

Cochrane-Fountain City School District
Board Meeting in Committee
October 6, 2022

Larry Cyrus called the meeting to order at 6:03 p.m. in the C-FC High School Library. Board members present were Larry Cyrus, Niki Secrist, Kalene Engel, Darrin Dillinger, Lynn Doelle, Don Baloun, and Bonnie Breza. Also present was Troy White, Superintendent.

The Pledge of Allegiance was recited, and the Mission Statement read.

Larry Cyrus attested to the publication of the meeting.

Consideration of Adjustment to the Agenda

Larry Cyrus passed out the DPI budget request summary and Mr. White handed out the Notice for the Annual District Meeting. The agenda was approved on a motion by Kalene Engel, seconded by Lynn Doelle. Motion carried.

Board Updates

None.

Discussion Items

- **Daycare options**
- **Recording Board Meeting**
- **Superintendent Evaluation**

The above topics were discussed.

Information Items

- **Redefining Reading**

The information provided in the packet was discussed. It included the redefining ready national initiative launched by the AASA. As well as academic & career planning and redefining ready by the WI DPI.

- **Preliminary Budget & Levy Update**

Preliminary budget information and the tax levy were discussed.

- **School Board member resignation information**

The process for filling a board vacancy was discussed including the Board policy.

Future Agenda Items

Effective Board was added by Larry Cyrus.

Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	October 19th, 2022	Regular Meeting	6:00 p.m.
Monday	October 24th, 2022	Budget Hearing & Annual Meeting	6:00 p.m.
Monday	October 24th, 2022	Special Board Meeting Immediately following the Annual Meeting	
Thursday	November 3rd, 2022	Committee of the Whole	6:00 p.m.
Wednesday	November 16th, 2022	Regular Meeting	6:00 p.m.

Adjourn

Darrin Dillinger made a motion to adjourn. Lynn Doelle seconded the motion. Motion carried at 8:29 p.m.

DPI submits 2023-25 biennial budget request

Department requests \$2.5 billion in K-12 funding to help Wisconsin students, educators, schools succeed

MADISON — The Wisconsin Department of Public Instruction today requested \$2.5 billion in its 2023-25 biennial budget submission to the Wisconsin Department of Administration. “Wisconsin children and Wisconsin communities – all of us - deserve the best public education and library systems in the country, and to obtain this goal, we need robust and ongoing investment,” State Superintendent of Public Instruction Dr. Jill Underly said. “This investment was made in the past, and it needs to be made again. This biennial budget is a necessary investment in Wisconsin’s schools and libraries, and it comes at the most critical time, as the needs right now are incredible. I am so proud of this budget, and I hope you join me in advocating for it. Our state deserves no less.” The biennial budget request includes, but is not limited to, funding for the following:

- **Creating predictable and sustainable funding for schools**
 - Increase per-pupil aid payments to support school districts as they navigate challenges created by increased costs and no per-pupil revenue limit adjustment in the previous biennial budget.
 - *\$66.3 million over the biennium: Increase per-pupil aid from \$742 for the current year to \$766 per pupil in FY24 and \$811 per pupil in FY25.*
 - Provide additional state support through general aid to school districts to offset the impact of additional revenue grown statewide – ensuring a nearly neutral statewide property tax impact.
 - *\$284.4 million in FY24 and \$611.4 million in FY25 (annual changes of 3.6 percent and 7.9 percent) and reallocate \$16.8 million in each year from high-poverty aid to state general aid.*
 - Increase revenue limit authority so school districts do not have to rely on referenda to do so.
 - *Create a \$350 per-pupil adjustment in FY24, and an additional \$650 per-pupil adjustment in FY25.*
 - Increase the low revenue ceiling threshold to assist school districts with the lowest levels of per-pupil revenue.
 - *Raise the low revenue limit ceiling from \$10,000 in the current year to \$10,350 in FY24 and \$11,000 in FY25.*
 - Increase state support of the Special Education Categorical Aid Program so districts can account for rising costs of special education and the increasingly complex needs of students.
 - *\$753.9 million over the biennium: Increase reimbursement rates to 45 percent in FY24 and 60 percent in FY25.*
 - Assist districts in covering the costs of providing special education services above a specified threshold.
 - *\$10.9 million over the biennium: Increase reimbursement rates of High-Cost Special Education Aid to 45 percent in FY24 and to 60 percent in FY25.*
 - Fully fund the Sparsity Aid Program to provide additional aid to rural school districts with relatively small economies.
 - *\$1.26 million over the biennium: \$400 per pupil for the smallest districts and \$100 per pupil for districts with 746-1,000 members; \$630,200 each year.*
 - Fully fund High-Cost Pupil Transportation Aid and remove the statutory limit on the total amount the DPI may distribute as one-time stop-gap payments for qualifying school districts.
 - *\$21.2 million over the biennium: \$10.5 million each year.*
- **Increasing, diversifying, and strengthening the educator pipeline**
 - Support future educators while they complete required student teaching of educator preparation programs and future librarians as they complete valuable experience in the field by providing stipends, as well as providing stipends to cooperating teachers in recognition of the significant amount of time they dedicate to work with student teachers and interns.
 - *\$10.8 million beginning in FY25.*
 - Reimburse school districts and independent charter schools for building teaching capacity in Wisconsin’s schools through grow-your-own initiatives and programs, including pathways for staff to complete a program leading to an education degree and/or licensure, as well as supporting student organizations that encourage high school students to pursue careers in education.
 - *\$10 million beginning in FY25.*
- **Addressing student mental health and expanding support to students**
 - Replace the current School-Based Mental Health Services Grant (\$10 million annually) with a new program to support comprehensive mental health services for students during both in-school and out-of-school time. This new program has a reimbursement model that provides a predictable level of resources schools can use to directly address mental health needs of students.
 - *\$235.8 million over the biennium: Net increase of \$117.9 million each year.*
 - Expand aid for school-based mental health professionals to include all pupil services categories.
 - *\$36 million over the biennium: \$18 million each year.*
 - Increase the maximum award for peer-to-peer suicide prevention grants to cover more of the costs associated with implementing programs.
 - *Raise the maximum grant award from \$1,000 to \$6,000 per LEA.*

