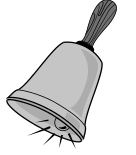


School District of Jefferson Report to Parents and the Community for the 2002-2003 School Year



June 2004



MISSION STATEMENT:

The School District of Jefferson, in partnership with our community, provides an environment of excellence and opportunity for all students to achieve their dreams.



Dear Citizens:

Each year the School District of Jefferson's practice is to provide citizens with a report on its progress in many areas. Some characterize this as the district's report card.



As in previous years, this report provides you with results of our students' performance on state standardized tests, information on student activities, specific courses taken, attendance, graduation rates, future plans of our graduates, their attendance at postsecondary institutions, co-curricular activity participation, and more.



In addition to what you will see here, we strongly encourage citizens to learn more about the day-to-day activities of our children and their many successes by accessing our district web page at www.jefferson.k12.wi.us. We believe this electronic medium is our most immediate way of communicating with the local community. The website provides a snapshot of the many good programs in the School District of Jefferson. It also allows those accessing our website to learn more about our community.



As stated in our mission statement above, our partnership with the community is more important than ever in supporting the education of present and future generations. The future success of our school district is directly correlated to the level of support from our citizens.



As a result, we always strongly encourage our citizens to become actively engaged in the education of our children. Whether you are a parent with children in our schools, a senior citizen, a taxpayer, or a young family with children about to enter our schools, we strongly encourage you to visit your local schools and contribute to the growth of our future leaders. One hour of your time once a week would have a significant impact on the lives of our children. We thank you for your continued interest and support, and we look forward to working with you in the future.



Michael Swartz, Superintendent of Schools

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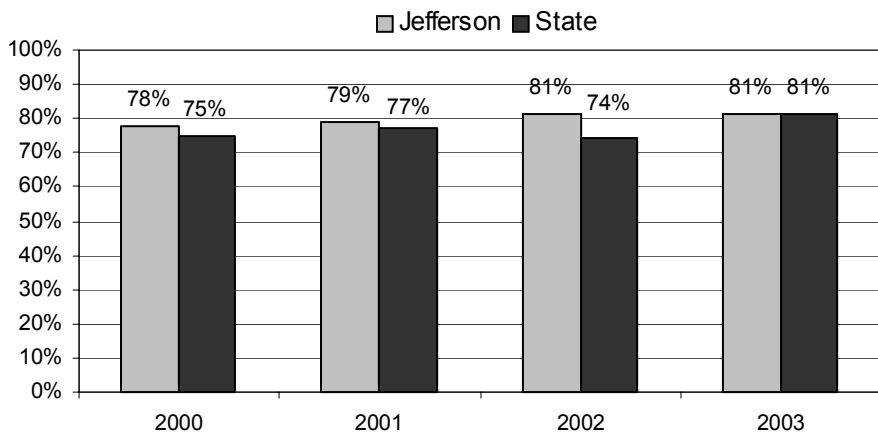
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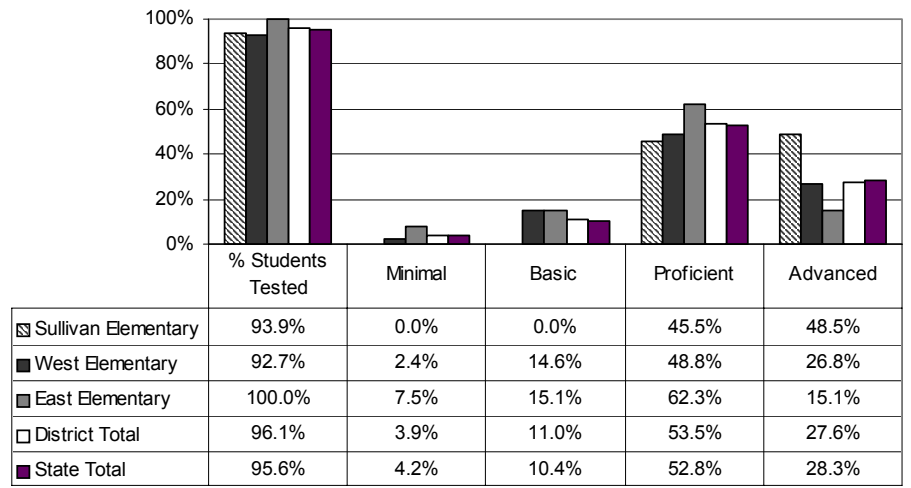
Wisconsin Reading Comprehension Test Results for Grade 3

These two charts compare the performance of Jefferson students on the Wisconsin Reading Comprehension Test (WRCT) given in March 2003. The WRCT is given annually to all third graders by legislative mandate. The percentage of third graders tested varies annually because of student absences, exemption by parents, special education needs, limited English proficiency (LEP), or Section 504 guidelines.

2000-2003 WRCT Data for Students Scoring Proficient or Advanced

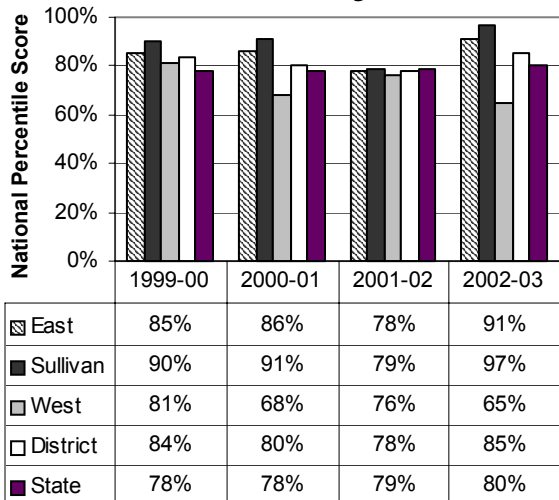


3rd Grade Wisconsin Reading Comprehension Test 2003



Wisconsin Knowledge and Concept Examinations (WKCE) Grades 4, 8, and 10 Scores for 2000 - 2003

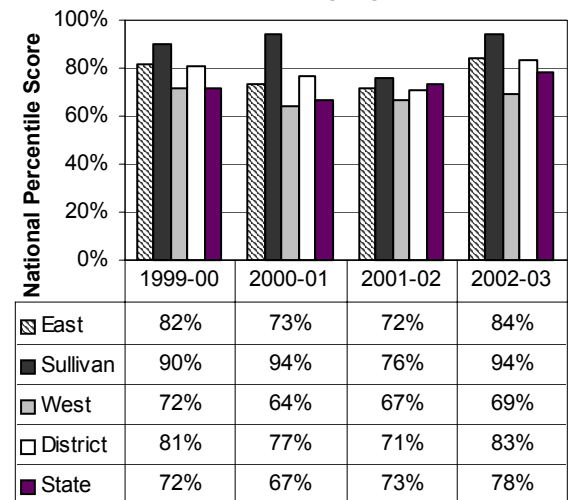
Grade 4 Reading Scores



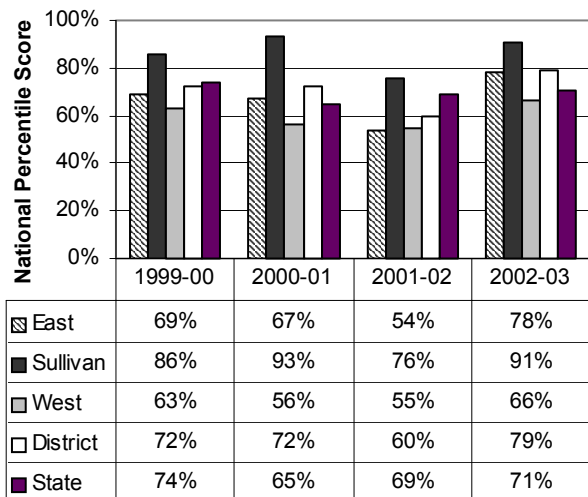
Every school year, Wisconsin students in grades 4, 8, and 10 participate in the statewide WKCE testing program. The four years of data below compares the number of Jefferson and state students who received proficient or advanced scores.

Until recently, WKCE testing occurred in late February. Beginning with the 2002-03 school year, federal law required that WKCE testing occur by November. It is important to note that the tests given in November 2002 were fundamentally different than the previous years' tests. As such, this makes meaningful comparison of data for 2002-03 with previous years difficult at best. All four years are reported only because school districts are required to do so.

