



## OVERVIEW

### School Details

Grades : 9-12

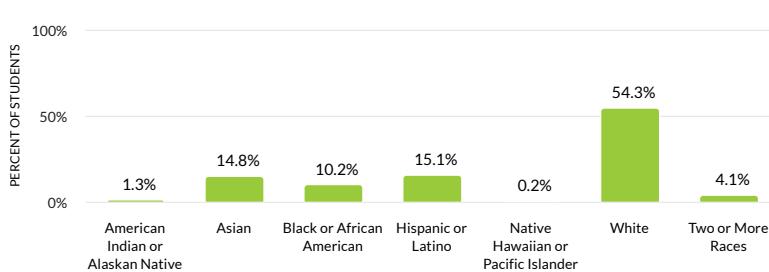
Enrollment : 1,118

Percent open enrollment : 5.7%

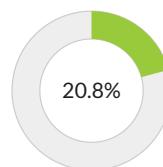
The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, fourteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and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

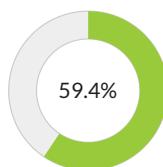
### Student Groups



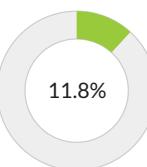
STUDENTS WITH DISABILITIES



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>.

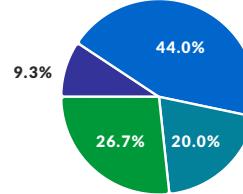
Overall Score

**61.4**

Meets Expectations

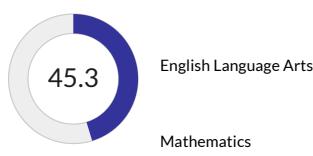


### PRIORITY AREA WEIGHTS



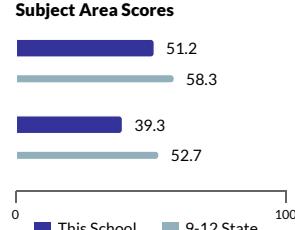
### Priority Area Scores

#### ACHIEVEMENT



Subject Area Scores

English Language Arts  
Mathematics

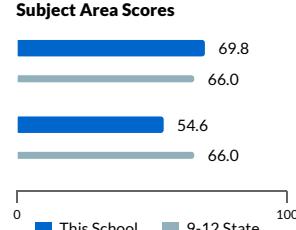


#### GROWTH

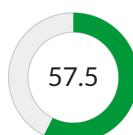


Subject Area Scores

English Language Arts  
Mathematics

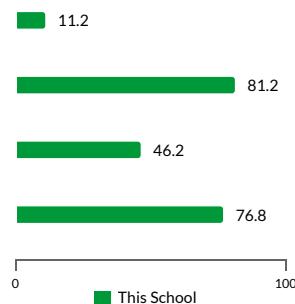


#### TARGET GROUP OUTCOMES

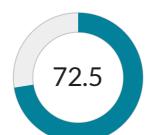


Group Scores

Achievement  
Growth  
Chronic Absenteeism  
Graduation

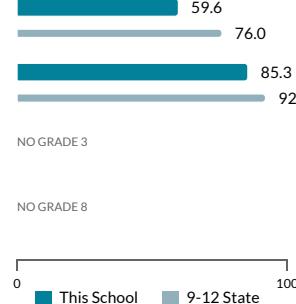


#### ON-TRACK TO GRADUATION



Area Scores

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

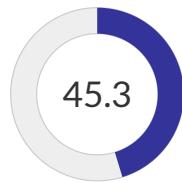




## ACHIEVEMENT

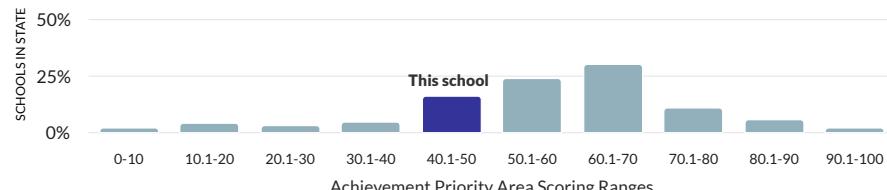
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