- o Expand grants that support Alcohol and Other Drug Abuse Prevention programming in schools.
 - *\$5 million over the biennium: \$233,900 each year for an existing program, and \$4.5 million in FY25 for new AODA programs.*
- o Increase support for existing mental health training programs to expand the types of training offered and make trainings available for out-of-school time program staff.
 - *\$1.16 million over the biennium: \$580,000 each year. Establishing strong foundations of learning*
- o Create a two-pronged approach to improve reading outcomes for Wisconsin students: one effort focusing on evidence-based literacy instructional practices for students in 5K through 12th grade; a second effort focusing on early reading instructional transitions from 4K to 5K to first grade.
 - *\$20 million over the biennium: \$10 million each year.*
- o Expand state support of bilingual-bicultural programs within school districts.
 - *\$22.3 million over the biennium: Raise reimbursement rate to 15 percent in FY24 and 20 percent in FY25.*
- o Provide aid for English language acquisition in the form of English learner categorical aid to ensure all school districts and independent charter schools serving English language learners receive state support.
 - *\$34.8 million over the biennium: A minimum of \$10,000 in aid for districts with 1- 20 English learning pupils, and \$500 for each additional English learning pupil.*
- o Formalize the process of obtaining the Wisconsin Seal of Biliteracy and expand access.
 - *\$310,500 over the biennium.*
- o Provide resources to school districts and independent charter schools to start new or improve existing financial literacy curriculum and programming.
 - *\$5 million over the biennium: \$2.5 million each year.*
- o Create a state-funded grant program to provide ongoing support to out-of-school-time programs (school districts and community-based organizations).
 - *\$20 million beginning in FY25.*
- o Offset costs to school districts, CESAs and independent charter schools of providing driver education instruction to students who are economically disadvantaged.
 - *\$6.5 million beginning in FY25.*
- o Maintain current services to school districts under the Academic and Career Planning program.
 - *\$704,000 over the biennium: \$322,500 in FY24 and \$381,500 in FY25.*
- o Subsidize testing fees for Wisconsin residents taking the GED.
 - *\$500,000 beginning in FY25. Ensuring Wisconsin students have access to healthy meals*
- o Create supplemental nutrition aid for a universal free meals program to ensure all Wisconsin students have access to nutritious meals at no cost.
 - *\$120.32 million beginning in FY25.*
- o Fully fund school breakfast aid at 15 cents per meal and expand the school breakfast program to include independent charter schools, state residential schools and residential childcare institutions.
 - *\$8.9 million over the biennium: \$4.3 million in FY24 and \$4.6 million in FY25.*
- o Incentivize school meals that include locally sourced foods to benefit local producers, communities, and economies.
 - *\$2.75 million beginning in FY25; 10 cents for each meal that includes a locally sourced food.*
- o Create a new grant program that assists school food authorities in purchasing milk coolers and dispensers
 - *\$50,000 beginning in FY25.*
- **Strengthening Wisconsin public libraries and lifelong learning**
 - o Increase state support to the public library system.
 - *\$10 million over the biennium: \$5 million each year.*
 - o Recollection Wisconsin: Provide a dedicated funding source to support libraries in digitally archiving documents of Wisconsin cultural and historical significance.
 - *\$450,000 over the biennium: \$150,000 in FY24 and \$300,000 in FY25.*
 - o Increase state support in resources for lifelong learning.
 - *\$336,000 to fully fund BadgerLink and Newslines for the Blind databases.*

Original discussion about expanding the daycare to birth - 3 years old

- The District would need to allocate space and Head Start would pay for the rest
- The District investigated the availability of space including spending money to determine the cost of making the space compliant to regulations
- The District was informed that Head Start would not be able to use their funds to pay for any physical building renovations

Goal

- Initial Discussion was to utilize the space allotted for 50 children (25 infants & 25 toddlers)
- Realization - Regulations only allow for 8 infants & 8 Toddlers per licensed staff
- Large classrooms identified was to allow Head Start to divide the rooms in half
- This would only allow for 32 children (16 infants & 16 toddlers)
- Extra space utilized for greeting area

Misperceptions

- Parents would be provided free daycare. Only families who qualify for Head Start would be funded, other would have a cost
- Blended room where both paying and qualifying children occupy the space may decrease the cost for paying families

Funding Timeline

- Fall '22 - Head Start would apply for funding to cover materials, licensing, and staffing in the Fall of 2022
- Spring '23 - Awarded or denied funding in the Spring of 2023
- Spring-Fall '23 - Head Start will determine budget, order materials, work on licensing, hire staff, and train staff
- Spring '24 - Anticipated start time for birth to 3-year old programming

Plan A	Cost	Rooms	Old 5K	Center Office / Meeting	Center Classroom	Double office / storage	Paid 3-yr Old Room
Renovations	\$ -	5	1	1	1	2	
Parking	\$ -						
Playground	No						
Licensing	No						
Staffing	No						

Plan B-1	Cost	Rooms	Old 5K	Center Office / Meeting	Center Classroom	Double office / storage	Paid 3-yr Old Room
Renovations	\$ -	6	1	1	1	2	1
Parking	\$ -						
Playground	No						
Licensing	Yes						
Staffing	Yes						

Allocate the paid 3-year old room to Head Start

Additional room for 3+ year old students on waiting list

Plan B-2	Cost	Rooms	Old 5K	Center Office / Meeting	Center Classroom	Double office / storage	Paid 3-yr Old Room	
Renovations \$	-	6	1	1	1	2	1	
Parking \$	5,000.00	* Remove front septic, create drop off/pick up area, & renovate entrance						
Playground	No							
Licensing	Yes							
Staffing	Yes							
Additional room for Toddlers								
This would allow for 6 -8 children ages 2-3 years old with 2 C-FC staff preferred spots.								

Plan C	Cost	Rooms	Old 5K	Center Office / Meeting	Center Classroom	Double office / storage	Paid 3-yr Old Room	
Renovations \$	250,000.00	6	1	1	1	2	1	
Parking \$	500,000.00	* Remove front septic, create drop off/pick up area, renovate entrance, & renovate the center						
Playground	No	office/storage						
Licensing	Head Start							
Staffing	Head Start							
Additional room for Toddlers / Split room for infants								
This would allow for 6 -8 children ages 2-3 years old with 2 C-FC staff preferred spots.								

Plan D	Cost	Rooms	Old 5K	Center Office / Meeting	Center Classroom	Double office / storage	Paid 3-yr Old Room	Jr High Classroom / Commons	4 - H Classroom
Renovations \$	1,400,000.00	11	1	1	1	2	0	5	1
Parking \$	250,000.00	*Create drop off/pick up area & renovate classroom & common area for greeting							
Playground	Yes	*Build additional playground area by the satellite dishes							
Licensing	Yes								
Staffing	Yes								
Renovate the Jr High wing.									
Current Head Start rooms would remain									

Plan E	Cost	Rooms	Old 5K	Center Office / Meeting	Center Classroom	Double office / storage	Paid 3-yr Old Room	Jr High Classroom / Commons	4 - H Classroom
Renovations	?								
Parking	?								
Licensing	Yes								
Staffing	Yes								
Build separate facility either off site or on campus									

NATIONAL REDEFINING READY



Ensuring that all graduates are career, college, and life ready is both a tremendous responsibility and an immense opportunity for public schools. Traditionally, readiness has been measured via standardized test scores, but standardized tests are limited to the core subject areas and therefore do not alone assess the true potential of students. Today's educators across all subject areas are preparing students for careers that do not exist, developing student potential in critical thinking, problem-solving, innovation, and collaboration. Accurately measuring students by a single test score is simply not possible.

Redefining Ready! is a national initiative launched by the AASA (The School Superintendents Association) to introduce research-based metrics to more appropriately assess that students are college, career, and life ready. Schools provide students with rigorous academic programs, personalized and career-specific learning experiences, along with social and emotional skills that prepare them to be global citizens in an ever-changing world. The new readiness indicators more accurately reflect the educational landscape of the 21st century, and because students learn in a variety of ways, they should be able to demonstrate their readiness in a variety of ways.

