

# Holmes Middle School

<http://holmes.livoniapublicschools.org>



## 2014-2015 Annual Education Report

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734-744-2675



Mr. Eric Stromberg, Principal



April 15, 2016

Dear Parents and Community Members:

I am pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 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 <http://holmes.livoniapublicschools.org> 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. Based on this data, 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

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*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 inquiries 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 2013-2014 and 2014-2015:

- 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 AdvancED accredited school, we continue to support our school improvement goals using the AdvancED Performance Accreditation Framework. This year, as part of the 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](http://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 teachers piloted a new district seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study. Since the assessment was given as a pilot, it was determined that revisions to the assessment will be necessary during the 2015-2016 school year. Therefore, data from the reading assessment is not included.

The seventh and eighth grade pre and post argument writing assessments, reflecting student learning from the MAISA argument writing units of study, were administered this year and scored based on a 20-point writing rubric. The following table shows the percentage of obtained student growth from the pre to the post assessment.

Middle School ELA Pre and Post Argument Writing Assessment Percentage of Growth		
2014-2015	Grade 7	Grade 8
Holmes	20%	10%
District	20%	15%

\*All MACAT students were administered the grade 8 pre and post writing assessments.

### DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth social studies writing assessment was administered this school year. The assessment, known as a Document Based Question (DBQ), measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

Middle School Social Studies Document Based Question Assessment Percent of Students Proficient		
2014-2015	Grade 7	Grade 8*
Holmes	88.1%	87.2%
District	84.9%	91.2%

\*All MACAT students were administered the grade 8 DBQ assessment.

### NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students.

CogAT GRADE 8 Age Percentiles				
2014-2015	Verbal	Quantitative	Nonverbal	Composite
Holmes	63	68	66	68
District	60	62	66	65
2013-2014	Verbal	Quantitative	Nonverbal	Composite
Holmes				
District				

### 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 61% of our parents (478 students represented) attended fall conferences and 42% (371 students represented) attended spring conferences during the 2014-2015 school year. During the 2013-2014 school year, 59% (463 students represented) of our parents attended fall conferences and 48% (382 students represented) attended spring conferences. Our Fall Open House attendance rate was approximately 80% during 2014-2015. In addition, 100% of our staff is PTSA members.

## **PARENT INVOLVEMENT**

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

# **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)

## DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

The explanation below is provided by Livonia Public Schools to assist you in understanding the data on the following pages provided by the Michigan Department of Education (MDE).

**Student Assessment Data** – State assessment results at the elementary, middle and high school levels for all four tested subjects (mathematics, ELA, science and social studies) for all students as well as subgroups of students on the:

- M-STEP and MI-Access for 2014-15 and
- MEAP, MME, MEAP-Access and MI-Access for 2013-14.

### **Accountability Details –**

- Subject Data provides the percent of students tested and the percent proficient for each subject area tested (mathematics, ELA, science and social studies) at the state and district levels for all students and applicable student subgroups.
- Graduation Data provides high school graduation rates at the state and district levels for all students and applicable subgroups.
- Attendance Data provides average daily attendance rate at the state and district levels.
- Accountability Status District and School Data – The MDE did not provide any data for these categories.
- Teacher Quality identifies teacher qualifications, reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes, and lists the percentage of teachers with emerging certifications in the district.

### **NAEP Data (National Assessment of Education Progress)**

- Provides state results of the national assessment in mathematics and reading in grades 4, 8 and 12.

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***The following pages are provided by the Michigan Department of Education and cannot be amended, modified or adjusted. They must be included as provided by the state.***