**English Language Arts Score:** 51.2  
**Mathematics Score:** 39.3

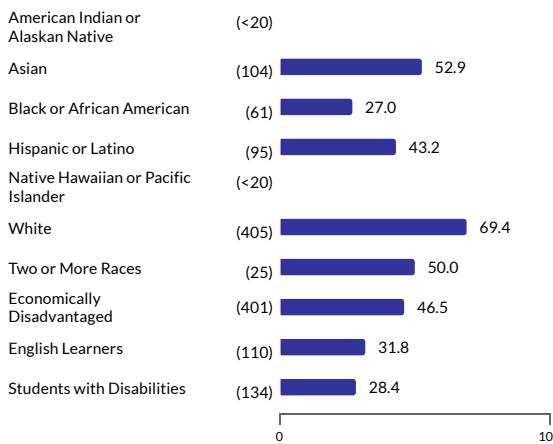
■ This school's score was the same or higher than 19.5% of 9-12 schools in the state.



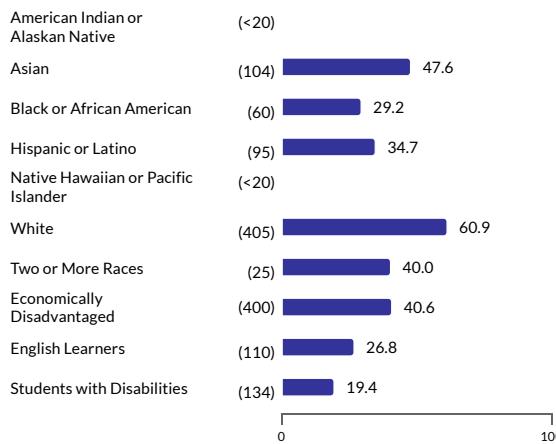
## Student Group Achievement, 2023-24 (for information only)

