



OVERVIEW

School Details

Grades : 7-12

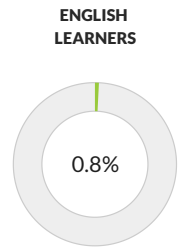
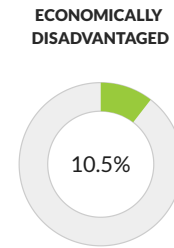
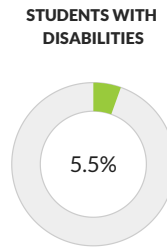
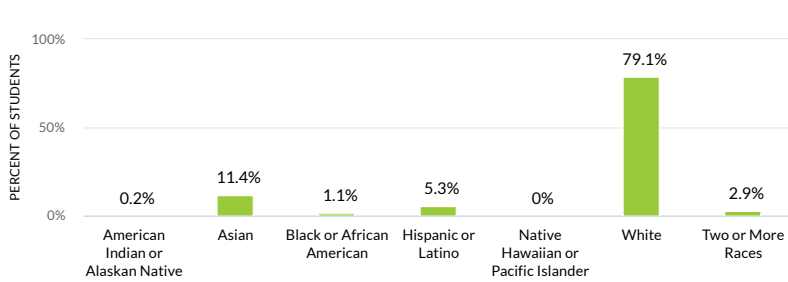
Enrollment : 1,064

Percent open enrollment : 0.1%

By fostering a collaborative learning environment with stakeholders, the School District of New Berlin prepares all students for success in college, careers and future opportunities in a diverse, change-oriented, global society, tinyurl.com/vu7sf6tn. The SDNB has mutually beneficial community relationships and partnerships, attracts and retains high-quality staff, and is fiscally responsible.

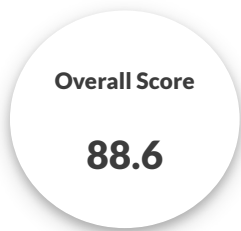
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

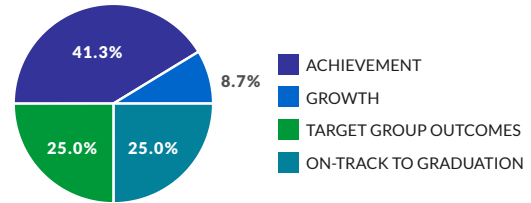
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Significantly Exceeds Expectations

