



OVERVIEW

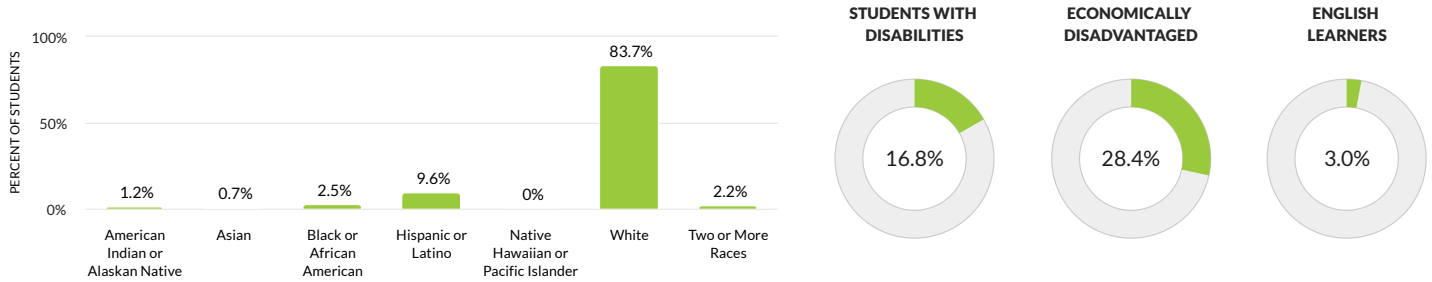
School Details

Grades : 9-12
Enrollment : 405
Percent open enrollment : 37%

The Little Chute Area School District is located in the heart of the Fox Cities and is dedicated to fostering a community of learners. The district's unique size offers a personal approach to student learning and expansive course offerings to meet the diverse academic, social and emotional needs of all our students. Student excellence in achievement is the foundation of our District's Mission.

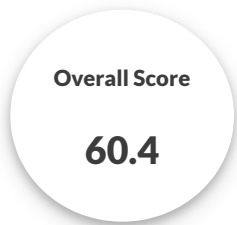
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