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



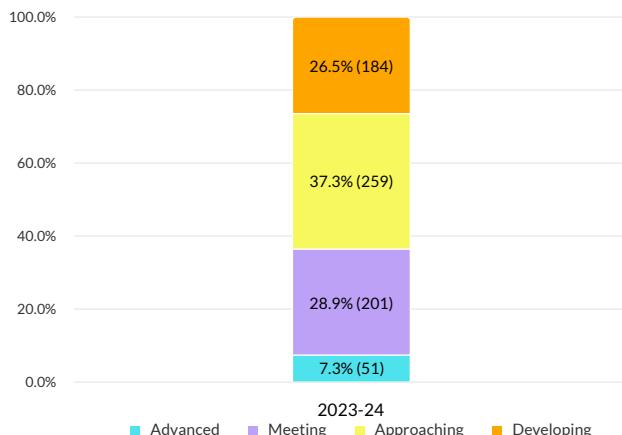
### MATHEMATICS



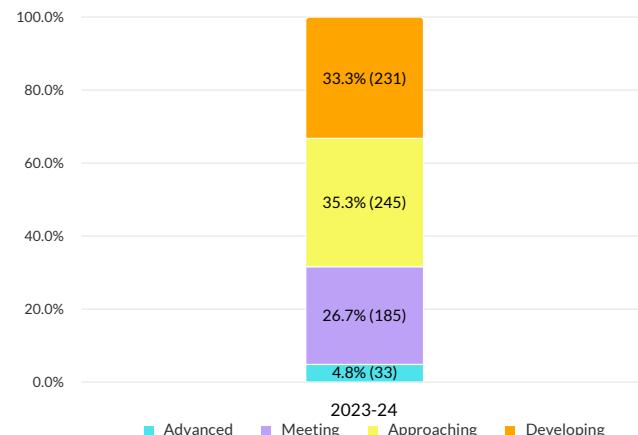
## Performance Levels by Year

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 91.3%
81.1%	

#### MATHEMATICS

All students	Lowest-participating group: Two or More Races 91.2%
81.1%	

### 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	740	6.2%	23.4%	34.9%	35.5%	727	7.0%	24.1%	38.4%	30.5%	695	7.3%	28.9%	37.3%	26.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	124	2.4%	18.5%	38.7%	40.3%	115	2.6%	14.8%	49.6%	33.0%	104	2.9%	24.0%	49.0%	24.0%
Black or African American	50	2.0%	4.0%	16.0%	78.0%	58	0.0%	1.7%	29.3%	69.0%	61	1.6%	6.6%	36.1%	55.7%
Hispanic or Latino	94	0.0%	19.1%	35.1%	45.7%	98	0.0%	17.3%	38.8%	43.9%	95	1.1%	23.2%	36.8%	38.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	434	9.7%	28.8%	35.3%	26.3%	418	11.2%	31.8%	35.6%	21.3%	405	11.4%	34.8%	35.1%	18.8%
Two or More Races	25	0.0%	8.0%	52.0%	40.0%	26	3.8%	23.1%	50.0%	23.1%	25	0.0%	32.0%	36.0%	32.0%
Economically Disadvantaged	402	1.5%	18.2%	33.3%	47.0%	409	1.7%	16.1%	43.0%	39.1%	401	2.5%	22.9%	39.7%	34.9%
English Learners	122	0.0%	4.1%	35.2%	60.7%	133	0.0%	7.5%	45.1%	47.4%	110	0.9%	11.8%	37.3%	50.0%
Students with Disabilities	159	0.0%	2.5%	20.1%	77.4%	141	0.7%	5.0%	30.5%	63.8%	134	2.2%	6.7%	36.6%	54.5%

#### 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	737	6.6%	17.4%	25.6%	50.3%	728	5.2%	14.6%	31.3%	48.9%	694	4.8%	26.7%	35.3%	33.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	124	2.4%	14.5%	25.8%	57.3%	115	3.5%	11.3%	28.7%	56.5%	104	2.9%	26.0%	34.6%	36.5%
Black or African American	50	2.0%	2.0%	14.0%	82.0%	58	0.0%	1.7%	12.1%	86.2%	60	0.0%	13.3%	31.7%	55.0%
Hispanic or Latino	94	0.0%	8.5%	28.7%	62.8%	99	0.0%	2.0%	39.4%	58.6%	95	0.0%	13.7%	42.1%	44.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	432	10.4%	22.7%	27.3%	39.6%	418	8.1%	20.3%	33.7%	37.8%	405	7.2%	33.1%	34.1%	25.7%
Two or More Races	24	0.0%	8.3%	12.5%	79.2%	26	0.0%	15.4%	19.2%	65.4%	25	4.0%	12.0%	44.0%	40.0%
Economically Disadvantaged	398	1.8%	10.1%	23.9%	64.3%	409	1.5%	6.1%	31.8%	60.6%	400	1.5%	19.0%	38.8%	40.8%
English Learners	122	0.8%	2.5%	23.0%	73.8%	134	1.5%	3.7%	25.4%	69.4%	110	0.9%	9.1%	32.7%	57.3%
Students with Disabilities	157	0.6%	5.1%	7.6%	86.6%	141	0.7%	2.1%	16.3%	80.9%	134	0.0%	4.5%	29.9%	65.7%



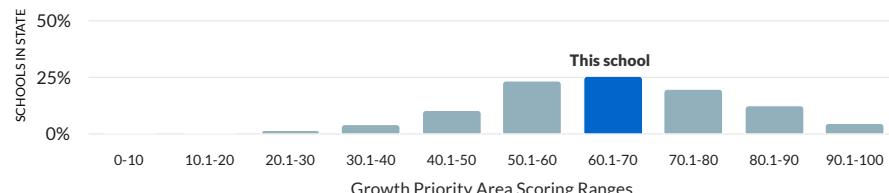
## GROWTH

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 48.3% of 9-12 schools in the state.



