



13th Annual Comparative Analysis of the Racine Unified School District

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

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13th Annual Comparative Analysis of the Racine Unified School District

Summary

This is the 13th annual report on the conditions affecting the Racine Unified School District (RUSD). This year, our analysis again focuses on the long-term historical trends in RUSD and compares the district to nine peer districts across the state. The peer districts are those with the most similar enrollments to RUSD.

The report is configured in accordance with district-determined quality objectives of operational efficiency, student engagement, and student achievement. To assess RUSD's progress in meeting those objectives, the report analyzes finance data, attendance and disciplinary data, and standardized test scores and graduation rates. Context is provided with enrollment and demographic data.

New to the report this year are three features intended to better link the report to district reform efforts. Throughout the report, data that speak to any of the district's North Star performance targets (see following page) are highlighted in a blue sidebar. In addition, the five-year trends in third grade reading are organized into school performance quadrants to better identify those schools demonstrating high achievement and score improvement, as well as those with low initial achievement, but demonstrated improvement. Finally, this year's report includes aggregate results of the Measures of Academic Progress (MAP) test administered to most students twice a year. These scores provide a better understanding of student learning over time.

Major findings

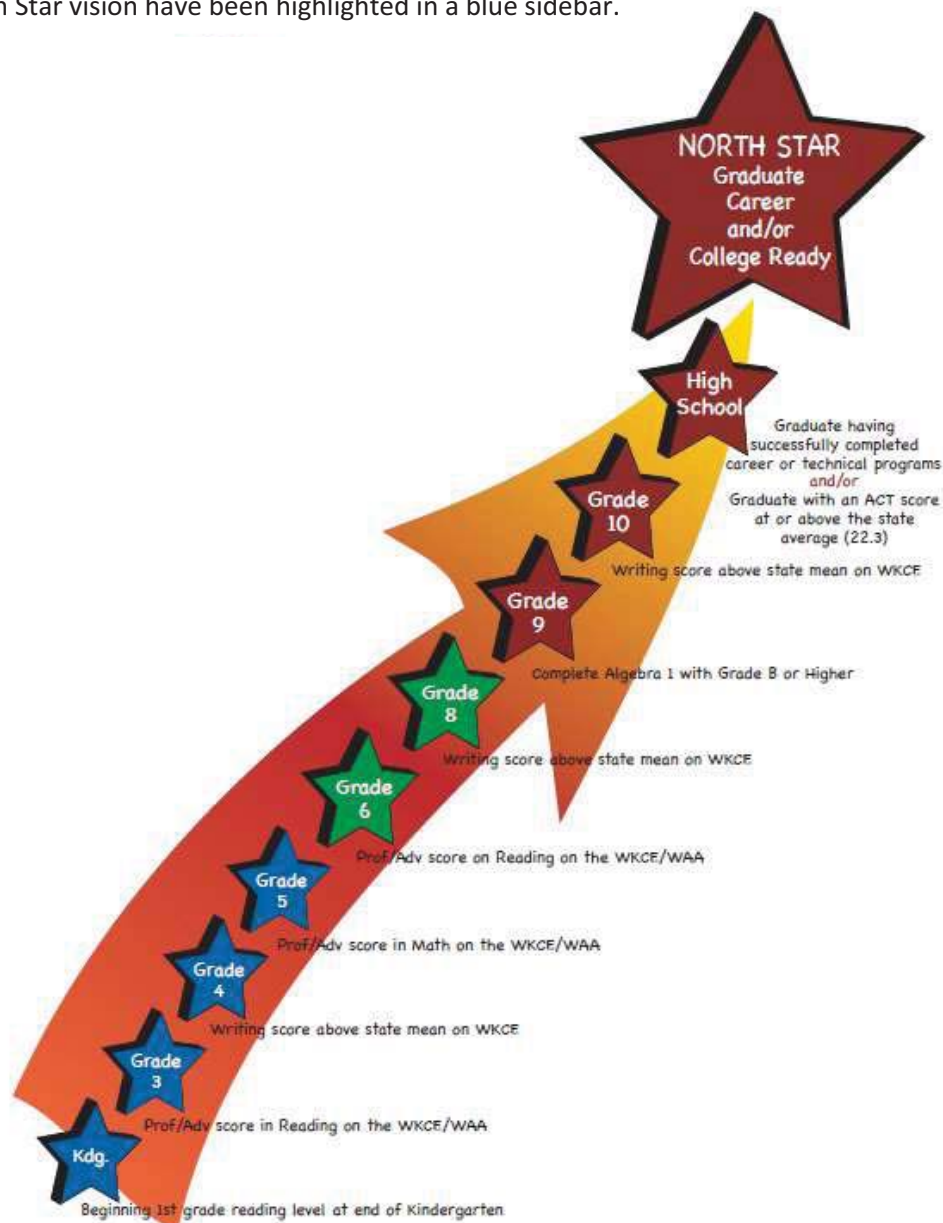
- Over half of RUSD's enrollment now consists of minority students. In addition, over half of RUSD students are now eligible for free or reduced-price lunch, nearly double the percentage of low-income students as in 2000-01.
- The attendance rate in RUSD rose slightly in 2009-10 and the drop-out rate declined considerably. The 2009-10 school year saw upticks in truancy, suspension, and expulsion rates.
- Reading scores improved in 2009-10 in all grade levels analyzed, yet remain below the state average. Math scores improved in all grade levels except tenth grade, yet are also still less than the statewide average. Graduation rates remain low compared to peers, but are holding steady.
- The racial achievement gaps in test scores and high school graduation remain quite large, particularly with respect to African American students as compared to white students. In most cases, the RUSD gap is smaller than the statewide gap, although the difference is mostly due to the lower white student performance in RUSD.
- RUSD has seen the largest growth in the school property tax levy of all the peer districts over the past 10 years, at 72%. Per-pupil spending in RUSD has increased sharply over the past two years and now exceeds the statewide average.

North Star Vision

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

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

Throughout the report, any data trends included in this annual comparative analysis that receive focus in the North Star vision have been highlighted in a blue sidebar.



Demographics and enrollment

It is important to understand the demographics of the communities served by each peer district, as student performance is often highly correlated to income and to the educational attainment of the student's parents. RUSD serves a lower-income, less-educated population than most of its peers and the state as a whole. **Table 1** ranks the districts by several indicators of income, while **Table 2** ranks the districts by the educational attainment of their adult residents. RUSD has the most low-income students and is at or below the peer district median on every other measure.

As a result of the current recession, districts across the state are experiencing greater poverty among their student populations. **Figure 1** shows the one-year change in the percent of students eligible for free or reduced-price lunch, which increased in all peer districts except Appleton. **Figure 2** shows the 10-year trend in free or reduced-price lunch eligibility of RUSD students. Nearly 60% of RUSD students are now eligible for free or reduced-price lunch, almost double the percentage of low-income students as in 2000-01.

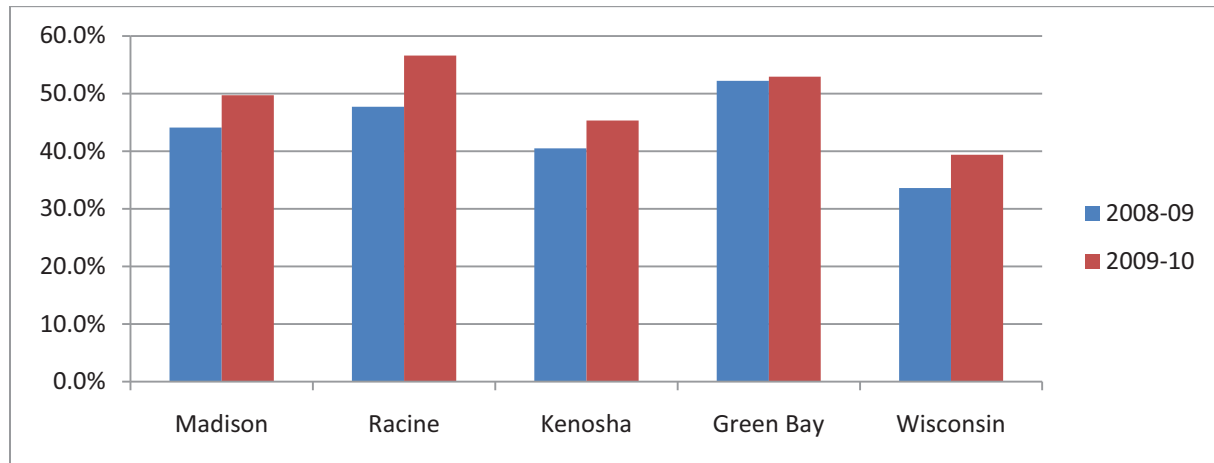
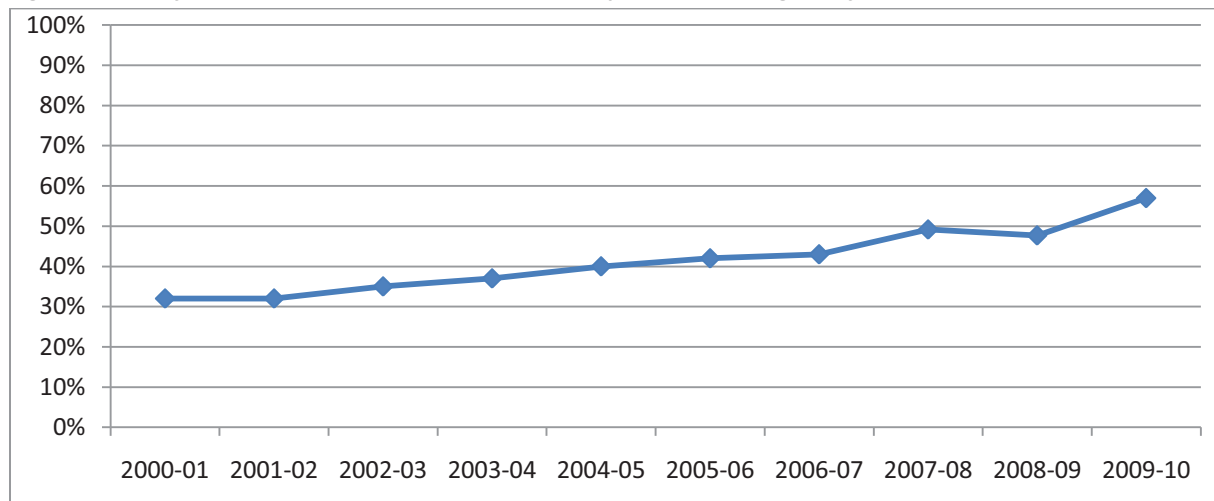
Table 1: Community demographics among peer districts, 2008-09

<u>Community Demographics</u>	Free or reduced lunch eligible	Rank	Income per return	Rank	Income per pupil	Rank	Property value per pupil	Rank
Madison	49.7%	3	\$52,491	3	\$258,069	1	\$907,799	1
Kenosha	45.3%	5	\$47,292	7	\$114,363	10	\$414,796	7
Racine	56.6%	1	\$48,633	5	\$145,354	7	\$448,203	6
Green Bay	52.9%	2	\$47,843	6	\$160,397	5	\$410,631	8
Appleton	32.9%	9	\$51,806	4	\$175,583	4	\$499,456	4
Waukesha	32.7%	10	\$59,824	2	\$226,518	2	\$731,452	2
Eau Claire	37.7%	8	\$65,765	1	\$223,498	3	\$528,646	3
Janesville	45.0%	6	\$45,538	8	\$142,721	8	\$393,504	9
Oshkosh	38.0%	7	\$44,592	9	\$157,255	6	\$478,624	5
Sheboygan	47.0%	4	\$43,892	10	\$132,779	9	\$372,028	10
Milwaukee	80.7%		\$35,494		\$106,952		\$351,685	
Wisconsin	39.4%		\$49,271		\$150,788		\$577,751	

Table 2: Educational attainment, adults over age 25, 2008*

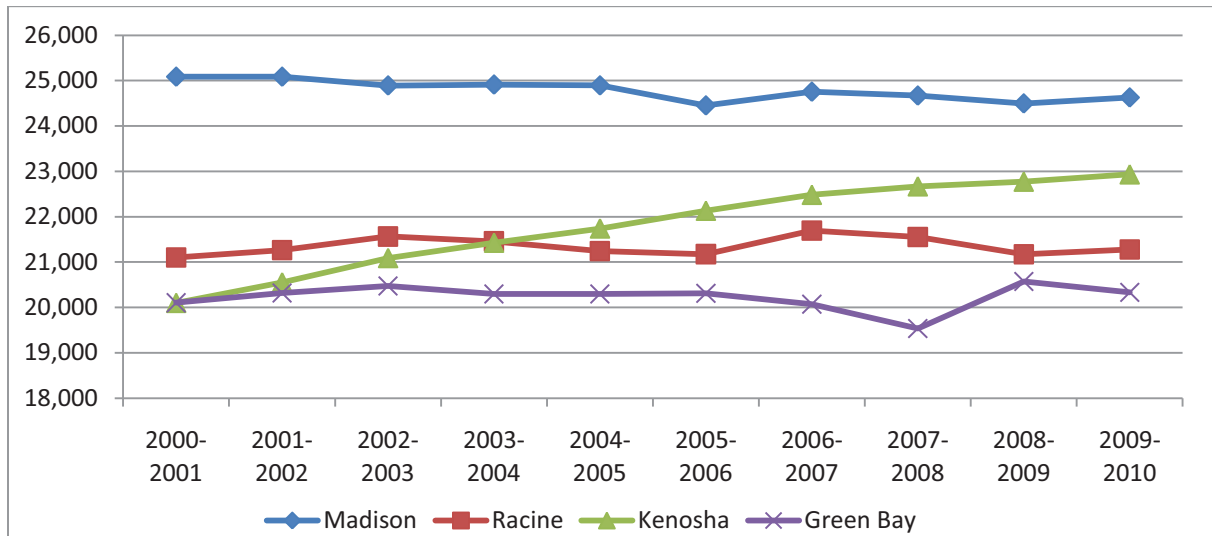
<u>Community Demographics</u>	Educational Attainment*			
	No college	Some college	College Degree	Rank
Madison	24.3%	18.1%	49.9%	1
Kenosha	46.1%	21.8%	22.1%	8
Racine	48.6%	20.8%	23.0%	7
Green Bay	48.6%	18.6%	23.6%	6
Appleton	39.1%	19.7%	31.6%	3
Waukesha	35.0%	20.5%	36.8%	2
Eau Claire	35.1%	21.2%	31.9%	3
Janesville	51.6%	20.7%	19.2%	10
Oshkosh	47.0%	20.8%	27.5%	5
Sheboygan	51.5%	19.9%	20.4%	9
Milwaukee	53.2%	20.3%	20.3%	--
Wisconsin	45.4%	20.3%	25.5%	--

*2008 American Community Survey

Figure 1: One-year change in free or reduced-price lunch eligibility**Figure 2: Ten-year trend in RUSD free or reduced-price lunch eligibility, 2000-2009**

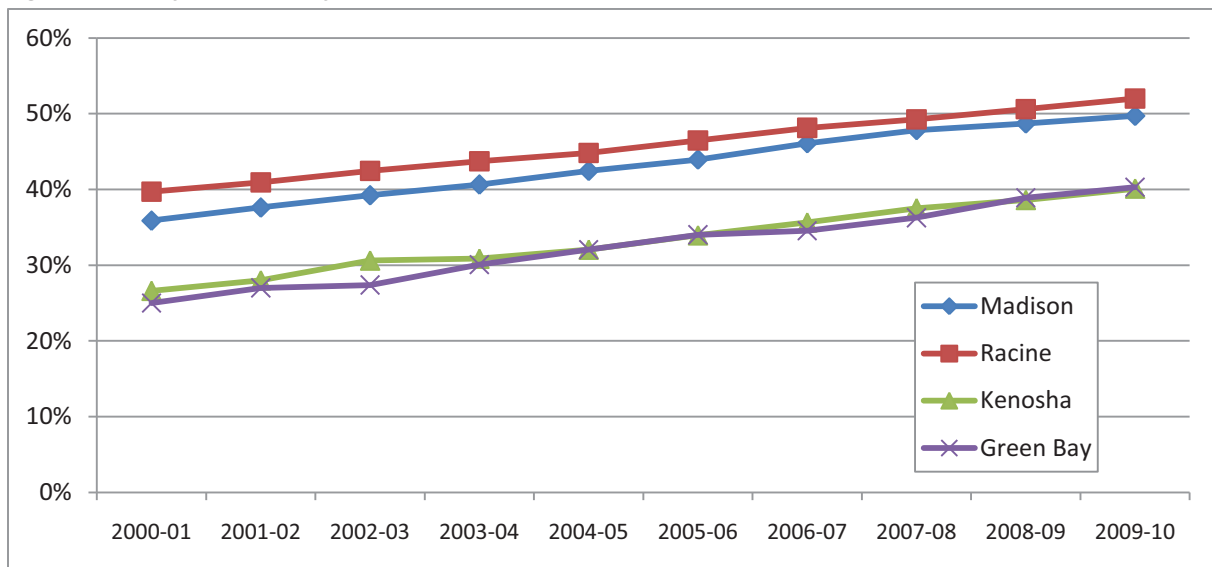
As shown in **Figure 3**, enrollment in RUSD in the 2009-2010 school year is virtually the same as in 2000-2001 at 21,276 students. In contrast, enrollment in Kenosha Public Schools during this time period increased 14% to 22,933 students. Compared to last year, RUSD grew 0.5%, about average for the peer districts and more than the state as a whole. Waukesha schools had the most growth over the past year among the peer districts, with 7.1% more students in 2009-2010 than in 2008-2009.

Figure 3: Ten-year public school enrollment trend, 2001 to 2010



For the first time, over half of RUSD's students now belong to racial or ethnic minority groups, at 52% (**Figure 4**). The peer district that most closely resembles RUSD in terms of diversity is Madison, which enrolls 49.7% minority students. In both Madison and RUSD, the largest minority student group is African American students, at 24% and 27%, respectively. Statewide, 10% of all students are African American and 24% belong to an ethnic or racial minority.

Figure 4: Ten-year minority enrollment trend, 2001-2010



With regard to private school enrollment, most of the peer cities have seen a decline. The five-year decline in private school enrollment in Racine, Kenosha, and Green Bay is 14%-15% in each district, as shown in **Figure 5**. Appleton has seen a larger decline over this time period, at 17%. In 2009-2010, private school enrollment in Racine totaled 3,737 students, which is equal to about 18% of public enrollment, a slight decline over the previous year.

