

*HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY*

HOLBROOK UNIFIED SCHOOL DISTRICT #3

**ACHIEVEMENT AND PARTICIPATION STUDY**

HUSD #3 Governing Board Report



**Helping Unique Students Develop**

by

Dr. Koerperich  
October 2014

## ***HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY***

The Holbrook Unified School District is a very diverse school district. Our motto: ***“Helping Unique Students Develop”*** signifies the diversity that our district builds upon. Diversity is our strength through our demographics, district boundaries, financial resources, and socioeconomic makeup.

The following items outline the diversity of our school district:

Student body: 2,007 students K-12 (May 2014)

Geographic boundaries: 1,500 square miles

Socioeconomic makeup: 70% F/R

Ethnicity:  
64% Native American  
21% White  
12% Hispanic  
2% Black  
>1% Asian

Teaching staff: 150 certified teachers

Certified Support staff: 10 counselors/support coaches

Classified Support staff: 130 support staff personnel

Administration:  
5 principals  
3 assistant principals

Special Education: 1 director

Indian Education: 1 director

Technology personnel:  
1 director  
2 technicians

District Office personnel:  
1 superintendent  
1 business manager

## ***HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY***

Holbrook Unified School District educates approximately 2,100 students each year. This report identifies the population of 3<sup>rd</sup>-10<sup>th</sup> grades. The significance of tracking 3<sup>rd</sup>-10<sup>th</sup> grade is the impact of these grade levels on AIMS data. The following data will outline breakdowns of ethnicity, student achievement, and participation rates from our diverse population. We hope this data supports our accomplishments in meeting our overall mission to: **H**elp **U**nique **S**tudents **D**evelop in the Holbrook School District.

It should be recognized that our goal is to analyze influences on student achievement, which includes: 1) the ethnic makeup of our student body, 2) the diversity in socioeconomics throughout our district and 3) the aspirations of the students that we serve.

We hope you find this report valuable in better understanding those that we serve and how well we serve their educational needs.

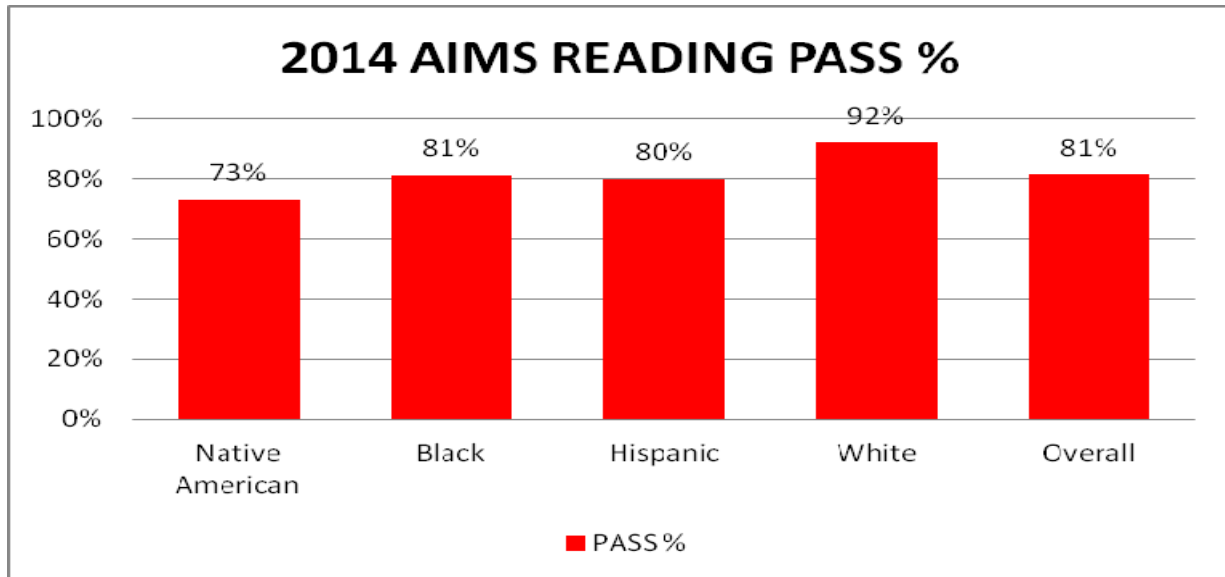
### **3<sup>rd</sup>-10<sup>th</sup> Grade Ethnic Make up**

**Holbrook Unified School District educates approximately 1,050 students in grade 3 through 10. Native Americans make up 64% of our 3<sup>rd</sup>-10<sup>th</sup> grade population. The second largest ethnic group, White, is comprised of 21% of our overall population. Hispanic students comprise 12% of our overall population and Black and Asian students make up approximately 3% of the overall district population in 3<sup>rd</sup>-10<sup>th</sup> grades.**

**The data reflects all students that were enrolled in grades 3-10 by the 10<sup>th</sup> day of school and remained in school the entire academic school year. These students are considered Full Academic Year (FAY) students.**

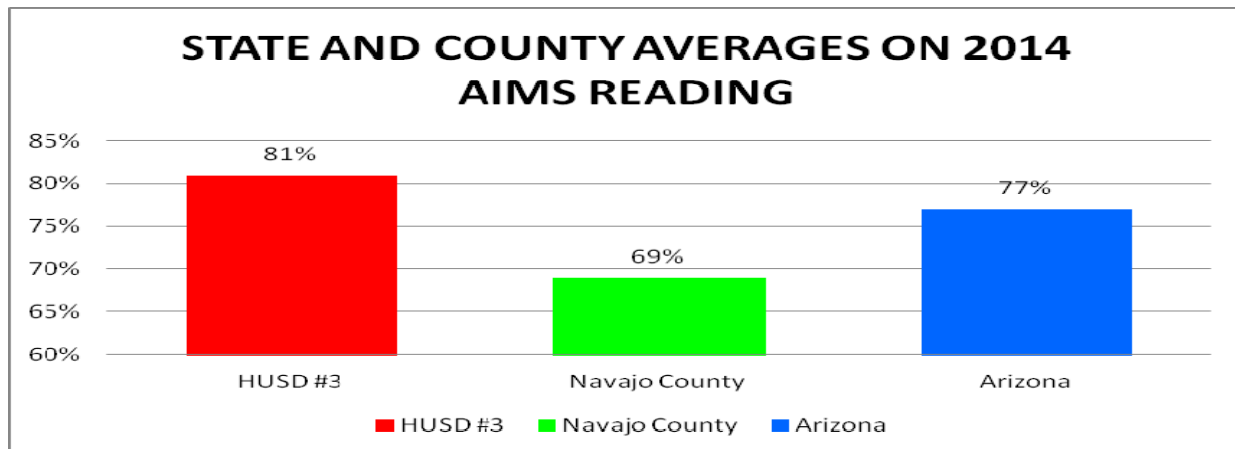
**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**

**2014 AIMS READING**



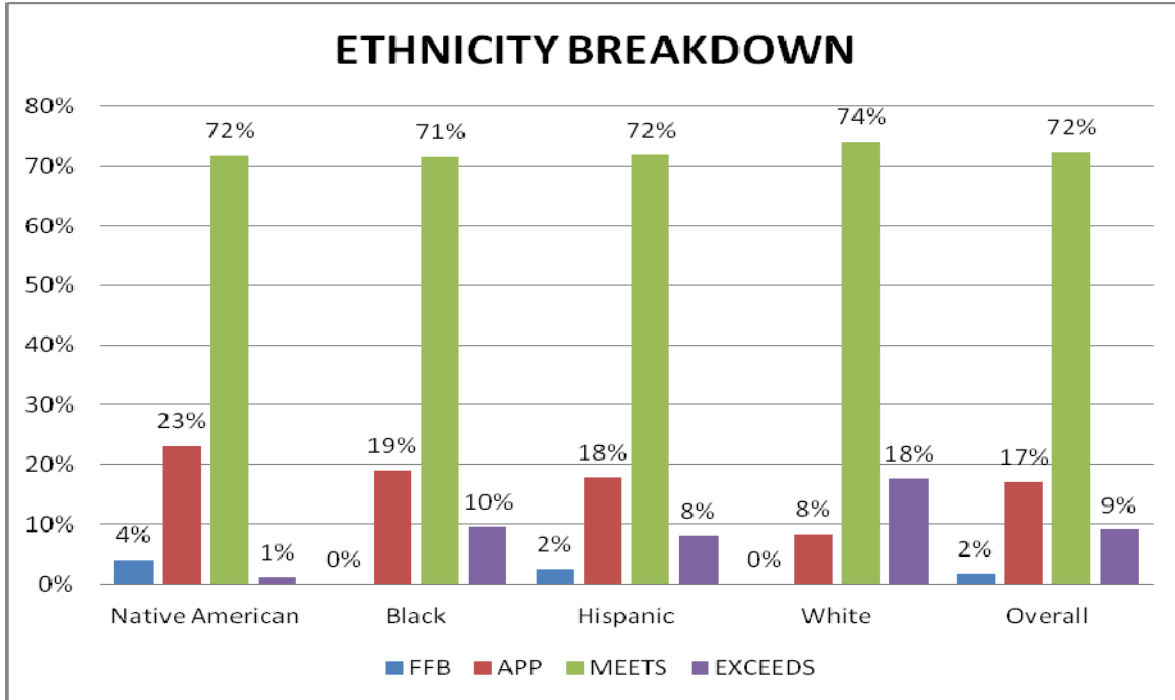
For the 2014 AIMS reading test, 762 out of 976 Full Academic Year (FAY) students that took the AIMS reading test **passed** the reading portion of the AIMS assessment. This equates to an 81% passing rate, up 9% from last year.

*\* The total population of students tested depends on valid scoring of tests excluding AIMS-A, students not taking the assessment, invalid scoring, and other variables that may exclude tests from being counted. FAY student must be enrolled on the 10<sup>th</sup> day of school and remain in school the entire academic year to be counted as Full Academic Year students.*



**HUSD #3 exceeded both the state and Navajo County averages for percentage passing on the 2014 AIMS reading assessment.**

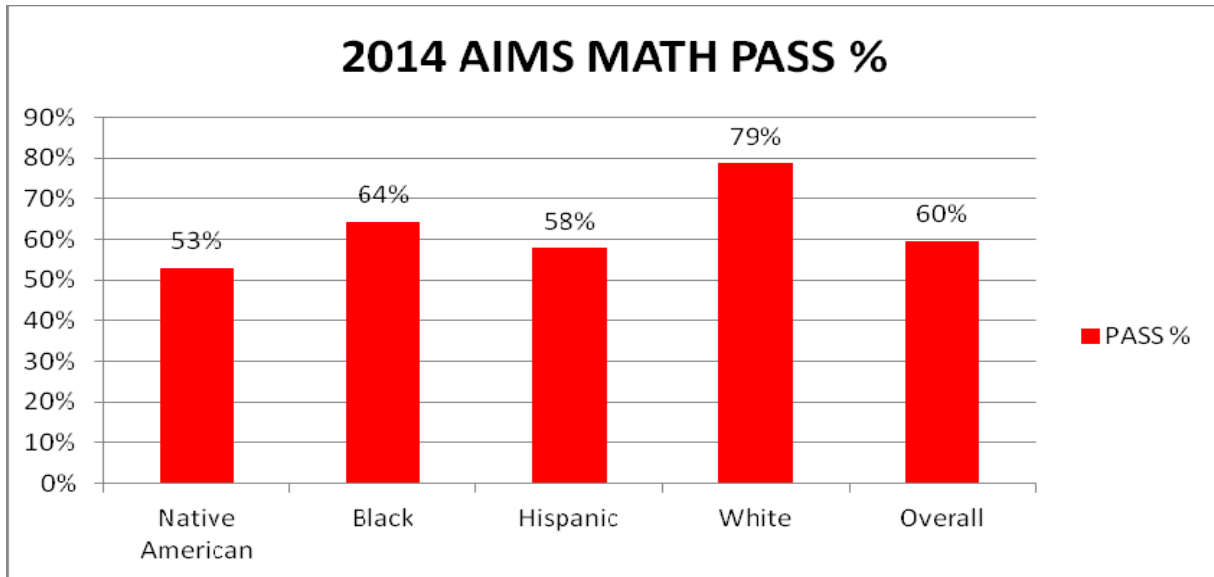
**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**



For the 2014 AIMS reading, the percentage of students that met the standards in each ethnic group was similar. White, Black and Hispanic students tended to exceed the standards at a greater rate than Native American students. Native American and Hispanic students rated similarly in the Falls Far Below category on the 2014 AIMS reading assessment.

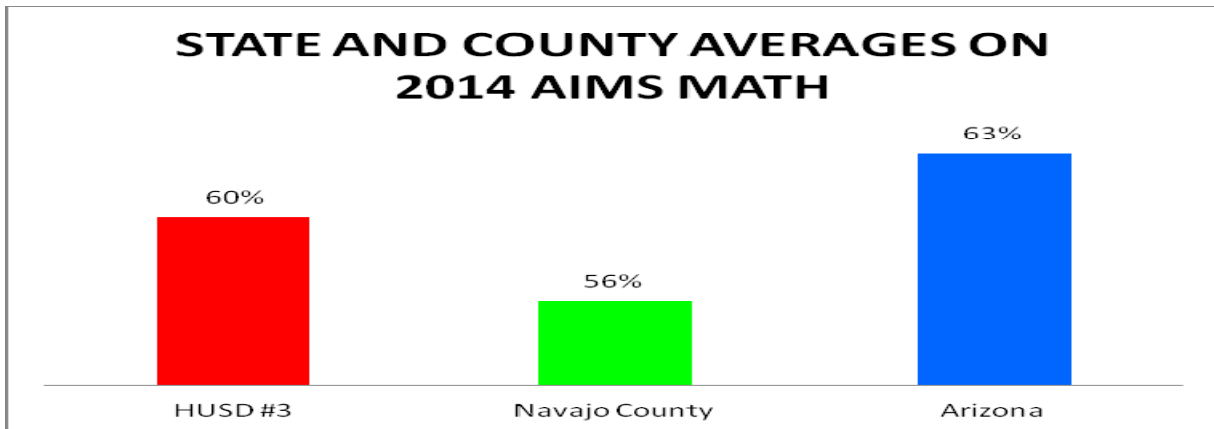
**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**

**2014 AIMS MATH**



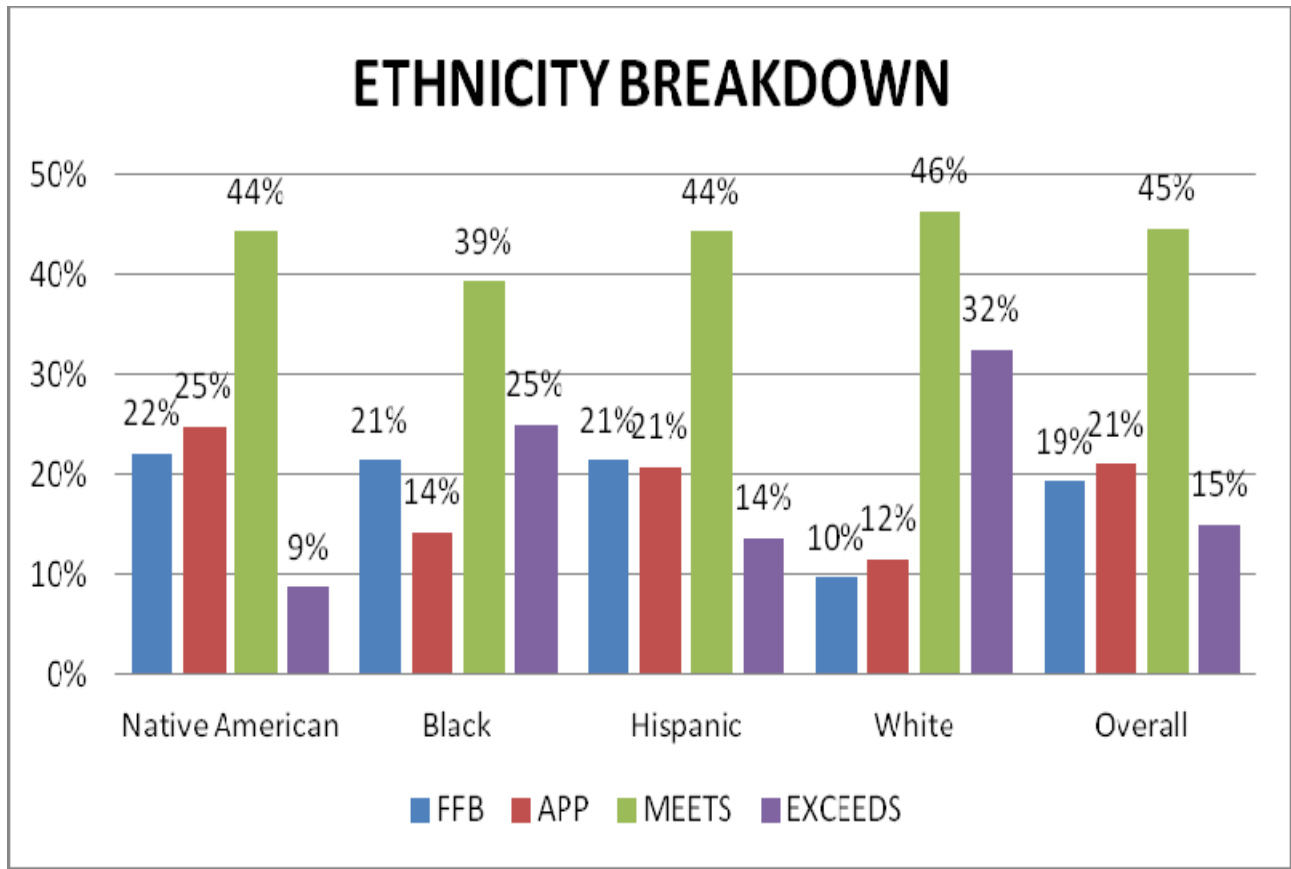
For the 2014 AIMS math test, 590 out of 989 Full Academic Year (FAY) students that took the AIMS math test **passed the AIMS math test**. This equates to a 60% passing rate which is up 4% from 56% in 2013.

