

# HOLMES SCHOOL

## 2006-2007 Report Card

Grades Kgn. - 8

MPS K-8 School

School Information	
Address	2463 N BUFFUM ST
Phone	414-267-1300
Fax	414-267-1315
Site Number	0218
School Operation	7:45 - 2:30

Administration (Principal/School Leader)	
School Year (06-07)	DEBRA WALLACE
School Year (07-08)	DEBRA WALLACE
06-07 Administrator Years at Site	4

Board Member	DIRECTOR HARDIN
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Schools Identified for Improvement	
Years on SIFI	0

Student Enrollment			
Grade	04-05	05-06	06-07
<b>Total</b>	<b>463</b>	<b>463</b>	<b>402</b>
Pre-Kindergarten	61	69	28
Kindergarten	43	44	33
Grade 1	44	43	40
Grade 2	45	39	45
Grade 3	45	39	39
Grade 4	53	52	41
Grade 5	55	44	40
Grade 6	44	66	53
Grade 7	43	33	53
Grade 8	30	34	30

Student Enrollment				
Student Groups		04-05	05-06	06-07
Gender	Male	49%	48%	50%
	Female	51%	52%	50%
Ethnicity	Asian	N/A	N/A	N/A
	Native American	N/A	1%	0%
	African American	89%	90%	90%
	Hispanic	8%	6%	7%
	White	1%	1%	1%
Groups	Special Education	23%	23%	22%
	English Language Learners	2%	1%	0%
	Free/Reduced Lunch	84%	94%	97%

Student Movement		04-05	05-06	06-07
	Mobility Rate	22%	24%	18%
	Stability Rate	56%	63%	67%

### School Profile

**Reading/Language Arts:** On the Grade 4 WKCE, Holmes' students scored 63% at/above the State Proficiency Level (all enrolled students) in reading. On the Grade 8 WKCE, Holmes' students scored 52% at/above the State proficiency level. Students will continue to receive two hours of developmental reading/language arts instruction. In addition, Holmes will continue to implement the SRA, Direct Instruction Program from kindergarten through grade five, as well as corrective reading in fifth. Continued emphasis will be placed on independent reading through Reading at Recess.

The Process Writing approach, 6+1 Traits of Writing, On Demand Writing and utilizing word processing programs on the computer will be used to teach writing. Analytic rubrics are being used to give detailed assessments of student writing samples. Writing is being taught across the curriculum to enhance students' writing knowledge and skills.

**Mathematics:** On the Grade 4 WKCE, Holmes' students scored 29% at/above the State Proficiency Level (all enrolled students) in mathematics. On the Grade 8 WKCE Holmes' students scored 11% at/above on the State proficiency Level. Holmes will still continue to utilize staff, grade level, and committee meetings to discuss math issues and concerns and to have the math teacher leader and volunteer teachers present best practices to other staff.

**Science:** On the Grade 4 WKCE, Holmes' students scored 40% at/above the State Proficiency Level (all enrolled students) in science. Scientific inquiry method is the primary vehicle for instruction at all grade levels. Students are expected to demonstrate an understanding of the scientific method and its application to real life situations. Students will participate in six hands-on experiments per semester. In the 2004-2005 school year Holmes became equipped with a science lab.

**Parental Involvement:** Parental involvement continues to be an essential component to Holmes School being an effective educational institution. Parent-Teacher conferences and the number of parents attending school wide activities continue to show a steady increase. The DREAM program (Daily Reading Everyone Achieves More) which focuses around students reading at home with parents was implemented during the 2005-2006 year and has shown a steady increase in parental involvement

around student reading. Holmes has enhanced the number of activities and programs targeted for parents, adults, students and the community at large through its Community Learning Center. This year, through our CLC Program, we have a partnership with Dell Computers where students are increasing their technology knowledge and are able to receive a computer as a result of their participation in the program.

**Conclusion:** The staff at O.W. Holmes is proud of the gains in student achievement and will strive to meet or exceed the district standards. We expect that our students' scores will continue to show continuous growth and improvement in all areas.

# HOLMES SCHOOL

## Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																								
					Total			Ethnicity															Gender						
								Asian			Native American			African American			Hispanic			White			Male			Female			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		05-06	43	100%	80%	61%	40%	73%	66%	N/A	75%	70%	N/A	58%	55%	41%	65%	61%	33%	86%	77%	33%	77%	57%	26%	85%	65%	50%	
		06-07	38	100%	81%	62%	42%	74%	67%	N/A	72%	71%	N/A	60%	57%	41%	63%	58%	100%	86%	81%	N/A	77%	57%	32%	85%	67%	53%	
3	Math	04-05	46	100%	N/A	53%	39%	N/A	66%	N/A	N/A	65%	N/A	N/A	44%	41%	N/A	58%	20%	N/A	69%	N/A	N/A	53%	35%	N/A	52%	45%	
		05-06	43	100%	73%	43%	9%	71%	60%	N/A	62%	48%	N/A	37%	32%	8%	55%	50%	0%	79%	65%	33%	74%	44%	11%	70%	42%	8%	
		06-07	38	100%	74%	46%	16%	71%	59%	N/A	62%	56%	N/A	42%	36%	16%	57%	49%	0%	81%	67%	N/A	75%	46%	11%	73%	45%	21%	
4	Reading	04-05	51	100%	82%	62%	27%	74%	64%	N/A	76%	80%	N/A	60%	57%	28%	65%	62%	25%	87%	79%	0%	78%	56%	18%	86%	69%	39%	
		05-06	51	100%	82%	61%	53%	72%	66%	N/A	74%	72%	N/A	59%	54%	52%	68%	63%	67%	88%	79%	N/A	80%	60%	46%	84%	62%	60%	
		06-07	43	100%	82%	62%	60%	73%	69%	N/A	75%	83%	N/A	60%	57%	58%	64%	61%	67%	87%	79%	100%	79%	60%	56%	84%	64%	63%	
4	Language	04-05	51	100%	79%	59%	39%	72%	64%	N/A	71%	73%	N/A	56%	53%	39%	64%	61%	50%	85%	77%	0%	76%	53%	36%	83%	65%	43%	
		05-06	51	100%	79%	58%	49%	70%	62%	N/A	70%	66%	N/A	54%	50%	48%	65%	62%	67%	85%	78%	N/A	76%	54%	46%	83%	62%	52%	
		06-07	43	98%	77%	58%	47%	72%	68%	N/A	68%	80%	N/A	53%	52%	47%	61%	58%	33%	83%	76%	50%	72%	53%	44%	81%	63%	48%	
4	Math	04-05	51	100%	72%	46%	14%	73%	61%	N/A	59%	55%	N/A	41%	38%	13%	56%	49%	25%	79%	66%	0%	73%	46%	18%	71%	45%	9%	
		05-06	51	100%	73%	44%	27%	68%	55%	N/A	59%	52%	N/A	39%	34%	29%	56%	47%	0%	80%	67%	N/A	73%	45%	31%	70%	42%	24%	
		06-07	43	100%	78%	52%	42%	77%	72%	N/A	70%	70%	N/A	47%	42%	45%	62%	57%	0%	84%	72%	50%	78%	53%	50%	77%	50%	37%	
4	Science	04-05	51	100%	78%	47%	14%	65%	52%	N/A	69%	63%	N/A	41%	37%	13%	54%	51%	25%	86%	74%	0%	79%	47%	14%	76%	46%	13%	
		05-06	51	98%	77%	49%	33%	67%	56%	N/A	66%	51%	N/A	45%	39%	33%	60%	56%	33%	85%	72%	N/A	78%	50%	35%	78%	48%	32%	
		06-07	43	98%	77%	49%	28%	70%	66%	N/A	66%	76%	N/A	44%	39%	29%	57%	53%	0%	85%	74%	50%	78%	50%	25%	77%	49%	30%	
4	Social Studies	04-05	51	100%	91%	76%	45%	86%	81%	N/A	89%	90%	N/A	74%	70%	46%	83%	79%	50%	95%	90%	0%	90%	75%	43%	97%	77%	48%	
		05-06	51	100%	91%	77%	61%	86%	83%	N/A	88%	85%	N/A	75%	71%	58%	82%	80%	100%	94%	89%	N/A	90%	76%	54%	92%	79%	68%	
		06-07	43	98%	91%	78%	56%	85%	83%	N/A	87%	93%	N/A	76%	74%	53%	80%	78%	67%	95%	89%	100%	91%	76%	50%	92%	79%	59%	
5	Reading	04-05	52	100%	N/A	57%	38%	N/A	59%	N/A	N/A	51%	N/A	N/A	51%	43%	N/A	54%	13%	N/A	79%	N/A	N/A	53%	36%	N/A	60%	41%	
		05-06	45	100%	83%	61%	47%	77%	68%	N/A	75%	78%	N/A	59%	54%	46%	67%	64%	25%	89%	82%	100%	81%	58%	28%	84%	65%	70%	
		06-07	42	100%	84%	64%	62%	76%	71%	N/A	77%	68%	N/A	62%	59%	62%	68%	63%	67%	90%	82%	N/A	81%	62%	60%	86%	67%	65%	
5	Language	04-05	52	100%	N/A	42%	17%	N/A	52%	N/A	N/A	43%	N/A	N/A	35%	20%	N/A	40%	0%	N/A	66%	N/A	N/A	37%	20%	N/A	47%	15%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5	Math	04-05	52	100%	N/A	50%	31%	N/A	67%	N/A	N/A	46%	N/A	N/A	41%	32%	N/A	52%	25%	N/A	75%	N/A	N/A	51%	36%	N/A	49%	26%	
		05-06	45	100%	72%	40%	29%	69%	56%	N/A	60%	53%	N/A	37%	32%	28%	52%	43%	25%	80%	65%	50%	72%	40%	24%	72%	41%	35%	
		06-07	42	100%	75%	46%	29%	74%	63%	N/A	65%	49%	N/A	43%	37%	28%	56%	49%	33%	82%	68%	N/A	75%	46%	28%	74%	46%	29%	

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6, and 7 CANNOT be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.

State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.

