

SUMMER 2024

# ANNUAL REPORT

Appleton Area School District's Report to the Community



## THE START OF

## SANDY SLOPE



Members of the Sandy Slope Planning Team, AASD Facilities staff, and the new Sandy Slope Principal stand where Sandy Slope's front doors will be when it opens in fall 2025.



## A MESSAGE FROM THE BOARD PRESIDENT

Dear Community Members,  
The Appleton Area School District (AASD) is pleased to present our 2024 Report to the Community. The following pages offer a broad range of information, including district programming and options, enrollment and student results data, referendum updates, and financial summaries.

The Board of Education is committed to advocating for the best use of our resources for students while remaining fiscally responsible. We hope you find this report helpful in understanding the depth and breadth of the AASD and our important role in educating the youth in our community.

On behalf of the Board of Education, thank you for your interest, involvement, and ongoing support of our public school programs.



Kay Eggert  
Board of Education President



## BOARD OF EDUCATION

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If you have specific questions relating to board policies or action, please call the Office of the Superintendent at (920) 852-5300 ext. 60111, write to Board of Education members at Appleton Area School District, P.O. Box 2019, Appleton, WI 54912-2019, or email [AASDBoard@aasd.k12.wi.us](mailto:AASDBoard@aasd.k12.wi.us)

Learn about Public Input opportunities at [www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

## SUPERINTENDENT'S MESSAGE



### A MESSAGE FROM SUPERINTENDENT HARTJES

As you review our annual report you will learn about the many successes our students and staff experienced during the 2023-2024 school year and our excitement for the future.

We continue to be incredibly thankful to our community for the ongoing support provided to our students and staff. The passing of our 2022 referendum provided for reduced class sizes in Kindergarten through 2nd grade, and we are confident that reduced class sizes contributed to our increase in reading scores this past year. In addition, we are extremely excited to be starting referendum-supported STEM classes for all kindergarten through 5th-grade students this coming fall.

In addition to the improvements in our elementary reading scores, highlights from this past year include

- **increased graduation rates for the fourth consecutive year**
- **recognition by Harvard and Stanford universities as one of three school districts in Wisconsin to have 3rd through 8th-grade reading rates higher now than before the pandemic,**
- **the highest family and staff satisfaction rates since surveying began in 2019,**
- **Houdini Elementary School being named a National Blue Ribbon School,**
- **Highlands Elementary School principal Kari Krueger was named the State's elementary principal of the year, and**
- **securing over \$3 million in federal funding for two additional charter schools.**

In this report, you will read about the many reasons why we are confident that our class of 2024 graduates, and our future graduates, are ready to lead, care, and contribute in their community.



Greg Hartjes  
Superintendent



## WHO WE ARE

In the Appleton Area School District, we aim to be a destination district for families seeking extensive and diverse school options, such as our **18 4K sites** located throughout our community, our **welcoming and inclusive neighborhood schools**, and our **15 free, public charter schools** each with a different emphasis such as the **arts, manufacturing, the environment, STEM education, and college and career preparedness**.

From our **thriving music and theater programs** to our focus on Diversity, Equity, and Inclusion, to our **impressive sports teams** and everywhere in between, our tradition of high expectations and achievement is evident.

Our 2022 nearly \$130 million referendum shows our community's commitment to education. Our current and future students and their families will benefit every day from our community's investment.

**Whatever families and students are looking for, we have it here in Appleton!**

We're confident that every child will grow and learn in our District's inclusive, high-achieving environment and find their personalized version of Success for Every Student, Every Day!

## AASD VISION

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.

## AASD MISSION



### INCLUSIVE & ENGAGING CULTURE TO SUPPORT TEACHING & LEARNING

Ensure a safe, healthy, and welcoming school environment for all.



### STUDENT SUCCESS

Ensure every student is academically, socially, and emotionally successful and graduate ready for college/career and their community.



### FAMILY & COMMUNITY PARTNERSHIPS

Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success.



### RESOURCES & OPERATIONAL EXCELLENCE

Align resources and operations directly to district priorities that ensure the success of all students with maximum efficiency and excellence.

- We have **1,900+ staff** members, plus approximately 700 substitutes, hourly and co-curricular staff
- We are the **third-largest employer** in the Fox Valley
- **57% of our staff** have advanced degrees
- The average educator has been with the AASD for **11 years**



## SUBSTITUTE STATS

- During the 2023-24 school year, **nearly 400 substitutes** worked in our schools
- Subs contributed to our schools for **133,095 hours** last school year
- **28 substitutes** worked at least **1,000 hours**
- Last year, we hired **164 new substitutes**
- This year our number of working subs ranged from 400-473 employees

**SUCCESS FOR EVERY STUDENT, EVERY DAY**



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# SCHOOL INFORMATION

## STUDENT SUCCESS

NEIGHBORHOOD ELEMENTARY SCHOOLS	NUMBER OF STUDENTS
Appleton Community 4K	794
Badger Elementary	305
Berry Elementary	439
Columbus Elementary	132
Dunlap Elementary	375
Edison Elementary	253
Ferber Elementary	592
Franklin Elementary	297
Highlands Elementary	499
Horizons Elementary	312
Houdini Elementary	559
Huntley Elementary	650
Jefferson Elementary	264
Johnston Elementary	409
McKinley Elementary	460
Richmond Elementary	278
Sandy Slope Elementary	<i>Opening Fall 2025</i>

NEIGHBORHOOD MIDDLE & HIGH SCHOOLS	NUMBER OF STUDENTS
Einstein Middle School	559
Madison Middle School	576
Wilson Middle School	381
East High School	1,325
North High School	1,610
West High School	1,118

CHARTER & MAGNET SCHOOLS	NUMBER OF STUDENTS
Appleton Bilingual School (K-5)	134
Appleton eSchool (7-12)	37
Appleton Public Montessori (4K-6)	133
Appleton Technical Academy (9-12)	76
Classical School (K-8)	496
Fox Cities Leadership Academy (9-12)	49
Fox River Academy (K-8)	129
Hmong American Immersion School (HAIS)	<i>Opening Fall 2025</i>
Kaleidoscope Academy (6-8)	359
Odyssey/Magellan Magnet School (2-8)	214
The Omoladé Academy (K-3)	<i>Opening Fall 2024</i>
Renaissance School for the Arts (9-12)	156
Tesla Engineering Charter School (9-12)	152
Stephen Foster Elementary Charter (K-6)	253
Valley New School (7-12)	66
Wisconsin Connections Academy (4K-12)	672

### DID YOU KNOW?

The Appleton Area School District is the 6th largest school district in the state of Wisconsin.





# STUDENT DEMOGRAPHICS

## STUDENT SUCCESS

### 2023-24 TOTAL DISTRICT DATA

STUDENT GROUPS	%
Students of Color	38.6%
Students with Disabilities	16.6%
English Learners (EL)	10.9%
Economically Disadvantaged	47.9%
Students with Potential	100%

#### GET A CLOSER LOOK

Learn more about our EL and Economically Disadvantaged students on the following pages

### DISTRICT GRADES

Early Childhood - Grade 12

### NUMBER OF SCHOOL BUILDINGS & GRADE CONFIGURATION

Fifteen elementary schools, four middle schools, three high schools, fifteen Charter schools, and one magnet school.

### TOTAL STUDENT POPULATION

Total Enrollment: 15,230

RACE/ETHNICITY	%
American Indian or Alaska Native	<1.0%
Asian	12.5%
Native Hawaiian or Other Pacific Islander	<1.0%
Black or African American	5.4%
Hispanic or Latino	13.1%
White	61.5%
Two or more races	6.7%

## STUDENTS WHO ARE MULTILINGUAL LEARNERS

In the AASD, approximately 1,725 students qualify for our English Learner (EL) program. **Currently, there are 65+ different languages spoken in our schools with the majority of the non-English speaking students speaking Hmong and Spanish. The fastest-growing languages spoken by AASD students are Spanish, Swahili, Dari, and Farsi.**

The EL program supports our multilingual students and families. EL staff work directly with students to provide high-quality instruction that enables students to attain English language proficiency, develop high levels of academic achievement, and meet the same challenging state academic standards that all children are expected to meet.

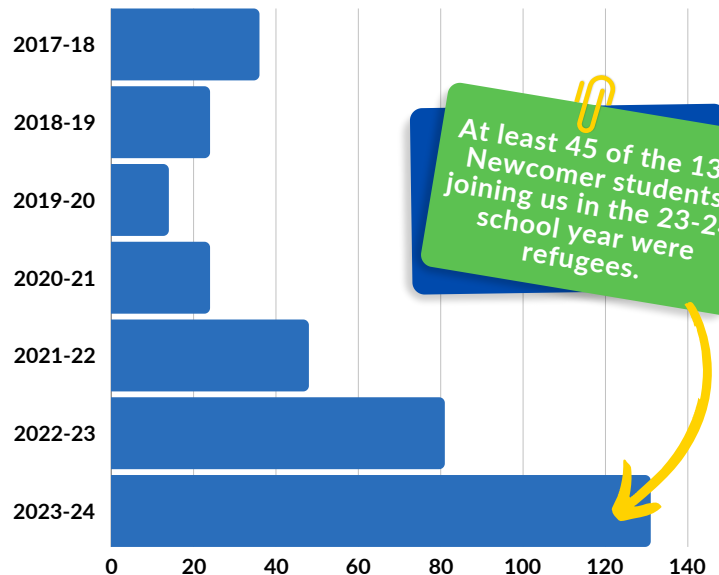
**Starting in the 2023-24 school year we expanded EL services to all elementary, middle, high schools, and charter schools.**

At all grade levels, the program utilizes a variety of instructional approaches to teaching English. Students may receive specialized instruction from their EL teacher in their regular classroom or through small-group instruction in the EL classroom. These services focus on the development of English through all subjects. Particular attention is paid to the development of academic language through listening, speaking, reading, and writing.

Within our EL programming is our Newcomer Program. The Newcomer Program provides specialized instruction to beginning-level English Learners who have recently arrived in the U.S.

In addition to academic language support, the Newcomer Program familiarizes Newcomers with U. S. cultural and educational systems. Students qualify if they are a resident of the AASD, new to the United States (one year or less), and have beginning English proficiency.

### # OF NEWCOMER STUDENTS ENROLLING INTO AASD EACH YEAR



### 2023-24 NEWCOMER COUNTRIES OF ORIGIN

- Mexico
- Cuba
- Honduras
- Vietnam
- Venezuela
- Ecuador
- Uganda
- Afghanistan
- Rwanda
- Syria
- Haiti
- Chile
- Nicaragua
- Tanzania



# STUDENT DEMOGRAPHICS

## STUDENT SUCCESS

### WHO ARE OUR ECONOMICALLY DISADVANTAGED STUDENTS?

Last school year, over 7,000 AASD students (out of a total of 15,000+) qualified for Free and Reduced status.

Students may qualify to receive free or reduced-price meals if their household's income is at or below the limits on the Federal Income Eligibility Guidelines.

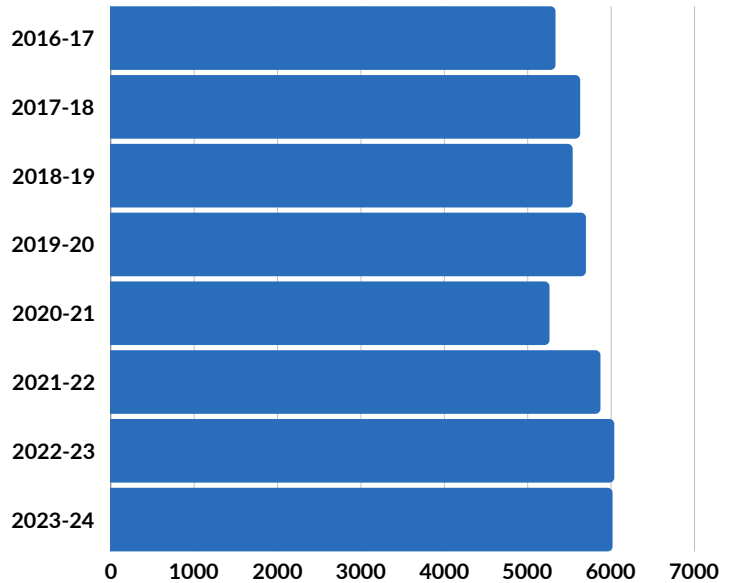
- **\$36,075** for a family of four to qualify to receive **free meals**
- **\$51,338** for a family of four to qualify to receive **reduced meals**

We encourage ALL families to fill out the Free and Reduced Application each school year. Families may apply or reapply at any time during the school year.