Figure 5: Five-year private school enrollment trend, 2006-2010

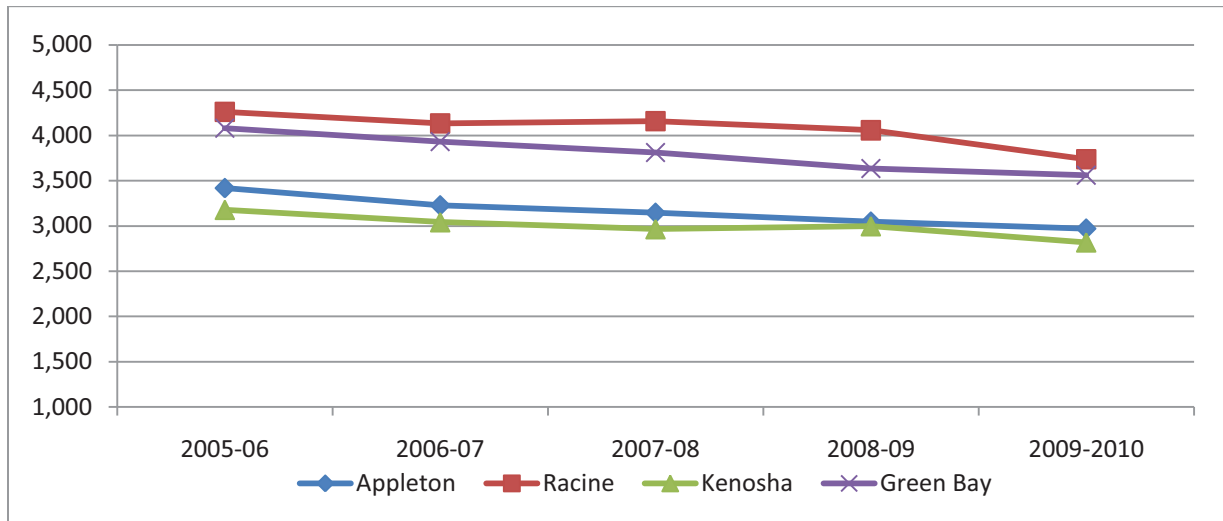
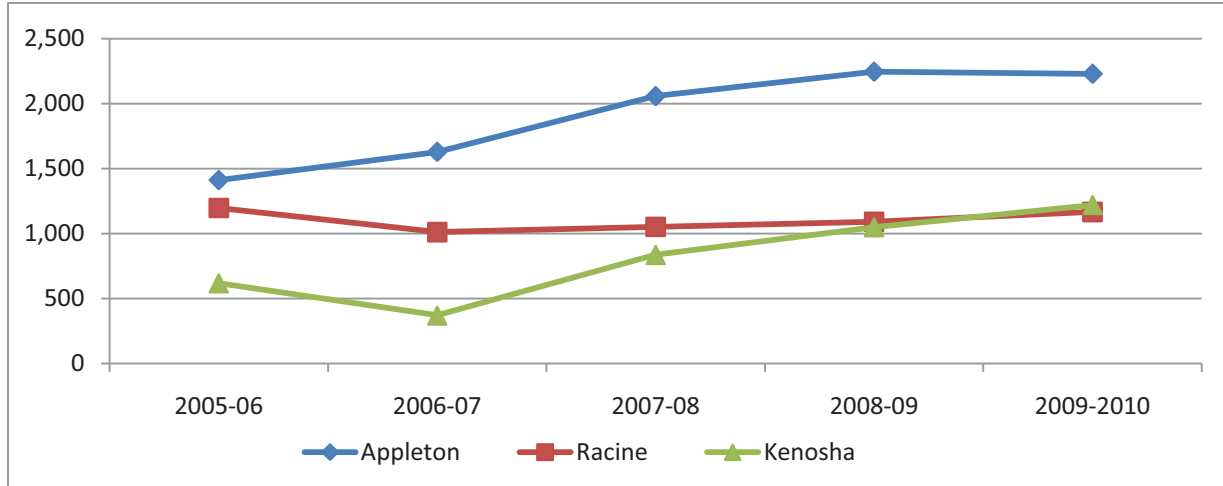


Figure 6 depicts the slight growth in charter school enrollment in RUSD over the past year. The district's two charter schools, McKinley Middle School and The REAL School, enroll a total of 1,166 students in 2009-2010, about 75 more students than in 2008-09. The UW-Parkside charter school, The 21st Century Preparatory School, is not included in the district's total charter school enrollment. That school enrolled 507 students.

Figure 6: Five-year charter school enrollment trend, 2006-2010



Operational efficiency

RUSD now ranks third behind Madison and Sheboygan in per-pupil operations revenue. In 2009-10 this figure equaled \$11,881, a 6% increase over the previous year. The statewide average operations revenue per pupil is \$11,980.

Figure 7 shows that operations revenue per pupil has grown 22% over the past five years, which is comparable to other districts.

The 10-year trend in revenue sources is detailed in **Table 3**. RUSD's property tax levy has grown more than any other district's over the past decade, but federal and state aid remain below the median of the peer districts. For all three revenue sources, RUSD's growth has outpaced the state as a whole during this time period.

Figure 7: Five-year trend in per-pupil operations revenue, 2005-06 to 2009-2010

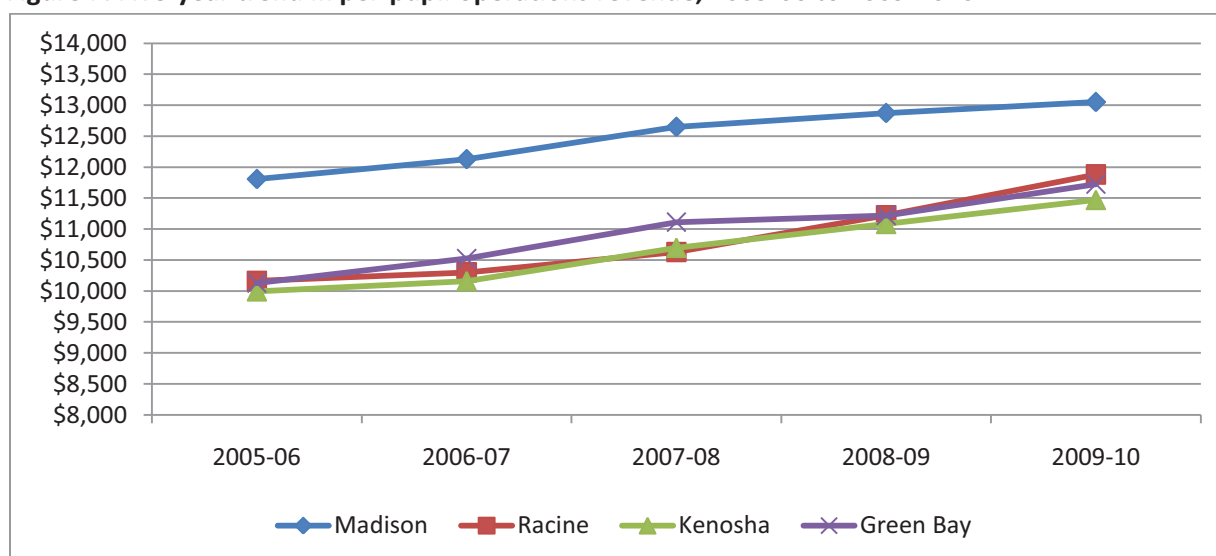


Table 3: Ten-year change in aggregate revenue among peer districts, 1999-2000 to 2009-2010

<i>Finances</i>	Property Tax		State Aid		Federal Aid	
	% change	Rank	% change	Rank	% change	Rank
Madison	45.0%	5	-3.3%	10	95.0%	9
Kenosha	69.9%	2	53.3%	1	134.8%	8
Racine	71.8%	1	30.5%	6	174.0%	7
Green Bay	27.8%	9	50.1%	2	194.2%	5
Appleton	44.3%	6	34.5%	4	296.3%	1
Waukesha	58.6%	3	18.7%	8	282.9%	2
Eau Claire	40.8%	7	13.3%	9	47.8%	10
Janesville	10.7%	10	34.4%	5	247.6%	3
Oshkosh	46.1%	4	25.8%	7	178.2%	6
Sheboygan	33.9%	8	44.2%	3	245.5%	4
Milwaukee	75.7%		10.3%		145.6%	
Wisconsin	60.1%		19.7%		162.1%	

RUSD also ranks third in operations spending per pupil, at \$11,578. This is higher than the state average. RUSD's expenditure growth over the past five years has been steeper than that of other districts, including two recent years of very steep growth, as shown in **Figure 8**. RUSD ranks high among peers for increases in spending on general administration and instructional staff services over the past decade, as shown in **Table 4**. RUSD's expenditure growth in all operations areas except transportation has exceeded the statewide growth rates since 1999-2000.

Figure 8: Five-year trend in per-pupil operations spending, 2005-06 to 2009-10

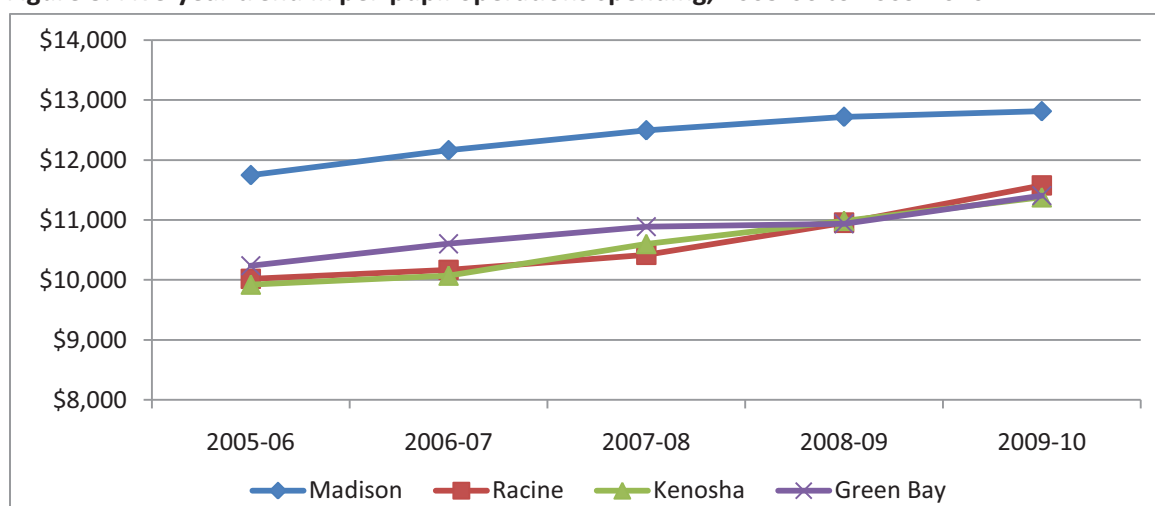
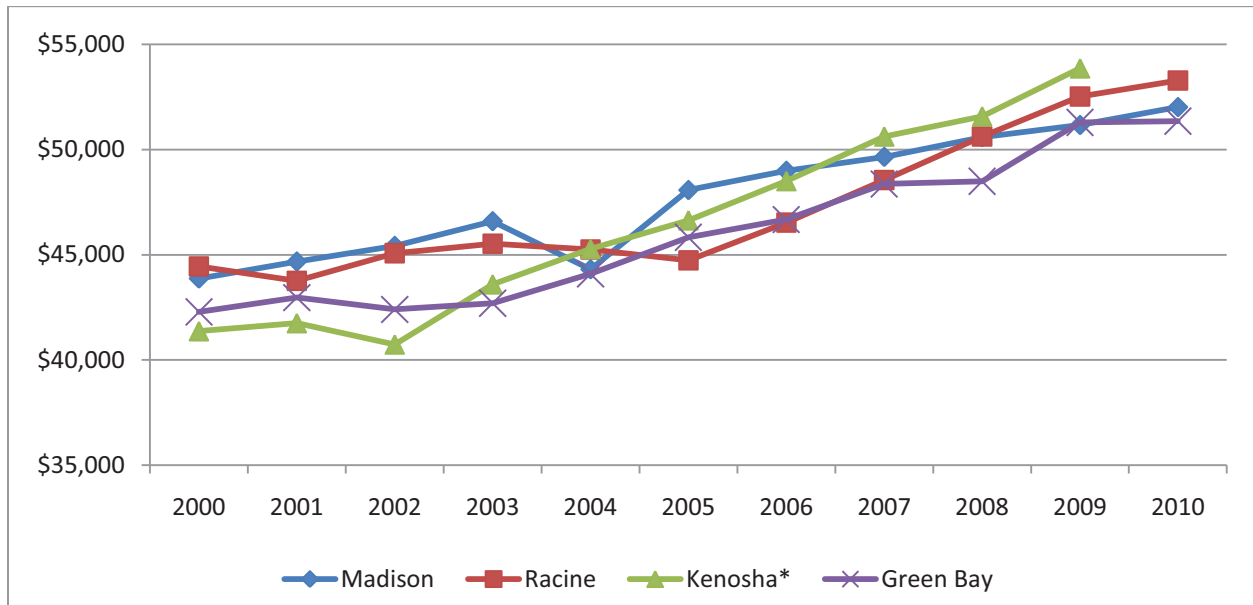


Table 4: Ten-year change in aggregate spending among peer districts, 1999-2000 to 2009-2010

<i>Finances</i>	Instruction		Pupil Services		Instructional Staff Services		General Administration		Building Administration		Transportation	
	change	rank	change	rank	change	rank	change	rank	change	rank	change	rank
Madison	33.3%	9	49.9%	7	24.6%	7	38.2%	5	69.6%	3	72.1%	4
Kenosha	81.5%	1	75.5%	1	61.4%	3	17.1%	8	73.9%	2	74.7%	2
Racine	46.1%	6	66.7%	5	113.2%	2	89.8%	1	42.4%	8	20.3%	9
Green Bay	49.3%	5	41.0%	9	127.4%	1	82.5%	3	99.1%	1	73.8%	3
Appleton	57.1%	3	67.4%	4	45.1%	6	85.4%	2	53.0%	4	65.2%	5
Waukesha	54.9%	4	49.0%	8	58.0%	4	38.3%	4	44.6%	6	173.8%	1
Eau Claire	23.2%	10	26.2%	10	-46.1%	10	-17.3%	10	28.5%	10	54.6%	6
Janesville	35.1%	7	72.3%	2	48.0%	5	18.1%	7	43.9%	7	21.1%	8
Oshkosh	33.3%	8	71.5%	3	8.0%	8	7.5%	9	30.2%	9	17.4%	10
Sheboygan	60.3%	2	66.0%	6	-4.5%	9	24.7%	6	47.8%	5	29.3%	7
Milwaukee	19.5%		68.7%		122.7%		58.2%		4.3%		-0.8%	
Wisconsin	42.3%		50.3%		49.0%		36.3%		38.9%		38.0%	

The average teacher salary in RUSD in 2009-10 was \$53,288, a 1.5% increase over 2008-09. RUSD salaries have pulled ahead of those in Madison, as shown in **Figure 9**. RUSD now ranks fourth among the peer districts in average teacher salary. The district with the highest average teacher salary is Waukesha, at \$63,314. The lowest average salary is in Oshkosh, at \$50,426.

Figure 9: Ten-year trends in teacher salary, 2000-2010



*Kenosha salary data for 2009-10 are unreliable and are therefore not included in the analysis.

RUSD’s average fringe benefits have fluctuated considerably from year to year, as shown in **Figure 10**. In fact, 2009-10’s average fringe benefits increased 22% over the previous year’s. The extreme fluctuations are not seen in other districts, which may indicate data unreliability for RUSD. RUSD tops the peer list this year with average fringe benefits of \$35,165. The next most generous average benefit package is in Kenosha, at \$29,979.

Figure 10: Ten-year trends in fringe benefits, 2000-2010

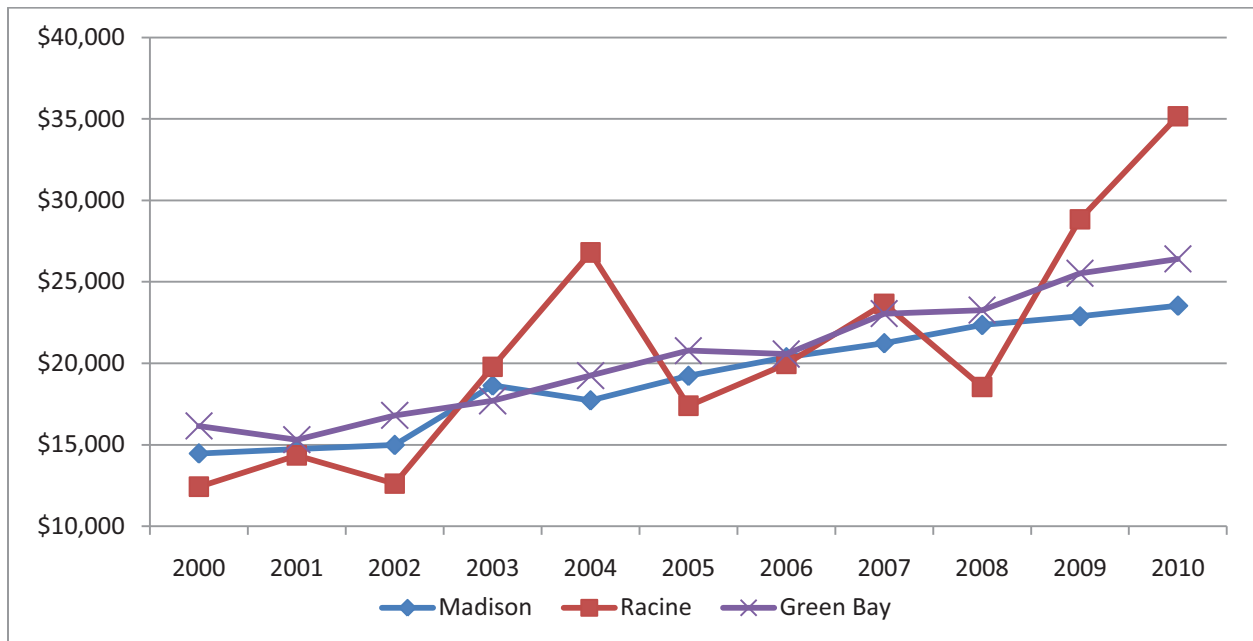
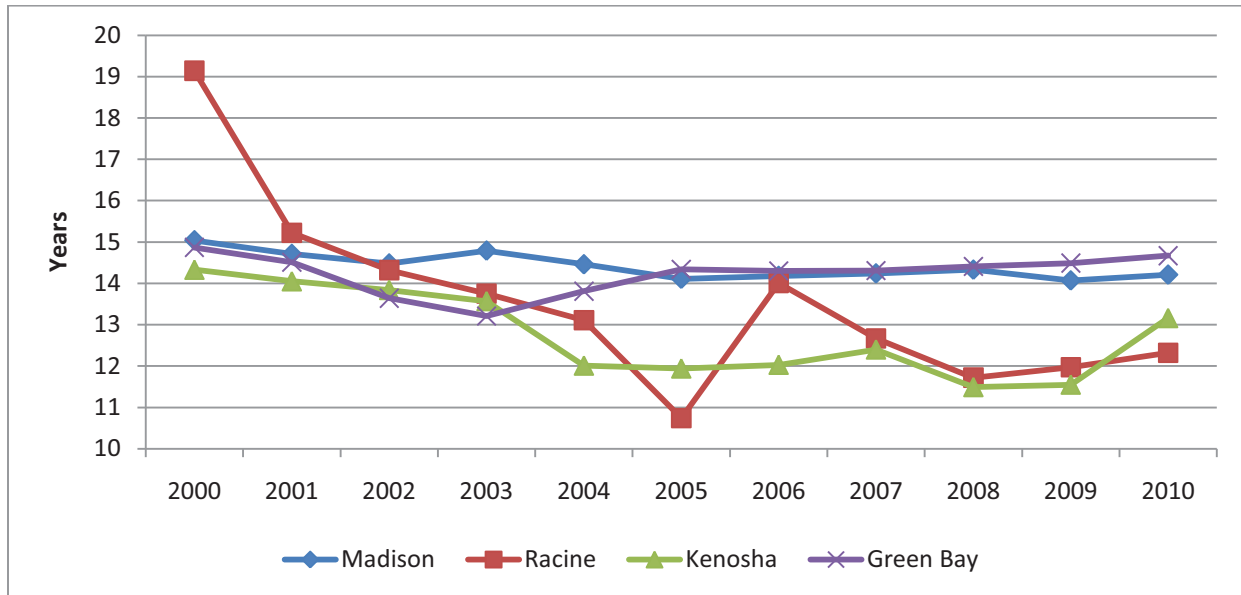


Figure 11 indicates that the average total experience of a teacher in RUSD rose over the past year, to 12.32 years. However, RUSD continues to rank last among the peer districts in teacher experience. Teachers in Appleton, Waukesha, and Eau Claire average more than 16 years of experience. Over the past decade, average teacher experience in RUSD has declined from 19.14 years, a 36% decline.