College Ready Indicators

Students are College Ready if they meet either the academic indicators OR standardized testing benchmarks.

Academic Indicators

GPA 2.8 and one or more of the following:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)

OR

Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: English (18) | Reading (22)
- Science (23) | Math (22)
- College Readiness Placement Assessment
(determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA Completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II

Career Ready Indicators

Students are **Career Ready** if they have identified a career interest and meet two or more benchmarks listed below.

Career Indicators

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities

Life Ready

Being life ready means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of self-awareness, self-management, social awareness, responsible decision making, and relationship skills.

Students who are LIFE READY possess the growth mindset that empowers them to approach their future with confidence, to dream big, and to achieve big.

Our nation's schools provide social and emotional support and experiences to equip students with life skills to succeed in the present and in the future.

Elementary School Ready Indicators

Academic Indicators

- Kindergarten - Access to structured play-based learning
 - At least 60 minutes per day
- Reading on grade level by end of 3rd Grade
- Student participating in Visual and/or Performing Arts during the school day (weekly)

On-Track Indicators

- 90% Attendance
- <1 Out of school suspensions
- Community Service at least 5 hours (grades 1-5)
- Extra-curricular Participation
- Student demonstrates CORE SEL competencies (<http://www.casel.org/core-competencies/>)
- Student participating in Visual and/or Performing Arts during the school day (weekly)

Elementary Scorecard

Wisconsin Redefining Ready Elementary Scorecard focuses on readiness for middle school with metrics vetted in research. The Middle School Readiness Indicators for elementary school students are attendance rate, reading readiness, self-regulation, math readiness, and Forward Exam results.

Attendance Rate: Less than 10% absenteeism is a predictor of 3rd grade reading success.

Self-Regulation: Children's self-regulation skills - ability to maintain engaged focus, stay on task, inhibit inappropriate behaviors and delay gratification - predicts later school success.

Reading Readiness: Third grade literacy is correlated with reading and English language arts (ELA) proficiency on state assessment at the middle grades level.

Math Readiness: Preschool math skills support first-grade math skills, which support fifth-grade math knowledge.

WI Forward Exam: Reading comprehension depends heavily on student's vocabulary and background knowledge, students need a curriculum rich in content not only in English language arts and math but also in science, history, geography, civics, and the arts.

Middle School (Grade 6-8) Ready Indicators

Academic Indicators

- Passing Grade English and Math - 8th Grade

On-Track Indicators

- 90% Attendance
- <1 Out of school suspensions
- Community Service at least 10 hours (grades 6-8)
- Extra-curricular Participation - includes clubs and sports
- Students participate in at least one club/sport
- Student demonstrates CORE SEL competencies (<http://www.casel.org/core-competencies/>)

Middle School Scorecard

Wisconsin Redefining Ready Middle School Scorecard focuses on readiness for high school with metrics vetted in research. High School Readiness Indicators for middle school students are grade point average, attendance, passing core classes, co-curricular involvement, passing all classes, self-regulation, identified academic and career plan and Forward Exam results.

Attendance Rate: Less than 10% absenteeism in middle school is a predictor of post-secondary success.

Core Classes: Core GPA is the strongest single predictor of 11th grade on track status.

Self-Regulation: Students who were removed from school for out of school suspensions more than .5 days and fewer than 3 days in the prior school year are given a moderate risk of not graduating within 4 years of entering high school. Students suspended or expelled for 3 or more days are given a High risk.

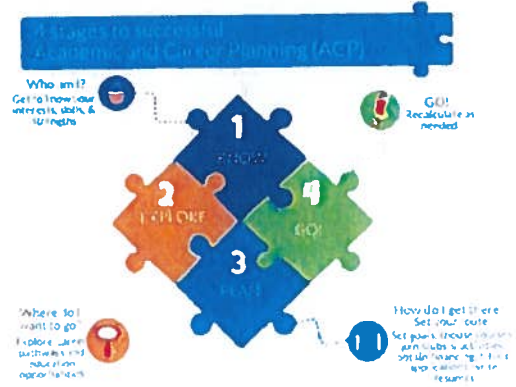
3.0 GPA: 8th grade core GPA is the strongest predictor of whether students earn A's and B's in 9th grade.

Identified Academic and Career Plan: Middle school is the time when students can benefit the most from career exploration.

Advanced and Proficient on Forward Exam: Percent of student passing all ELA and Mathematics courses meeting the benchmarks on state exams correlates with post-secondary success.

Academic & Career Planning and Redefining Ready *Go Hand in Hand!*

The Wisconsin Department of Public Instruction, via PI-26 legislation made Academic and Career Planning (ACP) a requirement for all public schools in the state of Wisconsin to offer students in grades 6-12. The ACP requirements' purpose is to develop college and career ready graduates from all Wisconsin public high schools. The Wisconsin DPI developed the Four Stages to Successful Academic and Career Planning Model to be used as a guide for the ACP implementation process. The Four Stages to Successful Academic and Career Planning Model include: Know, Explore, Plan, and Go. These stages should be used as a guideline in the development and delivery of a comprehensive ACP Program. The KNOW stage focuses on the development of self-awareness. Components in the KNOW stage included interest inventories, personality assessments, learning style assessments, goal setting, course choices, and standardized test results. By using the College Ready Indicators and Career Ready Indicators, school districts are able to see how their students are doing as a whole but also drill down to individual students to see which indicators students have met throughout their educational career. The initial indicators were for the high school level, but middle school and elementary school readiness indicators have been developed as well.



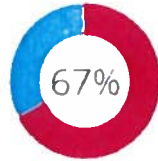
Redefining Ready assists school districts in looking beyond the state-generated district report cards to student indicators that are vetted in research and link to high school graduates' level of readiness for the world of work, military, or college. Utilizing a Redefining Ready Lens and providing ACP programming to enhance individual student experiences in public schools is paramount for ensuring students are truly career and college ready. Districts are able to produce a district-level report card, school report cards, and individual student report cards based on the Redefining Readiness Indicators. These report cards can be instrumental in the ACP process by allowing districts to look at the big picture of career and college readiness allowing for the development and implementation of programming in these areas as well as utilize the individual student reports via advisory periods or ACP conferencing for reflection, goal setting and planning purposes.

HIGH SCHOOL SCORECARD

Wisconsin Redefining Ready High School Scorecard focuses on readiness for college and career with metrics vetted in research. College Readiness Indicators for high school students are grade point average, attendance, taking Advanced Placement (AP) classes, taking dual credit classes, grade point average, completion of Algebra II, and ACT results. Career Readiness Indicators for high school students are attendance, co-curricular involvement, community service, workplace learning, earning industry recognized credentials, and taking dual credit courses.

