



OVERVIEW

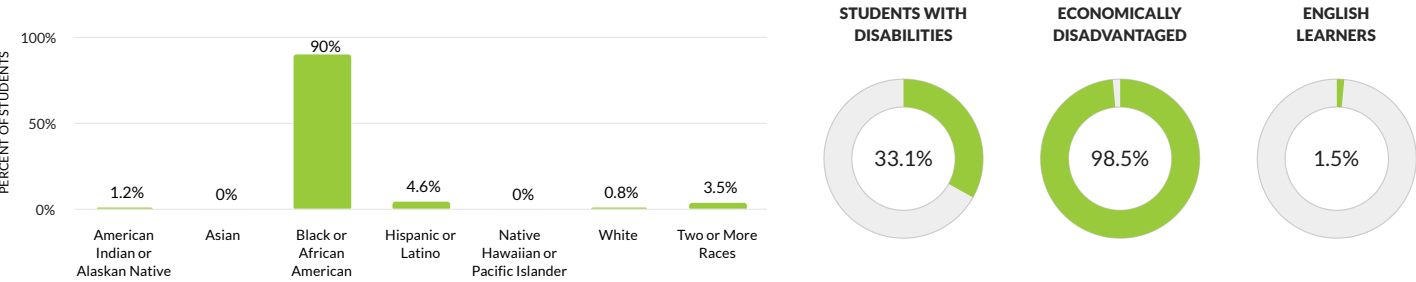
School Details

Grades : K4-8  
Enrollment : 260  
Percent open enrollment : 0%

Holmes promotes learning for students through the use of Ambitious Instruction 3.0 and is a Verizon Innovative Learning School. The school teaches PBIS expectations that reinforce positive behaviors and contribute to a positive school climate. Holmes was one of 21 schools statewide to be named a School of Distinction in the areas of reading, math, and PBIS by the Department of Public Instruction.

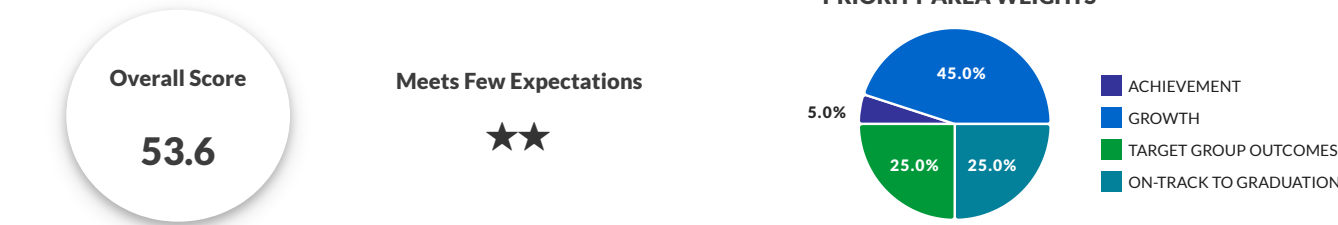
*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

Student Groups



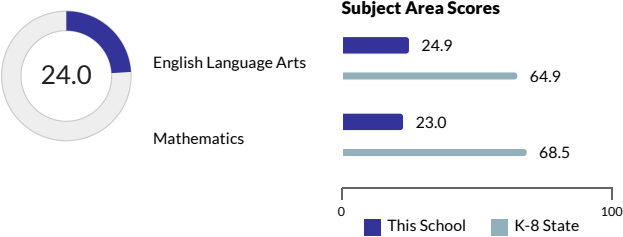
Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

