

# **14TH ANNUAL COMPARATIVE ANALYSIS OF THE RACINE UNIFIED SCHOOL DISTRICT**

*Demographics, attendance, finances,  
student engagement, and achievement*

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**Research by:**

**Jeff Schmidt, Researcher**

**Anne Chapman, Research Intern**

**Yusuf Quereshi, Research Intern**

**Anneliese Dickman, Research Director**

**Rob Henken, President**

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## INTRODUCTION

For dedicated readers, this 14<sup>th</sup> *Annual Comparative Analysis of the Racine Unified School District* will look quite different from the previous 13 reports. For the first time, we compare the district's performance to its own goals, as well as to its peers and to its past performance. The peer comparison tables, which have been the hallmark of previous reports, appear in **Appendix I**. The body of the report is focused on the district goals established in 2009 as the *North Star* vision, which according to the district, "is a shared vision that clearly identifies the path to successful completion of high school for all RUSD students with an ultimate goal of every graduate being ready for a career and/or college."

As in previous reports, we also present contextual information about the Racine community and student body. RUSD has experienced many changes over the past 14 years, including: slipping from the third largest district in the state to the fourth largest, becoming a majority minority district, and now having most of its students qualify for free or reduced-price lunch. The community has also become less wealthy during this time and seen fewer adults obtain college degrees. It is clear that RUSD has many challenges to overcome and a loss of significant state aid for this school year is yet another challenge. Consequently, this year's report also includes a more in-depth analysis of the district's fiscal situation.

### Major findings

- RUSD has created a series of measureable grade-level goals to gauge its progress in achieving the district-wide vision. Of those goals, only in writing has the district surpassed its target for all students. There has been progress toward some of the other goals for some subgroups of students but, on the whole, large racial and socio-economic gaps in performance persist and entire grade levels are falling short in math and reading.
- The large and persistent achievement gaps are concerning because RUSD serves a lower-income, less-educated population than most of its peers and the state as a whole. RUSD ranks first among peer districts in student poverty, as measured by free or reduced-price lunch eligibility. In addition, 54% of RUSD students belong to minority racial or ethnic groups, ranking RUSD first among the peer districts in terms of minority enrollment.
- Long-term trends in math and reading continue to cause concern, although the 72% of RUSD fourth graders proficient or advanced in reading in 2010-2011 is up slightly from 2009-10, as is the 76% of RUSD 8th graders proficient or advanced in reading. However, the 52% of 10th graders proficient or advanced reading is a slight decline over the previous year. Improvements in math scores were not seen in 2010-11 in 4th, 8th, or 10th grades.
- Some of the performance findings might be explained by the lower levels of student engagement in RUSD as compared to peer districts. In 2009-10, the attendance rate at RUSD was 93%, more than a full percentage below the state average. In addition, the habitual truancy rate increased for the third year in a row, and now stands at 15.5%. After a one-year decline in 2008-09, the trend for increased drop-outs from RUSD returned and now stands at 4.6%.

- Comparative performance findings are also explained by the district's internal testing, which measures individual student performance growth. In no grade level did more than 54% of students meet their individual growth target in reading or math in 2010-11.
- The performance struggles manifest themselves in the high school completion rate, which declined slightly in 2009-2010, to 73%. The high school completion rate at RUSD has lagged behind the state average for the past five years.
- Finally, recent state legislative actions and the economic recession have major fiscal implications for the district, which is more dependent on state and federal aid than most of the peer districts. RUSD ranked below average among peer districts in per-pupil property tax revenue, ranking seventh. In 2010-11, RUSD ranked first among peer districts in per-pupil federal aid and second among peers in per-pupil state aid.

## DISTRICT CONTEXTUAL INFORMATION

To inform understanding of district finances and student achievement, it is important to know the make-up of the community from which the district draws its students. Student performance is often correlated to household income and to the parents' educational attainment. In addition, Wisconsin's school finance laws have caused a substantial portion of the district budget to be supported by local property taxes. Understanding the wealth of the community from which these taxes are derived provides insight into the district's fiscal condition. Finally, data on student engagement, such as attendance and truancy, convey information about parental involvement and help complete the student achievement picture.

This section presents data on community demographics, including personal income, property wealth, and educational attainment; student demographics, including poverty and race; and student engagement, including attendance, habitual truancy, high school dropouts, suspensions, and expulsions.

### Community demographics

RUSD serves a lower-income, less-educated population than most of its peers and the state as a whole.

**Table 1** shows that RUSD has the most low-income students and is below the peer district median on every measure of income. RUSD's low-income student population grew by one percentage points over the previous year. In fact, all 10 peer districts had a higher percentage of students receiving free or reduced-price lunch in 2010-11 as compared to 2009-10. **Chart 1** shows comparative trend data on free or reduced-price lunch eligibility while **Chart 2** shows a lengthier trend for RUSD.

**Table 2** ranks the districts by the educational attainment of their adult resident. RUSD ranks seventh (among the eight peer districts for which data were available) in the percentage of residents over the age of 25 with a college degree. Forty-seven percent of adults over the age of 25 in Racine do not have any college experience, the highest among peer district communities, but lower than the 61% of Racine adults with no college that were counted in the 1990 Census.

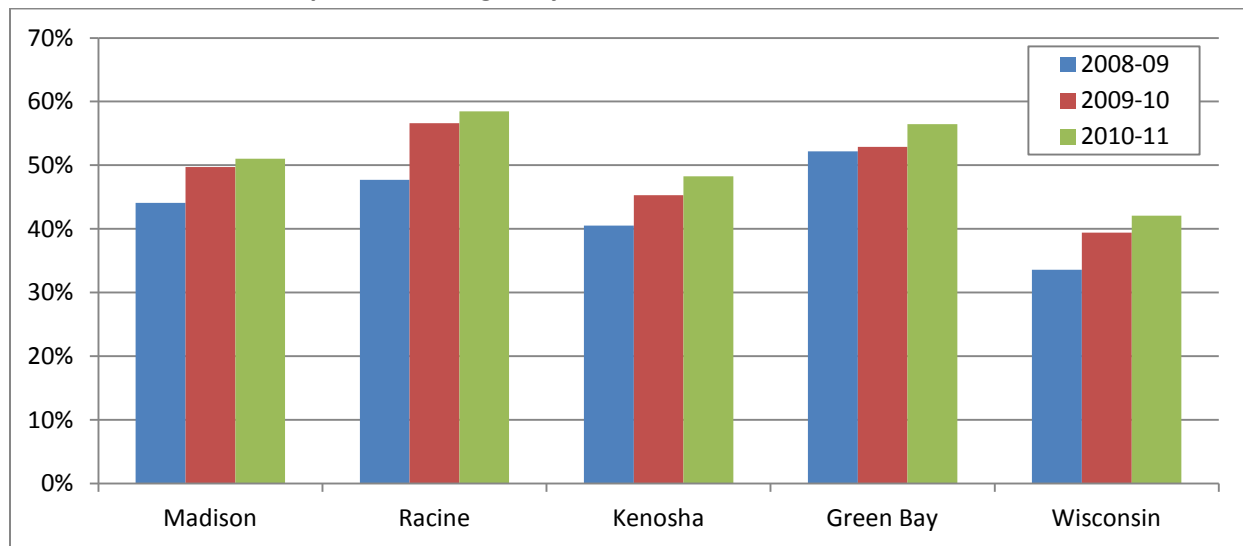
**Table 1: Community demographics among peer districts, 2010**

<u>Community Demographics</u>	Free or reduced lunch eligible	Rank	Income per return	Rank	Income per pupil	Rank	Property value per pupil	Rank
Madison	51.0%	3	\$51,518	3	\$246,715	1	\$894,804	1
Kenosha	48.3%	6	\$46,766	6	\$111,407	10	\$413,426	7
<b>Racine</b>	<b>58.5%</b>	<b>1</b>	<b>\$46,305</b>	<b>7</b>	<b>\$134,289</b>	<b>8</b>	<b>\$447,975</b>	<b>6</b>
Green Bay	56.5%	2	\$47,510	5	\$152,992	5	\$406,373	8
Appleton	35.1%	9	\$50,712	4	\$168,559	4	\$497,828	4
Waukesha	34.9%	10	\$57,708	2	\$213,500	3	\$727,914	2
Eau Claire	40.6%	8	\$67,073	1	\$221,541	2	\$520,828	3
Janesville	49.7%	4	\$44,722	8	\$137,885	7	\$397,812	9
Sheboygan	48.3%	5	\$41,981	10	\$123,347	9	\$373,418	10
Oshkosh	42.4%	7	\$43,479	9	\$151,946	6	\$482,608	5
Milwaukee	82.6%		\$35,058		\$104,422		\$355,126	
State of Wisconsin	42.1%		\$48,177		\$144,872		\$618,798	

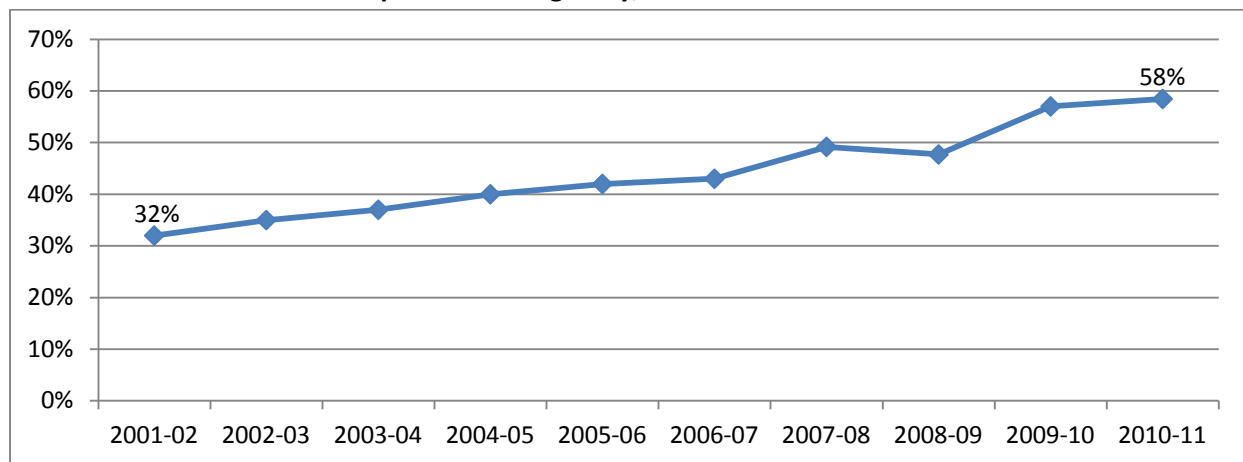
**Table 2: Educational attainment of adults over 25 among peer districts, 2010**

<u>Community Demographics</u>	Educational Attainment			
	No college	Some college	College degree	Rank
Madison	24.0%	16.6%	59.3%	1
Kenosha	46.7%	21.1%	32.2%	6
<b>Racine</b>	<b>46.9%</b>	<b>22.2%</b>	<b>31.0%</b>	<b>7</b>
Green Bay	45.9%	21.5%	32.6%	5
Appleton	31.2%	20.2%	48.7%	3
Waukesha	31.8%	22.1%	46.1%	4
Eau Claire	30.9%	20.4%	48.7%	2
Oshkosh	48.8%	20.8%	30.4%	8
Milwaukee	51.2%	21.5%	27.3%	
State of Wisconsin	43.2%	21.1%	35.7%	

**Chart 1: Free or reduced-price lunch eligibility, 2008-09 to 2010-11**



**Chart 2: RUSD free or reduced-price lunch eligibility, 2001-02 to 2010-11**

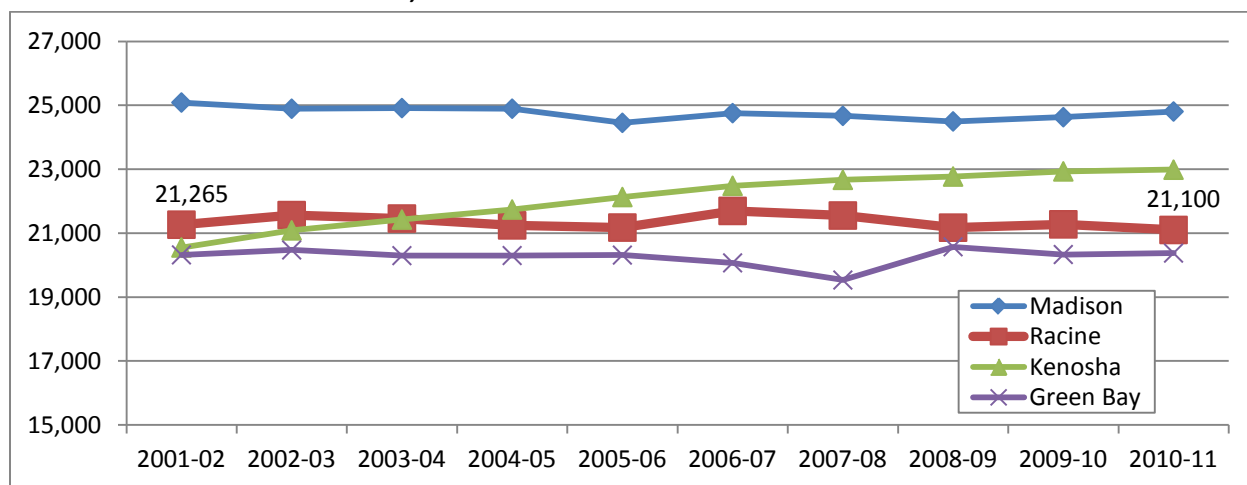


## Enrollment and student demographics

As **Chart 3** shows, enrollment in RUSD has been on the decline over the past five school years. From 2009-10 to 2010-11 enrollment held relatively steady, declining 0.8% to 21,100 students. RUSD is the fourth largest district in the state behind Milwaukee, Madison, and Kenosha.

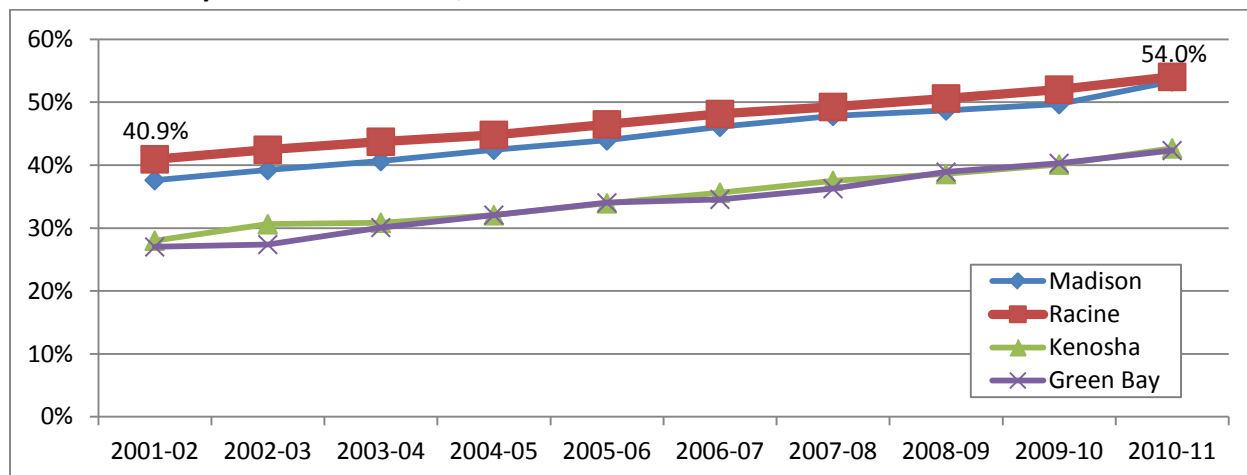
While K-12 enrollment statewide remained steady over the past year, some districts have experienced growth. The Kenosha School District has seen a steady increase in enrollment since 2003-04. Eau Claire School District had the largest one-year increase among peer districts from 2009-10 to 2010-11 at 1.0%.

**Chart 3: Public school enrollment, 2001-02 to 2010-11**



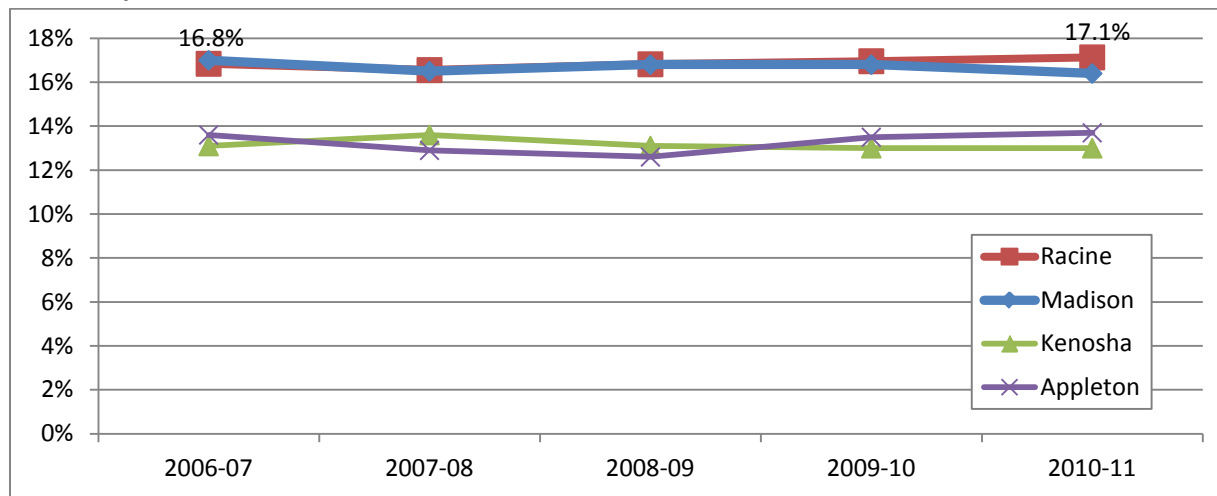
As total enrollment dwindles, minority enrollment continues to grow in RUSD as shown in **Chart 4**. Of the peer districts, RUSD and the Madison School District are now minority majority districts with 54.0% and 53.3% minority enrollment, respectively. The largest minority group at RUSD is African-American students, at 26.8%, which ranks first among peer districts. Madison has the next highest percentage of African-American students at 20.3%. Statewide, 25.5% of the students are minority and 10% are African-American.

**Chart 4: Minority student enrollment, 2001-02 to 2010-11**



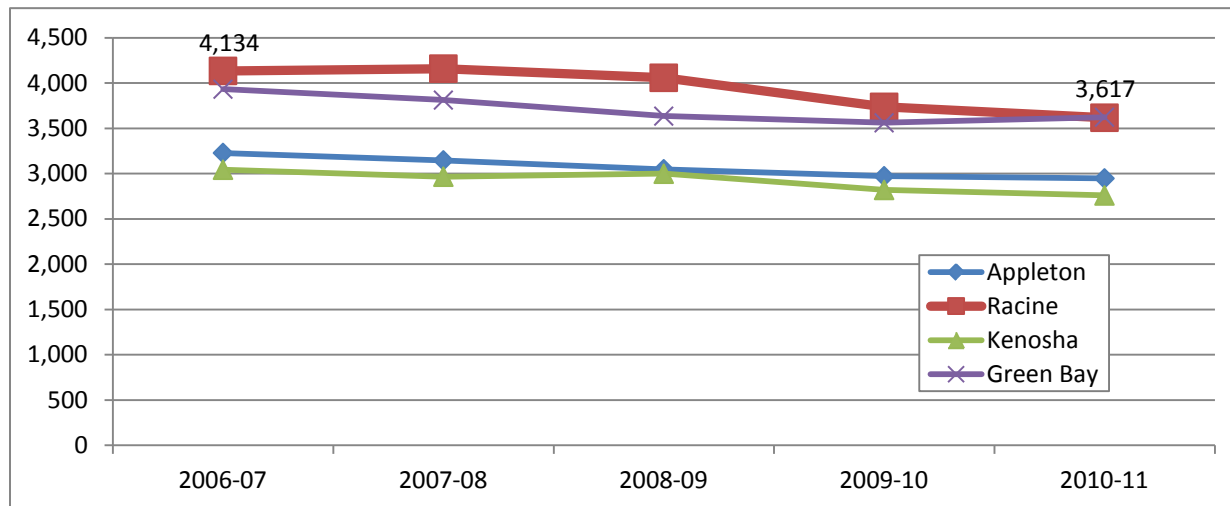
The percentage of students with special needs is also growing in RUSD (**Chart 5**). In 2010-11, RUSD's percentage of students with disabilities was 17.1% of the total enrollment, a tenth of a percentage point higher than in 2009-10. The percentage of students with disabilities has increased at RUSD for four consecutive years. RUSD ranks first among peer districts with the highest percentage of students with a disability.

**Chart 5: Special education enrollment, 2006-07 to 2010-11**



Private school enrollment is also on the decline in Racine and its closest peer district cities. As **Chart 6** shows, total enrollment in private schools in Racine declined 12.5% over the past five years. In 2010-11, Racine's private school enrollment totaled 3,617 students, 3.2% less than the previous year.

**Chart 6: Private school enrollment in peer communities, 2006-07 to 2010-11**

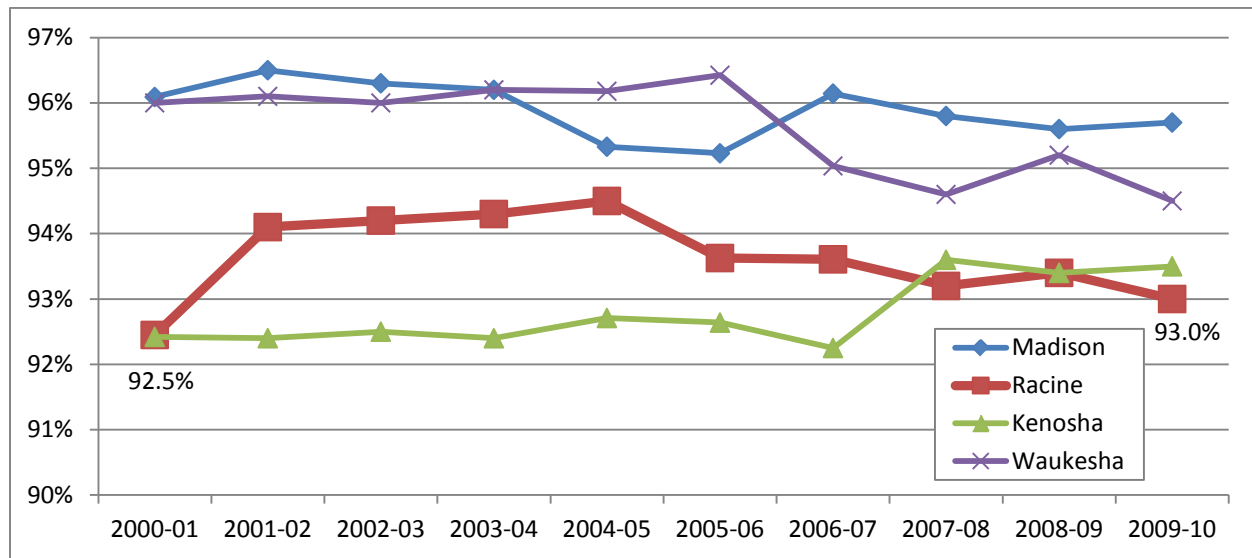




## Student engagement

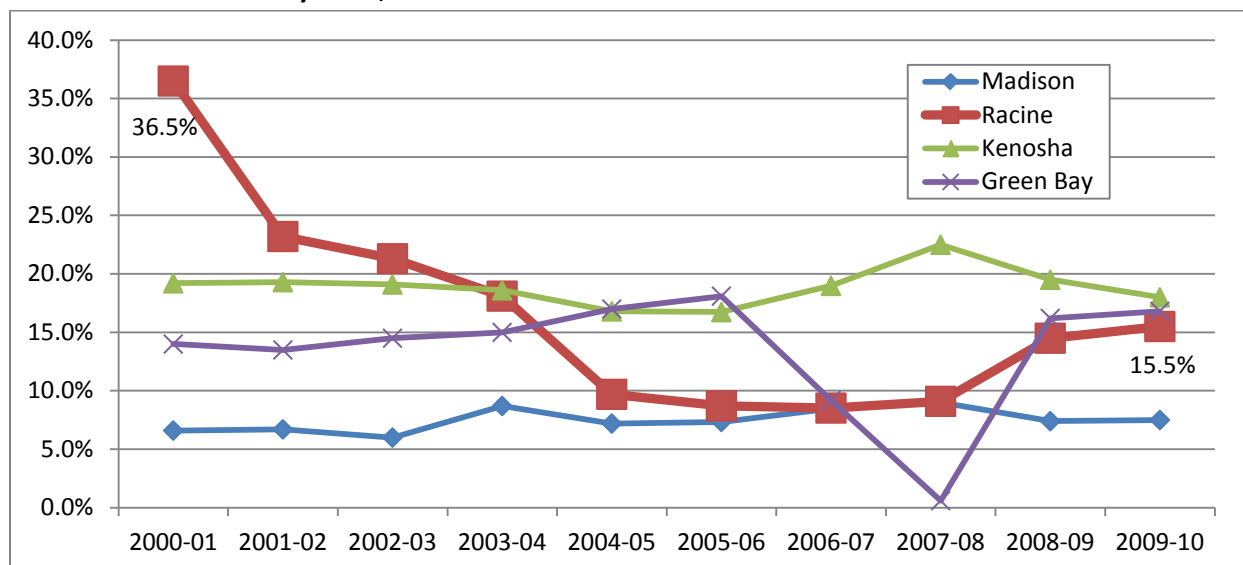
Attendance in RUSD dropped slightly from 2008-09 to 2009-10 (the most recently available data). In 2009-10, the attendance rate at RUSD was 93%, more than a full percentage below the state average. RUSD ranked last among peer districts in attendance. Although there was a slight increase in attendance in 2008-09, as **Chart 7** shows, the attendance rate at RUSD has been on a steady decline since 2004-05. RUSD has had the lowest attendance rate among peer districts for three straight years.

