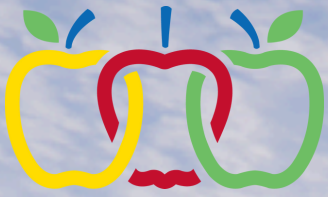


SUMMER 2023



ANNUAL REPORT

Appleton Area School District's Report to the Community

SANDY SLOPE ELEMENTARY

Check out

**REFERENDUM INFO
INSIDE**



A MESSAGE FROM THE BOARD PRESIDENT

Dear Community Members,
The Appleton Area School District (AASD) is pleased to present our 2023 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.

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.

November 8, 2022, was a great day for our District, as Appleton area voters approved two Referendum questions by convincing margins. We are very grateful for the community support, which will allow us to expand, renovate and upgrade our facilities, as well as lower class sizes for K-2 students, and enhance STEM programming, to meet the needs of students.

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

Kay Eggert
President

Pheng Thao
Member

Kristine Sauter
Vice President

Nick Ross
Member and WASB
Delegate

James Bacon
Clerk

Jason Kolpack
Member and CESA 6
Delegate

Edward Ruffolo
Treasurer

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

Learn about Public Input opportunities at www.aasd.k12.wi.us

SUPERINTENDENT'S MESSAGE



A MESSAGE FROM SUPERINTENDENT HARTJES

For the first time in many years, we are providing our Community with an Annual Report. As you review the report you will learn about the many successes our students experienced during the 2022-2023 school year, and our excitement for their future.

Last fall's referendum saw the highest percentage of "yes" votes in the history of AASD referendums. The first question, which allowed us to move forward with \$130 million in much-needed building projects received 70% support from voters.

The second question, aimed at reducing class sizes in early grades and providing dedicated staffing for Science, Technology, Engineering, and Math classes, was supported by 67% of voters. These two referendum questions will lead to student success for years to come. These referendums will pave the way for long-term student success. We are incredibly thankful to our community for the ongoing support provided to our students and staff.

In this report, you will read about the class of 2023 and it's 1000+ graduates. These young adults are ready to "lead, care, and contribute" at their college of choice, the military, or in our local workforce.



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 Early Childhood and 4K sites** located throughout our community, our **welcoming and inclusive neighborhood schools**, and our **13 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 recently passed 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
- **60% of our staff** have advanced degrees
- The average educator has been with the AASD for **12 years**



SUBSTITUTE STATS

- During the 2022-23 school year, **nearly 400 substitutes** worked in our schools
- Subs contributed to our schools for **139,195 hours** last school year
- **35 substitutes** worked at least **1,000 hours**
- Last year, we hired **150 new substitutes**
- In a given year our number of working subs ranges from 370-420 employees

SUCCESS FOR EVERY STUDENT, EVERY DAY



FOLLOW THE AASD ON FACEBOOK AT [WWW.FACEBOOK.COM/AASDWIS](https://www.facebook.com/AASDWIS)

PORTRAIT OF A GRADUATE

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.

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.

How did we get here?

In 2019 a team of educators and administrators came together to form our Portrait of a Graduate team. They focused their work around a common question.

What qualities are most important for a successful graduate of the AASD?

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.

After conversations, surveys, and interviews with students, staff, parents, and community members, nine attributes rose to the top. The team then organized those attributes into three key themes - They are Lead, Care, Contribute

When we say **Lead**, we mean that all AASD students will lead by example through critical thinking, problem-solving, and effective communication.

When we say **Care**, we mean that all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.

When we say **Contribute**, we mean that all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.

This year, in our Career Based Learning Senior Survey, we asked our students if they feel prepared to Lead, Care, and Contribute.

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



**PORTRAIT OF
A GRADUATE**

**AASD
STUDENTS**



LEAD



CARE



CONTRIBUTE

STUDENT DEMOGRAPHICS

STUDENT SUCCESS

2022-23 TOTAL DISTRICT DATA

STUDENT GROUPS	%
Students of Color	37%
Students with Disabilities	18%
English Learners (EL)	11%
Economically Disadvantaged	45%
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, thirteen Charter schools, and one magnet school.

TOTAL STUDENT POPULATION

Total Enrollment: 15,282

RACE/ETHNICITY	%
American Indian or Alaska Native	>1%
Asian	12%
Native Hawaiian or Other Pacific Islander	>1%
Black or African American	5%
Hispanic or Latino	13%
White	63%
Two or more races	6%

WHO ARE OUR ENGLISH LEARNERS?

In the AASD, approximately 1,628 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.

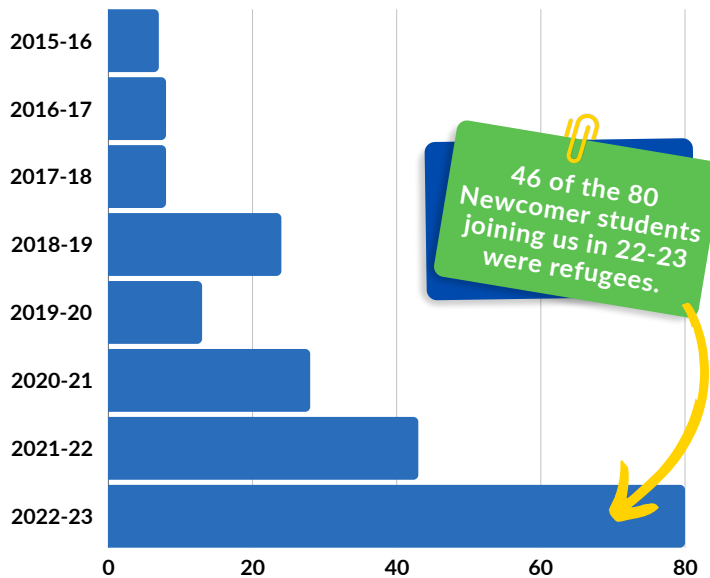
Starting in the 2023-24 school year we will be expanding EL services to all elementary, middle, high schools, and charter schools.

