

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING**

Monday, October 12, 2026

6:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Closed session starts at 6:00PM, Open session starts at 7:00PM

Members of the public may attend Board of Education meetings in-person. Members of the public who choose to access the meeting via live stream video may do so at:

<https://www.youtube.com/channel/UCIgebJT-i0GbAiYqrkpaBmA>

Public comments will be limited to 3 minutes. The Board will allow 30 minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

**III. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN
STATUTES 19.85 (1) (c), (e),(f) and (g).**

A. Review Minutes of September 14, 2026 Meeting

B. Update and Consideration of Legal Matters Related to the School District Including Current and Potential Actions Involving the School District.

C. Review Individual Administrator, Teacher, Co-Curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements

IV. RETURN TO OPEN SESSION

V. BOARD DEVELOPMENT WORKSHOP

A. *Great on Their Behalf* by AJ Crabill book study

Board, please be prepared to discuss chapter 17 and 3 take-aways from the full book.

VI. APPROVAL OF MINUTES

A. Review Minutes from the September 14, 2026 regular meeting.

VII. APPROVAL OF AGENDA AND ADDITIONS

6

A motion will be necessary to approve the agenda as presented (or) with changes as recommended.

VIII. PUBLIC COMMENTS

11

The Board of Education provides a public listening session for the public to comment on any item related to the governance or management of the WCSD. A copy of Board Policy 187 - Public Participation at Board Meetings is attached for your reference. Each commenter will be allowed 3 minutes. A total of 30 minutes will be allowed for this item

IX. TEACHING STAFF, STUDENT,

& BOARD REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Student Reports

1. Student Council Report

Abigail Anderson and Alena Wagoner are the student representatives from the high school and will be present to report to the Board on what is occurring at the high school.

2. Warrior Spotlight

14

A brief update will be shared by the Waunakee Interact Group

B. Teacher/Staff Report

1. Staff Report

Members of the WTA will provide an update to the Board from the teachers.

C. Board Reports/Action Items

1. Board Reports on Educational Related Events, Meetings, or Trainings Attended by Individual Board Members

This section is reserved for any comments from members of the board on meetings they attended or other informational items.

X. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Budget Committee Meeting

19

Review the minutes of the October 6, 2026 Budget Committee Meeting.

1. Natural Gas Purchasing - ACTION ITEM

21

The purpose of this agenda item is to request approval of pre-purchasing 80% of the natural gas from November 1, 2026 through October 31, 2027 at \$3.78 dth or current market price on day of purchase. The budget committee made a motion 3-0. Attached please find the savings from 2025-26 natural gas pre-purchasing.

2. Banking Services Request for Proposal Review -ACTION ITEM

22

The purpose of this agenda item is to request approval of banking services with One Community Bank (OCB) from the recent request for proposal for banking services. Attached please find the proposal from One Community Bank. Their proposal was strong, offering the same fee-free structure and interest (LGIP +.26) that we currently have. We received three proposals and a difference worth noting is the additional donation that OCB has proposed for the district's Student Financial Assistance Fund. The proposal was \$10,000 per year for 5 years. This donation

would cause the OCB proposal to be the best overall value to the district. The budget committee is recommending approval 3-0.	
B. Facility Committee October 7, 2026	36
Review the minutes from the October 07, 2026 Meeting	
1. McKinstry Proposal - ACTION ITEM	38
The purpose of this agenda item is to request approval of the proposal from McKinstry that was previously reviewed with the facility committee. Administration will review this topic in conjunction with the conversation regarding the contract with North American Mechanical (NAMI). As a reminder, the NAMI HVAC contract was extended through the summer of 2027 to align the warranty period for the new middle school. The facility committee is recommending approval 3-0 of the comprehensive McKinstry proposal on page 10. The committee also evaluated the phased approach included in the proposal on page 9. For board members seeking additional information on this proposal, please see the demo that was provided to the committee in June. The link to the meeting is here: https://youtu.be/VDqGSFFScJk?si=l9vkFRC1j_ZxWj5l Administration is recommending funding the initial investment fund 49 project savings and funding the annual costs from the general fund 10 maintenance budget.	
XI. <u>ADMINISTRATIVE REPORTS/RECOMMENDATIONS/ACTION ITEMS</u>	
A. Third Friday Count - INFORMATION ITEM	50
Attached please find the 3rd Friday in September report. Administration will share additional information at the meeting.	
B. 4K Update - INFORMATION ITEM	52
Administration will be available to answer any questions.	
C. K-4 2026-2027 SAIL Goals - INFORMATION ITEM	53
D. Ed. Services Assessment Data Results - INFORMATION ITEM	61
This update will be presented by the Elementary and Secondary Directors of Curriculum. This team will update the board on Statewide assessment results, Act 20 information, and i-Ready fall data results. Special Education i-Ready Data, EL i-Ready data and ACCESS growth data will be presented at the next Curriculum Committee meeting.	
E. Request to change the Aimsweb+ assessment date to align with the iReady assessment. - ACTION ITEM	157
F. Announcements/Correspondence	
1. WASB WI State Education Convention, January 20-22, 2027	
The registration will open on November 2, 2026. Hotel blocks will be open November 9, 2026. In order to book rooms, the registration process has to be started. Please let Rebecca know no later than October 23rd if you are planning on attending the convention this year. https://wasb.org/meeting-and-events/convention/	
2. WASB 2027 Day at the Capital	158

The 2027 WASB Day at the Capitol is March 17, 2027, at the Monona Terrace & WI State Capital. If you are interested in attending, please let Rebecca know. <https://wasb.org/meeting-and-events/day-at-the-capitol/>

3. WASB Region 12 meeting 160

Attached please find information from WASB on as well as the Fall Regional meetings. If you are interested in attending the Regional Meeting for region 12 on Oct. 28th, please let Rebecca know no later than October 12th. <https://wasb.org/meeting-and-events/fall-regional-meetings-workshops/>

XII. CONSENT AGENDA

A. Approval of Checks

Attached in the "extras" section of BoardBook, please find a list of the accounts payable payments issued during the month of September 2026. Please feel free to reach out to Steve Summers at stevesummers@waunakee.k12.wi.us if you have any questions.

B. Finance

1. Monthly Finance Reports 165

Attached you will find the Budget Status report as of September 30, 2026 and the Cash Reconciliation report for August 2026.

C. Consideration of School Safety Drills 170

D. Consideration of the Waunakee/ DeForest Girls Gymnastics Co-op 171

Attached please find the Gymnastics Co-op renewal and agreement forms.

The agreement was reviewed and drafted by District Council.

E. Gifts and Field Trips

1. Gifts

a. Lake Melvin Yacht Club Inc. Donated \$4000.00 to the WCSD Student Financial Assistance Fund. 179

2. Field Trips

a. WHS Varsity Baseball Spring Training Trip to Kansas City MO. - March 2027 180

b. FFA National Convention Indianapolis, IN October 21-24, 2026 181

c. Model UN - Overnight request to Illinois December 2026 184

F. Approve Individual Teacher, Co-curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements

XIII. BOARD BUSINESS

A. Board Correspondence

XIV. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Meeting

B. Special Meeting

C. Budget Committee

D. Co-Curricular Committee

E. Curriculum Committee

- F. Facility Committee
- G. Human Resources Committee
- H. Policy Committee
- I. DEI Committee

XV. **RETURN TO CLOSED SESSION** - (if necessary) to complete agenda as listed under agenda item III

XVI. **RETURN TO OPEN SESSION**

XVII. **ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION**

A. Consideration of legal personnel procedure as presented in closed session - **ACTION ITEM**

XVIII. **ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

Minutes of Regular Meeting - Open

The Board of Education Waunakee Community School District

A Regular Meeting of the Board of Education of Waunakee Community School District was held Monday, September 14, 2026, beginning at 6:00 PM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

President Ensign called the meeting to order. A motion was made by Sonne, second by Frey, to adjourn to closed session pursuant to Wisconsin Statutes 19.85 (1)(c), (e), (f) and (g) to review individual teacher contract recommendations, resignations and retirements, review individual co-curricular contract recommendations, review individual support staff/custodial staff recommendations, resignations, and retirements, and review student requests. Motion carried 7-0 on a roll call vote. Time 6:00pm

II. ROLL CALL

Eaton -Yes, Ensign- Yes, Frey-Yes, Hetzel-Yes, Murray,-Yes, Sonne -Yes, Thornberg – Yes

III. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85 (1) (c), (e), (f) and (g).

- A. Reviewed the minutes of August 10, 2026 Meeting
- B. Update and Consideration of Legal Matters Related to the School District Including Current and Potential Actions Involving the School District.
- C. Review Individual Administrator, Teacher, Co-Curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements
- D. Review of the District Administrator's Evaluation - Goals

IV. RETURN TO OPEN SESSION

A motion was made by Hetzel, seconded by Thornberg, to adjourn closed session and reconvene in open session. Motion carried 7-0. Time: 6:57pm.

V. BOARD DEVELOPMENT

- A. *Great on Their Behalf* by AJ Crabill book study
There was not time for Board development at this meeting.

President Ensign welcomed all in attendance at 7:02pm.

VI. APPROVAL OF MINUTES FOR THE AUGUST 10, 2026 REGULAR MEETING and AUGUST 24, 2026 SPECIAL MEETING

A motion was made by Eaton, second by Frey, to approve the meeting minutes as posted. Motion carried 7-0.

VII. APPROVAL OF AGENDA AND ADDITIONS

A motion was made by Hetzel, second by Sonne, to approve the agenda as posted with the addition under the board reports item to take action on the class action lawsuit discussed in closed session. Motion carried 7-0.

VIII. PUBLIC COMMENTS

There were no public comments for this meeting.

**IX. TEACHING STAFF, STUDENT, & BOARD
REPORTS/RECOMMENDATIONS/ACTION ITEMS**

A. Teacher/Staff Report

1. Staff Report

Bethany Pottinger and Gina Pagel, teachers at Arboretum Elementary gave a staff update. They shared appreciation for the August start of the year days having work days and professional development days. They also appreciated that the para-educators had time before school started to collaborate with the teachers. The back to school keynote speaker was fantastic. The Middle School staff love the new building and are getting use to being spread out. There have been many positive reactions to having 4k in the buildings.

B. Student Reports

1. Student Council Report

Abigail Anderson and Alena Wagoner are the student representatives from the high school and gave a summary of what has been happening at the High School. They updated the board about the Freshmen first day and the responsibility of the upper-class mentors. Club Org fair was last week and there were many students signing up for all clubs and organizations especially Student council. Homecoming is on October 2nd with the dance on October 3rd. The transition to using the South Campus has been going well. Parent Square reviews are all over the board, but everyone feels it will be good once they are used to it. Cross country, football, soccer, swimming and volleyball have all started. The Formata (music boosters) will have the Raise the roof event on October 4th, One Act auditions have started. FFA will be hosting Heritagefest at Schumacher Farms and will also Host the State officers on another date. The start of the year is off to a great start.

C. Board Reports/Action Items

1. Board Reports on Educational Related Events, Meetings, or Trainings Attended by Individual Board Members

The board members reported that the ribbon cutting was well organized and everyone was appreciative for the gratitude for this great opportunity for our students. The library forum hosted by Dave Boetcher didn't have a lot of people but those present had a very good questions and there was a lot of good discussion. The referendum presentations have been going well. Great job to the team who has been presenting at these events and the referendum webpage is great.

The District has been contacted regarding a Social Media Class Action Law Suit. This is in regard to the impact social media has had on the K12 education and students. The lawfirm is bringing groups of districts in to join this lawsuit. A motion was made by Sonne, second by Hetzel, to enter in this agreement with this lawsuit, but to confirm that the contingency doesn't include any retainer and also confirm the percentage. Motion Carried 7-0.

X. START OF SCHOOL REPORT

Dr. Brown shared an update on the start of the 2026-2027 school year.

XI. COMMITTEE REPORTS/RECOMMENDATIONS/ACTION ITEMS

A. Facility Committee Meeting

1. The September 6, 2026, Facility Committee Meeting Minutes were reviewed.
2. Consideration of Capital Maintenance Projects

A motion was made by Frey, second by Sonne, to increase the capital maintenance from \$1 million to \$1.25 million to complete the projects discussed and posted on the agenda.

Motion carried 7-0.

XII. ADMINISTRATIVE REPORTS/ACTION ITEMS

A. 5-12 School Improvement Presentations

The 5-12 administrators were present to answer questions regarding the 5-12 School Improvement Information that was shared with the board prior to the meeting.

For 5th-6th grade: Fassbender, Mommaerts, & Tewalt.

For 7th-8th grade: Schell, Kenas & Zibell

For 9th – 12th grade: Schell, Lensert, Gauerke, Hernandez, & Marshall

B. 2026-27 SAIL (School Administrators Institute for Transformational Leadership) Goals SAIL Goals

Fassbender and Schell presented and answered questions regarding the SAIL goals for 2026-27.

C. Consideration of Policy 661.5 Operational Referendum Funds

Brown and Summers presented and answered questions regarding policy 661.5 which was requested by the board. A motion was made by Frey, second by Eaton, to approve the policy as drafted using the longer version of the second paragraph as presented. Motion carried 7-0.

D. Special Education Staff Directories by Building

Loken shared, presented and answered questions regarding the directories she created as part of her parent engagement and communication.

E. 4K Update

4K Director Miranda Moe provided the most recent data spreadsheet regarding 4K. The in school 4K has started off great. Board members are welcome to stop by to check them out.

F. Announcements/Correspondence

1. WASB Region 12 meeting

If you are interested in attending the Regional Meeting for region 12 on Oct. 28th, please let Rebecca know no later than October 12th.

XIII. CONSENT AGENDA

The board acknowledged the donation from Meffert Oil Company in the amount of \$2,000.00

A motion was made by Hetzel, second by Sonne, to approve the consent agenda as posted.
Motion carried 7-0.

A. Approval of Checks

B. Finance

1. Monthly Finance Reports

2. Approval of Fund 21 Accounts

3. Approval of Fund Balance Allocations

C. Seclusion and Restraint Report

D. Gifts and Field Trips

1. Gifts

a. Meffert Oil Pride Pump Donation for July and August — \$2000.00

2. Field Trips

a. Waunakee High School Girls Soccer - Adidas Tournament of Champions — Bettendorf, IA - April 30-May1, 2027

b. Waunakee High School Orchestra Trip to Chicago on Nov. 13-14, 2026

E. Approve Individual Teacher, Administrator, Co-curricular, Support Staff & Custodial Recommendations, Resignations, Leaves & Retirements

New Support Staff

Rachel Chisholm, Para Educator Special Education, MS (replaces Michele Hutchins)

Julie Gottschalk, Para Educator Special Education, MS (New)

Corey Jennerjohn, Para Educator Special Education, AES (replaces Kari Gaffaney/Paulette Rodriguez)

Janae Kyles, Custodian, PES (replaces Jack Bogost)

Joseph Peterson, Safety & Security Assistant, HS (New)

Kevin Plendl, Safety & Security Assistant, HS (New)

Brett Sime, Crossing Guard (replaces Diane Hoffman)

Ashley Waugh, Para Educator Special Education, IS (replaces Carleigh Heintz)

Kaitlin Zenger, Custodian, HES (replaces Matthew Richards)

Resignations

Jack Bogost, Custodian, PES

Harun Gurel, Computer Technician, HS

Elizabeth MacArthur, Para Educator Regular Education, AES

Matthew Richards, Custodian, HES

Co-Curriculars are posted in the extra section of the agenda.

XIV. BOARD BUSINESS - NA

XV. FUTURE AGENDAS AND MEETINGS

A. Agenda Items for Next Meeting

B. Special Meetings - Consider special meetings

The board needs to consider upcoming special meetings.

Tax Levy Meeting — A motion was made by Murray, second by Hetzel, to have the Tax Levy meeting on October 26, 2026 at 7pm. Motion carried 7-0.

Evaluation DAPES Summative Review – A motion was made by Eaton, second by, Thornberg to have the DAPES Summative Review meeting on March 15th @ 5:00pm Motion carried 7-0.

Evaluation Meeting - a motion was made by Hetzel, second by Sonne to have the evaluation meeting on April 5th @ 5pm. Motion carried 7-0.

Board workshop A motion was made by Eaton, second by Sonne, to have the board workshop on December 7th @ 5pm. Motion carried 7-0.

Fall Curriculum Presentation Event — November 17, 2026 @ 5:00pm

Spring Curriculum Presentation Meeting — March 2, 2026 @ 5:00pm

C. Budget Committee

D. Co-Curricular Committee

E. Curriculum Committee

F. Facility Committee

G. Human Resources Committee

H. Policy Committee

I. DEI Committee

XVI. RETURN TO CLOSED SESSION - NA

XVII. RETURN TO OPEN SESSION - NA

XVIII. ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION- NA

XIX. ADJOURN

The Board of Education adjourned at 9:00pm on a motion by Sonne, second by Eaton, and passed unanimously by voice vote 7-0.

Respectfully submitted,

Carlena Eaton, Clerk

Date: _____
CE/rm

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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While the public has the right to attend meetings of the Board of Education that have not been convened in a closed session, individuals or groups generally do not have a right to be included on a Board meeting agenda or a right to enter into the discussions or deliberations of the Board. However, without affecting the Board's discretion to authorize other forms of input or participation during Board meetings from persons who are not Board members, the Board expressly authorizes and directs limited public participation during duly-noticed public comment periods as follows:

1. The Superintendent and Board President shall ensure that the agenda and public notice of the Board's primary regular business meeting each month includes a period for public comment. During a public comment period noticed under this paragraph, interested persons may briefly address the Board on topics that are reasonably germane to some aspect of the District's policies, practices, programs, or operations, regardless of whether the speaker's topic is otherwise noticed as a specific subject matter of the meeting in question.
2. Subject to any more specific decision or directive of the Board, the Board President has discretion to include a period of public comment on the agenda and public notice of additional Board meetings. In exercising such discretion, the President may specify on the public notice of the meeting that speaker comments during the public comment period will be limited to topics that are sufficiently germane to the noticed subject matter of the meeting.

When a public comment period is expressly included on the public notice of a Board meeting and there is sufficient interest in addressing the Board, the period shall either include at least 10 individual speakers or extend for 30 actual minutes, whichever limitation permits the greater total number of speakers. However, the Board may extend the total duration of a noticed public comment period at any meeting by a majority vote.

The Superintendent, or his/her designee, will implement a viewpoint-neutral speaker registration process that establishes an order for speaking in the event that the interest in appearing before the Board at any meeting may exceed the time that is allocated for the public comment period. Each speaker, upon being recognized by the presiding officer, will state his/her name and identify his/her connection to the District (if any) and to any group they are representing in connection with their remarks.

Each speaker's presentation is normally limited to a maximum of 3 minutes. However, at a meeting the Board may vote to reduce the time limit to no shorter than 2 minutes per speaker in order to accommodate a greater total number of speakers. In addition, at the Board's discretion, a speaker's time may be briefly extended provided that, upon request, a similar extension shall be granted to other speakers at the same meeting. Any individual may speak only once during the public comment period at any meeting.

Speakers generally should not expect an immediate response or reaction to their comments from the Board. Further:

1. If, at applicable meetings, a speaker raises a topic during a public comment period that was not among the publicly-noticed subject matter of the meeting, the extent of any response to

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

Policy 187

Waunakee Community School District

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the speaker and his/her remarks shall be limited in accordance with applicable law.

2. During a public comment period, Board members will not engage in a substantive discussion of or otherwise attempt to materially investigate or reach a Board resolution of either (a) complaints or grievances regarding the conduct of individual staff members or individual students; or (b) attempts to appeal staff or administrative decisions relating to individual District employees or students. A public comment period during a Board meeting is not the preferred or established means of processing such issues or bringing such matters to the Board's attention.
3. If time or other limitations preclude an interested person from addressing the Board at a specific meeting, the person may submit written information to the Board and/or attempt to utilize a public comment period at a future meeting.

Subject to an appeal to the Board that is made by a Board member, the presiding officer of the Board meeting shall have the authority to conduct and maintain proper order in connection with any authorized public comment period, including the authority to (1) recognize speakers; (2) enforce established time limits; (3) interject and request that speakers voluntarily redirect specific complaints, grievances, or attempted appeals to more appropriate District procedures; and (4) terminate the remarks of any individual who does not adhere to established rules and procedures for public participation, who speaks in a threatening or profane manner, whose comments are repetitive of that person's previous comments, or whose conduct is disruptive and impedes the Board's ability to conduct its business in an orderly and timely fashion.

Individuals who are permitted to address the Board during a meeting are responsible for the content of their comments. The forum represented by a public comment period does not exempt a speaker from any liability arising from his/her comments (e.g., for defamation or for any breach of legally-protected confidentiality).

This policy and any rules and/or procedures that may be adopted related to the administration of public comment periods under this policy are not intended to apply to the following:

1. A meeting or any portion of a meeting that constitutes a formal public hearing on a particular topic or issue.
2. Instances where the Board seeks or agrees, by majority vote, to accept input that is relevant to a noticed agenda item from a person who is not a Board member in order to (for example) resolve a formal or informal point of information that arises during the Board's discussion of an agenda item.
3. Meetings of any standing or ad hoc committee that may be established by the Board.

Legal References:

Wisconsin Statutes

- [Section 19.81](#) [state policy on open meetings]
[Section 19.83\(2\)](#) [discussion during period of public comment]

PUBLIC COMMENT PERIODS DURING BOARD MEETINGS

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Waunakee Community School District

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[Section 19.84\(2\)](#) [public notice of board meetings, including public comment period]
[Section 19.85](#) [exemptions to open meetings]

Cross References:

WASB PRG 187 Sample Policy 4 (with substantial local adaptation)

Adoption/Revision Date(s):

October 1989
March 1994
September 1994
January 2000
February 2002
May 2020

WAUNAKEE **Interact** Club



Who We Are:

Interact is the high school branch of Rotary.

The Waunakee interact club was just reinstated two years ago!



What We Believe:

We strive to follow the 4 way test and to put service to others above ourselves.

FOUR WAY TEST

The Four Way Test is how we decide to do or participate in a project. All Rotary and Interact Clubs follow this.

IS IT THE TRUTH

**IS IT FAIR TO ALL
CONCERNED**

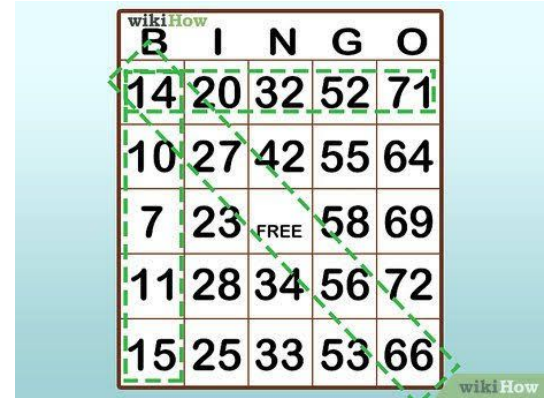
**WILL IT BUILD
GOODWILL AND
BETTER FRIENDSHIPS**

**WILL IT BE
BENEFICIAL TO
ALL CONCERNED**

Community Projects and Fundraisers:

Last year we collected over 250lbs of pop tabs from students at our school to donate to the Ronald McDonald house. We also collected about 1,100 hygiene items to donate.

This year, we are continuing our pop tab project and are hoping to hold a bingo night at a senior citizen center!



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International Projects:

Last year we donated money to Nancy Comello and her team. She is training midwives in Guatemala in order to bring down the newborn mortality rate.

This year we are working with the Kalahari to fund the building of a water well in Africa! We are doing this through multiple different fundraisers and donations.



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Minutes of Budget Committee Meeting

The Board of Education Waunakee Community School District

A Budget Committee Meeting of the Board of Education of Waunakee Community School District was held Tuesday, October 6, 2026, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Hetzel called the meeting to order at 7:30am.

II. ROLL CALL

Present: Hetzel, Ensign, Sonne

Also Present: Brown, Summers, Newton, Loken, Grabarski, Weisman, Kirk Strang, and Rebecca Stigler

III. APPROVAL OF AGENDA AND ADDITIONS

A motion was made by Sonne, second by Ensign to approve the agenda as posted. Motion carried 3-0.

IV. PUBLIC COMMENTS There were no public comments at this meeting.

V. 2025-2026 BUDGET REVIEW

Newton and Summers presented and answered questions regarding the fund balance allocations and treasurer's report for 2025-26. The fund 10 fund balance was increased by the IRS clean energy rebate.

The committee discussed and shared ideas regarding the Warrior Stadium turf field and funds allocated to replace it as well as other playing fields.

VI. 2026-2027 PLANNING

A. Timeline

B. 2026-27 Tax Levy Options

Summers presented and answered questions regarding the review of tax levy options for the 2026-27 school year. Summers presented another option prepared by PTMA.

Administration will be requesting a recommendation so that we can present a refinancing plan for approval for October 26, 2026. After some discussion, a motion was made by Sonne, seconded by Ensign to recommend that the full board move forward with the tax levy option as presented. Motion carried 3-0.

C. Student Count

Summers presented and answered questions regarding the 3rd Friday count in the September report. The committee discussed future planning for 4K and enrollment.

D. Transportation Planning

Summers presented and answered questions regarding the review of the transportation changes for the 2026-27 school year. These changes that have received positive feedback (no shuttles) and parental concerns that we have received (late buses, high school eligibility, and consistent schedule). Information regarding an early concern with diesel fuel costs now exceeding \$6.00 per gallon was shared with the committee.

E. Special Education Staffing

Loken presented and answered questions regarding the request for an additional 1:1 para educator. A motion was made by Ensign, seconded by Sonne, to recommend that the full board approve the additional 1:1 paras as presented. Motion carried 3-0.

OTHER ITEMS FOR DISCUSSION

F. Natural Gas Purchasing

Summers presented and answered questions regarding the savings from pre-purchasing natural gas in 2025-26 and to discuss options for pre-purchasing for 2026-27. A motion was made by Ensign, seconded by Sonne, to recommend that the full board move forward with the pre-purchase 80% of natural gas from the timeframe Nov. 2026- Oct 2027.

Motion carried 3-0.

G. Banking Services Request for Proposal Review

Summers presented and answered questions regarding the submissions from the request for proposal for banking services. Three proposals were received and all were strong proposals and deserve consideration. Interest rates are similar with fees being comparable between all three. A difference worth noting is the additional donation that OCB has proposed for the district's Student Financial Assistance Fund. The proposal was \$10,000 per year for 5 years. A motion was made by Ensign, seconded by Sonne, to recommend that the full board approve the proposal from One Community Bank as presented. Motion carried 3-0.

H. Request for Proposal for Transportation Services

Summers presented and answered questions regarding the details for the upcoming request for proposal for transportation services. Administration is requesting an initial review in October with approval of the specifications in November to bring back for board approval in January.

VII. CLOSED SESSION - ADJOURN TO CLOSED SESSION PER WISCONSIN STATUTES 19.85 (1) (c) and (g).

A motion was made by Ensign, seconded by Sonne, to move to closed session by roll call vote. Time: 8:57am.

Roll Call: Ensign – Yes, Hetzel – Yes, Sonne – Yes.

The board discussed legal personnel procedures.

VIII. RETURN TO OPEN SESSION

A motion was made by Ensign, seconded by Sonne, to return to open session. Motion carried 3-0.

IX. ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION

A motion was made by Sonne, seconded by Ensign, to recommend that the full board approve the personnel procedure as presented in closed session. Motion carried 3-0.

FUTURE AGENDA ITEMS A meeting will be scheduled for early November.

X. ADJOURN

A motion was made by Ensign, seconded by Sonne, to adjourn the meeting at 9:21am.

Cost Comparison Fixed Price vs Market Price								
Fixed Price			Market Price				If 100% Market Price	
Month	Therms	Price	Therms	Price		Total	Dollars	Market Price vs Actual
Dec-25	33,590	\$0.4980	7,588	\$0.566	41,178	\$21,023	\$23,308	\$2,285
Jan-26	38,600	\$0.4980	11,156	\$1.147	49,756	\$32,019	\$57,071	\$25,052
Feb-26	30,470	\$0.4980	3,910	\$0.970	34,380	\$18,967	\$33,349	\$14,382
Mar-26	25,770	\$0.4980	692	\$0.375	26,462	\$13,093	\$9,924	(\$3,169)
Apr-26	18,970	\$0.4980	759	\$0.356	19,729	\$9,717	\$7,024	(\$2,693)
May-26	14,180	\$0.4980	657	\$0.314	14,837	\$7,268	\$4,659	(\$2,609)
Jun-26	13,520	\$0.4980	(480)	\$0.353	13,040	\$6,611	\$4,603	(\$2,008)
							\$31,241	

21

Positive number is additional costs



Waunakee Community School District
906 Bethel Circle
Waunakee WI 53597

One Community Bank sincerely appreciates the opportunity to be included in the Waunakee School District's RFP process. Over the past five years, we have truly valued our partnership with the District and are grateful for the trust you have placed in us.

We believe the attached proposal reflects our commitment to providing exceptional service, innovative solutions, and a banking partnership that supports the District's evolving needs. We are fully prepared to continue delivering the high level of service and responsiveness that the District has come to expect, while also identifying new opportunities to enhance our partnership.

At One Community Bank, part of our mission is to invest in the communities we serve. We are proud to support the students, families, and educators of Waunakee and remain committed to contributing to the long-term success of the District and the community.

Thank you for your time, consideration, and the opportunity to submit our proposal. We look forward to the possibility of continuing our partnership and serving the Waunakee School District for years to come.

A handwritten signature in purple ink, appearing to read 'Steve'.

Steve Peotter
President & CEO
speotter@onecommunity.bank
608-835-3168

A handwritten signature in purple ink, appearing to read 'Liz'.

Liz Deihs
EVP & Chief Experience Officer
ldeihs@onecommunity.bank
608-835-6105



ONE
COMMUNITY
BANK
—
WAUNAKEE

Relationship Banking Proposal Prepared for:

Waunakee Community School District
906 Bethel Circle
Waunakee, WI 53597
August 7, 2026



Executive Summary

“Feel Good Banking” is not just a tagline; it is our DNA. With roots dating back over 50 years, One Community Bank has extensive experience providing personal, attentive service to our local communities and schools. Given our steadfast commitment, we understand decisions that impact our communities are best made by experts within those same communities.

Our local, experienced team has a vested interest in Waunakee and is well suited to continue to support the Waunakee School District’s growth for many years.

- One Community Bank will introduce a **\$50,000** partnership investment to support the district’s Student Assistance Fund.
- One Community Bank will pay the Waunakee School District a fantastic rate on all deposits of the Local Government Investment Pool (LGIP) + 0.26%, with a floor rate of 0.26%.
- One Community Bank satisfies the stated requirements in the district’s request for proposal.

Our clients continue to tell us they “feel good” about the value we bring, and the benefits included as part of their relationship with us.

Investing into our Community

As a locally owned community bank, One Community Bank is committed to strengthening the communities we serve through meaningful partnerships, financial investment, and volunteerism. Since opening our Waunakee location in 2017, we have proudly supported local organizations, schools, community events, and initiatives that enhance the quality of life for residents and contribute to the long-term success of the Waunakee community.

Our commitment is reflected through ongoing support of WaunaBoom, WaunaFest, Wauktoberfest, the Waunakee High School Innovation Center, the Waunakee Public Library Foundation, youth financial literacy, the School-to-Career initiative, and many other local organizations through both financial contributions and volunteer involvement.

As part of our continued investment in Waunakee, and in combination with the District maintaining its banking relationship with One Community Bank, we would be pleased to commit **\$50,000** over five years to the Waunakee School District Student Assistance Fund beginning in 2027. This partnership reflects our shared commitment to supporting students and families in need while helping ensure all students have access to the resources necessary to succeed.

We value the opportunity to continue to serve the Waunakee School District and look forward to continuing our partnership as both a trusted financial institution and an active community stakeholder for years to come.



General Information

Name of Bank: One Community Bank – Waunakee

Bank Location: 1351 Water Wheel Drive
Waunakee, WI 53597

Date: August 7, 2026

Bank Contact: Liz Deihs & Steve Peotter

Title: EVP & Chief Experience Officer, President & CEO

Telephone: 608-480-0037

Email Address: ldihs@onecommunity.bank
speotter@onecommunity.bank

Signature: *Liz Deihs* *Steve Peotter*

Designated Depository: One Community Bank (OCB) is eligible to receive and hold public funds pursuant to Section 34.05 of the Wisconsin Statutes.

Location: One Community Bank is located in the Village of Waunakee. Our address is 1351 Water Wheel Drive, Waunakee, WI 53597

Safekeeping: District deposits will be insured by an Irrevocable Letter of Credit through the Federal Home Loan Bank of Chicago.

Daylight Overdraft & “Gap” Coverage: One Community Bank utilizes real-time transaction processing and account monitoring. If an item(s) is presented and sufficient funds are not available, the Bank will contact designated individual(s) to discuss funding options. Once funds are transferred at the District's direction, the item(s) will be re-presented the next business day and paid accordingly.

Online Banking Services & Additional District Requirements:

One Community Bank's Online Banking will provide secure, real-time access to all of Waunakee School District banking accounts. We maintain robust online security through multi-factor authentication, requiring users to verify their identity through multiple layers of authentication. For higher-risk activities, we can implement step-up authentication to further validate user identity before authorizing transactions. Additionally, dual approval controls are available for money movement services, helping ensure that transactions leaving the bank require review and authorization by more than one approved user. Maintenance for online banking occurs early morning prior to office hours. This is done to cause no disruption in daily business online banking function. The following explains how our online banking functions:

- Daily Balance Reports will be available via online banking. You can see real time, up-to-date balances, and transaction detail.
- Transaction detail for online banking – debits, credits, checks, deposits, wires in and out, chargebacks, interest payment, search and view cleared checks, transfer funds between accounts and provide historical data including search options for specific transactions.
- Multi-Level security for various school district staff is available for use. There will need to be at least one administrator who will be able to choose different functions for different staff. This can be inquiry-only all the way to full access.
- Cancelled check images and statements are available in online banking up to 18 months.

- A member of the Banks Treasury Management team will provide online banking training to all school district employees.
- Support is available by calling or emailing dedicated contacts or calling or emailing into our treasury management support line.
- Remote Deposit Capture is available at no cost. With our remote deposit software, you are able to search for up to 12-months of deposited check images.
- ACH Origination (including debits and credits) is available. Recurring ACH's may be set up and saved as templates for future use. There are multiple options for ACH origination and initiation security measures. These options include single control, dual control, approval override and soft token security.
- Beginning in October 2026, clients may choose to initiate wire transfers either through Online Banking or through our existing secure wire request process. While online wire capabilities provide added convenience, wire fraud remains a significant concern throughout the banking industry. To protect both our clients and the bank, One Community Bank maintains robust security and fraud prevention controls for all wire transactions.
- Stop payments are made via online banking, phone or email.
- OCB will provide Positive Pay/Blocks & Filter service to assist in protecting the district's finances. At the district's request, the district will upload the Positive Pay file to us via online banking. All exception items that require review must be completed no later than 11:00 am.
- OCB will provide the district with the necessary supplies that allow the district to leave deposit bags at the bank for processing and next day pick up.
- Annual relationship review meetings will be held with the District to discuss service levels, review any fees assessed, share upcoming initiatives, and discuss industry trends and opportunities that may benefit the District.
- The only fee that may be assessed for your accounts is \$25.00 per stop payment. Your account(s) will have no maintenance fees, and you will not be charged fees for Non-Sufficient Funds, Wires, Online-Banking or any other services.
- OCB follows financial industry's best practices regarding information security, privacy, and technology. We conform to Gramm-Leach-Bliley Act (GLBA) requirements, annual Cybersecurity Assessment Tool (CAT) reviews, are subject to annual Federal Reserve Information Technology Exams and carry a security bond. Industry standard technical security practices include a defensive, in-depth approach, relying on multiple layers of overlapping defenses such as: encryption

of data at-rest and in-motion, multi-factor authentication, doctrine of least privilege for role-based security, episodic and continuous penetration testing, security awareness training, email sanitization, web content filters, anti-malware, firewalls, offsite Disaster Recovery (DR) location, etc.

Statements:

Statements are available in online banking no later than the third business day following month end. Statements are in chronological order and include the date, amount of the transaction, debit/credit type, transaction description and list of cashed checks by check number. Statements include monthly beginning balances as well as a summary of deposit/withdrawal activity.

Relationship Manager:

One Community Bank is committed to providing the Waunakee School District with consistent, personalized service from a team that knows your organization and understands your banking needs.

A key advantage of our partnership is continuity. Our relationship managers and treasury support team have remained consistent over the years, and each has worked directly with the District, providing deep institutional knowledge and responsive local support.

Liz Deihs
EVP & Chief Experience Officer
(p) 608-835-6105
(m) 608-480-0037
ldeihs@onecommunity.bank

Amy Bailey
VP & Director of Treasury Management
(p) 608-825-2322
(m) 608-509-3779
abailey@onecommunity.bank

Treasury Management & Local Support Team

- Becky Johnson, Senior Treasury Management Support Specialist II
- Karleigh MacWilliams, AVP Treasury Management Solutions Manager
- Alicia Van Schoyck, Bank Manager – Waunakee

Certificate of Deposit:

We offer a variety of terms on certificates of deposit from 30 days to 5 years with options of compounding interest or direct deposits of interest on a monthly, quarterly, semi-annual or annual basis.

Fees and Service Charges:

DIRECT FEE PROPOSED		
	Bank Depository Services	Charge Per Item
Depository Services	Account Maintenance	No Cost
Depository Services	Paper credits/deposits	No Cost
Depository Services	Electronic Credits	No Cost
Depository Services	Paper Debits /Checks	No Cost
Depository Services	Electronic Debits	No Cost
Depository Services	Stop Payments	\$25.00 Per Item
Depository Services	Returned Items, Mani	No Cost
Depository Services	FDIC Assessment Fee	No Cost
Depository Services	Positive Pay per check	No Cost
Depository Services	Positive Pay- Exceptions	No Cost
Depository Services	Remote Deposit-Deposit transmission	No Cost
Depository Services	Remote Deposit – Monthly Maintenance	No Cost
Depository Services	Remote Deposit Equipment Charge Monthly	No Cost
Depository Services	Remote Deposit Equipment charge one-time	No Cost
Depository Services	Remote Deposit- File storage/viewing capabilities	No Cost
Depository Services	Payroll Direct Deposit per file	No Cost
Depository Services	Payroll Direct Deposit per item	No Cost
Depository Services	Payroll Direct Deposit monthly maintenance	No Cost
Depository Services	Monthly account Maintenance	No Cost
Online Inquiry	Previous Day Detail	No Cost
Online Inquiry	Previous Day Per Item sum	No Cost
Online Inquiry	Current Day Reporting	No Cost
Online Inquiry	Account Analysis Report	No Cost
Online Inquiry	Monthly DDA Statement	No Cost
Online Inquiry	Stop Payment Maintenance - Monthly	No Cost
Online Inquiry	Positive Pay Maintenance – Monthly	No Cost
Online Inquiry	Issue Maintenance – Monthly	No Cost
Online Inquiry	Web Images Retrieved	No Cost
Wire Transfers	Incoming Wire Transfers	No Cost
Wire Transfers	Outgoing Wire Transfers	No Cost
ACH Service	ACH Received Item	No Cost
ACH Service	ACH Paid Item	No Cost
Coin and Currency Services	Coin and Currency Processing	No Cost
Other	Audit Confirms	No Cost
Other	Other Base Level Fee Not Previously Listed	No Cost

Proposal for PAYROLL CHECKING ACCOUNT
Waunakee Community School District

Maintenance charge:	\$ <u>No Charge</u>
Charge per check written:	\$ <u>No Charge</u>
Charge per deposit:	\$ <u>No Charge</u>
Charge per item deposited:	\$ <u>No Charge</u>
Charge for deposited check returned:	
# of times check is deposited <u>2</u>	\$ <u>No Charge</u>
If more than 1, charge for redeposit?	\$ <u>No Charge</u>
Stop payment fee:	\$ <u>25.00</u>
Wire transfer fee:	
Incoming:	\$ <u>No Charge</u>
Outgoing:	\$ <u>No Charge</u>
Check Sequencing fee (if check is returned):	\$ <u>No Charge</u>
Minimum account balance required?	No Minimum Balance / No Charge
Capable of originating ACH Transactions?	☒ YES NO (Please Circle)
ACH Related fees:	\$ <u>No Charge</u> per file
	\$ <u>No Charge</u> per item
	\$ <u>No Charge</u> Other
Accept ACH files via e-mail?	☒ YES NO (Please Circle)

Please list any additional charges and amounts: _____

Current interest rate paid on deposits: LGIP + 0.26% Based on: 360 Days ☒ 365 Days

Proposal for GENERAL OPERATING CHECKING ACCOUNT Waunakee Community School District

Maintenance charge:	\$ <u>No Charge</u>
Charge per check written:	\$ <u>No Charge</u>
Charge per deposit:	\$ <u>No Charge</u>
Charge per item deposited:	\$ <u>No Charge</u>
Charge for deposited check returned:	
# of times check is deposited <u>2</u>	\$ <u>No Charge</u>
If more than 1, charge for redeposit?	\$ <u>No Charge</u>
Stop payment fee:	\$ <u>25.00</u>
Wire transfer fee:	
Incoming:	\$ <u>No Charge</u>
Outgoing:	\$ <u>No Charge</u>
Check Sequencing fee (if check is returned):	\$ <u>No Charge</u>
Safety deposit box charge	\$ <u>No Charge</u>
Deposit slip charge per book	\$ <u>No Charge</u>
Minimum account balance required?:	<u>No Minimum / No Charge</u>
Capable of originating ACH Transactions?	☒ YES NO (Please Circle)
ACH Related fees:	\$ <u>No Charge</u> per file
	\$ <u>No Charge</u> per item
	\$ <u>No Charge</u> Other
Accept ACH files via e-mail?	☒ YES NO (Please Circle)
Please list any additional charges and amounts: _____	

Current interest rate paid on deposits: LGIP+.26% Based on: 360 Days ☒ 365 Days

Proposal for DEPOSITORY ACCOUNT Waunakee Community School District

Maintenance charge: \$ No Charge

Charge per check written: \$ No Charge

Charge per deposit: \$ No Charge

Charge per item deposited: \$ No Charge

Charge for deposited check returned:

of times check is deposited 2

If more than 1, charge for redeposit? \$ No Charge

Stop payment fee: \$ 25.00

Wire transfer fee:

Incoming: \$ No Charge

Outgoing: \$ No Charge

Check Sequencing fee (if check is returned): \$ No Charge

Safety deposit box charge \$ No Charge

Deposit slip charge per book \$ No Charge

Minimum account balance required?: No Minimum / No Charge

Capable of originating ACH Transactions? (YES) NO (Please Circle)

ACH Related fees: \$ No Charge per file

\$ No Charge per item

\$ No Charge Other

Accept ACH files via e-mail? (YES) NO (Please Circle)

Please list any additional charges and amounts: _____

Current interest rate paid on deposits: LGIP+.26% Based on: 360 Days (365 Days)

Proposal for CONSTRUCTION ACCOUNT
Waunakee Community School District

Maintenance charge:	<u>\$ No Charge</u>
Charge per check written:	<u>\$ No Charge</u>
Charge per deposit:	<u>\$ No Charge</u>
Charge per item deposited:	<u>\$ No Charge</u>
Charge for deposited check returned:	
# of times check is deposited <u>2</u>	
If more than 1, charge for redeposit?	<u>\$ No Charge</u>
Stop payment fee:	<u>\$ 25.00</u>
Wire transfer fee:	
Incoming:	<u>\$ No Charge</u>
Outgoing:	<u>\$ No Charge</u>
Check Sequencing fee (if check is returned):	<u>\$ No Charge</u>
Deposit slip charge per book	<u>\$ No Charge</u>
Minimum account balance required?:	<u>No Minimum / No Charge</u>
Capable of originating ACH Transactions?	☒ YES NO (Please Circle)
ACH Related fees:	<u>\$ No Charge</u> per file
	<u>\$ No Charge</u> per item
	<u>\$ No Charge</u> Other
Accept ACH files via e-mail?	☒ YES NO (Please Circle)

Please list any additional charges and amounts: _____

Current interest rate paid on deposits: LGIP+.26% Based on: 360 Days ☒ 365 Days

REFERENCES

Client/Agency Name: Stoughton Area School District
Business Address: 320 North Street, Stoughton, WI 53589
Name/Title of Contact: Erica Pickett – Director of Business Services
Phone Number of Contact: 608-877-5011
Email Address: erica.pickett@stoughton.k12.wi.us
Length of Service Relationship with this client/agency: 9 Years
Type of Service Provided: Deposit/ Cash Management Services

Client/Agency Name: McFarland Joint School District
Business Address: 5101 Farwell Street, McFarland, WI 53558
Name/Title of Contact: Jeff Mahoney – Director of Business Services
Phone Number of Contact: 608-838-4520
Email Address: mahonej@mcfbsd.org
Length of Service Relationship with this client/agency: over 20 years
Type of Service Provided: Deposit/ Cash Management Services

Client/Agency Name: Adams Friendship Area School District
Business Address: 201 W 6th Street, Friendship, WI 53934
Name/Title of Contact: Nicki Ells - Superintendent
Phone Number of Contact: 608-339-2313 X1014
Email Address: ells_n@afasd.net
Length of Service Relationship with this client/agency: over 20 years
Type of Service Provided: Deposit/ Cash Management Services

Minutes of Facility Committee Meeting

The Board of Education

Waunakee Community School District

A Facility Committee Meeting of the Board of Education of Waunakee Community School District was held Wednesday, October 7, 2026, beginning at 7:30 AM in the Waunakee Community School District, 905 Bethel Circle, Waunakee, WI 53597.

I. CALL TO ORDER

Chairperson Ensign called the meeting to order at 7:30am

II. ROLL CALL

Present: Ensign, Frey, Hetzel (Subbing for Eaton)

Also Present: Brown, Summers, Cramer, representatives of McKinstry, Bauer, Newton, Smith, and Lauderdale

III. APPROVE AGENDA

A motion was made by Frey, second by Hetzel, to approve the agenda as posted. Motion carried 3-0.

IV. PUBLIC COMMENTS There were no public comments at this meeting.

V. NEW MIDDLE SCHOOL

A. Projected Project Balance

Summers presented and answered questions regarding an update on the financial status of the Middle School project.

B. Middle School Track

Summers presented and answered questions regarding options for the middle school track. The committee asked for an analysis of the track from Rettler. This detailed analysis was just received and needs to be reviewed by administration. Summers asked the committee to hold on this topic one more month for administrative review to be completed. The committee agreed to this request. In addition, Summers informed the board that Lybeck is still working on the Middle School safety enhancements that were discussed last month. This report will also be ready for the November facility committee meeting.

VI. APPROVAL OF CAPITAL MAINTENANCE REQUESTS

The purpose of this agenda item is to review our standard agenda item for district-wide capital maintenance requests. The School Board has approved a 2026-27 budget of \$1.25 million.

A. McKinstry Proposal

Summers presented and answered questions regarding the proposal from McKinstry that was previously reviewed with the facility committee. Representatives from McKinstry were also available to answer questions. After much discussion a motion was made by Frey, seconded by Hetzel, to recommend that the full board approve the complete comprehensive proposal as presented. Motion carried 3-0.

VII. FUTURE MEETINGS A meeting will be scheduled for early November.

VIII. ADJOURN

A motion was made by Frey, seconded by Hetzel, to adjourn the meeting at 8:30am. Motion carried 3-0.

October 7th, 2026



Waunakee Community School District

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About McKinstry

- ✓ Established 1960
- ✓ 25 offices nationwide
- ✓ 2,000+ employees
- ✓ \$1.5 billion revenue



Consulting



Construction
Projects



Energy
Projects



Facility
Services

McKinstry is a national leader in **designing, constructing, operating and maintaining** high-performing buildings.

