



OVERVIEW

School Details

Grades : K4-4

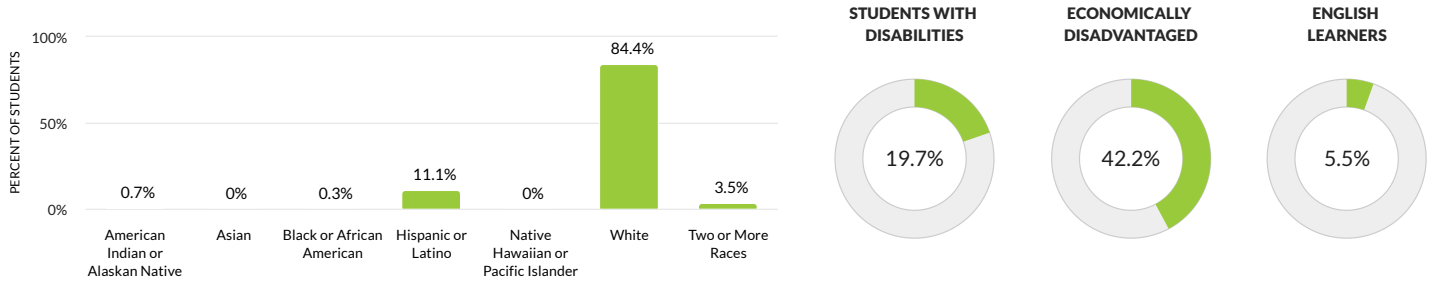
Enrollment : 289

Percent open enrollment : 6.2%

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.

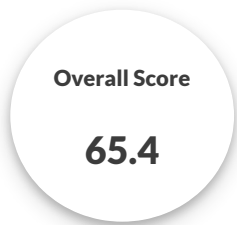
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

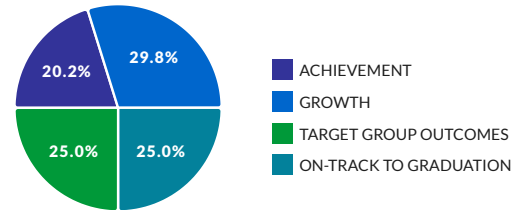
! Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

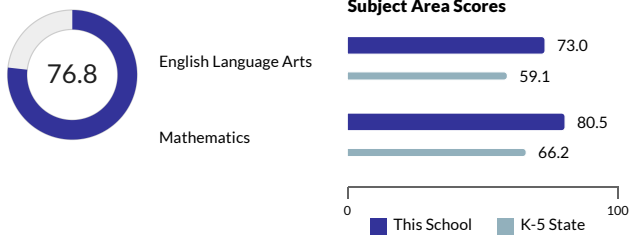


PRIORITY AREA WEIGHTS

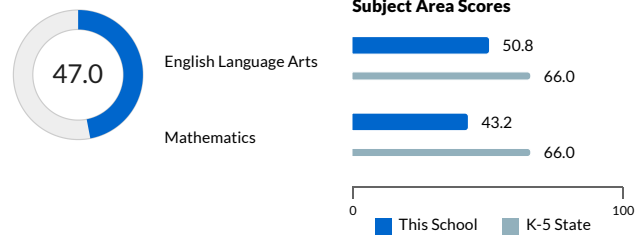


Priority Area Scores

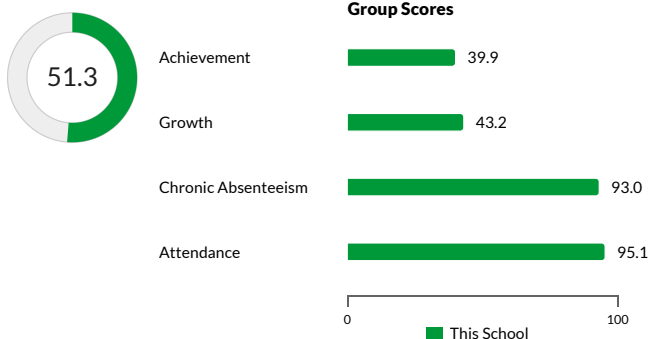
ACHIEVEMENT



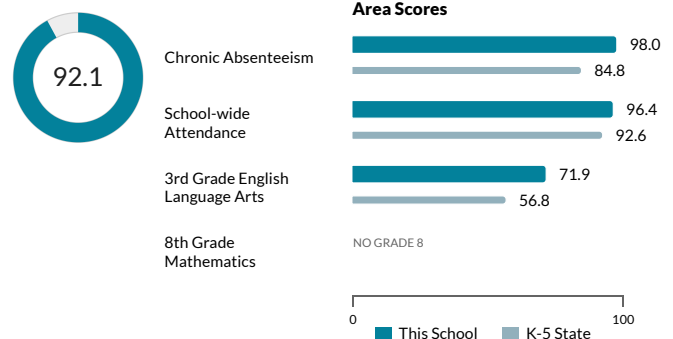
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