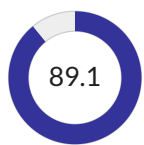


PRIORITY AREA WEIGHTS



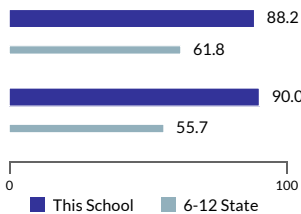
Priority Area Scores

ACHIEVEMENT

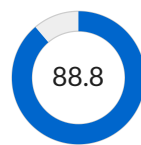


English Language Arts
Mathematics

Subject Area Scores

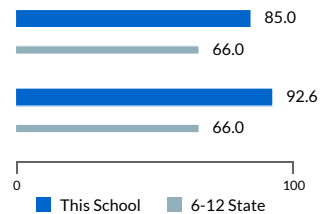


GROWTH

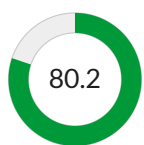


English Language Arts
Mathematics

Subject Area Scores

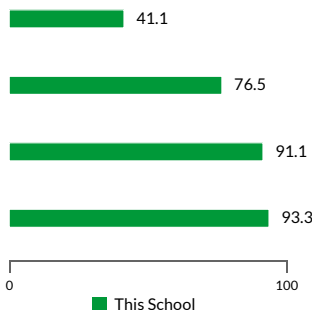


TARGET GROUP OUTCOMES

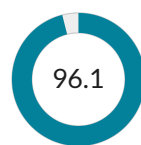


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

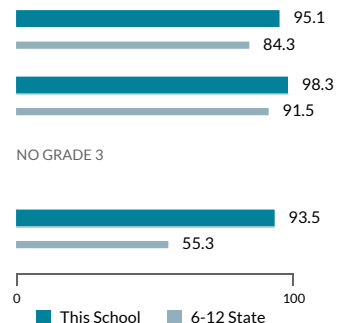


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

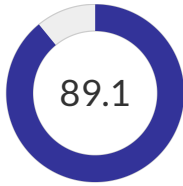




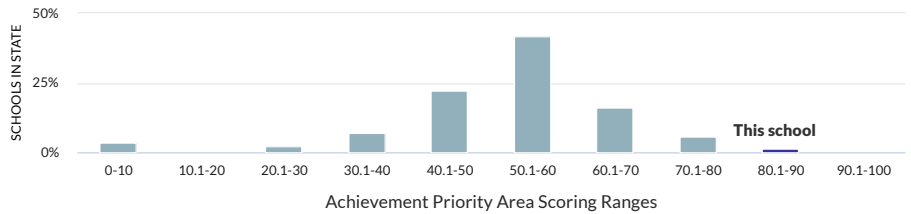
ACHIEVEMENT

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 100.0% of 6-12 schools in the state.



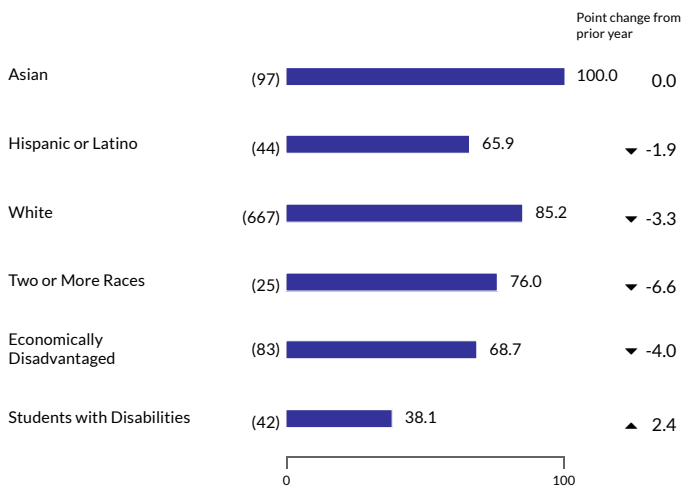
English Language Arts Score: 88.2

Mathematics Score: 90.0

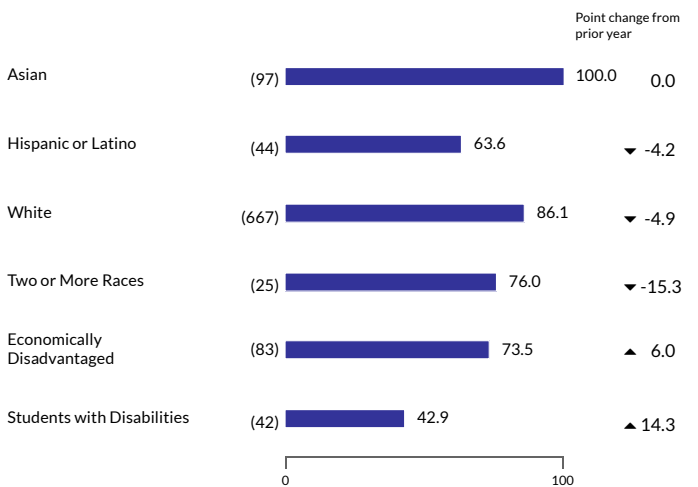
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



