



# 2018-2019 PERFORMANCE REPORT



## HOLY HILL AREA SCHOOL DISTRICT





It's year two in the Holy Hill Area School District, and the emotions I feel are thankful, courageous, enthusiastic, inspired, and reassured. Last year was a test: a test for our students, staff, parents, and community; and we passed. I am so proud of how everyone persevered through the huge change of consolidation and navigated with an optimistic lens; we are where we are today, one short year later, because of each of you.

Our district's mission is to provide a safe, challenging, student-centered learning environment focused on preparing students for their future through supportive parent, staff, and community partnerships. We have focused our attention and resources to ensure that we live this daily, particularly during our year of transition.

As the HHASD acknowledges the first full year of consolidation, our community has much to celebrate! Our district results remain strong, and we have worked to preserve parent-district traditions while creating new ones.

HHASD team members work tirelessly to inspire all students to continuously persevere and grow through a variety of academic, social, and community experiences. This has meant the adoption of a new science series at the elementary and middle school level; professional development for staff; the addition of instructional coaches to support curriculum implementation, the merge of parent-district series, and provide support for our students and staff; and, the creation of a Continuous Improvement Action Plan to help guide our decision-making (this is featured as a two-page spread later in this performance report). Combined, these efforts have allowed each team member to focus their professional attention and available resources to impact students.

Our schools are an investment in our community's future. Based on our early results, our future is brighter as a result of your ongoing support and commitment to our community's schools. We look forward to continuing to grow and remain connected.

*Tara Villalobos*  
Tara Villalobos  
Superintendent

## ANNUAL NOTICE OF SPECIAL EDUCATION AND EVALUATION PROCEDURES

Upon request, the Holy Hill Area School District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district. A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Cyndi Tomich, Director of Pupil Services, Holy Hill Area School District, at 262-628-1032 or by writing her a letter and mailing it to: Holy Hill Area School District, 3117 Hwy 167, Richfield, WI 53076

# ANNUAL MEETING NOTIFICATION

**Monday, October 28, 2019  
6:00pm  
Richfield Middle School Library**



**2019 HUHS Graduates,  
alumni of FLES.**



**2019 HUHS Graduates,  
alumni of RMS.**

1. Call Meeting to Order – 6:00 p.m. – District Administrator Tara Villalobos
2. Pledge of Allegiance – District Administrator Tara Villalobos
3. Elect the Annual Meeting Chairperson
4. Review the 2018 Minutes of the Holy Hill Area School District Annual Meeting
5. Official Reports and Recommendations
  - a. President’s Report – Mr. Chad Gartzke
  - b. State of the District Report – Ms. Tara Villalobos
6. Presentation of the Proposed 2019-2020 Holy Hill Area School District Budget – Business Manager –Ms. Denise Howe
7. Public Hearing on the Proposed 2019-2020 Holy Hill Area School District Budget– Business Manager –Ms. Denise Howe
8. Adoption of Proposed Resolutions Resolutions:
  - a. Direct the School Board to Furnish School Lunches to District Students and Appropriate Funds for that purpose
  - b. Authorize the School Board to Furnish Textbooks to Students under Conditions Prescribed by the School Board
  - c. Reimbursement of School Board Member Travel Expenses
  - d. Set Salaries for the School Board Members
  - e. Adoption of Tax Levy
  - f. Direct and Provide for Prosecution or Defense of any Legal Action or Proceedings in which the School District is interested
  - g. Set the Date for the 2020 Annual Meeting
  - h. Fund 41 Resolution
9. Adjournment

# BUDGET

## FUNDS

**Fund 10 - General Fund:** Used to account for all financial transactions relating to the district's current operations except for those required to be accounted for in other funds.

**Fund 27 - Special Education Fund:** Used to account for special education and related services funded wholly or in part with state or federal special education aid.

**Fund 38 - Non-Referendum Debt Service Fund:** Used for recording transactions related to debt issues that did not involve a referendum and the debt is inside the district's revenue limit.

**Fund 41 - Capital Expansion Fund:** Used for projects financed with the tax levy. State statute restricts the use of this fund for buildings and sites. These expenditures are for acquiring and remodeling buildings and sites and maintenance or repairs that extend or enhance the service life of buildings and building components, sites and site components.