OUR LOCATIONS



McKinstry K-12 SFP Partners

Wisconsin & Illinois

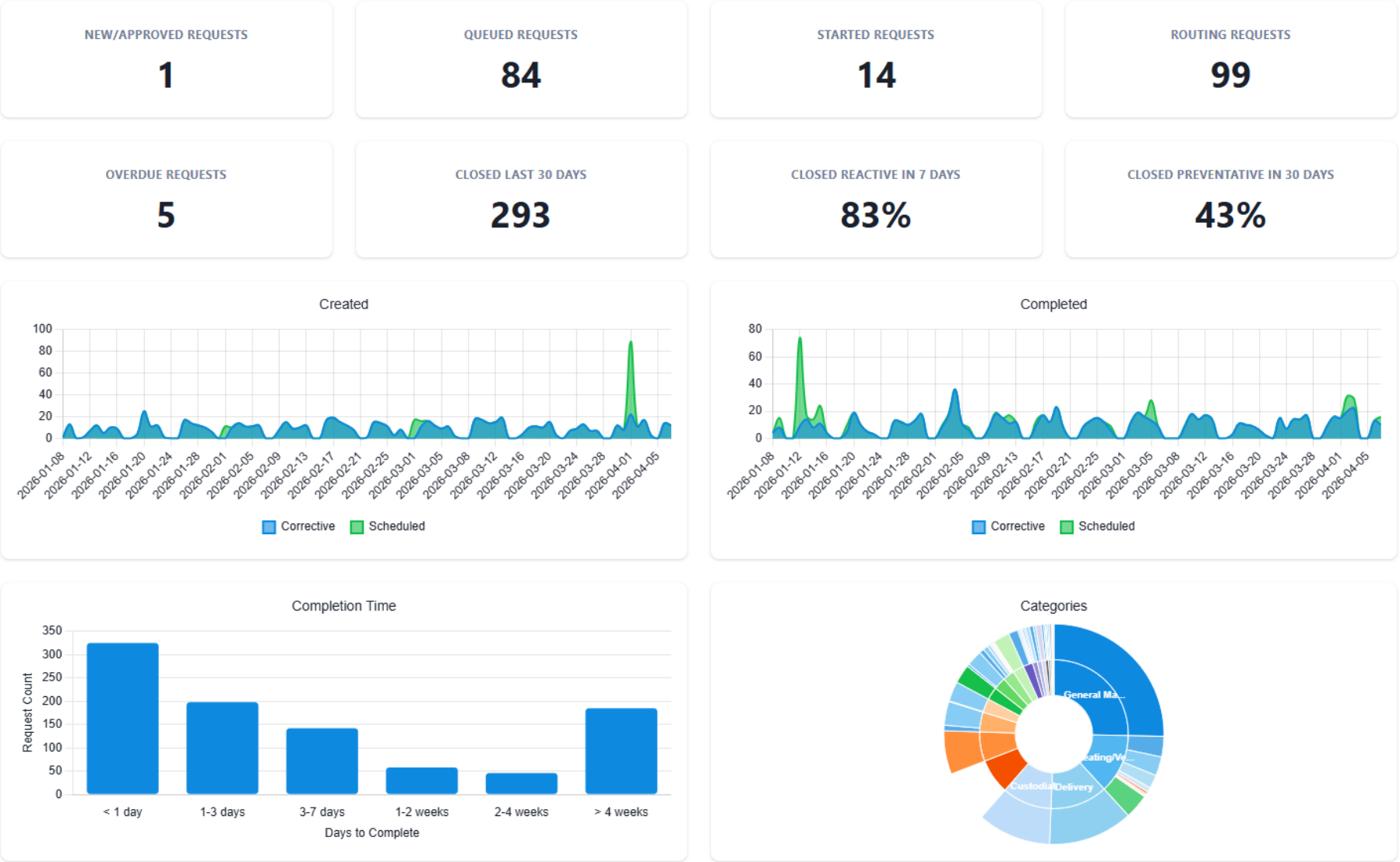




Agenda

1. Reveal Capital Planning Tool Demonstration
2. Preventative Maintenance Planning Overview
3. Sustainability and Energy Efficiency Overview
4. Investment Summary
5. Q&A

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Sustainability Resolution



“MCPASD will establish goals to meet 100% of all district operations energy needs with renewable energy by 2035”

Adopted by MCPASD School Board March 22, 2021



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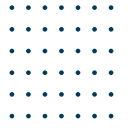
100% Renewable Goal - Phasing



FACILITY	EFFICIENCY/LOAD REDUCTION	BUILDING ELECTRIFICATION	FLEET ELECTRIFICATION	ON-SITE RENEWABLES	EFFICIENCY/LOAD REDUCTION	BUILDING ELECTRIFICATION	FLEET ELECTRIFICATION	ON-SITE RENEWABLES	EFFICIENCY/LOAD REDUCTION	BUILDING ELECTRIFICATION	FLEET ELECTRIFICATION	ON-SITE RENEWABLES	EFFICIENCY/LOAD REDUCTION	BUILDING ELECTRIFICATION	ON-SITE RENEWABLES	EFFICIENCY/LOAD REDUCTION	BUILDING ELECTRIFICATION	ON-SITE RENEWABLES	OFF-SITE RENEWABLES
	PHASE 1 (2025)				PHASE 2 (2027)				PHASE 3 (2029)				PHASE 4 (2031)			PHASE 5 (2031)			
Kromrey Middle School	X							X									X		X
Glacier Creek Middle School	X			X								X		X					X
Elm Lawn ES	X			X													X		X
Northside ES	X							X		X									X
Park ES	X							X		X		X							X
Pope Farm ES	X			X													X		X
Sauk Trail ES	X	X		X															X
Sunset Ridge ES	X							X						X					X
West Middleton ES	X					X		X							X				X
4K/Early Learning Center	X					X									X				X
District Services Center	X		X							X									X
District Operations Center	X									X	X				X				X
Transportation Office			X				X			X	X								X
Middleton High School	X			X		X						X					X		X

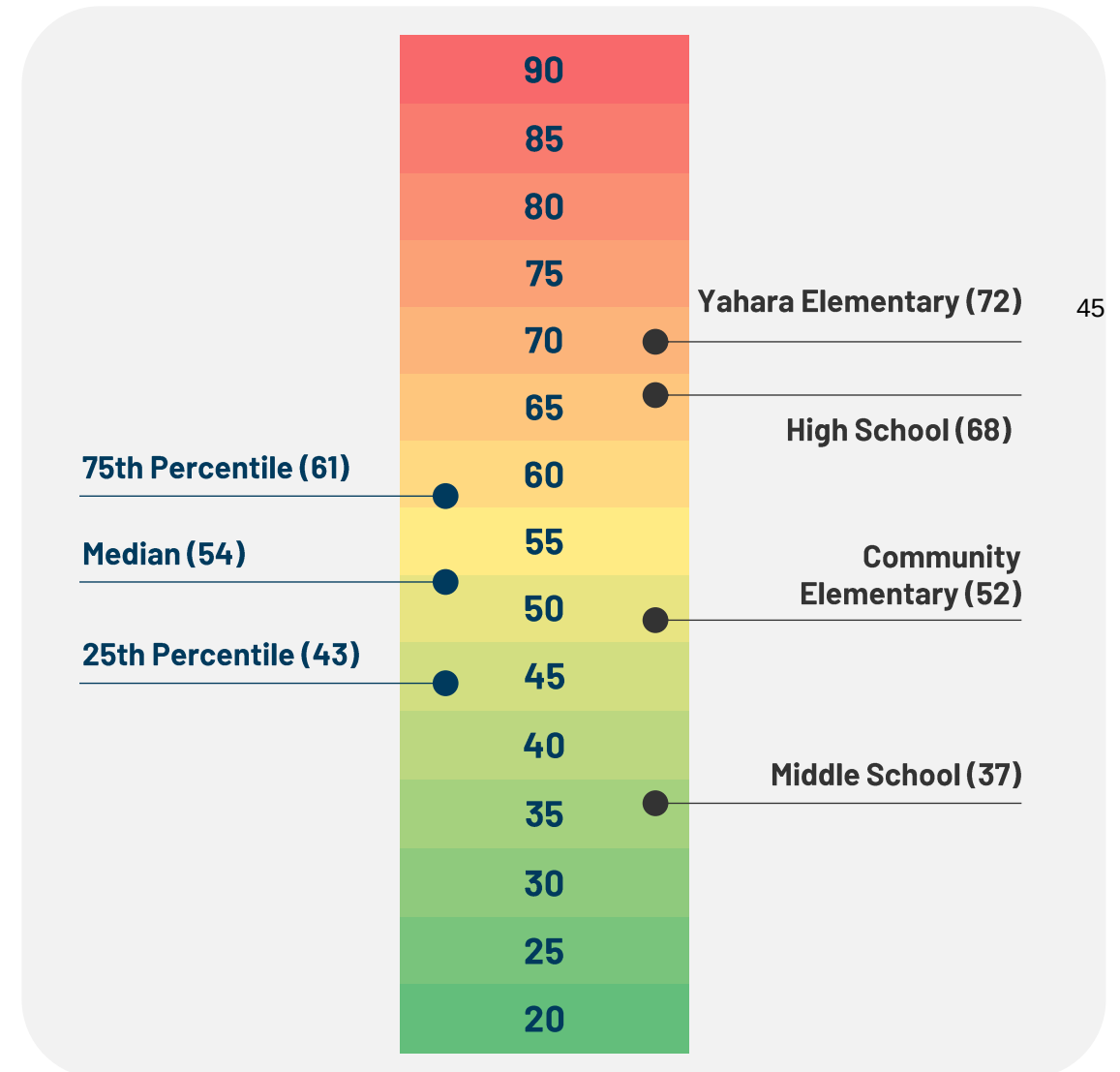
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Edgerton School District – Energy Efficiency

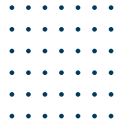


What can we improve?

- LED Lighting (High School, Yahara, Middle)
- HVAC control strategies, occupancy and demand control (High School, Middle School – gymnasiums, library)
- Constant volume to variable volume AHUs (High School – Tech Ed)
- Building Envelope Improvements (District Wide)
- Mechanical System Replacements (Yahara – unit ventilators)
- Pool area improvements - (refurbish and automate existing cover, add VFD to circ pump, Chloramine DCV)
- Pneumatic to DDC conversion (Yahara Elementary)
- Retro-Commissioning (High School, Middle School, Community Elementary)
- Solar PV (High School Fieldhouse)



3-Year Investment Summary

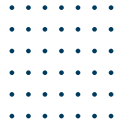


Waunakee Community School District		Asset Level DB Development + Preventative Maintenance Planning (HVAC)	Asset Level DB Development + Preventative Maintenance Planning (Non-HVAC)	Asset Level Strategic Facility Planning - All Asset Categories
Summary	Setup + 1 Year Service	\$142,500	\$115,000	\$116,000
	Year 2 Service	N/A	N/A	\$24,500
	Year 3 Service	N/A	N/A	\$24,500
	Total (3 Years)	N/A	N/A	\$165,000

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Total Phased Investment - \$422,500

3-Year Investment Summary



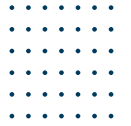
Waunakee Community School District		Asset Level DB Development + Preventative Maintenance Planning (HVAC)	Asset Level DB Development + Preventative Maintenance Planning (Non-HVAC)	Asset Level Strategic Facility Planning - All Asset Categories
Summary	Setup + 1 Year Service	\$142,500	\$115,000	\$116,000
	Year 2 Service	N/A	N/A	\$24,500
	Year 3 Service	N/A	N/A	\$24,500
	Total (3 Years)	N/A	N/A	\$165,000

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Total Bundled Investment - \$344,000

\$78,500 Savings to WCSD by bundling Strategic Facility Planning and Preventative Maintenance Planning

Case Study – DeForest Area School District



DeForest Area School District

Strategic Facility Planning,
Transition to Sustainable Operations®



MAKING THE INVISIBLE, VISIBLE

The data collected during the FCA was entered into McKinstry's Reveal™ platform.

Reveal is a comprehensive asset management tool that features a capital planning module, which was used to provide DASD with detailed asset data.

This platform allowed DASD to have all asset data readily available, ensuring that capital funding was directed to the most needed assets and allowed DASD to make informed and efficient purchasing decisions, reducing costs over time.



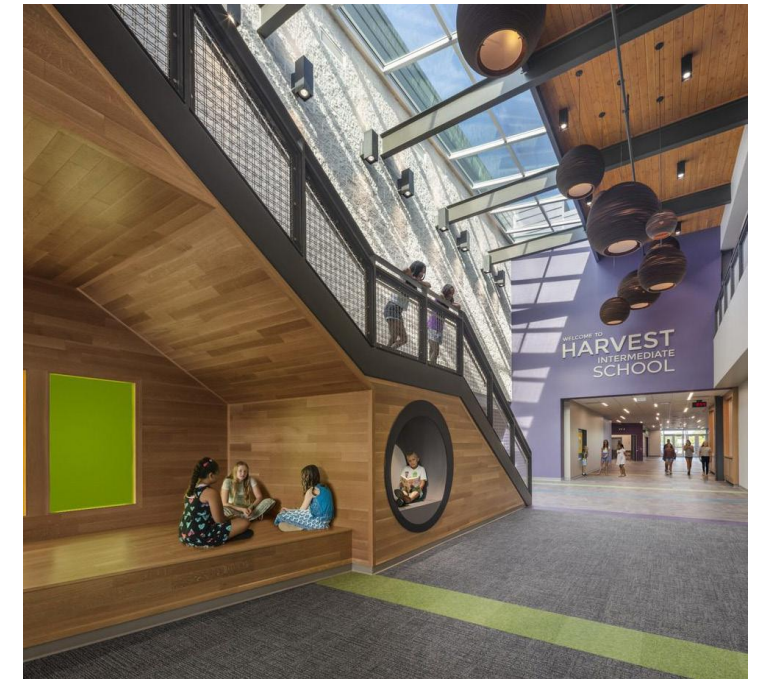
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*“McKinstry has helped us seamlessly integrate our financial planning by ensuring that each facility investment is aligned with the **broader budgetary goals** and **long-term financial forecasts**. The data provided enables us to accurately project costs, assess risks and identify opportunities for **cost savings**. This holistic approach ensures that our facilities planning is a **forward-looking, sustainable endeavor** that **maximizes value** while **minimizing risks and costs**.”*

-Roz Craney, Director of Safety and Operations





Thank You!!

WAUNAKEE COMMUNITY SCHOOL DISTRICT - THIRD FRIDAY IN SEPTEMBER COUNT 2026

FOR DPI PURPOSES: OPEN ENROLLMENT- IN STUDENTS ARE NOT COUNTED
OPEN ENROLLMENT- OUT STUDENTS ARE COUNTED

		OPEN ENROLLMENT		Bldg Repts
		IN	OUT	
PRAIRIE		RESIDENTS		
FOUR-YEAR OLD KINDERGARTEN		0	0	
EC/S&L		0	0	
FULL DAY KINDERGARTEN		83	4	87
FIRST GRADE		95	3	98
SECOND GRADE		80	10	90
THIRD GRADE		96	2	98
FOURTH GRADE		111	9	120
BUILDING TOTAL		465	28	493
		OPEN ENROLLMENT		
		IN	OUT	
HERITAGE		RESIDENTS		
FOUR-YEAR OLD KINDERGARTEN		0	0	
EC/S&L		13	0	13
FULL DAY KINDERGARTEN		83	12	95
FIRST GRADE		75	11	86
SECOND GRADE		86	8	94
THIRD GRADE		102	14	116
FOURTH GRADE		106	3	109
BUILDING TOTAL		465	48	513
		OPEN ENROLLMENT		
		IN	OUT	
ARBORETUM		RESIDENTS		
FOUR-YEAR OLD KINDERGARTEN		0	0	
EC/S&L		0	0	
FULL DAY KINDERGARTEN		64	12	76
FIRST GRADE		76	4	80
SECOND GRADE		78	5	83
THIRD GRADE		80	5	85
FOURTH GRADE		82	3	85
BUILDING TOTAL		380	29	409
		OPEN ENROLLMENT		
		IN	OUT	
EC-4 TOTALS		RESIDENTS		
FOUR-YEAR OLD KINDERGARTEN		163	22	185
EC/S&L		13	0	13
FULL DAY KINDERGARTEN		230	28	258
FIRST GRADE		246	18	264
			50	

SECOND GRADE	244	23	3	267
THIRD GRADE	278	21	3	299
FOURTH GRADE	299	15	2	314
ELEMENTARY TOTALS	1473	127	20	1600
		OPEN	OPEN	
		ENROLLMENT	ENROLLMENT	
INTERMEDIATE	RESIDENTS	IN	OUT	
FIFTH GRADE	295	17	3	312
SIXTH GRADE	313	23	3	336
BUILDING TOTAL	608	40	6	648
		OPEN	OPEN	
		ENROLLMENT	ENROLLMENT	
MIDDLE SCHOOL	RESIDENTS	IN	OUT	
SEVENTH GRADE	314	29	5	343
EIGHTH GRADE	317	20	6	337
BUILDING TOTAL	631	49	11	680
		OPEN	OPEN	
		ENROLLMENT	ENROLLMENT	
HIGH SCHOOL	RESIDENTS	IN	OUT	
NINTH GRADE	298	20	6	318
TENTH GRADE	346	18	8	364
ELEVENTH GRADE	313	18	11	331
TWELFTH GRADE	349	19	16	368
BUILDING TOTAL	1306	75	41	1381
		OPEN	OPEN	
		ENROLLMENT	ENROLLMENT	
PK-12 TOTALS	RESIDENTS	IN	OUT	
	4018	291	78	4309
TOTAL DPI COUNT	4096			
REVENUE CAP TOTALS				
	STUDENTS	FACTOR	FTE	
FOUR-YEAR OLD KINDERGARTEN	173	0.6	104	
EC	13	0.5	7	
FULL DAY KINDERGARTEN	231	1	231	
1ST-12TH	3676	1	3676	
TOTAL	4093			
TOTAL REVENUE CAP FTE			4018	

Site Name	Sections	Student Space	# Resident	Spaces to Fill	GET Kids Ready
Adventures in Learning	1 AM, 1 PM	31	31	0	0
Brilliant Beginnings	1 AM, 1 PM	26	25	1	6
Mary Lake Montessori	1 AM, 0 PM	20	20	0	0
Moppet	1 AM, 1 PM	24	24	0	3
Peace Lutheran Preschool	1 AM, 1 PM	34	33	1	3
Goddard	1 AM, 0 PM	13	15	-2	5
Arboretum AM	1 AM, 0 PM	13	12.5	1	3
Heritage AM	1 AM, 0 PM	13	14	-1	4
Prairie AM	1 AM, 0 PM	13	13	0	5
TOTAL		187	187.5	0	29



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

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School Administrator's Institute for Transformational Learning (SAIL)

K-4 Update

October 12, 2026

Board of Education Meeting



Arboretum

Arboretum Elementary

Sheila Weihert & Miranda Moe

SMART Goal(s)

By spring 2027, 100% of teaching staff will consistently implement five or more high-leverage teaching strategies, as measured by peer and/or administrative observations.

By spring 2027, 100% of students will meet their reading and math iReady goals (typical growth for proficient students; stretch growth for below-proficient students).

Priority Strategies

- Belonging opportunities in every classroom — WOW work, community circles, family pictures, restorative practices
- Engagement opportunities in every classroom — “I can” statements, exemplars, engagement continuum
- PD for all adults on high-leverage teaching strategies
- PD for students and adults on iReady and growth mindset; goal setting and celebration; PLC data agendas (reteach/extend)

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Coherence Focus

C3 (collective capacity building over individual development): Emerging → Accelerating; F3 (clear strategy known by all): Emerging → Mastery



100 Day Plan Celebrations

100 Day Plan Actions that are leading school towards goal	
Collective Capacity Building is Fostered Above Individual Development	<ul style="list-style-type: none">• Teacher leaders have developed the presentations for groups on the why and how of our SAIL and 100 Day Work.• Teacher leaders have developed the system for learning partners. Learning partners will complete learning observations of others within our high leverage teaching strategies.• Next Steps: Staff engagement in the learning partners and review of the process.
A Clear Strategy for Achieving the Goals is Known by All	<ul style="list-style-type: none">• Teacher leaders developed and shared and posted the following throughout our building: goal infographic, growth mindset graphics, I Can/Can I statement ideas.• Teacher leaders developed the implemented the surveys/strategies around: Identifying which high leverage teaching strategies to focus on, staff quizzes on our goal, teacher learning partnerships, and preferred professional development needed to support high leverage teaching strategies. All this supported the wider teacher voice in our work.• Next Steps: Finish up the assessment on staff proficiency and ownership of our school goals.



Heritage

Heritage Elementary · Emily Morehouse & Adam Houzner

SMART Goal(s)

By the end of the 2029–30 school year, 100% of all students — with a focus on acceleration for our subgroups — will achieve Meeting or Advanced on the ELA Forward Exam.

Priority Strategies

- Build collective capacity and accountability to intentionally support our subgroups
- Identify, utilize, monitor, and support engaging and accessible high-level instructional strategies
- Define what students being active participants in grade-level texts during Tier 1 instruction looks like

Coherence Focus

F1: Shared Purpose Drives Action
D2: A set of effective pedagogical practices are known and used by all educators.



100 Day Plan Celebrations

100 Day Plan Actions that are leading school towards goal

F1: Shared Purpose
Drives Action

- Introduce **SMART goal** & Invite staff into the work. Provide an explanation for how we got to where we are (**brutal facts**).
- Show all [Video](#) from SAIL
- 100% of staff can **articulate the SMART goal** and the reason it is important⁵⁷
- 100% of staff can articulate **their ROLE and identify an action step** towards the goal (Collab Board)
 - Next Steps: **Reteach** and **reassess**
- Build **Framework** & Timeline for ELA pieces (Power 30, WIN, Strategy groupings)
- Define **scaffolds for grade level text** - explain how to teach these scaffolds 30 (non-negotiables for Power 30 instruction)
 - Next Steps: Assess understanding of **scaffolds for grade level text** using a needs assessment on October 21 (discuss needs assessment data on October 28th)

D2: A set of
effective
pedagogical
practices are
known and used
by all educators.



Prairie

Prairie Elementary · Dean & Katie	
SMART Goal(s)	100% of Prairie K–4 students will be proficient (at or above grade level) on their iReady reading composite score by spring 2028.
Priority Strategies	<ul style="list-style-type: none">• PLC work — all teams use the four questions to drive every PLC meeting• High-leverage practices — consistent, rigorous, high-quality Tier 1 explicit instruction with differentiation and scaffolding• Act 20 — explicit phonics and science-based early literacy instruction
Coherence Focus	F1 (shared purpose drives action): Emerging → Accelerating; S1 (educators take responsibility for continuously improving results): Emerging → Accelerating



100 Day Plan Celebrations

100 Day Plan Actions that are leading school towards goal

Celebration #1

Staff engaged in a self assessment and collaborative discussion on measuring and maintaining our [PLC Non-negotiables](#) in order to show growth within their PLC priorities of maintaining focus on our overarching goal!

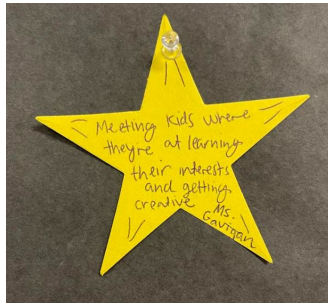
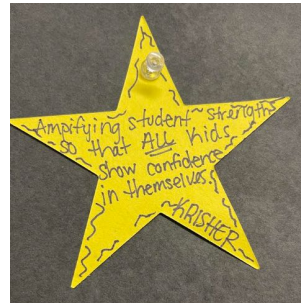
- **Next Steps:** Focus on 4 PLC questions & data driving discussion

Celebration #2

Targeted focus on high leverage instructional strategies (teacher clarity: 0.85) along with providing concrete examples for staff, which in turn provides clarity for the staff & instructional teams.

- **Next Steps:** Building capacity & measuring growth

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WAUNAKEE

COMMUNITY SCHOOL DISTRICT

Questions?



Spring 2026 State Assessment Results

Three-Year Trend Report, 2023-24 to 2025-26

Forward Exam • PreACT Secure • ACT • DLM

Prepared for the Waunakee Community School District Board of Education

Amy Fassbender, Director of Elementary Curriculum

Tim Schell, Director of Secondary Curriculum and Instruction

Updated October 2026 with Dane County, peer group, and statewide comparisons

AI disclaimer: This document was drafted with the assistance of Claude, an AI system developed by Anthropic, working from WISEdash for Districts and DRC student-level data exports, district demographic files, and Wisconsin DPI's public 2025-26 district-level data files. All analyses, figures, and narrative in every release have been reviewed and approved by Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District, prior to distribution.

Environmental impact statement: Producing this set of deliverables (data processing, analysis, and document generation across the original September drafting session and the October 2026 comparison updates) is estimated to have consumed roughly 1.0 kWh of electricity — an order-of-magnitude estimate, since AI providers do not report per-session energy use. That is comparable to about 13 hours of Netflix streaming (≈ 0.077 kWh per hour, per Netflix/DIMPACT) and, in carbon terms, to driving about 1.3 miles in a car that gets 30 mpg (≈ 0.39 kg CO₂ using the U.S. average grid intensity of ≈ 0.39 kg CO₂/kWh and 8.9 kg CO₂ per gallon of gasoline).

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Executive Summary

In Spring 2026, the percentage of Full Academic Year (FAY) Waunakee Community School District students scoring Meeting or Advanced on Wisconsin DPI performance levels rose in all four state-assessed subjects. Social Studies (81.2%) and ELA (75.6%) reached three-year highs; Mathematics (76.9%) and Science (74.4%) recovered from 2024-25 dips to finish above their 2023-24 levels. Participation was 96–98% in every subject. On DPI's public October 1 release, Waunakee ranks first among the 16 Dane County districts in six of seven subject comparisons and above the median of its 25-district statewide peer group in all seven (Section 8).

Subject	2023-24	2024-25	2025-26	Change 25→26	Change 24→26	Advanced share, 2024 → 2026
ELA	71.7%	73.3%	75.6%	+2.3	+3.9	20% → 27%
Mathematics	75.8%	74.2%	76.9%	+2.6	+1.0	31% → 36%
Science	72.4%	69.3%	74.4%	+5.1	+2.0	35% → 42%
Social Studies	75.8%	79.0%	81.2%	+2.1	+5.4	41% → 50%

Table 1. Percent of FAY district students at Meeting or Advanced, all tested grades combined.

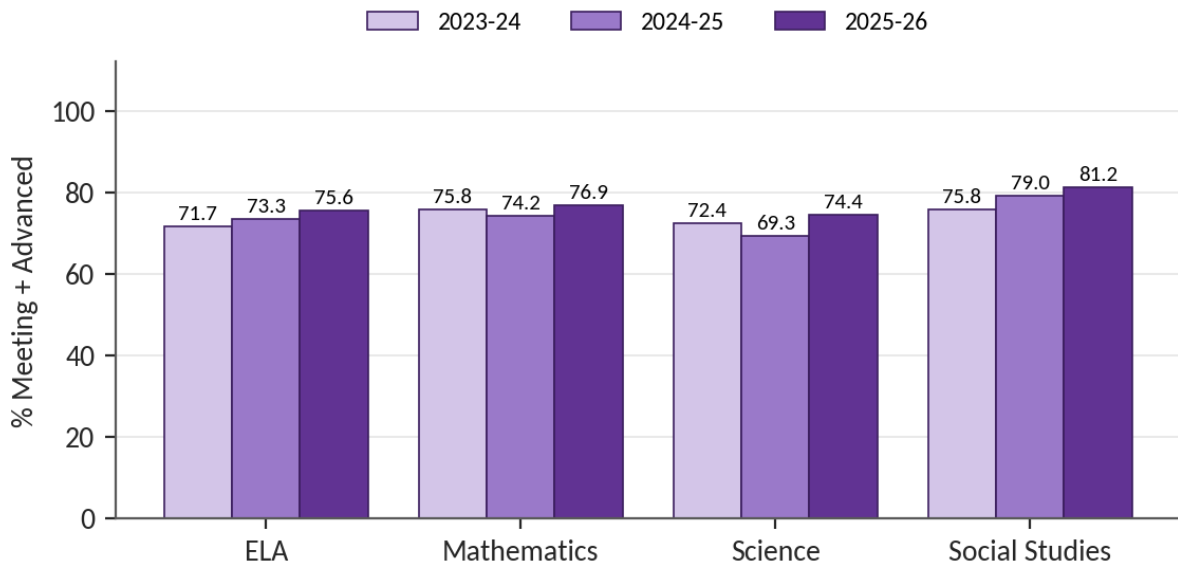


Figure 1. Three-year trend in percent Meeting + Advanced, district total.

Key findings

- **Gains in all four subjects.** Compared with Spring 2025, the share of FAY district students at Meeting or Advanced rose in ELA (+2.3 points to 75.6%), Mathematics (+2.6 to 76.9%), Science (+5.1 to 74.4%), and Social Studies (+2.1 to 81.2%). ELA and Social Studies are at three-year highs; Mathematics and Science recovered from 2024-25 dips to finish above 2023-24.
- **More students reaching Advanced.** Growth is concentrated at the top level. The Advanced share climbed over three years from 20% to 27% in ELA, 31% to 36% in Mathematics, 35% to 42% in Science, and 41% to 50% in Social Studies, while the Developing share held steady at 6–8%.

- **Grade 11 rebound; watch Grade 9 ELA.** Grade 11 ACT proficiency recovered sharply after a low 2024-25 cohort (ELA 54.2% → 75.5%; Math 62.7% → 77.9%). Grade 8 Math reached a three-year high (77.1%, +7.4) and Grade 6 ELA (84.4%) is the district's highest grade-level result. Grade 9 ELA fell 11.6 points to 68.0%, now the lowest ELA grade, and Grade 6 Math slipped 5.0 points.
- **Top of Dane County; competitive with the state's strongest peers.** Waunakee is first in Dane County in all four Forward subjects and in high school Mathematics and Science, and second in high school ELA. Against its 25 comparable districts it ranks 3rd–5th in ELA, Science, Social Studies, and high school Mathematics and Science, 7th in high school ELA, and 12th in grades 3–8 Mathematics — above the peer median everywhere and up from 2024-25 in every subject. Grade 11 Mathematics ranks 2nd of 375 Wisconsin districts.
- **School results moved in different directions.** Arboretum led the K-4 schools in both ELA (80.5%) and Math (76.8%); Intermediate (81.0% ELA) and Middle (77.6% ELA, 78.6% Math) improved in both subjects; the High School rose to 71.5% ELA and 77.7% Math. Prairie (68.9% ELA, 71.2% Math) and Heritage (74.5% ELA) remain below their 2023-24 or 2024-25 marks.
- **Persistent opportunity gaps.** Economically disadvantaged students trail their peers by 33 points in ELA, 35 in Math, 42 in Science, and 30 in Social Studies — gaps that held steady or widened. Black and Hispanic students remain below 60% in every subject, though Math proficiency for Black students rose 10 points. Current English learners score far below peers, while former ELs (ELP 6) match or exceed the district average. Girls lead boys by 10 points in ELA; boys lead in Math (+2) and Science (+5).

1. About This Report

Assessments and grades

Wisconsin's state assessment system spans grades 3–11. This report combines results from all of them into a single view of district performance:

- **Forward Exam:** ELA and Mathematics in grades 3–8; Science in grades 4 and 8; Social Studies in grades 4, 8, and 10.
- **PreACT Secure:** ELA and Mathematics in grades 9 and 10.
- **ACT with Writing:** ELA, Mathematics, and Science in grade 11.
- **Dynamic Learning Maps (DLM):** The alternate assessment for students with the most significant cognitive disabilities; DLM results are reported on the same DPI performance levels and are included where the source files report them.

Metric and population

All figures report the percentage of tested students who scored at the two highest DPI performance levels, Meeting or Advanced (the levels DPI counts as proficient on state report cards). The population is Full Academic Year (FAY) district students — those enrolled in the district continuously from the third Friday of September through the test window — which is the same population DPI uses for accountability. Students recorded as No Test are excluded from denominators; participation rates are reported separately.

Results are presented for the district total first, then by grade, then by school, and finally by student group (gender, race/ethnicity, economic status, and English learner status). Groups with fewer than 10 tested students are suppressed and shown as "—".

Data sources

- Population and metric: Full Academic Year (FAY) district students; percent scoring Meeting or Advanced on Wisconsin DPI performance levels; denominators are tested students (No Test excluded). Participation was 96–98% in every subject and year.
- Assessments: Forward Exam (grades 3–8 ELA/Math; 4 & 8 Science; 4, 8 & 10 Social Studies), PreACT Secure (grades 9–10 ELA/Math), ACT (grade 11 ELA/Math/Science), and the Dynamic Learning Maps (DLM) alternate assessment where reported.
- 2025-26 grades 3–8 ELA and Math come from the DRC Grade Results File rather than WISEdash. FAY status was matched from other 2025-26 WISEdash files for grades 4 and 8 (about 1% non-FAY); grades 3, 5, 6, and 7 are assumed FAY. DLM results are not yet included for those grades/subjects. Figures should be refreshed once the WISEdash exports are available.
- Economic status comes from district enrollment demographic files (economically disadvantaged flag), matched to assessment records by WISEid with 100% coverage. English learner = ELP codes 1–5; former EL = ELP 6.
- Groups with fewer than 10 tested students are suppressed (shown as —).
- Dane County and peer group comparisons use Wisconsin DPI's public 2025-26 district-level files (released October 1, 2026). Those files report all students enrolled in each district at testing, not FAY students only,

so Waunakee's comparison figures differ from the FAY figures elsewhere by about one point or less. Percentages use tested students as the denominator, as elsewhere. See Section 8.

Comparability. All three years are reported on the DPI performance-level scale as it appears in the WISEdash and DRC files for that year. Before public release, confirm with DPI that no cut-score changes affect the 2023-24 to 2025-26 comparison.

2. District Overview

Figure 2 shows how students were distributed across the four performance levels in each year. In every subject the Advanced band grew while Approaching and Developing shrank or held steady — the district is not only lifting more students over the proficiency bar but moving a larger share of already-proficient students to the top level.

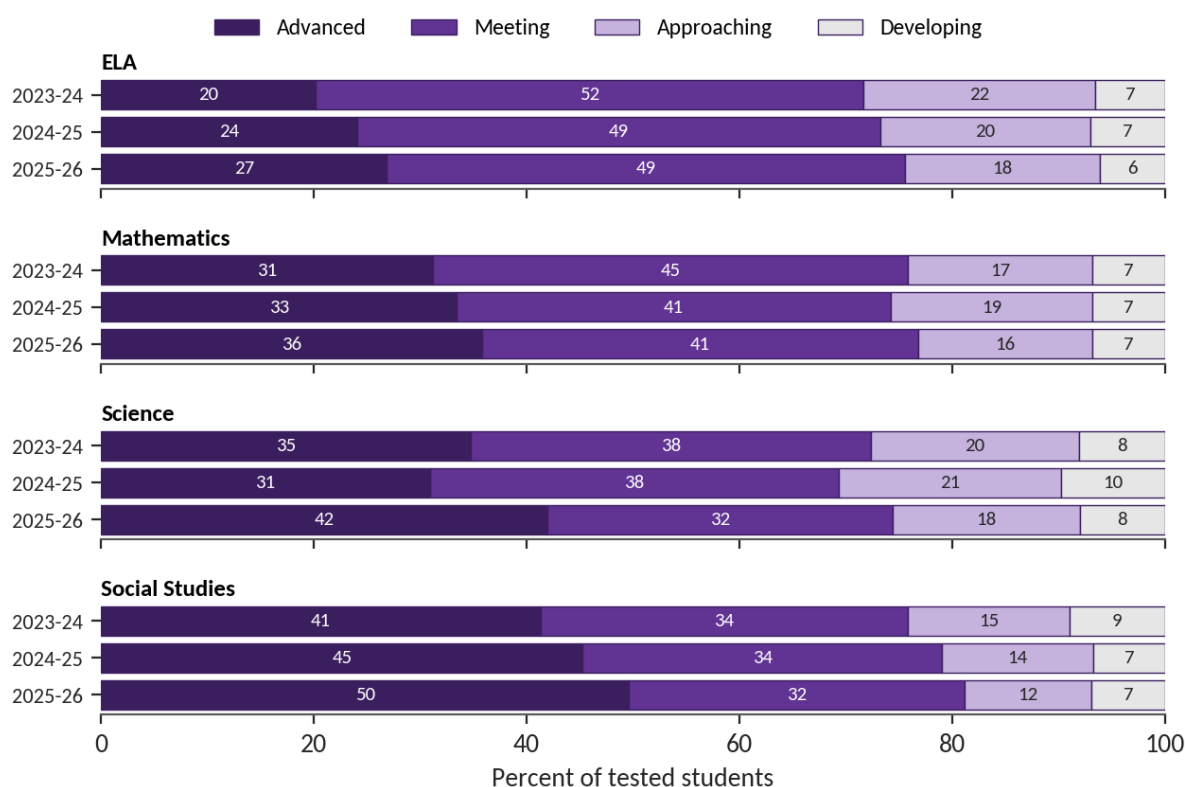


Figure 2. Distribution of tested FAY students across DPI performance levels, by subject and year.

ELA

Year	Advanced	Meeting	Approaching	Developing	Meeting + Advanced	Participation	FAY students / tested
2023-24	20.1%	51.6%	21.8%	6.6%	71.7%	95.7%	2,867 / 2,744
2024-25	24.0%	49.2%	19.7%	7.0%	73.3%	95.9%	2,918 / 2,799
2025-26	26.8%	48.7%	18.4%	6.1%	75.6%	96.1%	2,985 / 2,868

Table 2a. ELA: performance-level distribution, participation, and counts.

Mathematics

Year	Advanced	Meeting	Approaching	Developing	Meeting + Advanced	Participation	FAY students / tested
2023-24	31.2%	44.7%	17.3%	6.8%	75.8%	95.7%	2,867 / 2,745
2024-25	33.4%	40.8%	19.0%	6.8%	74.2%	96.3%	2,918 / 2,811
2025-26	35.8%	41.0%	16.3%	6.9%	76.9%	96.2%	2,985 / 2,873

Table 2b. Mathematics: performance-level distribution, participation, and counts.

Science

Year	Advanced	Meeting	Approaching	Developing	Meeting + Advanced	Participation	FAY students / tested
2023-24	34.7%	37.7%	19.5%	8.1%	72.4%	95.9%	955 / 916
2024-25	30.9%	38.4%	20.9%	9.8%	69.3%	97.0%	961 / 932
2025-26	41.9%	32.5%	17.6%	8.0%	74.4%	96.8%	973 / 942

Table 2c. Science: performance-level distribution, participation, and counts.

Social Studies

Year	Advanced	Meeting	Approaching	Developing	Meeting + Advanced	Participation	FAY students / tested
2023-24	41.3%	34.5%	15.2%	9.0%	75.8%	95.6%	934 / 893
2024-25	45.3%	33.8%	14.2%	6.7%	79.0%	96.2%	1,022 / 983
2025-26	49.6%	31.5%	11.9%	6.9%	81.2%	98.3%	945 / 929

Table 2d. Social Studies: performance-level distribution, participation, and counts.

3. ELA

ELA proficiency reached 75.6% of FAY district students in Spring 2026, up 2.3 points from 2024-25 and 3.9 points over three years — the district's highest ELA result in this period. The gain came almost entirely from movement into the Advanced level (26.8% of tested students, versus 20.1% in 2023-24), while the shares at Approaching and Developing edged down.

Population	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
District total	71.7%	73.3%	75.6%	+2.3	2,868

Table 3a. ELA: district total, percent Meeting + Advanced.

ELA by grade

Every Forward Exam grade (3–8) finished at or near its three-year high. Grade 6 (84.4%) posted the strongest result of any grade in any subject, and Grades 7 (76.9%, +5.2) and 8 (78.5%, +2.3) both improved. Grade 4 eased slightly (76.2%, –1.6) after a large 2024-25 gain. In the high school, Grade 11 ACT proficiency rebounded to 75.5% (+21.3) after the unusually low 2024-25 cohort (54.2%), and Grade 10 PreACT rose to 70.8% (+21.3) after the unusually low 2024-25 cohort (54.2%), and Grade 10 PreACT rose to 70.8%. The exception is Grade 9 PreACT, which fell 11.6 points to 68.0% — the lowest ELA grade in the district — and warrants a closer look at the Class of 2029 cohort and the 8th-to-9th grade transition.

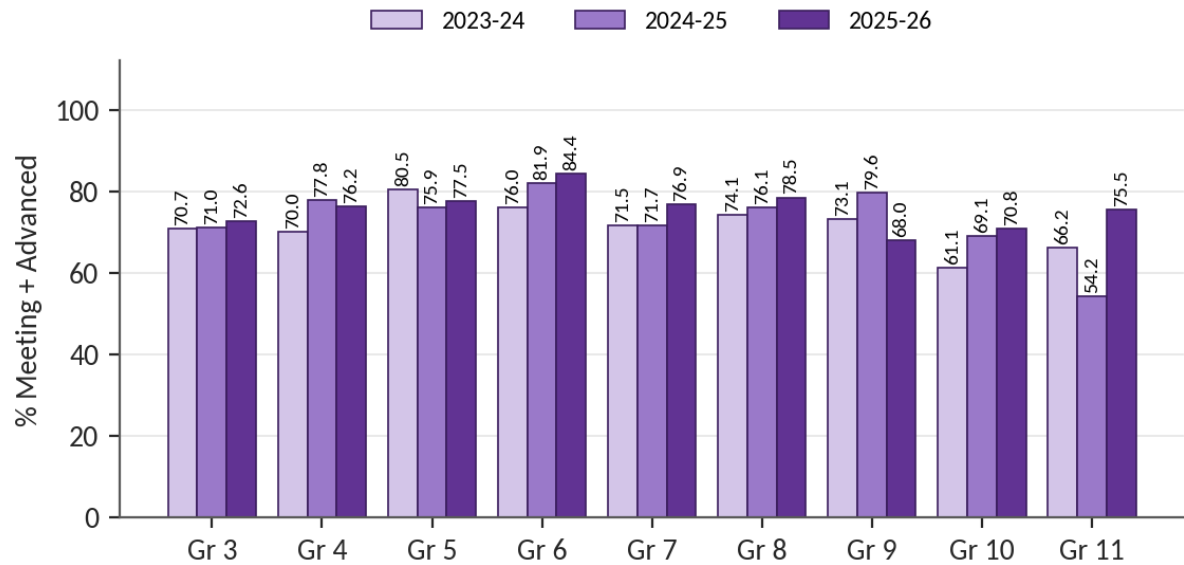


Figure 3a. ELA: percent Meeting + Advanced by grade and year.

Grade	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Grade 3	70.7%	71.0%	72.6%	+1.6	314
Grade 4	70.0%	77.8%	76.2%	-1.6	302
Grade 5	80.5%	75.9%	77.5%	+1.6	325
Grade 6	76.0%	81.9%	84.4%	+2.5	321
Grade 7	71.5%	71.7%	76.9%	+5.2	324

Grade	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Grade 8	74.1%	76.1%	78.5%	+2.3	297
Grade 9	73.1%	79.6%	68.0%	-11.6	338
Grade 10	61.1%	69.1%	70.8%	+1.7	308
Grade 11	66.2%	54.2%	75.5%	+21.3	339

Table 3b. ELA by grade. Forward Exam (3–8), PreACT Secure (9–10), ACT (11).

ELA by school

Arboretum (80.5%) led the three K-4 schools and improved for a third straight year. Heritage (74.5%) gave back 3.1 points of its 14-point 2024-25 gain but remains well above 2023-24 (63.2%). Prairie (68.9%) improved 1.0 point but is still 5 points below its 2023-24 result. Intermediate (81.0%), Middle (77.6%, +3.6), and the High School (71.5%, +3.4) all improved; the High School figure blends the Grade 9 decline with the Grade 11 rebound.

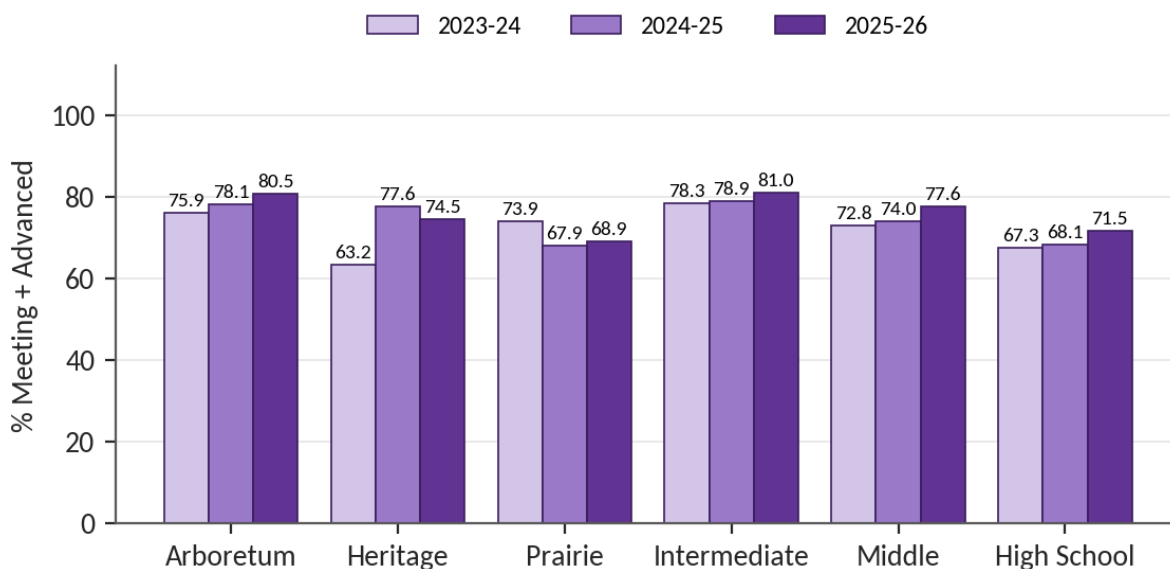


Figure 3b. ELA: percent Meeting + Advanced by school and year.

School	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Arboretum Elem. (3–4)	75.9%	78.1%	80.5%	+2.5	185
Heritage Elem. (3–4)	63.2%	77.6%	74.5%	-3.1	212
Prairie Elem. (3–4)	73.9%	67.9%	68.9%	+1.0	219
Intermediate (5–6)	78.3%	78.9%	81.0%	+2.0	646
Middle (7–8)	72.8%	74.0%	77.6%	+3.6	621
High School (9–11)	67.3%	68.1%	71.5%	+3.4	985

Table 3c. ELA by school. Elementary results reflect grades 3–4 (or grade 4 for Science and Social Studies).

4. Mathematics

Mathematics proficiency rose 2.6 points to 76.9%, recovering from a 2024-25 dip and finishing 1.0 point above 2023-24. As in ELA, growth was concentrated at the Advanced level (35.8%, up from 31.2% in 2023-24), and Mathematics has the district's largest Advanced share outside Social Studies.

Population	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
District total	75.8%	74.2%	76.9%	+2.6	2,873

Table 4a. Mathematics: district total, percent Meeting + Advanced.

Mathematics by grade

Grade 3 (74.2%, +8.4) and Grade 8 (77.1%, +7.4) posted the largest gains; Grade 8, which had been the lowest Forward grade for two years, is now at a three-year high. Grade 7 (79.9%) is the strongest Forward grade. Grade 6 declined 5.0 points to 77.6%, and Grade 4 (72.8%) was flat and remains 5 points below 2023-24. Grade 11 ACT proficiency recovered to 77.9% (+15.3). Grade 9 PreACT slipped 3.6 points to 77.0% and Grade 10 held at 78.3%.