**Chart 7: Attendance rates, 2000-01 to 2009-10**



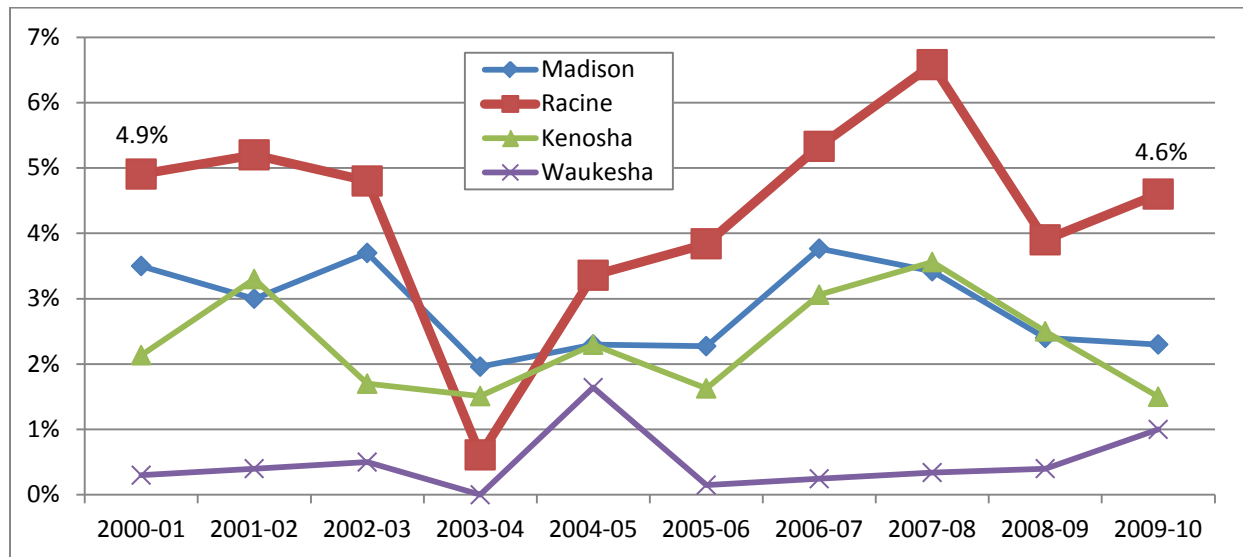
In addition, for the third year in a row, the percentage of students that are habitually truant at RUSD increased. In 2009-10, the habitual truancy rate was 15.5%, ranking third among peer districts behind Kenosha and Green Bay. The truancy rate for RUSD has increased for three straight years. The state average for truancy was 8.9% in 2009-10.

**Chart 8: Habitual truancy rates, 2000-01 to 2009-10**



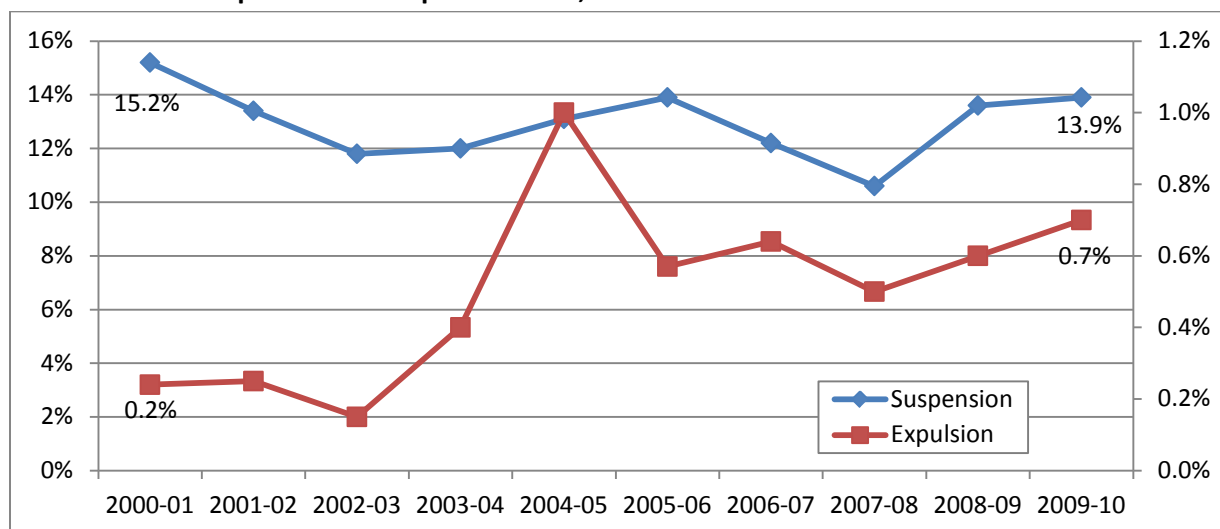
After a one-year decline in 2008-09, the high school dropout rate at RUSD rebounded in 2009-10 to 4.6%. RUSD ranked first among the peer districts in dropouts in 2009-10, with a rate more than one percentage point higher than the next ranked district, Green Bay, which had a 3.5% dropout rate. The state average was 1.6% in 2009-10.

**Chart 9: Dropout rates, 2000-01 to 2009-10**



**Chart 10** shows the 10-year trends in both suspensions and expulsions at RUSD. For the second year in a row, the suspension rate increased at RUSD, reversing three years of prior decline; at 13.9%, RUSD had the highest suspension rate among the peer districts. Also, for the second year in a row, the expulsion rate increased in RUSD to 0.73%, or 155 students. In 2008-09, 127 RUSD students were expelled. The state average expulsion rate was 0.14% in 2009-10.

**Chart 10: RUSD suspension and expulsion rates, 2000-01 to 2009-10**

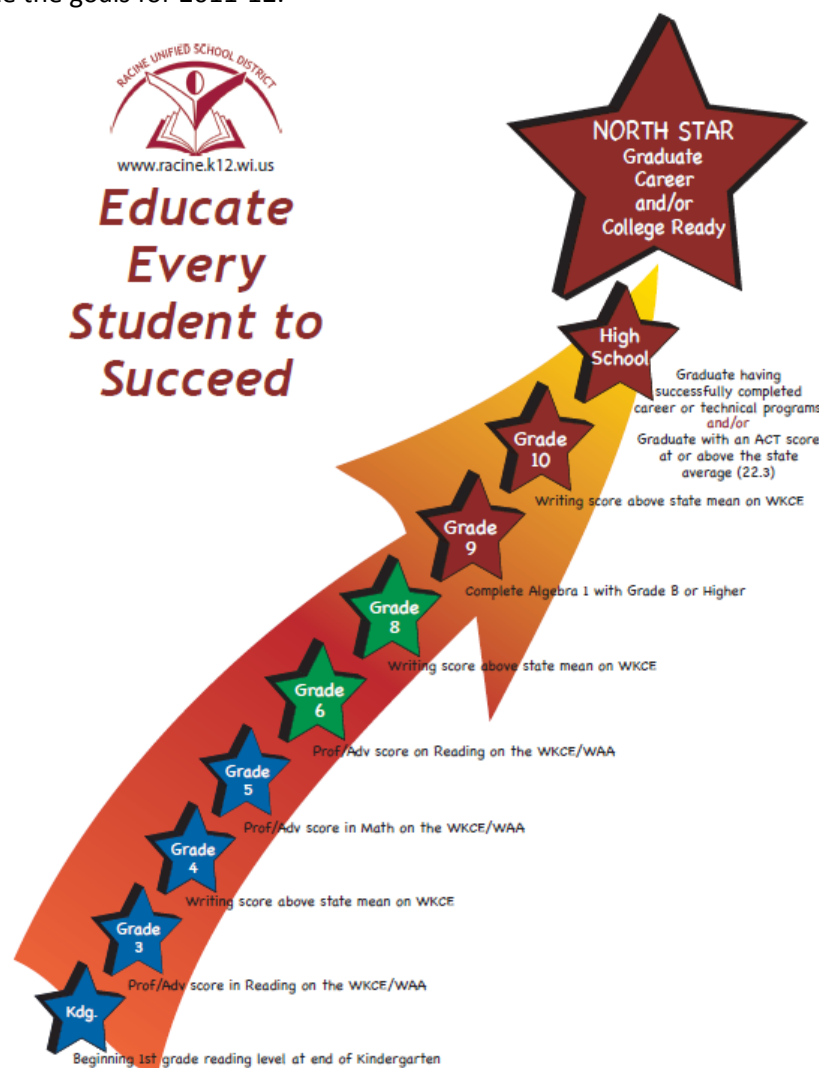


## NORTH STAR VISION SCORECARD COMPARISON

According to the district, “North Star is a shared vision that clearly identifies the path to successful completion of high school for all RUSD students with an ultimate goal of every graduate being ready for a career and/or college.” It includes “reasonable and achievable targets for performance” to be used in creating school improvement plans and in setting school-level learning targets. The district releases an annual scorecard to monitor progress in achieving the vision.

The vision is the result of a collaborative effort by the school board, district administrators, the teachers and administrators unions, and the support staff union. It was implemented in school-level meetings in March 2009. The illustration below depicts the measures of focus at each grade level and has been widely distributed to parents, teachers, and district stakeholders.

In this section we highlight RUSD’s visions for each grade level, starting with the most advanced grades. For each measure, we present several years of trend data, starting with the 2008-09 school year as a baseline in most cases. We also present the district’s specified goals for 2010-11 and 2011-12 on each measure. We note where RUSD met or exceeded its 2010-11 goal, as well as where it has fallen short. Finally, we analyze the goals for 2011-12.



## Grade 12

One of the grade 12 goals is to ***“improve the percentage of all students who graduate with a regular diploma.”***

In 2009-10, the percentage of RUSD 12th graders who received a regular diploma was 73%, 1.4 percentage points lower than in 2008-09. The high school completion rate at RUSD has lagged behind the state average for the past five years. In 2009-10, the state average for high school completion was 89.9%, 16.9 percentage points higher than the RUSD rate.

### GRADE 12 VISION:

*All students will graduate successfully completing career or technical programs and/or graduate with an ACT score at or above the state average.*

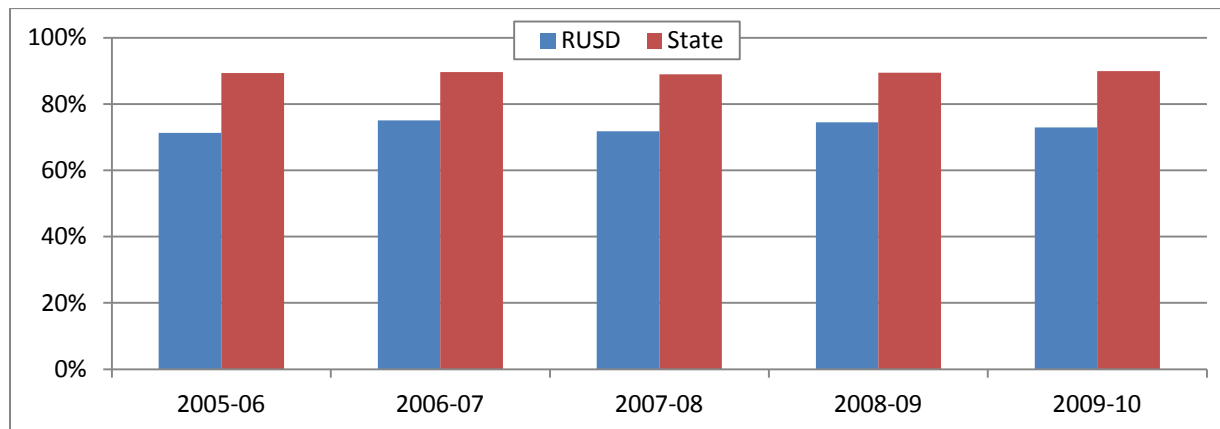
In addition, the racial achievement gap in the high school completion rate at RUSD remains high. In 2009-10, the high school completion rate for white students was 83.8%, while the rate for African-American students was 53.2%. This gap between white graduates and African-American graduates has increased in the past two years.

There is a smaller gap between Hispanic graduates and white graduates. In 2009-10, this gap was 17.5 percentage points. However, the gap between Hispanic and white graduates of RUSD has been narrowing for the past three years—in 2006-07, the gap was 20 percentage points.

**Table 3: RUSD high school completion rates, 2005-06 to 2009-10**

High school completion					
	2005-06	2006-07	2007-08	2008-09	2009-10
All students	71.3%	75.1%	71.7%	74.4%	73.0%
White	80.2%	83.9%	80.4%	82.9%	83.8%
Black	51.8%	58.2%	55.8%	57.6%	53.2%
Hispanic	62.2%	63.8%	61.1%	63.9%	66.3%
LEP	n/a	n/a	61.8%	71.7%	62.7%
Low SES	n/a	n/a	61.7%	63.2%	62.6%

**Chart 11: Statewide high school completion rates compared to RUSD, 2005-06 to 2009-10**



The other goals for grade 12 are to “**improve the Racine average ACT score**” and “**increase the percentage of all students taking the ACT examination.**”

RUSD’s 2011-12 ACT composite score target is 21.1 (**Table 4a**). This appears achievable at first glance, as the district’s composite ACT score in 2006-07 was 21.1. However, in the past three years the district’s score has bounced between 20.6 and 20.8, which indicates a 0.5 one-year increase in the score may be a challenge. In fact, the district has never seen a one-year increase that large.

The district’s 2010-11 ACT composite score target was 20.9, which was not met. Upon closer analysis, it appears that the lower scores of the district’s Hispanic students have prevented the district from meeting the district-wide target. The Hispanic student composite ACT score in 2010-11 missed its target, falling 0.8 points compared to the previous year.

Other racial groups fared better. In 2010-11, the average ACT composite score for white students was 22.2, while the composite score for African-American students was 17.1, a difference of 5.1 points. However, the African-American score has improved for two straight years, surpassing the both the 2010-11 and 2011-12 targets. Unfortunately, both these targets and the actual 2010-11 score are lower than the 2006-07 African-American composite score of 17.4. RUSD’s white ACT composite score also increased for two straight years and now meets the 2011-12 target.

In terms of the percentage of students tested, RUSD showed improvements in each racial group, with the portion of Hispanic students tested growing by five percentage points over the previous year, surpassing the target (**Table 4b**). The growth of African-American ACT test takers also surpassed the target, with an increase of 6.3 percentage points. The district did not meet its target for white test takers, however, which brought the district as a whole below target as well. RUSD’s growth in ACT test takers this year was the first such growth since 2007-08. The 3.8 percentage point increase will have to be surpassed in 2011-12 in order to meet the target of 44.8% of students taking the ACT.

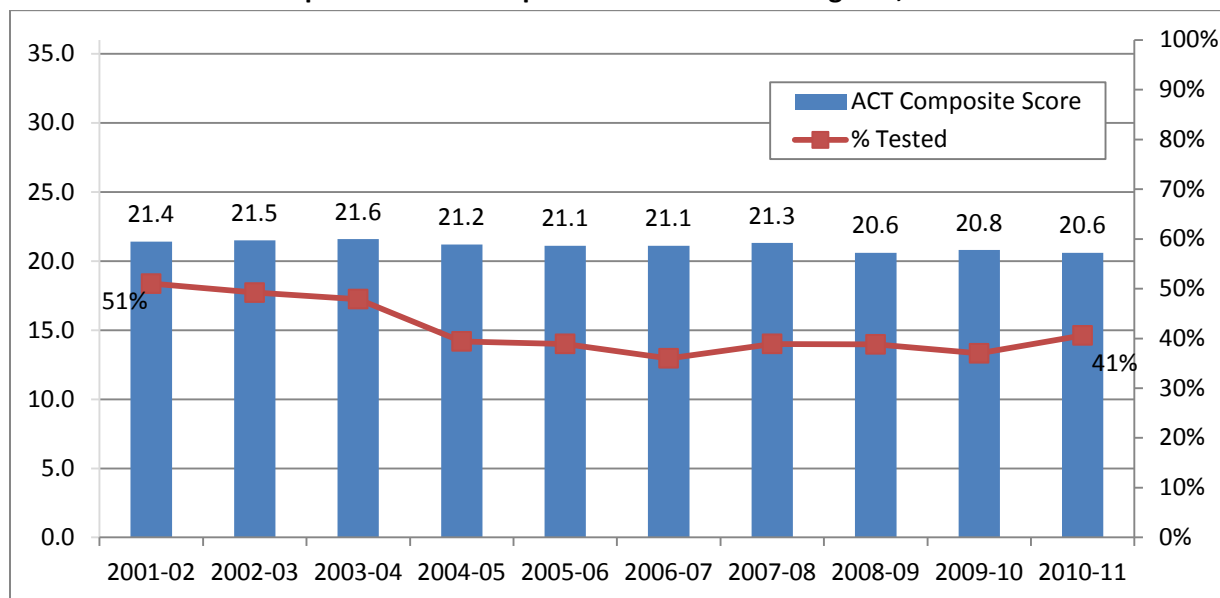
**Table 4a: RUSD ACT composite scores, 2006-07 to 2010-11**

ACT composite score							
	2006-07	2007-08	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All students	21.1	21.3	20.6	20.8	20.6	20.9	21.1
White	21.9	22.2	21.6	21.8	22.2	22.0	22.2
Black	17.4	16.9	16.1	16.9	17.1	16.4	16.6
Hispanic	18.8	20.1	18.8	19.2	18.4	19.1	19.3

**Table 4b: Percent of RUSD students taking the ACT, 2006-07 to 2010-11**

ACT percent tested							
	2006-07	2007-08	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All students	36.0%	38.9%	38.8%	36.8%	40.6%	42.8%	44.8%
White	39.9%	43.8%	46.3%	45.4%	48.3%	50.3%	52.3%
Black	16.1%	18.9%	17.0%	17.3%	23.6%	21.0%	23.0%
Hispanic	17.7%	23.3%	24.6%	22.9%	27.9%	26.6%	28.6%

**Chart 12: RUSD ACT composite scores and percent of students taking ACT, 2001-02 to 2010-11**



## Grade 10

The grade 10 goal is to **“improve the percentage of Full Academic Year (FAY) 10th grade students ... meeting or exceeding the District Writing Proficiency Score (6) as measured by the WKCE Extended Writing Sample.”**

### GRADE 10 VISION:

*All students will produce writing at the typical grade level in which they are enrolled, or exceed grade-level standards.*

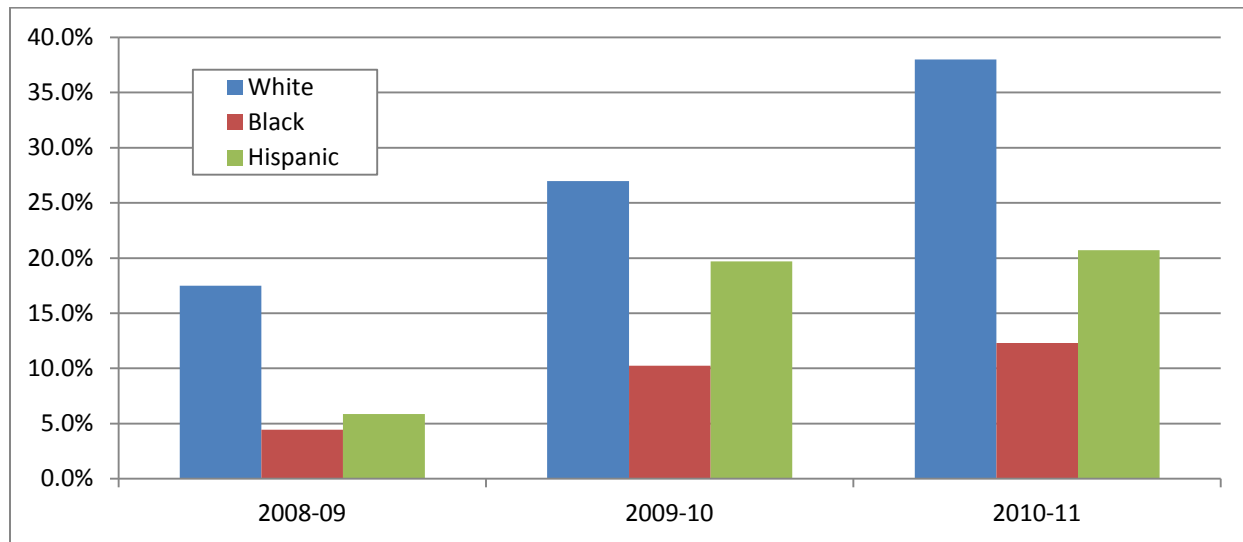
On this measure, the district not only met the district-wide target for 2010-11, but also saw improvement in every student subgroup. The overall improvement in the 10<sup>th</sup> grade WKCE writing test score from 2009-10 to 2010-11 was 7.1 percentage points, from 20.9% of students scoring proficient to 28%. As **Table 5** shows, RUSD not only exceeded its overall target, but also exceeded the target for white students, with 38% scoring proficient. If a third year of improvement is realized in 2011-12, it seems likely the district will meet next year’s target as well.

Despite the significant progress in 10<sup>th</sup> grade writing, there remain large gaps in proficiency among student groups (**Chart 13**). White 10<sup>th</sup> graders are proficient in writing at a rate more than double that of every other student group, except Hispanic 10<sup>th</sup> graders. The difference between white and Hispanic writing proficiency in 10<sup>th</sup> grade is 17.3 percentage points.

**Table 5: RUSD 10<sup>th</sup> grade students proficient in writing, 2008-09 to 2010-11**

Grade 10 Writing					
	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All Students	12.1%	20.9%	28.0%	23.9%	31.0%
White	17.5%	27.0%	38.0%	30.0%	41.0%
Black	4.4%	10.3%	12.3%	16.4%	22.4%
Hispanic	5.9%	19.7%	20.7%	25.7%	31.7%
LEP	4.6%	14.4%	17.5%	16.6%	22.6%
Low SES	5.2%	13.8%	17.2%	17.2%	23.2%
SwD	1.9%	3.8%	8.4%	13.9%	19.9%

**Chart 13: RUSD 10<sup>th</sup> graders proficient in writing by race, 2008-09 to 2010-11**



## Grade 9

The district scorecard uses 9<sup>th</sup> grade algebra for the student achievement indicator because the WKCE is not administered at the 9<sup>th</sup> grade level. The grade 9 goal is to **“increase the percentage of 9<sup>th</sup> grade students who successfully complete Algebra I with a Grade B or higher.”** Because algebra participation and completion data are not collected by the state Department of Public Instruction, we present the same data used in the district scorecard.

### GRADE 9 VISION:

*All 9<sup>th</sup> grade students will do Algebra at grade level or exceed grade-level standards.*

In 2010-11, 34% of the 9<sup>th</sup> grade students at RUSD completed Algebra I with a “B” or higher, up 10 percentage points from the previous year. As **Table 6** shows, in 2010-11 there was a large gap between the percentage of white students receiving a “B” or higher and the percentage of minority students receiving above-average grades—just 12% of African-American 9<sup>th</sup> grade students received a “B” or higher in Algebra I. More 9<sup>th</sup> grade Hispanic students completed Algebra I with a “B” or higher, at 27%, but 47% of white students received a “B” or better.

The increase in the rates of “B” or better grades in 2010-11 comes after a year of decline in above-average grades. If this is a trend reversal and the gains experienced in 2010-2011 continue, the district seems likely to meet the 2011-2012 target.

**Table 6: RUSD 9<sup>th</sup> grade students successfully completing Algebra I with a “B” or higher, 2008-09 to 2010-11**

Grade 9 Algebra I					
	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All Students	28.3%	24.3%	33.6%	34.3%	37.3%
White	36.0%	37.7%	47.2%	41.9%	50.2%
Black	16.3%	9.4%	11.9%	28.3%	34.3%
Hispanic	16.5%	8.8%	27.1%	28.5%	34.5%
LEP	12.4%	11.2%	18.1%	24.4%	30.4%
Low SES	18.1%	12.2%	22.4%	30.1%	36.1%
SwD	2.6%	2.6%	4.0%	12.3%	18.3%

## Grade 8

The grade 8 goal is to **“improve the percentage of Full Academic Year (FAY) 8th grade students ... meeting or exceeding the District Writing Proficiency Score (6).”**

The scores on the 8<sup>th</sup> grade WKCE writing test increased dramatically at RUSD from 2009-10 to 2010-11. As **Table 7** shows, in 2010-11, not only did results improve for every subgroup of 8<sup>th</sup> graders, but all the targets were met. In fact, because even the 2011-12 targets were met in 2010-2011, the district has adjusted those targets upwards.

### GRADE 8 VISION:

*All students will produce writing at the typical grade level in which they are enrolled or exceed grade-level standards.*

In 2010-11, 47.4% of the 8th graders at RUSD were proficient on the WKCE writing exam, an increase of nearly 30 percentage points from 2009-10. In 2010-11, 54.7% of white students were proficient, compared to 39.2% of African-American students, a difference of 15.5 percentage points. Hispanic students at RUSD fared a little better than African-Americans, with 42.4% proficient in 2010-11.

The gaps in scores among the various racial subgroups shrank slightly in 2010-11 in 8<sup>th</sup> grade. Gaps increased between the overall score and the scores of students with limited English proficiency, low socio-economic status, or disabilities, however, despite all these subgroups having significantly higher scores this year.



**Table 7: RUSD 8<sup>th</sup> grade students proficient in writing, 2008-09 to 2010-11**

Grade 8 Writing					
	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All Students	10.2%	17.9%	47.4%	20.9%	50.4%
White	14.1%	25.0%	54.7%	28.0%	57.7%
Black	4.0%	8.4%	39.2%	16.0%	45.2%
Hispanic	6.7%	13.6%	42.4%	18.7%	48.2%
LEP	7.7%	13.8%	32.3%	19.7%	38.2%
Low SES	5.0%	11.4%	40.0%	17.0%	46.0%
SwD	2.4%	4.9%	21.5%	14.4%	27.5%

**Grade 6**

The grade 6 goal is to **“improve the reading achievement of 6<sup>th</sup> grade students.”**

The district did not meet any of its 2010-2011 targets for this goal. The overall percentage of 6<sup>th</sup> grade students at or above proficient in reading declined slightly from 2009-10 to 2010-11, from 77.5% to 75.9%. This result is nearly 10 percentage points below the state average of 85.3% proficient or advanced.

**GRADE 6 VISION:**

*All students will read at the typical grade level in which they are enrolled or exceed grade-level standards.*

The gaps between the 2010-11 reading test scores and this year’s targets for each student subgroup range from 7.9 percentage points for students with limited English proficiency, to 3.6 percentage points for white students. Over the past five years, the total percentage of 6<sup>th</sup> grade students at or above proficient in reading has increased just 3.6 percentage points.

