

Livonia Public Schools

Holmes Middle School

2024-2025 Annual Education Report



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Holmes Middle School

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Kristyn Cousino, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 education process for Holmes Middle School. The AER addresses the complex reporting information required by federal law 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 Kristyn Cousino, Principal of Holmes Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site [Holmes Website](#) or you may review a copy by contacting the Holmes Middle School office.

For the 2024-2025 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

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 and is required to be presented in MDE format.

Holmes Middle School continues to address the low performance scores of the Bottom 30% and our students with disabilities in science, math, and social studies. The key initiatives include co-taught and support classes for struggling students, after-school help sessions weekly, implementation of the common core curriculum, and providing resource room hours daily for those students who qualify. These initiatives are intended to accelerate the student achievement of our two subgroups that are not meeting our school's proficiency targets.

State law requires that we also report additional information as found on the following pages.

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

Sincerely,

Kristyn Cousino,
Holmes Principal

Livonia Public Schools 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 and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

Holmes Middle School offers exceptional educational opportunities within a school community which promote a passion for learning and a philosophy that puts the needs of children first.

VISION

Shaping tomorrow today.

BELIEFS

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 672 students in grades 7 and 8 with two administrators. The principal of Holmes Middle School is Kristyn Cousino, and the assistant principal is Deb Dykstra. There are 34 professional teaching staff members, a media specialist, and 2 counselors.

In addition, there are the following professional support staff: school psychologist, school social worker, student assistance support person, speech and language therapist, 3 resource classroom teachers, 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.

ASSIGNING PUPILS TO THE SCHOOL

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

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school, work cooperatively to improve student achievement. An analysis of student achievement data led Holmes Middle School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Our school improvement goals for 2023-2025:

1. Students will use models to develop and defend scientific claims.
2. Students will improve their understanding and application of specialized vocabulary associated with informational text(s).
 - Students will demonstrate a proficiency in the ability to read and comprehend literary and informational text independently in English Language Arts by 05/29/2025 as measured by State Assessments.
3. Students will be able to effectively develop and write claims across the content area(s).
4. Students will be able to increase their Algebraic thinking skills .

Our school improvement goals for 2022-2023:

1. Students will use models to develop and defend scientific claims.
2. Students will improve their understanding and application of specialized vocabulary associated with informational text(s).
 - a. Students will demonstrate a proficiency in the ability to read and comprehend literary and informational text independently in English Language Arts by 05/29/2025 as measured by State Assessments.
3. Students will be able to effectively develop and write claims across the content area(s).
4. Students will be able to write and solve algebraic equations.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool and a Great Start Readiness Program (GSRP) are located at Livonia Early Childhood Center and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood Center. 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 reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on 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

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, I Ready Diagnostic Assessment, and PSAT 8.

The following charts shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year. This diagnostic is administered three times a year in reading and math.

i-READY READING		
Percent of Students Mid or Above Grade Level		
2024	Grade 7	Grade 8
Holmes	34%	30%
District	32%	29%
2023	Grade 7	Grade 8
Holmes	34%	32%
District	32%	29%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics		
Percent of Students Mid or Above Grade Level		
2024	Grade 7	Grade 8
Holmes	23%	15%
District	24%	20%
2023	Grade 7	Grade 8
Holmes	20%	20%
District	22%	22%

STATE ASSESSMENTS

The PSAT 8 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to eighth and ninth graders. The purpose of the PSAT 8 is to establish a starting point in terms of college and career readiness as students transition to high school. All eighth graders take the PSAT 8 as a part of the State of Michigan's assessment system (M-STEP).

PSAT		
8th Grade		
2024	Evidence Based Reading & Writing	Mathematics
Holmes	77%	46%
District	72.8%	40.3%
2023	Evidence Based Reading & Writing	Mathematics
Holmes	76%	53%
District	65%	44%

The Michigan Student Test of Educational Progress, or M-STEP, is a 21st Century computer-based assessment designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do to be prepared to enter the workplace, career education training, and college.

M-STEP 7th Grade		
2024	English Language Arts	Mathematics
Holmes	60.5%	55.8%
District	52.4%	47%
2023	English Language Arts	Mathematics
Holmes	58%	53%
District	51.3%	43.2%

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.

During the 2024-2025 school year, 51% of our parents (334 students represented) attended fall conferences. These conferences were held virtually.

During the 2023-2024 school year, 45% of our parents (302 students represented) attended fall conferences and 48% (324 students represented) of parents attended the fall Curriculum Night. We offered a building walk-through which was well attended by families. In addition, staff communicated curriculum expectations during their instructional time.

All families receive school information and updates via email, "e-blast mailout" from the office to ensure families are kept abreast of school happenings. In addition, parents may also access their student's grades and attendance through a secure website.

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

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

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 child 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) 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.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data-Holmes](#) will take you to the reports provided by the Michigan Department of Education for Holmes Middle School.