mastery at a high level. Teachers and school staff will support students who seek additional challenges beyond the shared curriculum. *(Exceptions might include a student working towards credit in an honors level course.)*

G. 10th & 12th grade Passage Portfolios: The passage portfolio is a collection of a student's work in his or her courses, accompanied by pieces of self-assessment and reflection. All students must successfully complete these high-stakes events before moving on to the next grade or graduation. During their passage portfolio event, students discuss with staff and family what they have learned and why their work demonstrates their readiness to move on to the next level of school.

H. Junior Internship: Each junior will work with a teacher to design and prepare for an internship that occurs between the 2nd and 3rd trimesters. The internship must include: a compelling topic, a strong reading and writing component, powerful fieldwork, and a product that reflects deepened understanding of the content studied and the skills learned.

I. Senior Expeditions: A Senior Expedition will be designed by each student around a particular passion or field of interest. The Junior Internship may likely inform the specific topic and/or passion that the senior will pursue in more depth. Seniors will be coached through this process through a Senior Seminar class

J. College Bound: Expeditionary Learning schools believe that all of their students should pursue post-secondary education, and should consider a college or university education as their primary goal upon graduation.

K. Adventure Education: All students will participate in a multi-day off-campus wilderness adventure at the start of their first year of enrollment. Supervised by trained staff, and chaperoned by teachers and school staff, this experience is designed to build community and teach important lessons related to the school's philosophy and pedagogy.

The Design Principles and Core Practices

All Expeditionary Learning Schools adhere to a common set of beliefs and

structures for teaching and learning. The design principles express the philosophy of education and core values of Expeditionary Learning. Drawn from the work of Outward Bound's founder Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

- **The primacy of self-discovery:** Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

- **The having of wonderful ideas:** Teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

- **The responsibility for learning:** Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

- **Empathy and caring:** Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

- **Success and failure:** All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

- **Collaboration and competition:** Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

- **Diversity and inclusion:** Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

- **The natural world:** A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

- **Solitude and reflection:** Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

- **Service and compassion:** We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Core Practice Benchmarks

The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices--learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures--work in concert and support one another to promote high achievement through active learning, character growth, and teamwork.

The Core Practice Benchmarks serve several purposes. They provide a comprehensive overview of the Expeditionary Learning practices, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating implementation.

Learning expeditions will be implemented throughout the curriculum. Within the expeditions, teachers will design compelling topics and create guiding questions that will drive the instruction. Teachers will link projects to the learning and ask students to design high quality products. Teachers will also connect learning to the real world by incorporating fieldwork, local expertise, and service learning into the classroom. Students at Harborside will be asked to produce and present high quality student work.

Teachers will also use an active pedagogy within their classrooms. Effective instructional practices will be used school wide. Teachers will teach reading and writing across the disciplines. They will teach inquiry based math, science, and social studies. Teachers will also use effective assessment practices like portfolio assessment and standards based assessment.

Building a positive school culture and fostering character will also be critical to the success of this school. Staff will ensure equity within the school and uphold high expectations for student behavior by establishing a building wide plan for discipline and by establishing consistent school procedures for the students to follow. The students will also be expected to follow a more stringent dress code where jeans, sweats, and t-shirts are not allowed.

This school will also emphasize a value on adventure and fitness. Students will participate in yearly Outward Bound Experiences where they will leave campus with the staff for a retreat away from school. Students will be able to participate in active learning activities that emphasize academic excellence and team building. The school staff will also strive to develop a professional community that engages families in the learning process.

The staff at Harborside Academy will provide effective leadership in curriculum, instruction, and school culture. The staff will also create the structures necessary to accomplish these lofty goals. For example, students in good academic standing will be dismissed early on Wednesday afternoons so that staff can work together to prepare learning expeditions. (Students that are not in good academic standing will be required to remain for the full length of the day to work in an intervention type setting with the school Principal and/or Counselor.) Staff members will also participate in mandatory summer training sessions and attend in-services/workshops in order to be trained in EL School's methodology. When the budget permits, a staff member titled an Instructional

Guide will be hired to help staff to acquire the specific skills necessary to teach within this model.

Special Education. Harborside Academy will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. Therefore, Harborside will be the first charter school in Kenosha that will offer special education services to students with an Individualized Education Plan. A full continuum of services will not be provided, but an inclusive model of support will be provided for this school in the same manner that is provided for all other students within the Kenosha Unified School System.

School Calendar. Harborside Academy will generally follow the Kenosha Unified School District calendar. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school. For example, parent conferences will reflect the process used at the local middle schools. Therefore, there will be a full day off to make up for two evenings (7 hours) of conferences. Harborside will also have possible calendar variations due to passage experiences and the possibility of using a trimester schedule.

Honors Programming. “Weighted” honors credits will be offered at Harborside Academy. However, these courses will be limited to courses that fall within the areas of Math, Science, English, Social Studies, and Foreign Language. Elective area courses, outside of these academic areas, will not be offered at the honors level. None of the intensive electives will be offered as honors level courses.

AP courses will also be offered to juniors and seniors at Harborside Academy in areas where certified staff and enough interested students are available. Similar to other district high school students, Harborside students will be allowed to travel to another school to take an AP course that is not offered at Harborside.

5. Methods of Measuring Student Progress

The Harborside school assessment and graduation process prepares students to do the kinds of work required in college and the work place. Students graduate, and receive a diploma from Harborside Academy, by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects and labs as well as portfolios, presentations, performances, and exhibitions (portfolios and exhibitions are described in more detail below).

Portfolios. Portfolios have been used in fields such as art and architecture for many years. A portfolio is a collection of work showing what a student has been thinking about, working on, and learning to do. It may contain written work, artwork, audio or videotapes of performances, photographs of three-dimensional constructions, and more. A portfolio

does not include every bit of work; instead it is a selection made by the student with teacher help. EL high schools have a portfolio system including Classroom Working Folders, Subject Area Portfolios, A Crew Portfolio, and 10th Grade Passage and 12th Grade Graduation Portfolios. Each part of this system has a different purpose and audience.

Classroom Working Folders- As they complete pieces of work, students will store both drafts and final products in their Classroom Working Folder. The purpose of Classroom Working Folders is to gather and organize student work. Students select work from their Classroom Working Folders to put in each of the other portfolios.

Subject Area Portfolio- A Subject Area Portfolio is a portfolio that gathers student work in one subject area (math, social studies, etc.) over two years. Students will create one set of Subject Area Portfolios in ninth and tenth grades, and another in eleventh and twelfth grades. The purpose of subject area portfolios is to show student learning in each subject, to prompt academic reflection on the part of the student and to show that he or she is meeting the required standards. Periodically students are supported in choosing work from their Classroom Working Folders to put into subject area portfolios. Students select work based on the degree to which it shows evidence of the learning targets associated with the curriculum that term. When students begin to create their Tenth Grade Passage Portfolio or Graduation Portfolio, they will include work saved in their Subject Area Portfolios.

Crew Portfolio- A Crew Portfolio is a portfolio that shows evidence that the student is meeting our school's crew and non-academic standards. The Crew Portfolio will include evidence of student learning and achievement in these areas: the school's character traits and character learning targets, Adventure and Fitness (e.g.: a Wellness Plan), independent literacy, and post-secondary preparation (e.g.: resume creation, reference letter gathering). The student will choose pieces from the Crew Portfolio to include in passage and graduation portfolios, as well as college applications.

Tenth Grade Passage Portfolio- In order to graduate to the eleventh grade, all students must engage in a portfolio assessment process that simulates the tasks and process that students will be asked to engage in during the eleventh and twelfth grades. We call this the "passage" portfolio because it is a gateway to being a senior student. Students who are capable of fulfilling the requirements for the Passage Portfolio demonstrate that they are capable of success at the next level. Each student presents his or her Passage Portfolio to a panel that includes members of the school community, as well as members of the community beyond the school building. The Tenth Grade Passage Portfolio contains the following sections:

- Author Introduction, including personal statement
- Science and Technology
- Historical Understanding
- Literature and Writing
- Mathematical Thinking
- Artistic Creation
- Second Language Acquisition and Experience
- Selections from Crew Portfolio.

Graduation Portfolio. The Graduation Portfolio is a portfolio prepared by each student in twelfth grade that highlights the student's work over the course of his or

her career at the EL High School. The Graduation Portfolio has two purposes: one, to show that the student has met the graduation standards of our school, and two, to help the student prepare for college admissions. Each student will present his or her graduation portfolio to a panel made up of members of the school community, as well as members of the community outside the school building.

Graduation portfolios contain the following sections:

- Author Introduction, including personal statement and résumé
- Science and Technology
- Historical Understanding
- Literature and Writing
- Mathematical Thinking
- Artistic Creation
- Second Language Acquisition and Experiences
- Selections from Crew Portfolio
- Senior Learning Expedition

Exhibitions. An exhibition is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. The exhibit may be artwork, research, results from an experiment, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The exhibition is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school.

Academic Grading Language and Scale. Each Harborside Academy course will be built around *learning targets*. A learning target is a description of what students need to understand or be able to do by the end of the course. Learning targets are based on district standards, and written in student accessible language so they can be used to guide student self-assessment. Learning targets also take the sometimes abstract language of the standards and place them in a concrete context.

For example, one state standard is, “Students can write for a variety of purposes and audiences.” This is the kind of standard that teachers will track student progress toward over multiple years. The way they will track that progress is through a series of more specific learning targets such as, “I can write an editorial article about the current plans for reclamation of Rocky Flats that uses evidence to be persuasive.” This target makes sense to students and if students meet this target, they have clearly made progress toward the standard.

When teachers give feedback to students about their progress toward a target they will use the following language, which correlates with the following scoring system.

How their evidence of understanding relates to the target	How that relates to being on grade level	The grade point associated with that level of progress toward the target	The letter grade associated with that level of progress toward a target
Exceeds the target	Above grade level	4	A
Meets the target	At grade level	3	B
Partially meets the target	Below grade level	2	C
Does not meet the target	Well below grade level	0	F/ INC

For each major assessment, teachers will develop *rubrics* (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4.

What specifically do these grades say about student achievement on a particular assessment or a learning target?

0 = Does Not Meet the Learning Target: A “1” is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student does not demonstrate substantive progress towards meeting the standards or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or they have not genuinely attempted to meet the rubric criteria.

2 = Partially Meets the Learning Target: A “2” is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency. This may mean a student has met the majority (51%) of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria.

3 = Meets the Learning Target: A "3" is given when the student’s work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All* of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.

4 = Exceeds the Learning Target: A "4" is given when the student’s work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds.

What specifically do these grades say about student achievement when used for an

overall course grade?

0 = Does Not Meet the Learning Targets: A student's work has not met the majority of the learning targets assessed.

2 = Partially Meets the Learning Targets: A student's work has met a majority of the learning targets assessed, but the student's work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.

3 = Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.

4 = Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term

Character Grades. Students receive two grades for each course they are enrolled at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a character grade which they earn in the same learning target based way. ***Students must pass both grades with a C or better to earn credit for the course.***

Character grades are important to Harborside Academy because they allow us to communicate clearly with students and families about progress. Traditionally a certain portion of a grade was given based on participation, behavior or effort. This meant that the single grade students received sometimes communicated confusing information. For example, a student who knew all the content in a course, but came to class late or showed less than appropriate effort earned a C. At the same time, in the same class, a student who didn't understand the content but came on time, participated in class and made every effort also received a C.

In an effort to communicate more clearly with students and families about progress in both areas (academic and character/behavior) we give students a separate grade in each area. Just as in the past, however we want to hold students accountable for both, so students must earn a C or better in both their academic and character grade to earn credit for any course.

This school has a set of character traits and a set of specific character learning targets that correlate with those character traits. Each term, grade level teams determine which subset of the character targets they will focus on. Teachers will provide students with instruction about those character targets, give students feedback about their progress, ask

students to evaluate their progress, and collect assessment evidence. At the end of the term, teachers look at the assessment evidence they have to determine how frequently a student's behavior could be described as meeting the character learning target.

Students are scored this way on each character target, and then the set of scores is evaluated to determine their character grade for the course. Teachers do this just as they determine academic grades.

0 = Does Not Meet the Learning Targets: A student's work has not met the majority of the learning targets assessed.

2 = Partially Meets the Learning Targets: A student's work has met a majority of the learning targets assessed, but the student's work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.

3 = Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.

4 = Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term

Students who do not pass the character grade for a course will be required to complete an educational plan designed by the school Principal, Parent and Counselor to raise their grade to a "C". This program will be designed to help students learn more positive behavioral choices. Academic grades will be considered incomplete until such a time that the Principal agrees that the student has successfully completed the requirements of his/her individual plan. No failing grades will be issued without prior written warning to a child's parents. *(All IEP plans for special education students will be followed.)*

Honor Roll. Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who meet the learning targets in all of their classes by the final day of the semester will be recognized for achieving Honor Roll.

Student Evaluations. Students will be assessed on their mastery of KUSD Standards.

Annual Testing. Students at Harborside Academy will participate in annual state Standardized testing.

Report Cards/ Student Transcripts. Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools.

Harborside Academy transcripts may not reflect class rank. This information will always be made available to students applying for scholarships, but may not be included as a statistical category.

GOVERNANCE/STRUCTURE:

6. Governance Structure. How the school will be governed, including the method to be followed to ensure parent involvement.

The Harborside Academy Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this contract and the mission ~~and vision~~ of the school. The Governance Board will have complete authority over Harborside policies. This board will be made up of at least 1 district administrator, 2 teachers, 2 parents, 2 students, and 2 community members. The Governance Board Members will be determined annually. Board Members will ultimately serve a two year term, however 50% of the founding board will serve a three year term, so that there is never a complete turnover of board members in any given year.

7. Qualification for Individuals to be Employed.

Teacher Qualifications. All staff members of Harborside Academy will meet the requirements for charter school personnel set by the State of Wisconsin and by District policy. Teachers will be expected to have an aptitude for this particular model of teaching. Appendix A contains the teacher job description used for hiring staff. Harborside Academy staff will be interviewed and hired by the Principal following the established hiring guidelines of the District.

Employee Status. All full-time Harborside Academy staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs.

Teacher Transfers. Any teachers transferring into Harborside Academy must agree with the philosophy and expectations spelled out in the job description that has been attached to this document as Appendix A. The teacher and school Principal at Harborside must agree that the teacher can and will meet the expectations in order to successfully complete the job requirements as described within the job description.

8. Health and Safety.

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado practice. OSHA safety procedures will be in place.

9. Equity of Opportunity

Enrollment is open to all students in Kenosha Unified School District in grades nine through twelve. However, enrollment will be limited to ninth grade in the school's first year of existence. Tenth graders will attend in the second year and we will add 11th grade in year three. In four years, all four grade levels will be allowed to attend this school. In accordance with Wisconsin state statutes, no person shall be denied admission based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. However, the availability of certain special education services will be determined by the support staff that is assigned to Harborside. Information about enrollment procedures and timelines will be widely disseminated through flyers to public schools, on our website, and in the local newspaper.

Harborside Academy will not deny access to any student based on gender, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability. The traditional geographic boundaries that exist in KUSD schools do not affect Harborside.

Equitable access for all students has been a priority for this planning team. Steps taken include:

a. On the "Letter of Intent" form, students are not asked to identify their race, gender, color, national origin, disability, or age. Students simply list their name and contact information. From that point, the student names are entered in to a random lottery process. Selection of students is completely random.

b. In order to promote equal student representation, Harborside Academy will carefully plan all recruitment efforts so that everyone in the community has a chance to learn about the school. Parent information meetings will be held at each of the middle schools in town as well as in many different locations throughout the community. In addition, local organizations such as NAACP, LULAC and local churches will be contacted and asked to help spread the word through their organizations.

10. Requirements for Admission to the School

Letter of Intent Required. Parents and students must complete a "Letter of Intent" in order to attend Harborside Academy.

Student Acceptance. Once a student has been admitted to Harborside Academy, he or she may remain in attendance through subsequent grades. ~~A waiting list will be established for students who cannot be accommodated during the enrollment period. The waiting list will be maintained through the end of the second quarter.~~ If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system. Siblings of current students will be exempt from the lottery. Children of Harborside Academy founding staff members may be exempt from the lottery process but, the number of students in this situation can not exceed 20 total students or 2% of the total school population. A waiting list will be established for students who are not accepted through the initial lottery process. If the lottery process is not needed and there are spaces left open after the enrollment period, additional students will be accepted on a first come, first serve basis. ~~If there are spaces left open after the lottery process, students will be accepted on a first come, first serve basis.~~ After 9th grade has concluded, 10 through 12 grade students that express interest in the school will ~~participate in the school lottery for any open spaces~~ be allowed to fill the open

spaces according to the space that they hold on the waiting list. If there additional spaces available, students will be accepted on a 1st come first serve basis. If there are spaces left open after the lottery process, students will be accepted on a first come, first serve basis. All transfer students that are interested in attending Harborside must have earned a minimum of 5 credits during their freshman year in order to be considered for acceptance. This is necessary to maintain the continuity of the unique educational progression.

Discontinuance of Student Enrollment. As with the other Kenosha choice high schools, students that are enrolled to attend Harborside Academy after March 1st of any given year have made a commitment to attend the school for at least one year. *(For the 2007-2008 school year, that date has been moved back to March 16th due to a late start with student recruitment.)* However, once that commitment has passed, no student will be compelled to attend Harborside Academy. Attendance at the Harborside Academy is based on student and parent choice.

Non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the charter school.

11. Financial Arrangements Procedures that Harborside will follow if more students apply for admission than can be admitted, including the lottery process.

A lottery will be held to fill existing openings if the number of interested students during the enrollment period exceeds the slots available. Applications from 8th grade students will be taken during the month of November. If the applications do not exceed the number of spaces available, all will be accepted. If there is space available, then continuous enrollment in courses will continue on a first come, first serve basis.

The Harborside lottery process is as follows:

- a. Student numbers are printed on to card stock, cut in to evenly sized cards and pulled one at a time.
- c. The staff running the process will include a KUSD staff member, and a local community official (police officer, politician etc.) A Harborside parent will be in attendance to witness the lottery and an official from the school will be there in case any questions relating to process are brought forward. Neither the parent, nor the school official will pull the numbers.
- d. The staff conducting the lottery will pull random cards with student ID numbers on them and read them aloud. The 2nd staff member will use a recording sheet that includes the names and ID numbers of the applicants. While recording the results the staff will say aloud and write the number of the lottery selection next to the students name and ID number. At that time, the staff member will read the students name along with the lottery position where they were chosen. This process will be repeated until all of the students that have applied will be placed on a priority list.
- e. The first 108 students will be accepted in to the school right away. Students selected after the first 108 drawings will be placed on to the waiting list in the order that their number was pulled.
- f. The event will be recorded on a video tape in case someone questions the authenticity of the process.
- g. Students that express interest after the lottery will be added to the waiting list in the order they arrive.

If the students involved in a lottery do not accurately reflect the demographics of the Kenosha Unified community, we will use the ESEA Title 1 designation weighted lottery selection process. A student seeking to transfer under ESEA Title 1 would have two chances to be selected in the lottery while others have one chance.

12. The level of autonomy afforded Harborside Academy as a charter school relative to budget development, staffing, and evaluation.

As mentioned earlier in this charter agreement, the Harborside Academy Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this contract and the mission and vision of the school. The Governance Board will have complete authority over Harborside policies. This board will be made up of at least 1 district administrator, 2 teachers, 2 parents, 2 students, and 2 community members. The Governance Board Members will be determined annually. Board Members will ultimately serve a two year term, however 50% of the founding board will serve a three year term, so that there is never a complete turnover of board members in any given year.

