



OVERVIEW

School Details

Grades : 9-12

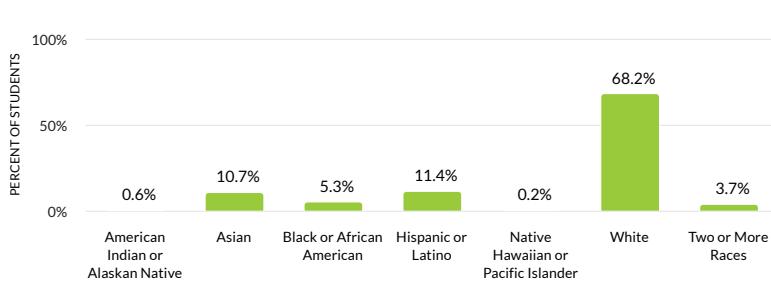
Enrollment : 1,612

Percent open enrollment : 9.3%

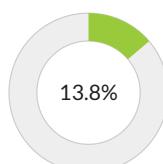
The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, fourteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and 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.

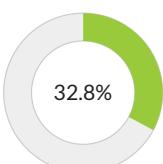
Student Groups



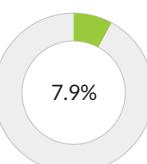
STUDENTS WITH DISABILITIES



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>.

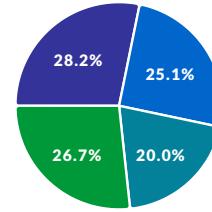
Overall Score

69.7

Meets Expectations



PRIORITY AREA WEIGHTS



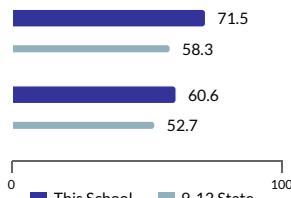
Priority Area Scores

ACHIEVEMENT

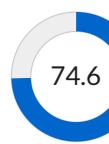


English Language Arts
Mathematics

Subject Area Scores

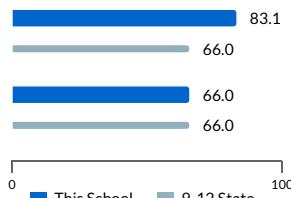


GROWTH



English Language Arts
Mathematics

Subject Area Scores

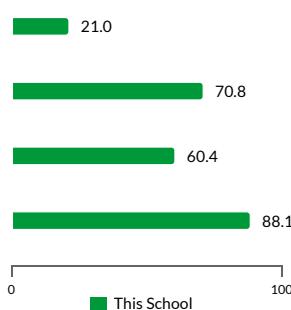


TARGET GROUP OUTCOMES



Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

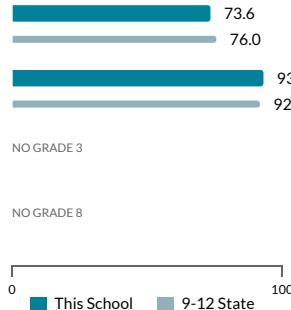


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

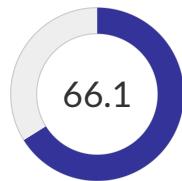




ACHIEVEMENT

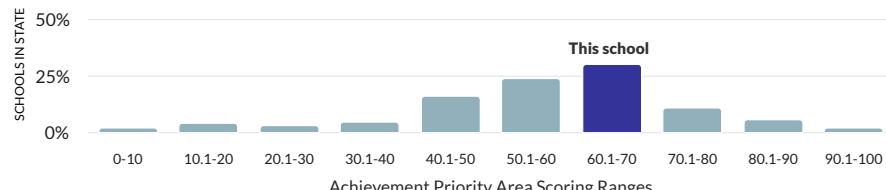
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 71.5
Mathematics Score: 60.6

