

BEHIND THE SCENES

APPLETON EAST COURIER

VOL. 2 2018-19



LAUNCH STUDIO TAKES OFF

By Lauren Gilmeister

East's newest feature is the Launch Studio, located in the LMC. This room is dedicated to students meeting with local business representatives in order to learn more about future career opportunities. On Tuesday, Oct. 23, the ribbon-cutting ceremony was held to officially open the Launch Studio for students.

Because of gracious donations from various local sponsors, the studio is equipped with advanced technology, enabling students to charge devices, watch slideshows, and engage in video calls on a large screen. This has been a very interactive project, involving many different members of the Business Advisory Team and even some East students, who built the tables for the room. The goal is for Launch events to be held frequently so students can learn about a variety of different careers. The school will use Xello results to determine student interests. From there, specific students will be pulled and suggested Launch events that fit their interest. These events will consist of a business representative speaking in person or through a video call. Either way, students will be able to interactively ask questions and engage with the representatives.

These opportunities will broaden students' horizons of possible careers and have the opportunity to discover more about their potential future. The Launch Studio is a new step for the Appleton Area School District, and they are even hoping to add studios to the other Appleton high schools.



AE STUDENT EMPLOYMENT SURVEY

BY: BRANDON
SALVESON-KREPLINE

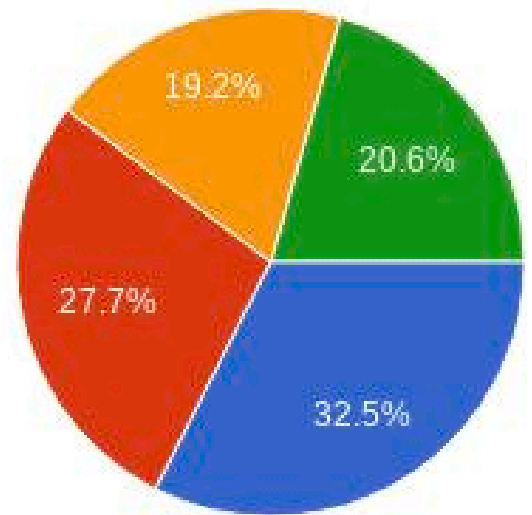
573 RESPONSES

186 FRESHMEN

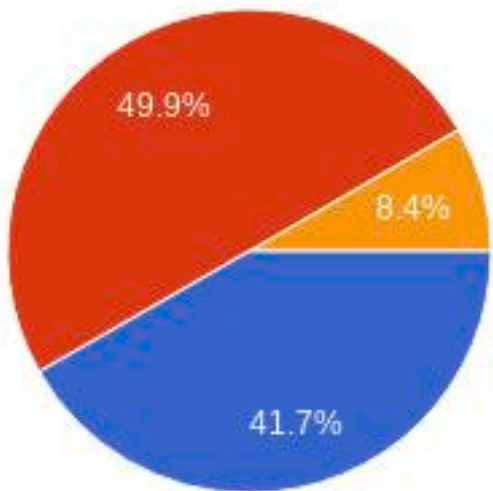
159 SOPHOMORES

110 JUNIORS

118 SENIORS



CURRENTLY EMPLOYED?

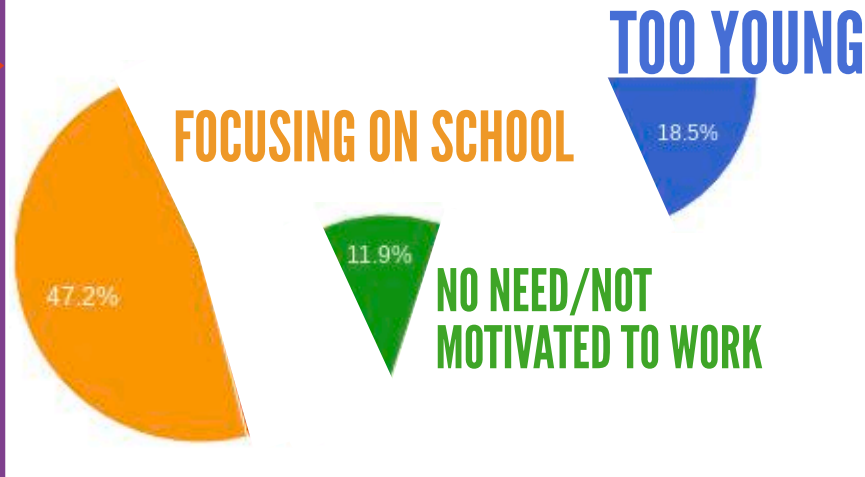


286 NO

239 YES

48 ONLY IN SUMMER

WHY AREN'T THEY EMPLOYED?



OTHER REASONS:

- NO TIME WITH SPORTS
- CANT GET A JOB UNTIL I MOVE OUT
- WAITING UNTIL NEXT SUMMER
- WAITING TO GET MY LICENSE
- TOO BUSY
- APPLYING CURRENTLY
- TOO MUCH SCHOOL WORK
- DOING BEHIND THE WHEELS
- CURRENTLY LOOKING FOR A JOB
- DON'T FEEL LIKE IT
- NEED TO WATCH SIBLINGS

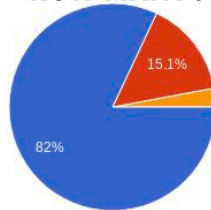
22.2% OF STUDENTS WHO DON'T HAVE A JOB NOW HAVE HAD ONE OR MORE IN THE PAST.