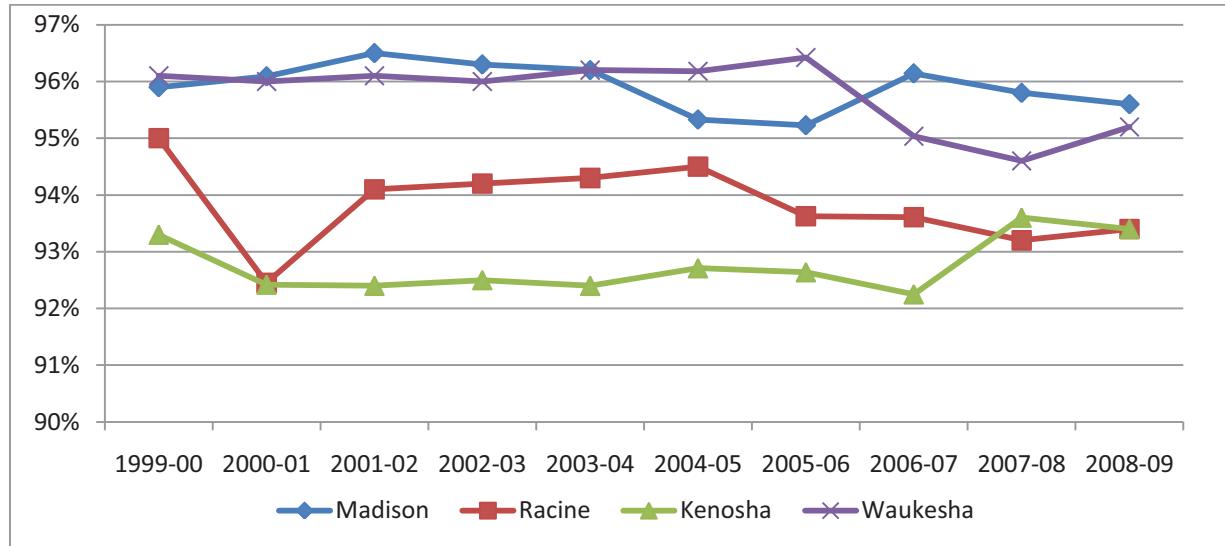
Figure 11: Ten-year trends in teacher experience, 2000-2010



Student engagement

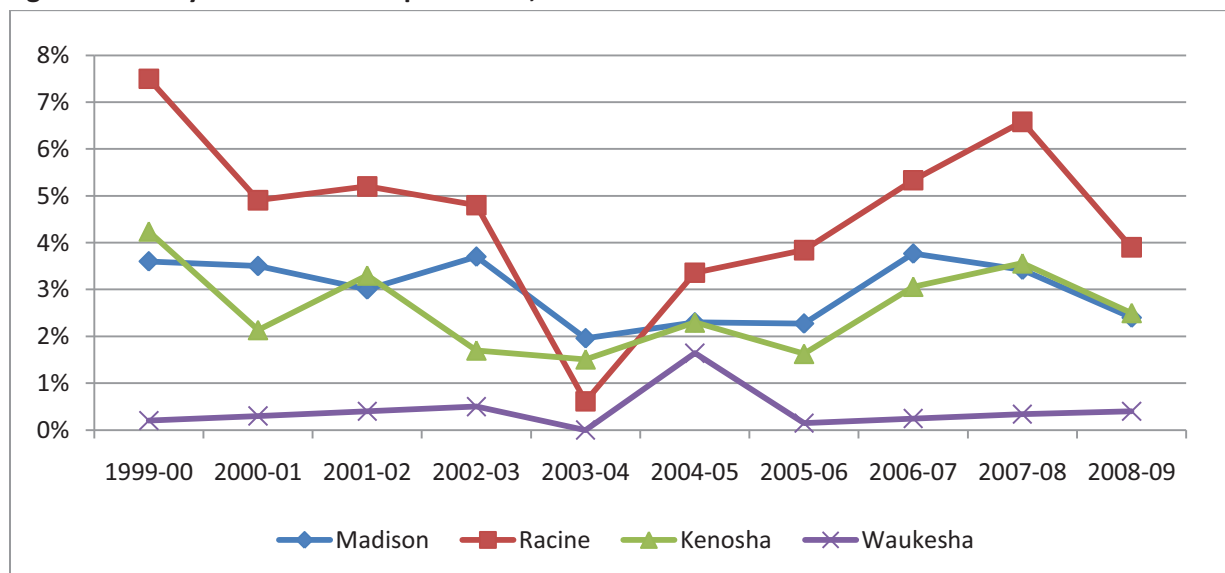
The 2008-09 attendance rate in RUSD was 93.4%, a full percentage point lower than the statewide average. This 2008-09 rate, the most recent available, is a slight increase over the 2007-08 rate, as shown in **Figure 12**. Because all the peer districts have similar attendance rates, the rankings tend to change dramatically from year to year. RUSD, however, has now had the lowest attendance rate of the peer districts for two consecutive school years.

Figure 12: Ten-year trends in attendance rates, 1999-2000 to 2008-09



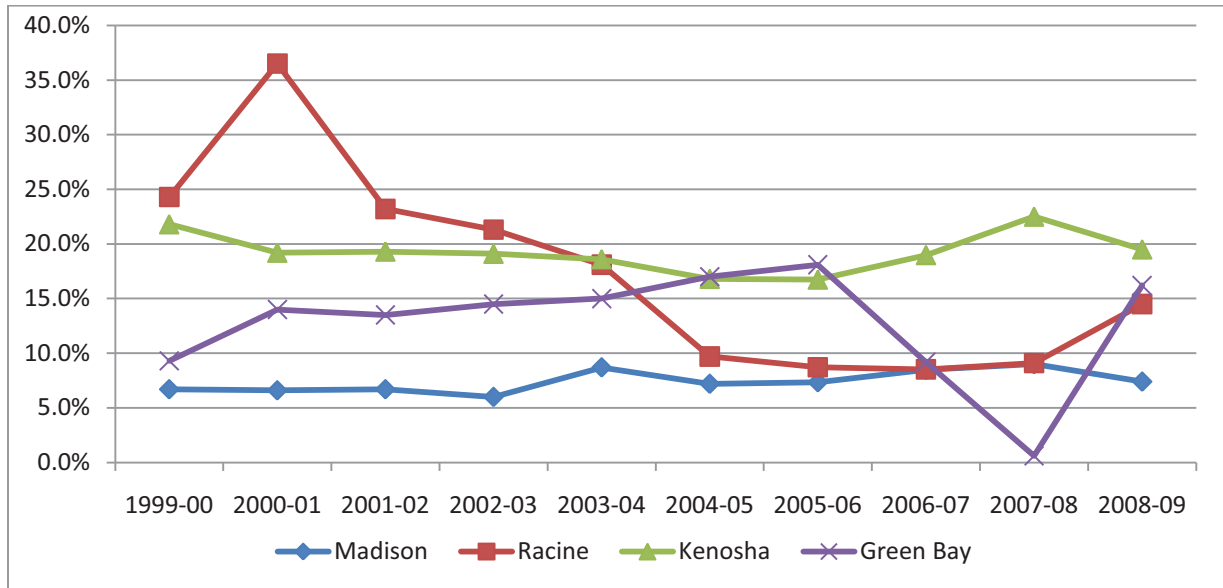
After several years of increasing drop-out rates, RUSD has reversed the trend, as shown in **Figure 13**. Despite this improvement, RUSD continues to have more drop-outs than the rest of the peer districts. The 10-year trend for RUSD is positive, declining 3.6 percentage points, from 7.5% to 3.9%.

Figure 13: Ten-year trends in dropout rates, 1999-2000 to 2008-2009



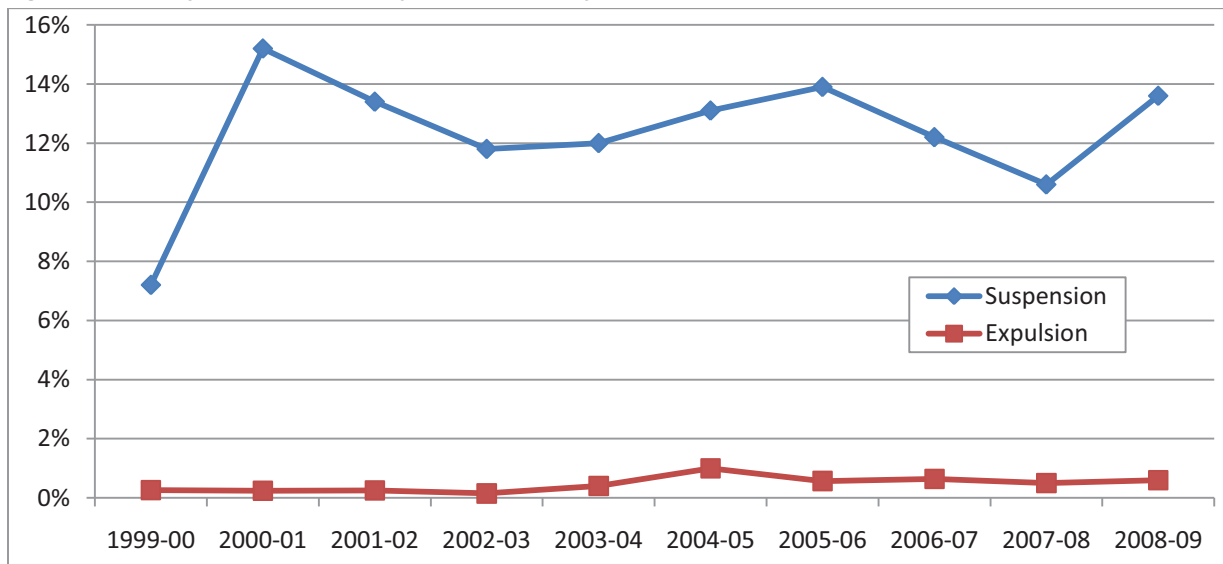
As illustrated in **Figure 14**, this is the second consecutive year of increasing truancy rates in RUSD. Overall, the district's 10-year trend shows a significant decline, and RUSD continues to rank among the middle of its peers. In contrast to prior years, in 2008-09 the statewide truancy rate (9.4%) was lower than the RUSD rate (14.5%). The peer with the highest truancy rate in 2008-09 was Kenosha at 19.5%.

Figure 14: Ten-year trend in truancy rates, 1999-2000 to 2008-09



Finally, **Figure 15** shows the 10-year trends in suspension and expulsion rates in RUSD. The expulsion rate halted its decline in 2008-09, increasing three percentage points that year to 13.6%. A total of 2,884 RUSD students were suspended in 2008-09, almost 600 more than in 2007-08. Expulsions, on the other hand, stayed virtually the same as the prior year, at .6%, or 127 students.

Figure 15: Ten-year trends in suspension and expulsion rates, 1999-2000 to 2008-09



Student achievement

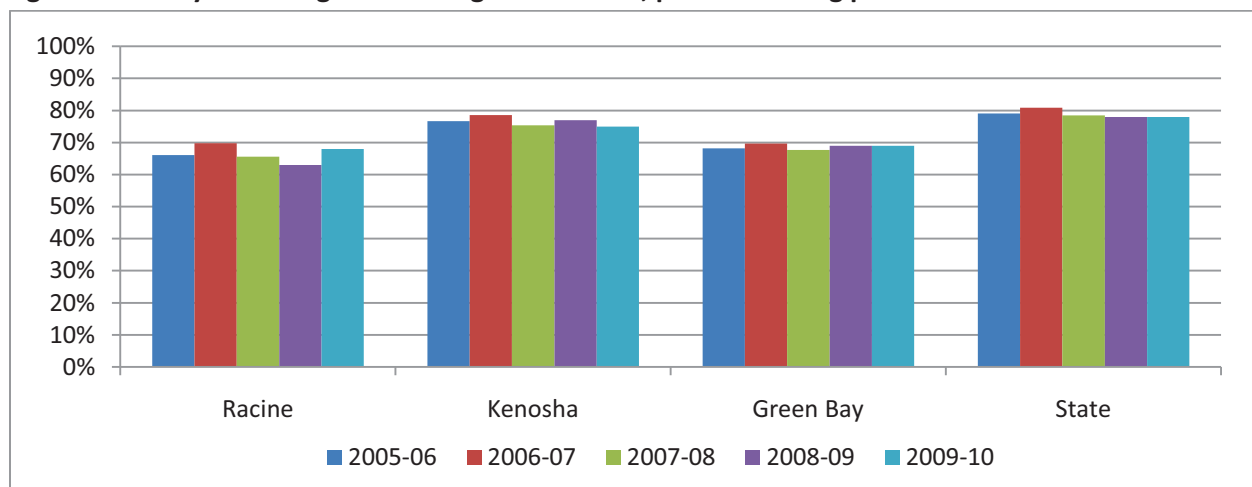
The Wisconsin Knowledge and Concepts Exam (WKCE) is administered annually to all third, fourth, fifth, sixth, seventh, eighth, and tenth grade students, as required under the federal No Child Left Behind Act. In fourth, eighth, and tenth grades, students are tested in reading, math, language arts, science, and social studies. In all other grades, they are tested in reading and math only. Until 2005-06, third graders were tested in reading only.

RUSD ranks last among the peer districts in reading and math in all grade levels except sixth, where the district's reading scores rank it eighth among its peers. RUSD has ranked at or near the bottom in reading and math across all grade levels throughout the 13-year history of this comparative analysis. Where RUSD's scores have improved over time, they have not improved enough to close the gap with its peers.

North Star Vision: On the WKCE test administered in grade three, all students should be either proficient or advanced in reading, to ensure students are no longer "learning to read," but are "reading to learn."

In 2009-2010, reading scores in RUSD in all grades did improve over the previous year's results. **Figure 16** shows the five-year trend in third grade reading scores. RUSD continues to score below the statewide average and continues to rank at the bottom of the peer group, with 68% of third graders either proficient or advanced in reading. A positive finding is that RUSD's gains in third grade reading were larger than in any other peer district, six of which saw a decline in third grade reading scores.

Figure 16: Five-year third grade reading score trends, percent scoring proficient or advanced on WKCE



Because third grade reading has been part of the WKCE exam for five years it is possible to analyze the five-year trends. This year we do so at the school level. Third grade reading scores are an important predictor of a student's future academic achievement and are a keystone of the North Star vision.

Figure 17, below, shows the relative performance of each RUSD elementary school in third grade reading over the past five years. Schools are grouped into quadrants based on the percentage of third graders scoring proficient or advanced in reading on the 2005-06 WKCE and the percentage point change in third grade reading scores between 2005-06 and 2009-2010. Knapp elementary school had the lowest percentage of third graders scoring proficient or advanced in 2005-06 at 41.1%; Jefferson Lighthouse school had the highest at 96.8%. The median score was 64.8% proficient or advanced.

Over the next five years, the percentage of proficient or advanced third graders at each school either increased or decreased, with the largest decrease occurring at Wind Point elementary (-18.5 points) and the largest increase occurring at Red Apple elementary (20.6 points). The median change was a 6.8 point increase. The result is that two schools can be characterized as both higher performing initially *and* trending upward: Gifford and Schulte. There are two schools that had a low initial performance and a downward trend: S.C. Johnson and Julian Thomas. The rest of the schools are in the middle, with nine having lower initial scores but trending upward and eight having higher initial scores yet trending downward.

Figure 17: School-level analysis of third grade reading five-year trends, 2005-06 to 2009-10

<p>Higher Performance/Downward Trend</p> <p>Jefferson Lighthouse North Park Bull Fine Arts Dr. Jones Wind Point Olympia Brown Giese Mitchell</p>	<p>Higher Performance/Upward Trend</p> <p>Gifford Schulte</p>
<p>Lower Performance/Downward Trend</p> <p>S.C. Johnson Julian Thomas</p>	<p>Lower Performance/Upward Trend</p> <p>Goodland West Ridge Jerstad-Agerholm Fratt Red Apple Roosevelt Wadewitz Janes Knapp</p>

Reading scores for fourth graders are shown in **Figure 18**. Seventy-one percent of RUSD fourth graders were proficient or advanced in reading in 2009-2010. The gap between RUSD scores and the state average is larger in third grade than in fourth grade.

Similarly to the rest of the state, reading scores for RUSD eighth graders are higher than those for third or fourth graders, but tenth graders have the lowest scores, as shown in **Figures 19 and 20**. In 2009-2010, 75% of RUSD eighth graders were proficient or advanced in reading, as compared to 58% of tenth graders.