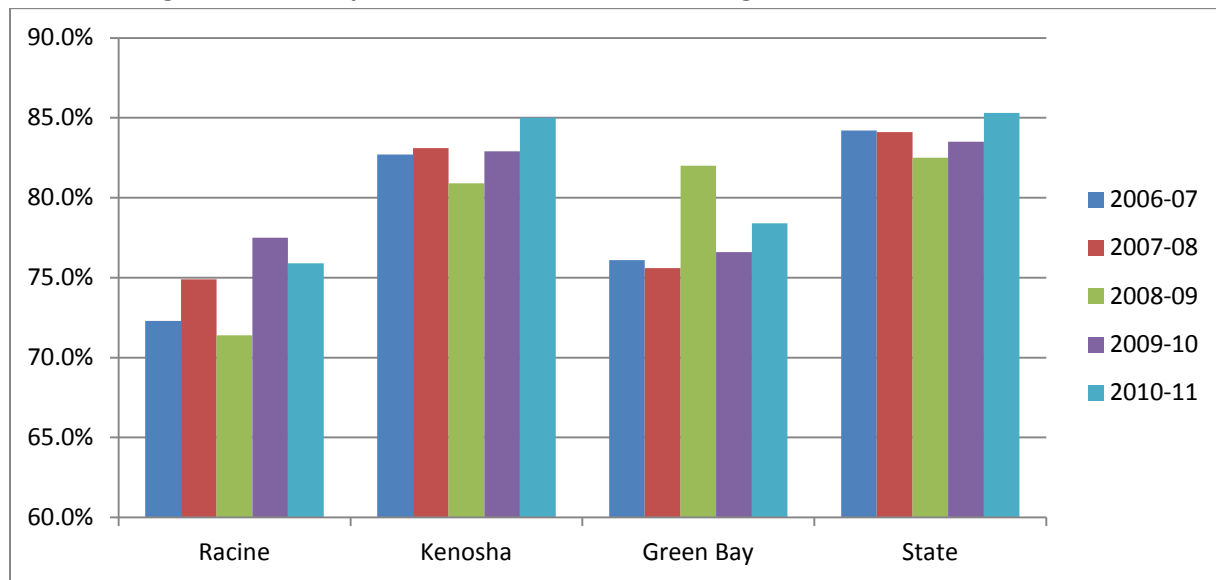
As **Table 8** shows, there are large gaps between African-American students and white students; students with limited English proficiency also score well below the class as a whole.

**Chart 14** shows RUSD’s performance over the past five years relative to the state and a few peer districts. Unlike the rest of the state, Kenosha, and Green Bay, RUSD’s 6<sup>th</sup> grade reading scores declined between 2009-10 and 2010-11.

**Table 8: RUSD 6<sup>th</sup> grade students proficient or advanced in reading, 2006-07 to 2010-11**

Grade 6 Reading							
	2006-07	2007-08	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All students	72.3%	74.9%	71.4%	77.5%	75.9%	81.8%	84.8%
White	84.3%	87.5%	82.9%	85.5%	85.6%	89.2%	92.2%
Black	55.9%	56.1%	57.7%	67.2%	64.0%	71.6%	77.6%
Hispanic	59.3%	70.8%	63.8%	72.2%	68.7%	76.5%	82.5%
LEP	49.6%	62.6%	54.8%	63.0%	59.2%	67.1%	73.1%
Low SES	58.6%	63.3%	60.1%	68.5%	67.4%	73.6%	79.6%

**Chart 14: 6<sup>th</sup> grade students proficient or advanced in reading, 2006-07 to 2010-11**



## Grade 5

The grade 5 RUSD goal is to **“improve the mathematics achievement of 5<sup>th</sup> grade students.”**

On the 2010-2011 WKCE math test, 64.5% of RUSD 5<sup>th</sup> graders scored at or above proficient, down slightly from 2009-10. The 2010-11 score is 7.1 percentage points below the 2010-2011 district target.

### GRADE 5 VISION:

*All students will do math at the typical grade level in which they are enrolled or exceed grade-level standards.*

As **Table 9** shows, RUSD did not meet its targets in 2010-11 for any of the 5<sup>th</sup> grade student subgroups. Four of the five sub-categories saw an increase from 2009-10 to 2010-11, but did not increase enough to meet the goals for 2010-11. In 2010-11, the percentage of African-American 5<sup>th</sup> grade students scoring at or above proficient in math was 44.3%, a decrease of 3.2 percentage points and 14.7 percentage points below target.

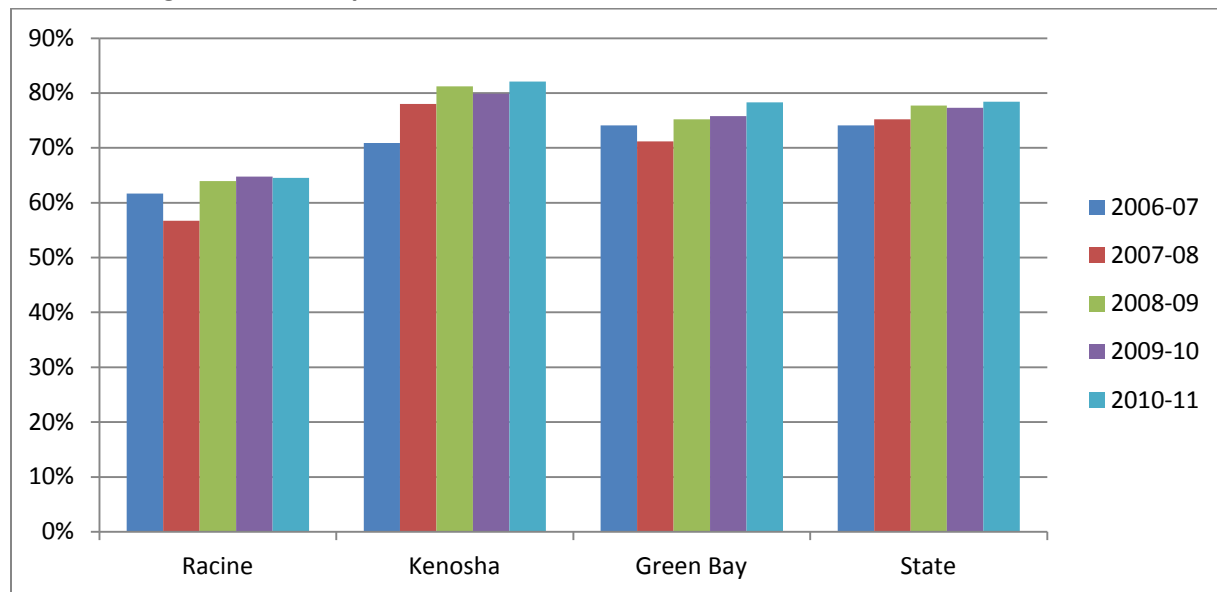
The achievement gaps between subgroups in 5<sup>th</sup> grade math shrank slightly between 2009-10 and 2010-2011 in most cases. However, the gap between advanced or proficient white students and African-American students grew from 29.2 percentage points in 2009-2010 to 34.3 points in 2010-2011.

**Chart 15** compares RUSD to the state, Kenosha, and Green Bay. While RUSD saw a slight decline in 5<sup>th</sup> grade math scores, the state had a slight increase.

**Table 9: RUSD 5<sup>th</sup> grade students proficient or advanced in math, 2006-07 to 2010-11**

Grade 5 Mathematics							
	2006-07	2007-08	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All students	61.7%	56.7%	64.0%	64.7%	64.5%	71.6%	74.6%
White	75.2%	71.8%	75.1%	76.7%	78.6%	82.3%	85.3%
Black	38.7%	34.6%	44.1%	47.5%	44.3%	59.0%	65.0%
Hispanic	57.7%	48.2%	60.1%	58.7%	61.1%	72.8%	78.8%
LEP	52.7%	41.7%	57.3%	55.2%	56.8%	69.3%	75.3%
Low SES	47.6%	41.9%	50.7%	53.8%	55.3%	65.3%	71.3%

**Chart 15: 5<sup>th</sup> grade students proficient or advanced in math, 2006-07 to 2010-11**



## Grade 4

The grade 4 goal is to “**improve the percentage of Full Academic Year (FAY) 4th grade students ... meeting or exceeding the District Writing Proficiency Score (6).**”

As **Table 10** shows, in the 2008-09 baseline year, just 6.1% of 4th graders at RUSD were proficient on the WKCE writing test. Since then, proficiency rates have increased to 29.6% in 2009-2010 and 33.4% in 2010-2011. Not only was the target for 2010-11 met, but the rate of increase continues, then the 2011-12 also will be exceeded.

The racial achievement gap on the 4<sup>th</sup> grade writing test is not as stark as in other grades, but it is significant. In 2010-11, 39.2% of the white 4<sup>th</sup> graders were proficient, compared to 24.7% of African-American 4<sup>th</sup> graders and 33.9% of Hispanic 4<sup>th</sup> graders.

### GRADE 4 VISION:

*All students will produce writing at the typical grade level in which they are enrolled or exceed grade-level standards.*

As **Table 10** shows, in addition to surpassing the overall target, RUSD also surpassed its 2010-11 targets for Hispanic students and students with limited English proficiency. Although RUSD did not meet its goals in the other subgroups, it did see increases in those groups. The gaps between the racial groups are smaller in 4<sup>th</sup> grade writing than in 8<sup>th</sup> or 10<sup>th</sup> grade writing, but are also persistent across years.

**Table 10: RUSD 4<sup>th</sup> grade students percent proficient in writing, 2008-09 to 2010-11**

Grade 4 Writing					
	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All Students	6.1%	29.6%	33.4%	32.6%	35.6%
White	8.3%	36.4%	39.2%	39.4%	42.4%
Black	3.1%	20.9%	24.7%	26.6%	32.6%
Hispanic	4.2%	25.7%	33.9%	31.7%	37.7%
LEP	4.0%	21.3%	31.3%	27.3%	33.3%
Low SES	3.8%	23.6%	28.7%	29.6%	35.6%
SwD	3.2%	10.4%	11.6%	15.2%	21.2%

### Grade 3

The grade 3 goal is to **“improve the reading achievement of 3rd grade students.”**

As **Table 11** shows, 65.6% of RUSD 3<sup>rd</sup> graders are proficient or advanced in reading. Over the past five years, the percentage of 3<sup>rd</sup> graders at or above proficient is down 4.2 percentage points. At the state level, the five-year proficiency rate also has declined, although the 79.2% of students statewide who were proficient or advanced in 2010-11 is an improvement of 1.2 percentage points from 2009-10 (**Chart 16**).

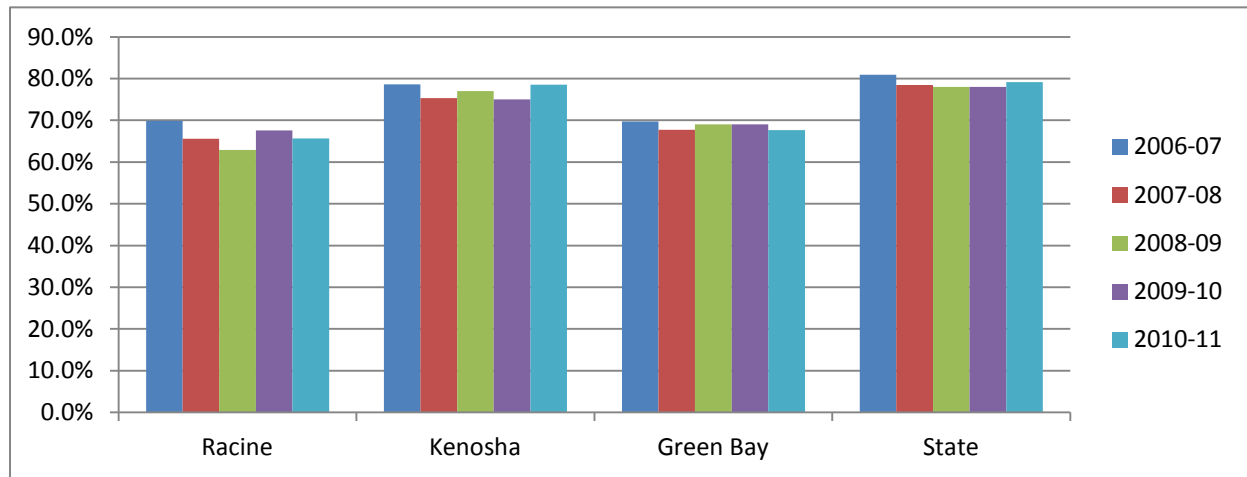
**GRADE 3 VISION:**  
*All students will read at the typical grade level in which they are enrolled or exceed grade-level standards.*

RUSD did not meet its 3<sup>rd</sup> grade reading targets in 2010-11 for any student subgroup. Overall, the percentage of 3<sup>rd</sup> graders proficient or advanced in reading was 4.4 percentage points below the district target for 2010-11. Only three subgroups of students saw an increase in 2010-11, but they did not increase enough to surpass the 2010-11 target. As **Chart 17** shows, the racial achievement gap in 3<sup>rd</sup> grade reading is significant. In 2010-11, 75.4% of white students were at or above proficient, compared to 51.5% of African-American students and 62.9% of Hispanic students.

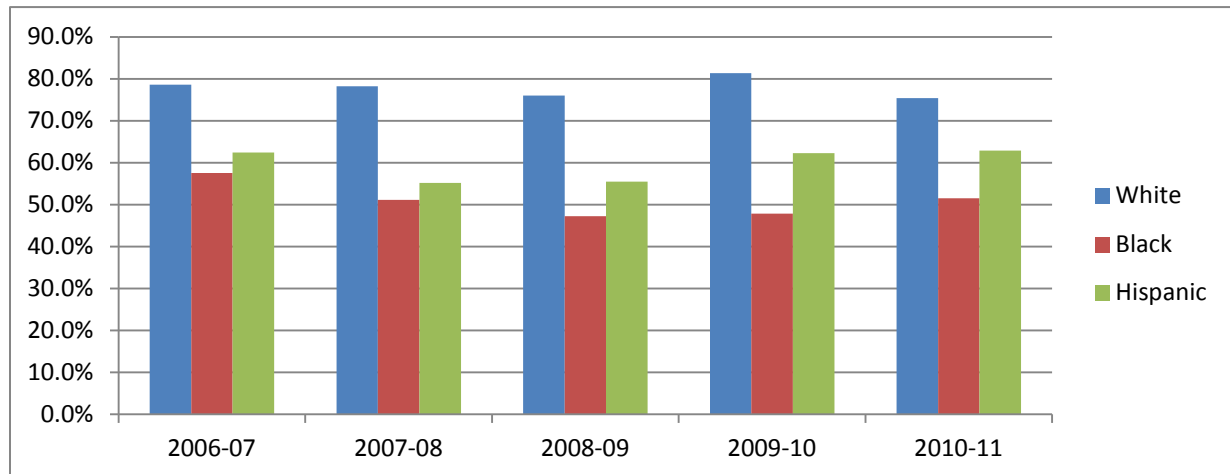
**Table 11: RUSD 3<sup>rd</sup> grade students proficient or advanced in reading, 2006-07 to 2010-11**

Grade 3 Reading							
	2006-07	2007-08	2008-09	2009-10	2010-11 actual	2010-11 target	2011-12 target
All students	69.8%	65.6%	62.9%	67.6%	65.6%	70.0%	73.0%
White	78.6%	78.2%	76.0%	81.4%	75.4%	82.6%	85.6%
Black	57.6%	51.1%	47.3%	47.8%	51.5%	61.1%	67.1%
Hispanic	62.4%	55.2%	55.5%	62.3%	62.9%	69.0%	75.0%
LEP	60.7%	51.5%	53.3%	60.6%	57.5%	65.6%	71.6%
Low SES	58.6%	55.1%	51.7%	56.3%	57.4%	65.3%	71.3%

**Chart 16: 3<sup>rd</sup> grade students proficient or advanced in reading, 2006-07 to 2010-11**



**Chart 17: RUSD racial achievement gap in 3<sup>rd</sup> grade reading, 2006-07 to 2010-11**



## WKCE reading and math trends

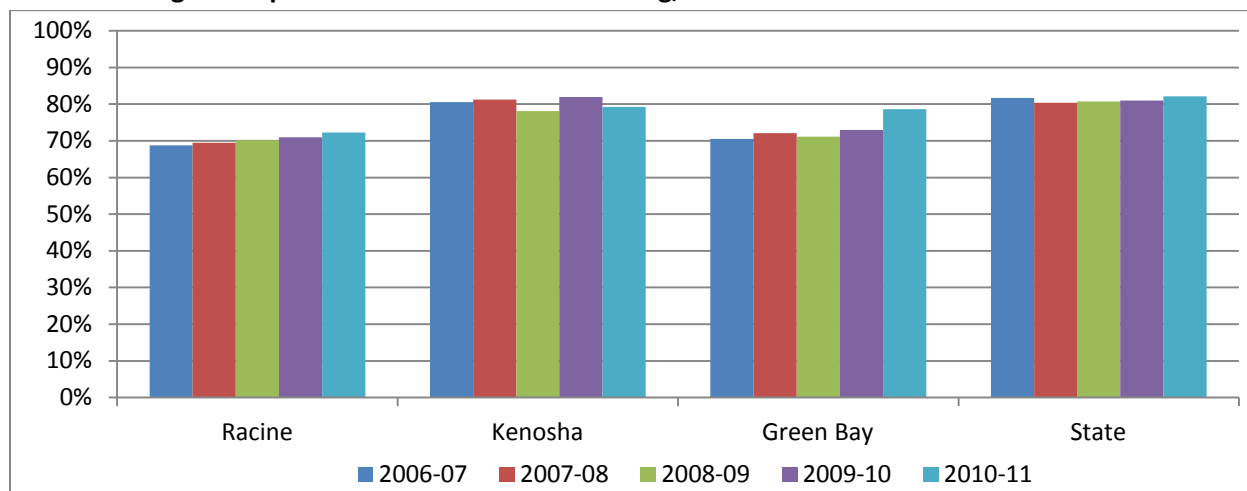
Prior to the passage of the federal No Child Left Behind Act in 2001, Wisconsin annually administered the WKCE reading and math tests to students in the 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades only. Because of the many years of trend data available for these grades, they provide another informative angle from which to view the district's performance. Although they are not included as measures in the North Star vision, we include them here in order to paint a more comprehensive picture of the district.

Reading scores for 4<sup>th</sup> graders are shown in **Chart 18**. Seventy-two percent of RUSD 4<sup>th</sup> graders were proficient or advanced in reading in 2010-2011, up slightly from 2009-10 and the fourth consecutive year with an increase. Despite the upward trend, the scores of RUSD students average 10 percentage points lower than the state on the 4<sup>th</sup> grade WKCE reading scores.

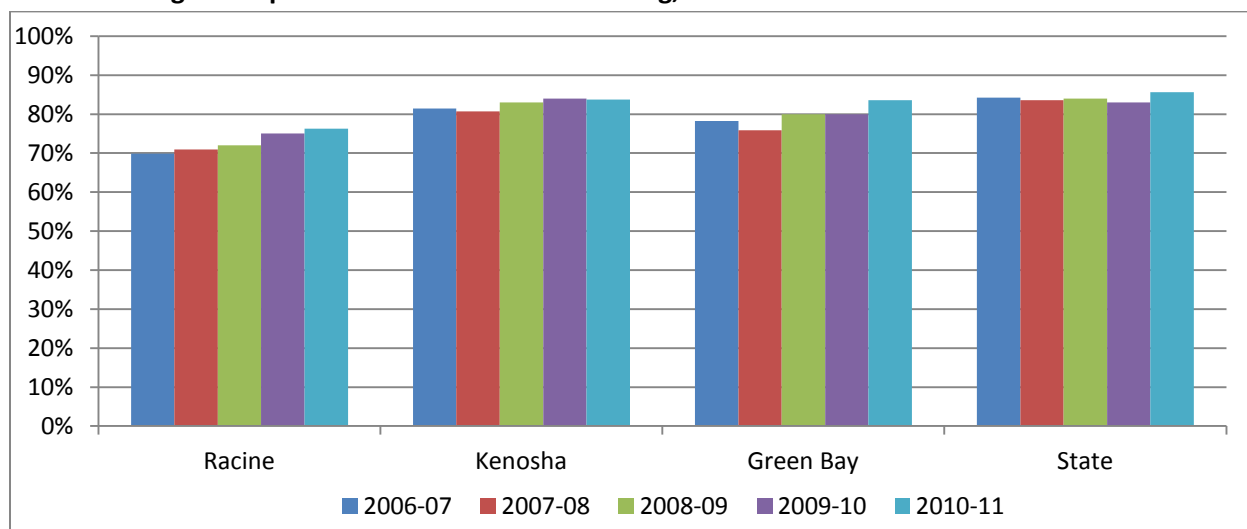
Similar to the rest of the state, reading scores for RUSD 8<sup>th</sup> graders are slightly higher than those for 4<sup>th</sup> graders; 10<sup>th</sup> graders have the lowest scores, as shown in **Charts 19 and 20**. In 2010-11, 76% of RUSD 8<sup>th</sup> graders were proficient or advanced in reading, compared to 52% of 10<sup>th</sup> graders. In addition, unlike the 4<sup>th</sup> and 8<sup>th</sup> grade scores, both of which improved between 2009-10 and 2010-11, the percentage of 10<sup>th</sup> graders at or above proficient is down six percentage points from 2009-10.

In contrast, the next three charts show math scores, which improved in 8th grade only. **Chart 21** shows the one-percentage point decline among 4<sup>th</sup> graders to 66% proficient or advanced in 2010-11; **Chart 22** shows the one-percentage point increase among 8<sup>th</sup> graders to 61% proficient or advanced in 2010-11; and **Chart 23** shows a four-percentage point decline among 10<sup>th</sup> graders to 43% proficient or advanced in 2010-11. All these scores were lower than the statewide average, which rose slightly for 8<sup>th</sup> and 10<sup>th</sup> grade in 2010-11.

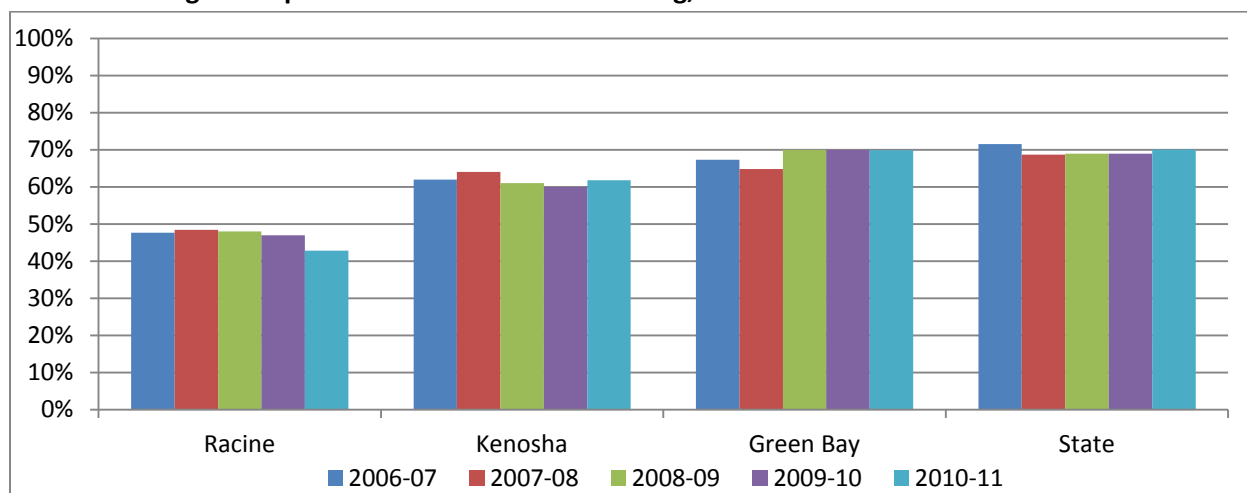
**Chart 18: 4th graders proficient or advanced in reading, 2006-07 to 2010-11**



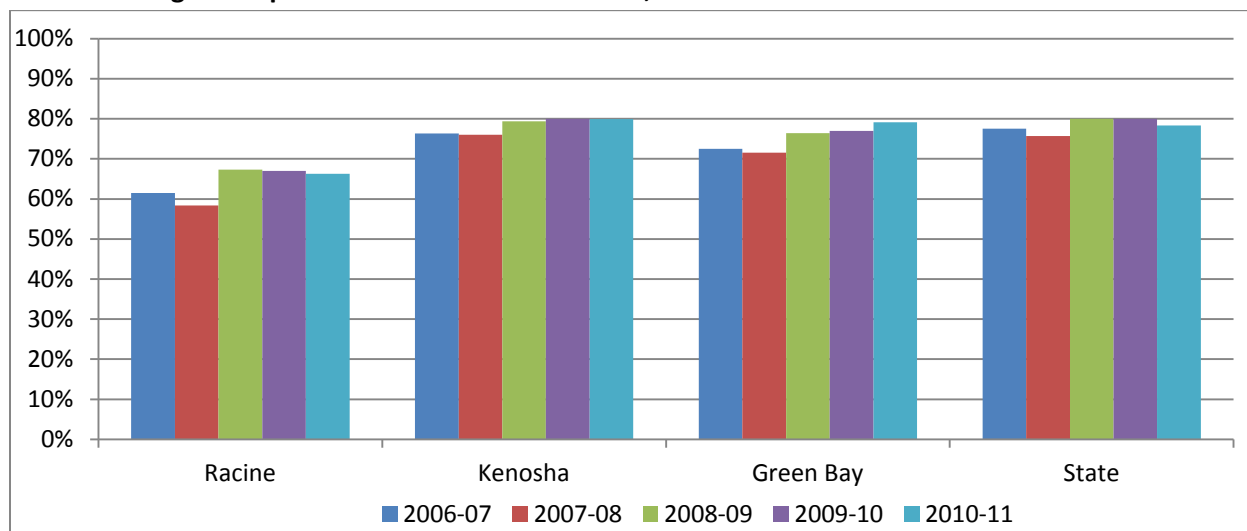
**Chart 19: 8th graders proficient or advanced in reading, 2006-07 to 2010-11**