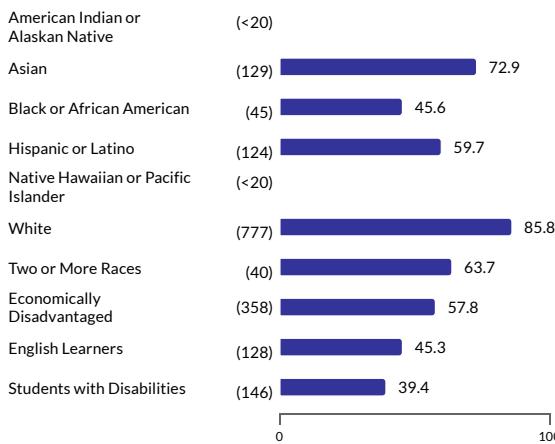
■ This school's score was the same or higher than 72.7% of 9-12 schools in the state.



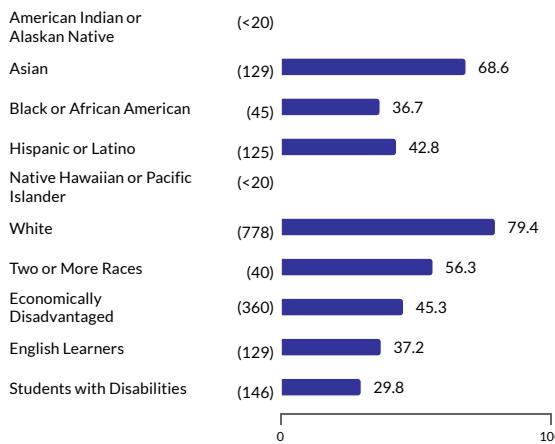
Student Group Achievement, 2023-24 (for information only)

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



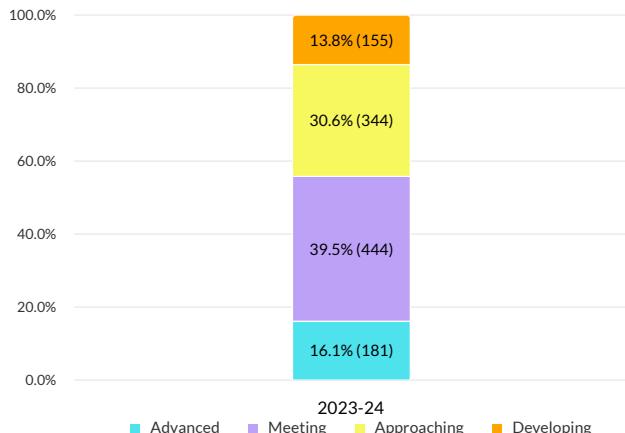
MATHEMATICS



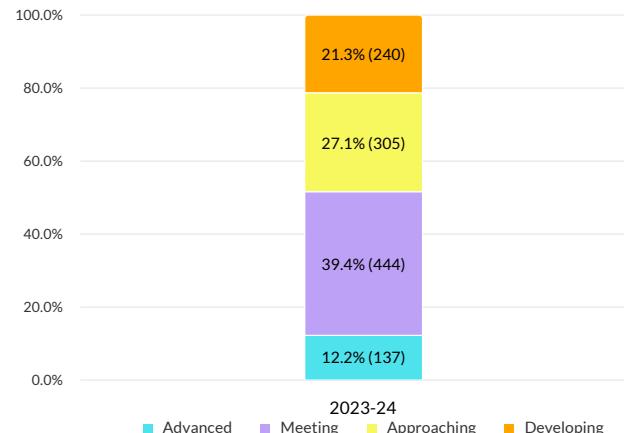
Performance Levels by Year

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: Black or African American
98.0%	92.3%