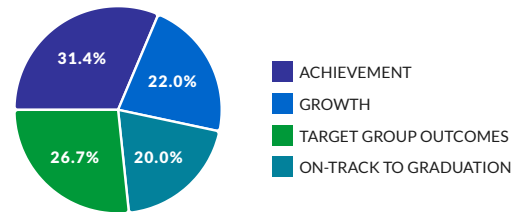
Score Summary

! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



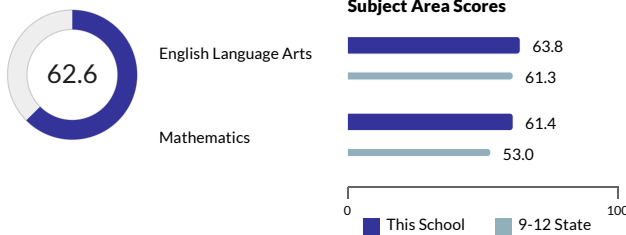
Meets Expectations
★★★

PRIORITY AREA WEIGHTS

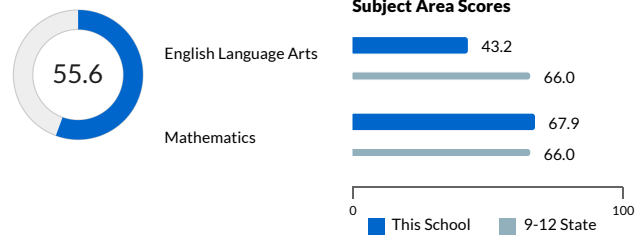


Priority Area Scores

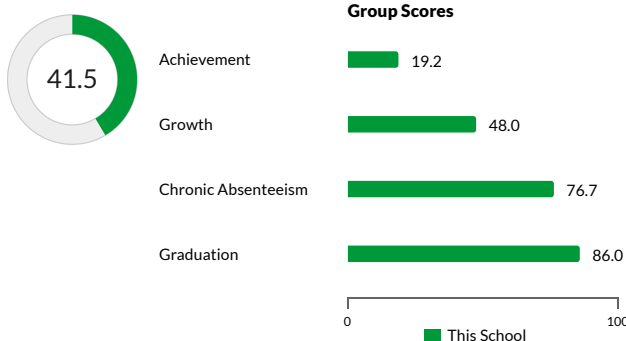
ACHIEVEMENT



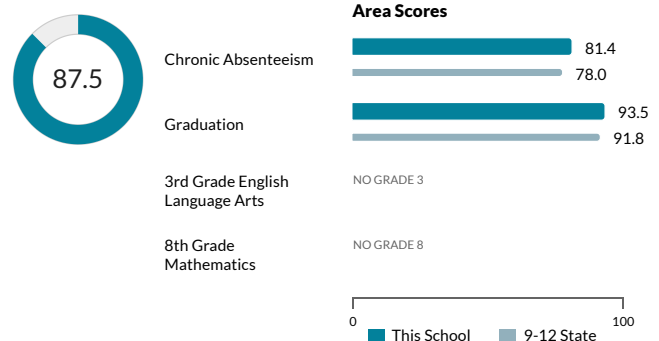
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

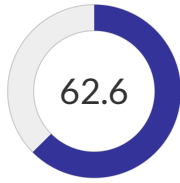




ACHIEVEMENT

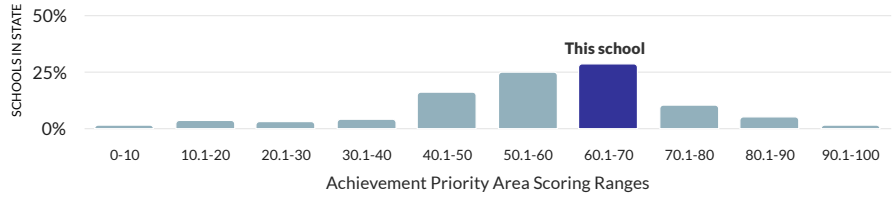
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 63.8
Mathematics Score: 61.4

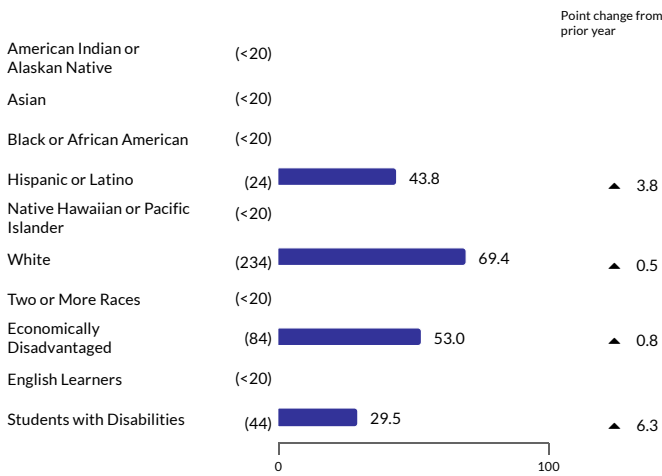
This school's score was the same or higher than 63.3% of 9-12 schools in the state.



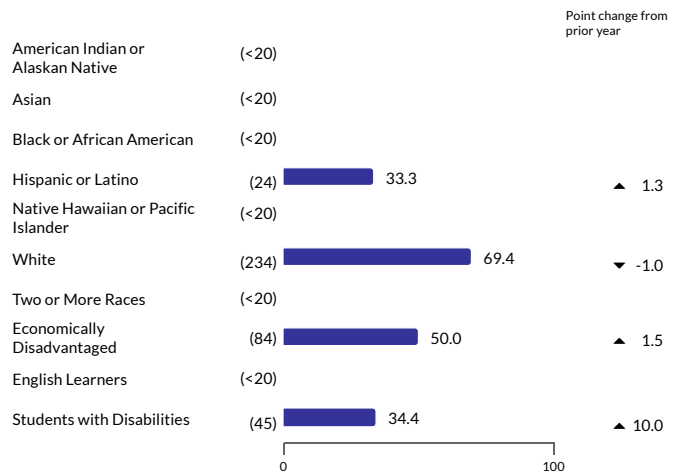
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