For example, children with a parent or guardian who becomes unemployed or experiences financial hardship may become eligible for free and reduced-price meals if the household income drops below the income limit.

We also participate in and work to expand the **Community Eligibility Provision (CEP)** program through the USDA that offers free school meals to all children in high-poverty schools without collecting household applications.

### FREE MEAL QUALIFICATION REMAINS CONSISTENT IN THE AASD



### CEP SCHOOLS FOR 2024-25

Appleton Bilingual, Badger Elementary, Columbus Elementary, Dunlap Elementary, Edison Elementary, Franklin Elementary, Foster Elementary, Highlands Elementary, Horizons Elementary, Jefferson Elementary, Johnston Elementary, McKinley Elementary, Richmond Elementary, Wilson Middle, and West High School.

## WHAT DOES HOMELESS MEAN?

Last year, over 600 students were considered homeless in the AASD. The McKinney-Vento Homeless Assistance Act defines homeless children and youths as those who lack a fixed, regular, and adequate nighttime residence.

Examples within the law include children and youth in the following situations:

- sharing housing due to a loss of housing, economic hardship, or a similar reason;
- living in hotels, motels, trailer parks, or camping grounds due to a lack of alternative adequate housing;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- living in a public or private place not designated for, or normally used as, a regular sleeping accommodation for human beings;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar places;
- and/or living in one of the above circumstances and who are migratory

McKinney-Vento supports include:

- the ability for homeless students to continue to attend the school they have been previously attending & assessment of needed transportation support to/from the school
- authorization of free school meals & waiving of school fees
- access to educational materials/supplies
- assistance overcoming any school enrollment barriers
- linking to community resources, support, and services

### AASD STUDENTS QUALIFYING FOR HOMELESS SUPPORT

19-20	21-22	22-23	23-24
301	460	503	602



## DID YOU KNOW?

The AASD employs a full-time Homeless Liaison. The liaison is able to explain educational supports, assess options for staying at the school of origin or transferring to the new resident/neighborhood school, and assist families in linking to needed community resources for housing and basic needs. Parents and/or students can self-identify or school staff can refer students for qualification and support.

Students experiencing homelessness need to be qualified for McKinney Vento support through the school district McKinney Vento Liaison (this eligibility is determined each school year).

The liaison is key to ensuring homeless children and youth receive the services they need and is the primary contact between homeless families, schools and staff, shelter workers, and other service providers.



# NEWCOMER PROGRAM

## STUDENT SUCCESS

### NEWCOMER PROGRAM

The United States Department of Education shares that “Newcomer” is an umbrella term that includes various categories of immigrants who are born outside of the United States. Some of these include Asylees, Refugees, and Students with interrupted formal education.

All immigrants are not necessarily English Learners (EL), as some are fluent in English, while others speak little or no English. Students identified as ELs require assistance with language acquisition although more than 40% of identified ELs are born in the United States.

**The AASD currently has five schools with Newcomer Programs.** These programs provide specialized instruction to beginning-level English Learners who have recently arrived in the U.S.

#### AASD SCHOOLS WITH NEWCOMER PROGRAMS

- Ronald C. Dunlap Elementary
- Franklin Elementary
- McKinley Elementary
- Kaleidoscope Academy
- Appleton North High School

#### AASD NEWCOMER PROGRAM STAFF

As our Newcomer Program continues to grow, we have expanded our staff to meet the growing needs of our Newcomer population.

- Newcomer EL Teachers at schools with Newcomer Programs
- EL Interpreters
- Newcomer and Refugee Liaison
- Refugee Engagement Specialist
- Refugee Support Specialist
- Newcomer and Refugee Social Worker (*added in 2023-24*)

#### NEWCOMER PROGRAM GOALS

##### English Language Arts

- Build foundational English language
- Build beginning literacy skills in reading, writing, listening, and speaking
- Communicate in speaking and writing in English using language related to familiar school content and topics

##### Math

- Build math vocabulary and language
- Develop grade appropriate math skills
- Communicate understanding of math concepts and vocabulary

##### Science/Social Studies

- Build basic vocabulary in Science and Social Studies
- Develop Science and Social Studies concepts
- Communicate understanding of science/social studies concepts and vocabulary through speaking and writing

## WELCOMING NEWCOMERS

The number of Newcomer students in the AASD Newcomer Program has grown significantly, from just 83 students in the 2017-2018 school year to 191 students last year.

In the 2024-25 school year, we expect around 150 new students from around the world. Alongside our ongoing goals for returning Newcomers, we must also focus on the successful orientation and support for these new arrivals.

They will need more than just help with learning English; they will require extensive social, emotional, and academic support.

Our long-term goal is to help Newcomer students become proficient in English and succeed in our schools and community while respecting and preserving their cultural backgrounds.

We aim for all AASD students, including Newcomers, to graduate ready to lead, care for others, and contribute to the community. We want them to be prepared socially, emotionally, and academically for life.

However, the funding we receive only covers basic educational needs, like teaching reading and writing. Newcomers often need additional support, including help with housing, health care, transportation, and employment. Addressing these basic needs is crucial for their educational success.

To address these needs, we are collaborating with the Fox Valley Newcomer Project, which includes representatives from the City of Appleton, Fox Valley Technical College, and various local non-profits and churches. While we have strong community support, we lack the funding for key positions needed to effectively coordinate and lead these efforts.

### DID YOU KNOW?

Over 65 languages are spoken in our district. The most common languages spoken by students and families, after English, are

- Spanish
- Hmong
- Swahili and Kinyarwanda
- Dari and Farsi
- Mandarin/Chinese
- Telugu

# INCLUSIVE & ENGAGING CULTURE

## WHAT IS PORTRAIT OF A GRADUATE?

Portrait of a Graduate is a collective vision that articulates the community's aspirations for all students. To ensure success for Every Student, Every Day, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community-ready.

**Lead**  
Our students will set an example for others to follow by thinking critically, solving problems, and communicating effectively.

**Care**  
Our students will show care for themselves, others, and their community by displaying empathy, compassion, and respect.

**Contribute**  
Our students will contribute to their classrooms, schools, communities, and the world by being self-directed, productive, and accountable.

## WHAT DO OUR SENIORS SAY?

In our Career Based Learning Senior Survey, we ask our students if they feel prepared to Lead, Care, and Contribute.

SENIORS SAY THEY ARE PREPARED TO:	2023 SENIORS	2024 SENIORS
LEAD by example	56.6%	69%
CARE for themselves, others, and their community	71.8%	82%
CONTRIBUTE to their classrooms, schools, and communities	65.3%	74%



AASD STUDENTS



LEAD



CARE



CONTRIBUTE

## FAMILY ENGAGEMENT SURVEY RESULTS

Our 2023-24 spring Family Engagement Survey shows that most families believe AASD schools are safe and respectful environments, our families are treated with respect, and student learning is a high priority. Thank you to the nearly 2,600 families that responded!

The AASD is committed to creating a great place for students to learn, teachers to teach, staff to work, and for parents to send their children to receive a great education.

To build on this commitment, the leadership of the school district gathers and analyzes data on essential goals and measures, including parent satisfaction.

Results from this survey supports District leaders to remain focused on parent/caregiver stakeholder data to identify gaps, take action, and follow through to ensure continuous improvement.

This past spring, a Family Engagement Survey was administered to all parents/caregivers with a child in the AASD. The purpose of the survey was to assess the level of satisfaction parents have with their child's school.

## FAMILY PARTNERSHIPS

We're proud to share the highest family and staff satisfaction rates since these surveys began in 2019. Below are some highlights of the survey.

**89%** of parents agreed or strongly agreed that their family is treated with respect at their school.

**86%** of parents agreed or strongly agreed that their child's learning is a high priority at their school.

**84%** of parents agreed or strongly agreed that the staff members at their school demonstrate a genuine concern for their child.

**83%** of parents agreed or strongly agreed that their child's school maintains an environment that is safe, respectful, and conducive to learning.



# REFERENDUM UPDATES

The 2022 nearly \$130 million capital referendum shows our community's commitment to education. Our current and future students and their families will benefit every day from our community's investment.

## REFERENDUM BENEFITS OVER THE NEXT 3 YEARS

- Reduced class sizes in our Kindergarten-2nd grade classrooms to 20-1 starting in fall 2023
- Updated Science, Technology, Engineering, and Math (STEM) areas, specialized STEM staff
- Moving 6th grade to modernized middle schools in the fall of 2024
- A brand new elementary school, Sandy Slope Elementary School, located on the north side of Appleton, opening in the fall of 2025
- Upgrades at each elementary school including a STEM space, specialized STEM staff, improved security, and updating of available spaces
- New additions and complete renovations at our high schools



We cannot wait to get started on improving and innovating our buildings to support Success for Every Student Every Day.

## DESIGN & CONSTRUCTION TIMELINE

	2022	2023				2024				2025		
PROJECTS	Fall/ Winter	Spring	Summmer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
MIDDLE SCHOOLS												
NEW ELEMENTARY SCHOOL												
HIGH SCHOOLS												
ELEMENTARY SCHOOLS												

## PHASES

DESIGN

CONSTRUCTION

OPEN FOR  
USE

## REFERENDUM FAST FACTS

- 22 of our 27 schools are at least 50 years old.
- Our **oldest school was built in 1894**, the newest was built in 1995 and the average building age is 66 years.
- The approved **operational referendum** provides increased annual funding of \$5 million to pay for:
  - STEM staffing, which will include twelve elementary teachers and four middle school paraprofessionals
  - Kindergarten-2nd-grade class size reduction to reduce average class sizes from 25 to 1 to 20 to 1
  - Staffing and ongoing utility, cleaning, and maintenance costs for new spaces
- We've **reduced our tax rate** in each of the past seven years. Our 2023 rate of \$6.53 on \$1,000 of property is 65 cents less than the current state average.
- The \$129.8 million capital referendum, as well as the \$5 million operational referendum, will result in an average increase to a taxpayer's annual property tax of **no more than \$4 for each \$100,000 of their home's value**.
- Question 1 passed with nearly 70% support, and Question 2 passed with nearly 67% support.

**OPERATIONAL EXCELLENCE**

# REFERENDUM UPDATES

## BENEFITS FOR ELEMENTARY SCHOOLS

### BERRY, FRANKLIN, HIGHLANDS / ODYSSEY, JOHNSTON, MCKINLEY, & RICHMOND ELEMENTARY SCHOOLS

- Science, Technology, Engineering, Math (STEM) Lab with staff
- Kindergarten through grade 2 class size reduction from 1:25 to 1:20 teacher /student ratio
- Update and improve available spaces

### BADGER, COLUMBUS, DUNLAP, EDISON, FOSTER, HORIZONS, AND JEFFERSON ELEMENTARY SCHOOLS & CHARTER SCHOOLS

- STEM Lab with staff
- Update and improve available spaces

Through the Achievement Gap Reduction (AGR) Program, these neighborhood schools maintain an 18:1 or 30:2 classroom ratio in every kindergarten through grade three classroom.

