



## OVERVIEW

### District Details

Grades : K-8

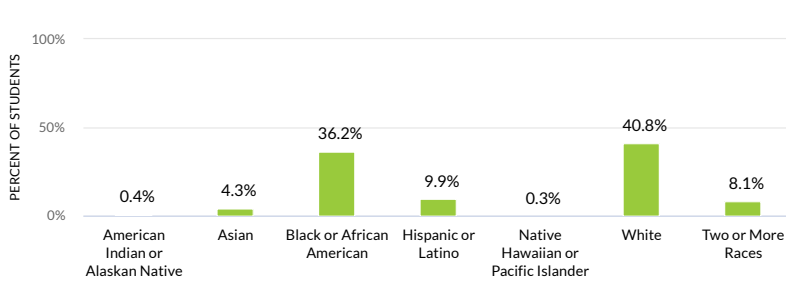
Enrollment : 961

Percent open enrollment : 11.6%

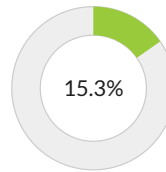
The Glendale River Hills school district is a 4K-8 district committed to developing the whole child—academically, socially, and emotionally. We value each child’s unique contributions and individual needs. We prioritize equity and inclusion in everything we do. Above all, we seek to foster a cooperative, inclusive, and nurturing environment for students, staff, and community members alike.

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

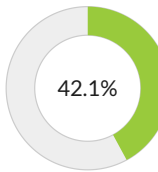
### Student Groups



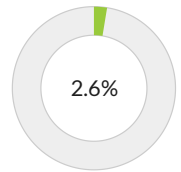
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

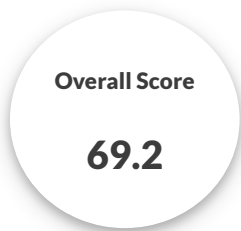


ENGLISH LEARNERS



### Score Summary

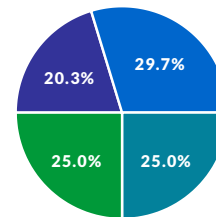
**!** Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations



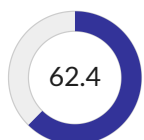
#### PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

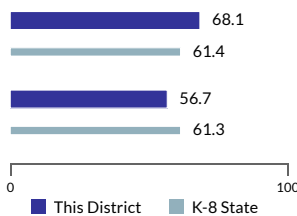
### Priority Area Scores

#### ACHIEVEMENT

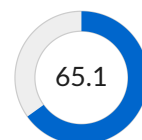


English Language Arts  
Mathematics

Subject Area Scores

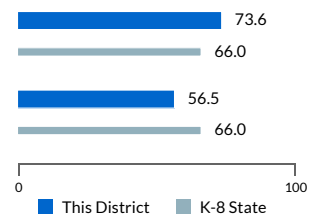


#### GROWTH

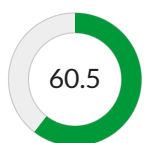


English Language Arts  
Mathematics

Subject Area Scores

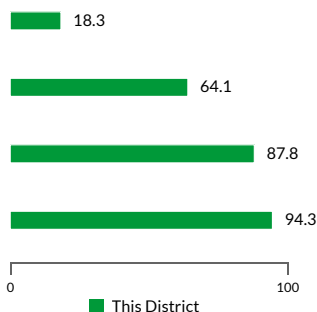


#### TARGET GROUP OUTCOMES

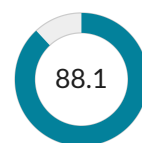


Achievement  
Growth  
Chronic Absenteeism  
Attendance

Group Scores

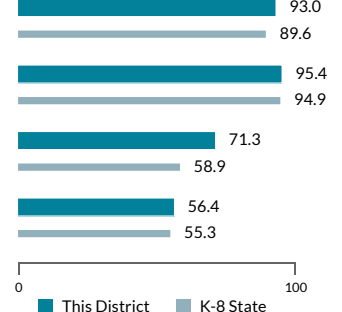


#### ON-TRACK TO GRADUATION



Chronic Absenteeism  
District-wide Attendance  
3rd Grade English Language Arts  
8th Grade Mathematics

Area Scores





## DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

### Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	1	50.0%
Meets Expectations	1	50.0%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%

### Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	0	0.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

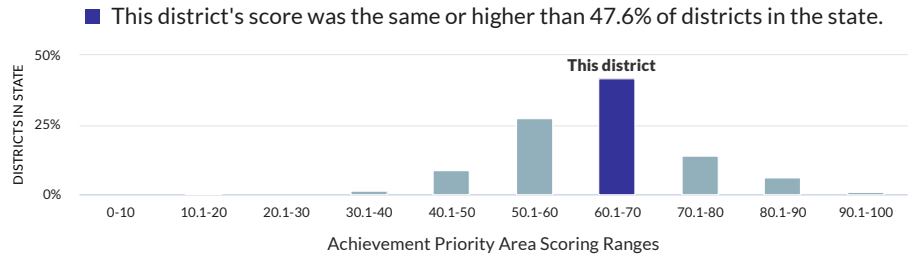
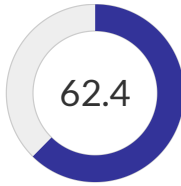
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	68.3	71.9	75.4	100.0
Achievement	60.9	65.7	70.4	100.0
Growth	65.1	65.1	65.1	100.0
Target Group Outcomes	59.7	59.7	59.7	100.0
On-Track to Graduation	86.7	88.5	90.3	100.0



## ACHIEVEMENT

This priority area summarizes how this district'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



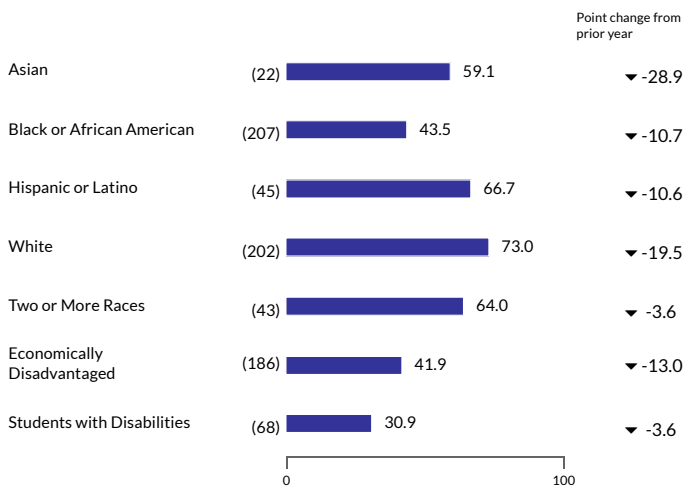
English Language Arts Score: 68.1

Mathematics Score: 56.7

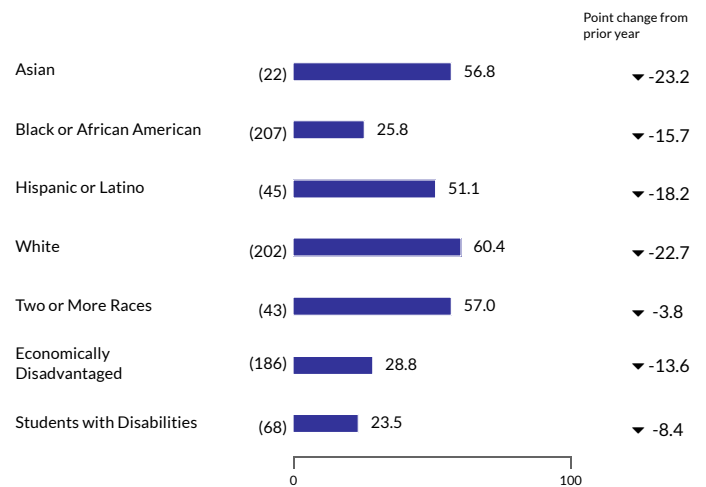
### Student Group Achievement, 2020-21 (for information only)

