



OVERVIEW

School Details

Grades : K4-5

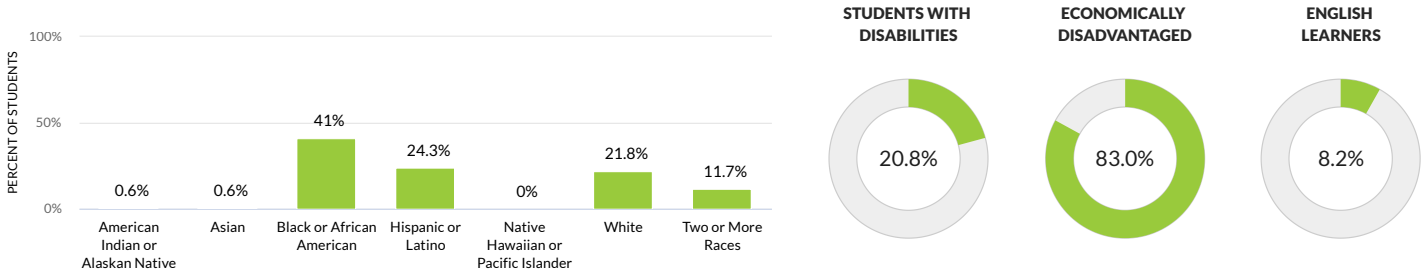
Enrollment : 317

Percent open enrollment : 0%

West Ridge Elementary School offers an International Baccalaureate (IB) Primary Years Programme. The rigorous curriculum is inquiry-based and encourages students to explore local and global issues, as well as a second language. The IB program also helps students develop the attributes of positive and productive citizens, including being open-minded, communicative, caring, principled and balanced.

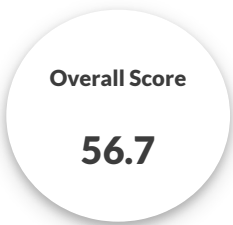
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

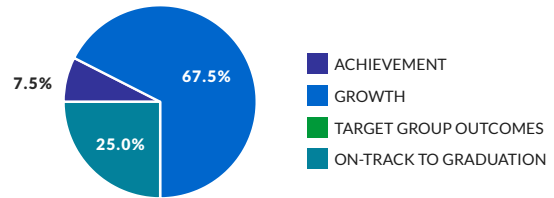
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations

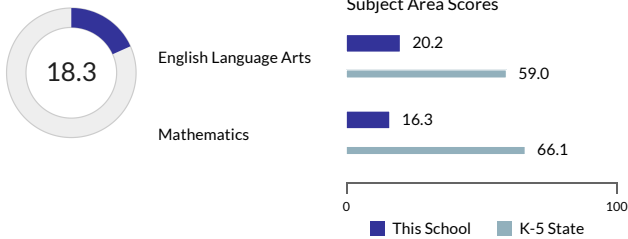


PRIORITY AREA WEIGHTS

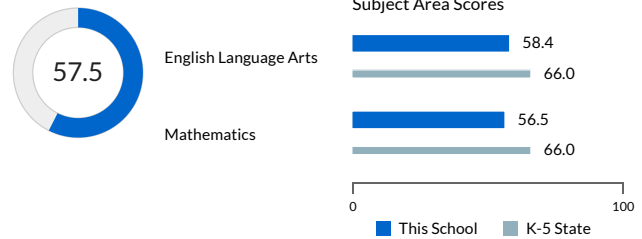


Priority Area Scores

ACHIEVEMENT



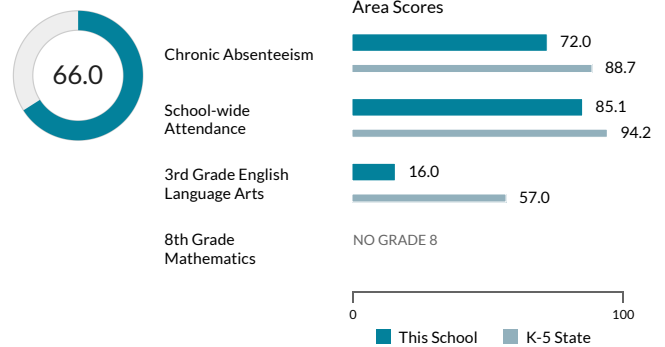
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