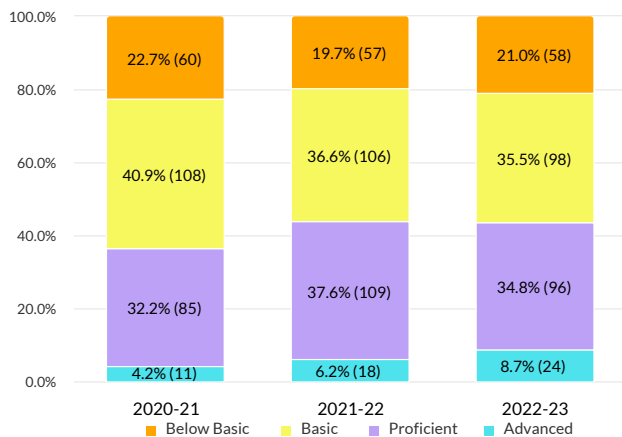
MATHEMATICS



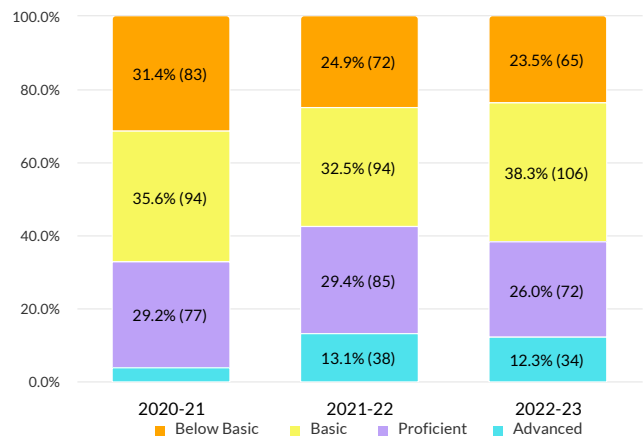
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
96.3%	88.2%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.6%	90.2%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,115	6.8%	32.4%	34.5%	26.4%	183,656	7.6%	31.2%	32.4%	28.8%	186,633	9.4%	32.9%	34.6%	23.1%
All Students	264	4.2%	32.2%	40.9%	22.7%	290	6.2%	37.6%	36.6%	19.7%	276	8.7%	34.8%	35.5%	21.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	23	0.0%	17.4%	56.5%	26.1%	25	0.0%	20.0%	40.0%	40.0%	24	0.0%	16.7%	54.2%	29.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	226	4.9%	35.4%	37.6%	22.1%	246	7.3%	39.8%	36.2%	16.7%	234	9.8%	37.6%	34.2%	18.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	69	1.4%	18.8%	44.9%	34.8%	67	3.0%	28.4%	38.8%	29.9%	84	4.8%	27.4%	36.9%	31.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	0.0%	11.4%	31.4%	57.1%	41	4.9%	4.9%	22.0%	68.3%	44	4.5%	11.4%	22.7%	61.4%

MATHEMATICS

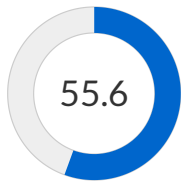
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,289	6.2%	27.7%	29.8%	36.3%	183,982	10.9%	23.1%	26.4%	39.6%	187,106	9.4%	24.4%	30.8%	35.4%
All Students	264	3.8%	29.2%	35.6%	31.4%	289	13.1%	29.4%	32.5%	24.9%	277	12.3%	26.0%	38.3%	23.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	23	0.0%	8.7%	34.8%	56.5%	25	8.0%	4.0%	32.0%	56.0%	24	0.0%	16.7%	33.3%	50.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	226	4.0%	31.9%	37.2%	27.0%	245	14.3%	32.7%	32.7%	20.4%	234	14.1%	28.6%	39.3%	17.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	69	1.4%	11.6%	36.2%	50.7%	67	10.4%	17.9%	29.9%	41.8%	84	8.3%	17.9%	39.3%	34.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	35	0.0%	5.7%	28.6%	65.7%	41	2.4%	9.8%	22.0%	65.9%	45	6.7%	8.9%	31.1%	53.3%



GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

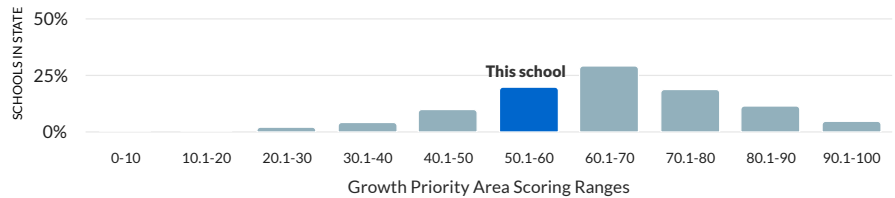
Priority Area Score



English Language Arts Score: 43.2

Mathematics Score: 67.9

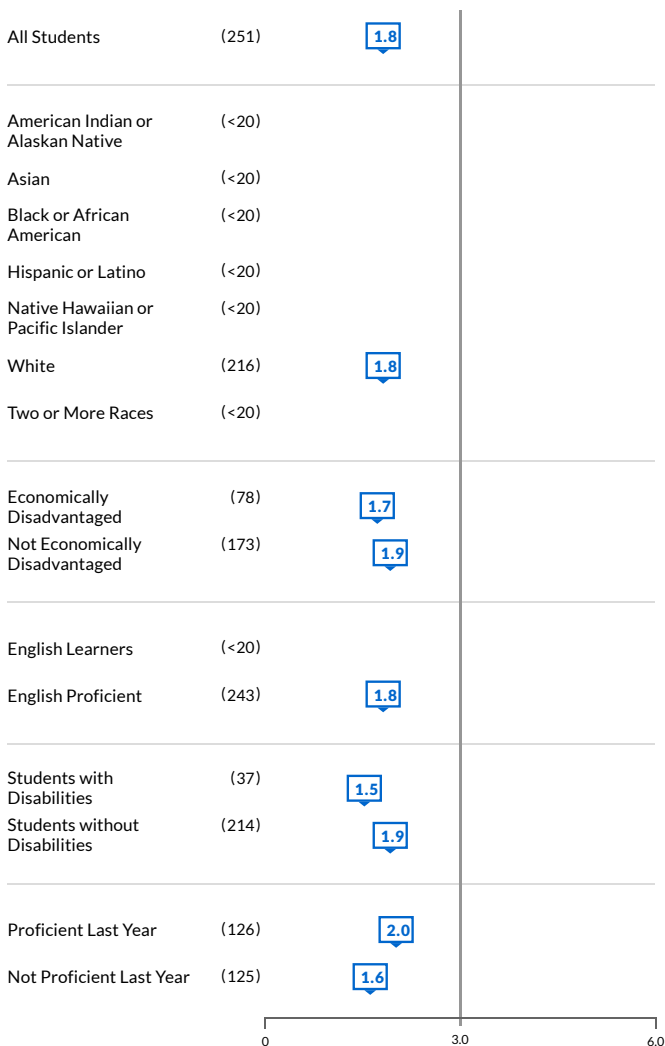
This school's score was the same or higher than 24.9% of 9-12 schools in the state.