The governance board will also provide the final approval for school improvement initiatives originating from school inquiry teams. School inquiry teams are responsible for ongoing evaluation of school data for the development of improvement initiatives. Before moving to implementation, new initiatives will be brought before the Governance Board for their approval. The Governance Board will have the authority to return improvement initiatives to school inquiry teams with request for changes. Before initiatives are moved to implementation, the Governance Board must give final approval.

Harborside Academy also has autonomy over staffing decisions and new hiring.

Harborside Academy will also have autonomy over the charter school budget and expenditures. As an instrumentality charter, Harborside will be allocated 80% of all state funding for the students that attend the school. The Governance Board will provide the final approval of the yearly budget and the three year capitol improvement plan. Unlike other district schools, residual funds at the end of the year will be carried over to the following year. Likewise, student fees will remain at the school site and will not be moved back in to the district general fund. Additional financial arrangements are included below.

Tuition. The Harborside Academy will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. Harborside Academy will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The Harborside Academy budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

Financial Records. All operational and personnel funds will flow through the District. A record for all transactions will, therefore, be available as financial records of the district. The Harborside Academy will follow the same financial policies and practices required by the District for all other District schools. Financial records, including an activity account, will be maintained at the Harborside Academy and will be available for

review. All of the financial and programmatic operations of Harborside Academy will be available for review by District staff or any outside auditor employed by the District.

Payment by KUSD. For each student enrolled at Harborside Academy on the official third Friday in September membership count, KUSD will credit Harborside Academy with eighty percent (80 %) of the per member cost determined by the State for the applicable school year (“Direct Cost Budget”). The remaining twenty percent (20 %) of the per-member cost will be allocated through ~~directly to KUSD to pay as reimbursement~~ for administrative or other services furnished to the Harborside Academy. KUSD will pay and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of Harborside Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Harborside Academy. Any other funds raised by Harborside Academy from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of Harborside Academy (“Discretionary Account”) following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Harborside Academy in the operation of the school as follows:

Twenty-five (25) percent on the first day of July preceding the school year.
An additional fifty (50) percent on the first day of October during the school year.
The remaining twenty-five (25) percent on the first day of January during the school year.

Offsets. KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Harborside Academy exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Harborside Academy is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

Purchasing. All supplies and equipment of the Harborside Academy shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.

Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Harborside Academy office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation. Transportation will be offered at this charter high school in the same manner that it is provided to students that attend other local choice high schools. Transportation costs are to be paid from within the Harborside Academy budget.

KUSD Services. As part of the District’s twenty percent (20 %) portion of the per

member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

Federal funding that Harborside is eligible to receive. Special education dollars will be used to support students with identified disabilities. It is a goal of the school to recruit a student population that reflects the overall demographic of the community. At this time, special education students make up 13% of the population in Kenosha.

IDEA prevention funds will also be available to this school in the same manner that they are to other schools in the district. This year, schools were given the opportunity to apply for mini-grants to support intervention efforts, especially in alignment with disproportionality and closing the achievement gap. Charter schools in Kenosha are afforded the same opportunity.

Kenosha also has a Hispanic population that has increased 110% over the last ten years. Title One and Title Three dollars may be used to support our students with ESL and bi-lingual needs.

Free/reduced lunch dollars will also be available to eligible Harborside students for the breakfast and lunch program at the school.

~~12.~~ 13. Disciplining Pupils

Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any rules and regulations.

Discipline Procedures. Due process procedures will be followed in reaching any discipline decision including removal from Harborside Academy.

~~13.~~ 14. School Alternatives

No student shall be compelled to attend the Harborside Academy. Students who are not admitted to Harborside Academy will attend their regular attendance area high school, or another choice school.

~~14.~~ 15. School Facilities

Description of School Facility. The facility used to house the school for at least the length of the first lease agreement will be the St. Elizabeth School located 714 49th St., Kenosha, WI 53140. This facility is a traditional school building with 19 classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.

Liability of Insurance. Liability insurance coverage for Harborside Academy is provided by the District and is the same as that which is provided for all District schools.

~~15.~~ 16. Effect on the Liability of the School District

The charter school will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Harborside Academy and the Governing Board will comply with the KUSD Code of Ethics.

~~16.~~ 17. Termination of Contract

The Harborside Academy charter contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. Both parties agree in writing to termination.

Contract Violation. The Board determines that Harborside Academy has violated this contract.

Educational Goals. The Board determines that students enrolled in the Harborside Academy have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Harborside Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Harborside Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Harborside Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management. The Board determines that Harborside Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Stat. 118.40. The Board determines that Harborside Academy has otherwise violated Wisconsin Statute 118.40.

Insolvency. The Board determines that Harborside Academy revenues are insufficient to pay its expenses as they come due.

In the event of contract termination, the Board of Education shall recover all funds advanced to the Harborside Academy under the contract to which the Harborside Academy is not entitled. The decision of the Board shall be final.

Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To the Board:

Dr. Joseph Mangi
Interim Superintendent of Schools
Kenosha Unified School District
3600 52nd St.
Kenosha, WI 53144

Telephone: 262 653-6320
Facsimile: 262 653-7672

To: Harborside Academy

William Haithcock
Principal
Harborside Academy
714 49th St.
Kenosha, WI 53140

Telephone: 262 653-6277

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**The Board of Education for
The Kenosha Unified School
District No. 1**

Harborside Academy

By: _____

By: _____

Human Resource Use Only
Position Number:
Salary Range Min:
Effective Date:

Harborside Academy Job Description

POSITION IDENTIFICATION

Position Title: (Subject) Harborside Teacher Position
Division: Kenosha Unified School District
Workweek: Mon-Fri (Hours) 7.5 hours per contracted day

SUPERVISORY RELATIONSHIPS

Reports to: Principal
Directly Supervises:

POSITION PURPOSE

You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required course work within your assigned module of education and level. You will create a quality classroom environment in accordance with the standard of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

ESSENTIAL DUTIES

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
 - Follow all established hallway and outdoor supervision routines as designed by the school Principal.
 - Follow established school-wide discipline plan and procedures.
3. Demonstrate knowledge of and skills in using a variety of instructional methods, including those required within the Expeditionary Learning Schools model. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners using interdisciplinary teaming, integrated

instruction, and inclusive instruction strategies, and maximize student engagement.

4. Assessing and evaluating student learning, responding to individual learner's needs and reporting student progress.
 - Provide written communication to parents about student progress at least three times a quarter.
 - Maintain accurate portfolios for all students.
 - Implement student led-conferences two times per year.
 - Maintain accurate standards based grading system.
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communication with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning.
 - Must be available for, and willing to travel for summer workshops, conferences, and trainings that are required within the Expeditionary Learning model.
 - Must also be available for all paid summer staff planning sessions.
 - Must be available for staff development opportunities and team meetings that are offered during the contracted day. These will include activities held during early dismissal Wednesday afternoons and during professional period meetings that will be held during daily non-student contact/planning time.
7. Must be willing to participate in all off site activities, including all overnight "Outward Bound" experiences, without additional pay.
8. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Harborside Academy.
9. Must be willing to effectively plan and lead "Intensive" elective courses offered within the daily teaching schedule.
10. Demonstrate knowledge of and skills in use of technology in planning, instruction, and for professional purposes. Be willing to pursue technology training for professional development and classroom use.
11. Must be willing to follow school dress code.

OTHER DUTIES

Perform other duties as assigned by the Principal.

MINIMUM POSITION QUALIFICATIONS

Education: Bachelor's Degree or higher

Experience: No experience required

Certifications/Licenses: Certified/Certifiable to teach in Wisconsin

Other Requirements: Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; maybe be waiver based on previous work experience and other needs of the district.

KNOWLEDGE, SKILLS, & ABILITIES

Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas.

BACKGROUND CHECKS

Condition of Employment

PHYSICAL DEMANDS

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable features.

The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

**RATIFICATION OF THE KUSD/KEAA (KENOSHA EDUCATIONAL
ASSISTANTS ASSOCIATION) COLLECTIVE BARGAINING AGREEMENT**

The District Negotiations Team has reached a tentative agreement with the KEAA (Kenosha Educational Assistants Association). The Union will be scheduled to ratify their contract agreement prior to the October 23, 2007 Board Meeting.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board of Education ratify the proposed agreement between the District and the KEAA (Kenosha Educational Assistants Association) contingent upon ratification by the Union.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Sheronda G. Glass
Executive Director of Human Resources

Bill Johnston
Director of Finance

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

October 23, 2007

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

October

- October 9, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting at 8:00 P.M.
- October 10, 2007 – Professional Inservice – Half Day for Students
- October 23, 2007 - Regular Board of Education Meeting – 7:00 P.M. in Multipurpose Room at Charles Nash Elementary School
- October 25-26, 2007 – Teacher Convention – No school

November

- November 13, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting – 8:00 P.M. in ESC Board Meeting Room
- November 27, 2007 – PR/Goals/Legislative Standing Committee – 5:00 P.M. and Regular Board of Education Meeting – 7:00 at Lincoln Middle School
- November 22-23, 2007 – Thanksgiving Recess

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**REGULAR SCHOOL BOARD MEETING
October 23, 2007**

**APPENDICES FOR
OLD BUSINESS ITEM XIII-D**

**OFFICIAL THIRD FRIDAY
ENROLLMENT REPORT**

APPENDIX 1

Official Enrollment
School Year 2007-08

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Kenosha, Wisconsin

October 23, 2007

**Report on Official Enrollment and
Class Sizes for the 2007-08 School Year****I. ENROLLMENTS**

DISTRICT ENROLLMENTS							
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2007-08 Difference
Elementary	9,481	9,477	9,662	9,823	10,053	9,917	-136
Middle School	4,782	4,855	4,753	4,760	4,741	4,674	-67
High School	6,087	6,361	6,618	6,815	6,964	6,847	-117
HeadStart / Hillcrest / Phoenix Project / Charter Schools	796	811	826	818	827	1,331	+504
TOTAL	21,146	21,504	21,859	22,216	22,585	22,769	+184

ENROLLMENT BY GRADE LEVEL - ALL STUDENTS (INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL, AND ENRICHMENT STUDENTS)							
GRADE LEVEL	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2007-08 Difference
Headstart	370	369	381	381	376	396	+20
Pre-school	365	403	423	464	428	442	+14
Kindergarten	1494	1,578	1,651	1,654	1,706	1,600	-106
(1/2 day)	9	4	4	3	0	0	0
(Full Day)	1485	1,574	1,647	1,651	1,706	1,600	-106
1	1534	1,501	1,585	1,693	1,682	1,719	+37
2	1511	1,535	1,480	1,583	1,716	1,704	-12
3	1581	1,512	1,541	1,488	1,631	1,717	+86
4	1569	1,587	1,564	1,578	1,526	1,641	+115
5	1638	1,577	1,632	1,585	1,596	1,556	-40

ENROLLMENT BY GRADE LEVEL - ALL STUDENTS (cont.) (INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL, AND ENRICHMENT STUDENTS)							
GRADE LEVEL	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2007-08 Difference
6	1629	1,659	1,585	1,641	1,592	1,616	+24
7	1709	1,637	1,662	1,583	1,670	1,618	-52
8	1598	1,719	1,662	1,681	1,627	1,699	+72
9	1990	2,051	2,098	2,096	2,123	2,043	-80
10	1538	1,596	1,472	1,751	1,694	1,745	+51
11	1490	1,638	1,889	1,734	1,882	1,864	-18
12	1130	1,142	1,234	1,304	1,336	1,409	+73
District Total	21,146	21,504	21,859	22,216	22,585	22,769	+184

II. DISTRICT AVERAGE CLASS SIZE

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Elementary (K-5) *	19.6	19.5	19.1	20.2	21.3	19.6
Middle (Academic)	24.3	23.7	23.6	24.1	25.0	24.3
Middle (Elective)	26.3	22.2	21.7	23.3	24.7	24.3
Middle (Activities-- Music & Phy Ed)	30.5	28.0	28.9	29.5	28.8	27.3
High (Academics)	24.0	23.2	24.0	24.8	25.2	24.7
High (Elective)	21.6	21.6	22.3	24.0	22.6	22.2
High (Activities)	37.0	37.3	39.0	39.6	41.0	38.6
Elementary Grades *						
Kindergarten	18.2	18.4	18.0	18.2	19.9	17.8
1 through 5	19.9	19.8	19.4	20.6	21.6	20.0
1 through 3	18.6	18.6	18.1	19.5	20.4	19.2
4 through 5	21.9	21.8	21.6	22.7	23.9	21.4
Kindergarten through 3	18.5	18.6	18.1	19.1	20.2	18.8
Kindergarten through 5	19.6	19.5	19.1	20.2	21.3	19.6

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

III. ENROLLMENT BY SCHOOL

ENROLLMENT BY ELEMENTARY SCHOOL - ALL STUDENTS (INCLUDES SPECIAL EDUCATION, BILINGUAL, ESL, PRESCHOOL, AND ENRICHMENT STUDENTS)							
SCHOOL	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2007-08 Difference
Bain	221	220					
Bose	338	351	329	337	339	349	+10
Brompton	100	92	92	95	101	102	+1
Chavez Learn	370	369	381	381	376	396	+20
Columbus	240	219	238	239	238	238	+0
DOL Academy	192	192	193	198	203	204	+1
Durkee	177	185	167	158	160	153	-7
Edward Bain Schl of Lang & Art			691	774	757	784	+27
Forest Park	453	456	457	478	506	471	-35
Frank	436	474	484	496	464	483	+19
Grant	316	300	329	324	329	285	-44
Grewenow	368	359	360	380	386	340	-46
Harvey	424	432	449	440	446	416	-30
Jefferson	348	331	328	341	351	329	-22
Jeffery	394	391	400	389	400	370	-30
KSOL	363	336					
KTEC						325	+325
Lincoln	288	295	282	261	278	253	-25
McKinley	279	288	250	275	270	255	-15
Nash						596	+596
Pleasant Prairie	659	658	713	694	726	540	-186
Prairie Lane	372	378	377	416	454	473	+19
Roosevelt	405	393	404	396	370	346	-24
Somers	584	587	598	602	639	500	-139
Southport	454	467	494	457	456	454	-2
Stocker	569	600	543	608	661	528	-133
Strange	455	464	487	517	505	467	-38
Vernon	555	527	471	477	495	493	-2
Whittier	559	564	573	540	559	512	-47
Wilson	224	202	238	224	264	282	+18

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

SCHOOL	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2007-08 Difference
Bullen	721	808	824	880	826	810	-16
Lance	994	980	956	981	1,017	993	-24
Lincoln	840	818	850	806	794	734	-60
Mahone	818	881	839	880	906	936	+30
McKinley	700	670	642	609	587	595	+8
Paideia Academy	61	66	67	67	67	68	+1
Washington	709	698	642	604	611	606	-5

Bradford	1,973	2,036	2,102	2,270	2,448	2,387	-61
Indian Trail	1,134	1,096	1,116	1,154	1,111	1,103	-8
LakeView Tech Academy	184	238	263	311	347	336	-11
Reuther	602	676	753	678	619	589	-30
Tremper	2,194	2,315	2,384	2,402	2,439	2,432	-7
Harborside Academy						111	+111
Kenosha e-School						25	+25
Hillcrest	53	64	63	57	59	77	+18
Phoenix	20	28	30	20	21	23	+2
DISTRICT	21,146	21,504	21,859	22,216	22,585	22,769	+184

APPENDIX 2

Total Enrollment by School

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha Wisconsin

October 23, 2007
Official Enrollment Statistics for 2007-08 School Year
As of September 21, 2007

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Bose									Columbus								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						19		19	Preschl	11					9		20
K - Half									K - Half								
K - Full	61		1		6			68	K - Full	36				3			39
1	44		3		7			54	1	25		4		8			36
2	41		2		1			44	2	31		4		6			41
3	39		1		10			50	3	23				5			28
4	51		4		5	4		64	4	26		5		7			38
5	40		1		10			50	5	26		4		7			36
K-3	185	0	7	0	24	0	0	216	K-3	167	0	8	0	36	0	0	218
4-5	91	0	5	0	15	4	0	114	4-5	52	0	9	0	14	0	0	74
1-5	215	0	11	0	33	4	0	262	1-5	131	0	17	0	33	0	0	179
TOTAL	276	0	12	0	39	23	0	349	TOTAL	178	0	17	0	36	9	0	238

Durkee									Edward Bain School of Lang and Art								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl									Preschl						60	42	102
K - Half									K - Half								
K - Full	20		1		2			23	K - Full	68	35	11		11			123
1	18		1		3			22	1	65	46	9		13	2		126
2	26				5			31	2	61	39	10		13	3		118
3	20		1		5			26	3	58	35	14		19	3		118
4	24		1		2			27	4	39	38	14		13			99
5	19				5			24	5	47	36	8		11			98
K-3	127	0	4	0	22	0	0	153	K-3	338	229	66	0	80	8	0	682
4-5	43	0	1	0	7	0	0	51	4-5	86	74	22	0	24	0	0	197
1-5	107	0	3	0	20	0	0	130	1-5	270	194	55	0	69	8	0	559
TOTAL	127	0	4	0	22	0	0	153	TOTAL	338	229	66	0	80	68	42	784

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Forest Park									Frank								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						11	7	18	Preschl	26							26
K - Half									K - Half								
K - Full	61				9			70	K - Full	50	18	8		1			77
1	66		3		7			75	1	42	27	9		11			84
2	64		3		9			76	2	37	22	9		3			70
3	77		5		5			87	3	39	15	16		4			74
4	63		3		9			74	4	41	16	12		15			81
5	61		1		10			71	5	41	14	6		12			71
K-3	392	0	15	0	49	0	0	453	K-3	250	112	60	0	46	0	0	457
4-5	124	0	4	0	19	0	0	145	4-5	82	30	18	0	27	0	0	152
1-5	331	0	15	0	40	0	0	383	1-5	200	94	52	0	45	0	0	380
TOTAL	392	0	15	0	49	11	7	471	TOTAL	276	112	60	0	46	0	0	483

Grant									Grewenow								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl	12							12	Preschl						8	8	16
K - Half									K - Half								
K - Full	32				3			35	K - Full	35				9			44
1	28		4		9			41	1	55		2		8			64
2	44		5		4			55	2	49		4		9			62
3	37		2		4	3		46	3	40		3		7			50
4	37		7		3	3		47	4	43		5		10			56
5	45		4		2			49	5	42		1		5			48
K-3	223	0	22	0	25	3	0	273	K-3	264	0	15	0	48	0	0	324
4-5	82	0	11	0	5	3	0	96	4-5	85	0	6	0	15	0	0	104
1-5	191	0	22	0	22	6	0	238	1-5	229	0	15	0	39	0	0	280
TOTAL	235	0	22	0	25	6	0	285	TOTAL	264	0	15	0	48	8	8	340

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

<i>Harvey</i>									<i>Jefferson</i>								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl	23					12	6	41	Preschl	20							20
K - Half									K - Half								
K - Full	48				9			57	K - Full	47		3					50
1	53		4		3			59	1	42		5		12			58
2	45		9	19	4			72	2	36		11		10			57
3	44		3	13	4			64	3	41		10		10			59
4	41		4	14	4			61	4	32		1		4			37
5	37		2	20	3			62	5	37		5		6			48
K-3	268	0	22	32	27	0	0	375	K-3	235	0	35	0	42	0	0	309
4-5	78	0	6	34	7	0	0	123	4-5	69	0	6	0	10	0	0	85
1-5	220	0	22	66	18	0	0	318	1-5	188	0	32	0	42	0	0	259
TOTAL	291	0	22	66	27	12	6	416	TOTAL	255	0	35	0	42	0	0	329

