

BOARD OF EDUCATION MEETING - SEPTEMBER 22, 2003

NAME:

REPRESENTING:

Long Lee	MEA
Michael Durning	Millard S.
Angie Bahnsen	MLC
Andrew Poth	Millard South
Andrea Hamilton	Millard South
Adam Wilson	Millard South
Stacey Schmid	Millard South
Janet Baack	Millard West
Kessaya Speckman	Millard North
Devi Burke	Millard South
Mel Oliva	Millard Business Association
Clare Hoover	MEP
Alex Mykoni	Millard West
Casey Lundgren	Millard North
Doug Churchill	Hollings Heights

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millard

PUBLIC SCHOOLS

***BOARD OF EDUCATION
MEETING***



SEPTEMBER 22, 2003

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
SEPTEMBER 22, 2003

AGENDA

Call to Order

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters*
 - 1. *Approval of Board of Education Minutes – September 8, 2003
 - 2. *Approval of Bills
 - 3. *Receive the Treasurer's Report and Place on File.
 - 4. Summary of Committee of the Whole Meeting – September 15, 2003
- F. Information Items
 - 1. Superintendent's Report
 - 2. Board Comments/Announcement
 - 3. Reports from Student Representative
- G. Unfinished Business
- H. New Business
 - 1. Approval to Cancel October 6, 2003 Board of Education Meeting
 - 2. First Reading of Policy 4511 – Personnel – Voluntary Early Separation Program
 - 3. Personnel Action: New Hires
 - 4. Collective Bargaining Negotiations (Executive Session)
 - 5. Approval of Collective Bargaining Contract with Local 226
- I. Reports
 - 1. Peru State Early Entry Program
 - 2. Advanced Placement Report
 - 3. Multicultural Report
 - 4. Re-Teaching Program Evaluation
 - 5. Norris Montessori Evaluation
 - 6. Millard Learning Center Evaluation
 - 7. Use of Computers in Analytical Writing Assessment

J. Future Agenda Items/Board Calendar

1. NASB Area Membership Meeting on Wednesday, October 1, 2003 at 5:30 p.m. at Offutt Air Force Base
2. Committee of the Whole Meeting on Monday, October 13, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, October 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
4. Board of Education Meeting on Monday, November 3, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
5. Committee of the Whole Meeting on Monday, November 10, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
6. Board of Education Meeting on Monday, November 17, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street.
7. NASB State Education Conference on November 17-19, 2003 at the Holiday Inn Central

K. Public Comments - This is the proper time for public questions and comments on any topic.
Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
SEPTEMBER 22, 2003

ADMINISTRATIVE MEMORANDUM

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the meeting.
- *E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes of September 8, 2003. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve bills. (See enclosure.)
- *E.3. Motion by _____, seconded by _____, to receive the treasurer's report and place on file. (See enclosure.)
- E.4. Summary of Committee of the Whole Meeting -- September 15, 2003
- F.1. Superintendent's Report
- F.2. Board Comments/Announcement
- F.3. Reports from Student Representatives
- H.1. Motion by _____, seconded by _____, to cancel the Board of Education Meeting on October 6, 2003.
- H.2. First Reading of Policy 4511 – Personnel – Voluntary Early Separation Program. (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Personnel Actions: Teacher(s) for Hire. (See enclosure.)
- H.4. Collective Bargaining Negotiations (Executive Session)
- H.5. Motion by _____, seconded by _____, to approve the Collective Bargaining Contract with Local 226.

I. Reports

1. Peru State Early Entry Program
2. Advanced Placement Report
3. Multicultural Report
4. Re-Teaching Program Evaluation
5. Norris Montessori Evaluation
6. Millard Learning Center Evaluation
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MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

Enclosure E.1.
September 22, 2003

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 7:00 p.m., Monday, September 8, 2003, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Brad Burwell, Mike Pate, Jean Stothert, Linda Poole Mike Kennedy and Julie Johnson

Notice of this meeting was given in advance thereof by publication in the Midlands Business Journal on September 5, 2003; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 5:00 p.m. there was a public hearing on the FYE04 Budget.

Jean Stothert called the meeting to order. Roll call was taken.

Motion by Mike Pate, seconded by Linda Poole, to excuse Mike Kennedy from the meeting. Upon roll call vote, all members voted nay. The motion failed.

Ken Fossen provided a short presentation on the budget, and then the three hearings took place.

Jean Stothert asked that the record show that Mr. Kennedy arrived at the meeting.

Mrs. Stothert opened the hearing on Applicable Allowable Growth Rate Plus 1%. The purpose of the hearing was to receive testimony from the public on the proposal to increase the district's FYE04 budget authority above the basic allowable growth rate to an amount, which includes the applicable allowable growth rate, plus an additional one percent as authorized by Nebraska law. There were no questions from the public, so the hearing was completed.

Mrs. Stothert opened the hearing on the Proposed FYE04 Budget. The purpose of the second hearing is to receive testimony from the public on matters related to the Proposed Budget for FYE04. There were no questions from the public, so the hearing was completed.

Mrs. Stothert opened the hearing on the Proposed FYE04 Property Tax Request. The purpose of the third hearing is to receive testimony from the public on the proposed tax request to fund the Proposed Budget for FYE04. More Specifically, the proposed tax request would change the request from the previous year. There were no questions from the public, so the hearing was completed.

At 5:26 p.m. a motion by Mike Pate, seconded by Linda Poole, to go into Executive Session for Collective Bargaining Negotiations. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Linda Poole, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

At 7 p.m. Jean Stothert opened the meeting and asked everyone to say the Pledge of Allegiance.

Roll Call was taken and all board members were present.

COMMENTS FROM THE PUBLIC: One Millard resident asked why the cost of Strategic Planning was so much higher from last year, what are the qualifications for inter-local agreements, how is depreciation calculated and what kind of schedule is used?

Motion by Brad Burwell, seconded by Julie Johnson, to approve the Board of Education minutes from August 18, 2003, and to approve the bills. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided a summary of the Committee of the Whole meeting from Monday, August 20, 2003. Two food service management companies gave their presentations before the Board of Education.

Superintendent's Highlights:

1. Welcome to the three student representatives to the Board of Education.
2. The Strategic Planning Kick-Off for Action Teams will be held on Thursday, October 9, 2003.
3. The Committee of the Whole meeting next Monday, September 15, 2003, will be used to establish goals for the Board of Education and the Superintendent.
4. There will be a regular Board of Education meeting on Monday, September 22, 2003.
5. There will not be a meeting on Monday, October 6, 2003. The Committee meeting on October 13, 2003 will be discussion on the evaluation process of classified and administrative personnel.
6. The District has grown by 420 students. The last Friday in September is when the enrollment numbers are turned into the Department of Education.
7. Administrators are still in the process of checking references in regards to the food service companies who have presented their proposals before the Board of Education. A recommendation will be forthcoming within 30-45 days.

Comments from the Board:

Julie Johnson welcomed the three student representatives. She expressed to the students, that it is important for them to provide any feedback and the Board welcomes their opinions.

Mrs. Johnson commented on her participating in Strategic Planning. She reported that she learned a lot about where the district is going.

Linda Poole agreed with Mrs. Johnson's comments about the student representatives and the strategic planning session. She did want thank, on the strategic planning part all the community members who dedicated two full days and nights to plan for the future.

Mrs. Poole also congratulated Aldrich Elementary about their walking program. There was an article in the paper, she reported.

Mrs. Poole wanted to remind board members that she will be out of town Thursday through Sunday at the Western Region Meeting with NASB in Bismarck, North Dakota, so she will be unable to be at the hearing on Thursday.

Mike Pate will be out of town for the next board meeting on Monday, September 22, 2003.

Brad Burwell reported that he has been involved in the strategic planning for nine years, even before he was on the board; he said he found this one of the more stimulating sessions he has been through. His complements went out to all who organized and participated in the session.

Mr. Burwell said there is a house resolution, congressional house, has just pasted a voucher vote on the D.C. vouchers. The vote was a slim 203-201. It will now go into the senate sub committee. He suggested that all board members contact Senators Hagel and Nelson's office to let them know about your concern on this vote. The hope is that it will get tied up in a sub-committee in the Senate and won't be able to make it out, however it may get attached to an appropriation bill, Mr. Burwell reported.

Mr. Burwell said he attended the NASB Board of Director's meeting on August 23, 2003. Two keynotes from that meeting were Dr. Jim Tenopir, NSAA, was to be the speaker, but he did not come. The second item, Mr. Burwell said he was named to a committee to work with NSAA to form a better working relationship. He is one of four members on that committee who will be working with NSAA. Matt Schnell, from Auburn, NE, he will be the new vice-president of NASB, and Linda Poole will move up to president-elect. Mr. Burwell said all of the standing positions and resolutions were passed without much discussion at that meeting.

Mr. Burwell will be the master of ceremonies at the Area Membership meeting on Wednesday, October 1, 2003.

There was discussion at the NASB meeting about the state aid lawsuit.

Mr. Burwell said he would be out of town for the committee meeting next week.

Mike Kennedy thanked the teachers, staff, administration, and Amy for all of the complements he has received about the test scores. He said he has received many complements on how the district is doing and how the district is dealing with the problem of state-aid. He said it is a testament to the staff of what they have been able to do with the resources that the district has. Secondly, on the OPS litigation, in visiting with others down at Creighton Law School, of which many are professors and lawyers who live in Millard, they expressed an interest for Millard to

intervene in the lawsuit. There is a concern that if Millard does not intervene, and if there was some type of settlement, or if there was a ruling by the court, Millard should have a say. He said he has taken the position that the district should intervene.

He said he has received a couple of phone calls about taxes and that we don't take advantage of any type of windfall that the district may receive from levy relief on the state aid impact.

Jean Stothert introduced the three student representatives and welcomed them.

Mrs. Stothert said she would be attending the Metropolitan Area Boards of Education meeting this week. The topics being shared at this meeting will be on the curriculum audit and teacher ethics. She indicated she would report back to the board on the meeting.

Mrs. Stothert will be at the student hearing on Thursday, September 11, 2003. She will also be at the PTO/Secondary building representative meeting on Thursday evening.

Mrs. Stothert said she would be participating in the speech interviews at Millard South and Millard West High Schools.

Julia Beckwith, student representative from Millard North, Stacey Schmid, student representative from Millard South High School, and Janet Baack, student representative from Millard West High School, gave reported on academic and athletic activities taking place at their respective high schools.

Motion by Linda Poole, seconded by Mike Kennedy, that the contract for the Millard West Soccer Bleacher project be awarded to Pospical Construction Company in the amount of \$110,000 with such amount including the Base Bid plus Alternate #2 (for 500 seat capacity) and that the Associate Superintendent for General Administration be authorized and directed to enter into any and all documents necessary or desirable for such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, that the district enter into the ESU Substitute Employee Inter-local as submitted and, further, that the superintendent be authorized and directed to execute any and all necessary and/or desirable documents related to such agreement. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to adopt the Millard Standards for Mathematics and Language Arts. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, to approve the Collective Bargaining Agreement with the Millard Education Association - Teachers. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Collective Bargaining Agreement with the Millard Education Association - Nurses. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve the administrative salaries. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Professional/Technical salaries. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Brad Burwell, to approve the Collective Bargaining Agreement with the Educational Paraprofessional Association of Millard (EPAM) salaries. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the food service salaries. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, that approval be given to increase the District's budget authority for FYE04 by the applicable allowable growth rate plus 1% as provided in *Neb. Rev. State. §79-1029*. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, that the FYE04 Budget be adopted as presented in the Notice of Budget Hearing and Budget Summary submitted and that such document be incorporated herein in its entirety by this reference. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, that approval is given to the Resolution Regarding FYE04 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, that approval be given to the inclusion in the FYE04 Budget of the State Aid Levy Exclusion related to LB 898 (2002) in the amount of \$1,570,739.94 as certified by the Nebraska Department of Education. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve Personnel Actions: Amendment to Continuing Contracts: Jennifer Carolson, Laurie Brodeur, and Tracy Cox, and Teachers for Hire: Sugar Thiessen, Diane Macaitis, and Theresa Persigehl. Upon roll call vote, all members voted aye. Motion carried.

Litigation was delayed to the end of the meeting for Executive Session.

Reports included: An Enrollment Report – 3rd Day Count, a Construction Report, a Staff Development Report, the Disaggregated ELO Results for 2002-2003, the ACT/SAT Results, the Summer School Report, and the Exiting Senior Survey Report – Class of 2003

Future Agenda Items/Board Calendar: A NASB Area Membership Meeting will be held on Wednesday, October 1, 2003 at 5:30 p.m. at Offutt Air Force Base. A Committee of the Whole Meeting will be held on Monday, October 13, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday,

5.

October 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, November 3, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, November 10, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, November 17, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

COMMENTS FROM THE PUBLIC: The same community member asked why employee benefits have increased 62% from last year and what caused that kind of increase. In addition, he had some questions on the budget summary.

At 7:57 p.m. Brad Burwell moved, seconded by Mike Pate, to go into Executive Session for litigation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Mike Pate, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Mrs. Stothert adjourned the meeting.


SECRETARY

Millard Public Schools
September 22, 2003

Millard Public Schools

Check Register for 9/22/03 - 9/22/03

Date: 9/15/03

Check Number	Date	Vendor No	Vendor Name	Amount
204581	9/22/03	108296	PAT SHARKEY	600.00
204582	9/22/03	011051	ALL MAKES OFFICE EQUIPMENT	2,335.40
204583	9/22/03	106436	AQUA-CHEM INC	317.90
204584	9/22/03	133099	ASSOCIATION FOR VOLUNTEER ADMIN.	470.00
204585	9/22/03	012507	AT&T	168.85
204586	9/22/03	019835	BOYS TOWN NATIONAL	5,128.20
204587	9/22/03	131671	BRIGHT IDEAS	300.58
204588	9/22/03	063103	CHAUNCY A. ALLEN	63.00
204589	9/22/03	024260	CENTER TROPHY COMPANY	20.10
204590	9/22/03	132061	CITY OF OMAHA	105.00
204591	9/22/03	131715	CLARION HOTEL	63.00
204592	9/22/03	132581	CLARITUS	343.48
204593	9/22/03	132581	CLARITUS	483.00
204594	9/22/03	025689	COMPUTER CABLE CONNECTION INC	71.43
204595	9/22/03	026057	CONTROL MASTERS INC	326.28
204596	9/22/03	131996	COUNTRY INN & SUITES	152.00
204598	9/22/03	026970	CRESCENT ELECTRIC SUPPLY CO	33.94
204599	9/22/03	106893	CULLIGAN WATER CONDITIONING	101.00
204600	9/22/03	099531	DALLAS MIDWEST	189.90
204601	9/22/03	099220	DICK BLICK	73.15
204603	9/22/03	100923	DOUGLAS/SARPY COOPERATIVE EXTENSION	60.00
204604	9/22/03	038100	ELECTRIC FIXTURE & SUPPLY	578.31
204605	9/22/03	038140	ELECTRONIC SOUND INC.	798.50
204606	9/22/03	025611	ENVISION COMMUNICATIONS INC	500.00
204607	9/22/03	133148	FARNER-BOCKEN COMPANY	219.69
204608	9/22/03	040460	FELCO AUTO LEASE	1,911.72
204610	9/22/03	100307	FOOD SERVICES OF AMERICA	191.75
204611	9/22/03	042000	FUREY HEATING-AIR CONDITIONING INC	275.00
204612	9/22/03	107025	GALAXY CABLEVISION	2,887.66
204613	9/22/03	048475	HEARTLAND FOUNDATION	3,594.30
204614	9/22/03	045329	HMS BROWN BAGGERS	441.92
204615	9/22/03	049075	HOLIDAY INN OF OMAHA-CENTRAL	650.00

Millard Public Schools

Check Register for 9/22/03 - 9/22/03

Date: 9/15/0

Check Number	Date	Vendor No	Vendor Name	Amount
204616	9/22/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	540.03
204617	9/22/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	54.39
204618	9/22/03	052370	INTERSTATE ELECTRIC SUPPLY CO	32.00
204619	9/22/03	103110	INTERSTATE MUSIC SUPPLY	437.00
204620	9/22/03	133037	JENSEN TIRE COMPANY	3,507.83
204622	9/22/03	133134	MR CHEF INC	105.00
204623	9/22/03	099952	MAILBOX MAGAZINE	24.95
204624	9/22/03	107470	MCGILL ASBESTOS ABATEMENT CO.	360.00
204625	9/22/03	133062	MEL BAY PUBLICATIONS	192.59
204627	9/22/03	068334	NEBRASKA AIR FILTER, INC.	1,480.59
204629	9/22/03	068801	NEBRASKA WORKFORCE DEVELOPMENT	2,850.00
204630	9/22/03	132685	NEW ENGLAND EDUCATIONAL INSTITUTE	278.00
204631	9/22/03	069689	NOGG CHEMICAL & PAPER	32.00
204632	9/22/03	106877	NORTH CENTRAL ASSOCIATION-NDE	50.00
204633	9/22/03	070662	OMAHA HEARING SCHOOL FOR CHILDREN	1,321.00
204634	9/22/03	107193	OTIS ELEVATOR COMPANY	1,551.78
204636	9/22/03	073231	PRECISION INDUSTRIES, INC.	7.10
204637	9/22/03	102888	PROFESSIONAL VIDEO SUPPLY INC	212.50
204638	9/22/03	073040	PSI GROUP-OMAHA	10,000.00
204639	9/22/03	090673	QWEST	45.29
204641	9/22/03	079310	ROCKBROOK CAMERA CENTER	355.00
204642	9/22/03	082140	SCHOLASTIC MAGAZINES	257.58
204643	9/22/03	130893	SHOPPING MADE EASY.COM,INC.	620.95
204644	9/22/03	101476	SODEXHO MARRIOTT INC	82,263.67
204645	9/22/03	132940	SUSAN P DAVIES	303.24
204646	9/22/03	084689	SULLIVAN SEWER SERVICE INC	390.00
204647	9/22/03	132138	TOYOTA FINANCIAL SERVICES	464.57
204648	9/22/03	090678	UNISOURCE	3,823.68
204649	9/22/03	090214	UNITED ELECTRIC SUPPLY CO INC	37.24
204650	9/22/03	090242	UNITED PARCEL SERVICE	117.42
204651	9/22/03	093765	WATER ENGINEERING, INC.	1,850.00
204652	9/22/03	102905	WORLD OF READING LTD	40.00

Millard Public Schools

Check Register for 9/22/03 - 9/22/03

Date: 9/15/03

Check Number	Date	Vendor No	Vendor Name	Amount
204653	9/22/03	044950	WW GRAINGER INC	299.38
Total for GENERAL FUND				137,359.84
204594	9/22/03	025689	COMPUTER CABLE CONNECTION INC	142.86
204595	9/22/03	026057	CONTROL MASTERS INC	22,569.00
204597	9/22/03	108436	COX COMMUNICATIONS INC	748.57
204602	9/22/03	106511	DIVERCON CONSTRUCTION INC	28,315.00
204609	9/22/03	131555	FLOORS INC	2,090.00
204626	9/22/03	132961	MILLARD SPRINKLER INC	292.00
204635	9/22/03	073210	PRAIRIE CONSTRUCTION COMPANY	314.30
Total for SPECIAL BUILDING				54,471.73
204616	9/22/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	72.82
204628	9/22/03	068440	NEBRASKA DEPARTMENT OF EDUCATION	140.88
Total for GRANT FUND				213.70
204610	9/22/03	100307	FOOD SERVICES OF AMERICA	370.98
204616	9/22/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	413.40
204621	9/22/03	058800	LANOHA NURSERIES, INC.	1,027.94
204640	9/22/03	010544	ROBERTS DAIRY COMPANY	16.80
Total for ACTIVITY FUND				1,829.12
Report Total				193,874.39

Hot Lunch Fund Millard Public Schools

Check Register for 9/22/03 - 9/22/03

Date: 9/11/03

Check Number	Date	Vendor No	Vendor Name	Amount
17636	9/22/03	010010	AMERIPRIDE LINEN & APPAREL SERVICE	2,154.85
17637	9/22/03	010032	ARMORED KNIGHTS INC	3,632.04
17638	9/22/03	131267	JUSTIN H. BAINBRIDGE	64.00
17639	9/22/03	103101	MARILYN E BEATTY	49.06
17640	9/22/03	010047	JANICE K BEUKENHORST	117.81
17641	9/22/03	130760	BLIMPIES	7,627.25
17642	9/22/03	130776	ALAN J. BLUBAUGH	134.40
17643	9/22/03	099907	ELAINE A CARSEY	74.59
17644	9/22/03	133087	CASH-WA DIST CO INC	76,527.03
17645	9/22/03	130876	CHERYL M SELVIG	32.70
17646	9/22/03	100346	COCA-COLA BOTTLING OF OMAHA	33,066.69
17647	9/22/03	131666	COLETTE E PITTMAN	32.70
17648	9/22/03	131754	JANE E COLLINS	65.41
17649	9/22/03	025689	COMPUTER CABLE CONNECTION INC	360.00
17650	9/22/03	131594	CONNIE J NOVACEK	73.36
17651	9/22/03	109798	CORE TECHNOLOGIES	250.00
17652	9/22/03	130762	CRC	136.30
17653	9/22/03	099921	DAHL VENDING & WHOLESALE	3,951.62
17654	9/22/03	102772	DARLING INTERNATIONAL INC	60.00
17655	9/22/03	032370	DAYTIMERS	88.58
17656	9/22/03	132020	SARAH A DEBUCK	44.80
17657	9/22/03	010178	LINDA M DOYLE	66.51
17658	9/22/03	132059	DONNA J DYER	75.00
17659	9/22/03	132067	EARTHGRAINS BAKING CO'S INC.	7,743.63
17660	9/22/03	132249	TONY DANIEL EDWARDS	48.00
17661	9/22/03	130874	ELAN M PIGULA	32.71
17662	9/22/03	010205	MARTHA M FAWCETT	75.00
17663	9/22/03	132024	HOLLY ANNE FECH	38.40
17664	9/22/03	100307	FOOD SERVICES OF AMERICA	117,735.73
17665	9/22/03	107913	TRISHA FOOTE	75.00
17666	9/22/03	010670	GOODWIN TUCKER GROUP	453.65
17667	9/22/03	130759	GREENBERG FRUIT COMPANY	7,944.30

Hot Lunch Fund Millard Public Schools

Check Register for 9/22/03 - 9/22/03

Date: 9/15

Check Number	Date	Vendor No	Vendor Name	Amount
17668	9/22/03	131439	GRETCHEN L KACERIK	75.00
17669	9/22/03	102321	GERALDINE GURBACKI	65.41
17670	9/22/03	131748	ELAINE M HARWOOD	71.53
17671	9/22/03	010280	SAMUEL A PULLEN INC	589.18
17672	9/22/03	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	3,187.10
17673	9/22/03	132160	PAULA A HOEFT	16.35
17674	9/22/03	132156	DORIS J HOLLRAH	16.35
17675	9/22/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	54.95
17676	9/22/03	010315	INTERSTATE BRANDS CORPORATION	1,416.40
17677	9/22/03	104010	WILLIAM J. JACKSON	76.80
17678	9/22/03	130862	JANET A CHAFIN	75.00
17679	9/22/03	130800	ADAM DAVID JOHNSON	22.40
17680	9/22/03	054630	JOHNSTONE SUPPLY	4.75
17681	9/22/03	130868	JUDITH A HUGHES	65.41
17682	9/22/03	010339	MARYANN KAJDASZ	75.11
17683	9/22/03	010110	INTERSTATE BRANDS CORPORATION	3,053.60
17684	9/22/03	132029	ANNA KLOSTERMAN	25.60
17685	9/22/03	010375	DONNA R KOSIBA	75.00
17686	9/22/03	132032	WILLIAM E LANG	32.00
17687	9/22/03	102491	LARUE DISTRIBUTING INC	129.79
17688	9/22/03	130984	LAURIE M WINHEIM	75.00
17689	9/22/03	010394	MARILYN L LAYMAN	12.02
17690	9/22/03	130767	LITTLE CAESARS PIZZA	8,243.10
17691	9/22/03	132463	MARDEL L. CURRY	49.06
17692	9/22/03	130859	MARTHA R BENNETT	16.35
17693	9/22/03	100082	MCCORMACK DISTRIBUTING COMPANY	57.29
17694	9/22/03	101460	MCKEE FOODS CORPORATION	599.16
17695	9/22/03	132081	MELODIE MCNEE	27.82
17696	9/22/03	133115	JUSTIN D MCWILLIAMS	76.80
17697	9/22/03	065410	MILLARD SCHOOLS ADMINISTRATIVE	507.65
17698	9/22/03	130964	MINDY L GARGANO	6.00
17699	9/22/03	132051	DOROTHY MOREAU	71.06

Hot Lunch Fund Millard Public Schools Check Register for 9/22/03 - 9/22/03

Date: 9/15

Check Number	Date	Vendor No	Vendor Name	Amount
17700	9/22/03	133166	NANCY J MICKELSON	49.05
17701	9/22/03	132021	REBECCA NAVIN	104.00
17702	9/22/03	132033	JAMES NELSON JR.	38.40
17703	9/22/03	104023	O'BRIEN & CO INC	46.50
17704	9/22/03	131511	VALERIE D PALIMENIO	32.71
17705	9/22/03	133164	PAMELA K. ERIXON	65.41
17706	9/22/03	101688	PANDA INC	3,061.25
17707	9/22/03	102445	EDRIE K PEARCE	206.44
17708	9/22/03	130873	VICKIE L PELLEY	65.41
17709	9/22/03	131238	DONNA M PICKERING	37.23
17710	9/22/03	099823	ADRIANE REESE	52.22
17711	9/22/03	104011	RYAN RENNER	76.80
17712	9/22/03	010544	ROBERTS DAIRY COMPANY	32,962.26
17713	9/22/03	132372	MARIAN C. ROBINSON	65.41
17714	9/22/03	131759	MARCELLA A RUEHTER	32.71
17715	9/22/03	131116	RUTH A RUE	74.85
17716	9/22/03	133163	SANDRA K WALSH	65.41
17717	9/22/03	130773	AMANDA CATHLINE SCHNEIDER	104.00
17718	9/22/03	131507	SCHOOL LINK TECHNOLOGIES	9.48
17719	9/22/03	130878	SHARON K TOEWS	65.41
17720	9/22/03	130967	SHEILA R HANSEN	71.17
17721	9/22/03	102320	JUDY K STAHLNECKER	75.00
17722	9/22/03	099824	CORNELIA A SULLIVAN	52.22
17723	9/22/03	131503	SUNRISE DONUTS	175.56
17724	9/22/03	130989	BRAD ANDREW TEPLY	40.00
17725	9/22/03	130980	BONNIE E TESCH	75.00
17726	9/22/03	133165	THERESA A GARDNER	131.82
17727	9/22/03	091040	VALENTINOS INC	4,790.50
17728	9/22/03	132028	ELIZABETH VANCANTI	51.20
17729	9/22/03	099729	EARLENE WAKEFIELD	10.80
17730	9/22/03	133116	BRANDON WARBELTON	32.00
17731	9/22/03	132019	LINDSEY N WICHITA	22.40

Hot Lunch Fund Millard Public Schools Check Register for 9/22/03 - 9/22/03

Date: 9/15

Check Number	Date	Vendor No	Vendor Name	Amount
17732	9/22/03	132739	ANTHONY WEIDEMANN	96.00
17733	9/22/03	108072	MARCIA WILLIAMS SEE V#108072	73.85
17734	9/22/03	131758	ALICE S WONG	75.00
17735	9/22/03	133117	SHALYNNE M YEAGER	104.00
Total for FOOD SERVICE				324,791.63
Report Total				324,791.63

Millard Public Schools

Check Register for 9/11/03 - 9/11/03

Date: 9/11

Check Number	Date	Vendor No	Vendor Name	Amount
204577	9/11/03	131014	NEBRASKA CAREER INFO SYSTEM	100.00
204578	9/11/03	068393	NEBRASKA STATE PATROL	130.00
204579	9/11/03	107732	BRIAN L. NELSON	460.00
204580	9/11/03	068840	UNIVERSITY OF NE. AT OMAHA	500.00
Total for GENERAL FUND				1,190.00
Report Total				1,190.00

Millard Public Schools

Check Register for 9/5/03 - 9/5/03

Date: 9/5/0

Check Number	Date	Vendor No	Vendor Name	Amount
204338	9/5/03	090630	US POSTMASTER	4,000.00
Total for GENERAL FUND				4,000.00
Report Total				4,000.00

Millard Public Schools

Check Register for 9/4/03 - 9/4/03

Date: 9/

Check Number	Date	Vendor No	Vendor Name	Amount
204318	9/4/03	011651	AMERICAN EXPRESS	4,081.02
204319	9/4/03	107454	CHRISTOPHER COLLING	240.00
204320	9/4/03	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	100.00
204321	9/4/03	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	100.00
204322	9/4/03	106773	FIRST NATIONAL BANK VISA	3,349.01
204323	9/4/03	102636	LORMAN BUSINESS CENTER INC	229.00
204324	9/4/03	108325	NEBRASKA STATE BANDMASTERS ASSOC	100.00
204325	9/4/03	108325	NEBRASKA STATE BANDMASTERS ASSOC	100.00
204326	9/4/03	068393	NEBRASKA STATE PATROL	140.00
204327	9/4/03	107732	BRIAN L. NELSON	900.00
204328	9/4/03	133147	NORTH HIGH SCHOOL BAND PARENTS	100.00
204329	9/4/03	132040	O'GORMAN HIGH SCHOOL	125.00
204330	9/4/03	108122	PETTY CASH/ABBOTT ELEMENTARY	100.00
204331	9/4/03	108123	PETTY CASH/CODY ELEMENTARY	100.00
204332	9/4/03	108168	PETTY CASH/MORTON	100.00
204333	9/4/03	108155	PETTY CASH/WALT DISNEY	100.00
204334	9/4/03	132115	PETTY CASH/YAP	250.00
204336	9/4/03	081480	ST PAUL PROPERTY AND	3,106.21
204337	9/4/03	090630	US POSTMASTER	111.00
Total for GENERAL FUND				13,431.24
204335	9/4/03	081630	SAM'S CLUB DIRECT	136.82
Total for GRANT FUND				136.82
Report Total				13,568.06

Millard Public Schools

Check Register for 8/21/03 - 8/21/03

Date: 8/21/03

Check Number	Date	Vendor No	Vendor Name	Amount
203291	8/21/03	099646	BARNES & NOBLE BOOKSTORE(OAKV)	699.20
203292	8/21/03	133098	CAROL K BENNETT	34.30
203293	8/21/03	107454	CHRISTOPHER COLLING	120.00
203294	8/21/03	026541	COSGRAVE COMPANY	58.95
203299	8/21/03	049850	HY-VEE FOOD STORE (OAKVIEW DR)	21.60
203300	8/21/03	060153	KEITH W LUTZ	192.92
203301	8/21/03	068393	NEBRASKA STATE PATROL	150.00
203302	8/21/03	107732	BRIAN L. NELSON	340.00
203303	8/21/03	072400	PHI DELTA KAPPA	100.00
203304	8/21/03	107286	TRAVELERS - COMMERCIAL LINES	167,288.00
203305	8/21/03	132890	RICHARD E WITT	1,260.42
Total for GENERAL FUND				170,265.39
203296	8/21/03	130045	FARRIS ENGINEERING	7,843.50
203297	8/21/03	107909	FIRST DEFENSE SECURITY & ROCKBROOK	6,387.50
Total for SPECIAL BUILDING				14,231.00
203298	8/21/03	047855	HARCOURT INC	2,812.20
Total for GRANT FUND				2,812.20
203295	8/21/03	132730	CRAIG CULLEN	1,156.00
Total for ACTIVITY FUND				1,156.00
Report Total				188,464.59

Millard Public Schools

Check Register for 8/14/03 - 8/14/03

Date: 8/14/03

Check Number	Date	Vendor No	Vendor Name	Amount
203077	8/14/03	012507	AT&T	44.44
203078	8/14/03	133095	LINDA A BIRD	317.10
203079	8/14/03	132581	CLARITUS	8,794.96
203080	8/14/03	037525	EDUCATIONAL SERVICE UNIT #3	6.66
203081	8/14/03	068393	NEBRASKA STATE PATROL	1,610.00
203082	8/14/03	068801	NEBRASKA WORKFORCE DEVELOPMENT	30.00
203084	8/14/03	132975	PRIORITY TRAINING & CONSULTING INC	5,380.00
203085	8/14/03	131998	RICHARD M WERKHEISER	100.43
Total for GENERAL FUND				16,283.59
203083	8/14/03	073210	PRAIRIE CONSTRUCTION COMPANY	35,847.72
Total for SPECIAL BUILDING				35,847.72
Report Total				52,131.31

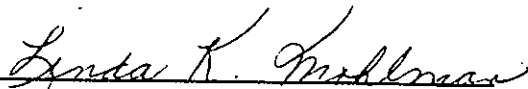
ALL Data

Current Cash Balance Report

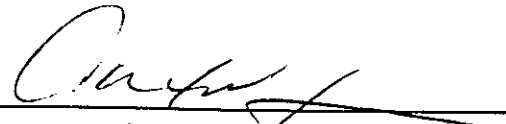
Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General Fund	83,218.40	0.00	0.00	0.00	83,218.40
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	1,716.73	46.80	194.24	43.30	1,612.59
180 Interest Earned - Checking	5,394.48	79.49	0.00	0.00	5,473.97
190 Interest on Savings	28,093.87	0.00	0.00	0.00	28,093.87
A General Funds Totals:	118,423.48	126.29	194.24	43.30	118,398.83
B Administrative Custody Accts					
200 Staff Development	630.00	0.00	0.00	0.00	630.00
210 Activity Express	57,868.07	11,173.00	2,021.83	0.00	67,019.24
211 Logo Sales	0.00	0.00	0.00	0.00	0.00
215 Hal Field Trips	-2,511.68	3,020.00	388.17	0.00	120.15
230 Hospitality	145.48	0.00	0.00	0.00	145.48
235 Educational Services Hospitality	102.08	0.00	0.00	0.00	102.08
240 Corporate Cup	-640.54	0.00	0.00	0.00	-640.54
245 Paybac	817.76	0.00	0.00	0.00	817.76
B Administrative Custody Accts Totals:	56,411.17	14,193.00	2,410.00	0.00	68,194.17
C School Custody Accts					
300 Instrument Rental	36,437.50	0.00	0.00	0.00	36,437.50
310 South Swim Lessons	24,005.00	0.00	60.00	0.00	23,945.00
320 North Swim Lessons	25,950.00	0.00	0.00	0.00	25,950.00
325 West Swim Lessons	33,885.00	1,810.00	210.00	0.00	35,485.00
330 North Open Swim	0.00	0.00	0.00	0.00	0.00
335 West Open Swim	1,188.00	886.50	0.00	0.00	2,074.50
340 South Open Swim	532.00	761.50	0.00	0.00	1,293.50
350 Maintenance Vending	2,262.61	0.00	0.00	43.01	2,305.62
355 CMS Annex Vending	0.00	0.00	0.00	0.00	0.00
360 Facility Use Rental Fee	44,957.18	4,356.50	1,519.00	0.00	47,794.68
365 Facility Use Building Access	126,275.12	1,863.00	0.00	0.00	128,138.12
366 Facility Use Staffing	3,567.37	152.00	0.00	0.00	3,719.37
370 Pre-School Special Education	599.85	0.00	0.00	0.00	599.85
400 Check Collection	0.00	55.25	55.25	0.00	0.00
500 District Wide Coca-Cola	9,334.01	3,294.66	2,922.09	-86.31	9,620.27
C School Custody Accts Totals:	308,993.64	13,179.41	4,766.34	-43.30	317,363.41
D Investments					
900 Savings	-141,301.38	0.00	0.00	0.00	-141,301.38
D Investments Totals:	-141,301.38	0.00	0.00	0.00	-141,301.38
Report Totals:	342,526.91	27,498.70	7,370.58	0.00	362,655.03



Linda K. Mohlman, DSAC
Executive Secretary



Chris Hughes, DSAC
Accounting Manager

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curriculars					
1020 HAL Field Trips	3,020.00	0.00	3,020.00	0.00	0.00
A Extra-Curriculars Totals:	3,020.00	0.00	3,020.00	0.00	0.00
Report Totals:	3,020.00	0.00	3,020.00	0.00	0.00

Mike Chausse

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,012.15	0.00	0.00	0.00	1,012.15
110 GENERAL FUND	15,981.92	0.00	0.00	0.00	15,981.92
111 INTEREST EARNED CHECKING	614.69	4.08	0.00	0.00	618.77
A ACTIVITY GENERAL FUND Totals:	<u>17,608.76</u>	<u>4.08</u>	<u>0.00</u>	<u>0.00</u>	<u>17,612.84</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	507.79	0.00	0.00	0.00	507.79
502 ENVIRONMENTAL CLUB	-19.50	0.00	0.00	0.00	-19.50
503 MUSIC CLUB	38.37	0.00	0.00	0.00	38.37
504 LEADERSHIP PROGRAM	543.14	0.00	0.00	0.00	543.14
D CLUBS AND ORGANIZATIONS Totals:	<u>1,069.80</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,069.80</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
601 CROSSING GUARD	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	-29.47	0.00	0.00	0.00	-29.47
610 MEDIA	400.74	0.00	0.00	0.00	400.74
615 FIELD TRIPS	-68.21	0.00	0.00	0.00	-68.21
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	257.97	0.00	0.00	0.00	257.97
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>561.03</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>561.03</u>
F DISTRICT CUSTODIAL ACCT.					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCT. Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>19,239.59</u>	<u>4.08</u>	<u>0.00</u>	<u>0.00</u>	<u>19,243.67</u>

Cynthia Rubens

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
120	0.00	0.00	0.00	0.00	0.00
Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
A ACTIVITY GENERAL FUND					
100 VENDING	0.00	0.00	0.00	0.00	0.00
110 GENERAL FUND	11,744.42	0.00	657.00	0.00	11,087.42
115 INTEREST EARNED CHECKING	119.59	3.70	0.00	0.00	123.29
A ACTIVITY GENERAL FUND Totals:	<u>11,864.01</u>	<u>3.70</u>	<u>657.00</u>	<u>0.00</u>	<u>11,210.71</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,005.69	0.00	0.00	0.00	1,005.69
515 Art Club	111.78	0.00	0.00	0.00	111.78
520 yearbook	215.89	0.00	0.00	0.00	215.89
525 Landscaping	0.00	0.00	0.00	0.00	0.00
530 Watch D.O.G.S.	319.42	0.00	0.00	0.00	319.42
D CLUBS AND ORGANIZATIONS Totals:	<u>1,652.78</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,652.78</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL	-15.09	0.00	0.00	0.00	-15.09
602 HOSPITALITY	115.08	0.00	0.00	0.00	115.08
605 D.A.R.E.	-18.13	0.00	0.00	0.00	-18.13
610 LIBRARY	1,602.43	0.00	0.00	0.00	1,602.43
615 FIELD TRIP	62.05	0.00	0.00	0.00	62.05
620 Art K-5	1,201.45	0.00	0.00	0.00	1,201.45
625 BIRTHDAY BOOK CLUB	1,096.72	0.00	0.00	0.00	1,096.72
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>4,044.51</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>4,044.51</u>
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>17,561.30</u>	<u>3.70</u>	<u>657.00</u>	<u>0.00</u>	<u>16,908.00</u>

8/19/03 Michael Macken
 8/19/03 Martha Kuelter

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg.	0.00	0.00	0.00	0.00	0.00
1010 First Grade	60.00	0.00	0.00	0.00	60.00
1020 Second Grade	60.00	0.00	0.00	0.00	60.00
1030 Third Grade	60.00	0.00	0.00	0.00	60.00
1040 Fourth Grade	60.00	0.00	0.00	0.00	60.00
1050 Fifth Grade	60.00	0.00	0.00	0.00	60.00
1060 Primary Center	60.00	0.00	0.00	0.00	60.00
1070 Sped	38.25	0.00	0.00	0.00	38.25
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	0.00	0.00	0.00	0.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>398.25</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>398.25</u>
Report Totals:	<u>398.25</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>398.25</u>

8/19/03
8/19/03

Michelle Madsen
Martha Kuelser

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	516.12	0.00	0.00	0.00	516.12
110 GENERAL FUND	108.51	0.00	361.55	300.00	46.96
120 INTEREST EARNED CHECKING	236.40	0.41	0.00	0.00	236.81
A ACTIVITY GENERAL FUND Totals:	861.03	0.41	361.55	300.00	799.89
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	179.57	0.00	0.00	0.00	179.57
D CLUBS AND ORGANIZATIONS Totals:	179.57	0.00	0.00	0.00	179.57
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	305.87	0.00	0.00	0.00	305.87
610 LIBRARY	672.46	0.00	0.00	-300.00	372.46
615 FIELD TRIPS	108.33	0.00	-10.50	0.00	118.83
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	30.00	0.00	0.00	0.00	30.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,116.66	0.00	-10.50	-300.00	827.16
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	2,157.26	0.41	351.05	0.00	1,806.62

9/2/03

Bess Streeter Aldrich
July Reconciliation

Cindi Alberico

Cindi Alberico

Secretary

Rich Pahls

Rich Pahls

Principal

**Original bank statement was not received at Aldrich –
a faxed copy from the bank is included.*

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	0.00	0.00	0.00	0.00	0.00
1060 Kindergarten	0.00	0.00	0.00	0.00	0.00
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	0.00	0.00	0.00	0.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Rich Pshk
Cindi Oliveira

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	1,492.15	0.00	0.00	0.00	1,492.15
110 VENDING	47.68	0.00	0.00	0.00	47.68
125 Interest Earned	442.14	3.54	0.00	0.00	445.68
A ACTIVITY GENERAL FUND Totals:	1,981.97	3.54	0.00	0.00	1,985.51
C SCHOOL CUSTODIAL ACCT.					
200 OUTDOOR CLASSROOM	7,033.55	0.00	0.00	0.00	7,033.55
211 Mini Classes	0.00	0.00	0.00	0.00	0.00
300 ART SUPPLIES	2,140.23	0.00	0.00	0.00	2,140.23
400 Technology	963.10	0.00	0.00	0.00	963.10
401 "Read a thon" for Winnebago	155.53	0.00	0.00	0.00	155.53
C SCHOOL CUSTODIAL ACCT. Totals:	10,292.41	0.00	0.00	0.00	10,292.41
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	851.48	0.00	0.00	0.00	851.48
D CLUBS AND ORGANIZATIONS Totals:	851.48	0.00	0.00	0.00	851.48
E ADMINISTRATIVE CUSTODIAL					
300 ART-do not use	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	89.30	0.00	0.00	0.00	89.30
606 MAGAZINES	135.32	0.00	0.00	0.00	135.32
610 MEDIA	1,479.98	0.00	0.00	0.00	1,479.98
611 Birthday Book club	250.00	0.00	0.00	0.00	250.00
615 FIELD TRIPS	-993.22	0.00	0.00	0.00	-993.22
E ADMINISTRATIVE CUSTODIAL Totals:	961.38	0.00	0.00	0.00	961.38
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	14,087.24	3.54	0.00	0.00	14,090.78

Kevin J. Chubb
Superintendent

8-25-03

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1 Kdg. Field Trip	0.00	0.00	0.00	0.00	0.00
101 First Grade Field Trip	0.00	0.00	0.00	0.00	0.00
201 Second Grade Field Trip	0.00	0.00	0.00	0.00	0.00
301 Third Grade Field Trip	0.00	0.00	0.00	0.00	0.00
401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
501 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A Extra-curricular					
210 Mini Classes	2,520.00	0.00	0.00	0.00	2,520.00
616 fees fund/field trips	-2.00	0.00	0.00	0.00	-2.00
A Extra-curricular Totals:	2,518.00	0.00	0.00	0.00	2,518.00
Report Totals:	2,518.00	0.00	0.00	0.00	2,518.00

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	546.69	0.00	0.00	0.00	546.69
110 GENERAL FUND	8,018.75	0.00	0.00	0.00	8,018.75
200 CHECKING INTEREST	78.01	3.52	0.00	0.00	81.53
A ACTIVITY GENERAL FUND Totals:	8,643.45	3.52	0.00	0.00	8,646.97
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,475.02	0.00	0.00	0.00	1,475.02
D CLUBS AND ORGANIZATIONS Totals:	1,475.02	0.00	0.00	0.00	1,475.02
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 EARLY CHILDHOOD	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,199.30	0.00	0.00	0.00	6,199.30
615 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,199.30	0.00	0.00	0.00	6,199.30
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	16,317.77	3.52	0.00	0.00	16,321.29

Pat Rhodes

Bryan Elementary School

Polly Peterson, Sec.

08/28/2003 11:53:20 AM

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Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1001 Kindergarten	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	2,650.35	0.00	0.00	0.00	2,650.35
110 GENERAL	11,112.50	0.00	0.00	0.00	11,112.50
130 HOSPITALITY	-19.35	0.00	0.00	0.00	-19.35
140 INTEREST EARNED CHECKING	706.16	5.25	0.00	0.00	711.41
A ACTIVITY GENERAL FUND Totals:	14,449.66	5.25	0.00	0.00	14,454.91
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,706.78	0.00	0.00	0.00	2,706.78
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	2,784.01	0.00	0.00	0.00	2,784.01
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	480.26	0.00	0.00	0.00	480.26
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,233.50	0.00	0.00	0.00	3,233.50
615 PAYBAC	415.47	0.00	0.00	0.00	415.47
620 PTO FUND	0.00	0.00	0.00	0.00	0.00
625 BOWLING	14.95	0.00	0.00	0.00	14.95
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,144.18	0.00	0.00	0.00	4,144.18
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	21,377.85	5.25	0.00	0.00	21,383.10

Submitted by: Judy Hansen

Approved by: Nila Nelson

ALL Data

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

Date: 07/01/2003 thru 07/31/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1000 EXTRA-CURRICULUM ACTIVITIES	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A EXTRA-CURRICULAR ACTIVITIES					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1001 FIELD TRIP (MISC)	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	0.00	0.00	0.00	0.00
1020 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
2000 CLUBS	0.00	0.00	0.00	0.00	0.00
2050 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
A EXTRA-CURRICULAR ACTIVITIES Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	780.42	317.25	0.00	0.00	1,097.67
110 GENERAL	5,445.93	0.00	0.00	0.00	5,445.93
120 TECHNOLOGY FUND	595.97	0.00	0.00	0.00	595.97
130 COFFEE	32.75	0.00	0.00	0.00	32.75
140 SPORTS FOUNDATION	0.00	0.00	0.00	0.00	0.00
150 GARAGE SALE	0.00	0.00	0.00	0.00	0.00
160 WEEKLY READER	0.00	0.00	0.00	0.00	0.00
170 INTEREST EARNED CHECKING	781.85	4.51	0.00	0.00	786.36
180 PTA DISCRETIONARY	194.06	0.00	0.00	0.00	194.06
190 ASSIGNMENT NOTEBOOKS	170.79	0.00	0.00	0.00	170.79
A ACTIVITY GENERAL FUND Totals:	8,001.77	321.76	0.00	0.00	8,323.53
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,108.70	0.00	0.00	0.00	3,108.70
502 CODY APPAREL	456.43	0.00	0.00	0.00	456.43
520 STUDENT CLUBS	880.84	0.00	0.00	0.00	880.84
530 LOVE AND LOGIC	112.00	0.00	0.00	0.00	112.00
D CLUBS AND ORGANIZATIONS Totals:	4,557.97	0.00	0.00	0.00	4,557.97
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	85.66	0.00	0.00	0.00	85.66
610 MEDIA	2,241.41	0.00	0.00	0.00	2,241.41
611 MEDIA - DONATIONS	4,500.00	0.00	0.00	0.00	4,500.00
615 FIELD TRIP	6.26	0.00	0.00	0.00	6.26
625 PRE-SCHOOL	0.00	0.00	0.00	0.00	0.00
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	1,803.45	0.00	0.00	0.00	1,803.45
E ADMINISTRATIVE CUSTODIAL FUND Totals:	8,638.53	0.00	0.00	0.00	8,638.53
F DISTRICT CUSTODIAL FUNDS					
700 CONVENTION	0.00	0.00	0.00	0.00	0.00
720 CONVENTION PRE-SCHOOL	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL FUNDS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	21,198.27	321.76	0.00	0.00	21,520.03

Lynn Bethloff
Secretary
Nick Meyers
Principal

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	0.00	0.00	0.00	0.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	0.00	0.00	0.00	0.00	0.00

Lynn Dethloff
Secretary

Nick Meyers
Principal

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,612.47	0.00	0.00	0.00	1,612.47
110 GENERAL FUND	1,831.48	0.00	0.00	0.00	1,831.48
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	2,976.78	0.00	0.00	0.00	2,976.78
600 Interest earned	425.41	1.91	0.00	0.00	427.32
A ACTIVITY GENERAL FUND Totals:	6,846.14	1.91	0.00	0.00	6,848.05
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	528.50	0.00	0.00	0.00	528.50
D CLUBS AND ORGANIZATIONS Totals:	528.50	0.00	0.00	0.00	528.50
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 READ	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	312.01	0.00	0.00	0.00	312.01
615 FIELD TRIPS	995.94	0.00	0.00	-3.75	992.19
620 PTO FOR TEACHERS	191.00	0.00	0.00	0.00	191.00
630 VOLUNTEER	0.00	0.00	0.00	0.00	0.00
635 KITCHEN	0.00	0.00	0.00	0.00	0.00
640 DRUG AWARENESS	-33.81	0.00	0.00	0.00	-33.81
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,465.14	0.00	0.00	-3.75	1,461.39
F DISTRICT CUSTODIAL					
700 REIMBURSEMENTS	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	8,839.78	1.91	0.00	-3.75	8,837.94

Nancy M. Nelson - Principal

Cindy Beth - Secretary

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
1000 KDG FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1010 1ST GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1050 5TH GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,351.94	0.00	0.00	0.00	3,351.94
110 GENERAL FUND	4,675.96	0.00	0.00	0.00	4,675.96
200 INTEREST EARNED CHECKING	636.83	2.63	0.00	0.00	639.46
A ACTIVITY GENERAL FUND Totals:	8,664.73	2.63	0.00	0.00	8,667.36
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	437.44	0.00	0.00	0.00	437.44
D CLUBS AND ORGANIZATIONS Totals:	437.44	0.00	0.00	0.00	437.44
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	190.91	0.00	0.00	0.00	190.91
610 LIBRARY	1,116.74	0.00	0.00	0.00	1,116.74
615 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
620 PTO	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,307.65	0.00	0.00	0.00	1,307.65
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	1,888.72	0.00	0.00	0.00	1,888.72
F DISTRICT CUSTODIAL Totals:	1,888.72	0.00	0.00	0.00	1,888.72
Report Totals:	12,298.54	2.63	0.00	0.00	12,301.17

ALL-Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA-CURRICULAR ACTIVITIES					
1010 Kdgn Field Trips	0.00	0.00	0.00	0.00	0.00
1011 FIRST GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1012 SECOND GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1013 THIRD GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1014 FOURTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1015 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1016 K-5 SPED FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
A EXTRA-CURRICULAR ACTIVITIES Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

Jackie Rankin - 8-27-03

Mark Schuff 8-27-03

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	713.08	0.00	0.00	-713.08	0.00
110 GENERAL FUND	5,393.14	0.00	0.00	3,622.18	9,015.32
120 Interest on checking	402.14	2.68	0.00	0.00	404.82
A ACTIVITY GENERAL FUND Totals:	6,508.36	2.68	0.00	2,909.10	9,420.14
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	243.58	0.00	0.00	0.00	243.58
510 Art Projects	-4.52	0.00	0.00	4.52	0.00
520 T-shirts	625.00	0.00	0.00	-625.00	0.00
525 Bowling/Pizza	0.00	0.00	0.00	0.00	0.00
550 Pencils	686.90	0.00	0.00	-686.90	0.00
590 BOOKS-HELEN LESTER	0.00	0.00	0.00	0.00	0.00
655 Landscaping	71.06	0.00	0.00	0.00	71.06
690 Marquee Fund	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	1,622.02	0.00	0.00	-1,307.38	314.64
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	76.00	0.00	0.00	0.00	76.00
606 MAGAZINES	514.50	0.00	0.00	-514.50	0.00
610 LIBRARY	2,628.07	0.00	0.00	0.00	2,628.07
615 FIELD TRIPS	-19.96	0.00	0.00	19.96	0.00
620 PTO	0.00	0.00	0.00	0.00	0.00
625 MUSIC DEPT.	21.68	0.00	0.00	0.00	21.68
630 PICTURES	1,107.18	0.00	0.00	-1,107.18	0.00
635 Reading Incentive	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,327.47	0.00	0.00	-1,601.72	2,725.75
Report Totals:	12,457.85	2.68	0.00	0.00	12,460.53

*Draxe Beverly, see
Carol Beatty, Princ*

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Kdg. field trips	0.00	0.00	0.00	0.00	0.00
1010 1st Grade - field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd Grade - field trips	0.00	0.00	0.00	0.00	0.00
1030 3rd Grade - field trips	0.00	0.00	0.00	0.00	0.00
1040 4th Grade - field trips	0.00	0.00	0.00	0.00	0.00
1050 5th Grade - field trips	0.00	0.00	0.00	0.00	0.00
1090 SPED - field trips	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

*Diane Beverly, see
Cove Beaty, Prince.*

ALL Data

Current Cash Balance Report

Date: 06/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	858.52	0.00	0.00	0.00	858.52
110 GENERAL FUND	3,214.50	1,734.76	0.00	379.53	5,328.79
115 Interest Earned Checking	543.40	6.14	0.00	0.00	549.54
A ACTIVITY GENERAL FUND Totals:	<u>4,616.42</u>	<u>1,740.90</u>	<u>0.00</u>	<u>379.53</u>	<u>6,736.85</u>
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	1,443.55	0.00	0.00	0.00	1,443.55
D CLUBS AND ORGANIZATIONS Totals:	<u>1,443.55</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,443.55</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	277.11	0.00	0.00	-277.11	0.00
610 LIBRARY	571.98	0.00	0.00	0.00	571.98
615 FIELD TRIPS	-648.06	2,761.35	0.00	0.00	2,113.29
620 HOSPITALITY FUND	0.00	0.00	0.00	0.00	0.00
630 FUND RAISER	0.00	0.00	0.00	0.00	0.00
635 SAFETY PATROL	-102.75	0.00	0.00	0.00	-102.75
640 ART	131.54	0.00	0.00	-102.42	29.12
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>229.82</u>	<u>2,761.35</u>	<u>0.00</u>	<u>-379.53</u>	<u>2,611.64</u>
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	2,740.00	0.00	0.00	0.00	2,740.00
F DISTRICT CUSTODIAL Totals:	<u>2,740.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,740.00</u>
Report Totals:	<u>9,029.79</u>	<u>4,502.25</u>	<u>0.00</u>	<u>0.00</u>	<u>13,532.04</u>

Pam Shelton
8/29/03

B. J. H.
8-28-03

ALL Data

Current Cash Balance Report

Date: 06/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1000 KG Field Trips	349.10	0.00	2,761.35	0.00	-2,412.25
1100 1st Grade-Field Trips	409.30	0.00	0.00	0.00	409.30
1200 2nd Grade-Field Trips	314.40	0.00	0.00	0.00	314.40
1300 3rd Grade-Field Trips	577.25	0.00	0.00	0.00	577.25
1400 4th Grade-Field Trips	780.90	0.00	0.00	0.00	780.90
1500 5th Grade-Field Trips	285.50	44.90	0.00	0.00	330.40
Totals:	<u>2,716.45</u>	<u>44.90</u>	<u>2,761.35</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	2,716.45	44.90	2,761.35	0.00	0.00

Pam Shelton
8/29/03

B. J. He
8-29-03

ALL Data

Current Cash Balance Report

Date: 07/01/2002 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	739.43	890.69	721.71	-432.01	476.40
110 General	1,237.86	3,601.05	2,506.95	540.00	2,871.96
112 Bank Charges and Interest	555.93	41.11	0.00	-585.68	11.36
A ACTIVITY GENERAL FUND Totals:	2,533.22	4,532.85	3,228.66	-477.69	3,359.72
D CLUBS AND ORGANIZATIONS					
501 Student Council	1,029.84	1,978.11	2,521.20	0.00	486.75
502 YEARBOOK	67.62	0.00	0.00	0.00	67.62
611 Hitchcock Clothing	46.11	1,185.80	1,185.80	0.00	46.11
D CLUBS AND ORGANIZATIONS Totals:	1,143.57	3,163.91	3,707.00	0.00	600.48
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	317.61	0.00	0.00	0.00	317.61
603 Field Trip	354.24	2,695.18	2,960.24	45.68	134.86
604 Classroom Supplies	0.00	0.00	0.00	0.00	0.00
605 READ	407.96	159.25	338.80	719.80	948.21
606 Classroom Magazines	0.00	0.00	0.00	0.00	0.00
607 25th Anniversary Fund	0.00	0.00	0.00	0.00	0.00
608 Drug Awareness	0.00	0.00	0.00	0.00	0.00
609 Playground Equipment	0.00	0.00	0.00	0.00	0.00
610 Library	1,763.97	3,657.53	2,999.36	-719.80	1,702.34
612 HOSPITALITY	0.00	390.39	822.40	432.01	0.00
613 Art Fund	108.72	4,158.75	3,244.11	0.00	1,023.36
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,952.50	11,061.10	10,364.91	477.69	4,126.38
F DISTRICT CUSTODIAL					
620 Convention	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	6,629.29	18,757.86	17,300.57	0.00	8,086.58

