



LEADERSHIP PROFILE REPORT

The School District of Chilton
March 2, 2026

SELECTION PROCESS

The School District of Chilton 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, or Scott Winch, HYA Senior Associate. mikerichie@hyasearch.com / scottwinch@hyasearch.com

PURPOSE

This report presents the findings of the Leadership Profile Assessment conducted by HYA during the months of January and February 2026 for the new superintendent of the School District of Chilton. 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 School District of Chilton for the opportunity to find your next leader who 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 District 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
Scott Winch, HYA Senior Consultant

DESCRIPTION OF THE DISTRICT

The School District of Chilton is a PK-12 district with an enrollment of 1,050 students, 150 employees, and a general fund budget of approximately \$16 million. The district is comprised of three schools: Chilton High School, Chilton Middle School, Chilton Elementary School, and a District Office that is located within the high school facility. Chilton Elementary and Middle Schools are distinct buildings that share a common library media center and lunchroom. All school facilities are located on a hundred-acre tract of land located on the south end of the City of Chilton on State Hwy. 151, which enables seamless collaboration across the district. Chilton, a city of approximately 3,950 residents, is the county seat of Calumet County in Wisconsin. The Chilton community is extremely proud of and supportive of its schools. These qualities are reflected through parent and community engagement and high attendance at extra-curricular events.

In August 2023, the School District of Chilton opened a state-of-the-art Athletic Complex, which can seat 1500 spectators around a synthetic turf field and a nine-lane track. This has enabled a myriad of opportunities for students to engage in fitness and teamwork.

A 36,000 square foot interior renovation of the Elementary School was completed in September 2024. The school features large, naturally lit classrooms, an impressive common area with skylight, and state-of-the-art learning environments for 4K-4. The School District of Chilton offers a comprehensive 4K-12 educational program and firmly believes that preparing students to achieve their potential is our highest priority.

The Chilton Public Schools is a very special place which includes:

- Small class sizes that are conducive to learning
- Highly qualified teachers
- A strong support staff
- Administrators who provide leadership
- A community that is supportive and engaged.
- As a result, we have a school district that offers an educational experience like no other in the State of Wisconsin which includes the four A's: Academics, Arts, Agriculture, and Athletics. It is not about acceleration in a single area, but experiences that inspire students to be lifelong learners and responsible, contributing members in a global society.

District Highlights:

- High-performing schools as reflected on the State Report Card
 - Elementary School: Significantly Exceeds Expectations
 - Middle School: Exceeds Expectations
- Strong instructional focus with ongoing curricular review and improvement
 - Implementing HMH Into Reading and Into Literature (Grades K–11)
 - Implementing Bridges Math (Grades K–5) and CPM (Grades 6–8)
- Sound fiscal stewardship and community trust
 - Successful passage of a 5-year non-recurring operating referendum (2022)
 - Voter approval of a \$19.3 million capital projects referendum
- Regional leadership in special education
 - Serves as the hub for the Calumet County Children with Disabilities Education

- Board (CCDEB)
 - One of only four CCDEBs in the state
 - Provides specialized services in EBD and ID for students from four surrounding districts
- Strong community partnerships
 - On-site before- and after-school childcare provided in partnership with a local business
 - Concession stand constructed entirely through community fundraising
 - Ongoing fundraising efforts for a wrestling room addition
- Engler Center for the Performing Arts
 - Constructed through endowment funds and maintained with the help of the Friends of the Engler Center, a 501(3)(c)
 - Musical productions are offered at each school building
- Commitment to early learning
 - All-day 4K implemented beginning in the 2024–2025 school year
- Positive enrollment trends
 - Net positive open enrollment

District Vision Statement:

- Be an innovative school system recognized for every student's demonstration of the skills necessary to succeed in a rapidly changing world.
- Demonstrate continuous improvement through the delivery of a challenging education program that fosters student achievement, accommodates individual learning styles, and values personal integrity.
- Develop an interactive partnership between the school district and the community that is mutually beneficial.

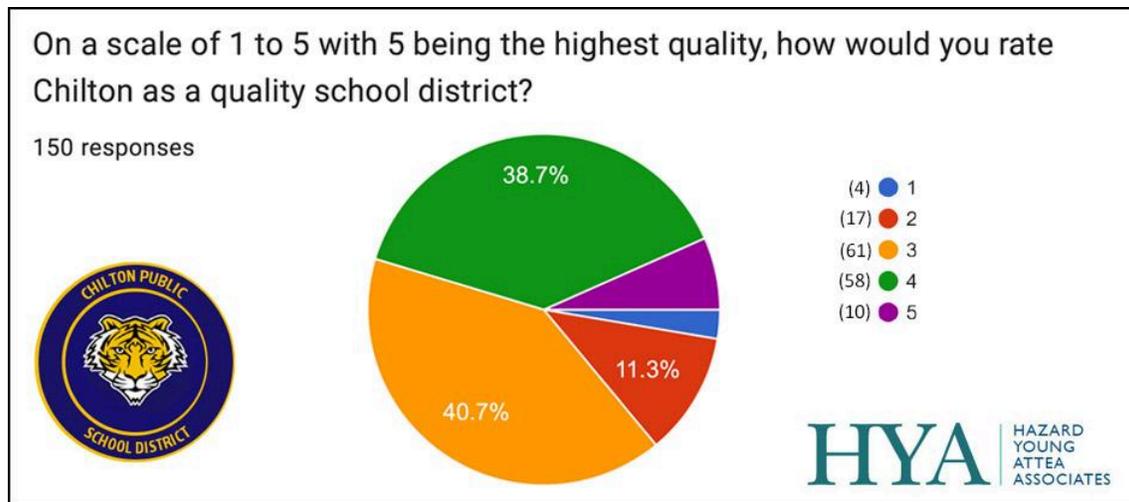
District Belief Statements

1. We believe that all students can learn at high levels.
2. We believe that all students are entitled to a rigorous curriculum that challenges each student's capacity to learn.
3. We believe that teacher effectiveness and expertise have a significant impact on student learning.
4. We believe that our financial and human resources must directly support student learning.
5. We believe that the success of every student is critical to the future of our schools, our community, our nation, and the global marketplace in which they will work.

Visit the School District of Chilton Website for more information: [Chilton School District Website](#)

COMMUNITY ENGAGEMENT

From February 9-23, 2026, an online survey was conducted for all stakeholders. The School District of Chilton received 151 responses.



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 the District'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.

The HYA Associates conducted individual interviews with all five current School Board members, along with twelve (12) 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 School District of Chilton that the next superintendent can build upon?
2. What are the challenges facing the School District of Chilton that the next superintendent should be aware of, or that you would like to see 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 School District of Chilton?

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
- Community/Parents
- Staff
- Students

PROCESS

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

PARTICIPATION

Responses were gathered from individual interviews and focus groups. The HYA consultants conducted seven individual interviews and hosted twelve (12) focus groups.

School District of Chilton Interviews and Focus Groups
Interview: Board Members - 5
Focus Group 1: Support Staff - 10 (virtual)
Focus Group 2: Administrative Team - 4
Focus Group 3: Students - 9
Focus Group 4: Students - 15
Focus Group 5: Chamber CAP Stone Partners - 3
Focus Group 6: Students - 12
Focus Group 7: District Leadership Team - 4
Focus Group 8: All School Employees - 31
Focus Group 9: Administrative Assistants - 4
Focus Group 10: Parents and Community Members - 6
Focus Group 11: Community Members - 6 (virtual)
Focus Group 12: Anyone in the Community - 0 (virtual)

PROFILE DEVELOPMENT & QUALITATIVE DATA

Perceived Strengths • Perceived Challenges • Desired Characteristics

Strengths of the School District of Chilton as identified by BOARD OF EDUCATION

(Based on interviews and personal statements)

Chilton School District's strengths center around well maintained and modern facilities, experienced and caring staff, and strong community support rooted in rural values. The district demonstrates financial stability, program excellence (notably in music and athletics), and a history

of academic achievement. There is clear pride, stability, and community alignment supporting the district's continued growth.