<i>Jeffery</i>									<i>Lincoln</i>								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						4	4	8	Preschl	12							12
K - Half									K - Half								
K - Full	56				2			58	K - Full	30		2		8			39
1	44				4			48	1	27		5		2			34
2	40		3		10			53	2	29		9		6			43
3	58		1		8			67	3	29		9		7	1		44
4	56		6		7			69	4	26		5		4	2		36
5	57		1		9			67	5	34		4		5	2		45
K-3	311	0	4	0	40	0	0	362	K-3	175	0	34	0	32	1	0	241
4-5	113	0	7	0	16	0	0	136	4-5	60	0	9	0	9	4	0	81
1-5	255	0	11	0	38	0	0	304	1-5	145	0	32	0	24	5	0	202
TOTAL	311	0	11	0	40	4	4	370	TOTAL	187	0	34	0	32	5	0	253

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

McKinley									Nash								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl									Preschl								
K - Half									K - Half								
K - Full	31		2		2			35	K - Full	96		4		12	4		116
1	29		5		10			44	1	87		5		6	4		102
2	32		4		5			41	2	86		12		9	3		109
3	36		6		8			48	3	70		15		7	2		92
4	31		8		8	2		48	4	71		10		7			98
5	27		4		5	3		39	5	65		8		7			79
K-3	186	0	29	0	38	0	0	255	K-3	475	0	54	0	48	13	0	596
4-5	58	0	12	0	13	5	0	87	4-5	136	0	18	0	14	0	0	177
1-5	155	0	27	0	36	5	0	220	1-5	379	0	50	0	36	9	0	480
TOTAL	186	0	29	0	38	5	0	255	TOTAL	475	0	54	0	48	13	0	596

Pleasant Prairie									Prairie Lane								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl									Preschl								
K - Half									K - Half								
K - Full	78				2			80	K - Full	64				6			70
1	82		3		17			101	1	61		6		5			72
2	86		3		7			96	2	82		4		4			90
3	85		5		7			97	3	83		8		6			96
4	71		2		7			80	4	68		2		10			80
5	76		3		9			86	5	56		4		5			65
K-3	478	0	16	0	49	0	0	540	K-3	414	0	24	0	36	0	0	473
4-5	147	0	5	0	16	0	0	166	4-5	124	0	6	0	15	0	0	145
1-5	400	0	16	0	47	0	0	460	1-5	350	0	24	0	30	0	0	403
TOTAL	478	0	16	0	49	0	0	540	TOTAL	414	0	24	0	36	0	0	473

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Roosevelt									Somers								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl									Preschl								
K - Half									K - Half								
K - Full	36		1		5			42	K - Full	70				13			83
1	48		2		5			55	1	71		4		11			85
2	40		4	23	4			66	2	67		2		6			75
3	39		6	19	5			68	3	82		5		7			94
4	32		1	20	9			61	4	68		3		6			75
5	32		3	15	4			54	5	76		3		9			88
K-3	227	0	17	42	32	0	0	346	K-3	434	0	17	0	52	0	0	500
4-5	64	0	4	35	13	0	0	115	4-5	144	0	6	0	15	0	0	163
1-5	191	0	16	77	27	0	0	304	1-5	364	0	17	0	39	0	0	417
TOTAL	227	0	17	77	32	0	0	346	TOTAL	434	0	17	0	52	0	0	500

Southport									Stocker								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						11	7	18	Preschl						16	11	27
K - Half									K - Half								
K - Full	68				12			80	K - Full	68		1		14			83
1	61		6		10			77	1	78		4		11			93
2	61		6		7	1		74	2	69		5		8			82
3	55		3		6	3		67	3	62		2		7			71
4	58		3		8	1		69	4	69		5		10			84
5	58		3		7	1		69	5	74		6		9			88
K-3	361	0	21	0	50	4	0	436	K-3	420	0	23	0	59	0	0	501
4-5	116	0	6	0	15	2	0	138	4-5	143	0	11	0	19	0	0	172
1-5	293	0	21	0	38	6	0	356	1-5	352	0	22	0	45	0	0	418
TOTAL	361	0	21	0	50	17	7	454	TOTAL	420	0	23	0	59	16	11	528

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

Strange									Vernon								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl	24							24	Preschl						12	8	20
K - Half									K - Half								
K - Full	54		2		8			64	K - Full	51		17		13			80
1	62		7		10			78	1	60		23		14			91
2	42		9		7			58	2	56		23		6			82
3	60		16		7			82	3	59		19		10			82
4	74		15		7			96	4	43		15		13			69
5	52		10		3			65	5	52		11		9			69
K-3	344	0	34	0	42	0	0	443	K-3	321	0	108	0	65	0	0	473
4-5	126	0	25	0	10	0	0	161	4-5	95	0	26	0	22	0	0	138
1-5	290	0	57	0	34	0	0	379	1-5	270	0	91	0	52	0	0	393
TOTAL	368	0	59	0	42	0	0	467	TOTAL	321	0	108	0	65	12	8	493

Whittier									Wilson								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL	Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl						47	12	59	Preschl								
K - Half									K - Half								
K - Full	46				8			54	K - Full	22	31	2		2			54
1	74		1		9			84	1	24	26	2		10			58
2	64				10			74	2	27	29	1		6			60
3	71				5			76	3	26	18	2		7			48
4	70		4		4	1		79	4	18		6		4			27
5	72				8	6		86	5	24		6		6			35
K-3	397	0	1	0	44	0	0	453	K-3	141	104	19	0	35	0	0	282
4-5	142	0	4	0	12	7	0	165	4-5	42	0	12	0	10	0	0	62
1-5	351	0	5	0	36	7	0	399	1-5	119	73	17	0	33	0	0	228
TOTAL	397	0	5	0	44	54	12	512	TOTAL	141	104	19	0	35	0	0	282

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

I. TOTAL ENROLLMENT: ELEMENTARY SCHOOLS

ELEMENTARY RECAPITULATION								
Grade Level	Regular Ed	Bilingual	ESL	Enrichment	Special Ed - Included 30%	Special Ed - Self-contained	Peers	TOTAL
Preschl	128	0	0	0	0	209	105	442
K - Half	0	0	0	0	0	0	0	0
K - Full	1228	84	55	0	160	4	0	1524
1	1246	99	117	0	205	6	0	1641
2	1215	90	142	42	159	7	0	1629
3	1233	68	152	32	170	12	0	1634
4	1152	54	141	34	176	13	0	1555
5	1150	50	98	35	166	12	0	1492
K-3	4922	341	466	74	694	29	0	6428
4-5	2302	104	239	69	342	25	0	3047
1-5	5996	361	650	143	876	50	0	7951
TOTAL	7352	445	705	143	1036	263	105	9917

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

II. TOTAL ENROLLMENT: MIDDLE SCHOOLS

Bullen						Lance						Lincoln					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
6	181	28	27	11	241	6	280	30		10	318	6	159	38		16	212
7	204	27	28	18	270	7	286	33		11	329	7	191	38		14	240
8	237	34	24	9	299	8	296	45		7	346	8	225	41		16	282
TOTAL	622	89	79	38	810	TOTAL	862	108	0	28	993	TOTAL	575	117	0	46	734

Mahone						McKinley						Washington					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
6	276	30		23	327	6	167	20		20	206	6	153	22	19	25	210
7	248	32		22	300	7	163	24		11	197	7	150	13	20	27	202
8	248	43		20	309	8	164	23		5	192	8	134	30	20	11	194
TOTAL	772	105	0	65	936	TOTAL	494	67	0	36	595	TOTAL	437	65	59	63	606

MIDDLE SCHOOL RECAPITULATION					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
6	1216	168	46	105	1514
7	1242	167	48	103	1538
8	1304	216	44	68	1622
TOTAL	3762	551	138	276	4674

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

III. TOTAL ENROLLMENT: HIGH SCHOOLS

Bradford						Indian Trail						LakeView Tech					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
9	517	105		49	667	9	249	42		34	320	9	78	3		1	82
10	539	86		44	662	10	213	38		27	273	10	92	5		1	98
11	471	90		31	586	11	231	48		26	303	11	86	3		3	92
12	391	61		23	472	12	157	36		18	207	12	57	7			64
TOTAL	1918	342	0	147	2387	TOTAL	850	164	0	105	1103	TOTAL	313	18	0	5	336

Reuther						Tremper					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL	Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
9	101	9		7	117	9	595	104		24	717
10	86	7		6	99	10	501	70		14	582
11	188	16		17	220	11	538	90		7	634
12	143	5		6	153	12	441	53		9	499
TOTAL	518	37	0	36	589	TOTAL	2075	317	0	54	2432

HIGH SCHOOL RECAPITULATION					
Grade Level	Regular Education	Special Education	Bilingual	ESL	TOTAL
9	1540	263	0	115	1903
10	1431	206	0	92	1714
11	1514	247	0	84	1835
12	1189	162	0	56	1395
TOTAL	5674	878	0	347	6847

NOTE: Total counts by school may not add up horizontally because students may be counted in multiple columns.

IV. TOTAL ENROLLMENT: SPECIAL SCHOOLS

Headstart				
Grade Level	Regular Education	Special Education	ESL	TOTAL
Preschl	366	30		396
TOTAL	366	30	0	396

Kenosha e-School				
Grade Level	Regular Education	Special Education	ESL	TOTAL
9	6	1		7
10	6			6
11	6			6
12	6			6
TOTAL	24	1	0	25

Brompton School				
Grade Level	Regular Education	Special Education	ESL	TOTAL
K	16		1	17
1	17	2		19
2	15			15
3	14	2		16
4	18			18
5	17			17
TOTAL	97	4	1	102

Dimensions of Learning				
Grade Level	Regular Education	Special Education	ESL	TOTAL
K	17	1	1	19
1	19	1	1	21
2	22			22
3	24			24
4	19		2	21
5	23		1	24
6	23	2	2	25
7	22		1	23
8	24		1	25
TOTAL	193	4	9	206

Phoenix Project				
Grade Level	Regular Education	Special Education	ESL	TOTAL
9	1			1
10	6	2		8
11	6	2		8
12	6			6
TOTAL	19	4	0	23

Harborside Academy				
Grade Level	Regular Education	Special Education	ESL	TOTAL
9	90	16	6	111
10				
11				
12				
TOTAL	90	16	6	111

Paideia Academy				
Grade Level	Regular Education	Special Education	ESL	TOTAL
6	25	1		26
7	20	1	3	24
8	17		1	18
TOTAL	62	2	4	68

KTEC				
Grade Level	Regular Education	Special Education	ESL	TOTAL
K	36	4		40
1	33	5		38
2	34	4		38
3	34	7	2	43
4	44	3		47
5	22	1		23
6	47	3		50
7	22	3		25
8	21			21
TOTAL	293	30	2	325

Hillcrest						
Grade Level	TIME			BRIDGES		TOTAL
	Regular Education	Special Education	ESL	Regular Education	Special Education	
6				1		1
7		4	1	4		8
8	1	4		7	1	13
9		6	1	13	1	21
10	2	9		6		17
11		4	1	9	1	15
12		1		1		2
TOTAL	3	28	3	41	2	77

Recapitulation				
Grade Level	Regular Education	Special Education	ESL	TOTAL
Preschl	366	30	0	396
K	69	5	2	76
1	69	8	1	78
2	71	4	0	75
3	72	9	2	83
4	81	3	2	86
5	62	1	1	64
6	96	6	2	102
7	68	8	5	80
8	70	4	3	77
9	110	24	8	140
10	20	11	0	31
11	21	7	2	29
12	13	1	0	14
TOTAL	1188	121	28	1331

V. TOTAL ENROLLMENT: SPECIAL EDUCATION

Elementary (includes Preschool)	1,299
Middle Schools	551
High Schools	878
Special Schools	121
TOTAL	2,849

NOTE: Total counts by school may be added up horizontally because students may be counted in multiple columns.

VI. SUMMARY RECAPITULATION: TOTAL ENROLLMENTS ALL SCHOOLS

Elementary	2003-04	2004-05	2005-06	2006-07	2007-08
1. Kindergarten - Half Day	3	1	3	0	0
2. Kindergarten - Full Day	1,368	1,438	1,427	1,424	1,228
3. Grades 1-5	6,797	6,901	7,010	6,739	5,996
4. Bilingual	326	357	363	372	445
5. ESL	93	88	89	611	705
6. Enrichment	175	166	168	159	143
7. Preschool Special Ed	207	223	230	216	209
8. Peers	90	82	93	84	105
9. Preschool Regular	107	118	141	128	128
10. Special Education K-5	311	288	299	320	1,090
TOTAL	9,477	9,662	9,823	10,053	9,917
Middle School	2003-04	2004-05	2005-06	2006-07	2007-08
1. Grades 6-8	4,509	4,336	4,341	4,286	3,762
2. Bilingual	123	157	138	122	138
3. ESL	57	88	101	163	276
4. Special Education	166	172	180	170	551
TOTAL	4,855	4,753	4,760	4,741	4,674
High School	2003-04	2004-05	2005-06	2006-07	2007-08
1. Grades 9-12	6,025	6,253	6,426	6,398	5,674
2. Bilingual	61	54	63	70	0
3. ESL	37	47	66	204	347
4. Special Education	238	264	260	292	878
TOTAL	6,361	6,618	6,815	6,964	6,847
Special Schools	2003-04	2004-05	2005-06	2006-07	2007-08
1. Head Start	369	381	381	376	396
2. Charter	350	352	360	371	835
3. Hillcrest	64	63	57	59	77
4. Phoenix Project	28	30	20	21	23
TOTAL	811	826	818	827	1,331
TOTAL ENROLLMENT	21,504	21,859	22,216	22,585	22,769

Please note that in 2007-08, all special education students were counted in the special education category, whereas in the past, only students classified as Autistic (A), Cognitive Disabled Borderline (CDB), Cognitive Disabled Severe (CDS), Emotional Behavioral Disability (EBD), Hearing Impaired (H), and Early Childhood (EC) were counted. Therefore it is not valid to compare counts from 2007-08 to prior years.

APPENDIX 3

Class Size Averages by School

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Official Class Size Statistics for the 2007-08 School Year
As of September 21, 2007

I. CLASS SIZE AVERAGES: ELEMENTARY SCHOOLS

School	K*	1-5*	1-3*	4-5*	K-3*	K-5*	Biling/ ESL/ Dual Lang	Enrich.	Presch Spec.	Presch Reg.
Bose	17.0	17.2	14.8	22.0	15.4	17.2				
Columbus	19.5	17.9	17.5	18.5	18.0	18.2			9.0	11.0
Durkee	11.5	16.3	13.2	25.5	12.8	15.3				
Edward Bain Schl Lang & Art	14.8	16.9	13.8	26.0	14.1	16.5				
Forest Park	17.5	21.3	21.6	20.7	20.5	20.6			9.0	
Frank	19.7	19.1	18.2	20.3	18.6	19.2	18.7			13.0
Grant	17.5	21.1	19.4	24.0	19.0	20.5				12.0
Grewenow	14.7	23.3	22.0	26.0	20.0	21.6			8.0	
Harvey	19.0	22.9	23.3	22.3	22.0	22.1		16.5	9.0	11.5
Jefferson	16.7	19.9	19.3	21.3	18.7	19.3				10.0
Jeffery	19.3	21.7	21.0	22.7	20.5	21.3				
Lincoln	19.5	19.7	20.0	19.3	19.9	19.7				12.0
McKinley	17.5	15.4	14.8	16.4	15.3	15.7				
Nash	22.4	24.8	24.5	25.3	23.9	24.3				
Pleasant Prairie	20.0	23.0	24.5	20.8	23.4	22.5				
Prairie Lane	17.5	21.2	21.5	20.7	20.5	20.6				
Roosevelt	14.0	17.5	16.3	20.0	15.8	16.8		19.3		
Somers	20.8	20.9	21.2	20.4	21.1	20.8				
Southport	20.0	20.6	19.5	22.7	19.6	20.5			9.0	
Stocker	20.8	20.9	20.6	21.4	20.6	20.9				
Strange	16.0	19.0	18.2	20.1	17.6	18.5				12.0
Vernon	15.8	18.0	17.4	19.2	17.0	17.6	14.3		10.0	
Whittier	18.0	20.6	18.0	26.3	18.0	20.3			8.4	
Wilson	12.7	15.6	15.7	15.5	14.8	15.0	14.4			
OVERALL AVERAGE	17.8	20.0	19.2	21.4	18.8	19.6	15.9	17.9	8.8	11.6

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

II. CLASS SIZE AVERAGES: MIDDLE SCHOOLS

	Bullen	Lance	Lincoln	Mahone	McKinley	Washington	Overall
English	23.8	24.9	23.6	23.3	27.8	21.6	24.1
Foreign Language	23.5	26.2	24.2	22.9	20.4	18.3	23.1
Math	23.6	24.8	23.3	23.3	28.3	26.0	24.6
Science	23.7	24.9	24.6	23.2	28.3	24.5	24.6
Social Studies	24.1	24.9	24.6	23.3	28.3	22.6	24.4
Academic Average	23.8	24.9	24.0	23.2	27.3	23.4	24.3
Art	27.7	29.4	25.0	21.2	22.6	26.0	25.0
Business	20.7	26.7	24.0	21.1	23.3	25.5	23.3
Family Education	23.8	24.7	26.8	24.7		25.8	25.0
Math/Reading Resource							
Technical Education	24.7	26.6	19.5	25.2	18.5	24.2	23.6
Elective Average	24.4	26.9	24.6	22.6	21.4	25.3	24.3
Music	25.6	44.3	23.9	42.0	23.1	24.4	30.4
Physical Education	23.3	25.2	25.6	26.8	24.6	25.1	25.1
Activity Average	24.2	32.0	24.8	32.6	23.9	24.7	27.3
Bridges	13.4		14.0	Integrated	13.5	12.1	13.3
Special Education	3.3		5.9	12.2	4.6	6.3	7.6
Bilingual/ESL/Dual Language	19.7					6.6	13.7
Theater Arts	28.0	21.0	27.0		24.5	29.0	26.5

III. CLASS SIZE AVERAGES: HIGH SCHOOLS

	Bradford	Indian Trail	LakeView Tech	Reuther	Tremper	Overall
English	24.1	24.4	26.0	18.4	24.8	24.3
Foreign Language	23.1	22.5			24.9	23.6
Math	25.1	22.4	21.8	18.4	25.6	24.2
Science	25.7	24.8	19.4	20.0	26.6	25.1
Social Studies	28.3	24.4	20.0	15.5	27.3	25.9
U.S. History	29.3	22.7			25.2	26.0
Academic Average	25.4	23.7	21.6	18.2	25.7	24.7
Art	21.2	23.2		10.0	22.1	21.8
Business	23.5	21.4		20.5	25.5	23.8
Communications	28.0				14.7	18.0
Family Education	24.4	18.0		17.0	27.3	25.0
Government/Politics	27.4	26.2	26.0		28.8	27.4
Graphic Design		21.8				21.8
Publications	18.8	18.0			10.5	16.3
Technical Education	20.5	17.8	16.1		20.9	18.7
Elective Average	23.0	21.5	17.3	17.0	23.7	22.2
Music	44.3	31.8			52.6	45.8
Physical Education	37.3	29.9	28.3		33.8	33.2
Activity Average	40.8	30.5	28.3		43.2	38.6
Accelerated Ind. Study	10.8	7.0		15.2	8.2	10.6
Apprentice/Internship		24.0			20.0	23.1
Bilingual/ESL	11.0	3.5			11.0	7.3
Bridges	8.8			14.4	14.7	13.4
Co-op/OJT				2.5	16.0	7.0
Freshman Seminar		24.6				24.6
Health	27.2	24.2		11.0	27.7	25.1
Infant lab				6.0		6.0
Reading	6.0	8.5				7.9
ROTC		18.7				18.7
Senior Project		28.0				28.0
Special Education	9.6	7.9		9.0	13.7	10.3
Theatre	19.0				25.0	19.3

