

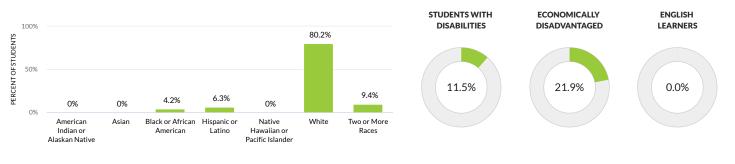
# **OVERVIEW**

### **School Details**

Grades : KG-8 Enrollment : 96 Percent open enrollment : 25% 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.

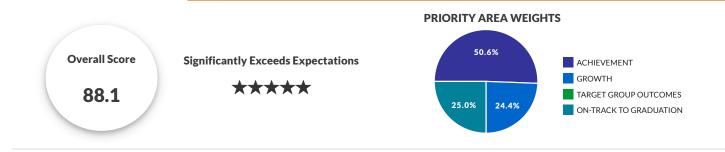
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

## **Student Groups**

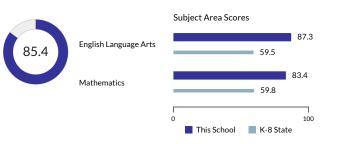


#### **Score Summary**

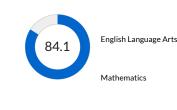
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see https://dpi.wi.gov/accountability/resources.

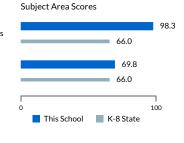


#### Priority Area Scores ACHIEVEMENT

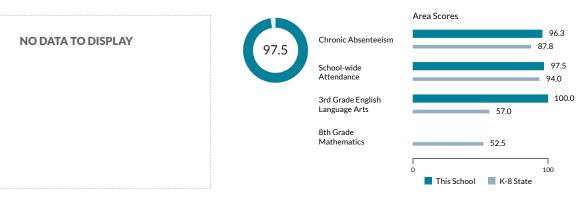


#### GROWTH





#### **ON-TRACK TO GRADUATION**



#### TARGET GROUP OUTCOMES

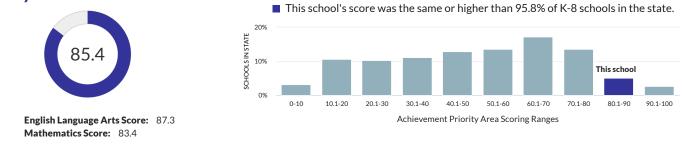
NA



## 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.

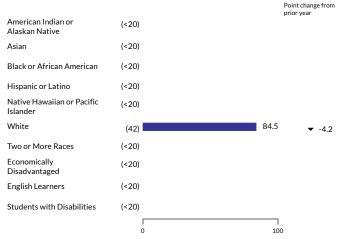
### **Priority Area Score**



### 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

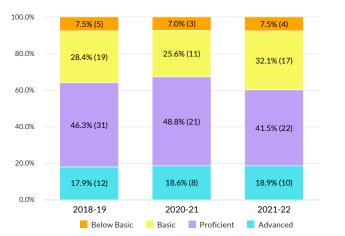


#### MATHEMATICS Point change from prior vea American Indian or (<20) Alaskan Native (<20) Asian Black or African American (<20) Hispanic or Latino (<20) Native Hawaiian or Pacific (<20) Islander White 86.9 (42) ▲ 30 (<20) Two or More Races Economically (<20) Disadvantaged **English Learners** (<20) Students with Disabilities (<20) 100 0

## **Performance Levels by Year**

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

#### **ENGLISH LANGUAGE ARTS**



#### MATHEMATICS



Wisconsin Department of Public Instruction | School Report Card For more information, visit https://dpi.wi.gov/accountability/resources



## **ACHIEVEMENT - ADDITIONAL INFORMATION**

The data on this page is for information only.

## Test Participation Rates, 2021-22

ENGLISH LANGU	AGE ARTS	MATHEMATICS						
All students	Lowest-participating group:	All students	Lowest-participating group:					
98.2%	White 97.7%	98.2%	White 97.7%					

## 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-8 State	381,435	7.8%	32.7%	35.0%	24.4%	326,032	6.9%	31.0%	35.6%	26.5%	357,614	6.8%	30.6%	34.7%	28.0%
All Students	67	17.9%	46.3%	28.4%	7.5%	43	18.6%	48.8%	25.6%	7.0%	53	18.9%	41.5%	32.1%	7.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	60	20.0%	45.0%	26.7%	8.3%	31	22.6%	41.9%	25.8%	9.7%	42	19.0%	38.1%	35.7%	7.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
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-8 State	381,964	9.2%	33.6%	31.8%	25.4%	325,746	7.4%	30.3%	32.6%	29.8%	358,394	8.5%	30.8%	30.6%	30.1%
All Students	67	11.9%	53.7%	25.4%	9.0%	43	16.3%	41.9%	30.2%	11.6%	53	18.9%	41.5%	28.3%	11.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	60	13.3%	50.0%	26.7%	10.0%	31	19.4%	41.9%	25.8%	12.9%	42	23.8%	35.7%	31.0%	9.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

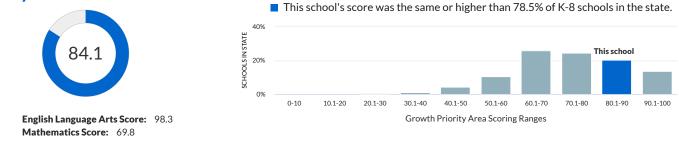
Wisconsin Department of Public Instruction | School Report Card For more information, visit https://dpi.wi.gov/accountability/resources



### 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**



## **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.

MATHEMATICS

Black or African American       (-20)         American       (-20)         Hispanic or Latino       (-20)         Native Hawaiian or Pacific Islander       (-20)         White       (29)         Corrent Cally Disadvantaged       (-20)         Not E Conomically Disadvantaged       (-20)         Regish Proficient       (-20)         English Learners       (-20)         English Proficient       (-20)         Students with Disabilities       (-20)         Students with Disabilities       (-20)         Students without Disabilities       (-20)         Proficient Last Year       (-20)         Issa       Issa		02/11/10				
Alaskan Native       Alaskan Native       Alaskan Native         Asian       (<20)       Asian       (<20)         Black or African       (<20)       Back or African       (<20)         American       (<20)       Black or African       (<20)         Native Hawaiian or       (<20)       Back or African       (<20)         Mative Hawaiian or       (<20)       Native Hawaiian or       (<20)         Pacific Islander       (<20)       Pacific Islander       (<20)         White       (29)       4.6       White       (29)       3.3         Two or More Races       (<20)       Two or More Races       (<20)       3.3         Economically       (<20)       Economically       (<20)       3.3         Disadvantaged       (<20)       Disadvantaged       (<20)       3.3         English Learners       (<20)       Disadvantaged       (<20)       3.3         English Proficient       (35)       4.2       English Learners       (<20)       3.3         Students with       (<20)       English Learners       (<20)       3.3       3.3         Students with       (<20)       English Learners       (<20)       3.3         Disabilities	All Students	(35)	4.7	All Students	(35)	3.2
Black or African       (<20)		(<20)			(<20)	
American       American       American       American       American       Hispanic or Latino       (<20)	Asian	(<20)		Asian	(<20)	
Native Hawaiian or Pacific Islander(<20)Native Hawaiian or Pacific Islander(<20)3.3White(29)4.6White(29)3.3Two or More Races(<20)		(<20)			(<20)	
Pacific Islander       Pacific Islander <th< td=""><td>Hispanic or Latino</td><td>(&lt;20)</td><td></td><td>Hispanic or Latino</td><td>(&lt;20)</td><td></td></th<>	Hispanic or Latino	(<20)		Hispanic or Latino	(<20)	
Two or More Races(<20)Two or More Races(<20)Disadvantaged Not Economically Disadvantaged(<20)		(<20)			(<20)	
Leconomically Disadvantaged(<20) DisadvantagedLeconomically Disadvantaged(<20) Disadvantaged3.2English Learners English Proficient(<20) Disadvantaged3.23.2English Learners Disabilities(<20) Disadvantaged3.2Students with Disabilities(<20) Disabilities3.2Proficient Last Year(20)4.6Proficient Last Year(<20)	White	(29)	4.8	White	(29)	3.3
Disadvantaged Not Economically DisadvantagedDisadvantagedDisadvantagedNot Economically Disadvantaged(26)3.2English Learners English Proficient(35)4.7English Proficient Disabilities(35)4.7Students with Disabilities(<20)	Two or More Races	(<20)		Two or More Races	(<20)	
Disadvantaged     Disa		(<20)			(<20)	
English Proficient       (35)       4.7       English Proficient       (35)       3.2         Students with Disabilities       (<20)		(26)	4.8	Not Economically	(26)	3.2
Students with (<20)	English Learners	(<20)		English Learners	(<20)	
Disabilities Students without (32) Proficient Last Year (20)	English Proficient	(35)	4.7	English Proficient	(35)	3.2
Disabilities Disab		(<20)			(<20)	
		(32)	4.8		(32)	3.2
Not Proficient Last Year (<20) Not Proficient Last Year (<20)	Proficient Last Year	(20)	4.6	Proficient Last Year	(<20)	
	Not Proficient Last Year	(<20)		Not Proficient Last Year	(<20)	
			 		<b></b>	

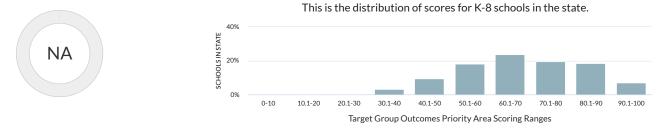
#### ENGLISH LANGUAGE ARTS



## **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**



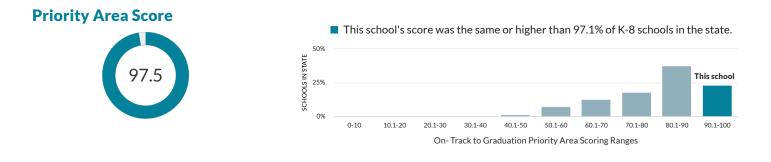
## **Component Scores**

ACHIEVEMENT	Score: NA	GROWTH	Score: NA
Average points-based proficiency rates.		Value-added scores converted onto a 0-100 growth scale.	
English Language Arts		English Language Arts	
NO DATA TO DISPLAY		NO DATA TO DISPLAY	
Mathematics		Mathematics	
NO DATA TO DISPLAY		NO DATA TO DISPLAY	
CHRONIC ABSENTEEISM	Score: NA	ATTENDANCE	Score: NA
Score is 100 minus the multi-year average chronic absente — the percentage of students who missed more than 10% days — so a higher score is better.		This score is the overall attendance rate for the Target Gro 2020-21.	oup in
NO DATA TO DISPLAY		NO DATA TO DISPLAY	

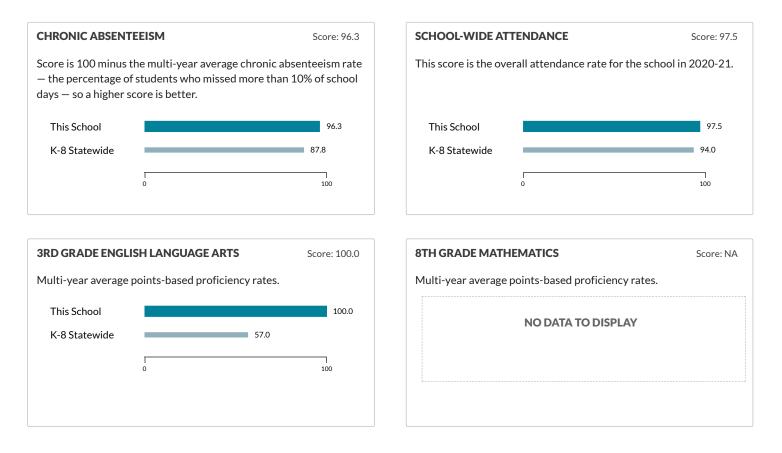


## **ON-TRACK TO GRADUATION**

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.



## **Component Scores**





### **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	3-19	201	9-20	2020-21			
	Students	Rate	Students	Rate	Students	Rate		
All Students: K-8 State	566,191	10.4%	561,947	10.8%	544,463	14.6%		
All Students	109	2.8%	102	4.9%	62	3.2%		
American Indian or Alaskan Native	<20	*	<20	*	<20	*		
Asian	<20	*	<20	*	<20	*		
Black or African American	<20	*	<20	*	<20	*		
Hispanic or Latino	<20	*	<20	*	<20	*		
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*		
White	98	2.0%	85	3.5%	48	2.1%		
Two or More Races	<20	*	<20	*	<20	*		
Economically Disadvantaged	25	8.0%	<20	*	<20	*		
English Learners	<20	*	<20	*	<20	*		
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.

This school does not have a 12th grade

Wisconsin Department of Public Instruction Office of Educational Accountability 125 S. Webster Street Madison, WI 53703 dpi.wi.gov



November 2022

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.