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

#### ENGLISH LANGUAGE ARTS



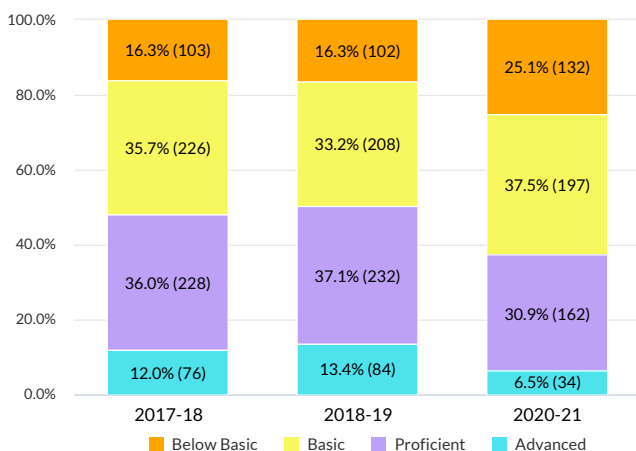
#### MATHEMATICS



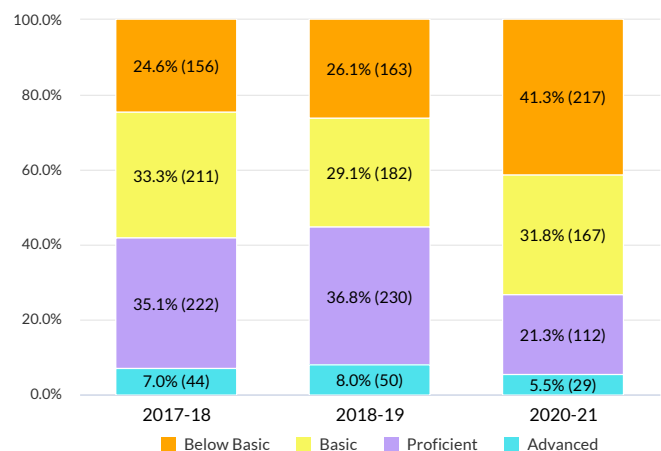
### Performance Levels by Year

These graphs show district-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: 90.6%  
Lowest-participating group: Students with Disabilities: 81.4%

#### MATHEMATICS

All students: 90.6%  
Lowest-participating group: Students with Disabilities: 81.4%

### 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: K-8 State	383,301	8.5%	33.5%	35.0%	23.1%	381,432	7.8%	32.7%	35.0%	24.4%	326,038	6.9%	31.0%	35.6%	26.5%
All Students	633	12.0%	36.0%	35.7%	16.3%	626	13.4%	37.1%	33.2%	16.3%	525	6.5%	30.9%	37.5%	25.1%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	28	32.1%	28.6%	28.6%	10.7%	25	28.0%	32.0%	28.0%	12.0%	22	9.1%	31.8%	27.3%	31.8%
Black or African American	249	3.6%	24.9%	42.2%	29.3%	261	4.2%	27.2%	41.4%	27.2%	207	2.9%	19.8%	38.6%	38.6%
Hispanic or Latino	36	16.7%	47.2%	30.6%	5.6%	44	15.9%	38.6%	29.5%	15.9%	45	13.3%	28.9%	35.6%	22.2%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	278	16.5%	45.7%	29.9%	7.9%	255	22.0%	47.8%	23.5%	6.7%	202	8.9%	41.1%	37.1%	12.9%
Two or More Races	34	11.8%	26.5%	52.9%	8.8%	37	5.4%	35.1%	48.6%	10.8%	43	4.7%	37.2%	39.5%	18.6%
Economically Disadvantaged	228	2.2%	28.9%	43.9%	25.0%	223	3.6%	27.8%	43.5%	25.1%	186	1.1%	19.4%	41.9%	37.6%
English Learners	25	0.0%	52.0%	28.0%	20.0%	25	4.0%	44.0%	36.0%	16.0%	< 20	*	*	*	*
Students with Disabilities	86	3.5%	16.3%	30.2%	50.0%	84	4.8%	10.7%	33.3%	51.2%	68	0.0%	20.6%	20.6%	58.8%

#### MATHEMATICS

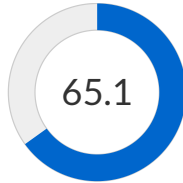
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-8 State	383,873	8.8%	34.3%	32.3%	24.7%	381,962	9.2%	33.6%	31.8%	25.4%	325,750	7.4%	30.2%	32.6%	29.8%
All Students	633	7.0%	35.1%	33.3%	24.6%	625	8.0%	36.8%	29.1%	26.1%	525	5.5%	21.3%	31.8%	41.3%
American Indian or Alaskan Native	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Asian	28	14.3%	42.9%	35.7%	7.1%	25	12.0%	48.0%	28.0%	12.0%	22	9.1%	22.7%	40.9%	27.3%
Black or African American	249	2.8%	19.3%	34.5%	43.4%	260	3.1%	19.6%	34.6%	42.7%	207	1.0%	10.1%	28.5%	60.4%
Hispanic or Latino	36	2.8%	50.0%	36.1%	11.1%	44	6.8%	43.2%	31.8%	18.2%	45	8.9%	24.4%	26.7%	40.0%
Native Hawaiian or Pacific Islander	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
White	278	10.4%	44.6%	31.3%	13.7%	255	13.3%	51.4%	23.5%	11.8%	202	7.9%	31.2%	34.7%	26.2%
Two or More Races	34	5.9%	47.1%	35.3%	11.8%	37	5.4%	37.8%	29.7%	27.0%	43	9.3%	25.6%	34.9%	30.2%
Economically Disadvantaged	228	1.3%	21.9%	38.6%	38.2%	223	2.7%	21.1%	34.5%	41.7%	186	2.2%	8.6%	33.9%	55.4%
English Learners	25	8.0%	48.0%	24.0%	20.0%	25	4.0%	36.0%	40.0%	20.0%	< 20	*	*	*	*
Students with Disabilities	86	4.7%	12.8%	26.7%	55.8%	83	3.6%	15.7%	21.7%	59.0%	68	1.5%	11.8%	19.1%	67.6%



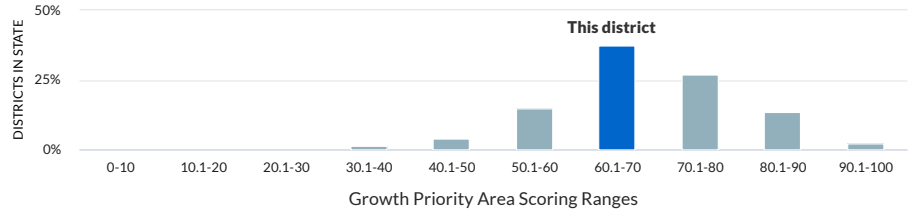
## GROWTH

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 district 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



This district's score was the same or higher than 40.3% of districts in the state.