MATHEMATICS

All students	Lowest-participating group: Black or African American
98.2%	92.3%

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				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
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	1,083	11.0%	37.6%	31.7%	19.8%	1,067	14.1%	38.2%	30.4%	17.3%	1,124	16.1%	39.5%	30.6%	13.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	107	11.2%	29.0%	34.6%	25.2%	116	11.2%	31.9%	37.1%	19.8%	129	12.4%	34.9%	38.8%	14.0%
Black or African American	48	2.1%	16.7%	41.7%	39.6%	48	6.3%	22.9%	27.1%	43.8%	45	2.2%	22.2%	40.0%	35.6%
Hispanic or Latino	102	3.9%	23.5%	34.3%	38.2%	107	8.4%	20.6%	46.7%	24.3%	124	6.5%	29.0%	41.9%	22.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	794	12.7%	41.8%	30.2%	15.2%	763	16.3%	43.1%	27.0%	13.6%	777	19.4%	43.2%	26.9%	10.4%
Two or More Races	29	3.4%	41.4%	27.6%	27.6%	29	3.4%	27.6%	34.5%	34.5%	40	10.0%	32.5%	32.5%	25.0%
Economically Disadvantaged	309	2.9%	21.4%	38.5%	37.2%	323	6.8%	27.2%	35.6%	30.3%	358	7.5%	26.3%	40.5%	25.7%
English Learners	104	1.0%	12.5%	37.5%	49.0%	115	0.9%	17.4%	44.3%	37.4%	128	3.1%	14.8%	51.6%	30.5%
Students with Disabilities	127	0.0%	7.9%	25.2%	66.9%	132	0.8%	18.2%	33.3%	47.7%	146	2.1%	15.8%	41.1%	41.1%

MATHEMATICS

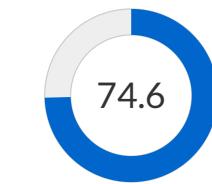
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,087	16.9%	22.4%	31.1%	29.6%	1,068	12.5%	27.0%	29.9%	30.7%	1,126	12.2%	39.4%	27.1%	21.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	107	15.9%	15.9%	32.7%	35.5%	116	12.1%	18.1%	31.9%	37.9%	129	13.2%	32.6%	32.6%	21.7%
Black or African American	48	0.0%	14.6%	18.8%	66.7%	48	0.0%	12.5%	20.8%	66.7%	45	0.0%	20.0%	33.3%	46.7%
Hispanic or Latino	103	9.7%	13.6%	27.2%	49.5%	107	4.7%	14.0%	31.8%	49.5%	125	2.4%	20.8%	36.8%	40.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	796	19.3%	24.9%	32.2%	23.6%	764	14.9%	31.5%	29.7%	23.8%	778	14.7%	45.5%	23.9%	15.9%
Two or More Races	30	10.0%	23.3%	26.7%	40.0%	29	0.0%	17.2%	34.5%	48.3%	40	7.5%	27.5%	35.0%	30.0%
Economically Disadvantaged	312	6.4%	11.2%	31.1%	51.3%	324	5.6%	15.7%	28.1%	50.6%	360	4.2%	22.2%	33.6%	40.0%
English Learners	105	4.8%	5.7%	26.7%	62.9%	115	0.9%	7.0%	31.3%	60.9%	129	2.3%	13.2%	41.1%	43.4%
Students with Disabilities	127	0.8%	5.5%	15.7%	78.0%	132	1.5%	7.6%	21.2%	69.7%	146	1.4%	11.6%	32.2%	54.8%



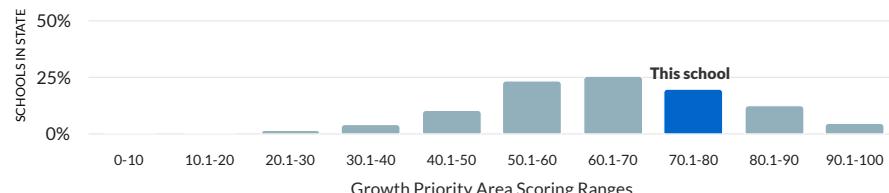
GROWTH

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



■ This school's score was the same or higher than 76.1% of 9-12 schools in the state.