Figure 18: Five-year fourth grade reading score trends, percent scoring proficient or advanced on WKCE



Figure 19: Five-year eighth grade reading test score trends, percent scoring proficient or advanced on WKCE

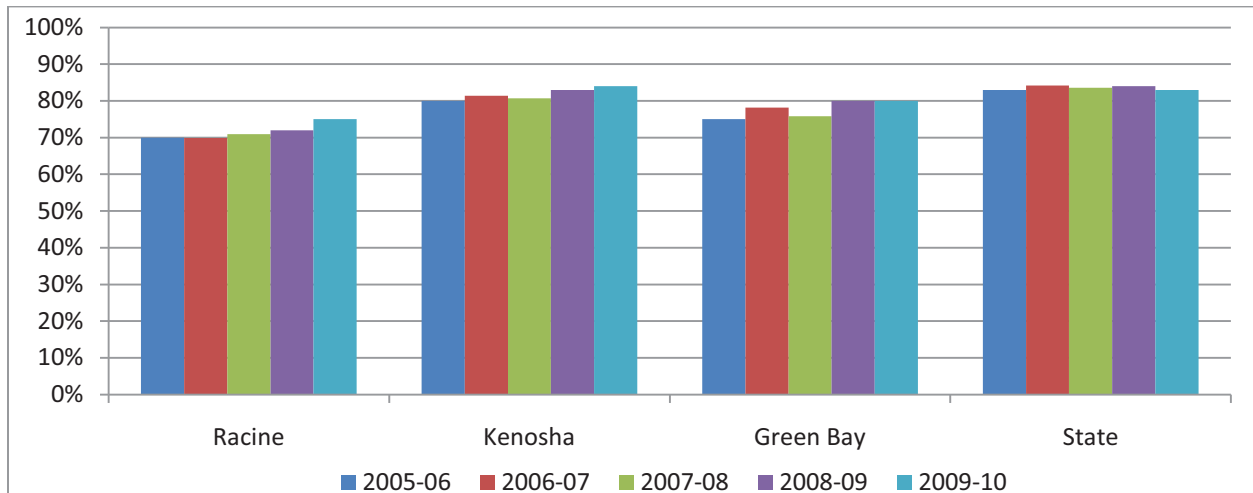
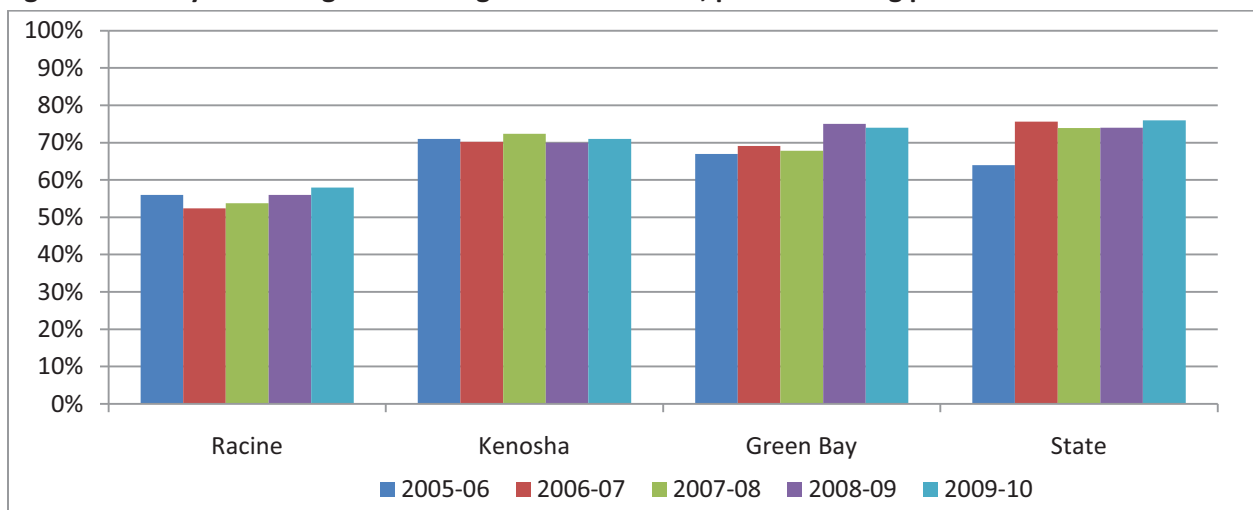


Figure 20: Five-year tenth grade reading test score trends, percent scoring proficient or advanced on WKCE



North Star Vision: On the WKCE tests administered in grade five, all students should be either proficient or advanced in mathematics, to indicate students on track to complete Algebra 1 by the end of ninth grade.

Turning to math scores, the next series of figures shows improvement in eighth grade only, where scores improved by three percentage points to 60% proficient or advanced in 2009-10, as can be seen in **Figure 22**. **Figure 21** shows that fourth grade scores stayed the same as in 2008-09, at 67% proficient or advanced, while **Figure 23** shows that tenth grade scores declined one percentage point to 47% proficient or advanced. All these scores were lower than the statewide average.

Figure 21: Five-year fourth grade math score trends, percent scoring proficient or advanced on WKCE

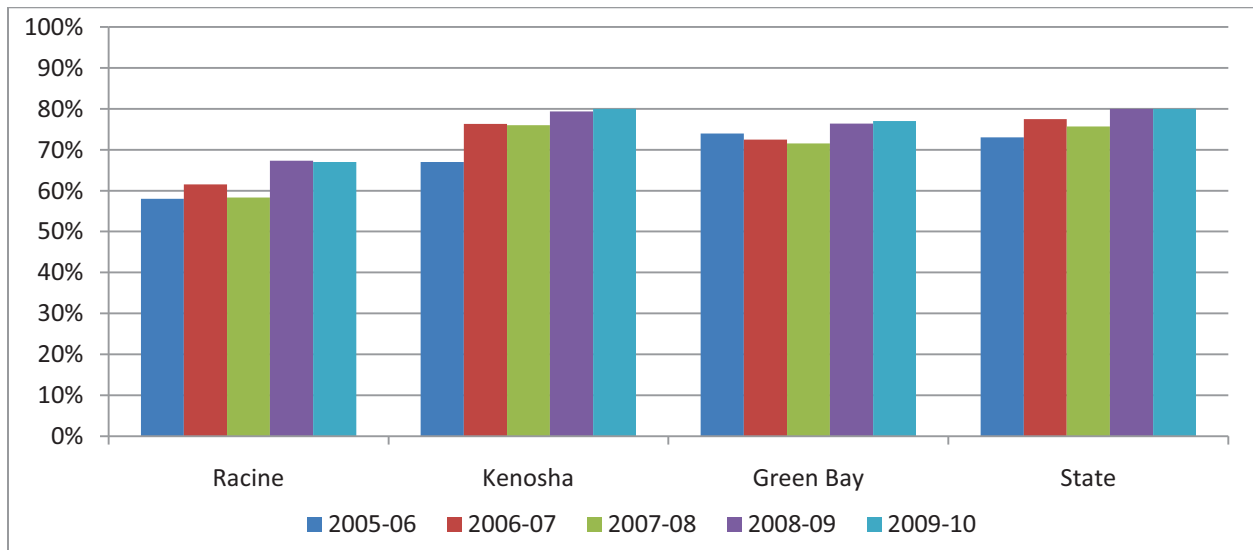


Figure 22: Five-year eighth grade math score trends, percent scoring proficient or advanced on WKCE

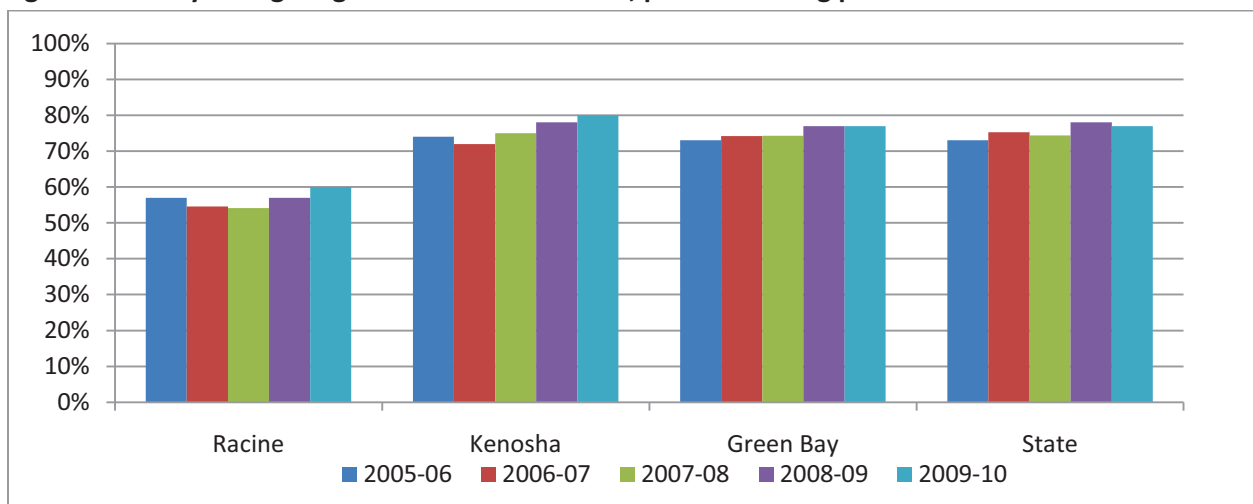
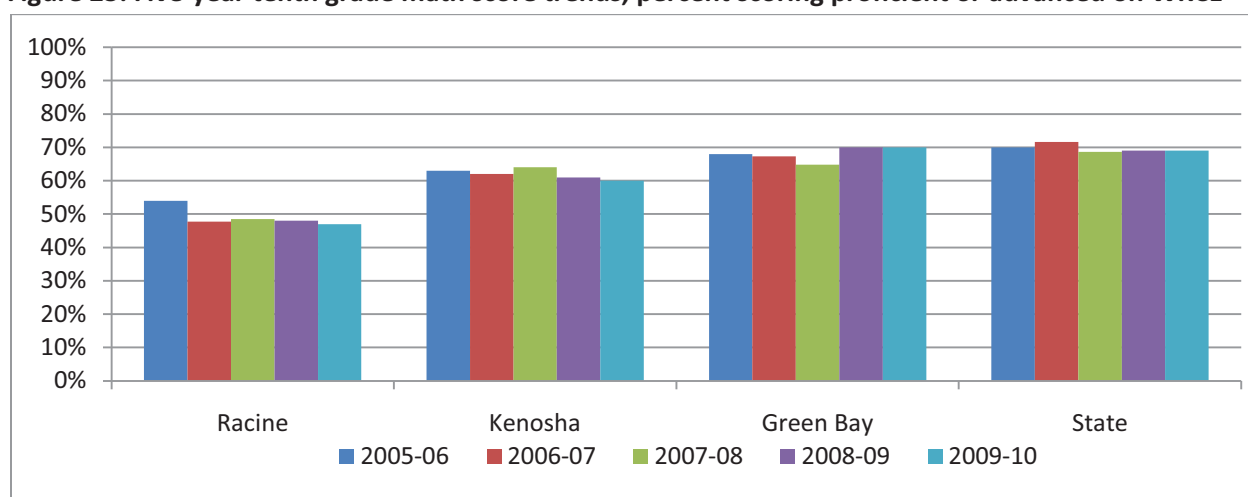


Figure 23: Five-year tenth grade math score trends, percent scoring proficient or advanced on WKCE

Achievement growth among cohorts of students

Table 5 shows the change in the percentage of students scoring proficient or advanced in the fourth grade class of 2005-06 as the cohort progressed through school over the next five years. The 2005-06 fourth grade class gained proficiency each year until reaching the eighth grade in 2009-10. This pattern mirrors the statewide pattern for this cohort. In fact, in terms of proficiency growth, the RUSD students did slightly better than the state average in all years except the fifth-to-sixth grade year. Like every other peer district (except Kenosha), RUSD's cohort lost ground from seventh to eighth grade.

Table 5: Five-year reading score cohort analysis, 2005-06 to 2009-2010

<i>Performance</i>	Cohort Reading Scores (% proficient or advanced)					Change (percentage points)			
	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	4th to 5th	5th to 6th	6th to 7th	7th to 8th
	2005-06	2006-07	2007-08	2008-09	2009-10				
Madison	77.0%	78.8%	79.9%	80.8%	80.5%	1.8	1.1	0.9	-0.3
Kenosha	79.7%	83.0%	83.1%	83.5%	84.1%	3.3	0.1	0.4	0.6
Racine	72.2%	74.6%	74.9%	76.1%	75.1%	2.4	0.3	1.2	-1
Green Bay	75.6%	75.5%	75.6%	80.1%	79.5%	-0.1	0.1	4.5	-0.6
Appleton	84.7%	85.2%	88.1%	87.2%	86.7%	0.5	2.9	-0.9	-0.5
Waukesha	83.7%	85.3%	87.0%	85.8%	83.0%	1.6	1.7	-1.2	-2.8
Eau Claire	86.2%	88.9%	88.8%	89.0%	87.4%	2.7	-0.1	0.2	-1.6
Janesville	83.3%	85.9%	80.1%	85.3%	83.2%	2.6	-5.8	5.2	-2.1
Oshkosh	81.3%	83.5%	85.5%	86.6%	86.1%	2.2	2	1.1	-0.5
Sheboygan	76.5%	79.7%	78.7%	79.9%	77.8%	3.2	-1	1.2	-2.1
Milwaukee	60.0%	63.3%	60.1%	63.2%	62.4%	3.3	-3.2	3.1	-0.8
State of Wisconsin	80.9%	83.1%	84.1%	84.8%	83.1%	2.2	1	0.7	-1.7

This cohort analysis provides some perspective on student achievement growth by illustrating whether the aggregate patterns in RUSD are similar to those in other districts. However, because of the nature of the WKCE and the data the test generates, the analysis does not help the district identify particular strengths or weaknesses in individual student learning over time.

Consequently, the district also utilizes a different test that is better suited to understanding growth in individual student learning. This test, the Measures of Academic Progress (MAP) test, has been in use at RUSD for several years. It is not a state-required test, although many districts in the state also administer it. The most significant difference between the WKCE and MAP scores is that the MAP scores can be used by classroom teachers to target instruction in order to improve weaknesses. The purpose of the WKCE scores is to measure how well the district and schools are meeting state standards and are not reported by the state in a timely enough manner for the scores to be utilized by teachers in the classroom.

The MAP test is conducted on a computer, for the purpose of tailoring the test to each student. As a student answers a question, his or her performance determines the difficulty of the subsequent question. In this way, a fourth grade student who is performing above his or her grade level could be exposed to questions designed for a sixth or seventh grader. The reverse is also true for students who are not performing up to their grade level. The resulting score provides the teacher with an understanding of a student's current achievement level as compared not only to his or her grade-level peers, but as measured against the whole body of knowledge the student should develop over the time spent in the K-12 grades. Because the exam is taken repeatedly over the course of each year, the teacher and student gain an understanding of how much the student has learned over time.

Tables 6 and 7 show the four-year trend in MAP growth scores in math and reading from the fall to spring of each school year. The "average growth" figure equals the average change in students' scores over the course of the year. Each student has an individual growth target based on a national norm for students starting at the same score in the fall. The "percent of growth target" figure equals the total student growth divided by the total of the individual growth targets; a result of 100% would be considered average, as it would indicate that student growth equaled, but did not exceed, the growth target. The "percentage of students hitting the growth target" figure equals the portion of students in that grade who met their individual growth targets in that year. The author of the MAP test, the Northwest Evaluation Association (NWEA), considers any school or district having 70% or more of its students meeting their individual growth targets to be exemplary.

Table 6: Four-year trend in math MAP growth scores

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

Table 7: Four-year trend in reading MAP growth scores

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

Reading across the rows in **Table 6** indicates that for almost every grade level, average math growth tends to stay relatively similar within that grade across the years. In addition to grade-specific performance, the table shows changes over time among cohorts of students. Each cohort for which there are four years of data is highlighted in a different color. For each cohort, the percentage of students hitting their growth targets improves as students age. (The NWEA has found that as students grow older and improve their achievement levels, the amount of typical growth over the course of the year is less, which is reflected in the growth targets.)

Table 7, which also shows both grade-specific and cohort information, reveals a somewhat different pattern of achievement for reading. In reading, the percentage of students within each row or grade level hitting their individual growth targets increases across the years. However, unlike in math, in two of the four cohorts the percentage of students hitting their individual growth targets declines as the cohort ages.

Figures 24 and 25 depict another way of analyzing the MAP scores. Optimally, by the end of each grade in the spring, most students should be performing at about the same level as fall students in the grade above. MAP scores therefore allow the district to gauge not only the growth during the year, but the impact of the summer recess on student learning. Figure 24 shows the average MAP math test scores for four cohorts as they progress through the grades, while Figure 25 shows the reading scores for the same four cohorts. Both charts show some slight slippage in scores over the course of the summer, although the purple cohort (6th graders in 2006-07) looks to have made steady progress each year with little to no summer backsliding. None of the cohorts experienced dramatic declines in scores due to summer recess.

Figure 24: MAP math score cohort analysis, Fall 2006-Spring 2010

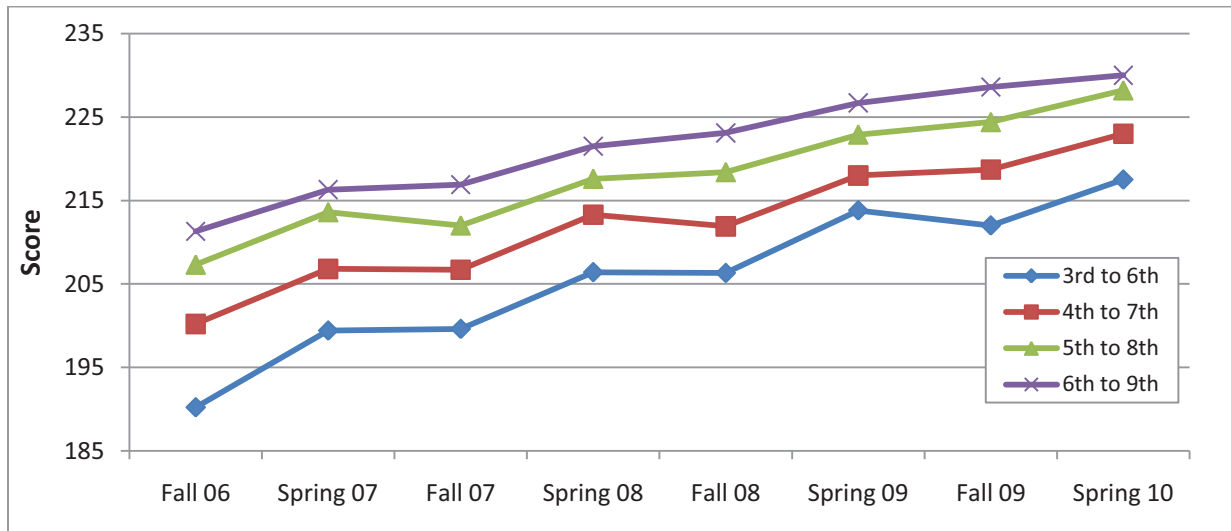
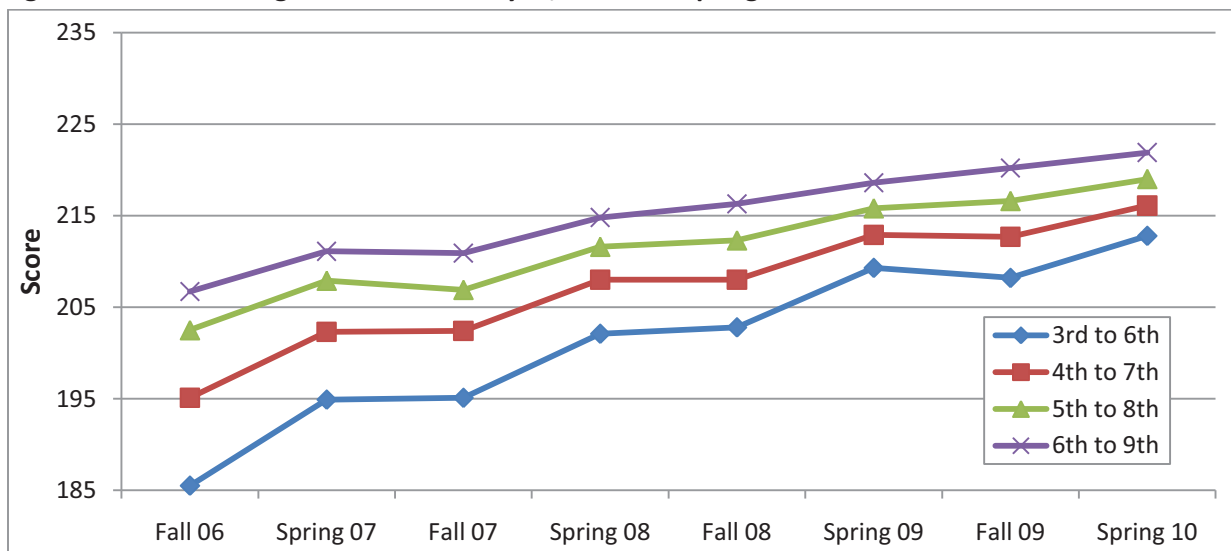


Figure 25: MAP reading score cohort analysis, Fall 2006-Spring 2010



Sources of concern

As noted in last year's report, the aggregate gains RUSD has made in achievement are mitigated by the very large racial achievement gap in the district, as shown in **Table 8**, though the racial achievement gaps in RUSD are below the statewide gaps in most grade levels. The RUSD achievement gaps, like most districts', are largest in the tenth grade. However, in most districts the gaps are a bit narrower in eighth grade, which is not the case in RUSD. The largest gap occurs in tenth grade math, where 75% of white students are proficient or advanced, yet only 35% of African American students earn those scores.