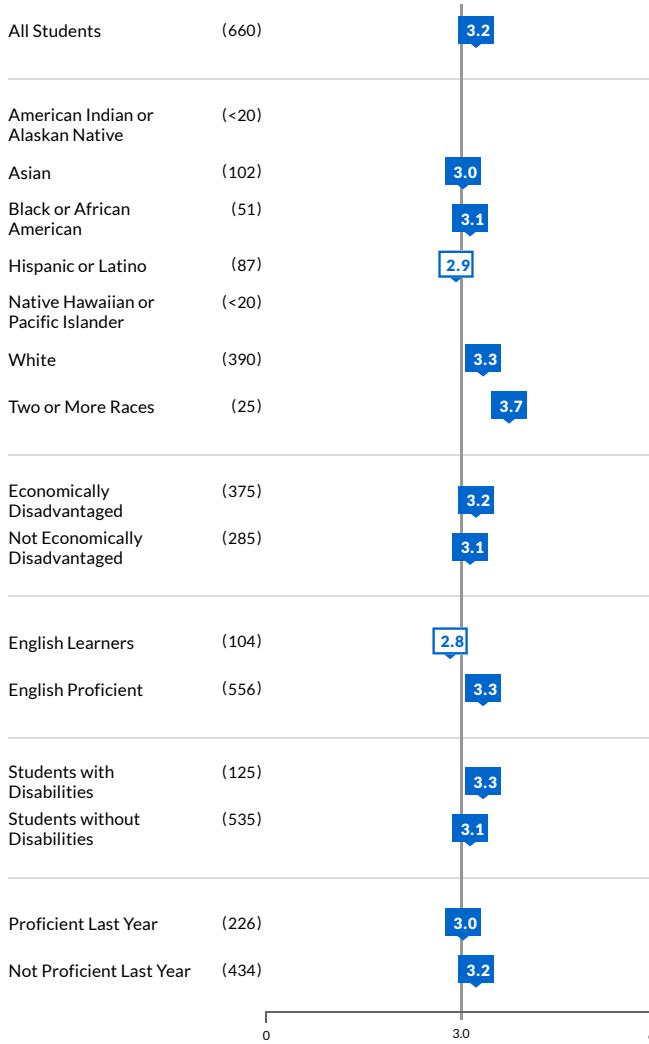
English Language Arts Score: 69.8

Mathematics Score: 54.6

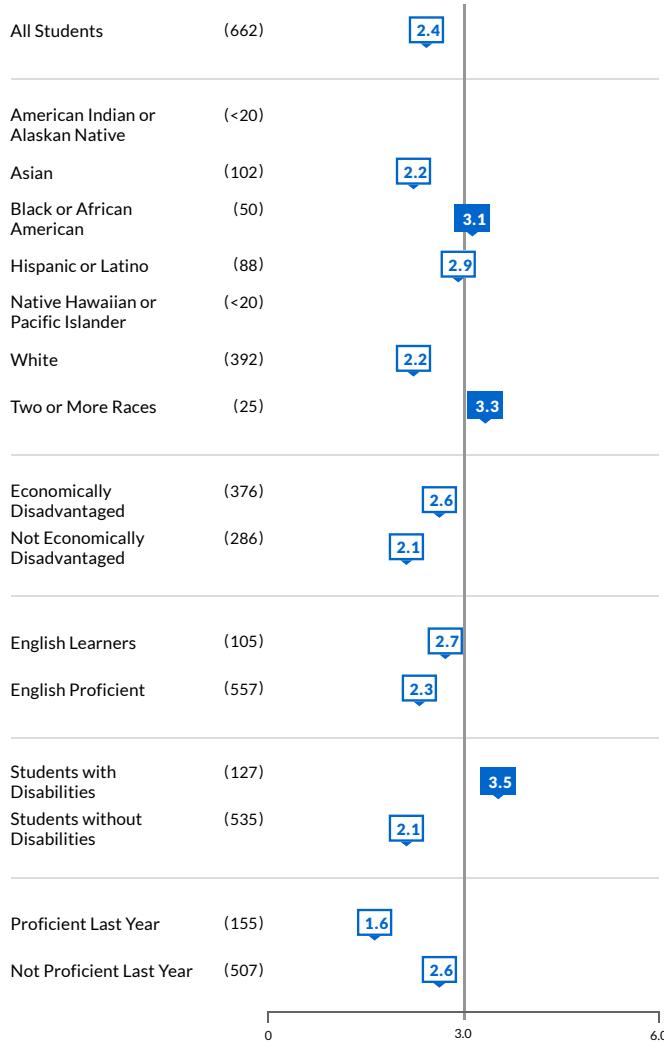
### Student Group Value-Added (for information only)

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

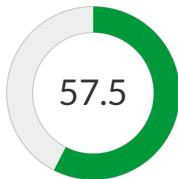




## TARGET GROUP OUTCOMES

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 50.1% of 9-12 schools in the state.

