

# Open Enrollment Program



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# Open Enrollment Program

This paper describes current law governing the interdistrict public school open enrollment program. The first section of the paper summarizes full-time open enrollment and the second section describes part-time open enrollment. The final section of the paper presents data on the number of pupils who participated in the full-time open enrollment program in 2011-12.

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## Full-Time Open Enrollment

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Under the provisions of 1997 Act 27, since the 1998-99 school year, a pupil has been able to attend a public school located outside his or her school district of residence, if the pupil's parent or guardian complies with certain application dates and procedures. As created under 1997 Act 27, there was a three-week period in February during which a pupil's parent could apply to open enroll the pupil in another district in the following year. Under 2011 Act 114, the period of time during which any parent could apply under the regular application procedure was expanded to three months, and an alternative procedure was created under which the parent of a pupil could apply to open enroll at any point in the school year, if the pupil meets certain criteria.

A pupil can attend a prekindergarten, four-year-old kindergarten, early childhood or school-operated child care program outside his or her district of residence under open enrollment only if the pupil's district of residence offers the same type of program that the pupil wishes to attend and the pupil is eligible to attend that program in his or her school district of residence.

Under certain circumstances, a pupil may continue to attend school in his or her previous school district of residence for a limited time after moving out of that district without applying under the open enrollment program.

## Regular Application Procedure

Under the regular application procedure, the pupil's parent must submit an application to the school district that the pupil wishes to attend between the first Monday in February and the last weekday in April of the school year immediately preceding the school year in which he or she wishes to attend. Parents are prohibited from submitting applications to more than three non-resident school districts in any school year. The application may include a request to attend a specific school or program offered by the district that the pupil wishes to attend.

The nonresident school board is required to send a copy of the application to the resident school board and the Department of Public Instruction (DPI) by the end of the first weekday following the last weekday in April. School boards cannot act on applications before May 1. If the number of applications received for a particular grade or program exceeds the availability of space, the district is required to select pupils on a random basis after first giving preference to pupils and their siblings who are already attending school in the district. If the board determines that space is otherwise not available for open enrollment pupils in a particular grade or program, the board may still accept an applicant who is already attending school in the district or a sibling of the applicant. If the nonresident district is a union high school (UHS) district, the district must also give preference to or still accept pupils

who are attending an underlying K-8 district under open enrollment.

By the first Friday following the first Monday in June, the nonresident school board must notify the applicant in writing whether the application has been accepted. If the application is accepted, the nonresident school board must also identify the specific school or program that the pupil may attend in the following school year. If the board rejects an application, it must include the reason for the rejection in the notice. By the second Friday following the first Monday in June, if the resident board denies a pupil's enrollment in a nonresident district, it must notify the applicant and the nonresident board in writing and include the reason for the denial in the notice.

By the last Friday in June, the pupil's parent must notify the nonresident school board of the pupil's intent to attend school in that district in the following school year. Annually by July 7, each school board accepting nonresident pupils must notify the resident district of the names of the pupils from that district who will be attending the nonresident district in the following school year.

A nonresident school board may create a waiting list of pupils whose applications were initially rejected by the district. If pupils previously accepted by the nonresident district do not attend school in that district, the nonresident district may permit applicants on the waiting list to attend the district.

The nonresident district may accept pupils from a waiting list until the third Thursday in September, but only if the pupil will be in attendance at the school or program in the nonresident district on the third Friday in September. If a pupil is accepted from a waiting list after the start of the school term, the parent must immediately notify the resident district of the pupil's intent to attend school in the nonresident district for the current school term.

A pupil accepted from a waiting list may attend the school or program in the nonresident district even if the pupil has attended a school or program in the pupil's resident district in the current school term, but not if the pupil has attended a school or program in a nonresident district in the current school term.

Under DPI administrative rule, a school board that creates a waiting list must adopt a policy prior to the first date of the application period to which the list would apply. The policy must include a procedure to establish a numbered waiting list of applicants and a procedure to notify parents if a pupil has been accepted from the waiting list. The notice must include the school or program to which the pupil will be assigned, the date by which the parent must notify the nonresident board whether the pupil will attend the nonresident district, and the procedures the parent must follow to do so. The school board must provide at least 10 calendar days from the date the notice was mailed for the parent to respond.

### **Alternative Application Procedure**

An alternative procedure was created under 2011 Act 114 in which a pupil may apply for an exception to the regular application period. The parent of a pupil may apply to attend a public school in a nonresident school district under open enrollment at any point in the school year if the pupil meets one of the following seven criteria:

1. The resident district determines that the pupil has been the victim of a violent criminal offense, as defined by DPI in rule. An application made on the basis of this criteria is not valid unless the nonresident district receives the application within 30 days after the determination of the resident district.
2. The pupil is or has been a homeless pupil in the current or immediately preceding school year. A homeless pupil is defined as an

individual who is included in the category of homeless children and youths as defined in the federal McKinney-Vento Act.

3. The pupil has been the victim of repeated bullying or harassment. Under this criteria, the pupil's parent are required to have reported the bullying or harassment to the resident district, and that, despite any actions taken, the repeated bullying and harassment continued.

4. The place of residence of the pupil's parent and of the pupil has changed as a result of military orders. An application made on the basis of this criteria is not valid unless the nonresident district receives the application no later than 30 days after the date on which the military orders changing the place of residence were issued.

5. The pupil has moved into the state. An application made on the basis of this criteria is not valid unless the nonresident district receives the application no later than 30 days after moving into this state.

6. The place of residence of the pupil has changed as a result of a court order or custody agreement or because the pupil was placed in a foster home or with a person other than the pupil's parent, or removed from a foster home or from the home of a person other than the pupil's parent. An application made on the basis of this criteria is not valid unless the nonresident district receives the application no later than 30 days after the pupil's change in residence.

7. The parent of the pupil and the resident and nonresident districts agree that attending school in the nonresident district is in the best interests of the pupil. If the resident district does not agree, the parent may appeal the resident district's decision to DPI and must explain in the appeal why the pupil applied to attend school in the nonresident school district. The resident district must then respond to the appeal and provide an explanation for rejecting the pupil's

transfer into the nonresident district. If DPI determines that the resident district's decision to deny the pupil's transfer into the nonresident district is not in the best interests of the pupil, the Department must notify the resident and nonresident districts and the pupil's parent that the pupil may attend the nonresident district. The department's determination in this process is final.

Under the alternative procedure, applications may be submitted by parents to no more than three nonresident districts in any school year.

A nonresident district that receives an application under the alternative procedure must immediately forward a copy of the application to the resident district. The nonresident district must notify the parent, in writing, whether it has accepted the application no later than 20 days after receiving it. If the nonresident district accepts an application, it must identify the specific school or program that the pupil may attend.

If an application is accepted by the nonresident district, the pupil may immediately begin attending school in the nonresident district and must begin attending no later than the 15th day following receipt by the parent of the pupil of the notice of acceptance. If the pupil has not enrolled in or attended school in the nonresident district by the specified day, the nonresident district may notify the pupil's parent, in writing, that the pupil is no longer authorized to attend the nonresident district.