Patty Schriever
Secretary

M Johnson

ALL Data

Current Cash Balance Report

Date: 07/01/2002 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1001 Kindergarten	0.00	383.25	383.25	0.00	0.00
Totals:	0.00	383.25	383.25	0.00	0.00
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	235.80	235.80	0.00	0.00
1020 Second Grade	0.00	410.00	410.00	0.00	0.00
1030 Third Grade	0.00	680.13	680.13	0.00	0.00
1040 Fourth Grade	0.00	638.00	638.00	0.00	0.00
1050 Fifth Grade	0.00	348.00	348.00	0.00	0.00
A Extra-Curricular Activities Totals:	0.00	2,311.93	2,311.93	0.00	0.00
Report Totals:	0.00	2,695.18	2,695.18	0.00	0.00

Patty Schriever
Secretary

M Johnson

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,279.72	0.00	0.00	0.00	2,279.72
110 GENERAL FUND	5,143.07	0.00	0.00	0.00	5,143.07
200 INTEREST EARNED CHECKING	510.49	2.99	0.00	0.00	513.48
A ACTIVITY GENERAL FUND Totals:	7,933.28	2.99	0.00	0.00	7,936.27
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,029.25	0.00	0.00	0.00	2,029.25
D CLUBS AND ORGANIZATIONS Totals:	2,029.25	0.00	0.00	0.00	2,029.25
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PT/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,965.41	0.00	0.00	0.00	2,965.41
615 FIELD TRIPS	1,103.41	0.00	0.00	0.00	1,103.41
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,068.82	0.00	0.00	0.00	4,068.82
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	14,031.35	2.99	0.00	0.00	14,034.34

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: 

ALL Data

Current Cash Balance Report

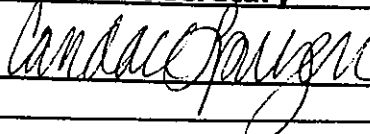
Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	6.00	0.00	0.00	0.00	6.00
1030 Third Grade	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade	-7.00	0.00	0.00	0.00	-7.00
1050 Fifth Grade	0.00	0.00	0.00	0.00	0.00
1060 Kindergarten	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	-1.00	0.00	0.00	0.00	-1.00
Report Totals:	-1.00	0.00	0.00	0.00	-1.00

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: 

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	59.53	0.00	0.00	0.00	59.53
110 GENERAL	3,839.05	0.00	20.25	0.00	3,818.80
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	78.35	2.14	0.00	0.00	80.49
A ACTIVITY GENERAL FUND Totals:	3,976.93	2.14	20.25	0.00	3,958.82
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	682.86	0.00	0.00	0.00	682.86
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	684.70	0.00	0.00	0.00	684.70
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	601.34	0.00	0.00	0.00	601.34
604 ART	313.58	0.00	0.00	0.00	313.58
606 READ	0.00	0.00	0.00	0.00	0.00
607 PE/MUSIC	3,467.47	0.00	0.00	0.00	3,467.47
610 LIBRARY	1,101.69	0.00	0.00	0.00	1,101.69
612 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
615 FIELD TRIPS	-106.50	0.00	0.00	0.00	-106.50
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,377.58	0.00	0.00	0.00	5,377.58
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	10,039.21	2.14	20.25	0.00	10,021.10

Ann Thomas
Ann Thomas, Secretary – Montclair Elementary

Kara L. Hutton
Kara Hutton, Principal – Montclair Elementary

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1000 Kindergarten	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	0.00	0.00	0.00	0.00	0.00
2000 Preprimary Montessori	0.00	0.00	0.00	0.00	0.00
2010 Primary Montessori	0.00	0.00	0.00	0.00	0.00
2020 Intermediate Montessori	0.00	0.00	0.00	0.00	0.00
2030 Preschool	0.00	0.00	0.00	0.00	0.00
Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	61.36	0.00	0.00	0.00	61.36
110 GENERAL FUND	3,890.54	0.00	0.00	0.00	3,890.54
115 INTEREST EARNED CHECKING	79.33	1.55	0.00	0.00	80.88
A ACTIVITY GENERAL FUND Totals:	4,031.23	1.55	0.00	0.00	4,032.78
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	382.18	0.00	0.00	0.00	382.18
510 BOOK CLUB	16.24	0.00	0.00	0.00	16.24
511 CONFLICT MANAGERS	115.42	0.00	0.00	0.00	115.42
615 SAFETY PATROL	13.00	0.00	0.00	0.00	13.00
635 M.A.D.	1.55	0.00	0.00	0.00	1.55
D CLUBS AND ORGANIZATIONS Totals:	528.39	0.00	0.00	0.00	528.39
E ADMINISTRATIVE CUSTODIAL ACCT					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	65.26	0.00	0.00	0.00	65.26
602 HOSPITALITY	245.56	0.00	0.00	0.00	245.56
603 FIELD TRIPS	311.52	0.00	0.00	0.00	311.52
605 READ	62.59	0.00	0.00	0.00	62.59
610 LIBRARY	807.97	0.00	0.00	0.00	807.97
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	1,153.30	0.00	0.00	0.00	1,153.30
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,646.20	0.00	0.00	0.00	2,646.20
Report Totals:	7,205.82	1.55	0.00	0.00	7,207.37

TINA Nimmo

Tina Nimmo
Suzanne Fineman

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUNE					
100 VENDING	2,428.92	0.00	0.00	0.00	2,428.92
110 GENERAL	14,481.61	0.00	0.00	0.00	14,481.61
125 INTEREST EARNED	26.29	4.84	0.00	0.00	31.13
A ACTIVITY GENERAL FUNE Totals:	16,936.82	4.84	0.00	0.00	16,941.66
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	107.36	0.00	0.00	0.00	107.36
505 CHOIR	0.00	0.00	0.00	0.00	0.00
510 SAFETY PATROL	157.64	0.00	0.00	0.00	157.64
520 ENVIRONMENTAL CLUB	1,949.67	0.00	0.00	0.00	1,949.67
521 3-D Club	0.00	0.00	0.00	0.00	0.00
525 Conflict Managers	225.74	0.00	0.00	0.00	225.74
D CLUBS AND ORGANIZATIONS Totals:	2,440.41	0.00	0.00	0.00	2,440.41
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE-BASE	0.00	0.00	0.00	0.00	0.00
602 STAFF HOSPITALITY	89.80	0.00	0.00	0.00	89.80
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,912.92	0.00	0.00	0.00	3,912.92
615 FIELD TRIPS	-8,079.22	0.00	0.00	0.00	-8,079.22
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-4,076.50	0.00	0.00	0.00	-4,076.50
F DISTRICT CUSTODIAL					
802 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	15,300.73	4.84	0.00	0.00	15,305.57

Bernie Kaloust 8/26/03

ALL Data

Current Cash Balance Report

Arranged by:

Date: 07/01/2003 thru 07/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra Curriculars					
1000 Kindergarten Field Trips	1,365.25	0.00	0.00	0.00	1,365.25
1010 First Grade Field Trips	1,623.55	0.00	0.00	0.00	1,623.55
1020 Second Grade Field Trips	682.25	0.00	0.00	0.00	682.25
1030 Third Grade Field Trips	1,544.20	0.00	0.00	0.00	1,544.20
1040 Fourth Grade Field Trips	1,730.00	0.00	0.00	0.00	1,730.00
1050 Fifth Grade Field Trips	550.20	0.00	0.00	0.00	550.20
A Extra Curriculars Totals:	<u>7,495.45</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>7,495.45</u>
Report Totals:	<u>7,495.45</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>7,495.45</u>

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	281.97	0.00	0.00	0.00	281.97
110 General	3,638.44	0.00	0.00	0.00	3,638.44
120 Interest Earned Checking	59.63	2.88	0.00	0.00	62.51
A ACTIVITY GENERAL FUND Totals:	3,980.04	2.88	0.00	0.00	3,982.92
D CLUBS AND ORGANIZATIONS					
501 Student Council	1,549.44	0.00	0.00	0.00	1,549.44
502 5th Grade Club	5.62	0.00	0.00	0.00	5.62
D CLUBS AND ORGANIZATIONS Totals:	1,555.06	0.00	0.00	0.00	1,555.06
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base Plan Annual Updates	1,190.87	0.00	0.00	0.00	1,190.87
602 Staff Hospitality	245.82	0.00	0.00	0.00	245.82
603 Field Trips	-17.68	0.00	0.00	0.00	-17.68
608 Grants	188.00	0.00	0.00	0.00	188.00
609 Technology	1,160.39	0.00	0.00	0.00	1,160.39
610 Media	2,297.78	0.00	0.00	0.00	2,297.78
611 Cultural Arts	552.38	0.00	0.00	0.00	552.38
612 Safety Patrol	0.00	0.00	0.00	0.00	0.00
614 Special Projects	1,276.78	0.00	0.00	0.00	1,276.78
615 PayBac	985.91	0.00	0.00	0.00	985.91
616 P.E.	0.00	0.00	0.00	0.00	0.00
617 Music	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	7,880.25	0.00	0.00	0.00	7,880.25
G DISTRICT CUST. ACCOUNTS					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	41.22	0.00	0.00	0.00	41.22
G DISTRICT CUST. ACCOUNTS Totals:	41.22	0.00	0.00	0.00	41.22
Report Totals:	13,456.57	2.88	0.00	0.00	13,459.45

Sent to DSAC 9/5/03
Jill Liberman, Secretary
Reggy Brendel, Principal

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	4,181.77	0.00	0.00	0.00	4,181.77
110 GENERAL FUND	6,417.62	0.00	0.00	0.00	6,417.62
125 interest earned checking	1,035.12	5.32	0.00	0.00	1,040.44
A ACTIVITY GENERAL FUND Totals:	11,634.51	5.32	0.00	0.00	11,639.83
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,834.10	0.00	0.00	0.00	1,834.10
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	1.82	0.00	0.00	0.00	1.82
D CLUBS AND ORGANIZATIONS Totals:	1,835.92	0.00	0.00	0.00	1,835.92
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	876.09	0.00	0.00	0.00	876.09
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	1,469.93	0.00	0.00	0.00	1,469.93
615 FIELD TRIPS	2,575.08	0.00	0.00	0.00	2,575.08
620 PAYBACK PARTNER	1,023.69	0.00	0.00	0.00	1,023.69
625 CORPORATE DONATIONS	1,361.98	0.00	0.00	0.00	1,361.98
630 SPELL-A-THON	2,190.04	0.00	0.00	0.00	2,190.04
635 HOST	-4.11	0.00	0.00	0.00	-4.11
640 OTHER STUDENT ACTIVITIES	78.68	0.00	0.00	0.00	78.68
645 TOOLS FOR SCHOOLS	1,000.00	0.00	0.00	0.00	1,000.00
650 ARTWORKS	296.17	0.00	0.00	0.00	296.17
E ADMINISTRATIVE CUSTODIAL Totals:	10,867.55	0.00	0.00	0.00	10,867.55
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	686.50	0.00	0.00	0.00	686.50
F DISTRICT CUSTODIAL Totals:	686.50	0.00	0.00	0.00	686.50
Report Totals:	25,024.48	5.32	0.00	0.00	25,029.80

PRINCIPAL Jean Wesley

SECRETARY Mary Van Roy

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	11,325.18	0.00	0.00	0.00	11,325.18
110 VENDING	2,729.79	0.00	0.00	0.00	2,729.79
120 INTEREST EARNED CHECKING	294.13	4.21	0.00	0.00	298.34
A ACTIVITY GENERAL FUND Totals:	14,349.10	4.21	0.00	0.00	14,353.31
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	325.82	0.00	0.00	0.00	325.82
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	350.82	0.00	0.00	0.00	350.82
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	1,652.55	0.00	0.00	0.00	1,652.55
305 FIELD TRIPS	403.57	0.00	0.00	0.00	403.57
310 HOSPITALITY	-227.71	0.00	0.00	0.00	-227.71
320 BIRTHDAY BOOK CLUB	19.52	0.00	0.00	0.00	19.52
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTA	0.00	0.00	0.00	0.00	0.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,847.93	0.00	0.00	0.00	1,847.93
Report Totals:	16,547.85	4.21	0.00	0.00	16,552.06

Brad Sullivan
8-28-03

Linda Dawson
8/28/03

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Classroom Collections					
1000 Kindergarten	0.00	0.00	0.00	0.00	0.00
1001 1st Grade	0.00	0.00	0.00	0.00	0.00
1002 2nd Grade	0.00	0.00	0.00	0.00	0.00
1003 3rd Grade	0.00	0.00	0.00	0.00	0.00
1004 4th Grade	0.00	0.00	0.00	0.00	0.00
1005 5th Grade	0.00	0.00	0.00	0.00	0.00
1010 Self Contained Room	0.00	0.00	0.00	0.00	0.00
A Classroom Collections Totals:	0.00	0.00	0.00	0.00	0.00
B Clubs					
2000 Student Council	0.00	0.00	0.00	0.00	0.00
2010 Chorus	0.00	0.00	0.00	0.00	0.00
B Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	0.00	0.00	0.00	0.00	0.00

Road Sullivan
8-28-03
Arci Lewis
8-28-03

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 Vending	369.71	0.00	0.00	0.00	369.71
110 General Fund	3,674.22	0.00	0.00	0.00	3,674.22
120 PRINCIPAL'S ADMIN. FUND	244.73	0.00	0.00	0.00	244.73
130 Interest Earned Checking	466.75	2.25	0.00	0.00	469.00
140 WEDNESDAY CLASSES/MI	4.25	0.00	0.00	0.00	4.25
A General Fund Totals:	4,759.66	2.25	0.00	0.00	4,761.91
B Clubs & Organizations					
501 Student Council	3,310.42	0.00	0.00	0.00	3,310.42
B Clubs & Organizations Totals:	3,310.42	0.00	0.00	0.00	3,310.42
C Administrative Custodial					
600 KG Classroom Activity	0.00	0.00	0.00	0.00	0.00
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Hospitality	0.00	0.00	0.00	0.00	0.00
605 1st Classroom Activity	0.00	0.00	0.00	0.00	0.00
606 Books and Magazines	272.01	0.00	0.00	0.00	272.01
610 Library	499.96	0.00	0.00	0.00	499.96
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-114.92	0.00	0.00	0.00	-114.92
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	392.92	0.00	0.00	0.00	392.92
625 Multiple Intelligences	0.00	0.00	0.00	0.00	0.00
626 Mini Classes	0.19	0.00	0.00	0.00	0.19
627 Art	0.00	0.00	0.00	0.00	0.00
C Administrative Custodial Totals:	1,050.16	0.00	0.00	0.00	1,050.16
D District Custodial					
700 Reimbursement	0.00	0.00	0.00	0.00	0.00
720 Convention	57.81	0.00	0.00	0.00	57.81
D District Custodial Totals:	57.81	0.00	0.00	0.00	57.81
Report Totals:	9,178.05	2.25	0.00	0.00	9,180.30

Kuni Punior
Susan Amberg

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
10001 1st Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10002 2nd Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10003 3rd Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10004 4th Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10005 5th Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10010 KG Field Trip	0.00	0.00	0.00	0.00	0.00
Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

~~08/26/2003 07:48:57 PM~~

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	7,857.11	0.00	0.00	0.00	7,857.11
110 VENDING	927.21	0.00	0.00	0.00	927.21
120 INTEREST EARNED CHECKING	321.95	3.68	0.00	0.00	325.63
A ACTIVITY GENERAL FUND Totals:	<u>9,106.27</u>	<u>3.68</u>	<u>0.00</u>	<u>0.00</u>	<u>9,109.95</u>
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	558.24	0.00	0.00	0.00	558.24
B CLUBS AND ORGANIZATIONS Totals:	<u>558.24</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>558.24</u>
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	4.00	0.00	0.00	0.00	4.00
310 MEDIA	1,990.87	0.00	0.00	0.00	1,990.87
315 FIELD TRIPS	902.33	0.00	0.00	0.00	902.33
320 BIRTHDAY BOOK CLUB	1,310.75	0.00	0.00	0.00	1,310.75
330 DONATIONS	1,275.00	0.00	0.00	0.00	1,275.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>5,482.95</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5,482.95</u>
Report Totals:	<u>15,147.46</u>	<u>3.68</u>	<u>0.00</u>	<u>0.00</u>	<u>15,151.14</u>

Terla Sullivan
8-27-03

Andrew A. Sullivan
8-27-03

ALL Data

Current Cash Balance Report

Date: 06/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	1,601.09	0.00	0.00	0.00	1,601.09
101 STUDENT VENDING	3,834.19	10.36	1,040.13	0.00	2,804.42
110 GENERAL FUND	7,258.70	30.00	2,063.52	0.00	5,225.18
115 INTEREST EARNED CHECKING	286.12	9.54	0.00	0.00	295.66
A ACTIVITY GENERAL FUND Totals:	12,980.10	49.90	3,103.65	0.00	9,926.35
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	924.68	46.87	79.25	0.00	892.30
901 US WEST VOLUNTEER GRANTS & OTHERS	547.70	0.00	0.00	0.00	547.70
D CLUBS AND ORGANIZATIONS Totals:	1,472.38	46.87	79.25	0.00	1,440.00
E ADMINISTRATIVE CUSTODAIL ACCT					
610 MEDIA	3,239.38	0.00	512.60	0.00	2,726.78
615 FIELD TRIPS	-3,774.17	3,550.05	254.34	0.00	-478.46
701 TECHNOLOGY	1,292.12	0.00	427.97	0.00	864.15
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODAIL ACCT Totals:	757.33	3,550.05	1,194.91	0.00	3,112.47
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
H OUTDOOR LEARNING ENVIRONMENT (OLE)					
3000 BRICK ORDERS & OTHER	510.90	3,919.75	0.00	0.00	4,430.65
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	510.90	3,919.75	0.00	0.00	4,430.65
Report Totals:	15,720.71	7,566.57	4,377.81	0.00	18,909.47

Cathy Levesque
Auan Kelley

ALL Data

Current Cash Balance Report

Date: 06/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
G STUDENT FEES					
1000 CHOIR	0.00	0.00	0.00	0.00	0.00
2000 KINDERGARTEN	502.75	0.00	502.75	0.00	0.00
2001 GRADE 1	656.00	0.00	656.00	0.00	0.00
2002 GRADE 2	646.50	0.00	646.50	0.00	0.00
2003 GRADE 3	440.00	0.00	440.00	0.00	0.00
2004 GRADE 4	732.20	0.00	732.20	0.00	0.00
2005 GRADE 5	924.00	0.00	524.00	0.00	400.00
G STUDENT FEES Totals:	<u>3,901.45</u>	<u>0.00</u>	<u>3,501.45</u>	<u>0.00</u>	<u>400.00</u>
Report Totals:	3,901.45	0.00	3,501.45	0.00	400.00

Cathy George
Sue Kelley

ALL Data

Current Cash Balance Report

Cindy Burton

Arranged by:

Date: 07/01/2003 thru 07/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
112	0.00	0.00	0.00	0.00	0.00
350	0.00	0.00	0.00	0.00	0.00
555	0.00	0.00	0.00	0.00	0.00
565	0.00	0.00	0.00	0.00	0.00
575	0.00	0.00	0.00	0.00	0.00
620	0.00	0.00	0.00	0.00	0.00
630	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A General Funds					
100 VENDING MACHINES	1,723.01	0.00	0.00	0.00	1,723.01
110 OTHER GENERAL	12,150.30	0.00	89.28	0.00	12,061.02
115 FEES AND FINES	3,800.46	0.00	0.00	0.00	3,800.46
120 FUND RAISING ACCOUNT	16,845.27	0.00	0.00	0.00	16,845.27
125 VOLUNTEER COORDINATOR	860.00	0.00	0.00	0.00	860.00
130 INTEREST EARNED - CHECKING	2,745.74	16.45	0.00	0.00	2,762.19
A General Funds Totals:	38,124.78	16.45	89.28	0.00	38,051.95
B Athletics					
205 ATHLETIC DEPARTMENT	4,811.06	6,770.05	0.00	0.00	11,581.11
210 ATHLETIC FUND	0.00	0.00	0.00	0.00	0.00
B Athletics Totals:	4,811.06	6,770.05	0.00	0.00	11,581.11
C Academic Clubs					
300 ENVIRONMENTAL CLUB	434.76	0.00	0.00	0.00	434.76
310 YEARBOOK	9,390.15	0.00	0.00	0.00	9,390.15
320 YOUTH TO YOUTH	-80.91	1,476.06	0.00	0.00	1,395.15
330 KIDS HELPING KIDS	3,154.51	0.00	0.00	0.00	3,154.51
340 RENAISSANCE PROGRAM	938.52	0.00	0.00	0.00	938.52
C Academic Clubs Totals:	13,837.03	1,476.06	0.00	0.00	15,313.09
D Clubs and Organizations					
400 STUDENT COUNCIL	1,285.04	0.00	0.00	0.00	1,285.04
410 VOLLEYBALL CLUB	-72.01	250.00	0.00	0.00	177.99
420 LEADERSHIP	99.38	0.00	0.00	0.00	99.38
430 BOOK CLUB	561.94	0.00	0.00	0.00	561.94
440 SCRAPBOOK CLUB	5.50	0.00	0.00	0.00	5.50
442 FCS CLUB	0.00	0.00	0.00	0.00	0.00
450 ARTS & CRAFTS CLUB	-365.74	356.85	0.00	0.00	-8.89
460 STUDENT CLUBS MISC.	190.33	0.00	0.00	0.00	190.33
470 CROSS COUNTRY CLUB	-95.00	0.00	0.00	0.00	-95.00
480 DRAMA CLUB	500.00	0.00	0.00	0.00	500.00
D Clubs and Organizations Totals:	2,109.44	606.85	0.00	0.00	2,716.29
E School Custodial Accounts					
500 MUSIC	146.00	0.00	0.00	0.00	146.00
505 ART CLASS	-3.34	0.00	0.00	0.00	-3.34
509 8TH GRADE FAREWELL	352.97	0.00	0.00	0.00	352.97
510 FIELD TRIPS	-4,662.86	2,618.65	0.00	0.00	-2,044.21
511 SPECIAL EVENTS	724.81	0.00	0.00	0.00	724.81
512 HELP FUND	1,482.90	0.00	0.00	0.00	1,482.90
515 FACULTY VENDING FUND	306.79	0.00	0.00	0.00	306.79
520 TEACHERS HOSPITALITY FUND	149.80	0.00	0.00	0.00	149.80
525 AMS T-SHIRT SALES	-54.21	0.00	0.00	0.00	-54.21
528 A.P.E. T-SHIRTS	262.50	0.00	0.00	0.00	262.50
530 OUTDOOR CLASSROOM	1,808.14	0.00	96.88	0.00	1,711.26

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
535 SCIENCE BREAKAGE	166.19	0.00	0.00	0.00	166.19
540 INDUSTRIAL ARTS	4,255.47	0.00	0.00	0.00	4,255.47
542 FAMILY CONSUMER SCIENCE	2,312.03	0.00	0.00	0.00	2,312.03
544 PLANES & ROCKETS	284.13	0.00	0.00	0.00	284.13
545 LIBRARY	946.39	0.00	0.00	0.00	946.39
550 SCIENCE OLYMPIAD	274.12	0.00	0.00	0.00	274.12
555 FITNESS ROOM	47.00	0.00	0.00	0.00	47.00
570 TECHNOLOGY AND ENGINEERING	-14.36	0.00	0.00	0.00	-14.36
580 OTHER SCHOOL CUSTODIAL	0.00	0.00	0.00	0.00	0.00
582 PRIME TIME	202.65	0.00	0.00	0.00	202.65
585 TEAMMATES	17.89	0.00	0.00	0.00	17.89
590 TEAM 6A	59.16	0.00	0.00	0.00	59.16
591 TEAM 6B	77.25	0.00	0.00	0.00	77.25
592 TEAM 6C	113.34	0.00	0.00	0.00	113.34
593 TEAM 7A	-63.57	0.00	0.00	0.00	-63.57
594 TEAM 7B	167.59	0.00	0.00	0.00	167.59
595 TEAM 7C	300.00	0.00	0.00	0.00	300.00
596 TEAM 8A	300.00	0.00	0.00	0.00	300.00
597 TEAM 8B	69.11	0.00	0.00	0.00	69.11
598 TEAM 8C	0.00	0.00	0.00	0.00	0.00
E School Custodial Accounts Totals:	10,027.89	2,618.65	96.88	0.00	12,549.66
G Investments					
700 SAVINGS	-8,916.84	0.00	4.83	0.00	-8,921.67
710 INTEREST ON SAVINGS	3,916.84	4.83	0.00	0.00	3,921.67
G Investments Totals:	-5,000.00	4.83	4.83	0.00	-5,000.00
H Athletic Department					
810 ATHLETIC CD	0.00	0.00	0.00	0.00	0.00
820 INTEREST ON ATHLETIC C D	0.00	0.00	0.00	0.00	0.00
H Athletic Department Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	63,910.20	11,492.89	190.99	0.00	75,212.10

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Cindy Barber
Cindy Barber

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1510 FIELD TRIPS	2,618.65	0.00	2,618.65	0.00	0.00
2320 YOUTH TO YOUTH	1,476.06	0.00	1,476.06	0.00	0.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
2410 VOLLEYBALL CLUB	250.00	0.00	250.00	0.00	0.00
2440 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
2442 FCS CLUB	0.00	0.00	0.00	0.00	0.00
2450 ARTS & CRAFTS CLUB	356.85	0.00	356.85	0.00	0.00
2470 CROSS COUNTRY CLUB	0.00	0.00	0.00	0.00	0.00
2500 MUSIC CLUB	0.00	0.00	0.00	0.00	0.00
3205 ATHLETIC	8,438.95	0.00	6,770.05	0.00	1,668.90
Totals:	<u>13,140.51</u>	<u>0.00</u>	<u>11,471.61</u>	<u>0.00</u>	<u>1,668.90</u>
Report Totals:	13,140.51	0.00	11,471.61	0.00	1,668.90

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

ALL Data

Date: 07/01/2003 thru 07/31/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A GENERAL FUND					
100 General Fund	1,719.24	0.00	0.00	0.00	1,719.24
110 Student Vending	895.60	0.00	58.00	0.00	637.60
115 Staff Vending	-69.78	0.00	0.00	0.00	-69.78
A GENERAL FUND Totals:	2,345.06	0.00	58.00	0.00	2,287.06
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	306.47	0.00	0.00	0.00	306.47
405 FCS - Family Consumer Science	297.78	0.00	88.80	0.00	208.98
410 Field Trips	3.17	0.00	0.00	0.00	3.17
415 Hospitality	107.54	0.00	0.00	0.00	107.54
420 IT LAB - Industrial Technology	3,828.15	0.00	0.00	0.00	3,828.15
425 Art	-17.59	0.00	0.00	0.00	-17.59
430 Spirit Wear	435.94	0.00	0.00	0.00	435.94
435 Book Fines	859.52	0.00	0.00	0.00	859.52
D SCHOOL CUSTODIAL ACCOUNTS Totals:	5,820.98	0.00	88.80	0.00	5,732.18
E INVESTMENTS					
500 Savings	0.00	0.00	0.00	0.00	0.00
505 Checking Interest	80.60	4.32	0.00	0.00	84.92
510 Interest on Savings	0.00	0.00	0.00	0.00	0.00
E INVESTMENTS Totals:	80.60	4.32	0.00	0.00	84.92
F ATHLETICS and ACTIVITIES					
600 Athletics Program	3,366.63	0.00	0.00	0.00	3,366.63
605 Clubs and Activities	29.40	0.00	0.00	0.00	29.40
610 Student Council	529.96	0.00	0.00	0.00	529.96
615 Youth to Youth	146.23	0.00	0.00	0.00	146.23
620 Emissary / Peer Mediation / Tutor	401.84	0.00	0.00	0.00	401.84
625 FCS Club	114.00	0.00	53.66	0.00	60.34
630 Swing Choir Club	-7.20	0.00	0.00	0.00	-7.20
635 Environmental Club	251.91	0.00	0.00	0.00	251.91
640 Yearbook	3,554.73	0.00	0.00	0.00	3,554.73
645 Art Club	0.00	0.00	0.00	0.00	0.00
650 HAL	-392.17	0.00	0.00	0.00	-392.17
655 Dance Club	9.15	0.00	0.00	0.00	9.15
F ATHLETICS and ACTIVITIES Totals:	8,004.48	0.00	53.66	0.00	7,950.82
Report Totals:	16,251.12	4.32	200.46	0.00	16,054.98

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR ACTIVITIES					
1000 Field Trips	515.08	0.00	0.00	0.00	515.08
2000 Clubs/Activities	0.00	0.00	0.00	0.00	0.00
2610 Student Council	6.66	0.00	0.00	0.00	6.66
2615 Youth-to-Youth	-23.66	0.00	0.00	0.00	-23.66
2625 FCS Club	-9.36	0.00	0.00	0.00	-9.36
2635 Environmental Club	0.00	0.00	0.00	0.00	0.00
2645 Art Club	1.97	0.00	0.00	0.00	1.97
2650 HAL	314.50	0.00	0.00	0.00	314.50
2655 Dance Club	0.00	0.00	0.00	0.00	0.00
3000 Athletics	3,341.18	0.00	0.00	0.00	3,341.18
A EXTRACURRICULAR ACTIVITIES Totals:	4,146.37	0.00	0.00	0.00	4,146.37
Report Totals:	4,146.37	0.00	0.00	0.00	4,146.37

Patty Griebel

Nancy Johnston 8/20/03

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	14,745.73	0.00	0.00	0.00	14,745.73
105 STAFF VENDING MACHINES	1,624.82	0.00	0.00	0.00	1,624.82
110 GENERAL	-1,882.11	0.00	397.50	0.00	-2,279.61
120 PENCIL FUND (SCHOOL IMPROV.)	855.47	0.00	467.44	0.00	388.03
150 INTEREST EARNED CHECKING	4,182.76	0.00	0.00	0.00	4,182.76
170 INTEREST EARNED SAVINGS	14,797.04	35.77	0.00	289.68	15,122.49
180 BUILDING IMPROVEMENTS FUND	289.68	0.00	0.00	-289.68	0.00
190 PAYBAC FUND	21.30	0.00	0.00	0.00	21.30
A GENERAL FUNDS Totals:	34,634.69	35.77	864.94	0.00	33,805.52
B ATHLETICS					
200 ATHLETICS PROGRAM	11,481.24	0.00	3,067.74	0.00	8,413.50
B ATHLETICS Totals:	11,481.24	0.00	3,067.74	0.00	8,413.50
C ACADEMIC CLUBS					
305 ART CLUB	168.73	0.00	0.00	0.00	168.73
310 YEARBOOKS	-518.87	0.00	0.00	0.00	-518.87
320 FAMILY CONSUMER SCIENCE CLUB	-20.00	0.00	0.00	0.00	-20.00
330 DRAMA	91.83	0.00	0.00	0.00	91.83
335 PING PONG	0.00	0.00	0.00	0.00	0.00
340 TENNIS CLUB	-180.00	0.00	0.00	0.00	-180.00
350 SKI CLUB	-3,199.21	0.00	0.00	0.00	-3,199.21
C ACADEMIC CLUBS Totals:	-3,657.52	0.00	0.00	0.00	-3,657.52
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	4,142.86	0.00	0.00	0.00	4,142.86
425 YOUTH TO YOUTH	325.11	0.00	0.00	0.00	325.11
D CLUBS AND ORGANIZATIONS Totals:	4,467.97	0.00	0.00	0.00	4,467.97
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	389.66	0.00	0.00	0.00	389.66
501 SITE BASE	24.78	0.00	0.00	0.00	24.78
502 HOSPITALITY	442.22	0.00	36.00	0.00	406.22
503 BAND CONTEST/CLINIC	0.00	0.00	0.00	0.00	0.00
504 ROTARY ACTIVITY FUND	1,030.60	0.00	0.00	0.00	1,030.60
505 FINES	1,584.76	0.00	0.00	0.00	1,584.76
506 MONTESSORI (6TH)	-140.27	0.00	0.00	0.00	-140.27
507 TEAMMATES	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI (7TH)	-2,761.95	0.00	0.00	0.00	-2,761.95
509 FUNDRAISER '02-'03 (SCHOLARSHIPS,	12,554.06	0.00	45.71	0.00	12,508.35
510 TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
511 NEW TEACHER FUND	150.00	0.00	0.00	0.00	150.00
512 KIDS HELPING KIDS FUND	17.70	0.00	0.00	0.00	17.70
515 ASSIGNMENT NOTEBOOKS	322.65	0.00	0.00	0.00	322.65
520 LIBRARY	515.63	0.00	43.67	0.00	471.96
525 FUND RAISER 1995-96-97	0.00	0.00	0.00	0.00	0.00
530 FUNDRAISER 97-98,COCURRICULAR	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	102.33	0.00	0.00	0.00	102.33
540 FUNDRAISER 98-99, LIBRARY	39.12	0.00	0.00	0.00	39.12
545 ORCHESTRA	7.86	0.00	0.00	0.00	7.86
550 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
555 FUNDRAISER 99-00, PRODUCTIVITY &	0.00	0.00	0.00	0.00	0.00
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
565 FUNDRAISER '00-'01, (SIGNS, SCHOLARSHIPS,	18.78	0.00	0.00	0.00	18.78
570 P.I.V.O.T.	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
575 ART FEES	270.61	0.00	0.00	0.00	270.61
580 SEWING (HAAN CRAFT KITS)	223.70	0.00	0.00	0.00	223.70
585 ENVIRONMENTAL EDUCATION	600.00	0.00	0.00	0.00	600.00
590 TECHNOLOGY EDUCATION	2,851.59	0.00	0.00	0.00	2,851.59
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	6,092.05	0.00	378.78	0.00	5,713.27
E SCHOOL CUSTODIAL ACCOUNTS Totals:	24,602.79	0.00	504.16	0.00	24,098.63
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONFERENCE ACCOUNT	1,028.93	0.00	0.00	0.00	1,028.93
F DISTRICT CUSTODIAL ACCOUNTS Totals:	1,028.93	0.00	0.00	0.00	1,028.93
G INVESTMENTS					
700 SAVINGS	-58,426.00	0.00	35.77	0.00	-58,461.77
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-58,426.00	0.00	35.77	0.00	-58,461.77
Report Totals:	14,132.10	35.77	4,472.61	0.00	9,695.26

Submitted by *Julie M. Christensen, Bookkeeper*

Approved by *JM* Date *9/3/03*

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1005 7A FIELD TRIP	459.90	0.00	0.00	0.00	459.90
1010 7B FIELD TRIP	480.00	0.00	0.00	0.00	480.00
1015 7C FIELD TRIP	445.00	0.00	0.00	0.00	445.00
1020 7TH GRADE FIELD TRIP	2,275.00	0.00	0.00	0.00	2,275.00
1030 6A FIELD TRIP	379.00	0.00	0.00	0.00	379.00
1035 6B FIELD TRIP	539.00	0.00	0.00	0.00	539.00
1040 6C FIELD TRIP	487.00	0.00	0.00	0.00	487.00
1050 8A FIELD TRIP	146.90	0.00	0.00	0.00	146.90
1055 8B FIELD TRIP	156.50	0.00	0.00	0.00	156.50
1075 FRENCH FIELD TRIP	645.00	0.00	0.00	0.00	645.00
1080 GERMAN FIELD TRIP	126.00	0.00	0.00	0.00	126.00
1506 MONTESSORI (6TH)	161.50	0.00	0.00	0.00	161.50
1508 MONTESSORI (7,8)	3,924.00	0.00	0.00	0.00	3,924.00
A EXTRACURRICULAR Totals:	10,224.80	0.00	0.00	0.00	10,224.80
A EXTRACURRICULAR					
2305 ART CLUB	10.00	0.00	0.00	0.00	10.00
2320 FAMILY CONSUMER SCIENCE CLUB	20.00	0.00	0.00	0.00	20.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2340 TENNIS CLUB	198.00	0.00	0.00	0.00	198.00
2350 SKI CLUB	3,382.00	0.00	0.00	0.00	3,382.00
2425 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2500 BAND	86.00	0.00	0.00	0.00	86.00
2535 VOCAL MUSIC	126.50	0.00	0.00	0.00	126.50
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
A EXTRACURRICULAR Totals:	3,822.50	0.00	0.00	0.00	3,822.50
A EXTRACURRICULAR					
3200 ATHLETICS	6,468.00	0.00	0.00	0.00	6,468.00
A EXTRACURRICULAR Totals:	6,468.00	0.00	0.00	0.00	6,468.00
Report Totals:	20,515.30	0.00	0.00	0.00	20,515.30

Submitted by *Sarah M. Christiani, Bookkeeper*

Approved by *[Signature]* Date *9/3/03*

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	18,122.37	2,063.39	60.00	-50.00	20,075.76
105 STAFF VENDING	1,956.87	300.84	0.00	0.00	2,257.71
110 GENERAL FUND	9,146.15	0.00	0.00	0.00	9,146.15
115 T-SHIRTS	3,259.15	0.00	180.00	0.00	3,079.15
117 BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
119 SITE IMPROVEMENT	22,874.26	0.00	8,137.11	0.00	14,737.15
120 SCHOOL IMPROVEMENT TEAM	24,679.49	0.00	0.00	-747.16	23,932.33
130 BUS	13,065.18	0.00	0.00	-160.68	12,904.50
140 RETIREMENT	884.33	0.00	0.00	0.00	884.33
150 PARENT/TEACHER RESOURCE LIB	775.93	0.00	0.00	0.00	775.93
155 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
165 ROTARY	621.91	0.00	0.00	0.00	621.91
170 SCHOLARSHIP	150.56	0.00	0.00	0.00	150.56
180 SPECIAL PROJECTS	3,444.94	0.00	62.96	0.00	3,381.98
185 LEARNING CENTER	500.00	0.00	0.00	0.00	500.00
190 STAFF DEVELOPMENT	4,664.72	0.00	0.00	0.00	4,664.72
195 STUDENT ACTIVITIES	8,743.90	0.00	0.00	0.00	8,743.90
196 PARENTS FOR TEACHER APPRECIATION	0.00	0.00	0.00	0.00	0.00
A GENERAL FUNDS Totals:	112,889.76	2,364.23	8,440.07	-957.84	105,856.08
B ATHLETICS					
200 ATHLETICS	17,903.93	10,690.28	4,343.64	0.00	24,250.57
210 MULTI-PURPOSE PROJECT	71.12	0.00	0.00	0.00	71.12
B ATHLETICS Totals:	17,975.05	10,690.28	4,343.64	0.00	24,321.69
ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	705.72	0.00	0.00	0.00	705.72
310 YEARBOOK	9,453.20	0.00	8,182.05	0.00	1,271.15
315 DRAMA CLUB	708.37	0.00	0.00	0.00	708.37
320 YOUTH-TO-YOUTH	858.86	42.50	0.00	0.00	901.36
325 STUDENT COUNCIL	4,919.45	0.00	0.00	0.00	4,919.45
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-64.82	89.24	0.00	0.00	24.42
355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	16,580.78	131.74	8,182.05	0.00	8,530.47
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	-76.90	119.26	0.00	0.00	42.36
D CLUBS AND ORGANIZATIONS Totals:	-76.90	119.26	0.00	0.00	42.36
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	983.17	0.00	41.00	0.00	942.17
530 PE/LOCK	1,867.52	0.00	0.00	0.00	1,867.52
540 HOME ARTS	105.45	0.00	0.00	0.00	105.45
550 INDUSTRIAL ARTS	895.14	0.00	21.92	0.00	873.22
560 ART CLASS	203.81	0.00	0.00	0.00	203.81
580 LIBRARY	6,571.27	0.00	138.46	0.00	6,432.81
581 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
582 6B FIELD TRIP	-79.49	0.00	0.00	79.49	0.00
583 6C FIELD TRIP	0.00	29.56	0.00	0.00	29.56
584 7A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
585 7B FIELD TRIP	-839.18	678.50	0.00	160.68	0.00
586 7C FIELD TRIP	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
587 8A FIELD TRIP	0.00	31.75	0.00	0.00	31.75
588 8B FIELD TRIP	-53.75	0.00	0.00	53.75	0.00
589 8C FIELD TRIP	0.00	71.75	0.00	0.00	71.75
590 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
591 GERMAN FIELD TRIP	-17.50	0.00	0.00	17.50	0.00
592 SPANISH FIELD TRIP	-134.00	0.00	0.00	134.00	0.00
593 HAL FIELD TRIPS	-2,032.42	1,520.00	0.00	512.42	0.00
594 AFTER SCHOOL PROGRAM	-16,080.31	16,761.81	651.90	0.00	29.60
595 SUMMER SCHOOL PROGRAM	0.00	1,926.20	1,926.20	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	-8,610.29	21,019.57	2,779.48	957.84	10,587.64
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONVENTION	214.96	0.00	0.00	0.00	214.96
F DISTRICT CUSTODIAL ACCOUNTS Totals:	214.96	0.00	0.00	0.00	214.96
G INVESTMENTS					
700 SAVINGS	-50,541.66	0.00	0.00	0.00	-50,541.66
710 INTEREST ON SAVINGS	26,139.66	0.00	0.00	0.00	26,139.66
G INVESTMENTS Totals:	-24,402.00	0.00	0.00	0.00	-24,402.00
Report Totals:	114,571.36	34,325.08	23,745.24	0.00	125,151.20

Judy Moore
Principal
 Judy Moore
 Bookkeeper

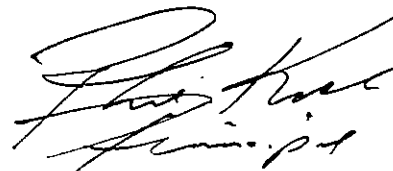
Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1581 6A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1582 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1583 6C FIELD TRIPS	29.56	0.00	29.56	0.00	0.00
1584 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1585 7B FIELD TRIPS	678.50	0.00	678.50	0.00	0.00
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	31.75	0.00	31.75	0.00	0.00
1588 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1589 8C FIELD TRIPS	71.75	0.00	71.75	0.00	0.00
1590 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1591 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	1,520.00	0.00	1,520.00	0.00	0.00
2320 YOUTH-TO-YOUTH CLUB	42.50	0.00	42.50	0.00	0.00
2335 ART CLUB	89.24	0.00	89.24	0.00	0.00
2350 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
2360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
2420 SNACK AND STITCH CLUB	119.26	0.00	119.26	0.00	0.00
3200 ATHLETICS	10,690.28	0.00	10,690.28	0.00	0.00
A EXTRACURRICULAR Totals:	13,272.84	0.00	13,272.84	0.00	0.00
C AFTER SCHOOL/SUMMER SCHOOL					
6594 AFTER SCHOOL PROGRAM	16,761.81	0.00	16,761.81	0.00	0.00
6595 SUMMER SCHOOL PROGRAM	1,893.00	33.20	1,926.20	0.00	0.00
C AFTER SCHOOL/SUMMER SCHOOL Totals:	18,654.81	33.20	18,688.01	0.00	0.00
Report Totals:	31,927.65	33.20	31,960.85	0.00	0.00


 Judy Moore
 Bookkeeper

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	228.03	0.00	113.77	80.00	194.26
110 GENERAL	434.67	8.15	0.00	0.00	442.82
115 BUNNELL BOOK ORDERS	6.15	0.00	0.00	0.00	6.15
120 BIERMAN BOOK ORDERS	36.50	0.00	0.00	0.00	36.50
125 MAUST BOOK ORDER	0.00	0.00	0.00	0.00	0.00
126 COURTNEY BOOK ORDERS	-2.85	0.00	0.00	0.00	-2.85
130 Rotary Scholarship	511.25	0.00	0.00	0.00	511.25
135 INTEREST EARNED SAVINGS	0.00	0.00	0.00	0.00	0.00
140 HALL BOOK ORDERS	2.50	0.00	0.00	0.00	2.50
145 BUILDING USE FEE	8,000.00	0.00	0.00	0.00	8,000.00
150 HOSPITALITY FUND	-288.37	0.00	0.00	0.00	-288.37
A GENERAL FUNDS Totals:	8,927.88	8.15	113.77	80.00	8,902.26
B ATHLETICS					
200 ATHLETICS	1,740.68	352.00	0.00	0.00	2,092.68
B ATHLETICS Totals:	1,740.68	352.00	0.00	0.00	2,092.68
C ACADEMIC CLUBS					
300 ANNUAL	4,310.46	0.00	0.00	0.00	4,310.46
305 ART CLUB	539.53	20.00	0.00	0.00	559.53
306 CHESS	-53.77	38.00	0.00	0.00	-15.77
310 DRAMA CLUB	576.96	0.00	0.00	0.00	576.96
315 YOUTH TO YOUTH	217.42	0.00	0.00	0.00	217.42
317 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
318 MUSTANG MENTORS	46.32	0.00	0.00	0.00	46.32
320 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
321 SCRAPBOOK CLUB	11.34	0.00	0.00	0.00	11.34
325 SKI CLUB	82.43	0.00	0.00	0.00	82.43
330 SPANISH CLUB	0.00	0.00	0.00	0.00	0.00
335 VOLUNTEER CLUB	74.12	0.00	0.00	0.00	74.12
340 SPED CAMPING TRIP	0.00	0.00	0.00	0.00	0.00
345 MATH & SCIENCE SATURDAYS	-79.42	0.00	0.00	0.00	-79.42
350 FORENSICS	-788.50	725.50	0.00	0.00	-63.00
C ACADEMIC CLUBS Totals:	4,936.89	783.50	0.00	0.00	5,720.39
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	481.06	65.00	0.00	0.00	546.06
D CLUBS AND ORGANIZATIONS Totals:	481.06	65.00	0.00	0.00	546.06
E SCHOOL CUSTODIAL ACCOUNTS					
500 ART PROJECTS	1,951.69	0.00	0.00	0.00	1,951.69
501 BAND CONTEST/CLINIC	698.98	0.00	0.00	0.00	698.98
505 COURTESY COMMITTEE	557.78	0.00	0.00	0.00	557.78
506 6A FIELD TRIPS	-165.93	5.25	0.00	0.00	-160.68
507 6B FIELD TRIPS	115.32	0.00	0.00	0.00	115.32
508 7A FIELD TRIPS	-526.12	544.00	0.00	0.00	17.88
509 7B FIELD TRIPS	-650.34	545.00	0.00	0.00	-105.34
510 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
511 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
512 8 C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
515 FUND RAISING	36,128.38	0.00	0.00	0.00	36,128.38
520 GYM SUITS	-143.90	0.00	0.00	0.00	-143.90
525 HOME EC PROJECTS	240.64	0.00	0.00	0.00	240.64
526 HONORS BAND	-0.38	0.00	0.00	0.00	-0.38
527 HAL TRIPS	-94.85	173.75	0.00	-80.00	-1.10

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
530 INDUSTRIAL ARTS PROJECTS	3,535.58	0.00	0.00	0.00	3,535.58
535 INSTRUMENT RENTAL	375.00	0.00	0.00	0.00	375.00
545 LIBRARY	790.38	0.00	0.00	0.00	790.38
550 LOCK	25.00	0.00	0.00	0.00	25.00
552 MATH/SCI SAT SCHOOL	0.00	0.00	0.00	0.00	0.00
555 OUTDOOR EDUCATION	-3,969.65	3,045.00	0.00	0.00	-924.65
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	38,867.58	4,313.00	0.00	-80.00	43,100.58
F DISTRICT CUSTODIAL ACCOUNTS					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
620 CONVENTION	1,901.44	0.00	0.00	0.00	1,901.44
F DISTRICT CUSTODIAL ACCOUNTS Totals:	1,901.44	0.00	0.00	0.00	1,901.44
G INVESTMENTS					
700 INVESTMENTS	-28,700.85	0.00	15.57	0.00	-28,716.42
710 INTEREST FROM SAVINGS	4,556.26	15.57	0.00	0.00	4,571.83
G INVESTMENTS Totals:	-24,144.59	15.57	15.57	0.00	-24,144.59
R REIMBURSEMENT					
800 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
R REIMBURSEMENT Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	32,710.94	5,537.22	129.34	0.00	38,118.82

Cathleen S. Dicker
Bookkeeper

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ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1310 DRAMA CLUB TRIP	0.00	0.00	0.00	0.00	0.00
1315 YOUTH TO YOUTH TRIP	0.00	0.00	0.00	0.00	0.00
1340 RESOURCE	0.00	0.00	0.00	0.00	0.00
1400 STUDENT COUNCIL TRIP	65.00	0.00	65.00	0.00	0.00
1506 6A FIELD TRIP	5.25	0.00	5.25	0.00	0.00
1507 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1508 7A FIELD TRIP	544.00	0.00	544.00	0.00	0.00
1509 7B FIELD TRIP	545.00	0.00	545.00	0.00	0.00
1510 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1511 8B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1527 HAL TRIPS	173.75	0.00	173.75	0.00	0.00
1555 OUTDOOR ED	3,045.00	0.00	3,045.00	0.00	0.00
2305 ART CLUB	20.00	0.00	20.00	0.00	0.00
2306 CHESS	38.00	0.00	38.00	0.00	0.00
2310 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2315 YOUTH TO YOUTH	0.00	0.00	0.00	0.00	0.00
2321 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
2325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2350 FORENSICS	725.50	0.00	725.50	0.00	0.00
2513 FIDDLE FEST	0.00	0.00	0.00	0.00	0.00
2526 HONORS BAND	0.00	0.00	0.00	0.00	0.00
2535 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
3000 ATHLETICS	352.00	0.00	352.00	0.00	0.00
A EXTRACURRICULAR Totals:	5,513.50	0.00	5,513.50	0.00	0.00
Report Totals:	5,513.50	0.00	5,513.50	0.00	0.00

Cathleen S. Die
Bookkeeper

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Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending Machines	9,083.13	0.00	1,962.00	0.00	7,121.13
101 Coffee & Water Machines	-930.45	0.00	60.01	0.00	-990.46
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	433.41	0.00	486.73	0.00	-53.32
104 Freedom Shrine Donations	49.10	0.00	0.00	0.00	49.10
110 General	263.71	0.00	193.82	1,517.24	1,587.13
149 Discretionary Spending	60.75	0.00	0.00	0.00	60.75
150 Sweatshirt Sales	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND Totals:	11,416.87	0.00	2,702.56	1,517.24	10,231.55
B ATHLETICS					
201 Athletics	2,133.98	0.00	0.00	0.00	2,133.98
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
B ATHLETICS Totals:	2,712.48	0.00	0.00	0.00	2,712.48
C ACADEMIC CLUBS					
301 Yearbook	1,911.08	0.00	0.00	0.00	1,911.08
302 Swing/Girls' Choir	0.00	0.00	0.00	0.00	0.00
303 Band	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	1,911.08	0.00	0.00	0.00	1,911.08
D CLUBS AND ORGANIZATIONS					
401 Art Club	8.75	0.00	0.00	0.00	8.75
402 Chess Club	143.49	0.00	0.00	0.00	143.49
403 Computer Club	17.22	0.00	0.00	0.00	17.22
404 Drama Club	110.25	0.00	0.00	0.00	110.25
405 Environmental Club	0.00	0.00	0.00	0.00	0.00
406 Golf Club	230.00	0.00	0.00	0.00	230.00
407 Student Newspaper	38.69	0.00	0.00	0.00	38.69
408 Science Club	0.00	0.00	0.00	0.00	0.00
409 Home Ec Club	284.63	0.00	0.00	0.00	284.63
410 Student Council	781.22	0.00	0.00	0.00	781.22
411 Youth to Youth	2,718.92	0.00	0.00	0.00	2,718.92
413 Wits Clash/Knowledge Masters	0.00	0.00	0.00	0.00	0.00
414 Ski Club	1,785.72	0.00	0.00	-1,785.72	0.00
415 Photography Club	107.78	0.00	0.00	0.00	107.78
416 Literary Club	145.59	0.00	0.00	0.00	145.59
417 Summer Opportunities	2,687.18	0.00	1,955.94	0.00	731.24
418 Spirit Club	-268.48	0.00	0.00	268.48	0.00
419 Engineering Club	15.26	0.00	0.00	0.00	15.26
420 Japanese Club	-9.84	0.00	0.00	0.00	-9.84
D CLUBS AND ORGANIZATIONS Totals:	8,796.38	0.00	1,955.94	-1,517.24	5,323.20
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	475.10	0.00	53.00	0.00	422.10
603 Gym Fees	679.74	0.00	0.00	0.00	679.74
604 Art	2,601.06	0.00	0.00	0.00	2,601.06
605 Book Fines	4,859.69	0.00	0.00	0.00	4,859.69
606 Library	2,458.07	0.00	0.00	0.00	2,458.07
607 Parent Pack Organization	455.24	0.00	0.00	0.00	455.24
608 Leadership Workshop	0.00	0.00	0.00	0.00	0.00
609 Parent Pack Resource	0.00	0.00	0.00	0.00	0.00
610 8th Grade Farewell	1,202.64	0.00	0.00	0.00	1,202.64
611 Directory Advertisements	0.00	0.00	0.00	0.00	0.00
E ADMIN CUSTODIAL ACCOUNTS Totals:	12,731.54	0.00	53.00	0.00	12,678.54

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
F ACADEMIC CUSTODIAL ACCOUNTS					
702 Industrial Technology	4,099.47	0.00	3,066.96	0.00	1,032.51
703 Home Economics	785.20	0.00	0.00	0.00	785.20
704 TEAM 6A	-76.69	0.00	0.00	0.00	-76.69
705 TEAM 6B	-146.13	0.00	0.00	0.00	-146.13
706 TEAM 7A	151.92	0.00	0.00	0.00	151.92
707 TEAM 7B	116.61	0.00	0.00	0.00	116.61
708 TEAM 8A	68.10	0.00	0.00	0.00	68.10
709 TEAM 8B	144.60	0.00	0.00	0.00	144.60
710 TEAM 7C	76.32	0.00	0.00	0.00	76.32
711 PackTime	0.00	0.00	0.00	0.00	0.00
712 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
713 Field Trips	1,169.03	285.70	0.00	0.00	1,454.73
714 TEAM 6C	0.00	0.00	0.00	0.00	0.00
715 TEAM 8C	118.16	0.00	0.00	0.00	118.16
716 Dulcimer Fund	-10.73	0.00	0.00	0.00	-10.73
717 Exploratory Teams	94.10	0.00	0.00	0.00	94.10
718 Counseling	699.66	0.00	0.00	0.00	699.66
719 Music	23.24	0.00	0.00	0.00	23.24
720 Orchestra	6.20	0.00	0.00	0.00	6.20
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	7,319.06	285.70	3,066.96	0.00	4,537.80
G DISTRICT CUSTODIAL ACCOUNTS					
800 Reimbursement Account	0.00	0.00	0.00	0.00	0.00
801 Convention	0.00	0.00	0.00	0.00	0.00
) 802 Other District Custodial	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
H INVESTMENTS					
900 Savings	0.00	0.00	0.00	0.00	0.00
901 Interest on Savings	0.00	0.00	0.00	0.00	0.00
905 Interest on checking	3,464.61	14.27	0.00	0.00	3,478.88
910 Certificate of Deposit	0.00	0.00	0.00	0.00	0.00
911 Interest on CD	0.00	0.00	0.00	0.00	0.00
H INVESTMENTS Totals:	3,464.61	14.27	0.00	0.00	3,478.88
I FUNDRAISERS					
1001 AUCTION	0.00	0.00	0.00	0.00	0.00
1002 MAGAZINE SALES	6,511.75	0.00	0.00	0.00	6,511.75
1003 Entertainment Books	6,228.01	0.00	0.00	0.00	6,228.01
1004 J.C. Penney	426.08	0.00	0.00	0.00	426.08
1005 Target donation	1,353.55	0.00	0.00	0.00	1,353.55
1006 Donations	511.99	0.00	0.00	0.00	511.99
1007 Commercial Federal Donation	1,150.00	0.00	0.00	0.00	1,150.00
1008 Bemis Art Project	0.00	0.00	0.00	0.00	0.00
I FUNDRAISERS Totals:	16,181.38	0.00	0.00	0.00	16,181.38
J PACKTIME ACCOUNTS					
1100 PACKTime 6th grade	756.32	0.00	0.00	0.00	756.32
1102 PACKTime 7th grade	143.72	0.00	0.00	0.00	143.72
1103 PACKTime 8th grade	128.71	0.00	0.00	0.00	128.71
J PACKTIME ACCOUNTS Totals:	1,028.75	0.00	0.00	0.00	1,028.75
R REIMBURSABLES					
) 1901 REIMBURSEMENT ACCOUNT	0.00	0.00	0.00	0.00	0.00
R REIMBURSABLES Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	65,562.15	299.97	7,778.46	0.00	58,083.66