Large racial gaps are also present in the district's high school completion rates, as shown in **Table 9**. RUSD ranks last among the peer districts in overall completion rates. When measured among the districts with enough minority students for meaningful comparison, RUSD's racial gaps in regular diplomas rank the district ahead of Kenosha, but behind Madison. RUSD's middling ranking is due to the relatively low completion rate of its white students, as the rates for African American and Hispanic students are the lowest of the three districts.

RUSD's low overall completion rates have been relatively stable over the past five years, as shown in **Figure 26**. The district's 2008-09 high school completion rate is slightly lower than the 2004-05 rate. The current completion rates in Green Bay and Madison are slightly above their 2004-05 rates. Kenosha, however, has seen a nine-point decline in the percentage of seniors earning regular diplomas over the past five years.

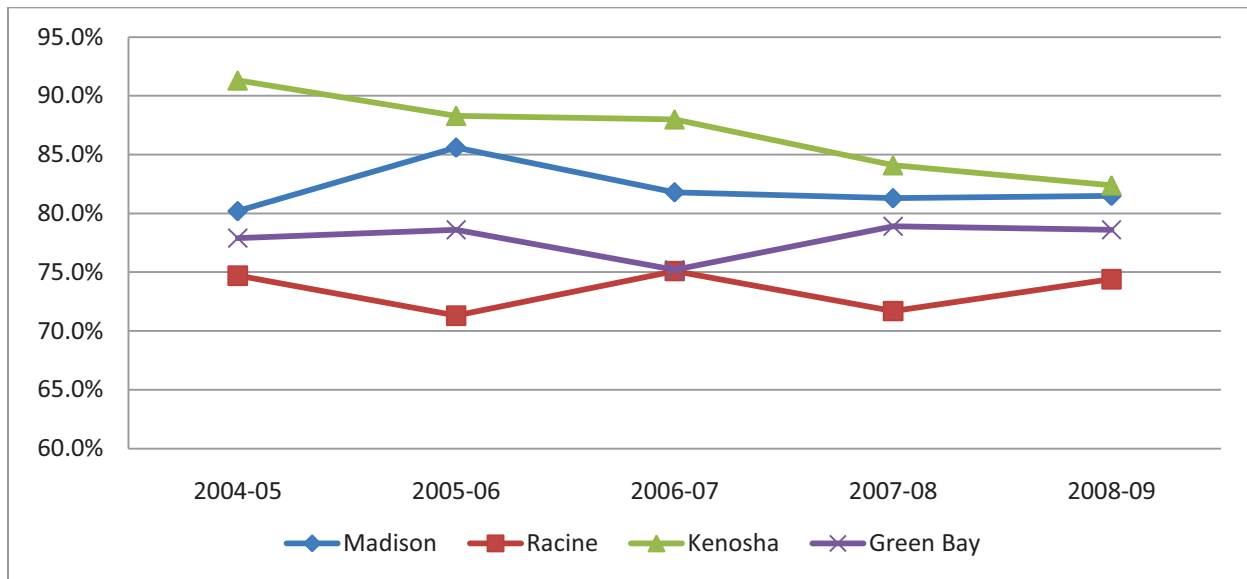
Table 8: WKCE racial achievement gaps, 2009-2010

<i>Performance</i>	African American		Hispanic		White		Achievement Gap (percentage points)			
	Reading	Math	Reading	Math	Reading	Math	Af. Am. vs. white Reading	Af. Am. vs. white Math	Hisp. vs. white Reading	Hisp. vs. white Math
4th, 8th, and 10th grade percent proficient or advanced										
4th Grade										
Madison	51%	50%	52%	62%	87%	90%	36	40	35	28
Racine	55%	46%	66%	64%	83%	79%	28	33	17	15
Kenosha	69%	59%	73%	72%	89%	88%	20	29	16	16
Milwaukee	53%	48%	60%	60%	75%	74%	22	26	16	14
State of Wisconsin	57%	51%	65%	67%	86%	85%	29	34	21	19
8th Grade										
Madison	63%	53%	66%	66%	93%	89%	30	36	26	23
Racine	57%	35%	71%	58%	87%	75%	30	40	16	17
Kenosha	66%	56%	75%	74%	90%	87%	24	31	15	13
Milwaukee	56%	41%	66%	57%	77%	68%	21	27	11	12
State of Wisconsin	61%	46%	70%	62%	88%	83%	27	37	18	21
10th Grade										
Madison	48%	38%	53%	46%	89%	85%	40	47	36	39
Racine	37%	21%	48%	37%	72%	64%	35	43	24	28
Kenosha	48%	27%	57%	46%	79%	71%	31	44	22	24
Milwaukee	33%	20%	44%	34%	68%	57%	35	37	24	23
State of Wisconsin	40%	27%	54%	45%	83%	77%	42	50	28	32

Table 9: High school completion rates by race, 2008-09

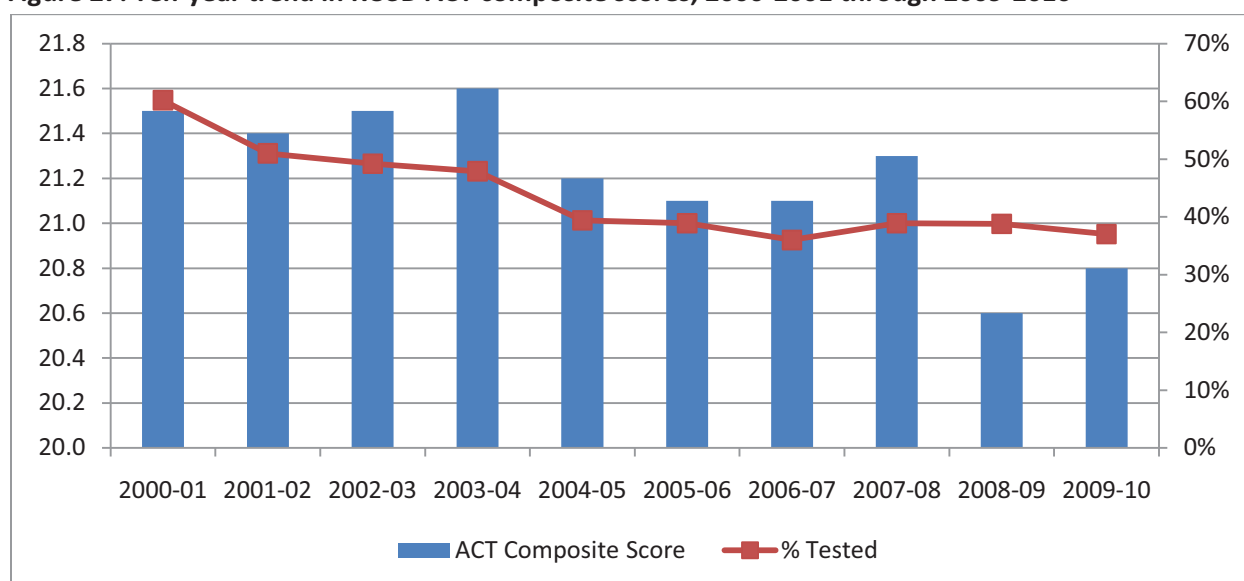
HS Completion	African American		Hispanic		White		Achievement Gap (percentage points)			
	% Regular Diplomas	Rank	% Regular Diplomas	Rank	% Regular Diplomas	Rank	Af. Am. vs. White	Rank	Hispanic vs. White	Rank
Madison	61.6%	2	69.9%	2	89.7%	1	28	1	20	1
Racine	57.6%	3	63.9%	3	82.9%	3	25	2	19	2
Kenosha	67.3%	1	75.2%	1	87.3%	2	20	3	12	3
Milwaukee	64.3%		68.7%		75.2%		11		6	
Wisconsin	66.4%		76.7%		93.4%		27		17	

Figure 26: Five-year trend in high school completion rates, 2004-05 through 2008-09



North Star Vision: Upon graduation, students should receive an ACT score that is at or above the state average ACT score, to indicate college readiness and little need for remedial classes in college. ACT targets are based on .2 score points of annual growth and two percentage points annual growth in the percent of students taking the exam.

A final measure of student achievement is performance on college admission tests such as the ACT. This year saw a slight drop in the percentage of RUSD high school seniors taking the exam, to 37%, as shown in **Figure 27**. However, the average composite score rebounded slightly, to 20.8 out of a possible 36. Over the past 10 years, the district has seen the percentage of students taking the exam drop from a high of 60%. The composite score has declined from 21.5 to 20.8.

Figure 27: Ten-year trend in RUSD ACT composite scores, 2000-2001 through 2009-2010

Conclusion

The Racine Unified School District serves a population that is generally less wealthy and less educated than those of its peer districts across the state. The district's enrollment demographics have changed considerably in recent years; most RUSD students are now from families with low incomes. In addition, the student population is now over half minority students.

These changes present considerable challenges to the district, which are clear when the district's academic performance is compared to its peers. However, test scores among RUSD students are showing improvement, not just in the annual snapshot picture provided by the state standardized tests, but also within cohorts of students as they progress over the years. In addition, the district attendance rate is up and the drop-out rate is down. The graduation rate, while low, appears to have halted its decline.

Unfortunately, there are still several sources of concern. One very troublesome finding is the continued large racial achievement gap in student performance and high school graduation. In addition, college-readiness among high school seniors has been on a steady decline, as measured both by ACT exam scores and by the percentage of students taking the exam. Finally, the average years experience among the teacher corps has decreased dramatically, causing RUSD's ranking on this measure to fall from the top to the bottom of its peers.

All these findings must be analyzed in the context of a district that has increased its tax levy per pupil 72% over the past decade, now spends more per pupil than the state average, and ranks high among its peers in teacher salary and benefit costs.

13th Annual Comparative Analysis of the Racine Unified School District

Appendix A – Definition of terms

This report is based on information supplied by school districts to the Wisconsin Department of Public Instruction (DPI). Enrollment and financial data, and WKCE scores are current as of 2009-2010. Other performance, attendance, and discipline data represent the 2008-09 school year.

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: ACT data are reported for the class of 2010. 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.

Expulsions: Expulsion is the permanent removal of a student from school. Expulsions are recorded in terms of students expelled as well as days lost due to expulsion. The expulsion rates were calculated by dividing the number of expelled students by the K4 through 12th grade enrollment of the school district.

4th, 8th and 10th grade Knowledge and Concepts Tests: These tests measure student knowledge in the areas of reading, language arts, mathematics, science and social studies. Prior to 2002-03, the scores are the national percentiles, which correspond to the raw scores. Since 2002-03, the tests are no longer normalized to a national standard.

3rd, 5th, 6th and 7th grade Knowledge and Concepts Tests: These tests measure student knowledge in the areas of reading and mathematics. The 2005-06 year was the first year in which Knowledge and Concept Examinations were administered to students in 3rd, 5th, 6th and 7th grades. As a result, historical comparisons beyond that date are not available for these grades.

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

Habitual Truancy: According to 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.

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

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

Measures of Academic Progress (MAP): The MAP test measures individual student growth in math and reading over the course of the student's K-12 school career. Students have individual growth targets, which are determined by national norms. RUSD provided aggregate MAP growth results for tests administered at all grade levels in the 2006-07 through 2009-2010 school years. See nwea.org for more information on the MAP exams.

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 of money property taxpayers were charged in December 2009 (for the 2009-10 academic year) for each \$1,000 of property value at full Market value.

Property value per pupil: Another measure of community wealth, this relates directly to Wisconsin's formula for calculating state aid to school districts. The numbers represent the tax base of the school district as measured by equalized taxable property values as of 2009-10. It is a reliable measurement for the purposes of comparing the property wealth of school districts.

Retention Rates: Retentions are students who, by local district policy, must either repeat a grade or need additional time to complete the prescribed program. The number of retentions is reported for all grades except pre-kindergarten. The retention rate is the number of retentions divided by the kindergarten through 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 2009. 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.
- Other—All expenses not included in the above categories, including community recreation programs, staff services, maintenance, utilities and other overhead functions.

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.

13th Annual Comparative Analysis of the Racine Unified School District

Appendix B – Peer district ranking tables

13th Annual Comparative Analysis of the Racine Unified School District

Appendix B – Peer district ranking tables

Table 10: Enrollment by race/ethnicity, 2009-10

Enrollment	Overall		Racial composition								
	2009-10	1-year change	White	African American	Asian	Hispanic	Indian	% African American	Rank	% Minority	Rank
Madison	24,628	0.5%	12,390	5,808	2,555	3,676	199	23.6%	2	49.7%	2
Kenosha	22,933	0.7%	13,741	3,816	447	4,831	98	16.6%	3	40.1%	4
Racine	21,276	0.5%	10,221	5,806	326	4,845	78	27.3%	1	52.0%	1
Green Bay	20,332	-1.2%	12,144	1,570	1,527	4,045	1,046	7.7%	4	40.3%	3
Appleton	15,081	-1.0%	11,676	587	1,687	1,008	123	3.9%	9	22.6%	7
Waukesha	13,909	7.1%	10,542	666	523	2,104	74	4.8%	6	24.2%	6
Eau Claire	10,806	0.7%	9,060	360	1,043	236	107	3.3%	10	16.2%	9
Janesville	10,456	-1.1%	8,587	677	236	910	46	6.5%	5	17.9%	8
Sheboygan	10,260	-0.7%	6,608	432	1,699	1,454	67	4.2%	7	35.6%	5
Oshkosh	10,213	-1.1%	8,772	401	644	330	66	3.9%	8	14.1%	10
Milwaukee	82,096	-3.8%	12,470	46,397	3,944	18,597	688	56.5%		84.8%	
Wisconsin	872,436	-0.1%	662,699	91,096	32,151	73,472	13,045	10.4%		24.0%	

Table 11: Enrollment by race/ethnicity and grade, 2009-10

Racine	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Asian	18	29	15	25	21	30	18	21	19	25	27	29	23	26	326
Black	324	421	415	403	422	412	390	371	412	404	403	448	427	554	5,806
Hispanic	289	418	394	408	396	403	364	354	345	297	287	297	270	323	4,845
Indian	5	9	4	3	11	5	4	10	4	1	5	1	7	9	78
White	654	667	698	675	667	676	700	719	678	690	750	760	841	1,046	10,221
Total	1,290	1,544	1,526	1,514	1,517	1,526	1,476	1,475	1,458	1,417	1,472	1,535	1,568	1,958	21,276
Kenosha	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Asian	20	36	23	30	33	40	29	38	34	38	32	31	34	29	447
Black	246	257	298	241	284	294	268	292	278	275	330	287	289	177	3,816
Hispanic	328	423	414	356	411	372	394	338	302	315	371	292	311	204	4,831
Indian	6	2	11	5	6	4	5	9	4	5	8	13	13	7	98
White	555	860	939	936	965	965	1,029	969	908	1,000	1,169	1,122	1,218	1,106	13,741
Total	1,155	1,578	1,685	1,568	1,699	1,675	1,725	1,646	1,526	1,633	1,910	1,745	1,865	1,523	22,933
Wisconsin	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Asian	1,673	2,449	2,344	2,273	2,376	2,296	2,189	2,130	2,203	2,300	2,435	2,381	2,560	2,542	32,151
Black	6,056	6,391	6,427	6,265	6,255	6,466	6,391	6,406	6,238	6,276	8,141	6,841	6,911	6,005	91,069
Hispanic	5,326	6,352	6,151	6,077	5,954	5,525	5,397	5,051	4,808	4,631	5,351	4,553	4,367	3,929	73,472
Indian	642	947	948	922	886	895	920	908	868	881	1,019	1,015	1,065	1,129	13,045
White	33,357	44,955	44,327	44,020	45,190	46,060	45,516	46,161	46,697	47,660	52,377	53,501	55,241	57,637	662,699
Total	47,054	61,094	60,197	59,557	60,661	61,242	60,413	60,656	60,814	61,748	69,323	68,291	70,144	71,242	872,436

Table 12: Educational options, 2009-10

	Private school enrollment	% of public enrollment	Rank	Charter school enrollment	% of public enrollment
Madison	4,440	18.0%	2	515	2.1%
Kenosha	2,820	12.3%	9	1,220	5.3%
Racine	3,737	17.6%	3	1,166	5.5%
21st Century Charter School				507	n/a
Green Bay	3,561	17.5%	4	0	0.0%
Appleton	2,971	19.7%	1	2,230	14.8%
Waukesha	2,386	17.2%	5	1,208	8.7%
Eau Claire	1,462	13.5%	7	348	3.2%
Janesville	1,220	11.7%	10	278	2.7%
Oshkosh	1,288	12.6%	8	1,606	15.7%
Sheboygan	1,470	14.3%	6	1,111	10.8%
Milwaukee	29,528	36.0%		10,385	12.6%
Non-MPS Charters				5,857	n/a
State of Wisconsin	126,812	14.5%		36,153	4.1%

Table 13: Operations revenue per pupil, 2009-10

Finances								
	Property tax	Rank	State aid	Rank	Federal aid	Rank	Operations revenue	Rank
Madison	\$8,641	1	\$3,151	10	\$890	5	\$13,050	1
Kenosha	\$3,193	8	\$6,989	5	\$1,079	3	\$11,472	6
Racine	\$3,367	5	\$7,206	3	\$1,195	2	\$11,881	3
Green Bay	\$3,059	9	\$7,162	4	\$1,366	1	\$11,726	5
Appleton	\$3,510	4	\$6,544	6	\$707	8	\$11,307	7
Waukesha	\$6,064	2	\$4,311	9	\$743	7	\$11,833	4
Eau Claire	\$4,271	3	\$6,097	8	\$513	10	\$11,224	8
Janesville	\$2,642	10	\$7,342	2	\$983	4	\$11,215	9
Oshkosh	\$3,302	6	\$6,542	7	\$702	9	\$10,767	10
Sheboygan	\$3,292	7	\$8,088	1	\$886	6	\$12,548	2
Milwaukee	\$3,318		\$8,206		\$2,531		\$14,332	
State of Wisconsin	\$4,527		\$6,021		\$918		\$11,980	

