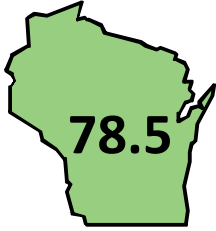




# Holmen

## District Report Card | 2017-18 | Summary

### Overall Score



**Exceeds Expectations**

Overall Accountability Ratings	Score
<b>Significantly Exceeds Expectations</b>	<b>83-100</b> ★★★★★
<b>Exceeds Expectations</b>	<b>73-82.9</b> ★★★★☆
<b>Meets Expectations</b>	<b>63-72.9</b> ★★★☆☆
<b>Meets Few Expectations</b>	<b>53-62.9</b> ★★☆☆☆
<b>Fails to Meet Expectations</b>	<b>0-52.9</b> ★☆☆☆☆

### District Information

Grades	K4-12
Enrollment	3,937
Within District Mobility	0.0%
Between District Mobility	2.6%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.3%
Asian	8.4%
Black or African American	0.8%
Hispanic/Latino	1.4%
Native Hawaiian or Other Pacific Islander	0.1%
White	86.2%
Two or More Races	2.8%
<i>Student Groups</i>	
Students with Disabilities	12.9%
Economically Disadvantaged	24.1%
English Learners	4.9%

Priority Areas	District Score	Max Score	State Score	Max Score
<b>Student Achievement</b>	<b>76.1/100</b>		<b>63.0/100</b>	
English Language Arts (ELA) Achievement	39.2/50		32.1/50	
Mathematics Achievement	36.9/50		30.9/50	
<b>District Growth</b>	<b>69.9/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	35.9/50		33.0/50	
Mathematics Growth	34.0/50		33.0/50	
<b>Closing Gaps</b>	<b>75.5/100</b>		<b>67.9/100</b>	
English Language Arts (ELA) Achievement Gaps	19.6/25		17.8/25	
Mathematics Achievement Gaps	18.9/25		17.3/25	
Graduation Rate Gaps	37.0/50		32.8/50	
<b>On-Track and Postsecondary Readiness</b>	<b>90.8/100</b>		<b>85.0/100</b>	
Graduation Rate	37.0/40		36.3/40	
Attendance Rate	38.3/40		36.7/40	
3rd Grade English Language Arts (ELA) Achievement	8.2/10		6.3/10	
8th Grade Mathematics Achievement	7.3/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	32.3%
District Growth	17.7%
Closing Gaps	25.0%
On-Track and Postsecondary Readiness	25.0%

Note: For details about how weights are determined, see weighting calculator: [https://oea-dpi.shinyapps.io/overall\\_weighting\\_calculator/](https://oea-dpi.shinyapps.io/overall_weighting_calculator/)

Student Engagement Indicators	Total Deductions: 0
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

### Test Participation Information

Includes Forward Exam (grades 3-8), ACT (grade 11), and Dynamic Learning Maps (grades 3-8 and 11)

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	99.6%	99.5%	99.5%	99.4%
Lowest Subgroup Rate: Hispanic	96.6%	98.9%	96.6%	98.9%

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: [reportcardhelp@dpi.wi.gov](mailto:reportcardhelp@dpi.wi.gov).

**Holmen****District Report Card Detail | 2017-18 | Accountability Summary****Accountability Summary****Supplemental Data**

School performance on this page is provided for informational purposes only. This information is not used to determine district accountability scores. The performance of all students in the district, including those in alternate accountability schools, is combined to determine the district accountability score and rating.

**Summary of Overall Accountability Ratings for Schools in the District**

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	1	16.7%
Exceeds Expectations	4	66.7%
Meets Expectations	1	16.7%
Meets Few Expectations	0	0.0%
Fails to Meet Expectations	0	0.0%
Alternate Accountability - Satisfactory Progress	0	0.0%
Alternate Accountability - Needs Improvement	0	0.0%
Alternate Accountability - No Score	0	0.0%

**Summary of Priority Area Scores for Schools in the District**

Does not include Alternate Accountability schools

Priority Area	Low Score	Average Score	High Score	Maximum Score
Overall Accountability	72.1	79.7	93.0	100
Student Achievement	65.4	78.0	92.4	100
School Growth	60.3	68.5	75.6	100
Closing Gaps	65.3	77.0	97.9	100
On-Track and Postsecondary Readiness	91.9	93.5	97.1	100

**Summary of Student Engagement Indicator Deductions for Schools in the District**

Does not include Alternate Accountability schools

Number of Deductions	Number of Schools	Percent of Schools
Zero	6	100.0%
One	0	0.0%
Two	0	0.0%



