



LEADERSHIP PROFILE REPORT

Yorkville Joint #2 School District
October 7, 2025

SELECTION PROCESS

The Yorkville Joint #2 School District has retained the services of Hazard, Young, Attea & Associates (HYA) to assist the Board with the hiring of the next superintendent. The consultants will screen applications and recommend candidates to the Board for interviews and further consideration. Any questions regarding the application process, selection process, and/or this Leadership Profile Report should be directed to: Mike Richie, HYA Vice President mikerichie@hyasearch.com

PURPOSE

This report presents the findings of the Leadership Profile Assessment conducted by HYA during September 2025 for the new superintendent of the Yorkville Joint #2 School District. The data contained herein was obtained from the input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders.

HYA and the Board intend to meet the challenge of finding an individual who possesses the skills and character traits required to meet the district's needs. The search team will focus its recruitment on candidates who possess leadership qualities congruent with the profile.

The search team would like to thank the Yorkville Joint #2 School District for the opportunity to find your next leader that fits the criteria of your stakeholders. HYA would like to thank all of the participants who attended focus group meetings or completed the online survey and the Yorkville Joint #2 staff who helped coordinate the schedules, invitations, dates and arrangements which supported the data collection for this report.

Respectfully submitted,
Dr. Mike Richie, HYA Vice President

DESCRIPTION OF THE DISTRICT

The Yorkville Joint #2 School District serves approximately 450 students. The District covers 29 square miles and is located in central Racine County in Southeastern Wisconsin, serving the communities of Yorkville, Raymond and Dover. Yorkville is approximately a 30 minute drive to Milwaukee (28 miles) and Racine (23 miles). An hour and a half drive to Madison (82 miles) and a 60 minute drive to Chicago (73 miles). The district includes Pre-kindergarten through 8th grade on a single campus. The Yorkville Joint #2 School District offers small class sizes, an involved community and strong music department. Yorkville received a score of 80.2, which placed the school district in the Exceeds Expectations category, on the most recent DPI Report Card.

The School District successfully passed \$12.1M capital and \$900k recurring operating referendums in April 2023 to address aging facility needs, HVAC and mechanical updates and Educational Adequacy & Site Improvements over the past 2 summers.

OUR MISSION: Cultivating Learners and Inspiring Futures Together

OUR VISION: The Model of Educational Excellence in Southeastern Wisconsin

OUR BELIEFS AND COMMITMENTS:

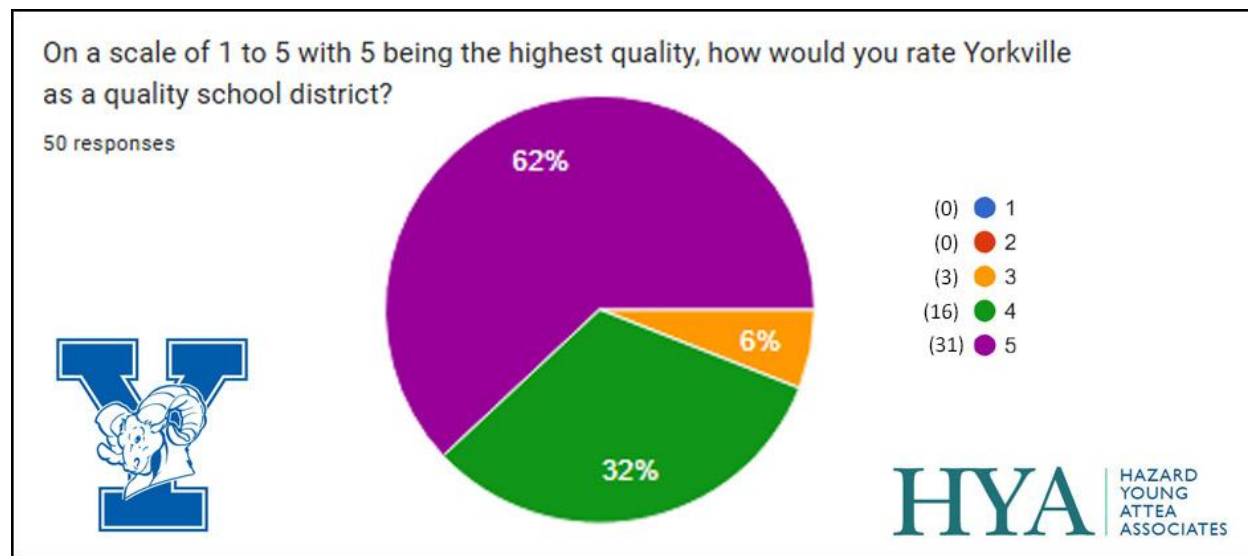
1. We believe individuals are unique and learn in different ways, and at different rates.
2. We believe in being flexible, open-minded, and creative.
3. We believe students, families, school staff, and community members share responsibility for developing academically, socially, and behaviorally responsible citizens.
4. We believe all should take pride in their role; commit to excellence; and demonstrate compassion, empathy, and respect.
5. We believe established goals will promote personal excellence and a healthy sense of self.
6. We believe educational excellence goes beyond academic achievement.
7. We believe there is value in diversity and inclusion, and having the opportunity to learn from those who are different from yourself.
8. We believe problem solving, critical thinking, risk taking, and decision making skills are components of a quality education.
9. We believe in accountability and transparency.

PILLARS: The following four Pillars organize our continuous improvement work at the District and at the school level over the long term.

- Student Development
- Financial and Operational Accountability
- Community Engagement
- Staff Development

COMMUNITY ENGAGEMENT

From September 15 - 26, 2025, an online survey was conducted for all stakeholders. The Yorkville Joint #2 School District received 50 responses. Of those, a total of 47 respondents (94%) rated the district a 4 or 5 out of 5, reflecting a strong level of satisfaction.



To shape the search for a new superintendent, the HYA Associates gathered valuable insights through surveys, interviews, and focus group discussions. These efforts aimed to identify the key qualities desired in the next leader while also highlighting Yorkville's strengths and challenges ahead. Common themes voiced by multiple groups were used to build a well-rounded leadership profile, ensuring the selected candidate aligns with the district's needs and vision. It should be emphasized that the data is not a scientific sampling, nor does it necessarily represent the majority opinion of each respective group.