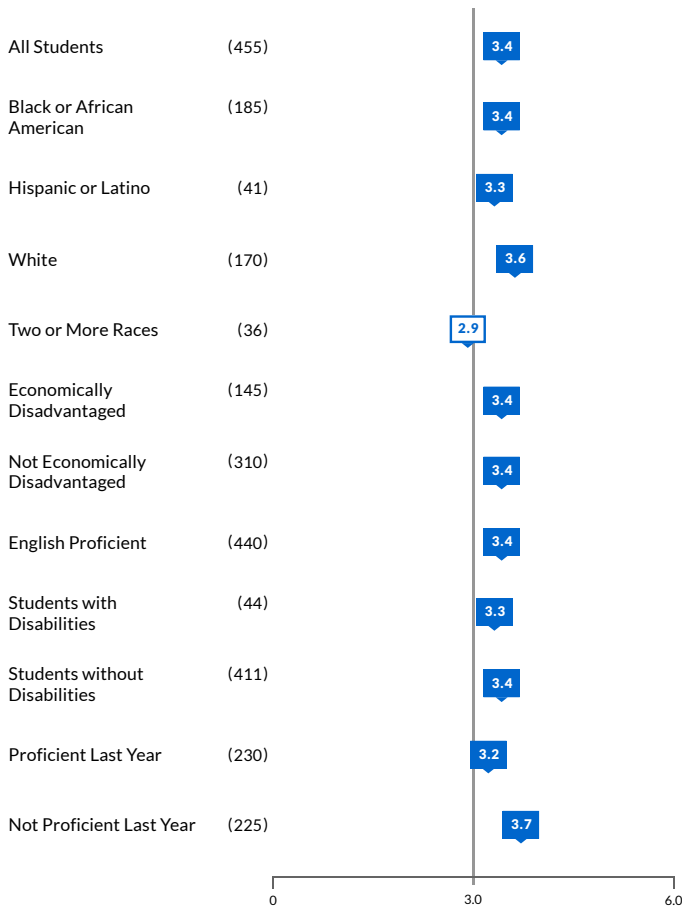
English Language Arts Score: 73.6

Mathematics Score: 56.5

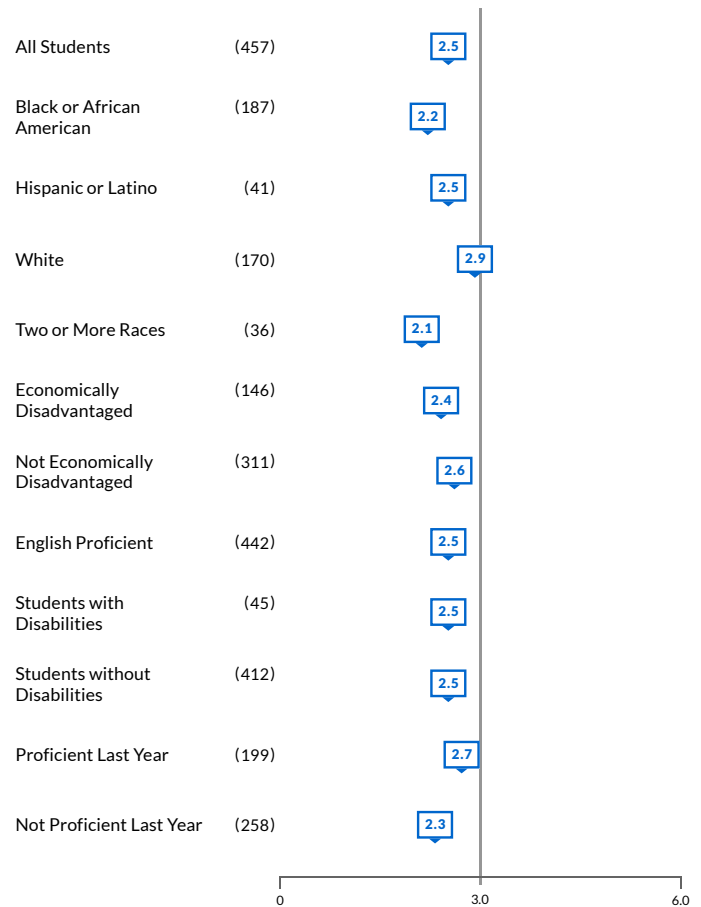
### Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

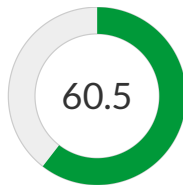




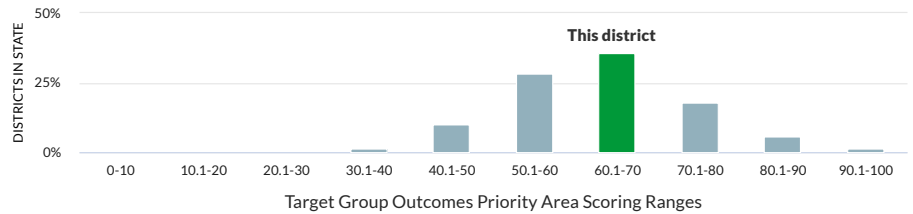
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping districts 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 district's score was the same or higher than 41.1% of districts in the state.



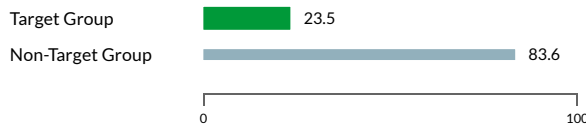
## Component Scores

### ACHIEVEMENT

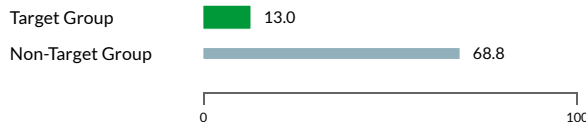
Score: 18.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

