

Holmes Middle School

www.livoniapublicschools.org/holmes



2013-2014 Annual Education Report

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16200 Newburgh
Livonia, MI 48154
734-744-2675



Mr. Eric Stromberg, Principal



August 19, 2014

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Holmes Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact me, Eric Stromberg, Principal of Holmes Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site www.livoniapublicschools.org/holmes or you may review a copy in the main office of our school.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Holmes Middle School has not been given one of these labels.

A key challenge for Holmes Middle School is the low performance scores of the Bottom 30% and our students with disabilities in regards to science, math, and social studies. A few key initiatives include but are not limited to: supplying co-taught classes to provide extra support for struggling learners, after-school help sessions weekly, implementation of the common core curriculum, initiation of a new math program, providing resource room hours daily for those students who qualify, and provided support class for general education students struggling. These initiatives are intended to accelerate the student achievement of our two subgroups that are not meeting our school's proficiency targets.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Eric Stromberg, Principal

The Livonia Public Schools School District prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquires regarding the nondiscrimination policies: Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 (734)744-2500.

VISION:

Shaping tomorrow today.

MISSION:

Teaming together to ensure the success of our students.

BELIEF STATEMENTS

- We believe in educational practices that help our children define and develop future roles in a diverse, cooperative, and purpose-driven society.
- We believe teachers should have time for collaboration to design strategies that support and improve student learning through best practices and current research.
- We believe in implementing instructional strategies that incorporate best practices and innovative technology to meet the unique needs of each learner, in order to promote higher order thinking and effective decision making skills.
- We believe in fostering creativity, imagination, and uniqueness of individuals by providing a variety of extra-curricular programs.
- We believe in a well-rounded program where teachers work cooperatively and collaboratively to provide learning experiences that connect to the real world.
- We believe in providing our students with the skills to be successful as members of society and life-long learners.
- We believe in preparing students to integrate information and technology into their lives in order to maintain continuous growth,
- We believe in a climate of acceptance and understanding where we consistently offer a full continuum of support services to meet the unique learning and social needs of our entire student community.

SCHOOL PROFILE

Holmes Middle School serves 800 students in grades 7 and 8. The principal of Holmes Middle School is Mr. Eric Stromberg, and the assistant principal is Mrs. Deb Dykstra. There are 36.8 professional teaching staff members, a media specialist, and 2.3 counselors.

In addition, there are the following professional support staff: school psychologist, school social worker/student assistance support person, speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational therapist, and visiting teacher for homebound or hospitalized students.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Holmes based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

SCHOOL IMPROVEMENT

School improvement is a continual process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our school improvement goals for 2012-2013 and 2013-2014:

- 1. All students will be proficient in reading across all content areas.**
- 2. All students will improve in writing.**
- 3. All students will be proficient in mathematics.**
- 4. All students will be proficient in science.**

As an NCA accredited school, we continue to support our school improvement goals using the NCA Performance Accreditation Framework. This year, as part of the NCA Process, we continued to implement the strategies and interventions outlined in our action plan. This comprehensive plan includes learning strategies and interventions, monitoring assessments, and planned staff development activities, all designed to help our students become better readers and writers. While this plan embraces many of the skills and strategies already being taught in our classrooms, we continue to adjust our teaching strategies based on the results of formative student data collected by core curriculum departments throughout the year.

The staff is continuing using and refining the strategies and interventions outlined in our plan. As a result of this ongoing process, Holmes students are being afforded the opportunity to practice and improve their reading and writing skills across the curriculum.

In addition to the school-wide action plan, each core curriculum department continued to implement their department action plans and began collecting formative assessment data to monitor the effectiveness of our strategies.

The Livonia Public Schools School District has had its District Level accreditation through AdvanceEd. Through the district accreditation process, Holmes Middle School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost and Emerson as alternatives to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Holmes Middle School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, industrial education, family life education, business, world language, and technology instruction. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

This year, the middle school ELA students did not take a district literacy assessment. With the full adoption and implementation of the new ELA MAISA reading and writing units in the 2014-2015 school year, the ELA middle school reading and writing committee will craft a new district assessment to pilot in the 2014-2015 school year. The assessment will be a reflection of student learning that occurs with implementation of the units.