### FERBER & HOUDINI ELEMENTARY SCHOOLS

- STEM Lab with staff
- Kindergarten through grade 2 class size reduction from 1:25 to 1:20 teacher /student ratio
- New entrance for safety and security

### HUNTLEY ELEMENTARY SCHOOL

- STEM Lab with staff
- K-2 class size reduction from 1:25 to 1:20 teacher/student ratio

### SANDY SLOPE ELEMENTARY SCHOOL

- Addresses enrollment growth on the north side
- Will be built on District-owned property
- Student capacity of 600
- Construction is slated to begin in winter of 2023



STEM LAB SPACE



SANDY SLOPE ELEMENTARY

## CAPITAL PROJECTS

Build a new elementary school, Sandy Slope Elementary School

\$36 million

Remodel elementary schools

\$13 million

## ANNUAL OPERATING COSTS

Add 12 STEM elementary teachers

\$1 million per year

Add 25 teachers to reduce K-2 class sizes at non-AGR schools

\$2.2 million per year

Annual staffing and operating new spaces

\$1 million per year



Learn more at: <https://www.aasd.k12.wi.us/district/district-information/referendum>



# REFERENDUM UPDATES

## BENEFITS FOR SECONDARY SCHOOLS

### EINSTEIN, KALEIDOSCOPE ACADEMY, MADISON, AND WILSON MIDDLE SCHOOLS

- Classroom additions at each building
- Remodeled STEM-centric Tech Ed Centers

### CLASSICAL SCHOOL

- Addition of 6-8 classrooms

### EAST HIGH SCHOOL

- Addition of 11 classrooms
- Modernize/update outdated spaces
- Renovate and add on to the fitness center

### NORTH HIGH SCHOOL

- New fitness center
- New science rooms, and renovating old science rooms
- Tech Center renovation
- Conversion of the old fitness center to 3 large group instructional spaces

### WEST HIGH SCHOOL

- New stand-alone indoor turf facility
- Outdoor concession stand
- Rear parking lot reconstruction.

## CAPITAL PROJECTS

**Build additions at middle  
schools**

**\$47 million**

**Build additions at high  
schools**

**\$33.8 million**

## ANNUAL OPERATING COSTS

**4 STEM paraprofessionals in  
grades 6-8**

**\$200,000 per year**

**Annual staffing and  
operating new spaces**

**\$600,000 per year**



*Learn more at: <https://www.aasd.k12.wi.us/district/district-information/referendum>*



# REFERENDUM UPDATES



## CONSTRUCTION AND RENOVATIONS IN FULL SWING AT MIDDLE SCHOOLS

After voters approved both AASD referendum questions in the fall of 2022, design work started immediately for projects at our four middle schools, Einstein, Kaleidoscope Academy, James Madison, and Wilson, with construction kicking off in the fall of 2023.

*These projects will enhance STEM spaces, modernize existing facilities, and prep the buildings to accommodate our 6th-grade students. The transition of 6th grade to our middle schools was also part of the referendum. The district is actively involving 5th and 6th-grade students and families in the transition process, and we know our students, staff, and families are excited about this change.*

### EINSTEIN

Einstein Middle School projects include a new cafeteria seating area and a two-story classroom addition. The existing Technical Education Center was remodeled into a STEM room to accommodate the new STEM curriculum. Staff and students began using these new facilities in fall 2023.

*We are excited to have approximately 33 new staff as well as 282 sixth graders this school year. In addition to improving our physical space, we are looking forward to watching students grow for three years in the following areas: enhanced curriculum with a wider range of subjects and specialized teachers; interacting with and observing older peers, which will help our 6th graders develop social skills and maturity; and having a variety of opportunities to participate in intramurals, clubs, and activities that give back to our Einstein Community.*

- Dave Mueller, Einstein Middle School Principal

### KALEIDOSCOPE

Kaleidoscope Academy is undergoing two separate additions to the existing building, along with a remodeled STEM area. This includes a single-story classroom addition and a new auxiliary gymnasium. The main office will also be relocated to enhance building security.



*We are extremely excited to welcome our students back into newly renovated spaces and classrooms that will only enhance our charter school's vision and mission of project-based learning with an emphasis on the arts.*

*Students will enjoy dancing in our new dance studio, designing apps and robotics in our renovated STEM space, creating 2D, 3D, and digital art in our new art rooms, and improving their physical health in our new fitness center.*

*The addition and renovations allow us to expand our elective choices and options for students, and the new classrooms allow for larger spaces for collaboration and project based learning.*

- Alex Molitor, Kaleidoscope Academy Principal



Learn more at: <https://www.aasd.k12.wi.us/district/district-information/referendum>



# REFERENDUM UPDATES

## CONSTRUCTION AND RENOVATIONS ARE IN FULL SWING AT OUR FOUR MIDDLE SCHOOLS

We're arranging various activities and information sessions to facilitate this transition, such as Middle School Family Orientation Nights and a "Moving to the Middle" orientation in August. Middle school staff also visited elementary classrooms to discuss courses, co-curriculars, and scheduling options last spring. *Establishing a supportive environment for 6th-8th graders that fosters academic success and a sense of belonging is paramount. With collaboration between schools and families, we anticipate a seamless transition and thriving students.*

### JAMES MADISON

On the north side of James Madison Middle School, a single-story addition adjacent to Calumet Street will include new accessible fitness and orchestra areas and two classrooms. On the southeast side, a two-story classroom addition is being built. The existing STEM rooms are also undergoing remodeling.



“

*The new 6-8 configuration, will provide our older students with valuable leadership opportunities and allow us to invest more time in nurturing the growth of our younger students. This additional year will enable us to build stronger relationships and also enhance our effectiveness as educators as we will have three years of students/data/trends in our building to learn from.*

*- Poyee Xiong, Principal, James Madison Middle School*

”

### WILSON

Wilson Middle School's projects include a large two-story addition with new classrooms and an auxiliary gymnasium. The existing STEM areas will be redeveloped and the main office will be relocated to improve building security and accessibility for the public.

“

*As new life has been given to our nearly century-old school, our students will be able to build their future on the foundation of Wilson Middle School's historic past. Academically, students will be provided with a more developmentally appropriate environment to foster deeper learning. Socially, students will have the opportunity to build stronger relationships, develop independence, and explore their sense of belonging within a larger peer group. Ultimately, staff will have more time to establish relationships with students providing crucial support during this developmental stage.*

”

*- Kristin Ruhsam, Principal, Wilson Middle School*



Learn more at: <https://www.aasd.k12.wi.us/district/district-information/referendum>



# REFERENDUM UPDATES

## SANDY SLOPE ELEMENTARY

*When Sandy Slope Elementary School opens in the fall of 2025 on the north side of Appleton, it will be our first new school in 30 years and our first new elementary school in nearly 35 years.*

Our district places immense value on neighborhood elementary schools, and we are thrilled to add a school to this part of our community.

Twenty-four years ago, the AASD acquired a 42-acre parcel of land from Rich and Alice Van Handel near Appleton North High School. This forward-thinking move by our district was in anticipation of the growth we now witness in the northeastern part of our district. They envisioned the need for an elementary school on this land to accommodate the expanding community.

This area once had a small, rural school called Sandy Slope, and the Van Handel's farm was also known as Sandy Slope Farm. **To honor the farm's history, the Van Handel farm's silo will be preserved as a part of the new school campus.**

## MEET THE PRINCIPAL

Joe Bernhardt was born and raised in Kenosha, Wisconsin. He attended the University of Wisconsin-Whitewater where he earned a Bachelor of Science in Education: Elementary/ Middle (1-8), Minor in Mathematics (1-9). He also earned a Masters of Arts in Education: Educational Leadership from Marian University.



Bernhardt began his career teaching algebra and general math at Oak Creek High School before moving on to Lincoln Elementary School in the School District of Cudahy. Upon moving to Appleton, he taught math and science at Seymour Middle School, as well as coached the middle school wrestling team before moving into the role of Instructional Support Specialist/Dean of Students. For 11 years, he served as the Associate Principal and Activities Director at Einstein Middle School. While at Einstein, he was blessed to have both of his sons attend.

He's happily married to his wife Molly. His son Alex graduated from Appleton North and attends UW-Oshkosh while his younger son, Mason attends Appleton North. He enjoys watching the Brewers, Packers (even though he is a 49ers fan), Badgers, and North Lightning games with his family. He also enjoys playing pickleball, working out in the martial arts, golf, and spending time on the boat up north.

Bernhardt is honored to be the principal of Sandy Slope and looks forward to serving the Sandy Slope Community while establishing an environment that promotes success for every student, every day, which will have a lasting impact on the North Community.



**Members of the Sandy Slope Planning team routinely visit the site to view the exciting progress, including standing at the future front door.**



**Learn more at: <https://www.aasd.k12.wi.us/district/district-information/referendum>**



# REFERENDUM UPDATES

## SANDY SLOPE ELEMENTARY SCHOOL

Sandy Slope Elementary School is being constructed to accommodate enrollment growth on the north side. It will be located on district-owned property and will have a capacity of 600 students. Construction began in the winter of 2023.

We have finalized the Geothermal Feasibility Study for Sandy Slope and will proceed with geothermal energy as our primary heating and cooling source. The permitting process is underway, and we plan to begin well drilling in May. The Appleton Area School District is excited to implement this sustainable energy solution.

Construction is progressing well, with the installation of footings, foundations, and site utilities underway throughout the summer of 2024.

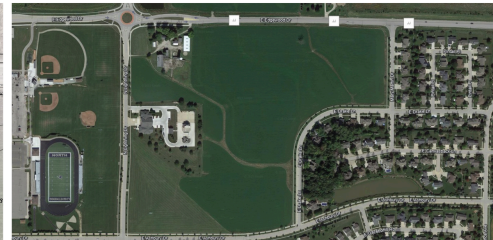
### SANDY SLOPE ELEMENTARY SCHOOL BUILDING EXTERIOR



FRONT ELEVATION



KINDERGARTEN WING



#### KEYNOTES

- 1 NEW ELEMENTARY SCHOOL
- 2 VISITOR & STAFF PARKING (~83 SPACES)
- 3 BUS DROP OFF
- 4 ASPHALT PLAY AREA
- 5 PLAYGROUNDS
- 6 CONNECTING WALKS (CONCRETE)
- 7 CONNECTING WALKS (ASPHALT)
- 8 PARENT DROP OFF LOOP
- 9 DROP OFF LOOP PARKING (~20 SPACES)
- 10 SERVICE ENTRY
- 11 CONCRETE PLAZA WITH SEATING
- 12 ATHLETIC PLAYING FIELD
- 13 GATE
- 14 FENCE
- 15 STORM WATER MANAGEMENT AREA
- 16 EXISTING DRAINAGE SWALE/WETLAND
- 17 FLAGPOLE
- 18 RIGHT IN ONLY
- 19 RIGHT OUT ONLY
- 20 PARENT LOOP ENTRANCE (1 LANE IN; 1 LANE OUT)

## THANK YOU TO YOU COMMUNITY!



Learn more at: <https://www.aasd.k12.wi.us/district/district-information/referendum>

# ATTENDANCE

## INCLUSIVE & ENGAGING CULTURE

### ATTENDANCE DATA

The Appleton Area School District believes there is a strong relationship between school attendance and student success. In the 2023-2024 school year much of our time and energy was focused on increasing student attendance. We worked to strengthen school attendance teams, ensuring that they meet regularly to review attendance data and to direct resources toward specific students and families that may need additional support with transportation struggles, mental health challenges, and social or academic barriers.

The District continues to commit additional resources to this urgent concern. We've added staff focused on attendance and expanded our work with community partners such as Boys & Girls Club and their TRAC and STAR programs, Outagamie County, and mental health providers.

Despite this work, attendance challenges have continued. This trend is echoed nationwide and is being seen at all levels 4K-12. Attendance has always been a focus of our staff, however, the pandemic and the years following have shown unprecedented levels of absenteeism.

Before the pandemic, some students did have attendance concerns, however, they were at a level that is not comparable to current levels. Levels have more than doubled in Appleton and across the country. Whether an absence is excused or unexcused, they are missing valuable classroom instructional time. Students who struggle with attendance often fall behind academically.

We believe that school attendance is a responsibility shared by students, parents, schools, and our community, and we look forward to continuing to partner with our families and community to support those efforts.

### AASD CHRONIC ABSENTEEISM RATES

	2021-22	2022-23	2023-24
Elementary	27.4%	14.0%	14.1%
Middle	25.1%	17.6%	19.4%
High School	33.9%	25.5%	23.7%

For context, 2018-19 rates were 8.6% for elementary, 10.3% for middle and 15.2% for high school.

### HOW DOES THIS IMPACT STUDENT SUCCESS?

2023-24	STUDENTS MEETING BOTH ATTENDANCE THRESHOLDS	ACADEMIC OUTCOMES
Elementary	4.1% (283 students)	48.1% (136 students) are below grade level in reading & math
Middle	11.6% (238 students)	48.7% (116 students) are below grade level in reading and math
High School	20.3% (921 students)	88.1% (811 students) are not on track to graduate

\*The Academic Outcomes chart above represents Semester 2, 2023-24 data as habitual truancy data is tracked by semester, not by year.

