



OVERVIEW

School Details

Grades : K4-5

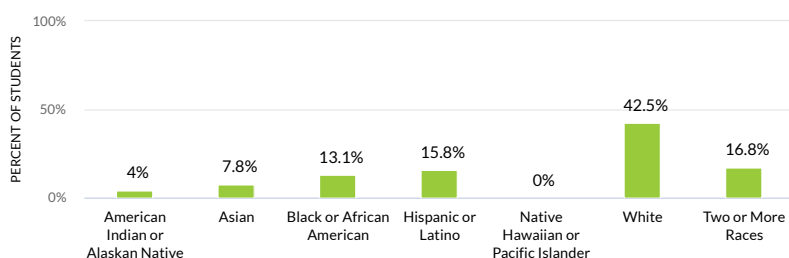
Enrollment : 374

Percent open enrollment : 3.5%

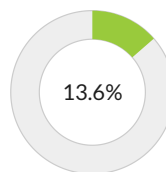
Chappell Elementary School is one of the first public elementary International Baccalaureate Primary Years Program schools in WI. We are committed to the IB philosophy that students need to be at the center of real life learning by using their natural curiosity. At Chappell our goal is to guide our students to be internationally minded with a passion for life-long learning.

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

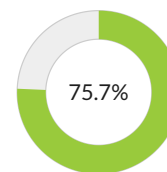
Student Groups



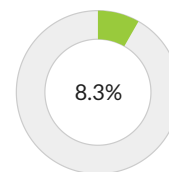
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

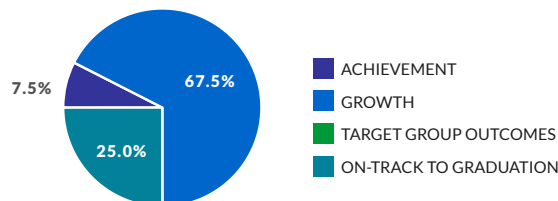
Overall Score

69.1

Meets Expectations

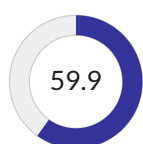


PRIORITY AREA WEIGHTS



Priority Area Scores

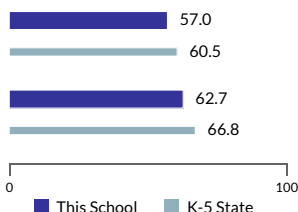
ACHIEVEMENT



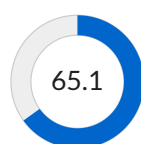
English Language Arts

Mathematics

Subject Area Scores



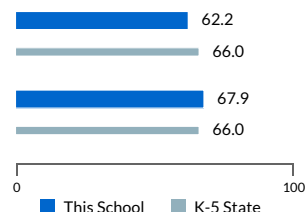
GROWTH



English Language Arts

Mathematics

Subject Area Scores

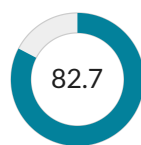


TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



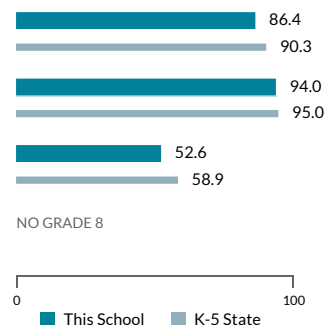
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

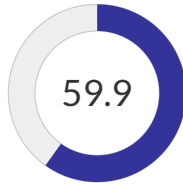




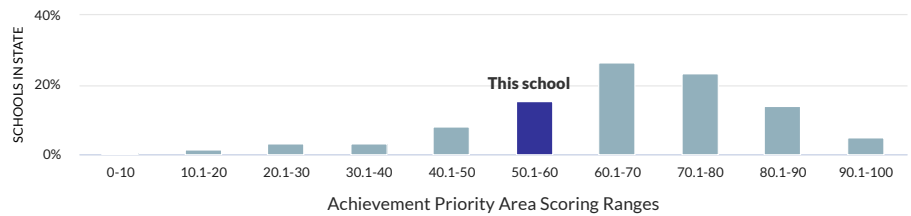
ACHIEVEMENT

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



■ This school's score was the same or higher than 31.3% of K-5 schools in the state.



