

# HOLBROOK HIGH SCHOOL PROFILE



Mailing Address:	PO Box 640, Holbrook, Arizona 86025	
Shipping Address:	1101 W. Arizona, Holbrook, AZ 86025	
Physical Address	455 N. 8 <sup>th</sup> Ave, Holbrook, Arizona	
Phone:	(928) 524-2815	
Mascot:	Roadrunner	
Motto:	Motto: <b>H</b> elping students <b>H</b> elp themselves <b>S</b> ucceed	
Principal:	Mr. Lance Phatuross	
Assistant Principal:	Dr. Charlie Haussman	
Assistant Principal:	Mr. Dan Nielson	
Secretary:	Ms. Veronica Dale	
Teaching Staff:	<b>English Department</b>	Ms. Emma Hubbard
	Mrs. Faith Caffey	Mr. Justin Madden
	Mr. Erik Carlson	Mr. Luke Weeks
	Mrs. Kim Edwards	Mr. Cary Simpson (Resource)
	Mrs. Meghan (Payne) Evans	Ms. Melicia Thompson (ELL-Rdg)
	<b>Math Department</b>	
	Mr. William Bain	Mr. Jeff Strong
	Mr. Dereck Eckman	Mrs. Shirley Yazzie
	Mrs. Ramie Hatch	Mrs. Vicky Craig (Resource)
	Mr. Jerald Nez	
	<b>Science Department</b>	
	Mrs. Ashley Mitchell	Dr. Wendy Woodward
	Mr. Caleb Moorhead	
	Ms. Janie Sandoval	
	Mr. Frank Stacey	
	<b>Social Studies Department</b>	
	Mrs. Shannon Knight	Mr. Tobias Herndon (Resource)
	Mr. Dan Mitchell	
	Mr. Nick Moyte	
	Mrs. Susan Nafziger	
	Mr. Stan Shumway	
	<b>Music Department</b>	
	Mr. Kyle Gardner	
	Mrs. Sarah Meeks	
	Mr. Chris Obren	

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	<b>Physical Education Department</b>	
	Mrs. Leslie Baldonado	
	Mr. Greg Perkins	
	<b>Art Department</b>	
	Mr. Dwayne Hawk	
	<b>Career and Technical Education</b>	
	Mrs. Cheryl Carlson	
	Mr. Dale Larsen	
	Mrs. Ginny Novell	
	Mr. Jeremy Madison	
	Mr. Jim Mendell	
	Mr. Richard McPherson	
	Mr. Adrian Tubbs	
	<b>Phenix School</b> Mr. Jim Cox	
	<b>Academic Advisors- Counselors</b>	
	Mrs. Donna Campbell	
	Mr. Paul Demuth	
	Ms. Amber Dennis (GEAR UP)	
	Ms. Cindy Percy	
	<b>Low Incidence</b> Mrs. Carey Kester	
	<b>Sch Nurse</b> Mrs. Lona Haussman	

There are forty-five certificated teachers on staff (forty one full-time while three music teachers and a Navajo language teacher split duty between HHS and HJHS). Of those teachers twenty-eight have Bachelor degrees, fourteen have Master degrees, one has a Doctorate, and two have alternate CTE certifications without Bachelor degrees. Three teachers at Holbrook High School have obtained National Board Certification. The teaching faculty at Holbrook High School has the following levels of teaching experience: 1-5 years = 10; 6-10 years = 10; 11-15 years = 10; 16-20 years = 0; and 21+ years = 15.

There are three licensed counselors with Master degrees. The Principal and Dean of Students hold Master degrees while the Assistant Principal has a Doctorate. The current administrative team is in its tenth year of operation.

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## Enrollment

OVERALL (September 3, 2015)	M	F
9 <sup>th</sup> Grade	93	100
10 <sup>th</sup> Grade	101	90
11 <sup>th</sup> Grade	72	80
12 <sup>th</sup> Grade	105	82
Native American	240	245
Anglo	73	59
Hispanic	45	40
African American	7	4
Asian	1	1
F/R Lunch %	236	226

\*Two or more races = 8 students

**Class Sizes** range 15-28 in English, math, social studies, and science and other classes have been analyzed and adjusted in order to maximize resources via Academic Support and Math Lab additions.