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.

NUMBER OF NEWCOMER STUDENTS SHOWS RAPID GROWTH



2022-23 NEWCOMER COUNTRIES OF ORIGIN

- India
- Laos
- Mexico
- Nicaragua
- Peru
- Russia
- Rwanda
- Ukraine
- Afghanistan
- China
- Cuba
- Democratic Republic of the Congo
- Haiti
- Honduras

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.

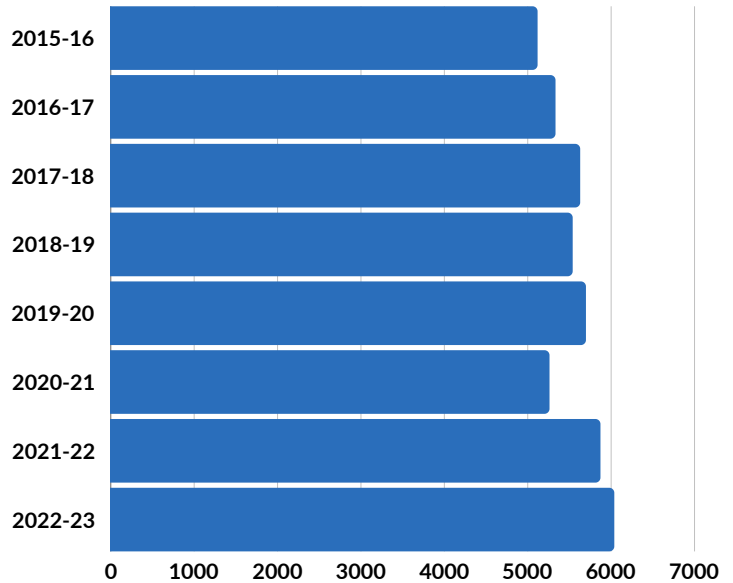
- \$36,075 for a family of four to qualify to receive free meals
- \$51,338 for a family of four to qualify to receive reduced meals

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 the [Community Eligibility Provision \(CEP\)](#) program so we can offer free school meals to all children in high-poverty schools without collecting household applications.

FREE MEAL QUALIFICATION CONTINUES TO GROW IN THE AASD



CEP SCHOOLS FOR 2023-24

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 500 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

HOMELESS STUDENTS	19-20	21-22	22-23
AASD Students Qualifying for Homeless Support	301	460	503



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.

ENGLISH LEARNERS

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 Student 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 (*new for 23-24*)

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

DID YOU KNOW?

While over 65 languages are spoken in our district, the most common languages spoken within our EL program are:

- Spanish
- Hmong
- Swahili and Kinyarwanda
- Dari and Farsi
- Chuukese



In May a celebration was held in honor of 30 years of Appleton Even Start Family Literacy. Alumni, former staff, and current families celebrated the success of this long-running program.

APPLETON EVENSTART

For over 30 years the Appleton Area School District has partnered with Fox Valley Technical College for the **Appleton Even Start Family Literacy (ESFL) program.**

The program, housed at the Community Early Learning Center, helps adults learn to speak, read and write English or acquire a GED in a supportive environment, while their children, ages, birth-five, engage with trained early childhood educators in a preschool setting.

Family literacy is a two-generation model where children benefit from high-quality early learning experiences focused especially on language and social/emotional development in a play-based environment, while their parents are learning English, earning a high school diploma, and/or gaining career skills for employment.

In addition to classes for adults and children, each family receives a minimum of three home visits per school year from trained Parents as Teachers educators where learning for the family continues in a more intimate setting. Parents learn appropriate activities and practices to engage their children and optimize their learning.

Pamela Franzke, AASD Even Start Family Literacy Director says that “the long-standing collaboration between AASD and FVTC in providing this wrap-around program has been an amazing opportunity for our families. We ensure a targeted focus on engaging young families in language, and literacy, achieving their goals, and increasing their parenting skills. From classroom instruction to home visiting, our goal is to empower the family unit.”

