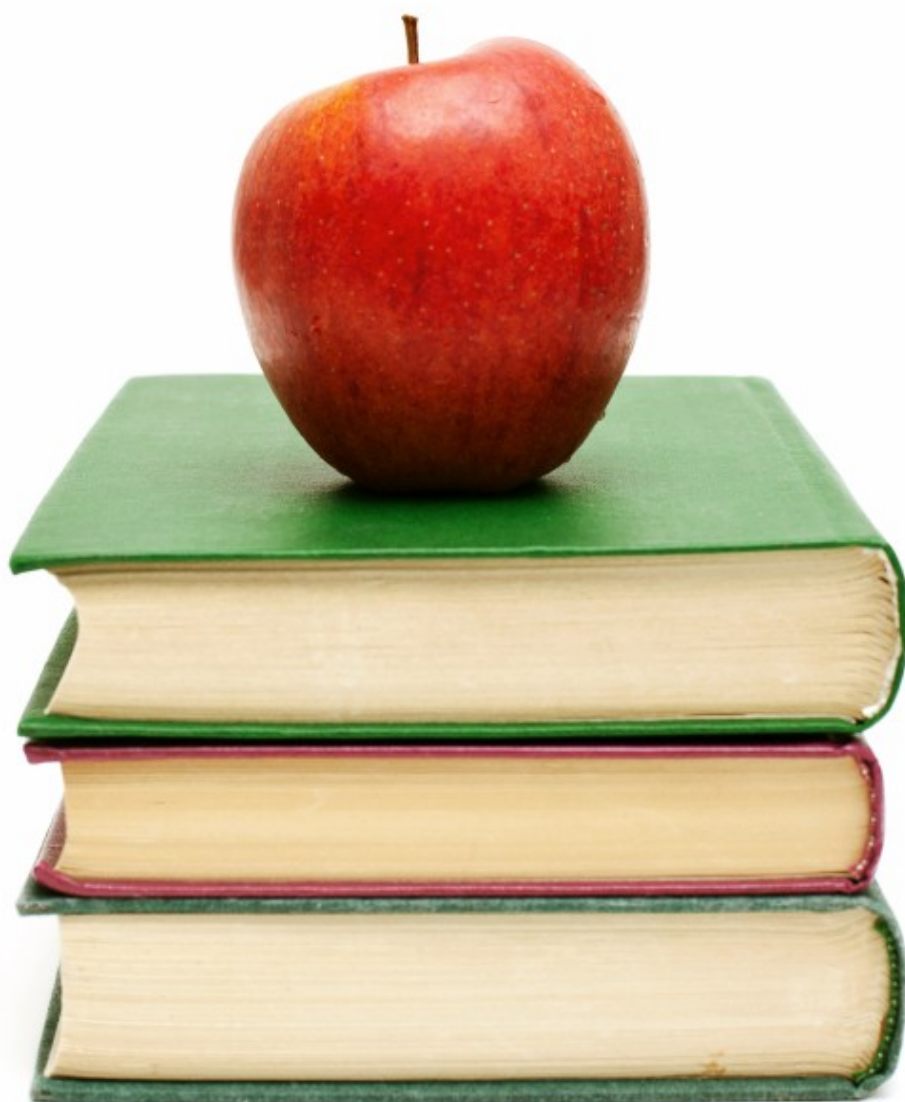
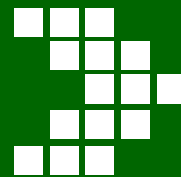


PUBLIC SCHOOLING IN SOUTHEAST WISCONSIN

2011-2012



Public Policy Forum
moving the region forward

ABOUT THE PUBLIC POLICY FORUM

The Milwaukee-based Public Policy Forum, established in 1913 as a local government watchdog, is a nonpartisan, nonprofit organization dedicated to enhancing the effectiveness of government and the development of Southeastern Wisconsin through objective research of regional public policy issues.

PREFACE AND ACKNOWLEDGMENTS

This report is intended to provide citizens and policymakers with useful statistical information regarding the K-12 public education system in southeastern Wisconsin. We hope this report's findings will be used to inform education discussions and policy debates in the region and in Madison.

We wish to thank several school district administrators, K-12 educators, Department of Public Instruction staff members, and researchers with the Value-Added Research Center of the University of Wisconsin, who graciously shared their knowledge and expertise.

We also wish to acknowledge the sponsors of this research: Alverno College, Children's Hospital of Wisconsin, Multiple Listing Service, Northwestern Mutual Foundation, Southeastern Wisconsin Schools Alliance, and Waukesha County Technical College.



PUBLIC SCHOOLING IN SOUTHEAST WISCONSIN

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INTRODUCTION

For the past 26 years, the Public Policy Forum has compiled and analyzed data from southeast Wisconsin public school districts to produce an annual report on schooling trends in the region. In this year's report, we do so in the context of changes in state and federal education policy during the past year, examining standardized test scores and participation metrics, school finances, and student enrollment and demographic trends in the region.

The 2012-13 school year marks the official end of the No Child Left Behind Act in Wisconsin. The state was freed from most of the law's requirements in July under a waiver agreement with the United States Department of Education (USED). The stipulations of the waiver and promises made by the Wisconsin Department of Public Instruction (DPI) will usher in significant changes to education policy in the coming years at both the federal and state level. In addition, Wisconsin has joined consortia of other states to adopt common learning standards and create a state-of-the-art assessment to track student achievement over time.

Already, student achievement growth is under examination by the state and local districts. This year's report is intended to illuminate that examination by again analyzing the state's standardized test scores as cohort score trends over time and as annual grade-level snapshots. In addition, for the first time, value-added growth scores are available for all districts and are included in this report. Value-added growth scores isolate the educational value a school or district adds to a student's learning curve and will become increasingly important in the next few years in light of the USED's encouragement to use value-added measures for school accountability and educator evaluation.

Standardized test scores also are important for understanding the size of the achievement gap between specific groups of students. The report documents the continued achievement gap between African-American and white students in the region as reflected by state tests, as well as by high school completion rates.

With regard to school finances, a comparison of 2010-11 actual fiscal data with 2011-12 budgeted figures shows decreases in per-pupil state aid, federal aid, and property tax revenues as a result of lower revenue limits, reduced state aid, and the end of the large federal stimulus program. Districts also budgeted lower expenditures, reflecting state legislative action that eliminated collective bargaining for most public employees and required greater employee contributions to health care and pension costs.

The report concludes with an overview of student enrollment and demographic trends in the region. New in this year's report are Open Enrollment and Chapter 220 Student Transfer Program data, which provide insight into the movement of students between districts in southeast Wisconsin.

Key findings:

- Under the state's waiver from many of the No Child Left Behind Act requirements, new goals for student performance have been established. The goals are quite ambitious, however, requiring significant annual improvement by all subgroups of students. Of all the subgroups and across all subjects, **in only one instance is there a group of students**



for whom past performance would indicate the six-year goal is achievable: white students in math. All other subgroups in all other subjects need to dramatically improve proficiency if the goals are to be met.

- Data from this year's 8th grade cohort show a **continued five-year WKCE proficiency gap between southeast Wisconsin students and students in the rest of the state** in reading, math, and science. Several southeast Wisconsin districts that have struggled on the WKCE in recent years, however, such as Brown Deer, Cudahy, Glendale-River Hills, and West Allis, were able to increase their students' reading or math proficiency rates this year to levels above the regional average.
- Southeast Wisconsin has made **mixed progress in closing the racial achievement gap.** This year saw a narrowing of the five-year reading achievement gap and little change in the five-year math achievement gap. The overall achievement gap between white and African-American students in southeast Wisconsin remains large, however. Gaps also exist in high school completion rates between white and African-American students in larger districts.
- **Performance on college readiness measures is mostly positive.** The percentage of students in the region taking the ACT increased 1.1 percentage points, while the region's composite score declined slightly from 22.8 in 2010 to 22.7 in 2011. The percentage of AP exams passed by southeast Wisconsin students increased by 1.3 percentage points, and the region's high school completion rate increased by 0.8 percentage points over the past year.
- **Student engagement in the region is improving overall.** Southeast Wisconsin attendance rates rose slightly over the last year, outpacing a statewide increase. Truancy rates in the region dropped, but remain higher than the statewide average. Dropout rates in the region fell more in the region than across the state as a whole.
- In 2011-12, **districts budgeted for reductions in per-pupil state aid, federal aid, and property tax revenues** as a result of reductions in state and federal revenues and lower revenue limits; within the region, state aid makes up about 44% of total district revenues.
- **Per-pupil costs in 2011-12 were budgeted to be less than actual costs in 2010-11,** indicating that districts are utilizing their new fiscal tools. It is unclear whether the cost savings are enough to balance revenue reductions, however.
- The 0.8% decline in enrollment in southeast Wisconsin during the past year represents the **largest one-year decline in enrollment in the region in the past five years.** The region's enrollment decline would have been even larger if not for the addition of four-year-old Kindergarten programs in some districts, which add four-year-old students into enrollment calculations.
- **The overall proportion of low income students in southeast Wisconsin continued to increase.** Almost half of all students in southeast Wisconsin (46%) received free or



reduced-price lunch during the 2011-2012 school year, up 11.6 percentage points from 2005-06.

The following sections provide a more in-depth look at education trends in the region. Each section is precluded with a brief overview to help readers understand the significance of the measures presented.



NEW SYSTEMS FOR STANDARDS AND ACCOUNTABILITY

Significant changes to education policy are occurring at both the state and federal level. On the state level, two of the most impactful changes will be the implementation of the new Common Core State Standards and the creation of the SMARTER Balanced Assessment to replace the Wisconsin Knowledge and Concepts Exam (WKCE). Meanwhile, the state's recent waiver from the federal No Child Left Behind Act (NCLB) will trigger a series of additional changes to the manner in which schools are held accountable for academic success.

The programs and reforms discussed in this section will play a key role in shaping the face of public education in Wisconsin in the near future.

Common Core State Standards

The Common Core State Standards (CCSS) for English language arts and math were created by the National Governor's Association for Best Practices, the Council of Chief State School Officers, and a nationwide team of education experts. The standards provide a framework intended to prepare K-12 students for postsecondary education and the workforce. Drafted in 2009 and finalized in 2010 after two periods of public comment and revision, the standards have now been adopted by 45 states and the District of Columbia. Wisconsin adopted them in June 2010.

Given the nation's history of independent, state-led schooling systems, it is noteworthy that 90% of states have adopted the CCSS. While supporters point to the quality and rigor of the standards as a reason for their widespread adoption, states also face strong financial incentives to adopt the Common Core. In order to be eligible for federal Race to the Top education funding, states must either adopt a comprehensive college readiness program for K-12 students (such as the Common Core State Standards) or create one of their own.¹ The overwhelming response by states participating in Race to the Top has been to adopt the CCSS. Wisconsin unsuccessfully applied for Race to the Top funding in two grant cycles, despite early adoption of CCSS.

The CCSS will replace the state's previous English and math Wisconsin Model Academic Standards (WMAS) in Fall 2014. Unlike the WMAS, which provide learning criteria for 4th, 8th, and 12th grade only, CCSS provide a grade-by-grade rubric of skills and content knowledge students should master by the end of each academic year for grades K-12. The CCSS also aim for a more rigorous level of understanding than the WMAS. The new standards are intended to prepare students to be college and career ready, while the WMAS are intended to see students through high school graduation only.

While there are currently no plans to create CCSS for other academic subjects, literacy in topics beyond English and math is promoted through the Common Core State Standards for Literacy. The literacy standards are meant to supplement, rather than replace, state standards in other subjects such as history and science. Wisconsin has adopted the Common Core Standards for

¹U.S. Department of Education, "President Obama, U.S. Secretary of Education Duncan Announce National Competition to Advance School Reform," <http://www2.ed.gov/news/pressreleases/2009/07/07242009.html>



Literacy and will use them in conjunction with the WMAS for subjects beyond English and math.

For teachers, the CCSS emphasize student development rather than teaching methods. Under the CCSS, districts are free to employ whatever pedagogy they feel works best in order to help students reach their developmental goals. The standards mostly avoid prescribing specific texts or teaching methods.

Cautions regarding the Common Core State Standards

Proponents of the Common Core State Standards believe that the new standards will promote a higher quality curriculum nationwide and create higher expectations for students and teachers. They argue that widespread adoption of the new CCSS also could lead to other increased educational efficiencies by making it easier for teachers and students to move from state to state without facing an education gap. They also note that uniform standards benefit teachers and students moving from district to district or state to state.

Critics of the Common Core State Standards argue that a “one-size-fits-all” approach to education is ineffective, the adoption of the CCSS signals the beginning of increased federal intervention in local schools, the new standards are in some cases less rigorous than the standards being replaced, and the standards are too rigid to account for students who learn at different paces.

A 2012 analysis conducted by the Brookings Institute on the effectiveness of educational standards found no correlation between student performance and the rigor of state standards. The study, which compared federal NAEP test scores between states with rigorous and lax educational standards, found that students in states with rigorous standards performed no better on the NAEP exam than students in states with less rigorous academic standards, leading to increased skepticism about the value of adopting the Common Core State Standards. Critics argue that, while setting high educational goals and providing structure to reach such goals sounds good in theory, such a system does little to increase student performance.²

A similar analysis by the Thomas B. Fordham Institute found that there may not be an inherent association between the quality of a state's standards and the academic achievement of that state's students, due to the difficulty of aligning all the other pieces of the system to the standards, including curriculum, teacher preparation and licensure, textbooks, professional development, assessment, etc. The think tank concluded that if implementation of the standards is done right, then more rigorous standards are better than weak ones and that the CCSS are more rigorous than the existing standards of 33 states.³

The Fordham study suggests that even if the new CCSS are more rigorous than the existing Wisconsin standards, the state may not see much change in student achievement or college

²Tom Loveless. *The 2012 Brown Center Report on American Education: How Well are American Students Learning?* Brookings Institution. February 2012.

³Eileen Reed, Janie Scull, Gerilyn Slicker, and Amber M. Winkler. *Defining Strong State Accountability Systems: How Can Better Standards Gain Greater Traction?* Thomas B. Fordham Institute. April 2012.



readiness if the standards are not implemented effectively. Although a majority of states, including Wisconsin, have developed a comprehensive plan to facilitate school transition to the CCSS, many still report facing challenges in implementing the standards. A 2011 CCSS implementation study conducted by the Center on Education Policy (CEP) found that most states anticipate it will take until 2013 or later to fully implement all of the changes associated with the new standards.⁴ Wisconsin plans to fully implement the CCSS by Fall 2014.

Many states are depending on individual districts to make the necessary curriculum and developmental changes to align with the standards. The 2011 CEP study found that districts are struggling to fund the transition, however. Nationwide, over three-fourths of all districts surveyed by the CEP indicated that securing adequate funding to implement aspects of the new standards was a “major” challenge. In addition, more than half of all districts surveyed indicated that states have provided unclear or inadequate guidelines on adopting the CCSS. Meanwhile, nearly two-thirds of states surveyed by the CEP in a 2012 follow-up study indicated they were having trouble providing enough professional and developmental support to teachers to facilitate the implementation of the CCSS.⁵

Wisconsin, which is currently in the second phase of a three-phase CCSS implementation plan, is relying heavily on local districts to fund and conduct implementation of the CCSS (see **Table 1**). The current phase of the state’s implementation plan focuses on developing and implementing curriculum changes and identifying teaching strategies that are effective in teaching to the new standards. Districts will then have to decide the extent to which they will adopt these changes.

⁴ Nancy Kober and Diane Stark Retner, *States’ Progress and Challenges in Implementing Common Core State Standards*. Center on Education Policy, January 2011.

⁵ Nancy Kober and Diane Stark Retner, *Year Two of Implementing the Common Core State Standards: States’ Progress and Challenges*. Center on Education Policy, January 2012.



Table 1: Wisconsin Common Core State Standards (CCSS) implementation plan

	Phase 1 Understanding, Curriculum, Instruction, Assessment 2010-2011	Phase 2 Understanding, Curriculum, Instruction, Assessment 2011-2012	Phase 3 Understanding, Curriculum, Instruction, Assessment 2012-2015
Understanding	• Understand the underpinnings in instruction and the impetus for the CCSS • Identify the changes in teacher preparation, curriculum, instruction, and assessment required to implement a standards-based system. • Understand the implications of and develop awareness of statewide and nationwide efforts to unpack CCSS	• Develop regional networks to sustain professional development	• Provide and maintain ongoing professional development on implementation via curriculum, assessment, and instruction • Engage stakeholders in CCSS review process (for potential revisions on 5- or 7-year cycle) • Support teachers in designing their Professional Development Plans for license renewal around a focus on instruction • Continue to implement changes in teacher preparation
Curriculum	• Plan for curriculum development by providing a framework for designing curriculum • Evaluate CCSS as representing college and career readiness • Develop process for evaluating implementation of curriculum framework	• Facilitate local curriculum development based on an instructional focus to implement the CCSS	• Facilitate local curriculum implementation based on an instructional focus to implement the CCSS
Instruction	• Investigate and interpret the implications for instruction embedded in the standards' knowledge, skills and understandings • Align with Response to Intervention initiative, using data to inform instruction • Identify accommodations for students based on universal design principles	• Align and select resources to implement changes in instruction • Research and align high quality instructional strategies to CCSS	• Facilitate collaborative lesson study on implementation of changes in instruction based on integration of CCSS, with and through collaborative partners • Provide tools for analyzing student data to improve performance • Create instruction portal for CCSS-based examples, instructional strategies, and discussion
Assessment	• Understand the implications of CCSS on assessments, the SMARTER assessment consortium and the proposed system of assessments under SMARTER	• Contribute expertise to the development of SMARTER consortium's formative resources, and benchmark and summative items	• Continue to develop and review resources and items for formative, benchmark and summative assessments in SMARTER system • Pilot, administer and analyze data from SMARTER's formative, benchmark and summative assessment system. • Design additional methods for formative assessment and monitoring of progress in interventions • Participate in field testing summative test in 2013-14 and administering fully operational test in 2014-15 • Establish assessment data/instruction link aligned with RtI initiative



Assessing the new standards: SMARTER Balanced

In order to gauge student progress in meeting the new standards, USED awarded Race to the Top grants in 2010 to two national organizations to develop standardized tests that align with the CCSS. The SMARTER Balanced Assessment Consortium (SBAC) was awarded \$176 million and the Partnership for Assessment of Readiness for College and Careers (PARCC) was awarded \$186 million.

The SBAC consists of 24 states, including Wisconsin, which joined the SBAC at the recommendation of the DPI's Next Generation Assessment Task Force. The task force was charged in 2008 with determining how the state might best move to a balanced assessment capable of providing formative, benchmark, and summative measures throughout a student's K-12 experience.⁶ Wisconsin is now a governing member of the SBAC and Wisconsin representatives co-chair two consortium workgroup committees. SBAC is currently conducting pilot exams across the country and plans to release the new SMARTER Balanced Assessment (SBA) in 2014, at which time it will replace the WKCE as Wisconsin's state standardized exam.

Major differences from WKCE

Like the WKCE, the SBA will be a criterion-referenced exam as opposed to a norm-referenced exam. Criterion-referenced exams are designed to assess student mastery of specific content, while norm-referenced exams (such as the Iowa Test of Basic Skills) measure an individual's score relative to the scores of others. Unlike the WKCE, the SBA will not simply benchmark a student's achievement at one point in time. Instead, the SBA will provide benchmarks at several points during the year and will also provide formative assessment of specific skills and content so that teachers can adapt their plans to meet students' learning needs. The SBA is "balanced" because it also provides a summative assessment at the end of the year to measure students' abilities to problem-solve using the skills and content knowledge obtained over the course of the year. A major piece of the summative assessment will be a series of performance tasks focused on real-world issues.

The SBA will be conducted on a computer and will provide virtually immediate feedback to teachers. Except for performance tasks, the SBA will be computer-adaptive, meaning that as a student progresses through the exam, the questions may become more or less difficult, depending on the student's performance on the previous questions. This allows the achievement of students working at grade levels above or below their age group to be more accurately measured.

The SBA also will be designed to measure individual student achievement growth over time. It is unclear whether value-added analysis, which controls for certain student characteristics to isolate the educational value of the classroom or school environment, will be feasible using SBA results.

⁶Formative tests are used to inform teachers about individual students' understanding of a subject during the school year, so that teaching methods or content can be adjusted. Benchmark assessments track the progress of the classroom, school, or district as a whole against a set of content standards. Summative tests measure individual students' comprehensive understanding and/or skills at the end of the school year.

<http://www.dpi.state.wi.us/oea/pdf/NGTFbr.pdf>



The End of No Child Left Behind: The Wisconsin NCLB waiver

After several application tweaks and continued dialogue with USED, Wisconsin was granted a waiver from the No Child Left Behind portions of the federal Elementary and Secondary Education Act (ESEA) in July 2012. The waiver application, filed by the state's Department of Public Instruction (DPI), outlines multiple changes to Wisconsin's education policies. Wisconsin is one of 26 states that have been granted waivers from NCLB. In the near future, Congress is expected to reauthorize the ESEA and change or eliminate many of the requirements of No Child Left Behind that still apply for the remaining states.

States applying for waivers from NCLB must agree to:

- Create or adopt college and career-ready standards in reading and math (such as the Common Core State Standards)
- Develop a differentiated recognition and accountability system to replace the system required under NCLB
- Develop a support system for effective instruction and leadership
- Reduce duplication of services and unnecessary burden from schools

Under the newly approved waiver, Wisconsin will be changing state education policy in numerous ways, including: adopting the Common Core State Standards and the SMARTER Balanced Assessment; increasing the number of math, science, and elective credits required for graduation; creating a school accountability index and issuing annual school report cards; creating a teacher evaluation system; and identifying "Focus" and "Priority" schools to receive greater resources and/or state intervention.

While the waiver frees states from many of the most onerous NCLB requirements, states must still measure progress made in each school toward meeting annual measureable objectives (AMO) for each demographic subgroup of students. The bottom 10% of schools receiving federal Title I funds, as reflected by achievement gaps between subgroups or overall low performance in particular subgroups, are considered "Focus" schools. The lowest performing 5% of schools receiving Title I funds based on school-wide standardized test performance are "priority" schools. Under the waiver, Wisconsin must identify Focus and Priority schools every four years.

Table 2: Focus and Priority schools as defined by the NCLB waiver

Focus	Priority
10% of all Title I schools with the largest average subgroup gaps in reading, mathematics, or graduation rate; or with the lowest average subgroup performance in the state.	5% of all Title I schools with the lowest reading and mathematics performance in the state

Each major component of the state's NCLB waiver is discussed below in the context of the changes each will bring to schools and students. Some of these changes will be highly visible to parents and other stakeholders, while others will take place internally within a district or school.

A. Common Core State Standards and SMARTER Balanced Assessment

See the previous section for a discussion of the new state standards and statewide exam.



B. More math and science required for graduation

Under its waiver application, DPI promised to ask the legislature to raise the number of math and science credits required for high school graduation from two to three each. DPI also will ask the legislature to require students to take a minimum of 6.5 elective credits in order to graduate. State statute currently requires a minimum graduation standard of 12.5 core credits and leaves elective requirements up to each individual district. Revising state statute to require additional math and science classes is a reflection of renewed state and national focus on science, technology, engineering, and math (STEM) education. Writing an elective requirement into statute is largely symbolic, as most districts in the state already require at least 6.5 elective credits for graduation.

C. School accountability index and school report cards

One of the more immediate and tangible outcomes parents will see as a part of the state's waiver is a new annual school report card that will be made available beginning this fall. The report card will rate school performance on a new accountability index, scoring each school on a scale of 0-100 across two components: 1) a composite score of four priority areas; and 2) three student engagement indicators. Priority area scores will measure student achievement, student growth, school progress in closing racial achievement gaps, and whether students are on track to graduate or are preparing for postsecondary options. The three student engagement categories will measure test participation, absenteeism, and dropout rates against statewide standards.

Schools with engagement indicators below statewide standards will have points deducted from their priority area composite scores. Schools with engagement indicators at or above the state standards, however, will *not* have points added to their composite score. Thus, if all of a school's engagement indicators meet or exceed the state benchmark, then the school's final score will simply be a composite of the four priority area scores. Schools' overall scores will fall into one of five score categories that range from "Fails to Meet Expectations" to "Significantly Exceeds Expectations." Please see Appendix A for a sample version of the report card.

D. Redefining WKCE proficiency

In addition to including an overall school score, the report card will provide parents with new school-wide WKCE reading and math scores assessed with a more rigorous definition of proficiency. The new scores will be calculated by assessing WKCE scores under more rigorous federal proficiency definitions rather than state definitions.

The NAEP (National Assessment of Educational Progress) is a standardized assessment created by the National Assessment Governing Board that is administered annually to a sample of students from each state. The NAEP proficiency categories are the same as the WKCE categories (below basic, basic, proficient, advanced). When the NAEP definitions are applied to the scale scores of the WKCE, however, the proportion of Wisconsin students deemed proficient or advanced will be much smaller due to the more rigorous NAEP definitions. Parents will see WKCE scores that reflect the more rigorous NAEP standards in the new school report cards they will receive this fall. The old WKCE scoring standards will no longer be used.



While the new report card will report a much smaller proportion of students as proficient and advanced in reading and math, it is important to note that these lower proficiency rates will not reflect lower achievement by students, rather they will reflect higher proficiency standards newly adopted by the state. The use of NAEP standards is intended to provide an improved system of accountability for the next two years until the SBA replaces the WKCE during the 2014-2015 school year.

Statewide WKCE scores using NAEP proficiency definitions were released this summer and show the sharp drop in proficiency rates that will result from the more stringent definitions. District- and school-level scores are not yet available. **Tables 3 and 4** show the statewide WKCE proficiency rates under the old and new scoring standards.

Table 3: Percent of Wisconsin students scoring proficient or advanced in reading under old and new definitions of proficiency, grades 3rd-8th and 10th

Reading	2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012	
	Old	New	Old	New	Old	New	Old	New	Old	New
All Students	81.9%	34.6%	81.4%	35.1%	81.6%	35.5%	83.0%	35.5%	81.9%	35.8%
Asian	73.8%	24.8%	73.9%	26.9%	75.6%	28.3%	79.2%	30.2%	78.8%	31.7%
Black	56.5%	11.0%	56.9%	12.1%	57.6%	12.2%	59.9%	12.6%	58.7%	13.4%
Hispanic	64.7%	14.7%	64.8%	15.6%	66.3%	16.2%	69.7%	17.0%	68.3%	17.6%
American Indian	73.2%	19.8%	70.9%	19.9%	71.4%	20.2%	75.8%	22.1%	74.2%	22.5%
White	87.6%	40.5%	86.9%	40.9%	87.0%	41.4%	88.3%	41.6%	87.4%	41.9%

Table 4: Percent of Wisconsin students scoring proficient or advanced in math under old and new definitions of proficiency, grades 3rd-8th and 10th

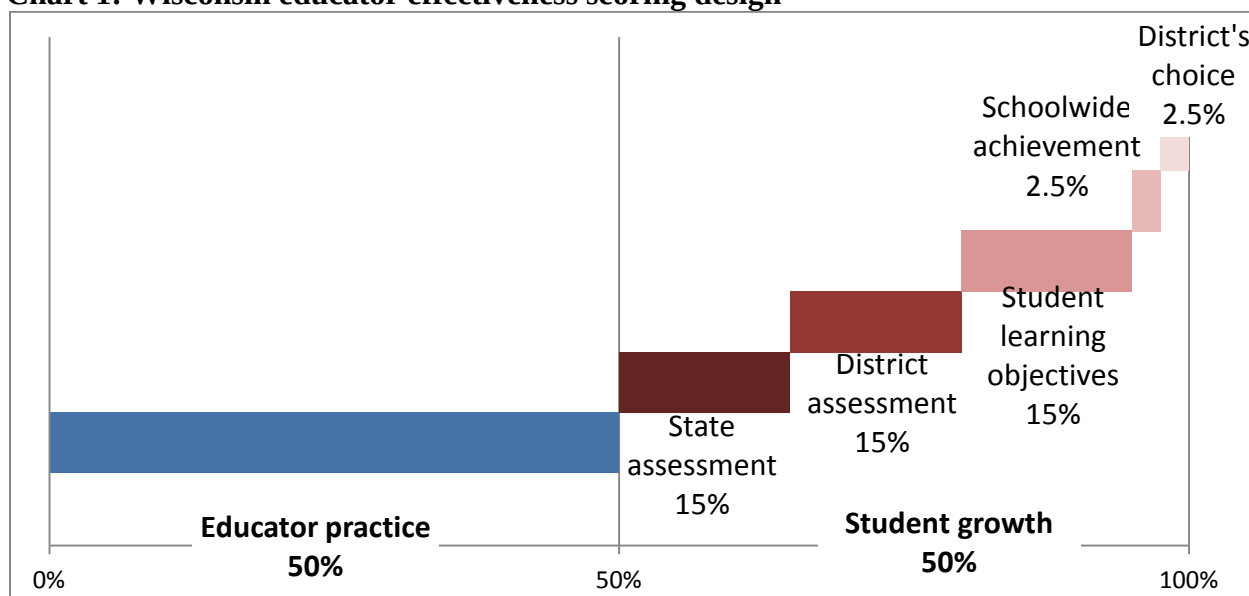
Math	2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012	
	Old	New	Old	New	Old	New	Old	New	Old	New
All Students	74.7%	43.1%	76.7%	45.0%	77.3%	46.8%	77.2%	46.7%	78.0%	48.1%
Asian	73.5%	41.1%	76.2%	44.4%	78.1%	47.1%	78.4%	48.4%	80.0%	49.9%
Black	39.7%	13.7%	44.4%	15.6%	46.4%	17.0%	46.2%	17.4%	47.5%	18.2%
Hispanic	55.7%	21.7%	59.9%	23.9%	61.9%	26.6%	62.6%	27.3%	64.2%	28.4%
American Indian	61.5%	26.1%	62.4%	26.4%	63.6%	27.2%	65.9%	29.7%	66.7%	31.5%
White	81.7%	49.6%	83.2%	51.5%	83.4%	53.4%	83.7%	53.5%	84.3%	55.2%

E. Teacher evaluation system

The state's waiver also includes plans to implement a teacher evaluation system for the 2014-2015 school year. The blueprint for the system was established by DPI's Educator Effectiveness Design Team in 2011. The system will evaluate teacher performance through a process that uses measures in two main areas: educator practice and student outcomes. Each area will account for half of an educator's evaluation score and student growth will be measured using five individual and schoolwide metrics (**Chart 1**). Individual educator evaluation scores will be confidential and not publicly reported. In addition to scoring educator effectiveness, the system is intended to help educators develop personal long-term professional growth plans.



Chart 1: Wisconsin educator effectiveness scoring design



F. Annual measureable objectives

The state's waiver from NCLB means that schools will no longer be identified as either not meeting "adequate yearly progress" or as "in need of improvement" as they have been for the past decade. The state must continue, however, to set Annual Measureable Objectives (AMO) for achievement by each student subgroup in each school, as it did under NCLB. AMOs are goals set by the state requiring schools to raise proficiency rates for various subgroups of students each year.

Under NCLB, schools that did not meet every subgroup's AMO would be labeled as not making "adequate yearly progress" (AYP). Schools that did not meet AMOs (and thus missed AYP) for two or more consecutive years would be labeled as "in need of improvement" and would be required to implement a number of structural reforms. When NCLB was passed in 2001, it set a nationwide goal of 100% proficiency among every subgroup in every state by the 2013-2014 school year.

Recognizing that 100% proficiency is an unattainable goal, NCLB waivers allow states to reset their AMOs. Wisconsin's new AMOs are based on WKCE proficiency as defined using the new NAEP proficiency definitions. Wisconsin's goal is for all schools statewide to perform, by 2016-17, at a level matching the 90th percentile of statewide scores during the 2010-11 school year, which equals 50.9% proficient in reading and 66.9% proficient in math. All schools will be expected to have proficiency rates at least that high for all subgroups six years from now. The 90th percentile statewide score among all schools was chosen because DPI felt that the 90th percentile represented an achievable goal that still communicates a sense of urgency to schools. Schools with subgroups that currently score below 50.9% proficient in reading or below 66.9% proficient in math will need to make up one-sixth of the score deficit each year between 2010-11 and 2016-17. A school with a reading subgroup that scores six percentage points below the new



goal, for example, will need to raise proficiency by one percentage point per year in order to meet the subgroup's AMO.

Tables 5 and 6 are taken from the state's NCLB waiver application and show an example of the pace at which statewide proficiency rates must increase each year in order for the state to be on track to meet all AMOs. In reading, for example, the state's white students will need to increase proficiency by about 1.4 percentage points per year to meet AMO. African-American students will need to raise proficiency by 6.2 percentage points per year, while Hispanic students will need to raise proficiency by 5.5 percentage points per year.

Table 5: New statewide AMO reading proficiency requirements

WKCE Reading Proficiency Rates								
Student Group	Annual Increase	AMOs						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	2.4	35.5%	37.9%	40.3%	42.7%	45.1%	47.5%	49.9%
American Indian	4.7	22.1%	26.8%	31.5%	36.2%	40.9%	45.6%	50.3%
Asian or Pacific Islander	3.3	30.2%	33.5%	36.8%	40.1%	43.4%	46.7%	50.0%
Black not Hispanic	6.2	12.6%	18.8%	25.0%	31.2%	37.4%	43.6%	49.8%
Hispanic	5.5	17.0%	22.5%	28.0%	33.5%	39.0%	44.5%	50.0%
White not Hispanic	1.4	41.6%	43.0%	44.4%	45.8%	47.2%	48.6%	50.0%
Students with Disabilities	6.0	13.8%	19.8%	25.8%	31.8%	37.8%	43.8%	49.8%
Economically Disadvantaged	5.0	19.8%	24.8%	29.8%	34.8%	39.8%	44.8%	49.8%
English Language Learners	6.7	9.6%	16.3%	23.0%	29.7%	36.4%	43.1%	49.8%

Table 6: New statewide AMO math proficiency requirements

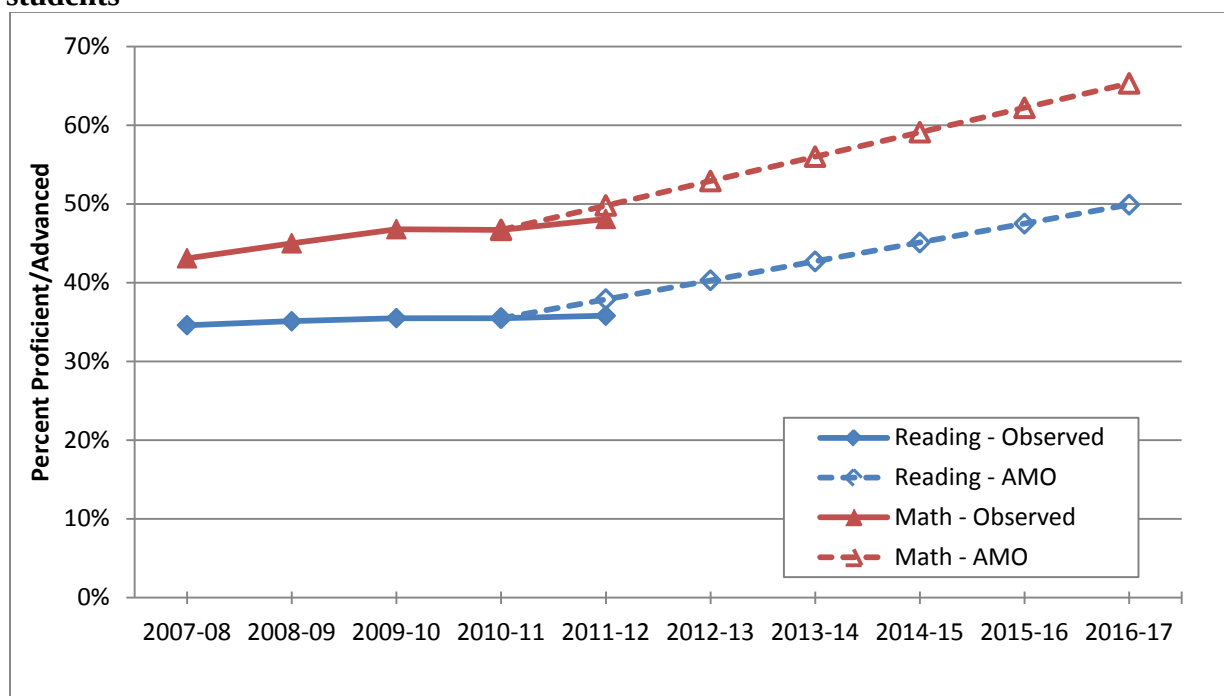
WKCE Math Proficiency Rates								
Student Group	Annual Increase	AMOs						
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	3.1	46.7%	49.8%	52.9%	56.0%	59.1%	62.2%	65.3%
American Indian	5.9	29.7%	35.6%	41.5%	47.4%	53.3%	59.2%	65.1%
Asian or Pacific Islander	2.8	48.4%	51.2%	54.0%	56.8%	59.6%	62.4%	65.2%
Black not Hispanic	8.0	17.4%	25.4%	33.4%	41.4%	49.4%	57.4%	65.4%
Hispanic	6.3	27.3%	33.6%	39.9%	46.2%	52.5%	58.8%	65.1%
White not Hispanic	2.0	53.5%	55.5%	57.5%	59.5%	61.5%	63.5%	65.5%
Students with Disabilities	7.4	20.8%	28.2%	35.6%	43.0%	50.4%	57.8%	65.2%
Economically Disadvantaged	6.0	29.4%	35.4%	41.4%	47.4%	53.4%	59.4%	65.4%
English Language Learners	6.9	24.0%	30.9%	37.8%	44.7%	51.6%	58.5%	65.4%



Using the historical statewide NAEP-scored WKCE results from Tables 3 and 4 and combining them with annual AMO requirements from Tables 5 and 6 provides a snapshot of how well students have done in the past compared to how well they will be expected to perform in the future in order to meet AMOs. The charts indicate that the goals set under the waiver are very ambitious.

Chart 2 shows proficiency trends for all students statewide in reading and math. In order to meet AMO, all students combined will need to improve proficiency by 2.4 percentage points annually in reading and 3.1 percentage points annually in math. Proficiency trends from the past four years show that reading proficiency for all students increased by 0.3 percentage points per year on average, while math proficiency for all students increased by 1.25 percentage points on average in the same period.

Chart 2: NCLB waiver reading and math AMOs as compared to past performance, all students



In order to close the achievement gap, African-American and Hispanic students will need to post greater gains in proficiency than white students, as shown in **Charts 3 and 4**. African-American students will need to increase proficiency by an average of 6.2 percentage points annually to close the reading gap and 8.0 percentage points annually to close the math gap. Between 2007 and 2012, African-American reading proficiency increased by 0.6 percentage point per year in reading and 1.1 percentage points in math. Hispanic students will need to increase proficiency in reading and math by 5.5 and 6.3 percentage points annually in reading and math. Data from past years show Hispanic student proficiency increasing at an average rate of 0.7 percentage point in reading and 1.7 percentage points in math.



Of all the subgroups and across all subjects, in only one instance is there a group of students for whom the past performance would indicate the six-year goal is achievable should annual gains continue at the current pace: white students in math. All other subgroups in all other subjects need to dramatically improve proficiency if the goals are to be met.