**Fund 46 - Long Term Capital Improvement Trust Fund:** A school board with an approved long-term capital improvement plan (minimum of 10 years) may establish a "trust" that is funded with a transfer from the general fund. The contribution from Fund 10 to Fund 46 is recorded as the expenditure for shared cost and equalization aid purposes. Future expenditures from Fund 46 are not part of shared costs. A school board is prohibited from removing money deposited into Fund 46 for a period of five years after the fund is created. After the initial five year wait period is over, funds may only be used for the purposes identified in the approved long-term capital improvement plan. Fund 46 assets may not be transferred to any other school district fund.

**Fund 50 - Food Service Fund:** Used to record all revenues and expenditures related to pupil food service activities.

NOTICE OF BUDGET HEARING HOLY HILL AREA SCHOOL DISTRICT (WI Section 65.90)		
Notice is hereby given to the qualified electors of the Holy Hill Area School District that the budget hearing will be held in the library at the Richfield Middle School, on the 28th day of October, 2019 at 6:00 P.M. The summary of the budget is printed below. Copies of the detailed document are available for review during normal working hours at: 3117 State Road 167, Richfield, WI, 53076.		
	HHASO Unfinalized 2018-2019	HHASO Preliminary 2019-2020
<b>GENERAL FUND 10</b>		
Beginning Fund Balance (and % of general expenditures)	\$ 3,176,621.49	\$ 3,348,839.92 <sup>43.8%</sup>
Ending Fund Balance (and % of general expenditures)	\$ 3,348,839.92 <sup>43.8%</sup>	\$ 3,348,839.92 <sup>43.0%</sup>
REVENUES & OTHER FINANCING SOURCES		
Operating Transfer In (Source 100)	\$ - .00	\$ - .00
Local Sources (Source 200)	\$ 5,460,269.02	\$ 4,708,772.00
Inter-district Payments (Source 300 + 400)	\$ 576,820.00	\$ 606,899.00
Intermediate Sources (Source 500)	\$ - .00	\$ - .00
State Sources (Source 600)	\$ 1,645,315.80	\$ 1,608,358.69
Federal Sources (Source 700)	\$ 58,213.33	\$ 98,249.00
All other Sources (Source 800 - 900)	\$ 84,686.61	\$ 419,850.00
TOTAL REVENUES & OTHER FINANCING SOURCES	\$ 7,825,304.76	\$ 7,442,128.69
EXPENDITURES & OTHER FINANCING USES		
Instruction (Function 100 000)	\$ 3,231,408.23	\$ 3,200,817.15
Support Services (Function 200 000)	\$ 2,916,025.28	\$ 2,875,399.70
Non-Program Transactions (Function 400 000)	\$ 1,505,652.82	\$ 1,365,911.84
TOTAL EXPENDITURES & OTHER FINANCING USES	\$ 7,653,086.33	\$ 7,442,128.69
<b>SPECIAL PROJECTS FUND 27</b>		
Beginning Fund Balance	\$ - .00	\$ - .00
Ending Fund Balance	\$ - .00	\$ - .00
REVENUES & OTHER FINANCING SOURCES	\$ 771,094.67	\$ 765,050.78
EXPENDITURES & OTHER FINANCING USES	\$ 771,094.67	\$ 765,050.78
<b>DEBT SERVICE FUND 38</b>		
Beginning Fund Balance	\$ 31,100.00	\$ 391.93
Ending Fund Balance	\$ 391.93	\$ - .00
REVENUES & OTHER FINANCING SOURCES	\$ 196,863.25	\$ 223,613.88
EXPENDITURES & OTHER FINANCING USES	\$ 227,571.32	\$ 224,005.81
<b>CAPITAL IMPROVEMENT FUND 41</b>		
Beginning Fund Balance	\$ 315,968.52	\$ 342,730.18
Ending Fund Balance	\$ 342,730.18	\$ 344,480.18
REVENUES & OTHER FINANCING SOURCES	\$ 26,761.66	\$ 26,750.00
EXPENDITURES & OTHER FINANCING USES	\$ - .00	\$ 25,000.00
<b>Capital Projects Fund 46</b>		
Beginning Fund Balance	\$ 751,323.61	\$ 1,353,663.14
Ending Fund Balance	\$ 1,353,663.14	\$ 1,945,235.95
REVENUES & OTHER FINANCING SOURCES	\$ 602,339.53	\$ 591,572.81
EXPENDITURES & OTHER FINANCING USES	\$ - .00	\$ - .00
<b>FOOD SERVICE FUND 50</b>		
Beginning Fund Balance	\$ 38,529.14	\$ 58,600.22
Ending Fund Balance	\$ 58,600.22	\$ 58,600.22
REVENUES & OTHER FINANCING SOURCES	\$ 160,990.22	\$ 164,700.00
EXPENDITURES & OTHER FINANCING USES	\$ 140,919.14	\$ 164,700.00
<b>Total Expenditures and Other Financing Uses</b>		
<b>ALL FUNDS</b>		
GROSS TOTAL EXPENDITURES - ALL FUNDS	\$ 8,792,671.46	\$ 8,620,885.28
Interfund Transfers (Source 100) - ALL FUNDS	\$ (1,055,495.17)	\$ (938,134.34)
NET TOTAL EXPENDITURES - ALL FUNDS	\$ 7,737,176.29	\$ 7,682,750.94
PERCENT INCREASE - NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		-0.7%
<b>Proposed Property Tax Levy, Values and Mill Rate</b>		
<b>FUND</b>		
General Fund 10	\$ 5,254,355.00	\$ 4,557,482.00
Debt Service Fund 38	\$ 193,327.29	\$ 222,281.00
Capital Improvement Fund 41	\$ 25,000.00	\$ 25,000.00
TOTAL SCHOOL LEVY	\$ 5,472,682.29	\$ 4,804,763.00
PERCENTAGE INCREASE - TOTAL LEVY FROM PRIOR YEAR		-12.20%
Equalized Tax Rate (Mill Rate)	\$ 5.34	\$ 4.69