# Holmen

## District Report Card Detail | 2017-18 | Student Achievement

### Student Achievement

**Total Score: 76.1/100**

#### English Language Arts Achievement Score: 39.2/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	239	12.5%	358.5	284	14.5%	426	226	11.2%	339
Proficient	1.0	799	41.7%	799	863	44.0%	863	847	41.8%	847
Basic	0.5	631	33.0%	315.5	634	32.3%	317	726	35.8%	363
Below Basic	0.0	245	12.8%	0	180	9.2%	0	227	11.2%	0
Total Tested	-	1,914	100.0%	1,473	1,961	100.0%	1,606	2,026	100.0%	1,549

#### Mathematics Achievement Score: 36.9/50

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	160	8.4%	240	195	9.9%	292.5	206	10.2%	309
Proficient	1.0	833	43.5%	833	854	43.6%	854	845	41.8%	845
Basic	0.5	628	32.8%	314	641	32.7%	320.5	664	32.8%	332
Below Basic	0.0	293	15.3%	0	270	13.8%	0	308	15.2%	0
Total Tested	-	1,914	100.0%	1,387	1,960	100.0%	1,467	2,023	100.0%	1,486

#### Notes

- Details on student achievement calculations can be found at <https://dpi.wi.gov/accountability/resources> .
- Student Achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the district.
- Scores are based on student performance on WSAS mathematics and English language arts statewide assessments.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.



# Holmen

## District Report Card Detail | 2017-18 | Student Achievement

### Student Achievement

### Supplemental Data

Group performance is provided on this page for informational purposes only. These data are not used to determine the Student Achievement scores used in the accountability system.

#### English Language Arts Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	437,905	8.6%	33.8%	34.8%	22.8%	444,382	9.4%	34.1%	34.3%	22.2%	445,203	8.1%	33.5%	34.7%	23.8%
All Students: District	1,914	12.5%	41.7%	33.0%	12.8%	1,961	14.5%	44.0%	32.3%	9.2%	2,026	11.2%	41.8%	35.8%	11.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	133	5.3%	29.3%	45.1%	20.3%	151	6.0%	32.5%	42.4%	19.2%	188	5.9%	30.3%	43.1%	20.7%
Black or African American	22	4.5%	18.2%	54.5%	22.7%	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	27	0.0%	44.4%	37.0%	18.5%	31	6.5%	51.6%	32.3%	9.7%	27	11.1%	37.0%	37.0%	14.8%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,675	13.6%	43.3%	31.2%	11.9%	1,706	15.8%	45.0%	31.3%	7.9%	1,730	12.0%	43.7%	34.6%	9.8%
Two or More Races	49	6.1%	32.7%	44.9%	16.3%	49	6.1%	46.9%	32.7%	14.3%	59	6.8%	35.6%	42.4%	15.3%
Students with Disabilities	247	2.4%	17.8%	34.4%	45.3%	236	4.2%	18.6%	41.5%	35.6%	262	4.2%	16.0%	39.3%	40.5%
Economically Disadvantaged	512	7.0%	29.9%	41.6%	21.5%	480	7.9%	34.4%	40.0%	17.7%	550	4.7%	32.0%	44.0%	19.3%
English Learners	124	4.0%	23.4%	50.0%	22.6%	130	4.6%	26.2%	46.9%	22.3%	158	5.1%	24.1%	46.8%	24.1%

#### Mathematics Supplemental Data

Group	2015-16					2016-17					2017-18				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic
All Students: State	439,081	7.9%	33.1%	32.7%	26.3%	445,061	8.1%	33.2%	32.5%	26.2%	445,804	8.7%	33.3%	31.9%	26.1%
All Students: District	1,914	8.4%	43.5%	32.8%	15.3%	1,960	9.9%	43.6%	32.7%	13.8%	2,023	10.2%	41.8%	32.8%	15.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	133	3.0%	27.1%	49.6%	20.3%	151	2.6%	27.8%	46.4%	23.2%	187	3.7%	25.7%	43.9%	26.7%
Black or African American	22	0.0%	36.4%	22.7%	40.9%	<20	*	*	*	*	<20	*	*	*	*
Hispanic/Latino	27	0.0%	37.0%	37.0%	25.9%	31	6.5%	29.0%	38.7%	25.8%	27	3.7%	48.1%	29.6%	18.5%
Native Hawaiian or Other Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	1,675	9.2%	45.5%	31.5%	13.9%	1,705	11.0%	45.5%	31.6%	12.0%	1,728	11.3%	44.2%	31.3%	13.3%
Two or More Races	49	4.1%	32.7%	36.7%	26.5%	49	4.1%	42.9%	32.7%	20.4%	59	3.4%	28.8%	49.2%	18.6%
Students with Disabilities	248	3.2%	14.9%	34.3%	47.6%	236	4.2%	19.5%	30.5%	45.8%	261	4.6%	20.3%	28.0%	47.1%
Economically Disadvantaged	511	4.1%	32.1%	38.2%	25.6%	480	4.4%	33.1%	36.7%	25.8%	548	5.5%	31.4%	38.0%	25.2%
English Learners	124	2.4%	24.2%	49.2%	24.2%	130	2.3%	23.1%	47.7%	26.9%	157	2.5%	22.3%	43.9%	31.2%



# Holmen

## District Report Card Detail | 2017-18 | District Growth

### District Growth

**Total Score: 69.9/100**

The following growth scores are derived from a value-added model. Value-added growth estimates how much student scores are expected to change based on actual growth of similar students. It then compares the change in the student's scores to that estimate. If the student's performance improved more than predicted by the model, we say her district had high value-added. That is, the district's impact on student learning resulted in higher-than-predicted growth.

**English Language Arts Growth Score: 35.9/50**

**Mathematics Growth Score: 34.0/50**

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: District	1,400	3.3	1,397	3.1

### District Growth Supplemental Data

Group performance provided in the table below is for informational purposes only. Supplemental value-added scores are calculated when 10 or more students are included in a group.

Group	English Language Arts		Mathematics	
	Count	Value-Added Score	Count	Value-Added Score
All Students: State	286,382	3.0	286,346	3.0
American Indian or Alaskan Native	<20	*	<20	*
Asian	121	3.3	120	3.0
Black or African American	<20	*	<20	*
Hispanic/Latino	22	3.4	22	3.1
Native Hawaiian or Other Pacific Islander	<20	*	<20	*
White	1,203	3.3	1,201	3.1
Two or More Races	41	3.2	41	3.1
Students with Disabilities	168	3.4	167	2.7
Economically Disadvantaged	385	3.4	383	3.0
English Learners	112	3.0	111	2.6

**\*Note**

Counts will display for districts with 10-19 students in a group, but they are not included in scoring, as the cell size rule for report cards is 20 students or more.

Growth scoring requires at least two consecutive years of test scores. Up to four years of test data on three growth intervals are used in the calculation, when available, to improve the validity and reliability of value-added calculations.



# Holmen

## District Report Card Detail | 2017-18 | Closing Gaps

### Closing Gaps

**Total Score: 75.5/100**

#### Closing Achievement Gaps - English Language Arts | Score: 19.6/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	District Target Group		State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.504	0.764	0.598	0.626	0.606		0.658	0.826	0.723	0.740	0.717	0.005	0.003	0.002	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	0.739	0.630	0.774	0.722		NA	0.826	0.723	0.740	0.717	0.012	-0.031	0.043	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	0.814	0.643	0.724	0.669		NA	0.826	0.723	0.740	0.717	-0.033	-0.031	-0.002	
Students with Disabilities	0.317	0.494	0.387	0.458	0.420	Students without Disabilities	0.634	0.802	0.694	0.709	0.683	0.017	0.001	0.016	
Economically Disadvantaged	0.534	0.755	0.612	0.662	0.611	Not Economically Disadvantaged	0.710	0.877	0.770	0.785	0.768	0.005	0.002	0.003	
English Learners	0.400	0.680	0.544	0.565	0.551	English Proficient	0.608	0.766	0.662	0.675	0.651	0.016	0.000	0.016	
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	

#### Closing Achievement Gaps - Mathematics | Score: 18.9/25

District Target Group Points-Based Proficiency Rates						State Comparison Group Points-Based Proficiency Rates					Rate of Change		Difference in Rate of Change		
Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	Group	2013-14 Points	2014-15 Points	2015-16 Points	2016-17 Points	2017-18 Points	District Target Group		State Comparison Group	
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.642	0.682	0.564	0.550	0.532		0.797	0.772	0.705	0.711	0.721	-0.035	-0.021	-0.014	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	0.674	0.556	0.581	0.685		NA	0.772	0.705	0.711	0.721	0.008	-0.015	0.023	
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	0.605	0.571	0.653	0.585		NA	0.772	0.705	0.711	0.721	0.001	-0.015	0.016	
Students with Disabilities	0.423	0.411	0.369	0.411	0.412	Students without Disabilities	0.768	0.737	0.665	0.668	0.676	-0.002	-0.025	0.023	
Economically Disadvantaged	0.648	0.669	0.573	0.580	0.586	Not Economically Disadvantaged	0.851	0.823	0.750	0.754	0.772	-0.021	-0.023	0.002	
English Learners	0.552	0.597	0.524	0.504	0.481	English Proficient	0.737	0.704	0.633	0.637	0.645	-0.024	-0.025	0.001	
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	



# Holmen

## District Report Card Detail | 2017-18 | Closing Gaps

### Closing Gaps

**Total Score: 75.5/100**

**Graduation Rate Gaps Score: 37.0/50**

**Closing Graduation Gaps - Four Year | Score: 15.3/25**

District Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change	
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	District Target Group	State Comparison Group		
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.960	0.958	0.828	0.962	0.950		0.925	0.929	0.930	0.928	0.932	-0.002	0.001	0.160!	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.680	0.829	0.765	0.727	0.444	Students without Disabilities	0.904	0.912	0.912	0.910	0.917	-0.058	0.002	-0.060	
Economically Disadvantaged	0.889	0.923	0.870	0.875	0.761	Not Economically Disadvantaged	0.931	0.938	0.939	0.936	0.940	-0.031	0.002	-0.033	
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	

**Closing Graduation Gaps - Six Year | Score: 21.7/25**

District Target Group Graduation Rates						State Comparison Group Graduation Rates						Rate of Change		Difference in Rate of Change	
Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	Group	2012-13 Graduation Rate	2013-14 Graduation Rate	2014-15 Graduation Rate	2015-16 Graduation Rate	2016-17 Graduation Rate	District Target Group	State Comparison Group		
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White	NA	NA	NA	NA	NA	NA	NA	NA	
Asian	0.938	1.000	1.000	0.958	0.828		0.945	0.948	0.953	0.954	0.953	-0.026	0.002	0.160!	
Black or African American	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic/Latino	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Two or More Races	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	0.722	0.892	0.885	0.927	0.794	Students without Disabilities	0.927	0.928	0.934	0.936	0.934	0.020	0.002	0.018	
Economically Disadvantaged	NA	1.000	0.937	0.961	0.893	Not Economically Disadvantaged	NA	0.950	0.955	0.958	0.957	-0.030	0.002	0.160!	
English Learners	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"SwD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	
"ECD-EL" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-EL" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA	



## Holmen

### District Report Card Detail | 2017-18 | Closing Gaps

## Closing Gaps

**Total Score: 75.5/100**

#### Notes - Prior Three Pages

- Details on Closing Gaps calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Closing Graduation Gaps is based on graduation data from prior years because data from the most recent year are not yet available. For graduation calculations, prior-year data are the most current.
- The points-based proficiency rate is calculated by multiplying the number of students with scores in the advanced category by 1.5, proficient by 1.0, basic by 0.5 and below basic by 0.0.
- The count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average points-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the rate of change that would earn the maximum score for that group. This will be indicated on the report card by the symbol "!". This is to ensure that districts with very high achievement or graduation are not penalized with low Closing Gaps scores for small increases in gaps.
- In 2015-16 two new race/ethnicity categories were added: "Native Hawaiian or Other Pacific Islander" and "Two or More Races". Closing Achievement Gaps results for these categories will be calculated as data become available.
- Beginning on 2016-17 report cards, each subgroup included in Closing Gaps calculations is compared to its statewide comparison group using the same number of years of data. For example, if three years of data are available to determine the trend for the students with disabilities subgroup, three years of data are included in the statewide comparison group trend for students without disabilities.

#### About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities, economically disadvantaged, and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-LEP" Supergroup: students with disabilities and limited English proficient students.
- "ECD-LEP" Supergroup: economically disadvantaged and limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a district had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double-counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.





# Holmen

District Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

## On-Track and Postsecondary Readiness

**Total Score: 90.8/100**

### 2016-17 Attendance Score: 38.3/40

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	3,743	625,628.0	645,672.0	96.9%
Lowest Group: Black Students	36	5,807.5	6,139.0	94.6%

### 2016-17 Graduation Score: 37.0/40

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	265	238	89.8%	272	259	95.2%

### On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	20	19	95.0%	29	24	82.8%
Black or African American	<20	*	*	<20	*	*
Hispanic/Latino	<20	*	*	<20	*	*
Native Hawaiian or Other Pacific Islander	<20	*	*	<20	*	*
White	223	202	90.6%	231	224	97.0%
Two or More Races	<20	*	*	<20	*	*
Students with Disabilities	27	12	44.4%	34	27	79.4%
Economically Disadvantaged	67	51	76.1%	75	67	89.3%
English Learners	<20	*	*	<20	*	*

#### Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- Due to data availability, Attendance and Graduation data are lagged by one year. For this year's report cards, On-Track and Postsecondary Readiness calculations use these data from the prior school year.