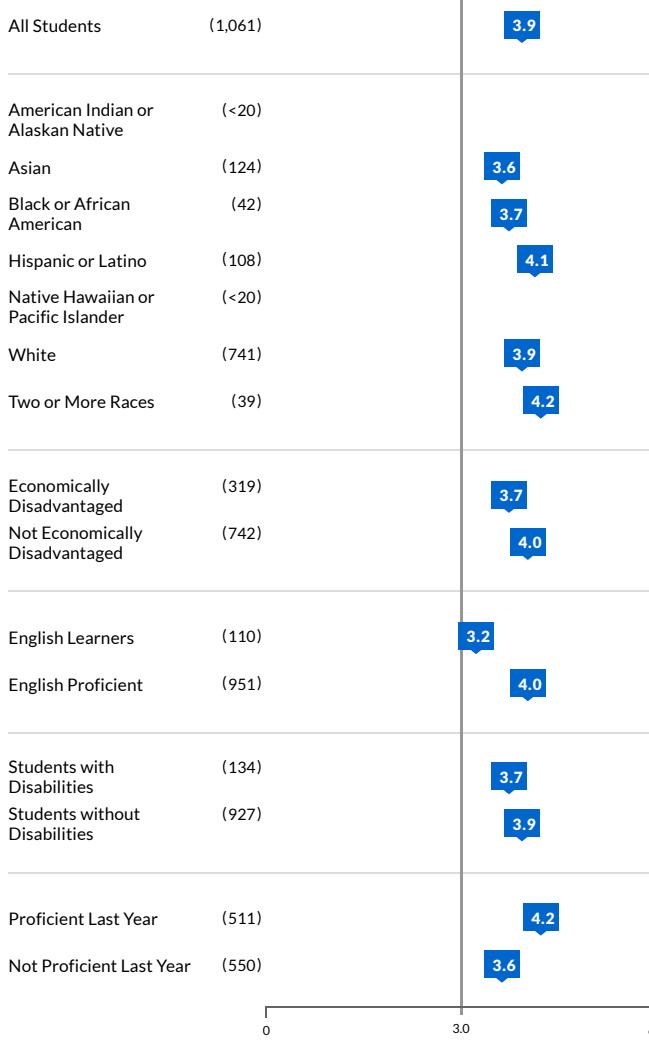
English Language Arts Score: 83.1

Mathematics Score: 66.0

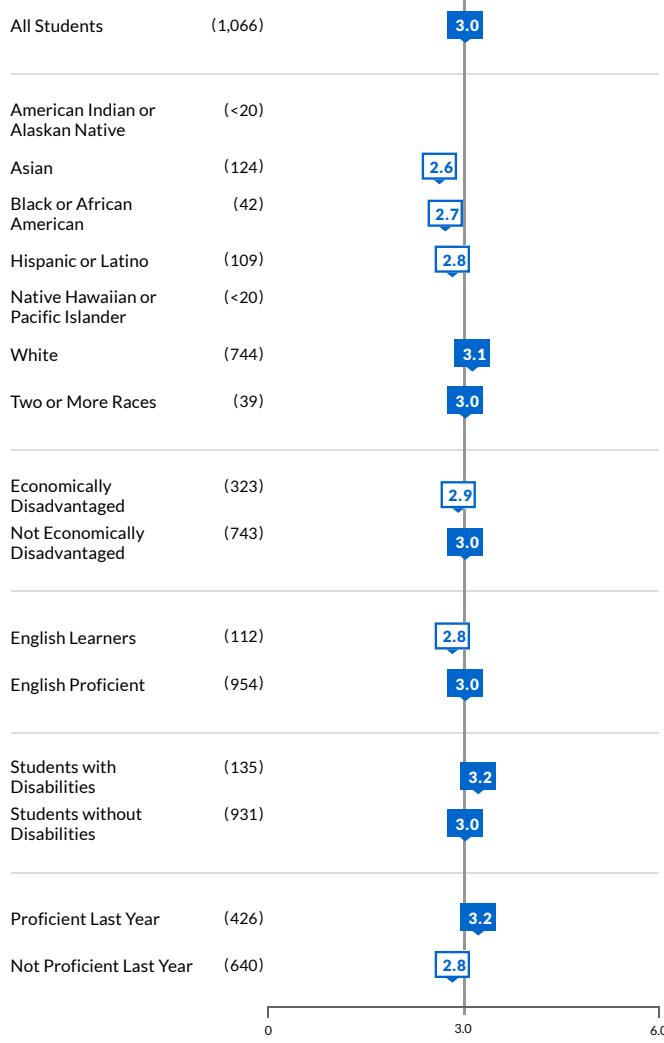
Student Group Value-Added (for information only)

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 53.8% of 9-12 schools in the state.



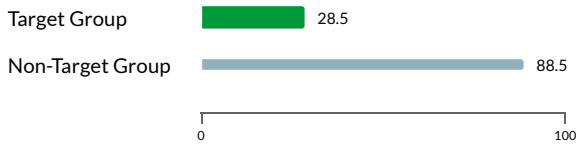
Component Scores

ACHIEVEMENT

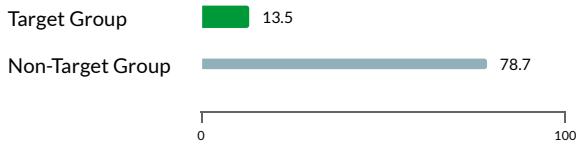
Score: 21.0

Average points-based proficiency rates.

English Language Arts



Mathematics

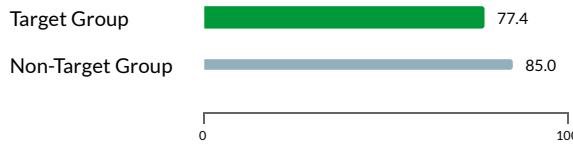


GROWTH

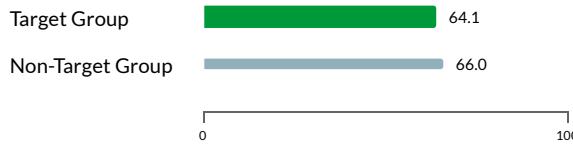
Score: 70.8

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

English Language Arts



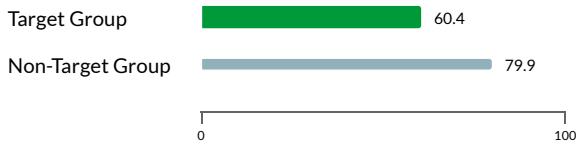
Mathematics



CHRONIC ABSENTEEISM

Score: 60.4

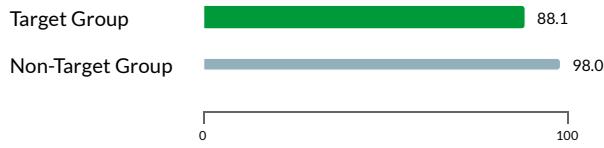
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 88.1

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

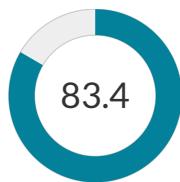




ON-TRACK TO GRADUATION

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 24.8% of 9-12 schools in the state.

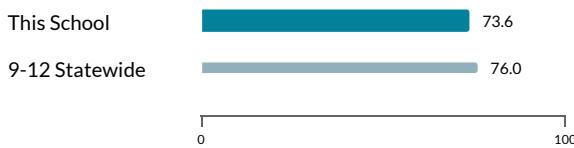


Component Scores

CHRONIC ABSENTEEISM

Score: 73.6

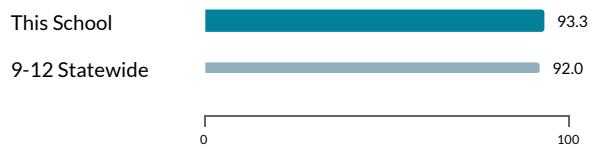
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.3

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	1,603	32.4%	1,569	27.7%	1,538	21.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	158	25.3%	159	20.8%	155	16.1%
Black or African American	100	62.0%	75	37.3%	78	32.1%
Hispanic or Latino	146	49.3%	158	43.0%	174	32.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,150	27.8%	1,125	24.9%	1,081	18.4%
Two or More Races	39	48.7%	44	43.2%	44	31.8%
Economically Disadvantaged	495	49.7%	488	42.0%	485	32.2%
English Learners	143	50.3%	163	35.0%	172	29.7%
Students with Disabilities	196	55.1%	192	38.5%	191	30.4%

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	384	344	89.6%	407	394	96.8%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	30	28	93.3%	38	37	97.4%
Black or African American	23	13	56.5%	<20	*	*
Hispanic or Latino	36	27	75.0%	31	29	93.5%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	285	269	94.4%	310	301	97.1%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	108	82	75.9%	93	87	93.5%
English Learners	37	26	70.3%	29	24	82.8%
Students with Disabilities	34	24	70.6%	41	36	87.8%



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

712 (46.3%) 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
28.1%	21.1%	32.1%	25.7%	0.9%	4.7%	3.1%	8.5%
432 students successfully completed at least one Advanced Placement or International Baccalaureate course.		494 students successfully completed at least one dual enrollment course.		14 students earned at least one industry-recognized credential.		48 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	1,538	266,777	28.1%	21.1%	32.1%	25.7%	0.9%	4.7%	3.1%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	155	10,367	25.2%	33.4%	29.7%	26.6%	1.3%	3.7%	0.6%	5.6%
Black or African American	78	24,969	11.5%	13.7%	19.2%	8.7%	0.0%	1.3%	1.3%	2.7%
Hispanic or Latino	174	37,682	14.9%	17.6%	27.0%	18.9%	0.6%	3.4%	1.1%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	1,081	179,306	32.2%	22.5%	34.9%	29.9%	1.0%	5.7%	4.0%	10.4%
Two or More Races	44	11,456	20.5%	18.9%	18.2%	21.0%	0.0%	3.4%	2.3%	5.8%
Economically Disadvantaged	485	104,283	11.3%	12.3%	22.5%	18.5%	0.6%	3.0%	1.6%	6.1%
English Learners	172	19,116	7.0%	13.9%	19.8%	17.0%	0.6%	2.5%	1.2%	3.6%
Students with Disabilities	191	33,777	1.0%	4.4%	11.5%	15.0%	0.0%	2.3%	1.0%	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

816 (53.1%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
27.0%	29.1%	0.0%	0.5%	25.6%	19.2%	2.2%	2.2%
416 students successfully completed at least one art & design course.		No students successfully completed a dance course.		393 students successfully completed at least one music course.		34 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	1,538	266,777	27.0%	29.1%	0.0%	0.5%	25.6%	19.2%	2.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	155	10,367	31.6%	30.3%	0.0%	0.4%	25.8%	19.9%	2.6%	1.6%
Black or African American	78	24,969	39.7%	28.5%	0.0%	0.7%	19.2%	11.7%	0.0%	2.8%
Hispanic or Latino	174	37,682	33.3%	29.1%	0.0%	0.3%	14.9%	13.3%	0.6%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	1,081	179,306	24.2%	29.1%	0.0%	0.5%	28.1%	21.7%	2.7%	2.2%
Two or More Races	44	11,456	29.5%	28.8%	0.0%	0.5%	13.6%	17.8%	0.0%	2.6%
Economically Disadvantaged	485	104,283	32.2%	29.9%	0.0%	0.4%	17.1%	15.4%	2.1%	2.1%
English Learners	172	19,116	35.5%	30.9%	0.0%	0.4%	11.0%	11.8%	1.7%	1.6%
Students with Disabilities	191	33,777	29.8%	30.9%	0.0%	0.5%	12.0%	14.4%	1.0%	2.4%

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