Research highlights:

- Course **attendance** is 8 times more predictive of success in freshman year than eighth grade test scores.
- Students who **successfully complete Algebra II** are twice as likely to complete a 4-year degree.
- Students who have a **2.8 GPA** graduating high school have a 71% likelihood of reaching the American middle class.
- Students engaged in **co-curricular activities** are more likely to pursue higher education.
- Completing **community service** to fulfill class requirements enhances the average odds of college graduation by 22 percentage points.
- Those who took an **AP or International Baccalaureate (IB) course** were found to be 17 percent more likely to persist in four-year colleges and 30 percent more likely to persist in two-year colleges. There were similar findings for dual enrollment students.



Overall Readiness Score



Advanced and Proficient on Forward Exam

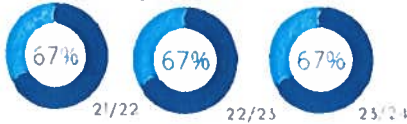
Percent of students in grades 6-8 scoring in the proficient or advanced ranges

	ELA	Math	Science	Social Studies
22/23	67%	67%	67%	67%
23/24	67%	67%	67%	67%
24/25	67%	67%	67%	67%

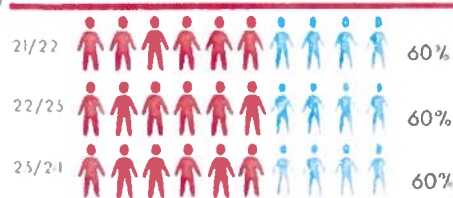


Identified Academic and Career Plan

Percent of students in grades 6-8 with an identified future plan



Co-Curricular Activities



Attendance Rate

Percent of students in grades 6-8 with 90% or higher attendance rate



Core Classes

Percent of students in grades 6-8 passing core classes with a C or higher

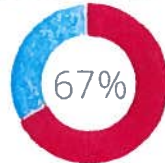


Self Regulation

Percent of students in grades 6-8 with less than a half day of out of school suspension or expulsion



3.0 Grade Point Average



Overall Readiness Score



Wisconsin Forward Exam

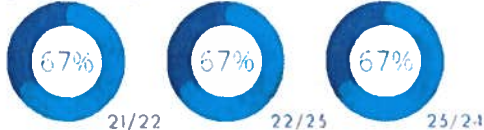
Percent of students in grades 3-5 scoring in the proficient or advanced ranges

	ELA	Math	Science	Social Studies
22/23	67%	67%	67%	67%
23/24	67%	67%	67%	67%
24/25	67%	67%	67%	67%



Self Regulation

Combined percent of students (grades 4 & 5th) with less than two mild or more serious behavior infractions



Educational & Occupational Exploration

Percent of students in grades 4 & 5 who have shown proficiency with the NECA guidelines for elementary school counselors to exhibit self-knowledge and/or educational & occupational exploration and/or career planning in accordance with their developmental stage



Overall Readiness Score



Attendance Rate

Percent of students in grades 6-8 with 90% or higher attendance rate



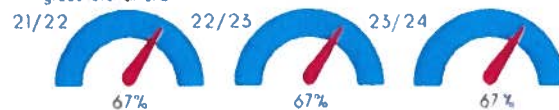
Reading Readiness

Combined percentage of students who meet the readiness benchmark for each grade level 4 & 2nd



Math Readiness

Combined percentage of students who meet the readiness benchmark for each grade level 4 & 2nd





2.8 GPA

HS GPA is consistently the strongest predictor of 4 year college outcomes for all academic disciplines and campuses

Class of 2019	Class of 2018	Class of 2017
68%	70%	72%

Class	College Ready		Career	Both
	Ready	Ready	Ready	Both
2019	77%	89%	77%	77%
2018	79%	95%	79%	79%



Students Earning credit in Algebra II

Success in Algebra II in HS is linked to both college enrollment and bachelor's degree attainment

Class of 2019	Class of 2018	Class of 2017
79%	92%	87%



90 % ATTENDANCE

Attendance is 8 times more predictive of course failure in the freshman year than 8th grade test scores

Class of 2019	Class of 2018	Class of 2017
96%	92%	91%



Students taking an AP Course

Advance Placement provides an indicator of academic rigor and college readiness

Class of 2019	Class of 2018	Class of 2017
47%	49%	48%
76%	68%	69%

Scoring a 3 or better



Co-Curricular Activities

Promote achievement, engagement and the attitudes and habits that lead to college aspirations & ultimate success

Class of 2019	Class of 2018	Class of 2017
88%	86%	84%
86%	82%	85%



Postsecondary Credits Earned

Postsecondary credits are evidence of a student's ability to handle high level academic rigor

Class of 2019	Class of 2018	Class of 2017
64%	64%	67%



Dual Credit Postsecondary Classes

Food Serv (Sales, Restaurant & Gourmet), Child Care (Develop, Asst Teacher & Teacher), Tech II, Metals Drawing, Graphics, Business, Per Pin Drafting, Auto I & II, & Animal Sci

Class of 2019	Class of 2018	Class of 2017
70%	92%	87%



ACT Benchmark Scores

Achievement of content benchmarks (English 18, Reading 22, Science 23, & Math 22) is an indicator of college readiness

	Eng	Rdg	SCI	MTH
2019	60%	37%	30%	40%
2018	61%	36%	38%	32%
2017	47%	32%	28%	26%



Industry Credentials Earned

Identification of knowledge, skills and abilities for jobs within specific industry

Class of 2019	Class of 2018	Class of 2017
48	68	36



College OR Career Ready

WASDA Redefining Ready Scorecard



College & Career Ready



A student who meets 2 or more of the college ready indicators is considered college ready



College Ready Students
Scored in percentages of graduating class



ACT Exam

Meeting or exceeding ALL of the following (English 18) Reading 22 Science 23, & Math 22) is 57%



Grade Point Average (GPA)

2.8 or higher



Completed Advanced Placement (AP) Exam

Score of 3 or higher



Completed Advanced Placement (AP) Course

Grade of C or better



Completed Dual Credit College English and/or Math

Grade of C or better



Completed Algebra II Course

Grade of C or better



Completed an International Baccalaureate Exam

Score of 4 or higher



A student who meets 2 or more of the career ready indicators is considered career ready