IV. CLASS SIZE AVERAGES: SPECIAL SCHOOL

Hillcrest - TIME	6.2
Hillcrest - Bridges	11.5
OVERALL SPECIAL SCHOOL AVG.	8.5

V. CLASS SIZE AVERAGES: CHARTER SCHOOLS

Brompton	17.0
Dimensions of Learning Academy	22.7
Paideia Academy	22.7
KTEC	21.7
Harborside Academy	27.2
Kenosha e-School	3.3
OVERALL CHARTER SCHOOL AVG. (does not include Kenosha e-School)	23.8

VI. CLASS SIZE AVERAGES: HEADSTART

HeadStart	14.1
OVERALL HEADSTART AVG.	14.1

VII. CLASS SIZE AVERAGES: RECAPITULATION

Elementary Schools		Middle Schools		High Schools	
Kindergarten	17.8	Academics	24.3	Academics	24.7
1 - 5	20.0	Electives	24.3	Electives	22.2
1 - 3	19.2	Activities	27.3	Activities	38.6
4 - 5	21.4	Special Education	7.6	Special Education	10.3
Kindergarten - 3	18.8	Bridges	13.3	Bridges	13.4
Kindergarten - 5	19.6	Bilingual/ESL/ Dual Language	13.7	Bilingual	7.3
Bilingual/ESL/Dual Lang	15.9				
Enrichment	17.9				
Preschool Reg.	11.6				
Preschool Spec.	8.8				
Special Schools					
Hillcrest	8.5	Charter Schools	23.8	Headstart	14.1

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

REGULAR SCHOOL BOARD MEETING
October 23, 2007

FULL REPORT
OLD BUSINESS ITEM XIII-E

FOUR YEAR GRADUATION RATE
COHORT ANALYSIS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

October 23, 2007

FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS

(School Year 2006-07)

INTRODUCTION

The “Four Year Graduation Rate – Cohort Analysis” report is a comprehensive illustration of the graduation rates of the Kenosha Unified School District No. 1 for the graduation class of 2007. This is the twelfth annual report to the Kenosha Unified School Board as it examines each graduation class in terms of a “static” graduation rate, referred to as “Base Cohort”. All KUSD students who enter grade nine are tracked until the end of their class’s designated graduation cycle, (four years later). No allowance is made for any students who enter that class as it progresses from the ninth grade until the twelfth grade and its eventual graduation. For example, ninth graders who are in attendance on the Official Third Friday enrollment count day during school year 2003-04 are tracked with respect to their educational progress until the end of summer school in August, 2007. Therefore, the ninth graders of school year 2003-04 become the Graduation Class of 2007 (school year 2006-07). Additionally, this report also examines the graduation rates in terms of progress made during the year following a designated graduation year (fifth year).

This year, “Prime Cohort” rates are also reported, whereby students are tracked who enter or depart the cohort group during its four-year progression until graduation.

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

Definitions

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

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

SECTION 1 – BASE COHORT REVIEW

Graduation Class of 2007 (Four-Year Period)

Since 2000, the number of students in each graduating class has increased by 368 students, from 1,291 students in 2000 to 1,659 students in 2007.

<u>Graduation Class</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Number of Students	1,291	1,423	1,409	1,480	1,511	1,551	1,603	1,659

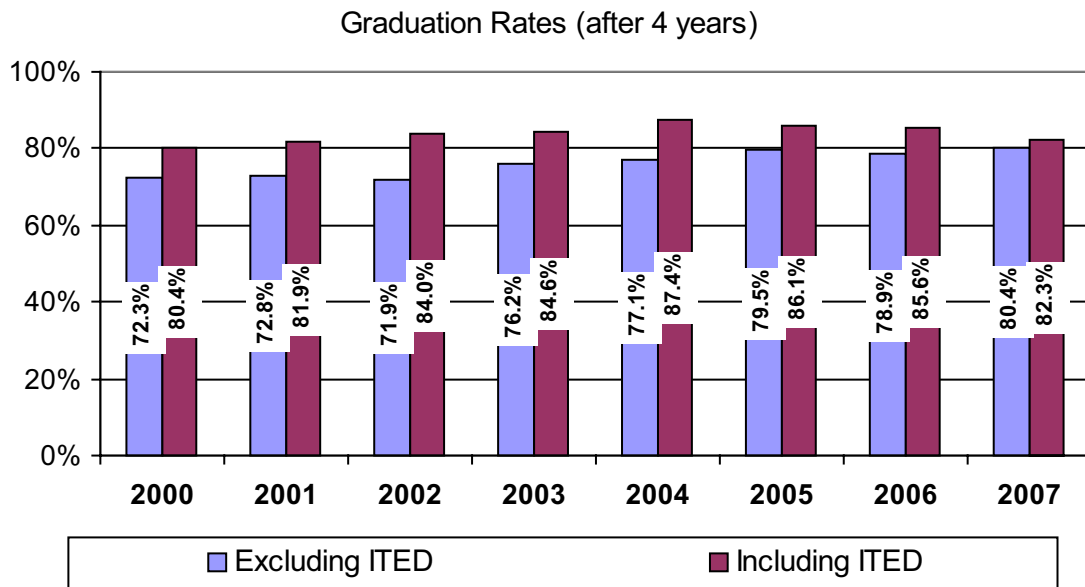
Appendix A contains the graduation rate for the Graduation Class of 2007 at the completion of their fourth year in the Kenosha Unified School District. **Please note that only first-time ninth grade students who were originally present on “Third Friday” for school year 2003-04 were tracked.** Students who were enrolled in grade 9 the previous year (2002-03) but were retained at the end of that year and remained in grade 9 were not included in this “Base Cohort” review. Those students were included in the Graduation Class of 2006.

Graduation rates are reported using two methods:

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

The number of students who began the cohort group in school year 2003-04 was 1,659, including the 227 students who transferred out during the four-year period. At the end of the four-year period, 1,152 students (80.4%) graduated when excluding “ITED” graduates, and 1,178 students (82.3%) graduated when including “ITED” graduates, an increase of +1.5% and a decrease of -3.3% respectively when compared to the previous year. There were 94 students (6.6%) who were classified as “DROPOUTS” when including the “ITED” graduates as dropouts (a decrease of -5.5% when compared to the prior year), and 68 students (4.7%) when excluding the “ITED” graduates (a decrease of -0.6% when compared to the prior year). The number of students who were classified as

“*CREDIT DEFICIENT*” was 186, or 13.0%, an increase of +4.1%. A decrease in the dropout rate and an increase in the credit deficient rate indicated that even though students did not have enough credits to graduate, they opted to stay in school. It should be noted that 33 of the 186 students who were “*CREDIT DEFICIENT*” are students with disabilities who are permitted to stay in school up to the age of 21 if it is indicated on their IEP (Individualized Education Plan). In addition, 11 students graduated early with a regular diploma within a three-year period after their initial enrollment into the ninth grade.



Caucasian Females continue to exhibit the highest graduation rate, with 90.1% and 91.0% graduating when *excluding* and *including* “ITED” graduates respectively (excluding Native American students due to low “N” counts). African American Males reported the lowest graduation rates both when *excluding* “ITED” graduates (52.8%) and when *including* them (54.2%).

As reported in prior years, African American and Hispanic students continue to graduate at lower rates when compared to their Caucasian peers. However, when *excluding* “ITED” graduates, the rate for Hispanic Males increased by +11.8% (from 46.5% to 58.3%). However, the rate for African American Males decreased by -14.8%, from 67.6% to 52.8%. African American Females also reported a decrease of -10.7%, from 73.2% to 62.5%. Additionally, Hispanic Females achieved a lower rate with a decrease of -19.5%, from 79.7% to 60.2%. The rates for both Caucasian Males and Females increased, with increases of +6.7 (from 76.3% to 83.0%) and +2.3% (from 87.8% to 90.1%), respectively.

Similar patterns of achievement were reported when *including* “ITED” graduates. The rates for African American Males and Females decreased from 77.0% to 54.2% and from 76.8% to 63.9%, respectively. The rate for Hispanic Males increased from 57.7% to 63.9% and the rate for Hispanic Females decreased from 87.0% to 62.7%. The rate for Caucasian Males increased from 84.8% to 85.2% and the rate for Caucasian Females

decreased from 92.1% to 91.0%. However, it is important to note that only 26 students in the 2007 cohort group graduated with an ITED diploma, compared to 92 students in the 2006 cohort group.

Based on Free or Reduced Lunch eligibility, graduation rates relating to the economic status of the students who were included in the graduating class of 2007 were collected. When *excluding* “ITED” graduates, the graduation rate for “economically disadvantaged” students was 63.4%, an increase of +1.8% over last year’s rate of 61.6%. The rate increased to 66.5% when *including* “ITED” graduates, a decrease of -7.0% when compared to last year’s rate of 73.5%. The rates for “not economically disadvantaged” students were 90.3% and 91.4% when *excluding* and *including* “ITED” graduates respectively.

As illustrated below, minority males and females graduated at lower rates than their non-minority peers of the same gender. The achievement gap appeared to be closing when comparing the rates from years prior to 2007, with the exception of Hispanic Males. However, the gap between minority and non-minority gender groups has increased significantly in 2007 when compared to last year, and overall, the gap has increased during the last four years when *excluding* “ITED” graduates, with the exception of Hispanic Males. When *including* “ITED” graduates, similar patterns were experienced when comparing the minority ethnic groups to non-minority groups of the same gender.

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

	Excluding ITED				Gap			
	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
African American Males	50.9%	57.4%	67.6%	52.8%	25.7%	21.7%	8.7%	30.2%
African American Females	62.5%	61.0%	73.2%	62.5%	25.3%	26.4%	14.6%	27.6%
Hispanic Males	47.5%	57.6%	46.5%	58.3%	29.1%	21.5%	29.8%	24.7%
Hispanic Females	59.7%	73.7%	79.7%	60.2%	28.1%	13.7%	8.1%	29.9%
Caucasian Males	76.6%	79.1%	76.3%	83.0%				
Caucasian Females	87.8%	87.4%	87.8%	90.1%				

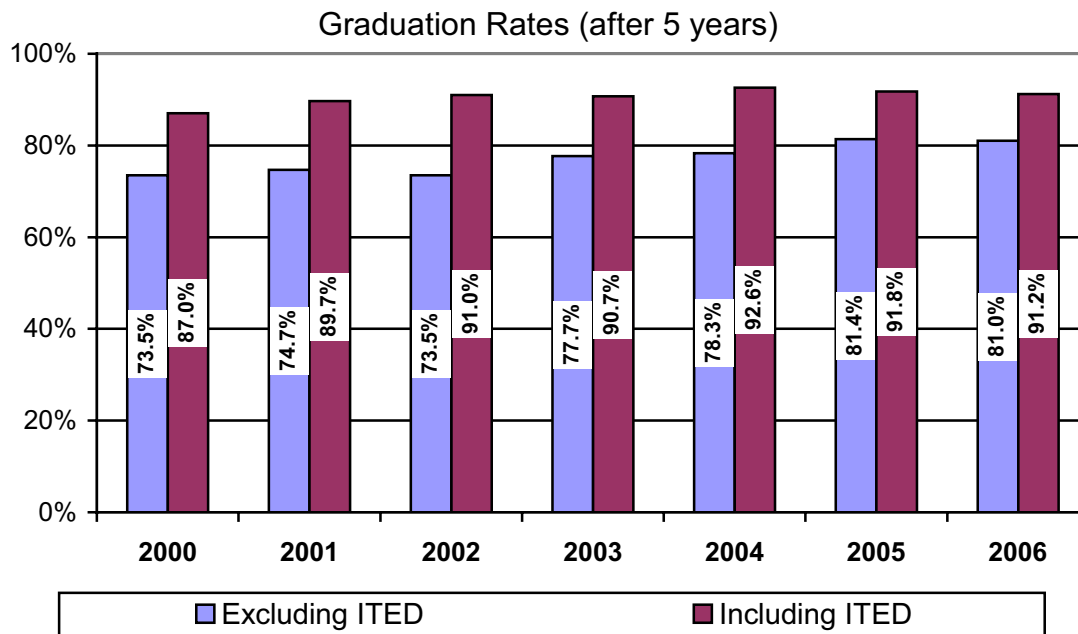
	Including ITED				Gap			
	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
African Males	70.2%	75.4%	77.0%	54.2%	18.3%	11.5%	7.8%	31.0%
African Females	77.1%	66.1%	76.8%	63.9%	16.3%	25.8%	15.3%	27.1%
Hispanic Males	66.1%	68.2%	57.7%	63.9%	22.4%	18.7%	27.1%	21.3%
Hispanic Females	72.6%	75.4%	87.0%	62.7%	20.8%	16.5%	5.1%	28.3%
Caucasian Males	88.5%	86.9%	84.8%	85.2%				
Caucasian Females	93.4%	91.9%	92.1%	91.0%				

Appendix B disaggregates the status of students included in the base cohort group after four years of instruction by initial enrollment high school and by ending school with

type of withdrawal. Tremper High School had the highest graduation rate when analyzing students by their initial enrollment school in grade 9 (87.1% when *excluding* “ITED” graduates and 88.1% when *including* them) and also when analyzing students by their latest, current, or graduating school (89.5% when *excluding* “ITED” graduates and 90.5% when *including* them). Reuther Central High School had the lowest number of dropouts, 1 student who initially enrolled at Reuther and 6 students who had transferred in from other high schools.

Graduation Class of 2006 (Five Year Period)

Appendix C contains the graduation rate for the Graduation Class of 2006 at the completion of the fifth year in the Kenosha Unified School District. The number of students who began this cohort group was 1,603. At the end of the five-year period, 1,112 students (81.0%) graduated when *excluding* “ITED” graduates and 1,252 students (91.2%) graduated when *including* “ITED” graduates, resulting in an increase of +2.1% and +5.6% of students, respectively, when compared to the end of the fourth year. When excluding “ITED” graduates from the “GRADUATED” category, there were 242 students (17.6%) classified as “DROPOUT”. When *including* “ITED” graduates in the “GRADUATE” category, the “DROPOUT” rate decreased to 7.4% (102 students).



Of the 245 students who transferred out of KUSD during their original four-year cohort period, 3 students returned and graduated with a regular diploma, 9 students graduated by passing the ITED examination, 4 students returned to the district and are still attending, and 7 students returned to the district but recently dropped out of school. In addition, out of the 121 students who were credit deficient at the end of the four-year period, 36 students graduated with a regular diploma, 31 students passed the ITED examination, 6 students transferred out of KUSD, 38 students dropped out of school, and 10 students remained at KUSD but were still credit deficient. Finally, when analyzing the 72 dropouts, 2 students returned to receive a regular diploma, 8 students returned and

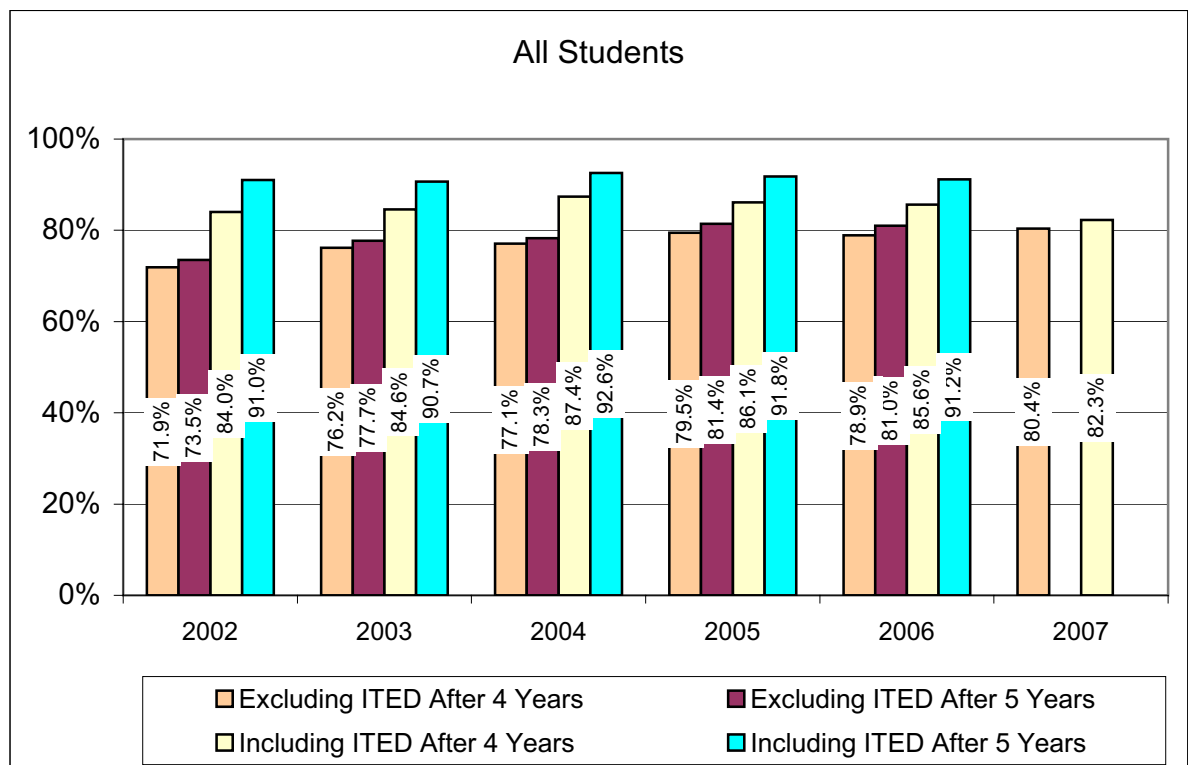
passed the ITED examination, 3 students returned and are still attending, and 2 students returned but transferred out of the district.