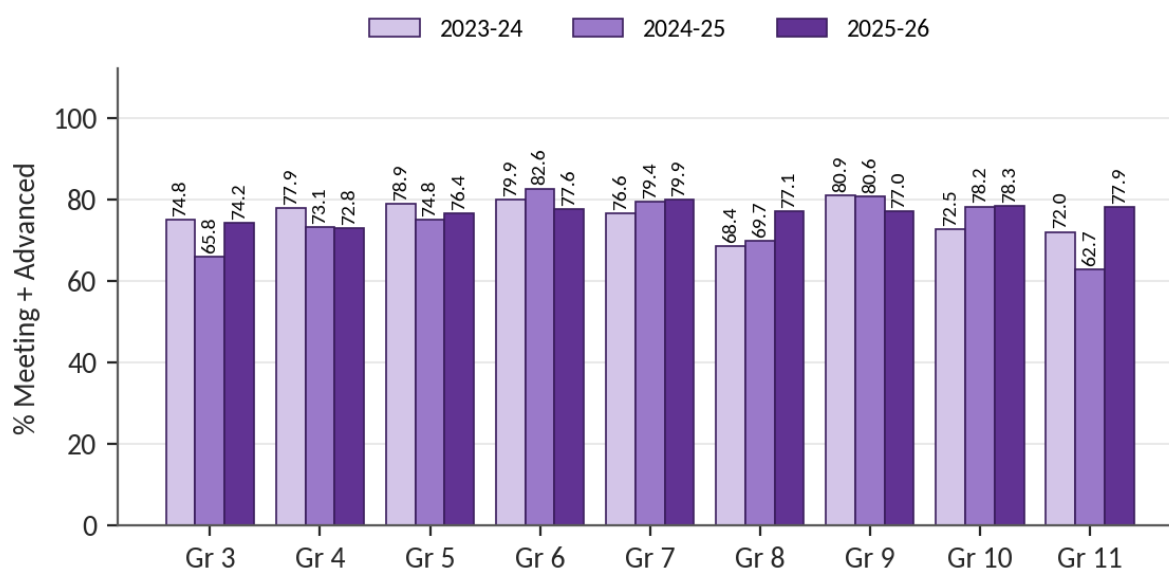


Figure 4a. Mathematics: percent Meeting + Advanced by grade and year.

Grade	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Grade 3	74.8%	65.8%	74.2%	+8.4	314
Grade 4	77.9%	73.1%	72.8%	-0.3	302
Grade 5	78.9%	74.8%	76.4%	+1.5	326
Grade 6	79.9%	82.6%	77.6%	-5.0	322
Grade 7	76.6%	79.4%	79.9%	+0.5	324
Grade 8	68.4%	69.7%	77.1%	+7.4	297
Grade 9	80.9%	80.6%	77.0%	-3.6	339

Grade	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Grade 10	72.5%	78.2%	78.3%	+0.1	309
Grade 11	72.0%	62.7%	77.9%	+15.3	340

Table 4b. Mathematics by grade. Forward Exam (3–8), PreACT Secure (9–10), ACT (11).

Mathematics by school

Arboretum (76.8%, +8.7) rebounded strongly, Heritage improved to 73.1% (+3.0), and Prairie edged up to 71.2% (+1.1) but remains 9 points below its 2023-24 level (80.4%). Middle School (78.6%, +4.3) and the High School (77.7%, +3.5) improved; Intermediate eased to 77.0% (–1.7).

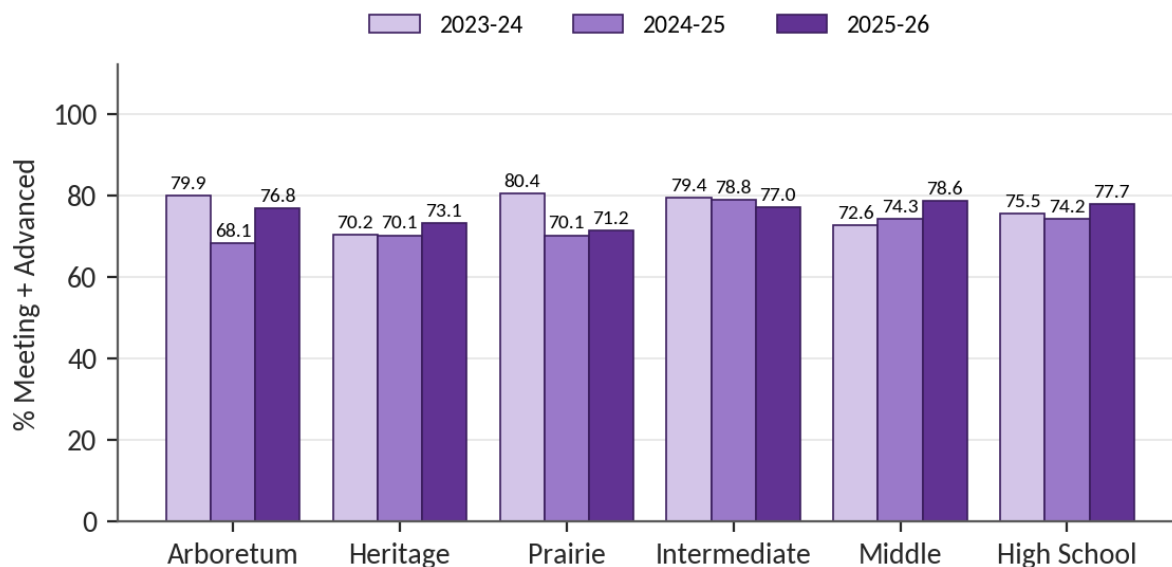


Figure 4b. Mathematics: percent Meeting + Advanced by school and year.

School	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Arboretum Elem. (3–4)	79.9%	68.1%	76.8%	+8.7	185
Heritage Elem. (3–4)	70.2%	70.1%	73.1%	+3.0	212
Prairie Elem. (3–4)	80.4%	70.1%	71.2%	+1.1	219
Intermediate (5–6)	79.4%	78.8%	77.0%	–1.7	648
Middle (7–8)	72.6%	74.3%	78.6%	+4.3	621
High School (9–11)	75.5%	74.2%	77.7%	+3.5	988

Table 4c. Mathematics by school. Elementary results reflect grades 3–4 (or grade 4 for Science and Social Studies).

5. Science

Science, assessed in Grades 4 and 8 (Forward) and Grade 11 (ACT), posted the largest one-year gain of any subject: 74.4%, up 5.1 points from 2024-25 and 2.0 points above 2023-24. The Advanced share climbed to 41.9% (from 34.7% in 2023-24).

Population	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
District total	72.4%	69.3%	74.4%	+5.1	942

Table 5a. Science: district total, percent Meeting + Advanced.

Science by grade

All three tested grades improved: Grade 4 to 73.4% (+3.8), Grade 8 to 77.9% (+6.2, a three-year high), and Grade 11 to 72.3% (+6.1), recovering most of the 2024-25 decline.

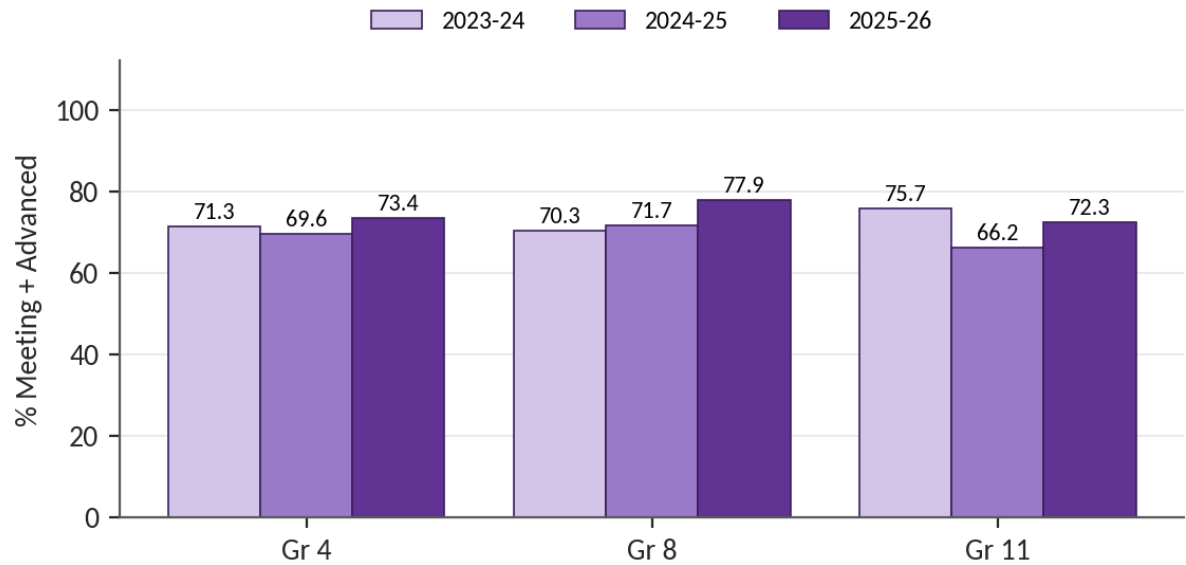


Figure 5a. Science: percent Meeting + Advanced by grade and year.

Grade	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Grade 4	71.3%	69.6%	73.4%	+3.8	304
Grade 8	70.3%	71.7%	77.9%	+6.2	299
Grade 11	75.7%	66.2%	72.3%	+6.1	339

Table 5b. Science by grade. Forward Exam (3–8), PreACT Secure (9–10), ACT (11).

Science by school

Arboretum (77.7%) and Heritage (73.6%) each gained 5.3 points; Prairie improved 1.0 point to 69.2%. Middle School (77.9%) and the High School (72.3%, Grade 11 only) both rose about 6 points.

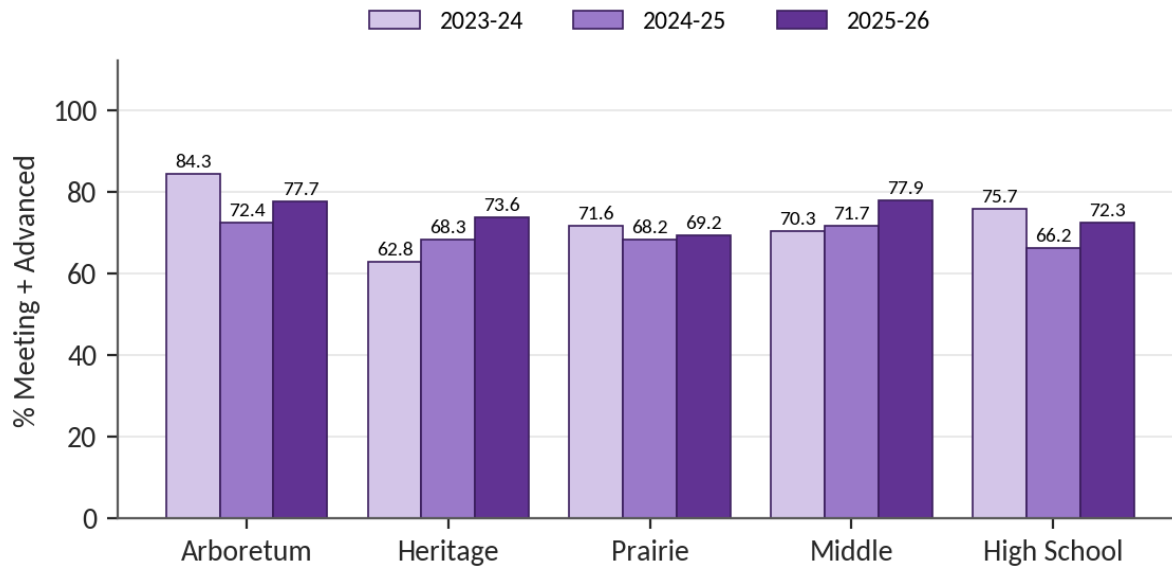


Figure 5b. Science: percent Meeting + Advanced by school and year.

School	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Arboretum Elem. (3–4)	84.3%	72.4%	77.7%	+5.2	94
Heritage Elem. (3–4)	62.8%	68.3%	73.6%	+5.3	106
Prairie Elem. (3–4)	71.6%	68.2%	69.2%	+1.0	104
Middle (7–8)	70.3%	71.7%	77.9%	+6.2	299
High School (9–11)	75.7%	66.2%	72.3%	+6.1	339

Table 5c. Science by school. Elementary results reflect grades 3–4 (or grade 4 for Science and Social Studies).

6. Social Studies

Social Studies, assessed in Grades 4, 8, and 10 (Forward), is the district's highest-performing subject at 81.2%, up 2.1 points from 2024-25 and 5.4 points over three years — the strongest three-year gain of any subject. Half of tested students (49.6%) scored Advanced, up from 41.3% in 2023-24.

Population	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
District total	75.8%	79.0%	81.2%	+2.1	929

Table 6a. Social Studies: district total, percent Meeting + Advanced.

Social Studies by grade

Grade 8 improved to 86.0% (+3.2) and Grade 10 to 76.1% (+4.3), continuing a 13.7-point climb since 2023-24. Grade 4 (81.9%) was essentially flat (−0.9).



Figure 6a. Social Studies: percent Meeting + Advanced by grade and year.

Grade	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Grade 4	80.5%	82.8%	81.9%	-0.9	304
Grade 8	83.0%	82.8%	86.0%	+3.2	299
Grade 10	62.4%	71.8%	76.1%	+4.3	326

Table 6b. Social Studies by grade. Forward Exam (3–8), PreACT Secure (9–10), ACT (11).

Social Studies by school

Arboretum (90.4%, +7.8) posted the highest school result in any subject. Heritage (82.1%, −6.4) and Prairie (74.0%, −3.5) declined from strong 2024-25 results; both reflect a single Grade 4 cohort of roughly 70–110 students, so year-to-year swings should be read with that in mind. Middle School (86.0%) and the High School (76.1%, Grade 10) improved.

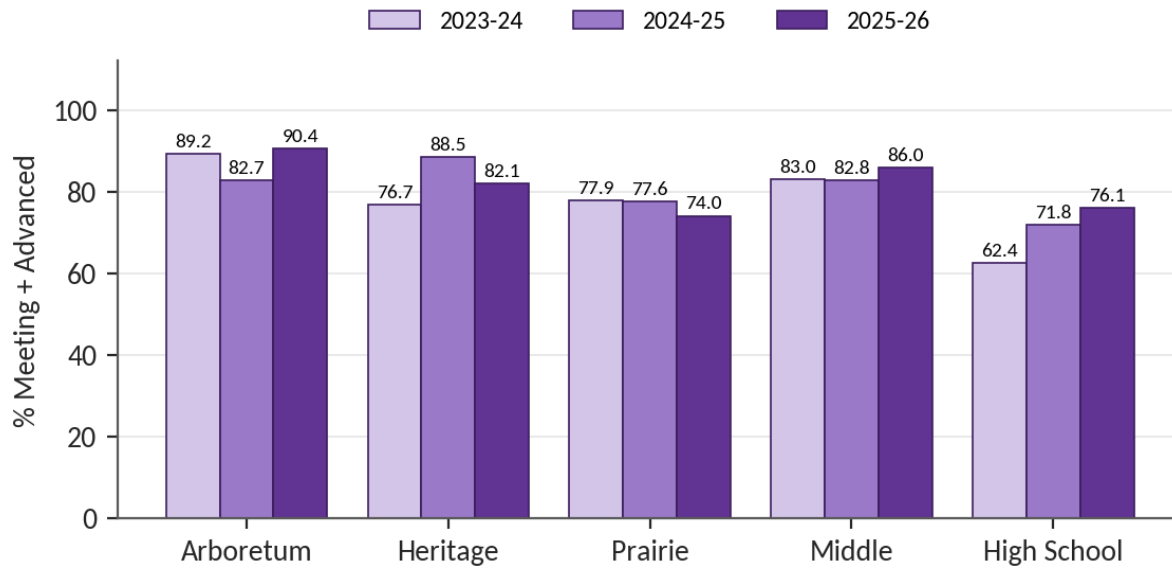


Figure 6b. Social Studies: percent Meeting + Advanced by school and year.

School	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Arboretum Elem. (3–4)	89.2%	82.7%	90.4%	+7.8	94
Heritage Elem. (3–4)	76.7%	88.5%	82.1%	-6.4	106
Prairie Elem. (3–4)	77.9%	77.6%	74.0%	-3.5	104
Middle (7–8)	83.0%	82.8%	86.0%	+3.2	299
High School (9–11)	62.4%	71.8%	76.1%	+4.3	326

Table 6c. Social Studies by school. Elementary results reflect grades 3–4 (or grade 4 for Science and Social Studies).

7. Student Groups

This section disaggregates 2025-26 results and three-year trends by gender, race/ethnicity, economic status, and English learner status. Because several groups are small — particularly in Science and Social Studies, which are tested in only three grades — changes of a few points can reflect a handful of students. Counts are shown in every table.

7.1 Gender

Girls outperform boys in ELA by 10.1 points (80.8% vs. 70.7%), a gap that narrowed to 7.9 points in 2024-25 and re-widened in 2025-26; at grades 9–11 the ELA gap is about 18 points. Boys lead in Mathematics (77.9% vs. 75.7%) and Science (76.8% vs. 71.7%); Social Studies is even. Girls posted the larger one-year gains in ELA (+3.5) and Mathematics (+4.8); boys gained most in Science (+7.3) and Social Studies (+3.8). Two non-binary students are included in district totals but suppressed here.

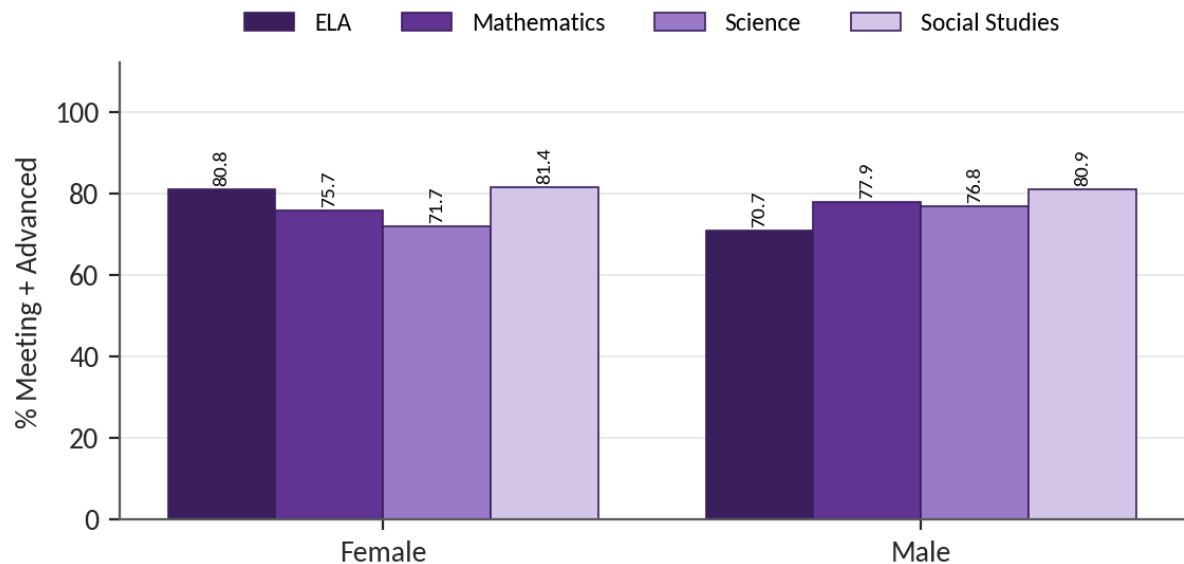


Figure 7.1. 2025-26 percent Meeting + Advanced by gender and subject.

ELA by gender

Gender	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Female	77.4%	77.3%	80.8%	+3.5	1,370
Male	66.2%	69.4%	70.7%	+1.3	1,496

Mathematics by gender

Gender	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Female	73.8%	70.9%	75.7%	+4.8	1,372
Male	77.9%	77.4%	77.9%	+0.4	1,499

Science by gender

Gender	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Female	71.5%	69.2%	71.7%	+2.6	449
Male	73.3%	69.5%	76.8%	+7.3	491

Social Studies by gender

Gender	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Female	76.6%	81.1%	81.4%	+0.4	447
Male	75.0%	77.1%	80.9%	+3.8	482

7.2 Race / ethnicity

Asian students remain the highest-performing group in every subject (83–89%), followed by White students (78–84%), whose results rose in all four subjects. Students identifying as Two or More races improved in ELA, Mathematics, and Social Studies. Hispanic students (n≈230 in ELA/Math) gained in ELA (+5.0) and Mathematics (+4.4) but remain 20 or more points below the district in every subject. Black students (n=56) posted a 10.4-point Mathematics gain to 46.4% while ELA held near 39%; Science and Social Studies counts for Black students are near the suppression threshold (n≈20), so those figures are volatile. American Indian and Pacific Islander students (n=2 each) are suppressed.

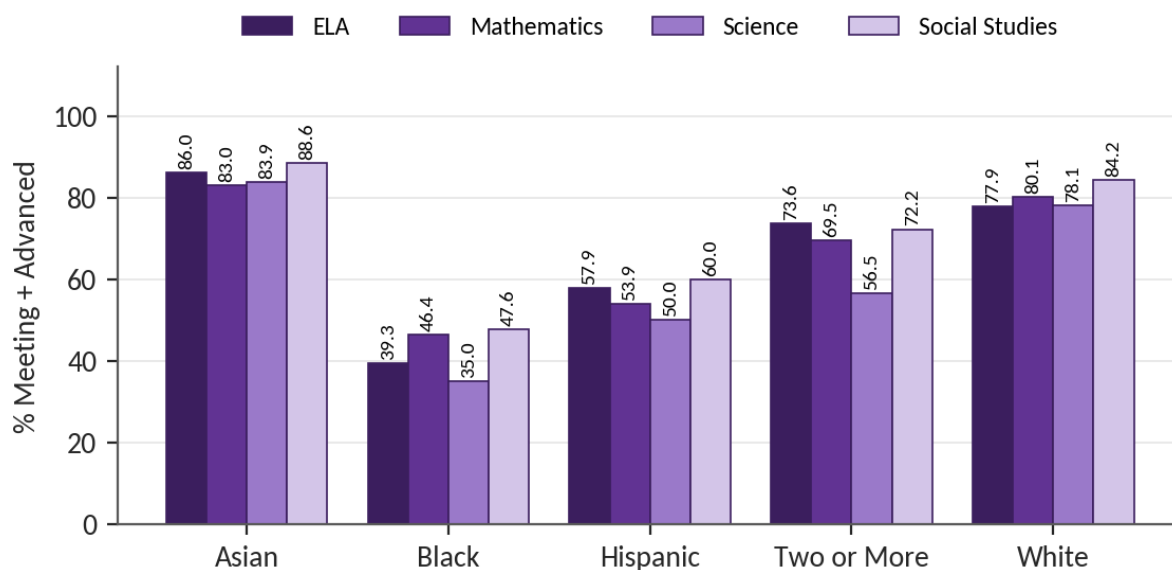


Figure 7.2. 2025-26 percent Meeting + Advanced by race / ethnicity and subject.

ELA by race / ethnicity

Race / ethnicity	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Asian	84.9%	86.9%	86.0%	-0.9	100
Black	41.3%	38.0%	39.3%	+1.3	56

Race / ethnicity	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Hispanic	53.6%	52.9%	57.9%	+5.0	228
Two or More	66.7%	70.6%	73.6%	+3.0	140
White	73.5%	75.5%	77.9%	+2.4	2,340

Mathematics by race / ethnicity

Race / ethnicity	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Asian	85.8%	85.1%	83.0%	-2.1	100
Black	39.1%	36.0%	46.4%	+10.4	56
Hispanic	51.3%	49.5%	53.9%	+4.4	230
Two or More	64.9%	65.4%	69.5%	+4.1	141
White	78.8%	77.4%	80.1%	+2.6	2,342

Science by race / ethnicity

Race / ethnicity	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Asian	71.9%	89.3%	83.9%	-5.4	31
Black	41.7%	35.7%	35.0%	-0.7	20
Hispanic	57.1%	56.8%	50.0%	-6.8	64
Two or More	67.6%	65.9%	56.5%	-9.4	46
White	74.5%	70.6%	78.1%	+7.5	781

Social Studies by race / ethnicity

Race / ethnicity	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Asian	84.4%	90.0%	88.6%	-1.4	35
Black	38.5%	57.9%	47.6%	-10.3	21
Hispanic	56.5%	70.7%	60.0%	-10.7	65
Two or More	75.8%	69.6%	72.2%	+2.7	54
White	77.7%	80.4%	84.2%	+3.8	754

7.3 Economic status

Economically disadvantaged students — about 8% of tested students — score 30 to 42 points below their peers in every subject. In ELA (45.1%) and Mathematics (44.7%) their results have been flat for three years while non-disadvantaged students improved, so the gaps widened slightly (to 33.1 and 34.9 points). Science proficiency for this group fell 11.0 points to 35.2% and Social Studies fell 12.2 points to 53.3%; each of those groups has roughly 70–75 students, so a 10-point change represents about seven students, but the direction is concerning.

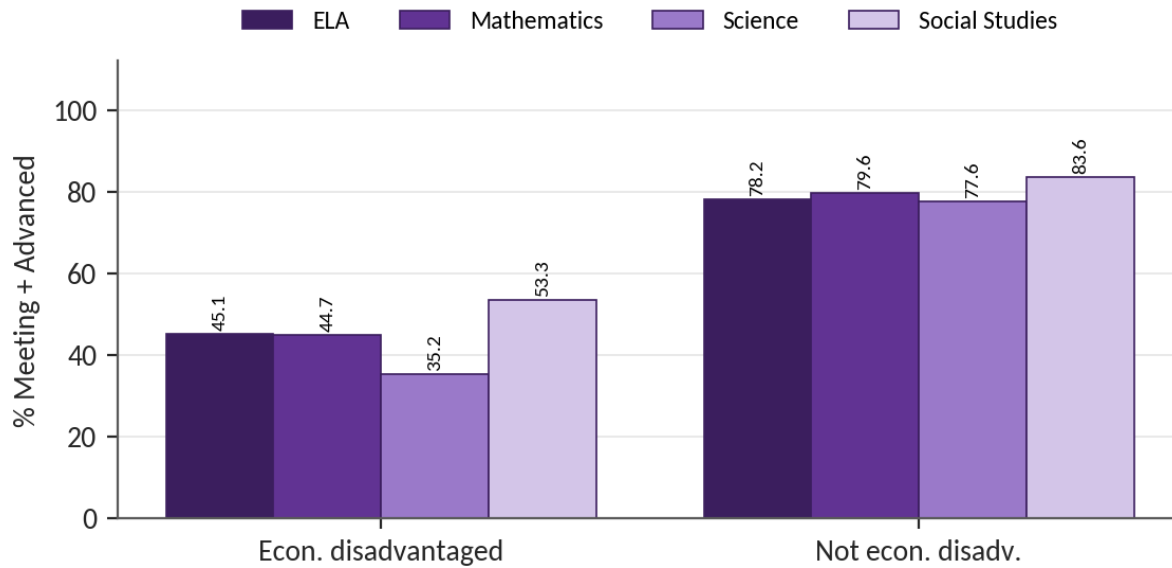


Figure 7.3. 2025-26 percent Meeting + Advanced by economic status and subject.

ELA by economic status

Economic status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Economically Disadvantaged	42.5%	44.2%	45.1%	+0.9	226
Not Econ. Disadvantaged	74.4%	75.9%	78.2%	+2.2	2,642

Mathematics by economic status

Economic status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Economically Disadvantaged	43.6%	43.3%	44.7%	+1.5	228
Not Econ. Disadvantaged	78.9%	77.1%	79.6%	+2.5	2,645

Science by economic status

Economic status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Economically Disadvantaged	43.8%	46.3%	35.2%	-11.0	71
Not Econ. Disadvantaged	74.5%	71.5%	77.6%	+6.1	871

Social Studies by economic status

Economic status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Economically Disadvantaged	55.7%	65.5%	53.3%	-12.2	75
Not Econ. Disadvantaged	77.5%	80.4%	83.6%	+3.2	854

7.4 English learner status

Current English learners (ELP levels 1–5; n≈90 in ELA/Math) scored 16.7% in ELA and 20.7% in Mathematics, down about 10 points from 2024-25 as the group's composition changed. Former English learners who have reached proficiency (ELP 6; n≈99) meet or exceed the district average in every subject — 83.8% in ELA and 80.8% in Mathematics — a strong indicator that the district's language-development pathway produces durable academic outcomes. Students who were never ELs (ELP 7) track the district total closely.

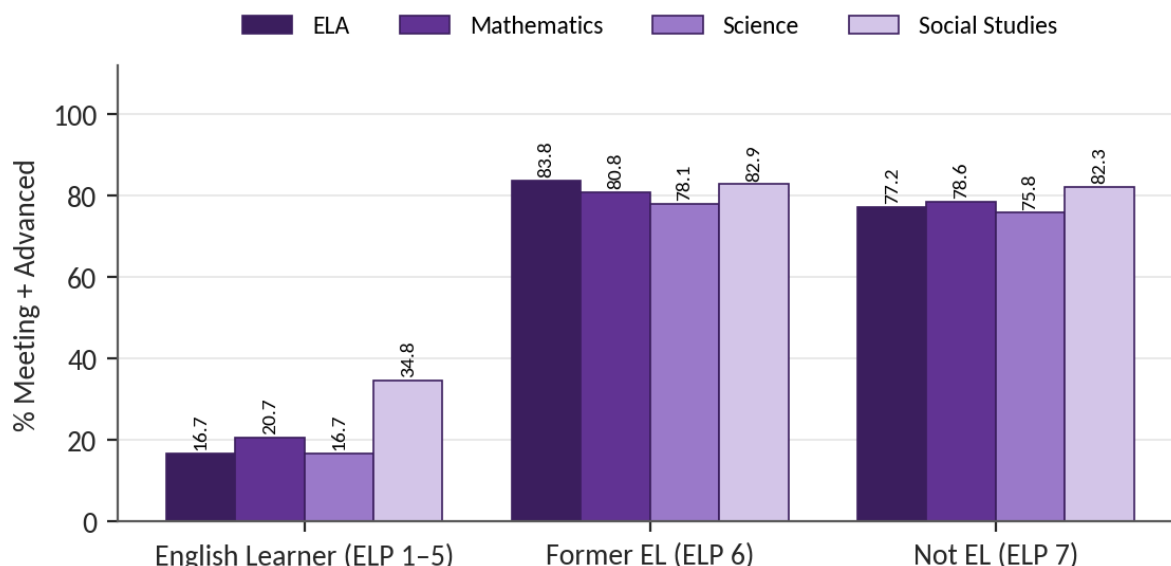


Figure 7.4. 2025-26 percent Meeting + Advanced by english learner status and subject.

ELA by english learner status

English learner status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
English Learner (ELP 1–5)	18.8%	26.7%	16.7%	-10.1	90
Former EL (ELP 6)	80.7%	79.8%	83.8%	+4.1	99
Not EL (ELP 7)	73.0%	74.6%	77.2%	+2.6	2,679

Mathematics by english learner status

English learner status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
English Learner (ELP 1–5)	28.0%	29.8%	20.7%	-9.1	92
Former EL (ELP 6)	79.5%	80.9%	80.8%	-0.1	99
Not EL (ELP 7)	77.2%	75.6%	78.6%	+3.0	2,682

Science by english learner status

English learner status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
English Learner (ELP 1–5)	36.8%	34.6%	16.7%	-17.9	24
Former EL (ELP 6)	54.5%	69.2%	78.1%	+8.9	32

English learner status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
Not EL (ELP 7)	73.8%	70.3%	75.8%	+5.5	886

Social Studies by english learner status

English learner status	2023-24	2024-25	2025-26	Change 25→26	n tested 2025-26
English Learner (ELP 1–5)	33.3%	42.4%	34.8%	-7.6	23
Former EL (ELP 6)	83.3%	86.2%	82.9%	-3.3	35
Not EL (ELP 7)	76.6%	80.1%	82.3%	+2.2	871

8. Dane County, Peer Group, and Statewide Comparisons

Wisconsin DPI publicly released 2025-26 Forward, PreACT Secure, ACT, and DLM results for every district on October 1, 2026. This section compares Waunakee with the 15 other public school districts in Dane County; with its 25-district statewide peer group, the WCSO Comparable District Model (Wisconsin districts of 1,800–10,000 students most similar to Waunakee on economic disadvantage, adult educational attainment, median income, and enrollment); and with Wisconsin as a whole. 2024-25 ranks, computed the same way from DPI's 2024-25 files, are shown for context.

How these figures differ from Sections 2–7. DPI's public district files report all students enrolled in each district at testing, not FAY students only, and include DLM results. To compare districts on the same basis as the rest of this report, percentages use tested students as the denominator. Waunakee's comparison figures therefore differ from the FAY figures elsewhere by about one point or less. Results are pooled into two families: Forward grades 3–8 (Social Studies also includes grade 10) and the high school PreACT Secure and ACT in grades 9–11.

8.1 Summary

Measure	Waunakee	Dane County rank (2024-25)	Dane median	Peer rank (2024-25)	Peer median	Wisconsin	Statewide rank
ELA, grades 3–8 (Forward)	77.9%	1 of 16 (1)	63.3%	5 of 26 (6)	72.1%	54.9%	21 of 410
Mathematics, grades 3–8 (Forward)	76.5%	1 of 16 (1)	64.6%	12 of 26 (13)	74.5%	54.8%	37 of 410
Science, grades 4 and 8 (Forward)	75.8%	1 of 16 (3)	62.2%	4 of 26 (8)	67.7%	53.6%	27 of 408
Social Studies, grades 4, 8, 10 (Forward)	81.4%	1 of 16 (3)	69.2%	3 of 26 (8)	75.3%	60.3%	20 of 419
ELA, grades 9–11 (PreACT/ACT)	72.1%	2 of 16 (3)	60.0%	7 of 26 (13)	63.8%	48.8%	14 of 377
Mathematics, grades 9–11 (PreACT/ACT)	78.3%	1 of 16 (2)	59.9%	3 of 26 (5)	69.2%	50.9%	7 of 377
Science, grade 11 (ACT)	72.7%	1 of 16 (2)	53.0%	3 of 26 (8)	59.9%	43.9%	7 of 375
ACT Composite average, grade 11	22.9	2 of 16 (4)	20.6	7 of 26 (14)	21.5	19.3	10 of 375

Table 8a. 2025-26 percent of tested students at Meeting or Advanced (ACT Composite: average score). Rank 1 = highest; 2024-25 rank in parentheses. Dane County median includes all 16 districts; peer median excludes Waunakee; Wisconsin pools all districts.

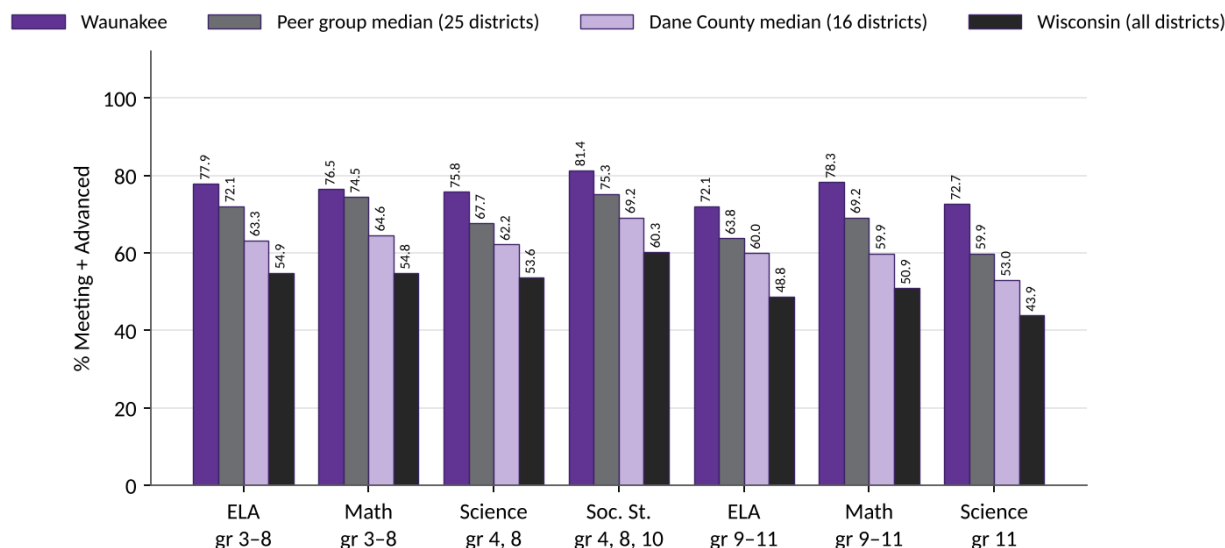


Figure 8.1. 2025-26 percent Meeting + Advanced: Waunakee compared with the peer group median, the Dane County median, and Wisconsin.

- **First in Dane County in six of seven comparisons.** Waunakee leads the county in all four Forward subjects and in high school Mathematics and Science. High school ELA is second, behind Middleton-Cross Plains Area (74.7% vs. 72.1%). Waunakee's county rank rose from 2024-25 in Science, Social Studies, and all three high school subjects, and its lead is widest in Forward ELA (6.3 points ahead of Middleton-Cross Plains Area) and high school Mathematics (4.6 points).
- **Above the peer median in every comparison, and higher-ranked than last year in all seven.** Among its 26-district peer group, Waunakee is 3rd in Social Studies and in high school Mathematics and Science, 4th in Science, 5th in ELA, 7th in high school ELA, and 12th in grades 3–8 Mathematics. Cedarburg leads six of the seven comparisons; Hamilton leads Social Studies.
- **21 to 29 points above the state.** Waunakee's statewide ranks run from 7th (high school Mathematics and Science) to 37th (grades 3–8 Mathematics) among roughly 375–420 districts. Grade 11 Mathematics, at 78.4% Meeting or Advanced, ranks 2nd of 375 Wisconsin districts, behind only Whitefish Bay (78.9%).
- **ACT Composite.** Waunakee's grade 11 average of 22.9 (up from 21.6) is second in Dane County behind Middleton-Cross Plains Area (23.4), 7th of 26 in the peer group, and 10th of 375 statewide, against a Wisconsin average of 19.3.

8.2 Results by grade

Table 8b shows each tested grade. In Dane County, every Forward subject-grade result is in the top four; where another district leads a single grade, it is usually one of the county's smallest districts (Belleville, Cambridge, or Wisconsin Heights), whose grade cohorts of roughly 50–80 students move more from year to year. McFarland's in-person schools lead grade 5 Mathematics (77.0% vs. 76.4%). Grade 11 leads the county in all three ACT subjects. Grades 9 and 10 ELA, each fourth in the county, are the lowest-ranked high school results.

Against the peer group, the standouts are grade 11 Mathematics (1st of 26), grade 6 ELA (2nd, behind only Cedarburg), grade 8 Science, grade 10 Social Studies, and grade 10 Mathematics (each 3rd), and grade 10 ELA (4th). Mathematics in grades 3–8 ranks between 10th and 15th in every grade. Grade 4 Mathematics (72.8%,

15th) is the only Forward result below the peer median (73.8%), and grade 6 Mathematics fell from 2nd to 12th. Grade 8 Mathematics moved from 17th to 10th — the grade the 2024-25 report card peer analysis flagged as the district's largest relative deficit — and grade 3 Mathematics from 22nd to 11th. Grade 9 ELA fell from 3rd to 12th, consistent with the cohort decline discussed in Section 3. Because each year's figure for a grade is a different group of students, these are comparisons of grade levels rather than measures of growth.

Subject and grade	Waunakee	Change from 2024-25	Dane County rank (2024-25)	Peer rank (2024-25)	Peer median	Statewide rank
ELA, grade 3	73.1%	+1.8	2 (3)	10 (13)	70.5%	56 of 407
ELA, grade 4	76.2%	-1.9	2 (1)	7 (3)	70.5%	45 of 406
ELA, grade 5	77.5%	+1.2	1 (1)	6 (6)	70.8%	26 of 407
ELA, grade 6	84.4%	+1.7	1 (1)	2 (3)	75.6%	17 of 408
ELA, grade 7	77.4%	+5.5	2 (2)	6 (11)	73.8%	37 of 405
ELA, grade 8	78.5%	+2.3	2 (2)	4 (9)	72.1%	29 of 406
ELA, grade 9	69.1%	-11.1	4 (2)	12 (3)	66.9%	31 of 373
ELA, grade 10	71.2%	+1.7	4 (3)	4 (10)	61.0%	14 of 375
ELA, grade 11	76.0%	+21.8	1 (9)	5 (23)	64.8%	10 of 375
Mathematics, grade 3	74.8%	+8.6	4 (10)	11 (22)	74.5%	68 of 407
Mathematics, grade 4	72.8%	-0.5	3 (4)	15 (13)	73.8%	71 of 406
Mathematics, grade 5	76.4%	+0.8	2 (2)	11 (12)	72.1%	44 of 407
Mathematics, grade 6	77.6%	-5.8	1 (1)	12 (2)	77.1%	46 of 408
Mathematics, grade 7	80.3%	+0.6	2 (2)	10 (10)	78.1%	36 of 406
Mathematics, grade 8	77.1%	+7.4	2 (5)	10 (17)	76.2%	52 of 406
Mathematics, grade 9	77.8%	-3.3	2 (2)	10 (8)	76.0%	31 of 373
Mathematics, grade 10	78.8%	+0.1	2 (1)	3 (2)	67.7%	10 of 375
Mathematics, grade 11	78.4%	+14.6	1 (2)	1 (12)	63.7%	2 of 375
Science, grade 4	73.5%	+3.7	3 (3)	11 (10)	69.7%	59 of 406
Science, grade 8	78.2%	+6.5	1 (4)	3 (6)	67.5%	24 of 406
Science, grade 11	72.7%	+5.7	1 (2)	3 (8)	59.9%	7 of 375
Social Studies, grade 4	82.5%	-0.7	2 (4)	13 (12)	81.8%	66 of 406
Social Studies, grade 8	85.9%	+3.1	2 (1)	6 (5)	80.2%	30 of 406
Social Studies, grade 10	76.2%	+4.3	1 (3)	3 (9)	63.4%	7 of 375

Table 8b. 2025-26 percent of tested students at Meeting or Advanced by grade, with Dane County rank (of 16) and peer group rank (of 26); 2024-25 ranks in parentheses. Grades 3–8 Forward; grades 9–10 PreACT Secure; grade 11 ACT; grade 10 Social Studies Forward. Change is computed from DPI's all-students figures and may differ slightly from the FAY changes in Sections 3–6.

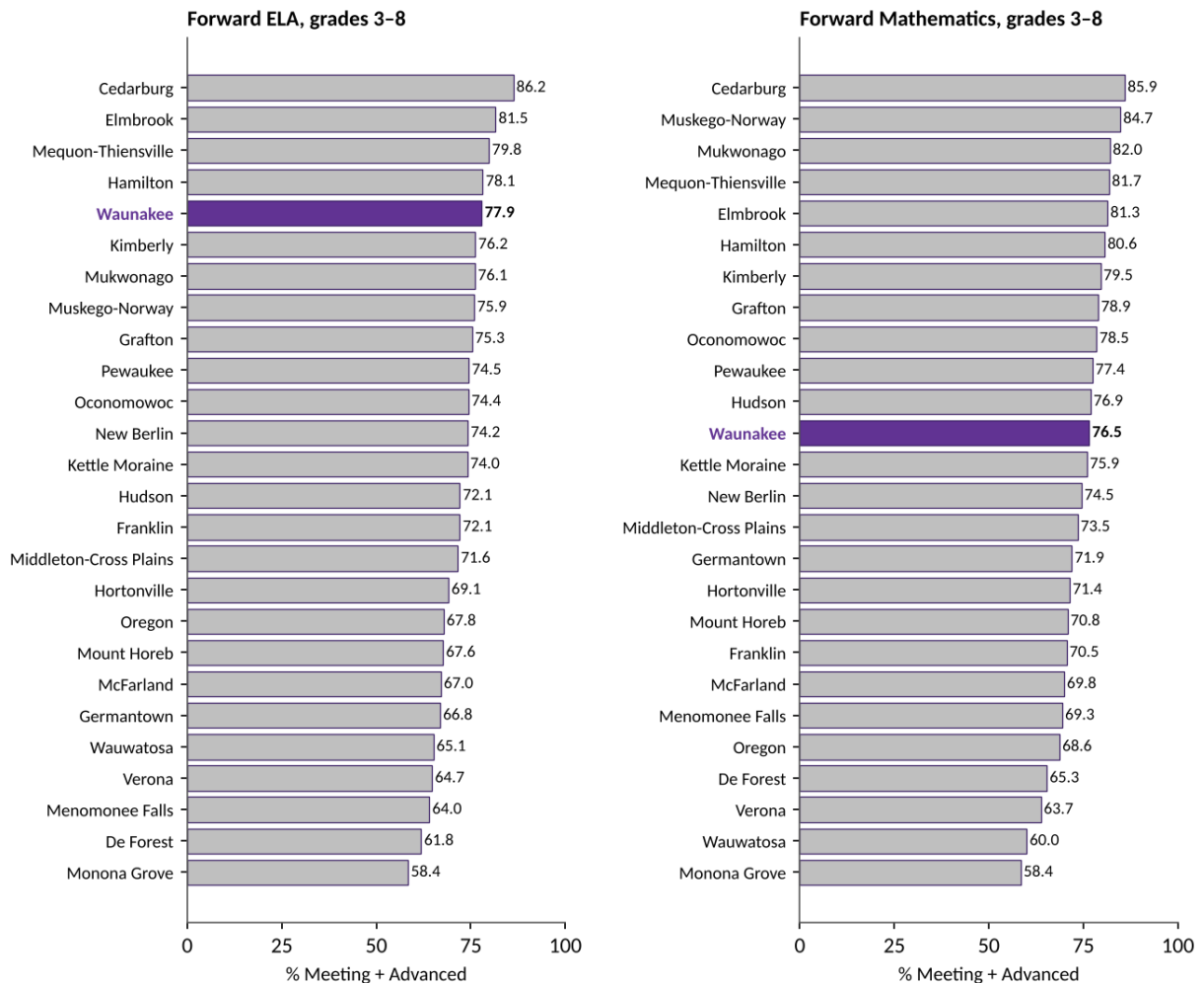


Figure 8.2. Peer group, grades 3–8 Forward ELA and Mathematics, percent Meeting + Advanced (Waunakee highlighted).

8.3 Depth: the Advanced level

Because much of Waunakee's three-year gain came from more students reaching Advanced (Section 2), Table 8c compares the Advanced share alone. In ELA, Science, and Social Studies, Waunakee's Advanced ranks are as high as or higher than its Meeting + Advanced ranks — depth is a relative strength in those subjects. In Dane County, Middleton-Cross Plains Area leads at the Advanced level in grades 3–8 Mathematics, Science, and Social Studies by about one point each, and in high school ELA and Mathematics. Mathematics shows the clearest gap with the strongest peers: Waunakee's grades 3–8 Advanced share (39.4%) is just below the peer median (40.0%), while Cedarburg (57.4%) and Muskego-Norway (52.9%) are well above it.