Chart 3: NCLB waiver reading AMOs as compared to past performance, by race

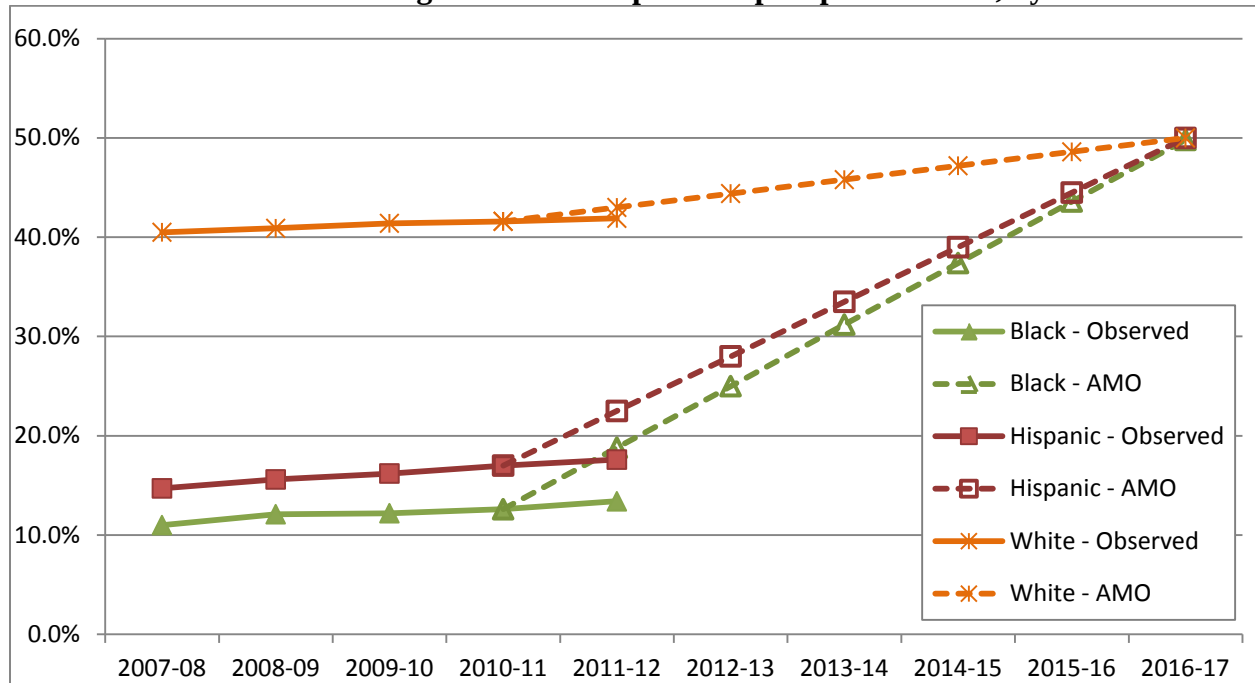
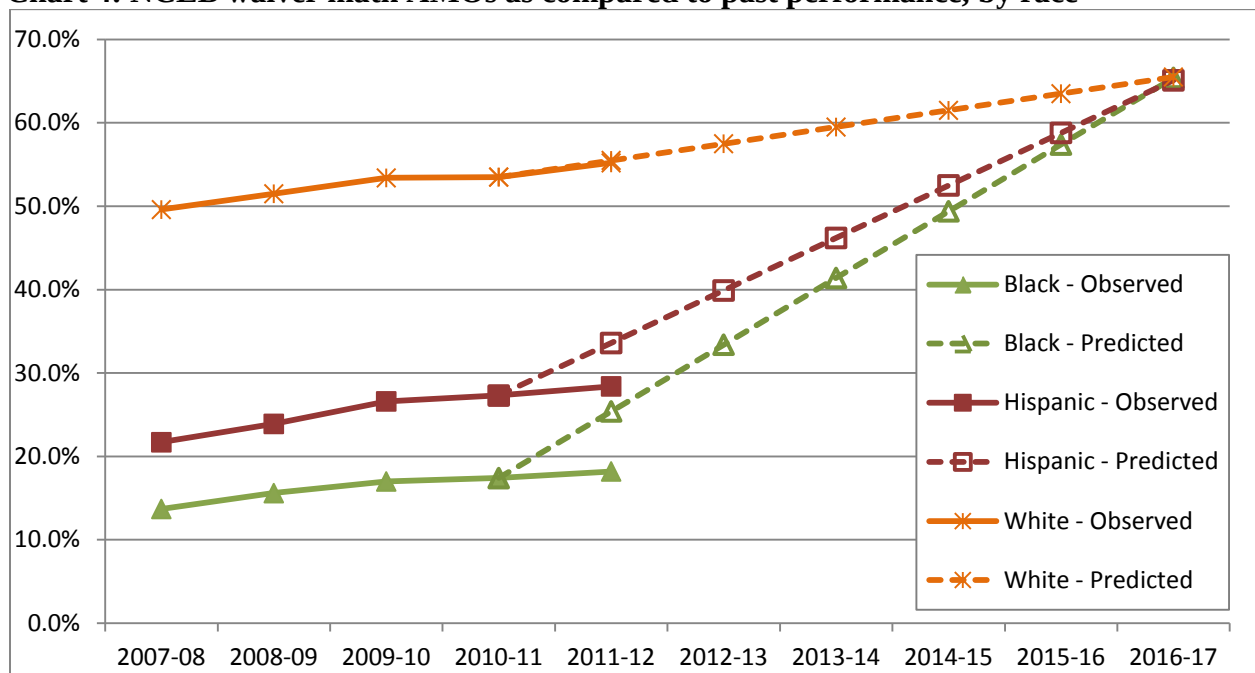


Chart 4: NCLB waiver math AMOs as compared to past performance, by race



While the six-year goal reflected by the AMOs looks daunting, it may not receive much attention from most schools. Whereas NCLB requires *all* schools to meet AMOs and labels any school not meeting AMO in any subgroup of students as “not making Adequate Yearly Progress,” which carries significant penalty if that status persists for several years, under the waiver the relative importance of meeting AMOs has decreased for most schools in the state. Parents will see AMO information on school report cards, yet neither meeting nor missing AMO will factor into a school’s final accountability index score.⁷

AMOs will play a large role only in tracking the progress of newly-defined Focus and Priority schools, under the state’s NCLB waiver. A school will have to meet its AMOs in order for it to be taken off DPI’s Focus or Priority list. In addition, Priority schools that perpetually fail to meet AMOs may face state superintendent intervention or school closure. Focus schools that fail to meet AMOs remain on the DPI’s Focus list until the school starts meeting its AMOs.

The new AMOs are likely to receive little attention from most schools for another reason, as well. When the WKCE is phased out by the end of the 2013-2014 school year, DPI will need to use a new method of defining a long-term goal and measuring each school’s AMO progress. The six-year WKCE-based goal is, in effect, unattainable because there will not be a WKCE in six years. The department does not yet have a plan in place to measure AMOs in 2014-15.

G. Focus and Priority schools

As noted earlier, Priority schools are identified as the lowest performing 5% of schools receiving federal Title I funds when considering school-wide achievement on WKCE math and reading exams, while Focus schools are identified as the 10% of Title I schools that have the lowest levels of subgroup achievement in reading, math, or graduation rates; or have the largest subgroup achievement gaps in the state. Title I appropriates funds for the education of low-income children. The identification of Focus and Priority schools is a requirement for states having NCLB waivers.

Priority schools will be required to contract with a state-approved education consultant to diagnose and review the school’s policies, structure, and practices to identify barriers that may be inhibiting positive student outcomes. They also must develop a reform plan that outlines steps they will take to improve reading and math scores and obtain approval from DPI. Plans may include changes such as extended learning time, targeted reading and math support, or additional professional development for teachers. If a Priority school fails to make adequate progress in meeting AMOs after four years, the state superintendent may intervene in the school. The state superintendent can close the school or require the school board to reopen the school under a contract with an education management organization.

Focus schools will be required to participate in an online state-directed self assessment, which will be used to identify aspects of the school needing improvement. Focus schools will work with the state’s Response to Intervention (RtI) Center to implement educational or structural

⁷ While a school’s inability to meet AMOs will not directly factor into the schools accountability index score, achievement gaps can affect a school’s priority area score.



changes that address barriers to test score improvement.⁸ Like Priority school reform plans, RtI plans must be approved by DPI before implementation. If a Focus school begins meeting AMOs, it can be taken off the list before the four-year period is up. If the school has not met AMOs for four consecutive years, then the school is subject to re-identification as a Focus school.

Each Priority school will receive \$500,000 in funds over a two-year period to help offset the costs of implementing education reforms. Priority schools also will be granted special flexibility in how federal Title I funds can be used within the school, including to fund schoolwide programs even if the school's poverty rate is less than 40%. Focus schools will receive the same Title I fund flexibility but, unlike Priority schools, will not receive dedicated funding to offset reform costs. DPI is assessing its budget situation to determine if there are any additional ways the department can help mitigate reforms costs for Focus schools.

In May 2012, DPI identified 59 Priority and 118 Focus schools across the state. Fifty-five of the state's 59 Priority schools are located in southeast Wisconsin, along with 62 of the state's 118 Focus schools (**Table 7**).

Table 8 on the next page lists all schools in southeast Wisconsin identified as Priority schools. The first column of the table lists the district name, followed by the school name and whether or not the school was identified as "in need of improvement" last year under NCLB. DPI's Priority School list includes 55 southeast Wisconsin Priority schools, 35 of which were identified as in need of improvement under NCLB last year.

Table 9 lists the 62 southeast Wisconsin Focus schools identified by DPI. The table shows the district, school name, whether the school was identified as in need of improvement during 2010-11, and the school's specific focus area. Because Focus schools can be identified based on performance gaps, several high performing schools were identified as Focus schools.

Table 7: Focus and Priority Schools in by district in southeast Wisconsin

District	Number of Focus Schools (including charters)	Number of Priority Schools (including charters)
Arrowhead Union	1	0
Big Foot Union	1	0
Delavan-Darien	2	0
Germantown	1	0
Mequon-Thiensville	2	0
Milwaukee	44	53
Nicolet Union	1	0
Racine	8	2
Whitnall	1	0
Whitewater	1	0
Southeast Wisconsin	62	55
State of Wisconsin	118	59

⁸ For more information on Response to Intervention please see the RtI Center website:
<http://www.wisconsinrticenter.org/>



Table 8: Priority schools identified by DPI for 2012-2016

District	School	In Need of Improvement 2010-11?
Milwaukee	ALAS-AdvLang&Acad Studies	No
Milwaukee	Alliance Hi	Yes
Milwaukee	Auer Avenue El	Yes
Milwaukee	Barbee El	No
Milwaukee	Bay View Mid and Hi	Yes
Milwaukee	Bradley Tech Hi	Yes
Milwaukee	Brown Street Acad	Yes
Milwaukee	Burroughs Mid	Yes
Milwaukee	Career and Technical Education	No
Milwaukee	Carson Acad	No
Milwaukee	Carver Acad	Yes
Milwaukee	Cass Street El	No
Milwaukee	Community High Sch	Yes
Milwaukee	Forest Home El	Yes
Milwaukee	Hamilton Hi	Yes
Milwaukee	Hayes Bilingual Sch	Yes
Milwaukee	Hi-Mount El	No
Milwaukee	Holmes El	No
Milwaukee	Hopkins Lloyd	No
Milwaukee	Jackson El	No
Milwaukee	Keefe Avenue El	No
Milwaukee	King Jr El	Yes
Milwaukee	Kluge El	No
Milwaukee	LaFollette El	Yes
Milwaukee	Lancaster El	Yes
Milwaukee	Lincoln Mid	Yes
Milwaukee	Madison Academic Campus	Yes
Milwaukee	Maple Tree El	No
Milwaukee	Metcalfe El	Yes
Milwaukee	Milw Acad of Chinese Lang	No
Milwaukee	Montessori Hi	Yes
Milwaukee	North Division Charter Hi	No
Milwaukee	Northwest Secondary Sch	Yes
Milwaukee	Obama El	No
Milwaukee	Pulaski Hi	Yes
Milwaukee	Rogers Street Acad	Yes
Milwaukee	Roosevelt Mid	Yes
Milwaukee	Sherman El	Yes
Milwaukee	Siefert El	No
Milwaukee	Silver Spring El	No
Milwaukee	Sixty-Fifth Street El	Yes
Milwaukee	South Division Hi	Yes
Milwaukee	Starns Discovery	Yes
Milwaukee	Story El	Yes
Milwaukee	Thoreau El	Yes
Milwaukee	Thurston Woods El	Yes
Milwaukee	Townsend Street El	Yes
Milwaukee	Vincent Hi	Yes
Milwaukee	Westside Acad	No
Milwaukee	WHS Info Technology	Yes
Milwaukee	WI Career Academy	Yes
Milwaukee	Wings Academy	Yes
Milwaukee	WORK Inst	No
Milwaukee Acad of Science	Milwaukee Acad of Science	Yes
Racine Unified	Goodland El	No
Racine Unified	Knapp El	No



Table 9: Focus schools identified by DPI for 2012-2016

District	School	In Need of Improvement 2010-11?	Focus Area
Arrowhead UHS	Arrowhead Hi	No	Graduation Gap
Big Foot UHS	Big Foot Hi	No	Math Gap
Delavan-Darien	Delavan-Darien Hi	No	Math Achievement
Delavan-Darien	Turtle Creek El	No	Reading Achievement
Fox Point-Bayside	Stormonth El	No	Reading Gap
Germantown	MacArthur El	No	Reading Gap
Mequon-Thiensville	Homestead Hi	No	Math Gap
Mequon-Thiensville	Oriole Lane El	No	Reading Gap
Milwaukee	Allen-Field El	Yes	Reading Achievement
Milwaukee	Audubon Hi	No	Math Achievement
Milwaukee	Audubon Mid	No	Math Achievement
Milwaukee	Barton El	No	Math Achievement
Milwaukee	Browning El	No	Math Achievement
Milwaukee	Carmen Hi	No	Math Achievement
Milwaukee	Clarke Street El	No	Reading Achievement
Milwaukee	Clemens El	No	Reading Achievement
Milwaukee	Congress El	No	Math Achievement
Milwaukee	Curtin El	No	Math Achievement
Milwaukee	Doerfler El	No	Math Achievement
Milwaukee	Eighty-First Street El	No	Math Achievement
Milwaukee	Elm Creative Arts El	No	Reading Achievement
Milwaukee	Emerson El	No	Math Achievement
Milwaukee	Engleburg El	No	Math Achievement
Milwaukee	Fifty-Third Street El	Yes	Math Achievement
Milwaukee	Franklin El	No	Math Achievement
Milwaukee	Fratney El	No	Reading Gap
Milwaukee	Goodrich El	No	Math Achievement
Milwaukee	Grantosa Drive El	Yes	Math Achievement
Milwaukee	Hampton El	No	Reading Achievement
Milwaukee	Hawthorne El	No	Reading Achievement
Milwaukee	Kagel El	No	Reading Achievement
Milwaukee	La Causa Charter Sch	No	Reading Achievement
Milwaukee	Lincoln Avenue El	No	Reading Achievement
Milwaukee	Longfellow El	No	Reading Achievement
Milwaukee	MacDowell Montessori El	No	Math Achievement
Milwaukee	Milw Hi Sch of the Arts	Yes	Math Achievement
Milwaukee	Milw Sch of Entrepreneurship	No	Graduation Rate
Milwaukee	Milw Sign Language El	Yes	Math Achievement
Milwaukee	Mitchell El	Yes	Math Achievement
Milwaukee	Morgandale El	No	Math Achievement
Milwaukee	Neeskara El	No	Reading Achievement
Milwaukee	Ninety-Fifth Street El	No	Math Achievement
Milwaukee	Parkview El	No	Reading Achievement
Milwaukee	Pierce El	No	Reading Achievement
Milwaukee	Professional Learning Inst	No	Graduation Rate
Milwaukee	Reagan Hi	No	Math Achievement
Milwaukee	Riley El	No	Reading Achievement
Milwaukee	Riverside Hi	Yes	Math Achievement
Milwaukee	Stuart El	No	Reading Achievement
Milwaukee	Trowbridge Street El	No	Math Achievement
Milwaukee	Victory El	No	Math Achievement
Milwaukee	Vieau El	No	Math Achievement
Racine Unified	Fratt El	No	Reading Achievement
Racine Unified	Gilmore Mid	No	Math Achievement
Racine Unified	Janes El	No	Reading Achievement
Racine Unified	Julian Thomas El	No	Reading Achievement
Racine Unified	Mitchell El	Yes	Math Achievement
Racine Unified	Mitchell Mid	No	Math Achievement
Racine Unified	Starbuck Mid	Yes	Math Achievement
Racine Unified	Wadewitz El	No	Reading Achievement
Whitewater Unified	Lincoln Inquiry Chrtr (LINCS)	No	Reading Achievement
Whitnall	Whitnall Hi	No	Math Gap



Wisconsin's post-NCLB environment

Wisconsin's NCLB waiver comes amidst repeated calls for education reform from parents, teachers, and policymakers on both ends of the political spectrum. The state has outlined a number of changes in education policy that will be rolled out in the coming years. Even with these changes, however, some of the fundamental concepts of NCLB will remain in place. For example, DPI will continue to monitor the achievement gap and set annual measureable objectives for subgroup performance. Schools that perform poorly over several years still will face the threat of being closed.

As discussed above, the AMO goals set under the state's waiver are very ambitious and appear unlikely to be met given the past performance of students. It does not seem reasonable, for example, to expect African-American students to increase proficiency in reading by 6.2 percentage points per year over the next six years in light of the fact that African-American student proficiency scores only increased by 0.6 percentage point per year on average over the last four years. While it is important to set high expectations for schools and students, those expectations must be reasonable and attainable. The main criticism of NCLB was that the law set unreasonably high standards for improvement over a very short time frame. While the proficiency goals set by DPI under its waiver are lower than the previous NCLB goals, they still could be out of reach for many schools.

Another concern with the state's waiver is that DPI has no plan in place to calculate AMO when the WKCE is phased out in two years. AMOs are designed to be calculated based on WKCE scores; it is still uncertain whether the SMARTER Balanced Assessment will result in a substantial change to the long-term goals.

Other aspects of the waiver, including the new, but untested, teacher evaluation system are also causing apprehension among parents and educators. Further clouding the situation is the fact that the federal Elementary and Secondary Education Act has not been reauthorized since 2002. Political gridlock and uncertainty over the future role of the federal government in education led to the recent granting of NCLB waivers and the expectation that NCLB likely would not survive reauthorization wholly intact. While the current U.S. Secretary of Education has outlined what he would like to see in a reauthorized ESEA, the fact that Congress is unlikely to address the issue until after the Presidential election increases uncertainty for states and slows the pace of reform and policy implementation at both the federal and state levels.

Implications for districts

As Wisconsin moves forward under the NCLB waiver, districts will grapple with the implementation of the new standards, tests, accountability measures, and performance goals. Districts will need to invest time, money, and human resources in order to make the implementation successful, and will need to clearly communicate their plans, processes, and progress to parents and taxpayers. Districts will also need robust data systems to ensure decisionmaking is evidence-based. Finally, school staff will likely need to contribute their leadership and flexibility to an even greater extent than before.



STUDENT PERFORMANCE

This year's public schooling report builds on methods used in previous years to track student performance by reporting both WKCE proficiency rates and district-level value-added WKCE scores provided by the Value Added Research Center at the University of Wisconsin-Madison. WKCE proficiency tables in this report show the combined percentage of students whose scores are rated "proficient" or "advanced" on their WKCE exam.

In this report we analyze WKCE proficiency using two distinct methods. The first tracks changes in proficiency rates by looking at a cohort of students over several years as they progress through successive grade levels. The second reports year-over-year changes within a particular grade level. To conduct the cohort analysis, we focus on the cohort of students that entered 4th grade during the 2007-2008 school year and was in 8th grade in the 2011-2012 school year. Although we use the term "cohort analysis," individual students' scores are not being tracked over time. Rather, the analysis looks at changes in the *aggregate* proficiency rate across time. Nevertheless, this quasi-cohort analysis represents the best way available to examine the overall proficiency of students as they progress through the public school system in southeast Wisconsin.

In addition to these two methods of analysis of *district-level* proficiency rates, a third method, growth analysis, tracks *individual* students' scores over time. When a growth score is combined with other data, such as student demographic data, a value-added analysis can be conducted. Value-added analysis allows for the measurement of teacher, school, or district effectiveness in increasing student test scores by controlling for many other factors that may contribute to a student's performance. The value-added data presented in this year's report demonstrate each district's effectiveness as compared to the state average.

This section also analyzes the achievement gap between African-American and white students in math and reading proficiency, well as high school completion. The section concludes with a discussion of college readiness data, including ACT and AP scores, as well as high school completion rates for each district in the region.

Southeast Wisconsin's performance compared to the rest of the state

The WKCE measures student proficiency in reading/language arts, math, science, and social studies. The exam categorizes student scores into one of four categories: minimal, basic, proficient, or advanced. Parents of test-takers receive a score report that provides the student's overall test score and proficiency category. DPI aggregates these test scores at the school and district levels and publishes them online.⁹ Aggregate scores for schools and districts show the number and percentage of students scoring in each of the four proficiency categories and can be broken down into different racial and socioeconomic student subgroups.

Chart 5 shows reading proficiency levels for the southeast Wisconsin 4th grade cohort of 2007-08 compared to students living outside of southeast Wisconsin. The data show that the regional achievement gap has not narrowed among this cohort over the past five years. Both southeast Wisconsin students and students from the rest of the state saw negligible changes in reading

⁹ The WINSS system: <http://dpi.wi.gov/sig/index.html>



proficiency between 4th and 5th grade, followed by larger gains in proficiency between 5th and 7th grade, and then a drop in proficiency between 7th and 8th grade. (A dip in reading test scores between 7th and 8th grade is not out of the ordinary; previous schooling reports have documented a decline in proficiency scores between 7th and 8th grade for past cohorts.)

Chart 5: WKCE reading proficiency, southeast Wisconsin vs. rest of state, 2007-2012

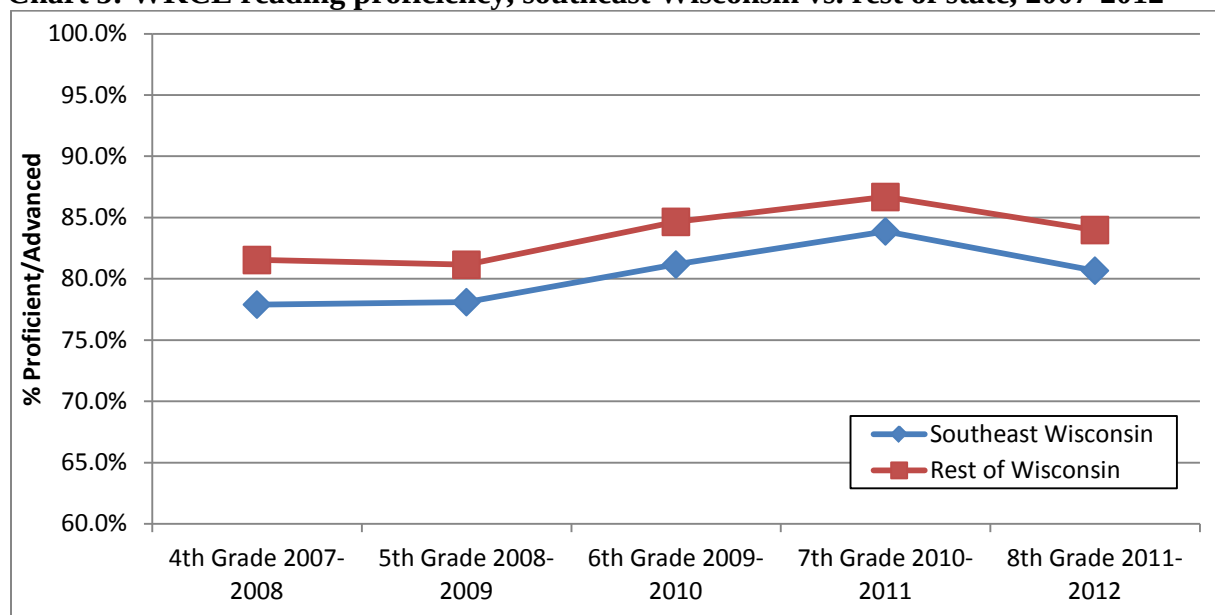
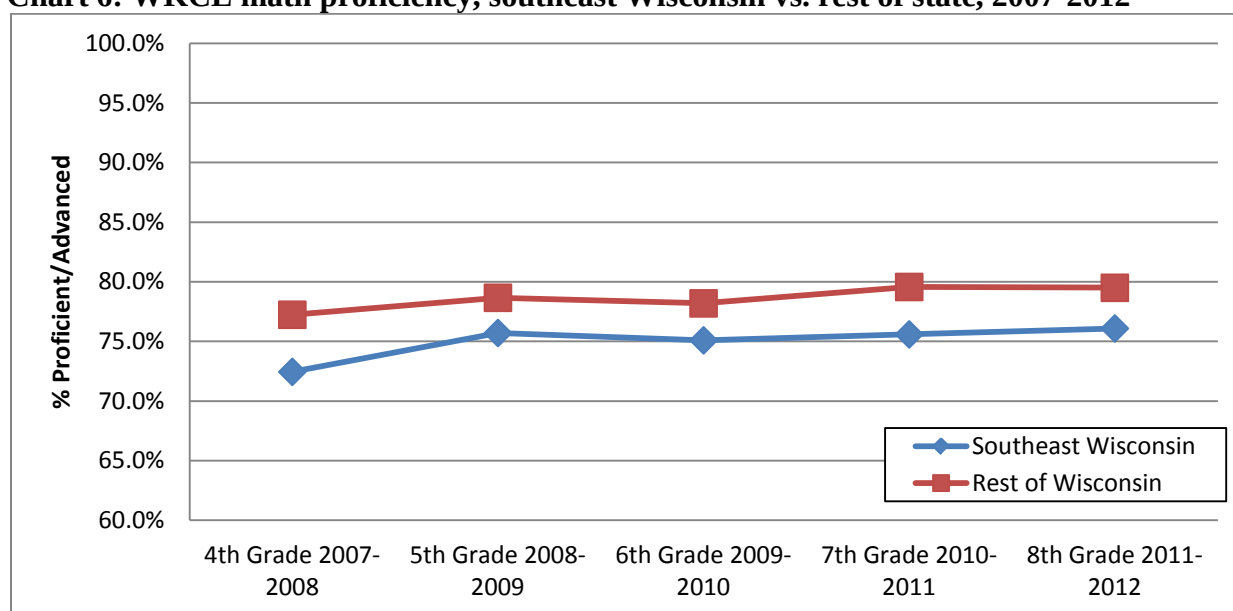


Chart 6 shows the regional achievement gap in math proficiency. Aside from an increase in proficiency between 4th and 5th grade, math proficiency remained relatively stable for this cohort. As in reading, math proficiency in southeast Wisconsin lags the rest of the state by a small margin. The gap between the region and the state has narrowed among this cohort, however.

Chart 6: WKCE math proficiency, southeast Wisconsin vs. rest of state, 2007-2012



Student achievement data also can be analyzed by looking at proficiency rates in each grade level across time. **Table 10** shows the gap in WKCE proficiency rates between southeast Wisconsin and the rest of the state in reading, math, and science by grade and year. In the past five years, southeast Wisconsin students have scored lower across the board in all three subjects when compared to their peers in the rest of the state. Between 2007-08 and 2009-2010, the average achievement gap across all three subjects in all grades decreased each year. Data for the last two years, however, show that the achievement gap has begun to widen again.

Table 10: WKCE proficiency rate gap, southeast Wisconsin vs. rest of the state, 2007-2012 (in percentage points)

School Year	Reading				Math			Science			Average Gap
	3rd	4th	8th	10th	4th	8th	10th	4th	8th	10th	
2007-2008	-3.0	-3.6	-4.9	-5.5	-4.7	-7.5	-7.0	-5.4	-7.7	-7.5	-5.7
2008-2009	-3.5	-3.4	-2.5	-4.8	-3.4	-4.6	-6.5	-4.4	-5.6	-7.6	-4.6
2009-2010	-2.5	-2.3	-2.1	-4.7	-3.3	-3.2	-6.7	-2.7	-3.4	-4.9	-3.6
2010-2011	-1.8	-3.3	-2.7	-4.6	-2.8	-4.2	-6.5	-4.2	-5.0	-7.0	-4.2
2011-2012	-2.2	-2.2	-3.1	-4.2	-4.1	-3.6	-6.4	-3.8	-6.3	-8.1	-4.4

While the average achievement gap measured across subjects has increased, in some grades or subjects the gaps have shrunk. The achievement gap in 10th grade reading has decreased for its fourth straight year, for example.

In general, the science achievement gap between southeast Wisconsin students and the rest of the state tends to be larger than gaps in reading or math. While 10th graders in southeast Wisconsin have a 4.2 point proficiency deficit in reading and a 6.4 point proficiency deficit in math, there is an 8.1 point proficiency deficit in science. The reasons for a larger gap in science are unclear; however, it is possible that an increased emphasis on reading and math skill development in southeast Wisconsin may be leading to less emphasis placed on science skill development. Science curriculum also requires the application of math and reading skills, both of which tend to be lower in southeast Wisconsin relative to the rest of the state.

The achievement gap between southeast Wisconsin students and students in the rest of the state tends to grow larger in each grade, with 10th grade gaps much higher than gaps in earlier grades. This pattern may reflect the fact that the state's current standards and assessments focus more on younger grades. The state's recent adoption of the Common Core State Standards, with their emphasis on preparing students for college or career, is intended to improve 10th grade outcomes.

District-level performance

Table 11 shows the percentage of students in each district's 2007-08 4th grade cohort scoring "proficient" or "advanced" on WKCE reading exams over a five-year period. The table also shows the yearly percentage point change in proficiency rates. Approximately 63% of all districts experienced an increase in reading proficiency levels between 4th and 8th grade for this cohort, while 34% of districts saw decreases, and 3% had no change.



Table 11: WKCE reading proficiency trends, 2007 through 2012

District	Percentage Proficient/Advanced Reading					Percentage Point Difference			
	4th Grade 2007-2008	5th Grade 2008-2009	6th Grade 2009-2010	7th Grade 2010-2011	8th Grade 2011-2012	4th to 5th	5th to 6th	6th to 7th	7th to 8th
Kenosha County									
Central/Westosha Union	83.2%	86.7%	88.6%	90.0%	91.0%	3.5	1.9	1.4	0.9
Brighton	100.0%	100.0%	100.0%	100.0%	100.0%	0.0	0.0	0.0	0.0
Bristol	84.1%	89.9%	86.1%	87.8%	90.7%	5.7	-3.7	1.7	2.8
Central/Westosha UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Paris	95.5%	100.0%	100.0%	100.0%	100.0%	4.5	0.0	0.0	0.0
Salem	77.0%	82.0%	84.9%	87.2%	86.5%	5.0	2.9	2.3	-0.7
Wheatland	82.4%	79.4%	93.1%	90.0%	93.3%	-2.9	13.7	-3.1	3.3
Kenosha	81.2%	79.7%	82.9%	85.4%	81.2%	-1.5	3.2	2.5	-4.2
Wilmot Union	84.1%	82.7%	88.6%	89.6%	91.5%	-1.3	5.8	1.0	1.9
Randall	88.2%	85.7%	92.9%	90.7%	90.2%	-2.4	7.1	-2.2	-0.5
Silver Lake	87.5%	83.9%	88.9%	93.2%	98.3%	-3.6	5.0	4.3	5.1
Trevor-Wilmot Consolidated	76.9%	76.5%	79.6%	83.9%	85.5%	-0.5	3.2	4.3	1.5
Twin Lakes	80.6%	83.3%	90.9%	89.7%	92.3%	2.8	7.6	-1.2	2.6
Wilmot UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Milwaukee County									
Brown Deer	81.8%	78.4%	85.5%	91.2%	86.8%	-3.5	7.1	5.7	-4.3
Cudahy	81.6%	84.4%	87.0%	83.7%	82.1%	2.8	2.6	-3.3	-1.6
Franklin Public	96.2%	94.9%	96.6%	94.3%	92.2%	-1.3	1.8	-2.3	-2.1
Greendale	95.7%	91.7%	93.5%	95.9%	92.2%	-4.0	1.8	2.4	-3.6
Greenfield	85.3%	84.2%	86.2%	89.8%	87.0%	-1.2	2.1	3.5	-2.8
Milwaukee	58.6%	57.8%	60.3%	65.1%	61.7%	-0.8	2.4	4.8	-3.4
Nicolet Union	92.2%	88.7%	90.8%	92.4%	91.3%	-3.5	2.1	1.6	-1.1
Fox Point	94.2%	92.7%	96.9%	97.0%	94.9%	-1.5	4.2	0.1	-2.1
Glendale-River Hills	90.0%	83.1%	84.3%	87.5%	88.2%	-6.9	1.1	3.2	0.7
Maple Dale-Indian Hill	92.1%	91.7%	90.2%	91.7%	90.2%	-0.4	-1.4	1.4	-1.5
Nicolet UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Oak Creek-Franklin	89.7%	86.8%	91.3%	91.8%	91.5%	-3.0	4.5	0.5	-0.3
Saint Francis	67.6%	74.6%	76.3%	91.2%	76.5%	7.0	1.7	14.8	-14.6
Shorewood	94.3%	94.4%	91.1%	90.8%	87.2%	0.1	-3.3	-0.3	-3.7
South Milwaukee	81.7%	85.3%	85.0%	90.7%	81.0%	3.6	-0.3	5.7	-9.7
Wauwatosa	89.0%	88.0%	87.2%	88.4%	85.7%	-1.0	-0.8	1.2	-2.7
West Allis-West Milwaukee	83.9%	82.4%	81.2%	85.7%	81.4%	-1.5	-1.2	4.5	-4.3
Whitefish Bay	91.8%	91.1%	92.6%	95.5%	92.8%	-0.7	1.5	2.9	-2.7
Whitnall	87.0%	87.3%	87.4%	87.6%	88.0%	0.3	0.2	0.2	0.4
Ozaukee County									
Cedarburg	96.9%	94.5%	91.9%	94.1%	94.2%	-2.4	-2.6	2.2	0.1
Grafton	93.8%	94.0%	93.8%	94.2%	92.3%	0.1	-0.2	0.4	-1.9
Mequon-Thiensville	92.6%	92.1%	94.6%	94.7%	95.5%	-0.5	2.5	0.1	0.8
Northern Ozaukee	88.6%	86.4%	90.4%	91.5%	95.6%	-2.2	4.0	1.1	4.1
Port Washington-Saukville	90.0%	90.9%	85.4%	92.0%	89.8%	0.9	-5.5	6.7	-2.2
Racine County									
Burlington Area	85.6%	79.6%	88.1%	89.3%	81.8%	-6.0	8.4	1.3	-7.5
Racine	69.5%	71.7%	77.5%	77.0%	68.5%	2.2	5.8	-0.5	-8.5
Union Grove Union	91.2%	90.3%	90.7%	90.3%	90.8%	-0.9	0.4	-0.4	0.4
Dover	N/A	100.0%	100.0%	100.0%	100.0%	N/A	0.0	0.0	0.0
Raymond	95.0%	90.5%	88.4%	88.9%	85.1%	-4.5	-2.1	0.5	-3.8
Union Grove	90.4%	90.2%	89.6%	90.5%	93.3%	-0.2	-0.6	1.0	2.8
Union Grove UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yorkville	88.9%	88.9%	93.5%	90.0%	91.1%	0.0	4.6	-3.5	1.1
Waterford Union	93.8%	93.5%	95.2%	96.7%	95.4%	-0.3	1.7	1.5	-1.2
North Cape	95.0%	90.0%	100.0%	100.0%	95.5%	-5.0	10.0	0.0	-4.5
Norway	76.9%	81.8%	66.7%	77.8%	77.8%	4.9	-15.2	11.1	0.0
Washington-Caldwell	100.0%	96.4%	100.0%	100.0%	100.0%	-3.6	3.6	0.0	0.0
Waterford Graded	93.8%	94.2%	95.4%	96.7%	95.7%	0.3	1.3	1.3	-1.0
Waterford UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Table 11, continued: WKCE reading proficiency trends, 2007 through 2012,

District	Percentage of Proficient/Advanced Reading					Percentage Point Difference			
	4th Grade 2007-2008	5th Grade 2008-2009	6th Grade 2010-2010	7th Grade 2010-2011	8th Grade 2011-2012	4th to 5th	5th to 6th	6th to 7th	7th to 8th
Walworth County									
Big Foot Union	85.6%	82.9%	91.2%	95.8%	89.2%	-2.7%	8.3%	4.5%	-6.6%
Big Foot UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fontana	96.9%	100.0%	96.8%	100.0%	94.1%	3.1%	-3.2%	3.2%	-5.9%
Linn J6	92.9%	87.5%	100.0%	100.0%	88.9%	-5.4%	12.5%	0.0%	-11.1%
Sharon	72.4%	59.3%	84.6%	92.3%	80.8%	-13.2%	25.4%	7.7%	-11.5%
Walworth	83.7%	83.3%	87.8%	92.9%	90.5%	-0.4%	4.5%	5.1%	-2.4%
Delavan-Darien	64.4%	64.3%	75.9%	75.0%	75.0%	-0.1%	11.6%	-0.9%	0.0%
East Troy Community	82.7%	82.2%	89.9%	87.8%	87.2%	-0.5%	7.7%	-2.1%	-0.5%
Elkhorn Area	86.4%	84.9%	88.1%	90.5%	89.3%	-1.5%	3.2%	2.3%	-1.1%
Lake Geneva-Genoa City Union	76.8%	80.5%	86.8%	87.0%	84.8%	3.7%	6.3%	0.2%	-2.3%
Geneva	83.3%	78.6%	93.8%	93.8%	94.4%	-4.8%	15.2%	0.0%	0.7%
Genoa City	83.6%	87.1%	91.0%	93.1%	86.1%	3.6%	3.9%	2.0%	-6.9%
Lake Geneva	73.2%	76.4%	84.1%	83.2%	82.2%	3.2%	7.7%	-0.9%	-1.1%
Lake Geneva-Genoa City UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Linn J4	77.8%	100.0%	88.9%	90.0%	100.0%	22.2%	-11.1%	1.1%	10.0%
Whitewater	78.8%	77.9%	81.3%	81.6%	75.3%	-0.8%	3.3%	0.3%	-6.2%
Williams Bay	95.8%	96.2%	100.0%	100.0%	100.0%	0.3%	3.8%	0.0%	0.0%
Washington County									
Germantown	98.5%	95.7%	92.9%	92.0%	90.7%	-2.8%	-2.8%	-0.8%	-1.3%
Hartford Union	86.8%	87.9%	89.3%	93.1%	90.4%	1.2%	1.4%	3.8%	-2.6%
Erin	97.1%	94.4%	97.4%	100.0%	97.3%	-2.7%	2.9%	2.6%	-2.7%
Friess Lake	84.8%	83.9%	87.1%	84.4%	80.0%	-1.0%	3.2%	-2.7%	-4.4%
Hartford	83.4%	86.3%	87.3%	93.0%	90.6%	2.9%	1.0%	5.7%	-2.4%
Hartford UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Herman	N/A	N/A	75.0%	87.5%	75.0%	N/A	N/A	12.5%	-12.5%
Neosho	84.2%	94.7%	94.1%	100.0%	90.5%	10.5%	-0.6%	5.9%	-9.5%
Richfield	93.1%	90.6%	94.6%	94.4%	97.3%	-2.5%	4.0%	-0.2%	2.9%
Rubicon	100.0%	84.6%	85.7%	84.6%	86.7%	-15.4%	1.1%	-1.1%	2.1%
Kewaskum	79.6%	78.0%	82.6%	81.4%	75.8%	-1.6%	4.6%	-1.2%	-5.6%
Slinger	98.2%	95.4%	92.2%	96.0%	95.1%	-2.8%	-3.2%	3.8%	-0.8%
West Bend	87.8%	85.4%	86.4%	90.7%	86.0%	-2.4%	1.0%	4.4%	-4.8%
Waukesha County									
Arrowhead Union	93.7%	94.1%	96.1%	97.4%	94.4%	0.4%	1.9%	1.3%	-2.9%
Arrowhead UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hartland-Lakeside	88.5%	91.9%	93.7%	95.3%	89.9%	3.5%	1.8%	1.6%	-5.5%
Lake Country	94.9%	93.4%	95.5%	95.9%	97.3%	-1.5%	2.1%	0.4%	1.4%
Merton Community	93.5%	92.9%	97.0%	98.1%	96.9%	-0.5%	4.1%	1.1%	-1.2%
North Lake	97.1%	91.7%	97.5%	100.0%	100.0%	-5.4%	5.8%	2.5%	0.0%
Richmond	100.0%	100.0%	97.8%	100.0%	93.9%	0.0%	-2.2%	2.2%	-6.1%
Stone Bank	94.3%	97.4%	94.9%	97.5%	85.4%	3.1%	-2.5%	2.6%	-12.1%
Swallow	98.2%	96.6%	98.4%	98.5%	100.0%	-1.6%	1.8%	0.0%	1.5%
Elmbrook	91.3%	91.3%	92.4%	92.1%	94.4%	0.0%	1.1%	-0.3%	2.3%
Hamilton	N/A	91.8%	94.3%	96.6%	96.2%	N/A	2.5%	2.3%	-0.4%
Kettle Moraine	92.2%	90.8%	89.3%	93.1%	89.0%	-1.3%	-1.6%	3.8%	-4.1%
Menomonee Falls	89.0%	89.0%	91.9%	95.3%	93.1%	0.0%	2.9%	3.5%	-2.2%
Mukwonago	90.2%	91.0%	92.9%	95.3%	91.2%	0.8%	1.9%	2.4%	-4.1%
Muskego-Norway	92.4%	88.4%	93.7%	95.8%	90.5%	-4.0%	5.3%	2.2%	-5.3%
New Berlin	92.2%	92.5%	92.8%	93.7%	92.1%	0.3%	0.2%	0.9%	-1.6%
Oconomowoc Area	90.6%	91.8%	93.8%	96.0%	92.4%	1.2%	2.1%	2.2%	-3.6%
Pewaukee	88.5%	91.4%	94.8%	94.7%	89.4%	2.9%	3.4%	-0.1%	-5.4%
Waukesha	82.6%	83.2%	88.5%	85.8%	81.0%	0.7%	5.2%	-2.7%	-4.8%
Southeast Wisconsin	77.9%	78.1%	81.2%	83.9%	80.7%	0.2%	3.1%	2.7%	-3.2%
Rest of Wisconsin	81.5%	81.2%	84.7%	86.7%	84.0%	-0.4%	3.5%	2.0%	-2.7%
State of Wisconsin	80.4%	80.2%	83.5%	85.8%	82.9%	-0.2%	3.4%	2.2%	-2.9%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.