### **Special Education and Disciplinary Records**

If the parent of a child with a disability applies under the regular application procedure, the resident district must send the nonresident district a copy of the individualized education program (IEP) for the child by the first Friday following the first Monday in May. The nonresident district must also prepare an estimate of the costs to pro-

vide the special education or related services required in the IEP for the child. Under the regular procedure, the nonresident district must provide a copy of the estimate of costs to the resident district by the third Friday following the first Monday in May. Under the alternative procedure, the nonresident district must provide the estimate within ten days after receiving or developing the IEP for the applicant.

If the nonresident district does not comply with the requirement to provide the estimate, it may not charge the resident district for any actual, additional costs it incurs to provide the special education and related services for the child. This provision does not apply, however, if the resident district fails to send the nonresident district a copy of the IEP by the required date.

By the first Friday following the first Monday in May, a resident district is required to provide the following information to a nonresident district to which a pupil has applied under the regular procedure: (a) a copy of any expulsion findings and orders pertaining to the pupil; (b) a copy of any records of pending disciplinary proceeding involving the pupil; (c) a written record of the reasons for the expulsion or pending disciplinary proceeding; and (d) the length of the term of the expulsion or the possible outcomes of the pending disciplinary proceeding.

Under the alternative procedure, the resident district must provide the nonresident district these same disciplinary records within ten days of receiving an application.

### **Nonresident District Acceptance Criteria**

By February 1, 1998, each school board was required to adopt a resolution specifying criteria for accepting and rejecting applications, reapplication requirements, required preferences, racial balance limitations if applicable, resident school district transfer limitations, and transportation policies. If a school board wishes to revise its cri-

teria, it must do so by resolution. For school districts' acceptance and rejection criteria, any of the following are permitted under both the regular and alternative procedure:

1. The availability of space in the schools, programs, classes, or grades in the nonresident district. A school board is required to determine the number of regular and special education spaces available in the district at its January meeting. In determining the availability of space, a board may use criteria such as class size limits, pupil-teacher ratios, or enrollment projections established by the board. For these purposes, the board may include the following in its count of occupied spaces: (a) pupils attending the nonresident school district when tuition is paid by other school districts; (b) pupils and siblings of pupils who have applied and are already attending school in the district; and (c) for UHS districts, pupils who have applied and are currently attending an underlying K-8 district under open enrollment.

2. Whether the pupil has been expelled from any school district in the current or two preceding school years for any of the following or whether a disciplinary proceeding involving the pupil, which is based on any of the following, is pending:

- a. conveying or causing to be conveyed a threat or false information concerning an attempt or alleged attempt to destroy school property with explosives;

- b. engaging in conduct at school or while under the supervision of a school authority that endangered the health, safety, or property of others;

- c. engaging in conduct while not at school or under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school



authority or of any employee or school board member of the pupil's school district;

d. possessing a dangerous weapon while at school or while under the supervision of a school authority.

The nonresident school district's criteria may provide that, notwithstanding its acceptance of an application, at any time prior to the beginning of the school year in which the pupil will first attend the nonresident district, the nonresident district may notify the pupil that he or she may not attend the district if any of these disciplinary criteria are met.

3. Whether the special education or related services described in the IEP for a child with disabilities are available in the nonresident school district or whether there is space available to provide the special education or related services identified in the child's IEP, including any class size limits, pupil-teacher ratios, or enrollment projections established by the nonresident school board.

4. Whether the child has been referred to his or her resident school district as potentially having a disability or has been identified by his or her resident district as having a disability, but has not yet been evaluated by an IEP team from the resident district.

5. Whether the nonresident school board determined that the pupil was habitually truant from the nonresident district during any semester of attendance in the nonresident district in the current or previous school year. If a nonresident school board determines that a current open enrollment pupil is habitually truant during a semester in the current school year, the board may prohibit that pupil from attending the nonresident district in a succeeding semester or school year, subject to appeal.

## **Transfers Prohibited by District of Residence**

In 1998-99, a school board was allowed by law to limit the number of resident pupils attending public school in another district to 3% of the resident district's membership. In each of the seven succeeding school years, the threshold was increased by an additional 1%, up to a maximum of 10% in the eighth year (2005-06). Beginning with the 2006-07 school year, no percentage limit can be imposed by the resident district.

A school board can prohibit a resident pupil from attending school in another district under both the regular and alternative procedure, with one exception, if the pupil is a child with disabilities and the costs of the special education program or services required in the child's IEP that would be provided by the nonresident district would impose an undue financial burden on the resident district, which must pay tuition for the child. The exception is that the resident district may not prohibit a transfer on this basis if a parent indicated in the application under the alternative procedure that the pupil has been the victim of a violent criminal offense. Under federal law, the determination of undue financial burden must be based only on tuition charges that reflect the actual additional special education costs the nonresident district would incur in educating that child.

Under the alternative procedure, the resident district can prohibit a transfer if it determines that the criteria relied on by the applicant for the exception does not apply to the pupil.

## **Reapplication Requirements**

If a pupil's parent notifies the board of a nonresident school district that the pupil intends to attend school in that district in the following year, the pupil can attend that district in that and following years without reapplying. However, the nonresident school board can require reapplication, no more than once, when the pupil enters

middle school, junior high school, or high school.

If, at any time, the pupil wishes to attend a school in a district other than the district of attendance or residence, the pupil's parent must follow the application procedure set out above.

### **Relationship to the Chapter 220 Program**

State law specifies that a school district that is eligible for interdistrict or intradistrict Chapter 220 (integration) aid may not accept an application for transfer into or out of the school district under open enrollment if the transfer would increase racial imbalance in the school district. However, an opinion of the Attorney General indicated that this provision is inconsistent with the equal protection guarantees of the U.S. Constitution as applied by the U.S. Supreme Court in cases dealing with pupil assignment plans in other school districts.

A nonresident school district that receives applications for transfer into the district under both the Chapter 220 program and the open enrollment program must accept or reject all Chapter 220 applications before it accepts or rejects open enrollment applications.

### **Assignment of Pupil**

A nonresident school district may assign pupils accepted under open enrollment to a school or program within the district. The nonresident district may give preference to resident pupils who live outside the school's attendance area.

### **Appeal of Rejection**

If an application is rejected by the nonresident school district under the regular procedure or the pupil's attendance is prohibited by the resident district under either the regular or alternative procedure, with one exception, the pupil's parent can appeal the decision to DPI within 30 days

after the decision. Nonresident district denials under the alternative procedure cannot be appealed to DPI. The exception for resident district denials relates to the "best interest of the pupil" exception under the alternative procedure, which is described above under that criteria. DPI is required to affirm the school board's decision unless it finds that the decision was arbitrary or unreasonable.

If a nonresident board prohibits a pupil from attending the nonresident district because it has determined the pupil is habitually truant, the pupil's parent can appeal that decision to DPI within 30 days as well.