HYA conducted individual interviews with all five current School Board members, along with seven (7) focus groups (both in-district and virtual), ensuring that a broad range of perspectives are considered in the superintendent search.

The following questions were asked during each interview and focus group:

1. What are the strengths of the Yorkville Joint #2 School District that the next superintendent can build upon?
2. What are the challenges facing the Yorkville Joint #2 School District that the next superintendent should be aware of, or you would like to see be addressed?
3. What characteristics or traits are you looking for in your new superintendent?
4. Is there anything else you would like to share with us or that we should know about the Yorkville Joint #2 School District?

Through the information gathered, common themes were generated by the respondents. In this report, we will highlight what those themes were as identified by the following groups:

- School Board
- Staff
- Community/Parents
- Students

PROCESS

The structure of the individual meetings and focus groups was open, allowing for participants to build upon each other's comments. All of those involved in providing input were asked to respond to the questions on page 4.

PARTICIPATION

Responses were gathered from individual interviews and focus groups. The HYA consultant conducted five individual interviews and hosted seven focus groups.

Yorkville Joint #2 School District Interviews and Focus Groups
School Board Members (5)
Focus Group 1: Administrative Team
Focus Group 2: 7th Grade Students
Focus Group 3: 8th Grade Students
Focus Group 4: Certified Staff
Focus Group 5: Parents and Community Members
Focus Group 6: Support Staff
Focus Group 7: Virtual Focus Group (Open to Parents/Community Members/Employees)

PROFILE DEVELOPMENT & QUALITATIVE DATA

Perceived Strengths • Perceived Challenges • Desired Characteristics

Strengths of the Yorkville Joint #2 School District as identified by BOARD OF DIRECTORS

(Based on interviews and personal statements)

The Yorkville Joint #2 School District is positioned for continued success and growth, with a strong foundation for the next superintendent to build upon. Board interviews highlighted the district's many strengths, acknowledged ongoing challenges, outlined the qualities desired in the next leader, and identified key differences since the last superintendent search in 2021.

Strengths

Yorkville is recognized as a small, close-knit, and supportive community where families, staff, and administrators work together for the benefit of students. Trust in district leadership has been steadily rebuilding, creating a positive culture and high morale throughout the schools. Staff retention remains strong, with low turnover and a professional team that collaborates effectively and values their roles.

The district enjoys financial stability, supported by experienced leadership and a strong business manager. This stability, paired with high open enrollment numbers, reflects Yorkville's reputation as a desirable place for families to send their children. Facilities are well maintained, and students, staff, and families alike take pride in the campus.

Transparency, accountability, and good governance have been prioritized. Policies, handbooks, and legal requirements have been updated and streamlined, and the district follows an annually updated Strategic Plan with quarterly board progress reports. These practices have strengthened communication, organization, and community trust, laying a solid foundation for future leadership.

Challenges

While Yorkville is in a strong position, certain challenges will require continued attention. The realities of a small community mean that residents expect high levels of transparency. Retaining and developing staff is an ongoing priority. While morale is high, staff must be encouraged to grow beyond their comfort zones, and salaries must remain competitive with neighboring districts to ensure retention. Additionally, consistency in implementing and sustaining the Strategic Plan is critical to maintaining Yorkville's success. The district must also ensure that outsourced or shared staff continue to meet Yorkville's needs effectively. The overarching challenge for the next superintendent will be to maintain the district's current success while fostering ongoing growth and improvement.

Top Five Desired Characteristics of the next Yorkville Superintendent as identified by SCHOOL BOARD MEMBERS	
Strong, Collaborative Leadership	Effective Communication and Approachability
The superintendent must be a strong leader who works collaboratively with others, including the Board, staff, families, and the community.	The candidate should be approachable, outgoing, and able to engage directly with families and the community, while keeping the Board well-informed.
Organizational and Accountability Skills	Strategic and Outcome-Focused Thinking
Organizational skills, attention to detail, follow-through, and the ability to ensure accountability are described as essential.	The leader should have strategic planning experience and a commitment to measuring outcomes to build on district strengths and maintain progress.
Emotional Intelligence and Adaptability	
Flexibility, a sense of humor, and the capacity to handle challenges with composure show the need for emotional intelligence and resilience.	

What has shifted in the direction of the Yorkville School District over the past five years?

Since the last superintendent search in 2021, Yorkville has made significant strides. The culture of the district has improved markedly, with families and staff expressing greater trust in administrators and the Board. Organization and planning have also advanced, with better scheduling, safety planning, and operational systems in place. The district has demonstrated financial and organizational strength, successfully passing a referendum, implementing a comprehensive Strategic Plan, and using a scorecard to track outcomes. Leadership has stabilized, with an experienced superintendent, a seasoned business manager, and an established principal now in place. Additionally, the Board has grown into a stronger, more cohesive team, enhancing its ability to provide effective governance. Overall, Yorkville is in a far stronger and healthier position than it was during the 2021 search. The district now offers the next superintendent a stable, supportive, and thriving environment in which to lead.

Strengths of the Yorkville Joint #2 School District as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

Yorkville Joint #2 School District is a small, close-knit educational community distinguished by its commitment to students, families, and staff. Feedback gathered from board members and stakeholders underscores the district's many strengths, identifies current challenges, and highlights defining characteristics. Importantly, it also illustrates how the district's culture, practices, and priorities have evolved since its initial superintendent search.

Strengths

The district is well-positioned for continued success, with several strengths the next superintendent can leverage. Families and teachers are demonstrating increased confidence in the Board and administrative team, while staff members display a high degree of cooperation and collegiality, contributing to a positive organizational climate. Yorkville also benefits from a family-oriented, engaged, and supportive community. The district's small size encourages meaningful connections and close relationships between stakeholders. Leadership has been commended for its commitment to transparent communication, and the Board values the steady guidance of the current superintendent. Additionally, the presence of a skilled business manager provides both fiscal stability and strong financial oversight.