Table 12 shows the percentage of students in each district cohort scoring proficient or advanced on WKCE math exams. Approximately 62% of all districts' cohorts experienced proficiency



increases in math scores over the past five years, while 37% saw a net decrease. One district experienced no change in proficiency levels for this cohort.

Table 12: WKCE math proficiency trends, 2007 through 2012

District	Percentage Proficient/Advanced Math					Percentage Point Difference			
	4th Grade 2007-2008	5th Grade 2008-2009	6th Grade 2009-2010	7th Grade 2010-2011	8th Grade 2011-2012	4th to 5th	5th to 6th	6th to 7th	7th to 8th
Kenosha County									
Central/Westosha Union	79.0%	81.3%	84.1%	82.0%	86.5%	2.3	2.8	-2.2	4.5
Brighton	100.0%	100.0%	94.7%	100.0%	95.8%	0.0	-5.3	5.3	-4.2
Bristol	81.0%	82.6%	86.1%	79.7%	89.3%	1.7	3.5	-6.4	9.6
Central/Westosha UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Paris	100.0%	95.2%	95.0%	100.0%	100.0%	-4.8	-0.2	5.0	0.0
Salem	68.0%	71.0%	76.4%	71.6%	77.5%	3.0	5.4	-4.9	5.9
Wheatland	82.4%	91.2%	93.1%	96.7%	93.3%	8.8	1.9	3.6	-3.3
Kenosha	76.0%	81.2%	80.6%	79.9%	80.9%	5.2	-0.6	-0.7	1.1
Wilmot Union	78.6%	79.6%	83.1%	82.1%	83.4%	1.0	3.4	-1.0	1.3
Randall	75.0%	84.4%	89.3%	77.9%	78.0%	9.4	4.9	-11.4	0.1
Silver Lake	83.9%	75.0%	83.3%	86.4%	93.2%	-8.9	8.3	3.1	6.8
Trevor-Wilmot Consolidated	75.0%	74.5%	70.4%	82.1%	78.2%	-0.5	-4.1	11.8	-4.0
Twin Lakes	83.3%	83.3%	86.4%	84.6%	87.2%	0.0	3.0	-1.7	2.6
Wilmot UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Milwaukee County									
Brown Deer	86.9%	79.4%	80.9%	84.1%	85.1%	-7.5	1.5	3.2	1.0
Cudahy	68.4%	72.8%	68.9%	77.5%	78.2%	4.4	-3.9	8.6	0.7
Franklin Public	91.3%	95.9%	93.3%	93.3%	92.8%	4.6	-2.6	0.0	-0.5
Greendale	93.9%	94.7%	92.9%	93.8%	95.9%	0.8	-1.8	0.9	2.1
Greenfield	78.3%	80.9%	74.0%	74.0%	76.9%	2.6	-6.9	0.0	2.9
Milwaukee	58.6%	52.6%	49.8%	48.9%	51.4%	-6.0	-2.8	-0.9	2.5
Nicolet Union	90.0%	86.9%	84.2%	86.0%	87.6%	-3.2	-2.7	1.8	1.6
Fox Point	96.1%	90.6%	89.8%	92.0%	94.9%	-5.5	-0.8	2.2	2.9
Glendale-River Hills	81.1%	82.0%	75.3%	77.3%	79.6%	0.9	-6.7	2.0	2.3
Maple Dale-Indian Hill	94.7%	88.9%	90.2%	89.6%	88.2%	-5.8	1.4	-0.7	-1.3
Nicolet UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Oak Creek-Franklin	81.8%	84.2%	80.7%	82.6%	79.4%	2.4	-3.5	1.9	-3.1
Saint Francis	74.6%	70.4%	78.9%	75.6%	61.7%	-4.2	8.5	-3.3	-13.9
Shorewood	89.3%	89.6%	87.9%	87.8%	86.5%	0.3	-1.7	-0.1	-1.3
South Milwaukee	76.7%	80.9%	74.3%	75.8%	79.6%	4.2	-6.6	1.5	3.8
Wauwatosa	87.0%	87.8%	86.8%	83.1%	84.9%	0.8	-1.0	-3.7	1.8
West Allis-West Milwaukee	81.9%	81.8%	75.1%	76.7%	77.7%	-0.2	-6.7	1.7	1.0
Whitefish Bay	93.4%	92.8%	92.6%	93.0%	90.4%	-0.7	-0.2	0.4	-2.6
Whitnall	85.5%	87.9%	86.8%	85.1%	83.2%	2.4	-1.1	-1.7	-1.9
Ozaukee County									
Cedarburg	92.7%	95.5%	91.0%	93.2%	89.2%	2.8	-4.5	2.2	-4.0
Grafton	90.8%	94.0%	93.1%	90.3%	93.6%	3.2	-0.9	-2.7	3.3
Mequon-Thiensville	91.3%	91.7%	92.9%	93.2%	91.7%	0.4	1.2	0.2	-1.5
Northern Ozaukee	78.9%	84.5%	83.3%	86.6%	82.4%	5.6	-1.2	3.3	-4.2
Port Washington-Saukville	91.3%	86.7%	83.6%	82.4%	86.4%	-4.6	-3.0	-1.2	4.1
Racine County									
Burlington Area	87.2%	79.2%	81.8%	85.0%	84.8%	-8.0	2.6	3.3	-0.2
Racine	58.3%	64.0%	64.8%	63.3%	60.7%	5.6	0.9	-1.6	-2.6
Union Grove Union	86.1%	79.4%	82.7%	84.1%	85.3%	-6.8	3.4	1.4	1.2
Dover	N/A	100.0%	83.3%	100.0%	100.0%	N/A	-16.7	16.7	0.0
Raymond	80.0%	85.7%	81.4%	82.2%	76.6%	5.7	-4.3	0.8	-5.6
Union Grove	92.3%	77.0%	86.6%	86.5%	85.3%	-15.3	9.5	-0.1	-1.2
Union Grove UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yorkville	84.4%	73.3%	78.3%	80.0%	91.1%	-11.1	4.9	1.7	11.1
Waterford Union	87.6%	92.6%	93.8%	94.6%	92.5%	5.1	1.2	0.7	-2.0
North Cape	95.0%	100.0%	100.0%	100.0%	100.0%	5.0	0.0	0.0	0.0
Norway	69.2%	81.8%	66.7%	77.8%	77.8%	12.6	-15.2	11.1	0.0
Washington-Caldwell	86.7%	89.3%	95.8%	96.0%	83.3%	2.6	6.5	0.2	-12.7
Waterford Graded	88.2%	93.0%	94.3%	94.6%	93.5%	4.8	1.3	0.3	-1.0
Waterford UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Table 12, continued: WKCE math proficiency trends, 2007 through 2012

District	Percentage of Proficient/Advanced Math					Percentage Point Difference			
	4th Grade 2007- 2008	5th Grade 2008- 2009	6th Grade 2009- 2010	7th Grade 2010- 2011	8th Grade 2011- 2012	4th to 5th	5th to 6th	6th to 7th	7th to 8th
Walworth County									
Big Foot Union	89.0%	77.1%	78.1%	82.2%	91.7%	-11.9	1.0	4.1	9.5
Big Foot UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fontana	96.9%	93.8%	87.1%	93.9%	94.1%	-3.1	-6.7	6.8	0.2
Linn J6	92.9%	87.5%	93.8%	94.1%	94.4%	-5.4	6.3	0.4	0.3
Sharon	82.8%	63.0%	76.9%	69.2%	84.6%	-19.8	14.0	-7.7	15.4
Walworth	86.0%	71.4%	65.9%	76.2%	92.9%	-14.6	-5.6	10.3	16.7
Delavan-Darien	59.5%	56.7%	57.0%	62.5%	60.4%	-2.8	0.3	5.5	-2.1
East Troy Community	88.9%	91.1%	94.4%	95.6%	96.8%	2.2	3.3	1.2	1.3
Elkhorn Area	84.7%	86.6%	85.6%	81.4%	82.7%	1.8	-1.0	-4.2	1.3
Lake Geneva-Genoa City Union	69.7%	74.2%	76.5%	79.8%	76.2%	4.4	2.4	3.2	-3.6
Geneva	66.7%	57.1%	87.5%	75.0%	77.8%	-9.5	30.4	12.5	2.8
Genoa City	77.6%	75.7%	73.1%	73.6%	72.2%	-1.9	-2.6	0.5	-1.4
Lake Geneva	68.6%	74.3%	77.5%	82.6%	77.1%	5.7	3.2	5.1	-5.5
Lake Geneva-Genoa City UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Linn J4	33.3%	87.5%	66.7%	90.0%	88.9%	54.2	-20.8	23.3	-1.1
Whitewater	75.0%	80.1%	77.8%	76.6%	79.5%	5.1	-2.4	-1.2	2.9
Williams Bay	91.7%	96.2%	93.1%	96.8%	100.0%	4.5	-3.1	3.7	3.2
Washington County									
Germantown	98.5%	98.2%	92.9%	91.1%	90.7%	-0.3	-5.3	-1.8	-0.4
Hartford Union	79.8%	80.7%	77.4%	83.6%	85.8%	0.9	-3.4	6.3	2.2
Erin	97.1%	97.2%	97.4%	91.9%	91.9%	0.1	0.1	-5.5	0.0
Friess Lake	84.8%	80.6%	83.9%	84.4%	88.6%	-4.2	3.2	0.5	4.2
Hartford J1	74.3%	73.1%	71.1%	84.3%	83.6%	-1.1	-2.0	13.2	-0.7
Hartford UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Herman	N/A	N/A	37.5%	37.5%	62.5%	N/A	N/A	0.0	25.0
Neosho	84.2%	94.7%	76.5%	75.0%	76.2%	10.5	-18.3	-1.5	1.2
Richfield	79.3%	90.6%	83.8%	86.1%	97.3%	11.3	-6.8	2.3	11.2
Rubicon	90.9%	92.3%	92.9%	84.6%	86.7%	1.4	0.5	-8.2	2.1
Kewaskum	81.5%	93.6%	87.0%	81.4%	79.8%	12.1	-6.6	-5.5	-1.6
Slinger	95.3%	95.4%	93.3%	93.0%	94.7%	0.1	-2.1	-0.4	1.7
West Bend	88.1%	87.2%	85.2%	86.9%	79.8%	-0.9	-1.9	1.7	-7.1
Waukesha County									
Arrowhead Union	91.4%	95.0%	93.6%	94.7%	95.0%	3.6	-1.4	1.2	0.3
Arrowhead UHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hartland-Lakeside	88.5%	93.5%	86.6%	88.4%	90.6%	5.1	-6.9	1.8	2.2
Lake Country	93.2%	96.7%	98.5%	97.3%	98.6%	3.5	1.8	-1.2	1.4
Merton Community	89.1%	92.9%	93.0%	97.1%	94.8%	3.8	0.1	4.1	-2.4
North Lake	94.1%	94.4%	95.0%	94.1%	100.0%	0.3	0.6	-0.9	5.9
Richmond	97.3%	100.0%	100.0%	95.8%	98.0%	2.7	0.0	-4.2	2.1
Stone Bank	88.6%	89.5%	89.7%	95.0%	92.7%	0.9	0.3	5.3	-2.3
Swallow	96.5%	100.0%	100.0%	100.0%	97.3%	3.5	0.0	0.0	-2.7
Elmbrook	90.3%	94.2%	92.8%	94.2%	93.5%	3.9	-1.4	1.4	-0.6
Hamilton	N/A	93.1%	93.7%	95.7%	93.4%	N/A	0.6	2.0	-2.3
Kettle Moraine	92.5%	93.2%	90.6%	92.8%	93.9%	0.7	-2.7	2.2	1.1
Menomonee Falls	87.6%	88.3%	87.5%	92.1%	92.0%	0.7	-0.8	4.7	-0.1
Mukwonago	87.1%	94.6%	93.5%	93.0%	91.0%	7.5	-1.1	-0.5	-2.0
Muskego-Norway	87.5%	88.7%	89.3%	90.9%	88.0%	1.2	0.6	1.6	-2.9
New Berlin	93.8%	92.2%	93.0%	89.1%	87.8%	-1.6	0.8	-4.0	-1.3
Oconomowoc Area	88.2%	91.8%	89.1%	92.4%	89.0%	3.6	-2.6	3.3	-3.4
Pewaukee	89.8%	95.7%	93.1%	93.6%	89.9%	5.9	-2.6	0.5	-3.7
Waukesha	75.6%	76.9%	81.6%	76.9%	80.7%	1.4	4.6	-4.6	3.8
Southeast Wisconsin	72.5%	75.7%	75.1%	75.6%	76.1%	3.3	-0.6	0.5	0.5
Rest of Wisconsin	77.2%	78.7%	78.2%	79.6%	79.5%	1.4	-0.5	1.4	-0.1
State of Wisconsin	75.7%	77.7%	77.2%	78.3%	78.4%	2.0	-0.5	1.1	0.1

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Tables 13, 14, and 15 show the percentage of 3rd, 4th, 8th, and 10th grade students scoring proficient or advanced on the WKCE in reading, math, and science in each district for the 2011-2012 school year. Each table is followed by brief commentary on district performance. The first grade-level column in each table indicates whether a district's proficiency rate is above or below the regional average for southeast Wisconsin. A "+" indicates that the district's proficiency rate is above the southeast Wisconsin regional average while a "-" indicates that the district's rate is below the regional average. In the Kenosha Unified School District, for example, 74.3% of 3rd grade students scored proficient or advanced on the WKCE reading exam. This percentage was below the regional average of 77.3%. Union high school district percentages are calculated as the aggregate of their feeder school districts.



Table 13: Percentage of students scoring proficient or advanced on the WKCE reading exam, 2011-2012

District (Reading)	Grade 3		Grade 4		Grade 8		Grade 10	
	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %
Kenosha County								
Central/Westosha Union	+	88.7%	+	87.9%	+	91.0%	+	83.9%
Brighton	+	95.7%	+	100.0%	+	100.0%	N/A	N/A
Bristol	+	94.5%	+	93.7%	+	90.7%	N/A	N/A
Central/Westosha UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	83.9%
Paris	+	100.0%	+	100.0%	+	100.0%	N/A	N/A
Salem	+	83.7%	+	79.6%	+	86.5%	N/A	N/A
Wheatland	+	82.1%	-	78.6%	+	93.3%	N/A	N/A
Kenosha	-	74.3%	-	78.1%	+	81.2%	-	67.9%
Wilmot Union	+	85.0%	+	86.1%	+	91.5%	+	76.3%
Randall	+	85.7%	+	92.5%	+	90.2%	N/A	N/A
Silver Lake	+	89.7%	+	89.9%	+	98.3%	N/A	N/A
Trevor-Wilmot Consolidated	+	86.2%	-	77.6%	+	85.5%	N/A	N/A
Twin Lakes	-	75.0%	-	77.4%	+	92.3%	N/A	N/A
Wilmot UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	76.3%
Milwaukee County								
Brown Deer	+	78.6%	+	87.7%	+	86.8%	+	86.6%
Cudahy	+	78.8%	+	85.0%	+	82.1%	-	70.3%
Franklin Public	+	95.1%	+	92.6%	+	92.2%	+	91.2%
Greendale	+	85.7%	+	91.4%	+	92.2%	+	91.4%
Greenfield	+	84.8%	+	83.7%	+	87.0%	+	81.9%
Milwaukee	-	57.7%	-	59.1%	-	61.7%	-	46.4%
Nicolet Union	+	89.7%	+	95.6%	+	91.3%	+	88.5%
Fox Point	+	93.5%	+	92.5%	+	94.9%	N/A	N/A
Glendale-River Hills	+	87.4%	+	97.1%	+	88.2%	N/A	N/A
Maple Dale-Indian Hill	+	87.0%	+	97.6%	+	90.2%	N/A	N/A
Nicolet UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	88.5%
Oak Creek-Franklin	+	83.3%	+	88.4%	+	91.5%	+	84.2%
Saint Francis	+	85.7%	-	69.5%	-	76.5%	+	78.9%
Shorewood	+	92.2%	+	89.5%	+	87.2%	+	90.8%
South Milwaukee	-	76.6%	+	83.7%	+	81.0%	+	87.2%
Wauwatosa	+	90.3%	+	88.5%	+	85.7%	+	87.1%
West Allis-West Milwaukee	+	84.3%	+	86.4%	+	81.4%	+	77.1%
Whitefish Bay	+	94.4%	+	95.3%	+	92.8%	+	92.7%
Whitnall	+	88.7%	+	94.4%	+	88.0%	+	81.4%
Ozaukee County								
Cedarburg	+	92.9%	+	95.5%	+	94.2%	+	91.6%
Grafton	+	92.3%	+	89.6%	+	92.3%	+	85.6%
Mequon-Thiensville	+	92.0%	+	93.9%	+	95.5%	+	93.7%
Northern Ozaukee	-	74.6%	+	81.5%	+	95.6%	+	88.2%
Port Washington-Saukville	+	89.7%	+	92.9%	+	89.8%	+	89.7%
Racine County								
Burlington Area	+	79.8%	+	85.0%	+	81.8%	-	74.1%
Racine	-	68.2%	-	69.4%	-	68.5%	-	59.1%
Union Grove Union	+	87.3%	+	85.5%	+	90.8%	+	77.7%
Dover	+	100.0%	+	100.0%	+	100.0%	N/A	N/A
Raymond	+	93.3%	+	85.4%	+	85.1%	N/A	N/A
Union Grove	+	78.9%	+	82.2%	+	93.3%	N/A	N/A
Union Grove UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	77.7%
Yorkville	+	94.3%	+	89.2%	+	91.1%	N/A	N/A
Waterford Union	+	92.8%	+	90.2%	+	96.1%	+	88.9%
North Cape	-	75.0%	+	100.0%	+	95.5%	N/A	N/A
Norway	N/A	N/A	N/A	N/A	-	77.8%	N/A	N/A
Washington-Caldwell	+	100.0%	+	95.5%	+	100.0%	N/A	N/A
Waterford Graded	+	93.3%	+	88.6%	+	95.7%	N/A	N/A
Waterford UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	88.9%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Table 13, continued: Percentage of students scoring proficient or advanced on the WKCE reading exam, 2011-2012

District (Reading)	Grade 3		Grade 4		Grade 8		Grade 10	
	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %
Walworth County								
Big Foot Union	+	77.6%	-	78.6%	+	89.2%	+	77.6%
Big Foot UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	77.6%
Fontana	+	80.6%	+	90.5%	+	94.1%	N/A	N/A
Linn J6	+	100.0%	+	84.6%	+	88.9%	N/A	N/A
Sharon	-	72.4%	-	76.0%	+	80.8%	N/A	N/A
Walworth	-	75.5%	-	73.6%	+	90.5%	N/A	N/A
Delavan-Darien	-	63.7%	-	62.1%	-	75.0%	-	70.3%
East Troy Community	+	80.0%	+	85.0%	+	87.2%	+	90.6%
Elkhorn Area	+	84.5%	+	91.2%	+	89.3%	+	85.8%
Lake Geneva-Genoa City Union	+	87.2%	+	85.1%	+	93.1%	+	84.8%
Geneva	+	82.4%	+	95.0%	+	94.4%	N/A	N/A
Genoa City	+	91.5%	+	79.2%	+	86.1%	N/A	N/A
Lake Geneva	+	85.8%	+	86.3%	+	96.3%	N/A	N/A
Lake Geneva-Genoa City UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	84.8%
Linn J4	+	92.3%	-	71.4%	+	100.0%	N/A	N/A
Whitewater	+	78.0%	-	75.0%	-	75.3%	+	76.3%
Williams Bay	+	90.2%	+	89.2%	+	100.0%	+	84.4%
Washington County								
Germantown	+	94.3%	+	95.0%	+	90.7%	+	91.7%
Hartford Union	+	91.0%	+	88.0%	+	90.4%	+	87.0%
Erin	+	100.0%	+	85.3%	+	97.3%	N/A	N/A
Friess Lake	+	92.0%	+	91.2%	-	80.0%	N/A	N/A
Hartford J1	+	87.4%	+	85.5%	+	90.6%	N/A	N/A
Hartford UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	87.0%
Herman	+	100.0%	+	88.9%	-	75.0%	N/A	N/A
Neosho	+	87.5%	+	81.8%	+	90.5%	N/A	N/A
Richfield	+	100.0%	+	100.0%	+	97.3%	N/A	N/A
Rubicon	+	81.3%	+	83.3%	+	86.7%	N/A	N/A
Kewaskum	+	86.2%	+	91.1%	-	75.8%	-	70.3%
Slinger	+	91.6%	+	92.5%	+	95.1%	+	88.3%
West Bend	+	86.6%	+	85.5%	+	86.0%	+	78.6%
Waukesha County								
Arrowhead Union	+	92.4%	+	94.9%	+	94.4%	+	93.6%
Arrowhead UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	93.6%
Hartland-Lakeside	+	90.6%	+	97.1%	+	89.9%	N/A	N/A
Lake Country	+	96.2%	+	98.2%	+	97.3%	N/A	N/A
Merton Community	+	92.6%	+	91.5%	+	96.9%	N/A	N/A
North Lake	+	87.9%	+	95.3%	+	100.0%	N/A	N/A
Richmond	+	94.1%	+	98.1%	+	93.9%	N/A	N/A
Stone Bank	+	86.5%	+	97.0%	+	85.4%	N/A	N/A
Swallow	+	96.8%	+	90.8%	+	100.0%	N/A	N/A
Elmbrook	+	91.7%	+	90.7%	+	94.4%	+	91.2%
Hamilton	+	94.7%	+	95.1%	+	96.2%	+	92.3%
Kettle Moraine	+	87.7%	+	93.2%	+	89.0%	+	89.2%
Menomonee Falls	+	90.6%	+	96.5%	+	93.1%	+	86.9%
Mukwonago	+	92.5%	+	89.2%	+	91.2%	+	90.1%
Muskego-Norway	+	91.6%	+	92.9%	+	90.5%	+	92.2%
New Berlin	+	86.2%	+	89.2%	+	92.1%	+	92.4%
Oconomowoc Area	+	89.5%	+	92.2%	+	92.4%	+	82.8%
Pewaukee	+	87.6%	+	93.3%	+	89.4%	+	91.9%
Waukesha	+	80.7%	+	83.5%	+	81.0%	+	77.4%
Southeast Wisconsin		77.3%		79.0%		80.8%		74.5%
Rest of Wisconsin		79.5%		81.2%		83.9%		78.7%
State of Wisconsin		78.8%		80.5%		82.9%		77.3%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



The region's overall reading proficiency rates decreased slightly from last year in 3rd (-0.6 points), 4th (-0.9 points), and 8th grade (-3.0 points). There was an increase in 10th grade reading proficiency of 3.7 points. This year's data continue to show that the three southeast Wisconsin districts that have traditionally struggled in reading—Milwaukee, Racine, and Delavan-Darien—continue to perform below the regional average. Kenosha struggled in reading this year as well; the district reported one-year decreases in proficiency at all grade levels and performed below the regional reading average in three of the four grades shown in the table. All four of these districts rate mostly below average and, when combined, contain roughly half of all students in the region, skewing the regional proficiency rate downward.

Two school districts—Brown Deer and West Allis—stand out for making turnarounds with respect to reading proficiency. Brown Deer School District scored above average in all four grades tested—a significant turnaround from the 2009-2010 school year when the district scored below average in reading in all four grades. It is worth noting that Brown Deer has one of the largest proportions of African-American students outside of Milwaukee. In a region where the racial achievement gap persists, Brown Deer has managed to maintain a smaller-than-average racial achievement gap and report above-average reading proficiency rates. West Allis also has increased reading proficiency over the past two years. Whereas in 2009-10, three of four West Allis grades scored below the regional average in reading, in both 2010-11 and 2011-12, all four grades in the district scored above the regional proficiency average.

Schools in Ozaukee and Waukesha Counties continue to perform well. With the exception of Northern Ozaukee's 3rd grade class and Waukesha's 10th grade class, all districts in each county scored above 80% proficient in reading. Every district and grade in Waukesha County scored above the regional average.



Table 14: Percentage of students scoring proficient or advanced on the WKCE math exam, 2011-2012

District (Math)	Grade 3		Grade 4		Grade 8		Grade 10	
	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %
Kenosha County								
Central/Westosha Union	+	79.3%	+	87.0%	+	86.5%	+	78.0%
Brighton	+	87.0%	+	100.0%	+	95.8%	N/A	N/A
Bristol	+	80.0%	+	94.9%	+	89.3%	N/A	N/A
Central/Westosha UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	78.0%
Paris	+	100.0%	+	100.0%	+	100.0%	N/A	N/A
Salem	-	70.9%	+	76.3%	+	77.5%	N/A	N/A
Wheatland	+	82.1%	+	78.6%	+	93.3%	N/A	N/A
Kenosha	-	71.9%	-	75.2%	+	80.9%	-	58.5%
Wilmot Union	+	85.0%	+	83.8%	+	83.4%	+	71.6%
Randall	+	83.1%	+	85.1%	+	78.0%	N/A	N/A
Silver Lake	+	87.2%	+	82.6%	+	93.2%	N/A	N/A
Trevor-Wilmot								
Consolidated	+	84.5%	+	87.8%	+	78.2%	N/A	N/A
Twin Lakes	+	87.5%	+	77.4%	+	87.2%	N/A	N/A
Wilmot UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	71.6%
Milwaukee County								
Brown Deer	-	70.2%	+	80.2%	+	85.1%	+	77.3%
Cudahy	+	73.5%	+	79.3%	+	78.2%	-	57.6%
Franklin Public	+	94.1%	+	94.1%	+	92.8%	+	83.3%
Greendale	+	90.3%	+	90.0%	+	95.9%	+	85.1%
Greenfield	+	87.1%	+	81.3%	+	76.9%	+	73.9%
Milwaukee	-	48.1%	-	52.6%	-	51.4%	-	31.8%
Nicolet Union	+	87.6%	+	88.9%	+	87.6%	+	83.4%
Fox Point	+	92.4%	+	88.8%	+	94.9%	N/A	N/A
Glendale-River Hills	+	85.3%	+	86.7%	+	79.6%	N/A	N/A
Maple Dale-Indian Hill	+	82.6%	+	95.1%	+	88.2%	N/A	N/A
Nicolet UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	83.4%
Oak Creek-Franklin	+	76.9%	+	88.2%	+	79.4%	+	71.4%
Saint Francis	+	92.9%	-	69.5%	-	61.7%	+	66.2%
Shorewood	+	87.6%	+	84.7%	+	86.5%	+	84.7%
South Milwaukee	-	69.7%	+	82.8%	+	79.6%	+	72.2%
Wauwatosa	+	87.4%	+	89.8%	+	84.9%	+	81.2%
West Allis-West Milwaukee	+	83.1%	+	80.6%	+	77.7%	-	65.3%
Whitefish Bay	+	91.1%	+	92.0%	+	90.4%	+	91.3%
Whitnall	+	92.2%	+	94.4%	+	83.2%	+	77.4%
Ozaukee County								
Cedarburg	+	93.5%	+	92.4%	+	89.2%	+	91.6%
Grafton	+	94.9%	+	88.1%	+	93.6%	+	82.6%
Mequon-Thiensville	+	93.5%	+	94.4%	+	91.7%	+	92.0%
Northern Ozaukee	-	70.4%	+	84.0%	+	82.4%	+	76.5%
Port Washington-Saukville	+	82.2%	+	89.3%	+	86.4%	+	80.4%
Racine County								
Burlington Area	+	83.9%	+	80.8%	+	84.8%	-	64.3%
Racine	-	64.7%	-	68.7%	-	60.7%	-	45.3%
Union Grove Union	+	83.5%	+	77.4%	+	85.3%	+	75.5%
Dover	+	100.0%	+	87.5%	+	100.0%	N/A	N/A
Raymond	+	95.6%	-	70.7%	+	76.6%	N/A	N/A
Union Grove	-	73.2%	-	75.3%	+	85.3%	N/A	N/A
Union Grove UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	75.5%
Yorkville	+	85.7%	+	86.5%	+	91.1%	N/A	N/A
Waterford Union	+	91.8%	+	88.8%	+	93.1%	+	78.3%
North Cape	+	83.3%	+	100.0%	+	100.0%	N/A	N/A
Norway	N/A	N/A	N/A	N/A	+	77.8%	N/A	N/A
Washington-Caldwell	+	100.0%	+	86.4%	+	83.3%	N/A	N/A
Waterford Graded	+	91.5%	+	88.0%	+	93.5%	N/A	N/A
Waterford UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	78.3%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Table 14, continued: Percentage of students scoring proficient or advanced on the WKCE math exam, 2011-2012

District (Math)	Grade 3		Grade 4		Grade 8		Grade 10	
	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %
Walworth County								
Big Foot Union	+	74.1%	+	76.8%	+	91.7%	-	64.0%
Big Foot UHS	N/A	N/A	N/A	N/A	N/A	N/A	-	64.0%
Fontana	-	67.7%	+	85.7%	+	94.1%	N/A	N/A
Linn J6	+	100.0%	+	92.3%	+	94.4%	N/A	N/A
Sharon	+	75.9%	-	68.0%	+	84.6%	N/A	N/A
Walworth	-	73.5%	-	73.6%	+	92.9%	N/A	N/A
Delavan-Darien	-	57.3%	-	61.4%	-	60.4%	-	60.0%
East Troy Community	+	87.0%	+	80.5%	+	96.8%	+	80.3%
Elkhorn Area	+	84.5%	+	89.3%	+	82.7%	+	81.7%
Lake Geneva-Genoa City Union	+	79.6%	+	82.1%	+	76.2%	+	73.8%
Geneva	+	82.4%	+	85.0%	+	77.8%	N/A	N/A
Genoa City	+	74.6%	+	79.2%	-	72.2%	N/A	N/A
Lake Geneva	+	81.3%	+	83.0%	+	77.1%	N/A	N/A
Lake Geneva-Genoa City UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	73.8%
Linn J4	+	76.9%	-	71.4%	+	88.9%	N/A	N/A
Whitewater	-	72.9%	-	75.8%	+	79.5%	+	73.3%
Williams Bay	+	95.1%	+	89.2%	+	100.0%	+	75.0%
Washington County								
Germantown	+	92.0%	+	95.8%	+	90.7%	+	87.0%
Hartford Union	+	90.0%	+	87.3%	+	85.8%	+	80.9%
Erin	+	96.8%	+	85.3%	+	91.9%	N/A	N/A
Friess Lake	+	92.0%	+	91.2%	+	88.6%	N/A	N/A
Hartford J1	+	88.1%	+	86.2%	+	83.6%	N/A	N/A
Hartford UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	80.9%
Herman	-	63.6%	+	88.9%	-	62.5%	N/A	N/A
Neosho	+	87.5%	+	81.8%	+	76.2%	N/A	N/A
Richfield	+	100.0%	+	100.0%	+	97.3%	N/A	N/A
Rubicon	+	87.5%	-	66.7%	+	86.7%	N/A	N/A
Kewaskum	+	88.4%	+	86.7%	+	79.8%	+	74.6%
Slinger	+	88.2%	+	92.5%	+	94.7%	+	90.9%
West Bend	+	85.5%	+	84.2%	+	79.8%	+	73.0%
Waukesha County								
Arrowhead Union	+	90.4%	+	93.2%	+	95.0%	+	90.7%
Arrowhead UHS	N/A	N/A	N/A	N/A	N/A	N/A	+	90.7%
Hartland-Lakeside	+	84.0%	+	94.3%	+	90.6%	N/A	N/A
Lake Country	+	96.2%	+	94.5%	+	98.6%	N/A	N/A
Merton Community	+	92.6%	+	91.5%	+	94.8%	N/A	N/A
North Lake	+	93.9%	+	95.3%	+	100.0%	N/A	N/A
Richmond	+	88.2%	+	92.5%	+	98.0%	N/A	N/A
Stone Bank	+	86.5%	+	93.9%	+	92.7%	N/A	N/A
Swallow	+	95.2%	+	92.3%	+	97.3%	N/A	N/A
Elmbrook	+	92.9%	+	92.2%	+	93.5%	+	87.4%
Hamilton	+	95.1%	+	93.8%	+	93.4%	+	86.1%
Kettle Moraine	+	90.3%	+	94.8%	+	93.9%	+	87.5%
Menomonee Falls	+	90.6%	+	91.2%	+	92.0%	+	84.8%
Mukwonago	+	93.2%	+	91.9%	+	91.0%	+	86.8%
Muskego-Norway	+	90.8%	+	92.2%	+	88.0%	+	89.9%
New Berlin	+	87.5%	+	89.5%	+	87.8%	+	88.0%
Oconomowoc Area	+	92.6%	+	94.7%	+	89.0%	+	82.2%
Pewaukee	+	87.6%	+	95.7%	+	98.0%	+	91.9%
Waukesha	+	76.5%	+	82.4%	+	80.7%	+	73.3%
Southeast Wisconsin		73.5%		76.3%		76.0%		66.1%
Rest of Wisconsin		76.7%		80.4%		79.6%		72.5%
State of Wisconsin		75.7%		79.1%		78.4%		70.4%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Reading proficiency in southeast Wisconsin is consistently higher than math proficiency. The region's average math proficiency levels increased, however, in 3rd (+2.1 points), 8th (+1.4 points), and 10th grades (+0.3 points) from last year (**Table 14**). Fourth grade math scores decreased slightly (-0.2 points). The gap between reading and math scores might be explained by the fact that, in general, reading is emphasized more in school and strong reading skills are necessary to achieve proficiency in math.¹⁰ Just as in reading, Milwaukee, Racine, Delavan-Darien, and Kenosha school districts struggle in math proficiency. Of the four districts, only one posted an above-average math score in any grade this year (Kenosha 8th grade).

Several districts made progress in increasing math proficiency levels over the last two years. Brown Deer again recorded increases in math proficiency, with a rate above the regional average for three of the four grades. In contrast, in the 2009-2010 school year, all four Brown Deer grades tested below the regional average in math. Cudahy School District experienced a similar turnaround. After scoring below the regional average in three of the four grades tested during 2009-2010, the district scored above average in three of four grades this year. The Northern Ozaukee School District, which scored below the regional average in math in 4th, 8th, and 10th grade last year, scored above the regional average in 4th, 8th, and 10th grade this year.

As was the case with reading, Waukesha County and Ozaukee County schools reported solid performance. Every district and grade level rated above the regional average in Waukesha County and, with the exception of Northern Ozaukee's 3rd grade math scores, every district in Ozaukee County also had proficiency rates above the regional average.

¹⁰ New NAEP-scored WKCE results also provide some insight that suggests that the WKCE reading exam is more rigorous than the WKCE math exam.



Table 15: Percentage of students scoring proficient or advanced on the WKCE science exam, 2011-2012

District (Science)	Grade 4		Grade 8		Grade 10	
	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %
Kenosha County						
Central/Westosha Union	+	83.8%	+	89.8%	+	81.1%
Brighton	+	100.0%	+	100.0%	N/A	N/A
Bristol	+	94.9%	+	88.0%	N/A	N/A
Central/Westosha UHS	N/A	N/A	N/A	N/A	+	81.1%
Paris	+	100.0%	+	96.2%	N/A	N/A
Salem	-	71.0%	+	86.5%	N/A	N/A
Wheatland	-	67.9%	+	93.3%	N/A	N/A
Kenosha	-	71.1%	+	75.1%	-	56.0%
Wilmot Union	+	79.6%	+	86.4%	+	77.0%
Randall	+	89.6%	+	89.0%	N/A	N/A
Silver Lake	+	78.3%	+	93.2%	N/A	N/A
Trevor-Wilmot						
Consolidated	+	77.6%	-	74.5%	N/A	N/A
Twin Lakes	-	64.5%	+	87.2%	N/A	N/A
Wilmot UHS	N/A	N/A	N/A	N/A	+	77.0%
Milwaukee County						
Brown Deer	+	77.8%	+	78.1%	+	73.1%
Cudahy	+	77.9%	+	79.3%	+	69.7%
Franklin Public	+	91.8%	+	89.3%	+	83.6%
Greendale	+	86.4%	+	94.8%	+	87.5%
Greenfield	+	78.9%	+	81.1%	+	77.1%
Milwaukee	-	50.0%	-	48.7%	-	30.5%
Nicolet Union	+	86.7%	+	88.4%	+	78.7%
Fox Point	+	87.5%	+	93.9%	N/A	N/A
Glendale-River Hills	+	84.8%	+	83.9%	N/A	N/A
Maple Dale-Indian Hill	+	90.2%	+	86.3%	N/A	N/A
Nicolet UHS	N/A	N/A	N/A	N/A	+	78.7%
Oak Creek-Franklin	+	83.9%	+	86.6%	+	77.0%
Saint Francis	-	69.5%	-	67.9%	+	72.2%
Shorewood	+	84.7%	+	87.8%	+	85.9%
South Milwaukee	+	77.3%	+	82.9%	+	81.0%
Wauwatosa	+	84.9%	+	81.8%	+	78.1%
West Allis-West Milwaukee	+	75.5%	+	76.0%	-	60.4%
Whitefish Bay	+	90.9%	+	90.9%	+	87.2%
Whitnall	+	87.0%	+	85.0%	+	77.4%
Ozaukee County						
Cedarburg	+	92.4%	+	94.2%	+	89.7%
Grafton	+	86.6%	+	92.9%	+	88.6%
Mequon-Thiensville	+	92.2%	+	90.6%	+	91.0%
Northern Ozaukee	+	87.7%	+	88.2%	+	88.2%
Port Washington-Saukville	+	89.3%	+	88.7%	+	81.9%
Racine County						
Burlington Area	+	81.9%	+	85.3%	-	64.0%
Racine	-	64.5%	-	58.7%	-	48.2%
Union Grove Union	+	83.0%	+	85.9%	+	72.9%
Dover	+	100.0%	+	100.0%	N/A	N/A
Raymond	+	85.4%	+	85.1%	N/A	N/A
Union Grove	+	76.7%	+	82.7%	N/A	N/A
Union Grove UHS	N/A	N/A	N/A	N/A	+	72.9%
Yorkville	+	89.2%	+	89.3%	N/A	N/A
Waterford Union	+	86.8%	+	93.5%	+	82.8%
North Cape	+	100.0%	+	100.0%	N/A	N/A
Norway	N/A	N/A	+	77.8%	N/A	N/A
Washington-Caldwell	+	95.5%	+	95.8%	N/A	N/A
Waterford Graded	+	84.4%	+	92.5%	N/A	N/A
Waterford UHS	N/A	N/A	N/A	N/A	+	82.8%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



Table 15, continued: Percentage of students scoring proficient or advanced on the WKCE science exam, 2011-2012

District (Science)	Grade 4		Grade 8		Grade 10	
	+/- Region Percent	District %	+/- Region Percent	District %	+/- Region Percent	District %
Walworth County						
Big Foot Union	+	75.0%	+	90.0%	+	66.4%
Big Foot UHS	N/A	N/A	N/A	N/A	+	66.4%
Fontana	+	90.5%	+	94.1%	N/A	N/A
Linn J6	+	84.6%	+	100.0%	N/A	N/A
Sharon	-	64.0%	+	80.8%	N/A	N/A
Walworth	-	71.7%	+	88.1%	N/A	N/A
Delavan-Darien	-	55.9%	-	64.6%	-	66.2%
East Troy Community	+	84.1%	+	92.6%	+	91.3%
Elkhorn Area	+	90.2%	+	86.3%	+	84.3%
Lake Geneva-Genoa City Union	+	77.1%	+	82.4%	+	80.2%
Geneva	+	90.0%	+	94.4%	N/A	N/A
Genoa City	-	69.8%	+	77.8%	N/A	N/A
Lake Geneva	+	78.0%	+	82.2%	N/A	N/A
Lake Geneva-Genoa City UHS	N/A	N/A	N/A	N/A	+	80.2%
Linn J4	-	71.4%	+	100.0%	N/A	N/A
Whitewater	-	72.6%	+	78.8%	+	68.9%
Williams Bay	+	94.6%	+	89.3%	+	78.1%
Washington County						
Germantown	+	93.7%	+	87.7%	+	86.7%
Hartford Union	+	90.5%	+	91.0%	+	84.3%
Erin	+	91.2%	+	97.3%	N/A	N/A
Friess Lake	+	97.1%	+	97.1%	N/A	N/A
Hartford J1	+	87.0%	+	88.9%	N/A	N/A
Hartford UHS	N/A	N/A	N/A	N/A	+	84.3%
Herman	+	88.9%	-	37.5%	N/A	N/A
Neosho	+	81.8%	+	95.2%	N/A	N/A
Richfield	+	100.0%	+	100.0%	N/A	N/A
Rubicon	+	88.9%	+	86.7%	N/A	N/A
Kewaskum	+	87.4%	+	75.8%	+	72.9%
Slinger	+	91.5%	+	94.7%	+	91.3%
West Bend	+	80.9%	+	80.9%	+	71.7%
Waukesha County						
Arrowhead Union	+	90.5%	+	93.5%	+	90.4%
Arrowhead UHS	N/A	N/A	N/A	N/A	+	90.4%
Hartland-Lakeside	+	89.5%	+	85.5%	N/A	N/A
Lake Country	+	92.7%	+	98.6%	N/A	N/A
Merton Community	+	90.7%	+	96.9%	N/A	N/A
North Lake	+	88.4%	+	100.0%	N/A	N/A
Richmond	+	94.3%	+	93.9%	N/A	N/A
Stone Bank	+	93.9%	+	90.2%	N/A	N/A
Swallow	+	86.2%	+	97.3%	N/A	N/A
Elmbrook	+	87.5%	+	92.9%	+	88.7%
Hamilton	+	91.9%	+	92.8%	+	88.1%
Kettle Moraine	+	88.8%	+	85.8%	+	83.5%
Menomonee Falls	+	85.8%	+	91.7%	+	79.9%
Mukwonago	+	90.1%	+	91.2%	+	87.1%
Muskego-Norway	+	89.8%	+	87.7%	+	85.2%
New Berlin	+	88.9%	+	89.5%	+	88.8%
Oconomowoc Area	+	88.5%	+	91.1%	+	81.7%
Pewaukee	+	92.1%	+	88.8%	+	86.0%
Waukesha	+	79.7%	+	78.4%	+	73.8%
Southeast Wisconsin		73.5%		75.0%		66.2%
Rest of Wisconsin		77.3%		81.3%		74.3%
State of Wisconsin		76.1%		79.3%		71.6%

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.