### ATTENDANCE THRESHOLDS

#### CHRONIC ABSENTEEISM

If a student's absences, **excused and/or unexcused**, equals 10% or more of total school days.

10% is about 18 days throughout the school year, or 2 days per month.

#### HABITUAL TRUANCY

All or part of 5 days unexcused in a semester.

### EFFORTS TO INCREASE ATTENDANCE

#### COMMUNICATION

- Clear, consistent communication about schedules and expectations
- Communications are sent to families when a student's attendance reaches a level of concern
- Personalized communication with families when students are absent

#### COMMUNITY COLLABORATION

- Consultation with community agencies
  - Boys & Girls Club: TRAC (Truancy Reduction & Assessment Center) and STAR (Scholars on Target to Achieve Results)
  - United Way: PATH for Students (Providing Access to Healing)

#### INCLUSIVE & ENGAGING CULTURE

- Attendance teams at all schools
- Classroom community building
- Connections to caring adults at school
- Student meetings regarding attendance concerns

#### ATTENDANCE INTERVENTIONS & SUPPORTS

- Tutoring
- Attendance Education Lessons
- Attendance Incentives
- Attendance Mentors
- Student Success Plans
- Restorative Practices
- Home Visits
- Intensive outreach to locate missing students
- Alternative Education support

[Find more attendance information on the district website.](#)



# EARLY CHILDHOOD SPOTLIGHT

## STUDENT SUCCESS

### APPLETON COMMUNITY 4K

Appleton Community 4K was designed to be a community collaboration with our childcare, preschool, and Head Start partners in the Appleton community.

We are currently collaborating with **13 community partner sites** and **4 school host sites** to provide high-quality early learning experiences for our 4K students.

Four-year-old kindergarten (4K) provides all young children with the opportunity to participate in a quality early learning program that provides a solid foundation for lifelong learning. Children build social and pre-academic skills that contribute to future success in school.

- 4K in Appleton is **universal for all four-year-olds and voluntary**
- 4K is a comprehensive child development opportunity with a School Board adopted curriculum bridging 3-year-old Title 3 programs and 5K
- Appleton Community 4K is implemented using a Community-Based Collaborative Model that builds on existing early learning programs, child care centers, private preschools, and Head Start programs in partnership with the AASD to provide quality early childhood education for four-year-olds
- All AASD teachers, including Appleton Community 4K teachers, **must be licensed** through the Department of Public Instruction (DPI)

### 4K DID YOU KNOWS

#### When did 4K begin in the AASD?

On October 8, 2012, the Appleton Area School District Board of Education approved the implementation of 4K, and Appleton Community 4K began in the 2013-2014 school year.

#### Who can participate in 4K?

A child must be 4 years old on or before September 1st and be an AASD resident or have been accepted for open enrollment to enroll in 4-year-old kindergarten for the upcoming school year.

#### Do families have a tuition cost for 4K? What will I have to pay for during the year?

There is no tuition fee for 4-year-old kindergarten, regardless of whether the program a child attends is located in a community-based setting or a school building. There will be an annual school fee of approximately \$15.00. Families may also enroll their child in wrap-around childcare at a community-based 4K site knowing that they will be responsible for any charges for care outside the 4K class time.

#### Are bilingual options available?

Yes, becoming bilingual or multilingual in early childhood has been shown to positively impact brain development in many areas, such as attention. Language is not learned in isolation - children learn language through their interactions with others and their environments. (WIDA 2021)

The 4K Bilingual program at Edison Elementary follows the AASD 4K schedule and 4K curriculum and provides developmentally appropriate literacy and language skills and strategies. AM and PM sessions include 10 Spanish-speaking students and 10 English-speaking students each.



# 765

4K students in the 2023-24 school year

# 43

Different class session options (a.m./p.m.) each school year

# 33

DPI certified teachers

# 17

4K sites, 13 community partner sites and 4 school host sites

# 90%

of families at Appleton Community 4K locations say their child is learning about feelings, how to solve problems, how to make friends and get along with other children, and how to follow rules and expectations.\*

\*According to 2022 4K Pyramid Model Family Survey Results





# EARLY CHILDHOOD SPOTLIGHT

## STUDENT SUCCESS

### 4K ACADEMIC OVERVIEW

In Appleton Community 4K we embrace the well-established research that play is the best way that children learn. If you stepped into one of our 4K classes, at school or community sites, you would see children engaging in all different kinds of play. They're playing surrounded by other young learners in environments built to have the right toys and books to spark learning, problem solve, to read and write connected to their play, and talk with a growing vocabulary about how that play has connections to other things and ideas the student may know.

#### HOW DO WE KNOW 4K STUDENTS ARE LEARNING WITH ALL OF THIS PLAY GOING ON?

Teachers in Appleton Community 4K have had training and certification in assessment and are experts in matching a child's play to the widely held expectations for 4-year-old children. This allows them to gather examples of play and match them to where we would expect most children in 4K would perform.

In the area of math, important concepts for 4-year-olds include:

- counting
- knowing numbers
- describing and measuring complex shapes and objects

In the spring of 2023, our TS GOLD assessment showed that more than 90% of our 4K students are meeting or exceeding the widely held expectations, such as counting and understanding shapes, for these important math skills.

In the area of literacy, we're focused on the foundational basics for learning to read including learning letter sounds and phonemic awareness. In 4K we are specifically focused on three targets:

- notices and discriminates discrete units of sounds
- alliteration
- rhyme

In other words, can the students notice and tell the difference between different units of sounds in general and then words that have the same beginning sound (*alliteration*) and the same ending sound (*rhyme*)?

In the spring of 2023, our TS GOLD assessment showed that in 2 of the 3 targets, more than 90% of students demonstrated phonological awareness, phonics skills, and word recognition.

### 4K'S LINK TO LITERACY

Later in this report, you will read about the extensive work the AASD is engaging in to ensure our students are proficient readers and writers. That work starts well before Kindergarten in our Early Childhood and 4K classrooms.

We are proud to be bridging our 4K instruction work with Kindergarten to bring the ELA Collective Commitments into our classrooms focusing on explicit instruction on early phonics skills such as phonemic awareness and read-alouds across the school day.

Our teachers are not only developing high-quality instructional routines for shared reading and emergent story book reading but also providing high-quality reading opportunities for family reading at home through our home activity bags.

*Appleton Community 4K, we are learning through play, reading and writing for our future success!*



# STUDENT DATA - ENGLISH LANGUAGE ARTS

## STUDENT SUCCESS

### WI FORWARD EXAM

Part of the Wisconsin Student Assessment System (WSAS), the Wisconsin Forward Exam is a collection of tests designed to assess students starting in grade 3 in English language arts, math, science, and social studies.

Developed by the Wisconsin Department of Public Instruction (DPI), the Wisconsin Forward Exam tests against Wisconsin Academic Standards and is administered online.

The ELA portion of the WI Forward Exam measures proficiency within the following domains: Key Ideas and Details, Craft and Structure/Integration of Knowledge and Ideas, Vocabulary Use, Writing/Language, Text Types and Purposes, Research, Language Conventions, and Listening.

### WI FORWARD EXAM RANGES

- Advanced
- Proficient
- Basic
- Below Basic

### STUDENTS SCORING PROFICIENT/ADVANCED IN THE ELA SECTION

YEAR	AASD 3RD GRADE	STATE OF WISCONSIN
2017-18	37.5%	41.1%
2018-19	30.7%	39.8%
2019-20	N/A*	N/A*
2020-21	27.9%	31.7%
2021-22	34.5%	35.6%
2022-23	37.4%	37.8%

YEAR	AASD 6TH GRADE	STATE OF WISCONSIN
2017-18	38.2%	44.1%
2018-19	41.8%	42.0%
2019-20	N/A*	N/A*
2020-21	36.2%	34.3%
2021-22	43.7%	38.2%
2022-23	45.8%	40.5%

YEAR	AASD 8TH GRADE	STATE OF WISCONSIN
2017-18	28.7%	37.9%
2018-19	28.9%	37.4%
2019-20	N/A*	N/A*
2020-21	28.9%	31.1%
2021-22	23.9%	33.1%
2022-23	33.4%	37.4%

\* Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year.

## SAMPLE QUESTIONS

The below sample questions were pulled from the Wisconsin Forward Exam Item Samplers provided by the Wisconsin Department of Instruction.

### 3RD GRADE

A student is writing a report about the human body. Read the paragraph from the report.

- (1) The human body has over 200 bones. (2) Together the bones of the body are known as the skeleton. (3) Bones give the body its shape. (4) They help to protect the organs inside the body. (5) \_\_\_\_\_, they allow for some types of movement.

Which word would best show how sentence 5 connects with sentences 3 and 4?

- A. Besides
- B. Also
- C. Therefore
- D. Since

### 6TH GRADE

Read the sentences.

Last summer, my aunt said that her and my uncle were going to take my cousins and me hiking at Wildcat Mountain State Park. My aunt said that we would probably travel to the park in August, but then my uncle fell and broke his ankle. Now we're going to wait until later this autumn for our trip so my uncle's ankle will have time to heal and he will be able to hike.

Which underlined part in the sentences is written incorrectly?

- A. my aunt said that her and my uncle
- B. to take my cousins and me
- C. we would probably travel to the park
- D. so my uncle's ankle will have time to heal

### 8TH GRADE

A student is writing a research paper about how to grow fruits and vegetables in a garden.

Which source would provide the most accurate information for the research paper?

- A. an interview with a person who has planted a tomato garden
- B. a local newspaper article titled "Gardening in Large or Small Spaces"
- C. a library book titled *A Walking Tour of Gardens to Discover in Europe*
- D. an online article discussing why it is important to have community gardens

## ANSWERS

Grade 3: Students need to identify the correct linking word to connect the ideas in the sentences. Option B is the right response. The other options do not correctly link the ideas.

Grade 6: Students need to ensure that correct pronouns are used in the sentences. Option A is the correct answer. The other options already use correct pronouns.

Grade 8: Students need to decide which source would allow them to gather the most accurate information on the topic. Option B is the correct answer. The other options would not provide accurate information on the topic.

# READING INSTRUCTION

## STUDENT SUCCESS

### A FOCUS ON LITERACY

While there have been statewide conversations and legislative proposals relating to changes in how students learn to read and write, the **AASD has continued its mission of improving literacy outcomes for elementary students in English Language Arts (ELA) as part of its continuous improvement work that began in 2021.**

Our 2022-23 ELA Program Evaluation highlighted the need for both a new ELA phonics resource to bolster foundational skills in our youngest students and a comprehensive ELA resource for all students.

Throughout the 2023-24 school year, our focus was on identifying the best resources to meet these needs. Additionally, we faced the challenge of helping teachers understand the rationale behind transitioning from balanced literacy to structured literacy, while also acknowledging and validating their varied responses to this shift. Our aim was to move forward together in this new direction.

### UNDERSTANDING THE “WHY”

We started the 2023-24 school year by having well-known author Jan Burkins as our keynote speaker at the Welcome Back event.

Jan talked about her new book, *Shifting the Balance*, and gave helpful advice on how we could improve our teaching methods and resources. Each month, coaches and principals guided teachers through presentations and discussions based on Jan's book, covering one of the key changes.

This teamwork helped teachers feel comfortable sharing their thoughts and improved our understanding of new teaching methods, creating a stronger push for change.

Based on our program evaluation, we created the **AASD Collective Commitments** to guide our work. These commitments support the standards and resources in our curriculum, helping us design and evaluate future instruction and resources.

We set up monthly professional development sessions with a CESA 6 Literacy Consultant who taught our teachers about how the brain learns to read, focusing on key routines like blending and segmenting sounds.

They showed staff how to connect spoken sounds to written words and helped them use new teaching methods with our phonics resources.

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**GEODES®**

### PHONICS FIELD TEST

At the start of the year, we tested three phonics programs chosen based on feedback from teachers:

- **From Phonics to Reading by Wiley Blevins,**
- **Hegerty's Bridge to Reading, and**
- **UFLI (University of Florida Language Institute).**

Any teacher in our district who wanted to try one of these programs could do so. Nearly all of our elementary schools decided to test a new phonics program.

Teachers were excited to use the routines they had learned from CESA 6 with the program they were testing. To help us understand which program was most effective, district coaches conducted an **extra review**. This **review** showed many positive results, and areas needing improvement from last year were now resolved.

