



OVERVIEW

District Details

Grades : K4-8

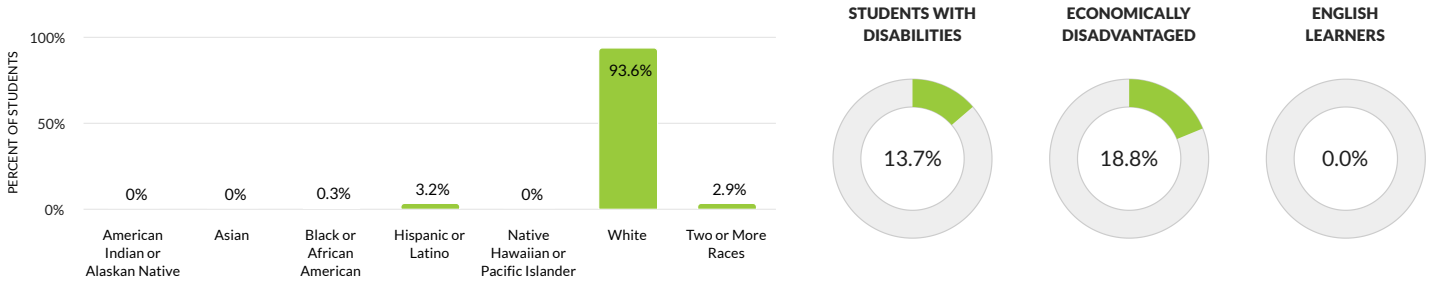
Enrollment : 314

Percent open enrollment : 17.5%

The Herman-Neosho-Rubicon School District has two locations. Honor Elementary educates students in grades 4K-4th grade, while Honor Intermediate educates students in 5th-8th grade. The HNR School District's mission is bringing communities together to educate and inspire, ensuring that all students may reach their fullest potential.

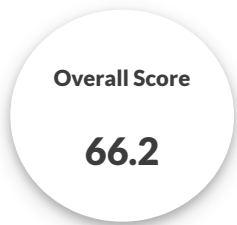
The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups



Score Summary

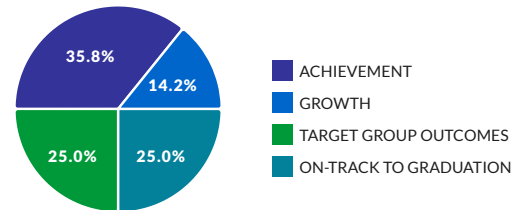
Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

