



OVERVIEW

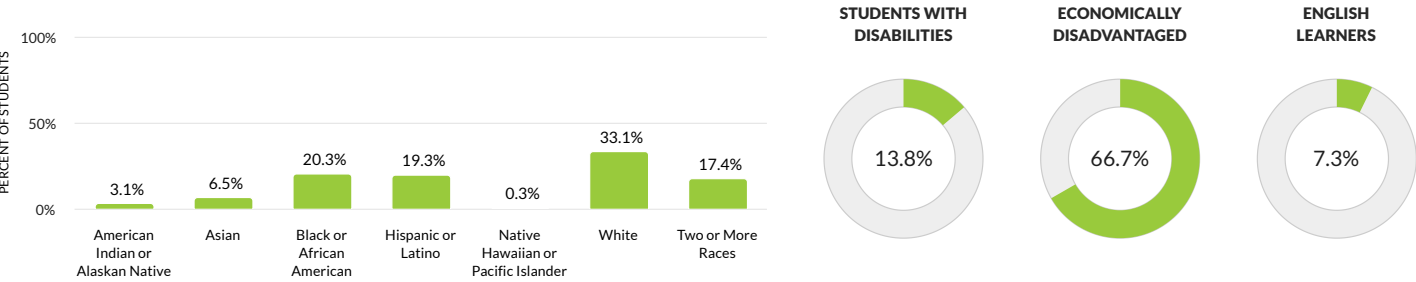
School Details

Grades : K4-5  
Enrollment : 384  
Percent open enrollment : 5.2%

Chappell Elementary is an International Baccalaureate Primary Years Program. We are committed to the IB philosophy that students need to be at the center of real life learning by using their natural curiosity. Students learn Spanish as a second language and we guide students to be internationally minded with a passion for life-long learning.

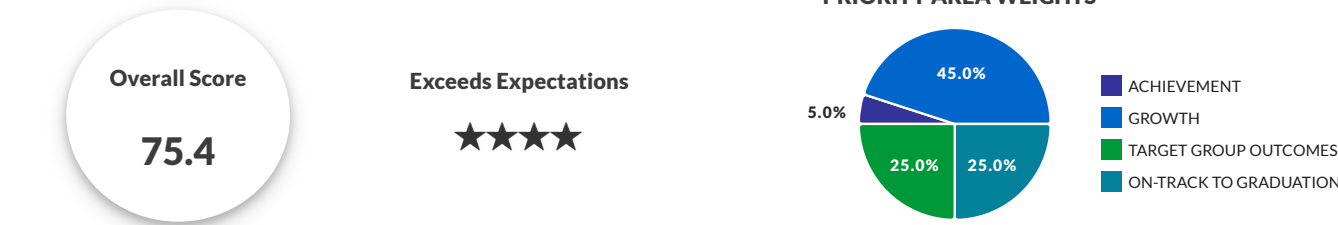
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



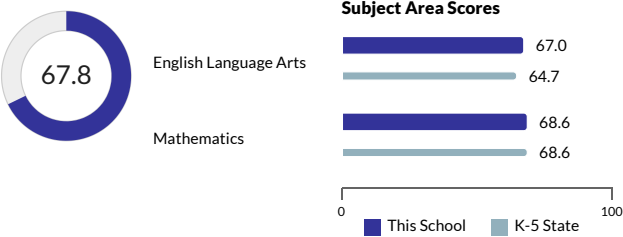
Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

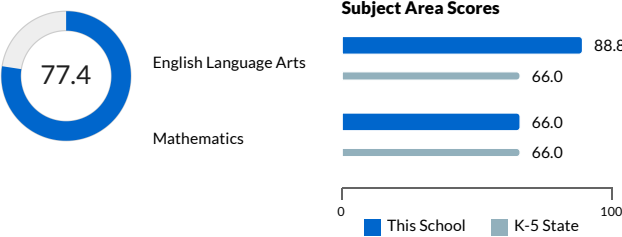


Priority Area Scores

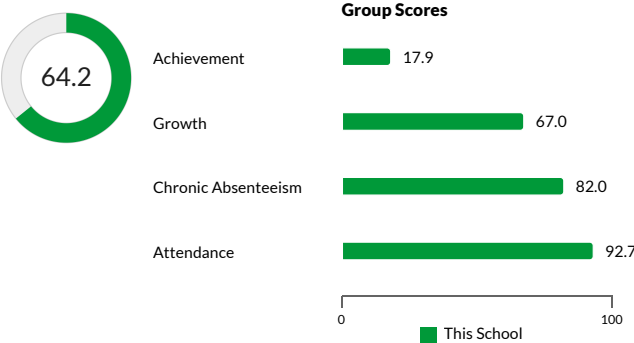
ACHIEVEMENT



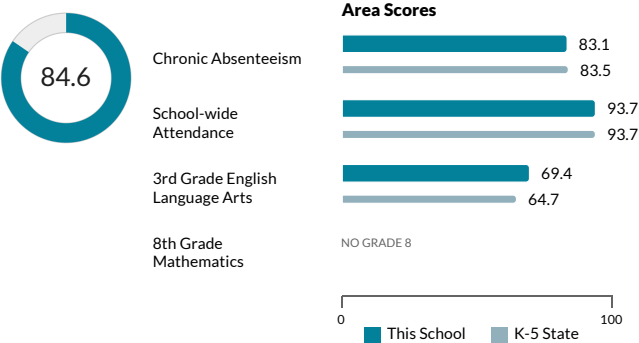
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

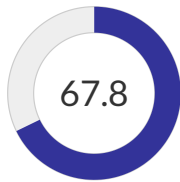




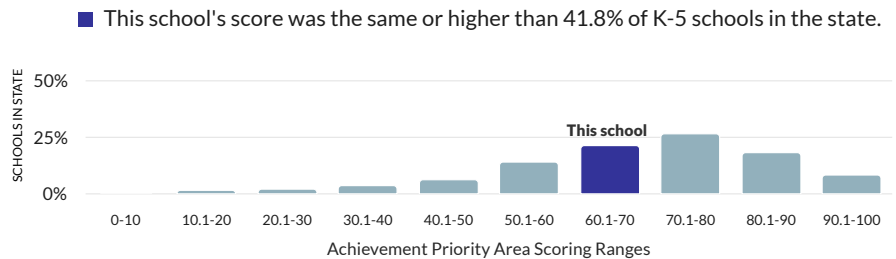
## ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



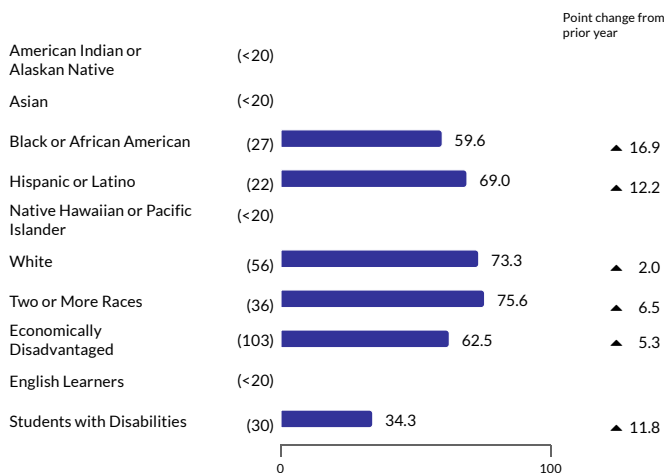
English Language Arts Score: 67.0  
Mathematics Score: 68.6



## Student Group Achievement, 2024-25 (for information only)

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

### ENGLISH LANGUAGE ARTS



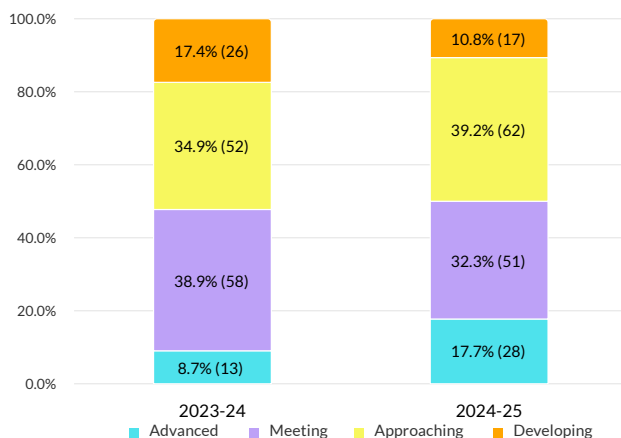
### MATHEMATICS



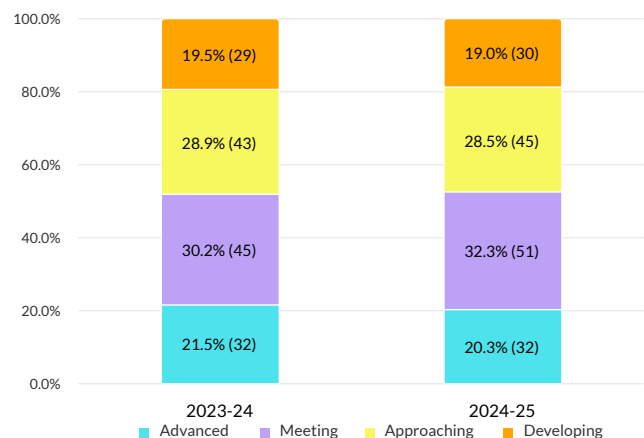
## Performance Levels by Year

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

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS				MATHEMATICS			
All students	Lowest-participating group: Students with Disabilities			All students	Lowest-participating group: Students with Disabilities		
99.4%	97.0%			99.4%	97.0%		

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,142	11.6%	40.4%	30.2%	17.8%	175,722	12.0%	38.7%	30.8%	18.5%
All Students	149	8.7%	38.9%	34.9%	17.4%	158	17.7%	32.3%	39.2%	10.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	22	4.5%	18.2%	45.5%	31.8%	27	14.8%	18.5%	51.9%	14.8%
Hispanic or Latino	22	4.5%	40.9%	31.8%	22.7%	22	27.3%	18.2%	36.4%	18.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	57	15.8%	42.1%	28.1%	14.0%	56	21.4%	32.1%	35.7%	10.7%
Two or More Races	31	6.5%	51.6%	32.3%	9.7%	36	13.9%	50.0%	27.8%	8.3%
Economically Disadvantaged	100	5.0%	35.0%	43.0%	17.0%	103	13.6%	24.3%	50.5%	11.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	34	0.0%	2.9%	44.1%	52.9%	30	0.0%	10.0%	56.7%	33.3%

MATHEMATICS

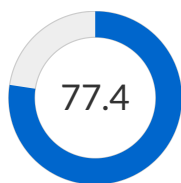
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,042	19.1%	35.1%	26.4%	19.4%	175,664	19.9%	32.7%	28.5%	19.0%
All Students	149	21.5%	30.2%	28.9%	19.5%	158	20.3%	32.3%	28.5%	19.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	22	9.1%	27.3%	36.4%	27.3%	27	11.1%	14.8%	55.6%	18.5%
Hispanic or Latino	22	27.3%	18.2%	22.7%	31.8%	22	9.1%	40.9%	18.2%	31.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	57	28.1%	31.6%	28.1%	12.3%	56	33.9%	25.0%	23.2%	17.9%
Two or More Races	31	16.1%	38.7%	32.3%	12.9%	36	13.9%	44.4%	25.0%	16.7%
Economically Disadvantaged	100	15.0%	27.0%	34.0%	24.0%	103	16.5%	26.2%	35.9%	21.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	34	0.0%	11.8%	47.1%	41.2%	30	10.0%	13.3%	20.0%	56.7%



## 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.

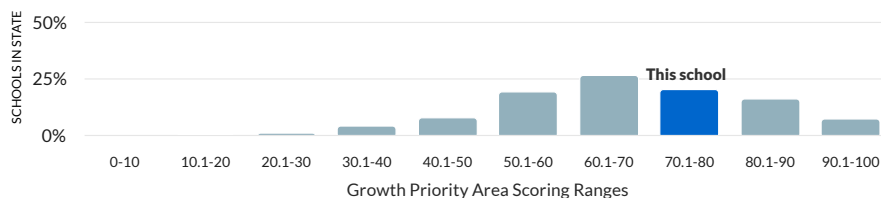
### Priority Area Score



English Language Arts Score: 88.8

Mathematics Score: 66.0

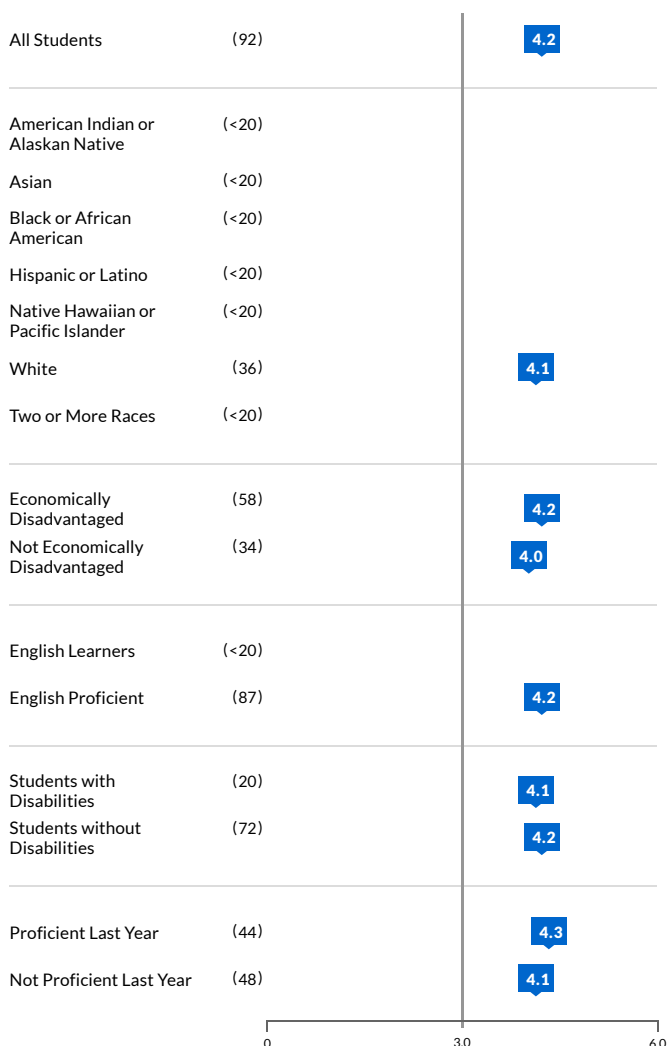
■ This school's score was the same or higher than 73.5% of K-5 schools in the state.



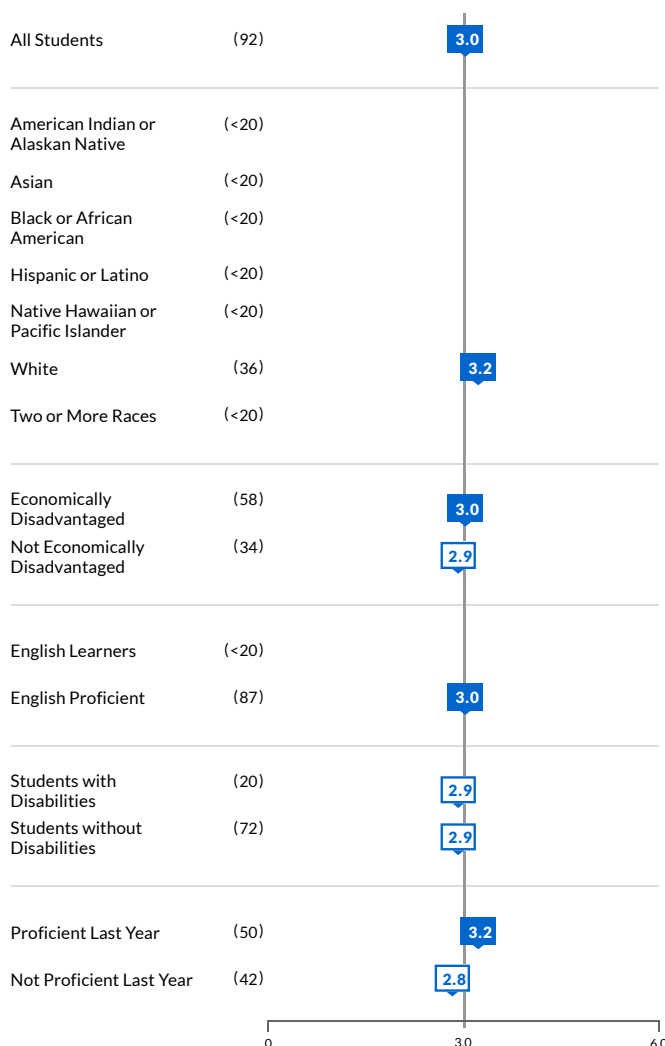
### Student Group Value-Added (for information only)

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

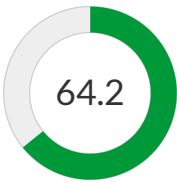




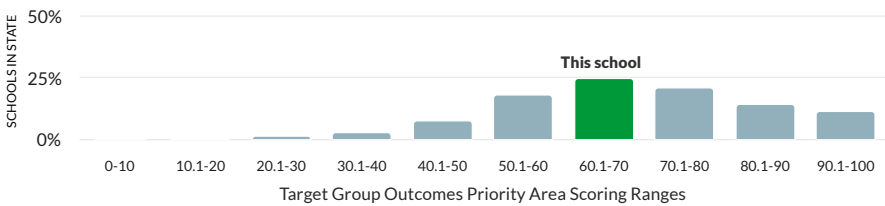
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 39.4% of K-5 schools in the state.



Component Scores

**ACHIEVEMENT**

Score: 17.9

Average points-based proficiency rates.

**English Language Arts**

Target Group 24.2

Non-Target Group 80.2

**Mathematics**

Target Group 11.5

Non-Target Group 84.2

**GROWTH**

Score: 67.0

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

**English Language Arts**

Target Group 81.2

Non-Target Group 90.7

**Mathematics**

Target Group 52.7

Non-Target Group 69.8

**CHRONIC ABSENTEEISM**

Score: 82.0

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.

Target Group 82.0

Non-Target Group 86.9

**ATTENDANCE**

Score: 92.7

This score is the overall attendance rate for the target group in 2023-24.

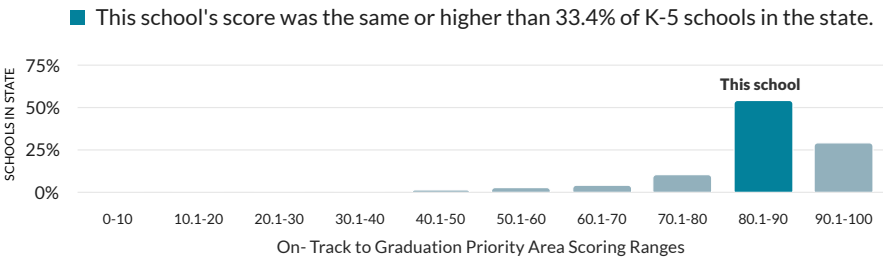
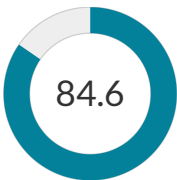
Target Group 92.7

Non-Target Group 94.3

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: 83.1

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.

School83.1

K-5 Statewide83.5

0100

SCHOOL-WIDE ATTENDANCE

Score: 93.7

This score is the overall attendance rate for the school in 2023-24.

School93.7

K-5 Statewide93.7

0100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: 69.4

Multi-year average points-based proficiency rates.

School69.4

K-5 Statewide64.7

0100

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

School: 55.0%

Statewide: 50.3%



## 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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	354,803	20.1%	355,511	16.3%	354,264	14.3%
All Students	331	16.0%	334	19.5%	345	15.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	31	3.2%	25	8.0%	21	4.8%
Black or African American	41	26.8%	45	33.3%	63	25.4%
Hispanic or Latino	45	22.2%	64	21.9%	59	23.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	141	8.5%	124	10.5%	121	9.9%
Two or More Races	65	23.1%	67	25.4%	68	11.8%
Economically Disadvantaged	245	20.4%	250	23.2%	254	18.9%
English Learners	33	6.1%	38	18.4%	27	11.1%
Students with Disabilities	49	20.4%	52	26.9%	55	21.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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