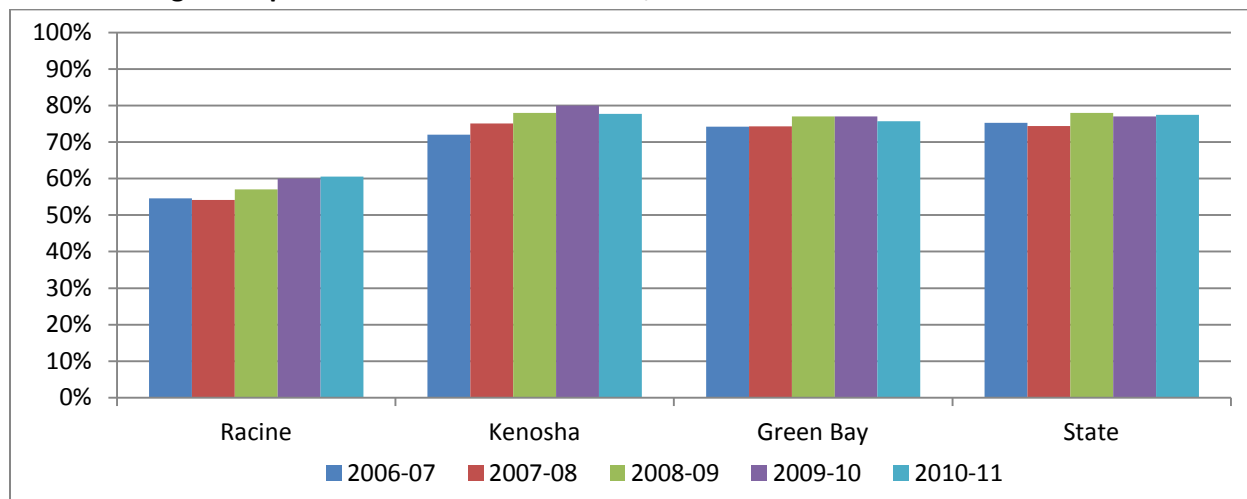
**Chart 20: 10th graders proficient or advanced in reading, 2006-07 to 2010-11**



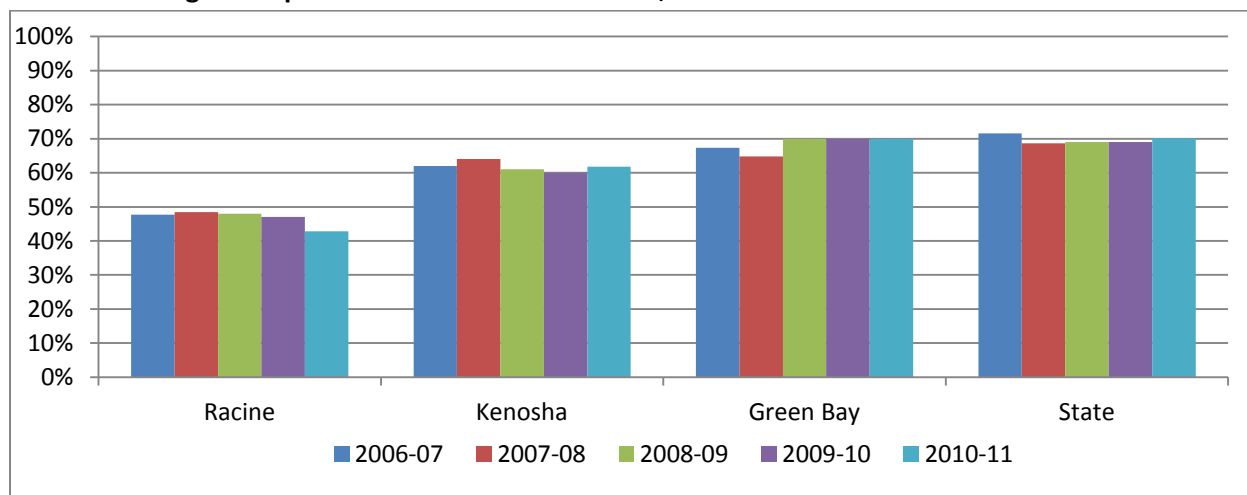
**Chart 21: 4th graders proficient or advanced in math, 2006-07 to 2010-11**



**Chart 22: 8th graders proficient or advanced in math, 2006-07 to 2010-11**



**Chart 23: 10th graders proficient or advanced in math, 2006-07 to 2010-11**





## Individual growth scores in reading and math

It is important to remember that the North Star vision goals and targets for each grade level are applied to a different cohort of students each year. Furthermore, the state's WKCE testing provides annual snapshot data only and is not a good measure of individual student growth. The district also administers the Measure of Academic Progress (MAP) test, however, which provides a better source of information to understanding of the academic growth of a student over the course of the student's school career.

The MAP test, which many districts across the state and the country administer, has a different purpose than the WKCE. Whereas the WKCE gives parents and taxpayers a sense of how well districts and schools are meeting state standards, the MAP test provides parents and teachers with a sense of how much improvement is occurring in an individual student's understanding of certain subjects. The MAP test is administered repeatedly over the course of each year, which creates a trajectory of scores for the student and allows for establishment of individualized growth targets. Thus, MAP scores complement the North Star results and help complete the district performance picture.

**Tables 12 and 13** show the five-year trend in MAP growth scores in math and reading from the fall to spring of each school year. The "average growth" figure equals the average change in students' scores over the course of the year. Each student has an individualized growth target based on a national norm for students starting at the same score in the fall. The "percent of growth target" figure equals the total student growth divided by the total of the individual growth targets; a result of 100% would be considered average, as it would indicate that total student growth equaled, but did not exceed, the aggregate growth target. The "percentage of students hitting the growth target" figure equals the portion of students in that grade who met or exceeded their individual growth targets in that year. The author of the MAP test, the Northwest Evaluation Association (NWEA), considers any school or district having 70% or more of its students meeting their individual growth targets to be exemplary.

**Table 12: RUSD math MAP growth scores, 2006-07 to 2010-11**

<b>MATH</b>	2006-07			2007-08			2008-09			2009-10			2010-11		
	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target
<b>2nd</b>				11.5	82	35	11.5	84	36	11.2	81	36	12.0	89	44
<b>3rd</b>	9.2	85	42	8.8	81	39	10.8	97	50	11.1	101	53	11.3	102	53
<b>4th</b>	6.6	73	36	6.8	74	38	8	89	46	7.7	84	43	7.6	90	46
<b>5th</b>	6.3	83	42	6.6	86	45	7.5	99	53	7	92	50	6.8	84	45
<b>6th</b>	5	73	42	5.6	81	46	6.1	89	48	5.5	80	45	4.3	73	43
<b>7th</b>	5	77	47	4.6	72	43	4.5	71	44	4.3	68	42	3.6	74	46
<b>8th</b>	3.6	72	45	3.8	74	46	3.6	73	46	3.8	77	46	3.7	91	50
<b>9th</b>	1.8	62	48	2.4	80	50	1.6	54	47	1.4	46	46	0.8	38	47

In **Table 12**, reading across the row for 3<sup>rd</sup> grade shows that the average growth in math among 3<sup>rd</sup> graders has improved almost every year from 2006-07 to 2010-11. However, following the 2006-07 3<sup>rd</sup> grade cohort across the table (blue cells) shows that as these students progressed in grade level, their

average growth in math decreased almost every year. (The NWEA has found that as students grow older and improve their achievement levels, the amount of typical growth over the course of the year is lower, which is reflected in the growth targets.) In addition, **Table 12** shows that most grades perform below average in terms of achieving their growth targets, with only the 2009-10 and 2010-11 3<sup>rd</sup> grade classes growing in excess of their growth targets.

**Table 13: RUSD reading MAP growth scores, 2006-07 to 2010-11**

READING	2006-07			2007-08			2008-09			2009-10			2010-11		
	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target	Ave. growth	% of growth target	% of students hitting target
2nd				12.1	87	42	12.8	91	46	12.1	87	43	10.0	73	33
3rd	9.4	93	50	8.8	86	46	11	104	54	11.2	105	56	10.6	107	53
4th	7.2	96	51	7	93	49	7.6	101	53	7.6	100	53	7.3	101	53
5th	5.4	96	51	5.6	99	53	6.5	116	58	6.2	108	56	5.2	94	50
6th	4.4	85	48	4.7	90	49	4.9	98	52	4.6	93	53	4.3	101	53
7th	3.5	73	46	3.9	81	49	3.5	74	48	3.4	72	48	2.6	74	46
8th	2.5	62	45	2.9	74	49	2.3	60	46	2.4	62	46	2.3	68	48
9th	1.5	59	48	1.3	52	47	1.6	62	47	1.7	61	48	0.0	2	45

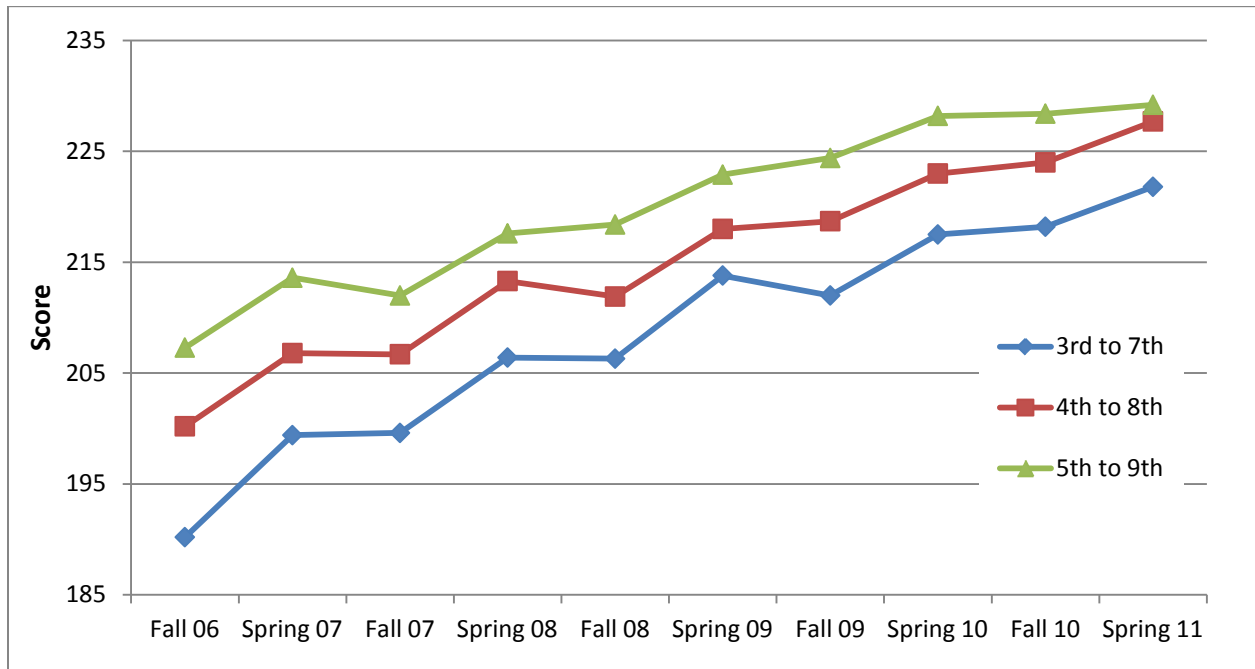
**Table 13** reveals a somewhat different pattern for reading scores. As compared to the math growth scores, more grades achieved total growth that exceeded the aggregate growth targets, and in more years are there grades that are within 10 percentage points of achieving 100% of the growth target. In addition, while in reading there are several grades in several years in which more than half of the students have achieved their growth targets, this is true in only three instances in math.

**Charts 24** and **25** present cohort analyses of the same MAP scores illustrated in **Tables 12** and **13**. **Chart 24** depicts the math scores over time for three cohorts of students, while **Chart 25** depicts the reading scores. Optimally, by the end of each grade in the spring, most students should be performing at about the same level as fall students in the grade above. MAP scores therefore allow the district to gauge not only the growth during the year, but the impact of the summer recess on student learning.

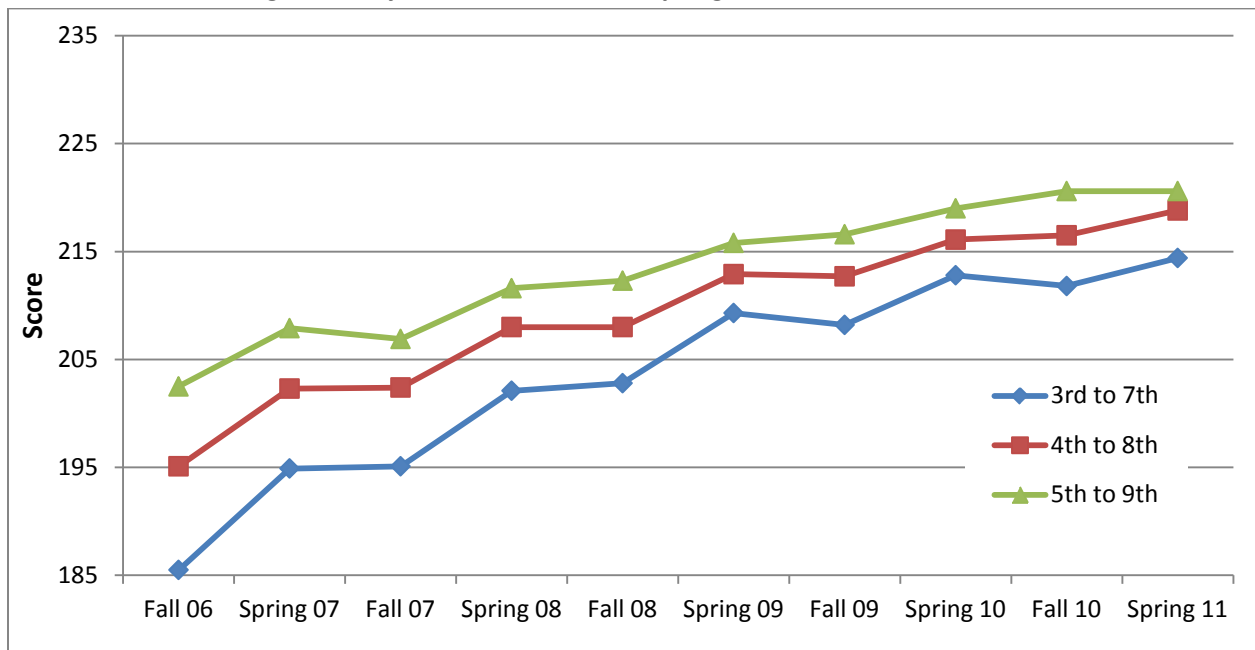
Together, the charts reveal some interesting patterns. In both reading and math, the red cohort, as 8<sup>th</sup> graders, is performing at levels comparable to the green cohort, as 9<sup>th</sup> graders, in the spring of 2011. None of the three cohorts shows much summer score slippage except the blue cohort, which slipped in both reading and math over the 2009 summer, between 5<sup>th</sup> and 6<sup>th</sup> grades.

The MAP scores also can be analyzed to help explain the district's performance on the North Star vision goals related to math and reading. For example, the district did not meet its 2010-11 North Star targets for 3<sup>rd</sup> grade reading. **Table 13** shows that the 2010-11 class of 3<sup>rd</sup> graders experienced less growth in reading, on average, and had fewer students reach their individual growth targets. Thus, the decrease in WKCE reading proficiency between the 2009-10 WKCE cohort and the 2010-11 WKCE cohort is not surprising. In **Table 12**, similar patterns are seen in 5<sup>th</sup> grade math, for which the district also missed the North Star target.

**Chart 24: MAP math scores by cohort, Fall 2006 to Spring 2011**



**Chart 25: MAP reading scores by cohort, Fall 2006 to Spring 2011**



## DISTRICT FINANCES

During the past year, the fiscal climate for school districts in southeastern Wisconsin has undergone dramatic shifts that will present both challenges and opportunities in the years to come. Legislative changes in the state budget and budget repair bills coupled with economic pressures from the recent recession, have changed the financial landscape for all districts in the state. This section presents an overview of the current revenue and expenditure landscape at RUSD and the political and economic context that will shape fiscal decision-making in the future. The section also examines the characteristics of the teaching staff at RUSD and their implications for district finances.

### District revenues

RUSD had the lowest school district tax rate among the peer districts in 2009-10 at \$7.85 per \$1,000 of assessed value, as shown in **Table 14**. Oshkosh was the only other district that had a school district tax rate below \$8.00 per \$1,000 of assessed value. The state average school district tax rate was \$8.55 per \$1,000 of assessed value.

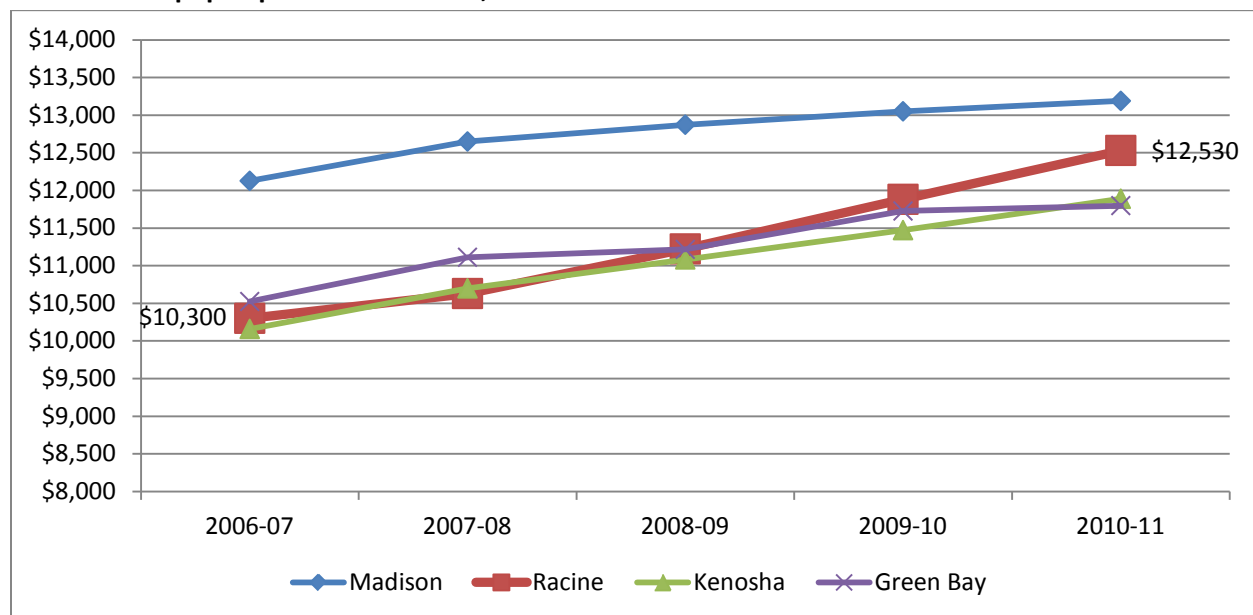
**Table 14: School district tax rates among peer districts, 2009-10**

<u>Finances</u>	School district tax rate	Rank
Madison	\$10.18	2
Kenosha	\$9.18	4
<b>Racine</b>	<b>\$7.85</b>	<b>10</b>
Green Bay	\$9.07	5
Appleton	\$8.43	8
Waukesha	\$8.96	6
Eau Claire	\$9.55	3
Janesville	\$8.62	7
Sheboygan	\$10.58	1
Oshkosh	\$7.91	9
Milwaukee	\$10.30	
State of Wisconsin	\$8.55	

Not surprisingly, given the district's school district tax rate, RUSD also ranked below average among peer districts in per-pupil property tax revenue, ranking seventh. Conversely, in 2010-11, RUSD ranked first among peer districts in per-pupil federal aid and second among peers in per-pupil state aid. RUSD ranked third among peers in per-pupil operations revenue at \$12,530 per pupil in 2010-11. (See page 37 for peer tables.)

**Chart 24** shows that RUSD's per-pupil operations revenue has grown to surpass that of Kenosha and Green Bay over the past two years. This per-pupil growth is mostly due to above-average increases in state aid, as shown in **Table 15**. RUSD's property tax levy has grown 60% over the past decade, ranking third among peer districts and mirroring the state average. Federal aid growth remained below the median of the peer districts, ranking eighth, and was below the state average. State aid growth over the past decade ranked fourth among peers, growing 28.6%, considerably above the state average of 15.7%.

**Chart 24: Per-pupil operations revenue, 2006-07 to 2010-11**



**Table 15: Ten-year change in aggregate revenue among peer districts, 2001-02 to 2010-11**

<i><b>Finances</b></i>	Property tax		State aid		Federal aid	
	change	rank	change	rank	change	rank
Madison	42.1%	6	-8.9%	10	184.0%	5
Kenosha	77.3%	1	45.4%	1	128.7%	7
<b>Racine</b>	<b>60.4%</b>	<b>3</b>	<b>28.6%</b>	<b>4</b>	<b>112.0%</b>	<b>8</b>
Green Bay	37.8%	8	38.9%	2	79.4%	10
Appleton	64.5%	2	17.7%	7	346.7%	1
Waukesha	51.4%	5	18.7%	6	194.2%	4
Eau Claire	40.8%	7	9.9%	9	84.8%	9
Janesville	10.5%	10	23.3%	5	225.7%	3
Sheboygan	37.0%	9	30.1%	3	246.5%	2
Oshkosh	56.3%	4	15.5%	8	131.1%	6
Milwaukee	64.9%		7.9%		182.9%	
State of Wisconsin	59.1%		15.7%		152.5%	

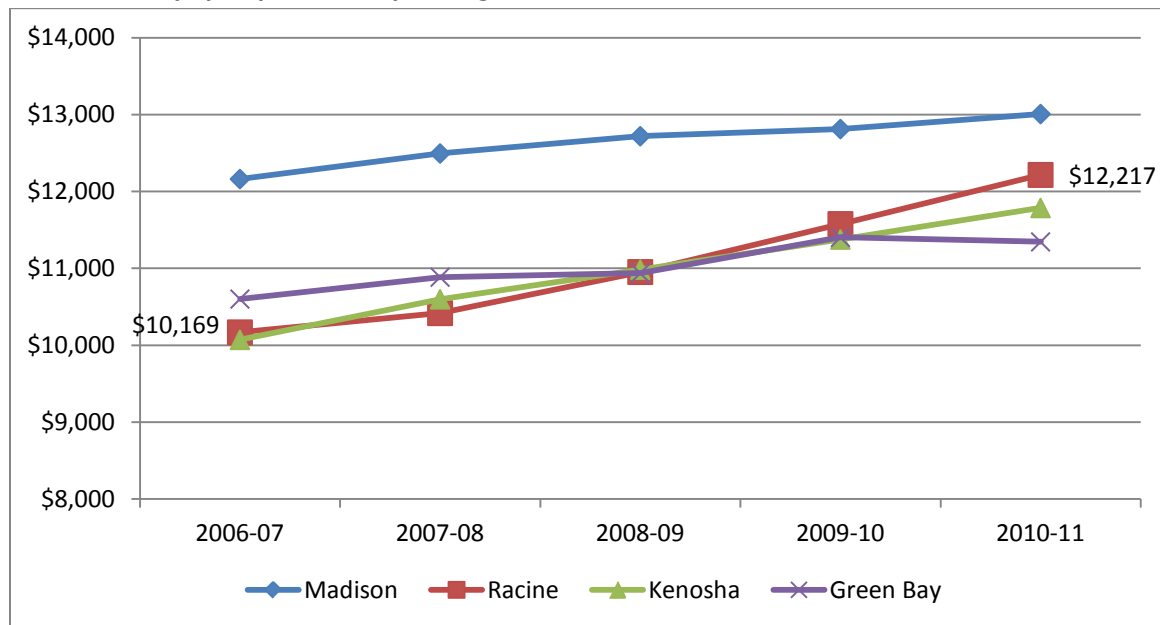
## District expenditures

RUSD's per-pupil operations spending, like per-pupil revenue, has increased more than that of Kenosha, Green Bay and Madison over the past five years (**Chart 25**). Per-pupil operations spending was \$12,217 in 2010-11, ranking third among peer districts. Instructional expenses accounted for 64% of total spending in 2010-11, ranking sixth among peers. RUSD's expenditure growth in all operations areas except transportation has exceeded the statewide growth rates since 2001-02.

In 2010-11, RUSD's instructional expenditures were \$7,802 per pupil, ranking third among peers. RUSD ranks high among peers for increases in spending on general administration and instructional staff

services over the past decade, as shown in **Table 16**. RUSD ranked tenth among peer districts in ten-year growth in transportation spending. (See page 37 for peer tables.)

**Chart 25: Per-pupil operations spending, 2006-07 to 2010-11**



**Table 16: Ten-year change in aggregate expenditures among peer districts, 2001-02 to 2010-11**

<u>Finances</u>	Instruction		Pupil services		Instructional staff services		General administration		Building administration		Transportation	
	change	rank	change	rank	change	rank	change	rank	change	rank	change	rank
Madison	25.8%	7	42.1%	5	29.0%	6	35.2%	6	39.5%	4	39.6%	5
Kenosha	66.3%	1	47.8%	4	46.8%	2	44.2%	5	82.7%	1	74.9%	1
<b>Racine</b>	<b>45.4%</b>	<b>3</b>	<b>79.6%</b>	<b>1</b>	<b>110.4%</b>	<b>1</b>	<b>60.3%</b>	<b>3</b>	<b>34.2%</b>	<b>7</b>	<b>8.3%</b>	<b>10</b>
Green Bay	34.3%	6	25.7%	9	27.6%	7	63.4%	2	81.0%	2	63.1%	2
Appleton	44.0%	4	39.6%	7	46.1%	3	53.7%	4	43.5%	3	44.5%	4
Waukesha	47.4%	2	21.2%	10	35.5%	5	70.5%	1	39.3%	5	46.8%	3
Eau Claire	13.5%	10	27.6%	8	-18.4%	10	-27.9%	10	12.3%	10	24.7%	6
Janesville	21.7%	9	49.7%	3	15.4%	8	13.7%	8	33.3%	8	8.8%	8
Oshkosh	24.3%	8	41.3%	6	37.1%	4	22.0%	7	19.0%	9	12.8%	7
Sheboygan	40.5%	5	61.0%	2	-2.5%	9	8.6%	9	34.6%	6	8.4%	9
Milwaukee	26.2%		64.2%		108.8%		54.4%		-7.7%		-1.8%	
Wisconsin	34.6%		43.8%		37.8%		27.3%		27.2%		26.8%	

RUSD has both higher than average capital expenses and operational expenses. As **Table 17** shows, RUSD ranked second in per-pupil capital projects spending in 2010-11, spending \$547 per student. Capital projects spending was \$11.8 million in 2010-11, down 22.4% over the past decade. This 10-year change was the third-smallest decrease in capital spending among the seven peers for which data are available.