DISTRICT SOCIAL STUDIES ASSESSMENT

With the implementation of the Common Core State Standards for Literacy in History/Social Studies, a new eighth grade social studies writing assessment was piloted this school year. The assessment, known as a Document Based Question, measures a student's ability to make a claim, gather relevant information from multiple print and digital sources including primary source documents as evidence to support their claim. Since this assessment was given as a pilot, it was determined that revisions to the assessment will be necessary during the 2014-2015 school year.

The table below indicates the percent of students during the 2013-2014 school year that were considered to be proficient at this task.

SOCIAL STUDIES DOCUMENT BASED QUESTION ASSESSMENT PILOT GRADE 8			
2013-2014	Number of Students Tested	Proficient	Not Proficient
Holmes	399	71%	29%
District	1071	57%	43%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students. In addition, the Explore test from ACT is administered to eighth grade students.

CogAT GRADE 8 Age Percentiles				
2013-2014	Verbal	Quantitative	Nonverbal	Composite
Holmes				
District				
2012-2013	Verbal	Quantitative	Nonverbal	Composite
Holmes	57	65	64	64
District	56	60	64	62

EXPLORE GRADE 8 Composite (Mean)			
2013-2014	All	Male	Female
Holmes	16.6	16.5	16.8
District	16.3	16.2	16.4
National	15.5	NA	NA
2012-2013	All	Male	Female
Holmes	16.8	16.5	17.1
District	16.2	15.9	16.5
National	15.9	NA	NA

PARENT TEACHER CONFERENCES

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Holmes Middle School is proud of its high degree of parental involvement 59% of our parents (463 students represented) attended fall conferences and 48% (382 students represented) attended spring conferences during the 2013-2014 school year. During the 2012-2013 school year, nearly 62% of our parents attended fall conferences and 47% attended spring conferences. Our Fall Open House attendance rate was approximately 77% during 2013-2014. In addition, 100% of our staff are PTSA members.

PARENT INVOLVEMENT

No Child Left Behind (NCLB) requires the annual dissemination of the district's policy on Parent Involvement.

BOARD POLICY

IDD(1)

PARENT INVOLVEMENT

JUNE 20, 2011

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

Reference: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

The following pages are provided by the Michigan Department of Education and fulfill federal NCLB reporting requirements. These pages cannot be amended, modified or adjusted. They must be included as provided by the state.

The state assessment data does not include a description of the assessments. Livonia Public Schools has provided the following definitions to assist you in your understanding of the assessments.

MEAP assesses mathematics and reading to all third-eighth grade students, writing to all fourth and seventh graders, science to all fifth and eighth graders, and social studies to all sixth and ninth graders. Only mathematics, ELA/reading and science scores are reported in the following pages.

MI-Access is Michigan's alternate assessment system, designed for students with cognitive impairments whose IEP (Individualized Educational Program) Team has determined that MEAP assessments, even with accommodations, are not appropriate.

Participation is for students with severe cognitive impairment, or those who function as if they have such impairment.

Supported Independence is for students with moderate cognitive impairment, or those who function as if they have such impairment.

Functional Independence is for students with mild cognitive impairment, or those who function as if they have such impairment.

**Annual Education Report
Holmes Middle School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	7th Grade	All Students	2012-13	38.1%	60.7%	73.8%	13.1%	60.8%	17.7%	8.4%
Mathematics	7th Grade	All Students	2013-14	39.2%	56.3%	66.3%	9.8%	56.6%	18.8%	14.9%
Mathematics	7th Grade	American Indian	2012-13	26.4%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade	African American	2012-13	15.4%	28.9%	35%	15%	20%	25%	40%
Mathematics	7th Grade	African American	2013-14	15.3%	20.4%	20%	0%	20%	45%	35%
Mathematics	7th Grade	Asian	2012-13	70.4%	96.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Asian	2013-14	69.6%	98%	100%	35.3%	64.7%	0%	0%
Mathematics	7th Grade	Hispanic of Any Race	2012-13	23.8%	56.9%	81.3%	6.3%	75%	12.5%	6.3%
Mathematics	7th Grade	Hispanic of Any Race	2013-14	25.4%	54.3%	58.8%	5.9%	52.9%	23.5%	17.6%
Mathematics	7th Grade	Two or More Races	2012-13	34.5%	60.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Two or More Races	2013-14	34.8%	50%	58.3%	25%	33.3%	25%	16.7%
Mathematics	7th Grade	White	2012-13	44.2%	62.9%	75.1%	12.5%	62.6%	18.2%	6.7%
Mathematics	7th Grade	White	2013-14	45.4%	58.1%	68.1%	8.7%	59.4%	17.6%	14.2%
Mathematics	7th Grade	Female	2012-13	38.8%	62.9%	72.9%	16%	56.9%	17.6%	9.6%
Mathematics	7th Grade	Female	2013-14	39.9%	59.8%	68.4%	8.3%	60.1%	17.6%	14%
Mathematics	7th Grade	Male	2012-13	37.5%	58.4%	74.9%	10.1%	64.8%	17.9%	7.3%
Mathematics	7th Grade	Male	2013-14	38.5%	53.2%	64.3%	11.2%	53.1%	19.9%	15.8%
Mathematics	7th Grade	Economically Disadvantaged	2012-13	22.5%	42.1%	61.1%	11.1%	50%	25.9%	13%