Career Ready Students
Scored in percentages of graduating class



Attendance Rate

90% or above Freshman Year



Community Service

75 hours or more



Completed Workplace Learning Experience

Completed 1 or more



Co-Curricular Activities

Participated in 2 or more



Earned Industry Credentials

Earned 1 or more



Completed Dual Credit Courses

Completed 1 or more

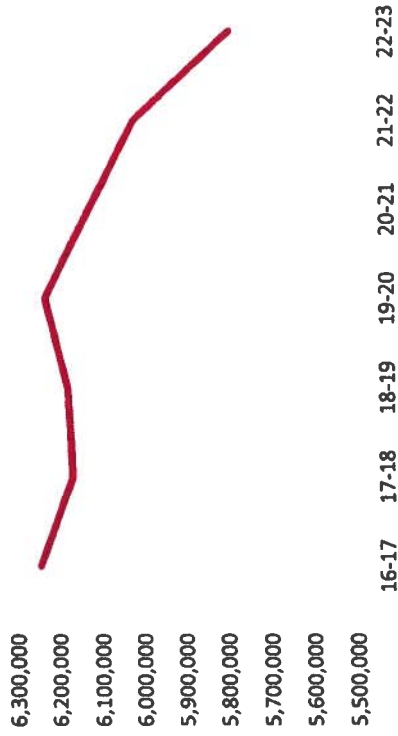
**DEPARTMENT OF PUBLIC INSTRUCTION
2021-22 REVENUE LIMIT WORKSHEET**

DISTRICT:		Cochran-Fountain City	1155	2022-2023 Revenue Limit Worksheet	
Line 1 Amount May Not Exceed (Line 11 - (Line 7B+Line 10)) of Final 21-22 Revenue Limit		DATA AS OF 8/19/2022, 8:45 AM		(from left)	5,630,000
2021-22 General Aid Certification (21-22 Line 12A, src 621)		3,324,070		(from left)	563
2021-22 Hi Pov Aid (21-22 Line 12B, Src 628)		0		(with cents)	10,000.00
2021-22 Computer Aid Received (21-22 Line 12C, Src 691)		4,111			0.00
2021-22 Aid for Exempt Personal Property (21-22 Line 12D, Src 691)		11,416			
2021-22 Fnd 10 Levy Cert (21-22 Line 14A, Levy 10 Src 211)		2,683,683			
2021-22 Fnd 38 Levy Cert (21-22 Line 14B, Levy 38 Src 211)		0			
2021-22 Fnd 41 Levy Cert (21-22 Line 14C, Levy 41 Src 211)		0			
2021-22 Aid Penalty for Over Levy (21-22 FINAL Rev Lim, June 2022)		393,280			
2021-22 Total Levy for All Levied Non-Recruing Exemptions*		5,630,000			
NET 2022-23 Base Revenue Built from 2021-22 Data (Line 1)					
*For the Non-Recruing Exemptions Levy Amount, enter actual amount for which district levied; (7B Hold Harmless, Non-Recruing Referenda, Declining Enrollment, Energy Efficiency Exemption, Refunded/Rescinded Taxes, Prior Year Open Enrollment Pupils, Reduction for Ineligible Fund 80 Expend, Other Adjustments, Private School Voucher Aid Deduction, Private School Special Needs Voucher Aid Deduction)					
September & Summer FTE Membership Averages					
Count Ch. 220 Inter-District Resident Transfer Pupils @ 75%.					
Line 2: Base Avg: ((19+.4ss)+(20+.4ss)+(21+.4ss)) / 3 =	2019	2020	2021		563
Summer FTE:	3	14	21		
% (40,40,40)	1	6	8		
Sept FTE:	574	562	537		
New ICS - Independent	0.00	0.00	0.00		
Charter Schools FTE	575	568	545		
Total FTE					
Line 6: Curr Avg: ((20+.4ss)+(21+.4ss)+(22+.4ss)) / 3 =	2020	2021	2022		551
Summer FTE:	14.00	21.00	23		
% (40,40,40)	6	8	9		
Sept FTE:	562.00	537.00	531		
New ICS - independent	0.00	0.00	0		
Charter Schools FTE	568.00	545	540		
Total FTE					
The Line 6 "Current Average" shown above is used for Revenue Limits. The average used for Per Pupil Aid does not include "New ICS - Independent Charter Schools FTE." The PPA average appears below after data is entered for 2022:					
			551		
Line 10B: Declining Enrollment Exemption =					
Average FTE Loss (Line 2 - Line 6, if > 0)					
X (Line 5, Maximum 2022-2023 Revenue per Memb) =					
Non-Recruing Exemption Amount:					
Fall 2022 Property Values					
2022 TIF-Out Tax Apportionment Equalized Valuation					
					514,065,015
CELL COLOR KEY: Auto-Calc DPI Data District-Entered					
Worksheet is available at: http://dpi.wi.gov/its/limits/worksheets/revenue					
Calculation Revised: 8/5/2020. Rounding in Total FTE buckets.					
1. 2022-23 Base Revenue (Funds 10, 38, 41)					5,630,000
2. Base Sept Membership Avg (2019+.4ss, 2020+.4ss, 2021+.4ss)/3					563
3. 2022-23 Base Revenue Per Member (Ln 1 / Ln 2)					10,000.00
4. 2022-23 Per Member Change (A+B)					0.00
2022-23 Low Revenue Ceiling per s.121.905(1):					
A. Allowed Per-Member Change for 22-23				10,000.00	
B. Low Rev Incr ((Low Rev Ceiling-(3+4A))-4C) NOT < 0				0.00	
C. Value of the CCDEB (22-23 DPI Computed-CCDEB Distis only)				0.00	
5. 2022-23 Maximum Revenue / Member (Ln 3 + Ln 4)					10,000.00
6. Current Membership Avg (2020+.4ss, 2021+.4ss, 2022+.4ss)/3					551
7. 2022-23 Rev Limit, No Exemptions (Ln 7A + Ln 7B)					5,630,000
8. Max Rev/Memb x Cur Memb Avg (Ln 5 x Ln 6)					5,510,000
B. Hold Harmless Non-Recruing Exemption					120,000
A. Total 2022-23 Recurring Exemptions (A+B+C+D+E)					(rounded)
9. Prior Year Carryover					0
B. Transfer of Service					0
C. Transfer of Territory/Other Reorg (if negative, include sign)					0
D. Federal Impact Aid Loss (2020-21 to 2021-22)					0
E. Recurring Referenda to Exceed (if 2022-23 is first year)					7,382
9. 2022-23 Limit with Recurring Exemptions (Ln 7 + Ln 8)					0
10. Total 2022-23 Non-Recruing Exemptions (A+B+C+D+E+F+G+H+I)					0
A. Non-Recruing Referenda to Exceed 2022-23 Limit					0
B. Declining Enrollment Exemption for 2022-23 (from left)					120,000
C. Energy Efficiency Net Exemption for 2022-23 (see pg 4 for details)					0
D. Adjustment for Refunded or Rescinded Taxes, 2022-23					0
E. Prior Year Open Enrollment (uncounted pupils)					7,382
F. Reduction for Ineligible Fund 80 Expenditures (enter as negative)					0
G. Other Adjustments (Fund 39 Bal Transfer)					35,784
H. WPCP and RPPC Private School Voucher Aid Deduction					0
I. SNSP Private School Voucher Aid Deduction					0
11. 2022-23 Revenue Limit With All Exemptions (Ln 9 + Ln 10)					5,793,166
12. Total Aid to be Used in Computation (12A + 12B + 12C + 12D)					3,199,198
A. 2022-23 JULY 1 ESTIMATE OF GENERAL AID					3,183,671
B. State Aid to High Poverty Districts (not all districts)					0
C. State Aid for Exempt Computers (Source 691)					4,111
D. State Aid for Exempt Personal Property (Source 691)					11,416
DISTRICTS MUST USE THE OCT 15 AID CERT WHEN SETTING THE DISTRICT LEVY.					
13. Allowable Limited Revenue: (Line 11 - Line 12)					2,593,968
(10, 38, 41 Levies)					
14. Total Limited Revenue To Be Used (A+B+C)					2,593,968
Entries Required Below: Enter amnts needed by purpose and fund:					
A. Gen Operations: Fnd 10 Src 211					2,593,968 (Proposed Fund 10)
B. Non-Referendum Debt (inside limit) Fund 38 Src 211					0 (to Budget Rpt)
C. Capital Exp. Annual Meeting Approved: Fund 41 Src 211					0 (to Budget Rpt)
15. Total Revenue from Other Levies (A+B+C+D)					1,426,075
A. Referendum Apprvd Debt (Fund 39 Debt-Src 211)					0 (to Budget Rpt)
B. Community Services (Fund 80 Src 211)					0 (to Budget Rpt)
C. Prior Year Levy Chargeback for Uncollectible Taxes (Src 212)					0 (to Budget Rpt)
D. Other Levy Revenue - Milwaukee & Kenosha Only					0 (to Budget Rpt)
16. Total Fall, 2022 REPORTED All Fund Tax Levy (14A + 14B + 14C + 15)					4,020,043
Levy Rate =					0.00782011

