

December 2008

Our School

- Computers in every classroom
- Science lab
- Cafeteria
- Playground
- Fully includes students with disabilities
- Small class size of 15 - 18 students
- Auditorium/Gym
- Musical band and chorus
- Well stocked library

Uniform Policy: Mandatory - White top and navy blue bottom

Our Partners

- Boston Nature Center
- Environmental Science School
- Federal Reserve Bank Volunteers
- Harvard & BPS Three-to-Third Project
- Holmes BPS Parent-Child Playgroups
- Milton Academy Volunteers
- Peace Games Inc.
- ReadBoston
- VSA Arts
- Wheelock College

Awards, Honors and Distinctions

- 2 National Board Certified Teachers
- Early Childhood Principal Fellowship
- Environmental Science School
- VH1: Save the Music Grant
- VSA arts

Our Students (SY 2007-2008)

Total enrollment:	200 students		
Black	75.0%	Regular Education	66.5%
Hispanic	16.5%	Special Education	33.5%
White	5.0%	Bilingual Education	0.0%
Asian	1.5%		
Other	2.0%		

Average daily student attendance:	94.8%
Students promoted to next grade:	98.5%
Student mobility rate:	15.1%
Annual student dropout rate:	N/A
Students suspended:	7

Our Staff (SY 2007-2008)

Total staff:	34	Black	50.0%
Staff-to-student ratio:	1:10	Hispanic	11.8%
Average daily staff attendance:	94.0%	White	38.2%
		Asian	0.0%
		Native American	0.0%

Number of teachers:	19
"Highly qualified" teachers:	100.0%
Teachers licensed in Mass.:	100.0%
Core academic courses taught by "highly qualified" teachers:	100.0%

2008 "Adequate Yearly Progress" (AYP) under No Child Left Behind (NCLB)

Is our school making AYP in English Language Arts (ELA) and Mathematics for all students and subgroups?

	All Students (Aggregate)	Limited English Proficient	Special Education	Free/Reduced Priced Lunch	Black	Asian/Pacific Islander	Hispanic	White
ELA	Yes	NA	NA	Yes	Yes	NA	NA	NA
Math	Yes	NA	NA	Yes	Yes	NA	NA	NA

Our school is in the following NCLB category for **ELA**:

No Status	Needs Improvement	Corrective Action	Restructuring
✓			

Our school is in the following NCLB category for **Mathematics**:

No Status	Needs Improvement	Corrective Action	Restructuring
✓			

What Makes Our School Special?

The Holmes School is an inclusion school. Our mission is to educate our students in a safe, nurturing environment that encourages creativity and self-esteem and maximizes students' academic achievement within a learning community. We offer small class size, full day K1 and K2. The building has a bright, cheerful atmosphere and the advantages of a Library/Media Center, a Science Laboratory, playground, auditorium/gym and a cafeteria. Our performing arts program, which comprises music, chorus, and art, encourages our students to explore their different talents. We also have a flourishing science program.

What Kinds of Parent Support and Resources Does Our School Provide?

Parents are welcomed at the Holmes. We invite parents to attend Open House events, publishing parties, parent conferences, student assemblies, parent breakfasts and performing arts recitals. Parents are offered workshops on educational issues, as well as TERC Investigations training twice a year. We are part of the Technology Goes Home Initiative. We have an active Parent Council. Our Family and Community Day Celebration at the end of the school year is an event that unites our school community.

How are We Preparing Our Students for Educational Success?

At the Holmes, we believe all children can be successful. Our academic focus in literacy is the use of Readers' and Writers' Workshop. Teachers work with a literacy specialist, visit one another's classrooms and receive extensive professional development in literacy. A central bookroom, classroom libraries and the Holmes Library/Media center provide teachers and students with additional resources.

Teachers receive on-going training in the use of the TERC Investigations, a mathematics curriculum that focuses on solving meaningful mathematic problems. Teachers teach 70-100 minutes of math daily. We have an additional

dedicated math teacher to further support students and teachers in math. Volunteers from the Federal Reserve Bank of Boston also provide one-to-one MCAS tutoring for students in grade 4.

Students attend additional classes in science, music, library, art and technology each week. Our science program is supported by resources from the Museum of Science, the New England Aquarium, the Franklin Park Zoo and the Children's Museum. Our partnership with the Boston Nature Center provides continual professional development, classroom support and Science curriculum planning.

Extra support is offered to children in need. Our reading specialist provides one-to-one tutoring and small group instruction to students in grades 2 through 5. Two inclusion specialists support the classroom teachers and provide small group instruction. Staff members are trained in remedial reading programs to offer additional help. Our Student Support/Inclusion Team of academic specialists convenes weekly to discuss students' academic and social development issues.

We offer support to families through a surround care program from 7:30am and ends as late as 5:30pm. Students are able to complete homework and socialize with friends. Parent workshops are held to connect learning in the classroom to learning at home.

Our goal is to work with all available resources to meet the varied needs of the students, their families and the communities we serve.

Directions to the School

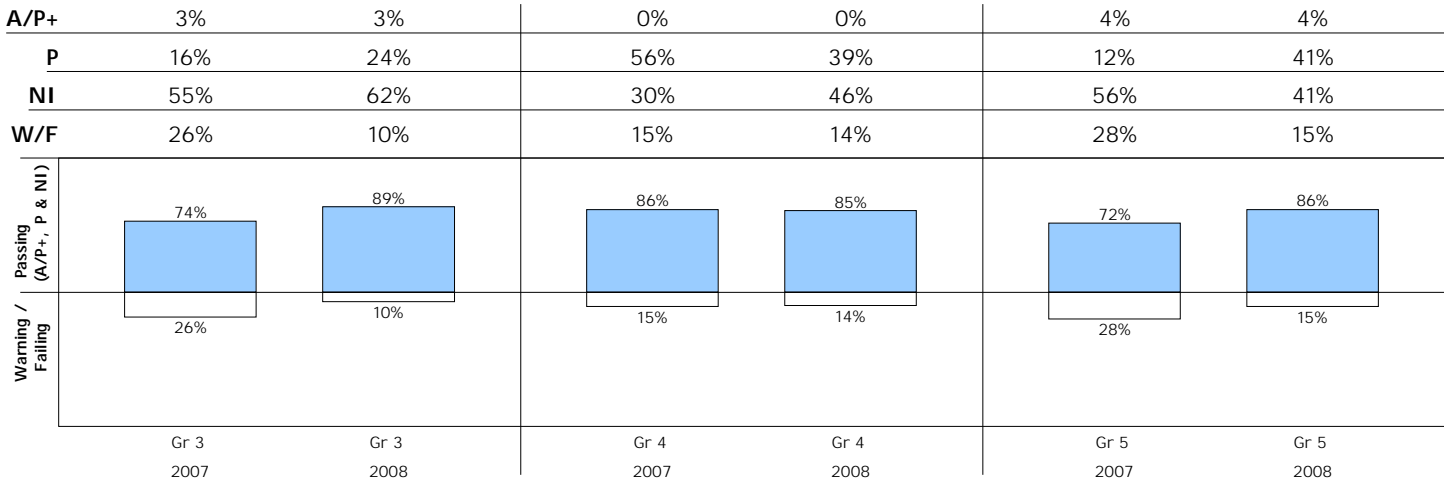
From Ashmont Station take Dudley via Washington bus (Rte. 23) to School Street. From Park Street Station take Red Line train to Ashmont. Proceed as above. From Dudley Square or Ruggles Stations take Ashmont via Washington bus (Rte. 23) to School Street.

Massachusetts Comprehensive Assessment System (MCAS) Results: 2-Year Trends

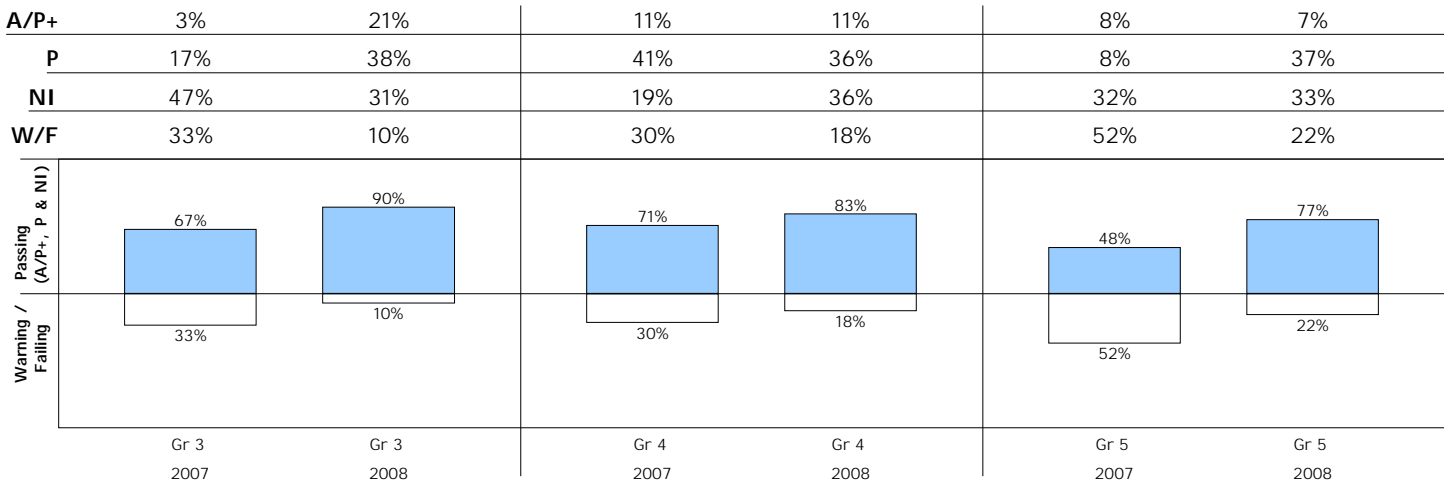
The graphics below show our MCAS results in English Language Arts, Mathematics and Science from the past two school years, with the percentages of students scoring at each of the four performance levels. NOTE: Grade 10 Science and Technology/Engineering results represent the highest performance level attained by class of 2010 students in grades 9 or 10 in any of the four subjects (Biology, Chemistry, Introductory Physics, and Technology/Engineering). In addition, only students enrolled in the same school since October 2006 are included in school-level results.

A/P+ = Advanced/Above Proficient P=Proficient NI = Needs Improvement W/F = Warning/Failing

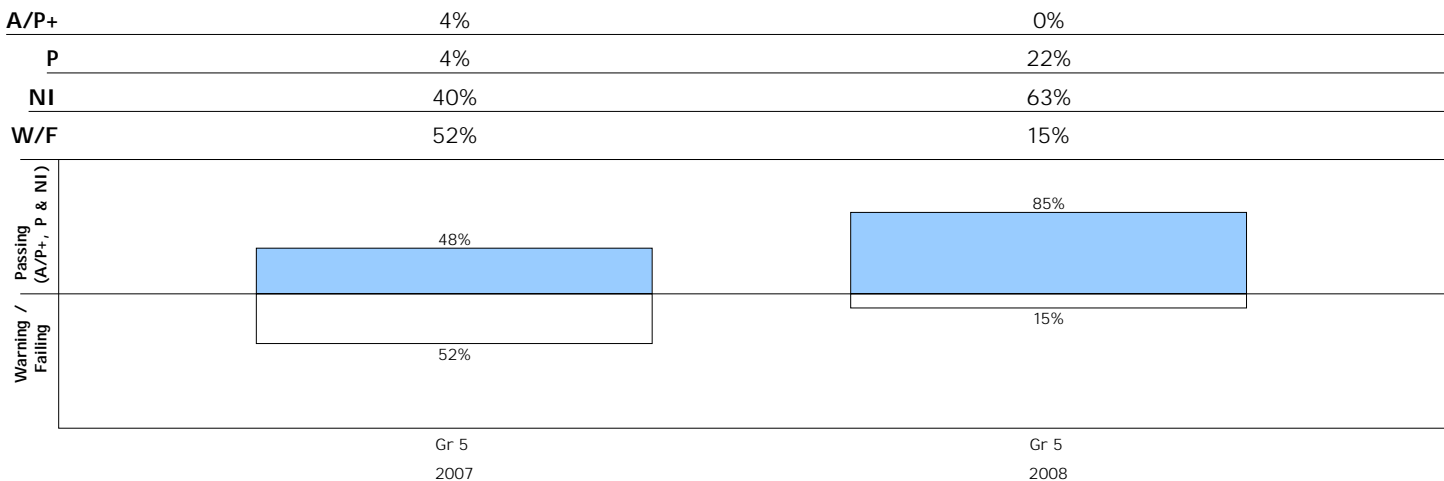
English Language Arts



Mathematics



Science



Performance of Various Student Groups on MCAS Spring 2008: School, District and State

The charts below show Spring 2008 MCAS results in English Language Arts, Mathematics and Science for each grade level tested, compared with district and state averages. Results at the school level include percentages of students (by program, race and income level) scoring at each of the four performance levels:

A/P+ = Advanced/Above Proficient **P** = Proficient **NI** = Needs Improvement **W/F** = Warning/Failing

ELA	Grade 03					Grade 04					Grade 05				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	NA	NA	NA	NA	NA	10	0	20	70	10	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	24	4	21	63	13	17	0	35	47	18	22	5	45	32	18
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	24	4	17	67	13	25	0	40	48	12	21	5	33	43	19
SCHOOL	29	3	24	62	10	28	0	39	46	14	27	4	41	41	15
DISTRICT	3935	6	23	45	26	3925	2	23	48	27	3520	6	31	43	20
STATE	70284	15	41	33	11	71162	8	41	39	13	70644	13	48	30	8

NA: Fewer than 10 students

Mathematics	Grade 03					Grade 04					Grade 05				
	Students	% By Perf. Lvl.				Students	% By Perf. Lvl.				Students	% By Perf. Lvl.			
	#	A/P+	P	NI	W/F	#	A	P	NI	W/F	#	A	P	NI	W/F
STUDENT STATUS															
W/ Disabilities	NA	NA	NA	NA	NA	10	0	50	30	20	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
RACE/ETHNICITY															
Afr.Am./Black	24	21	38	29	13	17	12	29	35	24	22	5	45	32	18
Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Nat. Am.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F/RP LUNCH	24	21	38	29	13	25	12	32	36	20	21	10	38	29	24
SCHOOL	29	21	38	31	10	28	11	36	36	18	27	7	37	33	22
DISTRICT	3939	10	26	32	32	3943	9	21	47	23	3528	11	22	34	34
STATE	70393	25	36	25	14	71450	20	29	38	13	70748	22	30	30	17

NA: Fewer than 10 students

Science

Grade 05

	Students	% By Perf. Lvl.			
	#	A	P	NI	W/F
STUDENT STATUS					
W/ Disabilities	NA	NA	NA	NA	NA
ELL	NA	NA	NA	NA	NA
RACE/ETHNICITY					
Afr.Am./Black	22	0	23	68	9
Asian	NA	NA	NA	NA	NA
White	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA
Nat. Am.	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
F/RP LUNCH	21	0	24	62	14
SCHOOL	27	0	22	63	15
DISTRICT	3525	3	14	46	37
STATE	70689	17	33	38	12

NA: Fewer than 10 students

Additional Performance Indicators

Individual Student Success Plans (ISSP) Spring 2008

Students eligible for ISSP: 36 63.2% of school
 Students receiving ISSP: 34 94.4% of eligible students

Special Education services and programs (Spring 2008) should be recommended within the least restrictive environment:
 Our school is a full inclusion school, where all students with disabilities are enrolled in general education classes.