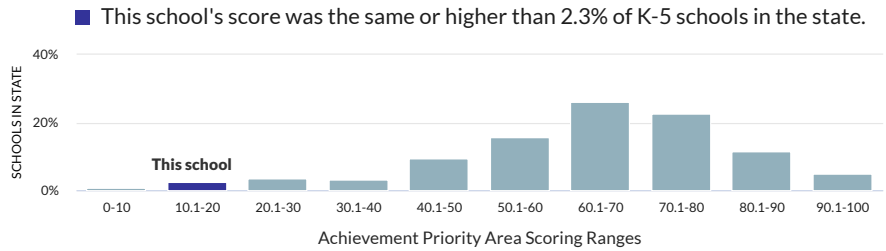
ACHIEVEMENT

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



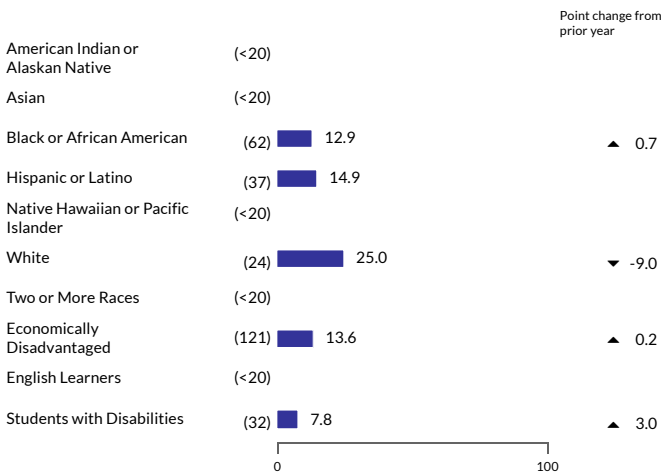
English Language Arts Score: 20.2
Mathematics Score: 16.3



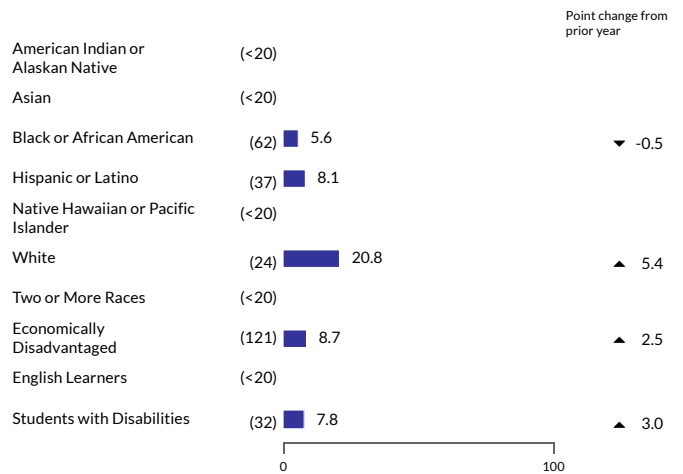
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



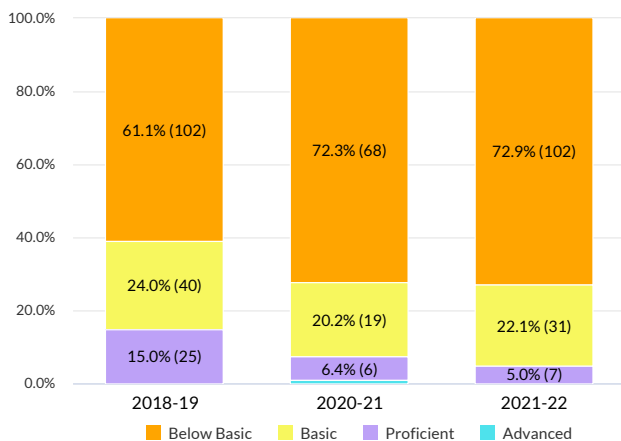
MATHEMATICS



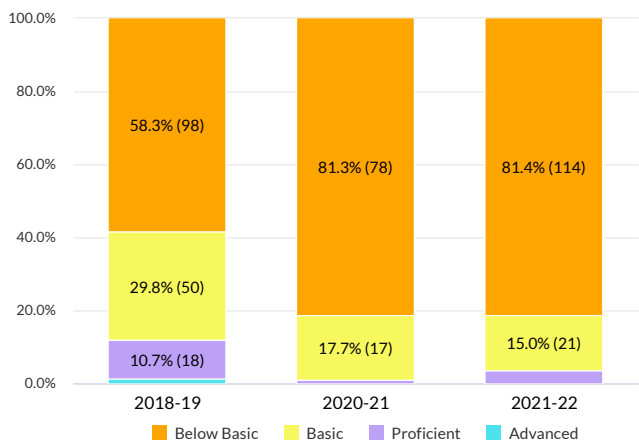
Performance Levels by Year

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, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

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

	2018-19					2020-21					2021-22				
	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	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	167	0.0%	15.0%	24.0%	61.1%	94	1.1%	6.4%	20.2%	72.3%	140	0.0%	5.0%	22.1%	72.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	71	0.0%	2.8%	19.7%	77.5%	41	2.4%	4.9%	7.3%	85.4%	62	0.0%	4.8%	16.1%	79.0%
Hispanic or Latino	39	0.0%	20.5%	28.2%	51.3%	<20	*	*	*	*	37	0.0%	8.1%	13.5%	78.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	44	0.0%	27.3%	27.3%	45.5%	25	0.0%	8.0%	52.0%	40.0%	24	0.0%	0.0%	50.0%	50.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	129	0.0%	10.9%	24.8%	64.3%	71	0.0%	5.6%	15.5%	78.9%	121	0.0%	4.1%	19.0%	76.9%
English Learners	23	0.0%	13.0%	34.8%	52.2%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	32	0.0%	3.1%	9.4%	87.5%	21	0.0%	0.0%	9.5%	90.5%	32	0.0%	0.0%	15.6%	84.4%

MATHEMATICS

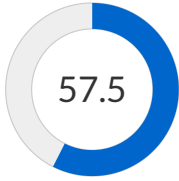
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	168	1.2%	10.7%	29.8%	58.3%	96	0.0%	1.0%	17.7%	81.3%	140	0.0%	3.6%	15.0%	81.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	71	0.0%	7.0%	25.4%	67.6%	41	0.0%	2.4%	7.3%	90.2%	62	0.0%	0.0%	11.3%	88.7%
Hispanic or Latino	40	2.5%	12.5%	27.5%	57.5%	<20	*	*	*	*	37	0.0%	0.0%	16.2%	83.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	44	2.3%	11.4%	43.2%	43.2%	26	0.0%	0.0%	30.8%	69.2%	24	0.0%	8.3%	25.0%	66.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	130	0.0%	8.5%	29.2%	62.3%	73	0.0%	0.0%	12.3%	87.7%	121	0.0%	2.5%	12.4%	85.1%
English Learners	23	0.0%	4.3%	39.1%	56.5%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	32	0.0%	3.1%	12.5%	84.4%	21	0.0%	0.0%	9.5%	90.5%	32	0.0%	3.1%	9.4%	87.5%



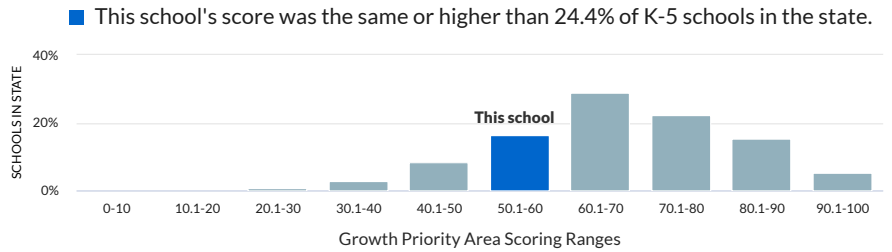
GROWTH

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: 58.4
Mathematics Score: 56.5



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	(71)	2.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(35)	2.5
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(59)	2.6
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(66)	2.7
Students with Disabilities	(<20)	
Students without Disabilities	(54)	2.7
Proficient Last Year	(<20)	
Not Proficient Last Year	(67)	2.7

MATHEMATICS

All Students	(71)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(35)	2.5
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(<20)	
Two or More Races	(<20)	
Economically Disadvantaged	(59)	2.5
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(66)	2.5
Students with Disabilities	(<20)	
Students without Disabilities	(54)	2.4
Proficient Last Year	(<20)	
Not Proficient Last Year	(71)	2.5



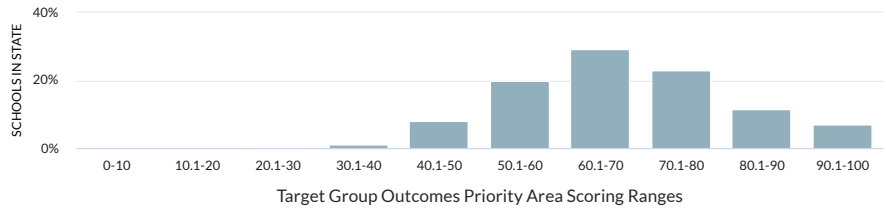
TARGET GROUP OUTCOMES

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 is the distribution of scores for K-5 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 2020-21.

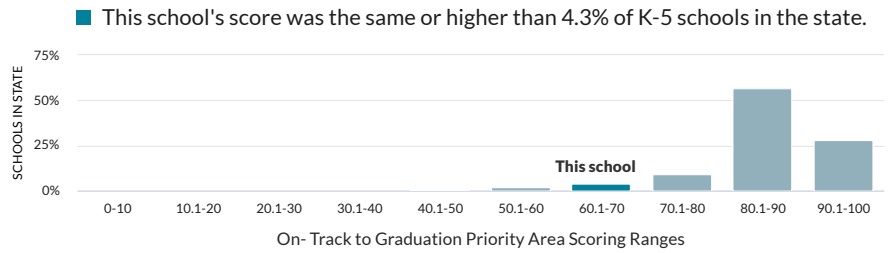
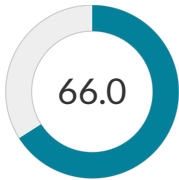
NO DATA TO DISPLAY



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

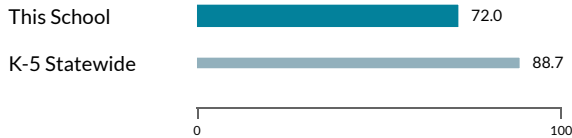


Component Scores

CHRONIC ABSENTEEISM

Score: 72.0

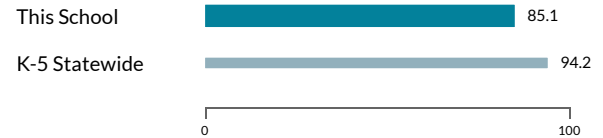
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 85.1

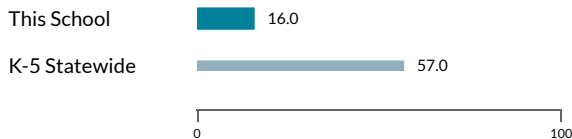
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 16.0

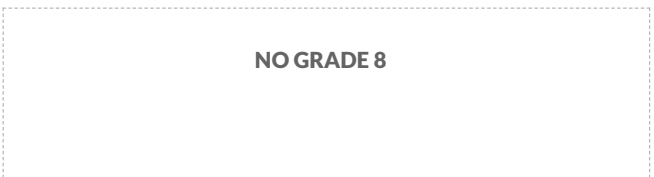
Multi-year average points-based proficiency rates.



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	344	27.0%	286	14.7%	271	40.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	149	33.6%	109	14.7%	109	56.0%
Hispanic or Latino	83	31.3%	77	14.3%	69	34.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	84	11.9%	74	12.2%	63	30.2%
Two or More Races	21	28.6%	22	22.7%	25	16.0%
Economically Disadvantaged	275	30.2%	223	16.1%	123	43.9%
English Learners	43	37.2%	31	16.1%	26	34.6%
Students with Disabilities	65	35.4%	46	19.6%	50	50.0%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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