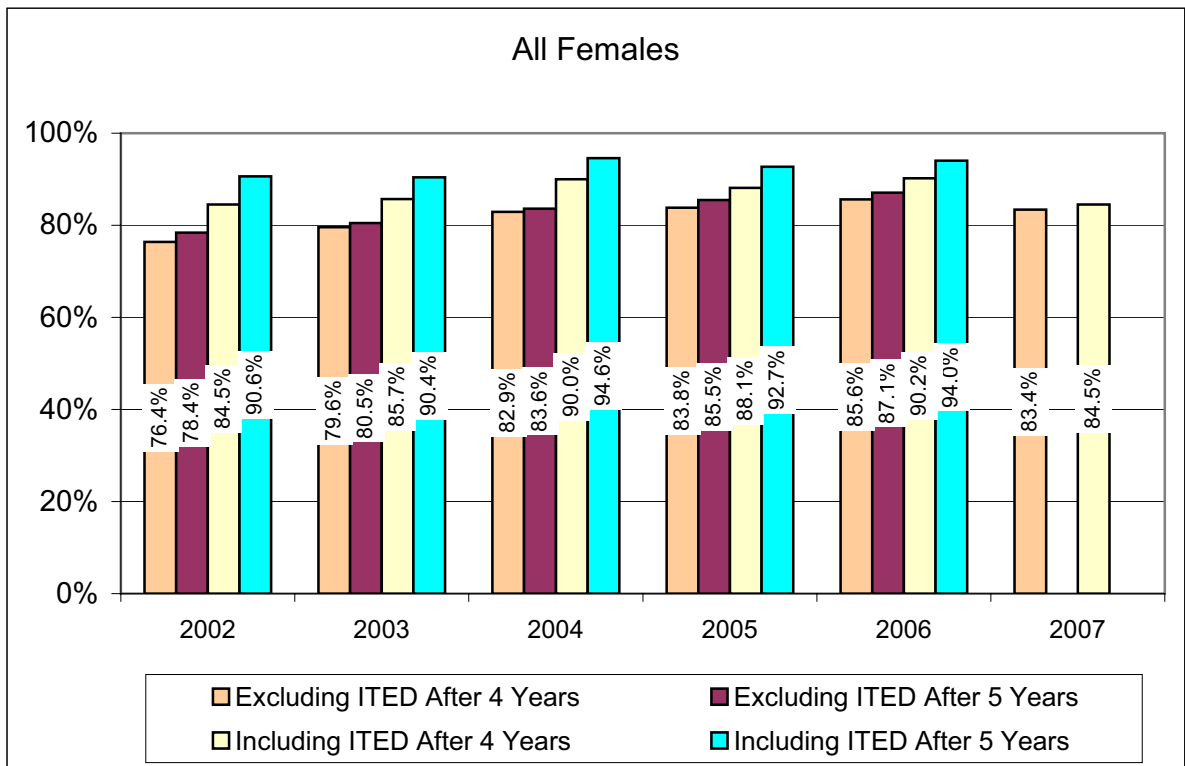
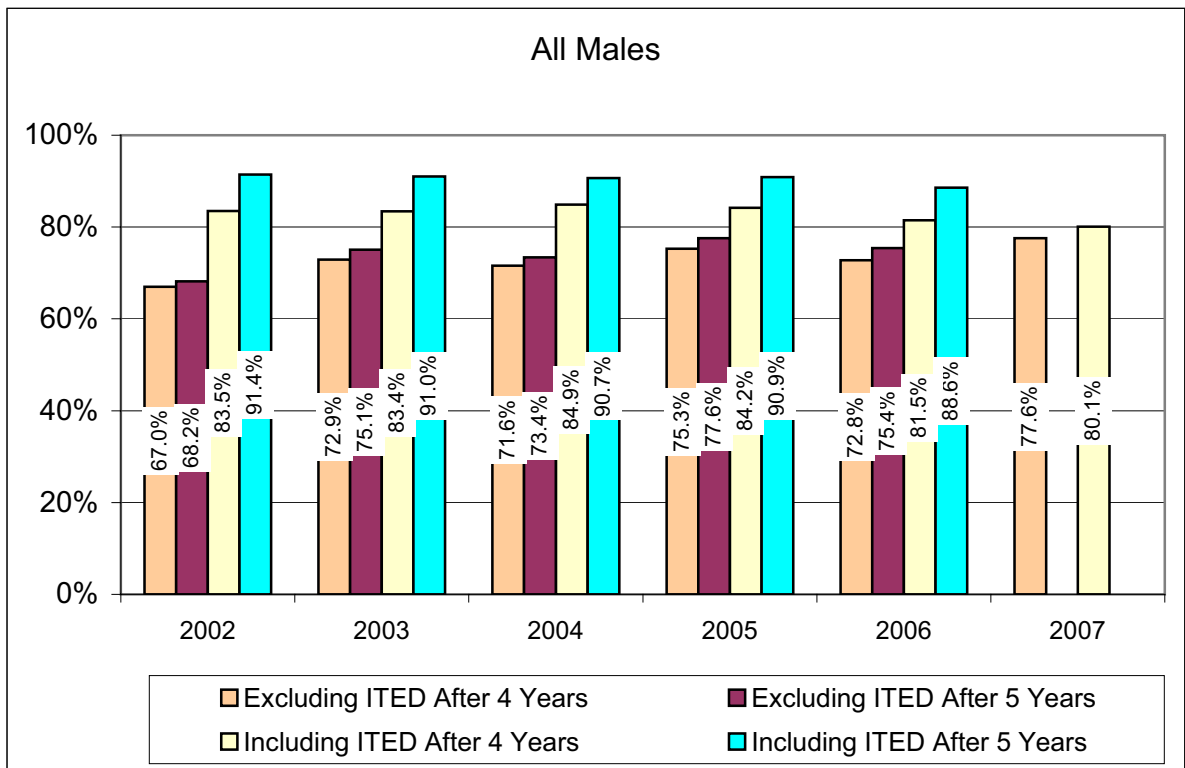
Cohort Comparison Graduation Classes of 2000 - 2007

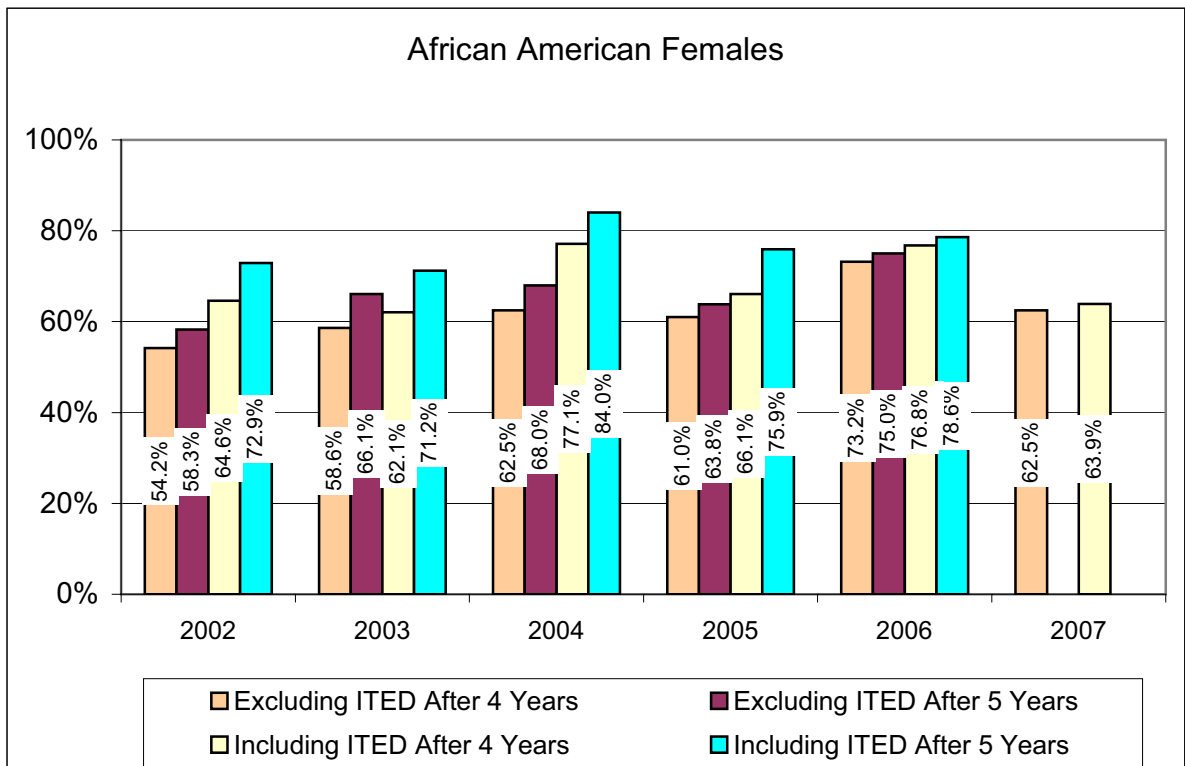
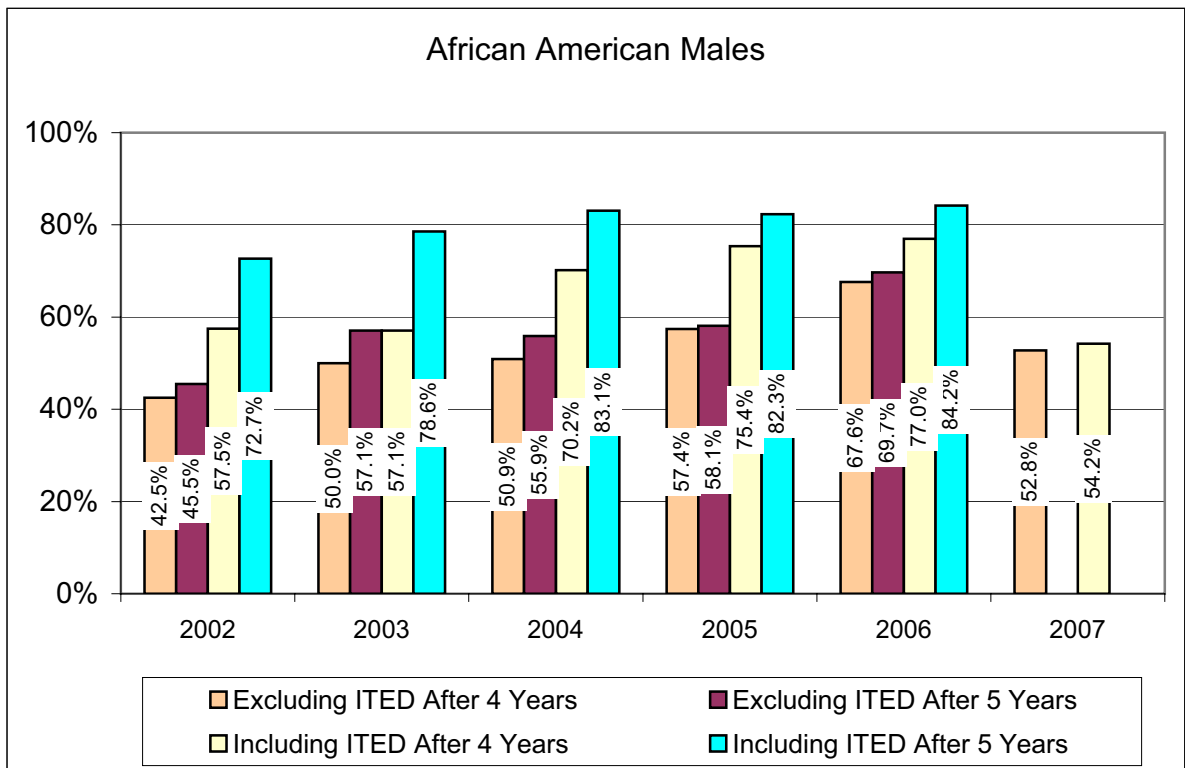
Appendix D contains the comparisons of Graduation Rates for the cohort graduating classes of 2000 through 2007, including separate charts for ethnic and gender groups. Asian and Native American students are not reported separately because of their relatively small numbers of students but are included in the “All Students”, “All Males”, and “All Females” tables. The overall district cohort graduation rate after four years has increased from 72.3% for the class of 2000 to 80.4% for the class of 2007 when *excluding* “ITED” graduates. When *including* “ITED” graduates, the rate improved from 80.4% to 82.3%. After five years, the overall district rate increased from 73.5% for the class of 2000 to 81.0% for the class of 2006 when *excluding* “ITED” graduates. When *including* “ITED” graduates, the rate improved from 87.0% to 91.2%.

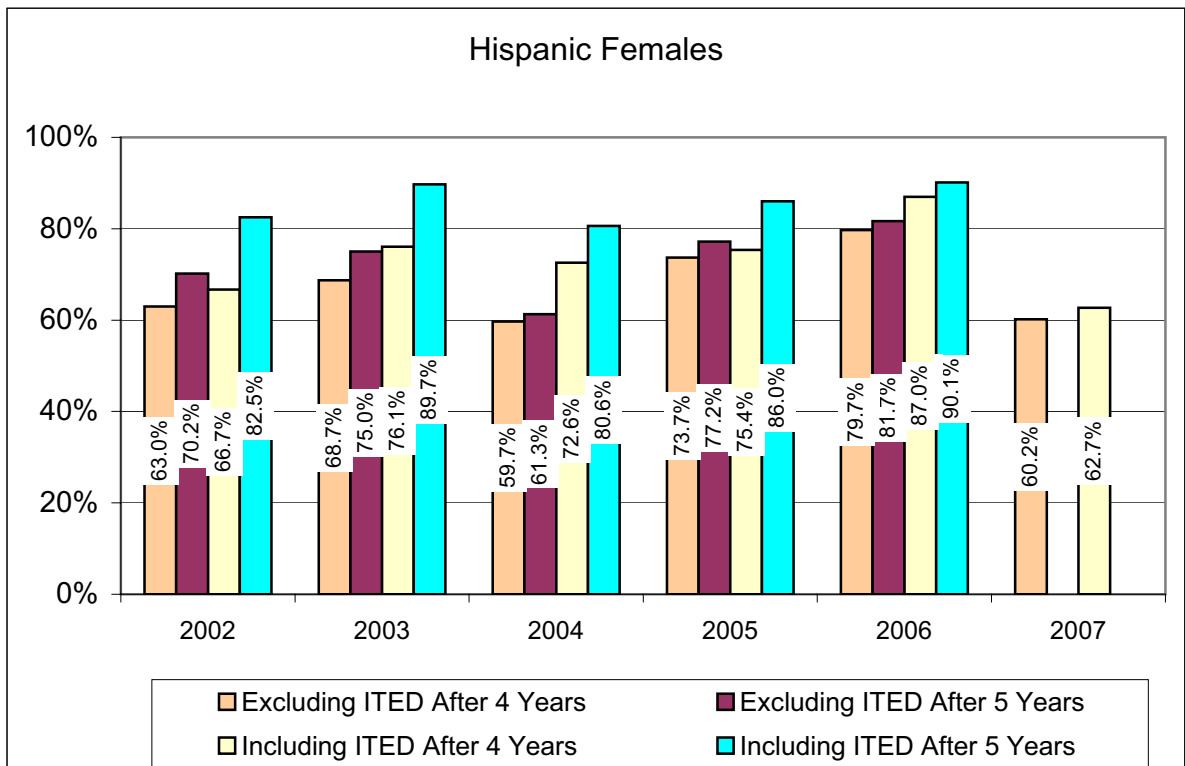
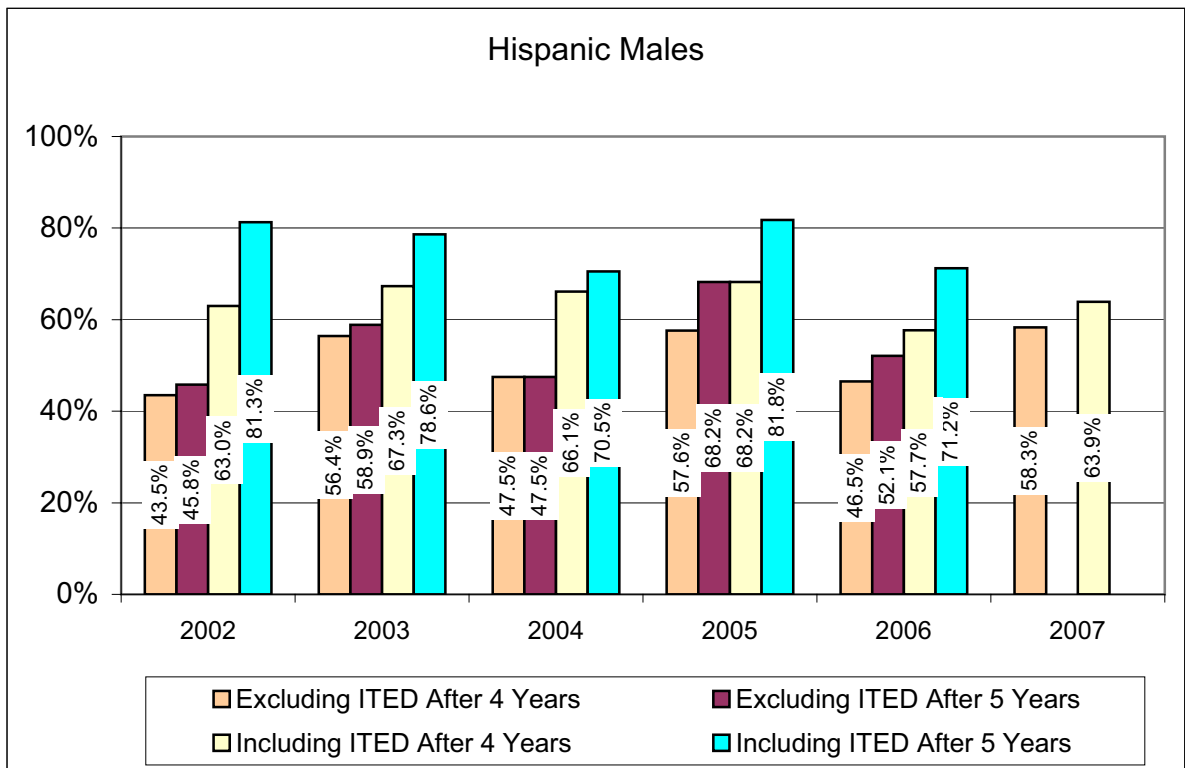
Graphic Summary