1. Strong Facilities and Infrastructure

- Facilities are modern, well kept, and in great shape
- New athletic facilities
- Buildings are consistently maintained
- Infrastructure reflects strong investment and pride

2. Dedicated and Experienced Staff

- Caring teachers
- Veteran staff who tend to stay
- Commitment to students
- Stability within the district

3. Strong Community Support

- Strong community involvement
- Community cares deeply about the district
- Rural values embedded in the district culture
- Unified school board

4. Academic and Program Strengths

- Education is among the best in the area
- History of strong achievement (noted as strong until recently)
- Progress toward curriculum improvement
- Award-winning music program

Challenges of the School District of Chilton as identified by BOARD OF EDUCATION

(Based on interviews and personal statements)

The district faces interconnected challenges in academic achievement, financial sustainability, enrollment stability, governance, and community trust. Addressing these issues will likely require strategic planning, improved transparency, strengthened academic focus (especially at the high school level), financial planning tied to enrollment realities, and rebuilding relationships between leadership and the broader community.

1. Academic Performance

- Below average academic performance, particularly at the high school level
- Overall student achievement needs improvement
- Academics are viewed as capable of being stronger
- Struggled with standards-based grading; recently returned to a GPA system
- High Special Education (SPED) population (approximately 25% of students), creating added instructional and resource demands

2. Curriculum and Programming

- Elementary curriculum improvements are underway
- Desire to expand shop/technical education offerings
- Need to strengthen overall academic rigor and outcomes

3. Enrollment and Demographics

- Flat or slightly declining enrollment
- Efforts underway to increase enrollment
- Declining enrollment impacts funding and programming flexibility

4. Financial Challenges

- Budget constraints and overall financial pressure
- Rising health care costs
- High SPED enrollment adds financial strain
- Potential operational referendum in the coming year
- Financial constraints limit program expansion and staffing flexibility

5. Governance and Leadership

- No clear strategic plan guiding district direction
- Lack of transparency in decision-making
- Political dynamics affecting the school environment
- Governance concerns related to leadership and board dynamics

6. Community and Culture

- Strained relationship between administration and the community
- Need to rebuild trust and improve communication
- Community values athletics, but sports programs are not achieving desired levels

Top Five Desired Characteristics of the next Chilton Superintendent as identified by SCHOOL BOARD MEMBERS	
Integrity, Honesty and Transparency	Collaborative Leadership
The new superintendent is expected to model integrity by being honest, open, and forthright in every interaction. This means communicating truthfully, making decisions grounded in ethical principles, and maintaining full transparency with the board, staff, and the broader community.	He or she must build a collaborative relationship with the Board, working as a partner in leadership. This includes creating appropriate opportunities for board members to engage with staff and fostering a culture of teamwork that connects the Board, all staff, and the entire school community.
Accountability and Fiscal Responsibility	Culture and Community Focus
The superintendent is responsible to set clear standards and ensure they are met - holding staff accountable for performance, managing the district with fiscal discipline, safeguarding public funds, ensuring policies are followed, and grounding	The new leader will play a key role in shaping a positive district culture by being present, engaged, and connected. He or she must show up in schools and the community, build strong partnerships, honor local values, and lead with a servant mindset that

decisions in reliable data to support student and district success.	puts students, staff, and families at the center of each decision.
Visionary, Achievement Oriented Leadership	
The superintendent's role is to drive progress and elevate student outcomes - keeping student achievement first, articulating a clear vision, introducing innovative ideas, coaching and developing staff, and leading improvement efforts that move the district forward.	

**Strengths of the School District of Chilton as identified by
PARENTS AND COMMUNITY MEMBERS**

(Based on interviews and personal statements)

The district centers on strong academics, dedicated staff, excellent facilities, and a supportive community. Students benefit from solid test performance, diverse academic pathways, and robust programs. The district is powered by passionate educators who build meaningful relationships and understand student needs. Well maintained facilities, like the pool and auditorium, provide resources many districts do not have. A positive, engaged community supports district initiatives and contributes to a healthy culture. Strong board leadership and fiscal management reinforce stability and long term success.

1. Strong Academic Performance

- Good test scores
- Students perform well academically
- Start College Now / AP class opportunities
- Strong Tech Ed / Capstone program
- Many academic opportunities

2. High Quality, Passionate Staff

- Quality educators
- Passionate teachers
- Staff who understand students are different
- Strong relationships with students

3. Exceptional Facilities and Resources

- New and modern facilities
- Well maintained buildings and grounds
- Pool and auditorium
- Facilities many districts would value

4. Strong Community Support and Positive Culture

- Positive relationship between community and schools
- Strong community backing
- Support for district initiatives

- Good overall community feel
- More positives than negatives

5. Responsible Governance and Financial Management

- Strong school board leadership
- Conservative financial management
- Stability and fiscal responsibility

Challenges of the School District of Chilton as identified by PARENTS AND COMMUNITY MEMBERS

(Based on interviews and personal statements)

The district faces several challenges, especially around long term financial stability and organizational alignment. Budget pressures, operational referendums, and the need for more business minded planning create uncertainty for programs. Governance concerns such as the need for clearer board-administration roles, stronger communication, and decisive leadership. Collaboration with the city is limited, needing to share services and coordinate planning. Student support systems are limited by understaffing in counseling, SPED, and library services, and concerns about bullying follow through. Families want clarity around curriculum decisions and assurance that college credits will transfer.

1. Financial Challenges and Sustainability

- Financial constraints impact programs and staffing
- Heavy reliance on tax dollars (53% of tax dollars go to the district)
- Dependence on an operational referendum as a short-term solution
- Need to eliminate reliance on recurring operational referendums
- Long-term financial planning instead of short-term fixes
- Treating the district more like a business (cost management, efficiency, measurable outcomes)
- School funding remains a major issue

2. Governance and Leadership

- Board-Administration relationship could be stronger
- Board governance clarity, each level must know its role
- Desire for leadership that is a “doer,” not just a listener
- Need for clearer communication and follow through
- Community wants to be informed

3. City and District Relationship

- Weak collaboration between the district and the city
- Relationship is not toxic but disconnected
- No shared services
- Lack of coordinated planning

4. Student Support and Staffing Issues

- Only one high school counselor (overwhelming workload), high turnover in counselor position

- Only one LMC (Library Media Center) director for the entire district
- SPED department understaffed
- Need stronger support for staff and students
- Follow through on bullying concerns

5. Academic and Curriculum Concerns

- College credits that don't transfer to universities
- Book and curriculum review process unclear
- Who makes decisions on removing and changing materials?