Challenges of the Yorkville Joint #2 School District as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

Challenges

While progress is evident, challenges remain that will require attention from future leadership. Although trust has improved, strengthening confidence across all stakeholder groups continues to be a priority. The district must also ensure that gains in collaboration and transparency are

preserved during leadership transitions. Sustaining clear communication and accountability will be critical. As a small district, Yorkville also faces structural limitations related to staffing capacity, program offerings, and long-term financial planning.

Top Five Desired Characteristics of the next Yorkville Superintendent as identified by PARENTS and COMMUNITY MEMBERS	
Openness and Approachability	Strong Communication and Transparency
The community values a leader who is welcoming, easy to talk to, and accessible to all stakeholders.	The superintendent should share relevant facts and information clearly and honestly to build trust and avoid miscommunication.
Proactiveness	Collaborative Leadership
A proactive leader who addresses sensitive or pressing issues early, before they become bigger problems.	Someone who works well with principals, staff, and the broader school community, fostering teamwork and shared decision-making.
Respect for Existing Systems and Willingness to Learn	
A leader who takes the time to understand the current systems, listens to others, and builds on the district's successes rather than making immediate changes.	

What has shifted in the direction of the Yorkville School District over the past five years?

Compared to its last superintendent search, Yorkville's environment has changed significantly. Then, stakeholder trust in district leadership was limited and relationships were strained; now, confidence is steadily increasing. Communication, once inconsistent and insufficient, is now recognized as clear, transparent, and effective. Leadership transitions previously created uncertainty, but the district now benefits from the experience of the current superintendent and the expertise of a strong business manager. Staff culture has also shifted: whereas collaboration and morale were areas of concern in the past, staff now demonstrate cohesion, teamwork, and mutual support.

Yorkville Joint #2 has evolved into a stronger, more collaborative district since the last superintendent search. With improving trust, effective communication, and a supportive culture, the district is well-positioned to welcome its next leader. The incoming superintendent will inherit an organization characterized by stability, teamwork, and community partnership, an environment prepared for continued growth and long-term success.

Strengths of the Yorkville Joint #2 School District as identified by STAFF

(Based on interviews and personal statements)

Strengths:

Yorkville Joint #2 is a stable and well-functioning school district with numerous strengths that provide a solid foundation for future leadership. It boasts a positive, trusting culture supported by a dedicated and emotionally invested staff who maintain strong academic and personal relationships with students. Collaboration between staff and administration is a highlight of the district, aided by open communication and shared decision making. The district benefits from strong leadership, a supportive school board and community, and financial stability. A clear strategic plan guides the district's modern approach to both regular and special education. Professional development opportunities and a competitive pay scale help attract and retain quality staff. Yorkville Joint #2 is known for its well run operations, welcoming environment, and variety of student clubs and activities, which contribute to high levels of engagement and strong open enrollment. Its small, close-knit nature fosters a sense of belonging, and students are well behaved and supported. Overall, the district is in an excellent position with no major systemic issues and a clear vision for continued success.

Challenges of the Yorkville Joint #2 School District as identified by STAFF

(Based on interviews and personal statements)

Challenges:

The educational landscape reflects a small town school environment with a focus on maintaining its close-knit community feel while addressing several key challenges and opportunities. There is a range in student preparedness, especially among open enrolled students who may arrive behind academically. Staff members express a desire for greater input in decisions, such as school calendar changes (particularly avoiding school on December 23), and support for virtual learning during snow days. There is interest in evaluating and improving special education practices, especially when inclusion isn't effective. While there is a strong commitment to challenging students academically, there's a sense that expectations could be raised further. Support staff, however, often feel undervalued and out of the loop, particularly regarding communication about staff development days, expectations, and access to benefits. They also seek clearer communication and opportunities for professional development, including training specifically tailored to their roles.

Top Five Desired Characteristics of the next Yorkville Superintendent as identified by SCHOOL DISTRICT STAFF	
Humble and Approachable Leadership	Strong Communication and Visibility
The superintendent should be humble, approachable, and genuinely value all employees and should avoid coming in with a "fix-it" mentality and instead take time to listen and understand before making changes.	Must be visible and involved in the district and capable of effective communication, including truly listening to staff and stakeholders.
Trustworthy and Professional	Decisive and Supportive Leader
Should demonstrate trustworthiness, common sense, professionalism and must respect the small town district culture and be aware of its nuances.	Expected to show strong leadership: make informed decisions, hold staff accountable, and support a shared leadership model. Should also be proactive, not reactive, and trust administrators to perform their roles.
Experienced and Student Centered	
The next superintendent should have experience with personnel issues, laws and policies, and maintain a student centered mindset and also needs to be personable, detail oriented, and consistent in expectations and follow through.	

What has shifted in the direction of the Yorkville School District over the past five years?

Since the last superintendent search in 2021, the Yorkville Joint #2 School District has seen significant improvements across multiple areas. The overall climate and morale have greatly improved, with a more positive and trusting environment now established. A clear plan and vision are in place, supported by better structure, policies, and a more cohesive administrative team. The district is financially stronger, thanks in part to the passage of a recurring referendum, and facilities have been upgraded through a building project. Teachers now benefit from a defined salary schedule and an improved pay scale, contributing to a stronger culture and increased job satisfaction. Additionally, the district has expanded its curriculum offerings, further enhancing the educational experience for students.

Strengths of the Yorkville Joint #2 School District as identified by STUDENTS (GRADES 7 - 8)

(Based on interviews and personal statements)

Strengths:

The school is known for its positive, close-knit culture, often described by students and staff as welcoming and "like a big family" where everyone knows each other. Teachers and support staff are dedicated, approachable, and skilled, offering strong coaching and advising. Students benefit

from a wide range of opportunities, including sports, electives, and extracurricular activities, alongside strong academic performance and reliable access to technology. The school features well-maintained facilities such as playgrounds, ball fields, PE equipment, and a library, with ongoing improvements enhancing the learning environment. Additionally, the district enjoys strong community support and pride.