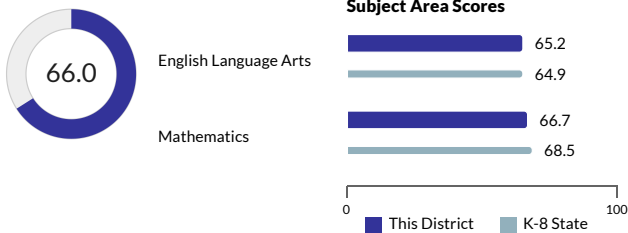


PRIORITY AREA WEIGHTS

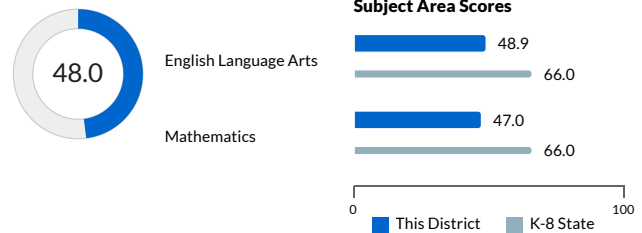


Priority Area Scores

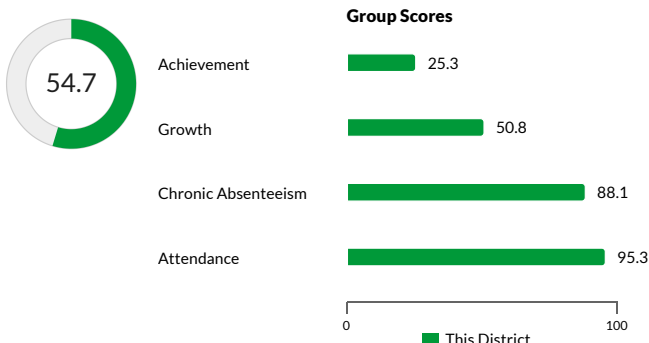
ACHIEVEMENT



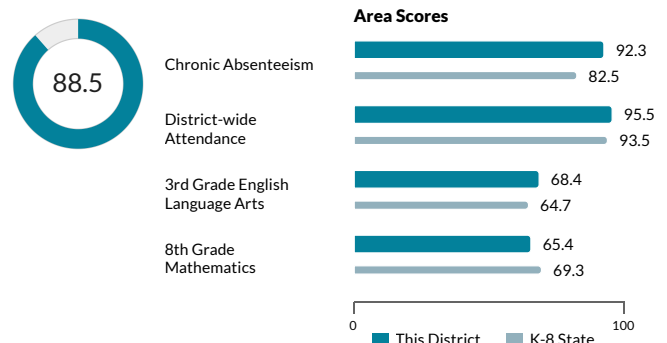
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

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

Distribution of Schools by Rating

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

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

Alternate Accountability Schools

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

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

School Score Summary

This table does not include alternate accountability schools.

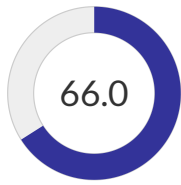
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	63.9	68.8	73.6	100.0
Achievement	64.1	67.1	70.0	100.0
Growth	46.1	54.2	62.2	100.0
Target Group Outcomes	53.0	53.0	53.0	100.0
On-Track to Graduation	87.2	88.5	89.7	100.0



ACHIEVEMENT

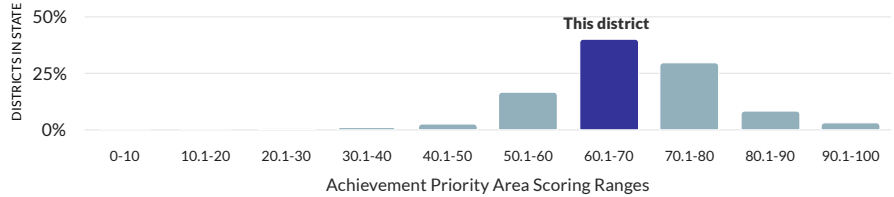
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics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

Priority Area Score



English Language Arts Score: 65.2
Mathematics Score: 66.7

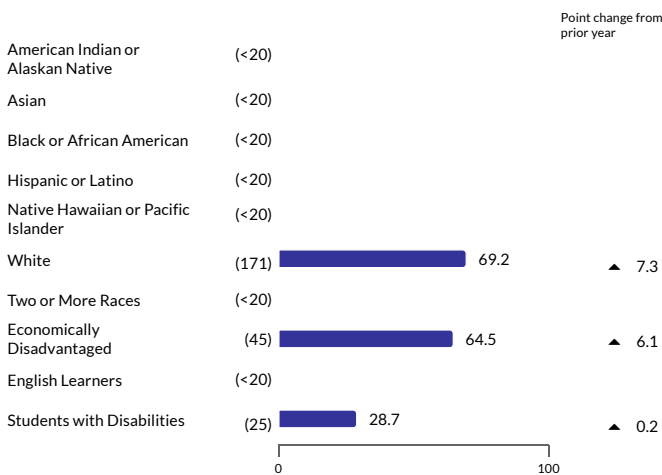
This district's score was the same or higher than 44.7% of districts in the state.



