



OVERVIEW

School Details

Grades : 9-12

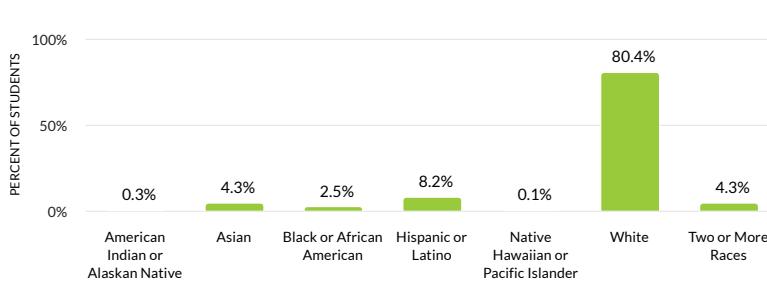
Enrollment : 1,944

Percent open enrollment : 3%

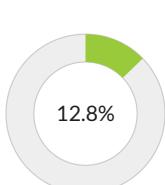
With our intentional focus on collaboration, engagement, responsibility, and well-being, the Neenah Joint School District takes great pride in our commitment to the continuous improvement of every Rocket. A diverse and rigorous 4K-12 curriculum and numerous co-curricular activities ensure that all students are empowered to embrace their futures with confidence. Neenah with Pride!

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

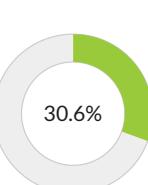
Student Groups



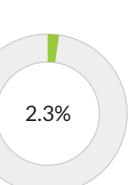
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



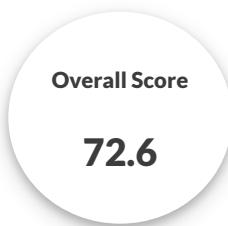
ENGLISH LEARNERS



Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.



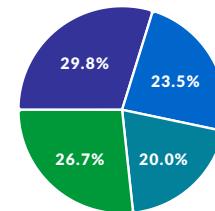
Overall Score

72.6

Exceeds Expectations



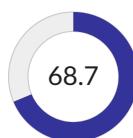
PRIORITY AREA WEIGHTS



- █ ACHIEVEMENT
- █ GROWTH
- █ TARGET GROUP OUTCOMES
- █ ON-TRACK TO GRADUATION

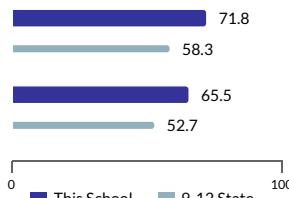
Priority Area Scores

ACHIEVEMENT



English Language Arts

Subject Area Scores

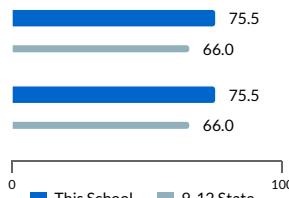


GROWTH

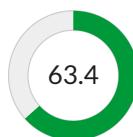


English Language Arts

Subject Area Scores

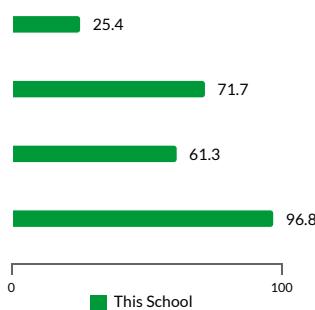


TARGET GROUP OUTCOMES



Achievement

Group Scores

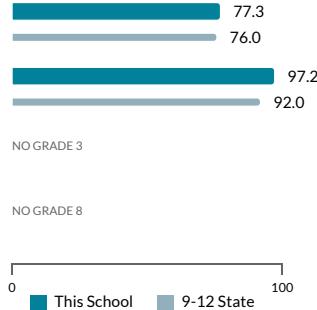


ON-TRACK TO GRADUATION



Chronic Absenteeism

Area Scores

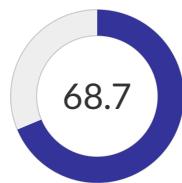




ACHIEVEMENT

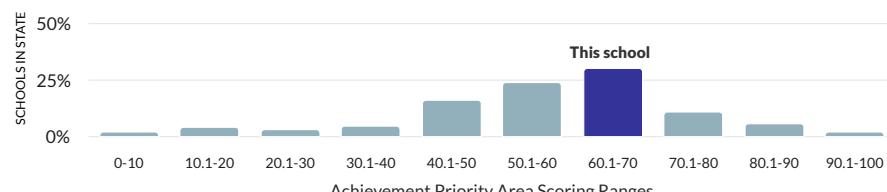
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 71.8
Mathematics Score: 65.5