## School-wide programs

Sports	After School Tutoring and Credit Recovery	School Day Enrichment, Support and Credit Recovery	Student Council	School Day Reading and Writing Interventions
<p>Fall: 3 boys (football, soccer, and cross country) and 3 girls (soccer, volleyball, and cross country)</p> <p>Winter: 2 boys (basketball and wrestling in which girls are eligible to wrestle) and 1 girl (basketball)</p> <p>Spring: 3 boys (baseball, track, and golf) and 3 girls (softball, track and golf)</p> <p>*Co-ed spirit line and chess offered as well</p>	<p>Title I Math</p> <p>Power of All Lunch, General, ACT &amp; AZELLA</p> <p>JOM 8<sup>th</sup> Hour</p>	<p>Academic Support &amp; Knowledge</p> <p>Math Lab</p> <p>College Readiness</p> <p>Academic Coach</p> <p>Dual Enrollment</p> <p>Eng. and History CR</p> <p>Phx School and HHS Phx School Platform</p>	<p>Leadership class period embedded in school day</p>	<p>ELL/Reading Support</p> <p>Writing Lab</p>

# HOLBROOK HIGH SCHOOL PROFILE

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## Four-Year and Five-Year Graduation Rate Data

### 2012 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	86% 142/165	80%
Native American	87% 90/104	70%
White	84%	86%
Hispanic	100%	75%
SPED	87%	74%

### 2013 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	80% 131/164	75%
Native American	75% 78/104	61%
White	93% 38/41	83%
Hispanic	85% 11/13	69%
SPED	64% 7/11	63%

### 2013 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	87% 141/162	79%
Native American	83% 86/103	68%
White	98% 39/40	85%
Hispanic	85% 11/13	75%
SPED	73% 8/11	73%

### 2014 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	83% 133/161	75%
Native American	81% 87/108	62%
White	93% 25/27	82%
Hispanic	77% 17/22	70%
SPED	93% 13/14	63%

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## 2014 Five-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	89% 143/160	80%
Native American	89% 95/107	70%
White	100% 27/27	85%
Hispanic	77% 17/22	76%
SPED	94% 15/16	73%
Bottom 25%	92% 35/38	87%

## 2015 Four-Year

Demographic Group	HHS Graduation Rate	State Graduation Rate
All	86% 162/189	76%
Native American	86% 116/135	66%
White	81% 22/27	82%
Hispanic	91% 21/23	72%
SPED	94% 17/18	64%
Bottom 25%	89% 42/47	85%

\*African-American Four-Year Aggregate Graduation Rate (2010-2015): 83% (15/18)

\*African-American Five-Year Aggregate Graduation Rate (2009-2014): 89% (16/18)

## Dropout Rate Data

### 2013

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	6.3% 51/812	3.5%
Native American	7.9% 44/558	7.5%
White	.7% 1/149	2.2%
Hispanic	3.6% 3/84	4.4%
SPED	6.9% 5/72	3.8%
African American	7.7% 1/13	3.6%

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### 2014

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	3.2% 25/778	3.2%
Native American	3.3% 18/549	6.7%
White	2.4% 3/124	2.1%
Hispanic	3.4% 3/88	3.9%
SPED	3.1% 2/64	3.6%
African American	0% 0/10	3.6%

- **2015**

Demographic Group	HHS Drop Out Rate	State Drop Out Rate
All	3.8% 30/786	3.5%
Native American	4.4% 24/545	6.9%
White	1.5% 2/130	2.5%
Hispanic	4.3% 4/92	4.1%
SPED	5.4% 4/74	4.0%
African American	0% 0/8	0%



ADE "B" letter grade for 2012-13 and 2013-14 school years.

AdvancED accreditation re-issued during 2014-15 school year.

# HOLBROOK HIGH SCHOOL PROFILE

## HHS Postsecondary Education and Career Readiness Conceptual Framework

HHS Postsecondary Goal: 75% of our graduates will enroll in a postsecondary educational institution (4-year university, 2-year community/junior college, 1-year vocational school, or the military) or enter the work force via their NAVIT or HHS CTE credentials.

**“The 5 A’s”**: Awareness, Application, Financial Aid, Acceptance, and 1<sup>st</sup> year Accomplishment.

### Reaching the Determination level of the Aspiration’s Model:

<p><u>Imagination</u></p> <p>Sets goals for the future but does not put forth the effort to reach those goals.</p>	<p><u>Determination</u></p> <p>Sets goals for the future and puts forth effort in the present to reach those goals.</p>
<p><u>Hibernation</u></p> <p>Has no goals for the future and puts in no effort in the present.</p>	<p><u>Perspiration</u></p> <p>Works hard in the present, but has no goals for the future.</p>

Quaglia Institute

### Three (3) Key Student Questions:

- 1) What are your future career plans?
- 2) What are your postsecondary education plans (*What do you want to learn more about?*) that will allow you to reach your future career goals?
- 3) What are you doing now to prepare yourself to successfully complete your postsecondary educational needs and reach your future career ambitions?

**HHS Three-Step Education and Career Action Plan Reaching the Determination Component of the Aspirations Model!**

#1 Discover your <b>ELEMENT</b> (Sir Ken Robinson)!	
Natural Aptitudes (What are you good at?)	Personal Passions (What do you love to do?)

#2 Research <b>CAREERS</b> that align with your Element and describe the <b>POSTSECONDARY EDUCATION (credentials/skills/training)</b> that will be required to enter those careers.
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#3 Identify <b>PRESENT EFFORTS</b> you can perform in order to reach your postsecondary education and career goals.	
HHS <i>Strategic Scheduling</i>	Co-curricular and Outside-of-School Activities

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*Strategic Scheduling* Aim: To better reach the Determination stage of the Aspirations Model by scheduling meaningful courses at HHS, which are relevant to the student's graduation map, postsecondary Education and Career Action Plan (ECAP), and curiosity.

## **ECAP AZCIS Action Plan:**

- **9<sup>th</sup> grade** CTE Industrial Rotation: Reflect on HHS ECAP Model and record information onto AZCIS; provide parents/guardians AZCIS information.
- **10<sup>th</sup> and 11<sup>th</sup> grade** World and American History: Review HHS ECAP Model and update HHS ECAP and AZCIS portfolio; research global and historic career trends pertaining to students' ECAP information.
- **12<sup>th</sup> grade English:** Review HHS ECAP Model and revise and update AZCIS portfolio and complete senior research essay pertaining to postsecondary education and career action plan.

## **Other Key Postsecondary ECAP Platforms**

- College Readiness course
- Personal Finance course
- NAVIT/CTE programs
- Dual Enrollment courses
- ACT tutorial program
- Upward Bound
- HHS Postsecondary Education and Career Readiness scaffold: "Four Key Dimensions" -- key cognitive strategies, key content knowledge, academic behaviors, and postsecondary contextual and awareness skills [college knowledge] (David T. Conley).
- College Tour (generate key questions)
- Career Center
- Financial Aid and Scholarship Information Nights
- FAFSA Navigation Nights
- School-wide spring *Strategic Scheduling* Professional Development and Instruction
- Navajo language course Chief Manuelito SLO focus
- FAFSA facilitation in Economics course
- Postsecondary Education and Career Readiness visuals displayed in hallways, classrooms, and building entrances
- Senior Postsecondary Education Application Day
- Post-High School platform (Call every graduating senior from prior school year and assess what they are doing now via the following categories: 4-year university; 2-year junior college; 1-year vocational training; military; working under CTE/NAVIT credentials; working; idle) and inform students/parents, especially idle and working (non-CTE/NAVIT credentialed work) graduates, that we are still here to assist them in their postsecondary education and career planning and, as a result, they can give Ms. White or Ms. Percy a call at school to set up an appointment to better analyze and discuss their future.



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## **Instruction and Assessment School Improvement Focus:**

Teacher self-analysis of **HHS effective/highly effective indicators** and 2014-15 evaluation feedback in order to construct a professional growth plan to be applied during the 2015-16 school year evaluation process.

Create **collaborative learning communities** to improve instruction and learning.

Create and implement **school-wide assessment systems** to ensure consistent and reliable measurement of student learning and growth.

Develop and implement a comprehensive plan to **systematically train professional and support staff in the evaluation, interpretation and use of data.**