Russell Middle School

08/25/2003 11:09:11 AM

Page 2

Principal signature

Marge Wilch

Adm. Asst. signature

Sherry K Seedy

Date

8/26/03

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Field Trips					
1005 6A Field trips/team days	147.63	0.00	147.63	0.00	0.00
1010 6B field trips/team day	0.00	0.00	0.00	0.00	0.00
1015 7A field trips	0.00	0.00	0.00	0.00	0.00
1020 7B field trips	0.00	0.00	0.00	0.00	0.00
1025 7C field trips	0.00	0.00	0.00	0.00	0.00
1030 8A field trips	76.12	0.00	76.12	0.00	0.00
1035 8B field trips	0.00	0.00	0.00	0.00	0.00
1040 8C field trips	0.00	0.00	0.00	0.00	0.00
1045 Foreign Language Field trip	26.83	0.00	26.83	0.00	0.00
1050 Vocal Music Field Trips	0.00	0.00	0.00	0.00	0.00
1055 Orchestra field trips	35.12	0.00	35.12	0.00	0.00
1060 HAL Field trip	0.00	0.00	0.00	0.00	0.00
1065 Band field trips	0.00	0.00	0.00	0.00	0.00
A Field Trips Totals:	285.70	0.00	285.70	0.00	0.00
B Clubs/Activities					
2401 Art Club	0.00	0.00	0.00	0.00	0.00
2402 Chess Club	0.00	0.00	0.00	0.00	0.00
2406 Golf Club	0.00	0.00	0.00	0.00	0.00
2411 Youth to Youth	0.00	0.00	0.00	0.00	0.00
2418 Spirit Club	0.00	0.00	0.00	0.00	0.00
2420 Japanese Club	0.00	0.00	0.00	0.00	0.00
2716 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
B Clubs/Activities Totals:	0.00	0.00	0.00	0.00	0.00
C Athletics					
3201 Athletics	0.00	0.00	0.00	0.00	0.00
C Athletics Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	285.70	0.00	285.70	0.00	0.00

Principal signature Marge Weld

Administrative Assistant signature Sherry K Seidl

Date 8/27/03

ALL Data

Current Cash Balance Report

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING/C STORE REVENUES/OLD YEAR	29,737.51	0.00	30,024.34	18,666.49	18,379.66
101 NOT IN USE	0.00	0.00	0.00	0.00	0.00
102 CANDY MACHINES	8,925.79	528.85	1,180.06	-7,855.73	418.85
103 MNHS C-STORE (HOLE IN WALL)	45,064.43	0.00	0.00	-45,064.43	0.00
105 NOT IN USE	0.00	0.00	0.00	0.00	0.00
110 GENERAL	11,170.35	336.00	367.33	0.00	11,139.02
120 ACTIVITIES SUPPORT	37,000.00	0.00	0.00	0.00	37,000.00
146 ACADEMIC AWARDS	0.00	0.00	0.00	0.00	0.00
150 COCA COLA VENDING	56,126.31	7,964.20	0.00	-811.96	63,278.55
170 INTEREST OF CD'S	39,556.21	1,185.43	0.00	0.00	40,741.64
180 INTEREST ON NOW ACCOUNT	10,603.07	21.09	0.00	0.00	10,624.16
185 INTEREST ON EAGLE FUND	19,409.89	12.37	0.00	0.00	19,422.26
190 MUSTANG MURAL	14,043.36	0.00	0.00	0.00	14,043.36
A ACTIVITY GENERAL FUND Totals:	271,636.92	10,047.94	31,571.73	-35,065.63	215,047.50
B ATHLETICS/ACTIVITIES					
200 ACTIVITIES TRANSPORTATION	-32,776.48	0.00	10.00	32,776.48	-10.00
201 CONCESSIONS	5,989.06	135.84	230.00	108.57	6,003.47
202 ATHLETICS	45,201.28	1,065.00	6,176.41	-10,676.22	29,413.65
203 SPORT FEES**	32,281.15	6,201.51	0.00	0.00	38,482.66
204 ACTIVITY TICKETS	16,868.24	0.00	0.00	-16,868.24	0.00
205 ATHLETIC CLOTHING	4,637.62	222.00	0.00	0.00	4,859.62
210 CLARKSON PHYSICAL SCREENING	0.00	0.00	0.00	0.00	0.00
215 TEMPORARY HELP/ACT/ATHLETICS	0.00	0.00	0.00	0.00	0.00
220 ATHLETIC ENTRY FEES	-4,365.00	0.00	0.00	4,365.00	0.00
230 OFFICIAL	-23,179.46	0.00	0.00	23,179.46	0.00
235 DEBATE TRANSPORTATION**	-2,298.47	565.99	0.00	0.00	-1,732.48
240 FORENSIC TRANSPORTATION**	-2,542.42	4.41	0.00	0.00	-2,538.01
250 BAND/ORCHESTRA TACT **	-2,184.76	684.34	0.00	0.00	-1,500.42
260 CHORAL TRANSPORTATION**	-592.95	0.00	0.00	0.00	-592.95
B ATHLETICS/ACTIVITIES Totals:	37,037.81	8,879.09	6,416.41	32,885.05	72,385.54
C ACADEMIC CLUBS					
301 DECA**	-3,096.08	948.22	0.00	0.00	-2,147.86
302 FRENCH CLUB	2,160.05	100.00	0.00	0.00	2,260.05
303 LATIN CLUB	104.65	31.00	0.00	0.00	135.65
304 AP BIOLOGY WORKBOOKS	1.98	0.00	0.00	0.00	1.98
305 SPANISH CLUB	233.18	105.65	0.00	0.00	338.83
307 GERMAN CLUB	-431.26	536.00	0.00	0.00	104.74
308 YEARBOOK	14,036.58	222.75	10.08	0.00	14,249.25
309 NEWSPAPER	3,086.13	360.00	0.00	0.00	3,446.13
311 NOT IN USE	0.00	0.00	0.00	0.00	0.00
312 DECA/COOKIES	2,134.29	0.00	0.00	0.00	2,134.29
314 HISTORY CLUB**	-11,519.37	11,935.00	14.00	0.00	401.63
315 SPIRIT SHOP	0.00	0.00	0.00	0.00	0.00
316 FCCLA**	6,645.34	395.16	0.00	0.00	7,040.50
317 FEA	54.79	0.00	0.00	0.00	54.79
320 WRITER'S CLUB	-19.96	0.00	0.00	0.00	-19.96
325 VIA	356.68	0.00	0.00	0.00	356.68
524 NOT IN USE	0.00	0.00	0.00	0.00	0.00
614 BROADCAST CLUB	183.69	0.00	0.00	0.00	183.69
615 VICA**	2,790.26	445.00	288.98	0.00	2,946.28
C ACADEMIC CLUBS Totals:	16,720.95	15,078.78	313.06	0.00	31,486.67

Current Cash Balance Report

ALL Data

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Arranged by:
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Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D CLUBS AND ORGANIZATIONS					
401 NOT IN USE	0.00	0.00	0.00	0.00	0.00
402 CHEER-UNIFORMS**	-1,651.71	7,371.30	7,583.05	0.00	-1,863.46
403 NOT IN USE	0.00	0.00	0.00	0.00	0.00
404 CHEER-FRESHMAN	0.00	0.00	0.00	0.00	0.00
405 DANCE UNIFORMS**	2,408.31	4,308.13	6,165.60	0.00	550.84
406 DANCE TEAM	0.00	0.00	0.00	0.00	0.00
407 BASEBALL	9,751.93	310.00	350.00	0.00	9,711.93
408 NOT IN USE	0.00	0.00	0.00	0.00	0.00
409 CHESS CLUB	658.72	0.00	0.00	0.00	658.72
410 CROSS COUNTRY FR	190.22	0.00	0.00	0.00	190.22
411 FOOTBALL FR	-234.26	0.00	39.20	0.00	-273.46
412 NOT IN USE	0.00	0.00	0.00	0.00	0.00
413 HOSA	197.21	0.00	0.00	0.00	197.21
414 GIRLS GOLF F/R	1,631.68	0.00	0.00	0.00	1,631.68
415 NOT IN USE	0.00	0.00	0.00	0.00	0.00
416 MUSTANG SCRAMBLE	2,330.07	0.00	0.00	0.00	2,330.07
417 SOCCER FR	1,299.28	0.00	0.00	0.00	1,299.28
419 SOFTBALL FR	-197.96	0.00	100.00	0.00	-297.96
420 SWIM FR	1,883.90	211.23	0.00	0.00	2,095.13
421 TENNIS FR	0.00	0.00	0.00	0.00	0.00
422 TRACK FR	1,483.93	0.00	0.00	0.00	1,483.93
423 VOLLEYBALL FUNDRAISER	4,007.31	825.00	3,394.00	0.00	1,438.31
425 LITERARY MAGAZINE	352.81	0.00	1,830.00	1,477.19	0.00
426 BAND**	-64,528.67	72,498.85	627.95	0.00	7,342.23
427 FLAGS	1,345.97	1,941.14	1,765.96	0.00	1,521.15
428 ENVIRONMENTAL	400.00	0.00	0.00	0.00	400.00
429 AMNESTY INTERNATIONAL	82.79	0.00	0.00	0.00	82.79
430 CHORAL**	2,291.34	195.05	177.35	0.00	2,309.04
431 ORCHESTRA**	-8,837.76	11,152.20	1,324.41	0.00	990.03
432 STUDENT COUNCIL	9,315.25	0.00	403.00	0.00	8,912.25
433 JCB CONTINGENCY FUND	1,192.90	0.00	0.00	0.00	1,192.90
434 JUNIOR CLASS	1,274.50	0.00	92.00	0.00	1,182.50
435 SENIOR CLASS	375.10	0.00	0.00	0.00	375.10
436 UNITI	224.31	0.00	0.00	0.00	224.31
437 NATIONAL HONOR SOCIETY**	5,541.11	9.00	0.00	0.00	5,550.11
438 MUSTANGS MAKING A DIFFERENCE	159.12	0.00	0.00	0.00	159.12
441 NOT IN USE	0.00	0.00	0.00	0.00	0.00
445 PENN MODEL CONGRESS	35.49	0.00	0.00	0.00	35.49
450 INTRAMURALS**	1,231.65	599.00	0.00	0.00	1,830.65
456 BOYS GOLF F/R	401.44	0.00	0.00	0.00	401.44
458 OPPORTUNITIES GROUP	0.00	0.00	0.00	0.00	0.00
459 BOYS BASKETBALL CAMP	1,417.04	0.00	0.00	0.00	1,417.04
460 NOT IN USE	0.00	0.00	0.00	0.00	0.00
466 WRESTLING FUNDRAISER	829.00	50.00	0.00	0.00	879.00
470 NOT IN USE	0.00	0.00	0.00	0.00	0.00
477 MILLARD BASKETBALL/OLD CHICAGO	4,413.54	0.00	4,412.54	0.00	1.00
480 NOT IN USE	0.00	0.00	0.00	0.00	0.00
500 NFL ACCOUNT	1,111.31	1,576.68	0.00	0.00	2,687.99
505 FROEMMING/MEMORIAL	659.01	0.00	0.00	0.00	659.01
510 HANDICAP SWIM	250.00	0.00	0.00	0.00	250.00
515 JAPANESE CLUB	262.78	0.00	0.00	0.00	262.78

ALL Data

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Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
520 GIRLS BASKETBALL CAMP	3,508.57	0.00	0.00	0.00	3,508.57
525 MN GIRLS JV BASKETBALL LEAGUE	295.19	275.00	198.00	0.00	372.19
526 NOT IN USE	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	-12,637.58	101,322.58	28,463.06	1,477.19	61,699.13
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	518.53	0.00	20.62	0.00	497.91
602 CAREER DEVELOPMENT	2,571.46	0.00	0.00	0.00	2,571.46
603 PARKING STICKERS	26,721.21	0.00	1,274.28	0.00	25,446.93
604 PARKING FINES	10.00	0.00	0.00	0.00	10.00
605 FIELDTRIPS**	-2,261.27	2,867.76	0.00	0.00	606.49
606 AFTER PROM	0.01	0.00	0.00	0.00	0.01
607 ART/KELLEY	0.00	0.00	0.00	0.00	0.00
608 GYM FEES	17,807.76	95.00	0.00	0.00	17,902.76
609 ART/SCHIMENTI	185.67	140.00	0.00	0.00	325.67
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	8,933.72	1,546.67	365.72	0.00	10,114.67
611 INDUSTRIAL TECH	3,022.78	0.00	1,046.96	0.00	1,975.82
612 STAFF LOUNGE	399.91	0.00	71.18	703.39	1,032.12
613 LIBRARY	792.19	106.00	9.95	0.00	888.24
616 TRANSCRIPT FEES	2,917.95	15.00	0.00	0.00	2,932.95
617 POOL	6,073.76	0.00	0.00	0.00	6,073.76
618 EUROPEAN BOOKS	170.41	0.00	0.00	0.00	170.41
619 AP FRENCH WORKBOOKS	14.00	0.00	0.00	0.00	14.00
620 ART/TREDWAY	463.17	40.00	0.00	0.00	503.17
621 PE FIELDTRIPS	-957.40	854.49	0.00	0.00	-102.91
623 AP LATIN	-8.00	0.00	0.00	0.00	-8.00
624 AP SPANISH	103.01	0.00	0.00	0.00	103.01
625 AP EXAMS**	-18,290.71	19,360.00	48.00	0.00	1,021.29
626 ART/STEVENS	370.47	40.00	0.00	0.00	410.47
627 ART/BRISBOIS	227.96	80.00	0.00	0.00	307.96
628 ENGLISH/MISCELLANEOUS	88.00	0.00	0.00	0.00	88.00
629 IB EXAMS**	0.00	0.00	0.00	0.00	0.00
670 MARQUEE	391.98	0.00	0.00	0.00	391.98
E ADMIN CUSTODIAL ACCOUNTS Totals:	50,266.57	25,144.92	2,836.71	703.39	73,278.17
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	-810.64	0.00	0.00	0.00	-810.64
321 DRAMA	10,977.34	7.00	893.60	0.00	10,090.74
622 SPEECH	-861.93	0.00	0.00	0.00	-861.93
701 NOT IN USE	0.00	0.00	0.00	0.00	0.00
750 FCS	-59.08	60.00	0.00	0.00	0.92
755 GRADUATION EXPENSES	51.19	0.00	0.00	0.00	51.19
760 NOT IN USE	0.00	0.00	0.00	0.00	0.00
770 ADVERTISING	1,351.87	0.00	0.00	0.00	1,351.87
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	10,648.75	67.00	893.60	0.00	9,822.15
G DISTRICT CUSTODIAL ACCOUNTS					
801 NOT IN USE	0.00	0.00	0.00	0.00	0.00
803 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
805 OTHER	35.44	472.00	507.44	0.00	0.00
827 PHYSICS	259.72	0.00	0.00	0.00	259.72
872 NOT IN USE	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	295.16	472.00	507.44	0.00	259.72

ALL Data

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S BANKING					
999 STARTING CASH	0.00	0.00	900.00	0.00	-900.00
S BANKING Totals:	0.00	0.00	900.00	0.00	-900.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-386,341.84	0.00	925.68	0.00	-387,267.52
905 MM EAGLE FUND	-19,409.89	0.00	12.37	0.00	-19,422.26
Z INVESTMENTS Totals:	-405,751.73	0.00	938.05	0.00	-406,689.78
Report Totals:	-31,783.15	161,012.31	72,840.06	0.00	56,389.10

8/22/03 *Julie Newman - Accounting Clerk*
 8/25/03 *Rick Sheehy*

56,389.10+
 1,668.00+
 002
 58,057.10*

ALL Data

Current Cash Balance Report

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A EXTRA CURRICULAR					
1000 FIELDTRIPS	1,747.99	0.00	1,747.99	0.00	0.00
1002 PE FIELDTRIPS	854.49	0.00	854.49	0.00	0.00
1005 BAND TRIP	69,824.64	0.00	69,824.64	0.00	0.00
1010 DC TRIP	-14.00	14.00	0.00	0.00	0.00
1012 HISTORY CLUB TRIP	11,935.00	0.00	11,935.00	0.00	0.00
1013 ORCHESTRA TRIP	9,559.45	0.00	9,559.45	0.00	0.00
1015 FIELDTRIP/OTT	232.14	0.00	232.14	0.00	0.00
1020 FIELDTRIP/SALBERG	887.63	0.00	887.63	0.00	0.00
2000 BAND/ORCHESTRA FEES	4,274.00	0.00	2,872.21	-276.79	1,125.00
2005 CHEER CAMP	5,795.65	699.00	6,611.15	116.50	0.00
2010 CHORAL FEES	-276.79	0.00	0.00	276.79	0.00
2015 DANCE CAMP	4,297.52	0.00	4,181.02	-116.50	0.00
2020 DECA	948.22	0.00	948.22	0.00	0.00
2025 FRENCH CLUB	100.00	0.00	100.00	0.00	0.00
2030 FCCLA	347.66	0.00	347.66	0.00	0.00
2050 INTRAMURALS	599.00	0.00	599.00	0.00	0.00
2060 NATIONAL HONOR SOCIETY	0.00	0.00	0.00	0.00	0.00
2070 VICA	445.00	0.00	445.00	0.00	0.00
2307 GERMAN CLUB	536.00	0.00	536.00	0.00	0.00
3030 LATIN CLUB FEES	31.00	0.00	31.00	0.00	0.00
3050 SPANISH CLUB	100.00	0.00	100.00	0.00	0.00
4230 NOT IN USE	0.00	0.00	0.00	0.00	0.00
5000 ATHLETIC SPORT FEE	6,201.51	0.00	6,201.51	0.00	0.00
5001 NFL NATIONALS	1,224.60	0.00	1,224.60	0.00	0.00
5235 DEBATE PARTICIPATION	565.99	0.00	565.99	0.00	0.00
5240 FORENSIC PARTICIPATION	4.41	0.00	4.41	0.00	0.00
5250 BAND PARTICIPATION	684.34	0.00	684.34	0.00	0.00
5260 CHORAL PARTICIPATION	-177.35	177.35	0.00	0.00	0.00
A EXTRA CURRICULAR Totals:	120,728.10	890.35	120,493.45	0.00	1,125.00
B POST SECONDARY EDUCATION					
6625 AP EXAM FEES	19,360.00	0.00	19,360.00	0.00	0.00
6629 IB EXAM FEES	543.00	0.00	0.00	0.00	543.00
B POST SECONDARY EDUCATION Totals:	19,903.00	0.00	19,360.00	0.00	543.00
Report Totals:	140,631.10	890.35	139,853.45	0.00	1,668.00

8/23/03 *Karla J. Heermann, Accounting Clerk*
Shekher 8-25-03

()**

56,389.10+
 1,668.00+

002

58,057.10*

Current Cash Balance Report

ALL Data

Arranged by:

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A GENERAL FUND EXPENSES					
103 Candy & Pop Refund	-200.00	0.00	0.00	200.00	0.00
109 Public Relations	-8,805.35	0.00	104.74	8,910.09	0.00
115 General Supplies (Internal)	-718.64	0.00	0.00	718.64	0.00
117 Damage and Loss Property	325.94	0.00	0.00	-325.94	0.00
120 Extracurr Transportation	-16,205.59	0.00	0.00	16,205.59	0.00
121 Athletic Transportation	-17,183.48	0.00	0.00	17,183.48	0.00
140 Technology	0.00	0.00	0.00	0.00	0.00
141 Curriculum Support	-58.95	0.00	0.00	58.95	0.00
142 Equipment Replacement	0.00	0.00	0.00	0.00	0.00
143 Building Maintenance	-696.00	0.00	40.00	736.00	0.00
145 Community Counselor Support	145.09	0.00	0.00	-145.09	0.00
146 Academic Awards	250.00	0.00	0.00	0.00	250.00
147 Activity Support/Projects	-5,987.51	0.00	0.00	5,987.51	0.00
148 Special Projects	-1,087.54	0.00	0.00	1,087.54	0.00
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
150 Convention	0.00	0.00	0.00	0.00	0.00
151 Personnel Support	-2,409.99	0.00	408.00	3,111.16	293.17
154 National Competition	0.00	0.00	0.00	0.00	0.00
160 Replacement Account	140.00	0.00	0.00	-140.00	0.00
162 Activity/Sped	0.00	0.00	0.00	0.00	0.00
166 Stategic Plan (Wellness)	-358.55	0.00	0.00	358.55	0.00
199 Bus Checking Bank Charges	48.88	0.00	0.00	-48.88	0.00
A GENERAL FUND EXPENSES Totals:	-52,801.69	0.00	552.74	53,897.60	543.17
B GENERAL FUND REVENUE					
100 Vending Machines-Coca-Cola	44,068.31	3,954.68	0.00	-48,863.46	-840.47
101 Vending Machines-Candy	7,283.35	302.40	0.00	-7,716.95	-131.20
102 Bank Charge Revenue	8.80	0.00	0.00	-8.80	0.00
104 Staff Coke Fund	236.58	77.55	135.00	0.00	179.13
105 Sanitary Machines	10.62	0.00	0.00	0.00	10.62
110 Replacement Fund	0.00	0.00	0.00	0.00	0.00
152 Other Revenue	19,564.00	732.00	0.00	-20,296.00	0.00
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	600.00	0.00	0.00	0.00	600.00
156 Scholarships	0.00	0.00	0.00	0.00	0.00
158 Capital Outlay	15,956.28	0.00	210.00	55,946.61	71,692.89
180 Building Revenue	0.00	0.00	0.00	0.00	0.00
185 C Store Revenue (Convenience store)	27,574.22	0.00	0.00	-27,574.22	0.00
189 American Flag Donations	260.00	0.00	0.00	0.00	260.00
901 Interest on Savings	988.72	98.90	0.00	-1,087.62	0.00
902 Interest on Business Checking	629.01	0.00	0.00	-629.01	0.00
911 Interest on CD	0.00	0.00	0.00	0.00	0.00
B GENERAL FUND REVENUE Totals:	117,179.89	5,165.53	345.00	-50,229.45	71,770.97
C ATHLETICS					
201 Concessions	15,480.61	0.00	0.00	-15,480.61	0.00
202 Athletics	-9,911.59	0.00	353.10	10,264.69	0.00
204 Athletic Clothing	120.00	0.00	0.00	-120.00	0.00
205 Letter Jackets	2,003.18	0.00	0.00	-2,003.18	0.00
206 Activity Tickets	18,717.50	0.00	0.00	-18,717.50	0.00
207 Athletic/Activity Fee	-35.00	19,148.85	0.00	-19,113.85	0.00
209 Summer Camps 2001	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	115,985.25	0.00	1,500.00	80,382.13	194,867.38

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211 Activities	-382.50	0.00	0.00	382.50	0.00
212 Athletic Fundraisers	9,226.18	0.00	0.00	-9,226.18	0.00
213 Summer Clinics	4,770.00	405.00	30.00	0.00	5,145.00
215 Athletic Bank Charges	0.00	0.00	0.00	0.00	0.00
218 Candy Revenue	334.46	0.00	0.00	-334.46	0.00
220 Football	9,512.40	0.00	0.00	-9,512.40	0.00
221 Volleyball	-5,414.48	0.00	0.00	5,414.48	0.00
222 Softball	-476.14	0.00	0.00	476.14	0.00
223 Tennis (Boys)	-1,422.26	0.00	0.00	1,422.26	0.00
224 Tennis (Girls)	-353.20	0.00	0.00	353.20	0.00
225 Golf (Boys)	-1,361.42	0.00	0.00	1,361.42	0.00
226 Golf (Girls)	-992.66	0.00	0.00	992.66	0.00
227 Wrestling	-173.04	0.00	0.00	173.04	0.00
228 Soccer (Boys)	402.63	0.00	0.00	-402.63	0.00
229 Soccer (Girls)	2,767.86	0.00	0.00	-2,767.86	0.00
230 Baseball	-3,537.83	0.00	0.00	3,537.83	0.00
231 Cross Country (B&G)	1,425.34	0.00	0.00	-1,425.34	0.00
232 Basketball (B&G)	12,470.62	0.00	0.00	-12,470.62	0.00
233 Track (B&G)	-3,514.11	0.00	0.00	3,514.11	0.00
234 Swimming (B&G)	-837.15	0.00	0.00	837.15	0.00
235 Gymnastics (B&G)	0.00	0.00	0.00	0.00	0.00
240 Athletic Training	-5,293.60	0.00	0.00	5,293.60	0.00
250 Athletic Transfers	10,000.00	0.00	0.00	-10,000.00	0.00
280 Golf Tournament	11,995.21	0.00	881.16	-11,114.05	0.00
299 Ath Checking Bank Charges	0.00	0.00	0.00	0.00	0.00
915 Interest-Athletic Activity MM	988.65	98.89	0.00	-1,087.54	0.00
917 Interest on Athletic Checking	628.99	0.00	0.00	-628.99	0.00
2200 Summer Football	448.83	2,500.00	560.00	0.00	2,388.83
2221 Summer Volleyball	1,463.50	0.00	0.00	0.00	1,463.50
2222 Summer Softball	161.30	0.00	373.70	0.00	-212.40
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	0.00	0.00	0.00	0.00	0.00
2230 Summer Baseball	212.27	0.00	0.00	0.00	212.27
2231 Summer Girls Basketball	905.47	0.00	0.00	0.00	905.47
2232 Summer Boys Basketball	518.75	0.00	0.00	0.00	518.75
C ATHLETICS Totals:	186,877.89	22,152.74	3,697.96	0.00	205,332.67
D ORGANIZATIONS AND CLUBS					
301 DECA	-12,412.38	12,384.50	0.00	0.00	-27.88
302 French Club	4,794.76	0.00	0.00	0.00	4,794.76
305 Spanish Club	1,326.45	0.00	0.00	0.00	1,326.45
307 German Club	1,456.77	0.00	0.00	0.00	1,456.77
310 National Forensics League	694.78	0.00	0.00	0.00	694.78
311 Environmental Club	380.56	0.00	0.00	0.00	380.56
312 Forensics Club	0.00	0.00	0.00	0.00	0.00
314 Journalism Club	8,891.90	150.00	0.00	0.00	9,041.90
315 Debate Club	537.49	0.00	0.00	0.00	537.49
317 Play Production	2,278.15	2,115.00	0.00	0.00	4,393.15
318 Thespians	-9,618.33	9,062.00	0.00	0.00	-556.33
319 Athletic Trainers	257.08	0.00	0.00	0.00	257.08
395 Fashion Merchandising	0.00	74.31	0.00	0.00	74.31
399 Auditorium Manager	-6,907.80	0.00	0.00	0.00	-6,907.80
409 Band Dept Trips	0.00	0.00	0.00	0.00	0.00

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Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
410 Band	-4,708.93	4,110.00	667.32	0.00	-1,266.25
411 Choir	1,200.31	281.00	0.00	0.00	1,481.31
412 Orchestra	260.89	0.00	0.00	0.00	260.89
413 Entertainment 2000	0.00	0.00	0.00	0.00	0.00
414 Band Fundraising	1,194.75	0.00	0.00	0.00	1,194.75
415 Choir Fundraising	782.60	210.50	0.00	0.00	993.10
416 Orchestra Fundraising	-150.00	0.00	0.00	0.00	-150.00
481 Senior Class	0.00	0.00	0.00	0.00	0.00
482 Junior Class	6,872.36	0.00	0.00	0.00	6,872.36
484 Post Prom Security	-600.00	0.00	0.00	600.00	0.00
499 VICA	515.83	0.00	92.93	0.00	422.90
501 Student Council	2,288.05	0.00	0.00	0.00	2,288.05
502 National Honor Society	5,913.04	0.00	0.00	0.00	5,913.04
503 Drama Club	366.41	0.00	0.00	0.00	366.41
504 Literary Magazine	172.00	0.00	0.00	0.00	172.00
505 GoMadd	336.92	0.00	0.00	0.00	336.92
515 Dance Team	-111.40	3,395.19	3,411.00	0.00	-127.21
516 Cheerleading-Varsity 2002-03	-202.00	3,973.50	3,050.00	0.00	721.50
517 Cheerleading-JV 2002-03	-331.19	3,310.00	2,832.00	0.00	146.81
518 Cheerleading-Freshman 2002-03	-382.42	3,200.00	2,780.00	0.00	37.58
519 Cheerleading Uniforms/Summer Camp	14,428.04	12,029.98	41.50	0.00	26,416.52
521 Yearbook 1999-00	1,109.61	0.00	0.00	0.00	1,109.61
523 Yearbooks 01-02	5,721.09	0.00	0.00	0.00	5,721.09
524 Yearbook 02-03	8,019.89	0.00	128.02	0.00	7,891.87
525 Yearbook 03-04	0.00	0.00	0.00	0.00	0.00
555 FCCLA	280.78	0.00	0.00	0.00	280.78
556 Future Educators of America	420.60	0.00	0.00	0.00	420.60
560 Patriot Post	8,602.31	0.00	0.00	0.00	8,602.31
561 Patriot Post Start Up	349.08	0.00	0.00	0.00	349.08
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
D ORGANIZATIONS AND CLUBS Totals:	44,028.05	54,295.98	13,002.77	600.00	85,921.26
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	-1,620.87	1,227.00	708.00	1,101.87	0.00
600 Intramurals Fundraising	1,703.62	0.00	0.00	-1,101.87	601.75
601 Staff Courtesy Fund	171.48	0.00	180.00	0.00	-8.52
602 Parking	-216.12	0.00	0.00	216.12	0.00
603 Field Trips	-1,171.00	599.00	0.00	572.00	0.00
604 Physical Education Fund	11.38	0.00	0.00	0.00	11.38
605 Pool Maintenance	7,741.73	90.00	0.00	0.00	7,831.73
606 Art Fees	717.80	50.00	0.00	0.00	767.80
607 Book Fines	12,700.49	705.38	0.00	-810.00	12,595.87
610 Information Center	491.23	0.00	0.00	0.00	491.23
611 Advanced Placement	-2,751.50	5,840.00	13.00	0.00	3,075.50
614 Transcript and Test Fees	2,102.96	20.00	0.00	0.00	2,122.96
615 Close-Up	0.00	0.00	0.00	0.00	0.00
616 Clearing Account	0.00	0.00	0.00	0.00	0.00
617 Shop Fees	-12.41	0.00	0.00	12.41	0.00
618 Musical Production	469.04	0.00	0.00	0.00	469.04
621 Graphics Tech	1,143.57	0.00	0.00	0.00	1,143.57
622 Construction Tech	778.07	0.00	0.00	-12.41	765.66
623 Manufacturing Tech	435.91	0.00	0.00	0.00	435.91
624 Power Tech	141.82	0.00	0.00	0.00	141.82

ALL Data

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Date: 07/01/2003 thru 07/31/2003

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Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
625 Science Replacements	-810.00	0.00	0.00	810.00	0.00
627 English Replacements	0.00	0.00	0.00	0.00	0.00
628 Athletic Trainers Class	0.00	0.00	0.00	0.00	0.00
629 Book Club	0.55	0.00	0.00	0.00	0.55
630 Social Studies Texts	2,388.28	0.00	0.00	0.00	2,388.28
632 Lock Replacement	110.00	0.00	0.00	0.00	110.00
635 Library Book Fines	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	816.70	0.00	0.00	0.00	816.70
642 Parenting Support	-1,317.15	0.00	0.00	1,317.15	0.00
645 Family Consumer Science	13.71	0.00	0.00	0.00	13.71
650 Fast Forward	0.00	0.00	0.00	0.00	0.00
655 MSAAS	4.51	0.00	0.00	0.00	4.51
656 Technology Magnet	67.00	0.00	0.00	0.00	67.00
657 I.T. Summer Camp	729.45	0.00	0.00	0.00	729.45
658 Display Cases	2,700.00	0.00	0.00	0.00	2,700.00
660 PAEMST-Science National Award	1,573.42	0.00	0.00	0.00	1,573.42
680 New Frontier (Grants/Donations)	51.61	0.00	0.00	0.00	51.61
681 New Frontier Chuck Wagon	77.71	0.00	0.00	0.00	77.71
682 New Frontier Activity	-957.44	0.00	0.00	957.44	0.00
683 Graduation Expense	0.00	0.00	0.00	0.00	0.00
684 Post-Prom	0.00	0.00	0.00	0.00	0.00
685 Alumni	1,491.32	0.00	0.00	0.00	1,491.32
686 Contributions/Gifts	2,007.81	0.00	0.00	0.00	2,007.81
687 Next Frontier	-556.24	0.00	0.00	556.24	0.00
688 New Addition	-27.90	0.00	0.00	27.90	0.00
699 Parking Security Camera	7,920.00	0.00	0.00	-7,920.00	0.00
E ADMINISTRATIVE CUSTODIAL Totals:	39,120.54	8,531.38	901.00	-4,273.15	42,477.77
F DISTRICT CUSTODIAL					
801 Drivers Education	-5.00	0.00	0.00	5.00	0.00
825 Other District Custodial	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	-5.00	0.00	0.00	5.00	0.00
G INACTIVE ACCOUNTS					
0 No Name acct	0.00	0.00	0.00	0.00	0.00
104 Candy Machine Refund	0.00	0.00	0.00	0.00	0.00
153 MetroCommunity College Rebate	0.00	0.00	0.00	0.00	0.00
157 Jostens	0.00	0.00	0.00	0.00	0.00
175 Mascot Fund	0.00	0.00	0.00	0.00	0.00
203 Cookie Fundraiser	0.00	0.00	0.00	0.00	0.00
208 Summer Camp Clinics	0.00	0.00	0.00	0.00	0.00
214 Basketball Shoes/Shirts	0.00	0.00	0.00	0.00	0.00
316 Art Club	0.00	0.00	0.00	0.00	0.00
400 (D) Music	0.00	0.00	0.00	0.00	0.00
401 (D) Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00
402 (D) Cheerleading - Jr Varsity	0.00	0.00	0.00	0.00	0.00
403 (D) Cheerleading - Freshman	0.00	0.00	0.00	0.00	0.00
404 Cheerleading - Wrestling	0.00	0.00	0.00	0.00	0.00
405 (D) Dance Team	0.00	0.00	0.00	0.00	0.00
508 Yearbook 1996-97	0.00	0.00	0.00	0.00	0.00
509 Yearbook 1997-98	0.00	0.00	0.00	0.00	0.00
510 Yearbook 1998-99	0.00	0.00	0.00	0.00	0.00
511 Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00
512 Cheerleading - Junior Varsity	0.00	0.00	0.00	0.00	0.00

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513 Cheerleading - Freshman	0.00	0.00	0.00	0.00	0.00
522 Yearbook 2000-01	0.00	0.00	0.00	0.00	0.00
608 Foreign Language 1996-97	0.00	0.00	0.00	0.00	0.00
609 Foreign Language 1997-98	0.00	0.00	0.00	0.00	0.00
612 Textbook Replacement	0.00	0.00	0.00	0.00	0.00
613 Technology Consumable	0.00	0.00	0.00	0.00	0.00
619 Portfolios	0.00	0.00	0.00	0.00	0.00
620 Dual Enrollment	0.00	0.00	0.00	0.00	0.00
626 Social Studies Texts 1997-98	0.00	0.00	0.00	0.00	0.00
631 Weight Room Maintenance	0.00	0.00	0.00	0.00	0.00
633 Locker Room Capital Outlay	0.00	0.00	0.00	0.00	0.00
709 Forensics Reimbursement	0.00	0.00	0.00	0.00	0.00
720 Other District Reimbursements	0.00	0.00	0.00	0.00	0.00
905 Interest on Checking	0.00	0.00	0.00	0.00	0.00
910 Certificate of Deposit	0.00	0.00	0.00	0.00	0.00
912 Athletic Certificate Deposit	0.00	0.00	0.00	0.00	0.00
913 Interest-Athletic Activity CD	0.00	0.00	0.00	0.00	0.00
916 Athletic Certificate Deposit #2	0.00	0.00	0.00	0.00	0.00
G INACTIVE ACCOUNTS Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
S Banking					
999 Starting Cash	0.00	0.00	0.00	0.00	0.00
S Banking Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Z INVESTMENTS					
900 Preferred Bus Money Market	-102,097.25	0.00	98.90	0.00	-102,196.15
914 Athletic Bus Money Market	-102,090.50	0.00	98.89	0.00	-102,189.39
Z INVESTMENTS Totals:	<u>-204,187.75</u>	<u>0.00</u>	<u>197.79</u>	<u>0.00</u>	<u>-204,385.54</u>
Report Totals:	<u>130,211.93</u>	<u>90,145.63</u>	<u>18,697.26</u>	<u>0.00</u>	<u>201,660.30</u>

ALL Data

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0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A Extracurricular Activities					
1000 Field Trips	599.00	0.00	599.00	0.00	0.00
2000 Band Cleaning Fee	4,110.00	0.00	4,110.00	0.00	0.00
2005 Choir Cleaning Fee	281.00	0.00	281.00	0.00	0.00
2301 DECA	12,384.50	0.00	12,384.50	0.00	0.00
2302 French Club	0.00	0.00	0.00	0.00	0.00
2305 Spanish Club	0.00	0.00	0.00	0.00	0.00
2307 German Club	0.00	0.00	0.00	0.00	0.00
2312 Forensics	0.00	0.00	0.00	0.00	0.00
2315 Debate Membership	0.00	0.00	0.00	0.00	0.00
2318 Thespian club	9,062.00	0.00	9,062.00	0.00	0.00
2395 Fashion Merchandising	74.31	-74.31	0.00	0.00	0.00
2409 Band Trip	0.00	0.00	0.00	0.00	0.00
2411 Choir Trip	0.00	0.00	0.00	0.00	0.00
2412 Orchestra Trip	0.00	0.00	0.00	0.00	0.00
2499 VICA Trip	0.00	0.00	0.00	0.00	0.00
2502 National Honors Society	0.00	0.00	0.00	0.00	0.00
2503 Drama Membership	2,115.00	0.00	2,115.00	0.00	0.00
2515 Dance Camp	3,167.79	227.40	3,395.19	0.00	0.00
2516 Varsity Cheerleading Camp	3,500.00	0.00	3,500.00	0.00	0.00
2517 JV Cheerleading Camp	3,210.00	100.00	3,310.00	0.00	0.00
2518 Fr Cheerleading Camp	3,200.00	0.00	3,200.00	0.00	0.00
2555 FCCLA	0.00	0.00	0.00	0.00	0.00
2599 Intramurals	1,227.00	0.00	1,227.00	0.00	0.00
3000 Summer Athletic Camps	0.00	0.00	0.00	0.00	0.00
4000 Advanced Placement Tests	0.00	0.00	0.00	0.00	0.00
4050 Peru Early Entry	0.00	0.00	0.00	0.00	0.00
5000 Sport Participating Fee	19,148.85	0.00	19,148.85	0.00	0.00
5020 Band Participating Fee	0.00	0.00	0.00	0.00	0.00
5030 Chorus Participating Fee	0.00	0.00	0.00	0.00	0.00
5040 Debate Participating Fee	0.00	0.00	0.00	0.00	0.00
5050 Forensics Participating Fee	0.00	0.00	0.00	0.00	0.00
5060 Show Choir Participating Fee	0.00	0.00	0.00	0.00	0.00
A Extracurricular Activities Totals:	62,079.45	253.09	62,332.54	0.00	0.00
B Post Secondary Education					
7010 AP Exam Fees	5,840.00	0.00	5,840.00	0.00	0.00
7015 IB	0.00	0.00	0.00	0.00	0.00
B Post Secondary Education Totals:	5,840.00	0.00	5,840.00	0.00	0.00
Report Totals:	67,919.45	253.09	68,172.54	0.00	0.00

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A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	2,218.16	0.00	140.81	0.00	2,077.35
105 PRINCIPALS ADMIN	5,860.88	0.00	2,318.80	0.00	3,542.08
110 BUILDING MAINTENANCE	940.61	0.00	107.43	0.00	833.18
120 AP EXAMS	-5,874.04	9,850.00	0.00	0.00	3,975.96
122 AHLSCHEWEDE GRANT	0.00	0.00	0.00	0.00	0.00
125 CERTIFIED POSTAGE	0.00	0.00	0.00	0.00	0.00
130 COURTESY FUND	31.99	0.00	81.00	0.00	-49.01
135 DRIVER'S EDUCATION	0.00	0.00	0.00	0.00	0.00
138 ELECTRONIC MSG BOARD	-6,651.70	0.00	0.00	0.00	-6,651.70
142 GIFTED	2,264.71	0.00	0.00	0.00	2,264.71
145 GUIDANCE	-33.70	0.00	0.00	0.00	-33.70
150 INFORMATION CENTER	2.97	0.00	0.00	0.00	2.97
152	0.00	0.00	0.00	0.00	0.00
155 KIDSWEAR	0.00	0.00	0.00	0.00	0.00
157 LETTER JACKETS	809.66	0.00	0.00	0.00	809.66
160 PARKING	8,010.77	0.00	301.71	0.00	7,709.06
165 STAFF WELLNESS	197.50	0.00	0.00	0.00	197.50
170 STAFF CLOTHING	1,063.98	0.00	0.00	0.00	1,063.98
172 STAFF VENDING	-3,290.74	0.00	0.00	0.00	-3,290.74
174 TECHNOLOGY REBATES	1,435.30	0.00	0.00	0.00	1,435.30
180 VISITATION	382.92	0.00	0.00	0.00	382.92
181 VENDING - CAT'S DEN	15,291.61	0.00	0.00	0.00	15,291.61
182 VENDING-COKE	10,697.61	0.00	0.00	0.00	10,697.61
183 VENDING - DAHL	5,106.85	0.00	0.00	0.00	5,106.85
184 VENDING - GUMBALL	500.00	0.00	0.00	0.00	500.00
189 WATER FUND	-719.60	0.00	0.00	0.00	-719.60
A ADMINISTRATIVE Totals:	38,245.74	9,850.00	2,949.75	0.00	45,145.99
B ATHLETIC ADMIN					
200 ATHLETIC ADMIN	86,586.76	0.00	1,902.78	-2,317.28	82,366.70
201 AD'S OFFICE	3,548.90	0.00	60.00	0.00	3,488.90
202 Athletic Event Admissions	-1,334.00	0.00	0.00	2,317.28	983.28
203 ATHLETIC PROJECT FUND	11,695.51	0.00	338.27	0.00	11,357.24
205 ATHLETIC TRAINING	5,705.11	0.00	1,017.19	0.00	4,687.92
208 BASEBALL FUNDRAISING	734.36	0.00	0.00	0.00	734.36
210 BOYS BB FUNDRAISING	-595.08	370.00	120.00	0.00	-345.08
212 BOYS GOLF FUNDRAISING	1,519.94	0.00	0.00	0.00	1,519.94
214 BOYS SOCCER FUNDR	-141.10	0.00	0.00	0.00	-141.10
217 COACHES CLINICS	-9.41	0.00	0.00	0.00	-9.41
219 CONCESSIONS	6,464.57	0.00	1,529.27	0.00	4,935.30
220 INTRAMURALS	806.51	14.00	0.00	0.00	820.51
222 FIT CNTR/EQUIPMENT	977.15	0.00	0.00	0.00	977.15
223 FIT CNTR/MAINTENANCE	-386.02	0.00	0.00	0.00	-386.02
225 FOOTBALL CAMPS	4,521.18	885.00	0.00	0.00	5,406.18
226 FOOTBALL LIFT-A-THON	0.00	1,200.00	0.00	0.00	1,200.00
230 GIRLS BASKETBALL FR	1,397.25	0.00	63.73	0.00	1,333.52
233 GIRLS SOCCER FUNDR	101.08	0.00	0.00	0.00	101.08
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	2,529.61	1,320.00	19.83	0.00	3,829.78
250 ST TRAINERS (HOSA)	1.63	0.00	0.00	0.00	1.63
255 SPORTS MEDIA GUIDES	184.55	0.00	0.00	0.00	184.55
258 TRACK FUNDRAISING	-120.14	0.00	0.00	0.00	-120.14

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260 POOL MAINTENANCE	7,826.02	0.00	902.63	0.00	6,923.39
265 VB FUNDRAISING	3,691.91	0.00	0.00	0.00	3,691.91
270 WRESTLING FUNDRAISER	424.88	0.00	81.35	0.00	343.53
272 WRESTLING MAT FUND	3,045.00	0.00	0.00	0.00	3,045.00
275 WRESTLING SCHOLARSHIP	2,000.00	0.00	0.00	0.00	2,000.00
290 METRO	0.00	0.00	0.00	0.00	0.00
295 TOURNAMENTS	1,635.84	0.00	0.00	0.00	1,635.84
299 CORPORATE ADVERTISING	1,051.72	0.00	0.00	0.00	1,051.72
B ATHLETIC ADMIN Totals:	143,963.73	3,789.00	6,035.05	0.00	141,717.68
C ACADEMIC COURSES					
300 AP EUROPEAN TEXT	125.00	0.00	0.00	0.00	125.00
303 AP ECONOMICS TEXT	695.00	0.00	0.00	0.00	695.00
310 AP AMERICAN TEXTBOOKS	165.00	0.00	0.00	0.00	165.00
312 AP PSYCHOLOGY TEXT	1,895.29	0.00	0.00	0.00	1,895.29
320 ART CLASS FEES	11,882.69	0.00	204.71	0.00	11,677.98
325 ART PAINTING FEES	0.00	0.00	0.00	0.00	0.00
330 BUSINESS	45.06	0.00	0.00	0.00	45.06
332 CHEMISTRY	0.00	0.00	0.00	0.00	0.00
335 ENGLISH WORKBOOKS	0.00	0.00	0.00	0.00	0.00
338 FAMILY CONSUMER SCIENCE	231.25	0.00	0.00	0.00	231.25
340 MATH - general	326.08	0.00	0.00	0.00	326.08
345 MATH AP	85.00	0.00	0.00	0.00	85.00
355 PHYSICAL EDUCATION	354.88	2,130.00	0.00	0.00	2,484.88
360 PHYSICS	651.70	0.00	0.00	0.00	651.70
365 SPANISH WORKBOOKS	0.00	0.00	0.00	0.00	0.00
370 VOC DRAFTING	149.10	0.00	0.00	0.00	149.10
371 VOC ELECTRICITY BAKER	0.00	0.00	0.00	0.00	0.00
372 VOC ELECTRIC BOHLKEN	0.00	0.00	0.00	0.00	0.00
373 VOC FOUNDATIONS	68.90	0.00	0.00	0.00	68.90
374 VOC METALS	291.95	0.00	0.00	0.00	291.95
376 VOC WOODS	38.46	0.00	0.00	0.00	38.46
C ACADEMIC COURSES Totals:	17,005.36	2,130.00	204.71	0.00	18,930.65
D CLUBS/ORGANIZATIONS					
400 ART CLUB	0.00	0.00	0.00	0.00	0.00
402 BOOKSTORE (Scratchin Post)	-39.31	0.00	1,492.86	0.00	-1,532.17
403 CLASSICS CLUB	10.76	0.00	0.00	0.00	10.76
405 CULINARY COMPEITION-PRO START	97.51	0.00	0.00	0.00	97.51
407 DEBATE TEAM	-4,918.24	0.00	0.00	0.00	-4,918.24
410 DECA	-10,334.18	2,735.00	0.00	0.00	-7,599.18
411 DRAMA - INTL THESPIANS	594.51	0.00	0.00	0.00	594.51
412 DRAMA PRODUCTION	1,904.29	0.00	16.04	0.00	1,888.25
413 FCCLA FAMILY CARREER	5,312.27	0.00	0.00	0.00	5,312.27
414 FORENSICS TEAM	-3,977.89	0.00	0.00	0.00	-3,977.89
415 FRENCH CLUB	12.96	0.00	0.00	0.00	12.96
416 FOREIGN LANGUAGE CLUB	0.00	0.00	0.00	0.00	0.00
418 FUTURE EDUCATORS	1,048.01	0.00	0.00	0.00	1,048.01
420 GERMAN CLUB	979.49	0.00	0.00	0.00	979.49
425 JUNIOR CLASS	11,027.91	0.00	0.00	0.00	11,027.91
430 LITERARY MAGAZINE	453.00	0.00	0.00	0.00	453.00
433 MATH CLUB	-76.00	0.00	0.00	0.00	-76.00
435 M CLUB	1,397.77	0.00	0.00	0.00	1,397.77
440 MULTI CULTURAL CLUB	-197.31	0.00	0.00	0.00	-197.31

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
445 NATL HONOR SOCIETY	5,556.96	0.00	784.64	0.00	4,772.32
450 NEWSPR (CAT'S EYE VIEW)	-5,429.05	0.00	0.00	0.00	-5,429.05
452 SCIENCE CLUB	539.11	0.00	0.00	0.00	539.11
455 SENIOR CLASS	4,031.68	0.00	0.00	0.00	4,031.68
460 SPANISH CLUB	712.56	0.00	0.00	0.00	712.56
465 SPED BUTTON FUND	215.81	0.00	0.00	0.00	215.81
470 STUDENT COUNCIL	4,679.30	0.00	50.13	0.00	4,629.17
471 STUCO WORKSHOPS	1,000.00	0.00	0.00	0.00	1,000.00
473 VOC ENGINEERING CLUB	14.49	0.00	0.00	0.00	14.49
475 V.I.C.A.	811.13	0.00	0.00	0.00	811.13
480 YEARBOOK (PROWLER)	7,962.89	0.00	2,468.88	0.00	5,494.01
485 YEARBOOK TRIP	296.00	670.00	0.00	0.00	966.00
495 YOUTH MAKING A DIFF	1,644.89	0.00	0.00	0.00	1,644.89
D CLUBS/ORGANIZATIONS Totals:	25,331.32	3,405.00	4,812.55	0.00	23,923.77
E ATHLETIC TEAMS					
500 BASEBALL CONTESTS	203.55	0.00	0.00	0.00	203.55
501 BASEBALL EQUIPMENT	-884.56	0.00	0.00	0.00	-884.56
505 BASKETBALL CON BOYS	648.00	0.00	0.00	0.00	648.00
506 BASKETBALL EQUIP - B	-1,916.96	0.00	0.00	0.00	-1,916.96
510 BASKETBALL CON GIRLS	572.50	0.00	0.00	0.00	572.50
511 BASKETBALL EQUIP G	-3,023.51	0.00	22.32	0.00	-3,045.83
515 CROSS COUNTRY CON	797.62	0.00	0.00	0.00	797.62
516 CROSS COUNTRY EQUIP	1,478.80	0.00	0.00	0.00	1,478.80
520 FOOTBALL CONTESTS	0.00	0.00	0.00	0.00	0.00
521 FOOTBALL EQUIPMENT	60.00	0.00	0.00	0.00	60.00
525 GOLF CONTESTS - BOYS	694.29	0.00	0.00	0.00	694.29
526 GOLF EQUIPMENT - BOYS	1,152.43	0.00	0.00	0.00	1,152.43
530 GOLF CONTESTS - GIRLS	0.00	0.00	0.00	0.00	0.00
531 GOLF EQUIPMENT - GIRLS	2,038.68	0.00	0.00	0.00	2,038.68
535 GYMNASTICS CONTESTS	0.00	0.00	0.00	0.00	0.00
536 GYMNASTICS EQUIPMENT	553.87	0.00	0.00	0.00	553.87
550 SOCCER CONTST BOYS	0.00	0.00	0.00	0.00	0.00
551 SOCCER EQUIP BOYS	11.68	0.00	0.00	0.00	11.68
555 SOCCER CONTST GIRLS	15.00	0.00	0.00	0.00	15.00
556 SOCCER EQUIP GIRLS	689.87	0.00	0.00	0.00	689.87
560 SOFTBALL CONTESTS	0.00	0.00	0.00	0.00	0.00
561 SOFTBALL EQUIPMENT	919.61	0.00	0.00	0.00	919.61
565 SWIM TEAM CONTESTS	151.48	0.00	0.00	0.00	151.48
566 SWIM TEAM EQUIPMENT	388.34	0.00	0.00	0.00	388.34
570 TENNIS CONTESTS - BOYS	669.33	0.00	0.00	0.00	669.33
571 TENNIS EQUIPMENT BOYS	1,458.65	0.00	0.00	0.00	1,458.65
573 TENNIS CONTESTS - GIRLS	588.49	0.00	0.00	0.00	588.49
574 TENNIS EQUIP GIRLS	244.05	0.00	0.00	0.00	244.05
575 TRACK CONTESTS - BOYS	316.89	0.00	0.00	0.00	316.89
576 TRACK EQUIPMENT - BOYS	230.80	0.00	0.00	0.00	230.80
580 TRACK CONTESTS - GIRLS	395.31	0.00	0.00	0.00	395.31
581 TRACK EQUIP - GIRLS	-336.12	0.00	0.00	0.00	-336.12
585 VOLLEYBALL CONTESTS	229.43	0.00	0.00	0.00	229.43
586 VOLLEYBALL EQUIPMENT	130.50	0.00	0.00	0.00	130.50
590 WRESTLING CONTESTS	0.00	0.00	0.00	0.00	0.00
591 WRESTLING EQUIPMENT	576.33	0.00	0.00	0.00	576.33
E ATHLETIC TEAMS Totals:	9,054.35	0.00	22.32	0.00	9,032.03

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
F CHEERLEADERS					
600 MISC CHEERLEADERS	-320.88	0.00	0.00	0.00	-320.88
610 DANCE TEAM	-3,911.78	0.00	0.00	0.00	-3,911.78
612 DANCE TEAM	3,496.33	3,858.80	0.00	0.00	7,355.13
620 FRESHMAN CHEER	6,285.71	2,700.00	0.00	0.00	8,985.71
625 JV CHEERLEADERS	3,679.04	700.00	5,544.85	0.00	-1,165.81
630 VARSITY CHEERLEADERS	11,647.84	0.00	0.00	0.00	11,647.84
635 COMPETITION CHEER	-2,852.26	0.00	0.00	0.00	-2,852.26
F CHEERLEADERS Totals:	18,024.00	7,258.80	5,544.85	0.00	19,737.95
G MUSIC					
700 BAND	2,838.46	0.00	2,412.36	1,479.80	1,905.90
701 BAND UNIFORMS	930.45	2,000.15	0.00	-1,479.80	1,450.80
710 CHORAL MUSIC	7,219.16	2,827.66	5,723.67	0.00	4,323.15
715 COLORGUARD	-58.09	0.00	0.00	0.00	-58.09
720 MUSICAL	367.19	0.00	0.00	0.00	367.19
725 MUSIC TECH/AUDITORIUM	930.73	0.00	987.00	0.00	-56.27
730 ORCHESTRA	825.77	0.00	0.00	0.00	825.77
733 ORCHESTRA TRIP CHI	1,043.00	0.00	0.00	0.00	1,043.00
735 SCULPTURE	896.84	0.00	0.00	0.00	896.84
750 SPOTLIGHT	0.00	0.00	0.00	0.00	0.00
760 BAND TRIP	0.00	0.00	0.00	0.00	0.00
770 CHOIR TRIP	-136.41	1,011.00	0.00	0.00	874.59
775 Tri-M Music Honor Society	422.60	0.00	0.00	0.00	422.60
790 COULTER MUSIC MEMORIAL	550.00	0.00	0.00	0.00	550.00
G MUSIC Totals:	15,829.70	5,838.81	9,123.03	0.00	12,545.48
H TRANSPORTATION					
800 TRANSPORTATION MISC	0.00	0.00	0.00	0.00	0.00
810 TRANS FALL SPORTS	0.00	0.00	0.00	0.00	0.00
820 TRANS SPRING SPORTS	-6,702.71	0.00	0.00	0.00	-6,702.71
830 TRANS WINTER SPORTS	-1,952.60	0.00	0.00	0.00	-1,952.60
840 TRANS FIELD TRIPS	-3,037.59	2,797.30	0.00	0.00	-240.29
845 TRANSPORTATION MUSIC	-1,293.49	0.00	0.00	0.00	-1,293.49
850 TR DEBATE/FOR/DRAMA	-121.00	38.60	0.00	0.00	-82.40
H TRANSPORTATION Totals:	-13,107.39	2,835.90	0.00	0.00	-10,271.49
I ACADEMIC COURSE FINES					
900 FINES	1,320.85	0.00	0.00	0.00	1,320.85
901 FOREIGN LANG FINES	846.35	0.00	0.00	0.00	846.35
902 ENGLISH FINES	901.85	0.00	0.00	0.00	901.85
903 MATH FINES	1,295.98	0.00	0.00	0.00	1,295.98
904 SCIENCE FINES	-197.13	0.00	0.00	0.00	-197.13
906 SOCIAL STUDIES FINES	158.84	0.00	0.00	0.00	158.84
907 BUSINESS FINES	127.46	0.00	0.00	0.00	127.46
I ACADEMIC COURSE FINES Totals:	4,454.20	0.00	0.00	0.00	4,454.20
Y BANKING					
910 STARTING CASH	-9,810.60	0.00	0.00	0.00	-9,810.60
915 UNASSIGNED DEPOSITS	1,556.12	0.00	0.00	0.00	1,556.12
920 CHECKING ACCCOUNT	-605.70	100.34	87.69	0.00	-593.05
930 MONEY MKT INTEREST	2,321.56	3.38	0.00	0.00	2,324.94
940 CD INTEREST	7,050.85	180.83	0.00	0.00	7,231.68
Y BANKING Totals:	512.23	284.55	87.69	0.00	709.09

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-4,366.90	0.00	184.21	0.00	-4,551.11
960 OSB - JUMBO CD	-110,008.91	0.00	0.00	0.00	-110,008.91
Z INVESTMENTS Totals:	<u>-114,375.81</u>	<u>0.00</u>	<u>184.21</u>	<u>0.00</u>	<u>-114,560.02</u>
Report Totals:	144,937.43	35,392.06	28,964.16	0.00	151,365.33

Cynthia M. Hertz 8/26/03

Richard L. Kolonicki 8-26-03
Principal

Current Cash Balance Report

ALL Data

Date: 07/01/2003 thru 07/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR ACTIVITIES					
1000 FIELD TRIPS	2,797.30	0.00	2,797.30	0.00	0.00
1355 PE/LIFETIME FIT FT	2,130.00	0.00	2,130.00	0.00	0.00
2220 INTRAMURAL FEE FUND	14.00	0.00	14.00	0.00	0.00
2407 DEBATE FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	2,105.00	0.00	2,105.00	0.00	0.00
2411 DRAMA-ITS FEE FUND	0.00	0.00	0.00	0.00	0.00
2413 FCCLA FEE FUND	0.00	0.00	0.00	0.00	0.00
2414 FORENSICS FEE FUND	0.00	0.00	0.00	0.00	0.00
2418 FEA FEE FUND	0.00	0.00	0.00	0.00	0.00
2420 GERMAN CLUB FEE FUND	0.00	0.00	0.00	0.00	0.00
2445 NATL HONOR SOC FF	-1.00	0.00	0.00	0.00	-1.00
2460 SPANISH CLUB FEE FUND	0.00	0.00	0.00	0.00	0.00
2475 VICA FEE FUND	0.00	0.00	0.00	0.00	0.00
2485 YEARBOOK	670.00	0.00	670.00	0.00	0.00
2612 DANCE CAMP FEE	1,725.00	0.00	1,725.00	0.00	0.00
2620 FR CHEER CAMP FF	2,700.00	0.00	2,700.00	0.00	0.00
2625 JV CHEER CAMP FF	700.00	0.00	700.00	0.00	0.00
2630 VARSITY CHEER CAMP FF	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	0.00	0.00	0.00	0.00	0.00
2701 BAND UNIFORM FEE	2,000.15	0.00	2,000.15	0.00	0.00
2710 CHOIR FEES	2,171.00	0.00	591.00	0.00	1,580.00
2730 ORCHESTRA FEE FUND	0.00	0.00	0.00	0.00	0.00
2733 ORCHESTRA TRIP FF	1,011.00	0.00	1,011.00	0.00	0.00
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEE	38.60	0.00	38.60	0.00	0.00
A EXTRACURRICULAR ACTIVITIES Totals:	18,061.05	0.00	16,482.05	0.00	1,579.00
B POST SECONDARY EDUCATION					
7120 AP TEST FEES	9,850.00	0.00	9,850.00	0.00	0.00
B POST SECONDARY EDUCATION Totals:	9,850.00	0.00	9,850.00	0.00	0.00
Report Totals:	27,911.05	0.00	26,332.05	0.00	1,579.00

Cynthia M. Hamilt 8-26-03
Richard L. Kolowski 8-26-03
Principal

E.H.
Sept. 22, 2003

Minutes
Board of Education
September 15, 2003

The members of the Board of Education met for a Committee Meeting on Monday, September 15, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Board met in Executive Session to discuss the Superintendent's contract. After the Executive Session the Board of Education and the Superintendent developed their goals for 2003-2004.