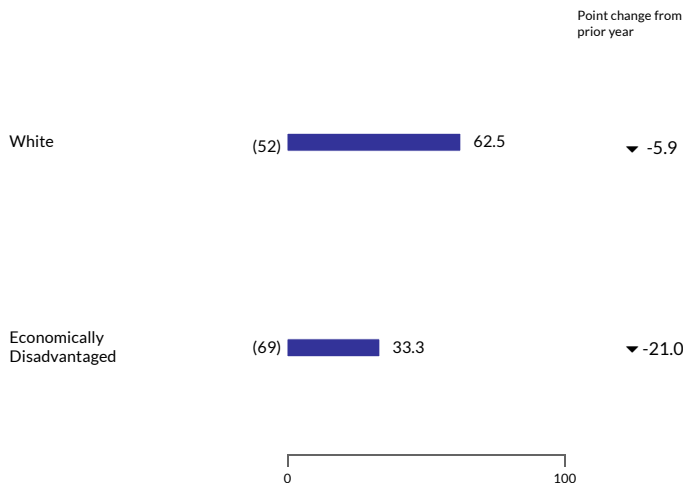
English Language Arts Score: 57.0

Mathematics Score: 62.7

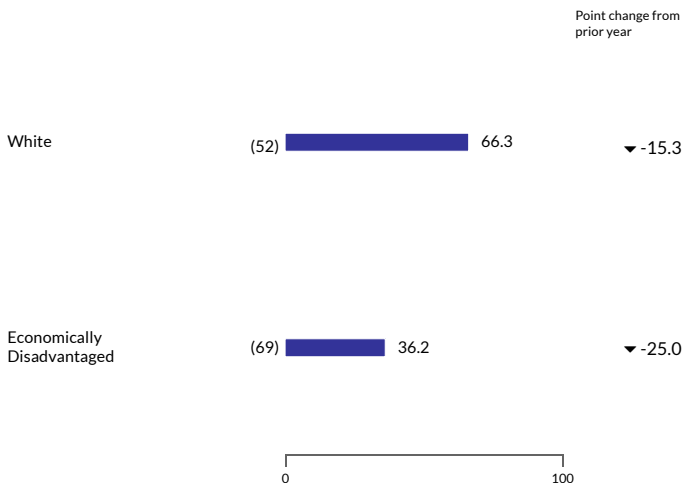
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



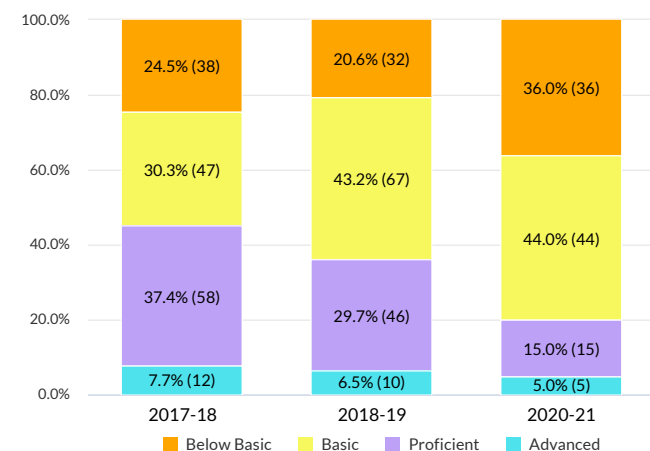
MATHEMATICS



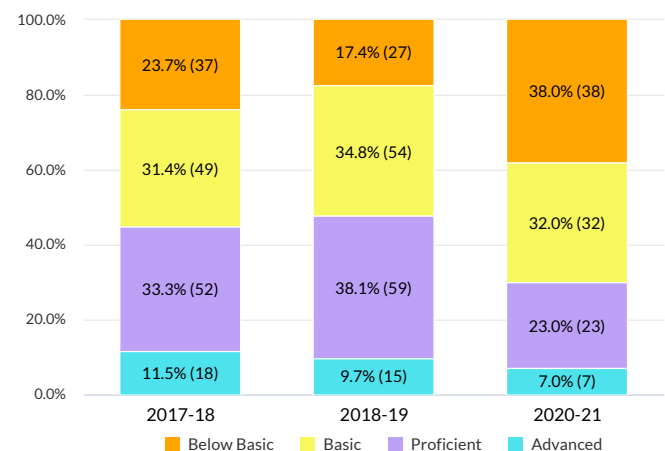
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
70.1%	45.8%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
70.1%	45.8%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	155	7.7%	37.4%	30.3%	24.5%	155	6.5%	29.7%	43.2%	20.6%	100	5.0%	15.0%	44.0%	36.0%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	28	3.6%	14.3%	28.6%	53.6%	25	4.0%	20.0%	40.0%	36.0%	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	23	4.3%	21.7%	60.9%	13.0%	< 20	*	*	*	*
White	68	13.2%	51.5%	25.0%	10.3%	68	7.4%	35.3%	44.1%	13.2%	52	7.7%	25.0%	51.9%	15.4%
Two or More Races	22	0.0%	27.3%	45.5%	27.3%	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	109	6.4%	32.1%	32.1%	29.4%	116	4.3%	25.9%	44.0%	25.9%	69	1.4%	11.6%	39.1%	47.8%
English Learners	20	5.0%	20.0%	35.0%	40.0%	24	4.2%	25.0%	29.2%	41.7%	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	27	0.0%	7.4%	37.0%	55.6%	< 20	*	*	*	*