# Holmen

## District Report Card Detail | 2017-18 | On-Track and Postsecondary Readiness

### On-Track and Postsecondary Readiness

**Total Score: 90.8/100**

#### 2017-18 3rd Grade English Language Arts Achievement Score: 8.2/10

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	60	20.2%	90	40	14.7%	60	39	12.6%	58.5
Proficient	1	128	43.1%	128	133	48.9%	133	118	38.2%	118
Basic	0.5	80	26.9%	40	77	28.3%	38.5	117	37.9%	58.5
Below Basic	0	29	9.8%	0	22	8.1%	0	35	11.3%	0
Total Tested	-	297	100%	258	272	100%	231.5	309	100%	235

#### 2017-18 8th Grade Mathematics Achievement Score: 7.3/10

Performance Level	Points Multiplier	2015-16			2016-17			2017-18		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	16	6.0%	24	28	10.7%	42	31	11.0%	46.5
Proficient	1	125	47.0%	125	111	42.5%	111	103	36.4%	103
Basic	0.5	92	34.6%	46	92	35.2%	46	97	34.3%	48.5
Below Basic	0	33	12.4%	0	30	11.5%	0	52	18.4%	0
Total Tested	-	266	100%	195	261	100%	199	283	100%	198

#### Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <https://dpi.wi.gov/accountability/resources>.
- 3rd Grade English Language Arts and 8th Grade Mathematics Scores are determined in the same way as the Student Achievement Priority Area. However, if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that larger numbers of students and more recent years contribute more to the score for the Priority Area.



## Holmen

### District Report Card Detail | 2017-18 | Student Engagement Indicators

## Student Engagement Indicators

**Goals Met: 2/2**

Both one-year and three-year rates are considered for Absenteeism and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year District Rate	Three-Year District Rate	Points Deducted
Absenteeism Rate	Less than 13%	1.3%	2.0%	0
Dropout Rate	Less than 6%	0.2%	0.3%	0

### Student Engagement Indicators and Test Participation Data

All districts are expected to meet Student Engagement Indicator goals for Absenteeism and Dropouts rates. The overall accountability score is reduced by five points if the Absenteeism Rate goal or Dropout Rate goal is not met. Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

Group	Absenteeism Rate				Dropout Rate				Test Participation Rate			
	One Year		Three Year		One Year		Three Year		(Not Scored)			
	Students	Rate	Students	Rate	Students	Rate	Students	Rate	Students ELA	Rate ELA	Students Mathematics	Rate Mathematics
All Students: District	3,708	1.3%	11,219	2.0%	1,665	0.2%	5,060	0.3%	2,067	99.6%	2,066	99.5%
American Indian or Alaskan Native	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Asian	299	0.3%	888	1.0%	123	0.0%	369	0.8%	191	100.0%	191	99.5%
Black or African American	36	5.6%	119	10.1%	21	0.0%	65	1.5%	<20	*	<20	*
Hispanic/Latino	69	7.2%	183	6.6%	20	0.0%	NA	NA	29	96.6%	29	96.6%
Native Hawaiian or Other Pacific Islander	<20	*	NA	NA	<20	*	NA	NA	<20	*	<20	*
Two or More Races	92	4.3%	287	4.9%	26	3.8%	86	1.2%	61	100.0%	61	100.0%
White	3,190	1.2%	9,685	1.8%	1,461	0.1%	4,452	0.2%	1,762	99.6%	1,761	99.5%
Students with Disabilities	<20	*	NA	NA	206	0.5%	680	0.6%	275	98.9%	275	98.5%
Economically Disadvantaged	964	3.3%	3,084	4.4%	419	0.5%	1,337	1.0%	566	99.3%	566	98.9%
English Learners	246	0.4%	691	1.2%	80	0.0%	230	0.4%	159	100.0%	159	99.4%

Group performance for Test Participation Rates, Absenteeism Rates and Dropout Rates is provided below for informational purposes, to facilitate analysis of achievement gaps, and drive continuous improvement planning. Test Participation data reflect the one-year test participation rates of subgroups. Note that there is no longer a score deduction associated with Test Participation on Report Cards.