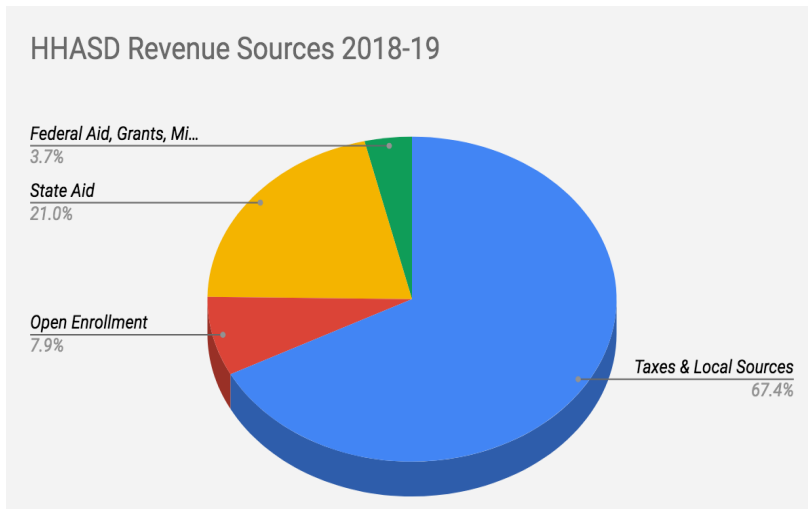
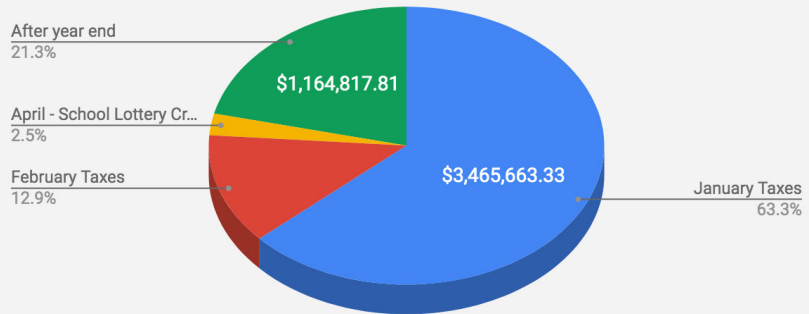
## When do school districts receive their revenues and what is the purpose of a fund balance?

Property taxes are the largest revenue source. Taxes will not come in until half of the fiscal period is already over. This is one reason why having a healthy fund balance is important. An appropriate fund balance can:

- avoid or minimize short term borrowing thereby avoiding associated interest costs.
- accumulate sufficient assets to make designated purchases or cover unforeseen expenditure needs.
- demonstrate financial stability and therefore preserve or enhance its bond rating, thereby lowering debt issuance costs.

The bulk of property taxes will come in January since most people pay their taxes in December. Additional taxes will come in February for property taxes that came in late. The school lottery credit is always paid out in April. For taxpayers who pay twice per year instead of once, the final taxes will not come in until after year end in August. Every year is different since it is based on when taxpayers pay their taxes and if they happen to pay differently than the prior year. No district's percentages are the same and no fiscal period is the same.

**With a fiscal period of July - June, when were HHASD taxes of \$5,472,682.00 received in 2018-19?**



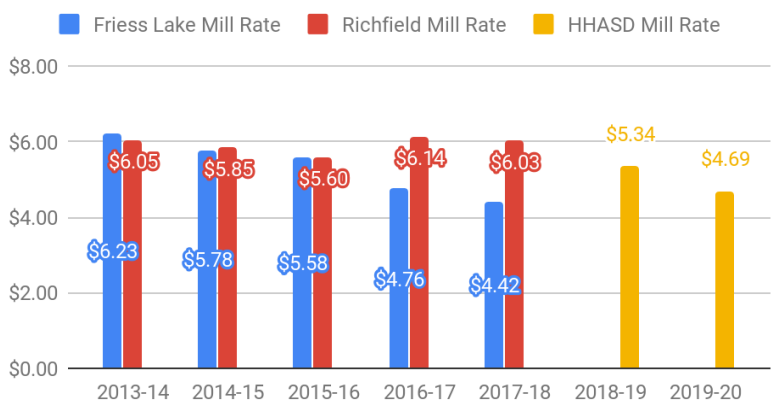
When the two parent districts of Friess Lake and Richfield Joint 1 consolidated on July 1, 2018, they each brought to the table a healthy fund balance.

Until recent years, it was the policy of the Friess Lake School District to consider tax levy reductions if the fund balance was over 25%. However, with declining enrollment and the district's revenue limit fluctuating significantly from one year to the next, the fund balance allowed for greater flexibility and maintenance of programming even in fiscal periods where expenditures exceed revenues.

The Richfield Joint 1 School District also had a healthy fund balance. They were already a few years into the development and growth of a Fund 46 Trust for building needs (as described earlier in the fund descriptions). The Richfield Joint 1 School District had a long term facility plan for capital improvements and long term building needs to consider. With declining enrollment, uncertain state aid due to consolidation and uncertain statewide funding changes, HHASD plans to hold a higher fund balance at this time to prepare and plan for the future. This will also ensure the best programming possible for students in a safe and well maintained environment.

*Denise Howe*  
Denise Howe  
Business Manager

## Historical Mill Rates



This is a preliminary forecast for 2019-20. Final numbers will be available after state aid is certified on October 15th.

# HOLY HILL AREA SCHOOL DISTRICT

## Continuous Improvement Action Plan



### INSPIRE. PERSEVERE. GROW.

The mission of the Holy Hill Area School District is to provide a safe, challenging, student-centered learning environment focused on preparing students for their future through supportive parent, employee and community partnerships. Our vision is to inspire all students to continuously persevere and grow through a variety of academic, social and community experiences.

This Continuous Improvement Action Plan identifies and monitors four core areas, listed below, that represent the overall health of the Holy Hill Area School District as a teaching and learning organization. Listed under the core areas are the key performance indicators and the percentage at which they contribute to the overall rating for the core area to which they belong.

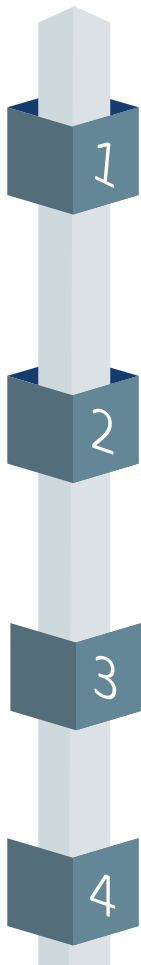
### STAR RATING



### DISTRICT RATING

### DISTRICT RATING

### CORE AREAS



#### 1 LEARNING & ACADEMICS

Five Star School District (State Report Card)	50%	75% of students will close the achievement gap	10%
80% qualify for advanced classes at high school (English, Math, Spanish)	15%	100% of students enrolled in HHASD from 4K - 8 will provide ten hours of community service by the time they matriculate to high school	10%
90% or more students will perform in the College Pathway or Low Risk on the FAST assessment	15%		

#### 2 OPERATIONS & FINANCE

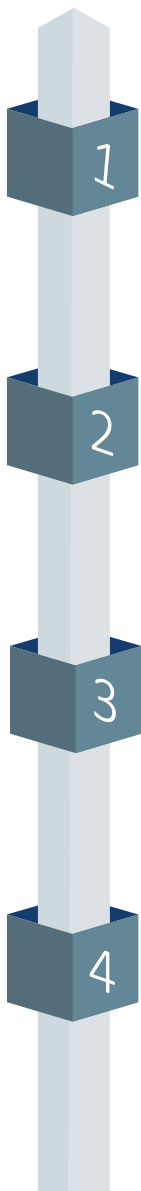
Fund Balance	25%	Audit Report	10%
10-Year Capital Campaign	15%	Percentage of Budget Allocated to Salary & Benefits	10%
3-Year Technology Plan	15%	Bond Rating	5%
7-Year Curricular Plan	15%	Modification Factor	5%

#### 3 ENGAGEMENT & COMMUNICATION

Gallup Employee Engagement Survey	30%	Student Involvement in Co-Curriculars	15%
Gallup Annual Youth Survey	25%	Journal Sentinel Best Places to Work	10%
Parent Survey	20%		

#### 4 SAFE & ORDERLY SCHOOLS

Safety Audit	75%	PBIS Major Referrals	25%
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## CORE AREAS

### 1 LEARNING & ACADEMICS

The Learning and Academics vision of the Holy Hill Area School District is that all students will learn at high levels through teaching strategies that imbue meaningful student engagement. This culture of continuous improvement drives employee's to offer a comprehensive education ensuring all students learn at the highest level, making them career, college, and life ready.

### 2 OPERATIONS & FINANCE

The Operations and Finance vision of the Holy Hill Area School District is to create a fiscally responsible framework that supports strong educational systems while maximizing our resources. We have a highly committed support system within our community and various stakeholders that allow our students and employee's to continue to achieve at high levels using buildings that effectively and efficiently meet district needs.

### 3 ENGAGEMENT & COMMUNICATION

The Holy Hill Area School District is founded upon the belief that together, we are stronger. We value stakeholder engagement and believe it is paramount to a successful organization.

### 4 SAFE & ORDERLY SCHOOLS

We believe in creating an emotionally and physically safe learning environment for students, employee's and community. We view behavioral challenges in the same manner and with the same compassion as academic challenges. We commit to positive relationship building through focused and intentional communication practices. We regularly review and practice safety plans for physical, social and emotional well-being.

**The Holy Hill Area School District will earn its first ratings on the Continuous Improvement Action Plan at the end of the 2019/20 school year.**

# Friess Lake Elementary School

Ryley Laird, Principal

1750 WI-167

Hubertus, WI 53033

Phone: (262) 628-2380

[www.hhasd.org/schools/friesslake](http://www.hhasd.org/schools/friesslake)

Greetings and welcome to Friess Lake Elementary School, home of the Dolphins! Friess Lake Elementary is in its second year as an elementary school; Friess Lake and Richfield School District's consolidated to make the Holy Hill Area School District on July 1, 2018! As a young district and schools we are already building a reputation of a family-like environment of academic and character-building excellence and we will continue to strive to become the best. We are eager to begin a new school year with great enthusiasm and anticipation of new learning opportunities that will continue to raise the standard of our instructional programming as well as the quality of character our children and school community portray.

We believe that working together and connecting with one another frequently are the keys to successfully serving our community. You will find all of our staff members have created and maintain a platform of communication to keep parents informed of progress and happenings relevant to their students and classrooms.

Our learning community is committed to continuous improvement both professionally and personally resulting in constant new revelations regarding innovative learning experiences for our students. As a team, we work diligently to provide our students and one another inspiration, perseverance, and growth opportunities as we believe these variables are what empower our students and staff with the wisdom, skills, and knowledge to overcome any obstacle life throws their way and become successful in an area of life they're passionate about.

Our school community is dedicated to providing our students with a well-rounded educational experience. We start each week community building, character development, setting a purpose, and acknowledging progress from the previous week at our weekly Motivational Monday. While Motivation Monday's set the tone of the week follow-through in the form active learning, problem-solving, and a focus on building upon students unique strengths are the drivers of our progress. While the core curriculum is provided for all students, we have a strong focus on students individual needs which is why we provide leadership opportunities, character education, cooperative and project-based learning, exposure to the arts, wellness, athletics, and technologies in order to prepare students to compete with their global counterparts.

We encourage you to visit our one-of-a-kind school and see that we are a school committed to children, the families we serve, and each other. Our purpose is to instill confidence, the highest character, abilities and knowledge for our students to have a massive, positive impact on everyone they come in contact or interact with. You will find that this is a vibrantly caring and impactful community of teachers and learners.

Warmest Regards,

*Ryley Laird*

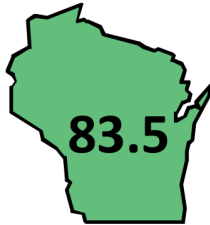
Ryley Laird





**Friess Lake School**  
**Friess Lake | Public - All Students**  
 School Report Card | 2017-18 | Summary

**Overall Score**



**Significantly 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>
	★☆☆☆☆

**School Information**

Grades	K4-8
School Type	Elementary School
Enrollment	174
Percent Open Enrollment	37.9%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.0%
Asian	1.1%
Black or African American	1.1%
Hispanic/Latino	0.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	94.8%
Two or More Races	2.3%
<i>Student Groups</i>	
Students with Disabilities	11.5%
Economically Disadvantaged	2.3%
English Learners	0.0%

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
<b>Student Achievement</b>	<b>82.6/100</b>		<b>63.9/100</b>	
English Language Arts (ELA) Achievement	46.5/50		32.4/50	
Mathematics Achievement	36.1/50		31.5/50	
<b>School Growth</b>	<b>60.4/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	34.0/50		33.0/50	
Mathematics Growth	26.4/50		33.0/50	
<b>Closing Gaps</b>	<b>NA/NA</b>		<b>69.9/100</b>	
English Language Arts (ELA) Achievement Gaps	NA/NA		35.5/50	
Mathematics Achievement Gaps	NA/NA		34.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>93.0/100</b>		<b>86.6/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.7/80		74.6/80	
3rd Grade English Language Arts (ELA) Achievement	10.0/10		6.3/10	
8th Grade Mathematics Achievement	6.3/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	67.5%
School Growth	7.5%
Closing Gaps	NA
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	97.2%	98%	97.2%	98%
Lowest Subgroup Rate: White	98%	98.2%	98%	98.2%

^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).

# Richfield Middle School

**Jeff Carron, Principal**

3117 WI-167

Richfield, WI 53076

Phone: (262) 628-1032

[www.hhasd.org/schools/richfield](http://www.hhasd.org/schools/richfield)

Richfield Middle School continued its tradition of excellence during the 2018-19 school year. As part of the newly formed Holy Hill Area School District, the middle school united the community and brought students, teachers, and families from the former Richfield and Friess Lake districts together under one roof. As a 5th-8th grade school, RMS values a commitment to academics, involvement in extracurricular activities, and community pride. Together, these values help our students develop into well-rounded, high-achieving students.

During the past school year, students at Richfield Middle School demonstrated their commitment to academics with their performance on the Wisconsin Forward Exam. Overall, 63.3% of students scored at or above proficiency in English/Language Arts in comparison to the 40.3% state average. On the math portion of the Forward Exam, the school outperformed the state average by almost 14 percentage points as 54.7% of students scored at or above the proficiency level.

In addition to strong academic performance, students at Richfield Middle School also stayed involved in extracurricular activities. Throughout the school year, students participated in cross country, track, basketball, and volleyball. Teams from RMS competed against local schools from Germantown, Brown Deer, Slinger, Sussex, and Mequon. Our student-athletes demonstrated great work ethic, growth, and sportsmanship as they competed. In addition to athletic teams, Richfield Middle School students represented the community in the Milwaukee Youth Symphony Orchestra and the Hartford Solo/Ensemble Competition. Our newly formed Lego Robotics team competed for the first time and several students took home awards at the annual Hartford Union High School Math Meet. Students from across the grade levels were eager to get involved this school year.

School and community pride is another strength of Richfield Middle School. Despite its relatively small size, students from RMS represented the school at several national competitions. The school sent its first-ever student to the Scripp's National Spelling Bee. To qualify, the student had to beat out other students from across the state. In the National History Day competition, three RMS students moved on to the national competition in Maryland. Not only were the students and their families excited to compete on the national stage, but they were also excited to represent the Richfield community in doing so.

Richfield Middle School took a great leap forward in its first year. Students continued their tradition of academic success, stayed involved in extracurriculars, and represented the school with pride. As we move forward into the next school year and beyond, RMS will build off of the success of its first year. The foundation for a bright future for our students is at Richfield Middle School.

*Jeff Carron*  
Jeff Carron



**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> ★☆☆☆☆

**School Information**

Grades	3-8
School Type	Elementary School
Enrollment	271
Percent Open Enrollment	9.2%
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	0.0%
Asian	1.5%
Black or African American	0.4%
Hispanic/Latino	2.6%
Native Hawaiian or Other Pacific Islander	0.0%
White	94.1%
Two or More Races	1.5%
<i>Student Groups</i>	
Students with Disabilities	14.0%
Economically Disadvantaged	6.6%
English Learners	1.1%

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
<b>Student Achievement</b>	<b>84.7/100</b>		<b>63.9/100</b>	
English Language Arts (ELA) Achievement	45.2/50		32.4/50	
Mathematics Achievement	39.5/50		31.5/50	
<b>School Growth</b>	<b>79.3/100</b>		<b>66.0/100</b>	
English Language Arts (ELA) Growth	44.4/50		33.0/50	
Mathematics Growth	34.9/50		33.0/50	
<b>Closing Gaps</b>	<b>66.6/100</b>		<b>69.9/100</b>	
English Language Arts (ELA) Achievement Gaps	37.5/50		35.5/50	
Mathematics Achievement Gaps	29.1/50		34.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
<b>On-Track and Postsecondary Readiness</b>	<b>92.5/100</b>		<b>86.6/100</b>	
Graduation Rate	NA/NA		NA/NA	
Attendance Rate	76.7/80		74.6/80	
3rd Grade English Language Arts (ELA) Achievement	7.7/10		6.3/10	
8th Grade Mathematics Achievement	8.1/10		5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	43.9%
School Growth	6.1%
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%	98.1%	99.6%	98.1%
Lowest Subgroup Rate: SwD	97.4%	91.2%	97.4%	91.2%

^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).

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**SPECIAL EDUCATION  
SCREENING**

Holy Hill Area School District will be conducting a Developmental Screening for children ages birth to 5 years old on Friday November 8, 2019 between 8:30-3:00pm. You are being asked to contact Tonie Wolf at 262-628-1032 to schedule an appointment. The screening takes about 30 minutes. This screening is available to children who reside within the boundaries of Holy Hill Area School District and are not currently enrolled in school. This screening is NOT the 4K screening conducted for all incoming 4K students, which is typically held in the spring. This is a developmental screening to identify any developmental needs that may prompt the district to conduct a special education evaluation.

**SCHOOL BOARD**



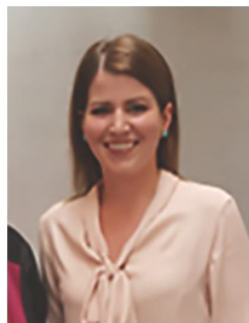
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