### **Special Education**

If a child with disabilities attends school in another district under the program, the responsibility for providing special education to that pupil is as follows:

1. Each school district is responsible for screening each child residing in the district to determine if there is reasonable cause to believe that the child has disabilities. In addition, if a child who is participating in the open enrollment program is identified pursuant to the screening, the resident school board must provide the name of the child and related information to the nonresident board.

2. Resident and nonresident districts must notify each other of the names of, and related information about, pupils participating in the open enrollment program who are reported to them by specified persons who have reasonable cause to believe that the pupil is a child with disabilities. The nonresident district is responsible for the IEP team evaluation. When the nonresident district's IEP team conducts the initial evaluation or a reevaluation of the child or develops the child's IEP, the team must include at least one person designated by the resident school board who has

knowledge or special expertise about the child.

3. The nonresident district is responsible for providing an appropriate educational placement for the child. However, if the IEP for a pupil is developed or revised after the pupil begins attending the nonresident district, the pupil may be required to transfer back to his or her resident district in two circumstances. The resident district must then provide an educational placement for the pupil that meets the requirements of his or her IEP. The two circumstances are:

a. The IEP requires special education or related services that are not available in the nonresident district or there is no space available to provide the special education or related services identified in the IEP. The nonresident school board may initiate the transfer under this provision.

b. The costs of the special education or related services required in the IEP, as implemented by the nonresident district, would impose upon the resident district an undue financial burden. The resident school board initiates the transfer under this provision.

Under either circumstance, the parent of the pupil can appeal a required transfer to DPI within 30 days of the decision. DPI is required to affirm the resident school board's determination, unless DPI finds that the determination was arbitrary or unreasonable.

## **Transportation**

The pupil's parent is responsible for transporting the pupil to and from the school, except that if a child with disabilities requires transportation under the IEP, the nonresident district must provide transportation for the child. However, a school district is allowed to provide transportation, including to and from summer classes, for any nonresident or resident pupil participating in

the open enrollment program. The nonresident district cannot provide transportation for a pupil to or from a location in the resident district unless the resident district approves. The nonresident district is eligible for state categorical transportation aid.

Parents of pupils who are eligible for a free or reduced-price lunch may apply to DPI for reimbursement of transportation costs. DPI determines the reimbursement amount, which may not exceed the parent's actual costs or three times the statewide average per pupil transportation costs, whichever is less. If the amount of funding appropriated by the state in a given year is insufficient to pay the full amount of approved claims in that year, payments are prorated. By the second Friday following the first Monday in May, DPI is required to provide each parent an estimate of the amount of reimbursement that the parent will receive in the following school year.

In 2011-12, \$434,200 was provided from the general fund for these payments. In that year, 1,452 pupils received transportation aid. Payments were prorated at 31.5% of approved claims.

## **Rights of Pupils**

With one exception, a pupil attending school in a nonresident school district under full-time open enrollment has all the rights and privileges of resident pupils and is subject to the same rules and regulations as resident pupils. The exception is that an open enrollment pupil may not file a complaint in which the pupil objects to the use of a race-based nickname, logo, mascot, or team name by the nonresident district.

Pupils attending a nonresident school district are considered to be residents of that district for the purpose of participation in programs of a cooperative educational service agency or a county children with disabilities education board.

## Revenue Limits and State Aid Adjustments

The resident district counts a pupil transferring to another district under open enrollment in its pupil membership for revenue limits and general aids. In other words, the resident district receives revenue limit authority and general aid as though the pupil were enrolled in that school district.

A specified amount of state aid is then transferred from the resident district to the nonresident district for each open enrollment pupil. DPI is required to annually determine a per pupil transfer amount equal to the statewide average per pupil school district costs for regular instruction, co-curricular activities, instructional support services, and pupil support services for the prior school year. The 2012-13 unaudited per pupil cost for these four categories is estimated to be \$6,445. A school district's equalization aid is increased or decreased by an amount equal to the per pupil transfer amount multiplied by the district's net gain or loss of pupils under the open enrollment program. For pupils that attend for less than a full school term, DPI prorates the state aid adjustments. DPI is required to ensure that the aid adjustment between districts does not affect the amount of equalization aid determined to be received by a district for any other purposes.

If a district experiences a net loss of pupils under the program and does not receive an equalization aid payment sufficient to cover the net transfer payment, the balance is paid from other state aid received by the district. If the amount of equalization aid and other state aid received by the district is insufficient to cover the net transfer payments, then the balance is paid from the state tuition payments appropriation.

For a pupil enrolled in a program for children with disabilities, the resident district is required to pay tuition to the nonresident district. State law specifies that the payment be based on the tuition amount calculated for the district of at-

tendance for children enrolled in such programs, unless the two districts agree to a different amount. Federal special education law, however, limits the payment to the sum of the open enrollment transfer amount and any actual, additional special education costs the district would incur to educate the student.

State aid adjustments, which would apply to pupils other than children with disabilities, are not considered in determining a school district's revenue limit. In other words, a district that has a net gain in pupils under open enrollment would receive a net positive aid transfer that would not be included in that district's revenues that are subject to its revenue limit. A district with a net loss of pupils would experience a net negative aid transfer and would not be able to increase its property tax levy to compensate for the aid loss.

A revenue limit adjustment was created under 2011 Act 114 related to open enrollment pupils that are not included in the resident district's enrollment. The adjustment is equal to the amount of any open enrollment aid transfer in the previous year for a pupil who was not included in the calculation of the number of pupils enrolled under revenue limits (which uses the third Friday of September count date) in the previous year.

Table 1 provides data on the per pupil transfer amount and the total amount of aid transferred between school districts under the open enrollment program since its inception. The \$217.6 million in aid transferred between districts in 2011-12 represents 5.1% of the \$4,262.0 million appropriated for general school aid in that year.

## Virtual Charter Schools

Virtual charter schools have been operating in the state through the open enrollment program since 2002-03. In a virtual charter school, a school district may choose to contract with a private company to create an internet-based school

**Table 1: Full-Time Open Enrollment State Aid Adjustments**

	Per Pupil Transfer Amount	Total Aid Transferred (in Millions)
1998-99	\$4,543	\$9.6
1999-00	4,703	19.6
2000-01	4,828	30.5
2001-02	5,059	42.4
2002-03	5,241	57.4
2003-04	5,446	73.9
2004-05	5,496	88.0
2005-06	5,682	104.0
2006-07	5,845	118.7
2007-08	6,007	135.1
2008-09	6,225	151.2
2009-10	6,498	178.4
2010-11	6,665	196.2
2011-12	6,867	217.6

that provides online curriculum and instruction for enrolled students. Access to instructional staff is provided by the virtual school, with pupils and staff geographically remote from each other. Pupils generally complete course work independently under the supervision of their parents.

Students who want to enroll in a virtual charter school created by a nonresident district must follow the application procedures under open enrollment, and districts must also follow the notification deadlines under the program. Revenue limit enrollment provisions and state aid adjustments under the program also apply to pupils enrolled in virtual charters. Thus, the contract costs for the services of a private curriculum provider can be funded by the open enrollment aid transfers received from the pupils' districts of residence.