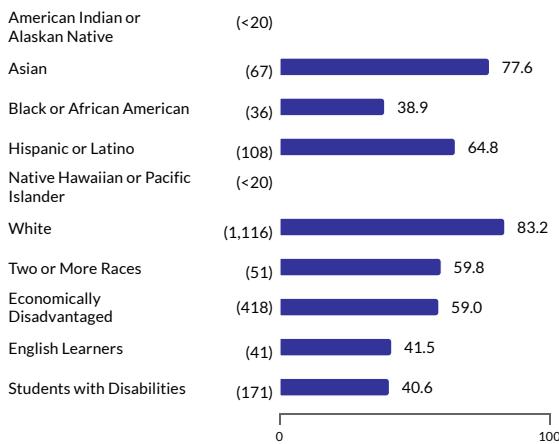
■ This school's score was the same or higher than 79.5% of 9-12 schools in the state.



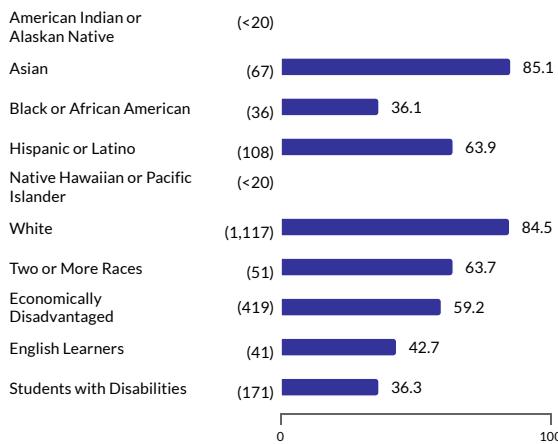
Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



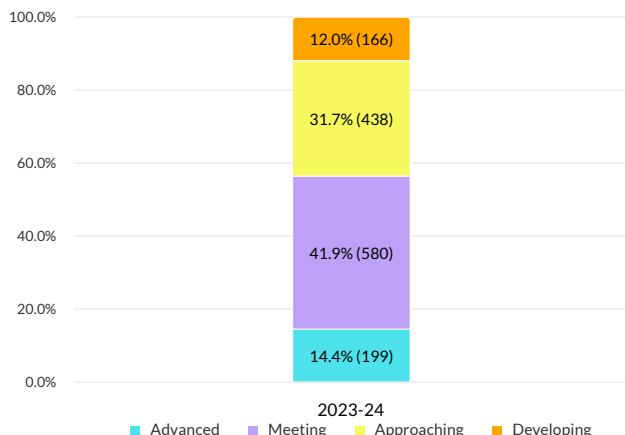
MATHEMATICS



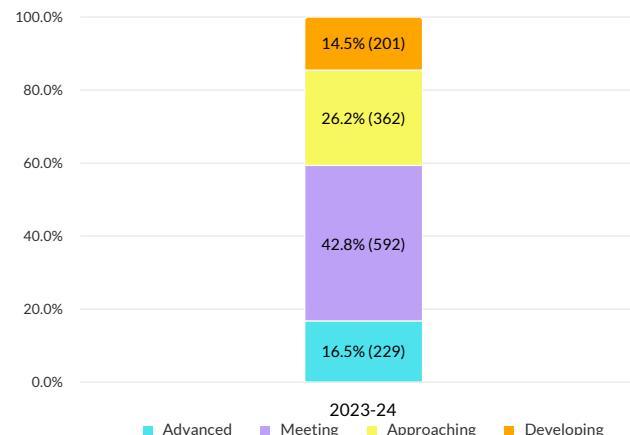
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2023-24

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Two or More Races 87.3%
96.2%	