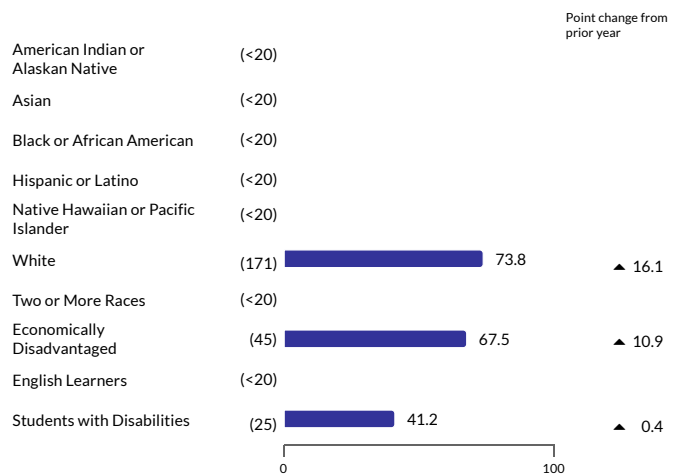
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



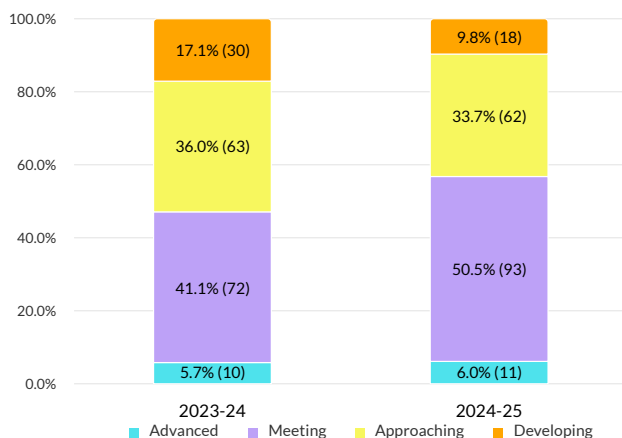
MATHEMATICS



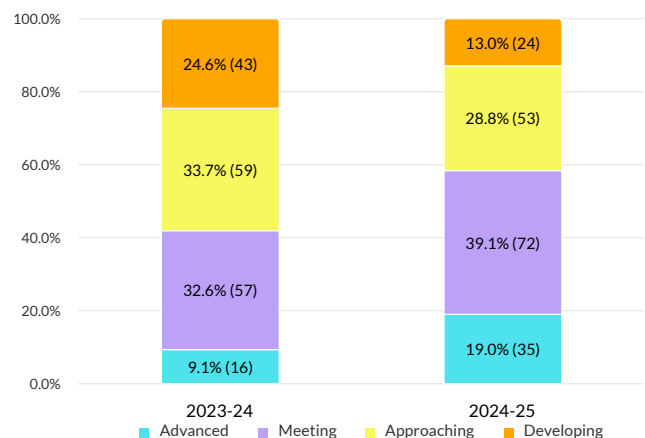
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

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

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

Student Group Performance Levels by Year

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

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,585	11.5%	40.1%	30.2%	18.2%	353,627	12.1%	39.6%	29.9%	18.3%
All Students	175	5.7%	41.1%	36.0%	17.1%	184	6.0%	50.5%	33.7%	9.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	168	6.0%	42.9%	35.1%	16.1%	171	5.8%	52.0%	33.3%	8.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	49	4.1%	34.7%	49.0%	12.2%	45	6.7%	42.2%	40.0%	11.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	22	0.0%	9.1%	45.5%	45.5%	25	0.0%	20.0%	24.0%	56.0%

MATHEMATICS

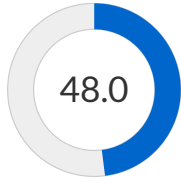
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,319	19.6%	33.7%	26.3%	20.3%	353,429	20.8%	31.9%	28.0%	19.3%
All Students	175	9.1%	32.6%	33.7%	24.6%	184	19.0%	39.1%	28.8%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	168	9.5%	33.3%	33.9%	23.2%	171	19.3%	39.2%	29.2%	12.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	49	10.2%	26.5%	42.9%	20.4%	45	13.3%	33.3%	44.4%	8.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	22	0.0%	27.3%	36.4%	36.4%	25	12.0%	20.0%	16.0%	52.0%