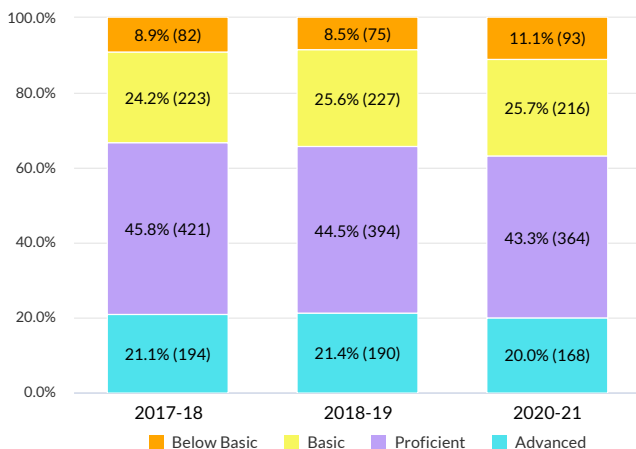
MATHEMATICS



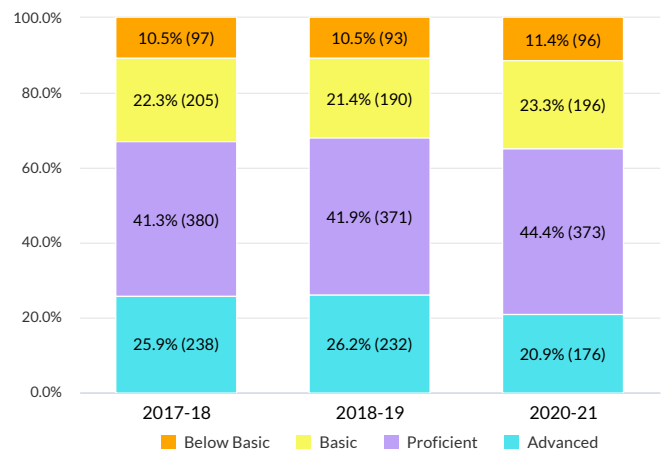
Performance Levels by Year

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: 97.4%
Lowest-participating group: Hispanic or Latino: 91.8%

MATHEMATICS

All students: 97.4%
Lowest-participating group: Hispanic or Latino: 91.8%

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: 6-12 State	381,001	9.2%	33.1%	33.8%	23.9%	383,384	8.6%	32.2%	33.7%	25.5%	334,615	7.4%	31.5%	35.3%	25.8%
All Students	920	21.1%	45.8%	24.2%	8.9%	886	21.4%	44.5%	25.6%	8.5%	841	20.0%	43.3%	25.7%	11.1%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	100	45.0%	37.0%	10.0%	8.0%	110	38.2%	45.5%	10.9%	5.5%	97	40.2%	36.1%	18.6%	5.2%
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	42	4.8%	33.3%	40.5%	21.4%	45	4.4%	46.7%	28.9%	20.0%	44	11.4%	29.5%	38.6%	20.5%
White	740	18.8%	48.6%	24.9%	7.7%	693	20.3%	44.4%	27.1%	8.1%	667	17.8%	45.4%	26.1%	10.6%
Two or More Races	25	28.0%	20.0%	32.0%	20.0%	23	21.7%	34.8%	30.4%	13.0%	25	20.0%	36.0%	20.0%	24.0%
Economically Disadvantaged	84	7.1%	38.1%	36.9%	17.9%	77	11.7%	35.1%	40.3%	13.0%	83	7.2%	44.6%	26.5%	21.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	65	3.1%	12.3%	36.9%	47.7%	49	4.1%	16.3%	26.5%	53.1%	42	2.4%	23.8%	21.4%	52.4%

MATHEMATICS

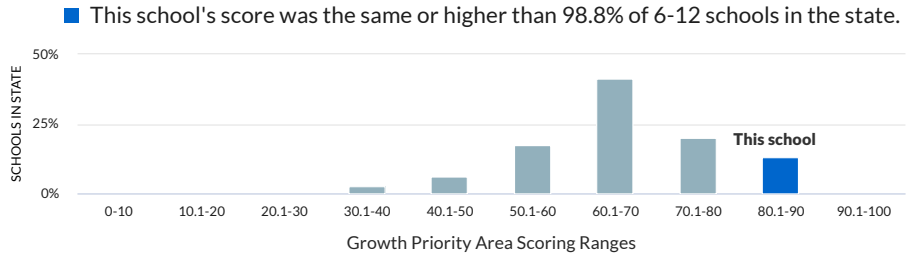
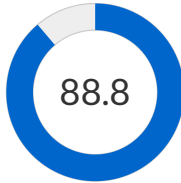
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	381,572	8.1%	31.3%	30.5%	30.1%	383,883	8.1%	30.1%	30.2%	31.7%	334,667	5.5%	28.0%	31.4%	35.1%
All Students	920	25.9%	41.3%	22.3%	10.5%	886	26.2%	41.9%	21.4%	10.5%	841	20.9%	44.4%	23.3%	11.4%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	100	52.0%	33.0%	8.0%	7.0%	110	45.5%	38.2%	9.1%	7.3%	97	42.3%	41.2%	12.4%	4.1%
Black or African American	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Hispanic or Latino	42	7.1%	35.7%	31.0%	26.2%	45	4.4%	46.7%	28.9%	20.0%	44	4.5%	43.2%	27.3%	25.0%
White	740	23.6%	43.5%	23.5%	9.3%	693	24.7%	42.4%	23.1%	9.8%	667	18.6%	45.7%	25.0%	10.6%
Two or More Races	25	24.0%	32.0%	16.0%	28.0%	23	30.4%	39.1%	13.0%	17.4%	25	28.0%	28.0%	12.0%	32.0%
Economically Disadvantaged	84	8.3%	40.5%	29.8%	21.4%	77	10.4%	36.4%	31.2%	22.1%	83	14.5%	33.7%	36.1%	15.7%
English Learners	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	65	3.1%	7.7%	36.9%	52.3%	49	0.0%	16.3%	24.5%	59.2%	42	11.9%	11.9%	26.2%	50.0%



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



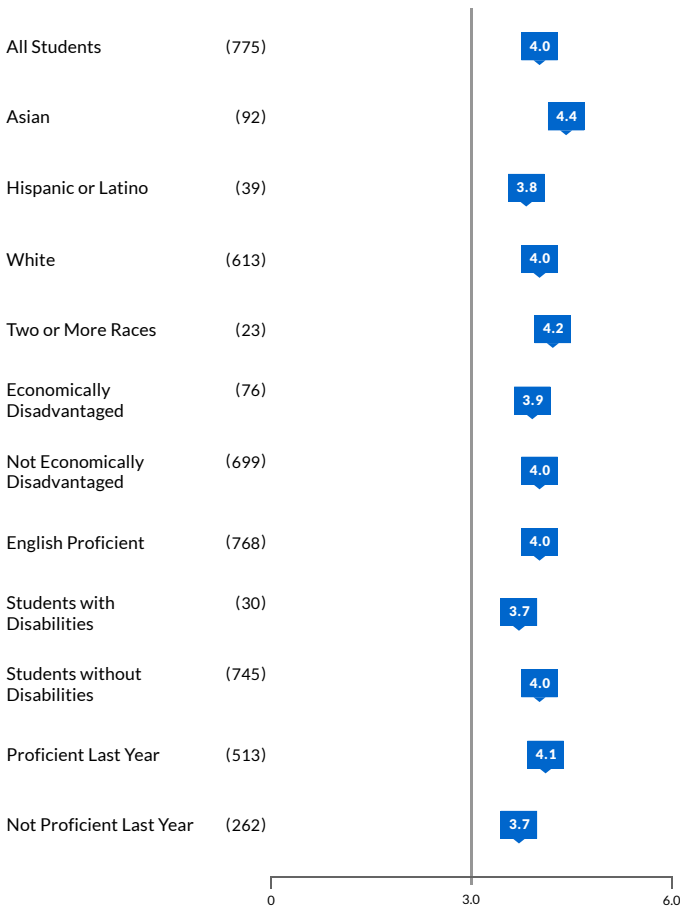
English Language Arts Score: 85.0

Mathematics Score: 92.6

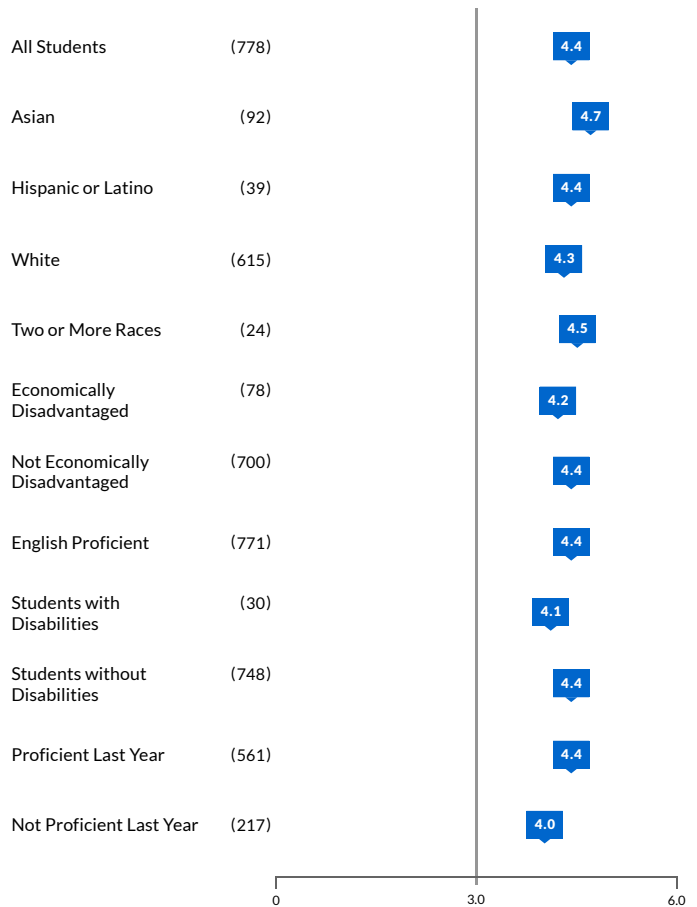
Student Group Value-Added (for information only)

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

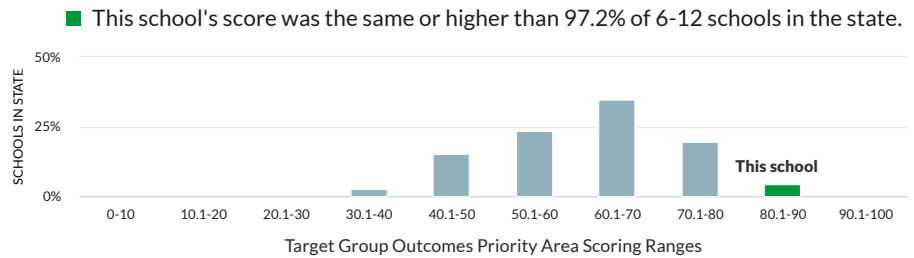
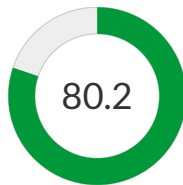




TARGET GROUP OUTCOMES

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



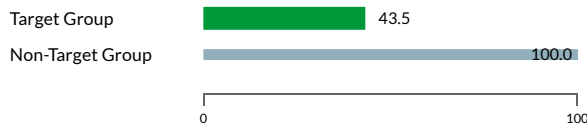
Component Scores

ACHIEVEMENT

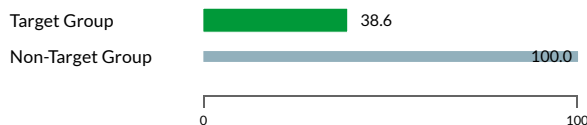
Score: 41.1

Average points-based proficiency rates.

English Language Arts



Mathematics

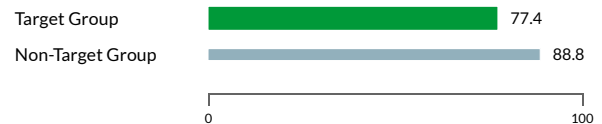


GROWTH

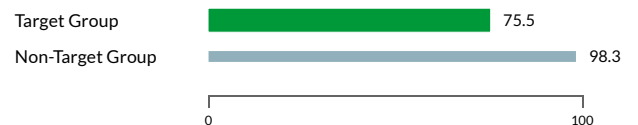
Score: 76.5

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

English Language Arts



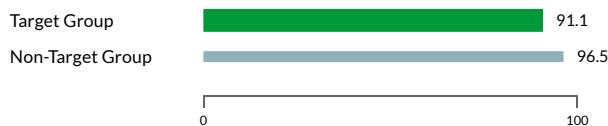
Mathematics



CHRONIC ABSENTEEISM

Score: 91.1

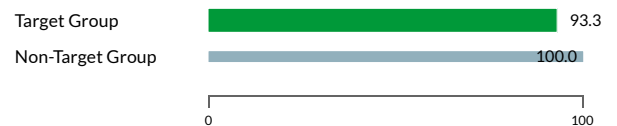
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 93.3

Average of 2019-20's 4- and 7-year cohort rates.

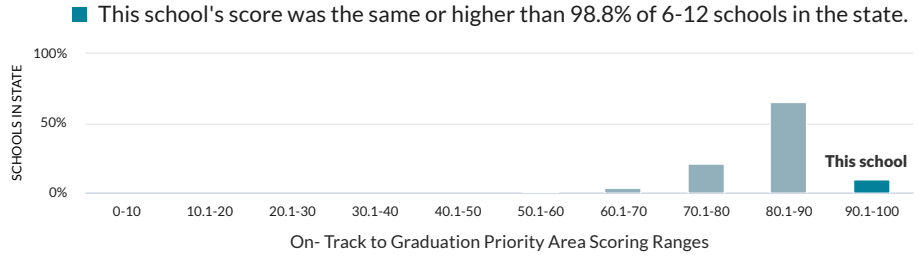
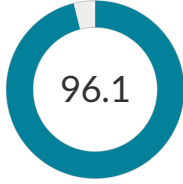




ON-TRACK TO GRADUATION

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

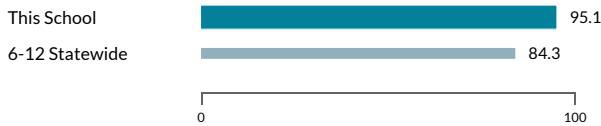


Component Scores

CHRONIC ABSENTEEISM

Score: 95.1

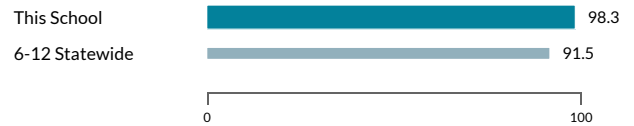
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 98.3

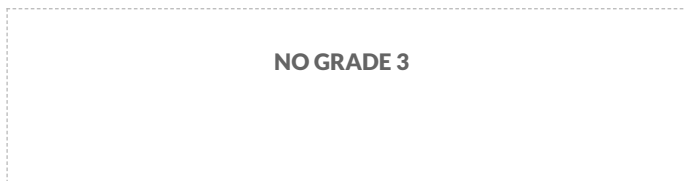
Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

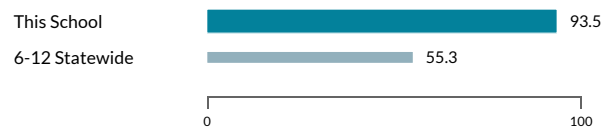
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 93.5

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: 6-12 State	458,462	15.8%	459,977	15.9%	461,055	15.4%
All Students	1,166	5.7%	1,111	4.0%	1,090	5.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	122	3.3%	131	3.8%	130	3.1%
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	52	5.8%	52	3.8%	62	1.6%
White	944	5.8%	880	4.1%	849	5.8%
Two or More Races	28	7.1%	29	3.4%	30	6.7%
Economically Disadvantaged	102	15.7%	96	8.3%	96	13.5%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	76	6.6%	69	5.8%	60	6.7%

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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 6-12 State	66,987	60,500	90.3%	65,509	60,787	92.8%
All Students	204	197	96.6%	194	194	100.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	22	21	95.5%	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
White	161	156	96.9%	165	165	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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
54.5%	19.2%

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

DUAL ENROLLMENT

School	State
50.4%	17.8%

382 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
4.0%	1.4%

30 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
2.6%	2.4%

20 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. All groups present in the school are shown. 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	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Asian	84	10,028	82.1%	27.3%	50.0%	17.9%	1.2%	1.1%	4.8%	1.4%
Black or African American	< 20	24,232	*	11.5%	*	9.9%	*	0.3%	*	0.8%
Hispanic or Latino	44	31,812	38.6%	14.7%	43.2%	14.1%	2.3%	0.9%	2.3%	1.4%
White	590	188,332	53.1%	20.8%	51.5%	19.7%	4.2%	1.6%	2.4%	2.8%
Two or More Races	24	9,226	45.8%	16.1%	37.5%	13.3%	4.2%	1.1%	4.2%	1.4%
Economically Disadvantaged	66	97,617	33.3%	11.0%	42.4%	13.7%	3.0%	0.8%	1.5%	1.7%
English Learners	< 20	13,412	*	8.7%	*	14.1%	*	0.5%	*	1.3%
Students with Disabilities	46	34,473	2.2%	2.9%	37.0%	10.2%	4.3%	0.5%	4.3%	1.4%



ARTS COURSE INFORMATION, 2019-20

Section 115.385 (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, and this is the first time these data are included on report cards. 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

School	State
33.4%	24.7%

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

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
27.2%	21.3%

206 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.9%

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. All groups present in the school are shown. 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	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Asian	84	10,028	16.7%	25.8%	0.0%	0.3%	35.7%	21.8%	0.0%	1.5%
Black or African American	< 20	24,232	*	27.9%	*	0.5%	*	13.8%	*	4.1%
Hispanic or Latino	44	31,812	61.4%	26.2%	0.0%	0.3%	31.8%	15.5%	0.0%	1.8%
White	590	188,332	33.1%	23.9%	0.0%	0.3%	25.6%	23.4%	0.0%	1.7%
Two or More Races	24	9,226	37.5%	23.9%	0.0%	0.4%	29.2%	19.8%	0.0%	1.9%
Economically Disadvantaged	66	97,617	43.9%	26.9%	0.0%	0.3%	24.2%	17.4%	0.0%	2.3%
English Learners	< 20	13,412	*	29.0%	*	0.2%	*	13.0%	*	1.4%
Students with Disabilities	46	34,473	58.7%	25.4%	0.0%	0.3%	15.2%	14.3%	0.0%	1.9%

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