MATHEMATICS

All students	Lowest-participating group: Two or More Races 87.3%
96.2%	

Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	1,359	12.2%	40.1%	28.7%	19.0%	1,316	13.1%	38.9%	31.3%	16.6%	1,383	14.4%	41.9%	31.7%	12.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	35	5.7%	40.0%	31.4%	22.9%	56	8.9%	26.8%	46.4%	17.9%	67	14.9%	38.8%	32.8%	13.4%
Black or African American	28	0.0%	3.6%	28.6%	67.9%	28	0.0%	14.3%	35.7%	50.0%	36	2.8%	11.1%	47.2%	38.9%
Hispanic or Latino	115	6.1%	31.3%	29.6%	33.0%	110	3.6%	37.3%	30.0%	29.1%	108	4.6%	36.1%	43.5%	15.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,134	13.7%	42.2%	28.4%	15.7%	1,072	15.2%	40.7%	29.9%	14.3%	1,116	15.9%	44.4%	29.9%	9.8%
Two or More Races	42	4.8%	31.0%	35.7%	28.6%	44	2.3%	34.1%	50.0%	13.6%	51	9.8%	27.5%	35.3%	27.5%
Economically Disadvantaged	322	4.7%	24.2%	32.9%	38.2%	365	3.6%	29.9%	38.6%	27.9%	418	5.3%	31.6%	39.0%	24.2%
English Learners	44	0.0%	15.9%	27.3%	56.8%	37	0.0%	5.4%	54.1%	40.5%	41	0.0%	17.1%	48.8%	34.1%
Students with Disabilities	155	0.0%	13.5%	21.9%	64.5%	144	3.5%	13.2%	34.0%	49.3%	171	1.2%	15.8%	46.2%	36.8%

MATHEMATICS

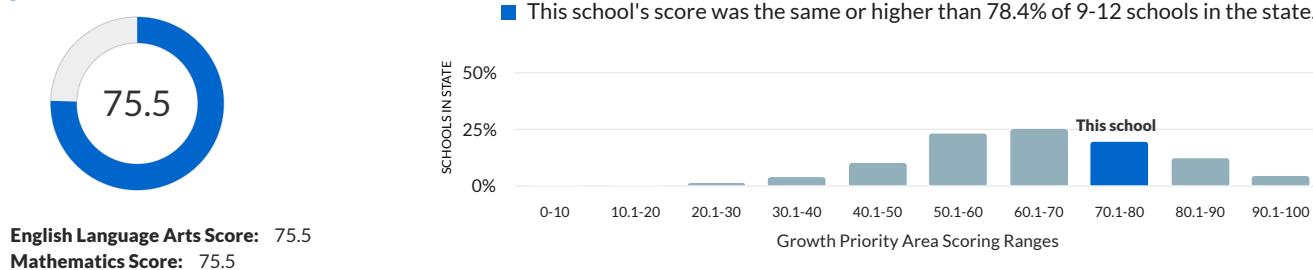
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,362	15.0%	29.0%	26.1%	30.0%	1,320	14.0%	30.3%	31.9%	23.8%	1,384	16.5%	42.8%	26.2%	14.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	35	11.4%	25.7%	31.4%	31.4%	56	10.7%	30.4%	26.8%	32.1%	67	22.4%	43.3%	16.4%	17.9%
Black or African American	29	0.0%	3.4%	17.2%	79.3%	28	0.0%	7.1%	28.6%	64.3%	36	2.8%	16.7%	30.6%	50.0%
Hispanic or Latino	115	10.4%	23.5%	19.1%	47.0%	110	6.4%	20.9%	37.3%	35.5%	108	9.3%	33.3%	33.3%	24.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,136	15.9%	30.8%	26.9%	26.3%	1,076	15.7%	31.8%	31.5%	21.0%	1,117	17.8%	44.9%	25.8%	11.5%
Two or More Races	42	16.7%	16.7%	23.8%	42.9%	44	6.8%	34.1%	34.1%	25.0%	51	7.8%	37.3%	29.4%	25.5%
Economically Disadvantaged	324	6.5%	17.0%	23.5%	53.1%	367	5.4%	20.4%	34.6%	39.5%	419	6.7%	32.7%	32.9%	27.7%
English Learners	43	0.0%	16.3%	18.6%	65.1%	37	0.0%	16.2%	21.6%	62.2%	41	2.4%	29.3%	19.5%	48.8%
Students with Disabilities	157	2.5%	10.8%	15.9%	70.7%	144	2.8%	6.3%	30.6%	60.4%	171	2.3%	17.0%	31.6%	49.1%



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.