6. Communication and Community Trust

- People want to be informed
- Need clear communication
- Stronger follow through
- Greater transparency in decision making

Top Five Desired Characteristics of the next Chilton Superintendent as identified by PARENTS and COMMUNITY MEMBERS	
Educational Expertise and Legal Knowledge	Visibility and Engaged Community Presence
The superintendent needs a strong foundation in teaching and learning, and an understanding of school state and federal laws. They need knowledge of systems, compliance expectations, and the operational structures that keep a school district running effectively and legally.	The expectation is to be a highly visible and engaged, both in schools and in the community. Being approachable and welcoming (especially to students) helps build trust and connection. In a smaller community, this kind "all-in" involvement shows investment and strengthens relationships.
Strong Leadership and Accountability	Strong Communication and Transparency
A visible leader of the district, someone who represents with confidence and clarity. Having strong, steady leadership, honoring commitments through follow through, and holding both themselves and others accountable.	The superintendent must have clear, consistent messaging with staff, students, and families. Making decisions openly and transparently, supported by listening and engagement. Reliable follow up and follow through are necessary.
Advocate and Support Staff and Students	
The superintendent should be a strong and vocal advocate for the entire district, championing the needs of students, staff, and promoting the value of all educational programs. Speaking up for resources, opportunities, and policies that help the district grow.	

Strengths of the School District of Chilton as identified by STAFF

(Based on interviews and personal statements)

The strong sense of community, dedicated staff, and variety of opportunities for students are top strengths. Chilton benefits from a small district feel where families are connected, community involvement is high, and decisions center on what's best for kids. Staff members are passionate, collaborative, and committed to high expectations. Students enjoy academic, arts, athletic, and extracurricular opportunities that are impressive for a district of this size. Well-maintained facilities, along with up to date technology also strengthen the district.

1. District and Community Culture

- Small district feel with a strong sense of belonging
- Welcoming and supportive community/family connections
- High level of community involvement
- Community had input on grading system
- Community supports academics, arts, athletics, and tech ed
- Alumni return to work and live in the district
- Positive culture in the buildings
- Student focused, decisions are made in the best interest of kids
- Students are respectful

2. Staff and Leadership

- Dedicated and passionate teachers, good retention
- High expectations for students
- Staff enjoy working together, are flexible and adaptive
- Schools have a culture of teamwork and collaboration
- Strong leadership-administrative team
- Processes in place for student and staff growth

3. Academic and Student Opportunities

- Strong participation in arts, athletics, and academics
- Engler Center supports musical activities
- SCN/AP course offerings
- County SPED Program support
- Network of county schools
- New curriculum being implemented effectively
- Good offerings for a small school, wide range of student opportunities

4. Facilities and Resources

- Everything located on one campus
- Facilities are top notch, high quality, and well maintained
- New, award-winning elementary (23-24 School of Recognition)
- New athletic complex, wrestling facility
- Strong technology infrastructure, IT department is strong
- Financially stable district

5. Partnerships and External Support

- Strong business partnerships
- County SPED collaboration
- Community and district support across programs - sports, arts, staff, and students

Challenges of the School District of Chilton as identified by STAFF

(Based on interviews and personal statements)

There is a strong need for long term financial stability with declining enrollment, tight budgets, and salaries that are behind neighboring districts. Staff shortages, high workloads, burnout, and retention concerns affect teachers, support staff, SPED and substitutes. Communication and governance issues also were mentioned, including inconsistent messaging, limited staff input, unclear procedures, and tension between the board and administration.

1. Financial Stability and Long Term Funding

- Replacing the non-recurring referendum in 2026–27
- Budget constraints that impact staffing and programming
- Declining enrollment, reducing revenue
- Salaries are the lowest in the area, benefits and pay scales not keeping up with CPI
- Accuracy in teacher budgets

2. Staffing Shortages, Retention and Morale

- Teacher retention challenges
- Teachers leaving mid-year due to workload/schedule, burnout
- High SPED caseloads
- Lack of substitutes
- Short staffing in multiple departments
- Low administrative assistant pay
- “People wearing multiple hats”
- Culture issues in some buildings

3. Leadership, Communication and Governance

- Lack of communication from administration and district office
- Inconsistent communication about high school events
- Staff wanting open, honest answers
- More staff input and feedback in decision making
- Tension between the board and administration
- Defining roles in district governance
- New leadership transitions (superintendent and principals)
- Procedures not followed consistently
- Need for better training and follow through

4. Student Achievement and College Readiness

- Improving writing, reading, math and keyboarding skills
- Preparing students for college
- Setting and enforcing deadlines for classwork and grading

- Increasing accountability for students
- Interventions across all areas
- Supporting students with greater needs
- Keeping class sizes manageable

Top Five Desired Characteristics of the next Chilton Superintendent as identified by SCHOOL DISTRICT OF CHILTON STAFF	
Strong Visible Leadership	Trust, Integrity and Transparency
The next leader needs to be visible and engaged in school life, spending time in classrooms, taking a hands-on approach to administration, and building strong relationships with students, staff, and families. Committed to long term service rather than as a stepping stone, showing stability, presence, and investment in the community's success.	The superintendent should being honest, transparent, and accountable in their decisions and actions. Building trust by treating everyone equally, following through on commitments, and being reliable. Showing confidence in staff by empowering people to do their jobs well, fostering a culture where there is trust and strengthens the district.
Balanced Decision Maker Focused on Students	Strong Communication and Community Engagement
Someone that will make tough choices when needed, and remain flexible, level headed, rather than micromanaging. An educational understanding from academics to arts, athletics, SPED, and finance, while supporting the leadership team, and considering all options. Someone that brings consistency, competence, and a balanced mindset keeping students first.	Someone who is a strong, transparent communicator who keep staff, students, and families well informed. Is expected to be active and recognizable and invested in the community. Leading with a positive morale that strengthens trust in the schools and community.
Relationship Centered and Approachable	
A leader who is approachable, personable, and builds relationships. Someone who listens well, and interacts with staff and students. Someone who can build trust and foster a positive environment where staff and students feel valued and understood.	

**Strengths of the School District of Chilton as identified by
HIGH SCHOOL STUDENTS**

(Based on interviews and personal statements)

There are strong academic programs (AP options, STEM classes, tech pathways, Capstone projects, and exploratory learning), and many extracurricular opportunities such as clubs, sports, theater, and student leadership groups. They also appreciate the district's commitment to student support, mental-health initiatives, a strong SPED program, and effective guidance counseling. Positive relationships with staff give a welcoming climate, with teachers, coaches, and maintenance staff praised for their connection with students.

1. Strong Academic Programs

- Good selection of AP courses and STEM classes
- Tech program
- Capstone activities
- Study hall for IXL
- Projects in exploratory classes

2. Wide Variety of Extracurricular and Co-Curricular Opportunities

- Variety of clubs and co-curriculars - sports, theater, arts
- Swimming pool in middle school
- Kindness Committee and Student Council
- Strong extracurricular participation

3. Strong Student Support and Mental Health Focus

- Good activities for mental health awareness, helpful resources available
- SPED program is very good
- Guidance counselor is good

4. Positive Staff and School Climate

- Staff relate well to students
- Coaching staff (in some sports) are good
- Maintenance staff is good

5. Student Experience and Overall Environment

- Lunch program is good
- Variety of activities and strong club involvement
- Capstone and enrichment opportunities

Challenges of the School District of Chilton as identified by STUDENTS

(Based on interviews and personal statements)

Clearer communication is needed around decisions, discipline, grading expectations, and coordination between schools. A need for stronger academic support, more personalized course options, consistent grading practices, better prep for high school level work, and alternatives to online tools like IXL. Concerned about teacher turnover, lack of substitutes, and the need for another counselor. Concerned about well being and school climate, safety concerns, mental health needs, strict dress code enforcement, and limited opportunities for student voice. There is frustration with funding priorities, the perception of sports heavy spending, limited lunch and classroom resources, and uneven support for extracurriculars.