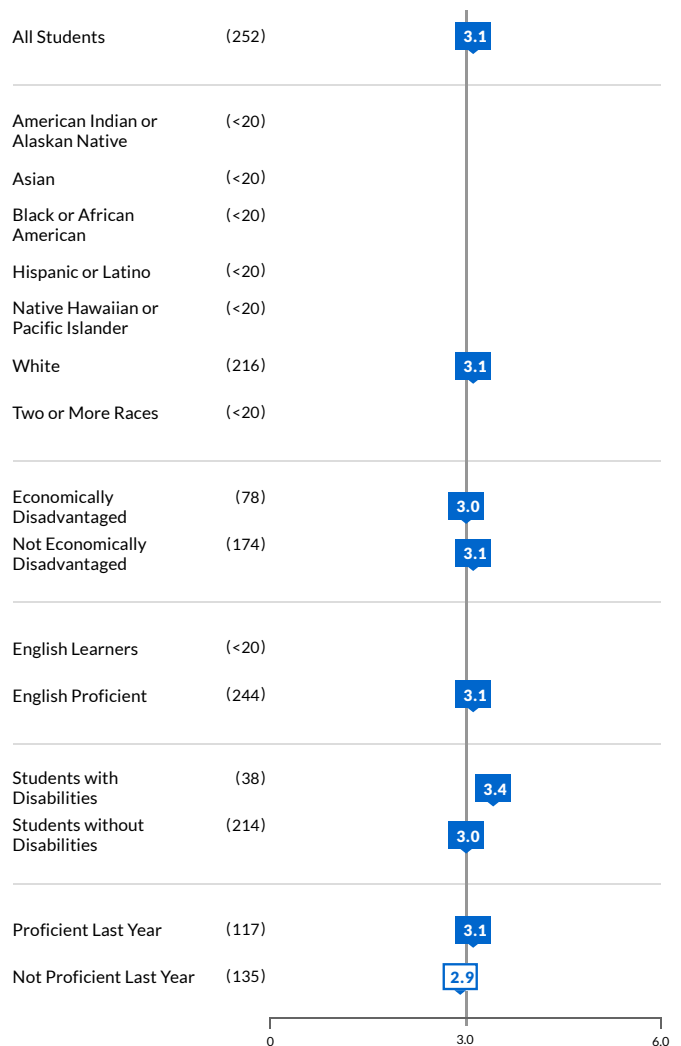
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

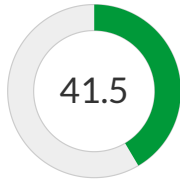




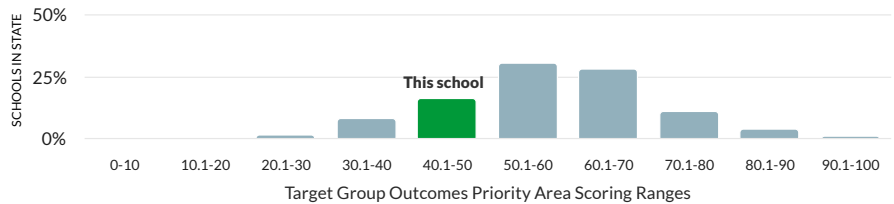
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This school's score was the same or higher than 11.8% of 9-12 schools in the state.



Component Scores

ACHIEVEMENT Score: 19.2

Average points-based proficiency rates.

English Language Arts

Target Group: 20.8

Non-Target Group: 79.6

Mathematics

Target Group: 17.6

Non-Target Group: 76.6

GROWTH Score: 48.0

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

English Language Arts

Target Group: 33.7

Non-Target Group: 47.0

Mathematics

Target Group: 62.2

Non-Target Group: 69.8

CHRONIC ABSENTEEISM Score: 76.7

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

Target Group: 76.7

Non-Target Group: 83.1

GRADUATION Score: 86.0

Average of 2021-22's 4- and 7-year cohort rates.

Target Group: 86.0

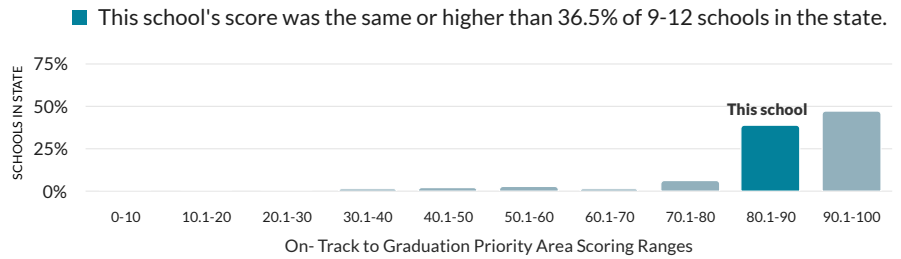
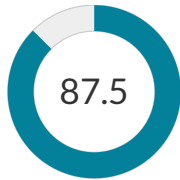
Non-Target Group: 98.3



ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

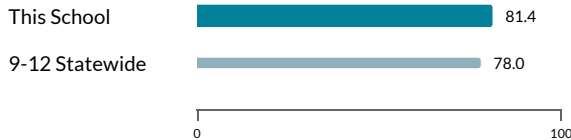


Component Scores

CHRONIC ABSENTEEISM

Score: 81.4

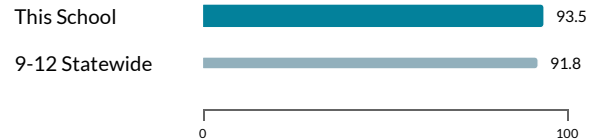
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 93.5

Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,752	17.9%	264,151	19.6%	266,592	26.7%
All Students	334	11.7%	360	14.4%	404	25.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	31	19.4%	33	27.3%	39	38.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	280	10.4%	304	12.8%	334	23.7%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	112	20.5%	103	24.3%	102	39.2%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	45	13.3%	52	21.2%	62	29.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	95	87	91.6%	73	70	95.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	76	72	94.7%	64	61	95.3%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	27	21	77.8%	22	21	95.5%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
10.9%	20.1%

44 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
31.2%	23.2%

126 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
18.8%	3.9%

76 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
7.2%	8.5%

29 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	<20	10,138	*	31.6%	*	22.2%	*	3.4%	*	5.7%
Black or African American	<20	25,007	*	12.9%	*	7.6%	*	1.0%	*	2.2%
Hispanic or Latino	39	35,817	2.6%	16.1%	33.3%	16.0%	20.5%	3.0%	2.6%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	334	182,130	12.6%	21.6%	31.1%	27.2%	19.5%	4.7%	8.1%	10.4%
Two or More Races	<20	10,657	*	17.7%	*	17.8%	*	2.6%	*	6.1%
Economically Disadvantaged	102	102,069	6.9%	11.2%	30.4%	16.1%	15.7%	2.5%	2.9%	7.0%
English Learners	<20	16,932	*	11.4%	*	13.8%	*	2.1%	*	4.1%
Students with Disabilities	62	34,245	1.6%	3.8%	22.6%	12.5%	16.1%	2.0%	3.2%	7.2%



ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
30.2%	27.2%	0.0%	0.4%	18.1%	19.1%	0.0%	1.8%
122 students successfully completed at least one art & design course.		No students successfully completed a dance course.		73 students successfully completed at least one music course.		No students successfully completed a theater course.	

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	<20	10,138	*	28.4%	*	0.4%	*	19.5%	*	1.3%
Black or African American	<20	25,007	*	25.3%	*	0.5%	*	11.7%	*	2.5%
Hispanic or Latino	39	35,817	25.6%	27.1%	0.0%	0.4%	17.9%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	334	182,130	30.2%	27.3%	0.0%	0.4%	18.0%	21.5%	0.0%	1.7%
Two or More Races	<20	10,657	*	28.2%	*	0.6%	*	17.7%	*	2.2%
Economically Disadvantaged	102	102,069	29.4%	27.6%	0.0%	0.4%	16.7%	15.1%	0.0%	1.8%
English Learners	<20	16,932	*	29.3%	*	0.5%	*	11.7%	*	1.7%
Students with Disabilities	62	34,245	41.9%	28.6%	0.0%	0.4%	19.4%	14.3%	0.0%	2.0%