*\* The total population of students tested depends on valid scoring of tests excluding AIMS-A, students not taking the assessment, invalid scoring, and other variables that may exclude tests from being counted.*



**HUSD #3 exceeded the Navajo County passing rate by 4% and fell slightly below the state average of 63%.**

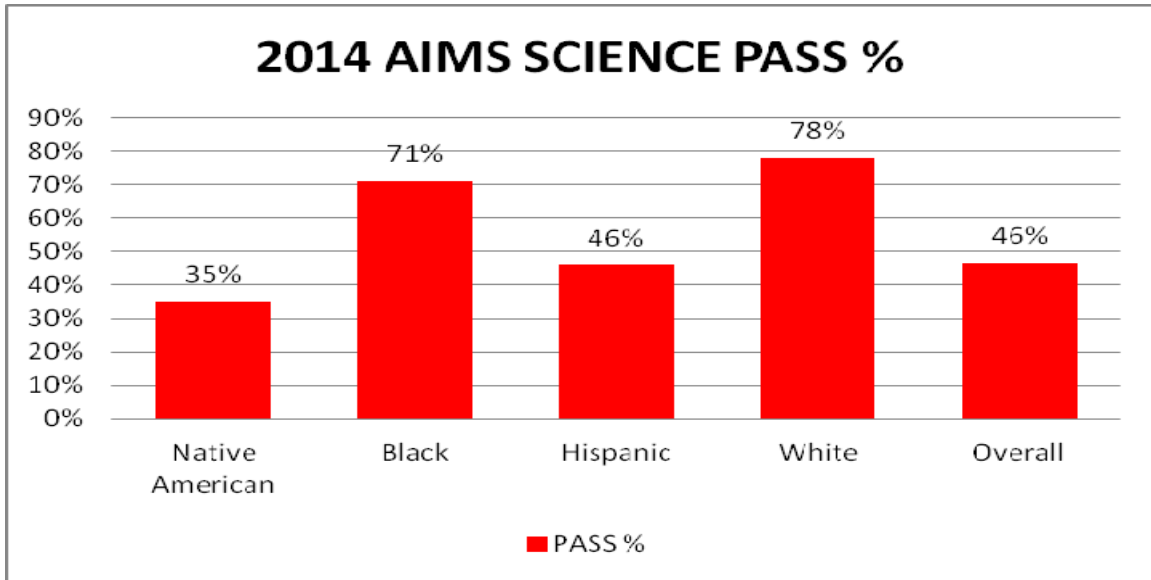
**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**



For the 2014 AIMS math, the percentage of students that met the standards in each ethnic group was similar. White and Black students tended to exceed the standards at a greater rate. Native American, Black and Hispanic students all rated similarly in the Falls Far Below category on the 2014 AIMS math assessment.

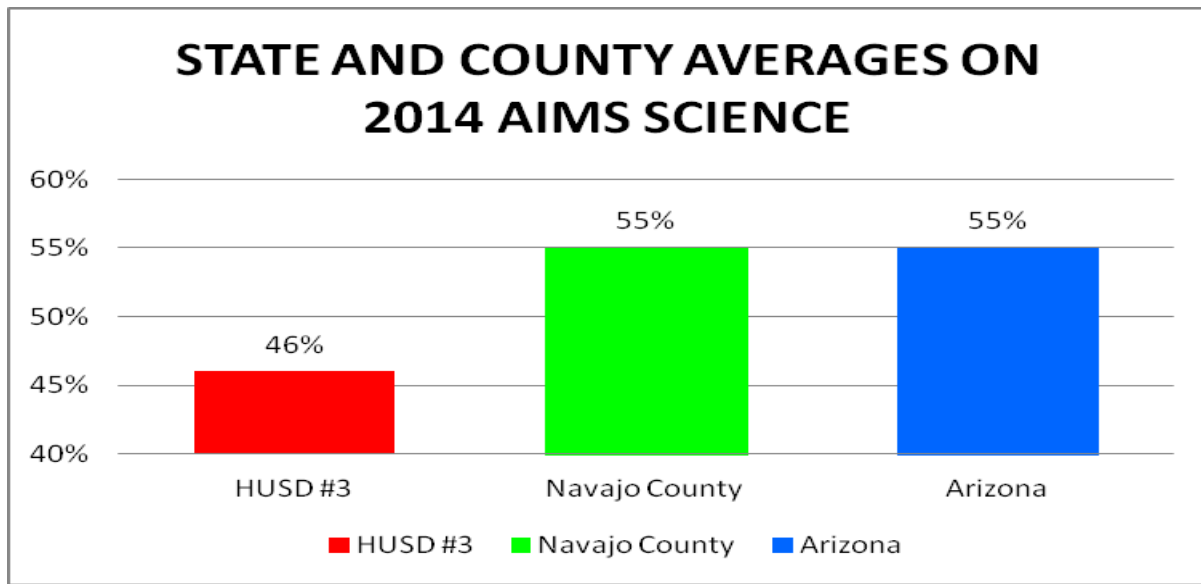
**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**

**AIMS SCIENCE**



For the 2014 AIMS science test, 182 out of 392 Full Academic Year (FAY) students that took the AIMS science test **passed the AIMS science test**. This equates to a 46% passing rate which is up 13% from 33% in 2013.

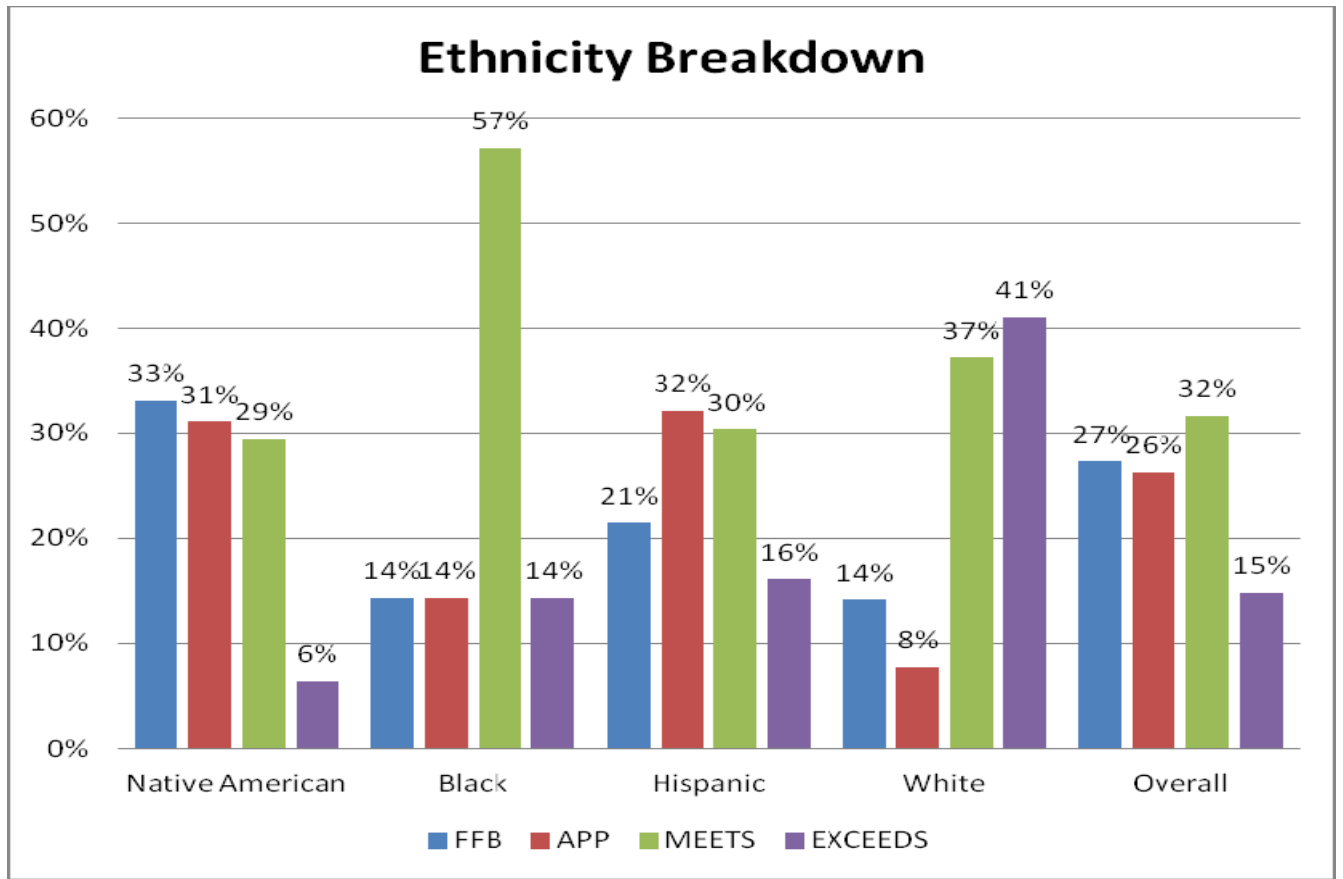
**\*\* AIMS science is given in grades 4, 8 & 9 only!**



**HUSD #3 falls below both the County and State averages by 9%. This is an area for emphasis during the 2014-2015 school year.**



## HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY

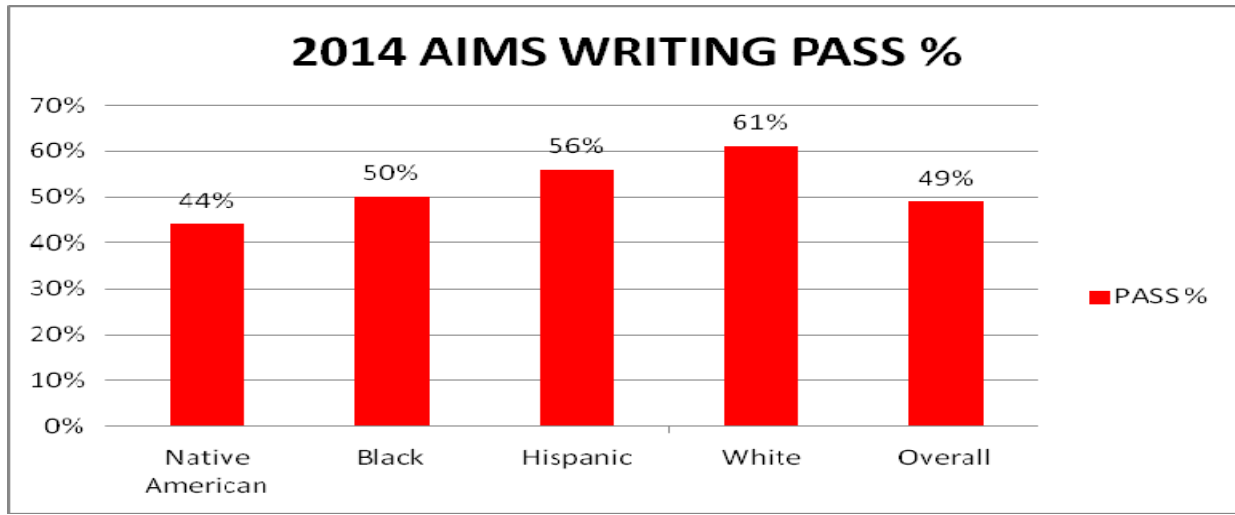


For the 2014 AIMS science assessment, the percentage of Black and White students that passed the AIMS science standards was considerably higher than the Hispanic and Native American groups. White students tended to exceed the standards at a much higher rate. Native American students had a much higher rate of Falls Far Below scores than the other ethnic groups.

*HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY*

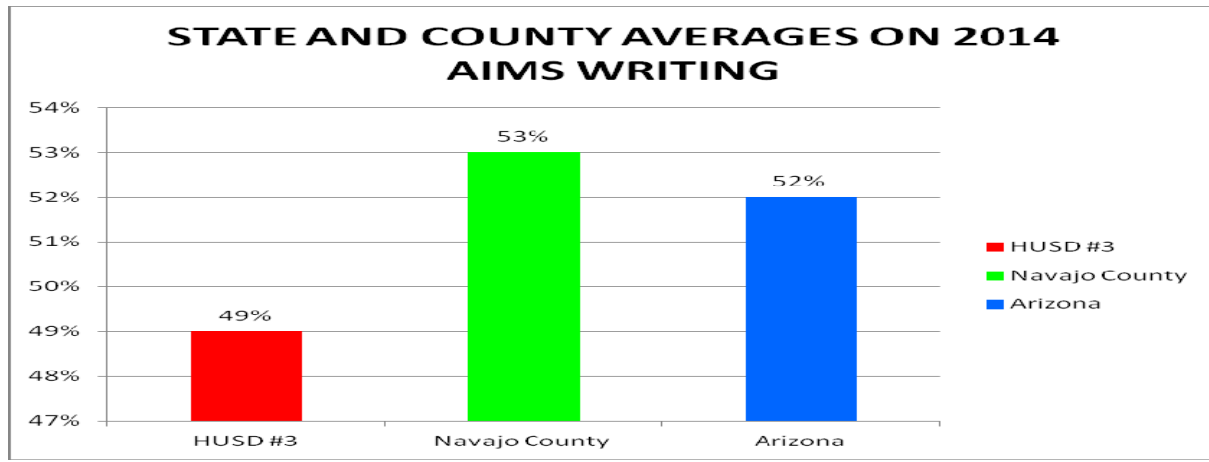
**3<sup>rd</sup>-10<sup>th</sup> STUDENT ACADEMIC DATA**

**AIMS WRITING**



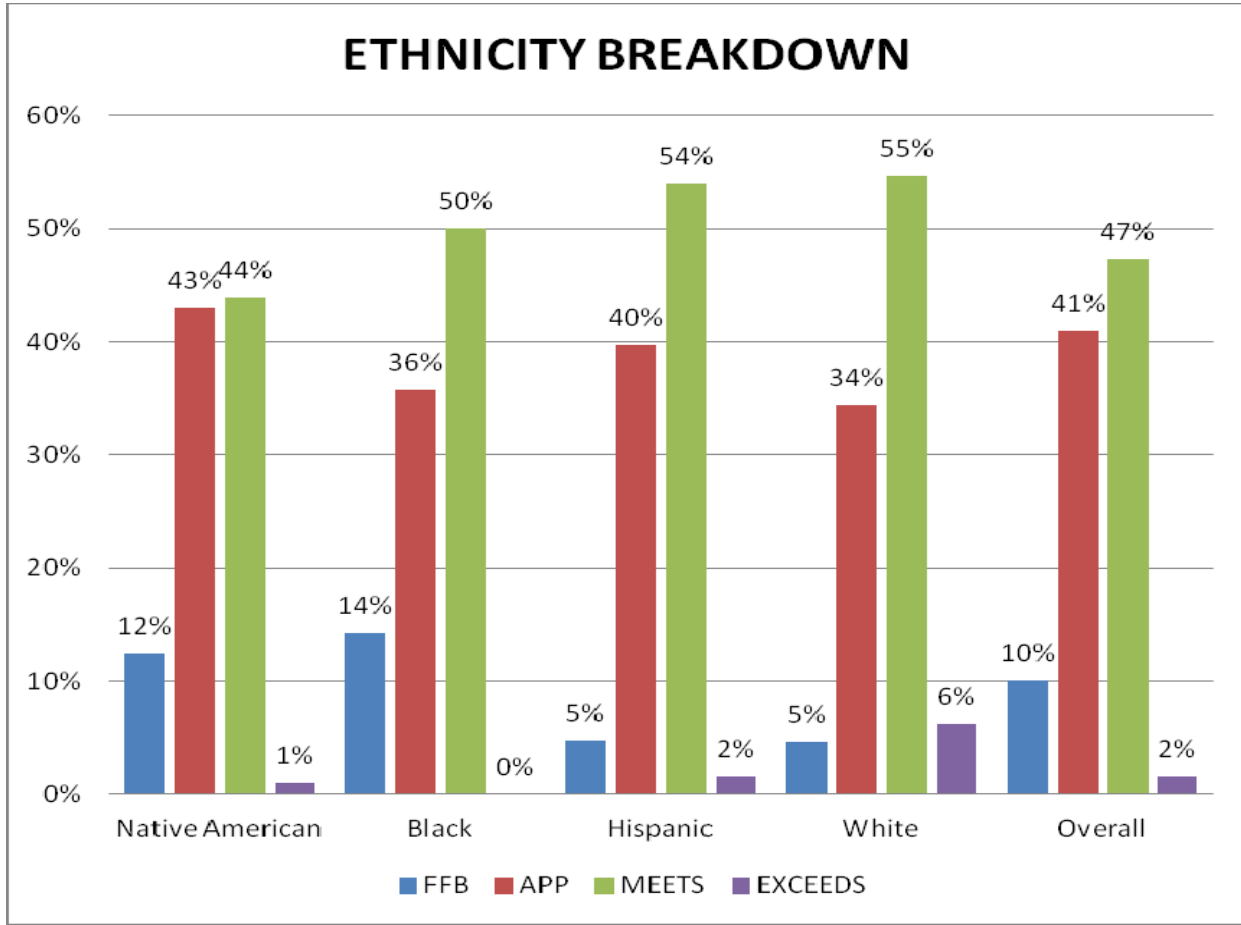
For the 2014 AIMS, 301 out of 615 Full Academic Year (FAY) students that took the AIMS writing test **passed the AIMS writing assessment**. This equate to a 49% passing rate, up 6% from last year.

***\*\* AIMS writing is given in grades 5, 6, 7 & 10 only!***



**HUSD #3 fell slightly below the Navajo County and State averages for students passing AIMS writing in 2014.**

**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**



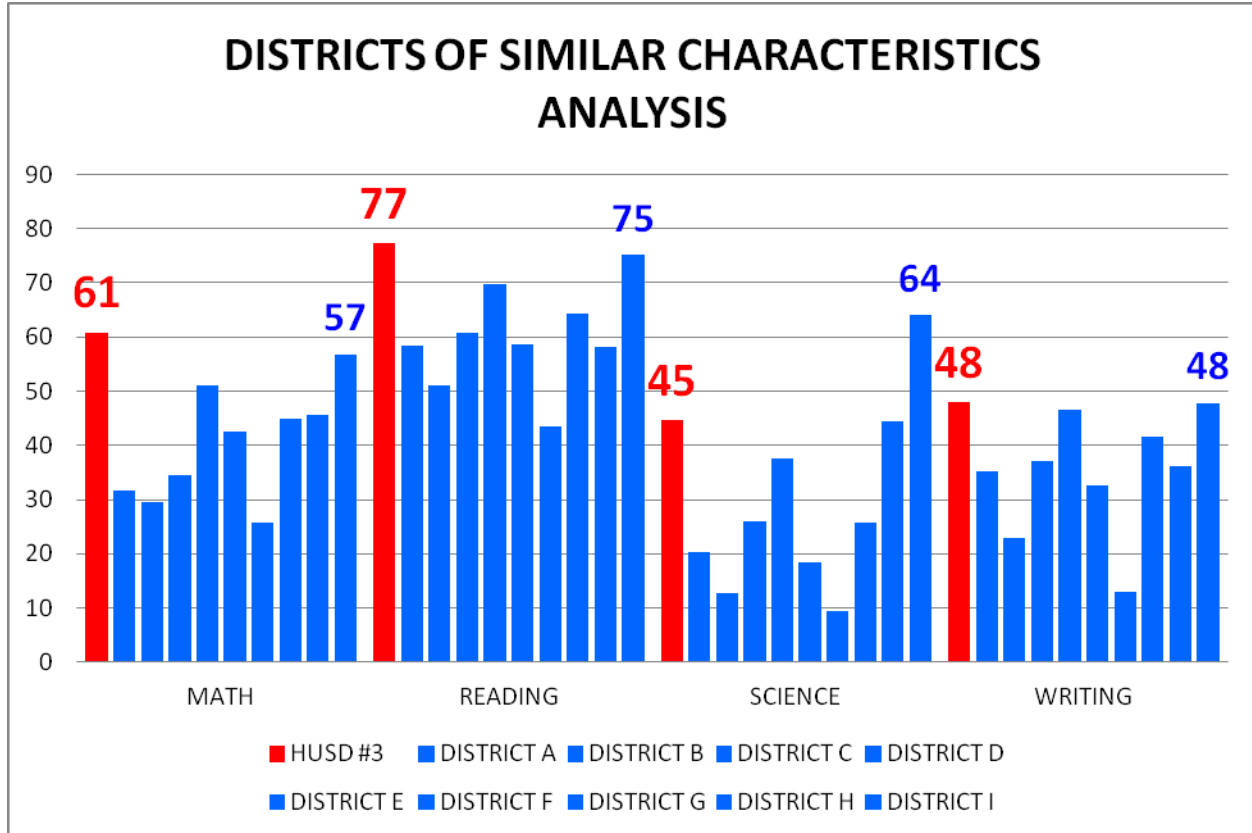
For the 2014 AIMS writing assessment, the percentage of White and Hispanic students that passed the AIMS writing standards were similar. Black and Native American students' performance were lower; however, not significantly lower. White students tended to exceed the standards at a much higher rate. Native American and Black students had a much higher rate of Falls Far Below scores than the other ethnic groups.

# HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY

## NATIVE AMERICAN FOCUS STUDY

The information included in this report distinguishes our Native American population as our largest ethnicity; as well as, our overall lowest performing ethnic group. In response to the data, which only focuses on Holbrook Unified School District test scores, a focus study was conducted on schools that have a predominately Native American population, may be boarder schools and have similar ethnic, socioeconomic, and geographic diversity to Holbrook.

The following results outline comparative data using the 2014 AIMS scores for all students tested in grades 3<sup>rd</sup>-8<sup>th</sup> and grade 10. Ten area districts are represented that either reside on the Navajo Nation or are a border town school district.



The data demonstrates the effectiveness of the Holbrook Unified School District's instruction programs and services. Holbrook outperformed all schools except for District I in science only. Most of the academic results demonstrate vast differences in academic outcomes between HUSD #3 and comparable districts.

***HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY***

**2014 PROGRAM PARTICIPATION**

The program participation report is generated from schools that offer programs in the targeted areas. Participation means that students are actively participating in the club, sport, intervention program, activity, or program throughout the school year.

**HUSD #3 PROGRAMS & SERVICES TO SUPPORT DIVERSITY**

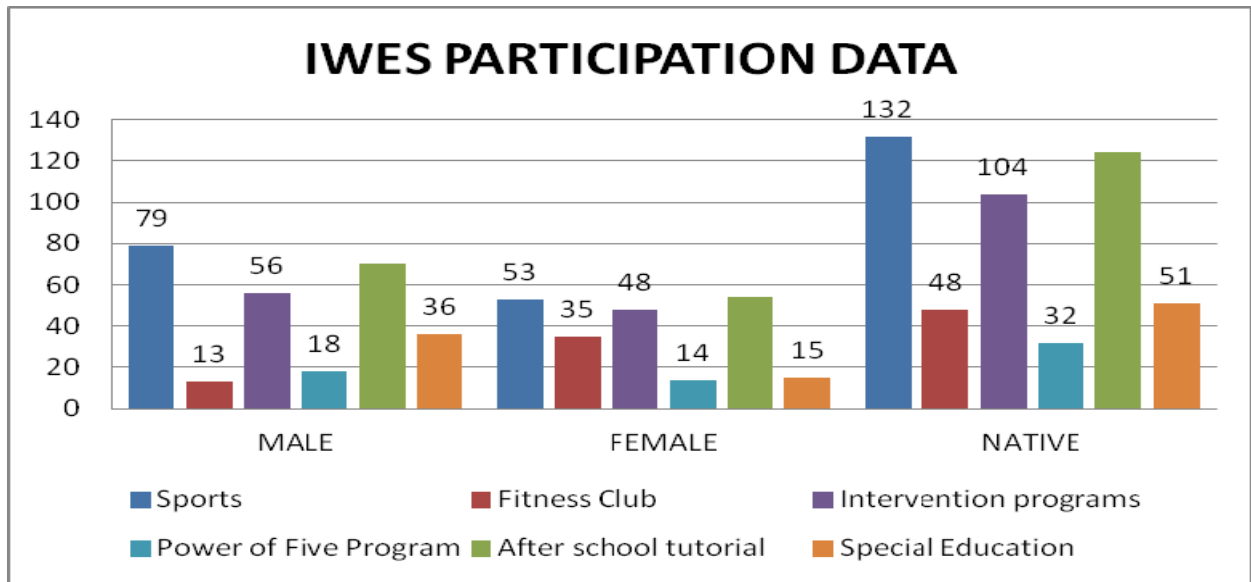
**PROGRAMS**

Native Language Classes  
Spanish Classes  
Navajo Government  
CTE Programs  
Alternative School  
Tutoring Services  
ASK Classes at HHS  
AP Courses  
College Readiness Courses  
JOM/Title VII Programs  
Clubs- AISES, AP Clubs, Key Club,  
Running Club, Drama Club, Fusion,  
Sports Clubs  
Laptop/i-Pad programs at  
IWES  
Self-Directed Study Labs  
Math Labs  
Full Day Kindergarten  
Power of All/5 Programs  
GEAR UP for 7<sup>th</sup> graders  
College Readiness Classes

**SERVICES**

Small Class Sizes  
Activity bus  
Meal money for trips  
Technology for instruction  
Multiple bus routes  
K-6 School on the reservation  
School Reach  
Specialist services  
PASS System  
Parent Liaisons  
Homeless Liaisons  
ELL tutoring  
Summer School  
Summer Enrichment Activities  
Preschool Services 3yr to 5 yr old  
Special education services  
Credit Recovery  
After school tutorial

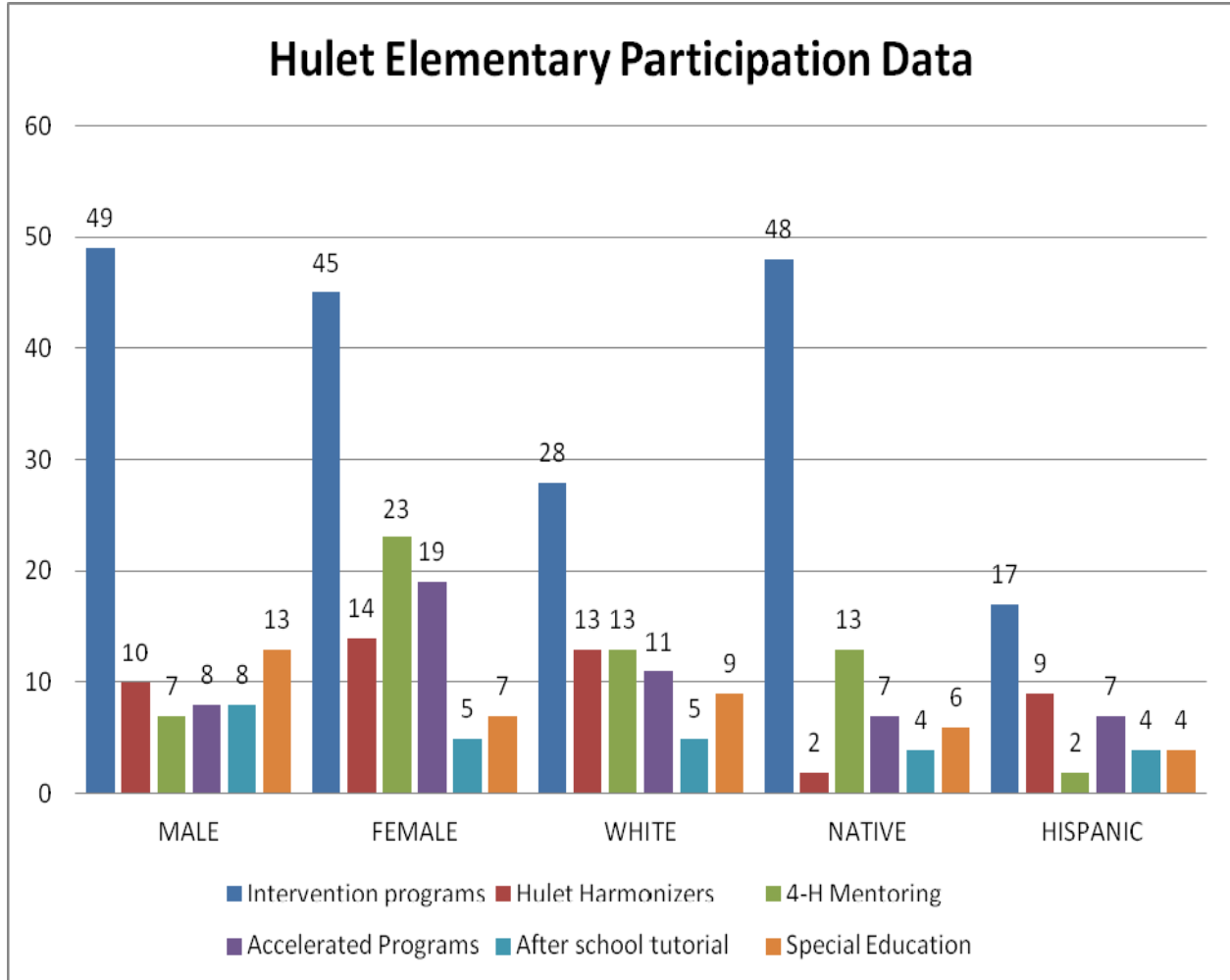
**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**



TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC
Total Enrollment	215	199	0	0	414	0	2

**\*\* Numbers indicate the total number of participants in each groups.  
 \*\* IWES population includes K-3 students that do not qualify for sports**

**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**

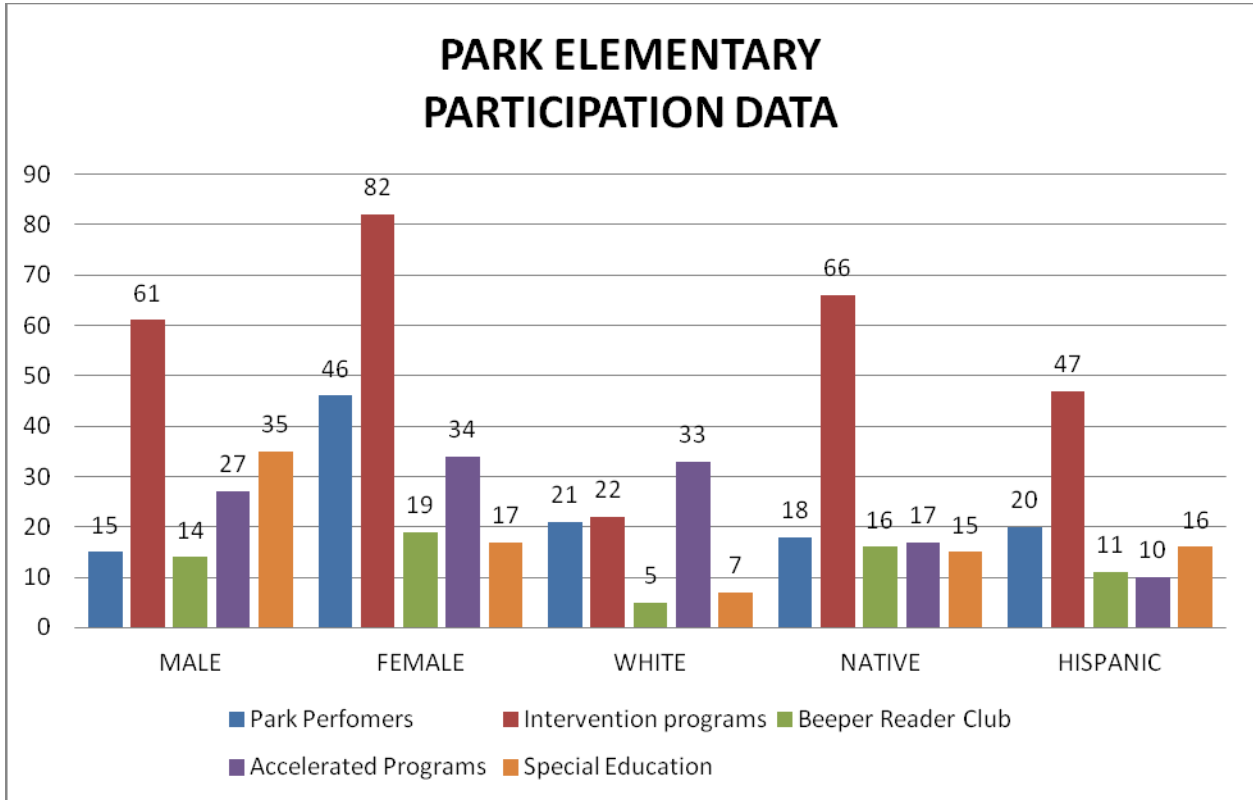


TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC
Total Enrollment	140	126	99	11	104	3	49

**\*\* Numbers indicate the total number of participants in the groups.**

**\*\* Categories with less than 5 participants are not included due to sample size.**

**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**

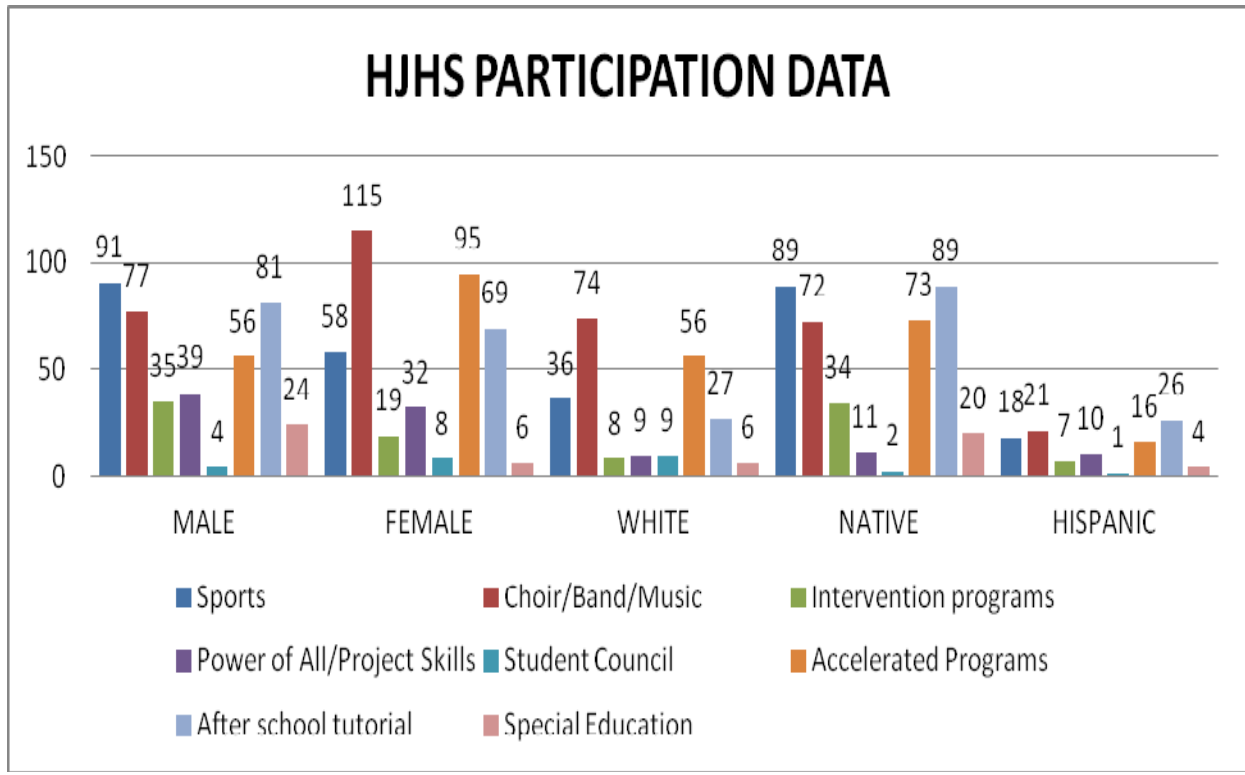


TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC
Total Enrollment	143	153	93	11	128	0	64

- \*\* Categories with less than 5 participants are not included due to sample size.**
- \*\* Special education numbers include speech and disability services.**
- \*\* Numbers indicate the total number of participants in the groups.**



**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**



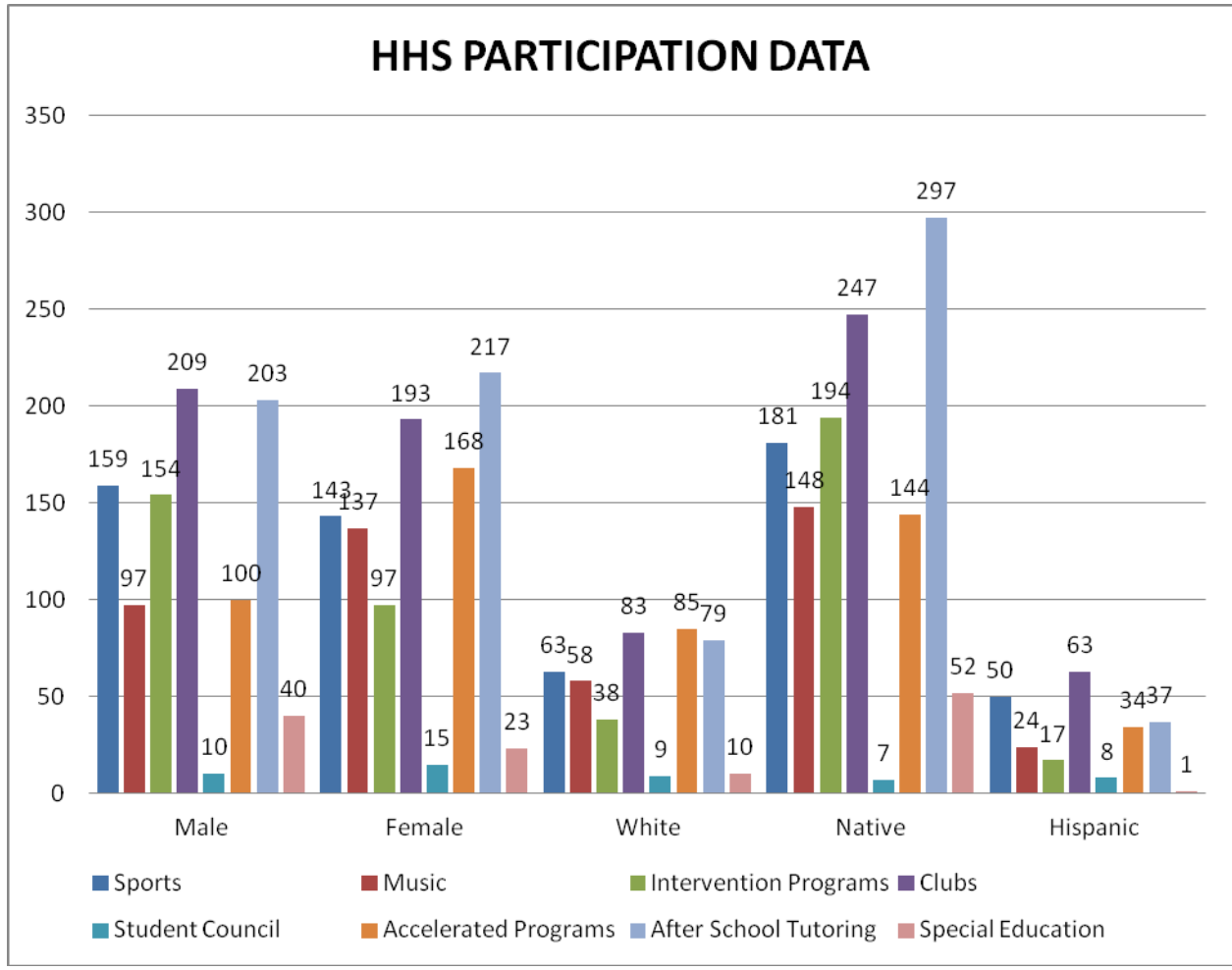
TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC
Total Enrollment	190	186	107	11	201	1	56

**\*\* Categories with less than 5 participants are not included due to sample size.**

**\*\* Numbers indicate the total number of participants in the groups.**

**\*\* Participants include 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students.**

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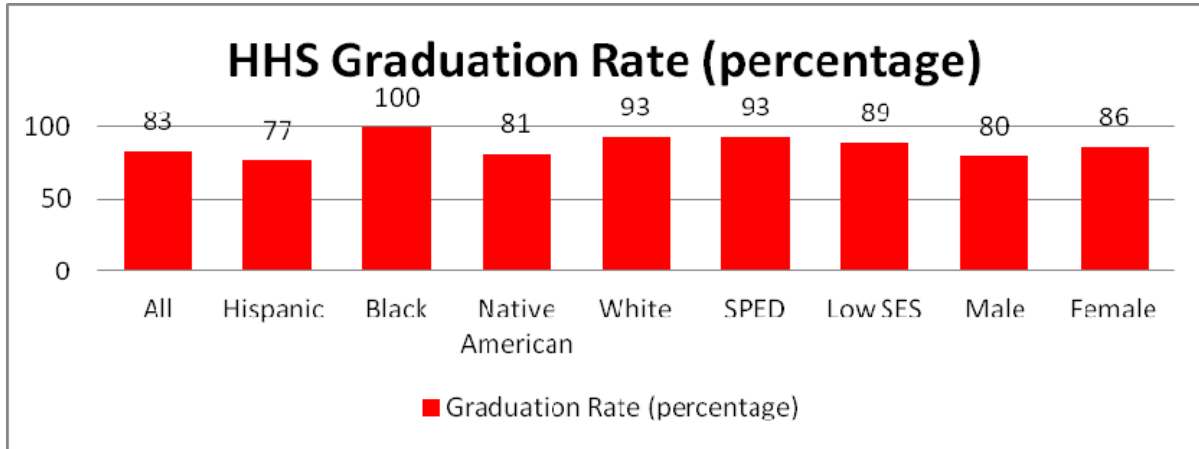
TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC
Total Enrollment	320	335	121	10	453	1	70

**\*\* Categories with less than 5 participants are not included due to sample size.**

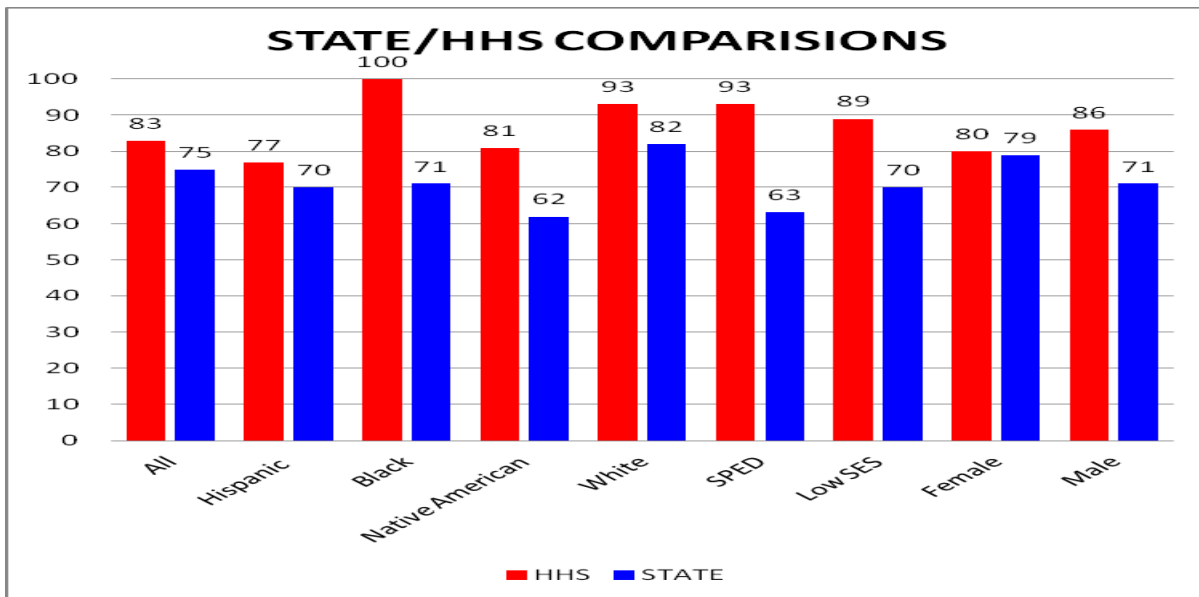
**\*\* Numbers indicate the total number of participants in the groups.**

*HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY*

**GRADUATION RATE DATA**



To graduate from a high school in the State of Arizona a student must pass the AIMS reading, writing and math assessment and receive the required number of credits in high school. If a student does not pass the AIMS assessment in five attempts, the student can be augmented through a special process that requires grade achievement, attempting the AIMS assessment a minimum of five times and the student must participate in a tutorial program to help the student pass the AIMS.



The Holbrook School District (i.e. HHS) outperforms the State average in every category for 4 year graduation rates. Significant differences lie within the Hispanic, Native American and Special Education graduation rates. African American graduation rates are not included in the report due to the lower sample size.

# HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY

2014 A-F Letter Grades for Holbrook Unified District (4389) : 09-02-03-000

## District A-F Letter Grade = B

### 2014 Percent Passing of FAY Students AIMS and AIMS A

Grade	Reading	Mathematics
3	90 %	84 %
4	76 %	65 %
5	83 %	61 %
6	79 %	51 %
7	76 %	53 %
8	62 %	59 %
10	85 %	59 %
11	70 %	46 %
12	80 %	72 %
Percent Passing -- All Students <sup>1</sup>		69 %

### Student Growth Points Median Percentile Rank

Grade	Reading	Mathematics
3	56.5	51
4	50	67
5	44.5	51
6	45	50
7	32.5	38.5
8	43	45
10	46	49
All Students(Across grades)	46	49

Median Percentile Rank -- All Students<sup>2</sup> 47.5

Median Percentile Rank -- Bottom 25% 49.75

Total Growth Points 49

**HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY**

**A-F POINT PROFILE**

Composite Score Components	Points
Percent Passing AIMS and AIMS A	69
ELL Reclassification Additional Points	<u>0</u>
Graduation Rate Additional Points	<u>3</u>
Drop Out Rate Additional Points <sup>3</sup>	<u>3</u>
FFB Rate Additional Points <sup>4</sup>	
<b>Total Composite Points</b>	<b>75</b>
<b>Total Scores</b>	
Composite Score	75
Growth Score (+ 1 point)	50
<b>Total Points (Composite + Growth Scores)</b>	<b>125</b>
Percent Tested (FAY + Non-FAY students)	100 %

**A-F Letter Grade B**

A	B	C	D
140-200	120-139	100-119	0-99

## ***HOLBROOK UNIFIED SCHOOL DISTRICT ETHNICITY STUDY***

### **Summary:**

**As a result of this research on student achievement and student participation, HUSD #3 will continue to recognize the diversity of our school district by focusing on accelerating all students regardless of ethnic, socioeconomic, & geographic diversity. One of our goals is to help students become who they are capable of becoming regardless of their current reality. We recognize that our district is comprised of a diverse and unique student population that we serve and we will strive to provide a first-class education to ALL students.**

**As the report indicates, we continue to analyze the programs that we provide to help all ethnic groups & language minority students achieve to their highest potential. HUSD #3 takes pride in the academic services that we provide for our diverse population; as well as, additional and extracurricular programs that meet the needs of our student population. Although there is much room to grow, we feel that our district is addressing the needs of our student population. We will continue our efforts to fulfill our district mission which is to **H**elp our **U**nique **S**tudent **D**evelop to their fullest potential.**