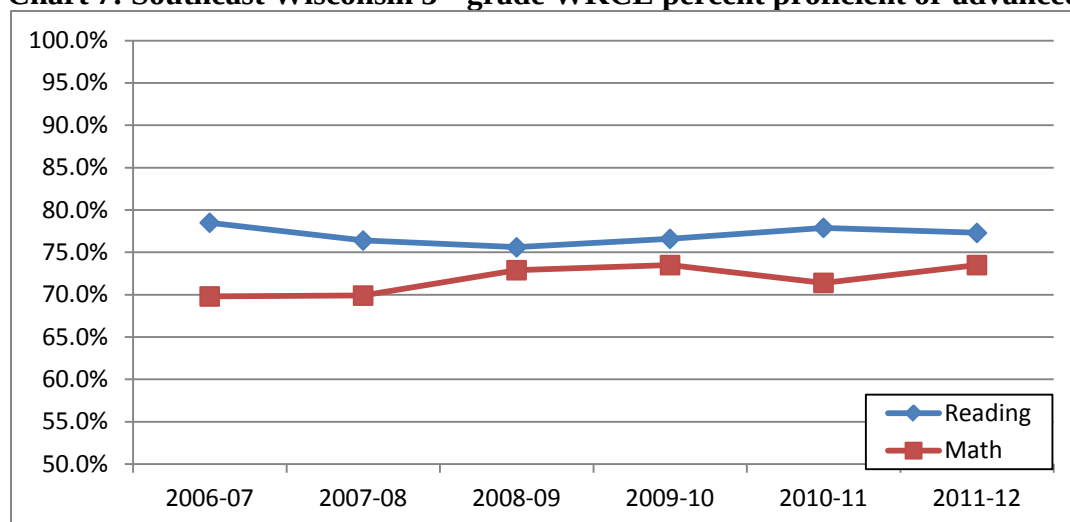


This year's report includes grade-level science proficiency scores for all southeast Wisconsin districts (**Table 15**). The region's WKCE science scores closely mirror math scores and generally lag behind reading proficiency. The data show 13 districts scoring below average in 4th grade science and six districts scoring below average in 8th and 10th grade science, similar to the breakdown of districts scoring below average in math and reading.

The next four charts track proficiency rates for single grades over time. Long-term trends indicate that reading and math proficiency rates generally have increased in the last six years—the only category for which rates have fallen is 3rd grade reading. The charts also show that reading and math proficiency scores move independently of one another. An increase in reading scores from one year to the next does not necessarily suggest that math scores also will increase. Likewise, a decrease in reading scores does not always coincide with a decrease in math scores.

While looking at proficiency trends from a grade level perspective can be instructive, it should be noted that trends in grade-level proficiency rates are susceptible to reflecting changes in the WKCE from year to year. If the difficulty of a WKCE exam increases from one year to the next, for example, proficiency scores could decline even if the students taking the exam are no less proficient than those who took the exam the prior year.¹¹

Chart 7: Southeast Wisconsin 3rd grade WKCE percent proficient or advanced, 2006-2012



¹¹ In theory, the difficulty of the WKCE exam for each grade level should *not* change from year to year. Since test questions change each year, however, changes in proficiency performance not related to student achievement can occur.



Chart 8: Southeast Wisconsin 4th grade WKCE percent proficient or advanced, 2006-2012

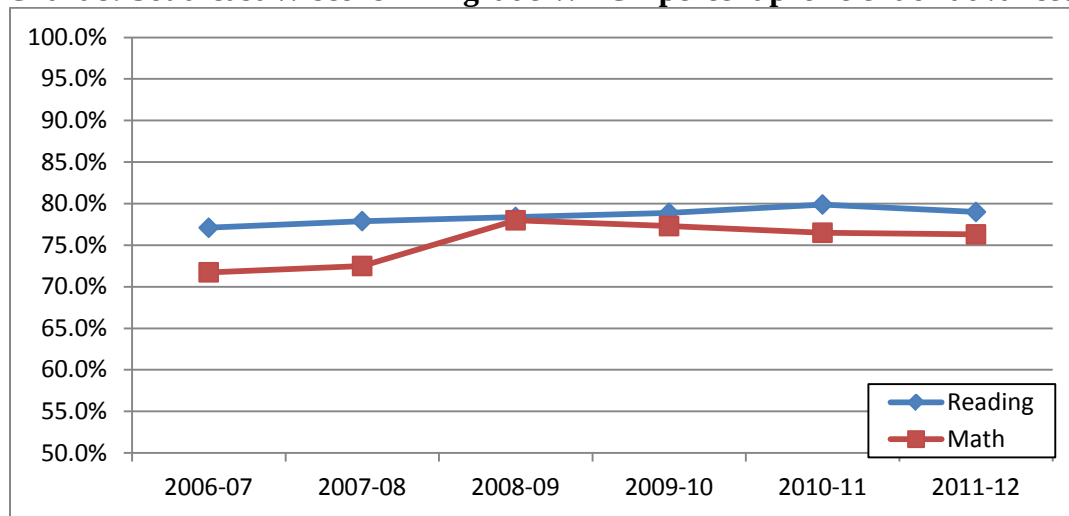


Chart 9: Southeast Wisconsin 8th grade WKCE percent proficient or advanced, 2006-2012

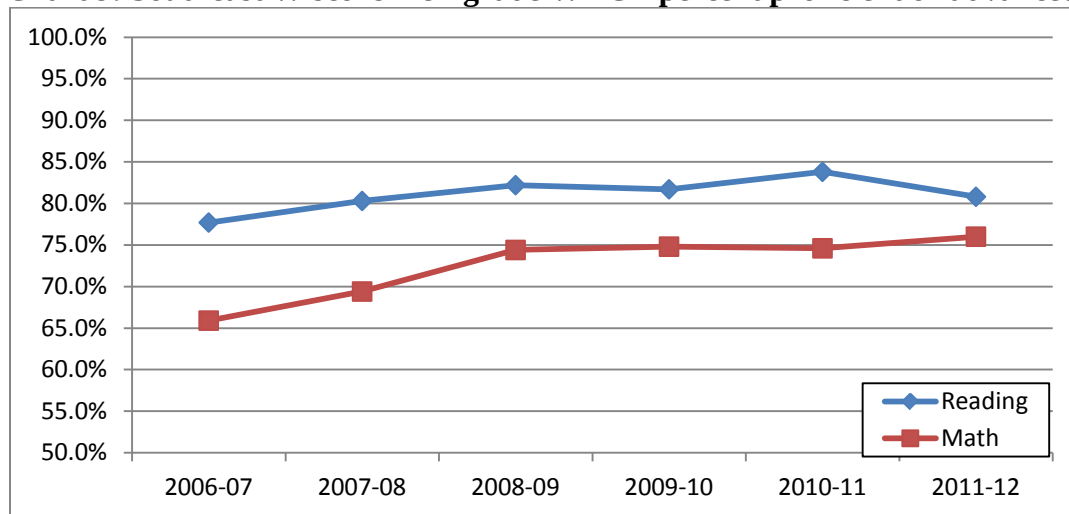
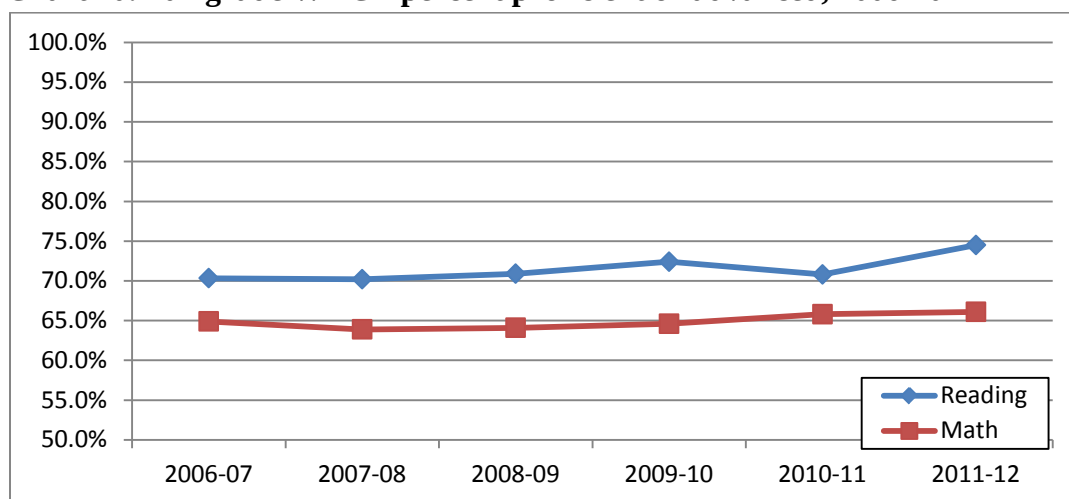


Chart 10: 10th grade WKCE percent proficient or advanced, 2006-2012



Achievement growth and value-added analysis

Most state standardized tests in use today, including the WKCE, are designed to measure only student attainment at a particular point in time, as opposed to student growth in attainment over time. These tests cannot reveal whether a student is learning at a faster or slower rate than his or her peers or whether a student's performance is attributable to teaching quality or innate abilities.

In order to address the shortfalls of this type of testing, a new model of analysis has been created. The Value-Added Research Center (VARC) at the University of Wisconsin-Madison has developed a model that computes individual student growth based on WKCE scores. In addition to computing individual growth scores, the model also computes value-added growth scores. Value-added growth is the portion of annual student growth in individual student test scores that can be attributed to educator and school effectiveness. The value-added model controls for non-school factors known to affect test scores, such as a student's past performance, gender, race, ethnicity, income, English language learner status, and disability status. Any growth or decline in a student's test score that exists after controlling for these variables is attributed to the effectiveness of a school and its educators.

Value-added growth models provide school administrators with powerful tools to measure student growth and assess instructor performance. Analyzing subgroup value-added growth by classroom can help administrators identify teachers who work well with particular subgroups of students. Those teachers' methods then can be taught to other teachers and implemented across classrooms. Value-added scores also can help administrators place teachers in environments where they are most likely to excel.

VARC calculates value-added scores for students, schools, and districts across Wisconsin. Forty-six districts statewide actively use VARC data, including Milwaukee Public Schools. MPS provides parents and the general public with the value-added growth scores for each school, by grade and subject, on the district's website. Other districts, however, have expressed less interest in VARC's value-added calculations. Since value-added is a new measure, many districts either are unsure of how to use or interpret the data or are unaware that the data exist.

Limitations of value-added analysis

Value-added analysis is a relatively new way of measuring student achievement and was developed to be a fair and common sense method of quantifying student learning over time. Several caveats should be taken into account before examining value-added data, however. For example, classrooms are not tightly controlled laboratory environments, students are not randomly assigned to teachers or schools, and standardized tests are not always reliable predictors of student knowledge. The value-added growth model attempts to measure value-added growth through a process of elimination. Any growth in a student's test score that is "left over" after controlling for the previously-mentioned factors is considered "value-added" growth attributable to the teacher and school environment. Because all the factors that affect student test scores are not necessarily known, the model may inaccurately attribute a portion of growth or decline in a student's test scores to value-added growth when the change in scores could be due to another variable for which the model does not account.



An additional concern with using value-added growth models is that the value-added measure can be misused or abused by those who do not understand the intricacies and limitations of value-added models. At its best, value-added is a tool that can be used to increase educator effectiveness. At its worst, value-added can be used unfairly to evaluate teachers.

The proliferation of value-added scoring is likely to continue. USED recently encouraged the use of student growth scores for the purpose of teacher evaluation, and, as more states apply for NCLB waivers, the use of growth and value-added scores can be expected to increase. The Wisconsin legislature, for example, recently passed a law allowing the use of standardized test scores to evaluate teacher performance.

Interpreting value-added scores

Whereas last year's report included WKCE value-added data for a portion of southeast Wisconsin districts for one grade over one year, this year's report contains aggregated district-level value-added data over three years for all districts in the region. The data are now presented in a new format, as well.

The charts on pages 44 and 45 show three-year value-added scores (2008-2011) for reading and math. The charts contain each district's aggregate value-added growth calculated relative to the state average, plotted on the chart as a colored box. The aggregate growth is the average of the growth of each individual student having three years of test scores in the district. The box is larger for districts having more students contributing to the aggregate growth. Since the value-added growth is an estimated measure, each box is surrounded by a confidence interval line showing 95% statistical confidence. The confidence line indicates that, for each district, VARC is 95% certain that the district's true aggregate value-added growth falls somewhere within the range of the line. Confidence intervals are smaller for larger districts since statistical confidence increases when more students are included in the calculation.

Growth is charted on a value-added "tier" scale that ranges from one to five. A score of three on the tier scale is equal to the state average growth over a 3-year period. Districts with growth less than the state average fall between one and three on the scale, while districts with growth exceeding the state average fall between three and five on the scale. Districts with red or yellow boxes have a value-added score significantly below the state average when confidence intervals are taken into account. Schools with a gray box have value-added growth within a confidence interval that is not statistically different than the state average. Schools with a green box have value-added growth that is significantly higher than the state average, while a blue box indicates growth substantially higher than the state average.

As an example, the aggregate value-added growth in reading for the Brighton School District is 3.4 on the tier scale. The 95% confidence interval line for Brighton estimates that the district's true value-added growth lies anywhere between 2.3 and 4.6 on the tier scale. Even though the district's value-added growth estimate of 3.4 falls *above* the state average of 3.0, there is still a chance that the district's true score could be *at or below* the state average when accounting for the confidence interval; therefore, the district's box is gray.

As another example, the Cedarburg School District's value-added reading growth is 3.9 on the tier scale. The 95% confidence interval for the district predicts that the district's true value-



added growth falls anywhere between 3.5 and 4.3 on the scale. The district is given a green box since the district's entire confidence interval is above the statewide average. For each district, the true value-added score has a greater probability of falling closer to the original estimated value-added score than its chance of falling further toward the upper or low end of the confidence interval line.

Chart 11 shows the southeast Wisconsin value-added reading growth of two districts to be substantially above average, 20 districts with above-average growth, 50 districts with growth not statistically different than the state average, and 20 districts with growth below the state average. Maple Dale-Indian Hill and Mequon-Thiensville have the highest aggregate value-added reading growth of any districts in the region.

Chart 12 shows that, on the whole, value-added math growth for districts in southeast Wisconsin is more varied than reading, as a greater number of districts have growth above or below the state average. In math, three districts have growth substantially above average, 27 have above-average growth, 35 have growth not statistically different than the state average, and 17 have below-average growth.



Chart 11: District aggregate three-year average WKCE value-added reading growth relative to state average, 2008-09 to 2010-11

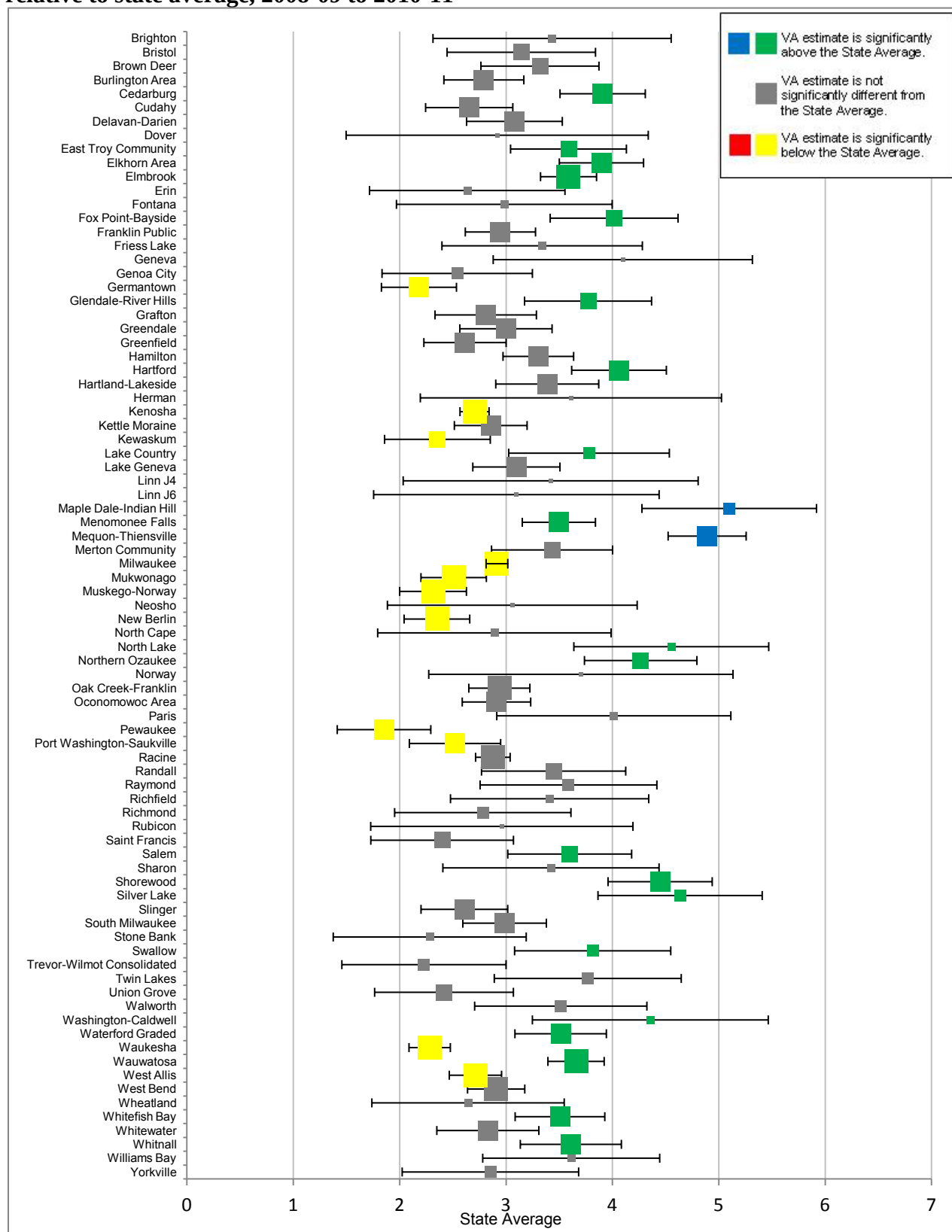
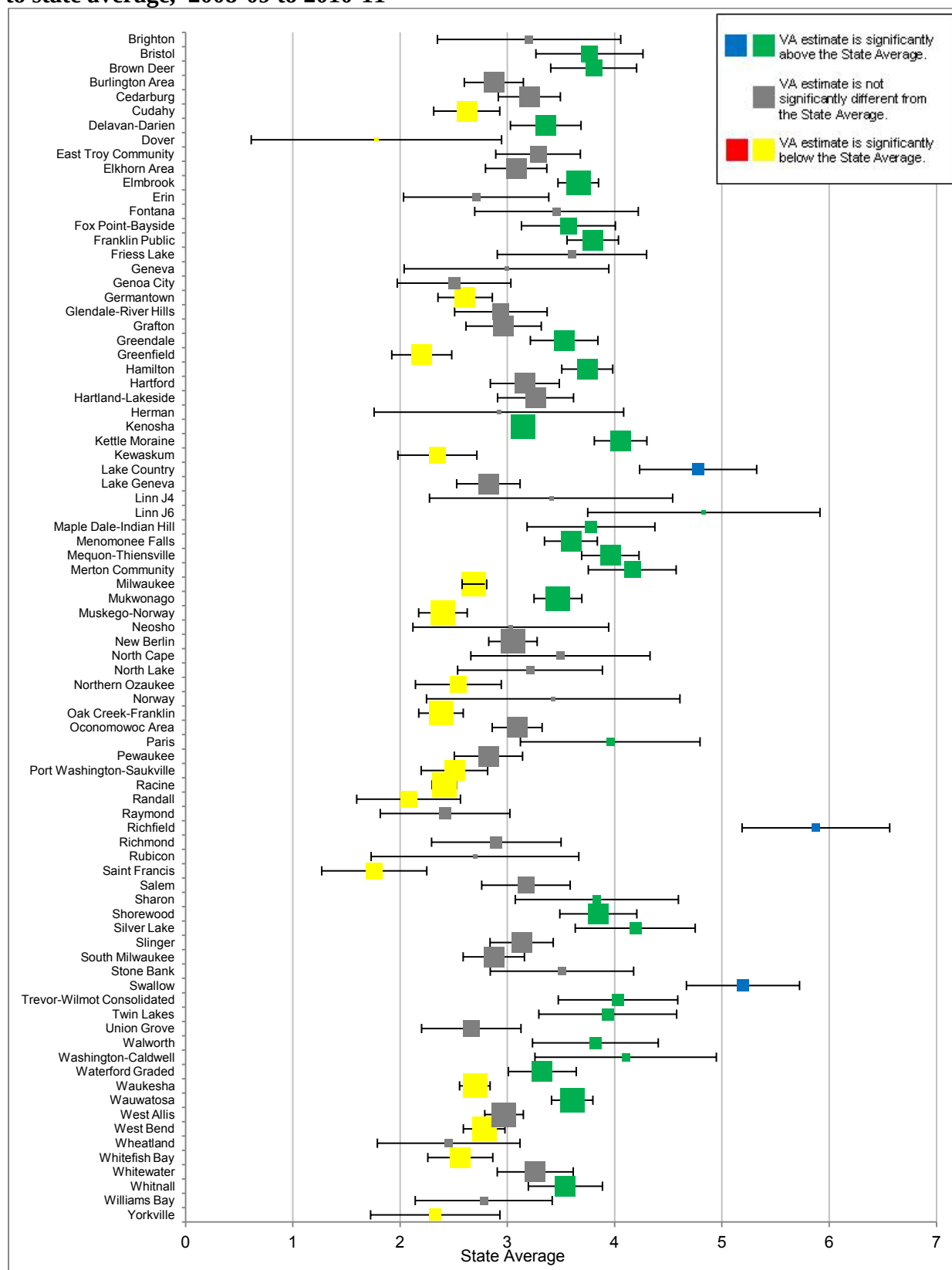


Chart 12: District aggregate three-year average WKCE value-added math growth relative to state average, 2008-09 to 2010-11



An examination of value-added growth shows few apparent patterns in the data. Districts that have high value-added growth in math do not necessarily have high value-added growth in reading (Brown Deer, Delavan-Darien). High value-added districts can be small (Washington-Caldwell), large (Wauwatosa), diverse (Shorewood), or homogenous (Mequon-Thiensville). Some districts that traditionally have good WKCE scores have mediocre value-added growth (Cedarburg, Germantown).

The value-added model attributes differences in value-added growth to teacher, school, or district effectiveness. Given the lack of any discernible pattern within the region's value-added data, it does seem that the model is controlling for outside factors. Because it is possible that, even after controlling for known variables, value-added data could still measure an unaccounted-for variable or other statistical noise, it is important to understand and consider the limitations of the data when reviewing the value-added charts.

Racial achievement gap in southeast Wisconsin

The state's NCLB waiver has granted policymakers room to pursue customized state education reforms and help the state transition to a new phase of measuring student growth and performance. While NCLB faced a barrage of criticism for its shortfalls, it brought to light a significant achievement gap between whites and nonwhites in the nation's public school systems, including those in Wisconsin. Consequently, despite the many changes discussed in this report, measuring the achievement gap will continue to be a national and state priority.

This section examines the achievement gap between African-American and white students in southeast Wisconsin. In addition to including an analysis of WKCE proficiency gaps between African-American and white students, this section includes information on the gap in high school completion rates. An analysis of this year's data shows a continued and persistent racial achievement gap between African-American and white students both statewide and in the region.

Tables 16 and 17 track the WKCE racial achievement gap. The tables contain all reported WKCE scores for the cohort of African-American and white students in southeast Wisconsin who entered 4th grade during the 2007-08 school year and finished 8th grade in the spring of 2012.¹² Cells of the table marked "N/A" indicate that the district did not have a large enough African-American population to report a separate African-American student score for the cohort that year. The Cudahy School District's cohort, for example, did not have a large enough African-American population to report separate African-American student WKCE proficiency scores until 8th grade (2011-2012).

In both math and reading, the regional racial achievement gap remains quite large. In reading, the gap has ranged over the past five years from 34 percentage points to 30.9 percentage points. Statewide, the reading gap ranged from 24.8 to 31.1 percentage points over this time. The regional math gap is even larger, ranging from 39.6 to 42.5 percentage points over the past five years. The regional math gap also is substantially larger than the statewide math gap, which varied between 34.4 and 37.9 percentage points over this time.

¹² Because students can enter and leave a district, the composition of the cohorts in these tables changes over time.



In terms of the five-year trend, the reading achievement gap between African-Americans and whites decreased between 4th and 8th grades for the current cohort of students. This year's cohort entered 4th grade with a 34 point reading gap between African-Americans and white students. By 8th grade the gap had narrowed to 30.9 points.

While a decline in the region's reading gap among this cohort is good news, the significance of a 3.1 point decrease is not readily apparent. This is the fourth cohort we have tracked from 4th to 8th grade. As **Chart 13** shows, the 2009 report cohort saw its reading gap increase by 3 points between 4th and 8th grade, the 2010 cohort saw a 1.5-point *decrease*, and the 2011 cohort saw a 3.4-point increase. The fact that cohort achievement gaps have increased and decreased in successive years suggests that small fluctuations in each cohort's WKCE achievement gap may not be significant. The fact that gaps have increased in some years and decreased in others also may suggest that efforts to sustainably close the achievement gap on a regional level have not proven fruitful.

When looking at trends, it is important to understand the limitations associated with regional proficiency numbers. Each district's cohort is unique. For example, some districts, such as the Cudahy School District, straddle the line between having just enough or not enough African-American students each year to be counted in the region's racial achievement gap calculation. When a particular district breaches or falls below the population threshold required for reporting African-American student proficiency, it can have an impact on the regional average.

Chart 13: Change in racial achievement gap in reading over five years (4th through 8th grades) for four cohorts of southeast Wisconsin students

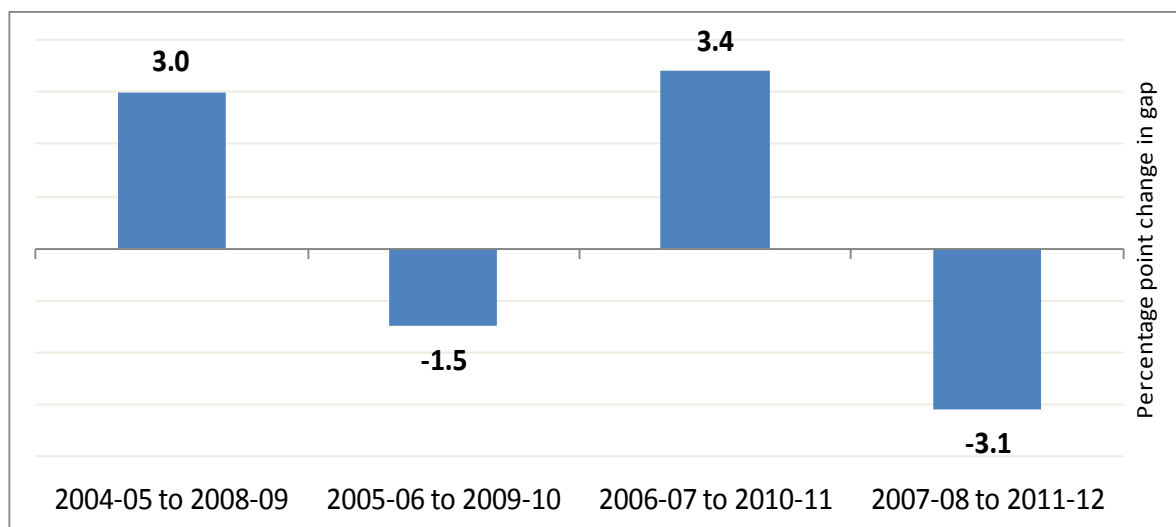


Table 16: WKCE racial achievement gap in reading, 2007-08 to 2011-12

Reading	4th Grade (2007-2008) % Prof. & Adv.			5th Grade (2008-2009) % Prof. & Adv.			6th Grade (2009-2010) % Prof. & Adv.			7th Grade (2010-2011) % Prof. & Adv.			8th Grade (2011-2012) % Prof. & Adv.		
	African-American	White	Gap	African-American	White	Gap	African-American	White	Gap	African-American	White	Gap	African-American	White	Gap
Brown Deer	68.6%	85.1%	16.5	72.2%	81.4%	9.2	81.4%	87.5%	6.1	87.5%	95.2%	7.7	81.8%	94.7%	12.9
Cudahy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.0%	80.3%	5.3
Elmbrook	68.6%	92.6%	24.1	72.2%	93.0%	20.8	79.4%	94.2%	14.8	74.2%	94.1%	19.9	84.4%	95.9%	11.6
Fox Point	90.0%	95.4%	5.4	77.8%	95.1%	17.3	88.9%	97.6%	8.7	90.9%	98.8%	7.9	100.0%	93.8%	-6.3
Germantown Glendale-River Hills	N/A	N/A	N/A	92.3%	96.1%	3.8	78.6%	93.8%	15.2	83.3%	93.4%	10.1	88.2%	92.4%	4.1
	83.3%	96.4%	13.1	72.7%	89.3%	16.6	60.9%	96.4%	35.5	77.8%	94.3%	16.6	74.2%	96.3%	22.1
Greenfield	73.3%	87.3%	14.0	83.3%	85.4%	2.1	100.0%	83.1%	-16.9	85.7%	88.9%	3.2	N/A	N/A	N/A
Hamilton	N/A	N/A	N/A	N/A	N/A	N/A	90.9%	95.4%	4.5	85.7%	96.9%	11.1	85.7%	96.8%	11.1
Kenosha	66.0%	87.7%	21.7	62.5%	85.4%	22.9	74.5%	87.7%	13.2	74.4%	91.4%	17.0	67.6%	88.2%	20.6
Menomonee Falls	68.0%	92.1%	24.1	73.3%	91.9%	18.6	78.6%	93.5%	14.9	87.1%	96.8%	9.7	75.8%	95.7%	20.0
Mequon- Thiensville	N/A	N/A	N/A	100.0%	92.9%	-7.1	100.0%	94.9%	-5.1	90.0%	95.5%	5.5	100.0%	96.9%	-3.1
Milwaukee	51.8%	76.0%	24.2	50.5%	76.1%	25.6	52.3%	77.8%	25.5	58.0%	78.3%	20.3	53.3%	78.4%	25.1
New Berlin	N/A	N/A	N/A	N/A	N/A	N/A	81.8%	93.4%	11.6	N/A	N/A	N/A	55.6%	92.7%	37.1
Oak Creek- Franklin	N/A	N/A	N/A	N/A	N/A	N/A	78.3%	93.5%	15.3	90.0%	92.9%	2.9	83.9%	93.6%	9.7
Pewaukee	N/A	N/A	N/A	N/A	N/A	N/A	83.3%	94.8%	11.4	N/A	N/A	N/A	N/A	N/A	N/A
Racine	49.1%	81.2%	32.1	53.6%	81.9%	28.3	67.2%	85.5%	18.3	64.4%	86.4%	22.0	54.4%	80.8%	26.4
Shorewood South	81.3%	96.8%	15.6	77.8%	95.7%	18.0	66.7%	93.3%	26.7	80.0%	93.3%	13.3	69.7%	91.8%	22.1
Milwaukee	N/A	N/A	N/A	N/A	N/A	N/A	71.4%	85.8%	14.4	100.0%	89.8%	-10.2	80.0%	81.7%	1.7
Waukesha	69.4%	86.5%	17.1	67.6%	87.0%	19.4	80.0%	90.5%	10.5	77.8%	88.3%	10.5	66.1%	84.3%	18.2
Wauwatosa	76.1%	92.5%	16.4	77.8%	91.2%	13.4	77.8%	90.9%	13.1	79.8%	91.7%	11.9	80.0%	89.1%	9.1
West Allis	75.0%	87.3%	12.3	63.6%	87.4%	23.8	65.1%	85.7%	20.6	78.6%	88.9%	10.3	72.9%	85.0%	12.1
West Bend	N/A	N/A	N/A	N/A	N/A	N/A	80.0%	87.4%	7.4	81.8%	91.3%	9.5	75.0%	86.7%	11.7
Whitefish Bay	N/A	N/A	N/A	75.0%	92.9%	17.9	88.2%	93.0%	4.8	82.4%	97.0%	14.7	77.8%	94.2%	16.4
Southeast WI	54.1%	88.1%	34.0	53.7%	87.6%	33.9	58.3%	89.7%	31.4	62.9%	91.4%	28.5	58.0%	88.9%	30.9
State of WI	55.2%	86.3%	31.1	55.7%	85.8%	30.1	59.8%	88.6%	28.8	65.4%	90.2%	24.8	60.5%	87.8%	27.3

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.

The region's math gap between African-American and white students is larger than the reading gap. While the African-American-white reading gap for this year's cohort narrowed from 4th to 8th grade by 3 percentage points, the change did not reflect annual progress. The region's math gap actually widened and narrowed several times between 4th and 8th grade among this cohort, starting out at 37.4 points in 4th grade and ending at 34.4 points in 8th grade (**Table 17**).

As with the reading achievement gap, sustainably closing the regional math gap remains elusive. **Chart 14** shows that the 2009 cohort saw a 4-year increase in its math gap of 2.1 points, followed by a 2.7-point decrease for the 2010 cohort, and a 6.7-point increase for the 2011 cohort.



Chart 14: Change in racial achievement gap in math over five years (4th through 8th grades) for four cohorts of southeast Wisconsin students

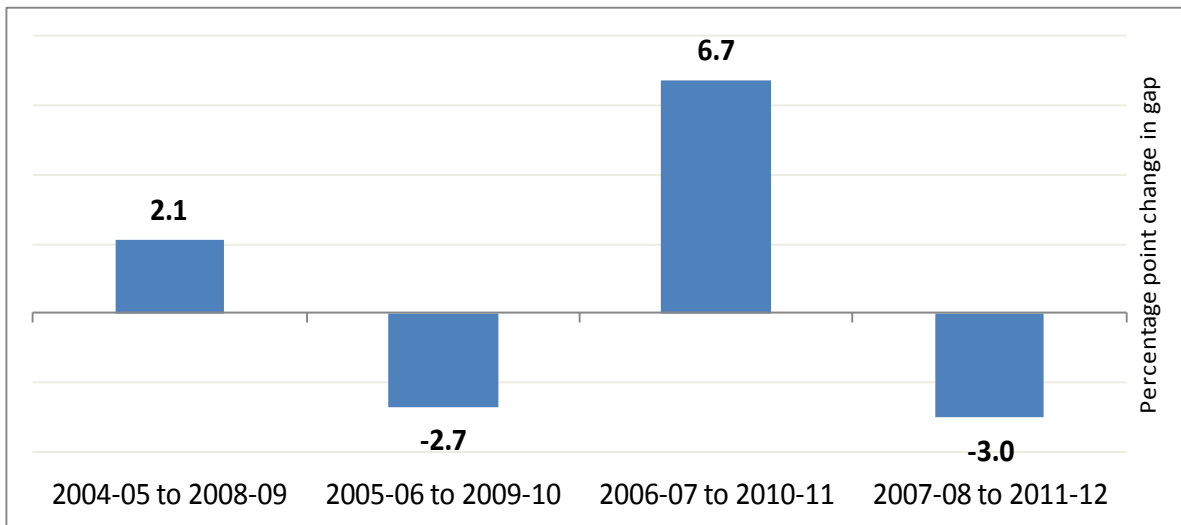


Table 17: WKCE racial achievement gap in math, 2007-08 to 2011-12

Math	4th Grade (2007-2008) % Prof. & Adv.			5th Grade (2008-2009) % Prof. & Adv.			6th Grade (2009-2010) % Prof. & Adv.			7th Grade (2010-2011) % Prof. & Adv.			8th Grade (2011-2012) % Prof. & Adv.		
	African-American	White	Gap	African-American	White	Gap	African-American	White	Gap	African-American	White	Gap	African-American	White	Gap
Brown Deer	80.0%	89.4%	9.4	66.7%	81.4%	14.7	67.4%	85.4%	18.0	70.8%	92.9%	22.0	74.5%	94.7%	20.2
Cudahy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.0%	76.4%	1.4
Elmbrook	71.4%	92.2%	20.7	80.6%	95.5%	14.9	82.4%	93.5%	11.1	80.6%	95.0%	14.3	87.5%	95.1%	7.6
Fox Point	100.0%	95.4%	-4.6	66.7%	92.6%	25.9	77.8%	90.4%	12.6	90.9%	92.7%	1.8	81.8%	96.3%	14.4
Germantown	N/A	N/A	N/A	100.0%	99.4%	-0.6	85.7%	94.2%	8.5	66.7%	93.8%	27.2	64.7%	93.6%	28.9
Glendale-River Hills	54.2%	96.4%	42.3	63.6%	94.6%	31.0	52.2%	96.4%	44.2	59.3%	90.6%	31.3	58.1%	92.6%	34.5
Greenfield	40.0%	81.3%	41.3	58.3%	82.5%	24.1	58.3%	73.2%	14.9	57.1%	72.2%	15.1	N/A	N/A	N/A
Hamilton	N/A	N/A	N/A	N/A	N/A	N/A	72.7%	94.7%	22.0	78.6%	96.9%	18.3	71.4%	94.0%	22.5
Kenosha	54.1%	84.2%	30.1	61.7%	88.4%	26.7	61.2%	87.0%	25.8	61.0%	87.8%	26.8	61.3%	88.2%	26.8
Menomonee Falls	72.0%	90.4%	18.4	53.3%	91.4%	38.1	60.7%	90.3%	29.6	77.4%	94.9%	17.5	81.8%	94.3%	12.5
Mequon-Thiensville	N/A	N/A	N/A	100.0%	92.9%	-7.1	83.3%	93.0%	9.7	80.0%	94.6%	14.6	70.0%	93.8%	23.8
Milwaukee	40.8%	70.5%	29.7	43.0%	72.8%	29.8	40.3%	68.0%	27.7	38.3%	68.7%	30.4	41.4%	70.6%	29.2
New Berlin	N/A	N/A	N/A	N/A	N/A	N/A	90.9%	92.6%	1.7	N/A	N/A	N/A	55.6%	88.0%	32.4
Oak Creek-Franklin	N/A	N/A	N/A	N/A	N/A	N/A	47.8%	84.5%	36.7	53.3%	87.5%	34.2	51.6%	83.3%	31.7
Pewaukee	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	92.8%	-7.2	N/A	N/A	N/A	N/A	N/A	N/A
Racine	36.4%	72.2%	35.8	44.1%	75.1%	31.0	44.8%	77.9%	33.1	42.5%	78.6%	36.2	39.9%	75.3%	35.4
Shorewood	68.8%	92.6%	23.9	55.6%	94.7%	39.1	55.6%	91.1%	35.6	72.0%	91.0%	19.0	60.6%	93.9%	33.3
South Milwaukee	N/A	N/A	N/A	N/A	N/A	N/A	71.4%	75.6%	4.1	71.4%	75.7%	4.3	70.0%	81.1%	11.1
Waukesha	58.3%	78.7%	20.4	70.3%	79.3%	9.0	66.7%	84.4%	17.8	59.3%	80.8%	21.6	76.8%	83.2%	6.4
Wauwatosa	74.6%	90.7%	16.1	79.0%	90.6%	11.6	74.4%	90.6%	16.2	70.7%	87.4%	16.7	71.8%	90.0%	18.2
West Allis	60.7%	85.2%	24.5	66.7%	84.8%	18.1	53.5%	80.9%	27.4	54.8%	82.7%	28.0	60.4%	83.6%	23.2
West Bend	N/A	N/A	N/A	N/A	N/A	N/A	60.0%	86.7%	26.7	63.6%	88.1%	24.4	66.7%	80.1%	13.5
Whitefish Bay	N/A	N/A	N/A	75.0%	94.2%	19.2	70.6%	94.9%	24.3	76.5%	94.6%	18.1	66.7%	93.1%	26.4
Southeast WI	43.3%	84.6%	41.3	46.9%	86.6%	39.7	45.5%	85.8%	40.3	44.2%	86.7%	42.5	46.8%	86.4%	39.6
State of WI	44.8%	82.2%	37.4	48.0%	83.7%	35.7	47.0%	83.2%	36.2	46.8%	84.7%	37.9	49.8%	84.2%	34.4

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



The data also reveal that the racial achievement gap between African-American and white students varies significantly from district to district. Most districts in southeast Wisconsin face large achievement gaps in 4th grade while a select few face no gap or a very small one. Districts such as Kenosha (21.7-point gap in reading, 30.1 in math), Racine (32.1 in reading, 35.8 in math), and Milwaukee (24.2 in reading, 29.7 in math) have substantial gaps in WKCE scores in 4th grade. Other districts, such as Fox Point-Bayside (5.4-point gap in reading, no gap in math) and Brown Deer (16.5 in reading, 9.4 in math), have smaller racial achievement gaps.

Eight of 12 districts that reported WKCE scores by race for this cohort narrowed their racial reading achievement gaps between 4th and 8th grade. Likewise, eight out of 12 districts also narrowed their WKCE math racial achievement gap between 4th and 8th grade.

While the majority of districts reported four-year decreases in their WKCE gaps, only a handful of districts stand out as truly narrowing the achievement gap, as seen in **Tables 18 and 19**. An achievement gap has “narrowed” only if the narrowing occurs as a result of African-American students’ proficiency increasing at a faster rate than white students’ proficiency. Brown Deer School District, for example, reported African-American students’ reading proficiency at 68.6% in 4th grade and 81.8% in 8th grade. Between 4th and 8th grade, African-American students’ proficiency increased by 13.2 percentage points while white students’ proficiency in reading increased by 9.6 points. When the increase in white students’ reading proficiency is subtracted from the increase in African-American students’ reading proficiency, the data show that the achievement gap was closed by 3.6 percentage points over a five-year period.

Elmbrook and Fox Point-Bayside school districts also stand out as two districts that truly narrowed their achievement gaps in reading. African-American students’ reading proficiency at Elmbrook increased by 15.8 percentage points between 4th and 8th grade—the largest increase in the region—and the district’s reading gap narrowed by 12.5 points—the largest gap decrease in the region. In Fox Point-Bayside, African-American students’ reading proficiency increased by 10.0 points over five years, while the district’s proficiency gap experienced an 11.7-point decrease, the second largest decrease of all districts.

The Wauwatosa School District saw the third largest five-year gap closure in reading. African-American reading proficiency scores in Wauwatosa increased by 3.9 percentage points between 4th and 8th grade and the achievement gap decreased by 7.3 points. Part of the gap closure came as a result of white reading proficiency rates falling by 3.4 points, however. While the district’s increase in African-American students’ reading proficiency is commendable, the decrease in white students’ reading proficiency is troubling.



Table 18: Five-year change in WKCE reading proficiency by race

<u>Reading</u>	4th Grade (2007-2008) % Prof. & Adv.		8th Grade (2011-2012) % Prof. & Adv.		5-year Change		5-year Gap Change
	African-American	White	African-American	White	African-American	White	
Brown Deer	68.6%	85.1%	81.8%	94.7%	13.2%	9.6%	3.6
Elmbrook	68.6%	92.6%	84.4%	95.9%	15.8%	3.3%	12.5
Fox Point	90.0%	95.4%	100.0%	93.8%	10.0%	-1.7%	11.7
Glendale-River Hills	83.3%	96.4%	74.2%	96.3%	-9.1%	-0.1%	-9.0
Kenosha	66.0%	87.7%	67.6%	88.2%	1.6%	0.5%	1.1
Menomonee Falls	68.0%	92.1%	75.8%	95.7%	7.8%	3.6%	4.1
Milwaukee	51.8%	76.0%	53.3%	78.4%	1.5%	2.4%	-0.9
Racine	49.1%	81.2%	54.4%	80.8%	5.3%	-0.4%	5.7
Shorewood	81.3%	96.8%	69.7%	91.8%	-11.6%	-5.0%	-6.5
Waukesha	69.4%	86.5%	66.1%	84.3%	-3.4%	-2.2%	-1.1
Wauwatosa	76.1%	92.5%	80.0%	89.1%	3.9%	-3.4%	7.3
West Allis	75.0%	87.3%	72.9%	85.0%	-2.1%	-2.3%	0.2
Southeast WI	54.1%	88.1%	58.0%	88.9%	3.9%	0.8%	3.1
State of WI	55.2%	86.3%	60.5%	87.8%	5.3%	1.5%	3.8

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.

With respect to math, the Waukesha School District saw the largest five-year decrease in its achievement gap. The math proficiency gap between African-American and white students narrowed by 14 percentage points over five years. African-American students' WKCE proficiency rates increased by 18.5 points during that time, while white students' proficiency scores increased by 4.5 points. Elmbrook School District experienced the second-largest gap closure with a decline in the district's math gap of 13.2 points. African-American students' WKCE math proficiency rates increased 16.1 percentage points, while white students' proficiency rates increased 2.9 points.

Table 19: Five-year change in WKCE math proficiency by race

<u>Math</u>	4th Grade (2007-2008) % Prof. & Adv.		8th Grade (2011-2012) % Prof. & Adv.		5-year Change		5-year Gap Change
	African-American	White	African-American	White	African-American	White	
Brown Deer	80.0%	89.4%	74.5%	94.7%	-5.5%	5.4%	-10.8
Elmbrook	71.4%	92.2%	87.5%	95.1%	16.1%	2.9%	13.2
Fox Point	100.0%	95.4%	81.8%	96.3%	-18.2%	0.8%	-19.0
Glendale-River Hills	54.2%	96.4%	58.1%	92.6%	3.9%	-3.8%	7.7
Kenosha	54.1%	84.2%	61.3%	88.2%	7.2%	4.0%	3.2
Menomonee Falls	72.0%	90.4%	81.8%	94.3%	9.8%	4.0%	5.9
Milwaukee	40.8%	70.5%	41.4%	70.6%	0.6%	0.1%	0.5
Racine	36.4%	72.2%	39.9%	75.3%	3.5%	3.1%	0.4
Shorewood	68.8%	92.6%	60.6%	93.9%	-8.1%	1.2%	-9.4
Waukesha	58.3%	78.7%	76.8%	83.2%	18.5%	4.5%	14.0
Wauwatosa	74.6%	90.7%	71.8%	90.0%	-2.8%	-0.7%	-2.1
West Allis	60.7%	85.2%	60.4%	83.6%	-0.3%	-1.6%	1.3
Southeast WI	43.3%	84.6%	46.8%	86.4%	3.5%	1.8%	1.7
State of WI	44.8%	82.2%	49.8%	84.2%	5.0%	2.0%	3.0

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



While some districts made solid progress in closing this cohort's achievement gap, others experienced a widening of the gap as the cohort advanced from grade to grade. Between 4th and 8th grades, the reading achievement gap in the Glendale-River Hills School District increased by 9 percentage points—the largest reading gap widening of all districts with five years of scores. WKCE reading proficiency rates for African-American students in Glendale-River Hills decreased by 9.1 percentage points between 4th and 8th grade, while white students' reading proficiency scores decreased by 0.1 point. In the Shorewood School District, African-American students' WKCE reading proficiency scores decreased by 11.6 percentage points between 4th and 8th grades, while white students' proficiency rates declined by 5 points in the same period, leading to a 6.5-point widening of the WKCE reading gap. And despite its progress in reading, the Fox Point-Bayside School District saw the gap in math widen by 19.0 percentage points as white students' math proficiency rates increased by 0.8 point over five years while African-American students' math proficiency rates decreased by 18.2 points.

While some districts deserve recognition for narrowing the achievement gap in reading or math, two districts, Brown Deer (reading) and Menomonee Falls (math), saw sizeable increases in African-American students' proficiency rates, but only a moderate narrowing of their achievement gap because of comparable proficiency gains among white students occurring simultaneously. Brown Deer saw a 13.2-point increase in African-American students' reading proficiency rates between 4th and 8th grade, the second highest five-year increase after Elmbrook. At the same time, reading proficiency rates for white students increased by 9.6 points, the highest five-year increase. Menomonee Falls saw the third-highest increase in African-American student proficiency rates in math (9.8 points) but the district's achievement gap improved just 5.9 points, as white student math proficiency rates increased by 4.0 percentage points.

Finally, it is important to remember that next year's WKCE scores will be reported using a more rigorous definition of proficiency, which will bring all districts' proficiency rates down substantially. **Table 20** shows the statewide racial achievement gaps under both the new and old proficiency standards. The new standards will result in gaps similar in size to those of the old standards.

Table 20: Statewide racial WKCE achievement gaps under old and new proficiency standards

	2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012	
	Old	New	Old	New	Old	New	Old	New	Old	New
Reading										
Black	56.5%	11.0%	56.9%	12.1%	57.6%	12.2%	59.9%	12.6%	58.7%	13.4%
White	87.6%	40.5%	86.9%	40.9%	87.0%	41.4%	88.3%	41.6%	87.4%	41.9%
Math										
Black	39.7%	13.7%	44.4%	15.6%	46.4%	17.0%	46.2%	17.4%	47.5%	18.2%
White	81.7%	49.6%	83.2%	51.5%	83.4%	53.4%	83.7%	53.5%	84.3%	55.2%
State Reading Gap	31.1	29.5	30.0	28.8	29.4	29.2	28.4	29.0	28.7	28.5
State Math Gap	42.0	35.9	38.8	35.9	37.0	36.4	37.5	36.1	36.8	37.0

Note: Scores are for WKCE only. Students scoring proficient or advanced on the WAA exam are not included in the proficient and advanced percentages.



High school completion rates

This year's report contains high school completion rate racial gap data for districts in southeast Wisconsin. The districts listed in **Table 20** are districts that had sufficiently large African-American student populations to report graduation rates for both African-American and white students separately. Data for the 2010-2011 school year represent the first year of a new high school completion reporting methodology employed by DPI. Consequently, 2010-11 data are not comparable with high school completion data from previous years; long-term trends will become discernible only after more completion data become available. For more information on how each district's high school completion rate is calculated, please see the **Glossary**.

Data from the 2010-11 school year show 13 districts in southeast Wisconsin in which white students have a higher high school completion rate than African-American students and eight districts that have no high school completion racial gap. Racine (21.1-point gap), Milwaukee (9.9), and Kenosha (8.1) have the three largest high school completion gaps in the region.

Several districts have negative high school completion gaps, where a larger proportion of African-American students complete high school than white students. It should be noted, however, that districts with negative high school completion gaps tend to have small populations of African-American students. The statewide high school completion gap between African-American and white students is 24.4 percentage points. The statewide African-American high school completion rate of 69.7% is heavily influenced by the poor performance of Racine (60.1% completion rate for African-American students) and Milwaukee (66.1%), which together amount to nearly two-thirds of all graduating African-American students statewide.

Table 20: African-American and white high school completion rates 2010-2011

District Name	White Grads	African-American Grads	White %	African-American %	Gap
Kenosha County					
Kenosha	1,029	194	92.4%	84.3%	8.1
Milwaukee County					
Brown Deer	77	69	97.5%	90.8%	6.7
Cudahy	146	15	98.0%	100.0%	-2.0
Milwaukee	564	2,867	76.0%	66.1%	9.9
Nicolet UHS	170	64	96.0%	95.5%	0.5
Oak Creek-Franklin Joint	347	24	99.4%	96.0%	3.4
Shorewood	104	18	97.2%	90.0%	7.2
South Milwaukee	237	14	94.8%	100.0%	-5.2
Wauwatosa	355	91	98.6%	96.8%	1.8
West Allis-West Milwaukee	424	55	100.0%	100.0%	0.0
Whitefish Bay	174	22	98.9%	95.7%	3.2
Whitnall	185	9	97.9%	100.0%	-2.1
Ozaukee County					
Mequon-Thiensville	317	28	100.0%	100.0%	0.0
Racine County					
Racine	849	471	81.2%	60.1%	21.1
Washington County					
Germantown	323	13	97.3%	100.0%	-2.7
Hartford UHS	317	7	93.5%	87.5%	6.0
Waukesha County					
Elmbrook	556	26	98.4%	100.0%	-1.6
Hamilton	254	11	99.2%	100.0%	-0.8
Menomonee Falls	302	31	99.0%	96.8%	2.2
Waukesha	1,007	55	93.8%	85.9%	7.9
State of WI	51,446	5,098	94.1%	69.7%	24.4



Measuring college readiness: ACT, AP, and high school completion

While the WKCE can be used to measure academic attainment, other measurements, such as ACT scores, Advanced Placement (AP) exam passage rates, and high school completion rates can be employed to measure college preparedness among students in southeast Wisconsin. The ACT test is a college admissions exam that consists of subject area tests in English, Math, Reading, and Science. The test is administered nationally by ACT Inc. and is not compulsory. Advanced Placement Exams are college-level exams administered to students who elect to take advanced placement classes in high school. Students who score a “3” or higher (on a scale of 1 to 5) may qualify to have the course count for college credit. The table in this section shows each of these performance metrics for the 2010-2011 school year.

Average ACT scores among high schoolers in southeast Wisconsin remained largely unchanged from last year, dipping slightly from 22.8 in 2010 to 22.7 in 2011. The state-wide average increased slightly to 22.1. (The highest possible score on the ACT is 36.) The highest-scoring districts were Whitefish Bay (26.7), Mequon-Thiensville (25.6), and Elmbrook (25.2). The lowest-performing districts were Milwaukee (16.0), Delavan-Darien (20.2), and Saint Francis (20.2). Milwaukee makes the ACT available free-of-charge during the school day, the only district in the region to do so.

The Whitefish Bay School District saw the largest one-year increase in average ACT scores, rising from 25.7 to 26.7. The district’s composite score of 26.7 is the highest score for any district since we began tracking ACT composite scores. Other districts seeing large one-year gains in ACT scores were: Slinger (+.8), Muskego Norway (+.7), Hartford Union (+.7), Burlington Area (+.7), and Whitnall (+.7). Williams Bay (-.9), West Bend (-.7), and Central/Westosha Union (-.7) saw the largest one-year decreases in average ACT scores.

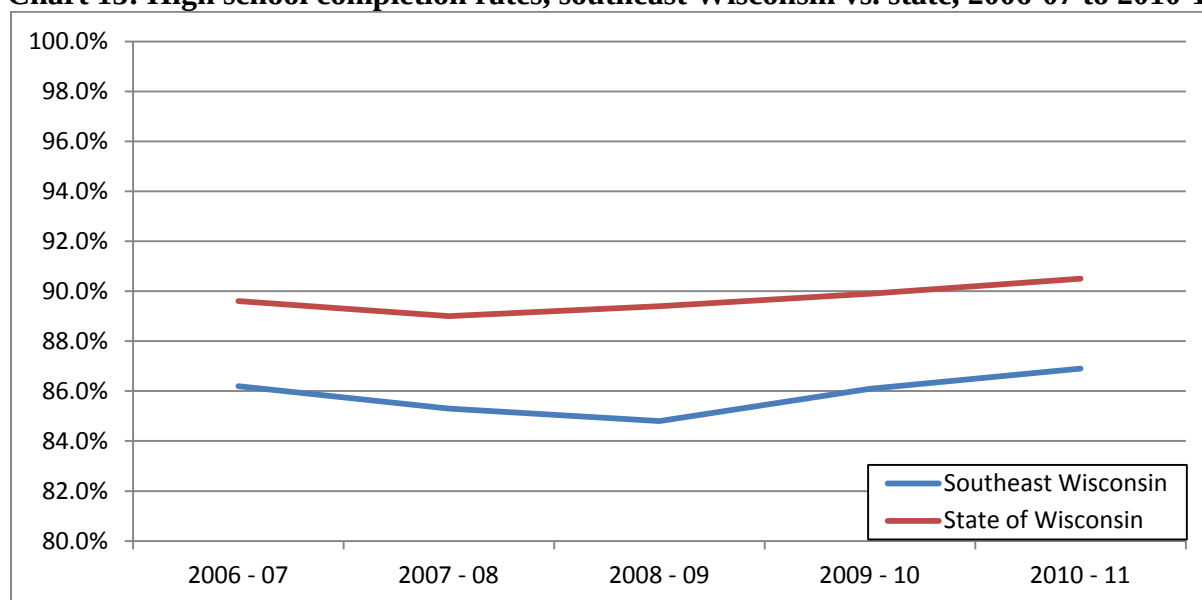
Meanwhile, statewide and regional performance on AP exams continued their upward trend from previous years. The regional passing rate for 2010-2011 was 14.9%, up 1.3 percentage points from last year. The regional passing rate has increased every year for the past five years. No district in the region experienced a drop in AP exam passage rates of more than 5.5 percentage points, and several districts saw large increases. New Berlin School District saw the largest gain in the percentage of exams passed, increasing by 15 points (from 32.4% to 47.4%). Nicolet Union (+6.4) and Cedarburg (+5.7) school districts also saw large increases in passage rates. Union Grove Union (-5.4), Germantown (-5.4), and Big Foot Union (-4.8%) school districts saw the largest decreases in AP exam passage rates during the past year.

While ACT and AP exam data pertain more to college-bound students, high school completion rates can be used to assess the achievement of all students. As **Chart 15** shows, this year marks the second cumulative year that high school completion rates in southeast Wisconsin have increased.¹³ The 2010-2011 high school completion rate in southeast Wisconsin was 86.9%, up 0.8 percentage point from the previous year. The statewide completion rate increased by 0.6 point to 90.5% in the same period, showing that southeast Wisconsin continues to lag behind the state, with long-term data showing no evidence of the gap closing.

¹³ The Racial Achievement Gap section of this report notes that high school completion data by race for 2010-2011 cannot be compared to completion data from prior years due to a reporting change implemented by DPI. This limitation does not apply to aggregated completion rates discussed here.



Chart 15: High school completion rates, southeast Wisconsin vs. state, 2006-07 to 2010-11



Twenty-five districts saw a decrease in their high school completion rate compared to 2009-10, while 23 districts saw an increase. Two districts saw no change. Lake Geneva-Genoa City Union School District experienced the largest one-year increase in completion rates with a 7-point increase, followed by Delavan-Darien (+3.8) and Greenfield (+3.4). Saint Francis (-6.2), Williams Bay (-6.1), and Whitewater (-4.9) saw the largest decreases in completion rates.



Table 21: High school completion and college preparation (2010-11)

District	ACT Composite Score 2010-11 Above/Below			AP Exams Passed as a % of Enrollment 2010-11 Above/Below		High School Completion Rate 2010-11 Above/Below	
	Percent Tested	Regional Average	District Score	Regional Percent	District Percent	Regional Percent	District Percent
Kenosha County							
Central/Westosha Union	62.4%	-	22.2	-	14.8%	+	95.3%
Kenosha	64.7%	-	21.2	-	9.1%	+	89.0%
Wilmet Union	56.6%	+	22.7	+	15.7%	+	91.8%
Milwaukee County							
Brown Deer	65.9%	-	20.7	-	10.6%	+	94.5%
Cudahy	44.2%	-	21.1	-	4.1%	+	96.1%
Franklin Public	69.5%	+	23.0	+	23.4%	+	98.2%
Greendale	78.9%	+	23.5	+	34.3%	+	99.1%
Greenfield	66.0%	-	21.1	-	9.9%	+	93.6%
Milwaukee	84.4%	-	16.0	-	1.7%	-	68.6%
Nicolet Union	79.2%	+	24.0	+	37.8%	+	96.2%
Oak Creek-Franklin	62.8%	-	22.1	+	19.7%	+	98.7%
Saint Francis	60.0%	-	20.2	-	4.0%	-	84.9%
Shorewood	76.7%	+	24.7	+	29.0%	+	96.2%
South Milwaukee	59.3%	-	21.4	-	8.2%	+	95.5%
Wauwatosa	65.5%	+	23.7	+	17.2%	+	98.2%
West Allis	47.4%	-	21.7	-	12.8%	+	97.2%
Whitefish Bay	88.0%	+	26.7	+	43.4%	+	98.6%
Whitnall	69.5%	+	23.2	-	10.4%	+	97.0%
Ozaukee County							
Cedarburg	81.8%	+	24.1	+	43.9%	+	98.5%
Grafton	63.9%	+	23.8	+	33.3%	+	92.2%
Mequon-Thiensville	82.4%	+	25.7	+	32.1%	+	100.0%
Northern Ozaukee	54.0%	-	22.7	-	7.9%	+	91.7%
Port Washington-Saukville	74.3%	+	23.4	+	26.1%	+	99.5%
Racine County							
Burlington Area	56.8%	-	22.4	-	8.6%	+	92.9%
Racine	40.3%	-	20.6	-	3.4%	-	73.3%
Union Grove Union	62.7%	+	22.7	-	8.6%	+	91.4%
Waterford Union	71.1%	+	22.9	+	23.8%	+	97.4%
Walworth County							
Big Foot Union	60.8%	-	21.7	-	2.3%	+	93.9%
Delavan-Darien	47.7%	-	20.2	-	7.0%	+	92.2%
East Troy Community	62.3%	-	22.2	-	11.0%	+	95.2%
Elkhorn Area	59.6%	-	21.8	-	12.9%	+	94.6%
Lake Geneva-Genoa City Union	59.1%	-	22.5	+	19.4%	+	94.6%
Whitewater	63.8%	-	21.7	+	17.4%	+	87.1%
Williams Bay	75.7%	+	23.2	+	20.3%	+	93.9%
Washington County							
Germantown	73.5%	+	23.4	+	19.9%	+	97.5%
Hartford Union	55.8%	+	23.1	+	23.2%	+	93.2%
Kewaskum	57.8%	-	20.3	-	7.4%	+	96.3%
Slinger	73.3%	+	23.6	-	9.0%	+	98.3%
West Bend	67.9%	+	22.9	+	26.6%	+	93.8%
Waukesha County							
Arrowhead Union	81.7%	+	24.8	+	37.4%	+	96.9%
Elmbrook	85.5%	+	25.2	+	47.2%	+	97.7%
Hamilton	71.3%	+	23.6	+	22.8%	+	99.3%
Kettle Moraine	81.0%	+	23.9	+	29.6%	+	98.4%
Menomonee Falls	71.8%	+	23.1	-	12.4%	+	98.4%
Mukwonago	66.7%	+	23.4	+	20.3%	+	98.3%
Muskego-Norway	65.8%	+	24.0	+	22.2%	+	96.2%
New Berlin	82.3%	+	24.3	+	47.4%	+	97.8%
Oconomowoc Area	68.5%	-	22.5	-	9.1%	+	97.2%
Pewaukee	82.8%	+	23.1	+	20.3%	+	99.4%
Waukesha	56.3%	+	22.9	+	19.1%	+	92.7%
Southeast Wisconsin	68.1%		22.7		14.9%		86.9%
State of Wisconsin	59.8%		22.1		11.5%		90.5%



Student participation

Table 22 shows three different measures of student participation for districts in southeast Wisconsin: attendance, truancy, and dropout rates. (For a full breakdown of union feeder district participation rates, please see the appendix.) Data for the southeast Wisconsin region show a comparable attendance rate to the state and higher-than-average truancy and dropout rates compared to the state. In addition, attendance rates increased in the region during the past year, while truancy and dropout rates declined. A further look into truancy and dropout data shows the regional averages are skewed by a small number of poorly performing districts.

Overall, attendance in the region was strong. The regional attendance rate during the 2010-2011 school year was 93.9%, up 0.7 percentage point from the previous year. The statewide average was 94.4%, an increase of 0.4 percentage point. More than 80% of all districts in the region had an attendance rate of 95% or higher. MPS reported a 90.1% attendance rate, the lowest of all districts in the region, but the highest rate in that district in over 15 years. The Racine Unified School District reported the second-lowest attendance rate at 93.3%. Last year's report noted that the St. Francis School District's attendance rate had dropped to its lowest point in several years. This year's data show that St. Francis has rebounded, increasing 5.5 percentage points to 94.1%, the largest percentage point increase of any district in the region. Central/Westosha Union and Brown Deer school districts experienced the second- and third-largest increases in attendance rates (2.5 and 2.4 percentage points, respectively).

The region performed poorly relative to the rest of the state in terms of truancy. The southeast Wisconsin truancy rate for 2010-2011 was 15%, or 6.4 percentage points higher than the statewide average of 8.6%. Only three districts—Kenosha, Racine, and Milwaukee—reported an above-average truancy rate, however, indicating that regional truancy data is skewed by these large districts. About half of the region's districts and unions reported truancy rates of 2% or less. Truancy data show that urban districts tend to experience higher rates of truancy. The data also show that truancy is more common in high schools than elementary or secondary schools. The truancy rate at Nicolet Union High School, for example, was 17.6%, while the overall truancy rate for Nicolet Union plus its feeder K-8 districts was 6.2%.

The region's dropout rate declined from 2.3% to 2% last year, while the statewide dropout rate decreased from 1.6% to 1.5%. Once again, the regional data for southeast Wisconsin is heavily skewed by a handful of large districts with high dropout rates. Only four districts (Milwaukee, Saint Francis, Racine, and Whitewater) reported an above-average dropout rate. MPS reported the highest dropout rate in the region (4.9%), followed by Racine (4.6%) and Whitewater (2.5%). A total of 24 districts saw their dropout rates decrease during the past year, while 18 districts saw an increase in dropout rates.

While Milwaukee's dropout rate remains the highest of all districts in the region, the district's one-year dropout rate decline of one percentage point is the highest one-year decline of any district in the region. Lake Geneva-Genoa City Union, Waterford Union, Nicolet Union, and Delavan-Darien school districts all saw one-year declines of 0.5 percentage point in their dropout rates. Williams Bay and Saint Francis school districts reported the largest one-year dropout rate increases, with both districts seeing a 0.9 percentage point increase in their respective rates.



Table 21: Student participation, 2010-11

District	Attendance Rate (All Grades)		Truancy Rate (District)		Dropout Rate (Grades 7-12)	
	Above/Below Region	District Percent	Above/Below Region	District Percent	Above/Below Region	District Percent
Kenosha County						
Central/Westosha Union	+	97.5%	-	4.8%	-	0.8%
Kenosha	-	93.7%	+	19.2%	-	1.4%
Wilmot Union	+	95.7%	-	2.8%	-	1.1%
Milwaukee County						
Brown Deer	+	97.7%	-	3.4%	-	0.8%
Cudahy	+	95.7%	-	3.7%	-	1.8%
Franklin Public	+	94.8%	-	1.8%	-	0.2%
Greendale	+	95.8%	-	1.4%	-	0.1%
Greenfield	+	94.8%	-	6.8%	-	1.0%
Milwaukee	-	90.1%	+	43.3%	+	4.9%
Nicolet Union	+	96.1%	-	6.2%	-	0.7%
Oak Creek-Franklin	+	95.1%	-	1.9%	-	0.0%
Saint Francis	+	94.1%	-	14.3%	+	2.2%
Shorewood	+	95.4%	-	1.4%	-	0.6%
South Milwaukee	-	93.8%	-	7.6%	-	1.6%
Wauwatosa	+	95.4%	-	0.7%	-	0.4%
West Allis	-	93.6%	-	8.8%	-	0.3%
Whitefish Bay	+	96.8%	-	0.7%	-	0.2%
Whitnall	+	95.4%	-	2.7%	-	0.7%
Ozaukee County						
Cedarburg	+	97.2%	-	0.2%	-	0.1%
Grafton	+	96.8%	-	0.7%	-	0.3%
Mequon-Thiensville	+	95.1%	-	4.7%	-	0.0%
Northern Ozaukee	+	98.1%	-	0.1%	-	1.5%
Port Washington-Saukville	+	95.9%	-	1.2%	-	0.0%
Racine County						
Burlington Area	+	94.4%	-	5.1%	-	1.3%
Racine	-	93.3%	+	15.2%	+	4.6%
Union Grove Union	+	95.8%	-	5.1%	-	1.0%
Waterford Union	+	94.1%	-	1.0%	-	0.5%
Walworth County						
Big Foot Union	+	94.8%	-	1.6%	-	0.8%
Delavan-Darien	+	94.5%	-	5.6%	-	1.3%
East Troy Community	+	96.3%	-	1.5%	-	0.6%
Elkhorn Area	+	96.1%	-	1.3%	-	0.7%
Lake Geneva-Genoa City Union	+	95.8%	-	3.8%	-	0.7%
Whitewater	+	95.5%	-	3.9%	+	2.5%
Williams Bay	+	95.1%	-	3.2%	-	0.9%
Washington County						
Germantown	+	96.9%	-	3.0%	-	0.2%
Hartford Union	+	96.6%	-	2.1%	-	0.9%
Kewaskum	+	95.6%	-	1.4%	-	0.7%
Slinger	+	97.1%	-	0.3%	-	0.1%
West Bend	+	98.3%	-	2.7%	-	0.8%
Waukesha County						
Arrowhead Union	+	96.8%	-	0.6%	-	0.3%
Elmbrook	+	96.3%	-	0.8%	-	0.3%
Hamilton	+	95.8%	-	2.1%	-	0.1%
Kettle Moraine	+	95.7%	-	0.8%	-	0.2%
Menomonee Falls	+	95.6%	-	4.0%	-	0.4%
Mukwonago	+	96.1%	-	1.1%	-	0.2%
Muskego-Norway	+	96.2%	-	0.8%	-	0.7%
New Berlin	+	96.1%	-	0.7%	-	0.3%
Oconomowoc Area	+	95.5%	-	1.3%	-	0.6%
Pewaukee	+	96.0%	-	0.1%	-	0.2%
Waukesha	+	94.1%	-	0.8%	-	1.4%
Southeast Wisconsin		93.9%		15.0%		2.0%
State of Wisconsin		94.8%		8.6%		1.5%



SCHOOL FINANCE

Recent legislative changes have profoundly changed the landscape of local school finance. In 2011, the budget repair bill known as Act 10 included a series of fiscal “tools” intended to help schools balance their budgets in the face of increasing health care and retiree legacy costs, reduced state aid, and lower school district property tax levy caps. The bill aimed to achieve cost reductions in three main ways: by severely restricting the topics subject to collective bargaining by public employees; by requiring public employees to contribute 5.8% of their salary toward their pensions; and by requiring public employees in state-sponsored health care plans to pay 12.6% of their health insurance premiums. These tools were designed to allow districts to absorb the loss of state aid and the reduction in their revenue limits that were anticipated, and eventually passed, as part of the 2011-13 biennial state budget.

From the perspective of local school districts, perhaps the most significant provision of Act 10 was its elimination from the collective bargaining process of all topics other than wage increases, which the law limits to the rate of inflation. Topics that were traditionally subject to labor negotiations, such as tenure, seniority, fringe benefits, and retirement age, may now be established at the discretion of local school boards. Wage increases negotiated beyond the rate of inflation must be approved by a referendum, and unions and employers are no longer allowed to bargain over supplementary pay above base wages. This means, for example, that districts now may make non-negotiated decisions about raises, merit pay, extra-duty pay for non-classroom duties, teacher workload, and incentive payments to recruit in areas with teacher shortages.

Given the short period of time that Act 10 has been in effect, and the litigation surrounding it since its passage, the overall impact of the legislation and the long-term implications remain unclear. The recent ruling by a district court judge in Dane County striking down the law now puts many districts in an uncertain footing, for example. In addition, in 2011-12, nearly 20% of all school districts statewide were still operating under labor contracts that were in place before the passage of Act 10.¹⁴ Until the law’s legality is settled and all schools in the state are able to utilize the new fiscal tools, it will be difficult to make conclusions about the impacts of the changes.

Also, each individual district’s ability to secure savings from the Act 10 tools depends on several factors that vary widely from district to district. For example, employees of some districts already may have been contributing substantially to the cost of their healthcare, while other districts may have collectively bargained to achieve significant savings from changes in their health care plans. In addition, in some districts, large numbers of teacher retirements may have had a greater impact on fringe benefit budgets than did the Act 10 provisions.

Despite these limitations in the data, we do know that since the adoption of Act 10, the state has seen an overall reduction in the size of its teacher workforce,¹⁵ overall reductions in state aid and

¹⁴ <http://www.jsonline.com/news/education/17-burlington-school-employees-receive-nonrenewal-notices-9v4tbd7-146622535.html>

¹⁵ A Wisconsin Taxpayer’s Alliance study released in May 2012 shows that the number of teachers in the state declined by 2.4% between 2011 and 2012, outpacing the decline in student enrollment. Between 2004 and 2009, student and teacher counts mirrored one another closely. Between 2009 and 2012, however, the number of teachers statewide declined more rapidly than total enrollment, leading to a higher student-teacher ratio. Between 2009 and



property tax revenues, and lower per-pupil expenses. This section provides additional information with which to gauge school finances in southeast Wisconsin.

Important methodological changes in this year's report

In light of the reduced state aid, lower revenue limits, and Act 10 changes, the policy implications of school district finances in southeast Wisconsin are more important than ever. This year in response to a request from district administrators we have made some changes in our methodology to make the report more useful as a means of benchmarking individual districts against the region and the state.

- **Actual vs. budgeted financial data:** In past reports, in order to have the most current possible data, we have used *budgeted* financial data to calculate school district finances. School district administrators felt these budgeted numbers did not accurately reflect the trends, however, as actual expenses often vary significantly from budgeted amounts. This year, we report both 2010-11 actual expenses, as reported in the districts' annual financial reports to DPI, and 2011-12 budgeted expenses, as reported in the districts' budget reports to DPI. Charts depicting fiscal trends utilize actual expenses for all years except 2011-12, for which budgeted expenses are the only figures available.
- **Total enrollment vs. membership enrollment pupil data:** This year also marks a change in how we calculate per-pupil revenues and expenses. DPI generally calculates per-pupil figures using a "membership" enrollment figure, which reflects students enrolled in a district who also reside in that district. A per-member figure thus reflects how much is spent to educate only the district's resident students. While DPI uses this figure because most state aid is awarded per *member*, per the suggestion of school district officials, this year's report instead uses *total* enrollment of both resident and non-resident students to calculate per-pupil figures. This approach reflects the contention that a district's costs must support all enrolled students, not just resident students. All charts depicting trends in per-pupil revenues or expenses show the new calculation for all years.

Because state aid is awarded per member, any per-pupil aid figure reported by DPI will differ from the figures here. In addition, it should be noted that regional per-pupil costs tend to be higher when using membership enrollment in the calculation, because districts with large proportions of non-resident students will have higher per-pupil costs under this method.



School District Revenues

As shown in **Tables 22 and 23**, Wisconsin's school districts receive funding from three main sources: local property taxes, state aid, and federal aid. State aid is the largest source of revenue for school districts. For the state as a whole, in 2010-11 state aid comprised more than half of total revenues for school districts (54.5%). In 2011-12, however, district budgets statewide reflect a significant decrease in state aid, to 48% of total revenues. For the region, the portion of revenue coming from state aid changed less dramatically, from 44.9% in 2010-11 to 43.8% budgeted in 2011-12. An increase in the share of property tax revenues was budget across the region to help make up for this loss in state revenues as well as a decrease in federal aid, which reflects the end of federal stimulus dollars for school districts.

Table 22: School district revenue distribution, actual, by county (2010-11)

	Property Tax	State Aid	Federal Aid
Kenosha County	33.3%	55.9%	7.3%
Milwaukee County	31.2%	50.7%	13.8%
Ozaukee County	58.6%	29.5%	4.2%
Racine County	32.4%	53.9%	7.7%
Walworth County	56.2%	33.3%	4.5%
Washington County	48.5%	39.9%	6.5%
Waukesha County	60.0%	28.1%	5.2%
Southeast Wisconsin	40.3%	44.9%	9.7%
State of Wisconsin	38.1%	49.3%	7.6%

Table 23: School district revenue summary, budgeted, by county (2011-12)

	Property Tax	State Aid	Federal Aid
Kenosha County	34.8%	55.7%	6.2%
Milwaukee County	33.7%	49.7%	12.2%
Ozaukee County	61.2%	29.3%	3.5%
Racine County	35.4%	52.7%	7.9%
Walworth County	58.3%	32.2%	3.0%
Washington County	51.0%	39.5%	4.3%
Waukesha County	61.4%	27.0%	3.6%
Southeast Wisconsin	42.7%	43.8%	8.3%
State of Wisconsin	40.2%	48.0%	6.8%

In addition, the amount of aid per-pupil is expected to decrease in all southeast Wisconsin counties, as shown in **Tables 24 and 25**. Property tax revenues per-pupil also are budgeted to decrease. These revenue changes reflect changes in the state budget, which reduced per-pupil state aid and lowered revenue limits for most districts.

Table 24: Annual report school district per-pupil revenue summary, by county (2010-11)

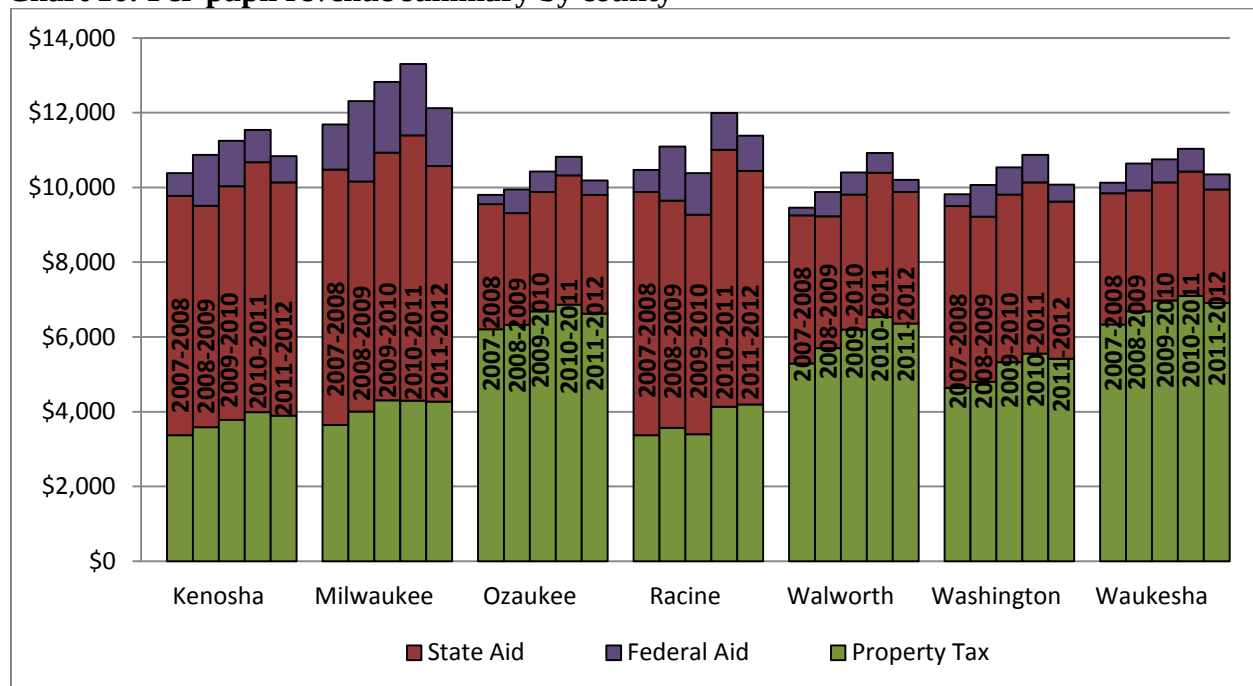
	Property Tax	State Aid	Federal Aid	Total Revenue
Kenosha County	\$3,985	\$6,688	\$868	\$11,972
Milwaukee County	\$4,298	\$6,998	\$1,909	\$13,793
Ozaukee County	\$6,865	\$3,461	\$490	\$11,719
Racine County	\$4,133	\$6,877	\$982	\$12,763
Walworth County	\$6,532	\$3,864	\$524	\$11,619
Washington County	\$5,555	\$4,578	\$740	\$11,459
Waukesha County	\$7,097	\$3,328	\$611	\$11,834
Southeast Wisconsin	\$5,141	\$5,719	\$1,236	\$12,749
State of Wisconsin	\$4,616	\$5,976	\$924	\$12,116



Table 25: Budgeted school district revenue distribution, by county (2011-12)

	Property Tax	State Aid	Federal Aid	Total Revenue
Kenosha County	\$3,896	\$6,244	\$699	\$11,200
Milwaukee County	\$4,270	\$6,300	\$1,554	\$12,686
Ozaukee County	\$6,629	\$3,175	\$381	\$10,835
Racine County	\$4,196	\$6,246	\$941	\$11,856
Walworth County	\$6,360	\$3,516	\$329	\$10,916
Washington County	\$5,419	\$4,200	\$457	\$10,620
Waukesha County	\$6,909	\$3,035	\$405	\$11,245
Southeast Wisconsin	\$5,059	\$5,194	\$984	\$11,851
State of Wisconsin	\$4,563	\$5,453	\$776	\$11,350

Chart 16 shows the annual increase in per-pupil revenue for the past four years and the budgeted decline in revenue for 2011-12. Per-pupil state aid in southeast Wisconsin increased 2% from 2006-07 to 2010-11 but is budgeted to decline 9% in 2011-12.

Chart 16: Per-pupil revenue summary by county

School District Expenditures

Tables 26 and **27** present snapshots of both total operations spending and spending allocations across eight major spending categories. In 2010-11, instructional spending accounted for 58% of the total spending in southeast Wisconsin school districts, slightly less than the state percentage. In 2011-12, school districts budgeted 57% of total expenses as instructional costs, reflecting a small decrease in classroom labor costs. Business administration is the second greatest cost center for school districts in southeast Wisconsin, accounting for 15% of total expenses.