THE NATIONAL AVERAGE EMPLOYMENT FOR HIGH SCHOOL STUDENTS WAS 19.5% IN 2017. STUDIES SAY INCREASED STRESSFUL SCHOOL SCHEDULES ARE TO BLAME.

EMPLOYED STUDENTS

THE COMPANY EMPLOYING THE MOST STUDENTS WAS **festival AT 30.**

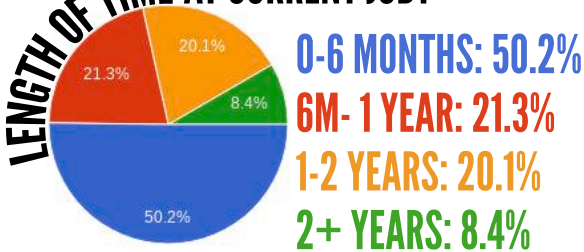
HOW MANY JOBS?



57% SAID THEY ONLY HAVE EVER HAD THE JOB(S) THEY HAVE NOW

21% SAID THEIR MAIN TASK AT THEIR JOB WAS CASHIERING.

LENGTH OF TIME AT CURRENT JOB?



WHAT DO THEY MAKE?



THE FEDERAL MINIMUM WAGE IS \$7.25. THIS IS ALSO THE MINIMUM IN WI. SOME STATES ARE HIGHER
ONLY 2% OF POLLED STUDENTS REPORTED A \$15+ WAGE.

WHERE DO THEY WORK?

- WALMART
- MCDONALDS
- BEST BUY
- TARGET
- BUFFALO WW
- SUBWAY
- BURGER KING
- KOHL'S
- QDOBA
- BIG APPLE
- BAGELS
- TOMS DRIVE IN
- CULVERS
- BOWL 91
- GORDON FOOD SERVICE STORE
- SWIMTASTICS
- ORANGE JULIUS
- PIZZA HUT
- YMCA
- MIKES
- POPCORN
- SCHUELS
- BOYS & GIRLS CLUB
- PERKINS
- MENARDS
- DAIRY QUEEN

SUMMER ONLY EMPLOYMENT

COMPARED TO 50% IN 2000, ONLY 35% WILL FIND SUMMER JOBS. STUDIES SAY THIS IS IN PART THAT LOW-SKILL JOBS HAVE BEEN REPLACED BY AUTOMATION AND MORE STUDENTS ARE INVOLVED IN COMMUNITY SERVICE AND INTERNSHIPS.



HAS SEASONAL OCCUPATION, JOB IS ONLY NEEDED IN THE SUMMER



OTHERS SAID THEY ARE TOO BUSY TO GIVE THEIR TIME TO A JOB.

FOCUS ON SCHOOL DURING THE SCHOOL YEAR

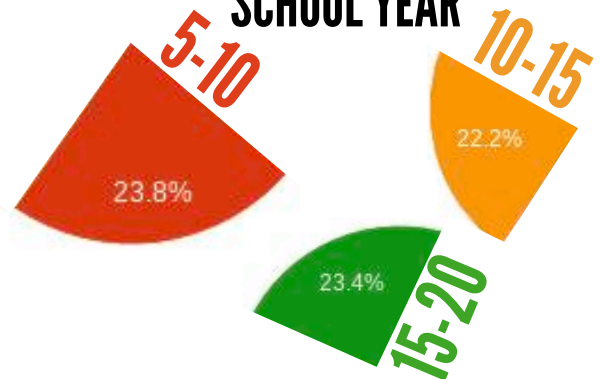
20.5% SAID THEIR MAIN JOB WAS CASHIERING. CASHIERLESS STORES ARE CURRENTLY BEING TESTED BY AMAZON AND SAM'S CLUB. AMAZON WANTS 3,000 OF THEM BY 2021. THIS MAY PUT CASHIERING JOBS AT RISK.

TOP 5 REASONS STUDENTS WORK:

1. SAVINGS FOR LATER
2. HELP SUPPORT MYSELF
3. PAY FOR EDUCATION AFTER HIGH SCHOOL
4. PAY BILLS
5. HELP SUPPORT MY FAMILY

EMPLOYED STUDENTS

HOURS PER WEEK WORKING DURING SCHOOL YEAR



IF YOU COUNT SCHOOL AS WORK (35 HOURS A WEEK) 43.1% OF STUDENTS WORK MORE HOURS PER WEEK THAN THE AVERAGE ADULT (47 HOURS)

DOMINOS
TACO BELL
KIMBERLY LIBRARY
PIZZA RANCH
SCHEELS
MIKES
POPCORN
SUNFLOWER SPA
DOG SITTER
OAKRIDGE GARDENS
COLDSTONE
DARJUNE
LILLIANS
KITZ & PFIEL
JD'S
OFFICE MAX
HOMEGOODS
FUNSET
BOULEVARD
ULTIMATE FUSION ATHLETIC
RED LION HOTEL
PIZZA HUT