1. Communication and Transparency

- More communication about decisions
- Better follow through on discipline
- Clear grading timelines

- Clear expectations across departments
- Stronger connection between middle school and high school
- Better relationship with the private school

2. Academic Support and Curriculum Quality

- More academic support for struggling students
- More personalized curriculum, elective variety
- Need for AP Science
- Schedule conflicts
- Consistent grading scale
- Weighted GPA
- Better prep for high school courses
- Online courses not effective
- Dislike of IXL (especially tied to extracurricular participation)
- Improve academic performance

3. Staffing and Accountability

- Teachers leaving
- Lack of substitute teachers
- Need another counselor
- Staff involvement in policy setting
- Teacher accountability (grades submitted on time)
- Coach evaluations
- Need staff/volunteers for extracurriculars

4. Student Well Being and School Climate

- Safety concerns (snow days, student driving)
- Mental health support
- Strict dress code
- Discipline follow through
- Start school later
- More assemblies
- Better student voice in decision making

5. Funding Priorities and Resource Allocation

- Diversify funding (too sports heavy)
- Classroom food program funding
- More affordable a la carte items, more lunch variety
- Shop class improvements
- More opportunities for girls sports
- Better extracurricular staffing
- Budgets are impacting programs

Top Five Desired Characteristics of the next Chilton Superintendent as identified by SCHOOL DISTRICT OF CHILTON STUDENTS	
Strong and Effective Communication	Student Centered and Approachable
A superintendent that communicates clearly and consistently, who makes a point to engage with students and seek their input on important topics. Where information is open and everyone feels heard and included.	A leader who is approachable, easy to talk to, and able to connect in a real way. Someone who listens, engages with students in meaningful and fun ways, and creates an environment where students feel seen, heard, and supported.
Accountability and Follow Through	Passionate and Strategic Leadership
A leader who addresses needed changes, and holds staff and others responsible for meeting expectations. Action over promises, emphasizing the importance of reliability, fairness, and making sure that everyone is accountable for their role in creating a positive school environment.	Someone who will be passionate about the district, and who cares about its success and is committed to building on the positive things already happening. A leader that can make thoughtful, informed decisions, (being smart about weather and road conditions), and who supports the entire district.
Visible and Community Connected Leadership	
Students want a leader who is consistently visible and actively involved in both the school and community, someone who shows up in buildings, attends events, and builds connections. They value a leader who supports all extracurriculars, including the arts, and demonstrates care through presence, engagement, and a commitment to being part of the daily life of the district.	

FINDINGS / THEMES

Many of the discussions pertaining to strengths and challenges for the School District of Chilton flow 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 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 and Supportive Community

The School District of Chilton prides itself on their supportive community, partnerships, a unified school board, and being warm and welcoming.

- Strong community support and involvement
- Community cares deeply about the district
- Positive school - community relationships
- Alumni returning to live/work in the district
- Community input on grading system
- Business partnerships
- Unified school board
- Welcoming, small-district feel

2. High Quality, Dedicated Staff and Leadership

The district has experienced, passionate educators and strong leadership who collaborate effectively and prioritize student success.

- Caring, passionate, dedicated teachers
- Quality veteran teaching staff with strong retention
- Student focused mindset
- Flexible and collaborative culture, staff works well together
- Strong leadership and administrative team
- Good guidance and support services

3. Excellent Facilities and Financial Stability

The district maintains modern, well kept facilities and strong financial stewardship, creating a stable and high-quality learning environment.

- New and modern facilities
- Athletic complex, wrestling facility, swimming pool
- Auditorium / Engler Center
- Everything is on one campus
- Well maintained buildings and grounds
- Strong IT department and technology infrastructure
- Financially sound and well managed

4. Strong Academic and Co-Curricular Opportunities

The district provides diverse academic pathways and rich extracurricular opportunities, supporting achievement in academics, arts, athletics, and career readiness.

- Strong academics and good test scores
- AP / SCN courses / Start College Now
- STEM and tech ed programs
- Capstone projects
- Strong SPED program
- Award winning elementary school
- Strong arts, music, and theater programs

- Athletics participation and new athletic facilities
- Wide variety of clubs and extracurriculars
- Small class sizes
- High expectations for students

CHALLENGES

1. Academic Achievement and Student Readiness

The School District of Chilton must strengthen academic rigor, consistency, and student support systems while preparing students for college and career pathways.

- Below average academics, especially in high school
- Improve writing, reading, and math skills
- College readiness concerns (credits not transferring, need AP Science, keyboarding skills)
- Grading inconsistencies (standards-based grading confusion, GPA concerns, weighted GPA requests)
- Need more interventions and personalized curriculum
- Middle school to high school disconnect
- Limited counselor support (only one counselor, high caseloads)
- Course scheduling conflicts
- Need for expanded shop/technical offerings
- Academic accountability for students and staff

2. Financial Sustainability and Enrollment

The district needs a sustainable financial strategy beyond recurring referendums while stabilizing enrollment and controlling rising costs.

- Declining/flat enrollment
- Operational referendum (short-term fix)
- Budget constraints
- Health care cost increases
- Teacher and staff pay lowest in area
- Funding affecting staffing levels
- High SPED enrollment (25%) impacting costs
- Diversify funding sources
- Treat district like a business
- Accuracy and transparency in budgets

3. Governance, Leadership and Communication

The district needs stronger governance structures, clearer roles, improved communication, and a unified strategic direction to rebuild trust.

- No clear strategic plan
- Lack of transparency
- Tension between board and administration
- Roles and governance confusion
- Accountability from district office
- Need open, honest communication

- Staff want more voice in decisions
- Relationship with the city needs strengthening
- Book/curriculum review decision clarity
- Political tensions are affecting the environment

4. Staffing, Culture and Student Climate

The district must strengthen staff support, improve morale and retention, and address student behavior to create a healthier learning environment.

- Teacher retention challenges
- Burnout and workload issues
- Staff leaving mid-year
- Low pay across roles
- Shortage of substitutes
- High SPED caseloads
- Need for more counselors and dean of students
- Student discipline concerns (vaping, bullying, bathroom policies)
- Dress code concerns
- Cultural awareness needs
- Mental health support
- Follow through on procedures is lacking

DESIRED CHARACTERISTICS OF THE NEXT SUPERINTENDENT

1. Strong Communication and Transparency

Clear, open, and consistent communication builds trust.

- Honest, forthright, trustworthy
- Transparent with board, staff, students, and community
- Strong communicator with all stakeholders
- Good listener
- Follows through on actions

2. Visibility and Community Engagement

A superintendent who is "out and about," accessible, and invested in the community.

- Visible in schools and classrooms
- Present at events
- Recognizable in the community
- Builds partnerships
- Community focused and reflects community values
- Approachable to students and staff

3. Accountability and Integrity

Ethical leadership with high expectations and consistency.

- Holds staff and students accountable
- Values accountability and integrity
- Follows through, makes tough decisions
- Treats people fairly and consistently

4. Collaborative and Servant Leadership

Leads with humility, empowers others, and builds team capacity.

- Works collaboratively with the board
- Not a micromanager
- Trusts others to do their job
- Coaches subordinates and grows leaders
- Supports and advocates for all staff
- Relationship oriented

5. Educational and Financial Competence Focused on Student Achievement

A knowledgeable instructional and operational leader focused on what's best for kids.