We also collected feedback from teachers through surveys about our Foundational Skills rubric, ease of use, and student engagement.

### MOMENTUM AND EXCITEMENT FOR CHANGE GROWS

With our initial phonics testing going well, we started choosing a new comprehensive resource. We wanted to involve more teachers in this process, so we set up a new adoption process, referred to as SEA, which stands for Study, Explore, and Act, that was successful and well-received by our staff. Here's how it worked:

**Study Phase:** We looked at all available resources that met certain standards. All elementary teachers were invited to review these resources. We set up times for teachers to discuss their thoughts with Carrie Willer, PhD, the AASD Director of Elementary Education and District Literacy Coaches. **Four resources (Wit & Wisdom, Amplify CKLA, El Education, and ARC) were chosen to move forward.**

**Explore Phase:** We dug deeper into the chosen resources. Teachers could review materials both online and in person and schools adjusted their schedules to allow teachers to explore these resources. We ended this phase with a curriculum fair where teachers could meet with vendors, ask questions, and vote for their top choices.

**Over 200 teachers attended, and Wit & Wisdom and Amplify CKLA were selected as the final two options.**



# READING INSTRUCTION

## STUDENT SUCCESS

**Act Phase:** We asked each elementary school to choose 3-4 teachers to join the ELA Resource Adoption Team. These teachers tested the two resources in their classrooms and shared their feedback through surveys and meetings. We also visited neighboring districts to observe how these resources worked in real classrooms. Schools were asked to complete a final survey and choose their preferred resource.

**The adoption team and schools both chose Wit & Wisdom as the top resource. We announced that Wit & Wisdom, UFLI, and Heggerty Phonemic Awareness would be our new resources.**

### NEXT STEPS

We will continue training over 400 educators on how to use the new resources. In May 2024, K-5 teachers received their UFLI teacher's manuals and initial training. Over the summer, we held onboarding sessions for Wit & Wisdom, with high teacher participation.

**By August 5, 2024, more than 350 teachers had signed up for the training, and our Central Media department managed to prepare nearly a million books for distribution.** All teachers received their materials before the new school year began, which is a significant achievement.

Additionally, our Tech Coaches and Assessment, Curriculum, and Instruction (ACI) coaches created a new ELA website with helpful resources and slide decks, ready a month before school started. Throughout the summer, principals and ACI met to plan professional development and keep our focus on literacy.

### LOOKING AHEAD

The focus during the 2024-25 school year will be on

- Building capacity and understanding in administrators and teachers around the planning and implementing structured literacy
- Using multiple assessments to respond quicker to student instructional needs
- Engaging all our learners through the implementation of CLR practices and resources

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## WHAT IS BALANCED LITERACY?

Balanced Literacy emphasizes reading instruction through various approaches, including word study, memorization of high-frequency words, and leveled reading texts using the three-cueing system.

## ACTION STEPS FOR 2024-25

### INSTRUCTIONAL:

- K-5: Start using structured literacy resources in all classrooms consistently.

### MATERIALS:

- K-2: Use UFLI for phonics. Kindergarten teachers will also do a phonemic awareness routine with Heggerty's BLUE book
- 3-5: Use HD Word for phonics. Second semester, teachers will add a phonemic awareness routine with Heggerty's YELLOW book for extra support
- K-5: Use Wit & Wisdom for ELA instruction

### ASSESSMENTS:

- K-3: Expand our dyslexia and foundational skills screening to match the State's aimsweb plus screener. Continue using the CORE phonics screener to help teachers with phonics instruction
- K-2: Use weekly UFLI assessments to check students' phonics skills
- 3-5: Use HD Word assessments to address any gaps in phonics skills and improve reading and writing
- K-5: Use various Wit & Wisdom assessments, including Checks for Understanding, New Read Assessments, Socratic Seminars, and End of Module assessments

### INTERVENTIONS:

- K-5: Use UFLI to help students who need extra support with phonics. Provide access to Geodes, and phonics books for practice
- Elementary Literacy Interventionists will work with the CESA 6 Literacy Consultant for one-on-one coaching to improve teaching methods. They will meet monthly to review and refine our intervention strategies

### PROFESSIONAL DEVELOPMENT:

- Teachers: Participate in vendor training and monthly collaboration sessions for learning and practicing new teaching methods
- Principals:
  - Engage in Learning Walks with the CESA 6 Literacy Consultant and Carrie Willer, focusing on phonics, Wit & Wisdom, assessments, and feedback
  - Receive coaching on Wit & Wisdom implementation during monthly professional development
- Teachers and Principals:
  - Receive site-specific coaching on Wit & Wisdom implementation in November and December
  - The ELA Implementation Oversight Team will use surveys, learning walk data, and teacher feedback to monitor and support ELA progress

## WHAT IS STRUCTURED LITERACY?

In contrast, Structured Literacy places a more significant emphasis on phonics instruction, practicing word patterns, and using knowledge of word patterns to decode text to understand the meaning of the text.

# STUDENT DATA - MATHEMATICS

## STUDENT SUCCESS

### WI FORWARD EXAM

Part of the Wisconsin Student Assessment System (WSAS), the Wisconsin Forward Exam is a collection of tests designed to assess students starting in grade 3 in English language arts, math, science, and social studies. Developed by the Wisconsin Department of Public Instruction (DPI), the Wisconsin Forward Exam tests against Wisconsin Academic Standards and is administered online.

The Mathematics portion of the WI Forward Exam measures proficiency within the following domains:

- Geometry
- Measurement & Data
- Number & Operations in Base Ten
- Number & Operations - Fractions
- Operations & Algebraic Thinking

### WI FORWARD EXAM RANGES

- Advanced
- Proficient
- Basic
- Below Basic

### STUDENTS SCORING PROFICIENT/ADVANCED

YEAR	AASD 3RD GRADE	STATEWIDE 3RD GRADE
2017-18	48.9%	51.6%
2018-19	44.2%	50.9%
2019-20	N/A*	N/A*
2020-21	39.5%	41.5%
2021-22	44.8%	48.4%
2022-23	47.1%	48.8%

YEAR	AASD 6TH GRADE	STATEWIDE 6TH GRADE
2017-18	48.5%	45.6%
2018-19	49.9%	43.9%
2019-20	N/A*	N/A*
2020-21	34.8%	32.0%
2021-22	45.1%	39.7%
2022-23	48.9%	42.6%

YEAR	AASD 8TH GRADE	STATEWIDE 8TH GRADE
2017-18	33.2%	37.6%
2018-19	31.4%	36.7%
2019-20	N/A*	N/A*
2020-21	22.4%	26.5%
2021-22	20.2%	30.5%
2022-23	28.5%	31.5%

\* Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

## SAMPLE QUESTIONS

The below sample questions were pulled from the Wisconsin Forward Exam Item Samplers provided by the Wisconsin Department of Instruction.

### 3RD GRADE

Clara brings 5 boxes of cupcakes to school. Each box contains the same number of cupcakes. There are 3 cupcakes remaining after Clara shares 27 cupcakes with her classmates. How many cupcakes were in each of the boxes Clara brought to school?

- A. 6
- B. 8
- C. 15
- D. 30

### 6TH GRADE

Emily has 24 days to read a 792-page book. To find out how many pages,  $p$ , she should read each day, she uses the equation shown.

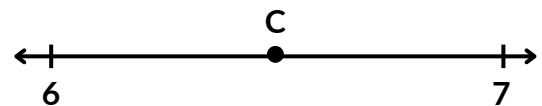
$$792 \div 24 = p$$

How many pages should Emily read each day to finish the book in 24 days?

- A. 21
- B. 30
- C. 33
- D. 38

### 8TH GRADE

Point C is shown on the number line.



Which irrational number could be represented by point C?

- A.  $\sqrt{6.5}$
- B.  $\sqrt{13}$
- C.  $\sqrt{43}$
- D.  $\sqrt{50}$

Grade 3: A. The question asks the student to solve a word problem. A. Correct. The student adds 27 plus 3 and divides the sum by 5.

Grade 6: C. The students uses the standard algorithm to calculate the quotient.

Grade 8: C. The student determines the square roots of 36 and 49 are 6 and 7 and uses a value in between.



# HIGH SCHOOL PERFORMANCE

## ACT

The **ACT** test is a curriculum-based education and career planning tool for high school students that assesses the mastery of college readiness standards. It assesses students' academic readiness for college in five content areas:

- English
- Reading
- Writing
- Mathematics
- Science

The English Language Arts (ELA) score is an average of the English, Reading, and Writing tests.

**It is administered to all students in grade 11**

Wisconsin specific cut scores were developed based on ACT benchmarks to set performance levels that are aligned to college and career readiness benchmarks.

## STUDENT SUCCESS

### ACT PERFORMANCE LEVEL SCORE RANGES

CONTENT AREA	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
ELA	1-14	15-19	20-27	28-36
Mathematics	1-16	17-21	22-27	28-36
Science	1-17	18-22	23-27	28-36

### AASD AVERAGE ACT COMPOSITE SCORES

YEAR	AASD	STATEWIDE
2018-19	19.7	19.6
2019-20	19.9	19.8
2020-21	19.2	19.1
2021-22	19.3	19.2
2022-23	19.3	19.4

The Composite score and each test score (English, mathematics, reading, science) range from 1 (low) to 36 (high). The Composite score is the average of the four test scores, rounded to the nearest whole number.

## ENGLISH LANGUAGE ARTS

### STUDENTS SCORING PROFICIENT/ADVANCED

YEAR	AASD	STATEWIDE
2018-19	39.7%	38.0%
2019-20	40.2%	38.1%
2020-21	31.5%	33.9%
2021-22	34.8%	36.5%
2022-23	42.4%	42.3%

### AVERAGE ACT ELA SCORE

YEAR	AASD	STATEWIDE
2018-19	18.1	18.0
2019-20	18.3	18.2
2020-21	18.0	17.9
2021-22	18.0	17.9
2022-23	18.5	18.4

The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

## MATHEMATICS

### STUDENTS SCORING PROFICIENT/ADVANCED

YEAR	AASD	STATEWIDE
2018-19	39.7%	38.0%
2019-20	40.2%	38.1%
2020-21	23.9%	26.3%
2021-22	27.6%	28.2%
2022-23	27.7%	30.2%

### AVERAGE ACT MATHEMATICS SCORE

YEAR	AASD	STATEWIDE
2018-19	19.6	19.4
2019-20	19.9	19.8
2020-21	19.2	19.1
2021-22	19.0	19.0
2022-23	18.9	19.1

The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

# ADVANCED COURSEWORK

## STUDENT SUCCESS

### ADVANCED PLACEMENT PROGRAM

The [Advanced Placement \(AP\) Program](#) is a cooperative educational endeavor between secondary schools and colleges. AP courses expose high school students to college-level material and give students the opportunity to show that they have mastered the material by taking an AP exam.

Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course.

New college students who have been given AP recognition can take advanced courses, explore different subject areas, enter honors and other special programs, pursue double majors, and even complete undergraduate requirements early.

YEAR	STUDENTS ENROLLED IN AT LEAST 1 AP CLASS	STUDENTS TESTED	EXAMS TAKEN	EXAMS PASSED	% OF EXAMS PASSED
2018-19	1,125	819	1,641	1,210	74%
2019-20	1,005	716	1,225	872	71%
2020-21	1,061	648	1,271	823	65%
2021-22	855	915	1,443	1,150	74%
2022-23	938	779	1,403	998	71%

OVER THE PAST 5 YEARS  
AN AVERAGE OF 71% OF  
AASD STUDENTS PASSED  
THEIR AP EXAMS

71%

## AASD AP OFFERINGS

- AP American Studies
- AP Biology
- AP Calculus AB/BC
- AP Chemistry
- AP Computer Science Principles
- AP Computer Science A
- AP English Language & Composition
- AP English Literature & Composition
- AP French/CAPP
- AP Government and Politics
- AP Macroeconomics
- AP Microeconomics
- AP Physics 1: Algebra-Based
- AP Psychology
- AP Spanish/CAPP
- AP Statistics
- AP U.S. History
- AP World History

## COOPERATIVE ACADEMIC PARTNERSHIP PROGRAM (CAPP)

Enrolling in the University of Wisconsin Oshkosh [Cooperative Academic Partnership Program \(CAPP\)](#) courses is a convenient and affordable way for high school students to earn **concurrent high school and college credit** while developing key skills for future success.