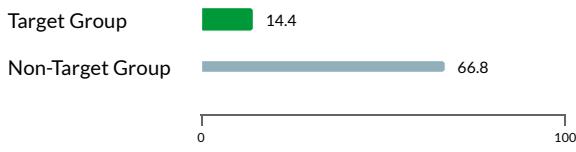


### Component Scores

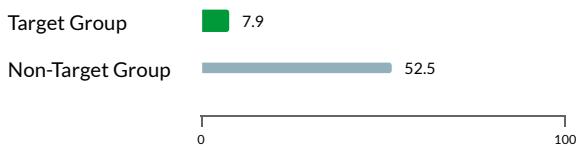
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts

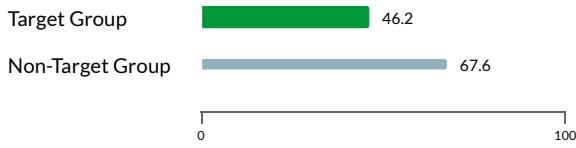


##### Mathematics



#### CHRONIC ABSENTEEISM

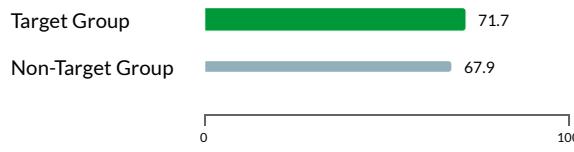
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



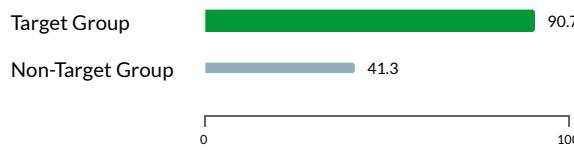
#### GROWTH

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

##### English Language Arts

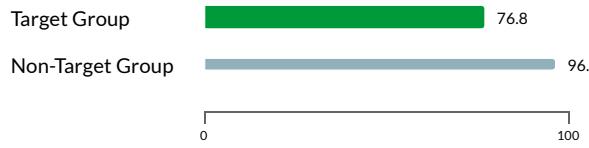


##### Mathematics



#### GRADUATION

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

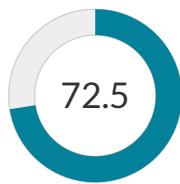




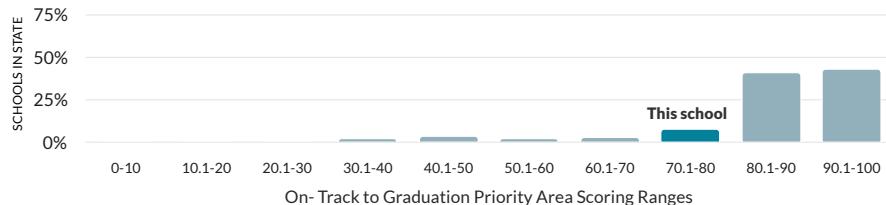
## ON-TRACK TO GRADUATION

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 10.2% of 9-12 schools in the state.

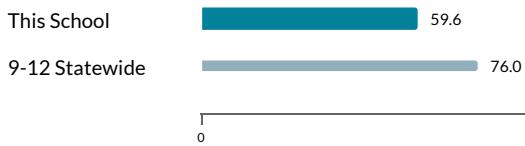


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 59.6

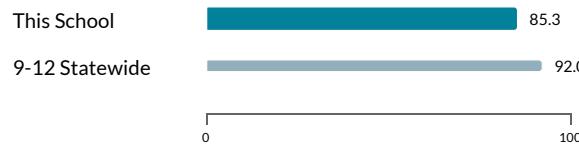
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 85.3