Given the growth of virtual charter schools and to address a court ruling concerning their operation, legislation specifically aimed at such schools was passed as 2007 Act 222. Act 222 clarified the statutory provisions under which virtual charters

operate and placed additional requirements on the various parties involved in the operation of the schools. Act 222 also specified that, beginning in the 2009-10 school year, the total number of pupils attending virtual charter schools through the open enrollment program was capped at 5,250 in any given school year. This cap was repealed in 2011 Act 32.

Act 222 also modified some of the provisions of open enrollment with respect to virtual charters. The act specifies that the open enrollment application form prepared by DPI must require a parent to state whether their child is applying to attend a virtual charter, the number of virtual charters to which they are applying, and whether the child is a sibling of a pupil currently enrolled in a virtual charter through open enrollment. That act also specified that, for the purposes of open enrollment, a virtual charter school is considered to be located in the district that contracts for the establishment of the school, or, if more than one district enters into an agreement to establish a school, the district specified in that agreement.

Further information on virtual charter schools and Act 222 can be found in the Legislative Fiscal Bureau's informational paper entitled "Charter Schools."

**Other DPI Requirements**

DPI must prepare and distribute application forms for the program to school districts and make applications available to parents. The form must include provisions that permit parents to apply for low-income transportation reimbursement.

DPI must develop and implement an outreach program to educate parents about the full-time open enrollment program, including activities specifically designed to educate low-income parents and services to answer parents' questions about the program and assist them in using the program.

DPI must also submit a report annually to the Governor and the appropriate standing committees of the Legislature with the following information:

- a. the number of pupils who applied to attend school in a nonresident district under the program;
- b. the number of applications received under the regular procedure and the alternative procedure, and, for the alternative procedure, the number using each of the seven possible criteria for an exception;
- c. the number of applications denied and the reasons for the denials; and
- d. the number of pupils attending school in a nonresident district under the program, specifying the number of pupils attending under the regular procedure and under the alternative procedure, and, for those pupils attending under the alternative procedure, the number attending under each of the seven possible criteria for an exception.

**Program Participation**

Table 2 shows the number of pupils that have participated in the open enrollment program since it began in 1998-99. The table shows the number of pupils that first transferred under the program in a given year, as well as the number of pupils who first transferred in an earlier year and continued to attend a nonresident district in a given year. The 37,332 pupils transferring in 2011-12 represent 4.4% of the 2011-12 pupil membership of 855,327 that was used in calculating general aid in 2012-13.

**LAB Performance Evaluation**

The Legislative Audit Bureau (LAB) was required, under 1997 Act 27, to conduct a performance evaluation of the program. The audit,

**Table 2: Full-Time Open Enrollment Program Participation**

	New Pupil Transfers	Continuing Pupil Transfers	Total Pupil Transfers
1998-99	2,464		2,464
1999-00	3,085	1,773	4,858
2000-01	3,745	3,468	7,213
2001-02	4,271	5,331	9,602
2002-03	5,326	7,052	12,378
2003-04	6,270	9,139	15,409
2004-05	6,918	11,297	18,215
2005-06	7,739	13,289	21,028
2006-07	8,322	15,084	23,406
2007-08	8,702	17,196	25,898
2008-09	8,968	19,060	28,028
2009-10	10,939	20,977	31,916
2010-11	10,943	23,555	34,498
2011-12	11,718	25,614	37,332

which was submitted in August of 2002, was required to evaluate the effects of the program on the quality of elementary and secondary education in the state, including:

- a. The extent to which the program has resulted in the creation of new or innovative programs by school districts;
- b. The satisfaction of participating and non-participating pupils and parents with the program;
- c. The fiscal effect of the program on school districts;
- d. The socioeconomic effect of the program on school districts; and
- e. other issues affecting the quality of education.

To assess some aspects of the program, the Audit Bureau conducted a survey of district administrators from the public school districts in the state. Of the administrators who responded,

9% reported that open enrollment led to the creation of new or innovative programs in their district, such as new academic programs, increased academic offerings, or increased efforts to market their districts. The audit found that districts that lost students were more likely to have reported creating new or innovative programs than those that gained students. In the survey, 88% of the administrators who responded to questions related to parental satisfaction said that parents were generally satisfied with the program or appreciated having a choice regarding where their children attend school. The audit also noted that high rates of continued participation by students in the program from one year to the next strongly suggests satisfaction with the program.

The audit concluded that the program has had a limited fiscal effect on school districts, with nearly three-quarters of all districts experiencing a net aid gain or loss of less than \$75,000 in 2001-02. Several districts, however, gained or lost sizeable amounts of aid, with these changes having a significant effect on smaller school districts' budgets. The audit found that minority students participate in the program at lower rates than their representation in the overall student population, while white students participate at a higher rate. Open enrollment transfers, however, were not found to have significantly altered the overall ethnic makeup of any school districts, including Milwaukee Public Schools and the nearby districts. Of the top district transfer pairs identified in the audit, about three-quarters involved net pupil transfers to districts with higher average household income.

The audit also discussed issues related to open enrollment that were emerging at the time of the audit. One issue raised was the creation of virtual charter schools. These schools and subsequent legislation to address their operations were discussed in an earlier section of this paper.

Another issue raised in the audit was the con-

cerns of school district staff with the increasing administrative burden of processing applications as participation in the program grows. Under 2005 Act 25, DPI was required to submit a report to the Governor and the Joint Committee on Finance by March 1, 2006, on the feasibility and cost of developing and implementing a statewide internet-based application and reporting system for the open enrollment program. The report submitted by the Department indicated that it would be feasible to create such a system, which could significantly reduce the workload associated with the program for both school districts and DPI. The report also discussed the cost, timeline, and statutory and administrative rule changes needed to develop and implement the system. DPI has since implemented the Open Enrollment Application Log (OPAL), which allows parents to apply online and the relevant districts and the Department to view the applications and perform other tracking and reporting functions.

### **LAB Report on Aid Transfer Amount**

Under 2011 Act 32, LAB was required to prepare a report on the aid transfer amount under the open enrollment program. The act required that the report discuss: (a) the history of the transfer amount; (b) alternatives for increasing the amount based on the costs to nonresident districts of educating transfer pupils and the amount of funding the resident district retains for their fixed costs; and (c) alternatives for transferring the resident district's revenue limit amount or state aid amount to the nonresident district. The report was required to discuss those issues and alternatives relative to districts that either gain or lose a relatively large proportion of pupils under the program. LAB was required to submit the report to the Governor, the co-chairs of the Joint Committees on Finance and Audit, and the chairs of the appropriate standing committees of the Legislature before January 1, 2012.

LAB issued its report in December, 2011. The

report presented five options for modifying the open enrollment transfer amount. LAB presented data on how each of the options would have affected the aid transfer for each school district in the state in the 2010-11 school year, highlighting the effects on the districts with the largest net pupil gains and losses both in total and as a percent of the district's enrollment.