Measure	Waunakee % Advanced	Dane County rank	Dane median	Peer rank	Peer median	Wisconsin
ELA, grades 3–8 (Forward)	28.6%	1 of 16	17.3%	3 of 26	22.0%	13.6%
Mathematics, grades 3–8 (Forward)	39.4%	2 of 16	29.3%	14 of 26	40.0%	22.8%
Science, grades 4 and 8 (Forward)	46.7%	2 of 16	29.9%	3 of 26	33.1%	23.3%
Social Studies, grades 4, 8, 10 (Forward)	49.9%	2 of 16	35.6%	3 of 26	39.6%	27.9%

Measure	Waunakee % Advanced	Dane County rank	Dane median	Peer rank	Peer median	Wisconsin
ELA, grades 9–11 (PreACT/ACT)	23.9%	3 of 16	15.8%	8 of 26	18.8%	11.8%
Mathematics, grades 9–11 (PreACT/ACT)	29.5%	2 of 16	17.4%	8 of 26	21.2%	13.5%
Science, grade 11 (ACT)	34.1%	1 of 16	18.6%	4 of 26	22.1%	13.9%

Table 8c. 2025-26 percent of tested students at Advanced. Rank 1 = highest.

8.4 Test participation

Comparisons on a tested-student basis are fair only when participation is similar. In grades 3–8 it is: 98.2% of Waunakee's enrolled students in tested grades took the Forward Exam or DLM, against a peer median of 98.8% and 98.0% statewide, and no grades 3–8 rank gets worse on DPI's all-enrolled basis. In grades 9–11, about 94% of Waunakee students tested (93.8% in ELA and Mathematics combined), close to the statewide rate (94.0%) and the Dane County median (95.4%) but 24th of 26 in the peer group, where the median is 97.9%. On DPI's all-enrolled basis, which counts non-tested students as not proficient, Waunakee's high school peer ranks would be 11th in ELA, 7th in Mathematics, and 5th in Science rather than 7th, 3rd, and 3rd; its Dane County ranks would be 3rd, 1st, and 1st. Participation is improving — grade 10 rose from 88.8% in 2024-25 to about 93% — but it remains the high school measure most likely to affect how Waunakee appears in public comparisons.

8.5 What the comparisons suggest

- **Within Dane County, Waunakee is the benchmark.** The county comparison confirms the three-year trend: Waunakee holds first place in every Forward subject and leads or nearly leads every high school subject, with Middleton-Cross Plains Area the closest district across the board.
- **The peer group sets a higher bar, and mathematics is where it matters most.** Waunakee is in or near the top five of an exceptionally strong peer group in every area except grades 3–8 Mathematics, where both its Meeting + Advanced rank (12th) and its Advanced share (just below the peer median) trail its other subjects. This matches the 2024-25 report card peer analysis, which found mathematics achievement only modestly above the peer median. The gains in grades 3 and 8 this year are encouraging.
- **High school results are strong; participation is the remaining lever.** Grade 11 now leads the county in every ACT subject and ranks among the top ten districts statewide in each. Raising grades 9–11 participation toward the peer median would make Waunakee's high school standing clearer in DPI's public reporting.

Comparison notes

- Sources: Wisconsin DPI district-level public data files for Forward/DLM, PreACT Secure/DLM, and ACT/DLM, 2024-25 and 2025-26 (2025-26 released October 1, 2026). Independent charter school authorizer rows are excluded. Suppressed DLM rows (fewer than 10 students) are excluded, as DPI does not report their counts.
- Metric: percent of tested students at Meeting or Advanced (No Test excluded from the denominator); ACT Meeting combines DPI's College Ready and Below College Ready rows. The ACT Composite is the student-weighted average of DPI's reported averages.

- McFarland's figures cover its three in-person schools (Waubesa Intermediate, Indian Mound Middle, and McFarland High) and exclude the statewide virtual charter schools it authorizes. Those virtual charter schools account for more than half of McFarland's tested students in several grades and lower its official DPI results by 13 to 44 points. The in-person figures come from DPI's school-level files, which suppress DLM results, so they leave out DLM; this raises them slightly. McFarland's 2024-25 Science and Social Studies results are within half a point of Waunakee's, so the 2024-25 ranks shown for those two subjects are effectively ties. Wisconsin figures and statewide ranks use DPI's official district totals.

9. Considerations for the District

- **Celebrate broad-based growth.** Gains across all four subjects, driven by more students reaching Advanced, reflect sustained instructional work across every level of the district.
- **Monitor Grade 9 ELA.** A drop of 11.6 points in a single cohort is larger than normal year-to-year variation. Staff should examine the Class of 2029's middle-school trajectory, PreACT administration conditions, and the 8th-to-9th grade literacy transition, in conjunction with the high school disciplinary literacy work.
- **Sustain Grade 8 and Grade 11 momentum.** Grade 8 Mathematics and all Grade 11 ACT subjects rebounded strongly; understanding what changed will help make those gains durable rather than cohort-specific.
- **Benchmark mathematics against the peer group.** Waunakee leads Dane County in grades 3–8 Mathematics, but its peer rank (12th of 26) and Advanced share (just below the peer median) trail ELA, Science, and Social Studies. Districts such as Cedarburg, Muskego-Norway, and Mukwonago reach 82–86% in grades 3–8; their practices are a natural point of comparison for the district's mathematics work, building on this year's gains in grades 3 and 8.
- **Raise high school participation.** About 94% of enrolled students in grades 9–11 tested, in line with the state but 24th of 26 in the peer group (median 97.9%). On DPI's all-enrolled basis, the high school peer ranks would be 11th in ELA, 7th in Mathematics, and 5th in Science rather than 7th, 3rd, and 3rd.
- **Address the economic-status gap directly.** A 30–42 point gap that has not narrowed in three years, alongside declines for this group in Science and Social Studies, argues for targeted supports and monitoring at the school level.
- **Build on English learner success.** Former ELs perform at or above the district average. Continued investment in language development, plus academic supports for current ELs, is the district's clearest lever for closing gaps for Hispanic students, who make up most of the EL population.
- **Read small-group results carefully.** Single-grade school results (K-4 Science and Social Studies) and groups under about 30 students can swing 5–10 points from ordinary cohort variation. Multi-year trends are more reliable than any single year.

Appendix A. Methodology and Data Notes

- Population and metric: Full Academic Year (FAY) district students; percent scoring Meeting or Advanced on Wisconsin DPI performance levels; denominators are tested students (No Test excluded). Participation was 96–98% in every subject and year.
- Assessments: Forward Exam (grades 3–8 ELA/Math; 4 & 8 Science; 4, 8 & 10 Social Studies), PreACT Secure (grades 9–10 ELA/Math), ACT (grade 11 ELA/Math/Science), and the Dynamic Learning Maps (DLM) alternate assessment where reported.
- 2025-26 grades 3–8 ELA and Math come from the DRC Grade Results File rather than WISEdash. FAY status was matched from other 2025-26 WISEdash files for grades 4 and 8 (about 1% non-FAY); grades 3, 5, 6, and 7 are assumed FAY. DLM results are not yet included for those grades/subjects.
- Economic status comes from district enrollment demographic files (economically disadvantaged flag), matched to assessment records by WISEid with 100% coverage. English learner = ELP codes 1–5; former EL = ELP 6.
- Groups with fewer than 10 tested students are suppressed (shown as —).
- Dane County and peer group comparisons use Wisconsin DPI's public 2025-26 district-level files (released October 1, 2026). Those files report all students enrolled in each district at testing, not FAY students only, so Waunakee's comparison figures differ from the FAY figures elsewhere by about one point or less. Percentages use tested students as the denominator, as elsewhere. See Section 8.

Definitions

- **FAY (Full Academic Year):** enrolled in the district continuously from the third Friday in September through the assessment window; the accountability population used on DPI report cards.
- **DPI performance levels:** Advanced, Meeting, Approaching, Developing. "Proficient" on state report cards = Meeting + Advanced.
- **Change columns:** difference in percentage points between 2024-25 and 2025-26; positive values are shown in green and negative in red in the tables.
- **Suppression:** groups with fewer than 10 tested students are shown as "—". DPI applies its own suppression rules (typically $n < 20$) to public reports.
- **Dane County comparison:** the 16 public school districts in Dane County, including Waunakee. The Dane County median includes all 16.
- **Peer group:** the 25 districts of the WCSO Comparable District Model — the Wisconsin districts of 1,800–10,000 students most similar to Waunakee on economic disadvantage, adult educational attainment, median income, and enrollment. Peer ranks are among 26 districts (Waunakee plus 25); the peer median excludes Waunakee.
- **Rank:** 1 = highest. Statewide rank is among all Wisconsin school districts with results for that subject and grade.

Appendix B. Dane County Districts, 2025-26

Percent of tested students at Meeting or Advanced, all tested grades pooled, for the 16 Dane County public school districts. Rank among the 16 in parentheses. Districts are listed by their average across the four Forward subjects; Waunakee's row is shaded.

District	ELA 3–8	Math 3–8	Science 4, 8	Soc. St. 4, 8, 10	ELA 9–11	Math 9–11	Science 11
Waunakee	77.9 (1)	76.5 (1)	75.8 (1)	81.4 (1)	72.1 (2)	78.3 (1)	72.7 (1)
Middleton-Cross Plains	71.6 (2)	73.5 (3)	74.7 (2)	79.7 (2)	74.7 (1)	73.7 (2)	66.7 (2)
Belleville	69.7 (3)	75.1 (2)	73.5 (3)	78.2 (3)	68.1 (4)	68.6 (4)	51.4 (10)
Mount Horeb	67.6 (5)	70.8 (4)	67.4 (4)	77.4 (4)	64.4 (5)	62.0 (7)	61.8 (4)
McFarland	67.0 (6)	69.8 (5)	62.2 (8)	75.3 (5)	60.0 (8)	69.2 (3)	63.7 (3)
Oregon	67.8 (4)	68.6 (6)	63.2 (6)	68.3 (10)	63.8 (6)	62.7 (6)	58.2 (6)
Wisconsin Heights	64.8 (7)	64.5 (9)	61.8 (11)	70.8 (6)	69.4 (3)	66.9 (5)	46.7 (12)
De Forest	61.8 (9)	65.3 (7)	66.2 (5)	68.3 (11)	52.5 (13)	58.8 (9)	49.3 (11)
Verona	64.7 (8)	63.7 (10)	61.2 (12)	68.6 (9)	59.9 (9)	56.3 (10)	55.9 (7)
Cambridge	56.8 (12)	64.8 (8)	62.1 (10)	69.7 (8)	60.2 (7)	61.0 (8)	53.4 (8)
Stoughton	58.9 (10)	63.6 (11)	62.5 (7)	65.7 (12)	47.6 (15)	49.0 (15)	52.5 (9)
Monona Grove	58.4 (11)	58.4 (12)	62.1 (9)	69.9 (7)	54.2 (10)	54.8 (11)	59.9 (5)
Deerfield	52.9 (14)	56.8 (13)	46.4 (16)	58.4 (15)	51.3 (14)	53.2 (12)	36.0 (15)
Sun Prairie	53.3 (13)	51.0 (14)	49.0 (15)	59.8 (13)	53.5 (11)	49.5 (13)	44.9 (13)
Marshall	48.8 (16)	46.7 (15)	54.0 (13)	58.6 (14)	37.1 (16)	33.3 (16)	30.3 (16)
Madison Metropolitan	49.4 (15)	46.1 (16)	49.2 (14)	55.4 (16)	53.3 (12)	49.4 (14)	44.4 (14)

Table B1. Dane County districts, 2025-26 percent Meeting + Advanced (rank of 16). McFarland: in-person schools only.

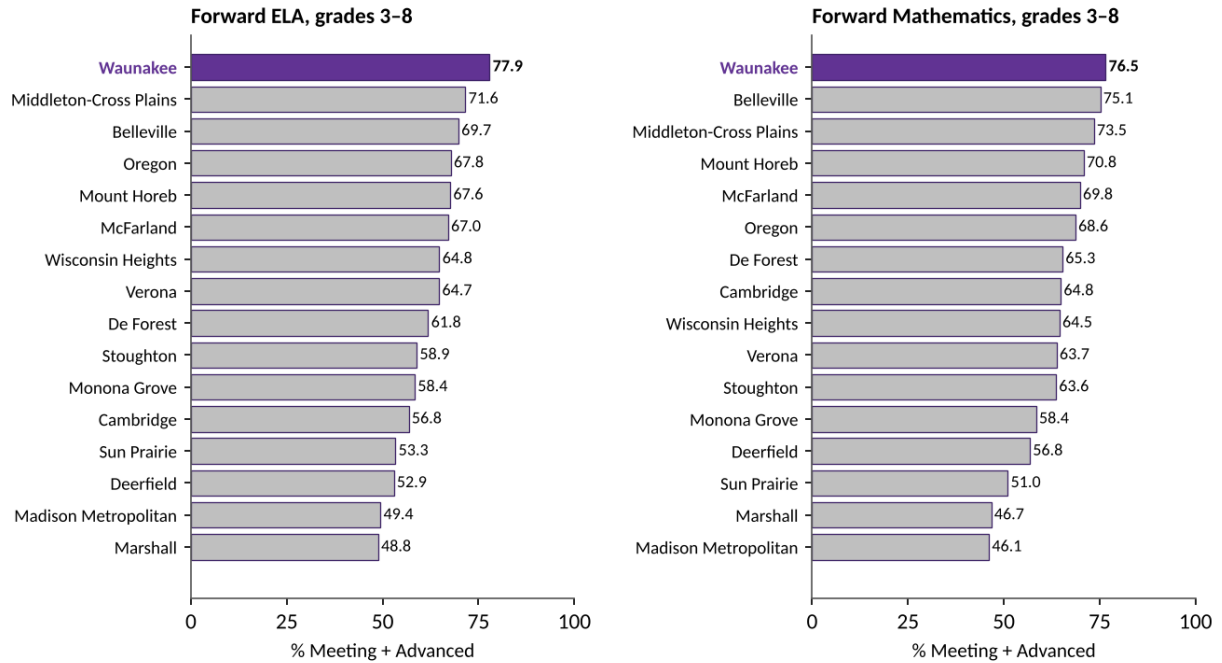


Figure B1. Dane County districts, grades 3–8 Forward ELA and Mathematics, percent Meeting + Advanced (Waunakee highlighted).

Appendix C. Peer Group Districts, 2025-26

Percent of tested students at Meeting or Advanced, all tested grades pooled, for Waunakee and its 25 comparable districts. Rank among the 26 in parentheses. Districts are listed by their average across the four Forward subjects; Waunakee's row is shaded.

District	ELA 3–8	Math 3–8	Science 4, 8	Soc. St. 4, 8, 10	ELA 9–11	Math 9–11	Science 11
Cedarburg	86.2 (1)	85.9 (1)	84.4 (1)	83.0 (2)	81.6 (1)	82.0 (1)	76.8 (1)
Elmbrook	81.5 (2)	81.3 (5)	76.9 (3)	80.3 (4)	72.9 (5)	77.8 (5)	69.7 (6)
Mequon-Thiensville	79.8 (3)	81.7 (4)	77.3 (2)	79.1 (8)	70.5 (10)	74.0 (8)	72.1 (4)
Hamilton	78.1 (4)	80.6 (6)	74.2 (8)	84.0 (1)	71.6 (8)	75.9 (7)	71.1 (5)
Mukwonago	76.1 (7)	82.0 (3)	74.9 (6)	79.8 (6)	64.7 (12)	67.3 (15)	58.6 (16)
Waunakee	77.9 (5)	76.5 (12)	75.8 (4)	81.4 (3)	72.1 (7)	78.3 (3)	72.7 (3)
Muskego-Norway	75.9 (8)	84.7 (2)	69.4 (13)	78.6 (9)	73.6 (4)	77.9 (4)	61.5 (13)
Grafton	75.3 (9)	78.9 (8)	75.4 (5)	76.2 (12)	68.3 (11)	72.6 (11)	68.5 (7)
Middleton-Cross Plains	71.6 (16)	73.5 (15)	74.7 (7)	79.7 (7)	74.7 (2)	73.7 (9)	66.7 (9)
Kettle Moraine	74.0 (13)	75.9 (13)	71.4 (9)	77.6 (10)	72.9 (6)	73.0 (10)	64.4 (10)
New Berlin	74.2 (12)	74.5 (14)	69.6 (12)	80.2 (5)	71.1 (9)	75.9 (6)	68.5 (8)
Kimberly	76.2 (6)	79.5 (7)	67.0 (16)	73.4 (15)	61.7 (17)	69.4 (13)	59.9 (14)
Oconomowoc	74.4 (11)	78.5 (9)	70.0 (11)	71.6 (16)	60.5 (19)	67.2 (16)	52.9 (23)
Pewaukee	74.5 (10)	77.4 (10)	64.9 (19)	76.1 (13)	73.8 (3)	79.0 (2)	76.5 (2)
Hudson	72.1 (14)	76.9 (11)	71.3 (10)	71.3 (18)	63.6 (15)	65.7 (18)	57.5 (18)
Mount Horeb	67.6 (19)	70.8 (18)	67.4 (15)	77.4 (11)	64.4 (13)	62.0 (21)	61.8 (12)
Hortonville	69.1 (17)	71.4 (17)	67.7 (14)	66.6 (26)	58.8 (22)	59.3 (22)	54.4 (22)
McFarland	67.0 (20)	69.8 (20)	62.2 (21)	75.3 (14)	60.0 (20)	69.2 (14)	63.7 (11)
Franklin	72.1 (15)	70.5 (19)	61.4 (24)	70.4 (20)	58.4 (23)	66.0 (17)	52.2 (25)
Menomonee Falls	64.0 (24)	69.3 (21)	66.7 (17)	71.4 (17)	60.9 (18)	65.2 (19)	55.6 (21)
Germantown	66.8 (21)	71.9 (16)	59.1 (26)	70.1 (21)	62.0 (16)	70.7 (12)	56.2 (19)
Oregon	67.8 (18)	68.6 (22)	63.2 (20)	68.3 (24)	63.8 (14)	62.7 (20)	58.2 (17)
De Forest	61.8 (25)	65.3 (23)	66.2 (18)	68.3 (25)	52.5 (26)	58.8 (23)	49.3 (26)
Verona	64.7 (23)	63.7 (24)	61.2 (25)	68.6 (23)	59.9 (21)	56.3 (25)	55.9 (20)
Wauwatosa	65.1 (22)	60.0 (25)	62.1 (23)	70.7 (19)	57.8 (24)	58.6 (24)	52.5 (24)
Monona Grove	58.4 (26)	58.4 (26)	62.1 (22)	69.9 (22)	54.2 (25)	54.8 (26)	59.9 (15)

Table C1. Peer group districts, 2025-26 percent Meeting + Advanced (rank of 26). McFarland: in-person schools only.

AI Disclosure and Environmental Impact

AI disclaimer: This document was drafted with the assistance of Claude, an AI system developed by Anthropic, working from WISEdash for Districts and DRC student-level data exports, district demographic files, and Wisconsin DPI's public 2025-26 district-level data files. All analyses, figures, and narrative in every release have been reviewed and approved by Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District, prior to distribution.

Environmental impact statement: Producing this set of deliverables (data processing, analysis, and document generation across the original September drafting session and the October 2026 comparison updates) is estimated to have consumed roughly 1.0 kWh of electricity — an order-of-magnitude estimate, since AI providers do not report per-session energy use. That is comparable to about 13 hours of Netflix streaming (≈ 0.077 kWh per hour, per Netflix/DIMPACT) and, in carbon terms, to driving about 1.3 miles in a car that gets 30 mpg (≈ 0.39 kg CO₂ using the U.S. average grid intensity of ≈ 0.39 kg CO₂/kWh and 8.9 kg CO₂ per gallon of gasoline).

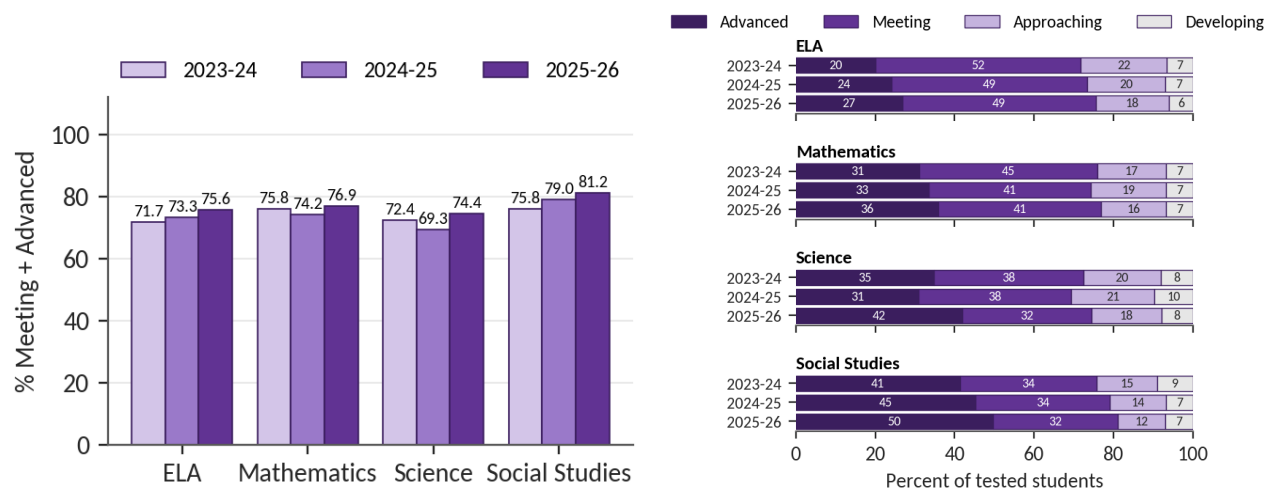
Spring 2026 State Assessment Results

Executive Summary | Three-Year Trend, 2023-24 to 2025-26, with Dane County, peer group, and statewide comparisons
 Percent of FAY district students at Meeting or Advanced (DPI performance levels) • Updated October 2026

District results at a glance

Subject	2025-26	Change vs. 2024-25	Change vs. 2023-24
ELA	75.6%	▲ +2.3	▲ +3.9
Mathematics	76.9%	▲ +2.6	▲ +1.0
Science	74.4%	▲ +5.1	▲ +2.0
Social Studies	81.2%	▲ +2.1	▲ +5.4

All tested grades combined, FAY district students. ▲ ▼ = change of at least 1.0 point.



Left: three-year trend, district total, % Meeting + Advanced. Right: share of tested students at each DPI level (Advanced, Meeting, Approaching, Developing).

Key findings

- Gains in all four subjects.** Compared with Spring 2025, the share of FAY district students at Meeting or Advanced rose in ELA (+2.3 points to 75.6%), Mathematics (+2.6 to 76.9%), Science (+5.1 to 74.4%), and Social Studies (+2.1 to 81.2%). ELA and Social Studies are at three-year highs; Mathematics and Science recovered from 2024-25 dips to finish above 2023-24.
- More students reaching Advanced.** Growth is concentrated at the top level. The Advanced share climbed over three years from 20% to 27% in ELA, 31% to 36% in Mathematics, 35% to 42% in Science, and 41% to 50% in Social Studies, while the Developing share held steady at 6–8%.
- Grade 11 rebound.** Grade 11 ACT proficiency recovered sharply after a low 2024-25 cohort (ELA 54.2% → 75.5%; Math 62.7% → 77.9%). Grade 8 Math reached a three-year high (77.1%, +7.4) and Grade 6 ELA (84.4%) is the district's highest grade-level result. Grade 9 ELA fell 11.6 points to 68.0%, now the lowest ELA grade, and Grade 6 Math slipped 5.0 points.
- Top of Dane County; competitive with the state's strongest peers.** On DPI's October 1 public release, Waunakee ranks first among 16 Dane County districts in all four Forward subjects and in high school Mathematics and Science, and is above the median of its 25 comparable districts statewide in every subject (see "How Waunakee compares").

Results by grade

2025-26 % Meeting + Advanced, with change from 2024-25.

Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11
ELA	72.6 ▲ +1.6	76.2 ▼ - 1.6	77.5 ▲ +1.6	84.4 ▲ +2.5	76.9 ▲ +5.2	78.5 ▲ +2.3	68.0 ▼ - 11.6	70.8 ▲ +1.7	75.5 ▲ +21.3
Mathematics	74.2 ▲ +8.4	72.8 ► - 0.3	76.4 ▲ +1.5	77.6 ▼ - 5.0	79.9 ► +0.5	77.1 ▲ +7.4	77.0 ▼ - 3.6	78.3 ► +0.1	77.9 ▲ +15.3
Science	n/a	73.4 ▲ +3.8	n/a	n/a	n/a	77.9 ▲ +6.2	n/a	n/a	72.3 ▲ +6.1
Social Studies	n/a	81.9 ► - 0.9	n/a	n/a	n/a	86.0 ▲ +3.2	n/a	76.1 ▲ +4.3	n/a

Forward Exam grades 3–8; PreACT Secure grades 9–10; ACT grade 11. Science is tested in grades 4, 8, and 11; Social Studies in grades 4, 8, and 10.

Results by school

2025-26 % Meeting + Advanced, with change from 2024-25.

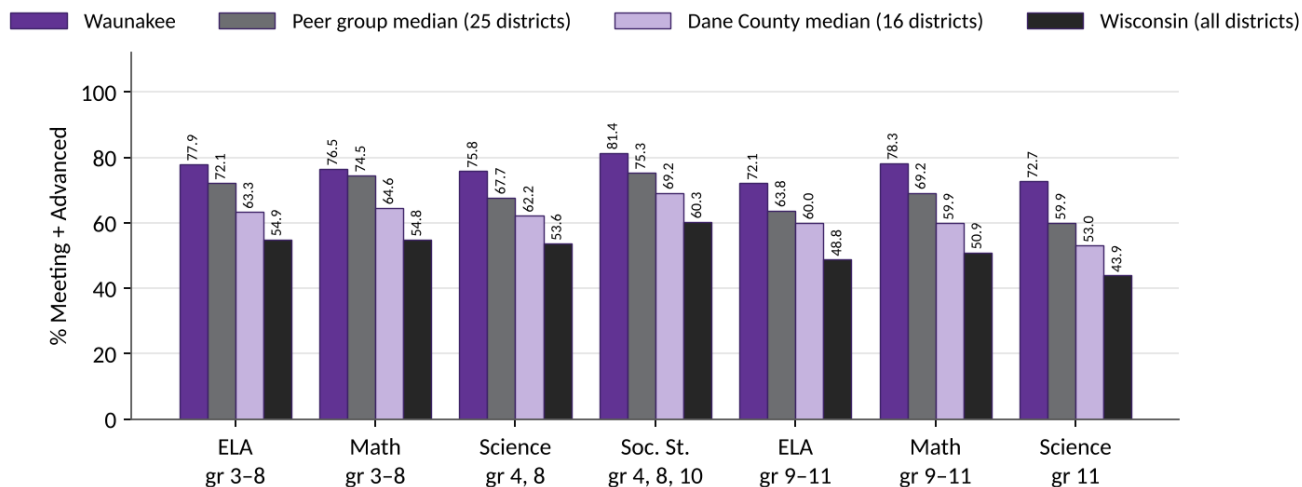
Subject	Arboretum Elem. (3–4)	Heritage Elem. (3–4)	Prairie Elem. (3– 4)	Intermediate (5– 6)	Middle (7–8)	High School (9– 11)
ELA	80.5 ▲ +2.5	74.5 ▼ -3.1	68.9 ▲ +1.0	81.0 ▲ +2.0	77.6 ▲ +3.6	71.5 ▲ +3.4
Mathematics	76.8 ▲ +8.7	73.1 ▲ +3.0	71.2 ▲ +1.1	77.0 ▼ -1.7	78.6 ▲ +4.3	77.7 ▲ +3.5
Science	77.7 ▲ +5.2	73.6 ▲ +5.3	69.2 ▲ +1.0	n/a	77.9 ▲ +6.2	72.3 ▲ +6.1
Social Studies	90.4 ▲ +7.8	82.1 ▼ -6.4	74.0 ▼ -3.5	n/a	86.0 ▲ +3.2	76.1 ▲ +4.3

Elementary results reflect grades 3–4 only. High School Science reflects grade 11 (ACT); High School Social Studies reflects grade 10 (Forward).

How Waunakee compares: Dane County, peer group, and Wisconsin

2025-26 percent of tested students at Meeting or Advanced from DPI's public district files (all enrolled students). Rank 1 = highest; 2024-25 rank in parentheses. The peer group is the district's 25 comparable districts statewide.

Measure	Waunakee	Dane County rank	Dane median	Peer rank	Peer median	Wisconsin
ELA, gr 3–8	77.9%	1st of 16 (1)	63.3%	5th of 26 (6)	72.1%	54.9%
Mathematics, gr 3–8	76.5%	1st of 16 (1)	64.6%	12th of 26 (13)	74.5%	54.8%
Science, gr 4 & 8	75.8%	1st of 16 (3)	62.2%	4th of 26 (8)	67.7%	53.6%
Social Studies, gr 4, 8, 10	81.4%	1st of 16 (3)	69.2%	3rd of 26 (8)	75.3%	60.3%
ELA, gr 9–11	72.1%	2nd of 16 (3)	60.0%	7th of 26 (13)	63.8%	48.8%
Mathematics, gr 9–11	78.3%	1st of 16 (2)	59.9%	3rd of 26 (5)	69.2%	50.9%
Science, gr 11 (ACT)	72.7%	1st of 16 (2)	53.0%	3rd of 26 (8)	59.9%	43.9%
ACT Composite, gr 11 (avg.)	22.9	2nd of 16 (4)	20.6	7th of 26 (14)	21.5	19.3



Waunakee (purple) compared with the peer group median, Dane County median, and Wisconsin, % Meeting + Advanced.

- **First in Dane County in six of seven comparisons.** Waunakee leads the county in all four Forward subjects and in high school Mathematics and Science; high school ELA is second, behind Middleton-Cross Plains Area. Grade 11 leads the county in all three ACT subjects, and the ACT Composite (22.9) is second.
- **Above the peer median everywhere, with ranks up in every subject.** Waunakee is in the top five of 26 in ELA, Science, Social Studies, and high school Mathematics and Science, and 7th in high school ELA. Grades 3–8 Mathematics (12th) is a gap with stronger peers; grades 3 and 8 Mathematics gained the most ground this year.
- **21 to 29 points above Wisconsin.** Grade 11 Mathematics ranks 2nd of 375 districts statewide. High school participation (about 94%) matches the state but is 24th of 26 in the peer group; counting non-tested students, the high school peer ranks would be 11th, 7th, and 5th rather than 7th, 3rd, and 3rd.

Student groups

2025-26 % Meeting + Advanced, change from 2024-25, and number tested (ELA).

Group	ELA	Mathematics	Science	Social Studies
All FAY students n=2,868	75.6% ▲ +2.3	76.9% ▲ +2.6	74.4% ▲ +5.1	81.2% ▲ +2.1
Gender				
Female n=1,370	80.8% ▲ +3.5	75.7% ▲ +4.8	71.7% ▲ +2.6	81.4% ► +0.4
Male n=1,496	70.7% ▲ +1.3	77.9% ► +0.4	76.8% ▲ +7.3	80.9% ▲ +3.8
Economic status				
Econ. disadvantaged n=226	45.1% ► +0.9	44.7% ▲ +1.5	35.2% ▼ -11.0	53.3% ▼ -12.2
Not econ. disadvantaged n=2,642	78.2% ▲ +2.2	79.6% ▲ +2.5	77.6% ▲ +6.1	83.6% ▲ +3.2
Race / ethnicity				
Asian n=100	86.0% ► -0.9	83.0% ▼ -2.1	83.9% ▼ -5.4	88.6% ▼ -1.4
Black n=56	39.3% ▲ +1.3	46.4% ▲ +10.4	35.0% ► -0.7	47.6% ▼ -10.3
Hispanic n=228	57.9% ▲ +5.0	53.9% ▲ +4.4	50.0% ▼ -6.8	60.0% ▼ -10.7
Two or More n=140	73.6% ▲ +3.0	69.5% ▲ +4.1	56.5% ▼ -9.4	72.2% ▲ +2.7
White n=2,340	77.9% ▲ +2.4	80.1% ▲ +2.6	78.1% ▲ +7.5	84.2% ▲ +3.8
English learner status				
English Learner (ELP 1–5) n=90	16.7% ▼ -10.1	20.7% ▼ -9.1	16.7% ▼ -17.9	34.8% ▼ -7.6
Former EL (ELP 6) n=99	83.8% ▲ +4.1	80.8% ► -0.1	78.1% ▲ +8.9	82.9% ▼ -3.3
Not EL (ELP 7) n=2,679	77.2% ▲ +2.6	78.6% ▲ +3.0	75.8% ▲ +5.5	82.3% ▲ +2.2

Persistent opportunity gaps. Economically disadvantaged students trail their peers by 33 points in ELA, 35 in Math, 42 in Science, and 30 in Social Studies — gaps that held steady or widened. Black and Hispanic students remain below 60% in every subject, though Math proficiency for Black students rose 10 points. Current English learners score far below peers, while former ELs (ELP 6) match or exceed the district average. Girls lead boys by 10 points in ELA; boys lead in Math (+2) and Science (+5).

Data notes

- Population and metric: Full Academic Year (FAY) district students; percent scoring Meeting or Advanced on Wisconsin DPI performance levels; denominators are tested students (No Test excluded). Participation was 96–98% in every subject and year.
- Assessments: Forward Exam (grades 3–8 ELA/Math; 4 & 8 Science; 4, 8 & 10 Social Studies), PreACT Secure (grades 9–10 ELA/Math), ACT (grade 11 ELA/Math/Science), and the Dynamic Learning Maps (DLM) alternate assessment where reported.
- 2025-26 grades 3–8 ELA and Math come from the DRC Grade Results File rather than WISEdash. FAY status was matched from other 2025-26 WISEdash files for grades 4 and 8 (about 1% non-FAY); grades 3, 5, 6, and 7 are assumed FAY. DLM results are not yet included for those grades/subjects. Figures should be refreshed once the WISEdash exports are available.
- Economic status comes from district enrollment demographic files (economically disadvantaged flag), matched to assessment records by WISEid with 100% coverage. English learner = ELP codes 1–5; former EL = ELP 6.
- Groups with fewer than 10 tested students are suppressed (shown as —). Apply DPI suppression rules before any public release.
- Dane County and peer group comparisons use Wisconsin DPI's public 2025-26 district-level files (released October 1, 2026). Those files report all students enrolled in each district at testing, not FAY students only, so Waunakee's comparison figures differ from the FAY figures elsewhere by about one point or less. Percentages use tested students as the denominator, as elsewhere. Dane County ranks are among 16 districts; peer ranks are among 26 (Waunakee plus 25); the peer median excludes Waunakee. McFarland's figures cover its in-person schools only, excluding the statewide virtual charter schools it authorizes.

AI disclaimer: This document was drafted with the assistance of Claude, an AI system developed by Anthropic, working from WISEdash for Districts and DRC student-level data exports, district demographic files, and Wisconsin DPI's public 2025-26 district-level data files. All analyses, figures, and narrative in every release have been reviewed and approved by Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District, prior to distribution.

Environmental impact statement: Producing this set of deliverables (data processing, analysis, and document generation across the original September drafting session and the October 2026 comparison updates) is estimated to have consumed roughly 1.0 kWh of electricity — an order-of-magnitude estimate, since AI providers do not report per-session energy use. That is comparable to about 13 hours of Netflix streaming (≈ 0.077 kWh per hour, per Netflix/DIMPACT) and, in carbon terms, to driving about 1.3 miles in a car that gets 30 mpg (≈ 0.39 kg CO₂ using the U.S. average grid intensity of ≈ 0.39 kg CO₂/kWh and 8.9 kg CO₂ per gallon of gasoline).

Fall 2026 i-Ready Diagnostic Results, Grades K–8

Executive summary · Reading and mathematics · Data as of October 7, 2026

Prepared by Tim Schell, Director of Secondary Curriculum and Instruction · October 2026

The bottom line

- **WCSD students start the year well above the national middle.** The typical K–8 student scored at the 74.5th national percentile in mathematics and the 68th in reading. Every grade is above the national median (50th percentile) in both subjects.
- **The elementary placements look low, but they are not low.** This is the first fall i-Ready administration in grades K–4. In the fall, i-Ready's "on grade level" placement measures students against expectations for the whole grade, so few students nationally reach it so early in the year: only about 15% in K–4 mathematics and 29% in reading. WCSD K–4 students placed on grade level at about twice the national rate in mathematics (31%) and one and a half times the national rate in reading (43%). Fall K–4 results are a baseline; the first K–4 growth measure comes in winter.
- **Grades 5–8 reading has improved three falls in a row,** from 53% to 56% to 59% on grade level. Mathematics is steady at 54%, with fewer students two or more grade levels below (17% to 14%).
- **The same students are gaining ground over time.** Today's 7th graders moved from the 76th to the 84th national percentile in mathematics and from the 69th to the 74.5th in reading over two years. In 2025–26, 71% of students in grades 5–8 met their annual typical growth target in mathematics and 66% in reading, against about 50% nationally.
- **Three things need attention.** (1) Students who are two or more grade levels behind rarely catch up: of 5th and 6th graders in that group in fall 2024, 4% in mathematics and 14% in reading are on grade level two years later. (2) A gap between girls and boys in mathematics appears by grade 1, is widest in grades 4–5 and is largest in number and operations, where students who fall far behind are also the least likely to catch up. (3) Results for students who are economically disadvantaged, students with disabilities, English learners, and Black and Hispanic/Latino students are well below the district as a whole.

How to read fall i-Ready results

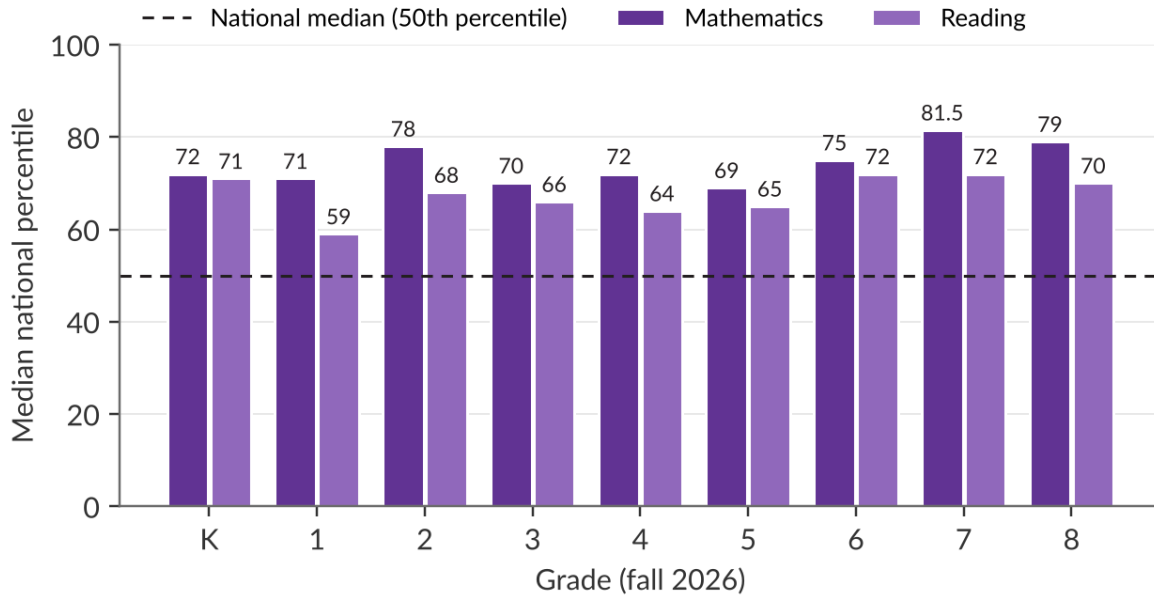
- **Placement level** compares a student with what is expected for the whole grade. "On grade level" in this brief means Early On or Mid or Above Grade Level. Curriculum Associates notes that a fall placement of 1 Grade Level Below is "performing consistently with students who have just begun their academic year"; it is a concern in winter or spring.
- **National percentile** compares a student with students in the same grade nationally at the same time of year; 50 is the national middle. It is the better way to compare grades, schools and years.
- **"Approximate national" rates** estimate the share of students nationally who place on grade level in the fall, from the national percentile that matches the lowest on-grade-level score in each grade. In grade 1 mathematics that score sits near the 90th percentile, so only about 10% of students nationally reach it.

Fall 2026 at a glance

- **Mathematics is a strength in every grade.** Medians run from the 69th percentile (grade 5) to the 81.5th (grade 7). About three in four K–8 students scored at or above the national median.
- **Grade 1 reading has the lowest median (59th percentile)** and the lowest share on grade level (22%). The grade 1 fall bar is especially high nationally (about 17% of students clear it), so the placement figure overstates the concern, but grade 1 reading is the place to watch in winter.

- **Grade 5 reading has the largest share two or more grade levels below (23%)** of any grade, and grade 8 reading is next (21%).
- **Participation was nearly complete.** About 96–99% of students enrolled in each grade had tested by October 7. Fewer than 1.5% of tests carried an i-Ready "rush" flag.

Figure 1. Median national percentile by grade, fall 2026



Values are listed in Table 1.

Table 1. Fall 2026 results by grade: WCSD compared with the nation

Grade	Students tested	Math: % on grade level	Math: approx. national %	Math: median percentile	Reading: % on grade level	Reading: approx. national %	Reading: median percentile
Kindergarten	258	36	15	72	45	23	71
Grade 1	263	17	10	71	22	17	59
Grade 2	266	30	12	78	44	27	68
Grade 3	297	30	14	70	59	42	66
Grade 4	314	39	22	72	44	32	64
Grade 5	308	44	26	69	48	32	65
Grade 6	333	55	28	75	61	34	72
Grade 7	336	57	25	81.5	63	38	72
Grade 8	329	59	23	79	62	39	70
Grades K–4	1,398	31	15	72	43	29	65
Grades 5–8	1,306	54	25	76	59	36	70
All K–8	2,704	42	20	74.5	51	32	68

Students tested is for mathematics; reading counts differ by at most two students per grade. Approximate national % for grade groups is weighted by the number tested in each grade.

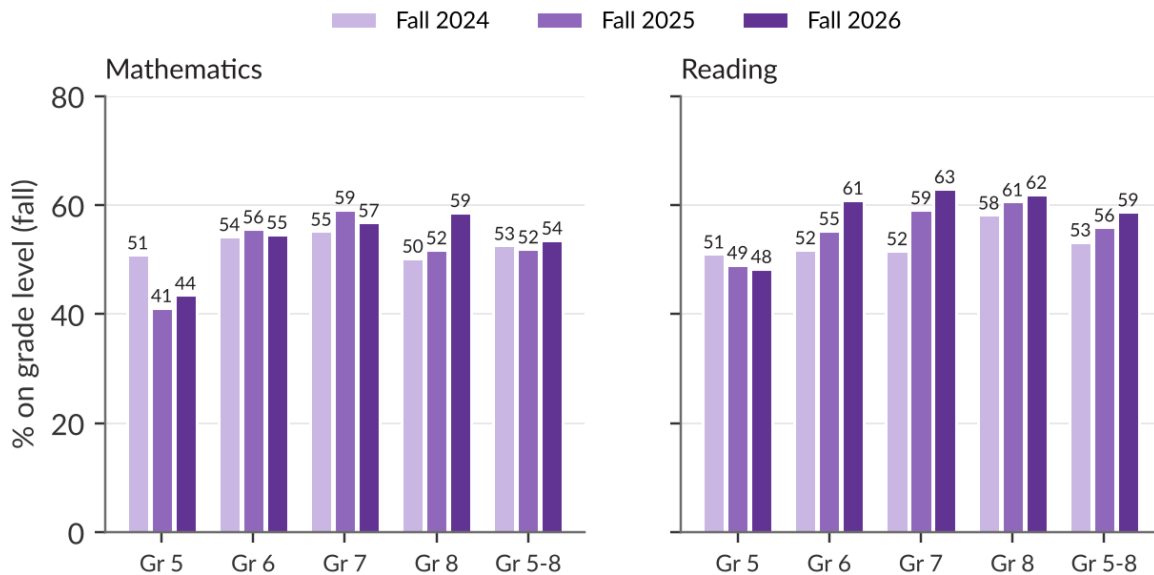
Table 2. Fall 2026 results by school

School	Students tested	Math: % on grade level	Math: median percentile	Reading: % on grade level	Reading: median percentile
Arboretum Elementary (K–4)	408	33	75.5	46	68
Heritage Elementary (K–4)	497	32	71	42	62
Prairie Elementary (K–4)	493	28	71	42	64
Waunakee Intermediate (5–6)	641	49	72	55	70
Waunakee Community Middle (7–8)	665	58	81	63	71

Elementary and secondary percentages on grade level are not directly comparable because the fall bar is higher in the early grades (see Table 1). Differences among the three elementary schools are modest and partly reflect who enrolls at each school.

Grades 5–8: three-year trends

Grades 5–8 have taken i-Ready three times a year since 2024–25, so fall 2026 can be compared with the two previous falls. Each grade is a different group of students each year (a "snapshot" comparison); the next section follows the same students over time.

Figure 2. Percent of students on grade level in the fall, grades 5–8, 2024 to 2026


Values are listed in Table 3.

Table 3. Grades 5–8 fall results, 2024 to 2026

Subject and grade	% on GL 2024	% on GL 2025	% on GL 2026	% 2+ below 2024	% 2+ below 2025	% 2+ below 2026	Median %ile 2024	Median %ile 2025	Median %ile 2026
Math, grade 5	51	41	44	16	15	16	75	66	69
Math, grade 6	54	56	55	16	16	11	75	74	75
Math, grade 7	55	59	57	15	12	12	78.5	81	81.5
Math, grade 8	50	52	59	19	17	16	77	78	79
Math, grades 5–8	53	52	54	17	15	14	76	75	76
Reading, grade 5	51	49	48	22	21	23	68	67	65
Reading, grade 6	52	55	61	19	18	15	68	68	72
Reading, grade 7	52	59	63	20	19	16	63	72	72

Subject and grade	% on GL 2024	% on GL 2025	% on GL 2026	% 2+ below 2024	% 2+ below 2025	% 2+ below 2026	Median %ile 2024	Median %ile 2025	Median %ile 2026
Reading, grade 8	58	61	62	22	24	21	68	69	70
Reading, grades 5–8	53	56	59	22	21	19	67	69	70

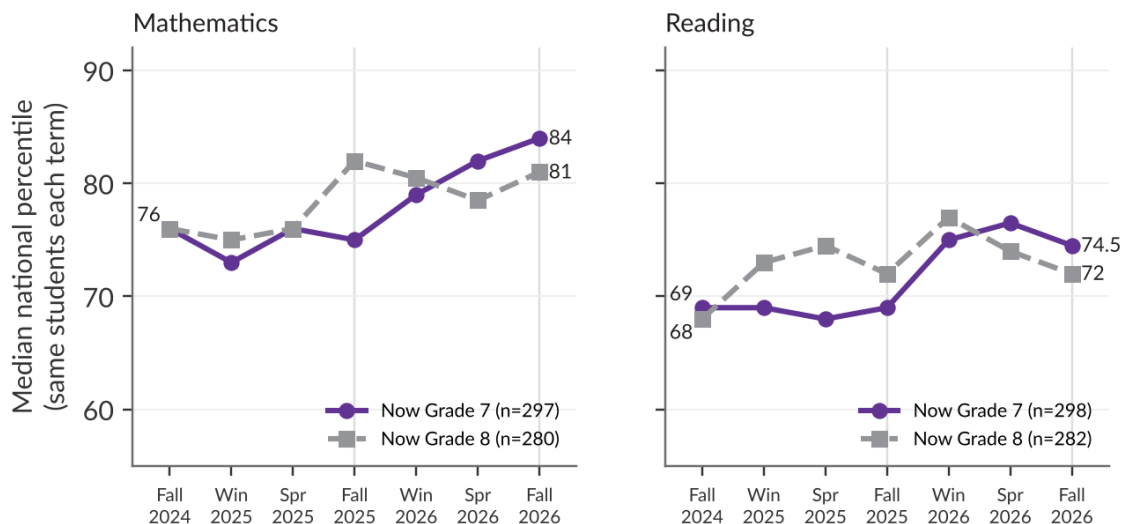
GL = grade level. "2+ below" = two or more grade levels below. Each column is the fall administration of that school year.