Challenges of the Yorkville Joint #2 School District as identified by STUDENTS (GRADES 7 - 8)

(Based on interviews and personal statements)

Challenges:

Several areas across the school require upgrades and improvements to better support students and staff. In terms of facilities and maintenance, key needs include renovations to the locker rooms, small gym, and stage, as well as enhancements to the baseball and softball fields, general landscaping, school clocks, and the PA system. There is also a desire for more electrical outlets and additional space for after school activities. Operational and logistical challenges include disruptions due to ongoing construction, inconsistent bus pickup times, and overcrowded or outdated lunch areas. From a student experience perspective, there are frequent requests for better lunch options, increased recess and engaging activities, more diverse class offerings (particularly for grades 6 through 8) additional field trips, and more flexible policies regarding snacks and water. In terms of technology and utilities, students have expressed the need for stronger Wi-Fi, improved access to purified drinking water, and attention to smaller quality-of-life details like bringing back the vending machines and more visible art displays around the school.

Top Five Desired Characteristics of the next Yorkville Superintendent as identified by STUDENTS	
Visible and Approachable Presence	Warm and Personable Demeanor
The superintendent is physically present and engaged in the school community, making themselves accessible and friendly, which helps build trust and rapport.	They exhibit a warm demeanor and a sense of humor, which makes interactions with students and staff positive and inviting.
Active Engagement with Students and Activities	Supporter of Academics and Athletics
They regularly greet students and participate in school events, showing a commitment to building an inclusive and welcoming environment.	The superintendent encourages excellence in both academic and extracurricular areas, showing school pride and promoting balanced student development.
Compassionate and Attentive Leadership	
They should be a good listener who builds personal connections, responding thoughtfully to the needs of teachers and students and fostering a supportive educational atmosphere.	

FINDINGS / THEMES

Many of the discussions pertaining to strengths and challenges for the Yorkville Joint #2 School District flows into the expectations for the next superintendent. Several of the characteristics that are present in the profile for the next superintendent build on the current strengths of the organization in addition to addressing the challenges ahead. The search team will seek a new superintendent who will understand issues facing the district.

When the data from interviews and focus groups were combined, themes emerged. It should be noted that there was more similarity across groups than there were differences. In general, strengths and challenging issues were almost unanimous across groups. Additionally, the characteristics desired in the next superintendent were also closely aligned across groups. This congruence is viewed as a positive characteristic of this search and will bring clarity in focus for the board and the new superintendent.

The following themes are supported by the combined data.

STRENGTHS

1. Strong, Supportive, and Collaborative Staff

- The staff is repeatedly mentioned as one of the district's greatest strengths.
- Teachers, support staff, and administrators are described as friendly, collaborative, and committed. They work well together, feel heard and supported, and foster positive relationships with students.
- Low turnover and strong professional development further reflect a stable and engaged workforce.

2. Positive School and District Culture

- There is a strong sense of community and belonging.
- The district is described as close-knit, family-like, and a desirable place to work and learn.
- High morale, emotional support for students, and respectful relationships contribute to a safe and inclusive environment.
- Culture is noted as both positive and consistent across the district.

3. Effective Communication and Leadership

- Communication between the Board, administration, staff, and families is highlighted as excellent.
- The superintendent, principal, and business manager are seen as experienced, transparent, and approachable.
- Leadership listens to concerns, provides timely updates, and implements structured planning, including strategic updates and checklists.

4. Community and Parent Support

- The broader community and parents are highly supportive and involved.
- There's trust in leadership and pride in the district, with strong engagement seen through open enrollment, active parental involvement, and widespread appreciation for the district's direction and values.

5. High-Quality Learning Environment and Student Opportunities

- Students benefit from a strong academic foundation, extracurricular options, and a supportive environment.
- The district is academically solid and strives for improvement.
- Classrooms are well-resourced, technology is up-to-date, and there's a wide range of electives, sports, and clubs, all contributing to a well-rounded educational experience.

The following themes are supported by the combined data.

CHALLENGES

1. Communication and Transparency

- Can be difficult to manage small-town dynamics where "everyone knows everything"
- Pressure from media and open records requests
- Need for more transparency about curriculum (posting syllabi, online resources)
- Parents asking for more guidance (e.g., monthly topics, middle school concerns)
- Support staff feeling "out of the loop" and under-informed

2. Staff Retention, Support, and Development

- Emphasis on keeping staff happy and ensuring they feel valued
- Competitive salaries with neighboring districts
- Need for clearer staff development (especially for support staff)
- Confusion around professional development days and staff roles (support staff)
- A sense of underappreciation among support staff
- Must have leadership consistency when working with a part-time superintendent

3. Facilities, Resources, and Infrastructure

- Important to look at the smaller items now that the major construction projects are nearing completion (e.g., gym, locker rooms, water, drop-off area, fencing, stage, clocks, Wi-Fi, landscaping), more outlets and lunch improvements
- Safety and logistical concerns (construction, bus pick-up)

4. Curriculum, Technology, and Student Experience

- Over-testing, need for better class schedules and more class options
- Mixed feedback on technology (especially Chromebook effectiveness)
- Calls for more challenging coursework and better understanding of student needs
- Interest in new extracurricular options (soccer, field day)

5. Preserving Small-Town Values While Managing Growth and Change

- There's a recurring tension between wanting to maintain the small-town feel of the school community and the need to modernize and grow
- Desire to preserve Yorkville's small district identity
- Managing change consistently while carrying out strategic plans
- Aligning with feeder high schools
- Making sure that improvements include both "big things" and the small, day-to-day details

The following themes are supported by the combined data.

DESIRED CHARACTERISTICS OF THE NEXT SUPERINTENDENT

1. Strong and Approachable Leadership

- The superintendent should be a strong, confident leader who is also approachable, visible in the schools, and personable with students, staff, and the community. A friendly demeanor and sense of humor help build trust and approachability.

2. Excellent and Transparent Communicator

- Effective, honest, and proactive communication is critical. The superintendent must listen actively, share clear and complete information, and maintain open communication channels with all stakeholders.

3. Student-Centered Focus

- Students must be at the heart of all decisions. The superintendent should build relationships with them, be visible in school life, and promote academic and extracurricular growth.

4. Collaborative and Trust-Based Leadership

- A leader who empowers others, values shared decision making, and respects defined roles. Trust and mutual respect are essential for a cohesive leadership team.

5. Knowledgeable and Experienced

- The superintendent must bring a solid understanding of school operations, policy, law, and district dynamics, ideally with experience handling complex personnel or planning matters.