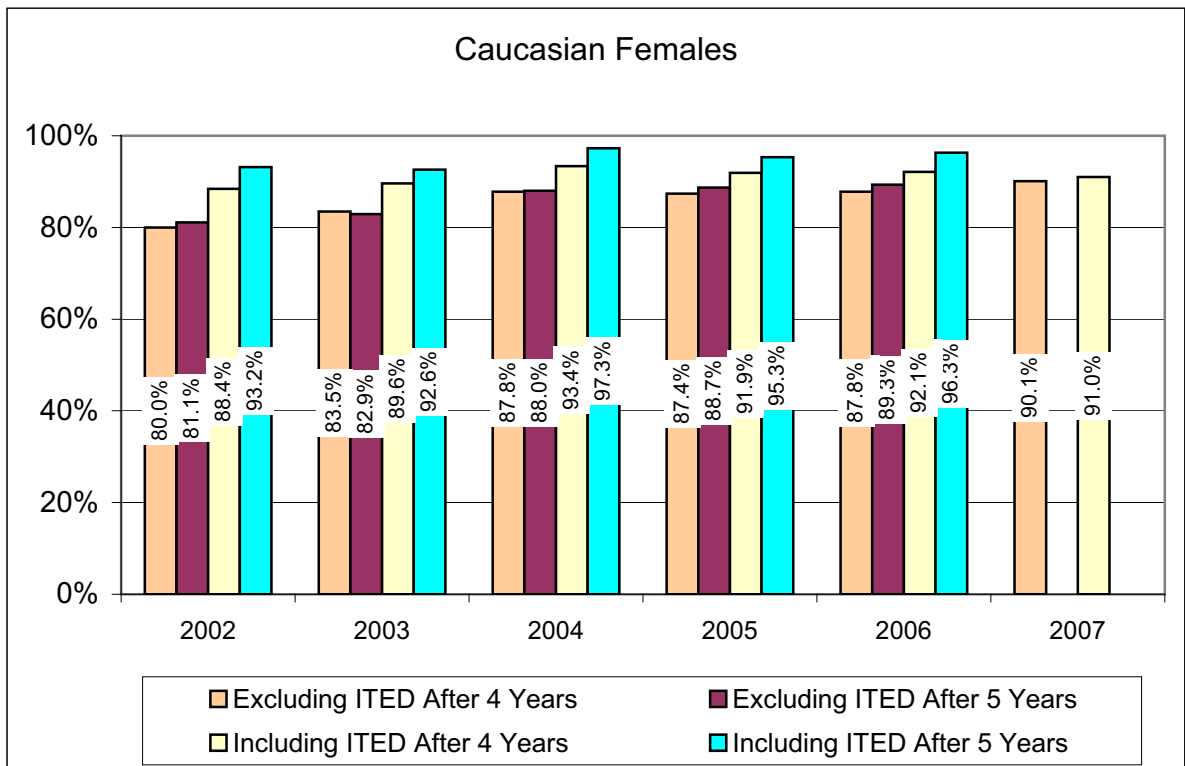
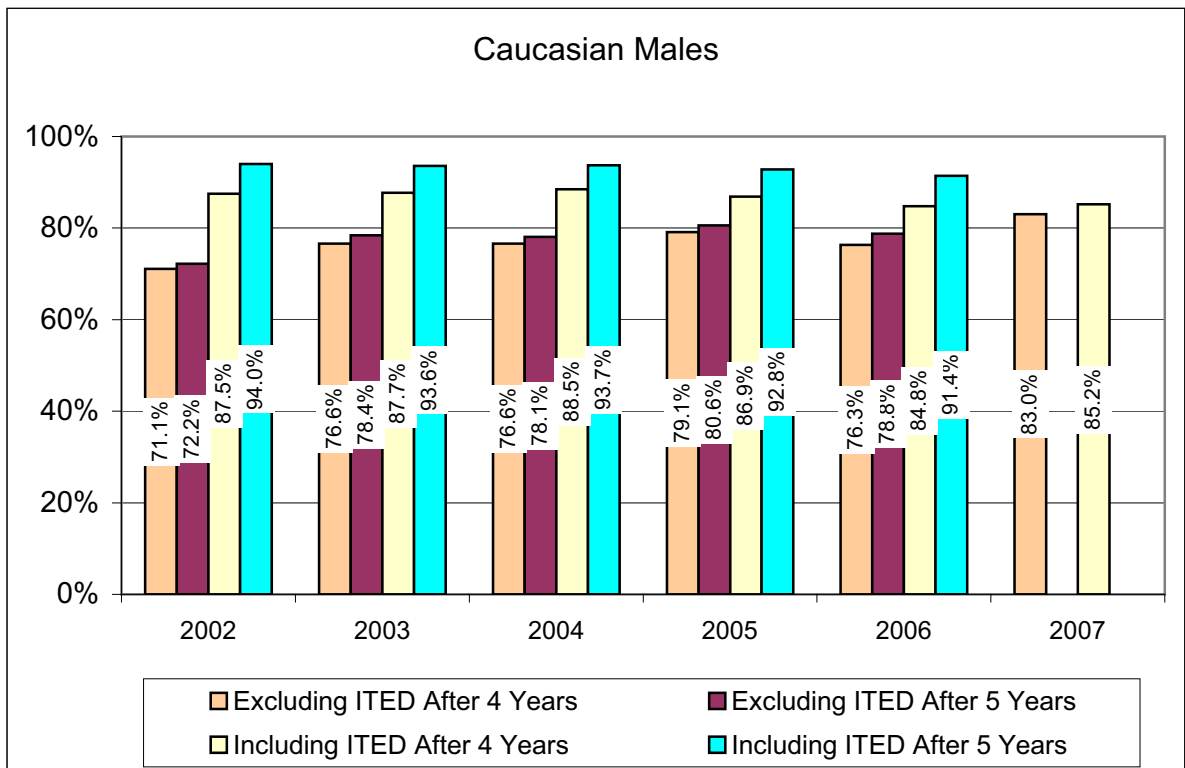
The following graphs recapitulate each chart contained in *Appendix D* to provide the reader with a visual comparison of the graduation rates for the last six years of each group reported.











Base Cohort Summary

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

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

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Males	64.5%	69.3%	68.3%	70.5%	67.0%	72.9%	71.6%	75.3%	72.8%	77.6%
Females	72.2%	75.9%	76.2%	75.0%	76.4%	79.6%	82.9%	83.8%	85.6%	83.4%
Asian	76.9%	73.7%	75.0%	73.3%	91.7%	95.2%	88.2%	100%	95.2%	87.0%
African American	36.0%	52.6%	51.5%	53.4%	48.9%	54.4%	56.2%	59.2%	70.0%	57.6%
Hispanic	50.5%	51.0%	44.2%	61.3%	54.0%	63.1%	53.7%	65.0%	62.9%	59.4%
Native American	50.0%	40.0%	100%	25.0%	33.3%	50.0%	66.7%	75.0%	66.7%	57.1%
Caucasian	74.5%	76.7%	76.9%	76.4%	75.7%	79.9%	82.0%	83.2%	81.8%	86.4%
Disadvantaged	NA	NA	52.3%	47.2%	53.8%	61.6%	63.8%	56.8%	61.6%	63.4%
Not Disadvantaged	NA	NA	77.4%	78.9%	74.5%	79.3%	80.1%	88.4%	87.1%	90.3%
DISTRICT	68.4%	72.4%	72.3%	72.8%	71.9%	76.2%	77.1%	79.5%	78.9%	80.4%

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

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Males	75.4%	79.7%	77.1%	81.7%	83.5%	83.4%	84.9%	84.2%	81.5%	81.1%
Females	80.0%	82.0%	83.5%	82.1%	84.5%	85.7%	90.0%	88.1%	90.2%	84.5%
Asian	84.6%	73.7%	81.3%	80.0%	100%	100%	100%	100%	95.2%	87.0%
African American	45.0%	63.2%	59.2%	66.4%	61.4%	59.7%	73.3%	70.8%	76.9%	59.0%
Hispanic	65.6%	57.8%	60.6%	67.7%	65.0%	72.1%	69.4%	71.5%	72.1%	63.2%
Native American	83.3%	60.0%	100%	75.0%	33.3%	75.0%	83.3%	75.0%	83.3%	57.1%
Caucasian	83.1%	85.2%	85.2%	85.2%	88.0%	88.6%	90.8%	89.4%	88.3%	88.0%
Disadvantaged	NA	NA	62.8%	60.3%	61.4%	69.2%	77.7%	69.5%	73.5%	66.5%
Not Disadvantaged	NA	NA	84.8%	87.1%	85.6%	87.9%	89.5%	92.6%	91.4%	91.4%
DISTRICT	77.8%	80.8%	80.4%	81.9%	84.0%	84.6%	87.4%	86.1%	85.6%	82.3%

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

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

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Males	65.9%	70.4%	69.3%	72.2%	68.2%	75.1%	73.4%	77.6%	75.4%
Females	74.2%	77.0%	77.6%	77.1%	78.4%	80.5%	83.6%	85.5%	87.1%
Asian	76.9%	73.7%	75.0%	73.3%	91.7%	90.9%	88.2%	100%	95.2%
African American	40.5%	52.1%	58.1%	55.1%	52.2%	61.7%	61.5%	60.8%	72.0%
Hispanic	51.6%	51.9%	57.4%	66.7%	59.1%	67.7%	54.5%	72.4%	66.7%
Native American	50.0%	40.0%	100%	25.0%	66.7%	50.0%	71.4%	75.0%	66.7%
Caucasian	76.0%	78.1%	77.2%	78.1%	76.8%	80.6%	82.9%	84.6%	83.8%
Disadvantaged	NA	NA	57.5%	51.9%	58.4%	66.1%	67.9%	59.7%	64.3%
Not Disadvantaged	NA	NA	77.6%	80.2%	75.6%	80.2%	80.6%	90.0%	89.2%
DISTRICT	70.2%	73.5%	73.5%	74.7%	73.5%	77.7%	78.3%	81.4%	81.0%

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

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Males	82.1%	85.2%	85.6%	90.0%	91.4%	91.0%	90.7%	90.9%	88.6%
Females	85.8%	85.8%	88.4%	89.3%	90.6%	90.4%	94.6%	92.7%	94.0%
Asian	84.6%	78.9%	81.3%	86.7%	100%	100%	100%	100%	95.2%
African American	54.1%	66.7%	71.4%	74.6%	72.8%	74.8%	83.5%	79.2%	81.8%
Hispanic	75.8%	68.3%	75.9%	78.1%	81.9%	84.7%	75.6%	83.7%	80.6%
Native American	83.3%	60.0%	100%	75.0%	66.7%	75.0%	100%	75.0%	83.3%
Caucasian	88.7%	89.4%	90.3%	92.7%	93.6%	93.1%	95.5%	94.0%	93.7%
Disadvantaged	NA	NA	75.2%	76.2%	84.6%	82.8%	88.0%	81.1%	80.8%
Not Disadvantaged	NA	NA	90.1%	92.9%	91.9%	92.4%	93.6%	96.0%	96.3%
DISTRICT	84.0%	85.5%	87.0%	89.7%	91.0%	90.7%	92.6%	91.8%	91.2%

SECTION 2 – PRIME COHORT REVIEW

Graduation Class of 2007 (Four Year Period)

The reader is again cautioned to remember that “Prime Cohort” views not only the original student pool of ninth graders for a given year, but also includes all students who enroll and withdraw from the KUSD educational system over the designated four year cohort period in the respective high school grade levels. This cohort expresses a dynamic function and is therefore subject to a large degree of student turbulence due to (1) enrollments and withdrawals from other school district both within and outside of the state of Wisconsin, (2) students dropping out and returning to school, (3) students incarcerated and returning, and (4) students with grade level changes. ***Any conclusions the reader deduces from assessing this data set must be recognized in terms of this context.***

The demographic profile for this class by school year is contained in *Appendix E*, disaggregated by gender and ethnic groups. The number of students who were initially enrolled in grade 9 at the beginning of 2003-04 was 1,659 students. At the end of four years in 2006-07, the student count was 1,317 students. The largest number of students in the “prime cohort” group was reported at the beginning of grade 11, with 1,734 students. The highest number of students entering and exiting the group was in grade 9 during the 2003-04 school year, primarily because of 391 students entering who were retained at the end of the previous year in grade 9, and 360 students exiting the group because of grade 9 retentions at the end of the 2003-04 year. There was considerably less mobility in all disaggregated groups when students reached the twelfth grade.

APPENDIX A

2007 Base Cohort

4 Year

*** BASE COHORT AFTER 4 YEARS KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2003-2004 (GRADUATING CLASS OF 2007)
(4 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	16	14	2	14.3%	0	0.0%	0	0.0%	12	85.7%	2	12.5%
	Male	9	9	1	11.1%	0	0.0%	0	0.0%	8	88.9%	0	0.0%
African American	Female	94	72	23	31.9%	4	5.6%	0	0.0%	45	62.5%	22	23.4%
	Male	99	72	16	22.2%	18	25.0%	0	0.0%	38	52.8%	27	27.3%
Hispanic	Female	94	83	27	32.5%	6	7.2%	0	0.0%	50	60.2%	11	11.7%
	Male	95	72	16	22.2%	14	19.4%	0	0.0%	42	58.3%	23	24.2%
Native American	Female	6	6	3	50.0%	0	0.0%	0	0.0%	3	50.0%	0	0.0%
	Male	2	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	50.0%
Caucasian	Female	593	534	37	6.9%	16	3.0%	0	0.0%	481	90.1%	59	9.9%
	Male	651	569	61	10.7%	36	6.3%	0	0.0%	472	83.0%	82	12.6%
TOTAL		1659	1432	186	13.0%	94	6.6%	0	0.0%	1152	80.4%	227	13.7%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2006-07

GRADUATES **DO NOT INCLUDE** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON ITED TEST

*** **BASE COHORT AFTER 4 YEARS** **KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2003-2004 (GRADUATING CLASS OF 2007)
(4 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	16	14	2	14.3%	0	0.0%	0	0.0%	12	85.7%	2	12.5%
	Male	9	9	1	11.1%	0	0.0%	0	0.0%	8	88.9%	0	0.0%
African American	Female	94	72	23	31.9%	3	4.2%	0	0.0%	46	63.9%	22	23.4%
	Male	99	72	16	22.2%	17	23.6%	0	0.0%	39	54.2%	27	27.3%
Hispanic	Female	94	83	27	32.5%	4	4.8%	0	0.0%	52	62.7%	11	11.7%
	Male	95	72	16	22.2%	10	13.9%	0	0.0%	46	63.9%	23	24.2%
Native American	Female	6	6	3	50.0%	0	0.0%	0	0.0%	3	50.0%	0	0.0%
	Male	2	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	50.0%
Caucasian	Female	593	534	37	6.9%	11	2.1%	0	0.0%	486	91.0%	59	9.9%
	Male	651	569	61	10.7%	23	4.0%	0	0.0%	485	85.2%	82	12.6%
TOTAL		1659	1432	186	13.0%	68	4.7%	0	0.0%	1178	82.3%	227	13.7%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2006-07

GRADUATES **INCLUDES** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON ITED TEST

APPENDIX B

2007 Base Cohort

Status After 4 Year

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Cohort Class of 2007

Status After 4 Years

<u>Initial Enrollment School</u>	<u>Latest, Current, or Graduating School</u>							
	Bradford	Hillcrest	Indian Trail	Lakeview	Phoenix	Reuther	Tremper	Kenosha E-School
Bradford (570 students)								
Graduate Regular	332		2			34	5	
Graduate ITED	1					3	1	
Transfer Out of District	67	2	1		2	8	7	
Dropout	27					4	6	
Still Attending (Credit Deficient)	33	2	2		1	26	4	
Overall Graduation Rate Excluding ITED	77.2%							
Overall Graduation Rate Including ITED	78.3%							
Hillcrest (4 students)								
Graduate Regular								
Graduate ITED								
Transfer Out of District	1					1	1	
Dropout	1							
Still Attending (Credit Deficient)								
Overall Graduation Rate Excluding ITED								
Overall Graduation Rate Including ITED								
Indian Trail (308 students)								
Graduate Regular	9		129	1		56	6	
Graduate ITED			6			4		
Transfer Out of District	3	1	26			6	2	
Dropout	2		8			1		
Still Attending (Credit Deficient)	3		18			24	2	1
Overall Graduation Rate Excluding ITED			74.4%					
Overall Graduation Rate Including ITED			78.1%					
Lakeview (87 students)								
Graduate Regular	4		2	45		7	2	
Graduate ITED				1		1	1	
Transfer Out of District	1		1	8			1	
Dropout	2		1					
Still Attending (Credit Deficient)	2			4		3	1	
Overall Graduation Rate Excluding ITED				78.9%				
Overall Graduation Rate Including ITED				82.9%				
Reuther (35 students)								
Graduate Regular			1			18		
Graduate ITED						2		
Transfer Out of District	1					5		
Dropout						1		
Still Attending (Credit Deficient)						6	1	
Overall Graduation Rate Excluding ITED						65.5%		
Overall Graduation Rate Including ITED						72.4%		
Tremper (655 students)								
Graduate Regular	15		3	2		48	431	
Graduate ITED						3	3	
Transfer Out of District	5	1	1			11	64	
Dropout			1		1	2	12	
Still Attending (Credit Deficient)	4	2	1	1	2	21	21	
Overall Graduation Rate Excluding ITED							87.1%	
Overall Graduation Rate Including ITED							88.1%	
Overall Graduation Rate Excluding ITED by Graduating School	82.8%		78.7%	88.9%		61.7%	89.5%	80.4%
Overall Graduation Rate Including ITED by Graduating School	83.0%		82.2%	90.7%		66.7%	90.5%	82.3%

**All
Schools**

APPENDIX C

2007 Base Cohort

5 Year

*** BASE COHORT AFTER 5 YEARS KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2002-2003 (GRADUATING CLASS OF 2006)
(5 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian	Female	12	9	0	0.0%	1	11.1%	0	0.0%	8	88.9%	3	25.0%
	Male	14	12	0	0.0%	0	0.0%	0	0.0%	12	100.0%	2	14.3%
African American	Female	75	56	1	1.8%	13	23.2%	0	0.0%	42	75.0%	19	25.3%
	Male	106	76	2	2.6%	21	27.6%	0	0.0%	53	69.7%	30	28.3%
Hispanic	Female	88	71	2	2.8%	11	15.5%	0	0.0%	58	81.7%	17	19.3%
	Male	92	73	3	4.1%	32	43.8%	0	0.0%	38	52.1%	19	20.7%
Native American	Female	4	3	0	0.0%	1	33.3%	0	0.0%	2	66.7%	1	25.0%
	Male	6	3	0	0.0%	1	33.3%	0	0.0%	2	66.7%	3	50.0%
Caucasian	Female	573	514	3	0.6%	51	9.9%	1	0.2%	459	89.3%	59	10.3%
	Male	633	556	6	1.1%	111	20.0%	1	0.2%	438	78.8%	77	12.2%
TOTAL		1603	1373	17	1.2%	242	17.6%	2	0.1%	1112	81.0%	230	14.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2006-07

GRADUATES **DO NOT INCLUDE** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON TAP/ITED TEST

*** **BASE COHORT AFTER 5 YEARS** **KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**
ENROLLED NINTH GRADERS AS OF THIRD FRIDAY - 2002-2003 (GRADUATING CLASS OF 2006)
(5 SCHOOL YEARS LATER)

BY ETHNIC AND GENDER

		TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
		(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Asian													
	Female	12	9	0	0.0%	1	11.1%	0	0.0%	8	88.9%	3	25.0%
	Male	14	12	0	0.0%	0	0.0%	0	0.0%	12	100.0%	2	14.3%
African American													
	Female	75	56	1	1.8%	11	19.6%	0	0.0%	44	78.6%	19	25.3%
	Male	106	76	2	2.6%	10	13.2%	0	0.0%	64	84.2%	30	28.3%
Hispanic													
	Female	88	71	2	2.8%	5	7.0%	0	0.0%	64	90.1%	17	19.3%
	Male	92	73	3	4.1%	18	24.7%	0	0.0%	52	71.2%	19	20.7%
Native American													
	Female	4	3	0	0.0%	0	0.0%	0	0.0%	3	100.0%	1	25.0%
	Male	6	3	0	0.0%	1	33.3%	0	0.0%	2	66.7%	3	50.0%
Caucasian													
	Female	573	514	3	0.6%	15	2.9%	1	0.2%	495	96.3%	59	10.3%
	Male	633	556	6	1.1%	41	7.4%	1	0.2%	508	91.4%	77	12.2%
TOTAL		1603	1373	17	1.2%	102	7.4%	2	0.1%	1252	91.2%	230	14.3%