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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	All Students	2013-14	60.4%	68.8%	75.9%	26.4%	49.5%	17.9%	6.2%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	African American	2013-14	34.6%	43%	50%	5%	45%	25%	25%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Asian	2013-14	75.2%	88.2%	94.1%	41.2%	52.9%	5.9%	0%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Hispanic of Any Race	2013-14	46.8%	65.2%	58.8%	11.8%	47.1%	35.3%	5.9%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Two or More Races	2013-14	59%	67.4%	83.3%	25%	58.3%	8.3%	8.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	White	2013-14	67.8%	70.6%	77.2%	27.8%	49.4%	17.5%	5.3%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Female	2013-14	62.5%	73.9%	76.2%	24.9%	51.3%	18.1%	5.7%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Male	2013-14	58.4%	64.1%	75.6%	28%	47.7%	17.6%	6.7%
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Economically Disadvantaged	2013-14	45.4%	48.6%	52.7%	5.5%	47.3%	29.1%	18.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	English Language Learners	2013-14	23%	27.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	6th Grade Content	Students With Disabilities	2013-14	22.9%	19.4%	30.6%	2.8%	27.8%	25%	44.4%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2014-15	49.1%	52.9%	53.8%	9.4%	44.4%	28.6%	17.6%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	All Students	2013-14	72.7%	78.6%	86.8%	41.6%	45.2%	10.2%	3%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	American Indian	2013-14	68.7%	<10	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2014-15	25.2%	34.9%	31.3%	6.3%	25%	37.5%	31.3%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	African American	2013-14	49.7%	51.2%	55%	25%	30%	20%	25%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Asian	2014-15	73.9%	69%	53.8%	0%	53.8%	38.5%	7.7%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Asian	2013-14	84.2%	88.9%	80%	20%	60%	20%	0%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	53.8%	60%	10%	50%	15%	25%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Hispanic of Any Race	2013-14	61.8%	82.4%	88.2%	47.1%	41.2%	5.9%	5.9%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Two or More Races	2014-15	47.9%	58.7%	50%	5.6%	44.4%	22.2%	27.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Two or More Races	2013-14	72.5%	75%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2014-15	55.4%	53.6%	54.8%	10.2%	44.6%	29%	16.2%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	White	2013-14	79.2%	80.9%	88.8%	42.8%	46%	9.4%	1.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2014-15	56.3%	60.7%	64.3%	13.3%	51%	23.5%	12.2%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Female	2013-14	74.6%	80.7%	87.9%	43.4%	44.4%	10.6%	1.5%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2014-15	42.2%	44.7%	42.7%	5.4%	37.3%	34.1%	23.2%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Male	2013-14	70.9%	76.4%	85.7%	39.8%	45.9%	9.7%	4.6%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	34.6%	39.4%	6.1%	33.3%	34.8%	25.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Economically Disadvantaged	2013-14	60.1%	65.3%	78.8%	21.2%	57.7%	17.3%	3.8%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	English Language Learners	2014-15	18.9%	18.2%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	English Language Learners	2013-14	35.5%	36.8%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2014-15	10.9%	9.7%	6.7%	0%	6.7%	13.3%	80%
ELA (M-STEP)/Reading (MEAP)	7th Grade Content	Students With Disabilities	2013-14	33.9%	34.4%	51.9%	11.1%	40.7%	33.3%	14.8%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	All Students	2014-15	47.6%	52.4%	56.5%	9.7%	46.8%	31.3%	12.2%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	African American	2014-15	23.7%	23.5%	28.6%	0%	28.6%	38.1%	33.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Asian	2014-15	71.4%	86%	76.5%	23.5%	52.9%	23.5%	0%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	39.2%	40%	0%	40%	40%	20%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Two or More Races	2014-15	44.7%	58.1%	50%	21.4%	28.6%	14.3%	35.7%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	White	2014-15	53.8%	54.2%	58.6%	9.7%	48.9%	31.5%	10%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Female	2014-15	54.2%	60.7%	62.5%	9.9%	52.6%	28.1%	9.4%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Male	2014-15	41.2%	44.9%	50.7%	9.5%	41.3%	34.3%	14.9%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	31.3%	30.8%	0%	30.8%	43.1%	26.2%
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	English Language Learners	2014-15	19.3%	33.3%	<10	<10	<10	<10	<10
ELA (M-STEP)/Reading (MEAP)	8th Grade Content	Students With Disabilities	2014-15	9.8%	11.3%	15%	0%	15%	30%	55%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	6th Grade Content	All Students	2013-14	39.2%	56.3%	66.3%	9.8%	56.6%	18.8%	14.9%
Mathematics	6th Grade Content	African American	2013-14	15.3%	20.4%	20%	0%	20%	45%	35%
Mathematics	6th Grade Content	Asian	2013-14	69.6%	98%	100%	35.3%	64.7%	0%	0%
Mathematics	6th Grade Content	Hispanic of Any Race	2013-14	25.4%	54.3%	58.8%	5.9%	52.9%	23.5%	17.6%
Mathematics	6th Grade Content	Two or More Races	2013-14	34.8%	50%	58.3%	25%	33.3%	25%	16.7%
Mathematics	6th Grade Content	White	2013-14	45.4%	58.1%	68.1%	8.7%	59.4%	17.6%	14.2%
Mathematics	6th Grade Content	Female	2013-14	39.9%	59.8%	68.4%	8.3%	60.1%	17.6%	14%
Mathematics	6th Grade Content	Male	2013-14	38.5%	53.2%	64.3%	11.2%	53.1%	19.9%	15.8%
Mathematics	6th Grade Content	Economically Disadvantaged	2013-14	23.5%	33.3%	37.5%	1.8%	35.7%	30.4%	32.1%
Mathematics	6th Grade Content	English Language Learners	2013-14	14.5%	33.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2013-14	10.4%	15.2%	26.3%	0%	26.3%	13.2%	60.5%
Mathematics	7th Grade Content	All Students	2014-15	33.3%	46%	47.9%	14.1%	33.8%	35.3%	16.8%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	All Students	2013-14	34.5%	51.4%	62.6%	15.4%	47.2%	25%	12.4%
Mathematics	7th Grade Content	American Indian	2013-14	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	African American	2014-15	10.6%	19.3%	12.5%	0%	12.5%	62.5%	25%
Mathematics	7th Grade Content	African American	2013-14	11.4%	18.3%	28.6%	14.3%	14.3%	33.3%	38.1%
Mathematics	7th Grade Content	Asian	2014-15	66.4%	67.4%	57.1%	7.1%	50%	42.9%	0%
Mathematics	7th Grade Content	Asian	2013-14	66.7%	71.4%	70%	20%	50%	30%	0%
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	38.5%	35%	5%	30%	50%	15%
Mathematics	7th Grade Content	Hispanic of Any Race	2013-14	20.4%	45.1%	58.8%	5.9%	52.9%	29.4%	11.8%
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	47.8%	44.4%	16.7%	27.8%	27.8%	27.8%
Mathematics	7th Grade Content	Two or More Races	2013-14	31.5%	56.8%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39%	48%	50.3%	15.6%	34.7%	33.1%	16.6%
Mathematics	7th Grade Content	White	2013-14	40.5%	53.9%	64.4%	15.6%	48.8%	24.7%	10.9%
Mathematics	7th Grade Content	Female	2014-15	33%	46.9%	47.7%	9.1%	38.6%	36%	16.2%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	7th Grade Content	Female	2013-14	33.8%	51.4%	61.3%	13.6%	47.7%	27.6%	11.1%
Mathematics	7th Grade Content	Male	2014-15	33.5%	45%	48.1%	19.5%	28.6%	34.6%	17.3%
Mathematics	7th Grade Content	Male	2013-14	35.3%	51.5%	64%	17.3%	46.7%	22.3%	13.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	29.9%	34.8%	6.1%	28.8%	36.4%	28.8%
Mathematics	7th Grade Content	Economically Disadvantaged	2013-14	18.7%	33.6%	55.8%	9.6%	46.2%	30.8%	13.5%
Mathematics	7th Grade Content	English Language Learners	2014-15	12%	26.1%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	English Language Learners	2013-14	12.3%	27.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	7.8%	3.3%	0%	3.3%	36.7%	60%
Mathematics	7th Grade Content	Students With Disabilities	2013-14	8.2%	11.7%	14.8%	0%	14.8%	37%	48.1%
Mathematics	8th Grade Content	All Students	2014-15	32.2%	40%	45.8%	20.4%	25.4%	31%	23.2%
Mathematics	8th Grade Content	African American	2014-15	9.7%	10.2%	0%	0%	0%	38.1%	61.9%
Mathematics	8th Grade Content	Asian	2014-15	65.5%	86%	76.5%	64.7%	11.8%	23.5%	0%



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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	23.5%	15%	5%	10%	55%	30%
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	41.9%	42.9%	35.7%	7.1%	7.1%	50%
Mathematics	8th Grade Content	White	2014-15	37.7%	41.5%	49.2%	19.6%	29.6%	30.5%	20.2%
Mathematics	8th Grade Content	Female	2014-15	32.6%	41.2%	43.8%	16.7%	27.1%	35.4%	20.8%
Mathematics	8th Grade Content	Male	2014-15	31.8%	38.9%	47.8%	23.9%	23.9%	26.9%	25.4%
Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17%	19.4%	21.5%	7.7%	13.8%	32.3%	46.2%
Mathematics	8th Grade Content	English Language Learners	2014-15	12.2%	26.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	6.6%	12.5%	5%	7.5%	22.5%	65%
Science	7th Grade Content	All Students	2014-15	22.7%	31.5%	31.2%	11.5%	19.7%	29.7%	39.1%
Science	7th Grade Content	All Students	2013-14	19.8%	30.8%	39%	18.5%	20.5%	35%	26%
Science	7th Grade Content	American Indian	2013-14	12.8%	<10	<10	<10	<10	<10	<10
Science	7th Grade Content	African American	2014-15	5%	16.9%	12.5%	6.3%	6.3%	12.5%	75%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	African American	2013-14	3.9%	4.7%	18.2%	9.1%	9.1%	22.7%	59.1%
Science	7th Grade Content	Asian	2014-15	43.1%	48.8%	28.6%	0%	28.6%	21.4%	50%
Science	7th Grade Content	Asian	2013-14	35.6%	53.6%	50%	40%	10%	30%	20%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	26.4%	20%	0%	20%	50%	30%
Science	7th Grade Content	Hispanic of Any Race	2013-14	9.7%	25%	35.3%	17.6%	17.6%	47.1%	17.6%
Science	7th Grade Content	Two or More Races	2014-15	21.6%	37%	27.8%	16.7%	11.1%	33.3%	38.9%
Science	7th Grade Content	Two or More Races	2013-14	17.9%	36.4%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	32%	33.2%	12.8%	20.4%	29.4%	37.4%
Science	7th Grade Content	White	2013-14	24.2%	32.5%	39.4%	18.1%	21.3%	35.9%	24.8%
Science	7th Grade Content	Female	2014-15	20.8%	30.6%	28.9%	9.6%	19.3%	29.4%	41.6%
Science	7th Grade Content	Female	2013-14	17.5%	29.4%	36.8%	16.9%	19.9%	38.3%	24.9%
Science	7th Grade Content	Male	2014-15	24.6%	32.4%	33.7%	13.6%	20.1%	29.9%	36.4%
Science	7th Grade Content	Male	2013-14	22%	32.2%	41.2%	20.1%	21.1%	31.7%	27.1%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	18.3%	19.7%	6.1%	13.6%	27.3%	53%
Science	7th Grade Content	Economically Disadvantaged	2013-14	9.4%	16.9%	28.3%	9.4%	18.9%	32.1%	39.6%
Science	7th Grade Content	English Language Learners	2014-15	2.3%	12.5%	<10	<10	<10	<10	<10
Science	7th Grade Content	English Language Learners	2013-14	2.1%	13%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	6.8%	0%	0%	0%	13.3%	86.7%
Science	7th Grade Content	Students With Disabilities	2013-14	4.5%	8.4%	16.1%	6.5%	9.7%	19.4%	64.5%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	36.7%	40.9%	9.6%	31.2%	42.4%	16.8%
Social Studies	8th Grade Content	African American	2014-15	9.1%	13.4%	9.5%	4.8%	4.8%	57.1%	33.3%
Social Studies	8th Grade Content	Asian	2014-15	50.9%	74%	64.7%	11.8%	52.9%	29.4%	5.9%
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	31.4%	25%	5%	20%	55%	20%
Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	44.2%	35.7%	0%	35.7%	35.7%	28.6%
Social Studies	8th Grade Content	White	2014-15	35.2%	37%	42.9%	10.6%	32.3%	41.6%	15.5%

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## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	Female	2014-15	25.2%	33.1%	37.5%	5.7%	31.8%	45.3%	17.2%
Social Studies	8th Grade Content	Male	2014-15	34%	39.8%	44.1%	13.4%	30.7%	39.6%	16.3%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	17.5%	13.8%	1.5%	12.3%	49.2%	36.9%
Social Studies	8th Grade Content	English Language Learners	2014-15	5.8%	0%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	9.4%	12.5%	2.5%	10%	37.5%	50%

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
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No Data to Display

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Holmes Middle School

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Mathematics	7th	All Students	2013-14	47.2%	50%	25%	25%	0%	75%
Mathematics	7th	Hispanic of Any Race	2013-14	41.7%	<10	<10	<10	<10	<10
Mathematics	7th	White	2013-14	52.3%	50%	33.3%	33.3%	0%	66.7%
Mathematics	7th	Female	2013-14	49%	<10	<10	<10	<10	<10
Mathematics	7th	Male	2013-14	46.1%	50%	<10	<10	<10	<10
Mathematics	7th	Economically Disadvantaged	2013-14	44.5%	33.3%	<10	<10	<10	<10
Mathematics	7th	English Language Learners	2013-14	46.9%	<10	<10	<10	<10	<10
Mathematics	8th	All Students	2013-14	40.9%	25%	100%	33.3%	66.7%	0%
Mathematics	8th	White	2013-14	46%	33.3%	100%	33.3%	66.7%	0%
Mathematics	8th	Female	2013-14	38.2%	33.3%	<10	<10	<10	<10
Mathematics	8th	Male	2013-14	42.5%	22.2%	<10	<10	<10	<10
Reading	7th	All Students	2013-14	61.7%	72.7%	71.4%	28.6%	42.9%	28.6%
Reading	7th	Hispanic of Any Race	2013-14	58.5%	<10	<10	<10	<10	<10
Reading	7th	White	2013-14	66.7%	71.4%	66.7%	33.3%	33.3%	33.3%
Reading	7th	Female	2013-14	66.1%	<10	<10	<10	<10	<10
Reading	7th	Male	2013-14	59.3%	66.7%	60%	40%	20%	40%

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
Reading	7th	Economically Disadvantaged	2013-14	59.3%	50%	<10	<10	<10	<10
Reading	7th	English Language Learners	2013-14	58.8%	<10	<10	<10	<10	<10
Reading	8th	All Students	2013-14	69%	50%	66.7%	0%	66.7%	33.3%
Reading	8th	White	2013-14	76.3%	50%	66.7%	0%	66.7%	33.3%
Reading	8th	Female	2013-14	71.2%	66.7%	<10	<10	<10	<10
Reading	8th	Male	2013-14	67.8%	42.9%	<10	<10	<10	<10

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## MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



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MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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## MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

## Annual Education Report

### Holmes Middle School

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	Mathematics	98.1%	36.5%	99.1%	N/A	98.9%	N/A
All Students	ELA	98.1%	48.5%	99.2%	N/A	98.9%	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	99.5%	N/A
All Students	Social Studies	97.4%	31.8%	99.1%	N/A	98.3%	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	99.4%	N/A	100%	N/A
African American	ELA	96.5%	24.5%	99.4%	N/A	100%	N/A
African American	Science	95.4%	6.1%	98.6%	N/A	<30	N/A
African American	Social Studies	95.2%	11%	98.9%	N/A	<30	N/A
Asian	Mathematics	99.1%	66.3%	99%	N/A	100%	N/A
Asian	ELA	98.7%	70.2%	98.7%	N/A	96.8%	N/A
Asian	Science	99%	38%	98.2%	N/A	<30	N/A
Asian	Social Studies	98.8%	49.6%	99.2%	N/A	<30	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.3%	N/A	95.2%	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.7%	N/A	97.6%	N/A
Hispanic of Any Race	Science	97.9%	11.7%	98.7%	N/A	<30	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.1%	N/A	<30	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

## Annual Education Report

### Holmes Middle School

#### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	100%	N/A	100%	N/A
Two or More Races	ELA	98.5%	46.9%	100%	N/A	100%	N/A
Two or More Races	Science	98.5%	20.1%	100%	N/A	<30	N/A
Two or More Races	Social Studies	98.1%	28.3%	100%	N/A	<30	N/A
White	Mathematics	98.5%	42.5%	99.1%	N/A	98.9%	N/A
White	ELA	98.5%	55%	99.2%	N/A	98.9%	N/A
White	Science	98.1%	26.6%	98.9%	N/A	99.4%	N/A
White	Social Studies	98%	37.3%	99.1%	N/A	98.5%	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	100%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.4%	N/A	100%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.9%	N/A	100%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	98.8%	N/A	100%	N/A
English Language Learners	Mathematics	98.6%	20.3%	97.2%	N/A	<30	N/A
English Language Learners	ELA	98.2%	24%	99.2%	N/A	<30	N/A
English Language Learners	Science	98.2%	3.9%	97.9%	N/A	<30	N/A

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 Holmes Middle School

## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Language Learners	Social Studies	97.9%	8.1%	97.4%	N/A	<30	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.6%	N/A	100%	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.4%	N/A	100%	N/A
Students With Disabilities	Science	96.5%	15.4%	98.3%	N/A	100%	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.9%	N/A	100%	N/A

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 Holmes Middle School

## Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	92.7%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	82.7%	N/A
Asian	89.1%	91.7%	N/A
Hispanic of Any Race	68.8%	89.7%	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	93.3%	N/A
White	82.9%	93.8%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	82.9%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	59.0%	N/A
Homeless	54.0%	N/A	N/A

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

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## Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.6%	97.2%

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

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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





03/23/2016

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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
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No Data to Display

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## 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%

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## NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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## NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

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## 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
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
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 Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
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 of Educational Progress (NAEP) 2015 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	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	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), 2015 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	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
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), 2015 Reading Assessment.

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## 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
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
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	0	0	0	0	0
Hawaiian/Pacific 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), 2015 Reading Assessment.



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## 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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0