- Educational experience (classroom time, SPED knowledge)
- Knowledge of state and federal laws
- Data-driven decision making
- Financial stewardship
- Focus on achievement
- Advocate for students
- Understands academics, arts, sports, and extracurriculars

THE SCHOOL DISTRICT OF CHILTON SUPERINTENDENT DESIRED CANDIDATE PROFILE

The School District of Chilton seeks a superintendent who in collaboration with the Board, staff, students, parents and community, will focus the district on shared goals and vision. After seeking input from stakeholders through individual and group interviews, focus groups, and a survey, the School District of Chilton seeks an engaged, visionary superintendent.

The district seeks a highly engaged and visible community leader who builds strong partnerships and consistently reflects the values and priorities of the community. Effective communication and transparency are essential, including being honest, forthright, trustworthy, and accountable in all interactions with the board, staff, students, and community members.

This leader must demonstrate strong listening skills, follow through on commitments, treat all individuals equally, and foster an environment grounded in trust, integrity, and openness.

The new superintendent must have substantial educational and financial expertise, including classroom experience, knowledge of special education, familiarity with state and federal laws, data-driven decision making, and responsible financial stewardship. Above all, the superintendent must maintain a clear focus on student achievement and serve as a dedicated advocate for all students.

BULLETED NOTES FROM ALL FOCUS 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 School District of Chilton.

Board Members

What are the strengths of the School District of Chilton?

- Caring teachers
- Community involvement
- Facilities are well kept
- Rural values in the district
- Community cares deeply about the district
- Facilities are modern and kept well
- Staff is veteran and typically stay
- Unified school board
- Strong community
- Facilities are taken care of
- Awards for the music program
- Progressing towards improving the curriculum
- Financially sound
- Facilities are in great shape
- The history of achievement is good until recently
- Education is with the best in the area
- Athletics - new facilities
- All facilities are in good shape

What are the challenges of the School District of Chilton?

- Weak academics, especially high school
- Elementary is getting a better curriculum
- No strategic plan
- Lack of transparency
- Value sports but not achieving in them
- Academics could be better
- Try to increase enrollment
- Improve achievement
- Expand shop area offerings
- Budget is a challenge
- Repair the relationship between administration and the community
- Financial constraints
- Retaining teachers
- Declining enrollment
- High SPED enrollment - 25% of students
- Achievement recently needs to improve

- Operational referendum coming in the next year potentially
- Flat enrollment, maybe a slight decline in enrollment
- Health care costs
- Struggled with standards based grading, back to GPA now
- Politics in the school, environment is affected

Parents and Community Members

What are the strengths of the School District of Chilton?

- Academically, test scores are good
- Quality of staff
- Positive relationship with community and school system
- Building and grounds, new facilities that other districts would love to have
- Great school board managing financial aspects, want conservative views to carry over in the district
- More pros than cons, things are positive in community, happy to support everything that is going on with the district
- Staff
- Community support
- Opportunities of kids, such as the pool, and auditorium
- Small class sizes
- New facilities
- Facilities are well maintained
- Passionate educators
- Good community feel in the district
- Start College Now / AP classes
- Strong tech ed / Capstone program
- Many opportunities
- Understanding that all students are different
- Strong music, arts and athletics
- Do well academically
- Great district
- Staff is great
- Great facilities

What are the challenges of the School District of Chilton?

- Financial constraints, support in passing a referendum
- Operational referendum needs to be eliminated, (taken as a short term solution), superintendent needs to minimize costs, 53% tax dollars go to the district, need to treat it as a business
- Need to work better with the city, not a good/strong relationship with the district and the city, there is a disconnect, not toxic but could be better, no shared services, need to work together
- College credits that don't transfer to university
- Only one counselor in the high school, it's overwhelming
- Turnover in the high school counselor position

- Only one LMC director for the district
- Cooperation between the city and school district could be better
- Board-administration relationships could be better
- Board governance, each level should know their roles
- SPED department is understaffed
- Need to support staff and students
- Follow through on bullying
- Clear communication
- People want to be informed
- Doer and not just a listener
- Book and curriculum review, who makes the decision to remove or change
- School funding is an issue

School District Staff

What are the strengths of the School District of Chilton?

- Small community
- Good job of involving the community
- New athletic complex
- Elementary school is new
- Staff as a whole is a community, help each other out as needed
- Community had input on new grading system
- Dedicated teachers
- Welcoming community
- Strong leadership team
- Everything on the same campus
- Athletic complex support
- Engler Center, musical activities
- Opportunities for students
- Community and family connections
- Alumni come back to the district to work and live
- Financially stable
- Facilities are well kept
- IT department is strong
- Processes in place for student and staff growth
- Award winning elementary school, 2023-24 school of recognition
- Staff retention is good
- Culture of team, working together
- Network of county schools
- County SPED Program
- Community support of the school, sports, arts
- Good support between programs and staff and students - sports and arts
- Teaching staff is a strength
- Facilities are top notch
- Passionate people that are involved
- Business partnerships

- Administrative team works well together
- Quality facilities
- Facilities are well maintained
- Good offerings for a small school
- Staff enjoy working together
- Staff is committed to being in Chilton
- Culture in the buildings is positive
- Community involvement
- Kids are respectful
- SCN/AP Courses
- Dedicated staff
- High expectations for students
- Strong arts program
- Facilities are well maintained
- IT staff is good
- New curriculum and staff implementing for kids
- County SPED PProgram
- Community supports the tech ed program
- Small district feel
- People adapt well in the district, help out where needed
- Staff is flexible
- Student focused, in the best interest of the kids
- Arts, athletics academics, good participation in all
- Facilities are good
- Facilities are well maintained
- New wrestling facility
- Technology is strong in the district
- Community support in the district

What are the challenges of the School District of Chilton?

- Dress code needs to be addressed more
- Address the cell phone policy
- Bathroom passes are too long in the high school
- Improve the writing, reading, and math skills
- Prepare students for college
- Keyboard skills
- Teacher staff burnout and morale
- Have deadlines for courses, for students and teacher grading
- More accountability for students
- Student discipline, hold them accountable
- Budget concerns
- Students have greater needs
- Retaining teachers
- Lack of communication from administration
- Lack of communication in general (high school events)

- School climate could be better
- Cultural awareness throughout the school district
- Non-recurring referendum needs to be replaced in 2026-27 school year
- Declining enrollment
- Funding affects staffing and duties
- People wear other hats
- Defining roles in the district governance
- Need to continue to grow throughout the district
- Change is hard in the district
- Change in administrative team - new superintendent, new middle school principal
- Student and staff discipline, hold people accountable
- Procedures aren't followed
- Need more training to understand procedures
- Need more follow through
- Communication can be better
- Budget, need to go to referendum
- Good people in all buildings, but not real solid together
- Current SPED case loads are high
- Need for interventions on all areas
- Short staffed in all areas
- Lack of subs in the district
- Teacher pay is the lowest in the area
- Teacher retention
- Culture and climate in some buildings could be better
- Pay scale doesn't keep up with CPI
- Concern about minority populations
- Full time Dean of Students at the high school
- Teachers left mid-year because of workload and schedule
- Administrative assistant pay is low
- All staff salary and benefits
- Accountability and communication from district office
- Communication in general is lacking
- Accuracy in teacher budgets
- Give open honest answers, the staff wants to be heard
- Tension between board and administrator
- More staff input and feedback on decision making
- Behaviors are challenging
- Try to keep class sizes small

High School Students

What are the strengths of the School District of Chilton?