Families served in 2021-2022

- 38, including 40 adults and 54 children

Languages spoken

- Dari and Farsi (42.1%)
- Spanish (36.8%)
- Hmong (10.5%)
- Swahili (7.9%)
- Burmese (2.5%)

SCHOOL INFORMATION

STUDENT SUCCESS

NEIGHBORHOOD SCHOOLS	NUMBER OF STUDENTS
Appleton Community 4K	774
Badger Elementary School	308
Berry Elementary School	416
Columbus Elementary School	126
Dunlap Elementary School	379
Edison Elementary School	255
Ferber Elementary School	616
Foster Elementary School	249
Franklin Elementary School	294
Highlands Elementary School	542
Horizons Elementary School	318
Houdini Elementary School	553
Huntley Elementary School	643
Jefferson Elementary School	277
Johnston Elementary School	414
McKinley Elementary School	499
Richmond Elementary School	287
Einstein Middle School	553
Madison Middle School	604
Wilson Middle School	363
East High School	1279
North High School	1550
West High School	1141

CHARTER SCHOOLS	NUMBER OF STUDENTS
Appleton Bilingual School	133
Appleton eSchool	39
Appleton Public Montessori	144
Appleton Technical Academy	88
Classical School	486
Fox Cities Leadership Academy	57
Fox River Academy	98
Kaleidoscope Academy	484
Odyssey Magellan School	200
Renaissance School for the Arts	151
Tesla Engineering School	147
Valley New School	57
Wisconsin Connections Academy	580

DID YOU KNOW?

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



WHAT OUR FAMILIES SAY

FAMILY PARTNERSHIPS

FAMILY ENGAGEMENT SURVEY RESULTS

Our recent spring Family Engagement Survey shows that most families believe AASD schools are clean and safe, families are treated with respect, and student learning is a high priority. Thank you to more than 2,800 families that responded!

The AASD is committed to creating an excellent place for students to learn, teachers to teach, and staff to work. To build on this commitment, the leadership of the AASD continually gathers and analyzes data on essential goals and measures.

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.

Below are some highlights of the survey.

- 87%** of parents agreed or strongly agreed that their family is treated with respect at their school.
- 84%** of parents agreed or strongly agreed that the staff members at their school demonstrate a genuine concern for their child.
- 86%** of parents agreed or strongly agreed that their child's learning is a high priority at their school.
- 80%** of parents agreed or strongly agreed that their child's school maintains an environment that is safe, respectful, and conducive to learning.

AASD BY THE NUMBERS

13 Public charter schools in the Appleton Area School District, second only to the Milwaukee School District, which has 19

Languages are spoken in our schools with the majority of the non-English speaking students speaking Hmong and Spanish

65+

86.5%

2022-23 graduation rate

1,204,327

Lunch meals served in the 2022-23 school year

70%

Of voters supported our Capital Referendum

60%

At the close of the 2022-23 school year, 60% of our staff held an advanced degree

Career and Technical Education opportunities for 7-12 grade students during the 22-23 school year

78

22,773

Chromebooks deployed and supported across the district

24,970

Breakfast & Lunch meals served in the 2022 summer meal program

5,217+

Service tickets responded to by AASD Tech Services during the 2022-23 school year

18

Appleton Community 4K sites (14 community partner sites and 4 school host sites)

Weekly free playgroups held by AASD Birth-Five Outreach for children 5 and under and their families

88



REFERENDUM UPDATES

Our recently passed 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

- Over the past five years, we have prepaid on our 2014 referendum debt, **saving taxpayers approximately \$4.5 million in interest.**
- We've **reduced our tax rate** in each of the past six years. Our 2022 rate of \$7.10 on \$1,000 of property is more than \$1.00 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: www.aasd.k12.wi.us/district/fall_2022_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

- Addition of a new atrium that will serve as a multi-use space:
 - cafeteria
- 2 large multi-purpose classrooms on the second level of the atrium)
- Indoor physical education/ practice facility

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



ATTENDANCE

INCLUSIVE & ENGAGING CULTURE

ATTENDANCE DATA

We believe there is a positive relationship between school attendance and student success. It further believes that school attendance is a responsibility shared by students, parents, schools, and the community.

In the 2022-2023 school year much of our time and energy was focused on student attendance. **School closures, challenges with virtual learning, and required periods of isolation and quarantine all contributed to increased student absences.**

Last year, we saw absentee rates for students that were **higher than in years prior to the pandemic**. This reflected national and state-wide trends. Although we recognize

that this was an unfortunate but necessary aspect of the pandemic response, we also know that student attendance is directly tied to student success.

School attendance, all day, every day, is incredibly impactful on students' academic success starting in preschool and continuing through high school. **Even as students grow older and more independent, our families play a crucial role in ensuring students get to school safely every day and understanding why attendance is so important for success in school and life.**

We further 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.

CHRONIC ATTENDANCE

	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	3.0%	N/A*	N/A**	22.1%	8.5%
Middle	5.7%	N/A*	N/A**	21.0%	12.5%
High School	8.7%	N/A*	N/A**	25.6%	14.5%

CHRONIC ATTENDANCE CONCERN

If a student's excused absences equal 10% or more of total school days.

TERMS TO KNOW

HABITUAL TRUANCY

All or part of 5 days unexcused in a semester.

HABITUAL TRUANCY

	SEMESTER	2018-19	2019-20	2020-21	2021-22	2022-23
Elementary	SEMESTER 1	4.6%	3.1%	N/A**	3.0%	3.1%
Elementary	SEMESTER 2	6.5%	N/A*	N/A**	3.0%	4.7%
Middle	SEMESTER 1	12.7%	9.6%	N/A**	14.8%	10.7%
Middle	SEMESTER 2	14.1%	N/A*	N/A**	11.6%	16.2%
High School	SEMESTER 1	34.0%	27.1%	N/A**	30.5%	30.5%
High School	SEMESTER 2	36.0%	N/A*	N/A**	26.9%	35.5%

*Because of the state-mandated school closures and rapid transition to virtual instruction during March of 2020 Chronic Attendance/ Habitual Truancy second semester attendance data is not comparable to other school year data. **Data from the 20-21 school year is also not comparable to other school year data due to the transition across our schools from virtual, to hybrid, to in-person learning.