- **Reading gains are broad.** Grades 6, 7 and 8 each placed more students on grade level in fall 2026 than in fall 2024, and the share two or more grade levels below fell in grades 6 and 7. Grade 5 reading has not improved (51% to 48%).
- **Grade 5 mathematics is lower than in 2024** (51% on grade level then; 41% and 44% since). These students arrive from the elementary schools, and the pattern matches the decline in grade 4 Forward mathematics results the district has documented. **Grade 8 mathematics is up** (50% to 59%).
- **Growth during the year is strong.** Typical growth is the median gain for students nationally at the same grade and starting level, so about half of students meet it. In 2025-26, 71% of WCSD students in grades 5–8 met it in mathematics (up from 64% in 2024-25) and 66% in reading (up from 63%). Grade 6 was highest (82% mathematics, 75% reading); grade 7 mathematics was lowest (59%).

Grades 5–8: the same students over time

This section follows students who took every i-Ready diagnostic from fall 2024 through fall 2026: 297 students now in grade 7 and 280 now in grade 8 (mathematics; reading counts are similar). Between 85% and 92% of the students in each starting group were tested all seven times.

Figure 3. Median national percentile of the same students, fall 2024 to fall 2026



Values, fall 2024 to fall 2026 (seven tests). Math: grade 7 (n=297) 76, 73, 76, 75, 79, 82, 84; grade 8 (n=280) 76, 75, 76, 82, 80.5, 78.5, 81. Reading: grade 7 (n=298) 69, 69, 68, 69, 75, 76.5, 74.5; grade 8 (n=282) 68, 73, 74.5, 72, 77, 74, 72.

- **Both groups gained ground against the nation in both subjects.** The one-year groups tell the same story: students who were in grade 5 last year moved from the 66th to the 75th percentile in mathematics and from the 66.5th to the 72nd in reading.
- **The move from the Intermediate School to the Middle School did not cost ground in mathematics.** Today's 7th graders were at the 82nd percentile last spring and the 84th this fall. Reading eased slightly (76.5th to 74.5th).
- **Placements always drop from spring to fall, and that is expected.** For example, 76% of today's 8th graders were on grade level in mathematics last spring and 62% this fall. Students are now measured against the next grade's expectations. Their percentiles held steady over the summer, which is the better signal.

Table 4. Where students who started in each placement group are two years later

Placement in fall 2024 (grades 5–6)	Students	% on grade level, fall 2026	% 1 below, fall 2026	% 2+ below, fall 2026
Math: On grade level	320	90	10	0
Math: 1 grade level below	190	37	53	10
Math: 2+ grade levels below	85	4	38	59
Reading: On grade level	316	89	8	3
Reading: 1 grade level below	173	50	34	16
Reading: 2+ grade levels below	108	14	30	56

Same students, fall 2024 (grades 5–6) to fall 2026 (grades 7–8). Rows may not add to exactly 100% because of rounding.

- **Students on grade level stay there** (about 9 in 10), and about half of those 1 grade level below in reading (50%) and over a third in mathematics (37%) have reached grade level.
- **Students two or more grade levels below mostly stay far behind.** About 59% two or more grade levels behind in mathematics and 56% in reading are still two or more grade levels below two years later. The one-year view (fall 2025 to fall 2026, grades 5–7) is the same. Their percentiles did rise (the lowest-scoring quarter of these students in fall 2024 moved from the 34th to the 48th percentile in mathematics), but some of that rise is the normal tendency of very low scores to move toward the middle on retesting.

Results by student group

Table 5. Fall 2026 results by student group, grades K–8

Student group	Students tested (math)	Math: % on grade level	Math: median percentile	Reading: % on grade level	Reading: median percentile
All students, K–8	2,704	42	74.5	51	68
Economically disadvantaged	130	16	41	23	41.5
Not economically disadvantaged	2,574	43	75	52	69
Students with disabilities	298	18	44	23	41
Students without disabilities	2,406	45	77	54	70
English learners (grades 4–8)*	64	17	38	11	28
Not English learners (grades 4–8)	1,556	52	76	58	70
Female	1,276	34	69	52	69
Male	1,427	49	79	50	67
Asian	94	61	90	69	84.5
Black or African American	54	26	54.5	26	49
Hispanic or Latino	224	26	56	36	54
Two or more races	150	37	68	48	64
White	2,176	43	76	52	69

Group membership is from 2026–27 district enrollment records. *English learner status is from the spring 2026 state assessment file and current enrollment records, which reliably identify English learners only in grades 4–8. American Indian/Alaska Native and Native Hawaiian/Pacific Islander students (fewer than 10 tested) are included in totals but not shown.

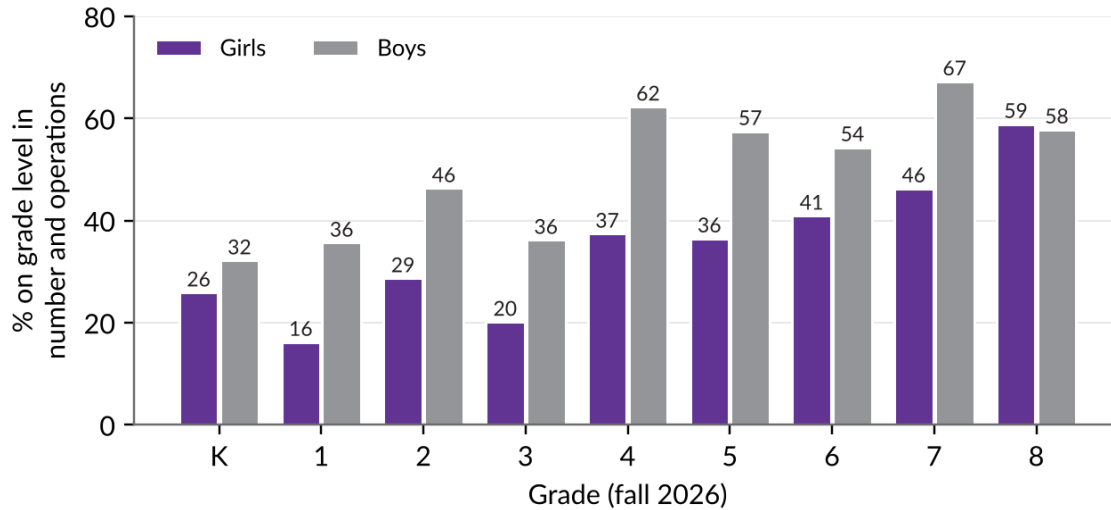
- **Gaps by group are large and consistent across subjects.** Medians for economically disadvantaged students, students with disabilities and English learners are in the 28th to 44th percentile range, against the 74.5th (mathematics) and 68th (reading) for all students. These groups are small (64 to 299 students), so individual grades should be read with care.

- **The mathematics gap between girls and boys starts early.** The median for girls is below boys' in every grade from 1 through 8 and is widest in grades 4 and 5 (girls at the 61st and 60th percentiles; boys at the 78th and 78.5th). It narrows by grade 8 (78th versus 80.5th). Girls lead slightly in reading (69th versus 67th). The next section looks at the mathematics gap by domain.

Mathematics by domain: a closer look at number and operations

i-Ready mathematics reports four domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry. Each domain score rests on fewer questions than the overall score, so the patterns below matter more than any single figure.

Figure 4. Percent on grade level in number and operations, girls and boys, fall 2026



Values are listed in Table 6.

Table 6. Gap between girls and boys in the percent on grade level, by domain, fall 2026

Grade	Girls / boys tested	Overall	Number and operations	Algebra and algebraic thinking	Measurement and data	Geometry	Number and operations: girls / boys %
Kindergarten	112 / 146	+3	-6	+1	+3	+9	26 / 32
Grade 1	148 / 115	-13	-19	-6	-9	-16	16 / 36
Grade 2	129 / 136	-17	-18	-13	-21	-9	29 / 46
Grade 3	134 / 163	-14	-16	-14	-12	-5	20 / 36
Grade 4	131 / 183	-26	-25	-13	-17	-7	37 / 62
Grade 5	148 / 160	-25	-21	-16	-18	-13	36 / 58
Grade 6	149 / 184	-14	-13	-20	-11	-14	41 / 54
Grade 7	162 / 174	-16	-21	-9	-17	-6	46 / 67
Grade 8	163 / 166	-1	+1	-1	-6	-1	59 / 58

Percentage points: girls minus boys (- means girls are lower). One student with no recorded sex is excluded.

- **The gap appears in every domain, and is largest in number and operations in the early grades.** Measured in standard units that adjust for each grade's spread of scores, the K-4 gap is 0.33 in number and operations, 0.27 in measurement and data, 0.21 in algebraic thinking and 0.07 in geometry. In kindergarten, girls are even with or ahead of boys in three domains but already 6 points behind in number and operations. By grade 4 the number and operations gap is 25 points (37% of girls on grade level, 62% of boys). In grades 5-8 the gap is similar across number and operations, algebraic thinking and measurement, and smallest in geometry.

- **In grades 5–8, the gap arrives from elementary school; whether it then narrows is mixed.** Girls entering grade 5 placed on grade level in number and operations at 47% in fall 2024, 33% in fall 2025 and 36% in fall 2026 (boys: 57%, 50%, 58%). Following the same students from fall 2024 to fall 2026, the number and operations gap all but closed for today's 8th graders (from 0.32 to 0.09 standard units) but widened for today's 7th graders (from 0.25 to 0.35). In 2025–26, girls in grades 5–8 gained 24 number and operations scale-score points from fall to spring, compared with 21 for boys.
- **Weak number and operations skills show no clear extra slowdown, but they are the hardest deficit to close.** Students in grades 5–8 who are weak in number and operations follow lower paths, because they tend to be lower overall. Compared with students who started at the same overall level, a weak number and operations score (two or more grade levels below, or weak relative to the student's other domains) did not significantly predict slower growth over one or two years (the estimates were small and could not be distinguished from zero). The deficit itself persists, however: of 5th and 6th graders two or more grade levels below in number and operations in fall 2024 (60 students), 62% were still that far behind in that domain two years later, against 44–50% in the other domains, and 7% were on grade level overall. The one-year view is similar (57% versus 45–50%).

What we will do next

- **Report fall results to families and staff with percentiles alongside placements,** so that a K–4 "1 Grade Level Below" fall placement is not read as a deficiency.
- **Review intervention for students two or more grade levels below,** starting with grade 5 reading and grades 5–8 mathematics: who is served, how often, with what program, and how progress is monitored between diagnostics.
- **Strengthen number and operations in grades K–4, with attention to girls,** and give students two or more grade levels below in number and operations targeted, sustained number-sense intervention in grades 5–8.
- **Watch grade 1 reading and grade 5 reading at winter.** The winter diagnostic (mid-November through early March) will give the first K–4 growth results.
- **Use i-Ready as an early indicator for the Board's state report card goal** by linking spring i-Ready results to spring Forward Exam results for the same students.

Questions the District may wish to ask

- What share of students who start the year two or more grade levels below should we expect to reach grade level within a year, and how will we know whether intervention is working before spring?
- What in K–4 number and operations instruction might explain why girls start behind, and what will change?
- What growth targets (typical and stretch) will we set for winter and spring, and how will they be reported back to the Board?

About the data

Sources. i-Ready Diagnostic results for reading and mathematics exported October 7, 2026 (fall 2026–27: 2,704 mathematics and 2,706 reading results in grades K–8, completed 09/10 to 10/06/2026), the full-year 2024–25 and 2025–26 i-Ready files for grades 5–8, 2026–27 district enrollment records, and the spring 2026 Wisconsin Forward Exam student file. The fall testing window runs through November 15, so a small number of students may still test.

Rules and privacy. One result per student per testing window (the most recent completed test). "On grade level" = Early On or Mid or Above Grade Level. Medians are of national percentile ranks. Trajectories include only students tested in every window shown. Approximate national rates are estimated from i-Ready national percentiles in WCSD's own results, not published by Curriculum Associates. Domain comparisons between girls and boys use each grade's own spread of scale scores. All figures are aggregates; groups with fewer than 10 students are not shown.

AI assistance

This brief was drafted with AI assistance (Claude, Anthropic), including data processing, statistical computation, chart production and narrative drafting. It was reviewed and approved by Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District.

Environmental impact

Producing this brief and its companion presentation with AI assistance, including the follow-up domain analysis, used an estimated 0.3 kilowatt-hours of data-center electricity (plausible range 0.15–0.5 kWh), or roughly 110 grams of CO₂-equivalent on the average U.S. grid. That is about the same as 3 hours and 55 minutes of Netflix streaming, or driving a car that gets 30 miles per gallon about three-eighths of a mile. These are order-of-magnitude estimates: AI providers do not publish per-session energy use. The figures assume about 0.077 kWh per hour of video streaming (International Energy Agency), 8,887 g CO₂ per gallon of gasoline (U.S. EPA) and about 0.37 kg CO₂ per kWh of U.S. grid electricity.

Personal Reading Plans and Early Literacy: Fall 2026

TO: Board of Education, Waunakee Community School District

FROM: Amy Fassbender, Director of Elementary Curriculum and Instruction

DATE: October 7, 2026

DATA: Act 20 Personal Reading Plan (PRP) rosters, fall 2024 to fall 2026; aimswebPlus benchmarks 2024-25, 2025-26 and fall 2026; fall 2026 i-Ready reading (as of Oct. 7)

BOTTOM LINE

Waunakee has **166 students on Personal Reading Plans** this fall, 9% of K-5 enrollment, and the underlying reading skills of our primary students are holding steady. Fewer students qualify for plans than two years ago mainly because the state screener was renormed in 2025, not because more students read well.

- **The count.** 101 plans in K-3 come from fall screening; 65 in grades 4-5 continue because those students have not yet scored proficient on the Forward Exam. Fall to fall on the same norms, K-3 plans went from 116 to 101.
- **The renorming.** Pearson's 2025 norms lowered the raw score that marks the 25th percentile. Scored against one fixed yardstick, the share of second and third graders below the fluency bar has been flat for two years and is slightly better this fall.
- **Progressing off plans.** Few students leave a plan within a school year (about 1 in 10 per window). Most exits come at the next fall screening and depend on the starting point: 67% of students just under the line exit, against 9% of those far below it.
- **Persistence.** 85% of this fall's plans are continuing plans. About half of the students identified in 2024-25 still have one, concentrated among students with IEPs and economically disadvantaged students.
- **i-Ready agrees.** Plan students sit at the 23rd national percentile on fall i-Ready reading, and 58% of K-3 plan students carry i-Ready's reading difficulty flag. About 50 K-3 students without a plan are two or more grade levels below.

1. WHERE PLANS STAND THIS FALL

Grades 2, 3 and 5 carry the most plans, at 12-13% of enrollment each; kindergarten and grade 1 are near 5%.

Table 1. Personal Reading Plans by grade and school, fall 2026

Grade	Plans	% enrolled	Arboretum	Heritage	Prairie	Intermediate
K	11	4%	2	9	0	—
1	15	5%	4	3	8	—
2	34	12%	6	12	16	—
3	41	13%	5	26	10	—
4	24	7%	4	10	10	—
5	41	13%	—	—	—	41
K-5 total	166	9%	21	60	44	41

K-3 plans: fall aimswebPlus below the 25th percentile (early literacy composite in K-1, oral reading fluency in grades 2-3). Grades 4-5: plan in grade 3 and not yet proficient on Forward. Grade 5 includes 8 students whose plans were closed last year but whom the state platform still lists as needing a plan (see Next steps); 158 of the 166 plans are active. A dash means the school does not serve that grade.

Who holds plans. Students with IEPs are 13% of K-5 enrollment and 25% of plan holders; economically disadvantaged students are 7% of enrollment and 23% of plan holders. Sixteen of the 101 K-3 plan holders are multilingual learners, 12 of them at English proficiency levels 1-2.

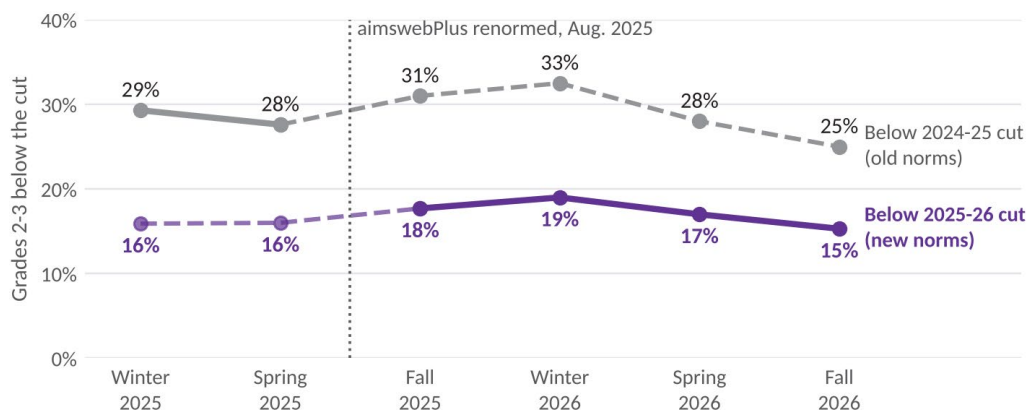
Where. Heritage holds 60 of the 125 elementary plans. Its K-3 rate is 13% of students tested, against 9% at Prairie and 5% at Arboretum, and 26 of its 114 third graders (23%) have a plan. Heritage enrolls most of the district's economically disadvantaged elementary students, so a large part of this difference correlates with demographics. Prairie grade 2 (16 plans, 17% of those tested) is the other cluster.

2. READING THE TREND THROUGH THE 2025 RENORMING

The drop in plan counts since 2024-25 is mostly a change in the measuring stick. K-3 students on a plan at any point in the year fell from 265 in 2024-25 to 193 in 2025-26, but DPI states that the two years "cannot be directly compared." Act 20 places a K-3 student on a plan below the 25th percentile. In August 2025 Pearson replaced aimswebPlus's 2015 national norms with a newer, lower-scoring national sample, so the raw score at that percentile dropped: the grade 3 fall fluency cut fell from 67 to 45 words correct per minute. The law did not change; the bar under it did.

Raw scores are unaffected, so Figure 1 scores every second and third grader in each window against **both** cuts. Under either yardstick the share below the bar has held steady, with a small improvement this fall. Median fluency agrees: third graders read 92 words correct per minute in fall 2025 and 94 this fall; second graders 60 and 74.

Figure 1. Grades 2-3: share of students below the oral reading fluency cut, scored against the 2024-25 and 2025-26 cuts



Solid line = the cut in force when plans were written; dashed = the same students against the other cut. Fall 2024 is omitted because screening that fall was not universal.

Table 2. Data for Figure 1: grades 2-3 below each cut (students and percent)

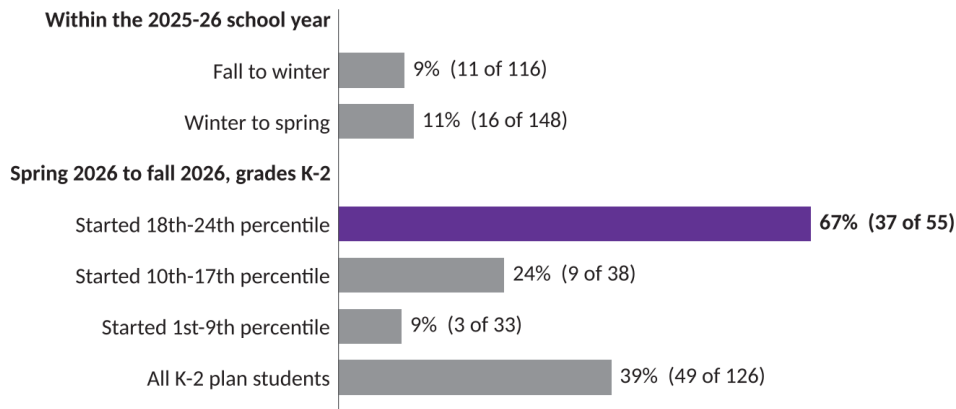
Screening window	Students tested	Below 2024-25 cut	Below 2025-26 cut
Winter 2025	621	182 (29%)	99 (16%)
Spring 2025	619	171 (28%)	99 (16%)
Fall 2025	616	191 (31%)	109 (18%)
Winter 2026	615	200 (33%)	117 (19%)
Spring 2026	617	173 (28%)	105 (17%)
Fall 2026	561	140 (25%)	86 (15%)

About 55 second and third graders this fall read at a level that would have triggered a plan in 2024-25 but not today. They are not legally required to have a plan, but most still need close monitoring. Fall 2025 to fall 2026 is the first clean year-over-year comparison on the new norms, and staff recommend treating **2025-26 as the new baseline**.

3. HOW STUDENTS PROGRESS OFF PLANS

Students leave plans slowly within a year and mostly at the next fall screening, and their starting point predicts whether they leave. Everything in this section uses the 2025 norms, so the renorming does not affect it.

Figure 2. Share of plan students who scored at or above the 25th percentile at the next screening



Each bar is labeled with its percent and count (the chart's data). Spring-to-fall excludes 12 students not tested this fall and 31 third graders whose plans now follow Forward results. Students just under the line can cross it on ordinary score variation alone, so the gradient describes who exits; it is not by itself evidence of what the interventions did.

Exiting takes catch-up growth, not typical growth. Typical growth keeps a student at the same percentile. Of the 116 students on a plan in fall 2025, 13 (11%) were above the line by spring. Their median growth percentile was 55 in grade 3 and 45 in grade 2, about typical, but 25 in kindergarten and grade 1: the youngest plan students lost ground against national peers who started where they did. In grade 2, plan students gained 20 words correct per minute over the year, against 35 for classmates; in grade 3 they kept pace (33 against 29).

Kindergarten and grade 1 move in opposite directions. Kindergarten plans rise through the year (7 in fall 2025, 40 by spring) as the spring benchmark gets harder; then most clear, with 26 of 38 (68%) above the line as first graders this fall. The move from grade 1 to grade 2 is the hardest: 7 of 34 (21%) exited.

Plans persist into the upper grades. Of 2025-26 third graders on a plan who are still enrolled, 24 of 42 (57%) carry it into grade 4 because they did not score proficient (meeting) on the grade 3 Forward Exam; of 2024-25 third graders, 41 of 72 (57%) still have one in grade 5. Of all students first identified in 2024-25 and still enrolled, 109 of 228 (48%) are on a plan this fall. Only 25 of this fall's 166 plans are new, and 22 of Heritage's 26 third-grade plan holders have had a plan in each of the last three years.

4. I-READY CROSS-CHECK

Fall i-Ready reading, a separate test that was not renormed, confirms that the students on plans are the right students and flags a group just above the line.

Table 3. Fall 2026 i-Ready reading by plan status

Fall 2026 group	Students	Median national percentile	2+ grade levels below	Reading difficulty flag
K-3, on a plan	101	23rd	58%	58%
K-3, aimswebPlus 25th-39th (no plan)	111	37th	21%	21%
K-3, all other students	872	74th	3%	3%
Grades 4-5, on a plan	65	24th	72%	K-3 only
Grades 4-5, no plan	557	69th	11%	K-3 only

No K-3 plan student placed on grade level, and the two tests agree on who is furthest behind. About 50 K-3 students without a plan are two or more grade levels below on i-Ready; 23 of them scored between the 25th and 39th percentile on aimswebPlus, the band the renorming moved above the line. Fall i-Ready placements are measured against end-of-year standards, so the "2 or more below" column is the meaningful one.

5. NEXT STEPS AND QUESTIONS FOR THE DISTRICT

Staff next steps

- 1. Reconcile the rosters this month.** Sixteen K-3 students screened below the 25th percentile do not appear on the plan export; 15 have IEPs, so their reading goals may already be documented there, and staff will confirm each. The state platform also flags 8 fifth graders as needing a plan: their plans closed last year when skills reached grade level, but they did not score proficient on the spring 2026 Forward Exam.
- 2. Keep a local watch band above the line.** Monitor the 111 K-3 students between the 25th and 39th percentiles, starting with the 23 whom i-Ready places two or more grade levels below.
- 3. Increase intensity where students are not catching up.** Review intervention time, group size and program fit first for students below the 10th percentile and for kindergarten and grade 1 plan students.
- 4. Look closely at two clusters:** Heritage grade 3 and the grade 1 to grade 2 transition.

Measures the District may want to monitor (each stays comparable across future norm changes)

- The share of K-3 students below the line, fall to fall, from the 2025-26 baseline.
- The share of plan students making more than typical growth, the growth that ends a plan.
- Grade 3 Forward Exam proficiency among plan students, the point at which plans end or follow a student into grade 4.

DATA NOTES

- Plan rosters come from the state Act 20 platform; no 2025-26 grade 4 roster was available. Grade 4-5 students were matched to earlier rosters by name, all others by district ID.
- aimswebPlus fall 2026 scores were exported through September 30. In 2024-25, grade 1 risk used oral reading fluency alone and the old kindergarten composite cuts are unpublished, so the fixed-yardstick comparison covers grades 2-3 only. Growth percentiles are aimswebPlus fall-to-spring values for 2025-26 (50 = typical), reported in bands of ten; kindergarten (7 students) and grade 1 (22) groups are small. "Still enrolled" means the student tested on i-Ready or aimswebPlus this fall.
- i-Ready: fall 2026 reading diagnostic as of October 7 (1,706 K-5 students); its reading difficulty indicator is reported for K-3 only. Economic disadvantage counts a flag in 2025-26 or 2026-27 because fall meal-status data are incomplete. All figures are aggregates; no individual student information appears in this brief.

AI DISCLOSURE AND ENVIRONMENTAL IMPACT

This brief was drafted with AI assistance (Claude, Anthropic) and reviewed and approved by Amy Fassbender and Tim Schell. Estimated environmental impact of the AI analysis and drafting behind this brief and its companion slides: roughly 0.35 kWh of electricity, comparable to about 4.5 hours of Netflix streaming, or to the emissions from driving about four-tenths of a mile in a car that gets 30 mpg. This is an order-of-magnitude estimate, not a measurement.

Grade 11 ACT Average Scores

Spring 2026 Dane County and State Peer Benchmarks

Waunakee Community School District · Secondary Curriculum and Instruction · October 2026

Summary

This report compares the average scores of Waunakee's grade 11 students on the spring 2026 ACT with the 16 public school districts in Dane County and with the 25 districts in the WCSD Comparable District Model (the state peer group). Spring 2026 was the first statewide administration of the redesigned ACT, whose composite no longer includes Science, so results are shown for both the **new composite** (English, Mathematics, Reading) and the **old composite** (English, Mathematics, Reading, and Science averaged), and for each subject test, including Writing.

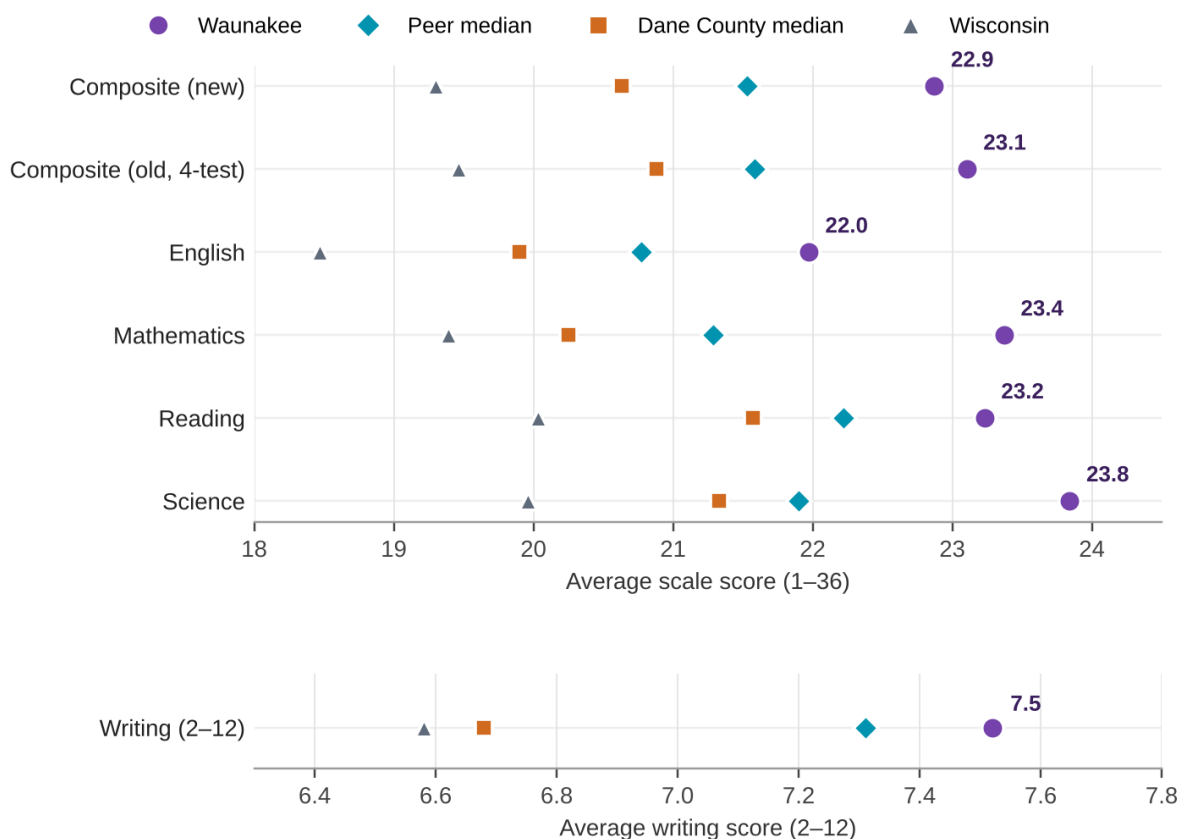
- **Composite: 22.9 (new) and 23.1 (old).** On both definitions Waunakee ranks 2nd of 16 in Dane County, 7th of 26 in the peer group, and 10th of 375 districts statewide. Only Middleton-Cross Plains Area (23.4) scored higher in the county. The new composite is 3.6 points above Wisconsin (19.3), 1.3 above the peer median, and 2.2 above the Dane County median.
- **Mathematics and Science lead the county.** Mathematics (23.4) and Science (23.8) are 1st of 16 in Dane County, 4th and 3rd of 26 in the peer group, and 6th statewide. Reading (23.2) is 2nd in the county and 7th among peers.
- **English and Writing are the relative soft spots against peers.** English (22.0) is 2nd in the county but 9th in the peer group and 18th statewide. Writing (7.5 on the 2–12 scale) is 2nd in the county, 8th among peers, and 25th statewide, where writing averages are tightly bunched.
- **A large gain from 2024-25.** On the like-for-like old composite, Waunakee rose from 21.5 to 23.1 (+1.6), while the peer median was unchanged and Wisconsin rose 0.3. Waunakee moved from 14th to 7th in the peer group and from 25th to 10th statewide.
- **Participation context.** Averages reflect tested students only. 337 of 358 enrolled Waunakee juniors (94%) took the ACT, close to the Dane County median (95%) but below the peer median (98%), 23rd of 26 in the peer group.

Table 1. Waunakee grade 11 ACT averages and benchmarks, spring 2026

Measure	Waunakee	Dane County rank	Dane County median	Peer group rank	Peer median	Wisconsin	Statewide rank
Composite (new: English, Math, Reading)	22.9	2nd of 16	20.6	7th of 26	21.5	19.3	10th of 375
Composite (old: English, Math, Reading, Science)	23.1	2nd of 16	20.9	7th of 26	21.6	19.5	10th of 375
English	22.0	2nd of 16	19.9	9th of 26	20.8	18.5	18th of 375
Mathematics	23.4	1st of 16	20.3	4th of 26	21.3	19.4	6th of 375
Reading	23.2	2nd of 16	21.6	7th of 26	22.2	20.0	12th of 375
Science	23.8	1st of 16	21.3	3rd of 26	21.9	20.0	6th of 375
Writing (2–12 scale)	7.5	2nd of 16	6.7	8th of 26	7.3	6.6	25th of 375

Rank 1 = highest. Dane County median includes all 16 districts; peer median excludes Waunakee; Wisconsin is the statewide average of all tested students. Statewide rank is among the 375 Wisconsin school districts with reported ACT averages. McFarland is represented by McFarland High School (see note in Section 2).

Figure 1. Waunakee compared with the peer median, Dane County median, and Wisconsin



Each marker uses a distinct shape as well as color. Writing is plotted on its own 2–12 scale. Values are in Table 1.

1. Two composites in spring 2026

The redesigned ACT that Wisconsin juniors took in spring 2026 is shorter and computes the composite from English, Mathematics, and Reading only. Science is still administered and reported in Wisconsin, but it no longer counts toward the composite. ACT reports that the redesigned section scores are on the same 1–36 scale as before, so section averages can be compared with prior years, although each section now has fewer items.

Because of this change, the report uses two composites. The **new composite** is the composite DPI reports for 2026. The **old composite** averages a district's English, Mathematics, Reading, and Science averages, approximating the four-test composite used from 2015 through 2025. It is the better measure for comparing 2026 with earlier years and with historical district benchmarks.

For Waunakee, the old composite (23.1) is 0.2 points higher than the new one (22.9) because Science (23.8) is Waunakee's highest section average. Across the peer group the difference is smaller (median 21.6 vs. 21.5). Waunakee's ranks are the same on both composites.

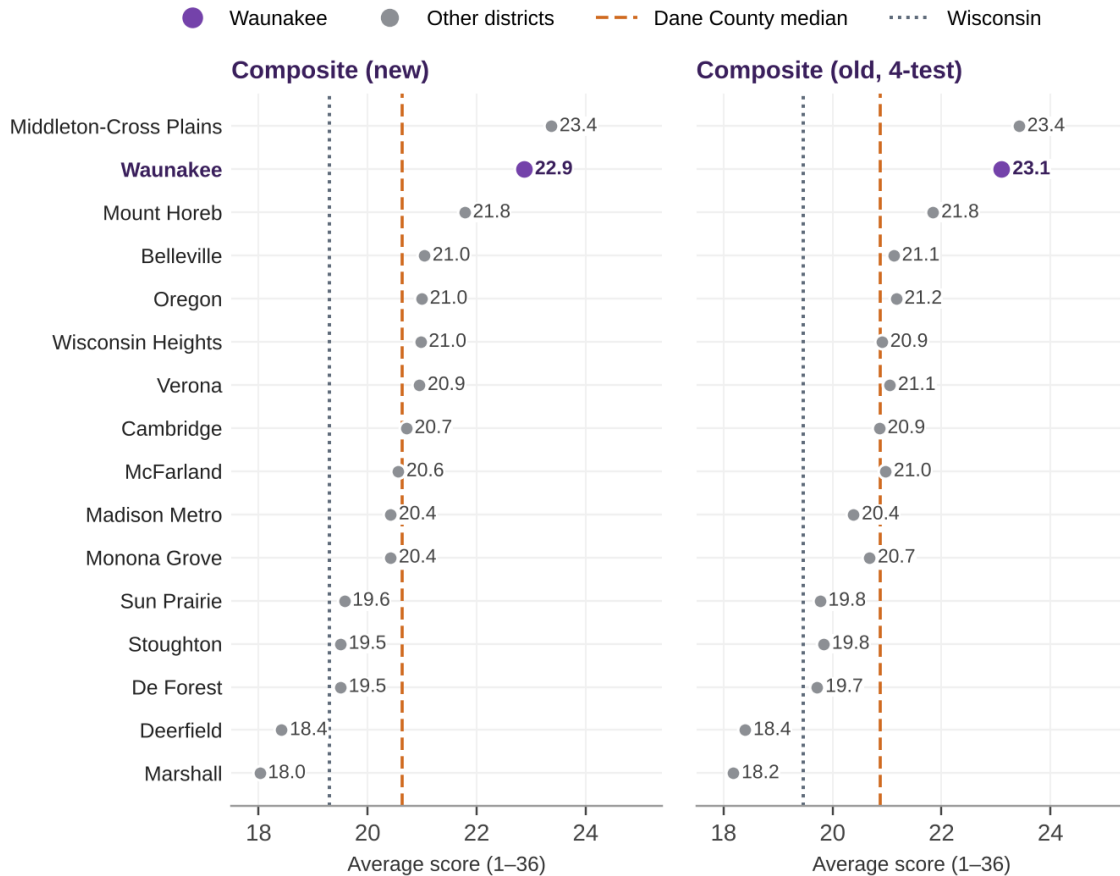
2. Dane County comparison

Waunakee's new composite of 22.9 ranks 2nd of the 16 Dane County public school districts, 0.5 points behind Middleton-Cross Plains Area (23.4) and 1.1 points ahead of 3rd-place Mount Horeb Area (21.8). The Dane

County median is 20.6. The order is nearly the same on the old composite: Waunakee (23.1) is again 2nd behind Middleton-Cross Plains Area (23.4). McFarland's figures are for McFarland High School only.¹

By subject, Waunakee is 1st in the county in Mathematics (23.4, ahead of Middleton-Cross Plains Area at 23.2) and Science (23.8, ahead of Middleton-Cross Plains Area at 23.6). Middleton-Cross Plains Area leads English (23.0 vs. 22.0), Reading (23.9 vs. 23.2), and Writing (7.56 vs. 7.52, essentially a tie). Waunakee is above the Dane County median on every measure, by 1.7 (Reading) to 3.1 points (Mathematics) on the 1–36 subject tests.

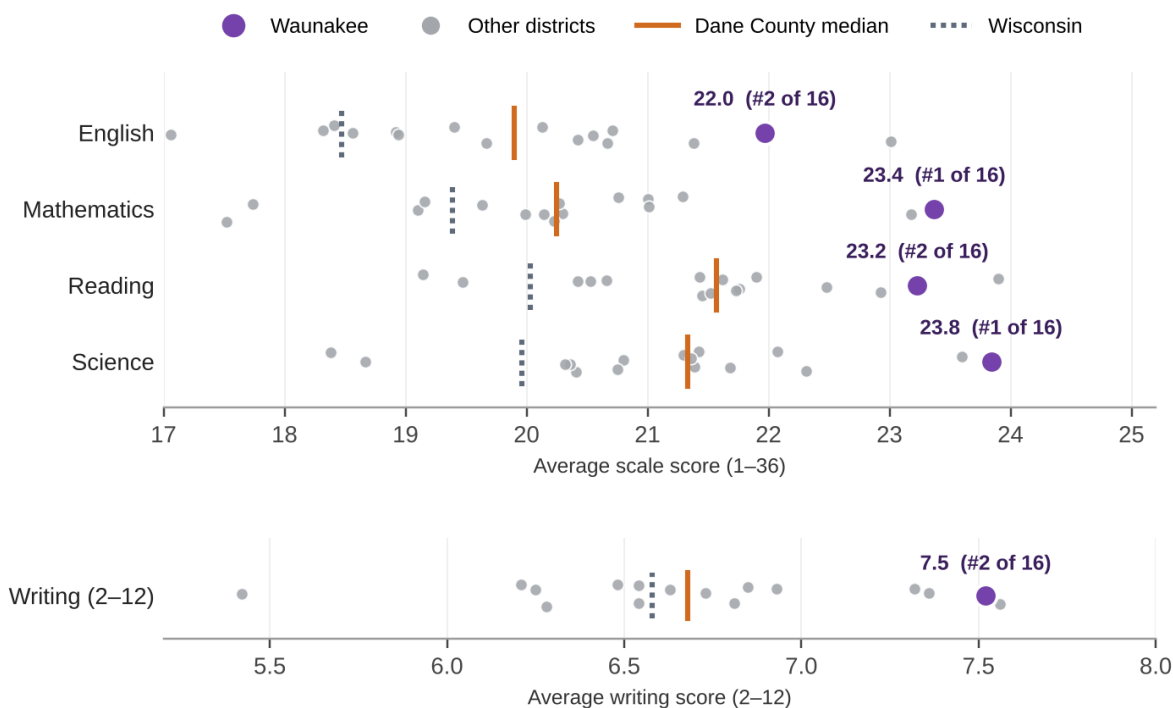
Figure 2. Dane County districts, new and old composite averages



Districts are ordered by the new composite. Dashed line: Dane County median; dotted line: Wisconsin. Values are in Table 2.

¹McFarland is represented by McFarland High School only. DPI's official McFarland district totals also include the district's virtual charter schools, which enroll students statewide; in 2025-26 those totals counted 599 tested grade 11 students with a composite average of 17.1, compared with 171 tested students and an average of 20.6 at McFarland High School. McFarland High's school-level results are used in place of the district totals in every table, chart, median, and rank in this report, including statewide ranks.

Figure 3. Dane County: Waunakee's position on each subject test



Gray dots are the other 15 districts; solid tick: Dane County median; dotted tick: Wisconsin. Rank of 16 shown beside Waunakee's value.

Table 2. Dane County districts, grade 11 ACT averages, spring 2026

District	Tested (% of enrolled)	Composite (new)	Composite (old)	English	Math	Reading	Science	Writing
Middleton-Cross Plains	530 (93%)	23.4 (1)	23.4 (1)	23.0 (1)	23.2 (2)	23.9 (1)	23.6 (2)	7.6 (1)
Waunakee	337 (94%)	22.9 (2)	23.1 (2)	22.0 (2)	23.4 (1)	23.2 (2)	23.8 (1)	7.5 (2)
Mount Horeb	165 (98%)	21.8 (3)	21.8 (3)	21.4 (3)	21.0 (5)	22.9 (3)	22.1 (4)	6.7 (8)
Belleville	70 (95%)	21.0 (4)	21.1 (5)	20.7 (5)	20.8 (6)	21.8 (6)	21.3 (9)	6.5 (10)
Oregon	306 (94%)	21.0 (5)	21.2 (4)	20.6 (6)	21.0 (4)	21.4 (11)	21.7 (5)	7.4 (3)
Wisconsin Heights	60 (98%)	21.0 (6)	20.9 (8)	20.1 (8)	20.3 (8)	22.5 (4)	20.8 (11)	6.3 (13)
Verona	392 (92%)	20.9 (7)	21.1 (6)	20.7 (4)	20.2 (9)	21.9 (5)	21.4 (8)	7.3 (4)
Cambridge	73 (95%)	20.7 (8)	20.9 (9)	20.4 (7)	20.1 (10)	21.4 (10)	21.4 (6)	6.6 (9)
McFarland*	171 (100%)	20.6 (9)	21.0 (7)	18.6 (13)	21.3 (3)	21.7 (7)	22.3 (3)	6.8 (6)
Monona Grove	299 (95%)	20.4 (10)	20.7 (10)	19.4 (10)	20.3 (7)	21.6 (8)	21.4 (7)	6.2 (15)
Madison Metropolitan	1586 (86%)	20.4 (10)	20.4 (11)	19.7 (9)	20.0 (11)	21.5 (9)	20.4 (13)	6.5 (10)
Sun Prairie	616 (90%)	19.6 (12)	19.8 (13)	18.9 (11)	19.2 (13)	20.7 (12)	20.3 (14)	6.9 (5)
De Forest	289 (98%)	19.5 (13)	19.7 (14)	18.4 (14)	19.6 (12)	20.4 (14)	20.4 (12)	6.2 (14)
Stoughton	198 (97%)	19.5 (13)	19.8 (12)	18.9 (12)	19.1 (14)	20.5 (13)	20.8 (10)	6.5 (12)
Deerfield	50 (98%)	18.4 (15)	18.4 (15)	18.3 (15)	17.7 (15)	19.1 (16)	18.4 (16)	5.4 (16)
Marshall	66 (89%)	18.0 (16)	18.2 (16)	17.1 (16)	17.5 (16)	19.5 (15)	18.7 (15)	6.8 (7)
Dane County median	— (95%)	20.6	20.9	19.9	20.2	21.6	21.3	6.7
Wisconsin	56,161 (—)	19.3	19.5	18.5	19.4	20.0	20.0	6.6

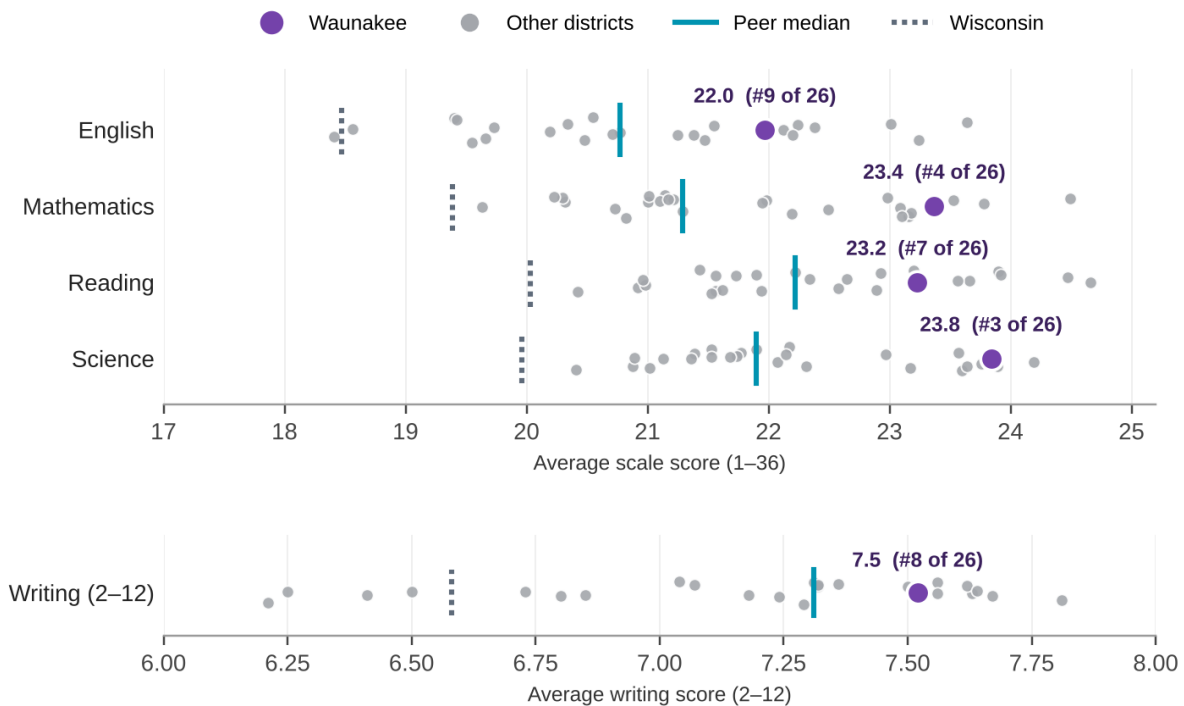
Average scale score with rank of 16 in parentheses (1 = highest). Composite (new) = English, Mathematics, Reading; Composite (old) = average of English, Mathematics, Reading, and Science. Writing is on a 2–12 scale. Tested = students with a composite score; percentage of students enrolled at testing. *McFarland High School only.

3. State peer group comparison

Among the 26 districts in the peer group (Waunakee and its 25 comparable districts), Waunakee's new composite of 22.9 ranks 7th, 1.3 points above the peer median of 21.5. Elmbrook (24.2), Cedarburg (23.9), Middleton-Cross Plains Area (23.4), Mequon-Thiensville (23.1), Pewaukee (23.1), and Hamilton (23.0) score higher. The top tier is tightly grouped: Waunakee is within 0.3 points of 4th place, and Muskego-Norway (22.8) is just behind. On the old composite, Waunakee (23.1) is again 7th, within about 0.1 points of Hamilton (23.2) and Pewaukee (23.2).

