
Wakefield School News

Volume 14 Issue 5

February 2008

FROM THE SUPERINTENDENT'S DESK

PLANNING FOR FUTURE

Public input sought

Meeting to focus on facility needs, priorities

The Wakefield Community School Board of Education will hold a public meeting to discuss the facility needs of the district on February 3 at 2:00pm. The meeting will be held at ESU#1. Board members will share current facility needs and priorities of the Board of Education. Participants will provide valuable feedback to the Board, which will be used as the Board continues to plan for the future of Wakefield Community School. Thank you to all who are taking the time to participate in this process.

Annual report to district patrons



Each year our school examines student data and implements action plans to improve student learning.

The following information is the annual report to district patrons, as required by the Nebraska Department of Education. The Nebraska state report card features information on each individual school district in comparison to state and national averages. District demographics, certified staff, receipts and expenditures,

and student academic performance are included in the annual report. The information contained in our newsletter is a summary of the state report card. You can access a more detailed report located at the Nebraska Department of Education website at 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 Schools (Rule 10).

To review these requirements, go to www.nde.state.ne.us/LEGAL/RULE10.html. Wakefield is accredited by the North Central Association.

2006-2007 State of the Schools
Report
A Report on Nebraska Public Schools

District Profile
2006 - 2007

District Characteristics

District Data	State Statistics	District Statistics
<u>Poverty Percentage</u>	36.42%	43.89%
<u>English Language Learners Percentage</u>	6.49%	15.61%
<u>Special Education Percentage</u>	14.95%	18.33%
<u>Mobility Percentage</u>	12.64%	7.01%
<u>Graduation Rate Percentage</u>	88.76%	90.91%
<u>Attendance Percentage</u>	94.77%	96.57%
<u>Enrollment</u>	287,135	442

Assessment Quality

Reading			Mathematics		
04	08	11	04	08	11

Percentage of Students Meeting Standards

	04	08	11
Reading			
<u>All Students (including ELL and Special Education)</u>	78.05%	75.29%	74.50%
<u>Special Education Students</u>	*	*	*

Percentage of Students Meeting Standards

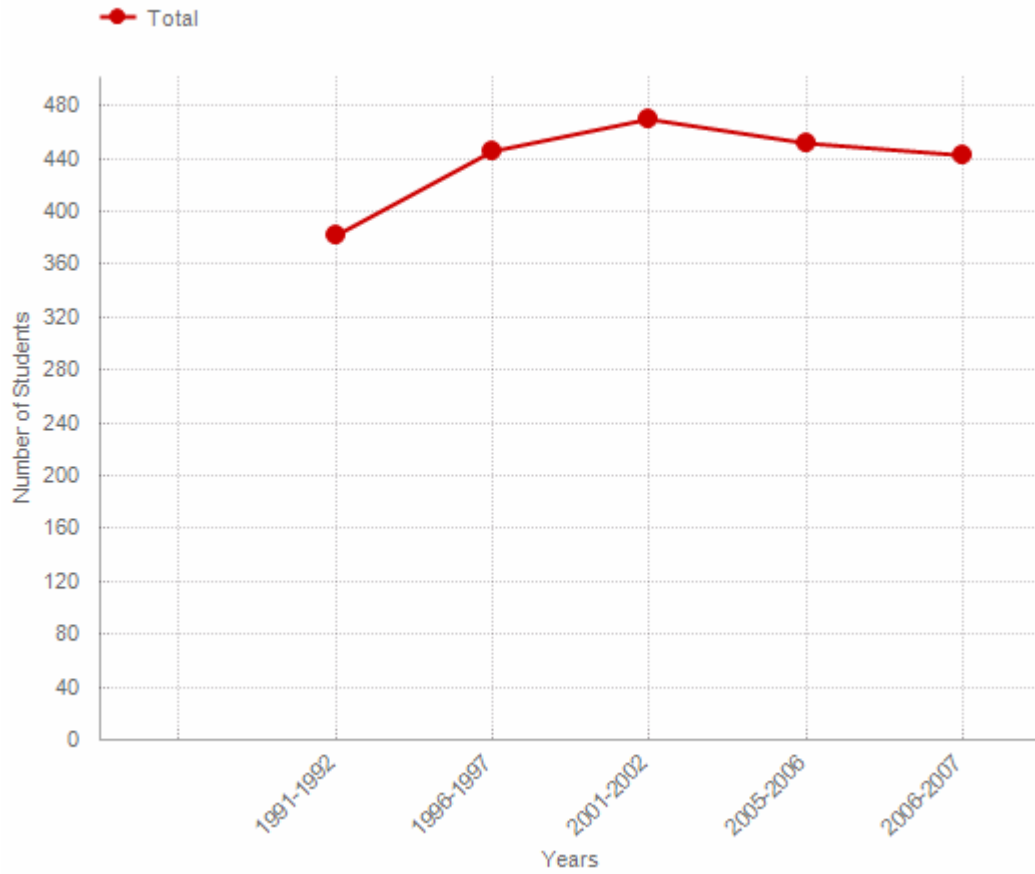
	04	08	11
Mathematics			
<u>All Students (including ELL and Special Education)</u>	86.59%	77.94%	76.07%
<u>Special Education Students</u>	*	*	*

Percentage of Students Meeting Standards

	04	08	11
Writing			
<u>All Students (including ELL and Special Education)</u>	78.05%	87.88%	95.00%
<u>Special Education Students</u>	*	*	*
<u>English Language Learners</u>	*	*	*
Gender			
Male	80.95%	80.95%	94.44%
Female	75.00%	100.00%	95.45%
Race / Ethnicity			
American Indian / Alaska Native	N / A	N / A	N / A
Asian or Pacific Islander	N / A	N / A	N / A
White, Not Hispanic	86.96%	89.47%	100.00%
Black, Not Hispanic	*	N / A	N / A
Hispanic	64.71%	85.71%	*
<u>Free / Reduced Priced Meals</u>	69.57%	78.57%	*

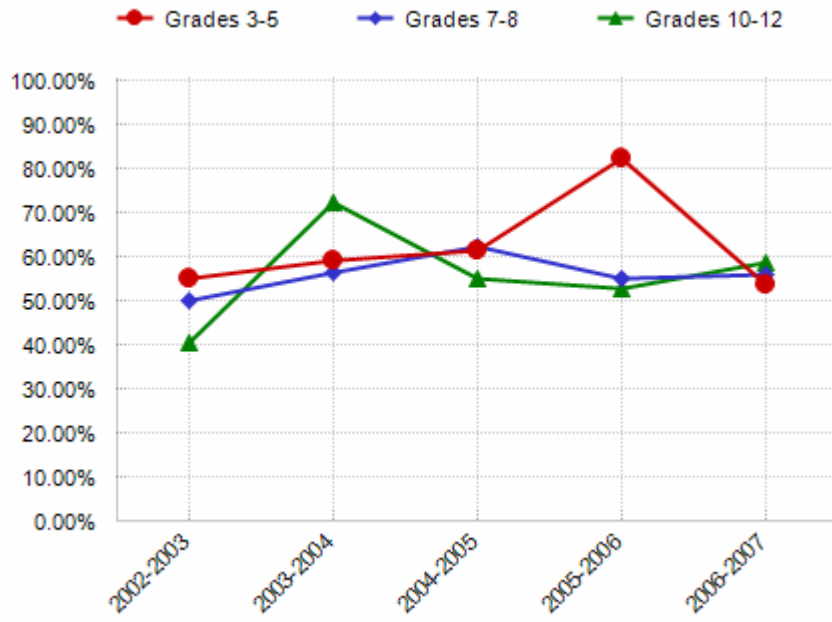
- * Data was masked to protect the identity of students using one of the following criteria:
- 1) Fewer than 10 students were reported in the grade or standard.
 - 2) All students were reported in a single performance category.

Enrollment Trends



Grade-by-Grade Enrollment

Grade	Years				
	1991-1992	1996-1997	2001-2002	2005-2006	2006-2007
K	30	41	25	27	28
1	36	40	31	31	30
2	30	34	26	28	29
3	23	33	31	38	26
4	29	34	42	26	41
5	27	29	42	31	30
6	27	40	47	29	25
7	26	32	42	35	29
8	23	32	35	44	35
9	30	40	38	42	41
10	38	34	35	45	43
11	31	29	43	39	44
12	32	28	32	36	41



Grades 3-5 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
2002-2003	45.16%	14	54.84%	17	8.82%	3	91.18%	31
2003-2004	40.74%	11	59.26%	16	3.57%	1	96.43%	27
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

Grades 7-8 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
2002-2003	50.00%	21	50.00%	21	0.00%	0	100.00%	42
2003-2004	43.48%	20	56.52%	26	2.13%	1	97.87%	46
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

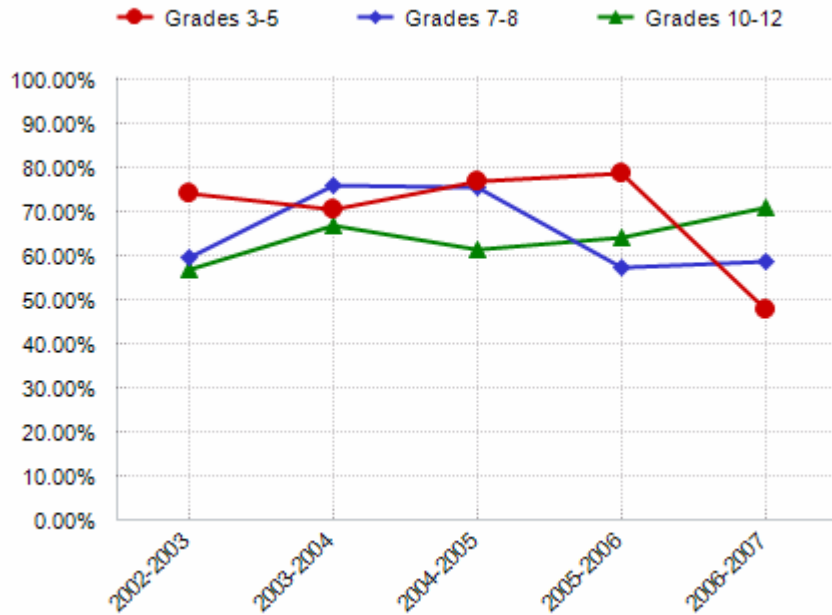
Grades 10-12 Performance on Standardized Reading Test

Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2002-2003	59.46%	22	40.54%	15	0.00%	0	100.00%	37
2003-2004	27.78%	10	72.22%	26	0.00%	0	100.00%	36
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

Data has been masked to protect the identity of students using the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a category that does not meet the standards.

Standardized Test – Mathematics - Percentage of students scoring above the national average



Grades 3-5 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
2002-2003	★	★	74.19%	23	8.82%	3	91.18%	31
2003-2004	★	★	70.37%	19	3.57%	1	96.43%	27
2004-2005	★	★	76.93%	20	7.14%	2	92.86%	26
2005-2006	★	★	78.58%	22	3.45%	1	96.55%	28

Grades 7-8 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
2002-2003	40.48%	17	59.52%	25	0.00%	0	100.00%	42
2003-2004	23.92%	11	76.09%	35	2.13%	1	97.87%	46
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

Grades 10-12 Performance on Standardized Math Test

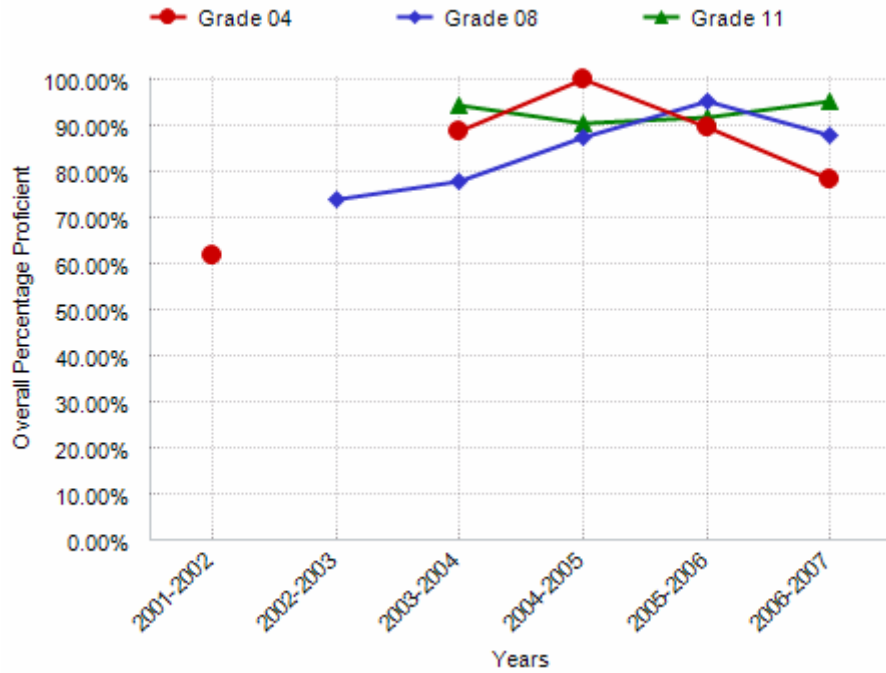
Years	Below U.S. Average		Above U.S. Average		Not Tested		Tested	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number
2002-2003	43.24%	16	56.75%	21	0.00%	0	100.00%	37
2003-2004	33.33%	12	66.67%	24	0.00%	0	100.00%	36
2004-2005	38.71%	12	61.29%	19	6.06%	2	93.94%	31
2005-2006	36.11%	13	63.89%	23	0.00%	0	100.00%	36

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Statewide Writing Assessment Results - All Students including students in Special Education and English Language Learners

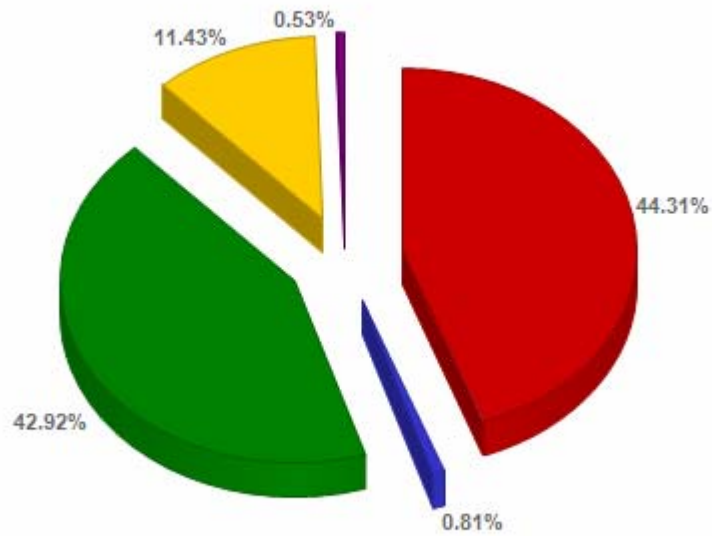
Assessment of State Writing Standards
All Students



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%
2004-2005	100.00%	87.18%	90.32%
2005-2006	89.66%	95.00%	91.67%

Finance Receipts
 2005-2006 School Year



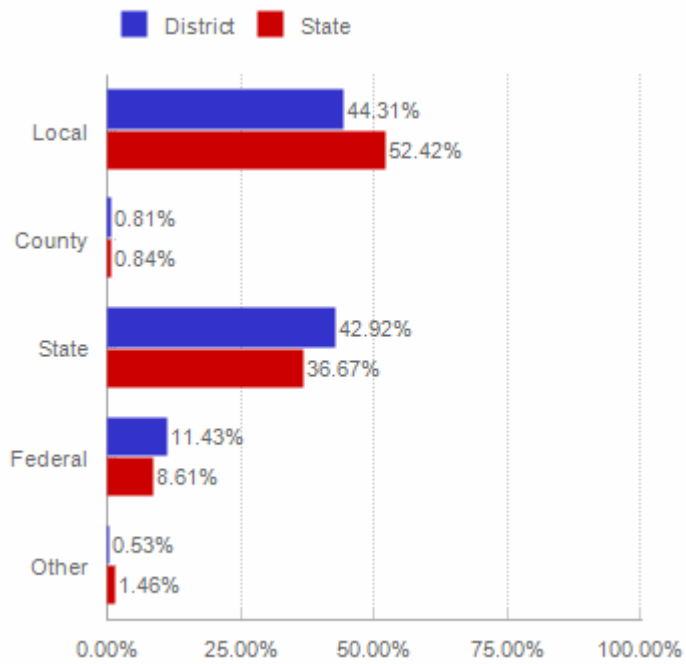
2005-2006 Receipts

	Receipts	Percent
Local	\$1,887,611.00	44.31%
County	\$34,300.00	0.81%
State	\$1,828,453.00	42.92%
Federal	\$487,116.00	11.43%

Receipts

State Average and District Comparison

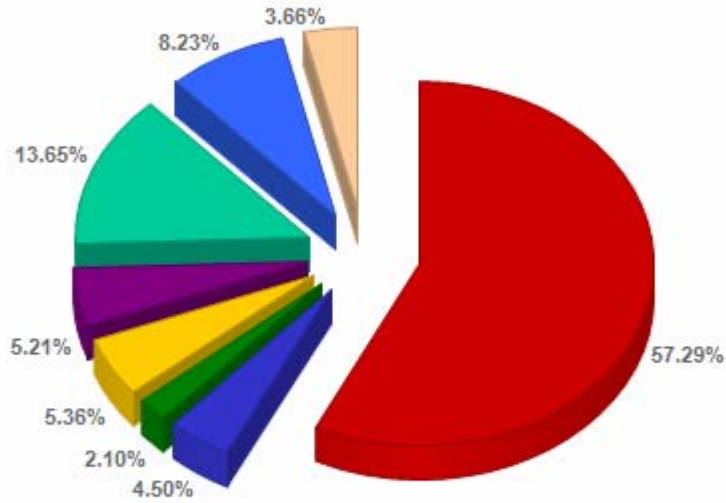
2005-2006 School Year



2005-2006 Comparison

	State Average	District
Local	52.42%	44.31%
County	0.84%	0.81%
State	36.67%	42.92%
Federal	8.61%	11.43%

Finance Expenditures
2005-2006 School Year



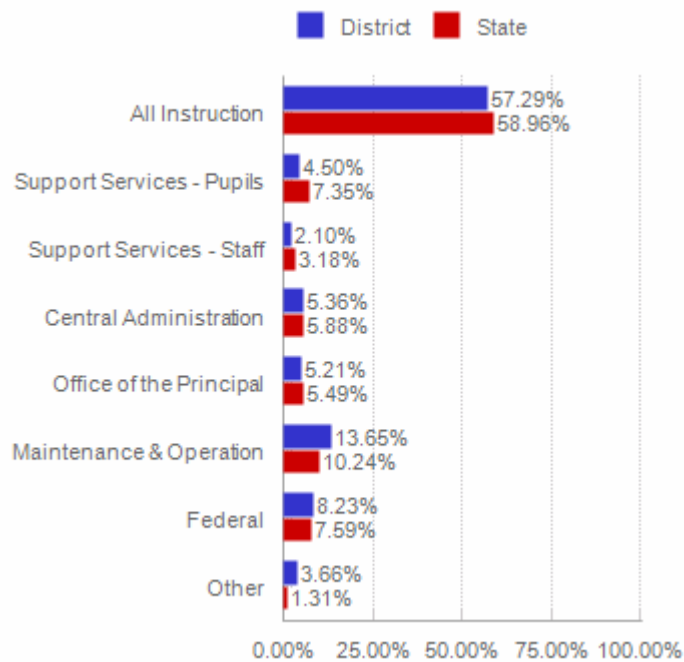
2005-2006 Expenditures

	Expenditures	Percent
All Instruction	<u>\$2,428,132.00</u>	57.29%
Support Services - Pupils	<u>\$190,763.00</u>	4.50%
Support Services - Staff	<u>\$88,910.00</u>	2.10%
Central Administration	<u>\$227,131.00</u>	5.36%
Office of the Principal	<u>\$220,600.00</u>	5.21%
Maintenance & Operation	<u>\$578,572.00</u>	13.65%
Federal	<u>\$348,735.00</u>	8.23%

Expenditures

State Average and District Comparison

2005-2006 School Year



2005-2006 Comparison		
	State Average	District
All Instruction	58.96%	57.29%
Support Services - Pupils	7.35%	4.50%
Support Services - Staff	3.18%	2.10%
Central Administration	5.88%	5.36%
Office of the Principal	5.49%	5.21%
Maintenance & Operation	10.24%	13.65%
Federal	7.59%	8.23%

Principal's Notes

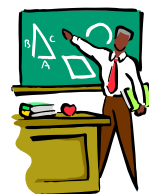
Jason Heitz, Secondary Principal

Pre-registration begins for 08-09!

Students currently in grades 8 through 11 have begun the registration process for classes for the 2008-2009 school year. Mrs. Knezevic (guidance counselor) has initiated the process by briefly speaking to each class and handing out pre-registration sheets. Students have been asked to list the elective classes that they would choose to take next school year. At this time, we are simply 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. Students are allowed to take a maximum of one study period.

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.

8th grade student/parent meeting Feb. 4

Parents of current 8th graders, there will be a student/parent meeting at 7:00 p.m. on Monday, February 4, in the multi-purpose room. 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. All 8th graders, and parents of 8th graders, are welcome and encouraged to attend.

FBLA providing childcare during conferences

The Wakefield Chapter of FBLA will be providing childcare for youngsters

during Parent/Teacher Conferences on Thursday, Feb. 7.



Parents may bring their children to the Recreation Center gymnasium while they conference with teachers anytime between the hours of 3:00 p.m. and 9:00 p.m.



From the Principal's Pen

Craig Patzel, K-6 Principal

Important dates...

- *Thursday, Feb. 7 – 1:00 Dismissal; Parent/Teacher Conferences, 3 to 9 p.m.*
- *Friday, Feb. 8 – No School.*
- *Wednesday, Feb. 13 – Wakefield Spelling Bee.*
- *Thursday, Feb. 21 – County Spelling Bee.*
- *Monday, March 3 – Lifetouch Casual Pictures.*

Assessment data used to identify and assist struggling students

All elementary students took the 2nd round of Universal Screenings for this school year. The screenings consist of short assessments in the areas of reading, writing, and mathematics. The information generated from these assessments is used to identify any student that may be struggling with a certain concept. If a concern arises, a research-based intervention is selected and implemented to help address the issue. The student is closely monitored for about four weeks to see if the intervention is working or if additional intervention is needed. The screenings are also used to identify students that are performing well above grade level.

Parent/teacher conferences

Parent/Teacher conferences will be held on Thursday, February 7, and will be structured like the first round of conferences this year. All conferences will be held on this day, beginning at 3:00. A note will be coming home in the next week or so with your scheduled time. Please let your child's teacher know if there is a conflict.

4th graders preparing for state writing assessment

This year's 4th grade state writing assessment will take place Wednesday, January 30 and Thursday, January 31. The fourth grade teachers and students have been working hard preparing for this assessment. Please help ensure that your child gets plenty of rest and eats a good breakfast on these two days.

~ Life, first and foremost, is about relationships. ~

~ Kids don't care what you know, until they know you care. ~



From the counselor's desk

By Branis Knezevic,
K-12 Guidance Counselor

It's FAFSA Time!

If you're a college-bound senior, it's time to get serious about the FAFSA (Free Application for Federal Student Aid) - the application for state, federal and college-specific financial aid. February is typically the time to apply as many colleges have a March 1 priority filing date. (Contact the colleges you applied to and ask about their priority date.)

New tools will help you prepare

EducationQuest has new online tools that will help you and your parents with the FAFSA.

- **Guide to College Funding Video** (*coming soon!*) – explains the types of financial aid and how to prepare for, and file, the FAFSA
- **FAFSA Checklist** – provides a comprehensive list of all documents you need to gather for the FAFSA
- **FAFSA Tutorial** – provides user-friendly clarification of each FAFSA question.

You'll find these tools in the “**Completing the FAFSA**” section at www.educationquest.org.

Watch for FAFSA postcard

In addition to the tools listed above, your parents will receive [a postcard from EducationQuest](#) with FAFSA information.

Follow these steps to complete the FAFSA...

Step 1: Request a PIN

Request a Personal Identification Number (PIN) for you and one for a parent at www.pin.ed.gov. The PIN is your signature for the electronic FAFSA and is used to track your financial aid application.

Step 2: File your taxes early

The FAFSA requires current tax information so complete your taxes early.

Step 3: Gather these student and parent items:

- 2007 federal tax returns and, if applicable, Schedule K-1 (Form 1065)
- 2007 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 retirement accounts
- Value of business or investment-farm
- 2007 child support (paid and/or received)
- 2007 ADC/TANF welfare benefits
- 2007 Social Security payments received from SSI or SSDI
- 2007 Workers' compensation
- Other untaxed income in 2007 such as veteran's benefits, housing/food/living allowances for military and clergy.
- Alien Registration Number for eligible non-citizens

Step 4: Complete and file the FAFSA

Complete and file the FAFSA at www.fafsa.ed.gov. The colleges you list on the application will receive the results.

If you have questions about the FAFSA or need help, call the EducationQuest Kearney office at 800-666-3721, Lincoln at 800-303-3745 or Omaha at 888-357-6300. Call *now* as appointments for February are quickly filling up. All services are *free*.

