



OVERVIEW

School Details

Grades : 9-12

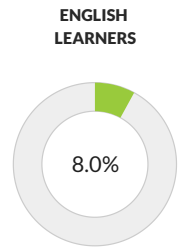
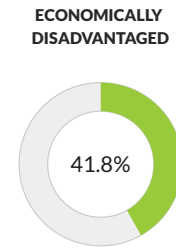
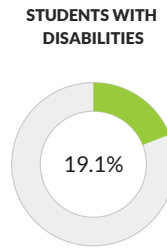
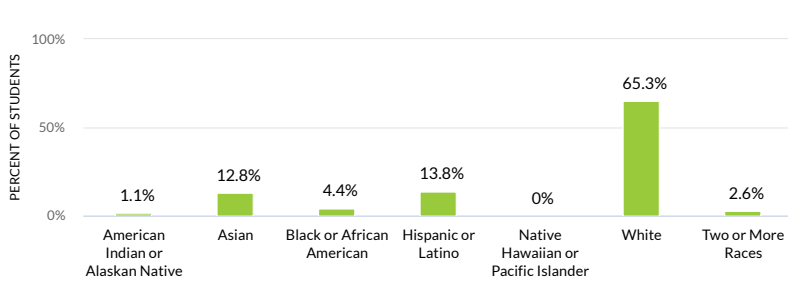
Enrollment : 1,394

Percent open enrollment : 8.6%

The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, thirteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

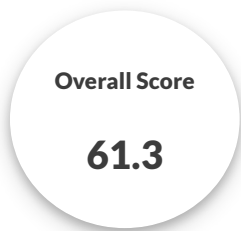
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



