



## OVERVIEW

### School Details

Grades : K4-12

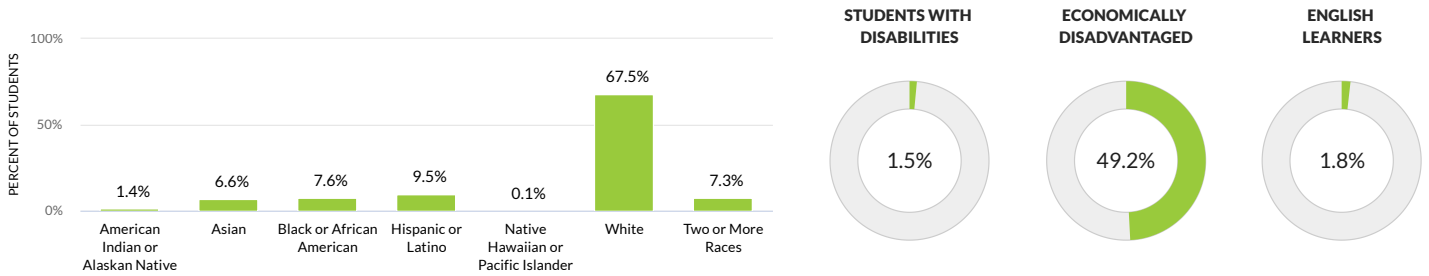
Enrollment : 726

Percent open enrollment : 85.5%

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.

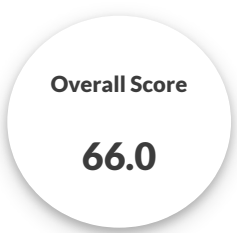
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary

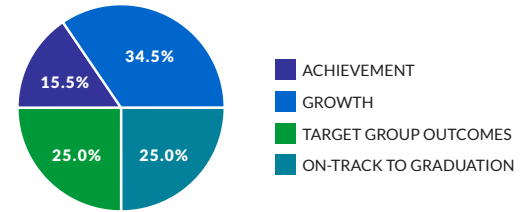
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

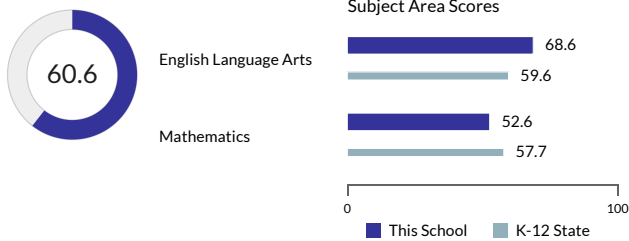


#### PRIORITY AREA WEIGHTS

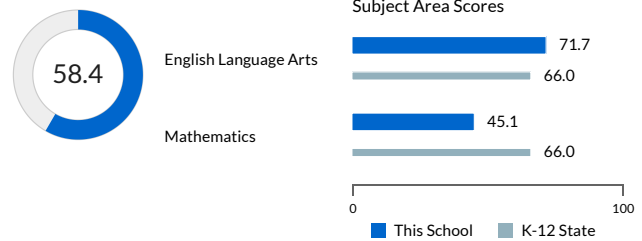


### Priority Area Scores

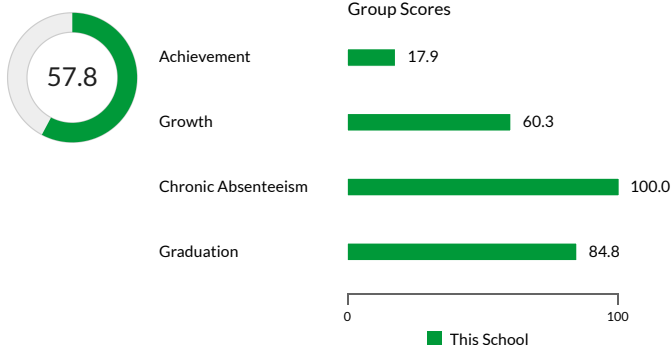
#### ACHIEVEMENT



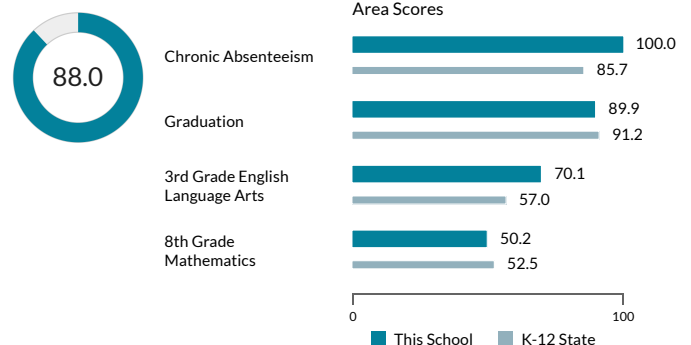
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