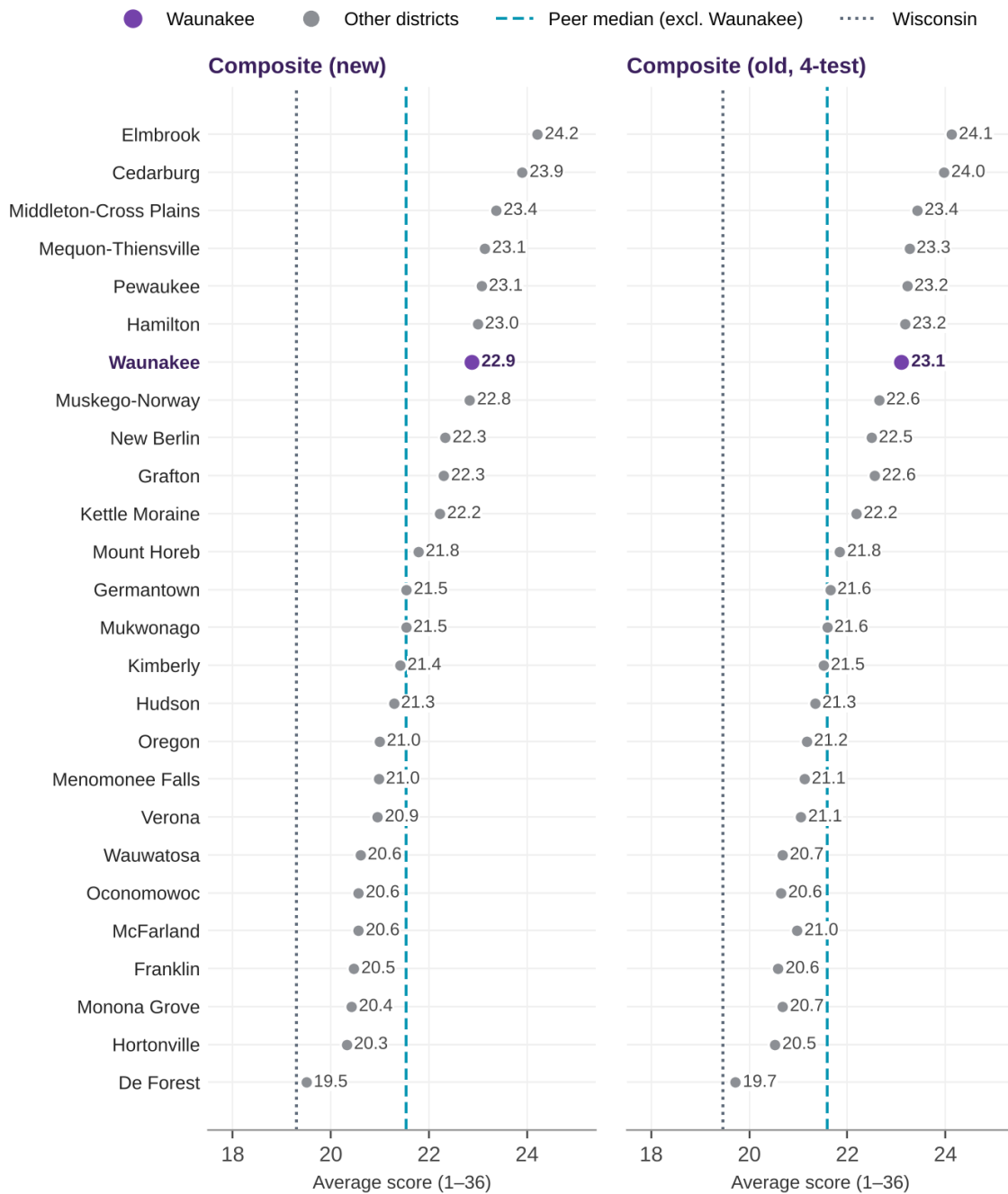
Subject results separate more clearly. Waunakee is 3rd of 26 in Science (23.8, behind only Cedarburg and Elmbrook) and 4th in Mathematics (23.4, behind Elmbrook, Cedarburg, and Mequon-Thiensville). Reading (23.2) is 7th. English (22.0) is 9th, 1.7 points below peer leader Elmbrook (23.6), and is the subject where the strongest peers have the largest lead. Writing (7.5) is 8th; peer writing averages run from 6.2 to 7.8, and Hamilton leads at 7.8.

Figure 4. Peer group: Waunakee's position on each subject test



Gray dots are the other 25 districts; solid tick: peer median; dotted tick: Wisconsin. Rank of 26 shown beside Waunakee's value.

Figure 5. Peer group districts, new and old composite averages



Districts are ordered by the new composite. Dashed line: peer median (excluding Waunakee); dotted line: Wisconsin. Values are in Table 3.

Table 3. Peer group districts, grade 11 ACT averages, spring 2026

District	Tested (% of enrolled)	Composite (new)	Composite (old)	English	Math	Reading	Science	Writing
Elmbrook	635 (97%)	24.2 (1)	24.1 (1)	23.6 (1)	24.5 (1)	24.5 (2)	23.9 (2)	7.6 (5)
Cedarburg	250 (98%)	23.9 (2)	24.0 (2)	23.2 (2)	23.8 (2)	24.7 (1)	24.2 (1)	7.6 (4)
Middleton-Cross Plains	530 (93%)	23.4 (3)	23.4 (3)	23.0 (3)	23.2 (5)	23.9 (4)	23.6 (6)	7.6 (6)
Mequon-Thiensville	276 (98%)	23.1 (4)	23.3 (4)	22.4 (4)	23.5 (3)	23.6 (6)	23.6 (7)	7.2 (16)
Pewaukee	213 (99%)	23.1 (5)	23.2 (5)	22.2 (6)	23.1 (7)	23.9 (3)	23.6 (5)	7.5 (10)
Hamilton	346 (99%)	23.0 (6)	23.2 (6)	22.1 (7)	23.2 (6)	23.7 (5)	23.8 (4)	7.8 (1)
Waunakee	337 (94%)	22.9 (7)	23.1 (7)	22.0 (9)	23.4 (4)	23.2 (7)	23.8 (3)	7.5 (8)
Muskego-Norway	384 (96%)	22.8 (8)	22.6 (8)	22.2 (5)	23.0 (9)	23.2 (8)	22.1 (12)	7.6 (3)
New Berlin	359 (99%)	22.3 (9)	22.5 (10)	21.2 (13)	23.1 (8)	22.6 (11)	23.0 (9)	7.3 (12)
Grafton	178 (99%)	22.3 (10)	22.6 (9)	22.0 (8)	22.5 (10)	22.6 (12)	23.2 (8)	6.5 (23)
Kettle Moraine	329 (99%)	22.2 (11)	22.2 (11)	21.5 (11)	22.2 (11)	22.9 (10)	22.2 (11)	7.7 (2)
Mount Horeb	165 (98%)	21.8 (12)	21.8 (12)	21.4 (12)	21.0 (20)	22.9 (9)	22.1 (13)	6.7 (22)
Germantown	315 (98%)	21.5 (13)	21.6 (13)	20.5 (17)	22.0 (12)	22.2 (14)	21.9 (14)	7.3 (15)
Mukwonago	353 (98%)	21.5 (14)	21.6 (14)	21.6 (10)	21.1 (18)	21.9 (15)	21.7 (16)	7.3 (14)
Kimberly	367 (97%)	21.4 (15)	21.5 (15)	20.8 (14)	21.9 (13)	21.6 (19)	21.8 (15)	7.6 (6)
Hudson	367 (94%)	21.3 (16)	21.3 (16)	20.3 (18)	21.1 (17)	22.3 (13)	21.5 (18)	6.4 (24)
Oregon	306 (94%)	21.0 (17)	21.2 (17)	20.6 (16)	21.0 (19)	21.4 (22)	21.7 (17)	7.4 (11)
Menomonee Falls	288 (95%)	21.0 (18)	21.1 (18)	20.2 (19)	21.2 (15)	21.6 (19)	21.5 (18)	6.8 (21)
Verona	392 (92%)	20.9 (19)	21.1 (19)	20.7 (15)	20.2 (25)	21.9 (16)	21.4 (21)	7.3 (12)
Wauwatosa	434 (94%)	20.6 (20)	20.7 (22)	19.4 (23)	20.7 (22)	21.5 (21)	21.0 (23)	7.1 (18)
Oconomowoc	361 (96%)	20.6 (21)	20.6 (23)	19.6 (22)	21.2 (16)	21.0 (24)	20.9 (24)	7.0 (19)
McFarland*	171 (100%)	20.6 (21)	21.0 (20)	18.6 (25)	21.3 (14)	21.7 (17)	22.3 (10)	6.8 (20)
Franklin	402 (99%)	20.5 (23)	20.6 (24)	19.7 (20)	20.8 (21)	20.9 (25)	20.9 (25)	7.2 (17)
Monona Grove	299 (95%)	20.4 (24)	20.7 (21)	19.4 (24)	20.3 (24)	21.6 (18)	21.4 (20)	6.2 (26)
Hortonville	329 (99%)	20.3 (25)	20.5 (25)	19.7 (21)	20.3 (23)	21.0 (23)	21.1 (22)	7.5 (9)
De Forest	289 (98%)	19.5 (26)	19.7 (26)	18.4 (26)	19.6 (26)	20.4 (26)	20.4 (26)	6.2 (25)
Peer median (excl. Waunakee)	— (98%)	21.5	21.6	20.8	21.3	22.2	21.9	7.3
Wisconsin	56,161 (—)	19.3	19.5	18.5	19.4	20.0	20.0	6.6

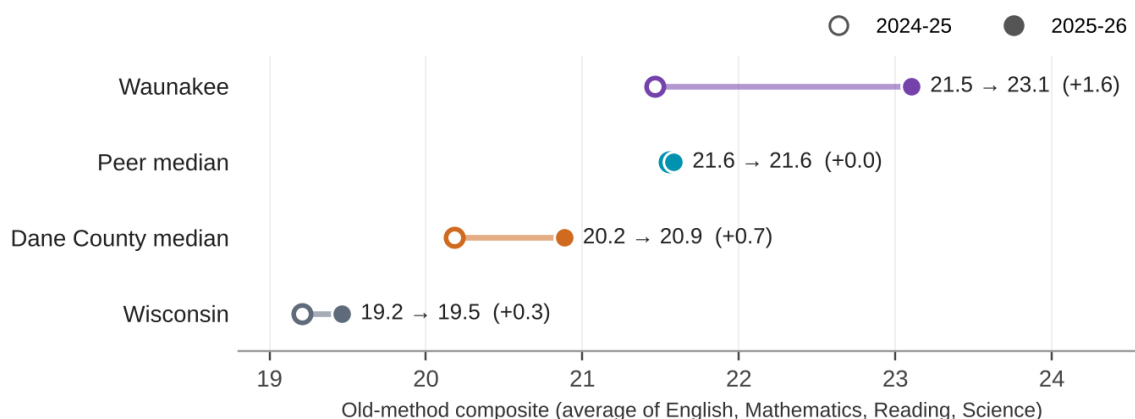
Average scale score with rank of 26 in parentheses (1 = highest). Peer median excludes Waunakee. Composite (new) = English, Mathematics, Reading; Composite (old) = average of English, Mathematics, Reading, and Science. Writing is on a 2–12 scale. *McFarland High School only.

4. Change from 2024-25

Because the 2025-26 new composite has no 2024-25 equivalent, year-over-year comparisons use the old composite, computed the same way for both years, and the individual subject tests. Waunakee's old composite rose 1.6 points, from 21.5 to 23.1. Over the same period the peer median was unchanged (21.6 to 21.6), the Dane County median rose 0.7, and Wisconsin rose 0.3. Because the state and peer averages barely moved on the redesigned test, Waunakee's gain appears to reflect more than the change in test design.

Waunakee's average rose on every subject test. The largest gains were in English (+2.3) and Mathematics (+1.7), where the peer median declined by about 0.3 points. In the peer group, Waunakee moved from 14th to 7th on the old composite, from 20th to 9th in English, from 13th to 4th in Mathematics, and from 24th to 8th in Writing. Each year's results reflect a different class of juniors, so these figures compare cohorts and do not measure the growth of the same students.

Figure 6. Old composite, 2024-25 to 2025-26



Open circle: 2024-25; filled circle: 2025-26. Values are in Table 4.

Table 4. Change in grade 11 ACT averages and ranks, 2024-25 to 2025-26

Measure	Waunakee 2024-25	Waunakee 2025-26	Waunakee change	Peer median change	Dane median change	State change	Peer rank (of 26)	Dane rank (of 16)	State rank
Composite (old, 4-test)	21.5	23.1	+1.6	±0.0	+0.7	+0.3	14 → 7	4 → 2	25 → 10
English	19.7	22.0	+2.3	-0.3	+0.9	+0.2	20 → 9	6 → 2	69 → 18
Mathematics	21.7	23.4	+1.7	-0.3	+0.7	+0.2	13 → 4	3 → 1	28 → 6
Reading	22.1	23.2	+1.1	+0.7	+0.9	+0.5	10 → 7	3 → 2	20 → 12
Science	22.4	23.8	+1.4	-0.1	+0.5	+0.1	8 → 3	2 → 1	16 → 6
Writing (2–12)	6.5	7.5	+1.0	+0.2	+0.1	±0.0	24 → 8	10 → 2	205 → 25

Changes are differences between the rounded averages shown. Ranks are 2024-25 → 2025-26 (1 = highest); state ranks are among 375 districts each year. The 2024-25 old composite is calculated the same way as 2025-26 (average of the four section averages). DPI's official 2024-25 composite for Waunakee was 21.6.

Notes and methodology

- **Sources.** Wisconsin DPI district-level ACT public data files for 2024-25 and 2025-26 (2025-26 released October 1, 2026), and DPI's school-level file for McFarland High School. Statewide averages match DPI's published 2025-26 statewide ACT averages (WISEdash, downloaded September 26, 2026).
- **Population.** All grade 11 students enrolled in each district at testing who took the ACT (DPI public reporting basis, not the FAY accountability population). Averages exclude students with no test and students who took the DLM alternate assessment. Waunakee's new composite from these files (22.87) matches the 22.9 in the district's student-level records.
- **Comparison groups.** Dane County: the 16 public school districts DPI assigns to Dane County, including Waunakee (the Isthmus Montessori Academy independent charter is excluded). Peer group: the 25 districts of the WCSD Comparable District Model, the Wisconsin districts of 1,800–10,000 students most similar to Waunakee on economic disadvantage, adult educational attainment, median income, and enrollment. Seven districts belong to both groups (De Forest Area, McFarland, Middleton-Cross Plains Area, Monona Grove, Mount Horeb Area, Oregon, Verona Area). The Dane County median includes all 16 districts; the peer median excludes Waunakee.
- **McFarland.** McFarland is represented by McFarland High School only, excluding the district's virtual charter schools. See the note in Section 2.

- **New composite.** DPI's reported district composite average for 2025-26, based on English, Mathematics, and Reading.
- **Old composite.** The simple average of a district's English, Mathematics, Reading, and Science averages. The official pre-2026 ACT composite rounded each student's four-test average to a whole number, which made it about 0.1 point higher than this calculation (0.13 points on average across Wisconsin districts in 2024-25). For that reason, the old composite should be compared only with figures calculated the same way, as in Section 4.
- **Wisconsin and ranks.** Wisconsin figures are averages of all tested students statewide. Statewide ranks are among the 375 school districts with reported averages (independent charter schools excluded; three small districts had no reported averages). Ranks use unrounded averages, so districts that appear tied at one decimal may have different ranks.

Preparation and environmental note

AI disclosure. This report was drafted with AI assistance (Claude, Anthropic) from Wisconsin DPI public ACT data files. All figures, text, and charts were reviewed and approved by Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District.

Environmental impact. Preparing this report used an estimated 0.15 kWh of data-center energy, or about 60 g CO₂e. That is roughly equivalent to streaming Netflix for about 1 hour 40 minutes, or driving a car that gets 30 miles per gallon about 0.2 miles (roughly 1,000 feet). Conversion factors: about 36 g CO₂e per hour of streaming (IEA); 8.89 kg CO₂ per gallon of gasoline (U.S. EPA); about 0.39 kg CO₂e per kWh (U.S. average grid). The energy figure is an order-of-magnitude estimate because per-session use is not metered.



Spring 2026 State Assessment Results

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Three-year trend, 2023-24 to 2025-26, with Dane County, peer group, and statewide comparisons

Forward Exam • PreACT Secure • ACT • DLM

Board of Education • October 2026

Amy Fassbender, Director of Elementary Curriculum and Instruction

Tim Schell, Director of Secondary Curriculum and Instruction

What the state assessments measure

Four assessments, grades 3–11, reported on one DPI scale

1

Forward Exam

Grades 3–8 — ELA & Mathematics every grade; Science in 4 & 8; Social Studies in 4, 8 & 10

2

PreACT Secure

Grades 9–10 — ELA & Mathematics

3

ACT with Writing

Grade 11 — ELA, Mathematics & Science

4

Dynamic Learning Maps

Grades 3–11 — Alternate assessment for students with significant cognitive disabilities

How results are reported

- Metric: percent of tested students scoring Meeting or Advanced — DPI's definition of proficient. 122
- Population: Full Academic Year (FAY) district students, the same group used for state report cards.
- Order: district → grade → school → student groups.
- Comparisons (slides 15–17) use DPI's public district files for all enrolled students.
- Small groups (fewer than 10 tested) are suppressed.

2025-26 at a glance

Percent of FAY district students at Meeting or Advanced, all tested grades

ELA

75.6%

▲ +2.3 pts vs. 2024-25
▲ +3.9 pts vs. 2023-24

Mathematics

76.9%

▲ +2.6 pts vs. 2024-25
▲ +1.0 pts vs. 2023-24

Science

74.4%

▲ +5.1 pts vs. 2024-25
▲ +2.0 pts vs. 2023-24

Social Studies

81.2%

▲ +2.1 pts vs. 2024-25
▲ +5.4 pts vs. 2023-24

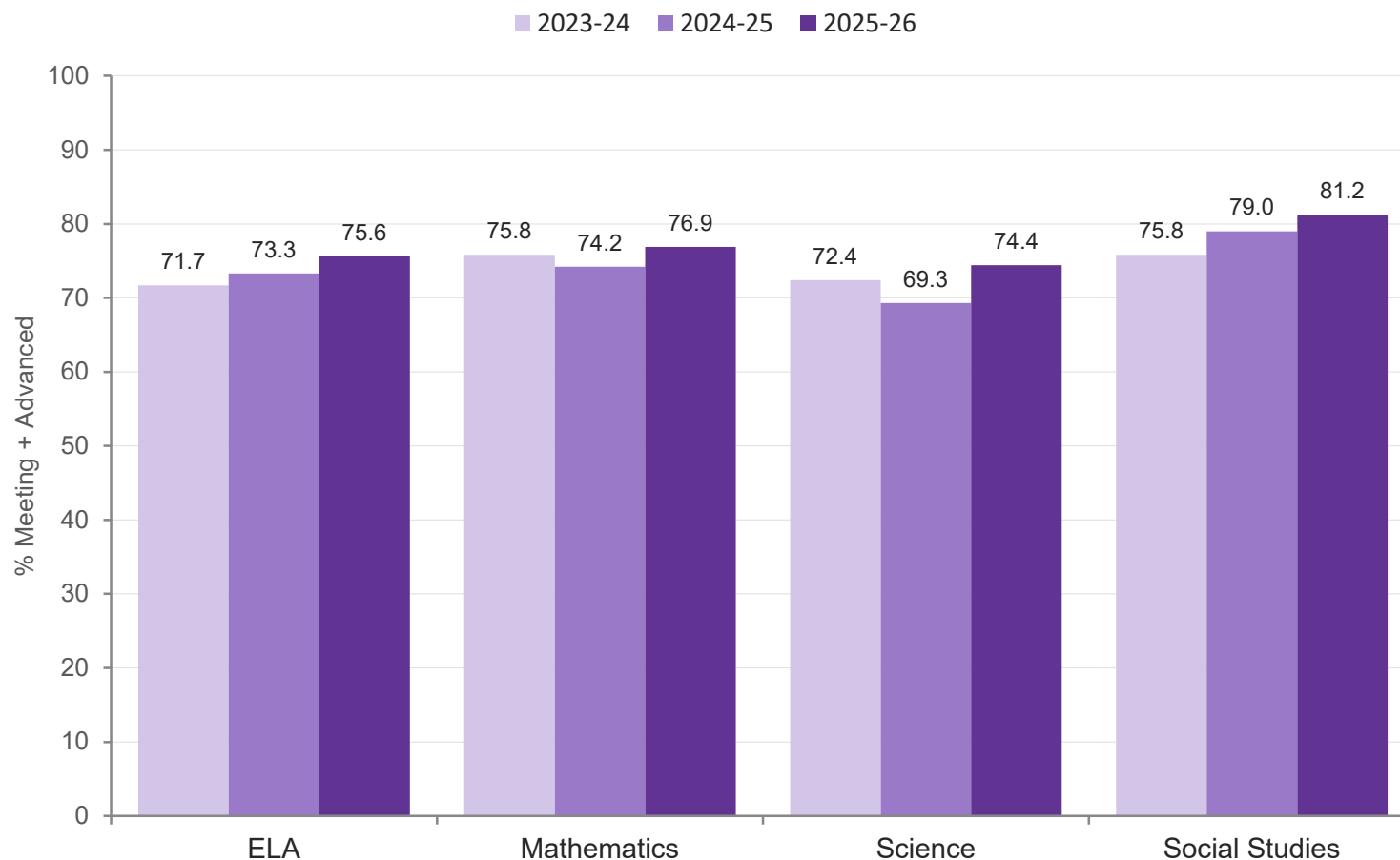
123

Gains in all four subjects. ELA and Social Studies are at three-year highs; Mathematics and Science recovered from 2024-25 dips to finish above 2023-24. Participation was 96–98% in every subject.

Growth is at the top. The Advanced share rose over three years in every subject: ELA 20% → 27%, Math 31% → 36%, Science 35% → 42%, Social Studies 41% → 50%.

Three-year trend by subject

District total, % Meeting + Advanced

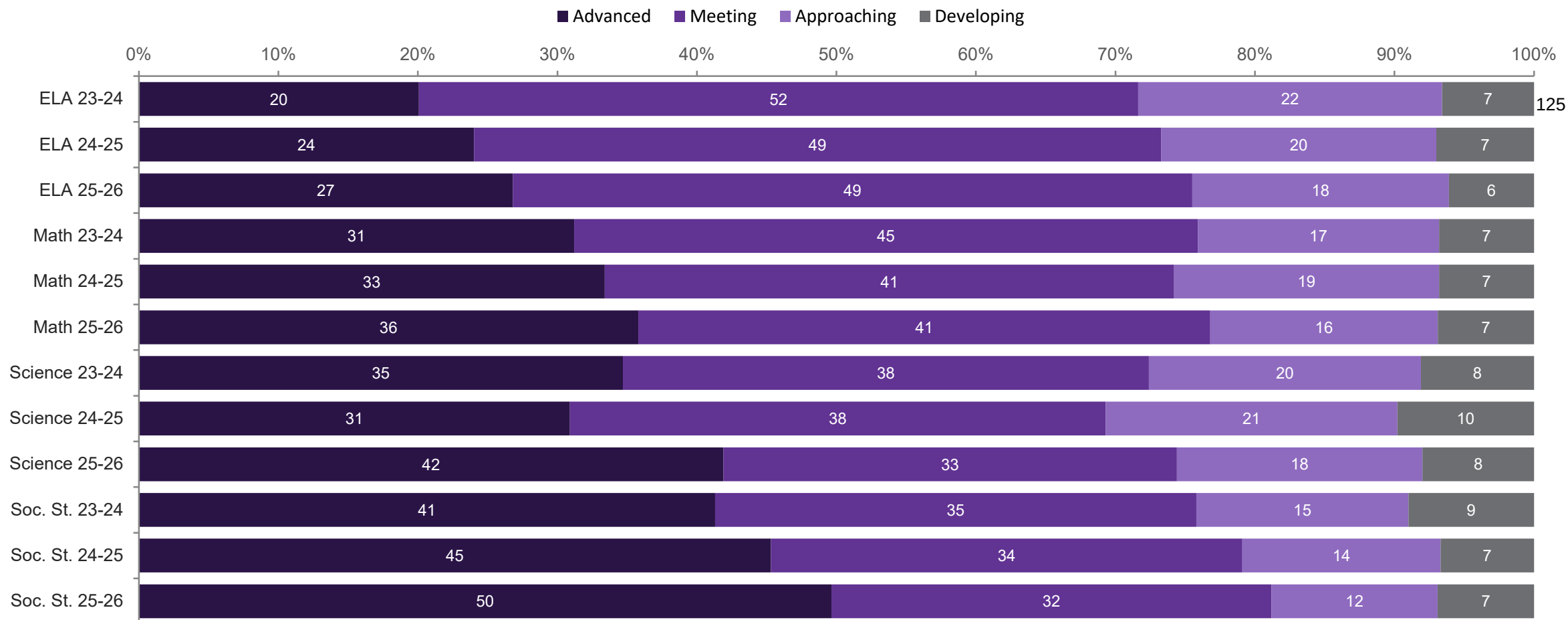


Reading the trend

- Social Studies: +5.4 over three years, the strongest climb. 124
- ELA: two consecutive gains; +3.9 since 2023-24.
- Mathematics & Science: 2024-25 dips reversed; both now above 2023-24.
- The 2024-25 dips in Math and Science were concentrated in one cohort (Grade 11) — see the grade slides.

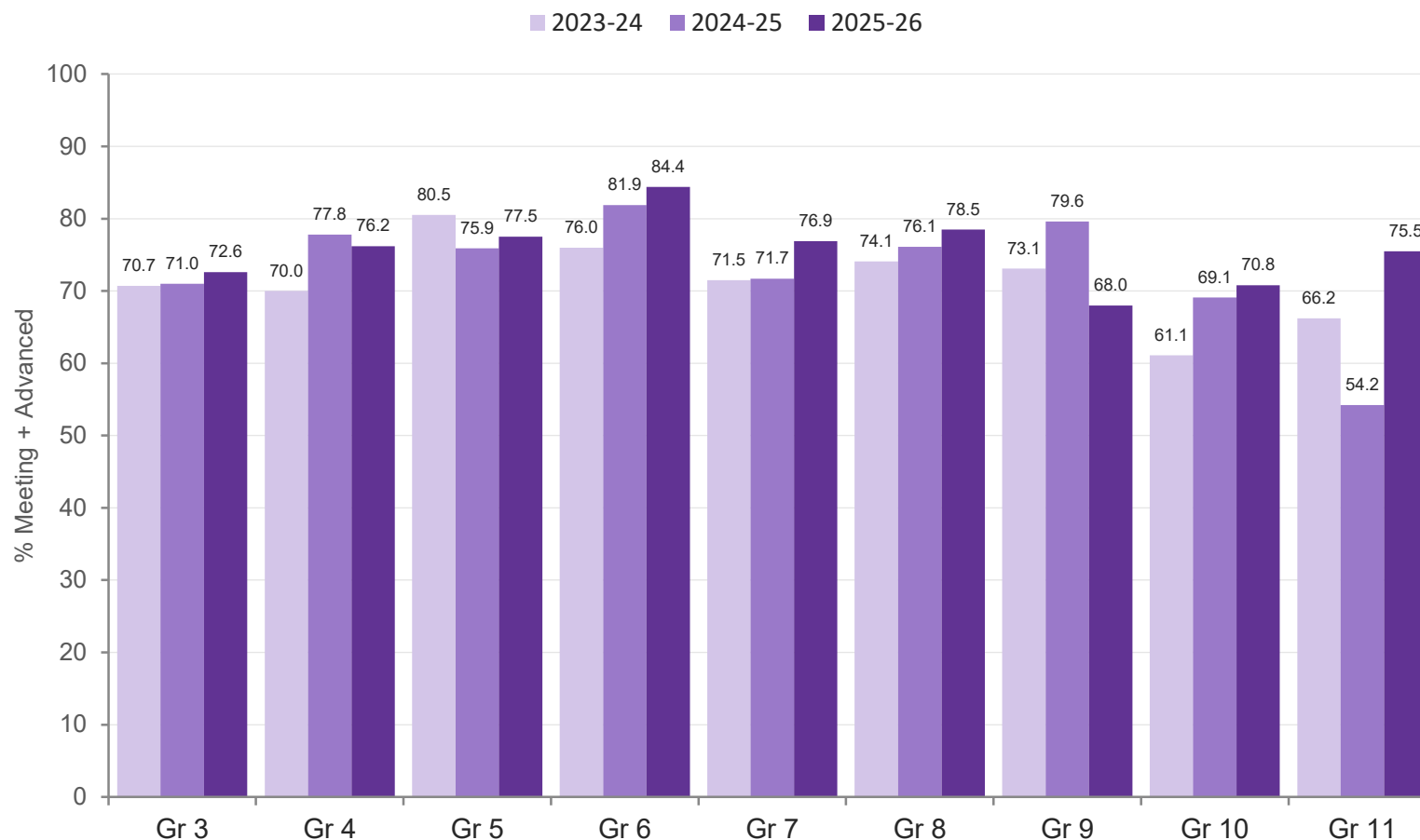
More students reaching Advanced

Share of tested students at each DPI level, district total



ELA by grade

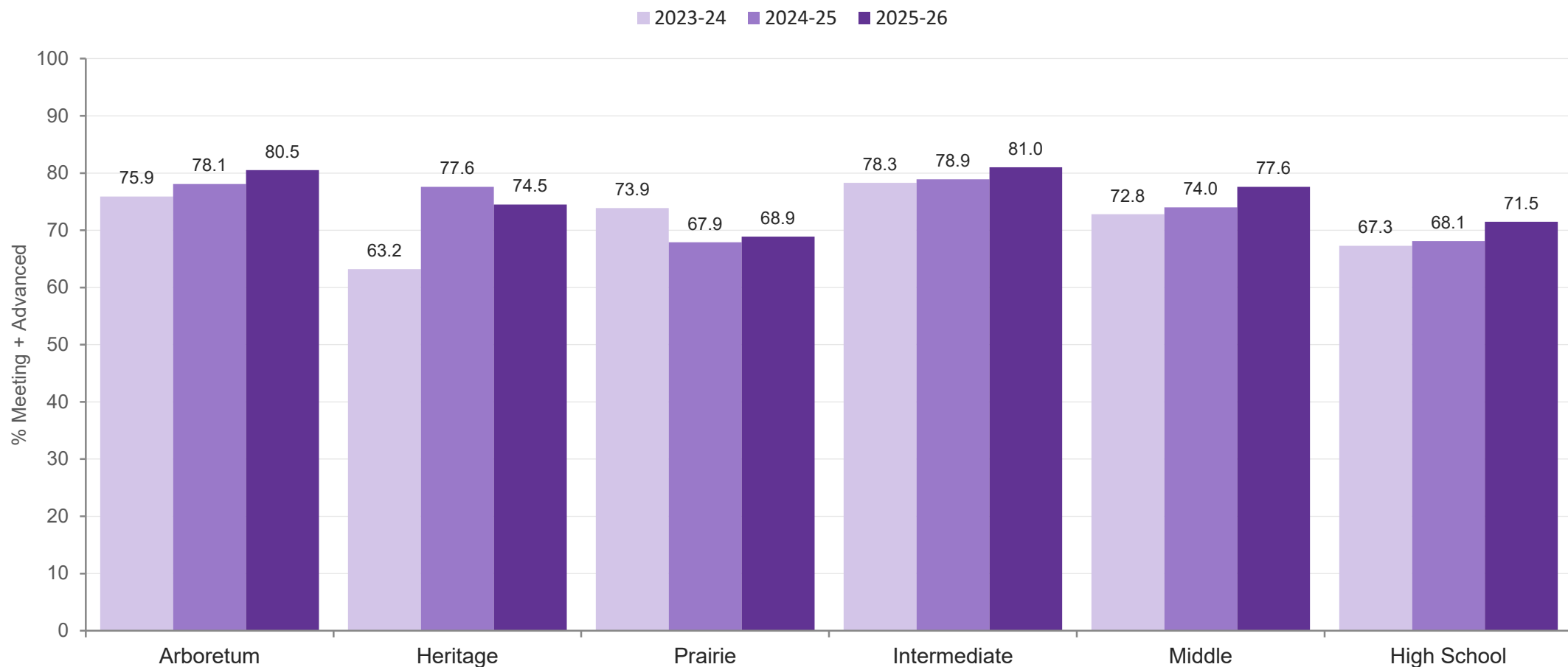
% Meeting + Advanced • Forward (3–8), PreACT Secure (9–10), ACT (11)



- Grade 6 (84.4%) is the highest grade-level result in any subject
- Grades 3, 5, 6, 7, 8 all improved; Grade 4 eased 1.6 after a big 2024-25 gain
- Grade 11 ACT rebounded 21 points after a low 2024-25 cohort
- **Monitor: Grade 9 fell 11.6 points to 68.0% — lowest ELA grade**

ELA by school

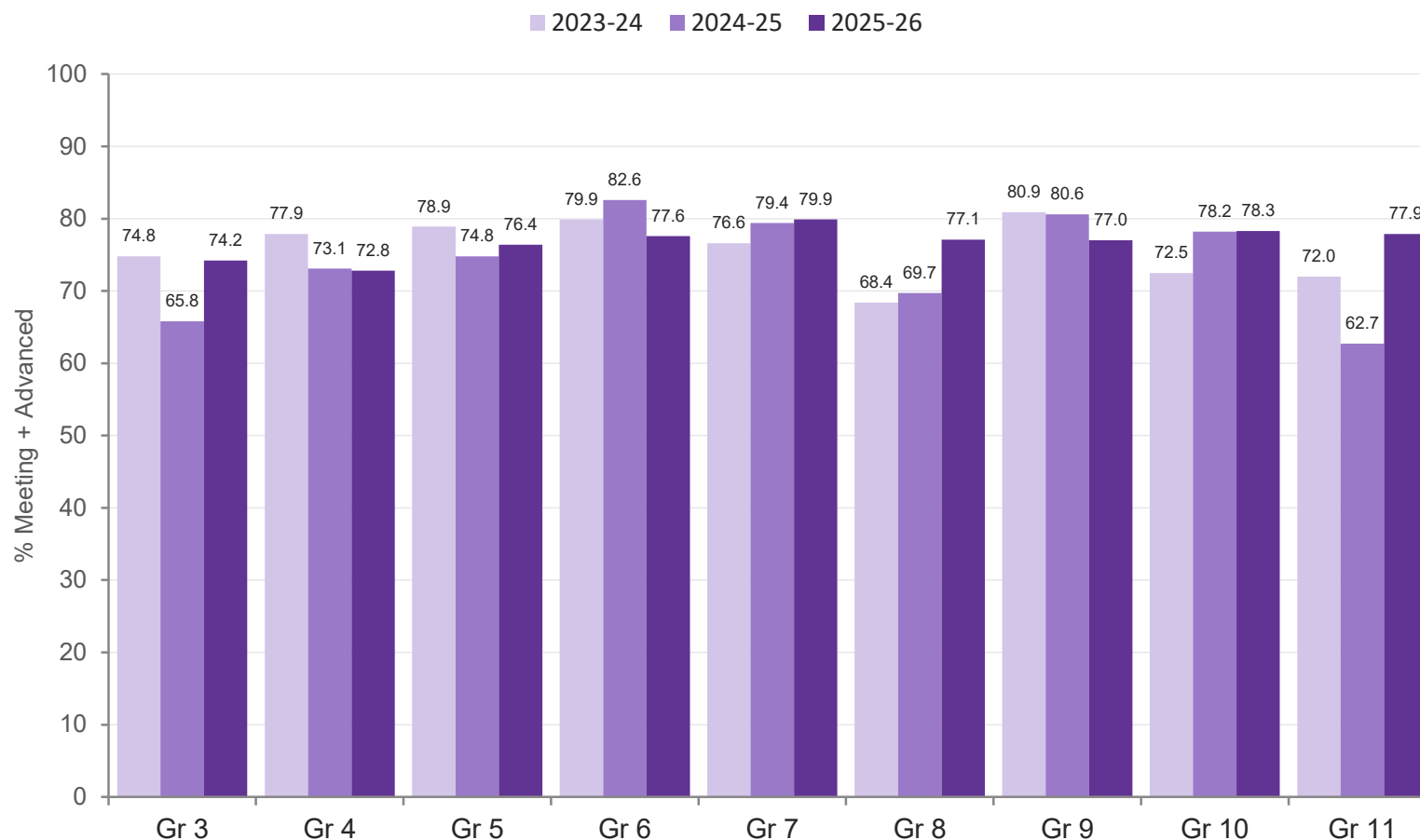
% Meeting + Advanced • Elementary results reflect grades 3–4



127

Mathematics by grade

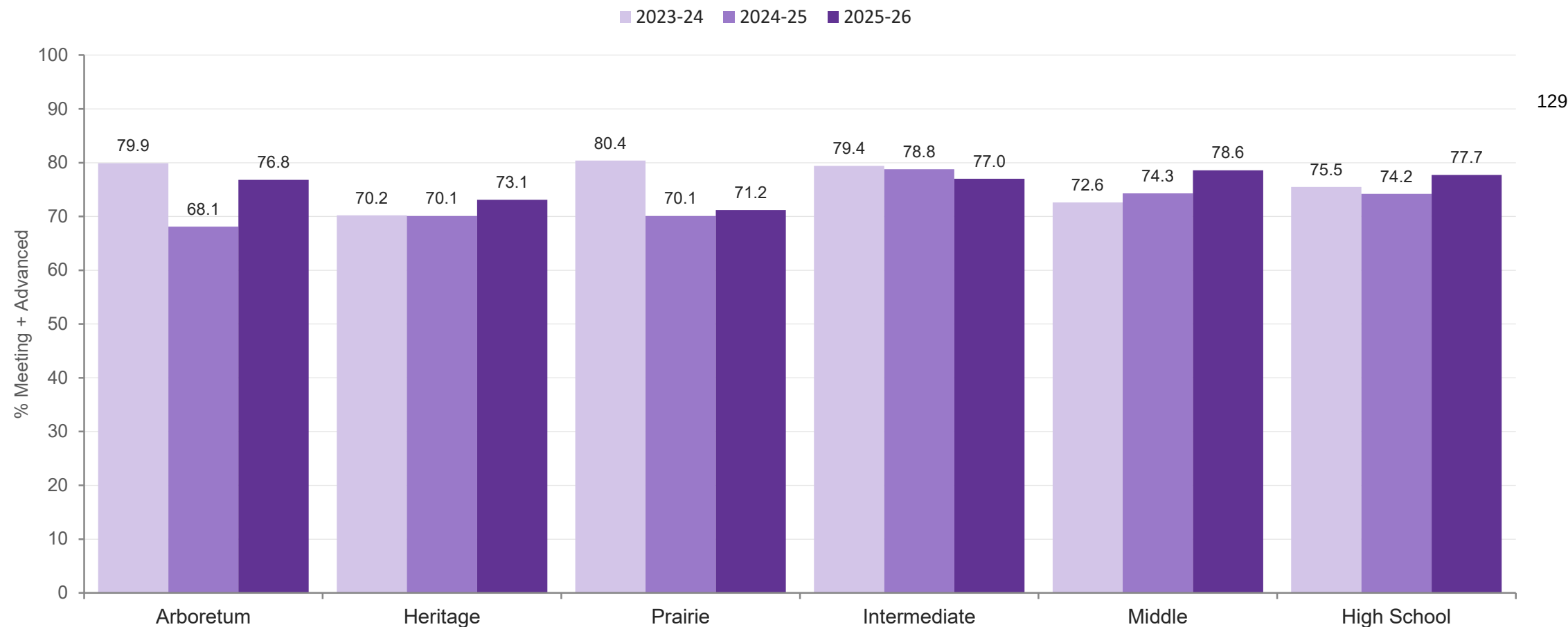
% Meeting + Advanced • Forward (3–8), PreACT Secure (9–10), ACT (11)



- Grade 8 up 7.4 to 77.1% — from lowest Forward grade to a three-year high 128
- Grade 3 recovered 8.4 points to 74.2%
- Grade 11 ACT rebounded 15 points to 77.9%
- **Monitor: Grade 6 down 5.0 to 77.6%; Grade 9 down 3.6; Grade 4 still 5 below 2023-24**

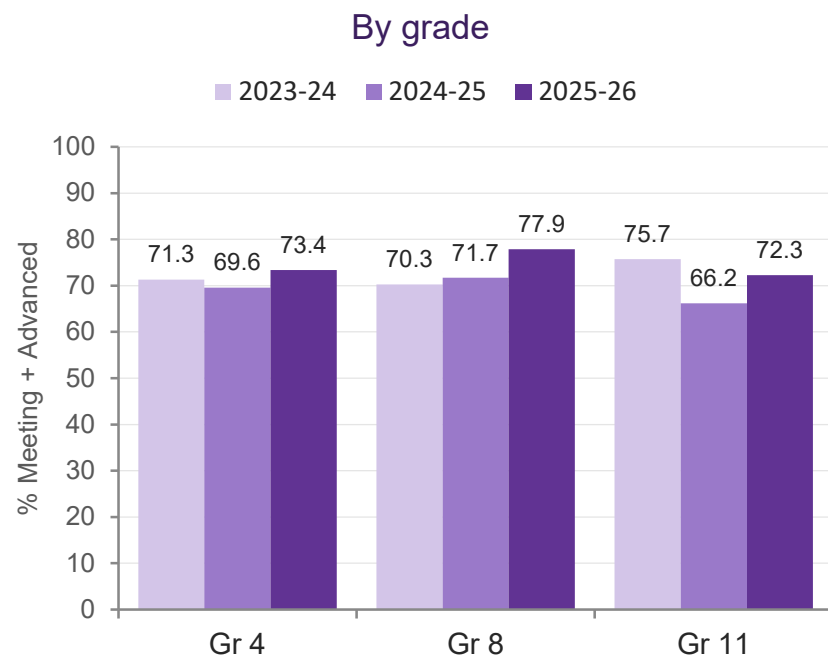
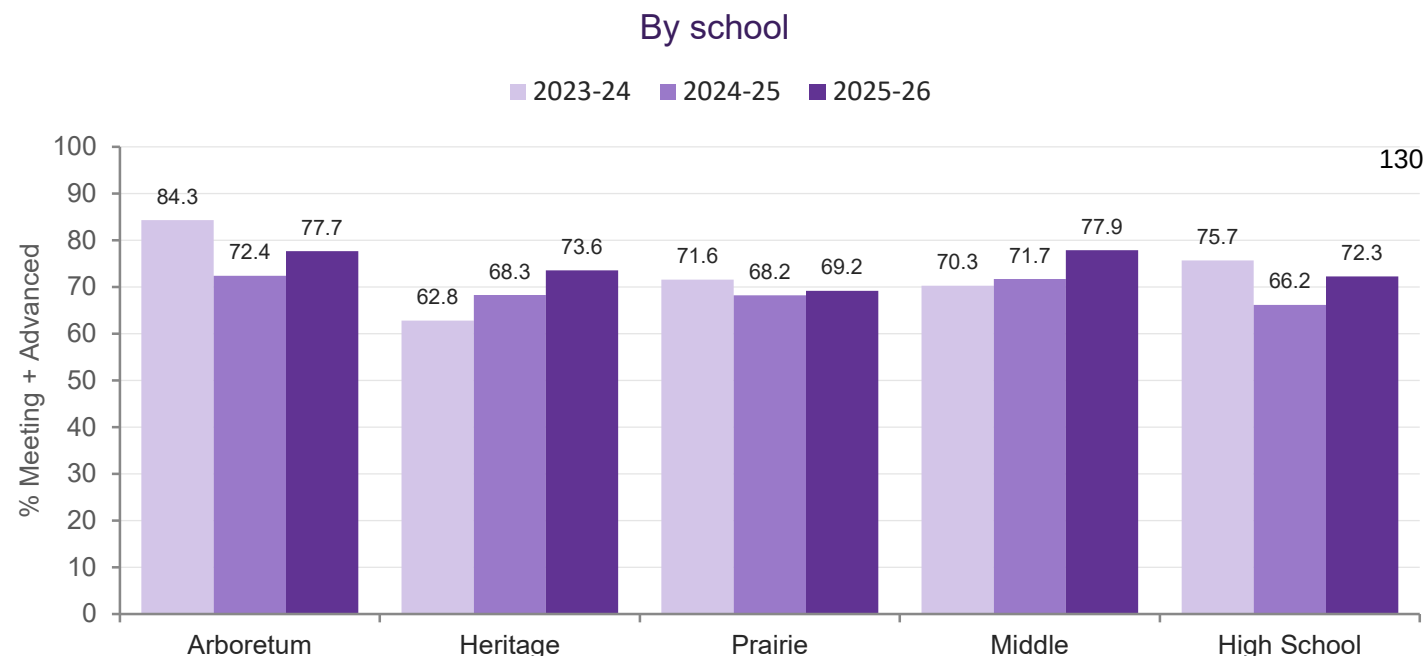
Mathematics by school

% Meeting + Advanced • Elementary results reflect grades 3–4



Science

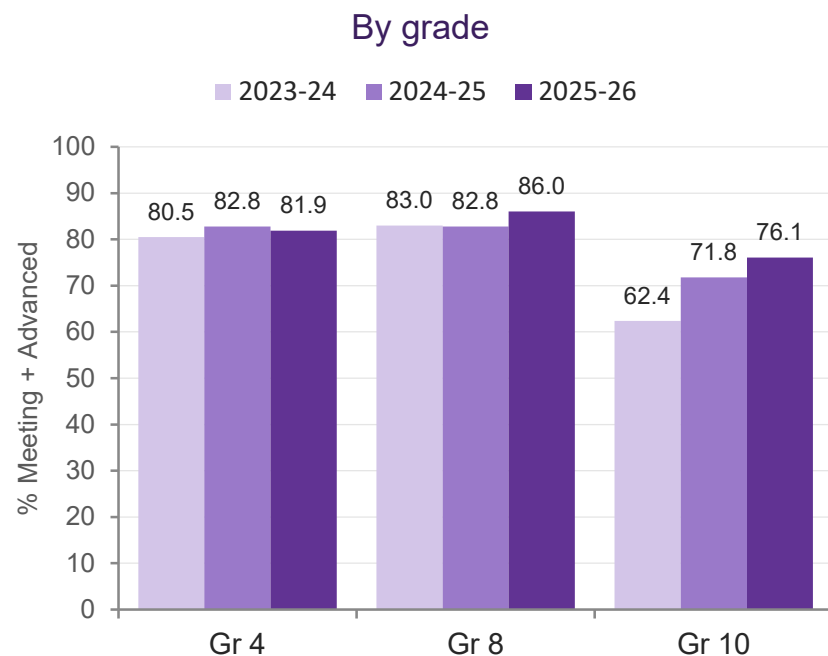
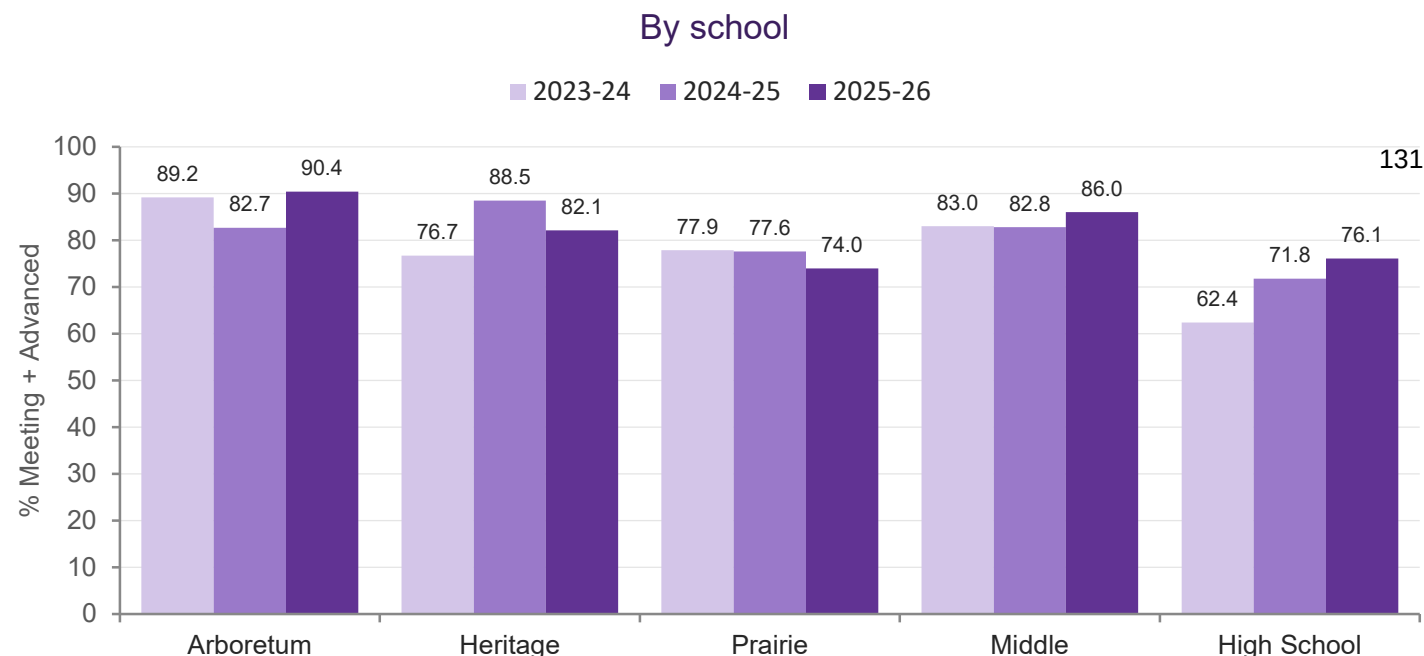
% Meeting + Advanced • Grades 4 & 8 (Forward), Grade 11 (ACT)