*** STATUS OF STUDENTS AS OF THE END OF SUMMER SCHOOL 2006-07

GRADUATES **INCLUDES** STUDENTS WHO RECEIVED DIPLOMA BY PROFICIENCY ON ITED TEST

APPENDIX D

2007 Base Cohort Comparisons

Disaggregated by Group

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Students

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1084	85	7.8%	213	19.6%	2	0.2%	784	72.3%	207	16.0%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1189	119	10.0%	203	17.1%	2	0.2%	865	72.8%	234	16.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1183	99	8.4%	231	19.5%	2	0.2%	851	71.9%	226	16.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1263	130	10.3%	170	13.5%	1	0.1%	962	76.2%	217	14.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1252	90	7.2%	197	15.7%	0	0.0%	965	77.1%	259	17.1%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1340	127	9.5%	146	10.9%	2	0.1%	1065	79.5%	211	13.6%
Graduating Class of 2006 (Grade 9 - 2002-03)	1603	1358	121	8.9%	164	12.1%	2	0.1%	1071	78.9%	245	15.3%
Graduating Class of 2007 (Grade 9 - 2003-04)	1659	1432	186	13.0%	94	6.6%	0	0.0%	1152	80.4%	227	13.7%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1084	85	7.8%	126	11.6%	2	0.2%	871	80.4%	207	16.0%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1189	119	10.0%	94	7.9%	2	0.2%	974	81.9%	234	16.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1183	99	8.4%	88	7.4%	2	0.2%	994	84.0%	226	16.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1263	130	10.3%	64	5.1%	1	0.1%	1068	84.6%	217	14.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1252	90	7.2%	68	5.4%	0	0.0%	1094	87.4%	259	17.1%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1340	127	9.5%	57	4.3%	2	0.1%	1154	86.1%	211	13.6%
Graduating Class of 2006 (Grade 9 - 2002-03)	1603	1358	121	8.9%	72	5.3%	2	0.1%	1163	85.6%	245	15.3%
Graduating Class of 2007 (Grade 9 - 2003-04)	1659	1432	186	13.0%	68	4.7%	0	0.0%	1178	82.3%	227	13.7%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Students

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1101	21	1.9%	269	24.4%	2	0.2%	809	73.5%	190	14.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1208	13	1.1%	292	24.2%	1	0.1%	902	74.7%	215	15.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1207	19	1.6%	299	24.8%	2	0.2%	887	73.5%	202	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1280	26	2.0%	257	20.1%	2	0.2%	995	77.7%	200	13.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1272	11	0.9%	265	20.8%	0	0.0%	996	78.3%	239	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1346	13	1.0%	236	17.5%	1	0.1%	1096	81.4%	205	13.2%
Graduating Class of 2006 (Grade 9 - 2002-03)	1603	1373	17	1.2%	242	17.6%	2	0.1%	1112	81.0%	230	14.3%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	1291	1101	21	1.9%	120	10.9%	2	0.2%	958	87.0%	190	14.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	1423	1208	13	1.1%	111	9.2%	1	0.1%	1083	89.7%	215	15.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	1409	1207	19	1.6%	88	7.3%	2	0.2%	1098	91.0%	202	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	1480	1280	26	2.0%	91	7.1%	2	0.2%	1161	90.7%	200	13.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	1511	1272	11	0.9%	83	6.5%	0	0.0%	1178	92.6%	239	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	1551	1346	13	1.0%	97	7.2%	1	0.1%	1235	91.8%	205	13.2%
Graduating Class of 2006 (Grade 9 - 2002-03)	1603	1373	17	1.2%	102	7.4%	2	0.1%	1252	91.2%	230	14.3%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	651	537	52	9.7%	116	21.6%	2	0.4%	367	68.3%	114	17.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	596	64	10.7%	111	18.6%	1	0.2%	420	70.5%	103	14.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	564	49	8.7%	136	24.1%	1	0.2%	378	67.0%	123	17.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	646	71	11.0%	103	15.9%	1	0.2%	471	72.9%	109	14.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	649	51	7.9%	133	20.5%	0	0.0%	465	71.6%	146	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	684	74	10.8%	93	13.6%	2	0.3%	515	75.3%	118	14.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	850	713	82	11.5%	111	15.6%	1	0.1%	519	72.8%	137	16.1%
Graduating Class of 2007 (Grade 9 - 2003-04)	856	723	94	13.0%	68	9.4%	0	0.0%	561	77.6%	133	15.5%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	651	537	52	9.7%	69	12.8%	2	0.4%	414	77.1%	114	17.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	596	64	10.7%	44	7.4%	1	0.2%	487	81.7%	103	14.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	564	49	8.7%	43	7.6%	1	0.2%	471	83.5%	123	17.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	646	71	11.0%	35	5.4%	1	0.2%	539	83.4%	109	14.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	649	51	7.9%	47	7.2%	0	0.0%	551	84.9%	146	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	684	74	10.8%	32	4.7%	2	0.3%	576	84.2%	118	14.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	851	713	82	11.5%	49	6.9%	1	0.1%	581	81.5%	138	16.2%
Graduating Class of 2007 (Grade 9 - 2003-04)	856	723	94	13.0%	50	6.9%	0	0.0%	579	80.1%	133	15.5%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	651	548	15	2.7%	151	27.6%	2	0.4%	380	69.3%	103	15.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	601	5	0.8%	161	26.8%	1	0.2%	434	72.2%	98	14.0%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	581	8	1.4%	176	30.3%	1	0.2%	396	68.2%	106	15.4%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	655	11	1.7%	150	22.9%	2	0.3%	492	75.1%	100	13.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	658	6	0.9%	169	25.7%	0	0.0%	483	73.4%	137	17.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	692	8	1.2%	146	21.1%	1	0.1%	537	77.6%	110	13.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	851	720	11	1.5%	165	22.9%	1	0.1%	543	75.4%	131	15.4%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	651	548	15	2.7%	62	11.3%	2	0.4%	469	85.6%	103	15.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	699	601	5	0.8%	54	9.0%	1	0.2%	541	90.0%	98	14.0%
Graduating Class of 2002 (Grade 9 - 1998-99)	687	581	8	1.4%	41	7.1%	1	0.2%	531	91.4%	106	15.4%
Graduating Class of 2003 (Grade 9 - 1999-00)	755	655	11	1.7%	46	7.0%	2	0.3%	596	91.0%	100	13.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	795	658	6	0.9%	55	8.4%	0	0.0%	597	90.7%	137	17.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	802	692	8	1.2%	54	7.8%	1	0.1%	629	90.9%	110	13.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	851	720	11	1.5%	70	9.7%	1	0.1%	638	88.6%	131	15.4%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	640	547	33	6.0%	97	17.7%	0	0.0%	417	76.2%	93	14.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	593	55	9.3%	92	15.5%	1	0.2%	445	75.0%	131	18.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	619	50	8.1%	95	15.3%	1	0.2%	473	76.4%	103	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	617	59	9.6%	67	10.9%	0	0.0%	491	79.6%	108	14.9%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	603	39	6.5%	64	10.6%	0	0.0%	500	82.9%	113	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	656	53	8.1%	53	8.1%	0	0.0%	550	83.8%	93	12.4%
Graduating Class of 2006 (Grade 9 - 2002-03)	752	645	39	6.0%	53	8.2%	1	0.2%	552	85.6%	107	14.2%
Graduating Class of 2007 (Grade 9 - 2003-04)	803	709	92	13.0%	26	3.7%	0	0.0%	591	83.4%	94	11.7%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	640	547	33	6.0%	57	10.4%	0	0.0%	457	83.5%	93	14.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	593	55	9.3%	50	8.4%	1	0.2%	487	82.1%	131	18.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	619	50	8.1%	45	7.3%	1	0.2%	523	84.5%	103	14.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	617	59	9.6%	29	4.7%	0	0.0%	529	85.7%	108	14.9%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	603	39	6.5%	21	3.5%	0	0.0%	543	90.0%	113	15.8%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	656	53	8.1%	25	3.8%	0	0.0%	578	88.1%	93	12.4%
Graduating Class of 2006 (Grade 9 - 2002-03)	752	645	39	6.0%	23	3.6%	1	0.2%	582	90.2%	107	14.2%
Graduating Class of 2007 (Grade 9 - 2003-04)	803	709	92	13.0%	18	2.5%	0	0.0%	599	84.5%	94	11.7%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
All Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	640	553	6	1.1%	118	21.3%	0	0.0%	429	77.6%	87	13.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	607	8	1.3%	131	21.6%	0	0.0%	468	77.1%	117	16.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	626	11	1.8%	123	19.6%	1	0.2%	491	78.4%	96	13.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	625	15	2.4%	107	17.1%	0	0.0%	503	80.5%	100	13.8%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	614	5	0.8%	96	15.6%	0	0.0%	513	83.6%	102	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	654	5	0.8%	90	13.8%	0	0.0%	559	85.5%	95	12.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	752	653	6	0.9%	77	11.8%	1	0.2%	569	87.1%	99	13.2%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	640	553	6	1.1%	58	10.5%	0	0.0%	489	88.4%	87	13.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	724	607	8	1.3%	57	9.4%	0	0.0%	542	89.3%	117	16.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	722	626	11	1.8%	47	7.5%	1	0.2%	567	90.6%	96	13.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	725	625	15	2.4%	45	7.2%	0	0.0%	565	90.4%	100	13.8%
Graduating Class of 2004 (Grade 9 - 2000-01)	716	614	5	0.8%	28	4.6%	0	0.0%	581	94.6%	102	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	749	654	5	0.8%	43	6.6%	0	0.0%	606	92.7%	95	12.7%
Graduating Class of 2006 (Grade 9 - 2002-03)	752	653	6	0.9%	32	4.9%	1	0.2%	614	94.0%	99	13.2%

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

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

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	63	41	11	26.8%	13	31.7%	2	4.9%	15	36.6%	22	34.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	10	17.5%	19	33.3%	1	1.8%	27	47.4%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	40	7	17.5%	16	40.0%	0	0.0%	17	42.5%	22	35.5%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	17	30.4%	11	19.6%	0	0.0%	28	50.0%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	57	12	21.1%	16	28.1%	0	0.0%	29	50.9%	29	33.7%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	61	10	16.4%	16	26.2%	0	0.0%	35	57.4%	36	37.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	106	74	12	16.2%	12	16.2%	0	0.0%	50	67.6%	32	30.2%
Graduating Class of 2007 (Grade 9 - 2003-04)	99	72	16	22.2%	18	25.0%	0	0.0%	38	52.8%	27	27.3%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	63	41	11	26.8%	10	24.4%	2	4.9%	18	43.9%	22	34.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	10	17.5%	9	15.8%	1	1.8%	37	64.9%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	40	7	17.5%	10	25.0%	0	0.0%	23	57.5%	22	35.5%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	17	30.4%	7	12.5%	0	0.0%	32	57.1%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	57	12	21.1%	5	8.8%	0	0.0%	40	70.2%	29	33.7%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	61	10	16.4%	5	8.2%	0	0.0%	46	75.4%	36	37.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	106	74	12	16.2%	5	6.8%	0	0.0%	57	77.0%	32	30.2%
Graduating Class of 2007 (Grade 9 - 2003-04)	99	72	16	22.2%	17	23.6%	0	0.0%	39	54.2%	27	27.3%

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

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

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	63	43	5	11.6%	16	37.2%	2	4.7%	20	46.5%	20	31.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	1	1.8%	28	49.1%	1	1.8%	27	47.4%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	44	2	4.5%	22	50.0%	0	0.0%	20	45.5%	18	29.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	6	10.7%	18	32.1%	0	0.0%	32	57.1%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	59	2	3.4%	24	40.7%	0	0.0%	33	55.9%	27	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	62	2	3.2%	24	38.7%	0	0.0%	36	58.1%	35	36.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	106	76	2	2.6%	21	27.6%	0	0.0%	53	69.7%	30	28.3%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	63	43	5	11.6%	8	18.6%	2	4.7%	28	65.1%	20	31.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	80	57	1	1.8%	15	26.3%	1	1.8%	40	70.2%	23	28.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	62	44	2	4.5%	10	22.7%	0	0.0%	32	72.7%	18	29.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	77	56	6	10.7%	6	10.7%	0	0.0%	44	78.6%	21	27.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	86	59	2	3.4%	8	13.6%	0	0.0%	49	83.1%	27	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	97	62	2	3.2%	9	14.5%	0	0.0%	51	82.3%	35	36.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	106	76	2	2.6%	10	13.2%	0	0.0%	64	84.2%	30	28.3%

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

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

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	6	9.7%	18	29.0%	0	0.0%	38	61.3%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	59	8	13.6%	16	27.1%	0	0.0%	35	59.3%	28	32.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	6	12.5%	16	33.3%	0	0.0%	26	54.2%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	58	14	24.1%	10	17.2%	0	0.0%	34	58.6%	28	32.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	48	7	14.6%	11	22.9%	0	0.0%	30	62.5%	22	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	59	14	23.7%	9	15.3%	0	0.0%	36	61.0%	21	26.3%
Graduating Class of 2006 (Grade 9 - 2002-03)	75	56	7	12.5%	8	14.3%	0	0.0%	41	73.2%	19	25.3%
Graduating Class of 2007 (Grade 9 - 2003-04)	94	72	23	31.9%	4	5.6%	0	0.0%	45	62.5%	22	23.4%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	6	9.7%	13	21.0%	0	0.0%	43	69.4%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	59	8	13.6%	11	18.6%	0	0.0%	40	67.8%	28	32.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	6	12.5%	11	22.9%	0	0.0%	31	64.6%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	58	14	24.1%	8	13.8%	0	0.0%	36	62.1%	28	32.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	48	7	14.6%	4	8.3%	0	0.0%	37	77.1%	22	31.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	59	14	23.7%	6	10.2%	0	0.0%	39	66.1%	21	26.3%
Graduating Class of 2006 (Grade 9 - 2002-03)	75	56	7	12.5%	6	10.7%	0	0.0%	43	76.8%	19	25.3%
Graduating Class of 2007 (Grade 9 - 2003-04)	94	72	23	31.9%	3	4.2%	0	0.0%	46	63.9%	22	23.4%

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

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

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	2	3.2%	19	30.6%	0	0.0%	41	66.1%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	61	1	1.6%	22	36.1%	0	0.0%	38	62.3%	26	29.9%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	1	2.1%	19	39.6%	0	0.0%	28	58.3%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	59	4	6.8%	16	27.1%	0	0.0%	39	66.1%	27	31.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	50	2	4.0%	14	28.0%	0	0.0%	34	68.0%	20	28.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	58	1	1.7%	20	34.5%	0	0.0%	37	63.8%	22	27.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	75	56	1	1.8%	13	23.2%	0	0.0%	42	75.0%	19	25.3%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	88	62	2	3.2%	13	21.0%	0	0.0%	47	75.8%	26	29.5%
Graduating Class of 2001 (Grade 9 - 1997-98)	87	61	1	1.6%	12	19.7%	0	0.0%	48	78.7%	26	29.9%
Graduating Class of 2002 (Grade 9 - 1998-99)	75	48	1	2.1%	12	25.0%	0	0.0%	35	72.9%	27	36.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	86	59	4	6.8%	13	22.0%	0	0.0%	42	71.2%	27	31.4%
Graduating Class of 2004 (Grade 9 - 2000-01)	70	50	2	4.0%	6	12.0%	0	0.0%	42	84.0%	20	28.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	80	58	1	1.7%	13	22.4%	0	0.0%	44	75.9%	22	27.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	75	56	1	1.8%	11	19.6%	0	0.0%	44	78.6%	19	25.3%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	73	47	7	14.9%	13	27.7%	0	0.0%	27	57.4%	26	35.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	52	8	15.4%	12	23.1%	0	0.0%	32	61.5%	17	24.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	46	8	17.4%	18	39.1%	0	0.0%	20	43.5%	18	28.1%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	55	10	18.2%	13	23.6%	1	1.8%	31	56.4%	20	26.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	59	9	15.3%	22	37.3%	0	0.0%	28	47.5%	23	28.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	14	21.2%	14	21.2%	0	0.0%	38	57.6%	13	16.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	92	71	15	21.1%	23	32.4%	0	0.0%	33	46.5%	21	22.8%
Graduating Class of 2007 (Grade 9 - 2003-04)	95	72	16	22.2%	14	19.4%	0	0.0%	42	58.3%	23	24.2%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	73	47	7	14.9%	10	21.3%	0	0.0%	30	63.8%	26	35.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	52	8	15.4%	8	15.4%	0	0.0%	36	69.2%	17	24.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	46	8	17.4%	9	19.6%	0	0.0%	29	63.0%	18	28.1%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	55	10	18.2%	7	12.7%	1	1.8%	37	67.3%	20	26.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	59	9	15.3%	11	18.6%	0	0.0%	39	66.1%	23	28.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	14	21.2%	7	10.6%	0	0.0%	45	68.2%	13	16.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	92	71	15	21.1%	15	21.1%	0	0.0%	41	57.7%	21	22.8%
Graduating Class of 2007 (Grade 9 - 2003-04)	95	72	16	22.2%	10	13.9%	0	0.0%	46	63.9%	23	24.2%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	73	49	1	2.0%	18	36.7%	0	0.0%	30	61.2%	24	32.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	53	2	3.8%	16	30.2%	0	0.0%	35	66.0%	16	23.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	48	2	4.2%	24	50.0%	0	0.0%	22	45.8%	16	25.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	56	2	3.6%	20	35.7%	1	1.8%	33	58.9%	19	25.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	61	3	4.9%	29	47.5%	0	0.0%	29	47.5%	21	25.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	0	0.0%	21	31.8%	0	0.0%	45	68.2%	13	16.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	92	73	3	4.1%	32	43.8%	0	0.0%	38	52.1%	19	20.7%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	73	49	1	2.0%	10	20.4%	0	0.0%	38	77.6%	24	32.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	69	53	2	3.8%	7	13.2%	0	0.0%	44	83.0%	16	23.2%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	48	2	4.2%	7	14.6%	0	0.0%	39	81.3%	16	25.0%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	56	2	3.6%	9	16.1%	1	1.8%	44	78.6%	19	25.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	82	61	3	4.9%	15	24.6%	0	0.0%	43	70.5%	21	25.6%
Graduating Class of 2005 (Grade 9 - 2001-02)	79	66	0	0.0%	12	18.2%	0	0.0%	54	81.8%	13	16.5%
Graduating Class of 2006 (Grade 9 - 2002-03)	92	73	3	4.1%	18	24.7%	0	0.0%	52	71.2%	19	20.7%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPELLED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	71	57	7	12.3%	21	36.8%	0	0.0%	29	50.9%	14	19.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	41	7	17.1%	9	22.0%	0	0.0%	25	61.0%	13	24.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	54	12	22.2%	8	14.8%	0	0.0%	34	63.0%	10	15.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	67	14	20.9%	7	10.4%	0	0.0%	46	68.7%	8	10.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	8	12.9%	17	27.4%	0	0.0%	37	59.7%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	9	15.8%	6	10.5%	0	0.0%	42	73.7%	16	21.9%
Graduating Class of 2006 (Grade 9 - 2002-03)	88	69	5	7.2%	9	13.0%	0	0.0%	55	79.7%	19	21.6%
Graduating Class of 2007 (Grade 9 - 2003-04)	94	83	27	32.5%	6	7.2%	0	0.0%	50	60.2%	11	11.7%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	71	57	7	12.3%	17	29.8%	0	0.0%	33	57.9%	14	19.7%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	41	7	17.1%	7	17.1%	0	0.0%	27	65.9%	13	24.1%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	54	12	22.2%	6	11.1%	0	0.0%	36	66.7%	10	15.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	67	14	20.9%	2	3.0%	0	0.0%	51	76.1%	8	10.7%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	8	12.9%	9	14.5%	0	0.0%	45	72.6%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	9	15.8%	5	8.8%	0	0.0%	43	75.4%	16	21.9%
Graduating Class of 2006 (Grade 9 - 2002-03)	88	69	5	7.2%	4	5.8%	0	0.0%	60	87.0%	19	21.6%
Graduating Class of 2007 (Grade 9 - 2003-04)	94	83	27	32.5%	4	4.8%	0	0.0%	52	62.7%	11	11.7%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Hispanic Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	71	59	1	1.7%	26	44.1%	0	0.0%	32	54.2%	12	16.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	43	4	9.3%	10	23.3%	0	0.0%	29	67.4%	11	20.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	57	3	5.3%	14	24.6%	0	0.0%	40	70.2%	7	10.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	68	2	2.9%	15	22.1%	0	0.0%	51	75.0%	7	9.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	1	1.6%	23	37.1%	0	0.0%	38	61.3%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	1	1.8%	12	21.1%	0	0.0%	44	77.2%	16	21.9%
Graduating Class of 2006 (Grade 9 - 2001-02)	88	71	2	2.8%	11	15.5%	0	0.0%	58	81.7%	17	19.3%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	71	59	1	1.7%	14	23.7%	0	0.0%	44	74.6%	12	16.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	54	43	4	9.3%	8	18.6%	0	0.0%	31	72.1%	11	20.4%
Graduating Class of 2002 (Grade 9 - 1998-99)	64	57	3	5.3%	7	12.3%	0	0.0%	47	82.5%	7	10.9%
Graduating Class of 2003 (Grade 9 - 1999-00)	75	68	2	2.9%	5	7.4%	0	0.0%	61	89.7%	7	9.3%
Graduating Class of 2004 (Grade 9 - 2000-01)	76	62	1	1.6%	11	17.7%	0	0.0%	50	80.6%	14	18.4%
Graduating Class of 2005 (Grade 9 - 2001-02)	73	57	1	1.8%	7	12.3%	0	0.0%	49	86.0%	16	21.9%
Graduating Class of 2006 (Grade 9 - 2002-03)	88	71	2	2.8%	5	7.0%	0	0.0%	64	90.1%	17	19.3%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	499	436	33	7.6%	88	20.2%	0	0.0%	315	72.2%	63	12.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	479	45	9.4%	80	16.7%	0	0.0%	354	73.9%	62	11.5%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	471	34	7.2%	101	21.4%	1	0.2%	335	71.1%	82	14.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	522	44	8.4%	78	14.9%	0	0.0%	400	76.6%	66	11.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	521	29	5.6%	93	17.9%	0	0.0%	399	76.6%	92	15.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	550	50	9.1%	63	11.5%	2	0.4%	435	79.1%	69	11.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	633	553	54	9.8%	76	13.7%	1	0.2%	422	76.3%	80	12.6%
Graduating Class of 2007 (Grade 9 - 2003-04)	651	569	61	10.7%	36	6.3%	0	0.0%	472	83.0%	82	12.6%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	499	436	33	7.6%	47	10.8%	0	0.0%	356	81.7%	63	12.6%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	479	45	9.4%	27	5.6%	0	0.0%	407	85.0%	62	11.5%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	471	34	7.2%	24	5.1%	1	0.2%	412	87.5%	82	14.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	522	44	8.4%	20	3.8%	0	0.0%	458	87.7%	66	11.2%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	521	29	5.6%	31	6.0%	0	0.0%	461	88.5%	92	15.0%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	550	50	9.1%	20	3.6%	2	0.4%	478	86.9%	69	11.1%
Graduating Class of 2006 (Grade 9 - 2002-03)	633	553	54	9.8%	29	5.2%	1	0.2%	469	84.8%	80	12.6%
Graduating Class of 2007 (Grade 9 - 2003-04)	651	569	61	10.7%	23	4.0%	0	0.0%	485	85.2%	82	12.6%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Males