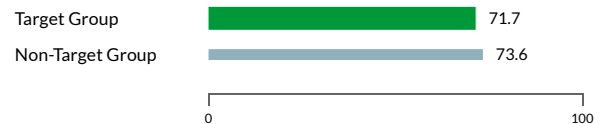


### GROWTH

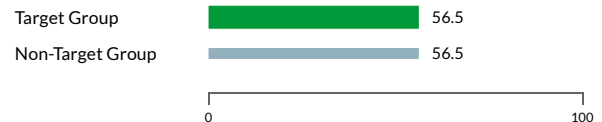
Score: 64.1

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

#### English Language Arts



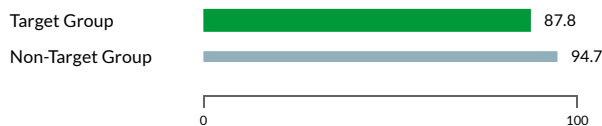
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 87.8

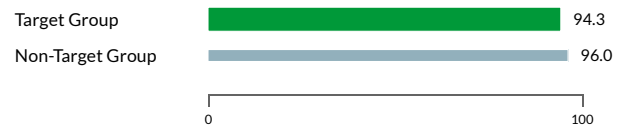
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



### ATTENDANCE

Score: 94.3

This score is the overall attendance rate for the Target Group in 2019-20.

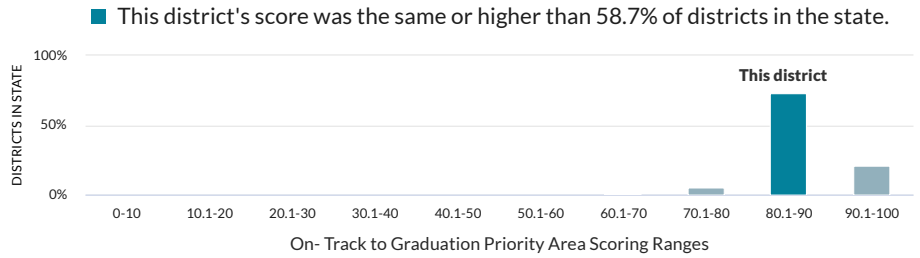
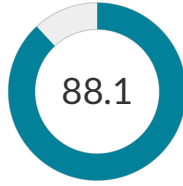




## ON-TRACK TO GRADUATION

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

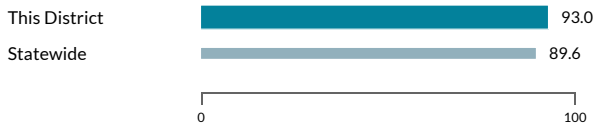


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 93.0

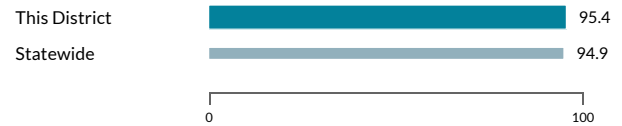
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### DISTRICT-WIDE ATTENDANCE

Score: 95.4

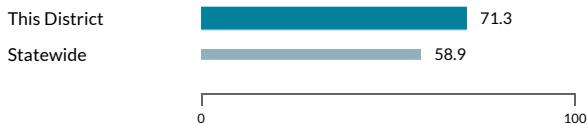
This score is the overall attendance rate for the district in 2019-20.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 71.3

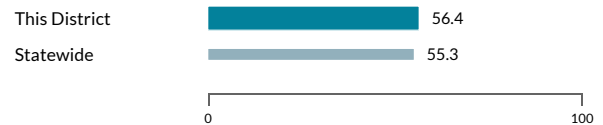
Average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 56.4

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: K-8 State	567,583	10.0%	566,198	10.4%	561,936	10.8%
All Students	958	5.1%	971	8.3%	533	7.1%
American Indian or Alaskan Native	< 20	*	< 20	*	< 20	*
Asian	47	12.8%	39	17.9%	< 20	*
Black or African American	331	4.5%	360	10.3%	219	6.4%
Hispanic or Latino	62	11.3%	73	9.6%	49	10.2%
Native Hawaiian or Pacific Islander	< 20	*	< 20	*	< 20	*
White	449	3.8%	426	4.2%	204	5.9%
Two or More Races	60	6.7%	66	16.7%	37	10.8%
Economically Disadvantaged	326	6.7%	342	16.1%	179	9.5%
English Learners	36	11.1%	35	14.3%	< 20	*
Students with Disabilities	122	9.0%	135	16.3%	66	9.1%

### 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.

This school does not have a 12th grade