EFFORTS TO INCREASE ATTENDANCE

COMMUNICATION

- Clear, concise, and consistent communication about schedules and expectations
- 4 letters to communicate when a student's attendance reaches a level of concern.
 - **2 letters related to Unexcused Absences:**
 - Approaching habitual truancy – All families will receive this letter once their student reaches 3 unexcused absences.
 - Met habitual truancy – Families may receive this letter once their student reaches 5 unexcused absences.
 - **2 letters related to Excused Absences:**
 - Approaching chronic attendance concern – All families will receive this letter once their student reaches 7 excused absences.
 - Met chronic attendance concern – Families may receive this letter once their student reaches 10 excused absences.
- Personalized communication with families when students are absent

COMMUNITY COLLABORATION

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

INCLUSIVE & ENGAGING CULTURE

- Attendance teams at all school sites
- Create belonging & connection through classroom community building
- Connections to caring adults at school
- Student meetings regarding attendance concerns/truancy conferences

ATTENDANCE INTERVENTIONS & SUPPORTS

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

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 **14 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 approved 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.



774

4K students in the 2022-23 school year

44

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

33

DPI certified teachers

18

4K sites, 14 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
- being able to know numbers with their quantity without one-to-one counting
- describing and measuring complex shapes and objects

In the spring of 2022-23, our TS GOLD assessment showed that 90% or more 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 2022-23, 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.

WHAT OUR FAMILIES SAY

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*



"It's been wonderful for my child to meet other kids her own age and learn how to interact with them in a structured environment."

"Feelings seem to be big and overpowering at a young age, I wish I learned these coping strategies when I was younger. I feel that learning these tools now will carry on and help as she gets older."

"We have seen improvement in his handling of and expressing himself. He feels more confident in playing with other kids and making friends."

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%

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%

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%

* 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

Although there have been statewide conversations and legislative proposals relating to changes in how students learn to read and write, the **AASD has already been focusing on improving student outcomes in English Language Arts (ELA) as part of its continuous improvement work.**

As part of this ELA program evaluation, we have been reflecting on student achievement, instructional practices, professional development, and assessment structures in order to identify what we need to adopt, adapt, or abandon within our instruction.

This process is still ongoing, however, **we've recognized the need to move towards a Structured Literacy program** that will strengthen students' foundational skills in the lower grades and improve reading and writing skills in the intermediate grades.

The focus during the 2023-24 school year will be on

- building capacity and understanding in administrators and teachers around the shifts needed within ELA instruction
- field study various programs to support these shifts.

WHY THE SWITCH FROM A BALANCED LITERACY APPROACH TO A STRUCTURED LITERACY APPROACH?

Based on extensive brain research (Science of Reading research) and validation over time, Structured Literacy is considered more effective than Balanced Literacy because it provides students with a clear, step-by-step approach to developing the foundational skills they need to become successful readers, including phonemic awareness, phonics, decoding, and spelling. This approach ensures students master each skill before moving on to the next, which is critical for building a solid foundation in reading.

Additionally, Structured Literacy instruction is designed to be multisensory, engaging all senses in the learning process, which is especially effective for students with dyslexia and other learning differences. While Balanced Literacy incorporates many different strategies for teaching reading, it can lack the specific guidance and structure necessary for students to develop strong foundational skills.

Overall, the Science of Reading research, paired with our Early Literacy District Audit results, indicates that Structured Literacy is a highly effective approach to teaching reading and can be a powerful tool for ensuring that all students achieve reading success.

ACTION STEPS FOR 2023-24

INSTRUCTIONAL

- K-6 - Develop an instructional structured literacy framework based on the **Science of Reading.**
- 7-12 - Utilize high-leverage strategies for executive functioning supports, interactive read-aloud look fors, and tools to offer varying levels of support in reading and writing.

MATERIALS

- K-2 - Field test and then select K-2 instructional materials focused on **phonics and foundational skills development.**
- 3-6 - Field test and then select instructional materials focused on **phonics and foundational skills intervention.**
- 7-8 - Research program materials focused on skill progression of reading, writing, speaking, listening, and language.
- 9-12 - Review the texts/sources in our ELA book rooms to determine future considerations for School Board approval.

ASSESSMENTS

- K-2 - Establish an assessment system that focuses on **dyslexia screening and foundational skills** aligned with our future AASD structured literacy vision.
- K-12 - Field test and select an assessment system to support progress monitoring measures.

INTERVENTIONS

- K-12 - Identify a needs-based intervention system that will best support our ELA instructional and assessment shifts.

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.

There is a greater focus on using pictures or context to identify meaning in the text. Within a balanced literacy approach, there is a greater focus on the activities that facilitate instruction (read-aloud, shared reading, guided reading, independent reading).

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.

In contrast to Balanced Literacy, there is less of a focus on the activities and more on the structure of language (phonology, sound-syllable correspondences, syllables, morphology, syntax, and semantics).

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
- Basic
- Proficient
- 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%

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%

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%

* 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.

