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# Wakefield School News

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Volume 16 Issue 5

January 2010

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FROM THE SUPERINTENDENT'S DESK

MAKE UP DAYS ADDED

## *Winter weather forces change in school calendar*



### Last day May 20



As I am writing this article, another two inches of fresh snow has landed outside. When Keri and I moved to Wakefield, people said that the weather was a little different. We just didn't know how different until we started driving home on Monday. Hopefully all of you were able to enjoy some of your holiday break with family or have been able to come up with a plan B or C to get together soon.

With snow and school days in mind, I need to let you know that we have officially pushed our last day of school to May 20<sup>th</sup> for students and May 21<sup>st</sup> for staff. We have currently used two snow days and may need to cancel school for weather as the year goes on. If we have to cancel again, one of two options will happen. The first is that a scheduled break will become a regular school day.

As of right now, we have scheduled breaks in February, March, and April that could become a part of our regular calendar. Note, Good Friday is not one of the days being considered. The thinking behind using these days is that adding days on the end of the year are not always the most productive.

The second option is that we add on days at the end of the school year in May. Currently, we have scheduled to make up any days that we miss due to the weather May 20<sup>th</sup>-May 26<sup>th</sup>.

We will communicate with you which option or combination will be used as soon as a decision is made. Please keep watching for information on this topic.

Clayton Waddle, Superintendent

## Newsletter contains Report to Patrons

I have included the Report to Patrons or Annual Report of Wakefield School for 2009 at the end of this newsletter. In it you will find daily membership, enrollment trends, assessment data, staffing, and finance information. Please contact me if you have any questions regarding the information in the report. My email address is [cwaddle@esu1.org](mailto:cwaddle@esu1.org), or give me a call at school during regular business hours.

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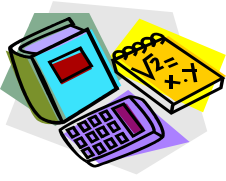
# Principal's Notes

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Jason Heitz, Secondary Principal

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## *Pre-registration begins for 2010-11*



Students currently in grades 9 through 11 will soon begin the registration process for classes for the 2010-2011 school year. Mrs. Knezevic (guidance counselor) will initiate the process by briefly speaking to each class and handing out pre-registration sheets. Students will be asked to list the elective classes that they would choose to take next school year. At this time, we will simply be asking the students for their list of choices. This does not necessarily mean that students will be able to be placed in all the classes of their choice.

Some factors that should be thought about when deciding on classes:

- high school graduation requirements
- plans for after high school
- possible college entrance requirements
- anticipated field of study at college
- interest in certain subject areas
- whether or not they have taken that class (or that type of class) in the past

Some factors that should NOT effect students' decisions:

- which classes their friends are taking
- which classes the students consider to be "easy" classes

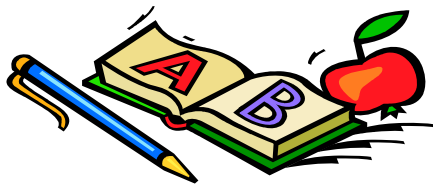
After the pre-registrations are gathered, students will be asked to "register" electronically, with the help of Mrs. Knezevic, Mrs. Rusk, and Mrs. Obermeyer. This will take place sometime in the month of February. At this point, a master schedule will be created, based on several factors, including number of students signed up for classes, availability in teachers' schedules, etc. This part of the process is the longest and most complicated step (usually taking two to three months to complete). It will require several "drafts" of the master schedule in order to provide the best fit for the highest possible number of students.

After the final draft of the master schedule is created, and the students receive their final schedule, I will address any conflicts that may arise. This is why Mrs. Knezevic and I ask kids to register for at least 8 or 9 classes in priority order.

Thank you to the parents for your help in this process. It is always beneficial to talk to your children about their class choices and about their thoughts for the future.

# Parents of 8<sup>th</sup> graders...

Parents of current 8<sup>th</sup> graders...there will be a meeting for students and parents in order to register for freshmen classes. This meeting will provide a chance for parents and students to learn about the scheduling process, as well as learn about the difference between junior high and high school. Some of the topics of discussion that evening include attendance requirements, graduation requirements, planning for college, figuring GPA's, etc. All 8<sup>th</sup> graders, and parents of 8<sup>th</sup> graders, are welcome and encouraged to attend. *The date for this meeting has not yet been set. When the date has been chosen, you will receive a mailing with details.* Also, please watch the school website for reminders.



## From the Principal's Pen

Jerad Wulf, PK-6 Principal

### Reading lays foundation for success in school, life

Can you believe that it is the year 2010! It seems like yesterday that we were worried about "Y2K." Think about the changes that have happened in 10 short years. It is astonishing to see the significant differences between then and now. The world we knew in 2000 is vastly different than what we know now. One constant is that we all want to do what is best for our children. As we strive to encourage academic growth and promote 21<sup>st</sup> century learning skills, the best foundation we can provide our children is helping them learn to read.

Research says that reading helps to lay the foundation for success in school and late in life. Being able to read proficiently increases learning opportunities in all subject areas. Reading is a skill, and just like any other skill, it gets better with practice. Students who spend as little as 30 minutes a day reading are more likely to become good readers. Too often we think of reading as homework or something that we have to do. Reading should be fun! Most people would enjoy reading if they could find something that interests them. The key is to find something that you enjoy reading. In addition to reading a chapter book, we can encourage students to read the newspaper, a magazine or a comic book to become better readers. If students are too young or struggle reading independently, daily reading with a parent or sibling promotes the importance of reading. Remember that daily reading is the single most important thing we can do to support our students. Try working 30 minutes of reading into your daily schedule, and enjoy this quality family time.

*Reading is to the mind what exercise is to the body ~ Joseph Addison*

*Good children's literature appeals not to only the child in the adult but to the adult in the child ~ Anonymous*



# From the counselor's desk

By Branis Knezevic,  
K-12 Guidance Counselor

## ***It's time to prepare for FAFSA!***

Preparation is the key to successfully completing and filing the Free Application for Federal Student Aid (FAFSA). The FAFSA is the application for state, federal and college-specific financial aid. Even if you don't think you'll qualify for need-based financial aid, you should complete the FAFSA to qualify for low-interest student and parent loans.

Follow these steps to complete the FAFSA and the financial aid process:

**Contact the college(s) you applied to and ask for their FAFSA priority filing date.** Because some types of financial aid are awarded first-come, first-served, it's important that you submit the FAFSA before that date.

**Request a Personal Identification Number (PIN)** for you and one for a parent at [pin.ed.gov](http://pin.ed.gov). The PIN is your signature for the online FAFSA.

**Complete your 2009 taxes early** as the FAFSA requires current tax information.

### ***Gather these student and parent items:***

- 2009 federal income tax forms and, if applicable, Schedule K-1 (Form 1065)
- 2009 W-2 forms
- Student's driver's license number
- Social Security numbers
- Birth dates
- Date parents were married, separated, divorced or widowed
- Current cash, savings and checking account balances

- Current investment values (stocks, bonds, mutual funds, CDs, etc.) excluding your home and retirement accounts
- Value of business (if more than 100 employees)
- Value of investment farm (Do not include the value of a family farm that you or your parents live on and operate.)
- 2009 child support (paid and/or received)
- 2009 Workers' Compensation
- Other untaxed income in 2009 such as housing/food/ living allowances for military and clergy
- Alien Registration Number for eligible non-citizens

### ***Be prepared to answer these FAFSA questions that relate to grant eligibility:***

1. Did you or anyone in your household receive any of the following federal benefits?

- Supplemental Security Income
- Food Stamps
- TANF
- Free or Reduced Price Lunch
- WIC

2. Did you complete at least two Advanced Placement courses with a passing test score of 3 or higher?

3. Did you complete and pass the following high school courses?

- 4 years of English
- 3 years of math (Algebra I and above)
- 3 years of science (2 of 3: Biology, Chemistry, Physics)
- 3 years of social studies
- 1 year of a language other than English

**Complete and file the FAFSA** electronically at [fafsa.gov](http://fafsa.gov) before your college's priority date. For user-friendly clarification of any FAFSA question, see the [FAFSA Tutorial](#) at **EducationQuest.org**.

**Expect a Student Aid Report** acknowledging that your form was processed.

**Expect Financial Aid Award Notifications** in the spring from the colleges you listed on your FAFSA. The notifications will detail the assistance the colleges are offering (could be a combination of scholarships, grants, work-study and student loans).

**Apply for student and parent loans (if necessary)** in the summer through your college.

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## **Check out these free FAFSA tools and resources**

Visit the "[Completing the FAFSA](#)" section at **EducationQuest.org** where you'll find:

- **"FAFSA Made Easy" video** – demonstrates that the FAFSA isn't as difficult as it may seem
- **FAFSA podcasts** – explain what the FAFSA is – and how to apply
- **FAFSA Checklist** – provides a complete list of items you need to gather before you complete the FAFSA
- **College Funding Estimator** – estimates your FAFSA results
- **FAFSA Tutorial** –explains each FAFSA question
- **Financial Aid Video** –describes the types of financial aid and how to apply

If you are filing a FAFSA for the first time and would like free personal help, call the EducationQuest location nearest you to make an appointment. Contact the Kearney office at 308-234-6310 or 800-666-3721; Lincoln at 402-475-5222 or 800-303-3745; or Omaha at 402-391-4033 or 888-357-6300.

Northeast Community College FAFSA Completion Days:

Northeast Community College's Financial Aid Office will be providing one-on-one assistance in completing your student's FAFSA. You need to call to make an appointment.

Norfolk Campus-Financial Aid Office  
College Welcome Center

402-844-7285

Saturday, February 6 & 20, 2010. From 9 AM to 1 PM.

South Sioux City Education Center

3309 Daniels Lane

South Sioux City

402-241-6400

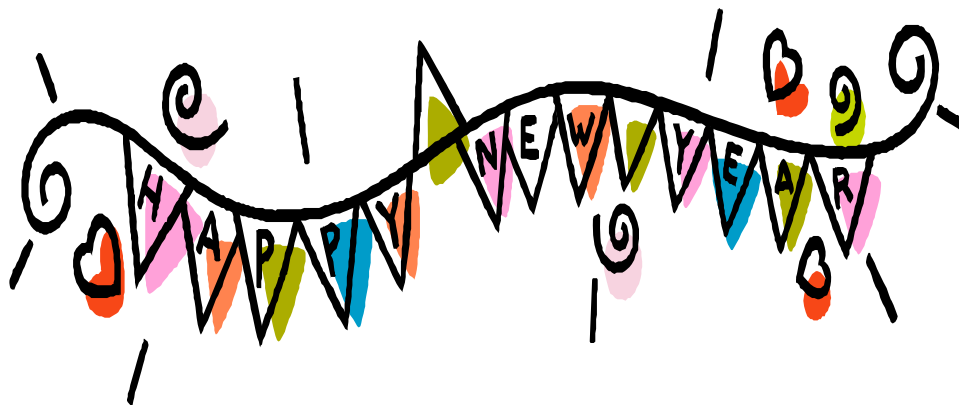
Tuesday, February 23, 2010. From 9 AM to 3:45 PM.

FAFSA Fridays at NECC-Norfolk Campus

February to June 2010: 1PM to 4 PM

Financial Aid Office

No appointment necessary.



**The  
Annual Report  
of  
Wakefield Community School  
December 2009**

Mission Statement

Wakefield Community School, in cooperation with family and community, is committed to providing a safe learning environment for each student to attain a quality comprehensive education. The school community is dedicated to prepare all students to be critical thinkers, lifelong learners, and responsible/productive citizens for successful participation in a global society.

The following information is the annual report to district patrons, as required by the Nebraska Department of Education rules of accreditation. The Nebraska state report card features information on each individual school district in comparison to state and national averages. This report is to give the district patrons information on achievement, school system performance, and district resource allocation and expenditures. This report is to encourage all district patrons to become aware of the challenges and accomplishments of the district. You can access a more detailed report located at the Nebraska Department of Education website at [www.nde.state.ne.us](http://www.nde.state.ne.us).

All public school districts are required to be accredited by the state. Accreditation requirements are found in the Regulations and Procedures for Accreditation of School (Rule 10). To review these requirements, go to <http://www.nde.state.ne.us/legal/RULE10.html>.

Table of Contents

Description of the District .....	2
Average Daily Attendance/Membership .....	2
Student Enrollment .....	3
Student Achievement—Criterion Referenced .....	4
Student Achievement—Standardized Tests .....	8
ACT Results.....	10
Staff.....	11
Finance.....	12

## DESCRIPTION OF DISTRICT

Wakefield Community School in Northeast Nebraska is a progressive PK-12 school providing a quality education to a diverse student population. An integrated and comprehensive curriculum provides outstanding learning opportunities for students. Strong co-curricular programs support student development. A well educated teaching staff is committed to meeting the needs of our students. Staff development opportunities strengthen the teaching and learning process and we have a well maintained facility which add to the positive learning environment. There is a strong level of support from parents and the community.

## AVERAGE DAILY ATTENDANCE AND MEMBERSHIP

The following table represents the number of students enrolled in the given grade levels during the 2008-2009 school year.

The average daily attendance is calculated by dividing the aggregate days attendance (those students who actually attended) by the number of days in session.

The average daily membership is calculated by dividing the aggregate daily membership (those students enrolled, whether they attend or not) by the total number of days in session.

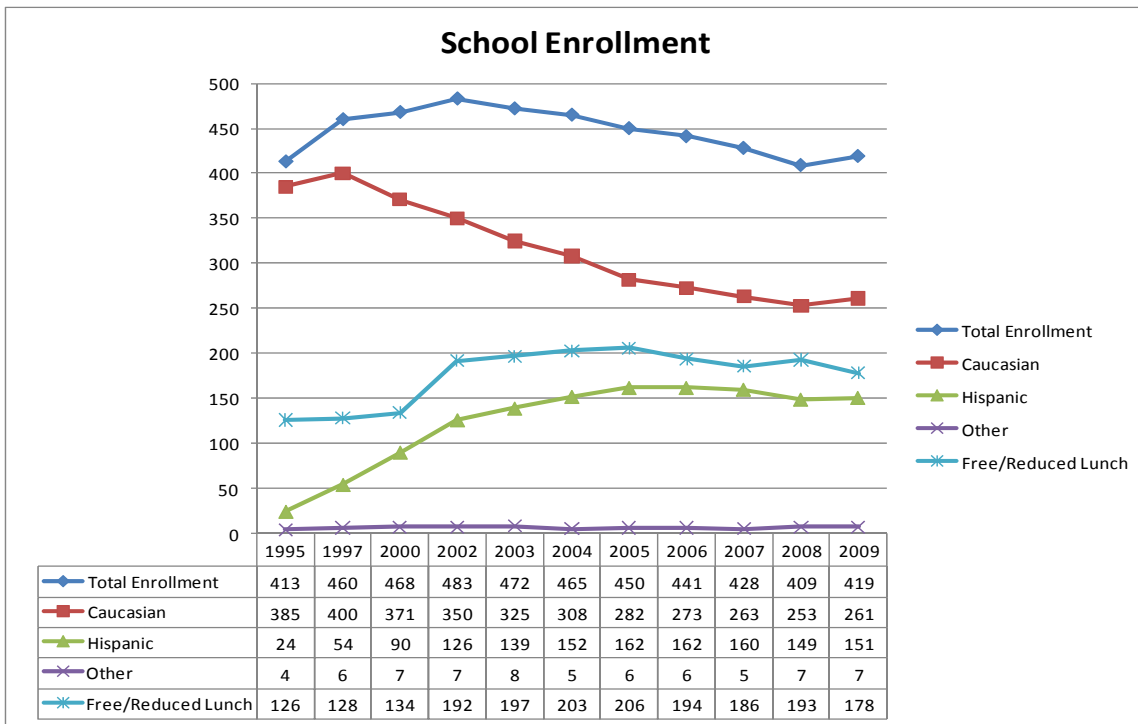
<b>Grade</b>	<b>Average Daily Attendance</b>	<b>Average Daily Membership</b>
Preschool	10.99	10.99
Kindergarten	35.13	36.45
Grade 1	32.86	33.81
Grade 2	24.45	25.23
Grade 3	23.14	23.92
Grade 4	28.21	29.12
Grade 5	22.31	23.08
Grade 6	31.73	32.46
Grade 7	29.23	29.97
Grade 8	28.15	29.16
Grade 9	29.50	30.95
Grade 10	28.03	29.19
Grade 11	37.02	38.99
Grade 12	43.02	45.33

The Average Daily Attendance for grades K-12 was 403.77.

The Average Daily Membership for grades K0-12 was 418.65.

## SCHOOL ENROLLMENT

The charts and data below show a historical enrollment summary.

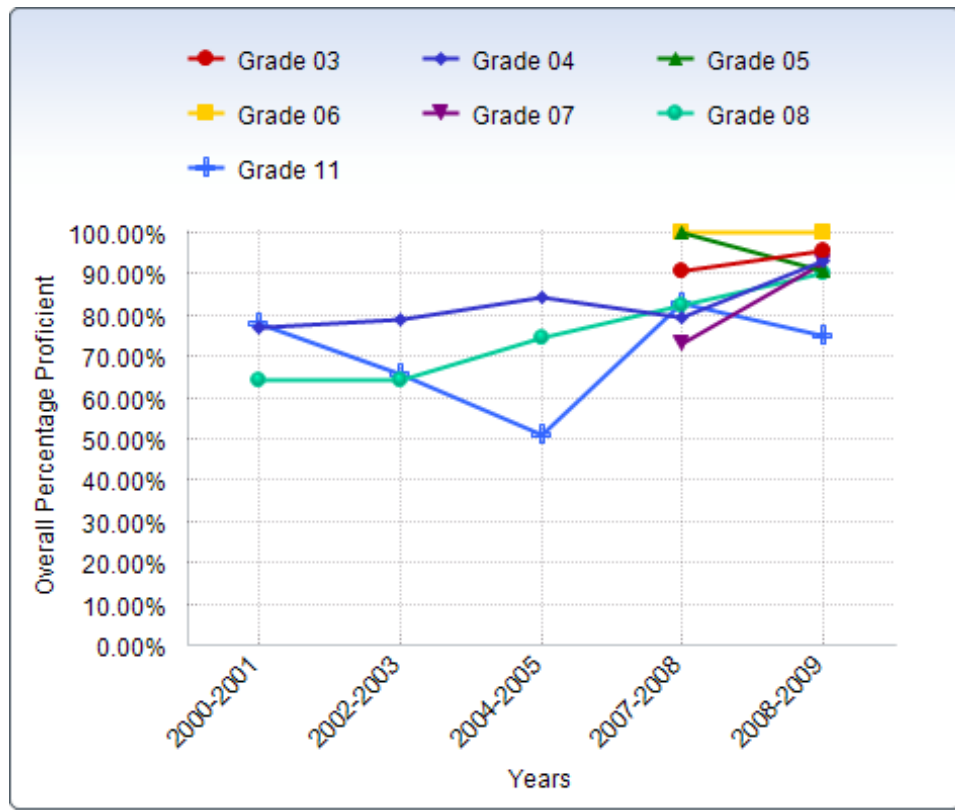


The table below shows K-12 Enrollment by grade level for the last five years.

Grade	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Pre-K			19	10	8
K		27	28	35	23
1		31	30	29	33
2		28	29	27	33
3		38	26	31	26
4		26	41	26	29
5		31	30	34	29
6		29	25	30	26
7		35	29	29	39
8		44	35	31	31
9		42	41	32	34
10		45	43	39	31
11		39	44	43	28
12		36	41	41	37
12+				1	2
ELEMENTARY TOTAL		210	209	231	207
SECONDARY TOTAL		241	233	215	202
GRAND TOTAL		451	442	446	409

# STUDENT ACHIEVEMENT—CRITERION REFERENCED ASSESSMENTS (STARS)

## Assessment of State Reading Standards - All Students

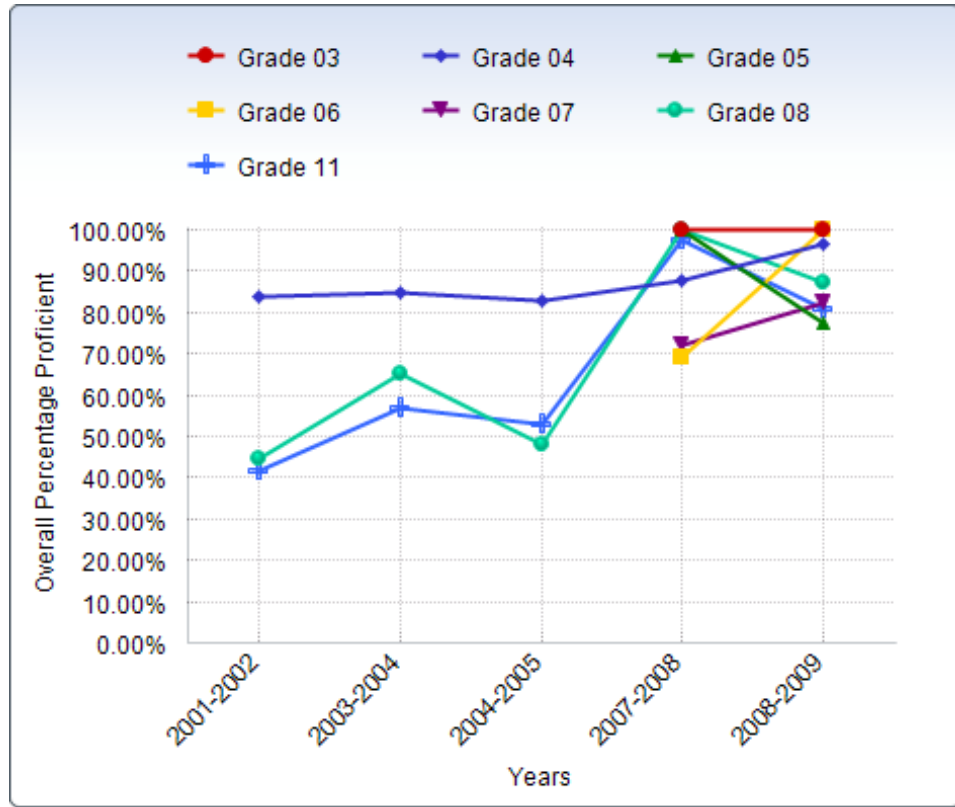


Overall Performance Percentages for All Students Meeting or Exceeding Standards							
Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2000-2001	N/A	76.82%	N/A	N/A	N/A	64.19%	78.01%
2002-2003	N/A	78.96%	N/A	N/A	N/A	64.42%	65.47%
2004-2005	N/A	84.46%	N/A	N/A	N/A	74.75%	51.18%
*2007-2008	90.63%	79.17%	100.00%	100.00%	73.08%	82.14%	82.93%
2008-2009	95.83%	93.33%	90.91%	100.00%	92.86%	90.32%	75.00%
% of Change	↑5.20%	↑16.51%	↓9.09%	0.00%	↑19.78%	↑26.13%	↓3.01%

The percentage of change compares the latest year of assessments to the first year the assessments were given for that grade.

N/A - Standards were assessed at a different grade level during that year.

## Assessment of State Mathematics Standards - All Students

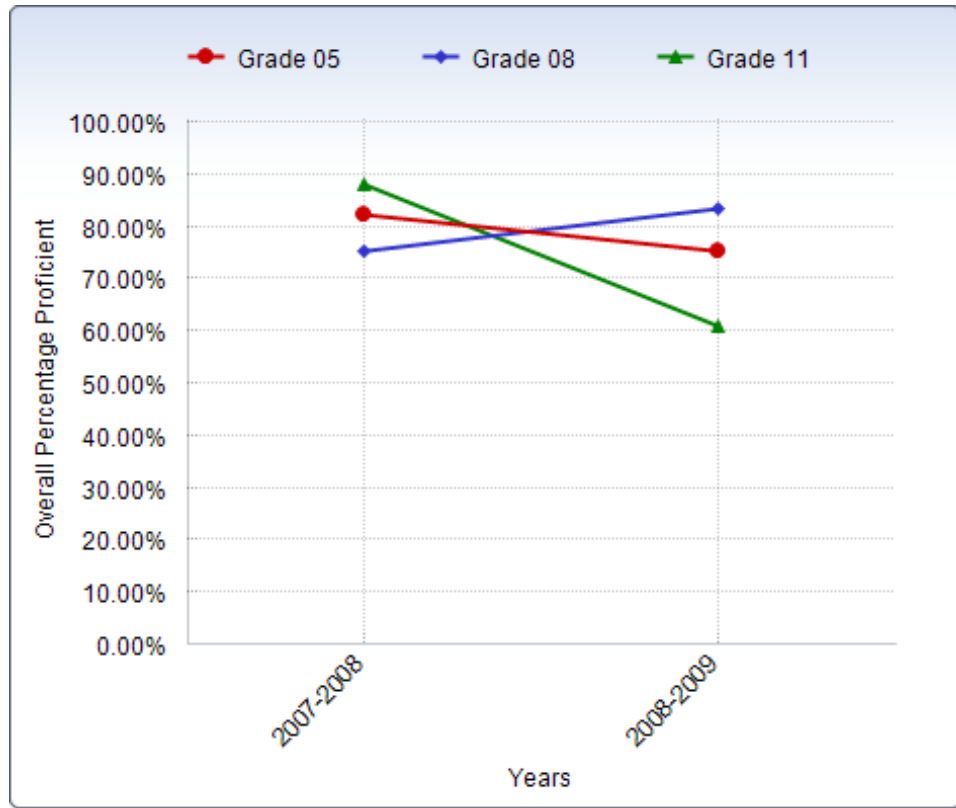


Overall Performance Percentages for All Students Meeting or Exceeding Standards							
Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 11
2001-2002	N/A	83.99%	N/A	N/A	N/A	44.49%	41.66%
2003-2004	N/A	84.57%	N/A	N/A	N/A	65.19%	56.92%
2004-2005	N/A	82.78%	N/A	N/A	N/A	48.02%	52.86%
*2007-2008	100.00%	87.50%	100.00%	68.97%	72.00%	100.00%	97.56%
2008-2009	100.00%	96.67%	77.27%	100.00%	82.14%	87.10%	81.08%
<b>% of Change</b>	<b>0.00%</b>	<b>↑12.68%</b>	<b>↓22.73%</b>	<b>↑31.03%</b>	<b>↑10.14%</b>	<b>↑42.61%</b>	<b>↑39.42%</b>

The percentage of change compares the latest year of assessments to the first year the assessments were given for that grade.

N/A - Standards were assessed at a different grade level during that year.

### Assessment of State Science Standards - All Students

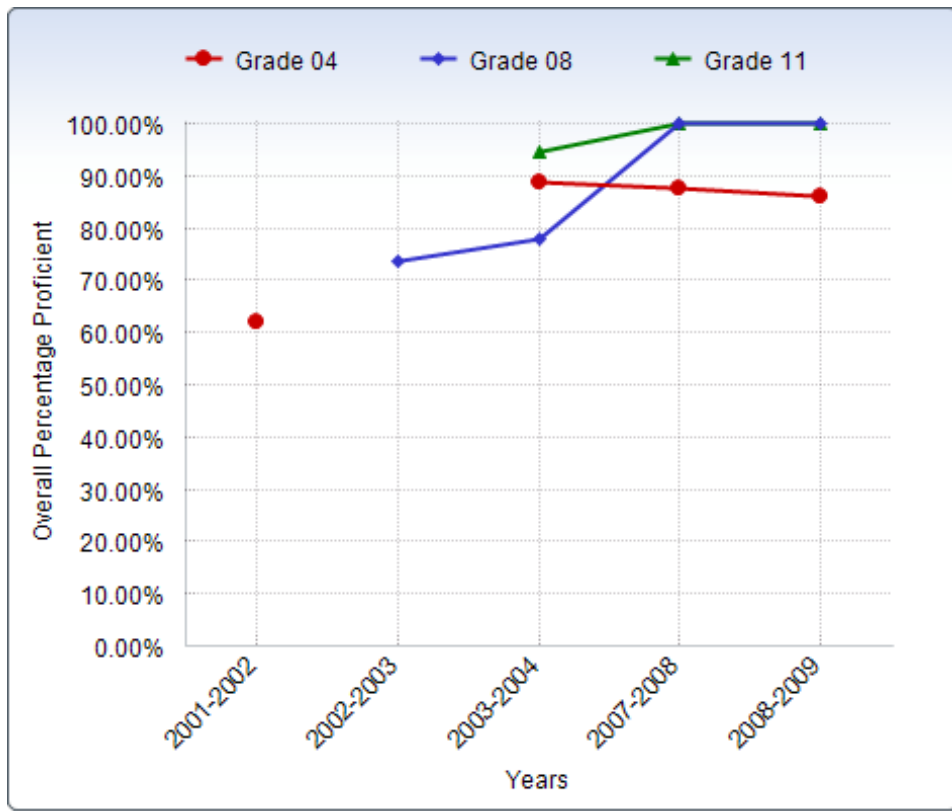


Overall Performance Percentages for All Students Meeting or Exceeding Standards			
Years	Grade 05	Grade 08	Grade 11
*2007-2008	82.35%	75.00%	87.80%
2008-2009	75.00%	83.33%	60.98%
% of Change	↓7.35%	↑8.33%	↓26.82%

The percentage of change compares the latest year of assessments to the first year the assessments were given for that grade.

N/A - Standards were assessed at a different grade level during that year.

## Assessment of State Writing Standards - All Students



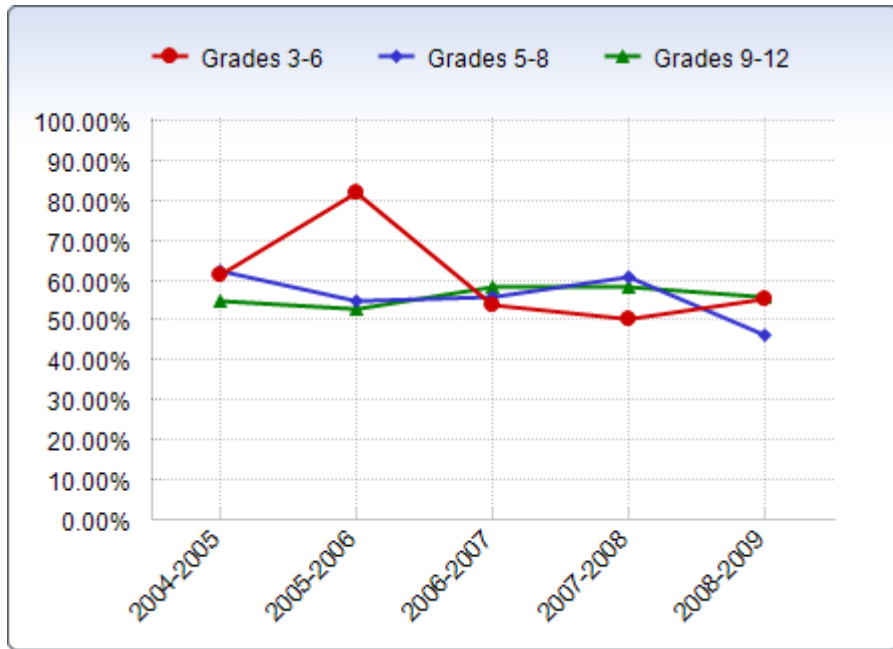
Overall Performance Percentages for All Students Meeting or Exceeding Standards			
Years	Grade 04	Grade 08	Grade 11
2001-2002	61.90%	N/A	N/A
2002-2003	N/A	73.81%	N/A
2003-2004	88.89%	77.78%	94.44%
*2007-2008	87.50%	100.00%	100.00%
2008-2009	86.21%	100.00%	100.00%
<b>% of Change</b>	<b>↑24.31%</b>	<b>↑26.19%</b>	<b>↑5.56%</b>

The percentage of change compares the latest year of assessments to the first year the assessments were given for that grade.

N/A - Standards were assessed at a different grade level during that year.

# STUDENT ACHIEVEMENT—NORM REFERENCED (TERRA NOVA)

## Reading - Students Scoring Above the National Average



Grades 3-6 Performance on Standardized Reading Test

Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2004-2005	38.46%	10	61.54%	16	7.14%	2	92.86%	26
2005-2006	*	*	82.14%	23	3.45%	1	96.55%	28
2006-2007	46.16%	18	53.85%	21	0.00%	0	100.00%	39
2007-2008	50.00%	12	50.00%	12	0.00%	0	100.00%	24
2008-2009	44.82%	13	55.18%	16	0.00%	0	100.00%	29

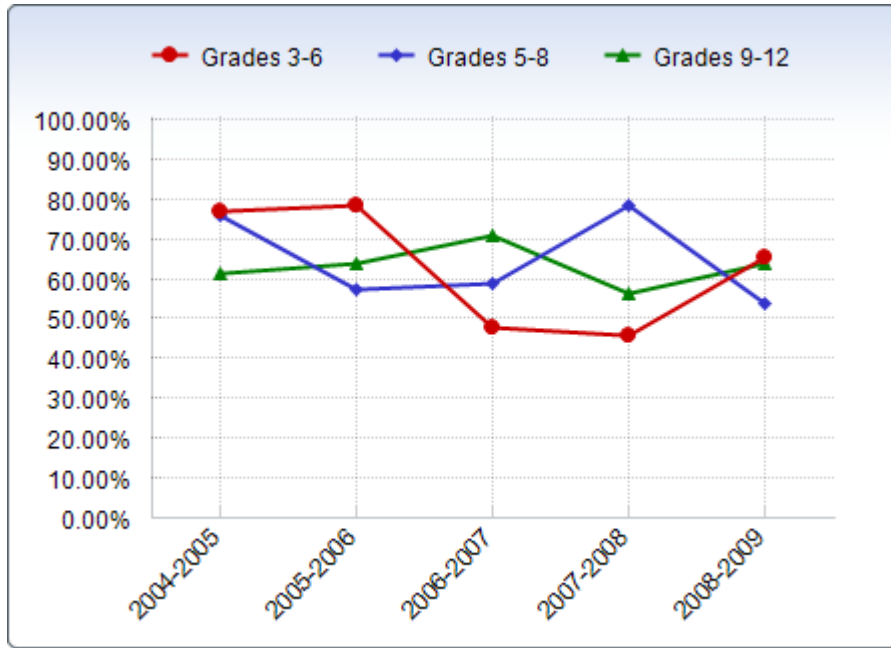
Grades 5-8 Performance on Standardized Reading Test

Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2004-2005	37.83%	14	62.16%	23	11.90%	5	88.10%	37
2005-2006	45.00%	18	55.00%	22	0.00%	0	100.00%	40
2006-2007	44.12%	15	55.89%	19	2.86%	1	97.14%	34
2007-2008	39.28%	11	60.71%	17	3.45%	1	96.55%	28
2008-2009	53.57%	15	46.43%	13	0.00%	0	100.00%	28

Grades 9-12 Performance on Standardized Reading Test

Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2004-2005	45.16%	14	54.84%	17	6.06%	2	93.94%	31
2005-2006	47.23%	17	52.78%	19	0.00%	0	100.00%	36
2006-2007	41.46%	17	58.54%	24	2.38%	1	97.62%	41
2007-2008	41.46%	17	58.54%	24	6.82%	3	93.18%	41
2008-2009	44.45%	16	55.56%	20	0.00%	0	100.00%	36

## Mathematics - Students Scoring Above the National Average



Grades 3-6 Performance on Standardized Math Test

Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2004-2005	*	*	76.93%	20	7.14%	2	92.86%	26
2005-2006	*	*	78.58%	22	3.45%	1	96.55%	28
2006-2007	52.50%	21	47.50%	19	0.00%	0	100.00%	40
2007-2008	54.17%	13	45.83%	11	0.00%	0	100.00%	24
2008-2009	34.49%	10	65.52%	19	0.00%	0	100.00%	29

Grades 5-8 Performance on Standardized Math Test

Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2004-2005	*	*	75.67%	28	11.90%	5	88.10%	37
2005-2006	42.50%	17	57.50%	23	0.00%	0	100.00%	40
2006-2007	41.18%	14	58.83%	20	2.86%	1	97.14%	34
2007-2008	*	*	78.57%	22	3.45%	1	96.55%	28
2008-2009	46.43%	13	53.57%	15	0.00%	0	100.00%	28

Grades 9-12 Performance on Standardized Math Test

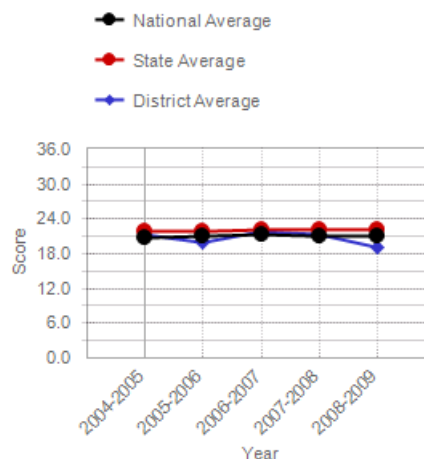
Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2004-2005	38.71%	12	61.29%	19	6.06%	2	93.94%	31
2005-2006	36.11%	13	63.89%	23	0.00%	0	100.00%	36
2006-2007	29.27%	12	70.73%	29	2.38%	1	97.62%	41
2007-2008	43.91%	18	56.10%	23	6.82%	3	93.18%	41
2008-2009	36.11%	13	63.89%	23	0.00%	0	100.00%	36

## ACT RESULTS

### 2008-2009

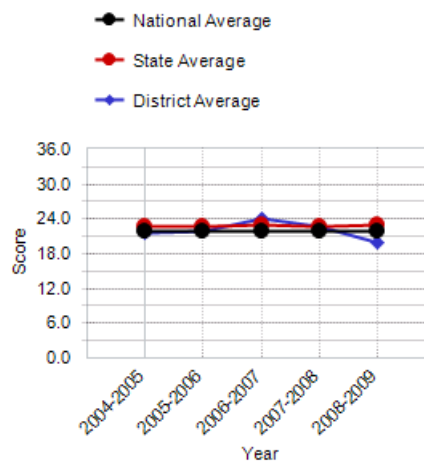
All national and Nebraska high school graduated participating in the ACT for the years are shown.

ACT Composite			
Years	National Average	State Average	District Average
2004-2005	20.90	21.80	21.20
2005-2006	21.10	21.90	20.00
2006-2007	21.20	22.10	22.00
2007-2008	21.10	22.10	21.30
2008-2009	21.10	22.10	19.00

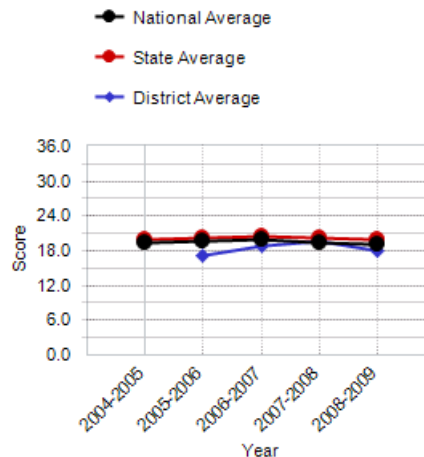


Students who took the core courses have completed at least four years of English and three years of mathematics, social studies, and natural sciences.

Average Score of Students Who Took Core Courses or More			
Years	National Average	State Average	District Average
2004-2005	21.90	22.60	21.70
2005-2006	22.00	22.70	21.90
2006-2007	22.00	22.90	24.10
2007-2008	22.00	22.80	22.70
2008-2009	22.00	22.90	19.90



Average Score of Students Who Took Less Than Core Courses			
Years	National Average	State Average	District Average
2004-2005	19.50	19.90	*
2005-2006	19.70	20.30	17.30
2006-2007	19.80	20.40	18.70
2007-2008	19.50	20.10	19.70
2008-2009	19.10	19.80	18.10



## STAFF

The district's administration includes a superintendent, high school principal, and an elementary principals. Administrators have advanced degrees, which range from a master's degree to a specialists degree. The principal's contract consist of 220 days of service, and the superintendent contract is for 260 days of service.

The district employs forty-two certified teachers for the 2009-2010 school year, including a K-12 guidance counselor, a school psychologist, school nurse, and a K-12 media specialist. Twenty teachers have at least a master's degree. The standard teaching contract consists of 185 days of service. The average teacher salary for 2008-2009 is \$41,524 excluding benefits and extra duty. The average years of experience for the district is 14.67 years.

Average Years of Teaching Experience		
Years	State	District
1998-1999	15.39	12.52
2003-2004	15.59	15.81
2005-2006	15.62	15.38
2006-2007	15.49	15.00
2007-2008	15.30	15.18
2008-2009	15.19	14.67

Average Teacher Salary		
Years	State	District
1998-1999	\$32,878	\$29,117
*		
2003-2004	\$40,090	\$37,506
2005-2006	\$40,382	\$38,495
2006-2007	\$42,080	\$39,389
2007-2008	\$43,629	\$39,578
2008-2009	\$44,954	\$41,524

Teachers Count and Teachers with Master's Degree						
Years	Total Teacher Count		Total Teachers with Master's Degrees		Percentage of Teachers with Master's Degrees	
	State	District	State	District	State	District
1998-1999	19,907.64	33.55	8,391.00	18.00	36.04%	42.86%
2003-2004	19,949.98	35.85	7,774.00	21.00	38.00%	56.76%
2005-2006	23,586.92	36.42	9,610.00	18.00	39.08%	48.65%
2006-2007	23,839.21	37.42	9,833.00	20.00	39.65%	52.63%
2007-2008	24,193.13	39.50	10,242.00	20.00	40.80%	51.28%
2008-2009	24,331.56	38.25	10,712.00	20.00	42.41%	51.28%

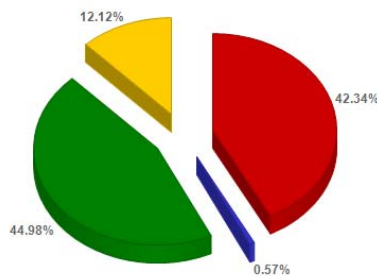
The district employs thirty-one classified staff members:  
 Maintenance/custodial (three full-time and one part-time)  
 Transportation (one full-time, three part-time, part-time activity and substitute drivers)  
 Kitchen (three full-time and one part-time)  
 Office (three full-time)  
 Migrant Recruiter  
 Paraprofessionals (12 full-time and three part time)

## FINANCE

The annual budget of the school district supports the ability to provide a quality education to our students. The total budget of disbursements and transfers approved for 2009-2010 is \$7,603,704. Revenue is received from federal, state, and local sources. The total local property tax for 2009-2010 is \$2,451,340. The total 2009-2010 tax levy is \$1.089910 per \$100 assessed property value. This is a slight reduction from the 2008-2009 school year.

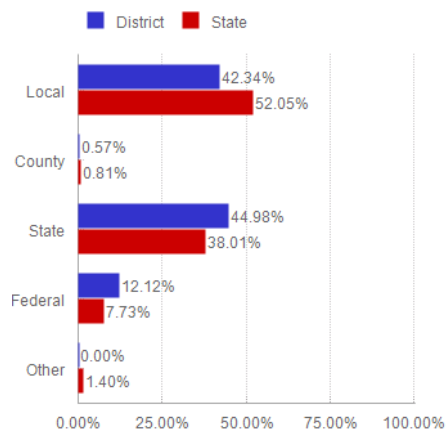
Property Valuations	2007-08	2008-09	2009-2010
Wayne	\$73,653,331	\$80,011,361	\$85,947,443
Dixon	\$108,974,465	\$121,376,089	\$125,562,325
Thurston	\$11,354,135	\$12,775,110	\$16,155,254
<b>Total</b>	<b>\$193,981,931</b>	<b>\$214,162,560</b>	<b>\$227,665,022</b>

Receipts for 2007-2008 (as reported by the Nebraska State Report Card)



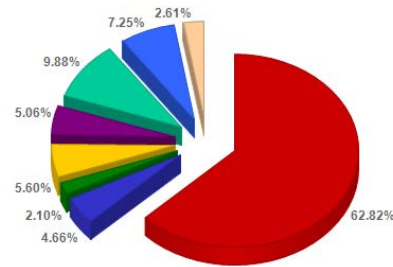
2007-2008 Receipts		
	Receipts	Percent
Local	<u>\$1,886,356.00</u>	42.34%
County	<u>\$25,191.00</u>	0.57%
State	<u>\$2,004,236.00</u>	44.98%
Federal	<u>\$539,991.00</u>	12.12%
Other	<u>\$0.00</u>	0.00%

Receipts State and District Comparison for 2007-2008

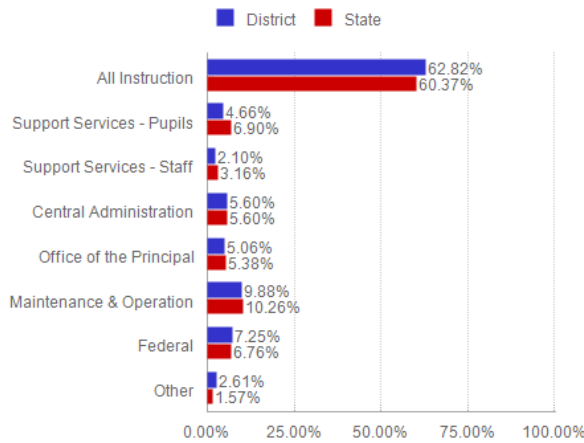


2007-2008 Comparison		
	State Average	District
Local	52.05%	42.34%
County	0.81%	0.57%
State	38.01%	44.98%
Federal	7.73%	12.12%
Other	1.40%	0.00%

Expenditures for 2008-2009 (as reported by the Nebraska State Report Card)



2007-2008 Expenditures		
	Expenditures	Percent
All Instruction	\$2,803,589.00	62.82%
Support Services - Pupils	\$207,957.00	4.66%
Support Services - Staff	\$93,855.00	2.10%
Central Administration	\$250,110.00	5.60%
Office of the Principal	\$225,970.00	5.06%
Maintenance & Operation	\$440,847.00	9.88%
Federal	\$323,690.00	7.25%
Other	\$116,661.00	2.61%



2007-2008 Comparison		
	State Average	District
All Instruction	60.37%	62.82%
Support Services - Pupils	6.90%	4.66%
Support Services - Staff	3.16%	2.10%
Central Administration	5.60%	5.60%
Office of the Principal	5.38%	5.06%
Maintenance & Operation	10.26%	9.88%
Federal	6.76%	7.25%
Other	1.57%	2.61%