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HOLTVILLE
UNIFIED
SCHOOL
DISTRICT



2008-2009 District Accountability Report Card

District Mission Statement

The mission of the Holtville Unified School District is to ensure a standards-based curriculum that promotes excellence in academic, social, and emotional growth for every student through the establishment of strong parent/school/community partnerships in a stable and safe learning environment.

District & Community Profile

Located 120 miles east of San Diego, 225 southeast of Los Angeles, and 10 miles northeast of Mexicali, Baja California, Mexico, Holtville Unified School District serves more than 1,700 students on a traditional calendar schedule. The District is comprised of two elementary schools, one middle school, one comprehensive high school, and one continuation high school. The educational programs at each school are tailored to meet the needs of a changing society. Individual staff members are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.7
American Indian	0.1
Asian	0.2
Caucasian	16.4
Filipino	0.5
Hispanic or Latino	82.0
Pacific Islander	0.1
Multiple or No Response	0.1

Teacher Assignment

Holtville Unified School District recruits and employs only the most qualified credentialed teachers. During the 2008-09 school year, the district staffed 76 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Teacher Credential Status

District

08-09

Fully Credentialed	76
Without Full Credentials	20
Working Outside Subject	1

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as “Highly Qualified.” Minimum qualifications include: Possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	80.2%	19.8%
High-Poverty Schools in District	82.4%	17.6%
Low-Poverty Schools in District	N/A	N/A

Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate “Adequate Yearly Progress” (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State’s standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State’s standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools, within their district, that meet their AYP and the former school would be required to provide the transportation to the new site. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Results of district performance are displayed in the chart. AYP information by school site can be found in each school’s annual School Accountability Report Card.

Adequate Yearly Progress (AYP)		
	District	
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Results	Yes	
Graduation Rate	Yes	

Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school’s Title I designation assists parents and the school community in understanding the impact NCLB will have on their child’s school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the District’s enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school’s educational program. Enrollment information by school site can be found in each school’s Accountability Report Card (SARC).

Federal Intervention Programs	
	District
Program Improvement (PI) Status	Not in PI
First Year in PI	-
Year in PI (2009-10)	-
# of Schools Currently in PI	1
% of Schools Identified for PI	20.00%

California Standards Test

Holtville Unified School District participates in California's mandatory Standardized Testing and Reporting (STAR) Program which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven. The California Standards Test (CST) shows how well students are doing in relation to the state content standards. The CST includes English/Language Arts (ELA) and Mathematics in grades 2 through 11; Science in grades 5 and 8 through 11; and History-Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>. The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

California Standards Test (CST)						
Subject	District			State		
	2007	2008	2009	2007	2008	2009
English/Language Arts	39	41	43	43	46	50
Mathematics	33	37	39	40	43	46
Science	24	41	33	38	46	50
History/Social Science	16	18	28	33	36	41

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English Language-Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

	CAHSEE By Subject					
	2006-07		2007-08		2008-09	
	District	State	District	State	District	State
English	42.3	48.6	55.0	52.9	48.6	52.0
Mathematics	40.1	49.9	54.5	51.3	53.2	53.3

Completion of High School Graduation Requirements

Students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at <http://www.cde.ca.gov/ta/tg/hs>.

Completion of High School Graduation Requirements

	District	State
All Students	78.4%	*
Socioeconomically Disadvantaged	79.8%	*
Asian	100.0%	*
Filipino	100.0%	*
Hispanic or Latino	78.3%	*
Caucasian	78.9%	*
English Learners	60.0%	*
Students with Disabilities	38.5%	*

* Data was not available at the time of publication.

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information

Teachers - Principal - Superintendent

2007-08

	District	State
Beginning Teachers	\$39,801	\$38,941
Mid-Range Teachers	\$61,177	\$59,686
Highest Teachers	\$74,696	\$77,828
Elementary School Principals	\$88,914	\$94,258
Middle School Principals	\$79,388	\$98,271
High School Principals	\$93,404	\$104,869
Superintendent	\$116,797	\$142,247

Salaries as a Percentage of Total Budget

Teacher Salaries	38.7%	38.2%
Administrative Salaries	6.4%	5.9%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in Mathematics, Reading, Science, Writing, the Arts, Civics, Economics, Geography, and U.S. History. Student scores for Reading and Mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and Mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for Reading (2007) and Mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for Reading (2007) and Mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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