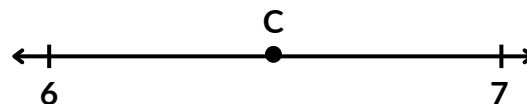
$$792 \div 24 = p$$

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. $\sqrt{50}$

ANSWERS

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 student 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.

MATHEMATICS INSTRUCTION

STUDENT SUCCESS

5K-12 MATHEMATICS UPDATE

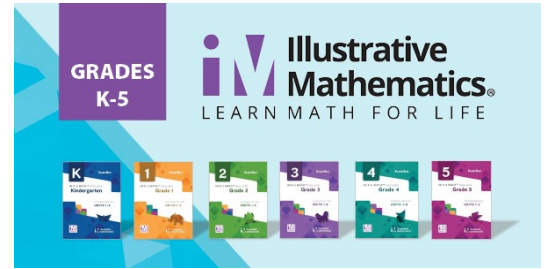
In the 2021-22 and 2022-23 school years, an AASD 5K-12 math work group examined how math is taught and how students perform in mathematics from grades 5 to 12.

Based on their findings, they concluded that there is a requirement for consistency in the resources, learning progressions, and standards used for the math curriculum across all grades (5K-12).

This will help enhance students' understanding and skills in mathematical concepts and practices, evaluate instructional practices, and student outcomes in mathematics.

Because of this work the following updates were made and will be implemented across the AASD:

- Elementary previously used the WI Standards for Mathematics and secondary used the Common Core State Standards for Mathematics as the AASD Mathematics Standards. **Moving forward, the AASD Mathematics Standards will be the WI Standards for Mathematics for 5K-12**
- The AASD 5K-12 Guiding Principles for Universal Instruction in Mathematics and AASD 5K-12 Best Practices & Pedagogy in Teaching Mathematics were revised to align with our current practices
- 5K-8 will use Kendall Hunt Illustrative Mathematics as the resource and curriculum for 5K-8 mathematics
- 9-12 will use Savvas enVision Mathematics Algebra 1, Geometry, and Algebra 2 as the resource to support the AASD standard-based curriculum for Algebra 1, Algebra 1A, Algebra 1B, Geometry, Algebra 2, and Algebra 2 for Precalculus



IMPLEMENTATION TIMELINE

2023-24

- 5K-8 charter and magnet schools (Foster, Fox River Academy, Odyssey/Magellan)
- 7-8 middle schools (Einstein, Kaleidoscope, Madison, & Wilson)
- 9-12 high schools (East, North & West)

2024-25

- 6th grade at all 4 middle schools

To be determined based on ELA implementation

- 5K-5 elementary schools

The text and materials provide a consistent curriculum to support student success across the district for all students:

- Materials assess grade-level content within a daily lesson structure and provide all students with grade-level problems to meet the full intent of grade-level standards
- Materials are consistent with the CCSSM and the WI Standards for Mathematics
- Address the major clusters of the grade, have supporting content connected to major work, make connections between clusters and domains, and have content from prior and future grade-level work
- Develop conceptual understanding of key mathematical concepts, give attention to procedural skills and fluency, and spend time working with engaging applications of mathematics
- Opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content to engage students to guide their own mathematical development

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
2017-18	19.9	19.8
2018-19	19.7	19.6
2019-20	19.9	19.8
2020-21	19.2	19.1
2021-22	19.3	19.2

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
2017-18	42.4%	38.4%
2018-19	39.7%	38.0%
2019-20	40.2%	38.1%
2020-21	31.5%	33.9%
2021-22	34.8%	36.5%

AVERAGE ACT ELA SCORE

YEAR	AASD	STATEWIDE
2017-18	18.2	18.1
2018-19	18.1	18.0
2019-20	18.3	18.2
2020-21	18.0	17.9
2021-22	18.0	17.9

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
2017-18	42.4%	38.4%
2018-19	39.7%	38.0%
2019-20	40.2%	38.1%
2020-21	23.9%	26.3%
2021-22	27.6%	28.2%

AVERAGE ACT MATHEMATICS SCORE

YEAR	AASD	STATEWIDE
2017-18	20.0	19.9
2018-19	19.6	19.4
2019-20	19.9	19.8
2020-21	19.2	19.1
2021-22	19.0	19.0

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%

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 German/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

OVER THE PAST 4 YEARS
AN AVERAGE OF 71% OF
AASD STUDENTS PASSED
THEIR AP EXAMS

71%

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

RECENT COURSES OFFERED

- Accounting 206
- 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.