6. Community Oriented and Involved

- Someone who engages actively with the community, builds strong relationships, and becomes a familiar and trusted presence in both school and town life.

7. Effective Decision Maker with Follow-Through

- A leader who can make timely, well informed decisions and follows through on commitments to maintain momentum and trust.

8. Respects Existing Strengths and Culture

- The new leader should honor what already works well in the district and avoid unnecessary disruption, taking time to understand the culture before initiating change.

9. Accountable and Ethical

- High integrity, accountability, and sound judgment are essential. The superintendent must be honest, fair, and ensure everyone is meeting expectations.

10. Supportive of Staff and Their Roles

- The superintendent must build supportive relationships with staff, respect their roles, and foster a positive, professional working environment.

BULLETED NOTES FROM ALL GROUPS

The interviews and focus groups of stakeholders generated the following responses. Careful attention has been made to accurately convey the message. The comments listed below emerged from statements made by stakeholders and they are to be considered personal opinions of the individual making the comments regarding the Yorkville Joint #2 School District.

Board Members

What are the strengths of the Yorkville Joint #2 School District?

- Families and teachers are starting to trust the administrators and the Board
- Small close-knit community
- Great communication
- Supportive community
- Great staff - work well together as a great team
- Appreciate current superintendent experience and knowledge
- Great communication and transparency
- Strong business manager
- Great amount of trust across the district
- Educational component
- Good spot financially
- Culture is good throughout the district
- Desirable place to send your kids
- Great staff and administrators
- Campus is well maintained
- Everyone loves being there
- Not much turnover with staff
- Very successful school district
- High open enrollment numbers into the district
- Very friendly
- Well balanced school district
- Financially stable
- We are where we are because of our people
- Strategic plan gets updated every year with action plans - the Board gets quarterly updates
- Policies, handbooks and legal requirements have been cleaned up
- Month by month checklists are in place, who does what is clearer
- Morale is up

What are the challenges of the Yorkville Joint #2 School District?

- Small community and everyone knows everyone, they want to know everything, some things that can't be shared
- Many open records requests
- Media can be a challenge
- Must keep staff happy so they stay
- Staff is good but need to get some people out of their comfort zone to grow in other areas
- Being consistent with the change in carrying out the strategic plan

- Keeping Yorkville at a successful level
- Keep the right people in place
- Keep making the district better
- Make sure any outsourced (split) staff members are effective within the Yorkville District
- Must understand Yorkville is a small school district
- Keep salary levels competitive to neighboring districts

Parents and Community Members

What are the strengths of the Yorkville Joint #2 School District?

- Building is a strength
- The learning environment
- The students
- Open enrollment
- Create a good community of students
- Good culture
- Well-rounded students, not just a focus on academics
- Staff is a huge strength
- Active parents
- Great communication
- When people reach out to the Board or administration they respond or meet with them
- Good job keeping up with literacy standards
- Staff is like family

What are the challenges of the Yorkville Joint #2 School District?

- Parents want to know what is being taught in the classroom, a lot of online books and curriculum, but parents aren't sure what is being taught, the curriculum needs to be posted online or a posted syllabus
- Want to see less use of Chromebooks, they are not great for all students
- More awareness of diversity throughout the school
- School can do a better job of giving parents tips on what to watch for in middle school and what's out there that is harmful to students
- Have monthly or quarterly topics for parents
- Must work with the high schools as a feeder school

School District Staff

What are the strengths of the Yorkville Joint #2 School District?

- Staff
- Academically in a good spot but can and want to move up
- Relationship with administration is good
- Strong principal
- Staff feels the backing of the administrative team
- Communication is great
- Voice of staff is heard
- Professional development is solid

- Supportive community
- Supportive school board
- Staff has a good relationship with students not just academical but emotionally - created a safe zone
- Board members and administrative team is very approachable and they listen
- Many clubs for students to be engaged
- Business manager
- Turn key operation
- Staff likes where they are at
- Now have a pay scale
- District is doing a much better job with salaries and keeping up with other districts
- Culture is great
- Strategic plan is a great structure, what is in place
- Pleasing environment
- Small school, everyone knows each other and helps each other out
- Good kids
- Good support from administration

What are the challenges of the Yorkville Joint #2 School District?

- Must get along with the day to day boss, can be difficult with a part-time superintendent
- Staff gave input on calendar options and were disregarded (ex. December 23)
- Allow for virtual days when there are snow days
- Look at special education options for students, what happens if inclusion is not working?
- Keep small town feel of school
- Make sure kids are challenged, maybe need to challenge them even more
- Support staff feels a little under-valued at times, out of loop on some things
- Staff development days - support staff does not know if they are supposed to be there or not, need advance notice (childcare)
- Support staff does not get the major benefits
- Continuing education or staff development (training) for support staff
- Inservice for support staff

Students (Grades 7 - 8)

What are the strengths of the Yorkville Joint #2 School District?

- Positive culture
- Kind, social teaching staff
- Supportive teaching staff
- Students all get along, like a big family
- Lucky to have nice things in the school
- Perfect size, everyone knows everyone
- Nice playground and ball fields
- Teachers do a good job explaining things to students
- Like that they have recess at lunch
- Good library
- Offer a lot of sports and activities

- Good coaches and advisors
- Supportive teachers
- Like the elective classes
- Feels like a family
- Chromebooks are good
- Technology throughout the school is good
- Nice to have two options for lunch
- A lot of good equipment for Phys Ed classes
- Like the bouncy chairs
- Great community
- Good sports
- Good, friendly and smart students
- Good classroom furniture
- Good teachers
- Great principal
- All of the school improvements are great for the district
- A lot of opportunities for students
- Good amount of classes
- Great academic achievement level
- Good learning environment
- Good staff including support staff and subs

What are the challenges of the Yorkville Joint #2 School District?

- The construction can interfere with things at school
- Fences around the softball field need to be improved
- School lunch can be improved
- Better pace to run for cross country and track
- Look at improving class schedule for 6 - 8 grades
- Too many tests
- More fun activities
- The drinking water needs to be improved
- The pick up and drop off area needs to be improved
- More supplies and resources for classes
- Bigger locker rooms
- The small gym needs to be improved
- Lockers in the hallways can be improved
- Time between classes can be longer
- Loud speakers throughout the school need to be improved
- Better uniforms for sport teams and improve size options
- Display more artwork
- Better landscaping outside the building
- Soccer nets need to be replaced
- More outlets in the classrooms
- More space for after school activities
- Students should be able to bring water bottles into the classroom

- Wi-fi needs to be improved
- Big things are done now, pay attention to the little things
- Bring back the Culligan water
- Lunchroom needs to be improved - more seating and the food can be improved
- Bus pickup times should be inconsistent
- The stage should be larger
- Baseball diamond needs some work
- More recess options
- New and bigger flagpole
- Buffer by the road and school grounds
- More food options
- Bring back the vending machine in the lunchroom
- Students would like to have a soccer team as an option
- Better selection of classes, more options
- More field day-like activities during the school year
- More field trips
- More bathroom passes
- Students should be allowed to eat snacks when hungry, and not just at snack time
- Should be allowed to bring backpacks into classrooms
- Improve the clocks throughout the school
- If you have all of your work completed in study hall, you should be able to use your phone
- Teachers understanding of student needs
- More money for teacher supplies
- More library books
- Bring back the pizza guy



2023-2024
Wisconsin
State Report Card Analysis

State Percentile Analysis

Yorkville J2

Purpose

The purpose of this report is to examine how Yorkville J2 compared to other Wisconsin districts during the 2022-2023 and 2023-2024 school years. Percentiles are used to indicate where Yorkville J2 falls in the distribution of school districts across the state of Wisconsin on a wide variety of metrics related to student achievement, target group performance, financial information, student demographics, and general district characteristics.

Methods

Data were collected across the five areas listed below from the Wisconsin Report Card website (<https://apps2.dpi.wi.gov/reportcards/>) :

<u>Student Achievement</u>	<u>Target Group Performance</u>	<u>Financial Information*</u>	<u>Student Demographics</u>	<u>District Characteristics</u>
Proficiency - ELA & Math	Target Group Outcomes Score	Total Education Cost Per Student	Economically Disadvantaged	Enrollment
Achievement Score - ELA & Math	Target Group Achievement Score	Instructional Expenditures Per Student	English Learners (EL)	Students to Staff Ratios
Participation - ELA & Math	Target Group Growth Score	Percent Revenue from Property Tax	Disabilities	Graduation/Attendance
Growth Score - ELA & Math	Target Group Chronic Absenteeism	Teacher Average Salary and Fringe	Ethnicity	Mobility
3rd Grade ELA Achievement Score	Target Group Graduation/Attendance	Teacher Average Experience		Chronic Absenteeism
8th Grade Math Achievement Score				
On-Track to Graduate				

Percentiles were calculated by ranking all Wisconsin districts who had data on the particular metric appearing in the report card. A percentile of 50 would indicate that a district had an indicator value that was the same or higher than 50% of districts across Wisconsin. A percentile of 99 would indicate that a district had an indicator value that was the same or higher than 99% of districts across Wisconsin. Note that it may not be desirable to have high percentile rankings for all indicators. For example, it may be preferable to have an average or lower percentile ranking for metrics such as student to staff ratios or between district mobility (the percent of students not present for the full academic year). Additionally, districts comprised of only one school are not part of the state comparison data for district report cards, thus are excluded from this district-level analysis.

Tables 1-5 display the values corresponding to the state 50th percentile, the district values, and the district percentile rankings within the state of Wisconsin for the 2022-2023 and 2023-2024 school years. Note that the state value is the 50th percentile value across all districts in the state. The change in the value and percentile between these two school years is also reported. Figures 1 and 2 visualize the shift in the state's distribution of ELA and Math proficiency from the Spring of 2023 to the Spring of 2024. The vertical lines represent the District proficiency in the Spring of 2023 and the Spring of 2024. Figures 3 and 4 show the percentage of students designated as economically disadvantaged against the percentage of all students meeting ELA and Math proficiency across the district in the spring of 2024.

*Financial expenditure and revenue data reported is from the previous school year.

Table 1. Student Performance

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
ELA Proficiency	42.0%	50.6%	79	53.1%	64.7%	86	14.1%	+7
Math Proficiency	41.1%	57.8%	89	56.0%	74.3%	91	16.5%	+2
Achievement Score	61.6	76.0	87	62.2	77.2	87	+1.2	0
ELA Achievement Score	62.4	72.5	81	62.5	72.5	81	0.0	0
Math Achievement Score	60.8	79.4	90	61.9	81.8	90	+2.4	0
ELA Participation	98.3%	99.7%	92	98.4%	99.7%	91	0.0%	-1
Math Participation	98.3%	99.7%	92	98.3%	99.7%	91	0.0%	-1
Growth Score	65.1	66.9	58	64.1	68.9	69	+2.0	+11
ELA Growth Score	64.1	64.1	48	64.1	67.9	65	+3.8	+17
Math Growth Score	64.1	69.8	68	64.1	69.8	70	0.0	+2
3rd Grade ELA Achievement Score	61.8	66.7	69	64.0	74.2	83	+7.5	+14
8th Grade Mathematics Achievement Score	53.7	64.8	74	59.6	77.3	85	+12.5	+11
On-Track to Graduation Score	85.0	88.2	75	85.7	88.7	75	+0.5	0

Table 2. Target Group Performance

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
Target Group Outcomes Score	60.0	75.9	92	59.1	83.6	96	+7.7	+4
Target Group Achievement Score	20.9	36.3	90	22.3	39.8	92	+3.5	+2
Target Group Growth Score	65.1	73.6	87	64.1	82.2	97	+8.6	+10
Target Group Chronic Absenteeism Score	81.8	90.2	87	79.6	86.3	77	-3.9	-10
Target Group Graduation/ Attendance Score	93.2	94.1	58	94.2	93.8	44	-0.3	-14



Table 3. Financial Information

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
Total Current Education Cost per Student (TCEC)	\$ 13,354	\$ 14,045	66	\$ 13,871	\$ 14,497	61	+\$ 452	-5
Instructional Expenditures Per Student	\$ 8,340	\$ 9,441	81	\$ 8,693	\$ 8,010	27	-\$ -1,431	-54
Percent Revenue from Property Tax	36.3%	65.1%	90	36.2%	63.8%	90	-1.3%	0
Teacher Average Salary	\$ 56,415	\$ 60,652	76	\$ 58,643	\$ 65,871	87	+\$ 5,219	+11
Teacher Average Salary Plus Fringe	\$ 81,124	\$ 90,322	87	\$ 84,062	\$ 88,163	70	-\$ -2,159	-17
Teacher Average Total Experience	14.5	15.9	79	14.4	15.5	72	-0.4	-7

Table 4. Student Demographics

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
Economically Disadvantaged	39.1%	21.5%	17	40.4%	24.6%	18	3.1%	+1
English Learner (EL)	1.6%	0.0%	8	1.7%	1.3%	42	1.3%	+34
Disabilities	14.8%	9.3%	3	15.3%	11.1%	9	1.8%	+6
Asian	0.6%	0.4%	38	0.6%	0.6%	50	0.2%	+12
Black	0.8%	0.2%	14	0.8%	0.6%	36	0.4%	+22
Hispanic	5.8%	10.2%	78	6.1%	9.7%	73	-0.5%	-5
White	87.0%	82.2%	31	86.5%	81.9%	33	-0.3%	+2
Two More Races	3.4%	7.0%	89	3.5%	7.1%	89	0.1%	0

Table 5. District Characteristics

* The state value columns report values at the 50th percentile across all districts in the state.

Indicator	State Value*	2023 District Value	District Percentile	State Value*	2024 District Value	District Percentile	Change 2023 to 2024 District Value	District Percentile
Enrollment	911	460	24	898	476	26	+16	+2
Ratio of Students to Staff - Licensed Staff	11.4	12.2	69	11.4	12.8	83	+0.6	+14
Ratio of Students to Staff - Total FTE	6.9	8.5	91	6.8	8.9	96	+0.3	+5
Graduation/Attendance Score	95.4	94.3	39	95.8	94.4	32	+0.1	-7
Between District Mobility	3.25	1.7	12	3.1	0.4	2	-130.0%	-10
Chronic Absenteeism Rate Score	88.3	93.3	83	87.1	89.4	65	-3.9	-18



The graphs below illustrate the percentage of students meeting proficiency standards in ELA and math in each school district across Wisconsin. The distributions of these percentages in 2023 and 2024 are captured under the grey and purple curves respectively. The state median is noted for each year as well. The vertical lines illustrate the percentage of students meeting proficiency each year in your district.

Figure 1. Proficiency Distribution of Wisconsin Districts - ELA

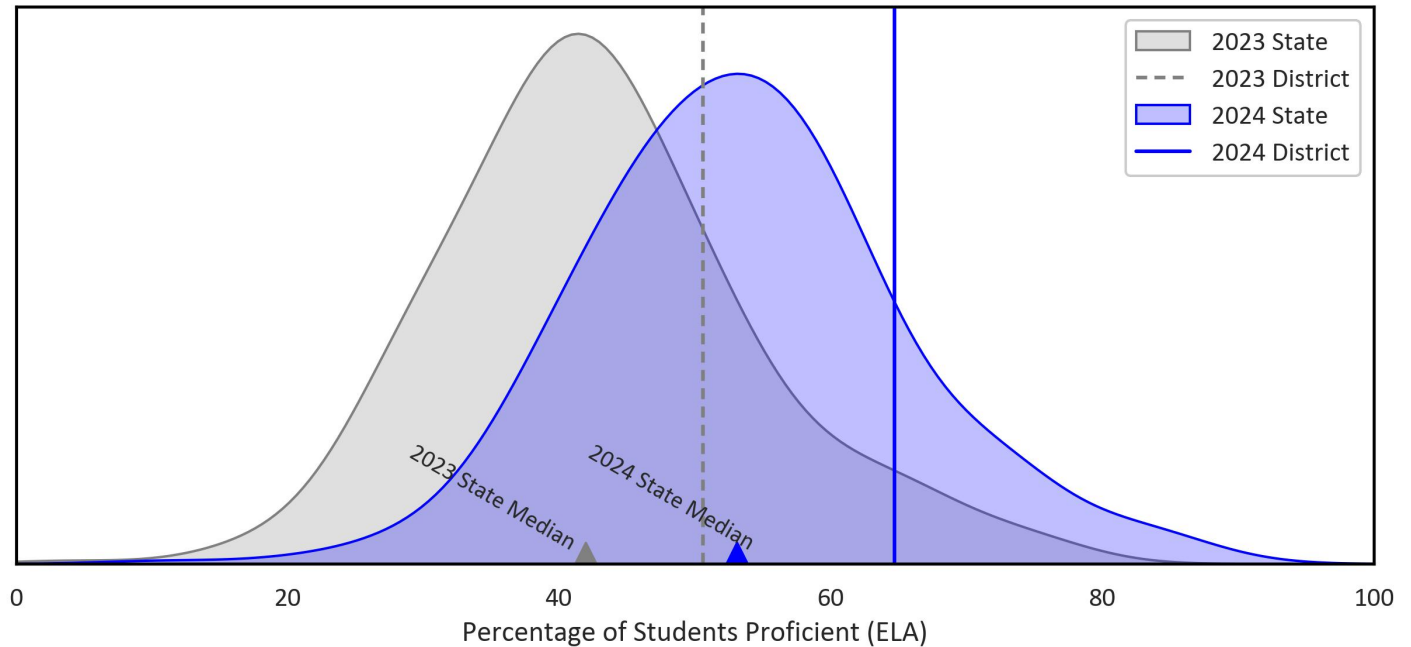
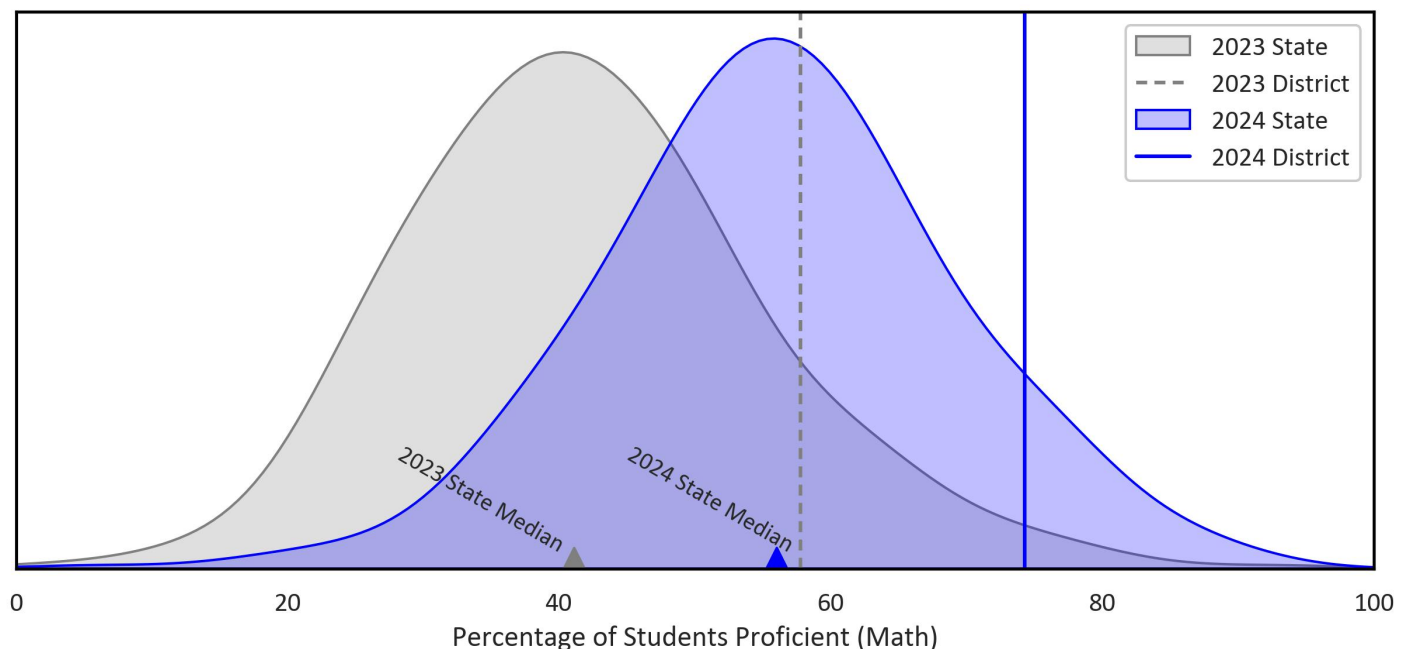