- Lunch program is good
- Good club involvement
- Variety of clubs
- Good activities for mental health awareness

- Study hall for IXL
- Wide variety of co-curriculars, sports, clubs,
- Tech program
- Capstone activities
- SPED program is very good
- Extra-curricular participation is good
- Guidance Counselor is good
- Staff is good at relating to the students
- Good array of AP courses
- Maintenance staff is good
- Coaching staff in some sports are good
- Variety of activities
- Sports that are available
- Theater and arts
- STEM classes
- Projects in exploratory classes
- Helpful resources that are available
- Swimming pool in the middle school
- Clubs - Kindness Committee, student council

What are the challenges of the School District of Chilton?

- Dress code is too strict
- Diversify funding, too much on sports
- School budget, foods classes
- Take student interests into account when decision making
- Don't like IXL
- Vaping in the bathroom
- Follow through with student discipline
- More assemblies in the high school
- More communication about what is going on
- More academic support, kids that need to catch up
- More personalized curriculum
- More variety in food options
- Could use another counselor
- Could use an AP Science course
- Shop courses could be better
- More staff involvement in policy setting
- Better communication
- Online courses aren't the best option
- Keep teachers accountable
- A handful of teachers need to turn grades in more timely
- Course selection, many schedule conflicts
- Better communication
- More variety with electives
- Safety, snow days and student driving

- Some sports need the coaches evaluated
- Disconnect between middle school and high school
- Better prepare students for high school courses, middle school and private school
- Better relationship with the private school
- More freedom to take academic resource slots
- Support for mental health
- IXL program is tied to participating in extra-curriculars
- Grading scale consistent in all departments
- Would like a weighted GPA
- Schedule changed, short period for PE
- A teacher left and couldn't stay as FBLA Advisor and golf coach
- Teachers leaving
- Staff or volunteers to lead extra-curricular activities
- Lack of substitute teachers
- More opportunities for girls sports
- Improve academic performance
- Make ala carte lunch items more affordable
- More variety in lunches
- Start school later in the day

APPENDIX

The APPENDIX pages of this proposal include:

1. School District of Chilton Online Survey Response Summary
2. School District of Chilton Data Briefs - 2024-2025 Wisconsin State Report Card Analysis

The Chilton School District Board offered an online survey as part of the engagement process. The survey was open from February 9-23, 2026. There were 151 responses. The Response Summary bullet points were generated by Google Forms AI.

1. What are the Chilton School District's strengths that the next superintendent can build upon?

Response Summary:

- **Dedicated and Caring Staff:** The district has great, dedicated, and hard-working teachers and staff who genuinely care about students, their growth, and the community. This strong staff is seen as a key asset.
- **Strong Community Support and Involvement:** A great, supportive, and close-knit community is frequently cited as a major strength, including strong community ownership, involvement, and pride in the schools.
- **Excellent Facilities and Resources:** The district has high-quality, well-maintained, and updated facilities, including the recently renovated Elementary and Middle schools, performing arts center, and new athletic complex/facilities.
- **Wide Range of Student Opportunities and Programs:** There are many opportunities offered for students, particularly in extracurriculars, sports, and the arts (especially the music program), as well as strong special education and technical education/career readiness efforts.
- **Positive School Culture:** The district is generally seen as welcoming, student-centered, with a focus on inclusion, and having a good school culture, especially at the elementary and middle school levels.

2. What are the challenges facing the Chilton School District that the next superintendent should be aware of, or you would like to see addressed?

Response Summary:

- **Budget and Financial Sustainability:** Responses frequently cite challenges with the budget, financial sustainability, avoiding deficits, concerns about wasteful spending, and the need for another operational referendum. Fiscal responsibility, transparency in school spending, and adequate pay for staff to keep up with inflation are also emphasized.
- **Staffing, Retention, and Morale:** A significant challenge is teacher and staff turnover, difficulty in recruiting and retaining quality educators due to low pay compared to neighboring districts, and a lack of support for existing staff. Low staff and high school morale, and the need for more support personnel (e.g., counselors, deans, assistant principals) are recurrent themes.

- **Special Education and Student Support:** The Special Education program is described as a mess and needing an overhaul due to a lack of resources, staffing, management issues, inefficient processes (IEP follow-through), and the strain of being a county hub for severe needs students. Relatedly, the need for better support for student behavior, mental health, and for an increasingly diverse student population is mentioned.
- **Academics and Curriculum:** Challenges include a lacking high school curriculum with insufficient course offerings (especially in AP sciences and advanced academic pathways), not enough focus on real-life skills and career readiness (trades/technical programs), a desire for greater academic rigor, and issues with the grading policy that is perceived to negatively impact student accountability and scholarly effort.
- **Communication and Transparency:** A major recurring issue is a lack of clear, consistent communication and transparency between administration, staff, parents, and the community. This includes the business office being slow to respond and district staff not being timely.
- **School Culture, Behavior, and Discipline:** Concerns are raised about student behavior, bullying, lack of respect for staff, and the need for consistency in disciplinary actions (including cell phone policy and dress code). Some respondents feel that administration is reactive and that there is a lack of follow-through.

3. What are the characteristics or traits that you think an effective Superintendent should possess in order to best lead the Chilton School District?

Response Summary:

- **Student-Centered Focus:** The Superintendent must prioritize the best interests, success, and needs of all students (including special education, 4k, minority populations) and be student-focused in decision-making.
- **Strong Communication & Transparency:** Essential traits include being an excellent, clear, and quick communicator, honest, transparent, and a good listener who actively gathers and considers feedback from students, staff, parents, and the community.
- **Visible and Engaged Community Leader:** The effective Superintendent should be highly visible, approachable, active, and immersed within all schools and the community, attending events, building relationships, and knowing the students and staff.
- **Accountable, Ethical, and Collaborative Leadership:** Characteristics include having strong leadership, integrity, professionalism, fairness, the ability to build trust and unite all stakeholders, fiscal responsibility, and the willingness to make tough decisions while holding staff and administration accountable.

- **Support for Staff and Programs:** The leader should be supportive of staff, their decisions, and professional development, value extra-curriculars (athletics, arts, clubs, theater) as much as academics, and champion career readiness programs.

4. Is there anything else you would like to share with us?

Response Summary:

- **Need for Strong, Engaged, and Transparent Leadership:** Respondents overwhelmingly desired a superintendent who is active, visible in all schools and community events, and readily available to listen to staff, parents, and the community. They seek a leader who motivates, inspires, and fosters a culture of collaboration, respect, and pride, with strong communication, transparency, and accountability, including holding administration and staff accountable.
- **Concerns about District Decline and Operations:** There is a perception that the district has declined academically and financially over the past few years. Specific operational concerns include a lack of transparency, discouragement of parental involvement, inefficient and unresponsive business office staff, and the need to audit unnecessary administrative positions. Several people mentioned issues with the previous superintendent and past board decisions.
- **Student Wellbeing and Safety Issues:** Concerns were raised regarding bullying, with some reporting it is significant, particularly if families are perceived to lack money. There is a desire for increased focus on mental health, less bullying, and more accountability for student behavior (e.g., enforcing the handbook on cheating, dress-code).
- **Staff Support and Overload:** Many respondents noted that staff are overloaded with responsibilities, leading to high turnover and decreased job satisfaction, particularly for principals and counselors. There is a need for the superintendent to stand up for and support teachers and staff.
- **Funding, Programs, and Academics:** There is support for an operational referendum contingent on changes in the district's ways, such as increasing offerings in agriculture and technical education, and an overall focus on improving academics (Math, Spelling, Reading, American History, The Constitution). Many were frustrated by the survey question that asked them to rank important programs (athletics, arts, academics, etc.) against each other, asserting they are all equally vital for a well-rounded education. There were also calls to end half-day Wednesdays.



2024-2025
Wisconsin
State Report Card Analysis

State Percentile Analysis

Chilton

Purpose

The purpose of this report is to examine how Chilton compared to other Wisconsin districts during the 2023-2024 and 2024-2025 school years. Percentiles are used to indicate where Chilton 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)	Student to Staff Ratios
Growth Score – ELA & Math	Target Group Growth Score	Percent Revenue from Property Tax	Disabilities	Graduation/Attendance
3rd Grade ELA Achievement Score	Target Group Chronic Absenteeism	Teacher Average Salary and Fringe	Ethnicity	Mobility
8th Grade Math Achievement Score	Target Group Graduation/Attendance	Teacher Average Experience		Chronic Absenteeism
On-Track to Graduate				

Percentiles were calculated by ranking all Wisconsin districts who had data on the particular metric appearing in the state 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).

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 2023-2024 and 2024-2025 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 2024 to the Spring of 2025. The vertical lines represent the District proficiency in the Spring of 2024 and the Spring of 2025. 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 2025.

*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 the state.

Indicator	State Value*	2024		State Value*	2025		Change 2024 to 2025	
		District Value	District Percentile		District Value	District Percentile	District Value	District Percentile
ELA Proficiency	52.5%	51.1%	46	52.5%	49.7%	40	-1.4%	-6
Math Proficiency	55.4%	60.0%	66	55.3%	60.1%	65	0.1%	-1
Achievement Score	61.6	61.9	52	67.3	68.9	55	+7.0	+3
ELA Achievement Score	62.2	58.6	34	66.1	64.1	41	+5.5	+7
Math Achievement Score	61.1	65.2	64	69.6	73.7	65	+8.5	+1
Growth Score	64.1	66.0	60	63.2	63.2	49	-2.8	-11
ELA Growth Score	64.1	67.9	68	62.2	62.2	49	-5.7	-19
Math Growth Score	64.1	64.1	50	64.1	64.1	49	0.0	-1
3rd Grade ELA Achievement Score	63.4	55.4	24	69.5	67.3	42	+11.9	+18
8th Grade Mathematics Achievement Score	58.8	77.4	87	73.5	85.6	78	+8.2	-9
On-Track to Graduation Score	85.6	87.1	64	87.4	87.9	54	+0.8	-10

Notes:

Table 2. Target Group Performance

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

Indicator	State Value*	2024		State Value*	2025		Change 2024 to 2025	
		District Value	District Percentile		District Value	District Percentile	District Value	District Percentile
Target Group Outcomes Score	58.7	55.7	36	64.8	60.2	30	+4.5	-6
Target Group Achievement Score	21.9	19.5	38	30.6	27.6	35	+8.1	-3
Target Group Growth Score	63.2	60.3	35	63.2	59.4	31	-0.9	-4
Target Group Chronic Absenteeism Score	79.5	86.0	77	80.2	84.3	70	-1.7	-7
Target Group Graduation/Attendance Score	94.2	89.1	12	94.0	88.0	11	-1.1	-1

Notes:

Table 3. Financial Information

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

Indicator	State Value*	2024		State Value*	2025		Change 2024 to 2025	
		District Value	District Percentile		District Value	District Percentile	District Value	District Percentile
Total Current Education Cost per Student (TCEC)	\$ 13,849	\$ 11,482	3	\$ 14,514	\$ 13,206	18	+\$ 1,725	+15
Instructional Expenditures Per Student	\$ 8,697	\$ 7,057	3	\$ 9,161	\$ 8,077	12	+\$ 1,019	+9
Percent Revenue from Property Tax	34.8%	33.7%	45	36.1%	34.7%	47	1.0%	+2
Teacher Average Salary	\$ 58,571	\$ 62,032	73	\$ 60,219	\$ 63,976	71	+\$ 1,944	-2
Teacher Average Salary Plus Fringe	\$ 83,866	\$ 89,874	77	\$ 86,181	\$ 89,168	62	-\$ -706	-15
Teacher Average Total Experience	14.4	15.4	71	14.5	15.2	66	-0.2	-5

Notes:

Table 4. Student Demographics

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

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025	
							District Value	District Percentile
Economically Disadvantaged	41.2%	36.0%	37	38.2%	36.9%	45	0.9%	+8
English Learner (EL)	1.8%	11.0%	95	2.1%	10.4%	94	-0.6%	-1
Disabilities	15.4%	17.2%	70	16.0%	16.8%	60	-0.4%	-10
Asian	0.6%	0.4%	38	0.7%	0.1%	20	-0.3%	-18
Black	0.8%	1.0%	58	0.8%	0.7%	42	-0.3%	-16
Hispanic	6.1%	16.2%	87	6.3%	17.1%	87	0.9%	0
White	86.5%	79.7%	26	86.0%	78.7%	26	-1.0%	0
Two More Races	3.6%	2.5%	27	3.7%	3.4%	45	0.9%	+18

Notes:

Table 5. District Characteristics

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

Indicator	State Value*	2024 District Value	District Percentile	State Value*	2025 District Value	District Percentile	Change 2024 to 2025	
							District Value	District Percentile
Enrollment	955	1,082	57	965	1,048	56	-34	-1
Ratio of Students to Staff - Licensed Staff	11.3	12.9	86	11.3	10.8	38	-2.1	-48
Ratio of Students to Staff - Total FTE	6.8	7.9	80	6.8	6.5	39	-1.4	-41
Graduation/Attendance Score	96.0	94.4	29	95.9	92.7	18	-1.7	-11
Between District Mobility	3.3%	4.1%	68	3.2%	1.9%	17	-2.2%	-51
Chronic Absenteeism Rate Score	87.0	90.1	68	87.3	88.8	62	-1.3	-6

Notes:

The graphs below illustrate the percentage of students meeting proficiency standards for all subjects in each school district across Wisconsin. The distributions of these percentages in 2024 and 2025 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

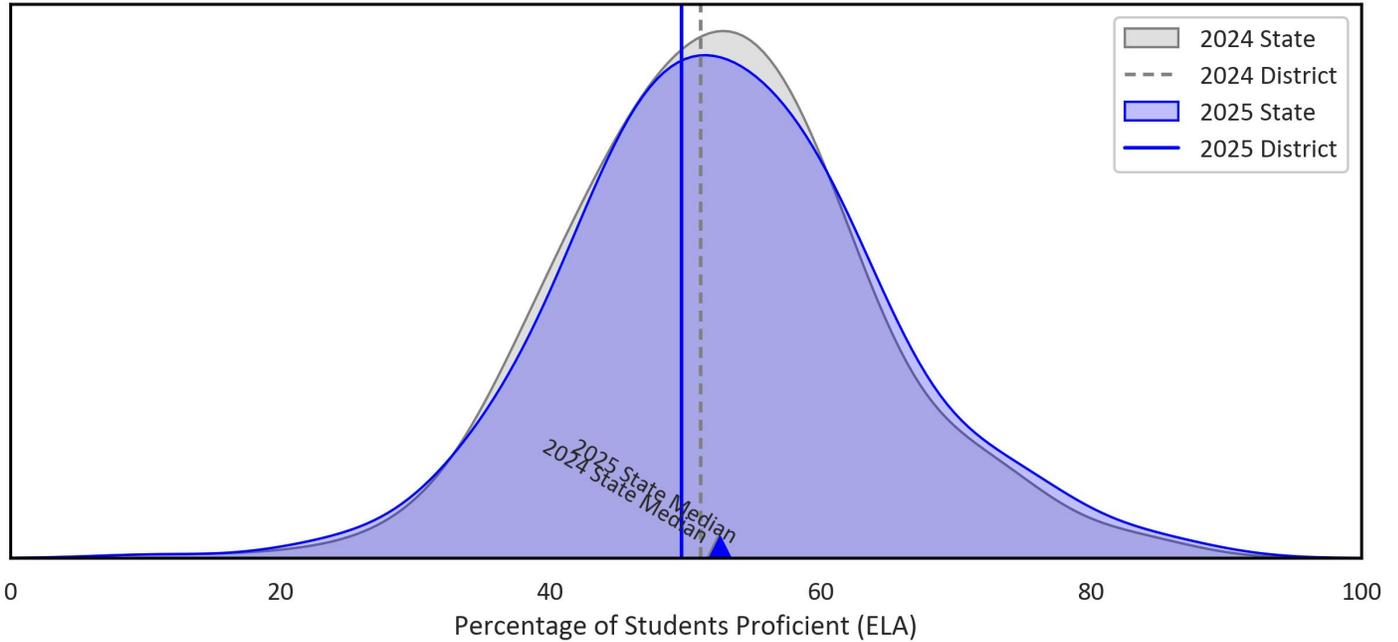
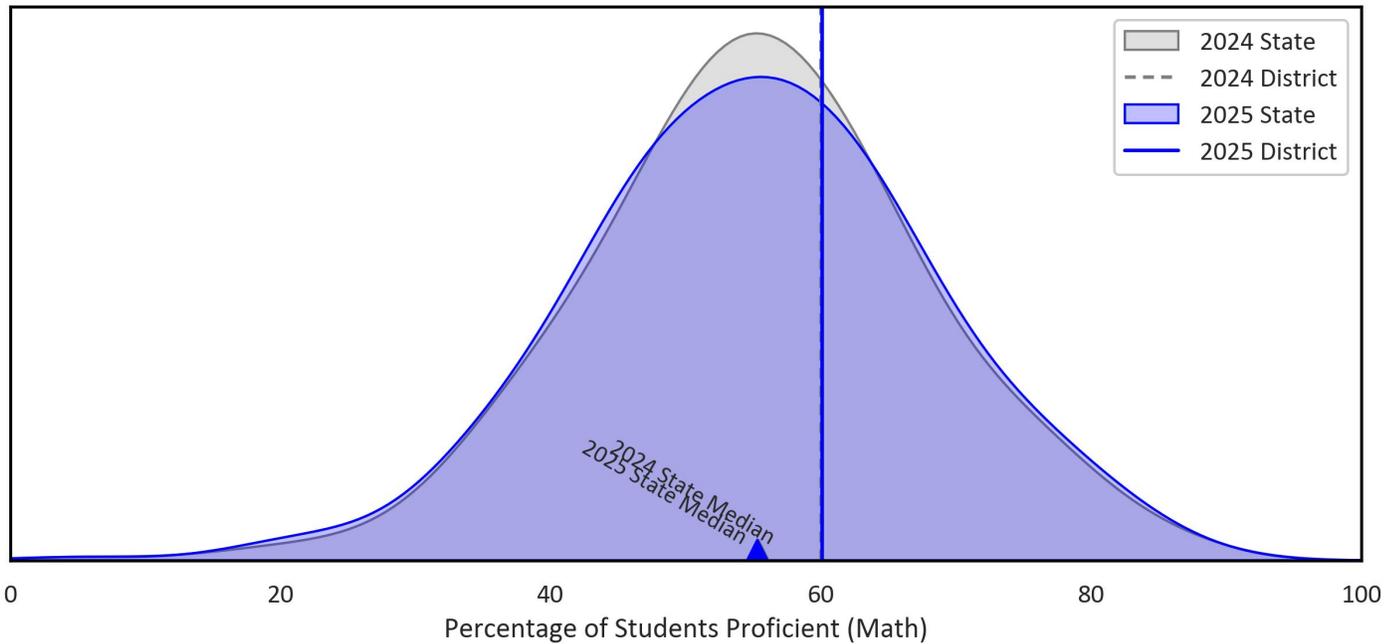


Figure 2. Proficiency Distribution of Wisconsin Districts - Math



The graphs below depict the percentage of students designated as Economically Disadvantaged against the percentage of all students meeting proficiency in the Spring of 2025 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 2025

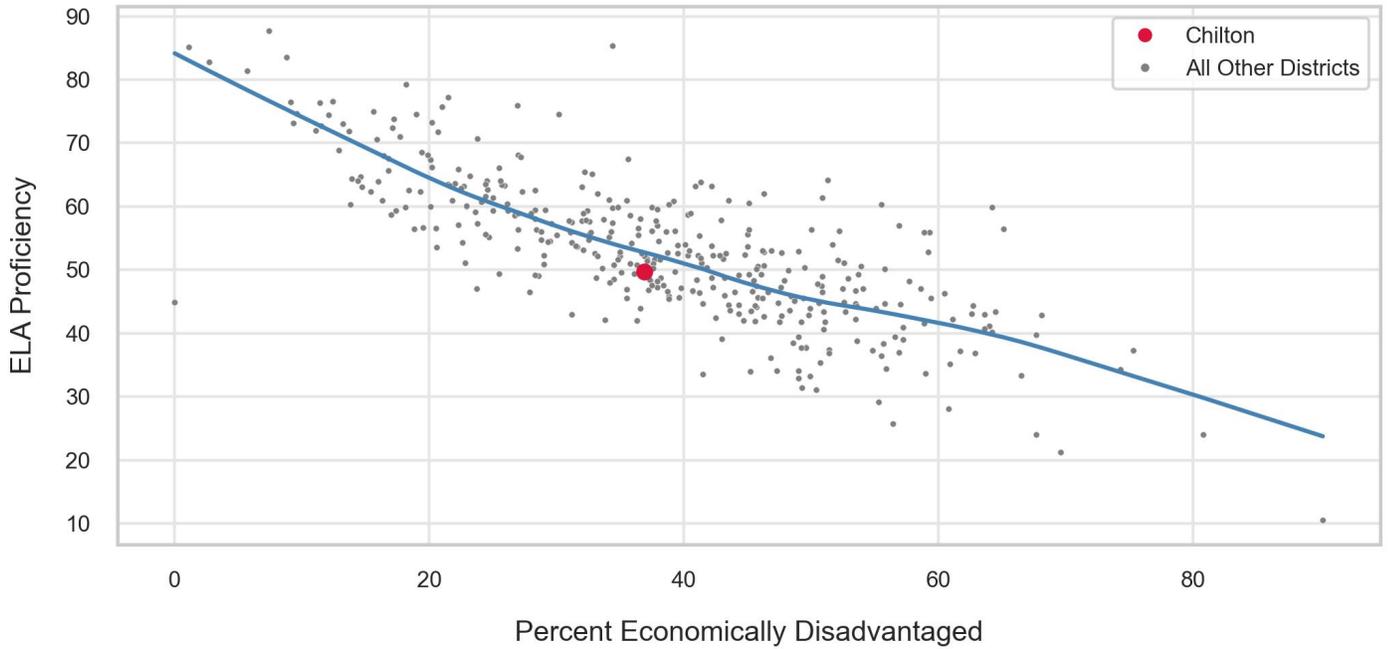


Figure 4: Economically Disadvantaged vs. Math Proficiency 2025