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

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%	Not released at this time

GRADUATION REQUIREMENTS

Students in the AASD have access to courses that provide a balanced academic background which 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



1,074

STUDENTS
GRADUATED IN OUR
CLASS OF 2023

CLASS OF 2023'S FUTURE PLANS

POST HIGH SCHOOL PLANS	2023 SENIORS
Full Time Employment	14%
Enlisting in the Armed Forces (i.e. Army, Marines, Air Force, Coast Guard etc.)	2%
Other Advanced Training (i.e Apprenticeship)	1%
Attending Technical College	19%
Attending Four Year or Two Year College or University	64%

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	2023 SENIORS
Job Shadow	12%
Internships (paid or unpaid)	6%
Youth Apprenticeship	29%
Received an Industry Recognized Certificate	2%
Career Mentoring	4%
Mock Interview	9%
Company Tour	8%
Career Fair	22%
Career-related volunteering or service learning	8%

90.93%

AASD SENIORS
SAY THEY HAVE
AN ACADEMIC
AND CAREER
PLAN AFTER
HIGH SCHOOL
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 2023'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
Augustana Univ.
Beloit College
Black Hills State
Boston College
Bradley Univ.
Brigham Young
Butler Univ.
Calvin University
Carleton College
Carroll Univ.
Carthage College
Carnegie Mellon Univ.
Central Michigan Univ.
Columbia College
Concordia Univ.
Dartmouth College
DePaul Univ.
Drake Univ.
Edgewood College
Emmaus Bible College
Florida Atlantic Univ.
Fox Valley Tech
Freed Hardeman Univ.
Fresno State

Grace College
Gustavus Adolphus
Hillsdale College
Iowa Central CC
Iowa State
Kaskaskia College
Kishwaukee College
Lakeland
Lawrence Univ.
Lewis Univ.
Macalester College
Marian Univ.
MATC
Marquette Univ.
Michigan Tech
Milwaukee Area Tech College
MIAD
MIT
Minnesota State
Missouri Welding Institute
MSOE
New York Univ.
North Central Univ.
NE Wisconsin Tech College

Northeastern Univ.
Northern Michigan Univ.
Northwestern Univ.
Notre Dame
NWTC
Princeton Univ.
Purdue Univ.
Ripon College
Riverland CC
Rochester Institute of Tech
SCAD
Southern Utah Univ.
St. Louis CC
St. Olaf College
St. Mary's Univ.
St. Norbert College
U of M - Duluth
University of Chicago
Univ. of Central Florida
Univ. of Dubuque
Univ. of Georgia
Univ. of Iowa
Univ. of Minnesota
Univ. of Missouri
Univ. of Nebraska

Univ. of South Carolina
Univ. of South Florida
Univ. of St. Thomas
Univ. of Tampa
Univ. of Wyoming
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
WCTC
Western Michigan
Western Washington
Wheaton College
Winona State
Wisconsin Lutheran
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 a Pledge to Education Signing Event!

We were also proud to feature Haley Peterson, (far left) who attended our first Pledge to Education event in 2019. She is now a Special Education Teacher at Appleton East.

These students have participated in programming to explore careers, such as Intro to Teaching, and signed a Pledge to Education that guarantees them an interview with our Chief Human Resources Officer after their completion of a degree in Education.

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



HIGH SCHOOL PERFORMANCE

THREE AASD GRADS HEAD TO PRINCETON THIS FALL

The Appleton Area School District is incredibly proud of the three exceptional students, one from each of our neighborhood high schools, who have been accepted into Princeton University, one of the most prestigious educational institutions in the world. This accomplishment not only reflects the dedication and talent of these remarkable students but also serves as a testament to the district's commitment to fostering a culture of academic excellence.

We are so proud of their accomplishments and can't wait to see the significant impact they'll have on the world as they embark on this transformative journey at Princeton this fall.



MINH THANH NGUYEN, APPLETON WEST

Planned Major

Electrical & Computer Engineering

Planned Minors

Robotics and Intelligent Systems and Sustainable Energy

Minh's primary aspiration is to work as an engineer in the renewable energy field to innovate existing energy sources such as solar and wind. He has a deep reverence for the natural world and wants to contribute to the remediation of our environment. Another aspiration is to be at the forefront of automotive and robotic innovation to lessen society's dependence on fossil fuels.

Minh chose Princeton University over other prestigious universities because it suited his needs and ambitions the best. Minh says that "Princeton has one of the most renowned and expansive STEM departments in America, and the campus and surrounding environment are the most beautiful in America." His brother also attends Princeton, which he says is convenient for him and his parents; Minh also received the most financial aid from Princeton. At Princeton, he looks forward to joining clubs and meeting new people who will foster his growth in and outside the classroom and lab and "capitalizing on Princeton's substantial network of renowned professors and scholars to help make my aspirations a reality."

MYA KOFFIE, APPLETON NORTH

Planned Major

Political Science or Sociology

Planned Minors

Gender and Sexuality Studies

Mya dreams of becoming a social justice lawyer who defends the human rights of society's most vulnerable. She also aspires to deepen her learning in gender studies and to advocate for the passing of additional anti-sexism legislation — such as the Equal Rights Amendment.

She selected Princeton University almost immediately after visiting, she fell in love with the campus, the student body, and the effort that the school puts forth to make every year exciting. She says that the "dazzling list of Princeton alumni and the distinguished faculty members to me was an incredible plus. The place hums with enthusiasm for intellect, and truly it was the thought of matriculating into a community of students as zealous and blatant and curious as I am that thrilled me."

OSGAR SIERRA, APPLETON EAST

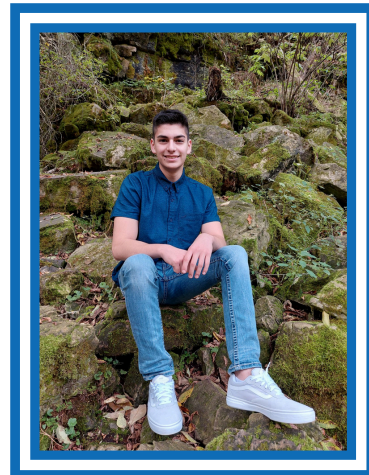
Planned Major

Mathematics

Osgar hopes to utilize his degree to become a mathematics professor at a university.

He says that "Princeton's motto is 'In the Nation's Service and the Service of Humanity'. This resonated greatly with my values of contributing to the community. As somebody whose family relied on volunteer services to keep our family going, I've always wanted to give back to the community that gave us so much and allowed us to flourish. I am looking forward to all the incredible people that I will meet, as well as getting involved as much as possible, whether it be in a club, an organization, a research project, or a volunteer opportunity."

Osgar shared that the "district, as well as Appleton East, did a great job in preparing us for college by ensuring that we had taken and completed all the classes required for graduation that allowed us to develop skills that would be essential to our success in our post-secondary education. We also had access to a plethora of resources that allowed the students of the district to adequately prepare for our standardized tests."



STUDENT SUCCESS

FINANCIALS

OPERATIONAL EXCELLENCE

BUDGET HIGHLIGHTS FOR 2022-23

The 2022-23 school year was the second year of the biennial State budget, and again it did not include an increase in revenue for public schools. Due to the lack of an increase in revenue, and the high rate of inflation, we budgeted for a \$4 million deficit. This deficit will be covered by our drawing from our fund balance.

Our largest increases to expenses occurred in:

- employee compensation (\$3 million)
- employee benefits including health care (\$3.2 million),
- purchased services such as student transportation, and facilities/maintenance (\$1 million).

We saw an increase in the number of students that open enrolled into our district, but also in the number of students that open enrolled out of our district. The net increase through open enrollment was plus 959 students, which brings an additional \$7 million in revenue into our district. **Of the six largest school districts in Wisconsin, Appleton is the only district with a positive open enrollment.**

In addition to the revenue received through open enrollment, we did receive approximately \$6 million in Federal Stimulus funding through the Elementary and Secondary Schools Emergency Relief Funds (ESSER). These additional dollars were used to hire staff; including math and reading interventionists and interpreters.

The number of students attending private schools in the Catholic and Lutheran systems through vouchers in Appleton increased by 19% this past year. Resulting in the cost to local taxpayers increasing by \$1,091,563 to a total of \$5,612,335. Local property taxes pay the entire cost of a voucher student (\$8,720 per student), but only 45% percent of the cost if that student attended a school in our district (\$5,280 per student).

Next year the amount it will cost taxpayers to send a student to private schools through the voucher program increases from an average of **\$8,720 to \$11,140.**

After years of struggling to afford the increases we were experiencing with fully insured health care, we began "self-funding" our health care on January 1, 2023. Although this change brings on some risk, we are confident that over time self-funding will lead to savings.

Overall staffing decreased by approximately 1%, with the largest decrease occurring with ESSER-supported positions we no longer needed with the pandemic ending. However, staffing costs did increase due to a 3.63% increase in employee compensation. This increase is higher than in past years due to the higher rate of inflation that we are experiencing.

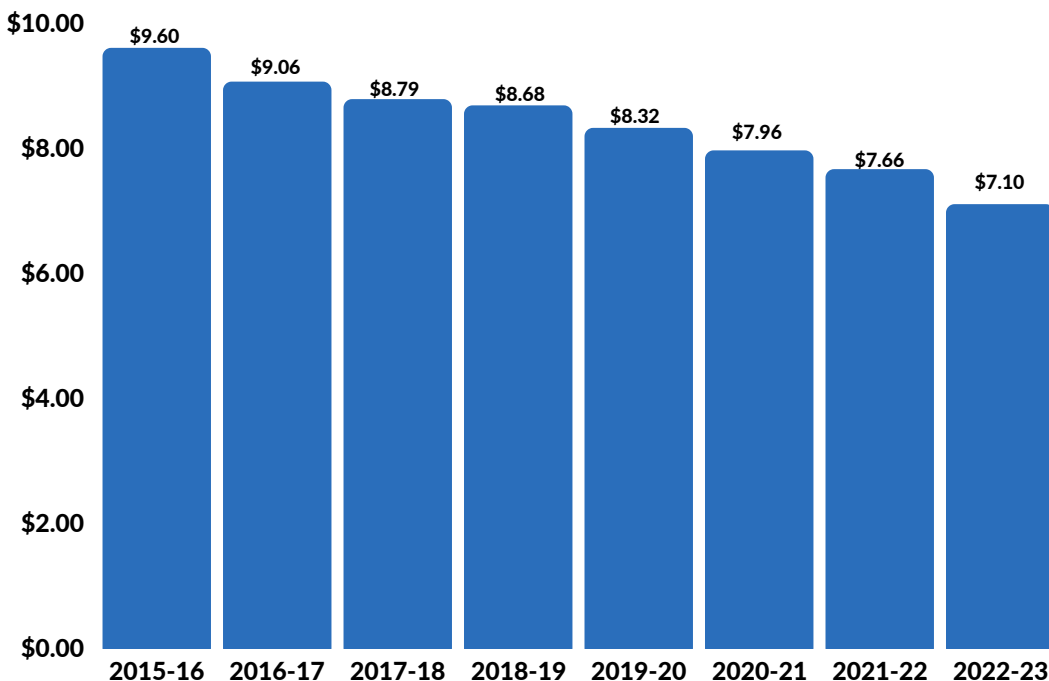
Over the past five years, we have prepaid on our 2014 referendum debt, saving taxpayers approximately \$4.5 million in interest.