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	499	443	9	2.0%	114	25.7%	0	0.0%	320	72.2%	56	11.2%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	483	2	0.4%	116	24.0%	0	0.0%	365	75.6%	58	10.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	482	4	0.8%	129	26.8%	1	0.2%	348	72.2%	71	12.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	529	3	0.6%	110	20.8%	1	0.2%	415	78.4%	59	10.0%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	526	1	0.2%	114	21.7%	0	0.0%	411	78.1%	87	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	557	6	1.1%	101	18.1%	1	0.2%	449	80.6%	62	10.0%
Graduating Class of 2006 (Grade 9 - 2002-03)	633	556	6	1.1%	111	20.0%	1	0.2%	438	78.8%	77	12.2%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	499	443	9	2.0%	41	9.3%	0	0.0%	393	88.7%	56	11.2%
Graduating Class of 2001 (Grade 9 - 1997-98)	541	483	2	0.4%	31	6.4%	0	0.0%	450	93.2%	58	10.7%
Graduating Class of 2002 (Grade 9 - 1998-99)	553	482	4	0.8%	24	5.0%	1	0.2%	453	94.0%	71	12.8%
Graduating Class of 2003 (Grade 9 - 1999-00)	588	529	3	0.6%	30	5.7%	1	0.2%	495	93.6%	59	10.0%
Graduating Class of 2004 (Grade 9 - 2000-01)	613	526	1	0.2%	32	6.1%	0	0.0%	493	93.7%	87	14.2%
Graduating Class of 2005 (Grade 9 - 2001-02)	619	557	6	1.1%	33	5.9%	1	0.2%	517	92.8%	62	10.0%
Graduating Class of 2006 (Grade 9 - 2002-03)	633	556	6	1.1%	41	7.4%	1	0.2%	508	91.4%	77	12.2%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 4 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	474	423	20	4.7%	57	13.5%	0	0.0%	346	81.8%	51	10.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	482	39	8.1%	62	12.9%	1	0.2%	380	78.8%	89	15.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	509	31	6.1%	70	13.8%	1	0.2%	407	80.0%	65	11.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	480	31	6.5%	48	10.0%	0	0.0%	401	83.5%	69	12.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	482	24	5.0%	35	7.3%	0	0.0%	423	87.8%	74	13.3%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	532	29	5.5%	38	7.1%	0	0.0%	465	87.4%	54	9.2%
Graduating Class of 2006 (Grade 9 - 2002-03)	573	508	27	5.3%	34	6.7%	1	0.2%	446	87.8%	65	11.3%
Graduating Class of 2007 (Grade 9 - 2003-04)	593	534	37	6.9%	16	3.0%	0	0.0%	481	90.1%	59	9.9%
After 4 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	474	423	20	4.7%	27	6.4%	0	0.0%	376	88.9%	51	10.8%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	482	39	8.1%	30	6.2%	1	0.2%	412	85.5%	89	15.6%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	509	31	6.1%	27	5.3%	1	0.2%	450	88.4%	65	11.3%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	480	31	6.5%	19	4.0%	0	0.0%	430	89.6%	69	12.6%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	482	24	5.0%	8	1.7%	0	0.0%	450	93.4%	74	13.3%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	532	29	5.5%	14	2.6%	0	0.0%	489	91.9%	54	9.2%
Graduating Class of 2006 (Grade 9 - 2002-03)	573	508	27	5.3%	12	2.4%	1	0.2%	468	92.1%	65	11.3%
Graduating Class of 2007 (Grade 9 - 2003-04)	593	534	37	6.9%	11	2.1%	0	0.0%	486	91.0%	59	9.9%

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
COHORT COMPARISONS
Caucasian Females

	TOTAL ENROLLMENT		CREDIT DEFICIENT ***		DROPOUT ***		EXPULSED ***		GRADUATED ***		TRANSFERRED OUT OF DISTRICT	
	(including transfers out of the district)	(excluding transfers out of the district)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
After 5 years (excluding ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	474	427	3	0.7%	72	16.9%	0	0.0%	352	82.4%	47	9.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	492	3	0.6%	93	18.9%	0	0.0%	396	80.5%	79	13.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	513	7	1.4%	89	17.3%	1	0.2%	416	81.1%	61	10.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	486	9	1.9%	74	15.2%	0	0.0%	403	82.9%	63	11.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	490	2	0.4%	57	11.6%	0	0.0%	431	88.0%	66	11.9%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	531	3	0.6%	57	10.7%	0	0.0%	471	88.7%	55	9.4%
Graduating Class of 2006 (Grade 9 - 2002-03)	573	514	3	0.6%	51	9.9%	1	0.2%	459	89.3%	59	10.3%
After 5 years (including ITED)												
Graduating Class of 2000 (Grade 9 - 1996-97)	474	427	3	0.7%	31	7.3%	0	0.0%	393	92.0%	47	9.9%
Graduating Class of 2001 (Grade 9 - 1997-98)	571	492	3	0.6%	35	7.1%	0	0.0%	454	92.3%	79	13.8%
Graduating Class of 2002 (Grade 9 - 1998-99)	574	513	7	1.4%	27	5.3%	1	0.2%	478	93.2%	61	10.6%
Graduating Class of 2003 (Grade 9 - 1999-00)	549	486	9	1.9%	27	5.6%	0	0.0%	450	92.6%	63	11.5%
Graduating Class of 2004 (Grade 9 - 2000-01)	556	490	2	0.4%	11	2.2%	0	0.0%	477	97.3%	66	11.9%
Graduating Class of 2005 (Grade 9 - 2001-02)	586	531	3	0.6%	22	4.1%	0	0.0%	506	95.3%	55	9.4%
Graduating Class of 2006 (Grade 9 - 2002-03)	573	514	3	0.6%	15	2.9%	1	0.2%	495	96.3%	59	10.3%

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

APPENDIX E

2007 Prime Cohort

4 Year

*** PRIME COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
ACTIVITY OF NINTH GRADE 2003-04 THRU TWELFTH GRADE 2006-07

		FEMALE						MALE						TOTAL
2003-04		A	AA	H	AI	C	TOTAL	A	AA	H	AI	C	TOTAL	
Grade 9 - original	+	16	94	94	6	593	803	9	99	95	2	651	856	1659
Previous year gr9 retentions	+	0	30	34	0	71	135	2	50	46	2	156	256	391
New students during yr	+	0	13	7	0	19	39	0	22	18	0	28	68	107
<i>Within Wisconsin</i>			2	2		4			11	2		8		
<i>Outside Wisconsin</i>			9	5		13			9	13		13		
<i>Private School</i>												1		
<i>Returning Incarceration</i>									1	3		2		
<i>Homeschool</i>						2						3		
<i>Returning Dropout</i>			2						1			1		
Transfers to gr9 during yr	+	0	0	0	0	4	4	0	4	3		8	15	19
Transfers to gr10 during yr	-	0	4	3		14	21	0	10	3	0	27	40	61
Withdrawals - original	-	0	14	13	0	31	58	0	23	17	1	59	100	158
<i>Outside District</i>			10	10		24			16	10	1	30		
<i>Private School</i>												2		
<i>Incarceration</i>			1			1			4	1		9		
<i>Homeschool</i>				1						1		9		
<i>Expelled</i>										1				
<i>Dropout</i>			3	2		6			3	4		9		
Withdrawals - new	-	0	4	2	0	5	11	0	9	7	0	7	23	34
<i>Outside District</i>			3	2		4			6	3		5		
<i>Private School</i>														
<i>Incarceration</i>									1	3				
<i>Homeschool</i>						1						1		
<i>Expelled</i>														
<i>Dropout</i>			1						2	1		1		
Retained in grade 9	-	1	33	33	2	74	143	0	46	43	1	127	217	360
Graduated ITED	-		1	1		1	3		1			7	8	11
Trans out - summer	-	0	8	9	0	23	40	2	8	13	1	37	61	101
<i>Outside District</i>			3	2		7			1	2		7		
<i>Private School</i>						2						1		
<i>Homeschool</i>						2						2		
<i>Dropout</i>				3				1	3	2		2		
<i>Grade Change</i>			5	4		12		1	4	9	1	25		
Grade 10 prev retentions	+					1	1						0	1
Trans in - summer	+	1	10	4	0	15	30	3	8	4	0	18	33	63
<i>Within Wisconsin</i>			3			1						3		
<i>Outside Wisconsin</i>		1	5	4		12		3	5	3		11		
<i>Returning Incarceration</i>									1					
<i>Returning Dropout</i>									1			1		
<i>Private School</i>			2			2			1			2		
<i>Homeschool</i>										1		1		
<i>Returning Expelled</i>														
REMAINING STUDENTS		16	83	78	4	555	736	12	86	83	1	597	779	1515
							736						779	1515

A = Asian AA = African American H = Hispanic AI = American Indian C = Caucasian

*** PRIME COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
ACTIVITY OF NINTH GRADE 2003-04 THRU TWELFTH GRADE 2006-07

		FEMALE						MALE						TOTAL
2004-05		A	AA	H	AI	C	TOTAL	A	AA	H	AI	C	TOTAL	
Grade 10 - original	+	16	85	77	4	554	736	12	85	84	1	597	779	1515
New students during yr	+	0	4	6	0	14	24	0	16	10	0	13	39	63
Within Wisconsin			2	4		6			3			2		
Outside Wisconsin			1			6			13	7		8		
Private School						1						1		
Returning Incarceration			1							2		1		
Homeschool				1										
Returning Expelled										1				
Returning Dropout				1		1						1		
Transfers to gr10 during yr	+	0	2	6	0	8	16	0	2	1	0	12	15	31
Withdrawals - original	-	1	3	0	0	11	15	1	7	6	0	17	31	46
Outside District		1	2			6		1	1	1		8		
Private School						1								
Incarceration									6			2		
Homeschool			1			3						3		
Expelled														
Dropout						1				5		4		
Withdrawals - new	-	0	0	2	0	2	4	0	7	2	0	3	12	16
Outside District						1			4	1		1		
Private School														
Incarceration														
Homeschool										1		1		
Expelled									1			1		
Dropout				2		1			2					
Transfers to gr11 during yr	-	0	0	0	0	1	1	0	0	0	0	2	2	3
Trans out - summer	-	2	10	1	0	16	29	0	10	4	0	18	32	61
Outside District		2	5	1		12			6	4		15		
Private School			1			1						1		
Homeschool			1			3								
Expelled														
Dropout			3						4			2		
Retained in grade 10	-	0	0	7	0	7	14	0	5	5	0	11	21	35
Grade 10 grads - reg	-	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 10 grads - ITED	-	0	0	0	0	4	4	0	1	1	0	1	3	7
Trans in - summer	+	0	10	5	0	15	30	1	7	12	0	24	44	74
Within Wisconsin				1		1				1		4		
Outside Wisconsin			10	4		9		1	6	9		15		
Returning Incarceration									1	1				
Returning Dropout						2				1		1		
Private School						3						3		
Homeschool														
Returning Expelled												1		
Promoted to grade 12	-	0	0	0	0	0	0	0	1	1	0	1	3	3
Grade 11 prev retentions	+	1	21	4	1	49	76	2	27	25	2	82	138	214
Promoted to grade 11	+	0	0	1	1	2	4	0	0	0	0	4	4	8
REMAINING STUDENTS		14	109	89	6	601	819	14	106	113	3	679	915	1734
							819						915	1734

A = Asian AA = African American H = Hispanic AI = American Indian C = Caucasian

*** PRIME COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
ACTIVITY OF NINTH GRADE 2003-04 THRU TWELFTH GRADE 2006-07

		FEMALE						MALE						TOTAL
2005-06		A	AA	H	AI	C	TOTAL	A	AA	H	AI	C	TOTAL	
Grade 11 - original	+	14	109	89	6	601	819	14	106	113	3	679	915	1734
New students during yr	+	3	7	3	0	18	31	0	19	2	1	24	46	77
<i>Within Wisconsin</i>		1	3			3			8		1	11		
<i>Outside Wisconsin</i>		2	3	2		11			6	2		6		
<i>Private School</i>				1		2						2		
<i>Returning Incarceration</i>									3			4		
<i>Homeschool</i>						1						1		
<i>Returning Dropout</i>			1			1			2					
Grade change to 11	+	0	4	12	0	21	37	0	12	12		36	60	97
Withdrawals - original	-	0	17	9	0	27	53	1	15	25	1	27	69	122
<i>Outside District</i>			7	2		4		1	7	7		9		
<i>Private School</i>				7		15						1		
<i>Incarceration</i>										2				
<i>Homeschool</i>										1		2		
<i>Expelled</i>			1							1				
<i>Dropout</i>			9			8			8	14	1	15		
Withdrawals - new	-	0	0	2	0	11	13	0	10	2	0	9	21	34
<i>Outside District</i>				2		5			4	2		4		
<i>Private School</i>														
<i>Incarceration</i>									3			1		
<i>Homeschool</i>						1								
<i>Expelled</i>														
<i>Dropout</i>						5			3			4		
Change grade to 12	-	0	0	0	0	1	1	0	0	0	0	0	0	1
Trans out - summer	-	0	5	1	0	9	15	0	3	2	1	15	21	36
<i>Outside District</i>			3	1		7			2	2	1	8		
<i>Private School</i>			1			1						1		
<i>Homeschool</i>			1									1		
<i>Dropout</i>						1			1			4		
<i>Incarcerated</i>												1		
Retained grade 11	-	1	24	28	3	53	109	2	43	28	1	93	167	276
Grade 11 grads - reg	-	0	9	3	0	30	42	0	4	4	0	29	37	79
Grade 11 grads - ITED	-	0	8	7	1	17	33	1	9	7	0	47	64	97
Grade 12 prev retentions	+	0	3	8	0	13	24	0	4	5	0	21	30	54
Trans in - summer	+	1	5	3	0	9	18	1	4	2	0	11	18	36
<i>Within Wisconsin</i>				1		1			2			2		
<i>Outside Wisconsin</i>		1	4	2		6		1	1	1		5		
<i>Returning Incarceration</i>														
<i>Returning Dropout</i>									1			2		
<i>Private School</i>			1			2				1		2		
<i>Homeschool</i>														
<i>Returning Expelled</i>														
Grade 10 promoted to 12	+	0	0	0	0	0	0	0	1	1	0	1	3	3
REMAINING STUDENTS		17	65	65	2	514	663	11	62	67	1	552	693	1356
							663						693	1356

A = Asian AA = African American H = Hispanic AI = American Indian C = Caucasian

*** PRIME COHORT AFTER 4 YEARS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
ACTIVITY OF NINTH GRADE 2003-04 THRU TWELFTH GRADE 2006-07

		FEMALE						MALE						TOTAL
2006-07		A	AA	H	AI	C	TOTAL	A	AA	H	AI	C	TOTAL	
Grade 12 - original	+	17	65	65	2	514	663	11	62	67	1	552	693	1356
New students during yr	+	0	2	4	0	6	12	0	6	3	0	14	23	35
Within Wisconsin				1		2			3	1		2		
Outside Wisconsin			2	2		3			1	2		4		
Private School												1		
Returning Incarceration												1		
Homeschool				1								1		
Returning Dropout						1			2			5		
Grade change to 12	+	0	14	16	1	36	67	0	10	9	0	42	61	128
Withdrawals - original	-	0	10	8	0	6	24	0	5	7	0	21	33	57
Outside District			3	4		3			1	1		6		
Private School														
Incarceration									1					
Homeschool												2		
Expelled														
Dropout			7	4		3			3	6		13		
Withdrawals - new	-	0	1	1	0	1	3	0	3	1	0	3	7	10
Outside District				1		1			1	1		1		
Private School														
Incarceration									1					
Homeschool														
Expelled														
Dropout			1						1			2		
REMAINING STUDENTS		17	70	76	3	549	715	11	70	71	1	584	737	1452
							715						737	1452
# of Grade 12 students who graduated - Regular		16	62	62	3	519	662	11	54	62	0	528	655	1317
# of Grade 12 students who graduated - ITED Test		0	0	4	0	8	12	0	3	0	0	22	25	37
# of Grade 12 students who graduated - Total		16	62	66	3	527	674	11	57	62	0	550	680	1354

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