Figure 2. Proficiency Distribution of Wisconsin Districts - Math



The graphs below depict the percentage of students designated as Economically Disadvantaged against the percentage of all students meeting ELA and math proficiency in the Spring of 2024 across the district. The proficiency grey dots represent all other school districts in the state, with a trend line included through the center of the distribution meeting proficiency.

Figure 3: Economically Disadvantaged vs. ELA Proficiency 2024

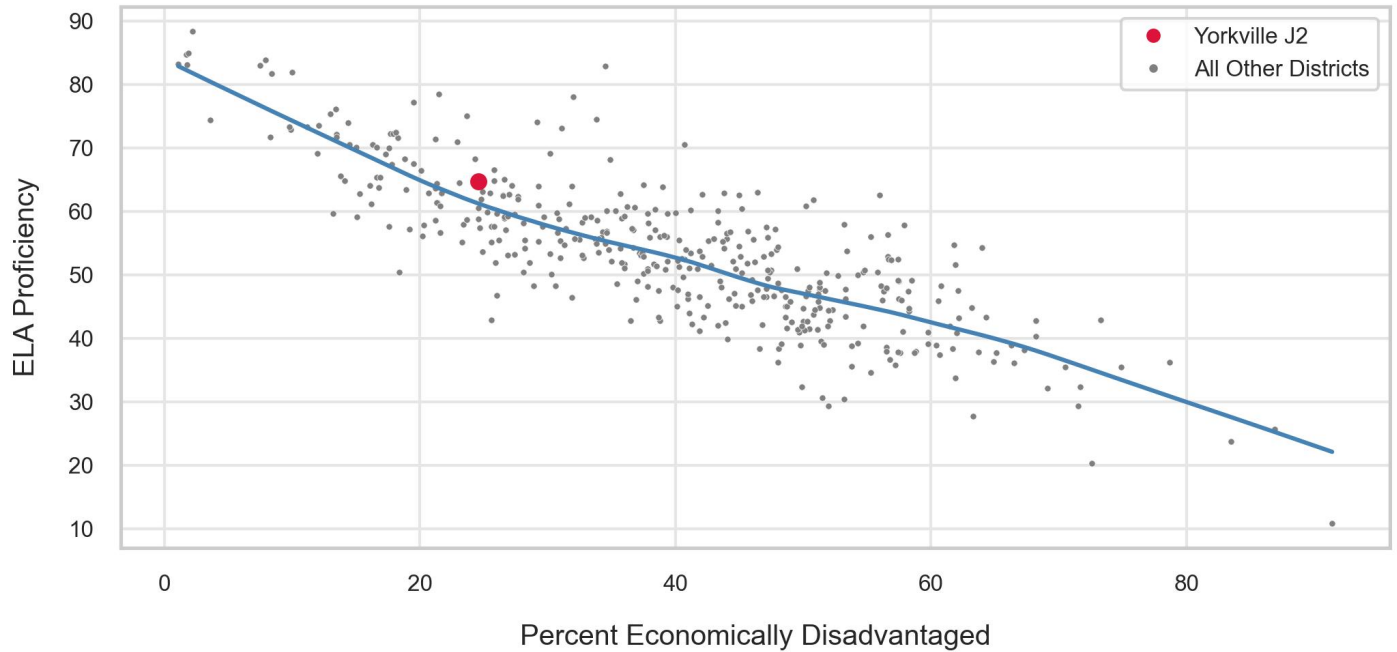


Figure 4: Economically Disadvantaged vs. Math Proficiency 2024

