

HOLTON PUBLIC
SCHOOLS
PO BOX 159
HOLTON, MI 49425
231-821-1700

**SPECIAL
POINTS OF
INTEREST:**

- **Facts**
- **Curriculum**
- **No Child
Left Behind**
- **AYP**
- **Parents/
Volunteers**
- **Parental
Involvement**
- **Volunteers**
- **MEAP**
- **Financing**

Holton Public Schools

Annual Report

A PROUD PAST... A PROMISING FUTURE

Annual Report 2008-2009

From the Superintendent:

Holton Public Schools is located in the heart of a small, rural neighborhood community in northeastern Muskegon County, in western Michigan. An educational campus consisting of one elementary/preschool center, a middle school, and a high school provide 1,063 students with challenging academic programs, abundant technology support and excellent opportunities in co-curricular and extracurricular athletic activities. Thanks to the support of our community and district taxpayers, Holton is home to the finest athletic facilities, including "Red Devil Stadium", Western Michigan's first and finest synthetic grass surface for football, soccer and track.

Each building setting provides a safe and caring environment for our students. Highly qualified staff members strive to implement the most current aligned curriculum, assessment methods and teaching strategies to enhance the learning opportunities for our students.

Throughout the 2008- 2009 school year, the Board of Education continued to make a conscientious commitment to improve the quality of educational services offered by the District. The District set improving district services and public relations as a priority for our students, parents and community. The commitment of excellence by all employees, has raised the bar for customer satisfaction within our district.

Holton Public Schools has a proud past and a promising future. We are about children. When you are looking for a safe, caring and quality educational opportunity, in a small school environment, look no farther than Holton Public Schools. We provide the very finest in Michigan.

excellence

Holton Public Schools

In partnership with home and community, is committed to serve and educate everyone to realize their potential.



Board of Education

Amy Brookhouse —President
 David Stitt —Vice President
 David Eling—Treasurer
 Julie Vanderboegh—Secretary
 Brian Byrnes —Trustee
 John Buckley —Trustee
 Mike Slowik —Trustee

About Our School

2008-2009 Enrollment.....1,059

Facilities:

Holton Elementary School
 Holton Middle School
 Holton High School
 New Horizons
 Administrative Office
 Transportation/Maintenance Office

Administrative Staff.....9
 Instructional Staff..... 65
 Support Staff.....58

Directory of Buildings

“In matters of style, go with the current. In matters of principle, stand like a rock”

Thomas Jefferson

Holton Elementary School

6500 Fourth Street
 Holton, MI 49425
 231-821-1825
 231-821-1849 (Fax)
 Carol Dawson, Principal
 Email:cdawson@holton.k12.mi.us

Holton Middle School

6245 Syers Road
 Holton, MI 49425
 231-821-1775
 231-821-1824 (Fax)
 Kelli-Ann Rich, Principal
 Email: krich@holton.k12.mi.us

Holton High School

6477 Syers Road
 Holton, MI 49425
 231-821-1725
 231-821-1774 (Fax)
 Troycie Nichols, Principal
 Email: tnichols@holton.k12.mi.us

District Office

8897 Holton Duck Lake Road
 Holton, MI 49425
 231-821-1700
 231-821-1724 (Fax)
 John Fazer, Superintendent
 Email: jfazer@holton.k12.mi.us
 Kathleen Hamilton, Business Manager/HR
 Email: khamilto@holton.k12.mi.us
 Todd Peterson, Director of Technology
 Email: tpeters@holton.k12.mi.us
 Pam Smith, Administrative Assistant
 Email: psmith2@holton.k12.mi.us

Transportation/Maintenance Office

8897 Holton Duck Lake Road
 Holton, MI 49425
 231-821-1709
 231-821-1722 (Fax)
 Stacy Wright, Transp Supervisor
 Bob Temple, Mntc Supervisor
 Email: swright@holton.k12.mi.us
 btemple@holton.k12.mi.us

facts

Core Curriculum

Holton Public Schools has implemented a curriculum plan which integrates a foundation of academic knowledge with our district's Learner Outcomes. Our students will upon graduation demonstrate the necessary skills to be a/an:

- **Life-long Self-directed Learner** by using technology and selecting educational experiences to meet changing personal and work needs.
- **Effective Communicator** by communicating written, visual, non-verbal and spoken languages.
- **Collaborative Contributor** by using effective leadership and/or group skills to develop and manage interpersonal relationships within diverse settings.
 - **Goal Setter** by learning how to set achievable goals, to evaluate options to meet goals, and take action to accomplish them.
 - **Problem Solver** by learning to anticipate, access, attach and resolve problems and challenges with a systematic process.
 - **Involved Citizen** by recognizing roles and responsibilities, contributing time, energy and talents to improving the welfare of self and others and the quality of life in the local and global communities.
 - **Complex Thinker** by identifying, accessing, integrating, and using available resources and information to reason, make decisions, and solve complex problems in a variety of situations.

“At Holton, we want to guarantee a successful future for all students by providing a haven for those children who desperately need one.”

District Vision

curriculum

Specialized Schools

Our district provides educational alternatives, opportunities, and support for students with special needs. Special Education services include self-contained programs, resource programs, early childhood programs, teacher consultant services, speech and language services, school social work services, psychological services, occupational therapy services, and physical therapy services. The Individual Educational Plan (IEP) team meets with students and parents to decide what is educationally best for each identified student. Our district offers a Head Start Program, Michigan School Readiness Program, Early Childhood Special Education Program, and an Alternative Education Program along with our K-12 educational programs. Some Holton Public School students attend specialized programs in other districts. For complete information, please contact the North Service Unit Director, Nadine Harris.



HIGHLY QUALIFIED TEACHERS

All district teaching staff were state certified during the 2008-2009 school year.

- 100% of teachers at the elementary level met No Child Left Behind Federal qualifications of “Highly Qualified”
- 100% of teachers at the middle school met No Child Left Behind Federal qualifications of “Highly Qualified”
- 100% of teachers at the high school met No Child Left Behind Federal qualifications of “Highly Qualified”

We are proud of the high quality and qualifications of our professional staff!

ADEQUATE YEARLY PROGRESS



Under Michigan Education Yes! and the Federal No Child Left Behind Act, the following list includes the Adequate Yearly Progress status and grade from the Michigan Department of Education Report Card for each building. None of our schools were identified for improvement.

<u>Building</u>	<u>Met AYP</u>	<u>Grade</u>
• Holton Elementary	No	B
• Holton Middle School	Yes	C
• Holton High School	No	C

no child left behind

ACCREDITATION

Holton Public Schools prides itself on being an outstanding school district where our mission and goals support the success of all students. We are proud to report that we continue to meet the accreditation requirements of North Central Accreditation. To earn accreditation, schools must meet NCA’s quality standards, be evaluated by an outside group of professionals, and implement a school improvement plan focused on increasing student performance. Holton High School participated in a Quality Assurance Review in the spring of 2009 guaranteeing accreditation through June 2014.

PARENTS’ RIGHT TO KNOW

Holton Public Schools, as an educational institution that receives funds under Title I Part A, hereby notifies all parents that you may request information regarding the professional qualifications of your child’s classroom teacher(s) including:

- Whether your child’s teacher has met Michigan qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child’s teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
- The baccalaureate degree major of your child’s teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, their qualifications.



STUDENT ATTENDANCE

- **Elementary— 94.9%**
- **Middle School— 96.4%**
- **High School—94.5%**
- **District— 95.3%**

GRADUATION RATE

Holton Public Schools

<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
98.8%	98.4%	97.53%	87.0%	87.8%



DUAL ENROLLMENT

Students at Holton High School are given the opportunity to participate in dual enrollment at our local colleges. The following are the number of students participating in dual enrollment:

<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
4 students	3 students	8 students	7 students	12 students	17 students

SCHOOL IMPROVEMENT

Holton Public Schools continually strives to improve the quality of education for our students. Each building works as a team to determine goals and objectives for increased student achievement. Staff development is encouraged through the continuous ongoing in-services and education provided throughout the year in such areas as differentiated instruction, trimester scheduling, literacy, data collection, assessments, curriculum, Professional Learning Communities, Learning for All, DIBELS, Lucy Calkins Writing, Responsible Thinking Process, Everyday Math, Reader's Workshop, Mentoring, and PEAK.

Focus areas include improving math, literacy skills across the curriculum, using data collection effectively, and encouraging global thinking.

VOLUNTEERS

Parents, guardians, and volunteers are always welcome to visit Holton Public Schools. Those who visit are asked to enter via the front entrance of the buildings and report to the office. This is for the safety and well-being of all our students and staff. If a parent or guardian wishes to conference with any teacher, we are more than happy to schedule an appointment that is convenient for both parents and staff.

Volunteers who assist at the Holton Public Schools are required to submit a background screening prior to volunteering. Volunteers are asked to uphold district policies and represent our district well in the community and beyond.

Parent Participation

Partners in Education

One of the key factors in providing excellent learning opportunities for students is strong, active parent participation. Holton Public Schools encourages parental involvement and is evident by their active role in our educational process including:

- Participation in Parent/Teacher Conferences for 2008-2009 was 100% in the fall and winter in our elementary building for the second consecutive year. In the middle school parent participation at conferences in the fall was 66% and 65% in the spring compared to 2007-2008 at 65% and 58% respectively. The high school reports a 42% participation rate for fall conferences and 52% for spring conferences compared to 40% and 35%, respectively, for 2007-2008.
- Booster Clubs for academics and athletics.
- Volunteering for field trips, soccer programs, and public relations committees.
- Presenting in various classrooms.
- Organizing special programs such as our Junior and Senior Parent Clubs.
- Organizing Fall Family Fun Fest, Spirit Week, and the ELF Christmas project.
- Middle School Boosters Club for dances, holiday celebrations, talent contests, activity nights, and 8th grade graduation celebration.
- NCA Focus Groups
- Financial Aid Workshop
- Dual Enrollment/College Nights
- Freshman Orientation

parents and volunteers



BOARD POLICY on PARENT INVOLVEMENT 9250-R2

Holton Public Schools believes that parents (including those who are economically disadvantaged, have disabilities, have limited English, have limited literacy, are of any racial or ethnic minority background, or are parents of migratory children) are partners with teachers and other staff in the education of their children and that parent involvement and empowerment are essential at all levels throughout the school district.

Holton Public Schools believes that student academic achievement requires that parents have an understanding of curriculum, academic achievement standards, assessments, district/school policies and procedures, and of how to monitor their children's progress and work with educators to improve the achievement of their children.

District Administration shall work in collaboration with parents and guardians and shall actively support the schools and parents in enhancing parent involvement by:

- respecting parents as partners in the education of their children;
- valuing diversity and the need for equity in each school;
- promoting parent involvement in district leadership and decision-making;
- fostering a welcoming and responsive environment for parents;
- ensuring accountability of the staff at all levels throughout the district in working with parents as partners;
- valuing the need for partnerships within public and private entities in the Holton community;
- ensuring flexibility and accessibility within Central Administration operations and flexibility within district-wide processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the district and parents.

Principals, teachers and all school staff shall work in collaboration with parents and guardians by:

- respecting parents as partners in the education of their children and honoring their role as first and life-long teachers;
- valuing diversity and equity in each child's learning;
- setting high expectations for excellent customer (student/parent) service;
- expecting high student achievement for all students;
- promoting parent involvement in site-based leadership and decision making;
- valuing partnerships within the public and private entities within the Holton community;
- ensuring flexibility and accessibility within school-wide operations and flexibility within school processes and procedures; and
- establishing and promoting communication as a source of trust and understanding between the school and parents.

Parents/Guardians are asked and encouraged to be involved in their children's learning and education by:

- taking the initiative to seek the best educational opportunities for their children;
- understanding and respecting the mission and values of the school;
- respecting teachers and supporting school staff as partners in the education of their children;
- demonstrating respect for the school as a whole, including the faculty and staff;
- developing jointly with the teacher, a school-parent compact for their child that outlines how the parents, the school and the student will share the responsibility for improved academic achievement;
- identifying and addressing barriers to parent involvement;
- understanding school procedures and opportunities to contribute or receive support;
- participating in the development of the school parent involvement plan and the review and evaluation of the plan;
- utilizing two-way lines of communication between parents, school staff and the district on the instruction, achievement and conduct of their children;
- participating in training opportunities that will include but are not limited to: strategies/reinforcing learning at home, discipline and understanding cultural differences;
- valuing diversity and the need for equity in each child's learning;
- participating in site-based leadership and decision making;
- volunteering in their children's schools; and
- supporting and engaging in developing partnerships within the Holton community.

A district-wide parent advisory council, made up of district stakeholders to be appointed according to procedures approved by the Superintendent, shall be established to make recommendations to the Board regarding strategies to implement and ensure success of this policy. The council shall draft regulations to address the requirements of Section 1118 of the *No Child Left Behind Act*, which shall be reviewed annually and revised as needed, by the Board of Education and the Superintendent.

parental involvement

MATH—GRADE 3

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Elementary	N/A	95%	84%	83%	84%
Male	N/A	100%	80%	84%	82%
Female	N/A	90%	88%	82%	86%
STATE	N/A	87%	88%	90%	91%
Male	N/A	87%	88%	90%	92%
Female	N/A	87%	88%	90%	91%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	35%	49%	16%	0%
STATE	56%	35%	9%	0%

English Language Arts—Grade 3

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Elementary	N/A	71%	67%	66%	68%
Male	N/A	63%	68%	56%	60%
Female	N/A	83%	73%	79%	76%
STATE	N/A	78%	79%	81%	83%
Male	N/A	75%	75%	78%	81%
Female	N/A	81%	84%	84%	86%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	4%	65%	29%	2%
STATE	17%	66%	16%	1%

MATH—GRADE 4

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Elementary	64%	77%	82%	71%	70%
Male		73%	80%	65%	71%
Female		81%	83%	76%	68%
STATE	73%	82%	85%	86%	88%
Male		82%	85%	86%	88%
Female		82%	85%	86%	88%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	21%	49%	29%	1%
STATE	44%	44%	11%	1%

English Language Arts—Grade 4

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Elementary	38%	49%	52%	59%	60%
Male		42%	37%	44%	55%
Female		50%	63%	71%	68%
STATE	69%	78%	78%	76%	77%
Male		72%	74%	73%	74%
Female		80%	81%	80%	79%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	3%	57%	36%	4%
STATE	11%	66%	22%	2%

N/A = Not tested previous year

MATH—GRADE 5

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton Middle School	72%	62%	54%	60%
Male	78%	66%	45%	49%
Female	72%	57%	58%	67%
STATE	73%	76%	74%	77%
Male	74%	77%	75%	78%
Female	73%	75%	73%	76%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	17	43	31	9
STATE	45	32	19	4

English Language Arts—Grade 5

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton Middle School	55%	51%	67%	59%
Male	60%	60%	55%	44%
Female	52%	39%	77%	69%
STATE	75%	77%	78%	78%
Male	71%	74%	75%	76%
Female	79%	82%	81%	81%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	3	55	30	11
STATE	18	60	19	3

SCIENCE—GRADE 5

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton Middle School	79%	84%	64%	77%
Male	74%	91%	64%	61%
Female	87%	75%	64%	88%
STATE	77%	83%	82%	83%
Male	78%	83%	82%	83%
Female	76%	83%	82%	83%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	25	52	11	11
STATE	43	40	13	4

N/A = Not tested previous year

Level 1 = Exceeded state standards
 Level 2 = Met state standards
 Level 3 = Basic Level
 Level 4 = Apprentice

SOCIAL STUDIES—GRADE 6

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Middle School	N/A	84%	65%	62%	73%
Male	N/A	85%	69%	67%	77%
Female	N/A	83%	60%	57%	70%
STATE	N/A	78%	74%	73%	74%
Male	N/A	76%	73%	72%	74%
Female	N/A	80%	75%	73%	73%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	40	33	11	16
STATE	44	30	13	13

English Language Arts—Grade 6

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Middle School	N/A	69%	68%	71%	72%
Male	N/A	60%	57%	74%	68%
Female	N/A	79%	84%	68%	75%
STATE	N/A	75%	78%	80%	79%
Male	N/A	68%	74%	76%	77%
Female	N/A	79%	82%	83%	82%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	12	60	24	4
STATE	18	61	19	2

MATH—GRADE 6

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08	08-09
Holton Middle School	N/A	66%	78%	65%	81%
Male	N/A	66%	74%	69%	77%
Female	N/A	67%	84%	61%	84%
STATE	N/A	65%	69%	73%	80%
Male	N/A	64%	69%	72%	79%
Female	N/A	66%	69%	73%	81%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	41	40	16	3
STATE	51	29	17	3

N/A = Not tested previous year

Level 1 = Exceeded state standards
 Level 2 = Met state standards
 Level 3 = Basic Level
 Level 4 = Apprentice

MATH—GRADE 7

Percentage of students meeting or exceeding state standards					
	04-05	05-06	06-07	07-08	08-09
Holton Middle School	N/A	60%	55%	66%	71%
Male	N/A	60%	57%	63%	71%
Female	N/A	59%	53%	71%	71%
STATE	N/A	60%	69%	73%	83%
Male	N/A	60%	64%	71%	81%
Female	N/A	60%	65%	74%	84%

2008-2009 Proficiency Level Percentages				
	Level 1	Level 2	Level 3	Level 4
Holton Middle School	48	23	24	5
STATE	53	30	15	2

English Language Arts—Grade 7

Percentage of students meeting or exceeding state standards					
	04-05	05-06	06-07	07-08	08-09
Holton Middle School	65%	75%	68%	63%	67%
Male	66%	65%	59%	60%	
Female	87%	72%	71%	75%	
STATE	67%	73%	76%	74%	80%
Male	67%	71%	70%	76%	
Female		79%	81%	79%	84%

2008-2009 Proficiency Level Percentages				
	Level 1	Level 2	Level 3	Level 4
Holton Middle School	8	59	19	14
STATE	13	67	15	5

SCIENCE—GRADE 8

Percentage of students meeting or exceeding state standards					
	04-05	05-06	06-07	07-08	08-09
Holton Middle School	60%	81%	75%	72%	73%
Male		78%	74%	73%	61%
Female		86%	75%	71%	92%
STATE	79%	77%	75%	79%	77%
Male		77%	74%	79%	75%
Female		77%	75%	80%	77%

2008-2009 Proficiency Level Percentages				
	Level 1	Level 2	Level 3	Level 4
Holton Middle School	28	45	20	6
STATE	35	42	17	6

N/A = Not tested previous year

Level 1 = Exceeded state standards
Level 2 = Met state standards
Level 3 = Basic Level
Level 4 = Apprentice

English Language Arts—Grade 8

Percentage of students meeting or exceeding state standards					
	04-05	05-06	06-07	07-08	08-09
Holton Middle School	N/A	73%	74%	63%	64%
Male	N/A	67%	63%	51%	50%
Female	N/A	81%	84%	78%	85%
STATE	N/A	69%	71%	75%	77%
Male	N/A	63%	65%	69%	73%
Female	N/A	76%	78%	81%	81%

2008-2009 Proficiency Level Percentages				
	Level 1	Level 2	Level 3	Level 4
Holton Middle School	8	56	23	13
STATE	19	58	18	6

MATH—GRADE 8

Percentage of students meeting or exceeding state standards					
	04-05	05-06	06-07	07-08	08-09
Holton Middle School	N/A	63%	64%	70%	66%
Male	N/A	61%	66%	69%	58%
Female	N/A	65%	63%	71%	77%
STATE	N/A	63%	68%	72%	75%
Male	N/A	63%	68%	71%	75%
Female	N/A	63%	68%	72%	74%

2008-2009 Proficiency Level Percentages				
	Level 1	Level 2	Level 3	Level 4
Holton Middle School	42	23	27	8
STATE	43	32	18	7

Social Studies—Grade 9

Percentage of students meeting or exceeding state standards					
	04-05	05-06	06-07	07-08	08-09
Holton High School	N/A	63%	72%	86%	64%
Male	N/A	60%	69%	86%	60%
Female	N/A	68%	76%	86%	69%
STATE	N/A	75%	74%	71%	72%
Male	N/A	72%	73%	70%	73%
Female	N/A	77%	75%	71%	72%

2008-2009 Proficiency Level Percentages				
	Level 1	Level 2	Level 3	Level 4
Holton High School	26	38	26	9
STATE	33	39	21	7

N/A = Not tested previous year

Level 1 = Exceeded state standards
 Level 2 = Met state standards
 Level 3 = Basic Level
 Level 4 = Apprentice

High School Math—Grade 11—Class of 2010

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton High School	44%	35%	45%	48%
Male	47%	37%	39%	54%
Female	42%	32%	50%	36%
STATE	46%	47%	46%	49%
Male	47%	49%	49%	52%
Female	45%	44%	43%	47%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	10%	38%	18%	34%
STATE	12%	37%	15%	36%

High School Social Studies—Grade 11—Class of 2010

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton High School	77%	86%	72%	72%
Male	75%	82%	68%	75%
Female	79%	94%	76%	67%
STATE	79%	84%	80%	81%
Male	77%	82%	80%	82%
Female	82%	85%	80%	80%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	30%	42%	19%	9%
STATE	42%	39%	11%	8%

High School Reading –Grade 11—Class of 2010

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton High School	65%	56%	48%	48%
Male	63%	47%	42%	50%
Female	67%	60%	56%	45%
STATE	61%	59%	62%	60%
Male	57%	56%	58%	56%
Female	64%	64%	66%	64%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	2%	46%	27%	25%
STATE	3%	57%	24%	16%

High School Science—Grade 11—Class of 2010

Percentage of students meeting or exceeding state standards

	05-06	06-07	07-08	08-09
Holton High School	59%	42%	43%	43%
Male	59%	43%	50%	51%
Female	58%	41%	36%	29%
STATE	52%	56%	56%	56%
Male	55%	57%	58%	57%
Female	49%	55%	55%	54%

2008-2009 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	6%	36%	20%	37%
STATE	8%	48%	15%	24%

Level 1 = Exceeded state standards
 Level 2 = Met state standards
 Level 3 = Basic Level
 Level 4 = Apprentice

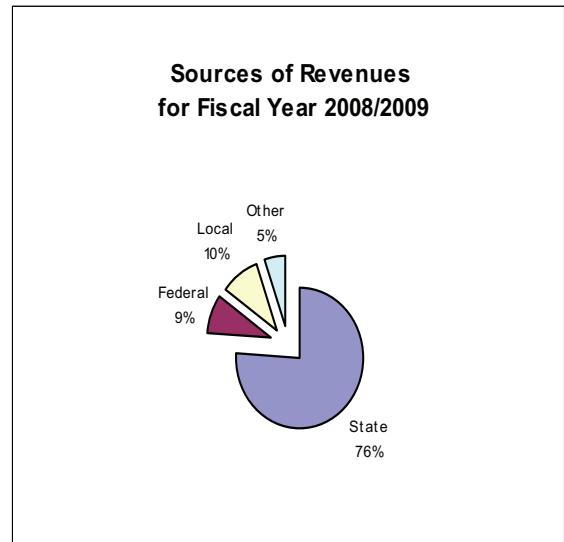
REVENUE

State sources of revenue consists of the foundation grant awarded to school districts, including special education funding, Great Starts Readiness Program, and other categorical programs.

Federal sources of income include grants received from the federal government including Title I, Title II, and IDEA.

Local sources of revenue consists primarily from local property taxes and earned interest.

Other sources of revenue include transfers from the Intermediate School District, drivers education and other financing sources.



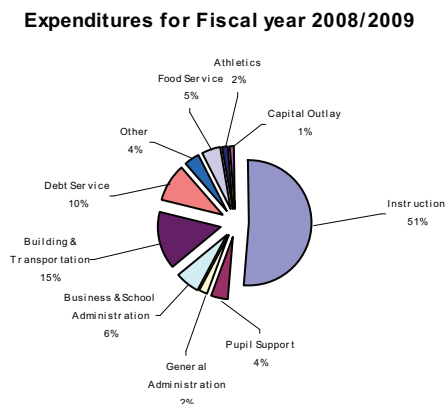
EXPENSES

The majority of district funds are spent on instructional services which include teacher salaries and benefits, textbooks, library, supplies, technology, and pupil support services.

Management consists of the overall costs of administrative services for the entire district including central office, principals, secretaries, supplies, legal fees, and publications.

Our maintenance and transportation expenses consists of the cost of operating the buildings including utilities, custodial services, and repairs. Transportation expenses consists of salaries and benefits for our drivers, fuel, bus maintenance and purchasing.

Other charges include athletics, payments for our bonds, and services provided by other districts including the Intermediate School District.



financing