The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

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## Ethnicity and Gender

WKCE and Terra Nova					Percent of Students Scoring Proficient/Above																							
					Total			Ethnicity															Gender					
								Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School
6	Reading	04-05	42	98%	N/A	51%	33%	N/A	59%	N/A	N/A	66%	N/A	N/A	45%	35%	N/A	55%	0%	N/A	71%	0%	N/A	45%	19%	N/A	57%	48%
		05-06	65	100%	83%	57%	43%	73%	63%	N/A	73%	62%	0%	56%	51%	45%	67%	59%	33%	88%	79%	N/A	81%	53%	44%	85%	62%	42%
		06-07	51	100%	85%	62%	43%	75%	64%	N/A	78%	75%	N/A	61%	57%	39%	68%	64%	60%	91%	79%	100%	82%	56%	32%	87%	68%	54%
6	Language	04-05	42	98%	N/A	41%	29%	N/A	49%	N/A	N/A	47%	N/A	N/A	33%	30%	N/A	45%	0%	N/A	64%	0%	N/A	36%	29%	N/A	46%	29%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	42	98%	N/A	39%	38%	N/A	57%	N/A	N/A	43%	N/A	N/A	30%	40%	N/A	47%	0%	N/A	65%	0%	N/A	39%	43%	N/A	39%	33%
		05-06	65	100%	72%	38%	22%	69%	54%	N/A	60%	41%	0%	37%	29%	24%	55%	41%	0%	79%	62%	N/A	72%	37%	24%	74%	39%	19%
		06-07	51	100%	76%	40%	24%	76%	62%	N/A	61%	60%	N/A	40%	31%	18%	57%	44%	40%	82%	63%	100%	76%	39%	32%	76%	42%	15%
7	Reading	04-05	40	100%	N/A	60%	30%	N/A	71%	N/A	N/A	68%	N/A	N/A	54%	32%	N/A	63%	0%	N/A	78%	0%	N/A	54%	27%	N/A	66%	36%
		05-06	31	100%	84%	59%	32%	74%	66%	N/A	77%	70%	N/A	56%	52%	33%	66%	64%	0%	89%	80%	N/A	81%	54%	31%	86%	64%	33%
		06-07	52	100%	85%	58%	42%	74%	69%	N/A	77%	58%	N/A	58%	51%	40%	66%	60%	60%	89%	82%	N/A	82%	55%	42%	86%	61%	43%
7	Language	04-05	40	100%	N/A	41%	13%	N/A	58%	N/A	N/A	47%	N/A	N/A	34%	13%	N/A	46%	0%	N/A	63%	0%	N/A	34%	12%	N/A	48%	14%
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	40	95%	N/A	38%	13%	N/A	62%	N/A	N/A	62%	N/A	N/A	28%	13%	N/A	48%	0%	N/A	66%	0%	N/A	37%	19%	N/A	40%	0%
		05-06	31	100%	73%	37%	26%	69%	55%	N/A	58%	41%	N/A	35%	26%	27%	55%	49%	0%	81%	64%	N/A	73%	37%	25%	73%	36%	27%
		06-07	52	100%	78%	44%	29%	75%	60%	N/A	69%	58%	N/A	43%	34%	30%	61%	53%	20%	86%	70%	N/A	79%	45%	29%	79%	44%	29%
8	Reading	04-05	31	100%	85%	59%	39%	74%	69%	N/A	76%	69%	N/A	56%	52%	37%	65%	62%	50%	89%	83%	N/A	81%	53%	44%	87%	65%	31%
		05-06	34	94%	84%	58%	50%	77%	70%	N/A	75%	77%	0%	56%	51%	53%	68%	62%	0%	89%	78%	N/A	82%	53%	39%	86%	62%	63%
		06-07	29	100%	84%	62%	55%	79%	76%	N/A	76%	65%	N/A	62%	57%	57%	67%	63%	0%	88%	79%	N/A	82%	57%	59%	87%	68%	50%
8	Language	04-05	31	100%	65%	37%	10%	51%	47%	N/A	46%	47%	N/A	32%	29%	7%	40%	38%	25%	71%	65%	N/A	59%	32%	11%	70%	42%	8%
		05-06	34	94%	66%	37%	21%	49%	48%	N/A	47%	43%	0%	36%	32%	22%	43%	36%	0%	72%	60%	N/A	61%	32%	11%	70%	42%	31%
		06-07	29	100%	62%	35%	28%	48%	40%	N/A	42%	33%	N/A	33%	29%	29%	40%	37%	0%	69%	59%	N/A	56%	30%	24%	67%	41%	33%
8	Math	04-05	31	100%	73%	36%	10%	68%	58%	N/A	55%	50%	N/A	32%	26%	7%	53%	41%	25%	81%	65%	N/A	72%	36%	17%	73%	36%	0%
		05-06	34	94%	73%	37%	15%	72%	58%	N/A	56%	41%	100%	38%	29%	13%	52%	44%	0%	81%	62%	N/A	74%	36%	17%	74%	39%	13%
		06-07	29	100%	74%	40%	31%	74%	57%	N/A	59%	52%	N/A	39%	31%	32%	55%	49%	0%	81%	65%	N/A	76%	41%	35%	74%	39%	25%
8	Science	04-05	31	97%	73%	32%	3%	54%	41%	N/A	57%	50%	N/A	30%	23%	0%	48%	35%	25%	82%	66%	N/A	75%	33%	6%	72%	32%	0%
		05-06	34	94%	73%	36%	6%	61%	52%	N/A	56%	54%	0%	34%	27%	6%	51%	39%	0%	81%	65%	N/A	74%	36%	11%	73%	36%	0%
		06-07	29	100%	74%	39%	31%	62%	50%	N/A	60%	56%	N/A	37%	31%	29%	51%	43%	100%	82%	68%	N/A	74%	39%	24%	75%	39%	42%
8	Social Studies	04-05	31	97%	83%	50%	19%	75%	65%	N/A	70%	65%	N/A	49%	41%	11%	66%	56%	75%	89%	78%	N/A	82%	49%	22%	54%	52%	15%
		05-06	34	94%	84%	52%	26%	80%	69%	N/A	71%	61%	0%	50%	44%	28%	68%	57%	0%	89%	77%	N/A	82%	49%	22%	84%	55%	31%
		06-07	29	100%	82%	52%	41%	78%	71%	N/A	72%	69%	N/A	52%	45%	39%	65%	56%	100%	89%	74%	N/A	82%	50%	35%	84%	54%	50%

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The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

# HOLMES SCHOOL

## Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																			
					Special Education Status						English Language Learner Status						Economic Status							
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL				
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School		
3	Reading	04-05	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		05-06	43	100%	50%	30%	0%	86%	66%	57%	52%	0%	82%	62%	40%	65%	56%	41%	88%	76%	25%			
		06-07	38	100%	50%	31%	25%	86%	68%	47%	55%	48%	N/A	82%	64%	42%	67%	57%	42%	89%	82%	N/A		
3	Math	04-05	46	100%	N/A	31%	22%	N/A	57%	43%	N/A	53%	0%	N/A	53%	40%	N/A	48%	39%	N/A	70%	N/A		
		05-06	43	100%	48%	26%	8%	75%	46%	10%	54%	48%	0%	73%	42%	10%	55%	39%	8%	80%	58%	25%		
		06-07	38	100%	53%	28%	13%	77%	49%	17%	56%	46%	N/A	75%	45%	16%	57%	41%	16%	82%	68%	N/A		
4	Reading	04-05	51	100%	53%	31%	8%	86%	69%	34%	59%	53%	0%	84%	63%	28%	68%	59%	29%	88%	80%	0%		
		05-06	51	100%	53%	34%	13%	87%	67%	60%	56%	45%	N/A	84%	63%	53%	69%	57%	55%	90%	76%	25%		
		06-07	43	100%	52%	32%	46%	87%	68%	67%	55%	47%	N/A	83%	64%	60%	67%	58%	60%	89%	81%	N/A		
4	Language	04-05	51	100%	48%	27%	15%	84%	66%	47%	55%	49%	0%	81%	61%	40%	66%	56%	39%	87%	77%	50%		
		05-06	51	100%	56%	35%	25%	83%	63%	53%	53%	43%	N/A	81%	60%	49%	64%	53%	51%	88%	74%	25%		
		06-07	43	98%	56%	35%	31%	80%	63%	53%	54%	47%	N/A	78%	60%	47%	62%	54%	47%	85%	77%	N/A		
4	Math	04-05	51	100%	49%	25%	8%	76%	50%	16%	56%	48%	0%	74%	46%	14%	55%	43%	14%	80%	64%	0%		
		05-06	51	100%	48%	28%	38%	76%	47%	26%	51%	38%	N/A	74%	44%	27%	54%	39%	28%	81%	60%	25%		
		06-07	43	100%	54%	30%	31%	81%	56%	47%	60%	52%	N/A	79%	52%	42%	61%	47%	42%	85%	72%	N/A		
4	Science	04-05	51	100%	56%	24%	8%	82%	52%	16%	47%	45%	0%	80%	47%	14%	59%	42%	14%	87%	73%	0%		
		05-06	51	98%	57%	32%	25%	81%	53%	35%	52%	43%	N/A	80%	50%	33%	61%	44%	34%	87%	65%	25%		
		06-07	43	98%	58%	29%	15%	81%	53%	33%	51%	45%	N/A	78%	50%	28%	60%	44%	28%	86%	73%	N/A		
4	Social Studies	04-05	51	100%	78%	53%	23%	93%	81%	53%	75%	72%	0%	92%	76%	46%	84%	74%	45%	95%	88%	50%		
		05-06	51	100%	80%	59%	38%	93%	81%	65%	76%	71%	N/A	92%	78%	61%	83%	74%	62%	95%	87%	50%		
		06-07	43	98%	81%	58%	31%	93%	82%	67%	75%	69%	N/A	92%	79%	56%	84%	75%	56%	95%	91%	N/A		
5	Reading	04-05	52	100%	N/A	24%	0%	N/A	64%	50%	N/A	36%	0%	N/A	59%	43%	N/A	52%	40%	N/A	76%	20%		
		05-06	45	100%	50%	27%	8%	88%	69%	63%	58%	41%	N/A	85%	63%	47%	69%	58%	43%	90%	75%	80%		
		06-07	42	100%	53%	33%	44%	89%	71%	67%	58%	43%	N/A	86%	67%	62%	69%	60%	61%	91%	83%	100%		
5	Language	04-05	52	100%	N/A	15%	0%	N/A	47%	23%	N/A	25%	0%	N/A	44%	19%	N/A	36%	19%	N/A	63%	0%		
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
5	Math	04-05	52	100%	N/A	26%	17%	N/A	55%	35%	N/A	44%	20%	N/A	50%	32%	N/A	45%	32%	N/A	70%	20%		
		05-06	45	100%	43%	20%	15%	77%	45%	34%	51%	31%	N/A	74%	41%	29%	54%	36%	25%	81%	57%	60%		
		06-07	42	100%	46%	26%	22%	80%	50%	30%	53%	37%	N/A	77%	47%	29%	57%	41%	27%	84%	67%	100%		

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
3	Reading	04-05	N/A	N/A	N/A
		05-06	458	436	411
		06-07	459	437	417
3	Math	04-05	N/A	585	569
		05-06	431	398	368
		06-07	434	401	368
4	Reading	04-05	646	623	597
		05-06	477	446	439
		06-07	477	450	433
4	Language	04-05	646	626	605
		05-06	298	279	268
		06-07	296	281	270
4	Math	04-05	633	610	579
		05-06	463	428	407
		06-07	466	435	409
4	Science	04-05	637	609	583
		05-06	300	276	264
		06-07	300	277	258
4	Social Studies	04-05	646	629	610
		05-06	298	280	268
		06-07	298	281	267
5	Reading	04-05	N/A	641	620
		05-06	485	452	425
		06-07	485	453	442
5	Language	04-05	N/A	643	624
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
5	Math	04-05	N/A	623	606
		05-06	484	449	428
		06-07	489	455	441

**Note: The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 CANNOT be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.**

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 CANNOT be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.  
 State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.  
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

# HOLMES SCHOOL

## Other Student Groups and Mean Scale Scores

WKCE and Terra Nova					Percent of Other Student Groups Scoring Proficient/Above																		
					Special Education Status						English Language Learner Status						Economic Status						
					SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL			
Gr.	Subject	Year	Students Enrolled	Partic. Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
6	Reading	04-05	42	98%	N/A	19%	20%	N/A	58%	38%	N/A	35%	0%	N/A	53%	34%	N/A	47%	36%	N/A	69%	17%	
		05-06	65	100%	47%	21%	6%	89%	65%	57%	55%	33%	50%	85%	59%	43%	68%	53%	42%	90%	73%	50%	
		06-07	51	100%	51%	24%	21%	91%	71%	51%	57%	39%	N/A	86%	64%	43%	71%	58%	43%	91%	78%	N/A	
6	Language	04-05	42	98%	N/A	15%	20%	N/A	46%	31%	N/A	28%	0%	N/A	42%	29%	N/A	36%	28%	N/A	60%	33%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Math	04-05	42	98%	N/A	23%	40%	N/A	43%	38%	N/A	35%	0%	N/A	40%	39%	N/A	35%	39%	N/A	59%	33%	
		05-06	65	100%	37%	15%	0%	79%	43%	30%	50%	24%	0%	73%	39%	22%	53%	33%	19%	82%	54%	50%	
		06-07	51	100%	43%	18%	29%	81%	45%	22%	55%	35%	N/A	78%	41%	24%	58%	36%	24%	84%	58%	N/A	
7	Reading	04-05	40	100%	N/A	24%	7%	N/A	68%	42%	N/A	45%	N/A	N/A	61%	30%	N/A	56%	31%	N/A	74%	25%	
		05-06	31	100%	47%	24%	33%	89%	67%	32%	52%	38%	N/A	85%	60%	32%	69%	55%	38%	90%	72%	0%	
		06-07	52	100%	49%	23%	22%	91%	66%	47%	56%	35%	50%	86%	60%	42%	70%	54%	43%	91%	77%	0%	
7	Language	04-05	40	100%	N/A	14%	7%	N/A	47%	15%	N/A	31%	N/A	N/A	42%	13%	N/A	37%	13%	N/A	58%	13%	
		05-06	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		06-07	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Math	04-05	40	95%	N/A	16%	14%	N/A	44%	12%	N/A	34%	N/A	N/A	39%	13%	N/A	34%	6%	N/A	55%	38%	
		05-06	31	100%	35%	16%	44%	80%	41%	18%	48%	32%	N/A	74%	37%	26%	55%	32%	31%	82%	52%	0%	
		06-07	52	100%	42%	20%	11%	85%	50%	33%	58%	40%	50%	79%	45%	28%	62%	40%	29%	87%	62%	0%	
8	Reading	04-05	31	100%	50%	23%	38%	91%	67%	39%	50%	38%	N/A	86%	60%	39%	67%	55%	39%	91%	78%	N/A	
		05-06	34	94%	50%	23%	23%	90%	66%	67%	55%	37%	N/A	86%	59%	50%	69%	54%	53%	91%	68%	25%	
		06-07	29	100%	49%	26%	44%	90%	70%	60%	56%	32%	N/A	86%	64%	55%	71%	59%	54%	89%	76%	67%	
8	Language	04-05	31	100%	24%	12%	0%	71%	43%	17%	26%	22%	N/A	67%	38%	10%	42%	32%	10%	74%	60%	N/A	
		05-06	34	94%	26%	12%	0%	72%	43%	33%	30%	20%	N/A	66%	38%	21%	44%	33%	23%	73%	48%	0%	
		06-07	29	100%	26%	15%	11%	69%	40%	35%	25%	15%	N/A	64%	37%	28%	42%	31%	27%	71%	52%	33%	
8	Math	04-05	31	100%	34%	15%	8%	80%	41%	11%	49%	28%	N/A	75%	36%	10%	51%	31%	10%	82%	59%	N/A	
		05-06	34	94%	35%	16%	15%	80%	43%	14%	53%	32%	N/A	75%	38%	15%	56%	34%	17%	82%	48%	0%	
		06-07	29	100%	37%	19%	11%	81%	45%	40%	53%	35%	N/A	75%	41%	31%	56%	36%	35%	84%	58%	0%	
8	Science	04-05	31	97%	39%	12%	0%	80%	37%	6%	34%	16%	N/A	75%	33%	3%	50%	27%	3%	83%	57%	N/A	
		05-06	34	94%	40%	13%	8%	79%	41%	5%	40%	21%	N/A	75%	37%	6%	54%	31%	7%	83%	50%	0%	
		06-07	29	100%	40%	17%	11%	81%	44%	40%	37%	17%	N/A	76%	41%	31%	55%	34%	27%	84%	60%	67%	
8	Social Studies	04-05	31	97%	51%	20%	8%	88%	58%	28%	56%	40%	N/A	84%	51%	19%	66%	46%	19%	90%	72%	N/A	
		05-06	34	94%	51%	19%	23%	88%	60%	29%	59%	28%	N/A	85%	53%	26%	67%	47%	30%	90%	66%	0%	
		06-07	29	100%	52%	25%	22%	88%	58%	50%	57%	28%	N/A	83%	54%	41%	67%	48%	38%	90%	69%	67%	

Gr.	Subject	Year	Mean Scale		
			State	MPS	School
6	Reading	04-05	N/A	637	621
		05-06	501	462	440
		06-07	503	465	433
6	Language	04-05	N/A	645	632
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
6	Math	04-05	N/A	634	628
		05-06	508	470	456
		06-07	513	472	443
7	Reading	04-05	N/A	650	631
		05-06	511	474	463
		06-07	513	474	450
7	Language	04-05	N/A	648	633
		05-06	N/A	N/A	N/A
		06-07	N/A	N/A	N/A
7	Math	04-05	N/A	647	625
		05-06	528	486	475
		06-07	535	495	480
8	Reading	04-05	689	661	636
		05-06	526	484	479
		06-07	527	490	478
8	Language	04-05	680	657	637
		05-06	397	372	361
		06-07	395	371	362
8	Math	04-05	704	668	631
		05-06	540	495	487
		06-07	543	501	494
8	Science	04-05	699	666	640
		05-06	398	362	347
		06-07	398	363	345
8	Social Studies	04-05	687	662	629
		05-06	398	363	351
		06-07	397	367	361

**Note:** The percent of students enrolled scoring at/above proficient for the 2005-06 and 2006-07 school year in grades 3, 5, 6 and 7 **CANNOT** be compared with 2004-05 results. The state's new WKCE-CRT for these grades, first administered statewide in 2005-06, is a different assessment than the TerraNova administered by MPS in 2004-05.

The 2005-06 and 2006-07 Mean Scale Scores for grades 3-8 and 10 **CANNOT** be compared to Mean Scale Scores reported for 2004-05. The state modified the scaling for the WKCE-CRT assessment in grades 3-8 and 10 in 2005-06 thereby preventing comparisons to previous years.

The percent of students enrolled scoring at/above proficient = sum of students reaching the proficient/above level on the WKCE + WAA, divided by total number of students enrolled.  
 State targets for meeting adequate yearly progress for 2006-07 = 67.5% for Reading and 47.5% for Mathematics.  
 The Student Participation Rate is based on the number of students enrolled taking the WKCE and the number taking the Wisconsin Alternate Assessment.