THE ACT

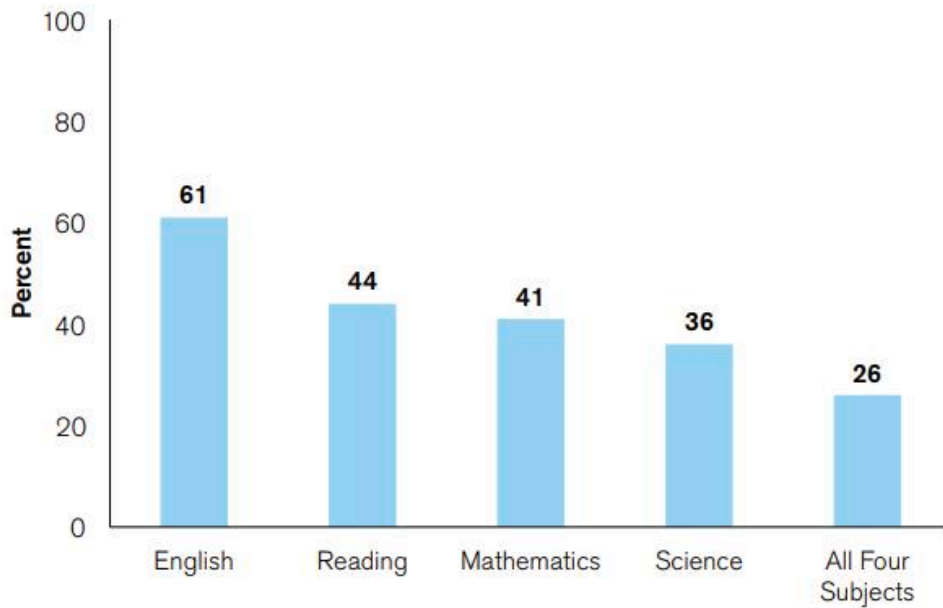
BY KADEN
VAN DE LOO

East freshmen, sophomores, and juniors all take practice tests, but the looming presence of the ACT begins in middle school. American College Testing, commonly known as ACT, is an event more than a million high school juniors in the country go through each year. The test is one of the primary factors for determining if a student is accepted into a university so the preparation from both students and administrators is grueling.

Each fall, Appleton East reflects on past scores and begins to prepare students for the upcoming year's tests. The process begins with the release of each Wisconsin high school's report card. The ACT is heavily weighted in the report card, specifically the subjects of math and English. "They really don't look at science and some other areas as much as they probably should...it's not included in the overall state report card," Mr. Mineau commented. The state also looks at each school's "gap zones": groups of individuals with disadvantages. Schools are graded on how well they are able to help these students reach certain achievements. When it comes down to scoring each school, gap zones also count for a huge portion. "Forty percent is just on the test itself...forty is on the gap zone, and then there is another twenty on graduation rates...they get a composite score." Mineau detailed. Early in the school year, preparation for the ACT starts for both students and administrators, with the PSAT and ACT pretest being given. "[The PSAT] gets you used to a standardized test - that's one reason why we do the practice test as well," said Mr. Weisse, who organizes the preparation of tests at East. As the ACT comes closer, juniors are encouraged to take the PSAT and ACT pretest, take advantage of opportunities online, or even attend ACT preparation classes at Xavier High School if they wish to excel on the ACT.

To prepare for the ACT in February, administrators need to release information to students and parents, most importantly announcing there is no school for non-juniors on that day. Proctors are needed and rooms need to be organized to group students for the test. Most importantly, about fifty to sixty students get accommodations for the test, so many of them need a room to themselves. "They might need someone to read the test to them; they might need someone to bubble in the answer for them," Mr. Weisse said. "If you get [the test] read to you, you can't be in a room with a bunch of other people, so it's a one-on-one proctor. It's my job...to coordinate which rooms we're going to use." These students also need to have an application for accommodations approved by ACT. "There's an application process that starts in November that we have to apply for these students to get their accommodations. ACT lets us know in January if they're approved." Although the ACT is required for all juniors in Wisconsin, a handful of students are given an alternate assessment. Mr. Weisse thinks more students probably should take this alternate assessment, but if the student has above a certain level of cognitive understanding, they are required to take the ACT. "Some kids do take

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



****Graphic by ACT 2016 readiness reports***

[the ACT] that we wonder [if they should] be taking the ACT," he commented. "They're not going to go to a four-year college, they're not even going to go to a technical college. But the state wants them to take it because their cognitive level is high enough."

Students who do not make it to school during the day of the ACT are provided another chance to take it. If they cannot make the retake, they miss the opportunity to take a free test. Many modifications are made each year to assure as many students take the test that is possible. "We've had people who are in the hospital or they're in jail, and we actually can send the ACT to the jail. and the jail will administer it on those days, or to a hospital, or to another location. We have to get that set up ahead of time if we know that's the case," Mr. Weisse said.

A day after the ACT is taken, juniors take the ACT WorkKeys test, which focuses on workplace readiness. The test is split into three sections - applied mathematics, locating information, and literacy - and each section takes 55 minutes to complete. Although the ACT uses the entire building and all classes are cancelled that day, all non-junior classes still run during the WorkKeys. The test is given on the second floor circle, making the preparation process a difficult one. "We have to...find rooms for all the second floor circle classes that are still running throughout the building, then we have to cancel all the junior level classes, [and] we've got to find people to proctor," Mr. Weisse said. There are four possible scores for students on the WorkKeys- bronze, silver, gold, and platinum. According to Mr. Weisse, only a handful of East students receive a platinum score each year. In other states, the WorkKeys score can be very important for job applicants. However, although the ACT WorkKeys is cemented in the new testing system, Wisconsin is still figuring out how to properly integrate it into the workforce.



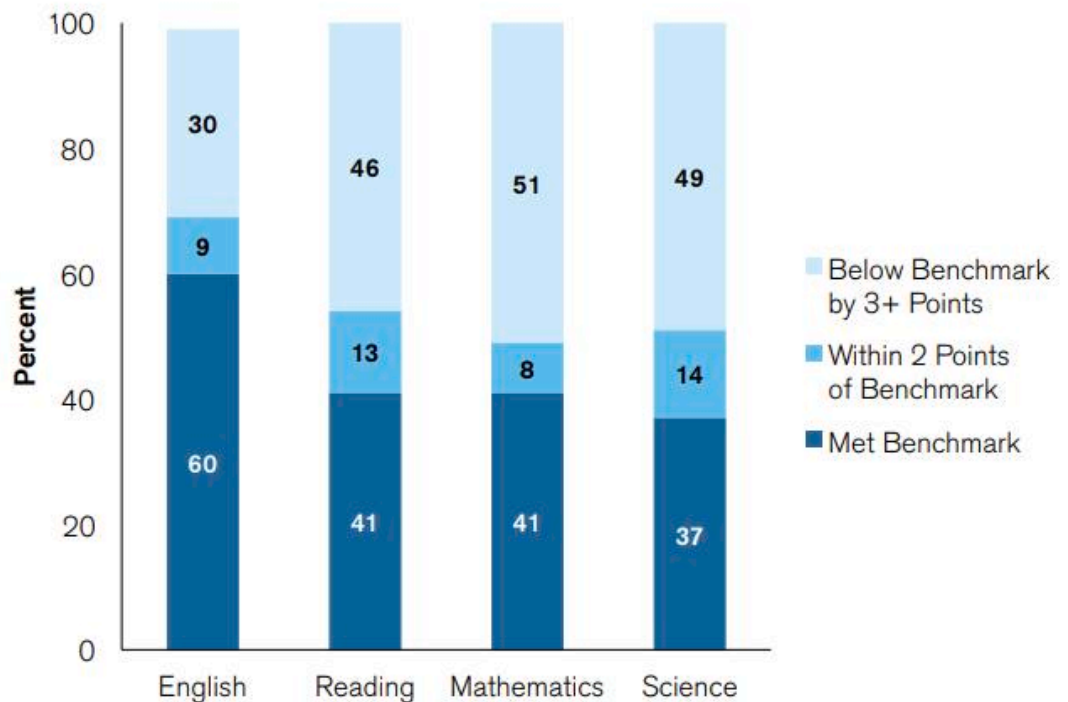
When it comes to testing, everything boils down to the ACT, and more specifically, each school's average score. In 2018, Appleton East's average ACT score was 19.3; the national average is about two points higher. Similarly, East's scores have dipped from its average a decade ago. When asked about this, Mr. Mineau said one reason could be that the ACT is

required for all juniors to take in Wisconsin, which was not the case a few years ago. "Let's say we have a class of 375 [juniors]. You might have 220 of them taking [the ACT] who wanted to take it. For the kids who want to take it, our average is 22 or 22.5, so it does change the game." Also, Tesla students have their scores pulled from East and only counted towards Tesla's score, even if they take almost all East classes. However, when information is shared to parents, the two schools' scores are combined, because Tesla students are considered East students by administration. "There are so many variables in that average," Mr. Mineau commented.

"Obviously, we want to do our best, and we're trying to figure out...how we can move everybody forward a little bit each year." Appleton East's goal is to have an ACT average higher than that of Wisconsin, and not necessarily the country - Wisconsin's average scores are typically slightly lower than the national ones. "We more look at where we are

versus the state, and our goal is to get ahead of the state...that's where we used to be. We're kind of competitive and we want our students to show that we're on the top half of the state," Mr. Weisse said.

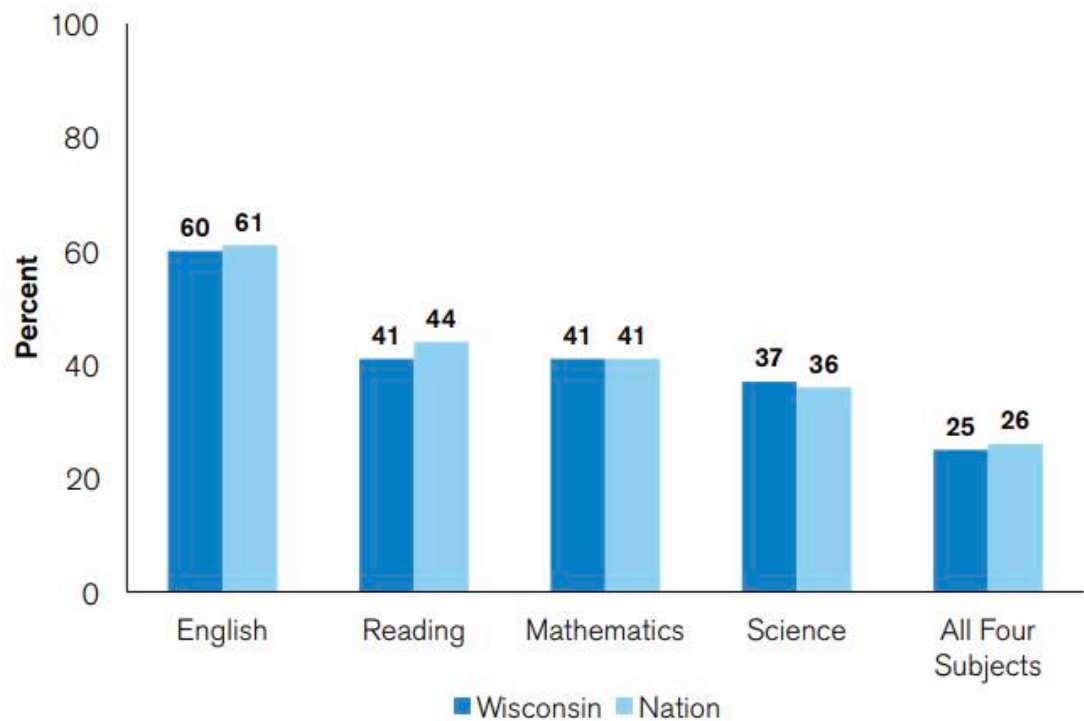
Percent of 2016 ACT-Tested High School Graduates by ACT College Readiness Benchmark Attainment and Subject



***Graphic by ACT 2016 readiness reports (WI DATA)**

Despite lower-than-ideal scores, Mr. Mineau is not turning his focus solely on boosting them. He says many schools around the country “teach for the test”: - meaning every class is designed simply to help students achieve better scores on standardized tests like the ACT. Mr. Mineau

Percent of 2016 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject



***Graphic by ACT 2016 readiness reports (WI DATA)**

believes there is much more to each school than test scores, and teachers

should not focus on “teaching for the test.” Mr. Mineau said, “Are we going to try to help our students get the best possible score they can? Absolutely, but at what cost? Are we going to skill and drill on tests all day long? I don’t think that’s the answer. That eliminates things like creativity, collaboration, and being able to think critically, some of those [skills] that need to be part of a solid education.”

Because of these ideas, more colleges are starting to find ways to examine a student as a whole and not concentrate solely on standardized test scores. At Lawrence University, for example, the ACT is not taken into consideration for accepting students or not. Mr. Weisse feels uneasy about this decision, as he feels the ACT is still important to at consider. “I think all colleges should look at the whole student, but one thing the ACT [does] is create a line because every school is not equal,” he said. “We offer a lot of AP courses at East and in Appleton; some of the smaller school districts don’t offer any, so if you took six AP classes, but in the other school you...weren’t even given the opportunity, is that fair?” Despite Lawrence and other universities straying away from the test, the ACT still holds the throne in terms of determining the academic ability of both individuals and schools.

Although Mr. Mineau sees the value in the ACT in assisting students with post-secondary opportunities, he feels it is weighted too much. “[The ACT score] is the one score that people see when [they] come into Appleton,” Mineau said. “It really doesn’t tell the whole story of the school.”

Inside East Choirs By Isabel DeBruin

Ever notice that strange hallway tucked far away in the corner behind the guidance offices? Perhaps you noticed loud noises coming from that hallway? Or, you have seen the stampede that emerges after fifth hour? Whether you have noticed it or not, the music hallway does indeed exist, and if you dare to journey all the way to the end, you will find the choir room. You, the wonderful readers of this newspaper, submitted the questions about choir for East's choir director Mr. VanSickle.

Q: How many kids are in choir?

A: 294

Q: How many times does a choir have to go over a song before they master it?

A: Choirs never master songs, because they can never be perfect, but there are always improvements to be made. As Leonardo Da Vinci once said, "Art is never finished, only abandoned."

Q: How are songs picked for concerts?

A: In order for a piece to be performed at a concert, it has to be complex, have high involvement, and talk about positivity and togetherness. The choir also has to be able to learn something deep from it. In total, the song has to challenge the students to be better singers and people.

Q: How did the A Cappella groups start?

A: Co-Curricular choirs have been around for as long as anyone can remember. Around seven years ago Katie Schuld solidified them as A Cappella groups.

Q: Since the A Cappella groups are student run, what is Mr. Van Sickle's role?

A: Mr. Van Sickle's technical title is advisor, meaning he helps out with auditions and anything else that requires a teacher's presence. However, he prefers to watch, and be amazed by what the students are able to put together on their own.

Q: What is the best thing about choir?

A: It gives everyone a chance to be artistic, emotional and creative. Plus, we can sing our entire lives. It doesn't have to stop when you leave high school.



Backstage of Mamma Mia!

By Lauren Gilmeister and Isabella Wirth

While East's theatrical productions showcase the talents of actors on stage, the work backstage is rarely seen or understood. The technical side of theater is not only widely unknown but extremely important to making a show happen. From months of set building and preparation beforehand to working equipment and moving scenery during a show, "techies" put in a great deal of work.

"[Stage managing] can be really stressful- if something goes wrong, you have to decide what to do," Stage manager Annika Rice says. "That's the most difficult thing I've had to deal with." However, being on the tech crew isn't all work. Rice adds, "I like being a part of the show but not being on stage- getting to see the progress and how the set is built, how it starts from nothing to becoming something beautiful."

And beautiful it is. Some of the props and sets included in *Mamma Mia* will be old Victorian vanities and ethereal beach backdrops, all of which the tech crew will be responsible for hauling on and off the stage between scenes. Annika is "excited in general" to be part of this year's musical, and undoubtedly the rest of the crew would feel the same way.

Evidently, despite all of the labor and stress, working backstage is an enjoyable experience.

MY, MY, MORE MAMMA MIA!

BY ERIN
GRETZINGER

The Appleton East production of *Mamma Mia* opens Nov. 2 in the Stanley Ore auditorium. While the audience will only witness the final product, long before the curtain drops on open night, the process of what goes on behind the scenes is where the real magic happens.

Last May, East announced its fall musical would be *Mamma Mia*. The theatre director, Ashlee Price, said that the bare bones of the show were already being constructed long before any actors took the stage. "As a director, often your behind-the-scenes work starts at the close of the previous production," Price said. "You're always looking ahead to your next show."

Price chose *Mamma Mia* for many reasons. "Last year, our musical featured our male talent," Price explained. "This year we wanted to switch it up and give the ladies more of a chance to shine." Additionally, East's production *Mamma Mia* is unique because the rights to the show just became available to high schools. "They just released the title in late April and many of us have been waiting to stage this popular hit Broadway show," Price said. "Come on, ABBA? How can you resist it!"



The students in *Mamma Mia* were already working long before the first school bell rang. The Theatre Camp at the end of August marked the beginning of the fall theatre season for the actors, leading up to auditions the first week of school. Another unique aspect of this show is the casting situation. "This year, because of such a surplus of talent, we have a double cast for many of the lead characters. So a person who attends one cast one night can see a brand new performance the very next night with a different cast," Price said. "So even from night to night, our show will be unique!"

After the cast was set, the real work began. *Mamma Mia* contains almost 100 pages of script and over 150 pages of music, with 27 songs to be learned in just two months. "Time is probably one of the biggest challenges for a director. In the beginning, you do your best to set deadlines... But every show surprises you with setbacks, so you're constantly trying to adjust," Price explained. "I've never been part of a production where time wasn't an issue." Despite this, Price said the shows always come together, as the "dedication of all the people involved is stronger than any time obstacle."

By the time the final curtain call rolls around, the actors will have spent over 150 hours to making *Mamma Mia* come to life. As Price reiterated, the process can be grueling and exhausting, but the students involved wouldn't trade it for the world.

Senior Alex Martinez, playing the part of Sam, said he wouldn't be the person he is today if it weren't for theatre. "I was always self-conscious and still am, and reality is a harsh place," Alex explained. "Theatre gives me a place to go that isn't reality and allows me to experience another life with the people that I love."

For senior Emma Pitsch, playing the role of Tanya, *Mamma Mia* is her first show at East. "Being an athlete, the theatre world has been an adjustment for me, pushing me further and further out of my comfort zone in the most positive ways," Emma said. From learning to be a character to meeting new people, Emma feels theatre has "opened [her] eyes" to an activity she wishes she would have joined sooner.



**COME SEE
THE SHOW!
NOVEMBER
8, 9, & 10
7:30 P.M.**

Patriot Pro Shop

by Olivia Van Hammond

The Patriot Pro Shop is our school store here at East. It is worked entirely by marketing students and managed by students and Mrs. Fude. Mrs. Fude, a business and marketing teacher, helps make all the magic happen.

Many things go into running a school store. Apparel needs to be designed and ordered; food, gum, and beverage bought from the store; pricing decisions, advertising, stocking, overall maintenance, and selling products right to all of us! Not only is it awesome that we have the chance to buy food

for a good price during the school day, but it is also a teaching tool for the marketing students. The Patriot Pro Shop



has a lot to teach about marketing, selling, customer relations, pricing, and distributing. Mrs. Fude likes to use it as a way to give students real-life experience working and having responsibility. In Marketing 1, students create

advertisements for products in the store. Students in Principles of Business Management, actually design a product from start to finish and see it sold in the store.

The Pro Shop also has a lot of items useful to students- goggles, jump drives, calculators, and more! The Patriot Pro Shop staff is always happy to hear what items YOU would like to see. Mrs. Fude puts in countless hours every week to make sure the Patriot Pro Shop is the best it can be, filled with your favorite snacks and East items.



HOW DO ANNOUNCEMENTS WORK?

BY: BRANDON SALVESON-KREPLINE

Ever wondered where East's announcements are recorded? Ever need a studio for a school project? Maybe for a newscast? Or maybe a historical video?

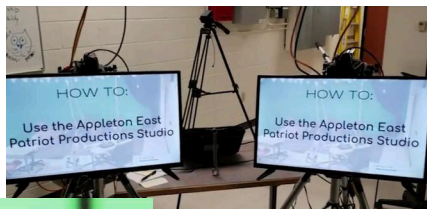
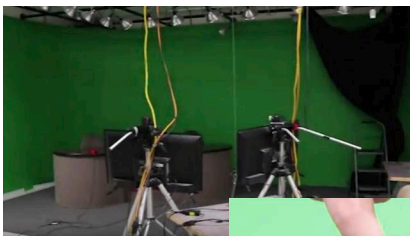
The studio is decked out with multiple iMacs that feature the Adobe suite programs, including Photoshop and Premiere Pro. The studio also has a huge green screen so you can travel from ancient Mesopotamia to modern day New York City without leaving the room.

To get access to the studio talk to Mr. German or Mr. Wegand.

The equipment is advanced, and yes, it takes some learning to know how to use it.

This "how-to" video about the studio goes through everything step by step, from the second you walk in to how to shut everything off. If you want to get an "A" on that project or just have fun here is a link to that video: <https://goo.gl/ubSoeS>

Stop making mediocre videos on your chromebook. You can make great videos in the Appleton East Announcements Studio. All you have to do is make the journey down the Tesla wing and turn down by Mr. Noffke's art room, walk down the long painted wall art hall, then turn right, go down towards the doors leading outside. It will be the door on the right next to the art door.



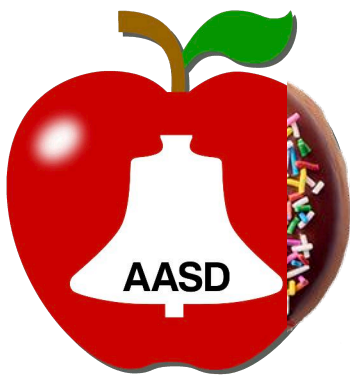
AASD NEW NUTRITION POLICY: IS IT GOOD OR BAD?

This year the AASD introduced a new nutrition policy. The policy ends students from bringing in snacks from home to celebrate birthdays, etc. The change has sparked mixed reactions from parents and students alike. Here are opinions from both sides of the argument: Is the AASD new nutrition policy good or bad? Read more about the change.

BY LAUREN GILMEISTER

The Appleton Area School District recently implemented a new policy where most food considered “unhealthy” cannot be shared or sold. While many students are upset about this change, some aspects about this new system make sense. Throughout the years, our lunch foods have been getting increasingly more healthy. Back in elementary school, some of us enjoyed food items such as white breadsticks and even cake; now that would be unheard of. If the district is enforcing healthy lunch, it seems silly that students would still be allowed to bring in junk food for their birthdays. That defeats the whole mission of eating well. In high school most students don’t bring birthday treats, so the policy becomes problematic with club fundraisers. A lot of East clubs rely on selling baked goods and other sweets for their profits. But again, if students eat a balanced meal for lunch and then proceed to buy a bag of puppy chow or a cookie for dessert, then the school is not doing their job of making sure students are eating healthy.

The other side to this issue regards money. Part of the reason for this new policy is parents often feel pressured to spend big bucks on birthday treats for their children. This makes a lot of sense for elementary school, as snacks for the whole class can get expensive, especially for financially challenged families. In high school, maybe we need to consider that most students our age don’t have much money to spend. If we are constantly pressured to buy one sweet or another to support clubs, it all adds up. If there are no more bake sales, clubs have to think of other ideas. For East clubs, this policy should be seen not as a barrier, but as an opportunity to think outside the box. In doing this, we can make East a more cost-efficient and healthy community. With all aspects taken into consideration, this nutrition policy makes sense. Students must choose to see the positives instead of the negatives.



BY BRANDON SALVESON-KREPLINE

The new Appleton Area School District took away something everyone loves-food. The new snack policy is meant to reduce the financial stress of providing snacks for birthdays and parties. With this and the increased “healthy foods” served for lunch, kids are left with nothing they will eat. Sure, the cafeteria has more healthy options but, the only problem is that kids don't want healthy options. If you remember elementary school, you remember taking the green lettuce they called a salad, not eating it, and then throwing it away. The healthy food they keep introducing doesn't end up in the kid's mouths, it ends up in the trash. This leaves kids starving, which studies have shown to reduce learning capabilities in the classroom. The district also claims the policy helps kids with allergies. The countless bake sales schools hold to raise money? Those are now gone. Teachers handing out candy as prizes? Gone. The argument that the policy helps keep students safer is not solid. About one in thirteen children have a food allergy according to FARE (Food

Allergy Research & Education). If schools allow snacks or hold bake sales, they should offer alternatives for kids with such allergies, but it makes no sense for everyone to miss out because of a small number of students. School is about getting kids ready for the real world. In the real world, one person's peanut allergy does not mean that no one can have peanuts. That person just has to find an alternative. This can also be a teaching tool for younger students: some kids are different and eat different things.

Johnston Elementary School provides free breakfast and lunch to every single student. This means they also provide meals to kids with food allergies. Why can't they do that for birthdays too? Teachers also use treats as a reward system to help make learning fun. This leaves teachers to work harder, finding more “creative” ways to engage kids, but none will be as inexpensive and easy as a piece of candy.

All in all, kids eating lifestyles should be celebrated, but taking away treats and snacks from everyone leaves students with a sour taste in their mouths.

HUMANS OF APPLETON EAST

**"What do you think of the
new nutrition policy?"**



Freshman

Ellie Debbert

**"It's healthier , that's for
sure, but not as fun."**

Sophomore

Sara Minkey

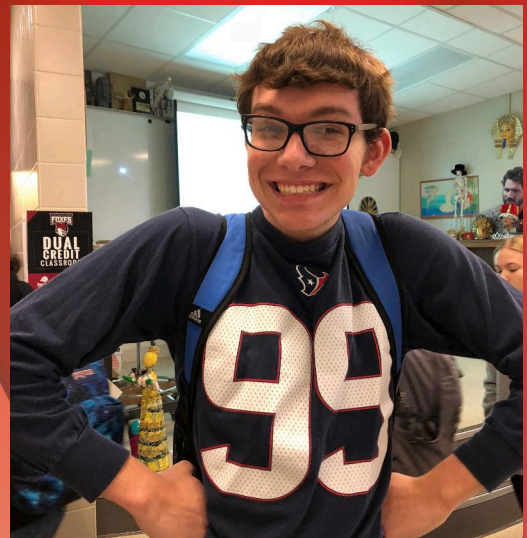
**"It hasn't seemed to have
any problems in the past,
so I don't see why it is
necessary now."**



Junior

Riley Dederling

"The new nutrition policy has put a damper on many of the extracurriculars I'm involved in. It is hard to do many of the fundraisers we have done in the past... we are unfortunately no longer able to do that."



Senior

Jenna Simo

"I think the new nutrition policy is upsetting because as high school students we should be able to make our own food decisions."



Staff

Madame Jansen

"It is important to stick with the policy, but I think that with a class like a language there are certain culture experiences I would like to provide for my students through food as well, so if there could be some exceptions to that rule it would work in my favor."



The Original Patriot: A Tribute to Stan Ore

On September 17, 2018, Appleton East lost one of its founding fathers. [Mr. Stanley Ore](#), East's first and longest serving principal, passed away at the age of 82.

After serving his country in the Navy, Ore graduated from UW-Whitewater and began his teaching career at Burlington High School. Ore earned a Master's degree and Specialist degree (Ed.S.) from UW-Madison before moving to Appleton. After a few years as an assistant principal at Appleton High School (now West High School), Ore was named Principal of Appleton High School East when the school opened in 1967, and he led the Patriots until he retired in 1993. Stan Ore and his wife, Carol Hoffman, then traveled the world for many years, educating children from different countries and cultures. They established roots in Door County, but Appleton East was always home.

In 2016, Ore spoke to an Appleton East student about his time as principal:

Principal Ore ended every school day by standing in the hall and talking with students. In his 26 years as Appleton East principal, Stan Ore enjoyed attending band, orchestra, and choir concerts, watching wonderful theatre productions, and cheering on Patriot athletic and academic teams on the court, on the field, and in the classroom. Mr. Ore loved seeing students' hard work and dedication reward them with victories and success, but he loved connecting with every student. He was proud of each one.

As principal, Mr. Ore faced countless changes between 1967 and 1993, when Ore retired. For example, clothing styles constantly evolved. No year was anything like its predecessor. "I saw female students transition from wearing a skirt to being able to wear jeans during cold weather," said Mr. Ore.

Mr. Ore also remembered when the Library Media Center added its first computers. Now, each student carries their own chromebook and personal mobile phone.

One of the most difficult things Mr. Ore had to do was "keep the lid on" during graduation exercises. Every year seniors were "just itching to get out of high school," and this could create tension and stress at the end of the year. However, seniors' excitement and energy rubbed off on Mr. Ore, making each graduation ceremony unforgettable.

"My most memorable times were when I could greet the graduating seniors when they all had their diplomas in hand," says Principal Ore. He marveled at the growth of each individual student, especially as they walked across the stage with wide grins and twinkling eyes. Mr. Ore loved seeing the seniors off as they embarked on their own separate journeys after high school, so when it was time to retire in 1993, Mr. Ore donned a graduation gown, sat with the seniors during the ceremony, and walked across the stage himself.

Mio Vogt, Class of 2017

In 2017, Stan Ore returned to Appleton East to celebrate the school's 50th anniversary at Patriotfest. He shared memories, stories, and, of course, a few jokes. You can watch his speech on YouTube. (Click on the image or search YouTube for [Stan Ore](#).)