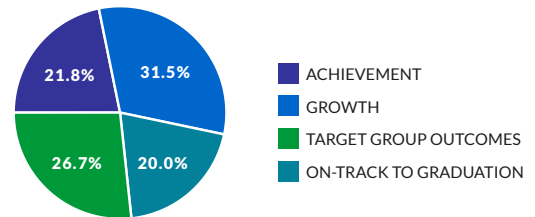
Score Summary

! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



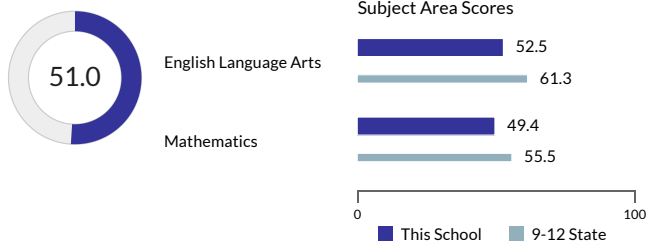
Meets Expectations
★★★★

PRIORITY AREA WEIGHTS

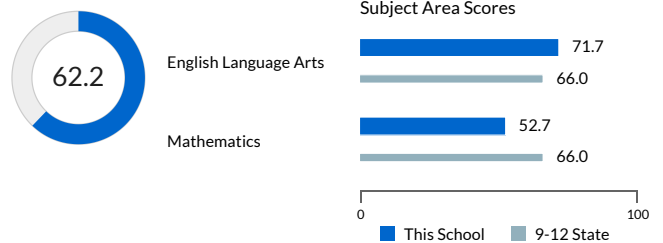


Priority Area Scores

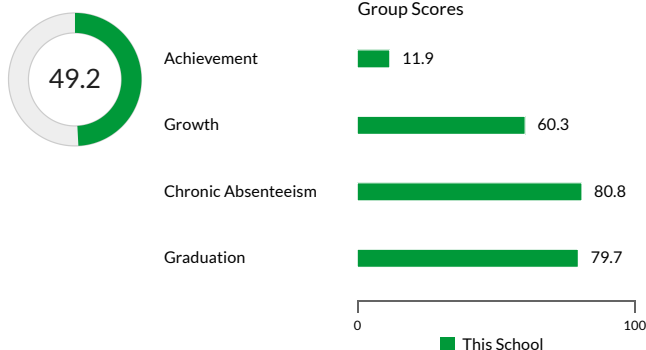
ACHIEVEMENT



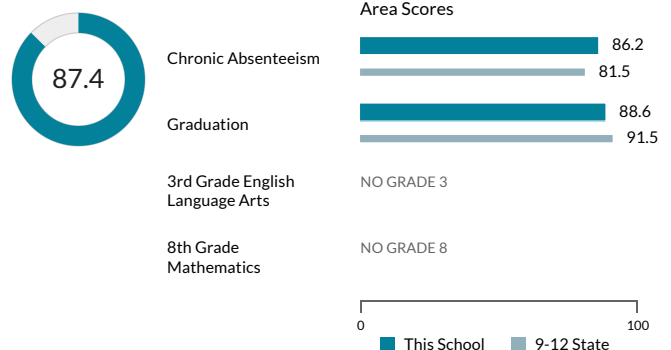
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

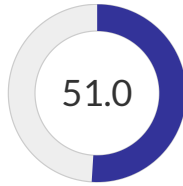




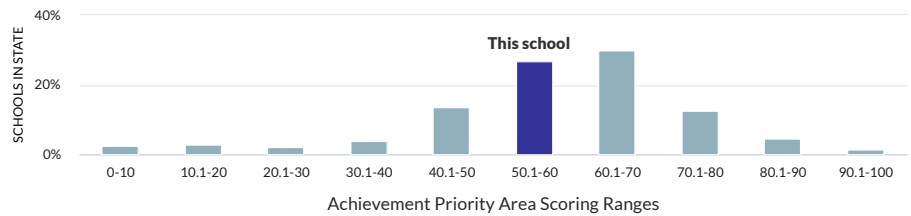
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



This school's score was the same or higher than 29.0% of 9-12 schools in the state.



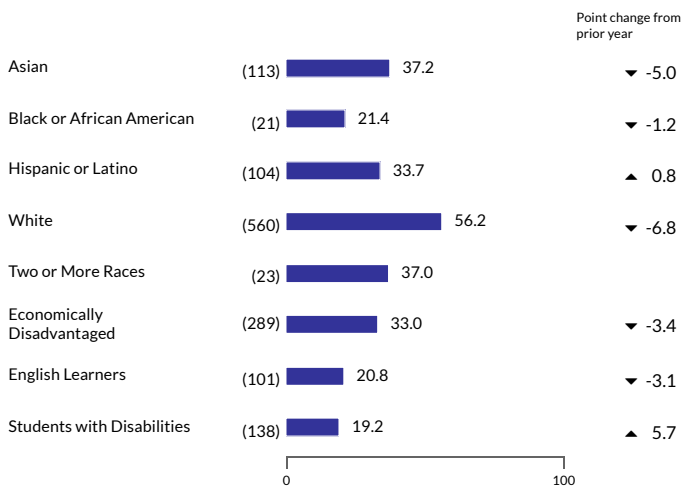
English Language Arts Score: 52.5

Mathematics Score: 49.4

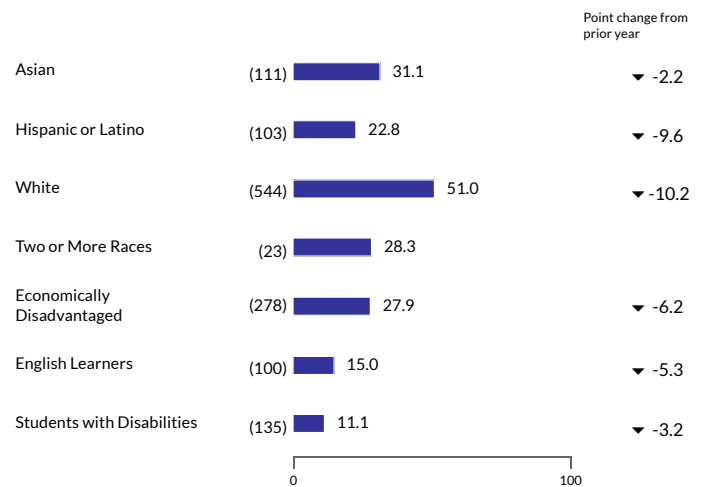
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