Under three of the options presented by LAB, a single statewide transfer amount would continue to be used: (a) include additional costs, such as cocurricular transportation, in the transfer amount; (b) use the statewide average shared cost as the transfer amount; or (c) remove certain costs, such as instructional staff support services, from the transfer amount. LAB indicated that these alternatives would be relatively easy to administer and familiar to districts because they are based on the existing method of transferring aid.

Under the other two alternatives, a unique per pupil transfer amount would be used for each district: (a) use the receiving district's direct educational costs as the transfer amount; or (b) use the receiving district's equalization aid as the transfer amount. LAB noted that while DPI maintains the necessary information to implement either of these alternatives, they would add complexity to the transfer amount and make it less predictable for districts to know how much would be aid would be transferred. Also, these alternatives could create situations where districts that gain pupils would experience a net aid loss and where districts that lose pupils would have a net aid gain.

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## **Part-Time Open Enrollment**

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### **General Provisions**

Since the 1998-99 school year, a pupil en-

rolled in a public school in grades 9 to 12 has been able to attend public school in a nonresident school district to take a course offered by the nonresident school district. A pupil may attend no more than two courses at any time in nonresident school districts.

### **Application Procedures**

The pupil's parent is required to submit an application, on a form provided by DPI, to the nonresident school district no later than six weeks prior to the date the course is scheduled to commence. The application must include the course or courses that the pupil wishes to attend and can specify the school or schools at which the pupil wishes to attend the course. The nonresident school board must send a copy of the application to the pupil's resident school. The nonresident board must, no later than one week prior to the date on which the course is scheduled to commence, notify the applicant and the resident board, in writing, whether the application has been accepted and the school at which the pupil can attend the course. The acceptance applies only for the following semester, school year, or other session in which the course is offered. If accepted, the parent is required to notify the resident and nonresident boards, prior to the date on which the course is scheduled to commence, of the pupil's intent to attend the course in the nonresident district.

If the number of applications received for a particular course exceeds the amount of space available, the district is required to select pupils on a random basis.

### **Nonresident District Acceptance Criteria**

The criteria must be the same as the criteria for entry into the course applicable to pupils who reside in the school district, except that a school board can give preference to residents of the district. Each school board was required to adopt a



resolution establishing these criteria by February 1, 1998. If a board wishes to revise the criteria, it must do so by resolution.

### **Transfers Prohibited by District of Residence**

A resident school board can prohibit a pupil from attending a course in a nonresident district if the cost of the course would impose an undue financial burden upon the resident district. A resident school board must prohibit a child with disabilities from attending a course in a nonresident district if the course conflicts with the child's IEP.

The district of residence must, no later than one week prior to the commencement of the course, do the following: (a) notify the applicant, in writing, if it determines that the course does not satisfy the high school graduation requirements; and (b) notify the applicant and the nonresident board, in writing, if the application is denied and the reason for the denial.

### **Appeal of Rejection**

If an application is rejected by the resident or nonresident school district, the pupil's parent may appeal the decision to DPI within 30 days of the decision. DPI's decision on the appeal is final and not subject to judicial review under Chapter 227 of the statutes. DPI must affirm the school board's decision unless it finds that the decision was arbitrary or unreasonable.

### **Transportation**

Parents are responsible for transporting pupils to and from courses. The parent of a pupil can apply to DPI for reimbursement of the costs of the pupil's transportation if the pupils and parent are unable to pay the cost of such transportation. DPI determines the amount of the reimbursement, which is made from the same appropriation for reimbursement of transportation costs for the

full-time open enrollment program. DPI must give preference in making reimbursements to pupils who are eligible for a federal free or reduced-price lunch. In 2011-12, no pupils received aid for part-time open enrollment transportation.

### **Rights of Pupils**

Similar to the full-time open enrollment program, a pupil attending courses in a school outside his or her district of residence under part-time open enrollment has all the rights and privileges of resident pupils and is subject to the same rules and regulations as resident pupils.

### **Records Relating to Suspension or Expulsion**

As under full-time open enrollment, a resident district is required to provide a school district to which a pupil has applied under part-time open enrollment records related to expulsion or disciplinary proceedings involving the pupil.

### **Tuition Payments**

The resident district pays the nonresident district an amount equal to the cost of providing the course or courses to the pupil, calculated in a manner determined by DPI.

### **Revenue Limits**

Assuming that the funds used by the resident district to pay tuition are derived from general school aid or property taxes, those amounts are subject to the resident district's revenue limit. Tuition payments received by the nonresident district are not subject to the nonresident district's revenue limit.

### **Report**

School districts are required to report to DPI in their annual school performance report on the number and percentage of resident pupils attend-

ing a course in a nonresident district, the number of nonresident pupils attending a course in the district, and the courses taken by those pupils.

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## Appendix

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The appendix provides data compiled by DPI on the number of applications and transfers under the full-time open enrollment program. First, the appendix shows, for each school district, the 2011-12 pupil membership numbers that were used in calculating general aid in 2012-13. Then, the appendix identifies the number of applications that were filed to transfer into each district and the number of pupils who applied to transfer out of each district in 2011-12. As noted, parents may submit applications to up to three nonresident districts in any school year. Finally, the appendix shows the number of pupil transfers into

and out of each district, as well as the net pupil transfer for each, in 2011-12. These figures include pupils who applied in a previous year and continue to transfer into or out of the district.

As shown in the appendix, 36,166 applications were filed for 26,589 pupils in 2011-12 under the full-time open enrollment program. A total of 37,332 pupils transferred between school districts under the program in 2011-12, including 11,718 new pupil transfers and 25,614 continuing pupil transfers. As noted, most continuing pupils are not required to reapply under the program.

In the appendix, districts such as Appleton, McFarland, and Northern Ozaukee that operate a virtual charter school that enrolls pupils from around the state will have a relatively high number of applications to transfer in. Also, districts in suburban Milwaukee may also have a relatively high number of applications to transfer in from Milwaukee Public Schools' pupils.