Table 14: Operations expenditures per pupil, 2009-10

<u>Finances</u>	Instructional						Total Operations Spending
	Instruction	Pupil Services	Staff Services	General Administration	Building Administration	Transportation	
Madison	\$7,750	\$866	\$789	\$108	\$797	\$423	\$12,813
Kenosha	\$7,478	\$646	\$712	\$60	\$611	\$301	\$11,377
Racine	\$7,353	\$665	\$662	\$103	\$507	\$418	\$11,578
Green Bay	\$7,179	\$597	\$793	\$130	\$741	\$364	\$11,404
Appleton	\$7,342	\$543	\$542	\$105	\$581	\$228	\$11,151
Waukesha	\$7,627	\$555	\$456	\$108	\$654	\$529	\$11,515
Eau Claire	\$6,374	\$427	\$453	\$76	\$527	\$479	\$10,906
Janesville	\$6,920	\$748	\$596	\$76	\$476	\$183	\$10,975
Oshkosh	\$6,892	\$571	\$407	\$44	\$477	\$294	\$10,613
Sheboygan	\$8,721	\$722	\$359	\$173	\$655	\$262	\$12,399
Milwaukee	\$7,280	\$780	\$1,053	\$329	\$636	\$686	\$13,326
State of Wisconsin	\$7,099	\$560	\$635	\$226	\$582	\$490	\$11,561

<u>Finances</u>	Instructional						Total Operations Spending
	Instruction	Pupil Services	Staff Services	General Administration	Building Administration	Transportation	
Madison	2	1	2	4	1	3	1
Kenosha	4	5	3	9	5	6	6
Racine	5	4	4	6	8	4	3
Green Bay	7	6	1	2	2	5	5
Appleton	6	9	6	5	6	9	7
Waukesha	3	8	7	3	4	1	4
Eau Claire	10	10	8	8	7	2	9
Janesville	8	2	5	7	10	10	8
Oshkosh	9	7	9	10	9	7	10
Sheboygan	1	3	10	1	3	8	2

Table 15: Average teacher compensation, 2009-10

<u>Staffing</u>	Average Salary		Average Fringe		Total Compensation	
	Average Salary	Rank	Average Fringe	Rank	Total Compensation	Rank
Madison	\$52,022	6	\$23,536	9	\$75,558	7
Kenosha	n/a	n/a	\$29,979	2	n/a	n/a
Racine	\$53,288	4	\$35,165	1	\$88,453	2
Green Bay	\$51,355	8	\$26,410	6	\$77,765	6
Appleton	\$58,716	3	\$28,504	4	\$87,220	3
Waukesha	\$63,314	1	\$29,588	3	\$92,902	1
Eau Claire	\$52,356	5	\$27,842	5	\$80,198	5
Janesville	\$51,934	7	\$22,094	10	\$74,028	9
Oshkosh	\$50,426	9	\$24,630	8	\$75,056	8
Sheboygan	\$60,436	2	\$24,813	7	\$85,249	4
Milwaukee	\$56,095		\$30,202		\$86,297	

Table 16: Average teacher experience, 2009-10

<u>Staffing</u>	Average Local Experience		Average Total Experience	
	Experience	Rank	Experience	Rank
Madison	11.86	7	14.21	5
Kenosha	12.22	5	13.16	8
Racine	10.52	9	12.32	10
Green Bay	12.05	6	14.67	4
Appleton	13.55	2	16.32	2
Waukesha	15.13	1	16.78	1
Eau Claire	13.24	4	16.06	3
Janesville	11.37	8	13.67	6
Oshkosh	10.38	10	12.42	9
Sheboygan	13.25	3	13.25	7
Milwaukee	11.41		11.82	

Table 17: Attendance, truancy, and dropout rate, 2008-09

<u>Engagement</u>	Attendance		Habitual Truancy			High School Dropouts		
	Rate	Rank	Truants	Percent	Rank	Dropouts	Percent	Rank
Madison	95.6%	3	1,784	7.4%	6	274	2.4%	4
Kenosha	93.4%	9	4,248	19.5%	1	259	2.5%	3
Racine	93.4%	9	2,894	14.5%	4	370	3.9%	1
Green Bay	94.1%	8	3,121	16.2%	2	361	3.9%	1
Appleton	96.0%	2	758	5.0%	8	107	1.5%	7
Waukesha	95.2%	4	72	0.6%	10	18	0.4%	10
Eau Claire	94.7%	6	1,058	10.5%	5	55	1.1%	9
Janesville	94.6%	7	1,512	15.2%	3	115	2.3%	5
Oshkosh	95.2%	4	472	4.9%	9	94	2.0%	6
Sheboygan	96.1%	1	504	5.2%	7	65	1.4%	8
Milwaukee	87.9%		36,852	47.3%		2,412	6.5%	
State of Wisconsin	94.4%		77,992	9.4%		6,678	1.6%	

Table 18: Suspensions and expulsions, 2008-09

<u>Behavior</u>	Suspensions			Expulsions		
	Students	Percent	Rank	Students	Percent	Rank
Madison	1,998	8.2%	8	24	0.31%	8
Kenosha	2,582	11.3%	9	45	0.20%	6
Racine	2,884	13.6%	10	127	0.60%	10
Green Bay	1,370	6.7%	7	0	0.00%	1
Appleton	305	6.0%	6	17	0.11%	3
Waukesha	187	1.4%	1	37	0.28%	7
Eau Claire	373	3.5%	3	12	0.11%	3
Janesville	618	5.9%	5	35	0.33%	9
Oshkosh	411	4.0%	4	15	0.15%	5
Sheboygan	197	1.9%	2	0	0.00%	1
Milwaukee	24,925	29.2%		252	0.30%	
State of Wisconsin	55,955	6.4%		1,278	0.15%	

Table 19: 3rd grade WKCE reading and math scores, 2009-10

<u>Performance</u>	3rd grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	8.2%	18.4%	29.9%	42.1%	8	20.9%	8.8%	29.6%	39.3%	9
Kenosha	4.7%	19.2%	37.1%	37.8%	7	14.7%	9.9%	39.2%	34.9%	7
Racine	7.5%	23.3%	39.0%	28.5%	10	27.0%	12.3%	39.0%	20.8%	10
Green Bay	5.2%	16.3%	35.3%	33.9%	9	15.6%	8.4%	39.5%	35.3%	4
Appleton	3.5%	14.9%	33.8%	45.5%	3	14.8%	8.4%	39.9%	34.6%	5
Waukesha	3.1%	14.8%	35.4%	43.9%	3	16.2%	8.4%	34.4%	40.1%	5
Eau Claire	3.8%	12.6%	38.5%	43.9%	1	13.0%	7.0%	38.7%	39.9%	2
Janesville	6.4%	15.7%	33.4%	41.8%	6	15.9%	8.5%	34.8%	37.2%	8
Oshkosh	4.2%	12.3%	39.6%	41.8%	2	8.7%	7.0%	41.4%	41.2%	1
Sheboygan	3.9%	14.5%	37.9%	39.3%	5	10.1%	8.2%	40.0%	38.2%	3
Milwaukee	11.2%	27.6%	38.6%	20.0%		33.5%	12.8%	36.8%	14.3%	
State of Wisconsin	4.9%	14.9%	35.6%	42.7%		14.6%	8.5%	38.2%	37.2%	

Table 20: 4th grade WKCE reading and math scores, 2009-10

<u>Performance</u>	4th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	8.6%	17.4%	30.7%	41.7%	9	14.9%	7.9%	34.4%	41.2%	9
Kenosha	4.6%	12.8%	43.0%	38.8%	6	10.7%	8.7%	41.0%	38.9%	5
Racine	7.1%	19.6%	40.9%	29.8%	10	18.6%	13.1%	44.1%	22.4%	10
Green Bay	6.9%	16.1%	37.9%	35.0%	8	13.6%	8.6%	40.6%	36.2%	8
Appleton	3.5%	11.7%	35.9%	46.9%	3	9.0%	6.4%	37.0%	45.7%	4
Waukesha	4.2%	12.5%	38.7%	42.2%	7	12.4%	7.6%	44.9%	33.7%	7
Eau Claire	4.7%	8.7%	35.9%	49.1%	1	7.4%	6.6%	42.1%	42.4%	2
Janesville	3.6%	13.4%	42.5%	39.6%	5	11.6%	8.3%	42.5%	36.8%	6
Oshkosh	3.6%	10.7%	42.1%	41.9%	2	5.4%	6.5%	42.6%	43.9%	1
Sheboygan	2.8%	11.9%	44.6%	37.6%	4	8.2%	6.1%	41.6%	41.5%	3
Milwaukee	12.2%	25.2%	41.7%	18.2%		27.6%	13.6%	37.8%	18.9%	
State of Wisconsin	4.9%	12.9%	37.9%	42.6%		10.8%	8.1%	39.3%	40.2%	

Table 21: 5th grade WKCE reading and math scores, 2009-10

<u>Performance</u>	5th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	9.1%	15.7%	35.9%	37.8%	8	17.2%	9.5%	29.6%	42.2%	9
Kenosha	6.3%	14.7%	45.7%	32.5%	7	11.3%	8.0%	34.5%	45.5%	5
Racine	8.3%	18.7%	43.1%	27.6%	10	21.0%	11.9%	32.3%	32.4%	10
Green Bay	7.3%	16.0%	39.8%	32.2%	9	14.7%	8.5%	33.5%	42.4%	7
Appleton	4.0%	11.1%	37.5%	45.6%	2	9.3%	8.6%	33.9%	46.5%	4
Waukesha	3.8%	12.6%	42.5%	39.4%	3	12.5%	11.0%	36.0%	39.3%	8
Eau Claire	4.2%	10.0%	38.5%	45.1%	1	10.0%	6.6%	33.7%	47.5%	3
Janesville	5.0%	14.1%	43.6%	35.5%	6	12.5%	6.3%	31.6%	47.8%	6
Oshkosh	4.1%	12.6%	43.5%	35.9%	5	9.2%	5.1%	28.1%	53.7%	2
Sheboygan	4.4%	14.7%	47.9%	31.8%	4	8.4%	7.0%	32.5%	51.0%	1
Milwaukee	13.9%	26.3%	41.8%	14.9%		29.7%	13.7%	31.6%	21.6%	
State of Wisconsin	5.2%	13.8%	42.1%	37.2%		12.9%	8.4%	32.4%	44.9%	

Table 22: 6th grade WKCE reading and math scores, 2009-10

<u>Performance</u>	6th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	9.1%	12.7%	34.8%	41.4%	10	16.6%	10.1%	35.4%	35.8%	9
Kenosha	4.9%	11.3%	41.8%	41.1%	5	8.8%	9.8%	43.2%	37.4%	4
Racine	5.3%	14.9%	42.6%	34.9%	8	17.0%	15.9%	41.1%	23.7%	10
Green Bay	6.6%	13.7%	39.5%	37.1%	9	13.1%	10.9%	36.2%	38.6%	8
Appleton	3.2%	6.5%	33.1%	56.1%	1	7.5%	7.9%	44.7%	38.8%	2
Waukesha	2.6%	8.0%	39.4%	48.8%	2	8.8%	8.7%	39.7%	41.9%	3
Eau Claire	3.9%	9.0%	34.8%	50.2%	4	11.6%	9.8%	35.6%	41.2%	7
Janesville	5.0%	10.6%	38.3%	44.4%	6	10.1%	8.3%	40.5%	39.3%	6
Oshkosh	3.4%	8.2%	40.5%	45.2%	3	6.2%	6.7%	32.3%	52.2%	1
Sheboygan	3.4%	11.8%	40.6%	39.8%	7	6.9%	9.6%	37.1%	42.9%	5
Milwaukee	14.7%	21.9%	43.2%	17.0%		28.6%	18.5%	36.6%	18.2%	
State of Wisconsin	4.8%	10.1%	38.8%	44.7%		11.1%	10.3%	40.6%	36.6%	

Table 23: 7th grade WKCE reading and math scores, 2009-10

<u>Performance</u>	7th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	7.0%	9.3%	31.7%	51.0%	8	12.0%	10.6%	38.0%	38.3%	9
Kenosha	3.7%	9.4%	39.1%	46.3%	6	6.8%	9.7%	44.3%	37.6%	7
Racine	5.4%	13.9%	45.2%	33.7%	10	12.3%	18.4%	45.7%	22.2%	10
Green Bay	6.5%	10.3%	38.1%	41.4%	9	7.1%	10.6%	37.8%	42.8%	8
Appleton	3.3%	6.5%	32.0%	56.3%	3	6.5%	9.2%	41.8%	40.6%	6
Waukesha	4.3%	7.5%	34.6%	52.5%	5	7.5%	8.1%	46.4%	37.0%	5
Eau Claire	2.4%	5.4%	33.9%	56.5%	1	5.0%	9.6%	52.7%	30.9%	4
Janesville	3.5%	7.2%	37.8%	49.9%	4	5.7%	8.7%	42.7%	41.4%	3
Oshkosh	2.3%	6.4%	37.3%	51.2%	2	3.9%	6.8%	38.0%	48.5%	1
Sheboygan	4.3%	8.5%	41.3%	43.0%	7	3.9%	8.7%	39.5%	46.3%	2
Milwaukee	15.5%	18.5%	44.3%	18.5%		23.8%	20.2%	42.8%	9.9%	
State of Wisconsin	4.7%	8.3%	36.7%	48.7%		8.0%	10.4%	44.2%	35.9%	

Table 24: 8th grade WKCE reading and math scores, 2009-10

<u>Performance</u>	8th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	7.1%	10.7%	37.0%	43.5%	7	9.5%	11.1%	42.4%	35.3%	7
Kenosha	4.9%	9.9%	45.4%	38.7%	4	8.2%	10.3%	50.7%	29.3%	4
Racine	9.4%	13.1%	46.1%	29.0%	10	16.8%	21.2%	44.1%	16.4%	10
Green Bay	6.3%	10.9%	42.9%	36.6%	8	8.5%	13.3%	40.6%	36.2%	8
Appleton	4.6%	7.7%	42.2%	44.5%	2	6.7%	13.0%	44.9%	34.3%	6
Waukesha	4.1%	10.8%	45.1%	37.9%	6	7.3%	11.2%	52.5%	27.6%	3
Eau Claire	2.5%	7.6%	40.0%	47.4%	1	5.5%	8.5%	53.3%	30.2%	2
Janesville	4.9%	9.7%	46.4%	36.8%	5	8.2%	14.0%	53.3%	22.3%	9
Oshkosh	4.2%	7.5%	44.9%	41.2%	3	4.2%	7.8%	48.5%	37.3%	1
Sheboygan	4.3%	11.6%	41.3%	36.5%	9	6.3%	9.9%	49.5%	29.9%	5
Milwaukee	14.9%	19.7%	46.1%	16.3%		23.5%	23.1%	41.4%	8.8%	
State of Wisconsin	5.4%	9.8%	43.3%	39.8%		8.5%	12.7%	48.1%	29.1%	

Table 25: 10th grade WKCE reading and math scores, 2009-10

<u>Performance</u>	10th grade scores									
	Reading					Math				
	Minimum	Basic	Proficient	Advanced	Rank	Minimum	Basic	Proficient	Advanced	Rank
Madison	11.3%	14.5%	23.9%	48.1%	8	18.0%	12.7%	38.5%	28.5%	8
Kenosha	10.2%	17.0%	30.7%	39.9%	9	18.2%	19.7%	43.8%	15.9%	9
Racine	16.1%	21.7%	28.7%	29.0%	10	30.3%	18.8%	37.8%	9.1%	10
Green Bay	9.7%	13.8%	28.9%	45.0%	6	15.4%	13.7%	46.8%	23.0%	7
Appleton	6.8%	12.6%	27.8%	51.0%	5	10.2%	11.1%	48.6%	28.2%	3
Waukesha	6.1%	12.3%	29.5%	50.7%	4	12.3%	13.0%	51.0%	22.5%	4
Eau Claire	6.3%	10.1%	27.8%	53.5%	3	11.2%	9.1%	47.7%	29.6%	2
Janesville	4.8%	11.6%	29.7%	52.3%	2	12.0%	15.0%	52.9%	18.6%	6
Oshkosh	5.9%	8.9%	27.4%	55.0%	1	6.0%	6.8%	46.2%	37.8%	1
Sheboygan	8.5%	15.7%	30.3%	42.5%	7	9.5%	14.2%	48.8%	24.3%	5
Milwaukee	29.4%	25.0%	25.1%	15.3%		44.3%	21.2%	26.1%	2.9%	
State of Wisconsin	8.8%	13.4%	28.9%	46.6%		14.6%	14.1%	47.1%	22.0%	

Table 26: High school completion, 2008-09

<u>Graduation</u>	Total expected to complete high school			
	Regular diplomas	% Regular diplomas	Rank	
Madison	2,053	1,673	81.5%	8
Kenosha	1,798	1,481	82.4%	7
Racine	1,679	1,249	74.4%	10
Green Bay	1,757	1,381	78.6%	9
Appleton	1,271	1,159	91.2%	3
Waukesha	1,220	1,172	96.1%	1
Eau Claire	913	840	92.0%	2
Janesville	953	805	84.5%	6
Oshkosh	914	825	90.3%	5
Sheboygan	851	772	90.7%	4
Milwaukee	7,066	4,748	67.2%	
State of Wisconsin	73,190	65,432	89.4%	

Table 27: Advanced placement (AP) exams, 2008-09

Performance	Exams taken	Exams passed	% exams passed	Passed as a % of enrollment	Rank
Madison	1292	1117	86.5%	14.6%	3
Kenosha	902	504	55.9%	7.2%	7
Racine AP	465	190	40.9%	2.9%	
Racine IB	154	99	64.3%	1.5%	
Racine total AP & IB	619	289	52.6%	4.4%	10
Green Bay	837	607	72.3%	9.8%	5
Appleton	999	700	70.1%	13.8%	4
Waukesha	1104	809	73.3%	17.2%	1
Eau Claire	742	552	74.4%	16.4%	2
Janesville	481	263	54.7%	7.4%	6
Oshkosh	285	213	74.7%	6.3%	8
Sheboygan	263	175	66.5%	5.4%	9
Milwaukee	1,320	307	23.3%	1.2%	
State of Wisconsin	39,785	27,014	67.9%	9.5%	

Table 28: ACT scores, 2009-10

Performance	ACT test scores						Rank
	Percent tested	Reading	English	Math	Science	Composite	
Madison	56.6%	24.3	23.5	24.3	23.6	24.0	1
Kenosha	63.6%	21.7	20.9	21.0	21.4	21.4	9
Racine	38.8%	21.0	19.6	20.3	20.7	20.6	10
Green Bay	48.9%	22.1	21.0	22.9	22.5	22.2	6
Appleton	60.0%	23.9	22.5	23.4	23.3	23.4	2
Waukesha	62.0%	23.2	22.4	22.3	22.7	22.8	3
Eau Claire	50.7%	22.9	22.1	22.1	22.9	22.6	5
Janesville	58.2%	22.6	21.2	21.1	21.9	21.9	7
Oshkosh	56.2%	23.0	21.5	23.0	22.9	22.7	4
Sheboygan	48.8%	21.7	20.4	22.3	22.0	21.7	8
Milwaukee	49.0%	17.5	16.2	16.9	17.8	17.2	
Wisconsin	57.2%	22.5	21.5	22.1	22.3	22.2	

Case**Racine School Report**

High

October 2010

Principal: Stephanie Phernetton**Total Enrollment by Year**

2009-2010:	1,984
2008-2009:	1,992
2007-2008:	2,020
2006-2007:	1,976
2005-2006:	1,966
2004-2005:	2,053
2003-2004:	1,954
2002-2003:	1,942
2001-2002:	1,904
2000-2001:	1,838

Attendance

Attendance Rate:	92.0%
Pupils Expelled:	22
Habitual Truants:	479
Truancy Rate:	24.0%
Pupils Suspended:	389
Suspension Rate:	19.5%
Dropouts:	121
Dropout Rate:	5.8%
Graduation Rate:	73.6%

**Enrollment
Demographics**

Asian:	39
African American:	613
Hispanic:	340
Indian:	9
White:	983
% African American:	30.3%
% Minority:	51.3%
Free Lunch Eligible:	49.0%

Standardized Tests

<u>10th</u>	<u>At/Above Proficient</u>
Reading:	61.6%
Language:	49.4%
Math:	49.4%
Science:	49.6%
Social Studies:	58.3%
<u>ACT</u>	Percent Tested: 40.9%
English:	20.2
Math:	20.6
Reading:	21.3
Science:	21.3
Composite:	21.0

Note: Blank cells are not applicable.