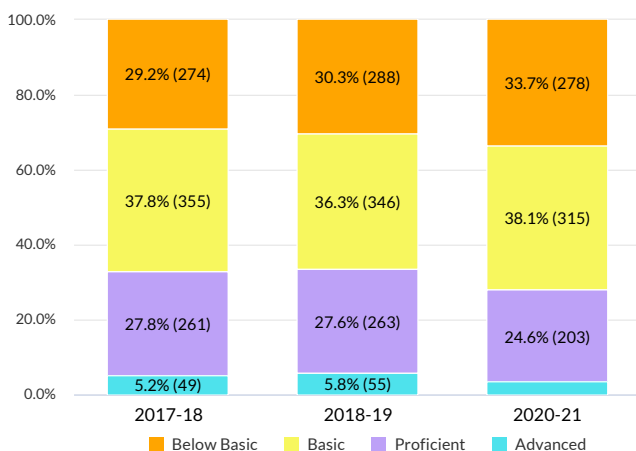
MATHEMATICS



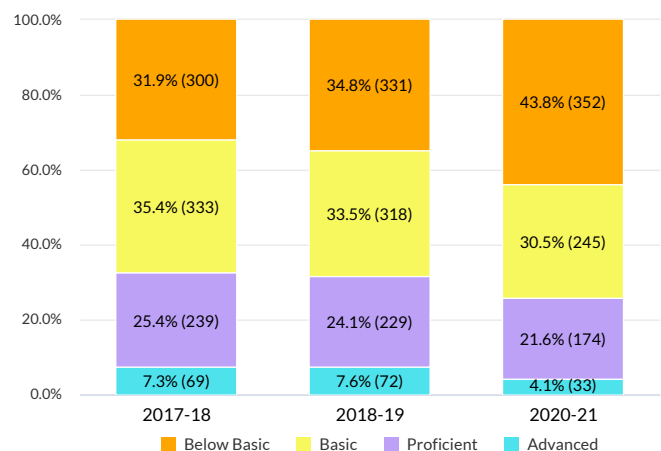
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2020-21

ENGLISH LANGUAGE ARTS

All students: 85.3%
Lowest-participating group: Black or African American: 56.8%

MATHEMATICS

All students: 83.2%
Lowest-participating group: Black or African American: 48.6%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,484	8.7%	34.2%	32.2%	24.9%	190,984	8.3%	32.5%	32.2%	26.9%	167,122	6.8%	32.4%	34.4%	26.4%
All Students	939	5.2%	27.8%	37.8%	29.2%	952	5.8%	27.6%	36.3%	30.3%	826	3.6%	24.6%	38.1%	33.7%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	130	1.5%	17.7%	46.2%	34.6%	129	0.8%	16.3%	49.6%	33.3%	113	0.0%	14.2%	46.0%	39.8%
Black or African American	26	0.0%	7.7%	53.8%	38.5%	31	0.0%	12.9%	19.4%	67.7%	21	0.0%	4.8%	33.3%	61.9%
Hispanic or Latino	121	0.0%	15.7%	41.3%	43.0%	129	0.0%	16.3%	33.3%	50.4%	104	1.0%	12.5%	39.4%	47.1%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	642	7.2%	33.3%	34.9%	24.6%	646	8.0%	33.4%	35.0%	23.5%	560	5.2%	30.2%	36.4%	28.2%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	23	0.0%	13.0%	47.8%	39.1%
Economically Disadvantaged	366	1.4%	16.9%	41.3%	40.4%	363	1.7%	14.3%	39.1%	44.9%	289	1.0%	12.8%	37.4%	48.8%
English Learners	113	0.0%	5.3%	39.8%	54.9%	117	0.0%	3.4%	41.0%	55.6%	101	0.0%	2.0%	37.6%	60.4%
Students with Disabilities	136	0.0%	6.6%	14.0%	79.4%	141	0.0%	4.3%	18.4%	77.3%	138	0.0%	8.0%	22.5%	69.6%

MATHEMATICS

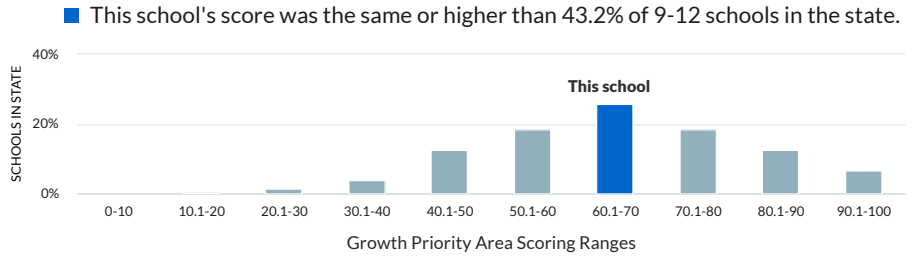
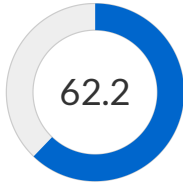
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,833	9.9%	29.3%	29.0%	31.8%	191,249	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.3%
All Students	941	7.3%	25.4%	35.4%	31.9%	950	7.6%	24.1%	33.5%	34.8%	804	4.1%	21.6%	30.5%	43.8%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	130	0.0%	16.9%	42.3%	40.8%	129	0.8%	10.9%	42.6%	45.7%	111	0.0%	16.2%	29.7%	54.1%
Black or African American	27	0.0%	14.8%	29.6%	55.6%	31	0.0%	9.7%	41.9%	48.4%	< 20	*	*	*	*
Hispanic or Latino	121	2.5%	12.4%	36.4%	48.8%	128	0.0%	17.2%	30.5%	52.3%	103	1.0%	7.8%	27.2%	64.1%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	643	10.1%	30.0%	34.1%	25.8%	645	10.9%	28.7%	32.4%	28.1%	544	5.9%	26.3%	31.8%	36.0%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	23	0.0%	13.0%	30.4%	56.5%
Economically Disadvantaged	367	2.7%	14.7%	36.8%	45.8%	362	2.2%	13.8%	34.0%	50.0%	278	1.1%	12.2%	28.1%	58.6%
English Learners	113	0.0%	1.8%	35.4%	62.8%	116	0.0%	5.2%	30.2%	64.7%	100	0.0%	4.0%	22.0%	74.0%
Students with Disabilities	137	0.7%	4.4%	11.7%	83.2%	140	0.0%	4.3%	20.0%	75.7%	135	0.0%	2.2%	17.8%	80.0%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



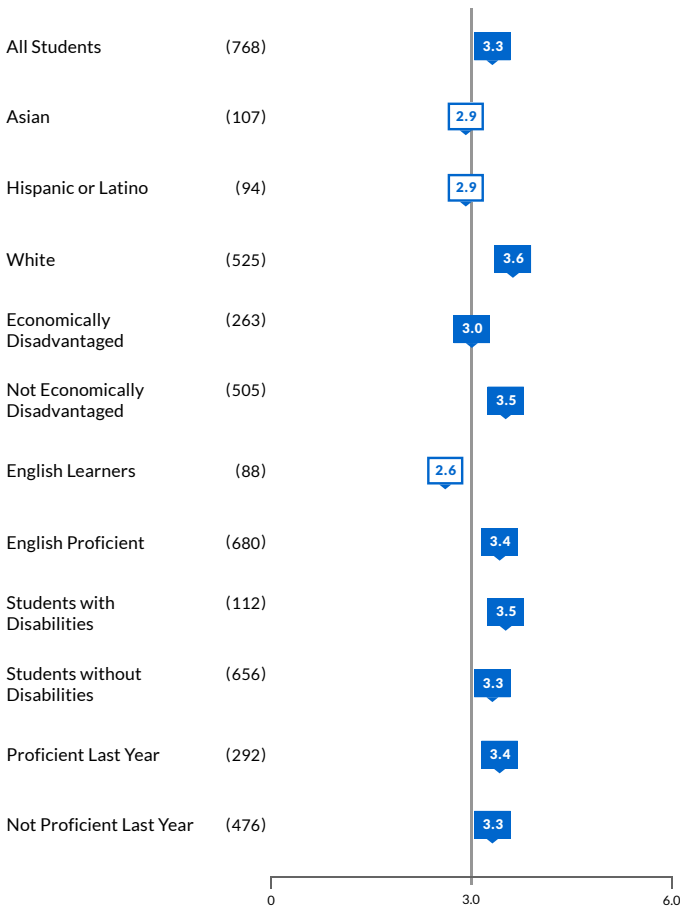
English Language Arts Score: 71.7

Mathematics Score: 52.7

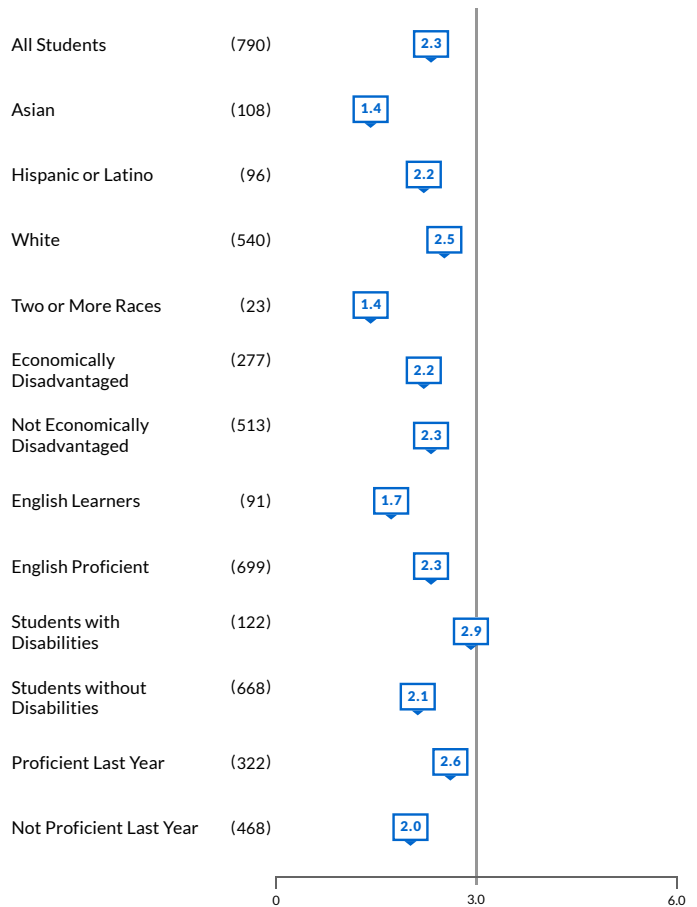
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

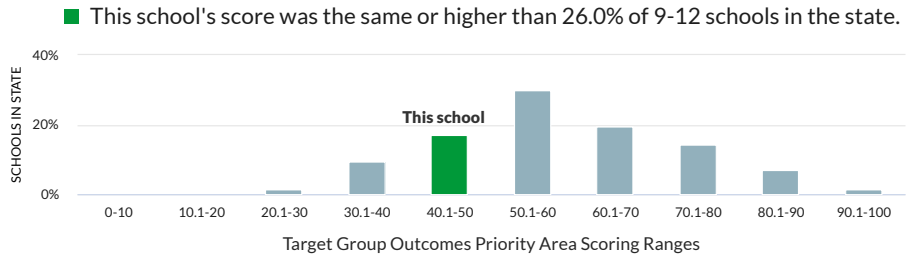
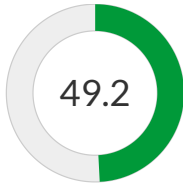




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



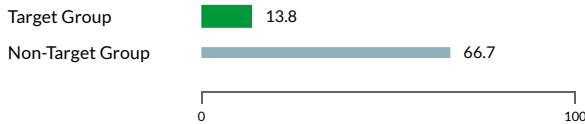
Component Scores

ACHIEVEMENT

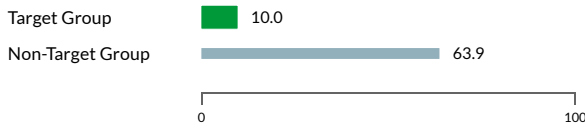
Score: 11.9

Average points-based proficiency rates.

English Language Arts



Mathematics

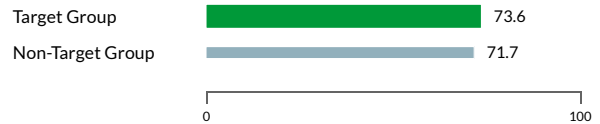


GROWTH

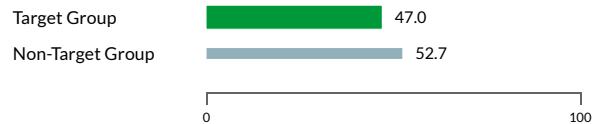
Score: 60.3

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



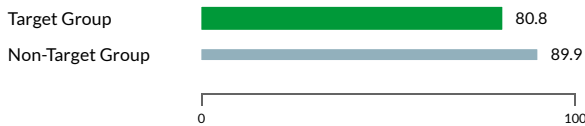
Mathematics



CHRONIC ABSENTEEISM

Score: 80.8

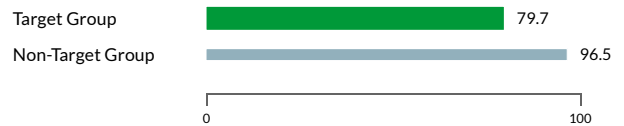
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 79.7

Average of 2019-20's 4- and 7-year cohort rates.

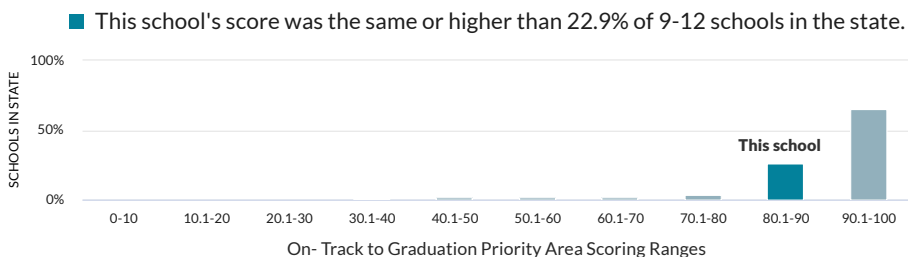
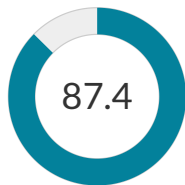




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

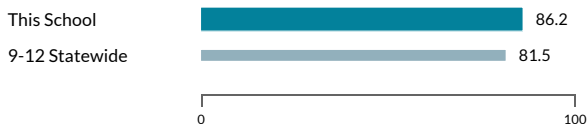


Component Scores

CHRONIC ABSENTEEISM

Score: 86.2

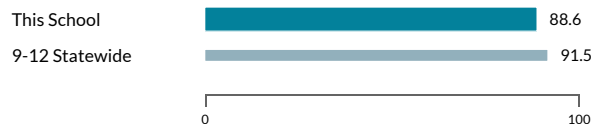
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 88.6

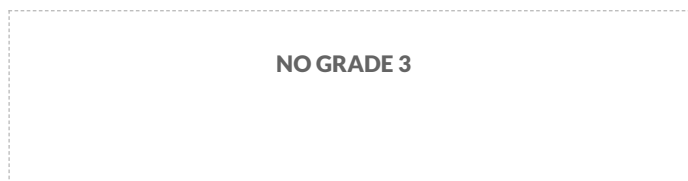
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