## APPENDIX

### 2011-12 Full-Time Open Enrollment Applications to Transfer and Total Transfers In and Out of School Districts

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Abbotsford	684	32	24	61	32	29
Adams-Friendship Area	1,754	14	39	16	35	-19
Albany	430	10	31	12	64	-52
Algoma	655	7	19	4	37	-33
Alma	240	6	6	38	6	32
Alma Center	604	29	13	65	20	45
Almond-Bancroft	474	6	25	24	48	-24
Altoona	1,494	99	108	163	99	64
Amery	1,687	20	41	55	87	-32
Antigo	2,623	24	58	26	86	-60
Appleton Area	14,297	2,037	267	1,186	277	909
Arcadia	1,116	18	9	32	15	17
Argyle	337	5	9	8	22	-14
Arrowhead UHS	2,231	82	36	126	35	91
Ashland	2,152	40	35	64	50	14
Ashwaubenon	2,507	293	51	701	52	649
Athens	517	18	18	16	28	-12
Auburndale	833	33	44	100	66	34
Augusta	632	69	15	80	37	43
Baldwin-Woodville Area	1,624	37	39	61	42	19
Bangor	602	22	40	53	59	-6
Baraboo	3,083	50	75	81	103	-22
Barneveld	451	13	20	33	35	-2
Barron Area	1,392	98	81	92	168	-76
Bayfield	449	1	25	6	41	-35
Beaver Dam	3,573	46	62	95	63	32
Beecher-Dunbar-Pembine	251	6	9	5	11	-6
Belleville	1,031	13	37	18	58	-40
Belmont Community	343	18	23	40	26	14
Beloit	7,233	76	363	102	377	-275
Beloit Turner	1,334	225	59	222	100	122
Benton	242	7	14	11	25	-14
Berlin Area	1,638	40	43	79	78	1
Big Foot UHS	530	33	33	38	37	1
Birchwood	280	79	9	83	22	61
Black Hawk	403	4	8	24	31	-7
Black River Falls	1,837	13	65	16	84	-68
Blair-Taylor	643	12	13	15	39	-24
Bloomer	1,189	32	27	45	45	0
Bonduel	933	18	45	43	82	-39

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Boscobel Area	877	20	24	25	37	-12
Bowler	430	6	19	9	45	-36
Boyceville Community	774	17	32	48	88	-40
Brighton #1	125	45	6	79	4	75
Brillion	915	31	13	81	31	50
Bristol #1	618	65	21	105	29	76
Brodhead	1,085	21	36	38	39	-1
Brown Deer	1,520	455	117	177	102	75
Bruce	540	16	32	17	53	-36
Burlington Area	3,400	52	131	95	179	-84
Butternut	187	21	6	42	32	10
Cadott Community	890	21	40	38	47	-9
Cambria-Friesland	399	16	21	29	29	0
Cambridge	926	44	32	53	57	-4
Cameron	899	143	27	185	46	139
Campbellsport	1,473	22	46	47	99	-52
Cashton	596	19	18	32	28	4
Cassville	224	2	13	4	32	-28
Cedar Grove-Belgium Area	1,167	31	41	30	49	-19
Cedarburg	2,922	129	55	162	63	99
Central/Westosha UHS	1,218	39	59	59	84	-25
Chequamegon	800	8	44	41	77	-36
Chetek-Weyerhaeuser	1,061	88	60	33	117	-84
Chilton	1,088	17	22	94	25	69
Chippewa Falls Area	5,026	60	130	79	187	-108
Clayton	369	30	14	57	14	43
Clear Lake	642	10	19	36	39	-3
Clinton Community	1,100	53	17	116	29	87
Clintonville	1,401	23	47	46	67	-21
Cochrane-Fountain City	657	3	4	12	14	-2
Colby	966	36	50	49	83	-34
Coleman	758	13	28	35	41	-6
Colfax	819	22	30	37	39	-2
Columbus	1,164	45	32	81	44	37
Cornell	450	7	29	9	37	-28
Crandon	948	8	15	6	34	-28
Crivitz	735	3	24	27	38	-11
Cuba City	632	27	17	45	35	10
Cudahy	2,604	135	110	146	126	20
Cumberland	992	31	24	54	32	22
D C Everest Area	5,780	82	126	156	160	-4
Darlington Community	790	17	13	30	30	0
Deerfield Community	818	17	29	47	32	15
DeForest Area	3,364	105	50	103	73	30
Delavan-Darien	2,714	11	146	30	245	-215

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Denmark	1,425	48	31	99	34	65
DePere	3,805	144	73	238	97	141
DeSoto Area	574	10	27	15	39	-24
Dodgeland	873	23	48	28	75	-47
Dodgeville	1,304	20	48	50	75	-25
Dover #1	124	13	12	20	56	-36
Drummond	417	8	33	15	48	-33
Durand	975	9	50	26	82	-56
East Troy Community	1,777	24	78	57	119	-62
Eau Claire Area	11,033	177	260	193	333	-140
Edgar	691	29	17	52	33	19
Edgerton	1,798	27	52	41	68	-27
Elcho	381	7	11	15	22	-7
Eleva-Strum	591	14	15	34	24	10
Elk Mound Area	1,069	38	28	88	46	42
Elkhart Lake-Glenbeulah	545	24	33	35	72	-37
Elkhorn Area	3,161	89	52	132	81	51
Ellsworth Community	1,695	12	80	21	43	-22
Elmbrook	6,435	738	84	626	82	544
Elmwood	331	15	13	31	26	5
Erin	256	53	14	98	24	74
Evansville Community	1,784	17	38	38	62	-24
Fall Creek	813	44	28	77	48	29
Fall River	542	12	35	23	51	-28
Fennimore Community	756	7	19	22	13	9
Flambeau	644	28	38	64	53	11
Florence	507	0	23	1	69	-68
Fond du Lac	7,371	96	173	193	233	-40
Fontana J8	240	31	29	53	38	15
Fort Atkinson	2,909	89	49	169	61	108
Fox Point J2	744	171	8	98	11	87
Franklin Public	3,970	348	79	361	82	279
Frederic	519	8	23	12	64	-52
Freedom Area	1,654	48	46	91	108	-17
Friess Lake	199	29	7	90	10	80
Galesville-Ettrick	1,417	10	43	20	53	-33
Geneva J4	128	42	10	71	11	60
Genoa City J2	649	11	29	13	57	-44
Germantown	3,996	171	69	62	74	-12
Gibraltar Area	576	10	14	12	12	0
Gillett	674	65	35	26	61	-35
Gilman	436	7	20	6	40	-34
Gilmanton	181	3	5	13	20	-7
Glendale-River Hills	951	345	61	117	56	61
Glenwood City	726	14	18	31	36	-5

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Goodman-Armstrong	141	3	3	4	2	2
Grafton	2,039	133	61	174	60	114
Granton Area	238	3	13	25	48	-23
Grantsburg	921	1,497	26	696	25	671
Green Bay Area	20,947	138	637	145	1,099	-954
Green Lake	290	19	30	42	55	-13
Greendale	2,311	649	42	345	33	312
Greenfield	3,044	813	127	760	119	641
Greenwood	410	20	22	6	34	-28
Gresham	287	15	8	27	17	10
Hamilton	4,581	133	91	94	121	-27
Hartford J1	1,922	20	128	30	245	-215
Hartford UHS	1,574	24	69	40	110	-70
Hartland-Lakeside J3	1,358	90	101	88	138	-50
Hayward Community	1,784	68	53	137	27	110
Herman #22	83	8	8	20	11	9
Highland	269	11	8	20	7	13
Hilbert	478	13	15	42	53	-11
Hillsboro	535	19	15	46	22	24
Holmen	3,824	84	163	113	184	-71
Horicon	890	14	67	17	118	-101
Hortonville	3,549	84	90	108	129	-21
Howards Grove	892	41	32	71	67	4
Howard-Suamico	5,669	202	91	259	100	159
Hudson	5,626	30	41	32	35	-3
Hurley	631	0	7	6	10	-4
Hustisford	441	23	24	28	49	-21
Independence	376	7	21	17	16	1
Iola-Scandinavia	745	22	18	40	36	4
Iowa-Grant	773	11	11	23	43	-20
Ithaca	325	20	18	67	29	38
Janesville	10,042	229	188	307	238	69
Jefferson	2,008	53	83	96	145	-49
Johnson Creek	697	18	58	43	85	-42
Juda	283	30	7	44	21	23
Kaukauna Area	4,278	40	279	53	482	-429
Kenosha	22,841	117	245	52	209	-157
Kettle Moraine	4,217	221	85	304	106	198
Kewaskum	1,977	41	69	92	147	-55
Kewaunee	966	15	16	36	36	0
Kickapoo Area	474	23	19	51	26	25
Kiel Area	1,401	59	41	93	62	31
Kimberly Area	4,424	208	81	331	145	186
Kohler	509	70	16	118	34	84
Lac du Flambeau #1	521	3	39	5	50	-45