# HOLMES SCHOOL

## Ethnicity and Gender

Grade Point Average				Cumulative (full year) Grade Point Average															
				Total		Ethnicity										Gender			
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		2.30	N/A	3.07	N/A	2.25	N/A	2.10	N/A	2.37	N/A	2.77	N/A	2.08	N/A	2.52	N/A
		05-06		2.30	N/A	3.03	N/A	1.97	N/A	2.13	N/A	2.34	N/A	2.75	N/A	2.11	N/A	2.50	N/A
		06-07		2.32	N/A	3.06	N/A	2.22	N/A	2.12	N/A	2.39	N/A	2.77	N/A	2.13	N/A	2.51	N/A

## Other Student Groups

Grade Point Average				Cumulative (full year) Grade Point Average											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Gr.		Year		MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School
MS	GPA	04-05		1.94	N/A	2.38	N/A	2.38	N/A	2.29	N/A	2.26	N/A	2.30	N/A
		05-06		1.94	N/A	2.38	N/A	2.26	N/A	2.30	N/A	2.21	N/A	2.66	N/A
		06-07		1.96	N/A	2.40	N/A	2.37	N/A	2.31	N/A	2.23	N/A	2.71	N/A

MS indicates Middle grade students.

N/A indicates: Not available / Not applicable

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# HOLMES SCHOOL

## Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity												Gender								
							Asian			Native American			African American			Hispanic			White			Male		Female			
Gr.	Year	Students	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School				
ES	Attend Rate	04-05		95%	93%	92%	96%	96%	N/A	93%	91%	N/A	93%	92%	92%	94%	94%	94%	96%	94%	87%	95%	93%	93%	95%	93%	92%
		05-06		95%	93%	89%	97%	96%	N/A	93%	92%	N/A	92%	92%	89%	94%	93%	91%	96%	94%	93%	95%	92%	89%	95%	93%	89%
	State Target = 85%	06-07		N/A	93%	89%	N/A	96%	N/A	N/A	91%	N/A	N/A	91%	89%	N/A	94%	87%	N/A	94%	95%	N/A	92%	89%	N/A	93%	90%

\* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL		Non-FRL			
Gr.	Year	Students	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
ES	Attend Rate	04-05		94%	91%	93%	96%	93%	92%	N/A	95%	94%	N/A	93%	92%	N/A	93%	92%	N/A	93%	92%
		05-06		94%	91%	88%	96%	93%	89%	N/A	94%	86%	N/A	92%	89%	N/A	92%	89%	N/A	92%	89%
		06-07		N/A	90%	89%	N/A	93%	89%	N/A	95%	N/A	N/A	92%	89%	N/A	92%	89%	N/A	95%	93%

## Ethnicity and Gender

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5															
			Total		Ethnicity										Gender			
					Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	42	97%	95%	99%	N/A	97%	N/A	96%	95%	97%	100%	99%	100%	96%	95%	97%	95%
	05-06	43	97%	100%	96%	N/A	100%	N/A	96%	100%	97%	100%	99%	N/A	96%	100%	97%	100%
	06-07	37	98%	100%	100%	N/A	100%	N/A	97%	100%	97%	100%	98%	100%	97%	100%	98%	100%

## Other Student Groups

Promotion from Grade 4 to Grade 5			Percent Promoted From Grade 4 to 5											
			Special Education Status				English Lang. Learner Status				Economic Status			
			SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	
Promotion Rate	04-05	42	98%	91%	97%	97%	97%	N/A	97%	95%	97%	95%	98%	100%
	05-06	43	98%	100%	96%	100%	96%	N/A	97%	100%	96%	100%	99%	100%
	06-07	37	99%	100%	97%	100%	97%	N/A	98%	100%	97%	100%	99%	N/A

ES indicates Elementary grade students.

# HOLMES SCHOOL

## Ethnicity and Gender

Student Attendance Rate				Percent of Actual Days of Attendance																							
				Total			Ethnicity												Gender								
							Asian			Native American			African American			Hispanic			White			Male			Female		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		95%	89%	90%	97%	95%	N/A	91%	87%	N/A	90%	89%	90%	93%	90%	87%	95%	91%	85%	95%	89%	90%	95%	90%	90%	
	05-06		95%	89%	86%	97%	94%	N/A	91%	86%	77%	90%	88%	86%	92%	90%	93%	95%	92%	N/A	95%	88%	86%	95%	90%	86%	
	06-07	State Target = 85%	N/A	89%	89%	N/A	95%	N/A	N/A	87%	N/A	N/A	88%	88%	N/A	90%	93%	N/A	92%	93%	N/A	88%	88%	N/A	90%	90%	

\* State target for meeting annual yearly progress in student attendance is 85% in 2006-07.

## Other Student Groups

Student Attendance Rate				Percent of Actual Days of Attendance																	
				Special Education Status						English Language Learner Status						Economic Status					
				SPED			Non-SPED			ELL			Non-ELL			FRL			Non-FRL		
Gr.	Year	Attend Rate	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	State	MPS	School	
MS	04-05		93%	86%	88%	95%	90%	91%	N/A	91%	96%	N/A	89%	90%	N/A	89%	88%	N/A	89%	90%	
	05-06		92%	85%	85%	95%	90%	87%	N/A	91%	97%	N/A	89%	86%	N/A	88%	86%	N/A	92%	87%	
	06-07		N/A	85%	88%	N/A	90%	89%	N/A	91%	95%	N/A	89%	89%	N/A	88%	89%	N/A	93%	86%	

## Ethnicity and Gender

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9															
				Total		Ethnicity								Gender					
						Asian		Nat. Amer.		Afr. Amer.		Hispanic		White		Male		Female	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	23	95%	100%	97%	N/A	96%	N/A	95%	100%	94%	100%	98%	N/A	94%	100%	96%	100%	
	05-06	28	95%	100%	97%	N/A	100%	N/A	95%	100%	96%	100%	97%	N/A	95%	100%	96%	100%	
	06-07	31	97%	97%	97%	N/A	95%	N/A	97%	97%	98%	100%	100%	N/A	97%	94%	98%	100%	

## Other Student Groups

Promotion from Grade 8 to Grade 9				Percent Promoted From Grade 8 to 9											
				Special Education Status				English Lang. Learner Status				Economic Status			
				SPED		Non-SPED		ELL		Non-ELL		FRL		Non-FRL	
Year	Students Enrolled	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School	MPS	School		
Promotion Rate	04-05	23	97%	100%	95%	100%	93%	N/A	95%	100%	95%	100%	96%	100%	
	05-06	28	98%	100%	95%	100%	94%	N/A	96%	100%	95%	100%	96%	100%	
	06-07	31	98%	100%	97%	95%	95%	N/A	97%	97%	97%	97%	98%	100%	

MS indicates Middle grade students.

# HOLMES SCHOOL

### Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	112	38%	31%	34%

### Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	5%	5%	7%
1	9%	7%	8%
2	0%	8%	3%
3	2%	0%	0%
4	4%	0%	0%
5	2%	0%	0%
Total	4%	3%	3%

### Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
K5	63%	66%	70%
1	86%	77%	78%
2	69%	100%	44%
3	38%	77%	67%
4	47%	63%	66%
5	51%	70%	58%
Total	58%	75%	63%

\* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

## School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	163	1.6	1.7	1.6	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	37.4%	48.5%	8.6%	1.2%	4.3%	0.0%
	Staff	37	2.2	1.9	2.3	1.9	2.7	3.0		Staff	13.5%	75.7%	2.7%	0.0%	8.1%	0.0%
	Parents	68	1.5	1.6	1.8	1.6	3.1	3.3		Parents	29.4%	55.9%	4.4%	5.9%	4.4%	0.0%
Safety	ES/MS Students	163	1.9	1.8	1.8	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	26.4%	47.2%	11.7%	6.7%	7.4%	0.6%
	Staff	37	2.2	1.8	2.3	1.9	2.6	3.0		Staff	5.4%	48.6%	35.1%	5.4%	2.7%	2.7%
	Parents	68	1.5	1.6	1.8	1.6	3.1	3.2		Parents	25.0%	58.8%	4.4%	7.4%	4.4%	0.0%
Environment	ES/MS Students	163	2.1	1.9	2.0	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	3.1%	58.3%	19.6%	3.1%	11.0%	4.9%
	Staff	37	2.3	1.8	2.3	1.8	2.7	3.1		Staff	5.4%	67.6%	24.3%	0.0%	2.7%	0.0%
	Parents	68	1.5	1.6	1.8	1.6	3.1	3.3		Parents	32.4%	52.9%	1.5%	7.4%	4.4%	1.5%
Governance	ES/MS Students	163	2.3	2.2	2.2	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	12.9%	45.4%	19.6%	8.0%	12.3%	1.8%
	Staff	37	2.1	1.9	2.2	1.9	2.9	3.0		Staff	16.2%	67.6%	13.5%	0.0%	0.0%	2.7%
	Parents	68	1.4	1.6	1.7	1.7	3.1	3.2		Parents	23.5%	60.3%	4.4%	7.4%	2.9%	1.5%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

- 4 = Strongly Agree
- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

\* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

# HOLMES SCHOOL

## Student Suspension Rate\*

# of Students Suspended 06-07	Percent of Total Enrolled			
	04-05	05-06	06-07	
Total	95	57%	48%	63%

## Student Retention Rate\*

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	0%	0%	0%
7	0%	0%	2%
8	0%	0%	3%
Total	0%	0%	2%

## Student Truancy Rate

Gr.	Percent of Total Enrolled		
	04-05	05-06	06-07
6	66%	73%	57%
7	63%	55%	75%
8	67%	85%	63%
Total	65%	71%	65%

\* A change in how suspension and retention rates are calculated in 2006-07 prevents direct comparisons with prior years.

## School Climate Survey

Area	Group	No. of Surveys Returned (06-07)	Overall Mean Score (All Questions in each Area)						Sample Questions - For School (06-07)							
			04-05		05-06		06-07		Sample Question	Group	Percent Answering Each Possible Response					
			School	District	School	District	School	District			Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure	No Response
Rigor	ES/MS Students	163	1.6	1.7	1.6	1.8	3.2	3.2	Students at my school are given challenging work.	ES/MS Students	37.4%	48.5%	8.6%	1.2%	4.3%	0.0%
	Staff	37	2.2	1.9	2.3	1.9	2.7	3.0		Staff	13.5%	75.7%	2.7%	0.0%	8.1%	0.0%
	Parents	68	1.5	1.6	1.8	1.6	3.1	3.3		Parents	29.4%	55.9%	4.4%	5.9%	4.4%	0.0%
Safety	ES/MS Students	163	1.9	1.8	1.8	1.9	2.9	2.9	My school makes sure that classrooms are safe and orderly.	ES/MS Students	26.4%	47.2%	11.7%	6.7%	7.4%	0.6%
	Staff	37	2.2	1.8	2.3	1.9	2.6	3.0		Staff	5.4%	48.6%	35.1%	5.4%	2.7%	2.7%
	Parents	68	1.5	1.6	1.8	1.6	3.1	3.2		Parents	25.0%	58.8%	4.4%	7.4%	4.4%	0.0%
Environment	ES/MS Students	163	2.1	1.9	2.0	2.0	2.9	2.9	My school has a friendly and welcoming atmosphere.	ES/MS Students	3.1%	58.3%	19.6%	3.1%	11.0%	4.9%
	Staff	37	2.3	1.8	2.3	1.8	2.7	3.1		Staff	5.4%	67.6%	24.3%	0.0%	2.7%	0.0%
	Parents	68	1.5	1.6	1.8	1.6	3.1	3.3		Parents	32.4%	52.9%	1.5%	7.4%	4.4%	1.5%
Governance	ES/MS Students	163	2.3	2.2	2.2	2.3	2.7	2.7	Staff, parents and students have the opportunity to be included in decisions that affect our school.	ES/MS Students	12.9%	45.4%	19.6%	8.0%	12.3%	1.8%
	Staff	37	2.1	1.9	2.2	1.9	2.9	3.0		Staff	16.2%	67.6%	13.5%	0.0%	0.0%	2.7%
	Parents	68	1.4	1.6	1.7	1.7	3.1	3.2		Parents	23.5%	60.3%	4.4%	7.4%	2.9%	1.5%

Key Area Mean Scores from 2006-07 should not be compared to previous years' scores due to a change in the scale direction. Beginning in 2006-07 higher mean scores indicate approval/satisfaction, whereas lower mean scores indicate disapproval/dissatisfaction. In the years prior to 2006-07 lower mean scores indicated approval/satisfaction, whereas higher mean scores indicated disapproval/dissatisfaction.

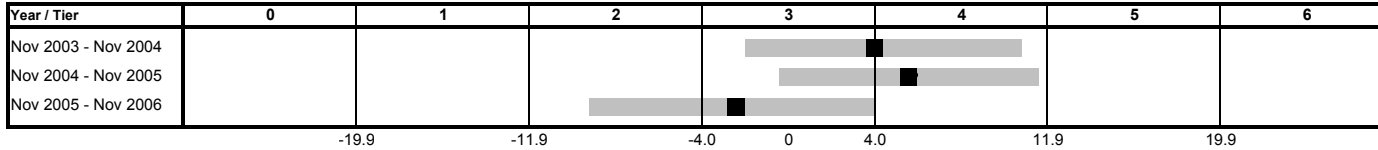
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- 3 = Agree
- 2 = Disagree
- 1 = Strongly Disagree

\* Data for constituent groups with 10 or fewer surveys returned is suppressed, except for Staff.

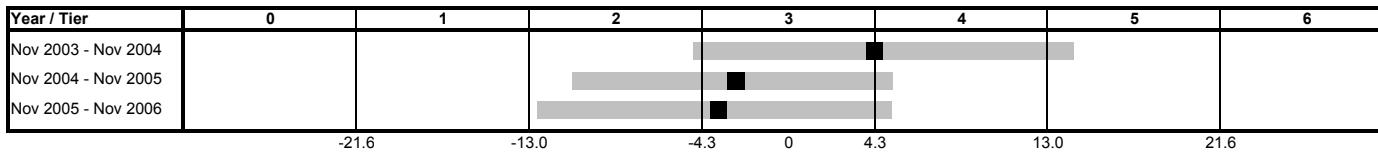
# HOLMES SCHOOL

## Value-Added Growth Analyses - Elementary School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.5
Nov 2004 - Nov 2005	5.5	3.7
Nov 2005 - Nov 2006	-1.9	2.7



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	3.5
Nov 2004 - Nov 2005	-2.6	2.7
Nov 2005 - Nov 2006	-2.7	2.6



Data is based on WKCE and Terra Nova Scale Scores.

Tier 0 = Well below district average growth

Tier 3 = Average growth

Tier 6 = Well above district average growth

## Value-Added and Attainment Data Status Over Six Years

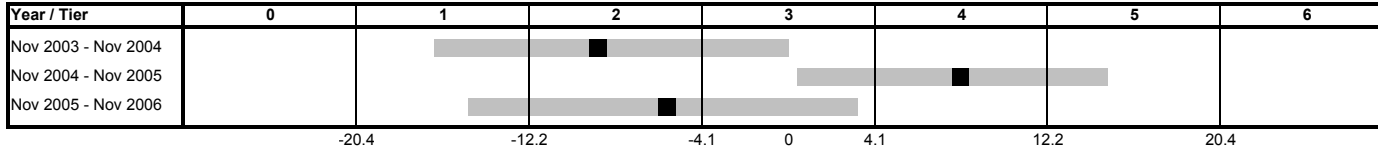
Subject	Elem. Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						Attainment Status						
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	
Mathematics	School	3.8	3.5	2.0	3.5	3.7	2.7	17%	21%	24%	14%	22%	29%							
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	41%	46%	53%	46%	42%	48%							
Reading	School	3.2	2.5	2.2	3.5	2.7	2.6	35%	44%	50%	27%	47%	55%	2	4	4	2	4	4	
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	54%	62%	67%	62%	61%	63%							

Data Source: Value Added Quadrant Report for 2006-07

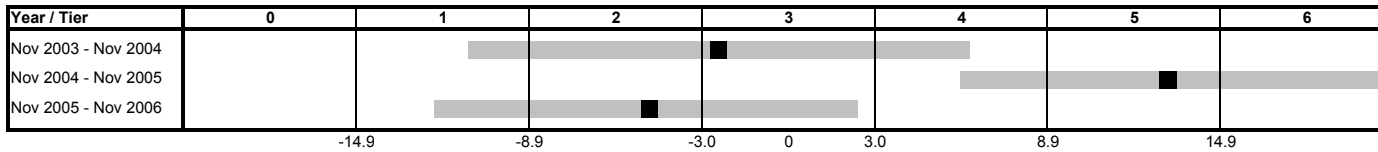
# HOLMES SCHOOL

## Value-Added Growth Analyses - Middle School Grades

Mathematics		
Year	Beat the Average Performance (Mathematics Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	1.9
Nov 2004 - Nov 2005	7.8	4.0
Nov 2005 - Nov 2006	-4.1	2.3



Reading		
Year	Beat the Average Performance (Reading Scale)	Performance Tier
Nov 2003 - Nov 2004	N/A	2.6
Nov 2004 - Nov 2005	12.7	5.2
Nov 2005 - Nov 2006	-4.5	2.2



Data is based on WKCE and Terra Nova Scale Scores.  
 Tier 0 = Well below district average growth  
 Tier 3 = Average growth  
 Tier 6 = Well above district average growth

## Value-Added and Attainment Data Status Over Six Years

Subject	MS Level	Value-Added Performance Tier						Achievement WKCE Prof./Adv. Across Grades						1 = High Value Added-High Attainment 2 = High Value Added-Low Attainment 3 = Low Value Added-High Attainment 4 = Low Value Added-Low Attainment					
		01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07	01-02	02-03	03-04	04-05	05-06	06-07
Mathematics	School	NA	NA	0.0	1.9	4.0	2.3	NA	NA	13%	10%	21%	27%	NA	NA	4	4	2	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	10%	34%	29%	36%	37%	42%						
Reading	School	NA	NA	0.5	2.6	5.2	2.2	NA	NA	46%	39%	42%	45%	NA	NA	4	4	2	4
	MPS	3.0	3.0	3.0	3.0	3.0	3.0	40%	55%	52%	59%	58%	61%						

Data Source: Value Added Quadrant Report for 2006-07