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	1,106	49.6%	1,116	41.4%	1,130	33.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	185	43.8%	170	31.8%	170	24.1%
Black or African American	74	75.7%	82	61.0%	105	53.3%
Hispanic or Latino	141	68.1%	147	55.1%	160	46.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	651	42.5%	656	36.3%	630	28.3%
Two or More Races	40	72.5%	41	75.6%	43	48.8%
Economically Disadvantaged	541	60.4%	612	50.5%	635	43.5%
English Learners	143	55.9%	158	41.1%	186	34.4%
Students with Disabilities	229	60.7%	240	55.4%	229	45.9%

### 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	318	256	80.5%	279	253	90.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	52	43	82.7%	39	39	100.0%
Black or African American	32	19	59.4%	<20	*	*
Hispanic or Latino	47	33	70.2%	26	21	80.8%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	169	149	88.2%	184	171	92.9%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	175	125	71.4%	120	97	80.8%
English Learners	45	31	68.9%	<20	*	*
Students with Disabilities	69	45	65.2%	43	37	86.0%



## 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

510 (45.1%) 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
<b>16.8%</b>	<b>21.1%</b>	<b>35.8%</b>	<b>25.7%</b>	<b>1.8%</b>	<b>4.7%</b>	<b>3.4%</b>	<b>8.5%</b>
190 students successfully completed at least one Advanced Placement or International Baccalaureate course.		405 students successfully completed at least one dual enrollment course.		20 students earned at least one industry-recognized credential.		38 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	1,130	266,777	16.8%	21.1%	35.8%	25.7%	1.8%	4.7%	3.4%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	170	10,367	10.6%	33.4%	33.5%	26.6%	1.2%	3.7%	4.7%	5.6%
Black or African American	105	24,969	4.8%	13.7%	22.9%	8.7%	1.0%	1.3%	2.9%	2.7%
Hispanic or Latino	160	37,682	7.5%	17.6%	26.3%	18.9%	1.3%	3.4%	1.9%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	630	179,306	24.1%	22.5%	40.8%	29.9%	2.2%	5.7%	3.7%	10.4%
Two or More Races	43	11,456	4.7%	18.9%	39.5%	21.0%	2.3%	3.4%	2.3%	5.8%
Economically Disadvantaged	635	104,283	7.4%	12.3%	31.7%	18.5%	2.0%	3.0%	3.6%	6.1%
English Learners	186	19,116	2.7%	13.9%	29.0%	17.0%	0.5%	2.5%	1.6%	3.6%
Students with Disabilities	229	33,777	0.4%	4.4%	30.1%	15.0%	0.9%	2.3%	3.1%	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

614 (54.3%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>33.7%</b>	<b>29.1%</b>	<b>0.1%</b>	<b>0.5%</b>	<b>21.2%</b>	<b>19.2%</b>	<b>2.2%</b>	<b>2.2%</b>
381 students successfully completed at least one art & design course.		1 students successfully completed at least one dance course.		240 students successfully completed at least one music course.		25 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	1,130	266,777	33.7%	29.1%	0.1%	0.5%	21.2%	19.2%	2.2%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	170	10,367	31.8%	30.3%	0.0%	0.4%	31.8%	19.9%	4.7%	1.6%
Black or African American	105	24,969	39.0%	28.5%	0.0%	0.7%	10.5%	11.7%	0.0%	2.8%
Hispanic or Latino	160	37,682	35.0%	29.1%	0.0%	0.3%	12.5%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	630	179,306	33.0%	29.1%	0.2%	0.5%	22.7%	21.7%	1.9%	2.2%
Two or More Races	43	11,456	34.9%	28.8%	0.0%	0.5%	14.0%	17.8%	9.3%	2.6%
Economically Disadvantaged	635	104,283	33.1%	29.9%	0.0%	0.4%	18.4%	15.4%	2.8%	2.1%
English Learners	186	19,116	36.0%	30.9%	0.0%	0.4%	19.9%	11.8%	2.7%	1.6%
Students with Disabilities	229	33,777	30.1%	30.9%	0.0%	0.5%	17.5%	14.4%	2.2%	2.4%

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