Business administration costs include transportation spending, which is included in the tables, as well.

Table 26: Annual report school district expenditure distribution, by county (2010-11)

District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation*	Central Services
Kenosha County	62.9%	5.2%	5.1%	1.5%	5.2%	14.6%	2.8%	1.9%
Milwaukee County	55.8%	5.2%	6.1%	2.1%	4.8%	15.3%	4.1%	2.0%
Ozaukee County	62.0%	4.6%	4.8%	1.5%	5.2%	15.1%	3.9%	2.3%
Racine County	60.5%	5.5%	4.6%	1.3%	4.6%	14.2%	3.5%	2.6%
Walworth County	59.2%	4.0%	3.9%	2.5%	4.4%	15.3%	4.0%	1.8%
Washington County	61.8%	4.0%	4.6%	2.1%	4.0%	14.9%	4.5%	1.6%
Waukesha County	59.9%	4.2%	4.1%	1.6%	4.5%	15.3%	4.4%	3.1%
Southeast Wisconsin	58.4%	4.9%	5.2%	1.9%	4.7%	15.1%	4.0%	2.2%
State of Wisconsin	59.1%	4.6%	4.9%	1.9%	4.8%	15.2%	4.0%	2.2%

*Transportation costs are a subset of business administration costs.

Table 27: Budgeted school district expenditure distribution, by county (2011-12)

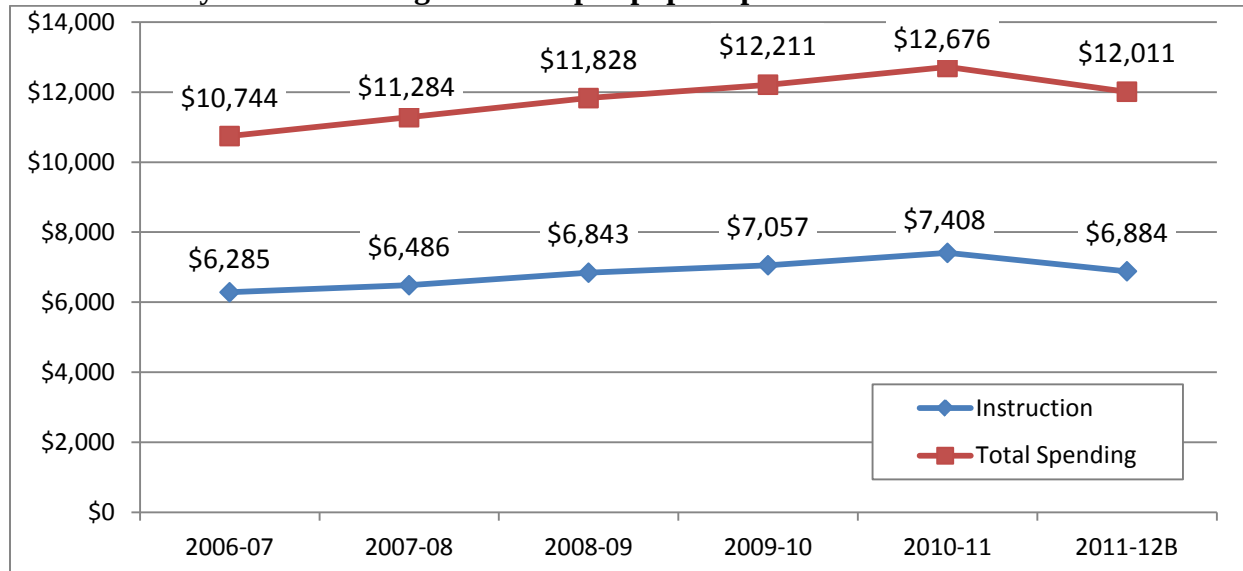
District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation*	Central Services
Kenosha County	62.5%	5.6%	4.9%	1.3%	5.2%	14.2%	2.8%	2.0%
Milwaukee County	55.5%	5.4%	5.9%	2.3%	4.9%	14.5%	4.3%	2.1%
Ozaukee County	58.2%	4.5%	4.8%	1.9%	5.0%	15.4%	4.2%	2.0%
Racine County	58.2%	5.4%	4.5%	1.4%	4.5%	16.0%	4.0%	2.3%
Walworth County	58.6%	3.8%	3.9%	2.7%	4.4%	15.8%	4.4%	1.7%
Washington County	58.9%	4.1%	4.7%	2.1%	4.0%	15.8%	4.6%	2.1%
Waukesha County	57.7%	4.1%	4.3%	1.8%	4.5%	15.8%	4.6%	3.2%
Southeast Wisconsin	57.3%	4.9%	5.1%	2.0%	4.7%	15.1%	4.2%	2.3%
State of Wisconsin	58.1%	4.7%	4.9%	1.9%	4.9%	15.5%	4.3%	2.3%

*Transportation costs are a subset of business administration costs.

When total costs are analyzed on a per-pupil basis, it is clear that spending in southeast Wisconsin has been on an upward trend (**Chart 17**). This appears to be changing, however, as per-pupil operational costs declined to \$12,011 per pupil from the \$12,676 actual per pupil cost in 2010-11. Instructional spending was \$7,408 per pupil in southeast Wisconsin in 2010-11 and was budgeted to decrease to \$6,884 per pupil in 2011-12 after several years of increases.

Tables 28 and 29 break down the majority of per-pupil costs by category for each county in the region. Districts in Milwaukee County spend the most overall, at nearly \$14,000 per pupil in 2010-11. They continued to budget the most in 2011-12, but the total figure decreased to \$12,843. When looking at instructional costs only, however, Milwaukee County districts budgeted less per pupil in 2011-12 than Kenosha County districts.



Chart 17: Six-year trend in region's total per-pupil expenses**Table 28: School district per-pupil expenditure summary, actual, by county (2010-11)**

District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation*	Central Services	Total Operations Spending
Kenosha County	\$7,632	\$629	\$624	\$180	\$626	\$1,772	\$339	\$228	\$12,133
Milwaukee County	\$7,700	\$724	\$839	\$296	\$663	\$2,111	\$562	\$280	\$13,807
Ozaukee County	\$7,150	\$533	\$553	\$177	\$598	\$1,741	\$447	\$261	\$11,538
Racine County	\$7,699	\$695	\$589	\$167	\$580	\$1,801	\$447	\$325	\$12,716
Walworth County	\$6,712	\$454	\$439	\$279	\$503	\$1,736	\$458	\$199	\$11,348
Washington County	\$6,821	\$437	\$505	\$231	\$446	\$1,643	\$496	\$172	\$11,034
Waukesha County	\$6,973	\$488	\$482	\$187	\$520	\$1,776	\$513	\$356	\$11,642
SE Wisconsin	\$7,408	\$622	\$664	\$239	\$596	\$1,911	\$504	\$283	\$12,676
State of WI	\$7,090	\$557	\$589	\$224	\$582	\$1,821	\$486	\$267	\$12,004

*Transportation costs are a subset of business administration costs.

Table 29: School district per-pupil expenditure summary, budgeted, by county (2011-12)

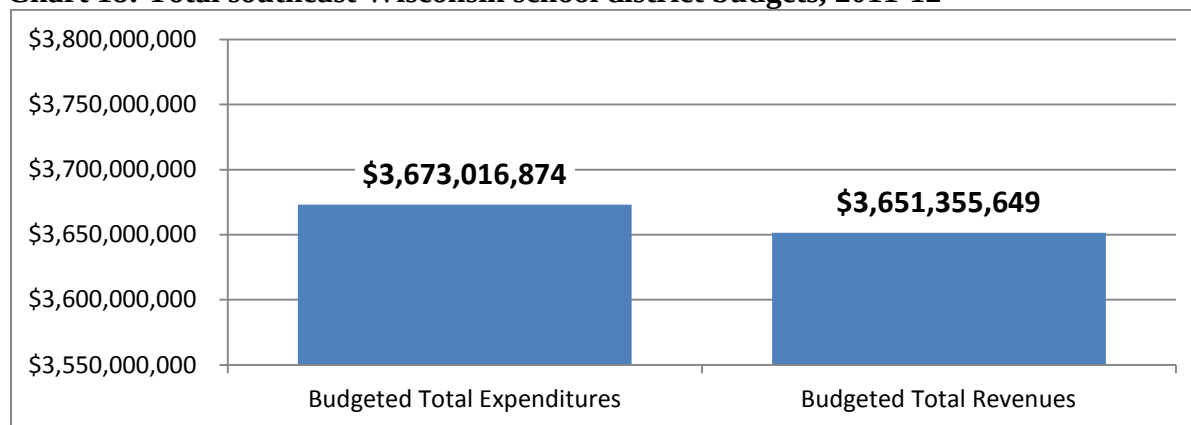
District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation*	Central Services	Total Operations Spending
Kenosha County	\$7,223	\$643	\$565	\$152	\$596	\$1,645	\$324	\$225	\$11,559
Milwaukee County	\$7,129	\$689	\$752	\$290	\$625	\$1,866	\$549	\$275	\$12,843
Ozaukee County	\$6,352	\$487	\$520	\$205	\$548	\$1,680	\$463	\$219	\$10,908
Racine County	\$6,972	\$641	\$543	\$169	\$537	\$1,916	\$483	\$279	\$11,976
Walworth County	\$6,381	\$410	\$420	\$289	\$477	\$1,723	\$479	\$188	\$10,892
Washington County	\$6,353	\$440	\$504	\$228	\$433	\$1,708	\$495	\$230	\$10,789
Waukesha County	\$6,580	\$463	\$493	\$203	\$517	\$1,803	\$521	\$361	\$11,407
SE Wisconsin	\$6,884	\$593	\$615	\$239	\$567	\$1,810	\$504	\$278	\$12,011
State of WI	\$6,640	\$533	\$557	\$223	\$555	\$1,770	\$491	\$258	\$11,436

*Transportation costs are a subset of business administration costs.



It is clear that in the wake of Act 10 and the new state budget, southeast Wisconsin districts have accommodated less state aid by reducing expenses. Whether cost-cutting measures employed by specific districts will fully offset reductions in revenue on an ongoing basis is difficult to determine from this data, however. For 2011-12, the overall amount of revenue budgeted by the districts in southeast Wisconsin is roughly \$20 million less than total budgeted expenses (**Chart 18**). To the extent that districts closed this gap by tapping into reserve funds, this may indicate some ongoing structural holes in their budgets. **Tables B5-B8** in **Appendix B** contain 2010-11 financial figures for each district.

Chart 18: Total southeast Wisconsin school district budgets, 2011-12



STUDENT ENROLLMENT AND DEMOGRAPHICS

Student enrollment plays a vital role in the financial health of school districts, as greater enrollment brings greater revenue under the state's school aid formula. Declining enrollment does not always result in lower costs, however, as school districts often cannot reduce overhead to match the decline in student population. In addition, certain types of students, such as special education students or those with limited English proficiency, may have specific needs that can be more costly. This section presents enrollment data for the 2010-11 and 2011-12 school year for all students and tracks enrollment changes over time among certain subgroups of students.

New to the report this year is the inclusion of Chapter 220 and Open Enrollment student transfer data. Student transfers also play a vital role in the financial health of school districts, as these programs can be utilized in ways that keep class sizes small or keep enrollments growing in schools with declining resident populations.

Enrollment decreases statewide

Enrollment data for the 2011-2012 school year indicate that enrollment in public schools declined last year both statewide and across southeast Wisconsin. Enrollment in southeast Wisconsin schools fell by 0.8% between 2011 and 2012 while statewide enrollment decreased by 0.1% in the same period, following an established pattern of larger regional enrollment declines. The region's enrollment decline of 0.8% is the largest one-year change in five years.

Table 30 shows enrollment for each southeast Wisconsin district during the past two school years. Enrollment in the region declined in six of the seven southeast Wisconsin counties. Walworth County was the only county to experience growth, fueled by increased enrollment in the Elkhorn Area and Lake Geneva/Genoa City Union school districts. Ozaukee County saw the largest decrease in enrollment among counties, with an enrollment decline of 2.1%. Much of that loss can be attributed to 135-student decrease in Northern Ozaukee's virtual charter school enrollment. Other significant declines in enrollment in southeast Wisconsin occurred in the Burlington Area and Brown Deer school districts, with losses of 180 students and 74 students, respectively.

Enrollment declines in the region's largest school districts heavily impacted regional enrollment figures. MPS, for example, saw a one-year enrollment decline of 1,804 students (-2.2%), a drop that eclipses the net overall decline in enrollment for all other districts in Milwaukee County (-1,168 students). Declining enrollment at MPS is not a new trend. The district's enrollment has decreased by more than 18,000 students since 2004, from over 97,000 students to under 80,000, a decline of 18.7%. One cause is the popularity of other publicly-funded schooling options, such as Open Enrollment, independent charter schools, and the Milwaukee Parental Choice Program, which have drawn an increasing number of students from MPS.¹⁶

The Racine Unified School District saw the second largest one-year decline in enrollment, with 291 fewer students. A portion of Racine's enrollment decline is explained by the district's new private school choice program. During the 2011-2012 school year, that program allowed 250

¹⁶ Milwaukee Public Schools Long Range Facilities Master Plan
http://55127c277d93afbcbdbd3e3b8b80863d621ade27.gripelements.com/milwaukee/Final_Report/exsum.pdf



students to transfer from Racine public schools to local private schools using taxpayer-funded vouchers. The program is set to expand in 2012-13 to 500 students.

Declining enrollment can have a significant impact on school budgets. Schools that experience declines in enrollment are not always able to decrease costs in a manner that is proportional to the loss in state aid. Also, when a district experiences a large decline in enrollment, the options of closing schools or decreasing the number of teachers often are met with significant community opposition. Small declines in enrollment also can be problematic for school districts. A decline in enrollment that reduces class size from 30 to 25 students, for example, can decrease state aid to a district significantly, but still command the same instructional costs, since the decline is not large enough to reduce teaching staff.

While some districts in the region are struggling with declining enrollment, others saw enrollment increases over the past year. The Elkhorn (+5.3%), Pewaukee (+3.5%), and West Allis (+3.4%) school districts experienced the largest one-year increases in enrollment. Elkhorn's enrollment increase is mostly due to the addition of a 4-year-old kindergarten program, however, and the district's total enrollment would have declined slightly without the addition of K4. A portion of the West Allis School District's 3.4% growth is related to the addition of a full-day K4 program as well.



Table 30: One-year change in school district enrollment, 2010-11 to 2011-12

District	2010-2011		2011-2012		% Change
	Rank	Enroll	Rank	Enroll	
Kenosha County		30,174		30,022	-0.5%
Central/Westosha Union	22	3,767	23	3,743	-0.6%
Kenosha	2	22,986	2	22,905	-0.4%
Wilmot Union	27	3,421	26	3,374	-1.4%
Milwaukee County		133,877		132,709	-0.9%
Brown Deer	47	1,718	47	1,644	-4.3%
Cudahy	36	2,669	37	2,642	-1.0%
Franklin Public	20	4,300	18	4,344	1.0%
Greendale	35	2,699	36	2,655	-1.6%
Greenfield	23	3,723	22	3,813	2.4%
Milwaukee	1	80,934	1	79,130	-2.2%
Nicolet Union	25	3,559	25	3,568	0.3%
Oak Creek-Franklin	10	6,146	10	6,309	2.7%
Saint Francis	49	1,276	49	1,306	2.4%
Shorewood	43	2,010	43	2,026	0.8%
South Milwaukee	28	3,348	28	3,315	-1.0%
Wauwatosa	8	7,208	6	7,275	0.9%
West Allis	5	8,976	5	9,281	3.4%
Whitefish Bay	32	2,989	31	3,040	1.7%
Whitnall	40	2,322	40	2,361	1.7%
Ozaukee County		13,123		12,848	-2.1%
Cedarburg	31	3,028	32	3,009	-0.6%
Grafton	41	2,199	41	2,140	-2.7%
Mequon-Thiensville	24	3,696	24	3,608	-2.4%
Northern Ozaukee	48	1,500	48	1,365	-9.0%
Port Washington-Saukville	34	2,700	34	2,726	1.0%
Racine County		30,411		29,988	-1.4%
Burlington Area	26	3,504	27	3,324	-5.1%
Racine	3	21,100	3	20,809	-1.4%
Union Grove Union	37	2,642	35	2,717	2.8%
Waterford Union	29	3,165	30	3,138	-0.9%
Walworth County		16,252		16,371	0.7%
Big Foot Union	45	1,797	45	1,752	-2.5%
Delavan-Darien	38	2,582	39	2,518	-2.5%
East Troy Community	46	1,738	46	1,716	-1.3%
Elkhorn Area	30	3,083	29	3,246	5.3%
Lake Geneva-Genoa City Union	17	4,473	17	4,545	1.6%
Whitewater	42	2,022	42	2,036	0.7%
Williams Bay	50	557	50	558	0.2%
Washington County		20,635		20,609	-0.1%
Germantown	21	4,034	21	3,994	-1.0%
Hartford Union	14	4,709	15	4,689	-0.4%
Kewaskum	44	1,980	44	1,931	-2.5%
Slinger	33	2,949	33	2,987	1.3%
West Bend	9	6,963	8	7,008	0.6%
Waukesha County		63,645		63,257	-0.6%
Arrowhead Union	6	7,012	9	6,864	-2.1%
Elmbrook	7	7,212	7	7,154	-0.8%
Hamilton	16	4,600	16	4,676	1.7%
Kettle Moraine	19	4,367	20	4,257	-2.5%
Menomonee Falls	18	4,411	19	4,320	-2.1%
Mukwonago	13	4,955	13	4,831	-2.5%
Muskego-Norway	11	5,068	12	5,018	-1.0%
New Berlin	15	4,687	14	4,706	0.4%
Oconomowoc Area	12	5,044	11	5,081	0.7%
Pewaukee	39	2,493	38	2,580	3.5%
Waukesha	4	13,796	4	13,770	-0.2%
Southeast Wisconsin		308,117		305,804	-0.8%
State of Wisconsin		872,286		871,105	-0.1%



Minority enrollment growing with more Hispanic students

While the growth in minority enrollment as a percentage of total enrollment in the region slowed slightly from last year's pace, overall minority enrollment in the region increased .8 percentage point, to 40.9% of total enrollment (**Chart 19**). Minority enrollment statewide increased 0.7 percentage point to 26.3%. Only a handful of districts—Wilmot Union, Franklin Public, Delavan-Darien, East Troy Community, and Williams Bay—experienced a decrease in minority enrollment as a proportion of total enrollment during the past year.

The geographic distribution of minorities in southeast Wisconsin has changed little in the last year. **Table 31** shows a concentration of African-American students in Milwaukee County and a more dispersed Hispanic student population. Four of the top five districts with the highest percentages of African-American students are located in Milwaukee County, and three of the four districts with the largest proportional increase in African-American students in the past year (Cudahy, Wauwatosa, West Allis, Menomonee Falls) are located in Milwaukee County. Large Hispanic student populations can be found in Kenosha, Milwaukee, Racine, and Walworth County districts. Hispanic enrollment in southeast Wisconsin has grown more quickly than African-American or white enrollment during the past few years. Last year the proportion of Hispanic students in southeast Wisconsin increased by 0.4 percentage points, while the proportion of African-American and white students decreased by 0.2 and 0.8 percentage points, respectively.

Chart 19: Growth in minority student enrollment, 2008-09 through 2011-12

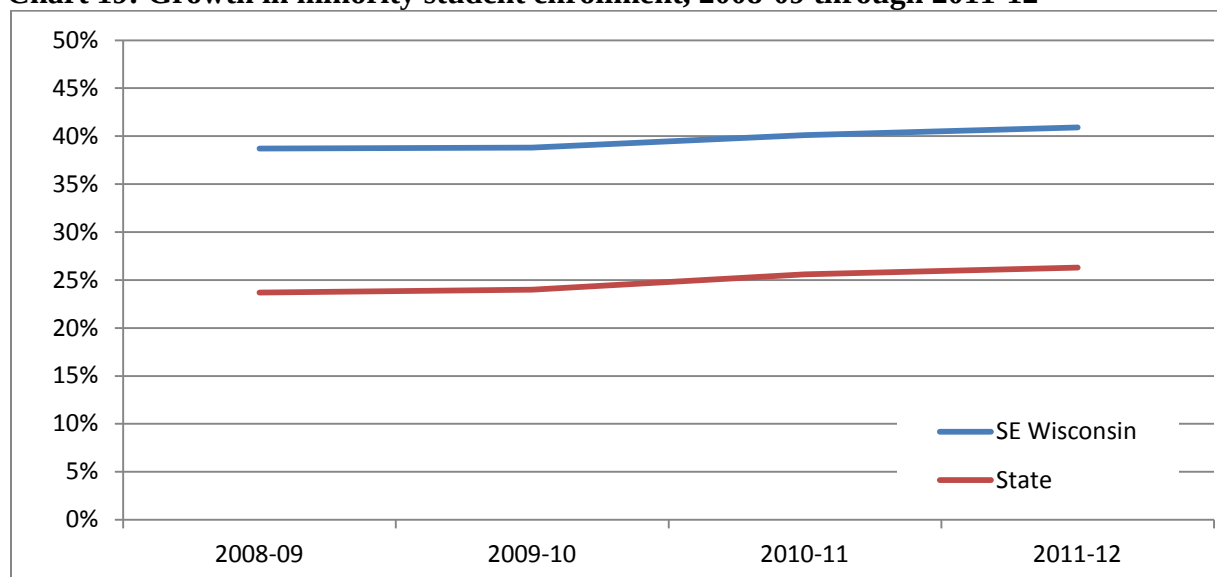


Table 31: School district enrollment by race, 2011-12

District	American Indian		Asian		African American		Hispanic		Pacific Islander		Two or More Races		White	
	Rank	Enroll	Rank	Enroll	Rank	Enroll	Rank	Enroll	Rank	Enroll	Rank	Enroll	Rank	Enroll
Kenosha County														
Central/Westosha Union	18	0.6%	41	0.9%	31	1.8%	21	6.0%	5	0.3%	39	0.9%	14	89.7%
Kenosha	42	0.3%	27	1.7%	6	15.5%	5	23.2%	22	0.1%	8	2.7%	46	56.5%
Wilmot Union	23	0.5%	50	0.5%	38	1.2%	33	4.4%	32	0.1%	42	0.8%	6	92.6%
Milwaukee County														
Brown Deer	13	0.6%	2	10.5%	2	44.0%	23	5.9%	31	0.1%	1	7.0%	49	31.9%
Cudahy	2	1.3%	31	1.3%	11	7.2%	8	19.5%	40	0.0%	15	2.2%	40	68.5%
Franklin Public	10	0.6%	3	10.2%	19	4.0%	24	5.8%	47	0.0%	49	0.2%	30	79.1%
Greendale	7	0.8%	14	4.8%	24	2.6%	19	8.8%	6	0.2%	33	1.3%	27	81.5%
Greenfield	5	1.0%	7	6.2%	17	4.6%	7	20.5%	1	0.4%	4	4.6%	45	62.5%
Milwaukee	8	0.8%	12	5.3%	1	55.7%	4	23.7%	45	0.0%	47	0.3%	50	14.2%
Nicolet Union	12	0.6%	10	5.7%	4	19.9%	31	4.8%	11	0.1%	12	2.3%	43	66.5%
Oak Creek-Franklin	6	1.0%	9	5.7%	13	5.2%	15	11.3%	17	0.1%	26	1.6%	36	75.0%
Saint Francis	1	1.5%	19	4.0%	14	5.1%	12	16.1%	26	0.1%	34	1.3%	37	71.9%
Shorewood	33	0.4%	4	7.3%	7	14.5%	26	5.6%	37	0.0%	2	4.9%	42	67.2%
South Milwaukee	4	1.1%	26	1.7%	16	4.8%	14	12.3%	47	0.0%	46	0.3%	28	79.7%
Wauwatosa	24	0.5%	18	4.3%	5	16.8%	25	5.6%	3	0.3%	3	4.9%	41	67.6%
West Allis	3	1.2%	22	3.0%	9	10.2%	9	19.3%	16	0.1%	10	2.6%	44	63.7%
Whitefish Bay	49	0.1%	8	5.9%	8	10.8%	44	3.6%	42	0.0%	14	2.2%	33	77.4%
Whitnall	19	0.6%	17	4.3%	26	2.3%	16	10.0%	24	0.1%	6	3.3%	29	79.4%
Ozaukee County														
Cedarburg	46	0.1%	24	2.4%	44	0.9%	48	2.3%	29	0.1%	16	2.2%	10	92.1%
Grafton	41	0.3%	21	3.3%	27	2.0%	39	4.0%	10	0.1%	20	2.0%	18	88.4%
Mequon-Thiensville	48	0.1%	11	5.4%	12	6.0%	46	3.4%	35	0.1%	23	1.8%	25	83.3%
Northern Ozaukee	15	0.6%	39	1.0%	23	2.6%	35	4.2%	27	0.1%	9	2.6%	16	88.9%
Port Washington-Saukville	14	0.6%	30	1.3%	22	3.0%	28	5.4%	18	0.1%	41	0.8%	17	88.8%
Racine County														
Burlington Area	25	0.5%	33	1.2%	30	1.8%	17	9.7%	21	0.1%	38	0.9%	21	85.9%
Racine	36	0.3%	28	1.4%	3	26.3%	2	25.1%	43	0.0%	11	2.5%	48	44.4%
Union Grove Union	9	0.7%	35	1.2%	39	1.0%	30	5.0%	41	0.0%	43	0.7%	11	91.4%
Waterford Union	31	0.4%	47	0.6%	43	0.9%	32	4.4%	20	0.1%	36	1.1%	7	92.5%
Walworth County														
Big Foot Union	17	0.6%	46	0.6%	41	0.9%	6	20.7%	47	0.0%	35	1.3%	35	75.9%
Delavan-Darien	28	0.4%	42	0.9%	32	1.6%	1	43.9%	38	0.0%	19	2.0%	47	51.1%
East Troy Community	21	0.5%	48	0.5%	46	0.7%	22	5.9%	33	0.1%	28	1.6%	12	90.7%
Elkhorn Area	22	0.5%	37	1.1%	42	0.9%	13	13.7%	47	0.0%	13	2.2%	26	81.5%
Lake Geneva-Genoa City Union	32	0.4%	38	1.0%	33	1.6%	10	17.8%	12	0.1%	48	0.3%	31	78.7%
Whitewater	20	0.5%	23	2.6%	28	2.0%	3	24.3%	4	0.3%	29	1.4%	39	69.0%
Williams Bay	50	0.0%	43	0.9%	45	0.7%	18	8.8%	2	0.4%	50	0.2%	15	89.1%
Washington County														
Germantown	37	0.3%	16	4.4%	20	3.8%	43	3.8%	15	0.1%	17	2.1%	23	85.4%
Hartford Union	34	0.4%	44	0.9%	34	1.4%	27	5.4%	23	0.1%	30	1.4%	13	90.4%
Kewaskum	30	0.4%	49	0.5%	40	1.0%	49	2.2%	8	0.2%	22	1.8%	2	93.9%
Slinger	44	0.2%	40	0.9%	37	1.2%	50	1.7%	28	0.1%	45	0.6%	1	95.3%
West Bend	16	0.6%	36	1.2%	25	2.4%	20	6.0%	46	0.0%	27	1.6%	19	88.2%
Waukesha County														
Arrowhead Union	47	0.1%	25	1.9%	49	0.6%	47	2.5%	33	0.1%	31	1.4%	3	93.4%
Elmbrook	43	0.2%	1	10.8%	15	4.9%	37	4.0%	19	0.1%	24	1.8%	32	78.2%
Hamilton	26	0.4%	15	4.7%	21	3.3%	45	3.5%	13	0.1%	18	2.1%	20	85.9%
Kettle Moraine	29	0.4%	34	1.2%	50	0.3%	42	3.8%	9	0.1%	21	1.9%	9	92.2%
Menomonee Falls	11	0.6%	6	6.2%	10	8.7%	34	4.3%	44	0.0%	7	3.0%	34	77.1%
Mukwonago	40	0.3%	45	0.8%	47	0.7%	36	4.2%	30	0.1%	32	1.3%	5	92.6%
Muskego-Norway	38	0.3%	29	1.3%	48	0.7%	41	3.9%	7	0.2%	37	1.0%	4	92.6%
New Berlin	27	0.4%	5	7.1%	29	1.8%	38	4.0%	14	0.1%	44	0.7%	22	85.8%
Oconomowoc Area	35	0.4%	32	1.2%	35	1.4%	40	3.9%	39	0.0%	40	0.8%	8	92.2%
Pewaukee	45	0.2%	13	5.0%	36	1.4%	29	5.2%	25	0.1%	5	4.0%	24	84.1%
Waukesha	39	0.3%	20	3.8%	18	4.6%	11	17.7%	36	0.1%	25	1.8%	38	71.8%
SE Wisconsin		0.5%		3.7%		20.2%		14.8%		0.1%		1.6%		59.1%
Rest of Wisconsin		1.7%		3.5%		3.4%		6.7%		0.1%		2.0%		82.6%
State of Wisconsin		1.3%		3.5%		9.8%		9.7%		0.1%		1.9%		73.7%



Open Enrollment and Chapter 220

While school districts have little control over community-wide demographic changes that can affect enrollment, districts do have the ability to increase enrollment by attracting non-resident students.

Wisconsin's Open Enrollment program, which was enacted into law in 1997, allows parents to enroll their children in a school district other than the one in which they reside. While Open Enrollment initially was intended to increase parental choice, it is now also a tool to allow districts to optimize teachers and classroom space by accepting additional students to fill empty chairs. Each January, schools must determine the number of Open Enrollment students they intend to accept for the following academic year. The program started out with a small number of student participants but has grown substantially over the years. During the 2010-2011 school year, the most recent for which complete data are available, more than 17,800 students in southeast Wisconsin enrolled in a district other than their resident district, representing 5% of total enrollment in the region that year.

The Chapter 220 Voluntary Student Transfer Program is a program designed to racially integrate schools by giving minority students an opportunity to attend predominantly non-minority suburban schools, while giving non-minority suburban students an opportunity to attend a diverse Milwaukee public school. The program was created in response to a 1965 lawsuit filed by the NAACP on behalf of minority students in Milwaukee alleging that schools in the Milwaukee metropolitan area were unlawfully segregated. Like Open Enrollment, suburban districts must decide how many Chapter 220 students they intend to take each year. A total of 23 districts plus MPS participated in the Chapter 220 program during the 2010-2011 school year.

Table 32 lists the number of Open Enrollment and Chapter 220 students in southeast Wisconsin during the 2010-2011 school year. The table includes columns showing the number of students who transferred both in and out of each district using the two programs. The "Net Enrollment Change" column shows the net change in each district's enrollment as a result of Open Enrollment and Chapter 220. The last column of the table lists the net enrollment change as a percentage of total enrollment in that district during the 2010-2011 school year.

Districts that lose significant numbers of students under Open Enrollment and Chapter 220 also can lose significant amounts of state aid. Across the region, however, more districts gain students through Open Enrollment and Chapter 220 than lose students. Northern Ozaukee stands out with a substantial gain of students—most of this can be attributed to students from across the state enrolling in the district's virtual charter school. Wauwatosa also takes in a significant number of students through both Open Enrollment and Chapter 220; over 1,100 students transferred into Wauwatosa schools in 2010-2011. Elmbrook, Greenfield, and Northern Ozaukee all took in more than 500 non-resident students.

In addition to MPS, which lost 6,988 resident students via Open Enrollment and Chapter 220 combined, Racine recorded a substantial loss of 682 students. Others with large losses include the Delavan-Darien (-187 students) and Oconomowoc (-176 students) school districts.



Table 32: Open Enrollment and Chapter 220 student transfers

District	Open Enrollment IN	Open Enrollment OUT	Chapter 220 IN	Chapter 220 OUT	Net Enrollment Change from 220 and Open Enrollment	Total Enrollment	Net Enrollment Change as a % of Total Enrollment
Kenosha County							
Central/Westosha Union	340	352	N/A	N/A	-12	3,767	-0.32%
Brighton	75	3	N/A	N/A	72	205	35.12%
Bristol	109	31	N/A	N/A	78	659	11.84%
Central/Westosha UHS	52	73	N/A	N/A	-21	1,219	-1.72%
Paris	47	20	N/A	N/A	27	219	12.33%
Salem	34	139	N/A	N/A	-105	1,052	-9.98%
Wheatland	23	86	N/A	N/A	-63	413	-15.25%
Kenosha	51	185	N/A	N/A	-134	22,986	-0.58%
Wilmot Union	256	222	N/A	N/A	34	3,421	0.99%
Randall	106	33	N/A	N/A	73	752	9.71%
Silver Lake	57	23	N/A	N/A	34	544	6.25%
Trevor-Wilmot Consolidated	26	27	N/A	N/A	-1	581	-0.17%
Twin Lakes	24	78	N/A	N/A	-54	408	-13.24%
Wilmot UHS	43	61	N/A	N/A	-18	1,136	-1.58%
Milwaukee County							
Brown Deer	187	88	13	0	112	1,718	6.52%
Cudahy	158	112	25	18	53	2,669	1.99%
Franklin Public	311	96	132	23	324	4,300	7.53%
Greendale	394	31	60	9	414	2,699	15.34%
Greenfield	715	141	112	31	655	3,723	17.59%
Milwaukee	438	5,540	375	2,261	-6,988	80,934	-8.63%
Nicolet Union	290	84	199	2	403	3,559	11.32%
Fox Point	78	12	95	1	160	923	17.33%
Glendale-River Hills	131	42	0	1	88	1,013	8.69%
Maple Dale-Indian Hill	65	16	23	0	72	516	13.95%
Nicolet UHS	16	14	81	0	83	1,107	7.50%
Oak Creek-Franklin	283	211	125	41	156	6,146	2.54%
Saint Francis	379	47	59	21	370	1,276	29.00%
Shorewood	221	13	149	5	352	2,010	17.51%
South Milwaukee	281	119	69	16	215	3,348	6.42%
Wauwatosa	1,121	91	232	41	1,221	7,208	16.94%
West Allis-West Milwaukee	872	390	70	98	454	8,976	5.06%
Whitefish Bay	84	15	220	2	287	2,989	9.60%
Whitnall	173	65	44	3	149	2,322	6.42%
Ozaukee County							
Cedarburg	133	63	N/A	N/A	70	3,028	2.31%
Grafton	176	62	N/A	N/A	114	2,199	5.18%
Mequon-Thiensville	36	50	93	6	73	3,696	1.98%
Northern Ozaukee	785	132	N/A	N/A	653	1,500	43.53%
Port Washington-Saukville	106	114	N/A	N/A	-8	2,700	-0.30%
Racine County							
Burlington Area	110	178	N/A	N/A	-68	3,504	-1.94%
Racine	22	704	N/A	N/A	-682	21,100	-3.23%
Union Grove Union	499	128	N/A	N/A	371	2,642	14.04%
Dover	25	57	N/A	N/A	-32	88	-36.36%
Raymond	69	10	N/A	N/A	59	430	13.72%
Union Grove	112	33	N/A	N/A	79	790	10.00%
Union Grove UHS	183	19	N/A	N/A	164	915	17.92%
Yorkville	110	9	N/A	N/A	101	419	24.11%
Waterford Union	184	220	N/A	N/A	-36	3,165	-1.14%
North Cape	22	40	N/A	N/A	-18	204	-8.82%
Norway	19	20	N/A	N/A	-1	83	-1.20%
Washington-Caldwell	13	41	N/A	N/A	-28	207	-13.53%
Waterford Graded	96	64	N/A	N/A	32	1,616	1.98%
Waterford UHS	34	55	N/A	N/A	-21	1,055	-1.99%



Table 32, continued: Open Enrollment and Chapter 220 student transfers

District	Open Enrollment IN	Open Enrollment OUT	Chapter 220 IN	Chapter 220 OUT	Net Enrollment Change from 220 and Open Enrollment	Total Enrollment	Net Enrollment Change as a % of Total Enrollment
Walworth County							
Big Foot Union	172	138	N/A	N/A	34	1,797	1.89%
Big Foot UHS	29	31	N/A	N/A	-2	524	-0.38%
Fontana	54	32	N/A	N/A	22	272	8.09%
Linn J6	32	18	N/A	N/A	14	137	10.22%
Sharon	13	8	N/A	N/A	5	303	1.65%
Walworth	44	49	N/A	N/A	-5	561	-0.89%
Delavan-Darien	27	214	N/A	N/A	-187	2,582	-7.24%
East Troy Community	51	102	N/A	N/A	-51	1,738	-2.93%
Elkhorn Area	125	78	N/A	N/A	47	3,083	1.52%
Lake Geneva-Genoa City Union	315	248	N/A	N/A	67	4,473	1.50%
Geneva	68	11	N/A	N/A	57	182	31.32%
Genoa City	13	59	N/A	N/A	-46	623	-7.38%
Lake Geneva	129	116	N/A	N/A	13	2,149	0.60%
Lake Geneva-Genoa City UHS	87	45	N/A	N/A	42	1,397	3.01%
Linn J4	18	17	N/A	N/A	1	122	0.82%
Whitewater	29	75	N/A	N/A	-46	2,022	-2.27%
Williams Bay	74	46	N/A	N/A	28	557	5.03%
Washington County							
Germantown	50	70	30	12	-2	4,034	-0.05%
Hartford Union	331	452	N/A	N/A	-121	4,709	-2.57%
Erin	88	25	N/A	N/A	63	344	18.31%
Friess Lake	91	8	N/A	N/A	83	292	28.42%
Hartford J1	28	196	N/A	N/A	-168	1,761	-9.54%
Hartford UHS	32	88	N/A	N/A	-56	1,494	-3.75%
Herman	15	10	N/A	N/A	5	102	4.90%
Neosho	12	41	N/A	N/A	-29	175	-16.57%
Richfield	10	78	N/A	N/A	-68	398	-17.09%
Rubicon	55	6	N/A	N/A	49	143	34.27%
Kewaskum	87	145	N/A	N/A	-58	1,980	-2.93%
Slinger	238	48	N/A	N/A	190	2,949	6.44%
West Bend	116	224	N/A	N/A	-108	6,963	-1.55%
Waukesha County							
Arrowhead Union	621	270	N/A	N/A	351	7,012	5.01%
Arrowhead UHS	148	37	N/A	N/A	111	2,280	4.87%
Hartland-Lakeside	68	117	N/A	N/A	-49	1,365	-3.59%
Lake Country	102	9	N/A	N/A	93	540	17.22%
Merton Community	109	29	N/A	N/A	80	1,026	7.80%
North Lake	38	20	N/A	N/A	18	348	5.17%
Richmond	28	22	N/A	N/A	6	494	1.21%
Stone Bank	81	23	N/A	N/A	58	358	16.20%
Swallow	47	13	N/A	N/A	34	601	5.66%
Elmbrook	561	72	276	14	751	7,212	10.41%
Hamilton	91	127	109	1	72	4,600	1.57%
Kettle Moraine	255	102	N/A	N/A	153	4,367	3.50%
Menomonee Falls	218	54	216	22	358	4,411	8.12%
Mukwonago	192	153	N/A	N/A	39	4,955	0.79%
Muskego-Norway	155	75	N/A	N/A	80	5,068	1.58%
New Berlin	153	80	26	14	85	4,687	1.81%
Oconomowoc Area	109	285	N/A	N/A	-176	5,044	-3.49%
Pewaukee	203	62	N/A	N/A	141	2,493	5.66%
Waukesha	877	512	N/A	N/A	365	13,796	2.65%



The number of students in poverty continues to rise

While there are no official metrics that measure poverty rates in schools, estimates can be made by determining the proportion of students who are eligible for free or reduced-priced lunch through the National School Lunch Program. The National School Lunch program provides free and reduced-price lunches to students in families with incomes at or below 130% of the federal poverty line. For the 2012-2013 school year, a Wisconsin family of four is eligible if its yearly income is below \$29,966.

Chart 20 shows the region-wide and statewide proportion of students eligible for free or reduced-price lunch in the past seven years. The percentage of eligible students has increased substantially in the wake of the recent recession. This year's data show that increase tapering off but still rising. The percentage of students eligible for free or reduced-price lunch has increased every year since we started tracking the statistic, a troubling trend given the close relationship between socioeconomic status and school achievement. Nearly half (46.6%) of all students in the region were eligible for free or reduced-price lunch during the 2011-12 school year. The growth in the region's student poverty rate has mirrored the state average, though it remains several points higher.