Many of these costs were driven by the age of RUSD's school buildings and certain limitations of the buildings in terms of usable space and energy efficiency. A 1999 survey of districts by DPI regarding the

conditions of their school facilities found 25% of RUSD's schools were built prior to 1920. Statewide, just 8% of school buildings were constructed prior to 1920. While none of the district's schools were rated in "poor" condition at that time, 39% were found to be overcrowded (statewide, 27% of buildings were overcrowded). In addition, 65% were found to have energy usage conditions that were unsatisfactory, much higher than the 25% of buildings statewide found to be inefficient.<sup>1</sup>

**Table 17: Capital projects funds among peer districts, 2010-11**

<i><u>Finances</u></i>	Capital projects funds	Capital projects per pupil	Rank	Capital projects fund 10-year change	Rank
Madison	\$4,572,785	\$178	6	-42.8%	4
Kenosha	\$17,868,691	\$777	1	-10.1%	2
<b>Racine</b>	<b>\$11,821,123</b>	<b>\$547</b>	<b>2</b>	<b>-22.4%</b>	<b>3</b>
Green Bay	\$6,100,000	\$294	3	-75.5%	6
Appleton	\$3,239,801	\$225	5	-2.2%	1
Waukesha	\$1,986,374	\$150	7	-75.7%	7
Eau Claire	\$0	\$0	9	n/a	n/a
Janesville	\$0	\$0	9	n/a	n/a
Sheboygan	\$1,075,357	\$109	8	-66.0%	5
Oshkosh	\$2,757,599	\$277	4	n/a	n/a
Milwaukee	\$16,100,000	\$191		-53.4%	
State of Wisconsin	\$318,694,386	\$372		-52.4%	

## Major state budget provisions that will affect RUSD

The trend data show that RUSD's revenue and expenditure growth has outpaced both its peers and the state average over the past several years, with most of the revenue growth attributable to above-average increases in state aid. Thus, recent state legislative actions are likely to have significant impacts on RUSD, due to its relatively large reliance on state aid. The impacts will be manifested in several ways.

### *1. Reduced general state aid to schools and 5.5% reduction of school districts' revenue cap*

As of the start of the 2011-13 biennium on July 1, 2011, general aid to schools statewide for the 2011-12 school year was reduced 8.4% from the previous year.<sup>2</sup> Consequently, 410 of Wisconsin's 424 school districts are operating with reduced state support.<sup>3</sup> Throughout southeast Wisconsin, the effects will range widely. RUSD faces a \$13.1 million cut, representing a loss of approximately 9.6% over the previous year's aid. To put this in perspective, Pewaukee's school district will see an increase of 11.3% (or \$115,000), the largest percentage gain in the state. Meanwhile, the Milwaukee Public Schools, the largest recipient of state general aid (\$529.5 million), will shoulder the biggest cut in dollars, losing \$54.6 million (9.4%) for the 2011-2012 school year.<sup>4</sup>

<sup>1</sup><http://www2.dpi.state.wi.us/facsrvy/>

<sup>2</sup>[http://dpi.wi.gov/eis/pdf/dpinr2011\\_78.pdf](http://dpi.wi.gov/eis/pdf/dpinr2011_78.pdf)

<sup>3</sup>[http://dpi.wi.gov/eis/pdf/dpinr2011\\_78\\_district\\_estimates.pdf](http://dpi.wi.gov/eis/pdf/dpinr2011_78_district_estimates.pdf)

<sup>4</sup>Ibid

## *II. Budget Repair Bill/Collective Bargaining Law: Provisions to give districts more fiscal flexibility*

Wisconsin Act 10, also known as the state budget repair bill, contains several measures that likely will allow RUSD to offset some of its state aid reduction. Under the new law, its school district employees must contribute 5.8% of their salaries to the state retirement system, thus reducing the contributions of school districts. In addition, employees of districts that participate in the state health insurance plan will be required to contribute 12.6% of their health care premiums, which also reduces the cost for districts.<sup>5</sup> Finally, the budget repair bill contains a provision that significantly curtails collective bargaining rights for most state workers, including school district employees, by limiting the scope of negotiations to wages, with annual increases capped at the rate of inflation.

In anticipation of the law's changes, RUSD reached a contract extension agreement last March with all six of its employee groups, including teachers. The agreement leveraged the budget repair bill's proposed cost-savings tools to achieve about \$18 million in savings (about \$7,000 per worker) for the 2011-13 fiscal years. Such savings will come from a freeze on wage increases and higher employee health and pension contributions.<sup>6</sup> Nevertheless, RUSD was forced to eliminate 124 teacher, administrator, and support staff positions for the 2011-12 school year, most of which represent educational assistants.<sup>7</sup> However, because of the recent surge in retirements, many positions were eliminated through attrition.<sup>8</sup>

## *III. Expansion of school choice throughout Milwaukee County and into Racine*

Perhaps the most noteworthy provision in the state budget for RUSD is the expansion of the Parental School Choice Program, otherwise known as the school voucher program. Previously, the program was limited to Milwaukee residents whose families earned less than 175% of the federal poverty level. Under the new expansion, taxpayer-funded private school vouchers will be available to 250 RUSD students in 2011-12, 500 in 2012-13, and an unlimited number thereafter. Families can qualify as long as they earn less than 300% of the federal poverty limit, although students who qualify for the federal free and reduced price lunch program will be given priority.<sup>9</sup> RUSD will lose \$618,400 as a result of the program, about 4.7% of its overall \$13.1 million decrease in general school aids.<sup>10</sup> As a consequence of specific cuts in targeted funding sources such as high poverty aid, combined with general state aid cuts and voucher reductions, RUSD officials estimate the district will suffer the largest per-pupil loss of any district in the state.<sup>11</sup>

In its first few years, the Racine voucher program is expected to facilitate additional migration of RUSD students to existing private schools. This will deepen the current decline in the district's enrollment.<sup>12</sup>

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<sup>5</sup> <http://www.wisconsinreporter.com/act-10-realizing-collective-savings-for-school-districts>

<sup>6</sup> <http://www.timesunion.com/news/article/Wisconsin-schools-get-less-state-money-next-year-1448923.php>

<sup>7</sup> [http://www.journaltimes.com/news/local/article\\_ad388c96-c7a2-11e0-9cce-001cc4c002e0.html](http://www.journaltimes.com/news/local/article_ad388c96-c7a2-11e0-9cce-001cc4c002e0.html)

<sup>8</sup> <http://www.jsonline.com/news/education/125696138.html>

<sup>9</sup> <http://www.jsonline.com/news/education/125789378.html>

<sup>10</sup> [http://dpi.wi.gov/eis/pdf/dpinr2011\\_78.pdf](http://dpi.wi.gov/eis/pdf/dpinr2011_78.pdf)

<sup>11</sup> [http://journaltimes.com/news/local/article\\_e64091c8-9bbf-11e0-a3b8-001cc4c002e0.html](http://journaltimes.com/news/local/article_e64091c8-9bbf-11e0-a3b8-001cc4c002e0.html)

<sup>12</sup> <http://www.jsonline.com/news/education/123170768.html>



The financial impact for RUSD will be a loss in state funds equal to 38% of the \$6,442 the state pays for each student who attends a private school through the Choice program.<sup>13</sup>

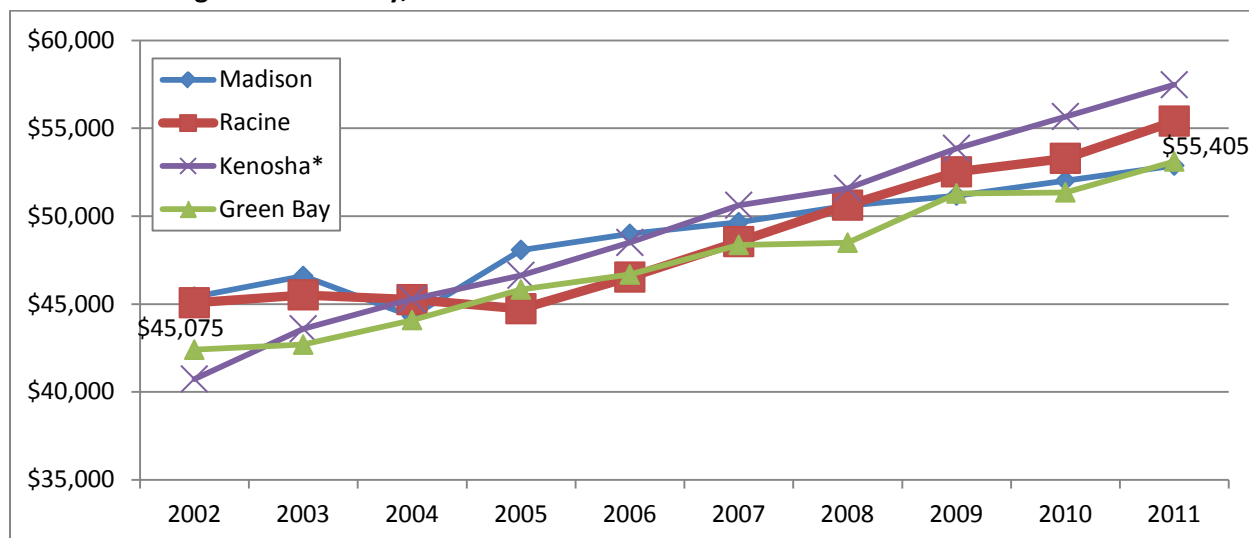
In response to this financial strain, the RUSD Board of Education approved a \$26.1 million budget cut compared to the prior year. Although raising revenue through property taxes is relatively difficult in Racine because of its below-average property values, RUSD's budget includes a \$4.9 million hike in property taxes (the smallest increase in recent years.) The full effect on the final budget will be clear this year, when updated data on state aid and enrollment are available from DPI.<sup>14</sup>

State budget impacts are not the only new fiscal stresses on the district. RUSD pulled through the worst of the recent recession with the help of \$10 million in federal stimulus funding in 2009. However, stimulus money for schools was exhausted earlier this year, with the prospect of future federal appropriations extremely uncertain.<sup>15</sup> This only compounds the challenges posed by cuts to state education funding and decreased revenue caps.

## Staffing characteristics

As noted above, 64% of RUSD's total operations spending consists of instructional costs, which mostly reflect teacher salaries and benefits. Average teacher salaries have been increasing steadily in RUSD and its peer districts over the past decade (**Chart 26**). The average teacher salary in RUSD in 2010-11 was \$55,405, a 4% increase over the 2009-10 average, and 23% higher than 10 years ago. RUSD now ranks fifth among the peer districts in average teacher salary. The district with the highest average teacher salary is Waukesha, at \$63,887. The lowest average salary is in Oshkosh, at \$51,900. (See page 38 for peer tables.)

**Chart 26: Average teacher salary, 2001-02 to 2010-11**



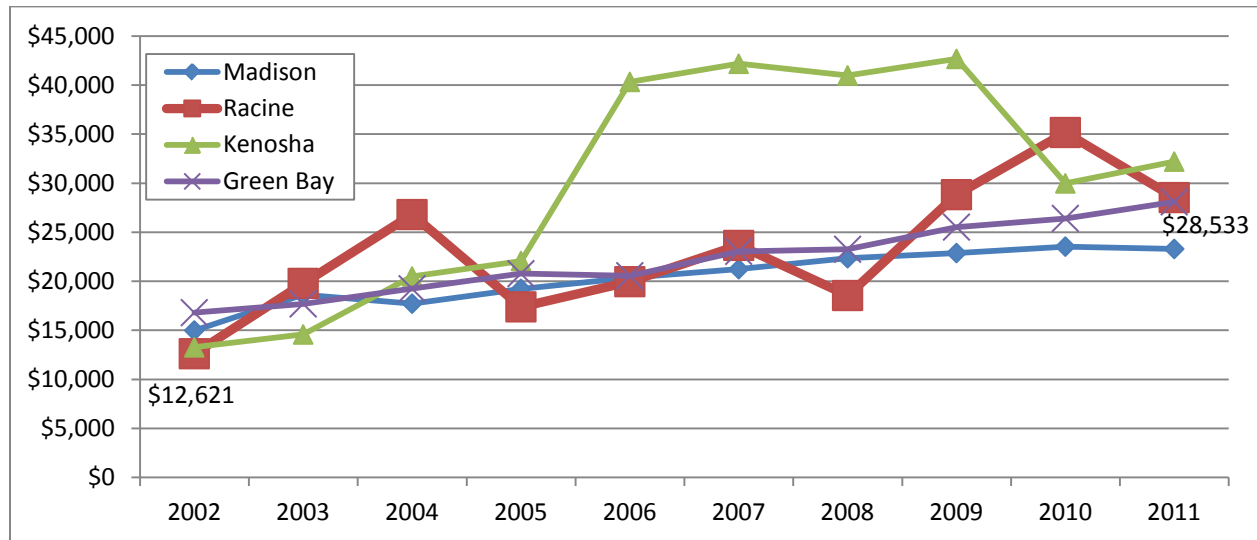
<sup>13</sup> <http://www.politifact.com/wisconsin/statements/2011/jul/13/peter-barca/wisconsin-state-rep-peter-barca-says-assembly-vote/>

<sup>14</sup> [http://www.journaltimes.com/news/local/article\\_9edf7cfe-9bbf-11e0-9479-001cc4c002e0.html](http://www.journaltimes.com/news/local/article_9edf7cfe-9bbf-11e0-9479-001cc4c002e0.html)

<sup>15</sup> <http://www.reuters.com/article/2011/07/05/us-usa-states-schools-idUSTRE7644ID20110705>

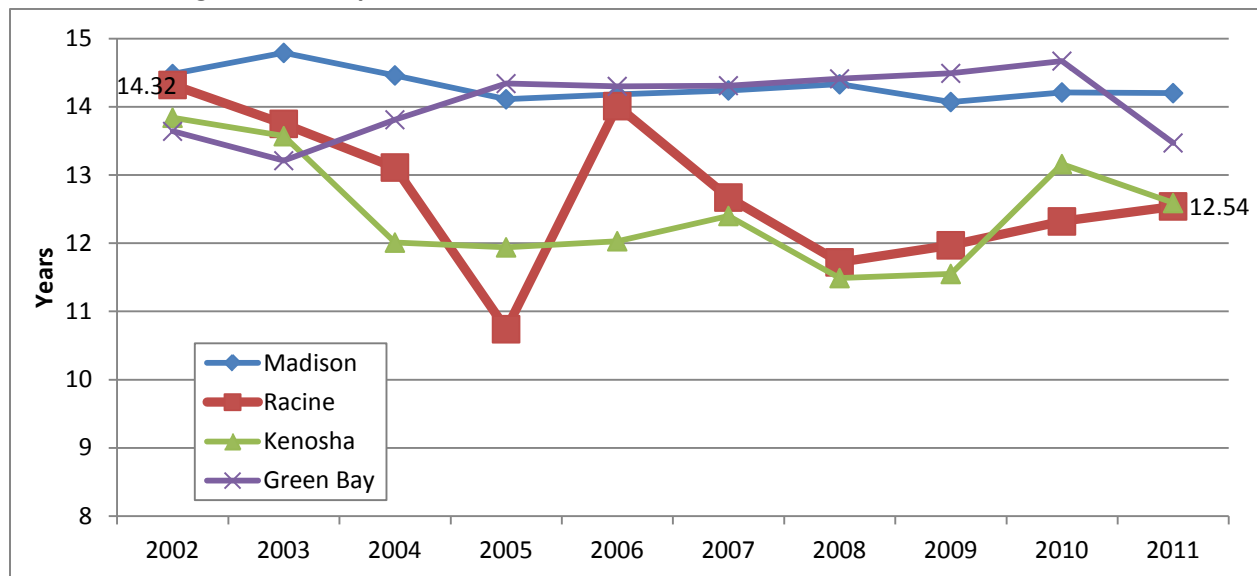
As **Chart 27** shows, average teacher benefits at RUSD have grown 126% over the past decade, though in the past year they decreased 19%, to \$28,533. RUSD's average fringe benefits have fluctuated considerably from year to year, as shown in **Chart 27**.

**Chart 27: Average teacher benefits, 2001-02 to 2010-11**



One contributing factor to the growth in average teacher salary is the steady increase in average years of teacher experience in RUSD since 2008 (**Chart 28**). In 2010-11, teachers at RUSD had, on average, 12.5 years of experience. Despite the steady increase over the past three years, over the past decade RUSD teacher experience has declined 12.4%, indicating that the district's teacher retention has improved.

**Chart 28: Average teacher experience, 2001-02 to 2010-11**



Another factor driving teacher salaries is teacher qualifications. In 2010-11, 45% of RUSD teachers' highest degrees were bachelor's degrees, while 50% were master's degrees. Statewide, the averages are 63% bachelor's degrees and 34% masters. Despite having more teachers with master's degrees than

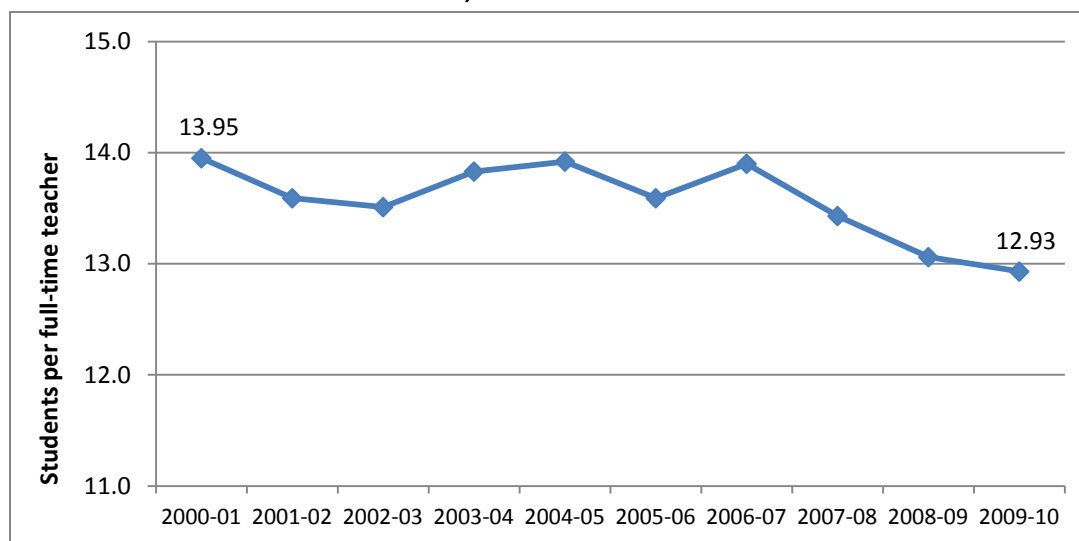
without, and exceeding the state average, RUSD's percentage of teachers having a master's degree ranks it last among the peer districts in 2010-11. Also, less than one percent of the teachers at RUSD have a degree higher than a master's degree.

**Table 18: Percentage of degrees obtained by teachers, 2010-11**

<i><u>Staffing</u></i>	<b>Bachelors Degree</b>	<b>Masters Degree</b>	<b>Higher than Masters degree</b>	<b>Other</b>
Madison	44.5%	53.0%	2.5%	0.1%
Kenosha	38.3%	61.5%	0.3%	0.0%
<b>Racine</b>	<b>45.2%</b>	<b>49.8%</b>	<b>0.4%</b>	<b>4.6%</b>
Green Bay	46.2%	53.7%	0.1%	0.0%
Appleton	43.7%	56.1%	0.1%	0.1%
Waukesha	29.4%	70.5%	0.1%	0.0%
Eau Claire	43.7%	56.3%	0.0%	0.0%
Janesville	28.0%	71.5%	0.4%	0.1%
Sheboygan	27.6%	72.3%	0.1%	0.0%
Oshkosh	45.2%	54.8%	0.0%	0.0%
Milwaukee	63.4%	34.3%	0.3%	2.0%

Many districts have made adjustments to staffing levels in response to budgetary pressures. This does not seem to be the case in RUSD, however, at least as of the 2009-10 school year. The aggregate number of students per FTE teacher has declined over the past 10 years to just below 13 students per teacher. This likely reflects the district's decline in enrollment over the past decade, as well.

**Chart 29: RUSD student-teacher ratio, 2000-01 to 2009-10**



## APPENDIX I – PEER DISTRICT COMPARISON

**Table 19: Enrollment by race/ethnicity, 2010-11**

<u>Enrollment</u>	Overall		Racial composition										
	2010-11	1-year change	White	African American	Asian	Hispanic	Indian	Pacific Islander	Two or More Races	% African American	Rank	% Minority	Rank
Madison	24,806	0.7%	11,578	5,027	2,360	4,280	127	25	1,409	20.3%	2	53.3%	2
Kenosha	22,986	0.2%	13,177	3,566	375	5,230	76	18	544	15.5%	3	42.7%	3
<b>Racine</b>	<b>21,100</b>	<b>-0.8%</b>	<b>9,699</b>	<b>5,645</b>	<b>308</b>	<b>5,075</b>	<b>82</b>	<b>5</b>	<b>286</b>	<b>26.8%</b>	<b>1</b>	<b>54.0%</b>	<b>1</b>
Green Bay	20,376	0.2%	11,753	1,511	1,441	4,397	902	5	367	7.4%	4	42.3%	4
Appleton	15,194	0.7%	11,539	650	1,766	1,118	121	0	0	4.3%	7	24.1%	7
Waukesha	13,796	-0.8%	10,094	665	525	2,322	55	5	130	4.8%	5	26.8%	6
Eau Claire	10,914	1.0%	8,934	263	1,011	330	94	8	274	2.4%	10	18.1%	9
Janesville	10,339	-1.1%	8,075	478	195	1,054	52	12	473	4.6%	6	21.9%	8
Sheboygan	10,124	-1.3%	6,414	405	1,674	1,514	65	2	50	4.0%	8	36.6%	5
Oshkosh	10,111	-1.0%	8,432	285	614	448	45	10	277	2.8%	9	16.6%	10
Milwaukee	80,934	-2.4%	12,163	45,220	4,060	18,778	641	1	71	55.9%		85.0%	
Wisconsin	872,286	0.0%	648,801	86,665	30,583	80,826	11,625	582	13,204	9.9%		25.6%	

**Table 20: Enrollment by race/ethnicity and grade, 2010-11**

<b>Racine</b>	<b>PK</b>	<b>KG</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Asian	17	17	28	16	27	22	28	14	20	19	26	23	24	27	308
Black	282	403	402	407	412	402	418	384	375	399	407	391	426	537	5,645
Hispanic	319	437	432	395	417	396	410	354	354	347	303	295	308	308	5,075
Indian	2	8	8	6	4	10	6	6	9	4	2	5	2	10	82
Pacific Islander	0	1	0	1	0	0	0	1	0	0	1	0	1	0	5
Two or More Races	64	45	18	18	14	14	15	13	17	17	12	14	14	11	286
White	589	693	650	645	653	656	659	655	683	669	747	737	733	930	9,699
<b>Total</b>	<b>1,273</b>	<b>1,604</b>	<b>1,538</b>	<b>1,488</b>	<b>1,527</b>	<b>1,500</b>	<b>1,536</b>	<b>1,427</b>	<b>1,458</b>	<b>1,455</b>	<b>1,498</b>	<b>1,465</b>	<b>1,508</b>	<b>1,823</b>	<b>21,100</b>
<b>Kenosha</b>	<b>PK</b>	<b>KG</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Asian	16	22	25	20	20	32	32	23	30	29	39	26	37	24	375
Black	186	264	217	241	259	261	280	243	264	265	330	269	332	155	3,566
Hispanic	387	416	437	424	386	442	382	410	364	327	383	313	351	208	5,230
Indian	1	5	4	6	2	6	4	5	8	3	5	7	12	8	76
Pacific Islander	0	2	3	1	2	0	0	0	3	2	0	2	3	0	18
Two or More Races	61	73	64	52	38	30	43	30	32	26	13	21	35	26	544
White	607	819	840	918	905	947	948	977	956	880	1,122	1,069	1,223	966	13,177
<b>Total</b>	<b>1,258</b>	<b>1,601</b>	<b>1,590</b>	<b>1,662</b>	<b>1,612</b>	<b>1,718</b>	<b>1,689</b>	<b>1,688</b>	<b>1,657</b>	<b>1,532</b>	<b>1,892</b>	<b>1,707</b>	<b>1,993</b>	<b>1,387</b>	<b>22,986</b>
<b>Wisconsin</b>	<b>PK</b>	<b>KG</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Asian	1,718	2,230	2,270	2,180	2,133	2,208	2,159	2,080	1,989	2,072	2,268	2,313	2,371	2,592	30,583
Black	5,910	5,911	6,141	5,945	6,037	5,956	6,116	6,118	6,051	6,046	7,670	6,257	6,680	5,827	86,665
Hispanic	6,166	6,908	6,824	6,556	6,411	6,316	5,789	5,673	5,379	5,081	5,616	4,961	4,783	4,363	80,826
Indian	572	783	831	824	816	813	808	804	820	765	930	901	960	998	11,625
Pacific Islander	40	52	50	45	33	46	48	37	44	41	41	24	37	44	582
Two or More Races	1,108	1,384	1,197	1,078	999	980	950	907	891	868	786	723	685	648	13,204
White	34,686	43,453	43,949	43,598	43,552	44,696	45,550	45,434	46,090	46,464	51,072	51,311	53,560	55,386	648,801
<b>Total</b>	<b>50,200</b>	<b>60,721</b>	<b>61,262</b>	<b>60,226</b>	<b>59,981</b>	<b>61,015</b>	<b>61,420</b>	<b>61,053</b>	<b>61,264</b>	<b>61,337</b>	<b>68,383</b>	<b>66,490</b>	<b>69,076</b>	<b>69,858</b>	<b>872,286</b>