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Mathematics	7th Grade	Economically Disadvantaged	2013-14	23.5%	33.3%	37.5%	1.8%	35.7%	30.4%	32.1%
Mathematics	7th Grade	English Language Learners	2012-13	14%	42.9%	<10	<10	<10	<10	<10
Mathematics	7th Grade	English Language Learners	2013-14	14.5%	33.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Students With Disabilities	2012-13	9.8%	20%	37%	0%	37%	18.5%	44.4%
Mathematics	7th Grade	Students With Disabilities	2013-14	10.4%	15.2%	26.3%	0%	26.3%	13.2%	60.5%
Mathematics	8th Grade	All Students	2012-13	34.5%	55.9%	64.1%	17.4%	46.6%	24.7%	11.2%
Mathematics	8th Grade	All Students	2013-14	34.5%	51.4%	62.6%	15.4%	47.2%	25%	12.4%
Mathematics	8th Grade	American Indian	2012-13	22.7%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	American Indian	2013-14	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	8th Grade	African American	2012-13	11.9%	18.5%	29.4%	5.9%	23.5%	47.1%	23.5%
Mathematics	8th Grade	African American	2013-14	11.4%	18.3%	28.6%	14.3%	14.3%	33.3%	38.1%
Mathematics	8th Grade	Asian	2012-13	66.7%	84.4%	90.9%	18.2%	72.7%	9.1%	0%
Mathematics	8th Grade	Asian	2013-14	66.7%	71.4%	70%	20%	50%	30%	0%
Mathematics	8th Grade	Hispanic of Any Race	2012-13	19.9%	36%	54.5%	9.1%	45.5%	27.3%	18.2%
Mathematics	8th Grade	Hispanic of Any Race	2013-14	20.4%	45.1%	58.8%	5.9%	52.9%	29.4%	11.8%

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Mathematics	8th Grade	Two or More Races	2012-13	31.2%	51.2%	66.7%	16.7%	50%	22.2%	11.1%
Mathematics	8th Grade	Two or More Races	2013-14	31.5%	56.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	40.4%	60%	65.4%	18.5%	46.9%	24.1%	10.5%
Mathematics	8th Grade	White	2013-14	40.5%	53.9%	64.4%	15.6%	48.8%	24.7%	10.9%
Mathematics	8th Grade	Female	2012-13	34.1%	55.7%	64.3%	17.6%	46.7%	24.6%	11.1%
Mathematics	8th Grade	Female	2013-14	33.8%	51.4%	61.3%	13.6%	47.7%	27.6%	11.1%
Mathematics	8th Grade	Male	2012-13	34.9%	56.1%	63.8%	17.3%	46.5%	24.9%	11.4%
Mathematics	8th Grade	Male	2013-14	35.3%	51.5%	64%	17.3%	46.7%	22.3%	13.7%
Mathematics	8th Grade	Economically Disadvantaged	2012-13	18.7%	36.5%	45%	11.7%	33.3%	38.3%	16.7%
Mathematics	8th Grade	Economically Disadvantaged	2013-14	18.7%	33.6%	55.8%	9.6%	46.2%	30.8%	13.5%
Mathematics	8th Grade	English Language Learners	2012-13	11%	5.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade	English Language Learners	2013-14	12.3%	27.3%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Students With Disabilities	2012-13	6.9%	15.2%	14.7%	2.9%	11.8%	35.3%	50%
Mathematics	8th Grade	Students With Disabilities	2013-14	8.2%	11.7%	14.8%	0%	14.8%	37%	48.1%
Reading	7th Grade	All Students	2012-13	62%	70.9%	79%	22.9%	56.1%	15.3%	5.7%

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Reading	7th Grade	All Students	2013-14	60.4%	68.8%	75.9%	26.4%	49.5%	17.9%	6.2%
Reading	7th Grade	American Indian	2012-13	53.1%	<10	<10	<10	<10	<10	<10
Reading	7th Grade	African American	2012-13	36.8%	38.8%	50%	10%	40%	25%	25%
Reading	7th Grade	African American	2013-14	34.6%	43%	50%	5%	45%	25%	25%
Reading	7th Grade	Asian	2012-13	75.4%	85.7%	<10	<10	<10	<10	<10
Reading	7th Grade	Asian	2013-14	75.2%	88.2%	94.1%	41.2%	52.9%	5.9%	0%
Reading	7th Grade	Hispanic of Any Race	2012-13	47%	64.7%	62.5%	18.8%	43.8%	25%	12.5%
Reading	7th Grade	Hispanic of Any Race	2013-14	46.8%	65.2%	58.8%	11.8%	47.1%	35.3%	5.9%
Reading	7th Grade	Two or More Races	2012-13	61.8%	78.3%	<10	<10	<10	<10	<10
Reading	7th Grade	Two or More Races	2013-14	59%	67.4%	83.3%	25%	58.3%	8.3%	8.3%
Reading	7th Grade	White	2012-13	69.5%	73.3%	81.8%	24.6%	57.2%	14.4%	3.8%
Reading	7th Grade	White	2013-14	67.8%	70.6%	77.2%	27.8%	49.4%	17.5%	5.3%
Reading	7th Grade	Female	2012-13	65.3%	74.2%	80.3%	28.2%	52.1%	14.4%	5.3%
Reading	7th Grade	Female	2013-14	62.5%	73.9%	76.2%	24.9%	51.3%	18.1%	5.7%
Reading	7th Grade	Male	2012-13	58.8%	67.4%	77.7%	17.3%	60.3%	16.2%	6.1%
Reading	7th Grade	Male	2013-14	58.4%	64.1%	75.6%	28%	47.7%	17.6%	6.7%
Reading	7th Grade	Economically Disadvantaged	2012-13	47.4%	54.9%	68.5%	7.4%	61.1%	22.2%	9.3%
Reading	7th Grade	Economically Disadvantaged	2013-14	45.4%	48.6%	52.7%	5.5%	47.3%	29.1%	18.2%

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Reading	7th Grade	English Language Learners	2012-13	20.9%	27.3%	<10	<10	<10	<10	<10
Reading	7th Grade	English Language Learners	2013-14	23%	27.3%	<10	<10	<10	<10	<10
Reading	7th Grade	Students With Disabilities	2012-13	23%	25%	29.6%	0%	29.6%	29.6%	40.7%
Reading	7th Grade	Students With Disabilities	2013-14	22.9%	19.4%	30.6%	2.8%	27.8%	25%	44.4%
Reading	8th Grade	All Students	2012-13	65.7%	71.9%	76.8%	12.5%	64.3%	18.5%	4.7%
Reading	8th Grade	All Students	2013-14	72.7%	78.6%	86.8%	41.6%	45.2%	10.2%	3%
Reading	8th Grade	American Indian	2012-13	58.1%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	American Indian	2013-14	68.7%	<10	<10	<10	<10	<10	<10
Reading	8th Grade	African American	2012-13	45.2%	51.6%	58.8%	11.8%	47.1%	23.5%	17.6%
Reading	8th Grade	African American	2013-14	49.7%	51.2%	55%	25%	30%	20%	25%
Reading	8th Grade	Asian	2012-13	79.9%	80.6%	81.8%	18.2%	63.6%	18.2%	0%
Reading	8th Grade	Asian	2013-14	84.2%	88.9%	80%	20%	60%	20%	0%
Reading	8th Grade	Hispanic of Any Race	2012-13	56.5%	60%	72.7%	18.2%	54.5%	9.1%	18.2%
Reading	8th Grade	Hispanic of Any Race	2013-14	61.8%	82.4%	88.2%	47.1%	41.2%	5.9%	5.9%
Reading	8th Grade	Two or More Races	2012-13	65.6%	67.4%	83.3%	22.2%	61.1%	11.1%	5.6%

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Reading	8th Grade	Two or More Races	2013-14	72.5%	75%	<10	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	71.2%	74.5%	77.8%	11.7%	66%	18.8%	3.4%
Reading	8th Grade	White	2013-14	79.2%	80.9%	88.8%	42.8%	46%	9.4%	1.8%
Reading	8th Grade	Female	2012-13	70.1%	75.6%	81.9%	18.6%	63.3%	15.6%	2.5%
Reading	8th Grade	Female	2013-14	74.6%	80.7%	87.9%	43.4%	44.4%	10.6%	1.5%
Reading	8th Grade	Male	2012-13	61.5%	68.1%	71.4%	5.9%	65.4%	21.6%	7%
Reading	8th Grade	Male	2013-14	70.9%	76.4%	85.7%	39.8%	45.9%	9.7%	4.6%
Reading	8th Grade	Economically Disadvantaged	2012-13	53%	57.2%	58.3%	6.7%	51.7%	30%	11.7%
Reading	8th Grade	Economically Disadvantaged	2013-14	60.1%	65.3%	78.8%	21.2%	57.7%	17.3%	3.8%
Reading	8th Grade	English Language Learners	2012-13	31.6%	11.8%	<10	<10	<10	<10	<10
Reading	8th Grade	English Language Learners	2013-14	35.5%	36.8%	<10	<10	<10	<10	<10
Reading	8th Grade	Students With Disabilities	2012-13	26.4%	32.7%	44.1%	5.9%	38.2%	38.2%	17.6%
Reading	8th Grade	Students With Disabilities	2013-14	33.9%	34.4%	51.9%	11.1%	40.7%	33.3%	14.8%
Science	8th Grade	All Students	2012-13	15.9%	23.2%	26%	6.6%	19.3%	31.3%	42.7%
Science	8th Grade	All Students	2013-14	19.8%	30.8%	39%	18.5%	20.5%	35%	26%
Science	8th Grade	American Indian	2012-13	10.1%	<10	<10	<10	<10	<10	<10

**Annual Education Report
Holmes Middle School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	American Indian	2013-14	12.8%	<10	<10	<10	<10	<10	<10
Science	8th Grade	African American	2012-13	3.3%	4.1%	5.9%	5.9%	0%	5.9%	88.2%
Science	8th Grade	African American	2013-14	3.9%	4.7%	18.2%	9.1%	9.1%	22.7%	59.1%
Science	8th Grade	Asian	2012-13	31.5%	34.4%	36.4%	0%	36.4%	36.4%	27.3%
Science	8th Grade	Asian	2013-14	35.6%	53.6%	50%	40%	10%	30%	20%
Science	8th Grade	Hispanic of Any Race	2012-13	7.1%	10%	0%	0%	0%	36.4%	63.6%
Science	8th Grade	Hispanic of Any Race	2013-14	9.7%	25%	35.3%	17.6%	17.6%	47.1%	17.6%
Science	8th Grade	Two or More Races	2012-13	15.3%	18.2%	21.1%	10.5%	10.5%	26.3%	52.6%
Science	8th Grade	Two or More Races	2013-14	17.9%	36.4%	<10	<10	<10	<10	<10
Science	8th Grade	White	2012-13	19.3%	25.7%	28.1%	6.9%	21.1%	32.6%	39.3%
Science	8th Grade	White	2013-14	24.2%	32.5%	39.4%	18.1%	21.3%	35.9%	24.8%
Science	8th Grade	Female	2012-13	13.7%	21.7%	27.7%	5.9%	21.8%	29.2%	43.1%
Science	8th Grade	Female	2013-14	17.5%	29.4%	36.8%	16.9%	19.9%	38.3%	24.9%
Science	8th Grade	Male	2012-13	18%	24.7%	24.1%	7.3%	16.8%	33.5%	42.4%
Science	8th Grade	Male	2013-14	22%	32.2%	41.2%	20.1%	21.1%	31.7%	27.1%
Science	8th Grade	Economically Disadvantaged	2012-13	7.4%	12.7%	17.7%	1.6%	16.1%	21%	61.3%
Science	8th Grade	Economically Disadvantaged	2013-14	9.4%	16.9%	28.3%	9.4%	18.9%	32.1%	39.6%

**Annual Education Report
Holmes Middle School**
Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	8th Grade	English Language Learners	2012-13	2.1%	0%	<10	<10	<10	<10	<10
Science	8th Grade	English Language Learners	2013-14	2.1%	13%	<10	<10	<10	<10	<10
Science	8th Grade	Students With Disabilities	2012-13	3.5%	7.3%	7%	4.7%	2.3%	16.3%	76.7%
Science	8th Grade	Students With Disabilities	2013-14	4.5%	8.4%	16.1%	6.5%	9.7%	19.4%	64.5%

**Annual Education Report
Holmes Middle School****Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report
Holmes Middle School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	7th Grade	All Students	2012-13	45%	58.3%	57.1%	28.6%	28.6%	42.9%
Mathematics	7th Grade	All Students	2013-14	47.2%	50%	25%	25%	0%	75%
Mathematics	7th Grade	African American	2012-13	36.3%	60%	<10	<10	<10	<10
Mathematics	7th Grade	Hispanic of Any Race	2013-14	41.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade	White	2012-13	49.4%	58.8%	60%	20%	40%	40%
Mathematics	7th Grade	White	2013-14	52.3%	50%	33.3%	33.3%	0%	66.7%
Mathematics	7th Grade	Female	2012-13	45.1%	77.8%	<10	<10	<10	<10
Mathematics	7th Grade	Female	2013-14	49%	<10	<10	<10	<10	<10
Mathematics	7th Grade	Male	2012-13	45%	46.7%	60%	20%	40%	40%
Mathematics	7th Grade	Male	2013-14	46.1%	50%	<10	<10	<10	<10
Mathematics	7th Grade	Economically Disadvantaged	2012-13	42.9%	50%	33.3%	33.3%	0%	66.7%
Mathematics	7th Grade	Economically Disadvantaged	2013-14	44.5%	33.3%	<10	<10	<10	<10
Mathematics	7th Grade	English Language Learners	2013-14	46.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade	All Students	2012-13	33.9%	38.9%	33.3%	0%	33.3%	66.7%
Mathematics	8th Grade	All Students	2013-14	40.9%	25%	100%	33.3%	66.7%	0%
Mathematics	8th Grade	American Indian	2012-13	44.4%	<10	<10	<10	<10	<10
Mathematics	8th Grade	Two or More Races	2012-13	37.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	38.2%	50%	42.9%	0%	42.9%	57.1%

**Annual Education Report
Holmes Middle School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	8th Grade	White	2013-14	46%	33.3%	100%	33.3%	66.7%	0%
Mathematics	8th Grade	Female	2012-13	33.1%	16.7%	0%	0%	0%	100%
Mathematics	8th Grade	Female	2013-14	38.2%	33.3%	<10	<10	<10	<10
Mathematics	8th Grade	Male	2012-13	34.5%	50%	50%	0%	50%	50%
Mathematics	8th Grade	Male	2013-14	42.5%	22.2%	<10	<10	<10	<10
Mathematics	8th Grade	Economically Disadvantaged	2012-13	30.3%	14.3%	<10	<10	<10	<10
Reading	7th Grade	All Students	2012-13	61.4%	69.6%	85.7%	14.3%	71.4%	14.3%
Reading	7th Grade	All Students	2013-14	61.7%	72.7%	71.4%	28.6%	42.9%	28.6%
Reading	7th Grade	African American	2012-13	48.7%	80%	<10	<10	<10	<10
Reading	7th Grade	Hispanic of Any Race	2013-14	58.5%	<10	<10	<10	<10	<10
Reading	7th Grade	White	2012-13	67.7%	70.6%	80%	20%	60%	20%
Reading	7th Grade	White	2013-14	66.7%	71.4%	66.7%	33.3%	33.3%	33.3%
Reading	7th Grade	Female	2012-13	65.5%	77.8%	<10	<10	<10	<10
Reading	7th Grade	Female	2013-14	66.1%	<10	<10	<10	<10	<10
Reading	7th Grade	Male	2012-13	59.1%	64.3%	100%	20%	80%	0%
Reading	7th Grade	Male	2013-14	59.3%	66.7%	60%	40%	20%	40%
Reading	7th Grade	Economically Disadvantaged	2012-13	58.7%	69.2%	100%	0%	100%	0%
Reading	7th Grade	Economically Disadvantaged	2013-14	59.3%	50%	<10	<10	<10	<10

**Annual Education Report
Holmes Middle School**
Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	7th Grade	English Language Learners	2013-14	58.8%	<10	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	68.2%	55.6%	55.6%	11.1%	44.4%	44.4%
Reading	8th Grade	All Students	2013-14	69%	50%	66.7%	0%	66.7%	33.3%
Reading	8th Grade	American Indian	2012-13	71.8%	<10	<10	<10	<10	<10
Reading	8th Grade	Two or More Races	2012-13	71.6%	<10	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	73.8%	75%	71.4%	14.3%	57.1%	28.6%
Reading	8th Grade	White	2013-14	76.3%	50%	66.7%	0%	66.7%	33.3%
Reading	8th Grade	Female	2012-13	70.5%	83.3%	100%	33.3%	66.7%	0%
Reading	8th Grade	Female	2013-14	71.2%	66.7%	<10	<10	<10	<10
Reading	8th Grade	Male	2012-13	67%	41.7%	33.3%	0%	33.3%	66.7%
Reading	8th Grade	Male	2013-14	67.8%	42.9%	<10	<10	<10	<10
Reading	8th Grade	Economically Disadvantaged	2012-13	65.3%	42.9%	<10	<10	<10	<10

**Annual Education Report
Holmes Middle School**
MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
Mathematics	8th Grade	All Students	2012-13	73.5%	71.4%	<10	<10	<10	<10
Reading	8th Grade	All Students	2012-13	92.8%	100%	<10	<10	<10	<10
Science	8th Grade	All Students	2012-13	46.9%	71.4%	<10	<10	<10	<10
Mathematics	8th Grade	White	2012-13	76.7%	66.7%	<10	<10	<10	<10
Reading	8th Grade	White	2012-13	93.6%	100%	<10	<10	<10	<10
Science	8th Grade	White	2012-13	53.2%	75%	<10	<10	<10	<10
Mathematics	8th Grade	Male	2012-13	76.6%	<10	<10	<10	<10	<10
Reading	8th Grade	Male	2012-13	92.5%	<10	<10	<10	<10	<10
Science	8th Grade	Male	2012-13	48.3%	<10	<10	<10	<10	<10

**Annual Education Report
Holmes Middle School****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Holmes Middle School****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report
Holmes Middle School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.6%	73.4%
Bottom 30%	District	Mathematics	0%	19.6%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.5%	46.1%
Asian	District	Mathematics	100%	91%
Hispanic of Any Race	District	Mathematics	99.7%	66.8%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	99.3%	72.9%
White	District	Mathematics	99.6%	75.5%
Economically Disadvantaged	District	Mathematics	99.4%	60.6%
English Language Learners	District	Mathematics	99.4%	63.4%
Students With Disabilities	District	Mathematics	98.9%	45.9%
All Students	School	Mathematics	99.8%	85.9%
Bottom 30%	School	Mathematics	0%	53.2%
American Indian	School	Mathematics	<30	<30
African American	School	Mathematics	<30	<30
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	<30	<30

**Annual Education Report
Holmes Middle School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	School	Mathematics	<30	<30
White	School	Mathematics	99.9%	88.1%
Economically Disadvantaged	School	Mathematics	99.1%	73.9%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	97.4%	53.1%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.6%	89.3%
Bottom 30%	District	Reading	0%	67.4%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.7%	71.1%
Asian	District	Reading	100%	95.2%
Hispanic of Any Race	District	Reading	99.7%	87.7%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	99.3%	87.5%
White	District	Reading	99.6%	90.8%
Economically Disadvantaged	District	Reading	99.5%	81%
English Language Learners	District	Reading	99.4%	70.4%
Students With Disabilities	District	Reading	99%	59.7%
All Students	School	Reading	99.9%	95.3%

**Annual Education Report
Holmes Middle School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	School	Reading	0%	85.3%
American Indian	School	Reading	<30	<30
African American	School	Reading	<30	<30
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	<30	<30
Two or More Races	School	Reading	<30	<30
White	School	Reading	100%	96.5%
Economically Disadvantaged	School	Reading	99.1%	93.6%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	98.7%	72.7%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	99.3%	55.7%
Bottom 30%	District	Science	0%	0.9%
American Indian	District	Science	<30	<30
African American	District	Science	99.2%	24.8%
Asian	District	Science	100%	73.5%
Hispanic of Any Race	District	Science	99.3%	43.7%
Two or More Races	District	Science	99.3%	60.8%
White	District	Science	99.3%	57.8%
Economically Disadvantaged	District	Science	98.8%	39%

**Annual Education Report
Holmes Middle School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
English Language Learners	District	Science	98.4%	26.7%
Students With Disabilities	District	Science	98.5%	25.1%
All Students	School	Science	100%	67.4%
Bottom 30%	School	Science	0%	0%
American Indian	School	Science	<30	<30
African American	School	Science	<30	<30
Asian	School	Science	<30	<30
Hispanic of Any Race	School	Science	<30	<30
Two or More Races	School	Science	<30	<30
White	School	Science	100%	68.3%
Economically Disadvantaged	School	Science	100%	50%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	100%	25%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.1%	66.1%
Bottom 30%	District	Social Studies	0%	8.5%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	99%	36.9%
Asian	District	Social Studies	100%	79.8%
Hispanic of Any Race	District	Social Studies	98.5%	55%

**Annual Education Report
Holmes Middle School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30
Two or More Races	District	Social Studies	99.3%	71.1%
White	District	Social Studies	99.1%	68.3%
Economically Disadvantaged	District	Social Studies	98.1%	50.6%
English Language Learners	District	Social Studies	98%	15.7%
Students With Disabilities	District	Social Studies	98.1%	29.7%
All Students	School	Social Studies	0%	59.8%
Bottom 30%	School	Social Studies	0%	0%
American Indian	School	Social Studies	<30	<30
African American	School	Social Studies	<30	<30
Asian	School	Social Studies	<30	<30
Hispanic of Any Race	School	Social Studies	<30	<30
Native Hawaiian or Other Pacific Islander	School	Social Studies	<30	<30
Two or More Races	School	Social Studies	<30	<30
White	School	Social Studies	0%	60.3%
Economically Disadvantaged	School	Social Studies	0%	44.3%
English Language Learners	School	Social Studies	<30	<30
Students With Disabilities	School	Social Studies	0%	20%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%

**Annual Education Report
Holmes Middle School**
Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Writing	99.3%	79.7%
Bottom 30%	District	Writing	0%	33.2%
American Indian	District	Writing	<30	<30
African American	District	Writing	99.2%	54.3%
Asian	District	Writing	100%	96.8%
Hispanic of Any Race	District	Writing	99.3%	74.2%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	98.5%	79.7%
White	District	Writing	99.3%	81.4%
Economically Disadvantaged	District	Writing	99.1%	67.6%
English Language Learners	District	Writing	98.1%	60.4%
Students With Disabilities	District	Writing	98%	38.7%
All Students	School	Writing		
African American	School	Writing		
Asian	School	Writing		
Hispanic of Any Race	School	Writing		
Two or More Races	School	Writing		
White	School	Writing		
Economically Disadvantaged	School	Writing		
English Language Learners	School	Writing		
Students With Disabilities	School	Writing		

**Annual Education Report
Holmes Middle School**
Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	90.1%
African American	District	78.3%
Asian	District	91.7%
Hispanic of Any Race	District	82.9%
Two or More Races	District	91.8%
White	District	91.4%
Economically Disadvantaged	District	80.6%
Students With Disabilities	District	52.8%
Bottom 30%	District	92.8%

* All data based on students enrolled for a full academic year.

**Annual Education Report
Holmes Middle School**
Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96.3%
All Students	School	97%

** All data based on students enrolled for a full academic year.*

Annual Education Report
Holmes Middle School

Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Annual Education Report
Holmes Middle School**
Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Livonia Public Schools School District	Holmes Middle School		Green	2			Green	2	Green	2	Green	2	Yellow	32

**Annual Education Report
Holmes Middle School**
Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	7	43	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

**Annual Education Report
Holmes Middle School**
NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding.
SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Holmes Middle School**
NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Holmes Middle School**
NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report
Holmes Middle School**
NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Holmes Middle School**
NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Holmes Middle School**
NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

**Annual Education Report
Holmes Middle School**
NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0