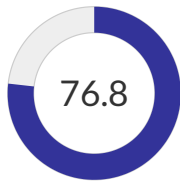




ACHIEVEMENT

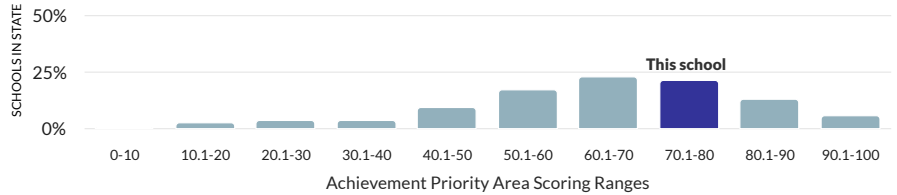
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 73.0
Mathematics Score: 80.5

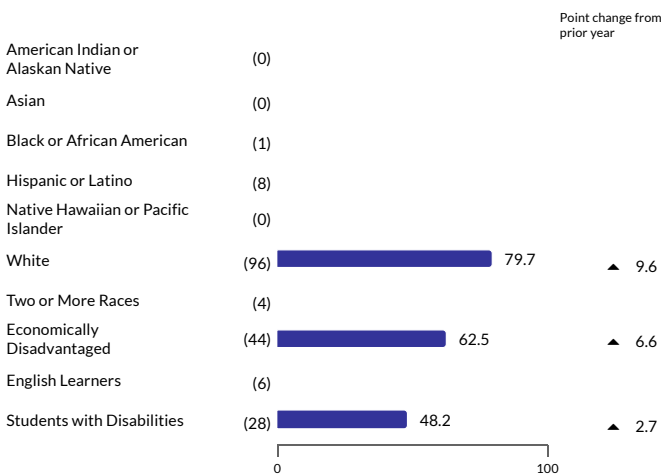
This school's score was the same or higher than 75.8% of K-5 schools in the state.



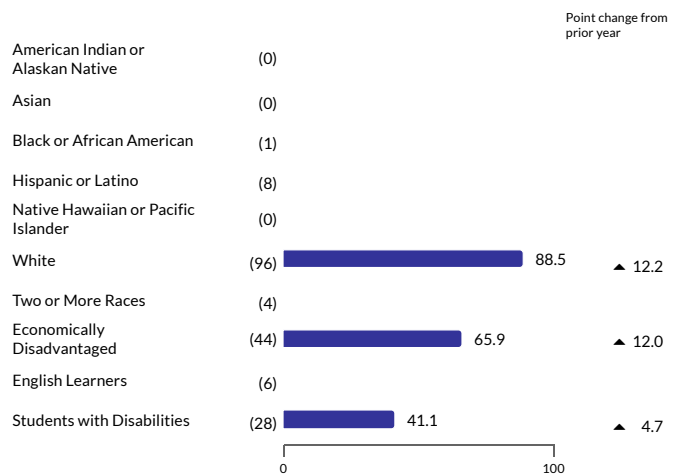
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



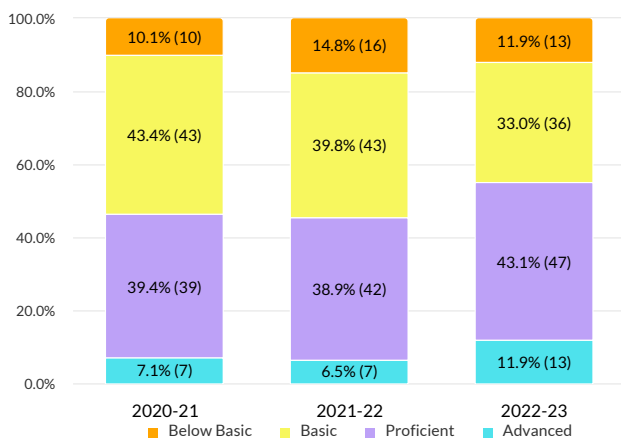
MATHEMATICS



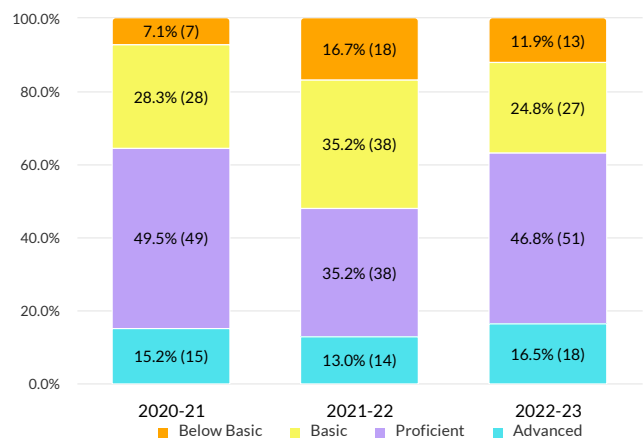
Performance Levels by Year

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
99.1%	96.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.1%	96.7%

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: K-5 State	158,517	5.8%	31.3%	35.0%	27.9%	174,501	6.4%	32.2%	33.5%	27.9%	175,277	7.5%	32.3%	34.0%	26.2%
All Students	99	7.1%	39.4%	43.4%	10.1%	108	6.5%	38.9%	39.8%	14.8%	109	11.9%	43.1%	33.0%	11.9%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	1	0.0%	100.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	2	0.0%	50.0%	50.0%	0.0%	3	0.0%	100.0%	0.0%	0.0%	1	0.0%	100.0%	0.0%	0.0%
Hispanic or Latino	11	0.0%	18.2%	72.7%	9.1%	7	0.0%	14.3%	42.9%	42.9%	8	0.0%	12.5%	62.5%	25.0%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	85	8.2%	41.2%	40.0%	10.6%	97	7.2%	39.2%	40.2%	13.4%	96	13.5%	43.8%	31.3%	11.5%
Two or More Races	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%	4	0.0%	75.0%	25.0%	0.0%
Economically Disadvantaged	38	0.0%	31.6%	52.6%	15.8%	51	3.9%	25.5%	49.0%	21.6%	44	6.8%	31.8%	40.9%	20.5%
English Learners	9	0.0%	11.1%	77.8%	11.1%	5	0.0%	20.0%	60.0%	20.0%	6	0.0%	16.7%	83.3%	0.0%
Students with Disabilities	19	0.0%	31.6%	47.4%	21.1%	22	0.0%	22.7%	45.5%	31.8%	28	0.0%	28.6%	39.3%	32.1%

MATHEMATICS

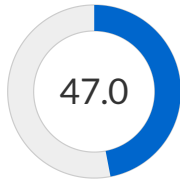
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	158,351	10.1%	32.3%	32.1%	25.5%	174,975	11.9%	33.2%	30.6%	24.4%	175,866	13.0%	33.5%	29.8%	23.7%
All Students	99	15.2%	49.5%	28.3%	7.1%	108	13.0%	35.2%	35.2%	16.7%	109	16.5%	46.8%	24.8%	11.9%
American Indian or Alaskan Native	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Asian	1	100.0%	0.0%	0.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
Black or African American	2	0.0%	0.0%	100.0%	0.0%	3	0.0%	0.0%	66.7%	33.3%	1	0.0%	0.0%	100.0%	0.0%
Hispanic or Latino	11	9.1%	36.4%	36.4%	18.2%	7	0.0%	14.3%	42.9%	42.9%	8	0.0%	25.0%	37.5%	37.5%
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	85	15.3%	52.9%	25.9%	5.9%	97	14.4%	38.1%	33.0%	14.4%	96	18.8%	49.0%	22.9%	9.4%
Two or More Races	0	NA	NA	NA	NA	1	0.0%	0.0%	100.0%	0.0%	4	0.0%	50.0%	25.0%	25.0%
Economically Disadvantaged	38	5.3%	50.0%	31.6%	13.2%	51	3.9%	27.5%	41.2%	27.5%	44	6.8%	38.6%	34.1%	20.5%
English Learners	9	11.1%	33.3%	33.3%	22.2%	5	0.0%	20.0%	40.0%	40.0%	6	0.0%	33.3%	50.0%	16.7%
Students with Disabilities	19	5.3%	42.1%	31.6%	21.1%	22	0.0%	13.6%	45.5%	40.9%	28	0.0%	25.0%	32.1%	42.9%



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.

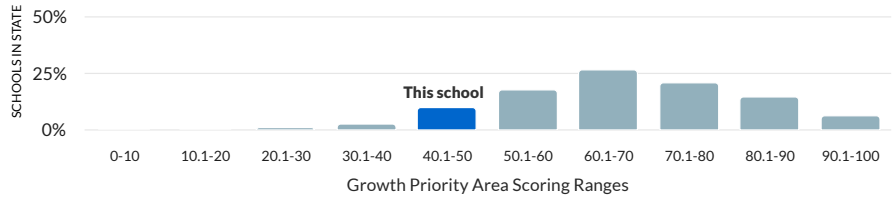
Priority Area Score



English Language Arts Score: 50.8

Mathematics Score: 43.2

This school's score was the same or higher than 10.0% of K-5 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	(56)	2.2
American Indian or Alaskan Native	(0)	
Asian	(0)	
Black or African American	(1)	
Hispanic or Latino	(3)	
Native Hawaiian or Pacific Islander	(0)	
White	(51)	2.2
Two or More Races	(1)	
Economically Disadvantaged	(23)	2.3
Not Economically Disadvantaged	(33)	2.3
English Learners	(3)	
English Proficient	(53)	2.2
Students with Disabilities	(14)	
Students without Disabilities	(42)	2.1
Proficient Last Year	(28)	2.2
Not Proficient Last Year	(28)	2.3

MATHEMATICS

All Students	(56)	1.8
American Indian or Alaskan Native	(0)	
Asian	(0)	
Black or African American	(1)	
Hispanic or Latino	(3)	
Native Hawaiian or Pacific Islander	(0)	
White	(51)	1.8
Two or More Races	(1)	
Economically Disadvantaged	(23)	2.4
Not Economically Disadvantaged	(33)	1.8
English Learners	(3)	
English Proficient	(53)	1.8
Students with Disabilities	(14)	
Students without Disabilities	(42)	1.8
Proficient Last Year	(35)	1.6
Not Proficient Last Year	(21)	2.5



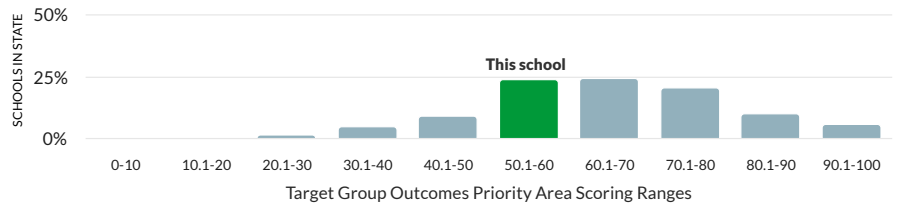
TARGET GROUP OUTCOMES

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 18.4% of K-5 schools in the state.



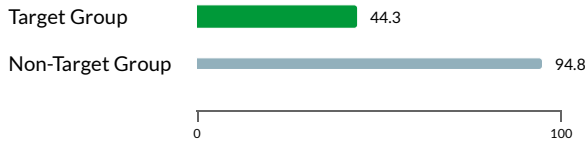
Component Scores

ACHIEVEMENT

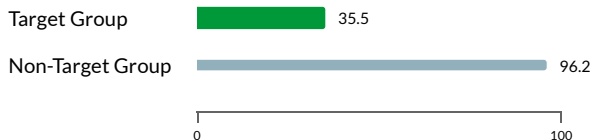
Score: 39.9

Average points-based proficiency rates.

English Language Arts



Mathematics

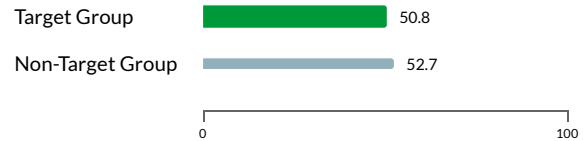


GROWTH

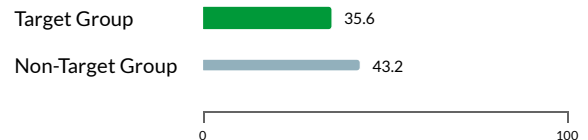
Score: 43.2

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

English Language Arts



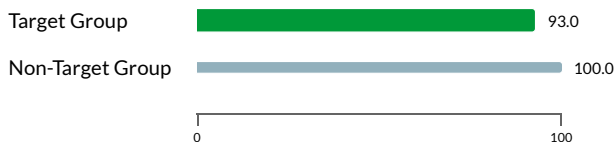
Mathematics



CHRONIC ABSENTEEISM

Score: 93.0

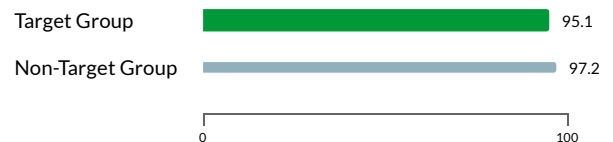
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 95.1

This score is the overall attendance rate for the Target Group in 2021-22.

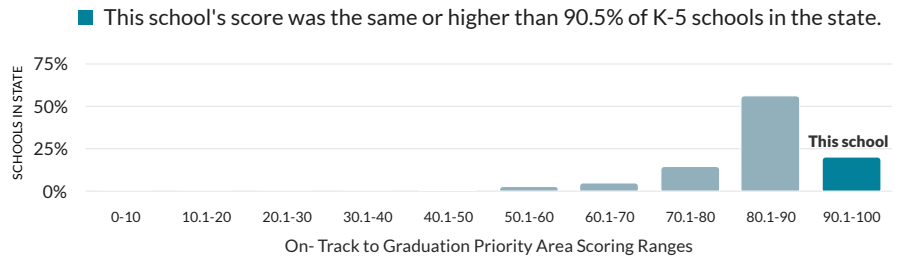
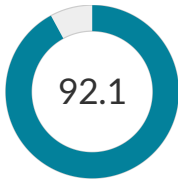




ON-TRACK TO GRADUATION

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

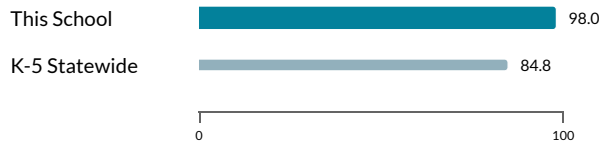


Component Scores

CHRONIC ABSENTEEISM

Score: 98.0

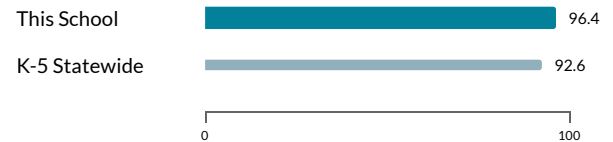
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 96.4

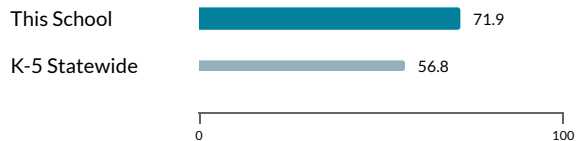
This score is the overall attendance rate for the school in 2021-22.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 71.9

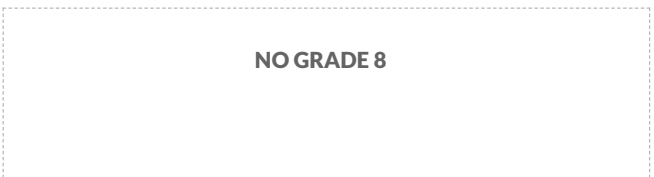
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year 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

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	365,631	10.2%	352,483	13.5%	354,397	20.1%
All Students	274	4.0%	246	1.2%	243	1.2%
American Indian or Alaskan Native	0	NA	0	NA	1	0.0%
Asian	3	0.0%	2	0.0%	1	100.0%
Black or African American	5	0.0%	4	0.0%	3	0.0%
Hispanic or Latino	28	7.1%	23	0.0%	21	0.0%
Native Hawaiian or Pacific Islander	0	NA	0	NA	0	NA
White	235	3.8%	212	0.9%	211	0.9%
Two or More Races	3	0.0%	5	20.0%	6	0.0%
Economically Disadvantaged	112	5.4%	96	2.1%	104	1.9%
English Learners	22	4.5%	19	0.0%	13	0.0%
Students with Disabilities	53	7.5%	49	2.0%	49	4.1%

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.

This school does not have a 12th grade