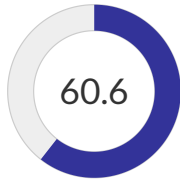




## ACHIEVEMENT

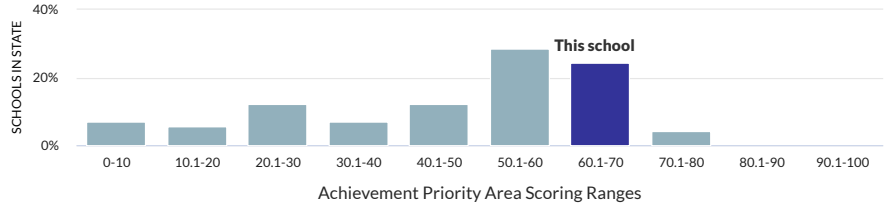
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 68.6  
Mathematics Score: 52.6

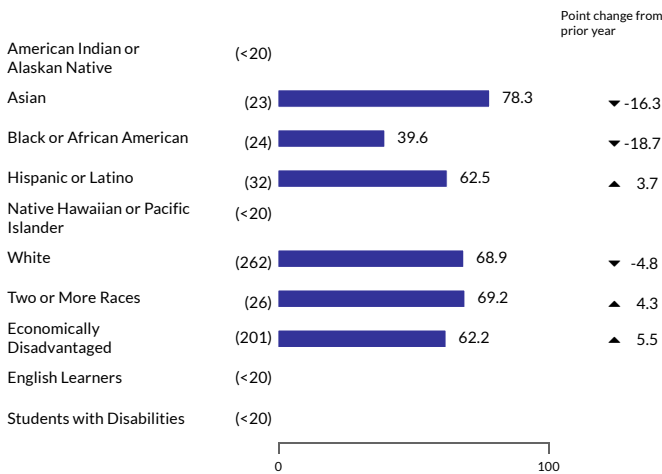
This school's score was the same or higher than 75.7% of K-12 schools in the state.



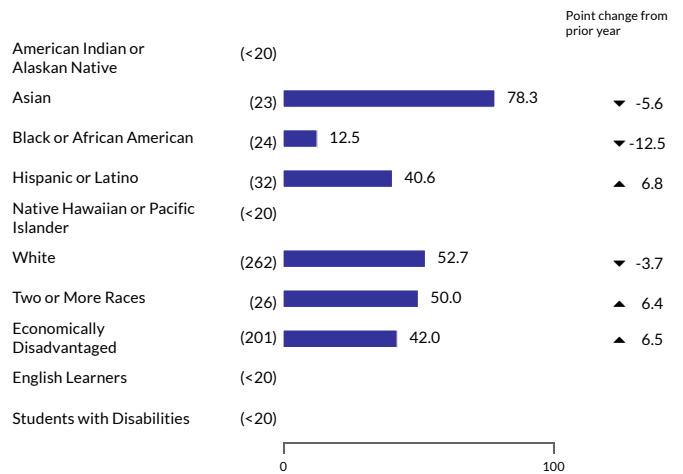
## Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