- All three grades improved: Gr 4 +3.8, Gr 8 +6.2 (three-year high), Gr 11 +6.1
- Largest one-year gain of any subject (+5.1 to 74.4%)

Social Studies

% Meeting + Advanced • Grades 4, 8 & 10 (Forward)

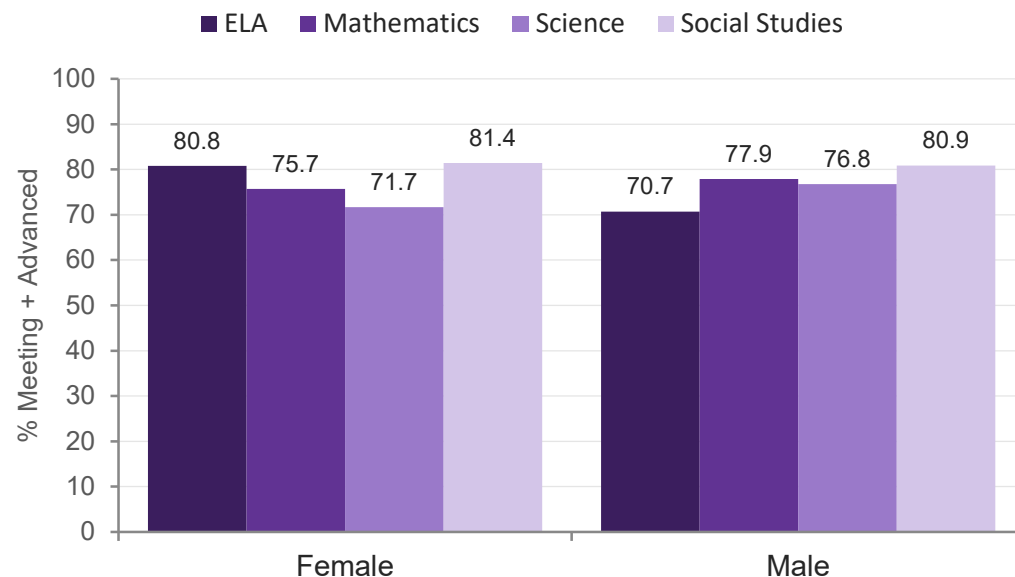


- Highest-performing subject: 81.2%, +5.4 over three years
- Grade 10 up 13.7 points since 2023-24; Grade 8 at 86.0%

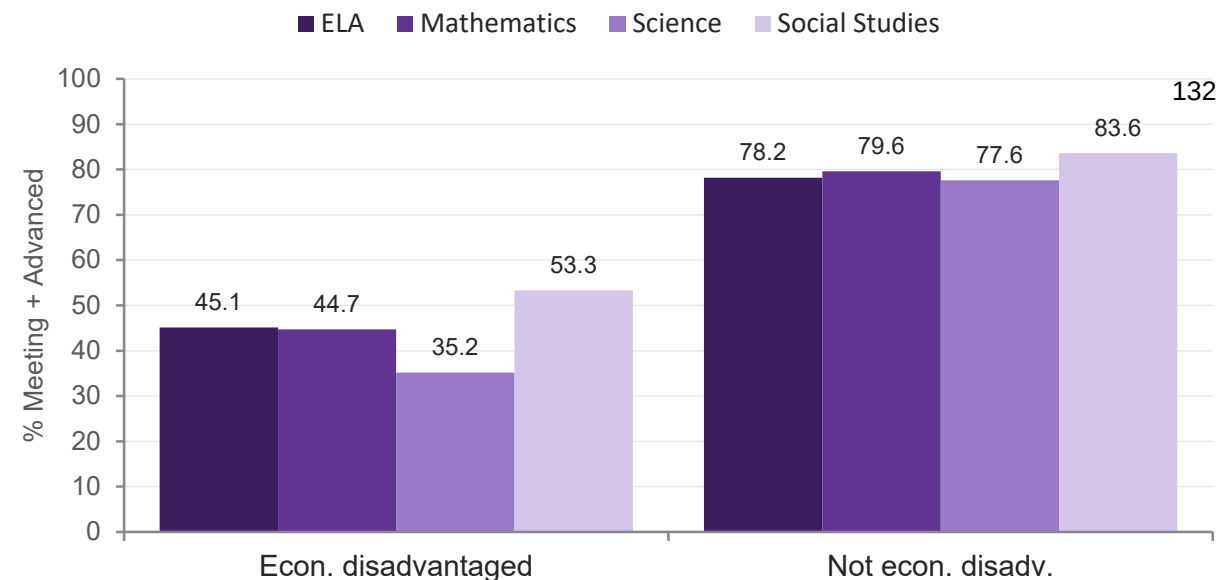
Student groups: gender and economic status

2025-26 % Meeting + Advanced

By gender



By economic status

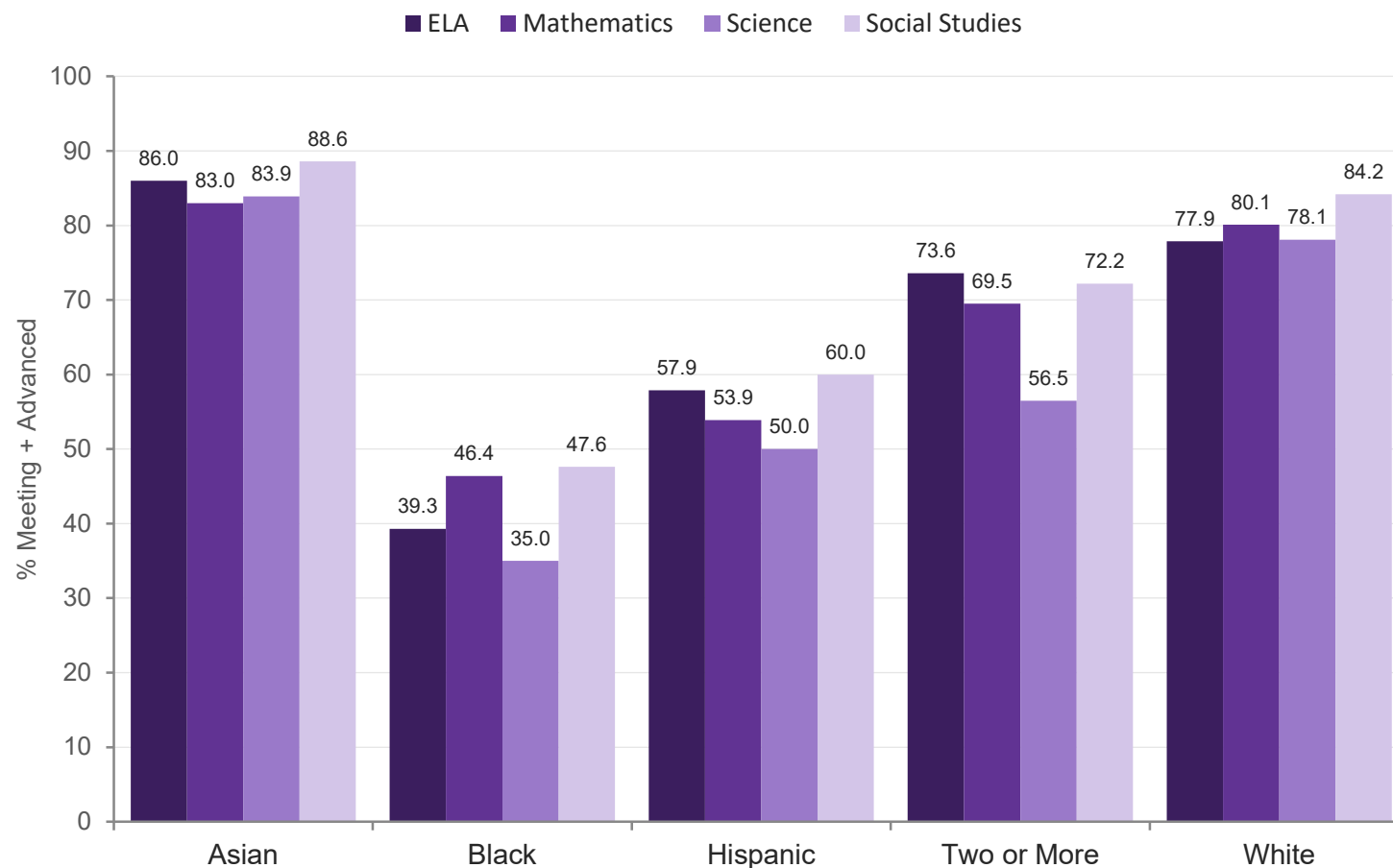


Gender: girls lead in ELA by 10 points (18 points in grades 9–11); boys lead in Math (+2) and Science (+5); Social Studies is even.

Economic status: gaps of 33 (ELA), 35 (Math), 42 (Science) and 30 (Social Studies) points have not narrowed in three years; Science and Social Studies proficiency for economically disadvantaged students fell 11–12 points (n≈70–75).

Student groups: race and ethnicity

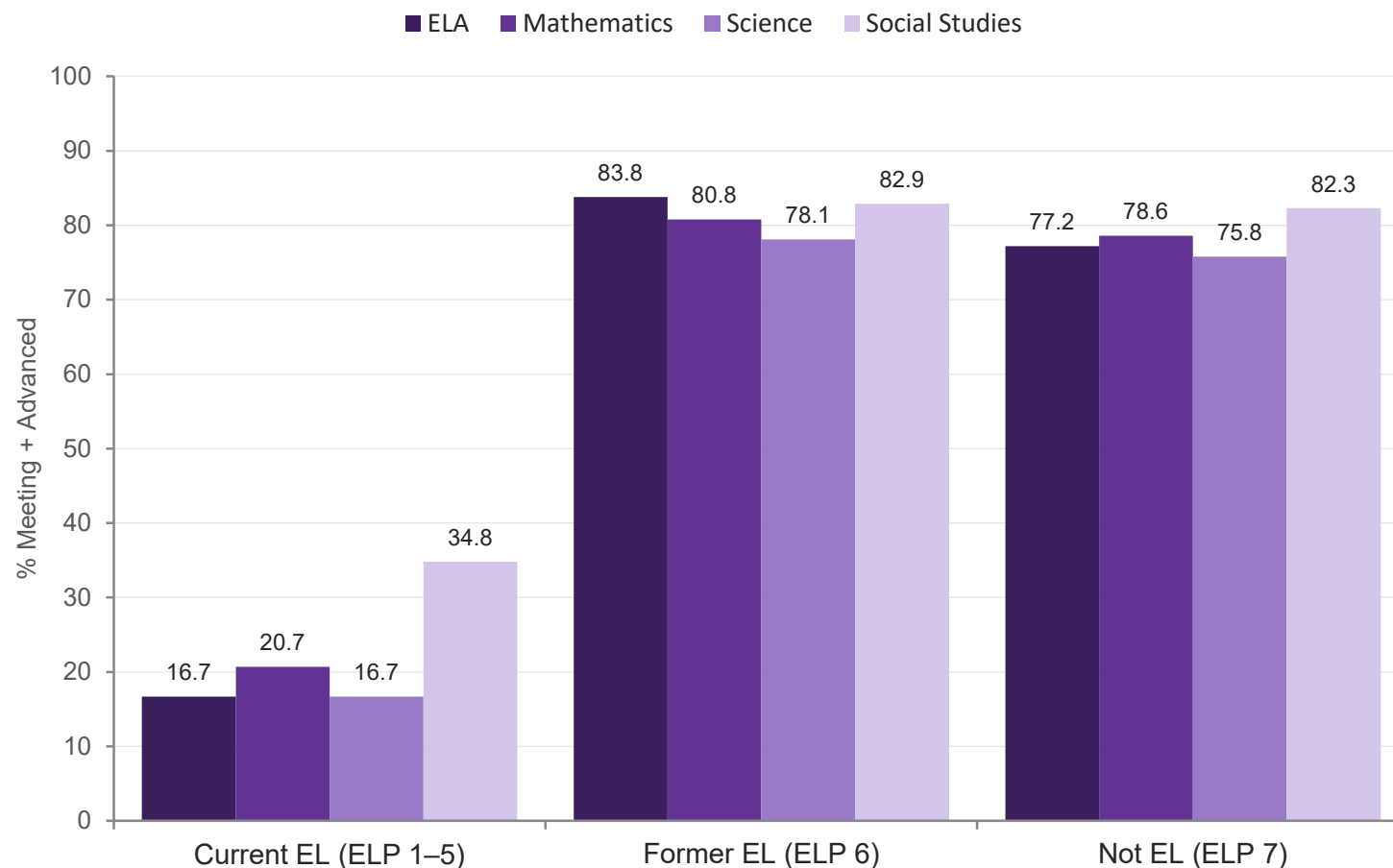
2025-26 % Meeting + Advanced • American Indian and Pacific Islander students (n=2 each) suppressed



- Asian (83–89%) and White (78–84%) students lead; White students improved in all four subjects 133
- Hispanic students (n≈230) gained in ELA (+5.0) and Math (+4.4) but remain 20+ points below the district
- Black students (n=56): Math up 10.4 to 46.4%; ELA flat near 39%
- Two or More races improved in ELA, Math and Social Studies
- Science and Social Studies groups are small (n≈20–65) — read single-year changes cautiously

Student groups: English learners

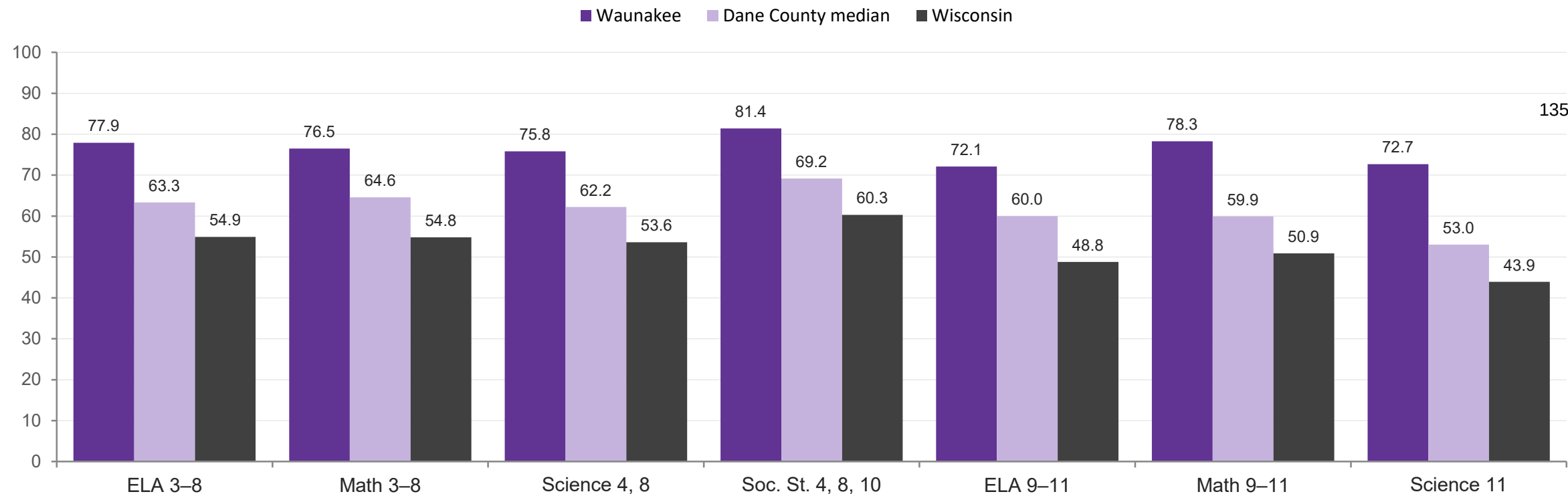
2025-26 % Meeting + Advanced • EL = ELP levels 1–5; Former EL = ELP 6



- Former English learners (n≈99) meet or exceed the district average in every subject — 83.8% ELA, 80.8% Math 134
- Current ELs (n≈90) scored 16.7% ELA and 20.7% Math, down ~10 points as the group's composition changed
- Students who were never ELs track the district total
- Takeaway: the language-development pathway produces durable outcomes; current ELs need academic supports alongside language services

How we compare: Dane County

2025-26 % Meeting + Advanced, all enrolled students tested • 16 Dane County public school districts



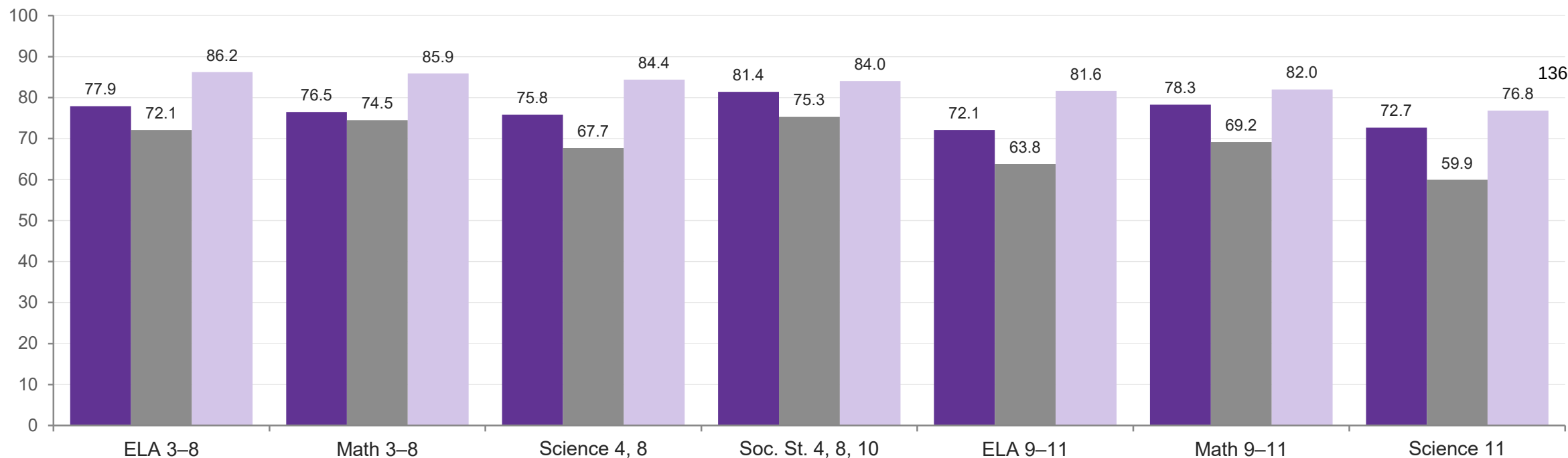
Dane County rank	1st of 16	1st of 16	1st of 16	1st of 16	2nd of 16	1st of 16	1st of 16
	2024-25: 1st	2024-25: 1st	2024-25: 3rd	2024-25: 3rd	2024-25: 3rd	2024-25: 2nd	2024-25: 2nd

ACT Composite (grade 11): 22.9 — 2nd of 16 (Dane median 20.6; Wisconsin 19.3). Grade 11 leads the county in all three ACT subjects.

How we compare: statewide peer group

2025-26 % Meeting + Advanced • Waunakee and its 25 comparable districts (WCSD Comparable District Model)

■ Waunakee ■ Peer median ■ Highest peer



Peer group rank

5th of 26

2024-25: 6th

12th of 26

2024-25: 13th

4th of 26

2024-25: 8th

3rd of 26

2024-25: 8th

7th of 26

2024-25: 13th

3rd of 26

2024-25: 5th

3rd of 26

2024-25: 8th

Highest peer: Cedarburg in six of seven; Hamilton in Social Studies. Grade 11 Math is 2nd of 375 districts statewide.

Grade-level ranks

2025-26 rank by subject and grade • Dane County (of 16) and peer group (of 26) • 1 = highest

Dane County — grade	3	4	5	6	7	8	9	10	11
ELA	2	2	1	1	2	2	4	4	1
Mathematics	4	3	2	1	2	2	2	2	1
Science		3				1			1
Soc. Studies		2				2		1	

Peer group — grade	3	4	5	6	7	8	9	10	11
ELA	10	7	6	2	6	4	12	4	5 137
Mathematics	11	15	11	12	10	10	10	3	1
Science		11				3			3
Soc. Studies		13				6		3	

Shading: dark purple = 1st; medium = 2nd–3rd; light = top four (Dane) or top ten (peers). Grades 9–11 Science = grade 11 ACT; grade 10 Social Studies = Forward.

- Dane County: every Forward grade in the top four; grade 11 first in all three ACT subjects; grades 9–10 ELA fourth.
- Peer group: grade 11 Math 1st, grade 6 ELA 2nd; grades 3–8 Math ranks 10th–15th in every grade — the clearest gap with the strongest peers.
- Participation: about 94% in grades 9–11 (state 94%, peer median 98%). Counting non-tested students, high school peer ranks would fall to 11th / 7th / 5th from 7th / 3rd / 3rd.

Strengths and opportunities

What the three-year trend and the comparisons tell us

Strengths

- Proficiency up in all four subjects; Advanced share rising everywhere
- First in Dane County in all four Forward subjects and HS Math and Science
- Above the peer median in every subject; peer ranks up in all seven
- Grade 11 ACT back above 75% in ELA and Math; Grade 11 Math 2nd of 375 statewide
- Grade 8 Math and Grade 6 ELA at three-year highs
- Former English learners at or above district average

Opportunities

- Grade 9 ELA: –11.6 to 68.0%; 12th of 26 peers; 18-point gender gap¹³⁸ at grades 9–11
- Grades 3–8 Math ranks 10th–15th among peers; Grade 6 Math –5.0; Grade 4 Math below peer median
- HS participation ~94%, 24th of 26 peers
- Economic-status gap of 30–42 points, unchanged in three years
- Black and Hispanic students below 60% in every subject

Data notes

- Population and metric: Full Academic Year (FAY) district students; percent scoring Meeting or Advanced on Wisconsin DPI performance levels; denominators are tested students (No Test excluded). Participation was 96–98% in every subject and year.
- Assessments: Forward Exam (grades 3–8 ELA/Math; 4 & 8 Science; 4, 8 & 10 Social Studies), PreACT Secure (grades 9–10 ELA/Math), ACT (grade 11 ELA/Math/Science), and the Dynamic Learning Maps (DLM) alternate assessment where reported.
- 2025-26 grades 3–8 ELA and Math come from the DRC Grade Results File rather than WISEdash. FAY status was matched from other 2025-26 WISEdash files for grades 4 and 8 (about 1% non-FAY); grades 3, 5, 6, and 7 are assumed FAY. DLM results are not yet included for those grades/subjects.
- Economic status comes from district enrollment demographic files, matched by WISEid with 100% coverage. English learner = ELP codes 1–5; former EL = ELP 6. Groups with fewer than 10 tested students are suppressed.
- Comparisons (slides 15–17) use DPI's public 2025-26 district files released October 1, 2026: all enrolled students, tested-student basis, DLM included. Waunakee's figures there differ from FAY figures by about one point or less. Dane County median includes all 16 districts; peer median excludes Waunakee. McFarland's figures cover its in-person schools only; its statewide virtual charter schools are excluded.

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Questions and discussion

Amy Fassbender, Director of Elementary Curriculum and Instruction

Tim Schell, Director of Secondary Curriculum and Instruction

AI disclaimer: This document was drafted with the assistance of Claude, an AI system developed by Anthropic, working from WISEdash for Districts and DRC student-level data exports, district demographic files, and Wisconsin DPI's public 2025-26 district-level data files. All analyses, figures, and narrative in every release have been reviewed and approved by Tim Schell, Director of Secondary Curriculum and Instruction, Waunakee Community School District, prior to distribution.

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Environmental impact statement: Producing this set of deliverables (data processing, analysis, and document generation across the original September drafting session and the October 2026 comparison updates) is estimated to have consumed roughly 1.0 kWh of electricity — an order-of-magnitude estimate, since AI providers do not report per-session energy use. That is comparable to about 13 hours of Netflix streaming (≈ 0.077 kWh per hour, per Netflix/DIMPACT) and, in carbon terms, to driving about 1.3 miles in a car that gets 30 mpg (≈ 0.39 kg CO₂ using the U.S. average grid intensity of ≈ 0.39 kg CO₂/kWh and 8.9 kg CO₂ per gallon of gasoline).



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

Fall 2026 i-Ready Diagnostic Results

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Reading and mathematics, grades K–8, with multi-year trends
and student trajectories for grades 5–8

Board of Education · October 2026

Amy Fassbender, Director of Elementary Curriculum and Instruction

Tim Schell, Director of Secondary Curriculum and Instruction

Data as of October 7, 2026

Two ways to read a fall i-Ready result

Placement level

Compares a student with what is expected for the whole grade. "On grade level" means Early On or Mid or Above Grade Level.

In the fall, "1 grade level below" is typical: it matches students who have just begun the year. It becomes a concern in winter or spring.

National percentile

Compares a student with students in the same grade nationally at the same time of year. The 50th percentile is the national middle.

The better measure for comparing grades, schools and years.¹⁴²

In the fall, a 1st grader must score at about the 90th national percentile in mathematics to place on grade level, so only about 1 in 10 first graders nationally do.

Every grade starts the year above the national middle

74.5

median national percentile, K–8 mathematics

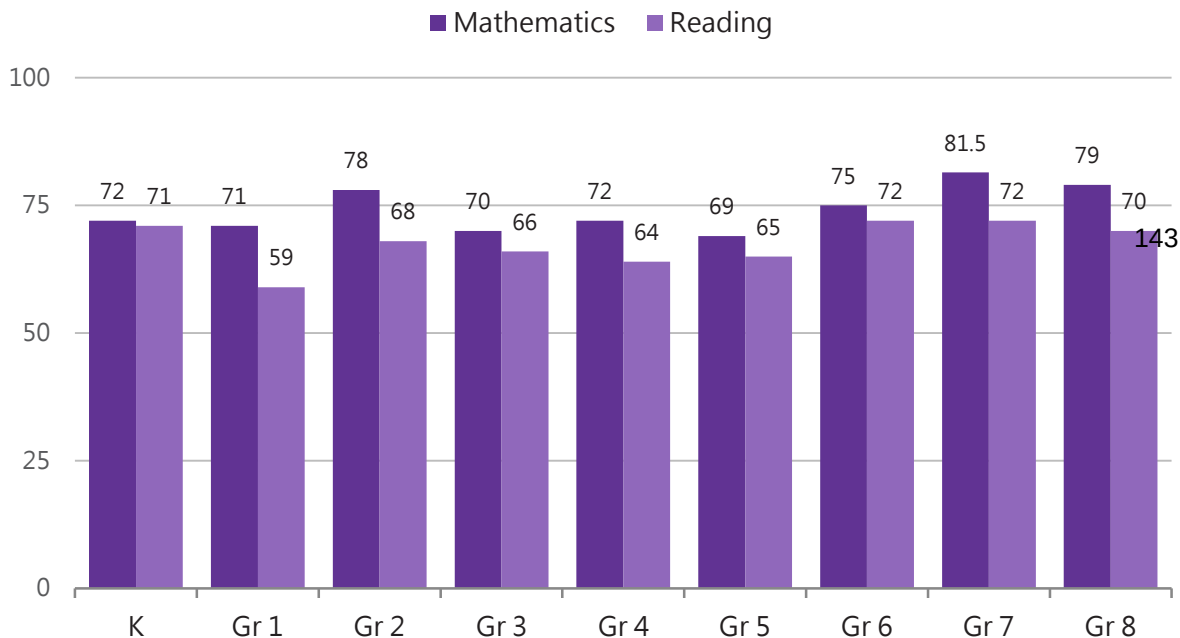
68

median national percentile, K–8 reading

77%

of K–8 students at or above the national median in mathematics (71% in reading)

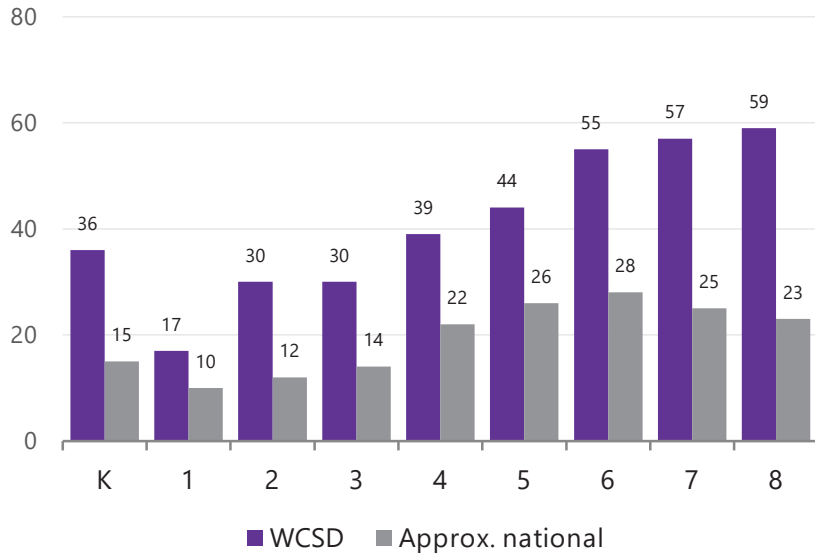
Median national percentile by grade (national median = 50)



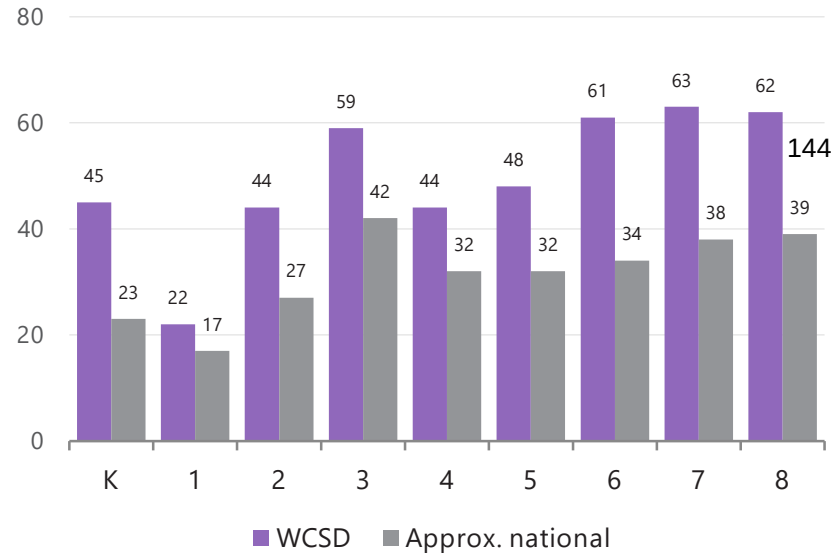
Elementary placements look low, but they are not low

First K–4 administration. Grades K–4 placed 31% on grade level in mathematics (nation about 15%) and 43% in reading (nation about 29%).

Mathematics: % on grade level, fall 2026

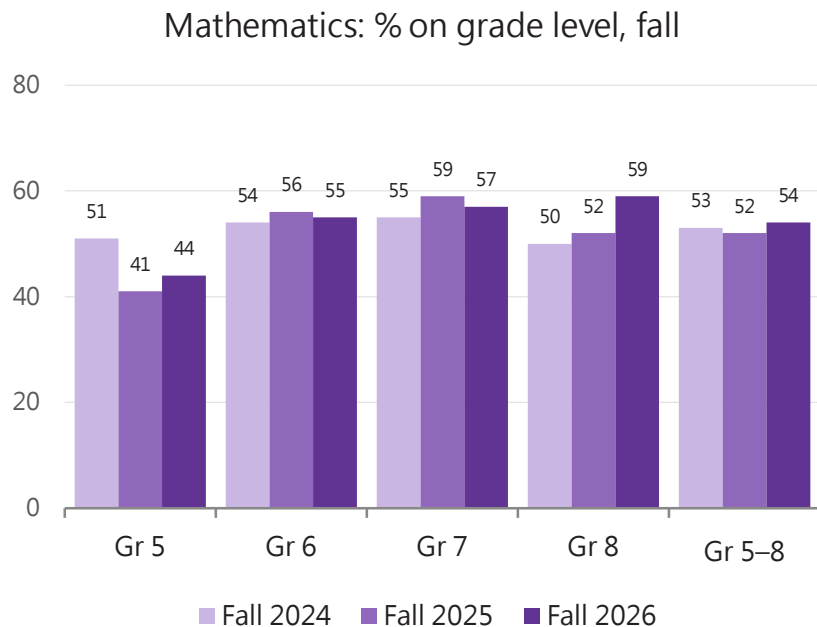
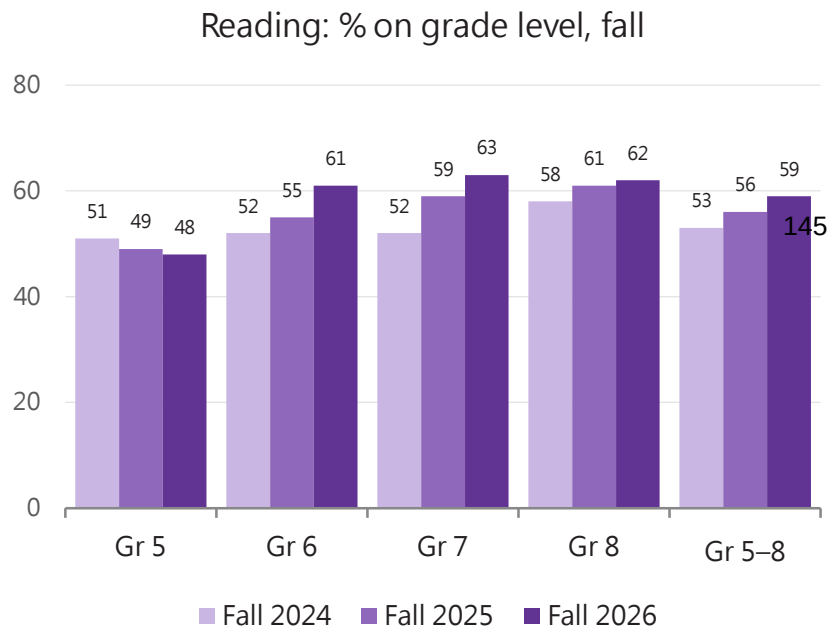


Reading: % on grade level, fall 2026



Grades 5–8: reading rising, mathematics steady

Percent on grade level in the fall. In mathematics, the share two or more grade levels below fell from 17% to 14%.



The same students are gaining ground

76th → 84th

Today's 7th graders, mathematics
(national percentile, fall 2024 to fall 2026)

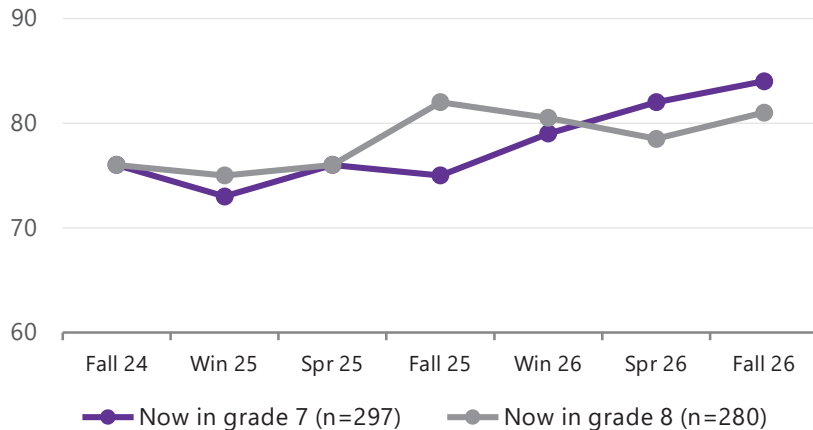
69th → 74.5th

Today's 7th graders, reading

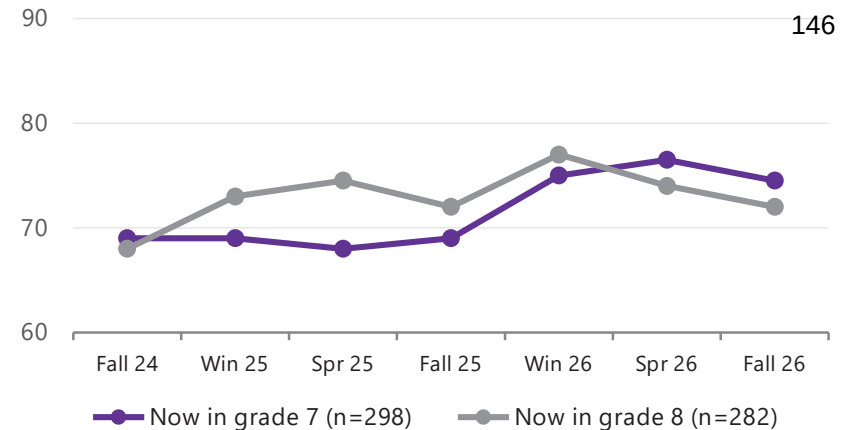
71% / 66%

Met typical annual growth in 2025-26,
math / reading (about 50% nationally)

Mathematics (median national percentile)

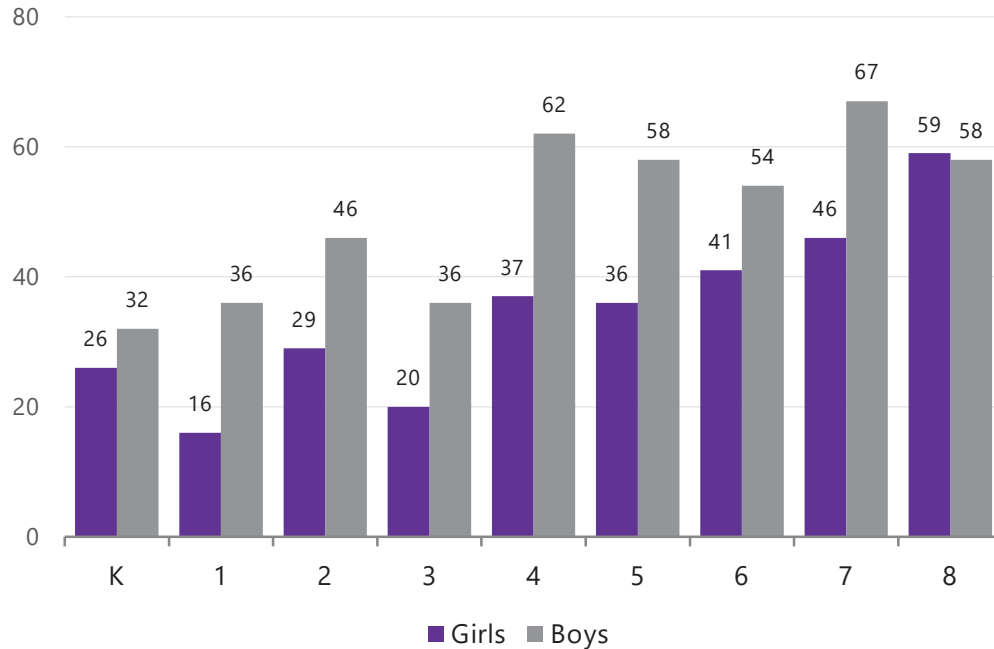


Reading (median national percentile)



The girls' math gap starts in number and operations

Number and operations: % on grade level, fall 2026



25 points

Grade 4 gap in number and operations (37% of girls vs 62% of boys on grade level). Girls trail in most grades in all four domains; K–4 gaps are largest here.

Mixed in 5–8

The gap arrives with each grade 5 class. For the same students it all but closed for today's 8th graders but widened for today's 7th graders.

62% stay far behind

of students 2+ grade levels below in number and operations (vs 44–50% in other domains). No clear extra slowdown once overall level is accounted for.

Where we will focus

Students far behind

59%

of 5th–6th graders two or more grade levels below in math in fall 2024 are still that far behind (56% in reading).

Next: Review intervention: who is served, how often, and progress checks between diagnostics.

Number and operations

25 points

Grade 4 gap between girls and boys in number and operations. Girls trail from kindergarten, and this deficit is the hardest to close.

Next: Strengthen K–4 number and operations; targeted number-sense intervention in grades 5–8.

Student groups

28th–44th

Median percentiles for economically disadvantaged students, students with disabilities and English learners.

148

Next: Monitor these groups' growth at winter and spring, read across years.

Also: report fall results with percentiles alongside placements; watch grade 1 and grade 5 reading at winter; link spring i-Ready to spring Forward results.

Prepared with AI assistance (Claude, Anthropic); reviewed and approved by Tim Schell. Data: i-Ready Diagnostic, fall 2026, as of October 7, 2026. Full tables, methods and Board questions are in the Board information brief.

Personal Reading Plans and Early Literacy

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Fall 2026 update: Act 20 plans, aimswebPlus trends through the 2025 renorming, and the i-Ready cross-check

Amy Fassbender, Director of Elementary Curriculum and Instruction

166 students have plans; reading skills are steady; the measuring stick moved

166

students on Personal Reading Plans this fall: 101 in K-3 and 65 in grades 4-5, 9% of K-5

15%

of 2nd and 3rd graders below the fluency bar this fall, flat for two years on one yardstick

67%

of plan students just under the line exit at the next fall screening, against 9% of those far below

85%

of this fall's plans are continuing plans; only 25 are new

150

Sources: Act 20 plan rosters 2024-25 to fall 2026; aimswebPlus benchmarks; i-Ready reading, fall 2026

Grades 2, 3 and 5 carry the most plans; Heritage holds nearly half

Grade	Plans	% enrolled	Arboretum	Heritage	Prairie	Intermediate
K	11	4%	2	9	0	—
1	15	5%	4	3	8	—
2	34	12%	6	12	16	—
3	41	13%	5	26	10	—
4	24	7%	4	10	10	—
5	41	13%	—	—	—	41
K-5	166	9%	21	60	44	41

K-3 plans come from screening

Below the 25th percentile on fall aimswebPlus. Grades 4-5 plans continue until a student scores proficient on Forward.

Heritage grade 3: 26 of 114

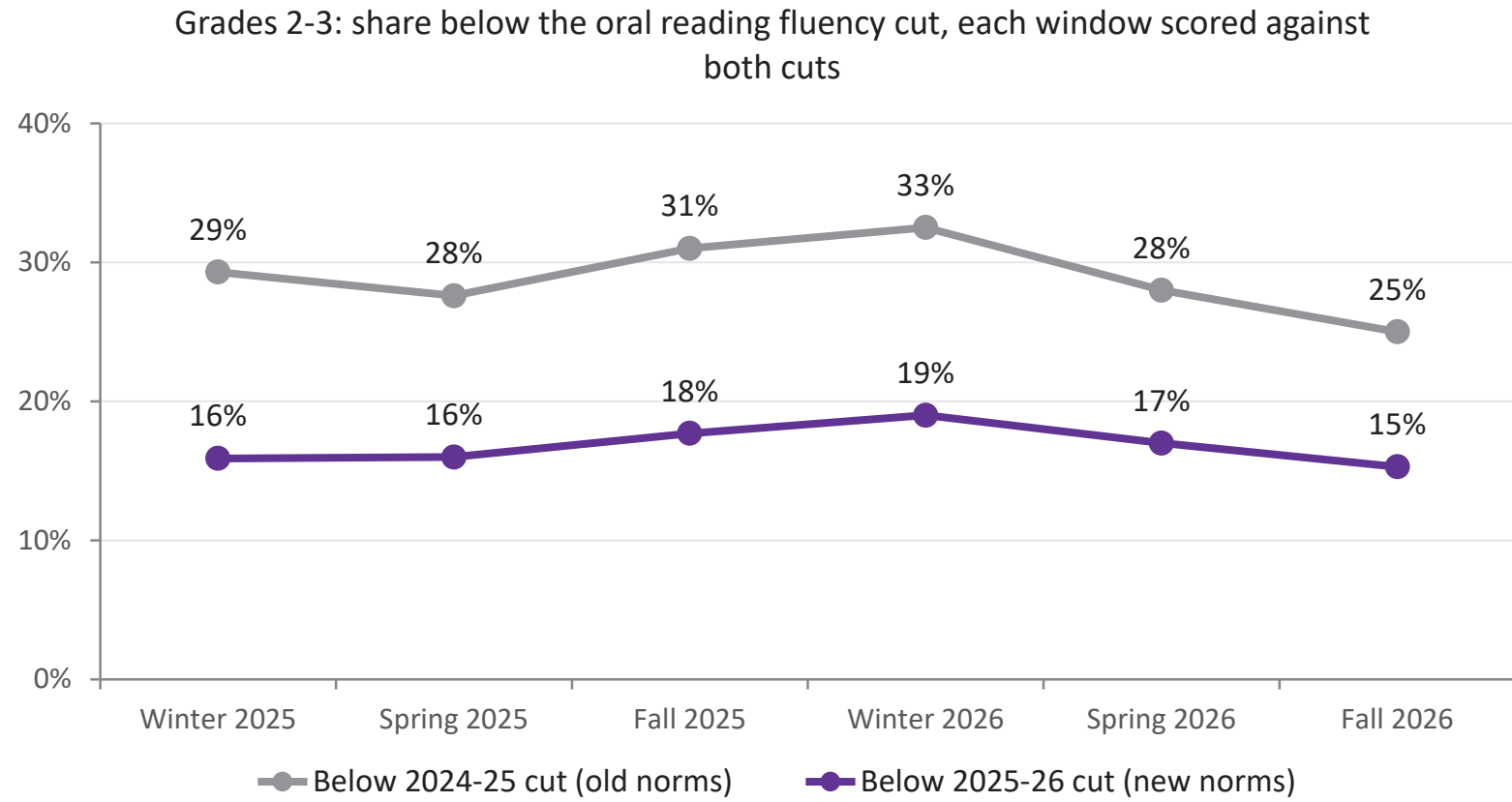
23% of third graders. Heritage's K-3 rate is 13%, against 9% at Prairie and 5% at Arboretum.

Plans concentrate by group

IEP: 25% of plan holders, 13% of enrollment. Economically disadvantaged: 23% and 7%.

Source: Act 20 plan rosters, fall 2026; district enrollment files. Grade 5 includes 8 plans closed last year that the state platform still lists; 158 of 166 are active.