Chart 20: Students eligible for free or reduced-price lunch as percent of total enrollment, 2005-06 to 2011-12

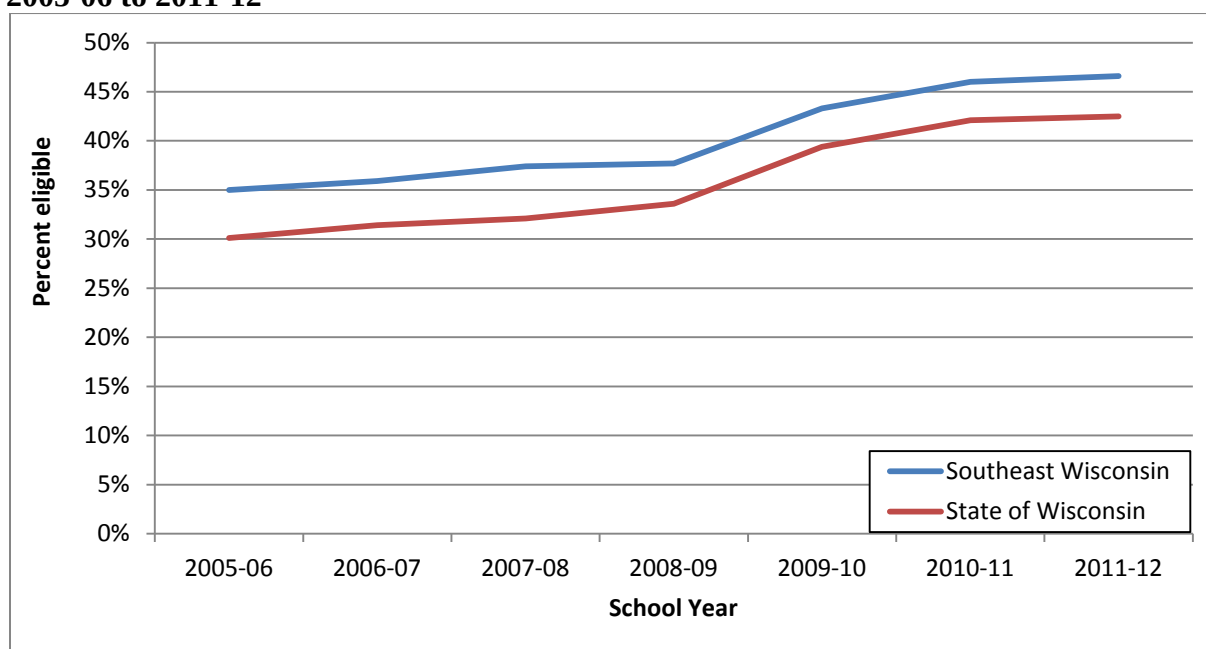


Table 33 show the 10 districts in the region with the highest free or reduced-price lunch rates over the past four years. MPS continues to educate the largest portion of impoverished students in the region, exceeding 80% in each of the last three school years. Delavan-Darien has the second-highest concentration of student poverty, with over 65% of its students eligible for free or reduced-price lunch. Please see **Appendix B** for the rates for all districts.

Although the increase in the region's overall free or reduced-price lunch rate is consistent with statewide trends, individual districts have experienced varied rates of change over the past few years. The percentage of impoverished students has grown nearly 22 percentage points in the West Allis-West Milwaukee School District in the last three years, for example, while increasing less than 9 percentage points in Kenosha Unified School District.

Every county except for Milwaukee County had one or more districts experience a decline in the percentage of students eligible for free or reduced-price lunch in the past year. In Milwaukee County, the Shorewood School District posted no yearly change in the student poverty rate. All other Milwaukee County districts experienced an increase. West-Allis West Milwaukee saw the largest increase in the county.

Table 33: Highest poverty rates in SE Wisconsin as measured by eligibility for free or reduced-price lunch, 2008-09 through 2011-12

District	2008-09		2009-10		2010-11		2011-12		Four-year change
	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	
Milwaukee	1	76.8%	1	80.7%	1	82.6%	1	83.4%	6.6
Delavan-Darien	2	55.0%	2	59.8%	2	62.5%	2	65.7%	10.7
West Allis-West Milwaukee	5	42.8%	4	54.7%	3	58.6%	3	64.6%	21.8
Racine	3	47.8%	3	56.6%	4	58.5%	4	60.7%	12.9
Cudahy	4	44.8%	5	46.9%	5	51.4%	5	54.4%	9.6
Kenosha	6	40.5%	6	45.3%	6	48.3%	6	49.3%	8.8
South Milwaukee	8	34.4%	8	42.5%	8	45.1%	7	47.7%	13.3
Lake Geneva-Genoa City Union	7	37.8%	7	43.1%	7	47.0%	8	47.4%	9.6
Whitewater	11	28.2%	11	35.4%	10	41.0%	9	46.5%	18.3
Big Foot Union	9	32.9%	9	38.3%	9	41.5%	10	42.3%	9.4
Southeast Wisconsin	-	37.7%	-	43.3%	-	46.0%	-	46.6%	8.9
Rest of Wisconsin	-	31.3%	-	37.2%	-	39.2%	-	40.2%	8.9
State of Wisconsin	-	33.6%	-	39.4%	-	42.1%	-	42.5%	8.9



CONCLUSION

Given the magnitude and importance of the many new changes to state and federal education policy, parents, taxpayers, and other stakeholders will want to know more about how these changes will impact their schools. While this report cannot delve into the specific impacts for each district, we have identified some overall themes that will hold true for most:

- **Revising/realigning the current curriculum with the new Common Core State Standards may be a challenging endeavor.** This process will include analyzing whether the courses currently offered and the materials or resources currently in use for each grade level meet the new standards, and whether the curriculum and materials build upon one another across grade levels in the way the new standards demand. If curricular changes are found to be needed, the implementation of these changes and their effectiveness will need to be monitored.
- **Districts will need a comprehensive technology infrastructure.** The new standards and the new assessment both may require new investments in technology infrastructure. The move to a computer-adaptive test for all students may necessitate significant investments in hardware for some schools, while the new standards will require schools to infuse the use of information technology throughout the school day in order to access content and build skills. In addition, the emphasis on individualized instruction and individual student growth in the NCLB waiver will require school staff to have access to and make use of robust and meaningful student data in real time.
- **Districts likely to seek greater flexibility and more leadership from staff.** The many state and federal policy changes, coupled with the limitations on collective bargaining and the reduction in state aid, likely will require school administrators to ask more of instructional staff in terms of student load, collaboration, professional development, and leadership in planning and implementation.
- **Creating an informative and supportive communications strategy will be critical.** The success of the major policy changes described in this report hinges on how well they are implemented in the classroom, which in turn hinges on how well teachers, students, parents, and administrators are able to communicate with one another and with the broader community. Schools that are constantly generating feedback in real time among all stakeholders will be better equipped to identify and overcome any barriers to successful implementation. In addition, the new standards, the new assessment, and the new teacher evaluation system all incorporate phases of review, reaction, and revision—successfully communicating the areas needing improvement and the strategies for improvement will be imperative.

In order to gauge the potential impacts on their own school community, parents and taxpayers may wish to ask the following questions of their school or district administrators:

1. What is the status of the district's current strategic plan? Does the current plan anticipate any major changes in curriculum, instruction, or student enrollment/demographics? Does



it anticipate any major financial stresses in the short or long term? Is an updated plan needed?

2. How are teachers, parents, and taxpayers expected to communicate their thoughts or suggestions to school and district administrators? How will administrators' follow-up on these communications be tracked? How do administrators plan to communicate to the school community and beyond?
3. What unique characteristics of the district are not expected to change over the next few years? Do these characteristics benefit or jeopardize student outcomes and/or district resources?
4. Does the new accountability report card accurately portray the district's strengths and weaknesses? How will school and district leaders utilize these report cards to improve student outcomes?
5. What measures have been taken to balance revenue reductions? Does the district have a structural deficit? Which programmatic or operational changes, if any, are under consideration to maintain a balanced budget?

In future reports, the Public Policy Forum will be able to shed greater light on these issues and questions as new data trends are revealed.



APPENDIX A: GLOSSARY OF TERMS

The following is a list of select terms and their definitions as they apply to this report. Questions regarding any terms not explained in the text or defined in this glossary can be referred to the Public Policy Forum.

ACT Scores: 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 12th grade enrollment.

Advanced Placement (AP) 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 Wisconsin Department of Public Instruction, the definition of a dropout is a student who was enrolled in school at some point 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 the 2003-04 academic year, 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.



4th, 8th and 10th grade Wisconsin Knowledge and Concepts Exams (WKCE): 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.

3rd, 5th, 6th and 7th grade WKCE: 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 3rd, 5th, 6th and 7th grades. As a result, historical comparisons beyond that date are not available for these grades.

Free or Reduced Lunch: The only available measure of the income level of pupils. It is the percentage of pupils who receive free or reduced-price lunch, and, therefore, roughly measures the percentage of low-income children in a school.

Habitual Truancy: According to the Wisconsin Department of Public Instruction, the definition of a habitual truant is a student who is absent from school without an acceptable excuse for part or 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 12th grade enrollment counted on the third Friday in September.

High School Completion Rate: 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 includes graduates, other high school graduates and other students who reached the age of 21 in the school year. The cohort group also includes 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.

Property Taxes: An equalized school tax rate, which makes it possible to compare the school tax efforts from one community to another. The equalized rate is the amount property taxpayers were charged in December 2010 (for the 2010-11 academic year) for each \$1,000 of property value at full market value.

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 12th 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 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.

Southeast Wisconsin: For the purposes of this report, southeast Wisconsin includes school districts in the counties of Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington and Waukesha.

Suspension: 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 a 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.

Truant: A truant, according to the Wisconsin Department of Public Instruction, is defined as a student who is absent from school for part or all of five or more school days during a semester without an excuse.



APPENDIX B: UNION DISTRICT BREAKDOWN

The tables below present union district numbers as well as the individual district numbers that contribute to the union totals. Similar to the general tables shown earlier, the component districts are identified by italic and indented text.

Table B1: Separated union district enrollment (2011-12)

District	2010-11 Total	2011-12 Total	% Change
Kenosha County			
Central/Westosha Union	3,767	3,743	-0.6%
<i>Brighton</i>	205	201	-2.0%
<i>Bristol</i>	659	677	2.7%
Central/Westosha UHS	1,219	1,172	-3.9%
<i>Paris</i>	219	252	15.1%
<i>Salem</i>	1,052	1,042	-1.0%
<i>Wheatland</i>	413	399	-3.4%
Wilmot Union	3,421	3,374	-1.4%
<i>Randall</i>	752	715	-4.9%
<i>Silver Lake</i>	544	552	1.5%
<i>Trevor-Wilmot Consolidated</i>	581	569	-2.1%
<i>Twin Lakes</i>	408	419	2.7%
<i>Wilmot UHS</i>	1,136	1,119	-1.5%
Milwaukee County			
Nicolet Union	3,559	3,568	0.3%
<i>Fox Point</i>	923	939	1.7%
<i>Glendale-River Hills</i>	1,013	999	-1.4%
<i>Maple Dale-Indian Hill</i>	516	508	-1.6%
<i>Nicolet UHS</i>	1,107	1,122	1.4%
Racine County			
Union Grove Union	2,642	2,717	2.8%
<i>Dover</i>	88	92	4.5%
<i>Raymond</i>	430	438	1.9%
<i>Union Grove</i>	790	773	-2.2%
<i>Union Grove UHS</i>	915	977	6.8%
<i>Yorkville</i>	419	437	4.3%
Waterford Union	3,165	3,138	-0.9%
<i>North Cape</i>	204	203	-0.5%
<i>Norway</i>	83	74	-10.8%
<i>Washington-Caldwell</i>	207	211	1.9%
<i>Waterford Graded</i>	1,616	1,600	-1.0%
<i>Waterford UHS</i>	1,055	1,050	-0.5%

District	2010-11 Total	2011-12 Total	% Change
Walworth County			
Big Foot Union	1,797	1,752	-2.5%
<i>Big Foot UHS</i>	524	543	3.6%
<i>Fontana</i>	272	267	-1.8%
<i>Linn J6</i>	137	117	-14.6%
<i>Sharon</i>	303	285	-5.9%
<i>Walworth</i>	561	540	-3.7%
Lake Geneva-Genoa City Union	4,473	4,545	1.6%
<i>Geneva</i>	182	195	7.1%
<i>Genoa City</i>	623	619	-0.6%
<i>Lake Geneva</i>	2,149	2,128	-1.0%
<i>Lake Geneva-Genoa City UHS</i>	1,397	1,490	6.7%
<i>Linn J4</i>	122	113	-7.4%
Washington County			
Hartford Union	4,709	4,689	-0.4%
<i>Erin</i>	344	333	-3.2%
<i>Friess Lake</i>	292	278	-4.8%
<i>Hartford J1</i>	1,761	1,740	-1.2%
<i>Hartford UHS</i>	1,494	1,499	0.3%
<i>Herman</i>	102	97	-4.9%
<i>Neosho</i>	175	198	13.1%
<i>Richfield</i>	398	403	1.3%
<i>Rubicon</i>	143	141	-1.4%
Waukesha County			
Arrowhead Union	7,012	6,864	-2.1%
<i>Arrowhead UHS</i>	2,280	2,253	-1.2%
<i>Hartland-Lakeside</i>	1,365	1,294	-5.2%
<i>Lake Country</i>	540	522	-3.3%
<i>Merton Community</i>	1,026	934	-9.0%
<i>North Lake</i>	348	401	15.2%
<i>Richmond</i>	494	494	0.0%
<i>Stone Bank</i>	358	364	1.7%
<i>Swallow</i>	601	602	0.2%
SE Wisconsin (Entire)	308,117	305,804	-0.8%
State of Wisconsin	872,286	871,105	-0.1%



Table B2: Separated union district minority enrollment

	American Indian or Alaska Native	Asian	African American	Hispanic	Native Hawaiian or Pacific Islander	Two or More Races	White	Minority
Kenosha County								
Central/Westosha Union	0.6%	0.9%	1.8%	6.0%	0.3%	0.9%	89.7%	10.3%
Brighton	0.0%	1.0%	1.0%	1.0%	0.0%	0.0%	97.0%	3.0%
Bristol	0.3%	0.1%	2.4%	6.9%	1.3%	0.1%	88.8%	11.2%
Central/Westosha UHS	1.1%	0.9%	2.0%	5.1%	0.0%	0.7%	90.2%	9.8%
Paris	0.0%	1.2%	1.2%	9.9%	0.0%	2.4%	85.3%	14.7%
Salem	0.6%	1.3%	1.0%	7.2%	0.1%	1.3%	88.5%	11.5%
Wheatland	0.0%	1.0%	3.0%	3.5%	0.0%	0.8%	91.7%	8.3%
Wilmet Union	0.5%	0.5%	1.2%	4.4%	0.1%	0.8%	92.6%	7.4%
Randall	0.1%	1.3%	1.5%	2.0%	0.0%	0.0%	95.1%	4.9%
Silver Lake	0.9%	0.2%	0.9%	2.9%	0.4%	1.6%	93.1%	6.9%
Trevor-Wilmet Consolidated	0.4%	0.5%	0.9%	5.4%	0.0%	1.2%	91.6%	8.4%
Twin Lakes	0.5%	0.0%	1.7%	11.0%	0.0%	1.2%	85.7%	14.3%
Wilmet UHS	0.6%	0.3%	1.1%	3.6%	0.0%	0.6%	93.8%	6.2%
Milwaukee County								
Nicolet Union	0.6%	5.7%	19.9%	4.8%	0.1%	2.3%	66.5%	33.5%
Fox Point-Bayside	0.4%	6.7%	12.2%	3.3%	0.0%	0.9%	76.5%	23.5%
Glendale-River Hills	0.7%	4.7%	30.0%	5.3%	0.3%	1.6%	57.4%	42.6%
Maple Dale-Indian Hill	0.4%	7.9%	15.4%	4.9%	0.0%	2.6%	68.9%	31.1%
Nicolet UHS	0.8%	4.6%	19.4%	5.7%	0.2%	3.9%	65.3%	34.7%
Racine County								
Union Grove Union	0.7%	1.2%	1.0%	5.0%	0.0%	0.7%	91.4%	8.6%
Dover	0.0%	0.0%	0.0%	5.4%	0.0%	2.2%	92.4%	7.6%
Raymond	0.7%	0.9%	1.4%	5.7%	0.0%	1.1%	90.2%	9.8%
Union Grove	0.8%	0.9%	1.7%	4.9%	0.0%	0.0%	91.7%	8.3%
Union Grove UHS	0.6%	1.2%	0.6%	5.1%	0.0%	1.2%	91.2%	8.8%
Yorkville	0.7%	2.1%	0.7%	4.1%	0.2%	0.2%	92.0%	8.0%
Waterford Union	0.4%	0.6%	0.9%	4.4%	0.1%	1.1%	92.5%	7.5%
North Cape	2.0%	0.0%	0.5%	7.9%	0.0%	2.0%	87.7%	12.3%
Norway	0.0%	0.0%	0.0%	4.1%	0.0%	0.0%	95.9%	4.1%
Washington-Caldwell	0.5%	0.5%	0.5%	2.8%	0.9%	0.0%	94.8%	5.2%
Waterford Graded	0.2%	0.4%	1.2%	4.5%	0.1%	1.7%	91.9%	8.1%
Waterford UHS	0.5%	1.0%	0.7%	3.9%	0.0%	0.3%	93.7%	6.3%
Walworth County								
Big Foot Union	0.6%	0.6%	0.9%	20.7%	0.0%	1.3%	75.9%	24.1%
Big Foot UHS	0.0%	0.0%	0.6%	17.3%	0.0%	1.9%	80.1%	19.9%
Fontana	0.0%	0.7%	1.5%	7.5%	0.0%	1.1%	89.1%	10.9%
Linn J6	0.0%	0.0%	0.0%	11.1%	0.0%	2.6%	86.3%	13.7%
Sharon	0.4%	0.7%	0.4%	26.7%	0.0%	1.8%	70.2%	29.8%
Walworth	1.5%	0.7%	1.1%	29.1%	0.0%	0.7%	66.9%	33.1%
Lake Geneva-Genoa City Union	0.3%	1.1%	1.6%	17.6%	0.1%	0.3%	79.0%	21.0%
Geneva	0.0%	0.0%	1.0%	10.3%	0.0%	4.6%	84.1%	15.9%
Genoa City	0.3%	0.3%	1.0%	8.9%	0.0%	0.0%	89.5%	10.5%
Lake Geneva	0.4%	1.1%	1.7%	24.0%	0.3%	0.1%	72.4%	27.6%
Lake Geneva-Genoa City UHS	0.4%	1.0%	1.6%	17.8%	0.1%	0.3%	78.7%	21.3%
Linn J4	2.7%	0.0%	1.8%	25.7%	0.0%	0.0%	69.9%	30.1%
Washington County								
Hartford Union	0.4%	0.9%	1.4%	5.4%	0.1%	1.4%	90.4%	9.6%
Erin	0.6%	0.3%	0.6%	4.8%	0.0%	1.2%	92.5%	7.5%
Friess Lake	0.0%	2.2%	1.1%	2.5%	0.0%	3.2%	91.0%	9.0%
Hartford J1	0.3%	0.9%	2.1%	8.4%	0.1%	1.7%	86.5%	13.5%
Hartford UHS	0.6%	1.0%	1.3%	4.3%	0.1%	0.9%	91.8%	8.2%
Herman	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	99.0%	1.0%
Neosho	0.5%	0.0%	0.5%	1.0%	0.0%	2.5%	95.5%	4.5%
Richfield	0.0%	1.0%	1.2%	3.7%	0.0%	0.7%	93.3%	6.7%
Rubicon	0.0%	1.0%	1.2%	3.7%	0.0%	0.7%	93.3%	6.7%
Waukesha County								
Arrowhead Union	0.1%	1.9%	0.6%	2.5%	0.1%	1.4%	93.4%	6.6%
Arrowhead UHS	0.2%	1.4%	0.8%	2.0%	0.0%	0.6%	95.1%	4.9%
Hartland-Lakeside	0.1%	2.2%	0.7%	3.9%	0.1%	2.9%	90.2%	9.8%
Lake Country	0.0%	1.7%	0.6%	4.2%	0.0%	2.7%	90.8%	9.2%
Merton Community	0.2%	1.5%	0.1%	3.0%	0.0%	1.7%	93.5%	6.5%
North Lake	0.0%	1.5%	1.0%	1.2%	0.0%	2.0%	94.3%	5.7%
Richmond	0.0%	5.3%	0.4%	2.6%	0.0%	0.2%	91.5%	8.5%
Stone Bank	0.0%	0.0%	0.0%	1.6%	0.0%	1.1%	97.3%	2.7%
Swallow	0.3%	3.0%	0.3%	1.0%	0.5%	0.2%	94.7%	5.3%



Table B3: Free and reduced lunch price lunch percentages

District	Percent Free/Reduced Lunch
Kenosha County	
Central/Westosha Union	28.1%
Brighton	27.6%
Bristol	21.3%
Central/Westosha UHS	24.3%
Paris	15.4%
Salem	33.2%
Wheatland	45.9%
Kenosha	49.3%
Wilmot Union	36.0%
Randall	25.2%
Silver Lake	44.7%
Trevor-Wilmot Consolidated	37.9%
Twin Lakes	48.7%
Wilmot UHS	33.2%
Milwaukee County	
Brown Deer	39.8%
Cudahy	54.4%
Franklin Public	13.6%
Greendale	22.9%
Greenfield	40.0%
Milwaukee	83.3%
Nicolet Union	22.3%
Fox Point-Bayside	13.9%
Glendale-River Hills	35.5%
Maple Dale-Indian Hill	17.8%
Nicolet UHS	19.7%
Oak Creek-Franklin	23.6%
Saint Francis	41.8%
Shorewood	19.2%
South Milwaukee	47.7%
Wauwatosa	24.3%
West Allis-West Milwaukee	64.6%
Whitefish Bay	N/A
Whitnall	22.1%
Ozaukee County	
Cedarburg	8.8%
Grafton	19.1%
Mequon-Thiensville	8.9%
Northern Ozaukee	37.7%
Port Washington-Saukville	24.6%
Racine County	
Burlington Area	40.2%
Racine	60.7%
Union Grove Union	20.9%
Dover	38.4%
Raymond	15.6%
Union Grove	28.5%
Union Grove UHS	17.7%
Yorkville	16.9%
Waterford Union	15.6%
North Cape	12.3%
Norway	30.6%
Washington-Caldwell	12.0%
Waterford Graded	19.6%
Waterford UHS	10.1%

District	Percent Free/Reduced Lunch
Walworth County	
Big Foot Union	42.3%
Big Foot UHS	36.0%
Fontana	32.8%
Linn J6	25.4%
Sharon	54.2%
Walworth	50.1%
Delavan-Darien	65.7%
East Troy Community	30.7%
Elkhorn Area	38.6%
Lake Geneva-Genoa City Union	47.4%
Geneva	N/A
Genoa City	N/A
Lake Geneva	55.6%
Lake Geneva-Genoa City UHS	39.3%
Linn J4	45.7%
Whitewater	46.5%
Williams Bay	30.5%
Washington County	
Germantown	15.7%
Hartford Union	27.3%
Erin	7.3%
Friess Lake	6.2%
Hartford J1	41.8%
Hartford UHS	24.3%
Herman	48.5%
Neosho	26.7%
Richfield	7.7%
Rubicon	24.1%
Kewaskum	21.1%
Slinger	18.0%
West Bend	35.4%
Waukesha County	
Arrowhead Union	10.5%
Arrowhead UHS	7.4%
Hartland-Lakeside	22.2%
Lake Country	5.5%
Merton Community	N/A
North Lake	N/A
Richmond	N/A
Stone Bank	10.5%
Swallow	3.7%
Elmbrook	12.1%
Hamilton	14.3%
Kettle Moraine	10.4%
Menomonee Falls	18.3%
Mukwonago	13.6%
Muskego-Norway	13.1%
New Berlin	12.2%
Oconomowoc Area	20.0%
Pewaukee	13.6%
Waukesha	34.7%
Southeast Wisconsin	46.6%
State of Wisconsin	42.5%



Table B4: K-8 district participation rates (2010-11)

District	Attendance Rate		Truancy Rate		Dropout Rate (Grades 7-12)	
	Above/Below Region Percent	District Percent	Above/Below Region Percent	District Percent	Above/Below Region Percent	District Percent
Kenosha County						
Central/Westosha Union	+	97.5%	-	4.8%	-	0.8%
Brighton	+	96.2%	-	0.0%	-	0.0%
Bristol	+	95.8%	-	0.0%	-	0.0%
Central/Westosha UHS	+	100.0%	-	12.6%	-	1.2%
Paris	+	96.0%	-	0.0%	-	0.0%
Salem	+	96.3%	-	2.2%	-	0.0%
Wheatland	+	96.4%	-	0.3%	-	0.0%
Wilmot Union	+	95.7%	-	2.8%	-	1.1%
Randall	+	95.7%	-	0.3%	-	0.0%
Silver Lake	+	94.8%	-	0.2%	-	1.6%
Trevor-Wilmot Consolidated	+	95.4%	-	0.6%	-	0.0%
Twin Lakes	+	94.9%	-	3.3%	-	0.0%
Wilmot UHS	+	96.5%	-	6.3%	-	1.4%
Milwaukee County						
Nicolet Union	+	96.1%	-	6.2%	-	0.7%
Fox Point	+	96.0%	-	0.1%	-	0.0%
Glendale-River Hills	+	95.5%	-	1.5%	-	0.0%
Maple Dale-Indian Hill	+	95.1%	-	0.0%	-	0.0%
Nicolet UHS	+	97.1%	+	17.6%	-	1.1%
Racine County						
Union Grove Union	+	95.8%	-	5.1%	-	1.0%
Dover	+	95.9%	-	0.0%	-	0.0%
Raymond	+	96.2%	-	1.6%	-	0.0%
Union Grove	+	96.6%	-	0.4%	-	1.2%
Union Grove UHS	+	94.6%	-	13.2%	-	1.2%
Yorkville	+	96.4%	-	0.5%	-	0.0%
Waterford Union	+	94.1%	-	1.0%	-	0.5%
North Cape	+	96.8%	-	0.0%	-	0.0%
Norway	+	97.1%	-	0.0%	-	0.0%
Washington-Caldwell	+	97.0%	-	0.0%	-	0.0%
Waterford Graded	+	95.8%	-	1.1%	-	0.0%
Waterford UHS	-	90.6%	-	1.3%	-	0.8%
Walworth County						
Big Foot Union	+	94.8%	-	1.6%	-	0.8%
Big Foot UHS	+	94.2%	-	0.8%	-	1.1%
Fontana	+	94.4%	-	0.0%	-	0.0%
Linn J6	+	95.3%	-	0.0%	-	0.0%
Sharon	+	95.3%	-	0.4%	-	0.0%
Walworth	+	95.2%	-	4.4%	-	0.0%
Lake Geneva-Genoa City Union	+	95.8%	-	3.8%	-	0.7%
Geneva	+	95.2%	-	0.6%	-	0.0%
Genoa City	+	95.2%	-	0.5%	-	0.0%
Lake Geneva	+	96.0%	-	2.3%	-	0.0%
Lake Geneva-Genoa City UHS	+	95.8%	-	8.0%	-	1.0%
Linn J4	+	95.8%	-	0.0%	-	0.0%
Washington County						
Hartford Union	+	96.6%	-	2.1%	-	0.9%
Erin	+	96.9%	-	0.0%	-	0.0%
Friess Lake	+	96.9%	-	0.0%	-	0.0%
Hartford J1	+	96.2%	-	3.5%	-	0.3%
Hartford UHS	+	97.0%	-	2.5%	-	1.2%
Herman	+	96.2%	-	0.0%	-	0.0%
Neosho	+	95.5%	-	0.0%	-	0.0%
Richfield	+	97.3%	-	0.0%	-	0.0%
Rubicon	+	96.1%	-	0.0%	-	0.0%
Waukesha County						
Arrowhead Union	+	96.8%	-	0.6%	-	0.3%
Arrowhead UHS	+	97.4%	-	1.7%	-	0.4%
Hartland-Lakeside	+	96.1%	-	0.0%	-	0.0%
Lake Country	+	96.0%	-	0.0%	-	0.0%
Merton Community	+	96.9%	-	0.0%	-	0.0%
North Lake	+	96.9%	-	0.0%	-	0.0%
Richmond	+	96.2%	-	0.0%	-	0.0%
Stone Bank	+	96.3%	-	0.0%	-	0.0%
Swallow	+	97.6%	-	0.0%	-	0.0%
Southeast Wisconsin		93.9%		15.0%		2.0%
State of Wisconsin		94.8%		8.6%		1.5%



Table B5: Annual report actual per-pupil revenue summary (2010-11)

District	Property Tax	State Aid	Federal Aid	Total Operations Revenue
Kenosha County	\$3,985	\$6,688	\$868	\$11,972
Central/Westosha Union	\$5,613	\$4,935	\$337	\$12,040
Brighton	\$5,512	\$2,896	\$261	\$11,960
Bristol	\$5,342	\$3,728	\$365	\$10,923
Central/Westosha UHS	\$5,981	\$5,158	\$114	\$12,018
Paris	\$8,937	\$1,925	\$500	\$13,223
Salem	\$4,134	\$6,254	\$409	\$11,445
Wheatland	\$7,018	\$5,455	\$719	\$14,815
Kenosha	\$3,443	\$7,169	\$1,022	\$11,854
Wilmot Union	\$5,840	\$5,388	\$424	\$12,689
Randall	\$5,314	\$3,608	\$553	\$10,963
Silver Lake	\$4,305	\$5,618	\$486	\$11,433
Trevor-Wilmot Consolidated	\$3,545	\$8,583	\$482	\$13,434
Twin Lakes	\$8,034	\$3,475	\$550	\$13,093
Wilmot UHS	\$7,307	\$5,509	\$234	\$13,907
Milwaukee County	\$4,298	\$6,998	\$1,909	\$13,793
Brown Deer	\$7,130	\$4,335	\$873	\$13,519
Cudahy	\$3,407	\$7,194	\$679	\$12,037
Franklin Public	\$6,681	\$4,290	\$418	\$12,169
Greendale	\$5,029	\$4,241	\$580	\$11,136
Greenfield	\$5,356	\$3,172	\$567	\$10,573
Milwaukee	\$3,386	\$8,712	\$2,729	\$15,101
Nicolet Union*	\$11,559	\$1,790	\$460	\$15,274
Fox Point	\$9,478	\$1,968	\$366	\$13,250
Glendale-River Hills	\$10,156	\$1,305	\$529	\$13,710
Maple Dale-Indian Hill	\$12,858	\$1,392	\$801	\$16,453
Nicolet UHS*	\$13,972	\$2,272	\$317	\$17,842
Oak Creek-Franklin	\$4,534	\$5,100	\$522	\$10,742
Saint Francis	\$4,286	\$3,670	\$1,017	\$11,304
Shorewood	\$7,610	\$2,432	\$758	\$12,511
South Milwaukee	\$2,894	\$6,778	\$635	\$11,199
Wauwatosa	\$5,718	\$3,661	\$757	\$11,559
West Allis	\$4,588	\$5,171	\$827	\$11,466
Whitefish Bay	\$6,502	\$3,917	\$644	\$11,634
Whitnall	\$7,102	\$3,842	\$545	\$12,411
Ozaukee County	\$6,865	\$3,461	\$490	\$11,719
Cedarburg	\$6,140	\$4,223	\$494	\$11,448
Grafton	\$6,729	\$4,053	\$623	\$12,205
Mequon-Thiensville	\$10,237	\$1,215	\$464	\$12,427
Northern Ozaukee	\$3,528	\$2,290	\$425	\$9,509
Port Washington-Saukville	\$5,025	\$5,850	\$450	\$11,884
Racine County	\$4,133	\$6,877	\$982	\$12,763
Burlington Area	\$5,383	\$5,604	\$653	\$12,231
Racine	\$3,526	\$7,560	\$1,178	\$12,787
Union Grove Union	\$5,188	\$4,637	\$337	\$12,108
Dover	\$6,355	\$9,742	\$348	\$19,366
Raymond	\$6,492	\$3,407	\$633	\$12,284
Union Grove	\$3,195	\$6,801	\$261	\$12,028
Union Grove UHS	\$5,459	\$4,080	\$320	\$11,819
Yorkville	\$6,768	\$1,965	\$212	\$11,189
Waterford Union	\$5,914	\$5,609	\$580	\$13,732
North Cape	\$6,862	\$4,915	\$639	\$13,668
Norway	\$10,024	\$4,757	\$1,092	\$17,854
Washington-Caldwell	\$6,774	\$6,212	\$751	\$14,683
Waterford Graded	\$5,121	\$5,417	\$529	\$11,924
Waterford UHS	\$6,455	\$5,985	\$574	\$16,002

* Due to a major flood in 2010-11, Nicolet UHS received increased state aid and federal aid. Those revenues have not been included in this table because they were one-time only insurance payments.



Table B5: Annual report per-pupil actual revenue summary (2010-11), continued

District	Property Tax	State Aid	Federal Aid	Total Operations Revenue
Walworth County	\$6,532	\$3,864	\$524	\$11,619
Big Foot Union	\$7,590	\$3,531	\$438	\$12,943
Big Foot UHS	\$12,395	\$904	\$247	\$15,018
Fontana	\$10,806	\$351	\$193	\$12,974
Linn J6	\$10,815	\$400	\$658	\$14,258
Sharon	\$2,755	\$7,983	\$883	\$12,790
Walworth	\$3,367	\$5,886	\$442	\$10,751
Delavan-Darien	\$5,656	\$4,616	\$705	\$11,389
East Troy Community	\$7,346	\$2,956	\$342	\$11,225
Elkhorn Area	\$4,628	\$4,967	\$599	\$10,819
Lake Geneva-Genoa City Union	\$7,249	\$3,346	\$388	\$11,744
Geneva	\$8,762	\$174	\$431	\$12,062
Genoa City	\$1,894	\$8,234	\$392	\$10,781
Lake Geneva	\$6,521	\$3,519	\$447	\$11,151
Lake Geneva-Genoa City UHS	\$10,028	\$1,564	\$294	\$12,705
Linn J4	\$13,337	\$477	\$344	\$15,611
Whitewater	\$6,018	\$4,439	\$805	\$11,701
Williams Bay	\$11,287	\$257	\$190	\$12,764
Washington County	\$5,555	\$4,578	\$740	\$11,459
Germantown	\$7,068	\$3,684	\$662	\$11,797
Hartford Union	\$6,536	\$4,729	\$632	\$12,817
Erin	\$6,267	\$2,479	\$445	\$10,986
Friess Lake	\$7,499	\$1,825	\$411	\$12,372
Hartford J1	\$4,686	\$6,152	\$617	\$11,768
Hartford UHS	\$8,242	\$4,428	\$724	\$14,204
Herman	\$7,217	\$3,708	\$612	\$13,559
Neosho	\$6,083	\$6,915	\$1,037	\$15,127
Richfield	\$8,286	\$3,187	\$547	\$12,860
Rubicon	\$5,384	\$4,038	\$501	\$13,069
Kewaskum	\$4,947	\$5,355	\$496	\$11,334
Slinger	\$4,168	\$4,766	\$709	\$10,577
West Bend	\$4,776	\$4,692	\$942	\$10,755
Waukesha County	\$7,097	\$3,328	\$611	\$11,834
Arrowhead Union	\$6,927	\$3,315	\$590	\$12,125
Arrowhead UHS	\$7,736	\$2,696	\$399	\$12,490
Hartland-Lakeside	\$6,878	\$4,243	\$1,022	\$12,801
Lake Country	\$9,132	\$402	\$619	\$11,838
Merton Community	\$3,652	\$5,475	\$374	\$10,703
North Lake	\$7,637	\$2,533	\$829	\$12,687
Richmond	\$4,374	\$6,239	\$554	\$12,068
Stone Bank	\$9,233	\$234	\$369	\$11,790
Swallow	\$7,891	\$2,368	\$700	\$11,807
Elmbrook	\$9,936	\$1,540	\$458	\$13,280
Hamilton	\$6,000	\$4,571	\$509	\$11,535
Kettle Moraine	\$6,970	\$3,277	\$798	\$11,627
Menomonee Falls	\$7,745	\$3,076	\$718	\$12,530
Mukwonago	\$4,829	\$4,990	\$612	\$11,024
Muskego-Norway	\$5,843	\$4,548	\$301	\$11,074
New Berlin	\$8,539	\$2,160	\$600	\$12,313
Oconomowoc Area	\$8,506	\$1,816	\$900	\$11,659
Pewaukee	\$9,193	\$821	\$324	\$11,502
Waukesha	\$5,790	\$4,307	\$705	\$11,403
Southeast Wisconsin	\$5,141	\$5,719	\$1,236	\$12,749
State of Wisconsin	\$4,616	\$5,976	\$924	\$10,973



Table B6: Annual report actual revenue distribution, 2010-11

District	Property Tax	State Aid	Federal Aid
Kenosha County	33.3%	55.9%	7.3%
Central/Westosha Union	46.6%	41.0%	2.8%
Brighton	46.1%	24.2%	2.2%
Bristol	48.9%	34.1%	3.3%
Central/Westosha UHS	49.8%	42.9%	0.9%
Paris	67.6%	14.6%	3.8%
Salem	36.1%	54.6%	3.6%
Wheatland	47.4%	36.8%	4.9%
Kenosha	29.0%	60.5%	8.6%
Wilmot Union	46.0%	42.5%	3.3%
Randall	48.5%	32.9%	5.0%
Silver Lake	37.7%	49.1%	4.3%
Trevor-Wilmot Consolidated	26.4%	63.9%	3.6%
Twin Lakes	61.4%	26.5%	4.2%
Wilmot UHS	52.5%	39.6%	1.7%
Milwaukee County	31.2%	50.7%	13.8%
Brown Deer	52.7%	32.1%	6.5%
Cudahy	28.3%	59.8%	5.6%
Franklin Public	54.9%	35.3%	3.4%
Greendale	45.2%	38.1%	5.2%
Greenfield	50.7%	30.0%	5.4%
Milwaukee	22.4%	57.7%	18.1%
Nicolet Union*	61.1%	28.5%	2.6%
Fox Point-Bayside	71.5%	14.9%	2.8%
Glendale-River Hills	74.1%	9.5%	3.9%
Maple Dale-Indian Hill	78.2%	8.5%	4.9%
Nicolet UHS*	78.3%	12.7%	1.8%
Oak Creek-Franklin	42.2%	47.5%	4.9%
Saint Francis	37.9%	32.5%	9.0%
Shorewood	60.8%	19.4%	6.1%
South Milwaukee	25.8%	60.5%	5.7%
Wauwatosa	49.5%	31.7%	6.6%
West Allis	40.0%	45.1%	7.2%
Whitefish Bay	55.9%	33.7%	5.5%
Whitnall	57.2%	31.0%	4.4%
Ozaukee County	58.6%	29.5%	4.2%
Cedarburg	53.6%	36.9%	4.3%
Grafton	55.1%	33.2%	5.1%
Mequon-Thiensville	82.4%	9.8%	3.7%
Northern Ozaukee	37.1%	24.1%	4.5%
Port Washington-Saukville	42.3%	49.2%	3.8%
Racine County	32.4%	53.9%	7.7%
Burlington Area	44.0%	45.8%	5.3%
Racine	27.6%	59.1%	9.2%
Union Grove Union	42.8%	38.3%	2.8%
Dover	32.8%	50.3%	1.8%
Raymond	52.8%	27.7%	5.2%
Union Grove	26.6%	56.5%	2.2%
Union Grove UHS	46.2%	34.5%	2.7%
Yorkville	60.5%	17.6%	1.9%
Waterford Union	43.1%	40.8%	4.2%
North Cape	50.2%	36.0%	4.7%
Norway	56.1%	26.6%	6.1%
Washington-Caldwell	46.1%	42.3%	5.1%
Waterford Graded	42.9%	45.4%	4.4%
Waterford UHS	40.3%	37.4%	3.6%

* Due to a major flood in 2010-11, Nicolet UHS received increased state aid and federal aid. Those revenues have not been included in this table because they were one-time only insurance payments.



Table B6: Annual report actual revenue distribution, 2010-11, continued

District	Property Tax	State Aid	Federal Aid
Walworth County	56.2%	33.3%	4.5%
Big Foot Union	58.6%	27.3%	3.4%
<i>Big Foot UHS</i>	82.5%	6.0%	1.6%
<i>Fontana</i>	83.3%	2.7%	1.5%
<i>Linn J6</i>	75.9%	2.8%	4.6%
<i>Sharon</i>	21.5%	62.4%	6.9%
<i>Walworth</i>	31.3%	54.7%	4.1%
Delavan-Darien	49.7%	40.5%	6.2%
East Troy Community	65.4%	26.3%	3.0%
Elkhorn Area	42.8%	45.9%	5.5%
Lake Geneva-Genoa City Union	61.7%	28.5%	3.3%
<i>Geneva</i>	72.6%	1.4%	3.6%
<i>Genoa City</i>	17.6%	76.4%	3.6%
<i>Lake Geneva</i>	58.5%	31.6%	4.0%
<i>Lake Geneva-Genoa City UHS</i>	78.9%	12.3%	2.3%
<i>Linn J4</i>	85.4%	3.1%	2.2%
Whitewater	51.4%	37.9%	6.9%
Williams Bay	88.4%	2.0%	1.5%
Washington County	48.5%	39.9%	6.5%
Germantown	59.9%	31.2%	5.6%
Hartford Union	51.0%	36.9%	4.9%
<i>Erin</i>	57.0%	22.6%	4.0%
<i>Friess Lake</i>	60.6%	14.8%	3.3%
<i>Hartford J1</i>	39.8%	52.3%	5.2%
<i>Hartford UHS</i>	58.0%	31.2%	5.1%
<i>Herman</i>	53.2%	27.3%	4.5%
<i>Neosho</i>	40.2%	45.7%	6.9%
<i>Richfield</i>	64.4%	24.8%	4.3%
<i>Rubicon</i>	41.2%	30.9%	3.8%
Kewaskum	43.7%	47.3%	4.4%
Slinger	39.4%	45.1%	6.7%
West Bend	44.4%	43.6%	8.8%
Waukesha County	60.0%	28.1%	5.2%
Arrowhead Union	57.1%	27.3%	4.9%
<i>Arrowhead UHS</i>	61.9%	21.6%	3.2%
<i>Hartland-Lakeside</i>	53.7%	33.1%	8.0%
<i>Lake Country</i>	77.1%	3.4%	5.2%
<i>Merton Community</i>	34.1%	51.2%	3.5%
<i>North Lake</i>	60.2%	20.0%	6.5%
<i>Richmond</i>	36.2%	51.7%	4.6%
<i>Stone Bank</i>	78.3%	2.0%	3.1%
<i>Swallow</i>	66.8%	20.1%	5.9%
Elmbrook	74.8%	11.6%	3.5%
Hamilton	52.0%	39.6%	4.4%
Kettle Moraine	59.9%	28.2%	6.9%
Menomonee Falls	61.8%	24.5%	5.7%
Mukwonago	43.8%	45.3%	5.5%
Muskego-Norway	52.8%	41.1%	2.7%
New Berlin	69.4%	17.5%	4.9%
Oconomowoc Area	73.0%	15.6%	7.7%
Pewaukee	79.9%	7.1%	2.8%
Waukesha	50.8%	37.8%	6.2%
Southeast Wisconsin	40.3%	44.9%	9.7%
State of Wisconsin	42.1%	54.5%	8.4%

Table B7: Annual report actual per-pupil expenditure summary (2010-11)

District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation	Central Services	Total Operations Spending
Kenosha County	\$7,632	\$629	\$624	\$180	\$626	\$1,772	\$339	\$228	\$12,133
Central/Westosha Union	\$6,603	\$438	\$325	\$369	\$550	\$1,720	\$462	\$71	\$11,701
Brighton	\$5,526	\$321	\$564	\$68	\$742	\$1,711	\$564	\$361	\$10,421
Bristol	\$6,272	\$316	\$585	\$453	\$351	\$1,373	\$375	\$30	\$10,687
Central/Westosha UHS	\$7,143	\$571	\$230	\$295	\$692	\$1,690	\$410	\$43	\$11,928
Paris	\$7,046	\$173	\$280	\$24	\$1,132	\$1,799	\$534	\$59	\$12,543
Salem	\$5,956	\$504	\$273	\$276	\$453	\$1,807	\$487	\$83	\$11,129
Wheatland	\$7,486	\$270	\$231	\$1,022	\$294	\$2,107	\$596	\$48	\$14,293
Kenosha	\$7,844	\$664	\$700	\$95	\$682	\$1,766	\$300	\$260	\$12,151
Wilmot Union	\$7,339	\$598	\$446	\$544	\$335	\$1,868	\$459	\$185	\$12,485
Randall	\$6,479	\$336	\$651	\$615	\$0	\$1,459	\$433	\$138	\$10,815
Silver Lake	\$7,154	\$527	\$305	\$606	\$201	\$1,311	\$252	\$100	\$11,448
Trevor-Wilmot Consolidated	\$7,603	\$627	\$257	\$327	\$706	\$1,864	\$651	\$219	\$12,470
Twin Lakes	\$6,841	\$365	\$339	\$1,160	\$303	\$1,809	\$334	\$0	\$13,009
Wilmot UHS	\$8,040	\$876	\$514	\$356	\$441	\$2,429	\$521	\$306	\$13,906
Milwaukee County	\$7,700	\$724	\$839	\$296	\$663	\$2,111	\$562	\$280	\$13,807
Brown Deer	\$7,030	\$425	\$490	\$450	\$741	\$2,652	\$409	\$306	\$13,492
Cudahy	\$7,914	\$544	\$445	\$157	\$649	\$1,460	\$60	\$338	\$12,081
Franklin Public	\$7,664	\$530	\$245	\$216	\$621	\$1,726	\$447	\$175	\$11,758
Greendale	\$6,960	\$519	\$584	\$177	\$670	\$1,691	\$166	\$281	\$11,347
Greenfield	\$5,894	\$400	\$498	\$116	\$513	\$1,655	\$304	\$378	\$10,337
Milwaukee	\$8,226	\$860	\$1,062	\$359	\$697	\$2,246	\$729	\$284	\$15,139
Nicolet Union*	\$8,293	\$715	\$896	\$397	\$688	\$3,152	\$997	\$262	\$15,445
Fox Point-Bayside	\$8,165	\$538	\$791	\$383	\$531	\$2,649	\$1,073	\$411	\$13,630
Glendale-River Hills	\$7,283	\$715	\$870	\$333	\$505	\$2,528	\$934	\$71	\$13,764
Maple Dale-Indian Hill	\$8,764	\$494	\$900	\$337	\$770	\$3,351	\$1,024	\$96	\$15,913
Nicolet UHS*	\$9,105	\$967	\$1,007	\$495	\$947	\$4,051	\$980	\$389	\$18,279
Oak Creek-Franklin	\$6,453	\$517	\$324	\$129	\$504	\$1,755	\$570	\$143	\$10,448
Saint Francis	\$6,902	\$449	\$325	\$499	\$544	\$1,478	\$172	\$499	\$11,471
Shorewood	\$7,294	\$487	\$497	\$279	\$576	\$2,342	\$41	\$352	\$12,162
South Milwaukee	\$6,782	\$466	\$589	\$152	\$569	\$1,481	\$55	\$239	\$11,058
Wauwatosa	\$6,880	\$491	\$567	\$68	\$637	\$1,528	\$107	\$298	\$11,291
West Allis	\$6,624	\$546	\$528	\$249	\$653	\$2,297	\$257	\$298	\$12,452
Whitefish Bay	\$6,582	\$502	\$617	\$138	\$614	\$1,589	\$125	\$137	\$11,291
Whitnall	\$6,070	\$529	\$236	\$202	\$548	\$1,828	\$378	\$441	\$11,151
Ozaukee County	\$7,150	\$533	\$553	\$177	\$598	\$1,741	\$447	\$261	\$11,538
Cedarburg	\$6,690	\$582	\$737	\$183	\$496	\$1,918	\$375	\$317	\$11,287
Grafton	\$7,472	\$504	\$631	\$217	\$674	\$1,589	\$471	\$0	\$11,879
Mequon-Thiensville	\$7,693	\$663	\$536	\$134	\$653	\$1,961	\$583	\$252	\$12,229
Northern Ozaukee	\$5,531	\$256	\$284	\$216	\$547	\$1,155	\$310	\$590	\$9,568
Port Washington-Saukville	\$7,560	\$479	\$458	\$176	\$603	\$1,689	\$397	\$240	\$11,691
Racine County	\$7,699	\$695	\$589	\$167	\$580	\$1,801	\$447	\$325	\$12,716
Burlington Area	\$7,251	\$591	\$477	\$121	\$624	\$1,813	\$587	\$0	\$12,227
Racine	\$8,024	\$750	\$647	\$113	\$580	\$1,766	\$391	\$394	\$12,801
Union Grove Union	\$6,531	\$393	\$390	\$498	\$419	\$1,714	\$422	\$321	\$12,040
Dover	\$8,353	\$634	\$472	\$250	\$719	\$2,446	\$588	\$30	\$18,907
Raymond	\$7,793	\$161	\$406	\$993	\$0	\$1,613	\$588	\$9	\$12,665
Union Grove	\$6,490	\$523	\$300	\$290	\$645	\$1,633	\$287	\$284	\$12,025
Union Grove UHS	\$5,809	\$490	\$442	\$456	\$464	\$1,748	\$432	\$454	\$11,193
Yorkville	\$6,506	\$120	\$410	\$526	\$258	\$1,740	\$448	\$482	\$11,831
Waterford Union	\$7,007	\$694	\$493	\$302	\$666	\$2,097	\$680	\$229	\$13,253
North Cape	\$6,132	\$792	\$344	\$81	\$1,028	\$2,184	\$605	\$248	\$12,601
Norway	\$8,957	\$985	\$402	\$194	\$2,416	\$2,686	\$670	\$33	\$18,071
Washington-Caldwell	\$7,639	\$544	\$821	\$680	\$170	\$1,875	\$663	\$33	\$14,171
Waterford Graded	\$6,478	\$274	\$466	\$275	\$601	\$1,482	\$368	\$368	\$11,506
Waterford UHS	\$7,708	\$1,325	\$504	\$322	\$655	\$3,020	\$1,178	\$66	\$15,497

* Expenditures related to the major flood that occurred in 2010-11 at Nicolet UHS were not included.

Table B7: Annual report per-pupil actual expenditure summary (2010-11), continued



District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation	Central Services	Total Operations Spending
Walworth County	\$6,712	\$454	\$439	\$279	\$503	\$1,736	\$458	\$199	\$11,348
Big Foot Union	\$7,383	\$613	\$716	\$1,132	\$69	\$1,621	\$444	\$131	\$12,841
Big Foot UHS	\$8,482	\$1,060	\$834	\$1,127	\$0	\$1,942	\$697	\$325	\$15,229
Fontana	\$7,259	\$283	\$483	\$1,712	\$0	\$1,819	\$497	\$70	\$12,802
Linn J6	\$7,547	\$472	\$603	\$2,382	\$0	\$1,710	\$687	\$0	\$14,264
Sharon	\$7,337	\$416	\$885	\$1,365	\$0	\$1,100	\$188	\$0	\$12,259
Walworth	\$6,402	\$497	\$656	\$424	\$222	\$1,486	\$261	\$81	\$10,597
Delavan-Darien	\$6,100	\$474	\$392	\$131	\$624	\$1,671	\$483	\$186	\$11,326
East Troy Community	\$5,930	\$453	\$357	\$212	\$468	\$2,094	\$465	\$374	\$11,067
Elkhorn Area	\$6,690	\$475	\$432	\$143	\$559	\$1,740	\$467	\$141	\$10,519
Lake Geneva-Genoa City Union	\$6,945	\$380	\$380	\$155	\$513	\$1,688	\$451	\$189	\$11,424
Geneva	\$6,396	\$348	\$412	\$615	\$608	\$1,567	\$420	\$91	\$11,106
Genoa City	\$6,434	\$292	\$356	\$414	\$530	\$1,565	\$427	\$32	\$10,872
Lake Geneva	\$6,779	\$375	\$370	\$70	\$487	\$1,393	\$386	\$146	\$10,732
Lake Geneva-Genoa City UHS	\$7,366	\$449	\$368	\$116	\$401	\$2,165	\$561	\$341	\$12,413
Linn J4	\$8,471	\$173	\$745	\$104	\$2,002	\$2,235	\$503	\$171	\$15,558
Whitewater	\$6,678	\$422	\$460	\$174	\$532	\$1,678	\$482	\$277	\$10,861
Williams Bay	\$8,208	\$442	\$455	\$540	\$953	\$1,877	\$279	\$41	\$13,249
Washington County	\$6,821	\$437	\$505	\$231	\$446	\$1,643	\$496	\$172	\$11,034
Germantown	\$6,914	\$564	\$467	\$151	\$439	\$1,970	\$678	\$324	\$11,482
Hartford Union	\$7,294	\$389	\$554	\$394	\$393	\$1,816	\$533	\$199	\$12,296
Erin	\$6,699	\$212	\$563	\$84	\$1,011	\$1,425	\$426	\$223	\$10,855
Friess Lake	\$8,316	\$258	\$392	\$541	\$0	\$2,098	\$560	\$0	\$12,340
Hartford J1	\$7,333	\$368	\$665	\$263	\$462	\$1,543	\$441	\$18	\$11,592
Hartford UHS	\$7,331	\$513	\$597	\$306	\$417	\$1,933	\$487	\$502	\$13,140
Herman	\$6,854	\$27	\$343	\$400	\$215	\$3,481	\$944	\$154	\$13,087
Neosho	\$7,967	\$601	\$328	\$1,766	\$0	\$2,005	\$1,018	\$35	\$15,099
Richfield	\$6,522	\$319	\$187	\$599	\$116	\$2,224	\$877	\$85	\$12,065
Rubicon	\$7,415	\$248	\$504	\$1,116	\$0	\$1,758	\$519	\$174	\$12,180
Kewaskum	\$6,494	\$343	\$413	\$338	\$508	\$1,888	\$583	\$269	\$11,108
Slinger	\$6,533	\$455	\$495	\$126	\$448	\$1,536	\$496	\$31	\$9,972
West Bend	\$6,661	\$416	\$523	\$183	\$468	\$1,311	\$341	\$97	\$10,351
Waukesha County	\$6,973	\$488	\$482	\$187	\$520	\$1,776	\$513	\$356	\$11,642
Arrowhead Union	\$7,096	\$470	\$612	\$447	\$320	\$1,775	\$373	\$172	\$11,888
Arrowhead UHS	\$7,035	\$706	\$599	\$199	\$494	\$2,300	\$485	\$9	\$12,085
Hartland-Lakeside	\$7,258	\$378	\$696	\$288	\$564	\$1,836	\$296	\$187	\$13,066
Lake Country	\$8,194	\$367	\$294	\$784	\$0	\$1,360	\$513	\$52	\$11,930
Merton Community	\$7,110	\$248	\$503	\$419	\$271	\$1,253	\$251	\$245	\$10,659
North Lake	\$6,882	\$529	\$764	\$845	\$0	\$1,640	\$476	\$111	\$12,002
Richmond	\$6,606	\$615	\$943	\$657	\$144	\$1,281	\$312	\$210	\$11,359
Stone Bank	\$7,345	\$161	\$688	\$1,066	\$0	\$1,803	\$332	\$88	\$12,098
Swallow	\$6,321	\$284	\$533	\$719	\$0	\$1,376	\$222	\$789	\$10,773
Elmbrook	\$8,338	\$673	\$552	\$151	\$428	\$2,106	\$540	\$274	\$13,480
Hamilton	\$6,331	\$425	\$432	\$193	\$471	\$1,916	\$591	\$201	\$11,504
Kettle Moraine	\$6,645	\$547	\$507	\$138	\$507	\$1,771	\$567	\$448	\$11,457
Menomonee Falls	\$7,577	\$544	\$512	\$147	\$580	\$1,908	\$610	\$271	\$12,101
Mukwonago	\$6,849	\$456	\$630	\$84	\$579	\$1,473	\$561	\$71	\$10,818
Muskego-Norway	\$7,082	\$475	\$600	\$203	\$565	\$1,689	\$447	\$42	\$11,211
New Berlin	\$6,081	\$311	\$384	\$136	\$592	\$2,257	\$557	\$927	\$11,847
Oconomowoc Area	\$6,067	\$410	\$423	\$159	\$551	\$1,631	\$515	\$391	\$10,771
Pewaukee	\$6,586	\$415	\$476	\$212	\$557	\$1,818	\$436	\$581	\$11,181
Waukesha	\$7,031	\$503	\$340	\$153	\$592	\$1,540	\$501	\$513	\$11,300
Southeast Wisconsin	\$7,408	\$622	\$664	\$239	\$596	\$1,911	\$504	\$283	\$12,676
State of Wisconsin	\$7,090	\$557	\$589	\$224	\$582	\$1,821	\$486	\$267	\$12,004

Table B8: Annual report actual expenditure distribution (2010-11)



District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation	Central Services
Kenosha County	62.9%	5.2%	5.1%	1.5%	5.2%	14.6%	2.8%	1.9%
Central/Westosha Union	56.4%	3.7%	2.8%	3.2%	4.7%	14.7%	3.9%	0.6%
Brighton	53.0%	3.1%	5.4%	0.7%	7.1%	16.4%	5.4%	3.5%
Bristol	58.7%	3.0%	5.5%	4.2%	3.3%	12.8%	3.5%	0.3%
Central/Westosha UHS	59.9%	4.8%	1.9%	2.5%	5.8%	14.2%	3.4%	0.4%
Paris	56.2%	1.4%	2.2%	0.2%	9.0%	14.3%	4.3%	0.5%
Salem	53.5%	4.5%	2.5%	2.5%	4.1%	16.2%	4.4%	0.7%
Wheatland	52.4%	1.9%	1.6%	7.1%	2.1%	14.7%	4.2%	0.3%
Kenosha	64.6%	5.5%	5.8%	0.8%	5.6%	14.5%	2.5%	2.1%
Wilmot Union	58.8%	4.8%	3.6%	4.4%	2.7%	15.0%	3.7%	1.5%
Randall	59.9%	3.1%	6.0%	5.7%	0.0%	13.5%	4.0%	1.3%
Silver Lake	62.5%	4.6%	2.7%	5.3%	1.8%	11.4%	2.2%	0.9%
Trevor-Wilmot Consolidated	61.0%	5.0%	2.1%	2.6%	5.7%	14.9%	5.2%	1.8%
Twin Lakes	52.6%	2.8%	2.6%	8.9%	2.3%	13.9%	2.6%	0.0%
Wilmot UHS	57.8%	6.3%	3.7%	2.6%	3.2%	17.5%	3.7%	2.2%
Milwaukee County	55.8%	5.2%	6.1%	2.1%	4.8%	15.3%	4.1%	2.0%
Brown Deer	52.1%	3.1%	3.6%	3.3%	5.5%	19.7%	3.0%	2.3%
Cudahy	65.5%	4.5%	3.7%	1.3%	5.4%	12.1%	0.5%	2.8%
Franklin Public	65.2%	4.5%	2.1%	1.8%	5.3%	14.7%	3.8%	1.5%
Greendale	61.3%	4.6%	5.1%	1.6%	5.9%	14.9%	1.5%	2.5%
Greenfield	57.0%	3.9%	4.8%	1.1%	5.0%	16.0%	2.9%	3.7%
Milwaukee	54.3%	5.7%	7.0%	2.4%	4.6%	14.8%	4.8%	1.9%
Nicolet Union*	53.7%	4.6%	5.8%	2.6%	4.5%	20.4%	6.5%	1.7%
Fox Point-Bayside	59.9%	3.9%	5.8%	2.8%	3.9%	19.4%	7.9%	3.0%
Glendale-River Hills	52.9%	5.2%	6.3%	2.4%	3.7%	18.4%	6.8%	0.5%
Maple Dale-Indian Hill	55.1%	3.1%	5.7%	2.1%	4.8%	21.1%	6.4%	0.6%
Nicolet UHS*	49.8%	5.3%	5.5%	2.7%	5.2%	22.2%	5.4%	2.1%
Oak Creek-Franklin	61.8%	4.9%	3.1%	1.2%	4.8%	16.8%	5.5%	1.4%
Saint Francis	60.2%	3.9%	2.8%	4.3%	4.7%	12.9%	1.5%	4.4%
Shorewood	60.0%	4.0%	4.1%	2.3%	4.7%	19.3%	0.3%	2.9%
South Milwaukee	61.3%	4.2%	5.3%	1.4%	5.1%	13.4%	0.5%	2.2%
Wauwatosa	60.9%	4.4%	5.0%	0.6%	5.6%	13.5%	0.9%	2.6%
West Allis	53.2%	4.4%	4.2%	2.0%	5.2%	18.4%	2.1%	2.4%
Whitefish Bay	58.3%	4.4%	5.5%	1.2%	5.4%	14.1%	1.1%	1.2%
Whitnall	54.4%	4.7%	2.1%	1.8%	4.9%	16.4%	3.4%	4.0%
Ozaukee County	62.0%	4.6%	4.8%	1.5%	5.2%	15.1%	3.9%	2.3%
Cedarburg	59.3%	5.2%	6.5%	1.6%	4.4%	17.0%	3.3%	2.8%
Grafton	62.9%	4.2%	5.3%	1.8%	5.7%	13.4%	4.0%	0.0%
Mequon-Thiensville	62.9%	5.4%	4.4%	1.1%	5.3%	16.0%	4.8%	2.1%
Northern Ozaukee	57.8%	2.7%	3.0%	2.3%	5.7%	12.1%	3.2%	6.2%
Port Washington-Saukville	64.7%	4.1%	3.9%	1.5%	5.2%	14.4%	3.4%	2.1%
Racine County	60.5%	5.5%	4.6%	1.3%	4.6%	14.2%	3.5%	2.6%
Burlington Area	59.3%	4.8%	3.9%	1.0%	5.1%	14.8%	4.8%	0.0%
Racine	62.7%	5.9%	5.1%	0.9%	4.5%	13.8%	3.1%	3.1%
Union Grove Union	54.2%	3.3%	3.2%	4.1%	3.5%	14.2%	3.5%	2.7%
Dover	44.2%	3.4%	2.5%	1.3%	3.8%	12.9%	3.1%	0.2%
Raymond	61.5%	1.3%	3.2%	7.8%	0.0%	12.7%	4.6%	0.1%
Union Grove	54.0%	4.3%	2.5%	2.4%	5.4%	13.6%	2.4%	2.4%
Union Grove UHS	51.9%	4.4%	3.9%	4.1%	4.1%	15.6%	3.9%	4.1%
Yorkville	55.0%	1.0%	3.5%	4.4%	2.2%	14.7%	3.8%	4.1%
Waterford Union	52.9%	5.2%	3.7%	2.3%	5.0%	15.8%	5.1%	1.7%
North Cape	48.7%	6.3%	2.7%	0.6%	8.2%	17.3%	4.8%	2.0%
Norway	49.6%	5.4%	2.2%	1.1%	13.4%	14.9%	3.7%	0.2%
Washington-Caldwell	53.9%	3.8%	5.8%	4.8%	1.2%	13.2%	4.7%	0.2%
Waterford Graded	56.3%	2.4%	4.1%	2.4%	5.2%	12.9%	3.2%	3.2%
Waterford UHS	49.7%	8.6%	3.3%	2.1%	4.2%	19.5%	7.6%	0.4%

* Expenditures related to the major flood that occurred in 2010-11 at Nicolet UHS were not included.

Table B8: Annual report actual expenditure distribution (2010-11), continued



District	Instruction	Pupil Services	Instructional Staff Services	General Admin	Building Admin	Business Admin	Transportation	Central Services
Walworth County	59.2%	4.0%	3.9%	2.5%	4.4%	15.3%	4.0%	1.8%
Big Foot Union	57.5%	4.8%	5.6%	8.8%	0.5%	12.6%	3.5%	1.0%
Big Foot UHS	55.7%	7.0%	5.5%	7.4%	0.0%	12.7%	4.6%	2.1%
Fontana	56.7%	2.2%	3.8%	13.4%	0.0%	14.2%	3.9%	0.5%
Linn J6	52.9%	3.3%	4.2%	16.7%	0.0%	12.0%	4.8%	0.0%
Sharon	59.9%	3.4%	7.2%	11.1%	0.0%	9.0%	1.5%	0.0%
Walworth	60.4%	4.7%	6.2%	4.0%	2.1%	14.0%	2.5%	0.8%
Delavan-Darien	53.9%	4.2%	3.5%	1.2%	5.5%	14.7%	4.3%	1.6%
East Troy Community	53.6%	4.1%	3.2%	1.9%	4.2%	18.9%	4.2%	3.4%
Elkhorn Area	63.6%	4.5%	4.1%	1.4%	5.3%	16.5%	4.4%	1.3%
Lake Geneva-Genoa City Union	60.8%	3.3%	3.3%	1.4%	4.5%	14.8%	3.9%	1.7%
Geneva	57.6%	3.1%	3.7%	5.5%	5.5%	14.1%	3.8%	0.8%
Genoa City	59.2%	2.7%	3.3%	3.8%	4.9%	14.4%	3.9%	0.3%
Lake Geneva	63.2%	3.5%	3.5%	0.7%	4.5%	13.0%	3.6%	1.4%
Lake Geneva-Genoa City UHS	59.3%	3.6%	3.0%	0.9%	3.2%	17.4%	4.5%	2.7%
Linn J4	54.4%	1.1%	4.8%	0.7%	12.9%	14.4%	3.2%	1.1%
Whitewater	61.5%	3.9%	4.2%	1.6%	4.9%	15.5%	4.4%	2.5%
Williams Bay	62.0%	3.3%	3.4%	4.1%	7.2%	14.2%	2.1%	0.3%
Washington County	61.8%	4.0%	4.6%	2.1%	4.0%	14.9%	4.5%	1.6%
Germantown	60.2%	4.9%	4.1%	1.3%	3.8%	17.2%	5.9%	2.8%
Hartford Union	59.3%	3.2%	4.5%	3.2%	3.2%	14.8%	4.3%	1.6%
Erin	61.7%	2.0%	5.2%	0.8%	9.3%	13.1%	3.9%	2.1%
Friess Lake	67.4%	2.1%	3.2%	4.4%	0.0%	17.0%	4.5%	0.0%
Hartford J1	63.3%	3.2%	5.7%	2.3%	4.0%	13.3%	3.8%	0.2%
Hartford UHS	55.8%	3.9%	4.5%	2.3%	3.2%	14.7%	3.7%	3.8%
Herman	52.4%	0.2%	2.6%	3.1%	1.6%	26.6%	7.2%	1.2%
Neosho	52.8%	4.0%	2.2%	11.7%	0.0%	13.3%	6.7%	0.2%
Richfield	54.1%	2.6%	1.6%	5.0%	1.0%	18.4%	7.3%	0.7%
Rubicon	60.9%	2.0%	4.1%	9.2%	0.0%	14.4%	4.3%	1.4%
Kewaskum	58.5%	3.1%	3.7%	3.0%	4.6%	17.0%	5.2%	2.4%
Slinger	65.5%	4.6%	5.0%	1.3%	4.5%	15.4%	5.0%	0.3%
West Bend	64.4%	4.0%	5.1%	1.8%	4.5%	12.7%	3.3%	0.9%
Waukesha County	59.9%	4.2%	4.1%	1.6%	4.5%	15.3%	4.4%	3.1%
Arrowhead Union	59.7%	4.0%	5.1%	3.8%	2.7%	14.9%	3.1%	1.4%
Arrowhead UHS	58.2%	5.8%	5.0%	1.6%	4.1%	19.0%	4.0%	0.1%
Hartland-Lakeside	55.6%	2.9%	5.3%	2.2%	4.3%	14.0%	2.3%	1.4%
Lake Country	68.7%	3.1%	2.5%	6.6%	0.0%	11.4%	4.3%	0.4%
Merton Community	66.7%	2.3%	4.7%	3.9%	2.5%	11.8%	2.4%	2.3%
North Lake	57.3%	4.4%	6.4%	7.0%	0.0%	13.7%	4.0%	0.9%
Richmond	58.2%	5.4%	8.3%	5.8%	1.3%	11.3%	2.7%	1.8%
Stone Bank	60.7%	1.3%	5.7%	8.8%	0.0%	14.9%	2.7%	0.7%
Swallow	58.7%	2.6%	5.0%	6.7%	0.0%	12.8%	2.1%	7.3%
Elmbrook	61.9%	5.0%	4.1%	1.1%	3.2%	15.6%	4.0%	2.0%
Hamilton	55.0%	3.7%	3.8%	1.7%	4.1%	16.7%	5.1%	1.7%
Kettle Moraine	58.0%	4.8%	4.4%	1.2%	4.4%	15.5%	4.9%	3.9%
Menomonee Falls	62.6%	4.5%	4.2%	1.2%	4.8%	15.8%	5.0%	2.2%
Mukwonago	63.3%	4.2%	5.8%	0.8%	5.3%	13.6%	5.2%	0.7%
Muskego-Norway	63.2%	4.2%	5.4%	1.8%	5.0%	15.1%	4.0%	0.4%
New Berlin	51.3%	2.6%	3.2%	1.1%	5.0%	19.1%	4.7%	7.8%
Oconomowoc Area	56.3%	3.8%	3.9%	1.5%	5.1%	15.1%	4.8%	3.6%
Pewaukee	58.9%	3.7%	4.3%	1.9%	5.0%	16.3%	3.9%	5.2%
Waukesha	62.2%	4.4%	3.0%	1.4%	5.2%	13.6%	4.4%	4.5%
Southeast Wisconsin	58.4%	4.9%	5.2%	1.9%	4.7%	15.2%	4.0%	2.2%
State of Wisconsin	59.1%	4.6%	4.9%	1.9%	4.8%	15.2%	4.0%	2.2%



APPENDIX C: DPI SAMPLE SCHOOL REPORT CARD





High School | Sample District

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Notes on this School Accountability Report Card

- The data presented in this report card are for public, state and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data includes both Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Comparisons to other reports are not appropriate because the retroactive adjustment to align WKCE results with NAEP means that the count and percent of students scoring at each performance level will not agree. State data to compare against the results in this report card is available here:
<http://dpi.wi.gov/oea/acct/accountability.html>
- Some supplemental data that are not used for accountability calculations are presented for informational purposes in order to provide context. Additional data on student performance are available here: <http://dpi.wi.gov/sig/index.html>
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks.
- NA is used throughout when data are Not Applicable. For example, if a school does not graduate students then graduation data will be NA.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: <http://dpi.wi.gov/oea/acct/accountability.html>
- In the future, the school report card will be web-based and will allow readers to click on features for more supplementary data.
- The Wisconsin Department of Public Instruction is collecting feedback on these preliminary report cards. Please complete the survey: <http://dpi.wi.gov/oea/acct/accountability.html>

High School | Sample District

School Report Card | 2011-12 | Summary

Accountability Determination



Exceeds Expectations

Rating Category	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Max Score	State Score
Student Achievement	/	/
Reading Achievement	/	/
Mathematics Achievement	/	/
Student Growth	/	/
Reading Growth	/	/
Mathematics Growth	/	/
Closing Gaps	/	/
Reading Achievement Gaps	/	/
Mathematics Achievement Gaps	/	/
Graduation Rate Gaps	/	/
On-Track and Postsecondary Readiness	/	/
Graduation Rate (when available)	/	/
Attendance Rate (when graduation not available)	/	/
3rd Grade Reading Achievement	/	/
8th Grade Mathematics Achievement	/	/
ACT Participation and Performance	/	/

Student Engagement Indicators

Test Participation Lowest Group Rate
Absenteeism Rate
Dropout Rate

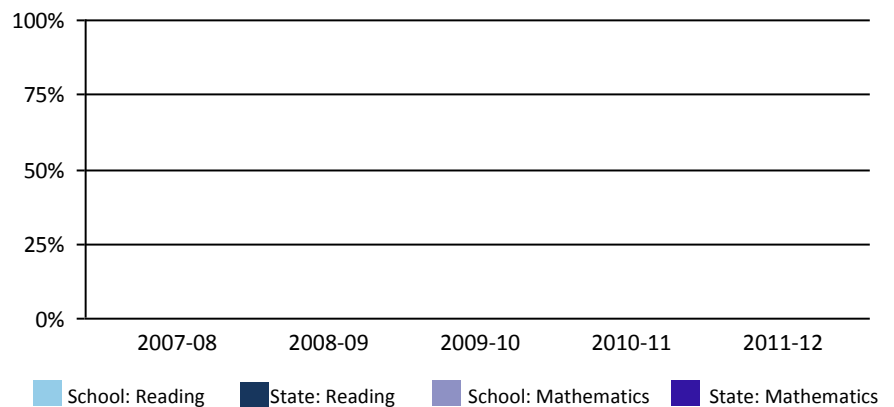
Note: Overall Accountability Score is an average of priority area scores, minus Student Engagement Indicators deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>

School Information

Grades	09-12
School Type	Public High School
Enrollment	###
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	%%.%
Asian or Pacific Islander	%%.%
Black not Hispanic	%%.%
Hispanic	%%.%
White not Hispanic	%%.%
<i>Student Groups</i>	
Students with Disabilities	%%.%
Economically Disadvantaged	%%.%
Limited English Proficient	%%.%

WSAS Percent Proficient and Advanced

College and career readiness benchmarks based on NAEP for WKCE



Student Achievement

What is the purpose of this Priority Area?

The purpose of this Priority Area is to indicate how a school's students' level of knowledge and skills compares against state and national standards .

Briefly, what is being measured?

This measure is a composite of reading and mathematics performance level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS). The score is based on how a school's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?

Beyond a school-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Schools can use these data to compare themselves against the state average and to see if the data reveal any short-term trend. They can use this information to help develop overall achievement goals to guide improvement efforts.

The data are also broken out by groups of students. Schools can size up the impact of group performance on overall school performance. They can identify particular groups of students who are having trouble or doing admirably well.

What goes into the calculation of the Priority Area score?

The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: <http://dpi.wi.gov/oea/acct/accountability.html>

High School | Sample District

School Report Card | 2011-12 | Student Achievement

Student Achievement

Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability index.

Reading Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State															
All Students: School															
American Indian or Alaskan Native															
Asian or Pacific Islander															
Black not Hispanic															
Hispanic															
White not Hispanic															
Students with Disabilities															
Economically Disadvantaged															
Limited English Proficient															

Mathematics Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State															
All Students: School															
American Indian or Alaskan Native															
Asian or Pacific Islander															
Black not Hispanic															
Hispanic															
White not Hispanic															
Students with Disabilities															
Economically Disadvantaged															
Limited English Proficient															

Notes

- Performance levels have been retroactively adjusted to align WKCE results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels. Count and percent of students scoring at each performance level will not agree with previously reported results.

High School | Sample District

School Report Card | 2011-12 | Student Growth

Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance. Student Growth treats all improvement, regardless of a student's starting point, as a positive.

Briefly, what is being measured?

At the heart of this measure is a point system that rewards schools for students' progress toward higher performance levels from wherever they started. The point system also deducts points for students regressing toward performance below the proficient level.

The measure most rewards schools showing rapid upward movement and having many students who are progressing. Also, the measure rewards schools that are already doing well and are maintaining the high performance of their students.

What can the report card data tell us?

Measuring growth is an important complement to looking at student achievement when assessing school performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. A school's performance in one measure could be quite different than its performance in the other.

The report card also provides Student Growth data for groups of students. Schools can size up the impact of groups' growth performance on overall school growth performance. They can identify particular groups of students who are having trouble improving or improving quite rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: <http://dpi.wi.gov/oea/acct/accountability.html>

High School | Sample District

School Report Card | 2011-12 | Student Growth

Student Growth

Supplemental Data

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability index.

Group	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State										
All Students: School										
American Indian or Alaskan Native										
Asian or Pacific Islander										
Black not Hispanic										
Hispanic										
White not Hispanic										
Students with Disabilities										
Economically Disadvantaged										
Limited English Proficient										

Notes

- Data in this table are based on students tested in fall 2010 with data for growth to fall 2011.
- “Growing Toward Higher Level” means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on pages four and five.
- “Declining Below Proficient” means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on pages four and five.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward higher level or declining below proficient are not shown.

High School | Sample District

School Report Card | 2011-12 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that corresponds to the statewide goal of having all students improve while narrowing the achievement and graduation gaps that often separate different groups of students.

Briefly, what is being measured?

For this Priority Area, students with disabilities, English language learners, and low income students are compared against their complementary, comparison groups. A supergroup (a group meeting the minimum cell size requirement that is comprised of at least two of the above three target groups that on their own do not meet the requirement) is used where applicable so that more schools with small group sizes are covered. For racial/ethnic groups, Black students, Hispanic students, Asian/Pacific Islander students, and American Indian students are compared against White students, the comparison group.

Schools get credit for raising test scores and graduation rates for target groups. If comparison groups decline in performance, however, the amount of credit for target group improvement is reduced. In essence, all progress for target groups is rewarded, regardless of the effect on gap sizes, but that gain can be reduced or negated by falling performance of comparison groups. As a result, this measure encourages school performance that lifts the performance of traditionally lagging groups and over the long run, if not immediately, will result in closing gaps.

What can the report card data tell us?

The acknowledged strength of the federal No Child Left Behind Law was its emphasis on traditionally underserved, underperforming groups. This measure shows whether schools are succeeding in helping lagging groups catch up. It does not reward gap-closing that is due to declining performance of leading groups.

Closing Gaps helps to explain whether factors affecting improved teaching and learning are affecting all groups to the same degree.

What goes into the calculation of the Priority Area score?

The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: <http://dpi.wi.gov/oea/acct/accountability.html>

High School | Sample District

School Report Card | 2011-12 | Closing Gaps

Closing Gaps

Total Score: /

Closing Achievement Gaps - Reading | Score: /

Group						Comparison Group						Gap	
	2010-11		2011-12		Change		2010-11		2011-12		Change	2010-11	2011-12
	3-yr Average Students	Achievement Points	3-yr Average Students	Achievement Points			3-yr Average Students	Achievement Points					
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
"SwD-ECD" Supergroup						Not in "SwD-ECD" Supergroup							
"SwD-LEP" Supergroup						Not in "SwD-LEP" Supergroup							
"ECD-LEP" Supergroup						Not in "ECD-LEP" Supergroup							

Closing Achievement Gaps - Mathematics | Score: /

Group						Comparison Group						Gap	
	2010-11		2011-12		Change		2010-11		2011-12		Change	2010-11	2011-12
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points			3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points			
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
"SwD-ECD" Supergroup						Not in "SwD-ECD" Supergroup							
"SwD-LEP" Supergroup						Not in "SwD-LEP" Supergroup							
"ECD-LEP" Supergroup						Not in "ECD-LEP" Supergroup							

Notes

- Details on closing gaps calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- "3-Yr Average Students" is the average number of enrolled students over a three-year period ending in the indicated year.
- "Achievement Points" is the number of points a group would earn if it had a score calculated in the same way as Achievement, detailed on page three, which uses three years of data. Scores are weighted by enrollment, and more recent years contribute more heavily to a score.
- See "About Supergroups" on page eight for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

High School | Sample District

School Report Card | 2011-12 | Closing Gaps

Closing Gaps

Total Score: /

Closing Graduation Gaps | Score: /

Group						Comparison Group						Gap	
2009-10		2010-11		Change		2009-10		2010-11		Change		2010-11	2011-12
Students	Graduation Rate	Students	Graduation Rate			Students	Graduation Rate	Students	Graduation Rate				
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
"SwD-ECD" Supergroup						Not in "SwD-ECD" Supergroup							
"SwD-LEP" Supergroup						Not in "SwD-LEP" Supergroup							
"ECD-LEP" Supergroup						Not in "ECD-LEP" Supergroup							

Notes

- Closing Graduation Gaps is based on the four-year cohort graduation rate only. In the future Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rate when six-year graduation rate becomes available.
- Closing Graduation Gaps is based on graduation data from the prior year because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- "Students" is the number of students in the four-year graduation cohort.
- "Graduation Rate" is the four-year cohort graduation rate.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include.

A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: Includes students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- "SwD-ECD" Supergroup: Includes students with disabilities and/or economically disadvantaged students.
- "SwD-LEP" Supergroup: Includes students with disabilities and/or limited English proficient students.
- "ECD-LEP" Supergroup: Includes economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are less than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had less than 20 students with disabilities and less than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps.

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools an indication of how successfully students are achieving educational milestones that predict postsecondary readiness.

Briefly, what is being measured?

This Priority Area has two components. The first component is either a Graduation rate, for schools that graduate students, or an Attendance rate for other schools. The second is a set of measures that include third grade reading achievement, eighth grade mathematics achievement, and ACT participation and performance, as applicable to the school. The scores for these two components are added to produce the Priority Area score.

What can the report card data tell us?

Graduation rates, of course, measure a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator.

Third grade reading ability is linked to high school performance, graduation and college enrollment for Wisconsin students. Eighth grade mathematics ability predicts success in high school mathematics. These are strong metrics for schools to monitor.

The ACT test is a widely used and trusted measure of readiness for college course work. ACT results can help schools understand how well they are preparing students for credit bearing coursework in college.

In the future, other indicators may be incorporated into this Priority Area to enrich the metrics available for ascertaining whether students are on the right trajectory for postsecondary readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: <http://dpi.wi.gov/oea/acct/accountability.html>



High School | Sample District

School Report Card | 2011-12 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: /

2010-11 Attendance Score: /

Group	Enrollment	Attended Days	Possible Days	Rate
All Students				

2010-11 Graduation Score: /

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students						

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability index.

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black not Hispanic						
Hispanic						
White not Hispanic						
Students with Disabilities						
Economically Disadvantaged						
Limited English Proficient						

2010-11 ACT Participation and Performance Score: /

Group	Enrolled	Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders											

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- Schools that graduate students earn a Graduation Score. Schools that do not graduate students (elementary, middle) earn an Attendance Score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- ACT Reading, English, Mathematics, and Science counts and percents are those students that met ACT college readiness benchmarks.

High School | Sample District

School Report Card | 2011-12 | Assessment Trends

State Assessment Results

The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities).

Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Count and percent of students scoring at each performance level will not agree with previously reported results.

Reading										
Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3										
4										
5										
6										
7										
8										
10										

Mathematics										
Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3										
4										
5										
6										
7										
8										
10										

National Assessment Results

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools. These data are provided for informational purposes only. They are not used to calculate a school's state accountability score.

Group	4th Grade Percent Proficient or Advanced		8th Grade Percent Proficient or Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin				
Nation				