PRESENT: Jean Stothert, Mike Pate, Linda Poole, Julie Johnson, and Mike Kennedy.

ABSENT: Brad Burwell

Others in attendance were Keith Lutz,

Mike Pate called the meeting to order.

Comments from the Public: A community member expressed a concern about the 2003-2004 budget.

Motion by Linda Poole, Seconded by Julie Johnson, to go into Executive Session to discuss the superintendent's contract. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

The board and superintendent developed their goals for the 2003-2004 school year.

Mike Pate adjourned the meeting.


CHAIRMAN

AGENDA SUMMARY SHEET

Agenda Item: First reading of Policy 4511

Meeting Date: September 22, 2003

Department: Human Resources

Title and Brief Description: We are completing the examination and updating of the policies and rules in the 4000 series.

Action Desired: First reading of Policy 4511

Background: This policy needs to be reviewed since it was last revised in 1993. I have attached the corresponding rule (4511.1) for your convenience. You will notice the use of ~~strike through~~ for old language, and underline for new language.

Options/Alternatives Considered: N/A

Recommendations: 1st reading of Policy 4511

Strategic Plan Reference:

Implications of Adoption/Rejection: N/A

Timeline: We will continue to bring policies from the 4000 series to you this year.

Responsible Persons: Steve Moore

Assistant Superintendent's Signature:  _____

Superintendent's Signature:  _____

Personnel

Voluntary Early Separation Program

4511

The District may offer a voluntary early separation program for full-time certificated employees and non-certificated administrative employees.

Policy Adopted: September 6, 1983

Revised: September 20, 1993; _____, 2003

Millard Public Schools
Omaha, Nebraska

Personnel

Voluntary Early Separation Program

4511.1

The District may offer a Voluntary Early Separation Program (hereinafter "Program") for certificated employees and non-certificated administrative employees. Upon written application and approval of the Superintendent of Schools and the Board of Education, eligible employees may participate in the Voluntary Early Separation Program. The Program may be reviewed annually for possible modification. Modification shall not affect employees previously participating in the Program.

Purpose of the Program

The major purpose of the Program is to encourage eligible employees who are considering early separation or early retirement to accelerate their plans. Program objectives include but are not limited to the following:

1. To offer financial incentives which will assist long-term Millard Public School District employees considering early separation or early retirement decisions, by providing a financial "bridge" to Social Security and Nebraska School Employees retirement benefits.
2. To reduce District costs by replacing maximum salary employees with lesser salary employees.
3. To provide a better balance of employee experience.
4. To reduce or eliminate the possibility of certificated employee layoffs.

Program Eligibility Requirements and Provisions

1. The employee must be at least fifty-five (55) and have not yet attained sixty-five (65) years of age as of the separation date; and,

The employee must have ~~10~~ ten (10) or more years of credited service in the Millard Public Schools as a certificated employee or non-certificated administrator; provided, however,
2. Prior to age fifty-five (55), an employee who has ~~20~~ twenty (20) or more years of credited service in the Millard Public Schools District as a certificated employee or non-certificated administrator may participate in the Program.

Definitions, Conditions and Limitations

1. Acceptance of an employee's application for the Voluntary Early Separation Program will be considered a voluntary resignation and termination of the employee's continuing contract. Employees participating in the Program cannot return to full-time or part-time regular employment in the District at a later date. Temporary substitute employment and/or consultant service may be considered by the District.
2. Any eligible employee electing to participate in the Program shall be required to complete the school year before retirement commences, unless this requirement is waived by the Board.
3. Employees receiving long-term disability benefits are not eligible to participate in this Program.
4. An employee is not eligible to participate in the Program if his or her employment is terminated by the District.
5. An employee shall not be eligible for benefits under this program if the employee has been on a total of more than a one (1) year leave of absence within the five (5) most recent years of employment prior to voluntary early separation.

6. Years of credited service shall mean:
 - a. Any school year in which an employee is paid by the District for at least 135 days of full-time work as a certificated employee or non-certificated administrator; or,
 - b. Any two (2) school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year as a certificated employee or non-certificated administrator; or,
 - c. Any two (2) school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year as a certificated employee or non-certificated administrator.
 - d. Years of employment as a substitute shall not be counted toward years of service under this plan.
7. Age shall mean the age of a qualified employee on the employee's last day of work for the district.
8. Salary shall mean the employee's final school year base salary from the schedule salary.
9. Monthly ~~B~~benefit ~~A~~amount shall mean the total benefit divided by the number of monthly payments prescribed in the benefit table.
10. Eligible employees with the equivalent of ~~20~~ twenty (20) or more years of full-time service electing to participate in the ~~plan~~ Program prior to age ~~55~~ fifty-five (55) shall receive benefits at the age ~~55~~ fifty-five (55) rate prescribed in the benefit table.

Application Process

1. Eligible employees desiring to take advantage of the Program may do so by submitting a written request to the ~~Personnel~~ Human Resource Office. The written request must be submitted by February 15 of the elected year of separation. The request shall set forth that the employee resigns his or her position, effective at the end of the school-year, upon tender, provided, however, and subject to the acceptance and approval of the employee's request by the Superintendent and the Board ~~of Education~~.
2. The ~~Personnel~~ Human Resource Department shall review the employee's record to determine eligibility for the ~~P~~rogram and make a recommendation to the Superintendent and the Board ~~of Education~~ regarding the request. The Board shall act upon the request by April 15. The action of the Board ~~of Education~~ shall be final, and any employee electing to participate in the ~~early retirement incentive P~~rogram relinquishes all employment rights in the District.

Benefit Table

An eligible employee who has been approved by the Board for participation in the Program shall receive benefits upon the following schedule:

<u>Age</u>	<u>Total Benefit Formula</u>	<u>Number of Monthly Payments</u>
55	Salary x Years x 0.070	120
56	Salary x Years x 0.065	108
57	Salary x Years x 0.060	96
58	Salary x Years x 0.055	84
59	Salary x Years x 0.050	72
60	Salary x Years x 0.045	60
61	Salary x Years x 0.040	48
62	Salary x Years x 0.035	36
63	Salary x Years x 0.025	24
64	Salary x Years x 0.015	12

Payment of Benefits

1. Following separation, ~~Voluntary Early Separation~~ Program payments will be made once each month a payment is due. The participant must elect whether payments will begin in the month October or January, following the date of separation. The election must be designated prior to the employee's separation, and is irrevocable.
2. If the employee dies before all payments have been made, the beneficiary shall receive the remaining payments as established. The District reserves the right to accelerate the remaining payments to a beneficiary in the form of a single lump sum payment.
3. The District shall withhold from any amount payable or to be paid under this Program all federal, state or other taxes as shall be required pursuant to any law or government regulation or ruling-, and any other amounts required by law or court order.

Health, Dental and Life Insurance

Following separation, Program participants may be eligible to continue their health, dental and life insurance coverage; provided, however, the employee pays the premiums and follows the rules set forth by the underwriter and complies with the provisions of COBRA or other applicable law.

Rule Approved: September 6, 1983

Revised: November 17, 1986; September 20, 1993; June 15, 1998; _____, 2003

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

MEETING DATE: September 22, 2003

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires

OPTIONS & ALTERNATIVES: NA

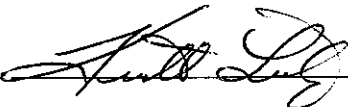
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:  _____

September 22, 2003

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2003-04 school year:

1. Angelique Gunderson – Step 10, MA+30 – Minnesota State University @ Moorhead, MN. Instructional Facilitator @ Norris Elementary (50%). Previous experience: Little Falls, MN (1989-91), Moorhead, MN (1991-94), Eden Prairie, MN (1994-95), Moorhead, MN (1995-99).

AGENDA SUMMARY SHEET

Agenda Item:
Meeting Date:
Department:
Title & Brief
Description:

Collective Bargaining Agreement with Service Employees International Union, Local 226
September 22, 2003
Human Resources & General Administration

The District and SEIU, Local 226 have reached tentative agreement on Custodial / Maintenance employee wages and benefits for the 2003-04 and 2004-05 school years. The agreement provides for the following changes:

- 1) Two year agreement: term of the contract Sept 1, 2004 to Aug 31, 2005.
- 2) Article IV Holidays – Part-time employees will receive 7 paid holidays (an increase of 1). The additional holiday is New Year’s Day.
- 3) Insurance: Effective January 1, 2004 the term life insurance provided by the district shall increase from \$20,000 to \$50,000. The district shall pay the full premium for all full and part-time employees. The District’s Health, Dental, and Life insurance plans will be modified effective January 1, 2004 and January 1, 2005 (see attachments).
- 4) Article XII – Effective with the October 1, 2003 bi-weekly payroll, the wage scale will increase by \$0.25; effective with the September 3, 2004 bi-weekly payroll, the wage scale will increase by an additional \$0.25 (see attachments).
- 5) Article XII – Pay group changes:
 - a) Third Shift High School Custodian I’s assigned to the pool area shall be moved from Group 1 to Group 2.
 - b) Middle School Day Custodial I’s shall be moved from Group 1 to Group 2.
 - c) Warehouse Assistants shall be moved from Group 2 to Group 3.
 - d) Painter I to group 7. Painter II to group 8.
- 6) The rate of buyback of unused sick leave shall increase from \$6.25 to \$7.50.
- 7) Total cost increase is approximately \$198,000 (3.4%) for 2003-04 and \$223,000 (3.7%) for 2004-05.

Action Desired:
Background:
Options And
Alternatives:
Responsible Person:
Superintendent's
Approval:

Approval
Wage increases are in line with other employee groups and budget parameters.

Return to the bargaining table.
Steve Moore, Ken Fossen, Duncan Young

Dental Plan for 2003-05

Benefit Overview	Prior to 1/1/2004	Changes effective 1/1/2004		
	In-Network and Out-of-Network	In-Network	Out-of-Network	
Annual Deductible	Individual	\$0	\$25	\$25
	Family	\$0	\$75	\$75
Individual Annual Maximum	\$1500	\$1500 combined		
Diagnostic & Preventive (no deductible)				
Exams	80%	100%	90%	90%
Cleanings	80%	100%	90%	90%
X-rays	80%	100%	90%	90%
Fluoride Treatment	80%	100%	90%	90%
Sealants	80%	100%	90%	90%
Space Maintainers	80%	100%	90%	90%
Regular Restorative Services (deductible applies)				
Emergency treatment to relieve pain	80%	80%	70%	70%
Fillings, stainless crowns	80%	80%	70%	70%
Simple extractions, surgical services	80%	80%	70%	70%
Major Services (deductible applies)				
Endodontics – root canal therapy	80%	80%	70%	70%
Periodontics – treatment of gum disease	80%	80%	70%	70%
Crowns, inlays, onlays	50%	50%	40%	40%
Bridges and dentures	50%	50%	40%	40%
Repairs and adjustments	50%	50%	40%	40%
Orthodontics	N/A	N/A	N/A	N/A

MPS Health Plan for 2003-05

Benefit Overview	MPS PPO Plan 2003-04 Changes effective 1/1/2004	MPS PPO Plan 2004-05 Changes effective 1/1/2005
Annual Deductible In-network Individual Family Out-of-network Individual Family	\$100 \$200 \$200 \$400	\$100 \$250 \$200 \$500 \$200 \$500 \$400 \$1,000
Co-insurance % In-network Out-of-network	90% 80% 80% 70%	80% 70%
Out-of-Pocket Max, NOT including deductible In-network Individual Family Out-of-network Individual Family	\$625 \$1,250 \$1,250 \$2,500 \$1,250 \$2,500 \$2,500 \$5,000	\$1,250 \$2,500 \$2,500 \$5,000
Supplemental Accident Benefit	First \$300 covered at 100%	
Office Visit Exam Copay In-network Out-of-network	Deductible & Co-insurance Deductible & Co-insurance	Deductible & Co-insurance Deductible & Co-insurance
Prescription Drug Copay	Generic \$5 Preferred Brand \$20 Non-Preferred Brand \$25 Mail Order: 3 copays for 90 day supply	Generic \$5 \$10 Preferred Brand \$20 \$25 Non-Preferred Brand \$25 \$40 Mail Order: 3 copays for 90 day supply
Lifetime Maximum	\$5,000,000	\$5,000,000
Cardiac Rehab	48 36 visits per year maximum	36 visits per year maximum

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT, made and entered into by and between the Service Employees International Union (A.F.L.-C.I.O.) Local 226, hereinafter referred to as the "Union", and the School District Number 17, Douglas County Nebraska, also known as the Millard School District, hereinafter referred to as the "District".

ARTICLE I **Recognition**

The District recognizes the Union as the sole and exclusive bargaining agent for all permanent full-time and part-time employees employed as custodians, grounds maintenance personnel, maintenance personnel, and bus drivers, excluding supervisors, any warehouse clerks, and any substitute and/or summer seasonal employees.

ARTICLE II **Management**

Section 1. The management and direction of the District and direction of the work force, including the right to hire, suspend, discharge, assign jobs, transfer employees within the District, to increase and decrease the work force, determine school calendar, hours of school, hours of work and all other procedures necessary or desirable to provide for the education of the students of District #17 are invested exclusively in the District; and the District specifically reserves the right and prerogatives not abridged or delegated by this Agreement.

Section 2. The District agrees that there shall be no discrimination against applicants or employees because of race, color, creed, sex, age, membership in or non-membership in any labor organization.

ARTICLE III **Definitions**

"Partial-week" shall mean regularly scheduled work of less than 40 hours/week.

"Partial-year" shall mean regularly scheduled work of less than 12 months/year.

"Part-time" shall mean regularly scheduled work that is either partial-year or partial-week or both.

"Full-week" shall mean regularly scheduled work of at least 40 hours/week.

"Full-year" shall mean regularly scheduled work for 12 months/year.

"Full-time" shall mean regularly scheduled work of at least 40/hours/week for 12 months/year.

ARTICLE IV **Holidays**

Full-time employees are eligible for 10 (ten) paid holidays and part-time employees are eligible for 7 (seven) paid holidays according to the following schedule:

Full-time Employees

Labor Day
Thanksgiving Day
Friday Following Thanksgiving
December 24
December 25
December 31
January 1
Spring Break (one day designated by Supt.)
Memorial Day
Fourth of July

Part-time Employees

Labor Day
Thanksgiving Day
Friday Following Thanksgiving
December 24
December 25

January 1

Memorial Day

Employees must work 20 (twenty) days prior to being eligible for holiday pay.

When any of the above holidays falls on the employee's regular work day and such employee does not work on that day, he or she shall receive compensation based upon straight time pay equal to the hours scheduled to be worked by the employee had the day not been a holiday; provided however, that in order to be entitled to such holiday pay an employee must have worked his or her normally scheduled hours on both his or her regularly scheduled work days immediately preceding the holiday and on his or her regularly scheduled work day immediately following the holiday, unless he or she has been excused by the District for reason of illness or some other good cause.

ARTICLE V

Vacation

Full-time employees shall earn vacation with pay in accordance with the following schedule:

1. During the first four years of employment: 3.33 hours bi-weekly to a maximum of 80 hours per year.
2. During the fifth through fourteenth years of employment: 5 hours bi-weekly to a maximum of 120 hours per year.
3. During the fifteenth and subsequent years of employment: 6.67 hours bi-weekly to a maximum or 160 hours per year.

Usage of paid vacation is subject to supervisory approval and must normally be used in full-day increments unless otherwise specifically approved by the employee's supervisor. In an emergency, vacation may be used in full-hour increments.

Paid vacation is accrued each monthly pay period beginning with an employee's first full monthly pay period following his or her anniversary date. After 90 consecutive calendar days of absence due to illness or injury, the employee will no longer accrue additional vacation time.

The maximum amount of paid vacation which may be accrued is equal to the number of days earned in the previous 12 monthly pay periods. Any unused vacation will be forfeited.

On leaving the employment of the District, employees shall be paid for any unused earned vacation.

ARTICLE VI

Paid Leave

Paid leave may be used for personal illness, illness of a member of the employee's immediate family, death of a member of the employee's immediate family, and business and emergency leave. The rules for use of leave are established in Board Policy and Rule.

Each employee shall earn paid leave per month (equal to the average daily hours scheduled per day in a five day work week) for each full month of completed service, and shall be allowed to accumulate such leave to a maximum of 736 hours. Paid leave will be credited at the end of each pay period (for each full month of service the employee works during the school year).

As of July 10th of each year, any employee with unused leave in excess of 640 hours shall be reimbursed for such excess leave at the rate of \$60/day (\$7.50/hr.) and the leave accumulation shall be reduced to 640 hours which shall be carried forward into the following year. This payment for unused leave shall be included in the August payroll. The procedures for payment shall be established by the District.

Each employee retiring after 20 years of service in the District or who is at least 55 years of age with 10 years of service in the District shall receive \$7.50/hr. for each hour of unused accumulated paid leave at retirement.

ARTICLE VII
Hours of Work

Section 1. The District will provide regular full-time employees with forty (40) hours of work per week.

Section 2. All hours worked in excess of forty (40) hours in an employee's regular work week, except as hereinafter provided, shall be paid for at the rate of time and one half the regular rate, but premium pay shall not be pyramided. Hours worked per week shall include paid holidays, and approved paid vacation.

Section 3. Work shall be arranged such that, where possible, employee's scheduled work days shall be on consecutive days.

Section 4. A lunch period without pay of one-half (0.5) hour to each employee will be given and the employee shall be free to leave the premises during such period. Eligible employees are those working five or more hours per day.

Section 5. Each employee will receive one (1) fifteen (15) minute break per four (4) hours worked as scheduled by the employee's direct supervisor. Breaks may not be taken within one (1) hour of the beginning or end of the shift but may be used to extend the lunch period.

Section 6. Each full-week employee whose shift begins on or after 10:00 a.m. shall be compensated for the thirty (30) minute lunch period each work day and within the work week established in Section 1.

ARTICLE VIII
Insurance

Full-time Employees: For each eligible full-time employee the District shall pay the full premium for single health coverage or family health coverage for those with eligible dependents; and, the full premium for single dental coverage; and, the full premium for \$20,000 (\$50,000 effective 1/1/2004) term life coverage; and, the full premium for long-term disability coverage. Each eligible full-time employee may purchase family dental coverage by paying the additional premium through payroll deduction. Additional life insurance benefits may be purchased by the employee pursuant to the terms and conditions of the District's life insurance policy.

Part-time Employees: Each eligible part-time employee employed at least 17.5 hours per week shall be eligible to participate in the Health and Dental Plans provided by the District subject to the following conditions: the District shall pay one-half the premium for single health coverage, or one-half the premium for family health coverage for those with eligible dependents, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium for the elected single or family coverage. The District shall pay one-half the premium for single dental coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium for the elected single or family coverage. Each eligible part-time employee employed at least 17.5 hours per week shall be eligible to participate in the District's \$20,000 (\$50,000 effective 1/1/2004) term life insurance plan and the District shall pay the premium. Additional life insurance benefits may be purchased by the employee pursuant to the terms and conditions of the District's life insurance policy.

Cash Option: Full-time employees who have been continuously employed full-time by the district during the 96-97 and subsequent school years (prior to July 31, 1997) may exercise a cash option in lieu of single or family health and dental insurance in accordance with the cash option plan adopted by the District. Full-time employees who have not been continuously employed full-time by the district during the 96-97 school year (prior July 31, 1997) will not be eligible to participate in the cash option plan.

ARTICLE IX
Seniority

The District recognizes the principle of seniority in connection with promotion, transfer, reorganization, reduction in force, reclassification of job description, layoff, or reemployment after layoff to the extent that where, in the judgement

of the Administration, the qualification of the employees involved performing the work are substantially the same, the employee having the longer term of continuous service shall be given the preference as hereinafter provided in Article X, Section 3. Seniority shall be defined as the total length of continuous full-time service with the School District of Millard and shall date from the effective date of full-time employment.

ARTICLE X

Probation, Discharge, Demotion, Job Posting, and Reduction-in-Force

Section 1. **Probation:** Each beginning employee shall have a probationary period of sixty (60) working days.

Section 2. **Discharge and Demotion:** No full-time employee covered by this agreement, who has successfully completed the probationary period, shall be demoted or discharged except for just cause. If at the end of the probationary period the District continues his or her employment, the full-time employee shall have all rights and privileges of a full-time employee covered by this agreement.

Section 3. **Job Posting:** In the event a job opening occurs by reason of retirement, transfer, death, discharge, resignation or creation of a new position, all employees will be notified of the opening by posting on the bulletin board. Any employee may then apply for that opening by notifying the District's Personnel Office in writing.

In the selection of an applicant by the School District to fill a job opening, consideration shall be on the basis of the most qualified applicant for the position which shall include, but not be limited to: training and experience in the type of work required by the position. The administration will review the qualifications of each applicant and determine who is the most qualified. In the event the administration determines the qualifications of the applicants to be substantially the same, the applicant having the greater seniority shall be selected to fill the position.

No full-time employee will be considered for a job opening in the same job description within a wage group who has not served at least one hundred and eighty (180) calendar days in the present job unless the new opening is for a shift change (night to days or days to nights). Any full-time employee who changes job assignments shall be granted a period of two (2) weeks from the first day of his or her performance of the new job assignment to return to his or her former assignment if he or she so desires.

Section 4. **Promotion:** When a full-time employee moves to a different full-time job description, the employee will be given ninety (90) calendar days from the first day of his or her performance of the new job assignment to demonstrate the ability to successfully perform the job responsibilities. An employee who does not demonstrate the ability to successfully perform the job responsibilities will be reassigned to the first available position for which he or she is qualified.

Section 5. **Reduction-in-force:** In the event of reorganization, reclassification of job description, reduction in force, or layoff, any full-time employee whose position or job has been eliminated, or who has been replaced by a person with more seniority because of reorganization, reclassification of job description, reduction in force, or layoff shall, if qualified, be permitted to move into the existing position and replace another employee in the same or lower wage group who has less seniority.

Any employee who has been laid off shall be placed on a recall list in order of length of service for a period of twelve (12) months following his or her last day of work. When vacancies occur, after internal job changes, individual on the recall list shall be given first priority for reemployment to any position for which he or she is qualified. Notification of the vacancy shall be made in writing to the last known address of the persons involved with a copy to the Union.

ARTICLE XI

Grievances

- (A) Any complaint, disagreement or difference of opinion between the District, the Union or the employees covered by the Agreement concerning application of the terms of this Agreement will be considered a grievance.

- (B) Any employee or the Union may present a grievance. Any grievance which is not presented within fifteen (15) days following the event giving rise to such a grievance shall be forfeited and waived by the aggrieved party. The procedure for handling grievances shall be as follows:

The grievant shall first take up the grievance by presenting it to their immediate supervisor. If the grievance is not satisfactorily adjusted with five (5) days from the meeting with the supervisor, the employee or the Union representative shall present the grievance in writing to the Associate Superintendent for General Administration or his or her designated representative. Said written presentation shall clearly set forth the issues and contentions of the aggrieved party.

- (C) The Associate Superintendent for General Administration or his or her designated representative shall within ten (10) days from the day it was received, make a determination and submit to the aggrieved party his or her answer in writing.
- (D) If the Associate Superintendent for General Administration or his or her designated representative does not satisfactorily settle the grievance within ten (10) days from the date it is presented to him or her, the employee or the Union may appeal the grievance to the Superintendent of Schools or his or her designated representative. Such appeal shall be presented, in writing, to the office of the Superintendent of Schools within twenty (20) days of the date that the grievance was presented to the Associate Superintendent for General Administration or ten (10) days after the determination made by the Associate Superintendent for General Administration whichever date is later.
- (E) The Superintendent of Schools or his or her designated representative shall, within thirty (30) days from the date it is presented to him or her, make a determination as to the grievance in writing. If that determination is not satisfactory to the aggrieved party, it may be appealed to the Board of Education within thirty (30) days of the date of the Superintendent's decision. At its next meeting, the Board shall hear the grievance in open or closed session in accordance with law, and the decision of the Board shall be rendered within thirty (30) days of said hearing.
- (F) Definitions:
Days shall mean calendar days.

ARTICLE XII
Wages
Effective 10/1/2003 Payroll

Wage Group	Position	Hourly rate of pay				
		Year 1	2-10	w/LSI 11-15	w/LSI 16-20	w/LSI 21+
PART-TIME: PT	Custodian	\$10.08	10.48	10.73	10.98	11.23
FULL-TIME: Group 1	Custodian I Project Custodian	\$12.19	12.64	12.89	13.14	13.39
Group 2	High School Third Shift Pool Custodian I Middle School Day Custodian I Delivery Driver High School Department Head	\$12.55	13.00	13.25	13.50	13.75
Group 3	Custodian II (Elementary and DSAC) Warehouse Assistant	\$12.71	13.16	13.41	13.66	13.91
Group 4	District Grounds Assistant Senior High Grounds Assistant	\$12.97	13.42	13.67	13.92	14.17
Group 5	Custodian III (Middle Sch Engineer) District Grounds Leader	\$13.53	13.98	14.23	14.48	14.73
Group 6	Senior High Engineer (Day or Night) Central Mid Sch Engineer Central Mid Sch Custodian/Engineer Maintenance Mechanic Preventive Maintenance Engineer Carpenter Assistant	\$14.37	14.82	15.07	15.32	15.57
Group 7	Painter I	\$15.59	16.04	16.29	16.54	16.79
Group 8	Carpenter Auto Mechanic Painter II	\$16.63	17.08	17.33	17.58	17.83
Group 9	Chief Engineer Mechanical Technician	\$19.18	19.63	19.88	20.13	20.38

Wages
Effective 9/3/2004 Payroll

<u>Wage Group</u>	<u>Position</u>	<u>Hourly rate of pay</u>				
		<u>Year 1</u>	<u>2-10</u>	<u>w/LSI 11-15</u>	<u>w/LSI 16-20</u>	<u>w/LSI 21+</u>
PART-TIME: PT	Custodian	\$10.33	10.73	10.98	11.23	11.48
FULL-TIME: Group 1	Custodian I Project Custodian	\$12.44	12.89	13.14	13.39	13.64
Group 2	High School Third Shift Pool Custodian I Middle School Day Custodian I Delivery Driver High School Department Head	\$12.80	13.25	13.50	13.75	14.00
Group 3	Custodian II (Elementary and DSAC) Warehouse Assistant	\$12.96	13.41	13.66	13.91	14.16
Group 4	District Grounds Assistant Senior High Grounds Assistant	\$13.22	13.67	13.92	14.17	14.42
Group 5	Custodian III (Middle Sch Engineer) District Grounds Leader	\$13.78	14.23	14.48	14.73	14.98
Group 6	Senior High Engineer (Day or Night) Central Mid Sch Engineer Central Mid Sch Custodian/Engineer Maintenance Mechanic Preventive Maintenance Engineer Carpenter Assistant	\$14.62	15.07	15.32	15.57	15.82
Group 7	Painter I	\$15.84	16.29	16.54	16.79	17.04
Group 8	Carpenter Auto Mechanic Painter II	\$16.88	17.33	17.58	17.83	18.08
Group 9	Chief Engineer Mechanical Technician	\$19.43	19.88	20.13	20.38	20.63

Career Compensation

The District may maintain and administer a Career Compensation Model for selected employees of the District. The policies, procedures, implementation and all decisions related thereto shall be the responsibility of the District; provided however, from time to time, the District may receive input from the Union.

Long Service Increment

The wage scale includes recognition for long service with the district. Full-time employees shall be compensated based up their year of service in the district as calculated from the employee's seniority date. Year 1 means the employee's first year with the district as a full-time employee covered by this contract. Part-time employees year of service shall be calculated from the from the employee's date of hire as a part-time custodian. Wage adjustments due to a change in years of service shall be effective with the beginning of the pay period following the employee's anniversary date. Eligibility for long service increment will begin on the first day of the monthly pay period following the employee's anniversary date.

The District will pay to each qualified employee the following long service increment:

- 1) An additional 25¢ per hour to each full-time employee who has completed 10 years of consecutive full-time service.
- 2) Another additional 25¢ per hour to each full-time employee who has completed 15 years of consecutive full-time service.
- 3) Another additional 25¢ per hour to each full-time employee who has completed 20 years of consecutive full-time service.

ARTICLE XIII Safety Committee

The Union shall elect or appoint an employee covered by this agreement to serve on the District's Safety Committee. The term of this representative shall be two (2) years and reappointment may occur. Each employee covered by this agreement shall have the opportunity to express interest in serving on the Committee.

ARTICLE XIV Leaves of Absence

Section 1. An employee in the military service will have reinstatement rights provided he or she qualifies for the provisions of the existing laws pertaining to the reinstatement of veterans.

Section 2. Any employee with seniority elected or appointed to public office which public office requires his absence from employment may make written application for a leave of absence for the period of his first term of active service in such elected office. Additional leaves of absence after the first term of active service in the elected office may be granted at the option of the District upon written application of the employee.

Section 3. Upon written request by the Union, the District will grant a special leave of absence to employees who accept a full-time job with the Local or International Union. Such special leave of absence shall be limited to a period of one (1) year, but will be renewed upon application to the District by employee before the expiration of his leave.

Section 4. Any employee granted a leave of absence under Sections 2 and 3 of this Article shall be re-employed at the expiration of the leave at the then current rate of pay if there is sufficient work available which he or she is capable of doing and to which he or she may be entitled on the basis of seniority. Seniority will accumulate during the period of such leaves.

Section 5. Upon written request by the Union, the District, will grant a leave of absence to employees for the conduct of Union business (such as attendance at conferences, conventions, and classes) subject to the following conditions:

- (a) The leave must not unreasonably interfere with the orderly performance of duties of the employees requesting such leave.

- (b) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if the leave request is for Section 6 issues involving other employers and sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.
- (c) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.
- (d) No more than three employees on any date shall be on a leave of absence under this Section and the District is not required to grant leaves of absence to employees when such leaves of absence immediately follow a leave of absence granted to another employee.
- (e) No individual employee shall request or receive in any contract year more than eighty (80) hours leave of absence under this Section and the total number of hours granted for leaves of absence under this Section to all employees shall not exceed 240 hours during the contract year.
- (f) Leave under this section will not be considered a break in continuous service.

Section 6. The Union shall designate to the District in writing individual employees selected and/or appointed as Chief Steward, Assistant Chief Steward, Job Stewards, and officers of the Union. Such designated representatives shall be entitled to a leave of absence for the purposes of representing Millard District employees covered by this agreement in: (1) collective bargaining; (2) grievance hearings if requested by the grievant; (3) investigation of a grievance if requested by the grievant; and (4) if requested by the employee, attendance at a meeting between an employee and his or her supervisor where such employee reasonable believes the meeting might result in disciplinary action. Such leave will also be granted to such designated representatives for the purpose of representing non-Millard District employees in the four areas stated immediately above with other employers who have collective bargaining agreements with the Union. Such leave is subject to the following conditions:

- (a) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.
- (b) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.
- (c) No more than one representative shall be present at any meeting occurring in Article XIV, Section 6, purpose number (4).
- (d) Leave under this section will not be considered a break in continuous service.

ARTICLE XV

Acts in Violation of Laws or Orders

Nothing in the Agreement shall be construed to require either party to act in violation of any State or Federal law of any Presidential Order and in the event such conditions should arise, this Agreement should be considered modified to the extent necessary to comply with the law.

**ARTICLE XVI
Department Heads**

The district has and the Union recognizes the right of the District to select and assign members of the collective bargaining unit as a Department Head. The employee selected shall be by application and at the time of selection be and shall remain a member of the department for which the employee is to represent as the Department Head.

The selection of the employee shall be made by the District and no provision of this Agreement, whether job posting, seniority or otherwise, shall apply or to limit the exercise of this right by the District.

The Department Head shall continue to perform his or her assigned duties as a member of the Department, and as Department Head, will have additional duties and shall receive extra compensation for the performance of the additional duties as Department Head. The rate or amount of the compensation shall be determined and established by the District and is not to be construed or subject to any approval by the Union or duty by the District to negotiate or bargain with the Union with respect to the compensation.

**ARTICLE XVII
Payroll Deductions**

Payroll deductions will be allowed for Union dues subject to rules and regulations set forth by District policy.

**ARTICLE XVIII
Miscellaneous**

A separate bulletin board will be provided by the District where the Union may post notices pertaining to union affairs. No scandalous or obscene matter, no matters not otherwise pertaining to proper Union business and affairs, will be posted.

**ARTICLE XIX
Term of Contract**

This agreement shall be in full force and effect from September 1, 2003 to and including August 31, 2005.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed on this 22nd day of September, 2003.

SCHOOL DISTRICT NO. 17,

**SERVICE EMPLOYEES INTERNATIONAL
UNION (A.F.L. – C.I.O.) LOCAL 226**

BY _____

BY _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Peru State College Early Entry Program

MEETING DATE: September 22, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Peru State College Early Entry Program Update

ACTION DESIRED: INFORMATION ONLY X

BACKGROUND: On November 20, 1995, the Millard Public Schools approved participation by the three high schools in the Peru State College Early Entry Program. This program allows students enrolled in selected Advanced Placement courses to either take the course for high school credit, take the Advanced Placement test at the end of the academic year, or pay tuition and receive transferable credit through Peru State College. Instructors who have a master's degree plus 18 hours in the respective field must teach those courses approved for this program. By offering an alternative to students who might wish to earn college credit through other than A.P. testing, student total effort can be credited. Tuition for the 2002-2003 academic year was \$93.25 per credit hour. During the 2002-2003 academic year, 271 students earned 821 college credits. The attached documents provide a comprehensive update on student participation in this program.


RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

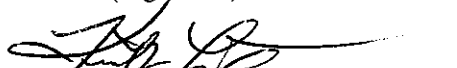
TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Judy Porter, Dr. Dorothy Farr, Dr. Deb Kolc,
and Vicki Kaspar

ASSOCIATE SUPERINTENDENT'S APPROVAL:


(Signature)

SUPERINTENDENT'S APPROVAL:


(Signature)

BOARD ACTION:

Peru State Early Entry Program

Students who enroll in Advanced Placement courses do so for many reasons; some wish the challenge of an AP course without the pressure of the AP exam and some wish to take the AP exam at the end of the year in hopes of securing a qualifying score which will result in college credit being granted for their efforts in high school. The Peru State College Early Entry Program offers AP students yet another alternative.

This program allows students to take specified AP courses in high school and receive credit for its corresponding course from Peru State College. The courses currently being offered in the Millard Public Schools are as follows:

<u>MPS Credit</u>	<u>for</u>	<u>Peru State Credit</u>
AP English (1 st Sem.)		Eng 101 English Composition - 3 hrs
AP English (2 nd Sem.)		Eng 202 Appreciation of Literature - 3 hrs
AP U. S. History (1 st Sem.)		His 113 American History Before 1865 - 3 hrs
AP U. S. History (2 nd Sem.)		His 114 American History After 1865 - 3 hrs
AP Calculus (1 st Sem.)		Math 225 Calculus w/ Analytical Geometry I - 5hrs
AP Calculus (2 nd Sem.)		Math 226 Calculus w/ Analytical Geometry II - 5hrs
AP Economics-Macro (2 nd Sem.)		Economics 220 Principles of Macro-Economics – 3 hrs
AP Psychology (1 st or 2 nd Sem.)		Psychology 121 Introduction to Psychology – 3 hrs

Peru State College, the Division of Continuing Education, and the respective academic divisional chairs have reviewed approved courses. In addition, Millard teachers who have a minimum of a Master's Degree plus 18 hours in the field teach approved courses. Their credentials and vita are also subject to review. Standards for Early Entry courses are set by the public colleges and universities in Nebraska in conjunction with the Nebraska Coordinating Commission for Higher Education.

Students who enroll as Early Entry (EE) students establish a transcript just like any other Peru State student, and after high school graduation, they transfer the credit earned to the college of choice. Peru has conducted EE courses through many schools over the past 20 years, and the transferability of credit has not been an issue. Accredited colleges and universities generally accept each other's credits.

The cost of the program to the students was \$93.25 per credit hour during the 2002-2003 academic year. Each year, Peru State College pays back to the school district \$10.00 per credit hour generated. These monies are distributed back to the buildings based upon enrollment in the program.

During the second semester of 1995-1996, 134 student registrations resulted in 418 hours of earned college credit. In 1996-1997, 158 student registrations earned 510 credit hours. In 1997-1998, 112 student registrations resulted in 359 earned credit hours. In 1998-1999, the program had 282 student registrations resulting in 893 earned credit hours. In the 1999-2000 academic year, 342 students earned 1085 college credits. In the 2000-2001 academic year, 330 students earned 1053 credits. In the 2001-2002 academic year, 254 students earned 785 credits. Finally, during the 2002-2003 academic year, 271 students earned 821 credits.

Peru State Early Entry Program

Program Participation: Number of Students/Course/Semester By Building

1995-1996 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Spanish		AP Economics	AP Psychology	Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2 nd	2 nd	2 nd	1 st	2 nd
MNHS						44	44	2	2			46	46
MSHS	7	13	13									13	20
MWHS	1	4	4									4	5
Total Students	8	17	17			44	44	2	2			63	71
1996-1997 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Spanish		AP Economics	AP Psychology	Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2 nd	2 nd	2 nd	1 st	2 nd
MNHS				2	2	22	22	2	2			26	26
MSHS	8	23	20	3	1	9	10					35	39
MWHS	4	13	15									13	19
Total Students	12	36	35	5	3	31	32	2	2			74	84
1997-1998 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Spanish		AP Economics	AP Psychology	Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2 nd	2 nd	2 nd	1 st	2 nd
MNHS				1	1	21	21	1	1			23	23
MSHS	1	14	8	3	2	11	11					28	22
MWHS	4	6	6									6	10
Total Students	5	20	14	4	3	32	32	1	1			57	55
1998-1999 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Spanish		AP Economics	AP Psychology	Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2 nd	2 nd	2 nd	1 st	2 nd
MNHS						34	30	1	1		20	35	51
MSHS	9	22	20	11	6	19	17			9	21	52	83
MWHS		27	25							1	9	27	35
Total Students	9	49	45	11	6	53	47			10	50	114	179
1999-2000 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Spanish		AP Economics	AP Psychology	Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2 nd	2 nd	1 st	2 nd	1 st
MNHS		31	22	7	4	42	34				22	80	82
MSHS	13	25	24	6	6	16	14			9	10	57	89
MWHS		8	8							4	4	12	12
Total Students	13	64	54	13	10	58	48			13	10	149	183
2000-2001 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Spanish		AP Economics	AP Psychology	Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2 nd	2 nd	1 st	2 nd	1 st
MNHS		17	13	7	5	30	40				9	54	67
MSHS	6	37	33	9	2	18	18	No longer offered as part of Peru curriculum			12	76	89
MWHS	11	10	12							2	9	10	34
Total Students	17	64	58	16	7	48	58			2	12	140	190

17.

Peru State Early Entry Program

Program Participation: Number of Students/Course/Semester By Building

2001-2002 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Economics	AP Psychology		Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	2nd	1st	2nd	1st	2nd
MNHS	0	28	30	0	0	17	21		0	13	45	64
MSHS	5	16	12	6	2	11	11		0	37	33	67
MWHS	0	12	10	0	1	0	0	3	15	4	27	18
Total Students	5	56	50	6	3	28	32	3	15	54	105	149

2002-2003 Sem.	AP Biology	AP English		AP Calculus		AP US History		AP Economics	AP Psychology		Total	
	2nd	1st	2nd	1st	2nd	1st	2nd	2nd	1st	2nd	1st	2nd
MNHS	0	49	40	2	1	22	18	3	0	14	73	76
MSHS	0	19	18	1	0	11	9	3	25	25	56	55
MWHS	0	0	7	0	0	0	0	2	4	1	4	10
Total Students	0	68	65	3	1	33	27	5	29	40	133	138

**Peru State Early Entry Program
Credit Hours Calculation**

2002-2003	# students	Cred Hrs	Total Cred		2001-2002	# students	Cred Hrs	Total Cred
AP Bio - 2	0	4	0		AP Bio - 2	5	4	20
AP Eng - 1	68	3	204		AP Eng - 1	56	3	168
AP Eng - 2	65	3	195		AP Eng - 2	52	3	156
AP Calc - 1	3	5	15		AP Calc - 1	6	5	30
AP Calc - 2	1	5	5		AP Calc - 2	3	5	15
AP US Hist - 1	33	3	99		AP US Hist - 1	28	3	84
AP US Hist - 2	27	3	81		AP US Hist - 2	32	3	96
AP Econ - 2	5	3	15		AP Econ - 2	3	3	9
AP Psych - 1	29	3	87		AP Psych - 1	15	3	45
AP Psych - 2	40	3	120		AP Psych - 2	54	3	162
Total	271		821		Total	254		785
2000-2001	# students	Cred Hrs	Total Cred		1999-2000	# students	Cred Hrs	Total Cred
AP Bio - 2	17	4	68		AP Bio - 2	13	4	52
AP Eng - 1	64	3	192		AP Eng - 1	64	3	192
AP Eng - 2	58	3	174		AP Eng - 2	54	3	162
AP Calc - 1	16	5	80		AP Calc - 1	13	5	65
AP Calc - 2	7	5	35		AP Calc - 2	10	5	50
AP US Hist - 1	48	3	144		AP US Hist - 1	58	3	174
AP US Hist - 2	58	3	174		AP US Hist - 2	48	3	144
AP Econ - 2	2	3	6		AP Econ - 2	13	3	39
AP Psych - 1	12	3	36		AP Psych - 1	10	3	30
AP Psych - 2	48	3	144		AP Psych - 2	59	3	177
Total	330		1053		Total	342		1085
1998-1999	# students	Cred Hrs	Total Cred		1997-1998	# students	Credit Hrs	Total Cred
AP Bio - 2	9	4	36		AP Bio - 2	5	4	20
AP Eng - 1	49	3	147		AP Eng - 1	20	3	60
AP Eng - 2	45	3	135		AP Eng - 2	14	3	42
AP Calc - 1	11	5	55		AP Calc - 1	4	5	20
AP Calc - 2	6	5	30		AP Calc - 2	3	5	15
AP US Hist - 1	53	3	159		AP US Hist - 1	32	3	96
AP US Hist - 2	47	3	141		AP US Hist - 2	32	3	96
AP Span - 1	1	5	5		AP Span - 1	1	5	5
AP Span - 2	1	5	5		AP Span - 2	1	5	5
AP Econ - 2	10	3	30		AP Econ - 2	0	3	0
AP Psych - 1	0	3	0		AP Psych - 1	0	3	0
AP Psych - 2	50	3	150		AP Psych - 2	0	3	0
Total	282		893		Total	112		359
1996-1997	# students	Cred Hrs	Total Cred		1995-1996	# students	Cred Hrs	Total Cred
AP Bio - 2	12	4	48		AP Bio - 2	8	4	32
AP Eng - 1	36	3	108		AP Eng - 1	17	3	51
AP Eng - 2	35	3	105		AP Eng - 2	17	3	51
AP Calc - 1	5	5	25		AP Calc - 1	0	5	0
AP Calc - 2	3	5	15		AP Calc - 2	0	5	0
AP US Hist - 1	31	3	93		AP US Hist - 1	44	3	132
AP US Hist - 2	32	3	96		AP US Hist - 2	44	3	132
AP Span - 1	2	5	10		AP Span - 1	2	5	10
AP Span - 2	2	5	10		AP Span - 2	2	5	10
AP Econ - 2	0	3	0		AP Econ - 2	0	3	0
AP Psych - 1	0	3	0		AP Psych - 1	0	3	0
AP Psych - 2	0	3	0		AP Psych - 2	0	3	0
Total	158		510		Total	134		418

19.

AGENDA SUMMARY SHEET

**Enclosure I.2.
September 22, 2003**

AGENDA ITEM: Advanced Placement Program Report

MEETING DATE: September 22, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Advanced Placement Program Report
The three attached reports were compiled by Dr. Dorothy Farr at Millard North, Vicki Kaspar at Millard South, and Dr. Deb Kolc at Millard West. Their reports comprise the program figures for the 2002-2003 school year.

ACTION DESIRED: INFORMATION ONLY X

BACKGROUND: The Millard Public Schools offered its first Advanced Placement course in 1979. During the 2002-2003 academic year, schools provided sixteen A.P. courses. These included: American History, Biology, Calculus, Chemistry, Computer Science, English (Literature), European History, French, German, Latin, Macro Economics, Music Theory, Physics, Psychology, Spanish, and Statistics. Students also take A.P. tests in areas for which A.P. courses are not currently offered. Examples this past year include: English (Language), Government & Politics (U.S.), and World History. Summarized data from the three attached reports are listed below. The cost of taking a 2003 A.P. exam was \$80.00.

	North High			South High			West High			District Totals		
	00-01	01-02	02-03	00-01	01-02	02-03	00-01	01-02	02-03	00-01	01-02	02-03
Course Enrollment	598	578	599	489	521	625	702	629	669	1789	1728	1893
Test Enrollment	201	210	201	67	81	69	100	101	114	368	392	384
No Course/ Tests Provided (not included in numbers above)	14	22	26	0	0	0	0	0	0	14	22	26

OPTIONS AND ALTERNATIVES CONSIDERED: N/A

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Judy Porter

ASSOCIATE SUPERINTENDENT'S APPROVAL: Maitha Bruckner
(Signature)

SUPERINTENDENT'S APPROVAL: [Signature]
(Signature)

BOARD ACTION:

20.

AP Program 02-03								
	NHS Enrollment		SHS Enrollment		WHS Enrollment		Total Enrollment	
	Course	Test	Course	Test	Course	Test	Course	Test
American History	72	22	35	4	71	14	178	40
Biology	62	17	36	5	67	7	165	29
Calculus	23	19	34	9	61	17	118	45
Chemistry	45	17	25	3	51	6	121	26
Computer Science	17	2	4	0	12	6	33	8
English Literature	126	23	60	6	69	12	255	41
European History	38	16	107	18	142	27	287	61
French	3	2	13	1	13	0	29	3
German	11	2	10	0	27	1	48	3
Latin	12	1	0	0	0	0	12	1
Macro Economics	16	8	8	1	16	3	40	12
Music Theory	7	0	8	1	6	0	21	1
Physics	22	10	20	0	12	8	54	18
Psychology	67	33	191	5	48	6	306	44
Spanish	41	10	42	0	23	5	106	15
Statistics	37	19	32	16	51	2	120	37
Totals	599	201	625	69	669	114	1893	384
No course offered								
English Language		24						24
Gov. & Politics (US)		1						1
World History		1						1

Millard North High School
Advanced Placement Program
2002 – 2003 Report

Prepared by
Dr. Dorothy Farr, Assistant Principal

Students enrolled in Advanced Placement courses at Millard North High School have the option to take the Advanced Placement Examination in order to receive college credit or advanced placement in corresponding college level course work. During the 2002-2003 school year, Millard North High School had 599 AP course completions. Many students are enrolled in more than one AP course. Records indicate that 122 students took 227 AP exams. The data indicated 72% of the test scores resulted in a 3 or higher.

Advanced Placement Examination grades are reported on a five-point scale as follows:

- 5 = Extremely well qualified;
- 4 = Well qualified;
- 3 = Qualified;
- 2 = Possibly qualified;
- 1 = No recommendation.

These grade categories are designed to reflect achievement in the AP course that is analogous to performance in a comparable college course. The purpose of AP grades is to allow participating colleges and universities to award college credit, advanced placement or both.

Advanced Placement (AP) scores of 4 and 5 are comparable to a college grade of A, and scores of 3 and 2 are comparable to college grades of B and C, respectively. AP score distributions including 2's and 1's indicate that AP courses were made available to an appropriate range of students. (The College Board, 2003, Grading, Interpreting, and Using Advanced Placement Examinations.) Enrollment figures reflect the number of students enrolled at the end of the spring semester 2003.

Additionally, 24 students took an AP exam in the area of English Language, one student took the Government/Politics US exam and one student took the World History exam, without the benefit of a course specifically designed toward the AP curriculum. The 164 scores of three or higher indicate the caliber of instruction already available in the standard curriculum.

Following is a report of the enrollment and test results by specific courses. Data from the previous year is included for comparison.

AP AMERICAN HISTORY

Course Year: 2001 - 2002
Course Enrollment: 75
Test Enrollment: 30

Results:	<u>Score</u>	<u>Students</u>
	5	5
	4	9
	3	7
	2	9
	1	0

Course Year: 2002 - 2003
Course Enrollment: 72
Test Enrollment: 22

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	10
	3	4
	2	5
	1	2

AP BIOLOGY

Course Year: 2001 - 2002
Course Enrollment: 45
Test Enrollment: 16

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	2
	3	6
	2	6
	1	2

Course Year: 2002 - 2003
Course Enrollment: 62
Test Enrollment: 17

Results:	<u>Score</u>	<u>Students</u>
	5	4
	4	3
	3	5
	2	5
	1	0

AP CALCULUS (AB)

Course Year: 2001 - 2002
Course Enrollment: 22
Test Enrollment: 4

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	3
	3	1
	2	0
	1	0

Course Year: 2002 - 2003
Course Enrollment: 23
Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	1
	1	0

AP CALCULUS (BC)

Course Year: 2001 - 2002
Course Enrollment: 22
Test Enrollment: 9

Results:	<u>Score</u>	<u>Students</u>
	5	4
	4	0
	3	3
	2	2
	1	0

Course Year: 2002 - 2003
Course Enrollment: 23
Test Enrollment: 18

Results:	<u>Score</u>	<u>Students</u>
	5	6
	4	2
	3	7
	2	2
	1	1

AP CHEMISTRY

Course Year: 2001 - 2002
Course Enrollment: 32
Test Enrollment: 17

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	3
	3	6
	2	4
	1	2

Course Year: 2002 - 2003
Course Enrollment: 45
Test Enrollment: 17

Results:	<u>Score</u>	<u>Students</u>
	5	5
	4	1
	3	2
	2	5
	1	4

AP COMPUTER (AB)

Course Year: 2001 - 2002
Course Enrollment: 5
Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002 - 2003
Course Enrollment: 17
Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	2
	3	0
	2	0
	1	0

AP ENGLISH (Language)

Course Year: 2001 - 2002
Course Enrollment: (no specific AP course)
Test Enrollment: 22

Results:	<u>Score</u>	<u>Students</u>
	5	6
	4	7
	3	7
	2	2
	1	0

Course Year: 2002 - 2003
Course Enrollment: (no specific AP course)
Test Enrollment: 24

Results:	<u>Score</u>	<u>Students</u>
	5	9
	4	8
	3	6
	2	1
	1	0

AP ENGLISH (LITERATURE)

Course Year: 2001 - 2002
Course Enrollment: 99
Test Enrollment: 25

Results:	<u>Score</u>	<u>Students</u>
	5	3
	4	8
	3	9
	2	5
	1	0

Course Year: 2002 - 2003
Course Enrollment: 126
Test Enrollment: 23

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	9
	3	8
	2	4
	1	0

AP EUROPEAN HISTORY

Course Year: 2001 - 2002
Course Enrollment: 49
Test Enrollment: 35

Results	<u>Score</u>	<u>Students</u>
	5	2
	4	7
	3	13
	2	5
	1	5

Course Year: 2002 - 2003
Course Enrollment: 38
Test Enrollment: 16

Results	<u>Score</u>	<u>Students</u>
	5	0
	4	4
	3	9
	2	3
	1	0

AP FRENCH

Course Year: 2001 - 2002
Course Enrollment: 3
Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	1
	2	0
	1	0

Course Year: 2002 - 2003
Course Enrollment: 3
Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	1
	2	0
	1	0

AP GERMAN

Course Year: 2001 - 2002
Course Enrollment: 3
Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002 - 2003
Course Enrollment: 11
Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	1
	1	0

AP GOV. & POLITICS (U.S.)

Course Year: 2001 - 2002
Course Enrollment: (No specific AP Course)
Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002 - 2003
Course Enrollment: (No specific AP course)
Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	0
	1	0

AP LATIN - VERGIL

Course Year: 2001 - 2002
 Course Enrollment: 17
 Test Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	1
	1	2

AP LATIN - LITERATURE

Course Year: 2002 - 2003
 Course Enrollment: 12
 Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	0
	1	0

AP MACRO ECONOMICS

Course Year: 2001 - 2002
 Course Enrollment: 22
 Test Enrollment: 11

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	3
	3	6
	2	2
	1	0

Course Year: 2002 - 2003
 Course Enrollment: 16
 Test Enrollment: 8

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	3
	3	2
	2	1
	1	2

AP MUSIC THEORY

Course Year: 2001 - 2002
 Course Enrollment: 12
 Course Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	0
	2	2
	1	0

Course Year: 2002 - 2003
 Course Enrollment: 7
 Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

AP PHYSICS B

Course Year: 2001 - 2002
 Course Enrollment: 21
 Test Enrollment: 4

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	2
	3	5
	2	0
	1	0

Course Year: 2002 - 2003
 Course Enrollment: 22
 Test Enrollment: 10

Results:	<u>Score</u>	<u>Students</u>
	5	4
	4	5
	3	0
	2	1
	1	0

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AP PSYCHOLOGY

Course Year: 2001 - 2002
Course Enrollment: 71
Test Enrollment: 26

Results:	<u>Score</u>	<u>Students</u>
	5	8
	4	10
	3	6
	2	2
	1	0

Course Year: 2002 - 2003
Course Enrollment: 67
Test Enrollment: 33

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	7
	3	11
	2	11
	1	4

AP SPANISH

Course Year: 2001 - 2002
Course Enrollment: 24
Test Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	2
	1	0

Course Year: 2002 - 2003
Course Enrollment: 41
Test Enrollment: 10

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	2
	3	3
	2	4
	1	1

AP STATICS

Course Year: 2001 - 2002
Course Enrollment: 34
Course Enrollment: 21

Results:	<u>Score</u>	<u>Students</u>
	5	5
	4	12
	3	4
	2	0
	1	0

Course Year: 2002 - 2003
Course Enrollment: 37
Test Enrollment: 19

Results:	<u>Score</u>	<u>Students</u>
	5	4
	4	7
	3	3
	2	5
	1	0

WORLD HISTORY

Course Year: 2001 - 2002
Course Enrollment:
Course Enrollment:

Results:	<u>Score</u>	<u>Students</u>
	5	
	4	
	3	
	2	
	1	

Course Year: 2002 - 2003
Course Enrollment: (no specific AP course)
Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	0
	2	0
	1	0

Comments:

Many universities grant credit for any student entering advanced level foreign language and mathematics classes. Students are urged to check with the university they plan to attend to determine the university's policy regarding AP credit.

Universities vary greatly in their policies governing credit for AP courses. In general, the more selective universities are more liberal in granting credit.

