

Holden Elementary School Student Achievement Report

April 2026



HES

Mission

- The mission for Holden Elementary is all students, upon leaving, will have the skills necessary to be successful beyond HES.



Vision

- At Holden Elementary, we create a supportive environment where positive relationships flourish. We promote accountability and responsibility while fostering respect, empathy, and kindness. Our goal is to empower students as problem solvers, ensuring every child can thrive and reach their fullest potential.

The Eagle Way

At Holden Elementary,
We are a team.

We care about others.

We solve problems and
help each other grow.

That's the Eagle Way!



HES Collective Commitments

We will model everything we expect from our students including life-long learning, positive behaviors, and respect.

We will provide a supportive school atmosphere where everyone, including both students and staff, feels emotionally, physically, and intellectually safe.

We will accept responsibility for student learning and developing each student's potential through high expectations.

We will collaborate consistently to develop curriculum, instructional strategies, and assessments using a variety of resources to promote active engagement and success of students.

We will build a culture of high expectations with consistent messages to students to ensure high levels of learning.

Holden Elementary School Leadership Team

Paige Farmer- Principal

Lori Smith (3rd Grade)

Tyler Narron- Assistant Principal

Megan Grindstaff (4th Grade)

Kimberly Smith (Kindergarten)

Kathy Kilgore (5th Grade)

Cindy Gassen (1st Grade)

Haleigh Bryant (EXPLO)

Caitlin Lemasson (2nd Grade)

Trina Davidson (Title)

Tracy Taylor (SPED)



District Strategic Goal 1

The % of students scoring at or above the proficient level on state ELA and Math assessments will increase annually to meet or exceed the annual “on track” MSIP target for all students and subgroups.



HES ELA Smart Goals

Goal 1- AP1C:T2



SMART Goal #1:

- 70% of students will meet typical growth or higher on the end of year i-Ready diagnostic assessment.
- At the end of the 24-25 school year we had 58% of students meeting typical growth.

SMART Goal #2:

- 70% of students will be on or above grade level by the end of the 25-26 school year according to the i-Ready diagnostic.
- At the end of the 24-25 school year, we had 63% of students on or above grade level.

How To Interpret The Data

- Tier 1 (Green)- met or exceeded state standard expectations
- Tier 2 (Yellow)- met some state standard expectations but not all
- Tier 3 (Red)- below grade level and in need of intervention



How To Interpret the Data

Glossary

- PA- Phonemic Awareness
- PH- Phonics
- HFW- High Frequency Words
- VOC- Vocabulary
- LIT- Literature Comprehension
- INFO- Informational Text

What Does This Data Tell Us?

- The data is broken down into on grade level (green), approaching grade level (yellow), and below grade level (red). The data is indicative of where students were performing as of December and March.

ELA Overall Reading Placement

Goal 1- AP1C-T2

Students Assessed/Total: 474/475

Overall Placement

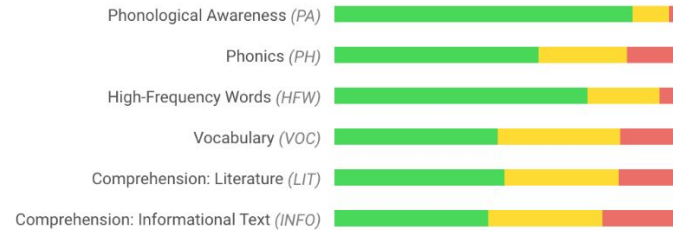


● At Risk for Tier 3
16%

● Tier 2
36%

● Tier 1
48%

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)



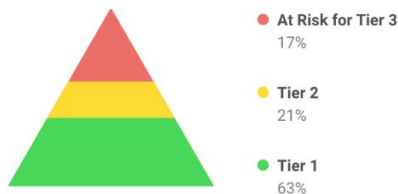
- Results taken from December data (Grades K-5)

ELA Overall Reading Placement

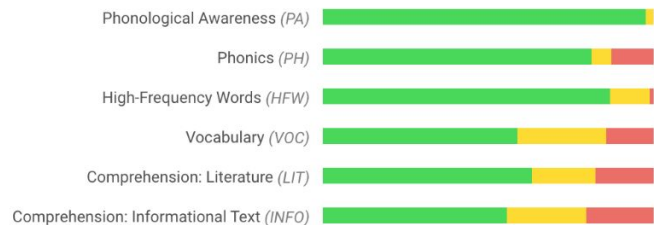
Goal 1- AP1C-T2

Students Assessed/Total: 320/475

Overall Placement



Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)



- Results taken from March data (Grades K and 3-5 only)

HES MATH Smart Goals

Goal 1- AP1C:T2



SMART Goal #1

- 55% of students will meet typical growth or higher on the end of year i-Ready diagnostic assessment.
- At the end of the 24-25 school year we had 41% of students meeting typical growth.