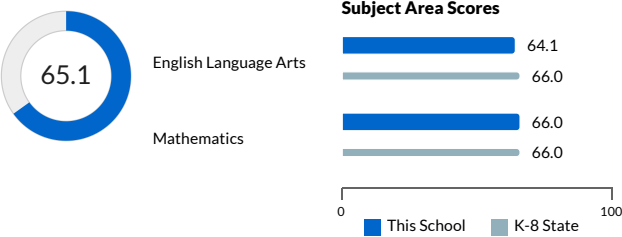


Priority Area Scores

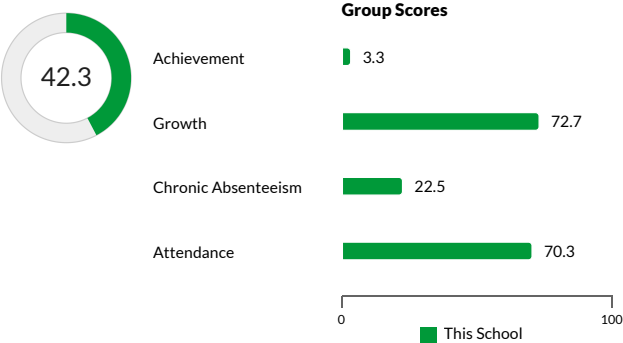
ACHIEVEMENT



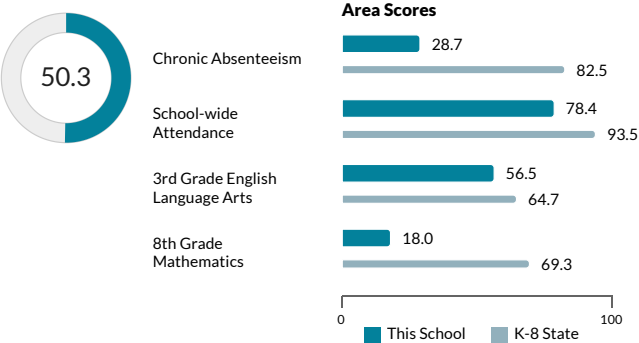
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



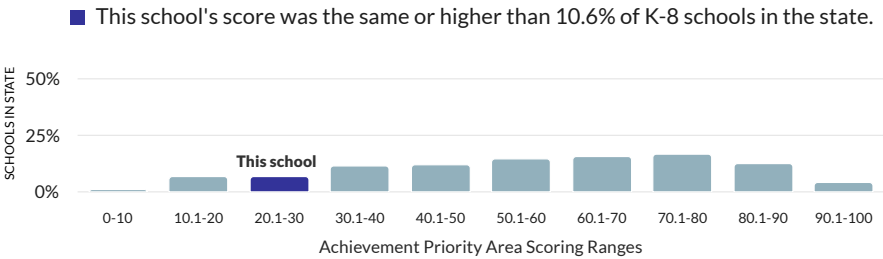
ACHIEVEMENT

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

Priority Area Score



English Language Arts Score: 24.9  
Mathematics Score: 23.0



Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



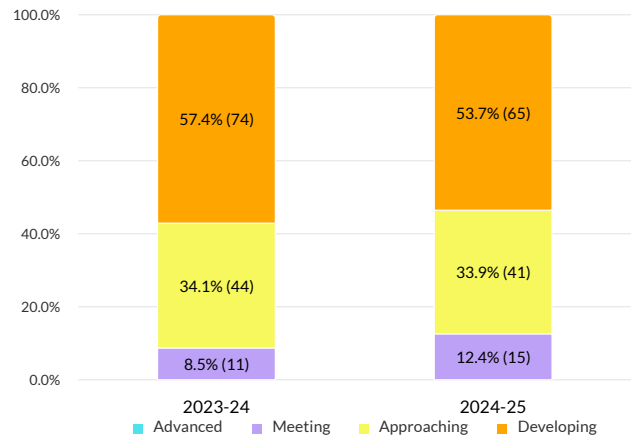
MATHEMATICS



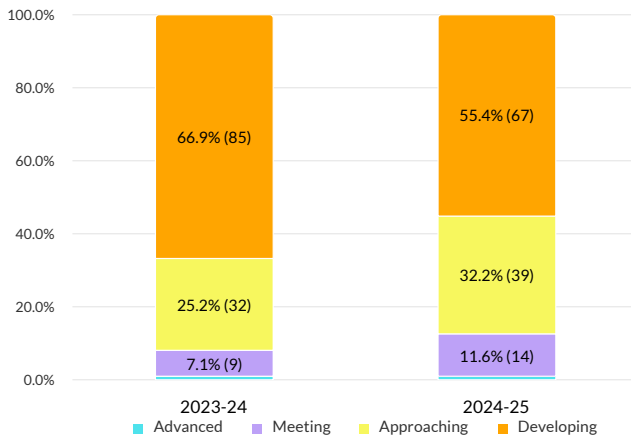
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
99.3%	All Students NA

MATHEMATICS

All students	Lowest-participating group:
99.3%	All Students NA

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,585	11.5%	40.1%	30.2%	18.2%	353,627	12.1%	39.6%	29.9%	18.3%
All Students	129	0.0%	8.5%	34.1%	57.4%	121	0.0%	12.4%	33.9%	53.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	119	0.0%	9.2%	35.3%	55.5%	111	0.0%	11.7%	33.3%	55.0%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	122	0.0%	9.0%	33.6%	57.4%	120	0.0%	12.5%	34.2%	53.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	41	0.0%	0.0%	19.5%	80.5%	37	0.0%	5.4%	24.3%	70.3%

MATHEMATICS

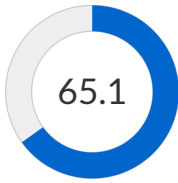
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,319	19.6%	33.7%	26.3%	20.3%	353,429	20.8%	31.9%	28.0%	19.3%
All Students	127	0.8%	7.1%	25.2%	66.9%	121	0.8%	11.6%	32.2%	55.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	118	0.8%	7.6%	25.4%	66.1%	111	0.9%	11.7%	31.5%	55.9%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	120	0.8%	7.5%	25.8%	65.8%	120	0.8%	11.7%	32.5%	55.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	39	0.0%	2.6%	17.9%	79.5%	37	0.0%	2.7%	27.0%	70.3%



## GROWTH

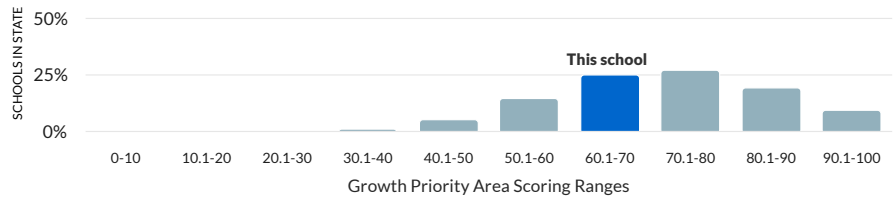
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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:** 64.1  
**Mathematics Score:** 66.0

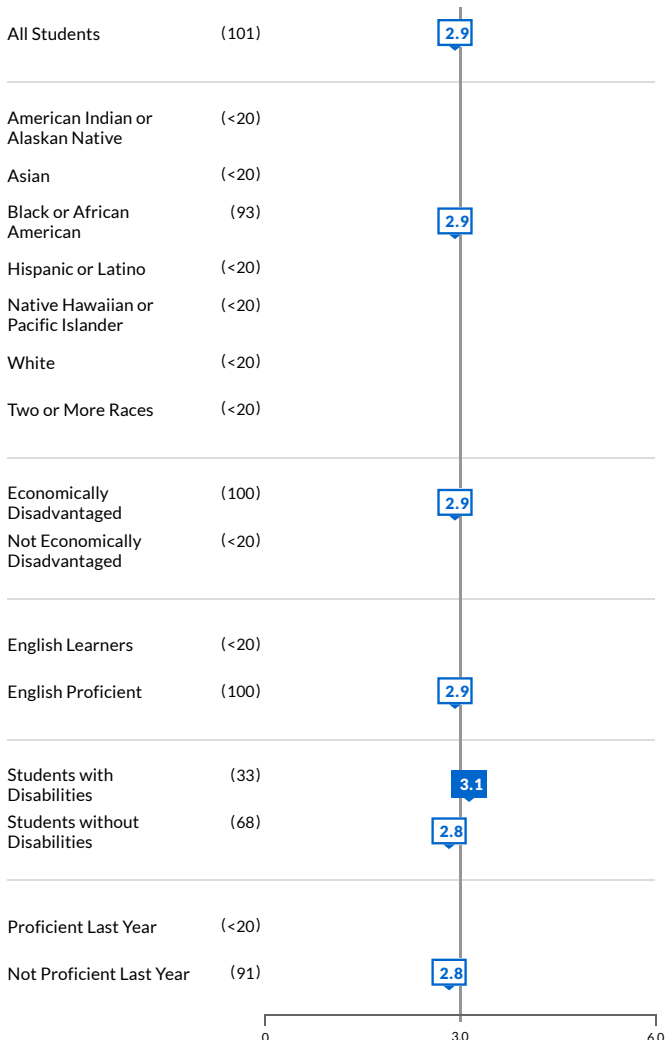
■ This school's score was the same or higher than 31.5% of K-8 schools in the state.