### ENGLISH LANGUAGE ARTS



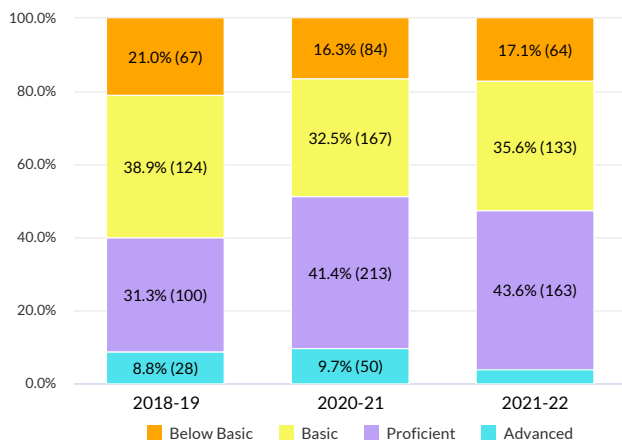
### MATHEMATICS



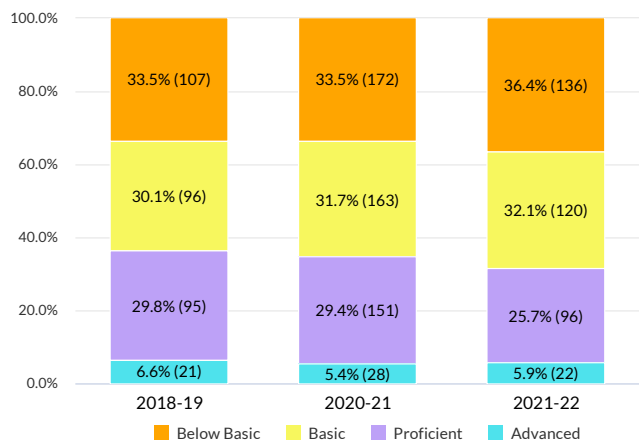
## Performance Levels by Year

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, 2021-22

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
92.3%	91.1%

#### MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
92.3%	91.1%

### Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

#### ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	319	8.8%	31.3%	38.9%	21.0%	514	9.7%	41.4%	32.5%	16.3%	374	3.7%	43.6%	35.6%	17.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	28	21.4%	50.0%	25.0%	3.6%	23	17.4%	34.8%	34.8%	13.0%
Black or African American	<20	*	*	*	*	30	3.3%	36.7%	33.3%	26.7%	24	0.0%	25.0%	29.2%	45.8%
Hispanic or Latino	33	3.0%	9.1%	57.6%	30.3%	34	5.9%	35.3%	29.4%	29.4%	32	3.1%	40.6%	34.4%	21.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	231	8.7%	35.1%	36.4%	19.9%	373	10.2%	41.8%	33.2%	14.7%	262	2.7%	46.6%	36.6%	14.1%
Two or More Races	21	14.3%	23.8%	42.9%	19.0%	47	6.4%	38.3%	34.0%	21.3%	26	7.7%	42.3%	30.8%	19.2%
Economically Disadvantaged	126	4.0%	26.2%	44.4%	25.4%	165	5.5%	30.9%	35.2%	28.5%	201	2.0%	40.3%	37.8%	19.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

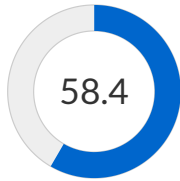
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	319	6.6%	29.8%	30.1%	33.5%	514	5.4%	29.4%	31.7%	33.5%	374	5.9%	25.7%	32.1%	36.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	28	14.3%	53.6%	17.9%	14.3%	23	17.4%	39.1%	26.1%	17.4%
Black or African American	<20	*	*	*	*	30	3.3%	3.3%	33.3%	60.0%	24	0.0%	4.2%	16.7%	79.2%
Hispanic or Latino	33	3.0%	12.1%	24.2%	60.6%	34	2.9%	11.8%	35.3%	50.0%	32	9.4%	12.5%	28.1%	50.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	231	6.9%	31.6%	32.0%	29.4%	373	5.4%	32.2%	32.4%	30.0%	262	5.3%	27.1%	35.1%	32.4%
Two or More Races	21	0.0%	42.9%	23.8%	33.3%	47	4.3%	23.4%	27.7%	44.7%	26	0.0%	34.6%	30.8%	34.6%
Economically Disadvantaged	126	4.0%	21.4%	31.0%	43.7%	165	3.0%	17.6%	26.7%	52.7%	201	5.0%	17.9%	33.3%	43.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



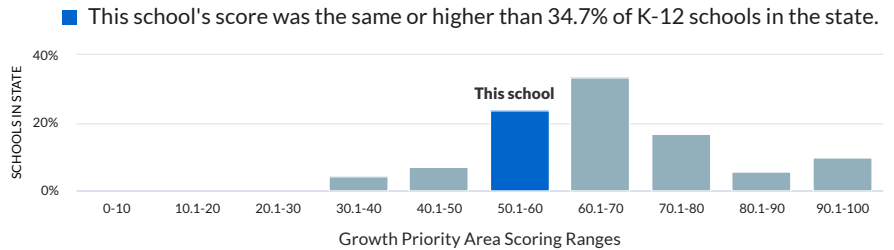
## GROWTH

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



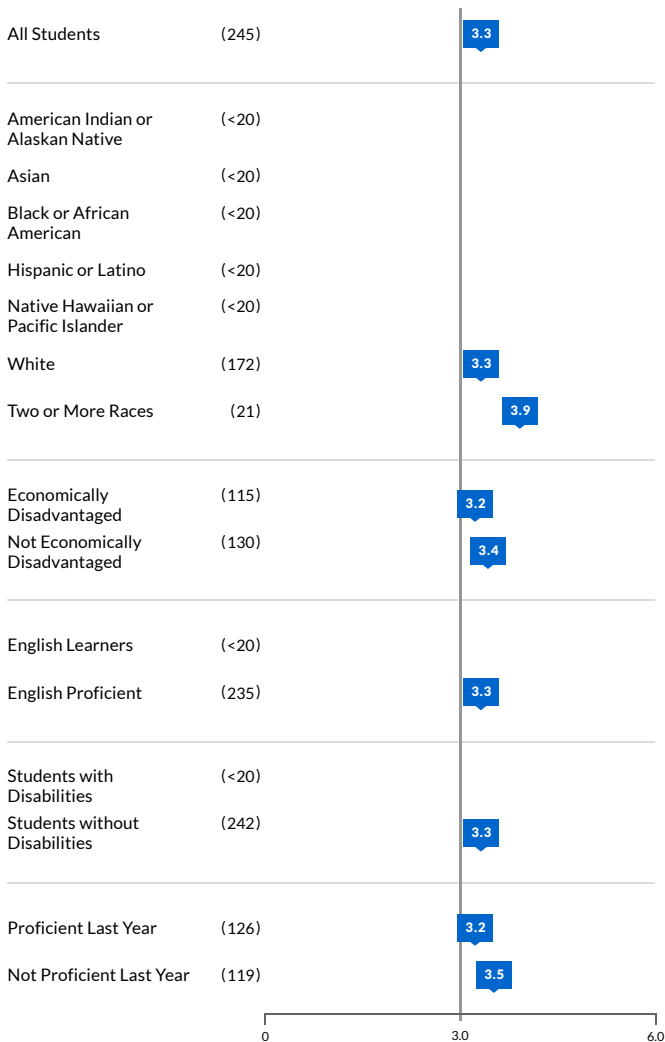
English Language Arts Score: 71.7  
Mathematics Score: 45.1



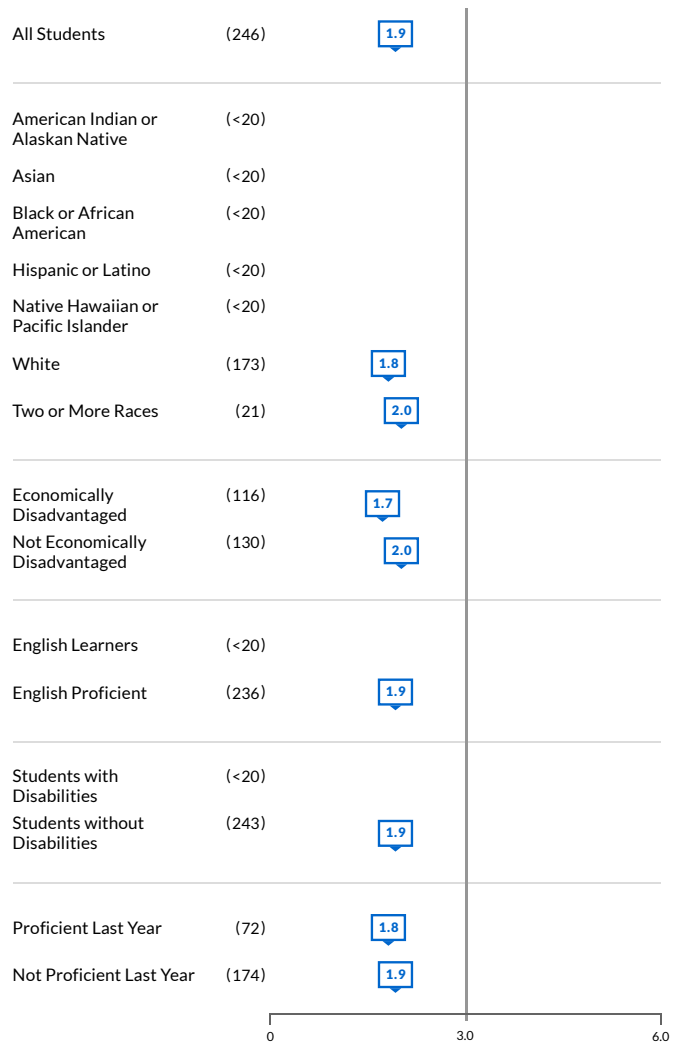
### Student Group Value-Added (for information only)

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 do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

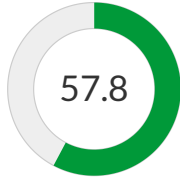




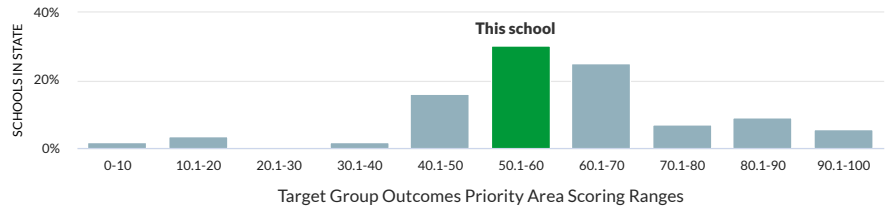
## TARGET GROUP OUTCOMES

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



■ This school's score was the same or higher than 50.0% of K-12 schools in the state.



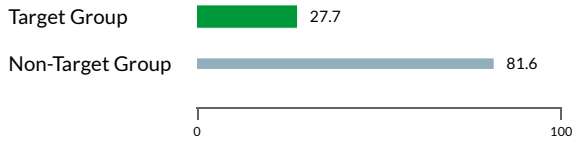
## Component Scores

### ACHIEVEMENT

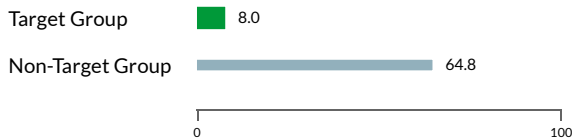
Score: 17.9

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

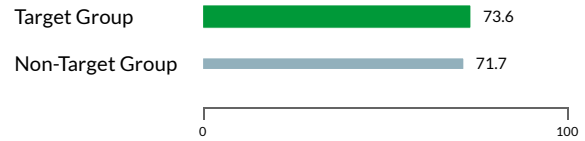


### GROWTH

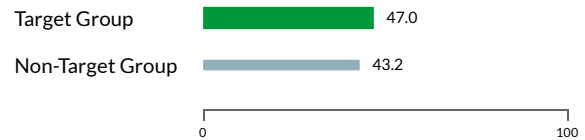
Score: 60.3

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

#### English Language Arts



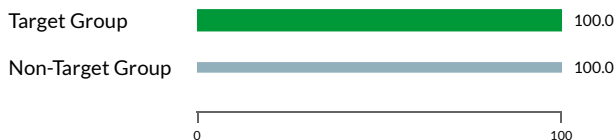
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 100.0

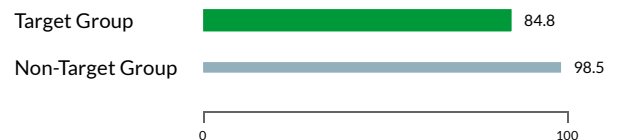
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 84.8

Average of 2020-21's 4- and 7-year cohort rates.

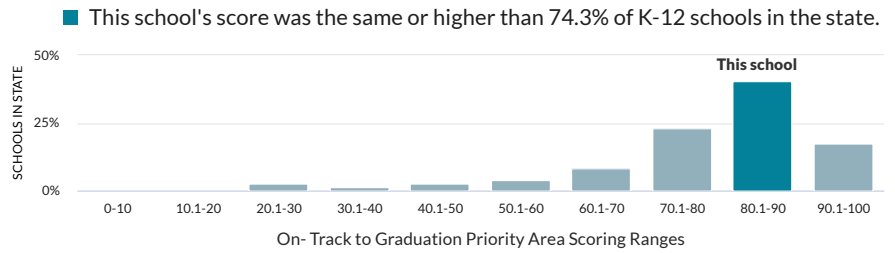
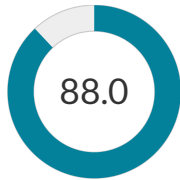




## ON-TRACK TO GRADUATION

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

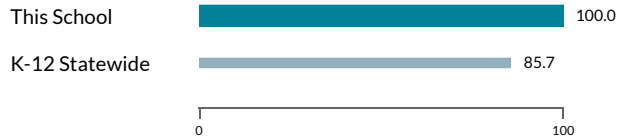


## Component Scores

### CHRONIC ABSENTEEISM

Score: 100.0

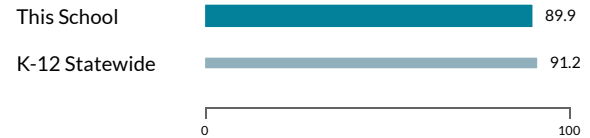
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 89.9

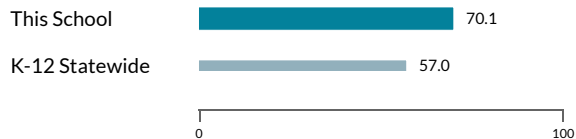
Average of 2020-21's 4- and 7-year cohort rates.



### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 70.1

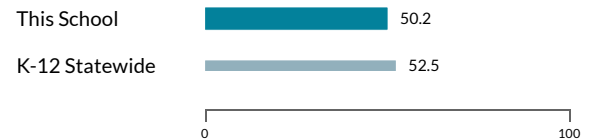
Multi-year average points-based proficiency rates.



### 8TH GRADE MATHEMATICS

Score: 50.2

Multi-year 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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	517	0.0%	477	0.0%	975	0.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	49	0.0%
Black or African American	25	0.0%	27	0.0%	56	0.0%
Hispanic or Latino	49	0.0%	49	0.0%	67	0.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	394	0.0%	361	0.0%	717	0.0%
Two or More Races	31	0.0%	28	0.0%	81	0.0%
Economically Disadvantaged	220	0.0%	232	0.0%	338	0.0%
English Learners	<20	*	<20	*	27	0.0%
Students with Disabilities	<20	*	<20	*	<20	*

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	79	68	86.1%	49	47	95.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	62	57	91.9%	41	41	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	29	21	72.4%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



## POSTSECONDARY PREPARATION, 2020-21

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. 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
<b>3.7%</b>	<b>19.9%</b>

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

#### DUAL ENROLLMENT

School	State
<b>2.6%</b>	<b>18.6%</b>

7 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>0.0%</b>	<b>2.8%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>0.0%</b>	<b>3.4%</b>

No 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. 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	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	23	25,104	0.0%	12.2%	0.0%	6.2%	0.0%	0.6%	0.0%	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	206	181,931	3.4%	21.7%	2.4%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	101	96,593	1.0%	10.8%	1.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	<20	34,324	*	3.6%	*	9.6%	*	1.9%	*	2.5%





## ARTS COURSE INFORMATION, 2020-21

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. 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
25.0%	23.0%	0.0%	0.3%	6.0%	18.3%	0.0%	1.6%
67 students successfully completed at least one art & design course.		No students successfully completed a dance course.		16 students successfully completed at least one music course.		No students successfully completed a 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. 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	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	23	25,104	4.3%	18.7%	0.0%	0.4%	4.3%	8.9%	0.0%	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	206	181,931	27.2%	24.2%	0.0%	0.3%	6.3%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	101	96,593	28.7%	21.8%	0.0%	0.2%	6.9%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	<20	34,324	*	23.4%	*	0.2%	*	12.0%	*	1.5%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



November 2022

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