SMART Goal #2

- 65% of students will be on or above grade level by the end of the 25-26 school year according to the i-Ready diagnostic.
- At the end of the 24-25 school year, we had 59% of students on or above grade level.

How To Interpret The Data

- Tier 1 (Green)- met or exceeded state standard expectations
- Tier 2 (Yellow)- met some state standard expectations but not all
- Tier 3 (Red)- below grade level and in need of intervention



How To Interpret the Data

Glossary

- NO- Number and Operations
- ALG- Algebra and Algebraic Thinking
- MS- Measurement
- GEO- Geometry



What Does the Data Tell Us?

- The data is broken down into on grade level (green), approaching grade level (yellow), and below grade level (red). The data is indicative of where students were performing as of December and March.

Overall Math Placement

Goal 1- AP1C:T2

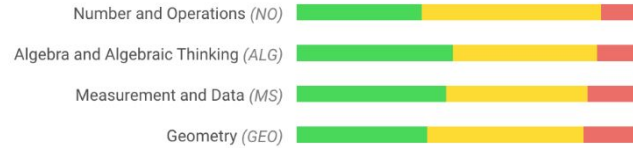
Students Assessed/Total: 473/475

Overall Placement



- At Risk for Tier 3
14%
- Tier 2
50%
- Tier 1
37%

Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)



- Results taken from December Data (Grades K-5)

Overall Math Placement

Goal 1- AP1C:T2

Students Assessed/Total: **243/475**

Overall Placement



● **At Risk for Tier 3**
15%

● **Tier 2**
34%

● **Tier 1**
51%

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)



- Results taken from March Data
(Grade Levels 3-5 only)

HES Intervention Plan

Goal 1- AP1C:T3

https://docs.google.com/document/d/1CUDdwzwcw8mUIEs4sQKYn5BLOW5uhkLCZrvz1h4P_ml/edit?usp=sharing



HES Assessments Goal 1-AP1C:T4

- **i-Ready Diagnostic-** This assessment provides diagnostic information in ELA and Math. The data is used to determine skill deficits for individuals and school uses the diagnostic results to set grade level goals and give students a focus for growth. The assessment is currently given three times a school year.
- **i-Ready Standards Mastery-** This assessment is given to determine mastery of grade level standards. HES also used Standards Mastery Quizzes in both ELA and Math as part of our MAP preparation.
- **Common Assessments-** These assessments are created by teachers to determine mastery of grade level standards.
- **Heggerty Assessments-** Quarterly assessments to determine progress in phonemic awareness.
- **Small Group Mastery Assessments** - Monthly small group assessments to determine progress through reading levels of phonics, fluency and comprehension.
- **Kindergarten Readiness Assessment** - State required assessments to determine kindergarten readiness. Give once per year.
- **MAP-** State required reading fluency assessment.
- **Eureka Assessments-** Daily exit tickets as well as sprints (daily fluency practice). These assessments are used to adjust daily instruction as well as determine progress in math fluency and standard mastery.

Professional Development

Goal 1- AP 1A:T6

- BIST Training for new staff and once a month visits from BIST consultant
- PLC Training- New staff and Leadership Team
- DCI monthly visits
- 6 Day Rotation of Data Teams
- Instructional Coaching
- LETRS Training
- New Teacher Training
- Safety Training
- 504/IEP/BOE Policies Training
- Suicide Awareness Training
- Missouri School Boards Association Policy Training
- EdCamps
- Micro PD at Monthly Faculty Meetings



Enrollment

Goal 7- AP7C:T1

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
EN	27	28	29	29	28	29	27	27	
ECSE	11	13	13	16	16	19	19	19	
K	83	79	79	80	79	80	79	79	
1	73	68	68	69	68	69	68	67	
2	87	86	85	85	86	87	87	87	
3	90	87	88	88	89	88	86	84	
4	78	75	74	73	74	75	73	72	
5	88	87	87	87	87	88	89	89	
Total	535	522	523	527	527	535	528	524	

Attendance

Goal 7- AP7C:T3

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr
K	95%	92%	89%	93%	87%	92%	89%	92%	
1	94%	92%	93%	94%	90%	92%	90%	93%	
2	97%	95%	93%	93%	91%	93%	91%	92%	
3	97%	94%	93%	93%	88%	92%	92%	92%	
4	96%	94%	94%	92%	91%	94%	90%	94%	
5	96%	92%	94%	92%	93%	92%	92%	93%	
Total	96%	93%	92%	93%	90%	93%	91%	93%	