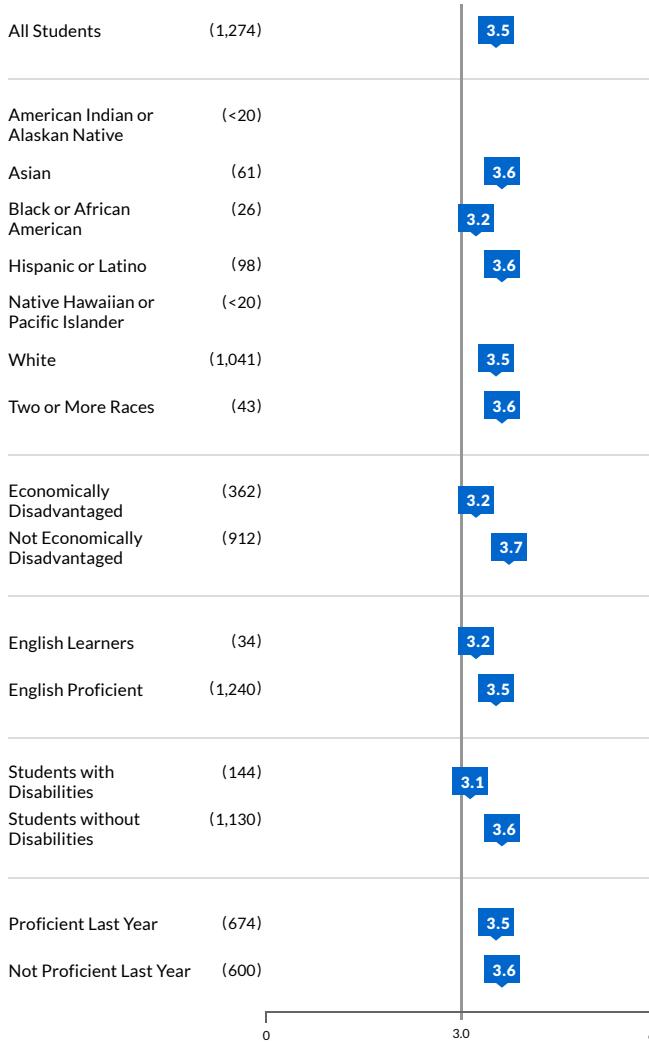
Priority Area Score



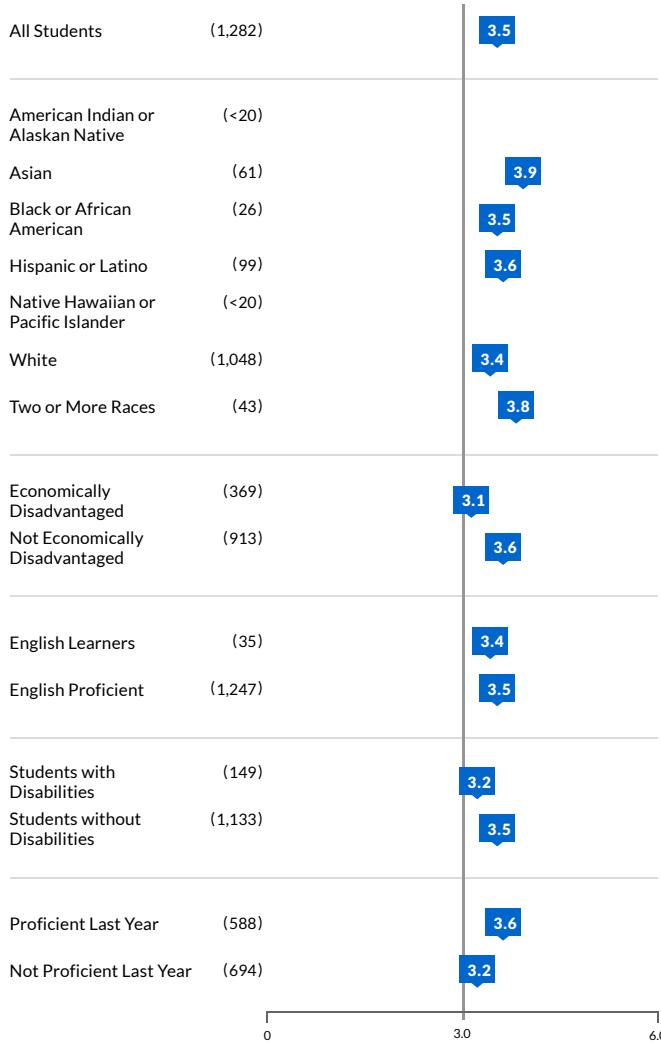
Student Group Value-Added (for information only)

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.

ENGLISH LANGUAGE ARTS



MATHEMATICS

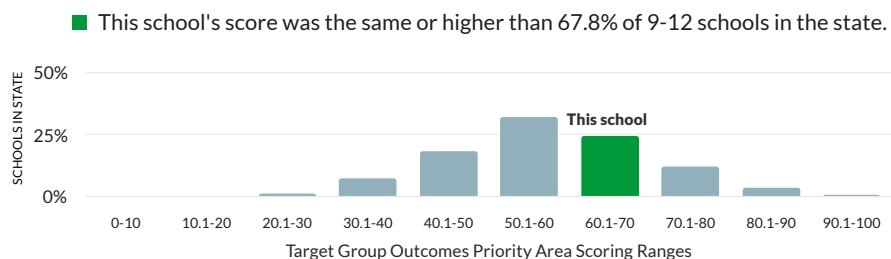




TARGET GROUP OUTCOMES

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

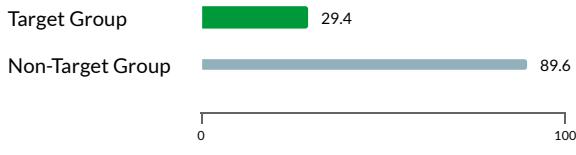


Component Scores

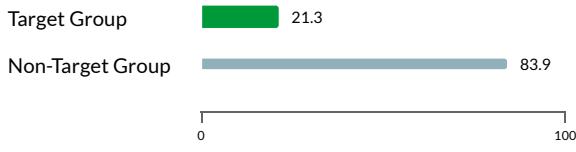
ACHIEVEMENT

Average points-based proficiency rates.

English Language Arts

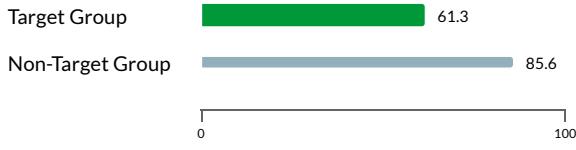


Mathematics



CHRONIC ABSENTEEISM

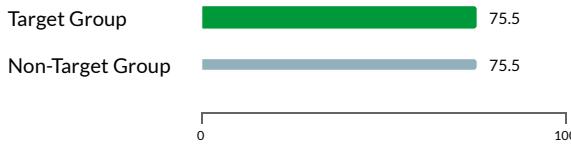
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



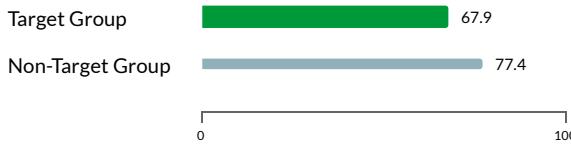
GROWTH

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

English Language Arts



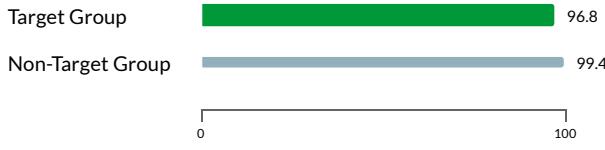
Mathematics



GRADUATION

Score: 96.8

Average of 2022-23's 4- and 7-year cohort rates.

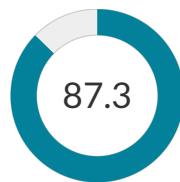




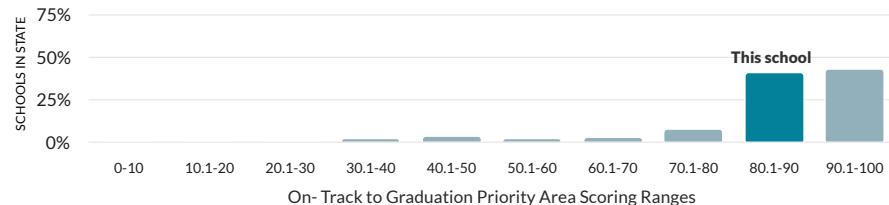
ON-TRACK TO GRADUATION

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



■ This school's score was the same or higher than 37.5% of 9-12 schools in the state.

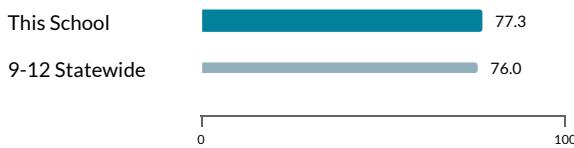


Component Scores

CHRONIC ABSENTEEISM

Score: 77.3

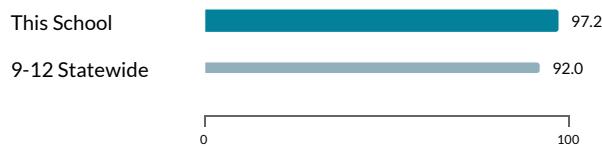
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 97.2

Average of 2022-23's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,946	23.2%	1,943	24.5%	1,903	20.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	52	13.5%	63	30.2%	65	15.4%
Black or African American	39	61.5%	46	45.7%	47	48.9%
Hispanic or Latino	168	44.0%	171	39.8%	166	34.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,623	19.7%	1,591	21.4%	1,547	18.0%
Two or More Races	57	40.4%	64	37.5%	68	32.4%
Economically Disadvantaged	471	48.8%	501	42.3%	544	35.8%
English Learners	46	32.6%	61	41.0%	55	27.3%
Students with Disabilities	232	41.4%	243	37.9%	244	35.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	488	469	96.1%	490	481	98.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	47	43	91.5%	37	35	94.6%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	402	391	97.3%	418	412	98.6%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	127	113	89.0%	111	105	94.6%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	66	55	83.3%	48	45	93.8%



POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(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

632 (33.2%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
30.6%	21.1%	2.5%	25.7%	1.5%	4.7%	0.7%	8.5%
582 students successfully completed at least one Advanced Placement or International Baccalaureate course.		48 students successfully completed at least one dual enrollment course.		29 students earned at least one industry-recognized credential.		14 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
All Students	1,903	266,777	30.6%	21.1%	2.5%	25.7%	1.5%	4.7%	0.7%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	65	10,367	32.3%	33.4%	1.5%	26.6%	1.5%	3.7%	0.0%	5.6%
Black or African American	47	24,969	2.1%	13.7%	0.0%	8.7%	2.1%	1.3%	0.0%	2.7%
Hispanic or Latino	166	37,682	34.9%	17.6%	3.0%	18.9%	0.6%	3.4%	0.6%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,547	179,306	31.4%	22.5%	2.6%	29.9%	1.6%	5.7%	0.8%	10.4%
Two or More Races	68	11,456	22.1%	18.9%	2.9%	21.0%	2.9%	3.4%	1.5%	5.8%
Economically Disadvantaged	544	104,283	16.5%	12.3%	1.1%	18.5%	0.4%	3.0%	0.6%	6.1%
English Learners	55	19,116	23.6%	13.9%	0.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	244	33,777	6.1%	4.4%	0.4%	15.0%	0.0%	2.3%	0.0%	6.5%



ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(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

925 (48.6%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
30.7%	29.1%	3.5%	0.5%	21.4%	19.2%	1.4%	2.2%
584 students successfully completed at least one art & design course.		66 students successfully completed at least one dance course.		407 students successfully completed at least one music course.		27 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. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	1,903	266,777	30.7%	29.1%	3.5%	0.5%	21.4%	19.2%	1.4%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	65	10,367	33.8%	30.3%	0.0%	0.4%	35.4%	19.9%	3.1%	1.6%
Black or African American	47	24,969	25.5%	28.5%	4.3%	0.7%	8.5%	11.7%	2.1%	2.8%
Hispanic or Latino	166	37,682	32.5%	29.1%	0.6%	0.3%	16.3%	13.3%	0.6%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,547	179,306	30.7%	29.1%	3.9%	0.5%	21.6%	21.7%	1.4%	2.2%
Two or More Races	68	11,456	27.9%	28.8%	2.9%	0.5%	26.5%	17.8%	1.5%	2.6%
Economically Disadvantaged	544	104,283	33.1%	29.9%	2.0%	0.4%	17.5%	15.4%	1.7%	2.1%
English Learners	55	19,116	47.3%	30.9%	0.0%	0.4%	14.5%	11.8%	0.0%	1.6%
Students with Disabilities	244	33,777	34.4%	30.9%	1.6%	0.5%	12.3%	14.4%	2.0%	2.4%

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