GROWTH

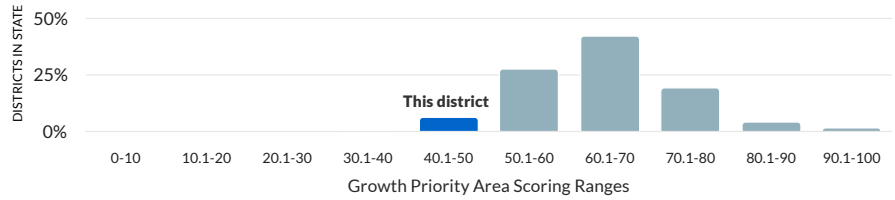
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 48.9
Mathematics Score: 47.0

■ This district's score was the same or higher than 3.7% of districts in the state.



Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS

All Students	(154)	2.1
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(143)	2.1
Two or More Races	(<20)	
Economically Disadvantaged	(39)	2.0
Not Economically Disadvantaged	(115)	2.2
English Learners	(<20)	
English Proficient	(153)	2.1
Students with Disabilities	(20)	2.8
Students without Disabilities	(134)	2.1
Proficient Last Year	(74)	2.0
Not Proficient Last Year	(80)	2.2

MATHEMATICS

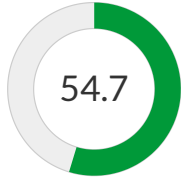
All Students	(154)	2.0
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(143)	2.0
Two or More Races	(<20)	
Economically Disadvantaged	(39)	1.8
Not Economically Disadvantaged	(115)	2.1
English Learners	(<20)	
English Proficient	(153)	2.0
Students with Disabilities	(20)	2.9
Students without Disabilities	(134)	1.9
Proficient Last Year	(77)	1.9
Not Proficient Last Year	(77)	2.1



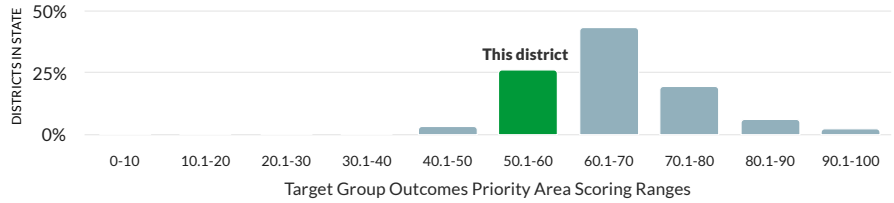
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This district's score was the same or higher than 12.8% of districts in the state.



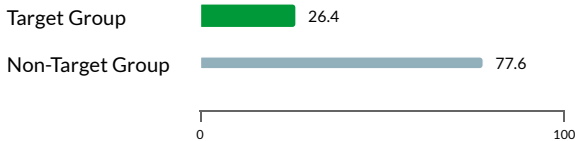
Component Scores

ACHIEVEMENT

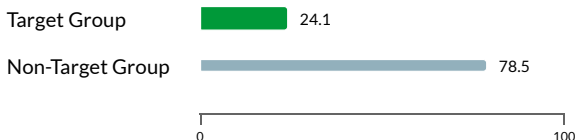
Score: 25.3

Average points-based proficiency rates.