Horlick**Racine School Report**

High

October 2010

Principal: Angela Apmann**Total Enrollment by Year**

2009-2010:	2,093
2008-2009:	2,059
2007-2008:	2,168
2006-2007:	2,207
2005-2006:	2,166
2004-2005:	2,154
2003-2004:	2,163
2002-2003:	2,175
2001-2002:	2,094
2000-2001:	1,930

Attendance

Attendance Rate:	90.6%
Pupils Expelled:	26
Habitual Truants:	596
Truancy Rate:	28.9%
Pupils Suspended:	414
Suspension Rate:	20.1%
Dropouts:	138
Dropout Rate:	6.3%
Graduation Rate:	71.3%

**Enrollment
Demographics**

Asian:	26
African American:	543
Hispanic:	399
Indian:	7
White:	1,118
% African American:	25.0%
% Minority:	48.4%
Free Lunch Eligible:	50.8%

Standardized Tests

<u>10th</u>	<u>At/Above Proficient</u>
Reading:	53.9%
Language:	41.7%
Math:	43.5%
Science:	48.1%
Social Studies:	51.4%
<u>ACT</u>	Percent Tested: 38.2%
English:	19.5
Math:	20.7
Reading:	21.0
Science:	20.8
Composite:	20.6

Note: Blank cells are not applicable.

Park**Racine School Report**

High

October 2010

Principal: Dan Thielen**Total Enrollment by Year**

2009-2010:	2,034
2008-2009:	2,168
2007-2008:	2,275
2006-2007:	2,324
2005-2006:	2,305
2004-2005:	2,287
2003-2004:	2,224
2002-2003:	2,252
2001-2002:	2,210
2000-2001:	2,146

Attendance

Attendance Rate:	92.4%
Pupils Expelled:	22
Habitual Truants:	635
Truancy Rate:	29.3%
Pupils Suspended:	296
Suspension Rate:	13.7%
Dropouts:	108
Dropout Rate:	4.9%
Graduation Rate:	74.0%

**Enrollment
Demographics**

Asian:	21
African American:	620
Hispanic:	374
Indian:	5
White:	1,014
% African American:	27.3%
% Minority:	55.4%
Free Lunch Eligible:	50.8%

Standardized Tests

<u>10th</u>	<u>At/Above Proficient</u>
Reading:	54.1%
Language:	43.3%
Math:	43.5%
Science:	45.6%
Social Studies:	57.2%
<u>ACT</u>	Percent Tested: 31.3%
English:	18.5
Math:	19.2
Reading:	20.3
Science:	19.9
Composite:	19.6

Note: Blank cells are not applicable.

Walden III**Racine School Report**

High

October 2010

Principal: Robert Holzem**Total Enrollment by Year**

2009-2010:	299
2008-2009:	298
2007-2008:	290
2006-2007:	287
2005-2006:	284
2004-2005:	281
2003-2004:	269
2002-2003:	226
2001-2002:	206
2000-2001:	263

Attendance

Attendance Rate:	94.5%
Pupils Expelled:	4
Habitual Truants:	0
Truancy Rate:	0.0%
Pupils Suspended:	7
Suspension Rate:	2.3%
Dropouts:	0
Dropout Rate:	0.0%
Graduation Rate:	100.0%

**Enrollment
Demographics**

Asian:	11
African American:	34
Hispanic:	53
Indian:	1
White:	200
% African American:	11.7%
% Minority:	31.0%
Free Lunch Eligible:	29.8%

Standardized Tests

	<u>At/Above Proficient</u>
<u>10th</u>	
Reading:	90.1%
Language:	80.3%
Math:	85.9%
Science:	87.3%
Social Studies:	91.5%
<u>ACT</u>	
Percent Tested:	78.5%
English:	22.3
Math:	21.6
Reading:	23.8
Science:	22.2
Composite:	22.6

Note: Blank cells are not applicable.

The REAL School

Middle & High

Racine School Report

October 2010

Principal: Robert Holzem

Total Enrollment by Year

2009-2010:	296
2008-2009:	234
2007-2008:	242
2006-2007:	220
2005-2006:	220
2004-2005:	195
2003-2004:	200
2002-2003:	208
2001-2002:	126
2000-2001:	

Attendance

Attendance Rate:	93.2%
Pupils Expelled:	0
Habitual Truants:	5
Truancy Rate:	2.1%
Pupils Suspended:	17
Suspension Rate:	7.3%
Dropouts:	1
Dropout Rate:	0.5%
Graduation Rate:	97.2%

Enrollment Demographics

Asian:	11
African American:	56
Hispanic:	46
Indian:	0
White:	183
% African American:	23.1%
% Minority:	24.4%
Free Lunch Eligible:	35.1%

Standardized Tests

<u>6th</u>	<u>At/Above Proficient</u>
Reading:	85.7%
Math:	83.9%

<u>7th</u>	<u>At/Above Proficient</u>
Reading:	95.0%
Math:	100.0%

<u>8th</u>	<u>At/Above Proficient</u>
Reading:	91.1%
Language:	71.1%
Math:	64.4%
Science:	82.2%
Social Studies:	86.7%

<u>10th</u>	<u>At/Above Proficient</u>
Reading:	93.9%
Language:	81.8%
Math:	78.8%
Science:	81.8%
Social Studies:	97.0%

<u>ACT</u>	Percent Tested:	83.3%
	English:	19.5
	Math:	19.3
	Reading:	20.1
	Science:	20.0
	Composite:	19.9

Note: Blank cells are not applicable.

Gilmore

Middle

*Racine School Report**October 2010***Principal:** Kevin Brown**Total Enrollment by Year**

2009-2010:	799
2008-2009:	749
2007-2008:	756
2006-2007:	752
2005-2006:	787
2004-2005:	824
2003-2004:	919
2002-2003:	979
2001-2002:	972
2000-2001:	962

**Enrollment
Demographics**

Asian:	8
African American:	276
Hispanic:	206
Indian:	3
White:	306
% African American:	36.5%
% Minority:	59.5%
Free Lunch Eligible:	69.0%

Attendance

Attendance Rate:	93.2%
Pupils Expelled:	5
Habitual Truants:	38
Truancy Rate:	5.1%
Pupils Suspended:	272
Suspension Rate:	36.3%
Dropouts:	1
Dropout Rate:	0.2%

Standardized Tests**6th**

	<u>At/Above Proficient</u>
Reading:	76.7%
Math:	63.2%

7th

	<u>At/Above Proficient</u>
Reading:	74.4%
Math:	64.0%

8th

	<u>At/Above Proficient</u>
Reading:	72.9%
Language:	32.6%
Math:	49.3%
Science:	44.3%
Social Studies:	50.2%

Note: Blank cells are not applicable.

Jerstad-Agerholm

Middle

*Racine School Report**October 2010***Principal:** Cheri Kulland**Total Enrollment by Year**

2009-2010:	789
2008-2009:	784
2007-2008:	761
2006-2007:	772
2005-2006:	785
2004-2005:	810
2003-2004:	820
2002-2003:	760
2001-2002:	761
2000-2001:	434

**Enrollment
Demographics**

Asian:	11
African American:	172
Hispanic:	139
Indian:	5
White:	462
% African American:	22.6%
% Minority:	39.3%
Free Lunch Eligible:	54.8%

Attendance

Attendance Rate:	93.4%
Pupils Expelled:	9
Habitual Truants:	20
Truancy Rate:	2.6%
Pupils Suspended:	157
Suspension Rate:	20.0%
Dropouts:	0
Dropout Rate:	0.0%

Standardized Tests**6th**

	<u>At/Above Proficient</u>
Reading:	75.5%
Math:	62.4%

7th

	<u>At/Above Proficient</u>
Reading:	78.4%
Math:	74.4%

8th

	<u>At/Above Proficient</u>
Reading:	74.1%
Language:	49.1%
Math:	61.4%
Science:	64.5%
Social Studies:	67.7%

Note: Blank cells are not applicable.

McKinley

Middle

Racine School Report

October 2010

Principal: Ann Yehle**Total Enrollment by Year**

2009-2010:	870
2008-2009:	857
2007-2008:	809
2006-2007:	791
2005-2006:	824
2004-2005:	911
2003-2004:	988
2002-2003:	1,022
2001-2002:	1,020
2000-2001:	998

**Enrollment
Demographics**

Asian:	10
African American:	239
Hispanic:	181
Indian:	3
White:	437
% African American:	29.5%
% Minority:	46.0%
Free Lunch Eligible:	52.4%

Attendance

Attendance Rate:	93.8%
Pupils Expelled:	9
Habitual Truants:	87
Truancy Rate:	10.2%
Pupils Suspended:	220
Suspension Rate:	25.7%
Dropouts:	0
Dropout Rate:	0.0%

Standardized Tests**6th**

	<u>At/Above Proficient</u>
Reading:	79.8%
Math:	69.0%

7th

	<u>At/Above Proficient</u>
Reading:	81.5%
Math:	70.5%

8th

	<u>At/Above Proficient</u>
Reading:	73.6%
Language:	57.4%
Math:	65.3%
Science:	66.5%
Social Studies:	69.8%

Note: Blank cells are not applicable.

Mitchell

Middle

Racine School Report

October 2010

Principal: Leslie Jensen**Total Enrollment by Year**

2009-2010:	698
2008-2009:	730
2007-2008:	746
2006-2007:	916
2005-2006:	891
2004-2005:	935
2003-2004:	981
2002-2003:	1,017
2001-2002:	915
2000-2001:	913

**Enrollment
Demographics**

Asian:	13
African American:	179
Hispanic:	211
Indian:	3
White:	292
% African American:	24.0%
% Minority:	60.9%
Free Lunch Eligible:	61.9%

Attendance

Attendance Rate:	93.6%
Pupils Expelled:	14
Habitual Truants:	84
Truancy Rate:	11.5%
Pupils Suspended:	154
Suspension Rate:	21.1%
Dropouts:	0
Dropout Rate:	0.0%

Standardized Tests**6th**

	<u>At/Above Proficient</u>
Reading:	75.4%
Math:	57.1%

7th

	<u>At/Above Proficient</u>
Reading:	80.8%
Math:	64.5%

8th

	<u>At/Above Proficient</u>
Reading:	77.2%
Language:	49.7%
Math:	67.8%
Science:	59.1%
Social Studies:	62.6%

Note: Blank cells are not applicable.

Starbuck

Middle

Racine School Report

October 2010

Principal: Sandy Johannsen Brand**Total Enrollment by Year**

2009-2010:	796
2008-2009:	754
2007-2008:	799
2006-2007:	743
2005-2006:	847
2004-2005:	839
2003-2004:	830
2002-2003:	864
2001-2002:	828
2000-2001:	837

**Enrollment
Demographics**

Asian:	11
African American:	266
Hispanic:	176
Indian:	1
White:	342
% African American:	33.3%
% Minority:	57.2%
Free Lunch Eligible:	69.7%

Attendance

Attendance Rate:	93.7%
Pupils Expelled:	5
Habitual Truants:	96
Truancy Rate:	12.7%
Pupils Suspended:	168
Suspension Rate:	22.3%
Dropouts:	1
Dropout Rate:	0.2%

Standardized Tests**6th**

	<u>At/Above Proficient</u>
Reading:	71.2%
Math:	56.7%

7th

	<u>At/Above Proficient</u>
Reading:	76.8%
Math:	61.0%

8th

	<u>At/Above Proficient</u>
Reading:	75.2%
Language:	50.5%
Math:	58.1%
Science:	63.3%
Social Studies:	59.0%

Note: Blank cells are not applicable.

Walden III

Middle

Racine School Report

October 2010

Principal: Robert Holzem

Total Enrollment by Year

2009-2010:	225
2008-2009:	226
2007-2008:	224
2006-2007:	224
2005-2006:	220
2004-2005:	223
2003-2004:	220
2002-2003:	214
2001-2002:	209
2000-2001:	209

Enrollment Demographics

Asian:	9
African American:	21
Hispanic:	48
Indian:	0
White:	147
% African American:	9.4%
% Minority:	34.4%
Free Lunch Eligible:	33.3%

Attendance

Attendance Rate:	96.4%
Pupils Expelled:	0
Habitual Truants:	6
Truancy Rate:	2.7%
Pupils Suspended:	5
Suspension Rate:	2.2%
Dropouts:	0
Dropout Rate:	0.0%

Standardized Tests

6th

	<u>At/Above Proficient</u>
Reading:	98.6%
Math:	98.6%

7th

	<u>At/Above Proficient</u>
Reading:	94.5%
Math:	93.2%

8th

	<u>At/Above Proficient</u>
Reading:	95.8%
Language:	79.2%
Math:	95.8%
Science:	97.2%
Social Studies:	94.4%

Note: Blank cells are not applicable.

Bull Fine Arts**Racine School Report**

Grade

October 2010

Principal: Doug Clum**Total Enrollment by Year**

2009-2010:	301
2008-2009:	304
2007-2008:	309
2006-2007:	305
2005-2006:	336
2004-2005:	329
2003-2004:	325
2002-2003:	306
2001-2002:	309
2000-2001:	325

**Enrollment
Demographics**

Asian:	9
African American:	73
Hispanic:	48
Indian:	4
White:	167
% African American:	23.6%
% Minority:	46.0%
Free Lunch Eligible:	37.5%

Attendance

Attendance Rate:	96.0%
Pupils Expelled:	0
Habitual Truants:	0
Truancy Rate:	0.0%
Pupils Suspended:	1
Suspension Rate:	0.3%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	73.3%
Math:	66.7%

4th

	<u>At/Above Proficient</u>
Reading:	87.2%
Language:	87.2%
Math:	80.9%
Science:	85.1%
Social Studies:	91.5%

5th

	<u>At/Above Proficient</u>
Reading:	91.1%
Math:	91.1%

Note: Blank cells are not applicable.

Dr. Jones**Racine School Report**

Grade

October 2010

Principal: Sharon Campbell**Total Enrollment by Year**

2009-2010:	475
2008-2009:	476
2007-2008:	490
2006-2007:	482
2005-2006:	461
2004-2005:	465
2003-2004:	461
2002-2003:	458
2001-2002:	456
2000-2001:	454

**Enrollment
Demographics**

Asian:	10
African American:	77
Hispanic:	169
Indian:	0
White:	219
% African American:	15.7%
% Minority:	55.3%
Free Lunch Eligible:	55.2%

Attendance

Attendance Rate:	94.4%
Pupils Expelled:	0
Habitual Truants:	28
Truancy Rate:	6.6%
Pupils Suspended:	9
Suspension Rate:	1.9%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	63.6%
Math:	56.4%

4th

	<u>At/Above Proficient</u>
Reading:	68.3%
Language:	66.7%
Math:	65.0%
Science:	71.7%
Social Studies:	86.7%

5th

	<u>At/Above Proficient</u>
Reading:	61.7%
Math:	60.0%

Note: Blank cells are not applicable.

Fratt**Racine School Report**

Grade

October 2010

Principal: James Haas**Total Enrollment by Year**

2009-2010:	524
2008-2009:	536
2007-2008:	541
2006-2007:	536
2005-2006:	532
2004-2005:	533
2003-2004:	543
2002-2003:	576
2001-2002:	600
2000-2001:	589

**Enrollment
Demographics**

Asian:	2
African American:	135
Hispanic:	219
Indian:	0
White:	168
% African American:	25.0%
% Minority:	68.9%
Free Lunch Eligible:	76.0%

Attendance

Attendance Rate:	94.1%
Pupils Expelled:	0
Habitual Truants:	52
Truancy Rate:	9.7%
Pupils Suspended:	59
Suspension Rate:	11.0%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	77.0%
Math:	65.6%

4th

	<u>At/Above Proficient</u>
Reading:	69.0%
Language:	54.0%
Math:	62.1%
Science:	62.1%
Social Studies:	85.1%

5th

	<u>At/Above Proficient</u>
Reading:	65.6%
Math:	54.1%

Note: Blank cells are not applicable.

Giese**Racine School Report**

Grade

October 2010

Principal: Anne Swanson**Total Enrollment by Year**

2009-2010:	383
2008-2009:	346
2007-2008:	305
2006-2007:	314
2005-2006:	341
2004-2005:	341
2003-2004:	341
2002-2003:	363
2001-2002:	410
2000-2001:	420

**Enrollment
Demographics**

Asian:	6
African American:	186
Hispanic:	73
Indian:	3
White:	115
% African American:	61.0%
% Minority:	62.3%
Free Lunch Eligible:	78.5%

Attendance

Attendance Rate:	94.0%
Pupils Expelled:	0
Habitual Truants:	58
Truancy Rate:	19.0%
Pupils Suspended:	12
Suspension Rate:	3.5%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	62.2%
Math:	35.6%

4th

	<u>At/Above Proficient</u>
Reading:	74.2%
Language:	71.0%
Math:	80.6%
Science:	71.0%
Social Studies:	83.9%

5th

	<u>At/Above Proficient</u>
Reading:	51.3%
Math:	66.7%

Note: Blank cells are not applicable.

Gifford**Racine School Report**

Grade

October 2010

Principal: Steven Russo**Total Enrollment by Year**

2009-2010:	946
2008-2009:	961
2007-2008:	925
2006-2007:	858
2005-2006:	909
2004-2005:	837
2003-2004:	843
2002-2003:	832
2001-2002:	788
2000-2001:	792

**Enrollment
Demographics**

Asian:	19
African American:	71
Hispanic:	103
Indian:	3
White:	750
% African American:	7.7%
% Minority:	18.9%
Free Lunch Eligible:	23.2%

Attendance

Attendance Rate:	95.7%
Pupils Expelled:	0
Habitual Truants:	24
Truancy Rate:	2.7%
Pupils Suspended:	13
Suspension Rate:	1.4%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	93.6%
Math:	90.8%

4th

	<u>At/Above Proficient</u>
Reading:	89.7%
Language:	88.9%
Math:	87.3%
Science:	86.5%
Social Studies:	97.6%

5th

	<u>At/Above Proficient</u>
Reading:	96.6%
Math:	96.6%

Note: Blank cells are not applicable.

Goodland**Racine School Report**

Grade

October 2010

Principal: Billie Marie Novick**Total Enrollment by Year**

2009-2010:	348
2008-2009:	317
2007-2008:	390
2006-2007:	370
2005-2006:	321
2004-2005:	341
2003-2004:	352
2002-2003:	376
2001-2002:	385
2000-2001:	410

**Enrollment
Demographics**

Asian:	3
African American:	167
Hispanic:	67
Indian:	0
White:	111
% African American:	42.8%
% Minority:	71.5%
Free Lunch Eligible:	77.3%

Attendance

Attendance Rate:	93.3%
Pupils Expelled:	2
Habitual Truants:	40
Truancy Rate:	14.4%
Pupils Suspended:	30
Suspension Rate:	9.5%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	70.0%
Math:	60.0%

4th

	<u>At/Above Proficient</u>
Reading:	44.0%
Language:	24.0%
Math:	16.0%
Science:	32.0%
Social Studies:	64.0%

5th

	<u>At/Above Proficient</u>
Reading:	53.1%
Math:	50.0%

Note: Blank cells are not applicable.

Janes**Racine School Report**

Grade

October 2010

Principal: Deborah Coca**Total Enrollment by Year**

2009-2010:	407
2008-2009:	415
2007-2008:	421
2006-2007:	419
2005-2006:	403
2004-2005:	394
2003-2004:	384
2002-2003:	397
2001-2002:	392
2000-2001:	396

**Enrollment
Demographics**

Asian:	0
African American:	66
Hispanic:	295
Indian:	3
White:	43
% African American:	15.7%
% Minority:	89.8%
Free Lunch Eligible:	96.3%

Attendance

Attendance Rate:	95.8%
Pupils Expelled:	0
Habitual Truants:	45
Truancy Rate:	11.8%
Pupils Suspended:	20
Suspension Rate:	4.8%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	52.3%
Math:	52.3%

4th

	<u>At/Above Proficient</u>
Reading:	47.5%
Language:	61.0%
Math:	62.7%
Science:	57.6%
Social Studies:	84.7%

5th

	<u>At/Above Proficient</u>
Reading:	60.0%
Math:	49.1%

Note: Blank cells are not applicable.

Jefferson Lighthouse

Racine School Report

October 2010

Principal: Soren Gajewski

Grade

Total Enrollment by Year

2009-2010:	563
2008-2009:	554
2007-2008:	543
2006-2007:	547
2005-2006:	561
2004-2005:	542
2003-2004:	550
2002-2003:	564
2001-2002:	562
2000-2001:	552

Enrollment Demographics

Asian:	22
African American:	67
Hispanic:	60
Indian:	2
White:	412
% African American:	12.3%
% Minority:	24.1%
Free Lunch Eligible:	24.2%

Attendance

Attendance Rate:	96.2%
Pupils Expelled:	0
Habitual Truants:	0
Truancy Rate:	0.0%
Pupils Suspended:	5
Suspension Rate:	0.9%

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	88.8%
Math:	80.9%

4th

	<u>At/Above Proficient</u>
Reading:	96.7%
Language:	92.2%
Math:	94.4%
Science:	93.3%
Social Studies:	100.0%

5th

	<u>At/Above Proficient</u>
Reading:	94.9%
Math:	88.9%

Note: Blank cells are not applicable.

Jerstad-Agerholm**Racine School Report**

Grade

October 2010

Principal: Cecilia Holley-Young**Total Enrollment by Year**

2009-2010:	335
2008-2009:	368
2007-2008:	376
2006-2007:	381
2005-2006:	365
2004-2005:	334
2003-2004:	361
2002-2003:	404
2001-2002:	435
2000-2001:	776

**Enrollment
Demographics**

Asian:	3
African American:	105
Hispanic:	68
Indian:	0
White:	159
% African American:	27.9%
% Minority:	57.7%
Free Lunch Eligible:	64.8%

Attendance

Attendance Rate:	93.3%
Pupils Expelled:	0
Habitual Truants:	38
Truancy Rate:	12.5%
Pupils Suspended:	47
Suspension Rate:	12.8%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	72.2%
Math:	80.6%

4th

	<u>At/Above Proficient</u>
Reading:	78.1%
Language:	71.9%
Math:	90.6%
Science:	71.9%
Social Studies:	93.8%

5th

	<u>At/Above Proficient</u>
Reading:	80.6%
Math:	88.9%

Note: Blank cells are not applicable.

Julian Thomas
Racine School Report

Grade

*October 2010***Principal:** Staci KimmonsTotal Enrollment by Year

2009-2010:	434
2008-2009:	426
2007-2008:	342
2006-2007:	370
2005-2006:	349
2004-2005:	357
2003-2004:	374
2002-2003:	
2001-2002:	
2000-2001:	

Enrollment Demographics

Asian:	1
African American:	180
Hispanic:	217
Indian:	0
White:	36
% African American:	52.6%
% Minority:	89.5%
Free Lunch Eligible:	91.7%

Attendance

Attendance Rate:	94.2%
Pupils Expelled:	4
Habitual Truants:	0
Truancy Rate:	0.0%
Pupils Suspended:	80
Suspension Rate:	18.8%

Standardized Tests3rd

	<u>At/Above Proficient</u>
Reading:	43.9%
Math:	51.2%

4th

	<u>At/Above Proficient</u>
Reading:	61.5%
Language:	61.5%
Math:	66.7%
Science:	53.8%
Social Studies:	84.6%

5th

	<u>At/Above Proficient</u>
Reading:	52.4%
Math:	54.8%

Note: Blank cells are not applicable.

Knapp**Racine School Report**

Grade

October 2010

Principal: Gayle Titus**Total Enrollment by Year**

2009-2010:	501
2008-2009:	523
2007-2008:	562
2006-2007:	569
2005-2006:	545
2004-2005:	516
2003-2004:	490
2002-2003:	513
2001-2002:	512
2000-2001:	558

**Enrollment
Demographics**

Asian:	4
African American:	243
Hispanic:	107
Indian:	3
White:	144
% African American:	43.2%
% Minority:	74.4%
Free Lunch Eligible:	89.8%

Attendance

Attendance Rate:	92.1%
Pupils Expelled:	2
Habitual Truants:	105
Truancy Rate:	22.0%
Pupils Suspended:	69
Suspension Rate:	13.2%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	48.0%
Math:	44.0%

4th

	<u>At/Above Proficient</u>
Reading:	56.9%
Language:	56.9%
Math:	53.8%
Science:	60.0%
Social Studies:	83.1%

5th

	<u>At/Above Proficient</u>
Reading:	70.9%
Math:	65.5%

Note: Blank cells are not applicable.

Mitchell**Racine School Report**

Grade

October 2010

Principal: Kevin McCormick**Total Enrollment by Year**

2009-2010:	467
2008-2009:	511
2007-2008:	481
2006-2007:	484
2005-2006:	470
2004-2005:	457
2003-2004:	454
2002-2003:	418
2001-2002:	412
2000-2001:	353

**Enrollment
Demographics**

Asian:	1
African American:	116
Hispanic:	198
Indian:	1
White:	151
% African American:	24.1%
% Minority:	68.6%
Free Lunch Eligible:	71.5%

Attendance

Attendance Rate:	94.2%
Pupils Expelled:	0
Habitual Truants:	69
Truancy Rate:	14.7%
Pupils Suspended:	32
Suspension Rate:	6.3%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	56.1%
Math:	35.1%

4th

	<u>At/Above Proficient</u>
Reading:	65.1%
Language:	54.0%
Math:	54.0%
Science:	54.0%
Social Studies:	87.3%

5th

	<u>At/Above Proficient</u>
Reading:	61.3%
Math:	35.5%

Note: Blank cells are not applicable.

North Park

Racine School Report

Grade

October 2010

Principal: Mark Zanin

Total Enrollment by Year

2009-2010:	483
2008-2009:	467
2007-2008:	500
2006-2007:	505
2005-2006:	421
2004-2005:	413
2003-2004:	398
2002-2003:	443
2001-2002:	435
2000-2001:	422

Enrollment Demographics

Asian:	3
African American:	135
Hispanic:	85
Indian:	3
White:	257
% African American:	27.0%
% Minority:	48.6%
Free Lunch Eligible:	68.8%

Attendance

Attendance Rate:	93.9%
Pupils Expelled:	1
Habitual Truants:	68
Truancy Rate:	14.8%
Pupils Suspended:	67
Suspension Rate:	14.3%

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	77.4%
Math:	69.8%

4th

	<u>At/Above Proficient</u>
Reading:	70.1%
Language:	64.2%
Math:	67.2%
Science:	70.1%
Social Studies:	86.6%

5th

	<u>At/Above Proficient</u>
Reading:	87.5%
Math:	75.0%

Note: Blank cells are not applicable.

Olympia Brown

Racine School Report

Grade

October 2010

Principal: Joan Kuehl

Total Enrollment by Year

2009-2010:	476
2008-2009:	510
2007-2008:	505
2006-2007:	501
2005-2006:	455
2004-2005:	443
2003-2004:	466
2002-2003:	562
2001-2002:	553
2000-2001:	588

Enrollment Demographics

Asian:	7
African American:	96
Hispanic:	67
Indian:	2
White:	304
% African American:	19.0%
% Minority:	39.8%
Free Lunch Eligible:	43.1%

Attendance

Attendance Rate:	93.7%
Pupils Expelled:	1
Habitual Truants:	43
Truancy Rate:	9.8%
Pupils Suspended:	59
Suspension Rate:	11.6%

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	65.5%
Math:	63.6%

4th

	<u>At/Above Proficient</u>
Reading:	75.0%
Language:	68.8%
Math:	62.5%
Science:	68.8%
Social Studies:	87.5%

5th

	<u>At/Above Proficient</u>
Reading:	82.6%
Math:	76.1%

Note: Blank cells are not applicable.

P-COC**Racine School Report**

Grade

October 2010

Principal: Les Hunt**Total Enrollment by Year**

2009-2010:	85
2008-2009:	86
2007-2008:	65
2006-2007:	73
2005-2006:	102
2004-2005:	45
2003-2004:	116
2002-2003:	51
2001-2002:	62
2000-2001:	160

**Enrollment
Demographics**

Asian:	0
African American:	32
Hispanic:	9
Indian:	0
White:	44
% African American:	49.2%
% Minority:	32.3%
Free Lunch Eligible:	25.9%

Attendance

Attendance Rate:	82.6%
Pupils Expelled:	0
Habitual Truants:	0
Truancy Rate:	
Pupils Suspended:	0
Suspension Rate:	0.0%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	
Math:	

4th

	<u>At/Above Proficient</u>
Reading:	
Language:	
Math:	
Science:	
Social Studies:	

5th

	<u>At/Above Proficient</u>
Reading:	
Math:	

Note: Blank cells are not applicable.

Racine Early Educ. Ctr.

Racine School Report

Grade

October 2010

Principal: Chuck Leonard

Total Enrollment by Year

2009-2010:	238
2008-2009:	226
2007-2008:	215
2006-2007:	
2005-2006:	
2004-2005:	
2003-2004:	
2002-2003:	
2001-2002:	
2000-2001:	

Enrollment Demographics

Asian:	4
African American:	68
Hispanic:	64
Indian:	1
White:	101
% African American:	31.6%
% Minority:	53.0%
Free Lunch Eligible:	44.1%

Attendance

Attendance Rate:	88.4%
Pupils Expelled:	0
Habitual Truants:	0
Truancy Rate:	
Pupils Suspended:	0
Suspension Rate:	0.0%

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	
Math:	

4th

	<u>At/Above Proficient</u>
Reading:	
Language:	
Math:	
Science:	
Social Studies:	

5th

	<u>At/Above Proficient</u>
Reading:	
Math:	

Note: Blank cells are not applicable.

Red Apple

Racine School Report

October 2010

Principal: Les Hunt

Grade

Total Enrollment by Year

2009-2010:	449
2008-2009:	410
2007-2008:	430
2006-2007:	492
2005-2006:	458
2004-2005:	456
2003-2004:	414
2002-2003:	477
2001-2002:	549
2000-2001:	470

Enrollment Demographics

Asian:	7
African American:	129
Hispanic:	83
Indian:	3
White:	227
% African American:	30.0%
% Minority:	47.2%
Free Lunch Eligible:	50.6%

Attendance

Attendance Rate:	94.6%
Pupils Expelled:	0
Habitual Truants:	4
Truancy Rate:	1.4%
Pupils Suspended:	4
Suspension Rate:	1.0%

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	78.6%
Math:	69.0%

4th

	<u>At/Above Proficient</u>
Reading:	75.6%
Language:	66.7%
Math:	64.4%
Science:	62.2%
Social Studies:	91.1%

5th

	<u>At/Above Proficient</u>
Reading:	76.6%
Math:	66.0%

Note: Blank cells are not applicable.

Roosevelt**Racine School Report**

Grade

October 2010

Principal: Jeff Rasmussen**Total Enrollment by Year**

2009-2010:	359
2008-2009:	383
2007-2008:	470
2006-2007:	451
2005-2006:	439
2004-2005:	435
2003-2004:	428
2002-2003:	469
2001-2002:	424
2000-2001:	491

**Enrollment
Demographics**

Asian:	2
African American:	87
Hispanic:	97
Indian:	2
White:	171
% African American:	18.5%
% Minority:	63.6%
Free Lunch Eligible:	71.5%

Attendance

Attendance Rate:	94.4%
Pupils Expelled:	0
Habitual Truants:	31
Truancy Rate:	8.1%
Pupils Suspended:	36
Suspension Rate:	9.4%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	68.6%
Math:	58.8%

4th

	<u>At/Above Proficient</u>
Reading:	76.8%
Language:	69.6%
Math:	57.1%
Science:	66.1%
Social Studies:	89.3%

5th

	<u>At/Above Proficient</u>
Reading:	56.3%
Math:	54.2%

Note: Blank cells are not applicable.

S.C. Johnson**Racine School Report**

Grade

October 2010

Principal: Kim DeLaO**Total Enrollment by Year**

2009-2010:	587
2008-2009:	581
2007-2008:	538
2006-2007:	545
2005-2006:	575
2004-2005:	407
2003-2004:	483
2002-2003:	507
2001-2002:	556
2000-2001:	516

**Enrollment
Demographics**

Asian:	12
African American:	236
Hispanic:	152
Indian:	0
White:	187
% African American:	43.9%
% Minority:	65.2%
Free Lunch Eligible:	80.7%

Attendance

Attendance Rate:	93.9%
Pupils Expelled:	1
Habitual Truants:	66
Truancy Rate:	11.4%
Pupils Suspended:	119
Suspension Rate:	20.5%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	50.9%
Math:	37.7%

4th

	<u>At/Above Proficient</u>
Reading:	61.0%
Language:	62.3%
Math:	70.1%
Science:	50.6%
Social Studies:	75.3%

5th

	<u>At/Above Proficient</u>
Reading:	59.7%
Math:	45.8%

Note: Blank cells are not applicable.

Schulte**Racine School Report**

Grade

October 2010

Principal: Shelly Geiselman Kritek**Total Enrollment by Year**

2009-2010:	383
2008-2009:	374
2007-2008:	409
2006-2007:	410
2005-2006:	411
2004-2005:	393
2003-2004:	392
2002-2003:	415
2001-2002:	400
2000-2001:	434

**Enrollment
Demographics**

Asian:	8
African American:	60
Hispanic:	62
Indian:	4
White:	249
% African American:	14.7%
% Minority:	39.1%
Free Lunch Eligible:	56.1%

Attendance

Attendance Rate:	95.1%
Pupils Expelled:	0
Habitual Truants:	37
Truancy Rate:	9.9%
Pupils Suspended:	16
Suspension Rate:	4.3%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	76.5%
Math:	82.4%

4th

	<u>At/Above Proficient</u>
Reading:	85.4%
Language:	83.3%
Math:	81.3%
Science:	89.6%
Social Studies:	95.8%

5th

	<u>At/Above Proficient</u>
Reading:	70.6%
Math:	74.5%

Note: Blank cells are not applicable.

Wadewitz**Racine School Report**

Grade

October 2010

Principal: Chad Chapin**Total Enrollment by Year**

2009-2010:	695
2008-2009:	606
2007-2008:	627
2006-2007:	590
2005-2006:	598
2004-2005:	610
2003-2004:	616
2002-2003:	656
2001-2002:	621
2000-2001:	629

**Enrollment
Demographics**

Asian:	0
African American:	232
Hispanic:	281
Indian:	2
White:	180
% African American:	37.0%
% Minority:	71.3%
Free Lunch Eligible:	79.4%

Attendance

Attendance Rate:	93.8%
Pupils Expelled:	0
Habitual Truants:	91
Truancy Rate:	16.5%
Pupils Suspended:	31
Suspension Rate:	5.1%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	60.3%
Math:	52.1%

4th

	<u>At/Above Proficient</u>
Reading:	64.4%
Language:	64.4%
Math:	62.7%
Science:	57.6%
Social Studies:	86.4%

5th

	<u>At/Above Proficient</u>
Reading:	47.8%
Math:	52.2%

Note: Blank cells are not applicable.

West Ridge

Racine School Report

Grade

October 2010

Principal: Christopher Thompson

Total Enrollment by Year

2009-2010:	411
2008-2009:	423
2007-2008:	461
2006-2007:	444
2005-2006:	447
2004-2005:	451
2003-2004:	436
2002-2003:	423
2001-2002:	424
2000-2001:	441

Enrollment Demographics

Asian:	17
African American:	101
Hispanic:	81
Indian:	3
White:	209
% African American:	21.9%
% Minority:	54.7%
Free Lunch Eligible:	57.9%

Attendance

Attendance Rate:	94.4%
Pupils Expelled:	0
Habitual Truants:	35
Truancy Rate:	8.3%
Pupils Suspended:	28
Suspension Rate:	6.6%

Standardized Tests

3rd

	<u>At/Above Proficient</u>
Reading:	81.8%
Math:	67.3%

4th

	<u>At/Above Proficient</u>
Reading:	84.2%
Language:	80.7%
Math:	77.2%
Science:	78.9%
Social Studies:	89.5%

5th

	<u>At/Above Proficient</u>
Reading:	84.0%
Math:	78.0%

Note: Blank cells are not applicable.

Wind Point**Racine School Report**

Grade

October 2010

Principal: Irene Nahabedian**Total Enrollment by Year**

2009-2010:	283
2008-2009:	292
2007-2008:	324
2006-2007:	358
2005-2006:	274
2004-2005:	236
2003-2004:	286
2002-2003:	295
2001-2002:	290
2000-2001:	280

**Enrollment
Demographics**

Asian:	9
African American:	97
Hispanic:	31
Indian:	1
White:	145
% African American:	29.9%
% Minority:	55.2%
Free Lunch Eligible:	58.9%

Attendance

Attendance Rate:	93.4%
Pupils Expelled:	0
Habitual Truants:	17
Truancy Rate:	6.3%
Pupils Suspended:	48
Suspension Rate:	16.4%

Standardized Tests**3rd**

	<u>At/Above Proficient</u>
Reading:	51.7%
Math:	41.4%

4th

	<u>At/Above Proficient</u>
Reading:	66.7%
Language:	50.0%
Math:	53.3%
Science:	56.7%
Social Studies:	86.7%

5th

	<u>At/Above Proficient</u>
Reading:	68.4%
Math:	60.5%

Note: Blank cells are not applicable.