In CAPP courses students experience the challenge of college curriculum while in a high school environment, which:

- sets them apart from other college applicants
- gives them the opportunity to register earlier
- allows them to explore a variety of options while in college
- provides them a chance to double major and graduate on time
- lessens their course load
- helps them graduate early

YEAR	AASD STUDENTS ENROLLED	COURSE CREDITS	RETRO CREDITS	TUITION SAVED
2018-19	280	1,326	2,046	\$298,111
2019-20	261	1,199	1,573	\$269,559
2020-21	241	1,099	1,382	\$247,077
2021-22	229	1,010	1,320	\$227,068
2022-23	267	1,197	1,520	\$269,110
2023-24	256	1,131	1,624	\$254,475

## RECENT COURSES OFFERED

- Business 231
- Elem/Sec Ed 201
- French 204
- French 312
- Phy Ed 221
- Spanish 204
- Spanish 312

*Courses offered vary from school to school and may change year to year.*

CAPP students pay less than half the standard per-credit tuition rate with the cost based upon the number of credits assigned to each class. It may also reduce the amount of tuition paid when students get to college because of the courses they can transfer (meaning fewer classes to take in college!)

Source



# HIGH SCHOOL PERFORMANCE

## STUDENT SUCCESS

### GRADUATION RATE

CLASS OF	AASD	STATEWIDE
2019	87.1%	90.0%
2020	87.2%	90.4%
2021	84.9%	89.5%
2022	86.5%	90.3%
2023	86.5%	90.5%
2024	87.6%	Not released at this time

*Increased for the 4th consecutive year!*



### GRADUATION REQUIREMENTS

Students in the AASD have access to courses that provide a balanced academic background that meets a broad array of interests and needs. Students in grades 9-12 will be expected to successfully complete those courses (required and elective) necessary to meet the 23 required credits during the high school years as established by the Board and listed in the policy.

At least **23** high school credits including:

- English Language Arts - 4.0 Credits
- Science - 3.0 Credits
- Social Studies - 3.0 Credits
- Mathematics - 3.0 Credits
- Health - 0.5 Credit
- Fine Arts - 1.0 Credit
- Physical Education - 1.5 Credits
- Financial Literacy - 0.5 Credit
- Elective - 6.5 Credits

## CLASS OF 2024'S FUTURE PLANS

POST HIGH SCHOOL PLANS	2024 SENIORS
Full Time Employment	20%
Enlisting in the Armed Forces	3%
Other Advanced Training (i.e Apprenticeship)	3%
Attending Technical College	23%
Attending Four Year or Two Year College or University	51%

### CLASSROOM TO CAREER

We work to ensure that all students, 4K-12, experience a dynamic [Academic Career Plan](#). This plan evolves from learning experiences, in and out of school, that support employability skills, career awareness, exploration, planning, and training that allows students to develop their self-awareness and a personalized Academic and Career Plan (ACP). Our graduating Seniors shared which CBL opportunities they took part in.

CAREER BASED LEARNING EXPERIENCES OFFERED	2024 SENIORS
Job Shadow	47%
Internships (paid or unpaid)	12%
Youth Apprenticeship	8%
Received an Industry Recognized Certificate/Credential	5%
Career Mentoring	9%
Mock Interview	30%
Company Tour	18%
Career Fair	65%
Career-related volunteering or service learning	23%

# 92.1%

**AASD  
SENIORS SAY  
THEY HAVE AN  
ACADEMIC  
AND CAREER  
PLAN AFTER  
GRADUATION.**

[Academic and Career Planning, or ACP](#), is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.

All students enrolled in grades 6 through 12 in public school districts will participate in ACP.

# HIGH SCHOOL PERFORMANCE

## STUDENT SUCCESS

### CLASS OF 2024'S COLLEGE PLANS

We encourage our students to be college, career, and community-ready in the AASD. Many of our students join the workforce right out of high school, others attend trade schools, some join the military, and others enroll in college. Below is a sampling of colleges this year's graduates will attend this fall:

Academy for Salon Professionals  
Arizona State  
Bradley Univ.  
Brigham Young  
Butler Univ.  
Calvin Univ.  
Carnegie Mellon Univ.  
Carroll Univ.  
Carthage College  
CCPA  
Colorado State Univ.  
Columbia College  
Concordia Univ.  
Denison Univ.  
DePaul Univ.  
Edgewood College  
Embry-Riddle  
Aeronautical Univ.  
Emory Univ.  
Florida Southern College  
Fox Valley Tech College  
Grace College  
Grand Canyon Univ.  
Iowa Central Community College  
Iowa State  
Johns Hopkins Univ.

Kansas State Univ.  
Kaskaskia College  
Kishwaukee College  
Lawrence Univ.  
Lees-McRae College  
Louisiana State Univ.  
Loyola Univ.  
Macalester College  
Marian Univ.  
Marquette Univ.  
MATC  
Metropolitan Community College  
Michigan Tech  
Middlebury College  
Milwaukee Area Tech College  
MIAD  
MIT  
Minnesota State  
Mississippi State  
Missouri Welding Institute  
MSOE  
North Central Univ.  
NE Wisconsin Tech College  
Northern Michigan Univ.  
NWTC  
Oakton College  
Ohio Univ.

Ole Miss  
Princeton Univ.  
Purdue Univ.  
Ripon College  
Rockford Univ.  
Salon Professional Academy  
Santa Barbara City College  
SCAD  
St. Olaf College  
St. Norbert College  
The College of Wooster  
Universal Technical Institute  
UC Davis  
U of M - Duluth  
Univ. of Central Florida  
Univ. of Cincinnati  
Univ. of Denver  
Univ. of Dubuque  
Univ. of Georgia  
Univ. of Iowa  
Univ. of Minnesota  
Univ. of Missouri  
Univ. of North Carolina  
School of the Arts  
Univ. of South Carolina  
Univ. of Springfield  
Univ. of Tampa  
Univ. of Vermont

UW-Fox Cities  
UW-Eau Claire  
UW-Green Bay  
UW-La Crosse  
UW-Madison  
UW-Milwaukee  
UW-Oshkosh  
UW-Platteville  
UW-River Falls  
UW-Stevens Point  
UW-Stout  
UW-Whitewater  
Valparaiso Univ.  
Vanderbilt Univ.  
Virginia State Univ.  
Viterbo Univ.  
Western Washington  
Wheaton College  
William Penn Univ.  
Winona State  
Yale Univ.

## CELEBRATING FUTURE EDUCATORS

In May we celebrated our graduating seniors from Appleton East, Appleton North, and Appleton West high schools who have committed to pursuing a career in education with our sixth **Pledge to Education Signing Event!**

These students have explored careers in education through Education Pathway classes, such as Intro to Teaching, CTE internships that give students hands-on experience in the classroom, or Educators Rising, a co-curricular that encourages pursuing education.

They signed a Pledge to Education that guarantees an interview with our Chief Human Resources Officer after completing a degree in Education.

**We have been honored to have six participants return to the AASD after taking the Pledge.**

We are so proud when our students want to become educators!





# FINANCIALS

## OPERATIONAL EXCELLENCE

### BUDGET HIGHLIGHTS FOR 2023-24

This year we saw several changes in the state budget and funding for education. The increase in the revenue limit to \$11,000 per pupil. AASD was at \$10,255.56 for the 2022-23 year. This increase impacts the budget in changing the maximum amount of funding we can receive through a combination of State Equalization Aid and local tax levy. The increase in revenue limit authority is nearly \$7.2 million.

Most of the increase in Revenue Limit Authority is being covered by the increase in the per student revenue allocation from the State. We will see an increase of \$6,134,924 in Equalized Aid from the State totaling \$104,558,048 for the 2023-24 year.

We will again get a "Declining Enrollment Exemption" as part of the revenue limit formula. These exemptions will help offset the loss of revenue we would have seen due to our declining membership.

The Tax Levy will see an increase this year due to three factors:

- The increase in Revenue Limit
- The operational referendum passed in November 2022.
- The amount the AASD is required to levy to fund private school vouchers. The voucher amount increased from last year's total of \$ 5,612,335 to \$7,461,107. Private school vouchers will make up \$.62 of our tax rate, or the equivalent of \$62 on \$100,000 of property.

After one year of a slight increase in enrollment, we again saw a slight decrease this year. We have now seen two years of relatively flat enrollment changes. **We continue to have a higher Open Enrollment-In count than Open Enrollment-Out count. This net effect of an additional 892 students has a positive impact through open enrollment funding.**

The 2023-24 budget includes the final funds available from the Federal government through the American Rescue Plan (often referred to as ESSER funding). The full amount of this revenue will be spent on mitigating the disruption to student learning caused by the pandemic. Some expenses have already been transitioned to the general budget such as summer school programming and iReady.

Compensation increases for 2023-2024 were approved earlier in the year for all staff, at an average increase of 6% for all employee groups. The Consumer Price Index (CPI) for districts was set this year at 8%.

The District issued part of the approved referendum debt in 2022-23 with the first issue of \$90 million. After refinancing and annual payments were made the outstanding debt at the end of 2022-2023 total is \$75,202,000.

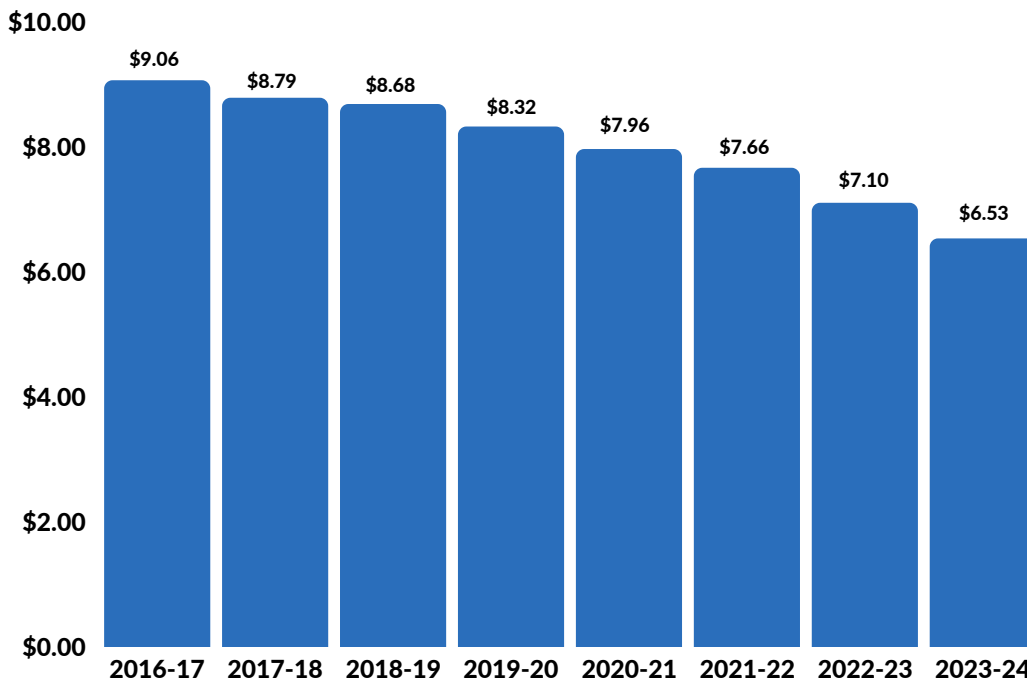
The District's Equalized Property Value increased by 14.11% from just under \$10.5 billion last year to nearly \$12 billion this year. This increase means our tax levy will be dispersed across more property value thus driving down the mil rate.

Our tax rate, often referred to as our mill rate, decreased from \$7.10 per \$1,000 of equalized valuation to \$6.53 per \$1,000 of equalized valuation. **2023-24 was the eighth year in a row in which the Appleton Area School District had a decrease in our tax rate.**

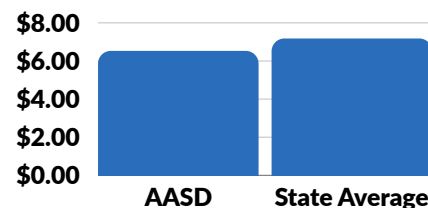
### AASD RECENT TAX (MILL) RATE

**This past year, our tax rate dropped to its lowest cost in almost 40 years.** The rate of \$6.53 on \$1,000 of property value has decreased by 32% over the past eight years.