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
LaCrosse	6,749	129	128	208	137	71
Ladysmith	919	32	25	80	48	32
LaFarge	241	8	20	28	21	7
Lake Country	423	128	16	119	22	97
Lake Geneva J1	2,000	92	45	119	99	20
Lake Geneva-Genoa UHS	1,414	82	45	107	53	54
Lake Holcombe	359	5	16	15	27	-12
Lake Mills Area	1,407	34	33	40	43	-3
Lakeland UHS	757	17	5	22	13	9
Lancaster Community	894	21	24	27	28	-1
Laona	231	1	11	7	12	-5
Lena	413	22	22	25	49	-24
Linn J4	113	11	8	10	12	-2
Linn J6	100	15	15	30	18	12
Little Chute Area	1,409	55	29	102	63	39
Lodi	1,639	20	37	40	67	-27
Lomira	1,126	23	42	61	62	-1
Loyal	574	13	46	20	39	-19
Luck	505	22	38	48	64	-16
Luxemburg-Casco	1,948	33	35	45	51	-6
Madison Metropolitan	27,205	182	907	213	914	-701
Manawa	785	15	41	24	56	-32
Manitowoc	5,382	43	92	74	149	-75
Maple	1,371	41	31	90	25	65
Maple Dale-Indian Hill	435	129	11	75	17	58
Marathon City	666	40	21	73	40	33
Marinette	2,186	9	61	16	114	-98
Marion	537	8	21	20	40	-20
Markesan	833	22	16	31	30	1
Marshall	1,242	28	33	62	34	28
Marshfield	4,070	125	57	205	121	84
Mauston	1,465	42	57	72	62	10
Mayville	1,235	49	29	94	48	46
McFarland	2,046	2,566	15	1,307	10	1,297
Medford Area	2,094	116	18	63	24	39
Mellen	284	6	8	11	19	-8
Melrose-Mindoro	770	16	24	27	52	-25
Menasha	3,689	110	171	129	242	-113
Menominee Indian	868	5	37	7	91	-84
Menomonee Falls	3,908	570	79	240	72	168
Menomonie Area	3,376	46	68	62	122	-60
Mequon-Thiensville	3,479	316	36	52	37	15
Mercer	147	3	14	7	22	-15
Merrill Area	3,066	15	75	22	78	-56
Merton Community	960	57	108	98	59	39

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Middleton-Cross Plains	6,168	575	70	206	76	130
Milton	3,478	92	135	156	251	-95
Milwaukee	82,982	363	4,963	407	5,944	-5,537
Mineral Point	748	14	24	25	42	-17
Minocqua J1	567	49	33	64	65	-1
Mishicot	860	26	23	54	48	6
Mondovi	1,022	18	19	45	44	1
Monona Grove	2,886	219	60	244	48	196
Monroe	2,502	347	41	278	81	197
Montello	732	20	34	34	75	-41
Monticello	397	13	22	30	55	-25
Mosinee	2,144	27	52	56	89	-33
Mount Horeb Area	2,322	34	57	83	54	29
Mukwonago	4,772	135	102	218	156	62
Muskego-Norway	4,897	121	62	147	87	60
Necedah Area	763	27	39	28	41	-13
Neenah	6,445	125	221	177	226	-49
Neillsville	1,025	37	30	33	30	3
Nekoosa	1,293	27	59	53	67	-14
Neosho J3	213	6	17	16	39	-23
New Auburn	308	25	17	46	21	25
New Berlin	4,656	190	84	133	86	47
New Glarus	865	29	22	51	24	27
New Holstein	1,199	23	32	31	100	-69
New Lisbon	625	29	40	74	60	14
New London	2,502	29	83	44	101	-57
New Richmond	3,119	47	50	75	79	-4
Niagara	405	18	1	63	3	60
Nicolet UHS	1,070	204	30	17	20	-3
Norris	61	0	0	0	0	0
North Cape	217	17	9	26	43	-17
North Crawford	469	24	12	27	39	-12
North Fond du Lac	1,205	56	59	124	132	-8
North Lake	363	65	12	60	21	39
North Lakeland	158	8	8	11	6	5
Northern Ozaukee	881	926	115	670	162	508
Northland Pines	1,362	38	29	85	61	24
Northwood	382	12	11	6	26	-20
Norwalk-Ontario	670	8	21	29	24	5
Norway J7	77	18	5	16	20	-4
Oak Creek-Franklin	6,100	424	118	332	196	136
Oakfield	499	17	27	60	35	25
Oconomowoc Area	5,245	88	169	123	289	-166
Oconto	1,112	8	32	21	61	-40
Oconto Falls	1,868	71	52	123	116	7



School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Omro	1,287	19	38	83	57	26
Onalaska	2,905	164	87	197	123	74
Oostburg	1,036	15	29	25	58	-33
Oregon	3,661	88	42	120	58	62
Osceola	1,776	28	23	107	52	55
Oshkosh Area	9,986	46	135	70	170	-100
Osseo-Fairchild	1,011	11	61	32	79	-47
Owen-Withee	536	10	28	19	25	-6
Palmyra-Eagle Area	1,272	22	75	25	182	-157
Pardeeville Area	894	14	58	38	105	-67
Paris J1	201	82	6	68	19	49
Parkview	962	29	53	39	73	-34
Pecatonica Area	452	1	23	15	36	-21
Pepin Area	237	3	6	1	10	-9
Peshtigo	1,134	34	14	115	13	102
Pewaukee	2,467	199	87	203	73	130
Phelps	137	7	16	19	36	-17
Phillips	831	15	29	26	61	-35
Pittsville	627	14	13	37	30	7
Platteville	1,441	36	33	37	33	4
Plum City	266	12	12	25	14	11
Plymouth	2,311	44	80	95	121	-26
Port Edwards	422	43	28	62	63	-1
Port Washington-Saukville	2,749	109	81	134	105	29
Portage Community	2,489	68	79	162	85	77
Potosi	356	12	4	21	11	10
Poynette	1,141	19	35	62	62	0
Prairie du Chien Area	1,161	10	14	21	43	-22
Prairie Farm	338	27	15	63	28	35
Prentice	451	12	14	37	20	17
Prescott	1,369	10	22	8	40	-32
Princeton	394	7	38	15	51	-36
Pulaski Community	3,815	56	113	126	143	-17
Racine	21,310	15	778	14	871	-857
Randall J1	619	52	16	109	31	78
Randolph	520	38	14	59	27	32
Random Lake	1,000	18	47	28	98	-70
Raymond #14	369	90	4	89	11	78
Reedsburg	2,632	31	86	56	113	-57
Reedsville	666	20	44	43	92	-49
Rhineland	2,534	9	67	32	84	-52
Rib Lake	486	8	13	2	12	-10
Rice Lake Area	2,382	32	60	77	108	-31
Richfield J1	456	21	18	18	79	-61
Richland	1,368	40	57	67	106	-39

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Richmond	471	129	20	50	24	26
Rio Community	509	5	14	22	33	-11
Ripon	1,758	49	18	88	39	49
River Falls	2,985	76	27	94	23	71
River Ridge	521	4	8	28	16	12
River Valley	1,361	36	45	39	75	-36
Riverdale	698	5	39	15	51	-36
Rosendale-Brandon	979	49	30	105	40	65
Rosholt	598	13	26	32	22	10
Royall	638	17	31	17	60	-43
Rubicon J6	95	21	6	57	9	48
Saint Croix Central	1,563	19	44	35	66	-31
Saint Croix Falls	1,149	40	39	105	98	7
Saint Francis	900	240	59	418	62	356
Salem J2	1,100	20	74	27	142	-115
Sauk Prairie	2,715	48	40	99	25	74
Seneca	308	13	27	32	34	-2
Sevastopol	541	29	25	31	70	-39
Seymour Community	2,512	38	56	73	91	-18
Sharon J11	287	3	8	10	14	-4
Shawano	2,504	84	60	154	89	65
Sheboygan Area	9,960	159	136	222	217	5
Sheboygan Falls	1,806	61	63	122	131	-9
Shell Lake	640	18	23	46	23	23
Shiocton	826	32	26	46	48	-2
Shorewood	1,665	768	17	196	11	185
Shullsburg	350	3	13	13	23	-10
Silver Lake J1	519	29	10	67	26	41
Siren	471	18	38	40	48	-8
Slinger	2,731	135	46	284	50	234
Solon Springs	299	7	32	10	28	-18
Somerset	1,635	17	37	51	39	12
South Milwaukee	3,074	286	71	299	109	190
South Shore	199	3	16	3	53	-50
Southern Door	1,134	47	67	77	87	-10
Southwestern Wisconsin	578	11	13	18	35	-17
Sparta Area	2,645	34	76	32	90	-58
Spencer	823	42	39	31	79	-48
Spooner	1,328	33	31	13	104	-91
Spring Valley	731	22	21	37	46	-9
Stanley-Boyd Area	993	27	22	28	36	-8
Stevens Point Area	7,481	58	99	77	159	-82
Stockbridge	249	5	16	6	64	-58
Stone Bank	310	33	19	80	29	51
Stoughton Area	3,378	31	99	44	155	-111

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
Stratford	900	17	23	58	59	-1
Sturgeon Bay	1,132	64	66	130	72	58
Sun Prairie Area	7,122	89	158	85	168	-83
Superior	4,804	12	70	16	75	-59
Suring	444	12	28	24	34	-10
Swallow	571	130	7	58	12	46
Thorp	550	30	16	59	18	41
Three Lakes	551	37	25	70	62	8
Tigerton	292	6	10	8	23	-15
Tomah Area	3,159	22	75	25	81	-56
Tomahawk	1,325	17	34	42	37	5
Tomorrow River	955	25	32	60	41	19
Trevor-Wilmot	555	26	17	28	25	3
Tri-County Area	675	7	16	25	30	-5
Turtle Lake	479	26	26	56	64	-8
Twin Lakes #4	484	5	49	16	94	-78
Two Rivers	1,788	20	57	50	66	-16
Union Grove J1	707	179	15	119	43	76
Union Grove UHS	742	141	11	249	18	231
Unity	1,131	27	56	55	117	-62
Valders Area	1,051	25	33	71	62	9
Verona Area	4,710	350	79	271	80	191
Viroqua Area	1,129	31	45	50	45	5
Wabeno Area	465	18	6	20	10	10
Walworth J1	525	28	20	53	44	9
Washburn	534	26	21	41	39	2
Washington	68	4	2	0	1	-1
Washington-Caldwell	237	12	12	17	43	-26
Waterford J1	1,541	38	46	102	57	45
Waterford UHS	1,086	28	31	38	56	-18
Waterloo	906	24	33	25	57	-32
Watertown	3,998	44	118	52	180	-128
Waukesha	13,221	1,476	391	838	519	319
Waunakee Community	3,828	94	50	95	30	65
Waupaca	2,249	51	45	72	60	12
Waupun	2,102	10	74	16	123	-107
Wausau	8,573	138	95	185	150	35
Wausaukee	497	12	20	16	34	-18
Wautoma Area	1,470	28	38	55	64	-9
Wauwatosa	6,170	1,579	97	1,129	95	1,034
Wauzeka-Steuben	330	12	7	31	10	21
Webster	714	31	17	38	42	-4
West Allis	8,322	674	319	1,011	397	614
West Bend	7,010	73	167	127	232	-105
West DePere	2,985	73	58	75	165	-90

School District	2011-12 Pupil Membership	Number of Applications To Transfer In	Number of Pupils Applying To Transfer Out	Total Transfers		
				In	Out	In Less Out
West Salem	1,785	70	51	116	76	40
Westby Area	1,200	18	73	29	87	-58
Westfield	1,211	9	60	16	120	-104
Weston	310	9	14	20	29	-9
Weyauwega-Fremont	908	17	50	30	56	-26
Wheatland J1	444	12	23	26	75	-49
White Lake	201	5	5	9	9	0
Whitefish Bay	2,691	607	20	74	16	58
Whitehall	750	46	22	22	35	-13
Whitewater	2,044	24	36	35	73	-38
Whitnall	2,143	345	50	200	67	133
Wild Rose	625	7	19	23	44	-21
Williams Bay	518	43	42	74	61	13
Wilmot UHS	1,188	38	44	55	69	-14
Winneconne Community	1,523	34	41	92	83	9
Winter	333	17	37	0	62	-62
Wisconsin Dells	1,708	37	46	51	61	-10
Wisconsin Heights	838	14	34	10	80	-70
Wisconsin Rapids	5,282	77	79	100	139	-39
Wittenberg-Birnamwood	1,204	23	38	67	60	7
Wonewoc-Union Center	403	30	20	36	57	-21
Woodruff J1	449	53	21	93	30	63
Wrightstown Community	1,309	23	23	70	27	43
Yorkville J2	<u>317</u>	<u>189</u>	<u>3</u>	<u>134</u>	<u>6</u>	<u>128</u>
Total	855,327	36,166	26,589	37,332	37,332	0