**ADVANCED PLACEMENT PROGRAM
MILLARD SOUTH HIGH SCHOOL
2002-2003 Report**

Prepared by Mrs. Vicki Kaspar, Assistant Principal

During the 2002-2003 academic year, Millard South High School had 625 AP student enrollments in 16 Advanced Placement courses. Records indicate that 42 students took a total of 69 AP exams. During each semester, there were 55 enrollments for Peru State dual credit in various classes. The following data show the enrollment and test results for the past two school years.

AP American History

Course Year: 2001-2002
Course Enrollment: 58
Test Enrollment: 6

Course Year: 2002-2003
Course Enrollment: 35
Test Enrollment: 4

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	2
	2	2
	1	1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	3
	1	1

AP Biology

Course Year: 2001-2002
Course Enrollment: 17
Test Enrollment: 7

Course Year: 2002-2003
Course Enrollment: 36
Test Enrollment: 5

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	2
	3	1
	2	2
	1	0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	2
	3	1
	2	2
	1	0

AP Calculus (AB)

Course Year: 2001-2002
Course Enrollment: 34
Test Enrollment: 9

Course Year: 2002-2003
Course Enrollment: 17
Test Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	1
	3	5
	2	2
	1	0

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	0
	3	1
	2	0
	1	0

AP Calculus (BC)

Course Year: 2001-2002

Course Enrollment: 34

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 17

Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	1
	2	1
	1	3

AP Chemistry

Course Year: 2001-2002

Course Enrollment: 18

Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	0
	1	1

Course Year: 2002-2003

Course Enrollment: 25

Test Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	1
	2	1
	1	0

AP Computer Science (A)

Course Year: 2001-2002

Course Enrollment: 7

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	1

Course Year: 2002-2003

Course Enrollment: 4

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

AP English Literature

Course Year: 2001-2002

Course Enrollment: 50

Test Enrollment: 13

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	3
	3	6
	2	4
	1	0

Course Year: 2002-2003

Course Enrollment: 60

Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	4
	3	2
	2	0
	1	0

AP European History

Course Year: 2001-2002

Course Enrollment: 50

Test Enrollment: 23

Results	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	8
	2	11
	1	3

Course Year: 2002-2003

Course Enrollment: 107

Test Enrollment: 18

Results	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	10
	2	5
	1	2

AP French V

Course Year: 2001-2002

Course Enrollment: 7

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 13

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	0
	2	0
	1	0

AP German V

Course Year: 2001-2002

Course Enrollment: 13

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	1
	1	0

Course Year: 2002-2003

Course Enrollment: 10

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

AP Macro Economics

Course Year: 2001-2002

Course Enrollment: not offered

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 8

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	0
	2	0
	1	0

AP Music Theory

Course Year: 2001-2002

Course Enrollment: 8

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 8

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	0
	1	0

AP Physics

Course Year: 2001-2002

Course Enrollment: 13

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 20

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

AP Psychology

Course Year: 2001-2002

Course Enrollment: 157

Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	1
	3	2
	2	2
	1	0

Course Year: 2002-2003

Course Enrollment: 191

Test Enrollment: 5

Results:	<u>Score</u>	<u>Students</u>
	5	3
	4	2
	3	0
	2	0
	1	0

AP Spanish Language

Course Year: 2001-2002

Course Enrollment: 42

Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	2

Course Year: 2002-2003

Course Enrollment: 42

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	1

AP Statistics

Course Year: 2001-2002
Course Enrollment: 13
Test Enrollment: 9

Course Year: 2002-2003
Course Enrollment: 32
Test Enrollment: 16

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	3
	3	2
	2	2
	1	0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	5
	3	7
	2	2
	1	2

Millard West High School Advanced Placement Program 2002-2003 Report

During the 2002-2003 school year, Millard West students had the opportunity to take fifteen different Advanced Placement Courses with the option to take National College Board Exams, and in some cases, the opportunity to earn dual enrollment credit through Peru State College. Most students are taking these advanced classes because they want to challenge themselves as learners and better prepare themselves for college. Students are also aware that colleges want students who have taken full advantage of the learning opportunities offered to them. Students realize that taking these classes gives them an edge in the admissions process.

Students enrolled in some Advanced Placement Courses at West have the option to earn dual enrollment credits through Peru State. During the 2002-2003 school year, students in Advanced Placement English, Psychology, Economics, and Calculus had the opportunity to earn Peru State credits; 11 students earned 42 credit hours total. Five students earned dual credits in Psychology, 4 students in English Composition, 3 in English Appreciation of Literature, and 2 in Economics. Although all the students in these classes were informed about this option, only a few students chose to take advantage of this opportunity. Many students said because they were unsure of where they planned to go to college, they were concerned about the transferring of the credit and, therefore, decided not to dual enroll.

During the 2002-2003 school year, Millard West High School had 669 registrations in 15 different Advanced Placement Courses. Many students are enrolled in more than one AP Course. Records indicate that *71 students took 114* Advanced Placement Exams through the College Board.

Advanced Placement Examination grades are reported on a five-point scale as follows:

- 5 = Extremely well qualified
- 4 = Well qualified
- 3 = Qualified
- 2 = Possibly qualified
- 1 = No recommendation

These grade categories are designed to reflect achievement in the AP courses that is equal to performance in a comparable college course. The purpose of AP grades is to allow participating colleges and universities to award college credit, advanced placement, or both. In general, the AP composite score cut points are set so that the AP grade of 5 is equivalent to the average score for college students earning grades of A. Similarly, the scores for AP grades of 4, 3 and 2 are equivalent to the average scores for student with college grades of B, C and D, respectively.

AP American History

Course Year: 2001-2002

Course Enrollment: 87

Test Enrollment: 31

Results:	<u>Score</u>	<u>Students</u>
	5	10
	4	11
	3	6
	2	3
	1	1

Course Year: 2002-2003

Course Enrollment: 71

Test Enrollment: 14

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	2
	3	9
	2	2
	1	0

AP Biology

Course Year: 2001-2002

Course Enrollment: 70

Test Enrollment: 9

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	2
	3	2
	2	4
	1	0

Course Year: 2002-2003

Course Enrollment: 67

Test Enrollment: 7

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	2
	2	3
	1	1

AP Calculus

Course Year: 2001-2002

Course Enrollment: 56

Test Enrollment: 5

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	2
	2	2
	1	0

Course Year: 2002-2003

Course Enrollment: 61

Test Enrollment: 17

Results:	<u>Score</u>	<u>Students</u>
	5	3
	4	2
	3	9
	2	2
	1	1

AP Chemistry

Course Year: 2001-2002

Course Enrollment: 35

Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 51

Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	1
	3	3
	2	1
	1	0

35.

AP Computer Science

Course Year: 2001-2002

Course Enrollment: 10

Test Enrollment: 5

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	3
	2	0
	1	1

Course Year: 2002-2003

Course Enrollment: 12

Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	4
	2	0
	1	2

AP English

Course Year: 2001-2002

Course Enrollment: 69

Test Enrollment: 8

Results:	<u>Score</u>	<u>Students</u>
	5	3
	4	2
	3	3
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 69

Test Enrollment: 12

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	5
	3	5
	2	1
	1	0

AP European History

Course Year: 2001-2002

Course Enrollment: 123

Test Enrollment: 19

Results	<u>Score</u>	<u>Students</u>
	5	1
	4	2
	3	6
	2	4
	1	6

Course Year: 2002-2003

Course Enrollment: 142

Test Enrollment: 27

Results	<u>Score</u>	<u>Students</u>
	5	3
	4	6
	3	14
	2	4
	1	0

AP French

Course Year: 2001-2002

Course Enrollment: 9

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 13

Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

36.

AP German

Course Year: 2001-2002
 Course Enrollment: 13
 Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003
 Course Enrollment: 27
 Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	1

AP Economics

Course Year: 2001-2002
 Course Enrollment: 15
 Test Enrollment: 1

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003
 Course Enrollment: 16
 Test Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	2
	3	0
	2	0
	1	0

AP Music Theory

Course Year: 2001-2002
 Course Enrollment: 6
 Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Course Year: 2002-2003
 Course Enrollment: 6
 Test Enrollment: 0

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

AP Physics

Course Year: 2001-2002
 Course Enrollment: 23
 Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	4
	3	0
	2	0
	1	0

Course Year: 2002-2003
 Course Enrollment: 12
 Test Enrollment: 8

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	2
	3	4
	2	0
	1	0

AP Psychology

Course Year: 2001-2002

Course Enrollment: 46

Test Enrollment: 5

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	4
	3	0
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 48

Test Enrollment: 6

Results:	<u>Score</u>	<u>Students</u>
	5	2
	4	2
	3	2
	2	0
	1	0

AP Spanish

Course Year: 2001-2002

Course Enrollment: 26

Test Enrollment: 3

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	1
	3	1
	2	0
	1	0

Course Year: 2002-2003

Course Enrollment: 23

Test Enrollment: 5

Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	1
	3	1
	2	2
	1	1

AP Statistics

Course Year: 2001-2002

Course Enrollment: 41

Test Enrollment: 4

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	1
	3	0
	2	1
	1	1

Course Year: 2002-2003

Course Enrollment: 51

Test Enrollment: 2

Results:	<u>Score</u>	<u>Students</u>
	5	1
	4	1
	3	0
	2	0
	1	0

AGENDA SUMMARY SHEET

Agenda Item: Multicultural Education Report

Meeting Date: September 22, 2003

Department: Educational Services

Title and Brief Description: Annual Report on Multicultural Education, for School Year 2002-2003

Action Desired: Information Only

Background: The district plan for Multicultural Education was received by the Board of Education on November 6, 1994. It was approved by the state on January 19, 1995. In accordance with Nebraska Statute (Section 79-720), and Rule 10, the Board of Education receives an annual report to present evidence that multicultural education is being taught in accordance with the district multicultural education program.

Options/Alternatives Considered: N/A

Recommendations: The Board accepts the report.

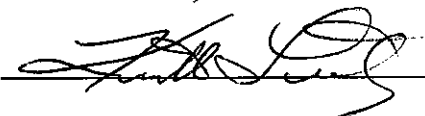
Strategic Plan Reference: Strategy 1

Implications of Adoption/Rejection: N/A

Timeline: Yearly Report

Responsible Persons: Dr. Martha Bruckner, Dr. Carol Newton, Dr. Judy Porter

Superintendent's Signature: _____



Multicultural Education
Report to the Board of Education
School Year, 2002-2003

Nebraska Statute (Section 79-720) requires each public school district to develop a K-12 multicultural education program and requires each district to present evidence to the Board of Education annually that multicultural education is being taught in accordance with that program. The statutory requirements for the multicultural education program are implemented through Rule 10.

Millard's Planning Approach

Millard Public Schools developed a comprehensive approach to the area of Multicultural Education. The district steering committee for multicultural education developed a district plan, submitted October 18, 1994 and approved by the state on January 19, 1995. Elements of the plan feature the inclusion of multiculturalism in the curriculum cycle, ensuring that all curriculum committees consider and utilize the principles of multiculturalism in the design of all curriculum. An action team for Strategy 9 included multiculturalism in the district strategic plan in Strategy 9. Action Plan 21, which focused on district training experiences, is operational and a planning parameter for district wide staff development. The specific objective states:

"To identify, develop and deliver those training experiences necessary for administrators, teachers, and support staff to effectively implement Millard's multicultural education curriculum."

Assessment of the District Multicultural Education Program

Data from survey items from the Millard Effective School Survey for Certified Staff are gauges of our districtwide performance regarding infusion of Multicultural Education. This is the third year for the use of this district-developed survey, and modifications in the survey were made for the 2000-01 year, based on the first year's use. However, many of the same questions constructed to measure issues related to the multicultural plan remain and gains are noticeable in some areas. The scores on some of the areas measured in 1999-00 were quite high and thus, gains in those areas may be difficult to achieve.

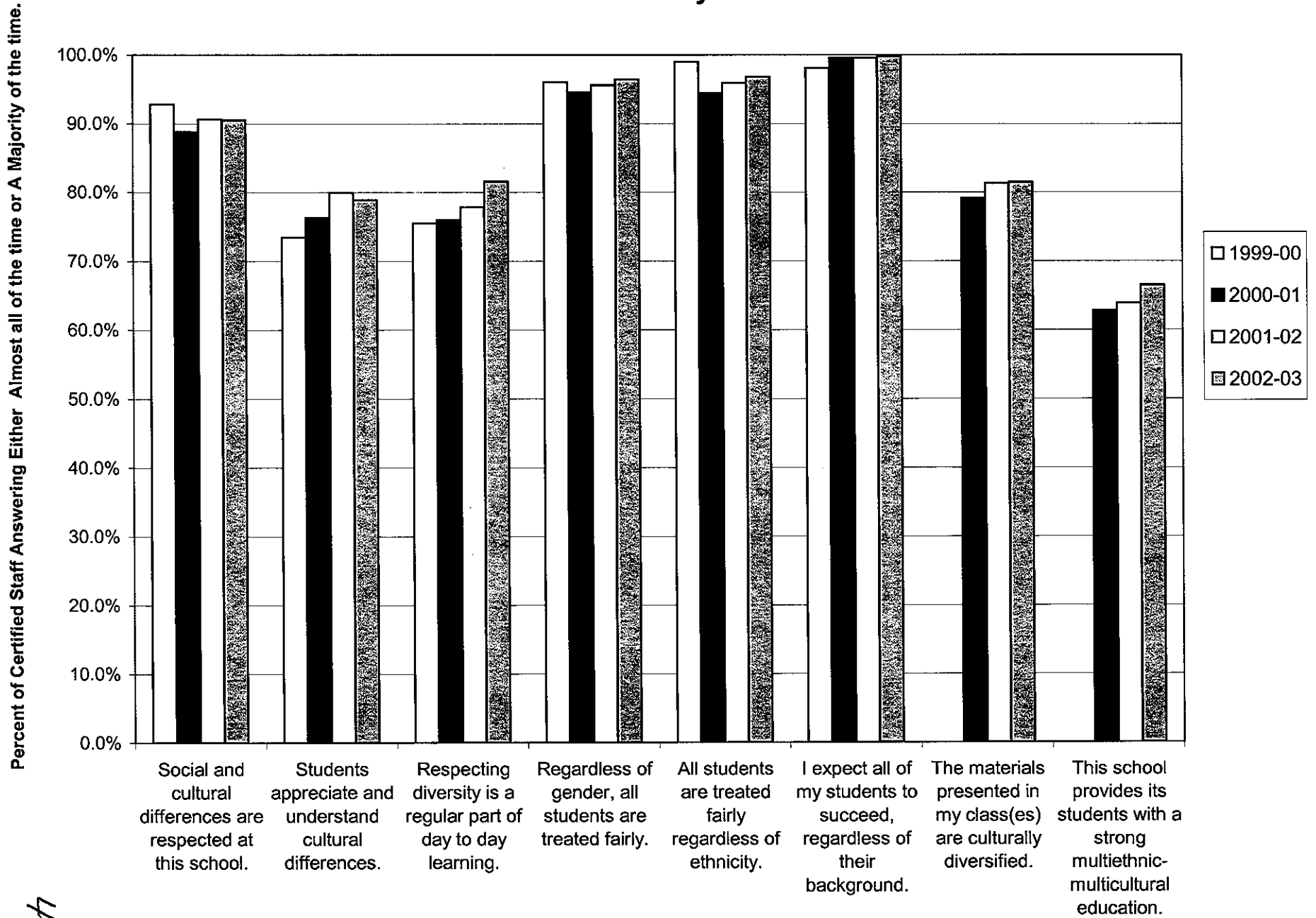
Ongoing Efforts

Multiculturalism will continue to be addressed through the curriculum cycle, staff development experiences and site level planning. The current Curriculum Model, updated in spring of 1998 by the Director of Elementary Education and the Director of Secondary Education, with the help of MEP Facilitators is included to show the infusion and considerations of multiculturalism and other important issues in Millard curriculum. Building reports are also included to give accounts of specific activity from each of our schools for school year, 2001-2002.

Summary

The curriculum cycle includes an infusion of multiculturalism for each curricular area as outcomes, assessments and materials are chosen. All schools have plans for the study of multicultural topics as well as the emphasis on human relations and sensitivity toward all races. We continuously provide experiences for students to obtain knowledge about and develop respect for the diversity and commonalities of cultures, histories and contributions of African Americans, Hispanic Americans, Native Americans and Asian Americans. Staff development options in the area of diversity are provided for administrators, teachers and support staff. District-wide results on the Effective School Survey show some gains in important areas. However, district-wide percentages are already high and gains on these strengths may be difficult to achieve. Other survey questions will be charted in future years to provide helpful feedback. Future data will inform us about our efforts.

Effective School Survey Certified Staff



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**MULTICULTURAL-RELATED
ACTIVITIES IN
ELEMENTARY SCHOOLS**

Elementary Art Curriculum - Multicultural Strand

Kindergarten

Experience	Culture
Explore the functions of masks from various cultures.	African American Hispanic American
Identify pattern in the environment and in artist's work.	Native American

First Grade

Experience	Culture
Use of different types and sizes of shapes to create a portrait.	African American
Using shape and color to create patterns.	African American
Using shapes to create texture rubbings, lines in texture, texture with relief.	Yugoslavian
Use of color to compare effects of different painting techniques.	Amish
Create images of people or events that relate to personal experiences	African American Hispanic American Chinese French
Introduce weaving as a cultural and artistic statement.	Native American Asian Hispanic American
Introduce students to sculptures from different cultures.	Asian European
Learn that mosaics are both utilitarian and artistic in nature.	Native American Chinese Hispanic American
Evaluate the connection between illustration and text.	Asian Japanese
Draw and evaluate their design of a formal garden.	Asian

Second Grade

Experience	Culture
Working with families of shapes - organic/geometric.	Dutch
Use of color, comparing effects of different painting techniques.	African
Explore the creation of mood through the use of line and color.	Native American Asian
Exploring and creating portraits as a matter of record or for personal expression.	African American
Explore use of shape, colors, and symbols when constructing a story collage	Native American Hispanic American Polish
Demonstrate awareness of stylistic conventions of Native American sculpture by creating a sculpture relating to these cultures.	Native American Asian
Examining personal adornment (clothing & jewelry) from different cultures and eras.	African Mexican
Explore West Africa and contemporary dyed designs through examination of selected examples and art production variation using paper towels and food coloring.	African Asian
Judge selected examples of commercial/graphic art based on the success in meeting original intent and selected criteria.	Native American Chinese
Create, analyze, and judge their own and others selected examples of architectural design based on the success in meeting original intent and selected criteria.	African Asian Spanish

Third Grade

Experience	Culture
Perceive and describe positive and negative shapes in the environment and artwork.	Native American European
Compare, contrast, and create visual and tactile textures.	French
Identify and experiment with colors on the color wheel.	French
Working cooperatively to create complex murals using elements and principles of art and design.	Indian
Create a scene showing people in perspective.	African American
Identify and discuss how forms in castle building related to function in history.	African Asian European
Discuss fabric art from other cultures and create a fabric design in burlap.	African Asian Chinese
Identify cultural influences on ideas for sculpture.	African Mexican
Illustrate an original story or poem, choosing a style that best matches the text.	African

Fourth Grade

Experience	Culture
Create a visual rhythm by overlapping figures.	Native American African American
Print a stencil design that suggests motion.	Native American
Create a portrait, adding details to individualize the likeness.	African American
Create a collage that relates to their personal history and culture.	Native American Hispanic American
Explain how some hand woven fabrics have cultural significance and symbolic design.	African
Recognize and discuss how your sculpture and that of other times and cultures can have similar themes and purposes.	Asian

Fifth Grade

Experience	Culture
Create sketches showing different views of a natural object.	European
Explore how lines create rhythm and motion in artwork.	Japanese
Examine unusual proportion as an expression of fantasy.	French Spanish
Create the illusion of depth in a 2-D surface.	European
Examine Abstract Expressionist painting, create a watercolor painting.	Asian
Explore visual symbols from nature in Asian and North American Art, create a monoprint that interprets a visual symbol from nature.	Native American Asian
Create a drawing that includes people, planning spaces, and paths of movement to express a mood or idea.	African American
Discover cultural and historical differences as reflected in selected relief prints.	Japanese
Explore the use of papier mache in contemporary art and folk art.	European Asian Native American Hispanic American
Compare and contrast designs, materials, and symbols in North American Indian masks.	Native American
Discuss pottery making traditions among Southwestern American Indians.	Japanese African Native American

Music: Share The Music

- Folk Music
- Multicultural lessons

Dance: Rhythmically Moving

- LaRaspa (Mexico)
- Seven (Denmark)
- Les Saluts (French-Canadian)
- Fjaskern (Sweden)
- Troika (Russia)
- Alunelul (Romania)
- Dirlada (Greece)
- Road To The Isles (Scotland)

Multicultural Education Trace - Elementary Social Studies Curriculum

79-719: Multicultural Education, Defined.

For purposes of sections 79-719 to 79-723, multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans. Special emphasis shall be placed on human relations and sensitivity toward all races. (Laws 1992; 1996.)

79-720: Multicultural Education Program; Incorporation into Curriculum; When; Department; Duties.

- (1) Each school district, in consultation with the State Department of Education, shall develop for incorporation into all phases of the curriculum grades kindergarten through twelve a multicultural education program.
- (2) The department shall create and distribute recommended multicultural education curriculum guidelines to all school districts. Each district shall create its own multicultural education program based on such recommended guidelines. Each program shall be reviewed and, if within the guidelines, approved by the department, and a copy of each such program shall be on file with the department.
- (3) The process of implementation of the multicultural education program shall begin in school year 1993-94, and such process shall be completed in school year 1994-95. The multicultural education program shall be integrated into the curriculum of each district each school year thereafter.
- (4) The incorporation of the multicultural education program into the curriculum of each district shall not change (a) the number of instructional hours prescribed for elementary and high school students or (b) the number of instructional hours dedicated to the existing curriculum of each district. (Laws 1992; 1993; 1996.)

79-721: Multicultural Education; School Districts and Department; Duties; Loss of Accreditation.

79-722: Evaluation of Multicultural Education Program; Report.

79-723: Multicultural Education; Rules and Regulations. State Department.

47.

Grade	Native American	African American	Asian American	Hispanic American
K	American Indian art Powwow Thanksgiving Wampanoag People Eastern Woodland Indians Southwest Indians California-Intermountain Ind. Iroquois Indians Plains Indians Dakota Sioux People Dakota Sioux Society Lacrosse food, music, clothing, customs	Kwanzaa Adinkra cloth Martin Luther King, Jr. <u>Emeka's Gift</u> Mkeka food, music, clothing, customs	Geography Kites Chinese New Year food, music, clothing, customs	Cinco de mayo Mexico Puerto Rico food, music, clothing, customs
1	Chief Massasoit Squanto Thanksgiving Indian houses Columbus Hopi Arawak Indians Pueblo Corn Dance maze games, folktales, food, clothing, shelter	Paul R. Williams - architect Frederick McKinley Jones Inventor Kwanzaa Martin Luther King, Jr. Day games, folktales, food, clothing, shelter	Chinese Proverbs Rickshaw Scroll art Chinese New Year games, folktales, food, clothing, shelter	<u>Pablo's Tree</u> by Pat Mora Don Juan de Onate common Spanish words Mexico Cinco de mayo Mexican Hat Dance games, folktales, food, clothing, shelter
2	Iroquois Indians Cochiti people Catawba tale Powhatan, Creek, Navajo, Chumash, Chinook Joseph Bruchac	Jan Ernest Matzeliger - inventor Mari Evans - poet Dr. Martin Luther King, Jr. Jackie Robinson Clarence Thomas	Maya Ying Lin - architect Kristi Yamaguchi Egg painting Chiang family Chinese writing Chinese New Year	Mexican Feria Pedro Menendez de Aviles Gonzalez-Alvarez House Alma Flor Ada - poet Gerardo Suzan - artist Cinco de mayo

48.

	<p>Squanto Wampanoag Indians Sequoyah alphabet Hopis Pueblo Indians Totems Literature, food, art, games, language</p>	<p>Rosa Parks Kwanzaa Juneteenth Literature, food, art, games, language</p>	<p>Literature, food, art, games, language</p>	<p>Literature, food, art, games, language</p>
3	<p>The Cherokees, The Iroquois, Cheyenne Indians, Catawba Indians Indian Government Yuma, Quechan Indians Kotzebue, Alaska - Eskimo Cahokia - city built by Native Americans Cherokee Heritage Center Cherokee National Museum Sarah Winnemucca Literature, food, art, language, products, music, folktales</p>	<p>Dr. Martin Luther King, Jr. Kwanzaa Benjamin Banneker Umoja Children Harlem Zora Neale Hurston Literature, food, art, language, products, music, folktales</p>	<p>Vietnamese New Year - Tet Nisei Week - Japanese American celebrations Chinese immigrants and Central Pacific Railroad Chinese New Year Japanese New Year - Oshogatsu Literature, food, art, language, products, music, folktales</p>	<p>Cesar Chavez - fair treatment of farm workers Leyla Torres - author Literature, food, art, language, products, music, folktales</p>
4	<p>State names Nashua Indians Squanto Wampanoag tribe Chief Powhatan Okenfenoke Dakota, Sioux, Omaha, Navajos, Keresan, Acoma, Pueblo, Hohkam, Athabaskan</p>	<p>Martin Luther King, Jr. Memorial in Montgomery, AL Clarence Thomas Fred Gregory-space shuttle Emanuel Freeman George Washington Carver Nat Love Langston Hughes-poet Estevan</p>	<p><u>Narg's Story</u> Pol Pot regime Chinatown, San Francisco Transcontinental railroad Literature, songs, art, food</p>	<p>San or Santa (names) Mesa Verde National Park Pedro Menendez de Aviles Juan Ponce de Leon Gauchos Francisco Vasquez de Coronado Cinco de mayo Literature, songs, art, food</p>

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	Indian tribes Sacagawea Tano-Tigua tribe Phoenix Crazy Horse Memorial Literature, songs, art, food	Literature, songs, art, food		
5	Iroquois, Mandan, Chinook, Makah, Hopi, Cherokee, Apaches, Odena, Ojibway Pecos Pueblo Simon Ortiz - poet Olmec Stone Head Ancient Indians Serpent mound Anasazi/Navajo Potlatches Totem poles Mayas, Aztec, Inca Pequots Chief Powhatan Role in Rev. War Sacagawea Shoshone Cameahwait Tecumseh/Shawnee Battle of Tippecanoe Treaties Sequoyah/Cherokee Valjean Hensing-artist Literataure, poetry, songs, food, art, homes, clothing	Slave trade Southern planations Olaudah Equiano Phillis Wheatley Role in Rev. War George Mason 13 th Amendment Benjamin Banneker Toussaint-Louverture Civil War Sojourner Truth <u>Uncle Tom's Cabin</u> Harriet Beecher Stowe Frederick Douglass Nat Turner Underground railroad Harriet Tubman Dred Scott Sharecropping Freedmen's Bureau Emancipation proclamation African Regiments Juneteenth 15 th Amendment segregation Martin Luther King, Jr.	Marco Polo Compass Fatt Hing Chin Transcontinental railroad Literataure, poetry, songs, food, art, homes, clothing	Explorers Vasco da Gama Spanish words Florida Missions Role of mission in Rev. War Cesar Chavez Literataure, poetry, songs, food, art, homes, clothing

		Louis Armstrong Jazz Booker T. Washington Malcom X Literataure, poetry, songs, food, art, homes, clothing		
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51.

Holiday Observation and Instruction

Nebraska State Law requires schools to observe seven specific holidays. As part of the elementary Social Studies curriculum in the Millard Public Schools, instruction about these holidays shall be related to History Objectives. Information shall include the historical reasons for the designation of a holiday in honor of the particular person, event, or culture. Objectives from the Civics and Citizenship, Economics, and/or Geography strands shall be included as appropriate.

Each grade level shall focus instruction on two of these holidays. It is recommended that students develop a school-wide activity, announcement, or display as part of their holiday study. The state-designated holidays, the dates on which they are to be celebrated, and the grade levels which will include them in their Social Studies instruction are listed below.

- Kindergarten
Thanksgiving (fourth Thursday in November)
Martin Luther King, Jr. Day (third Monday in January)

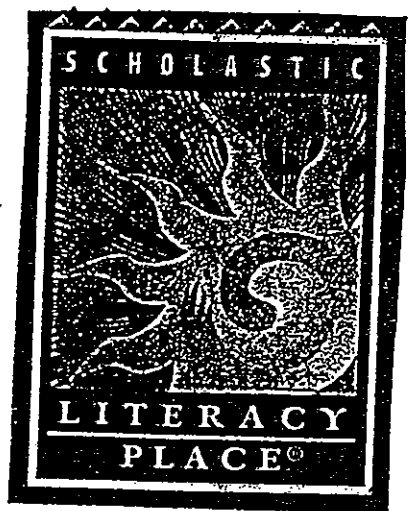
- Grade 1
Thanksgiving (fourth Thursday in November)
Martin Luther King, Jr. Day (third Monday in January)

- Grade 2
Thanksgiving (fourth Thursday in November)
Martin Luther King, Jr. Day (third Monday in January)

- Grade 3
American Indian Day (fourth Monday in September)
Veterans Day (November 11)

- Grade 4
American Indian Day (fourth Monday in September)
George Norris Day (January 5)
Nebraska Statehood Day (March 1)

- Grade 5
General Pulaski Day (October 11)
Veterans Day (November 11)



Scholastic Literacy PlaceTM
Student SourceBook and Trade Book
Multicultural Representation

Grade 1	57% multicultural
Grade 2	67% multicultural
Grade 3	63% multicultural
Grade 4	53% multicultural
Grade 5	58% multicultural
Grade 6	50% multicultural

Multicultural selections include African-American, Hispanic, Asian, Native American or a representation of multiple cultures.

MULTICULTURAL INTEGRATION

KINDERGARTEN LITERACY PLACE

LITERATURE ACTIVITY	CULTURAL FOCUS
UNIT ONE	
Mentor- Honey Wada Literature- <u>Darlene</u> by Eloise Greenfield Cultural Connection- p. T7 Cultural Connection- p. T28 Miss Mary Mack Literature- <u>Coco Can't Wait</u> by Taro Gomi Literature- <u>Pablo's Tree</u> by Pat Mora Cultural Connection- p. T55 Cultural Connection- p. T58 Literature- <u>The Knee-High Man</u>	Japanese-American Handicap - child in a wheelchair Wheelchair accessibility African-American chant Japanese Mexican-American Grandparents in other cultures Hello in other languages-French, Chinese, Japanese, Swahili and Spanish African-American folktale
UNIT TWO	
Cultural Connection- p. T5 Literature- <u>Handsigns</u> by Kathleen Fain Cultural Connection- p. T13 Cultural Connection- p. T63 Literature- <u>Caps for Sale</u> by Esphyr Slobodkina Cultural Connection- p. T79 Literature- <u>The Three Billy Goats Gruff</u> Literature- <u>Anansi the Spider</u> by Gerald McDermott	American Sign-Language Sign-Language Alphabet Food of Latin Americans Russian culture Russian story Family traditions of other cultures Norwegian folktale Ashanti folktale
UNIT THREE	
Mentor- Kwaku Twumasi Literature- <u>Tortillas</u> by Margarita Gonzales Jensen Workshops- p. T31 Literature- <u>Jamaica Tag-Along</u> by Juanita Havill Literature- <u>The Great Big Enormous Turnip</u> Cultural Connection- p. T79 Literature- <u>Chicken Licken</u> by Jan Ormerod Cultural Connection- p. T97 Music- <u>Kookaburra</u>	African American Spanish - food Music and food of other cultures Jamaican culture Russian folktale Stories from Scotland, England and Wales Scottish literature Food from other cultures Australian song

LITERATURE ACTIVITY	CULTURAL FOCUS
<u>UNIT FOUR</u>	
<p>Literature- <u>Listen To The Desert</u> by Pat Mora Cultural Connection- p. T25</p> <p>Literature- <u>Mama Zooms</u> by Jane Cowen-Fletcher Cultural Connection- p. T75</p> <p>Literature- <u>Let's Get the Rhythm</u> by Anne Miranda</p> <p>Literature- <u>The Spider Weaver</u> Cultural Connection- p. T121</p>	<p>Spanish</p> <p>West African Handicap - wheelchair paraplegic</p> <p>Dances of other cultures Dances of other cultures</p> <p>Japanese folktale Japanese culture</p>
<u>UNIT FIVE</u>	
<p>Cultural Connection- p. T5</p> <p>Literature- <u>A Was once An Apple Pie</u> by Edward Lear</p> <p>Literature- <u>The Coyote and the Turtle</u> Cultural Connection- p. T71</p> <p>Cultural Connection- p. T78</p> <p>Literature- <u>The Empty Pot</u> by Demi</p> <p>Cultural Connection- p. T101</p> <p>Literature- <u>Flower Garden</u> by Eve Bunting</p> <p>Cultural Connection- p. T105</p>	<p>Japanese food Food of other cultures</p> <p>A Mexican folktale Geographical features of other lands Art from China Chinese</p> <p>South African plants South African</p> <p>Flowers of other lands</p>
<u>UNIT SIX</u>	
<p>Cultural Connection- p. T5</p> <p>Literature- <u>Away From Home</u> by Anita Lobel</p> <p>Workshops- p.T7</p> <p>Literature- <u>One Afternoon</u> by Yumi Heo</p> <p>Conversations- p. T33</p> <p>Literature- <u>Madeline's Rescue</u> by Ludwig Bemelmans</p> <p>Literature- <u>The Rabbit and the Elephant</u></p> <p>Literature- <u>The Mitten</u> by Jan Brett</p> <p>Literature- <u>Music is in the Air</u> by Ann Morris</p> <p>Cultural Connection- p. T125</p> <p>Literature- <u>The Little Band</u> by James Sage</p>	<p>Egyptian history A tour of other lands</p> <p>Flags of other countries</p> <p>Korean Communities of other lands-French French</p> <p>A folktale from Ghana Ukrainian folktale</p> <p>Music and musical instruments of other lands Music of other cultures-- Native American, African and Chinese Music of other cultures</p>

MULTICULTURAL INTEGRATION

GRADE 1 LITERACY PLACE

LITERATURE ACTIVITY	CULTURAL FOCUS
UNIT ONE	
Cultural Connection - p T39	Number of days in a week used by various cultures
Cultural Connection - p T63	Letters from the world's alphabets
Cultural Connection - p T111	Jumprope games and jingles from other countries
Cultural Connection - p T140	Chinese riddle and their inventing the kite
Cultural Connection - p T155	Friendship bracelets from Guatemala
Cultural Connection - p T211	German birthday candles
UNIT TWO	
Cultural Connection - p T26	Papago - Southwestern US Native Americans - butterflies
Cultural Connection - p T29	Peru and Mexico different kinds of hats
Cultural Connection - p T63	Elephants from India and Africa
Cultural Connection - p T73	Chants from Mexico and Latin America
Cultural Connection - p T133	Cats from Ethiopia and around the world
Cultural Connection - p T180	Guam, cooperation and competition in school
Cultural Connection - p T187	Homemade toys from Peru, England, and other countries
Cultural Connection - p T231	Art projects around the world that were inspired by the egg
Cultural Connection - p T241	Mexico, Central America, and Native American art forms inspired by animals

Cultural Connection - p T295	Dinosaur fossils named for locations where found throughout the world
UNIT THREE	
Cultural Connection - p T47	Costa Rica and Italy kinds of soups
Cultural Connection - p T93	India and Dutch people built animal shelters
Cultural Connection - p T141	Israel harvest time
Cultural Connection - p T177	Vikings long ships
Cultural Connection - p T199	African Masai and Latin America work done by children
Cultural Connection - p T265	France and Aztecs sports and games
Cultural Connection - p T303	Soccer, the world's most popular sport
UNIT FOUR	
Cultural Connection - p T26	Egypt, Greece, India, Thailand and Mexico pyramids
Cultural Connection - p T43	China and Korea, tigers and their influence on Asian culture
Cultural Connection - p T87	Parrots from South America
Cultural Connection - p T91	Mexico, China, Thailand animal banks
Cultural Connection - p T150	Japan moon viewing
Cultural Connection - p T155	Chinese mythology, the moon goddess
Cultural Connection - p T190	Inca legend about the moon
Cultural Connection - p T197	Constellations seen in the northern and southern hemispheres
Cultural Connection - p T255	Scandinavian stories about trolls
Cultural Connection - p T261	Storytelling in Africa and China
Cultural Connection - p T294	Martial arts from China, Japan, and Brazil

Cultural Connection - p T301	Goats are raised throughout the world
UNIT FIVE	
Cultural Connection - p T45	Fold rhymes from India and Ireland
Cultural Connection - p T87	Europe shoes of the past
Cultural Connection - p T124	Chewing gum from Japan, Central America, and North America
Cultural Connection - p T151	Public aquariums in England, Japan, Monaco, and South Africa
Cultural Connection - p T178	How are you? in Spanish, Chinese, Russian, Thai
Cultural Connection - p T193	Gardens in Egypt, Arabia, and China
Cultural Connection - p T251	Art called molas from the San Blas islands near Panama
Cultural Connection - p T303	Fish symbols of China and Japan
UNIT SIX	
Cultural Connections - p T29	Japanese food
Cultural Connections - p T51	Parks in Moscow and London
Cultural Connections - p T91	Mapmaking traditions of ancient Greeks, Arabs, Italians and Dutch
Cultural Connections - p T141	Flowers in the cultures of India, Japan, and Thailand
Cultural Connections - p T189	Vegetable dishes from cultures in Mexico, Middle East and Japan
Cultural Connections - p T234	History of roller skates in Holland and US
Cultural Connections - p T253	Japanese national holiday to show respect for the elderly
Cultural Connections - p T285	Benin, a former French colony
Cultural Connections - p T303	Open-air markets in Pompeii

MULTICULTURAL INTEGRATION

GRADE 2 LITERACY PLACE

LITERATURE ACTIVITY	CULTURAL FOCUS
UNIT ONE	
Cultural Connection - p T25	Ball games including baggataway, played by native North Americans
Cultural Connection - p T59	Baseball players from the Dominican Republic
Cultural Connection - p T77	Origins of sports, baseball from the U.S. and tennis from France
Cultural Connection - p T118	Skills children learn by copying Bali, Russia, China
Cultural Connection - p T131	Italian opera words
Cultural Connection - p T141	Hopscotch games in Brooklyn, Germany and around the world
Cultural Connection - p T174	Soccer and U.S. football
Cultural Connection - p T189	Football in Ireland, Australia, and Canada and rugby from England
Cultural Connection - p T231	Native American dances and powwows
Cultural Connection - p T239	Photography by George Ancona of world cultures
Cultural Connection - p T287	Stories from France, West Africa and the Arab World
UNIT TWO	
Cultural Connection - p T22	Spanish words for aunt/ant
Cultural Connection - p T39	Ants in South America, China, Europe and US
Cultural Connection - p T74	Paper & art forms in China, Japan, and Europe

Cultural Connection - p T89	Crane symbolism in Egyptian, Chinese, and Indian cultures
Cultural Connection - p T134	Comic books in Egypt, Argentina, and Hawaii
Cultural Connection - p T145	Children's games in Israel, India and West Africa
Cultural Connection - p T172	Fables from Russia and France
Cultural Connection - p T181	Aesop's fables were models for medieval and modern fables
Cultural Connection - p T216	Codes were developed by ancient societies in Egypt, Mesopotamia, India, and China
Cultural Connection - p T229	Children's code in East Africa
Cultural Connection - p T253	Daniel Moreton (author/illustrator) grew up in a Cuban-American household
Cultural Connection - p T272	Mangos grow in tropical counties - Brazil, Mexico, Phillipines, and India
Cultural Connection - p T283	Fruit in tropical climates
UNIT THREE	
Cultural Connection - p T40	Fold music instruments originated in German, Asian, and African cultures
Cultural Connection - p T43	Bands from Mexico and West Indies
Cultural Connection - p T101	Japanese children's celebration
Cultural Connection - p T147	Kinds of clowns from England and India
Cultural Connection - p T161	Circuses and family performers from England, France, Bohemia, Moscow and Beijeng
Cultural Connection - p T186	Puppets come from cultures in Native America, East Asia, and Europe

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Cultural Connection - p T199	Shadow puppets from Java
Cultural Connection - p T257	Two Frenchmen show first motion picture
Cultural Connection - p T259	Early French documentary films
Cultural Connection - p T287	Beds in Korea
Cultural Connection - p T301	Bird symbolism in China and Netherlands
UNIT FOUR	
Cultural Connection - p T43	Folk tale performances in Vietnam, Thailand, Indonesia
Cultural Connection - p T71	Spanish word pronunciations
Cultural Connection - p T77	Beans are grown in most parts of the world
Cultural Connection - p T87	Breakfast foods in Mexico, Great Britain, Japan, and China
Cultural Connection - p T149	Pets in societies in the Middle East, Alaska, China, and Hong Kong
Cultural Connection - p T193	Money used around the world (Mexico, Saudi Arabia, Brazil, Italy, Laos)
Cultural Connection - p T249	Winners of the Nobel Prize for literature
Cultural Connection - p T285	Pointillism and French painters
UNIT FIVE	
Cultural Connection - p T37	Animals at work in Vietnam and France
Cultural Connection - p T66	Native Alaskan groups
Cultural Connection - p T81	Animal heroes from New Zealand and Switzerland
Cultural Connection - p T115	Nootka, Native Americans of Pacific Northwest
Cultural Connection - p T135	Irish legend

Cultural Connection - p T170	Native American legend
Cultural Connection - p T185	Endangered animals in SriLanka and Kenya
Cultural Connection - p T217	Spanish language
Cultural Connection - p T243	Trees in Africa
Cultural Connection - p T283	Chongologo Club in Zambia
UNIT SIX	
Cultural Connection - p T21	Asian bells
Cultural Connection - p T25	Independence Day in Taiwan
Cultural Connection - p T55	Chinese and Navajo names for North Star
Cultural Connection - p T79	Using the stars for navigation in the Northern and Southern Hemispheres
Cultural Connection - p T126	Tunnel building by the ancient Egyptians, Indians, and Greeks
Cultural Connection - p T131	Subways in Moscow and Hong Kong
Cultural Connection - p T185	Early fire fighting in ancient Egypt and England
Cultural Connection - p T221	Guests in Korea
Cultural Connection - p T240	Korean jumprope games
Cultural Connection - p T242	Korean names for family members
Cultural Connection - p T247	Picnics in Middle Eastern countries

MULTICULTURAL CONNECTIONS

LITERACY PLACE - GRADE 3-5

Grade 3

- Aesop's Fables
- Africa, South Africa, Alaska, Arabia, Argentina, Asia, Australia, Canada, Caribbean, Central America, China, Costa Rica, Ecuador, Europe, France, Great Britain, Greece, Greenland, Hawaii, Iceland, India, Japan, Kenya, Latin America, Mexico, Peru, South America, Switzerland, Tanzania, United States, Uruguay, West Africa, Zimbabwe
- African Americans, Lakota, Pennsylvania Dutch, People of the Far North, Taino People
- Ancient History
- Calendars - Chinese, Hebrew, Islamic
- Conestoga Wagons
- Dragons
- Dutch Clothing
- Food from many cultures
- Holiday Celebrations
- Immigration
- Languages
- Leaning Tower of Pisa
- Persian Carpets
- Prairie Homes
- Schools in Early America
- Stone Age Shelters

Grade 4

- Algonquin People, Amazon People, Inuit People, Native North Americans, Navajos, Nomadic People, Sequoyah, Taino People, African Americans
- Anansi Tales
- Ancient Greece and Rome
- Arabic Language, Shona Language
- Argentina, Africa, China, Dominican Republic, Galapagos Islands, Germany, Holland, Island Countries, Japan, Latin America, Mexico, Middle East, Phillipines, Swahili, Zimbabwe
- English, French, and German Knights
- Foods from other cultures
- Greek Mythology
- Harlem Renaissance
- Harvest Festivals

- Maya
- Origins of Inventions
- Quilts, popular sports, making rope
- Sky Gods
- World Literature
- Yanomamo Life

Grade 5

- Abenaki, Afghanistan, Argentina, Asia, Canada, Egypt, England, Greece, Hawaii, India, Iran, Japan, Mexico, Myanmar, South Africa, Spain, Italy, Zulus
- African Americans, Anasazi Cliff Dwellers, Native Americans
- Animals
- Bridges, Cable Cars, Quilting, Subway Systems
- Bryce Canyon,
- Cave Art, Collages
- Chinese Culture
- Cities in Ruins
- Famous Speeches, Famous People
- Greek Mythology
- Indian Ocean
- Monsoons
- Holidays
- Olympic Games
- Storytelling
- Town Names
- Traditional Costumes
- Urban and Rural Life

MultiCultural Links
Elementary Science
2001-2002

Kindergarten:

Unit 1 -The World Around You

p. T34 Around the World - Explain to students that fairs are held all over the world. Many of the foods found at fairs in this country are originally from other countries. We eat vegetables and rice from Japan, shish kebab and pita bread from the Middle East, and tacos and burritos from Mexico. In ethnically mixed classes, students may be able to name other foods.

p, T35 Multicultural Perspective - Name the foods pictured on pages 12-13. Some students may not be familiar with all of these foods. Name the main ingredients in the unfamiliar foods and help students compare them to foods with which they are familiar. Encourage students acquiring English to describe to the class any of the pictured foods they commonly eat.

p. T92 Multicultural Perspective - Have students play a game of leap frog. Ask them if there are pushes and pulls and, if so, to identify them. Explain that Japanese children also play leap frog. They call it tobi-koshi, which means "jumping over".

Unit 3 - Living and Growing

p. T30 Multicultural Perspective - If you have Native-American students, they may believe that some objects, such as rocks, are living things. Native-American tribes of the Central Plains believed that rocks, pebbles, and other objects were not inanimate but had a life of their own and great power.

p. T56 Multicultural Perspective - Music/Art - In other parts of the world people reuse all sorts of paper and metal. In Asia and Africa stores often use paper bags made from old pages of schoolbooks.

p. T70 Multicultural Perspective - "Shiao Mao" is Chinese and is pronounced (shou mou). It means "little cat". In Spanish the word for cat is gato. (Shiao Mao is the name of the little girl in this lesson.

p. T82 Multicultural Perspective - Sing with students the Ecuadorian children's song "Los pollitos," on page 11 of the Teacher's Anthology. Provide the translation: Little chickens say "peep, peep, peep" when they are hungry or when they are cold. Have students make the sounds of chicks and other animals.

p. T99 Around the World - Ask students why they think a cactus is like a camel. (They both need very little water.) Talk about where in the world cactus and camels live. If a map is available, show students where these areas are. Talk about where in the world rice is grown. What might happen if cactus and rice plants traded places?

p. T100 Multicultural Perspective - Sing "My Nipa Hut," on page 37 of the Teacher's Anthology. The song comes from the Phillipine Islands. Help students find the Phillipine Islands on a map or globe. Tell students the song is sung by farm people. They live in houses on tall legs. These houses are called nipa huts.+First Grade:

First Grade

Unit 4 - Earth and Sky

p. T34 Multicultural Perspective - Native-American peoples such as the Navajo, Zuni, and Hopi use malachite, turquoise, and silver extensively in making jewelry. Bring examples or display pictures of jewelry made by Native Americans for students to see. Students may wish to investigate where malachite, turquoise, and silver are found and how they are processed in jewelry-making.

p. T46 Multicultural Perspective - Ancient peoples living in what is now the American Southwest built dwellings along the faces of cliffs and at the mouths of caves. Many of these have become national parks and monuments. Display photographs of Canyon de Chelly National Monument and Tonto National Monument (Arizona), Gila Cliff Dwellings National Mounument (New Mexico), and Mesa Verde National Park (Colorado).

p. T58 Multicultural Perspective - Discuss with students the connection between the kind of soil in various countries and the ability of people to grow food. Point out that people in different places have had to find the best ways to produce food with the soil - and weather conditions- they have. For example, much of India has very wet soil due to annual flooding as a result of monsoons; therefore, rice grows there because it does well under these conditions.

p. T74 Multicultural Perspective - Many peoples throughout the ages have recognized the importance of the sun. Expressions of this among Native Americans include the sun dance

Cole.

of the Plains tribe, the building of temples to the sun by the Natchez, and the Pueblos offering a sacred meal to the dawn.

p. T83 Multicultural Perspective - About 300 B.C., Zhou Yue from China made a model of how the moon moves. Around A. D. 150, Ptolemy, while living in Egypt, made a model in which the sun, moon, and stars all revolved around Earth. About A. D. 400, Hypatia, a mathematician in Alexandria, Egypt, developed an instrument that measured the positions of the stars. In 497, Aryabhata the First from India, added his idea that Earth rotates. During 880-909, Al-Battani from Turkey figured out the length of a year. In 1543, a Polish astronomer, Nicolaus Copernicus, made a model with the sun at the center. Galileo, an astronomer in Italy in the 1600's, used a telescope he made to observe the sky.

p. T98 Multicultural Perspective - Point out Northern Europe and Scandinavia on a world map or globe. Explain to students that because the sun is so important for growing crops, these people named the first day of the week after the sun. Today, we still call this day Sunday.

p. T104 Around the World - Show students pictures of Japan and Japanese culture. Ask if student know what life is like in Japan. Talk about how students can learn more about Japan. (from books, movies, television) Have students use classroom and library resources to find out more about Japan. Let students use chart paper to write a story about life in Japan and draw and color a picture to go with their story. Display students' work in a bulletin board entitled *Life in Japan*. Teach students "The Moon" on page 10 of the Teacher's Anthology. Point out that this is a Japanese children's song.

p. 104 Multicultural Perspective - Read with students the *Other Good Books to Read* selection *All in a Day* by Mitsumasa Anno. Students will observe children in many lands involved in activities related to the different times and climate that exist in various parts of Earth.

Unit 5 - Matter and Magnets

p. T34 Multiculture Perspective - Understanding the property of flotation is critical to people who depend on water for their basic needs. Early Polynesians, who used boats to travel between islands and to fish, developed outriggers because they balance well in rough seas, yet move quickly. If possible display a picture of an outrigger for students to discuss.

p. T41 Multiculture Perspective - Many early measures were devised in an effort to standardize units for fairness in trade. Ancient Babylonians created extensive tables of weight, length, and area over 4,000 years ago. Early Egyptians used balance scales as early as 1350 B. C. In

India familiar seeds were used as a standard weight. The Romans used a device that looked like a stone basin with a plug at the bottom, which served as a standard measure of capacity.

p. T60 Multiculture Perspective - Ever since 1950, when some teenagers made an ice sculpture just for fun, the island of Hokkaido in northern Japan has held the annual Sapporo Snow Festival. Teams of ice cravers and snow sculptors from around the world work for nearly a month to get ready for the week-long event. Japanese soldiers build huge ice forts, castles, and ice slides for the children. The festival usually takes place in February, when it is cold enough for the ice to last.

p. T74 Multicultural Perspective - Tell students that the first discovery of a magnet long ago was somewhat like Molly's discovery. Then read pages 6 and 7 of *Amazing Magnets* by David Adler aloud to students. It tells of the finding of lodestone, a natural magnet, in Asia. Have students study the illustrations. You may wish to point out Asia on a world map or globe.

p. T78 Multicultural Perspective - Display pictures or books of large palaces such as Buckingham Palace and Windsor Castle in England, Versailles Palace in France, Uffizi Palace in Italy, Taj Mahal in India, and so on. Ask students to describe some characteristics of the palaces they notice. Then read aloud *Needle in the Haystack*, on page 19 of the Teacher's Anthology. Let students use their imaginations to describe what this kingdom in a faraway land looked like. Have students use chart paper and crayons to illustrate the girl using her stick to pull the needle from the haystack.

p. T96 Multicultural Perspective - Read students "The Shooting Star," on pages 21-23 in the Teacher's Anthology. Using clues from the story, trace the voyage of the balloon on a world map. Talk about how Marie's compass told her in which direction the balloon was traveling. If possible show the students a compass and explain how Marie would have found that the balloon was heading west.

p. T108 Multicultural Perspective - Ancient writings and records tell us that the use of lodestone (or magnetite) as a natural compass began over 2,000 years ago, around A. D. 100. It is said that Hwang-ti, emperor of China, used it to guide his chariot when he went hunting.

Second Grade:

Unit 7 - Life Then and Now

p. T38 Multicultural Perspective - Some birds, like other animals, have spiritual meaning for Native American peoples. The eagle, for example, is particularly significant to the people of the Plains. Have students find out why the eagle is special. Encourage students to learn about Native American regard for other birds as well.

p. T55 Multicultural Perspective - Have students explore the kinds of plants people eat in different parts of the world. Have students draw, color, and cut out examples and, using removable transparent tape, attach them to the world map. As an alternate suggestion, have students and their families look for labels attached to fruits or products that come from plants which come from other countries. Affix these labels to a world map.

p. T58 Multicultural Perspective - Many Native American societies had a variety of uses for trees. They used trees for building houses, canoes, and other means of transportation, and for making animal and fish traps, bowls, baskets, boxes, totem poles, masks, and bows and arrows. The people of the Northwest coast even used the bark from cedar trees to make clothing. They took the soft inner bark, beat it, shredded it, and then rolled it into long flexible fibers that were then woven into clothing. Cedar hats and capes made effective rain gear.

p. T84 Multicultural Perspective - Even prehistoric people may have recognized fossils. The ancient Greeks and Chinese recorded their existence. But not until the nineteenth century did people recognize that different forms of life - huge in size - existed in the distant past and then vanished. In about 1811 Mary Anning, an eleven-year-old English girl, found the first recorded Ichthyosaurus fossil along the rocky coast where she lived. She collected fossils to sell and support her family. As years went by, she continued to find fossils of historic value.

p. T99 Multicultural Perspective - Read *Where the Forest Meets the Sea* by Jeannie Baker. Encourage students to talk about why the rain forest may disappear. Then have students discuss the effects that environmental science could have on this rain forest and the people of Australia. For more information see *Other Good Books to Read* on page T70.

Third Grade:

Unit 12 - Earth Beneath Your Feet

p. T9 Multicultural Perspective - Have groups research the ancient monuments mentioned in the text. They could add others, such as Stonehenge in England, the *stèle* monuments of the

Maya in Mexico, and the *ziggurats* (sacred temple towers) of Mesopotamia. Have each group report to the class, answering these questions for the monument they chose: What is it? Who built it? When? Why was it built? How was it built?

p. T9 Global View - Tell students that jewelry has been made from Earth materials worldwide for several thousand years. For example, the Chinese have carved jade jewelry since ancient times, and Native Americans in the southwestern United States and Mexico have made turquoise and silver jewelry for centuries. Have students choose a gemstone (diamond, ruby, emerald, sapphire, and so on) and use encyclopedias to discover what nations each comes from.

p. T19 Global View - Tell students that the California Gold Rush wasn't the only one that happened. Others occurred in Colorado, Alaska, Australia, New Zealand, South Africa, Central America, Asia, Canada, and the Phillipines. Discuss with students why these gold rushes occurred and why gold is so interesting to people. Point out that during many of these gold rushes the native populations were exploited and the land itself was disrupted.

p. T25 Multicultural Perspective - Not far from Mount Rushmore is another mountain sculpture honoring Chief Crazy Horse, the Dakota Indian leader who defeated General George Custer and his cavalry in 1876. Some Native Americans approve the idea, but others believe that his giant carving desecrates a sacred area. Have students do research about this sculpture and the controversy surrounding it.

p. T27 Multicultural Perspective - Many ancient cultures have built structures out of rocks that are still standing today, despite weathering. The pyramids of Egypt, ruins in Zimbabwe, the Great Wall of China and the ruins of Tikal in Guatemala are just a few examples. We have learned much about them by studying these structures. Have students build their own structure that will tell future people what their culture is like. Provide pebbles, rocks, or wood blocks for them to use.

p. T42 Multicultural Perspective - A Native American tribe called the Dakota carve sandstone into peace pipes. For centuries they have gotten the sandstone from a site near Sandstone, Minnesota. The pipes are used in religious ceremonies. Have student groups research and report to the class on other uses Native Americans have made of rocks and minerals.

p. T53 Global View - Relief maps and globes show the highs and lows of Earth's surface in three dimensions. These are wonderful teaching tools especially for tactile/kinesthetic learners, who can actually feel the Himalayas and Rockies. Obtain a relief globe and a plastic relief map of your area. Go over the globe with your students, letting them see and feel that there are mountains, valleys, and flat plains on every continent. Have students locate different landforms on the relief map of your area.

p. T57 Global View - Tell students that unusual landforms, such as the Grand Canyon, Mount Everest, and Mount Fuji are being protected. Ask if they think air pollution is a problem at the Grand Canyon. Explain that a coal-burning electric power plant is near the canyon, and its pollution causes hazy air. This sometimes reduces the view from over 150 km (100 miles) to only a few kilometers. A recent law has restricted the emissions that the plant power can release into the air. Air pollution and water pollution are world-wide problems affecting all nations. Discuss whether pollution (air or water) is a problem at any parks in your state.

p. T57 Multicultural Perspective - Interesting landforms can be found on every continent of the world. Australia has Ayers Rock and the Great Barrier Reef. In Africa you can find the spectacular Victoria Falls and the Great Rift Valley. The jagged peaks of the Andes Mountains to the jungles of the Amazon Basin highlight South America. Show pictures of these wonderful landforms to your students. Have them write about which one they would like to visit the most and why.

p. T61 Multicultural Perspective - For centuries Western people knew nothing about China and its scientific accomplishments. To many people it was a remote land of mystery. Ask interested students to find out about the scientific discoveries made in China during its different ages. Encourage students to share their findings with the class.

Unit 13 - Pushes and Pulls

p. T6 Multicultural Perspective - Have students look in the library for tall tales and folktales from other nations. Encourage students to share folktales from their own cultural backgrounds that involve exaggerations of a real person's skills or accomplishments.

p. T13 Global View - Long ago, people rarely traveled to other countries or learned about the people who lived there. Have students discuss or research ways people in different countries can get to know each other without moving - without leaving home.

p. T21 Multicultural Perspective - About 5,000 B.C. people began to use animals for transportation. Although bicycles and engine-powered vehicles are the chief means of transportation in urban areas, animals (beasts of burden) to their continents: camels - Asia/Africa; donkey - All continents except Antarctica; elephant - Asia/Africa; etc.

p. T31 Global View - Point out that most countries of the world use either metric units (for mass) or pounds (for weight). But, inform students, as an example, that a German pound is not the same as an English pound. What are some problems with this situation?

Students should realize the need for a uniform system of units and measures.

p. T35 Multicultural Perspective - The International System of Units is a modernized version of the metric system. It has been established by international agreement to provide the standard measurements in science, industry, and commerce. Most nations and all scientists use this system. In this system, length is measured in meters, time in seconds, mass in kilograms, weight in newtons, temperature in kelvin units. Have students discuss the pros and cons of an international system of units.

p. T58 Multicultural Perspective - People have been using simple machines for a very long time. About 2,000 years ago, the Greek scientist Archimedes invented the compound pulley. He amazed people by pulling a loaded, three-masted ship onto the beach with just the help of the pulley.

The wheel was probably invented 5,000 years ago in Sumeria, which is now called Iraq. The first wheels were made of wood and could not turn left or right.

Have students find pictures of simple machines used in ancient times. Make copies and display them on a bulletin board, along with a sentence or two identifying the machine and how it was used.

p. T59 Global View - After discussing fossil fuels, have students identify kinds of resources people could use in countries that have little electricity or other energy sources.

p. T61 Global View - Paintings and drawings prove there were amusement parks in Turkey as long ago as 1620, in England in the 1700's, and in France, Ceylon, and the United States in the 1800's. Ask students why they think people all over the world enjoy amusement parks.

Fourth Grade:

Unit 16 - Properties of Matter

p. T8 Multicultural Perspective - Divide students into cooperative learning groups. Have each group investigate the dwellings of a Native American nation of their choice. Have the groups relate the composition and shape of the dwellings to the environment and climate of the area in which their Native American nation lived. Have the groups present their findings to the class in a mural, model, or story to be read aloud.

p. T12 Multicultural Perspective - The Inuit people - the native population of the Arctic and sub-Arctic regions of Canada, Greenland, Alaska, and Siberia - have a culture that is deeply dependent on their environment. Have small groups of students read and report about the regions where the Inuit live and list the kinds of matter that make up the Inuit's

environment.

p. T17 Global View - Students might enjoy learning about Interpol, the international organization of criminal police forces from more than 125 nations that cooperate to apprehend known international criminals. The agents of Interpol use sophisticated methods and information networks to catch criminals and also to discover the identity of unidentified bodies. If possible, arrange to have a law enforcement expert or a specialist in criminal law speak to the class about Interpol's global role.

p. T22 Multicultural Perspective - Have students work in groups of two or three to research measuring tools used by people of different ancient civilizations. Have each group prepare drawings of the tools and write captions explaining how they were used. Display "Amounts Have Always Counted."

p. T26 Global View - Increase students' appreciation for the use of metric measurements worldwide by having them do library research on the history of the metric system. Ask them to write a brief report for their portfolios.

p. T36 Multicultural Perspective - Percy Lavon Julian's knowledge of how different kinds of matter can combine has eased the suffering of millions of people. Julian (1899-1975) created a drug used to treat glaucoma, developed a substance to extinguish gas and oil fires, and found a way to manufacture cortisone. His study of the soybean led to the manufacture of a synthetic hormone used to treat cancer.

p. T39 Global View - Ask students whether they have ever seen or played with matriyoshka, nested dolls that originated in Russia. Show students a picture or actual matriyoshka if available. Take the matroyoshka apart and put it back together to reteach the concept that matter can be made into smaller pieces until a point, just like a doll.

p. T52 Global View - After they read about how heat energy affects solids, liquids, and gases on page 52, ask students to infer what happens when a steam iron is plugged into an electrical outlet. Then tell students that some of the world's first irons, pans filled with hot charcoal, were used in China during the 8th century to smooth silk.

p. T59 Global View - Scientists throughout the world are concerned about the effects of global warming on the continent of Antarctica. Ask students to find out about what could happen to the great ice sheet that makes up most of the land mass of this vast continent if global warming increases. Encourage them to discover what impact these effects would have on Earth's ecology.

p. T65 Global View - Tell students that a method like the one they used in Explore activity is used in water de-salting (desalination) plants to make seawater usable for drinking and irrigation. A tremendous water-desalting plant near Jidda, in Saudi Arabia, can process 5 million gallons of fresh water per day. Have students do research to learn about the lack of water resources in Saudi Arabia and how that country is using desalination and other water projects to meet the needs of individuals, industry, and agriculture.

p. T73 Multicultural Perspective - Chemical engineer Virgil Trice was involved for many years in developing nuclear energy. He now focuses on managing radioactive waste. Trice served on the Atomic Energy Commission and, after the AEC was abolished, the Energy Research and Development Administration. At the Department of Energy, he had primary responsibility for radioactive waste management planning, reporting, and program control.

p. T74 Global View - After students review how elements can combine chemically and develop entirely different properties, have them read about medicine in ancient Mesopotamia, where physicians used different types and combinations of matter to make the world's first drugs.

Unit 17 - Plants and Animals

p. T21 Multicultural Perspective - Have interested students prepare a global map of exotic plant foods. Have them look up different countries in an encyclopedia and write down their main agricultural crop beside an exotic plant food. Have them give a presentation to the class about their findings.

p. T22 Multicultural Perspective - People have been making flower arrangements from cut flowers since the time of the ancient Greeks, Romans, and Egyptians, about 2,500 years ago. The Japanese began arranging cut flowers as an art form around A. D. 500. Most Japanese flower arrangements are made to look natural or as if they are still growing outside. To do this, the Japanese use stems and leaves combined with the flower blossoms and place them in vases. Some floral arrangements are made for altars in temples.

p. T37 Multicultural Perspective - Many of the plants that are used for food throughout the world were first introduced by Native Americans in North and South America. They include corn, squash, sunflower, and gourd plants in North America, and potatoes and tomatoes in both Central and South America. Have students do research on any of these plants to find out where they are most widely used today. Have them prepare an illustrated booklet about the plants they research.

p. T52 Global View - Then divide the students into small groups to discuss how the animals on this page could be saved from extinction. Ask them if they think putting animals in zoos is

a solution. When students come up with a strategy for saving these animals, have them write a letter to your congressman, the President, and to the head of the country where the animal lives. Addresses can be obtained in the library or state and local government agencies. Have them explain the problem and their solutions in the letter.

p. T53 Multiculture Perspective - In the past, Africa had the most variety of native animals. Recently though, animals such as the black rhinoceros and the African elephant have become endangered because of overhunting. The African elephant is expected to become extinct in the wild by the year 1995. They still exist on wildlife preserves and in zoos.

p. T63 Multiculture Perspective - Anthropologists study the learned cultural behaviors of human beings. Arabs in conversation stand close together. A child growing up in China will learn to use chopsticks instead of a fork. In the United States, people shake hands. All Swazis in South Africa do the same kinds of work, live in same kinds of houses, and eat the same foods. A person who accumulates too much is expected to share or is in danger of public retaliation. These are all examples of the influence of human culture on behavior.

p. T74 Multiculture Perspective - In every society people choose from a wide variety of plants and animals for food. Many nutritious items are often excluded because people will not consider eating them. Dogs are commonly eaten in the orient. Winged termites are eaten in Tanzania. In Thailand, the pupae and larvae of giant honeybees are eaten. In Louisiana in the United States, crickets are eaten. On the other hand, the Hindu in India will not eat beef. And in Israel, many people will not eat pork or shellfish.

p. T84 Multiculture Perspective - Native Americans went through many rites of passage, including the sun dance, vision quests, and physical challenges. Have students look up books on Native Americans to find out more about how children became adults in their society, and how many traditions continue today.

p. T89 Multiculture Perspective - Have students imagine what it would be like to live in a desert. Have them list a few things they would need to have if they were going to live in a desert. Then have them look up deserts in an encyclopedia and find out where people live deserts, and how they survive. Another title search could be Native Americans, Ethiopia, Saudi Arabia, or the Sahara.

Fifth Grade:

Unit 21 - Exploring Space

- p. T19 Multicultural Perspective - In the past, the U. S. S. R. launched the greatest number of satellites per year: 100 or more. The U. S. launches many from orbiting space shuttles. The European Space Agency is launching an increasing number, often in conjunction with the U. S., Japan, China, and India also have put satellites into orbit. After students read pages 19 and 20, ask what kinds of satellites each country might launch, and why.
- p. T35 Multicultural Perspective - Group students in pairs to write a short description of an astronomer or a group of people who contributed to our knowledge of the patterns in the sky. They may choose one of the following astronomers: Eratosthenes (Greek), Ptolemy (Greek), Tycho Brahe (Danish), Johannes Kepler (German), Hans Lippershey (Dutch), Galileo Galilei (Italian), Isaac Newton (British), or William Herschel (British). They could also choose one of the following groups: ancient Egyptians, Kenyans, Chinese, Babylonians, Mayans, Aztecs, Native Americans, or Celts.
- p. T37 Many other cultures have legends and ceremonies involving the Big Dipper. Share these with students and ask them to write their own legend for the Big Dipper.
- p. T40 Global View - Have students read page 40 and discuss how stars move. Then ask students if they think people in the Southern Hemisphere see the same constellations as we do. Would they see the Little Dipper?
- p. T52 Multicultural Perspective - Several women have done important research on stars. Annie Jump Cannon classified the light from over 250,000 stars in the early twentieth century. Today, astronomer Sallie Baliunas is observing stars similar to the sun and Vera Rubin is observing the movement of galaxies. Ask students to name other women who are scientists and describe the work that they have done. If they don't know any women scientists, have them look up information in the library and find examples to share with the class.
- p. T72 Multicultural Perspective - Have students research the history of the planets' names, including the planets known since ancient times and the three recently discovered ones. Have them find out who named them, and why.
- p. T79 Global View - Divide the class into groups to discuss who owns space. Then have the groups share their decisions and the reasons for them with the class.

p. T79 Multicultural Perspective - Ask the students to research other nations' current space programs along with current U. S. projects. Then, have a panel of "experts" talk with the class about what their countries are doing. Ask them to describe cooperative efforts, such as the European Space Agency. Encourage the audience to come to the panel presentation prepared with questions.

Unit 24 - Structures of Life

p. T9 Global View - During the last 300 years, about 80 species of birds became extinct around the world. People contributed to the extinction by overhunting many of these animals and destroying their habitats. Help students understand the negative impact people can have on nature by having them prepare a report on one of the following species of North American birds: Carolina parakeet, great auk, Labrador duck, and passenger pigeon.

p. T20 Multicultural Perspective - Tell the students that blood is an important tissue in the body. Too much blood loss could be fatal. In order to save lives, Dr. Charles Richard Drew organized blood banks for England and the United States during World War II. One of the first African Americans to be recognized and awarded for his work in medicine, Drew organized and sent blood plasma overseas during the war, supervised the American Red Cross blood collection center for our armed forces, and organized blood donations to save many lives.

p. T31 Multicultural Perspective - Ernest Everett Just, an African American biologist in the early 1900's studied cells and how they function. His research proved that all parts of the cell influence its activities - not just the nucleus, like scientists of his time believed. This radical idea changed scientific opinion concerning the very roots of life. Have students discuss how this lesson might be different if Just hadn't discovered that all parts of a cell interact to help it function.

p. T44 Multicultural Perspective - Human birth rates are of great concern to many people around the world. The world population was 5,384 billion in 1991. It is heading toward 6 billion by the year 2000. Ask students to write a short position paper on the concerns about population growth and what can be done to make the future brighter for the world's population.

p. T59 Multicultural Perspective - After discussing the *Art Link*, read the biography of Lynn Margulls in the Teacher's Anthology. She is an American biologist/geneticist who originated a popular hypothesis on the origin of cells. Have students write an imaginary interview that they would have with Dr. Margulls, including questions they would ask and some responses they think she would make.

p. T62 Global View - Explain that most rain forest destruction is associated with the economic development - both local and international. The forests are being cut down to create farmland. Many people who live in those regions believe that replacing rain forests with farms will improve their daily lives by letting them make a living raising crops and animals. But this opportunity is short-lived. Land that once held lush rain forests becomes barren within a few years of being cleared. The soil that appeared to be so fertile when the rain forests grew there turns out not to

be so. The nutrients that enable rain forests to grow are in the rain forests themselves, not in the rain forests' soil. Sooner or later, the new farmland becomes abandoned, and more rain forests are cleared for farm land. Destruction of the rain forests also affects the atmosphere worldwide. With the loss of rain forest trees and plants, atmospheric levels of carbon dioxide increase, leading to global warming. Carbon dioxide traps heat radiation in the atmosphere much as the glass in a greenhouse traps the heat inside it. Also, much of the rain forest is being cut down to supply timber for foreign markets in Japan, the United States, and other more affluent countries. Ask the students to consider whether their views on this issue would be different if they were farming land that was once a tropical rain forest. Does one's view on an issue usually reflect the impact that the issue has on his or her life?

T 66 Multicultural Perspective - Historically, some plants have been considered to be medicine. Native Americans used willow-bark tea to relieve fevers, colds, and stiff joints. The Incas used cinchona bark, or quinine, as a remedy for malaria. The Chinese have been using ginseng for almost 7,000 years to cure everything from insomnia to diabetes to cancer. Have students research these and other cultural remedies and decide if each is a miracle plant or just another herb.

Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002/03

School: Abbott

Principal: Erik Chaussee

Please list activities and/or learning experiences that occurred in the building.

Staff development activities:

- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listing in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Foreign Language Program sponsored by Abbott's PTO
- Geography Bee for 4th and 5th graders
- Arts program provided by Abbott art teacher
- Culture Around the World/Geography week
- Foreign languages taught by high school students

Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003

School: Ackerman

Principal: Martha Nielsen

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.
- The principal and counselor attended a "Profile Training" workshop presented by Dan Korem (10/20/99). The topics included an understanding of gender and cultural issues when interacting with people in a context of safety issues for schools.

Student Activities/Experiences beyond the regular curriculum:

- **Additional literature selections selected by teachers**
- **Sister School Projects** – Third Grade students from Ackerman partnered with third grade students from Highland Academy to build relationships between students, teachers and parents at geographically, racially, ethnically, economically and religiously diverse schools in the Omaha area. This was funded by the Hate Crimes Project and the Mammel Foundation.
- **Special Events including:**
 - National Geographic photographer and author, Joel Sartore, presented slides and discussion of his travels all over the world.
 - Pentathlon Games, Battle of the Books, Human Diversity Genre w/ Book groups,
 - Asia Quest & America Quest(tracking modern day adventurers, via internet connections, as they traveled Asia and America)
 - Reading Around the World Theme, each month all classrooms would study the literature and culture of an assigned country. Each month focused on a different Continent. Guest speakers were brought in for the kick off and culminating activities.
 - Nebraska Day school wide celebration that focused on the early settlement cultures. Several Native American speakers participated.
- **Foreign Language:**
 - German students from MSHS visited 2nd, 5th, and Multi-cat classrooms
 - Spanish lessons to 5th grade
 - French students visited Primary Center
- **Multi - Cultural Celebrations and Unit Studies:**
 - Black History Month, Martin Luther King Day, Native American Day, History of Traditional American Holidays, Women in History Day, and Special Lunch Menus reflecting Holidays and Celebrations.
- **Media Center Activities:**
 - Displays relating to the above-mentioned multi-cultural celebrations and unit studies.
 - Focus on Authors and illustrators
 - Independent Study Groups
- **Music**
 - 2nd grade Music program "Music is Ours to Share, Our World Songs"

**Multicultural Education
Millard Public Schools Year End Report
2002-2003**

School: Aldrich

Principal: Dr. Rich Pahls

Staff Development Activities:

- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.
- Through funds provided from a Millard Education Foundation Grant, multicultural kits for each Olympic Day country studies were purchased. These kits included resources for study of the country's history, music, holidays, art, national costumes, etc. These materials were shared with teachers through staff development.
- Social Studies staff development provided teachers with the opportunity to understand global cultures and to promote respect for individual and cultural diversity within their grade level curriculum.

Student Activities/Experiences beyond the regular curriculum:

- Art Appreciation - Trained parent volunteers present an art lesson once each quarter to every classroom. Students learn about artists from different countries and their style of art. Students then create their own art work.
- Star Style Choir - 5th grade students are provided with the opportunity to experience, hear, sing, and demonstrate selections from a variety of cultures.
- Strings Program - The end of the year program features music from different countries.
- Foreign Language - This program is sponsored by the PTA, and classes are held throughout the school year. Spanish, French, and Japanese have been offered the last several years.
- Olympic Day - The purpose of this project is to provide student interaction and exposure to diverse people and cultures by integrating multicultural education into all areas of the curriculum. During the year, students met in K-5 teams led by a classroom teacher. Each team is assigned a country that they study. During these team meetings students learn about the history, people, customs, traditions, art, music, and geography. As a final activity at the end of the year, students participate with their teams in Olympic Day. This day mirrors the Olympic Games. The heart of these games is the uniting of countries in friendship and celebration. Video and audio tapes were purchased by the Parent Teacher Association providing the opportunity for students to learn songs and dances from countries around the world.

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Black Elk Elementary

Principal: Kevin Chick

Staff Development Activities:

- Scholastic Literacy Place reading program users attended sessions that provided background information and connections to literature that related to the many cultures included in the program. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.
- Staff was again inserviced on Native American culture in relation to our yearly reading incentive where we raise money for the students at the St. Augustine Indian Mission School in Winnebago. To date, the staff and students at Black Elk have raised more than \$20,000 for the students at St. Augustine.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Students were involved in several art lessons that involved Henri Rousseau. We have a J. Doe at Black Elk named Henri Rousseau Doe. Grade level art activities were designed around the doe in grades kindergarten through fifth grade.
- A two-week reading incentive centering on the Native American culture and the Winnebago Tribe.
- Black Elk conducted a one-week International week the 3rd week of May. Each grade level picked a country, outside of the United States, to explore and learn about during the week. The week culminated in an all school assembly where the students viewed a student and staff made iMovie about each of the countries studied.

**Multicultural Education
Millard Public Schools Year End Report
2002-2003**

School: Bryan

Principal: Pat Rhodes

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Enrichment Day workshops on multicultural music and drumming, Japanese origami and calligraphy, Tae Kwon Do

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Willa Cather Elementary

Principal: Mrs. Nila Nielsen

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.
- A committee of teachers and room parents created lessons focusing on multicultural art projects, for use in Art-In-Action.
- The vocal music department highlighted vocal and rhythmic activities that supported cultural awareness.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Cultural celebrations of Japan, Mexico and Pakistan were held at Cather
- Field trips to the Western Heritage Museum focused on various immigrant cultural backgrounds
- Guest speaker - Japanese Life and Culture
- All Cather kindergarten classrooms introduced beginning Spanish vocabulary through use of a weekly video series, "Salsa".
- 4th grade students participated in multi-cultural activities assisted by parents, to help students understand their family heritage

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Cody Elementary

Principal: Nick Meysenbur

Staff Development Activities:

*Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

*Scholastic Reading Counts (SRC) users attended sessions that provided training in utilization of literature selection database. Information in selecting appropriate, culturally diverse literature was provided, connecting guided reading experiences throughout the curriculum.

Student Activities/Experiences beyond the regular curriculum:

*Arts in January - A seven day event which immersed students in visual art, music, and drama

*Foreign Languages Classes - German and Spanish

Clubs (K-5) providing extracurricular experiences in Visual Arts, Performing Arts, Music and Movement

*Cody Choir (3-5) and Recorder Club (3-5) providing experiences with culturally diverse musical selections

*Additional literature purchased to enhance library collection

*Field Trips - Western Heritage Museum, Joslyn Art Museum, Omaha Symphony

Multicultural Education
Millard Public Schools Year End Report
2002-2003

School: Cottonwood Elementary School

Principal: Jed K. Johnston

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. See specific grade level listing in the district curriculum section.
- Book Talks were given periodically throughout the year highlighting, among other things, new literature with a multi-cultural theme.

Student Activities/Experiences beyond the regular curriculum:

- **Additional literature selections selected by teachers**
 - Media Center: New books are added each year to support curricular efforts to incorporate multiculturalism
 - Media Center: Newbery Reading Program used with students represented a variety of cultures.
 - Media Center: Special books were shared to grade levels on multicultural themes.
 - Each grade level utilizes literature on a multi-cultural theme.
- **Special events**
 - All classes recognize certain days throughout the school year: Native American Day, Martin Luther King Day, Black History month, etc.
 - Third Grade brings in speakers who represent various cultural groups that make up the city of Omaha.
- **Special building projects**
 - Our grade level buddies (older grades paired with younger) do many activities together, usually a hands on project or art, that relate to the cultural days recognized by the state.
 - Cougar Leaders, brought community leaders into the school to eat lunch and address students. The speakers represented a variety of businesses, careers, gender, and cultural/ethnic groups.
 - With our PAYBAC Partner, students will be doing projects and activities with a Retirement home - intergenerational appreciation.
 - Fifth grade students conducted research and presented to all 5th grade students a power point presentation of famous Americans, specifically highlighting contributions to our society by African-Americans and Native Americans.
 - HAL students conducted research projects on their heritage, which included a number of different cultural groups
- **Foreign language classes offered**
 - Millard North High School foreign language students shared language and cultural experiences with students. Spanish, Japanese and German classes.
- **Field trips**
 - Third grade tours Omaha and highlights different cultural groups that settled Omaha.

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**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-03**

School: Walt Disney Elementary

Principal: Mark Schultze

Please list activities and/or learning experiences that occurred in the building.

Staff Development Activities:

- New Scholastic Literacy Place reading program users attended sessions that provided background information and connections to literature that related to the many cultures included in the program. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Cinco de Mayo Day Celebration, grade 4
- Spanish instruction, grade 4
- Native American Day Celebration, grades 3 and 4
- Field Trip: Stuhr Museum (Life of a Pioneer Child) in Grand Island, NE, grade 4
- German language students from Millard South read/spoke to students, grade 2
- While students learned about different continents, they learned about the cultures and customs, grade 2
- Field trip to a working farm north of Kearney, NE, grade K
- Study of holiday celebrations from around the world, kindergarten and grade 1
- Learned about the Japanese culture, grade K
- Guest speaker: Chinese New Year and Chinese Zodiac, grade K
- Guest speakers: Life in Nebraska; Childhood to Adulthood, grade 4
- Storyteller: Jym Kruse, grades K-5
- Shakespeare Readers' Theater (Middle Ages research), grade 4
- Storytime unit for kindergarten on "Trickster Tales" from Africa and the Southwest, grade K
- Book talks on people/stories of the Underground Railroad, grade 4
- Darrel Draper: historical figure recreations, grades 4 and 5

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Ezra Millard Elementary **Principal:** Dr. Carol Beaty

Staff Development Activities:

- Scholastic Literacy Place reading program users attended sessions that provided background information and connections to literature that related to the many cultures included in the program. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.
- Social studies staff development prepared teachers to teach the curriculum, including emphasis on various cultures. See specific grade level listings in the district curriculum section.
- Counselor attended two multicultural inservices led by a local City Councilman.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections chosen by teachers
- Scholastic News discussions about cultures and issues
- Classroom activities for Martin Luther King Day, Black History Month, Rosa Parks, Harriett Tubman, Abraham Lincoln, Kwanza, Cinco De Maya, Chinese New Year
- Held a P.E. fun day with a multicultural theme that included games from various cultures.
- Extended geography/culture study in 4th & 5th grades which included research projects
- Biography study in 5th grade with a presentation for parents as a culminating project
- Foreign language classes offered by the PTO before and after school.
- Multicultural music in music classroom and regular classrooms
- Theme party planned by parents and correlated with the curriculum focused on different cultures (stories, activities, guest speakers, foods)
- Field trips to Morrill Hall, Nebraska History Museum and Joslyn Art Museum.
- Students, staff and families from other cultures shared information with classes

**Multicultural Education
Millard Public Schools Year End Report
2002-2003**

School: Harvey Oaks

Principal: Bob Nehe

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.
- Preview and purchase books for media center with multicultural theme.
- Book Fair talks that emphasize multicultural theme books.
- Staff inservice by Children's Theater staff on using drama to help understand culture.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Children's Theater workshops and field trips on understanding culture in drama.
- Presentations on famous Nebraskans and other influences on Nebraska culture.
- Using Literacy Place in grades K-5 with a multicultural program emphasis.
- Scholastic Book Fair book talks to student on cultural themes.
- School assemblies that emphasize various cultural groups such as the Mush Husky and African Tribes.

**Multicultural Education
Millard Public Schools Year End Report
2002-2003**

School: Hitchcock Elementary

Principal: Brad Sullivan

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Black History Collage
- Native American Projects
- Explorer Reports
- Historical figures during growth of America
- Author Studies - Donald Crews, Patricia Polacco
- Holiday Customs
- Biography Literature Circles
 - Wilma Unlimited, Duke Ellington
- Underground Railroad Activities
- Martin Luther King Jr. Activities
- Native American Unit
- Hanukkah Activities
- Cinco DeMayo Celebration
- International Fair

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Holling Heights Elementary Principal: Dr. Candace Spurzem

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Field Trips: Western Heritage, People of the Buffalo- Morill Hall
- Author Studies in conjunction with Black History Month, Women's History Month, and Native American Studies
- Art projects: Kachina dolls, Ukrainian egg designs, Oaxacan animals, Japanese dragons, Italian mosaics, Native American symbolic art, Italian abstract figure sculpture
- Cinco de Mayo celebration
- Cultural Holiday Studies

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Morton Elementary

Principal: Suzanne Hinman

Please list activities and/or learning experiences that occurred in the building.

Staff Development Activities:

- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Multicultural toys, such as puppets, dolls, for role-playing at primary level
- Multicultural art activities to accompany literature selections
- Two grade levels participated in country research projects, including cultures and customs
- All grade levels presented evening curriculum programs with four grades emphasizing acceptance of others and celebrating differences

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Montclair

Principal: Kara Hutton

Staff Development Activities:

- Hosted a continental breakfast for the staff and families of the English as a Second Language Students
- Worked with fourteen students in the English as a Second Language Program
(Research indicates that by putting people of different races, religions, and ethnic backgrounds together to work on different projects, you can influence change.)
- Worked with three paraprofessionals from different native countries
- Work daily with a wide variety of children from different cultures
- Presented three inservices relating to the understanding of all children
 - Awareness of the drug and alcohol culture
 - Adult Youth Protection Training Videos (2 sessions)
- Presented seven staff inservices on differentiation
- Presented four staff inservices on strategies to address multiple intelligences
- Attended the International Folk Music Festival - Music Specialist

Student Activities/Experiences beyond the regular curriculum:

- The PTO sponsored a six-week, after school, foreign language experience for all interested students
- North High School students provided foreign language instruction in the classrooms weekly.
First semester - Montessori, Second semester - Traditional
- Montessori Preprimary students had Spanish taught in their classroom on a weekly basis
- Parents and Grandparents who are natives of different cultures or who have traveled
To different cultures shared their experiences in classrooms
- Holidays recognizing different cultures and accomplished Americans are recognized in the classrooms
(i.e. Martin Luther King Day, Native American Day, Black History Month, etc.)
- Classrooms host holiday celebrations utilizing foods, games, and activities from different cultures
- Field trips take students to theater and music productions about other cultures
- Literature depicting different cultures was read
- Montessori Primary curriculum includes a historical study of the "needs of humans"
highlighting the common needs across cultures
- Music education included songs from various cultures including China, Wang Ger U - a fishing song
- Music education included dances from various cultures including the Redasa Rose - Ireland

**Multicultural Education
Millard Public Schools Year End Report
2002-03**

School: Neihardt Elementary

Principal: Bonnie Kolowski

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
Fifth grade selections were:
 - Mildred Taylor novels
 - Thank you Jackie Robinson
 - Pulaski activities
 - Civil War (underground railroad etc.)
 - Dr. King activities
 - Literacy place stories
 - Journey to Topaz (HAL)
 - Number the Stars
 - Explorers (Spanish Americans, French Americans, etc.)
 - Early Native Civilizations
- DBAE art of other cultures
- Native American studies
- Martin Luther King, Jr. Day celebration
- Ethnic groups that helped settle Nebraska
- Fairy Tales from Africa, England, China, and Egypt, American Indians, Mexico
- Holidays around the world, Chinese New Year, etc.
- Japanese visitors taught some words, games, origami, and culture
- ESL High School students presented information about Vietnam & Mexico
- French parent spoke about French culture & food
- Folk dances from different countries
- Music from other countries
- Students shared family holiday customs, foods, heritage, etc.

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Norris

Principal: Peggy Brendel

Staff Development Activities:

- Staff continue to learn and refine the Scholastic Literacy Place program to make more connections to the literature about different cultures. They are making more ties to integrate all subjects being taught. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Hawaiian Luau sponsored by the Kindergarten
- Pioneer Program with emphasis on Native American Culture (4th grade)
- Field Trip to Joslyn and Nebr. Historical Society (Native American)
- Wax Museum by the 5th grade (had a variety of cultures represented)
- Special Unit in 3rd grade complete with dress/food on Holidays around world
- A study of ethnic cultures in Omaha (3rd grade)
- Caldecott Book Club--Special multicultural books
- Holiday Customs around the world 2-5--Special Wednesday groups
- European Christmas Customs--2nd grade
- Family Pictures--study in both English and Spanish 2nd grade
- Teammates in Literature Circles--2nd grade--Black History
- Special project--Slave letters--fifth grade
- A visitor from Russia--All School Assembly
- Mush Husky--All School Assembly
- Native American Legends---Storyteller--All grades

Multicultural Education: Millard Public Schools Year-End Report for 2002 - 2003

School: Rockwell Elementary

Principal: Jerri Wesley

Staff Development Activities:

- Our P.E. teacher learned about multicultural games from around the world at a P.E. Collaboration Meeting. She also received information on "Geographic Tunes: Songs about Countries, Continents, Provinces, and Regions."

Student Activities/Experiences beyond the regular curriculum:

Field Trips

- 2nd grade took field trips to the Joslyn Art Museum.
- 4th grade went to Mormon Pioneer Cemetery

Holidays

- *Black History Month*: Rosa Parks, Harriet Tubman, and Ruby Bridges literature and discussions
 - ◆ First grade focused on famous African American authors and illustrators.
 - ◆ Second grade read and wrote biographies on famous African Americans.
 - ◆ Fifth graders researched a famous African American and wrote biographies.
- *Thanksgiving*: Native American stories read and discussed; Study of Native American customs and culture.
 - ◆ Fifth grade wrote and presented a play about the Pilgrims, Native Americans, and the First Thanksgiving.
- *Chinese New Year activities*:
 - ◆ Fifth grade designed posters describing events/traditions for special holidays.
 - ◆ Music videos, and literature shared on *Martin Luther King, Jr. Day*, *Kwanzaa*, and *Cinco de Mayo* in various grade levels.

Music

Kg – 5 used music from other countries as listening lessons and rhythm lessons.

Kindergarten participated in a music program with African American, Hispanic, and Native American songs.

- "Songs Around the World" video viewed w/songs from Mexico, Africa, Israel, and Jamaica at various grade levels.
- A guest folk artist demonstrated many different instruments that originated in Europe and Africa for grades four through five.
- Kg - Fifth grade students listened and danced to folk music from many different countries.

Art

- Native American pottery was made in addition to building models of Native American housing.

Math

- Using Tan grams

Foreign Language Experiences

- Kindergarten learned some basic Spanish words.
- First grade was taught French by high school students.
- Second grades were taught Spanish.

Library

- Our librarian gave various multicultural book talks throughout the year.

Other Special Units

- First grade learned some sign language this year.
- First grade participated in a Mini-unit on Japan.
- Second grade participated in a Unit on the culture, customs, and language of Mexico.
- Third grade participated in a Unit on the holidays of 15 different ethnic groups.
- Fourth grade - Native American unit.
- Fourth Grade - African American Pioneers
- Fifth grade wrote research reports on famous and accomplished females.
- Fifth grade developed a multicultural all-year calendar.

Additional Literature: Various literature was used including Japanese and Chinese folk tales.

**Multicultural Education
Millard Public Schools Year End Report
2002-2003**

School: Rohwer Elementary

Principal: Barbara Boettner

Staff Development Activities:

- Scholastic Literacy Place reading program users attended sessions that provided background information and connections to literature that related to the many cultures included in the program. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Black History Collage
- Native American Projects
- Explorer Reports
- Multiple Intelligence Activities
 - African Drummer
 - Chinese New Year including art work, clothing and foods
- Mythology
- Historical figures
- Marking Luther King activities
- Independent reading projects
- Biographical studies including but not limited to Ruby Bridges, Jackie Robinson
- Underground Railroad activities
- Hanukkah activities
- Author Studies including but not limited to Donald Crews, Patricia Polacco
- Hawaii project
- Diversity posters
- Holidays around the world

**Multicultural Education
Millard Public Schools Year End Report
Academic Year 2002-2003**

School: Mari Sandoz Elementary

Principal: Susan Anglemyer

Please list activities and/or learning experiences that occurred in the building.

Staff Development Activities:

- Scholastic Literacy Place reading program users attended sessions that provided background information and connections to literature that related to the many cultures included in the program. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- **Additional literature selections selected by teachers**
- **Holidays and Special Day Recognition**
(ie. Dr. Martin Luther King, Black History, Native American Day, Thanksgiving)
- **Current Events (Weekly Reader/Time For Kids/ Scholastic News)**
- **Morning Mini Classes**
Beginning and Intermediate Spanish, Chinese, and French
- **Wednesday Specials**
Percussion Class 12 Wednesdays with Seku Neblet - Nebraska Arts Council
Worldly Wise Class 12 Wednesdays

- **Community Service Project**
Kiwanas Food Drive
Cosmopolitan Clothing Drive
Collected Money for a Sibling For Cancer Treatment
Collected Money to support The Centering Corporation
Book Drive

- **Class Projects/Ethnic Celebrations**
Third Grade Ethnic Food Festival and Celebration - Omaha and Ethnic Melting Pot
Fifth Grade Idita-Read Program - Study of Alaskan Iditarod and Alaskan culture
Fifth Grade - John D'Arcy, a professional storyteller, told a Native American tale.
Fifth Grade - Mufaro's Beautiful Daughters - An African Folktale, Rose Theater
Fourth Grade -Native American Kachina Doll project (Parent Partner Event)
K-5 Spanish Classes - One Hour a Week August - May
K-5 Tininking Poles - Used In Music Class
Fifth Grade - Folktales from Regions of the United States (Native and African Americans)
Second Grade - Cindarella - Read Versions From Around The World

- **Special Assemblies**
United Martial Arts -Presented demonstration on TaeKwonDo

Multicultural Education
Millard Public Schools Year End Report
2002-2003

School: Wheeler Elementary

Principal: Andy DeFreece

Staff Development Activities:

- Scholastic Literacy Place reading program users attended sessions that provided background information and connections to literature that related to the many cultures included in the program. See specific grade level listing in the district curriculum section.
- Art staff development provided additional information related to the cultures represented within the assigned art activities. See specific grade level listings in the district curriculum section.

Student Activities/Experiences beyond the regular curriculum:

- Additional literature selections selected by teachers
- Black History Collage
- Native American Projects
- Explorer Reports
- Mythology
- Wilma Unlimited
- Historical figures during growth of American Crispus Attacks
- Independent reading projects
 - legends from around the world
 - legends from American Indian cultures
 - reading menu activities
 - Biographical studies from people of various cultures
- Author Studies - Donald Crews, Patricia Polacco
- Hawaii Unit (program)
- Holiday Customs
- Biography Literature Circles
 - Wilma Unlimited, Duke Ellington
- Underground Railroad Activities
- Martin Luther King Jr. Activities
- Native American Unit
- Hanukkah Activities

Multicultural Education
Millard Public Schools Year End Report
2002-2003

School: Willowdale Elementary

Principal: Susan Livingston

Please list activities and/or learning experiences that occurred in the building.

- A school-wide Multicultural Enrichment Day, sponsored by the PTO, included the studies of various cultures with small group and hands-on learning. Staff members presented and/or assisted in small and large groups.
- Literature selections are used by teachers in their reading program to support the learning of multicultural education.
- All grades utilized the materials from our music series entitled, "Share the Music." The books contain music from many cultures. Each grade level played instruments, sang songs, and learned folk dances representing their various multicultural units of study in their respective team areas. They additionally learned songs of other cultures to explore the music of our world.
- "Gymsic" classes (PE and Music combined on Wednesdays) allowed further opportunities to expand the students' involvement with music of other cultures. These were achieved by adding movement to the music. Each grade level learned dances of the countries they were currently studying as well as music/movement/games of many other countries. They sang songs in many languages, listened to music performed by people of another culture, watched videos featuring music and musicians of other countries and danced traditional dances of other cultures.
- The following is a listing of the music and movement used with Willowdale students: Mexico – Corrido, La Raspa, and Mexican Mixer. Japan – Tanko Bushi and Apat/Apar Philippines. England – Cumberland Square, Hole in the Wall and Sellenger's Round. Russia – Korobushka and Troika. Africa – Jambo, Pata Pata, Tant'Hessie and Bele Kawe.
- Kindergarten: Students studied the country and culture of China including physical characteristics, weather, family, schools, festivals, homes, food, transportation, sports, etc. Special activities included making a dragon, Chinese money pouch, counting in Chinese, and painting a lantern.. They invited one of our Chinese students to help with learning counting. The students were invited to bring authentic items from China to share. A number of our Willowdale families have been to China who were a tremendous resource in sharing items. The study culminated celebrating the Chinese New Year and fortune cookies.
- First Grade: Mexico was the multicultural focus for first grade. Family life, shelters, schools, food, clothing, and holidays were topics covered during a four week period. Throughout the month events included guest speakers who are parents of students.
- Second Grade: A two week unit of study on Japan was held, with the culminating activity being shared with parents at Family Night.
- Third Grade: Students studies England, with food, architecture, cities, and activities, including ongoing e-mailing with a teacher's daughter in London.
- Fourth Grade: A Native American speaker presented about his culture.
- Fifth Grade: Research and in-depth reports were done on African countries.

Multicultural Education Year End Report

Academic Year: 2002-03

School: Andersen Middle School

Principal: Jeff Alfrey

Please list and describe those activities and/or learning experiences which occurred at or were sponsored by your building in each of the following?

1. Multicultural Staff Development Activities

Staff received training in the Six Pillars of Character for the Character Counts Program the building uses as part of the life skills teaching. Two of the pillars are tied into accepting differences in others, treating people with respect and being a good citizen.

2. Learning experiences provided for students that are beyond those called for by district curriculum:

Grade 6

An Islamic speaker presented to the students on Islam.

An Egyptian Day in which presentations given by the students taught students and adults about Egypt.

A Cultural Fair in which the students researched different countries and presented on them to students, staff, and parents. A number of presentations were done in connection with Black History Month.

Grade 7

A number of presentations were done in connection with Black History Month.

Grade 8

Lewis and Clark Native American Speaker

Native American Unit

Women in History Speech done for History and English

A number of presentations were done in connection with Black History Month.

Exploratory and Specialists

A number of presentations were done in connection with Black History Month.

3. Multicultural experiences called for by your building's site plan:

The Multicultural Committee worked to provide staff and students with multicultural experiences throughout the year.

Beadle Middle School
Multicultural Education Year End Report
2002-2003

Principal: Mrs. Nancy Johnston

Please list and describe those activities and/or learning experiences which occurred at or were sponsored by your building in each of the following:

1. Multicultural Staff Development Activities:

- Discussed harassment, bullying, and teasing during staff inservice sessions and Grade Level Student Support meetings.
- Provided staff inservice on working with special need students within the regular classroom. This was also a part of our site planning process in which one strategy was aimed at improving delivery of the curriculum to our students with special needs.

2. Learning experiences provided for students that are beyond those called for by district curriculum:

6th Grade

- In Social Studies, students researched and studied the various religions around the world. This included the many religions prevalent in America, as well as in many other regions of the world. In light of the current conditions in the world, teachers spent a good deal of time stressing the importance of accepting other's differences.
- Scholastic Magazine is used and takes a multicultural thematic approach to current issues.
- Ancient culture units connect multicultural issues through the studies of Egypt, China, Mid-East, Greece, and Ancient Roman empires. All of the units studied focused on the similarities and differences between the cultures that existed in our past. The units help explain how different cultures thrived even though they are much different than our current society.
- Our math teachers connected a few math lessons to a unit in social studies. The introduced the Egyptian and Incan number system into a math unit at the same time the students were studying those cultures in social studies class.
- Our reading teachers introduced several books that dealt with the struggle for civil rights in America, as well as the atrocities that occurred in the concentration camps during World War II. To help reinforce the cultural implications of those issues, the students maintained a diary through the year detailing what they thought life would be like in a concentration camp. The students also read several books including

Watson's go to Birmingham and Roll of Thunder which helped them understand life in the South during the civil rights struggle.

- The students also had the opportunity to listen and interact with a Holocaust survivor from Germany. As a child, she was in a concentration camp in the eastern part of Germany.

7th Grade

- Used various literature in the area of Language Arts with a focus on multicultural stories, as well as fairy tales, folktales and myths of other cultures. Some of this literature pieces include Song of the Trees and The Medicine Bag.

8th Grade

- Participated in the "Living Voices" speaker - European Immigrants. After the presentation, the students were responsible for creating a project that dealt directly with the issues concerning immigration in the 1800 and 1900s.
- Much of the 8th grade American History curriculum ties directly to the issue of diversity and discrimination. The units cover the Civil War, Immigration and Exclusion and the Westward Movement. As part of the Westward Movement unit, the students participated in a field trip to the Mormon Cemetery and Visitor's Center and Fort Atkinson.

3. Multicultural experiences called for by your building's site plan:

We had the opportunity to develop our building site plan this year. In the mission statement developed by members of our school and community, the words "enriched learning journey" were carefully selected as the mission was written. We truly feel at Beadle Middle School that all students benefit from and learn more through the exposure to differences in people. As part of our Life Skills education, we stressed the need to be caring, thoughtful and respectful citizens while embracing differences in people. This will continue to be a building focus as we grow through the years.

Multicultural Education
Millard Public Schools Year End Report
NDE Rule 16

Academic Year: 2002-2003

School: Millard Central Middle School

Principal: Dr. Jim Sutfin

Please list and describe those activities and/or learning experiences that occurred at or were sponsored by your building in each of the following:

1. Multicultural Staff Development Activities:

Life Skills and Counseling curriculum—diversity and acceptance

2. Learning experiences provided for students that are beyond those by called for by district curriculum:

GRADE 6

Social Studies:

- Every other day, students report on current events that deal with other cultures
- Veteran's Day- discuss the meaning of "veteran" and write a poem about patriotism
- Native American Day- complete a Native American design using math skills
- Martin Luther King Day- students compose their own dream clouds and listen to King's "I Have a Dream" speech
- African Journey video and Venn diagram activity to compare and contrast ancient and modern society in Africa
- Culminating project on differences between our culture and the cultures studied throughout the year. Project discussing which aspects of the other cultures would be difficult for Americans

Reading:

- Students read at least one Accelerated Reader book that is multicultural in nature
- *9 Good Habits for All Readers* selections address several cultures. These stories serve as springboards for discussion (i.e. Navajo reservation, Polynesian voyagers, Native American tribes, Chinese)
- Cultural Diversity unit- students work in literature circles to read and discuss novels that deal with racial, ethnic, or religious diversity
- Books and poetry about or by African Americans are read and discussed during Black History Month

- Current event discussions based on *Action Magazine* articles

Science:

- Reports on scientists and scientific contributions from other countries
- Black History Month- began class daily with students reading about events and people on a black history timeline
- Multicultural Connections supplemental activity and discussion with most units of study

English:

- Multicultural stories used as models for the different writing modes
- HAL Japanese-American unit

GRADE 7

Social Studies:

- Native American Day discussion
- Learning about Muslims and other religions and how that fits into current events
- Research another country in the Western Hemisphere and report on similarities and differences between the country and the U.S. with regard to culture, geography, and history
- Martin Luther King Day celebration
- Study of immigration to our nation and how we are different yet we share the bond of being U.S. citizens
- Discuss current events dealing with different cultures

Reading:

- Three-week multicultural unit about the culture of the characters in the novel the students are reading. Projects that reflect something they learned about the culture through reading the book
- Discussed prime motives for cultures or groups to make war. Followed by reading *Zlata's Diary*
- *9 Good Habits for All Readers* selections address several cultures. These stories serve as springboards for discussion
- Research- biographies about people from all cultures

Math:

- Discuss Pythagoras and ancient Greeks when learning about the Pythagorean Theorem
- Greek Alphabet- pi, delta
- Famous mathematicians from various cultures are discussed when their areas of study come up in the curriculum (i.e. Greeks, Persians, Chinese, Egyptians, Europeans. . .)

English:

- Mythology and folk tales from different countries
- Multicultural stories used as models for the different writing modes

Science:

- Multicultural Connections supplemental activity and discussion with most units of study
- Scientific contributions from other countries

GRADE 8**American History:**

- Martin Luther King Day celebration
- Team Day centered around the movie *Glory* (all African-American Army Regiment)
- Study of Native Americans during the Westward Expansion unit
- Immigration Unit- Living Voices (Irish Immigrant)
- Lewis and Clark presentation (Darrell Draper)- learn about Native Americans

English:

- Multicultural stories used as models for the different writing modes
- HAL curriculum- Immigrant experiences and Anne Frank
- Holocaust research

Science:

- Multicultural Connections supplemental activity and discussion with most units of study

MONTESSORI

Since Montessori is an international program and curriculum, every unit of study is approached from a global perspective. In 6th grade, for example, students study the scientific and artistic contributions from a variety of cultures.

SPECIAL AREAS**Art 6th Grade:**

- Women artists- Judith Lestar, Mary Cassatt
- Polynesian art
- African American artists- Lois Jones, Romare Bearden
- Chinese art
- Native American artist- Maria Matinez

Art 7th Grade:

- Spanish art- Fridah Kahlo
- Midwestern artist- Grant Wood
- Native American art
- Jewish artist- Kathy Kollwitz

8th Grade Drawing:

- Women artists-Mary Ann Jones, Agnes Tait
- Mentally handicapped artist-Vincent VanGogh
- Chinese art
- Italian artist- Leonardo da Vinci

8th Grade Printmaking Fibers:

- African Art-Ndebele people
- Native American Art- Metis people
- Puruvian Art-Leoncio Veli
- Panama Art-Robinson Garcia Laguna
- Japanese Art-Nagano
- African American Artist- Michael Cummings
- Chinese Art- Qing Dynasty

8th Grade Pottery Sculpture:

- Female artist- Barbara Hepworth
- Native American art

Media Center:

- Multicultural fiction power point presented to all seventh graders
- Book talks about multicultural fiction books

6th Grade Band:

- Music from the following countries: Australia, England, Ireland, Russia, Ukraine, Africa
- African American music

7th and 8th Grade Band:

- Latin and African music

German:

- Correspondence via e-mail with students in Hamburg, Germany—students compared clothing, food, music, school, etc. . --- students also exchanged packets with flags, information about their cities, and pictures of themselves
- Celebrate St. Nikolas Day- students made tiny shoes to fill with candy
- Field trip to a German restaurant

French:

- Field trip to the French Cafe

6th Grade Chorus:

- Multicultural song prepared for the concert. Discussion of the lifestyle and people of Africa

P.E.:

- Bocci ball- European target game (6th and 7th grades)
- Polka dancing (8th grade)

Industrial Technology:

- Multicultural nametags for each student—records ancestry, family traditions, and holiday celebrations

3. Multicultural experiences called for by your building's site plan.

Strategy #2: Implement ways to meet the social needs of all students.

- Counseling groups to help students handle diversity
- Life Skills and Counseling activities about respecting differences in people

Kiewit Middle School Multicultural Report, 2002-2003

Staff Development Activities:

"Preventing Sexual Harassment" workshop was presented to the staff by Kim Thomsen, EAP, on August 24, 2002. Information on a variety of topics including multicultural education and sensitivity was regularly shared with staff via the bi-weekly "Better Teaching" staff development newsletter. The teacher resource section of the Kiewit Information Center includes a resource notebook which contains many multicultural and interdisciplinary materials/ideas which can be incorporated into the classroom.

Classroom/School Activities:

The bulletin board in the main foyer was used to highlight various monthly cultural celebrations such as National Women's History Month, National African American Month, National Native American Month, etc.

Each day a student read "Words of Wisdom" over the intercom during morning announcements. "Words of Wisdom" contained hundreds of motivational and multicultural quotes and aphorisms from philosophers, religious thinkers, entertainers, sports figures, and fictional characters. Many teachers utilized the quotes as points of discussion or as instructional motivators.

The social studies classes highlighted various cultural aspects of the world. In history, students read about Harriet Tubman, wrote Native American poems, and studied immigration. The eighth grade American History curriculum lends itself to multicultural education as the curriculum includes instruction on African American history, simulations of the slave ships, assembly lines, etc. One team completes ethnic pie graphs, and the eighth grade text book includes information about many cultural groups of people. The culminating highlight of the immigration unit was the "Living Voices" student assembly held on April 28, 2003. One seventh grade team focused on a Martin Luther King project which included poetry, letters, painting, and collages which represented freedom, equality, and justice. Seventh grade students also researched the diversity of other cultures by "visiting" a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government. Sixth grade teams studied folk tales, literature from South Africa, and individual student heritages. Hindu dances and culture were highlighted for 6B students. Students also wrote a reflective essay about 9/11 one year later. Many students extended their awareness and sensitivity about Islamic people and people of other backgrounds. 6B and 6C students also read stories about the injustices shown towards various cultural and ethnic groups during the 50's and 60's. Each sixth grade team also hosted an ethnic food buffet.

Spanish, French, and German students studied specific units which focused on the unique cultural aspects of various countries. Students completed cultural enrichment units such as shopping/eating in ethnic places, celebrating ethnic holidays such as "La Navidad," reading German fairy tales, studying holiday traditions, comparing and contrasting schools, and learning about family lifestyles. The French students completed a cultural scrapbook, went on a field trip to Le Voltaire Restaurant, and took part in quarterly French food days. German students attended the Music and Dance of Austria and Germany performance at Boys Town. Spanish students visited an authentic Ballet Folklorico.

Throughout the school year, the art department highlighted various artistic aspects of the international world with a strong focus on Native American art/pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal arts, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Seventh grade students evaluated the art of other cultures using universal aesthetics tokens from the "Art Response" game. Sixth grade students participated in the Artists of the Week reports which included various artists who represented different cultures, nationalities, and genders such as Georgia O'Keefe, Van Gogh, Picasso, Jacob Lawrence, and Frida Kahlo. In the printmaking unit, students researched a country of the world and chose historical images which combined shapes, forms, designs, prints, icons, and alphabets from Nigeria, Spain, Tunisia, Italy, Greece, China and Japan. In the painting class, students also researched a country of choice and chose images that represented their country to compose their paintings.

Throughout the year, the music department has made an effort to include a wide variety of cultural musical selections. Selections from a set of CD's called "Planet Soup" which combined music of different cultures were used. Sixth graders studied music from other countries and the teacher showed the students many of the different instruments she collected from her travels. Students also played a world instrument bingo game that included pictures, maps, and listening examples from other cultures.

Physical education classes integrated sports from the around the world--Middle East, Europe, and Africa.

The eighth grade Know Yourself class included lessons on stereotyping, discrimination, and sexism.

The new literature texts at all three grade levels are by their make-up multicultural. The writing texts also incorporate multicultural material. Language Arts integrated a number of multicultural activities into the curriculum. Some of these included: The reading about various people of color, Martin Luther King Day activities, the study of great American authors who were African Americans, Puerto Rican, and Native Americans. Other classes such as sixth grade language arts studied Native Americans, Eskimos, and immigrant children. In January, 2003, the eighth grade students participated in a field trip to the Omaha Playhouse to view a presentation about the holocaust in conjunction with the study of Anne Frank. On April 26, 2003, all of the eighth grade students participated in the "Living Voices" assembly which focused on the life and contributions of Irish immigrants. Eighth grade students also studied a unit about slavery. 7th graders were required to read one fiction book that fell into the genre of cultural diversity as part of the reading outcome. Team 7A students read, discussed and worked on activities throughout the year based on several nonfiction articles concerning African American history/culture, Hispanic cultures, and Asian cultures. 7C students and the resource English class read fairy tales from various cultures as well as many multicultural stories. Sixth grade students read the novel Sadako and the Thousand Paper Cranes as the social studies classes studied Japan. Team 6C students studied various music forms from different cultures. They constructed a recipe book composed of recipes the students had brought to the Ethnic Buffet. They also read a book about immigration and listened to a guest speaker who spoke about immigration. Under the direction of the HAL teacher, fifteen sixth grade students studied how other cultures celebrate holidays.

Multicultural experiences called for by Kiewit's site plan include:

Strategy 1-We will develop and implement an array of diverse opportunities that challenge each

student to excel.

Plan 1--Develop and implement diverse curricular plans/programs that serve the needs of all students.

Strategy 3-We will ensure that all students utilize appropriate life and social skills.

Plan 1-Kiewit staff will investigate programs emphasizing appropriate life and social skills.

Multicultural Education
Millard Public Schools Year End Report
NDE Rule 16

School: RUSSELL MIDDLE SCHOOL Academic Year: 2002-2003

Principal: MARGE WELCH

Please list and describe those activities and/or learning experiences, which occurred at or were sponsored by your building in each of the following:

1. Multicultural Staff Development Activities:

- *Reading Frameworks: international focus, as well as technical reading/writing.
- *Diversity training for staff and students by Guidance department.
- *Staff meetings devoted to discussions and teachings concerning harassment, especially on the part of students to one another (bullying).
- *Martin Luther King day: breakaway mini sessions by Russell staff; topics related to multicultural issues.

2. Learning experiences provided for students that are beyond those called for by district curriculum:

- Social Studies unit on China culminated in a team day with teachers presenting related activities to students. (6th)
- Unit on Sadaka and the Thousand Paper Cranes. (6th)
- Egypt rotations as a team-6A. (6th)
- Islam and the Middle East; guest speaker. (6th)
- Festival of Cultures field trip. (6th)
- Treasure Island (6th)
- Current events pertaining to religious and tribal influences in the Middle East. (6th)
- Contributions of scientists from many countries. (6th)
- Story about: Japanese interment camps, Post civil war south. Multicultural stories: Ta-Na-E-Ka –Kaw Indians, All American Slurp – Chinese, LaBamba – Spanish. (6th)
- Differentiated independent projects written for ancient civilizations. (HAL, 7th grade)
- March 26 – A Woman Named Truth, Sojourner Truth, Theatre IV Production SS/LA Unit on slavery.
- Myths and Fairytales with multicultural focus. (7th)
- Multi-cultural is a genre for reading (7th)
- Speakers talked to students about Costa Rica and Canada. (7th)
- Studies of Western Hemisphere. (7th)
- Speakers from Brazil, Panama, and Peru. (7th)
- Read aloud relating to disabilities. (7th)

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- Geography activity looking at conditions in all continents. (7th)
- Current events related to many global areas. (7th)
- Chinese (7th)
- Inuit, Indian culture, all Alaskan native cultures, etc. (7th)
- How to papers with differentiating-choice of pts. (7th)
- Soc. St. – Country assessments in Latin America. (7th)
- New 7th lit. several multicultural stories. (7th)
- Story about civil rights, doing the right thing: A Mason-Dixon Memory, The No-Guitar Blues, and Amigo Brothers. (7th)
- Multicultural choices for Canada; and comparing/contrasting Canada and the U.S. (7th)
- Choice reading options: The Giving and The Cure. (7th)
- Read and discuss Mahatma Gandhi-Great Soul of India (Hindu traditions). (7th)
- Read and discuss Her Name was Sacajawea (Native American). (7th)
- Mythology and folktales. (7th)
- Living Voices – Irish immigrant (8th)
- Holocaust & Jewish tradition: speaker and Anne Frank studies. (8th)
- Native American activities & literature (8th)
- Pearl – Latin & Mexican culture. (8th)
- French fashion shows connected with Foreign Language class. (8th)
- German field trip: exposed students to the traditions and culture of Germany and Austria. (HAL, 8th grade)
- Mexican festivals explained and celebrated. (FL, 8th grade)
- Cultural differences with Mexican culture: calendar, numbers, family structure, dietary differences and education system. (FL; 8th grade)
- Science: diseases in different cultures. (8th)
- Language Arts: Jewish cookbook. (8th)
- Reenactment of John Brown's court case. (HAL; 8th)
- St. Nikolas day: students make tiny shoes that are filled the evening of 12-5. (FL; 8th)
- Karneval: students make 'Mardi Gras' masks to celebrate this holiday. (FL; 8th)
- German class: fancy German printing, state German convention, 'musik' of the Alps and German good at Das Rheinland restaurant. (8th)
- Multicultural feast celebration and lessons in FCS. (8th)
- The Watsons God to Birmingham-1963 for civil rights issues. (7th, Resource)
- Media Center: Multiculturalism is always considered when media materials are reviewed and purchased. (all grades)
- Bulletin board displays, book-talking biographies of minorities, etc. (Media: all grades)
- Study artists of various cultures during the "Artist of the Week" unit of study. (ART, 6th & 7th grades)
- African masks-painting unit. (ART, 6th & 7th grades)

3. Multicultural experiences called for by your building's site plan:

Our "Mission" speaks to Russell students developing their "individual strengths and talents and acquire the knowledge, skills and responsibilities necessary for positive contributions to a changing **global** society."

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Multicultural Education
Millard Public Schools Year End Report
NDE Rule 16

School: Millard North Middle

Academic Year: 2002-2003

Principal: Dr. Gary Barta

Please list and describe those activities and/or learning experiences which occurred at or were sponsored by your building in each of the following:

1. Multicultural Staff Development Activities:

In past years we have had staff development activities that included multicultural themes. This year we focused on safety and gifted education.

2. Learning experiences provided for students that are beyond those called for by district curriculum:

Black History month announcements during the month of February.

Black History share show during the month of February

Black history poster for the month of February.

Observed Martin Luther King holiday.

During month of March – acknowledged women achievements with poster displays

Share show during the month of March – dealing with women achievements

Sixth and seventh grade social studies include current events on a daily basis and discuss social issues when appropriate.

Multicultural books were purchased in the media center – fiction and non fiction relating to civil rights, women's suffrage, Asian-American, African American, Jewish, Native American and the disabled.

Sixth grade social studies discuss all major religious holidays.

Seventh grade reading classes do a "Cultural Notebook" and students choose different nationalities to do an in depth report.

Our textbooks feature accomplishments and/or model minorities.

7th grade, reading, English, and social studies do a project on Cultural Awareness

3. Multicultural experiences called for by your building's site plan:

Our strategic plan addresses multicultural issues in strategy number five. This strategy directs the implementation team to provide staff development to faculty to ensure effective instruction.

Multicultural Education Year End Report

Academic Year: 2002-03

School: MLC/MSAP

Principal: Angie Bahnsen

Please list and describe those activities and/or learning experiences which occurred at or were sponsored by your building in each of the following?

1. **Multicultural Staff Development Activities:** Staff provided opportunities for students to listen to guest speakers from various backgrounds.
2. **Learning experiences provided for students that are beyond those called for by district curriculum:**
 - Grade 6: NA
 - Grade 7: served lunch at a homeless shelter
 - Grade 8: assisted residents at a nursing home
 - Exploratory and Specialists: NA
3. **Multicultural experiences called for by your building's site plan:** Develop and implement plans for student community services.

Multicultural Education Year End Report

Academic Year: 2002-2003

School: Millard North High School

Principal: Dr. Rick Werkheiser

Please list and describe those activities and/or learning experiences which occurred at or were sponsored by your building in each of the following:

Core Classes

1. Multicultural Staff Development Activities.

Social Studies

Prejudice Elimination Workshop - Westside Community Center

2. Learning experiences provided for students that are beyond those called for by district curriculum.

Language Arts Department

The 9th grade students participate in the American quilt project. Students share both in written and oral form about their cultural heritage.

The IB students attended a dinner and presentation at La Mesa Mexican Restaurant in Papillion. At the time, we were reading Like Water for Chocolate; and since it has much to do with cooking, they sampled a special cuisine and learned about the different areas of Mexico and the food preparation and foods available in that area. Theory of Knowledge (TOK) teacher attended, as well as two of our English teachers.

English teachers attend plays with the students that support multicultural education; One English teacher is sponsoring a student trip to London. One teacher will be in charge of the concession stand at Shakespeare on the Green again this summer--and will use 40 plus MN volunteers--many of whom will get community service credit for NHS, IB, Scouts, etc.

Social Studies

Living Voices - Voice of a Friend, Diary of Anne Frank,

Electives

1. Multicultural Staff Development Activities:

English Second Language

ESL students share their culture with the counseling staff and several of their teachers. They designed art projects(based on their home culture) for the secretaries for Secretary's Day. Decorations and food from the Middle East were shared with the staff to celebrate Iranian and Afghani New Year. Special cultural customs celebrating pregnancy were shared with two

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teachers that are currently pregnant. Art work / poems have been specifically created and given to all staff currently working with ESL students.

Fine Arts Department

- A. Using zoo resources for extra-curricular instruction - how to include different cultural influences - attended w/MNMS staff in Feb.
- B. Music reading session @ UNO that included music composed by African-American and female composers - 9/2002.
- C. Multicultural inservice @ MNMS
- D. Sessions were held at fine arts conventions outlining new and old literature that is multicultural.
- E. The Art Department trades ideas on new ways to offer multicultural material all the time.
- F. The Bias workshop for staff addressed this as well.
- G. The CADRE program has multicultural requirements in at least one class/semester. A class on Cross-Cultural Art History specifically addressed this issue. (One art teacher is also a CADRE teacher.)
- H. Sessions were held concerning Multicultural education at the National Art Education Conference in Minnesota in April 2003

Foreign Language

IB conference in St. Pete's Beach, Florida

German teacher attended Business German workshop/seminar—studied business relations and the impact of the country's culture and language.

2. Learning Experiences

Family and Consumer Science

Adult Living

Marriage customs and female status in other cultures are examined and researched.

Credit and financial issues examined among different ethnic groups.

Adoption attitudes and customs researched.

Interracial dating and marriage practices examined.

Child Development

Mother of an adopted child from Romania talks about culture and living standards.

Continuously studying cultural influence from birth throughout childhood in America and globally.

Foods of the World

Students look at the cultural aspects of food in each of the different countries studied. These countries include the Middle East, Asia, Latin America, and Europe. They also study the cultural aspects of how various unique foods developed in the different regions of the United States.

Foods for Today

Students discover and experience in lab situations how different cultures' dietary laws and etiquette influence their food choices. These studies were used specifically in the study of vegetarianism in various cultures and areas of the world.

Culinary Skills

The origins of culinary attitudes and skills are studied throughout the semester. In particular, why certain foods are cut and chopped for different recipes and menus.

Creative Apparel

Students are involved with bead weaving on their personally designed clothing and accessories in the Native American and European influence. The study of different fabric designs and weaves from various cultures are studied in depth.

Apparel and Design

The study of different clothing styles is examined from numerous areas of the world. One student traveled to Vietnam and returned with local Vietnamese fabrics and clothes. Another student born in Iran shares her extensive knowledge and skills in clothing construction and local styles.

Interior Design

The creation of home interior based on cultural background is used throughout the semester. Interior décor fads focusing on cultural influence are look at in detail.

Everyday Living

Cultural influences are discussed throughout the different units. Cultural laws regarding diet, drug laws, sexually transmitted diseases, teenage birth rates, handling of grief, relationships and dating, and stress management are studied throughout the semester

Fine Arts

- A. Studied music from different countries and time periods (Italy, Germany, Hungary) in small ensembles and chamber orchestra that met outside of class.
- B. Went to Chicago and saw/met people of many different cultures. Also attended a Chicago Symphony concert that featured music from Italy and Germany.
- C. Choral students presented a wide variety of music from different cultures this year, featuring music from: Bahamas, Austria, Germany, Africa-Swahili, Ireland, Israel, and the United States of America.
- D. Multicultural units in art included: Jewelry, Heraldry, Mask, and Printmaking.
- E. The Pre IB Art work included Egyptian and Caveman Art
- F. Pottery II projects included Greek pottery study and the American Southwest Pottery of Lucy Lewis.
- G. Readings in text and current events in Omaha and the World were studied in Art Foundations.

Foreign Language

Cinco de mayo parade in South Omaha 5/3/03

La Mesa restaurant dinners - 4 throughout the year

Day of the Dead party 10/03 (ESL student guest speakers)

Sponsor family through Juan Diego Center (delivered gifts) 12/03

Salsa dancing lessons 2/03

Spanish radio station tour "La Maquina Musical 97.7" 1/03

Culture projects: watch foreign film, visit Museo Latino, Our Lady of Guadalupe or Spanish grocery store, interview native speaker, learn Spanish song or dance and teach to class, etc.

Trip planning to Italy which includes culture lessons

A Roman Harpaestum(an authentic Roman ball game) at Piedmont Park

Bricchetta cooking after school(Italian cooking)

Read short stories by Latin or Hispanic authors

Study of the Hispanic immigration to the US

Hispanic history unit

Spanish Songs

Study of various Hispanic holidays.

A student , enrolled in Honors German II, will be studying German and German culture in Germany this summer.

Business

International Fun and Games - Word processing

Multicultural Speaker - Business communications

International Business - All units incorporate multicultural activities

Travel Units - Business procedures awareness of cultures and doing business overseas

Information Center

Broadcast Club students were invited to join the Spanish Club and visit a Spanish Radio Station.

We were then invited to dinner in a Mexican Restaurant. (As it turned out we did not get any "takers" but the opportunity was provided and it will be offered again next year).

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Multicultural Education Year End Report

Academic Year: 2002-2003
School: Millard South High School
Principal: Jon Lopez

Multicultural Staff Development Activities:

True Colors was offered to staff at an inservice by the Counseling staff during the MSHS Mini Excellence Fair held in February. True Colors is not necessarily directed at multiculturalism, but it does help staff understand all types of diverse individuals.

Learning Experiences BEYOND the curriculum in MPS per department.

ART

Elements of Art – Romare Beardon , Art Foundations
Chinese Watercolor Painting, Art Foundations
Jacob Lawrence – Black American, Art Foundations
Japanese Prints, Art Foundations
Dutch Post Impressionism – Vincent van Gogh, Art Foundations
French Impressionism – Claude Monet, Art Foundations
Celtic Illuminations, Commercial Art
Hieroglyphics and Oriental Characters, Commercial Art
Louise Nevelson – Pueblo Pottery, Pottery I & II
Germany – Albrecht Durer, woodcuts, paintings & engravings , Drawing I II
Italian Renaissance – Leonardo da Vinci, Drawing I & II
Mexican culture/art – Frida Kahlo, Diego Rivera, Painting
Pablo Picasso – Post Impressionism, Post Modernism, Painting
Maria Martinez (Mexican) – Pottery I

BUSINESS

Word Processing class required students to study and determine appropriate business mannerisms for branch offices in different part of the world, studying different social skills business people working in different cultural surroundings should know, time zones, exchange rates etc.

Personal Finance discusses other cultures regarding international business, particularly in the area of communications (presentation and acceptance of business cards from the Japanese.)

Keyboarding classes key letters in foreign languages during the MS Foreign Language Week.

COUNSELING

Learning experiences provided for students that are beyond those called for by district curriculum.

- (A) "Prejudice Elimination Workshop" – day long workshop for high school students dealing with tolerance and diversity.
- (B) Support group for "Young Women of Color" – group meets regularly each semester.
- (C) Nominate students to attend "Anytown" – a week long summer camp dealing w/ tolerance and diversity.
- (D) Take students to the "SHE Conference" - a College Fair for minority females held at UNL.
- (E) "Better Future Today" - students presented 40 sessions to other groups of students dealing with diversity and individual differences.
- (F) "Herman Cain Leadership Conference" - take students to UNO for Herman Cain conference directed at minority populations.
- (G) College Multicultural Programs - advertised and encouraged students to attend special multi-cultural days held on the UNO, UNL Creighton, and University of Kansas. 121.

COUNSELING (con't)

We advertise and promote a number of minority scholarships for Millard South minority students. Examples of such are:

- UNO – Isaacson Incentive Scholarship
- Rick Davis Scholarship - UNO, UNL, UNK
- United Latino Endowment Scholarship
- Omaha Chapter of Links (African-American)
- Lambda Theta Nu (Latino)
- Creighton University – Black, Hispanic

LANGUAGE ARTS

Book Club Meetings-Honors English 9 – Night by Elie Wiesel (about Holocaust)

In Comp and Lit we watched The Long Walk Home (a film that centers around the Montgomery Bus boycott) and compared it to the themes in the Old Man and the Sea by Ernest Hemingway. In Comp and Lit, World Lit and English 10, students may read Night and pass the test for extra credit.

In World Lit, students break into pairs and retell a fable from a country or culture other than their own to the rest of the class.

In English 10, students select a shoe and tell the story of the owner of the shoe, which offers the opportunity to create a story from a multicultural perspective while allowing themselves to “walk a mile in someone else’s shoes”.

FAMILY & CONSUMER SCIENCE

- History of Fabric, Pattern, Clothing
- Origin of Food & Cultural Practices, Foods
- Cultural Practices, Adult Living
- Cultural Practices, Everyday Living
- Cultural Practices, Child Development

FOREIGN LANGUAGE

Our department designed and painted a huge permanent mural in our wing to promote multiculturalism. It is titled, “Unity Through Diversity” and shows people from many nations carrying their flag and holding hands as they circle the globe.

Each year we have a Foreign Language Week during which we do a variety of activities with our classes as well as with the entire student body to point out the cultures of the countries we study. This year we hired dance instructors and all students were invited to participate in the Salsa/Merengue dance lessons.

French Club has a service project, which helps sponsor Sudanese refugees in Omaha. Another of the club’s projects is to sponsor a woman studying medicine in the Ivory Coast. French Club views either the permanent French collection at Joslyn each year, or views any traveling French art exhibits that are featured for a short time at Joslyn. The French exchange students in our building are always invited to speak to our classes and to attend all French club activities. French Club visits the authentic French restaurants in our area, *Le Voltaire*, and *The French Cafe*. We also teach students in after school sessions how to cook authentic foods such as crepes, fondue, Cajun food and so on. We show a foreign French film to the club each year. Some French teachers in our department organize Internet e-mail exchanges with students in other countries.

German Club

In the fall, German Club and Diversity club holds a reception to welcome all the exchange students at MSHS. German club celebrates authentic German Christmas customs with their *Niklaustag* activity. The club visits a German restaurant in town such as *Edelweiss* or *Das Rheinland*. The club goes to Joslyn for a tour of the German artwork housed there. Each year the German students go to the German Convention held in Omaha at various schools. There they compete in cake making, poetry, art, vocal and instrumental music, cultural trivia, cultural power point presentations and so on. They also learn folk dancing and singing, German crafts, and cooking.

Other German Department Activities

The German teachers are involved in a travel exchange program with Helene-Lange-Gymnasium in Dortmund, Germany. (One spring we host German students here, and the following year the MSHS students go to Germany in the summer.)

Spanish Club

The club experiences authentic Mexican food at *Azteca* and *La Mesa*. They also cook Mexican food for children and their families at Ronald McDonald House.

Other Spanish Department Activities

Some Spanish teachers take their students to the UNL Foreign Language Fair where they can take mini-lessons in a variety of well-known languages and some less well-known languages. They can also compete in Spanish poetry, music, skits, poster making and so on. Some Spanish teachers in our department organize Internet e-mail exchanges with students in other countries.

INFORMATION CENTER

Black History Month/Display Books

WWII/Atom Bomb/Display

Multi-cultural book talks

Created computerized reading lists for multi-cultural classes.

MUSIC

Music from other countries & cultures

NEW FRONTIER

English-Living Leader paper, Black Boy short story by Richard Wright.

Math-Egyptian math, Middle Eastern math, activity on different ethnic mathematicians.

Science-Report on different ethnic scientists.

PHYSICAL EDUCATION

Fall Workshop – Artie Kamiya Demonstration

Multi-cultural Games

Integration of special needs students who are not mainstreamed into regular classrooms on a daily basis. Peer mentoring for ESL students and foreign exchange students. Gender and age specific health recommendation reinforced by Health Fair results.

SCIENCE

Discussion of the role of women and minorities in the development of physics as a separate field.

Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups.

SOCIAL STUDIES

**The Social Studies curriculum is saturated in multicultural education. Specifically, we have a course called Ethnic Studies offered at Millard South High School, which is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.

The following are some of the multicultural activities done in the Social Studies classrooms at Millard South High School:

- I Have A Dream video, reading & discussion
- Examination of the contributions of African Americans to U.S. Military
- Significance of MLK day
- Civil Rights Unit
- Minorities in America
- Supreme Court cases
- Japanese Internment Camp simulation
- Discussions on prejudice, stereotypes and discrimination

SOCIAL STUDIES (con't)

Studies music, art & politics of countries

Speakers from different cultures

Studies of cultures & their religions

Book Group/Multicultural Club

Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics, Native Americans

Great Black Migration simulation

Immigration Diaries and New Immigration Readings

Study immigration & migration of various ethnic/racial groups

Black History & Diversity Month

Video on first interracial basketball in Louisiana Video & discussion on Ruby Bridges

"Eyes on the Prize" & Civil Rights

Malcolm X, Booker T. Washington, W.E.B. DuBois

Discuss minorities in the workplace and on the police force

Living Voices Presentations on Anne Frank/300 students involved

Economic Demise of the Soviet Union

Islamic speakers Bureau

Judy Meisel (Holocaust survivor from CA)

Cantor Fettman (Holocaust survivor) Students (30) read books and numerous classes attended.

Patrick McNamara-Hate Crimes Project Coordinator for City of Omaha – in Ethnic Studies

Franklin Thompson – City Councilman and UNO professor – Ethnic Studies-Affirmative Action

JCC – 30 students attend speaker there about Holocaust paintings.

Multicultural Experiences Called For By Your Building's Site Plan.

Our building mission statement is inclusive of all students. "In the rich tradition of Millard South High School, each individual will be challenged to reach his or her potential in a continually changing environment through diverse and innovative opportunities, and nationally recognized programs."

Our building principal updates the faculty at staff meetings regarding our student achievement and discipline and disaggregated this data by race and gender. Our previous site plan called for many of the activities listed in the counseling department section that is now standard operating procedure at MSHS.

Multicultural Education Year End Report

Academic Year: 2002-2003

School: Millard West High School

Principal: Dr. Richard L. Kolowski

Please list and describe those activities and/or learning experiences that occurred at or were sponsored by your building in each of the following:

1. Multicultural Staff Development Activities.

Sexual Harassment District Training

This year each certified staff member formed a study team around a specific area of interest to investigate. Although no topic dealt specifically with multicultural awareness, many topics dealt with appropriately working with all individuals and their needs such as works by Jim Faye on treating kids with Love and Logic and David Sousa's work on Brain research, as well as Carol Ann Tomilson's work on Differentiation.

2. Learning experiences provided for students that are beyond those called for by district curriculum.

We had a wide array of multicultural activities offered to students at Millard West both in and out of the classroom.

Guest Speakers

We had a wide variety of classroom guest speakers who presented many different perspectives and issues from a variety of cultures. Some of the speakers included: Nonin Chowaney of the Ne Zen Center and the Heartland Temple, Sudhir Kalra of the Hindu Temple, Dr. Mansor Chaudry of Islamic center of Omaha, Rabbi Mordecai Levin of Beth El Synagogue, Geri Knobel from the international Adoption of Special Needs Children, and Hugh Tinlye World War II veteran to just name a few of the guest speakers.

The teachers constantly give projects that ask students to examine perspectives, history and background of people from all over the world.

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Nebraska Theater Caravan Performance of And Then They Came for Me Remembering the World of Anne Frank.

We once again had the Nebraska Theatre Caravan in Residence at Millard West. This year's high school performance had strong multi-culture awareness themes. The plays focused on the stories of Jewish people who lived through the fear and terror of Hitler's regime. They even had a survivor of the Holocaust come and watch the show and answer questions afterward. We had over 500 students involved in this performance.

This multi-media play weaved videotaped interviews with Holocaust survivors alongside live actors recreating scenes from their lives during World War II. The play follows the lives of Anne Frank, her first boyfriend, Ed Silverberg, and Anne's neighbor, Eva Schloss. Part oral history, part dramatic action, part direct address, part remembrance . . .

Special Needs and Honors English 10 Classes

Each year the Honors English 10 teachers take their students to visit the special needs students. They give the students a chance to interact with one another and get to know each other better. They conduct this visit after studying Steinbeck's work and his focus on minorities and what he called "The unfinished children of nature." The regular education students really have their eyes and mind opened through this activity as in their writings and comments. These students are exposed to "a different world" which they find out isn't so different from their own after all.

Ukrainian Visitors

West also hosted 10 Ukrainian teachers for a day in different Social Studies classes. And one Ukrainian teacher stayed with the initiator (Sonya Stejskal) for a week and taught her A.P. European History class. The visitor even went with Sonya to a MEP curriculum writing day.

3. Electives.

Foreign Language Class and Club Activities

The foreign language classes and clubs always emphasize multi-culture awareness.

One Spanish teacher had Craig Hollmann, an ex MW student, come in and talk to her kids about traveling, studying and living abroad. He spent a year in Ecuador and 6 months in Germany.

Mary arranged for an army linguist come and talk to classes about linguistic and cultural training through the army.

126.

The Spanish teachers did several activities to celebrate National Hispanic Month in October. The activities ranged from cooking, to creating pieces of art, investigating and presenting information about famous Hispanic holidays, customs, legends and people. There are always Columbus Day, Day of the Dead and Cinco de Mayo celebrations in the Spanish classes. Jane's fourth year students are finishing a unit from their text that deals with the mixing of cultures to create new countries and cultures. They investigated the representation of their own nationality here in Omaha and will give a presentation that includes a food and a song, dance or game that is typical of their nationality. The Spanish classes, along with Spanish Club raised money for a Nicaraguan Clinic--Los Chavalitos. National Honor Society (NHS) also donated \$500 to this cause.

Spanish Club did many cultural events. They went to two restaurants, an ice cream parlor and did cultural / Christmas activities with elementary kids. They invited several Hispanic foreign exchange students for a music and dance experience. The club, along with the Spanish classes raised money for a Nicaraguan Clinic- Los Chavalitos. NHS also donated \$500 for this cause.

Mary had three exchange student speakers from West speak to students about France, Germany and Colombia: Maud Loriguet, Annika Ipsen, and Alejandro Castro.

Latin Scholars participated in Foreign Language Food Day by creating a flag with Romulus and Remus depicted being suckled by the She-Wolf as per Legend of the Founding of Rome, preparing Roman and Greek food dishes, and making Latin room signs in the form of the triumphal arch of Septimius Severus located in the Roman Forum at Rome. Also Latin II traditionally puts on a complete Roman Banquet for the class complete with authentic Roman dishes as created by Apicius, the foremost Roman chef of Imperial Rome, and garbed in traditional Roman dress.

The German teachers had students from our sister city Braunschweig visit our school and classes for two days. Eight West German students hosted them and will visit German in June.

The French students are going to France with one of the French teachers.

This year they had many guest speakers visit their classrooms. The speakers were from all over the world. The foreign language classes also sponsored an International Week with an International Café day. All week they had activities for all students to get involved in like trivia games, presentations, etc... The halls were filled with posters and the announcements were full of interesting facts and trivia.

Family and Consumer Science

Foods of the World - studied foods, foods cultures, and food preparation from countries all over the world and the different regions of the U.S., one class had a student demonstration of a food from Pakistan.

127.

Apparel Design - ethnic costumes are incorporated in the study of clothing when the students complete their clothing and culture project.

International Week Activities

First of all, MW Multicultural Club was invited to participate in our 1st annual International Week. Some of their club members (as well as all of the foreign exchange students) were asked to give the date, weather report, and lunch menu for the day in their native language. Although they were nervous, they felt great pride in being able to share their beautiful languages with the entire school over the intercom.

The Cultural Trivia Contest highlighted cultural icons from around the world. Again, ethnicity was stress by awarding gift certificates to ethnic restaurants around town. On International Food Day, students were encouraged to prepare an authentic dish reflecting their ethnic heritage. They were also encouraged to dress in traditional ethnic garb. Teela Ramsey wore a beautiful African hat and dress.

A panel of foreign exchange students from Thailand, Norway, Chile, Germany, Italy, France, Switzerland, and Uzbekistan were invited to present information about their countries to all the foreign language students at Millard West. Following their presentations, students were invited to ask them questions.

Teachers and parents who had lived or traveled abroad were invited to participate in the UFO (Unidentified Foreign Object) Contest by bringing in exotic items from various countries. The students were to guess what each item was used for.

The week culminated in an International food day. On this day, students brought in cuisine made from recipes from across the world. Each period of the day had tables full of international foods. The cafeteria was decorated with symbols, colors, music and smells of many different cultures. Each table had a flag on it from a different country. The tables and tables of food were organized by the part of the world from which they originated. Our students of different backgrounds performed by playing music or dancing. For instance, one student, Cheryl Lerner taught Israeli folk dancing. Two of our Pakistani girls, Sabrina Siddiqi and Madeeha Ahmed, performed several beautiful and expressive Middle Eastern dances. Marcos Marti, a Puerto Rican, played songs on the keyboard. Andrea Williams lent us her mother's Philippine CD since we had ethnic music playing every day of International Week during the passing periods.

Students got to see students who they knew as "American" perform and share their cultural heritage and background. Many moms came up to help with the food serving and heating. During the first part of each period, the foreign language students came down and enjoyed the food and music. During the second half, all classes were invited down to partake in this incredible experience. Competitions ran for the best recipes and most interesting cuisine. This was an incredible experience for our students and staff alike.

128.

Guidance Department Activities

The Millard West Guidance department promoted several multi-cultural events this year.

Five Millard West students attended the Herman Caine Leadership conference which caters to "diamonds in the rough" and multicultural students.

Ten juniors attended the Anti-Defamation Leagues Prejudice Elimination Workshop. As an off shoot to this daylong activity we had two students chosen for the Washington DC trip. They were provided a free 4-day trip to DC where they learned how to become active advocates against hate and prejudice.

This summer several students will be attending ANYTOWN, an intensive weeklong overnight camp that trains students in Human Relations and Leadership. Multiculturalism and diversity are emphasized in regards to our school and community.

The Multi-cultural club held monthly meetings with activities like Henna Tattooing (taught by our Muslim students) and the Chinese New Year was taught by our Chinese student. In December we learned from each other about the different winter holidays like Hanukah, Ramadan, and Kwanzaa. One of most worthwhile meetings was a roundtable discussion with Dr. K on what it is like to be a multicultural student at Millard West and what would help students adjust and not feel like a minority. It was an excellent exchange and although the students felt very safe and welcome here, they also relayed instances of discrimination.

Lastly, many university hold multi-cultural days with juniors and all were promoted with posters and in the Stepping Stones Newsletter.

4. Multicultural experiences called for by your building's site plan.

As mentioned about the multi-cultural group met with Dr. Kolowski. They felt that this was a very worthwhile meeting. It was a roundtable discussion with Dr. K on what it is like to be a multicultural student at Millard West and what would help students adjust and not feel like a minority. It was an excellent exchange and although the students felt very safe and welcome here, they also relayed instances of discrimination.

Our site plan called for looking at creating even more respectful relationships among staff and students alike. This was one step toward that plan.

129.

AGENDA SUMMARY SHEET

AGENDA ITEM: Program Evaluation: Reteaching Program

Meeting Date: 9/22/03

Department: Planning & Evaluation

Title and Brief Description: The district allocates approximately \$400,000 for reteaching for students who do not achieve the ELO-based standards. This report presents aggregated results regarding program implementation, including data on numbers of students who improved, following remediation.

Action Desired: Approval ___ Discussion x Information Only ___

Background: Schools implement site-based remediation plans to help students achieve standards in reading, math, writing, science and social studies. This report is a process evaluation, documenting the services delivered to students. The appendix shows reteaching results.

Options/Alternatives Considered: N.A.

Recommendations: Future evaluations will look at the congruence of planned vs. implemented activities and will document strategies that are used with successful students (i.e., those who achieve the cutscore following remediation) vs. tactics or experiences associated with lack of improvement.

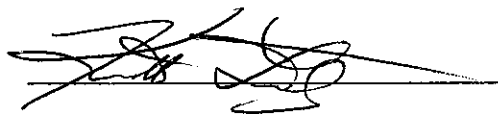
Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Use results immediately for district and site planning.

Responsible Persons: John Crawford & Sharon Freeman for evaluation; building principals and curriculum division for program.

Superintendent's Signature:



Reteaching Program Evaluation, 2002-2003

Introduction/Background

This report is intended to provide descriptive information on the reteaching program implementation in the 2002-2003 school year. Each year schools are given an allocation of funds, which they use for working with students to ensure that all have achieved the performance standards in reading, math, writing, science, and social studies. This past year, those funds amounted to approximately \$400,000 districtwide.

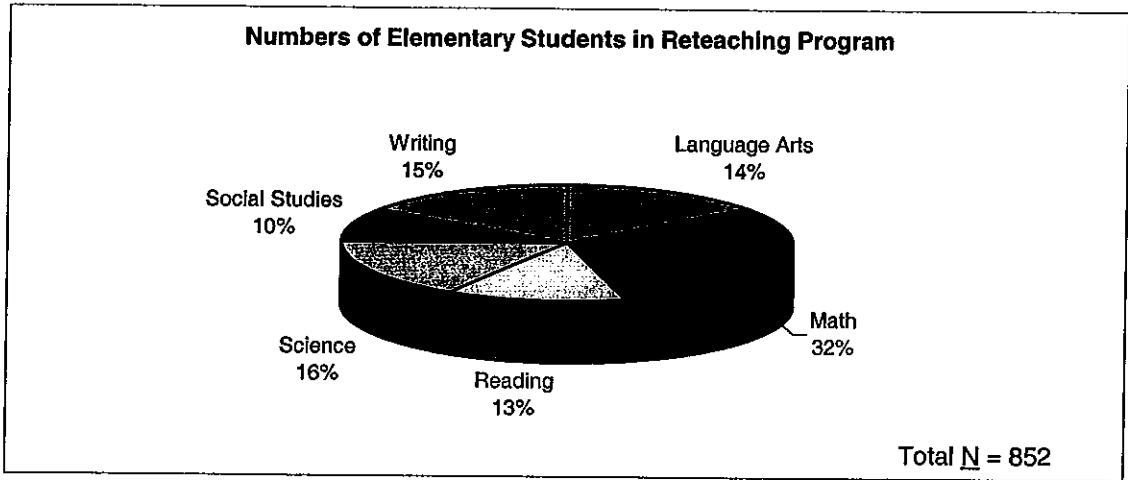
Schools then submit brief plans describing how they propose to expend the funds to help students reach the designated cutscores on the assessments. Options include in-class assistance, extension of the school day, extending the school year into the summer, individual tutoring, having contracted teachers or paraprofessionals work with students, lab/pullout instruction, etc. In many cases, the interventions were combinations of these different modes.

Because the effects of the interventions are confounded with school and teacher effects, and because many students receive more than one kind of intervention, at this time it does not seem possible to determine the efficacy of particular remediation models. In the future, we may want to conduct case studies of those students who are successful (as well as those who are not successful), following the remediation. The current evaluation is planned to focus on describing the programs, along with presenting information on the expenditures related to the building remediation plans. The overall statistics on numbers of students who improve (attain the standard) following reteaching is presented in the appendix.

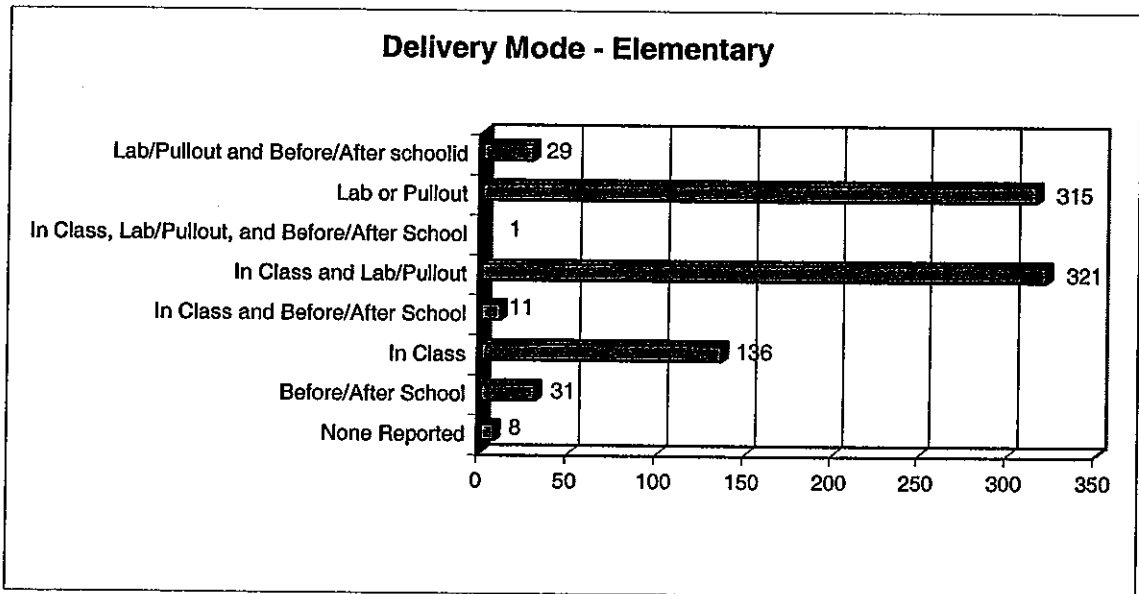
During the 2002-2003 school year, a web-enabled system of reporting on remediation was used. This system decreases the chance of students going without reports, because we are able to "pre-slug" all students not achieving the cutscore into the database. The person responsible for tracking the reteaching program at each building can then call up each student and click on the boxes representing the kind of reteaching intervention the student received. At the end of the year, the buildings are able to run reports showing any students who did not have data entered. The definitions of the web-based data entry system codes are in the appendix.

Elementary

The following results summarize the reteaching activity at the elementary level for the 2002-2003 school year. The first graph shows the numbers of students in the reteaching program, by the content area in which they are receiving services.

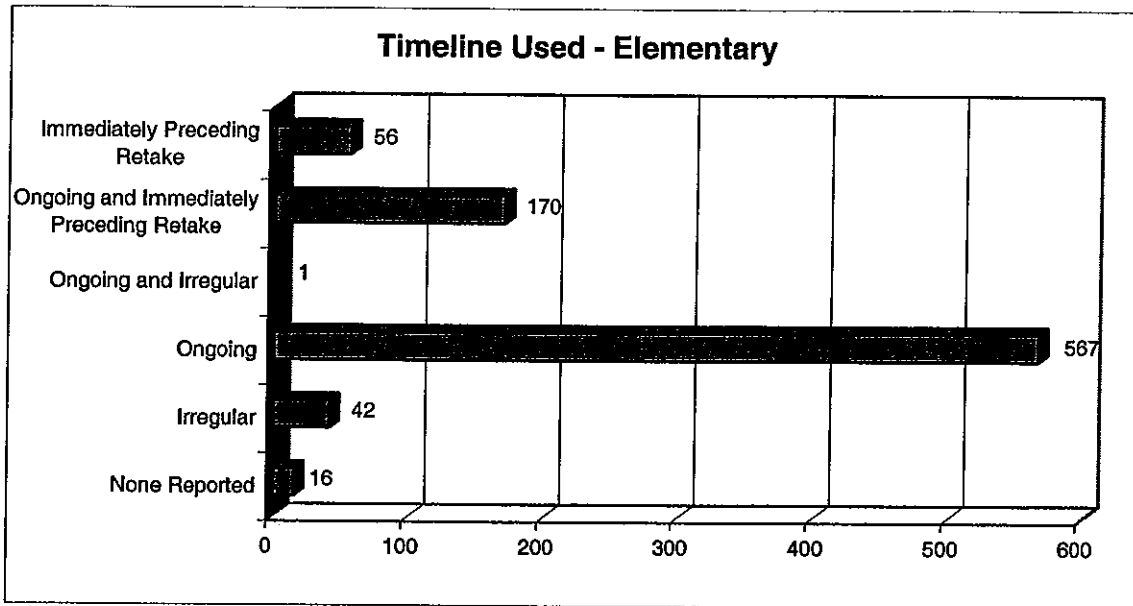


The next graph shows the delivery mode for elementary reteaching. In-class instruction combined with a lab or pullout model was most commonly used for reteaching at the elementary level, followed by the lab/pullout model alone.

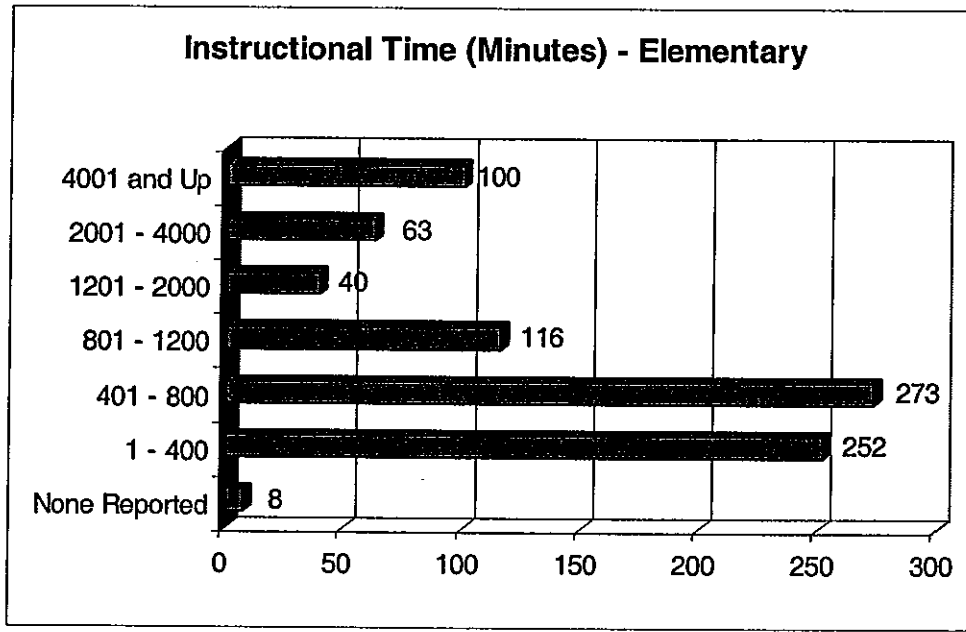


The following graph displays the timeline used for remedial instruction. The majority of elementary reteaching was classified as "ongoing" throughout the school year.

132



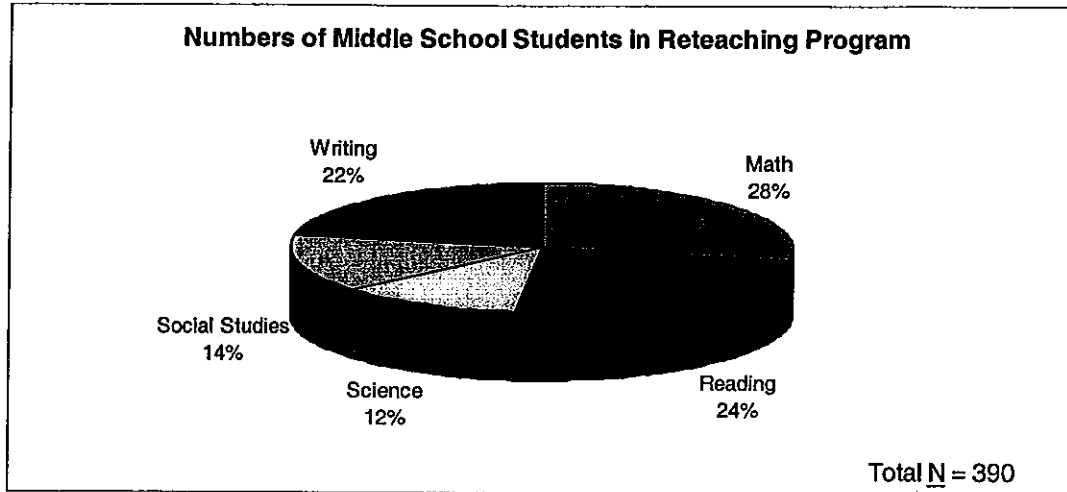
The fourth and final graph for the elementary level shows reteaching instructional time, in minutes. About 1/3 of the students received 401-800 minutes of remediation; almost as many received 400 minutes of remediation or less.



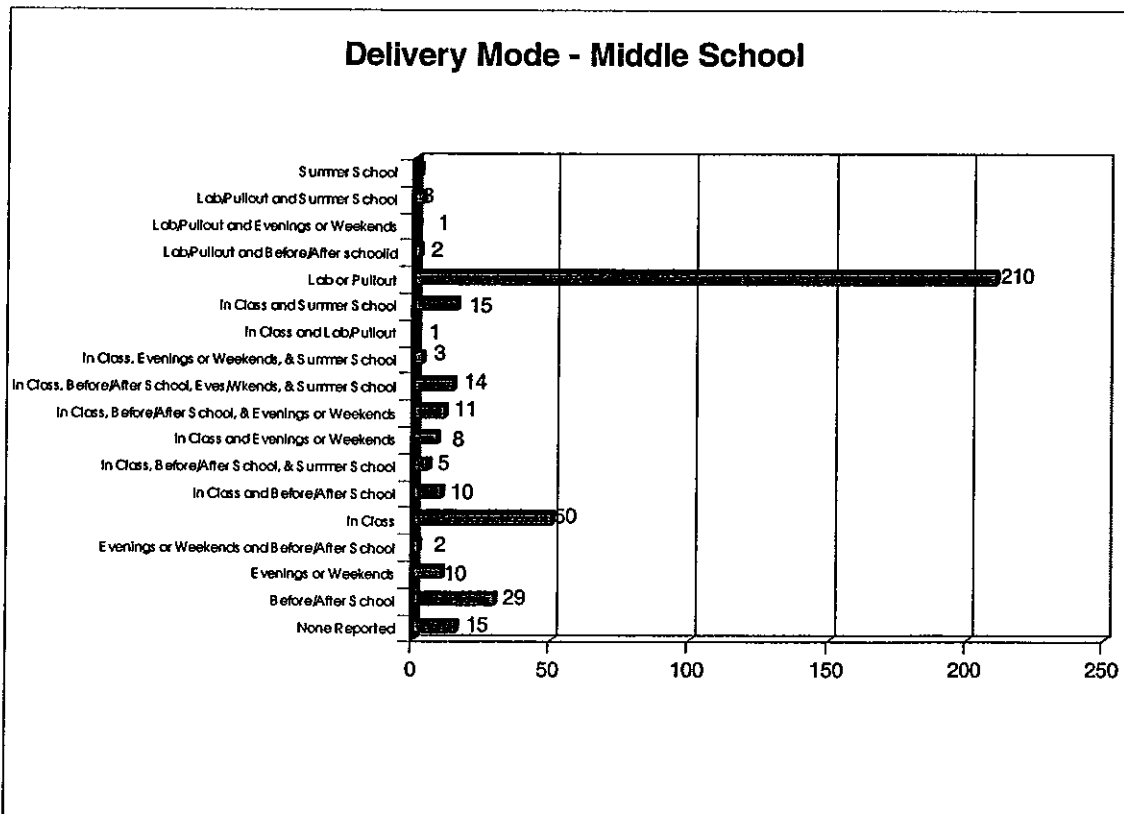
133

Middle School

The next 4 graphs summarize reteaching activity at the middle level for 2002-2003. The first graph shows the numbers of students in the reteaching program by content area.

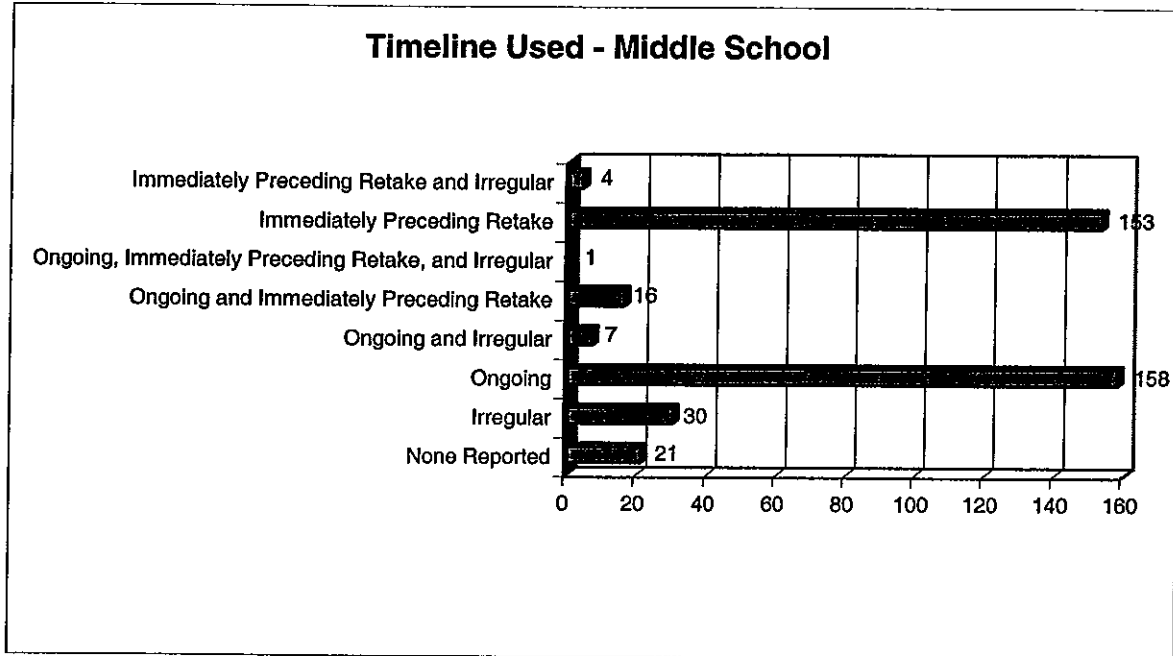


Middle school delivery mode data show many combinations of delivery modes being used. The lab or pullout model is the most frequently used method of delivering instruction, with over 50% of the students receiving instruction in the lab/pullout model alone.

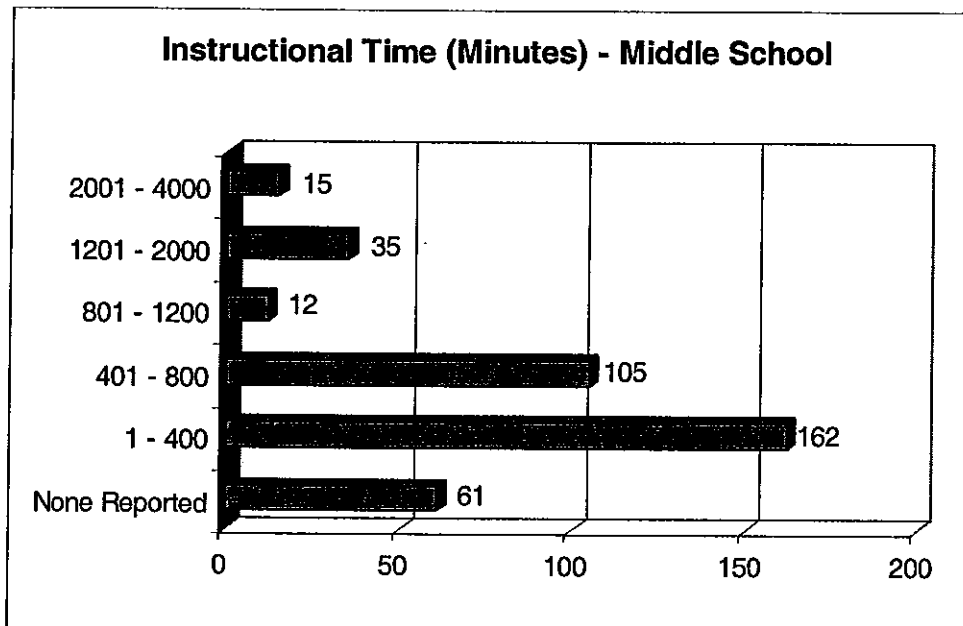


134.

The following graph displays the timeline used for remedial instruction. Most reteaching at the middle level was ongoing throughout the school year or occurred immediately preceding retesting.



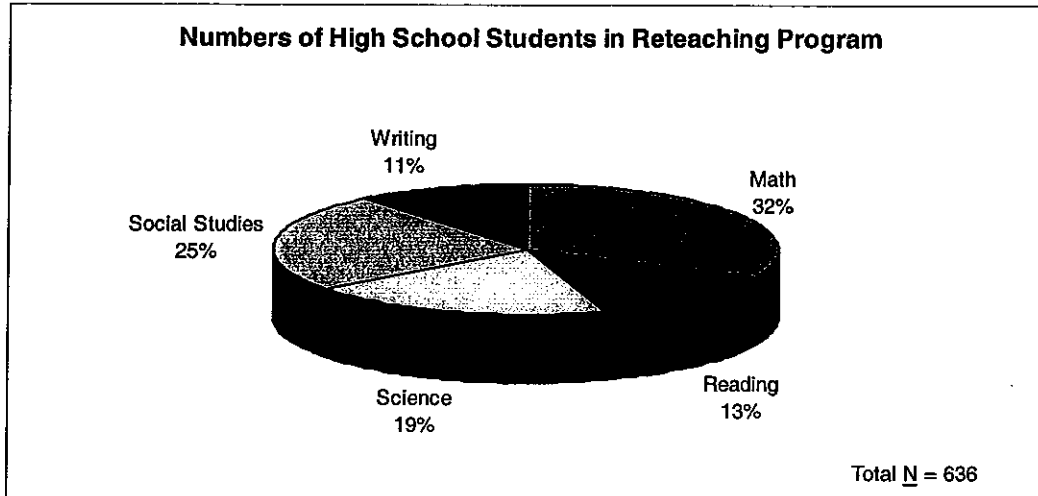
The fourth and final graph for the middle level shows reteaching instruction time in minutes. More than 2/3 of the students received 800 minutes or less of remediation, while the reteaching instructional time was not reported or could not be determined in 15% of the cases.



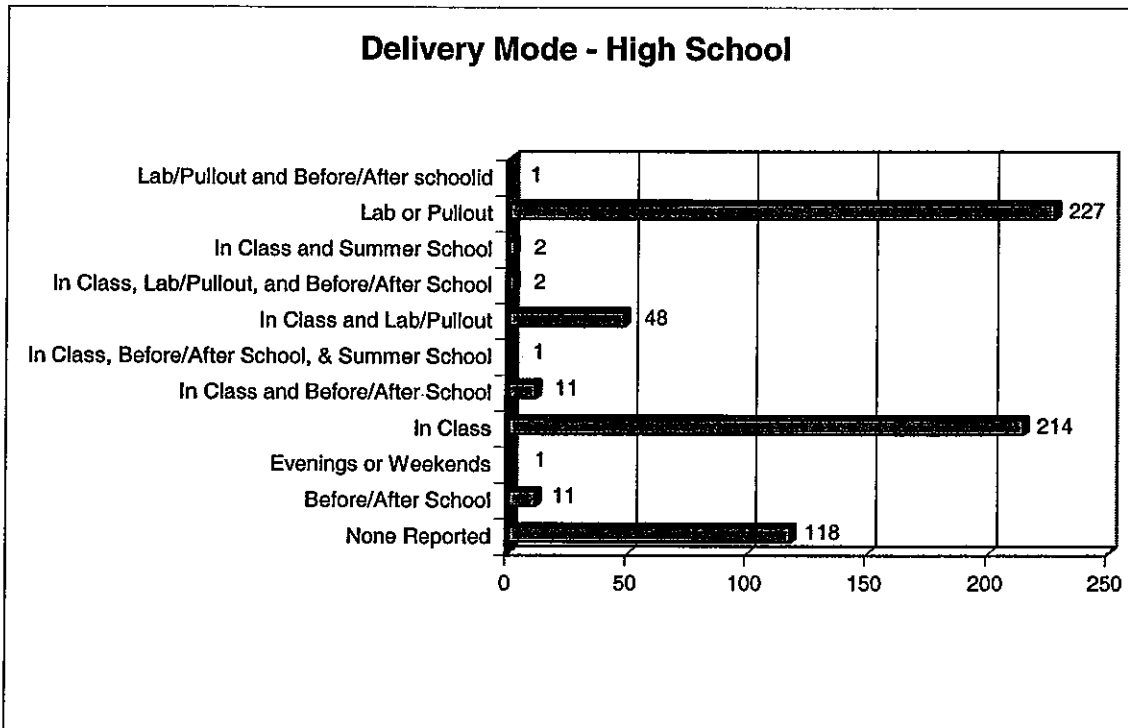
135.

High School

The next 4 graphs summarize reteaching activity at the high school level for 2002-2003. The following graph shows the numbers of students in the reteaching program by content area.

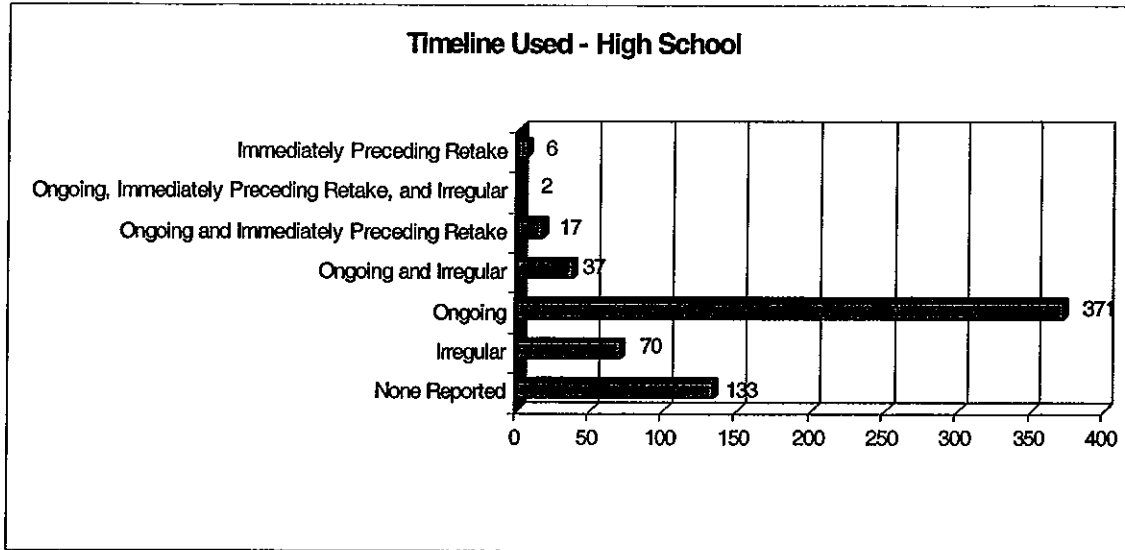


High school delivery mode data show 1/3 of students received remedial instruction in a lab or pullout model and another 1/3 received instruction in their subject area class. No delivery mode was reported for 19% of the reteaching students.

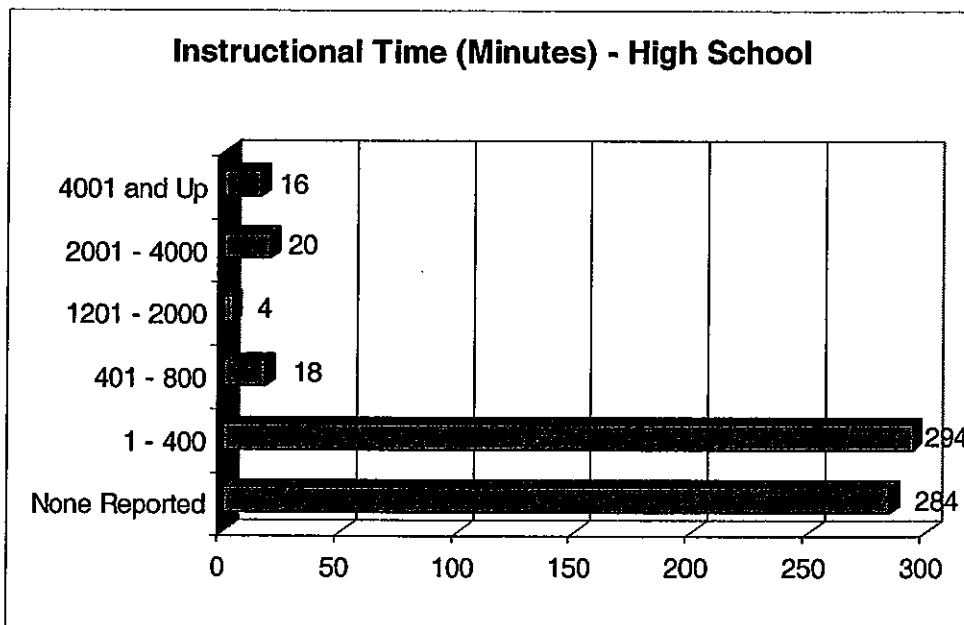


136.

Results for timeline used show almost 60% of high school reteaching was ongoing throughout the year. Over 10% of high school students received “irregular” reteaching. No reteaching timeline was reported for nearly 21% of the students.



The last graph for high school shows reteaching instruction time in minutes. Only 9% of high school students were reported as receiving more than 400 minutes of remediation, while 46% of students received 400 minutes of less of remedial instruction. Reteaching instructional time was not reported or could not be determined in 44% of the cases. At least half of the unreported instructional time is due to regular classroom instruction being used as the sole method of remediation.



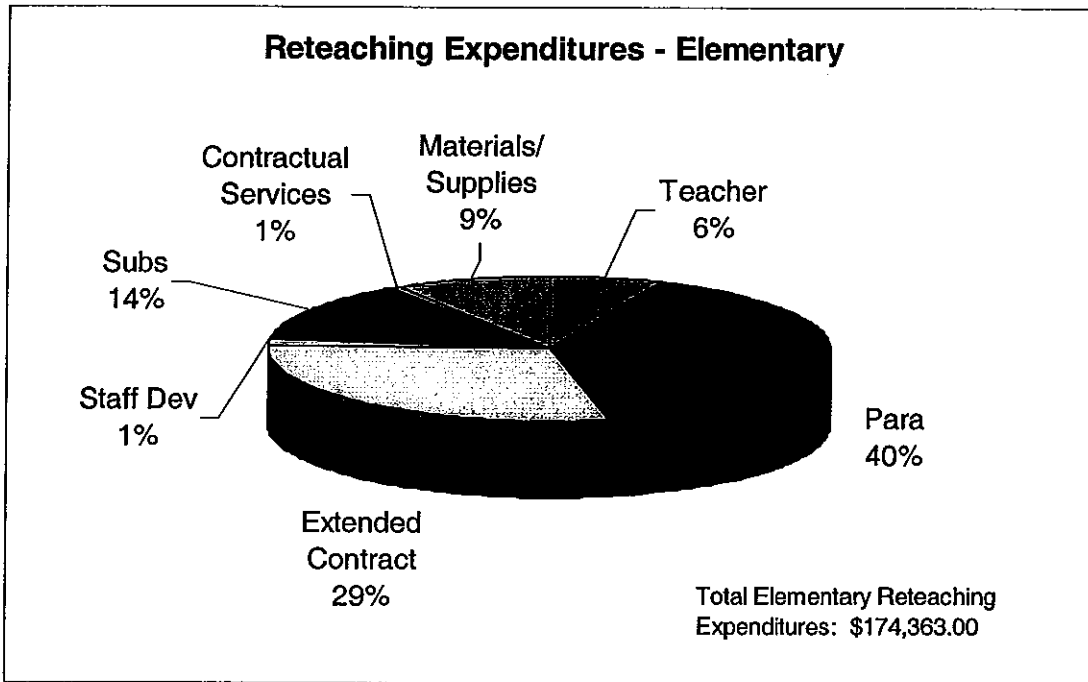
137.

Other information that is tracked is whether the parent or the student "refused (reteaching) services". This is particularly important at the high school level, in the context of the 2002-03 junior class being the first group of students (graduating class of 2004) required to achieve the cutscore on ELO assessments in order to graduate. At the elementary level, 6 out of 852 parents refused services and 5 children were recorded as refusing services. At the middle level, 6 of 390 parents and 14 students were recorded as refusing services. At the high school level, 24 of 636 parents refused services and 105 students refused services. Of those 24 high school parents, 6 were parents of students in the graduating class of 2004 and beyond. Of the 105 high school students refusing services, 20 were in the graduating class of 2004 or beyond.

Expenditures

In the 2002-03 school year, approximately \$400,000 was allocated for the reteaching program. Educational Services spent about \$4000 for materials and supplies. The following graphs show that the sum of the actual expenditures as of July 15, 2003 totaled \$402,829.

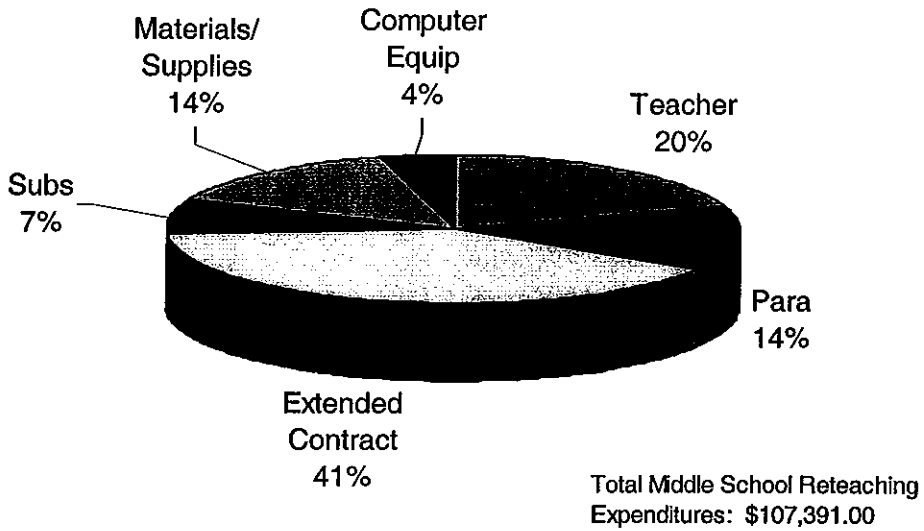
About 69% of the funds for elementary programs went to paraprofessionals and extended contracts.



At the middle level, the largest expenditure categories were extended contracts and additional staff (contracted teachers) – totaling some 61%.

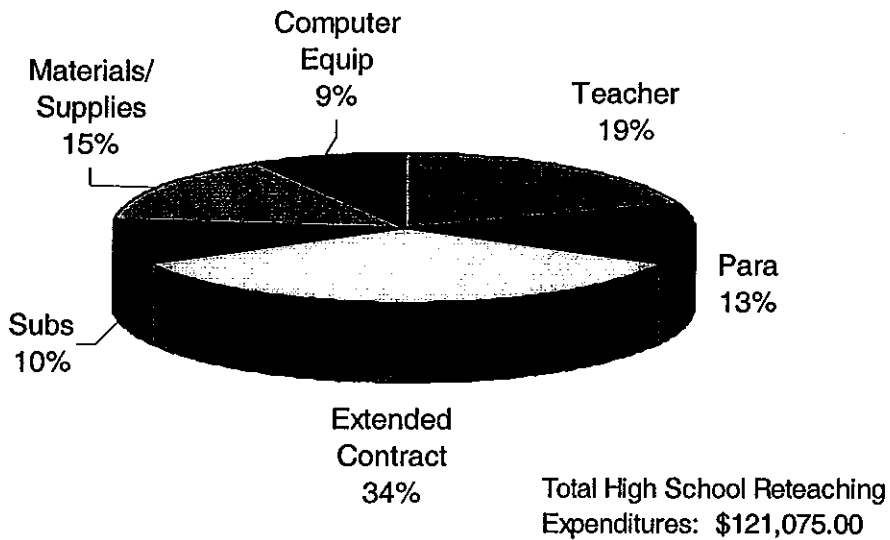
139.

Reteaching Expenditures - Middle School



At the high school level, the two largest categories of expenditures were extended contracts and teacher salaries, amounting to 53% of the total.

Reteaching Expenditures - High School



Summary/Conclusions

The data in the appendix show the success rates for students who were eligible for reteaching assistance by being below the cutscore on one or more assessments. On those tables, "improvement" was defined as reaching the performance standard on the re-testing occasion, following reteaching intervention. At the elementary levels, in 735 out of 914 instances (80%), students were able to achieve the cutscore with reteaching. At the middle level, 390 out of 531 students (73%) achieved the cutscore following reteaching. And at the high school level, in 407 out of 758 (54%) cases, students reached the cutscore after reteaching and retesting. It should be noted that, at the high school level, the data include seniors, so the results partially reflect the performance of students who did not need acceptable performance on district assessments to graduate. If 12th grade students are excluded from the analysis, 333 out of 525 high school students (63%) achieved the cutscore following reteaching. The area of high school mathematics remains a concern, with 62 juniors remaining below the cutscore following reteaching and retesting.

141.

Appendix:

Definitions of Program Codes for Tracking Reteaching Interventions

Summary Results: 2002-03 Students Achieving Cutscores after Reteaching and Retesting

142.

Reteaching Record keeping Form – Definitions, Additional Information

Student and Testing Information:

NOTE: For the sections titled “Delivery Mode for Reteaching Actions”, “Timeline Used for Reteaching Actions”, and “Who Delivered Reteaching Instruction” you should only check an item if it was the predominant strategy used with a student. As a rule of thumb, you need to check more than one strategy each for “Delivery Mode for Reteaching Actions”, “Timeline Used for Reteaching Actions” and “Who Delivered Reteaching Instruction” if the multiple alternatives each accounted for more than 20% of the remediation. For example, if a student received lab/pullout instruction during the school day for a whole semester, which accounted for 90% of remediation, then went to one or two before/after school sessions, which accounted for the remaining 10% of remediation, the “Delivery Mode for Reteaching Actions” should be recorded as “In lab or pullout setting during the school day” only.

Reteaching Actions 2002-2003:

Delivery Mode for Reteaching Actions

These represent general categories for the way that the student engaged in reteaching.

- **“In subject area classroom during school day”** – This option should be checked only if there is readily identifiable reteaching that takes place in the classroom setting. If reteaching activities are so embedded that they are indistinguishable from other classroom instruction, then these activities should not be counted.
- **“In lab or pullout setting during school day”** – This should be checked if the student is removed from the regular classroom for reteaching during normal school hours.
- **“Thursday, Saturday school, evenings or weekends”** – As the label implies, this should be checked if the student is engaged in reteaching activities outside of normal school hours.
- **“Before or after school”** – This should be checked if the student is engaged in reteaching activities immediately before or after normal school hours. In other words, the student goes directly from reteaching to the classroom or directly from the classroom to reteaching.
- **“Summer school”** – Again, as the name implies, this should be checked only if the student engages in reteaching during summer months.

Timeline Used for Reteaching Actions

- **“Ongoing as students are identified”** – This should be checked if the student engages in reteaching on a regular basis, for example, this could be a pullout during their Language Arts class one day a week for six weeks, or the classroom teacher may have a substitute come into class so the teacher can work with designated students on explicit reteaching activities on Tuesdays and Thursdays for nine weeks. The key here is the scheduled regularity of reteaching. It is happening on a regular, consistent basis over a designated period of time.
- **“Immediately preceding retake”** – This should be checked if reteaching occurs within two weeks prior to the date the student retakes the assessment.
- **“Irregular”** – This should be checked if there was not a regular, extended schedule for a student to engage in reteaching activities. Instead, reteaching occurred when either the student or instructional provider were available. An example of this would be that a student missed the cutscore on the 4th grade Math assessment by 2 points when they took it in the spring of 2002. Since the student came close to meeting the cutscore, and they were not scheduled to retake the assessment until Spring of 2002, no formal reteaching schedule was established, rather, it was understood that the reteaching would be targeted to the missed items sometime immediately prior to the retake by the classroom teacher. The key is that no reteaching schedule was established.

143.

Who Delivered the Reteaching Instruction

- **“Classroom or subject area teacher”** – This should be checked if, as the name indicates, the student’s regular classroom teacher or subject area teacher was the person to provide reteaching. This should only be checked if the reteaching offered was readily identifiable as being separate from regular classroom instruction. This item should **not** be checked if reteaching was so integrated as to be indistinguishable from regular classroom instruction.
- **Substitute** – This should be checked only if the substitute was to person who actually delivered the reteaching activities. There are situations where a substitute is brought into a classroom to enable the regular teacher to work with designated students on reteaching activities. If that was how reteaching was delivered, then the regular classroom teacher would be the person designated as the person delivering reteaching activities as long as they were distinguishable from regular instruction.
- **Para-professional** – In those situations where a person classified as a para-professional delivered reteaching, either in the student’s regular classroom or in a pullout setting, then this item should be checked.
- **Contracted certified teacher** – If a certified teacher is hired specifically to provide reteaching, exclusively or in combination with other duties, then this item should be checked.

Amount of Time Spent on Reteaching (# of minutes)

- The figure entered in this box should indicate the amount of time (in minutes) that the student was engaged in reteaching activities. If the student engaged in reteaching activities in the regular classroom, **then only the activities that were readily distinguishable from regular classroom instruction should be counted.** If reteaching is so integrated into regular instruction that the total amount of instructional time spent in a class or discipline has to be counted, then that figure should not be entered here.

Parent refuses services

- This should be checked if the student’s parent(s) have explicitly refused to have their child participate in reteaching.

Child refuses services

- This should be checked if the student has consistently missed or refused to participate in reteaching activities.

Reteaching Record Keeping Website: <http://milstat.mpsomaha.org/>

Current Data - through 2002-03

<u>K-2</u>	<u>#¹</u>	<u>#²</u>	<u>Remaining</u>	<u># Improved</u>
Reading (1 st)	106	95	11	95
Writing (1 st)	116	109	7	109
Math (2 nd)	140	120	20	120

3rd-5th

Reading (4 th)	112	85	27	85
Writing (3 rd)	86	75	11	75
Math (4 th)	114	87	27	87
Science (5 th)	148	101	47	101
Soc St (5 th)	92	63	29	63

¹ # of students who did not master the assessment, on prior testing occasion and were available for retesting.

² # of students who were available for re-testing and who achieved the performance standard

(# "remaining" is the number of students who have not achieved the standard after re-teaching and re-testing)

145.

Current Data - through 2002-03

<u>6th-8th</u>	<u>#¹</u>	<u>#²</u>	<u>Remaining</u>	<u># Improved</u>
Reading (7 th)	136	92	44	92
Writing (7 th)	139	134	5	134
Math (7 th)	145	103	42	103
Science (8 th)	55	31	24	31
Social St. (8 th)	56	30	26	30
<u>9th - 12th</u>				
Reading (9 th)	104	62	42	62
Writing (10 th)	81	61	20	61
Math (10 th)	246	126	120	126
Science (11 th)	152	73	79	73
Social St. (11 th)	175	85	90	85

¹ # of students who did not master the assessment, on prior testing occasion and were available for retesting.

² # of students who were available for re-testing and who achieved the performance standard (# "remaining" is the number of students who have not achieved the standard after re-teaching and re-testing)

146.

Total Number of Students Who Improved (Attained the Standard) with Re-Teaching

Elementary

Total= 735 students

Middle

Total= 390 students

High

Total= 407 students

Grand Total, K-12

1,532

(Increase of +219

over 2001-02)

147.

AGENDA SUMMARY SHEET

AGENDA ITEM: Program Evaluation: Norris Montessori Mini-Magnet

Meeting Date: 9/22/03

Department: Planning & Evaluation

Title and Brief Description: Board policy requires multi-year evaluations of mini-magnet program. The elementary Montessori program was expanded to a south side location to accommodate parent interest in the program and to assist with increasing utilization of the Norris site.

Action Desired: Approval ____ Discussion x Information Only ____

Background: The Montclair Montessori program had a waiting list which formed the basis for expansion to the Norris site. In addition, Norris had been discussed in the recent Master Plan as being a building that could become a designated "low enrollment" school if steps were not taken to increase its enrollment.

Options/Alternatives Considered: N.A.

Recommendations: Data from 2002-03 only apply to the preprimary group of students, with focus on the 19 in kindergarten. All but 2 of the 19 were pulled from neighborhoods not assigned to Norris. The class size of 19 was near the district average of 20.3. Parent satisfaction surveys from this first year were generally very positive.

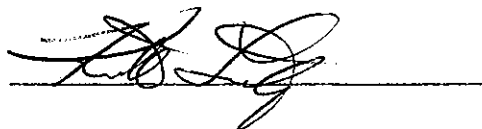
Strategic Plan Reference: Strategic parameters.

Implications of Adoption/Rejection: N.A.

Timeline: Use results immediately for program planning. Future evaluations will present results on ELO and standardized assessments.

Responsible Persons: John Crawford & Sharon Freeman for the evaluation; Peggy Brendel for the program.

Superintendent's Signature:



148.

Program Evaluation – Norris Montessori Mini-Magnet

Introduction and Purpose

As required by board policy and strategic plan parameters, the office of Planning and Evaluation carries out 5-year evaluations of all mini-magnet programs. The 2002-2003 school year was the first year of implementation for the Norris Montessori mini-magnet, and the data in this report come from this school year.

The following, from the Millard Public Schools web site, presents background on the Millard Montessori program.

The Montessori program is an option that provides an environment consistent with Dr. Maria Montessori's philosophy in which children learn through spontaneous and prescribed activities based on developmental needs as they become self-directed.

Program Philosophy

Dr. Maria Montessori believed that the role of education is to create a learning laboratory where the individual is allowed to continue the developmental process, a process begun at conception. This process assists the individual to grow up with a healthy spirit, a strong character and a clear intellect, realizing the interdependence with all of life. The elements of the educational process include the following:

- *Methodology is based on movement, activity and habits of work and order.*
- *The child is guided, moving from simple to complex and concrete to abstract concepts for perceptual and conceptual proficiency.*
- *The child learns through spontaneous and prescribed activities based on developmental needs and individual learning styles.*
- *The child learns to become inner-directed or self-directed rather than "other-directed".*
- *There is intrinsic concern for rhythm, balance, and order, which make the life process possible and provides continuity in nature and the universe.*

Program Overview

- *Each Montessori classroom is multi-aged, except 6th grade. Kindergarten is included in the Montessori pre-primary classrooms for children ages three to six.*
- *The classroom environment is designed to facilitate maximum independent learning and exploration by the child.*
- *The curriculum is interdisciplinary and interactive.*
- *Concepts are taught using materials that encourage exploration, independence and analytical thinking.*
- *Physical Education and music are taught on a daily rotation basis for 20 - 30 minutes, depending on the age of the child.*
- *Drama and art are integrated into the prepared environment.*

Participation

In 2002-2003, the first year of the Norris Montessori program, there was a preschool class and a preprimary (ages 3 to 6, preschool and kindergarten) class. The preschool class had 20 half-day students. The preprimary class consisted of 9 full-day preschoolers and 19 kindergarten students. The preschool, including the preschoolers in the preprimary class, is a self-supporting parent-pay program and will not be discussed in this evaluation.

One goal of the Norris Montessori program is to counter declining enrollment by drawing students from outside the Norris attendance area. The table below shows the schools to which the kindergarten students are assigned, based on their housing areas. Only 2 of the 19 students live in the Norris attendance area.

Assigned School	Count
Ackerman	1
Bryan	1
Disney	2
Hitchcock	2
Holling Heights	2
Neihardt	2
Norris	2
Option Enrollment	1
Rockwell	2
Rohwer	1
Wheeler	3

Costs

The preprimary class, with 9 preschoolers and 19 kindergartners, had one teacher, one full-time paraprofessional, and two half-time paraprofessionals. The certified teacher was paid from the general fund. The paraprofessionals, who also provided before- and after-school care, were paid from parent-pay preschool and parent-pay Kids' Network funds. In comparison to the 19 kindergartners in the Montessori class, the 2 traditional kindergarten classes at Norris each had 17 students (as of September 2002), while the district average for kindergarten was 20.3 students per teacher.

The initial cost to set up a Montessori classroom includes the cost of a set of Montessori materials for each classroom. The startup costs for the Norris preschool and kindergarten classes were paid with funds from the Montessori parent-pay preschool, which was housed only at Montclair prior to 2002-2003. Purchasing the materials for the first grade classroom for 2003-2004 cost about \$14,000.

Parent Opinion

Parents of the 2002-2003 kindergarten students were surveyed to collect data regarding parent perception of the Norris Montessori program. Parents tended to be quite positive about the school and its staff, and about the Montessori program. Parents were asked what they liked best about Norris Montessori, what their initial expectations of the program had been, and how well their expectations were met. The most frequently mentioned positives were the teacher, individual attention students receive from the teacher and paraprofessionals, hands-on learning, student independence, and the high degree of parental involvement.

When asked what they would change to make Norris Montessori better, most parents said they wouldn't change anything. One parent said there were a couple of students who were "kind of out of control" at times. Another parent said there were a lot of students in the classroom and sometimes wondered if the teacher was stretched too thin. A third parent said the school building and grounds "needs a facelift to make it more warm and inviting when you first drive up or walk into the open hallway".

Of the 19 kindergarten students in Norris Montessori in 2002-2003, 17 are continuing in the program in 2003-2004, while 2 students have transferred to other Millard schools for the 2003-2004 school year. Parents of the 2 transfer students expressed satisfaction with the Norris Montessori program. One student transferred to attend school with an older sibling. The family of the other transfer student, who had a late birthday, opted to enroll the student in kindergarten at their neighborhood school.

Summary and Conclusions

The Norris Montessori mini-magnet completed its first year in 2002-2003 with one preschool class and one preprimary class. One grade will be added each year until the program spans preschool through fifth grade. Since the oldest students in the program were kindergartners in 2002-2003, no Essential Learner Outcome or standardized assessment data are available at this time.

The goal of drawing students to Norris from outside the Norris attendance area was realized in 2002-2003, with only 2 of 19 kindergartners living in the Norris attendance area. Eight of the 19 kindergarten students came from more crowded western Millard elementary schools or from outside the district.

Certified teacher costs for the Norris Montessori kindergarten were comparable to building and district kindergarten teacher costs. There will be startup costs of approximately \$14,000 for each of the next 5 years as the program expands to grades 1 through 5.

Based on survey data, parents of the 2002-2003 Norris Montessori kindergarten class appear to be quite satisfied with the school, the staff, and the educational program.

AGENDA SUMMARY SHEET

AGENDA ITEM: Program Evaluation: Millard Learning Center

Meeting Date: 9/22/03

Department: Planning & Evaluation

Title and Brief Description: The Millard Learning Center (MLC) serves at-risk youth in the 11th and 12th grades. Referrals are from all three high schools, amounting to 114 students receiving services in 2002-03.

Action Desired: Approval ___ Discussion x Information Only ___

Background: The MLC serves Special Education and regular education students, offering a full curriculum delivered by staff in a facility separate from the other Millard high schools. Students are referred, based on a pattern of difficulty with attendance, grades, and behavioral infractions.

Options/Alternatives Considered: N.A.

Recommendations: Given reteaching and multiple opportunities, most students achieve the standards on the ELO assessments. In the most recent group of graduates (who did not have to pass the ELOs to graduate), there were 21 students who met all the ELO standards, but did not have the 225 credits that are to be required beginning in 2003-04. Meeting the 225 credit requirement may be more challenging than passing all the ELOs.

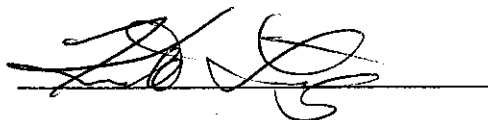
Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Use results immediately for program planning.

Responsible Persons: John Crawford & Patrick Irwin for the evaluation; Angie Bahnsen for the program.

Superintendent's Signature:



Millard Learning Center Evaluation

The goal of this report is to document progress on ELO assessments for the Millard Learning Center students. Many students are referred to the MLC because of behavior problems (attendance, disciplinary infractions, etc.), and the current data indicate those difficulties persist.

The data in this study are from the 2002-2003 school year. The purpose of this study is to provide data on the MLC program and examine the number of students enrolled in the MLC who may be at risk of not graduating, due to not meeting the ELO requirements. It should be noted that the 2002-03 12th grade students did not have to perform above the ELO cutscores to graduate (and so their results may reflect some degree of lack of motivation).

The 2002-03 11th grade class is the first class to have to meet the ELO graduation requirement. They have already taken the 9th grade reading comprehension, the 10th grade math, the 10th grade writing assessment, the 11th grade science, and the 11th grade social studies ELO tests.

Results suggest that when students are provided remediation and are retested (in some cases more than once), they have a high probability of success.

Results

There were 114 students (35 females and 79 males) that attended the MLC for some portion of the 2002-03 school year. The average daily membership for the 2002-03 school year was 85.71. The current status of these students (as of summer 2003) is: 1 student is an external contract SPED, 1 is in a state institution, 4 students transferred out of the district, 21 students dropped out, 43 should be returning in 2003-04 (we assume they have not relocated or dropped out), and 44 students graduated. For this evaluation we will group the transfer students (4), the External Contract SPED student (1), and the State Institution student (1), as a group (referred to as T/EC/SI) of six students. This is being done to ensure that individual students are not identified in this evaluation.

Gender	Count
Males	79
Females	35
Total	114

T/EC/SI	6	5.26%
Drop outs	21	18.42%
Returning 2003-04	43	37.72%
Graduates	44	38.60%
Total MLC 2002-03	114	

The following table indicates the high school referral data.

Sending School	Count	Percent
South High	51	44.74%
North High	40	35.09%
West High	23	20.18%
Total	114	

There were a total of 36 Special Education students at the MLC (31.58% of the total). Of the 36, 15 (41.67%) were behavior-disorder students, 19 (52.78%) were specific learning disorder students, and 2 (5.56%) were speech-language disorder students.

Number of students Identified as Special Education

	Special Education	Not Special Education
Dropout	6	15
Graduated	13	31
Student 2003-04	15	28
T/EC/SI	2	4
Total	36	78

Special Education student categories

	Behavior Disorder	Specific Learning Disorder	Speech Language Disorder
Dropout	4	2	0
Graduated	2	9	2
Student 2003-04	7	8	0
T/EC/SI	2	0	0
Total	15	19	2

The table below shows the average number of credits attempted, average number of credits earned, and the minimum and maximum number of credits by the students at MLC. This table is organized by the student groupings.

		Number of students in group	Average number of credits	Minimum number of credits	Maximum number of credits
Dropout	Attempted	21	200.14	136	300
	Earned		137.67	73	185
Graduated	Attempted	44	246.48	190	320
	Earned		207.61	205	230
Student 2003-04	Attempted	43	220.22	125	285
	Earned		162.35	55	243
T/EC/SI	Attempted	6	149.25	35	206
	Earned		104.00	35	160

The tables below break down the average number of tardies, average number of days missed due to school suspensions, and average number of days missed due to excused and unexcused absences. Due to the fact that the dropouts and transfers were not in school for 176 days, their last day of school was used to calculate the total number of days enrolled. That total number of days was then used to calculate each student's absences, tardies, and suspensions. By using this *pro rata* calculation, comparison across groups is possible.

Group		Number of students in group	Percent
Dropout	Days absent excused	21	19.35%
	Days absent unexcused		13.53%
	Periods tardy excused		1.73%
	Periods tardy unexcused		12.29%
	Days suspended		2.67%
Graduated	Days absent excused	44	6.37%
	Days absent unexcused		2.52%
	Periods tardy excused		1.47%
	Periods tardy unexcused		9.92%
	Days suspended		0.33%
Student 2003-04	Days absent excused	43	9.72%
	Days absent unexcused		4.23%
	Periods tardy excused		1.53%
	Periods tardy unexcused		13.73%
	Days suspended		1.90%
T/EC/SI	Days absent excused	6	16.82%
	Days absent unexcused		5.55%
	Periods tardy excused		0.62%
	Periods tardy unexcused		17.07%
	Days suspended		2.99%

9th Grade Reading Comprehension ELO

The table below shows the mastery data on the 9th grade reading ELO. A Chi-square test was conducted on the percent mastery across the four groups. The difference was not statistically significant. All of the graduates and the T/EC/SI group of students have met the cut score and a majority of the dropouts and students 2003-04 have also met the cut score.

READING

Grouping		# of Students
Dropout	Non-Mastery	2
	Mastery	19
Graduated	Mastery	44
Student 2003-04	Non-Mastery	2
	Mastery	41
T/EC/SI	Mastery	6

The majority of students only had to take the reading ELO one time to meet the cut score while about 25% of the students needed more than one testing occasion to meet the cut score.

10th Grade AWA (Analytical Writing Assessment) ELO

The following table shows the results for student mastery on the 10th grade AWA ELO. A Chi-square test was conducted and the differences were not statistically significant, across the four groups. The data indicate there is a lower percent of mastery on the AWA compared to the reading ELO. Also, an important piece to mention is that (in contrast to reading comprehension) not all of the graduates met the cut score on the AWA, (but in 2002-03, they did not have to meet the ELO requirement).

AWA

Grouping		# of Students
Dropout	Non-Mastery	3
	Mastery	18
Graduated	Non-Mastery	5
	Mastery	39
Student 2003-04	Non-Mastery	8
	Mastery	35
T/EC/SI	Non-Mastery	2
	Mastery	4

The majority of students only had to take the AWA ELO one time to meet the cut score, while about 25% of the students needed more than one occasion to meet the cut score. More students needed more retesting occasions for the reading comprehension test than for the AWA ELO. The AWA is given in the spring of the students' 10th grade year, while the reading test is given a year earlier in 9th grade.

10th Grade Math ELO

The 10th grade math ELO data has a much higher percent of non-mastery when compared to the reading and AWA ELO. The difference in the table below across the four groups is not statistically significant.

MATH

Grouping		# of Students
Dropout	Non-Mastery	9
	Mastery	12
Graduated	Non-Mastery	11
	Mastery	33
Student 2003-04	Non-Mastery	9
	Mastery	34
T/EC/SI	Non-Mastery	2
	Mastery	4

The data indicate about half of students pass after only taking the math ELO one time to meet the cut score. The data also show that one-third of the graduates never met the cut score on the math ELO. Overall, 27.2% of the students did not demonstrate mastery of the math content.

11th Grade Science ELO

The science ELO data show about 39% of the graduating students not mastering the assessment. The data for the dropout students also has a large number (15) of students not meeting the cut score. Out of the 15 dropout students 10 of them never took the science ELO. A Chi-square test was conducted and the differences between the four groups are statistically significant. This difference is due to the percent of the dropouts not mastering (or ever taking) the science ELO.

SCIENCE

Grouping		# of Students
Dropout	Non-Mastery	15
	Mastery	6
Graduated	Non-Mastery	17
	Mastery	27
Student 2003-04	Non-Mastery	9
	Mastery	34
T/EC/SI	Non-Mastery	1
	Mastery	5

11th Grade Social Studies ELO

The 11th grade social studies data also show a relatively high percent of students not meeting the cut score. As with the science data, not all of the graduates took the assessment and a majority of the dropouts did not either. There was also a statistically significant difference because the “dropout” group non-mastery percent was so much higher than the other three groups.

SOCIAL STUDIES

Grouping		# of Students
Dropout	Non-Mastery	14
	Mastery	7
Graduated	Non-Mastery	14
	Mastery	30
Student 2003-04	Non-Mastery	10
	Mastery	33
T/EC/SI	Non-Mastery	3
	Mastery	3

MLC Parent Survey

A parent survey was conducted in the spring of the 2002-03 year. The MLC staff and the planning and evaluation department developed the survey and MLC parents were surveyed in mid spring. There were 79 surveys sent to parents and twenty-seven surveys were returned. Below are the questions and the responses from the twenty-seven surveys. The response rate was relatively low – 34% (27 out of 79). As a point of comparison, districtwide returns on parent surveys usually run about 45% - 55%. The results from the surveys appear to be very positive. The additional comments the parents supplied were success stories or positive comments about the program.

Millard Learning Center Parent Questionnaire

How long has your child been at the MLC? The average was 1 year and 3 months. The minimum was 1 quarter and the maximum was 3 years.

Since your child has been enrolled in the MLC program have you:

noticed a change in attitude toward school from your child? 26 parents or 96.3% answered yes and 1 parent left it blank.

noticed your child attending school more frequently? 24 parents (88.8%) answered yes, 2 parents (7.40%) answered no and 1 parent left it blank.

noticed an improvement in your child's grades? 26 parents (93.6%) answered yes and 1 parent left it blank.

noticed a reduction in your child's behavior problems at school? 24 parents (88.8%) answered yes, 2 parents (7.40%) answered no and 1 parent left it blank.

Are you satisfied with the MLC class size? All 27 parents (100%) answered yes.

Do you think the MLC is a better educational setting for your child's needs than their previous school? 24 parents (88.8%) answered yes and 3 parents (11.11%) answered no.

Do you think your child has a better relationship with the staff at MLC than other schools? 24 parents (88.8%) answered yes and 3 parents (11.11%) answered no.

Do you feel the MLC offers a variety of classes to fit your child's needs? 22 parents (81.48%) answered yes, 3 parents (11.11%) answered no, and 1 parent claimed they did not know.

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Is the information the MLC provides regarding post-graduation opportunities adequate?
22 parents(81.48%) answered yes, 2 parents (7.40%) answered no, and 3 parents left it blank.

Do you think the (shortened) daily schedule assists your child in attending school everyday?
All 27 parents (100%) answered yes.

Do you think your child is getting personal attention at the MLC?
All 27 parents (100%) answered yes.

Do you think the MLC does a good job of communicating with you about your child?
26 parents (96.30%) answered yes and 1 left it blank.

Do you think the overall program at MLC has been beneficial for your child?
26 parents (96.30%) answered yes and 1 left it blank.

Are you happy with the overall program at the MLC?
26 parents (96.30%) answered yes and 1 parent said they did not know.

Do you think it is necessary to have a police officer at the MLC everyday?
15 parents (55.56%) answered yes, 6 (22.22%) parents answered no and 6 parents (22.22%) claimed they did not know.

Summary

The main goal of this evaluation is to present data that can be used to assist the MLC staff and students meet the graduation requirements for the class of 2003-04 and beyond. These new requirements raise the number of credits from 205 to 225 and all of the ELO assessment cut scores must be met. Of the students who graduated in 2002-03, only one earned 225 or more credits and met the cut score on all of the ELOs. There were twenty-one additional students who met all of the ELOs standards, but did not have 225 credits.

Problems with attendance and discipline persist from the referring high school to the MLC. Based on current data, one thing that could help MLC students master these assessments is to make sure they take the assessment on the first testing occasion. If there are deficits to be remediated, the earlier this is discovered, the better. Currently, students are sent to the MLC in their 11th or 12th grade year, and some have not passed a single ELO. Then, the MLC is expected to remediate all of

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the students in order for them to graduate. As of August, 2003, registration information shows that 8 of 51 students districtwide who have taken an ELO test at least 3 times are at the MLC. These students could be expected to benefit from ELO-specific instruction. Data presented in this report also indicated that the increase to 225 hours will impact many students at the MLC.

Identifying the students and getting them the extra help as early in their educational career as possible might help reduce the number of students who have to take the assessment numerous times. Testing and re-testing will give these students the opportunities they need to master these assessments, but mere repetition of the assessments will not suffice; the remedial instruction must be present and must be effective. It might be worth looking into adding some extra remediation classes and extra core classes added to the end of their school day. MLC students are currently released from school at 1:17 P.M., and so it seems that if a student needs additional help or needs additional credits to graduate, these additional classes could extend the day past 1:17 P.M. There would not be any additional staff cost to add these classes, as staff do not leave until after 3:30, currently. Also, new for the 2003-04 school year, ELO classes are being offered at night school.

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AGENDA SUMMARY SHEET

AGENDA ITEM: Use of Computers in Analytical Writing Assessment

Meeting Date: 9/22/03

Department: Planning & Evaluation

Title and Brief Description: This research examined the effect of using a word processor in completing the district's analytical writing assessment. Two middle schools and two high schools were involved in the study.

Action Desired: Approval ___ Discussion x Information Only ___

Background: This study extended earlier work by having larger samples ($N = 217$ in middle and $N = 235$ in high school) and more standardization of procedures. The research question was to determine the effect of computer use on students' writing scores and to assess the validity of computer composition for the AWA.

Options/Alternatives Considered: N.A.

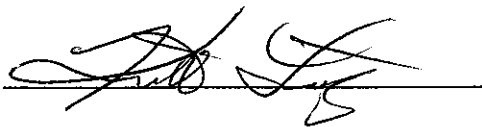
Recommendations: Because the computer-based scores were mediated by keyboarding skill and possibly socioeconomic status of students, and because of logistic concerns, we recommend not proceeding with large-scale computer based testing, at this time. In addition, evidence showed no improvement, and some indication of lowered scores, in the computer-based composition. Predictive validity analyses showed the computer-based assessment to be valid.

Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: N.A.

Responsible Persons: John Crawford and Patrick Irwin

Superintendent's Signature: 

Use of Computers in Analytical Writing Assessment

I. Purpose

The study was designed to investigate the feasibility of having students use computers to compose their response to the analytical writing prompts. If results are promising, in the future, the district writing assessment could be delivered by computer, or students could be given the choice of taking the assessment via computer or by writing by hand. The current work is being carried out in middle school and high school grades. We do not foresee elementary students taking their assessment on the computer, at least not in the near-term. The main focus of this study was to compare students' computer-writing scores to their pencil-paper writing scores.

II. Schools that participated:

Number of students with complete data, per school

<u>Schools</u>	<u>Grade</u>	<u>Number of Students</u>
Central	7 th	107
Kiewit	7 th	110
Total Middle		217
South High	10 th	115
North High	10 th	120
Total High		235

III. Procedures

In early fall of 2002 the classes at the middle and high schools that volunteered to participate in the study were given a typing test and a computer knowledge survey. The typing test was given through the standard software (Microtype) used in the high schools in the business classes. The office of planning and evaluation developed the computer use survey. The survey was designed to measure a student's knowledge and ability level in computer use. See the

appendix for a copy of the survey. The computer writing occurred in December 2002, and the AWA was given in late January – early February, 2003, districtwide. So the correlations between computer writing and regular, handwritten composition reflect a two-month predictive validity study. By using last year’s Terra Nova Language sub-scores, it was also possible to examine cross-year correlations between writing and standardized scores on the Terra Nova. The “language” score from the TerraNova measures grammar, syntax, vocabulary and spelling (via multiple choice and open-ended questions).

The 7th grade students in the computer study at the two middle schools wrote (typed) to one of the Expository prompts; the 10th graders at the two high schools in the computer-writing group wrote (typed) to one of the Persuasive prompts. Correlations with the regular, handwritten writing scores from the spring semester made use of the same mode (Expository for middle and Persuasive for high school), although the actual prompt, within mode, differed.

The computer papers were scored in house by the district MEP facilitator and a group of language arts teachers. The hand-written papers were outsourced to NCS along with all of the students’ papers from the districtwide writing assessment.

Students used the “WordPad” program that comes built into the Windows operating system. WordPad does not have spell-checkers, dictionaries, or grammar-checkers built in. When writing on the computer, students did have access to hard-copy dictionaries and a Thesaurus, similar to the conditions in the operational writing assessment.

IV. Results

Middle School Study

The following table compares the computer-composition score with the operational ELO score.

7th Grade AWA Mean Score by Trait and Total Score

7 th Grade	2002-2003	2002-2003	Row Difference	Standard Deviation	Effect Size
Expository Prompt	Computer	Regular	C - R	Regular	Difference
Ideas	3.10	3.44	-0.34	0.64	-0.53
Organization	3.03	3.45	-0.42	0.65	-0.65
Voice	3.62	3.84	-0.22	0.55	-0.40
Word Choice	3.25	3.53	-0.28	0.61	-0.46
Sentence Fluency	3.11	3.50	-0.39	0.73	-0.54
Conventions	3.30	3.47	-0.17	0.69	-0.25
Total	19.40	21.22	-1.82	3.05	-0.60

The above table compares the results from the computer study to the operational AWA ELO. The table also provides a difference score (computer minus operational score). Each of these differences are statistically significant. The students scored higher on the hand-written composition, compared to writing-via-computer. The “total” score shows a moderate effect size, favoring the “regular” hand-written composition.

7th Grade Special Education Students’ AWA Mean Score by Trait and Total Score

7 th Grade SPED N=26	2002-2003	2002-2003	Row Difference	Standard Deviation	Effect Size
Expository Prompt	Computer	Regular	C - R	Regular	Difference
Ideas	2.31	3.08	-0.77	0.69	-1.12
Organization	2.46	3.08	-0.62	0.80	-0.77
Voice	2.88	3.42	-0.54	0.64	-0.84
Word Choice	2.81	3.15	-0.35	0.54	-0.64
Sentence Fluency	2.38	2.81	-0.42	0.69	-0.61
Conventions	2.42	2.88	-0.46	0.77	-0.60
Total	15.27	18.42	-3.15	3.24	-0.97

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The data for Special Education students shows the same pattern as the total sample (the difference favoring hand-written composition is actually somewhat greater for the 26 Special Education students).

Simulated percent mastery (using estimated single-prompt cut scores):

	Participants	Simulated Cut Score	Not Mastered	Percent Not Mastered
Computer, Expository Score	217	15	26	12.00%
Regular, Expository Score	217	16	6	2.80%

Simulated percent mastery for Special Education Students

(using estimated single-prompt cut scores):

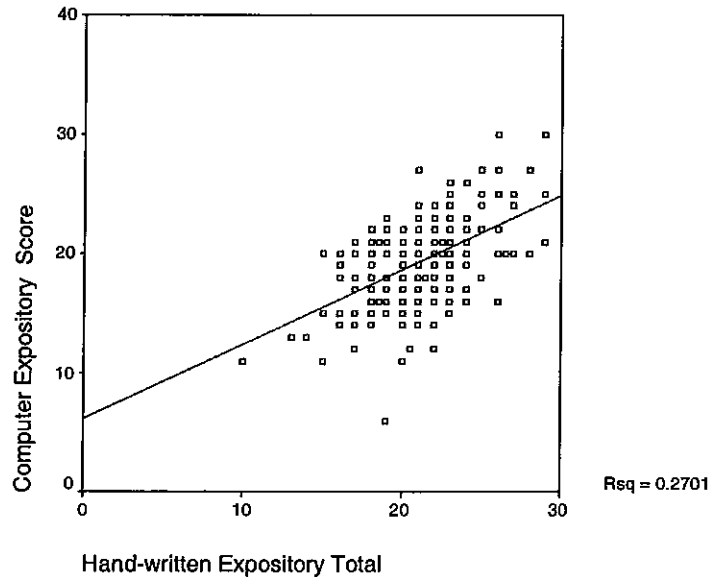
	Participants	Simulated Cut Score	Not Mastered	Percent Not Mastered
Computer, Expository Score	26	15	11	42.30%
Regular, Expository Score	26	16	4	15.40%

The above table provides a simulation of percent of students attaining the cut score, assuming that the (single) Expository prompt had a cut score that was 1/3 of the total cut score (which is based on all three prompts). The computer-writing exercise would have identified significantly more students for remediation, both in the total sample and in the Special Education sample.

Middle School Validity Coefficients

The correlation of the computer-composition score with this year's regular ELO (handwritten) score was .520, which is a moderately strong correlation. The following graph shows the scatter plot correlation between the students' two writing scores.

Correlation of Computer-Composition Score with 2002-03 Regular ELO Score



The correlation of last year's TerraNova Language score with this year's computer – composition score (6th with 7th) was .554, again, a moderately strong correlation, especially given that the two assessments are separated by one year and that the Terra Nova is a norm-referenced standardized test. The correlation of last year's TerraNova score with this year's score on the hand-written expository score was .563. It is important to note that the correlations with TerraNova are basically as high for the computer-writing condition as for the “regular” writing condition. Even though the means are higher for the handwritten composition, the fact that the correlation between computer-written and handwritten composition was .52 and the correlations, in both conditions, with TerraNova were $\geq .55$ show similar validity results for both modes of assessment.

Relation of Writing Scores and Keyboarding Skills

In this study each student was given a computer knowledge, skills, and ability (KSA) survey and a typing test. The typing test produced scores for each student representing (1) words-per-minute (2) number of errors made and (3) adjusted word-per-minute (subtracts for errors). All three of these measures were correlated with the students' scores on the writing-by-computer assessment. The measures of words-per minute and adjusted words-per-minute (minus errors) correlated highest with the students' writing scores. That is, the students who were most proficient on the keyboard (i.e., had the highest number of words-per-minute) also tended to get the higher scores on the writing assessment. The survey-based score did not significantly predict writing performance. The following table shows the correlations.

Correlations of Keyboarding Skills and Writing Performance

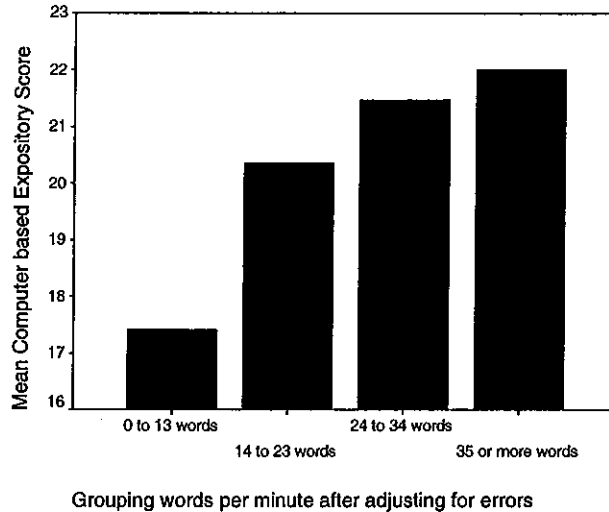
		Writing-Via-Computer Score	WPM	Errors
Writing-Via-Computer Score	Pearson Correlation Sig. (2-tailed) N			
WPM	Pearson Correlation Sig. (2-tailed) N	.410** .000 198		
Errors	Pearson Correlation Sig. (2-tailed) N	-.150* .035 198	.210** .003 198	
WPM minus Errors	Pearson Correlation Sig. (2-tailed) N	.471** .000 198	.922** .000 198	-.184** .009 198

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The bar chart below illustrates how the average AWA scores increased as the students' words-per-minute increased.

Relationship of Middle School Keyboarding Skills and Writing Scores



High School Study

The following table compares the computer-composition score with the operational ELO score.

10th Grade AWA Mean Score by Trait and Total Score

10 th Grade	2002-2003	2002-2003	Difference	Standard Deviation	Effect Size
Persuasive Prompt	Computer	Regular	C - R	Regular	Difference
Ideas	3.73	3.83	-0.10	0.60	-0.17
Organization	3.69	3.78	-0.09	0.53	-0.17
Voice	4.03	4.18	-0.15	0.51	-0.29
Word Choice	3.59	3.72	-0.13	0.50	-0.26
Sentence Fluency	3.44	3.72	-0.28	0.59	-0.47
Conventions	3.43	3.91	-0.48	0.54	-0.89
Total	21.92	23.15	-1.23	2.59	-0.47

The above results show that the scores from the computer-writing exercise were significantly lower than the results from the subsequent “regular” writing assessment. The

results showed over a one-point difference between the two methods. At the high school level, the “regular” ELO writing assessment is a requirement for graduation, so students’ motivation likely had an impact in these results. All of the mean differences were statistically significant except for Organization and Ideas. There is a “medium” size effect on sentence fluency and a “large” size effect on conventions favoring the handwritten composition. The overall (“Total” score) results would be considered a “medium” effect size, favoring the handwritten composition.

10th Grade Special Education AWA Mean Score by Trait and Total Score

10 th Grade N = 13	2002-2003	2002-2003	Difference	Standard Deviation	Effect Size
Persuasive Prompt	Computer	Regular	C - R	Regular	Difference
Ideas	3.31	3.60	-0.29	0.48	-0.61
Organization	3.15	3.54	-0.38	0.38	-1.01
Voice	3.58	3.85	-0.27	0.59	-0.45
Word Choice	3.31	3.51	-0.21	0.43	-0.47
Sentence Fluency	3.04	3.49	-0.45	0.56	-0.80
Conventions	3.31	3.62	-0.31	0.59	-0.52
Total	19.69	21.60	-1.91	2.43	-0.78

As in the middle school results, the high school findings for Special Education students mirrored the total sample results – differences favored the handwritten composition, and the magnitude of the difference was greater for Special Education students.

The following table shows a simulation of percent of students attaining the cut score, assuming that the (single) Persuasive prompt had a cut score that was 1/3 of the total cut score (which is based on all three prompts). The computer-writing exercise would have identified more students for remediation than the operational AWA. This difference is statistically significant.

Simulated Percent Mastery (using estimated single prompt cut scores)

	Participants	Simulated Cut Score	Not Mastered	Percent Not Mastered
Computer Persuasive Score	235	17	40	17.00%
Regular Persuasive Score	235	19	12	5.10%

**Simulated Special Education Students' Percent Mastery
(using estimated single prompt cut scores)**

	Participants	Simulated Cut Score	Not Mastered	Percent Not Mastered
Computer Persuasive Score	13	17	1	7.70%
Regular Persuasive Score	13	19	2	15.40%

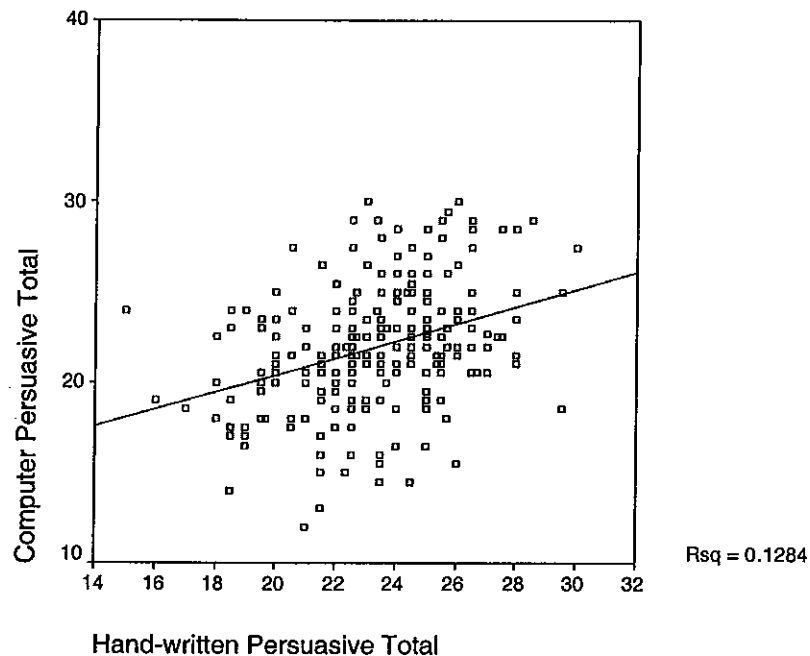
Even though the Special Education students' mean score was higher in the handwriting composition, there was 1 fewer student below the cut score in the computer writing condition.

High School Validity Coefficients

The correlation of the computer writing score with this year's regular ELO (handwritten) score was .358, which is significant at the 0.01 level.

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Correlation of Computer-Composition Score with 2002-03 Regular ELO Score



Another validity analysis can be represented by the correlation of last year's TerraNova Language score with this year's score from writing via computer (9th grade Terra Nova with 10th grade computer-writing score). These results showed that the Terra Nova Language score was a significant predictor of the computer-writing score (correlation = .421 sig. 0.01). The persuasive hand-written prompt correlated .290 which was also significant at the 0.01 level with the 2001-02 9th grade TerraNova Language score. Although both of these validity coefficients are lower than for middle school students, the results still suggest that the computer-based composition is as valid as the handwritten composition.

In this study, as in the middle school study, each student was given the computer KSA survey and a typing test. As in the middle school results, the typing test produced scores for each student representing (1) words-per-minute (2) number of errors made and (3) adjusted word-per-minute (subtracts numbers of errors). All three of these measures were correlated with the

students' scores on the writing-by-computer assessment. The measure of words-per minute and words-per-minute minus errors correlate the highest with the students' writing scores. That is, the students who were most proficient on the keyboard (i.e., had the highest number of words-per-minute) also tended to get the higher scores on the writing assessment. The following table shows the correlations. The survey-based score was not a predictor of the computer writing score.

Correlations of Keyboarding Skills and Writing Performance

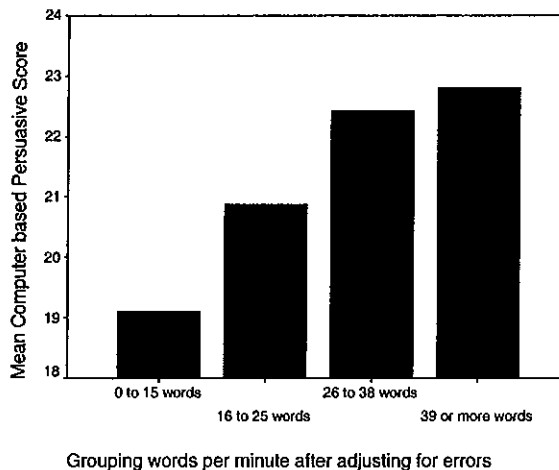
		Writing-Via-Computer Score	WPM	Errors
Writing-Via-Computer Score	Pearson Correlation Sig. (2-tailed) N			
WPM	Pearson Correlation Sig. (2-tailed) N	.290** .000 221		
Errors	Pearson Correlation Sig. (2-tailed) N	.071 .291 221	.148* .028 221	
WPM minus Errors	Pearson Correlation Sig. (2-tailed) N	.265** .000 221	.945** .000 221	-.185** .006 221

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The following bar chart illustrates how the average AWA scores increased as the students' words-per-minute increased.

Relationship of Keyboarding Skills and Writing Scores



V. Analysis of WPM as a Proxy for Access to Computers and Socioeconomic Status

Conversation with a well-published researcher who works with computer-based writing assessment (Michael Russell, personal communication, August, 2003) suggested that the measure of students' typing speed (words-per-minute adjusted for errors) might reflect access to computers at home and might be a proxy for student socioeconomic status. As a result, the following tables were generated, to determine if WPM varied with free lunch status.

Middle School WPM minus Errors by Free/Reduced Lunch Status

Free/Reduced Lunch	Participants	Mean WPM	Standard Deviation	Effect Size
No	187	17.66	8.27	0.401
Yes	9	14.33	8.80	

$t = 1.77$ (194 df), $p = .241$, not significant at the .05 level

High School WPM minus Errors by Free/Reduced Lunch Status

Free/Reduced Lunch	Participants	Mean WPM	Standard Deviation	Effect Size
No	201	32.19	11.47	0.559
Yes	15	25.73	11.59	

$t = 2.103$ (214 df), $p = .037$, significant at the .05 level.

Both the middle school and high school results indicated that students who qualify for free or reduced-price lunch have lower typing speed. The differences are “moderate” effect sizes, with an average of more than 3 WPM less in the free/reduced price group in middle school and more than 6 WPM less in high school. The high school result is also statistically significant. Presumably, students from more disadvantaged backgrounds have less access to computers outside of school, and may consequently have less keyboarding skill.

VI. Issues and Concerns

Millard staff scored the computer papers and NCS (the external company) scored the operational AWA papers in both studies (middle and high schools). However, the Millard staff also are the trainers of the NCS raters. Also, there was about a month to a month and a half difference in time between the computer study and the operational AWA testing occasion. The main factor is probably that the “regular” AWA assessment for the 10th grade students is a graduation requirement. Even at the middle level, the “regular” writing assessment would be considered a relatively “high stakes” assessment, because administration and staff are accountable for the results. The only incentive the students had in the computer writing condition was possible extra credit and feedback on their writing ability. Therefore, at both the middle and high school level, student motivation would have favored the handwritten composition condition. The finding of lower WPM in groups of students qualifying for free/reduced price lunch suggests that students have differential access to computers outside of school, and this factor may impact not only their keyboarding skill, but also their writing performance, as judged by the AWA score.

VII. Recommendations

The results of this study indicate that students tended to score somewhat lower on the AWA if they were allowed to use a word processor, as compared to the paper and pencil assessment. Also, the results of the prior Millard study conducted in 2001-02 did not show any advantage for students allowed to use a computer for writing assessment. Results also showed that ability to perform on the AWA assessment may be mediated by the students’ keyboarding skills (and keyboarding ability may covary with access to computers – at home – and socioeconomic status).

If Millard were going to put into operation a large-scale computer based assessment, the student would have to have access to a computer for three class periods across three days (once for each prompt type). There also would have to be close monitoring of the students using the computer to make sure they are not using the grammar tools in some software (so the conditions are the same as the handwritten assessment). Currently, the only students using the computer for the analytical writing assessment are Special Education students who have this accommodation written in their IEPs. The results for the Special Education students who participated in this study were consistent with the findings for the total sample. The use of the computer did not increase student scores, and some evidence suggested lower scores. With possibly lower scores on the AWA, perhaps fewer students meeting the cut score, the limited number of computers, and the loss of computer labs for regular instruction (if used for testing), our recommendation is that Millard should not expand the use of computers for analytical writing assessment, at this time.

Appendix:
Copy of Knowledge, Skills,
Ability Computer Survey

Computer Use Survey

Questions:

1. **Start up and shut down a computer**
 - A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

2. **Insert and eject a removable disk: floppy, CD-ROM**
 - A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

3. **Format a floppy disk**
 - A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

4. **Open and close an application/program**
 - A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

5. **Access and save a file on a floppy disk, a hard drive, or network drive**
 - A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

6. **Create, copy, move, rename, and delete folders and files**
 - A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

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- 7. Force a program to quit**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 8. Force the computer to restart**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 9. Use the search command to find files on my computer**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 10. Install and remove applications**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 11. Cut, copy, and paste text both within an application and between multiple applications**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 12. Use a word processor to create a document, report, flyer, etc.**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 13. Create, name, and save a word processing document**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

14. **Use basic formatting in a word processing document (change font type, style, size, and text alignment.)**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
15. **Use advanced features of a word processing document (tables, headers and footers, macros, table of contents, columns, etc.)**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
16. **Insert pictures, sounds, and hyperlinks into a program like Word or PowerPoint**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
17. **Create a simple spreadsheet**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
18. **Use a spreadsheet to organize data and perform calculations**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
19. **Create a graph from spreadsheet data**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.

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- 20. Send and receive e-mail messages**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 21. Attach and open an e-mail attachment**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 22. Create and use favorites/bookmarks**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 23. Access a specific Web page (URL)**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 24. Use electronic resources and search the World Wide Web to locate information**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.
- 25. Download and save information from the World Wide Web**
- A. I do not know how to do this.
 - B. I can do this but need help.
 - C. I can do this by myself.
 - D. I can show others how to do this.