

# HOLBROOK

UNIFIED SCHOOL DISTRICT #3



*Helping **U**nique **S**tudents **D**evelop*

**2017**

## **ACHIEVEMENT AND PARTICIPATION STUDY**

HUSD #3 Governing Board Report

by

Dr. Koerperich, Mr. Boyle, Mrs. Chee & Mrs. Fields  
October 2017

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

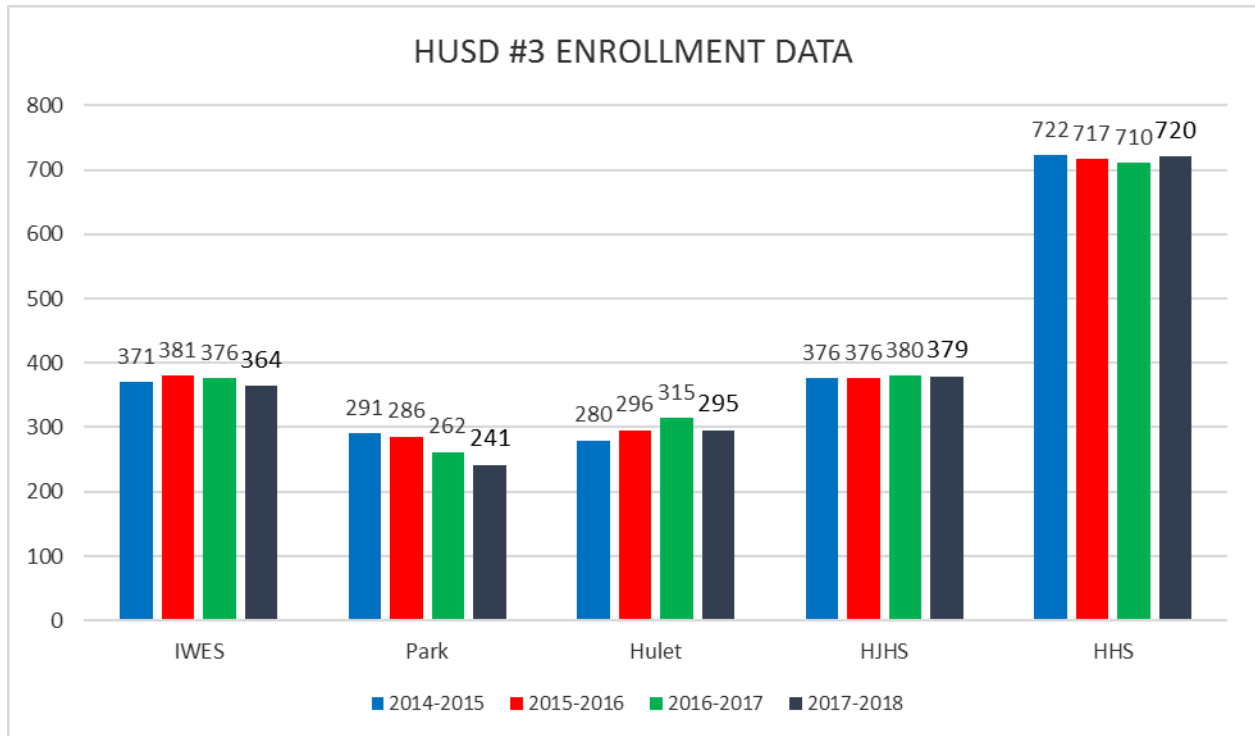
The following items outline the diversity of our school district:

<u>Student body:</u>	2,000 students Preschool through 12 <sup>th</sup> Grade (September 2017)
<u>Geographic boundaries:</u>	1,500 square miles
<u>Socioeconomic makeup:</u>	70% socioeconomic factor (free and reduced eligible)
<u>Ethnicity:</u>	64% Native American 16% White 13% Hispanic 5% Multiple (two races) 1% Black >1% Asian
<u>Gender:</u>	51% Male 49% Female
<u>Teaching staff:</u>	143 certified teachers
<u>Certified Support staff:</u>	10 counselors/support coaches
<u>Classified Support staff:</u>	130 support staff personnel
<u>Administration:</u>	5 principals w/ 2 assistant principals
<u>Special Education:</u>	1 director
<u>Indian Education:</u>	1 director
<u>Technology personnel:</u>	1 director w/ 3 technicians/3 student workers
<u>District Office personnel:</u>	1 superintendent 1 business manager

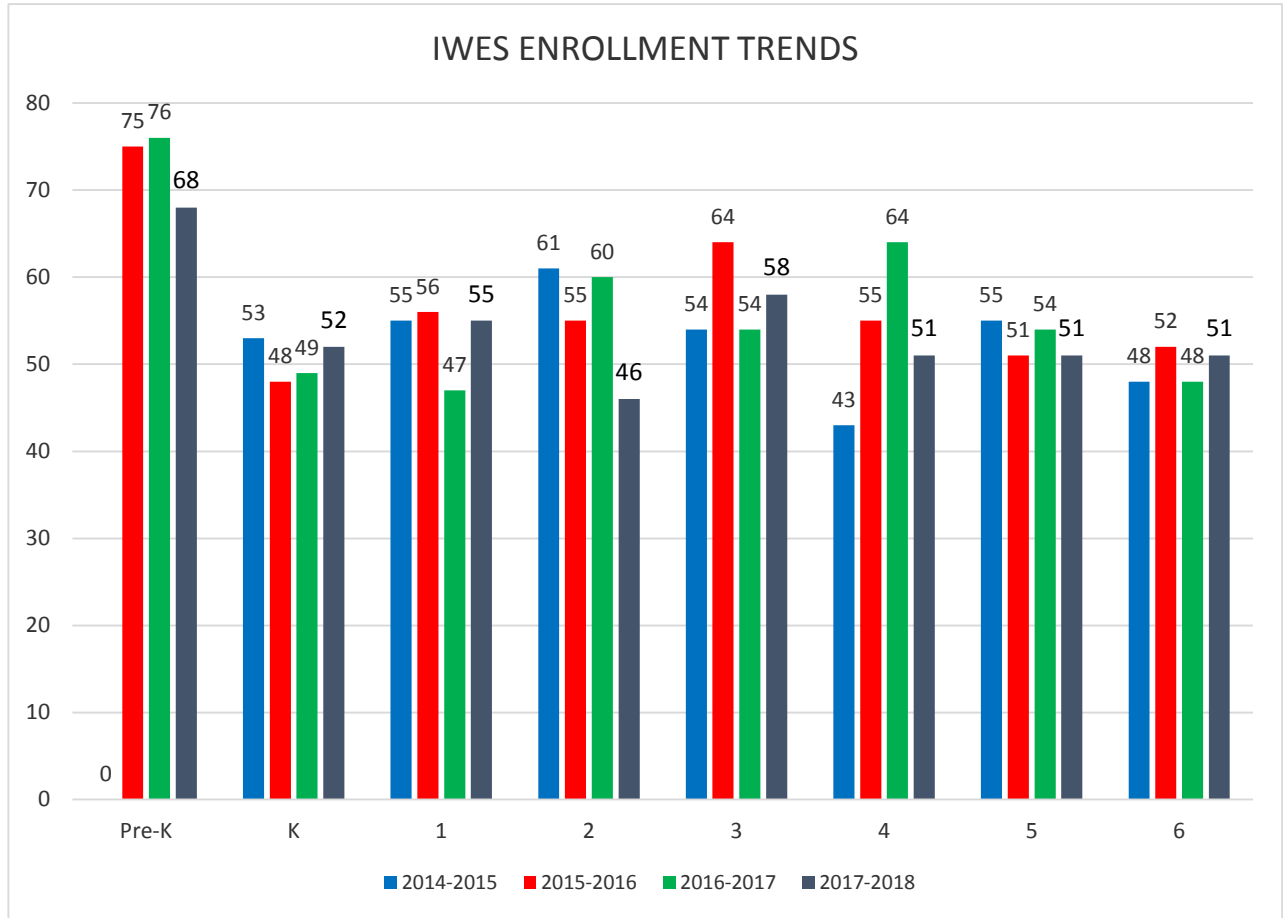
Holbrook Unified School District educates approximately 2,050 students each year. The Holbrook Unified is characterized by its' diversity in race, gender, socioeconomics, and geographic makeup. HUSD #3 views diversity as a strength in helping everyone become who we are capable of becoming. This report provides evidence of our success in meeting our overall mission which is to: **H**elp **U**nique **S**tudents **D**evelop in the Holbrook School District.

## Holbrook Unified School District Enrollment Data SY 2017

The Holbrook Unified School District has five schools within our district. There are three elementary schools, one junior high school and one high school. The following data includes Kindergarten through twelfth grade information.

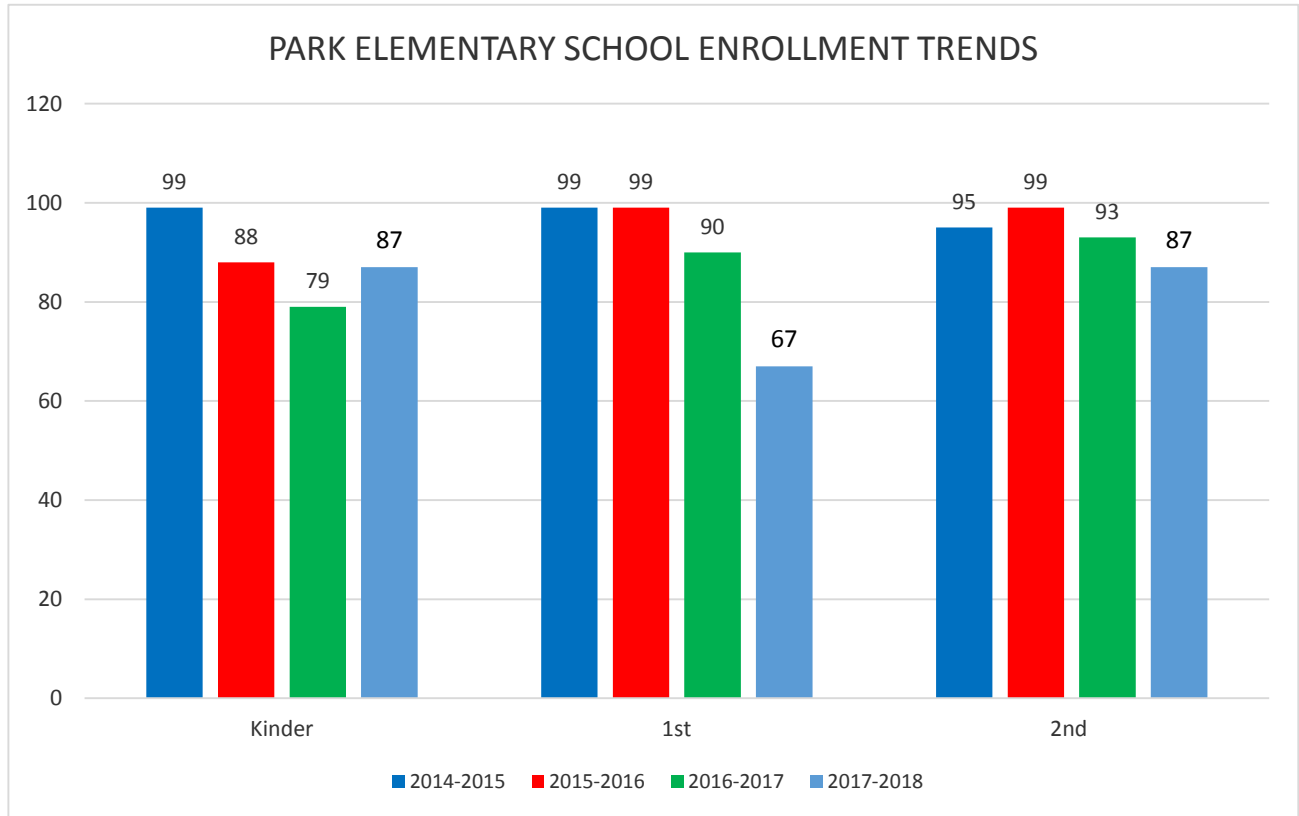


Indian Wells Elementary School is a public school located on the Navajo Reservation. Indian Wells Elementary serves students in grades preschool through 6<sup>th</sup> grade.



The enrollment trends at IWES appear to be stable. The addition of a full service preschool students each year has enhanced the overall enrollment at IWES over the past three years. Current trends in enrollment fluctuate from year to year at various grade levels.

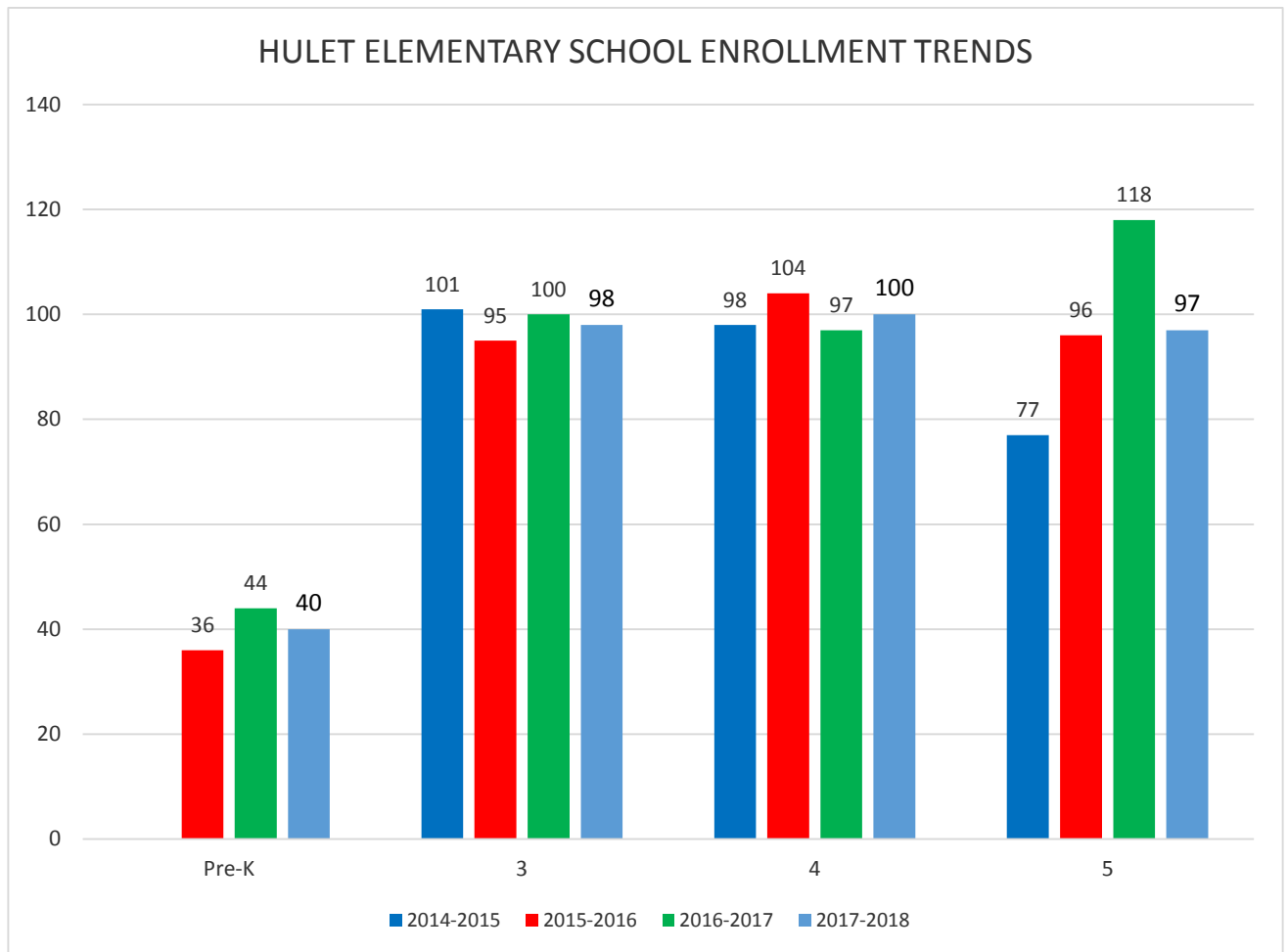
Park Elementary School is a public school located in Holbrook, Arizona. Park Elementary serves students in grades Kindergarten through 2<sup>nd</sup> grade. Park Elementary School was recognized as an A+ School of Excellence in 2016 by the Arizona Education Foundation.



Park Elementary School has experienced a four year decline in enrollment. First grade enrollment has dropped by thirteen (13) students from SY 16-17 creating a declining enrollment for Park Elementary.

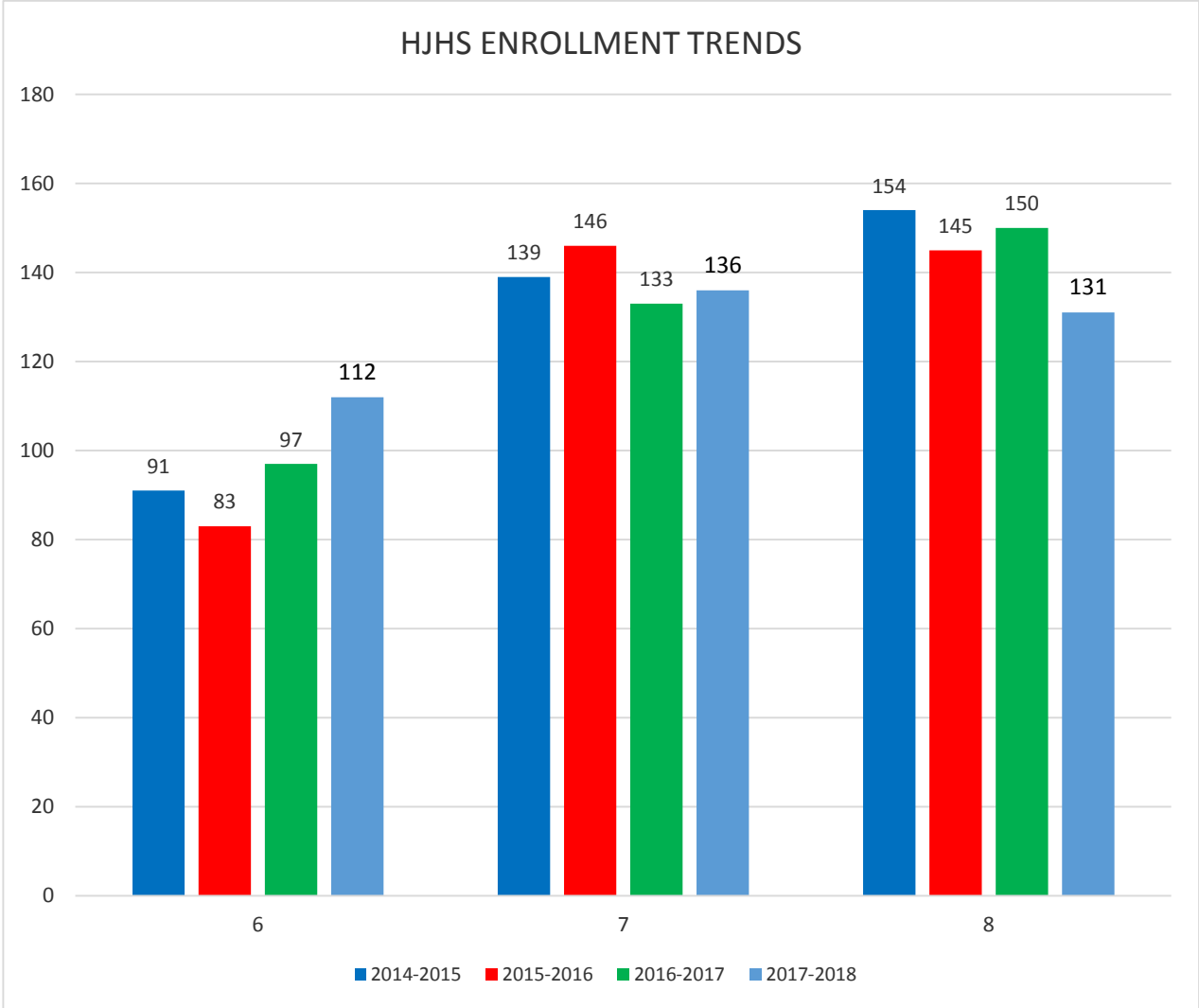
Hulet Elementary School is a public school located in Holbrook, Arizona. Hulet Elementary serves students in 3<sup>rd</sup> through 5<sup>th</sup> grades. Hulet has also been recognized as an A+ School of Excellence by the Arizona Education Foundation.

\*\* The school also houses a preschool that are included in this data.



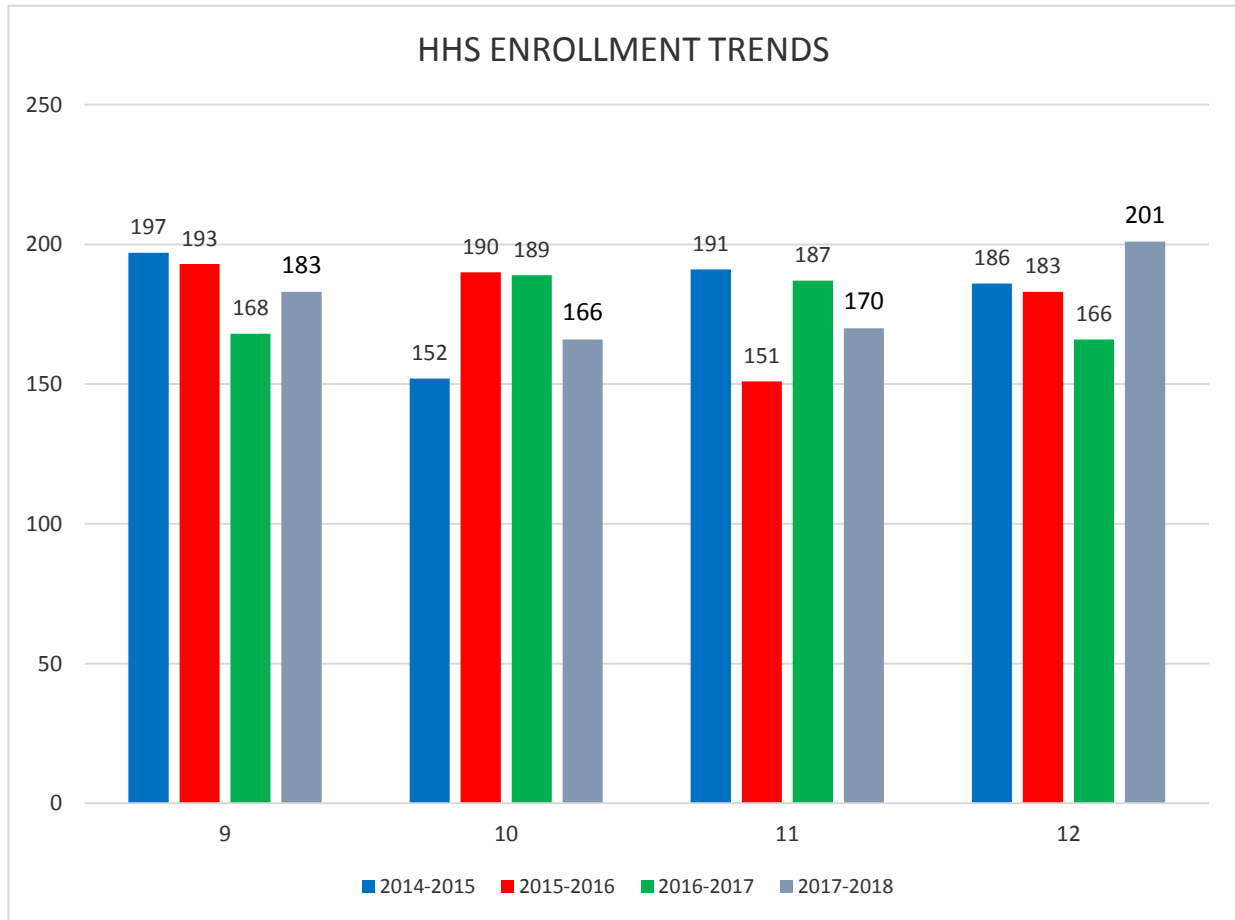
Hulet Elementary School has experienced a slight decrease in enrollment after a steady three year increase. Generally class sizes range between 90 to 100 students. Hulet’s 5<sup>th</sup> grade enrollment appears to be the most sporadic grade level of the three grade levels served at Hulet.

Holbrook Junior High School is a public school located in Holbrook, Arizona. Holbrook Junior High serves students in 6<sup>th</sup> through 8<sup>th</sup> grades.



Holbrook Junior High School annually serves approximately 376-380 students each year. Enrollment trends are stable over the past four years. HJHS transitions students from IWES and surrounding schools into 7<sup>th</sup> grade which increase enrollment in 7<sup>th</sup> and 8<sup>th</sup> grades. For school year 17-18 HJHS' sixth (6<sup>th</sup>) grade has larger sections with only four (4) teachers and one-hundred twelve (112) students.

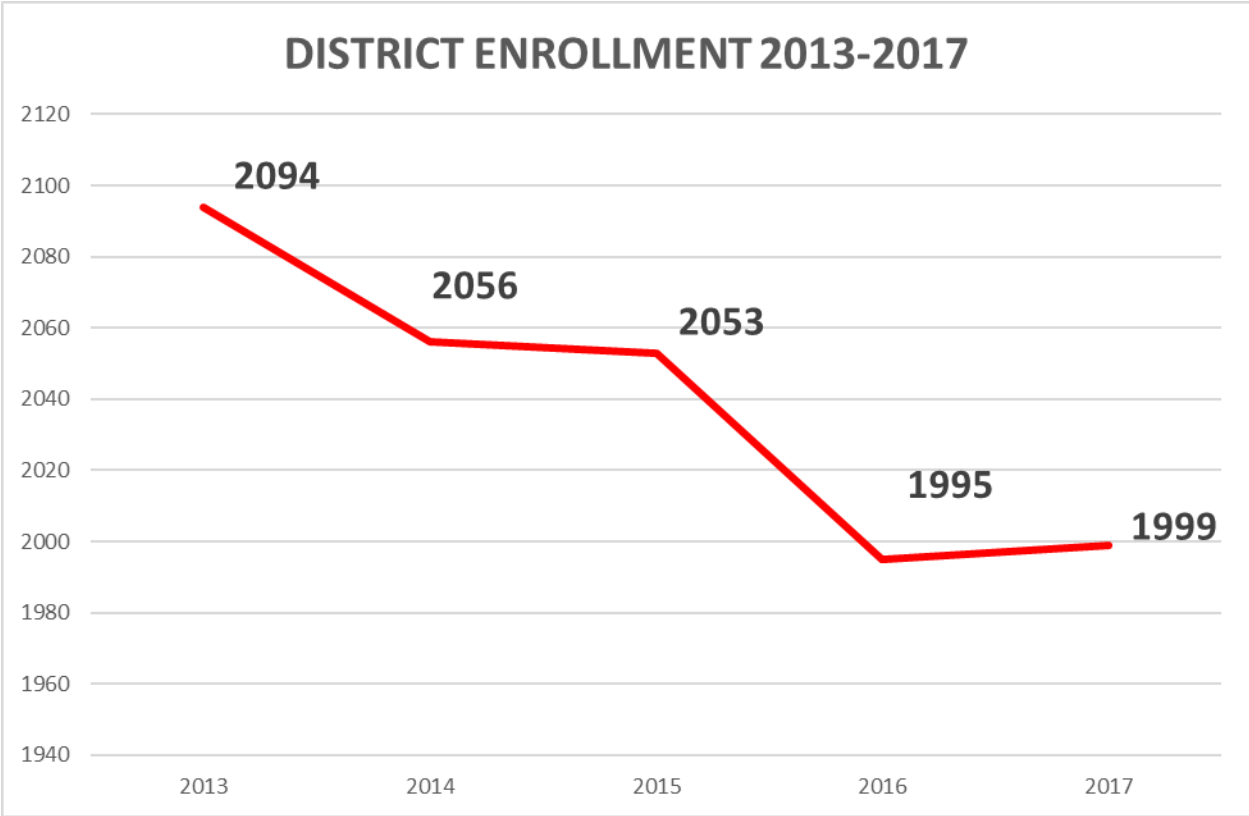
Holbrook High School is a public school located in Holbrook, Arizona. Holbrook High School serves students in 9<sup>th</sup> through 12<sup>th</sup> grades. Holbrook High School has been recognized as a 2014 & 2015 US News Best High School bronze award winner.



Holbrook High School serves as a feeder high school for several K-8 school systems. Enrollment trends show a slight increase in enrollment this year over the past three years. As you can see from the graph above, enrollment fluctuates from year to year and cohort to cohort. This year’s Senior class will be the largest in the past 4 years.



**HUSD #3 Enrollment Trend Data**

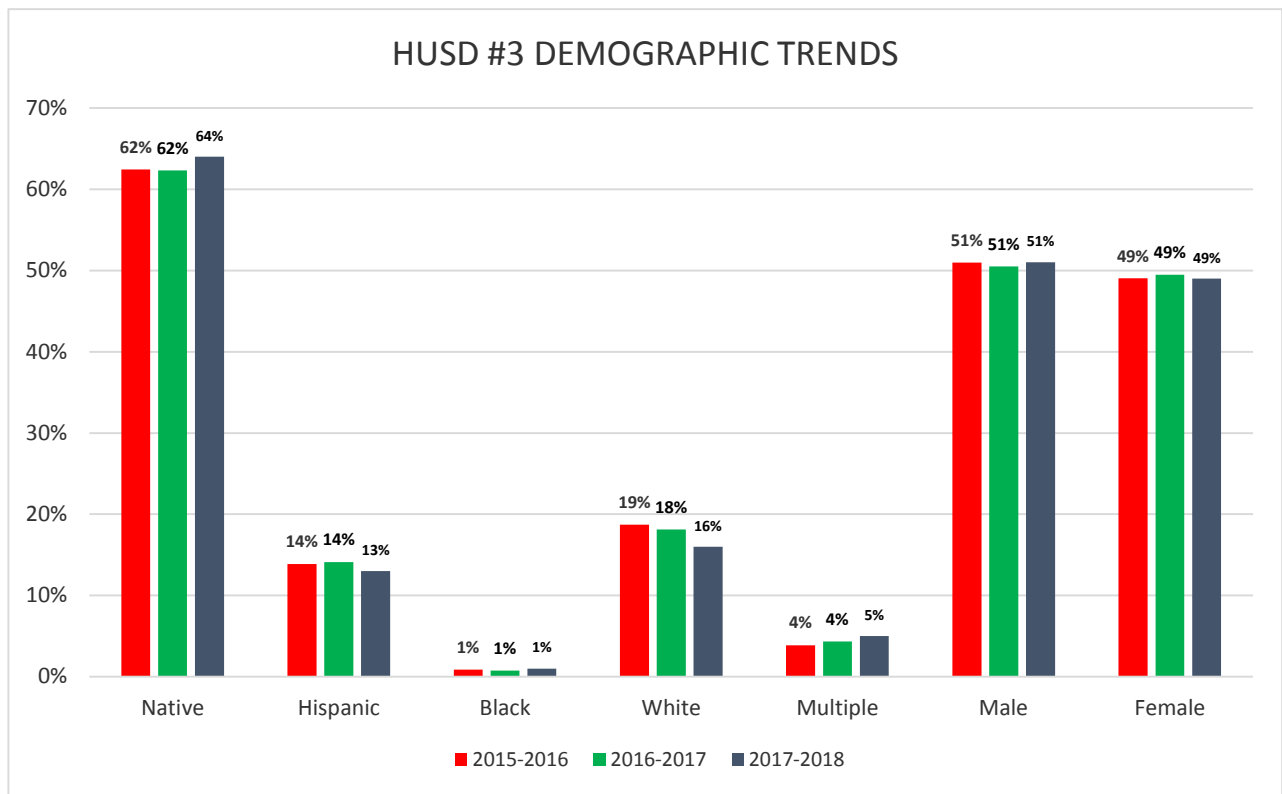


The Holbrook School District trend data demonstrates a declining enrollment over the past 4 years with a stabilization in SY 17-18. This is significant data as the State of Arizona has implemented “current year funding” which allocates funding based on current year Average Daily Membership (ADM); whereas, in the past funding was based on the prior year’s 100 day count. This is a trend that will need to be closely monitored each year for decision making purposes.

## District Data

The Holbrook Unified School District boundaries span 1,500 square miles encompassing and serving nine separate communities including thirty-four (34) Chapters on the Navajo Nation. In addition, HUSD #3 serves up to 125 students that reside in the Tiitsyaakin Bureau of Indian Affairs dormitory. The district serves less than 1% Black and Asian populations.

\*\* Due to the size of the districts Black and Asian populations, comparative data will be limited in these two categories for anonymity purposes.



Demographic enrollment trends are similar in comparison for most years. For SY 17-18 HUSD #3 is serving 1,354 Native students, 346 White students, 280 Hispanic students, 12 Black students and 3 Asian students. The HUSD #3 population is almost evenly split between males and females with males equating to approximately 1080 students and females 1027.

**DIVERSITY IS OUR STRENGTH**



**Helping Unique Students Develop**

## AZMERIT LONGITUDINAL DATA

### **The AzMERIT Assessment (Arizona's Measurement of Educational Readiness)**

AzMERIT is Arizona's statewide achievement test. Arizona is in its second year of AzMERIT testing.

In 2010, the Arizona State Board of Education adopted new standards in English language arts and mathematics for all students in Arizona. These academic standards outline what students should know and be able to do at each grade level. With the adoption and implementation of new standards, a new test was necessary. The Arizona Science Standards did not change, so students in Grades 4, 8, and high school will still take the AIMS Science test.

AzMERIT, based on the new standards, will tell teachers, students, and parents if students are on track to be **college and career ready upon graduating from high school**. High school students graduating after December 31, 2016 will no longer be required to pass the AIMS test to graduate high school.

The AzMERIT assessment is divided into three content areas:

**Writing-** The writing portion requires students to read passages and then write/respond to the information presented. This type of task requires students to think deeper about topics and use evidence to support their thinking.

**Reading-** The reading portion is administered in two parts on different days. The AzMERIT assessment is not a timed test, ensuring students have ample time to read and answer questions. The test will also contain editing tasks to measure student awareness of fundamental skills like spelling and grammar.

**Math-** The math portion is also administered in two parts. The test will ask questions that check a student's conceptual understanding of math as well as their procedural skills.

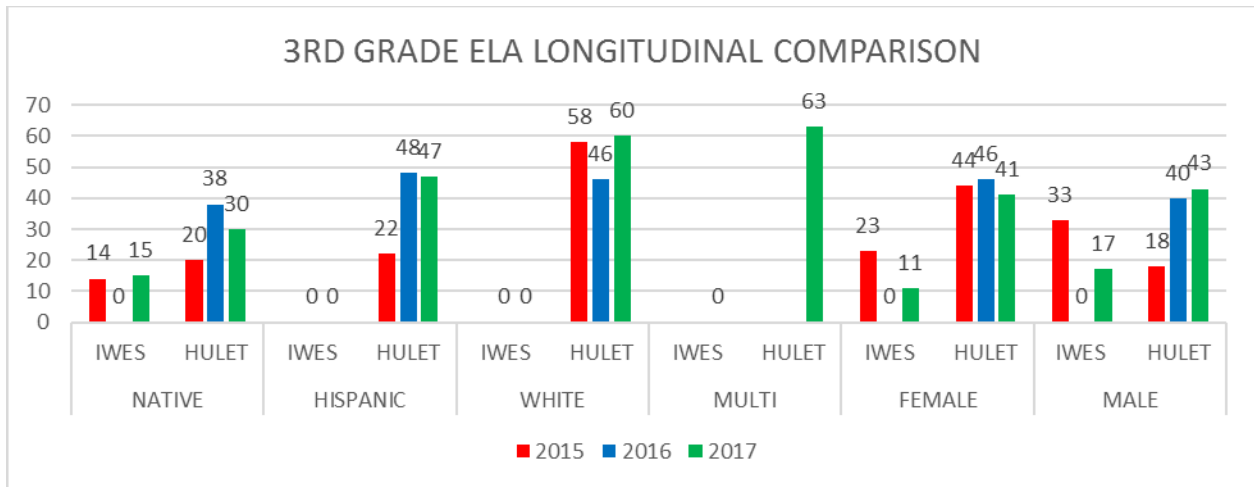
Arizona public school students in grades 3 through high school take AzMERIT. Students in Grades 3 through 8 take an assessment in English language arts and mathematics at their grade level. Students taking high school level English and mathematics take End-of-Course assessments that will test their proficiency in the math and English content areas for which they are enrolled in.

- Only eligible students with significant cognitive disabilities will participate in other alternate achievement tests.

AzMERIT goes beyond multiple choice questions. This means that the test results provide a better indicator of the depth of what students have learned during the school year. AzMERIT also allows for faster score reporting.

Students will take AzMERIT in the spring. The testing window for schools administering the computer-based test is generally between March 30-May 15<sup>th</sup>. AzMERIT will be computer-based. For schools that are not yet ready to administer a computer-based assessment, a paper-based version will be available. Schools will have the ability to opt-in to the computer-based test if they feel they have the resources to successfully administer the test in this manner.

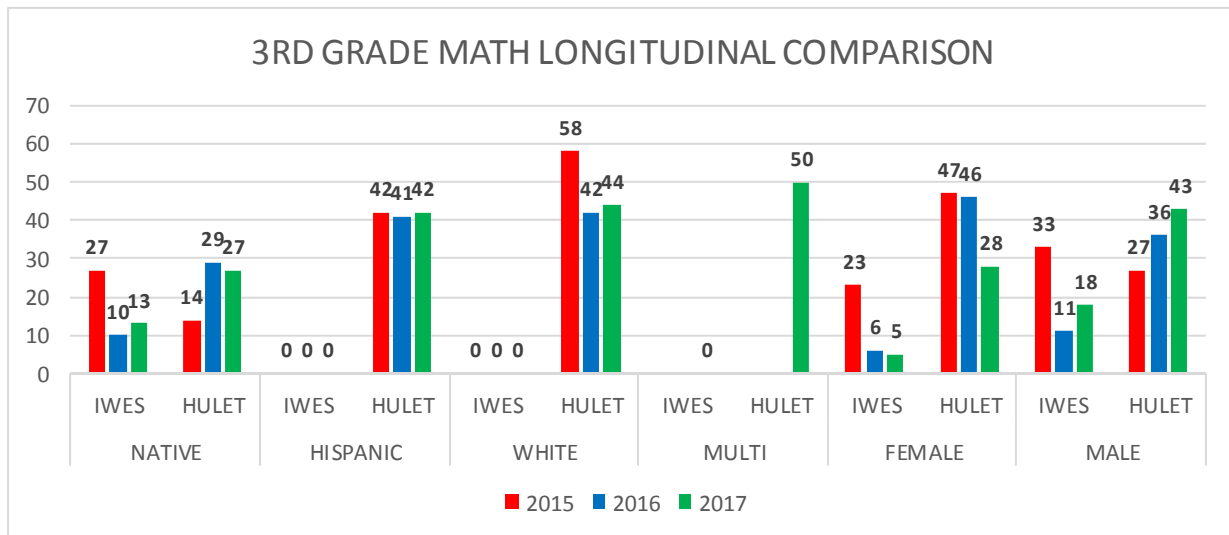
### 3<sup>rd</sup> GRADE



\*\*NOTE: If less than 2% passed it is recorded at 0%

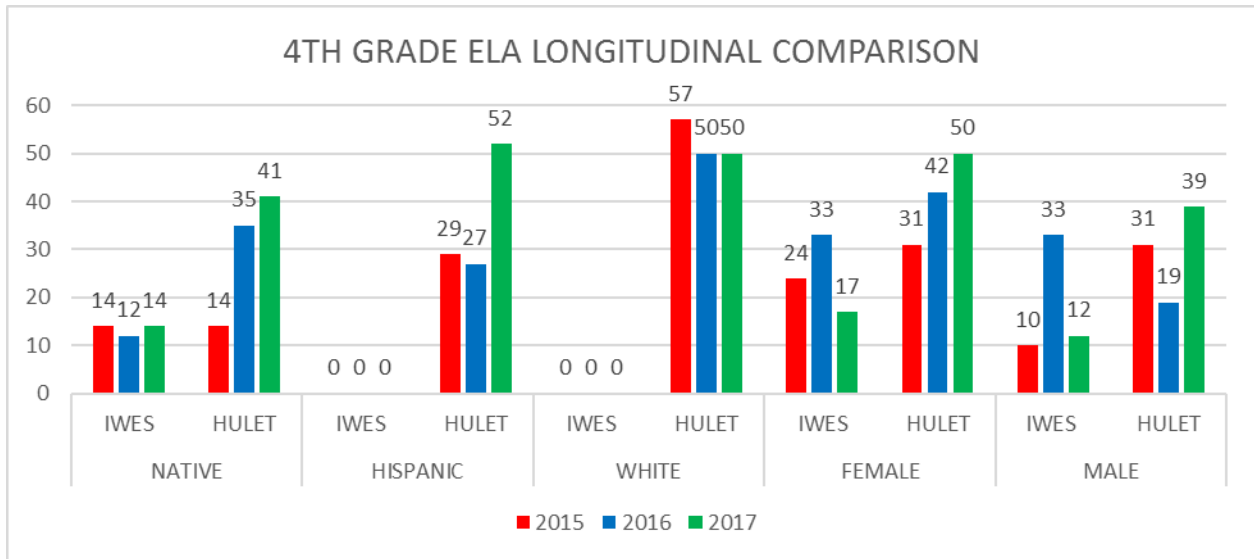
\*\*NOTE: IWES 0% for Hispanic, White, Multi are indications of limited enrollment in these areas.

(+)- Areas of strength	(*)- Areas for growth
<b>Hulet Multi-racial at 63%</b>	<b>IWES overall percentage passing</b>
<b>Hulet White at 60%</b>	<b>Hulet Native passing rates- 8% decrease</b>
<b>IWES 15% increase in 3<sup>rd</sup> ELA</b>	

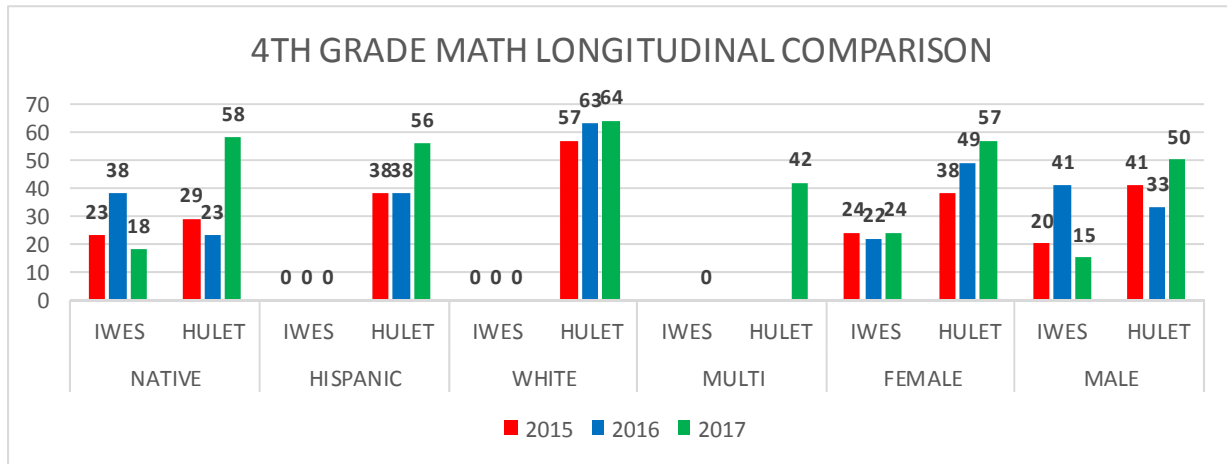


(+)- Areas of strength	(*)- Areas for growth
<b>Hulet Hispanic stable</b>	<b>IWES Females</b>
<b>Hulet Multi-Racial at 50%</b>	<b>Hulet Females</b>
<b>IWES Males increased 7%</b>	
<b>Hulet males increased 7%</b>	

## 4<sup>TH</sup> GRADE

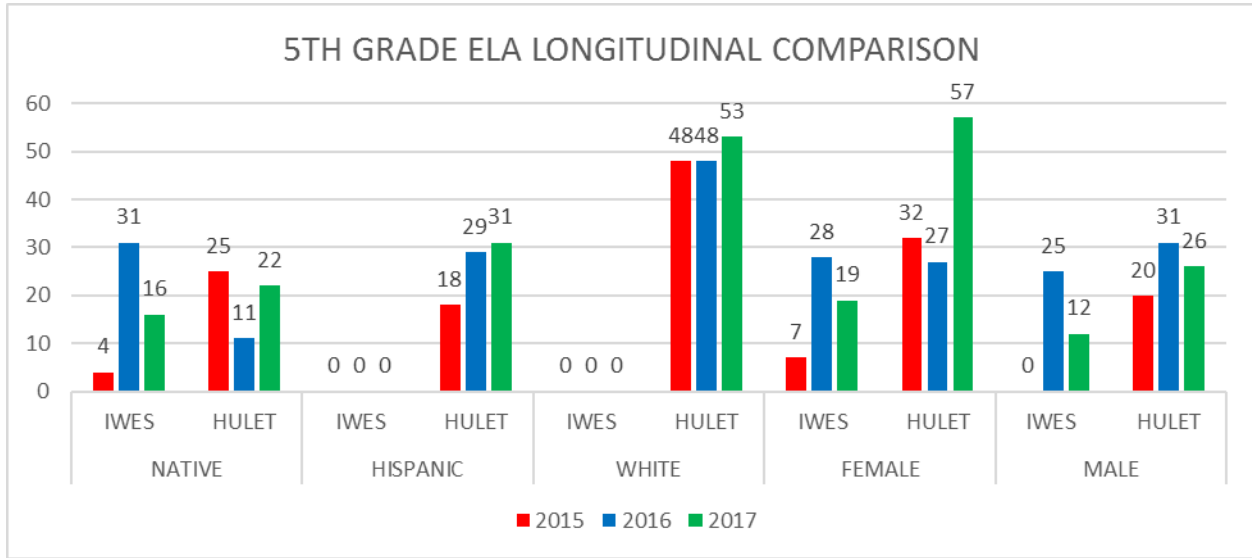


(+)- Areas of strength	(*)- Areas for growth
<b>Hulet Native American 6% increase</b>	<b>IWES Females 16% decrease</b>
<b>Hulet Hispanic 25% increase</b>	<b>IWES Males 21% decrease</b>
<b>Hulet Females 8% increase</b>	
<b>Hulet Males 20% increase</b>	

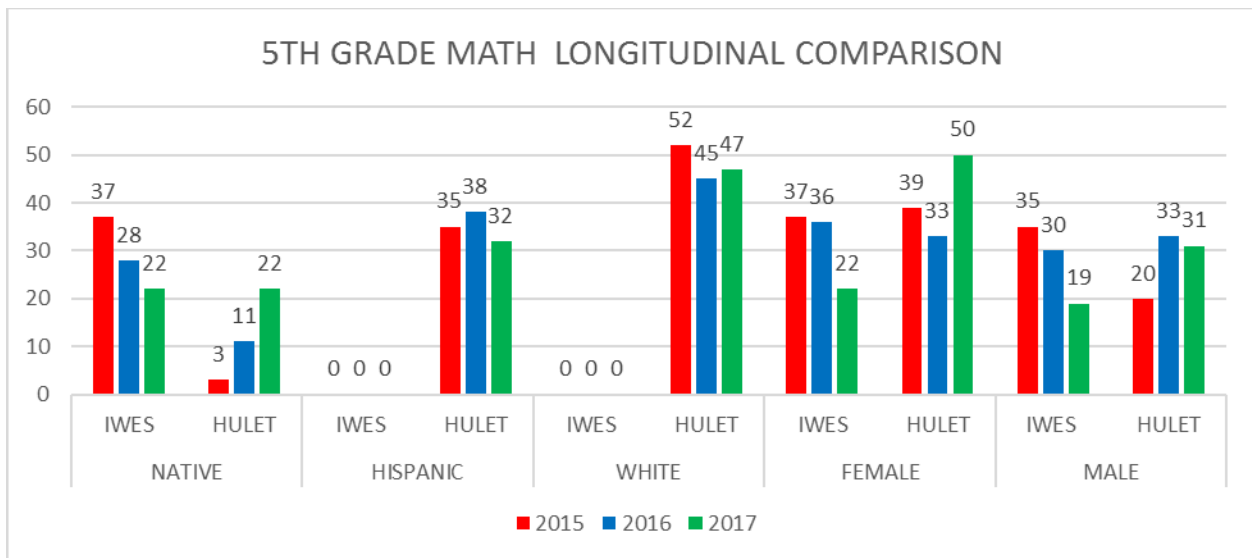


(+)- Areas of strength	(*)- Areas for growth
<b>Hulet Native 35% increase</b>	<b>IWES 20% decrease</b>
<b>Hulet Hispanic 18% increase</b>	<b>IWES Males 26% decrease</b>
<b>Hulet Female 8% increase</b>	
<b>Hulet Male 7% increase</b>	
<b>IWES Females 2% increase</b>	

## 5<sup>TH</sup> GRADE

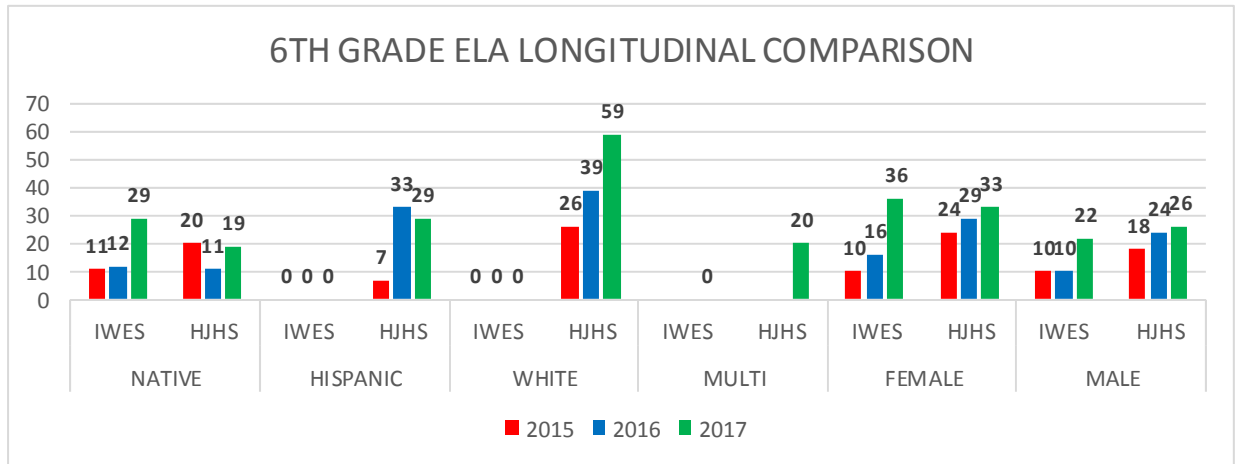


(+)- Areas of strength	(*)- Areas for growth
<b>Hulet Native 11% increase</b>	<b>IWES Native 17% decrease</b>
<b>Hulet Hispanic 2% increase</b>	<b>IWES Females 9% decrease</b>
<b>Hulet White 5% increase</b>	<b>IWES Males 13% decrease</b>
<b>Hulet Females 30% increase</b>	

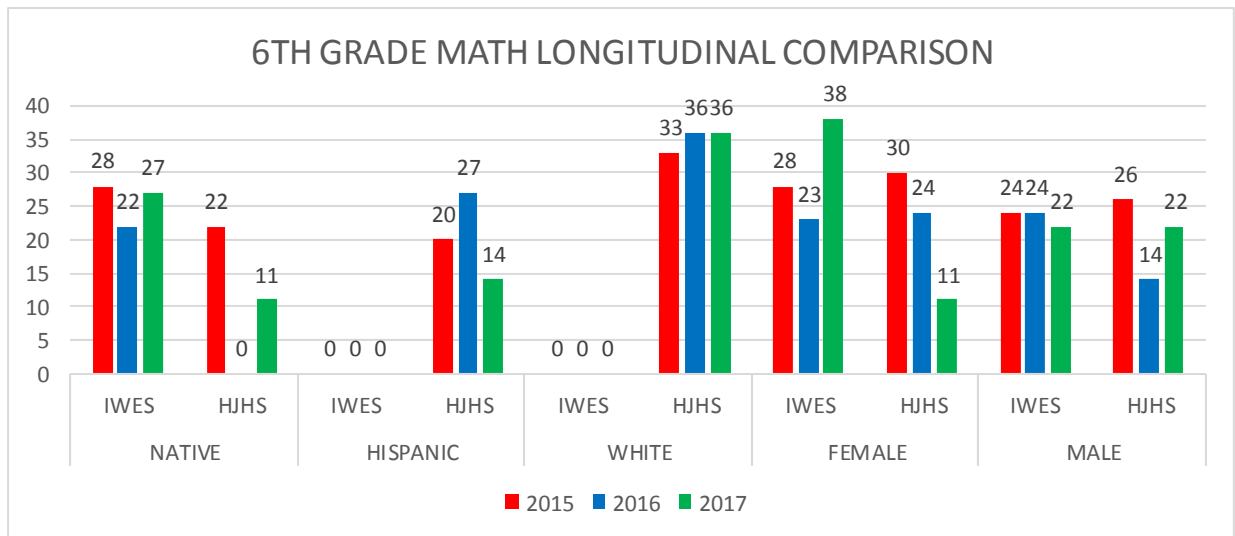


(+)- Areas of strength	(*)- Areas for growth
<b>Hulet Native 11% increase</b>	<b>IWES Native 6% decrease</b>
<b>Hulet Females 17% increase</b>	<b>Hulet Hispanic 6% decrease</b>
	<b>IWES Females 14% decrease</b>
	<b>IWES and Hulet Males decrease</b>

## 6<sup>TH</sup> GRADE



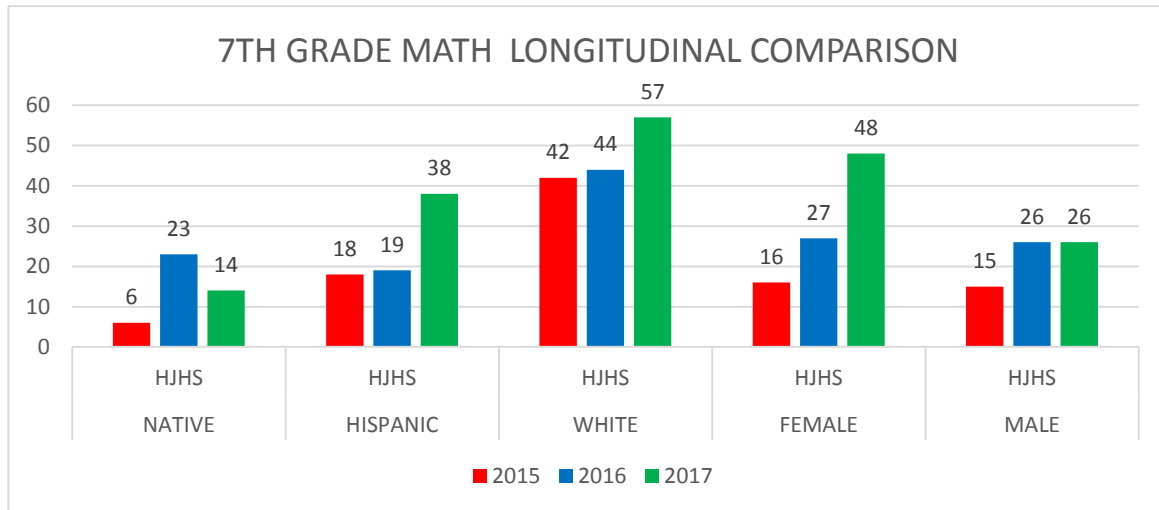
(+)- Areas of strength	(*)- Areas for growth
<b>IWES Native 17% increase</b>	<b>HJHS Hispanic 4% decrease</b>
<b>HJHS Native 8% increase</b>	
<b>HJHS White 20% increase</b>	
<b>IWES Females 20% increase</b>	
<b>HJHS Females 4% increase</b>	
<b>IWES Males 12% increase</b>	



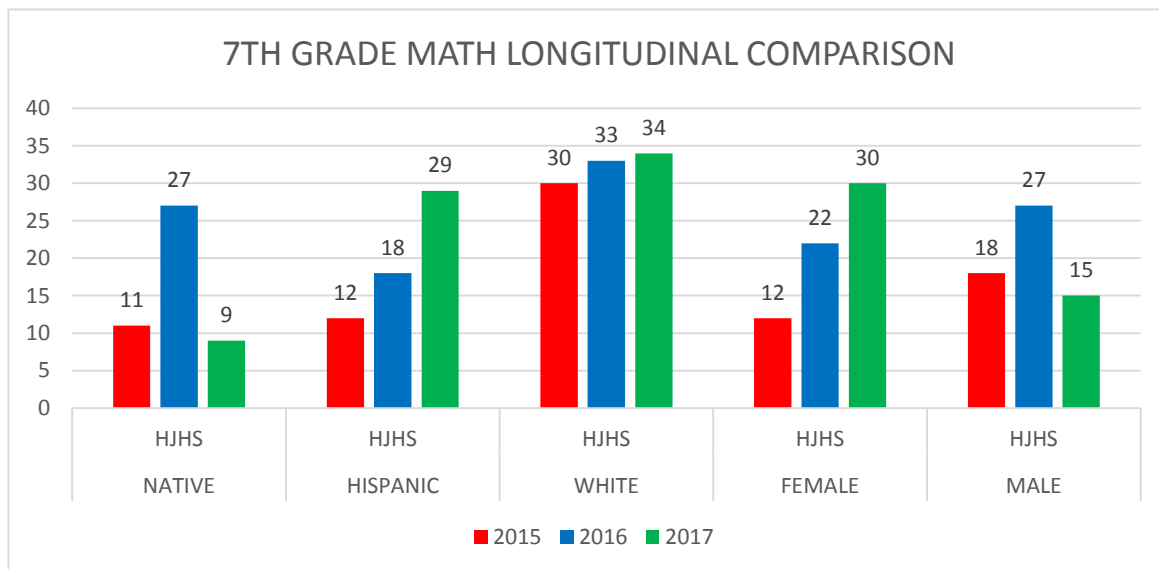
**\*\* Note: if there were less than 2% passing it is recorded at 0%**

(+)- Areas of strength	(*)- Areas for growth
<b>IWES Native 5% increase</b>	<b>HJHS Hispanic 13% decrease</b>
<b>HJHS Native 11% increase</b>	<b>HJHS Females 13% decrease</b>
<b>IWES Females 15% increase</b>	
<b>HJHS Males 12% increase</b>	

## 7<sup>TH</sup> GRADE



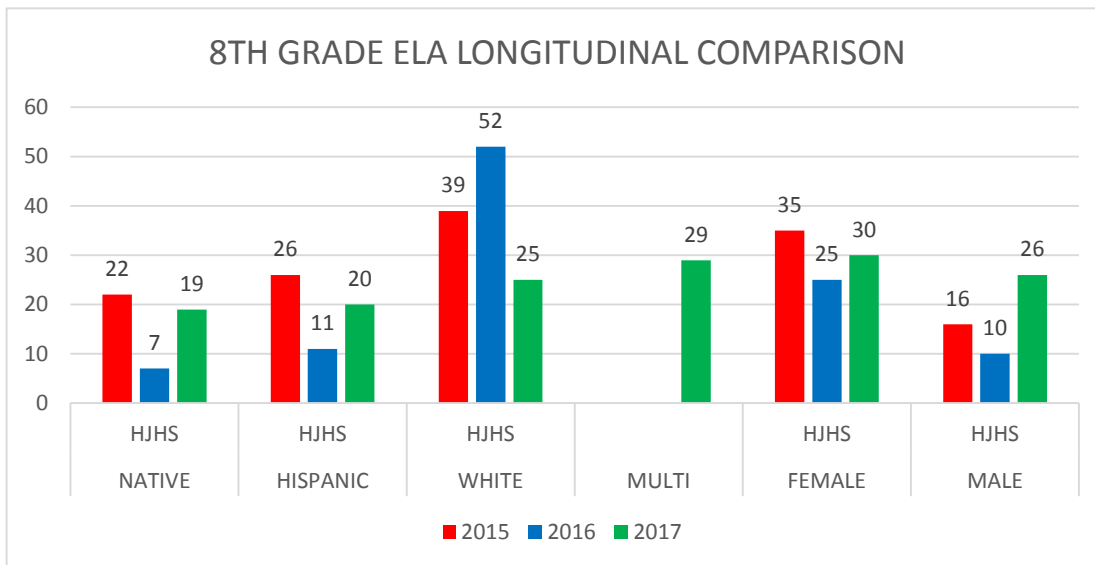
(+)- Areas of strength	(*)- Areas for growth
<b>HJHS Hispanic 19% increase</b>	<b>HJHS Native 9% decrease</b>
<b>HJHS White 13% increase</b>	
<b>HJHS Female 21% increase</b>	



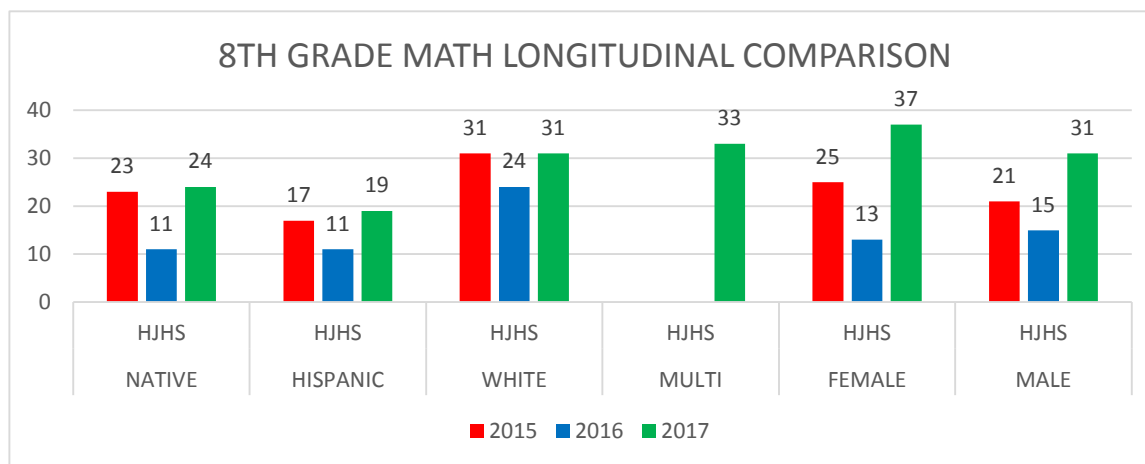
(+)- Areas of strength	(*)- Areas for growth
<b>HJHS Hispanic 11% increase</b>	<b>HJHS Native 18% decrease</b>
<b>HJHS White 1% increase</b>	<b>HJHS Males 12% decrease</b>
<b>HJHS Female 8% increase</b>	



## 8<sup>TH</sup> GRADE

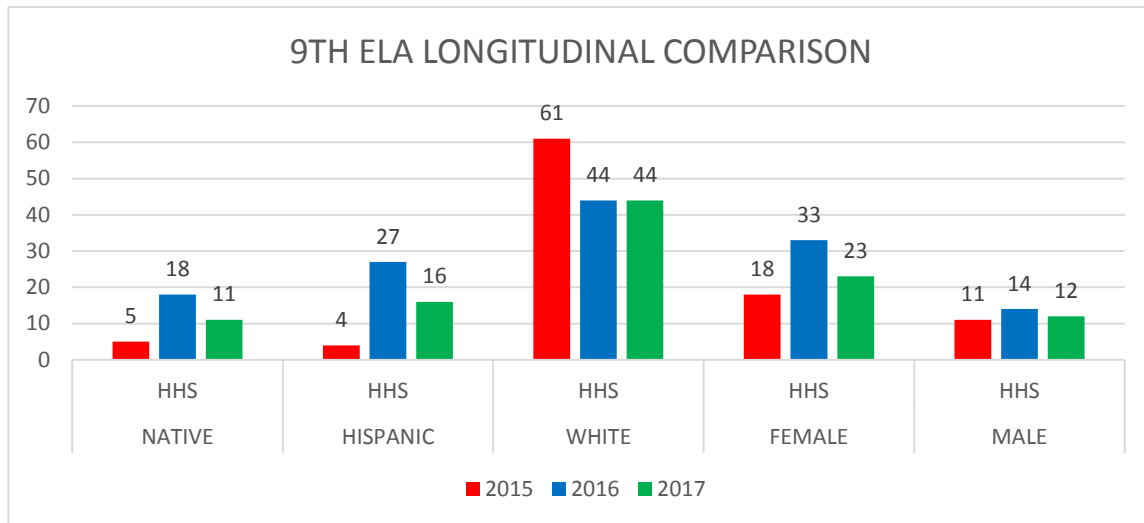


(+)- Areas of strength	(*)- Areas for growth
<b>HJHS Native 12% increase</b>	<b>HJHS White 27% decrease</b>
<b>HJHS Hispanic 9% increase</b>	
<b>HJHS Female 5% increase</b>	
<b>HJHS Male 16% increase</b>	



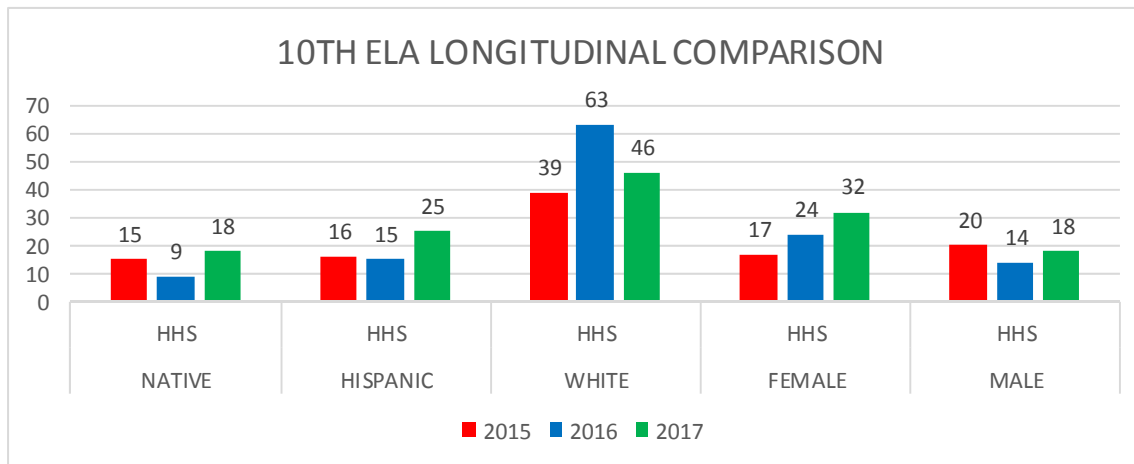
(+)- Areas of strength	(*)- Areas for growth
<b>HJHS Native 13% increase</b>	
<b>HJHS Hispanic 8% increase</b>	
<b>HJHS White 7% increase</b>	
<b>HJHS Females 24% increase</b>	
<b>HJHS Males 16% increase</b>	

## 9<sup>TH</sup> GRADE ELA



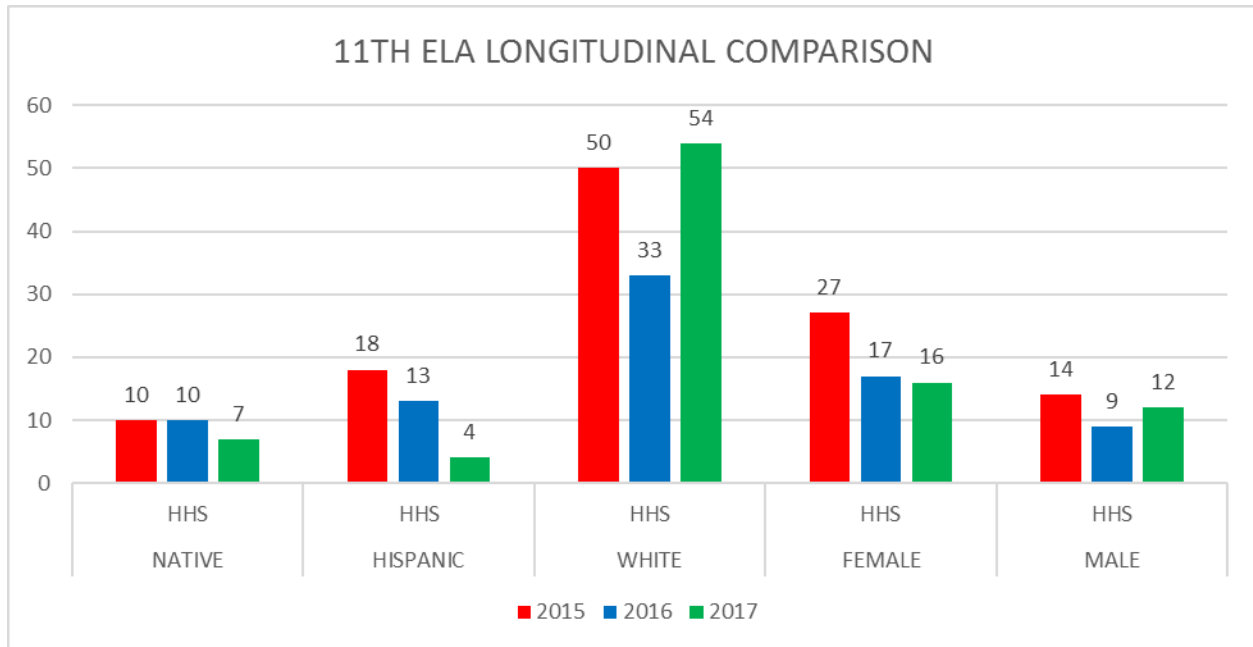
(+)- Areas of strength	(*)- Areas for growth
	<b>HHS Native 7% decrease</b>
	<b>HHS Hispanic 11% decrease</b>
	<b>HHS Females 10% decrease</b>

## 10<sup>TH</sup> GRADE ELA



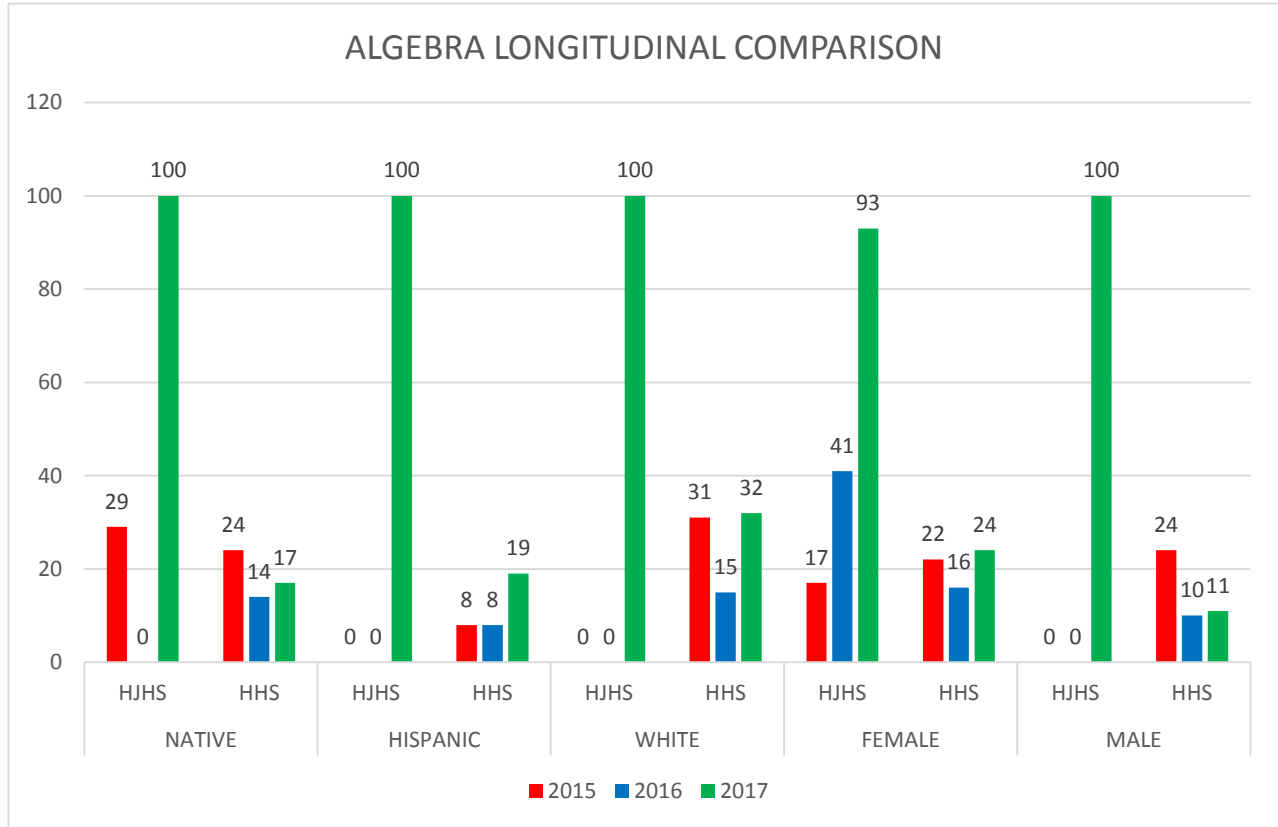
(+)- Areas of strength	(*)- Areas for growth
<b>HHS Native 9% increase</b>	<b>HHS White 17% decrease</b>
<b>HHS Hispanic 10% increase</b>	
<b>HHS Female 8% increase</b>	
<b>HHS Male 4% increase</b>	

## 11<sup>TH</sup> GRADE ELA



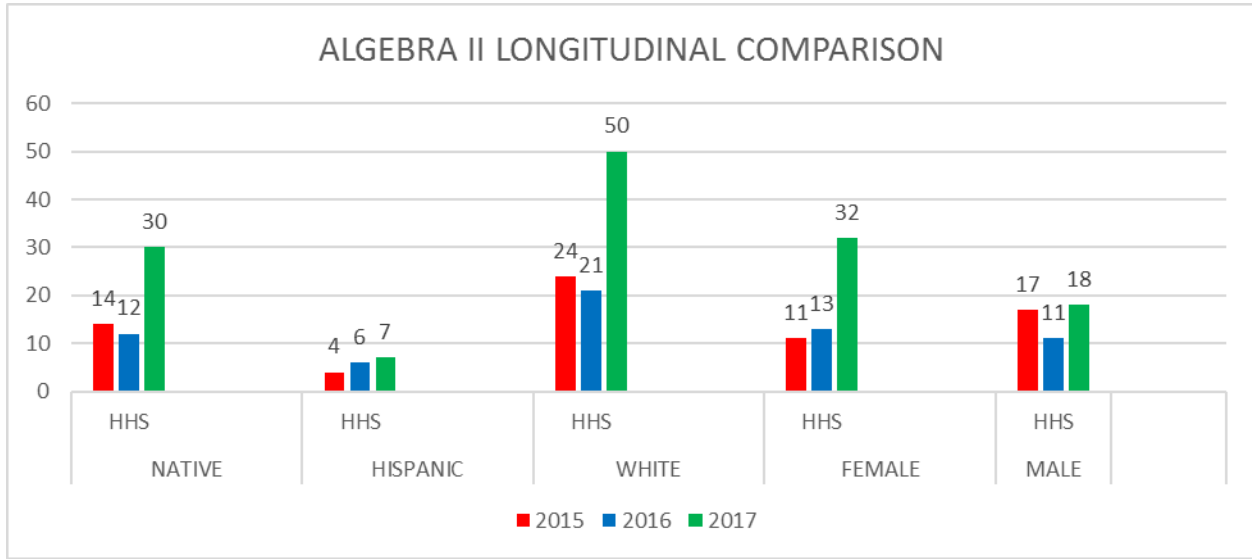
(+)- Areas of strength	(*)- Areas for growth
<b>HHS White 22% increase</b>	<b>HHS Native 3% decrease</b>
<b>HHS Males 3% increase</b>	<b>HHS Hispanic 9% decrease</b>

# ALGEBRA



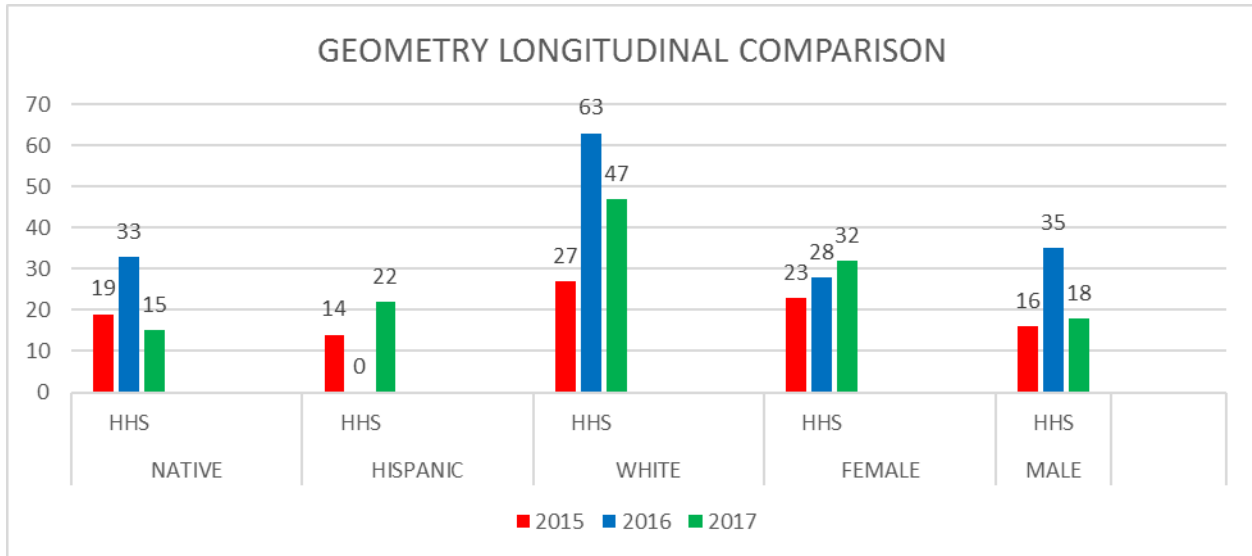
(+)- Areas of strength	(*)- Areas for growth
<b>HJHS Native 100% proficient</b>	
<b>HJHS Hispanic 100% proficient</b>	
<b>HJHS White 100% proficient</b>	
<b>HJHS Female 93% proficient</b>	
<b>HJHS Male 100% proficient</b>	
<b>HHS Native 3% increase</b>	
<b>HHS Hispanic 11% increase</b>	
<b>HHS White 13% increase</b>	
<b>HHS Female 12% increase</b>	

## ALGEBRA II



(+)- Areas of strength	(*)- Areas for growth
<b>HHS Native 18% increase</b>	
<b>HHS White 29% increase</b>	
<b>HHS Female 19% increase</b>	
<b>HHS Males 7% increase</b>	

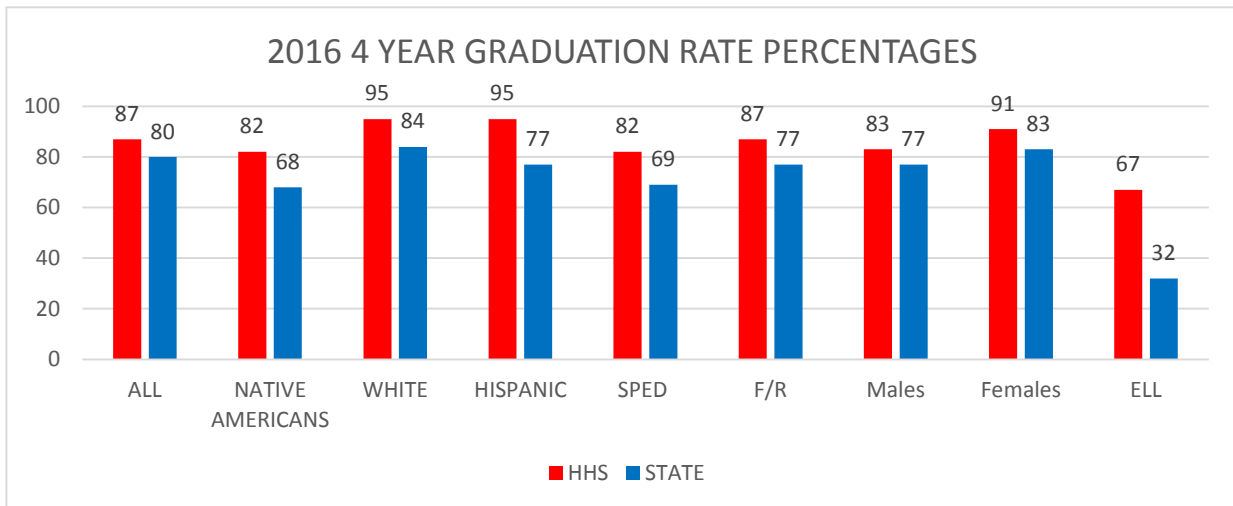
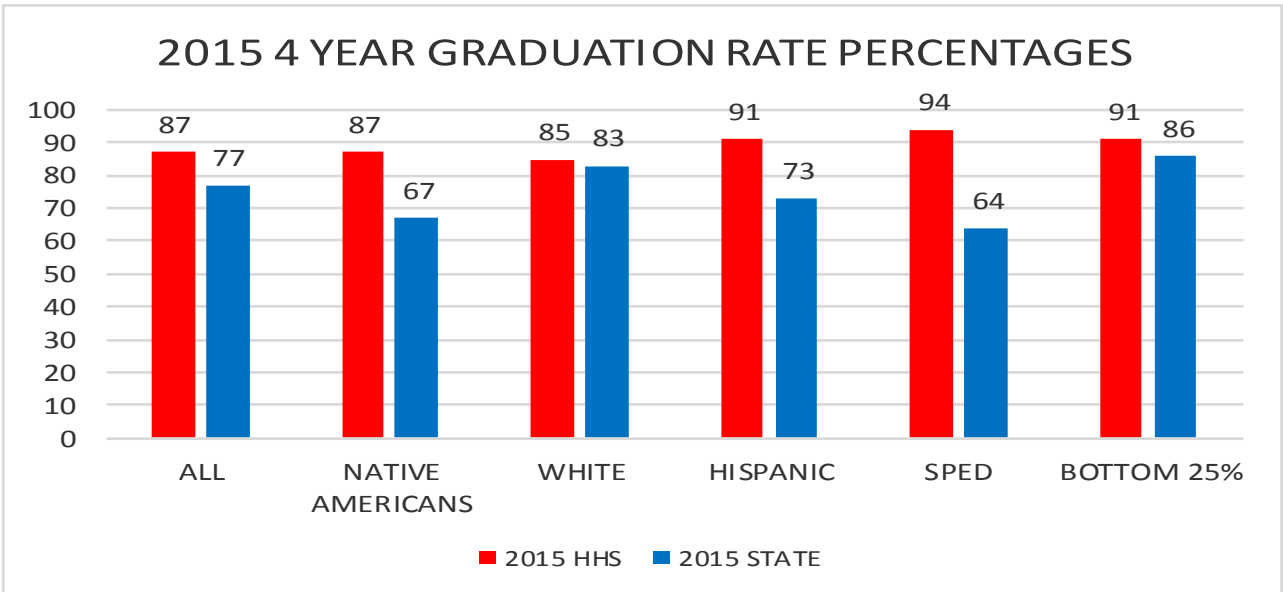
## GEOMETRY



(+)- Areas of strength	(*)- Areas for growth
<b>HHS Female 4% increase</b>	<b>HHS Native 18% decrease</b>
<b>HHS Hispanic 22% increase</b>	<b>HHS White 16% decrease</b>
	<b>HHS Male 17% decrease</b>

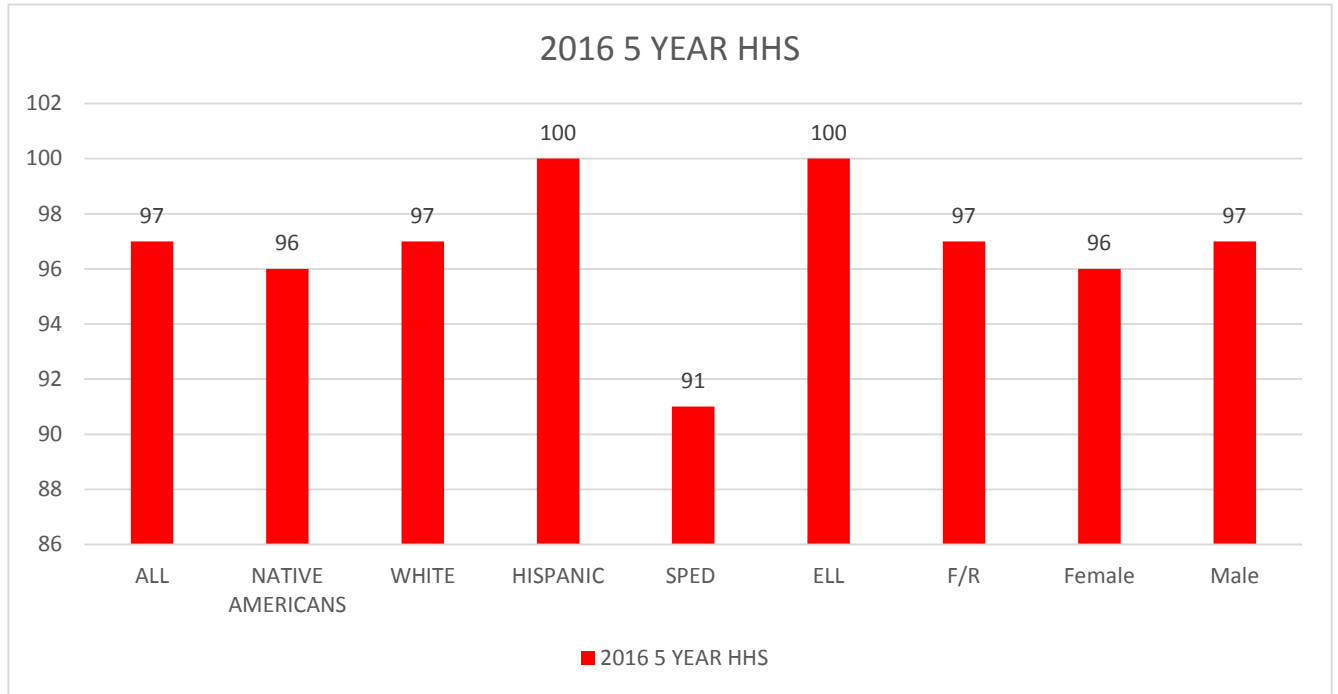
## GRADUATION RATE DATA

### 4 YEAR GRADUATION RATES



**Holbrook High School has traditionally exceeded the state 4 year graduation rate average in all subgroups. The 2017 graduation rate is anticipated at 85%. State data is still be cumulated. The 2017 graduation rates are expected to be released in October of 2017.**

## 5 YEAR GRADUATION RATES



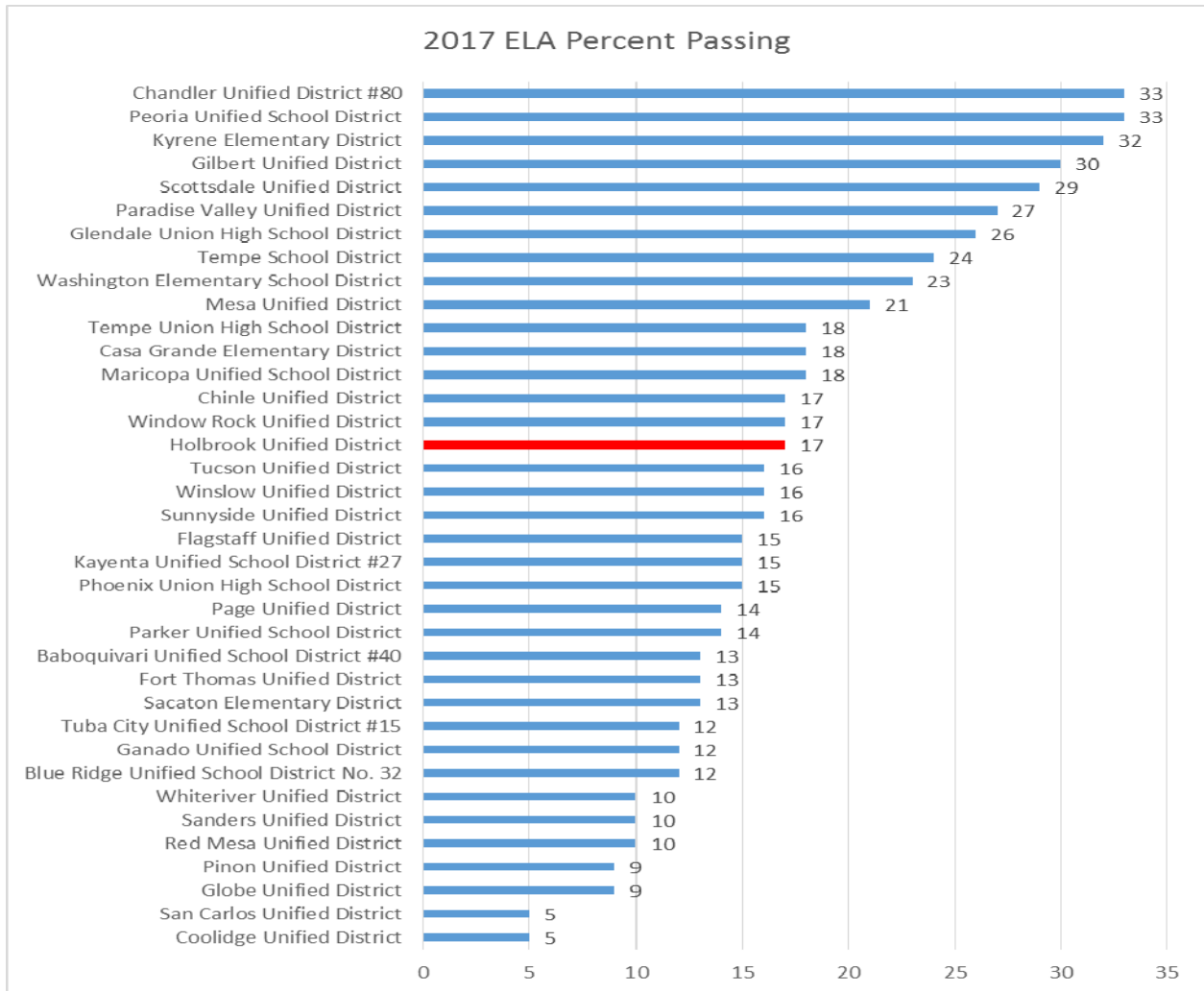
**Holbrook High School had a 97% 5- year graduation rate for 2016. 5<sup>th</sup> year seniors have the opportunity to finish coursework at HHS or in the HHS Phenix Alternative School.**

## NATIVE AMERICAN FOCUS STUDY

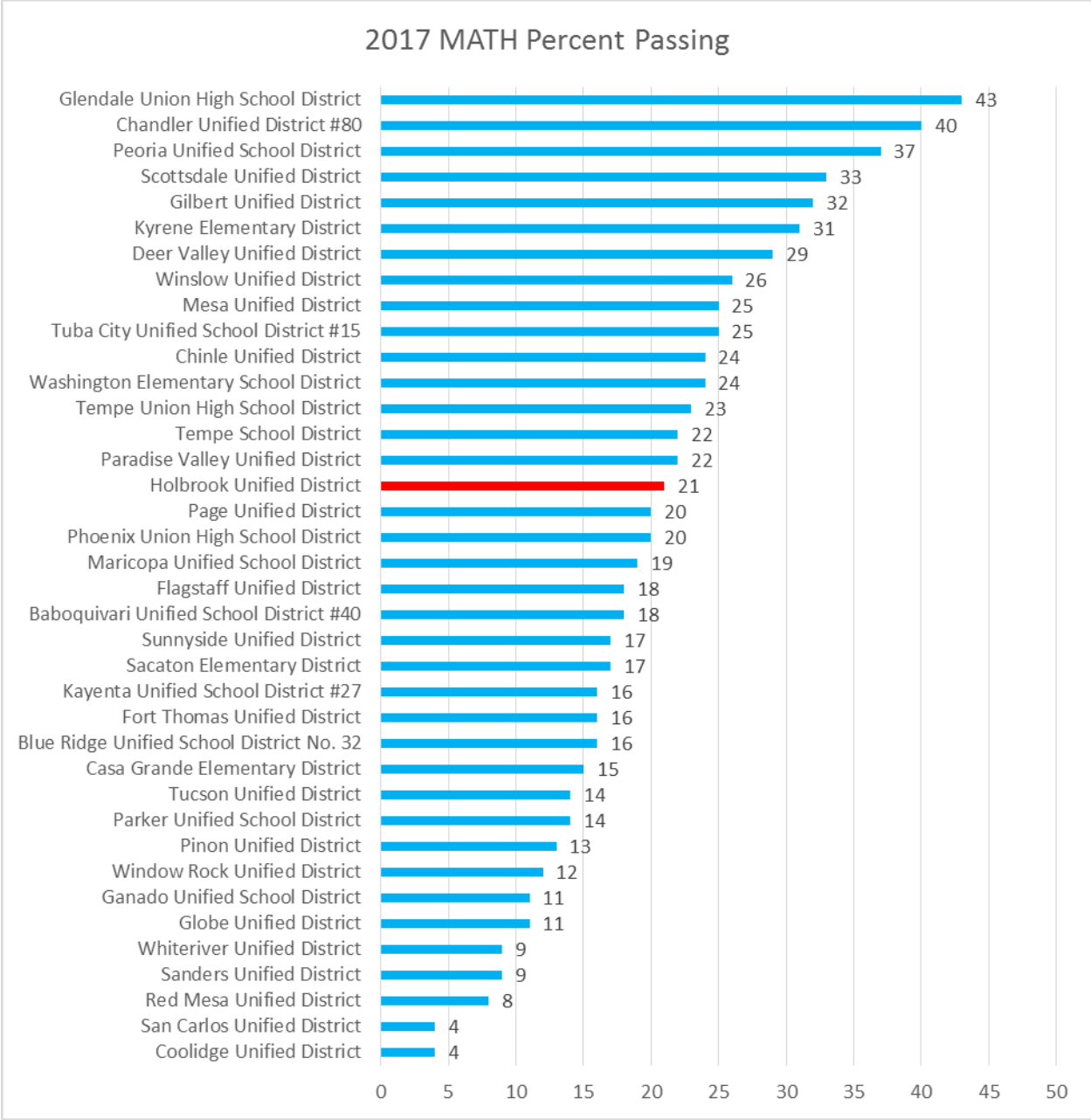
**The information included in this report distinguishes our Native American population as our largest ethnic population. In response to the significance of our Native American population a focus study was conducted on schools that have a predominately Native American population and have similar socioeconomic and geographic diversity.**

**The following results outline comparative data using the 2016 AzMERIT scores for all students tested in grades 3-11.**

**The districts in the comparison group are limited to districts that have a minimum of 200 Native students.**







The data demonstrates the effectiveness of the Holbrook Unified School District’s instruction programs and services.

The Holbrook Unified School District is rated a “B” district by the Arizona Department of Education. The data demonstrates the educational impact of the entire HUSD #3 education program on our diverse student population.

## **ENGLISH LANGUAGE LEARNER FOCUS STUDY**

**The Holbrook Unified School District serves a vast population of language minority students throughout our district. As a result, it is imperative that our district analyze services and outcomes that will help our Native American and Hispanic students, which comprise more than 77% of our population, to become college and career ready to ensure each language minority student has the opportunity to succeed upon graduation.**

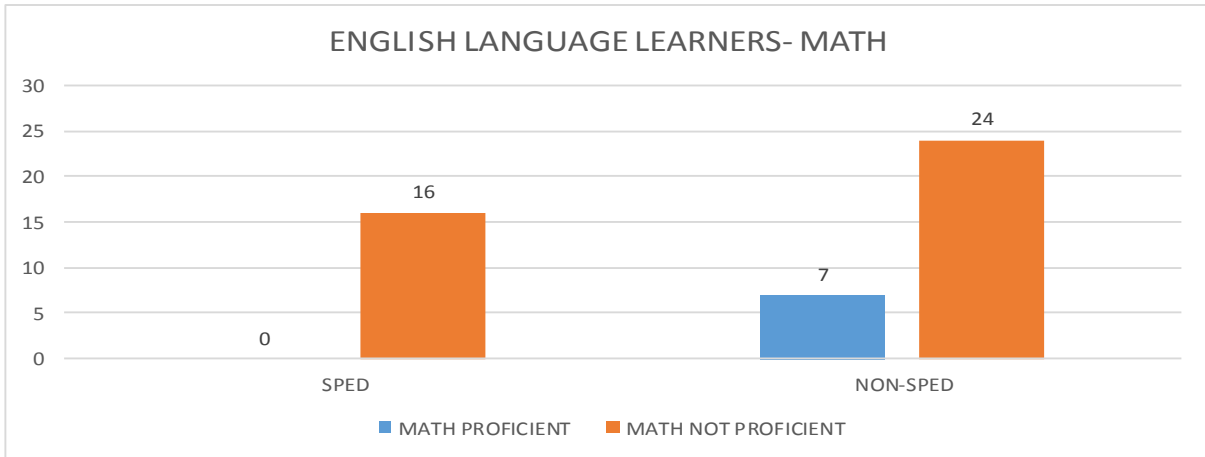
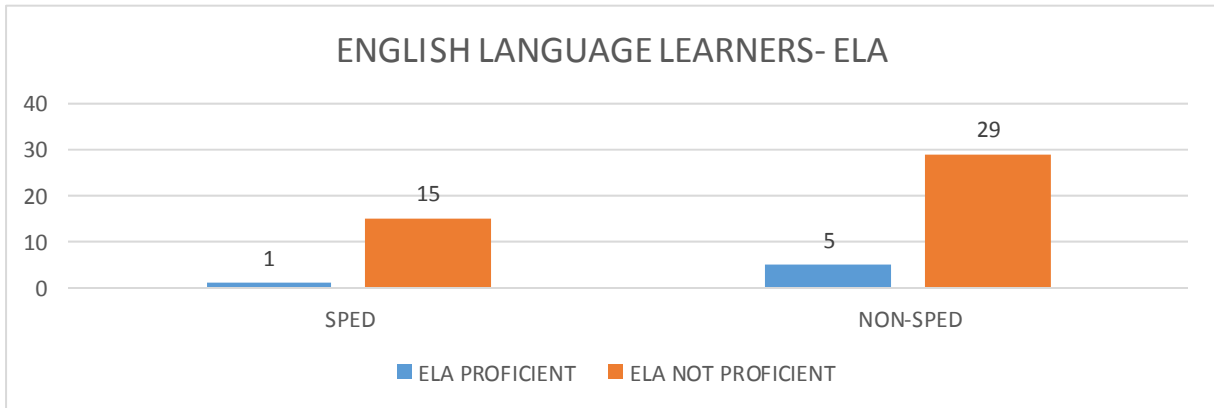
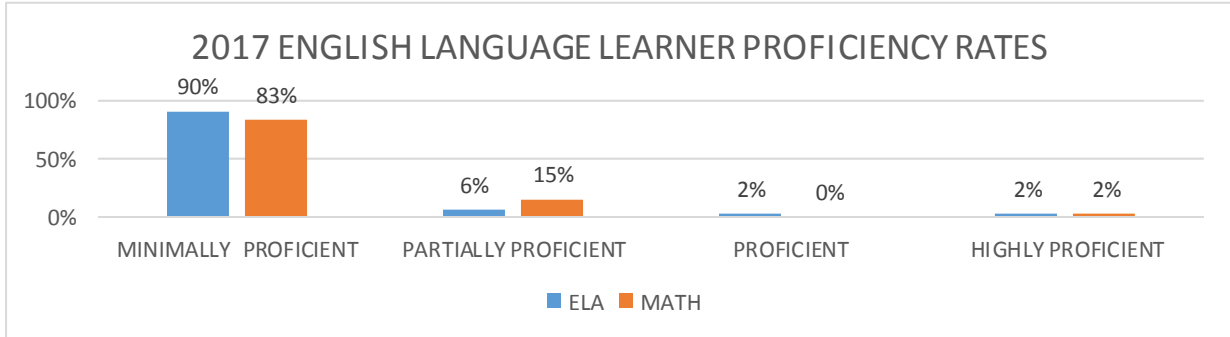
**The Holbrook School District has approximately 65 identified English Language Learners (ELL) throughout the district. There are numerous other language minority students throughout our district that must overcome barriers to securing the English language due to dual language systems including their native languages of Navajo, Hopi, Apache, and Spanish. The barriers presented in acquiring the English language amongst our language minority students creates deficiencies in academic progress which is highlighted by the lower passing rates of our Native American and Hispanic students on both state and local testing. This is of great concern for HUSD #3 and we proactively address the barriers in acquiring the English language through small class sizes for more individualize attention, conducting professional development for teachers to close the achievement gap, integrating technology into the classroom for language acquisition and providing support systems for parental involvement. All of these systems are systematic measures that help our English Language students succeed throughout the education system at HUSD #3 as identified by our graduation rates.**

**The Holbrook Unified School District is highly focused on closing the achievement gap amongst our language minority students which is addressed through the use of desegregation funding, Title III and district funds to best serve our language minority students.**

**The following report outlines the need for continued service for both our identified ELL students and those students that have a national origin with a primary language other than English.**

**The report is designed to analyze the proficiency rates of our identified ELL students on the AzMERIT assessment. There is a special study of students that are identified ELL but not special education comparative with students that are identified ELL and receive special education services. One of the**

**primary goals of HUSD is to ensure that language minority students are not over identified for special education services.**



**Language minority proficiency rates have much room for improvement. A continued focus will be placed on both ELL students and language minority students as a whole to improve student proficiency rates through ELL programs and desegregation funding.**

## HUSD #3 PARTICIPATION DATA

The Holbrook Unified School District provides extra-curricular activities; as well as, supplemental support programs to **H**elp our **U**nique **S**tudents **D**evelop. HSUD #3 promotes equal participation in all programs. The following program participation report is generated from schools that offer programs in the targeted areas. Participation means that students are actively engaged in the club, sport, intervention program, activity, or program throughout the school year.

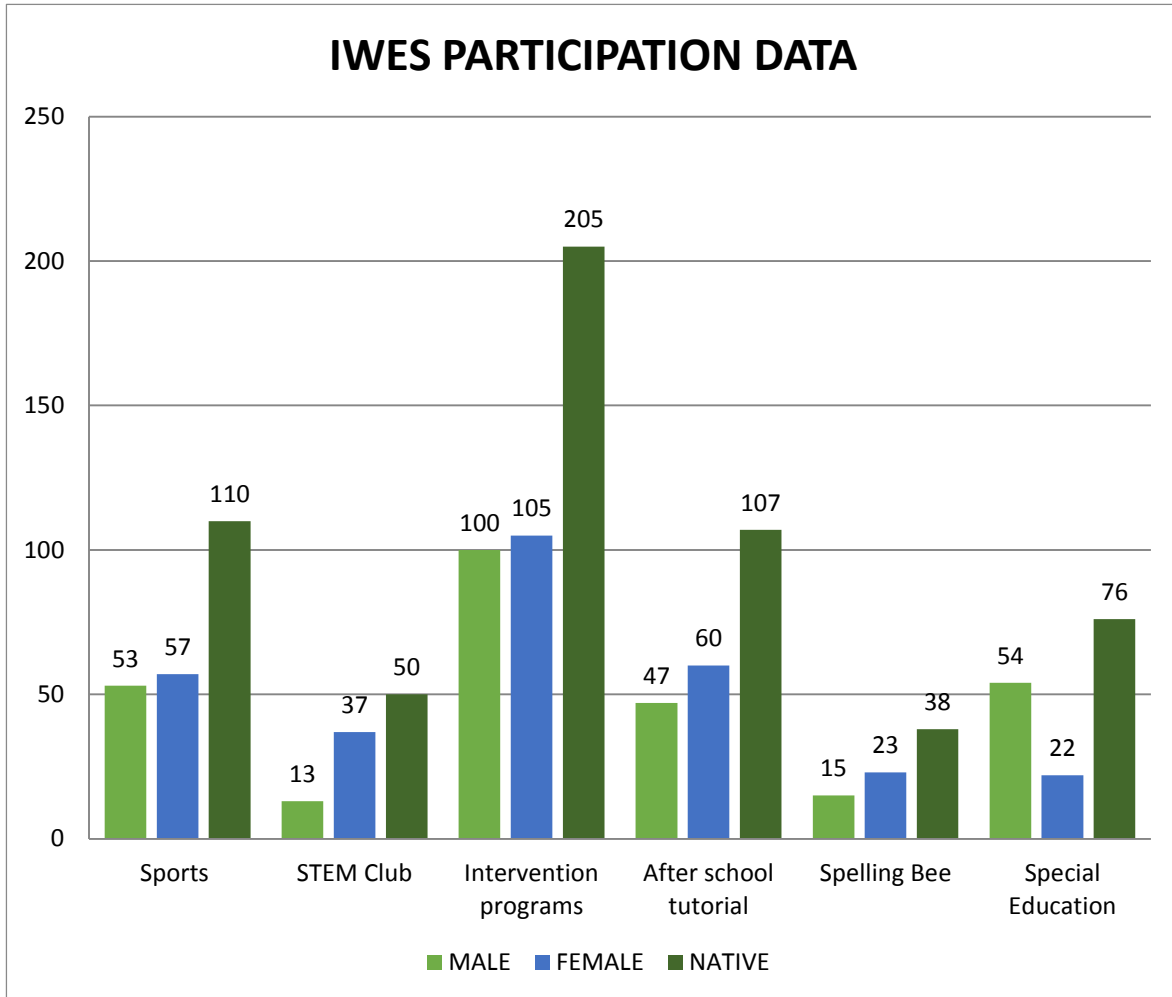
### **HUSD #3 PROGRAMS & SERVICES TO SUPPORT DIVERSITY**

#### PROGRAMS

Native Language Classes  
Spanish Classes  
Navajo Government  
Career and Technical Education (CTE)  
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

#### SERVICES

Small Class Sizes  
Activity bus  
Meal money for trips  
Technology for instruction  
Multiple bus routes  
K-6 School on the reservation  
School Reach  
School Messenger Parental Contact System  
PASS System  
Parent Liaisons  
Homeless Liaisons  
ELL tutoring  
Summer School  
Summer Enrichment Activities  
Preschool Services 3 yr & 4 yr old  
Special education services  
Credit Recovery  
After school tutorial



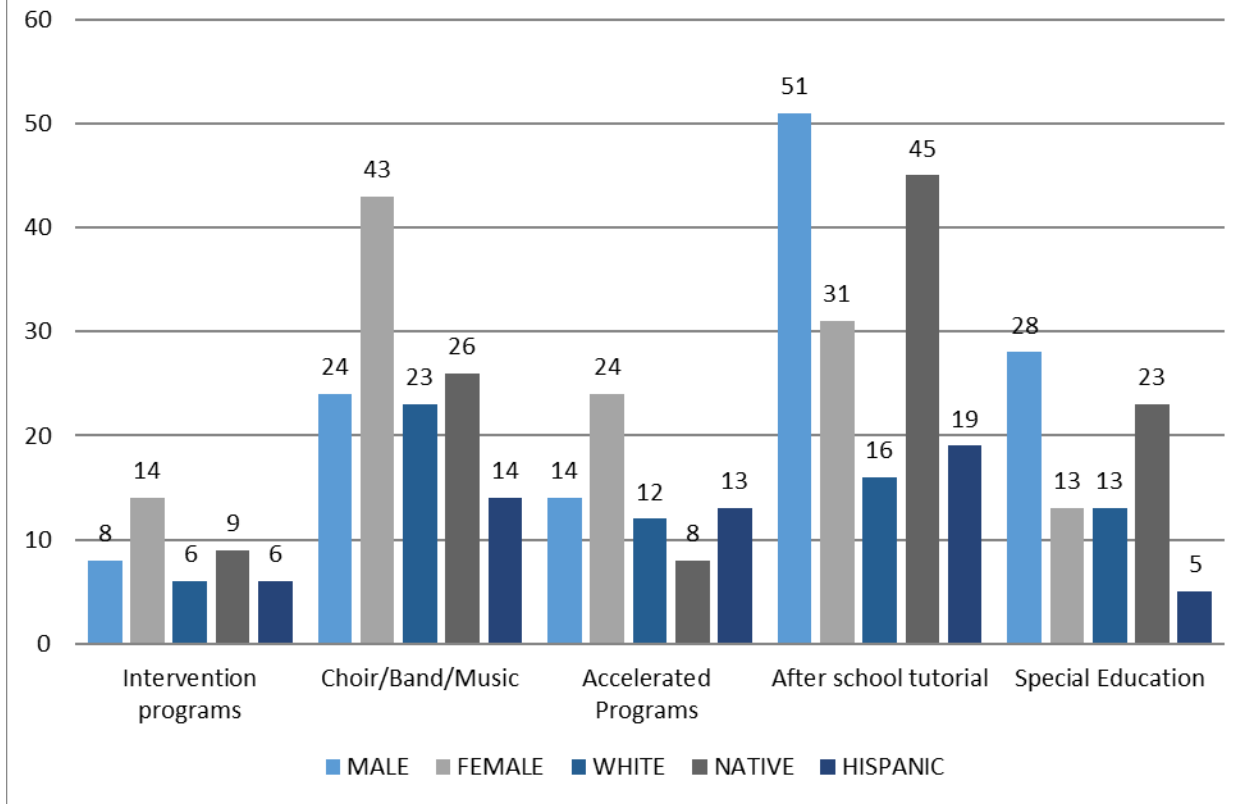
TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC	MIXED
Total Enrollment:	226	214	1	NA	438	NA	NA	1

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

**\*\* IWES serves preschool through 6<sup>th</sup> grade students**

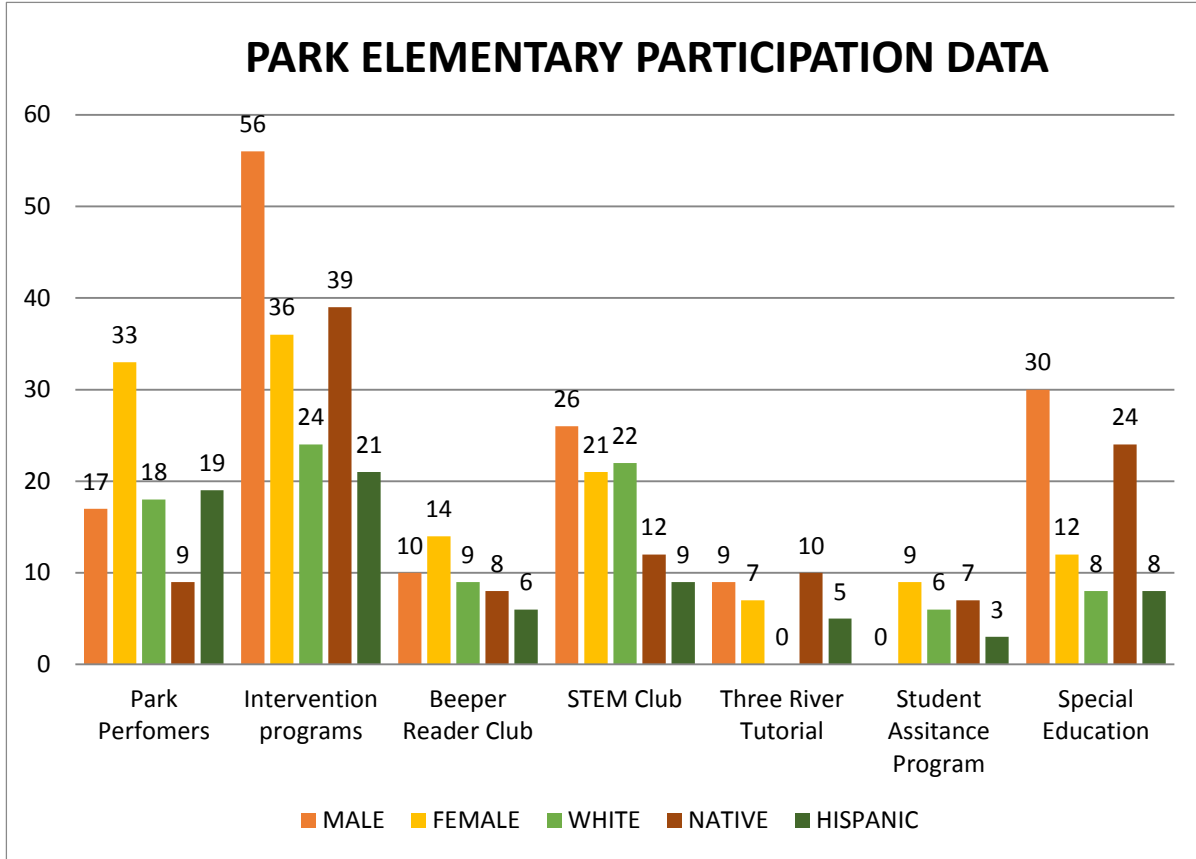
**\*\* IWES population includes K-3 students that do not qualify for sports.**

## Hulet Elementary Participation Data



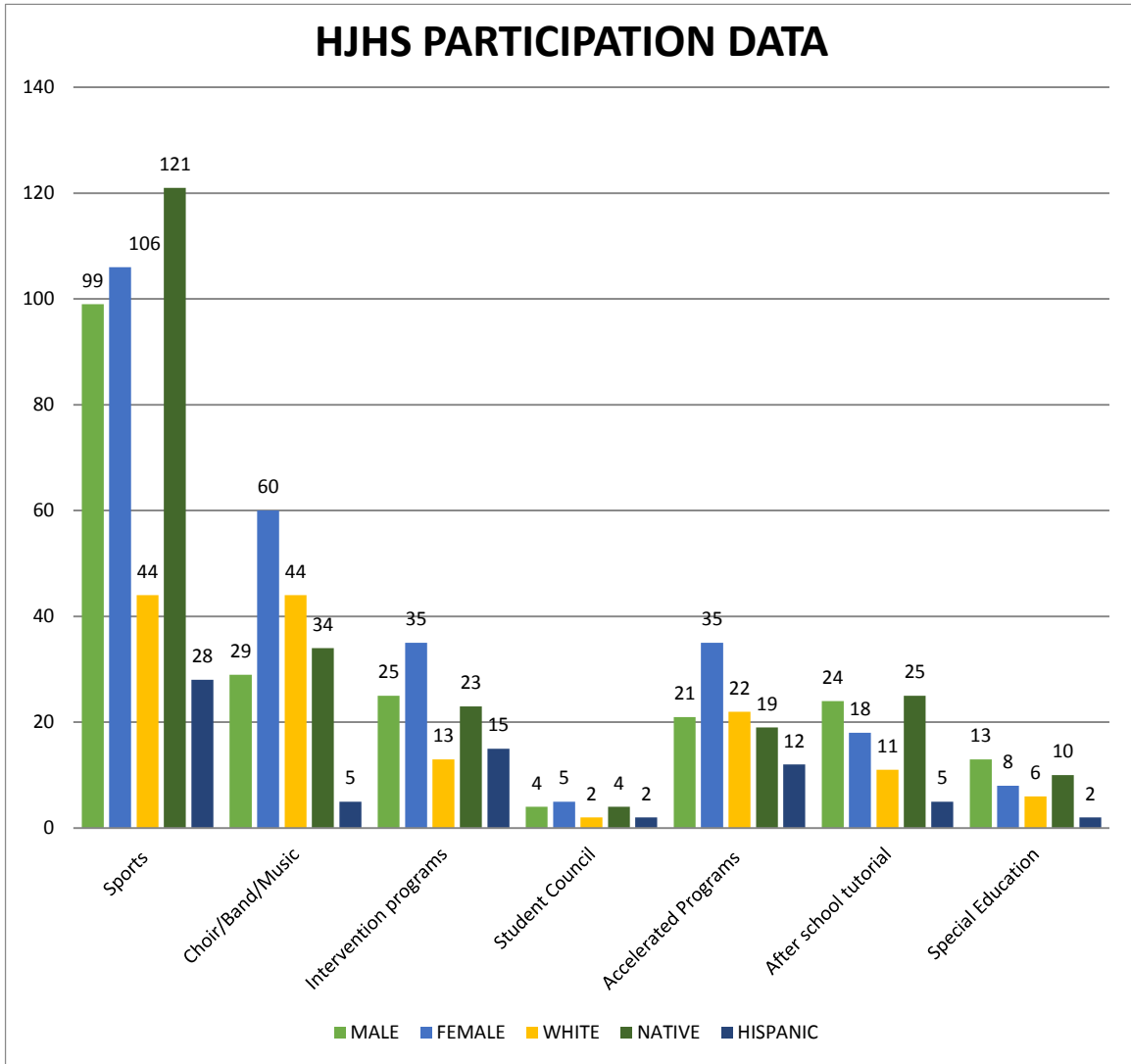
TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC
<b>Total Enrollment</b>	<b>154</b>	<b>155</b>	<b>87</b>	<b>7</b>	<b>130</b>	<b>3</b>	<b>82</b>

- \*\* Numbers in the chart indicate the total number of participants in the groups.
- \*\* Some categories are not included due to sample size.
- \*\* Hulet serves 3<sup>rd</sup> through 5<sup>th</sup> grade students.



TOPIC	MALE	FEMALE	WHITE	NATIVE	HISPANIC
Total Enrollment	135	122	75	97	64

- \*\* Numbers in the chart indicate the total number of participants in the groups.
- \*\* Some categories are not included due to sample size.
- \*\* Park Elementary serves Kindergarten through 2<sup>nd</sup> grade students.



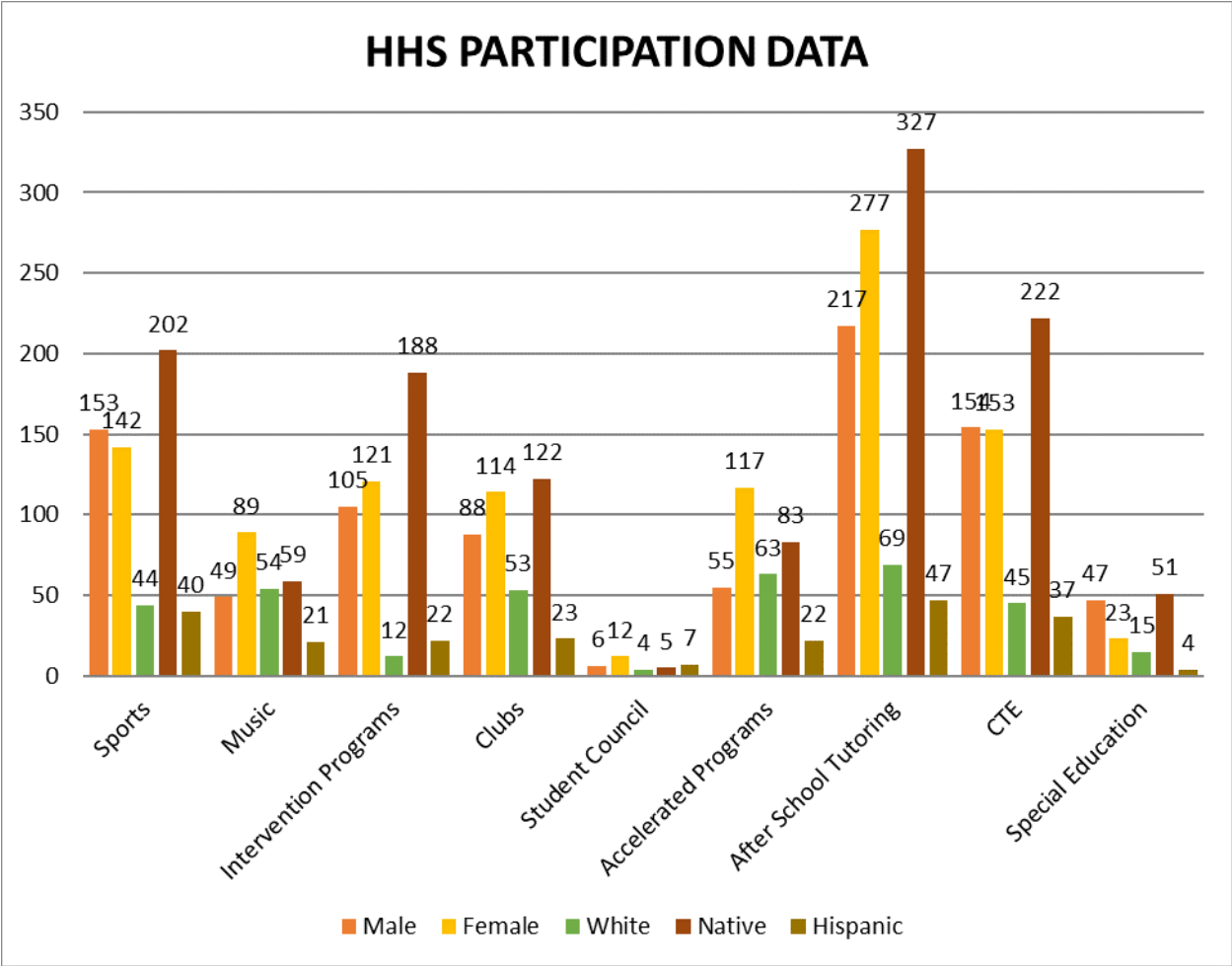
TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	ASIAN	HISPANIC	MIXED
Total Enrollment	181	174	99	1	188	2	58	17

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

**\*\* Some categories are not included due to sample size.**

**\*\* Holbrook Junior High School serves 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students.**





TOPIC	MALE	FEMALE	WHITE	BLACK	NATIVE	AS/Mix	HISPANIC
Total Enrollment	308	337	111	7	442	1	70

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

**\*\* Some categories are not included due to sample size.**

**\*\* Holbrook High School serves 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students.**

## **AZ LEARNS A-F SCHOOL LABELS**

The Arizona State Board of Education is currently studying a new system for grading schools and districts.

The system quantitatively measures student proficiency and annual growth in key areas, as well as student readiness. Specifically, schools earn letter grades based on a range of comprehensive measures including:

- Proficiency in English Language Arts, Math and Science
- Growth in English Language Arts and Math
- Proficiency and Growth of English Language Learners
- Graduation Rate
- Acceleration and Readiness Measures, which consists of several measures including chronic absenteeism and the improved growth of subgroups
- College and Career Readiness Indicators, which include several indicators of a school's ability to prepare students for college and career including the number of students passing the ACT or SAT or earning an industry credential, certificate or license.

In order to earn an A letter grade, schools must earn at least 86% of the total points possible.

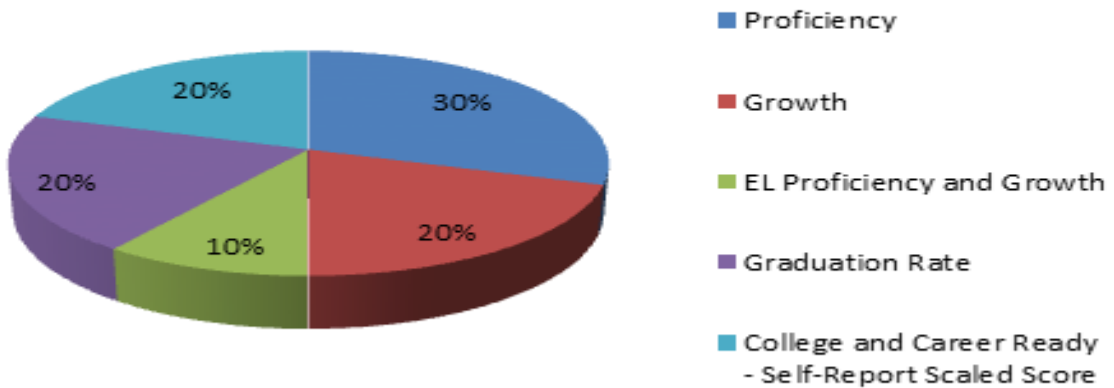
Specific details of the Arizona State A-F plan can be found at:

**<https://azsbe.az.gov/f-school-letter-grades>**

**School A-F Letter Grade = C  
Holbrook High School (5610)**

Category	Weight	Points
Proficiency	30%	11.22
Growth	20%	14.36
EL Proficiency and Growth	10%	8.00
Graduation Rate	20%	15.00
College and Career Ready - Self-Report Scaled Score	20%	13.47
SPED Bonus Points		0.00
<b>All Students Total Points</b>		62.05
<b>Total Points Eligible</b>		100.00
<b>Percentage Earned</b>		62.00%
<b>Percent Tested*</b>		91.84%
<b>A-F Letter Grade</b>		<b>C</b>

### Traditional 9-12 Model



<b>Proficiency</b>	<b>30%</b>	<a href="#">View Data</a>
<b>Test</b>		<b>%</b>
<b>ELA Grade 8</b>		
<b>Math Grade 8</b>		
<b>Science Grade 8</b>		
<b>ELA Grade 9</b>		37.87%
<b>ELA Grade 10</b>		34.78%
<b>ELA Grade 11</b>		26.49%
<b>Algebra I</b>		38.54%
<b>Algebra II</b>		50.21%
<b>Geometry</b>		44.26%
<b>Science Grade 10</b>		31.12%
<b>MSAA ELA</b>		
<b>MSAA Math</b>		
<b>Percent Proficient All Students</b>		37.41%
<b>Total Proficiency Points</b>		<b>11.22</b>

<b>Growth</b>	<b>20%</b>	<a href="#">View Data</a>
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<b>SGP ELA Growth (5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (67-99)</b>
<b>Prior Year Highly Proficient</b>	0.94%	1.65%	0.94%
<b>Prior Year Proficient</b>	5.19%	6.60%	5.19%
<b>Prior Year Partially Proficient</b>	6.37%	8.73%	8.02%
<b>Prior Year Minimally Proficient</b>	16.51%	23.00%	16.51%
<b>SGP ELA Points</b>			<b>4.56</b>
<b>SGP Math Growth (5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (67-99)</b>
<b>Prior Year Highly Proficient</b>	0.68%	0.68%	1.36%
<b>Prior Year Proficient</b>	4.07%	8.47%	8.14%
<b>Prior Year Partially Proficient</b>	5.76%	9.15%	15.25%
<b>Prior Year Minimally Proficient</b>	8.47%	15.93%	22.03%
<b>SGP Math Points</b>			<b>5.65</b>

<b>SGT ELA Growth (5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	0.00%	0.00%	3.00%
<b>Prior Year Proficient</b>	6.00%	4.00%	7.00%
<b>Prior Year Partially Proficient</b>	15.00%	6.00%	3.00%
<b>Prior Year Minimally Proficient</b>	49.00%	7.00%	1.00%
<b>SGT ELA Points</b>			<b>1.70</b>
<b>SGT Math Growth (5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	0.00%	0.00%	2.00%
<b>Prior Year Proficient</b>	6.00%	4.00%	10.00%
<b>Prior Year Partially Proficient</b>	17.00%	8.00%	6.00%
<b>Prior Year Minimally Proficient</b>	34.00%	12.00%	1.00%
<b>SGT Math Points</b>			<b>2.44</b>

<b>Total Growth Points</b>	<b>14.36</b>
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<b>EL Proficiency and Growth</b>	<b>10%</b>	<a href="#">View Data</a>
<b>Total EL Proficiency Points</b>	4.00	
<b>Total EL Growth Points</b>	4.00	
<b>EL Proficiency and Growth Points</b>	<b>8.00</b>	

<b>Graduation Rate</b>	<b>20%</b>	
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<b>4-, 5-, 6-, 7-year Graduation Rate</b>			<b>10%</b>
<b>Current Year</b>	<b>%</b>	<b>Weight</b>	<b>Points Earned</b>
<b>4</b>	<b>86.93%</b>	<b>5</b>	4.35
<b>5</b>	<b>88.89%</b>	<b>4</b>	3.56
<b>6</b>	<b>89.38%</b>	<b>2.5</b>	2.23
<b>7</b>	<b>88.27%</b>	<b>.50</b>	0.44
<b>4-, 5-, 6-, 7-year Graduation Rate Points</b>			<b>10.00</b>
<b>4-year Graduation Rate Improvement</b>			<b>10%</b>
<b>Prior Year</b>	<b>%</b>	<b>Points Earned</b>	
<b>4</b>	<b>86.77%</b>	5.00	
<b>4-year Graduation Rate Improvement Points</b>			<b>5.00</b>

<b>Graduation Rate Total Points</b>	<b>15.00</b>
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<b>College and Career Ready - Self-Report Scaled Score</b>		<b>20%</b>
Metric	Weight	Points Earned
Self-Report CCR Points	20	10.10
<b>College and Career Ready - Self-Report Total Scaled Points</b>		<b>13.47</b>

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade; we only scaled what was submitted to the 20% weighting.

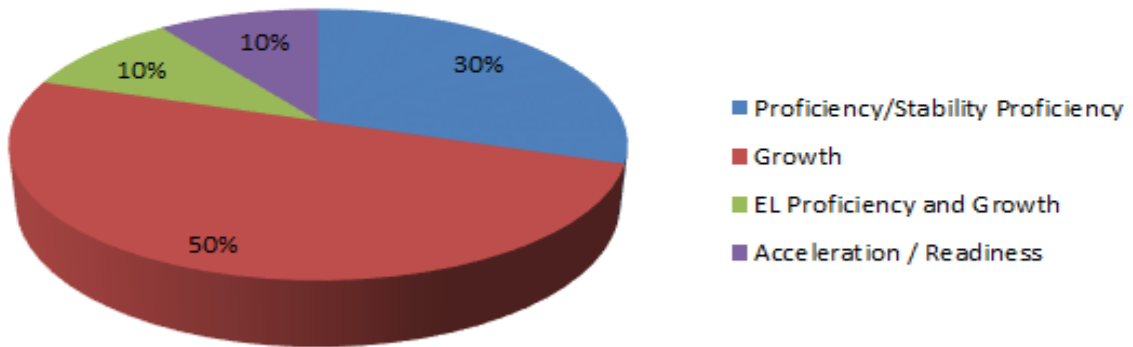
<b>A-F Letter Grade</b>				<b>C</b>
<b>Total Score</b>				
A	B	C	D	F
86-100%	71-85%	56-70%	41-55%	<41%



**School A-F Letter Grade = C  
Holbrook Junior High School (5609)**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	15.02
Growth	50%	30.57
EL Proficiency and Growth	10%	NA
Acceleration / Readiness	10%	10.00
SPED Bonus Points		0.00
All Students Total Points		55.58
Total Points Eligible		90.00
Percentage Earned		62.00%
Percent Tested**		93.56%
<b>A-F Letter Grade</b>		<b>C</b>

**Traditional K-8 Model**



Proficiency		30%*		<a href="#">View Data</a>	
Grade	ELA	Math	Science		
3					
4					
5					
6	46.35%	40.57%			
7	41.65%	26.87%			
8	33.36%	55.00%	71.25%		
9					
<b>Total Proficiency Points</b>				<b>13.68</b>	
Stability Proficiency			30%*		<a href="#">View Data</a>
Stability	ELA	Math	Science	All	Weight
3-Year FAY	33.62%	59.19%	75.44%	56.23%	15.00%
2-Year FAY	46.63%	41.26%	66.34%	47.46%	10.00%
1-Year FAY	37.70%	33.82%	63.64%	36.69%	5.00%
<b>Total Stability Proficiency Points</b>				<b>15.02</b>	

Growth		50%		<a href="#">View Data</a>	
<b>SGP ELA Growth (12.5%)</b>					
		<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>	

<b>Prior Year Highly Proficient</b>	0.65%	1.30%	2.28%
<b>Prior Year Proficient</b>	5.86%	9.45%	8.47%
<b>Prior Year Partially Proficient</b>	9.77%	8.79%	7.49%
<b>Prior Year Minimally Proficient</b>	15.96%	16.61%	13.36%
<b>SGP ELA Points</b>			<b>10.55</b>
<b>SGP Math Growth (12.5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	1.49%	2.38%	2.38%
<b>Prior Year Proficient</b>	9.23%	9.82%	4.46%
<b>Prior Year Partially Proficient</b>	11.90%	11.31%	4.46%
<b>Prior Year Minimally Proficient</b>	13.10%	19.35%	10.12%
<b>SGP Math Points</b>			<b>9.20</b>
<b>SGT ELA Growth (12.5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	0.00%	1.00%	3.00%
<b>Prior Year Proficient</b>	8.00%	5.00%	11.00%

<b>Prior Year Partially Proficient</b>	15.00%	4.00%	7.00%
<b>Prior Year Minimally Proficient</b>	35.00%	8.00%	2.00%
<b>SGT ELA Points</b>			<b>6.05</b>
<b>SGT Math Growth (12.5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	1.00%	0.00%	4.00%
<b>Prior Year Proficient</b>	10.00%	4.00%	7.00%
<b>Prior Year Partially Proficient</b>	21.00%	3.00%	4.00%
<b>Prior Year Minimally Proficient</b>	35.00%	9.00%	2.00%
<b>SGT Math Points</b>			<b>4.76</b>
<b>Total Growth Points</b>			<b>30.57</b>

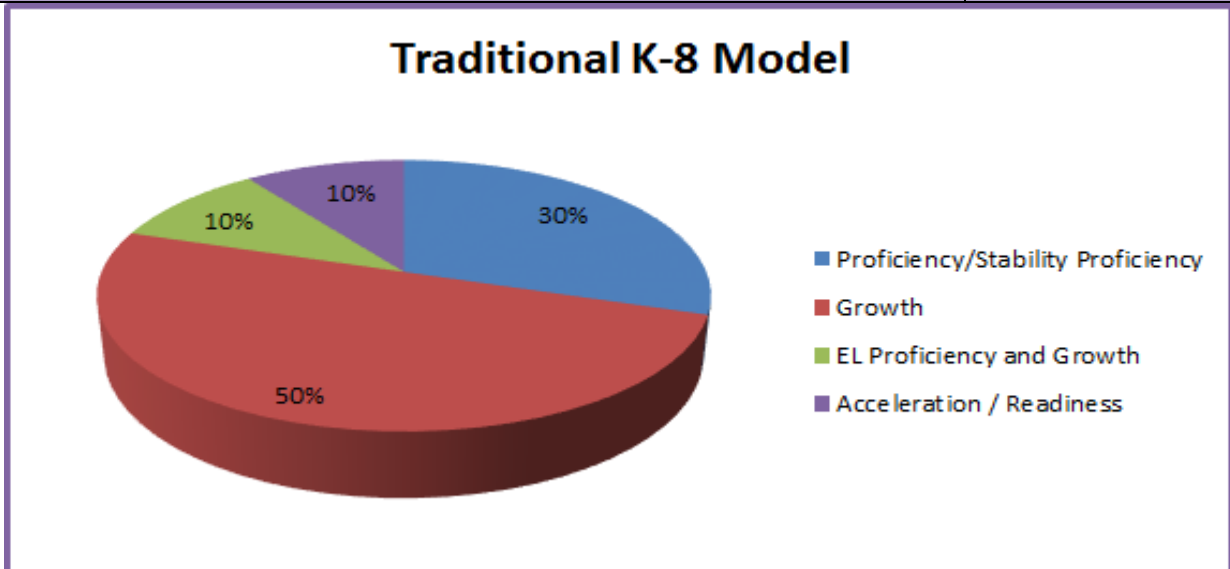
<b>EL Proficiency and Growth</b>	<b>10%</b>	<a href="#">View Data</a>
<b>Total EL Proficiency Points</b>		NA
<b>Total EL Growth Points</b>		NA
<b>EL Proficiency and Growth Points</b>		NA

<b>Acceleration / Readiness</b>	<b>10%</b>	<a href="#">View Data</a>
<b>Metric</b>		<b>Points Earned</b>
<b>Grades 5-8 HS EOC</b>		5.00
<b>Grade 3 ELA Minimally Proficient</b>		
<b>Chronic Absenteeism</b>		0.00
<b>Subgroup Improvement</b>		6.00
<b>Special Education Inclusion</b>		0.00
<b>Total Acceleration/Readiness Points</b>		<b>10.00</b>

<b>A-F Letter Grade</b>				<b>C</b>
<b>Total Score</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
86-100%	74-85%	62-73%	50-61%	<50%

**School A-F Letter Grade = B  
Hulet Elementary School (5607)**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	19.65
Growth	50%	37.47
EL Proficiency and Growth	10%	NA
Acceleration / Readiness	10%	8.00
SPED Bonus Points		2.00
All Students Total Points		67.12
Total Points Eligible		90.00
Percentage Earned		75.00%
Percent Tested**		97.83%
<b>A-F Letter Grade</b>		<b>B</b>



<b>Proficiency</b>	<b>30%*</b>	<a href="#">View Data</a>
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Grade	ELA		Math		Science
3	51.69%		61.24%		
4	67.05%		82.39%		82.11%
5	58.43%		57.98%		
6					
7					
8					
9					
<b>Total Proficiency Points</b>					<b>19.67</b>
<b>Stability Proficiency</b>				<b>30%*</b>	<a href="#">View Data</a>
Stability	ELA	Math	Science	All	Weight
<b>3-Year FAY</b>	58.64%	55.54%	30.00%	56.75%	15.00%
<b>2-Year FAY</b>	69.17%	83.21%	84.36%	78.78%	10.00%
<b>1-Year FAY</b>	51.75%	62.54%	75.00%	57.90%	5.00%
<b>Total Stability Proficiency Points</b>					<b>19.33</b>

<b>Growth</b>		<b>50%</b>	
<b>SGP ELA Growth (12.5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	5.03%	1.68%	1.12%
<b>Prior Year Proficient</b>	11.73%	9.50%	8.38%

<b>Prior Year Partially Proficient</b>	8.38%	8.94%	7.26%
<b>Prior Year Minimally Proficient</b>	11.17%	11.73%	15.08%
<b>SGP ELA Points</b>			<b>10.21</b>
<b>SGP Math Growth (12.5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	2.79%	2.79%	1.68%
<b>Prior Year Proficient</b>	10.06%	13.97%	11.17%
<b>Prior Year Partially Proficient</b>	13.41%	11.73%	13.41%
<b>Prior Year Minimally Proficient</b>	6.15%	5.59%	7.26%
<b>SGP Math Points</b>			<b>10.13</b>
<b>SGT ELA Growth (12.5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	3.00%	2.00%	3.00%
<b>Prior Year Proficient</b>	10.00%	6.00%	14.00%
<b>Prior Year Partially Proficient</b>	12.00%	4.00%	9.00%



<b>Prior Year Minimally Proficient</b>	20.00%	8.00%	10.00%
<b>SGT ELA Points</b>			<b>9.10</b>
<b>SGT Math Growth (12.5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	1.00%	3.00%	3.00%
<b>Prior Year Proficient</b>	10.00%	7.00%	18.00%
<b>Prior Year Partially Proficient</b>	21.00%	8.00%	10.00%
<b>Prior Year Minimally Proficient</b>	12.00%	4.00%	2.00%
<b>SGT Math Points</b>			<b>8.03</b>
<b>Total Growth Points</b>			<b>37.47</b>

<b>EL Proficiency and Growth</b>	<b>10%</b>	<a href="#">View Data</a>
<b>Total EL Proficiency Points</b>		NA
<b>Total EL Growth Points</b>		NA
<b>EL Proficiency and Growth Points</b>		NA

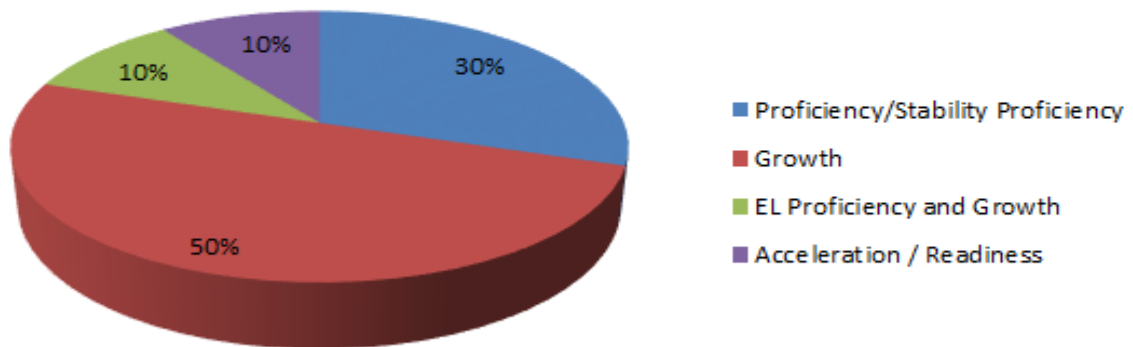
<b>Acceleration / Readiness</b>	<b>10%</b>	<a href="#">View Data</a>
<b>Metric</b>		<b>Points Earned</b>
<b>Grades 5-8 HS EOC</b>		
<b>Grade 3 ELA Minimally Proficient</b>		0.00
<b>Chronic Absenteeism</b>		0.00
<b>Subgroup Improvement</b>		6.00
<b>Special Education Inclusion</b>		2.00
<b>Total Acceleration/Readiness Points</b>		<b>8.00</b>

<b>A-F Letter Grade</b>			<b>B</b>	
<b>Total Score</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
86-100%	74-85%	62-73%	50-61%	<50%

**School A-F Letter Grade = C  
Indian Wells Elementary (79377)**

Category	Weight	Points
Proficiency/Stability Proficiency*	30%	11.16
Growth	50%	35.43
EL Proficiency and Growth	10%	6.00
Acceleration / Readiness	10%	10.00
SPED Bonus Points		2.00
All Students Total Points		64.59
Total Points Eligible		100.00
Percentage Earned		65.00%
Percent Tested**		96.22%
<b>A-F Letter Grade</b>		<b>C</b>

**Traditional K-8 Model**



<b>Proficiency</b>	<b>30%*</b>	<a href="#">View Data</a>
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Grade	ELA	Math	Science		
3	20.42%	30.42%			
4	29.59%	42.24%	44.17%		
5	39.13%	45.87%			
6	49.52%	35.12%			
7					
8					
9					
<b>Total Proficiency Points</b>			<b>11.16</b>		
<b>Stability Proficiency</b>			<b>30%*</b>		
			<a href="#">View Data</a>		
Stability	ELA	Math	Science	All	Weight
<b>3-Year FAY</b>	36.93%	38.52%	47.10%	38.85%	15.00%
<b>2-Year FAY</b>	29.00%	35.67%	33.33%	32.46%	10.00%
<b>1-Year FAY</b>	30.00%	40.24%	45.00%	36.00%	5.00%
<b>Total Stability Proficiency Points</b>					<b>10.87</b>

<b>Growth</b>		<b>50%</b>	
<b>SGP ELA Growth (12.5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	0.82%	2.46%	3.28%
<b>Prior Year Proficient</b>	5.74%	2.46%	5.74%

<b>Prior Year Partially Proficient</b>	8.20%	4.92%	9.02%
<b>Prior Year Minimally Proficient</b>	11.48%	29.51%	16.39%
<b>SGP ELA Points</b>			<b>12.01</b>
<b>SGP Math Growth (12.5%)</b>			
	<b>Current Year Low Growth (SGP 0-33)</b>	<b>Current Year Average Growth (SGP 34-66)</b>	<b>Current Year High Growth (SGP 67-99)</b>
<b>Prior Year Highly Proficient</b>	3.31%	0.83%	3.31%
<b>Prior Year Proficient</b>	9.09%	5.79%	3.31%
<b>Prior Year Partially Proficient</b>	9.92%	12.40%	7.44%
<b>Prior Year Minimally Proficient</b>	11.57%	19.83%	13.22%
<b>SGP Math Points</b>			<b>10.32</b>
<b>SGT ELA Growth (12.5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	1.00%	1.00%	5.00%
<b>Prior Year Proficient</b>	5.00%	3.00%	6.00%
<b>Prior Year Partially Proficient</b>	10.00%	4.00%	8.00%

<b>Prior Year Minimally Proficient</b>	36.00%	15.00%	7.00%
<b>SGT ELA Points</b>			<b>7.73</b>
<b>SGT Math Growth (12.5%)</b>			
	<b>Current Year Below Target</b>	<b>Current Year At or Near Target</b>	<b>Current Year Exceeds Target</b>
<b>Prior Year Highly Proficient</b>	1.00%	2.00%	4.00%
<b>Prior Year Proficient</b>	10.00%	3.00%	5.00%
<b>Prior Year Partially Proficient</b>	17.00%	7.00%	7.00%
<b>Prior Year Minimally Proficient</b>	36.00%	7.00%	2.00%
<b>SGT Math Points</b>			<b>5.38</b>
<b>Total Growth Points</b>			<b>35.43</b>

<b>EL Proficiency and Growth</b>	<b>10%</b>	<a href="#">View Data</a>
<b>Total EL Proficiency Points</b>		3.00
<b>Total EL Growth Points</b>		3.00
<b>EL Proficiency and Growth Points</b>		<b>6.00</b>

<b>Acceleration / Readiness</b>	<b>10%</b>	<a href="#">View Data</a>
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<b>Metric</b>	<b>Points Earned</b>
<b>Grades 5-8 HS EOC</b>	
<b>Grade 3 ELA Minimally Proficient</b>	5.00
<b>Chronic Absenteeism</b>	0.00
<b>Subgroup Improvement</b>	6.00
<b>Special Education Inclusion</b>	2.00
<b>Total Acceleration/Readiness Points</b>	<b>10.00</b>

<b>A-F Letter Grade</b>				<b>C</b>
<b>Total Score</b>				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
86-100%	74-85%	62-73%	50-61%	<50%

**JOHNSON O'MALLEY/TITLE VI**





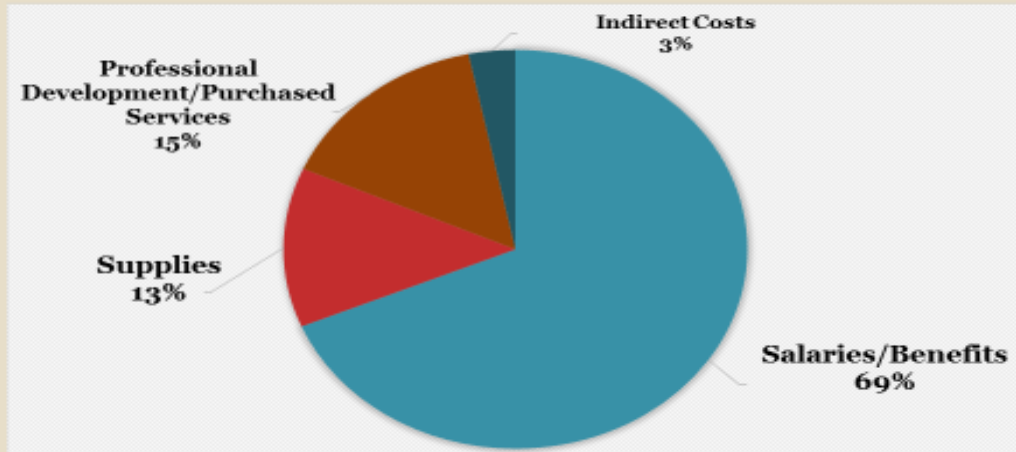
## FEDERAL PROJECTS

The Holbrook Unified School District receives Federal entitlement grants based on the student demographics that comprise HUSD #3. The following charts outline the funds allocated and uses of each grant.



## **Combined Grant Amounts By Category**

\*based on 16-17 totals



## **Salaries/Benefits-69%** \*based on 16-17 totals

Covers salaries/benefits for:

- 18 Full Time Employees
- 14 Part Time Employees
- After School Tutoring
- New Teacher Mentors
- Substitute Pay
- National Board Stipends
- Professional Development Stipends

## **Supplies-13%** \*based on 16-17 totals



- Classroom and instructional supplies for many programs and classes from preschool through high school. Supplies include: IXL, DIBELS, Beyond Textbooks, NWEA, Mind Play, Reading A-Z, Scholastic Reading Counts, CTE Classroom supplies, Parent Involvement Supplies, On Course, Classroom Magazines, etc.

## **Professional Development/Purchased Services-15%** \*based on 16-17 totals



- Multiple professional development opportunities for staff to attend such as trainings, workshops, and conferences.
- Services through Navajo County Consortium (speech, physical therapy, and occupational therapy)
- Psychologist Services
- Counseling Services

# Budget Overview by Grant<sup>\*based on 16-17 totals</sup>



Grant	Salaries/Benefits	Supplies	PD/Purchased Services	Indirect Costs	Total
Navajo Preschool	\$14,481.73			\$518.27	\$15,000.00
Title I	\$1,062,319.67	\$168,058.25	\$74,200.24	\$47,747.00	\$1,352,325.16
Title I-D		\$20,381.18	\$5,000.00	\$925.00	\$26,306.18
Title II	\$210,245.68	\$6,559.00	\$67,708.00	\$10,410.17	\$294,922.85
Title III	\$7,966.70	\$22,077.00	\$6,400.55	\$405.00	\$36,849.25
RUS		\$26,013.70	\$14,635.00	\$1,485.00	\$42,133.70
IDEA Basic	\$266,751.51		\$146,055.23	\$15,100.00	\$427,906.74
IDEA Preschool	\$12,271.38		\$1,553.05	\$500.00	\$14,324.43
GEAR UP MGI	\$7,800.00	\$11,000.00	\$21,600.00		\$40,400.00
GEAR UP	\$80,700.00	\$9,000.00	\$6,400.00		\$96,100.00
CTE Perkins		\$29,100.00	\$17,402.60	\$1,701.91	\$48,204.51
CTE Priority		\$24,039.16	\$8,551.71		\$32,590.87
Navajo Preschool	\$14,481.73			\$518.27	\$15,000.00
<b>TOTAL</b>	<b>\$1,677,018.40</b>	<b>\$316,228.29</b>	<b>\$369,506.38</b>	<b>\$79,310.62</b>	<b>\$2,442,063.69</b>
<b>PERCENTAGE</b>	<b>68.67%</b>	<b>12.95%</b>	<b>15.13%</b>	<b>3.25%</b>	

## **Indirect Costs-3%**



- Indirect Costs as allowed by the Arizona Department of Education to maintain each grant.
- HUSD's FY18 Indirect Cost rate is 3.42%

# IMPACT AID

## IMPACT AID OVERVIEW

Impact Aid is the second oldest elementary-secondary federal education program administered by the Department of Education currently in law, and was first passed in 1950 under President Harry Truman.

The program was formed to help make up the lost local tax base to school districts imposed upon by federal property. In other words, people living on federal property do not pay local property tax and those who work on federal property in turn, work for companies that do not pay local property tax. In both instances, it impacts the district's ability to levy a tax. The program was also designed to provide payments in lieu of taxes to school districts that have had large parcels of land taken off the tax-rolls after 1938 as a result of a federal action (i.e. National Parks).

There are four areas of federal impaction: 1) Indian trust or treaty lands, 2) low rent housing projects, 3) military bases, and 4) other federal ownership of land such as national parks, federal prisons, VA hospitals, and other federally owned parcels of land.

Holbrook Unified School District files for Impact Aid to claim for students who reside on Indian Trust Lands as well as for students whose parents live and work on federal property (Petrified Forest). Similar to revenues from property taxes, these funds are used for the betterment of all students across all grade levels and campuses.

The Impact Aid program is considered to be the most efficient of all education programs, as the money is wired directly from the Department of Education to the district's accounts at the county avoiding state administrative costs.

Unlike state or other federal funds, there are no "strings attached" to the money. Districts can use it in the areas they need it most as determined by the locally elected school board. It can be used for construction, salaries, supplies, unless otherwise prohibited by state law.

The district has incredible latitude to utilize the funds however we determine best for the students. With this comes great responsibility and scrutiny. The State of Arizona is regularly looking for ways to limit or exercise control over these funds.

## APPLYING FOR IMPACT AID

School Districts are required to file Impact Aid application for funding no later than a deadline set by the Secretary of the U.S. Department of Education—generally the end of January each year. The application is prepared and submitted electronically with supporting documentation kept on file at the District Office.

The application includes a count of federally impacted students 'as of a date' of the district's choosing. HUSD generally selects a date in October driven by our highest enrollment data.

**“The Impact Aid Program recognizes our special responsibility to the federally connected children, including children living on Indian Lands... who belong to all of America.”**

- US Department of Education

Districts are given three options for determining their number of federal students:

- Conduct a student survey
- Conduct a source check
- Conduct both

HUSD has typically conducted source checks which requires exact determination of a student's residence, signature from a chapter official and signature from the County Assessor's Office.

The entire process typically takes several months to complete requiring that we get a start on data well in advance of our survey date. The district's parent and community liaison assists in the process of organizing student records in preparation for the data submission in January. Once on file the application is reviewed and barring any additional information needed funding starts in the fall of the following school year.

### **APPLYING FOR IMPACT AID**

Basic Support payments are calculated from a formula derived from the basic premise of the program – that 50% of the cost of educating a child comes from (on average) state funding. It is the remaining 50% that has been impacted by the federal presence. The term used to compute the local loss as measured by per pupil expenditure is called the "Local Contribution Rate" or LCR.

Although there are four ways to calculate LCR the two most common are to take 50% of the state average per pupil cost or to take 50% of the national average per pupil cost—whichever is higher. Half the national average is the prevailing rate currently at \$5,635.50 for FY 2017.

The program recognizes that the impaction of students differ based on the type of impact. To adjust for the severity of impaction, students of different impact types are given different weights in the funding formula. Students residing on Indian Lands are weighted the heaviest at 1.25 for each student. Holbrook Unified School District's roughly 1,000 students are counted as 1,250 students in the funding formula.

Since per pupil expenditures change each year, the LCR will change each year as well, allowing payments to keep up with the increasing costs of education. Potential problems rest in the fact that if the appropriations for Basic Support payments don't keep up with the percentage change in the LCR's, payments to districts will fall behind widening the margin of the unmet need.

If funded fully, the formula is simple and equitable. Since the Impact Aid Basic Support Program is only funded at approximately 60% a proration system was created to provide funding based on districts with the greatest need priority.

'Need' is computed by adding together a school districts percentage of federal students and the percentage of the operating budget coming from Impact Aid funds. This calculation is called the Learning Opportunity Threshold—or LOT.



## LEARNING OPPORTUNITY THRESHOLD

The Learning Opportunity Threshold or LOT is a modifier that represents how dependent a school district is on Impact Aid. The computation is a result of the federal government not funding the program fully and the need to prorate funds equitably.

LOT is determined by combining the percentage of federally impacted students to the percentage of operating budget Impact Aid represents.

In FY17 Holbrook USD was made up of 47.08% federally impacted students and Impact Aid represented 35.45% of our budget making our LOT 82.53% for 2017 funding formulas.

## LEARNING OPPORTUNITY THRESHOLD

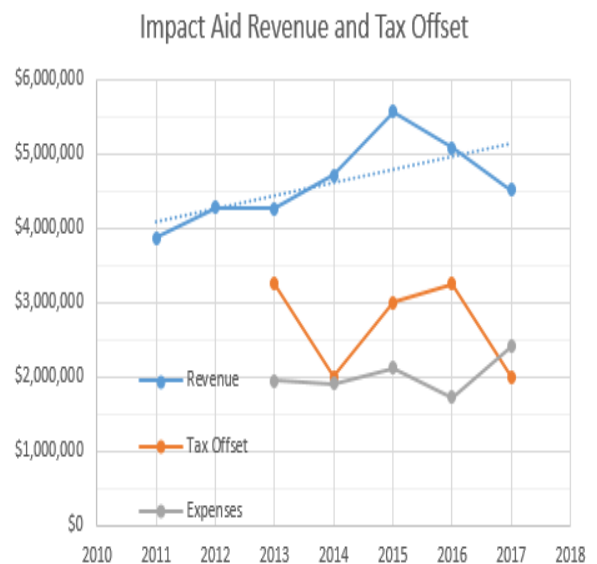
As is seen on the graph on the previous page, Impact Aid amounts to approximately \$4.5 million a year. This is above and beyond the state and local funding sources and affords us many opportunities.

The largest single expense consuming nearly half of the funding is to subsidize the local tax rate. Annually \$2-3 million is transferred in Lieu of Taxes to the general maintenance and operations cash account. This has allowed us to stabilize the rate for tax payers of the Holbrook Unified School District.

The second largest expense is our fleet of school buses. Each year HUSD purchases 2-3 school buses at a cost of nearly \$200,000 each. The distances covered on a daily basis requires a vehicle rotation schedule of 10-12 years. The safety of our students and reliability of our buses are of highest priority.

Each year nearly one million dollars are spent from Impact Aid funds on new school buses, maintenance of existing buses, and fuel to operate our transportation department.

The remaining amount is spent between general upkeep of the facilities, capital projects, teacher/classroom aid salaries, general supplies, etc.



## HOW WE UTILIZE OUR IMPACT AID FUNDS

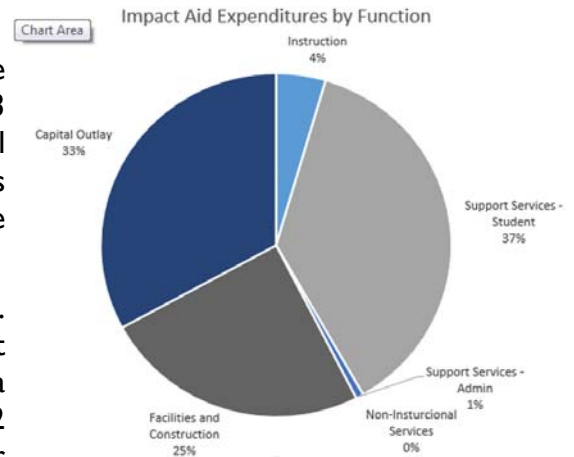
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## Summary:

**As a result of this research, HUSD #3 will continue to recognize, monitor and celebrate the diversity of our school district's student population. We recognize that our district is comprised of a diverse and unique student population that require unique programs to provide a first-class education to ALL students. Although there is much room to grow, we feel that our district is addressing the overall needs of our student population.**

**HUSD #3 will continue our efforts to fulfill our district mission which is to Help our Unique Student Develop to their fullest potential.**