

Holton Public Schools

Annual Report

A PROUD PAST...A PROMISING FUTURE

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

Annual Report 2007-2008

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 1,100 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. These effective instructional practices resulted in Holton High School being named in 2007 as a "National Academic Bronze Award Winner" by U.S. News & World Report. This distinguished award recognized our high school as being in the top 8% of high schools in academic achievement in America. Congratulations to our high school and entire district staff!

Throughout the 2007- 2008 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

Dan Eling —President
Amy Brookhouse —Vice President
David Eling—Treasurer
Julie Vanderboegh—Secretary
Brian Byrnes —Trustee
Ed Luttrull —Trustee
David Stitt —Trustee

About Our School

2007-2008 Enrollment.....1,113

Facilities:

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

Administrative Staff.....8
Instructional Staff..... 67
Support Staff.....58

Directory of Buildings

Holton Elementary School

6500 Fourth Street
Holton, MI 49425
231-821-1825
231-821-1849 (Fax)
Kelli-Ann Rich, Principal
Email: krich@holton.k12.mi.us

Holton Middle School

6245 Syers Road
Holton, MI 49425
231-821-1775
231-821-1824 (Fax)
Kenneth Haggart, Principal
Email: khaggart@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: tlpeters@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)
Nancylee Smith, Supervisor
Email: nsmith@holton.k12.mi.us

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

Thomas Jefferson

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 2007-2008 school year.

- 100% of teachers at the elementary level met No Child Left Behind Federal qualifications of “Highly Qualified”
- 82% of teachers at the middle school met No Child Left Behind Federal qualifications of “Highly Qualified”
- 87% of teachers at the high school met No Child Left Behind Federal qualifications of “Highly Qualified”
- 100% of Holton Public School regular education teachers were Highly Qualified for the 2007-2008 school year. All teachers will be Highly qualified by June 30, 2009.

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	Yes	C
• Holton Middle School	Yes	B
• 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.

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— 96.9%**
- **High School—93.7%**
- **District— 95.2%**

GRADUATION RATE

Holton Public Schools

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



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>
4 students	3 students	8 students	7 students	12 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 inservices 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, and Lucy Calkins Writing.

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 2007-2008 was 100% in the fall and spring in our elementary building, up from 99% and 96% for 2006-2007. In the middle school parent participation at conferences in the fall was 65% and 58% in the spring compared to 2006-2007 at 63% and 56% respectively. The high school reports a 40% participation rate for fall conferences and 35% for spring conferences compared to 46% and 30%, respectively, for 2006-2007.
- 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.

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.

MATH—GRADE 3

Percentage of students meeting or exceeding state standards

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

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	35.1%	48.1%	16.9%	0%
STATE	49%	41%	10%	0%

English Language Arts—Grade 3

Percentage of students meeting or exceeding state standards

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

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	15.8%	50%	26.3%	7.9%
STATE	22%	59%	16%	3%

MATH—GRADE 4

Percentage of students meeting or exceeding state standards

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

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	21.3%	50%	22.3%	6.4%
STATE	41%	45%	12%	2%

English Language Arts—Grade 4

Percentage of students meeting or exceeding state standards

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

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Elementary	5.3%	53.2%	35.1%	6.4%
STATE	16%	60%	21%	3%

N/A = Not tested previous year

MATH—GRADE 5

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton Middle School	N/A	72%	62%	54%
Male	N/A	78%	66%	45%
Female	N/A	72%	57%	58%
STATE	N/A	73%	76%	74%
Male	N/A	74%	77%	75%
Female	N/A	73%	75%	73%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	27	27	34	13
STATE	39	35	21	4

English Language Arts—Grade 5

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton Middle School	N/A	55%	51%	67%
Male	N/A	60%	60%	55%
Female	N/A	52%	39%	77%
STATE	N/A	75%	77%	78%
Male	N/A	71%	74%	75%
Female	N/A	79%	82%	81%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	14	53	24	10
STATE	22	56	17	5

SCIENCE—GRADE 5

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton Middle School	74%	79%	84%	64%
Male		74%	91%	64%
Female		87%	75%	64%
STATE	75%	77%	83%	82%
Male		78%	83%	82%
Female		76%	83%	82%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	24	40	33	3
STATE	41	41	14	5

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
Holton Middle School	N/A	84%	65%	62%
Male	N/A	85%	69%	67%
Female	N/A	83%	60%	57%
STATE	N/A	78%	74%	73%
Male	N/A	76%	73%	72%
Female	N/A	80%	75%	73%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	35	27	12	26
STATE	43	29	13	14

MEAP

middle

English Language Arts—Grade 6

Percentage of students meeting or exceeding state standards

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

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	9	62	21	8
STATE	15	65	22	2

MATH—GRADE 6

Percentage of students meeting or exceeding state standards

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

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	41	24	15	20
STATE	44	29	20	8

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
Holton Middle School	N/A	60%	55%	66%
Male	N/A	60%	57%	63%
Female	N/A	59%	53%	71%
STATE	N/A	60%	69%	73%
Male	N/A	60%	64%	71%
Female	N/A	60%	65%	74%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	36	30	30	4
STATE	41	32	24	4

English Language Arts—Grade 7

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton Middle School	65%	75%	68%	63%
Male	66%	65%	59%	
Female	87%	72%	71%	
STATE	67%	73%	76%	74%
Male	67%	71%	70%	
Female	79%	81%	79%	

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	9	55	29	7
STATE	15	59	18	7

SCIENCE—GRADE 8

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton Middle School	60%	81%	75%	72%
Male		78%	74%	73%
Female		86%	75%	71%
STATE	79%	77%	75%	79%
Male		77%	74%	79%
Female		77%	75%	80%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	25	47	20	9
STATE	37	42	15	5

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
Holton Middle School	N/A	73%	74%	63%
Male	N/A	67%	63%	51%
Female	N/A	81%	84%	78%
STATE	N/A	69%	71%	75%
Male	N/A	63%	65%	69%
Female	N/A	76%	78%	81%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	9	54	28	9
STATE	16	59	18	7

MATH—GRADE 8

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton Middle School	N/A	63%	64%	70%
Male	N/A	61%	66%	69%
Female	N/A	65%	63%	71%
STATE	N/A	63%	68%	72%
Male	N/A	63%	68%	71%
Female	N/A	63%	68%	72%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton Middle School	35	35	18	12
STATE	43	29	19	10

Social Studies—Grade 9

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton High School	N/A	63%	72%	86%
Male	N/A	60%	69%	86%
Female	N/A	68%	76%	86%
STATE	N/A	75%	74%	71%
Male	N/A	72%	73%	70%
Female	N/A	77%	75%	71%

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	26	60	25	3
STATE	33	37	21	9

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 2009

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton High School	52%	44%	35%	45%
Male		47%	37%	39%
Female		42%	32%	50%
STATE	57%	46%	47%	46%
Male		47%		
Female		45%		

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	8%	37%	12%	43%
STATE	10%	36%	16%	38%

High School Social Studies—Grade 11—Class of 2009

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton High School	35%	77%	86%	72%
Male		75%	82%	68%
Female		79%	94%	76%
STATE	34%	79%	84%	80%
Male		77%		
Female		82%		

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	21%	51%	14%	14%
STATE	41%	39%	13%	7%

High School Reading –Grade 11—Class of 2009

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton High School	81%	65%	56%	48%
Male		63%	47%	42%
Female		67%	60%	56%
STATE	78%	61%	59%	62%
Male		57%		
Female		64%		

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	0%	48%	17%	35%
STATE	3%	59%	21%	17%

High School Science—Grade 11—Class of 2009

Percentage of students meeting or exceeding state standards

	04-05	05-06	06-07	07-08
Holton High School	71%	59%	42%	43%
Male		59%	43%	50%
Female		58%	41%	36%
STATE	58%	52%	56%	56%
Male		55%		
Female		49%		

2007-2008 Proficiency Level Percentages

	Level 1	Level 2	Level 3	Level 4
Holton High School	0%	43%	24%	33%
STATE	6%	50%	17%	27%

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

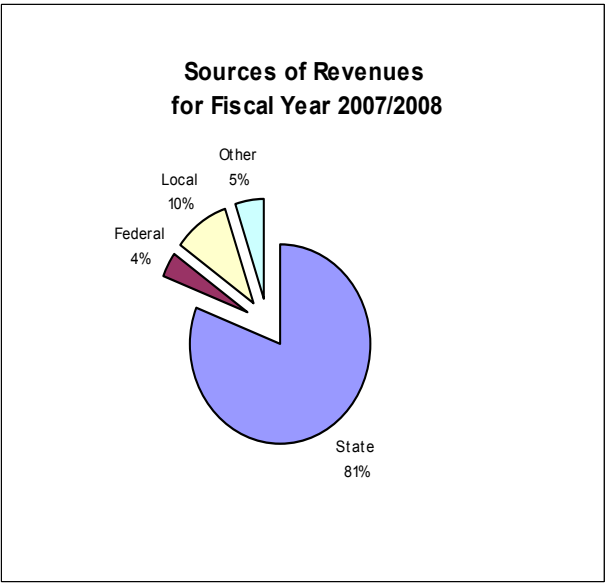
REVENUE

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

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

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.

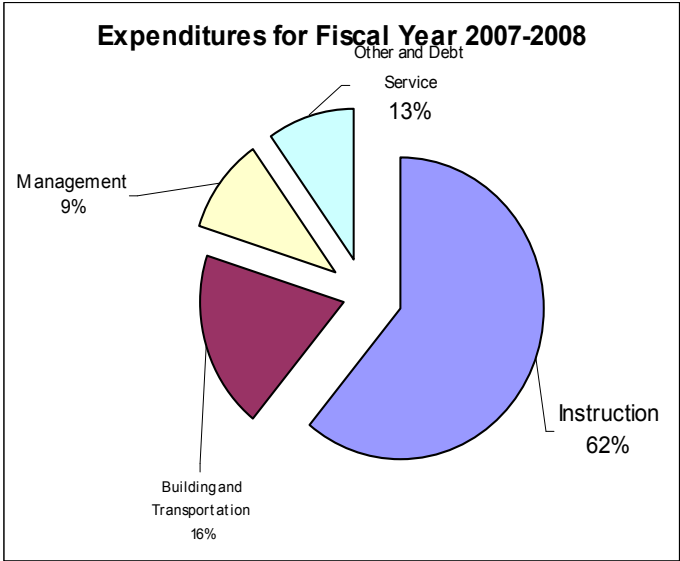


EXPENSES

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