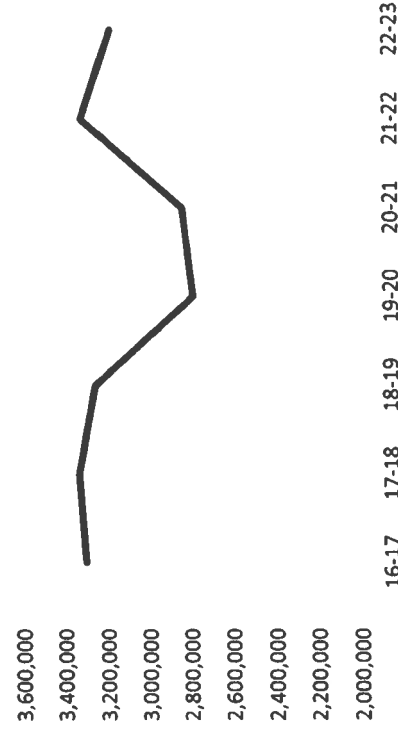
Districts are responsible for the integrity of their revenue limit data & computation. Data appearing here reflects information submitted to DPI and is unaudited.

	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Maximum Revenue Limit	6,246,619	6,168,713	6,181,283	6,234,173	6,130,811	6,023,280	5,793,166
General Aid (includes equalization aid, computer aid, & personal property aid)	3,261,295	3,288,519	3,224,377	2,760,468	2,811,681	3,339,597	3,199,198
Allowable Tax Levy	2,985,324	2,880,194	2,956,906	3,473,705	3,319,130	2,683,683	2,593,968
Equalization Aid	3,305,620	3,337,209	3,258,909	2,790,374	2,841,241	3,324,070	3,183,671
Fall Property Values				423,877,646	432,517,415	459,251,311	514,065,015

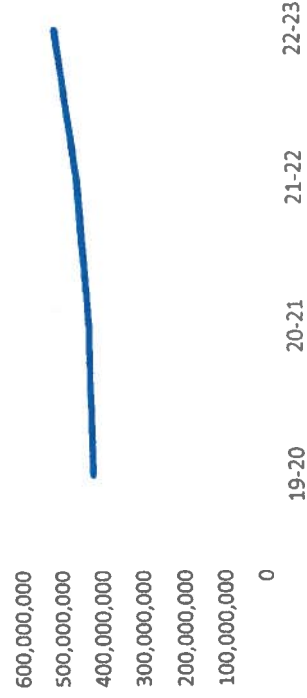
Revenue Limit = State Aid + Property Taxes



Equalization Aid



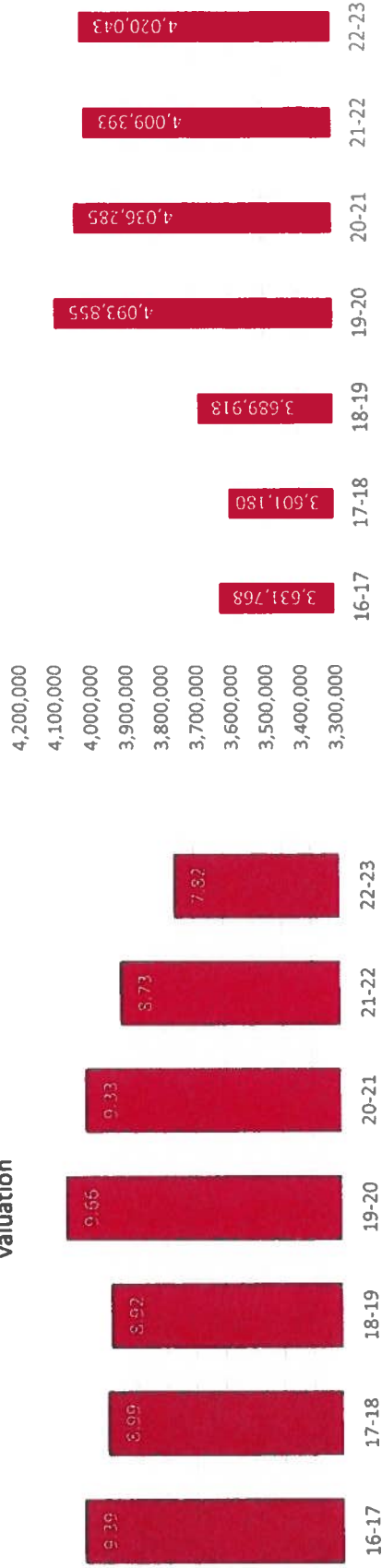
Property Values



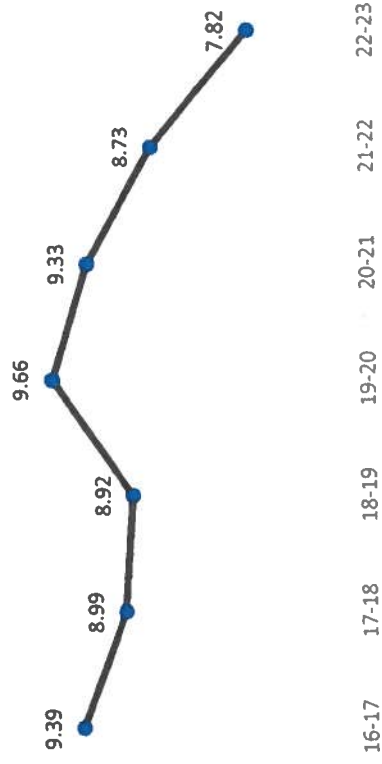
	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Property Tax Levy Line 1	3,631,768	3,601,180	3,689,918	4,093,855	4,036,285	4,009,393	4,020,043
Tax Rate	9.39	8.99	8.92	9.66	9.33	8.73	7.82
10 year average mill rate	9.39						

Property Tax Levy

Historical Tax Rate per \$1,000 of equalized assessed valuation



Historical Tax Rate per \$1,000 of equalized assessed valuation



Defeasance:

Defeasance is a practice of over-levying debt service to establish an escrow account to pay more of a loan so as not to incur as much interest.

Prior Years

2020-21	200,000	625,700	9.33	4,036,285
2021-22	200,000	811,625	8.73	4,009,393
2022-23	Amount transferred from Fund 10 to referendum approved debt (Fund 39)	Referendum approved debt (Fund 39)	Mill Rate	Total Tax Levy
Option 1	0	726,075	6.45	3,320,043
Option 2	100,000	826,075	6.65	3,420,043
Option 3	200,000	926,075	6.84	3,520,043
Option 4	300,000	1,026,075	7.03	3,620,043
Option 5	400,000	1,126,075	7.23	3,720,043
Option 6	500,000	1,226,075	7.42	3,820,043
Option 7	600,000	1,326,075	7.62	3,920,043
Option 8	700,000	1,426,075	7.82	4,020,043

2020-2021 Budget has been prepared for Scenario #8 based on past practice and flat budgeting.

The 10-year average mill rate is: **9.39**

Last years mill rate is: **8.73**

	20-21	21-22	22-23
Maximum Revenue Limit	6,130,811	6,023,280	5,793,166
Allowable Tax Levy	3,319,130	2,683,683	2,593,968

School Board Member Resignation

Resignation requirements

- Resignations must be made in writing, addressed, and delivered to the school board president.
- The resignation takes effect at the time indicated in the written resignation, or if no time is indicated, then upon delivery of the written resignation.

Filling of a vacancy

- The vacancy is filled by appointment by the remaining board members. An appointee shall hold office until a successor is elected and takes office.
 - Board Policy 133 provides the appointment guidelines.
- When a vacancy occurs in the office of a board member who is in the last year of his or her term, or when a vacancy occurs after the spring election but on or **before** the last Tuesday in November in the office of a board member who is not in the last year of his or her term, the successor shall be elected at the next spring election.
- When a vacancy occurs **after** the last Tuesday in November and on or before the date of the next spring election in the office of a board member who is not in the last year of his or her term, the successor shall be elected at the 2nd following spring election.

School Board Member Guidelines

Deadline for School District Clerks to Publish the Notice of Election – Fourth Tuesday in November

Deadline for Candidates to File Declarations of Candidacy

- 5:00 pm on the first Tuesday in January
- In order to be eligible to appear on the official ballot at the Spring Election, a candidate needs to file a declaration of candidacy and a campaign finance registration statement with the filing office identified in the district's Notice of Election by no later than this deadline. The appropriate forms can be obtained from the websites of the Wisconsin Elections Commission and the Wisconsin Ethics Commission, or from the school district's main administrative office.

Spring Primary (if a primary election is needed) — Third Tuesday in February

Spring Election — First Tuesday in April

Persons Elected (or Re-Elected) to the School Board at the Spring Election Must Take and File the Official Oath of Office — On or before the Fourth Monday in April

School Board Members Take Office — Fourth Monday in April

Qualities of a School Board Member

There are many qualifications and qualities that experienced school board members have indicated are important to school board membership. These include:

- A commitment to the belief that all children of the school district are entitled to have available to them a beneficial educational program.
- An open mind and readiness to learn.
- A willingness to attend seminars and workshops which can help them make intelligent decisions in school affairs.
- A vision and an ability to understand changes in our society.
- The ability to act with other school board members to advance the best interests of the school district.
- The capability to articulate the philosophy and goals of the school and to listen carefully to the criticisms offered by people with differing views.
- A willingness to invest the hours that will be necessary to faithfully discharge their duties.
- Freedom from conflict with any other interest.

What Does the School Board Do?

The school board leads and governs the schools and educational programs of the school districts. That leadership role is performed as part of a team that includes the superintendent. The leadership team, in turn, operates within a unique framework of authority, duties, and powers that is established by a variety of state and federal laws and that is supplemented by local policy decisions with student learning and student achievement as the centerpiece of the Boards mission.

The legal qualifications for being a school board member include:

- A citizen of the United States;
- 18 years of age or older; and
- A resident of the school district for at least 28 consecutive days at the time of filing a declaration of candidacy.

Book	School Board Policies
Section	100 Series: Board of Education
Title	Filling Board Vacancies
Code	133
Status	Active
Adopted	January 16, 2019

Vacancies on the School Board shall be filled in accordance with state law and in substantial compliance with the procedural guidelines outlined in this policy.

A qualified elector who is selected to fill a Board vacancy shall not take office unless and until he/she has taken and filed the oath of office. The oath shall be filed on or before any deadline that the Board establishes for the appointee to take office. Upon taking and filing the oath, the individual will file a campaign registration statement if required to do so by law.

APPOINTMENT GUIDELINES

During the 60 days immediately following the date on which a vacancy first exists, the Board may fill the vacancy only by an appointment made by a vote of the remaining members of the Board. Any such attempt to fill the vacancy shall be consistent with the following guidelines:

1. The District Administrator, or his/her designee, shall give notice of the vacancy to the public. The notice shall include a deadline for applying to fill the vacancy. The deadline shall be at least 14 days after the date that the notice is first placed on the District website or otherwise first posted or published.
2. Any qualified elector of the District who is interested in filling the vacancy may submit a letter of application (addressing qualifications and interest) to the office of the District Administrator. Applications received by the specified deadline are assured consideration. If no applications are received by the deadline, the Board President may direct the District Administrator to re-issue the solicitation of interest with the deadline for assured consideration extended by up to an additional 14 days. The Board President shall ensure that all Board members are informed of any such extension.
3. On or before the date of the Board meeting at which the Board considers the potential appointees, each potential appointee shall also submit a sworn declaration of eligibility to hold the vacant board seat
4. The Board shall consider all of the identified potential appointees at a properly noticed meeting of the Board. Each potential appointee shall be given an opportunity to make a statement in support of their possible appointment to serve on the Board. The Board may ask questions of one or more of the potential appointees.
5. Unless a majority of the Board approves the use of a roll call or voice vote, the possible selection of an appointee to fill the vacancy will proceed with the use of signed, written ballots. A standard majority of votes cast shall be required to make an appointment, with any vote for "none of the above" counting as a vote cast.

If a vacancy has not been filled by an appointment made within 60 days of the date on which the vacancy first exists, the Board will attempt to fill the vacancy using the following procedure:

1. If a duly-elected successor (i.e., elected at a Spring Election) will be taking office in the seat that is currently vacant within the next 60-day period that follows the initial 60-day period of the vacancy, no other appointee shall serve in the vacant seat in the interim.
2. If the vacancy is not filled by the duly-elected successor in office pursuant to the previous paragraph, then at a regular Board meeting held no later than 45 days after the end of the initial 60-day period of the vacancy, the Board shall attempt to appoint a qualified elector to fill the vacancy by a majority vote. If after 5 rounds of voting the Board still has been unable to fill the vacancy, then the chairperson of the meeting shall declare a deadlock and immediately call for nominations in order to break the deadlock by the random selection of a nominee.

3. A nominee must be a qualified elector who has submitted a sworn declaration of eligibility to fill the vacancy in question and who has not withdrawn from consideration. Each Board member who is present at the meeting may nominate, or support the nomination of, only one nominee.
4. Each nominee, if any, whose nomination is supported by at least 2 Board members (inclusive of the Board member who initially made the nomination) will be included in the random selection process. Any nominee selected as a result of the random process is thereby selected to fill the vacancy.
5. If, for any reason (including the lack of any identified potential appointee), the vacancy is still unfilled 105 days following the date on which the vacancy first existed, then the procedures listed above shall be repeated at regular Board meetings held at approximately monthly intervals until either the vacancy is filled or there are fewer than 60 days before a duly-elected successor will take office in the vacant seat.

For purposes of this policy, a regular Board meeting is any Board meeting that is convened pursuant to lawful authority (e.g., a meeting scheduled by a specific vote of the Board, the regular monthly meeting(s) established by a Board decision or under a Board policy, etc.) other than a meeting that has been scheduled and convened upon the call or request of an individual board member.

Legal References:

Wisconsin Statutes

<u>Section 11.0202(1)</u>	[individuals holding a local office shall file a campaign registration statement]
<u>Section 17.01(13)</u>	[board member resignations; how made]
<u>Section 17.03</u>	[cause of vacancies]
<u>Section 17.035</u>	[military leave vacancies]
<u>Section 17.17(5)</u>	[clerk to provide notice of vacancies to school board]
<u>Section 17.26</u>	[filling school board vacancies]
<u>Section 19.01</u>	[oath of office]
<u>Section 59.23(2)(s)</u>	[reporting board member information to county clerks]
<u>Section 120.05(1)(d)</u>	[board member residency]
<u>Section 120.06(10)</u>	[clerk to provide notice of appointment; timely oath required]
<u>Section 120.12(28)</u>	[school board required to adopt a policy on filling vacancies not filled within 60 days of the date on which the vacancy first exists]
<u>Section 120.17(1)</u>	[clerk to provide municipalities with names and addresses of new board members]

WASB References: SP1, 2/1/2018

See Exhibit 133, Declaration of Eligibility to Hold Office

Cross References Former Policy OP-1, 2nd Part

**Notice for Annual District Meeting
(Section 120.08(1))**

Notice is hereby given to the qualified electors of the School District of Cochrane-Fountain City, that the annual meeting of the said district for the transaction of business, will be held in the district's high school library on the 24th day of October 2022, at 6:00 p.m. (following the budget hearing).

Dated this 6th day of October 2022
Niki Secrist, District Clerk

**Notice of Budget Hearing
(Section 65.90(4))**

Notice is hereby given to the qualified electors of the School District of Cochrane-Fountain City, that the budget hearing will be held at the district's high school library, on the 24th day of October 2022, at 6:00 p.m. The summary of the budget is printed below. Detailed copies of the budget are available for inspection in the District's office at S2770 State Road 35, Fountain City, WI.

Dated this 6th day of October 2022
Niki Secrist, District Clerk

GENERAL FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	3,385,382.35	3,856,322.95	4,247,881.52
Ending Fund Balance	3,856,322.95	4,247,881.52	4,384,222.69
REVENUES & OTHER FINANCING SOURCES			
Transfers-In (Source 100)	0.00	0.00	0.00
Local Sources (Source 200)	3,359,231.29	2,757,216.97	2,651,968.00
Inter-district Payments (Source 300 + 400)	270,702.00	279,019.00	408,344.00
Intermediate Sources (Source 500)	4,770.00	3,660.57	3,000.00
State Sources (Source 600)	3,932,524.29	4,411,500.91	4,191,373.00
Federal Sources (Source 700)	163,399.19	636,413.84	568,246.64
All Other Sources (Source 800 + 900)	93,967.85	27,009.45	37,500.00
TOTAL REVENUES & OTHER FINANCING SOURCES	7,824,594.62	8,114,820.74	7,860,431.64
EXPENDITURES & OTHER FINANCING USES			
Instruction (Function 100 000)	3,313,707.53	3,460,949.84	3,490,068.14
Support Services (Function 200 000)	2,989,057.24	3,358,274.30	3,229,152.47
Non-Program Transactions (Function 400 000)	1,050,889.25	904,038.03	1,004,869.86
TOTAL EXPENDITURES & OTHER FINANCING USES	7,353,654.02	7,723,262.17	7,724,090.47

SPECIAL PROJECTS FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	42,417.68	125,814.36	354,609.37
Ending Fund Balance	125,814.36	354,609.37	410,109.37
REVENUES & OTHER FINANCING SOURCES	1,019,162.50	1,243,936.56	1,197,344.86
EXPENDITURES & OTHER FINANCING USES	935,765.82	1,015,141.55	1,141,844.86

DEBT SERVICE FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	0.00	0.00	0.00
Ending Fund Balance	0.00	0.00	0.00
REVENUES & OTHER FINANCING SOURCES	825,700.00	1,326,437.16	1,426,075.00
EXPENDITURES & OTHER FINANCING USES	825,700.00	1,326,437.16	1,426,075.00

CAPITAL PROJECTS FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	147,357.36	169,251.52	249,718.96
Ending Fund Balance	169,251.52	249,718.96	330,218.96
REVENUES & OTHER FINANCING SOURCES	40,522.12	80,467.44	80,500.00
EXPENDITURES & OTHER FINANCING USES	18,627.96	0.00	0.00

FOOD SERVICE FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	0.00	45,222.63	219,795.22
Ending Fund Balance	45,222.63	219,795.22	220,072.22
REVENUES & OTHER FINANCING SOURCES	412,883.60	620,784.43	500,000.00
EXPENDITURES & OTHER FINANCING USES	367,660.97	446,211.84	499,723.00

COMMUNITY SERVICE FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	12,703.23	12,703.23	10,927.16
Ending Fund Balance	12,703.23	10,927.16	10,827.16
REVENUES & OTHER FINANCING SOURCES	0.00	3,850.00	0.00
EXPENDITURES & OTHER FINANCING USES	0.00	5,626.07	100.00

Total Expenditures and Other Financing Uses

ALL FUNDS	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
GROSS TOTAL EXPENDITURES -- ALL FUNDS	9,501,408.77	10,516,678.79	10,791,833.33
Interfund Transfers (Source 100) - ALL FUNDS	633,753.05	506,255.29	637,538.86
Refinancing Expenditures (FUND 30)	0.00	0.00	0.00
NET TOTAL EXPENDITURES -- ALL FUNDS	8,867,655.72	10,010,423.50	10,154,294.47
PERCENTAGE INCREASE – NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		12.89%	1.44%

PROPOSED PROPERTY TAX LEVY

FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
General Fund	3,310,585.00	2,683,683.00	2,593,968.00
Referendum Debt Service Fund	725,700.00	1,325,700.00	1,426,075.00
Non-Referendum Debt Service Fund	0.00	0.00	0.00
Capital Expansion Fund	0.00	0.00	0.00
Community Service Fund	0.00	0.00	0.00
TOTAL SCHOOL LEVY	4,036,285.00	4,009,383.00	4,020,043.00
PERCENTAGE INCREASE – TOTAL LEVY FROM PRIOR YEAR		-0.67%	0.27%