On one yardstick, grades 2-3 are steady; the renorming cut who qualifies



The law did not change; the bar under it did

152

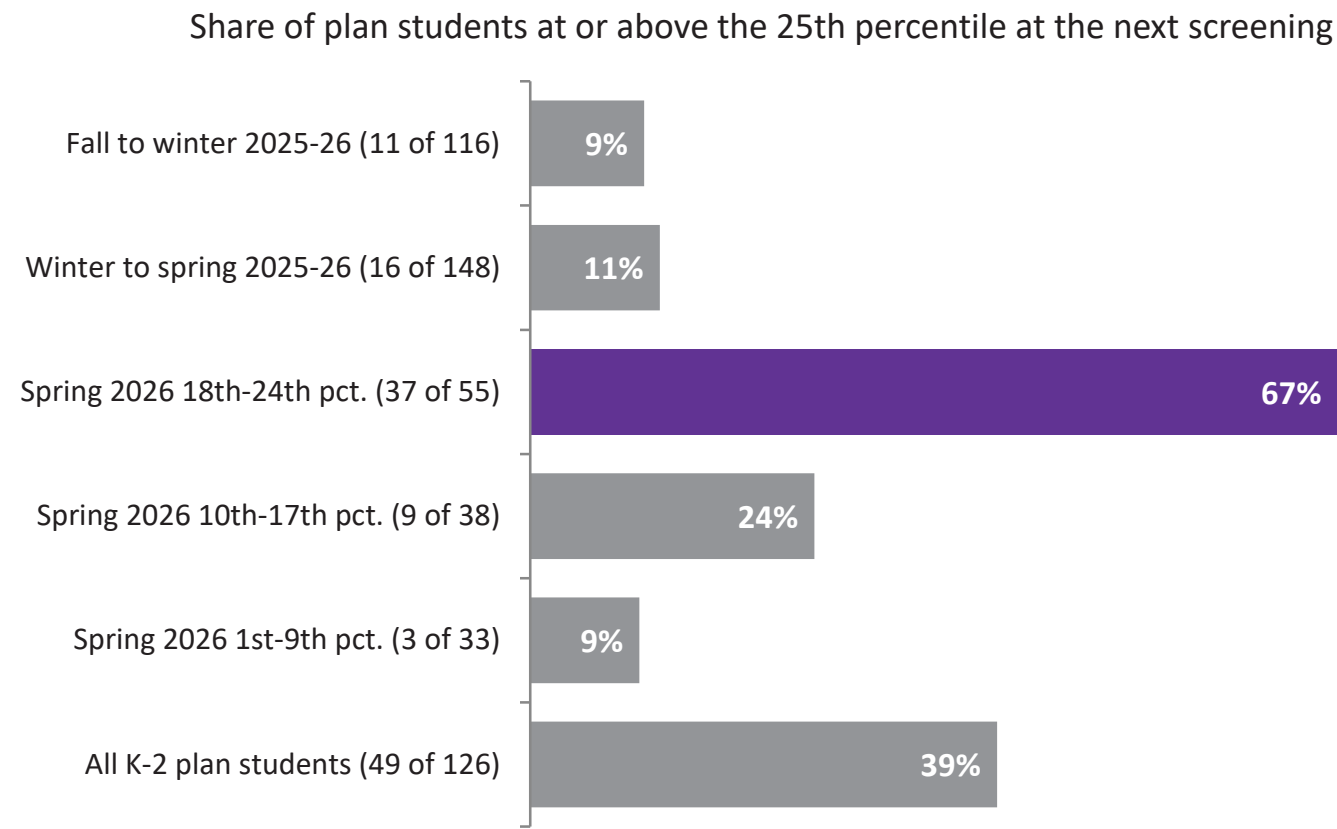
In August 2025 the grade 3 fall fluency cut fell from 67 to 45 words correct per minute.

About 55 second and third graders this fall sit between the two cuts: no plan required, but worth watching.

Treat 2025-26 as the new baseline.

Source: aimswebPlus oral reading fluency raw scores, grades 2-3, about 560-620 students per window. The renorming took effect between spring and fall 2025.

Exits come at the fall screening, mostly for students just below the line



Exiting takes catch-up growth

Typical growth (a growth percentile of 50) holds a student in place.

Median growth percentile of fall 2025 plan students:

Grade 3: 55 • Grade 2: 45 • K and 1: 25

Only 13 of 116 (11%) were above the line by spring.

Source: plan rosters matched to aimswebPlus, 2025-26 and fall 2026 (2025 norms). Students near the line can cross it on score variation alone.

About half of plans persist for years, and they follow students past grade 3

48%

of students first identified in 2024-25 and still enrolled have a plan this fall (109 of 228)

57%

of third graders on a plan carry it into grade 4, not yet proficient on the grade 3 Forward Exam (24 of 42)

33 of 41

154

Third-grade plan holders have had a plan in each of the last three years

Plans concentrate among students with IEPs (25% of plan holders, 13% of enrollment) and economically disadvantaged students (23% and 7%).

Source: Act 20 plan rosters, fall 2024 to fall 2026; district enrollment files

i-Ready confirms who is on plans and flags a group just above the line

Fall 2026 group	Students	Median percentile	2+ grade levels below	Reading difficulty flag
K-3, on a plan	101	23rd	58%	58% ¹⁵⁵
K-3, 25th-39th on aimswebPlus (no plan)	111	37th	21%	21%
K-3, all other students	872	74th	3%	3%
Grades 4-5, on a plan	65	24th	72%	K-3 only
Grades 4-5, no plan	557	69th	11%	K-3 only

No K-3 plan student placed on grade level. About 50 K-3 students without a plan are two or more grade levels below; 23 of them are in the 25th-39th band the renorming moved above the line (bold row).

Source: i-Ready reading diagnostic, fall 2026, as of Oct. 7 (1,706 K-5 students); aimswebPlus fall 2026

More intensity where students are stuck, and a safety net above the line

Staff next steps

1. Reconcile rosters: 16 K-3 students below the line are not on the plan export (15 have IEPs); 8 fifth graders are flagged as needing a plan.
2. Monitor the 111 K-3 students at the 25th-39th percentile, starting with the 23 two or more grade levels below on i-Ready.
3. Review intervention intensity for students below the 10th percentile and for K-1 plan students.

Measures for the Board to monitor

- Share of K-3 below the line, fall to fall, ¹⁵⁶ from the 2025-26 baseline
- Share of plan students making more than typical growth
- Grade 3 Forward proficiency among plan students

Drafted with AI assistance (Claude, Anthropic); reviewed and approved by Amy Fassbender and Tim Schell. Estimated energy for the AI work behind the brief and slides: about 0.35 kWh, roughly 4.5 hours of Netflix streaming or about 0.4 mile in a car that gets 30 mpg (an order-of-magnitude estimate).



ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

Curriculum and Instruction

To: Board of Education
From: Amy Fassbender
Date: 9/25/26
RE: Winter Assessment Window - Change for **Aimsweb+**

I would like to request a change to the Winter Assessment window for **Aimsweb+**. Currently it is designated to be administered November 30 to December 11, 2026. In speaking with our administrators, interventionists, and educators we feel that it would be more beneficial to give this during the same window as our iReady. This would be January 11 through January 29, 2027.

Thank you for your consideration of this change.

Attached is the current [2026-2027 Assessment & Purposes](#) document.

The logo for the Wisconsin Association of School Boards (WASB) features the acronym "WASB" in a serif font above a stylized graduation cap with a tassel.

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2027 WASB Day at the Capitol

Wednesday, March 17, 2027 Monona Terrace & Wisconsin State Capitol

Join school board members and administrators statewide at this biennial event to advocate for Wisconsin public schools. Stay tuned for details about registration and the agenda, which will include legislative and advocacy sessions, followed by a visit to the Capitol for pre-scheduled meetings with legislators' offices.



Registration Information

Conference registration is \$205. Registration includes materials, continental breakfast and lunch.

The cancellation deadline is Wednesday, March 10, at 5 p.m. No refunds for cancellations after that date. To cancel, email info@wasb.org.

Hotel Accommodations

2026 Fall Regional Meetings

The 2026 Fall Regional Meetings, sponsored by **Chartwells**, will be held in every WASB region across the state this September and October, providing members with an opportunity to connect with area board members, celebrate accomplishments and hear the latest updates from the association.

Visit the **2025 Fall Regional Meetings webpage** for a recap of last year’s meetings.

Pre-Regional Meeting Workshop: Wisconsin’s Open Meetings Law — Understanding and Navigating Closed Sessions

+

Regional Meeting Agenda

+

Registration for each Regional Meeting will open on Monday, July 27.

The registration fee is \$43 per individual (\$42 in Region 6 and Region 9), including dinner. The optional pre-meeting workshop is \$79. Members who register for both events will receive a \$10 discount.

Online registration will be open for each Regional Meeting until 8 a.m. on the Friday preceding the week of the event. For example, for a Regional Meeting on Thursday, Oct. 16, online registration closes at 8 a.m. Friday, Oct. 10.

To register after this date, **email the WASB** or call us at 608-257-2622. We’d be happy to help you sign up. We also offer on-site registration.

Refunds are allowed for cancellations received by the end of the day, one week prior. (i.e., for the meeting on Tuesday, Oct. 27, the cancellation must be received by 5 p.m. on Thursday, Oct. 20.)

Regional Meeting Dates

Dates and locations are subject to change. Please check back and review confirmation emails to stay up to date.

WASB Region	Date	Location
Any	Tue., Nov. 3 at 12 p.m.	Online workshop. Zoom link to come via email. The meeting will be recorded and made available for registrants to view at their convenience.
Any	Thu., Nov. 5 at 12 p.m.	Online Regional Meeting. Zoom link to come via email. The meeting will be recorded and made available for registrants to view at their convenience.
1*	Tue., Oct. 6	The Steakhouse & Lodge 15860 T Bone Ln. Hayward
2*	Wed., Oct. 7	Norwood Pines Supper Club 10171 Highway 70 Minocqua
3*	Thu., Oct. 22	Rock Garden/Comfort Suites 1951 Bond St. Green Bay
4	Wed., Sept. 30	The Florian Gardens 2340 Lorch Ave. Eau Claire
5	Tue., Sept. 29	Holiday Inn Wausau-Rothschild 1000 Imperial Ave. Rothschild
6*	Thu., Oct. 1	West Salem High School 490 North Mark St. West Salem
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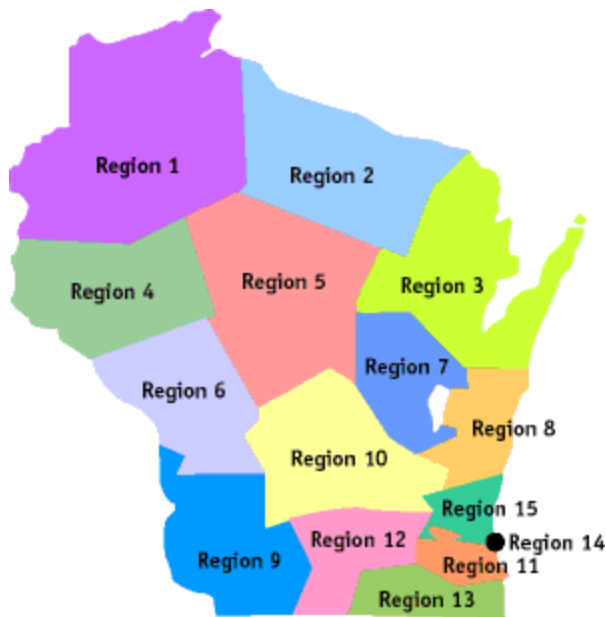
7	Wed., Oct. 21	Bridgewood Resort & Hotel 1000 Cameron Way Neenah
8*	Tue., Oct. 20	Altona Supper Club 2306 Calumet Dr. New Holstein
9	Wed., Oct. 14	Southwest Tech 1800 Bronson Blvd. Fennimore
10	Tue., Oct. 13	The Wisconsin Hotel & Conference Center 60 Gasser Rd. Baraboo
11	Thu., Oct. 8	Sheraton Milwaukee Brookfield Hotel 375 S. Moorland Rd. Brookfield
12*	Wed., Oct. 28	Hilton Sun Prairie 1220 S Grand Ave. Sun Prairie
13	Tue., Oct. 27	Veterans Terrace 589 Milwaukee Ave. Burlington
14*	TBD	MPS Administration Building 5225 West Vliet St. Milwaukee
15	Thu., Oct. 8	Sheraton Milwaukee Brookfield Hotel 375 S. Moorland Rd. Brookfield

*Regions 1, 2, 3, 6, 8, 12 and 14 will vote on a WASB regional director during their respective regional meetings.

Find Your WASB Region

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Click on your region of the state to learn about your WASB director and see a list of districts that comprise the region.



2026 FALL REGIONAL MEETINGS & WORKSHOPS

September-November

Dates and Locations
Vary by Region



WISCONSIN
ASSOCIATION OF
SCHOOL BOARDS

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Related Links

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Training and Events

2026 Summer Learning Symposium

Fall Regional Meetings & Workshops

State Education Convention

WASB/WSAA School Law Conference

Day at the Capitol

New School Board Member Gatherings

Register for Upcoming Events

Online Events

Complimentary Events Video Library

Online Learning Platform

Civil Rights Training

Customized Trainings

Calendar of Events and Notices

Event Recaps



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2026-2027 Budget Status Report - September 30, 2026

GENERAL FUND 10 EXPENSES

Salary & Benefits (no grants)	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Personnel Costs: Salaries	40,425,674	40,425,674	3,257,373.21	4,203,542.36	18.46%	32,964,758.43
Personnel Costs: Benefits	13,759,275	13,759,275	1,501,450.61	1,367,344.32	20.85%	10,890,480.07
Total	54,184,949	54,184,949	4,758,823.82	5,570,886.68	19.06%	43,855,238.50

Buildings	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Prairie School	93,465	93,465	41,641.93	6,536.35	51.55%	45,286.72
Heritage School	91,965	91,965	39,294.57	7,590.76	50.98%	45,079.67
Arboretum School	79,855	79,855	29,966.26	10,030.18	50.09%	39,858.56
Intermediate School	160,000	160,000	31,909.59	14,379.07	28.93%	113,711.34
Middle School	163,140	163,140	64,042.34	20,350.21	51.73%	78,747.45
High School	584,185	584,185	79,573.21	159,036.41	40.84%	345,575.38
Athletics	456,508	456,508	81,087.22	205,869.43	62.86%	169,551.35
Prairie School CSF	42,784	42,784	2,314.53	6,152.86	19.79%	34,316.61
Heritage School CSF	43,049	43,049	3,911.12	3,473.25	17.15%	35,664.63
Arboretum School CSF	38,774	38,774	5,153.21	5,566.80	27.65%	28,053.99
Intermediate School CSF	49,262	49,262	12,493.96	9,873.05	45.40%	26,894.99
Middle School CSF	48,469	48,469	8,108.06	6,257.21	29.64%	34,103.73
High School CSF	80,332	80,332	33,674.32	5,159.92	48.34%	41,497.76
Common School Fund-District	7,573	7,573	0.00	0.00	0.00%	7,573.00

Departments						
Utilities	1,337,432	1,337,432	333,562.20	872,468.41	90.18%	131,401.39
Maintenance	1,031,990	1,031,990	335,870.53	682,841.37	98.71%	13,278.10
Contingency Fund	300,000	300,000	0.00	0.00	0.00%	300,000.00
Transportation	1,944,184	1,944,184	216,473.99	1,706,801.76	98.92%	20,908.25
Technology	728,729	728,729	682,044.46	29,861.61	97.69%	16,822.93
Technology Erate/Fees	0	0	0.00	0.00	#DIV/0!	0.00
Curriculum-Elementary Operations	455,382	455,382	226,244.09	24,194.16	55.00%	204,943.75
Curriculum-Secondary	576,861	576,861	344,949.65	52,479.43	68.90%	179,431.92
4K District	637,900	637,900	187,006.49	550,644.91	115.64%	-99,751.40
Human Resources	54,550	54,550	38,476.96	430.68	71.32%	15,642.36
Superintendent	142,208	142,208	46,846.56	42,495.15	62.82%	52,866.29
Student Services-Operations	98,500	98,500	11,276.64	3,034.44	14.53%	84,188.92
Student Services-District	110,000	110,000	6,039.44	36,234.16	38.43%	67,726.40
Business Office	620,818	620,818	215,018.61	357,643.29	92.24%	48,156.10
District Wide	2,466,997	2,466,997	753,602.32	30,511.79	31.78%	1,682,882.89
Summer School	109,515	109,515	95,256.99	1.19	86.98%	14,256.82
Special Projects	0	0	34,010.00	8,055.00	#DIV/0!	-42,065.00

Grants-Fund 10

Title 1 Grant (Public)	76,330	76,330	369.03	0.00	0.48%	75,960.97
Title 1 Grant (Private)	1,000	1,000	0.00	0.00	0.00%	1,000.00
Title 2 Grant (Public)	42,259	42,259	5,023.68	0.00	11.89%	37,235.32
Title 2 Grant (Private)	6,314	6,314	0.00	0.00	0.00%	6,314.00

Title 3 Grant	17,204	17,204	6,371.45	5,436.50	68.63%	5,396.05		
Title 4A Grant (Public)	8,672	8,672	0.00	0.00	0.00%	8,672.00		
Title 4A Grant (Private)	1,328	1,328	0.00	0.00	0.00%	1,328.00		
Career/Tech Ed Grant	63,000	63,000	14,902.38	79.58	23.78%	48,018.04		
CEIS Federal Flo-Through	147,100	147,100	74,207.83	41,740.56	78.82%	31,151.61		
Ed. Effectiveness Grant	33,971	33,971	10,275.09	0.00	30.25%	23,695.91		
Peer Mentor Grant	12,500	12,500	0.00	0.00	0.00%	12,500.00		
Perkins Grant	20,049	20,049	1,202.40	0.00	6.00%	18,846.60		
School-Based Mental Health	0	0	17,304.12	77,250.00	#DIV/0!	-94,554.12		
SAODA	0	0	0.00	0.00	#DIV/0!	0.00		
Youth Apprenticeship Grant	88,825	88,825	15,759.81	1,550.00	19.49%	71,515.19		
Other Program Totals								
Transfer to Fund 27	6,880,362	6,880,362	0.00	0.00	--%	6,880,362.00		
Wellness Clinic	300,000	300,000	13,218.98	358,307.89	--%	-71,526.87		166

Subtotals	Original Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available
Salary & Benefits Totals	54,184,949	54,184,949	4,758,823.82	5,570,886.68	19.06%	43,855,238.50
Building Totals	1,939,361	1,939,361	433,170.32	460,275.50	46.07%	1,045,915.18
Department Totals	10,615,066	10,615,066	3,492,668.93	4,389,642.35	74.26%	2,732,754.72
Grant Totals	518,552	518,552	129,655.98	124,506.64	49.01%	264,389.38
Other Program Totals	7,180,362	7,180,362	13,218.98	358,307.89	5.17%	6,808,835.13
Total Fund 10 Expenditures	74,438,290	74,438,290	8,827,538.03	10,903,619.06	26.51%	54,707,132.91

GENERAL FUND 10 REVENUES

Building/Department	Original Budget	Revised Budget	Received	Ordered	% Received	Unreceived
Prairie School	4,850	4,850	1,813.61	0.00	37.39%	3,036.39
Heritage School	5,000	5,000	1,703.50	0.00	34.07%	3,296.50
Arboretum School	7,725	7,725	3,516.00	0.00	45.51%	4,209.00
Intermediate School	37,900	37,900	2,216.00	0.00	5.85%	35,684.00
Middle School	15,900	15,900	8,558.00	0.00	53.82%	7,342.00
High School	245,530	245,530	530.00	0.00	0.22%	245,000.00
Curriculum - Elementary	0	0	0.00	0.00	#DIV/0!	0.00
Curriculum - Secondary	6,500	6,500	3,320.49	0.00	51.08%	3,179.51
Maintenance	15,000	15,000	1,636.03	0.00	10.91%	13,363.97
Athletic Dept	89,500	89,500	5,580.00	0.00	6.23%	83,920.00
Human Resources	0	0	0.00	0.00	#DIV/0!	0.00
Technology	3,600	3,600	996.98	0.00	27.69%	2,603.02
Technology Erate/Fees	7,400	7,400	0.00	0.00	0.00%	7,400.00
District	73,030,351	73,030,351	678,941.50	0.00	0.93%	72,351,409.50
Common School Fund-District	310,243	310,243	0.00	0.00	0.00%	310,243.00

Grants - Fund 10

Title 1 Grant (Public)	76,330	76,330	0.00	0.00	0.00%	76,330.00
Title 1 Grant (Private)	1,000	1,000	0.00	0.00	0.00%	1,000.00
Title 2 Grant (Public)	42,259	42,259	0.00	0.00	0.00%	42,259.00
Title 2 Grant (Private)	6,314	6,314	0.00	0.00	0.00%	6,314.00
Title 3 Grant	17,204	17,204	0.00	0.00	0.00%	17,204.00
Title 4A Grant (Public)	8,672	8,672	0.00	0.00	0.00%	8,672.00
Title 4A Grant (Private)	1,328	1,328	0.00	0.00	0.00%	1,328.00

Career/Tech Ed Grant	63,000	63,000	0.00	0.00	0.00%	63,000.00			
CEIS Federal Flo-Through	147,100	147,100	0.00	0.00	0.00%	147,100.00			
Ed. Effectiveness Grant	33,971	33,971	0.00	0.00	0.00%	33,971.00			
Peer Mentor Grant	12,500	12,500	0.00	0.00	0.00%	12,500.00			
Perkins Grant	20,049	20,049	0.00	0.00	0.00%	20,049.00			
School-Based Mental Health	130,239	130,239	0.00	0.00	0.00%	130,239.00			
SAODA	0	0	0.00	0.00	#DIV/0!	0.00			
Youth Apprenticeship Grant	88,825	88,825	8,189.89	0.00	9.22%	80,635.11			
Total Fund 10 Revenues	74,428,290	74,428,290	708,812.11	0.00	0.95%	73,630,652.89			
<u>SPECIAL EDUCATION FUND 27 EXPENSES</u>									
Salaries & Benefits (no grants)	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available			
Salaries & Benefits	13,121,601	13,121,601	1,586,928.78	1,541,079.58	23.84%	9,993,592.64			167
Departments									
Special Ed-Operations	63,546	63,546	1,080.32	19,928.36	33.06%	42,537.32			
Special Ed-District	317,000	317,000	47,497.12	180,214.99	71.83%	89,287.89			
Transportation	157,500	157,500	17,673.50	182,362.66	127.01%	-42,536.16			
Medicaid	10,000	10,000	11,668.00	0.00	116.68%	-1,668.00			
Grants-Fund 27									
IDEA FlowThrough Grant	975,048	975,048	185,309.98	181,402.51	37.61%	608,335.51			
IDEA PreSchool Grant	58,500	58,500	13,143.35	1,718.62	25.41%	43,638.03			
Total Fund 27 Expenditures	14,703,195	14,703,195	1,863,301.05	2,106,706.72	27.00%	10,733,187.23			
<u>SPECIAL EDUCATION FUND 27 REVENUES</u>									
Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived			
IDEA FlowThrough Grant	975,048	975,048	0.00	0.00	0.00%	975,048.00			
IDEA PreSchool Grant	58,500	58,500	0.00	0.00	0.00%	58,500.00			
Special Ed Revenues	0	0	0.00	0.00	#DIV/0!	0.00			
Aid-Sp Ed Transition Grant BBL	0	0	0.00	0.00	#DIV/0!	0.00			
Other Fund 27 Revenues	13,669,647	13,669,647	3,193.67	0.00	0.02%	13,666,453.33			
Total Fund 27 Revenues	14,703,195	14,703,195	3,193.67	0.00	0.02%	14,700,001.33			
<u>FOOD SERVICE FUND 50 EXPENSES</u>									
Function	Budget	Revised Budget	Spent	Ordered	% Spent/Or.	Available			
All	2,551,713	2,551,713	87,110.94	2,480,710.91	100.63%	-16,108.85			
<u>FOOD SERVICE FUND 50 REVENUES</u>									
Source	Budget	Revised Budget	Received	Ordered	% Received	Unreceived			
All	2,611,931	2,611,931	366,963.04	0.00	14.05%	2,244,967.96			

[illegible]

CASH RECONCILIATION FOR THE MONTH OF August 2026

	OCB	OCB	OCB	OCB	LGIP	LGIP	MIDAMERICA	WISC	WISC	WISC-211 2024 BOND	WISC-212 2025 BOND	WISC	
	PAYROLL CHECKING	DEPOSIT ACCT	OPERATING ACCT	Construction ACCT	GENERAL ACCOUNT	DENTAL ACCT	TRUST ACCT	DEBT SERVICE	SCHOLARSHIP	Referendum ACCT	Referendum ACCT	GENERAL	TOTALS
	(FUND 10)	(FUNDS	(FUNDS	Checking	(FUNDS	(FUND 10)	(FUND 73)	(FUNDS 38,39)	ACCT	(FUND 49)	(FUND 49)	(FUNDS 39 AND 49)	
		10,21,27,50,60,80,99)	10,21,27,50,60,80,99)	(Fund 49)	10,27,50,80,99)				(FUND 21)				
BEGINNING BALANCE	-251,828.68	1,610,783.81	171,011.07	129,058.89	4,482,290.96	251,923.66	88,143.60	12,797.18	366,467.50	5,040,015.02	\$11,630,007.94	2,735.93	23,533,406.88
REVENUES:													
+ DEPOSITS	9,155,518.58	4,871,988.77	1,346,502.38	2,141,000.00	13,268,319.09	68,600.96		0.00	0.00		197,552.19	0.00	31,049,481.97
+ INTEREST	5,655.49	10,260.47	667.98	642.76	21,213.21	614.44	127.16	39.06	1,050.19	15,678.59	27,541.62	8.37	83,499.34
TOTAL REVENUES	9,161,174.07	4,882,249.24	1,347,170.36	2,141,642.76	13,289,532.30	69,215.40	127.16	39.06	1,050.19	15,678.59	225,093.81	8.37	31,132,981.31
EXPENSES:													
ACCOUNTS PAYABLE	0.00	5,095,397.20	1,401,506.65	2,157,757.41	4,485,689.00	96,125.25	27,940.02	0.00	0.00	0.00		\$0.00	13,264,415.53
PAYROLL	9,183,978.76					0.00	0.00		0.00	0.00	2,141,000.00	0.00	11,324,978.76
								0.00		0.00			
TOTAL EXPENSES	9,183,978.76	5,095,397.20	1,401,506.65	2,157,757.41	4,485,689.00	96,125.25	27,940.02	0.00	0.00	0.00	2,141,000.00	0.00	24,589,394.29
ENDING BALANCE	-274,633.37	1,397,635.85	116,674.78	112,944.24	13,286,134.26	225,013.81	60,330.74	12,836.24	367,517.69	5,055,693.61	9,714,101.75	2,744.30	30,076,993.90
BANK BALANCES-SKYWARD			\$116,261.78										
ENDING BANK BALANCE FROM STMT	928,580.80	1,397,635.85	116,674.78	112,944.24	13,286,134.26	225,013.81	60,330.74	12,836.24	367,517.69	5,055,693.61	9,714,101.75	2,744.30	31,280,208.07
OUTSTANDING ACH	1,202,381.37		413.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	1,202,794.37
ACTUAL BALANCE: SKYWARD BALANCE	-273,800.57	1,397,635.85	\$116,261.78	112,944.24	13,286,134.26	225,013.81	60,330.74	12,836.24	367,517.69	5,055,693.61	9,714,101.75	2,744.30	30,077,413.70



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

Facilities and Maintenance

The Board of Education for the Waunakee Community School District has reviewed the School Violence Evaluation Reports for scheduled drills held during the month of SEPTEMBER 2026

	School Address		
AES	Arboretum Elementary School 1350 Arboretum Drive Waunakee, WI 53597	LOCKDOWN	9.21.26
HES	Heritage Elementary School 6271 Woodland Drive Waunakee, WI 53597	LOCKDOWN	9.24.26
PES	Prairie Elementary School 700 N. Madison Street Waunakee, WI 53597	LOCKDOWN	9.23.26
WIS	Waunakee Intermediate School 6273 Woodland Drive Waunakee, WI 53597	LOCKDOWN	9.22.26
WMS	Waunakee Middle School 1001 South Street Waunakee, WI 53597	LOCKDOWN	9.21.26
WHS	Waunakee High School 301 Community Drive Waunakee, WI 53597	LOCKDOWN	9.23.26
ALT	WaunaGrow Alternative Site 1025 Quinn Drive Ste 100 Waunakee, WI 53597		

Board of Education Representative: _____
Joan Ensign, President

www.waunakee.k12.wi.us



WAUNAKEE

COMMUNITY HIGH SCHOOL

301 Community Drive
Waunakee, Wisconsin 53597
(608) 849-2100

Athletics Office

Waunakee Community School District Board of Education

Re: Renewal of Waunakee/DeForest Girls Gymnastics Cooperative Team Sponsorship

We are requesting Board approval to renew the cooperative team sponsorship between **Waunakee Community High School and DeForest Area High School for Girls Gymnastics.**

Waunakee serves as the lead school for the cooperative program. Continuing the co-op will allow both districts to provide a meaningful high school gymnastics opportunity for their student-athletes. DeForest would not currently be able to field a stand-alone gymnastics program without the cooperative arrangement.

Program History

Girls gymnastics has a long history at Waunakee, with the program making its debut during the 2000-01 school year.

The program celebrated its first individual State qualifiers in 2002, when Jessi Gehrmann qualified on floor and Kelly Poster qualified on vault. Poster went on to qualify individually for the State Gymnastics Meet in all four years of her high school career, an accomplishment later matched by Claire Howick.

The Warriors reached another milestone in 2004, qualifying as a team for the State Gymnastics Meet for the first time.

From 2001 through 2008, Waunakee competed in Division 2 before the program moved to Division 1 in 2009. The following year, Waunakee and DeForest formed their gymnastics co-op for the 2010 season. In the first season of the partnership, the team qualified for State for the second time in program history.

The program reached the State Meet as a team for the third time in 2026, continuing a tradition that now spans more than 25 years at Waunakee and more than 15 years as a cooperative program with DeForest.

Participation

The cooperative program continues to provide an opportunity for student-athletes from both districts to participate in high school gymnastics. Current and projected participation included in the WIAA renewal application is:

School	2024-25	2025-26	2026-27 Projected	2027-28 Projected
Waunakee	10	7	5	5
DeForest	3	3	2	2
Total	13	10	7	7

With participation numbers currently projected at five Waunakee gymnasts and two DeForest gymnasts for each of the next two seasons, the cooperative structure remains an important piece of sustaining the program.

Financial Impact

Waunakee and DeForest share the operating costs of the gymnastics program based on student participation. The districts have considered costs associated with coaching salaries, transportation, officials, supplies, uniforms, contests and other program expenses as part of the cooperative agreement.

For context, expenses from the past two seasons were:

	2024-25	2025-26
Coaching Salaries	\$14,106.68	\$14,106.68
Transportation	\$2,299.51	\$4,330.26
Officials	\$1,999.00	\$2,059.13
Supplies	\$1,200.00	\$1,500.00
Total Program Cost	\$19,605.19	\$21,996.07
DeForest Contribution	\$3,267.54	\$5,865.56

In 2024-25, the program's total expenses were \$19,605.19, with DeForest invoiced \$3,267.54 based on participation. In 2025-26, total expenses were \$21,996.07, with DeForest invoiced \$5,865.56.

This cost-sharing model allows Waunakee to offset a portion of the expenses associated with operating the program while providing student-athletes from DeForest an opportunity that their school would otherwise be unable to sustain independently.

Rationale for Renewal

The Waunakee/DeForest gymnastics co-op has provided student-athletes from both communities the opportunity to participate in high school gymnastics since 2010. The partnership has allowed the districts to combine participation numbers, share program expenses and sustain an athletic opportunity that would be difficult for DeForest to provide independently.

The program also has a strong history of success. From Waunakee's first individual State qualifiers in 2002, to team State appearances in 2004, 2010 and most recently 2026, gymnastics has been part of the Warrior athletic tradition for more than two decades.

With participation numbers remaining relatively small, continuing the cooperative structure provides the most sustainable path for maintaining the program while preserving opportunities for our student-athletes.



Wisconsin Interscholastic Athletic Association

Cooperative Team Sponsorship Signatures

2027-28 & 2028-29 Co-op Application (except Football)

2028-29 & 2029-30 Co-op Application (Football Only)

*Gymnastics co-ops are due annually

By our signatures we agree we have, as a school administration and school board, reviewed and discussed the items indicated on this form. We further confirm that our school district will provide the same level of institutional oversight to this program as to other sports sponsored by our district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

Applications submitted without all required signatures will be considered incomplete and not accepted.

Co-op Application ID: 03480

(found on Cooperative Team Sponsorship form)

SCHOOL NAME: Waukegan

SPORT: Gymnastics

GIRLS/BOYS: Girls

Board of Education or Governing Body President:

Signature: _____

Print Name: _____

District Administrator:

Signature: Monica D. Kelly Brown

Print Name: Monica D. Kelly Brown

Name of Conference: _____

Signature from a person authorized to represent the conference affiliation of this co-op program; typically, a conference commissioner or the equivalent.

If, at the time of the signature, conference affiliation has yet to be determined for this cooperative agreement, signatures should be ascertained from the current affiliation of the involved schools. If a school(s) is currently unaffiliated/independent, no signature is required.

(Through the conference realignment application process, approval and opinion of all affected conferences and schools will be required.)

Commissioner Approval Signature: _____

Print Name: _____



WAUNAKEE

COMMUNITY HIGH SCHOOL

301 Community Drive
Waunakee, Wisconsin 53597
(608) 849-2100

Athletics Office

INTERDISTRICT COOPERATIVE AGREEMENT

PURSUANT TO WIS. STAT. § 66.0301 FOR A WIAA COOPERATIVE SPORTS PROGRAM

THIS AGREEMENT is made and entered into pursuant to Section 66.0301 of the Wisconsin Statutes, by and between **Waunakee Community School District** ("Fiscal Agent District") and **DeForest Area School District** ("Non-Fiscal Agent District").

RECITALS

WHEREAS, Wis. Stat. § 66.0301 authorizes public school districts to enter into intergovernmental agreements for the receipt or provision of services or the joint exercise of any power or duty required or authorized by law; and

WHEREAS, both School Districts desire to provide student-athletes with the opportunity to participate in interscholastic athletics in the sport of **Gymnastics** ("Cooperative Program"); and

WHEREAS, both School Districts agree to maintain compliance with all rules, regulations, and bylaws of the Wisconsin Interscholastic Athletic Association (WIAA);

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the parties agree as follows:

SECTION 1: DURATION AND WIAA APPROVAL

1. **Term:** This Agreement shall be effective for a minimum period of one (1) academic year, commencing with the **2027-2028** school year, consistent with WIAA one-year cooperative agreement cycle for gymnastics.
2. **WIAA Approval:** This Agreement is contingent upon official approval by the WIAA Board of Control and the relevant athletic conference.

SECTION 2: FISCAL AGENT DISTRICT RESPONSIBILITIES

The **Waunakee Community School District** shall serve as the designated **Fiscal Agent** and **Primary Host School** for the Cooperative Program and shall assume the following obligations:

- **Financial Management & Accounting:** Establish and maintain a dedicated account to receive, disburse, and track all revenue and expenditures associated with the Cooperative Program in accordance with DPI Uniform Financial Accounting Standards (WUFAR).
- **Personnel & Staffing:** Employ, supervise, and pay all coaches, advisors, and event staff necessary for the operation of the Cooperative Program. Provide prompt information to non-fiscal agent high school

athletic director / administrative designee regarding cooperative program personnel related complaints / investigations / disciplinary matters / situations involving student safety concerns.

- **Facility Provision:** Provide or secure primary practice and competition facilities, including necessary setup, maintenance, and facility scheduling.
- **Scheduling & Officiating:** Handle event scheduling, contest contracts, procurement of game officials, and official scoring/timing personnel.
- **WIAA Administration:** Serve as the main point of contact for WIAA communications, athletic conference meetings, post-season tournament entries, and eligibility reporting for the team.
- **Budget & Billing:** Prepare an annual operating budget prior to the start of the season and submit a final itemized statement of shared net costs to the Non-Fiscal Agent District at the conclusion of the season.

SECTION 3: NON-FISCAL AGENT DISTRICT RESPONSIBILITIES

The **DeForest Area School District** shall serve as the **Non-Fiscal Agent District** and shall assume the following obligations:

- **Financial Share Contribution:** Remit payment to the Fiscal Agent District for its agreed-upon share of net operating costs (as detailed in Section 4) within thirty (30) days of receiving the post-season itemized statement.
- **Student Registration & Academic Eligibility:** Verify student enrollment, monitor academic eligibility according to WIAA and local district standards, and submit required athletic clearance documents (physical exam forms, code of conduct acknowledgments) to the Fiscal Agent District prior to student participation.
- **Transportation:** Coordinate or provide transportation for its resident students to practice sites or away contest departure points, unless otherwise designated in the operational guidelines.
- **Local Communications:** Communicate team schedules, tryout dates, and administrative details to its student body, parents, and community.
- **Joint Governance:** Designate its Athletic Director or administrative representative to attend joint planning meetings and participate in season reviews with the Fiscal Agent District.
- **Personnel & Staffing:** Provide prompt information to fiscal agent high school athletic director / administrative designee regarding cooperative program personnel related complaints / investigations / disciplinary matters / situations involving student safety concerns.

SECTION 4: COST ALLOCATION AND REVENUE

Category	Allocation & Method
Operational Expenses	Shared proportionate to student participation headcount across both districts
Included Costs	Coaching stipends, game officials, facility fees, equipment/uniforms, transportation, and event supplies.

SECTION 5: LIABILITY AND INSURANCE

1. **Insurance:** Each district shall maintain commercial general liability insurance with minimum limits of **\$1,000,000 per occurrence / \$3,000,000 aggregate** covering its employees, board members, and agents.
2. **Indemnification:** Pursuant to Wis. Stat. § 66.0301, each party agrees to be responsible for its own acts and omissions and those of its officers, employees, and agents, and shall not be responsible for the acts and omissions of the other party.

SECTION 6: TERMINATION AND RENEWAL

1. **Renewal:** This agreement may be renewed for subsequent one-year WIAA cycles upon mutual written consent of both School Boards prior to the WIAA application deadline (typically October 1 or April 1 depending on sport season).
2. **Early Termination:** Neither party may unilaterally terminate this agreement prior to the completion of the one-year WIAA cycle, except by mutual written resolution approved by both School Boards and accepted by the WIAA.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their authorized officers.

FOR WAUNAKEE COMMUNITY SCHOOL DISTRICT:

School Board President: | Date:

School Board Clerk: | Date:

FOR DEFOREST AREA SCHOOL DISTRICT:

School Board President: | Date:

School Board Clerk: | Date:



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

September 21, 2026

Memo To: WCSD Board of Education

From: Business Office

Re: Donation from Lake Melvin Yacht Club Inc

Lake Melvin Yacht Club Inc contributed \$4,000.00 toward our Student Financial Aid Fund.
7136 Lee Rd Lodi, WI 53555

WAUNAKEE ATHLETIC DEPARTMENT

OVERNIGHT TRAVEL REQUEST

- Overnight stays within Wisconsin must be approved by the District Administrator.
- Overnight stays outside of Wisconsin must be approved by the District Administrator and the School Board.

SPORT/TEAM: Waunakee Community High School - Varsity Baseball

DATE OF TRIP: 3/24/2027 - 3/27/2027

REQUESTOR: Cooper Holewinski, Head Baseball Coach

EVENT: Varsity Baseball Spring Training Trip

LOCATION OF EVENT: Kansas City, Missouri

CONTACT INFO OF HOTEL:

[Holiday Inn Express at the Legends](#)

1931 Prairie Crossing/Parallel, Kansas City, Kansas 66111 United States

(913) 328-1024

COSTS:

The coach bus, hotel rooms, and food for players/coaches are covered by the Waunakee Baseball Booster club. Payment for this trip comes from team fundraising (Kwik Trip Car Wash Cards). The boosters have their own credit card and are tax exempt.

RATIONALE FOR REQUEST:

The Waunakee Warrior Varsity Baseball team would like to request an overnight trip to Kansas City, Missouri to take part in Spring Training after the completion of tryouts during the WCSD Spring Break. The purpose and goal of the training trip is to build team togetherness, experience life as a college/pro baseball player, and to practice outdoors for the upcoming season. In past seasons, the baseball team has been limited to practicing for a short period of time inside the high school field house. This trip would allow our athletes to get outside, work together, and learn for an extended period of time. At the hotel, we plan to host nightly classroom sessions to talk about practice plans, baseball knowledge, and go over expectations/ procedures for the upcoming season.

Kansas City offers the team the ability to practice in slightly warmer weather, while keeping costs relatively low due to lack of tourism during the spring months. We will be practicing at the Homefield Sports Complex, 1501 N 90th St, Kansas City, KS 66112, and will not be scrimmaging any KC area HS teams while on the trip. The focus will be on creating a team and instilling the values we need in order to be successful in the 2027 season. Our varsity coaching staff of four/five coaches will be considered chaperones on the trip, supervising trips away from the hotel or ball diamonds, and completing nightly room checks to ensure players are following the HS, Co-Curricular, and Baseball code of conduct.

APPROVED AD:

APPROVED DISTRICT ADMINISTRATOR:

180

APPROVED SCHOOL BOARD:



WAUNAKEE

COMMUNITY HIGH SCHOOL

301 Community Drive
Waunakee, Wisconsin 53597
(608) 849-2100

October 7, 2026

TO: Dr. Monica Kelsey-Brown
Board of Education Members

FROM: Deanne Lensert

RE: National FFA Leadership Conference
October 21-24, 2026

The Waunakee High School FFA Advisors, Mrs. Rhonda Knapp, Mrs. Gina Trower along with Middle School FFA Advisor Abbey Meffert are requesting permission to plan a trip to the National FFA Leadership Conference that takes place in Indianapolis, IN on October 21-24, 2026. This trip would require your approval as it does require out of state, overnight accommodations.

The Waunakee FFA students that have participated in previous conferences have represented themselves, Waunakee Community High School, and the Waunakee School District in a positive manner. Therefore, I support the request of Mrs. Knapp, Mrs. Trower, and Mrs. Meffert and respectfully ask that you do as well.

Thank you for your continued support of the agriculture students and staff.

Feel free to contact me or one of the FFA advisors, if you have any questions.

TO: Mrs. Deanne Lensert
Dr. Brown
Board of Education Members

FROM: Rhonda Knapp, Gina Trower & Abbey Meffert - FFA Advisors

DATE: 10/7/2026

RE: Board Approval for Proposed Overnight/Out-of-State Trips

FFA Advisors, Mrs. Rhonda Knapp, Mrs. Abbey Meffert, and Mrs. Gina Trower are requesting permission for Out-of-State trip for FFA members in Grades 10-12 to attend the National FFA Convention Oct. 21-24, 2026 [Tentative Schedule Nat'l Convention](#) - this is last year's schedule, but this year will be similar, but with different tours.

Please feel free to contact an FFA advisor with any questions about the request.

Out of State, Overnight Trip:

[National FFA Convention](#) (Grades: 10 - 12)

Date(s): October 21-24, 2026

Location: Indianapolis, IN - Convention Center

Transportation: Coach Bus - Shared with 4 other district FFA chapters

Hotel/Lodging: SpringHill Suites by Marriott Indianapolis Westfield, 19317 Westmore Lane,
Westfield, IN 46074

Virtual Option: Yes - session videos of the convention will be available online.

WAUNAKEE AGRICULTURE DEPARTMENT

Overnight/Out-of-State Travel Request

- Overnight stays within Wisconsin must be approved by the Principal & District Administrator.
- Out-of-State events must be approved by the District Administrator and the School Board.

CTSO: Waunakee FFA Chapter

Requestor: Mrs. Rhonda Knapp, Mrs. Abbey Meffert, & Mrs. Gina Trower

Date of Event: October 21-24, 2026

Location of Event: Indianapolis, IN

***Event Registration Cost:** \$100.00

***Lodging Cost:** \$240.00

***Travel Costs:** \$100.00

***Meal Costs:** \$150.00

**All costs are approximations from previous years, on a per-student basis - prices subject to change based on current rates*

Rationale for Request

**In your rationale be sure to include who will be paying for the cost of travel, lodging, meals, etc...*

Students are able to engage with other FFA chapters from around the Nation, to celebrate the FFA Organization's accomplishments for the year. Attending students have qualified for this trip through volunteering at chapter events, competing or attending State FFA events and attending leadership workshops held by chapters/organizations. Students have been able to see what we do at a WI State FFA level and express interest in learning more about what other FFA Chapters do from other states.

While at the National Convention, students are able to discover different career & college options, investigate different pathways from outside the state of Wisconsin and create connections with agribusiness through tours and presentations. If students qualify, they are able to compete in different categories of skill, advancing from local and state competitions. Other members are able to recognize student and chapter accomplishments in sessions and at the convention hall events.

The Waunakee FFA chapter covers 30% of the cost of the convention trip, with the Waunakee FFA Alumni covering the other 40% of the trip cost upon return. The member is responsible for about 30% of the cost.

Principal Approval: _____ **Date:** _____

District Administrator Approval: _____ **Date:** _____

School Board Approval: _____ **Date:** _____

TO: Dr. Monica Kelsey-Brown
Board of Education

FROM: Deanne Lensert
WCHS Principal

RE: WHS Model United Nations (MUN)
December 3-6, 2026

Ms. Corina Rogers, High School Model UN Advisor, is requesting permission to plan an overnight out-of-state trip for Model UN students to participate. The group will travel to Chicago, Illinois departing on December 3 and returning on December 6, 2026.

Hotel Accommodations:

Fairmont Chicago Millennium Park, 200 N Columbus Dr, Chicago, IL.

The estimated costs:

- Transportation: \$50/per student (shared bus Edgewood HS / Oregon HS)
- Food: \$30-\$50/per day (breakfast, lunch, snacks)
- Hotel: \$150-\$200
- Registration: WHS Model UN will cover the cost

In previous years, the students represented themselves, Waunakee Community High School, and the Waunakee School District in a positive manner. I support Ms. Rogers in her request, and ask that you do so as well. This request needs your approval as it would involve overnight out-of-state accommodations.

Thank you for considering this request for our Waunakee Community High School Model UN participants!

Please feel free to contact me or Ms. Rogers with any questions about this trip.

Field Trip Request

Please accept this request for a field trip approval. Thank you for consideration, and if approved, please forward on to the District Superintendent and Board of Education for final approval with your approval recommendation.

Name of Organization	WHS Model United Nations
Advisor(s) Attending	Corina Rogers - Advisor Add'l Chaperone Jen Compan
Event or Field Trip Purpose (detailed and concise)	CIMUN An opportunity to engage in critical thinking, dialogue and diplomacy about current and historical international issues with over 500 high school students from international schools and around the country.
Date(s) of Trip	Depart Thursday, December 3, 2026 @ 12 pm
Departure/Return Time	Return Sunday, December 6, 2026 @ 5 pm
Transportation Information (mode of transport, miles) Parent Permission Slips Link to Detailed Trip Itinerary	Shared School Bus with Edgewood & Oregon High Schools to reduce cost. 157 miles Parent Permission Slip Form Itinerary
Financial/Payment Information including support for students with financial need	If Financial Need exists, please contact corinarogers@waunakee.k12.wi.us WHS MUN will look for donations from local families and school district charitable funds.
Lodging Information & Address	Fairmont Chicago Millennium Park Hotel 200 North Columbus Drive, Chicago IL
Other student expenses not included in Field Trip payment (food, etc.)	WHS Model UN will cover the cost of 2 group dinners & reduce the cost for the bus. Hotel and Conference: \$500 Bus: \$50/student Food: \$30-\$50/day. (breakfast, lunch, snacks)