English Language Arts



Mathematics

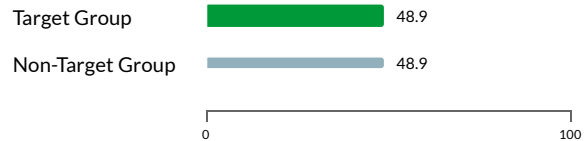


GROWTH

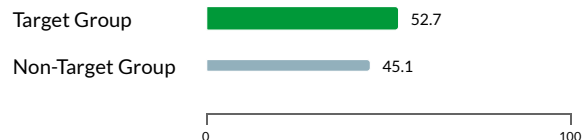
Score: 50.8

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

English Language Arts



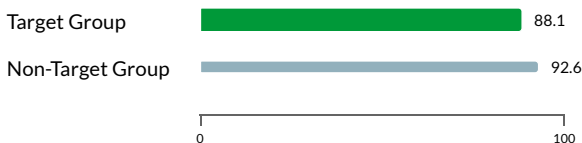
Mathematics



CHRONIC ABSENTEEISM

Score: 88.1

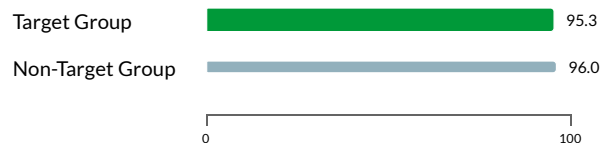
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 95.3

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

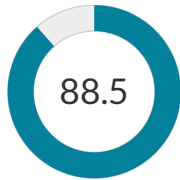




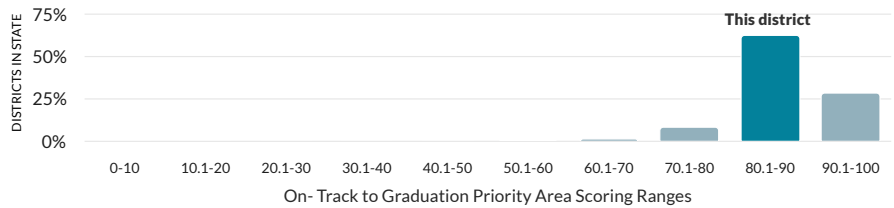
ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



■ This district's score was the same or higher than 59.2% of districts in the state.

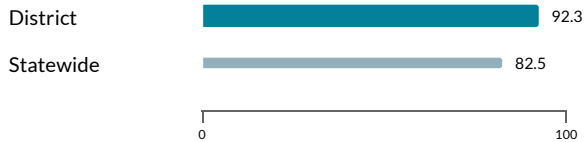


Component Scores

CHRONIC ABSENTEEISM

Score: 92.3

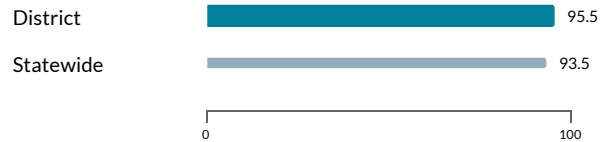
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



DISTRICT-WIDE ATTENDANCE

Score: 95.5

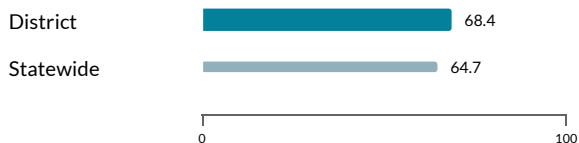
This score is the overall attendance rate for the district in 2023-24.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 68.4

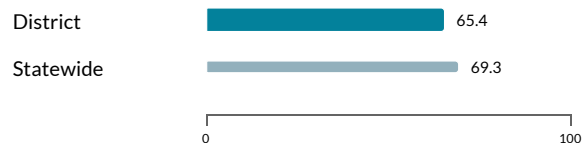
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 65.4

Multi-year average points-based proficiency rates.



3rd Grade Reading (for information only)

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

District: 50.0%

Statewide: 50.3%



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	544,944	21.0%	542,619	17.3%	539,627	15.3%
All Students	281	6.8%	286	7.3%	249	8.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	261	5.4%	269	7.1%	231	6.1%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	81	17.3%	76	18.4%	70	18.6%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	34	5.9%	31	12.9%	28	17.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade