



OVERVIEW

School Details

Grades : 7-12

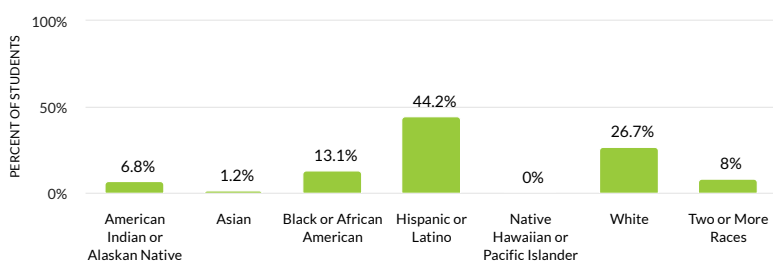
Enrollment : 251

Percent open enrollment : 2%

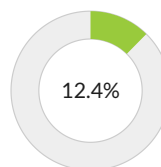
Northeast Wisconsin School of Innovation (N.E.W.) is a charter school open to all students in grades 7-12. At N.E.W., learning plans are personalized to deliver instruction and interventions to meet students' needs academically, socially and emotionally. The mission of N.E.W. is to meet all students where they are, guide them to where they need to be, and help them get to where they want to go.

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

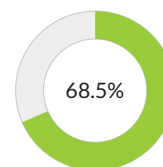
Student Groups



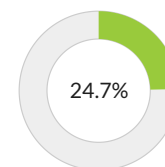
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



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>.

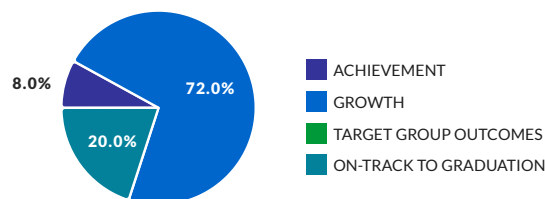
Overall Score

56.9

Meets Few Expectations

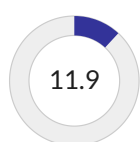


PRIORITY AREA WEIGHTS



Priority Area Scores

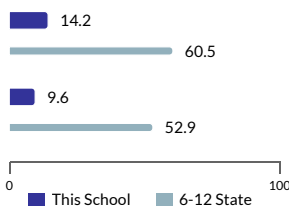
ACHIEVEMENT



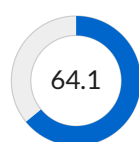
English Language Arts

Mathematics

Subject Area Scores



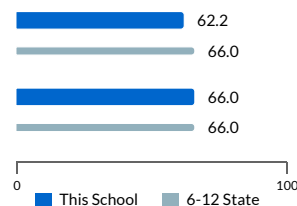
GROWTH



English Language Arts

Mathematics

Subject Area Scores

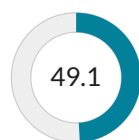


TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



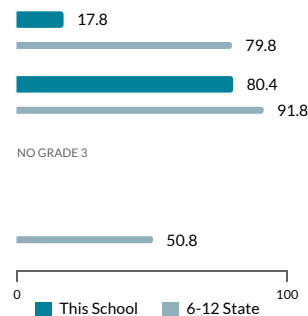
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

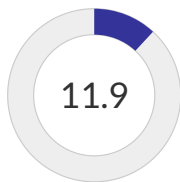




ACHIEVEMENT

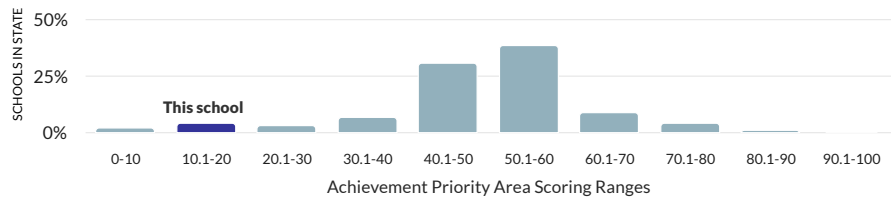
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 14.2
Mathematics Score: 9.6

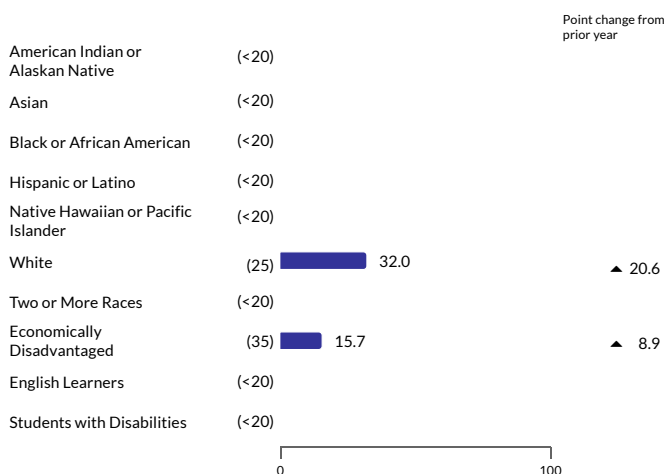
■ This school's score was the same or higher than 3.3% of 6-12 schools in the state.



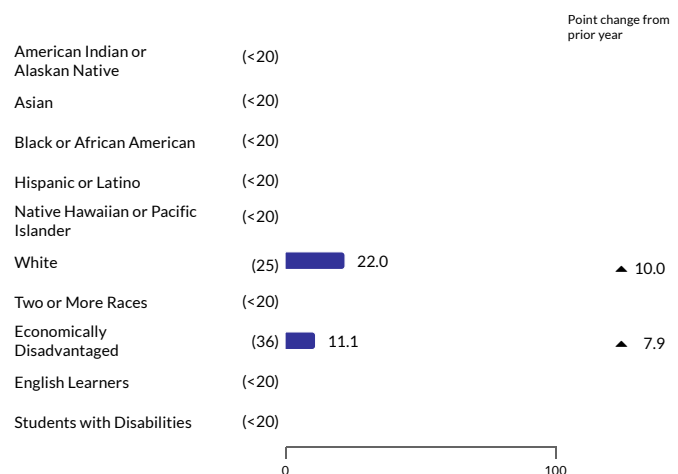
Student Group Achievement, 2022-23 (for information only)

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

ENGLISH LANGUAGE ARTS



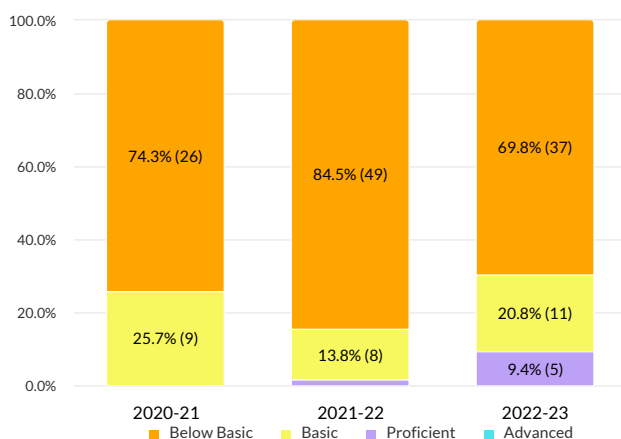
MATHEMATICS



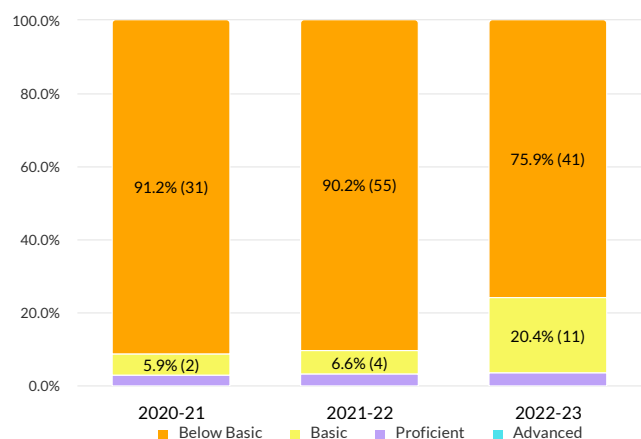
Performance Levels by Year

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: Economically Disadvantaged
78.0%	72.3%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
79.1%	73.8%

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: 6-12 State	334,595	7.4%	31.5%	35.3%	25.8%	366,713	7.4%	30.1%	34.1%	28.4%	367,237	9.0%	31.6%	34.7%	24.6%
All Students	35	0.0%	0.0%	25.7%	74.3%	58	0.0%	1.7%	13.8%	84.5%	53	0.0%	9.4%	20.8%	69.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	22	0.0%	4.5%	13.6%	81.8%	25	0.0%	20.0%	24.0%	56.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	29	0.0%	0.0%	27.6%	72.4%	44	0.0%	0.0%	13.6%	86.4%	35	0.0%	5.7%	20.0%	74.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

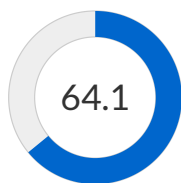
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	334,646	5.5%	28.0%	31.4%	35.0%	367,347	8.1%	25.9%	28.5%	37.6%	368,133	7.7%	27.0%	30.9%	34.4%
All Students	34	0.0%	2.9%	5.9%	91.2%	61	0.0%	3.3%	6.6%	90.2%	54	0.0%	3.7%	20.4%	75.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	25	0.0%	8.0%	8.0%	84.0%	25	0.0%	8.0%	28.0%	64.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	28	0.0%	3.6%	3.6%	92.9%	47	0.0%	0.0%	6.4%	93.6%	36	0.0%	2.8%	16.7%	80.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<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.

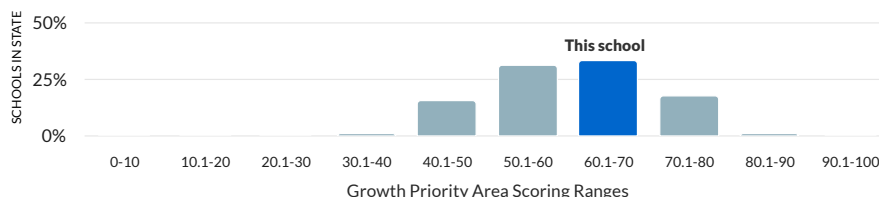
Priority Area Score



English Language Arts Score: 62.2

Mathematics Score: 66.0

■ This school's score was the same or higher than 62.2% of 6-12 schools in the state.



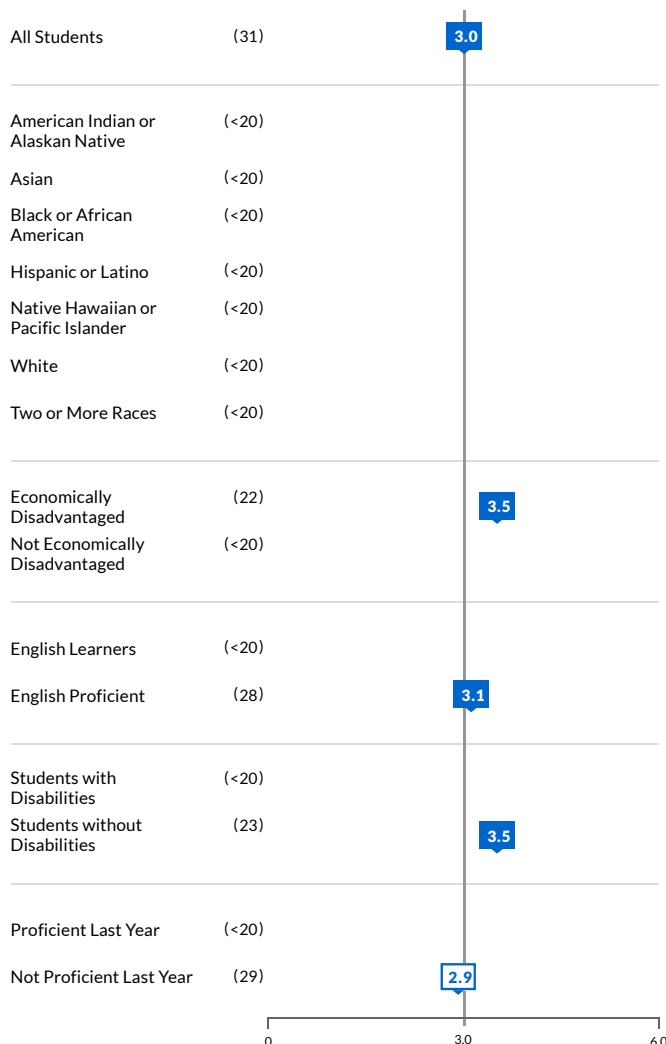
Student Group Value-Added (for information only)

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



MATHEMATICS





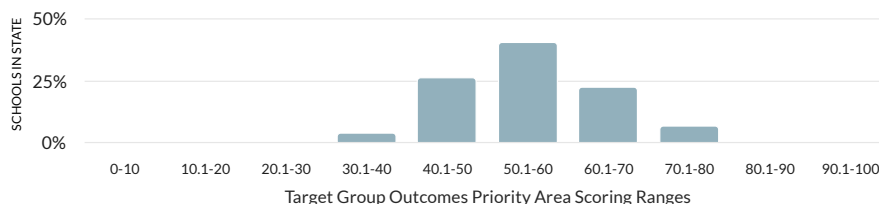
TARGET GROUP OUTCOMES

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 6-12 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 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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

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

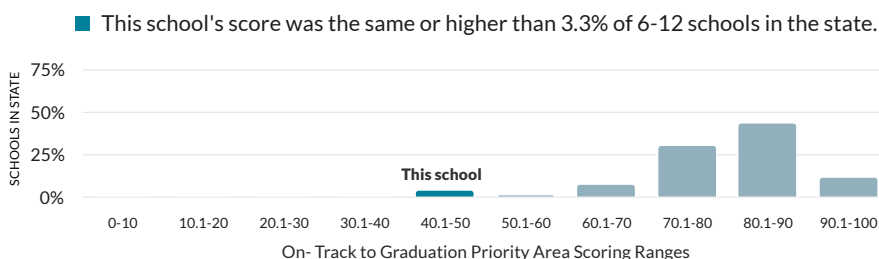
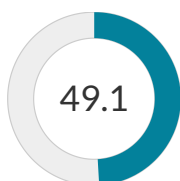
NO DATA TO DISPLAY



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

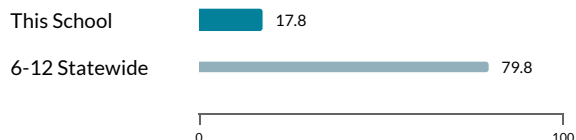


Component Scores

CHRONIC ABSENTEEISM

Score: 17.8

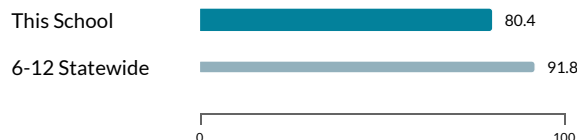
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 80.4

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 DATA TO DISPLAY



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: 6-12 State	461,062	15.3%	456,161	18.3%	456,566	24.9%
All Students	116	70.7%	188	84.0%	174	85.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	22	86.4%	25	96.0%
Hispanic or Latino	43	72.1%	78	88.5%	76	89.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	39	61.5%	56	71.4%	48	70.8%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	90	74.4%	162	87.0%	124	90.3%
English Learners	31	71.0%	40	90.0%	45	84.4%
Students with Disabilities	<20	*	25	76.0%	29	82.8%

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: 6-12 State	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	209	168	80.4%	<20	*	*
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	33	25	75.8%	<20	*	*
Hispanic or Latino	111	96	86.5%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	32	26	81.3%	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	152	118	77.6%	<20	*	*
English Learners	73	66	90.4%	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



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. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
0.0%	20.1%	12.1%	23.2%	4.2%	3.9%	0.0%	8.5%
No students successfully completed an Advanced Placement or International Baccalaureate course.		20 students successfully completed at least one dual enrollment course.		7 students earned at least one industry-recognized credential.		No 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	<20	2,750	*	6.2%	*	14.2%	*	1.5%	*	8.9%
Asian	<20	10,138	*	31.6%	*	22.2%	*	3.4%	*	5.7%
Black or African American	24	25,007	0.0%	12.9%	4.2%	7.6%	4.2%	1.0%	0.0%	2.2%
Hispanic or Latino	73	35,817	0.0%	16.1%	12.3%	16.0%	1.4%	3.0%	0.0%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	43	182,130	0.0%	21.6%	20.9%	27.2%	4.7%	4.7%	0.0%	10.4%
Two or More Races	<20	10,657	*	17.7%	*	17.8%	*	2.6%	*	6.1%
Economically Disadvantaged	119	102,069	0.0%	11.2%	10.1%	16.1%	4.2%	2.5%	0.0%	7.0%
English Learners	44	16,932	0.0%	11.4%	4.5%	13.8%	2.3%	2.1%	0.0%	4.1%
Students with Disabilities	27	34,245	0.0%	3.8%	7.4%	12.5%	0.0%	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. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
0.0%	27.2%	0.0%	0.4%	0.0%	19.1%	13.3%	1.8%
No students successfully completed an art & design course.		No students successfully completed a dance course.		No students successfully completed a music course.		22 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	<20	2,750	*	30.3%	*	0.0%	*	14.5%	*	1.0%
Asian	<20	10,138	*	28.4%	*	0.4%	*	19.5%	*	1.3%
Black or African American	24	25,007	0.0%	25.3%	0.0%	0.5%	0.0%	11.7%	12.5%	2.5%
Hispanic or Latino	73	35,817	0.0%	27.1%	0.0%	0.4%	0.0%	13.0%	9.6%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	43	182,130	0.0%	27.3%	0.0%	0.4%	0.0%	21.5%	20.9%	1.7%
Two or More Races	<20	10,657	*	28.2%	*	0.6%	*	17.7%	*	2.2%
Economically Disadvantaged	119	102,069	0.0%	27.6%	0.0%	0.4%	0.0%	15.1%	16.8%	1.8%
English Learners	44	16,932	0.0%	29.3%	0.0%	0.5%	0.0%	11.7%	11.4%	1.7%
Students with Disabilities	27	34,245	0.0%	28.6%	0.0%	0.4%	0.0%	14.3%	14.8%	2.0%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



November 2023

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.