



## OVERVIEW

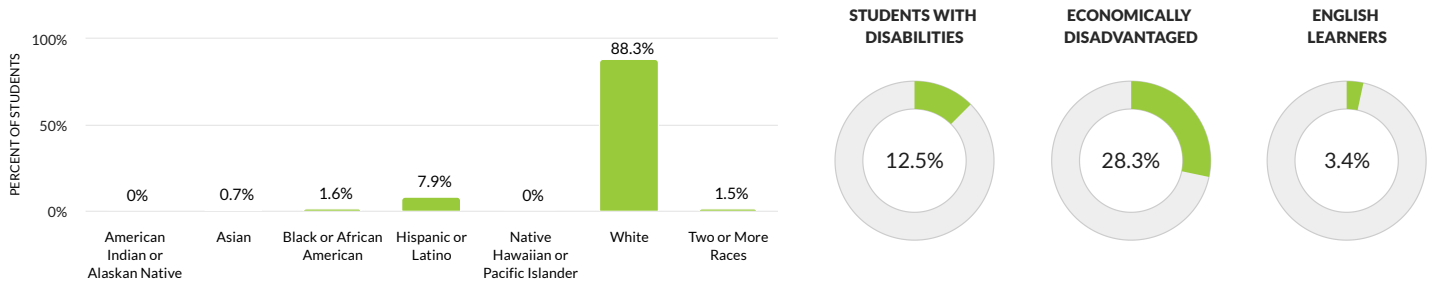
### School Details

Grades : 9-12  
Enrollment : 674  
Percent open enrollment : 6.7%

New London is dedicated to Success For All Students. Collaboration, quality teaching, and a nurturing environment define us. Our programs in academic, career exploration and life experiences guide students toward graduation. Our Continuous Improvement Strategic Plan monitors Learning, Stability, Safety, and Engagement. United with students, staff, parents, and community, we flourish.

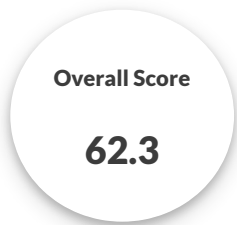
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



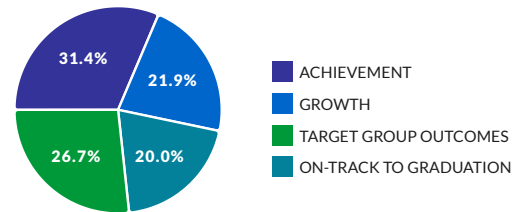
### Score Summary

**!** 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>.



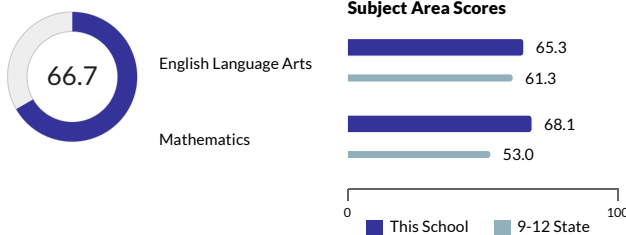
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

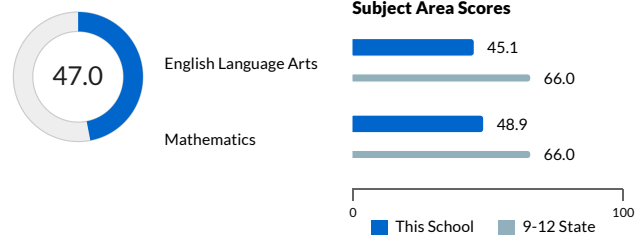


### Priority Area Scores

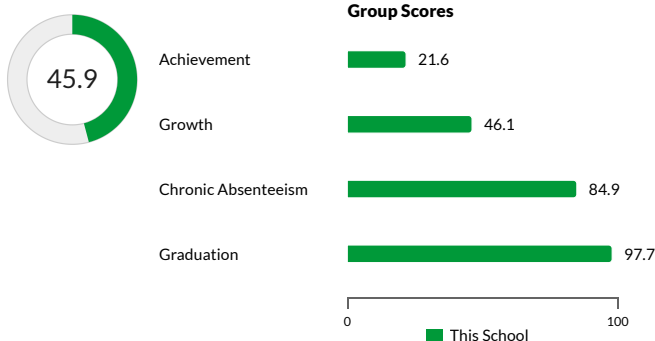
#### ACHIEVEMENT



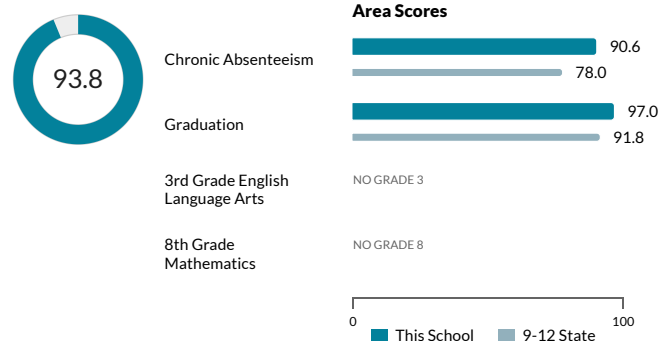
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION

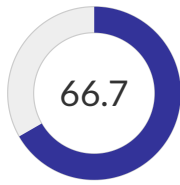




## ACHIEVEMENT

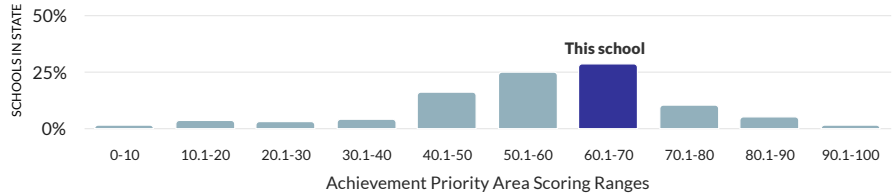
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

### Priority Area Score



English Language Arts Score: 65.3  
Mathematics Score: 68.1

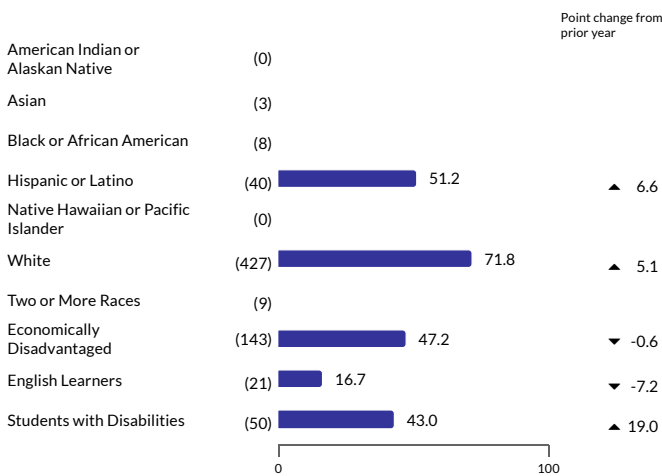
This school's score was the same or higher than 76.7% of 9-12 schools in the state.



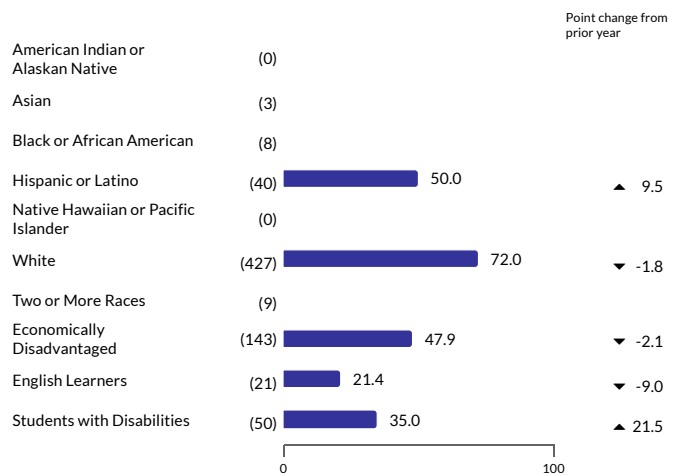
## Student Group Achievement, 2022-23 (for information only)

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

### ENGLISH LANGUAGE ARTS



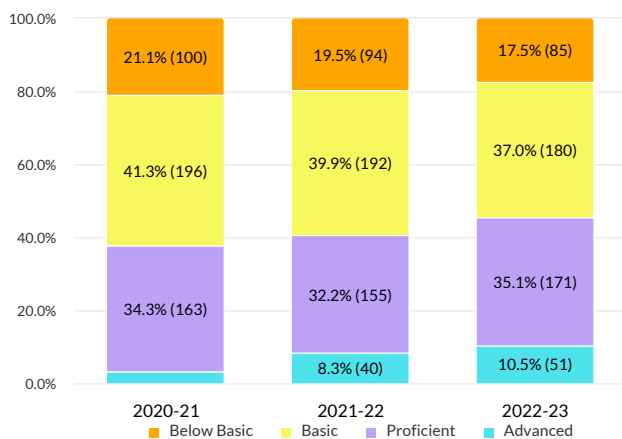
### MATHEMATICS



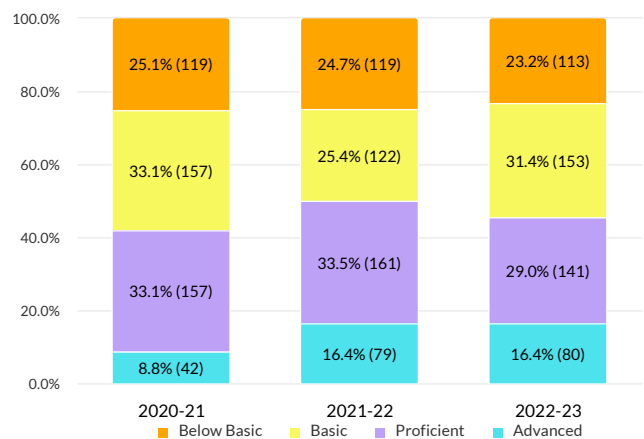
## Performance Levels by Year

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
96.7%	83.6%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.5%	83.6%

### 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	475	3.4%	34.3%	41.3%	21.1%	481	8.3%	32.2%	39.9%	19.5%	487	10.5%	35.1%	37.0%	17.5%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	3	0.0%	0.0%	66.7%	33.3%	7	14.3%	0.0%	57.1%	28.6%	3	33.3%	0.0%	33.3%	33.3%
Black or African American	2	50.0%	0.0%	0.0%	50.0%	5	0.0%	20.0%	20.0%	60.0%	8	12.5%	12.5%	25.0%	50.0%
Hispanic or Latino	45	0.0%	8.9%	48.9%	42.2%	37	2.7%	21.6%	37.8%	37.8%	40	0.0%	32.5%	37.5%	30.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	415	3.1%	37.6%	40.5%	18.8%	426	8.5%	34.0%	39.9%	17.6%	427	11.5%	35.8%	37.5%	15.2%
Two or More Races	10	20.0%	30.0%	40.0%	10.0%	6	33.3%	16.7%	50.0%	0.0%	9	0.0%	44.4%	22.2%	33.3%
Economically Disadvantaged	130	3.1%	24.6%	39.2%	33.1%	139	4.3%	18.0%	46.8%	30.9%	143	2.1%	23.1%	42.0%	32.9%
English Learners	24	0.0%	0.0%	45.8%	54.2%	23	0.0%	13.0%	21.7%	65.2%	21	0.0%	0.0%	33.3%	66.7%
Students with Disabilities	52	0.0%	7.7%	30.8%	61.5%	48	0.0%	12.5%	22.9%	64.6%	50	4.0%	18.0%	38.0%	40.0%

#### MATHEMATICS

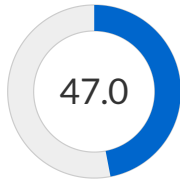
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	167,289	6.2%	27.7%	29.8%	36.3%	183,982	10.9%	23.1%	26.4%	39.6%	187,106	9.4%	24.4%	30.8%	35.4%
All Students	475	8.8%	33.1%	33.1%	25.1%	481	16.4%	33.5%	25.4%	24.7%	487	16.4%	29.0%	31.4%	23.2%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	3	0.0%	33.3%	33.3%	33.3%	7	14.3%	0.0%	57.1%	28.6%	3	33.3%	0.0%	33.3%	33.3%
Black or African American	2	50.0%	0.0%	0.0%	50.0%	5	20.0%	20.0%	0.0%	60.0%	8	12.5%	12.5%	12.5%	62.5%
Hispanic or Latino	45	0.0%	8.9%	42.2%	48.9%	37	2.7%	24.3%	24.3%	48.6%	40	2.5%	25.0%	42.5%	30.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	415	9.2%	36.4%	31.8%	22.7%	426	17.1%	35.4%	25.4%	22.1%	427	17.6%	30.2%	30.9%	21.3%
Two or More Races	10	30.0%	10.0%	50.0%	10.0%	6	50.0%	0.0%	16.7%	33.3%	9	22.2%	11.1%	22.2%	44.4%
Economically Disadvantaged	130	5.4%	20.0%	36.9%	37.7%	139	6.5%	28.1%	24.5%	41.0%	143	4.9%	23.8%	33.6%	37.8%
English Learners	24	0.0%	4.2%	33.3%	62.5%	23	4.3%	13.0%	21.7%	60.9%	21	0.0%	9.5%	23.8%	66.7%
Students with Disabilities	52	0.0%	3.8%	32.7%	63.5%	48	0.0%	4.2%	18.8%	77.1%	50	4.0%	14.0%	30.0%	52.0%



## 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.

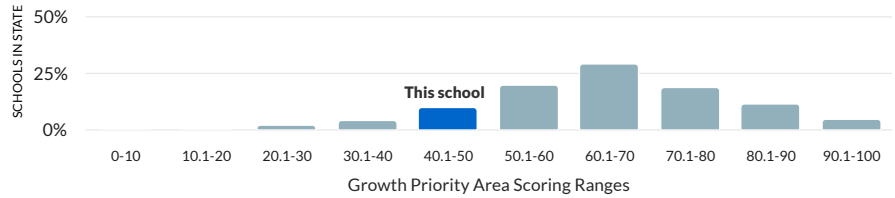
### Priority Area Score



English Language Arts Score: 45.1

Mathematics Score: 48.9

This school's score was the same or higher than 12.2% 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

All Students	(465)	1.9
American Indian or Alaskan Native	(0)	
Asian	(3)	
Black or African American	(7)	
Hispanic or Latino	(37)	1.7
Native Hawaiian or Pacific Islander	(0)	
White	(411)	1.9
Two or More Races	(7)	
Economically Disadvantaged	(133)	1.9
Not Economically Disadvantaged	(332)	1.9
English Learners	(17)	
English Proficient	(448)	1.9
Students with Disabilities	(45)	2.7
Students without Disabilities	(420)	1.8
Proficient Last Year	(230)	1.8
Not Proficient Last Year	(235)	2.0

#### MATHEMATICS

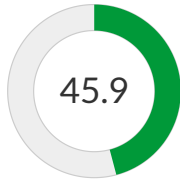
All Students	(465)	2.1
American Indian or Alaskan Native	(0)	
Asian	(3)	
Black or African American	(7)	
Hispanic or Latino	(37)	2.4
Native Hawaiian or Pacific Islander	(0)	
White	(411)	2.1
Two or More Races	(7)	
Economically Disadvantaged	(133)	2.1
Not Economically Disadvantaged	(332)	2.2
English Learners	(17)	
English Proficient	(448)	2.1
Students with Disabilities	(45)	2.7
Students without Disabilities	(420)	2.1
Proficient Last Year	(267)	2.1
Not Proficient Last Year	(198)	2.1



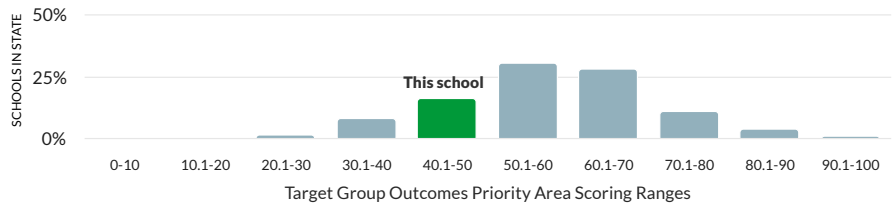
## TARGET GROUP OUTCOMES

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 17.8% of 9-12 schools in the state.



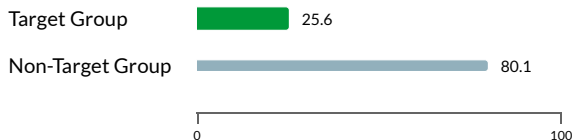
### Component Scores

#### ACHIEVEMENT

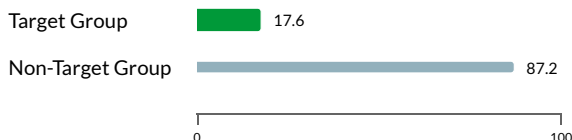
Score: 21.6

Average points-based proficiency rates.

##### English Language Arts



##### Mathematics

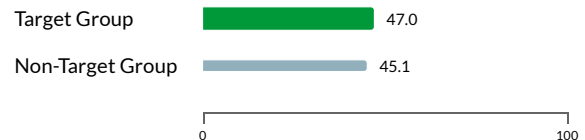


#### GROWTH

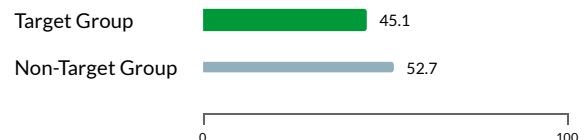
Score: 46.1

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

##### English Language Arts



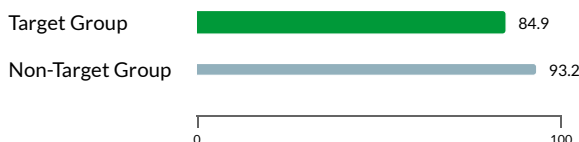
##### Mathematics



#### CHRONIC ABSENTEEISM

Score: 84.9

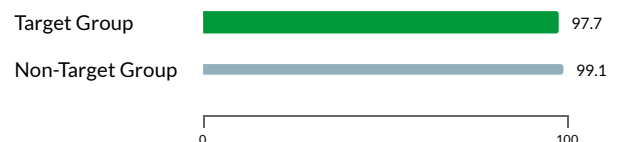
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.7

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

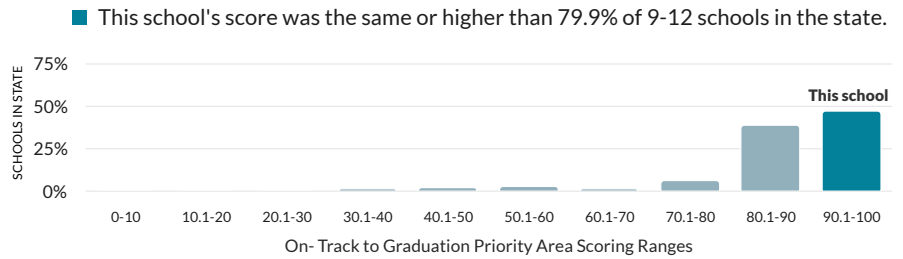
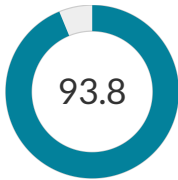




## ON-TRACK TO GRADUATION

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

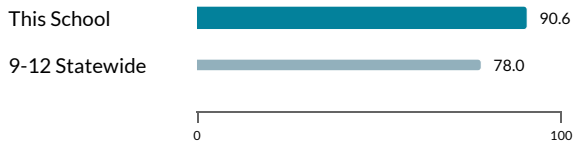


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 90.6

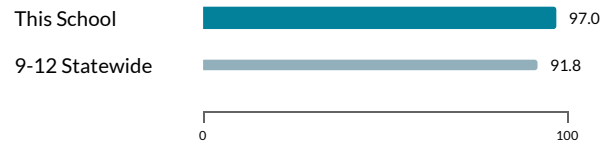
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 97.0

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	679	14.4%	640	7.3%	663	7.7%
American Indian or Alaskan Native	0	NA	0	NA	1	100.0%
Asian	9	11.1%	9	11.1%	8	12.5%
Black or African American	5	20.0%	2	0.0%	8	12.5%
Hispanic or Latino	61	26.2%	58	13.8%	50	20.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	594	13.3%	558	6.6%	584	6.3%
Two or More Races	10	10.0%	13	7.7%	12	8.3%
Economically Disadvantaged	195	27.2%	183	13.1%	187	16.0%
English Learners	30	26.7%	31	19.4%	29	13.8%
Students with Disabilities	91	18.7%	85	17.6%	73	13.7%

### 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	171	165	96.5%	159	155	97.5%
American Indian or Alaskan Native	0	0	NA	1	1	100.0%
Asian	1	1	100.0%	2	2	100.0%
Black or African American	0	0	NA	2	2	100.0%
Hispanic or Latino	17	14	82.4%	11	10	90.9%
Native Hawaiian or Pacific Islander	0	0	NA	0	0	NA
White	148	145	98.0%	139	136	97.8%
Two or More Races	5	5	100.0%	4	4	100.0%
Economically Disadvantaged	40	35	87.5%	44	41	93.2%
English Learners	6	3	50.0%	6	6	100.0%
Students with Disabilities	19	18	94.7%	19	18	94.7%



## 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.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

School	State
<b>16.7%</b>	<b>20.1%</b>

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

#### DUAL ENROLLMENT

School	State
<b>41.2%</b>	<b>23.2%</b>

273 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
<b>15.8%</b>	<b>3.9%</b>

105 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
<b>2.1%</b>	<b>8.5%</b>

14 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	1	2,750	0.0%	6.2%	0.0%	14.2%	0.0%	1.5%	0.0%	8.9%
Asian	8	10,138	0.0%	31.6%	50.0%	22.2%	25.0%	3.4%	0.0%	5.7%
Black or African American	8	25,007	0.0%	12.9%	25.0%	7.6%	25.0%	1.0%	0.0%	2.2%
Hispanic or Latino	50	35,817	10.0%	16.1%	34.0%	16.0%	18.0%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	0	202	NA	20.3%	NA	22.3%	NA	2.5%	NA	9.9%
White	584	182,130	17.8%	21.6%	41.8%	27.2%	15.1%	4.7%	2.4%	10.4%
Two or More Races	12	10,657	16.7%	17.7%	50.0%	17.8%	33.3%	2.6%	0.0%	6.1%
Economically Disadvantaged	187	102,069	4.8%	11.2%	30.5%	16.1%	13.9%	2.5%	0.5%	7.0%
English Learners	29	16,932	0.0%	11.4%	31.0%	13.8%	24.1%	2.1%	0.0%	4.1%
Students with Disabilities	73	34,245	1.4%	3.8%	32.9%	12.5%	19.2%	2.0%	0.0%	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.

### Participation by Type of Arts Course

#### ART & DESIGN

School	State
<b>18.6%</b>	<b>27.2%</b>

123 students successfully completed at least one art & design course.

#### DANCE

School	State
<b>0.0%</b>	<b>0.4%</b>

No students successfully completed a dance course.

#### MUSIC

School	State
<b>19.8%</b>	<b>19.1%</b>

131 students successfully completed at least one music course.

#### THEATER

School	State
<b>2.9%</b>	<b>1.8%</b>

19 students successfully completed at least one 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	1	2,750	0.0%	30.3%	0.0%	0.0%	0.0%	14.5%	0.0%	1.0%
Asian	8	10,138	37.5%	28.4%	0.0%	0.4%	25.0%	19.5%	0.0%	1.3%
Black or African American	8	25,007	0.0%	25.3%	0.0%	0.5%	12.5%	11.7%	0.0%	2.5%
Hispanic or Latino	50	35,817	20.0%	27.1%	0.0%	0.4%	10.0%	13.0%	0.0%	1.8%
Native Hawaiian or Pacific Islander	0	202	NA	28.2%	NA	0.0%	NA	23.3%	NA	1.5%
White	584	182,130	18.7%	27.3%	0.0%	0.4%	20.2%	21.5%	3.3%	1.7%
Two or More Races	12	10,657	8.3%	28.2%	0.0%	0.6%	41.7%	17.7%	0.0%	2.2%
Economically Disadvantaged	187	102,069	23.5%	27.6%	0.0%	0.4%	18.2%	15.1%	2.7%	1.8%
English Learners	29	16,932	10.3%	29.3%	0.0%	0.5%	6.9%	11.7%	0.0%	1.7%
Students with Disabilities	73	34,245	27.4%	28.6%	0.0%	0.4%	12.3%	14.3%	1.4%	2.0%

Wisconsin Department of Public Instruction  
Office of Educational Accountability  
125 S. Webster Street  
Madison, WI 53703  
[dpi.wi.gov](http://dpi.wi.gov)



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