The value of property that makes up our district increased by 10.5%, from just under \$9.5 billion last year to nearly \$10.5 billion in 2022-23. This increase means that our tax levy was dispersed across more property value, thus driving down the tax rate.

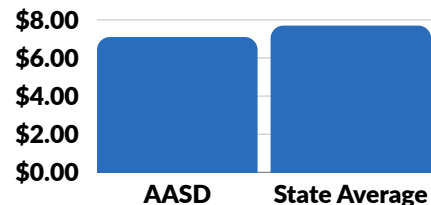
AASD RECENT TAX (MILL) RATE

This past year, our tax rate dropped to its lowest cost in over 35 years. The rate of \$7.10 on \$1,000 of property value has decreased by 26% over the past seven years.

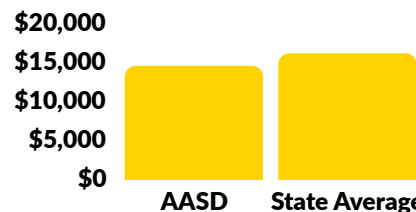
A tax rate of \$7.10 means a property owner will pay \$710 in taxes for every \$100,000 of a property's value. Included in this \$710 is \$53 that goes to private schools to cover the cost of voucher students.



TAX RATE COMPARISON



PER PUPIL COST



2021-22 Comparative Cost Using Audited 21-22 Annual Report Data Appleton Area School District

[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)

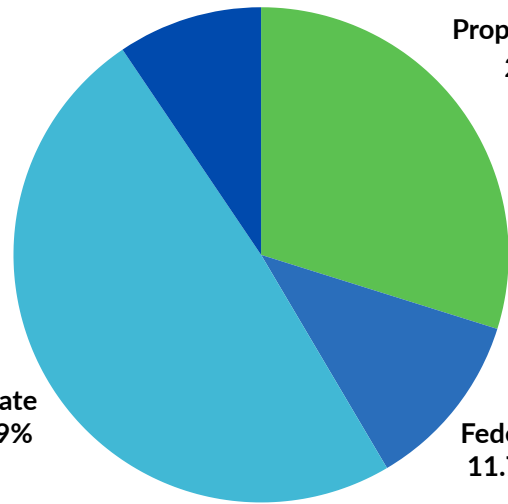
The majority of AASD revenue is received through state and local sources.

Gifts, Grants, Student Fees, etc
9.5%

Property Taxes
29.8%

State
49%

Federal
11.7%



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

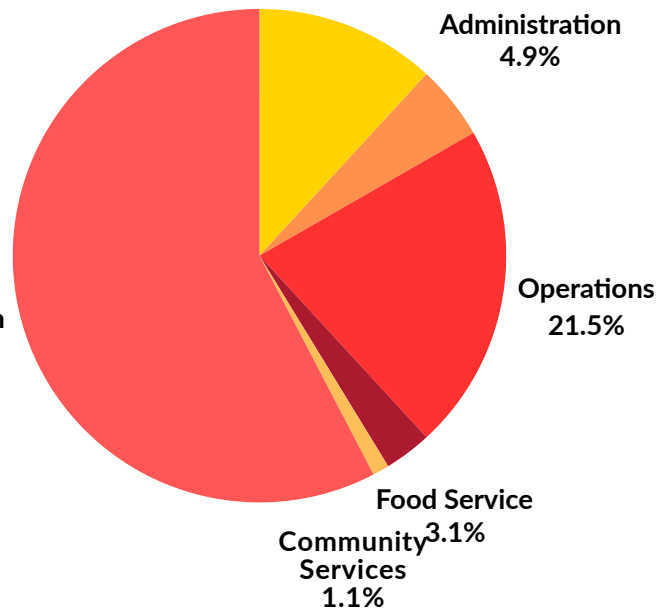
Student Services & Supports
11.8%

Administration
4.9%

Operations
21.5%

Instruction
57.6%

Food Service
3.1%
Community Services
1.1%



CHARTER SCHOOL LISTING

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; Montessori education - to name a few.

AASD offers a wide variety of unique academic programs, supports, and extracurricular activities in locations across Appleton at our 13 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 our families to engage with ALL of the schools that interest them.

Did you know that over 3,000 4K-12 Appleton Area School District students are enrolled in our 13 different free, public charter schools?

We encourage our 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 in order 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 visit schools you are interested in and ask lots of questions so you can make an informed choice for your student.

School Tours & Visits

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.

Transportation

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

Interested in Applying?

Our charter school application window opens in early 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, you can contact the charter school of your choosing directly to see if there are current openings.



13

THE AASD HAS 13 CHARTER SCHOOLS, SECOND IN THE STATE ONLY TO MILWAUKEE SCHOOL DISTRICT, WHICH HAS 19

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.

CHARTER SCHOOL LISTING

STUDENT SUCCESS

APPLETON CHARTER SCHOOLS

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.

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.

AASD CHARTER SCHOOLS

STUDENT SUCCESS

APPLETON CHARTER SCHOOLS

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.

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.



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.