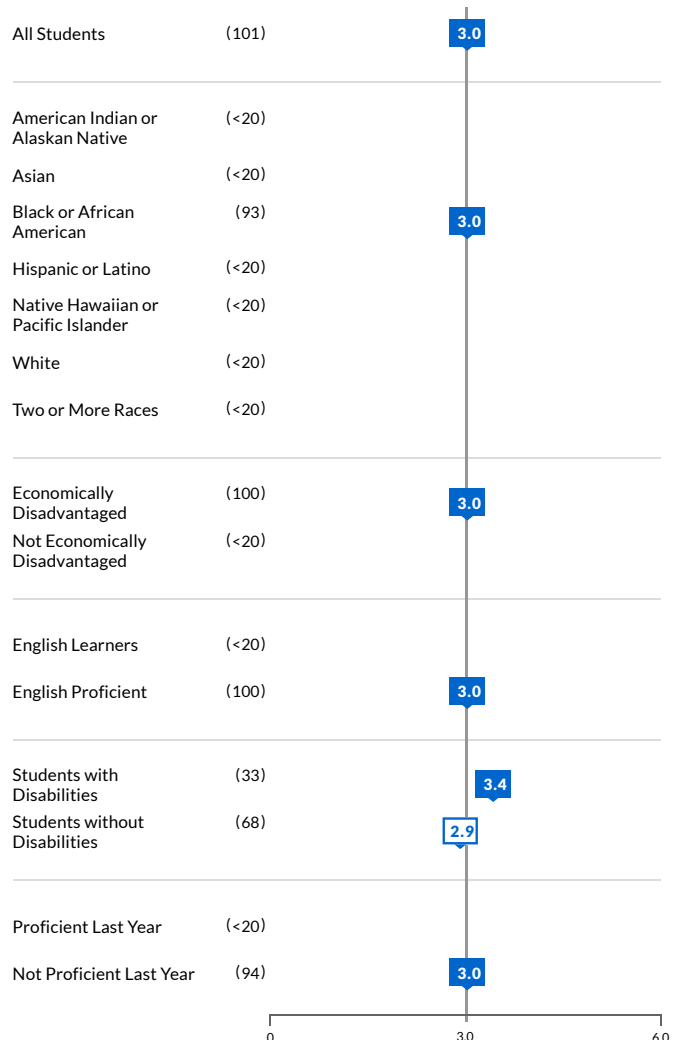
### Student Group Value-Added (for information only)

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

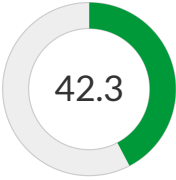




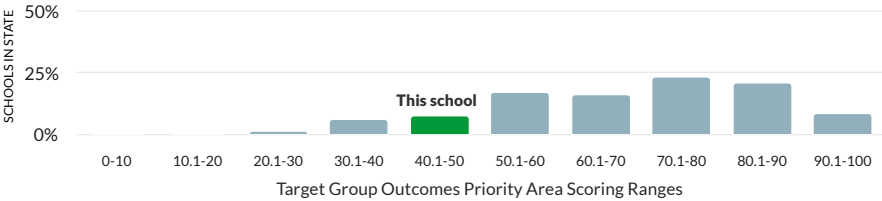
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 8.6% of K-8 schools in the state.



Component Scores

**ACHIEVEMENT** Score: 3.3

Average points-based proficiency rates.

**English Language Arts**

Target Group 4.1

Non-Target Group 24.1

**Mathematics**

Target Group 2.4

Non-Target Group 19.0

**GROWTH** Score: 72.7

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

**English Language Arts**

Target Group 69.8

Non-Target Group 62.2

**Mathematics**

Target Group 75.5

Non-Target Group 64.1

**CHRONIC ABSENTEEISM** Score: 22.5

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.

Target Group 22.5

Non-Target Group 31.4

**ATTENDANCE** Score: 70.3

This score is the overall attendance rate for the target group in 2023-24.

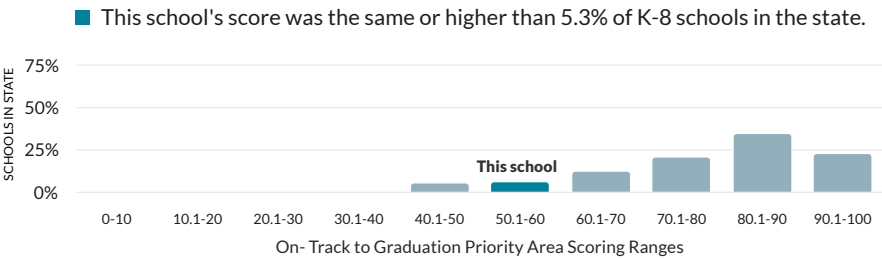
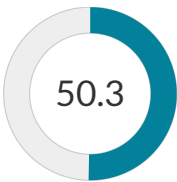
Target Group 70.3

Non-Target Group 79.0

## 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: 28.7

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.

School28.7

K-8 Statewide82.5

0100

**SCHOOL-WIDE ATTENDANCE**

Score: 78.4

This score is the overall attendance rate for the school in 2023-24.

School78.4

K-8 Statewide93.5

0100

**3RD GRADE ENGLISH LANGUAGE ARTS**

Score: 56.5

Multi-year average points-based proficiency rates.

School56.5

K-8 Statewide64.7

0100

**8TH GRADE MATHEMATICS**

Score: 18.0

Multi-year average points-based proficiency rates.

School18.0

K-8 Statewide69.3

0100

### 3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

School: \*

Statewide: 50.3%



## 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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	544,944	21.0%	542,619	17.3%	539,627	15.3%
All Students	230	77.8%	244	69.7%	239	68.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	205	77.6%	219	70.8%	220	68.6%
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	217	77.9%	238	70.2%	217	70.5%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	73	75.3%	63	71.4%	63	63.5%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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