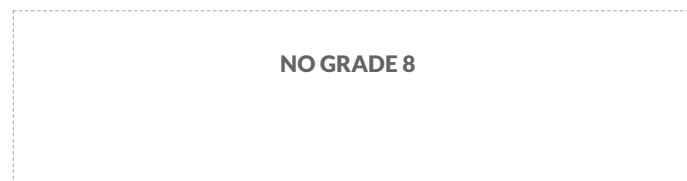
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,727	18.9%	265,360	18.9%	264,745	17.9%
All Students	1,375	13.0%	1,336	13.2%	1,357	14.8%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	182	10.4%	172	12.2%	165	10.9%
Black or African American	46	34.8%	49	34.7%	60	30.0%
Hispanic or Latino	170	14.1%	177	14.7%	177	18.1%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	0	NA
White	950	12.0%	908	11.7%	917	13.1%
Two or More Races	< 20	*	< 20	*	22	36.4%
Economically Disadvantaged	539	20.0%	520	20.8%	516	25.2%
English Learners	159	13.8%	161	18.0%	148	19.6%
Students with Disabilities	187	24.6%	213	24.4%	235	27.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	344	290	84.3%	373	345	92.5%
American Indian or Alaskan Native	< 20	*	*	< 20	*	*
Asian	44	38	86.4%	41	39	95.1%
Black or African American	< 20	*	*	< 20	*	*
Hispanic or Latino	52	38	73.1%	33	31	93.9%
White	229	204	89.1%	277	256	92.4%
Two or More Races	< 20	*	*	< 20	*	*
Economically Disadvantaged	123	89	72.4%	125	109	87.2%
English Learners	32	22	68.8%	32	31	96.9%
Students with Disabilities	50	24	48.0%	43	35	81.4%



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
13.1%	19.2%

186 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
34.9%	17.8%

496 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
1.5%	1.4%

22 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
0.6%	2.4%

9 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	20	3,044	10.0%	7.7%	5.0%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	171	10,028	4.1%	27.3%	33.9%	17.9%	1.8%	1.1%	1.2%	1.4%
Black or African American	64	24,232	1.6%	11.5%	25.0%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	190	31,812	7.9%	14.7%	31.1%	14.1%	0.5%	0.9%	0.0%	1.4%
White	951	188,332	16.9%	20.8%	37.7%	19.7%	1.9%	1.6%	0.7%	2.8%
Two or More Races	24	9,226	0.0%	16.1%	12.5%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	556	97,617	4.7%	11.0%	26.1%	13.7%	1.3%	0.8%	0.2%	1.7%
English Learners	159	13,412	1.3%	8.7%	22.6%	14.1%	0.0%	0.5%	0.0%	1.3%
Students with Disabilities	250	34,473	0.8%	2.9%	14.0%	10.2%	0.8%	0.5%	0.0%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI, and this is the first time these data are included on report cards. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
19.3%	24.7%	0.0%	0.3%	31.7%	21.3%	1.4%	1.9%

274 students successfully completed at least one art & design course.

No students successfully completed a dance course.

450 students successfully completed at least one music course.

20 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. All groups present in the school are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	20	3,044	20.0%	27.9%	0.0%	0.1%	15.0%	17.3%	5.0%	1.2%
Asian	171	10,028	23.4%	25.8%	0.0%	0.3%	41.5%	21.8%	0.6%	1.5%
Black or African American	64	24,232	15.6%	27.9%	0.0%	0.5%	14.1%	13.8%	0.0%	4.1%
Hispanic or Latino	190	31,812	18.4%	26.2%	0.0%	0.3%	21.1%	15.5%	0.0%	1.8%
White	951	188,332	18.9%	23.9%	0.0%	0.3%	33.9%	23.4%	1.9%	1.7%
Two or More Races	24	9,226	20.8%	23.9%	0.0%	0.4%	20.8%	19.8%	0.0%	1.9%
Economically Disadvantaged	556	97,617	21.6%	26.9%	0.0%	0.3%	25.4%	17.4%	1.3%	2.3%
English Learners	159	13,412	19.5%	29.0%	0.0%	0.2%	27.7%	13.0%	0.6%	1.4%
Students with Disabilities	250	34,473	21.6%	25.4%	0.0%	0.3%	18.8%	14.3%	1.2%	1.9%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street, P.O. Box 7841
Madison, WI 53707-7841
dpi.wi.gov



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