MATHEMATICS

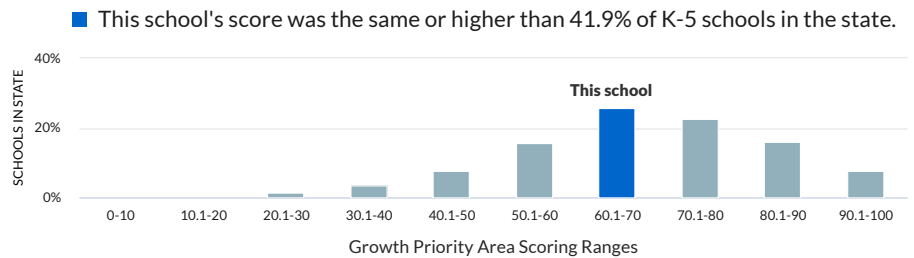
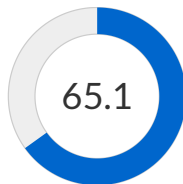
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	156	11.5%	33.3%	31.4%	23.7%	155	9.7%	38.1%	34.8%	17.4%	100	7.0%	23.0%	32.0%	38.0%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	29	0.0%	13.8%	48.3%	37.9%	25	4.0%	16.0%	48.0%	32.0%	< 20	*	*	*	*
Hispanic or Latino	< 20	*	*	*	*	23	8.7%	30.4%	39.1%	21.7%	< 20	*	*	*	*
White	68	20.6%	44.1%	25.0%	10.3%	68	14.7%	45.6%	27.9%	11.8%	52	9.6%	32.7%	38.5%	19.2%
Two or More Races	22	0.0%	22.7%	36.4%	40.9%	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	110	6.4%	32.7%	32.7%	28.2%	116	6.9%	29.3%	43.1%	20.7%	69	2.9%	15.9%	31.9%	49.3%
English Learners	21	9.5%	19.0%	38.1%	33.3%	24	4.2%	25.0%	37.5%	33.3%	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	27	0.0%	18.5%	25.9%	55.6%	< 20	*	*	*	*