**Table 21: Operations revenue per pupil, 2010-11**

<u>Finances</u>	Property tax	Rank	State aid	Rank	Federal aid	Rank	Operations revenue	Rank
Madison	\$8,620	1	\$3,063	10	\$1,105	4	\$13,188	1
Kenosha	\$3,440	8	\$7,145	5	\$1,142	3	\$11,889	5
<b>Racine</b>	<b>\$3,444</b>	<b>7</b>	<b>\$7,371</b>	<b>2</b>	<b>\$1,276</b>	<b>1</b>	<b>\$12,530</b>	<b>3</b>
Green Bay	\$3,208	9	\$7,208	4	\$1,207	2	\$11,797	6
Appleton	\$3,854	4	\$6,313	7	\$785	7	\$11,524	7
Waukesha	\$6,038	2	\$4,492	9	\$717	8	\$11,890	4
Eau Claire	\$4,421	3	\$6,012	8	\$698	9	\$11,489	8
Janesville	\$2,667	10	\$7,319	3	\$971	6	\$11,178	9
Sheboygan	\$3,571	6	\$7,865	1	\$1,025	5	\$12,782	2
Oshkosh	\$3,641	5	\$6,437	6	\$695	10	\$11,144	10
Milwaukee	\$3,247		\$8,285		\$2,984		\$14,662	
State of Wisconsin	\$4,697		\$6,055		\$963		\$12,258	

**Table 22: Operations expenditures per pupil, 2010-11**

<u>Finances</u>	Instruction	Pupil services	Instructional staff services	General administration	Building administration	Transportation	Total operations spending
Madison	\$7,966	\$885	\$810	\$102	\$790	\$408	\$13,008
Kenosha	\$7,798	\$663	\$657	\$73	\$660	\$366	\$11,787
<b>Racine</b>	<b>\$7,802</b>	<b>\$719</b>	<b>\$683</b>	<b>\$105</b>	<b>\$542</b>	<b>\$418</b>	<b>\$12,217</b>
Green Bay	\$7,245	\$591	\$647	\$121	\$750	\$376	\$11,346
Appleton	\$7,468	\$573	\$505	\$82	\$586	\$258	\$11,332
Waukesha	\$7,557	\$539	\$452	\$136	\$671	\$535	\$11,631
Eau Claire	\$6,380	\$456	\$494	\$67	\$540	\$490	\$11,052
Janesville	\$7,035	\$767	\$512	\$86	\$487	\$184	\$11,112
Oshkosh	\$7,046	\$549	\$459	\$55	\$490	\$260	\$10,963
Sheboygan	\$8,816	\$784	\$413	\$173	\$657	\$248	\$12,672
Milwaukee	\$8,117	\$824	\$1,103	\$369	\$644	\$668	\$13,641
Wisconsin	\$7,309	\$573	\$625	\$231	\$593	\$493	\$11,782

<u>Finances</u>	Instruction	Pupil services	Instructional staff services	General administration	Building administration	Transportation	Total operations spending
Madison	2	1	1	5	1	4	1
Kenosha	4	5	3	8	4	6	4
<b>Racine</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>3</b>
Green Bay	7	6	4	3	2	5	6
Appleton	6	7	6	7	6	8	7
Waukesha	5	9	9	2	3	1	5
Eau Claire	10	10	7	9	8	2	9
Janesville	9	3	5	6	10	10	8
Oshkosh	8	8	8	10	9	7	10
Sheboygan	1	2	10	1	5	9	2

**Table 23: Average teacher compensation, 2010-11**

<u>Staffing</u>	Average Salary	Rank	Average Fringe	Rank	Total Compensation	Rank
Madison	\$52,877	7	\$23,299	10	\$76,176	10
Kenosha	\$57,475	4	\$32,201	1	\$89,676	4
<b>Racine</b>	<b>\$55,405</b>	<b>5</b>	<b>\$28,533</b>	<b>5</b>	<b>\$83,938</b>	<b>5</b>
Green Bay	\$53,109	6	\$28,099	6	\$81,208	7
Appleton	\$59,303	3	\$30,542	2	\$89,845	2
Waukesha	\$63,887	1	\$29,528	3	\$93,415	1
Eau Claire	\$52,442	9	\$29,326	4	\$81,768	6
Janesville	\$52,629	8	\$23,614	9	\$76,243	9
Oshkosh	\$51,900	10	\$26,369	7	\$78,269	8
Sheboygan	\$63,440	2	\$26,261	8	\$89,701	3
Milwaukee	\$57,602		\$36,040		\$93,642	

**Table 24: Average teacher experience, 2010-11**

<u>Staffing</u>	Average Local Experience	Rank	Average Total Experience	Rank
Madison	11.96	6	14.2	4
Kenosha	11.43	8	12.59	8
<b>Racine</b>	<b>10.82</b>	<b>9</b>	<b>12.54</b>	<b>10</b>
Green Bay	13.47	5	13.47	7
Appleton	14.01	3	16.72	2
Waukesha	15.5	1	16.89	1
Eau Claire	13.48	4	16.15	3
Janesville	11.67	7	13.9	6
Oshkosh	10.58	10	12.58	9
Sheboygan	14.1	2	14.1	5
Milwaukee	11.41		11.79	

**Table 25: Attendance, truancy, and dropout rates, 2009-10**

<u>Engagement</u>	Attendance		Habitual Truancy			High School Dropouts		
	Rate	Rank	Truants	Percent	Rank	Dropouts	Rate	Rank
Madison	95.7%	2	1,814	7.5%	5	258	2.3%	3
Kenosha	93.5%	9	3,918	18.0%	1	151	1.5%	6
<b>Racine</b>	<b>93.0%</b>	<b>10</b>	<b>3,088</b>	<b>15.5%</b>	<b>3</b>	<b>439</b>	<b>4.6%</b>	<b>1</b>
Green Bay	93.6%	8	3,203	16.8%	2	315	3.5%	2
Appleton	95.8%	1	527	3.6%	9	94	1.3%	7
Waukesha	94.5%	5	142	1.1%	10	68	1.0%	9
Eau Claire	95.7%	3	466	4.7%	6	44	0.9%	10
Janesville	94.3%	7	1,179	12.0%	4	100	2.0%	4
Sheboygan	94.5%	6	434	4.6%	7	49	1.1%	8
Oshkosh	94.8%	4	418	4.4%	8	88	1.9%	5
Milwaukee	88.2%		34,293	45.8%		2,114	5.9%	
State of Wisconsin	94.4%		73,058	8.9%		6,434	1.6%	

**Table 26: Suspensions and expulsions, 2009-10**

<u>Behavior</u>	Suspensions			Expulsions		
	Students	Percent	Rank	Students	Percent	Rank
Madison	1,919	7.8%	3	25	0.10%	7
Kenosha	2,310	10.1%	2	36	0.16%	4
<b>Racine</b>	<b>2,950</b>	<b>13.9%</b>	<b>1</b>	<b>155</b>	<b>0.73%</b>	<b>1</b>
Green Bay	1,327	6.5%	4	0	0.00%	9
Appleton	410	2.7%	8	17	0.11%	6
Waukesha	297	2.1%	9	25	0.18%	3
Eau Claire	350	3.2%	7	7	0.06%	8
Janesville	663	6.3%	5	28	0.27%	2
Oshkosh	559	5.5%	6	13	0.13%	5
Sheboygan	184	1.8%	10	0	0.00%	9
Milwaukee	24,162	29.4%		371	0.45%	
State of Wisconsin	54,676	6.3%		1,218	0.14%	

**Table 27: 3<sup>rd</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	3rd grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	9.1%	18.1%	28.7%	42.3%	8	20.3%	9.1%	33.0%	35.8%	9
Kenosha	5.4%	14.6%	37.2%	41.3%	6	16.4%	10.4%	43.4%	28.4%	6
<b>Racine</b>	<b>9.8%</b>	<b>21.5%</b>	<b>37.2%</b>	<b>28.5%</b>	<b>10</b>	<b>26.2%</b>	<b>14.4%</b>	<b>41.2%</b>	<b>17.2%</b>	<b>10</b>
Green Bay	4.6%	14.5%	32.8%	34.9%	9	16.0%	10.4%	43.0%	29.9%	5
Appleton	4.5%	14.6%	36.5%	42.8%	5	17.0%	11.4%	42.2%	28.0%	8
Waukesha	3.4%	12.6%	33.5%	49.1%	1	12.2%	8.7%	45.1%	33.2%	2
Eau Claire	5.8%	11.5%	31.8%	49.7%	2	14.1%	9.1%	42.1%	33.7%	4
Janesville	6.0%	16.7%	34.8%	40.9%	7	16.0%	11.0%	42.6%	28.8%	7
Oshkosh	2.8%	14.2%	34.6%	46.3%	3	9.6%	9.3%	45.8%	33.2%	1
Sheboygan	4.4%	13.3%	41.0%	39.7%	4	12.1%	10.2%	47.6%	28.6%	3
Milwaukee	11.8%	24.8%	39.3%	21.0%		35.2%	13.4%	35.4%	13.0%	
Wisconsin	4.9%	13.8%	34.8%	44.3%		15.7%	9.7%	41.8%	31.2%	

**Table 28: 4<sup>th</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	4th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	7.1%	15.0%	33.0%	43.7%	9	15.9%	8.6%	34.2%	40.1%	9
Kenosha	3.9%	15.9%	40.2%	39.0%	7	10.5%	8.8%	42.5%	37.4%	3
<b>Racine</b>	<b>7.1%</b>	<b>19.0%</b>	<b>42.0%</b>	<b>30.3%</b>	<b>10</b>	<b>18.8%</b>	<b>13.6%</b>	<b>43.7%</b>	<b>22.6%</b>	<b>10</b>
Green Bay	3.5%	10.5%	42.5%	36.1%	8	10.0%	10.0%	41.1%	38.0%	6
Appleton	2.2%	11.8%	38.3%	45.3%	4	10.1%	8.4%	41.1%	38.2%	4
Waukesha	2.3%	11.3%	41.2%	43.9%	2	10.7%	10.6%	46.2%	31.7%	8
Eau Claire	2.5%	10.2%	38.8%	46.9%	1	10.1%	9.8%	47.2%	31.4%	7
Janesville	3.8%	12.8%	37.0%	44.1%	6	11.3%	7.3%	35.3%	43.8%	5
Oshkosh	3.2%	10.8%	45.2%	38.8%	3	8.1%	8.2%	38.4%	43.2%	1
Sheboygan	3.5%	33.6%	43.9%	38.5%	5	7.2%	9.9%	40.9%	40.4%	2
Milwaukee	10.7%	25.8%	42.3%	18.4%		29.0%	13.4%	37.5%	17.4%	
Wisconsin	3.9%	12.2%	39.9%	42.2%		11.4%	8.8%	40.7%	37.6%	

**Table 29: 5<sup>th</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	5th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	6.3%	14.1%	36.1%	42.1%	9	16.4%	8.4%	30.3%	43.5%	9
Kenosha	2.7%	13.2%	45.7%	37.7%	6	9.8%	7.3%	31.4%	50.7%	4
<b>Racine</b>	<b>5.9%</b>	<b>18.2%</b>	<b>45.2%</b>	<b>28.9%</b>	<b>10</b>	<b>19.6%</b>	<b>14.3%</b>	<b>37.2%</b>	<b>27.3%</b>	<b>10</b>
Green Bay	3.2%	12.1%	43.0%	36.8%	8	13.2%	7.6%	34.1%	44.2%	7
Appleton	2.9%	9.8%	40.0%	45.3%	4	10.3%	7.6%	35.4%	44.6%	6
Waukesha	2.8%	12.8%	43.0%	39.3%	7	13.2%	11.2%	37.1%	37.0%	8
Eau Claire	3.1%	7.6%	35.0%	52.4%	2	9.3%	7.7%	36.7%	44.5%	5
Janesville	2.1%	11.2%	44.3%	41.4%	3	8.3%	7.7%	31.0%	52.0%	3
Oshkosh	1.1%	8.8%	45.7%	41.9%	1	6.9%	4.7%	29.0%	57.0%	1
Sheboygan	1.6%	11.4%	48.1%	36.1%	5	6.1%	7.0%	34.3%	50.1%	2
Milwaukee	11.4%	23.9%	45.5%	16.3%		28.0%	15.0%	34.6%	19.6%	
Wisconsin	3.5%	11.2%	43.0%	40.5%		11.6%	8.5%	33.3%	45.1%	

**Table 30: 6<sup>th</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	6th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	8.0%	12.0%	35.5%	43.1%	8	18.7%	10.7%	29.6%	39.6%	9
Kenosha	3.7%	9.6%	47.4%	37.6%	6	8.7%	10.9%	41.0%	38.5%	6
<b>Racine</b>	<b>7.4%</b>	<b>13.4%</b>	<b>43.0%</b>	<b>32.8%</b>	<b>10</b>	<b>19.9%</b>	<b>13.8%</b>	<b>38.9%</b>	<b>25.1%</b>	<b>10</b>
Green Bay	4.2%	13.7%	41.6%	36.8%	9	11.8%	9.3%	33.6%	43.9%	8
Appleton	2.7%	5.6%	36.3%	54.0%	1	6.2%	8.7%	35.6%	48.1%	4
Waukesha	4.4%	8.4%	38.8%	46.8%	5	11.0%	9.8%	32.4%	45.3%	7
Eau Claire	2.7%	6.1%	36.6%	51.8%	2	7.8%	7.6%	28.1%	54.0%	5
Janesville	2.8%	8.0%	40.4%	47.2%	3	5.3%	9.4%	36.7%	47.1%	3
Oshkosh	2.2%	7.9%	42.3%	43.9%	4	4.9%	7.1%	29.2%	55.1%	2
Sheboygan	3.5%	12.1%	42.2%	40.8%	7	5.7%	8.6%	36.0%	48.6%	1
Milwaukee	12.6%	20.9%	46.9%	16.3%		29.1%	14.7%	36.4%	16.4%	
Wisconsin	4.0%	8.9%	40.8%	44.6%		10.5%	9.0%	35.9%	43.1%	

**Table 31: 7<sup>th</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	7th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	7.4%	9.2%	33.6%	47.5%	9	12.5%	11.7%	38.9%	34.7%	9
Kenosha	4.6%	9.0%	42.6%	42.9%	7	7.5%	11.8%	46.9%	32.9%	5
<b>Racine</b>	<b>7.2%</b>	<b>12.4%</b>	<b>42.2%</b>	<b>34.8%</b>	<b>10</b>	<b>16.3%</b>	<b>18.6%</b>	<b>45.6%</b>	<b>17.6%</b>	<b>10</b>
Green Bay	2.7%	9.8%	42.0%	40.9%	8	9.7%	12.0%	40.0%	37.1%	6
Appleton	2.7%	6.0%	35.6%	54.8%	1	6.8%	10.4%	43.8%	37.8%	2
Waukesha	3.6%	8.7%	39.8%	46.0%	6	8.5%	12.7%	42.7%	34.2%	7
Eau Claire	4.0%	7.9%	35.4%	50.8%	4	10.4%	12.3%	41.3%	34.3%	8
Janesville	2.7%	8.2%	32.5%	54.9%	3	7.7%	9.3%	41.5%	39.8%	4
Oshkosh	3.0%	5.7%	37.2%	51.7%	2	4.7%	6.9%	37.8%	48.0%	1
Sheboygan	3.1%	8.9%	42.0%	43.8%	5	6.3%	10.0%	44.1%	37.2%	3
Milwaukee	12.2%	19.5%	45.1%	20.0%		25.7%	22.0%	38.6%	10.4%	
Wisconsin	4.0%	8.5%	38.5%	47.2%		8.7%	11.5%	44.2%	34.1%	



**Table 32: 8<sup>th</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	8th grade scores									
	Reading Minimum	Basic	Proficient	Advanced	Rank	Math Minimum	Basic	Proficient	Advanced	Rank
Madison	7.4%	9.1%	32.9%	49.4%	9	12.9%	11.3%	38.9%	35.7%	9
Kenosha	5.1%	9.4%	40.1%	43.6%	7	7.0%	13.6%	47.9%	29.8%	7
<b>Racine</b>	<b>6.5%</b>	<b>13.9%</b>	<b>47.0%</b>	<b>29.2%</b>	<b>10</b>	<b>17.8%</b>	<b>19.9%</b>	<b>44.5%</b>	<b>16.0%</b>	<b>10</b>
Green Bay	3.5%	8.5%	42.8%	40.8%	8	9.8%	12.9%	44.0%	31.7%	8
Appleton	3.6%	7.4%	34.4%	52.6%	5	8.3%	11.8%	42.1%	35.7%	6
Waukesha	5.1%	6.6%	38.3%	48.9%	3	7.3%	12.6%	46.9%	32.0%	5
Eau Claire	2.5%	6.3%	35.5%	53.7%	1	5.2%	9.6%	51.3%	32.3%	2
Janesville	2.9%	6.0%	39.5%	49.0%	2	6.0%	8.3%	50.1%	32.8%	3
Oshkosh	3.5%	6.6%	36.7%	50.3%	4	3.2%	9.8%	48.1%	36.0%	1
Sheboygan	4.3%	9.1%	41.7%	43.0%	6	7.0%	9.7%	51.1%	29.8%	4
Milwaukee	14.4%	18.2%	18.2%	45.1%		28.4%	22.5%	37.2%	8.5%	
Wisconsin	4.5%	8.0%	39.0%	46.6%		9.2%	11.8%	46.7%	30.7%	

**Table 33: 10<sup>th</sup> grade WKCE reading and math scores, 2010-11**

<u>Performance</u>	10th grade scores									
	Reading Minimum	Basic	Proficient	Advanced	Rank	Math Minimum	Basic	Proficient	Advanced	Rank
Madison	9.9%	14.7%	26.5%	46.9%	7	16.4%	11.1%	39.6%	30.5%	7
Kenosha	11.0%	16.7%	33.0%	36.6%	9	17.5%	17.8%	46.0%	15.8%	9
<b>Racine</b>	<b>19.2%</b>	<b>25.6%</b>	<b>29.9%</b>	<b>22.3%</b>	<b>10</b>	<b>33.7%</b>	<b>20.3%</b>	<b>33.8%</b>	<b>9.0%</b>	<b>10</b>
Green Bay	6.6%	16.8%	32.0%	42.2%	6	14.5%	14.1%	45.9%	24.0%	8
Appleton	6.5%	14.2%	30.9%	46.6%	4	11.2%	13.8%	43.8%	29.4%	3
Waukesha	7.3%	15.9%	33.7%	41.4%	5	13.4%	13.0%	48.5%	23.6%	5
Eau Claire	6.5%	11.5%	33.0%	45.7%	3	9.0%	11.7%	47.8%	28.1%	2
Janesville	4.7%	13.0%	35.8%	44.7%	2	11.6%	14.5%	50.7%	21.1%	6
Oshkosh	4.9%	9.8%	34.8%	47.9%	1	6.6%	6.6%	47.3%	37.1%	1
Sheboygan	8.1%	18.9%	33.5%	37.0%	8	9.6%	14.7%	46.1%	27.0%	4
Milwaukee	28.4%	28.4%	27.2%	11.8%		43.0%	22.1%	27.5%	2.8%	
Wisconsin	8.5%	15.4%	32.9%	41.0%		14.1%	13.6%	47.2%	22.9%	

**Table 34: High school completion, 2009-10**

<u>Graduation</u>	Total expected to complete	Regular diplomas	% regular diplomas
Madison	2,053	1,683	82.0%
Kenosha	1,876	1,634	87.1%
<b>Racine</b>	<b>1,686</b>	<b>1,230</b>	<b>73.0%</b>
Green Bay	1,554	1,262	81.2%
Appleton	1,173	1,075	91.6%
Waukesha	1,233	1,201	97.4%
Eau Claire	886	826	93.2%
Janesville	901	788	87.5%
Oshkosh	863	762	88.3%
Sheboygan	847	800	94.5%
Milwaukee	6,948	4,634	66.7%
State of Wisconsin	71,956	64,687	89.9%

**Table 35: Advanced placement (AP) exams, 2009-10**

<u>Performance</u>	Exams passed	% exams passed	Passed as a % of enrollment	Rank
Madison	1,181	86.0%	15.6%	4
Kenosha	560	66.0%	8.0%	6
<b>Racine AP</b>	<b>194</b>	<b>43.2%</b>	<b>3.0%</b>	
<b>Racine IB</b>	<b>145</b>	<b>79.2%</b>	<b>2.2%</b>	
<b>Racine AP &amp; IB</b>	<b>339</b>	<b>53.6%</b>	<b>5.2%</b>	<b>9</b>
Green Bay	636	72.4%	10.7%	5
Appleton	783	71.1%	16.2%	3
Waukesha	893	73.1%	18.4%	1
Eau Claire	573	69.9%	17.2%	2
Janesville	265	57.0%	7.8%	7
Oshkosh	158	74.9%	4.9%	10
Sheboygan	205	77.4%	6.2%	8
Milwaukee	343	25.5%	1.4%	
State of Wisconsin	29,626	68.5%	10.7%	

**Table 36: ACT Scores, 2010-11**

<u>Performance</u>	ACT test scores						
	Percent tested	Reading	English	Math	Science	Composite	Rank
Madison	58.8%	24.4	23.6	24.5	23.7	24.2	1
Kenosha	60.5%	22.1	21.4	21.1	21.7	21.7	8
<b>Racine</b>	<b>36.8%</b>	<b>20.8</b>	<b>19.9</b>	<b>20.7</b>	<b>21.2</b>	<b>20.8</b>	<b>10</b>
Green Bay	47.3%	22.3	21.4	23.3	22.7	22.5	6
Appleton	62.0%	23.4	22.3	23.2	23.3	23.2	2
Waukesha	54.2%	23.3	22.4	22.5	23.0	23.0	3
Eau Claire	51.1%	23.2	22.3	22.6	22.9	22.9	4
Janesville	58.3%	21.8	20.6	20.6	21.4	21.2	9
Oshkosh	55.6%	23.0	21.5	22.9	22.7	22.7	5
Sheboygan	51.3%	21.6	20.5	22.5	22.0	21.8	7
Milwaukee	83.9%	15.8	14.1	16.0	16.6	15.8	
State of Wisconsin	59.6%	22.3	21.3	21.8	22.2	22.0	

## APPENDIX II – SCHOOL-BY-SCHOOL DATA

### Case

### Racine School Report

October 2011

High

Principal: Stephanie Phernetton

#### Total Enrollment by Year

2010-2011:	<b>1,981</b>
2009-2010:	<b>1,984</b>
2008-2009:	<b>1,992</b>
2007-2008:	<b>2,020</b>
2006-2007:	<b>1,976</b>
2005-2006:	<b>1,966</b>
2004-2005:	<b>2,053</b>
2003-2004:	<b>1,954</b>
2002-2003:	<b>1,942</b>
2001-2002:	<b>1,904</b>

#### Attendance

Attendance Rate:	<b>90.9%</b>
Habitual Truants:	<b>456</b>
Truancy Rate:	<b>23.0%</b>
Pupils Suspended:	<b>436</b>
Suspension Rate:	<b>22.0%</b>
Dropouts:	<b>97</b>
Dropout Rate:	<b>4.7%</b>
Graduation Rate:	<b>77.5%</b>

#### Standardized Tests

#### Enrollment Demographics

Asian:	<b>40</b>
African American:	<b>592</b>
Hispanic:	<b>383</b>
Indian:	<b>9</b>
White:	<b>941</b>
% African American:	<b>29.9%</b>
% Minority:	<b>52.5%</b>
Free Lunch Eligible:	<b>54.0%</b>

#### 10th

#### At/Above Proficient

Reading:	<b>45.5%</b>
Language:	<b>47.3%</b>
Math:	<b>43.9%</b>
Science:	<b>42.4%</b>
Social Studies:	<b>54.5%</b>

#### ACT

Percent Tested:	<b>38.9%</b>
English:	<b>19.7</b>
Math:	<b>20.9</b>
Reading:	<b>20.5</b>
Science:	<b>21.3</b>
Composite:	<b>20.7</b>

Note: Blank cells are not applicable.

## Total Enrollment by Year

2010-2011:	<b>2,004</b>
2009-2010:	<b>2,093</b>
2008-2009:	<b>2,059</b>
2007-2008:	<b>2,168</b>
2006-2007:	<b>2,207</b>
2005-2006:	<b>2,166</b>
2004-2005:	<b>2,154</b>
2003-2004:	<b>2,163</b>
2002-2003:	<b>2,175</b>
2001-2002:	<b>2,094</b>

## Attendance

Attendance Rate:	<b>90.8%</b>
Habitual Truants:	<b>612</b>
Truancy Rate:	<b>29.2%</b>
Pupils Suspended:	<b>356</b>
Suspension Rate:	<b>17.0%</b>
Dropouts:	<b>147</b>
Dropout Rate:	<b>6.9%</b>
Graduation Rate:	<b>72.1%</b>

## Standardized Tests

### Enrollment Demographics

Asian:	<b>27</b>
African American:	<b>515</b>
Hispanic:	<b>397</b>
Indian:	<b>7</b>
White:	<b>1,042</b>
% African American:	<b>25.7%</b>
% Minority:	<b>48.0%</b>
Free Lunch Eligible:	<b>55.5%</b>

### 10th

#### At/Above Proficient

Reading:	<b>54.9%</b>
Language:	<b>50.8%</b>
Math:	<b>45.1%</b>
Science:	<b>51.1%</b>
Social Studies:	<b>58.8%</b>

### ACT

Percent Tested:	<b>32.2%</b>
English:	<b>20.3</b>
Math:	<b>20.7</b>
Reading:	<b>21.2</b>
Science:	<b>21.4</b>
Composite:	<b>21.1</b>

Note: Blank cells are not applicable.

# Park

High

## Racine School Report

October 2011

Principal: Dan Thielen

### Total Enrollment by Year

2010-2011:	<b>1,862</b>
2009-2010:	<b>2,034</b>
2008-2009:	<b>2,168</b>
2007-2008:	<b>2,275</b>
2006-2007:	<b>2,324</b>
2005-2006:	<b>2,305</b>
2004-2005:	<b>2,287</b>
2003-2004:	<b>2,224</b>
2002-2003:	<b>2,252</b>
2001-2002:	<b>2,210</b>

### Attendance

Attendance Rate:	<b>92.5%</b>
Habitual Truants:	<b>583</b>
Truancy Rate:	<b>28.7%</b>
Pupils Suspended:	<b>356</b>
Suspension Rate:	<b>17.5%</b>
Dropouts:	<b>188</b>
Dropout Rate:	<b>8.9%</b>
Graduation Rate:	<b>66.0%</b>

### Enrollment Demographics

Asian:	<b>16</b>
African American:	<b>595</b>
Hispanic:	<b>363</b>
Indian:	<b>2</b>
White:	<b>872</b>
% African American:	<b>32.0%</b>
% Minority:	<b>53.2%</b>
Free Lunch Eligible:	<b>55.2%</b>

### Standardized Tests

#### 10th

#### At/Above Proficient

Reading:	<b>54.9%</b>
Language:	<b>38.5%</b>
Math:	<b>33.0%</b>
Science:	<b>46.7%</b>
Social Studies:	<b>54.4%</b>

#### ACT

Percent Tested:	<b>33.4%</b>
English:	<b>18.6</b>
Math:	<b>19.7</b>
Reading:	<b>19.9</b>
Science:	<b>20.5</b>
Composite:	<b>19.8</b>

*Note: Blank cells are not applicable.*

Principal: Robert Holzem

Total Enrollment by Year

2010-2011:	<b>300</b>
2009-2010:	<b>299</b>
2008-2009:	<b>298</b>
2007-2008:	<b>290</b>
2006-2007:	<b>287</b>
2005-2006:	<b>284</b>
2004-2005:	<b>281</b>
2003-2004:	<b>269</b>
2002-2003:	<b>226</b>
2001-2002:	<b>206</b>

Attendance

Attendance Rate:	<b>94.7%</b>
Habitual Truants:	<b>4</b>
Truancy Rate:	<b>1.3%</b>
Pupils Suspended:	<b>5</b>
Suspension Rate:	<b>1.7%</b>
Dropouts:	<b>0</b>
Dropout Rate:	<b>0.0%</b>
Graduation Rate:	<b>98.6%</b>

Enrollment  
Demographics

Asian:	<b>9</b>
African American:	<b>31</b>
Hispanic:	<b>57</b>
Indian:	<b>1</b>
White:	<b>200</b>
% African American:	<b>10.3%</b>
% Minority:	<b>33.3%</b>
Free Lunch Eligible:	<b>32.0%</b>

Standardized Tests10thAt/Above Proficient

Reading:	<b>85.7%</b>
Language:	<b>88.6%</b>
Math:	<b>84.3%</b>
Science:	<b>87.1%</b>
Social Studies:	<b>94.3%</b>

ACT

Percent Tested:	<b>84.7%</b>
English:	<b>22.8</b>
Math:	<b>22.7</b>
Reading:	<b>23.9</b>
Science:	<b>22.2</b>
Composite:	<b>23.0</b>

Note: Blank cells are not applicable.

Principal: Robert Holzem

### Total Enrollment by Year

2010-2011:	<b>293</b>
2009-2010:	<b>296</b>
2008-2009:	<b>234</b>
2007-2008:	<b>242</b>
2006-2007:	<b>220</b>
2005-2006:	<b>220</b>
2004-2005:	<b>195</b>
2003-2004:	<b>200</b>
2002-2003:	<b>208</b>
2001-2002:	<b>126</b>

### Attendance

Attendance Rate:	<b>92.3%</b>
Habitual Truants:	<b>6</b>
Truancy Rate:	<b>2.0%</b>
Pupils Suspended:	<b>12</b>
Suspension Rate:	<b>4.1%</b>
Dropouts:	<b>0</b>
Dropout Rate:	<b>0.0%</b>
Graduation Rate:	<b>100.0%</b>

### Enrollment Demographics

Asian:	<b>10</b>
African American:	<b>55</b>
Hispanic:	<b>45</b>
Indian:	<b>0</b>
White:	<b>174</b>
% African American:	<b>18.8%</b>
% Minority:	<b>40.6%</b>
Free Lunch Eligible:	<b>39.6%</b>

### Standardized Tests

#### 6th

#### At/Above Proficient

Reading:	<b>97.7%</b>
Math:	<b>79.5%</b>

#### 7th

#### At/Above Proficient

Reading:	<b>92.3%</b>
Math:	<b>88.5%</b>

#### 8th

#### At/Above Proficient

Reading:	<b>100.0%</b>
Language:	<b>57.9%</b>
Math:	<b>73.7%</b>
Science:	<b>84.2%</b>
Social Studies:	<b>97.4%</b>

#### 10th

#### At/Above Proficient

Reading:	<b>64.9%</b>
Language:	<b>75.7%</b>
Math:	<b>62.2%</b>
Science:	<b>64.9%</b>
Social Studies:	<b>78.4%</b>

#### ACT

Percent Tested:	<b>60.0%</b>
English:	<b>22.3</b>
Math:	<b>22.7</b>
Reading:	<b>23.7</b>
Science:	<b>22.6</b>
Composite:	<b>22.9</b>

Note: Blank cells are not applicable.

Principal: Kevin Brown

Total Enrollment by Year

2010-2011:	<b>755</b>
2009-2010:	<b>799</b>
2008-2009:	<b>749</b>
2007-2008:	<b>756</b>
2006-2007:	<b>752</b>
2005-2006:	<b>787</b>
2004-2005:	<b>824</b>
2003-2004:	<b>919</b>
2002-2003:	<b>979</b>
2001-2002:	<b>972</b>

Enrollment  
Demographics

Asian:	<b>7</b>
African American:	<b>238</b>
Hispanic:	<b>216</b>
American Indian	<b>5</b>
Native Hawaiian or Pacific Islander:	<b>0</b>
American Indian	<b>6</b>
White:	<b>283</b>
% African American:	<b>31.5%</b>
% Minority:	<b>62.5%</b>
Free Lunch Eligible:	<b>74.1%</b>

Attendance

Attendance Rate:	<b>93.4%</b>
Habitual Truants:	<b>118</b>
Truancy Rate:	<b>14.8%</b>
Pupils Suspended:	<b>283</b>
Suspension Rate:	<b>35.4%</b>
Dropouts:	<b>1</b>
Dropout Rate:	<b>0.2%</b>

Standardized Tests

6th

	<u>At/Above Proficient</u>
Reading:	<b>68.9%</b>
Math:	<b>64.4%</b>

7th

	<u>At/Above Proficient</u>
Reading:	<b>78.2%</b>
Math:	<b>58.1%</b>

8th

	<u>At/Above Proficient</u>
Reading:	<b>77.8%</b>
Language:	<b>33.3%</b>
Math:	<b>57.0%</b>
Science:	<b>45.4%</b>
Social Studies:	<b>65.7%</b>

Note: Blank cells are not applicable.



**Principal:** Cheri Kulland

### Total Enrollment by Year

2010-2011:	<b>786</b>
2009-2010:	<b>789</b>
2008-2009:	<b>784</b>
2007-2008:	<b>761</b>
2006-2007:	<b>772</b>
2005-2006:	<b>785</b>
2004-2005:	<b>810</b>
2003-2004:	<b>820</b>
2002-2003:	<b>760</b>
2001-2002:	<b>761</b>

### Enrollment Demographics

Asian:	<b>4</b>
African American:	<b>178</b>
Hispanic:	<b>165</b>
American Indian	<b>7</b>
Native Hawaiian or Pacific Islander:	<b>0</b>
American Indian	<b>13</b>
White:	<b>419</b>
% African American:	<b>22.6%</b>
% Minority:	<b>46.7%</b>
Free Lunch Eligible:	<b>61.8%</b>

### Attendance

Attendance Rate:	<b>93.5%</b>
Habitual Truants:	<b>93</b>
Truancy Rate:	<b>11.8%</b>
Pupils Suspended:	<b>166</b>
Suspension Rate:	<b>21.0%</b>
Dropouts:	<b>0</b>
Dropout Rate:	<b>0.0%</b>

### Standardized Tests

#### 6th

	<u><b>At/Above Proficient</b></u>
Reading:	<b>79.2%</b>
Math:	<b>67.9%</b>

#### 7th

	<u><b>At/Above Proficient</b></u>
Reading:	<b>73.0%</b>
Math:	<b>63.1%</b>

#### 8th

	<u><b>At/Above Proficient</b></u>
Reading:	<b>76.1%</b>
Language:	<b>42.9%</b>
Math:	<b>62.4%</b>
Science:	<b>63.7%</b>
Social Studies:	<b>71.7%</b>

*Note: Blank cells are not applicable.*

Principal: Ann Yehle

### Total Enrollment by Year

2010-2011:	<b>897</b>
2009-2010:	<b>870</b>
2008-2009:	<b>857</b>
2007-2008:	<b>809</b>
2006-2007:	<b>791</b>
2005-2006:	<b>824</b>
2004-2005:	<b>911</b>
2003-2004:	<b>988</b>
2002-2003:	<b>1,022</b>
2001-2002:	<b>1,020</b>

### Enrollment Demographics

Asian:	<b>5</b>
African American:	<b>244</b>
Hispanic:	<b>189</b>
American Indian	<b>4</b>
Native Hawaiian or Pacific Islander:	<b>0</b>
American Indian	<b>11</b>
White:	<b>444</b>
% African American:	<b>27.2%</b>
% Minority:	<b>50.5%</b>
Free Lunch Eligible:	<b>58.8%</b>

### Attendance

Attendance Rate:	<b>93.5%</b>
Habitual Truants:	<b>89</b>
Truancy Rate:	<b>10.2%</b>
Pupils Suspended:	<b>221</b>
Suspension Rate:	<b>25.4%</b>
Dropouts:	<b>0</b>
Dropout Rate:	<b>0.0%</b>

### Standardized Tests

#### 6th

	<u><b>At/Above Proficient</b></u>
Reading:	<b>77.3%</b>
Math:	<b>63.4%</b>

#### 7th

	<u><b>At/Above Proficient</b></u>
Reading:	<b>82.2%</b>
Math:	<b>66.4%</b>

#### 8th

	<u><b>At/Above Proficient</b></u>
Reading:	<b>79.4%</b>
Language:	<b>51.8%</b>
Math:	<b>63.2%</b>
Science:	<b>61.5%</b>
Social Studies:	<b>74.1%</b>

Note: Blank cells are not applicable.

Principal: Leslie Jensen

Total Enrollment by Year

2010-2011:	<b>726</b>
2009-2010:	<b>698</b>
2008-2009:	<b>730</b>
2007-2008:	<b>746</b>
2006-2007:	<b>916</b>
2005-2006:	<b>891</b>
2004-2005:	<b>935</b>
2003-2004:	<b>981</b>
2002-2003:	<b>1,017</b>
2001-2002:	<b>915</b>

Enrollment  
Demographics

Asian:	<b>8</b>
African American:	<b>196</b>
Hispanic:	<b>230</b>
American Indian	<b>2</b>
Native Hawaiian or Pacific Islander:	<b>0</b>
American Indian	<b>4</b>
White:	<b>286</b>
% African American:	<b>27.0%</b>
% Minority:	<b>60.6%</b>
Free Lunch Eligible:	<b>65.9%</b>

Attendance

Attendance Rate:	<b>93.5%</b>
Habitual Truants:	<b>77</b>
Truancy Rate:	<b>11.0%</b>
Pupils Suspended:	<b>120</b>
Suspension Rate:	<b>17.2%</b>
Dropouts:	<b>0</b>
Dropout Rate:	<b>0.0%</b>

Standardized Tests

6th

	<u>At/Above Proficient</u>
Reading:	<b>69.5%</b>
Math:	<b>59.2%</b>

7th

	<u>At/Above Proficient</u>
Reading:	<b>82.2%</b>
Math:	<b>66.3%</b>

8th

	<u>At/Above Proficient</u>
Reading:	<b>71.4%</b>
Language:	<b>45.1%</b>
Math:	<b>67.6%</b>
Science:	<b>59.6%</b>
Social Studies:	<b>67.1%</b>

Note: Blank cells are not applicable.

Principal: Sandy Johannsen Brand

Total Enrollment by Year

2010-2011:	<b>804</b>
2009-2010:	<b>796</b>
2008-2009:	<b>754</b>
2007-2008:	<b>799</b>
2006-2007:	<b>743</b>
2005-2006:	<b>847</b>
2004-2005:	<b>839</b>
2003-2004:	<b>830</b>
2002-2003:	<b>864</b>
2001-2002:	<b>828</b>

Enrollment  
Demographics

Asian:	<b>17</b>
African American:	<b>256</b>
Hispanic:	<b>178</b>
American Indian	<b>1</b>
Native Hawaiian or Pacific Islander:	<b>0</b>
American Indian	<b>10</b>
White:	<b>342</b>
% African American:	<b>31.8%</b>
% Minority:	<b>57.5%</b>
Free Lunch Eligible:	<b>69.6%</b>

Attendance

Attendance Rate:	<b>92.8%</b>
Habitual Truants:	<b>87</b>
Truancy Rate:	<b>10.9%</b>
Pupils Suspended:	<b>181</b>
Suspension Rate:	<b>22.7%</b>
Dropouts:	<b>6</b>
Dropout Rate:	<b>1.1%</b>

Standardized Tests6th

	<u>At/Above Proficient</u>
Reading:	<b>74.5%</b>
Math:	<b>54.1%</b>

7th

	<u>At/Above Proficient</u>
Reading:	<b>67.6%</b>
Math:	<b>57.0%</b>

8th

	<u>At/Above Proficient</u>
Reading:	<b>75.7%</b>
Language:	<b>40.1%</b>
Math:	<b>55.5%</b>
Science:	<b>57.1%</b>
Social Studies:	<b>66.4%</b>

Note: Blank cells are not applicable.

Principal: Robert Holzem

Total Enrollment by Year

2010-2011:	<b>226</b>
2009-2010:	<b>225</b>
2008-2009:	<b>226</b>
2007-2008:	<b>224</b>
2006-2007:	<b>224</b>
2005-2006:	<b>220</b>
2004-2005:	<b>223</b>
2003-2004:	<b>220</b>
2002-2003:	<b>214</b>
2001-2002:	<b>209</b>

Enrollment  
Demographics

Asian:	<b>10</b>
African American:	<b>19</b>
Hispanic:	<b>46</b>
American Indian	<b>0</b>
Native Hawaiian or Pacific Islander:	<b>0</b>
American Indian	<b>0</b>
White:	<b>151</b>
% African American:	<b>8.4%</b>
% Minority:	<b>33.2%</b>
Free Lunch Eligible:	<b>33.2%</b>

Attendance

Attendance Rate:	<b>95.9%</b>
Habitual Truants:	<b>2</b>
Truancy Rate:	<b>0.9%</b>
Pupils Suspended:	<b>4</b>
Suspension Rate:	<b>1.8%</b>
Dropouts:	<b>0</b>
Dropout Rate:	<b>0.0%</b>

Standardized Tests6th

	<u>At/Above Proficient</u>
Reading:	<b>94.3%</b>
Math:	<b>95.7%</b>

7th

	<u>At/Above Proficient</u>
Reading:	<b>97.1%</b>
Math:	<b>90.0%</b>

8th

	<u>At/Above Proficient</u>
Reading:	<b>97.2%</b>
Language:	<b>76.4%</b>
Math:	<b>87.5%</b>
Science:	<b>90.3%</b>
Social Studies:	<b>94.4%</b>

Note: Blank cells are not applicable.

Principal: Doug Clum

Total Enrollment by Year

2010-2011:	<b>312</b>
2009-2010:	<b>301</b>
2008-2009:	<b>304</b>
2007-2008:	<b>309</b>
2006-2007:	<b>305</b>
2005-2006:	<b>336</b>
2004-2005:	<b>329</b>
2003-2004:	<b>325</b>
2002-2003:	<b>306</b>
2001-2002:	<b>309</b>

Enrollment  
Demographics

Asian:	<b>9</b>
African American:	<b>71</b>
Hispanic:	<b>53</b>
Indian:	<b>4</b>
White:	<b>168</b>
% African American:	<b>22.8%</b>
% Minority:	<b>46.2%</b>
Free Lunch Eligible:	<b>39.1%</b>

Attendance

Attendance Rate:	<b>95.6%</b>
Habitual Truants:	<b>0</b>
Truancy Rate:	<b>0.0%</b>
Pupils Suspended:	<b>1</b>
Suspension Rate:	<b>0.3%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>77.6%</b>
Math:	<b>59.2%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>88.0%</b>
Language:	<b>74.0%</b>
Math:	<b>76.0%</b>
Science:	<b>78.0%</b>
Social Studies:	<b>94.0%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>95.9%</b>
Math:	<b>73.5%</b>

Note: Blank cells are not applicable.

Principal: Sharon Campbell

Total Enrollment by Year

2010-2011:	<b>487</b>
2009-2010:	<b>475</b>
2008-2009:	<b>476</b>
2007-2008:	<b>490</b>
2006-2007:	<b>482</b>
2005-2006:	<b>461</b>
2004-2005:	<b>465</b>
2003-2004:	<b>461</b>
2002-2003:	<b>458</b>
2001-2002:	<b>456</b>

Enrollment  
Demographics

Asian:	<b>9</b>
African American:	<b>75</b>
Hispanic:	<b>188</b>
Indian:	<b>1</b>
White:	<b>208</b>
% African American:	<b>15.4%</b>
% Minority:	<b>57.3%</b>
Free Lunch Eligible:	<b>58.3%</b>

Attendance

Attendance Rate:	<b>93.5%</b>
Habitual Truants:	<b>41</b>
Truancy Rate:	<b>9.3%</b>
Pupils Suspended:	<b>19</b>
Suspension Rate:	<b>4.0%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>51.5%</b>
Math:	<b>51.5%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>76.3%</b>
Language:	<b>54.2%</b>
Math:	<b>62.7%</b>
Science:	<b>64.4%</b>
Social Studies:	<b>86.4%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>68.8%</b>
Math:	<b>50.0%</b>

Note: Blank cells are not applicable.

Principal: James Haas

Total Enrollment by Year

2010-2011:	<b>514</b>
2009-2010:	<b>524</b>
2008-2009:	<b>536</b>
2007-2008:	<b>541</b>
2006-2007:	<b>536</b>
2005-2006:	<b>532</b>
2004-2005:	<b>533</b>
2003-2004:	<b>543</b>
2002-2003:	<b>576</b>
2001-2002:	<b>600</b>

Enrollment  
Demographics

Asian:	<b>4</b>
African American:	<b>122</b>
Hispanic:	<b>200</b>
Indian:	<b>0</b>
White:	<b>177</b>
% African American:	<b>23.7%</b>
% Minority:	<b>65.6%</b>
Free Lunch Eligible:	<b>78.2%</b>

Attendance

Attendance Rate:	<b>94.3%</b>
Habitual Truants:	<b>59</b>
Truancy Rate:	<b>11.3%</b>
Pupils Suspended:	<b>43</b>
Suspension Rate:	<b>8.2%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>58.7%</b>
Math:	<b>50.8%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>78.1%</b>
Language:	<b>67.2%</b>
Math:	<b>67.2%</b>
Science:	<b>73.4%</b>
Social Studies:	<b>85.9%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>79.8%</b>
Math:	<b>50.0%</b>

Note: Blank cells are not applicable.



Principal: Anne Swanson

Total Enrollment by Year

2010-2011:	<b>391</b>
2009-2010:	<b>383</b>
2008-2009:	<b>346</b>
2007-2008:	<b>305</b>
2006-2007:	<b>314</b>
2005-2006:	<b>341</b>
2004-2005:	<b>341</b>
2003-2004:	<b>341</b>
2002-2003:	<b>363</b>
2001-2002:	<b>410</b>

Enrollment  
Demographics

Asian:	<b>4</b>
African American:	<b>201</b>
Hispanic:	<b>75</b>
Indian:	<b>3</b>
White:	<b>100</b>
% African American:	<b>51.4%</b>
% Minority:	<b>74.4%</b>
Free Lunch Eligible:	<b>78.9%</b>

Attendance

Attendance Rate:	<b>93.2%</b>
Habitual Truants:	<b>59</b>
Truancy Rate:	<b>17.1%</b>
Pupils Suspended:	<b>16</b>
Suspension Rate:	<b>4.2%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>61.1%</b>
Math:	<b>36.1%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>71.1%</b>
Language:	<b>71.1%</b>
Math:	<b>66.7%</b>
Science:	<b>66.7%</b>
Social Studies:	<b>88.9%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>66.7%</b>
Math:	<b>66.7%</b>

Note: Blank cells are not applicable.

Principal: Steven Russo

Total Enrollment by Year

2010-2011:	<b>982</b>
2009-2010:	<b>946</b>
2008-2009:	<b>961</b>
2007-2008:	<b>925</b>
2006-2007:	<b>858</b>
2005-2006:	<b>909</b>
2004-2005:	<b>837</b>
2003-2004:	<b>843</b>
2002-2003:	<b>832</b>
2001-2002:	<b>788</b>

Enrollment  
Demographics

Asian:	<b>21</b>
African American:	<b>67</b>
Hispanic:	<b>123</b>
Indian:	<b>2</b>
White:	<b>760</b>
% African American:	<b>6.8%</b>
% Minority:	<b>22.6%</b>
Free Lunch Eligible:	<b>24.8%</b>

Attendance

Attendance Rate:	<b>95.5%</b>
Habitual Truants:	<b>14</b>
Truancy Rate:	<b>1.6%</b>
Pupils Suspended:	<b>0</b>
Suspension Rate:	<b>0.0%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>82.8%</b>
Math:	<b>74.8%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>87.0%</b>
Language:	<b>82.4%</b>
Math:	<b>87.8%</b>
Science:	<b>88.5%</b>
Social Studies:	<b>95.4%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>89.6%</b>
Math:	<b>83.6%</b>

Note: Blank cells are not applicable.

Principal: Billie Marie Novick

Total Enrollment by Year

2010-2011:	<b>342</b>
2009-2010:	<b>348</b>
2008-2009:	<b>317</b>
2007-2008:	<b>390</b>
2006-2007:	<b>370</b>
2005-2006:	<b>321</b>
2004-2005:	<b>341</b>
2003-2004:	<b>352</b>
2002-2003:	<b>376</b>
2001-2002:	<b>385</b>

Enrollment  
Demographics

Asian:	<b>3</b>
African American:	<b>160</b>
Hispanic:	<b>71</b>
Indian:	<b>0</b>
White:	<b>105</b>
% African American:	<b>46.8%</b>
% Minority:	<b>69.3%</b>
Free Lunch Eligible:	<b>76.9%</b>

Attendance

Attendance Rate:	<b>92.1%</b>
Habitual Truants:	<b>53</b>
Truancy Rate:	<b>17.2%</b>
Pupils Suspended:	<b>43</b>
Suspension Rate:	<b>12.4%</b>

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	<b>40.7%</b>
Math:	<b>44.4%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>67.7%</b>
Language:	<b>48.4%</b>
Math:	<b>54.8%</b>
Science:	<b>64.5%</b>
Social Studies:	<b>77.4%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>22.2%</b>
Math:	<b>25.9%</b>

Note: Blank cells are not applicable.

Principal: Deborah Coca

Total Enrollment by Year

2010-2011:	<b>423</b>
2009-2010:	<b>407</b>
2008-2009:	<b>415</b>
2007-2008:	<b>421</b>
2006-2007:	<b>419</b>
2005-2006:	<b>403</b>
2004-2005:	<b>394</b>
2003-2004:	<b>384</b>
2002-2003:	<b>397</b>
2001-2002:	<b>392</b>

Enrollment  
Demographics

Asian:	<b>0</b>
African American:	<b>69</b>
Hispanic:	<b>296</b>
Indian:	<b>4</b>
White:	<b>46</b>
% African American:	<b>16.3%</b>
% Minority:	<b>89.1%</b>
Free Lunch Eligible:	<b>94.8%</b>

Attendance

Attendance Rate:	<b>95.5%</b>
Habitual Truants:	<b>56</b>
Truancy Rate:	<b>15.0%</b>
Pupils Suspended:	<b>8</b>
Suspension Rate:	<b>2.0%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>59.3%</b>
Math:	<b>46.3%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>72.7%</b>
Language:	<b>65.9%</b>
Math:	<b>61.4%</b>
Science:	<b>77.3%</b>
Social Studies:	<b>95.5%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>69.6%</b>
Math:	<b>73.2%</b>

Note: Blank cells are not applicable.

Principal: Soren Gajewski

Grade

### Total Enrollment by Year

2010-2011:	<b>566</b>
2009-2010:	<b>563</b>
2008-2009:	<b>554</b>
2007-2008:	<b>543</b>
2006-2007:	<b>547</b>
2005-2006:	<b>561</b>
2004-2005:	<b>542</b>
2003-2004:	<b>550</b>
2002-2003:	<b>564</b>
2001-2002:	<b>562</b>

### Enrollment Demographics

Asian:	<b>26</b>
African American:	<b>76</b>
Hispanic:	<b>69</b>
Indian:	<b>5</b>
White:	<b>376</b>
% African American:	<b>13.4%</b>
% Minority:	<b>33.6%</b>
Free Lunch Eligible:	<b>25.6%</b>

### Attendance

Attendance Rate:	<b>95.8%</b>
Habitual Truants:	<b>1</b>
Truancy Rate:	<b>0.2%</b>
Pupils Suspended:	<b>2</b>
Suspension Rate:	<b>0.4%</b>

### Standardized Tests

#### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>92.5%</b>
Math:	<b>90.3%</b>

#### 4th

	<u>At/Above Proficient</u>
Reading:	<b>93.6%</b>
Language:	<b>90.4%</b>
Math:	<b>91.5%</b>
Science:	<b>88.3%</b>
Social Studies:	<b>97.9%</b>

#### 5th

	<u>At/Above Proficient</u>
Reading:	<b>#####</b>
Math:	<b>95.0%</b>

Note: Blank cells are not applicable.

### Total Enrollment by Year

2010-2011:	<b>361</b>
2009-2010:	<b>335</b>
2008-2009:	<b>368</b>
2007-2008:	<b>376</b>
2006-2007:	<b>381</b>
2005-2006:	<b>365</b>
2004-2005:	<b>334</b>
2003-2004:	<b>361</b>
2002-2003:	<b>404</b>
2001-2002:	<b>435</b>

### Enrollment Demographics

Asian:	<b>3</b>
African American:	<b>105</b>
Hispanic:	<b>80</b>
Indian:	<b>0</b>
White:	<b>167</b>
% African American:	<b>29.1%</b>
% Minority:	<b>53.7%</b>
Free Lunch Eligible:	<b>64.8%</b>

### Attendance

Attendance Rate:	<b>92.9%</b>
Habitual Truants:	<b>37</b>
Truancy Rate:	<b>12.2%</b>
Pupils Suspended:	<b>39</b>
Suspension Rate:	<b>11.6%</b>

### Standardized Tests

#### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>73.7%</b>
Math:	<b>78.9%</b>

#### 4th

	<u>At/Above Proficient</u>
Reading:	<b>81.8%</b>
Language:	<b>72.7%</b>
Math:	<b>72.7%</b>
Science:	<b>84.8%</b>
Social Studies:	<b>97.0%</b>

#### 5th

	<u>At/Above Proficient</u>
Reading:	<b>81.1%</b>
Math:	<b>64.9%</b>

Note: Blank cells are not applicable.

Principal: Staci Kimmons

### Total Enrollment by Year

2010-2011:	<b>464</b>
2009-2010:	<b>434</b>
2008-2009:	<b>426</b>
2007-2008:	<b>342</b>
2006-2007:	<b>370</b>
2005-2006:	<b>349</b>
2004-2005:	<b>357</b>
2003-2004:	<b>374</b>
2002-2003:	
2001-2002:	

### Enrollment Demographics

Asian:	<b>1</b>
African American:	<b>183</b>
Hispanic:	<b>243</b>
Indian:	<b>0</b>
White:	<b>34</b>
% African American:	<b>39.4%</b>
% Minority:	<b>92.7%</b>
Free Lunch Eligible:	<b>92.7%</b>

### Attendance

Attendance Rate:	<b>93.7%</b>
Habitual Truants:	<b>69</b>
Truancy Rate:	<b>18.2%</b>
Pupils Suspended:	<b>97</b>
Suspension Rate:	<b>22.4%</b>

### Standardized Tests

#### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>53.7%</b>
Math:	<b>46.3%</b>

#### 4th

	<u>At/Above Proficient</u>
Reading:	<b>42.5%</b>
Language:	<b>37.5%</b>
Math:	<b>37.5%</b>
Science:	<b>37.5%</b>
Social Studies:	<b>65.0%</b>

#### 5th

	<u>At/Above Proficient</u>
Reading:	<b>52.8%</b>
Math:	<b>55.6%</b>

Note: Blank cells are not applicable.

## Total Enrollment by Year

2010-2011:	<b>445</b>
2009-2010:	<b>501</b>
2008-2009:	<b>523</b>
2007-2008:	<b>562</b>
2006-2007:	<b>569</b>
2005-2006:	<b>545</b>
2004-2005:	<b>516</b>
2003-2004:	<b>490</b>
2002-2003:	<b>513</b>
2001-2002:	<b>512</b>

## Enrollment Demographics

Asian:	<b>4</b>
African American:	<b>206</b>
Hispanic:	<b>96</b>
Indian:	<b>2</b>
White:	<b>126</b>
% African American:	<b>46.3%</b>
% Minority:	<b>71.7%</b>
Free Lunch Eligible:	<b>85.4%</b>

## Attendance

Attendance Rate:	<b>90.7%</b>
Habitual Truants:	<b>135</b>
Truancy Rate:	<b>29.1%</b>
Pupils Suspended:	<b>81</b>
Suspension Rate:	<b>16.2%</b>

## Standardized Tests

### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>53.5%</b>
Math:	<b>51.2%</b>

### 4th

	<u>At/Above Proficient</u>
Reading:	<b>50.0%</b>
Language:	<b>52.4%</b>
Math:	<b>45.2%</b>
Science:	<b>42.9%</b>
Social Studies:	<b>81.0%</b>

### 5th

	<u>At/Above Proficient</u>
Reading:	<b>59.7%</b>
Math:	<b>64.5%</b>

Note: Blank cells are not applicable.



Principal: Kevin McCormick

Total Enrollment by Year

2010-2011:	<b>446</b>
2009-2010:	<b>467</b>
2008-2009:	<b>511</b>
2007-2008:	<b>481</b>
2006-2007:	<b>484</b>
2005-2006:	<b>470</b>
2004-2005:	<b>457</b>
2003-2004:	<b>454</b>
2002-2003:	<b>418</b>
2001-2002:	<b>412</b>

Enrollment  
Demographics

Asian:	<b>2</b>
African American:	<b>89</b>
Hispanic:	<b>205</b>
Indian:	<b>1</b>
White:	<b>144</b>
% African American:	<b>20.0%</b>
% Minority:	<b>67.7%</b>
Free Lunch Eligible:	<b>75.8%</b>

Attendance

Attendance Rate:	<b>93.5%</b>
Habitual Truants:	<b>47</b>
Truancy Rate:	<b>11.0%</b>
Pupils Suspended:	<b>60</b>
Suspension Rate:	<b>12.8%</b>

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	<b>57.7%</b>
Math:	<b>42.3%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>61.4%</b>
Language:	<b>59.1%</b>
Math:	<b>68.2%</b>
Science:	<b>56.8%</b>
Social Studies:	<b>77.3%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>69.6%</b>
Math:	<b>53.6%</b>

Note: Blank cells are not applicable.

# North Park

## Racine School Report

October 2011

Principal: Mark Zanin

Grade

### Total Enrollment by Year

2010-2011:	<b>472</b>
2009-2010:	<b>483</b>
2008-2009:	<b>467</b>
2007-2008:	<b>500</b>
2006-2007:	<b>505</b>
2005-2006:	<b>421</b>
2004-2005:	<b>413</b>
2003-2004:	<b>398</b>
2002-2003:	<b>443</b>
2001-2002:	<b>435</b>

### Enrollment Demographics

Asian:	<b>0</b>
African American:	<b>137</b>
Hispanic:	<b>86</b>
Indian:	<b>4</b>
White:	<b>241</b>
% African American:	<b>29.0%</b>
% Minority:	<b>48.9%</b>
Free Lunch Eligible:	<b>70.7%</b>

### Attendance

Attendance Rate:	<b>94.2%</b>
Habitual Truants:	<b>51</b>
Truancy Rate:	<b>10.9%</b>
Pupils Suspended:	<b>72</b>
Suspension Rate:	<b>14.9%</b>

### Standardized Tests

#### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>60.0%</b>
Math:	<b>30.9%</b>

#### 4th

	<u>At/Above Proficient</u>
Reading:	<b>92.7%</b>
Language:	<b>81.8%</b>
Math:	<b>81.8%</b>
Science:	<b>83.6%</b>
Social Studies:	<b>96.4%</b>

#### 5th

	<u>At/Above Proficient</u>
Reading:	<b>78.7%</b>
Math:	<b>63.9%</b>

Note: Blank cells are not applicable.

Principal: Joan Kuehl

Total Enrollment by Year

2010-2011:	<b>481</b>
2009-2010:	<b>476</b>
2008-2009:	<b>510</b>
2007-2008:	<b>505</b>
2006-2007:	<b>501</b>
2005-2006:	<b>455</b>
2004-2005:	<b>443</b>
2003-2004:	<b>466</b>
2002-2003:	<b>562</b>
2001-2002:	<b>553</b>

Enrollment  
Demographics

Asian:	<b>7</b>
African American:	<b>81</b>
Hispanic:	<b>72</b>
Indian:	<b>1</b>
White:	<b>315</b>
% African American:	<b>16.8%</b>
% Minority:	<b>34.5%</b>
Free Lunch Eligible:	<b>43.5%</b>

Attendance

Attendance Rate:	<b>93.0%</b>
Habitual Truants:	<b>40</b>
Truancy Rate:	<b>9.5%</b>
Pupils Suspended:	<b>33</b>
Suspension Rate:	<b>6.9%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>61.9%</b>
Math:	<b>50.8%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>63.0%</b>
Language:	<b>64.8%</b>
Math:	<b>63.0%</b>
Science:	<b>59.3%</b>
Social Studies:	<b>83.3%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>76.0%</b>
Math:	<b>66.0%</b>

Note: Blank cells are not applicable.

Total Enrollment by Year

2010-2011:	82
2009-2010:	85
2008-2009:	86
2007-2008:	65
2006-2007:	73
2005-2006:	102
2004-2005:	45
2003-2004:	116
2002-2003:	51
2001-2002:	62

Enrollment  
Demographics

Asian:	2
African American:	20
Hispanic:	13
Indian:	0
White:	41
% African American:	24.4%
% Minority:	50.0%
Free Lunch Eligible:	14.6%

Attendance

Attendance Rate:	89.1%
Habitual Truants:	
Truancy Rate:	
Pupils Suspended:	0
Suspension Rate:	0.0%

Standardized Tests

3rd

At/Above Proficient

Reading:  
Math:

4th

At/Above Proficient

Reading:  
Language:  
Math:  
Science:  
Social Studies:

5th

At/Above Proficient

Reading:  
Math:

Note: Blank cells are not applicable.

Principal: Chuck Leonard

Grade

## Total Enrollment by Year

2010-2011:	<b>253</b>
2009-2010:	<b>238</b>
2008-2009:	<b>226</b>
2007-2008:	<b>215</b>
2006-2007:	
2005-2006:	
2004-2005:	
2003-2004:	
2002-2003:	
2001-2002:	

## Attendance

Attendance Rate:	<b>88.1%</b>
Habitual Truants:	
Truancy Rate:	
Pupils Suspended:	<b>0</b>
Suspension Rate:	<b>0.0%</b>

## Standardized Tests

### 3rd

At/Above Proficient

Reading:  
Math:

### 4th

At/Above Proficient

Reading:  
Language:  
Math:  
Science:  
Social Studies:

### 5th

At/Above Proficient

Reading:  
Math:

## Enrollment Demographics

Asian:	<b>3</b>
African American:	<b>81</b>
Hispanic:	<b>77</b>
Indian:	<b>0</b>
White:	<b>75</b>
% African American:	<b>32.0%</b>
% Minority:	<b>70.4%</b>
Free Lunch Eligible:	<b>40.9%</b>

Note: Blank cells are not applicable.

Principal: Les Hunt

Total Enrollment by Year

2010-2011:	<b>436</b>
2009-2010:	<b>449</b>
2008-2009:	<b>410</b>
2007-2008:	<b>430</b>
2006-2007:	<b>492</b>
2005-2006:	<b>458</b>
2004-2005:	<b>456</b>
2003-2004:	<b>414</b>
2002-2003:	<b>477</b>
2001-2002:	<b>549</b>

Enrollment  
Demographics

Asian:	<b>8</b>
African American:	<b>104</b>
Hispanic:	<b>80</b>
Indian:	<b>3</b>
White:	<b>231</b>
% African American:	<b>23.9%</b>
% Minority:	<b>47.0%</b>
Free Lunch Eligible:	<b>50.0%</b>

Attendance

Attendance Rate:	<b>94.2%</b>
Habitual Truants:	<b>6</b>
Truancy Rate:	<b>1.9%</b>
Pupils Suspended:	<b>6</b>
Suspension Rate:	<b>1.3%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>71.2%</b>
Math:	<b>67.3%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>85.7%</b>
Language:	<b>78.6%</b>
Math:	<b>66.7%</b>
Science:	<b>81.0%</b>
Social Studies:	<b>92.9%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>80.9%</b>
Math:	<b>66.0%</b>

Note: Blank cells are not applicable.

## Total Enrollment by Year

2010-2011:	<b>353</b>
2009-2010:	<b>359</b>
2008-2009:	<b>383</b>
2007-2008:	<b>470</b>
2006-2007:	<b>451</b>
2005-2006:	<b>439</b>
2004-2005:	<b>435</b>
2003-2004:	<b>428</b>
2002-2003:	<b>469</b>
2001-2002:	<b>424</b>

## Enrollment Demographics

Asian:	<b>3</b>
African American:	<b>93</b>
Hispanic:	<b>102</b>
Indian:	<b>3</b>
White:	<b>147</b>
% African American:	<b>26.3%</b>
% Minority:	<b>58.4%</b>
Free Lunch Eligible:	<b>77.6%</b>

## Attendance

Attendance Rate:	<b>93.6%</b>
Habitual Truants:	<b>32</b>
Truancy Rate:	<b>8.9%</b>
Pupils Suspended:	<b>48</b>
Suspension Rate:	<b>13.4%</b>

## Standardized Tests

### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>92.9%</b>
Math:	<b>92.9%</b>

### 4th

	<u>At/Above Proficient</u>
Reading:	<b>66.7%</b>
Language:	<b>64.7%</b>
Math:	<b>64.7%</b>
Science:	<b>56.9%</b>
Social Studies:	<b>82.4%</b>

### 5th

	<u>At/Above Proficient</u>
Reading:	<b>79.7%</b>
Math:	<b>72.9%</b>

Note: Blank cells are not applicable.

Principal: Kim DeLaO

Total Enrollment by Year

2010-2011:	<b>601</b>
2009-2010:	<b>587</b>
2008-2009:	<b>581</b>
2007-2008:	<b>538</b>
2006-2007:	<b>545</b>
2005-2006:	<b>575</b>
2004-2005:	<b>407</b>
2003-2004:	<b>483</b>
2002-2003:	<b>507</b>
2001-2002:	<b>556</b>

Enrollment  
Demographics

Asian:	<b>12</b>
African American:	<b>244</b>
Hispanic:	<b>167</b>
Indian:	<b>1</b>
White:	<b>173</b>
% African American:	<b>40.6%</b>
% Minority:	<b>71.2%</b>
Free Lunch Eligible:	<b>81.4%</b>

Attendance

Attendance Rate:	<b>93.2%</b>
Habitual Truants:	<b>65</b>
Truancy Rate:	<b>11.1%</b>
Pupils Suspended:	<b>78</b>
Suspension Rate:	<b>13.3%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>54.8%</b>
Math:	<b>38.7%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>58.3%</b>
Language:	<b>56.7%</b>
Math:	<b>56.7%</b>
Science:	<b>48.3%</b>
Social Studies:	<b>70.0%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>65.8%</b>
Math:	<b>63.0%</b>

Note: Blank cells are not applicable.



Principal: Shelly Geiselman Kritek

Total Enrollment by Year

2010-2011:	<b>429</b>
2009-2010:	<b>383</b>
2008-2009:	<b>374</b>
2007-2008:	<b>409</b>
2006-2007:	<b>410</b>
2005-2006:	<b>411</b>
2004-2005:	<b>393</b>
2003-2004:	<b>392</b>
2002-2003:	<b>415</b>
2001-2002:	<b>400</b>

Enrollment  
Demographics

Asian:	<b>5</b>
African American:	<b>80</b>
Hispanic:	<b>81</b>
Indian:	<b>5</b>
White:	<b>250</b>
% African American:	<b>18.6%</b>
% Minority:	<b>41.7%</b>
Free Lunch Eligible:	<b>57.3%</b>

Attendance

Attendance Rate:	<b>94.5%</b>
Habitual Truants:	<b>30</b>
Truancy Rate:	<b>7.8%</b>
Pupils Suspended:	<b>17</b>
Suspension Rate:	<b>4.4%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>84.6%</b>
Math:	<b>84.6%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>82.3%</b>
Language:	<b>71.0%</b>
Math:	<b>82.3%</b>
Science:	<b>74.2%</b>
Social Studies:	<b>93.5%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>80.0%</b>
Math:	<b>78.2%</b>

Note: Blank cells are not applicable.

## Total Enrollment by Year

2010-2011:	<b>703</b>
2009-2010:	<b>695</b>
2008-2009:	<b>606</b>
2007-2008:	<b>627</b>
2006-2007:	<b>590</b>
2005-2006:	<b>598</b>
2004-2005:	<b>610</b>
2003-2004:	<b>616</b>
2002-2003:	<b>656</b>
2001-2002:	<b>621</b>

## Enrollment Demographics

Asian:	<b>0</b>
African American:	<b>238</b>
Hispanic:	<b>294</b>
Indian:	<b>1</b>
White:	<b>163</b>
% African American:	<b>33.9%</b>
% Minority:	<b>76.8%</b>
Free Lunch Eligible:	<b>77.7%</b>

## Attendance

Attendance Rate:	<b>93.3%</b>
Habitual Truants:	<b>97</b>
Truancy Rate:	<b>15.7%</b>
Pupils Suspended:	<b>85</b>
Suspension Rate:	<b>12.2%</b>

## Standardized Tests

### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>44.9%</b>
Math:	<b>48.7%</b>

### 4th

	<u>At/Above Proficient</u>
Reading:	<b>61.1%</b>
Language:	<b>62.2%</b>
Math:	<b>66.7%</b>
Science:	<b>62.2%</b>
Social Studies:	<b>74.4%</b>

### 5th

	<u>At/Above Proficient</u>
Reading:	<b>67.6%</b>
Math:	<b>54.1%</b>

Note: Blank cells are not applicable.

**Principal:** Christopher Thompson

### Total Enrollment by Year

2010-2011:	<b>423</b>
2009-2010:	<b>411</b>
2008-2009:	<b>423</b>
2007-2008:	<b>461</b>
2006-2007:	<b>444</b>
2005-2006:	<b>447</b>
2004-2005:	<b>451</b>
2003-2004:	<b>436</b>
2002-2003:	<b>423</b>
2001-2002:	<b>424</b>

### Enrollment Demographics

Asian:	<b>15</b>
African American:	<b>93</b>
Hispanic:	<b>74</b>
Indian:	<b>3</b>
White:	<b>226</b>
% African American:	<b>22.0%</b>
% Minority:	<b>46.6%</b>
Free Lunch Eligible:	<b>60.0%</b>

### Attendance

Attendance Rate:	<b>93.9%</b>
Habitual Truants:	<b>39</b>
Truancy Rate:	<b>9.5%</b>
Pupils Suspended:	<b>22</b>
Suspension Rate:	<b>5.4%</b>

### Standardized Tests

#### 3rd

	<u>At/Above Proficient</u>
Reading:	<b>81.8%</b>
Math:	<b>61.8%</b>

#### 4th

	<u>At/Above Proficient</u>
Reading:	<b>88.3%</b>
Language:	<b>83.3%</b>
Math:	<b>68.3%</b>
Science:	<b>81.7%</b>
Social Studies:	<b>91.7%</b>

#### 5th

	<u>At/Above Proficient</u>
Reading:	<b>87.3%</b>
Math:	<b>80.0%</b>

*Note: Blank cells are not applicable.*

Principal: Irene Nahabedian

Total Enrollment by Year

2010-2011:	<b>282</b>
2009-2010:	<b>283</b>
2008-2009:	<b>292</b>
2007-2008:	<b>324</b>
2006-2007:	<b>358</b>
2005-2006:	<b>274</b>
2004-2005:	<b>236</b>
2003-2004:	<b>286</b>
2002-2003:	<b>295</b>
2001-2002:	<b>290</b>

Enrollment  
Demographics

Asian:	<b>10</b>
African American:	<b>110</b>
Hispanic:	<b>32</b>
Indian:	<b>1</b>
White:	<b>121</b>
% African American:	<b>39.0%</b>
% Minority:	<b>57.1%</b>
Free Lunch Eligible:	<b>68.1%</b>

Attendance

Attendance Rate:	<b>93.2%</b>
Habitual Truants:	<b>30</b>
Truancy Rate:	<b>12.3%</b>
Pupils Suspended:	<b>40</b>
Suspension Rate:	<b>14.1%</b>

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	<b>43.5%</b>
Math:	<b>43.5%</b>

4th

	<u>At/Above Proficient</u>
Reading:	<b>56.0%</b>
Language:	<b>44.0%</b>
Math:	<b>36.0%</b>
Science:	<b>44.0%</b>
Social Studies:	<b>60.0%</b>

5th

	<u>At/Above Proficient</u>
Reading:	<b>69.0%</b>
Math:	<b>51.7%</b>

Note: Blank cells are not applicable.

## APPENDIX III – DEFINITION OF TERMS

This report is based on information supplied periodically by school districts to the Wisconsin Department of Public Instruction (DPI). Enrollment and financial data, and 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade test scores, are current as of 2010-11. Other information on performance, attendance, and discipline is from 2009-10.

### Here are the definitions of the included measurements:

**ACT scores:** ACT data are reported for the class of 2011. Most students take the test to fulfill admissions requirements for colleges and universities. If a student has taken the test more than once (in either his or her junior or senior year), the most recent score was reported. The maximum possible score on any individual section is 36. The four sections of the test are English, math, reading, and science reasoning. The composite score is the weighted average of the subject area scores, out of a possible 36. The percentage of students tested is the number of students tested divided by the 12<sup>th</sup> grade enrollment.

**Advanced placement tests:** If a high school student receives a score of three, four, or five on an AP exam, he or she passed the test and may receive college credit. Students can take 29 exams in 16 fields. Schools may or may not offer formal courses in preparation for these exams. Enrollment data are used to calculate the percentage of students taking the tests.

**Attendance:** Based upon the state-required 180 school days, and with attendance taken twice daily, the attendance rate (expressed as a percentage) is computed by dividing the aggregate number of days students are in school by the aggregate number of possible student days in the school year. An attendance rate of 95% means that 5 out of every 100 students enrolled were not in school on a typical day.

**Dropouts:** According to the DPI, the definition of a dropout is a student who was enrolled in school at some time during the reported school year, was not enrolled at the beginning of the following school year, has not graduated from high school or completed a state or district-approved educational program, and does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state or district-approved educational program; temporary absence due to expulsion, suspension, or school-approved illness; or death. Starting with 2003-04, the dropout rate is the number of students who dropped out during the school term divided by the total number of students who were expected to complete the school term in that school or district. The latter number may be more or less than the enrollment due to student transfers in and out after the fall enrollment count date. "Total number of students expected to complete the school term" is the denominator used to calculate all dropout rates and is the sum of students who actually completed the school term plus dropouts.

**Enrollment:** Two types of enrollment data are important: 1) the enrollment as of the third Friday in September, a head count of how many children are enrolled in school on a specific day, and 2) the full-

time equivalent enrollment, which accounts for pre-school and kindergarten children in school for only a portion of the day to calculate state aid and other financial data. In this report, head count enrollments are reported in the tables, but full-time equivalents are the basis for calculation of spending and revenue per pupil.

**Expulsions:** Expulsion is the removal of a student for school permanently. Expulsions are recorded in terms of students expelled as well as days lost due to expulsion. The expulsion rates were calculated by dividing the number of expelled students by the pre-kindergarten through 12<sup>th</sup> grade enrollment of the school district.

**4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade knowledge and concept tests:** These tests measure student knowledge in the areas of reading, language arts, mathematics, science and social studies. Proficiency levels describe how well students performed on the statewide tests. The proficiency levels are *advanced*, *proficient*, *basic*, and *minimal performance*. WKCE scores only are reported in the analysis. The Wisconsin Student Assessment System (WSAS) also includes the Wisconsin Alternate Assessments (WAA) for students with more severe disabilities and students at early levels of English language proficiency. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages in this report.

**3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade knowledge and concept tests:** These tests measure student knowledge in the areas of reading and mathematics. The 2005-06 year was the first year in which Knowledge and Concept Examinations were administered to students in 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades. As a result, historical comparisons beyond that date are not available for these grades. WKCE scores only are reported in the analysis. The Wisconsin Student Assessment System (WSAS) also includes the Wisconsin Alternate Assessments (WAA) for students with more severe disabilities and students at early levels of English language proficiency. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages in this report.

**Free lunch eligibility:** The only available measure of the income level of pupils. It is the percentage of pupils who qualify under federal guidelines for free or reduced-price lunch, and, therefore, roughly measures the percentage of low-income children in a school.

**Habitual truancy:** According to DPI, the definition of a habitual truant is a student who is absent from school without an acceptable excuse for part of all of five or more days on which school is held during a semester. The habitual truancy rate (expressed as a percentage) is the number of habitual truants divided by kindergarten through 12<sup>th</sup> grade enrollment counted on the third Friday in September.

**High school completion rate:** Starting in 2003-04, high school completion rates are defined as the number of graduates divided by an estimate of the total cohort group measured from the beginning of high school, expressed as a percentage. This cohort group included graduate, other high school graduates, and other students who reached the age 21 in the school year. The cohort group also included cohort dropouts over four years. Prior to 2003-04, it was calculated by taking the number of graduates divided by the number of graduates plus dropouts over four years, expressed as a percentage.

**Income per pupil:** Based on state tax returns, this is a calculation of aggregate earned income among residents of each school district divided by the district full-time enrollment (FTE). The result is an indicator of community wealth that takes into account both the relative number of children in the community and the proportion of the district's children who attend public schools.

**Income per return:** The aggregate income that was reported to the Wisconsin Department of Revenue divided by the number of returns filed.

**Property taxes:** An equalized school tax rate, which makes it possible to compare the school tax effort from one community to another. The equalized rate is the amount of money property taxpayers were charged in December 2010 (for the 2009-10 school year) for each \$1,000 of property value at full market value.

**Property value per pupil:** Another measure of community wealth, this relates directly to Wisconsin's formula for calculating state aid to school districts. The numbers represent the tax base of the school district as measured by equalized taxable property values as of 2010-11. It is a reliable measurement for purposes of comparing the property wealth of school districts.

**Retention rates:** Retentions are students who, by local district policy, must either repeat a grade or need additional time to complete the prescribed program. The number of retentions is reported for all grades except pre-kindergarten. The retention rate is the number of retentions divided by the kindergarten through 12<sup>th</sup> grade enrollment.

**Revenue per pupil:** Each autumn, school districts file reports on budgeted revenue and spending. Data in this report were taken from those reports filed in fall 2010. The two principal sources of revenue for schools – property taxes and state aid – are reported on a per-pupil basis (using full-time equivalent enrollments). Also reported are the per-pupil revenues from federal sources.

**Spending per pupil:** Operations spending per pupil refers to the cost of running the system on a daily basis. It is more useful to look at operations spending for comparative purposes because capital spending and debt service can vary dramatically from year to year (depending on whether a district is building new schools). Operations spending is divided into six categories for the purposes of this report:

- Instruction – Direct spending on educational programs that generally take place in the classroom.
- Pupil services – A wide variety of services outside the classroom, such as guidance counseling, social work, curriculum development, libraries, vocational services, and extracurricular activities.
- Instructional staff services – Includes spending on improvement to instructional staff, library media, and supervision and coordination of staff.
- General administration – Central office expenses related to district administration, such as the superintendent’s office and the school board.
- Building administration – Expenses related to the administration of each school building, primarily the principal’s office.
- Transportation.
- Other – All expenses not included in the above categories, including community recreation programs, staff services, maintenance, utilities, and other overhead functions.

**Suspensions:** Suspension is an administrative action that temporarily excludes a student from school. Suspensions are recorded three ways: 1) the number of individual students suspended at least once during the school year, 2) the number of suspensions (a larger number because some students are suspended more than once), and 3) the number of days lost because of suspension. This report measures suspensions as the number of days lost because of suspension. The measurement is reported as a percentage of total possible school days lost to suspension.