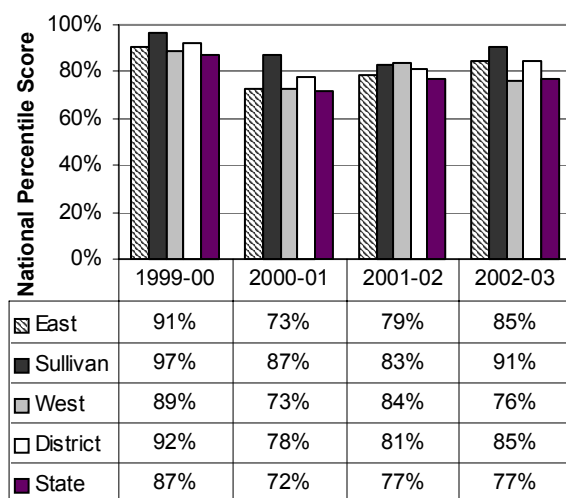
Grade 4 Language Scores



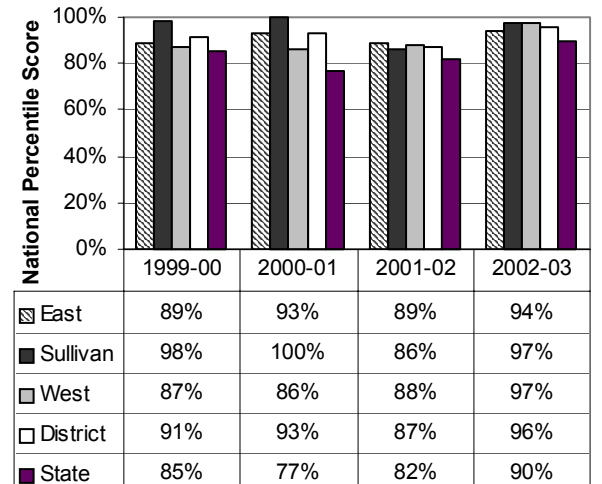
Grade 4 Math Scores



Grade 4 Science Scores



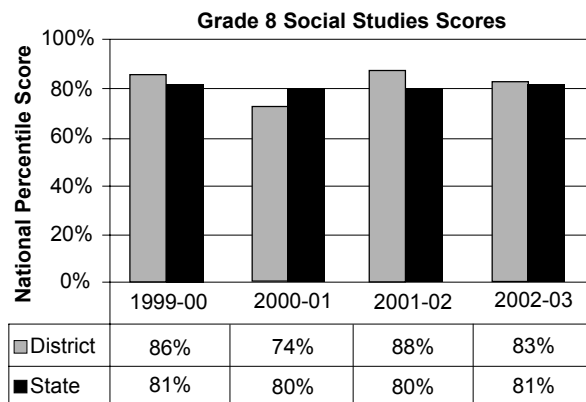
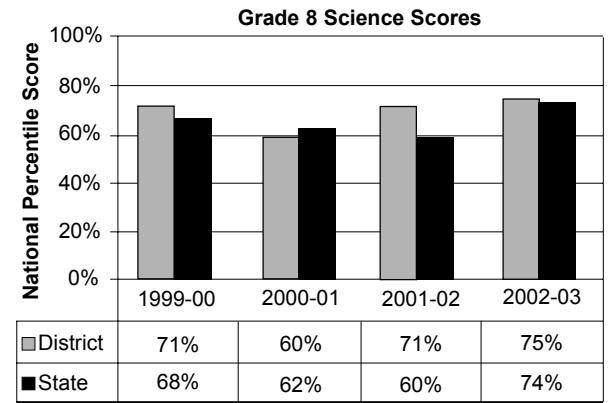
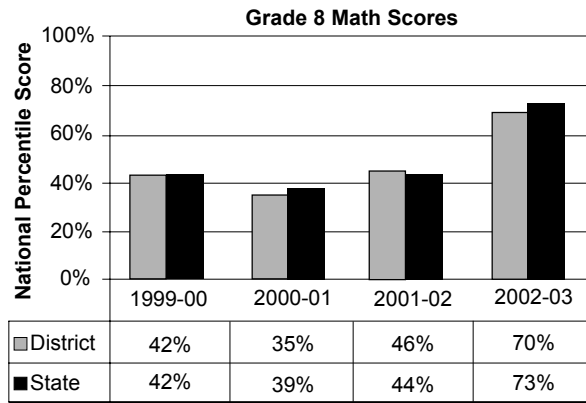
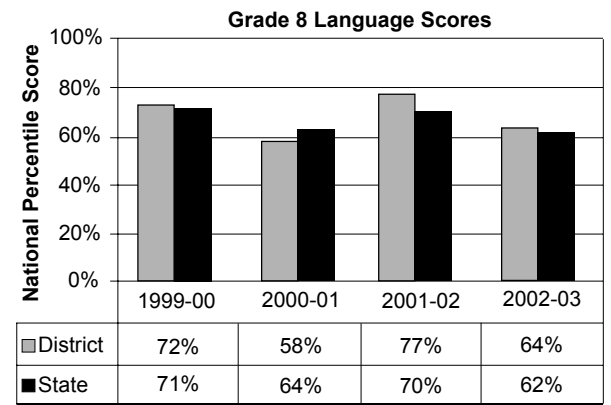
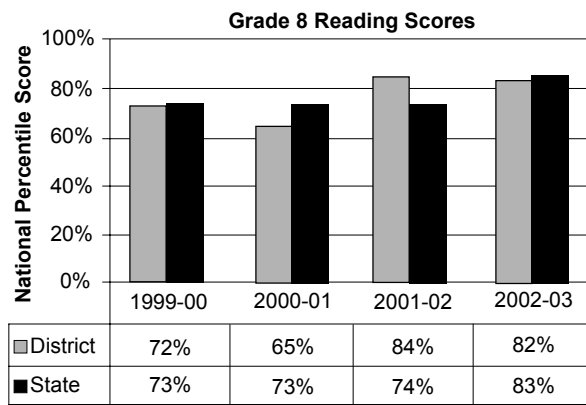
Grade 4 Social Studies Scores



Grade 8

WKCE Scores

Jefferson students again participated in the eighth grade WKCE testing during the 2002-2003 school year. The charts to the right compare the performance of eighth grade students in Jefferson and Wisconsin on all areas tested.



Wisconsin's Information Network for Successful Schools

an information resource to assist school communities in educating the hearts and minds of all children

WINSS **SUCCESSFUL SCHOOL GUIDE**

SUPERINTENDENT'S MESSAGE • STRATEGIC PLAN • PERFORMANCE REPORT • USING WINSS

STANDARDS and ASSESSMENT

DATA analysis

continuous **SCHOOL IMPROVEMENT**

best **PRACTICES**

Welcome to Wisconsin's Information Network for Successful Schools (WINSS). This electronic resource has been created to help educators, parents, and community members who have an interest in educating the hearts and minds of children. The Standards and Assessment, Data Analysis, Continuous School Improvement and Best Practices sections guide users to key local, state, and national information about success in education as found on the DPI Web site and other valuable resources.

Created through a partnership of the North Central Regional Educational Laboratory, the Office of the Governor, and the Department of Public Instruction. We welcome your questions, comments, and suggestions about WINSS. Email: winss@dpi.state.wi.us

MESSAGE FROM STATE SUPERINTENDENT— ELIZABETH BURMASTER

Welcome to the Wisconsin Information Network for Successful Schools!

WINSS is an electronic "school report card" and much more. This website is a valuable information resource for educators, parents, and the general public and will assist school communities in educating the hearts and minds of all Wisconsin children. WINSS provides information on what we want our children to know and be able to do as well as how students are doing in these areas. Also included are processes for improving what is happening in the educational community and descriptions of best practices for improvement.

The Department of Public Instruction (DPI) WINSS website is located at the following Internet address:

<http://www.dpi.state.wi.us/sig/index.html>

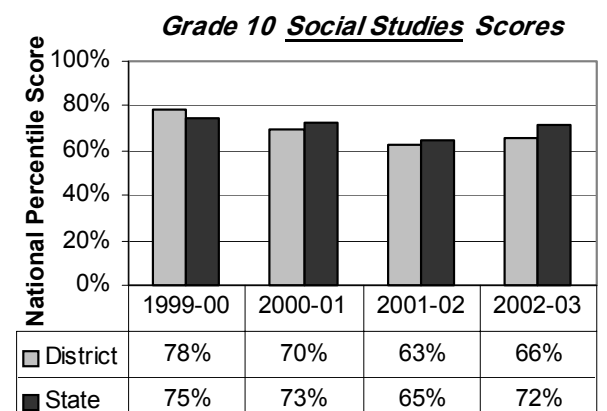
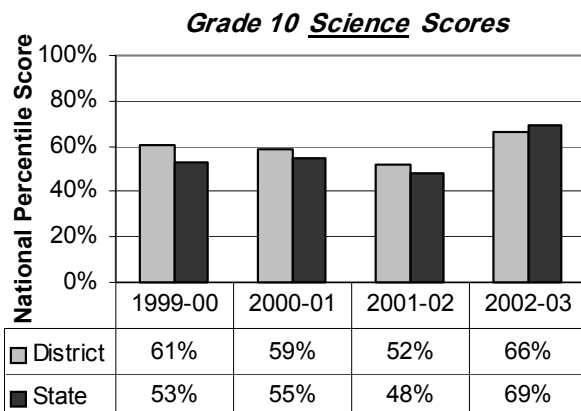
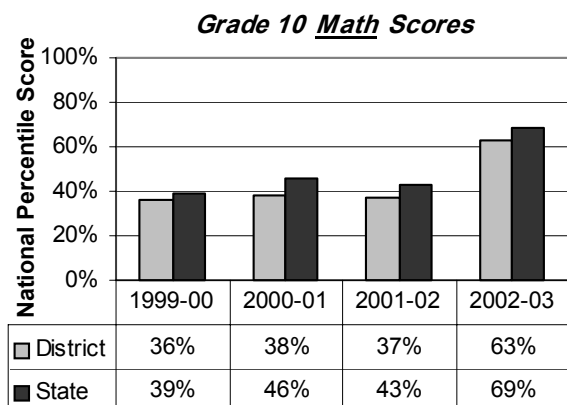
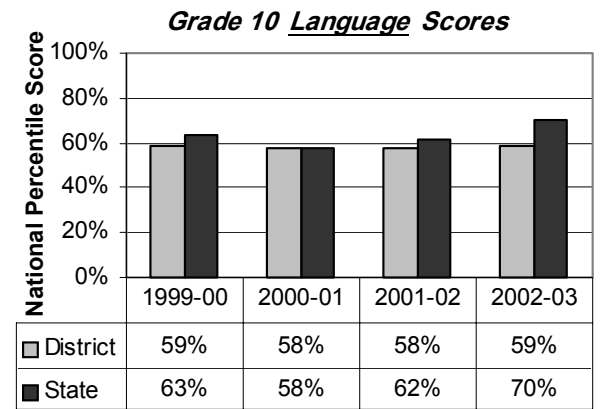
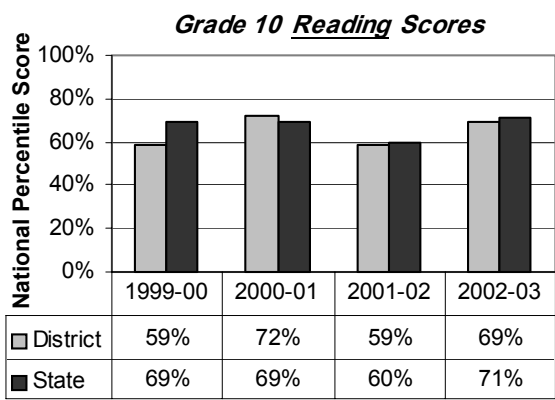
WINSS is organized into four areas:

- **Standards and Assessment** outlines our expectations for students and how we will know if students are meeting our expectations.
- **Data Analysis** allows you to search a database of information about the state's 426 school districts to find out how your community's schools are doing compared to state and national averages in many areas.
- **Continuous School Improvement** describes the seven characteristics of successful schools and a process for improvement.
- **Best Practices** offers exemplary programs and practices for each of the successful school characteristics.

As the public seeks ever-greater accountability for its tax dollars, available information on the WINSS website provides information and comparables on how all schools in the state performed on WKCE and WRCT tests.

Grade 10 WKCE Scores

These graphs compare how Jefferson 10th grade students performed on five WKCE tests in November 2002.



Advanced Coursework

Jefferson High School students may take Advanced Placement (AP) courses. AP courses are also available through the Jefferson-Eastern Dane Interactive Network (JEDI) distance learning system and also on-line (APEX courses). AP testing is offered by the College Board. Credits earned in the AP program are recognized by the University of Wisconsin system, as well as many other colleges and universities.



	9th Grade	10th Grade	11th Grade	12th Grade	District Totals	State Total
Total Enrollment	172	158	151	124	605	287,832
Students Enrolled in Advanced Classes	0	26	140	107	273	155,662
MATH						
Percentage of Enrollment - AP	-	-	-	-	-	3.69
Percentage of Enrollment - CAPP	-	-	-	-	-	0.58
Percentage of Enrollment - DPI	-	-	52.98	39.52	21.32	6.82
SCIENCE						
Percentage of Enrollment - AP	-	-	11.26	6.45	4.13	2.59
Percentage of Enrollment - CAPP	-	-	-	-	-	0.61
Percentage of Enrollment - DPI	-	1.27	3.31	8.06	2.81	11.23
FOREIGN LANGUAGE						
Percentage of Enrollment - AP	-	-	-	-	-	0.62
Percentage of Enrollment - CAPP	-	-	-	-	-	0.25
Percentage of Enrollment - DPI	-	15.19	23.84	21.77	14.38	14.68
OTHER						
Percentage of Enrollment - AP	-	-	1.32	10.48	2.48	10.36
Percentage of Enrollment - CAPP	-	-	-	-	-	2.67
Combined Percentage Rate	0.00	16.46	92.72	86.29	45.12	54.08
Number of Classes Offered - Advanced Placement	4					
Number of Classes Offered - CAPP	0					
Number of Classes Offered - DPI	9					

Advanced Placement Test Scores

This chart compares the percentage of AP tests taken and passed by Jefferson and state students. Participation is voluntary.

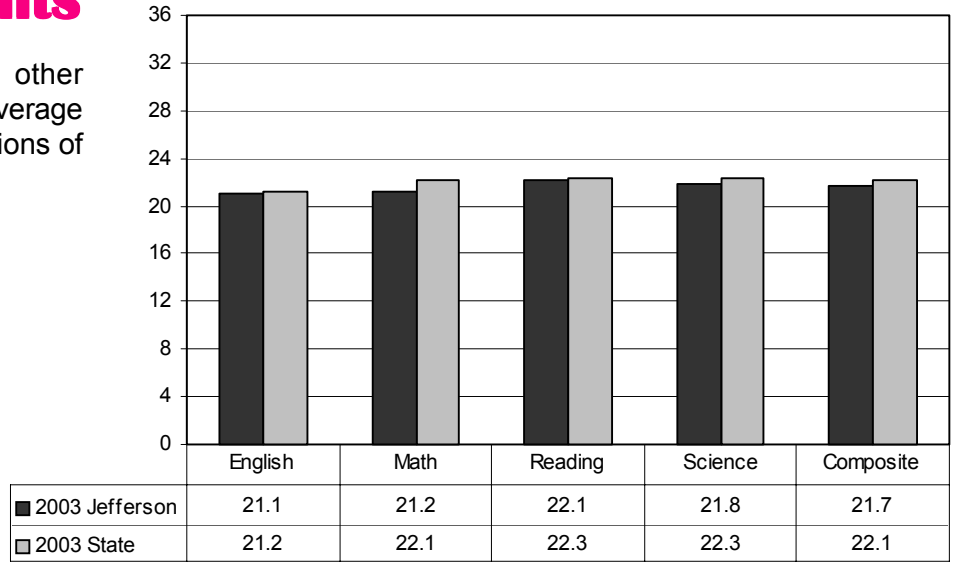


American College Test (ACT) Results

This graph compares the average ACT test score of Jefferson and other Wisconsin high school students in the respective areas. The Composite Average Student Score represents the average score of each student on all portions of the ACT.



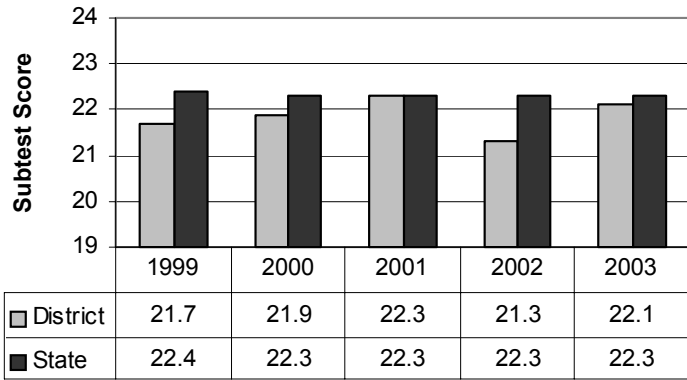
American College Test (ACT) Scores 2002-03 School Year



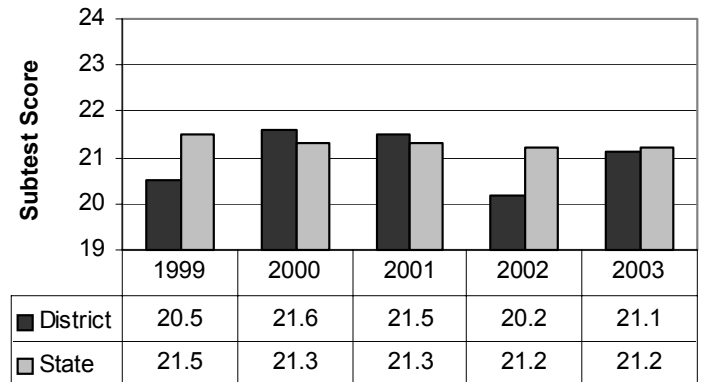
Jefferson's ACT Performance 1999 - 2003

The charts below compare the subtest performance of Jefferson students with those statewide.

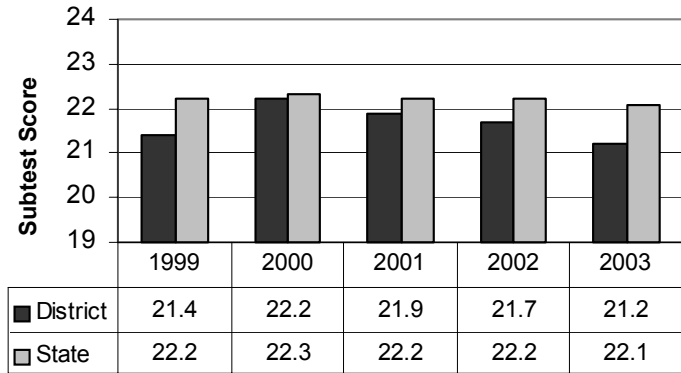
ACT Reading Subtest Historical Comparison



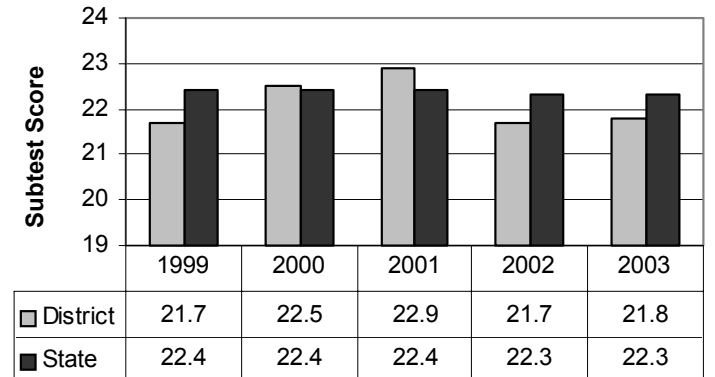
ACT English Subtest Historical Comparison



ACT Math Subtest Historical Comparison

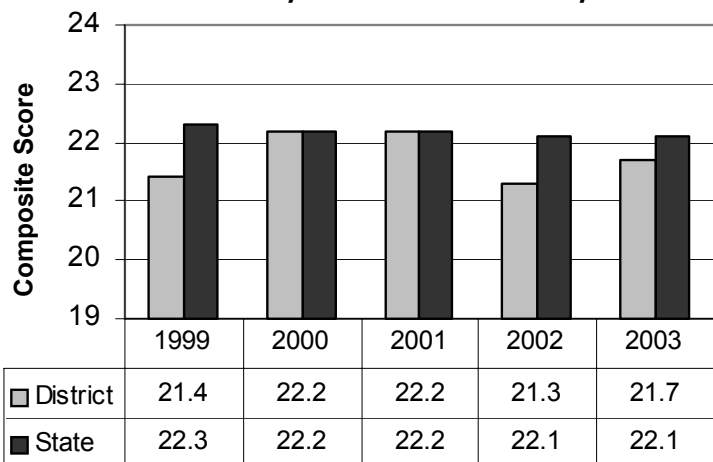


ACT Science Subtest Historical Comparison



Composite ACT Scores

ACT Composite Historical Comparison

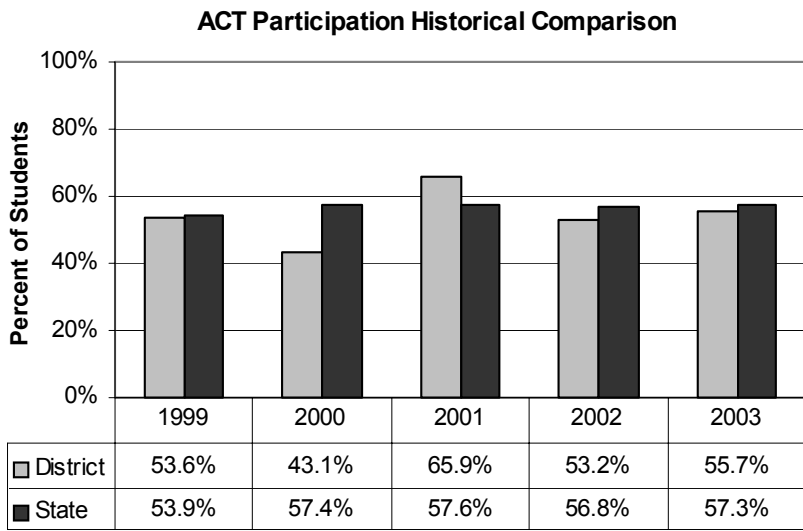


The chart at left compares the composite scores of Jefferson high school students with those students statewide who elected to take ACT tests.



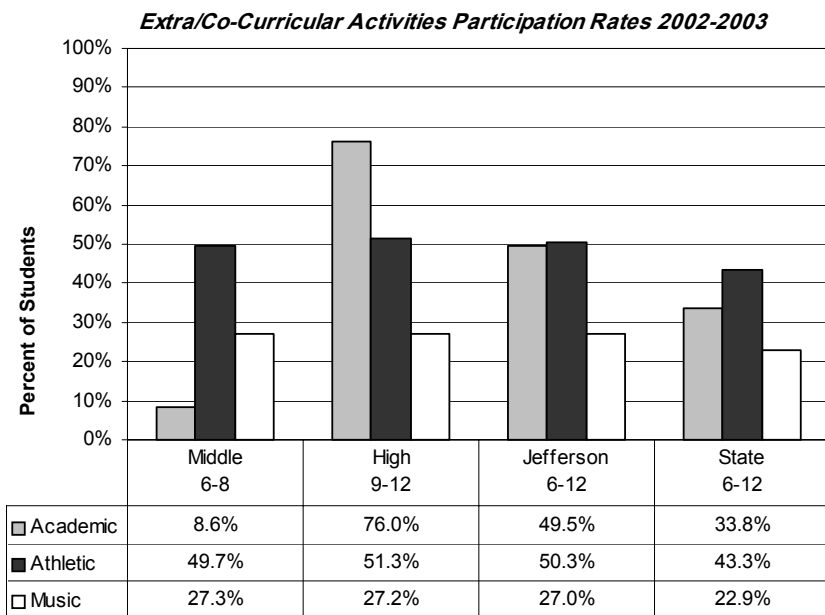
Students Taking ACT Test

This chart shows the percentage of Jefferson and state students who took the ACT test during the period 1999-2003.



Extra-Curricular and Co-Curricular Activities

A large percentage of Jefferson students participate in a variety of extra- and co-curricular activities offered at Jefferson High School. The participation rate for each category is calculated by dividing the number of participants by the third Friday in September enrollment. This chart demonstrates the level of participation by Jefferson students in grades 6-12 for the 2002-03 school year.

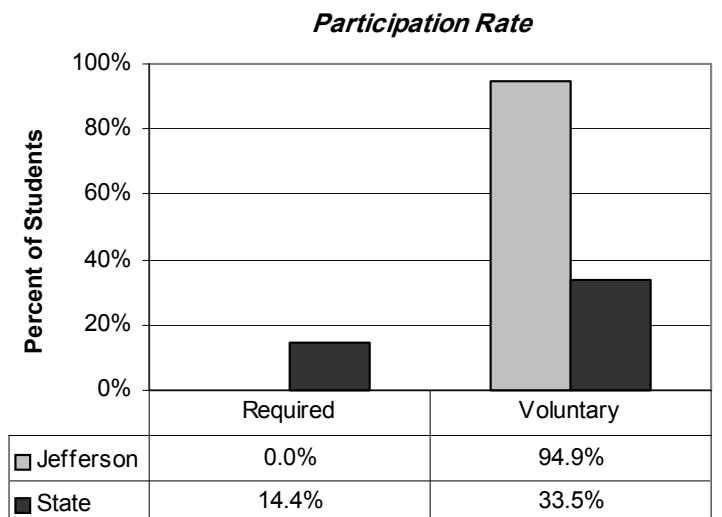


School-Sponsored Community Activities



While community work is not required for graduation, many Jefferson students share their time and talents with others in our community. The School District of Jefferson continues to explore diverse partnership opportunities with the community.

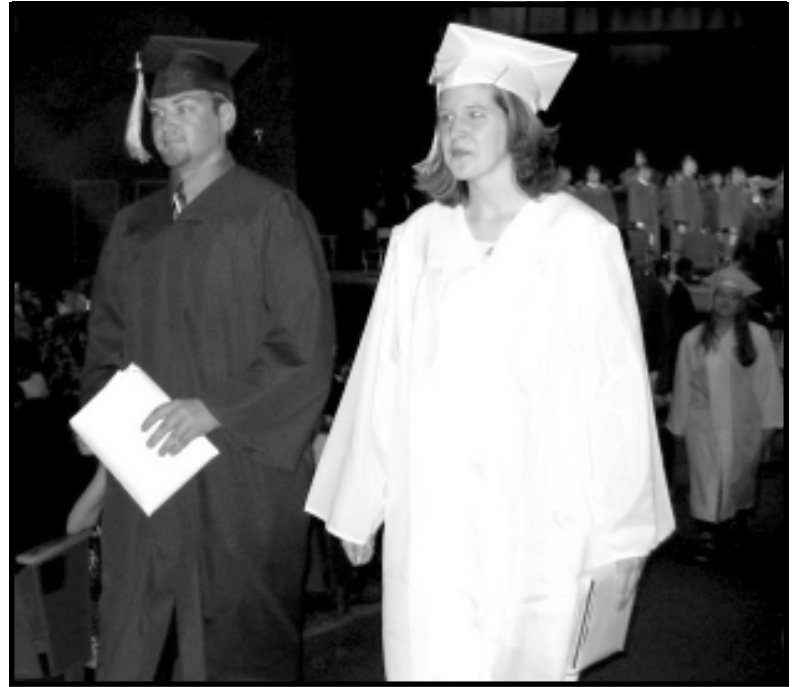
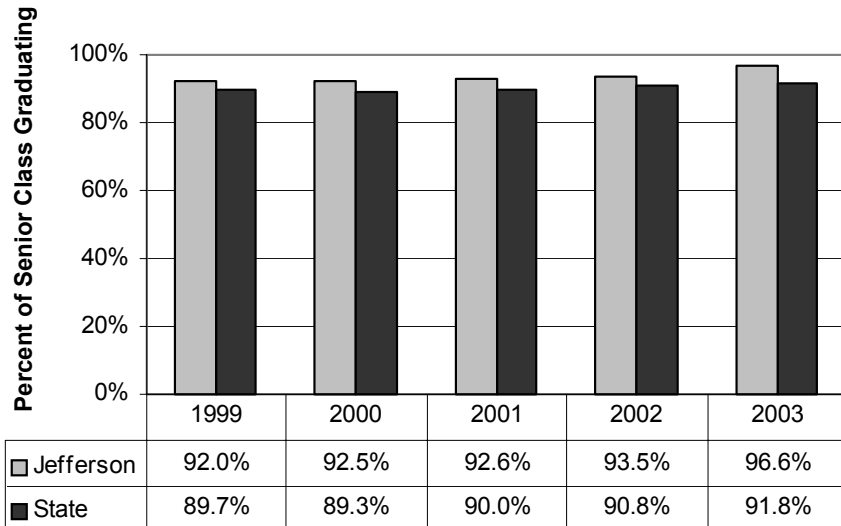
Digital photos by
Steve Landfried



Graduation Rate

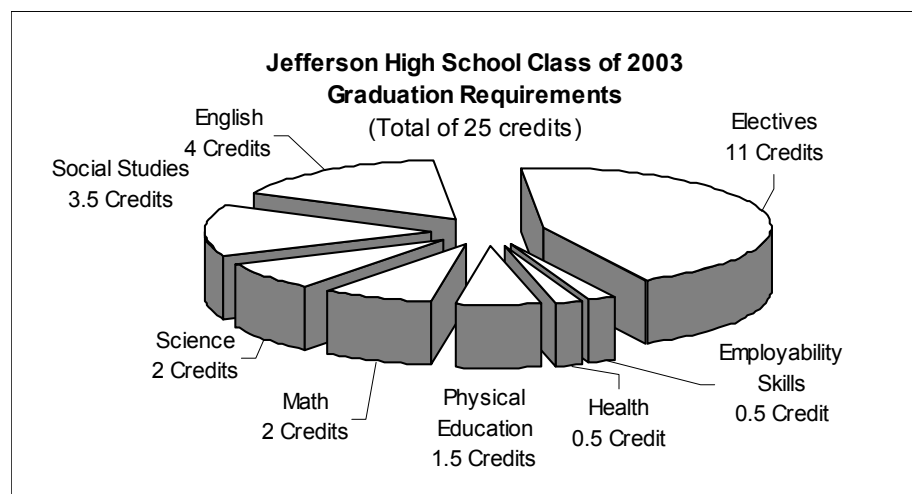
The graduation rate is determined by dividing the number of seniors who met graduation requirements by the number of seniors enrolled at Jefferson High School.

Graduation Rate Comparison 1999 - 2003



Graduation Requirements

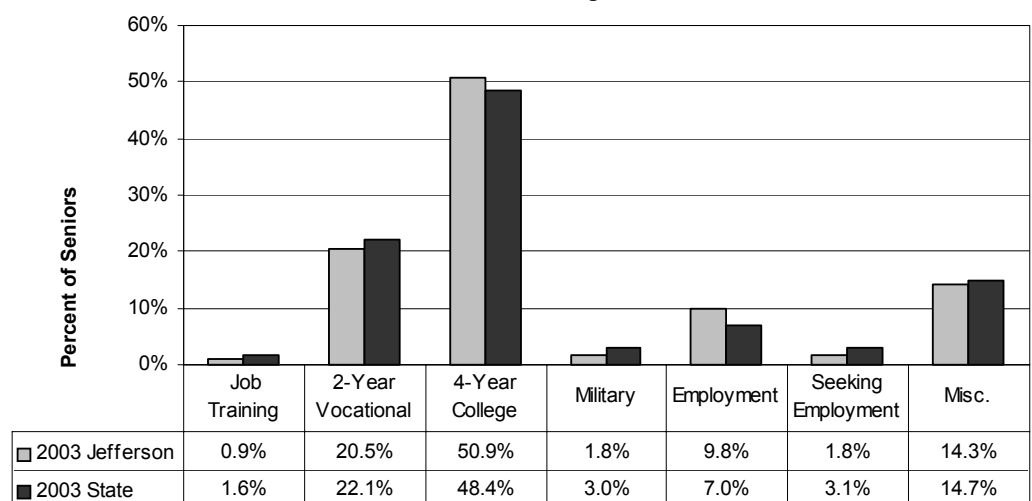
Wisconsin law establishes a minimum number of credits required for high school graduates. The pie chart below shows the distribution of current Jefferson High School credit requirements. The class of 2003 was required to complete 25 credits to be eligible for graduation.



Postgraduation Plans

The chart below shows postgraduation plans for local and state 2003 graduates. The miscellaneous category includes the students who selected "undecided," "other," or who didn't return a survey.

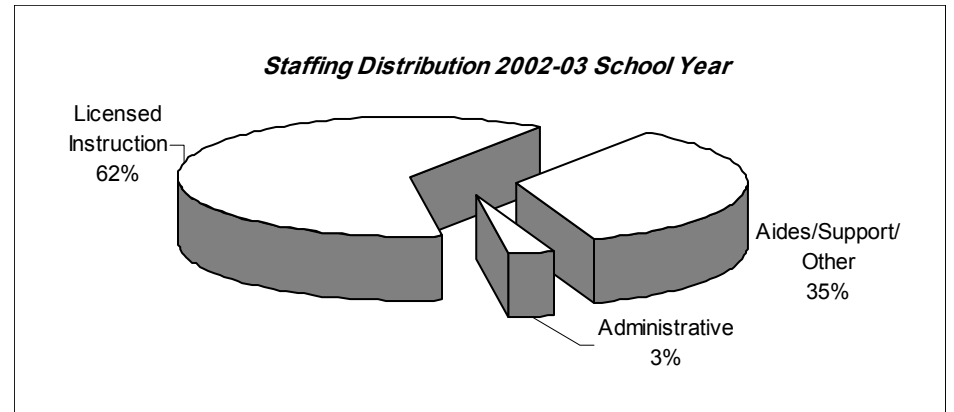
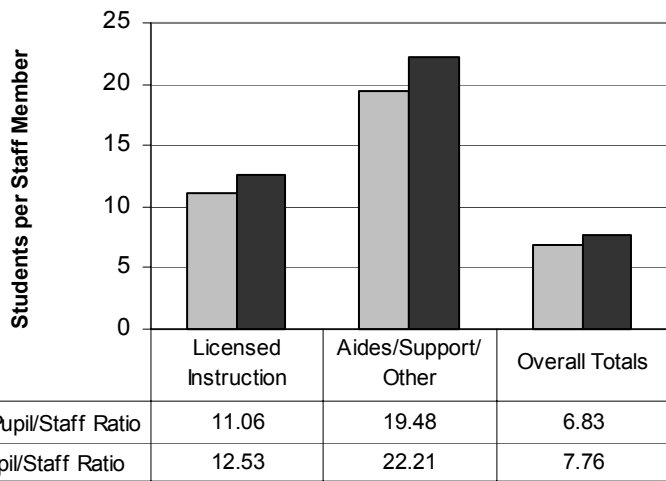
Class of 2003 Postgraduation Plans



Pupil/Staff Ratios

District pupil/staff ratios are calculated by dividing the September third Friday enrollment by the full-time equivalency employment district-wide in each of the three categories. In Jefferson, the student/administrator ratio for 2002-03 was 211 students for every administrator. This compares to the state average of 242 students per administrator.

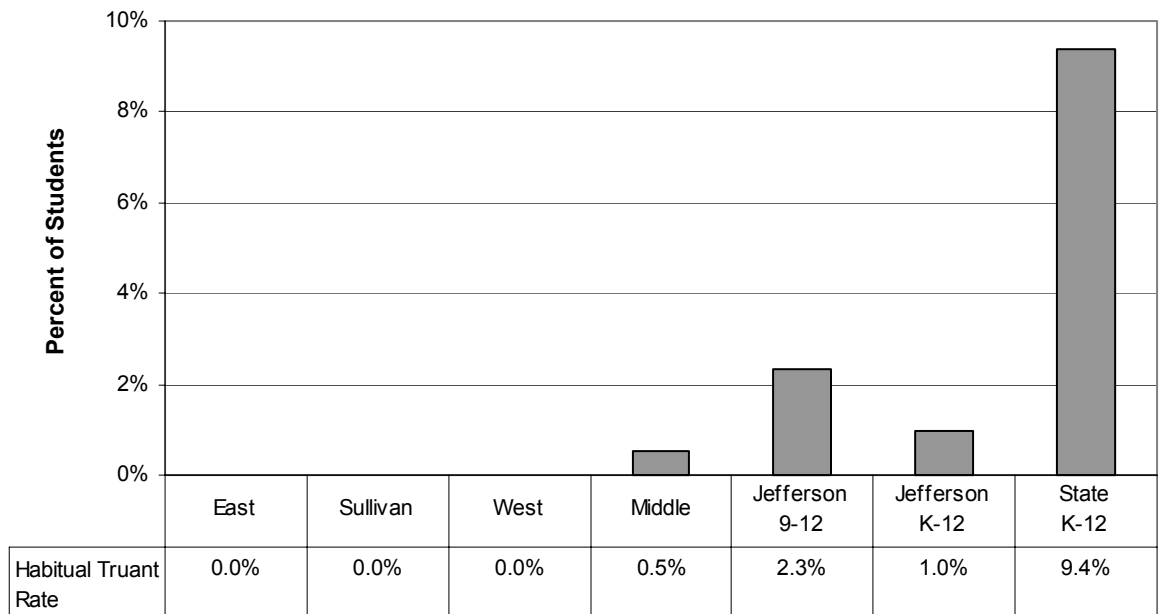
Pupil/Staff Ratios 2002-03 School Year



Habitual Truants

The habitual truant rate is the number of individual truants divided by the third Friday enrollment in September. A "habitual truant" is defined by Wisconsin state law as a student who is absent from school for all or part of five or more days during which school is held in a semester. The K-12 truancy rate in Jefferson continues to be better than the state average.

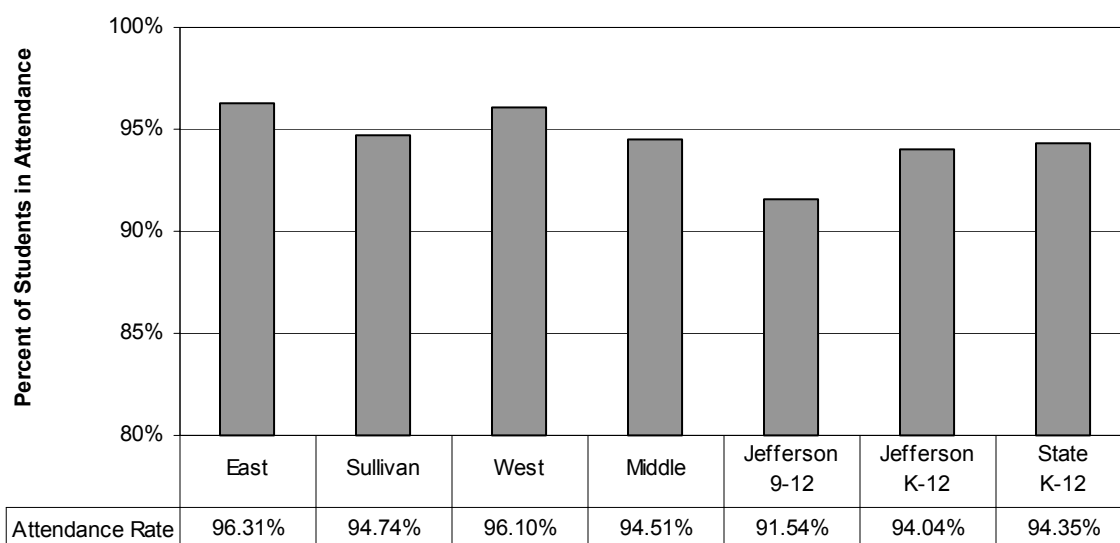
2002-2003 Habitual Truant Rates



Attendance

The attendance rate is calculated by dividing the total days of student attendance by the total number of days available in the school calendar for face-to-face student/teacher contact.

Attendance Rate 2002-2003 School Year



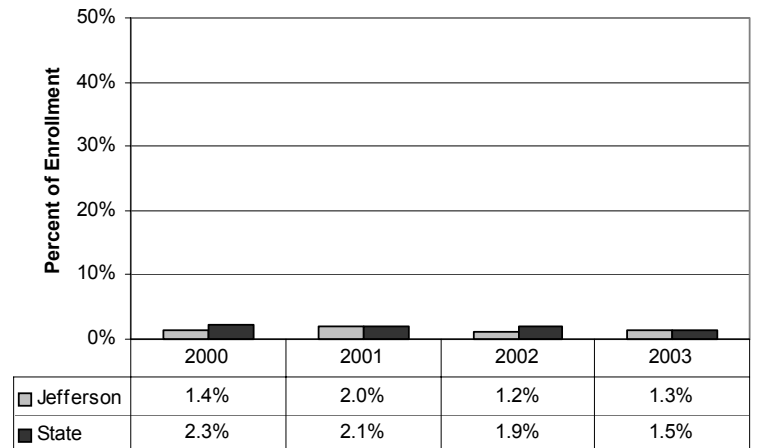


Dropouts

The dropout rate is calculated by dividing the number of high school dropouts by the September third Friday enrollment. Students are considered dropouts if they are not attending school, have yet to receive diplomas, or are included in prescribed exclusions (i.e., transfers, excused absences, imprisonment, hospitalization, or death).



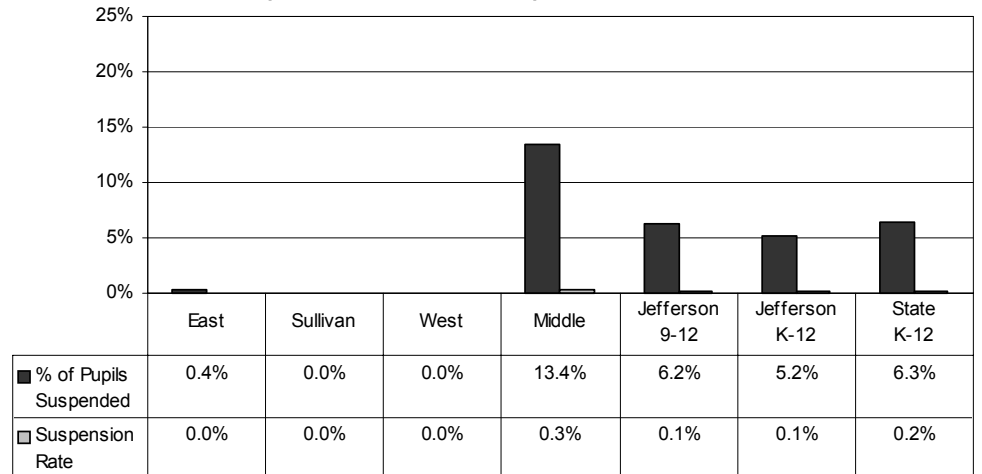
Dropout Rate 2002-2003 School Year



Out-of-School Suspensions

The number of days for out-of-school suspensions is the total days students are suspended during a school year. The suspension rate is calculated by dividing the number of days suspended by possible days of attendance. The percentage of pupils suspended is calculated by dividing the number of individual pupils suspended by the enrollment on the third Friday in September.

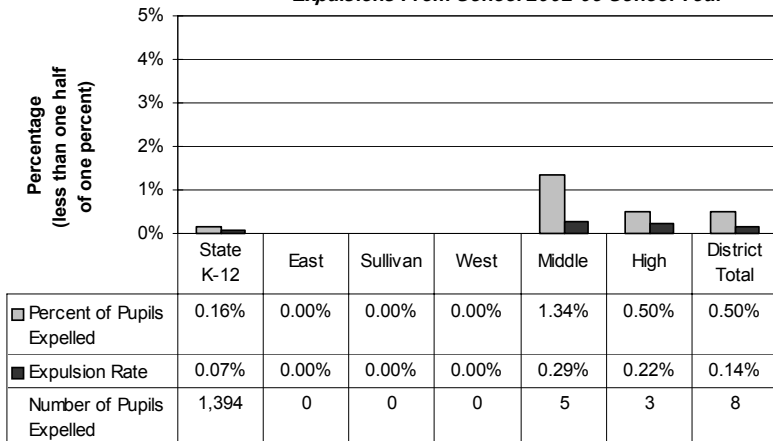
Comparative Out-of-School Suspensions for 2002-03 School Year



Expulsions

An expulsion is a formal action taken by the school board to address a discipline problem. It is the most serious consequence for student actions that significantly disrupt the learning environment. The expulsion rate is determined by dividing the number of days students were expelled by the possible attendance days.

Expulsions From School 2002-03 School Year

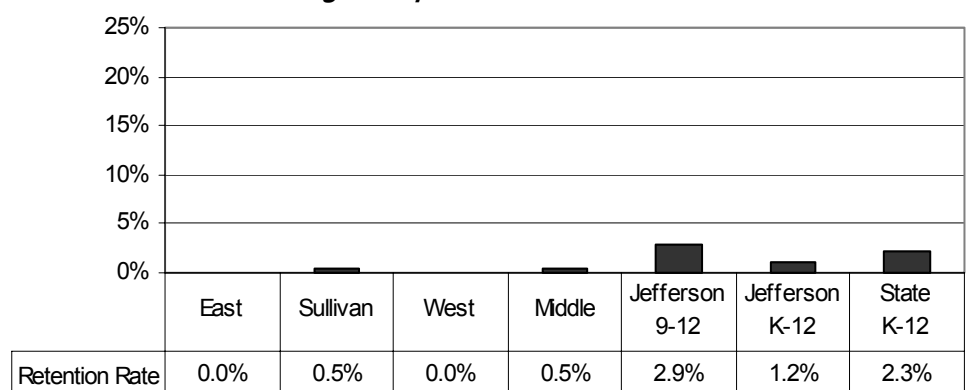


Retentions

The retention rate is the number of students held at a grade level for lack of satisfactory progress divided by the number of students enrolled on the third Friday in September. Jefferson High School looks at the number of credits a student has earned toward graduation to determine grade level status. The requirements are: Sophomore - 6 credits, Junior - 12 credits, and Senior - 18 credits.

High school students with credit deficiencies are held at a specific grade until they earn enough credits to advance to the next grade level. Many high schools in the state pass students along regardless of the number of credits earned. As a result, Jefferson High School shows a higher and more realistic retention rate than the rest of the state.

Percentage of Pupils Retained for 2002-2003 School Year



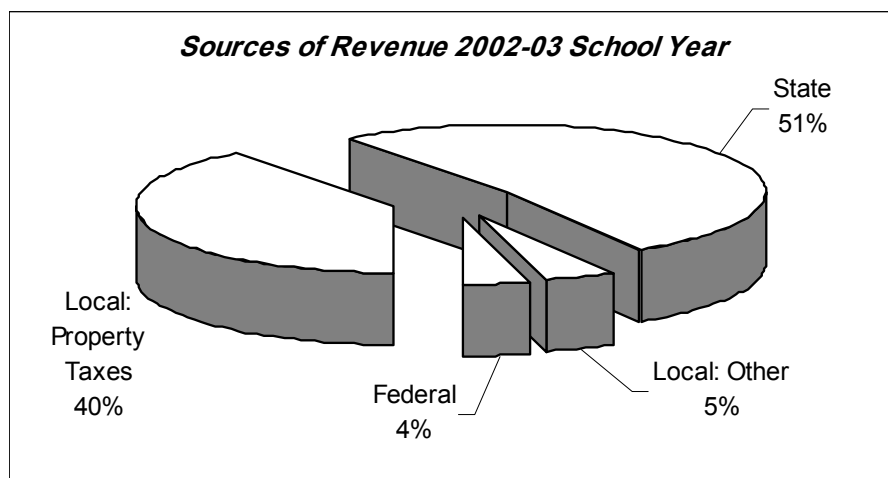
Revenue Comparisons

General Fund Revenues are financial resources available from local, state, and federal sources.

Revenues	Jefferson Total Revenues	Jefferson Percent of Total	State Average Percent of Total	Jefferson Revenue Per Member	State Average Revenue Per Member
Local: Property Taxes	\$6,965,261	39.56%	35.64%	\$3,904	\$3,643
State	9,127,296	51.83%	52.74%	\$5,116	\$5,392
Local: Other	804,586	4.57%	5.47%	\$451	\$559
Federal	712,241	4.04%	6.15%	\$399	\$629
OVERALL TOTALS	\$17,609,384	100.00%	100.00%	\$9,871	\$10,223

Local Revenue (Property Taxes)

The property taxes levied by the school district are a main source of income for the district. Beginning in the 1993-94 school year, a limit was placed on the amount of revenue each school district can receive through property tax and state general aid. The limit is based on enrollment changes, the Consumer Price Index, and each district's prior year controlled revenue. For a detailed explanation of the Revenue Limit Formula, visit the DPI School Financial Services' website at: <http://www.dpi.state.wi.us/dpi/dfm/sfms/revlimex.html>



Federal Revenue

Federal revenue includes all monies received directly from the government. Federal aids include the Vocational Education Act and food service aid. Federally funded programs authorized under the Elementary and Secondary Education Act of 1965 (ESEA) and reauthorized as the "No Child Left Behind Act of 2001" include:

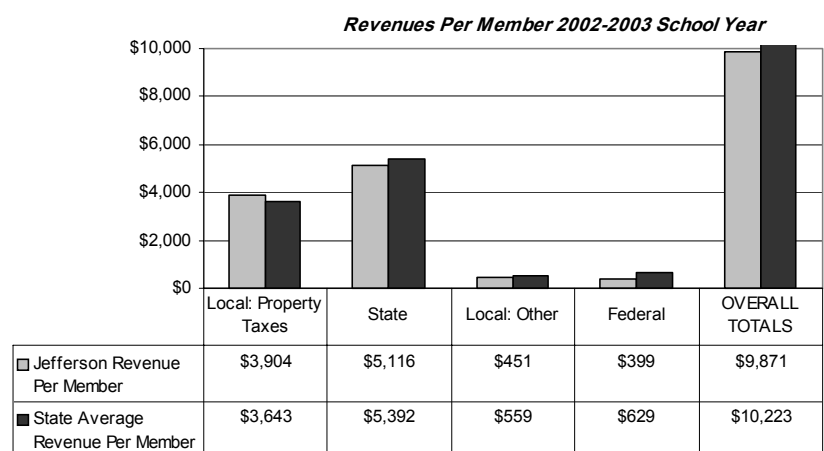
- Title I: Improving the Academic Achievement of the Disadvantaged
- Title II: Teacher and Principal Training and Recruiting Fund
- Title II: Part D—Enhancing Education Through Technology
- Title III: English Language Acquisition
- Title IV: Safe and Drug-Free Schools and Communities
- Title V: Innovative Programs



State Revenue

State aid is divided into two broad categories, General and Categorical. General aid is paid to the district out of the state general revenues in lieu of taxes on property which the state guarantees as the minimum available tax base to each district. It also includes payments made by the state for privately owned property removed from the tax rolls by state action. Examples of categorical aid include: handicapped aid, transportation aid, library aid, driver education aid, integration aid, and food service aid. For more information on the state's 2002-03 two-thirds funding commitment, visit the DPI School Financial Services' website at:

<http://www.dpi.state.wi.us/dpi/dfm/sfms/twothrd.html>



Local Revenue (Other)

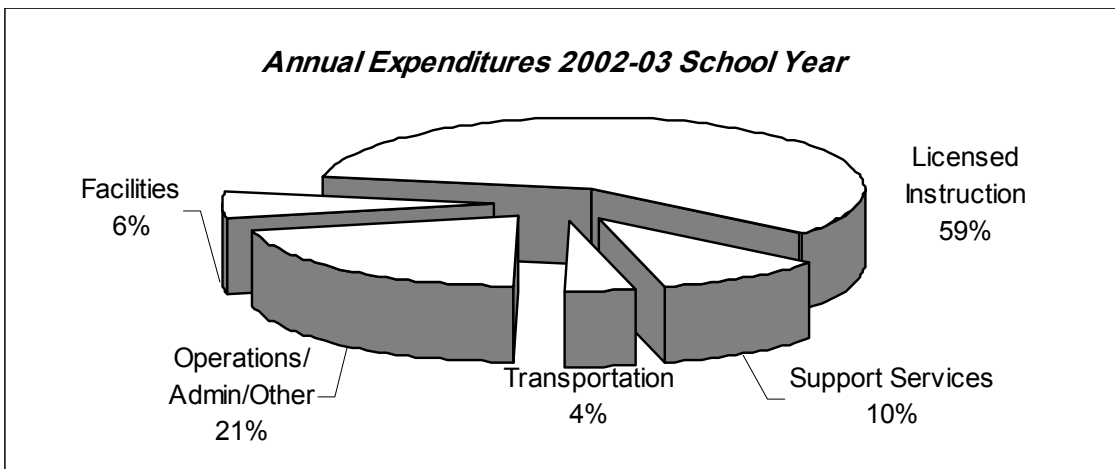
This category includes money received as payment for services provided by the district (summer school, co-curricular activities), for dispensing food to pupils and adults, school activities income, and interest on investments.

Comparative Expenditures

General Fund expenses are used for Fund 10 operations. They include expenditures for operations/administration/other, instruction, support services, and transportation. "Dollars per member" represents the amount received or spent in a given category divided by district student membership.

General Fund expenditures represent the major sources of expenses within a school district. Other costs incurred by the District not reported here include special projects, debt service, and food service.

Expenditures	Total District Expenditures	District Percent of Total	State Average Percent of Total	Jefferson Cost Per Member	State Average Cost Per Member
Licensed Instruction	\$9,829,250	58.37%	58.03%	\$5,510	\$5,588
Support Services	\$1,675,410	9.95%	9.34%	\$939	\$899
Transportation	\$689,330	4.09%	4.02%	\$386	\$387
Operations/ Admin/Other	\$3,617,642	21.48%	21.32%	\$2,028	\$2,053
Facilities	\$1,027,904	6.10%	7.29%	\$576	\$702
OVERALL TOTALS	\$16,839,536	100.0%	100.0%	\$9,439	\$9,628



Facilities

The cost of facilities includes all expenses associated with the acquisition and remodeling of district buildings.

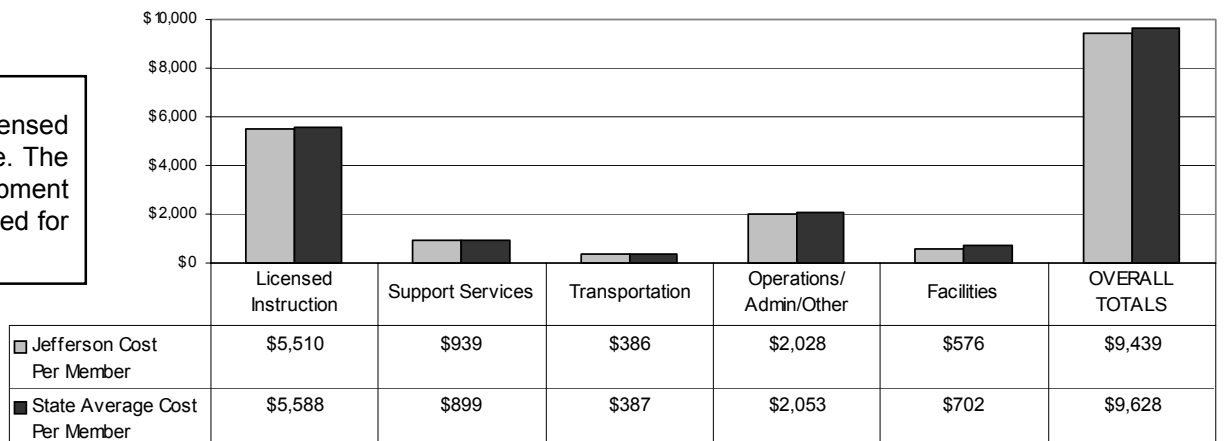
Transportation

The cost of student transportation includes regular bus routes, shuttle services between schools, special education routes, and parent transportation contracts.

Licensed Instruction

This expenditure covers the personnel costs for licensed classroom teachers at all grade levels in the state. The total also includes supplies, dues and fees, equipment addition, and other instructional materials purchased for classroom use through the building budgets.

Expenditures Per Member 2002-2003 School Year



Support Services

This area includes supplies, dues and fees, equipment addition, and other materials purchased through both building and district-wide budgets. These funds may also be used for instructional services (staff development, K-12 technology, library/media centers) and for pupil services (K-12 guidance, social workers, psychologists, etc.). The figures also incorporate personnel costs and purchased services in those areas.

Operation/Administration/Other

These areas include: 1) Personnel costs for support staff (e.g., maintenance workers, food service), administrators not covered in any of the above categories and School Board compensation, 2) Utility charges (gas, electric, phones), casualty and other insurance, short-term borrowing, and tuition payments to other schools (e.g., post-secondary school options and/or CESA 2 alternative school youth apprenticeship programs), and 3) The operating budget for the District buildings and grounds department rounds out this group.

Southern Lakes Conference Demographic Comparisons

The following three tables compare demographic data within the Southern Lakes Athletic Conference.

ELEMENTARY STUDENTS

District	# Enrolled	% Attendance	% Habitual Truancy	% Suspension	% Expulsion	% Retention	% English Proficient
Delavan	1,266	95.00%	6.50%	2.30%	0.00%	0.91%	67.9%
East Troy	652	95.90%	1.10%	0.00%	0.00%	0.78%	99.4%
Elkhorn	1,137	95.60%	0.00%	0.10%	0.00%	0.96%	82.5%
Fort Atkinson	1,112	96.20%	0.00%	0.50%	0.00%	0.37%	93.7%
Jefferson	714	95.80%	0.00%	0.10%	0.00%	0.14%	90.1%
Milton	833	95.50%	0.10%	0.70%	0.00%	0.00%	98.9%
Whitewater	879	96.10%	0.00%	1.50%	0.00%	0.57%	75.7%
Statewide	406,992	95.40%	5.20%	2.50%	0.00%	0.88%	91.6%

MIDDLE SCHOOL STUDENTS

District	# Enrolled	% Attendance	% Habitual Truancy	% Suspension	% Expulsion	% Retention	% English Proficient
Delavan	599	92.70%	19.80%	6.70%	0.70%	1.71%	32.1%
East Troy	400	95.10%	0.00%	5.90%	0.00%	0.00%	99.0%
Elkhorn	642	94.50%	0.40%	5.90%	0.50%	1.83%	79.9%
Fort Atkinson	565	94.70%	0.40%	9.60%	0.00%	0.18%	87.4%
Jefferson	374	94.50%	0.50%	13.40%	1.30%	0.54%	81.0%
Milton	458	96.10%	0.90%	4.80%	0.00%	0.44%	99.2%
Whitewater	446	95.90%	0.00%	3.10%	0.40%	0.22%	53.0%
Statewide	177,368	94.50%	8.20%	10.00%	0.20%	0.72%	80.7%

HIGH SCHOOL STUDENTS

District	# Enrolled	% Attendance	% Habitual Truancy	% Suspension	% Expulsion	% Retention	Dropout Rate	% English Proficient	Graduation Rate	% Taking AP Exams	% of AP Exams Passed
Delavan	954	90.80%	20.20%	4.30%	1.40%	7.60%	2.96%	58.0%	88.8%	6.0%	43.4%
East Troy	630	93.60%	0.80%	2.80%	0.00%	1.58%	0.95%	99.4%	97.3%	4.3%	75.0%
Elkhorn	817	94.80%	0.40%	5.40%	0.60%	5.12%	0.36%	80.0%	98.5%	8.2%	77.2%
Fort Atkinson	956	93.60%	2.80%	3.90%	0.00%	6.05%	1.98%	92.6%	93.0%	10.6%	63.0%
Jefferson	605	91.40%	2.30%	6.10%	0.50%	3.97%	1.82%	88.3%	96.6%	2.0%	41.2%
Milton	974	95.30%	0.80%	8.60%	1.10%	2.26%	1.64%	99.1%	91.0%	5.0%	76.5%
Whitewater	726	94.10%	5.00%	11.90%	0.40%	3.18%	1.06%	71.7%	91.6%	6.8%	45.5%
Statewide	289,402	92.90%	15.40%	9.40%	0.30%	5.08%	1.90%	88.2%	91.8%	5.7%	67.9%

Grade 3 WRCT (Wisconsin Reading Comprehension Test)

This table is a comparison of WRCT results within the Southern Lakes Conference.

District	# Enrolled	Not Tested	Minimum	Basic	Proficient	Advanced	Proficient + Advanced
Delavan	180	3.9%	5.0%	12.2%	60.0%	18.9%	78.9%
East Troy	101	2.0%	2.0%	5.9%	61.4%	28.7%	90.1%
Elkhorn	199	1.5%	4.0%	13.1%	59.3%	22.1%	81.4%
Fort Atkinson	170	2.4%	1.2%	9.4%	55.3%	31.8%	87.1%
Jefferson	127	3.9%	3.9%	11.0%	53.5%	27.6%	81.1%
Milton	214	3.7%	0.5%	6.5%	50.5%	38.8%	89.3%
Whitewater	157	3.8%	2.5%	6.4%	54.8%	32.5%	87.3%
Statewide	60,747	4.4%	4.2%	10.4%	52.8%	28.3%	81.4%

GRADE 4**Demographic Data and WKCE Test Score Comparisons within Southern Lakes Athletic Conference**

School districts are required to provide data on how students in grades 4, 8, and 10 tested in comparison with schools in their athletic conference. Data for November 2002 testing for the Jefferson School District and the Southern Lakes Conference schools appears below. New tests and performance level criteria were utilized with this round of testing. In addition, test performance from year to year may be affected by a variety of factors, including differences in cohort groups, disabilities, economic circumstances, and/or English language proficiency.

READING

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	173	1%	76%	46%	14%	54%	46%	8%	22%	40%	27%	67%
East Troy	109	1%	100%	5%	11%	47%	53%	2%	8%	39%	47%	86%
Elkhorn	203	0%	94%	17%	12%	60%	40%	2%	11%	39%	47%	86%
Fort Atkinson	183	0%	96%	21%	13%	54%	46%	3%	9%	34%	53%	87%
Jefferson	94	2%	97%	21%	11%	50%	50%	3%	7%	32%	53%	85%
Milton	206	1%	99%	9%	11%	51%	49%	3%	8%	39%	50%	89%
Whitewater	136	0%	88%	24%	15%	50%	50%	3%	10%	41%	44%	85%

LANGUAGE ARTS/ENGLISH

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	173	1%	76%	46%	14%	54%	46%	10%	18%	47%	21%	68%
East Troy	109	1%	100%	5%	11%	47%	53%	2%	13%	43%	38%	81%
Elkhorn	203	0%	94%	17%	12%	60%	40%	2%	14%	44%	39%	83%
Fort Atkinson	183	0%	96%	21%	13%	54%	46%	3%	14%	37%	46%	83%
Jefferson	94	2%	97%	21%	11%	50%	50%	1%	12%	37%	46%	83%
Milton	206	1%	99%	9%	11%	51%	49%	2%	11%	42%	44%	86%
Whitewater	136	0%	88%	24%	15%	50%	50%	4%	15%	37%	42%	79%

MATHEMATICS

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	173	1%	76%	46%	14%	54%	46%	25%	10%	42%	19%	61%
East Troy	109	1%	100%	6%	11%	47%	53%	6%	12%	50%	28%	78%
Elkhorn	203	0%	94%	17%	12%	60%	40%	10%	11%	44%	34%	78%
Fort Atkinson	183	0%	96%	21%	13%	54%	46%	13%	11%	44%	31%	75%
Jefferson	94	2%	97%	21%	11%	50%	50%	12%	5%	36%	43%	79%
Milton	206	1%	99%	9%	11%	51%	49%	10%	9%	48%	32%	80%
Whitewater	136	0%	88%	24%	15%	50%	50%	19%	10%	40%	30%	70%

SCIENCE

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	173	1%	76%	46%	14%	54%	46%	12%	25%	48%	10%	58%
East Troy	109	1%	100%	6%	11%	47%	53%	1%	6%	72%	17%	89%
Elkhorn	203	0%	94%	17%	12%	60%	40%	1%	11%	62%	25%	87%
Fort Atkinson	183	0%	96%	21%	13%	54%	46%	2%	10%	60%	28%	88%
Jefferson	94	2%	97%	21%	11%	50%	50%	1%	11%	59%	26%	85%
Milton	206	1%	99%	9%	11%	51%	49%	1%	14%	58%	26%	84%
Whitewater	136	0%	88%	24%	15%	50%	50%	1%	23%	52%	23%	75%

SOCIAL STUDIES

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	173	1%	76%	46%	14%	54%	46%	5%	4%	39%	48%	87%
East Troy	109	1%	100%	6%	11%	47%	53%	0%	1%	20%	74%	94%
Elkhorn	203	0%	94%	17%	12%	60%	40%	0%	2%	23%	75%	98%
Fort Atkinson	183	0%	96%	21%	13%	54%	46%	2%	3%	22%	73%	95%
Jefferson	94	2%	97%	21%	11%	50%	50%	0%	0%	20%	76%	96%
Milton	206	1%	99%	9%	11%	51%	49%	0%	3%	26%	69%	95%
Whitewater	136	0%	88%	24%	15%	50%	50%	0%	4%	39%	56%	95%

GRADE 8**Demographic Data and WKCE Test Score Comparisons within Southern Lakes Athletic Conference**

The following charts compare the performance of eighth grade students in the Southern Lakes Athletic Conference on tests given in November 2002. Significant differences in family economic circumstances of the districts reported likely have a major impact on the results. Jefferson had the second highest rate of economically disadvantaged students of the schools listed. Delavan had nearly seven times as many economically disadvantaged students as the school district with the lowest poverty rate.

READING

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	181	0%	94%	39%	17%	49%	51%	10%	11%	46%	33%	79%
East Troy	134	1%	100%	6%	7%	47%	53%	1%	6%	46%	44%	90%
Elkhorn	170	0%	96%	9%	13%	56%	44%	2%	7%	42%	49%	91%
Fort Atkinson	169	0%	99%	12%	14%	53%	47%	4%	6%	46%	43%	89%
Jefferson	105	0%	100%	26%	21%	50%	50%	10%	7%	46%	36%	82%
Milton	225	1%	100%	8%	10%	55%	45%	1%	5%	39%	53%	92%
Whitewater	159	0%	89%	21%	8%	52%	48%	2%	7%	47%	43%	90%

LANGUAGE ARTS/ENGLISH

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	181	0%	94%	39%	17%	49%	51%	21%	30%	35%	13%	48%
East Troy	134	1%	100%	6%	7%	47%	53%	5%	13%	51%	28%	79%
Elkhorn	170	0%	96%	9%	13%	56%	44%	4%	27%	46%	23%	69%
Fort Atkinson	169	0%	99%	12%	14%	53%	47%	9%	23%	47%	20%	67%
Jefferson	105	0%	100%	26%	21%	50%	50%	17%	17%	48%	16%	64%
Milton	225	1%	100%	8%	10%	55%	45%	7%	18%	47%	27%	74%
Whitewater	159	0%	89%	21%	8%	52%	48%	5%	28%	47%	19%	66%

MATHEMATICS

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	181	0%	94%	39%	17%	49%	51%	17%	18%	50%	14%	64%
East Troy	134	1%	100%	6%	7%	47%	53%	3%	8%	51%	35%	86%
Elkhorn	170	0%	96%	9%	13%	56%	44%	3%	10%	60%	27%	87%
Fort Atkinson	169	0%	99%	12%	14%	53%	47%	4%	11%	53%	31%	84%
Jefferson	105	1%	100%	26%	21%	50%	50%	16%	13%	50%	20%	70%
Milton	225	1%	100%	8%	10%	55%	45%	4%	10%	46%	39%	85%
Whitewater	159	0%	89%	21%	8%	52%	48%	3%	13%	51%	33%	84%

SCIENCE

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	181	0%	94%	39%	17%	49%	51%	12%	14%	51%	23%	74%
East Troy	134	1%	100%	6%	7%	47%	53%	2%	6%	54%	34%	88%
Elkhorn	170	1%	96%	9%	13%	56%	44%	2%	8%	51%	38%	89%
Fort Atkinson	169	0%	99%	12%	14%	53%	47%	2%	9%	52%	36%	88%
Jefferson	105	0%	100%	26%	21%	50%	50%	11%	13%	50%	25%	75%
Milton	225	1%	100%	8%	10%	55%	45%	1%	10%	46%	41%	87%
Whitewater	159	1%	89%	21%	8%	52%	48%	3%	11%	46%	39%	85%

SOCIAL STUDIES

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	181	1%	94%	39%	17%	49%	51%	3%	18%	48%	29%	77%
East Troy	134	1%	100%	6%	7%	47%	53%	0%	7%	39%	51%	90%
Elkhorn	170	0%	96%	9%	13%	56%	44%	1%	8%	40%	51%	91%
Fort Atkinson	169	0%	99%	12%	14%	53%	47%	1%	4%	41%	52%	93%
Jefferson	105	0%	100%	26%	21%	50%	50%	7%	10%	44%	39%	83%
Milton	225	1%	100%	8%	10%	55%	45%	0%	6%	42%	50%	92%
Whitewater	159	1%	89%	21%	8%	52%	48%	0%	6%	47%	45%	92%

GRADE 10**Demographic Data and WKCE Test Score Comparisons within Southern Lakes Athletic Conference**

The performance of students in grade 10 in our athletic conference on the November 2002 WKCE tests is compared below. It is noteworthy that Jefferson had the highest percentage of students with disabilities and identified as economically disadvantaged.

READING

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	218	2%	96%	19%	11%	57%	43%	10%	17%	25%	46%	71%
East Troy	178	2%	100%	4%	7%	47%	53%	2%	13%	24%	58%	82%
Elkhorn	199	4%	99%	12%	12%	53%	47%	6%	9%	21%	57%	78%
Fort Atkinson	201	2%	99%	6%	9%	53%	47%	9%	17%	22%	45%	67%
Jefferson	140	2%	99%	21%	16%	51%	49%	11%	18%	21%	48%	69%
Milton	232	4%	100%	11%	9%	49%	51%	9%	15%	24%	48%	72%
Whitewater	166	1%	93%	18%	10%	48%	52%	10%	16%	14%	58%	72%

LANGUAGE ARTS/ENGLISH

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	218	2%	96%	19%	11%	57%	43%	11%	23%	48%	16%	64%
East Troy	178	2%	100%	4%	7%	47%	53%	5%	10%	51%	31%	82%
Elkhorn	199	4%	97%	12%	12%	53%	47%	5%	15%	51%	21%	72%
Fort Atkinson	201	2%	99%	6%	9%	53%	47%	6%	19%	48%	20%	68%
Jefferson	140	2%	99%	21%	16%	51%	49%	12%	26%	42%	17%	59%
Milton	232	4%	100%	11%	9%	49%	51%	6%	17%	51%	21%	72%
Whitewater	166	1%	93%	18%	10%	48%	52%	8%	19%	52%	18%	70%

MATHEMATICS

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	218	1%	96%	19%	11%	57%	43%	15%	21%	50%	12%	62%
East Troy	178	2%	100%	4%	7%	47%	53%	11%	13%	49%	23%	72%
Elkhorn	199	6%	97%	12%	12%	53%	47%	11%	10%	46%	23%	69%
Fort Atkinson	201	3%	99%	6%	9%	53%	47%	9%	13%	46%	25%	71%
Jefferson	140	2%	100%	21%	16%	51%	49%	15%	21%	44%	19%	63%
Milton	232	4%	100%	11%	9%	49%	51%	11%	10%	55%	19%	74%
Whitewater	166	2%	93%	18%	10%	48%	52%	15%	10%	46%	26%	72%

SCIENCE

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	218	1%	96%	19%	11%	57%	43%	20%	10%	38%	31%	69%
East Troy	178	2%	100%	4%	7%	47%	53%	7%	12%	44%	33%	77%
Elkhorn	199	5%	97%	12%	12%	53%	47%	12%	8%	38%	33%	71%
Fort Atkinson	201	4%	99%	6%	9%	53%	47%	12%	10%	33%	37%	70%
Jefferson	140	2%	99%	21%	16%	51%	49%	24%	9%	32%	34%	66%
Milton	232	4%	100%	11%	9%	49%	51%	10%	9%	37%	40%	77%
Whitewater	166	1%	93%	18%	10%	48%	52%	16%	11%	36%	36%	72%

SOCIAL STUDIES

District	# Enrolled	Not Tested	% English Proficient	% Economically Disadvantaged	% Disabilities	% Male	% Female	Minimum	Basic	Proficient	Advanced	Proficient & Advanced
Delavan	218	2%	96%	19%	11%	57%	43%	18%	9%	39%	32%	71%
East Troy	178	2%	100%	4%	7%	47%	53%	11%	4%	34%	47%	81%
Elkhorn	199	5%	97%	12%	12%	53%	47%	18%	5%	29%	40%	69%
Fort Atkinson	201	4%	99%	6%	9%	53%	47%	18%	6%	27%	41%	68%
Jefferson	140	2%	99%	21%	16%	51%	49%	21%	10%	31%	35%	66%
Milton	232	4%	100%	11%	9%	49%	51%	14%	8%	35%	39%	74%
Whitewater	166	1%	93%	18%	10%	48%	52%	21%	6%	27%	43%	70%

Destination Imagination Team Garners Global Championship in 2002-03

During spring of 2003, the community of Jefferson swelled with pride as the successful middle school Destination Imagination Team headed off to Knoxville, Tennessee, to compete at the Destination Imagination Global Finals. Armed with luggage, team managers, supportive parents, and a great deal of talent, this seven-member team was about to embark on an experience that most students merely dream about. It was the epitome of "hard work pays off."

This talented seven-member team included: one sixth grader - Matthew Kennedy, three seventh graders - Katie Brower, Eric Krause and Kirsten Prust, and three eighth graders - Max Golden, Cedric Meyers and Lucas Ohl. Leading the team were managers Brad Meyers, M.D. and Gretchen Geist-Meyers.

Converging on the University of Tennessee campus for the four-day competition were a total of 800 teams representing the United States, Canada, Guatemala, Israel, Great Britain, Brazil,



Pictured above (first row, left to right) are Katie Brower, Max Golden, Matthew Kennedy, and Eric Krause; (back row, left to right) Parent John Brower, Lucas Ohl, Dr. Brad Meyers, Cedric Meyers, Kirsten Prust, and Gretchen Geist-Meyers.

that "they were in the running." At the time, they were unsure what exactly that meant.

On Saturday, May 24, the team competed in a hands-on instant challenge that required them to build a "structure." This was quite a curve ball for the performance-oriented team.

During the course of their stay in Knoxville, the students enjoyed trading commemorative pins, meeting kids from the world over, eating college food, walking for miles up and down the Tennessee hills on campus, and getting very little sleep.

As one would expect, the closing ceremony was also held in the arena. The event was more noisy and more spirited than the opening ceremony. The team swelled with

pride at learning they were named the 2003 global champions in the middle level "Once Improv a Time" category. In the process, the team has proven that "small town USA" can bring home the gold!

As one would guess, competing and winning a global championship was not possible without a great deal of hard work and dedication. This team's hard work began in the fall of 2002 with meetings on Saturdays and Sundays.

In December of 2002 the team attended an improvisational theater techniques workshop with

the ComedySportz troupe of Madison.

During the winter months, the team met weekly to foster teamwork and improve their improv skills.

In March 2003, the team faced their first competition at the Aldrich Middle School in Beloit. The middle school team placed first which allowed them to move on to the state finals at UW-Stevens Point.

The April event was huge, with approximately 14,000 people in attendance. The Jefferson team placed second overall (of 15 teams in the Improv Challenge) and won the Instant Challenge portion. A special recognition called the "Renaissance Award" was awarded to Jefferson for outstanding teamwork and innovation in the "Instant Challenge" competition. The second place overall qualified the team to compete at the Global Finals. This was the first time in the history of the Jefferson Destination Imagination (formerly Odyssey of the Mind) Program that a team qualified for Global Finals.

With an estimated cost of nearly \$10,000 for the trip to Knoxville, the team and its managers tackled fund-raising in earnest. They sold 500 dozen Krispy Kreme donuts, provided presentations to service clubs, and wrote letters requesting support from Jefferson area businesses. The community's response was overwhelming with generous donations and

purchase of "stock certificates." "A Night of Improv and Pizza" fund-raiser was successful. Team Manager Brad made appearances on the WFAW radio talk show program promoting the fund-raising efforts.

The efforts of the team and managers paid off as they exceeded the fund-raising goal. That made funds available for the trip to Tennessee and also for future competitions.

The Jefferson School District and community are very proud of the accomplishments of these individuals. This team has proven that hard work and dedication pays high dividends.

Congratulations on a job well done!

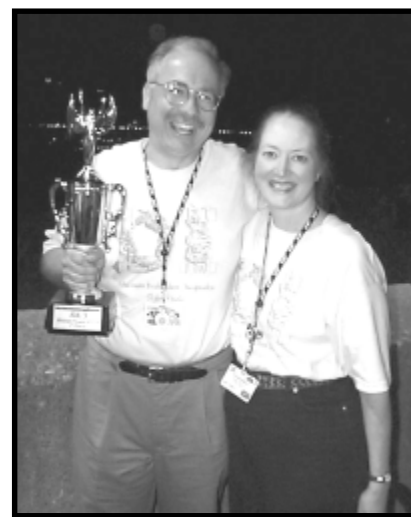


Pictured above (first row, left to right) are team members Max Golden, Lucas Ohl and Matthew Kennedy; (back row, left to right) Kirsten Prust, Katie Brower, Cedric Meyers and Eric Krause.

Korea, and various other countries. The teams included elementary through university-age students, competing in various problem-solving activities. Jefferson's team competed in the middle school age group with an improvisational theater challenge. With 73 teams, the group was the largest at the Global Finals competition.

Upon arriving in Tennessee on May 21, 2003, the team attended the opening ceremony. The extravaganza of cheering kids, music, and laser lights was held in the Thompson-Boling arena.

After competing in the "Central Challenge" on Friday morning, May 23, the Jefferson Middle School team was told that their scores indicated



Dr. Brad Meyers and Gretchen Geist-Meyers, Team Managers.