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



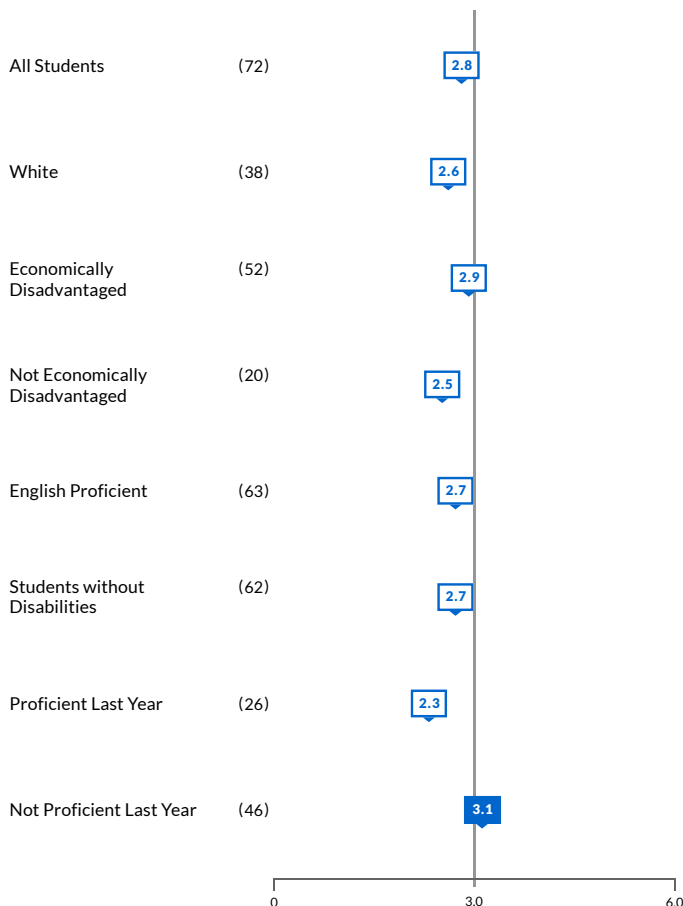
English Language Arts Score: 62.2

Mathematics Score: 67.9

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





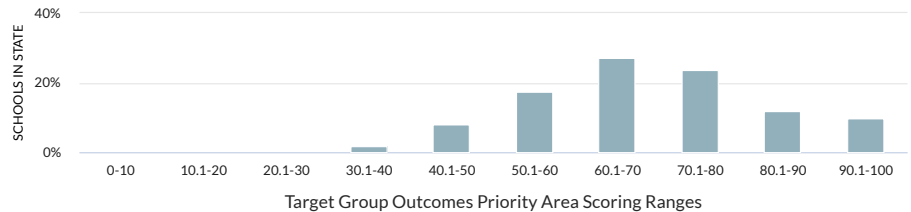
TARGET GROUP OUTCOMES

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 is the distribution of scores for K-5 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

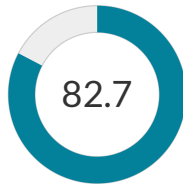
NO DATA TO DISPLAY



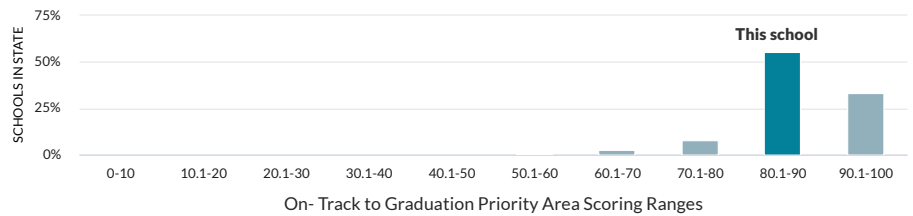
ON-TRACK TO GRADUATION

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

Priority Area Score



■ This school's score was the same or higher than 17.4% of K-5 schools in the state.

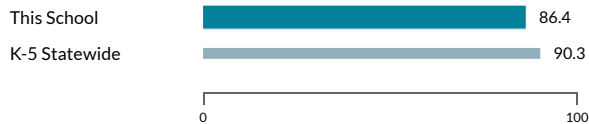


Component Scores

CHRONIC ABSENTEEISM

Score: 86.4

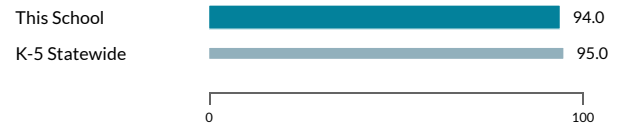
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.0

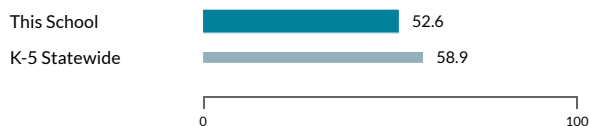
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 52.6

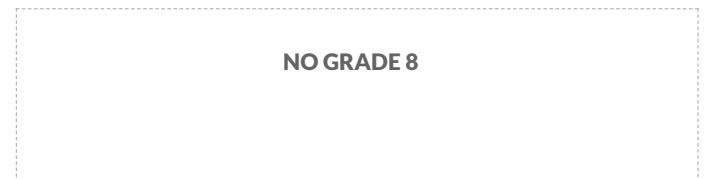
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Average points-based proficiency rates.





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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	356	12.9%	341	13.5%	341	14.1%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	23	4.3%	30	10.0%	30	0.0%
Black or African American	85	18.8%	57	28.1%	45	22.2%
Hispanic or Latino	31	16.1%	47	10.6%	47	25.5%
White	156	7.1%	143	10.5%	154	13.0%
Two or More Races	47	17.0%	51	13.7%	52	5.8%
Economically Disadvantaged	256	17.2%	253	17.4%	248	16.9%
English Learners	53	7.5%	46	8.7%	34	8.8%
Students with Disabilities	49	28.6%	55	25.5%	44	15.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade