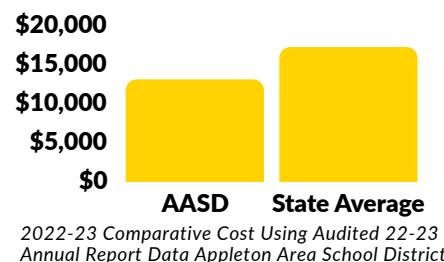
A tax rate of \$6.53 means a property owner will pay \$653 in taxes for every \$100,000 of a property's value. Included in this \$653 is \$62 that goes to private schools to cover the cost of voucher students.



### TAX RATE COMPARISON



### PER PUPIL COST



[Learn more about our District Budget on our website.](#)

# FINANCIALS

## OPERATIONAL EXCELLENCE

### DISTRICT REVENUE SOURCES

Wisconsin public school districts derive their revenue through four major sources:

- state aid
- property tax
- federal aid
- other local non-property tax revenues (such as gifts, grants, fees, and interest earnings)

The majority of AASD revenue is received through state and local sources.

*The AASD receives revenue for private vouchers through state aid and property taxes. This revenue is transferred, per state law, to local voucher schools.*

From audited 22-23 Annual Report Data Appleton Area School District

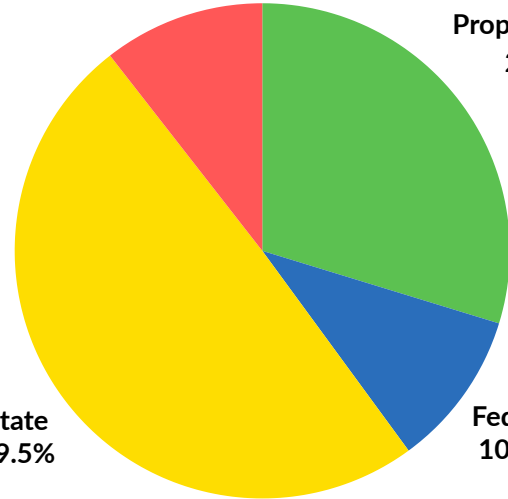
Gifts, Grants, Student Fees, Misc. Revenue etc

10.5%

Property Taxes  
29.7%

State  
49.5%

Federal  
10.2%



This chart excludes referendum funding for capital construction

### DISTRICT EXPENDITURES

#### INSTRUCTION

Expenditures related to Instruction include:

- Salaries and benefits for classroom staff, including teachers and paraprofessionals
- Classroom materials
- Curriculum materials & development

#### STUDENT SERVICES & SUPPORTS

Expenditures related to Student Services include:

- Salaries and benefits
  - Special Education staff
  - School Counselors
  - School Psychologists
  - Social Workers
  - School Nurses

#### ADMINISTRATION

Expenditures related to Administration include:

- Salaries and benefits of administrative staff, including principals

#### OPERATIONS, FACILITIES, & TRANSPORTATION

Expenditures related to Operations include:

- Salaries and benefits of Operation staff such as building engineers and maintenance staff, Business Services, Technology Services, Human Resources, and more
- School Safety Costs
- Technology Costs
- Building Maintenance Costs
- Contracted services for Transportation
  - Lamers Bus Lines
  - Jack's Cleaning
  - Special Education Transportation

#### FOOD SERVICE

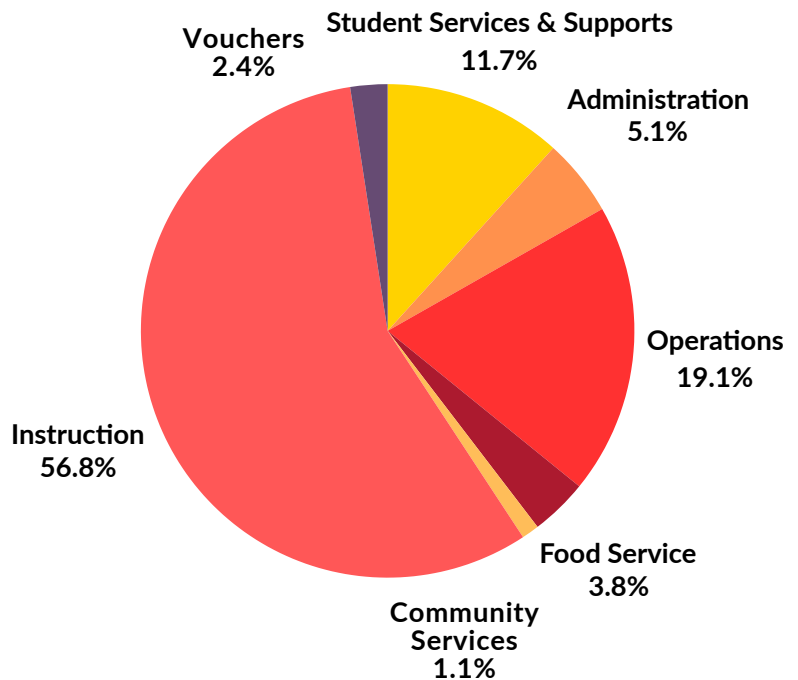
Expenditures related to Food Service include:

- Contracted Services for Staffing and Food Costs
- Equipment Costs

#### COMMUNITY SERVICES

Expenditures related to community services include:

- Extended Day Learning Program
- School Resource Officers (SRO)
- Crossing Guards
- Community Outreach Programs such as Birth-Five Outreach



This chart excludes referendum funding for capital construction

[Learn more about our District Budget on our website.](#)



# YOU HAVE CHOICES IN THE AASD

## STUDENT SUCCESS

### APPLETON CHARTER SCHOOLS

#### You Have Choices in the AASD

Charter schools in Appleton are all unique in their mission and offer diverse programming such as environmental education; engineering; fine arts; and Montessori education - to name a few.

**Over 3,000 4K-12 Appleton Area School District students are enrolled in our 15 different free, public charter schools.**

AASD offers a wide variety of unique academic programs, supports, and extracurricular activities in locations across Appleton at our 15 different charter schools, ensuring students have access to the tools they need to thrive and be successful. To fully compare school options and make informed selections we encourage families to explore ALL of our schools to ensure that the climate, culture, and academic offerings will meet their student's needs and help them succeed!

#### Charter School Facts

- Charter schools are tuition-free and enrollment is voluntary
- Charters have the flexibility to design and deliver innovative curriculum in nontraditional ways to meet the needs of participating students
- Charters may not discriminate in admissions, programs, or activities
- Students take state tests required of other public school students
- Teachers are certified and licensed by the Wisconsin Department of Public Instruction
- Staff are district employees and subject to all district policies and regulations

#### Explore Our Schools

Choosing a school for your child is an extremely important and personal decision, and it requires some research. The most important information is collected through personal experience, and we encourage prospective families to take tours and ask lots of questions so you can make an informed choice for your student.

Schools may host virtual events and online informational sessions along with in-person tours and shadow days. Check school websites and the social media channels of schools you are interested in, or contact the school directly to learn more about its plans.

#### Interested in Applying?

Our charter school application window opens in December for the upcoming school year. Mid-February is the cutoff to be placed in the lottery. Applications after that date will be put on the waiting list if no spots are available in the order they are received. Families are notified in early March if a seat has been reserved for their student, or if their name has been added to a waiting list.

Our charter school application portal remains open until the end of August. After that date contact the charter school of your choosing directly to see if there are current openings.



## CHARTER SCHOOL GROWTH

**1999:** Classical School (K-8)  
**2000:** Renaissance School for the Arts (9-12)  
**2002:** Appleton eSchool (7-12)  
**2002:** Tesla Engineering Charter (9-12)  
**2002:** Wisconsin Connections Academy (4K-12)  
**2003:** Valley New School (7-12)  
**2005:** Appleton Public Montessori (4K-6)  
**2005:** Fox River Academy (K-8)  
**2006:** Foster Elementary Charter (K-6)  
**2007:** Fox Cities Leadership Academy (9-12)  
**2007:** Kaleidoscope Academy (6-8)  
**2011:** Appleton Bilingual (K-5)  
**2014:** Appleton Technical Academy (9-12)  
**2023:** The Ompladé Academy (K-3) (*opening fall 2024*)  
**2024:** Hmong American Immersion School (4K-5) (*opening fall 2025*)

15

**THE AASD HAS 15 CHARTER SCHOOLS, SECOND IN THE STATE ONLY TO MILWAUKEE SCHOOL DISTRICT, WHICH HAS 19**

## WATCH FOR THE ANNUAL CHARTER SCHOOL FAIR

We host the Only in the AASD Charter School Fair each December. The event is free and open to the public. Interpreters will be available for families whose home language is Spanish or Hmong.

Families can learn more about the innovative and unique learning opportunities found only in the AASD. We encourage families to stop by the Fair for a convenient and easy way to learn more about each of our different, free, public charter schools in one day and one location.

**Watch our district website for this year's date and time.**

We encourage you to explore ALL of our charter schools to ensure that the climate, culture, and academic offerings will meet your student's needs and help them succeed!

**Note: Transportation for charter school students is the responsibility of the parent/guardian.**

# YOU HAVE CHOICES IN THE AASD

## STUDENT SUCCESS

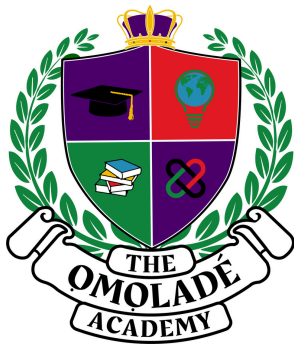
### MORE CHARTER CHOICES FOR FAMILIES

Since the late 90s, the AASD has recognized the need for charter schools through conversations with parents and students, outreach to local and statewide communities, and the knowledge that the traditional classroom does not always meet the needs of all students. *Our community desires diverse choices in learning and these options strengthen our district.*

The AASD encourages charter school growth to meet the needs of students at no additional cost to the district. This reflects a commitment to choice in education, which allows families and students to have options that align with their unique learning styles and preferences. Learn more about two new charter schools in the AASD below.

#### THE OMOLADÉ ACADEMY

The Omoladé Academy, an African-centered charter school, with authorizing partner the Appleton Area School District will be open to all students entering grades K-3 in the fall of 2024 and aims to provide a holistic educational experience that celebrates the cultural heritage of African descendants while fostering intellectual, leadership, and entrepreneurial talents in students.



African Heritage, Inc. (AHI) first approached the AASD in the fall of 2022 about serving as the authorizer for a new charter school. At that time, the State of Wisconsin was not accepting grant requests, which would be needed to fund the planning and start-up of a charter school. So, no action was taken by the AASD Board of Education.

During the summer of 2023, AHI applied for a charter school grant from the U.S. Department of Education and was awarded a five-year grant. Upon receiving the grant confirmation, valued at \$1,739,807, AHI again approached the AASD about serving as the authorizer of the newly named The Omoladé Academy charter school.

In the fall of 2023, the Board of Education voted to approve a five-year contract (charter) with the AASD to operate The Omoladé Academy. The charter school will initially serve K-3 students in the fall of 2024, with plans to expand to K-5.

The Omoladé Academy will teach an African-centered core curriculum approach, along with a rigorous STREEAM curriculum, integrating Science, Technology, Reading, Engineering, Entrepreneurship, Arts, and Math.

The mission of The Omoladé Academy is to ensure that each child becomes a competitive and bold change-maker in our global society.

The Omoladé Academy will be located within Huntley Elementary, 2224 N. Ullman St., Appleton, WI 54911

#### HMONG AMERICAN IMMERSION SCHOOL

The Hmong American Immersion School (HAIS), a 4K-5th grade charter school with authorizing partner the Appleton Area School District will focus on academic excellence utilizing Hmong culture, history, language, and next-generation socially and emotionally intelligent citizens.



HAIS received a \$1.5 million grant through the Wisconsin Department of Public Instruction (DPI) that includes one year for planning and multi-year funding for implementation. The AASD will serve as the authorizing partner.

The vision for HAIS is to empower 4K-5th grade students to embrace their cultural identity through rigorous academic experiences, preparing them to be active contributors to their diverse community.

HAIS will focus on equity-focused social and emotional learning through cultural integration, aiming to improve all students' academic achievement and post-secondary enrollment, while fostering community success and readiness for career, college, and community engagement.

HAIS recognizes the complexity of the Hmong community in the Fox Cities, where language barriers hinder interaction between different generations. By offering a curriculum centered on Hmong culture and language, HAIS seeks to bridge this gap and provide all students with an opportunity to learn about Hmong heritage and identity.

HAIS plans to open in the fall of 2025 in an AASD elementary school with capacity. The location will be confirmed in fall 2024.

### APPLYING TO AASD CHARTERS

Any student in the AASD can apply to enroll in The Omoladé Academy, HAIS, or our 13 other charter schools using the District's lottery charter application that opens in December.

Students living outside the Appleton Area School District must apply for Open Enrollment through the Department of Public Instruction (DPI) and complete the charter application.

[Learn more about applying to AASD charter schools here.](#)



# CHARTER SCHOOL LISTING

## STUDENT SUCCESS

### APPLETON CHARTER SCHOOLS

#### Appleton Bilingual School - Grades K-5

Opened September 2011

912 N Oneida Street

(920) 852-5535

<https://abs.aasd.k12.wi.us/>



The Appleton Bilingual School develops academic excellence and language fluency in Spanish and English, builds cross-cultural relationships, and nurtures an enthusiasm for learning in order for students to achieve future educational and career success and to become active citizens in local and global communities.

The Appleton Bilingual School is partnered with Columbus Elementary School.

#### Appleton eSchool - Grades 7-12

Located within Appleton East High School

Opened September 2002

2121 Emmers Drive

(920) 852-5608

<https://eschool.aasd.k12.wi.us/>



Fully virtual? Part-time online? Blended schedule? 'A la carte' online courses? Appleton eSchool has the flexibility to help you reach your goals! In addition, you can earn an "online course ready" badge for your high school transcript to demonstrate your online learning excellence for post-high school readiness!

#### Appleton Public Montessori - Age 4 - Grade 6

Opened September 2005

1545 E Broadway Drive

(920) 852-5515

<http://apm.aasd.k12.wi.us/>



Why Montessori? Emphasis on the whole child, individualized learning, Montessori certified teachers, multi-age classrooms, Performing Arts instruction, Environmental Studies within Plamann Park, Community Art Partnerships, and promotes independence, respect, responsibility, and leadership.



#### Appleton Technical Academy - Grades 9-12

Located within Appleton West High School

Opened September 2014

610 N Badger Avenue

(920) 852-5410

<https://atech.aasd.k12.wi.us/>



APPLETON TECHNICAL  
ACADEMY

The Appleton Technical Academy (ATECH) is committed to providing high school students with a jump-start toward successful and rewarding careers within the modern manufacturing and technology industries. They offer a unique blend of academic content focus and skill development in a highly engaging hands-on learning environment.

By partnering with Fox Valley Technical College (FVTC) and local business/industry, they are preparing our students for in-demand, high-paying occupations in high-growth industry sectors within the area of technology/manufacturing.

#### Classical School - Grades K-8

Opened September 1999

3310 N Durkee Street

(920) 852-5525

<https://classical.aasd.k12.wi.us/>



Classical School strives to develop graduates who are critical thinkers, coherent writers, confident speakers, thoughtful leaders, and virtuous citizens. The school day is structured around teacher-led instruction during which every educational minute matters.

Classical School is an official Core Knowledge Classical School® school that provides an engaging and academically rigorous curriculum (Core Knowledge® should not be confused with the Common Core Standards). The school promotes knowledge-centered education and the values of a democratic society.

Spanish language instruction is provided daily beginning in kindergarten. Exposure to Latin also begins in kindergarten. Students in grades K-8 participate in physical education, art, and music classes each week. Orchestra is available for students in grades 4- 8 and band for students in grades 5-8.

#### Foster Elementary Charter School - Grades K-6

Opened September 2006

305 W Foster Street

(920) 852-5470

<https://foster.aasd.k12.wi.us/>



Stephen Foster creates partnerships among students, staff, parents, and community members to serve a diverse population of learners comprised of the neighborhood and open-enrolled students.

Foster develops independent learners who honor diversity; show respect for themselves, others, and the environment; and seek to use their unique strengths to lead efforts to improve the world around them.

# CHARTER SCHOOL LISTING

## STUDENT SUCCESS

### Fox Cities Leadership Academy (FCLA) - Grades 9-12

Located within Appleton North High School

Opened September 2007

5000 N Ballard Road

(920) 852-5405

<http://fcla.aasd.k12.wi.us/>



FCLA offers a rigorous, contemporary & interdisciplinary curriculum that provides students with the opportunity to develop lifelong skills through our small learning community. FCLA focuses on the big picture by incorporating standards from two or more subject areas (integrated curriculum) so that students develop a deeper understanding of the topic or concept being studied. FCLA works with students and families to create a high school educational experience that will meet their post-secondary readiness goals.

FCLA students join a non-traditional learning community grounded in interdisciplinary coursework, contemporary issues, and working collaboratively with other students, staff, and community members; complete internships to explore post-secondary and career options; develop and present a professional leadership portfolio and resume; earn a Wisconsin Youth Leadership Skills Certificate issued by the DPI; and culminate their senior year with a student-designed Senior Capstone Project.

### Fox River Academy - Grades K-8

Located within and on the campus of Jefferson Elementary

Opened September 2005

1000 S Mason Street

(920) 852-5500

<https://fox.aasd.k12.wi.us/>



Fox River Academy is a nationally-recognized Green Ribbon School with a focus on the environment. Students are prepared to use 21st-century skills to problem solve. FOX integrates an environmental theme in all core subject areas as well as through technology and STEM. At FOX, students don't just read about science, they experience it through observation and discovery.

Students engage in meaningful community service-learning projects through which they develop skills and make contacts that will benefit them in college and future careers. Teaming with local universities allows our students firsthand experiences that prepares them for higher education success.

### Hmong American Immersion School (HAIS) - Grades 4K-5

Opening fall 2025

<https://hais.aasd.k12.wi.us/>



HAIS will focus on academic excellence utilizing Hmong culture, history, language, and next-generation socially and emotionally intelligent citizens. HAIS is designed to be responsive to the needs of our underserved, including students who are learning English as a second language. By focusing on culture and language, HAIS aims to support the academic success of these students and promote diversity within the educational options available in the community. HAIS strives to create a supportive learning environment that fosters a sense of belonging and enhances the well-being of all students.

### Kaleidoscope Academy - Grades 6-8

Opened September 2007

318 E Brewster Street

(920) 852-5430

<https://ka.aasd.k12.wi.us/>



Kaleidoscope Academy is a dynamic middle school focused on student voice and choice, student-centered learning, relationships, and social-emotional skills. Students have more choice and flexibility through diverse course options. These include classes such as dance, app creation, culinary, interior design, theater, personal fitness, 2-D and 3-D art, graphic arts, STEM offerings, and creative music making. All other middle-level course traditional options are available to students as well. Kaleidoscope Academy uses flexible blocks of time with interdisciplinary teaming in a technology-rich environment. Instruction is inquiry-based and progressively project based.

Transitioning from elementary school is smoother as students work within a two-teacher team for two-thirds of their day. For students looking for an innovative and collaborative learning environment, Kaleidoscope Academy provides the opportunity for students to make their own choices, develop their interests at an earlier age, and prepares them with the skills needed to tackle complex tasks in an ever-changing global society.

### The Omolade Academy - Grades K-3

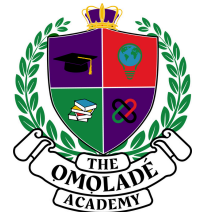
Located within Huntley Elementary

Opening Fall 2024

2224 N. Ullman St.

(920) 852-5495

<https://omolade.aasd.k12.wi.us/>



Named "The Omolade Academy" - which translates to "Child of the Crown" in the Yoruba language - this charter school aims to provide a holistic educational experience that celebrates the cultural heritage of African descendants while fostering intellectual, leadership, and entrepreneurial talents in students.

The Academy will teach an African-centered core curriculum approach, along with a rigorous STREEAM curriculum, integrating Science, Technology, Reading, Engineering, Entrepreneurship, Arts, and Math. The mission of The Omolade Academy is to ensure that each child becomes a competitive and bold change-maker in our global society.





# AASD CHARTER SCHOOLS

## STUDENT SUCCESS

### Renaissance School for the Arts - Grades 9-12

Located within Appleton West High School  
Opened September 2000  
610 N Badger Avenue  
(920) 852-5611  
<http://rsa.aasd.k12.wi.us/>



The Renaissance School for the Arts High School has been a charter high school in Appleton for over 20 years. They are an arts-based school that is dedicated to blending high-quality arts experiences with advanced academic coursework/scheduling that mirrors college life.

They seek to tap into the creativity of all students and provide experiences that build that creative capacity and apply it to significant academic and artistic endeavors. Students attending RSA complete RSA coursework in the afternoon at West High School and attend their core classes at either East, North, or West High School in the morning.

Graduates from RSA will be prepared for the academic challenge AND the organizational skills required for success in college by blending the creative capacity of all students with the fostering of intellectual growth in a caring community of artists. RSA students are academically, intellectually, and creatively prepared for success at university and beyond.

### Tesla Engineering Charter School - Grades 9-12

Located within Appleton East High School  
Opened September 2002  
2121 Emmers Drive  
(920) 852-5400  
<http://tesla.aasd.k12.wi.us/>



Tesla provides a comprehensive, challenging educational experience created to meet the needs of students with an interest in science, technology, engineering, and mathematics or STEM. Implementing a course of instruction developed and supported by Project Lead The Way, Tesla strives to help students understand the practical application of math, science, and technology in the context of engineering and design.

### Valley New School - Grades 7-12

Located within the City Center  
Opened September 2003  
122 E. College Ave, Suite 2B  
(920) 852-5605  
<https://vns.aasd.k12.wi.us/>



Valley New School is a learning community that empowers individuals to become purposeful adults. VNS welcomes all students grades 7-12 to design and implement a truly Personalized Learning Plan based on their passions, future goals, current strengths, and areas for personal and academic growth. Through project-based learning, students learn how to learn: they conduct in-depth research on topics of interest, create high-quality products that analyze and synthesize what they have learned, and utilize reflection to grow. Their 17:1 student-advisor ratio and multiage advisories ensure long-term relationships and individual support.

VNS graduates are self-aware, community-minded, and versatile. They communicate effectively and have learned to manage their time and tasks, set and accomplish goals, utilize technology and resources, and collaborate to create innovation.

### Wisconsin Connections Academy - Grades 4K-12

Opened September 2002  
350 W Capitol Drive, Appleton  
(920) 852-5415  
<https://wca.aasd.k12.wi.us/>



A leader in virtual education, Wisconsin Connections Academy (WCA) creates dynamic opportunities for learners to succeed. At the heart of WCA is a standards-based curriculum. This comprehensive curriculum affords WCA students the ability to receive a quality education within an environment that is most conducive to their learning while parents enjoy greater involvement in their children's educational life. The curriculum is delivered via the internet with online materials including lessons, textbooks, workbooks, and other supplementary materials.

Although students attend school from a variety of locations, WCA is committed to making each experience meaningful and successful in an environment that is most conducive to student learning. Therefore, each student works with Wisconsin-licensed teachers and a Learning Coach (usually a parent). These individuals work together to combine the best in virtual education with very real connections among students, families, teachers, and community.



## OPEN ENROLLMENT

If a student resides in the Appleton Area School District and completes the charter school application process, they do not need to complete the district's School of Choice Open Enrollment application.

The Open Enrollment (OE) process is separate from the charter school student application process.

Students living outside the Appleton Area School District must apply for Open Enrollment through the Department of Public Instruction (DPI) between February 5, 2024 - April 30, 2024, through the Department of Public Instruction (DPI) in addition to completing the charter school application process.





### **AASD VISION**

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.

### **AASD MISSION**

To support success in life for Every Student, Every Day, we will:

- Ensure a safe, healthy, and welcoming school environment for ALL.
- Ensure every student is academically, socially, and emotionally successful and graduates ready for career, college, and their community.
- Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success.
- Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence.